



Play Development Profile

The following play development profile Provides a detailed progression which you could use to access and monitor progress.

Picture books and stories

1. Recognises familiar objects from pictures when shown.
2. Will sit with an adult for five minutes looking at a picture book.
3. Point out pictures in favourite book may name them.
4. Interested in pictures of familiar people (animals etc.) doing simple activities.
5. Can follow simple sequence of up to six pictures in a story book.
6. Can choose book and turn pages singularly to look at story sequence.
7. Interested in simple story but told by an adult with pictures for each sequence.
8. Can sit in Group and listen to simple story told from book with some pictures.
9. Can listen to story without pictures, e.g. being read them or from radio or CD.
10. Can retail favourite story - simply.

Language and Play



How can I tell?

How does a child with play difficulties present?

- ❖ Is unable to play co-operatively.
- ❖ Plays alone most of the time.
- ❖ Misuses toys equipment.
- ❖ Is unsure how to pretend with objects.
- ❖ Plays with the same object with very little variety in play sequences.
- ❖ Continues to suck and mouth toys at an inappropriate age.



What is it?

Why is play important to language and learning?

Language development is stimulated through play.

Through play children learn to listen, share, observe and imitate.



Small World

1. Recognises representative toys - can make simple choice, between two objects.
2. Using toys appropriately- simple, e.g. pushing car on floor- drinking from small cup- brushes hair with hair brush.
3. Understanding simple relationships of objects, e.g. pairing cup and saucer, brush and comb.
4. Making use of appropriate categories :
e.g. Car in garage
Animal in field/farm
people in house
5. Using simple language- e.g. making comments on what's happening.
6. More imaginative use of toys- people riding in car/ "roles" for toys.
7. Sequencing events in play.
8. More sustained play – with one set of toys.
9. Using language to enhance play rather than describing it.
10. Making up stories around toys, play scenario's.



Doll Play

1. Picks up doll and drops it anywhere.
2. Carries doll about, holding leg, arm, hair etc.
3. Carries doll about, holding appropriately.
4. Takes off dolls clothes, drops them and doll.
5. Puts doll in pram, pushes it around.
6. Puts doll in cot, pram, covers it up, and bag etc.
7. Attempt to dress doll.
8. Plays “shopping” game etc, taking dolly in the pram, and bag etc.
9. Sits doll in chair and talks to it.
10. Plays make-believe game of “house” using doll as baby- feeds it etc.



Construction

1. Scatters bricks on table or floor.
2. Attempts to build one brick on top of the other.
3. Can build towers.
4. Can build long walls.
5. Can build steps
6. Begins to build “abstract” structures .
7. Beginning of form- structures more representative, and used in play.
8. More “concrete” structures- brick building and corners etc .
9. More details in models, e.g. windows, doors, seats, etc.
10. Beginning to use building with other toys, e.g. cars/animals etc, and talk about it.
11. Building elaborate structures using imagination in play, can talk about how they made it and what it is.



Malleable

1. Holds whole lump in hand.
2. Bangs lump on table.
3. Pulls off little bits with fingers.
4. Flattens bits onto board.
5. Rolls lump on board.
6. Joins in group making dough, can talk about ingredients use to make it.
7. Rolls ball between hands- names it.
8. Rolls long bits- sticks them together- may name it.
9. Adds more bits rolled for purpose, talks about it- makes up story. Can talk about how they made it.
10. Rolls clay sausages, makes numbers, letter, understands between lengths.
11. Models animals, people, etc.



Outdoor Play

1. Rides in trolley. On the push alongs.
2. Pushes wheeled toy around, on level ground.
3. Watches children- climbs inside/ through apparatus- may start to climb up.
4. Sit on bike- pushes it along with feet.
5. Simple role play – sit solitary uses adult.
6. Climbing confidently, kicks ball, pushes/pulls toy.
7. Simple make-believe play involving other children briefly.
8. Rides bikes; uses pedals, steers.
9. Plays in Group, make-believe or sustained building up an activity.
10. Dramatic make-believe, dressing up play making use of apparatus.



What can I do?

- ❖ Lots of opportunity for play.
- ❖ Encourage sequences of pretend play to help the child to link ideas.
- ❖ When working with a child on any aspect of language always consider the developmental play level of the child.
- ❖ Play alongside the child allowing them to watch and imitate the adult.
- ❖ Join the child in his social world and enjoy shared experiences.
- ❖ Find out about the child's interests and try to provide relevant and interesting resources.
- ❖ When attempting to extend the child's play start from "where he is now" and then extend the next level (see profile of play development.)
- ❖ When a child can play alongside peers, then co-operatively can he learn from others around him. Provide a role model.



Sand and Water

1. Run sand/ water through fingers briefly.
2. Tipping sand/water from container (maybe on floor).
3. Filling and emptying various containers/ implements (e.g. filling bucket with spade).
4. Push car/lorries etc, along in sand and boats in water.
5. Burying objects in sand/finding things at bottom of a water tray.
6. Experimenting with effects, e.g. bubbles pump/water wheel etc.
7. Using digger/ putting men in boats – some imaginative play developing.
8. Making pies and castles and trucks in sand.
9. Group activities using some imaginative play.
10. Building more elaborate and imaginative structures in the sand-developing and can talk about it.



Songs, Rhymes and Music

1. Interested in musical toys/noise makers.
2. Enjoys individual action song with adult- anticipating some.
3. Beginning to move/jig to music – listens.
4. Using instruments/ noise making toys appropriately.
5. Joining in familiar rhymes- providing last word to line
6. Joins in with songs in small groups, singing some simple rhymes.
7. Joins in appropriately with fingerplays and action rhymes.
8. Differentiating and attempting simple rhymes and tunes.
9. Can join in appropriately in a group music and movement session.
10. Can join in appropriately in group singing and percussion section.



Painting and Drawing

1. Marks paper.
2. Side to side scribble, up and down – pencil, crayon held in fist.
3. Circular scribble – crayon held in fist
4. Correct pencil hold – circular scribbles – beginning of form.
5. Drawing people with head/legs – and any other body part with facial features.
6. Paintings, a mixture of colour- one on top of the other.
7. Painting slash drawing shapes- naming them.
8. Drawing pictures/colours not necessarily in lines.
9. Drawing/ painting representative shapes- one object.
10. Drawing composite pictures – talks about it.



Home Corner

1. Takes things out of cupboards- carries them about/ drop them/ mouths them.
2. Sitting at table- imitates behaviour with cups/spoons
3. Puts objects (e.g. cups/plates) in sink cupboard.
4. Puts on hats/shoes etc. Carries bag etc.
5. Plays at giving people (usually adult) cup of tea using cup and perhaps saucer.
6. Setting table/ hoovering/ shopping/- at simple role play.
7. Beginning of “interactive” play, i.e. mother and baby- “mummies and daddies” - may include dressing up.
8. Sequence of linked activities, e.g. cooking meal and eating it/dressing up to go shopping.
9. Larger group of children involved in sustained play sequence.
10. A planned imaginary game which may be carried over several sessions.



Wood Work

1. Show interest/asks to join in wood work.
2. Understand why we wear safety glasses.
3. Grips/ holds equipment properly.
4. Able to count out the correct amount of nails/screws/wheels.
5. Able to tell which tool is need for the correct process.
6. Accurately hit nail head.
7. Able to orientate components in the right place.
8. Plan construction before beginning.
9. Being able to review/talked about creation.
10. Able to leave and come back to creation after a period of time.

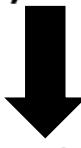




Taiji Qigong and Yoga

1. Able to centre self.
2. Copying the leader.
3. Counting to appropriate number.
4. Listening to instructions.
5. Can balance.
6. Able to shift weight.
7. Able to cross the mid-point.
8. Remembering a sequence of actions.
9. Able to complete full session
10. Using actions in play.

Stages of Play Development:



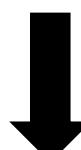
Play develops through different stages:



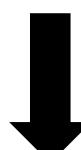
Exploratory Play- the child sucks, tastes and drops things.



Functional play- the child uses toys without any present, e.g. puts one brick on top of another, but doesn't imagine he is building a house.



Pretend Play – At an early stage the child pretends he is doing a certain action, e.g. dressing/feeding himself. Later objects sub-situation develops where the child will pretend that a block is a car, for example.



False properties - the child attributes false properties to an object, e.g. washing a dirty car or comforting a crying baby. The child realises that things stay as they are even when you pretend they are something else.



Imaginary objects - the child has learned that it is possible to pretend that something is there when it really isn't, e.g. stirring food in an imaginary saucepan.

Most Children play alongside others in **Parallel play** before they start to develop **co-operative play**.



Where do I go from here?

Suggested Areas to Extend

Enhancements should be tailored and appropriate to the needs of the individual child.

Here are a few suggestions of areas to cover:

- ❖ Develop pretend play.
- ❖ Develop pretend play into sequences.
- ❖ Attribute false properties to an object in play.
- ❖ Use imaginary objects in play.
- ❖ Understand that pictures represent objects.
- ❖ Watch and imitate others .
- ❖ Develop the ability to share the focus of attention.
- ❖ Play in parallel with one/two/three/ four other child/children for a specified time period.
- ❖ Play cooperatively with one/two/three/ four other child/children for a specified time period.

Targets for children with Special Educational Needs, SEN,
should be specific, measurable, achievable, relevant, time bound.
See the SEND code of practise for children with SEN.

References

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN
D Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_D_Code_of_Practice_January_2015.pdf)

Spoken Language Difficulties Lynn Stuart, Felicity Wright, Sue Grigor and Alison Howey