

Reception transition guide

Transition to reception class

Summer 2020



Introduction

This guidance is to support successful transition for **all children**.

Transition to reception class is always a time that requires careful consideration by schools, private, voluntary and independent (PVI) and childminder (CM) settings. This year we are facing *unique* challenges, and this requires us to work even more closely together to support our children and families to ensure that we have consistency across the borough.

This guidance may also help schools, PVIs and CMs with their wider thinking in supporting all children's return to school.

Parents; staff within schools, PVIs and CMs; and the Local Authority recognise that we are facing uncertain times and responses to the transition process *must* be personalised to the needs of the children and circumstances of the school.

All stakeholders agree that frequent and transparent **communication** is the key to a smooth transition process, this document aims to provide a tool to support this.

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Key considerations for planning transition in early years provisions and schools

All children	Children on SEN Support or considered vulnerable/at risk by the early year's provider in addition to all	EHCP children in addition to all and support/vulnerable/at risk
PVI / CM communication with school		
<p>Ensure relevant information about each child, eg progress, assessment, Characteristics of Effective Learning (CEL), likes, dislikes, preferences, etc. – from when the child was last assessed by the setting, is available to share with the receiving school</p> <p>Check that prior parental consent has been given to share children's information with their receiver school (and obtain where necessary)</p> <p>Initiate contact with their feeder schools to have an audio or video call with the EYFS Leader / receiving teacher about the child/ren who will be transitioning</p>	<p>Devise a support plan for the child to be shared with the school eg Appendix 1 Communication passport guidance</p> <p>Consider devising a transition plan; who will do what, by when and desired outcomes</p> <p>Agree a date for a virtual transition meeting with the school to discuss the plan</p> <p>Share copies of;</p> <ul style="list-style-type: none"> - SEN plans - Health and Care plans - Social stories about moving onto school - List of professionals involved with the child <p>Share interventions/strategies used with the child, including;</p> <ul style="list-style-type: none"> - Potential triggers for anxiety or unwanted behaviour - Positive behaviour strategies that the child responds well to - Visual tools or motivating objects used to support learning/behaviour - Any reasonable adjustments in place and /or any specialist equipment that is needed to support the child - Any special interests/strengths the child has that can be planned into the child's first day to reduce any anxieties <p>Consider keyperson of feeder nursery/school being at the receiver school on first day (using social distancing measures) to support the emotional wellbeing of the child</p> <p>For children on Child Protection plans inform parents of the process for sharing information with other professionals to support transition to school</p> <p>For children on CIN plans gain parental consent to share information with the receiving school to support transition</p> <p>For children with an open Early Help Assessment and Plan (EHAP), gain parental consent to share EHAP and agree timeframe for handing over lead professional status</p> <p>Agree secure sharing of written reports and other sensitive information, eg using Egress</p>	<p>Share a copy of the EHCP with the school</p> <p>Share how the voice of the child has been captured in the EHCP process (photos stories, choices made)</p> <p>Share the EHC coordinator details with the school</p> <p>Share latest educational reports/progress summaries, including, targets and progress towards outcomes</p> <p>Be open and transparent about the successes and challenges the child /family/setting are facing</p>

PVI / CM communication with parent		
<p>All children</p> <p>Invite parents to share information about their children's wellbeing, learning and development; and experiences during COVID-19; and how COVID-19 has affected other family members too</p> <p>Ask parents to confirm which primary schools their children have been accepted into</p> <p>Support parents with any questions, concerns, anxieties that they may have generally and / or specifically in relation to their children's transition to primary school</p> <p>Share Appendix 3 School readiness road maps infographics and the Appendix 4 School readiness road map (Extra tips for parents) with parents to support their children before starting school</p> <p>Provide support to parents, whose children are transitioning to school, via virtual workshops, e-newsletters, individual phone calls etc.</p>	<p>Children on SEN Support or considered vulnerable/at risk by the early year's provider school, in addition to all</p> <p>Suggest parent to visit school website and look with child at photos of classroom, staff, etc.</p> <p>Suggest parents walk by the school often and talk to child about it on daily walk (if local)</p> <p>Suggest to parent to prepare children for new start in advance through use of books /photos of school / choosing and trying on uniform / through role play at home.</p> <p>For children on Child Protection plans inform parents of the process for sharing information with other professionals to support transition to school</p> <p>For children on CIN plans or an open EHAP gain parental consent to share information with the receiving school to support transition</p>	<p>EHCP children in addition to all and support/vulnerable/at risk</p> <p>Ensure parents are aware of the application process for transport if eligible to apply</p> <p>Ensure parents are aware of the information that is to be shared with the school</p>
PVI / CM communication with child		
<p>All children</p> <p>Key persons can have regular conversations with their current key children in groups or individually eg via video or audio calls, (ensuring e-safety guidance) regarding their transition to school, how they feel, what they are looking forward to, etc.</p> <p>Support the children's emotional preparation and transition (as they would usually do but electronically / virtually instead) eg providing photographs of the new school, uniform, etc.</p> <p>Promote the photos of key adults in the new school; video of new school, indoor-outdoor environment, lunch hall, etc.</p> <p>Provide an opportunity for transitioning children to say goodbye formally (but virtually, following e-safety guidance) to their friends and staff at their PVI / CM settings eg via virtual graduation, leavers' ceremonies, etc.</p>	<p>Children on SEN Support or considered vulnerable/at risk by the early year's provider in addition to all</p> <p>Consider providing a personalised social story about starting school.</p> <p>Talk to child through virtual platforms using signs and other visually supported communication, eg Makaton or British Sign Language</p>	<p>EHCP children in addition to all and support/vulnerable/at risk</p> <p>For children with an EHCP follow guidance for SEN support section</p>

Primary school communication with PVI / CM

All children

Initiate contact with the transitioning children's feeder PVI / CM setting by audio or video call with the keyperson about the child/ren who are transitioning

Check that prior parental consent has been given for the PVI / CM setting to share children's information with their receiver school (and for consent to be obtained where necessary)

Obtain relevant information about each child, eg progress, assessment, CEL, likes, dislikes, preferences, etc. – from when the child was last assessed by the PVI / CM

Children on SEN Support or considered vulnerable/at risk by the early year's provider, in addition to all

School to contact the PVI / CM SENCO to agree a transition plan and access to information on the child's individualised learning/learning journey, including any SEN reports etc.

Agree a date with the PVI / CM setting for a virtual transition meeting

Liaise with therapists and other professionals and review plan for interventions and strategies to be implemented in school

Ensure any specific training is planned for, eg medical needs/use of equipment.

Consider reasonable adjustments required to support the child's inclusion and access to learning

For children on CP, CIN plans or with an open EHAP - identify a named person to be contacted to ensure communication is effective between school and early years provider and agree timeframes to enable effective transitions

School to contact social worker to ensure they are included in any virtual core groups/CIN meetings or case conferences

For children with an EHAP – school to contact lead professional with parental consent to attend virtual Team Around the Family (TAF) meetings

EHCP children in addition to all and support/vulnerable/at risk

Checks plans for transport arrangements if child is eligible.

Primary school communication with parent

All children

Invite parents to share information about their children's wellbeing, learning and development; and experiences during COVID-19; and how it's affected family members.

Enable parents to share information about their child. See **Appendix 2 Capturing meaningful information to support EYFS transition**. Share **Appendix 3 School readiness road maps infographics** with parents to enable them to effectively support their children before starting primary school

Provide virtual workshops / welcome events for parents of children due to start nursery reception in September.

Provide hand-outs for parents (electronically or by post for parents with limited IT access) to support transition

Inform parents of where and how to get school uniform and when school uniform vouchers will be available for those that need it.

Support and manage parents' expectations regarding implementing social distancing

Children on SEN Support or considered vulnerable/at risk by the early year's provider school, in addition to all

Consider sharing tip sheets with parents on getting ready for school (what to expect), who will support their child etc.

Consider developing a new tab on the website to show a virtual tour of the school /class /teachers

Video meetings with parent and child to meet the new keyperson/teachers

Depending on restrictions in early July / September - arrange group meetings with parents and key staff (using social distancing) - low numbers.

EHCP children in addition to all and support/vulnerable/at risk

Meet with parent (virtually) to discuss the implementation of the EHCP and preparation for the delivery of the provision within the plan. School therapy team to also be invited

Primary school communication with child

All children

Enable children to share information about themselves with their new teacher / keyperson (see Appendix 2 Capturing meaningful information to support EYFS transition

Provide children, the PVI /CM with photos and videos before the child starting, eg:

- Of the class teacher and TA
- Front of school building
- The children's entrance
- the classroom and outdoor environment
- the coat pegs
- the toilets
- the lunch hall

Support and manage children's expectations about social distancing

Children on SEN Support or considered vulnerable/at risk by the early year's provider, in addition to all

Consider providing a personalised social story about starting school or use a story provided by the PVI / CM

Provide an example of a daily timetable with photos /symbols of what a day could look like

Video call before start of school to get to know child

Depending on restrictions July /September, invite child /parent for a tour while school is empty using social distancing measures.

Ask child what would help them settle on their first day at school eg quiet corner to go to if needed / see sibling in playground to wave to

Learn a few key Makaton signs to support communication with child if appropriate.

Learn what interests the child has and talk about these together on virtual contact / show you have these at school eg trains/ cars /playground

EHCP children in addition to all and support/vulnerable/at risk

For children with an EHCP follow guidance in SEN support section



First-tier points for consideration

Emotional well-being

The Emotional well-being of children, parents and staff is of paramount importance during the whole process. The following points may also be considered in the process:

Will all children be expected to start nursery / reception class on the same day and time? If so, how will that be managed to ensure the emotional wellbeing of the children is maintained?

Will there be a staggered intake (eg smaller groups of children starting on different days / times)? If so, over what period, and which children will be encouraged to start first?

How will the settling process be considered for the following groups of children (accounting for their own unique individualities too):

- Children with SEND, including those with an EHCP?
- Children for whom there are safeguarding concerns eg Children in need (CIN), Child Protection (CP)?
- Children who were still settling-into the nursery class (hadn't fully settled in / developed secure attachments) prior to the COVID-19 lockdown?
- Children who were due to start the nursery class prior to COVID-19 but had not yet started?
- Those children who are known to require a longer settling in process after periods of absence eg after half-term holidays, sickness, etc.?
- Those children, who under 'normal' circumstances, do not usually require a longer resettling-in period after periods of absence (however, continue to be mindful as these have not been 'normal circumstances', and there may have been additional stressors experienced by the child and family that may not have been shared with the PVI / CM / School prior to the child's return to the nursery / start of reception)?
- Those children of keyworkers who had transitioned to another setting during COVID-19 (consider how that child's emotional well-being and transition will be supported if they are making another transition to join your school)?
- Children whose families have experienced loss eg bereavement, jobs, housing etc., and other known stressors in the family?

How will parents be supported with understanding the importance of re-establishing boundaries and routines for their children at home?



Social distancing

If social distancing is still required, some factors for consideration might include:

- What might social distancing look like for the adults and their positioning within the environment?
- What might this look like for the children whilst considering their ages and stages of development; their stages of play (eg solitary, parallel, collaborative, etc.); and their need for socialisation, connection and emotional support, comfort and reassurance?
- How might children will be supported to make friends and build positive relationships with their peers?
- How does the physical layout of the indoor-outdoor environment facilitate social distancing for children and adults whilst ensuring that *'children must usually be within sight and hearing of staff and always within sight or hearing'* (EYFS Statutory Framework, 2017, p23)?
- How can children's opportunities for free-flow access between the indoor and outdoor environment facilitate social distancing?
- How will the number of children attending at any one time affect social distancing?
- How might social distancing measures be applied during key times / experiences during the day such as circle times, children accessing the toilets, lunch and snack times, etc.)?
- How might children be supported in their understanding, and provided with opportunities to ask questions about social distancing measures in school and in the local environment?

If home visits were previously conducted by your setting, what might you do differently to form those effective relationships with your children and families during any periods of social distancing?

Second-tier points for consideration

Supporting the current nursery and reception children

What would the rest of the academic year look like for nursery / reception children if they return to the setting before the end of the academic year?

What would their reception / year 1 year look like (next academic year)?

How and when will the setting's internal formative and summative assessments take place?

How are the children's progress and attainment going to be accelerated whilst ensuring the children's experiences are developmentally appropriate, and linked to their ages and stages of development?

How can the potential wider gaps in some children's experiences, progress and attainment be narrowed?

How are parents going to be included as partners in the acceleration of their children's progress and attainment and the narrowing of any identified gaps?

How are parents' own fundamental needs (eg financial, food, housing, social, emotional, mental health, physical health, etc.) going to be supported? Which other agencies can parents be signposted to?

Systems and process

Annual reviews

Annual reviews can be conducted virtually. Schools should ensure that the child's, their parent's/ carer's views are sought and considered in line with professional advice. In line with SEND regulations, professional advice needs to be sought and circulated to all parties 15 days prior to the meeting.

Special consideration should be given to children undergoing phase transfers. SENCOs from the receiving school should be invited to these meetings.

The right settings

Sections 33 and 39 of the Children and Families 2014 states LA must agree to the parental preference for a maintained mainstream school unless:

The child's inclusion would be incompatible with the efficient education of other pupils or efficient use of resources and there are no reasonable steps which either the school or LA can take to prevent the incompatibility.

SENCOs should consider if their school is in line with parental preference. Case Law has set precedent which places responsibilities on the school and LA to prove that no steps can be taken to remove barriers, please see below


Essex CC v the SEND Tribunal [2006] EWHC 1105 (Admin): A parent or young person's preference can only be displaced on the grounds of being 'incompatible with the efficient use of resources' where the extra cost is significant or disproportionate. A difference of between £2000-£4000 was not found to be 'incompatible'.

Hampshire County Council v R & SENDIST [2009] EWHC 626 (Admin) (2009) ELR 371: if a parent or young person requests a particular school is named in a Statement (now an EHC plan) and the LA argue that it is 'incompatible with the efficient education of others', there needs to be a positive finding of incompatibility, not merely by evidence of some impact on those other children.

NA v London Borough of Barnet (SEN) [2010] UKUT 180 (AAC): The Upper Tribunal stated that this was a "strong test of incompatibility", which means the test is a high threshold for the local authority. The local authority needs to have clear evidence of the difference the admission of that extra child or young person will make, and which students will be affected by this

ME v London Borough of Southwark [2017] UKUT 73 (AAC): when a parent or young person has asked for a mainstream setting, even if the placement is rejected under s. 39 Children and Families Act 2014 (on the grounds that it is unsuitable, or incompatible with the efficient education of others or the efficient use of resources), it may still be named under s. 33 Children and Families Act 2014 (the right to mainstream) unless the child or young person's attendance would be incompatible with the efficient education of others and there are no reasonable steps that could be taken to avoid this

Panel will consider schools' representations made following an early Annual review, once the pupil has started in the new setting in September. New additional evidence can be gathered about the



pupil's transition, progress and areas of concern documented. SEN Panel will then reconsider the case, based on new evidence about the pupil's functioning in year.

SENCOs are encouraged to highlight concerns to their allocated EHCCo and their line manager to ensure prompt consideration of the request.

In exceptional circumstances, the LA will reconsider a pupil's provision during the autumn term. Examples are pupils who become at risk of permanent exclusion or are permanently excluded, significant changes in a pupil's circumstances or significant new needs identified.

SENCo briefings

We can arrange for you to hold a briefing for SENCOs the third week back to school to share updates/next steps.

Primary staff involvement in reviews

This will need to be arranged with the SENCOs from the primary school. EHCCos should also be invited and the reasons for required attendance clearly highlighted in the invitation.

Before every transition, the current educational setting or early years provider should organise a transition planning and review meeting to discuss the Special Educational Needs (SEN) support given and planning and preparation for the transition. Information from the child or the young person and their parent/carers should be central to this transition planning and review meeting.

Where possible, the new provider should be involved in the transition planning and review meeting so that they have the information they need to prepare to meet the child or the young person's needs and ensure a successful transition into the new setting. This will also be an opportunity for the child or the young person and their parent/carers to discuss any concerns they may have with the new provider.

Emergency funding

Any request for funding will need to be raised at an early annual review. Clear justification, provision map will need to be provided.



Speech and language team (SLT)

Since schools have been closed, the SLT and OT departments have continued to support children, their families and schools. Currently, support is being provided by:

- Telephone calls to parents to support them with their child's SLT / OT needs at home and providing update programmes where appropriate
- Contact with teaching staff to discuss programmes and supporting children in school

Programmes and resources (including home learning packs where possible) are being provided to both parents and schools

- Writing annual review reports at the request of the school
- Attending annual reviews (virtually) at the request of the school
- Attending other key meetings (virtually) when requested by school
- Forwarding resources and training links that are relevant for school staff

Where possible, dependent on access to technology and need, the SLT department will be offering:

- Virtual therapy sessions for parents at home or for school staff
- Virtual training for schools

Further support for parents is available via the SLT Facebook page which includes strategies/ resources that may be useful at home. The department are exploring the ability to provide 'how to....' videos for parents that demonstrate a variety of therapy strategies and running the 'Training for Schools' program virtually.

At present, SLT and OT input for children with EHCPs is being provided remotely and not face to face (except for children attending one of the ARPs in Ealing that is open to external professionals and where the setting is running as an ARP). Where a school setting is requesting face to face input, these requests are being considered individually and will depend on the school staff available to support children's programmes and the structure of the school day within each setting. Face to face input in schools will re-commence following advice and instruction from the trust and the government.

Additional need as a result of lockdown?

Moving to a new phase of education may require changes to the way special educational provision is delivered or what is required. Special educational needs may have changed since the previous annual review or when the EHC plan was finalised. Any change must be made based on evidence of the individual child or young person's requirements: not the typical model of provision for the placement or what is generally suitable for an age group.

Increase level of need due to lock down but they were not on the SEN register in primary school? It is a result of lockdown.

If this is the case, SENDCOs may wish to consider requesting an EHC needs assessment. The decision whether or not to assess is set out in s.36(8) CAFA 2014: does the child/young person have or may they have special educational needs and might it be necessary for the special educational provision required by those needs to be secured under an EHC plan.



Appendix 1 Communication passport guidance

Communication Passports include information about how a person communicates, what they like and what they don't like.

How to devise a communication passport

1. Agree with the parents and / or specialists whether it is appropriate to use a Communication Passport.
2. With the child, parents and / or specialists, fill in the Communication Passport questionnaire to agree on the most useful information – remember to keep it short.
3. It can be made up in different forms including booklet, poster, keyring cards, or box of objects.

How to use a communication passport

1. The child should always have the Communication Passport with them, in their bag or attached to their person.
2. Whenever the child meets a new person, they can show their Communication Passport and look at it with the new person.
3. It can also be used by others working with the child to ensure they understand the child's communication methods.

Suggested prompts within a communication passport

- Things I like
- Things I do not like

Brief Example

What I do not like:

- Getting my hair dried or combed
- Being made to wait
- Getting frustrated
- Having to stop something I enjoy
- Getting up in the mornings

Full example:

A full example is available on EGfL here [Communication Passport](#)

Appendix 2 Capturing meaningful information to support EYFS transition

Considerations for information gathering to support a child starting your early years setting - and to begin to gain an understanding of their cultural capital

Information from child

Caring for me and my feelings

What makes you feel happy?

What can make you feel upset?

Does anything make you feel frightened or scared?

What makes you feel better?

Family and other special people

Who do you live at home with?

Who is in your family?

Who else is special to you?

Do you have any pets?

Do you know anyone at this nursery/school already?

Who are your closest friends?

Daily routines and experiences

What do you enjoy doing the most?

Do you have a favourite place?

Is there anything you haven't enjoyed doing before?

Who will usually bring you to nursery/school?

Who will usually pick you up from nursery/school?

How will you travel to nursery/school?

Are there any activities that you enjoy doing?

Information from parents

Caring for my child and their feelings

How has the COVID-19 experience affected your child's emotional wellbeing, learning and development; and experiences generally? How has it affected you, other family and friends?

How will staff know how your child is feeling?

How is your child calmed or soothed when upset? (Specific soother object eg. blanket, toy, being held and / or reassured in a specific way,

How does your child express their emotions when, happy, sad, angry? This could be through verbal and non-verbal communication, through changes in behaviour, becoming frustrated, withdrawn, more physical, etc.)

Does your child have any worries or concerns about starting nursery, specifically eg fears about going to the toilet, being in small / confined spaces, dark areas, objects (that they tend to avoid), foods, etc.?

What motivates or excites them? Eg routines, toys, objects, sensory experiences they particularly enjoy experiencing or repeating, people or pets they like to be around; interests and fascinations.

What helps them to feel secure and confident?

Does your child have any individual ways of communicating eg special words, sounds, gestures or signs? What language(s) do you speak at home?

Family and other special people

What do you like your child to be called?

Do they have a shortened version of their name or nickname which is used regularly? When they are learning to recognise and write their name, which name would they be learning?

Are they already friends with another child in the setting?

Who lives at home with you?

Are there other special people in your child's life – perhaps a close grandparent, an older sibling or a childminder?

Are there any family pets?

Daily routines and experiences

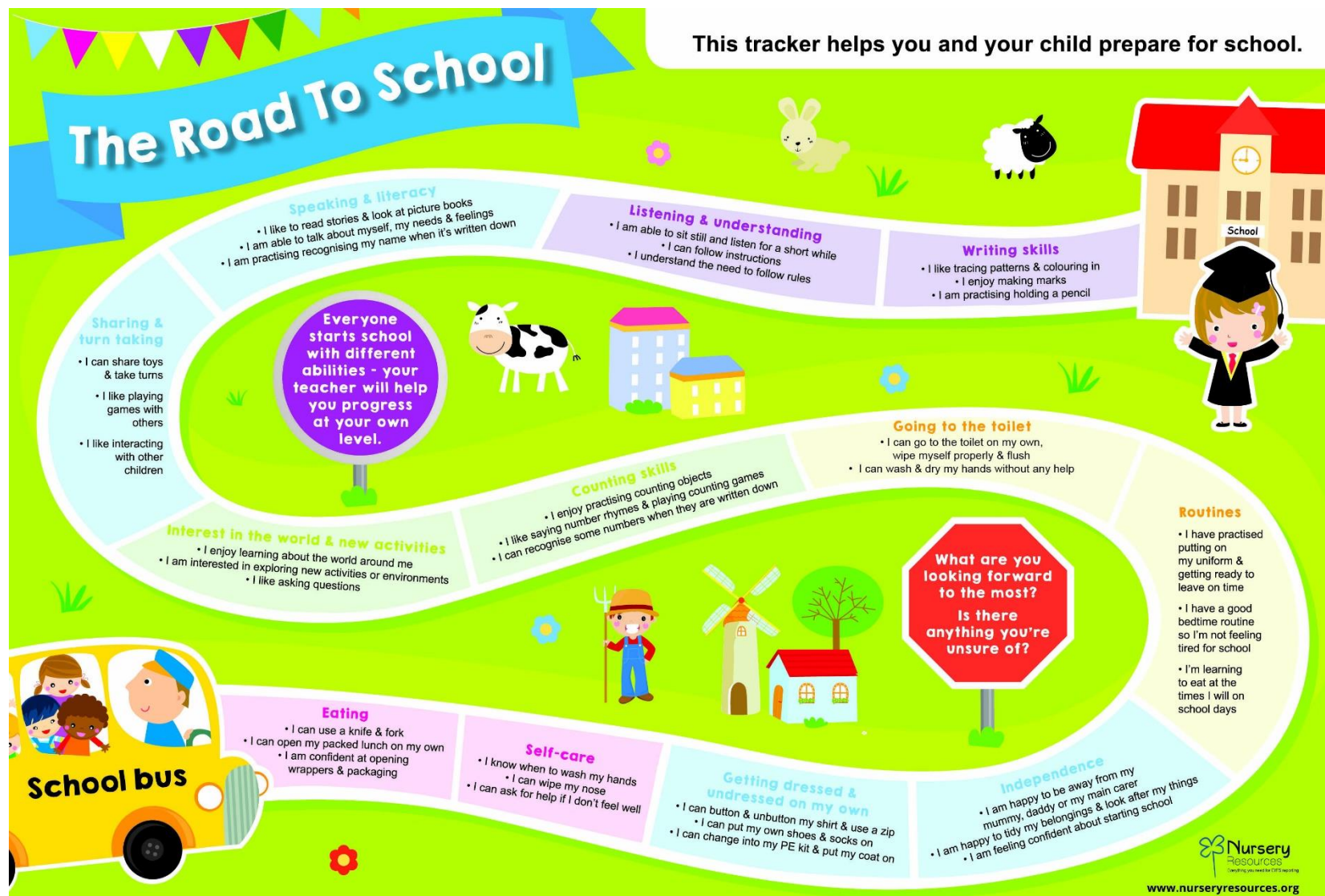
Tell us about your child's normal daily experiences including routines such as sleep times, mealtimes, visits, etc.

Are there any routines, regular events you attend which are part of your family culture? For example, regular weekly visits to a grandparent, relative, swimming lessons, dance clubs; attending religious acts of praise at church, temple gurdwara or similar?

Tell us about the places you and your child like to go to? (This could include local visits to shops, parks, friends and family and may include other experiences such as family holidays, and day trips)

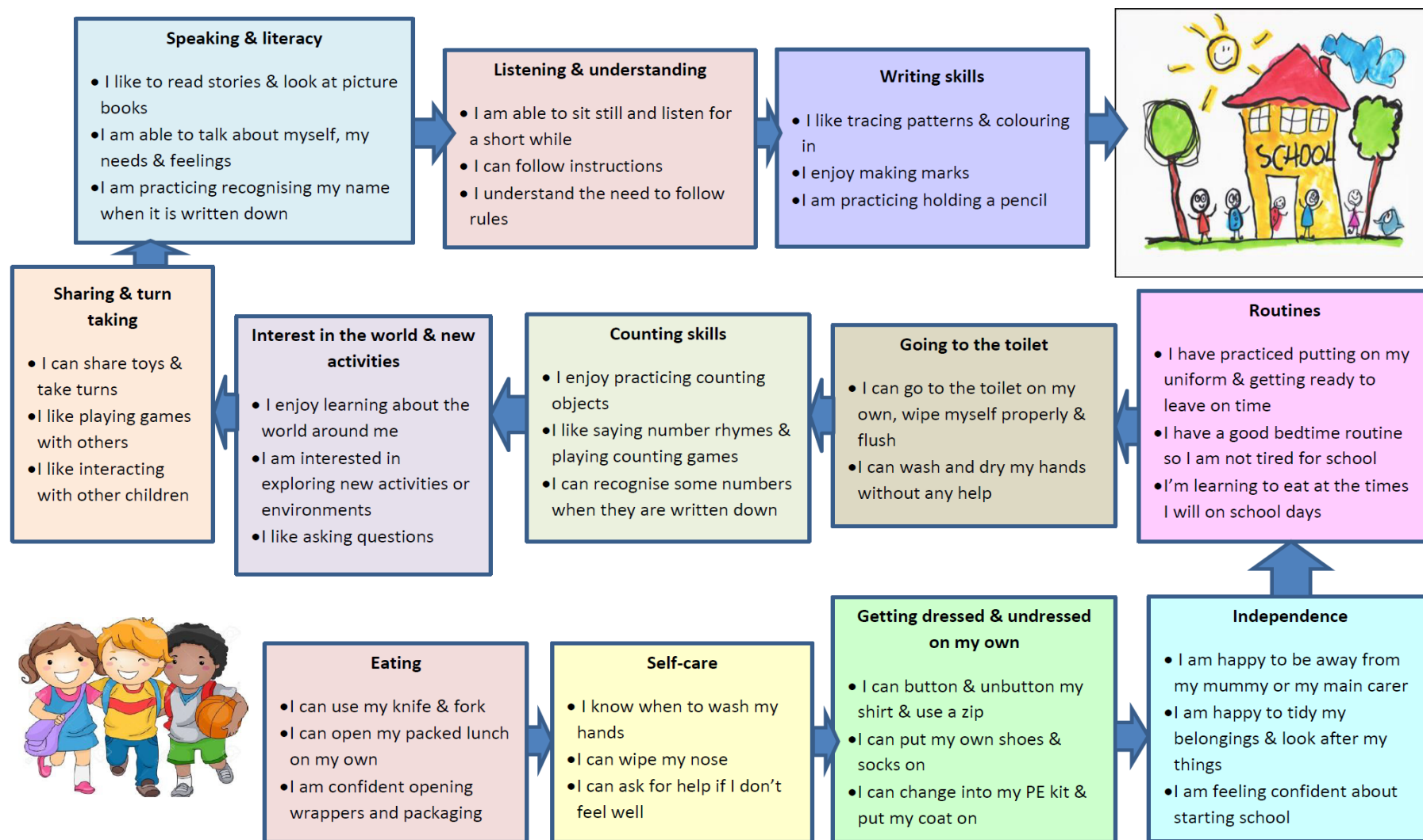
Age dependent: Will your child need support with moving, eating or toileting?

Appendix 3 School readiness road maps infographics



Remember - learning is not a competition, children learn at different rates. For more ideas to help prepare your child for school, talk to your childcare practitioner.

Road to School – what does it mean to be ‘school ready?’



Appendix 4 School readiness road map (Extra tips for parents)

Child	Parent
Eating I can use a knife and fork. I can open my packed lunch on my own I am confident at opening wrappers and packaging	Encourage independence at mealtimes when eating by encouraging children to feed themselves. (When using cutlery use real adult size rather than plastic child size alternatives) Encourage children to help open food packaging as a daily part of routine at food preparation, meal and snack times.
Self-Care I know when to wash my hands I can wipe my nose I can ask for help when I don't feel well	Continue to encourage hand washing and hygiene practices throughout the day and talk about why we wash our hands. Model hand washing and nose wiping for children to support with their understanding where appropriate.
Getting dressed and undressed on my own I can button and unbutton my shirt and use a zip I can put my own shoes and socks on I can change into my PE kit and put my coat on	Support children to dress and undress independently by initially providing lots of help to make it a positive experience. Provide slip on or Velcro shoes as these are easier to put on independently. Allow extra time for practising at home for it become a familiar part of a daily routine.
Independence I am happy to be away from my mummy, daddy or main carer I am happy to tidy my belongings and look after my things I am feeling confident about starting school I can make my own choices	Provide opportunities for your child to be away from you for short periods of time by visiting other relatives or friends you feel confident to leave your child with. Always tell your child when you are leaving at that you will be back. This can be helped by talking through what they will be doing whilst you are away to help their understanding of when you will be back. Encourage your child to care for their own possessions and toys by having a place where objects and belongings live for your child to consistently take and return items and belonging to. Talk about starting school with your child. Contact your new school, find out the routines of the day and take opportunities provided to arrange a visit to look around the school and meet the staff.
Routines I have practiced putting on my uniform and getting ready to leave on time I have a good bedtime routine so I'm not feeling tired for school I'm learning to eat at times I will on school days	Provide opportunities to try on uniform prior starting school. It may help to introduce some clothes at home which have fastenings like the school uniform. Practice the school journey together prior to starting school so the journey becomes familiar. Provide a consistent routine at bedtime to provide consistency. For example, bath time, setting out clothes for next day and bedtime is predictable on every weekday in preparation for school. Consider providing a mid-morning snack and lunch at a similar time to those of the school. Find out what the lunch time routine will be to help prepare your child.
Going to the toilet I can go to the toilet on my own, wipe myself and flush I can wash and dry my hands without any help	Encourage your child to use the toilet independently. It would be good practice when visiting the school to request your child is shown the bathroom area. Encourage and talk about hygiene and why we wash our hands to support children in consistently building this into their routine. If they forget, provide a gentle reminder to support their thinking. For example, "What might happen if our hands are dirty?"

Child	Parent
Counting skills I enjoy practicing counting objects I like saying number rhymes and playing counting games	In every day experiences provide opportunities for children to notice and count objects around them. Eg the number of plates on the table, how many stairs as they are climbing them. Use mathematical language in everyday situations. Eg talk about the size and shape of buildings when on a local walk. Point out different patterns you see, count the number of blue cars.
Interest in the world and new activities I enjoy learning about the world around me I am interested in exploring new activities or environments I like asking questions	Provide stories that help children to make sense of different environments. Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. Provide play maps and small world equipment for children to create their own environments.
Sharing and turn taking I can share and take turns I like playing games with others I like interacting with other children	Provide opportunities for sharing and turn taking to support your child in understanding they sometimes need to wait for things. Play games with them where you need to share resources.
Speaking and literacy I like to read stories and look at picture books I can talk about myself my needs and my feelings I am practising recognising my name when its written down I can construct complex sentences to join ideas within a sentence I can respond to appropriate questions I can take turns in conversations	Provide a range of books and stories including from different cultures Give thinking time for children to decide what they want to say Help children to build their vocabulary by extending their previous experiences Help children expand on what they say, introducing and reinforcing the use of more complex sentences
Listening and understanding I can sit and listen for a short while I can follow instructions I understand the need to follow rules	Encourage short periods of uninterrupted time for sitting together to share everyday experiences. Include recalling what has happened in the day, retelling a favourite story or playing a turn taking game. Provided daily opportunities for following simple instructions, you could support this with actions to help understanding. Build up the number of instructions as understanding and attention increases. Eg "Please go and get your coat and shoes and put them on." Include your children in setting 'rules to support them in their understanding and ownership of expectations. Eg we go to bed at 6.30pm and have a story because we need to go to sleep at 7pm.
Writing skills I like tracing patterns and colouring in I enjoy making marks I am practising holding a pencil	Encourage children to create their own mark-making on a large and small scale using all types of writing implements. Encourage children to talk about the marks they have created. Provide opportunities to write / mark-make eg shopping lists, notes to friends and family members, letters to post, labels for models made, writing about something they have made or drawn. Provide opportunities where your children can also see you writing for a purpose. This will support their understanding of the different contexts for writing.

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