































The Derbyshire Early Years SEN Service – Celebratory Checkpoints. 3-4

When considering the aspects of development being observed, we should always have in mind the foundational learning themes that accompany and underpin the play and interaction we see.

Executive function includes the child's ability to hold information in mind, focus their attention, think flexibly, inhibit impulsive behaviour. These abilities contribute to the child's growing ability to self-regulate , concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult. Language development is central to self-regulation: children use language to guide their actions and plans. Pretend play gives many opportunities for children to focus their thinking, persist and plan ahead.		
The 7 C's of resilience.	Communication and Language Small Step Celebratory Checkpoints <i>(including Development Matters checkpoints)</i>	Characteristics of Effective Learning
Competence I can achieve and make progress. Confidence I have a go and keep on trying. Connection I feel safe and secure in my relationships; I know who will support me and who I can ask for help. Character I have a unique personality, interests, and strengths.	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p> Does the child listen in small groups or 1:1 when conversation interests them or attend and concentrate to a favoured adult led activity?</p> <p> Can the child focus attention, listen and do, can they shift attention?</p> <p> Does the child know to wait while others are talking but sometimes can't help butting in?</p> <p> Does the child show understanding of discussion of recent events by commenting and responding to questions?</p> <p> Does the child join in with repeated refrains and anticipates key events and phrases in rhymes and stories?</p> <p> Can the child listen and follow unfamiliar instructions to carry out an activity step by step?</p> <p> Does the child identify a musical instrument from up to four, or produce a sequence of sound from sound making objects?</p> <p> Can the child say a word which rhymes with a word an adult says or continue a rhyming string with nonsense words?</p> <p> Can the child maintain concentration and attention to an activity and sits quietly for longer periods of time, and persevere with a challenging activity?</p> <p> Does the child listen to more complex sentences and answers appropriately for example "why are you going upstairs?"</p> <p> Does the child initiate conversation, attend to or take account of what others say and show awareness of when the listener is speaking?</p> <p> Can the child work as part of a group or class, taking turns?</p>	<p>Playing and exploring – I realise that my actions have an effect on the world, so I repeat them.</p> <p>I reach for and accept objects, making choices and exploring different resources and materials.</p> <p>I plan and think ahead about how to explore or play with objects.</p> <p>I guide my own thinking and actions by talking to myself while playing.</p> <p>I make independent choices and do things independently that I have been previously taught.</p> <p>I can collaborate and learn alongside my peers.</p>

-  Can the child carry out a sequence of simple instructions during play, e.g., sit down, then pat head, then touch nose?
-  Can the child retell a past experience in the correct order or talk about a recent past experience using time vocabulary such as last night or yesterday?
-  Does the child remember three or four items shown on a list for example a picture shopping list of apples, oranges and bananas or remember a spoken list of three objects without visual cues? Can they fetch 3 objects at a time?
-  Can the child sequence two to four photographs and talk through the story?
-  Does the child use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences?
-  Can the child question why things happen and gives explanations? Do they ask who, what, when, how or use a range of tenses e.g. play, playing, will play, played, or use intonation, rhythm and phrasing to make the meaning clear to others?
-  Does the child play with sounds in words during games with pictures and objects? (Given a sound e.g. 'mmm' can give a word e.g. mouse; and, given a word, e.g. 'sun – can hear and give the initial sound 's')
-  Does the child talk freely about their home and community are of particular importance to them, and build up vocabulary that reflects the breadth of their experiences?
-  Can the child recall and use learned expressions such as name, age, address and phone number?
-  Can the child use words to say what they want, play with others, direct others, tell others about things?
-  Does the child initiate conversations?
-  Can the child talk about pretending that objects stand for something else in play, e.g., 'This box is my castle'
-  Does the child use doll or teddy as partner in play, talking to it and telling it what to do next?
-  Does the child use words to give reasons for actions, for example "Why are you going upstairs?" "Get teddy"
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- Can the child answer simple 'why' questions?
-  Does the child explain own knowledge, understanding and ask appropriate questions of others?
-  Does the child understand questions including how why and which or clarify own understanding of new words for example "what is a giraffe?"
-  Can the child clap out the rhythm of words and phrases?
-  Does the child understand prepositions by carrying out an action or identifying action in image / photograph?

I bring my own interests and fascinations into setting. This helps me develop my learning.

I respond to new experiences that you bring to my attention.

Active learning – I participate in routines and can predict sequences of familiar routines.

I demonstrate goal-directed behaviour to get to something I want.

I can correct my mistakes, for example, instead of using increasing force to push a puzzle piece into the slot, I see if a different piece will fit.

I repeat activities and make connections.











I keep on trying when things are difficult.

I learn through trial and error.

I watch my peers and adults (modelling).

Creating and thinking critically

I take part in simple pretend play.

	 Does the child understand the language of ‘the same’ and ‘different’, do they use colour vocabulary?  Can the child correctly use tenses for example play, played, playing? or correctly use possessives e.g., the boy’s teddy? Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?  Can the child understand and answer questions containing personal details; name, age, address, names of family members etc  Does the child use language to imagine and recreate roles and new experiences in play situations?  Can the child talk about the feelings of characters in stories and relate to their own experience?  Can the child produce a sequence of words that begin with same sound?  Does the child follow a two-part instruction?  Does the child understand humour in rhymes and jokes?  Can the child follow and understand a simple conversation with an adult?  Does the child understand common irregular plurals eg men and feet? Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?” Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.	different toys in together when tidying I can review my progress as I try to achieve a goal, check how well I am doing to solve real problems I use pretend play to think beyond the ‘here and now’ and to understand another perspective. As I know more, I feel confident at coming up with my own ideas and make more links between those ideas. I concentrate on achieving something that’s important to me and am able to control my attention and ignore distractions
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Leuven signs of engagement (2008)

1 Extremely Low	2 Low	3 Moderate	4 High	5 Extremely High
I have limited activity or concentration, I daydream and stare. I am passive and do not demonstrate goal directed behaviour. I do not show signs of exploration or interests.	I show some degree of activity which is often interrupted. I have intermittent concentration and look away during activity or fiddle. I am easily distracted	I am busy but without real concentration. I engage in some routine actions, but my attention is often superficial. I am not absorbed in the activity; activities are short lived. I have limited motivation with no real dedication, and do not feel challenged; I do not gain deep-level experiences or use my capabilities to full extent; The activity does not address my imagination.	I demonstrate clear signs of intermittent involvement; I am engaged in the activity without interruption. Most of the time there is real concentration, but during brief moments attention is more superficial; there is a certain degree of motivation when challenges occur; My capabilities and imagination to a certain extent are addressed in the activity.	I am continually engaged in the activity and completely absorbed and focussed. I am highly motivated and am not distracted by strong stimuli. I exhibit attention for details, shows precision and am constantly addressing all my capabilities and enjoys being engrossed in the activity.

