

Role Play				
Resources to support progression through EYFS		Developing Communication and language		Possible learning experiences/ invitations to play
<p><b><u>To start with.</u></b> Furniture Kitchen equipment - Microwave, kettle Cupboards Foods Cutlery Costumes - clothes Telephone Cardboard television Paper - for messages Empty boxes and bottles Consider diverse resources to meet the needs of the cohort Magazines/Books Mark making equipment Include household equipment from EAL children’s home countries (ask parents for food packaging) Dolls that reflect different cultures Remember key words in home languages</p> <p>REMEMBER we need to offer real life experiences that the children know and can relate to.</p>		<p><b><u>Keys to Communication</u></b> Large doll play to encourage understanding and speaking e.g., “wash Dolly”, brush Dolly’s hair Shopping game</p>		<p>Adults encourage child to prepare meal and discuss how things work. Telephone conversation joining in and asking appropriate questions. Encourage children to be aware of each other. Adult to intervene with different ideas. (Tea Party) Re-enact stories Use interests and predictable events to enhance role play area when and if necessary To continue to be excited and interested Develop language skills Appropriate mathematical skills (count knives and forks) To explore texture and shape Past and present events To use imagination and engage in role play that relates to their real-life experiences To work with others To take turns Fine motor skills (pouring drinks) Using equipment Using resources independently To ask questions why and how things happen and work.</p>
		<p><b><u>Letters and Sounds Links</u></b> Aspect 1- Environmental Sounds – e.g., doorbell ringing Aspect 4 - rhythm and rhyme e.g., cat and hat Aspect 5 – alliteration- e.g., cup, cake, clock Aspect 7 – Oral blending and segmenting Simple CVC words</p>		
		<p>Lost and Found Shop</p>		
<p><b><u>Enhancements to support skill development.</u></b> Always consider the relevance to children if you are considering changing the role play. Do they know what happens at a travel agent, garden centre etc?</p> <p>Consider another role play at the side of the house or outside to support any interest from the children e.g., café, shop</p>		<p><b><u>Words to build vocabulary</u></b> Adults to introduce vocabulary (use of words, symbols, and signs) e.g.- Relationships - Mum, Dad, brother, sister, family, Different types of houses, foods, activities that relate to individual lives Pointing out text on packets and bottles Mathematical language: more, less, tall, short, number and shapes in the environment</p>		
		<p><b><u>EAL</u></b>  Have objects and artefacts from child’s culture to allow them to role play what happens for them in their home life. Ask parents to use the talking buttons to share key messages</p>		
Look, listen, and note.....				
<p>Do children share resources? Are they interested in others play and starting to join in? Are the children talking about their home lives and family experiences? Are the children talking about numbers and shapes as they play? E.g., counting plates and cups, “the clock is a circle” Are the children trying to put on the dressing up clothes? Are they engaging in pretend play “I’m mummy, you can be the baby”, making cups of tea, bathing the baby etc?</p>		<p>Are the children playing together, extending a theme, and sharing ideas? Do the children talk about what they have done at home, with family etc? Can they pretend that objects are something else as they play? Are the children beginning to recognise their names, familiar words, and logos? Are they counting and using numbers as they play? Are they remembering and talking about family and events and engaging in pretend play using own experiences?</p>		<p>Are they confident and able to share their own ideas and give opinions? Are they able to listen and respond to other children during conversations? Do they introduce a storyline or narrative into their play? Are they showing confidence in using numbers and number language? Can they play alongside others engaged in the same theme? Can they play as part of a group and act out a narrative?</p>