

Promote this in practice – Communication and Interaction

Stage 1:

- Notice how children react to different stimuli and repeat favourite activities regularly.
- Speak aloud, commenting on what you are doing with the child and what is happening around you.
- Come down to the child's level, sitting, kneeling or lying down as necessary.
- Pause between comments or questions to allow the child time to process and respond (count to 10!).
- Introduce Makaton signs as you speak to model using these in practice.
- Ensure all resources have a clearly labelled home, using photographs and written labels.
- Repeat sounds and vocalisations children make in interactions.
- Utilise intonation and pitch changes when speaking, some children may find it easier to follow the musicality of your voice rather than recognising the words.
- Model interacting and communicating politely with other adults and children in the room, for example saying please and thank you, offering eye contact, moving near to or in front of someone to gain their attention before speaking, using simple sentences for requests.

Stage 2:

- Repeat key words regularly as you introduce new language, ensure you use Makaton, symbols and objects of references based on the child's need.
- Introduce symbol systems through choice boards available for different aspects of the environment including inside, outside and mealtimes.
- Use ready steady go regularly with different games, this could be rolling a ball down the hill, waiting to go down the slide, lifting children up to change their nappy.
- Ensure all practitioners use the same key phrases/signs/visuals consistently.
- Provide children with activities that encourage them to engage in simple 'back and forth' interactions e.g. rolling a ball, pushing a car.
- Give children consistent choices throughout the session to encourage independence and empower developing communication skills e.g. 'milk' or 'water' at snack, 'trains or 'painting' for activities.
- Offer regular story times to model vocabulary in ways that are appropriate for individual children, all adults to role how to interact with stories (listening) and use available resources to make the story interactive e.g. puppets, story spoons and sensory stories.
- Offer regular opportunities to engage in songs and rhymes, making these sessions interactive and engaging. Use additional resources such as song bags and song cubes. Change songs with the curriculum and seasons to introduce new songs and vocabulary.

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Stage 3:

- Introduce new vocabulary that is relevant to a child's play, for example animal names when playing with or reading about particular animals, colours when exploring colour in creative experiences.
- Provide written words and phrases in the environment e.g. If focusing on 'The three little pigs' set up provocations with 'huff' 'puff' and 'blow'.
- Incorporate regular stories throughout the session, extending learning by offering small world set ups alongside modelling vocabulary. Build narrative into children's play.
- Extend on songs and rhymes by creating new words and phrases, changing content or incorporating children's names into songs. Using songs to promote development of learning skills e.g. 'shake and stop'.
- Engage children in shared sustained attention, joining them in their play and utilising their interests to develop attention skills.
- Build on 'back and forth' interactions by encouraging another child to join the group i.e. 1 adult, 2 children. Continue to build these interactions and introduce 'my turn, your turn' alongside successful interactions. Using visual prompts to support interactions.
- Give children simple instructions, supported with visual prompts, to achieve successfully throughout the session. Encourage children to try for themselves to promote independence and give things a go.

Promote this in practice – Cognition and Learning

Stage 1:

- Introduce key songs to use repeatedly with transitions, supporting children to recognise routine.
- Have a visual timetable clearly visible at the child's height for them to explore.
- Use open ended and "I wonder..." questions to encourage children to think in different ways and make connections for themselves.
- Introduce visual and auditory resources that can support transitions and play e.g. talking boxes alongside small world set up, talking buttons added to sensory trays.
- Provide children with cause-and-effect resources that can be explored both independently and with others. E.g. rolling a ball down a click-clack track.
- Provide children with resources that can be used for construction purposes, playing together to encourage stacking and building (vertically and horizontally).
- Introduce mathematical numbers in play and engaging ways e.g. utilise songs and rhymes.

Stage 2:

- Engage children in removing visual timetable activities into a finished container to establish sense of routine. Introduce now and next boards based on individual needs during transitions and children's interests.
- Use sand timers of no more than a minute for each year of a child's age to support awareness of upcoming transitions.
- Use visuals when giving instructions, particularly those involving a transition.
- Provide resources which can become anything, encourage children to explore freely and develop their own concepts rather than predetermined adult expectations.
- Encourage children to engage in risky play and celebrate their achievements together. Supporting them to overcome challenges and keep on trying.
- Extend construction resources to include real-life opportunities and environments, looking at real life buildings within the community. Provide authentic resources for children to explore e.g. wooden hammers to tap golf tees into vegetables.
- Model mathematical language in play and during activities. Include written numbers in children's environments and provocations. Incorporate number into everyday actions e.g. counting jumps.

Promote this in practice – Cognition and Learning

Stage 3:

- Encourage confident children to set out the visual timetable for the session, allow them to place the visuals, sharing that they know the routine and what to expect.
- Provide increasingly challenging resources that may not combine in obvious ways.
- Provide areas of interest as part of ordinarily available provision that develop skills and use of real-life objects e.g. adding mobile phones to the role play area.
- Further extend construction opportunities by visiting local areas of interest, encouraging children to engage in that environment, take photographs and return to setting to recreate the experience e.g. large-scale building with boxes, emerging children in the experience.
- Explore authentic resources and develop children's growing skills by sharing 'real life' tools e.g. measuring tapes
- Extend mathematical understanding by providing activities or using loose parts to support correspondence. Provide children with regular opportunities to gain understanding of mathematical concepts including measuring, weighing, shape, space and measure.

Promote this in practice - Social and Emotional

Stage 1:

- Implement consistent routines and boundaries that create a 'safe' and 'predictable' play space for all children.
- Role model a range of feelings and talk out loud how you are helping to regulate yourself, modelling regulation strategies.
- Label emotions for the child to support their understanding of how they are feeling. E.g. 'I can see that you are angry.'
- Create safe spaces in which children can regulate in or remove themselves to when feeling overwhelmed.
- Provide a range of resources for children to experiment with to support their regulation.
- Engage your key children one-to-one to build their awareness of social interactions.
- Model positive social interactions with other children and adults.
- Ensure enough resources are available for children to play alongside each other.
- Introduce children to risky play, encouraging them to give things a go independently and keep trying when they face challenges.

Stage 2:

- All adults to embed consistent routines and boundaries ensuring children know what to expect and what they can do e.g. give a persistent climber something safe to climb, use photographs on calm boxes so children know which box is theirs and offer only their box if they are searching through boxes, clearly naming and identifying boxes for them.
- Give emotions to characters in books or during small world play so that children see others experiencing a variety of feelings.
- Use mirror play and reflective surfaces to demonstrate over-exaggerated emotions on your faces, encourage children to join in, notice and comment on what someone is feeling. Support language of emotions e.g. 'happy' 'sad' with communication aids and Makaton.
- Introduce the language of turn taking, and model this when engaging with a child, their turn first then your turn for 30 seconds before returning to their turn. Support 'my turn' 'your turn' with visual aids.
- Introduce strategies to support turn taking such as visuals for waiting and sand timers of 1/2/3 minutes as appropriate to the moment and child's age.
- Utilise specific regulation strategies that support individual children, ensure this approach is consistent.
- Notice children's sensory processing needs and offer resources to support regulation e.g. chewy toys for oral input, trampolines for proprioception.
- Be available to support co-regulation during times of dysregulation. Offer children's regulation strategies, offer calming alternatives e.g. finger breathing together.
- Support children to 'bounce back' when they face challenges in play, encourage them to keep trying and model different ways to achieve their goals. Celebrate their achievements together.

Promote this in practice – Social and Emotional

Stage 3:

- Encourage children to take autonomy over consistent routines and boundaries in their play space so they can 'self-police' and reflect on them.
- Ensure regulation tools and aids are self-accessible for the children.
- Allow time for children to make choices around their own regulation before providing support.
- Pause and observe how the child is expressing themselves, make it known you are available should they need you.
- Support home learning and consistency of approach by sharing children's regulation resources with families and demonstrate how they can be used. This will ensure children have access to successful regulation activities in all their environments.
- Empower children's emotional well-being and resilience by supporting them to be independent in tasks throughout the day. Give them opportunities to choose and cut up their own fruit, select clothing to put on and engage in risky play.
- Allow time for children to identify how they are feeling and label their own emotions, explore the feeling together and validate the feeling. E.g. 'You are angry, I wonder if...' or 'When I am angry, I like to...'

Promote this in practice – Sensory and Physical

Stage 1:

- Use treasure baskets and sensory toys to engage children and encourage movement in different ways.
- Allow time for children to reach, stretch and grasp toys independently.
- Engage children in physical activity involving touch and movement, follow their lead and ensure they are happy to join such play.
- Offer children strategies that can support their sensory needs e.g. if they are covering their ears offer them ear defenders to wear.
- Offer daily opportunities to develop movement in a variety of ways e.g. dancing with scarves, moving to music.
- Provide opportunities to develop children's gross motor movements e.g. large-scale painting, sweeping
- Encourage children to make choices at snack times, using visual prompts and encourage them to try new foods.
- Introduce independence skills at snack times, support children to chop up fruit, spread their own butter and pour their own drinks.
- Introduce oral hygiene practices as part of children's routine e.g. Songs and rhymes whilst brushing crocodiles' teeth
- Introduce visual prompts to self-help routines, talk through the process with children as it happens and encourage them to be involved and make decisions about their self-care.
- Provide children with different sensory stories and encourage them to explore.

Stage 2:

- Ensure all experiences can be accessed on different height surfaces.
- Allow time for children to attempt tasks independently, never hurry, only encourage.
- Introduce new textures using hand under hand or hand over hand support as needed.
- Introduce songs and rhymes that encourage movement e.g. 'Grand old duke of York', 'Roley Poley' and all adults model actions.
- Allow children to be independent during snack times – encouraging them to chop up their own fruit, pour drinks from jugs and drink from open cups.
- Provide children with regular opportunities to engage in cooking and baking activities, supported by cookbooks and reading materials in the environment.
- Introduce resources that support children's fine motor skills development e.g. peeling stickers, pipettes in the water tray
- Continue to support oral hygiene practices by encouraging children to explore toothbrushes and toothpaste to become familiar with the sensation of tooth brushing. This can be done with provocations set up in sensory trays, providing brushes, paste, mirrors and sets of teeth to explore.
- Support children's developing independence during self-help routines e.g. backwards chaining at nappy changing times (the child completes and achieves the last step first i.e. pulling up their own trousers).
- Provide heuristic baskets containing fabrics, scarves and different types of fastenings for children to explore (pre dressing/undressing)
- Provide busy boards and puzzles that include a variety of switches, latches and resources to explore.

Promote this in practice – Sensory and Physical

Stage 3:

- Allow time for children to make their own choice or express their opinion on new sensory opportunities provided.
- Support children to make independent decisions about their sensory needs e.g. put on their own headphones if it's too noisy, remove a jumper if they're too hot.
- Support children to make independent decisions about their support aids and equipment e.g. have walking-frames accessible for children to use independently or visual aids available so that children can communicate their wants and needs.
- Provide children with step-by-step photo recipes and support them to follow the steps independently to bake and cook. Encourage them to share what comes next and what ingredients are needed.
- Provide real-life clothing in role play areas that encourage children to dress/undress and attempt a variety of different fastenings e.g. cardigans with buttons, shoes with buckles.
- Share oral hygiene practices with families so that children can use skills in all their environments – share resources, ideas and toothbrushing songs for parents/carers to replicate at home.
- Encourage children to engage with action songs independently and use additional resources to extend learning opportunities e.g. balancing bean bags on head, tapping sticks together.