

The Derbyshire Early Years SEN Service – Celebratory Checkpoints. Pathway 4-5

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.

<p>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.</p>		
<p>The 7 C's of resilience.</p>	<p>Communication and Language Small Step Celebratory Checkpoints <i>(including Early Learning Goal's)</i></p>	<p>Characteristics of Effective Learning</p>
<p>Competence I can achieve and make progress</p> <p>Confidence I have a go and keep on trying</p> <p>Connection I feel safe and secure in my relationships; I know who will support me and who I can ask for help</p> <p>Character I have a unique personality, interests, and strengths</p>	<p style="color: #0070c0;">Listening, attention and understanding</p> <ul style="list-style-type: none">  Does the child understand use of objects (e.g. Which one do we cut with?)  Does the child show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture?  Is the child beginning to understand why, who, when, where and how questions?  Does the child understand how to listen carefully and why listening is important?  Does the child learn and use a new and wider range of vocabulary?  Does the child listen carefully and learn rhymes, poems and songs, paying attention to how they sound?  Does the child listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary?  Does the child show variability in listening behaviour - may move around and fiddle but still be listening or sit still but not absorbed by activity?  Is the child indicating two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span?  Does the child understand a range of complex sentence structures including negatives, plurals and tense markers?  Is the child able to follow a story without pictures or props? 	<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>

Contribution I make a difference to my family, to my setting and to the things I do and play with, all of which makes me feel important and valued

Coping When things are difficult, I can use my own ways of helping myself, as well as looking to others for support (I can also let you know what works and what doesn't)

Control I have a range of ways that help me feel in control and feel things are predictable

ELG

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Make comments about what they have heard and ask questions to clarify their understanding.

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Does the child sing a large repertoire of songs?
- Does the child know many rhymes, talk about familiar books, and tell a long story?
- Is the child developing their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'?
- Does the child have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'?
- Is the child able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions?
- Does the child start a conversation with an adult or a friend and continue it for many turns?
- Does the child use talk to organise themselves and their play: "Let's go on a bus... you sit there. I'll be the driver."?
- Does the child retell a simple past event in correct order (e.g. went down slide, hurt finger)?
- Does the child absorb and use language they hear around them in their community and culture?
- Does the child use talk to help work out problems and organise thinking and activities explain how things work and why they might happen?
- Does the child retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words?
- Does the child extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words?
- Does the child link statements and sticks to a main theme or intention?
- Does the child use talk to organise, sequence and clarify thinking, ideas, feelings and events?
- Does the child introduce a storyline or narrative into their play?

ELG

Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

I can sort materials, putting 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

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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

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.

