



# LaceyField

The home of Eastfield Infants and Nursery Academy  
And  
Lacey Gardens Junior Academy

# Common Play Behaviours Skill Progression

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### Small World Area

Behaviour	Represents an environment	Imitates and represents objects as another	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended Skill	<p>Represents a range of resources as chosen objects.</p> <p>Able to find a resource for a given purpose to fit in with their narrative.</p>	<p>Create an environment that they have created/imagined.</p> <p>Children design and imagine their own story setting.</p>	<p>Uses story language and story features to create a narrative of their own.</p>	<p>Able to intertwine their own experiences with the experiences of others.</p> <p>Creates shared narratives.</p>	<ul style="list-style-type: none"> <li>• Open ended resources - pine cones, rocks, pebbles, buttons, lollipop sticks, small bits of material, sticks, peg dolls, foliage</li> <li>• Mini me character photos</li> <li>• Animals (organised into animal groups)</li> </ul>
Developing Skill	<p>Represents objects as different objects.</p> <p>Explains what they are (e.g.:- This is my car).</p> <p>Talks expressively about the object they have represented as something else.</p>	<p>Represent/create environments from stories.</p>	<p>Uses some story language in their play - familiar lines from stories, familiar story themes.</p>	<p>Articulates thoughts and feelings through narrative.</p>	<ul style="list-style-type: none"> <li>• Characters from familiar stories</li> <li>• Doll's house and house furniture</li> <li>• Mini me character photos</li> <li>• Animals</li> </ul>
Emerging Skill	<p>Imitates sounds (e.g.:- Vehicles and animals)</p> <p>Represents objects as what they are.</p>	<p>Represent an environment that they are familiar with.</p>	<p>Explains their actions in small world play (e.g.:- Pretend the man is walking).</p>	<p>Re-enacts their experiences through a narrative.</p>	<ul style="list-style-type: none"> <li>• Artificial grass</li> <li>• Coloured fabric</li> <li>• Cars, vehicles</li> <li>• Figures from stories/ TV/ movies</li> <li>• Fairy-tale characters</li> <li>• Animals</li> </ul>

Construction Area				
Behaviour	Creates a structure	Special awareness	Constructs with a purpose in mind	Resources to facilitate play
Extended Skill	<p>Combines resources to create a structure.</p> <p>Builds more elaborate structures.</p> <p>Includes systems (e.g.:- Pathways, roads, bridges etc.) and adds detail to structure.</p> <p>Ensures model is stable.</p>	<p>Build a house/model with different rooms or different parts.</p> <p>Uses smaller blocks/ construction tools to create intricate structures.</p>	<p>Change, adapt and modify model to serve a purpose.</p> <p>Combine construction resources to create model.</p> <p>Creates a design before they construct.</p>	<ul style="list-style-type: none"> <li>• Small blocks</li> <li>• Kapla</li> <li>• Meccano Nuts and bolts</li> <li>• Handles</li> <li>• Wheels and axels</li> <li>• Knex</li> <li>• Squared paper/design sheets</li> </ul>
Developing Skill	<p>Uses resources to construct buildings.</p> <p>Positions resources both vertically and horizontally.</p>	<p>Connects buildings and structures (e.g.:- Putting a road between buildings).</p> <p>Select the appropriate sized blocks/construction resources for their chosen purpose.</p> <p>Select the appropriate sized blocks/construction resources for chosen workspace.</p>	<p>Knows what they want to build when they begin to construct.</p> <p>Plans what they will use.</p>	<ul style="list-style-type: none"> <li>• Lego</li> <li>• Mobilo</li> <li>• Small blocks</li> <li>• Large Blocks</li> <li>• Coloured blocks</li> <li>• Kapla Squared paper</li> </ul>
Emerging Skill	<p>Uses resources to build towers.</p> <p>Builds vertical models.</p>	<p>Constructs in a large space with large blocks</p> <p>Constructs in a small space with small blocks</p>	<p>Has an idea about what they will build before they begin.</p> <p>Selects resources they need as they go.</p>	<ul style="list-style-type: none"> <li>• Duplo</li> <li>• Stickle bricks</li> <li>• Mobilo</li> <li>• Small block</li> <li>• Large blocks</li> </ul>

## Water Area

Behaviour	Pouring	Filling	Transporting	Mixing	Resources to facilitate play
Extended Skill	<p>Pours an amount of water into a chosen container.</p> <p>Pours with increased accuracy with less spilling.</p>	<p>Fills a container to their intended point of fill.</p> <p>Starting to read scales when filling.</p>	<p>Spills little or no water when transporting.</p> <p>Does not fill the container to the top - shows an awareness of how much they can carry without spilling.</p> <p>Plans and uses the most effective ways to transport water to avoid spillages.</p>	<p>Understands what will happen to the water when they mix it.</p> <p>Loses little or no water when mixing</p>	<ul style="list-style-type: none"> <li>• Spoons with slots and holes in.</li> <li>• Measuring spoons</li> <li>• Different sized spoons</li> <li>• Jugs with spouts</li> <li>• Jugs with handles</li> <li>• Piping Pipettes, basters.</li> </ul>
Developing Skill	<p>Pours slowly into an intended place (e.g.: - Back into the tray or in another container as not to lose any).</p>	<p>Fills containers with increasing control.</p> <p>Fills containers with a desired amount.</p>	<p>Carefully carries water from A to B but spills a little.</p> <p>Explores using a range of resources and techniques to transfer water for example pipets.</p>	<p>Mixes slowly as not to spill.</p> <p>Increased control when mixing.</p> <p>Mixes with a goal in mind for example to make potions.</p>	<ul style="list-style-type: none"> <li>• Different sized containers</li> <li>• Pots and pans</li> <li>• Colanders</li> <li>• Kitchen utensils</li> <li>• Natural materials</li> <li>• Funnels</li> <li>• Some transparent containers</li> <li>• Whisks</li> </ul>
Emerging Skill	<p>Tips to pour quickly.</p> <p>Drops objects into the water.</p> <p>Observes as they pour water from container to container.</p> <p>Observes the way water moves.</p>	<p>Fills containers until they overflow.</p> <p>Randomly fills different containers.</p>	<p>Carries water from A to B but spills large amounts of water along the way.</p> <p>Explores the way water moves and is transported.</p> <p>Tries to catch water as it is transported.</p>	<p>Explores the way water moves as they mix and stir it.</p> <p>Spills some water when mixing.</p>	<ul style="list-style-type: none"> <li>• Different sized beakers</li> <li>• Different sized containers</li> <li>• Irregular shaped containers</li> <li>• Buckets</li> <li>• Water wheel</li> </ul>

## Sand Area

Behaviour	Dig	Mould	Sieve	Bury/Enclose	Resources to facilitate play
Extended Skill	<p>Selects the most appropriate scoop/ spade for digging.</p> <p>Digs with control.</p> <p>Digs for a desired purpose</p>	<p>Uses a range of containers/ moulds to create intricate sand creations.</p> <p>Uses spades/ scoops/ buckets to make sand into desired shapes.</p>	<p>Sieves sand for a desired effect.</p> <p>Sieves sand for a desired purpose.</p> <p>Sieves sand to filter out larger objects.</p>	<p>Buries and covers up resources.</p> <p>Pats sand down to cover up resources.</p> <p>Uses spades/ scoops to bury objects.</p>	<ul style="list-style-type: none"> <li>Potato mashers</li> <li>Colander Kitchen utensils</li> <li>Different sized containers</li> <li>Sieves with small holes/ large holes</li> </ul>
Developing Skill	<p>Scoops sand up using scoop/ spade.</p> <p>Moves sand from A to B using a spade.</p> <p>Loses little sand off the spade.</p> <p>Able to dig a hole or space in sand</p>	<p>Free play with hands - makes shapes, heaps and tunnels.</p> <p>Fills moulds and shapes and turns over to make shape.</p> <p>Recognises that damp sand holds shape.</p>	<p>Recognises that dry sand falls freely through fingers/ sieve.</p>	<p>Free play with hands.</p> <p>Uses hands to cover up objects</p>	<ul style="list-style-type: none"> <li>Ice cube moulds</li> <li>Irregular shaped moulds</li> <li>Different sized sieves,</li> <li>Different sized buckets, containers</li> <li>Short-handled scoops/ spades</li> </ul>
Emerging Skill	<p>Explores moving sand using spade/ scoops.</p> <p>Digs using hands.</p> <p>Lifts sand in hands and places back down.</p>	<p>Makes impressions using hands, fingers, knees, arms.</p> <p>Fills containers/ buckets with sand.</p> <p>Pats down sand to make it smooth.</p>	<p>Sifts sand through fingers.</p> <p>Explores and observes the way sand moves through sieve.</p>	<p>Covers their hands and fingers in sand.</p>	<ul style="list-style-type: none"> <li>Different shaped moulds</li> <li>Buckets</li> <li>Spades, scoops - long and short handled</li> <li>Sieves</li> </ul>

Role Play Area					
Behaviour	Express emotions and feelings	Acts in a role	Creates narrative around play	Recalls past events	Resources to facilitate play
Extended Skill	<p>Expresses a range of emotions through role play.</p> <p>Responds to scenarios in role play with empathy.</p>	<p>Plays as different roles.</p> <p>Uses different voices and expressions.</p> <p>Takes on a range of roles confidently.</p>	<p>Uses story language and story features to create a narrative of their own.</p> <p>Creates shared narratives</p>	<p>Able to intertwine their own experiences with the experiences of others.</p>	<ul style="list-style-type: none"> <li>• Material, scarves, cloaks, hats, ties, bags, purses, jewellery</li> <li>• Pillowcases (for children to create their own outfits with)</li> </ul>
Developing Skill	<p>Expresses some emotions through role play.</p> <p>Shows an awareness of the feelings of other 'characters' feelings in joint role play.</p>	<p>Dresses in different outfits to become different characters.</p> <p>Uses props to develop their chosen character role.</p> <p>Acts out both familiar and imaginative scenarios.</p>	<p>Uses some story language in their play - familiar lines from stories, familiar story themes.</p> <p>Describes what they are doing in their role play.</p>	<p>Articulates thoughts and feelings through narrative.</p>	<ul style="list-style-type: none"> <li>• Till and coins</li> <li>• Selection of play food</li> <li>• Household objects</li> <li>• Role play outfits</li> <li>• Begin to introduce more open-ended resources</li> <li>• Babies and baby clothes</li> </ul>
Emerging Skill	<p>Laughs and smiles in role.</p> <p>Pretends to cry in role.</p>	<p>Plays in role as themselves in situations that are within their experience.</p> <p>Acts out common scenarios.</p>	<p>Talks about and explains their actions in role play.</p>	<p>Reacts their experiences through a narrative.</p>	<ul style="list-style-type: none"> <li>• Selection of play food</li> <li>• Household objects - e.g.: - Brush and dustpan, pots and pans, bowls, plates etc.</li> <li>• Role play outfits - e.g.: - Hi vis jackets, police outfit, nurse outfit etc.</li> </ul>

### Malleable Area

Behaviour	Rolling	Moulding	Cutting	Shaping	Resources to facilitate play
Extended Skill	<p>Uses rolling pin to roll dough/clay flat with pressure.</p> <p>Ensures they have rolled dough to desired size/ shape.</p>	<p>Chooses tools to create a desired shape, size, texture.</p>	<p>Uses cutting tools to create a desired shape.</p> <p>Uses cutting tools to cut away any excess dough/ clay.</p>	<p>Uses tools to add detail.</p> <p>Creates more intricate shapes.</p> <p>Able to use tools to manipulate dough/ clay to add detail.</p>	<ul style="list-style-type: none"> <li>● Modelling clay</li> <li>● Clay and clay tools</li> <li>● Clay boards</li> <li>● Water - (to be used to shape and mould clay)</li> <li>● Lollipop sticks, matchsticks etc</li> </ul>
Developing Skill	<p>Uses rolling pin to flatten dough/ clay with some necessary pressure.</p>	<p>Explores the way tools create different textures.</p>	<p>Uses cutters to cut out shapes in dough/ clay.</p> <p>Uses tools to cut away excess dough.</p>	<p>Smooths dough with hands/ fingers to shape it.</p> <p>Roll's dough in hands to shape it.</p>	<ul style="list-style-type: none"> <li>● Extruders with patterned ends</li> <li>● Plastic knives</li> <li>● Metal trays and tins in different sizes</li> <li>● Introduce tougher malleable materials like clay</li> </ul>
Emerging Skill	<p>Uses rolling pin to roll dough/ clay.</p>	<p>Uses hands to flatten dough/ clay.</p> <p>Uses hands to squash, bend, twist and stretch dough/ clay.</p>	<p>Tears dough/ clay with fingers.</p> <p>Splits up dough using hands.</p>	<p>Squashes dough with hands and fingers to shape it.</p>	<ul style="list-style-type: none"> <li>● Play Dough</li> <li>● Muffin tins</li> <li>● Metal trays</li> <li>● Cookie cutters</li> <li>● Rolling pins</li> <li>● Dough stampers</li> <li>● Bowls and dishes</li> </ul>

## Painting Area

Behaviour	Mixing	Printing	Mark Making/ Painting	Resources to facilitate play
Extended Skill	<p>Experiments with different tones and shades.</p> <p>Makes choices about what colours they will mix.</p> <p>Mixes an intended colour for an intended purpose.</p>	<p>Prints to create patterns and pictures.</p> <p>Prints with a range of colours.</p> <p>Carefully plans where they will print and what they will print.</p>	<p>Express their thoughts and ideas with paint.</p> <p>Observes objects on display when painting and responding with paint.</p> <p>Uses a range of movements and brush strokes to paint.</p>	<ul style="list-style-type: none"> <li>• Mixing cards</li> <li>• Paint sample cards</li> <li>• Different sized paint brushes</li> <li>• Range of paper</li> <li>• Choice of working horizontally or vertically (easel or table top)</li> <li>• Artwork examples from artists</li> </ul>
Developing Skill	<p>Uses primary colours to mix secondary colours.</p> <p>Explores the properties of colours as they mix.</p> <p>Mixes colour for a desired purpose.</p>	<p>Paints onto chosen printing tool before printing.</p> <p>Takes time when printing.</p>	<p>Uses horizontal and vertical brush strokes to paint.</p> <p>Paints a desired picture.</p> <p>Gives meaning to the marks that they make.</p>	<ul style="list-style-type: none"> <li>• Different sized paint brushes</li> <li>• Powder paint</li> <li>• Poster paint</li> <li>• Mixing cards</li> <li>• Water Palettes</li> <li>• Range of paper</li> </ul>
Emerging Skill	<p>Experiments with colour mixing but with no intention to mix a certain colour.</p>	<p>Explores printing with different objects.</p> <p>Prints randomly on paper.</p> <p>Puts printing tool into paint then prints on paper.</p>	<p>Covers the paper in paint.</p> <p>Paints in random directions.</p>	<ul style="list-style-type: none"> <li>• Paint brushes</li> <li>• Poster paint</li> <li>• Water Palettes</li> </ul>



## Writing

Behaviour	Marks	Meaning	Pencil Grip	Purpose	Resources to facilitate play
Extended Skill	Becomes aware of letter/sound connections.  Writes recognisable letters/words/phrases.	Can read back writing to an adult.  Uses phonic knowledge to support with spelling.  Beginning to understand use of punctuation.	Modified tripod/tripod grip.  Dominant hand is developed.	Experiments with different forms of writing.  Able to talk about the purpose of writing.	<ul style="list-style-type: none"> <li>• Sound mats</li> <li>• Key words</li> <li>• Variety of templates</li> <li>• Notebooks</li> </ul>
Developing Skill	Understands that writing and drawing are different.  Is aware of directionality.  Name and write recognisable letters.	Is aware that print has meaning.  Gives meaning to own marks.	Digital grip.	Write words that are familiar to them and their name.  Understands different forms and writing and mark makes to imitate this form of writing.	<ul style="list-style-type: none"> <li>• Name cards</li> <li>• Whiteboards and pens</li> <li>• Pens/pencils/crayons/chalks</li> <li>• Variety of paper</li> </ul>
Emerging Skill	Controls scribbles.  Draws circles, lines and other patterns.	Marks do not communicate meaning.  Does not always look at paper when making marks.	Palmer/whole hand grasp.	Exploring how to make marks on paper.	<ul style="list-style-type: none"> <li>• Chunky pencils/pens</li> <li>• Pencil control patterns</li> </ul>

### Creative Area

Behaviour	Cutting	Fixing/Joining	Stick/Collage	Resources to facilitate play
Extended Skill	<p>Uses scissors with increased control to cut out a desired shape.</p> <p>Uses scissors to cut thicker materials such as card.</p>	<p>Plans how they will fasten things together.</p> <p>Checks that fastening is secure.</p> <p>Selects media to achieve desired effect.</p>	<p>Make decisions about what they will use to stick - which will be most effective way to stick?</p> <p>Controls glue spatula to spread glue.</p> <p>Makes decisions about what the correct amount of tape/ glue to use is.</p>	<ul style="list-style-type: none"> <li>• Scissors, hole punch, cello tape, masking tape, stapler, paper clips, treasury tags, glue/ PVA glue</li> <li>• Range of paper/card</li> <li>• Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</li> <li>• Support using glue gun</li> </ul>
Developing Skill	<p>Some control over scissors to cut materials.</p> <p>Holds scissors correctly.</p>	<p>Fastens paper and card together with success.</p> <p>Beginning to explore techniques to join thicker materials.</p>	<p>Able to use glue/tape to fasten thicker materials together.</p> <p>Sticks carefully selected items together to achieve desired purpose.</p> <p>Uses sticking resources to explore creating different textures.</p>	<ul style="list-style-type: none"> <li>• Scissors, cello tape, masking tape</li> <li>• Large and small boxes</li> <li>• Thick and thin card</li> <li>• Paper, tissue paper, crepe paper</li> <li>• Bottles, tubes</li> <li>• PVA glue</li> <li>• Glue sticks</li> <li>• Lollipop sticks, match sticks, pom poms, feathers, sequins, beads, buttons</li> </ul>
Emerging Skill	<p>Uses scissors with two hands to cut a piece of paper.</p> <p>Tears materials to make them the desired size/ shape.</p> <p>Begins to make snips in paper.</p>	<p>Explores fastening resources together using available resources.</p>	<p>Uses glue to attempt to stick but may not be secure.</p> <p>Able to use glue to fasten paper/ thin resources together.</p> <p>Sticks objects randomly onto paper/ card</p>	<ul style="list-style-type: none"> <li>• Masking tape, PVA glue Card Paper, tissue paper, crepe paper</li> <li>• Boxes, tubes</li> <li>• Lollipop sticks, match sticks, pom poms, feathers</li> </ul>

## Funky Fingers

Behaviour	Posting (Hand eye co-ordination)	Squeezing	Threading	Resources to facilitate play
Extended Skill	<p>Small pegs onto peg boards.</p> <p>Small matchsticks into small holes.</p> <p>Balancing marbles on golf tees.</p>	<p>Tweezers to pick up small objects.</p> <p>Tongs to pick up small objects.</p> <p>Feed the tennis ball mouths (cut a slit in a ball and then squeeze to open it as a mouth shape).</p>	<p>Threading smaller beads (pony beads) onto string or onto pasta stuck into dough).</p> <p>Threading beads onto pipe cleaners to make bracelets.</p> <p>Weaving ribbon.</p> <p>Hanging objects onto trees/twigs.</p> <p>Threading nuts and bolts.</p>	<ul style="list-style-type: none"> <li>• Threading smaller beads (pony beads) onto string or onto pasta stuck into dough)</li> <li>• Threading beads onto pipe cleaners to make bracelets</li> <li>• Weaving ribbon</li> <li>• Hanging objects onto trees/twigs</li> <li>• Threading nuts and bolts</li> </ul>
Developing Skill	<p>Large pegs on pegboards</p> <p>Scoops/spoons to put objects into containers.</p> <p>Balancing small balls on golf tees.</p>	<p>Pipettes to squeeze out one drop of liquid.</p> <p>Sponges to squeeze out water.</p> <p>Pegs onto cardboard shapes/pieces of ribbon.</p>	<p>Threading pasta onto string.</p> <p>Threading pipe cleaners into colanders/plant pots/air flow balls.</p> <p>Thread cut up straws onto pipe cleaners.</p> <p>Threading leaves onto sticks.</p>	<ul style="list-style-type: none"> <li>• Large pegs</li> <li>• Scoops and spoons</li> <li>• Small balls</li> <li>• Pipettes</li> <li>• Sponges</li> <li>• Pegs</li> <li>• Pasta</li> <li>• Pipe cleaners</li> <li>• Straws</li> </ul>
Emerging Skill	<p>Putting coins/cards in a container with a slit.</p> <p>Use of hands to post items into containers.</p>	<p>Popping bubble wrap.</p> <p>Moulding dough into different shapes.</p> <p>Washing up liquid bottles to empty liquid out.</p>	<p>Threading chunky beads onto pipe cleaners.</p> <p>Threading tubing (cut up toilet rolls/ kitchen rolls) onto string.</p>	<ul style="list-style-type: none"> <li>• Coins Posting boxes</li> <li>• Bubble wrap</li> <li>• Dough</li> <li>• Chunky beads Pipe cleaners</li> </ul>

## Reading

Behaviour	Phonics	Comprehension	Word Reading	Storytelling	Resources to facilitate play
Extended Skill	<p>Can remember and recite songs and rhymes.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into simple words.</p> <p>Read CVC words.</p> <p>Read some letter groups that each represent one sound and say sounds for them (e.g., th, sh, ee, igh)</p> <p>Use Fred fingers to say each sound.</p>	<p>Recall facts from non-fiction books.</p> <p>Asks and answers questions about a book.</p> <p>Gives suggestions on what might happen next.</p> <p>Predicts an ending.</p> <p>Relate own knowledge and experience to the story.</p> <p>Make links to other stories that are similar.</p> <p>Can describe a setting, or character.</p> <p>Can discuss events in the story.</p>	<p>Make attempts to follow text with finger.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and words made up of words with known letter/sound correspondences.</p> <p>Read some red words that can't be decoded.</p>	<p>Re-read books to build up confidence in retelling.</p> <p>Uses and creates story maps to prompt retelling stories.</p> <p>Retell stories with exact repetition and some in own words.</p> <p>Retell the beginning, middle and end of a story.</p> <p>Uses props to retell a story.</p>	<ul style="list-style-type: none"> <li>• Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels</li> <li>• Magnetic letters and numbers</li> <li>• Alphabet posters, games, friezes</li> <li>• Phonics posters and displays</li> <li>• Musical instruments</li> <li>• Natural materials to make sounds</li> <li>• Pots and pans</li> <li>• Sound buttons</li> <li>• Soundtracks, CD player, headphones</li> <li>• Letter/word puzzles and games</li> </ul>
Developing Skill	<p>Spot and suggest rhymes.</p> <p>Count and clap syllables in a word</p>	<p>Learn new vocabulary linked to stories.</p> <p>Print has meaning.</p> <p>Print can have different purposes.</p> <p>English text is read from left to right and from top to bottom.</p>	<p>Recognise words with the same initial sound.</p> <p>Start to recognise their name and other familiar words.</p>	<p>Listens and talks about stories to build familiarity.</p> <p>Starts to retell a familiar event.</p> <p>Continues to repeat words and phrases from familiar stories with greater detail.</p>	<ul style="list-style-type: none"> <li>• Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels</li> <li>• Magnetic letters and numbers</li> <li>• Puppets</li> </ul>

		<p>Can name different parts of a book.</p> <p>Page sequencing.</p> <p>Repeats refrains in stories and poems.</p> <p>Can talk about what is happening in the pictures.</p>			<ul style="list-style-type: none"> <li>• Small world</li> <li>• Alphabet posters, games, friezes</li> <li>• Phonics posters and displays</li> <li>• Musical instruments</li> <li>• Natural materials to make sounds Pots and pans</li> <li>• Sound buttons Soundtracks, CD player, headphones</li> <li>• Letter/word puzzles and games</li> </ul>
Emerging Skill	<p>May notice the first letter of their name or familiar word.</p> <p>Enjoys rhymes and songs together, tuning in and paying attention.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Say some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p> <p>Sings songs and says rhymes independently e.g. singing whilst playing.</p>	<p>Develops play around favourite stories and uses props.</p> <p>Asks questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Can hold a book correctly.</p> <p>Points to pictures and locates images.</p>	<p>Pays attention and responds to the pictures or the words.</p> <p>Notices some print in the environment (e.g. logos, door number, bus or name).</p>	<p>Enjoys sharing books with an adult.</p> <p>Has favourite books and seeks out others to share with, or looks at it alone.</p> <p>Repeats words and phrases from familiar stories.</p>	<ul style="list-style-type: none"> <li>• Visits to local environment to point out words, logos, letters and numbers</li> <li>• Books (fiction, nonfiction, poetry, multicultural, dual text), big books, magazines, comics, brochures, leaflets, cookbooks, maps, labels</li> <li>• Magnetic letters and numbers</li> <li>• Puppets</li> <li>• Small world Alphabet posters, games, friezes</li> <li>• Phonics posters and displays</li> <li>• Musical instruments</li> </ul>