

## Using a numbering system to make observations (see chapter three) OBSERVATION SHEET

### THE SOCIAL PLAY CONTINUUM – A TOOL FOR PLAY OBSERVATION, PUPIL ASSESSMENT AND EVALUATION OF AREAS OF PROVISION

|   |   |          |          |
|---|---|----------|----------|
| Observation start time: <b>1.45pm</b>                 | Children entering play: <b>GGGB</b> (when obs. start) | <b>B</b> | <b>B</b> |
| Area of provision: <b>Dry sand</b>                    | Children leaving play:                                | <b>B</b> | <b>B</b> |
| Observation finish time: <b>2.10pm (tidy-up time)</b> |   |          |          |

*L = Language*

*A = Action observed*

*L/A = Language and Action Combined*

*RL = Reciprocal language*

*RA = Reciprocal Action*

*RL/RA = Reciprocal language and reciprocal action combined*

| ASSOCIATIVE DOMAIN   | SOCIAL DOMAIN   | HIGHLY SOCIAL DOMAIN  | COOPERATIVE DOMAIN  |
|--|---|---|---|
| <p><b>A:</b> looks towards peers</p> <p><b>A:</b> Watches play</p> <p><b>A:</b> Imitates play</p> <p><b>A:</b> Object offered, not accepted</p> <p><b>A/L:</b> Object taken, altercation</p> <p><b>A:</b> Parallel play period</p> <p><b>L:</b> Self-talk</p> <p><b>A/L:</b> Comment on action directed at peer; peer does not respond<br/><b>6.</b></p> | <p><b>A:</b> Smiling</p> <p><b>A:</b> Laughter <b>32. 34.</b></p> <p><b>L:</b> Play noises, play voice <b>2.</b></p> <p><b>RA:</b> Eye contact made <b>11.</b></p> <p><b>A:</b> Object taken, no altercation</p> <p><b>RA:</b> Object offered and received</p> <p><b>L/A:</b> Consent sought and object accessed</p> <p><b>L:</b> Approval sought, not given</p> <p><b>RL:</b> Approval sought and given <b>17.</b></p> <p><b>L:</b> Instruction given, no response <b>7.</b></p> <p><b>L/RA:</b> Instruction given, positive response<br/><b>1. 4. 8. 18.</b></p> <p><b>L:</b> Question asked, no response</p> <p><b>RL:</b> Question asked, response given</p> <p><b>L/RA:</b> Comment on own action/described intent directed at peer, peer looks<br/><b>3. 5. 9.</b></p> <p><b>RL:</b> Comment on own action/described intent directed at peer, verbal response</p> | <p><b>RA:</b> Offering/accepting of objects evident</p> <p><b>RL:</b> Dialogue a mix of activity related and non-related but a play theme evident</p> <p><b>RL:</b> Comment on own action/described intent with acknowledgement leading to extended exchange. <b>15. 25</b></p> <p><b>RL:</b> Sporadic dialogue develops role play themes <b>13. 19. 26.</b></p> <p><b>RA/L:</b> Eye contact/laughter, (play noise) combined as behavioural cluster <b>27. 30.</b></p> <p><b>RA/RL:</b> Brief reciprocal sequences. e.g. giving/following instructions seeking/giving approval offering/accepting objects asking/answering questions <b>16. 21. 22. 23. 29. 35.</b></p> <p><b>RL/RA:</b> New ideas or materials have impact on developing theme</p> | <p><b>RA:</b> Offering/accepting objects sustains/extends play theme</p> <p><b>RL:</b> Sustained dialogue is activity related and clear theme(s) emerge <b>20.</b></p> <p><b>RL:</b> Explanations/descriptions utilised<br/><b>12. 14. 35. 36.</b></p> <p><b>RL/RA:</b> New ideas/resources extends play and is sustained</p> <p><b>RL/RA:</b> Children display a shared understanding of goals <b>10. 24.</b></p> <p><b>RL:</b> Offering and accepting verbal help</p> <p><b>RA:</b> Offering and accepting physical help<br/><b>31.</b></p> <p><b>RL/RA:</b> Verbal and physical help combined</p> <p><b>RL/RA:</b> Problem identified and solved</p> <p><b>RL/RA:</b> Sustained dramatic scenarios enacted linked to play theme(s)<br/><b>37</b></p> |

Emergent play themes noted:

Turning wheels. Monsters. Genie to save them from the monster.