

SIDE 1: THE SOCIAL PLAY CONTINUUM – A TOOL FOR PLAY OBSERVATION, PUPIL ASSESSMENT AND EVALUATION OF AREAS OF PROVISION

Observation start time:	Children entering play:
Area of provision:	Children leaving play:
Observation finish time:	

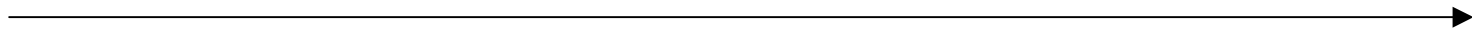
L = Language ***A = Action observed*** ***L/A = Language and Action Combined***
RL = Reciprocal language ***RA = Reciprocal Action*** ***RL/RA = Reciprocal language and reciprocal action combined***

ASSOCIATIVE DOMAIN	SOCIAL DOMAIN	HIGHLY SOCIAL DOMAIN	COOPERATIVE DOMAIN
<p>A: looks towards peers</p> <p>A: Watches play</p> <p>A: Imitates play</p> <p>A: Object offered, not accepted</p> <p>A/L: Object taken, altercation</p> <p>A: Parallel play period</p> <p>L: Self-talk</p> <p>A/L: Comment on action directed at peer; peer does not respond</p>	<p>A: Smiling</p> <p>A: Laughter</p> <p>L: Play noises, play voice</p> <p>RA: Eye contact made</p> <p>A: Object taken, no altercation</p> <p>RA: Object offered and received</p> <p>L/A: Consent sought and object accessed.</p> <p>L: Approval sought, not given</p> <p>RL: Approval sought and given</p> <p>L: Instruction given, no response</p> <p>L/RA: Instruction given, positive response</p> <p>L: Question asked, no response</p> <p>RL: Question asked, response</p> <p>L/RA: Comment on own action/described intent directed at peer, peer looks</p> <p>RL: Comment on own action/described intent directed at peer, verbal response</p>	<p>RA: Offering/accepting of objects evident</p> <p>RL: Dialogue a mix of activity related and non-related but a theme is evident</p> <p>RL: Comment on own action/described intent with acknowledgement leading to extended exchange</p> <p>RL: Sporadic dialogue develops role play themes</p> <p>RA/L: Eye contact/laughter, (play noise) combined as behavioural cluster</p> <p>RA/RL: Brief reciprocal sequences. e.g. giving/following instructions seeking/giving approval offering/accepting objects asking/answering questions</p> <p>RL/RA: New ideas or resources have impact on developing theme</p>	<p>RA: Offering/accepting objects sustains/extends play theme</p> <p>RL: Sustained dialogue is activity related and clear theme(s) emerge</p> <p>RL: Explanations/descriptions utilised</p> <p>RL/RA: New idea/resource extends play and is sustained</p> <p>RL/RA: Children display a shared understanding of goals</p> <p>RL: Offering and accepting verbal help</p> <p>RA: Offering and accepting physical help</p> <p>RL/RA: Verbal and physical help combined</p> <p>RL/RA: Problem identified and solved</p> <p>RL/RA: Dramatic scenarios enacted linked to play theme(s)</p>

Emergent play themes noted:

SIDE 2: THE SOCIAL PLAY CONTINUUM – REFLECTING ON AND CATEGORISING OBSERVED PLAY

Increasing levels of reciprocity and momentum



Characteristics of associative play	Characteristics of social play	Characteristics of highly social play	Characteristics of cooperative play
Self talk does not elicit a response	May involve much movement indoors or outdoors	May involve movement or one location	Players remain predominantly in one location
No/very little dialogue	Children leave and join the play at frequent intervals	Group relatively stable with some entering or leaving	Shared understanding of goal orientation
No/very little eye contact	Associative players often nearby	Suggestions emerge which begin to extend ongoing play	Players remain until goals achieved; new goals identified
Seemingly little regard for proximity of peers	Little development of play ideas, often repetitive	New objects/resources brought to play but may not become integral to play	A highly imaginative use of ideas and resources as play themes are taken on board and explored
Limited periods of peer interaction	Little shared understanding of goal achievement	Sporadic evidence of shared understandings of goal orientation	Players seek additional resources to extend their play themes
Overtures ignored	Dialogue does not always relate to activity	Role play may be evident with some combined dramatic intent	Role play has clear dramatic aspects
	Play punctuated by periods of associative play	Interruptions/altercations may be evident when play returns to social	A relative absence of play noises
	Altercations evident when play returns to associative	Adult intervention seldom sought	Absorption in task with extended levels of concentration
	Adult intervention may often be sought		Altercations are resolved in play as problem-solving activity
			Play achieves a finished product (where design is involved)
			Adult intervention not sought until completion

Comments and records (e.g. information about individual children, ideas for developing area of provision in focus and associated resources, location, extensions, adult intervention, class/group discussions).

Identify play domain (including ‘moving towards’): Associative Social Highly Social Co-operative