

Sharing texts that I can be tactile with individually or in a small group pointing and commenting as you do. This includes:

- lift the flap books
- touch and feel books
- puppets and props.

[Making Comments](#)  
[Sharing Stories](#)

Pausing and waiting to help build my turn-taking skills when we interact. Remember, turns don't have to be verbal. A turn could be:

- a look
- a gesture
- an action.

Using a visual timetable to help me understand routines.

Use visuals when sharing rhymes, songs and stories.

[Routines](#)  
[Songs and Rhymes](#)

Having resources accessible indoors and outdoors which are matched to my interests. Adapt these resources regularly in response to my interests/ stage of development. Display my learning in areas which are accessible.

[Environment](#)

Commenting on sounds in the environment and in words.  
e.g. "A cow says 'moo'."  
e.g. "Sarah starts with 'ssss'."

**I am aware.**  
**You can help me in my development by...**

Joining in with me and my peers, playing and talking together, commenting in short phrases and modelling turn-taking.

[Making Comments](#)  
[Managing Friendships](#)

Supporting my awareness of sounds through games, rhymes, songs and stories where we play and talk together.

[Listening and Attention](#)  
[Auditory Discrimination](#)  
[Visual/ Auditory Memory](#)  
[Word Boundaries](#)

Supporting me to develop my gross, fine motor and mark-making skills through:

[Movement and Balance](#)  
[Hand Eye Coordination](#)  
[Using cutlery](#)  
[Pincer grip/tripod grasp](#)  
[Scissor Skills](#)

Modelling the sequence/ narrative language of:

- who, what, where
- first/ next.

[Question Steps](#)  
[Verbal Reasoning](#)

Provide opportunities to retell texts using props/ actions.

[Sequence and Narrative](#)

Introducing new vocabulary through using Tier 2 vocabulary. Model language through experiences using Words Up Early—Play and Talk Together/ Copy and Add.

[Making Comments](#)  
[PTV Guidance](#)  
[Understanding Feelings](#)