



Examples of completed marking stickers

Date: 3/10/17	Adult: Hannah / C.T.A. supply Role: C.T.A. supply <i>Stephen Hurling Outreach</i>
Learning Intention <i>To share 'writing' with a carer mark making</i>	
Context → Familiar activity - <i>stroke line</i> ○ New activity ○ 1:1 activity ○ Group activity ○ Whole class activity	Role of adult → Modelling/teaching = Supporting/promoting ○ Observing (child working without adult help)
Engagement ○ Encounters ○ Is aware ○ Is engaging and responding → Is an active participant	
What happened? <i>The child - Really enjoyed exploring sensory experience & making marks on tray. Using 'neep', 'hoop', 'fish' in response to Gail signing. Vocalising for 'go'</i> <i>The adults modelling ⊙ & dots mark making. Encouraging B. to request 'more' - for more shaving foam. Using 'ready, steady go' - pausing for B. to vocalise</i> <i>Next steps for 'go'</i>	
Repeat / modify / extend / re-think (NB: be cautious if this is the first time the child has experienced the activity) <i>To encourage making different marks - eg. wheels on the car ⊙ round & round hoop " " " " beep, beep wipers " " " " swish, swish</i>	

Date:	Adult: Ruth and T.A. Role: C.T. T.A. supply Outreach Teacher
Learning Intention • Keep play going by responding to what others are saying and doing (PSED MR 30-50m) • Listen to others when conversation interests her (C&L LA 30-50m) • Begin to put two words together (C&L Sp 16-26m)	
Context ○ Familiar activity ○ New activity ○ 1:1 activity ○ Group activity ○ Whole class activity	Role of adult ○ Modelling/teaching ○ Supporting/promoting ○ Observing (child working without adult help)
Engagement ○ Encounters ○ Is aware ○ Is engaging and responding ○ Is an active participant	
What happened? The child J joined 2 girls in role play area during free flow time. She played alongside them, putting foods into a cupboard then shutting door. She repeated this activity several times, moving past the other 2 children. When another child showed Ruth that the bread was stuck in the toaster, J looked at the toaster too. J then pushed the child away. When given the baby doll by Ruth, J pretended to feed her with the plastic food on the table. She then said "baby sit down" and put the doll on a chair. When another child at the table said "I made a sandwich", J said "Yummy!" The adult Ruth was in the role play area. Initially she commented on what J was doing (putting food in cupboard) and supported her to share the food items with another child by saying "P's turn" firmly and distracting her with another food item. When another child showed Ruth that the bread was stuck in the toaster, Ruth said "Oh no!" Ruth played with the children having a tea party and asked a child to pass a doll to J. When J said "yummy!", Ruth repeated this and encouraged all the children to do so, while rubbing their tummies.	
Next steps Repeat / modify / extend / re-think (NB: be cautious if this is the first time the child has experienced the activity) • Wait until J is engaged in own play in role play area and other children are there too • Restrict the resources in the role play area to extend the play in a direction- e.g. baby dolls, baby foods, nappies, blankets, buggies • Invite the child whose attention J shared over the toaster and who said "I've made a sandwich" and gained a response from J to play in this next session and notice whether this is a good play partner for her	