

Deconstructed Role-play Skills Progression

Skill Level	What a child may do in this Element	
Element 7 – Structured unfamiliar imagined/fantasy role-play	<p>Children’s invented worlds will become more structured with a set purpose behind the imaginary play.</p> <p>The children can incorporate others' imagined ideas into their play and develop these. For example, if a child suddenly becomes sick, another child will make a potion/medicine to make them better.</p> <p>Children will be able to explain what has happened in their play and how their character is feeling.</p>	<p>Areas can be enhanced with suitcases/boxes/units containing items that are linked to G&S, topic, theme, children’s interests</p>
Element 6 – Muddled unfamiliar imagined/fantasy role-play	<p>Children will invent a world that exists to them and their peers. The play will jump rapidly from story to story without need for meaning. For example, characters will be introduced regularly by children who change the storyline in their desired direction.</p> <p>Children will begin to role-play being involved in events unfamiliar to them – for example, they are going on a plane. They will use the knowledge of the other children around them to support them through these moments.</p> <p>Children will begin to manipulate known sayings from domestic and fantasy role-play to fit the needs of their play. For example, "Fly, fly as fast as you can. You can't catch me..."</p>	
Element 5 – Unfamiliar domestic role-play	<p>Children begin to explore role-play that is outside of their home but still in their known environment – for example, school role-play.</p> <p>There will often be one or two ‘main’ characters that support the other children in the role-play.</p> <p>Play will be very set and rigid. For instance, the ‘teacher’ will need all the children to be sat down and will recreate known events, such as phonics lessons.</p> <p>Children will begin to incorporate known adult sayings into their play, for example, "Who is sat beautifully?"</p> <p>(NOT DENTIST, CHINESE RESTAURANT ETC!)</p>	
Element 5 – Merged familiar fantasy and domestic role-play	<p>Children will begin to merge domestic and fantasy role-play and flit between the two.</p> <p>Known characters will meet, which could cause disagreements. For example, the Joker will steal items from Mum. The child being Mum could become upset as although she is happy for the Joker to be in the play, she doesn't like his character's choices.</p>	
Element 4 – Complex familiar fantasy role-play	<p>Potential – play inspired by cartoons, books, and films the children know well.</p> <p>With the children's understanding of stories increasing, so will their fantasy role-play. For example, the children will want certain events to happen.</p> <p>Children will continue to explore pitch and tone with their voices.</p> <p>Children will begin to explore using facial expressions to express their feelings.</p> <p>Potentially, the children will refuse to respond to their name and will correct the adult. "I'm not X, my name is Y."</p>	
Element 3 – Limited familiar fantasy role-play	<p>Potential – play inspired by cartoons, books, and films the children know well.</p> <p>Children will begin to explore fantasy play by saying they are a character from a cartoon, book or film. They will be limited in what this character says and does. For example, children being Hulk will mostly say a known phrase and hit fists on tables.</p> <p>Children will change roles frequently in play, jumping from character to character. "I'm not Elsa now. I'm Jasmine."</p> <p>Role-play will be fairly basic with a simple outcome. For instance, a child may be a gingerbread man and want others to chase them.</p> <p>Colour choice will become more critical to the children. For example, "I need my top to be red because Spiderman has a red suit."</p> <p>Children may use some known phrases from the stories they are recreating. For example, "I'll huff and puff".</p>	
Element 2 – Complex familiar domestic role-play	<p>Potential characters – mums, dads, babies, dogs.</p> <p>Children's play will become more complex, with them acting out known social situations. Children will usually stick to a character in the play and be less sporadic. For example, children will complete a role-play of dinner time.</p> <p>Children's use of the boxes will become more complex. They will flip boxes over to make tables.</p> <p>Children will begin to explore the tone and pitch of their voices.</p>	

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Element 1 – Limited familiar domestic role- play	<p>Potential characters - mums, dads, babies, dogs.</p> <p>Children will complete the same simple play over and over. For example, they may play fetch with a dog, feed a cat or rock a baby.</p> <p>Children will jump from character to character.</p> <p>Children will begin to develop the pre-phonics skill of symbolism by representing boxes as other simple items. For example, a box will be a house.</p>	
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