



St Monica's RC Primary School Role Play Area Progression Map

Progression of Skills	Vocabulary	Resources to support	
<ul style="list-style-type: none"> Laughs and smiles in role. Pretends to cry in role (e.g. acting as a baby) Plays in role as themselves in situations that are within their experience (e.g. home corner). Acts out common scenarios. Talks about and explains their actions in role play (e.g. - pretend I am going to work) Re-enacts their experiences through a narrative. 	<ul style="list-style-type: none"> Vocabulary associated with 'feelings', such as 'happy', 'sad', 'angry', 'worried', 'frightened', etc. Vocabulary linked to props & resources related to a theme – homes, rooms, shops, medical services, transport & travel, animals, etc. Vocabulary linked to rhymes & stories. Language associated with different roles – family members, different jobs, taking messages, using the telephone. Giving instructions and directions. Language associated with different situations – sorting out problems, enquiring, complaining, etc. 'pretend', 'character', 'role', 'act' 	<p>Selection of play food House hold objects – eg brush and dustpan, pots and pans, bowls, plates etc</p> <p>Specific job role play outfits and props eg police, nurse, builder, lolly pop etc.</p>	<p>Accessible storage Clearly labelled resources (photo and word) Photographs/pictures of multi-cultural activities Photographs of children participating in routines and activities Seasonal/festival resources Display key vocabulary Mark-making tools/notepads Books</p>
<ul style="list-style-type: none"> Expresses some emotions through role play. Shows an awareness of the feelings of other 'characters' feelings in joint role play. Chooses different outfits to become different characters. Uses props to develop their chosen character role. Acts out both familiar and imaginative scenarios. Uses some story language in their play - familiar lines from stories, familiar story themes. Describes what they are doing in their role play. Articulates thoughts and feelings through narrative. 	<p>Adult interaction What is happening today? What are your plans? Who is here today? How can we set up...? How do I...? How is that making you feel? What would you like me to do? Who would you like me to be?</p>	<p>Selection of play food Household objects Role play outfits Begin to introduce more open ended resources Babies and baby clothes</p>	



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<ul style="list-style-type: none">• Expresses a range of emotions through role play.• Responds to scenarios in role play with empathy.• Plays as different roles.• Uses different voices and expressions.• Takes on a range of roles confidently.• Creates different outfits to become different characters• Uses story language and story features to create a narrative of their own.• Creates shared narratives.• Able to intertwine their own experiences with the experiences of others.		<p>Open ended materials/scarves/cloaks/hats to create own outfits</p> <p>Calendar</p> <p>Clock</p> <p>Phone book</p>	
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