PRETEND PLAY DEVELOPMENTAL CHECKLIST

	Play Scripts	Sequences of play actions	Object Substitution	Social Interaction	Role Play	Doll/Teddy Play
2 Years	In and out of home	Simple logical actions. Actions are intentional and show sequences such as feed and bath doll.	Uses one object for 2 things.	Child asks for objects needed in play. Can search and/or request materials needed for play.	Imitates other children. Agency attribution - adopts characteristics of another.	The doll can do things by itself.
2.5 Years	Personal experiences but less frequent	Detailed logical actions, ordered sequences in a logical order which cannot be violated.	One object can be several things. Imaginary transformation e.g. imaginary characters.	Parallel play	Short episodes of being a character.	Dolls wake up, use of abstract doll eg. peg dolls. Interacts with imaginary characters.
3 Years	Play scripts include TV, multimedia and books.	Multiple play actions	Uses blocks to build a wall	Associative Play	Fluid roles in a role play	Doll's House
3.5 Years	As above	Play strategy where the child pre-plans what they want to play	Child uses body parts and has greater appreciation for imaginary situations/ characters	As above	As Above	Doll has a character: good, bad naughty etc
4 Years	Sub-plots occur in play. Child can play for several days on one play script.	A planned storyline with problems embedded.	Objects with their own distinct function can be subsituted. No physical resemblance required.	Social play that involves cooperation and negotiation.	Child can change roles during play.	Doll has it's own character.
5 Years	Anything at all	Actions are pre-planned, highly organised, logical and complex. Child can play for 2 to 3 weeks on same script.	Language is used.	Social play that involves cooperation and negotiation.	Child maintains the same role throughout the play.	Doll has its own life.

Strategies to further enhance child's play:

PRETEND PLAY DEVELOPMENTAL CHECKLIST

SOCIAL STAGES OF PLAY

Unoccupied Play
The random movements that Infants make with no clear purpose is the beginning of play.

Solitary Play
When children start to play on their own. Children do not seem to notice other children sitting or playing nearby during this type of play

Onlooker Play
When children watch others play. The child who is looking may ask questions but there is no effort to join the play.

Parallel Play
When children begins to play side-by-side with other children without any interaction. They are paying attention to each other.

Associative Play
When children start asking questions of each other. They have similar goals but there are no set rules.

Social Play
When children begin to share ideas and toys, and follow established rules and guidelines.

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