



## EExAT – Making Relationships Guidance & Exemplification

Following a pilot year, when EExAT was used in early years settings across a Local Authority, the statements underwent a year-long consultation with over 30 early years specialists and national consultants. They are deliberately concise and precise to eliminate ambiguity and to ensure the system is manageable. Each statement is supported by additional guidance and exemplification materials, including film clips, showing how children at each 6 month milestone demonstrate the statement. Here is a sample of the 370 statements contained within EExAT. These statements are taken from the PSED – Making Relationships aspect.

	By 6 months	By 12 months	By 18 months	By 24 months	By 30 months	By 36 months	By 42 months	By 48 months	By 54 months	By 60 months	By 66 months	By 67+ months
	<b>Personal, Social and Emotional Development</b>								<b>EExBA (a)</b>	<b>EExBA (b)</b>	<b>ELG</b>	<b>Exceeding</b>
<b>Making Relationships</b>	Recognises and is responsive to main carer's voice – face brightens, activity increases when main carer appears.	Uses familiar adult as a base from which to explore environment.	Plays contentedly alone and can give and receive objects to another person.	Parallel play present; plays contentedly near other children but not with them.	Watches other children at play before joining in.	Will approach familiar adults when upset, excited or wants to play.	Willingly approach other children to play.	Can play in a group with friends, suggesting ideas.	Has a good relationship with peers and familiar adults.	Confidently initiates conversations with unfamiliar adults and is able to compromise in social situations.	Children play co-operatively, taking turns with others. They take account of one another's needs and feelings, and form positive relationships with adults and other children.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what is unacceptable behaviour.
<b>Guidance</b>	The baby will respond in movement or facial expression when seeing or hearing the main carer.	The child will sit with or near familiar adults and will reach out or move towards objects and people that interest them.	The child will engage in solitary play and will exchange objects with another person.	The child plays and explores alongside other children across 4 or more different situations.	The child looks, listens and observes another child's actions before joining their play.	The child will actively seek reassurance, support and a response from familiar adults.	The child will initiate an interaction through actions or words to indicate when they want to join in the play.	The child takes an active role within a group, suggesting things to do or places to go using actions or words.	The child must choose to communicate with other children and adults using non verbal communication or verbal communication.	The child must use spoken language to approach others and talk. The child will adjust their actions to different situations without adult direction.	The child will play in a group, sharing and taking turns. When playing together the child will respond to other children and adults in a friendly and kind way, listening to the ideas and points of view of others.	The child will respond to a different point of view and will change their original thought, plan and action as a result. They are able to implement strategies for resolving conflict independently. When the child sees or hears unkind words or actions they will intervene independently.
<b>Exemplification</b>	Watch the baby's reaction when Dad comes into the room.	Watch how Pixie moves around the playroom, returning regularly to check her Mum is still close by.	Watch Cameron as he engages in giving and receiving play with an adult.	Watch Imogen engaging in parallel play alongside her friends.	Watch Harrison observing other children before joining in with the game.	Watch how Filip uses actions when he wants to show his teacher what he can do.	Watch how Henry is able to join in the construction play when he offers to collect the bricks.	Watch Jayden and his friends as they decide what they need to do to make a cake.	Watch how Ayoki joins in turn-taking conversation with her teacher and her peers.	Watch Samuel as he explains 'forgiveness' in front of his class.	Video clip to be available from September.	Video clip to be available from September.