Notice one useful thing. Choose a next move.

These are open formative play invitations, not held tests, grades, developmental screening or complete EYLF assessment. Children can know the examples and use any support. A child's current interest, family context and chosen communication guide teaching. Watching or finishing deserves respect; it does not by itself establish a particular learning intention.

Useful observation and next teaching

Actual observation, if it happens	Specific next invitation
A child chooses watch using a familiar sign; the adult confirms.	Offer a watching place for a fresh visitor, then invite one optional next action.
A child directs the adult's message mark and gives it a meaning.	Offer a willing recipient, or keep the message private. Name the adult's pencil help separately.
A child says no to changing their picture; the adult leaves it.	Ask about a fresh adult-owned mark another time, keeping no available.
Two willing partners agree separate spaces and actually use them in pretend play.	Invite one optional connection, asking both again.
A real adult interprets a sign differently from its intended meaning.	Offer a spoken explanation or another form, then an optional new try.
A child proposes moving a doorway but does not try it.	Retain the plan, or invite a later trace or described story. Do not write a result that never occurred.
Keeping a page adds an unwanted family job.	Start a fresh oral scene with nothing to keep next time.

If useful, write only **actual choice/action · support given · next invitation** in the setting's ordinary private record. For example: “Chose separate rooms by pointing; I drew the requested doorway; next offer a willing visitor one welcome choice.” This is an invented example, not a learner record. The pack stores or sends no note.

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Review your invitation too

Were the choices understandable? Was the child's communication available? Did you wait? Did your help leave a real decision? Did each partner remain willing? What did the family say was useful? Change your setup, language or next step using actual contextual evidence. No automatic outcome, independence or progress claim follows a completed page or a screen visit.

The selected framework relationships are in the full framework reader. Educators still use their required service framework, local program, professional judgement and family partnership. This supplementary slice is not a replacement program or evidence of compliance in any state or territory.

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