



## Early Years Foundation Stage Positive Interaction Audit

Setting:

Practitioners involved:

Do you...	Always	Sometimes	Never	Date	Notes and areas for development
<p><b>Gain children's attention before delivering instructions?</b></p> <ul style="list-style-type: none"> <li>- Say the child's name</li> <li>- Touch them gently</li> <li>- Stop the child</li> </ul> <p><b>Page 38 &amp; 39</b></p>					
<p><b>Follow what the child wanted to do?</b></p> <ul style="list-style-type: none"> <li>- Interests and likes</li> </ul> <p><b>Page 13</b></p>					
<p><b>Wait for the child to talk?</b></p> <ul style="list-style-type: none"> <li>- When you engage in their play do you wait for the child to initiate the talk?</li> </ul> <p><b>Page 13</b></p>					
<p><b>Give children time to respond?</b></p> <ul style="list-style-type: none"> <li>- Up to 10 seconds, Remember children need thinking time!</li> </ul>					

Do you...	Always	Sometimes	Never	Date	Notes and areas for development
<p><b>Give a running commentary on the child's activity rather than asking questions most of the time?</b></p> <ul style="list-style-type: none"> <li>- Comment on what they are doing in their play, for example "you're pushing the car down the hill".</li> </ul>					
<p><b>Use appropriate body language?</b></p> <ul style="list-style-type: none"> <li>- Eye contact/pointing</li> <li>- Facial expression</li> <li>- Pointing</li> <li>- Whole body position</li> <li>- Volume and speed of your voice</li> <li>- Pitch (rise and fall) of your voice</li> </ul> <p><b>Page 23 &amp; 24</b></p>					
<p><b>Sit where the child can see your face?</b></p>					
<p><b>Use short, simple sentences?</b></p> <ul style="list-style-type: none"> <li>- Differentiate your language level to the individual child</li> <li>- Consider children's attention levels</li> </ul> <p><b>Page 38</b></p>					
<p><b>Limit the number of questions you ask?</b></p> <p>The hand rule.. one question to four</p> <ul style="list-style-type: none"> <li>- Comments</li> <li>- Repetitions</li> <li>- Expansions</li> <li>- Explanations</li> </ul> <p><b>Page 52 – 56</b></p>					

Do you...	Always	Sometimes	Never	Date	Notes and areas for development
<p><b>Listen to what the child said?</b></p> <ul style="list-style-type: none"> <li>- And follow their lead</li> <li>- Return and serve the same ball don't change the focus</li> </ul> <p><b>Page 13</b></p>					
<p><b>Model correct language?</b></p> <ul style="list-style-type: none"> <li>- Repeat back what the child says correctly</li> <li>- Add 1 or 2 extra words</li> <li>- Give slight emphasis to any words you want the child to listen to.</li> </ul> <p><b>Page 50-51</b></p>					
<p><b>Give lots of praise?</b></p>					
<p><b>Minimise distractions?</b></p> <ul style="list-style-type: none"> <li>- Remove/minimise visual distractions (bright colours, unused resources)</li> </ul> <p>Remove/minimise noise distractions (Other adults, Children, Radio, Musical Instruments)</p>					
<p><b>Use symbols, pictures or signs to help children with understanding difficulties.</b></p> <p><b>Early Language Builders pages 15-17</b></p>					

Do you...	Always	Sometimes	Never	Date	Notes and areas for development
<p><b>Model the correct sentence when you hear a child's incorrect utterance</b></p> <p><b>Page 49 &amp; 50</b></p>					
<p><b>Extend the child's utterances</b></p> <ul style="list-style-type: none"> <li>- Modelling back what the child says adding one more word</li> </ul> <p><b>Page 49 &amp; 50</b></p>					
<p><b>Ensure that children are forewarned of transitions i.e change of activity.</b></p> <ul style="list-style-type: none"> <li>- Verbally</li> <li>- Use of Visual Timetable</li> </ul> <p><b>Early Language Builders Book Pages 15 - 17</b></p>					