



Early Years Foundation Stage Positive Interaction Audit Peer Observation Tool

Name:

Date Completed:

Unique Child Do you...	Always	Sometimes	Never	Notes and areas for development How could we develop this further?
Gain children's attention before delivering instructions? (pg 38) <ul style="list-style-type: none"> - Say the child's name - Touch them gently - Stop the child 				
Follow what the child wanted to do? (pg13) <ul style="list-style-type: none"> - Interests and likes - Traffic lights, stop, look & respond 				
Wait for the child to talk? <ul style="list-style-type: none"> - When you engage in their play do you wait for the child to initiate the talk? 				

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Give children time to respond? <ul style="list-style-type: none"> - Up to 10 seconds, Remember children need thinking time! 				
Give a running commentary on the child's activity rather than asking questions most of the time? <ul style="list-style-type: none"> - Comment on what they are doing in their play, for example "you're pushing the car down the hill". 				
Use appropriate body language? (pg23) <ul style="list-style-type: none"> - Eye contact/pointing - Facial expression - Pointing - Whole body position - Volume and speed of your voice - Pitch (rise and fall) of your voice 				
Sit where the child can see your face?				
Use short, simple sentences? (pg38) <ul style="list-style-type: none"> - Differentiate your language level to the individual child - Consider children's attention levels 				

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Limit the number of questions you ask? (pg 52-56) The hand rule.. one question to four <ul style="list-style-type: none"> - Comments - Repetitions - Expansions - Explanations 				
Listen to what the child said? (pg13) <ul style="list-style-type: none"> - And follow their lead 				
Encourage children to talk about their own interests other than just the task in hand?				
Encourage children to speak in groups to other children and adults as well as during free play.				
Model correct language? (pg 50– 51) <ul style="list-style-type: none"> - Repeat back what the child says correctly - Add 1 or 2 extra words - Give slight emphasis to any words you want the child to listen to. 				

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Give lots of praise?				
Minimise distractions? <ul style="list-style-type: none"> • Remove/minimise visual distractions (bright colours, unused resources) • Remove/minimise noise distractions (Other adults, Children, Radio, Musical Instruments) 				
Often re-read favourite stories to children.				
Make time to say rhymes as well as sing with children				
Frequently support songs and stories with actions, objects and puppets.				
Link children's spoken language and written language				

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Give regular feedback to those who struggle to understand and checking children have understood instructions.				
Ensure that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group.				
Use symbols, pictures or signs to help children with understanding difficulties.				
Model the correct sentence when you hear a child's incorrect utterance				
Extend the child's utterances - Modelling back what the child says adding one more word				
Encourage the children to ask questions				
Use vocabulary that the children can understand in everyday instructions				

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Use some simple signs to communicate with children who are struggling with language acquisition.				
Speak sensitively to shy or unsettled children.				
Helping children to settle when they arrive if needed.				
Play alongside children without always directing their play.				
Encourage children's independence and self confidence by acknowledging all efforts.				

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Facilitate shared play and turn taking.				
Model a range of positive behaviour and language.				
Help children to develop and extend their play. <ul style="list-style-type: none"> - Help children to problem solve - Extend language and thinking - Support sustained shared thinking 				
Support outdoor play by modelling language based on the child's activities and encouraging peer interaction				

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<p>Use questions that invite conversation or encourage reasoning rather than yes or no answers.</p>				
<p>Respond positively to children's efforts to communicate.</p>				
<p>Giving clear expectations of rules.</p>				
<p>Provide children with opportunities to take appropriate risk and challenges?</p> <ul style="list-style-type: none"> - Support children in carrying out their own risk assessments 				

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<p>Ensure that children are forewarned of transitions i.e change of activity.</p> <ul style="list-style-type: none"> - Verbally - Use of Visual Timetable 				
<p>Actively support children in solving their problems and disputes.</p>				
<p>Respect the child's other 'languages' where relevant i.e home language (if not English), sign language.</p>				
<p>Give children opportunities to use their own language if English is not their first language.</p>				

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<p>Ensure children are supported if they feel insecure or lack confidence.</p>				