

Positive Relationships

Peer Observation Support

Room:

Date:

| Adult Characteristic | Observation | How could we develop this further? |
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| Use simple repetitive language during everyday activities | | |
| Gain children's attention before delivering instructions | | |
| Talk at an appropriate rate using short sentences | | |
| Adapt their language to the level of the child | | |
| Model the correct sentence when they hear a child's incorrect utterance | | |
| Extend the child's utterances | | |
| Encourage the children to ask questions | | |
| Use vocabulary that the children can understand in everyday instructions | | |
| Give children time to respond | | |
| Give a running commentary on the child's activity rather than asking questions most of the time. | | |
| Use natural gesture and facial expression to support language. | | |
| Use some simple signs to communicate with children who are struggling with language acquisition. | | |
| Adult Approaches | Observation | How could we develop this further? |
| Ensuring that all children have the opportunity to interact individually with an adult if they wish. | | |
| Speaking sensitively to shy or unsettled children. | | |
| Helping children to settle when they arrive if needed. | | |
| Playing alongside children without always directing their play. | | |
| Encouraging children's independence and self confidence by acknowledging all efforts. | | |
| Facilitating shared play and turn taking. | | |
| Modelling activities and talking about what the child is doing. | | |
| Modelling a range of positive | | |

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| behaviour and language. | | |
| Helping children to develop and extend imaginary play. | | |
| Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction | | |
| Using questions that invite conversation or encourage reasoning rather than yes or no answers. | | |
| Responding positively to children's efforts to communicate. | | |
| Giving clear expectations of rules. | | |
| Letting children know of expected changes to the day e.g visits of a dentist | | |
| Ensuring that children are forewarned of transitions i.e change of activity. | | |
| Actively supporting children in solving their problems and disputes. | | |
| Respecting the child's other 'languages' where relevant i.e home language (if not English), sign language. | | |
| Liaising regularly with families regarding what has happened in sessions including those families that depend on others to take their child to the setting. | | |