

<b>Peer Observation</b>	
<p><b>Positive Relationships</b></p> <ul style="list-style-type: none"> <li>• Use simple repetitive language during everyday activities.</li> <li>• Gain children's attention before delivering instructions</li> <li>• Talk at an appropriate rate using short sentences</li> <li>• Adapt their language to the level of the child</li> <li>• Model the correct sentence when they hear a child's incorrect utterance</li> <li>• Extend the child's utterances</li> <li>• Encourage the children to ask questions</li> <li>• Use vocabulary that the children can understand in everyday instructions</li> <li>• Give children time to respond</li> <li>• Give a running commentary on the child's activity rather than asking questions most of the time</li> <li>• Use natural gesture and facial expression to support language</li> <li>• Use some simple signs to communicate with children who are struggling with language acquisition</li> <li>• Ensuring that all children have the opportunity to interact individually with an adult if they wish.</li> <li>• Speaking sensitively to shy or unsettled children.</li> <li>• Helping children to settle when they arrive if needed.</li> <li>• Playing alongside children without always directing their play.</li> <li>• Encouraging children's independence and self confidence by acknowledging all efforts.</li> <li>• Facilitating shared play and turn taking.</li> <li>• Modelling activities and talking about what the child is doing.</li> <li>• Modelling a range of positive behaviour and language.</li> <li>• Helping children to develop and extend imaginary play.</li> <li>• Supporting outdoor play by modelling language based on the child's activities and encouraging peer interaction</li> <li>• Using questions that invite conversation or encourage reasoning rather than yes or no answers</li> <li>• Responding positively to children's efforts to communicate</li> <li>• Giving clear expectations of rules</li> <li>• Letting children know of expected changes to the day e.g visits of a dentist</li> <li>• Ensuring that children are forewarned of transitions i.e change of activity</li> <li>• Actively supporting children in solving their problems and disputes</li> <li>• Respecting the child's other 'languages' where relevant i.e. home language (if not English), sign language</li> <li>• Liaising regularly with families regarding what has happened in sessions including those families that depend on others to take their child to the setting</li> </ul>	<p><b>Unique Child</b> Children.....</p> <ul style="list-style-type: none"> <li>• are encouraged to talk about their own interests other than just the task at hand</li> <li>• are encouraged to speak in groups to children and adults as well as during free play</li> <li>• have opportunities for supported conversation with their peers as well as opportunities to interact with their peers without adult intrusion</li> <li>• have opportunities to share books with their peers</li> <li>• have opportunities to use their own language if English is not their first language</li> <li>• can access adult support if they feel insecure or lack confidence</li> <li>• are encouraged to access the whole learning environment and curriculum even if it is difficult for them</li> </ul> <p><b>Learning &amp; Development</b></p> <ul style="list-style-type: none"> <li>• Often re-reading favourite stories to children</li> <li>• Making time to say rhymes as well as sing with groups of children</li> <li>• Frequently supporting songs and stories with actions, objects and puppets</li> <li>• Using appropriate methods to introduce new concepts and vocabulary</li> <li>• Seeking opportunities to repeat and reinforce new vocabulary</li> <li>• Linking children's spoken language and written language</li> <li>• Giving regular feedback to those who struggle to understand and checking children have understood instructions</li> <li>• Accepting non verbal communication as well as verbal</li> <li>• Ensuring that all children (including the least verbal or non-verbal) have a turn at expressing themselves in a group</li> <li>• Using symbols, pictures or signs to help children with understanding difficulties.</li> <li>• Have a definite structure which is kept to on most days</li> <li>• Have parts of the day labelled with names (story time, group time...)</li> <li>• Ensure that all activities have adult support at times</li> <li>• Allow for children to make their own choices for part of the session</li> <li>• Allow time for children to individually share books with an adult if they want to</li> <li>• Include small group work to encourage language development</li> <li>• Allow for 1:1 support where necessary to meet individual needs</li> </ul>