****

**Interaction Observation**

**Context: Date: Length of time observed:**

**Adult being observed: Children:**

**Observer:**

|  |  |  |
| --- | --- | --- |
| Did the practitioner… | Tally | It worked well when you… the impact on the child was…  |
| **Follow the child’s lead**  |
| 1. Come down to the child’s level, follow what the child’s doing and join in?
 |  |  |
| 1. Watch the child/ren, wait for them to communicate. Listen attentively and observe any non-verbal clues the child gives?
 |  |  |
| 1. Respond to what the child/ren did or said, allow time for the child/ren to respond (Remember the 10 second rule)?
 |  |  |
| **Extend the child’s language**  |
| 1. Talk about what the child/ren is doing, using short simple sentences?
 |  |  |
| 1. Repeat what the child says, modelling the words clearly. Model and extend child/rens level of language?
 |  |  |
| 1. Add a variety of words e.g., action words, describing words – relevant to what’s happening?
 |  |  |
| **Awareness of adult’s interaction** |
| 1. Limit the number of questions used, remember the Elklan hand rule – 1 question to 4 comments, repetitions, expansions, and explanations?
 |  |  |
| 1. Give one simple instruction at a time. Say individual child’s name to gain their attention?
 |  |  |
| 1. Use non-verbal communication (gestures, facial expressions) to help the child to understand what is said?
 |  |  |
| 1. Remember to talk slowly and clearly, repeat the instruction if required?
 |  |  |
| 1. Do you offer named choices throughout the day?

Say the name of the items as you show them to the child/ren? |  |  |
| 1. Give specific praise by saying what the child has done well? e.g. *‘You did very good sharing’.*
 |  |  |

|  |
| --- |
| **Daily opportunities to develop vocabulary within your setting** |
| 1. Add a short, simple idea?
* Talk about your thoughts throughout daily routines and encourage children to share their own ideas.
 |  |  |
| 1. Do you offer a daily story session to your children?
* Consider your changes in tones of voice when taking on different characters in the story.
* Consider the Blank language framework when asking children questions about the story.
* Allow time for children to respond.
* Do you provide opportunities for new words to be learnt through daily activities? e.g., ‘Digging’, dig in the mud, sand, or toy box.
* Do you provide story props for children to re-enact the story?
* Do you use the key concepts from Nursery Narrative? e.g. ‘Who, Where, What, When and the end’ to help children understand the structure of a story.
 |  |  |
| 1. Do you offer daily opportunities for children to sing songs, nursery rhymes?
* Do you use visual aids to support choice?
* Do you share the songs of the month with parents?
 |  |  |
| 1. How do you monitor that every child has received some high-quality interaction with an adult across the day?
* Do all staff know which children require further communication and language support?
* Do they know who to speak to, to discuss their key child’s individual needs?
* Are they aware of any interventions and IEPs in place to support the child?
 |  |  |
| Discussed and next steps agreed: |

**Signed by Observer:**

**Signed by Practitioner:**

**Review Date:**