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| **Name of practitioner:** | **Date:** | |
| **Name of observer:** | **Observation number:** | |
| 1. Treats children sensitively and gets down on their level to converse. | |  |
| 1. Children who do not talk are not overlooked. | |  |
| 1. Talk is child-centred and based on the child’s need, interests, and activities. Talk follows what the child does and says. The adult listens and respects their contribution by tuning into the child. | |  |
| 1. Adult secures the child’s attention by saying their name first. | |  |
| 1. Adult gives the child plenty of time to respond (e.g. counts up to 20 in their head and is comfortable with silence). | |  |
| 1. Adult does not bombard child with questions. When questions are asked, they are open-ended and encourage the child to think. | |  |
| 1. Adult does not correct mistakes but ‘recasts’ what the child has said, adding another comment (e.g. ‘Child: I goed to the shops. Adult: You went to the shops. I like buying apples at the shops’). | |  |
| 1. The adult expands the child’s talk at the right level for their development (e.g. one extra word for young talkers – ‘Child: A ball Adult: A red ball’). | |  |
| 1. Adult offers open comments on child’s play. | |  |
| 1. Talk is embedded in the routines of the setting (e.g. at tidy-up time, lunch time, in the bathroom, home time, etc.) | |  |
| 1. Adult shows awareness of children with EAL and SEN and gives them good visual clues and more time to respond. | |  |