

Promoting and Nurturing Early Communication and Language

Evaluation of Adult Talk and Interactive Style

Name: _____ ELC: _____ Room: _____

Please tick: Peer evaluation

Self-evaluation

Adult talk that encourages and promotes participation from all learners

	Always	Usually	Sometimes	Rarely	Never
I use simple repetitive language during everyday activities					
I gain children's attention before delivering instructions					
I talk at an appropriate rate using short sentences					
I adapt my language to the level of the child					
I model correct language when I hear a child's incorrect vocalisation					
I extend the child's vocalisations					
I encourage children to ask questions					
I use vocabulary the children understand in everyday instructions					
I give children time to respond					
I give a running commentary on the child's activity rather than asking questions					
I use natural gesture, facial expression and tone of voice to support language					
I support verbal language with gestures and visual cues					
I utilise a range of types of questions					
I support play by modelling language based on child's activities and encouraging peer interaction					
I get down to the child's level and establish eye contact when communicating					

Adult interaction styles that are responsive to individual children's needs

	Always	Usually	Sometimes	Rarely	Never
I ensure that all children have the opportunity to interact individually with an adult if they wish					
I speak sensitively to shy or unsettled children					
I help children settle when they arrive					
I play alongside children without always directing their play					
I encourage children's independence and self-confidence by responding positively to all efforts					
I facilitate shared turn taking and play					
I model activities and talk about what the children are doing					
I model a range of positive behaviour and language					
I develop children's emotional vocabulary by naming and describing emotions and feelings					
I help children to develop and extend imaginary play					
I support outdoor play by modelling language based on the child's activities and encouraging peer interaction					
I apply a flexible use of questioning appropriate to the child's stage of development (e.g. forced choice/closed/open)					
I respond positively to children's efforts to communicate					
I give clear expectations of boundaries					
I prepare children for expected changes to the day (e.g. dental visit)					
I actively support children in solving their problems and disputes					
I set clear expectations of learning outcomes and success criteria					
I respect the child's other languages (i.e. home language if not English, sign language)					