

# High quality interactions



## Descriptive commentary

Tell the story of what the child is doing whilst they play using simple, repetitive language matched to the child's level. Also use sound effects to play e.g. 'moo', 'brum-brum'. Encourage them to use their own words too.



## Match plus one

Match what the child says and add a new word e.g. child says 'cat'...you say 'cat running'. Child says 'mummy's car'...you say 'mummy's red car'. Can children build longer phrases or sentences with your support?



## Turn taking games

Games such as rolling a ball to each other; zooming cars down a ramp; blowing bubbles. Use the language of turn taking e.g. 'Your turn...my turn'. Can the child do the same with another child or in a small group?



## Parallel play

Mirror what the child is doing and saying e.g. their words, sounds, actions. Let them lead the play and you follow e.g. they pick up a paintbrush, you pick up a paintbrush; they draw a circle, you draw a circle. Do they begin to engage and enjoy playing with others?



## Anticipation games

Play games where you use phrases like 'one, two...three'; 'ready, steady...go!'; 'bubble, bubble...pop!' Lead at first but then wait for a response from the child before saying 'Go', 'Pop' etc. Can they take the lead and play the game themselves or with others?



## Model your thinking aloud

Use phrases such as 'I wonder if...' and 'I think I might...' to add new ideas to the play. Use statements and open questions such as 'Tell me about...' and 'Why do you think...?' to encourage greater engagement and use of language.