

High quality interactions

	<p>Descriptive commentary</p> <p>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.</p>		<p>Match plus one</p> <p>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?</p>		<p>Turn taking games</p> <p>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?</p>
	<p>Parallel play</p> <p>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?</p>		<p>Anticipation games</p> <p>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?</p>		<p>Model your thinking aloud</p> <p>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.</p>