

Interactions in Early Years



Quality interactions (A Ephgrave, 2020)



- Go to the child, interact at their level.
- Try not to speak unless you are spoken to, be led by the child: interested, watch, listen and wait...think about how or if to respond.
- Sometimes it's fine to observe, realise you can not add to the experience and move away.
- Within an interaction if a child stays highly involved, we carry on. As soon as it dips, or they move away, or show less interest, the interaction has naturally come to an end (E Patonwas).

Only interact if your teachable moment can add something to the play.

- Questions tend to 'pop' out, try to reduce the number.

Instead of questions

Model language

Show

Suggest

Provide resources

Explain (a concept)

Facilitate

Set challenges

Recall

Demonstrate

Explore ideas

Encourage

Remind

Narrate what they are doing

Set Challenges

PONDER - ask 'I wonder if...' - this encourages children to think

Teaching for early years suggested by Ofsted (2019) and A Ephgrave (2020)

Timing (E Patonwas)

A child is struggling with cutting, or using their zipper, or writing a number. When do you interact?

Too soon - may scare them off, they may not return to the difficulty.

Instead, stand back, let them struggle a little so they know they need help. Then demonstrate/support. Allow them to try again, this will develop their confidence.

Do not just do the task for them.

The children are taking tiny steps every day in their development and we are supporting them in this. We follow their decisions about the activities they want to do. Sometimes we can get the timing or interaction wrong, but we learn also.

Extending children's ideas

Notice the 'how', 'why' inquiry - facilitating, explaining, exploring ideas and pondering

<https://www.youtube.com/watch?v=bylL-3W7pAI>

Notice the PSHE, Maths, recall, suggest, development of language and UW.

<https://www.youtube.com/watch?v=mmykWaWI8dM>

From 2.30-5.45 Facilitating, Maths, explaining and suggest, exploring

<https://www.youtube.com/watch?v=DupP16PTerc>

Relationships

- Key is to build up relationships, the more you listen, the more you can understand their interests and ability.
- When you play, let them take the lead.
- After the relationship is built, you know how to move them on.

Example 1: Q, interested in stories and books. Talked through the pictures in her book. T- Shall we write your book? Q, yes. Teacher scribed her spoken words and shared the story with the class. Later she often asked for a scribed story. Example 2: Two boys are discussing how to build their aeroplane. They are not sure on one of the parts. T- with Ipad asks, how could you find out what it looks like. They say they need a picture. T- says, can we find one with the Ipad? The children look at this picture to continue to make the aeroplane.

Sources

A Ephgrave Zoom training, Slides 1-2 (2020)

E Patonwas, *Quality interactions in the Early Years:*

<https://www.youtube.com/watch?v=efeizNuuEo0>, *Youtube link viewed 22/8/2020*