



# 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)

# Greg Bottrill (2018)

Enter play as the co-player, as you develop this children will invite you in, they know something interesting/exciting will happen with you there.

This won't happen if all you ever do is question about their play.

Join in with one of the 3Ms: Mark Making/Maths/Making conversation.

You may teach something briefly/demonstrate how to use something in a new and interesting way. But other times you will play only

# Adding Magic - 3Ms

Modelling how to create an paper aeroplane, showing the folds and discussing the language and discussing the shapes as the child copies the folding, asking why do they want to make a plane and how could they decorate it so we know that it is theirs?

In the water, children are enjoying pouring. Pull out other containers which ensure the water moves slower/faster. Which will fill up a container first? Why do they think that? What happens if we put rocks in the container? What if we add colours to the water, will it change how fast it moves?

Following their interest of making headbands, what design do they want and why do they want that rabbit? What size will the headband and rabbit need to be? What happens if it's too big? What features shall we add to the rabbit? If the rabbit is magical, what can it make you do?

# Discussion

Compare our interactions.

Can we decide which categories each interaction cover (see Instead of Questions)?

What went well with the interaction and upon reflection, what would you do next time?

Does anyone have anything to add?

# Extending children's ideas

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

<https://www.youtube.com/watch?v=DupP16PErc>

# 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*

Greg Botrill, *Can I go Play Now?* (2018)