

Interactions: Top Tips

- **Take** a little time to observe. What are the children playing? What are the roles and intentions?
- **Consider** whether you need to enter the play, and for what purposes (such as offering suggestions, introducing new ideas or vocabulary, managing the noise or behaviour, extending the activity through additional resources).
- **Try** to play on the children's terms by taking on a role that they suggest, and following their ideas and interests.
- **Participate** alongside and imitate a child's actions to signal that you are in tune and start a playful interaction..
- **Offer** your own ideas when you are sure that they are consistent with the flow of the play.
- **Avoid** asking closed questioning and allow the child to initiate talk
- **Try** not to direct the play. Instead, be alert to the qualities of play, and to the knowledge and skills that children are using and applying.

(Adapted from DCSF, 2009)



Helping Children Learn



Interactions

Positive interactions inspire learning and support development and encourage children to reach beyond their limits.

With attuned, responsive parents children make the most progress in their learning.

This does not mean pushing children but understanding what they can do and helping them with their next steps.

It means being a partner with children, enjoying the power of their play and curiosity and the thrill of finding out what they can do together.

(Adapted from DCSF, 2009)

Interactions: Top Tips

- **Take** a little time to observe. What are the children playing? What are the roles and intentions?
- **Consider** whether you need to enter the play, and for what purposes (such as offering suggestions, introducing new ideas or vocabulary, managing the noise or behaviour, extending the activity through additional resources).
- **Try** to play on the children's terms by taking on a role that they suggest, and following their ideas and interests.
- **Participate** alongside and imitate a child's actions to signal that you are in tune and start a playful interaction..
- **Offer** your own ideas when you are sure that they are consistent with the flow of the play.
- **Avoid** asking closed questioning and allow the child to initiate talk
- **Try** not to direct the play. Instead, be alert to the qualities of play, and to the knowledge and skills that children are using and applying.

(Adapted from DCSF, 2009)



Helping Children Learn



Interactions

Positive interactions inspire learning and support development and encourage children to reach beyond their limits.

With attuned, responsive parents children make the most progress in their learning.

This does not mean pushing children but understanding what they can do and helping them with their next steps.

It means being a partner with children, enjoying the power of their play and curiosity and the thrill of finding out what they can do together.

(Adapted from DCSF, 2009)

Learning Through Play

Play nourishes every aspect of a child's development. It forms the foundation of intellectual, social, physical, and emotional skills. These skills support children in being ready for school and their future lives.



Play and Learning



Children need the freedom to explore and play. A child's development is influenced by their exploration, thinking, problem-solving and language expression during play.

How Children Learn

- Through rich and varied play opportunities
- Being with other people
- Being active
- Exploring new experiences
- Talking to themselves
- Communicating to someone who responds to their ideas
- Representing ideas & experiences
- Meeting challenges
- Being shown how to do things
- Practising, repeating & applying skills
- Having fun

These characteristics are crucial to learning and development.

How children engage with experiences is key to enjoyment and outcomes.

Characteristics of Effective Learning
Playing and exploring – engagement Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning – motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically – thinking Having their own ideas Making links Choosing ways to do things

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

References

Communication Trust. (N.D.). Top Tips for Parents on Supporting Children's Speech and Language. Available at: https://www.thecommunicationtrust.org.uk/media/18662/tott_top_talking_tips_for_parents_final.pdf

DCSF. (2009). *Learning, Playing & Interacting: Good practice in the Early Years Foundation Stage*. Available at: <https://www.keap.org.uk/documents/LearningPlayingInteracting.pdf>

DfE. (2017). *Statutory Framework for the Early Years Foundation Stage. Setting the standards for learning, development and care for children from birth to five*. Available from https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

DoHSC. (2019). Physical Activity Guidelines: Infographics. Available at: <https://www.gov.uk/government/publications/physical-activity-guidelines-infographics>

Early Education. (2012). Development Matters in the Early Years Foundation Stage. Available at: <https://www.foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Fisher, J. (2016). *Interacting or Interfering? Improving interactions in the early years*. Maidenhead: Open University Press

Laxton, D., & Leask, M. (2017). MESH Guide: Early Years/ Early Childhood. Retrieved October 29, 2019, from <http://meshguides.org/guides/node/1343>

Acknowledgements

With particular thanks to Dr Linda Cooper and Lianna Wilding of the University of Chichester for their contributions to the Understanding the World and Literacy pages.

This document and other information related to SKIP for Early Years Educators can be freely accessed and downloaded from:

<https://www.skipforeyeducators.co.uk>

