



| Can you see staff... | Notes: |
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| Tuning in – listening carefully to children, observing body language and what the child is doing | |
| Showing genuine interest – giving whole attention, giving eye contact, affirming, using a warm voice tone | |
| Sharing extended back and forth conversations with children – more than 2 or 3 ‘turns’ | |
| Respecting children’s own decisions and choices e.g. asking if they need anything to help them; giving them time | |
| Inviting children to elaborate e.g. “I really want to know more about this.” | |
| Re-capping e.g. “So, you did this first, then...” | |
| Clarifying ideas e.g. “So, you think that this stone will melt if I boil it in water?” | |
| Suggesting e.g. “You might like to try...” | |
| Reminding e.g. “Don’t forget you said you thought this would sink.” | |
| Using encouragement to further thinking e.g. “You’ve really thought hard about that...now what are you going to do about...?” | |
| Offering an alternative viewpoint – “Was Jack unkind to kill the giant?” | |
| Speculating – “Maybe Goldilocks could go and live with the 3 bears...” | |
| Waiting before they speak or offer ideas - being present but not interfering | |
| Asking open questions – “How did you...? Why does this...? / What do you think” | |
| Waiting long enough for a child to reply or comment – not jumping in | |
| Commenting – e.g. “I see you have added four more at the back” | |
| Modelling thinking – e.g. “I’m not sure how I’ll get all my shopping in my car tonight.” | |
| Helping children to find solutions to problems – e.g. “We could try...” | |