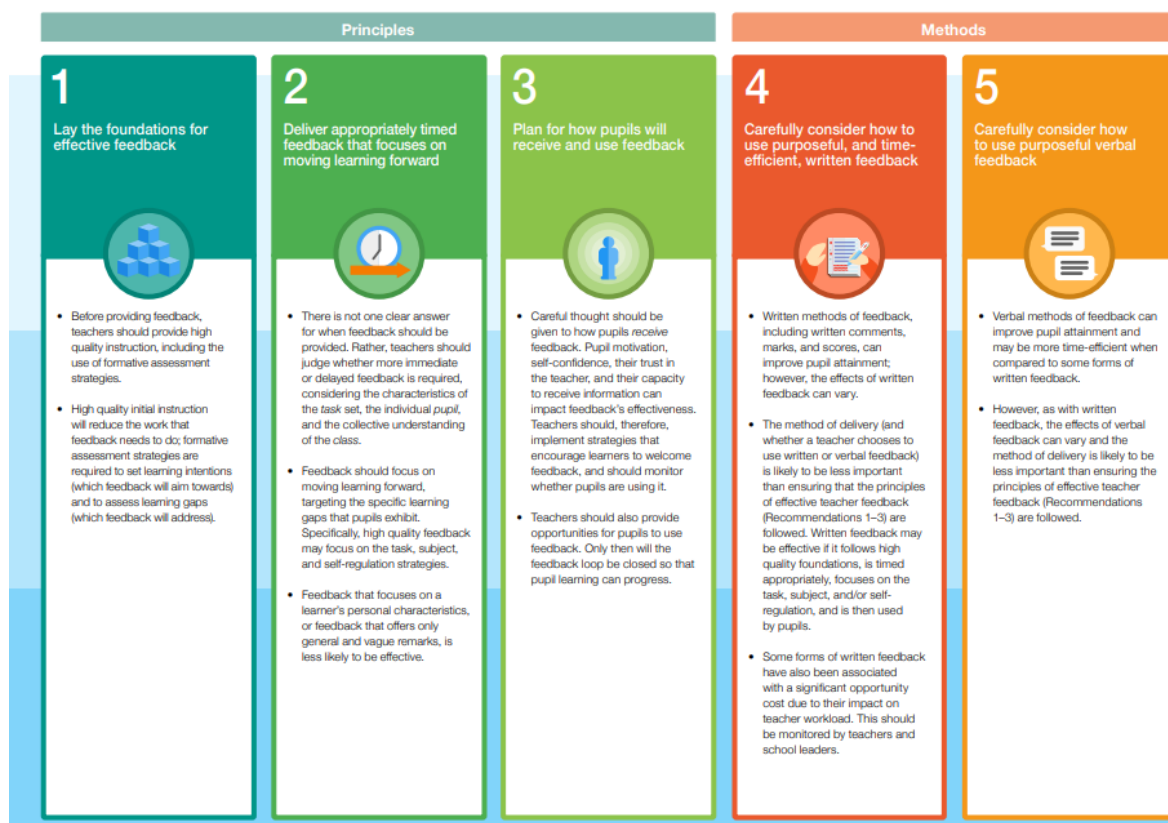


Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.



Vision:

The Oasis curriculum provides an exciting opportunity for us to rethink our approach to marking and feedback:

Marking and feedback are most useful when given within the lesson either in verbal or written form. This will give children opportunity to action on the feedback given and move the learning forward. Over the shoulder, sign posting within the lesson, a deliberately-planned circulation route for marking is the most effective and will be used across school by all adults in the classroom. It is expected that pupils will receive daily feedback for all lessons taught and thus there will be daily pupil editing in books (purple pen) with adult marking in green pen present.

Written marking by adults should be in green pen. This will likely not include long descriptive sentences; it will give short precise feedback on how to improve or a next step. We avoid sentences which solely praise work: children's work will not just be all ticked and marking will adhere to our marking and feedback poster which is displayed in all classrooms.

Children will be taught what the marking codes and symbols mean and will be able to articulate how they are supported in their learning (from modelling and feedback from the teacher both verbal and written)

Children will be given time during the lesson to read and respond to all feedback (both verbal and written) and there will be a clear improvement in learning as a result.

During the lesson, adults will model and promote metacognition through their feedback and not just 'correct' pupils mistakes for them. Adults will coach, prompt, give clues and model for the children.

Throughout the lesson, adults will be identifying misconceptions and regrouping children to deliver direct interventions during the lesson; thus meaning fluid groupings- live in the lesson- as well as a keep-up model before the subsequent lesson in the sequence of learning.

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

Contents:

1. Role of the adult throughout learning to feed forward
2. Feedback on writing in books:
 - Writing Books
 - Knowledge Notebooks
3. Whole-Class Marking and Feedback
4. Feedback in Maths:
 - Do Nows and Flashback 4s
 - We Do and Talk Tasks
 - Independent Tasks including Arithmetic Jotters
 - Socratic Quizzing
5. Feedback in Art Sketchbooks
6. Independent Reading Logs
7. EYFS Feedback in provision

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

1. Role of the adult throughout learning to feedforward

	Teacher	Pupil	LSA
Do Now	<p>Plans and adapts in response from AoL</p> <p>Follows 3-1-1 model</p> <p>Instructs pupils to work independently and silently using verbal and non-verbal prompts</p> <p>Circulates to CFU</p>	<p>Completes independently, in silence but actively thinking</p> <p>Self-assesses against success criteria</p> <p>Links with prior learning</p>	<p>Supports 1:1 as main priority but follows 'elastic' model of support</p> <p>Circulates to CFU if target pupils can complete independently</p>
I Do (Direct Instruction)	<p>Exposition</p> <p>Provides direct instruction</p> <p>Establishes goals and purpose</p> <p>Cognitive Modelling</p> <p>Models and images</p> <p>If questions these are rhetorical and part of the model</p>	<p>Actively listens with STAR</p> <p>Hands, lips and feet are still</p> <p>Tracks the teacher</p> <p>Asks for clarification</p>	<p>Supports 1:1 as main priority but follows 'elastic' model of support</p> <p>Supports pupils to actively listen</p> <p>Circulates and whispers in ears of pupils that need further clarification</p> <p>Circulates to support pupils actively listen with STAR</p> <p>Provide scaffolds</p>

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

	Teacher	Pupil	LSA
We Do (Guided Instruction)	<p>Teacher and pupils interact</p> <p>Orchestrates dynamic discussion with STAR</p> <p>Facilitates and guides discussion</p> <p>Observes for 'teachable moments'</p> <p>Orchestrates Think-Pair-Share</p> <p>Encourages critical thinking</p> <p>Listens in to pupils</p> <p>CFU</p> <p>Provides re-teaching and additional modelling if necessary</p>	<p>Asks and responds to questions following STAR</p> <p>Works with teacher and peers</p> <p>Tracks the speaker</p> <p>Demonstrates active listening with body language including nodding/thinking/subtle head shaking</p> <p>Asks for clarification if needed</p>	<p>Supports 1:1 as main priority but follows 'elastic' model of support</p> <p>Supports pupils to actively listen</p> <p>Circulates and whispers in ears of pupils that need further clarification</p> <p>Circulates to support pupils actively listen with STAR</p> <p>Provide scaffolds</p> <p>Provides additional modelling</p>
	Teacher	Pupil	LSA
You Do (Independent Practice)	<p>Circulates providing in-the-moment feedback</p> <p>Fosters self-regulation and metacognition through use choice words and prompting</p> <p>Evaluates</p> <p>Checks level of understanding</p>	<p>Works quietly and alone</p> <p>Completely focused on their own work, respecting everyone' rights as a learner</p> <p>Pupil is focused on their independent learning</p> <p>No partner talk</p> <p>Uses 'see 3 before me' if help needed</p> <p>Self-scaffolds</p> <p>Takes pride in their presentation – voice notes, writing in think blue ink with stylus, text box with blue ink</p> <p>Takes full responsibility for outcome</p>	<p>Prompts identified pupils to self-scaffold</p> <p>Provides space for the learner to learn by not getting too close or leaning in</p> <p>Provides in-the-moment feedback</p> <p>Re-teaches identified pupils as directed by the teacher</p>

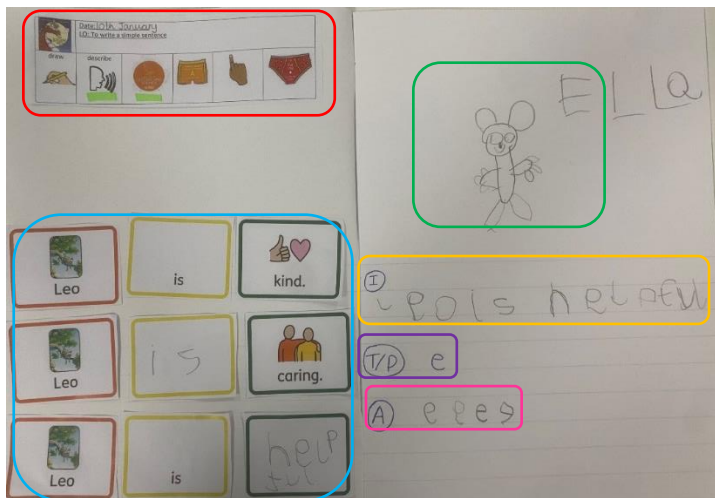
Feedforward Policy



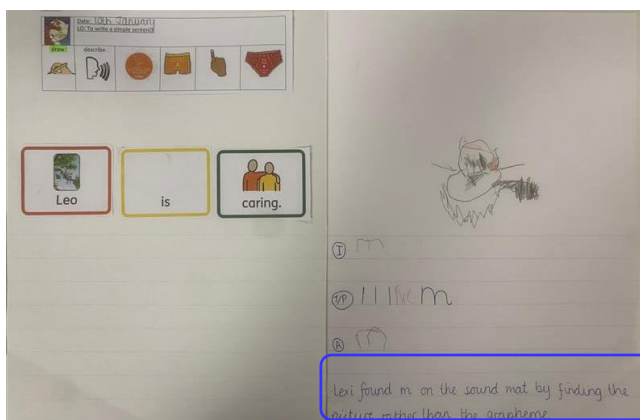
Whole School policy for feedback to pupils and marking of learning captures.

2. Feedback on writing in books

EYFS All children write everyday where they receive in the moment feedback about their writing. They will receive one group writing session a week with the teacher to produce a piece of writing in their book. During this time, they will receive oral and written feedback in the form of a “Independent, Teaching point and Apply” process.



1. **New day indicator:** Picture of the book, date, Learning objective and Success criteria.
2. **Comprehension and composition of a sentence:** Children put the cut-up sentence back together and read it back. The words are linked to the colourful semantics for word class and meaning.
3. **Drawing:** Children draw the character/event from the book using recognisable shapes. LA may describe the shapes and the adult annotates. They may hear and write the initial sound. They may be able to label.
4. **Independent:** Child has a go at writing the sound, label, caption, or sentence depending on their ability. You may wish to dictate the sentence. They can use a sound mat and the environment.
5. **Teaching point:** This is where you intervene. If they've made an error, consider whether they would know how to do it yet (have they been taught it?) and the number of errors to not overload them. If they are working below recognisable shapes, consider teaching mark making techniques and the steps towards correct letter formation.
6. **Apply:** Children have a go at applying this new learning. Depending on the ability, they may apply it in the same way, the same word, a different word or in a sentence

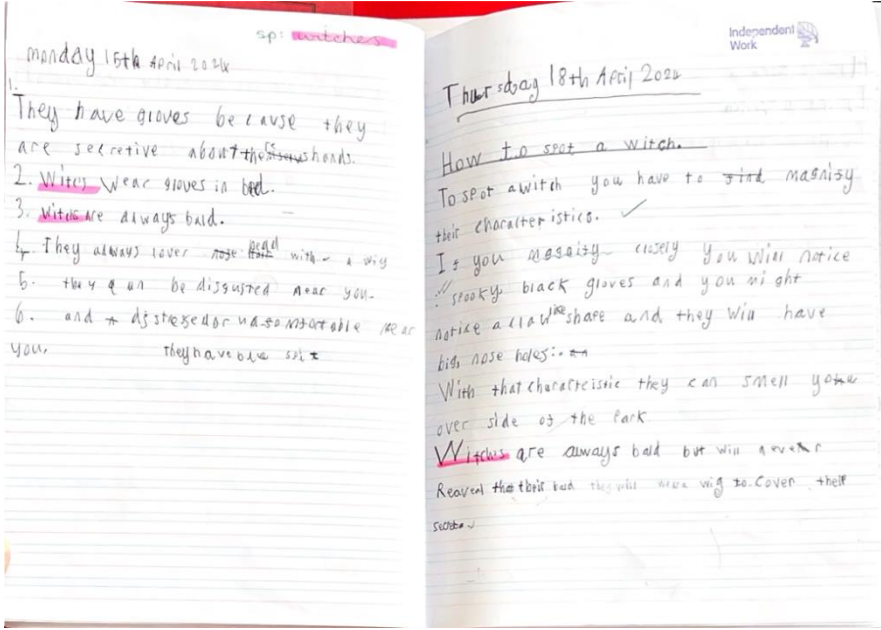


Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

KS1

Lesson	Teacher Expectations
Sentence Stacking	<p>During sentence stacking lessons, marking will be done in the moment. This will give children opportunity to action on the feedback given and move the learning forward. Over the shoulder, sign posting within the lesson, helicopter marking is the most effective and will be used across school by all adults in the classroom.</p> <p>This may involve identifying spelling mistakes, as well give feedback on sentence construction, punctuation and letter formation.</p> <p>Most books will show green pen, each lesson. All books will show purple pen from reflections from the children, each lesson. Whole class reflection will be used at the end of the lesson to read, edit and improve elements of work based upon class weaknesses.</p> <p>KS1 Teachers use a colour-coding system to support the children with their editing. PINK is THINK and GREEN is GREAT.</p> 
Planning	<ul style="list-style-type: none"> • Planning will be completed in books, across a double page • Planning will use the shapes or narrative maps from The Write Stuff programme. • Classes will plan each section of writing together, discussing what could be included to make this effective and purposeful. • Teachers will use learning lines to model the elements and lenses which should be included in each shape or plot point.

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

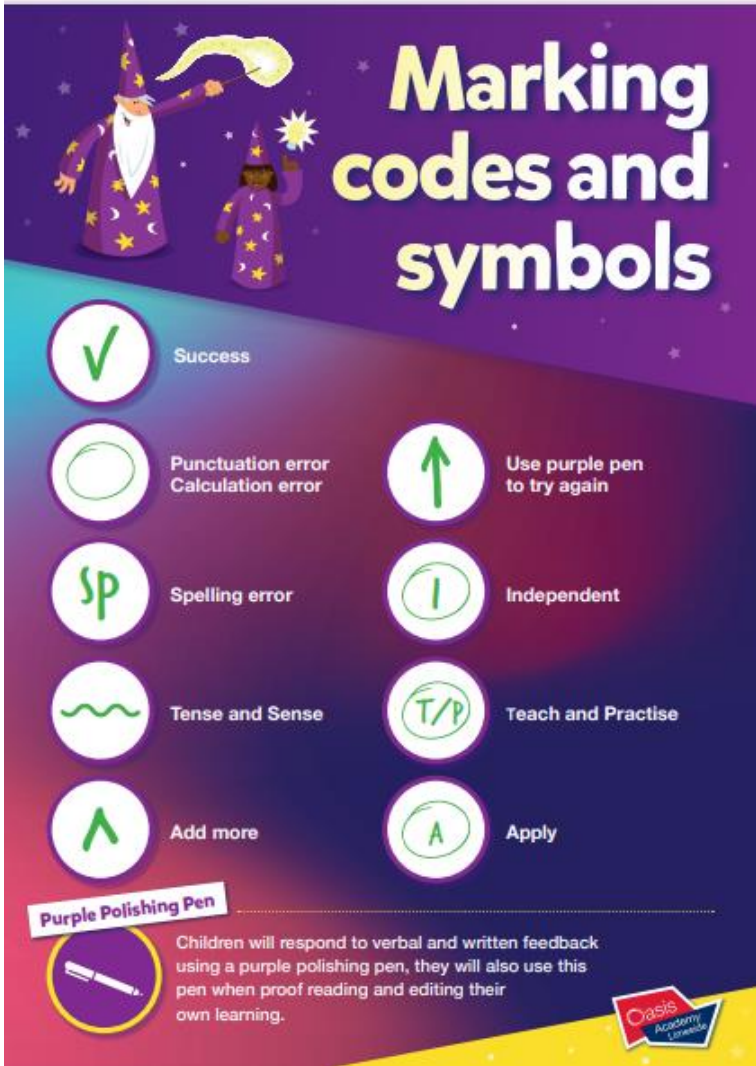
	<ul style="list-style-type: none"> • Children will independently plan sentences and phrases they will use in their independent writing the following day. • Children will reflect and improve on their plan at the end of the lesson, following whole class feedback from the teacher.
Independent Write	<ul style="list-style-type: none"> • Independent writing will be completed in sections, with the teacher discussing each plot point or shape in the piece before the children write it. • A timer will be set for each section, with the children expected to edit and deepen the moment if they complete before the time has run out. • At the end of the session, children will be expected to re-read all work and correct what they have written independently. • Every piece of independent writing will need to be deep marked by the teacher <i>before</i> the editing phase. • If you are unable to mark on that day, hold back from publishing until marking is complete. Please be aware that this gap would usually be no longer than 2 days. • Teacher marking will follow the school marking codes and symbols.
Edit	<ul style="list-style-type: none"> • Following teacher marking, children will edit their piece in purple pen. • Teacher may use writing strips to allow children to re-write passages, or add additional information • Teacher will display children's work and model editing based on whole class weaknesses
Publishing	<ul style="list-style-type: none"> • Following a thorough edit, children will publish their piece of writing. • Writing publishing should be enjoyable and seen as the end point for a unit of work. • Handwriting expectations of each year group must be adhered to by pupils, with scaffolds provided as per usual classroom practice. <p>Year 1 and Year 2: All letters formed correctly, starting and ending at the correct point using Little Wandle formation phrases</p>

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

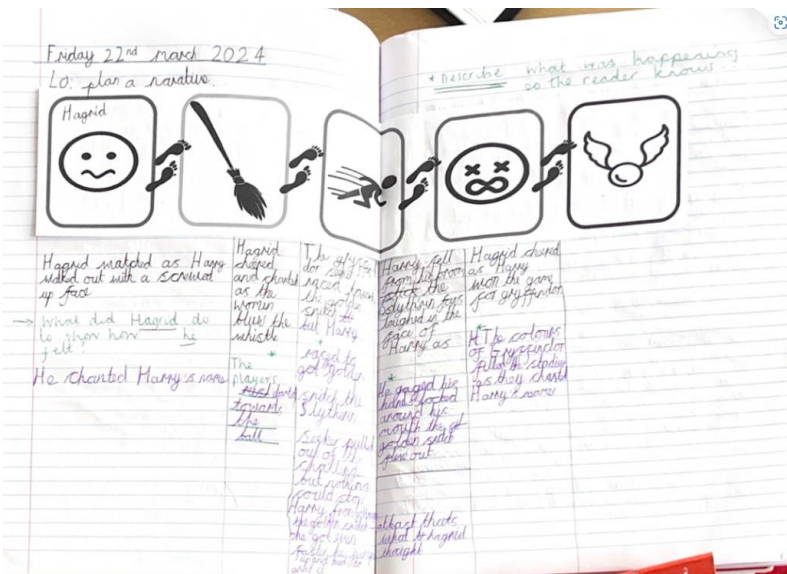
KS2

<u>Lesson</u>	<u>Teacher Expectations</u>
Sentence Stacking	<p>During sentence stacking lessons, marking will be done in the moment. This will give children opportunity to action on the feedback given and move the learning forward. Over the shoulder, sign posting within the lesson, helicopter marking is the most effective and will be used across school by all adults in the classroom.</p> <p>This may involve identifying spelling mistakes, as well give feedback on sentence construction, punctuation and letter formation.</p> <p>Most books will show green pen, each lesson. All books will show purple pen from reflections from the children, each lesson. Whole class reflection will be used at the end of the lesson to read, edit and improve elements of work based upon class weaknesses.</p> <p>Marking Codes and Symbols must be consistently used in books:</p>  <p>The poster titled 'Marking codes and symbols' features a wizard and a child. It lists the following codes and symbols:</p> <ul style="list-style-type: none"> Success: Green checkmark (✓) Punctuation error: Green circle with a dot (○) Calculation error: Green circle with a dot (○) Spelling error: Green 'SP' Tense and Sense: Green wavy line (〰) Add more: Green upward arrow (↑) Use purple pen to try again: Green upward arrow (↑) Independent: Green 'I' in a circle (Ⓢ) Teach and Practise: Green 'T/P' in a circle (Ⓢ) Apply: Green 'A' in a circle (Ⓢ) <p>Purple Polishing Pen</p> <p>Children will respond to verbal and written feedback using a purple polishing pen, they will also use this pen when proof reading and editing their own learning.</p>

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

<p>Planning</p>	<ul style="list-style-type: none"> • Planning will be completed in books, across a double page • Planning will use the shapes or narrative maps from The Write Stuff programme. • Classes will plan each section of writing together, discussing what could be included to make this effective and purposeful. • Teachers will use learning lines to model the elements and lenses which should be included in each shape or plot point. • Children will independently plan sentences and phrases they will use in their independent writing the following day. • Children will reflect and improve on their plan at the end of the lesson, following whole class feedback from the teacher. 
<p>Independent Write</p>	<ul style="list-style-type: none"> • Independent writing will be completed in sections, with the teacher discussing each plot point or shape in the piece before the children write it. • A timer will be set for each section, with the children expected to edit and deepen the moment if they complete before the time has run out. • At the end of the session, children will be expected to re-read all work and correct what they have written independently. • Every piece of independent writing will need to be deep marked by the teacher before the editing phase. • If you are unable to mark on that day, hold back from publishing until marking is complete. Please be aware that this gap would usually be no longer than 2 days. • Teacher marking will follow the school marking codes and symbols.
<p>Edit</p>	<ul style="list-style-type: none"> • Following teacher marking, children will edit their piece in purple pen. • Teacher may use writing strips to allow children to re-write passages, or add additional information • Teacher will display children's work and model editing based on whole class weaknesses

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

<p>Publishing</p>	<ul style="list-style-type: none"> • Following a thorough edit, children will publish their piece of writing. • Writing publishing should be enjoyable and seen as the end point for a unit of work. • Handwriting expectations of each year group must be adhered to by pupils, with scaffolds provided as per usual classroom practice. <p>Year 3 and above: letters joined, as per modelling on learning lines.</p>

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

3. Whole-Class Marking and Feedback

During the lessons, teachers will be taking in a wealth of information around their pupils' progress and be intervening in the moment to accelerate learning and avoid misconceptions. At the end of the session, this is recorded on a Whole Class Marking and Feedback sheet, where pupils' names are highlighted pink for needing more support to meet the objective or green for having met the objective. For children highlighted as needed keep-up on the objective, either an adult will intervene after the session and before the next sessions of the same subject, or the DO NOW / input of the next session will be adapted in response to this Assessment for Learning (AfL).

Whole Class Feedback Year: 2 Term: Spring 2

SUBJECT: PE - Outdoor and adventurous activities

	WEEK 1 LO: To attempt to solve problems in a team	WEEK 2 LO:	WEEK 3 LO:	WEEK 4 LO:	WEEK 5 LO:	WEEK 6 LO:
Week 1					(changed teams on round 2 of crossing the swamp).	= Absent / no PE kit. = struggled to grasp at first. second try much better. some ch worked better together than others
Week 2						

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

4. Feedback in Maths:

- Do Nows and Flashback 4s

During the deliberate and spaced retrieval at the start of each lesson, the Teacher and LSA must be using Apple Classroom and/ or deliberately circulating the classroom to review answers to these slides and addressing misconceptions with the whole class / individual children. Children's responses in deliberate retrieval must be seen by an adult to avoid embedding misconceptions. This extends to letter and number formation, setting the standard for the lesson by insisting on blue ink, thin pen and stylus use right at the start of the lesson. Children can self assess the Flashback 4s or Do Nows by selecting purple ink to markup and correct themes levels, so long as the adult is ensuring incorrect answers are not left unmarked.

Sharing of the children's slides on deck is possible and highly effective when Apple Classroom is screen mirrored to the Interactive Whiteboard. Another method of sharing examples visually is to load SHOWBIE and drop into different children's work together as a class to peer asses.

Flashback 4

1) Estimate the temperature at 10:00 am. 16°C ✓

2) Find the area. $11\text{ cm}^2 + 40.5\text{ cm}^2$ ✓

3) Order from smallest to greatest. ✓

45.92 45.9 45.93 45.94

2,300 = 23 × 100 ✓

Flashback 4

How many hours are there in a day? 24

What time is shown? 7:05

42 = 40 + 2

What shape is this? cube

- We Do and Talk Tasks

Typically, these tasks are done collectively and talked about together as a class. The teacher might use a flip chart to model and photograph for SHOWBIE, or We Do slides on decks may be completed. The purpose of the We Do is for teacher checking for understanding and identifying, regrouping or even researching children in preparation. For their You Do (independent task). Additions to SHOWBIE to capture this in the moment feedback to groups could include:

- ~ whole class generation of ideas on flip chat
- ~ teacher modelling shared to SHOWBIE
- ~ paired practice on whiteboards, photographed for SHOWBIE
- ~ practical group work with an adult involving concrete consolidation, photographed for SHOWBIE.

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

Independent Tasks

When responsibility is released to the child to apply their learning independently, the teachers use Apple Classroom to monitor responses and/or circulate the room giving live feedback in the moment. The children respond to this feedback immediately using purple ink.

This can be seen in KS2 Maths Jotters, where, from September 2024 all children will have Daily arithmetic (5 questions- Fluent in 5) 30 minutes. The questions are designed to close gaps for knowledge that the children must have before they leave their year group and recap number skills appropriate to the point in time for that year group expectation, as well as to improve mental maths fluency and ensure correct number formation.

Children work independently through the questions for 15 minutes with the teacher feeding back live to individuals and the giving feedback to the whole class for the remaining 15 minutes while children self-assess.

- Socrative Quizzing

Socrative Quiz							
		Show Names	Show Responses	Show Results			
NAME	SCORE %	1	2	3	4	5	
*****	60%	✓ 1666	✗ B	✓ True	✗ 1666	✓ C	
*****	60%	✓ 1666	✗ C	✓ True	✓ oil	✗ A	
*****	100%	✓ 1666	✓ A, B, D	✓ True	✓ oil	✓ C	
*****	80%	✓ 1666	✗ D	✓ True	✓ oil	✓ C	
*****	80%	✓ 1666	✓ A, B, D	✓ True	✓ oil	✗ A	
*****	0%						
*****	80%	✓ 1666	✗ A	✓ True	✓ oil	✓ C	
*****	0%						
*****	80%	✗ 1666 in a baker ...	✓ A, B, D	✓ True	✓ Oil	✓ C	
*****	80%	✓ 1666	✓ A, B, D	✓ True	✓ Oil	✗ A	

During independent tasks, children are given instant feedback on their responses by the adults in the room, who can see the results on Socrative live in the moment. If a number of children have a common misconception, the teacher responds by regrouping or reteaching to the needs of the class.

When a quiz is finished, they report is distributed to the children and they must be given time to edit their errors in purple ink.

This Socrative data informs the teacher judgement of the pupils' understanding of the concept when completing the whole class feedback grid and planning for any additional, necessary keep up intervention.



L02 - Part 1 - Multiply a non-unit fraction by an integer

- ✗ 1. Complete the calculation using the bar model to help you.

$$\frac{2}{7} \times \frac{2}{7} = 2 \times \frac{2}{7} = ?$$

Remember, on Socrative, we write fractions like this 1/2

1/1 POINT

| 14/7
- ✓ 2. Complete the calculation using the bar model to help you.

$$\frac{3}{10} \times \frac{3}{10} = 3 \times \frac{3}{10} = ?$$

Remember, on Socrative, we write fractions like this 1/2

1/1 POINT

| 9/10
- ✓ 3. $2 \times \frac{3}{7} =$

Remember, on Socrative, we write fractions like this 1/2

1/1 POINT

| 6/7
- ✓ 4. $5 \times \frac{2}{11} =$

Remember, on Socrative, we write fractions like this 1/2

1/1 POINT

| 10/11

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

5. Feedback in Art Sketchbooks

Children work in books for Art and have their work appraised and assessed in a number of ways. As well as the whole class feedback and marking sheets held by the teacher, multiple ways to self and peer assess artwork is built into lessons.

‘Gallery Walks’ at the end of sessions allow children to go to each others’ work and make or leave comments in relation to the techniques used or likeness to the artist studied.

Children are also encouraged to do this for their own work by using ‘Art Sandwich’ activities to say what they like about their work and could improve.

The discreet skills and vocabulary taught within a unit are quizzed on Smartgrade as a pre and post assessment every half term, allowing the teachers to adapt Do Nows and scaffold techniques using physical resources where needed.

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

6. Independent Reading Logs

For children learning to read all reading practice sessions are fully compliant with guidance and recommendations within our phonics programme Little Wandle Letters and Sounds. Children are:

- Taught by a fully trained adults in small groups of approximately four- six children
- Use books matched to the children’s secure phonic knowledge
- Are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text

During the independent reading element of the lesson, the adult tunes into the reader and provides in-the-moment verbal feedback with a focus on the key skills being taught in the lesson. Reading lesson templates are followed and Little Wandle reading records are used to record what the child cannot do.

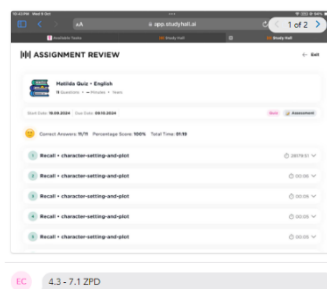
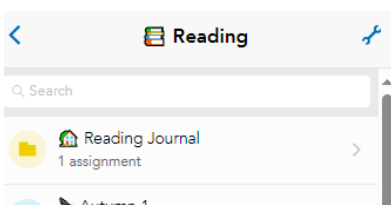
Practise and apply: decoding	Notes
Read the book <ul style="list-style-type: none"> • Ask the children to read independently. • Say: <i>It's time to read the book. Read each word. Blend in your head if you can.</i> • Move around the groups to 'tap in' to listen to each child read. Ensure they are reading every word. • Encourage the children to read aloud in a quiet voice whilst you listen to the other children read. • If some children finish before the other children, ask them to read the book again. 	<ul style="list-style-type: none"> • Check decoding is the only strategy used. • If a child struggles to recall the grapheme or word: <ul style="list-style-type: none"> • point to the grapheme card to prompt them • encourage them to blend and say the word • then encourage them to sound it out in their head. Book level <ul style="list-style-type: none"> • Remember that if the child/children cannot read most of the words fluently, the book is unlikely to be matched to their secure phonic knowledge and is not appropriate.
Review	Notes
<ul style="list-style-type: none"> • Use your Assessment for Learning from the reading session to address any errors with GPCs, specific words in the book or tricky words. 	Children who need additional support <ul style="list-style-type: none"> • Where necessary, ensure additional practice of a particular grapheme or tricky word throughout the day. • If needed, remind the children what to do if they are not able to read a word: sound out the graphemes and blend.

A COMPLETE PHONICS RESOURCE TO SUPPORT CHILDREN

Reading practice record sheet

Date:	Book:	Phase:	Group Leader:
Names	Session 1: Decoding GPCs	Words	Session 2: Prosody
			Session 3: Comprehension
			Additional comments

When children have completed our phonics programme and the focussing shifts to reading to learn, children access Study Hall AI where children quiz after completing a full text. Teachers monitor and feedback to children via this platform and provide verbal feedback to children as they circulate and tune in to children’s reading during daily independent reading time. Children in Key Stage 2 also log their reading on Showbie via their Showbie Independent Reading Log. Teachers comment on this reading log and make suggestions with a focus on reading for pleasure.



1/5 This book is about an ostrich that made a bear spend a lot of money because he thought his things weren't good enough. Eventually he said that he doesn't need those gadgets anymore because he had his best friend with him and then, threw them away and gave it away to people.
I recommend this to Anouk because he likes short stories.



Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

7. EYFS Feedback in provision

During continuous provision, children are given instant feedback on their responses by the adults in the room, in order to address misconceptions in the moment staff use a variety of Language techniques when engaging with children during VIP Time.

- **Firstly, Tune in: Watch, wait, wonder.**

Observe the child. Don't interact.

- Look at their hands – what are they doing?
- Look at their eyes – what are they looking at?
- Ask yourself: What would my interaction add right now?
- Think before you speak.
- Remember: Sometimes, it is best to leave the child alone. Should a misconception appear then address this in the moment through techniques such as recasting.

- **Provide a running commentary: Narrate the activity**

Do:

- Narrate what the child is doing.
- Use rich and extended language.
- Be encouraging and enthusiastic!

Say:

- I can see you are ...
- Now you are ...
- Look at you ...

Why?

By providing a running commentary, you:

- provide the child with the language they need in that moment to make sense of what they are doing
- extend their language and thinking by offering a high-quality model of vocabulary and grammar
- reduce pressure on the child to talk.

You are providing the children with a model and scaffold that they can build upon in their play.

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

- **Make links: Connect to what they know**

Do:

- Link what the child is doing at that moment to what they have done previously at school or at home.
- Links can be made to something the child has done or seen, or a poem or rhyme, or a book!

Say: • That is like when ...

- That makes me think of ...
- Do you remember when we ... ?

Why?

When we link what the child is doing in the moment to something else in their experience, we are:

- increasing their knowledge of the world by building on what they already know
- helping them develop a deeper understanding of vocabulary by relating words to different contexts.

- **Give choices: Model language**

Do:

- Change a closed question (e.g. Would you like to play with the cars?) into a choice (e.g. Would you like to play with the lorry or the police car?).
- Adapt your language according to the child (e.g. Would you like the slow lorry or the speedy police car?).
- Encourage the child to repeat their choice back to you.

Say:

- Would you like ... or ... ?
- Do you want to ... or ... ?

Why?

By giving a choice, you:

- expose the child to more language than they would hear in a closed question
- make using language easier by providing a clear model for them to copy
- develop vocabulary at the right level for them.

- **Recast and extend: Build on language**

Feedforward Policy



Whole School policy for feedback to pupils and marking of learning captures.

Do:

- Repeat what the child has said, but add one or two words or a short phrase (depending on the child's level).
- Stress the word(s) you add.
- If the child makes an error, gently recast the correct version.
- Add different types of words, e.g. adjectives and nouns.
- Don't make it sound like you're correcting.
- Always start with an affirmation, e.g. 'Yes, ...' or 'That's right, ...'

Why?

By building on what the child says, we:

- validate what they say
- provide a language model that develops their vocabulary and/or grammar at just the right level of challenge
- provide language that is relevant and meaningful to the child.