### Prerequisite Skills (Q Skills) in Communication across the Curriculum

Progress is also demonstrated by decreasing levels of support from adults: with direction, with decreasing direction, without direction.

#### Requirements for Reading

Pupils should be enabled to:

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts;
- use evidence from texts to explain opinions.

#### Q1 Experience

(Experience/encounter)

In sensory activities and activity-based learning/play-based learning, pupils:

- experience a range of texts/images for information, ideas and enjoyment;
  
  For example:
  - experience a CD story supported by the text;
  - experience a story shared through a picture on an interactive whiteboard (or current ICT display unit);
  - experience a picture or series of pictures/large photographs presented by the teacher or displayed;

- experience a sensory story through objects of reference;
  
  For example:
  - experience a sensory story, using some of the senses, where the reader uses objects and sensory stimuli to engage the audience;

- experience information from a range of sources;
  
  For example:
  - experience spoken information;
  - experience a literary-rich environment through photographs, pictures, objects and symbols, wall displays, visual timetable, labelled cupboards, etc;
  - experience putting equipment away in areas labelled with a photograph, picture or symbol;

- experience language associated with texts/images;
  
  For example:
  - experience a range of texts and images;

- experience a range of objects, sensory stimuli and pictures;
  
  For example:
  - experience an object, listen to sounds, feel materials/textures, smell a variety of scents, focus on visual stimuli.

#### Q2 Respond

(Become aware, respond, interact intermittently)

In sensory activities and activity-based learning/play-based learning, pupils:

- respond intermittently to a range of texts/images for information, ideas and enjoyment;
  
  For example:
  - intermittently listen to a CD story supported by the text;
  - intermittently listen to a story through the medium of an interactive whiteboard (or current ICT display unit);
  - intermittently respond to a shared text by making sounds and/or doing actions with some assistance;
  - intermittently look at a picture or series of pictures/large photographs/non-fiction text presented by the teacher or displayed on an interactive whiteboard (or current ICT display unit);
  - intermittently look at a book/magazine/catalogue shared with an adult;

- respond to information from a range of sources;
  
  For example:
  - show awareness of own name/photograph on personal possessions;
  - intermittently interact with hanging coat on correct peg that is labelled with photograph of child;
  - intermittently follow a work system/task board/visual timetable, to find their own equipment/belongings;
  - respond to simple, spoken instructions/directions accompanied by visual representation, such as ‘sit’, ‘come here’, ‘hands down’;
  - show intermittent interest in photographs, DVD or TV using facial expression, body language or vocalisation;

- respond to a range of objects, sensory stimuli and pictures intermittently indicating preferred and non-preferred items/experiences;
  
  For example:
  - choose preferred objects from a selection of objects;
  - choose a preferred DVD from a selection;
  - give intermittent eye contact to preferred pictures/images;
  - show response to preferred and non-preferred items/activities.

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(Non-Statutory)
**Prerequisite Skills (Q Skills) in Communication across the Curriculum**

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### Q3 Engage

**In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:**

- purposefully engage for longer periods of time with a range of texts/images for information, ideas and enjoyment;
  - For example: enjoy hearing a familiar story; willingly engage with an adult/peer in sharing a book; look at pictures being pointed out, such as ‘look at the elephant’ (may be accompanied by a sign); eye/finger point to pictures in response to an adult naming them; identify pictures while a story is being read, by pointing, making signs or naming;

- engage with photos or pictures as representations of objects;
  - For example: direct attention to the teacher putting up visual timetable; look at or handle pictures to make a choice; engage with the sequence of a simple picture story;

- engage with information from a range of sources;
  - For example: hang coat and schoolbag up on correct peg that is labelled both with photograph and name; consistently perform an action given through a visual and verbal instruction, such as ‘sit’, ‘stand’, ‘idy up’; indicate recognition/interest in photographs, DVD, TV etc. using gestures such as pointing or clapping hands or approximations of words;

- engage for longer periods of time with features of a range of texts/images;
  - For example: look at photographs/pictures and show an awareness that they are the right way up; turn pages in a meaningful manner; press sound buttons or lift flaps etc.; handle books and become aware of features, such as pages, open and closed (flip pages and open/close a book that may not be the right way up); engage with the use of a daily schedule or timetable in picture/TOBI form;

- engage with a range of texts and images to make choices;
  - For example: point at/exchange pictures/make signs to indicate choice of activity; choose a favourite from a selection of familiar texts.

### Q4 Actively Participate

**In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:**

- actively participate in an activity with a range of texts/images for information, ideas and enjoyment;
  - For example: choose a book; hold a book the right way up and turn the pages sequentially, looking at the pictures to make sense of the story or information; show understanding of a story or information read to them, such as sequencing pictures, answering questions; turn the pages of a book appropriately; participate in navigating an online interactive story; participate in simple picture matching activities, such as snap, picture matching beads;

- anticipate familiar images/words and understand that they communicate meaning;
  - For example: indicate preferred characters in a story verbally or using signs; point to text when ‘reading’; use picture clues to suggest what a book may be about; recognise letters in own first name; point to names/words beginning with the same letter as his/her own name; finish line in familiar repetitive story;

- begin to understand ideas, events and features in texts and images;
  - For example: anticipate what happens next in familiar stories; point to and identify specific images/pictures on request; begin to show recognition of characters within a book; show excitement and/or anticipation when teacher introduces story; turn a book the correct way up; participate in simple decision making to indicate opinions with a range of texts and images;

- use and show understanding of daily/weekly pictorial timetables;
  - For example: use and show understanding of daily/weekly pictorial timetables; participate in simple word matching activities; pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- begin to develop an understanding of a range of reading strategies;
  - For example: find a book clearly displayed in a collection of familiar books as directed by the teacher; recognise/begin to use social sight vocabulary in a familiar environment, such as toilet and exit; use a work system/task board/visual timetable; find specific areas around the classroom; show some understanding of print in the environment;

- begin to respond to questions about familiar and unfamiliar texts in order to express opinions;
  - For example: answer questions about a book that has been read; predict what the story is about by looking at the front cover; begin to express basic opinions in relation to texts, such as ‘why did you like the book?’, ‘what was your favourite part?’

### Q5 Consolidate

**In structured activities, in familiar situations and contexts, pupils:**

- show understanding that meaning can be taken from pictures, images and texts;
  - For example: pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- begin to develop an understanding of a range of reading strategies;
  - For example: show some understanding of letter sounds; use picture clues to suggest what a book may be about; point to text when ‘reading’; realise that printed word relates to pictures on page; recognise letters in own first name; point to names/words beginning with the same letter as his/her own name; finish line in familiar repetitive story;

- show understanding that meaning can be taken from pictures, images and texts;
  - For example: use and show understanding of daily/weekly pictorial timetables; participate in simple word matching activities; pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- participate in simple decision making to indicate opinions with a range of texts and images;
  - For example: use and show understanding of daily/weekly pictorial timetables; participate in simple word matching activities; pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- participate in simple decision making to indicate opinions with a range of texts and images;
  - For example: use and show understanding of daily/weekly pictorial timetables; participate in simple word matching activities; pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- participate in simple decision making to indicate opinions with a range of texts and images;
  - For example: use and show understanding of daily/weekly pictorial timetables; participate in simple word matching activities; pretend to read a book, he/she may point to pictures and texts; participate in reading behaviour such as read a story to an audience (toys or peers); participate in simple word matching activities; demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;

- engage with, imitate modelled behaviour, direct attention, focus, recognise;
  - For example: choose a favourite from a selection of familiar texts.