**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.

<table>
<thead>
<tr>
<th>Q1 Experience</th>
<th>Q2 Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(experience/encounter)</strong></td>
<td><strong>(become aware, respond, interact intermittently)</strong></td>
</tr>
<tr>
<td>In sensory activities and activity-based learning/play-based learning, pupils:</td>
<td>In sensory activities and activity-based learning/play-based learning, pupils:</td>
</tr>
</tbody>
</table>

### Requirements for Reading

Pupils should be enabled to:

- **read a range of texts for information, ideas and enjoyment;**
  - For example:
    - 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 range of texts/images for information, ideas and enjoyment;**
  - For example:
    - 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;

- **understand and explore ideas, events and features in texts;**
  - For example:
    - 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 hanging coat on correct peg that is labelled with photograph of child;
      - 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 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.

- **experience a range of objects, sensory stimuli and pictures;**
  - For example:
    - experience 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;

- **find, select and use information from a range of sources;**
  - For example:
    - begin to respond to photos or pictures as representations of objects;
    - For example:
      - show awareness of own name/photograph on personal possessions;
      - intermittently interact with hanging coat on correct peg that is labelled with photograph, colour, picture and/or name;
      - intermittently respond to information from a range of sources;
      - For example:
        - show intermittent interest in photographs, DVD or TV using facial expression, body language or vocalisation;

- **use a range of strategies to read with increasing independence;**
  - For example:
    - respond intermittently to the features of a range of texts/images;
    - For example:
      - look intermittently at photographs of self/class/favourite activities;
      - help to turn pages in a book;
      - help use a switch to change pictures/images/turn pages on a computer or interactive whiteboard;

- **respond to information from a range of sources;**
  - For example:
    - 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.

- **use evidence from texts to explain opinions.**
### Q3 Engage

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

### Q4 Actively Participate

<table>
<thead>
<tr>
<th>Actively participate in an activity with a range of texts/images for information, ideas and enjoyment;</th>
</tr>
</thead>
<tbody>
<tr>
<td>• choose a book;</td>
</tr>
<tr>
<td>• hold a book the right way up and turn the pages sequentially, looking at the pictures to make sense of the story or information;</td>
</tr>
<tr>
<td>• show understanding of a story or information read to them, such as sequencing pictures, answering questions;</td>
</tr>
<tr>
<td>• turn the pages of a book appropriately;</td>
</tr>
<tr>
<td>• participate in navigating an online interactive story;</td>
</tr>
<tr>
<td>• participate in simple picture matching activities, such as snap, picture matching boards;</td>
</tr>
</tbody>
</table>

### Q5 Consolidate

<table>
<thead>
<tr>
<th>(begin to develop an understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• show understanding that meaning can be taken from pictures, images and texts;</td>
</tr>
<tr>
<td>• pretend to read a book, he/she may point to pictures and texts;</td>
</tr>
<tr>
<td>• participate in reading behaviour such as read a story to an audience (toys or peers);</td>
</tr>
<tr>
<td>• participate in simple word matching activities;</td>
</tr>
<tr>
<td>• demonstrate an understanding that meaning can be taken from pictures, images and texts while navigating an online story;</td>
</tr>
</tbody>
</table>

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#### Q3 Engage

- **In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:**
  - engage with, imitate modelled behaviour, direct attention, focus, recognise

#### 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;

#### Q5 Consolidate

- **In structured activities, in familiar situations and contexts, pupils:**
  - begin to develop an understanding of a range of reading strategies;

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**Non-Statutory**

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