

# 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 Talking and Listening

Pupils should be enabled to:

- listen to and take part in discussions, explanations, role plays and presentations;

- contribute comments, ask questions and respond to others' points of view;

- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;

- structure talk so that ideas can be understood by others;

- speak clearly and adapt ways of speaking to audience and situation;

- use non-verbal methods to express ideas and engage with the listener.

Q1 Experience (experience/encounter)
In sensory activities and activity-based learning/play-based learning, pupils:
<ul style="list-style-type: none"> <li>experience interaction with an adult/peer;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>sit or stand in a group, for short periods of time;</li> <li>experience familiar people talking through daily routines;</li> <li>experience small group work introducing or concluding the day;</li> </ul>
<ul style="list-style-type: none"> <li>experience a range of sensory stimulation;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>demonstrate a brief awareness of the presence of others;</li> </ul>
<ul style="list-style-type: none"> <li>encounter and experience a range of stimuli;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>experience a range of sensory stimuli, such as musical instrument, toy, book, food;</li> <li>demonstrate a brief awareness of the presence of an object or stimulus;</li> </ul>
<ul style="list-style-type: none"> <li>encounter and experience a variety of communication interactions;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>experience greetings, songs, news time, storytelling, assembly;</li> <li>experience interactions with a range of people;</li> </ul>
<ul style="list-style-type: none"> <li>encounter and experience a variety of communicators and situations;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>encounter visitors to the classroom, guest speakers, assemblies, performances;</li> </ul>
<ul style="list-style-type: none"> <li>encounter and experience a variety of communicators and situations;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>experience an adult/peer who is giving one-to-one attention to communicate;</li> <li>experience a variety of communicators during greetings, songs, news time, storytelling, assembly, outdoor play, educational visits.</li> </ul>

Q2 Respond (become aware, respond, interact intermittently)
In sensory activities and activity-based learning/play-based learning, pupils:
<ul style="list-style-type: none"> <li>show intermittent interest in an adult/peer or small group;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>sit or stand in a group activity and show intermittent attention;</li> <li>begin to show an interest in an adult/peer/friend by eye contact, body movements, facial expressions;</li> <li>begin to vocalise;</li> </ul>
<ul style="list-style-type: none"> <li>respond intermittently to familiar activities;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>show loss of interest;</li> <li>visually track an interesting stimulus;</li> <li>use sound/gesture/facial expression/body movements to indicate need;</li> </ul>
<ul style="list-style-type: none"> <li>intermittently communicate a range of responses;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>interact with an adult/peer, such as a smile or vocalisation during an activity;</li> <li>show an interest in objects/pictures etc. by eye pointing or grasping (with or without vocalisation);</li> <li>show pleasure/displeasure using facial expression/vocalisation (random sound)/body movements or by refusing to make eye contact/closing eyes;</li> <li>demonstrate awareness of approval;</li> </ul>
<ul style="list-style-type: none"> <li>intermittently communicate needs and understanding;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>intermittently look at and respond to an adult who is communicating something that is happening at present, such as 'look at the teddy', 'look at the car';</li> <li>use some vocalisation in response to a greeting, during a story or rhyme or when a favourite activity is talked about;</li> <li>respond by making body movements during interactions with adults/peers/friends;</li> </ul>
<ul style="list-style-type: none"> <li>intermittently use vocalisation and/or body movements to signify awareness of audience;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>use some vocalisation, facial expression and/or body movement in recognition of an audience;</li> <li>respond to and/or interact with a peer;</li> <li>use an augmentative communication device;</li> <li>respond to the imitation of his/her vocalisations;</li> </ul>
<ul style="list-style-type: none"> <li>intermittently use non-verbal methods to engage with the listener;</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>respond non-verbally to a social greeting, such as smiling, moving facial features or making a noise;</li> <li>intermittently use a variety of augmentative communication devices;</li> <li>get attention by gestures/facial expressions and body movements.</li> </ul>

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## Q3 Engage

(engage with, imitate modelled behaviour, direct attention, focus, recognise)

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

- recognise familiar events, sounds, actions or words;

For example:

- sit or stand in a group activity for a duration appropriate to level of development/understanding;
- begin to focus and join in a range of talking, rhyming and singing activities;
- anticipate known events, such as sounds, actions or words in familiar songs or stories using body language and/or approximations of words;
- follow one information-carrying word/instruction accompanied by a gesture, such as 'look', 'stop', 'wait';
- imitate actions, such as clapping hands, stamping feet, wriggling fingers;
- direct attention at what adult is talking about;

- engage with options and choices;

For example:

- engage with objects of reference;
- begin to repeat/copy/imitate single words/signs/symbols;

- communicate an awareness of basic emotions and opinions;

For example:

- show pleasure by joining in with gestures/sounds or approximations of words in an activity, such as a song/story or rhyme that has been repeated many times and is very familiar;
- show displeasure by refusing to join in with an activity or shaking their head to signify 'no' / pushing away/walking away;

- begin to engage in purposeful communication;

For example:

- eye point/finger point to pictures in a class news book containing information on very familiar people and activities;
- use some simple gestures during repeated songs, stories or rhymes;
- use eye pointing/gesture/body movements to demonstrate understanding of basic vocabulary, such as naming familiar objects such as 'teddy', 'car';

- consistently use vocalisation and/or body movements to signify awareness of audience;

For example:

- imitate sounds/signs;
- use sound or gesture to indicate need;
- use sound or gesture to indicate/request preferred object;

- use a non-verbal method while engaging in conversation;

For example:

- make brief eye contact in response to general conversation;
- take adult's hand and lead to desired item/object/activity;
- request an activity by eye/finger pointing at an object or person.

## Q4 Actively Participate

(interact, share, actively participate, collaborate, anticipate, recall)

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

- participate in familiar rhymes, songs, stories and requests;

For example:

- join in language games/songs/rhymes by contributing a few words and/or actions;
- follow clear simple instructions accompanied by gestures, such as 'get your coat', 'put your shoes on';
- participate in body awareness activities, such as rotate body parts, move in front of/behind, move to designated space;
- use augmentative communication devices to promote communication with adults and peer, such as switches;

- actively participate in answering simple questions;

For example:

- use 'yes' and 'no' in word/sign/symbols appropriately;
- use familiar objects to communicate;
- indicate verbally or by sign/symbol when questioned if help is needed;
- indicate to familiar person/object/food as they are named by vocalisation/eye point/finger point;

- communicate emotions and opinions using simple language/signs/symbols;

For example:

- use PECS/augmentative communication devices to communicate personal news/relevant events;
- verbally/non-verbally communicate daily needs;
- show an awareness of basic emotions in others, such as happy/sad/angry; start to cry in response to another child crying;
- begin to recognise emotions in a range of hand puppet/expression cards, such as sad face, happy face;

- participate in simple conversations;

For example:

- use approximations of words during repeated stories, songs and rhymes;
- begin to copy the 'ups and downs' of speech (intonation) and the sounds of voices;
- use strings of vocalisation interspersed with recognisable words in imitation of adult speech;
- use eye pointing/gesture/body movement/signs/symbols to contribute to a conversation;

- communicate clearly to a familiar audience;

For example:

- communicate using pictures/symbols to a familiar audience;
- use an augmentative communication device to communicate;
- interact appropriately to social greetings, such as 'hi' or 'hello';
- seek attention through eye contact, gesture or action;
- use verbal language/vocalisation, signs or symbols to communicate immediate needs or interests;

- use a range of non-verbal methods to communicate and engage the listener;

For example:

- make physical contact with adult/peer to maintain interaction;
- initiate some eye contact to engage the listener or turn the face of the listener towards themselves;
- take turns using visual clarification such as a 'whose turn?' board.

## Q5 Consolidate

(begin to develop an understanding)

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

- contribute to conversations and follow clear, simple instructions;

For example:

- listen to and understand short explanations/discussions accompanied by pictures/multimedia;
- participate in adult-led imaginary role play;
- listen to information from adult/peers;
- respond appropriately and follow simple instructions;

- ask and answer simple relevant questions accurately;

For example:

- answer simple questions accurately and with understanding;
- begin to form simple questions, such as 'go home?', 'see mummy?';

- use communication to describe thoughts and feelings to meet pupils' needs;

For example:

- express simple opinions, such as saying 'good' meaning 'that was good' or 'I enjoyed that' or gesturing, that is thumbs up, smiling, clapping;
- begin to express a level of self-awareness, such as 'tired' or 'don't like';
- express pleasure or displeasure in anticipation of an activity;

- develop an understanding of the structure of a conversation;

For example:

- demonstrate active listening;
- take turns appropriately in adult-led conversations/activities;
- answer simply by nodding/saying 'yes' or 'no'/individual mannerisms/pictorial representations when an adult talks about a pupil's recent experience;
- comment using single words or two-word utterances/vocalisations while viewing a video/listening to a story/looking at photographs etc. such as 'bear gone', 'dirty car';
- use repetition and/or increased volume for emphasis;

- communicate clearly to an expanding audience;

For example:

- communicate using pictures at simple sentence level in unfamiliar contexts/environments;
- display a willingness to use appropriate signage in order to communicate;
- use an augmentative device to communicate using short phrases (two/three words);
- vocalise to initiate a social interaction with peers/adults/visitors;

- use a range of non-verbal methods to express ideas;

For example:

- use a range of signs/symbols/gestures to express ideas, such as like/dislike.