### 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)

- **Experience interaction with an adult/peer**;
  
  For example:
  - Sit or stand in a group for short periods of time;
  - Experience familiar people talking through daily routines;
  - Experience small group work introducing or concluding the day;
- **Experience a range of sensory stimulation**;
  
  For example:
  - Demonstrate a brief awareness of the presence of others;
- **Encounter and experience a range of stimuli**;
  
  For example:
  - Experience a range of sensory stimuli, such as musical instrument, toy, book, food;
  - Demonstrate a brief awareness of the presence of an object or stimulus;
- **Encounter and experience a variety of communication interactions**;
  
  For example:
  - Experience greetings, songs, news time, storytelling, assembly;
  - Experience interactions with a range of people;
- **Encounter and experience a variety of communicators and situations**;
  
  For example:
  - Encounter visitors to the classroom, guest speakers, assemblies, performances;
- **Encounter and experience a variety of communicators and situations**;
  
  For example:
  - Experience an adult/peer who is giving one-to-one attention to communicate;
  - Experience a variety of communicators during greetings, songs, news time, storytelling, assembly, outdoor play, educational visits.

#### Q2 Respond (become aware, respond, interact intermittently)

- **Show intermittent interest in an adult/peer or small group**;
  
  For example:
  - Sit or stand in a group activity and show intermittent attention;
  - Begin to show an interest in an adult/peer/friend by eye contact, body movements, facial expressions;
  - Begin to vocalise;
- **Respond intermittently to familiar activities**;
  
  For example:
  - Show loss of interest;
  - Visually track an interesting stimulus;
  - Use sound/gesture/facial expression/body movements to indicate need;
- **Intermittently communicate a range of responses**;
  
  For example:
  - Interact with an adult/peer, such as a smile or vocalisation during an activity;
  - Show interest in objects/pictures etc. by eye pointing or grasping (with or without vocalisation);
  - Show pleasure/displeasure using facial expression/vocalisation/random sound/body movements or by refusing to make eye contact/closing eyes;
  - Demonstrate awareness of approval;
- **Intermittently communicate needs and understanding**;
  
  For example:
  - 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’;
  - Use some vocalisation in response to a greeting, during a story or rhyme or when a favourite activity is talked about;
  - Respond by making body movements during interactions with adults/peers/friends;
- **Intermittently use vocalisation and/or body movements to signify awareness of audience**;
  
  For example:
  - Use some vocalisation, facial expression and/or body movement in recognition of an audience;
  - Respond to and/or interact with a peer;
  - Use an augmentative communication device;
  - Respond to the imitation of his/her vocalisations;
- **Intermittently use non-verbal methods to engage with the listener**;
  
  For example:
  - Respond non-verbally to a social greeting, such as smiling, moving facial features or making a noise;
  - Intermittently use a variety of augmentative communication devices;
  - Get attention by gestures/facial expressions and body movements.
### 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 eye pointing or gestures to make purposeful communication using a symbol book;
    - use eye pointing/gesture/body movements to understand basic vocabulary, such as a 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;
    - 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

(begins 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/videos;
    - 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:
    - demonstrate 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 'I didn't like that', 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:
    - eye point/finger point to pictures in a class news book containing information on very familiar people and activities;
    - use strung together vocalisations or approximations to show understanding of adult's speech;
    - use repetition and/or increased volume for emphasis;
- communicate clearly to an expanding audience;
  - For example:
    - use eye pointing/gesture to maintain interaction;
    - 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 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.
- use a range of non-verbal methods to express ideas;
  - For example:
    - use a range of non-verbal methods to express ideas, such as like/dislike.