

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 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 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;

- begin to respond to photos or pictures as representations of objects;

For example:

- listen to and intermittently interact (for example make noises/handle objects) with a story where the reader uses objects and sensory stimuli to engage the audience;

- 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, colour, picture and/or name;
- 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 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 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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Q3 Engage (engage with, imitate modelled behaviour, direct attention, focus, recognise)	Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate, recall)	Q5 Consolidate (begin to develop an understanding)
In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:	In structured activities, in familiar and accessible contexts within activity-based learning/play-based learning, pupils:	In structured activities, in familiar situations and contexts, pupils:
<ul style="list-style-type: none"> purposefully engage for longer periods of time with a range of texts/images for information, ideas and enjoyment; 	<ul style="list-style-type: none"> actively participate in an activity with a range of texts/images for information, ideas and enjoyment; 	<ul style="list-style-type: none"> show understanding that meaning can be taken from pictures, images and texts;
For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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 boards; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> engage with photos or pictures as representations of objects; 	<ul style="list-style-type: none"> anticipate familiar images/words and understand that they communicate meaning; 	<ul style="list-style-type: none"> begin to develop an understanding of a range of reading strategies;
For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> know the difference between print and pictures; match pictures/photographs in various forms and contexts; understand that pictures carry meaning in forming a simple sentence such as using PECS; share a personal reading book with an adult and 'read' their name (may not be able to read name in other contexts); share a very familiar book 'reading' a few words from memory but not decoding text, such as saying 'fee fi fo fum'; use and show understanding of daily/weekly pictorial timetables; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> engage with information from a range of sources; 	<ul style="list-style-type: none"> begin to find and select information from a range of sources; 	<ul style="list-style-type: none"> find, select and begin to use information from a range of sources;
For example: <ul style="list-style-type: none"> 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', 'tidy up'; indicate recognition/interest in photographs, DVD, TV etc. using gestures such as pointing or clapping hands or approximations of words; 	For example: <ul style="list-style-type: none"> notice print in the environment; willingly share a book with an adult; show preference for specific books; derive some meaning from text, symbols or pictures presented in a familiar way; recognise emotions on faces in photographs; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> engage for longer periods of time with features of a range of texts/images; 	<ul style="list-style-type: none"> begin to understand ideas, events and features in texts and images; 	<ul style="list-style-type: none"> understand and explore ideas, events and features in a variety of texts, print, pictures and images;
For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> look at a book and listen to the associated book language, such as front cover, first page, turn the page, the end; look and listen to a current news article/story using ICT/texts while teacher highlights central theme and/or main events, such as magazines/LearningNI News Desk/newspapers;
<ul style="list-style-type: none"> engage with a range of texts and images to make choices; 	<ul style="list-style-type: none"> participate in simple decision making to indicate opinions with a range of texts and images; 	<ul style="list-style-type: none"> begin to respond to questions about familiar and unfamiliar texts in order to express opinions;
For example: <ul style="list-style-type: none"> point at/exchange pictures/make signs to indicate choice of activity; choose a favourite from a selection of familiar texts. 	For example: <ul style="list-style-type: none"> point correctly to pictures when asked about characters or pictures in a story; indicate preferred characters in a story verbally or using signs; choose a book/magazine. 	For example: <ul style="list-style-type: none"> 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?'