

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)	Q2 Respond (become aware, respond, interact intermittently)
In sensory activities and activity-based learning/play-based learning, pupils:	In sensory activities and activity-based learning/play-based learning, pupils:
<ul style="list-style-type: none"> experience interaction with an adult/peer; For example: <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> show intermittent interest in an adult/peer or small group; For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> experience a range of sensory stimulation; For example: <ul style="list-style-type: none"> demonstrate a brief awareness of the presence of others; 	<ul style="list-style-type: none"> respond intermittently to familiar activities; For example: <ul style="list-style-type: none"> show loss of interest; visually track an interesting stimulus; use sound/gesture/facial expression/body movements to indicate need;
<ul style="list-style-type: none"> encounter and experience a range of stimuli; For example: <ul style="list-style-type: none"> 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; 	<ul style="list-style-type: none"> intermittently communicate a range of responses; For example: <ul style="list-style-type: none"> interact with an adult/peer, such as a smile or vocalisation during an activity; show an 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;
<ul style="list-style-type: none"> encounter and experience a variety of communication interactions; For example: <ul style="list-style-type: none"> experience greetings, songs, news time, storytelling, assembly; experience interactions with a range of people; 	<ul style="list-style-type: none"> intermittently communicate needs and understanding; For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> encounter and experience a variety of communicators and situations; For example: <ul style="list-style-type: none"> encounter visitors to the classroom, guest speakers, assemblies, performances; 	<ul style="list-style-type: none"> intermittently use vocalisation and/or body movements to signify awareness of audience; For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> encounter and experience a variety of communicators and situations; For example: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> intermittently use non-verbal methods to engage with the listener; For example: <ul style="list-style-type: none"> 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.

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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"> recognise familiar events, sounds, actions or words; 	<ul style="list-style-type: none"> participate in familiar rhymes, songs, stories and requests; 	<ul style="list-style-type: none"> contribute to conversations and follow clear, simple instructions;
For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> engage with options and choices; 	<ul style="list-style-type: none"> actively participate in answering simple questions; 	<ul style="list-style-type: none"> ask and answer simple relevant questions accurately;
For example: <ul style="list-style-type: none"> engage with objects of reference; begin to repeat/copy/imitate single words/signs/symbols; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> answer simple questions accurately and with understanding; begin to form simple questions, such as 'go home?', 'see mummy?';
<ul style="list-style-type: none"> communicate an awareness of basic emotions and opinions; 	<ul style="list-style-type: none"> communicate emotions and opinions using simple language/signs/symbols; 	<ul style="list-style-type: none"> use communication to describe thoughts and feelings to meet pupils' needs;
For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> begin to engage in purposeful communication; 	<ul style="list-style-type: none"> participate in simple conversations; 	<ul style="list-style-type: none"> develop an understanding of the structure of a conversation;
For example: <ul style="list-style-type: none"> 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'; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> consistently use vocalisation and/or body movements to signify awareness of audience; 	<ul style="list-style-type: none"> communicate clearly to a familiar audience; 	<ul style="list-style-type: none"> communicate clearly to an expanding audience;
For example: <ul style="list-style-type: none"> imitate sounds/signs; use sound or gesture to indicate need; use sound or gesture to indicate/request preferred object; 	For example: <ul style="list-style-type: none"> 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; 	For example: <ul style="list-style-type: none"> 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;
<ul style="list-style-type: none"> use a non-verbal method while engaging in conversation; 	<ul style="list-style-type: none"> use a range of non-verbal methods to communicate and engage the listener; 	<ul style="list-style-type: none"> use a range of non-verbal methods to express ideas;
For example: <ul style="list-style-type: none"> 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. 	For example: <ul style="list-style-type: none"> 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. 	For example: <ul style="list-style-type: none"> use a range of signs/symbols/gestures to express ideas, such as like/dislike.