

Prerequisite Skills (Q Skills) in Communication across the Curriculum

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Reading

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Talking and Listening

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NON-STATUTORY

Requirements for Reading

Across the curriculum, at a level appropriate to their ability, 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.

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. Communication can be both verbal and nonverbal.

Q1 Experience (experience/encounter)	Q2 Respond (become aware, respond, interact intermittently)
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:	
<ul style="list-style-type: none"> • experience/encounter a range of texts/images for information, ideas and enjoyment; 	<ul style="list-style-type: none"> • become aware of, respond to, and/or interact intermittently with a range of texts/images for information, ideas and enjoyment;
For example: <ul style="list-style-type: none"> • experience/encounter a picture or series of pictures/large photographs presented by the teacher or displayed throughout the classroom/school environment; 	For example: <ul style="list-style-type: none"> • become aware of/respond to a tactile daily schedule/functional object schedule;
<ul style="list-style-type: none"> • experience/encounter a sensory story through a range of related sensory stimuli; 	<ul style="list-style-type: none"> • become aware of, respond to, and/or interact intermittently with photos, pictures or a range of related sensory stimuli;
For example: <ul style="list-style-type: none"> • experience/encounter a sensory story, using some of the senses, where the reader uses objects and sensory stimuli; 	For example: <ul style="list-style-type: none"> • begin to show enjoyment during familiar and unfamiliar sensory stories through facial expressions/body movements/gestures/vocalisations, and so on;
<ul style="list-style-type: none"> • experience/encounter information from a range of sources; 	<ul style="list-style-type: none"> • become aware of, respond to, and/or interact intermittently with information from a range of sources;
For example: <ul style="list-style-type: none"> • experience/encounter spoken information; 	For example: <ul style="list-style-type: none"> • respond to simple, spoken instructions/directions accompanied by visual representation, such as 'sit', 'come here', or 'hands down';
<ul style="list-style-type: none"> • experience/encounter language associated with texts/images; 	<ul style="list-style-type: none"> • become aware of, respond to, and/or interact intermittently with the features of a range of texts/images;
For example: <ul style="list-style-type: none"> • experience/encounter a range of texts and images; 	For example: <ul style="list-style-type: none"> • look intermittently at photographs of themselves/class/favourite activities;
<ul style="list-style-type: none"> • experience/encounter a range of objects, sensory stimuli and pictures; 	<ul style="list-style-type: none"> • become aware of, respond to, and/or interact intermittently with a range of objects, sensory stimuli and pictures, intermittently indicating preferred and non-preferred items/experiences;
For example: <ul style="list-style-type: none"> • experience/encounter an object, listen to sounds, feel materials/textures, smell a variety of scents, or focus on visual stimuli. 	For example: <ul style="list-style-type: none"> • give intermittent eye contact to preferred pictures/images.
More Examples of Q1	More Examples of Q2



NON-STATUTORY

Requirements for Reading

Across the curriculum, at a level appropriate to their ability, 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.

Prerequisite Skills (Q Skills) in Communication across the Curriculum

Reading

Progress is also demonstrated by decreasing levels of support from adults: with direction, with decreasing direction, without direction. Communication can be both verbal and nonverbal.

Q3 Engage

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

Q4 Actively Participate

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

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

- purposefully engage/direct attention to/focus on a range of texts/images for information, ideas and enjoyment;

For example:

- engage with a familiar story;

- engage/direct attention to/focus on photos or pictures as representations of objects;

For example:

- engage with the sequence of a simple picture story;

- engage/direct attention to/focus on information from a range of sources;

For example:

- hang coat and schoolbag up on the correct peg that is labelled both with photograph and name;

- engage/direct attention to/focus on features of a range of texts/images;

For example:

- press sound buttons, lift flaps, and so on;

- engage with/direct attention to/focus on a range of texts and images to make choices;

For example:

- choose a favourite from a selection of familiar texts.

More Examples of Q3

- actively participate in an activity with a range of texts/images for information, ideas and enjoyment;

For example:

- hold reading materials the right way up and turn the pages, looking at the pictures/photographs to make sense of the story or information;

- anticipate familiar images/words and understand that they communicate meaning;

For example:

- understand that pictures carry meaning in forming a simple sentence, such as using PECS;

- begin to find and select information from a range of sources;

For example:

- recognise emotions expressed on faces in photographs;

- begin to understand ideas, events and features in texts and images;

For example:

- begin to show recognition of characters within a book;

- participate in simple decision-making to indicate opinions with a range of texts and images;

For example:

- point correctly to pictures when asked about characters or pictures in a story.

More Examples of Q4



NON-STATUTORY

Requirements for Reading

Across the curriculum, at a level appropriate to their ability, 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.

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. Communication can be both verbal and nonverbal.

Reading

<p style="text-align: center;">Q5 Consolidate (begin to develop an understanding, recall)</p>	<p style="text-align: center;">Level 1</p>
<p>In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:</p>	<p>Pupils can:</p>
<ul style="list-style-type: none"> • show understanding that meaning can be taken from pictures, images and texts; <p>For example:</p> <ul style="list-style-type: none"> • participate in simple word-matching activities; 	<ul style="list-style-type: none"> • show understanding of the meaning carried by print, pictures and images;
<ul style="list-style-type: none"> • begin to develop an understanding of a range of reading strategies; <p>For example:</p> <ul style="list-style-type: none"> • use picture clues to suggest what a book may be about; 	<ul style="list-style-type: none"> • understand that words are made up of sounds and syllables and that sounds are represented by letters; • use reading strategies;
<ul style="list-style-type: none"> • find, select and begin to use information from a range of sources; <p>For example:</p> <ul style="list-style-type: none"> • participate in delivering a message to another part of the school using visual representations of classes and/or teachers; 	<ul style="list-style-type: none"> • read and understand familiar words, signs and symbols in the environment; • use visual clues to locate information;
<ul style="list-style-type: none"> • understand and explore ideas, events and features in a variety of texts, print, pictures and images; <p>For example:</p> <ul style="list-style-type: none"> • look at a book and show some understanding of the associated book language, such as front cover, first page, turn the page, the end; 	<ul style="list-style-type: none"> • use language associated with texts*;
<ul style="list-style-type: none"> • begin to respond to questions about familiar and unfamiliar texts in order to express opinions; <p>For example:</p> <ul style="list-style-type: none"> • answer questions (sometimes correctly) about a book that has been read to them. 	<ul style="list-style-type: none"> • talk about what they read and answer questions.
<p><u>More Examples of Q5</u></p>	<p>* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.</p>

Q1 Framework | Examples for Communication: Reading

Q1 – Experience (experience/encounter)

Read a range of texts for information, ideas and enjoyment	<ul style="list-style-type: none"> • experience/encounter an auditory story supported by the text; • experience/encounter a story shared through pictures/photographs on an interactive whiteboard or on touchscreen technology; • experience/encounter a picture or series of pictures/large photographs presented by the teacher or displayed throughout the classroom/school environment; • experience/encounter a tactile daily schedule/functional object schedule;
Use a range of strategies to read with increasing independence	<ul style="list-style-type: none"> • experience/encounter a sensory story, using some of the senses, where the reader uses objects and sensory stimuli; • experience/encounter a range of familiar and unfamiliar voices/sounds relating to a range of familiar and unfamiliar sensory stories;
Find, select, and use information from a range of sources	<ul style="list-style-type: none"> • experience/encounter spoken information; • experience/encounter a literary-rich environment through photographs, pictures, objects and symbols, wall displays, visual timetable, labelled cupboards, and so on; • experience/encounter hanging their coat on the correct peg that is labelled with a photograph of the child; • experience/encounter putting equipment away in areas labelled with a photograph, picture or symbol;
Understand and explore ideas, events, and features in texts	<ul style="list-style-type: none"> • experience/encounter a range of texts and images;
Use evidence from texts to explain opinions.	<ul style="list-style-type: none"> • experience/encounter an object, listen to sounds, feel materials/textures, smell a variety of scents, and focus on visual stimuli.

Q2 Framework | Examples for Communication: Reading

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

<p>Read a range of texts for information, ideas and enjoyment</p>	<ul style="list-style-type: none"> • intermittently listen to an auditory story supported by the text/images; • intermittently listen to/visually respond to a story through the use of touch technology (or current ICT display unit); • intermittently respond, nonverbally, to a joint reading activity, for example through their facial expressions, body movements, or gestures; • intermittently look at a picture or series of pictures/large photographs/a range of text presented by an adult or displayed on touch technology (or current ICT display unit); • intermittently look at a book/magazine/catalogue shared with an adult; • become aware of/respond to a tactile daily schedule/functional object schedule;
<p>Use a range of strategies to read with increasing independence</p>	<ul style="list-style-type: none"> • 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; • begin to show enjoyment during familiar and unfamiliar sensory stories through facial expressions/body movements/gestures/vocalisations, and so on;
<p>Find, select, and use information from a range of sources</p>	<ul style="list-style-type: none"> • show awareness of their own name/photograph on personal possessions; • intermittently interact with hanging their coat on the correct peg that is labelled with their 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 through their facial expression, body language or vocalisations;
<p>Understand and explore ideas, events, and features in texts</p>	<ul style="list-style-type: none"> • look intermittently at photographs of themselves/class/favourite activities; • help to turn pages in a book; • help to use a switch to change pictures/images/turn pages on a computer or an interactive whiteboard;
<p>Use evidence from texts to explain opinions.</p>	<ul style="list-style-type: none"> • choose preferred objects from a selection of objects; • choose a preferred DVD from a selection; • give intermittent eye contact to preferred pictures/images; • show a response to preferred and non-preferred items/activities.

Q3 Framework | Examples for Communication: Reading

Q3 – Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)

Read a range of texts for information, ideas and enjoyment	<ul style="list-style-type: none"> engage with a familiar story; engage with an adult/peer in sharing a range of reading materials; give eye contact to pictures in response to a point prompt, such as 'look at the elephant' (this 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;
Use a range of strategies to read with increasing independence	<ul style="list-style-type: none"> direct their attention to the teacher putting up a visual timetable; look at or handle pictures to make a choice; engage with the sequence of a simple picture story; engage with pictures representing a daily job by attempting to sequence, for example setting the table, or making a cup of tea;
Find, select, and use information from a range of sources	<ul style="list-style-type: none"> hang their coat and schoolbag up on the correct peg that is labelled both with their photograph and name; consistently carry out/perform the action of an instruction given through a visual and verbal instruction, such as 'sit,' 'stand,' or 'tidy up'; indicate recognition/interest in photographs, DVD, TV and so on by using gestures such as pointing or clapping hands, or approximations of words; engage with the use of Book Creator app, for example, taking pictures and adding a word, phrase, sentence or voice note;
Understand and explore ideas, events, and features in texts	<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, lift flaps, and so on; handle books and become aware of their features, such as pages, open and closed (for example, 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;
Use evidence from texts to explain opinions.	<ul style="list-style-type: none"> point at/exchange pictures/make signs to indicate their choice of activity; choose a favourite from a selection of familiar texts; use a choice board or a reward chart, and with support, choose between a variety of choices; use PECS during break and lunchtime to make choices.

Q4 Framework | Examples for Communication: Reading

Q4 – Actively Participate (interact, share, actively participate, collaborate, anticipate)

<p>Read a range of texts for information, ideas and enjoyment</p>	<ul style="list-style-type: none"> • choose reading materials; • hold reading materials the right way up and turn the pages, looking at the pictures/photographs to make sense of the story or information; • show an understanding of a story or information being read to them, such as sequencing pictures or answering questions; • turn the pages of a range of reading materials appropriately; • participate in navigating an online interactive story; • participate in simple picture-matching activities, such as Snap or picture-matching boards; • label common functional and age-appropriate objects such as furniture or transport, and items in the house or in the classroom; • choose, select and match picture to picture and/or picture to word;
<p>Use a range of strategies to read with increasing independence</p>	<ul style="list-style-type: none"> • indicate or show that they 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 (they may not be able to read their 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 an understanding of daily/weekly pictorial timetables; • sequence pictures/images of activities which occur on a daily, weekly or monthly basis (calendar work); • recognise famous logos, such as McDonald's or Nike, and match them to their name, or to pictures of what they are associated with; • participate in using rhyming boxes, for example, by identifying items from a rhyming family, or placing the collection together;
<p>Find, select, and use information from a range of sources</p>	<ul style="list-style-type: none"> • notice print in the environment; • willingly share a book with an adult; • show a preference for specific books; • derive some meaning from text, symbols or pictures presented in a familiar way; • recognise emotions expressed on faces in photographs; • explore emotions further by matching and sorting emojis, words, photographs, and other visual representations; • point at the pictures/words of class labels on equipment and on specific areas around the classroom;
<p>Understand and explore ideas, events, and features in texts</p>	<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 the teacher introduces a story; • turn a book the correct way up;
<p>Use evidence from texts to explain opinions.</p>	<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 by using signs; • choose a book/magazine.

Q5 Framework | Examples for Communication: Reading

Q5 – Consolidate (begin to develop an understanding, recall)

<p>Read a range of texts for information, ideas and enjoyment</p>	<ul style="list-style-type: none"> • pretend to read a book (they may point to pictures and texts); • participate in reading behaviour such as reading 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; • 'read' a personalised photo book about stories from their life, for example my swimming lesson, school trip, or the people that I love;
<p>Use a range of strategies to read with increasing independence</p>	<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'; • understand that printed word relates to pictures on a page; • recognise letters in their own first name; • point to names/words beginning with the same letter as his/her own name; • finish a line in a familiar repetitive story; • sequence letters, with support, in their first and family name by using laminated letters, threading the letters and/or using magnetic letters; • recognise the signs, symbols, logos or words for places such as toilet or exit, and know what they mean;
<p>Find, select, and use information from a range of sources</p>	<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; • participate in delivering a message to another part of the school using visual representations of classes and/or teachers; • follow a simple recipe by sequencing the photos, labelling the equipment and ingredients, and using a variety of photos, images and words;
<p>Understand and explore ideas, events, and features in texts</p>	<ul style="list-style-type: none"> • look at a book and show some understanding of 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 the teacher highlights the central theme and/or main events, for example magazines/newspaper/Learning NI News Desk; • identify products from a shopping catalogue, make shopping lists using images and words, and respond to questions about the items in the catalogue such as 'can you find the TV?' Or 'where is the TV?', and/or match pictures to words;
<p>Use evidence from texts to explain opinions.</p>	<ul style="list-style-type: none"> • answer questions (sometimes correctly) about a book that has been read to them; • 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?' or 'what was your favourite part?'



Prerequisite Skills (Q Skills) in Communication across the Curriculum

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NON-STATUTORY

Requirements for Writing

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

Q1 Experience (experience/encounter)	Q2 Respond (become aware, respond, interact intermittently)	Q3 Engage (engage with, imitate modelled behaviour, direct attention, focus, recognise)
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:		
<ul style="list-style-type: none"> • experience writing activities; • experience adults talking about writing, and/or see them planning and editing work; 	<ul style="list-style-type: none"> • respond intermittently to writing activities; • respond intermittently to adults talking about writing, and planning and editing work; 	<ul style="list-style-type: none"> • engage in modelled writing activities, and/or imitate writing;
For example: <ul style="list-style-type: none"> • experience a range of multisensory stimuli, such as dough, soapy water, or pasta; 	For example: <ul style="list-style-type: none"> • listen and look intermittently at an adult writing or making marks (using pictures/patterns/symbols and/or words); 	For example: <ul style="list-style-type: none"> • imitate the use of writing tools and surfaces;
<ul style="list-style-type: none"> • experience writing activities; • experience information through feelings; 	<ul style="list-style-type: none"> • intermittently respond to information through feelings; 	<ul style="list-style-type: none"> • engage in activities to communicate information and feelings;
For example: <ul style="list-style-type: none"> • experience Attention Autism activities about feelings; 	For example: <ul style="list-style-type: none"> • demonstrate some response to an activity, such as splashing in water, or putting their hands in wet or dry sand; 	For example: <ul style="list-style-type: none"> • use signs (Makaton) or symbols (pictures) to express their needs or respond to a stimulus;
<ul style="list-style-type: none"> • experience various forms of recordings; 	<ul style="list-style-type: none"> • begin to show awareness to various forms of recordings; • intermittently respond to various forms of recordings; 	<ul style="list-style-type: none"> • engage with and begin to use various forms of recordings;
For example: <ul style="list-style-type: none"> • experience sensory room switches to control colour, sounds, and so on; 	For example: <ul style="list-style-type: none"> • intermittently use a switch to operate cause/effect programs on a computer, iPad, or interactive whiteboard; 	For example: <ul style="list-style-type: none"> • engage in the use of a recording device, to take photos, digital clips, and sound recordings of personal interest, for fun;
<ul style="list-style-type: none"> • experience writing activities to develop the physical process of writing; 	<ul style="list-style-type: none"> • respond intermittently to mark making in mixed media; 	<ul style="list-style-type: none"> • engage in mark making, using writing tools and mixed media;
For example: <ul style="list-style-type: none"> • experience making marks in unusual textures, such as gloop, jelly, porridge, semolina, or sand (older learners may use clay, paint, wallpaper paste or other materials). 	For example: <ul style="list-style-type: none"> • intermittently interact with threading laces/beads; rolling, pinching, and manipulating dough; and placing pegs in a pegboard (to develop fine motor skills). 	For example: <ul style="list-style-type: none"> • hand under hand to make horizontal/vertical/circular marks.
<u>More Examples of Q1</u>	<u>More Examples of Q2</u>	<u>More Examples of Q3</u>



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NON-STATUTORY

Requirements for Writing

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to:

- talk about, plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency.

Q4 Actively Participate (interact, share, actively participate, anticipate)	Q5 Consolidate (begin to develop an understanding, recall)	Level 1
In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:		Pupils can:
<ul style="list-style-type: none"> • participate in modelled writing activities; 	<ul style="list-style-type: none"> • begin to make contributions to shared writing activities; 	<ul style="list-style-type: none"> • talk about what they are going to write;
For example: <ul style="list-style-type: none"> • make decisions on what should be included in shared writing by answering/indicating 'yes' or 'no'; 	For example: <ul style="list-style-type: none"> • ask an adult to write words/draw pictures of personal interest (asking may be nonverbal); 	
<ul style="list-style-type: none"> • begin to communicate information, meaning and feelings; 	<ul style="list-style-type: none"> • begin to understand and express information, meaning, feelings and ideas; 	<ul style="list-style-type: none"> • express thoughts, feelings and ideas, from within their experience, using symbols, pictures, words, phrases and simple sentences;
For example: <ul style="list-style-type: none"> • use communication books to express ideas or communicate needs/wants/feelings; 	For example: <ul style="list-style-type: none"> • follow a familiar daily schedule or timetable; 	
<ul style="list-style-type: none"> • participate in using an increasing range of traditional and digital tools for different purposes; 	<ul style="list-style-type: none"> • use a range of traditional and/or digital tools to develop, express and present their ideas for different purposes and audiences; 	
For example: <ul style="list-style-type: none"> • use photographs, video clips and objects of reference to record events and experiences; 	For example: <ul style="list-style-type: none"> • use a touchscreen or interactive whiteboard to present ideas; 	
<ul style="list-style-type: none"> • actively participate in mark making, using writing tools and mixed media; 	<ul style="list-style-type: none"> • begin to write letter-like shapes with increasing accuracy and proficiency; 	<ul style="list-style-type: none"> • write words using sound-symbol correspondence; • write personal and familiar words; • form lower and upper-case letters
For example: <ul style="list-style-type: none"> • draw along simple mazes, always starting on the left side. 	For example: <ul style="list-style-type: none"> • show an understanding of the left-to-right orientation of writing. 	
More Examples of Q4	More Examples of Q5	

Q1 Framework | Examples for Communication: Writing

Q1 – Experience (experience/encounter)

Talk about, plan and edit work	<ul style="list-style-type: none"> • experience a range of multisensory stimuli, such as dough, soapy water or pasta; • experience the teacher demonstrating mark making activities or writing; • experience Attention Autism writing activities;
Communicate information, meaning, feelings, imaginings, and ideas in a clear and organised way	<ul style="list-style-type: none"> • experience a range of activities with a variety of materials, such as splashing in water, or putting their hands in shaving foam or in wet/dry sand; • experience inset puzzles, simple jigsaw puzzles, or shape sorters; • experience Attention Autism activities about feelings; • experience the teacher writing words and drawing pictures; • experience copying designs using blocks, Lego or K'nex pieces;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes	<ul style="list-style-type: none"> • experience images/audios of themselves, very familiar adults/peers, and/or favourite characters on TV, through photographs, pictures, and video/sound recordings including music, songs, rhymes, stories and recordings from their own environment; • experience using a switch or a spacebar on a computer keyboard to operate a cause/effect program on a computer; • experience sensory room switches to control colour, sounds and so on;
Write with increasing accuracy and proficiency.	<ul style="list-style-type: none"> • experience making marks in unusual textures, such as gloop, jelly, porridge, semolina, or sand (older learners may use clay, paint, wallpaper paste or other materials); • experience activities that develop their gross motor skills, for example waving ribbons to make shapes in the air; • experience sensory circuit activities to develop gross and fine motor skills, strengthening and co-ordination; • experience throwing, catching, and bouncing a ball (developing their hand-eye co-ordination); • experience using scissors to snip playdough; • experience manipulating playdough – squeeze, roll, or push to develop hand strength; • experience threading laces/beads and placing pegs in a pegboard (developing their fine motor skills); • experience colouring in pictures within the lines; • experience using short pieces of crayon/chalk to mark make on flat and vertical surfaces.

Q2 Framework | Examples for Communication: Writing

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

Talk about, plan and edit work	<ul style="list-style-type: none"> • respond intermittently to a range of multisensory stimuli; • listen and look intermittently at an adult writing or making marks (using pictures/patterns/symbols and/or words); • respond intermittently to Attention Autism writing activities;
Communicate information, meaning, feelings, imaginings, and ideas in a clear and organised way	<ul style="list-style-type: none"> • demonstrate some response to an activity, such as splashing in water, or putting their hands in wet or dry sand; • intermittently interact with inset puzzles, simple jigsaw puzzles, or shape sorters; • intermittently interact with Attention Autism activities about feelings; • intermittently interact with copying designs using blocks, Lego or K'nex pieces;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes	<ul style="list-style-type: none"> • respond for short periods of time to the creation of photographs and sound recordings taken within their environment, such as sounds played back on Easi-Speak/Bigmack/MP3 player; • intermittently use a switch to operate cause/effect programs on a computer, iPad, or interactive whiteboard; • intermittently interact with sensory room switches to control colour, sounds and so on;
Write with increasing accuracy and proficiency.	<ul style="list-style-type: none"> • make marks in various textures, such as gloop, jelly, porridge, semolina, or sand (older learners may use clay, paint, wallpaper paste or other materials); • intermittently co-operate with activities to develop their gross motor skills, such as making shapes in the air with their finger or moving a ribbon on a stick, and so on; • intermittently interact with an activity that develops their hand-eye co-ordination, such as throwing, catching, and bouncing a ball; • intermittently interact with an activity that develops their fine motor skills, such as threading laces/beads, rolling, pinching, and manipulating dough, or placing pegs in a pegboard; • intermittently interact with sensory circuit activities to develop gross and fine motor skills, and strengthening and co-ordination; • intermittently interact with making horizontal/vertical/circular marks, with support; • intermittently interact with using short pieces of crayon/chalk to mark make on flat and vertical surfaces; • intermittently interact with snipping scissors; • intermittently pick up objects with a pincer grip; • hand objects to others, and/or post objects.

Q3 Framework | Examples for Communication: Writing

Q3 – Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)

Talk about, plan and edit work	<ul style="list-style-type: none"> • watch an adult write; • imitate the use of writing tools and surfaces; • engage and focus during Attention Autism writing activities;
Communicate information, meaning, feelings, imaginings, and ideas in a clear and organised way	<ul style="list-style-type: none"> • use signs (Makaton) or symbols (pictures) to express their needs or respond to a stimulus; • engage with communication books to express needs or respond to a stimulus, for example by selecting a colour, an animal, or a feeling; • engage with copying designs using blocks, Lego, Duplo or K'nex pieces;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes	<ul style="list-style-type: none"> • engage in using a recording device to take photos, digital clips and sound recordings of personal interest, for fun; • use a switch to operate cause/effect programs on a computer or an interactive whiteboard; • use a computer mouse/touchscreen or an interactive whiteboard to select and activate items on a screen;
Write with increasing accuracy and proficiency.	<ul style="list-style-type: none"> • make marks (scribbles) on paper using various writing tools; • begin to make random marks when a writing tool is placed in their hand; • model mark making; • engage in hand printing and finger-painting exercises; • use a computer to engage in mark making; • make horizontal/vertical/circular marks, guided by hand-under-hand; • engage with and imitate fine motor activities, including threading, pegging, and posting; • imitate drawing along simple pathways – straight and wide; • imitate drawing along mazes, always starting on the left side; • imitate simple dot-to-dots of shapes, simple pictures, the letters of their name, and pre-writing shapes; • imitate using short pieces of crayon/chalk on flat and vertical surfaces; • engage with using scissors to cut along thick, straight lines.

Q4 Framework | Examples for Communication: Writing

Q4 – Actively Participate (interact, share, actively participate, collaborate, anticipate)

Talk about, plan and edit work	<ul style="list-style-type: none"> • make decisions on what should be included in shared writing by answering/indicating 'yes' or 'no'; • use computer programs to participate in writing activities; • interact during Attention Autism writing activities;
Communicate information, meaning, feelings, imaginings, and ideas in a clear and organised way	<ul style="list-style-type: none"> • use speech, signs (Makaton), symbols (PECS) or other forms of communication spontaneously to express some ideas or communicate needs/wants/feelings; • use communication books to express ideas or communicate needs/wants/feelings; • copy designs and simple pictures;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes	<ul style="list-style-type: none"> • participate in using a range of drawing and painting implements for a variety of purposes, such as creating posters, illustrating stories, and so on; • use photographs, video clips and objects of reference to record events and experiences;
Write with increasing accuracy and proficiency.	<ul style="list-style-type: none"> • begin to produce meaningful marks and shapes, such as horizontal lines, vertical lines, circles or crosses; • make lines of scribble with a variety of shapes included; • make meaningful shapes on paper, in the air, or in sand; • copy horizontal/vertical/circular pre-writing marks; • actively participate with fine motor activities, including threading, pegging and posting; • draw along/trace over narrower curving paths; • draw along simple mazes, always starting on the left side; • complete simple dot-to-dots of shapes, simple pictures, the letters of their name, and pre-writing shapes; • actively participate in cutting activities that include lines and curved shapes.

Q5 Framework | Examples for Communication: Writing

Q5 – Consolidate (begin to develop an understanding, recall)

Talk about, plan and edit work	<ul style="list-style-type: none"> • make some suggestions on what to write or draw in shared writing using signing, eye pointing, or pointing at pictures; • ask an adult to write words/draw pictures of personal interest (asking may be nonverbal);
Communicate information, meaning, feelings, imaginings, and ideas in a clear and organised way	<ul style="list-style-type: none"> • begin to express feelings and emotions through basic drawings/pictures; • follow a familiar daily schedule or timetable; • understand the meaning of marks made with ink stampers, such as a happy face, or good work;
Develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes	<ul style="list-style-type: none"> • use a recording device to take photos, digital clips and sound recordings, and present to an audience; • use a touchscreen or interactive whiteboard to present ideas; • produce a visual picture/representation to express and present an idea;
Write with increasing accuracy and proficiency.	<ul style="list-style-type: none"> • begin to produce meaningful marks and shapes, some of which are approximations of letters and numbers; • be able to copy all pre-writing shapes – square, diagonals, lines, an X and a triangle; • form geometric shapes/letter-like shapes on paper, in the air, in sand, and in mixed media; • trace over or copy under lines and shapes; • show some awareness of patterns in their writing, such as spaces between symbols; • form some letters correctly; • show an understanding of the left-to-right orientation of writing; • use tweezers, and other tools that strengthen their fine motor skills; • use scissors to cut shapes with zig zag lines, and shapes with indents and angles.



NON-STATUTORY

Requirements for Talking and Listening

Across the curriculum, at a level appropriate to their ability, 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 the audience and situation;
- use nonverbal methods to express ideas and engage with the listener.

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. Communication can be both verbal and nonverbal.

<h3>Q1 Experience</h3> <p>(experience/encounter)</p>	<h3>Q2 Respond</h3> <p>(become aware, respond, interact intermittently)</p>
<p>In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:</p>	
<ul style="list-style-type: none"> • experience an interaction with an adult/peer; • experience or encounter discussions, explanations, role plays and presentations; 	<ul style="list-style-type: none"> • show intermittent interest in an adult/peer, or small group; • become aware/respond/interact intermittently with discussions, explanations, role plays and presentations;
<p>For example:</p> <ul style="list-style-type: none"> • experience familiar people talking through daily routines; 	<p>For example:</p> <ul style="list-style-type: none"> • begin to show an interest in an adult/peer/friend through eye contact, body movements, or facial expressions;
<ul style="list-style-type: none"> • experience a range of sensory stimulation; • experience or encounter comments/questions/others' points of view; 	<ul style="list-style-type: none"> • respond intermittently to familiar activities; • become aware/respond/interact intermittently to comments/questions/others' points of view;
<p>For example:</p> <ul style="list-style-type: none"> • experience sensory room activities; 	<p>For example:</p> <ul style="list-style-type: none"> • visually track an interesting stimulus;
<ul style="list-style-type: none"> • experience sensory stimulation; • experience/encounter a range of language and vocabulary; 	<ul style="list-style-type: none"> • respond to sensory stimulation; • respond to a range of language and vocabulary;
<p>For example:</p> <ul style="list-style-type: none"> • experience a range of sensory stimuli, such as musical instruments, toys, books, or food; 	<p>For example:</p> <ul style="list-style-type: none"> • show an interest in objects/pictures and so on by eye pointing or grasping (with or without vocalisation);
<ul style="list-style-type: none"> • encounter and/or experience a variety of communication interactions; • experience/encounter methods of making themselves understood by others; 	<ul style="list-style-type: none"> • respond to verbal or physical greetings from others;
<p>For example:</p> <ul style="list-style-type: none"> • experience greetings, songs, news time, storytelling, or assembly; 	<p>For example:</p> <ul style="list-style-type: none"> • using body movements and other responses to show pleasure/displeasure, or eye gaze towards or away from activities/objects that can be understood by the staff team familiar with the pupil's responses and their intended meaning;
<ul style="list-style-type: none"> • encounter and experience a variety of communicators and situations; 	<ul style="list-style-type: none"> • intermittently use vocalisation and/or body movements to signify awareness of audience;
<p>For example:</p> <ul style="list-style-type: none"> • encounter peers, visitors to the classroom, guest speakers, assemblies, or performances; 	<p>For example:</p> <ul style="list-style-type: none"> • use some vocalisation, facial expression and/or body movement in recognition of an audience, for example a peer/adult;
<ul style="list-style-type: none"> • encounter and experience a variety of communicators and situations; 	<ul style="list-style-type: none"> • interact intermittently using nonverbal methods to engage with the listener;
<p>For example:</p> <ul style="list-style-type: none"> • experience sign language such as Makaton. 	<p>For example:</p> <ul style="list-style-type: none"> • respond nonverbally to a social greeting, such as smiling, moving facial features, or making a noise to show their pleasure/displeasure.
<p><u>More Examples of Q1</u></p>	<p><u>More Examples of Q2</u></p>



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. Communication can be both verbal and nonverbal.

NON-STATUTORY

Requirements for Talking and Listening

Across the curriculum, at a level appropriate to their ability, 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 the audience and situation;
- use nonverbal methods to express ideas and engage with the listener.

<h3>Q3 Engage</h3> <p>(engage with/imitate modelled behaviour, direct attention, focus, recognise)</p>	<h3>Q4 Actively Participate</h3> <p>(interact, share, actively participate, collaborate, anticipate)</p>
<p>In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:</p>	
<ul style="list-style-type: none"> • recognise familiar events, sounds, actions, or words; • engage with/imitate modelled behaviour, and direct attention towards/focus on/recognise discussions, explanations, role plays and presentations; 	<ul style="list-style-type: none"> • participate in familiar rhymes, songs, stories, and requests; • interact with, share, actively participate in, collaborate, or anticipate discussions, explanations, role plays and presentations;
<p>For example:</p> <ul style="list-style-type: none"> • imitate actions, such as clapping hands, stamping feet, or wriggling fingers; 	<p>For example:</p> <ul style="list-style-type: none"> • fill in gaps in a rhyme (the teacher can use Burst-Pause);
<ul style="list-style-type: none"> • engage with options and choices; • engage with/imitate modelled behaviour, and direct attention towards/focus on/recognise comments, questions, or others' points of view (by listening and taking part); 	<ul style="list-style-type: none"> • actively participate in answering simple questions; • interact, share, actively participate, collaborate, or anticipate comments/questions/others' points of view (by listening and taking part);
<p>For example:</p> <ul style="list-style-type: none"> • engage with choice boards/choosing food items/activities/rewards; 	<p>For example:</p> <ul style="list-style-type: none"> • indicate to a familiar person/object/food as they are named by vocalisation, eye pointing, or finger pointing;
<ul style="list-style-type: none"> • communicate an awareness of basic emotions and opinions; • engage with/imitate modelled behaviour, and direct attention towards/focus on/recognise/communicate information, ideas, opinions, feelings, and imaginings (perhaps by using an expanding vocabulary); 	<ul style="list-style-type: none"> • communicate emotions and opinions using simple language/signs/symbols; • interact, share, actively participate, collaborate, anticipate, recall or communicate information, ideas, opinions, feelings and imaginings (perhaps by using an expanding vocabulary);
<p>For example:</p> <ul style="list-style-type: none"> • show displeasure by refusing to join in with an activity or shaking their head to signify 'no,' or by pushing/walking away; 	<p>For example:</p> <ul style="list-style-type: none"> • use PECS/Augmentative Communication devices to communicate personal news/relevant events;
<ul style="list-style-type: none"> • begin to engage in purposeful communication; 	<ul style="list-style-type: none"> • participate in simple conversations;
<p>For example:</p> <ul style="list-style-type: none"> • eye point/finger point to pictures in a class newsbook containing information on very familiar people and activities; 	<p>For example:</p> <ul style="list-style-type: none"> • begin to copy the 'ups and downs' of speech (intonation) and the sounds of voices;
<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;
<p>For example:</p> <ul style="list-style-type: none"> • use sound or gesture to indicate a need; 	<p>For example:</p> <ul style="list-style-type: none"> • interact appropriately to social greetings, such as 'hi' or 'hello';
<ul style="list-style-type: none"> • use a nonverbal method while engaging in conversation; 	<ul style="list-style-type: none"> • use a range of nonverbal methods to communicate and engage the listener;
<p>For example:</p> <ul style="list-style-type: none"> • use Makaton/BSL/ISL. 	<p>For example:</p> <ul style="list-style-type: none"> • initiate some eye contact to engage the listener, or turn the face of the listener towards themselves.
<p><u>More Examples of Q3</u></p>	<p><u>More Examples of Q4</u></p>



NON-STATUTORY

Requirements for Talking and Listening

Across the curriculum, at a level appropriate to their ability, 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 the audience and situation;

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

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. Communication can be both verbal and nonverbal.

<p style="text-align: center;">Q5 Consolidate (begin to develop an understanding, recall)</p>	<p style="text-align: center;">Level 1</p>
<p style="text-align: center;">In sensory, structured activities, and in familiar and accessible contexts within activity-based and/or play-based learning, pupils:</p>	<p style="text-align: center;">Pupils can:</p>
<ul style="list-style-type: none"> contribute to conversations and follow clear, simple instructions; begin to develop an understanding of discussions, explanations, role plays and presentations; 	<ul style="list-style-type: none"> listen for information; take on the role of someone else; understand short explanations and simple discussions; follow short, straightforward instructions;
<p>For example:</p> <ul style="list-style-type: none"> participate in adult-led imaginary role play; 	
<ul style="list-style-type: none"> ask and answer simple relevant questions; begin to develop an understanding of others' points of view and begin to contribute comments, ask questions, and respond (by listening and taking part); 	<ul style="list-style-type: none"> ask and answer questions for specific information;
<p>For example:</p> <ul style="list-style-type: none"> begin to form simple questions, such as 'go home?,' 'see Mummy?'; 	
<ul style="list-style-type: none"> use communication to describe thoughts and feelings to meet their own needs; begin to develop an understanding of communicating information, ideas, opinions, feelings, and imaginings, perhaps by using an expanding spoken or signed vocabulary; intermittently communicate needs and understanding; 	<ul style="list-style-type: none"> use vocabulary from within their experience to describe thoughts and feelings;
<p>For example:</p> <ul style="list-style-type: none"> express pleasure or displeasure in anticipation of an activity; 	
<ul style="list-style-type: none"> develop an understanding of the structure of a conversation; 	<ul style="list-style-type: none"> talk about their experiences;
<p>For example:</p> <ul style="list-style-type: none"> demonstrate active listening; 	
<ul style="list-style-type: none"> communicate clearly to an expanding audience; 	<ul style="list-style-type: none"> speak audibly to be heard and understood;
<p>For example:</p> <ul style="list-style-type: none"> communicate using pictures at simple sentence level in unfamiliar contexts/ environments; 	
<ul style="list-style-type: none"> use a range of nonverbal methods to express ideas; 	<ul style="list-style-type: none"> make eye contact and take turns whilst engaging in conversation.
<p>For example:</p> <ul style="list-style-type: none"> use a range of signs/symbols/gestures to express ideas, such as like/dislike. 	
<p><u>More Examples of Q5</u></p>	

Q1 Framework | Examples for Communication: Talking and Listening

Q1 – Experience (experience/encounter)

<p>Listen to and take part in discussions, explanations, role plays and presentations</p>	<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 groupwork, introducing or concluding the day; • experience Tac Pac/Intensive Interaction; • experience peek-a-boo games/adult or peer interactions; • experience nursery rhymes/action songs; • experience/encounter a range of theme-based play activities;
<p>Contribute comments, ask questions and respond to others' points of view</p>	<ul style="list-style-type: none"> • experience Tac Pac; • experience sensory room activities; • experience/encounter a range of theme-based play activities;
<p>Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</p>	<ul style="list-style-type: none"> • experience a range of sensory stimuli, such as musical instruments, toys, books, or food; • experience/encounter a range of smells, sounds, tastes and/or touch; • experience/encounter a range of theme-based play activities;
<p>Structure talk so that ideas can be understood by others</p>	<ul style="list-style-type: none"> • experience greetings, songs, news time, storytelling, or assembly; • experience interactions with a range of people; • experience Intensive Interaction activities; • experience/encounter a range of theme-based play activities;
<p>Speak clearly and adapt ways of speaking to audience and situation</p>	<ul style="list-style-type: none"> • encounter peers, visitors to the classroom, guest speakers, assemblies, or performances; • experience theatre performances/multisensory performances (for example, the Replay Theatre Company); • encounter Intensive Interaction experiences;
<p>Use nonverbal methods to express ideas and engage with the listener.</p>	<ul style="list-style-type: none"> • experience communication with an adult/peer who is giving them one-to-one attention; • experience a variety of communicators in greetings, songs, news time, storytelling, assembly, outdoor play, educational visits, moving around the school, and therapy sessions; • experience sign language such as Makaton.

Q2 Framework | Examples for Communication: Talking and Listening

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

Listen to and take part in discussions, explanations, role plays and presentations	<ul style="list-style-type: none"> • sit or stand in a group activity and show intermittent responses/interactions; • begin to show an interest in an adult/peer/friend by eye contact, body movements, or facial expressions; • begin to vocalise; • become aware of or respond to Tac Pac/Intensive Interaction;
Contribute comments, ask questions and respond to others' points of view	<ul style="list-style-type: none"> • show a loss of interest; • demonstrate a brief awareness of the presence of others; • visually track an interesting stimulus; • use sound, gesture, facial expression, body movements or gestures to indicate a need; • show displeasure by discarding objects; • show pleasure by reaching for objects; • respond to roll call, transitions, daily activities, and sensory stories;
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary	<ul style="list-style-type: none"> • interact with an adult/peer, for example by smiling, or vocalisation during an activity; • show an interest in objects/pictures and so on by eye pointing or grasping (with or without vocalisation); • show pleasure/displeasure by using facial expression/vocalisation/body movements, or by making eye contact or refusing to make eye contact; • demonstrate awareness of approval by smiling, body movements, or vocalisation;
Structure talk so that ideas can be understood by others	<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,' or 'look at the car'; • use body movements and other responses to show pleasure/displeasure, or eye gaze towards or away from activities/objects that can be understood by the staff team familiar with the pupil's responses and their intended meaning; • use some vocalisation in response to a greeting, during a story or rhyme, or when a favourite activity is being talked about; • respond by making body movements during interactions with adults/peers/friends; • communicate their likes/dislikes during learning activities and other school events such as playground time;
Speak clearly and adapt ways of speaking to audience and situation	<ul style="list-style-type: none"> • use some vocalisations, facial expressions and/or body movements in recognition of an audience, for example a peer/adult; • respond to and/or interact with a peer, for example by laughing at a rhyme/interacting/turning towards another person; • use an augmentative communication device; • respond to the imitation of his/her vocalisations;
Use nonverbal methods to express ideas and engage with the listener.	<ul style="list-style-type: none"> • respond nonverbally to a social greeting, such as smiling, moving facial features, or making a noise to show their pleasure/displeasure; • intermittently use a variety of augmentative communication devices; • get attention by using gestures, facial expressions or body movements; • indicate that they want an activity to continue/end by using gestures, facial expressions or body movements.

Q3 Framework | Examples for Communication: Talking and Listening

Q3 – Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)

Listen to and take part in discussions, explanations, role plays and presentations	<ul style="list-style-type: none"> • sit or stand in a group activity for a duration appropriate to their 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 by using body language and/or approximations of words; • follow one information-carrying word/instruction accompanied by a gesture, such as 'look,' 'stop,' or 'wait'; • imitate actions, such as clapping hands, stamping feet, wriggling fingers; • direct their attention at what an adult is talking about;
Contribute comments, ask questions and respond to others' points of view	<ul style="list-style-type: none"> • engage with objects of reference; • begin to repeat/copy/imitate single words/signs/symbols; • engage with choice boards by choosing food items/activities/rewards;
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary	<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,' or by pushing/walking away;
Structure talk so that ideas can be understood by others	<ul style="list-style-type: none"> • eye point/finger point to pictures in a class newsbook containing information on very familiar people and activities; • use some simple gestures during repeated songs, stories or rhymes; • use eye pointing/gestures/body movements to demonstrate an understanding of basic vocabulary, such as naming familiar objects such as 'teddy,' 'car'; • use vocalisations/body movement to gain attention from peers/adults, or to have a need met;
Speak clearly and adapt ways of speaking to audience and situation	<ul style="list-style-type: none"> • imitate sounds/signs; • use sound or gesture to indicate a need; • use sound or gesture to indicate/request a preferred object; • use vocalisations/body movement to gain attention from peers/adults;
Use nonverbal methods to express ideas and engage with the listener.	<ul style="list-style-type: none"> • make brief eye contact in response to general conversation; • take an adult's hand and lead them to a desired item/object/activity; • request an activity by eye/finger pointing at an object or person; • use Makaton/BSL/ISL.

Q4 Framework | Examples for Communication: Talking and Listening

Q4 – Actively Participate (interact, share, actively participate, collaborate, anticipate)

Listen to and take part in discussions, explanations, role plays and presentations	<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 rotating body parts, moving in front of/behind, or moving to a designated space; • use augmentative communication devices to promote communication with adults and peers, such as switches; • fill in the gaps in a Burst-Pause rhyme;
Contribute comments, ask questions and respond to others' points of view	<ul style="list-style-type: none"> • use 'yes' and 'no' in word/sign/symbols appropriately; • use familiar objects to communicate; • indicate if they need help when questioned, either verbally or by sign/symbol; • indicate to a familiar person/object/food as they are named by vocalisation/eye point/finger point;
Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary	<ul style="list-style-type: none"> • use PECS/augmentative communication devices to communicate personal news/relevant events; • communicate daily needs, verbally or nonverbally; • show an awareness of basic emotions in others, such as happy/sad/angry, for example, they might start to cry in response to another child crying; • begin to recognise emotions in a range of hand puppets/expression cards, such as sad face, happy face;
Structure talk so that ideas can be understood by others	<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;
Speak clearly and adapt ways of speaking to audience and situation	<ul style="list-style-type: none"> • communicate using pictures/symbols to a familiar audience; • use an augmentative communication device to communicate in class, or at services such as the Christmas show; • interact appropriately with social greetings, such as 'hi' or 'hello'; • seek attention through eye contact, gestures or actions; • use verbal language/vocalisation, signs or symbols to communicate immediate needs or interests;
Use nonverbal methods to express ideas and engage with the listener.	<ul style="list-style-type: none"> • make physical contact with adult/peers 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 Framework | Examples for Communication: Talking and Listening

Q5 – Consolidate (begin to develop an understanding, recall)

<p>Listen to and take part in discussions, explanations, role plays and presentations</p>	<ul style="list-style-type: none"> • listen to and understand short explanations/discussions accompanied by pictures or other forms of multimedia; • participate in adult-led imaginary role play; • listen to information from adult/peers; • respond appropriately and follow simple instructions; • contribute their ideas/comments;
<p>Contribute comments, ask questions and respond to others' points of view</p>	<ul style="list-style-type: none"> • answer simple questions with understanding; • begin to form simple questions, such as 'go home?', 'see Mummy?';
<p>Communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary</p>	<ul style="list-style-type: none"> • express simple opinions, such as saying 'good' meaning 'that was good,' or 'I enjoyed that,' or gesturing by using thumbs up, or 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; • ask/gesture for help;
<p>Structure talk so that ideas can be understood by others</p>	<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', or by using individual mannerisms/pictorial representations when an adult asks them questions about a recent experience; • comment using single words or two-word utterances/vocalisations while viewing a video/listening to a story/looking at photographs, for example 'bear gone,' or 'dirty car'; • use repetition and/or increased volume for emphasis;
<p>Speak clearly and adapt ways of speaking to audience and situation</p>	<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 communication device to communicate using short phrases (two/three words); • vocalise to initiate a social interaction with peers/adults/visitors; • communicate with a range of audiences, such as peers/staff/family;
<p>Use nonverbal methods to express ideas and engage with the listener.</p>	<ul style="list-style-type: none"> • use a range of signs/symbols/gestures to express ideas, such as what they like/dislike.

