

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.

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.

Q1 Experience (experience/encounter)	Q2 Respond (become aware, respond, interact intermittently)	Q3 Engage (engage with/imitate modelled behaviour, direct attention, focus, recognise)	Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate)	Q5 Consolidate (begin to develop an understanding, recall)
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; 	<ul style="list-style-type: none"> • purposefully engage/direct attention to/focus on 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"> • 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; 	For example: <ul style="list-style-type: none"> • engage with a familiar story; 	For example: <ul style="list-style-type: none"> • hold reading materials the right way up and turn the pages, looking at the pictures/photographs to make sense of the story or information; 	For example: <ul style="list-style-type: none"> • participate in simple word-matching activities;
<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; 	<ul style="list-style-type: none"> • engage/direct attention to/focus on 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"> • 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; 	For example: <ul style="list-style-type: none"> • engage with the sequence of a simple picture story; 	For example: <ul style="list-style-type: none"> • understand that pictures carry meaning in forming a simple sentence, such as using PECS; 	For example: <ul style="list-style-type: none"> • use picture clues to suggest what a book may be about;
<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; 	<ul style="list-style-type: none"> • engage/direct attention to/focus on 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"> • 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'; 	For example: <ul style="list-style-type: none"> • hang coat and schoolbag up on the correct peg that is labelled both with photograph and name; 	For example: <ul style="list-style-type: none"> • recognise emotions expressed on faces in photographs; 	For example: <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"> • 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; 	<ul style="list-style-type: none"> • engage/direct attention to/focus on 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"> • 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; 	For example: <ul style="list-style-type: none"> • press sound buttons, lift flaps, and so on; 	For example: <ul style="list-style-type: none"> • begin to show recognition of characters within a book; 	For example: <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"> • 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; 	<ul style="list-style-type: none"> • engage with/direct attention to/focus on 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"> • 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. 	For example: <ul style="list-style-type: none"> • 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. 	For example: <ul style="list-style-type: none"> • answer questions (sometimes correctly) about a book that has been read to them.
More Examples of Q1	More Examples of Q2	More Examples of Q3	More Examples of Q4	More Examples of Q5

Level 1 follows Q5

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.

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)	Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate)	Q5 Consolidate (begin to develop an understanding, recall)
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; 	<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;
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; 	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"> • 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; 	<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;
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; 	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"> • experience various forms of recordings; 	<ul style="list-style-type: none"> • begin to show awareness of 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; 	<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"> • 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; 	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"> • 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; 	<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;
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. 	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 Q1	More Examples of Q2	More Examples of Q3	More Examples of Q4	More Examples of Q5

Level 1 follows Q5

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.

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 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; 	<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;
<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; 	<p>For example:</p> <ul style="list-style-type: none"> imitate actions, such as clapping hands, stamping feet, or wriggling fingers;
<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; 	<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);
<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; 	<p>For example:</p> <ul style="list-style-type: none"> engage with choice boards/choosing food items/activities/rewards;
<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; 	<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);
<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); 	<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;
<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; 	<ul style="list-style-type: none"> begin to engage in purposeful communication;
<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; 	<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;
<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; 	<ul style="list-style-type: none"> consistently 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; 	<p>For example:</p> <ul style="list-style-type: none"> use sound or gesture to indicate a need;
<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; 	<ul style="list-style-type: none"> use a nonverbal method while engaging in conversation;
<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>For example:</p> <ul style="list-style-type: none"> use Makaton/BSL/ISL.
<p>More Examples of Q1</p>	<p>More Examples of Q2</p>	<p>More Examples of Q3</p>

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

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Q4 Actively Participate (interact, share, actively participate, collaborate, anticipate)	Q5 Consolidate (begin to develop an understanding, recall)
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"> • participate in familiar rhymes, songs, stories, and requests; • interact with, share, actively participate in, collaborate, or anticipate discussions, explanations, role plays and presentations; 	<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;
For example: <ul style="list-style-type: none"> • fill in gaps in a rhyme (the teacher can use Burst-Pause); 	For example: <ul style="list-style-type: none"> • participate in adult-led imaginary role play;
<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); 	<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);
For example: <ul style="list-style-type: none"> • indicate to a familiar person/object/food as they are named by vocalisation, eye pointing, or finger pointing; 	For example: <ul style="list-style-type: none"> • begin to form simple questions, such as 'go home?,' 'see Mummy?';
<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); 	<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;
For example: <ul style="list-style-type: none"> • use PECS/Augmentative Communication devices to communicate personal news/relevant events; 	For example: <ul style="list-style-type: none"> • express pleasure or displeasure in anticipation of an activity;
<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"> • begin to copy the 'ups and downs' of speech (intonation) and the sounds of voices; 	For example: <ul style="list-style-type: none"> • demonstrate active listening;
<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"> • interact appropriately to social greetings, such as 'hi' or 'hello'; 	For example: <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 communicate and engage the listener; 	<ul style="list-style-type: none"> • use a range of nonverbal methods to express ideas;
For example: <ul style="list-style-type: none"> • initiate some eye contact to engage the listener, or turn the face of the listener towards themselves. 	For example: <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 Q4</u></p>	<p><u>More Examples of Q5</u></p>

Level 1 follows Q5