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| **Communication – *Listening***  ***ADD PHONICS I can***  ***PINK and RED P level cross over*** | | | | | | | | | |
| **WHY** | **Explorers:** Experience and explore a wealth of different sounds, tuning in to the noises around them, realising and recognising that there are differences and remembering those of importance. | | | | **Independent Learners:** Develop and distinguish between a wider range of sounds, phonemes and words. Building up their vocabulary and understanding. Recognising and remembering important information. | | | **Career Seekers:** Refine their listening skills so that they can actively take part in meaningful conversations with both peers and adults alike in a range of situations. | |
|  | | **PHONICS Linked phases** | | | | | | | |
| **Phase 1** | | | **Phase 2,3,4** | **Phase 4 & 5** | **Phase 5 & 6** | **Phase 6** | |
| *Aspects 1-6* | | *Aspect 7* |
| I can… | | Show a reflex response to a sudden sound. | Respond non-verbally in two way interaction. | Follow an instruction with 2 key words. | Follow an instruction with 3 key words. | Listen and begin to respond appropriately to adults and peers. | Use body language to show engagement. | Listen in a range of different contexts. | Listen carefully and make timely contributions. |
| Listen to a familiar voice even if the speaker is out of sight. | Looks quickly towards the source of a familiar sound or voice. | Fill in the missing word in a rhyme. | Listen to and follow unfamiliar instructions. | Listen for information. | Recall some details from a story | Usually respond appropriately to both adults and peers. | Ask questions that are responsive to other’s ideas and views. |
| Turn towards a familiar sound. | Actively listen to a sound, when given a cue to listen e.g. ‘Fire engine’ | Attempt to copy new sounds or words. | Listen to and responds to more complex questions *‘why are you going to the kitchen?’* | Show awareness when the story telling changes or misses part of a familiar story. | Listen quietly to an unfamiliar story. | Follow complex directions / multi step instructions without the need for repetition. | Work on a collaborative project where listening to the ideas of others is crucial. |
| Locate a range of sounds with accuracy. | Moves whole body to sounds they enjoy such as music, or a regular beat. | Listen to music and respond when it is turned off. | Listen to others in one to one or small groups. | Express preference in what music to listen to. | Pay attention to the speaker. |  | Adapt listening and responding to meet the needs of others in the group. |
| Quietens or alerts to the sound of a familiar voice. | Understand and respond to a simple request with gesture. | Join in with a sound bingo / lotto game. | Know 10 simple songs or rhymes by heart. | Respond to others in role play / drama. | Respond with increasing appropriateness to what has been said. |  | Follow complex directions / multi step instructions without the need for repetition. |
| Listens to familiar sounds, words, or simple rhymes. | Identifies the correct object by sound e.g. points to dog when ‘woof’ is said. | Listen with interest to the sounds adults make as the read a story. | Retell simple stories to others. | Listen to an adult or a peer communicating whilst engaged in another activity. | Make a helpful contribution in group discussion. |  | Make improvements of my listening skills based on constructive feedback. |
|  | Listen to and show enjoyment in rhythmic patterns or rhymes. | Recognise and respond to many different familiar sounds. | Remember a short message and pass it on to another person. | Listen to instructions with more than 1 point in many situations. | Seek independent clarification when an instruction is not clear. |  |  |
|  | Shows enjoyment in rhymes by trying to join in with actions or vocalisations. | Show an interest in playing with sounds, songs and rhymes. | Enjoy listening to repetitive familiar poems, short verses and jingles. |  | Follow instructions in an unfamiliar situation. |  |  |
|  | Respond to a simple request containing one key word. | Respond to a familiar adult calling my name. | Identify words beginning with a specific sound. |  | Recognise when it is the appropriate time for me to ask my questions. |  |  |
|  | |  |  |  | Listen to the final sound in words. |  |  |  |  |
| **Communication - *Understanding*** | | | | | | | | | |
| **WHY** | **Explorers:**  Develop an awareness of gesture, sounds and pictures. Beginning to remember and relate to familiar vocabulary through routine and show awareness through response. Forge links between visual, sensory and auditory input and act upon them. | | | | **Independent Learners:** Build upon their vocabulary and deepen their understanding of the world around them, develop appropriate responses and follow instructions. | | | **Career Seekers:** Process the many different forms of communication more quickly, respond appropriately and make valued contributions in a variety of situations. | |
|  | | **Blank Level Questioning** | | | | | | | |
|  | |  | | **Blank Level 1** | **Blank Level 2 & 3** | **Blank Level 3 & 4** | |  | |
| I can… | | Begin to recognise, show anticipation and understanding of objects of reference. | Understand and respond at one word level, with visual cues or contextual support. | Understand simple sentences such as ‘throw the ball’. | Ask questions using signs or question word symbols. | Understand short explanations or discussions. | Understand the main points of conversation and explanations. | Understand that there is a language choice in different situations. | Gain, maintain and monitor the interest of the listener. |
| Engage with and explores objects when supported by an adult. | Show understanding of some objects of reference e.g. becoming animated when seeing a familiar object. | Show an understanding of up to 50 words, signs, pictures or symbols. | Carry out a sequence of instructions e.g. sit down, pat knees, clap hands. | Show understanding through the choice of questions I ask. | Follow discussions and make contributions. | Begin to understand language that is acceptable in formal and informal situations. | Use feedback from peers and teachers to make improvements in communicating and performing. |
| Understand what waving ‘bye bye’ means. | Eye point or choose between two objects of reference. | Understand what objects are used for e.g. hair brush, by putting brush on head. | Fetch 3 objects on request with a visual cue. | Show that I am beginning to understand when it is my turn to communicate. | Understand a two way conversation, turn taking and active listening. | Understand that peers and others may communicate in different ways and can begin to adapt. | Be confident in asking questions to secure my understanding. |
| Show understanding of a few simple words. | Demonstrate an understanding of 10-20 familiar words, pictures or signs. | Understand up to 10 verbs. | Understand the language of same and different. | Use the appropriate vocabulary to describe my feelings and current event. | Ask and answer questions to develop understanding. | Understand stories, poems etc. and give suitable explanation. | Show my understanding of word explanations through appropriate choice and context. |
| Stop and look when my name is called. | Understand ‘no’ when an adult speaks and shakes their head. | Begin to understand the words for emotions. | Understand the name of colours. | Begin to think of simple alternatives of vocabulary choice. | Understand a sequence of instructions and able to follow a sequence of events. | Show understanding of a character by taking on a role and responding appropriately. | Consistently explain and discuss my understanding by maintaining focus on the topic. |
| Begin to understand contextual cues e.g. familiar gestures, words and sounds. | Hand an adult an object or symbol from a choice of 3. | Select a familiar object by name, go to find object or select from a group. | Show an understanding of prepositions such as; on top, under, behind. | Begin to predict what might happen next based on what has been said. | Begin to understand body language/ facial expressions to show engagement. | Begin to make simple inferences in conversation. | Provide reasoned justifications for my views. |
| Demonstrate the desire for an activity to continue. | Respond appropriately to simple requests such as ‘clap your hands.’ | Is beginning to understand ‘what?’ | Understand ‘who?’, ‘what?’ and ‘where?’ questions. | Begin to understand and respond to a range of questions. | Understand why communication is important. | Understand facial expression and explain what they mean. | Understand inferences in conversations. |
|  | Begin to show an understanding of single words in a context e.g. cup | Understand concepts e.g. big/little. | Understand instructions containing a sequence of words; first, after, last. | Begin to recognise signs of non-verbal communication. | Show my understanding by explaining what may happen next and why. |  |  |
|  | Show a developing ability to follow body language such as pointing or gesture. | Show an understanding of more complex sentences. | Understand and respond to questions such as ‘what will happen next?’ |  |  |  |  |
|  | Respond to visual cues e.g. recognises plate for dinner. | Find a named picture within a picture | Name an object from a verbal description. |  |  |  |  |
|  | |  | Make a choice between two signs or symbols. | Understand a sentence with 3 key words; big red ball. | Understand humour such as simple jokes / rhymes. |  |  |  |  |
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| **Communication- *Communicating***  *P Levels Reading – sounds & PECS related* | | | | | | | | | |
| **WHY** | **Explorers:**  Recognise they have a means to communicate and their ‘voice’ will be heard. Become more consistent in their chosen method of communicating and use this to begin to express their needs and wants to those around them. | | | | **Independent Learners:** Know that communication is an important tool to build relationships and use their communication skills to help them to develop their knowledge about the world around them. | | | **Career Seekers:** To use their communication skills as a powerful tool to express their thoughts, opinions and ideas and contribute meaningfully in discussions. | |
|  | | **🡨 Intensive Interactions 🡪** | | | | | | | |
| **PECS – Picture Exchange Communication System** | | | | | | | |
| **Pre PECS & Phase 1** | **Phase 2, 3 & 4** | **Phase 4 & 5** | **Phase 5 & 6** | **Continue through Phase 6 to build vocabulary** | | | |
| I can… | | Use vocal sounds to attract attention. | Imitate the actions of an adult. | Use 30-50 words, signs, pictures of symbols. | Use pictures or a symbol board to describe a simple event. | Stay on topic when communicating. | Take part in role play. | Explain ideas, opinions and information clearly. | Make relevant contributions in different situations. |
| Changes facial expression when interacting with an adult. | Use a single word, sign or symbol to convey an imeadiate choice of activity. | Communicate in a range of different situations; requesting, greeting, displeasure etc. | Play with sounds in word games e.g. I spy. | Explain and justify answers, arguments and opinions. | Ask relevant questions linked to the topic of conversation. | Ask questions which relate to what has been said. | Discuss my own and other’s ideas. |
| Communicates needs and feelings in a variety of ways e.g. crying, babbling, squealing. | Try to get an adults attention for amusement. | Begin to communicate using 2 words, signs or symbols. | Say a word which rhymes with another word. | Give descriptions and explanations. | Begin to give a reason for my answer when prompted. | Begin to offer support / justification for my answers to questions. | Ask questions which deepen conversations or further knowledge. |
| Hand over a PECS card with adult support. | Express consistently likes and dislikes, using voice, body or facial expression. | Comment on what I have noticed e.g. weather, animals etc. | Begin to use ‘and’ and ‘because’ in more complex sentences. | Ask and answer questions for specific information. | Answer questions using clear sentences / sentence strip. | Ask relevant questions to a specific speaker in response to what has been said. | Understand how to answer questions which require a more detailed answer. |
| Pick up a PECS card independently. | Copy some sounds e.g. stamping, babbling, a word or sign. | Begin to ‘ask’ simple questions. | Retell a simple event in the correct order. | Communicate about experiences. | Show confidence is communicating to a group of peers so that my message is clear. | Regularly offer answers which are supported by reasoning. | Regularly ask relevant questions to extend knowledge and understanding. |
| Reach and release a PECS card into the hand of an adult. – exchange. | Communicate purposefully using voice, face or body. | Make a choice from 3+ offered items/pictures/ symbols. | Build up vocabulary which reflects the breadth of experiences. | Retell a simple story. | Recognise that people communicate in different ways. | Use vocabulary which is related to the topic. | Articulate and justify answers with confidence in a range of situations. |
| Spontaneously pick up a PECS card in front of me. | Make a choice between two symbols or objects. | Answer simple questions ‘what do you like?’ | Communicate important details such as; name, age, address, phone number. | Answer questions on a wider range of topics. | Use subject specific vocabulary. | Begin to try new vocabulary and phrases that has been heard or read from stories/texts. | Combine vocabulary choices, gestures and body movement in role play/drama. |
|  | Relates pictures to three objects of reference. | With help communicate about things that have happened or will happen. | Communicate future plans and activities. | Begin to show confidence in communicating to class groups. | Usually communicate in grammatically correct sentences. | Discuss unfamiliar topics. | Regularly use adjectives, adverbial and expanded noun phrases. |
|  | Relates symbols to 3 objects of reference. | Use words to describe things e.g. it is bumpy. | Begin to ask more complex questions. | Begin to organise my thoughts into a sentence before expressing them. | Begin to offer ideas based on what has been heard. | Use adjectives, adverbial and expanded noun phrases. | Use a broad, deep and rich vocabulary to discuss a range of topics. |
|  | |  | Express ‘more’. | Attempt to correct misunderstandings without changing the words e.g. repeating words. | Use plurals when communicating. |  |  |  |  |
|  | Repeat a vocalisation if an adult doesn’t understand. | Begin to use pronouns; I, me etc. | Use possessives e.g. bob’s coat. |  |  |  |  |
|  | Use sounds in play e.g. aahh when cuddling a toy or brrm with a car. |  | Begin to answer ‘how’ and ‘why’ questions. – may only be one word. |  |  |  |  |
|  | Use single words, signs or symbols for objects. |  |  |  |  |  |  |
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