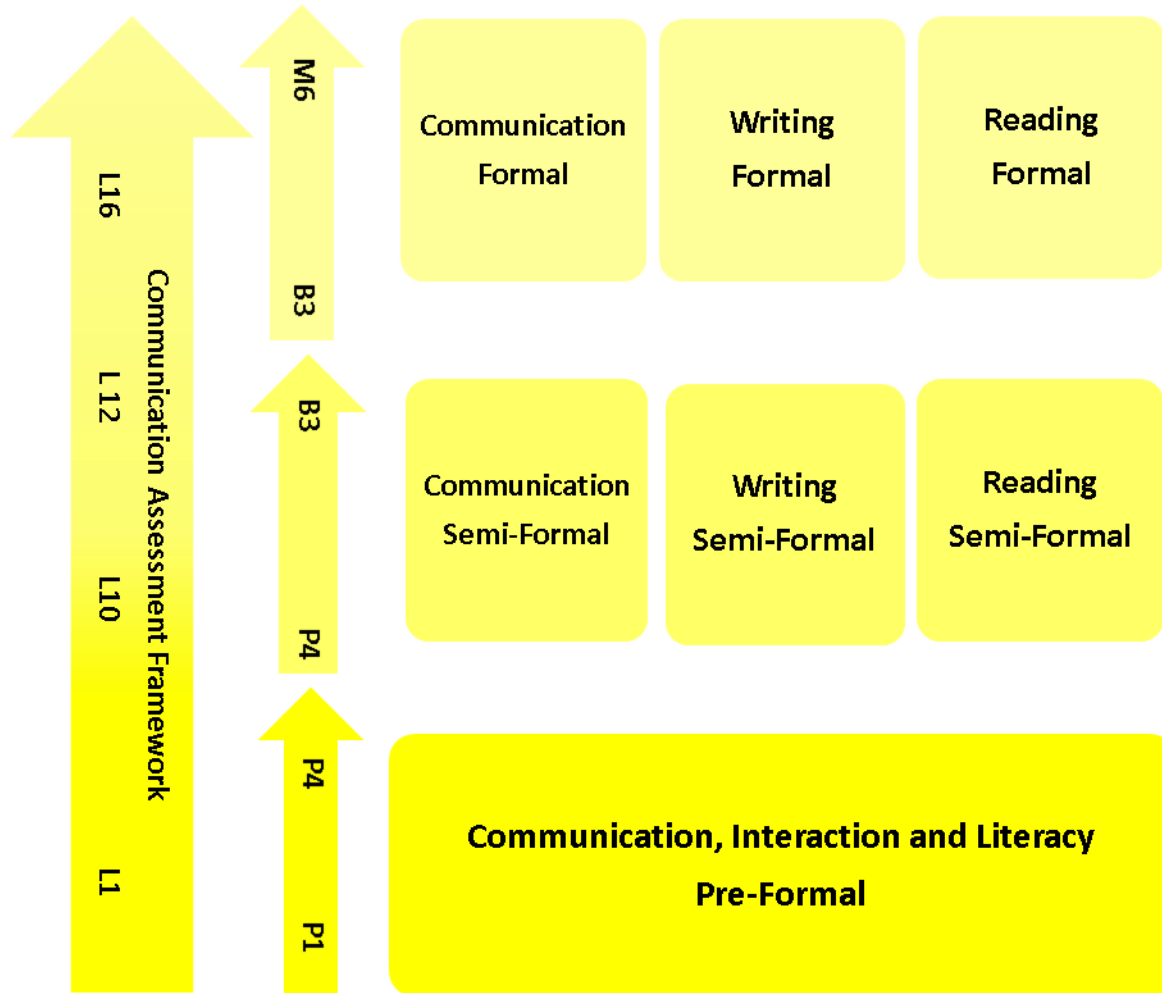


Communication – Formal Curriculum

Communication



Communication

Formal Curriculum

Intent - What are we trying to achieve through our curriculum?

The Formal Pathway curriculum for Communication and Interaction recognises that learning to communicate is a lengthy, complex and holistic process that is central to the development of skills in all other curriculum areas. Total Communication is used as a core approach to communication for learners with moderate learning difficulties (MLD). Whenever possible we promote speech, but we also know that all MLD learners benefit from the use of other visual cues, whether it be signing, gesture or symbols to confirm meaning and enhance their understanding. We do not expect that all MLD learners will use all of the above; rather all attempts at communication are encouraged at whatever level. Thus some of our Formal learners could communicate by signing, eye-pointing, E-Tran, Eyegaze, evolving language, communication with symbols, pictures and PECS.

All MLD learners will be recognised as intentional communicators and despite their complex needs and physical disabilities, will be given equal entitlement to learning. The school works closely with Speech and Language therapy to assess learners, set appropriate targets and outcomes and meet learners needs.

The curriculum acknowledges that, despite having complex issues with cognition and communication, MLD learners can experience and enjoy language activities.

Aims;

We aim to ensure learners;

- have methods of communicating,
- have reasons to communicate,
- have communicative partners to communicate with,
- are given sufficient time to develop their communication.

We aim to enable learners;

- to communicate that they want or don't want something,
- to acknowledge another's presence,
- to develop communication through Total Communication - whatever form of communication is appropriate for them as learners e.g. eye pointing, signs, High and Low tech alternative and augmentative communication aids, symbols or words.

Curriculum Design;

Learners at EYFS and in Year 1 the content of the EYFS Communication and Language prime area: Listening, attention and understanding and Speaking. For learners from Year 2 onwards, it is informed by the personalised provision supported by the school's speech and language therapists and therapy assistant and also the National Curriculum.

The curriculum may draw on a number of approaches to support learners:

Colourful Semantics

Colourful semantics is used to help learners to develop their grammar. It is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. The approach has 4 key colour coded stages. There are further stages for adverbs, adjectives, conjunctions and negatives.

1. **WHO – Orange**
2. **WHAT DOING – Yellow**
3. **WHAT – Green**
4. **WHERE – Blue**
5. **DESCRIBE – Purple**
6. **WHEN - Brown**

This is used to;

- Encourage wider vocabulary
- Make sentences longer
- Helps learnerren to answer questions or generate responses to questions
- Develop use of nouns, verbs, prepositions and adjectives
- Improve story telling skills
- Can be transferred to written sentences and written language comprehension, linking to the literacy curriculum

Attention Autism

Attention Autism is an intervention approach by Speech and Language Therapist Gina Davies which aims to work on the early fundamentals of language including awareness of others, attention, listening, shared attention, switching attention and turn-taking. It may be appropriate for learners with social communication difficulties who are following a formal curriculum pathway to use Stages 3 and 4 if this is advised by the speech and language therapist.

Stage 3: SHIFT- Interactive game

Once the learners are attending to an adult led activity for a longer period, turn-taking skills will be modelled and the learner taught to shift attention from self to the rest of the group.

Stage 4: TRANSITIONS- Table top activity

Once they have reached stage 4, learners practise attending to a self-led activity. The learners should watch a demonstration of the activity carried out by an adult, take their pack of resources, go to their own space and carry out the activity independently. The focus should be on the progress and attention rather than the end result. The learners should then come back together and share in celebrating the end result.

Picture Exchange Communication System(PECS)

This is a unique alternative/augmentative communication system.

It consists of six phases. It may be appropriate for learners with social communication difficulties who are following a formal curriculum pathway to use Phase 6 and Attributes and Language expansion activities if this is advised by the speech and language therapist.

PHASE 6 - Commenting

Learners are taught to comment in response to questions such as, “What do you see?”, “What do you hear?” and “What is it?” They learn to make up sentences starting with “I see”, “I hear”, “I feel”, “It is a”, etc.

Additionally, learners are taught:

Attributes and Language Expansion

Learners learn to expand their sentences by adding adjectives, verbs and prepositions.

The primary goal of PECS is to teach functional communication. Research has shown that some learners using PECS also develop speech. Others may transition to a speech generating device (SGD).

Before starting PECS with a learner, teachers speak to the Speech and Language therapist, Communication subject leader and parents.

Lego Therapy

This is a highly structured activity that aims to improve learners’ social communication.

Each learner takes a turn at fulfilling a specific role:

- **Builder:** Responsible for physically putting the bricks together on the guidance and instruction of the Engineer.
- **Supplier:** Responsible for working out and finding the bricks needed according to size, colour and shape.
- **Engineer:** Responsible for overseeing the design and ensuring the instructions are followed.

Learners typically work in groups of three, each taking on one of these roles. The roles are rotated, not usually within a session. Learners work on pre-designed projects following instructions. They may afterwards work on freestyle projects within the same theme. The engineer conceives the design, perhaps with input from the builder and supplier. The supplier then selects and finds everything needed, whilst the builder is responsible for constructing the design.

The curriculum is delivered through a cycle of termly classroom cross-curricular topics, some of which have been informed by the Northern Ireland Thematic Curriculum Materials. It is assessed using the school's Communication Assessment Levels (CAL) devised by teachers and speech and language therapy working together. Activities / assessment levels in **red text** are designed for pupils who use high and / or low tech communication boards, books or devices. Activities have references to the Literacy, PSHE and Drama curriculum in **purple text**.

Implementation - How is our curriculum being delivered?

Communication Passports

All learners at St Giles are provided with "Communication Passports". This is a personalised form of practical information to support the learner, their parents and carers and the staff working with them. It aims to;

- provide practical information about communication and personalised needs
- achieve consistency across contexts
- ease and support transitions
- help guide other people's behaviour
- present information clearly
- provide a shared history
- give information on how communication systems are used (including appropriate photographs of how the system is set up)
- ensure smooth integration of new staff.

Curriculum Coverage

Learning to communicate is central to the development of skills in all other curriculum areas and so opportunities for communication are a focus for **all** curriculum areas and learning activities. Additionally, personalised Education and Health Care Plan communication key stage outcomes and annual targets broken into next steps are set for each pupil. These may be covered through other curriculum areas or may be covered discretely as timeline tasks. Targets may also be set by the speech and language therapist. These will be reflected in the personalised outcomes and targets.

MLD learners in the Early Years Foundation Stage and Key Stage One follow the Early Years Curriculum Pathway working on outcomes for EYFS.

MLD learners from Year 2 onwards will be supported with communication through the content below.

- **Listening and Attention**

Communication Assessment Framework Level	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided?
Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy	Can concentrate for short amounts of time when listening during simple conversations.	Have practice conversations with the learner where you take turns asking questions and listening to answers. Discuss where learner is using Zones of Regulation are they in the right zone to listen?	Model body language and tone of voice to show interest and attention when you talk to others. Have symbolised communication board available linked to chosen activity.
	Shows ability to focus and pay attention when being asked 'Why?' and 'How?' questions	E.G. begin to give reasons why characters are feeling the way they are – Link to Bridging 2 literacy Share pictures and talk about emotions. Provide drama opportunities to regularly show emotions and relate to experiences Relate character's feelings to the student's own experiences. Use lots of gestures and exaggerated intonation to show emotions. E.G. Respond to a story with some comprehension e.g. show me how the giant walks Repeat, repeat, repeat experiences of dramatizations to embed language and concepts.	Link emotions to Makaton, symbols on high and low tech communication aids and Zones of Regulation. Use simple emotion pictures / sounds (VI) to show how characters are feeling. Match picture cards /sounds to emotions in the story Dramatize stories, events and characters to enhance characters. Relate retelling of stories to previous experiences. Have symbolised communication board available linked to chosen activity.
	When in a group can listen to instructions being given.	Encourage learners to look at you before you give out instructions, but be aware that this may be difficult for some ASD learners. Signal instructions in some way by saying a rhyme, using actions or a catch phrase like 'please stop and listen'. Use short sentences with simple grammar.	Teach class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4 Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm

		<p>Use vocabulary which is easy to understand. Stress important (key) words. Using objects/symbols/signing will make it easier to understand and remember. Check for understanding by asking the learners what they have to do. Watch to see that they do it correctly. Don't wait - let them carry out instructions straight away.</p>	
<p>Level 13 See also Bridging levels 3 to Milestone 1 Formal Literacy</p>	<p>Can listen to an adult or peer during a simple conversation.</p>	<p>Conversation rules need to be demonstrated, and acted out with the learner in structured familiar activities and then the learner will need lots of encouragement to use the 'rules' in real life. Model and discuss listening and turn taking during conversations and discussions. Pass it on! Pass an object around the circle. Each learner has to make a comment about it – increase challenge by asking learners not to repeat what others have said. Rule bound: In circle time discuss simple rules of conversational turn taking. For example: look at the person who is talking to you, don't speak when they are speaking.</p> <p>It may be appropriate for some learners to use Attention Autism Stage 3: SHIFT- Interactive game Once the learners are attending to an adult led activity for a longer period, turn-taking skills will be modelled and the learner taught to shift attention from self to the rest of the group. Check this with the speech and language therapist.</p>	<p>Use everyday activities as opportunities for rich conversational talk (e.g., circle time, snack time, story time, and outdoor play). Teach class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4 Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24-53.htm Design spaces that encourage learnerren to talk together and share ideas (e.g., in circles, in outdoor play areas, etc.). Use 'turn cards' or visual cues like 'talking sticks' to signal whose turn it is to talk. Develop social stories to establish rules of conversation and discussion. Explain everyone will have a turn – use visual cues e.g. photos of learners to show whose turn it is next. If learner is finding it difficult to wait, discuss use of 'fiddle toy' or 'wiggle cushion' while they wait with OT. Talk about how everyone feels when they get their turn.</p>
	<p>Can listen to others when taking part in a discussion</p>		

	Can listen to and remember a simple familiar story	Repeat stories so pupils are familiar with them. Provide learner with visual cues to support listening e.g. story map, vocabulary related to story on communication grid / page.	Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD. Provide AAC user with ability to anticipate and respond to story with repeated words and comments. See video: https://www.youtube.com/watch?v=bgMaHtix5kM
	Can concentrate when being asked questions	Makaton sign or use symbols to signal question word e.g. <ul style="list-style-type: none"> • What • Who • Where • When • How Check learner has understood question before answering.	Reduce classroom distractions. For example, change seating position. Explore with Occupational therapist possible need for fidget toys help learners concentrate by keeping their hands busy and therefore allowing them to focus on something else.
	Can listen to and remember a sequence of 3 commands.	Simple language: Keep language simple and direct. Support Working memory development: Repeat: Get learner to repeat the instructions to ensure that they have understood what they need to do (e.g. “Go to your peg, get your bag then sit at the table. What do I want you to do?”). ‘First/Next/Then’: Use this to help learner to know what order they need to complete the command (e.g. “First go to your peg, next put on your jacket, then put on your shoes”). Simon Says: Gradually increase the length of the command when playing this game (e.g. “Simon Says pat your head”; “Simon says first pat your	Visual cues e.g. sign key words from the instructions, use a First/Next/ Then board. Use symbols or photos to support working memory. Sequencing activities for routine tasks. Encourage participation in routine classroom chores. Establish 3 command classroom routines e.g. “It is time for lunch. First wash your hands, then lay the table and then sit down.”

		<p>head, then touch your nose”; Simon says pat your head, touch your knees and then smile”.)</p> <p>Robot game: Blindfold the ‘Robot’ (listener) so the learner must listen very carefully to instructions to find something (e.g. go 3 steps forward, then 1 step to the right). Like Simon says this can be gradually increased.</p>	
<p>Level 14 See also Milestone 1 Formal Literacy</p>	<p>Can focus on an adult or peer during a simple conversation so that they can respond appropriately</p>	<p>Use television shows as illustrations of how people have friendly conversations. Point out things like:</p> <ul style="list-style-type: none"> • body language, • tone of voice, • pauses in the conversation <p>Play simple listening games to support focus e.g.:</p> <p>Thumbs Up Thumbs Down</p> <p>Read out a list of true or false statements. learners have to listen carefully and decide on the validity of the statement.</p> <p>If it’s true, they give a thumbs up or point to a thumbs up symbol! If it’s false, a thumbs down. e.g. “My hair is blue.” – thumbs down.</p> <p>Hurrah-Boo!</p> <p>Ask learners to listen to statements.</p> <p>If it’s a nice statement, they say or point to hurrah! If it’s not so nice, they communicate boo. E.g. “Everyone gets an ice cream!” – “HURRAH!” “Lunchtime is cancelled.” – “BOO!”</p>	<p>Teach class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4 Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm</p> <p>Develop social stories to establish rules of conversation.</p> <p>If learner is finding it difficult, discuss use of ‘fiddle toy’ or ‘wiggle cushion’ while they wait with OT.</p>

	Can listen to and remember a more complex story at the appropriate level for this developmental stage	Repeat more complex, developmentally appropriate stories so learners are familiar with them. Provide learner who use AAC with vocabulary and Makaton signs related to story on communication grid / page.	Provide learners with multiple opportunities to read and be read to while at school. Classroom book area that is inviting, organized. Comfy / quiet place to share books. Books that can be accessed independently by readers who struggle to turn pages e.g. PowerPoint book, CD. Access to school library on a Friday. Provide AAC user with ability to anticipate and respond to story with repeated words, phrases and comments. See video: https://www.youtube.com/watch?v=bgMaHtix5kM
Level 15 See also Milestone 2 to 4 Formal Literacy	Can focus on an adult or peer during more complex conversation so that they can respond appropriately	Use television shows as illustrations of how people have friendly conversations. Point out things like: <ul style="list-style-type: none"> • body language, • tone of voice, • pauses in the conversation Participate in conversations linked to the curriculum or school events e.g. about books, school events, activities at school or at home, news items.	Teach class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4 Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm Design spaces that encourage learnerren to talk together and share ideas (e.g., in circles, in outdoor play areas, etc.). Use ‘turn cards’ or visual cues like ‘talking sticks’ to signal whose turn it is to talk. Develop social stories to establish rules of conversation and discussion. Discussions about school council issues . Link to St Giles Values and Zones of Regulation .
	Can listen to another point of view to support negotiations and empathy	Participate in discussions linked to the curriculum e.g. about books (e.g. sharing their opinions on whether they like/dislike the book or a character in the book), about school issues e.g. where should we eat our lunch? It may be appropriate to introduce and discuss Superflex and the Unthinkable Characters One sided Sid or Topic Twister https://sites.google.com/a/wrsd.net/mrs-allison-s-page/resources/curriculums/superflex-curriculum	

	Can listen to requests for clarification of ideas or information to support understanding	Model how to clarify an idea – e.g. this is a bit like Summarise what the learner has said about their idea.	
Level 16 See also Milestone 4 to 6 Formal Literacy	Is willing to listen to others and respect other people's views	Be a good role model - when you need to raise a concern, demonstrate calmness and fairness. Demonstrate in your actions that you welcome people who are different to you.	Celebrate difference – link to PSHE curriculum - Living in the Wider World - PSHE stages 9 and 10 Explore and question differences in gender, ethnicity, language, religion and disability e.g. reading books about learners in other countries, listening to diverse music, sampling food from other countries. Link to St Giles Values Develop social stories to establish rules of listening to others and respecting their views. Discussions about school council issues .

- **Understanding**

Communication Assessment Framework Level	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided?
Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy	Can understand instructions when given to a group.	Encourage learners to look at you before you give out instructions, but be aware that this may be difficult for some ASD learners. Signal instructions in some way by saying a rhyme, using actions or a catch phrase like 'please stop and listen'. Use short sentences with simple grammar. Use vocabulary which is easy to understand. Stress important (key) words. Using objects/symbols/signing will make it easier to understand and remember – e.g. visual timetables and rotas. Be aware of individual needs.	Introduce to class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4 Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm

		<p>Check for understanding by asking the learners what they have to do. Watch to see that they do it correctly. Let learners carry out instructions straight away, gradually extending the number of instructions and time before following.</p>	
Understands 'Why?' and 'How?' questions	<p>This links to Formal Literacy curriculum – Bridging Level 3 page 13</p> <p>“Why” - Use “Why” questions about function and start the answers with “because” e.g. Why did Goldilocks blow on her porridge? Model the answer to a why question about a text e.g. Start by having learners fill in the end of a sentence and build up – e.g. Goldilocks blew on the porridge because it was too (hot) Goldilocks blew on the porridge (because it was too hot) Why did Goldilocks blow on the porridge? (because it was too hot)</p> <p>“How” Use quantity and link to maths – “how many”, “how much”. Make sure you don’t place more objects out than the learner is able to count. Use quality how questions and link to use of 5 senses to gain information about what’s going on around the learner e.g. Find an object to describe. Show it to the learner and ask “how does it ___ (feel, smell, look, sound, taste)?” Use extent - “how cross are you” “how hot is it outside?”. Link to simple measures e.g. use of five-point scale or zones of regulation. Use procedural how questions and link to classroom activities and routines e.g. “how do we wash our hands?”</p>	<p>Sign “Why” using Makaton. Practice using real life examples.</p> <p>Visual sequencing tool to support answers to a familiar story. Vocabulary available to support learner as appropriate e.g. communication book / board / device / word bank</p> <p>Sign “How” using Makaton.</p> <p>Link to classroom activities and also across curriculum.</p>	

		<p>Model the answer to how questions in a similar way – How did the wolf get into the house? e.g. The wolf got into the house by climbing down the (chimney).</p> <p>The wolf got into the house (by climbing down the chimney).</p> <p>How did the wolf get into the house? (by climbing down the chimney).</p>	
	Shows an understanding of things that have happened (past) and things that will happen (future).	<p>Use now and next cards routinely to anticipate what is happening next (future).</p> <p>Use daily timetable (this could be broken up into smaller chunks, where needed).</p> <p>Encourage learners to describe events that have already happened in the day / week.</p> <p>Use modelling to repeat back what the learner says about the past but say it correctly e.g. learner: we go shopping Adult: yes, we went shopping.</p> <p>Don't sound like you are correcting them – start with 'yes' or 'oh'.</p> <p>Stress the word/sound you're correcting.</p> <p>Don't expect the learner to repeat back what you said each time. Don't correct every single error all of the time</p>	Use photos and videos to recall past events.
	Beginning to show an understanding and get enjoyment from simple jokes	<p>Find jokes that are of interest to the learner. For example, if the learner likes trains, find some train jokes.</p> <p>Find jokes with few words.</p>	<p>Make visual cues when initially teaching the learner to tell a joke that includes:</p> <ul style="list-style-type: none"> • First line of the joke, • Wait for the person to respond, • Deliver the punch line (with a smile!).
Level 13 See also Bridging levels 3 to Milestone 1	Can understand a sequence of three commands e.g. choose a partner, pick up a ball,	<p>Focus learner's attention - Asking learner to look toward you, instead of looking you in the eye, takes that into account. You can make it easier by moving into learner's line of sight.</p> <p>Minimize distractions.</p>	<p>Sequence activities for routine tasks.</p> <p>Encourage participation in routine classroom chores. Establish 3 command classroom routines e.g. "It is time for lunch. First wash your hands, then lay the table and then sit down."</p>

<p>Formal Literacy</p>	<p>pass the ball to your partner</p>	<p>If learners do not have hearing impairment, try speaking quietly in a calm, even tone to capture their attention. Use “wait time.” – a three to ten second pause after you have given the commands to give learners time to process. Check for understanding – ask learners to repeat commands back. Try telling, don’t ask - “Would you set the table, please?” make it clear learners may need to follow the commands. Rephrase: “Set the table, please.” Number your commands. Help learner follow multi-step directions by actually putting a number to them. Typically, people can hold up to four things in their memory at a time. This is easier to do when the things are connected or when there’s a way to make them more memorable. Say things like “There are three things you need to do,” or use words like first, second, then, next, and last. Use visual cues. For example, point out what needs to be cleaned. You can also demonstrate what you’re asking. For instance, “Please set the rest of the table the same way I’m setting this spot.”</p>	<p>Observe and record results.</p>
	<p>Understands ‘Why?’ and ‘How?’ questions</p>	<p>This links to Formal Literacy curriculum – Bridging Level 3 page 13 “Why” - Use “Why” questions about function and start the answers with “because” e.g. Why did Goldilocks blow on her porridge? Model the answer to a why question about a text e.g. Start by having learners fill in the end of a sentence and build up – e.g. Goldilocks blew on the porridge because it was too (hot) Goldilocks blew on the porridge (because it was too hot)</p>	<p>Use Makaton and symbols when using questions. Link to vocabulary in AAC users communication aids – low and high tech.</p>

		<p>Why did Goldilocks blow on the porridge? (because it was too hot)</p> <p>“How”</p> <p>Use quantity and link to maths – “how many”, “how much”. Make sure you don’t place more objects out than the learner is able to count.</p> <p>Use quality how questions and link to use of 5 senses to gain information about what’s going on around the learner e.g. Find an object to describe. Show it to the learner and ask “how does it ___ (feel, smell, look, sound, taste)?”</p> <p>Use extent - “how cross are you” “how hot is it outside?”. Link to simple measures e.g. use of five-point scale or zones of regulation.</p> <p>Use procedural how questions and link to classroom activities and routines e.g. “how do we wash our hands?”</p> <p>Model the answer to how questions in a similar way – How did the wolf get into the house? e.g. The wolf got into the house by climbing down the (chimney). The wolf got into the house (by climbing down the chimney). How did the wolf get into the house? (by climbing down the chimney).</p>	
	<p>Understands more complex concepts of time e.g. Tomorrow, yesterday, today</p>	<p>Use visual support - experience to photograph. The experience could be one as simple as which colour shirt you are wearing. For example, if you wore a blue shirt yesterday, a red shirt today, and you ensure you wear a yellow shirt tomorrow, the context will lead to learning the concepts of yesterday, today, and tomorrow.</p> <p>Examples of experiences to photograph:</p> <ul style="list-style-type: none"> • Clothes worn • Special events —swimming, party at school, assembly 	<p>Circle time Calendars Photos of experiences</p>

		<ul style="list-style-type: none"> • Regular activities for fun—play activities • People—Seeability, Physiotherapist, music therapist • Foods eaten <p>Attach the photos to a calendar</p> <p>Whenever you have an opportunity, refer to the pictures using the terms yesterday, today, or tomorrow. Try to make the calendar a fairly regular part of the daily routine. Encourage learner to attach some pictures with your assistance.</p>	
	Enjoys and tries to make up simple jokes	<p>Model whole group jokes e.g. “What did the beach say to the tide”? Select a topic linked to themes being covered in the curriculum. Ask learners to suggest answers. Check correct answer. Discuss why it is funny.</p> <p>Collect jokes from the class to make a joke book.</p>	Vocabulary to support each joke Joke books in class library.
Level 14 See also Milestone 1 Formal Literacy	Can understand simple conversations at the appropriate level for this developmental stage	<p>Give time to have a conversation with a conversation or ‘Talk Partner’.</p> <p>https://www.twinkl.co.uk/teaching-wiki/talking-partner</p> <p>Ask a question, and ask learner to discuss with a talking partner to encourages learner to communicate their thoughts and listen to someone else's ideas on the topic. Monitor understanding when learners asked to report back on their conversation.</p>	<p>Recall: whole body listening using a range of strategies – e.g. song</p> <p>https://www.youtube.com/watch?v=J6FAfO9oUg4</p> <p>Visuals -</p> <p>https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm</p> <p>Design spaces that encourage learnerren to talk together and share ideas (e.g., in circles, in outdoor play areas, etc.).</p>
	Can understand a range of different questions: ‘Who?’, ‘What?’ ‘Where?’ ‘Why?’ ‘How?’ ‘When?’	<p>Find a familiar story, a learner’s news from home or interesting news story.</p> <p>Model collecting and communicating a range of different questions:</p> <ul style="list-style-type: none"> • Who was in the story / was involved? • What happened? • When did it happen? • Where did it happen? • Why did it happen? 	Ensure communication aid users have access to appropriate vocabulary so that they can take part in this activity.

	<p>Can understand a growing repertoire of new words in line with developmental stage</p>	<ul style="list-style-type: none"> • How did it happen? <p>Tell the learner the definition! As simple as this seems, it is often overlooked. Explicitly giving the learner a clear definition of the target word is important for helping him/her understand the new concept</p> <p>Give multiple exposures to the new word. Use the new word frequent e.g. repeat a story with a new word, point the new word out in a different context e.g. in a different book.</p> <p>Keep the learner’s family informed about the new word so that they can use it.</p> <p>Use semantic mapping.</p> <p>https://www.youtube.com/watch?v=3KTNTThJZkAU https://www.youtube.com/watch?v=guSrVcvniEc</p> <p>Write down, draw or find a picture of the new vocabulary word and think of words that are related to it. Draw a web around the new word linking to synonyms, describing words, words that the learner has prior knowledge about.</p> <p>Link to other words using a theme e.g. words to do with the ocean.</p> <p>Link the new word to the learner’s real life experiences and background knowledge e.g. “groom” – has the learner got a pet that is groomed?</p> <p>Teach opposites of the new word</p> <p>Play games to practice using new vocabulary: I went shopping and bought... (items from the target topic e.g. food, home items etc.)</p>	<p>Build a classroom vocabulary bank around each curriculum theme.</p> <p>Link to individual learners’ communication aids – high and low tech.</p> <p>Share with home.</p>
	<p>Can begin to understand that not all comments are literal e.g. obvious sarcasm</p>	<p>Create a non-literal language book.</p> <p>Write any new phrases you come across into the book – talk about the meaning.</p> <p>Write the meaning down.</p>	<p>Use / identify a range of Non-literal language in the class – e.g.:</p> <ul style="list-style-type: none"> • Similes – figures of speech that compare two things, usually using ‘like’ or ‘as’ e.g., “She felt as cold as ice”, “I slept like a log”.

		<p>Discuss the new phrases again in circle time - add pictures, and sentences. Take turns using the phrase.</p> <p>https://www.speechandlanguagekids.com/teach-sarcasm-learnerren-social-impairments/</p>	<ul style="list-style-type: none"> • Metaphors - phrases that are used to make a comparison between two things that aren't alike but have something in common. E.g. "The snow is a white blanket" • Idioms – words or phrases that don't mean exactly what they say e.g. "A penny for your thoughts", "Let the cat out of the bag". • Puns - jokes exploiting the different possible meanings of a word or words that sound the same but mean something different e.g. What kind of cake do ghosts like? Eye-scream cake! • Hyperbole – use of exaggeration to express strong feelings. E.g. "I'm so hungry I could eat a horse!"
	Can understand a wider range of jokes	<p>Model whole group jokes e.g. "What did the beach say to the tide"? Select a topic linked to themes being covered in the curriculum. Ask learners to suggest answers. Check correct answer. Discuss why it is funny.</p> <p>Collect jokes from the class to make a joke book.</p> <p>Use a social story to teach the behaviour skill of telling and understanding jokes.</p>	<p>Vocabulary to support each joke</p> <p>Joke books in class library.</p>
Level 15 See also Milestone 2 to 4 Formal Literacy	Beginning to understand hidden meanings	<p>Share https://www.waterstones.com/book/its-raining-cats-and-dogs/michael-barton/delia-barton/9781839972911 with learners.</p> <p>Collect, discuss and use common phrases that carry hidden meaning – e.g.:</p> <p>"A bird in hand is worth two in the bush" "The cat is out of the bag" "You can't have your cake and eat it".</p>	<p>Keep a notebook of these phrases and what they mean. Illustrate them.</p>
	Beginning to understand that the intended meaning of words spoken can be	<p>Create a non-literal language book.</p> <p>Write any new phrases you come across into the book – talk about the meaning. Write the meaning down.</p>	<p>Use / identify a range of Non-literal language in the class – e.g.:</p> <ul style="list-style-type: none"> • Similes – figures of speech that compare two things, usually using 'like' or 'as' e.g., "She felt as cold as ice", "I slept like a log".

	different and should not be taken literally	<p>Discuss the new phrases again in circle time - add pictures, and sentences. Take turns using the phrase. https://www.twinkl.co.uk/teaching-wiki/figurative-language</p>	<ul style="list-style-type: none"> • Metaphors - phrases that are used to make a comparison between two things that aren't alike but have something in common. E.g. "The snow is a white blanket" • Idioms – words or phrases that don't mean exactly what they say e.g. "A penny for your thoughts", "Let the cat out of the bag". • Puns - jokes exploiting the different possible meanings of a word or words that sound the same but mean something different e.g. What kind of cake do ghosts like? Eye-scream cake! • Hyperbole – use of exaggeration to express strong feelings. E.g. "I'm so hungry I could eat a horse!"
	Shows greater awareness of how other people feel (real and in books)	<p>Model using Zones of Regulation and / or emotions Makaton signing and symbolised vocabulary to talk about an experience of a character in a story and compare it to emotions felt during a personal experience. Support learner to do the same.</p>	<p>Access visual prompts e.g. sequenced symbolised or photo experience, Zones of regulation, colourful semantics. If pupil using AAC, ensure they have vocabulary on page / screen. Make sure you have at least 1 distractor on the page / screen.</p>
	Shows greater awareness of why people behave as they do (real and in books)	<p>Give reasons for the behaviour of a character in a story and compare it to your behaviour during a personal experience. Support learner to do the same.</p>	
	Beginning to understand how to empathise	<p>Discuss whether the reasons for the similar emotions and / or behaviours were the same for the character as for the real person.</p>	
	Understand that language style and vocabulary can be adapted and changed depending on the audience e.g.	<p>https://www.youtube.com/watch?v=Yusg2t9qT58 https://kids.classroomsecrets.co.uk/resource/year-4-formal-and-informal-language-game/ Support learner to identify formal informal vocabulary and audiences.</p>	<p>Opportunities for role play – link to real life examples e.g. interviews with Careers or work experience employer.</p>

	difference between how someone talks to their friend or someone in authority	Role play to show differences between use of informal / formal vocabulary and language style.	
Level 16 See also Milestone 4 to 6 Formal Literacy	Understands increasingly complex and topic specific concepts	<p>Support learner to use more complex words to explain topic concepts, describe their observations, and make predictions e.g.</p> <ul style="list-style-type: none"> • explore and describe the objects, movements and qualities that are around you • help learners to explain their thoughts and feelings with words • incorporate counting, naming, and describing into everyday activities • brainstorm members of categories (for example who can think of types of vehicles?) • what kind of word is that? categorise vocabulary as they come up in interactions (for example run skip glide prance are all ways of moving) • show how it fits: use objects/pictures (to represent words/concepts) and sort words to categories and subcategories. <p>Model use of mind mapping or semantic mapping to explore and make links between complex concepts and vocabulary.</p> <p>Barrier/Describing games</p> <p>Try using pens/paper or any other appropriate activity and a barrier in between the adult and learner. The adult gives the instructions and the learner has to listen and create the same picture without seeing but demonstrating understanding of vocabulary.</p>	<p>Use classroom vocabulary bank around each curriculum theme.</p> <p>Link to individual learners' communication aids – high and low tech.</p> <p>Share with home.</p> <p>Use mind mapping and semantic mapping to explore new concepts and vocabulary.</p> <p>Have a Word of the Week for 2 or 3 weeks – teach the Makaton sign / symbol and make the word the secret password to get into the classroom. A symbolised switch on the door could be used or learners can say the word, use their communication aid or sign it.</p>

Able to learn and remember new words quickly and efficiently	Teach use of pictures / images / symbols with new vocabulary to support memory. Using Spaced Repetition Systems to support memory – e.g. At the beginning of the learning process, the intervals are spaced closely together (for example, one hour; four hours; one day). As the material is reviewed, the intervals become systematically longer (four days; one week; two weeks).	Use circle time and lesson plenaries to recall new words. Send home new vocabulary for learners to share with their families.
Can understand other people’s viewpoints	Support the learner to answer “why” questions about themselves and about others. The best time to teach these concepts is in the moment e.g. Catch the learner feeling sad. Identify the emotion. Relate the private event to “How do you know?” For example, “You’re sad because your new pen broke” Model this for others e.g. Bob is feeling angry. “Why?” “He doesn’t like the lunch menu today.	Discuss and link to St Giles values and Zones of Regulation .
Can understand simple sarcasm	https://www.speechandlanguagekids.com/teach-sarcasm-learnerren-social-impairments/ Support learners to watch film excerpts and identify use of sarcasm. Use role play / puppets to explore sarcasm in dialogue. https://www.youtube.com/watch?v=V33Ip8BIRxY	Discuss and link to St Giles values and zones of Regulation.
Can understand idiomatic language	Continue to teach idioms in small chunks – e.g. starters as a lesson starter or during a plenary. Match the Idiom with its Definition e.g. To tie the knot – To get married Put Idioms into Context e.g. Anna and Paul love each other and are making it official! They are on August the first. Use in role play. https://avenscorner.com/teach-idioms-asd/	Link to note book of idioms / non-literal language.

	Beginning to understand what the listener would want to hear e.g. Jenny supports Crystal Palace FC so would not want to hear someone criticising her team	Role or puppet play How would Bob feel if you told him his Boccia team had lost? How would he feel if you told him they had won?	Link to St Giles values and Zones of Regulation.
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- **Expressive Language**

Communication Assessment Framework Level	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided?
Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy	Can hold a simple conversation about something he/she understands or is interested in	Talk about the day's activities. Talk about the books you read together. Talk about news from home / photos of family / "This is me" book Use things the learner is interested in, follow their lead and make sure you're physically at their level while playing / taking part in an activity. if you notice the learner looking or pointing at something, talk to them about it before they lose interest in it Role play with Toys / Puppets Encourage the learner to find a puppet or toy and 'pretend' it is speaking, asking for a snack, wants to stop playing, wants a turn taking the register.	Build in time for conversations at the end of activities / the day / the week. Have visual prompts available – e.g. photos or video of the learner. Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.

		Demonstrate and model conversational skills e.g. asking to play 'Can I have a go?' Asking for help Set up situations or activities with one thing missing, e.g. no pencils/crayons out on the colouring in table or no scissors / glue at the craft table. The learner then has to directly ask for help. Model the language the learner needs to ask e.g. 'Can I have a crayon please?'	
Most sentences are grammatically correct	Support learner by modelling grammatically correct sentence If learner leaves out words or makes errors with grammar, instead of correcting, repeat what was said, but use the correct grammar so that the learner hears how the sentence should sound, but isn't pressured or put off communicating. Expand sentences If the learner makes a grammatical mistake, you can expand what was said using the correct grammar e.g. "Us go home" – expand to "Yes we are going home on the bus soon".		Age appropriate functional activities / contexts that are motivating to the learner e.g. discussion about a favourite story / activity, taking a message to another class. Communication systems to learners who require them available at all times. Makaton sign and use symbols for new vocabulary.
Begins to join sentences together using words like 'and' and 'because'.	This links to Formal Literacy curriculum – Bridging Level 3 page 31 Model use of 'because' when linking ideas. Start by having learner fill in the end of a sentence and build up – e.g. I think the wolf will die because of the (fire) . I think the wolf will die (because of the fire) . Why will the wolf die? (I think the wolf will die because of the fire.) Combine 2 Nouns using "and" Use two different objects, photos or symbols. Sign, use the symbol or the word "and" on a small piece of paper that will fit between the two pictures. Ask		

		<p>the learner to tell you what the object / pictures are e.g. “cat, dog”. Add the piece of paper that says “and” and read the phrase to the learner while you point to each picture or word “cat and dog”. Ask the learner to repeat that back to you while she points to each picture/word. Tell your learner that the word in the middle means “and”.</p> <p>Use “and”- Structured conversation Select a question like “what did you eat for dinner?” The question should require a list of answers. Model and encourage the learner to use the word “and”. Apply this to other linking words e.g. because</p>	
Will be able to independently communicate a phrase using symbol based communication books, using sentence starters.	<p>Work with speech and language therapist and parents to include appropriate sentence starters in communication book e.g. “It is in the”</p> <p>Model use of each sentence starter with learner on many occasions.</p> <p>Allow the learner preparation time to practise use of book if they are invited to tell news / comment in class discussion etc.</p> <p>https://www.youtube.com/watch?v=mXj1Btf0qFw</p>	<p>Age appropriate functional activities / contexts that are motivating to the learner e.g. discussion about a favourite story / activity, taking a message to another class.</p> <p>Communication systems to learners who require them available at all times.</p> <p>Makaton sign and use symbols for new vocabulary.</p> <p>Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning</p> <p>Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLffiQyu9I</p>	
Will be able to tell news or familiar narrative using multiple symbols.	<p>Work with speech and language therapist and parents to personalise communication book so that learner is able to source vocabulary to tell news.</p> <p>Expand sentences and add symbols by expand what the learner has communicated e.g. “Us go home” – expand to “Yes we are going home on the bus”.</p> <p>Allow the learner preparation time to practise use of book if they are invited to tell news / comment in class discussion etc.</p> <p>https://www.youtube.com/watch?v=CfND2PmamUE</p>		

	<p>Speech Sounds Most sounds at the beginning and ends of words are correct except 'th' and 'r'.</p>	<p>It may be appropriate to use cued articulation - a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced. Always seek advice from the speech and language therapist, communication and literacy subject leaders and your Department Leader before introducing this. https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Cued-Articulation.pdf</p>	<p>It may be appropriate to link to phonics work in literacy – see speech and language therapist, communication and literacy subject leaders.</p>
	<p>Speech Sounds Will be starting to use blends like 'sp,' 'st,' 'sk,' 'bl,' 'kr,' (learners may have an understanding of sounds but may not be able to say them)</p>		
<p>Level 13 See also Bridging levels 3 to Milestone 1 Formal Literacy</p>	<p>Can join in with small group discussions</p>	<p>Customize activities and resulting discussion to follow the learner's interests e.g. discussion to be based on school playtimes might focus on football or dance club. Discussion centred on sand tray play could be about trip to the beach or dinosaur fossils depending on group's interests.</p>	<p>Set open ended questions for supporting adult to use to develop discussion.</p>
	<p>Beginning to use five to six-word sentences which are grammatically correct</p>	<p>Ask open-ended questions to challenge learners to "go deeper" as they express ideas (e.g., Ask, why do you think that happened? rather than Did you think that would happen?). Teach to develop aspects of expressive language such as the use of different verb forms, pronouns, more mature forms of questions and negatives and the use of some complex sentences.</p>	<p>Consider using Derbyshire Language scheme activities.</p>

	https://www.derbyshire-language-scheme.co.uk/programme - Grammar and complex sentences stage - LEVELS FIVE TO TEN	
Can listen to and accurately re-tell a simple and familiar story	Use retelling prompts to support the learner to explore the differences between tales. Break each story into sections that highlight their key features. Encourage learners to recall: <ul style="list-style-type: none"> • Characters • Scene • Objects • What went wrong? 	Vocabulary bank available to support retelling. Find an audience e.g. another class, school assembly. Use a selection of folktales, stories and fables from different cultures, including the cultures of learners in class, to inspire learners and encourage their interest in literacy. Invite parents, carers and staff team members to share a stories from their culture.
Can independently communicate using alternative communication with peers and less familiar adults. Should be confident where the vocabulary is located.	Model use of index to find correct category of vocabulary. Allow learner preparation time to find vocabulary and build phrases / sentences e.g. come to learner last in circle time. Use personalised dictionaries and vocabulary lists. Establish vocabulary links across the curriculum. Encourage learner to reflect where they have come across vocabulary in different contexts – words within words, familiar phrases, use of non-literal language etc.	Provide curriculum topic based vocabulary and be explicit where this is with the learner – e.g. is it in the communication aid or on a topic board? Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLffiQyu9I
Speech Sounds All sounds at the beginning and ends of words are correct except 'th' and 'r'. Will be using blends like 'sp,' 'st,' 'sk,' 'bl,' 'kr,'	It may be appropriate to use cued articulation - a set of hand cues for teaching the individual sounds in a word. The hand movements are logical – each hand movement represents one sound and the cue gives clues as to how and where the sound is produced. Always seek advice from the speech and language therapist, communication and literacy subject leaders and your Department Leader before introducing this. https://www.leicspart.nhs.uk/wp-content/uploads/2019/02/Cued-Articulation.pdf	It may be appropriate to link to phonics work in literacy – see speech and language therapist, communication and literacy subject leaders.

	(Learnerren may have an understanding of these sounds but may not be able to say them)		
Level 14 See also Milestone 1 Formal Literacy	Frequently uses five to six-word sentences which are grammatically correct	Ask open-ended questions to challenge learners to “go deeper” as they express ideas (e.g., Ask, why do you think that happened? rather than Did you think that would happen?). Teach to develop aspects of expressive language such as the use of different verb forms, pronouns, more mature forms of questions and negatives and the use of some complex sentences. https://www.derbyshire-language-scheme.co.uk/programme - Grammar and complex sentences stage - LEVELS FIVE TO TEN	
	Can remember and use a growing vocabulary of new words in context	Use semantic maps to support use of a growing vocabulary https://www.youtube.com/watch?v=3KTNTThJZkAU https://www.youtube.com/watch?v=guSrVcviEc Play games to practice using new vocabulary: I went shopping and bought... (items from the target topic e.g. food, home items etc.)	Use classroom vocabulary bank around each curriculum theme. Link to individual learners’ communication aids – high and low tech. Share with home.
	Developing greater fluency when conversing	To support spoken fluency: Do not put the learner on show: Try and avoid situations where the learner is put ‘on the spot’ to answer questions, especially in the presence of others or those with whom they are not familiar as this can lead to performance anxiety. Model a slower speech rate: Speak using a slower rate and pause regularly when you are talking with	Use classroom vocabulary bank around each curriculum theme. Link to individual learners’ communication aids – high and low tech. Share with home.

		<p>the learner. The learner will follow the rate of speech that you are modelling, which will assist their fluency.</p> <p>Reduce background noise when talking with the learner).</p> <p>Don't interrupt: Even if the learner is speaking dysfluently try not to interrupt what they are saying by saying "slow down" or "start again".</p> <p>Reduce questions: Try not to ask too many questions as this often puts a learner 'on the spot' and they can feel under pressure to answer.</p> <p>Taking turns: Encourage all class members to take turns when talking together as learners are more likely to be fluent if they are not worried about being interrupted.</p> <p>Talking time: Set aside a "special time" each day possibly with a special 'talking partner'.</p>	
	Can join in with group discussions that are within their experience	Customize activities and resulting discussion to follow the learner's interests and activities within their experience e.g. discussion about planning a school trip to the supermarket to buy ingredients for a meal.	Set open ended questions for supporting adult to use to develop discussion.
	Beginning to join in with discussions that are within their experience but beyond the immediate situation e.g. 'What should be our class treat?'	Select activities and resulting discussion to build on and extend the learner's experiences and interests e.g. what types of clubs should we have at school?	Design spaces that encourage learnerren to talk together and share ideas (e.g., in circles, in outdoor play areas, etc.). Set open ended questions for supporting adult to use to develop discussion.

Will stick to the topic being discussed	It may be appropriate to introduce and discuss Superflex and the Unthinkable Characters One sided Sid or Topic Twister https://sites.google.com/a/wrsd.net/mrs-allison-s-page/resources/curriculum/superflex-curriculum	Revise https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm Use 'turn cards' or visual cues like 'talking sticks' to signal whose turn it is to talk. Develop social stories to establish rules of conversation and discussion. Discussions about school council issues . Link to St Giles Values and Zones of Regulation .
Can formulate questions, to support conversations and aid understanding	Explain and model use of questions to understand other people's ideas, to share ideas thinking and learn. Have a bank of questions for learners to use for themselves and with others to support their understanding – e.g.: <ul style="list-style-type: none"> • What don't I understand? • What do I know already about this? • I wonder why? • What if? Encourage learners to ask each other questions. Who am I? /Describing games The main player chooses an object and gives clues about what it could be. The rest of the group can ask questions and listen and make guesses.	Bank of question starters. Use classroom vocabulary bank around each curriculum theme. Link to individual learners' communication aids – high and low tech. Share with home.
Can use language to negotiate with/persuade an adult	Use activity like Social LEGO structured social skills group to develops turn taking skills, collaborative skills, joint attention, negotiation and how to ask for and accept help and clarification. Adult works with a group of three learners, each adopting a role for the model building focal task.	LEGO kits and groups - https://sendsuccess.org.uk/lego-therapy/ Trading games that involve negotiation e.g. Pokemon, Monopoly
With support can use language to negotiate	Each learner takes a turn at fulfilling a specific role: <ul style="list-style-type: none"> • Builder: Responsible for physically putting the bricks together on the guidance and instruction of the Engineer. 	

	with/persuade a peer	<ul style="list-style-type: none"> Supplier: Responsible for working out and finding the bricks needed according to size, colour and shape. Engineer: Responsible for overseeing the design and ensuring the instructions are followed. 	
	Can use imagination to innovate stories based on a familiar plot e.g. change ending, setting or character	Encourage learners to think of alternative endings and to compare plots and the feelings of characters with their own experiences.	Provide stories, pictures and puppets which allow learners to experience and talk about how characters feel. Use role play to devise alternative characters, settings and endings. Use sequence strip or story mountain, Story telling pathway showing sequence - https://www.pinterest.com/pin/30751209932029493/ Story maps - https://www.readingrockets.org/strategies/story_sequence
	Able to organise and sequence own stories based on a familiar plot		
	Can independently communicate using alternative communication with peers and less familiar adults. Should be confident where the vocabulary is located and beginning to add detail e.g.	<p>Use AAC to play a favourite games and take part in structured activities that involve use of descriptive language with an adult and / or peers e.g. Mr Potato Head, Pop up Pirate, Penguin Slide https://inclusiveteach.com/aac-communication-resources/ https://www.assistiveware.com/blog/the-games-we-play</p> <p>It may be appropriate to link to Colourful Semantics – Stage 5 –DESCRIBE Purple.</p>	Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLfflQyu9I

	descriptive language		
Level 15 See also Milestone 2 to 4 Formal Literacy	Can communicate fluently using grammatically correct sentences	Model and encourage the use of more complicated grammar and ways to join phrases to explain ideas or justify events, for example, ‘It was scary because even the man with the dog looked worried, so we decided to get out of there.’	Design spaces that encourage learners to talk together and share ideas (e.g., in circles, in outdoor play areas, etc.). Set open ended questions for supporting adult to use to develop discussion. Use classroom vocabulary bank around each curriculum theme. Link to individual learners’ communication aids – high and low tech. Share with home. If the learner says a sentence using incorrect grammar, repeat back their sentence modelling the correct grammar to be used for example, learner- “the boy eated his lunch”, adult - “that’s right, the boy ate his lunch”. This allows the learner to learn what they should have said without feeling embarrassed or under pressure.
	Communicate fluently using a range of simple and compound sentences	Guess who Take turns to describe a favourite person in the family, from a TV programme or book. Pick someone the learner knows.	
	Communicate fluently using a range of sentences including some complex sentences	Describe that person’s hair and eye colour, likes and dislikes. Buzz Words Encourage learners to re-tell familiar stories, for example, common fairy tales, their school reading book, or what happened in their favourite film).	
	Learn and uses a growing vocabulary with increasing fluency (up to ten words at a time) e.g. topic words	Ask them to use interesting grammatical structures in their stories by giving them ‘buzz words’ and connectives such as “suddenly”, “because” and “so”. Whenever they use a buzz word in their story, reward them. Talk afterwards how using these buzz words made their story interesting.	
	Express ideas clearly		
	Clarify information when asked so	Dealing with Misunderstandings Misunderstandings happen all the time in normal conversation. Model and encourage the use of little	

	the listener is not left confused	phrases like “Hang on a minute, did you say...?”, “Did you mean ...?” or “Could you say that again?”	<p>If you get really lost, ask the AAC user / learner to clarify:</p> <ul style="list-style-type: none"> • Who are we talking about? • What situation are we talking about? • When did this situation take place: in the present, past or future?
	Can create and tell a simple story or a sequence of events	<p>Adapt familiar stories Create different characters, settings and endings. Demonstrate this to the learner. Encourage the learner to create and tell their own adapted story.</p>	<p>Provide stories, pictures and puppets. Use role play to devise alternative characters, settings and endings. Use sequence strip or story mountain, Story telling pathway showing sequence - https://www.pinterest.com/pin/30751209932029493/ Story maps - https://www.readingrockets.org/strategies/story_sequence</p>
	Can adapt style of talking to suit different situations or audiences e.g. talking to a friend or teacher	<p>Model how to adapt style of talking to suit different situations or audiences. Be explicit: explain why you use different talking styles in different situations</p>	<p>Watch the opening scene and discuss https://study.com/academy/lesson/adapting-communication-for-various-situations.html Role play similar situations.</p>
	Can independently communicate using alternative communication with peers and less familiar adults. Is more confident in locating the vocabulary required and adding detail	<p>Use AAC to play a favourite games and take part in structured activities that involve use of descriptive language with an adult and / or peers e.g. Mr Potato Head, Pop up Pirate, Penguin Slide https://inclusiveteach.com/aac-communication-resources/ https://www.assistiveware.com/blog/the-games-we-play</p>	<p>Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLffiQyu9I</p>

	e.g. descriptive language		
Level 16 See also Milestone 4 to 6 Formal Literacy	Uses adult type sentence structures including increasing amount of complex sentences during conversations and discussions (content reflects developmental age/experience)	Use a range of questions as conversation / discussion starters e.g. Use a question as a starter, for example: ‘What if...’ <ul style="list-style-type: none"> • people were born old and got younger • it rained sausages • all cars were yellow ‘How could you...’ <ul style="list-style-type: none"> • travel to school tomorrow • make people laugh • use a comic (other than reading it) ‘How do you...’ <ul style="list-style-type: none"> • brush your hair without a brush or comb • write a story without pencil or paper • make a cup of tea without a kettle • get dressed without using clothes 	AAC users -Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLffiQyu9I
	Can initiate and share ideas and opinions	‘What could you do with...’ <ul style="list-style-type: none"> • a trampoline that’s lost its bounce, • felt tip pens that don’t work • cereal that’s gone stale 	
	Can express ideas and opinions clearly		
	Can develop an imaginative story	Use Creative storytelling games Round-robin game: The story starter sets the who, the where and the what. The next learner gets to continue the story with the next line. Use story cues: Create three piles of cues: <ul style="list-style-type: none"> • 1st pile contains names or pictures of characters; • 2nd pile contains names or pictures of settings; • 3rd pile contains names or pictures of objects. 	Use role play to devise alternative characters, settings and endings. Use sequence strip or story mountain, Story telling pathway showing sequence - https://www.pinterest.com/pin/30751209932029493/ Story maps - https://www.readingrockets.org/strategies/story_sequence
Can discuss the narrative of the imaginary story with peers			

	As a group, withdraw a card from each pile and create a story incorporating whatever is on the cards or each individual can tell a short story incorporating all three cards. Props Agree the characters and setting. Use a basket of props as a lucky dip. Each learner has to take a prop and include it in the story.	
Beginning to use simple sarcasm	Develop role play / puppets to use sarcasm in dialogue. https://www.youtube.com/watch?v=V33Ip8BIRxY	Perform in front of an audience – can they spot the sarcasm? How could they tell?
Beginning to use idiomatic language	Give the learners an idiomatic ‘buzz phrase’ each week e.g. “Blow off steam” “Clear as mud” “Eat your words” Whenever they use a buzz phrase appropriately, reward them and talk about the phrase.	Use classroom vocabulary bank to collect idiomatic phrases Link to individual learners’ communication aids – high and low tech. Share with home.
Begins to know what listener wants to hear so withholds information or says what thinks should be said rather than what they want to say e.g. puts together a presentation on why being a vegan is preferable but	Set topics for presentation that the individual does not agree with. Debating and presenting information - English - Learning with BBC Bitesize - BBC Bitesize	Link to topics and themes being studied in class so that learners are familiar with vocabulary.

	the individual likes and intends meat eating.		
	Can independently communicate using alternative communication with peers and less familiar adults. Is more confident in locating the vocabulary required and adding detail e.g. descriptive language with little prompting.	Use appropriate structured activities from Keep Talking - Structured Communication Activities for Fun and Learning Call Centre Saved in T:\Teacher 2022-2023\Curriculum\Formal\Communication Keep Talking You can watch them demonstrated on https://www.youtube.com/watch?v=7ZLffiQyu9I	Allow AAC users sufficient time to access the Level 16 activities.

▪ Social

Communication Assessment Framework Level	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided?
<p>Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy</p>	<p>Can pretend to be another person.</p>	<p>To encourage this: Provide spaces, props and costumes Different safe spaces such as mud kitchen area, outdoor space and sand tray. Include some props and indicative costumes e.g. a piece of fabric to become a superhero. Offer stimuli Use real or fantasy stories, pictures or films as a starting point. Support learners to work out what happens next. Repeat Repeat a role play game on a number of occasions. Take on a role and join in Engage in role-play yourself, acting out different characters and situations. If possible do not 'lead' the play too much. Let the learner lead If possible, role-play activities should be learner-led and any interventions by adults should be used to encourage additional learning or explain alternative options that learners can take. Ask focused open ended questions, rather than closed questions.</p>	<p>Facilitate role play as a: Onlooker: appreciates ongoing role play nod, smiles etc Store manager: gather materials makes props construct costumes Co-player: assume role mediates dialogue define roles and actions of characters.</p>
	<p>Can act out how that person can behave.</p>	<p>Model use of body, voice and actions to become different characters. Link to reading a book with a 'storyteller voice'. This links to Formal Literacy Curriculum Milestone 1</p>	
	<p>Can demonstrate how that person might talk.</p>	<p>Use Zones of Regulation, communication boards to support acting out behaviours.</p>	
<p>Shows enjoyment in being involved in organising games with peers.</p>	<p>Introduce more organized games e.g. card or board games or building a puzzle together that allow learners to work towards a common goal or point total.</p>	<p>Provide access to play / activity partners – this</p>	

	Shows positive attitude to being involved in co-operative activities with peers		might be a peer / peers from another class.
	Initiates interaction using communication book or aid	<p>Model ways for AAC user to get someone's attention https://www.youtube.com/watch?v=CfND2PmamUE</p> <p>Set up a Communication Temptation Communication Temptations is a strategy where you structure or manipulate the environment in such a way that the learner has to use spontaneous communication with another person, in order to get a desired item/result. Set up the temptation and then wait and signal e.g. raise eyebrows to encourage the learner to initiate an interaction. Examples of communication temptations;</p> <ul style="list-style-type: none"> • Move a large stuffed toy to the middle of a room • Wear a big or unusual hat • Put on a clown nose • Hang a new picture upside down • Move an important piece of furniture • Wear a costume e.g. ape suit • Snack time - Give the learner their snack, but "forget" to open the packet. • Give the learner their lunch, but "forget" to give them a spoon. • Start a familiar game, play it until the learner expresses interest, then wait. Look at the learner and give them a prompt (What do you want?). • Open a bottle of bubbles, blow some with the wand, then close the bottle tightly and hand it to the learner. <p>Silence Sit and say nothing – make the learner start off a conversation with you. If the learner is struggling, model the language they could use to greet you and examples of questions they might ask.</p>	Make sure the learner has access to the appropriate communication device or communication boards.

Level 13 See also Bridging levels 3 to Milestone 1 Formal Literacy	Can demonstrate ability to role play and take on the behaviour and language of another character.	To encourage this: Provide spaces, props and costumes Offer stimuli Use real or fantasy stories, pictures or films as a starting point. Support learners to work out what happens next. Repeat Repeat a role play game on a number of occasions. Take on a role and join in Engage in role-play yourself, acting out different characters and situations. Do not 'lead' the play too much. Let the learner lead Role-play activities should be learner-led. Ask focused open ended questions, rather than closed questions.	Facilitate role play as a: Onlooker: appreciates ongoing role play nod, smiles etc. Store manager: gather materials makes props, construct costumes Co-player: assume role mediates dialogue define roles and actions of characters. Discuss character's behaviour and language
	With some support can participate in organising games and socialising with peers.	Use Rule based games Have a bank of equipment and structured PE and turn taking games. Model organised activities with rules at break and lunch time.	Range of games e.g. skittles, Boccia, Pop up pirate, Hungry hippos, Snakes and ladders, Connect 4, Guess who, Kerplunk, Lotto, Snap, Matching games
	With some support can co-operate in activities and games with peers	Once established, fade out your support and encourage a learner each day to choose and organise a game.	
Level 14 See also Milestone 1 Formal Literacy	Can socialise with peers independently (minimal support given)	Support / foster small group activities that encourage sharing and group interactions, for instance, parachute games. Be prepared to set limits e.g. use amber and red flags. Amber to warn, and red to follow through with a consequence such as time-out. Use restorative conversations even if the initial incident is dealt with, so learners can understand their behaviours, know it is not held against them and learn from it.	Link to PSHE curriculum Relationships Education KS2 Relationships and Sex Education KS3 and KS4 – PSHE 6 and 7 and Zones of Regulation.
Level 15 See also Milestone 2 to 4 Formal Literacy	Confident when socialising with peers independently (minimal support given) Can make and maintain friendships	Support / foster small group activities that encourage sharing and group interactions, for instance, parachute games. Be prepared to set limits e.g. use amber and red flags. Amber to warn, and red to follow through with a consequence such as time-out.	Link to PSHE curriculum - Relationships Education KS2 Relationships and Sex Education KS3 and KS4 PSHE stages 7, 8 and 9

	Shows understanding of what can cause disagreements between friends	Use restorative conversations even if the initial incident is dealt with, so learners can understand their behaviours, know it is not held against them and learn from it.	and Zones of Regulation.
Level 16 See also Milestone 4 to 6 Formal Literacy	Can make and maintain friendships	<p>Discuss, role-play and model key skills needed to make and maintain friendships e.g.</p> <ul style="list-style-type: none"> • Listening • Making conversation - suggest questions they can use "What do you do for fun?" or "Do you have any pets?" • Discuss opportunities to Meet Peers – talk about clubs that learners belong to. <p>Identify and Discuss Characteristics of a Healthy Friendship e.g.</p> <ul style="list-style-type: none"> • Treat each other as equals • Are honest and trustworthy • Respect each other's boundaries • Celebrate one another's successes • Stand up for each other • Support other friendships and are inclusive • Are real and authentic • Refrain from using peer pressure 	<p>Link to PSHE curriculum - Relationships Education KS2 Relationships and Sex Education KS3 and KS4 PSHE stages 9 and 10</p> <p>e.g. What is a circle of friendship - resources and worksheets (edplace.com)</p> <p>and Zones of Regulation.</p>
	Understands the needs of others and able to empathise	<p>Provide opportunities for learners to practice empathy</p> <ul style="list-style-type: none"> • Have class meetings – Hold class meetings when there are challenges or conflicts, and in those meetings give learners a voice and encourage them to take the perspective of other class members. Listen carefully to all views and ask learners to listen carefully to the views of others. • Expand learners' circle of concern - guide learners in understanding and caring for many kinds of people who are different from them and who may be facing challenges very different from their own challenges. Use stories from Newsround to support this. <p>Discuss behaviours of book characters – what made them behave that way?</p>	<p>Celebrate difference – link to PSHE curriculum – Living in the Wider World - PSHE stages 9 and 10</p> <p>Explore and question differences in gender, ethnicity, language, religion and disability e.g. reading books about learners in other countries, listening to diverse music, sampling food from other countries.</p>

		<p>Create empathy maps – choose an emotion and map:</p> <ul style="list-style-type: none"> • what you might say • what you might think • when you have felt this way <p>Share and compare the maps with other learners. Look at the similarities and the differences.</p> <p>Identify and praise empathetic behaviour e.g. “you gave your friend a smile when they were crying. That was kind and showed you empathised with them”.</p>	Link to St Giles Values
	Is aware of peer pressure and is influenced by it	<p>Identify and discuss Peer Pressure and ways to say no https://www.childline.org.uk/info-advice/friends-relationships-sex/friends/peer-pressure Use role-play</p>	<p>Link to PSHE curriculum – Relationships and Sex Education KS3 and KS4 Trust - Stage 8 PSHE Assessment Level KS4 learners - Feeling Frightened / Worried and Trust- Stage 9 and 10 PSHE Assessment Level</p>

Impact - What difference is our curriculum making?

Progress for MLD learners from year 2 onwards is assessed using Communication Assessment descriptors developed by the school and through formative assessment of progress towards individual EHCP Communication outcomes. This progress is recorded on learner’s timelines and monitored through progress reviews and Education and Health Care Plan Meetings.

Learners working in Key Stage 4 work towards awards that recognise their progress towards communication outcomes within a range of curriculum subjects:

- Entry Pathway awards
- AQA entry level Unit awards
- ASDAN or WJEC Personal and Social Development Entry Pathway Awards

