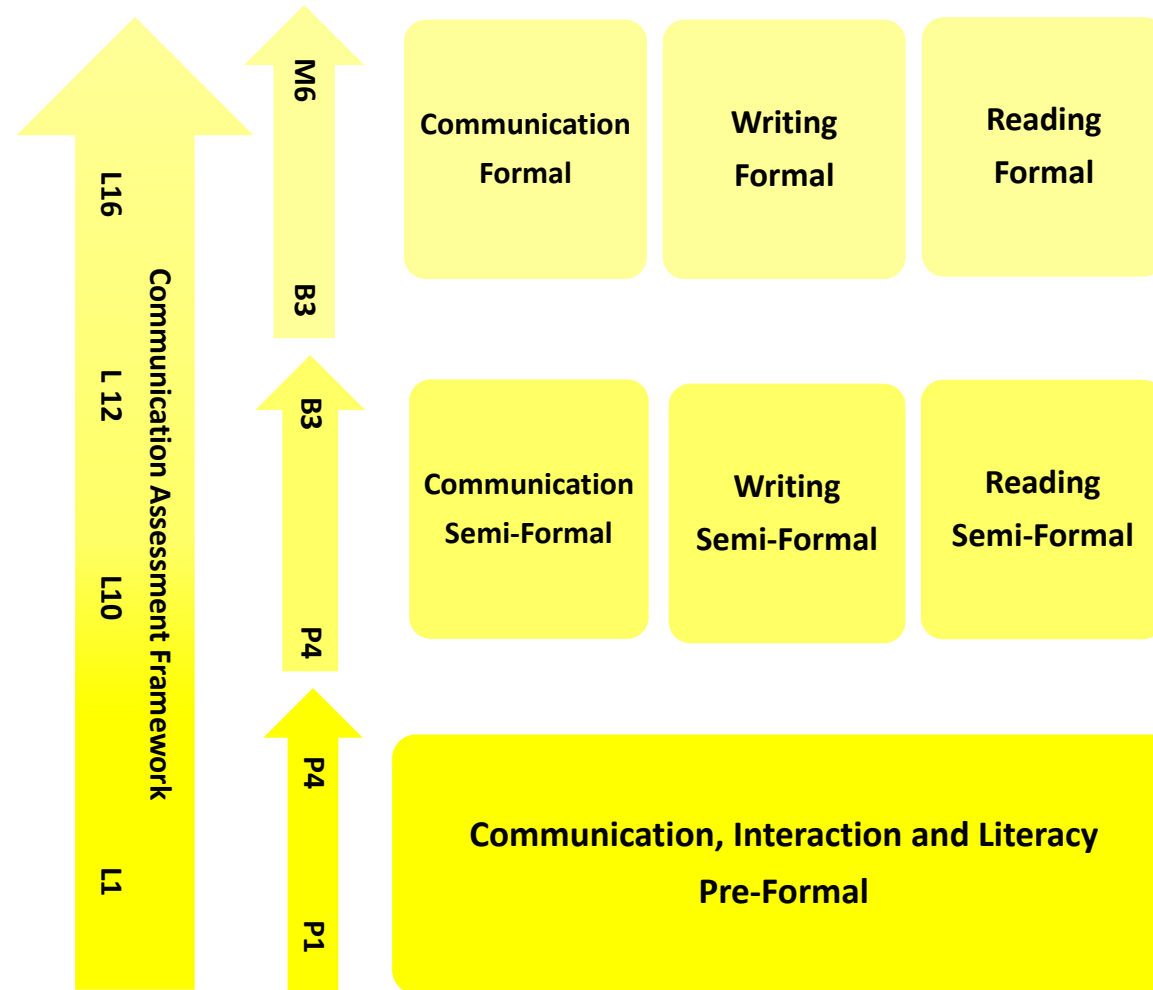


Communication, Interaction and Literacy – Pre-formal Curriculum

Communication, Interaction and Literacy



Communication, Interaction and Literacy

Pre-Formal Curriculum

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

The Pre-Formal Pathway curriculum for Communication, Interaction and Literacy recognises that 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. The curriculum acknowledges that, despite having complex issues with cognition and communication, PMLD learners can experience and enjoy language activities.

Learners following the Pre-Formal Pathway curriculum for Communication, Interaction and Literacy:

- Will be recognised as intentional communicators.
- Require time, repetition and consistency to establish individual communication.
- Will be given reasons to communicate.
- Will have communicative partners to communicate with.
- Will be encouraged to develop the ability to communicate that they want or don't want something,
- Will be encouraged to acknowledge another's presence,
- Will be encouraged to develop communication through Total Communication - whatever form of communication is appropriate for them as individuals e.g. gestures, eye movement, vocalisations, sensory cues, objects of reference, TaSSeLs, signs, photos, symbols or words.

Curriculum Design;

All pre-formal learners throughout the school will focus on the EYFS Prime areas of development:

- Communication and Language,
- Personal, Social and Emotional Development
- Physical Development.

A broad and balanced curriculum is achieved through accessing content from the full pre-formal curriculum including Cognition and Challenge, and also through the School Department cycles of termly classroom cross-curricular topics.

Implementation - How is our curriculum being delivered?

Communication Passports

PMLD learners have “Communication Passports”. This is a personalised form of practical information to support the learner, their 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.

Listening and Attention

Communication Assessment Framework Level	Curriculum Content What the learner is learning	Enabling Environment What is provided
Level 1	Will turn head toward a visual or auditory stimuli. Will usually fix on an object that is still. Will usually fix on an adult’s face when it appears in midline at a distance of 20-25 cm.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
Level 2	Stills in response to sounds. Turns head deliberately to voice. Will follow moving object. Shifts gaze to object or person.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack

	Gives eye contact to adult e.g. looks intently at adult's face while being talked to (mutual gaze).	Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
Level 3	Searching for sound. Shows preferences for certain sounds. Glances at noisy object.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
Level 4	Listens to sounds. Responds physically ("dances" and/or vocalises) to music or rhythm. Anticipates and fills a communicative turn e.g. smiles, physical movement. Shares exchange with adult, adapting behaviours as the adult does e.g. adult vocal, child vocal. Joint action with adult, though not necessarily using the same physical action. Imitates behaviours already in physical or verbal repertoire e.g. mouth movements.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
Level 5	Responds to own name. Beginning to respond to every day words in context. Integrates attention between self, adult and an object to establish joint reference.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)

<p>Level 6</p>	<p>Expresses recognition of familiar people. Will look for an object as it falls or rolls away demonstrating object permanence. Will focus on others' gestures and signs.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 7</p>	<p>Turns to a familiar sound and can look straight at it. Begins to turn to a familiar sound and can look straight at it when outside. Searches for favourite object which is out of sight (object permanence). Uses eye contact make contact with people and keep their attention. Uses gesture to make contact with people and keep their attention. Uses facial expression to make contact with people and keep their attention. <i>Will track items in front of the child using their eyes.</i></p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 8</p>	<p>Will choose an activity and may concentrate on it intensely for a short period. May have to concentrate so hard that he seems not to hear other things (Rigid attention). Periods of 'rigid attention' but also continues to be easily distracted, usually by something that is more noisy or exciting than that which he/she is playing with.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 9</p>	<p>Still has to concentrate hard to complete a task so seems not to hear other things (Rigid attention). Enjoys listening to rhymes, songs and familiar stories.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack</p>

	Likes to play and do things in his/her own way and finds it challenging to play or do thinks as directed by an adult.	Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
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- **Understanding**

Communication Assessment Level	Curriculum Content What the learner is learning	What the adults working with the learner does	Enabling Environment What is provided
Level 1	Will grasp palm when stimulated. Reacts to intense noise. Showed awareness of internal states e.g. hunger, tummy ache etc. Quietens when picked-up or comforted. Orients to a person.	Sensology – Hand activities open and closed hands Build up tolerance to different sensations on hands Support grasping and allow the feel of resistance when something is gently pulled as the child holds it. Songs such as Anchor Rope. Established routines with cues – link to hungry before lunch is eaten but can be seen / heard/ smelled. Reduce distractions. Reduce sensory overload – one focus at a time. Sensory stimulating activities. Hand massage Adult provides contrasting environment (e.g. very loud and very quiet noises).	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensology Sensory cookery Art P.E. D&T Gardening Swimming Rebound therapy
Level 2	Anticipates food and drink by opening mouth. Increases movements with attention from adult. Reacts to adult's behaviours e.g. tone of voice, facial expression.	Allow the student to see hear and smell the food. Massage mouth muscles if advised by SALT. One to one interactions led by the child. Reduce distractions. Reduce sensory overload – one focus at a time.	Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,

			Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)
Level 3	<p>Responds consistently to sensory activities e.g adults knows what they like and do not like.</p> <p>Begins to use a range of early behaviours to explore materials, objects and people e.g. banging, batting.</p> <p>Shows differential responses to: Intonation and voice quality e.g. hearing angry voices, facial expressions e.g. smiles, exaggerated facial expressions for surprise. Adult's actions such as arms out for a hug. Will fill a turn in an interaction if given time.</p>	<p>Repeat experiences without variations to allow consistent responses. Make gradual adaptations.</p> <p>Work with favourite items and introduce new items / materials with support, which is gradually withdrawn.</p> <p>Explore contrasts of textures /sounds /smells.</p> <p>One to one interactions led by the child.</p> <p>Reduce distractions. Reduce sensory overload – one focus at a time</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Sensology</p>
Level 4	<p>Watches adult's face and gestures for cues. Respond's to adult's behaviours e.g. takes offered objects, takes held-out hand, follows a point.</p> <p>Pauses in response to "no".</p> <p>Responds to commands incorporating situational cues e.g. here, sit down.</p> <p>Looks for a fallen object.</p>	<p>One to one interactions led by the child.</p> <p>Reduce distractions. Reduce sensory overload – one focus at a time.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
Level 5	<p>Relates to adult and object together.</p> <p>Establishes cause and effect e.g. switch to operate toy.</p> <p>Searches for object which has been hidden in front of learner.</p>		<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>

<p>Level 6</p>	<p>Shows understanding of a number of early words, which relate to familiar situations e.g. dinner, no, sit , down, come here. Gives or shows object on request. Understands simple actions in context e.g. go, stop, push, help. Understands and demonstrates the function of objects. Combines objects purposefully e.g. puts one objects on another. Beginning to be aware that objects that have gone out of sight still exist Understands request for “more”. Understands names of family/carers/</p>		<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 7</p>	<p>Will demonstrate recognition of familiar rhymes and songs by joining in using voice or by whole body movement Demonstrate understanding of language in routine situations e.g. will lift arm up to assist when you get their coat and say ‘let’s put your arm through the sleeve’ Responds to your tone of voice e.g. reacts to ‘no!’ or ‘stop!’ (firm tone) and also when adult is showing happiness or pleasure <i>Does not yet understand symbols but they are used alongside objects in the classroom setting</i></p>		<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 8</p>	<p>Demonstrates understanding of a wider range of language in routine situations e.g. when dressing he/she will look at or reach for an item of clothing if you say ‘Where’s your shoe?’</p>		<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p>

	<p>Can also follow simple instructions e.g. 'Touch the switch'.</p> <p>Gives an object in real situations when adult points e.g. gives a spoon at mealtimes when adult says 'Give me the spoon' and point to it</p> <p>Will point to body part e.g. 'Where is your nose?'</p>		<p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 9	<p>Can give you or indicate objects you ask for at any time and in any situation without you pointing to it.</p> <p>This means he/she can give you or indicate a spoon from a range of toys and objects, which are not related to food or eating. So he/she can understand the request out of context.</p> <p>Can point or indicate parts of the body when asked e.g. 'Where are your toes?'</p> <p>Can do a simple action when asked to e.g. tap the table or touch your head or wave your arm.</p> <p><i>Beginning to understand categories and groups that things belong to.</i></p>		<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>

- **Expressive Language**

Communication Assessment Level	Curriculum Content What the learner is learning	Enabling Environment What is provided
Level 1	<p>Will relax/stiffen body to react to stimuli.</p> <p>Will Smile/frown.</p> <p>Will Cry to show upset.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p>

	<p>Will use non-speech sounds e.g. burp, smacking lips, gurgling noises.</p> <p>Will show a small range of behaviours and/or reflexes in response to a limited range of stimuli, which will be interpreted by adults as conveying: Interest/Like; Discomfort/dislike</p> <p>Want</p> <p>Rejection</p> <p>Surprise</p> <p>Recognition</p>	<p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 2	<p>Will use a repertoire of changes in behaviours in response to a range of stimuli, which are interpreted as conveying emotions such as: Interest/Like; Discomfort/dislike; Want, Rejection, Surprise, Recognition.</p> <p>Will cry to show upset.</p> <p>Will use non-speech sounds e.g. burp, smacking lips, gurgling noises.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 3	<p>Will make efforts to act on the environment which become signals to the adult who then assigns communicative intent and interprets the meaning of:</p> <p>Interest/Like; Discomfort/dislike</p> <p>Want, Rejection, Surprise, Recognition.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 4	<p>Uses signals which can be interpreted consistently for:</p> <p>Interest/Like; Discomfort/dislike</p> <p>Want, Rejection, Surprise, Recognition</p> <p>Laughs</p> <p>May produce a glottal e.g. “h”</p> <p>May produce open vowels e.g. “oh” and “ah”.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>

	Produces different sounds for different events/stimuli.	
Level 5	<p>Uses vocal and/or physical repertoire of behaviours to: Attract attention; Greet; Request objects; Make something happen Satisfy states and conditions e.g hunger, thirst, boredom.</p> <p>Produces vocalisations: Consonant-vowel and vowel- consonant-vowel structures e.g “ta”, “Da”, “ada” Plus, action to gain attention, object, event when sharing an activity.</p> <p>Uses whole body action plus eye contact to communicate intentionally. Places adult’s hands on objects e.g on clockwork toy to activate. Will reach out and touch a single switch but may not understand the message yet. Uses eye or hand point at or to indicate an object, person or event. Uses facial expressions and eye contact with adult.</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
Level 6	<p>Uses consistent behaviours for: Greeting; Requesting; Responding; Protesting Indicating a person or event. Can join in with familiar routine using single message VOCA, speech, gestures. Will use a Single switch to convey simple messages within routine. Tries hard to copy gestures/signs Uses vocalisation/symbolic noises (sound that could relate to known person/object) purposefully e.g. During play with adults e.g peep boo</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>

	<p>To self To own reflection To people To toys and objects Vocalisations vary in pitch, volume, stress and quality to express anger, eagerness, satisfaction etc. Shakes head or indicates 'no' in some way. Waves Shows an object Gives an object Points using eye, hand or finger.</p>	
Level 7	<p>Babbles a lot</p> <p>Uses the same sounds over and over again e.g. dada dada. Makes a wide range of sounds</p> <p>Starts to take turns as if having a conversation. Will initiate a 'conversation' by repeatedly making a sound until you respond Will shout to attract your attention. Begin to indicate through pointing, things he/she would like Starts to use simple regular gestures and signs e.g. waving hand for bye-bye and will copy others Will use a single switch to activate a toy <i>Will make a choice between two objects when one is preferred over the other (Like Vs Dislike).</i></p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
Level 8	<p>Continues to imitate sounds and words adult uses</p> <p>Often uses a lot of gestures at the same time as 'talking'</p> <p>Starting to use a few words (without copying) usually to request or name things</p>	<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>

	<p>Has a vocabulary of 5 to 20 words which a familiar adult can understand.</p> <p>Will communicate for a range of reasons e.g. to ask for things, reject things, name things or to enquire where something is.</p> <p><i>Will make a choice from 2 liked objects consistently, they may be beginning to do this using familiar symbols.</i></p>	
Level 9	<p>Has a vocabulary (Symbols or words) of 20 – 50 words but understands a lot more.</p> <p>May begin to put words together e.g. ‘more biscuit’ (usually when he/she has a vocabulary of 50 words).</p> <p>Often repeats or echoes the last thing you say.</p> <p>May use babble between real words but it sounds as though he/she is talking in sentences.</p> <p><i>Will make a choice using 4 symbols consistently, this may be on a symbol board, Go Talk, E-tran frame, or computerised devise.</i></p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>

▪ **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 –Edit / add as appropriate
Level 1 Birth to 11 months	<p>Moves in synchrony to adult speech.</p> <p>Responds to adult’s behaviour e.g. intense periods of eye-to-eye/face-to-face contact.</p> <p>Shows awareness of sensory activities e.g. bright light, being moved etc.</p>	<p>Adult allows time for spontaneous interactions (learner led).</p> <p>The way in which the interaction is made inherently pleasurable – clear messages are given that the child is valued.</p> <p>The adult must engage the learner in a way that is appropriate to each individual.</p>	<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p> <p>Story Massage</p> <p>Tac Pac /Handy Pac</p> <p>Sensology</p>

		Sensory activities presented in a consistent manner (observing responses) and gradually adapted in response to learners' preferences.	
Level 2 Birth to 11 months	Show trunk-turning/orientation to stimulus Changes in activity level Shows hand-to-mouth movement Mouths Produces facial movements e.g. mouth puckering, tongue movement. Reaches for object when offered. Engages briefly in sensory activities e.g. moves head in response to fan blowing on face		Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Story Massage Tac Pac /Handy Pac Sensology
Level 3 Birth to 11 months	Reaches to object or person e.g. batting, banging. Grasps objects with hand when in view or when hand is touching object. Visually inspects people and objects. Will use a mature – i.e. Broken pattern of eye contact during an interaction.		Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE) Story Massage Tac Pac /Handy Pac Sensology
Level 4 Birth to 11 months	Releases object to examine a new object. Uses complex behaviours on objects i.e. physically explores (hitting, shaking) and visually examines. Orientates body postures towards desired object or adult.		Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,

	<p>Uses simple actions on others e.g. pushing. looking.</p> <p>Uses visually directed reaching i.e. looks then reaches for objects.</p>		<p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p> <p>Story Massage</p> <p>Tac Pac /Handy Pac</p> <p>Sensology</p>
Level 5	<p>Initiates interaction with a familiar adult e.g. comes for cuddles.</p> <p>Maintains an interaction with an adult.</p> <p>Responds to social turn-taking games e.g. peek a boo.</p> <p>Attempts to repair an interaction that an adult has terminated e.g. anger if adult walks away.</p> <p>Terminates an interaction.</p>		<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 6	<p>Terminates an interaction.</p> <p>Initiates and joins in with rough and tumble games (could be intensive interaction) with an adult.</p> <p>Repeats a behaviour which has just produced a response e.g laughter, ritualised game sequences such as peek a boo.</p> <p>Plays (interacts with object/activity) near other students.</p>		<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>
Level 7	<p>Explores everything and begins to interact with things appropriately e.g. bangs a drum, cuddles a toy</p> <p>Often put objects in mouth.</p> <p>Takes turns e.g. will take turns to build a tower, play peek-a-boo.</p>		<p>Intensive Interaction</p> <p>Musical Interaction</p> <p>Communication Aids e.g. BigMack</p> <p>Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference,</p> <p>Language Activities E.g. Call and Response, Sensory Stories</p> <p>Individualised Sensory Environment (ISE)</p>

<p>Level 8</p>	<p>Demonstrates an understanding of everyday objects by using them appropriately when playing and starts to use them on himself e.g. begin to put spoon to mouth. Will begin to act out every day routines e.g. passing a cup, pretending to feed a toy. Enjoys 'over and over again' play, so may frequently put things in and take things out of boxes, shape sorters, or collect things or roll everything. Inquisitive and will constantly explore.</p>		<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 9</p>	<p>Acts out simple routines e.g. puts teddy to bed. Begins to play with miniature toys, Small World. Begins to sort/classify objects e.g. puts all the cars or animals together or finds all the things for mummy or the baby.</p>		<p>Intensive Interaction Musical Interaction Communication Aids e.g. BigMack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>

Impact - What difference is our curriculum making?

Progress for all learners following the pre-formal curriculum pathway in Communication, Interaction and Literacy at St Giles is tracked and assessed using St Giles Communication Assessment Levels and through formative assessment of progress towards individual EHCP Communication and Interaction outcomes.

Progress is reported in Nursery and Reception using Early Learning Goals.

The Engagement Model is to:

- assess pupils who are working below the standard of national curriculum assessments and not engaged in subject-specific study at the end of KS1 and KS2,
- report to DfE which pupils are assessed using the engagement model for KS1 and KS2.

Learners working in Key Stage 4 and Key Stage 5 work towards awards that recognise their progress towards Communication outcomes:

- Key stage 4 AQA Unit Awards
- Post 16 ASDAN Transition Challenge.

