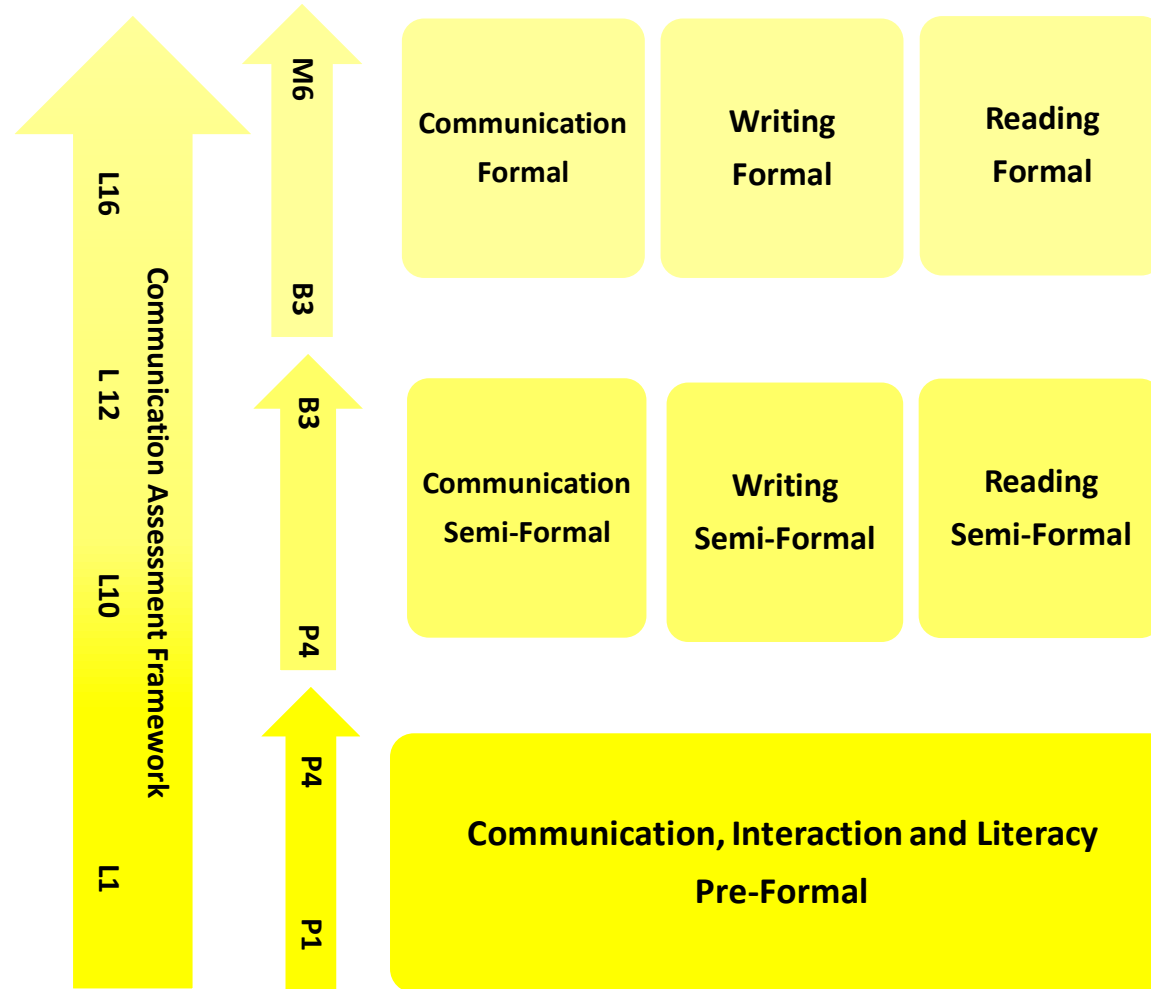


Communication – Semi-formal Curriculum

Communication



Communication

Semi-Formal Curriculum

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

The Semi-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 severe learning difficulties (SLD). Whenever possible we promote speech, but we also know that all SLD 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 SLD learners will use all of the above; rather all attempts at communication are encouraged at whatever level. Thus some of our Semi-Formal learners communicate by signing, eye-pointing, E-Tran, Eyegaze, simple evolving language, communication with symbols, pictures, objects and PECS.

All SLD 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, SLD 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. gestures, eye movement, vocalisations, sensory cues, objects of reference, signs, 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 Equals SLD (Semi-Formal) Curriculum Schemes of Work My Communication. It is also informed by the personalised provision supported by the school's speech and language therapists and therapy assistant.

Other curriculum documents that informs practice includes the writings of Nicola Grove and Keith Park, Flo Longhorn, Joanna Grace and Pete Wells as well as the training materials found on the website - www.complexneeds.org.uk.

The curriculum draws 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**

This is used to;

- Encourage wider vocabulary
- Make sentences longer
- Helps children 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.

Stage 1: FOCUS- The Bucket

The aims are for the child to...

- Focus their attention on the adult led activity
- Engage their attention with enthusiasm
- Relax and enjoy these times
- To anticipate shared good times

A bucket filled with highly motivating, visually appealing items (e.g. wind-up toys, flashing toys) taken one out at a time to show the learner. The learner does not touch the toys, and the toys are not used for any other activities outside of bucket time.

Stage 2: SUSTAIN- The attention builder

An activity is offered that has a sequence building to a final fantastic experience. This can be long or short depending on attention levels. Additional vocabulary can be added at a later stage.

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: 1, 2 & 3 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:

PHASE 1 - How to Communicate

Learners learn to exchange single pictures for items or activities they really want.

PHASE 2 - Distance and Persistence

Still using single pictures, learners learn to generalise this new skill by using it in different places, with different people and across distances. They are also taught to be more persistent communicators.

PHASE 3 - Picture Discrimination

Learners learn to select from two or more pictures to ask for their favourite things. These are placed in a PECS Communication Book—a ringed binder with self-adhesive hook fastener strips where pictures are stored and easily removed for communication.

PHASE 4 - Sentence Structure

Learners learn to construct simple sentences on a detachable Sentence Strip using an “I want” picture followed by a picture of the item being requested.

PHASE 5 - Responsive Requesting

Learners learn to use PECS to answer questions such as “What do you want?”

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 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.

SLD learners in the Early Years Foundation Stage and Key Stage One follow the Early Years Curriculum Pathway working on outcomes for EYFS 0- 11 months and 8-20 months.

SLD 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 9 See also Pebble 7 Literacy	Still has to concentrate hard to complete a task so seems not to hear other things (Rigid attention).	Regular exposure to a variety of songs, rhymes and stories for extended periods of time. Consider the environment and background distractions.	Intensive Interaction Musical Interaction Communication Aids E.g. Big Mack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols

	<p>Enjoys listening to rhymes, songs and familiar stories. Likes to play and do things in his/her own way and finds it challenging to play or do things as directed by an adult.</p>	<p>Give opportunities to share and experience others joining in with them / turn taking / intensive interaction. Start with one to one and then smaller groups. Link to Pebble 7 Drama Affect and Expression – Semi-Formal Creative Curriculum</p>	<p>Language Activities E.g. Call and Response, Sensory Stories Individualised Sensory Environment (ISE)</p>
<p>Level 10 See also Pebble 7 and SS1 Literacy semi-formal curriculum</p>	<p>Still cannot do two things at once e.g. listen to you giving him/her instruction or talking to him/her about something other than what he is doing and or looking at (single channelled attention).</p>	<p>Model being a listener by listening to learner, taking account of what they communicate in your responses. Say learner's name before giving an instruction or asking a question.</p> <p>Attention Autism - Stage 1 – the bucket: Children learn to focus their attention on an adult-led activity (3-5 minutes). Stage 2 – the attention builder: Children learn to sustain their attention on an adult-led activity (stages 1 and 2 last up to 10 minutes).</p>	<p>Keep background noise and visual distractions to a minimum, e.g. use music or radio briefly only for particular purposes.</p> <p>Use Attention Autism across the curriculum - a 4-stage programme that 'offers the child an irresistible invitation to learn' (Gina Davies). The programme focuses on teaching and developing attention, communication and social interaction skills. Once learners are familiar with the expectations and structure of the programme, it can be used to teach all areas of the curriculum in an engaging and highly motivating way that draws on shared moments. - https://www.youtube.com/channel/UCPPw7lj3k2Zhe19Fb3CO-ag?fbclid=IwAR0MJuTvDq60dZJyVqv7WjSnuVapi-3SQUVctkt1c9macpa9dxUKYgoOEWI</p>
	<p>Recognises familiar sounds e.g. Animal noises, vehicle noises and sounds in the home or setting.</p>	<p>Link to Letters and Sounds –Phase One Aspect 1 General sound discrimination – environmental. Letters and Sounds –Phase One Aspect 1 General sound discrimination – environmental Go on regular environmental walks and encourage time to listen and respond. Avoid playing similar sounds together. Bring an item behind a screen, making the noise while the group guesses what it might be.</p> <p>Collect items that make interesting noises in a 'treasure baskets /boxes', for example:</p>	<p>Simple communication boards with photos or symbols of the sounds you are listening for or items in the Treasure box.</p> <p>Use Makaton to identify the items in the box and in the environment.</p> <p>See "Treasure Baskets" Cognition and Challenge https://www.st-gilesschool.co.uk/home-learning-resources/</p>

		<ul style="list-style-type: none"> • crinkly paper • noise-making toys • pots and pans • musical instruments <p>Introduce the box to a small group of children, encouraging them to explore the items. Listen carefully to individual sounds. Turn-taking is also an important communication skill, needing careful listening. Leave the box out for learners to explore freely, with positive interactions from you to support listening development.</p>	
	Enjoys listening to short story that has a simple sequence of events.	<p>Encourage and support learners' responses to picture books and stories you read with them. Use different voices to tell stories and encourage learners to join in wherever possible. Opportunities to have exposure to reading in all its forms i.e. story massage, sensory stories, reading for pleasure, Knowledge that reading is valued by all staff as something useful and pleasurable. Daily story telling / poetry/ non-fiction reading for pleasure. Opportunities to retell stories and rhymes, particularly favourite.</p>	<p>Provide CDs of rhymes, stories, sounds and spoken words. Provide picture books, books with flaps or hidden words, books with accompanying CDs and story sacks. Provide story sacks for parents to take them home to encourage use of books and talk about stories. Create an appealing reading environment with props, related to the story or rhymes. Provide audio books, sensory stories/ poems/ songs and rhymes. Provide story boxes</p>
Level 11 See also SS1 – bridging level 1 semi-formal / formal literacy curriculum	Gradually beginning to control his/her attention but can still only concentrate on one thing at a time.	<p>Attention Autism - Stage 1 – the bucket: Learners learn to focus their attention on an adult-led activity (3-5 minutes). Stage 2 – the attention builder: Learners learn to sustain their attention on an adult-led activity (stages 1 and 2 last up to 10 minutes).</p>	<p>Use Attention Autism across the curriculum - a 4-stage programme that 'offers the child an irresistible invitation to learn' (Gina Davies). The programme focuses on teaching and developing attention, communication and social interaction skills. Once learners are familiar with the expectations and structure of the programme, it can be used to teach all areas of the curriculum in an engaging and highly motivating way that draws on shared moments. - https://www.youtube.com/channel/UCPPw7lj3k2Zhe19Fb3CO-ag?fbclid=IwAR0MJuTvDq60dZJyVqv7WjSnuVapi-3SQUVCtk1c9macpa9dxUKYgoOEWI</p>
	He/she can now shift attention from one thing to another	Support the learner to shift attention using light touch and using their name.	

	<p>him/herself - Focusing attention.</p>	<p>Begin Attention Autism Stage 3 – the interactive game: Learners learn to shift their attention within a small group as they take turns in a game (stages 1,2 and 3 last 15-20 minutes) Ensure there are regular opportunities to stop and to listen to environmental sounds – inside and out and discriminate sounds. talk about sounds you can hear such as long, short, high, low. Name the sounds and allow lots of repetition renaming. Model experimenting with different sounds e.g. Balloons – collect assorted balloons and a balloon pump. One at a time, allow the group to choose a balloon. Explain that each learner will get a turn and that you are going to pump each balloon up. Whilst pumping each balloon up gradually emphasise the words “bigger, and bigger, and bigger” Don’t tie the balloon - help the learner to hold on to the end whilst you encourage all children to join in saying - “ready, steady, GO!” Then let go of the balloon! Comment on the sound the balloon made and imitate it to the learner so they listen next time.</p>	
	<p>Starts to listen in small groups e.g. to stories</p>	<p>Tell and read stories to learners, using puppets, soft toys, or real objects as props. Allow time to talk about the pictures. Adapt pictures for VI students to match individual visual impairment needs.</p>	<p>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>

			<p>Create an attractive book area where learners and adults can enjoy books together.</p> <p>Provide opportunities for sensory stories / poems / rhymes experiences</p> <p>Create personalised stories for pupils.</p> <p>Develop age appropriate stories so that they are accessible to Upper School learners e.g. Keith Park – Interactive story telling where the story is spoken or chanted, to include learners who would be unable to access the original text - https://www.youtube.com/watch?v=rWDAvfyhK_Q</p> <p>Allow quality time for this purpose that is relaxed and unrushed.</p> <p>Access to apps and websites that support book making.</p> <p>Multi-sensory experiences to access stories and rhymes</p> <p>Adapted / alternative books i.e. on umbrellas / tiles / bag books / fabric books.</p>
	<p>Will join in with stories, start to re-tell familiar stories and can answer questions about what characters might say and how they might feel.</p>	<p>Read stories that learners already know, pausing at intervals to encourage them to ‘read’ the next word.</p> <p>Use switches, high and low tech communication aids, symbols for non-verbal learners.</p> <p>Repeat a story on many occasions so that learners are familiar with the text, able to anticipate and join in – e.g. have the same story for a whole half term.</p>	
	<p>Can concentrate on an activity he/she has chosen for 15 minutes.</p>	<p>Look for ways to keep learners interested in the activities they start. Encourage and follow their interests. Avoid distracting them or taking over the activities.</p> <p>Make sure to point out when a learner is displaying good “paying attention” skills.</p>	<p>Remove visual or auditory distractions from the area in which a learner is e.g. interactive whiteboard.</p> <p>Have symbolised communication board available linked to chosen activity.</p>
<p>Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy</p>	<p>Can concentrate for short amounts of time when listening during simple conversations.</p>	<p>Have practice conversations with the learner where you take turns asking questions and listening to answers.</p> <p>Discuss where learner is using Zones of Regulation are they in the right zone to listen?</p>	<p>Model body language and tone of voice to show interest and attention when you talk to others.</p> <p>Have symbolised communication board available linked to chosen activity.</p>
	<p>Shows ability to focus and pay attention when being asked</p>	<p>E.G. begin to give reasons why characters are feeling the way they are – Link to Bridging 2 literacy</p> <p>Share pictures and talk about emotions.</p>	<p>Link emotions to Makaton, symbols on high and low tech communication aids and Zones of Regulation.</p> <p>Use simple emotion pictures / sounds (VI) to show how characters are feeling.</p>

	<p>'Why?' and 'How?' questions</p>	<p>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.</p>	<p>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.</p>
	<p>When in a group can listen to instructions being given.</p>	<p>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. 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>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>

- 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
<p>Level 9 See also Pebble 7 Literacy</p>	<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 choice of at least 2 toys or objects, which are not related to food or eating so he/she can understand the request out of context.</p> <p>Model this first e.g. have two adults with 2 toys, e.g. ball and teddy. One adult says “where’s ball?”, then the other person can touch or pick up the ball. Make sure the first adult praises them for finding the ball. Give opportunities (with lots of prior modelling) to point or retrieve objects when asked for.</p> <p>Lots of repetition (i.e. Give me the cup. This is the cup) and increase the number of objects to choose from.</p> <p>Try not to look at the items. Link to Pebble 7 Drama Belief and Imagination – Semi-Formal Creative Curriculum</p> <p>It may be appropriate to work on: PHASE 1 PECS - How to Communicate Individuals learn to exchange single photos / symbols for items or activities they really want. Speak to the Speech and Language therapist, Communication subject leader and parents before using this with a pupil.</p>	<p>Use age appropriate objects and situations. Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols</p> <p>Props and costumes for role play.</p> <p>PECS symbols and items a learner finds highly desirable.</p>
	<p>Can point or indicate parts of the body when asked e.g.</p>	<p>Body games and songs. Sharing body stories / bringing into story conversation. Familiar routines i.e. getting dressed / changing for swimming/ P.E.</p>	<p>Intensive Interaction Musical Interaction Body awareness activities e.g. massage</p>

	'Where are your toes?'		
	Can do a simple action when asked to e.g. tap the table or touch your head or wave your arm.	Provide opportunities to regularly name action words and rehearse them using body or objects.	Communication Aids e.g. BigMack Make collections of familiar action words.
	Beginning to understand categories and groups that things belong to.	Lots of experiences grouping lots of familiar and unfamiliar objects / people in different ways. Use the same objects and regroup in other ways.	Sorting of objects / people
Level 10 See also Pebble 7 and SS1 Literacy semi-formal curriculum	Can understand an instruction which has two important words e.g. 'Give some juice to Tom' out of context as well as in context (especially towards the end of this stage).	Picnic game You need: - Two soft toys or two learners 3-4 different food items, either play food or real food. (I will use apple, cake and banana in my examples) Put the two soft toys next to each other and the food items spread out in front of them. Sit opposite the learner. Get their attention by making eye contact and/or saying their name if you need to. Say " _____ and _____ are having a picnic. Can you help them find some food?" Give instructions you can give - key words in bold in each example. Say "give the apple to the dog ". Make sure you don't look at the items or point to them to give the answer away. Give the cake to Tom . Give the banana to the teddy . Give the cake to the dog . Farmyard fun	Use Pausing to allow extra time for the learner to respond before you speak again; <ul style="list-style-type: none"> • After you ask a question, keep looking at the learner to show you are waiting • Smile! • Count to 8 – 10 in your head • Some learners may need even longer pauses Use age appropriate objects and situations.

		<p>You will need: - At least 3 different toy farm animals 2-3 different places they could go e.g. a field and a barn in my examples) Set up the field and the barn. Then put the 3 farm animals in a row close together so that the learner doesn't have to search for them: - Put the cow in the barn. Put the sheep in the field. Put the sheep in the barn. You could use cars in a car park or people in a house.</p>	
	<p>Understands everyday verbs or action words e.g. 'Who is sleeping/walking, 'Who is running?' The child may demonstrate understanding by showing you or telling you.</p>	<p>Identify familiar action words by pointing at pictures e.g. jumping, running, drinking. Use commentary to re-enforce action words by describing what the learner is doing now use simple repetitive phrases pause between each phrase e.g. "You're blowing ... blowing the bubbles". Talk about what the child is doing but allow time for him/her to respond/imitate before you say the next comment</p>	<p>Provide opportunities to regularly name action words and rehearse them. Make collections of familiar action words. Use Makaton for the action words and simple communication boards with symbolised action words. Collect pictures / examples of different action words (this may be multimedia and multi-sensory (i.e. sounds of running).</p>
	<p>Can understand Who? What? Where? type questions.</p>	<p>Regularly use symbolised visual timetables that show who, what, where. Use names of others in the class to choose who to say hello to next in circle time. Re-enforce – e.g. who is washing up? Where is Tom next? What are you doing next? Who will be in your group? Use a familiar story to ask questions about what's happened, where is the dog, who is up the tree?</p>	<p>Makaton sign the question words as you teach them. Have communication boards with symbolised words to support this activity. Model use of communication book, signing who when on a page of people, where when on a page of places etc.</p>

		<p>Link to literacy semi-formal curriculum – Bridging level 1 and SS1 Drama Belief and Imagination – Semi-Formal Creative Curriculum</p> <p>Ask “who” is in the story – use book illustration, photo, picture to support learner.</p> <p>Use Makaton, symbols, photos to identify the characters as you tell the story</p> <p>Use Colourful semantics – level 1</p> <p>Introduce WHO (subject) as orange and show on sentence strip. 3. Select a range of photo’s/ pictures that the learner can relate to. E.g. family, school or topic /story related. Ask “Who can you see? Ask the learner to select the correct ‘who’ picture symbol to place on the sentence strip.</p> <p>www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/</p> <p>Use Colourful semantics – level 2– yellow “what doing”</p> <p>Use Makaton, symbols, photos to identify the objects as you tell the story Ask “what” an object or a character is - use book illustration, photo, picture to support learner</p> <p>www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/</p> <p>Use colourful semantics level 3– green “what”.</p> <p>Use Makaton, symbols, photos to identify the objects as you tell the story Ask “what” an object or a character is - use book illustration, photo, picture to support learner</p> <p>www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantic-2/</p> <p>Use colourful semantics level 4– blue “where”.</p>	
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		<p>Use Makaton, symbols, photos to identify the setting as you tell the story Ask “where” the story is happening– use book illustration, photo, picture to support learner www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/ It may be appropriate to work on Phase 5 of the Picture Exchange Communication System (PECS) – Responsive Requesting Learners learn to use PECS to answer questions such as “What do you want?”. Make sure learner has completed Phase 4 – Sentence Structure Speak to the Speech and Language therapist Communication subject leader and parents before using this with a pupil.</p>	
	<p>In real situations starts to understand concepts such as big, little, on, under, more e.g. can point to the big toy bear or big bag of flour or give you the little bear, little bag of flour. Link to SS3 Drama Affect and Expression – Semi-Formal Creative Curriculum</p>	<p>Stick to the same words e.g. don’t substitute ‘small’ for ‘little’. Use real objects rather than pictures: e.g. big cup, little cup. Model the words in everyday situations e.g. if you are on the playground, you can talk about the big trees or the little bird. It may be appropriate to work on Attributes and Language Expansion - Picture Exchange Communication System (PECS) Learners learn to expand their sentences by adding adjectives, verbs and prepositions. Speak to the Speech and Language therapist, Communication subject leader and parents before using this with a pupil.</p>	<p>Use age appropriate objects and situations.</p>
	<p>Simple multi page communication books can be</p>	<p>Model the book all the time – use ‘immersion’ to communicate continually with the book.</p>	<p>Make sure there is a copy of the book at home. If environment does not allow book e.g. swimming pool, have back up e.g. laminated communication</p>

	<p>modelled to the child but they will not yet understand how to use these books.</p>	<p>The book needs to be modelled by everybody around the learner. Bring it everywhere so that you can model use of the book. Always start on the first page - model the use of the first page to indicate the subject. Some subjects will indicate a page number to turn to, leading the learner to more words on that topic. Turn the pages. This will support the user on just focusing on creating their message. If this is not working / appropriate, see SaLT. https://www.youtube.com/watch?v=EogW7dfJuek the communication book is for chatting and commenting. Avoid using the book to 'test', e.g. "Can you find the symbol for book?" Show clothes, snacks, where to go, what to play with, etc.</p>	<p>board. Create reasons and opportunities for modelling the communication book e.g. tapping into the learner's interests and everyday experiences. Model vocabulary during routines:</p>
	<p>Will understand a range of categories.</p>	<p>Categories: model sorting items into categories using their communication book pages e.g. sorting food items into 1 pot and clothes into another. Move between the different pages.</p>	
<p>Level 11 See also SS1 - SS3 semi-formal curriculum literacy</p>	<p>Can understand a simple conversation about something he/she is doing as he/she does it.</p>	<p>Continue to use commentary to describe what the learner is doing now use simple repetitive phrases pause between each phrase e.g. "You're blowing ... blowing the bubbles". Talk about what the learner is doing but allow time for him/her to respond/imitate before you say the next comment</p>	<p>Use Makaton and symbols to support understanding of actions. Learners with communication books to have vocabulary available and modelled at all times.</p>
	<p>Understands sentences with three important words e.g. 'Get the big spoon out of the drawer' and in, on, under.</p>	<p>Tidy up time Use tidy up time as an opportunity to practise following instructions with positional words 'on' and 'in', like: "Put the biscuit in the tin" "Put the book on the table" "Put the brick in the box" You need to change where the items go each time, otherwise the learner may rely on their memory of</p>	<p>Use Makaton and symbols to support understanding of actions. Learners with communication books to have vocabulary available to them at all times. Communication board to support activity.</p>

		<p>'where things go', and won't need to focus on the language you are using.</p> <p>Colouring e.g. draw a picture of a boy and a girl – add the same items of clothing to each e.g. so they are each wearing trousers, a t-shirt, boots and a hat. Give instructions for the child to colour the pictures e.g. "Colour the boy's boots green" "Colour the girl's hat yellow" Check that the learner understands the vocabulary you are using first – e.g. if you are working on instructions containing actions, then check they understand the actions individually first. Check that they understand concepts like big/little, on/under before using these in instructions.</p> <p>Animal / Superhero actions Collect a range of toy animals / superheroes - have a big and little version of each. Encourage the learner to make the animals /superheroes perform actions e.g. "Make big elephant jump" "Make little cat sleep" "Make big tiger eat" "Make big spider man fly".</p>	
	<p>Understands some describing words e.g.' long, short, hard, soft, fast, slow'.</p>	<p>Model the use of suitable adjectives to describe common nouns [e.g. short hair, long hair, hard apple] Work on each concept should be carried out in stages: 1) Experiencing the word 2) Isolating the word and working on it in a structured game 3) Adding more information 4) Generalising the understanding to different situations. Use objects first to support understanding, moving to understanding in pictures.</p>	<p>Use Makaton and symbols to support understanding of actions. Learners with communication books to have vocabulary available to them at all times. Communication boards to support activities</p>

	Understands simple 'why?' questions about things he/she is doing or looking at.	Model use of question e.g. why the learner's bus was late to school. Use question to explain why a character in a story carried out an action.	
Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy	Can understand instructions when given to a group.	<p>Encourage learners to look at you before you give out instructions, but be aware that this may be difficult for some ASD learners.</p> <p>Signal instructions in some way by saying a rhyme, using actions or a catch phrase like 'please stop and listen'.</p> <p>Use short sentences with simple grammar.</p> <p>Use vocabulary which is easy to understand.</p> <p>Stress important (key) words.</p> <p>Using objects/symbols/signing will make it easier to understand and remember – e.g. visual timetables and rotas. Be aware of individual needs.</p> <p>Check for understanding by asking the learners what they have to do.</p> <p>Watch to see that they do it correctly.</p> <p>Let learners carry out instructions straight away, gradually extending the number of instructions and time before following.</p>	<p>Introduce to class whole body listening using a range of strategies – e.g. song https://www.youtube.com/watch?v=J6FAfO9oUg4</p> <p>Visuals - https://www.thinkingbooks.co.uk/buy/whole-body-listening-larry-poster-18-x-24_53.htm</p>
	Understands 'Why?' and 'How?' questions	<p>This links to Formal Literacy curriculum – Bridging Level 3 page 13</p> <p>“Why” -</p> <p>Use “Why” questions about function and start the answers with “because” e.g. Why did Goldilocks blow on her porridge?</p> <p>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>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>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).</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>	<p>Link to classroom activities and also across curriculum.</p>
	<p>Shows an understanding of things that have happened (past) and things that will happen (future).</p>	<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>Use photos and videos to recall past events.</p>

		Don't sound like you are correcting them – start with 'yes' or 'oh'. Stress the word/sound you're correcting. Don't expect the child to repeat back what you said each time. Don't correct every single error all of the time	
	Beginning to show an understanding and get enjoyment from simple jokes	Find jokes that are of interest to the learner. For example, if the learner likes trains, find some train jokes. Find jokes with few words.	Make visual cues when initially teaching the learner to tell a joke that includes: <ul style="list-style-type: none"> • First line of the joke, • Wait for the person to respond, • Deliver the punch line (with a smile!).

• **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 9 See also Pebble 7 Literacy	Has a vocabulary (symbols, signs and / or words) of 20 – 50 words but understands a lot more.	<p>Self-Talk Talk about what you are doing. Describe what you are holding, the actions you are performing, what you see, how you feel, and what you hear, smell, or taste. The learner will learn from hearing you talk. Keep your utterances short. Speak in phrases that are the same length as the learner's or slightly longer.</p> <p>Parallel Talk / Commentary Talk about what the learner is doing. You can label the objects the learner is using; the actions she is doing. Use sentences that are the same length or slightly above the length of sentences that the learner is using, even if that's only one or two words long.</p>	Communication Aids E.g. Big Mack Cues e.g. Touch Cues, Sound Cues, Smell Cues, Objects of Reference, Makaton signing, symbols Communication board
	May begin to put words together e.g. 'more biscuit' (usually when he/she has a vocabulary of 50 words).	<p>Teach the Makaton sign "more" and use the symbol. Use objects that you know the learner wants. Keep control of the object and then give it to them piece by piece e.g. one crisp at a time.</p>	Support with use of Makaton and symbols. Find out about individual learner preferences.

	<p>Present objects to the learner and wait for a response. If the learner starts reaching for an object, label the object, and verbalize “you’re reaching for a _____. You must want more _____”.</p> <p>Demonstrate the sign for more / point to the symbol. Show the learner how to do it by doing it for them hand-over-hand. As soon as you provide hand-over-hand modelling – reward the learner with the item. It may be necessary model this frequently.</p> <p>Expansions</p> <p>Build on the learner’s speech or signing by using expansions. Take what the learner says / signs / points to and add one word onto it. If the learner says “ball”, you could say “want ball” or “throw ball”. If the learners says cake, you can sign, point to, say “more cake?”</p>	
Often repeats or echoes the last thing you say.	<p>Support the learner to develop the use of vocalisations with meaning - for some learners, speech development.</p> <p>Vocal echoing using Intensive Interaction</p> <p>Echoing some aspect of a person’s sounds (even any non-symbolic sounds) can be socially acknowledging and even develop into conversation-like exchanges e.g. echoing a person’s sounds or vocalisations, perhaps even echoing their breathing patterns.</p> <p>www.leedsandyorkpft.nhs.uk/advice-support/wp-content/uploads/sites/3/2019/02/An-Introduction-to-Intensive-Interaction-2019.pdf</p>	Intensive Interaction Language Activities E.g. Call and Response, Sensory Stories
May use babble between real words but it sounds as though he/she is talking in sentences. Link to Pebble 7 Drama Affect and Expression – Semi-Formal Creative Curriculum		Intensive Interaction
Will make a choice using 4 symbols consistently, this may be on a symbol board, Go Talk, E-tran frame, or computerised device. Link to Pebble 7 Drama Affect and Expression – Semi-Formal Creative Curriculum	<p>Maximize opportunities for the person to express preference using 4 symbols across the day e.g. the person will express preferences (likes and dislikes, more, stop) across the day. Ask the person to respond to different activities and experiences, indicating using these symbols. Support the person to become more transparent and consistent in how they express preferences. Use the person’s AAC to describe how you interpreted their actions. Model what words they could use to express their preferences. “You laughed during the show, I think you LIKED it.”</p>	Communication partners model, not prompt the students to eye point or touch the picture symbols to communicate. It is about what the communication partners do, not about what the student does.

		<p>Use of E- tran frame https://www.youtube.com/watch?v=X0iyOm1tzV4</p>	
<p>Level 10 See also Pebble 7 and SS1 Literacy semi-formal curriculum</p>	<p>Uses short 2 or 3-word sentences. Link to SS2 Drama Affect and Expression – Semi-Formal Creative Curriculum</p>	<p>Repeat back one or 2 word phrases and add another word If learner says “Sarah eat,” you can say back, “Sarah eats a bagel.” Use short but correct examples of 2 or 3 word sentences e.g. “Sarah eats cheese”. Model during classroom activity e.g. Washing up To the learner learn to make 3-word phrases with the words “wash” + size / colour + items. Pick up an item and say, “I’m going to wash big cups” “wash big cups” a few times. Then ask, “what’s next?” Every time your child gives you a 1- word or 2-word answer, say it back to using 3 words. Use colourful semantics level 2– yellow “what doing”. Use Makaton, symbols, photos to identify the objects as you tell the story Ask “what” an object or a character is - use book illustration, photo, picture to support learner www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/ Use colourful semantics level 3– green “what”. Use Makaton, symbols, photos to identify the objects as you tell the story Ask “what” an object or a character is - use book illustration, photo, picture to support learner www.integratedtreatmentservices.co.uk/our-approaches/speech-therapy-approaches/colourful-semantics-2/</p> <p>It may be appropriate to use Phase 4 of the Picture Exchange Communication System (PECS) - Sentence Structure. This stage moves the learner from handing over one picture to using the sentence strip and creating multi word phrases. Use sentence starters initially to request something e.g. “I want”. Learner may move on to Phase 6 of the Picture Exchange Communication System (PECS) - Commenting</p>	<p>Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.</p> <p>PECS communication book if appropriate with sentence strip on the front.</p>

		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 Speak to the Speech and Language therapist Communication subject leader and parents before using this with a pupil.	
	Has a vocabulary of around 200 words (MLD learner will learn more words very quickly).	To extend vocabulary the adult can: Label items – To support the learner to start building vocabulary add a word onto single words e.g. if a learner points and says “flower” respond with “pretty flower.” Narrate play / activity Narrate a learner’s play / activity to encourage vocabulary. Observe the learner’s play and make comments on what they are doing or playing with. Using single words or joining 2 or 3 words together will enable the learner to hear the words and try copying. Repeat Listen to what the learner says and repeat back any key words.	Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.
	Asks simple Who?’ What? Where? type questions.	Model asking these questions using Makaton signs and / or symbols. Start with one question e.g. who’s that? or “what’s that?” – make this fun by pulling out objects from a bag or box or having a familiar person appear at the door. Encourage the learner to ask the question. Repeat regularly – fading out verbal support.	Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.
	The sentences may not be complete e.g. misses out some words or use immature words e.g. ‘Sammy walking’ for ‘Sammy is walking’ or ‘Me falled over’ for ‘I fell over’.	Use modelling to repeat back what the learner says about the past but say it correctly e.g. learner: ‘Sammy walking’ adult: ‘Sammy is walking’ Don’t sound like you are correcting them – start with ‘yes’ or ‘oh’. Stress the word/sound you’re correcting. Don’t expect the child to repeat back what you said each time. Don’t correct every single error all of the time	Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.
	Using vocabulary boards of up to 16 symbols is beginning to put together 2-3 word phrases.	Consider combining colourful semantic approach with vocabulary from learner’s communication system – see speech and language therapist for advice.	Age appropriate activities / contexts.

	<p>This may be using paper based symbols, Go Talks or computerized aids.</p> <p>Link to SS3 Drama Affect and Expression – Semi-Formal Creative Curriculum</p>		<p>Communication systems to learners who require them available at all times.</p> <p>Makaton sign and use symbol for new vocabulary.</p>
<p>Level 11 See also SS1 – bridging level 1 semi-formal / formal literacy curriculum</p>	<p>Uses increasingly complex sentences including small grammatical words and endings e.g. 'I made a face with two blue eyes'.</p>	<p>Whatever learners say, try to build on it using more words: e.g. Learner: big elephant Adult: Look at the big, grey elephant! Learner: go down Adult: Do you want to go down to the floor?</p>	<p>Age appropriate activities / contexts.</p> <p>Communication systems to learners who require them available at all times.</p> <p>Makaton sign and use symbol for new vocabulary.</p>
	<p>Starts to join ideas by using linking words e.g. 'and', or 'because' e.g. 'I am wearing my coat 'because it is cold outside'.</p>	<p>This links to Formal Literacy curriculum – Bridging Level 3 page 6</p> <p>Model combining 2 Nouns using “and”</p> <p>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 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>Model use of “and” Structured conversation</p> <p>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”.</p> <p>Apply this to other linking words e.g. because</p>	
	<p>Can begin to predict (tell you what will happen next) without visual clues all the time.</p> <p>Link to SS3 Drama Belief and Imagination – Semi-Formal Creative Curriculum</p>	<p>This links to Formal Literacy curriculum – Bridging Level 1 page 6</p> <p>Choose familiar simple story or activity. Use photos / pictures to represent three or four main events.</p> <p>Place the steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence “First, ____. Next, _____. Last, _____,” Ask questions about what happened first, next, and last.</p>	

		Encourage learners to predict / suggest alternative outcomes endings and results. Reduce visual cues.	
	The sentences may not be complete e.g. misses out some words or uses immature words e.g. 'Sammy walking' for 'Sammy is walking' or 'Me falled over' for 'I fell over.	Use modelling to repeat back what the learner says about the past but say it correctly e.g. learner: 'Sammy walking' adult: 'Sammy is walking' Don't sound like you are correcting them – start with 'yes' or 'oh'. Stress the word/sound you're correcting. Don't expect the child to repeat back what you said each time. Don't correct every single error all of the time	Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.
	Speech Sounds The child's may not use all the speech sounds but he/she should be understood by most people. m n p b t d w l y h (Children may have an understanding of these sounds but may not be able to say them)	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.
	Will be able to use a simple communication book such a PODD, to comment on something that is happening with an adult. They may still need some modelling to use the book successfully. Link to SS3 Drama Affect and Expression – Semi-Formal Creative Curriculum	Choose activities the learner is interested in e.g. cars or cooking. Make sure the book contains vocabulary that can be used for the activity As you start the activity, comment on what you and the learner are doing, pointing to the key words in the book and saying them. For example: "look car " " a police car" " do you want a car ?" Pause each time you model a word or phrase, allowing the learner time to copy by also pointing, if they feel ready to. Repeat and encourage the learner to take increasing control of the activity e.g. ask them to tell you what to do next.	Age appropriate activities / contexts. Communication systems to learners who require them available at all times. Makaton sign and use symbol for new vocabulary.
Level 12 See also Bridging levels 1 to 3	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	Build in time for conversations at the end of activities / the day / the week.

<p>Semi-formal Literacy</p>		<p>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</p>	<p>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.</p>
	<p>Most sentences are grammatically correct</p>	<p>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".</p>	
	<p>Begins to join sentences together using words like 'and' and 'because'.</p>	<p>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 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</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. Communication systems to learners who require them available at all times. Makaton sign and use symbols for new vocabulary.</p>

		<p>points to each picture/word. Tell your learner that the word in the middle means “and”.</p> <p>Use “and”- Structured conversation</p> <p>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”.</p> <p>Apply this to other linking words e.g. because</p>	
	<p>Will be able to independently communicate a phrase using symbol based communication books, using sentence starters.</p>	<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. Allow the learner preparation time to practise use of book if they are invited to tell news / comment in class discussion etc.</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>Will be able to tell news or familiar narrative using multiple symbols.</p>	<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>Communication systems to learners who require them available at all times.</p> <p>Makaton sign and use symbols for new vocabulary.</p>
<p>Speech Sounds</p> <p>Most sounds at the beginning and ends of words are correct except ‘th’ and ‘r’.</p>	<p>Speech Sounds</p> <p>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>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>

▪ **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 9 See also Pebble 7 Literacy	Acts out simple routines e.g. puts teddy to bed, puts cups on draining board. Link to Pebble 7 Drama Affect and Expression and Belief and Imagination – Semi-Formal Creative Curriculum	Create a visual timetable with objects, photos or symbols so the learner knows what comes next. Use / make “routine cards” with visual cues – photos / symbols to support / label the routine.	Activities that are age appropriate, but engage the learner. Communication Aids E.g. Big Mack 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) Small world scenes
	Begins to play with miniature toys, Small World.	Assess learners’ interests e.g. dinosaurs, pirates, police, space Create small world scenes with shallow trays / tubs, pebbles, moss, shaving foam, sand, soil – e.g. create a rock pool, a lunar surface. Add sensory materials to enrich the play and increase vocabulary development.	
	Begins to sort/classify objects e.g. puts all the cars or animals together or finds all the things for parent or the baby.	Try wherever possible to relate activities to real life, such as unpacking the groceries and sorting the fruit from the vegetables.	

Level 10 See also Pebble 7 and SS1 Literacy semi-formal curriculum	Will join play / drama /activity sequences together e.g. undresses dolls, prepares bath, washes and dresses doll (can use pictures to instruct an adult to complete actions). Link to Pebble 7 Drama Affect and Expression and SS1 Belief and Imagination – Semi-Formal Creative Curriculum	Choose familiar action or event that interests the learner. Involve learner in activity. Use photos / symbols to represent three steps of familiar actions or events. Place the three steps sequence in front of the learner in the correct order. Use Makaton and symbols and model the sequence “First, _____. Next, _____. Last, _____,” while describing each picture.	Provide dressing-up items and props and link to themes / stories in class. Link them to themes that particularly interest the learner. Provide access to play / activity partners – this might be a peer / peers from another class. Provide access to play / activity partners – this might be a peer / peers from another class.
	Beginning to use objects imaginatively e.g. pretends that a box is a car or a bed Link to SS2 Belief and Imagination – Semi-Formal Creative Curriculum	Model use of object in imaginative play / drama activity for learners. Use sensory play, repetition and familiar story to encourage imaginative play. See https://www.st-gilesschool.co.uk/home-learning-resources/ Communication, Interaction and Literacy “Wind in the Willows”.	Involve the learner in daily classroom chores. Make play spaces/resources as enticing as possible; set up scenes or activities
	Likes to watch peers socialise and will gradually join in.	<ul style="list-style-type: none"> • Encourage parallel play – learner will be playing with another learner but side-by-side allowing them to get used to the idea of other peers being around them without actually interacting. Each learner is playing with a separate toy or object. • Include the learner in small group activities that encourage sharing for instance, parachute games. • Taking Turns – Once learner is comfortable with the idea of sharing, introduce turn taking playing with another peer. 	Provide access to play / activity partners – this might be a peer / peers from another class. Active play / lunch break activities with opportunities to socialise while supported
Level 11 See also SS1 – bridging level 1 semi-formal / formal literacy curriculum	Enjoys imaginative and pretend play/role play. At this stage enjoys dressing up or acting out being another character.	Model use of objects, dressing up items in imaginative play / drama role play activity for learners. Use sensory play, repetition and familiar story to encourage imaginative play. See https://www.st-gilesschool.co.uk/home-learning-resources/ Communication, Interaction and Literacy “Wind in the Willows”.	Provide access to play / activity partners – this might be a peer / peers from another class. Active play / lunch break activities with opportunities to socialise while supported
	May work with a peer to take roles in play – one being the director the other following.	Introduce LEGO® Therapy type activity. Builder: Responsible for physically putting the bricks together on the guidance and instruction of the Engineer.	

		<p>Engineer: Responsible for overseeing the design and ensuring the instructions are followed.</p> <p>https://static1.squarespace.com/static/5b9cf6ff4611a0acf30a849d/t/5bae893e8165f556c91efc40/1538165067162/Showcase+-EBOOK+3.pdf</p>	<p>by adults if this is appropriate.</p> <p>Rich play environments inside and outside.</p> <p>A range of play equipment and experiences.</p> <p>Play cards for MSAs.</p> <p>Input from adults to support parallel, sharing, turn taking and cooperative play activities.</p>
	Interacts with miniature or Small World play.	<p>Harness learners' interests e.g. dinosaurs, pirates, police, space</p> <p>Create small world scenes with shallow trays / tubs, pebbles, moss, shaving foam, sand, soil – e.g. create a rock pool, a lunar surface.</p> <p>Add sensory materials to enrich the play and increase vocabulary development.</p>	
	Likes to socialise with peers.	<p>Encourage cooperative play / activities e.g. support peers to set up games with rules.</p>	
<p>Level 12 See also Bridging levels 1 to 3 Semi-formal Literacy</p>	Can pretend to be another person.	<p>To encourage this:</p> <p>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.</p> <p>Offer stimuli Use real or fantasy stories, pictures or films as a starting point. Support learners to work out what happens next.</p> <p>Repeat Repeat a role play game on a number of occasions.</p> <p>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.</p> <p>Let the learner lead If possible role-play activities should be learner-led and any interventions by adults should be used to safeguard children, encourage additional learning or explain alternative options that learners can take.</p> <p>Ask focused open ended questions, rather than closed questions.</p>	<p>Facilitate role play as a:</p> <p>Onlooker: appreciates ongoing role play nod, smiles etc</p> <p>Store manager: gather materials makes props construct costumes</p> <p>Co-player: assume role mediates dialogue define roles and actions of characters.</p>
	Can act out how that person can behave.		

	Can demonstrate how that person might talk.	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 Use Zones of Regulation, communication boards to support acting out behaviours.	
	Shows enjoyment in being involved in organising games with peers.	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.	Provide access to play / activity partners – this might be a peer / peers from another class.
	Shows positive attitude to being involved in co-operative activities with peers		
	Initiates interaction using communication book or aid	<p>Set up a Communication Temptation</p> <p>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.</p> <p>Set up the temptation and then wait and signal e.g. raise eyebrows to encourage the learner to initiate an interaction.</p> <p>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 child their snack, but “forget” to open the packet. • Give the child 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?). 	Make sure the learner has access to the appropriate communication device or communication boards.

		<ul style="list-style-type: none">• Open a bottle of bubbles, blow some with the wand, then close the bottle tightly and hand it to the learner.	
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Impact - What difference is our curriculum making?

Progress for SLD learners from year 3 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.

The Engagement Model is being used alongside the existing planning, assessment and recording system to record the progress of some SLD learners.

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

- AQA pre-entry level Unit awards
- AQA entry level Unit awards
- WJEC Entry level 1 awards

