

A4 Communication

- Respond to name being called
- Respond to requests with one key word
- Combine sound and gesture to request
- Follow a simple, single instruction
- Respond to a greeting from a familiar adult
- Use a talking tin for basic communication

A5 Communication

- Respond appropriately to greeting from a familiar adult
- Understand questions what and where?
- Follow simple 2 key word request
- Respond with yes and no appropriately
- Begin to recall information from a sentence
- Select a familiar objects by name and will go and find objects when asked or identify objects from a group

A6 Communication

- Initiate a formal greeting with a familiar adult
- Feel safe and actively engage with dynamic communications
- For pupils to retell the story as best as they can
- Ask and answer questions who? what? Where?
- Talk about a familiar story
- Listen to another person
- Join in and takes turns
- Use prepositions 'in' and 'on' correctly
- Has a different communication (expression/body language) to represent happy, angry, sad
- Take part in communication in a range of situations

A7 Communication

- To extend a formal greeting into a short conversation with a familiar adult
- To build up a clear and unambiguous likes and dislikes
- To follow more complex instructions
- Talk about what they have done in a recent experience
- To engage in a declarative conversation with another
- To retell the story with fewer prompts and increasing accuracy
- To use appropriate physical contact with a peer
- To turn take with another person
- Communicate with peer in conversation, two turns each
- Contribute to and take turns in a small group
- Begin to use language linked to time
- Communicate how they feel

A8 Communication

- Learn and use Core Makaton Sign Vocabulary
- Share a personal event or news or share in a fictional story
- make a supported positive choice from two given options
- Establish that choices may carry significant consequences
- Engage in a declarative 'conversation' engendered by another
- Retell a story with sufficient accuracy to be understandable to a new listener
- Tolerate others in their space or to request time away from the group
- Respond to someone who is happy, angry, sad appropriately
- Use connectives in speech
- Understand instructions using sequencing words
- Listen for short to increasingly longer periods in a large group practising to focus on an adult
- Develop listening skills through listening for familiar sounds
- Develop appropriate interaction techniques such as listening to a familiar person for increasing amounts of time
- Through engaging in paired, group and whole class activities, develops ability to listen and do at the same time

A9 Communication

Listening and Attention	Understanding, Communicating and Discussing and Responding	Speaking and Communication Aids
<p>Increase listening from shorter to longer periods within a large group, developing sustained attention</p> <p>Listen to a wide range of engaging stories practising to listen and do at the same time</p> <p>Listen and respond to questions from peers through paired and small group work</p> <p>Learn about appropriate interaction strategies such as; waiting turns to speak, listening for the answers to their questions (circle time, turn taking activities)</p> <p>Develop listening and attention skills watching short educational animations and clips</p>	<p>Listen and say rhyming words</p> <p>Understand a range of complex sentence structures including negatives, plurals and tense markers</p> <p>Begin to understand humour, e.g. nonsense rhymes, jokes</p> <p>Follow a story without pictures or props</p> <p>Listen and Respond to ideas expressed by others in conversation or discussion</p> <p>Understand questions such as <i>who; why; when; where and how</i></p>	<p>Understand how and when to use social greetings and good manners</p> <p>Learn and use Core Makaton Sign Vocabulary to support their selves or their peers communication</p> <p>Extend vocabulary especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Use language to imagine and recreate roles and experiences in play or role-play situations</p> <p>Link statements and stick to a main theme or intention</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>

Communication Pathway 2
Skills development

Develop listening skills through listening for final sounds in words in varying phonics activities		Develop key vocabulary through use of word banks and repetitive use of words through various topics and subjects
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