

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

Communication Pathway 3
Skills development

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

A10 Communication		
Listening and Attention	Understanding, Communicating and Discussing and Responding	Speaking and Communication Aids
<p>Listen and respond appropriately to adults and their peers</p> <p>Listen to others arguments and opinions</p>	<p>Tell a simple story with a partner or in a group through any subject or lesson</p>	<p>Develop key vocabulary through use of word banks and repetitive use of words through various topics and subjects</p>

Communication Pathway 3
Skills development

<p>Listen to what others say and build on what has been heard</p> <p>Participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>Gain, maintain and monitor the interest of the listener(s)</p> <p>Consider and think about different viewpoints from peers</p>	<p>Participate in role-play or presentations in-front of a small then larger group to develop speaking and confidence</p> <p>To express their feelings or opinions and understand that others may have differing opinions and feelings to themselves</p> <p>Ask relevant questions to others and respond to straight forward questions asked by others</p> <p>Encouraged to make appropriate contributions to group and class discussions</p> <p>Encouraged to speak at an appropriate volume and clearly so that others can hear and understand</p> <p>Articulate and justify answers, arguments and opinions</p>	<p>Learn and use Core Makaton Sign Vocabulary to support their own or their peers' communication</p> <p>Use the appropriate personal pronoun such as; I, you, he, she, it, we they, me, him, her, us, and them either verbally or through Makaton sign</p> <p>Use prepositions either verbally or through Makaton sign such as; in front, behind, between to describe positions</p> <p>Use regular plural noun suffixes –s or -es (for example dog, dogs; wish, wishes)</p>
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A11-A15 Communication

These below statements apply to pupils working between the ranges of A11-A14. The content which is derived from the National Curriculum should be taught at a level appropriate to the age and stage of the pupils. Pupils should build on the oral language skills that have been taught in preceding blocks of learning.

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions

Communication Pathway 3
Skills development

- Give well-structured descriptions, explanations & and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role-play/improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication