

## My Communication

|  | Pre-Formal [P1-3]  | Pre-Intentional Communication |
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| <p><b>Curriculum Intent</b></p> <p><b>Learning Intentions</b></p> <p>MAPP PLIs-<br/>Communication/Language</p> | <p><b>Expressive Language/Choice Making:</b> to consistently display a preference for people; activity; objects; sensory mode- texture, sound, smell, taste. Consistency of responses maybe be intermittent moving to regularity [CSD]. Pupils will be able to make purposeful messages without words to convey the meanings. E.g., More, stop, I want. Use a wide range of non-verbal communication e.g. vocalisation, facial expression, hand gestures, whole body movements, PECS to interact or to request for a motivating activity or item. Pupils will develop joint attention in order to initiate and show enjoyment in reciprocal interactions. Pupils will develop consistent responses to convey likes and dislikes</p> <p>To vocalise, use body language, natural gesture and facial expression to indicate preferences for an activity, object or person. To indicate 'yes' and 'no' via body language, gesture or activity i.e. turning away, pushing object/person away, screwing face up or tongue thrusting, eye avoidance.</p> <p><b>Receptive Language/Understanding/Listening and Attention:</b> to have a growing awareness of environment and changes in the environment i.e. quizzical expression to a new sound, turning to locate a voice. To have emerging anticipation of routines supported by key objects of reference and Tassels i.e. smiling at a familiar greeting; stilling to the 'alert' Tassels sign. Engagement is generally initiated by adult- does the child tolerate, are they receptive and do they intimate more? Pupils will develop understanding of routines to be able to anticipate what will happen next in familiar contexts. Starts to anticipate and may initiate as the child recognises the routine. Children will begin to recognise and use real objects or symbols in order to make choices. Develops object permanence and simple cause and effect on immediate environment to increase their independence.</p> <p><b>Reading &amp; Writing:</b> Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. Pupils will start to engage with simple stories and the sounds that adults make to promote active learning. Pupils to engage and explore a range of wet and dry messy play in order to develop their fine motor skills.</p>                                  |                               |
|  | Semi-Formal [P4-7/8]   | Intentional Communication     |
|  | <p><b>Expressive Language/Choice Making:</b> to voice/indicate/choose activity, person and know/say why it's your choice i.e. leading an adult to the activity/object needed, sign or use symbol choice for an object at snack or play time. To indicate 'yes' and 'no' i.e. by shaking head or vocalising, sign/symbol, using a switch consistently and meaningfully. Accessing technology to support choice making and identification i.e. Eye Gaze. Child may begin to use key words/vocabulary that maybe descriptive or narrative based to support play i.e. "loud firework, bang" or instructional "bag on floor". Vocabulary may have a range nouns, prepositions, adjectives, verbs and pronouns. Child routinely initiates contact and communication with adult or peer. Pupils begin to combine words, symbols or signs in order to make phrases to comment and describe. Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.</p> <p><b>Receptive Language/Understanding/Listening &amp; Attention:</b> to consistently anticipate and predict everyday familiar routines i.e. using a symbol timetable, symbol now and next board. Respond to 2-4 part key word instructions within context and developing to non-contextual direction [DLS]. Developing an awareness and understanding of written instruction i.e. picture/photograph to symbol text or supported written text within the environment and in literature. Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation.</p> <p><b>Reading &amp; Writing:</b> Pupils handle books with care and able to turn pages one at a time. They can focus on pictures and text in books in order to identify main characters. Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems. Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments. To be able to hold a writing tool with a tripod grip in order to hold a</p> |                               |

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|  | writing tool with better control. Pupils can trace and copy circular, horizontal and vertical lines using messy play and writing tools to begin to show active participation in their writing. Pupils can use a keyboard to match letters and input them onto the computer or tablet to develop writing on a computer.  |
|  | Semi-Formal-Formal [P7/8-NC1] <span style="float: right;">Language/Literacy</span>  |
| MAPP PLIs-<br>Communication/Language   | <p><b>Comprehension/Expression/Listening and Attention:</b> Students are engaging in formal expressive communication and language using simple sentences- understanding 3-4 word+ sentences with what, where, who and some why? Beginning to embed this level of comprehension with reduced contextual clues and support. Using and initiating conversation via sign/AAC device, symbolised strategies and tools. Beginning to use conventions of grammatical structures e.g., adjectives to support conversation/writing to describe an activity, object, feelings. Will use language to support their activities during engagement as self-directed narratives- "I'm dancing faster and faster". Confidently converse and have a voice to make choices and talk with others- peers/familiar and less familiar adults. Pupils will understand and use language to talk about things beyond their current situation including past events and use future tense. Pupils will use more complex sentences using 'and' and 'because' in order to be able to join and sequence ideas. Pupils can plan, question, negotiate, make predictions and reason. Pupils can recognise letters of the alphabet and can blend words together using phonics knowledge at Phase 2/3. Pupils can pay attention and take into account what others say which can enable them to take on an imaginative role with a narrative. Pupils can use language such as 'first' 'last' 'after' to enable them to order events in discussions and instructions. Pupils understand prepositions 'under' 'on top' 'behind' in order to be able to understand and respond to instructions containing two-parts. Understand three-key words instructions and questions to develop and further their understanding and listening skills in a variety of contexts.</p> <p><b>Reading:</b> Foundations for phonics- moving to Phase 2/3, growing awareness and knowledge of phoneme/grapheme, some blending [Little Wandle Programme for detail]. Pupils can read from left to right and top to bottom, and read and match CVC and familiar words without visual support. Pupils can link sounds to letters, name most letters in the alphabet and find words beginning with the same letter. Some students may use symbols to support reading and use symbols for sequencing and ordering of story/book, sentences and create sentences [mixed up nonsense to reorder]. Some pupils may have some 'look and say' word recognition and social sight vocabulary e.g., shop signs, public amenities. Enjoy books and identify non-fiction and fiction, find/identify books with a theme or character, recollect and retell a familiar story and it's key sequence and events, can give information about characters.</p> <p><b>Writing:</b> Developing fine motor skills with pincer grip to support refined mark making- left to right pathways and letter shapes. Overwriting/faded writing techniques and tools to support. Pupils can hold a writing tools between their thumb and two fingers to develop their control. Pupils can type or write a letter of the alphabet upon hearing it aloud. They can accurately type or write CVC and common words. Some pupils may develop alternative means to develop writing skills using AAC technology, ipad app/Clicker, eye gaze- symbol use to create sentence structures.</p> |
| <p><b>Curriculum Implementation</b></p> <p><b>Suggested Teaching &amp; Learning Activities [small group 1:1] and Tool Kits</b></p> | <p>Sensory Stories: Celebration stories that may also include some festivals and celebrations from different cultures and faiths i.e. Hannukah 'The Hannukah Mice'. Stories that relate to familiar special events i.e. Kipper's Birthday, My Presents, Dr.Seuss Happy Birthday to you, Peppa Pig Happy Birthday. Symbol strips to support story reading. Phonic links to key celebratory objects.</p> <p>Singing and Action Rhymes: themes as above, Happy Birthday from different cultures, Christmas songs to sing and sign, songs about the seasons.</p> <p>Sensory Drama/Music: Can be based on the story themes, chosen from above or linked to the action rhymes.</p> <p>Writing skills: grapheme practice; mark making in glitter and sensory materials; writing party invites; creating and writing greeting cards.</p> <p>Play Provision facilitation: themed role play areas i.e. birthday table; multi sensory present basket; mirrors/reflective surfaces treasure baskets; themed play areas that meet individual preferences and schemas i.e. cars/moving parts; pouring/emptying- sand/water; transporting- containers and objects.</p> <p>Makaton Symbols/PECS Photos VOCA TASSELS SCERTS Objects of and Olfactory Reference<br/>Attention Autism Surprise Bucket Little Wandle SSP</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto; margin-right: auto;"> <p>Key vocabulary:<br/>individualised, functional or<br/>themed.</p> </div>  |