

CLARENDON PRIMARY CENTRE COMMUNICATION CURRICULUM

At Clarendon Primary Centre the Communication Curriculum underpins all of the other curricula taught. The school strongly believe that having good communication skills aids all aspects of life – from professional to personal and everything that falls in between; therefore the ability to communicate effectively is perhaps the most important of all life skills. Our definition of communication is more than simply passing information to others (expressive language) and understanding what is said to us (receptive language), but also places emphasis on the importance of attention and listening, social skills and the role of play in developing our relationships with others. We aim for our children to be able to express needs and wants, accept and refuse, understand information, ask questions, form opinions and enable rewarding relationships through a total communication approach. Our Total Communication approach uses a range of modes of communication, both high and low tech, to enable all children to have a voice.

COMMUNICATION

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Respond with curiosity to stimuli	Supported Participation	Remember responses	Explain	Explain	Explain in more detail
Respond to turn taking	Active participation	Give examples	Identify	Describe strategies	Describe strategies
	Co-operation		Describe	Demonstrate	Demonstrate
	Engagement		Demonstrate	Identify	Identify
	Recognition		Explore	Consolidate	Apply
	Anticipation		Initiate	Listeners	

ATTENTION AND LISTENING

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or parent	Can attend to Attention Autism activities Stage I & II. Can take at least 1 turn in Attention Autism Stage III	Enjoy listening to stories and can remember much of what happens	Listen to instructions or information delivered to the whole class	Is able to sustain own listening and demonstrate they have listened carefully through making relevant comments and questions	
Watch someone's face as they talk	Can attend to Attention Autism activities Stage I-IV. Can sit and attend for story time.	Sustained attention (prolonged focus). Can attend to adult led activity for between 5-15 mins			
Generally focus on an activity of their own choice and are unable to attend to an adult direction	Engage in story time activities				
Listen to other people talk with interest, but can easily be distracted by other things	Listen carefully to rhymes and songs, paying attention to how they sound				
Become more focused when engaging with motivators	Can attend to adult led activity for 1-5 mins		Selective attention (avoiding distraction). Can sit and work on a task in a noisy environment	Alternating attention (switching between tasks)	Divided attention (multi-tasking). Can listen to the teachers and take notes at the same time
Can attend to Stage I Attention Autism Activities					

SOCIAL SKILLS

Encountering	Foundation	Core	Development	Enrichment	Enhancement
May offer brief eye contact for highly motivating activities. Responds to Ready, SteadyGo! activities. Needs adult support to take part in an activity	Respond to yes and no consistently	Transitions and can follow school routine with support	Transitions independently and can follow school routine	Can start a conversation with an adult or a friend and continue it for many turns	Follow and join in a group discussion giving my own relevant views and being able to consider and evaluate the ideas of others
Use gestures like waving and pointing to communicate	Wait for an activity, anticipate an activity		Hold conversation when engaged in back-and-forth exchanges with their teacher and peers	Use behaviours modelled by partners to guide social behaviour	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as actions
Copy your gestures and words	Take turns with adult support		Use talk to organise themselves and their play. 'Let's go on a bus....you sit there.....I'll be the driver'	Participates in rule based group recreations	Follows conventions for ending conversations. Follow conventions of politeness for starting and ending conversations
	Greets staff and pupils using names			Understand non-verbal cues of turn taking and topic change	Initiate and maintain conversations that relate to partner's interests
	Responds to literal questions	Ask and respond to literal questions			

PLAY

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Observing play	Develop pretend play, 'putting the baby to sleep' or 'driving the car to the shops'	Is demonstrating imaginary play and may encourage a peer to join in			
Solitary play	Parallel play - plays alongside others	Collaborative play with adult guidance	Collaborative play (with peers < 15 mins)	Pupil directed collaborative play	Problem solve and reason through play

RECEPTIVE

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Follows instructions with 1 key word in context and familiar routines when supported by gesture/Makaton/visuals	Independently follow an instruction with 1 & 2 key words	Can follow instructions with 3 key words, with 4 key words emerging	Can follow instructions related to school routine. May need instructions for completing curriculum based activities repeated or broken down into smaller steps		Is able to identify the key ideas and links between them and respond in small details
Recognise and point to objects if asked about them	Identify familiar objects and properties when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'	Understand a question or instruction that has two parts, such as 'Get your coat and wait by the door'			Differentiate between fact and fiction relating to taught material
Understand simple instructions like 'give to mummy' or 'stop'. Supported by Makaton/gesture/visuals	Understand and act on longer sentences like 'make teddy jump'	Able to understand and use concepts of position, possession, size			Understand non-literal meaning of humour and figures of speech
Responds to own name	Understand simple questions about 'who', 'what' and 'where' in context	Listen to simple stories and understand what is happening, with the help of the pictures			Understand a variety of sentence constructs
Understand single words in context - 'cup', 'milk', 'daddy'. Supported by Makaton/gesture/visuals		Listens and responds to simple instruction to whole class			Beginning to understand the concept of 'fake news'
Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Supported by Makaton/gesture/visuals		Demonstrate understanding of past and future events from their experience			

EXPRESSIVE

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Reach or point to something they want while making sounds	Use 50+ functional words (supported by PECS or Makaton, if required)	Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Use tenses correctly in conversation	Use language to negotiate, give opinions and praise	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Initiate requests for basic needs eg. Drink, using word, sign, gesture	Consistently respond to greetings with words (or signs)	Start to develop conversation, often jumping from topic to topic	Literal re-telling of a story or series of events/experiences	Articulate ideas and thoughts in well-formed sentences	Can answer 'how do you know?' questions, demonstrating the ability to infer information from text or pictures
Will join in with songs/music activities	Use 2 word phrases	Spontaneously uses 2 or 3 word phrases to comment or request	Able to answer why questions in context and based on personal experience	Connect one idea or action to another using a range of connectives	Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen
Babbles / Uses jargon / May have some single words	Uses single words to make a request or comment on an activity	Sing a large repertoire of songs	Know many rhymes, be able to talk about familiar books, and be able to retell a long story	Can communicate about a subject of their choosing in a structured and sequenced way	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
Use intonation, pitch and changing volume when 'talking'	Learn rhymes, poems and songs	Use new vocabulary through the day	Use longer sentences of four to six words	Asks questions to clarify ideas and actions	Talk confidently and fluently in a range of situations, using formal and standard English
		Start to say how they are feeling, using words as well as actions	Ask questions to find out more and to check they understand what has been said to them	Ask questions to find out more and to check they understand what has been said to them	Express ideas and opinions, justifying a point of view with relevant detail
		With visual support can extend sentences to include subject, verb, object	Use new vocabulary in different contexts	Can construct a coherent, detailed narrative to describe/re-tell an event	Ask questions to develop ideas and make contributions that take account of others' views
		Listen to and talk about stories to build familiarity and understanding	Make comments about what they have heard		Engage listeners through choice of vocabulary and register according to the context
			Use short sentences to make comments or requests. Can recount an event that happened outside the school setting. Can incorporate adjectives into narratives		Respond appropriately to social cues

SPEECH

Encountering	Foundation	Core	Development	Enrichment	Enhancement
Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements Speech sounds in early stages of development	Usually still learning to pronounce multi-syllable words such as 'banana' and 'computer' and may still be developing their speech sounds	Effective vocal volume	I can speak audibly and fluently		
		May have problems saying some sounds: r,j,th,ch and sh or multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'			

Augmentative & Alternative Communication (AAC) Pathway

Phase I PECS with photos	Phase II - Phase IV PECS	PECS Phase V & VI simple ALD	Developing use of Aided Language Displays/AAC/PODD	Independent use of AAC/Pragmatic Organisation Dynamic Display (PODD)
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SCERTS

Social Partner stage	Language Partner stage	Conversation Partner stage			
Uses body language, gestures and facial expressions to communicate	Use single words and brief, phrases to communicate with speech, signs or pictures	Use creative language to communicate and succeed in a range of social settings			
Use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)	Use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)	Communicate in many ways for many reasons			
Use at least 3 different words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose)	Use at least 100 words or phrases with communicative intent (i.e., by spontaneously coordinating the words or phrases with gestures or gaze for a communicative purpose)	Use planning and preparing ahead as a strategy for self regulation during transitions			
Use at least 3 words or phrases regularly (i.e., often and not just on a rare occasion)	Use at least 100 words or phrases regularly (i.e., often and not just on a rare occasion)	Follow social conventions to use appropriate vocal volume, interaction and body proximity			
	Use language to communicate emotions and ask for calming and focusing activities				
	Use at least 20 different combinations of words and sentences with a persons name and verbs that are creative (i.e. not just exact imitations of phrases)				

Performance

Encountering	Foundation	Core	Development	Enrichment	Enhancement
With adult guidance, can appear on the stage during a performance	Able to take part in a short sequence supported by staff on stage during a performance	Able to take part in a short performance communicating one word or phrase supported by staff on stage	Able to take part in a play supported by staff in the wings, saying some lines and acting in character	Able to act out a small part in a play without adult support, with a sense of audience	Able to act in character clearly delivering a number of lines during a performance, with an awareness of audience, communicating clearly and audibly