

TEACHING STRATEGIES & ACTIVITIES FOR THE DEVELOPMENT OF SPEAKING AND LISTENING WITHIN P SCALE

Compiled by the English Co-ordinators
from SLD Schools and Specialist Nurseries
in Leicestershire LEA

Supporting School Effectiveness

Teaching strategies and Activities for the development of Speaking and Listening within 'P' Scales

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INTRODUCTION TO THE BOOKLET

This booklet has been produced through collaboration between the seven English Co-ordinators in Leicestershire LEA schools and nurseries for children with severe learning difficulties. It has the support (financial and academic) of Leicestershire LEA. It has been written following two sister publications: 'Development of Writing within P Scales' (2003) and 'Development of Reading within P Scales' (2004) both available in electronic version at Leicestershire LEA www.leics.gov.uk . This venture has been an opportunity to share ideas and good practice. The process has also enabled the English Co-ordinators to standardise the work we were already doing in schools and nurseries though a process of videoing pupils in speaking and listening activities. The ideas incorporate those from other colleagues, teachers, speech and language therapists, support staff and of course parents and carers of the pupils we work with.

In this booklet and indeed in our work, speaking and listening skills are seen as central to the curriculum and the needs of the pupils we teach. As the terms speaking and listening are rather limited, we have interpreted them as the use and understanding of communication in all modes. The pupils we teach range from having little or no communication to those who are able to engage in short conversations. We hope to offer ideas and activities to address this range with emphasis on both receptive (listening) and expressive (speaking) skills. As the P scales themselves are markers of a 'point in time' they cannot and do not assume to cover all aspects of communication development. Therefore some activities and teaching strategies we describe are not directly related to the descriptors (although many are) as we believe that there are many other skills to be acquired within each stage.

There is a wealth of literature on the area of early communication and we do not intend to refer to all of it here. As a team of experienced practitioners in the field, we hope to offer ideas and strategies that we have found useful in our work that can be used in different contexts and settings.

Who and what is this booklet for?

We aimed to publish the author's wealth of ideas and expertise in the areas of speaking and listening for colleagues – teachers and support staff – and speech and language therapist new to this area. It addresses the development of communication of pupils working at levels P1 to P8. Within this document speaking and listening are interpreted in their broadest sense and include:

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Early Communication

These skills are incorporated in the P Levels 1 -3 and include non intentional and intentional communication, use of pupil's idiosyncratic methods of communication and use of Objects of Reference and body signing (see reference section).

Development of Attention

Pupils can have varying levels of attention from single channelled (i.e. visual or auditory) to later stages where attention control is integrated. Much emphasis needs to be placed on gaining pupils attention and in teaching them to focus for longer periods. Much early communication work needs to focus on this area. (See reference to Cooper Moodley and Reynell below)

Receptive Communication (Listening)

This includes all methods by which the pupil is able to understand messages conveyed to them. For example, natural gesture, facial expression, tone of voice, Makaton signing, objects of reference, symbols or pictures, the written word, spoken language and a combination of these. A thorough understanding of the pupil's level of understanding is necessary to enable any teaching to take place. The phrases 'key word level' and 'information carrying words ' are used through out this booklet and refers to the amount of key words, signs or symbols the pupil is able to process at any one time. For more information on this please look at the materials from the Derbyshire Language Scheme or more recently Language Steps (see below). The development of receptive communication usually runs slightly ahead of expressive communication development. However this is not always the case. In our experience the presence of a reasonable level of expressive language does not necessarily mean that the pupil has the same level of receptive language. Both areas need to be assessed carefully and separately. In our experience pupils with severe learning difficulties take extra time to process verbal language. Therefore adults need to give pupils plenty of time to respond to instructions and comments, or presentation of symbols and pictures before repeating them selves (silently counting to 6 is a good tip!). Speed and pacing of utterances is therefore as important as the amount of information given to pupils. Manual signing (e.g. Makaton) also helps to pace verbal language

It is of utmost importance to be aware of the specific vocabulary (whether sign supported, photographs, symbols, objects of reference or symbols used with AAC devices) that the pupil is able to understand in order to develop this further.

Expressive Communication (Speaking)

This area includes all means, purposes and opportunities the pupil has to communicate. The means of communication can include, signing, use of symbols and photographs and verbal language. Language levels are described as 'key word levels'. This gives the reader a shorthand way of understanding the pupil's level. e.g. a Pupil who can use utterances at a two key word level can use two information carrying words in each utterance e.g. 'Mum car'.(See DLS). Pupils may use their own idiosyncratic forms of communication, which may be shaped into more familiar modes. Pupils also need to be encouraged to use communication for different purposes such as to express needs and wants, social e.g. greetings, giving and asking for information and expressing feelings. Pupils need to be given frequent opportunities to communicate with different people (adults and peers), and different situations within and outside school. Adult's use of commentary i.e. saying what the pupil is doing as they are doing it provides an excellent model for pupils if used at or just above the level the pupil communicates, particularly for less confident speakers. The development of a core vocabulary for pupils to communicate their needs, preferences and interests and to access different parts of the curriculum is also seen as essential.

Alternative and Augmentative Communication (AAC)

This includes all 'low tech' communication to use alongside or instead of verbal language as previously mentioned i.e. OOR,s, photograph and symbol books and systems, signing systems e.g. Makaton and 'high tech' systems such as switches (e.g. big Mack) and speech output devices. (See reference to BECTA). Pupils should have open access to appropriate alternative and augmentative methods as they would if they were able to use verbal language to communicate.

Development of speech sounds (phonology and articulation)

Although this booklet does not specifically address this area some ideas to develop early listening and attention to sounds are included. The emphasis of this guide is on developing communication skills and language rather than speech in the stages of development P1 to P8. In the authors experience speech sound difficulties are present in many of the pupils we teach. However our emphasis is on the development of a means to communicate rather than focussing on this aspect which can make pupils anxious if it is developed at too early a stage. Advice from speech and language therapists needs to be sought before beginning work in this area. Also see reference to eating and drinking skills below.

Development of Social Communication Skills

Throughout our work with pupils with severe learning difficulties emphasis is given to using communication skills in functional settings. As pupils grow older, and for those with a higher level of language development, (P6, P7 and P8) more emphasis is given to the area of developing social communication skills e.g. use of eye contact, taking part in a conversation, using communication as part of life skills work (e.g. asking for a fare when catching a bus). There are some resources useful for this area at the end of the booklet.

Other areas to be considered:

Cultural Issues

Pupils from different cultures may have different traditions and communication styles. These must be taken note of when planning any intervention and an awareness of the variety of languages the pupil is exposed to. Discussion with family members and carers is essential in carrying out assessments and planning communication activities.

Specific Language Impairments

Most of the pupils we teach have a delay in the development of their communication skills in line with their cognitive level. However some pupils have a specific impairment in this area. This may lead to communication being more severely impaired than other areas of development or language developing in an unusual way e.g. specific word finding difficulties, stammering or verbal dyspraxia. (see references for more information on these areas and refer to Speech and Language Therapy advice)).

Physical (motor) development

Some pupils we teach have a range of physical disabilities. For these pupils advice will need or be sought regarding positioning for communication from physiotherapists, occupational therapists and speech and language therapists and school staff, using a multi-disciplinary approach. This is particularly the case when pupils need to access switches to operate speech output devices.

Eating and drinking skills

Many pupils (particularly many of those with physical impairments) will have difficulties with eating and drinking skills. A multi-disciplinary approach is essential including advice from Speech and Language Therapists, Physiotherapists and Occupational Therapists, parents and the school staff involved in day to day feeding. Eating and drinking skills are seen as necessary in the development of speech and language skills.

Cognitive development

As all the pupils we refer to in this booklet have severe learning difficulties they will by definition have impairments in this area. This will affect, memory and retention and recall of information. Skills are often developed unevenly. In our experience this is particularly notable in those with an Autistic Spectrum Disorder.

Sensory Abilities and Impairments

Many pupils have a mild, moderate or severe hearing impairment or visual impairment. Some pupils have tactile impairments; these must be taken into consideration when planning activities to develop communication.

Autistic Spectrum Disorder

This results in impairment in the social aspect of communication and extra work is needed to enable pupils to learn the purpose of communication. We have found that to focus on the activities that are very motivating for the pupil are often a first place to start. Pupils with ASD range from those with no verbal language to those who are able to communicate using complex sentences. However the social impairment and lack of awareness of the reciprocity of communication will be evident. The descriptors at P6 are particularly difficult for this group to achieve and special mention is made here of some strategies.

Medical needs

Pupils may have a range of medical needs which may lead to periods of ill health and lead to difficulties in acquiring new skills (e.g. severe epilepsy). Awareness of these is important when planning activities and approaches.

Emotional and behavioural needs

Pupil's emotional well being will have an impact on their level of communication (both receptive and expressive) and must be taken into consideration. When planning interventions to reduce behavioural difficulties communication issues must be addressed.

General points

The most important resource that adults working with pupils with severe learning difficulties have is themselves. Although there are many useful purchasable resources in this area there is no substitute for giving adults time to individual pupils. Communication is by definition a two way process and therefore the adult's role as facilitator and an empathetic communication partner cannot be overstated.

- Adults should be sensitive and receptive to the smallest attempts at communication by their pupils
- Adults should use multi-sensory strategies to engage pupils.
- Planning for speaking and listening skills should be collaborative, to include the pupil's parents and carers, speech and language therapists and other professional involved in the pupil's education including the pupil themselves.
- Emphasis should be placed on what is motivating and important to each individual pupil when writing communication targets.
- Adults should consider core vocabulary to be taught throughout the school so that consistent vocabulary is used with pupils.
- Adults should have training in the level of language they use with pupils and to ascertain the level of pupils receptive communication.
- Speaking and listening activities should be fun!

A note about assessment

There are many assessment packages and teacher assessments available to assess pupil's levels of communication. It is not the purpose of this booklet to describe these although some are referred to. The authors use a variety of assessments to ascertain the

levels of communication development and in devising programmes to develop the communication skills of their pupils. This booklet aims to give readers access to their ideas and a range of activities to use with pupils related to P levels.

How to use this booklet

Each P level is introduced with the level descriptor for speaking and listening from the QCA English document. For the levels P1(i) to P3(ii) speaking and listening are grouped together as the descriptors are the same. For levels P4 to P8 speaking and listening are split into separate sections with activities described for each one. The sections are divided into three columns under the following headings:

1. **Speaking or Listening** – our interpretation of the level descriptor statement.
2. **Teaching Strategies** – suggestions of what adults can do to assist and facilitate the pupils in the development of their speaking and listening skills.
3. **Activities** – descriptions of activities to promote learning

This is followed by a useful list of some books, website addresses, publishers, packs and resources we have found useful. All staff working with pupils are referred to as adults for ease of reference.

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P1(i) Encounter shared activities and experiences. May be passive or resistant. May show simple reflex responses, for example startling at sudden noises or movements. Any participation is fully prompted.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils at this stage will need assistance to engage with sensory activities.</p> <p>Pupils handle objects of reference with assistance</p> <p>Activities encountered at this stage are fully prompted.</p> <p>Pupils encounter and passively accept tactile and multi sensory activities – sound, visual stimuli, taste, touch smell etc e.g. reflex responses to different sounds.</p> <p>Pupils give fleeting attention to someone in their personal space.</p> <p>Pupils passively accept physical contact.</p> <p>Pupils passively accept taste.</p> <p>Pupils passively accept smells.</p>	<p>Adults to use pupil’s name on commencement of interaction / activity</p> <p>Adults will provide chosen key objects of reference (limited) and assist handling. These may vary in different establishments.</p> <p>Adults should provide sensory experiences. Adults should ‘talk’ about the different aspects of the materials.</p> <p>Adults will develop multi-sensory routines.</p> <p>Adults should use body signs with some pupils.</p> <p>Adults should use personal symbols with some pupils</p> <p>Adults will allow time for pupil to respond.</p> <p>Adults to respond to any attempts at communication, treating any</p>	<p>Sing/say name frequently, use name exactly as spoken by family/carers</p> <p>Personal objects of reference e.g. piece of sling for hoisting, cup for drink</p> <p>Assisted touch of sensory materials. Single sounds. Puppet work Peek-a-boo Hiding under blanket Changes in sensory materials.</p> <p>Opportunities for variety music/sounds (e.g. pop, jazz, classical, country, nursery rhymes). Sounds effect tapes, live music, taped music, jingles.</p> <p>Listening to choirs, orchestras, visiting musicians Sound/silence Sounds in different areas of school.</p>

<p>Pupils show reflex responses to object cues.</p> <p>Pupils make random involuntary movements e.g. eye flicker or change in body tone.</p> <p>Pupils encounter a range of objects, images and sounds.</p> <p>Pupils react to physical touch e.g. by distress or relaxing.</p> <p>Pupils react to visual stimulation.</p> <p>Pupils react to sounds – loud noise, music, voice which may be at a reflex level</p>	<p>movement/sound etc. as meaningful.</p> <p>Adults to imitate pupil sounds/actions.</p> <p>Adults to provide plenty of opportunities for pupils to repeat activities/actions.</p> <p>Adults to use simple key word vocabulary.</p> <p>Adults makes use of voice/tone, responding to any reaction from pupils, mimicking early caregiver – child interaction</p> <p>Adults should be astute to pupil's sounds, body language, gestures, eye contact and treat any responses as intentional.</p> <p>Adults may support pupils to turn towards sounds.</p> <p>Adults to write a communication passport to give all in contact with the pupil advice on how to interact with the pupil.(see references)</p>	<p>Fibre optics / single light source – police light</p> <p>Little room./ tent</p> <p>Sounds of different containers, cylinders, buckets, echo mike, sound making toys, toys involving movement, light Overload tray with equipment, e.g. balls/bells so any movement creates a sound/movement. Use tape recorder, Karaoke</p>
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P1(ii) Show emerging awareness of shared activities and experiences. May have periods when they appear alert and ready to focus attention on certain people, events or parts of objects, for example attending briefly to interactions with a familiar person. May give intermittent reactions, for example sometimes becoming excited in the midst of social activity.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>On occasions pupils demonstrate some awareness to presented stimuli.</p> <p>Pupils at this stage are more tolerant of physical intervention and stimuli.</p> <p>Pupils occasionally react to familiar rhymes by startling or smiling.</p> <p>Pupils shows intermittent reactions and emerging awareness of peers or familiar adults</p> <p>Pupil briefly responds to familiar adult</p> <p>Pupil briefly interacts with familiar adults</p> <p>Pupils show intermittent reactions and emerging awareness of sounds and particularly familiar voices.</p> <p>Pupil turns towards familiar adult's voice Briefly attends to speech of familiar adult.</p> <p>Pupils show intermittent reactions and</p>	<p>Adults to develop visual attention opportunities.</p> <p>Adults provide single stimulus.</p> <p>Adults provide multi-sensory activities.</p> <p>Adults involve peers e.g. by ensuring close contact / shared explorations.</p> <p>Adults provide routines or 'circuits' of activities to encourage anticipation.</p> <p>Adults provide many opportunities for direct physical contact.</p> <p>Adults use rhymes / songs with feeling, pause before punch line to develop anticipation.</p> <p>Adults introduce sounds through play activities.</p> <p>Adults use body signs consistently with</p>	<p>Opportunities to be alongside others.</p> <p>Knill music programme Tac Pac Sherborne Movement</p> <p>Contact by laying next to each other by working on resonance board</p> <ul style="list-style-type: none"> • Being held, rocked in time to song, music. • Being sung to in close proximity. • Personal symbols. • Using sensory material work on individual body parts, e.g. feet (in beans, flour, water, bubble wrap) • Assisted listening to stories <p>Games to encourage eye contact e.g. coloured glasses, eyes 'pop-up' toys and activities..</p> <p>Hanging mobiles, toys, e.g. balloons. Survival blanket to hang from ceiling. Black and white mobiles, single colour mobiles. Bubbles, bubble machine.</p>

P2i Begin to respond consistently to familiar people, events and objects. React to new shared activities and experiences, for example, withholding their attention. Begin to show interest in people, events and objects, for example smiling at familiar people. Accept and engage in coactive exploration, for example focusing their attention on sensory aspects of stories or rhymes when prompted.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupil responds consistently to familiar songs / rhymes e.g. pleasure, displeasure.</p> <p>Pupil may engage in activity for very brief period without full physical support.</p> <p>Pupils will make voluntary movement / change facial expressions / arm or leg movements.</p>	<p>Adults to provide consistent responses over significant period of time Small key number of staff.</p> <p>Adults to provide plenty of opportunities for repetition.</p> <p>Adult to create opportunities to develop babble play.</p> <p>Adults to provide pauses in songs/rhymes.</p> <p>Adults to look for consistent responses and attempts at communication from child, e.g. a particular sound to denote equipment/request for continuation of activity.</p> <p>Adults to provide different sensory environments.</p> <p>Adults to present toys in a variety of ways and places.</p>	<p>Babble play examples (ahhhh, ooooo) – patting doll – ahh / pop up toys ooo</p> <p>Ready steady go, 1,2,3 go, lap play type games Tickle games, choice games Interactive whiteboard – large visual image SEN switches Assisted use of switch toys, e.g. big mac, or MSR equipment. Tracking slow moving images, e.g. water play, sand play, paint. Corn flour and water.</p> <p>Quiet/noisy environments, e.g. library, market, toys on floor/trays, Resonance Boards, Echo mikes, microphones, voice activated switches..</p> <p>Treasure baskets / multi sensory themed areas.</p> <p>Florescent toys / tinsel / shiny materials / UV work</p>

<p>Pupils track sounds or visually interesting toys e.g. turns head to stimulus, vocalises.</p> <p>Pupil reacts to new experiences and activities.</p> <p>Pupil co actively explore and participate with support.</p>	<p>Adults should gradually phase out prompts, allowing pupils the opportunity to communicate that they want to continue the activity.</p> <p>Adults to use auditory tracking activities, pupil to follow interesting sounds and locate them.</p> <p>Adults should use consistent vocabulary and allow pupil's time to process the information and act.</p> <p>Adults should provide pupils with time and space to respond (the length of time will vary according to the individual pupil)</p> <p>Pupils will focus on one aspect only therefore any teaching approach must take care not to overload the pupil with too many materials or too many senses at once e.g. when child is exploring tactile materials use key words only.</p>	<p>Sound beam / sounds tracked around a group</p> <p>Parachute, visits to zoo / farm etc.</p>
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<p>Pupil begins to respond consistently to</p> <ul style="list-style-type: none"> • objects of reference • sensory cues • familiar objects • familiar people / voices • familiar sounds • familiar situations • familiar tactile experiences • familiar smells 	<p>Adults begin to provide opportunities for pupils to develop cause and effect skills.</p> <p>Adults to keep communication passport up to date.</p>	<p>Switch toys / pop up toys / drum and beater / wind chimes / touch screen / voice activated sound / microphone to operate equipment in multi sensory room. Tactile explorations; soil / treacle / jelly/ sand etc.</p>
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P2ii Begin to be proactive in their interactions. Communicate consistent preferences and affective responses, for example reaching out to a favourite person. Recognise familiar people, events and objects, for example vocalising or gesturing in a particular way in response to a favourite visitor. Perform actions, often by trial and improvement and remember learned responses over short periods of time, for example showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. Cooperate with shared exploration and supported participation, for example taking turns in interactions with a familiar person, imitating actions and facial expressions.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils make a consistent choice from two when presented with a preferred and non preferred object.</p> <p>Pupils may reach towards stimuli to request.</p> <p>Pupils will make exploratory movements in play with more independence.</p> <p>Pupils demonstrate some consistent sounds / actions in their communications – demonstrating intentional communication.</p> <p>Pupil greets familiar person using a supported sign / gesture / vocalisation</p>	<p>Choices of OORs presented regularly and consistently for preferred activities (e.g.music or fan) Adults to use simple key word speech / signs.</p> <p>Adults to provide routines and leave pause for pupils to fill in.</p> <p>Adults to follow pupils interests – respecting pupils non verbal communications for disliking activity / person / object</p> <p>Adults to maximize all communication opportunities – ‘everyday situations’ / play / 1;1; / small group.</p> <p>Adults to provide opportunities for face to face games – rhymes / songs / tickling.</p>	<p>Environmental sounds, e.g. police siren. Intensive interaction (1-1 session where pupils actions/sounds are imitated)</p> <p>Blowing games – adult to blow on skin / blowing bubbles, feathers, mobiles, boats, paper fish, tissue paper, windmills – encourage pupils to join in also blowing sound makers e.g. horns. Blow candles out. Blow bubbles through straws (paint), drinking through straws.</p> <p>Continue to copy pupils actions, vocalisations, facial expressions – mirror work – play making funny faces in mirror / distorted mirrors</p> <p>Opportunities to create sounds in echo mike or down tubes</p> <p>Games of give and take</p>

<p>Some pupils may begin to use PECS stage 1 and 2</p> <p>Pupil begins to associate meaning with familiar object / music / sound cue.</p> <p>Pupil turns towards familiar person when they speak / reacts when a familiar voice stops.</p> <p>Pupil looks at speaker – holding gaze for a few seconds during a 1:1 interaction.</p>	<p>Adults to use a variety of voice tones – quiet to loud</p> <p>Adults to use a variety of exaggerated body movements - exaggerate to maintain attention or move between different levels e.g. adult sitting on chair then down to floor level then standing.</p> <p>Adults to provide fun activities to promote eye contact</p> <p>Intensive Interaction activities (e.g. getting in child's line of vision, mirroring, leaving pauses) – see references Adults should provide a limited number of choices for pupils. Choices should be the same over a period of time to develop consistency.</p>	<p>Peek a boo games – under survival blankets / towels / netting / bars of slide (on natural situation that arises)</p> <p>Circle games e.g. 'hokey cokey', 'this is the way', 'ring a roses', Knill music and movement programme</p> <p>Tracking activities e.g. bubbles, puppets on a stick, balloons, light and sound toys. Play with pupils favourite toy only repeat if pupil looks at you Hiding games – scarf on face slowly reveal Face masks, funny hats, glasses, binoculars, wigs Hand games – paint and wave or wriggle fingers</p> <p>Singing activities stopping and only resuming when pupil looks at communication partner</p> <p>Pupils may make choices by reaching towards or looking towards with a fixed gaze</p>
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P3i Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. Pupils request events or shared activities, e.g. pointing to key objects or people. Pupils participate in shared activities with less support. They sustain concentration for short periods. Pupils explore materials in increasingly complex ways e.g. reaching out and feeling objects as tactile cues to events. Pupils observe the results of their own actions with interest, e.g. listening to their own vocalisations. Pupils remember learned responses over more extended periods e.g. following the sequence of a familiar daily routine and responding appropriately.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils communicate intentionally with an adult.</p> <p>Pupils initiate communication with peers.</p> <p>Pupils will point to request at objects or people</p> <ul style="list-style-type: none"> • Touch point • Eye point (gaze) • Distant point <p>Pupils demonstrate an awareness of others</p> <p>Pupils make a consistent vocalisation to indicate: Want, Dislike.</p>	<p>Adults should initially limit choices between known preferred and non preferred items then gradually extend choice making/ choices should be provided in as many situations as is practicable</p> <p>Adults treat vocalisations as intentional and put into words for pupils. 'Oh you want...ball'</p> <p>Adults can use big mac or single double cell talker for some pupils.</p>	<p>Use of repetitive games / use of songs with sensory props / use of switches / fans / foot spa/ moving toys.</p> <p>Big Mac - single switch speech output devices</p> <p>Favourite toys just out of reach / on a shelf</p> <p>Choices of coloured pens / paints / toys/ multi sensory materials</p> <p>Turn taking games in songs, anticipation poems e.g. one two</p>

<p>Pupils become active partners in interactions</p>		
<p>Pupil checks back and looks at adult (includes teasing) / pupil looks from object to person to indicate want</p>	<p>Adult responds directly to the pupil's emerging attempts at communication by use of vocalisation and body language and facial expressions.</p>	<p>Hide and seek (making object or person obviously hidden so memory load not high). Interactive games the pupil enjoys e.g. blowing up a balloon and letting it go.</p>
<p>Pupils manipulate an adult / situation by vocal and / or physical means</p>	<p>Adult provides simple pictorial/OOR timetables showing 'first and then'</p>	<p>Use of giving / taking games – ball throwing and catching / using pupil /adult names. Use of parachute / playground activities e.g. bike</p>
<p>Pupils have an awareness of oro – motor function.</p>	<p>Adults should consult Speech and Language Therapists. Keep communication passports up to date.</p>	<p>Lips / mouth awareness activities – licking lollies / licking hundreds and thousands or jam from around lips / treacle from a spoon / ice cream.</p>
<p>Pupil engages in solitary play</p>	<p>Adult give pupil opportunity to play with activities of their choice and explore at their own pace.</p>	<p>Multi sensory resources</p>
<p>Pupil demonstrates some understanding of cause and effect</p>	<p>Adult plays cause and effect games with pupil and demonstrates e.g. ball tubes and pop up toys.</p>	<p>Reaches out for toys / drops toys / shakes/ bangs toys / bangs 2 objects together e.g. drum and beater. Plays putting in and out</p>
<p>Pupils will handle objects independently and carry between locations.</p>	<p>Adults use a sequence of objects to indicate routines.</p>	<p>Filling up boxes with toys, carrying OORs to next activity, taking register to office.</p>

P3ii Pupils use emerging conventional communication. Pupils greet known people and may initiate interactions and shared activities, e.g. prompting another person to join in with an interaction sequence. Pupils remember learned responses over increasing periods of time and may anticipate known events, e.g. pre-empting familiar sounds or actions in familiar poems.

Pupils respond to options and choices with actions and gestures e.g. by nodding or shaking their heads. Pupils actively explore objects or events for extended periods e.g. turning the pages in a book shared with another person. Pupils apply potential solutions systematically to problems e.g. bringing an object to an adult to request a new activity.

SPEAKING & LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Conventional communication emerges</p> <p>Recognise own name when spoken</p> <p>Anticipate known events e.g. respond to objects of reference for motivating activities</p> <p>Respond to options and choices</p>	<p>Adult responds immediately to any attempt at conventional communication e.g. vocalisation in a natural way. Adult gives pupils many opportunities to hear their own name in everyday activities. Adults starts any communication directed to the pupil by using their name first. Adult always says the name in the same way initially (e.g. just first name rather than first and surname)</p> <p>Adult consistently gives pupil's object of reference before activities and allows pupil to process (i.e. hold the object for as long as possible up to the event beginning and is meaningful to the pupil). Adult vigilant to any reaction (i.e. positive or negative)</p> <p>Adult provides choices of activities whenever possible using the objects for pupil to feel look at. Initially with one motivating and one non motivating activity or item, leading up to two or more</p>	<p>Hello session, use of personal objects of reference always associated with name. Use of names in songs to indicate pupil's turn. Photograph sound/talking books that mention pupils name frequently.</p> <p>Objects of reference should have as many sensory features associated to the activity as possible e.g. touch, visual effect, sound, smell. E.g. chlorine smell on swimming costume.</p> <p>Choices of songs, music, sensory activities, food/drinks, sensory stories, person to work with</p>

<p>Pupils greet known people (using preferred method)</p> <p>Remember learned responses over increasing periods of time</p> <p>May initiate interactions by prompting others to join in an interaction sequence</p> <p>Share an activity with another person for an extended period (taking turns)</p> <p>Bring an object, photograph or symbol to request an activity</p>	<p>motivating objects. Pupils need to be given time to respond.</p> <p>Adults to have a greeting session everyday to demonstrate and generalise 'greeting' communication. Adults to have preferred method available for each pupil e.g. big mack switch or Hello symbol.</p> <p>Adults provide regular experiences of motivating activities where the pupil has chance to respond or to join in activities</p> <p>Adults (in consultation with carers and other professionals) updates pupil's communication passport which is always available.</p> <p>Adult to make time for individual activity with a pupil</p> <p>Adults make objects readily available (when appropriate) for pupil to request</p>	<p>Hello song, introduction to lessons, or in circle time, pupils to respond to people in passing e.g. in the corridor.</p> <p>Anticipation songs/poems where pupil has to do an action or vocalise to complete a verse. Hand clapping games. Vocal babble play.</p> <p>Pupil given chance to direct an activity by a movement or vocalisation (e.g. when press the switch everyone has to jump.</p> <p>Babble play with an adult or peer, bubble play, sensory activities (as above P2i)</p> <p>Object or OOR of motivating activities e.g. tape/CD case for music, snack box for food item, cup for drink, object to refer to a game e.g. ball for ball play. These may be different for different pupils or there may be standardised systems across the school</p>
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P4 Listening

Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects. Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, Get your coat, Stand up or Clap your hands.

Teachers should take note of facial expression and intonation when assessing receptive and expressive communication at every level.

LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Demonstrate understanding of names, signs, photographs or symbols of reinforcing or motivating activities or objects</p> <p>Demonstrate an understanding of names (or alternatives as above) of familiar objects</p> <p>Demonstrate an understanding of names(or alternatives as above) of familiar people</p>	<p>Adult to provide photographs, symbols of motivating objects and activities for each pupil and to provide stimulating experiences for them to develop new ones. Adult to extend fledgling interests (e.g. extend interest in a drum to other percussion instruments)</p> <p>Adult needs to be constantly vigilant in noting activities pupils find interesting. Adults can carry out a ‘motivator check’ by presenting a variety of stimulating objects or activities regularly. Adults give pupils some free choice time to discover these and ask parents/carers what is motivating at home or in other environments.</p> <p>Adult to use single words and signs immediately alongside presentation of motivating activities or objects, activities or people.</p> <p>When developing understanding of familiar objects activities or people’s names adults to use simplified language (i.e. one sign, name, symbol or picture at</p>	<p>To reinforce singles word understanding, pupils may have a range of activities and objects they find motivating,. Some may be idiosyncratic. Some possible activities to try:</p> <p><i>Food and drink:</i> nearly always a good place to start! Symbol books or boards for dinner time, snack time</p> <p><i>Sensory activities:</i> sand, water, corn flour, spaghetti, dough, fans, sound beam, spinning toys, vibrating toys, shiny visual effect toys. Activities in white and dark rooms.</p> <p><i>Creative activities:</i> different styles of painting, drawing use of colour, cutting and sticking</p> <p><i>ICT activities:</i> switch toys, language master, computer activities and games, touch screen, interactive whiteboard activities, CDs or tapes of music and stories, names of videos. AAC voice output devices for specific pupils.</p> <p><i>Construction activities:</i> duplo, Lego,</p>

<p>Understand names (or alternatives as above) of familiar activities</p> <p>Pupils respond to requests containing one key word (sign or symbol)</p>	<p>a time) to map it onto the item. Adult makes sure pupil's attention is gained before speaking/signing or presenting an OOR or picture and to give pupil time to process the information. At this stage reinforce by giving one word, sign, symbol or photo at a time.</p> <p>Adult to provide copies of laminated symbols to present in each activity in accordance with school policy (see range of symbol providers in references)</p> <p>Adult to provide model and equipment of pupils preferred communication i.e. sign, word, symbol or photograph.</p> <p>Adults will give the pupils routines, supported by non-verbal cues (as above).</p> <p>Adults use names and symbols and OOR of curriculum/school activities consistently (agreed within school).</p>	<p>popoids, stickle bricks</p> <p><i>Cause and effect activities:</i> roll the ball, puzzles, pop up toys.</p> <p><i>Role play activities:</i> dressing up, car and garage play, doll play, small world play, role play areas (e.g. doctors, shop – within pupil's experiences)</p> <p><i>Outdoor play:</i> bikes ride on toys, ball play, trampete, swings, climb on toys</p> <p><i>Books:</i> photo books of family members, class trips, books about themselves, Timelines or timetables of everyday activities in school, sound books with recordings of familiar people's voices or environmental sounds.</p> <p><i>Music and singing:</i> musical instruments, range of songs and song symbol choices, missing out the final word to develop anticipation and completion of the phrase.</p> <p><i>Community activities:</i> café, shopping</p> <p>PECS</p> <p>Pupils copy use of curriculum words/names of peers and adults or find symbols related to topic areas by looking at symbol daily timetables and name boards, job boards.</p> <p>in all areas give pupils opportunity for choice making</p>
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P4 Speaking

Pupils repeat copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example likes and dislikes.

SPEAKING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils repeat copy and imitate up to 50 single words (using speech, signs, PECS symbol use and photos)</p> <p>Pupils use single words, signs, objects of reference, symbols or photographs to communicate about:</p> <p>Familiar objects Events Feelings Likes and dislikes</p>	<p>Adult observes items and activities that are motivating to the pupil in order to develop a core vocabulary to teach.</p> <p>Adults to consider a 'school vocabulary' to teach useful vocabulary consistently Adults will provide as many opportunities as possible for the pupil to hear single words and consequently build a vocabulary of new words.</p> <p>Adults will give the pupils constant and consistent repetition of a collection of words in order for the pupil to build vocabulary, i.e. sessions where the same vocabulary is taught, possibly related to a topic.</p> <p>Adults will accompany the spoken words with a variety of non-verbal cues – signs, picture symbols, photographs, objects to reinforce the spoken word.</p> <p>Adults will spend time exploring with the pupil activities and experiences which the child might like or dislike so that the pupils have the opportunity to express likes and dislikes and choices.</p>	<p>Bingo/lotto games Cooking – name ingredients/utensils Labelling items around the room</p> <p>See references for Anne Locke 'Living Language' and Bill Gillham 'First Hundred Words'</p> <p>Books – made with 'writing with symbols' Books made with 'board maker' or Makaton Symbols according to school policy. Labels, pictures related to current topic words 'What's in the box?' 'What's in the bag?' games Sing songs with props, repetition of a limited range of songs, fill in missing words. Building vocabulary with meaning as a discreet and important activity in planned communication sessions/speaking and listening lessons. PECS Objects of reference – for timetable, rooms</p>

<p>Use of AAC e.g. signs or symbols to communicate – ensure pupil understands s/he needs a communication partner</p>	<p>Adult does not demand the use of 'please and thank you' at this stage as it can be too much to remember for the pupil and they may learn to use these as a 'catch all' for all words</p> <p>Adults provide symbol or photograph 'choosing' books and boards</p> <p>Adults model how to use OORs, and symbols to request e.g. by gaining adults attention (by touch, sound or vocalisation) and handing an OOR or symbol to communicative partner. Symbols available in every session e.g. symbol menus for dinnertime</p> <p>Adult immerses pupil in a signing environment</p>	<p>Accompany activities with a variety of non-verbal cues.</p> <p>Pupils make choices from 'feelings' symbol chart to express how they are feeling today or to express particular feelings e.g. when upset.</p> <p>Making choices as often as possible in all situations notably snack sessions where pupils can make choices of drinks, fruit, biscuits, type of cup, plate.</p> <p>Name times e.g. choosing who to sing to next.</p> <p>Art activities e.g. choosing colours, materials</p> <p>Leaving gap for children to fill in key word to obtain activity etc. Fill in the missing word in a familiar rhyme or song.</p> <p>Symbols systems (Board maker WWS, Makaton symbols, Rebus). Use of OORs and symbol books in a convenient place e.g. in a bag hung on wheelchair or accessible in the classroom for ambulant pupils.</p> <p>Pupils use symbols to order activities e.g. a trip to the park pupils choose where to go next using photos of duck pond, café, swings, Makaton song video. Body and voice tape</p>
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P5 Listening

Pupils respond appropriately to questions about familiar or immediate events or experiences for example, 'Where is the ball? What are you doing? Is it yellow?'. They follow requests and instructions containing at least two key words signs or symbols for example, 'P

LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupil's respond to questions about familiar or immediate events.</p> <p>Follow requests containing at least two key words</p>	<p>Adults set up routines of questioning after activities have occurred. Adults use facial expressions and intonation to denote a question that requires a reply. Adults model asking and answering questions. Adults make activities stimulating to encourage 'replies' and ensure pupils attention is gained before asking questions.</p> <p>Adult to teach concepts that emerge first in two word understanding i.e. 'more <i>object/activity</i>', no <i>object activity</i>'. Object/person verb, e.g. 'boy run', adjective object e.g. 'big apple', 'doll bad' Adult to avoid teaching <i>please</i> and <i>thank you</i> at this stage so they do not become 'catch all' words and restrict the amount of new links acquired.</p> <p>Adults teach concepts needed to link two words i.e. More, No, Big/little.colours Verbs (familiar) – walk, jump, eat, drink, play Attributes: simple colours and shapes Continue to extend vocabulary - names of objects, people, activities.</p>	<p>Hide and seek games – where's the ball?, What's in the box/bag? Activities involving actions to enable recall e.g. a 'mystery tour' around school. Use of photographs of pupils activities and experiences e.g. for records of achievement or progress files. Trips out of school. Use of displays to record pupils work and activities. Use of video to record sessions to recall later.</p> <p>Use of DLS activities and activities from 'Language Steps'. Use of role play or small world play activities.</p> <p>Running commentary of what pupil is doing in real time using two word phrases.</p> <p>Use of Narrative and drama work –see references</p> <p>Maths activities linking one attribute and object e.g. red brick. PE activities e.g. jump to the horse</p>

P5 Speaking

Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, Mummy gone or more drink. They make attempts to repair misunderstandings without changing the words used for example by repeating a word with different intonation or facial expression. Pupils use a vocabulary of over 50 words.

SPEAKING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils to communicate to a range of listeners</p>	<p>Adults will ensure the pupils have a range of listeners.</p> <p>Adults will provide opportunities for the pupil to communicate, create a need for pupil to communicate.</p> <p>Adults regularly check which activities are most motivating and give pupils stimulating experiences to develop new interests. (e.g. see PECS)</p> <p>Adults take care to keep self esteem high for less confident communicators. Experienced adults to teach/ demonstrate how less experienced staff can become empathic communicators with pupils (remembering speed, pace and processing time)</p>	<p>Practice communicating with family members, adults around school, in role play, peers, people in local community e.g. shops, cinema, café. Pupils practice initially with school staff who are receptive to attempts at communication extending to less familiar environments as confidence increases. Discover what activities are most reinforcing as these will be motivating to communicate about.</p> <p>Circle times One to one chats with peer</p>
<p>Pupils use a vocabulary of over 50 words</p>	<p>Adults will give the pupils the experience of hearing and copying words such as 'more' 'no' descriptive words e.g. big/small and verbs. Continue to teach words of motivating and familiar activities as in P4</p>	<p>Miming games to learn everyday verbs, Photographs of pupils taking part in everyday activities e.g. eating, walking, reading, and playing for pupils to name. Vocabulary of curriculum activities available to process</p>

<p>Pupils combine 2 ideas or concepts</p>	<p>Adults encourage pupils to link words by giving cues using facial expression, tone of voice, signing and symbol cues. Avoid expecting pupil to say/sign please and thank you at this stage.</p>	<p>DLS and language steps activities and use of role play and small world play.</p>
<p>Pupils repair misunderstandings</p>	<p>Adults give pupils alternative ways to ask for the same thing e.g. using demonstration, signs, symbols and attempts at repetition. Adults reward any attempt to find alternative ways to reduce pupil's frustration. Adults ensure pupils have appropriate vocabulary: PECS, symbol books, high and low tech AAC.</p>	<p>Adults make deliberate mistakes pupils can correct. Choices of foods that are pleasant unpleasant so encourage pupil to ask for the one they really want.</p>

P6 Listening

Pupils respond to others in group situations, for example, taking turns appropriately in a game such as pass the parcel. They follow requests and instructions with three key words signs or symbols, for example 'Give me the little red book'

LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils will respond to others in group situations</p>	<p>Adult to use symbols and signing to indicate when the pupil needs to listen. Use of large A4 listening symbol to cue pupils in or a 'listen' song. Adult to wait until pupil is tuned in and attending. Adult to identify who is to be listened to. E.g. a special hat for the speaker Adult to provide a distraction free environment.</p> <p>Leading adult in lessons to model giving pupils time to respond and valuing different methods of communication for others to focus on e.g. AAC devices. Adult pre programmes appropriate symbols for each session.</p> <p>A bank of prepared symbols can be made for each curriculum area or topic Adult models the body language of active listening e.g. maintaining eye contact, turning head in direction of speaker. Adult to provide a range of resources to represent a variety of cultures and environmental sounds.</p> <p>Adult to provide access to appropriate ICT equipment for all pupils.</p>	<p>'Speaker' to wear hats/tabards to enable others to attend. Use of microphone Songs to promote a period of silence and to listen to environmental sounds (e.g. sound lotto)</p> <p>Instruction games such as 'Simon Says', Songs such as 'heads shoulders knees and toes'</p> <p>Pupils to use AAC devices during songs and games ensuring appropriate vocabulary</p> <p>Hello session and circle time activities. Waiting for each pupil's contribution. Use of video to demonstrate and value good listening.</p> <p>Pupils who communicate using symbols can create order of actions during songs, stories and games and create a sequence of activities for pupils to follow.</p> <p>Listening to story tapes using headphones, music from other cultures, taped voices from family members or peers to identify, videos, CDs DVDs. Listening to and following instructions from computer generated voices e.g. touch screen games, going to the seaside</p>

<p>Taking turns appropriately</p>	<p>Adult to use musical activities to promote listening in groups.</p> <p>Adult to provide opportunities for turn taking activities in pairs and small groups. Adult to teach the language of 'my turn..your turn..'</p>	<p>using interactive whiteboard and switches. Making and listening to own sound/ video tapes</p> <p>Listening to a variety of equipment being played using a conductor</p> <p>Activities involving turns e.g. board games. Social communication games (see references). Turns in hello session or drink time e.g. passing around plates of fruit.</p>
<p>Follow requests and instructions with three key words signs or symbols</p>	<p>Immerse pupils in three word level language using e.g. running commentary. Teach concepts of in on under</p>	<p>Three word level activities from DLS and Language Steps, working through concepts developmentally. Use sessions such as PE and maths to teach prepositions</p>

<p>Use some prepositions correctly</p>	<p>Adults teach prepositions 'on' 'in' 'under' separately</p>	<p>Asking for different toppings on e.g. pizzas, cakes.</p> <p>Use of imaginative play and creative activities e.g. put the cake in the oven Use in PE and swimming</p>
<p>Use some pronouns correctly</p>	<p>Adults teach 'my' and 'your' carefully by modelling</p>	<p>Maths activities –e.g. count <i>my</i> biscuits, <i>your</i> biscuits.</p>

P7 Listening

Pupils listen, attend to and follow stories for short stretches of times. They follow requests and instructions with four key words, signs or symbols for example 'get the big book about dinosaurs from the library'. They attend to and respond to questions from adults and their peers about events, experiences and stories, for example 'Where has the boy gone'?

LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils listen, attend to and follow stories for short stretches of time.</p> <p>Pupils follow requests and instructions with 4 key words; signs or symbols, e.g. 'get the big book about dinosaurs from the library'.</p>	<p>Adult makes self exciting and stimulating to watch/listen to and uses dramatic intonation and lively style. Use of humour – making deliberate mistakes. Present story in different mediums, e.g. using story tapes and CDs.</p> <p>Adult uses music to mark changes in key points in story. Use of drama techniques form S&L strategy.</p> <p>Table top activities using, e.g. small world toys, puppets, play mobil. Adult uses 4 key word utterances as a model. Adult teaches 4 word level constructions such as:</p> <p>Adjective Object Preposition Place, e.g. 'put ball on girl's chair'. Person Action Adjective Object, e.g. 'make teddy jump in big car' Person Action Preposition Place, e.g. 'make dog lie under fence' Action Preposition Adjective Place, e.g. 'make cat sit under little table' Adjective Object Person Place, e.g. 'put the blue parcel in Johnny's sack'.</p>	<p>Pupils to be responsible for showing artefacts at specific points in a story. Sequence stories using Clicker 4 / Interactive whiteboard. Fill in the gaps in familiar stories. Remembering what characters do in stories. Correcting teacher mistakes. Listening to story tapes with and without headphones. Pupils act out parts of stories using freeze frames in sequence.</p> <p>Ask another pupil to collect a specific object. Role play – telling others what to buy from the shop. Tabletop activities, e.g. 'put the small peg into the red bucket'. Activities from 'Language Steps' Use of 'Molly' puppets</p>

<p>Pupils attend to and respond to questions from adults and their peers about experiences, events and stories, e.g. 'where has the boy gone'?</p>	<p>Questioning techniques (Ks st 3 srat) IEP Speech and Language. Avoid questions that only require yes or no answers or are forced alternatives, e.g. 'do you want a or b'. Use where and when questions.</p>	<p>Using narrative, circle time, social communication games and barrier games – asking questions about objects on the other side of the barrier – guess who. Retell events in their own lives, e.g. visits, describe personal interests. Reinforce with pupils own books and books about visits.</p>
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P7 Speaking

Pupils use phrases with up to 3 key words, signs or symbols to communicate simple ideas, events or stories to each other, e.g. I want a big chocolate muffin. They use regular plurals correctly. They communicate ideas about present, past and future events and experiences using simple phrases and statements, e.g. we are going to the cinema on Friday. They contribute appropriately one to one and in small group discussions and role play. They use the conjunction **and** to link ideas or add new information beyond what is asked.

SPEAKING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils use phrases with up to 3 key words, signs or symbols to communicate simple ideas, events or stories to others, e.g. I want big chocolate muffin.</p> <p>They use regular plurals correctly.</p> <p>Pupils communicate ideas about present, past and future events and experiences using simple phrases and statements, e.g. We going cinema on Friday.</p>	<p>Refer to P6 listening for specific structures. Teacher uses prompting carefully to encourage maximum sentence length (e.g. gestural, first sound cue, visual). Adults teach topic vocabulary and concepts such as adjectives, e.g. colours, shapes, sizes.</p> <p>Adult models 'correct' sentence structure Adult provides good model. Link to writing/phonic activity teaching 's'.</p> <p>Adult uses running commentary alongside pupil's play or activities. Past tense is usually used before the future. Adult can model the correct tense, accept that pupils may not use the 'correct' form initially, but be referring to activities that have taken place. Past and future tense can be taught using visual timetables and schedules to demonstrate activities that have just happened or are about to happen.</p>	<p>Ask another pupil to describe a specific object. Role play – tabletop activities, Maggie's book. Sequence photos/symbols to express order in which events will occur, e.g. a visit to the park.</p> <p>Pairs games, number activities, number rhymes and songs.</p> <p>Describe situations the pupils have been involved in at and outside school. Sequence events in time. Circle time, social communication, describing events in their own lives. Weekly diaries – wws etc. Lesson schedules and outlines in picture form. Use of videos and writing/pictorial diaries. Use of symbol strips/big macks to send to and from home so pupils can talk about activities that have happened that day.</p>

<p>Pupils contribute appropriately 1:1 and in small group discussions and role play.</p> <p>Pupils use the conjunction and to link ideas or add new information beyond what is asked.</p>	<p>Adults model good communication skills in role play – demonstrating good looking and listening skills in conversation (see Sulp)</p>	<p>Use of stories, 'cliff-hangers' where pupils can think what will happen next. Science experiments where pupils have to predict, e.g. planting seeds, melting and freezing. Planning a journey, packing a suitcase, getting dressed. Use of time line about their own development (pictures of self as they grow) and a prediction of what they will look like in the future.</p> <p>Make a video about themselves, e.g. making a pop video, make own talking books. Practice holding a conversation for different purposes and to a range of others. Drama activities to act out from literature.</p> <p>Link two ideas, e.g. I want a drink and a biscuit. I went shopping and I bought Number games. Ask for 2 items from the table, friend, teacher etc.</p>
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P8 Listening

Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how?
How do we copy this picture?

LISTENING	TEACHING STRATEGIES	ACTIVITIES
<p>Pupils take part in role play with confidence.</p> <p>Pupils listen attentively.</p> <p>Respond appropriately to why questions, e.g. "why does the bird build a nest"?</p> <p>Respond appropriately to how questions, e.g. "how do you make a cup of tea"?</p>	<p>See above.</p> <p>Enable development of attention from single channelled to integrating senses, e.g. looking and listening together. Practice listening with eyes closed and open.</p> <p>Teach the meaning of because through explanation of causes and consequences. Use prompt cards for 'why' and 'because'</p> <p>Demonstrate sequence of activities, e.g. using speech, symbols, interactive whiteboard.</p>	<p>'Using drama with people with learning difficulties', use TV programmes, pass the stick, Who am I? Pictionary play dough, role play areas in the classroom, concerts, plays, role play of occupations. Make suggestions as to what others might do.</p> <p>Listen to stories being read by a reader. Think of ways in which a story may end. Sound Lotto, attending to speakers with integrated senses, engage attention with absorbing stimuli, e.g. interactive whiteboard, puppets, Kim's game, I went to the shop and bought....</p> <p>Talk about consequences of certain behaviours, e.g. what would happen if? Circle time, social stories.</p> <p>Explain how things work in science, technology, sequencing how things are done.</p>

P8 Speaking

Pupils link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one to one, e.g. 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, e.g. 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause for example 'cos' to link ideas.

SPEAKING	TEACHING STRATEGIES	ACTIVITIES
<p>Link up to 4 key words signed or symbols in communicating about their own experiences.</p> <p>Tell familiar stories, both in groups and 1:1, e.g. "The Hairy Giant shouted at Finn".</p>	<p>Refer to language structures in P7 listening. Table top sessions in small groups in speaking and listening or literacy lessons.</p> <p>Use of drama techniques, e.g. pupil/teacher in role.</p>	<p>"Language Steps" – Derbyshire Language Scheme activities.</p> <p>Use words and symbols to sequence activities, e.g. a trip to the park, cooking, going to the shops, e.g. bowl, spoon, stirring, and baking.</p> <p>Give instructions, which require action.</p> <p>Use 4 PECS symbols on a sentence strip, e.g. Tec talk, Dynavox, communication books, signing, to make requests and comments, e.g. "I like chocolate ice cream" (ref. P level examples blue book).</p> <p>Initially work in pairs then extend to groups. Retell a story just heard, e.g. in literacy lesson. Recount an event in your own life. Pupil to take home a class mascot and recount what mascot did the next day, e.g. "Teddy had beans and potato for his tea".</p>

<p>They use an extensive vocabulary to convey meaning to the listener.</p>	<p>Use circle time, news sessions, greeting sessions, peer pairings, working with a teacher for 10 minutes. Teacher vocabulary related to topics. Relate to written work to link to word in dictionaries or labelled topic display.</p>	<p>Daily repetition of relevant vocabulary using games such as 'who wants to be a millionaire'? Blockbusters, semantic links. Retell stories, e.g. using narrative. Important vocabulary for individual pupils, e.g. key people's names.</p>
<p>They can use possessives, e.g. Johnny's coat.</p>	<p>PSHE sessions refer to possession. Use role play areas in class within pupil's experience, e.g. shop, cafe, seaside.</p>	<p>Group games, e.g. "whose coat is blue"? Asking others questions about personal possessions. Sharing out food – resources, e.g. David's plate, Beth's triangle. Drama activities – Speaking, Listening and Learning CD.</p>
<p>They use conjunctions that suggest cause, e.g. because – to link ideas.</p>	<p>Use in cross curricular areas, e.g. food technology, PE.</p>	<p>Make a cardboard box TV and pupils 'tell news' Recalling a sequence of activities, e.g. I put in a tea bag, then the water. Social communication ideas (see resources)</p>

BOOKS AND RESOURCES WE FOUND USEFUL

AVIALBLE FROM DfES/QCA/LEICESTERSHIRE LEA

Planning, Teaching and Assessing the Curriculum for Pupils with Learning Difficulties –English QCA/01/738
Curriculum Guidance for the Foundation Stage QCA/00/587
Primary National Strategy Speaking, Listening, Learning: working with children who have special educational needs. DfES 03-2005
Speaking, Listening, Learning, Working with Children in KS1 and 2 Supporting Children with Speech and Language Difficulties
Leicestershire County Council
Sure Start: Birth to Three Matters

USEFUL TEXTS And TEACHER RESOURCES

Early Communication

Coupe O’Kane and Juliet Goldbart 1998 Communication before Speech – Development and Assessment
Millar,S Communication Passports
Hewit,D and Nind,M *Access to Communication* David Fulton
Knill music programme
Longhorn F. *A sensory Curriculum for very special people*. Catalyst Education Resources
Sherborne V. *Sherborne Movement Programme*
Tac Pac
Body Signing

Language Development

Armstrong, A *Language Steps* STASS publications
Bondy,A and Frost L *Picture Exchange Communication System (PECS)*, Pyramid Educational Consultants
Cooke J and Williams D *Working with Children’s Language* 1985 Winslow Press
Cooper Moodley and Reynell The development of Attention
EQUALS *English Speaking and Listening – a cross curricular approach*
EQUALS *Schemes of Work, Language and Literacy*

Gillham, B *The First Words language Programme* Croom Helm 1979
Knowles W and Madislover, M *Derbyshire Language Programme* 1979
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ICT RESOURCES AND WEBSITES

BECTA

Inclusive technology

Board Maker

Widget Writing With Symbols

Northern Grid for Learning (for games and resources for interactive whiteboards and touch screens)