



## Prerequisite Skills in Communication across the Curriculum

Requirements for Communication	Pre-Intentional	Anticipatory
Attention and listening	Focus on a person or object	Starts to recognise routines.
	For example: <ul style="list-style-type: none"> <li>• Watch and follow a moving object.</li> <li>• Watch and follow an object across horizontal and vertical planes.</li> <li>• Begin to observe smaller objects for short spaces of time.</li> <li>• Follows adult movements within available visual field.</li> <li>• Shows an interest in an adult.</li> <li>• Turns head towards sound source.</li> <li>• Startles to loud sounds.</li> <li>• Discriminates speech from non speech sounds.</li> <li>• Attends to music and objects that make a noise.</li> <li>• Shares mutual gaze with an adult (first step of joint attention)</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Begins to develop gaze following – e.g. adult responds to child's gaze towards an object.</li> <li>• Turns immediately to a familiar voice.</li> <li>• Listens to the voice even if the adult is not in view.</li> <li>• Begin to show an interest in adult/peer/friend eye contact, body movement and facial expressions.</li> </ul>
Play	Experiences manipulative and exploratory play.	Begins to recognise everyday objects
	For example: <ul style="list-style-type: none"> <li>• Experience a range of sensory stimuli such as musical instruments, toys, books, food.</li> <li>• Demonstrate the brief awareness of an object or stimulus.</li> <li>• Plays with objects but makes non-specific actions with them – waving, mouthing and banging.</li> <li>• Examines objects.</li> <li>• Drops objects without noticing.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Develops object permanence.</li> <li>• Takes everything to mouth.</li> <li>• Reaches/explores motivating objects using appropriate means of access.</li> <li>• Explores a treasure basket of objects.</li> <li>• Show an interest in objects through eye pointing or grasping.</li> </ul>
Comprehension	Understanding of likes and dislikes to changes in the body and the immediate surroundings.	Understanding of routines and an understanding of what will happen next – reacting before the event happens
	For example: <ul style="list-style-type: none"> <li>• Begin to react to familiar situations.</li> <li>• Reacting to familiar routines or events as they happen.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Responds to the setting up of a snack table.</li> <li>• Responds to the objects of reference, symbol for a given activity.</li> <li>• Responds to the singing of a song at particular time.</li> <li>• Anticipate know events such as sounds, actions or words in familiar songs or stories using body language, signs, symbols etc.</li> </ul>
Expression	Makes simple noises or movement requiring an adult to interpret the communication.	Vocalisation and use of some speech sounds
	For example: <ul style="list-style-type: none"> <li>• Reacting to likes and dislikes e.g. crying when distressed, still when listening, smiling when happy.</li> <li>• Will move or react in consistent ways depending on the situation to indicate likes, wants and dislikes, rejections, awareness of the familiar and unfamiliar.</li> <li>• Demonstrates reflexive vocalisations such as crying, burping, coughing and sneezing.</li> <li>• Repeatedly pressing a switch with a recording of a familiar voice.</li> <li>• Tolerates in the shared exploration of switches.</li> <li>• Experiences a range of communication interactions – greetings, songs, news time, storytelling etc.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Gradually begins to use a variety of speech sounds and may vary daily weekly.</li> <li>• Responds to likes, wants and dislikes.</li> <li>• Pupil reaches towards to switch anticipating that they will hear a familiar voice – e.g. sharing news from home.</li> <li>• Independently explores the switch and its method of activation.</li> <li>• Vocalisations may vary in pitch, volume and stress.</li> </ul>
Social Skills	Experiences interaction with an adult/peer	Beginning to initiate interactions through familiar routines.
	For example: <ul style="list-style-type: none"> <li>• Fixes on the face of a familiar adult.</li> <li>• Turns towards the touch on a face.</li> <li>• Responds to physical touch.</li> <li>• Physical touch reduces activity</li> <li>• Quietens to the sound of a familiar voice</li> <li>• Vocalises or reacts when spoken to.</li> <li>• Distinguishes between strangers and familiar people – Varies responses to different people.</li> <li>• Establishes eye contact.</li> <li>• Experience familiar people talking through daily routines.</li> </ul>	For example: <ul style="list-style-type: none"> <li>• Shows evidence of varying responses to different emotional tones of familiar responses.</li> <li>• Still friendly with strangers but begins to become more reserved.</li> <li>• Will start to initiate interactions – will smile as someone approaches.</li> <li>• May respond to different facial expressions.</li> <li>• Discriminates friendly and angry voices.</li> <li>• Reacts to change in tone of voice.</li> </ul>

Intentional	Words and Ideas	Joining words and ideas
<p>Develops joint attention</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Child will follow an adult's gaze to look at the same item and then look back again.</li> <li>• Eagerly attentive to everyday sounds, particularly voice.</li> <li>• Turns to search and localise faint sounds on both sides.</li> </ul>	<p>Beginning to respond to events around them.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Follows a one step direction with cues.</li> <li>• Points to named pictures in a book.</li> <li>• Listens to simple stories.</li> </ul>	<p>Interacting with the immediate environment and responding to events as they happen.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Follows two step directions.</li> <li>• Responds to commands involving body parts.</li> </ul>
<p>Developing play with everyday objects by using them appropriately.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Further exploration of everyday objects – object names.</li> <li>• Begins to define an object by use – hairbrush for hair, spoon for eating.</li> <li>• Extending this to generalize into categories – all spoons including metal, wooden and plastic.</li> <li>• Concrete object permanence - Watches object being partially hidden under a cover or cup and then finds it.</li> <li>• Smiles at self in the mirror.</li> <li>• Plays pat a cake and peek a boo games.</li> <li>• Imitates actions.</li> </ul>	<p>Sorting and large doll play – begins to recognise dolls and teddies as representing people.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Can use several objects at once.</li> <li>• Begins to sort objects into groups and colours.</li> <li>• Can play with a large doll and relates these to self/other person – e.g. gives doll drink with a cup.</li> <li>•</li> </ul>	<p>Begins to recognise miniature toys – small world.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Can use toys and objects to act out daily routines.</li> <li>• Begins to use small world toys in imaginative play.</li> <li>• Begins to play with others.</li> </ul>
<p>Understanding of familiar objects and situations.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Begins to understand single words – naming words for items that are familiar to the child.</li> </ul>	<p>Developing vocabulary and understanding</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• One key word level.</li> <li>• Developing vocabulary of signs/symbols – introducing and teaching new symbols/pictures.</li> <li>• Knows and immediately responds to own name.</li> <li>• Understands simple questions 'Where is Daddy?'</li> </ul>	<p>Beginning to join concepts together.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of several verbs.</li> <li>• Recognises family labels such as baby, grandpa.</li> <li>•</li> </ul>
<p>Child can control and use body movements, posture and vocalisations to clearly indicate what they want.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Pupil will press a switch to say hello!</li> <li>• Pupils can clearly indicate what they want – eye pointing, PECS (phase one), single switch messages, facial expressions, eye gaze towards motivating objects, whole body movements</li> <li>• Purposeful messages to communicate simple meanings – e.g. I want, its gone, more, stop etc.</li> <li>• Vocalises deliberately as a means of interpersonal communication of friendliness or annoyance.</li> <li>• Shouts to attract attention, listens and shouts again.</li> <li>•</li> </ul>	<p>Simple words/objects/photos/symbols/switch to name and request</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Eye pointing to preferred objects/symbols.</li> <li>• PECS phase 2</li> <li>• Communication books</li> <li>• Single message – using one word to make a choice – low high motivators towards high high motivators.</li> <li>• Increasing vocabulary.</li> </ul>	<p>Uses words, signs, symbols or other forms of AAC to communicate short phrases and sentences.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Words and phrases to comment and describe – I see and I hear statements.</li> <li>• Ask who, what and where questions.</li> <li>• Talk about the here and now.</li> <li>• Talks about the things they can see and do.</li> </ul>
<p>Is dependent on familiar people interpreting communication.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Clearly distinguishes strangers from familiar people and requires reassurance before accepting advances.</li> <li>• Develops basic imitation skills</li> <li>• Offers an object to adult.</li> <li>• Likes turn taking and repetitive games.</li> </ul>	<p>Relies on a communication partner to respond and provide models of language.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Adult comments on and interprets communicative attempts from the pupil using symbols, switches, signs and photographs.</li> <li>•</li> </ul>	<p>Learning the skills of interaction from relationships with others around them.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Turn taking in games and activities.</li> </ul>