

Communication Curriculum – (Pre English Curriculum)

Stage 1

| Social Interaction | Emotional Expression and Understanding | Oral Motor Coordination/Auditory discrimination/Speaking | Receptive Language | Expressive Language |
|---|---|--|--|---|
| Looks towards an adult who is talking to him/her | Recognises mirror image/picture of self | Identifies the difference between two non-speech sounds (shaker, tambourine) | Imitates simple gestures on cue e.g. waving/clapping | Meets needs independently e.g. getting chair (rather than seeking help) |
| Follows adult gaze when looking at something | Knows own name – looks when called | Identifies the difference between three or more non-speech sounds (e.g. drum, shaker and tambourine) | Notices adult imitating him in action games and interaction play | Stands near object and cries/screams until adult comes to reach it |
| Allows adult to hug him/her when upset | Knows own name – comes when called | Correctly identifies most sounds in a discrimination task (e.g. Picture sound lotto) | Initiates and pauses to allow imitation in social play | Requests object by taking adult to it or taking adult hand to it |
| When upset would seek familiar comfort | Knows own name – points to self when called | Hears the difference between two speech sounds (by correctly selecting their symbol) | Imitates more complex actions e.g. building brick tower | Requests objects by pointing and looking back to adult |
| Takes turns, physically prompted, in a simple ball game e.g. rolling ball to and from adult | Identifies/defends own possessions | Starts to make repeated sounds for familiar objects | Imitates simple facial expressions, e.g. smile, grimace | Requests object by use of action/Makaton symbol |

Stage 2

| Social Interaction | Emotional Expression and Understanding | Oral Motor Coordination/Auditory discrimination/Speaking | Receptive Language | Expressive Language |
|---|--|--|--|--|
| Looks at adult face when trying to get attention | Shows preference for objects | Attempts to name objects, however may miss ending of words, pi – pig | Tunes in to familiar adults voice, looks in their direction when they are speaking | Requests object by use of concrete object/symbol/picture |
| Looks at object, then back at adult, when indicating, pointing to or requesting something | Shows preference for people | Imitates the target sound in isolation e.g. f/s/k | Starts to understand contextual clues e.g. familiar gestures, words and sounds | Requests action by word |
| Allows physical interaction during action games/songs from adult | Requests toys/activities/food wants (in own communicative preference) | Speech is not always clear, may say p,t,k for pie – bye, doe – toe, gar – car | Responds to short sentences such as Where's your nose? | Looks at adult to prompt the repeat of an action game or song |
| Tolerates adult playing alongside | Makes choices when offered | Familiar adult understands speech sounds and communicative intent in a quiet environment | Developing understanding of others body language when pointing and gazing | Names objects that interest him/her e.g. dinosaur, car, animals |
| Tolerates peer playing alongside | Will stare at adult face to decipher mood (knowing facial expression can convey meaning) | Frequently imitates words and sounds (either immediate or delayed echolalia) | Understanding of single words in context such as 'cup' 'milk' | Names objects outside of the house e.g. (familiar shops, places) |

Stage 3

| Social Interaction | Emotional Expression and Understanding | Oral Motor Coordination/Auditory discrimination/Speaking | Receptive Language | Expressive Language |
|--|---|--|---|---|
| Looks back at adult when (s)he is playing chase | Recognises a smile and can imitate adult's exaggerated demonstration of a smile | Uses sounds in play 'brrm' for toy car or contextual animal sounds in 'Dino World' home corner | Selects familiar object by name when asked e.g. 'ball' when object is in sight | Will take turns in familiar verbal routines, e.g. rhymes |
| Looks at adult to prompt the repeat of action game | Recognises a sad face and can imitate this | In a group, makes set of objects and pictures which begin with the same sound | Will go and find object when asked or identify object from a group | Will indicate desire for 'more' in familiar verbal routines |
| Will watch others playing | Recognises an angry face and can imitate this | Joins in games and activities to identify initial sounds | Understands simple sentences e.g. 'Throw the ball' | Will initiate familiar verbal routines with sounds/gestures/words |
| Tolerates adult intervening in play | Can discriminate these expressions on an adult face and can produce these expressions on demand | Begins to use word endings | Identifies action words by pointing to the right picture 'Whose jumping?' | Expresses interest in something, using sounds/gestures |
| Tolerates child intervening in play | Can recognise expressions in photographs | Can discriminate between sounds they hear using pictorial support (such as matching animal sounds) | Understands more complex sentences e.g. 'Put your coat away and then we will read a book' | Expresses interest in something using words |

Stage 4

| Social Interaction | Emotional Expression and Understanding | Oral Motor Coordination/Auditory discrimination/Speaking | Receptive Language | Expressive Language |
|--|--|--|---|---|
| Takes turns in simple ball games | Can recognise and match expressions in drawings | Creates personal words for objects | Understands 'who', 'what', 'where' in simple sentences | Uses expressive gestures, e.g. clapping |
| Takes turns in table-top activity | Can match simple expressions to context e.g. Match Smiling Face' to pictures of birthday cards | Can use m,p,b,t,d,n,w,f,s, y,h,ng,k,g,l,s,z,v correctly in words | Developing understanding of concepts e.g. 'Big/Little' | Talks about what they are doing in pretend play sequence |
| Takes turns in table top activity with one other child | Can respond to a smile with a smile | All of the above + Ch,j sounds | Understands use of objects e.g. 'What do we use to cut things?' | Knows names of others in the group |
| Takes turns in table top activity with more than one other child i.e. Dobble | Uses sad expression if upset | Able to say most sounds correctly | Responds to simple instructions, to get or put away an object | 'Asks' questions by intonation (e.g. You go home?) |
| Takes turns in gross motor i.e. obstacle course | Uses angry face if cross | Will say all 3 sounds in CVC words | Beginning to understand 'why' and 'how' questions | Will use simple 1-2 words to adult when wanting own needs met |

Stage 5

| Social Interaction | Emotional Expression and Understanding | Oral Motor Coordination/Auditory discrimination/Speaking | Receptive Language | Expressive Language |
|---|---|---|--|--|
| Takes turns in circle time activities | Developing understanding of other expressions, e.g. fear, surprise from a photograph | Listens to an adult saying the sounds in a CVC word and selects a relevant picture | Follows simple verbal instructions in a small group | Uses personal pronoun 'I' |
| Takes turns in more informally structured play | Able to use an emotional rating scale with visual aids | Beginning to ask simple questions with speech generally clear and easy to understand | Follows simple verbal instructions in a large group/class setting | Increasingly experiments with sounds and words to communicate for a range of purposes |
| Takes turns in more informally structured play e.g. riding bikes, chasing games | Able to recognise own feelings of stress and follow taught strategy e.g. take themselves for time out | Enjoys crunchy foods and able to chew all foods correctly (without sluggish tongue movements or chewing difficulties) | Could bring something on request from another room | Beginning to talk about own interests with speech generally clear and easy to understand |
| Uses greeting/gesture/sounds or words | Can express emotions in a calm manner | Talk is at appropriate speed and volume for the environment | Able to follow a story without pictures or props | Uses talk in pretending that objects stand for something else e.g. 'This box is my castle' |
| Can initiate a familiar game | Understand and interpret emotions (with use of social story/comic strip) | Beginning to use more complex sentence to convey meaning | Begin to answer 'how' and 'why' questions in response to own experiences | Learns new words very rapidly and is able to use them in communicating |
| Can accept change of rules within a game (by familiar peers or adult) | Can show concern for others including comforting others when they become upset | Can clearly re-tell a simple past event in order "I went shops got choc" | Begin to answer 'how' and 'why' questions in response to a story or rhyme. | Uses talk to sequence, clarify thinking, ideas and events |