



# Communication and Language Overview and Sequence of Learning

‘Autonomous Communication’, described as “being able to say whatever I want to say, whenever I want to say it, to whomever I want to say it, however I want to say it” [Gayle Porter], is the vision at the heart of everything we do. This vision is led by our own ‘in-house’ Highly Specialist Speech and Language Therapist and our Assistant Speech and Language Therapist. They work in partnership with our allocated NHS Speech and Language Highly Specialised Therapists to deliver pathways of support according to each child’s needs whilst also delivering training, coaching and supervision to the wider staff team and parents.

Communication and Language is at the centre of all areas of learning taught in each of our curriculum pathways. It is coherently planned and sequenced to build on prior learning and prepare pupils for their next steps. Through Communication and Language, we aim to develop children’s skills to enable them to interact effectively in the world around them, express themselves creatively and communicate confidently.

At Pictor we are ambitious in our pursuit of excellence for our pupils and as such each child’s curriculum is personalised to them across the whole curriculum and targets are set on an individual basis. Planning consists of basic mapping of concepts, resources, activities and content and is linked to both the half termly curriculum topic and everyday activities. This is actioned at a pupil level through the use of highly personalised learning experiences.

Individual targets span a range of areas (including communication, interaction, vocabulary development, emotional development and social skills) so that pupils make consistent progress towards their aspirational outcomes outlined in their Education Health and Care Plan (EHCP).

The sequence of learning begins with pupils beginning to build trust and relationships with familiar adults and being aware of the world/people around them. Pupils will be developing their understanding and anticipation at its earliest levels. As skills become more developed pupils will develop a range of purposeful actions, including movements, vocalisations, looking and reaching, which adults continue to assign meaning to. They will begin to show anticipation within regular routines and from previous experiences. They will fill in the gaps in turn taking interactions and become more consistent in indicating likes, wants, dislikes, rejections and awareness of the familiar and unfamiliar.

As pupils' Communication and Language becomes more developed they will begin to follow simple instructions within routines and develop their main communication method (including AAC). They will develop the ability to request comment or protest and will be making purposeful choices and developing symbolic understanding.

As pupils become more confident communicators their language and literacy skills will also be developing. Pupils will be developing an understanding both in and out of context. They will be using appropriate language in play and will begin to comment using single words, which will then extend to combining words in increasing complexity. Pupils will be able to answer and ask questions of increasing difficulty. We use the Blank's Levels of Questioning framework as a tool to support comprehension and to ensure questions are appropriately challenging for pupils. This framework is built around four stages of questioning which start with relatively simple, concrete questions and become progressively more complex.

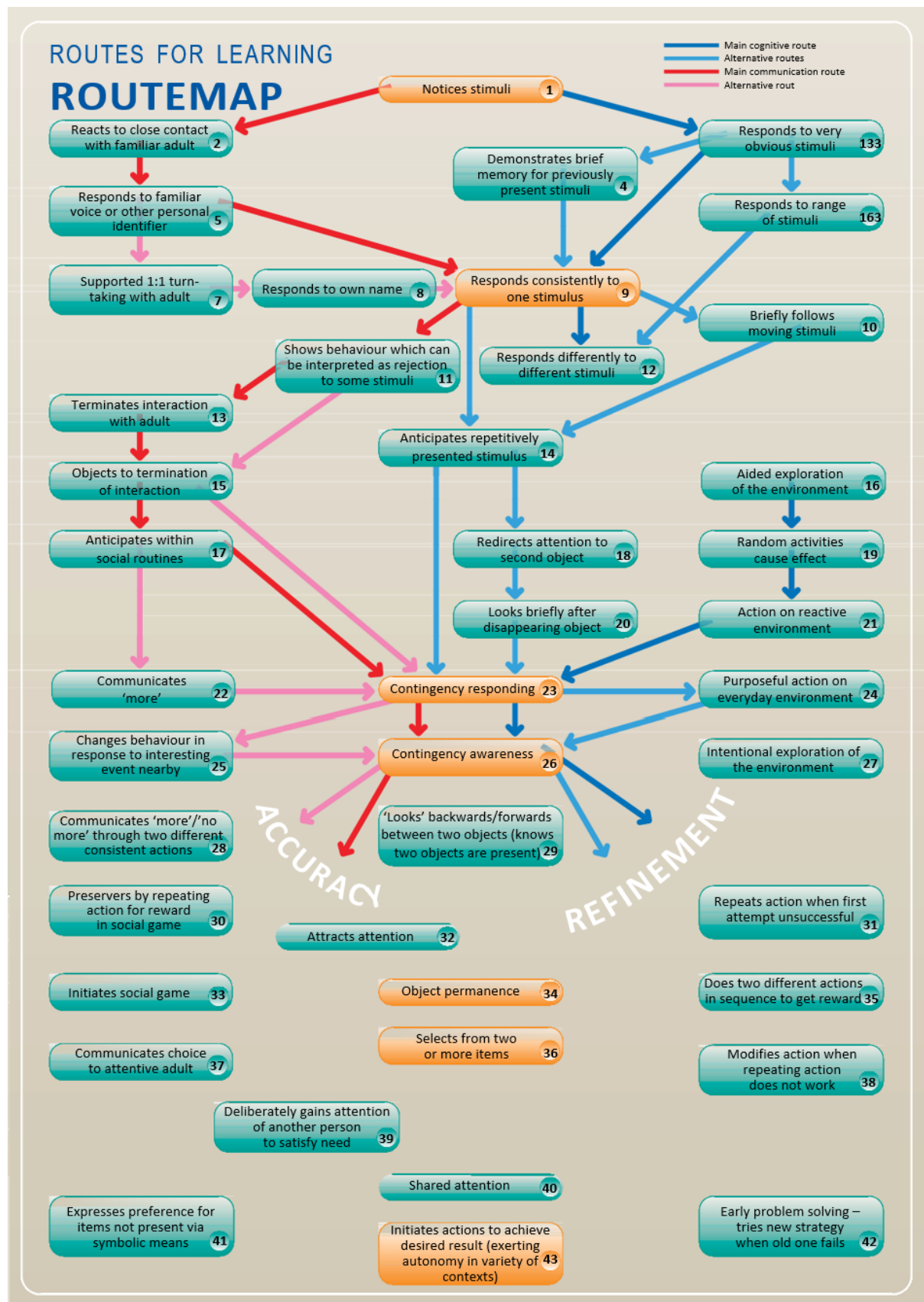
Our Communication and Language curriculum supports our pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. It also supports pupils' development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can reach their potential.

Communication and language prepare pupils for future learning and transition to Key Stage 3 by giving a sound and secure understanding of the fundamentals which serves as the foundation for further development. Pupils will all develop at their own rate and the curriculum supports pupils to apply their skills in the wider community to allow them to live fulfilling and independent lives, both now and in adulthood.

### **Sequence of Learning for Learners on our Informal Pathway**

The Routes for Learning Routemap (diagram on next page) focuses on learners' early cognitive development, their communication and social interaction skills, and their interaction with the environment. The most important milestones are shown in orange boxes. The learning descriptors are numbered for ease of

reference and do not show an expected sequence of learning. Likely next steps are, instead, indicated with arrows. Some of our learners on the informal pathway also demonstrate learning at Band 1.



## Sequence of Learning for Learners on our Semi Formal Pathway

### Listening and Attention

#### *Band 1*

- [] I look at/towards the person as I talk to them
- [] I show I am aware of different facial expressions and facial tones
- [] I respond to my own name consistently
- [] I can locate a sound source
- [] I can move to my favourite music
- [] I respond to my favourite songs
- [] I play with a favoured toy for at least five minutes
- [] I can transfer attention between objects and people
- [] I can look at pictures in a book
- [] I can respond to images on a computer screen/smartboard
- [] I notice new people entering or leaving the room
- [] I attend to the adult leading a motivating activity
- [] I take several turns with an adult in fun, social play
- [] I attend to a simple instruction once my attention has been gained
- [] I can move my whole body to sounds I enjoy such as music, a regular beat
- [] I respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations e.g. clap, stand up, jump.. Within an action song
- [] I have a strong exploratory impulse
- [] I concentrate intently on an object or activity of my own choosing for short periods
- [] I pay attention to the dominant stimulus

--*Band 2*

- [] I recognise environmental sounds
- [] I attend to an adult who is using simple language
- [] I can listen to a short story
- [] I engage with transitional songs e.g. goodbye songs
- [] I look at a book for a short period of time by myself
- [] I pay attention to the dominant stimulus (although I may be easily distracted by noises or other people talking)
- [] I listen to and enjoy rhythmic patterns in rhymes and stories
- [] I enjoy rhymes and demonstrate listening by trying to join in with actions/vocalisations
- [] I can respond to simple instructions in a structured situation
- [] I understand on, in, under, up and down, with visual cues

--*Band 3*

- [] I can follow simple instructions in the classroom
- [] I join in actions to songs
- [] I can recognise a wider range of environmental sounds
- [] I listen to instructions on what I should do "next"
- [] I listen to a small group story with visuals
- [] I can attend to a directed activity (but may become distracted)
- [] I copy adults/other children in play
- [] I sit to complete a simple task

---[] I listen with interest to the noises adults make when they read stories

---[] I recognise and respond to many familiar sounds e.g. indicating there's been a knock at the door

---[] I show an interest in vocal play with sounds, songs and rhymes

---[] I listen to two/three hidden sounds (e.g. from different instruments) and play them back from a range of instruments available

---[] I refer to myself by name

#### --*Band 4*

---[] I listen to my favourite rhymes, stories and songs with increasing attention and recall

---[] I join in repeated refrains

---[] I anticipate key events and phrases in stories/rhymes

---[] I am beginning to predict what will happen next

---[] I can listen to three/four hidden sounds (e.g. from different instruments) and play them back from a range of instruments available

---[] I can bring three items from another area of the classroom/another room

---[] I can control attention to focus on main stimuli without prompt

---[] I can concentrate for 5+ minutes on a directed activity

---[] I can clap out syllables with support

---[] I can listen to others in 1:1/small group when the conversation interests me

#### --*Band 5*

---[] I can maintain attention, concentrate and sit quietly during an appropriate activity

---[] I am beginning to listen whilst doing something (two channelled attention)

---[] I attend to my name being called from the other side of a room

---[] I can listen to an adult telling a short story, in a small group session, with picture support

---[] I can protest if the adult changes a familiar story when it is being read

---[] I can predict what will happen next

---[] I can copy a pattern of 4 beats on a musical instrument

---[] I can understand spoken instructions related to a task without stopping the activity to look at the speaker (fully integrated attention)

---[] I am beginning to attend in bigger groups with more distractions e.g. assembly

---[] I can listen and remember what peers have said in a group activity or game e.g. telling news or an 'I went shopping and bought...' game

---[] I can take part in a listening walk, being quiet on a walk and saying what I can hear

---[] I can listen to a longer story read to the group by an adult without interrupting

---[] I can answer questions about a story read to the group by an adult

---[] I can copy a pattern of beats on two musical instruments

---[] I can sit and attend for 15 minutes at a time

---[] I listen attentively in a range of situations

---[] I listen to stories and accurately anticipate key events and respond to what I hear with relevant comments, questions or actions

---[] I give my attention to what others say and respond appropriately while engaged in another activity



## Understanding

### *Band 1*

- [] I can understand simple questions "what's this/that" [Blank's level 1]
- [] I can perform simple actions e.g. clap hands, wave goodbye
- [] I can respond to simple instruction, which contain one key word, in a structured situation e.g. stand up, come here [Blank's level 1]
- [] I can make a choice from 2 or 3 when they are presented visually
- [] I can demonstrate an understanding of at least 50 words (without a cue) including the names of familiar objects
- [] I recognise the names of key familiar people
- [] I look for toy/object when asked [Blank's level 1]
- [] I recognise key everyday object names/signs
- [] I understand no and/or finished
- [] I understand and respond to bye/hello
- [] I respond to simple instructions with one key word [Blank's level 1]
- [] I can follow a distal point
- [] I understand simple gestures including open hand for "give" and patting of chair for "sit down"
- [] I point to a named picture from a selection of at least 4 [Blank's level 1]
- [] I relate familiar objects to toys e.g. brush
- [] I understand 30 words supported with pictures/signs
- [] I can give some objects on request [Blank's level 1]
- [] I respond to the different things said when in a familiar context (including familiar person) e.g. Where's Sarah? Where's your nose?
- [] I can point to 3 named body parts [Blank's level 1]

## *Band 2*

- [] I can select familiar objects by name, and will find them, or point to them in a book, when asked
- [] I understand and respond to "what's that?" [Blank's level 1]
- [] I recognise the main body parts [Blank's level 1]
- [] I understand at least 10 action words [Blank's level 1]
- [] I understand big/little [Blank's level 2]
- [] I can complete simple actions within an action song/activity
- [] I can follow simple instructions e.g. stand up, throw/kick the ball
- [] I can make a choice from 2 or 3 offered items
- [] I understand instructions at a 2 key word level of the form noun + action e.g. "make bob jump" (Where there is a choice of small world toys to move)
- [] I understand instructions at a 2 key word level of the form person + noun e.g. "where's Sarah's cup?" (Where there are a range of items available)
- [] I understand instructions at a 2 key word level of the form adjective + noun e.g. "give me the big ball" (Where there are two sizes of both balls and another object)

## *Band 3*

- [] I can answer simple questions about the here and now of the form "What..?" "Where..?" "Who..?" "What's ...doing?" [Blank's level 2]
- [] I follow instructions containing 3 key words (with an alternative for each key word) of the form noun + preposition + place e.g. put dog under the bed

---[] I follow instructions containing 3 key words (with an alternative for each key word) of the form adjective + noun + place e.g. put the red apple on the chair

---[] I follow instructions containing 3 key words (with an alternative for each key word) of the form of a list of nouns e.g. give me the book, dog and sock

---[] I can bring an object from another room, showing I can remember a short instruction

---[] I understand questions about the function of objects e.g. "What do you cut with?" [Blank's level 2]

---[] I can understand many verbs e.g. walking, drinking, playing, and rolling

---[] I respond to "what is your name?"

---[] I understand questions about people who are not present

---[] I understand prepositions in, on, under, up, down (without visual support) [Blank's level 2]

---[] I can join in home corner play

---[] I can respond to "are you a boy or a girl?"

---[] I understand the future tense

#### *Band 4*

---[] I can follow instructions containing 4 key words (with an alternative for each key word) of the form 2 adjectives + preposition + place e.g. put the big red brick under the box (when only have bricks available)

---[] I can follow instructions containing 4 key words (with an alternative for each key word) in the form of two short sentences e.g. give me the brick and make dolly run (key words: me, brick, dolly, run)

- [] I can follow instructions containing 4 key words (with an alternative for each key word) in the form of a list e.g. a list of four actions to do, a list of items to pick up
- [] I can follow a range of instructions containing 4 key words (with an alternative for each key word)
- [] I can answer "Why..?" questions about a book/picture [Blank's level 4]
- [] I can understand the past tense
- [] I can understand colour words [Blank's level 2]
- [] I can sort objects/pictures/words by semantic groups e.g. fruit – lemon, orange, strawberry...; animals – sheep, cow, hen...
- [] I can relate actions to objects e.g. drink/cup, sleep/bed
- [] I am beginning to understand comparatives e.g. big/bigger/biggest, small/smaller/smallest
- [] I understand the preposition – behind, in front, over, out
- [] I join in a simple discussion
- [] I can listen to a description and guess what is being described e.g. it's an animal. It lives in a field. It eats grass. It gives us milk.
- [] I understand the question "what will happen next?" [Blank's level 3]
- [] I can answer questions about the function of objects e.g. "What are spoons for?"
- [] I am beginning to understand "Why..?" questions [Blank's level 4]
- [] I am beginning to understand "How..?" questions [Blank's level 4]

#### *Band 5*

- [] I can respond to instructions involving a two-part sequence e.g. "First we are going to the shop, next we are playing in the park" [Blank's level 3]

- [] I am beginning to understand jokes, nonsense rhymes
- [] I can find a specific object after listening to extra conditions e.g. "Find a fruit that is not round" [Blank's level 3]
- [] I can answer some problem-solving questions e.g. "If it is raining what should you do?" [Blank's level 4]
- [] I can answer "Why..?" questions that involve increasing knowledge of the world and other people [Blank's level 4]
- [] I can answer "How do you know...?" questions e.g. "How do you know the boy is cross?" [Blank's level 4]
- [] I understand "When..?" questions [Blank's level 3]
- [] I am beginning to make inferences from a picture
- [] I can answer "What does [a character] say?" questions [Blank's level 3]
- [] I can answer "How does [character] feel?" questions [Blank's level 3]
- [] I understand more describing words e.g. rough, smooth, deep, shallow, thick, thin
- [] I understand the prepositions 'above' 'below' 'beside' 'between'
- [] I understand time words including 'later' 'yesterday' 'tonight' 'tomorrow' [Blank's level 3]
- [] I can follow a story without pictures or prompts
- [] I can follow more complex instructions with three parts e.g. "Find your crayons, draw a flower, put the picture in your bag"
- [] I listen and respond to ideas expressed by others in conversation or discussion

## Speaking

### *Band 1*

- [] I repeat/copy/imitate single words and sounds
- [] I use my voice or non-verbal communication to gain attention
- [] I understand that words/signs/symbols can be used to request
- [] I use words/signs/symbols to request a variety of needs e.g. food, drink, toilet, toy, comfort
- [] I protest using "no" as word and/or head shake
- [] I use yes appropriately (word yes, head nod)
- [] I use gesture to communicate
- [] I can wave bye
- [] I have a spoken vocabulary of 10+ words
- [] I request at least five items using a single picture/sign/word
- [] I copy familiar expressions/phrases such as "oh deal, "all gone"
- [] I use gesture/word/symbol to request help
- [] I join in some favourite songs with my voice
- [] I fill in the missing word at the end of a familiar spoken phrase e.g. twinkle, twinkle, little...
- [] I initiate interaction with an adult
- [] I greet familiar people
- [] I use signs/gestures/words to show
- [] I communicate with a range of people
- [] I give simple commands e.g. down
- [] I use symbolic sounds in play, stories etc. e.g. animal sounds, brummm

---[] I use signs/gestures/words to say, "all gone", "more"

## *Band 2*

---[] I can wave and say "bye"

---[] I request "help" using word, sign or symbol in a range of situations

---[] I can call for an adult's attention using name sign/word

---[] I am beginning to link words and/or signs e.g. more crackers

---[] I can talk about the here and now

---[] I use a vocabulary of at least 30 words

---[] I engage in simple pretend play sequences

---[] I am beginning to combine two words/signs/symbols together

---[] I am beginning to ask some questions of the form "what..?", "where..?"

---[] I can respond to an adult's speech

---[] I copy familiar phrases

---[] I join in singing songs

---[] I imitate words clearly

---[] I use at least 10 action words e.g. running, sleeping, eating, drinking, jumping

---[] I use different types of everyday words (nouns, verbs and adjectives)

---[] I combine two + words in signs/symbols/words using an adjective + noun  
e.g. big car

---[] I can combine two + words in signs/symbols/words using a noun + verb e.g.  
Tim's jumping

---[] I can combine two + words in signs/symbols/words as a list of nouns e.g.  
listing things he/she has in a bag

---[] I can combine two + words in signs/symbols/words to describe possession  
e.g. Jim's coat, Tom's bag

---[] I am beginning to talk about people and things that are not present

### *Band 3*

---[] I can use I/me/mine when referring to myself

---[] I can combine 3+ words/signs/symbols

---[] I use some plurals

---[] I use some "ing" endings

---[] I have an expanding vocabulary of nouns

---[] I combine 3 key words in the form of nouns in a list e.g. can say they have an orange, banana and a cup in their shopping basket

---[] I comment to my peers (not necessarily expecting an answer)

---[] I answer "what..?" and "where..?" questions

---[] I take two simple turns in a conversation

---[] I answer simple "who..?" questions

---[] I request information about things of interest to me

---[] I use big/little

---[] I talk to myself when playing

---[] I initiate talk with adults

---[] I ask simple "what..?", "where..?" questions

---[] I sequence and talk about 2 pictures

---[] I involve others in my play

---[] Sequences are developing in my play



---[] I control the volume of my voice

---[] I can say a short rhyme

---[] I express simple feelings

#### *Band 4*

---[] I can join two sentences using 'and'

---[] I can retell a sequence of events using 'and then'

---[] I use pronouns 'he' 'she' correctly

---[] I talk about recent events

---[] I can hold a short conversation (+4 exchanges) with an adult

---[] I can hold a short conversation with a peer

---[] I can talk about something that interests me

---[] I can ask a range of questions who, what, why, how, how many?

---[] I use future tense - "we are going to.."

---[] I can combine 3 key words of the form noun + preposition + place to describe a scene/picture e.g. the dog is under the bed

---[] I can combine 3 key words of the form adjective + noun + verb to describe a scene/picture e.g. big dog is walking, little cat is sleeping

---[] I can combine 3 key words of the form adjective + noun + place to describe a scene/picture e.g. the green cup on the table, red plate on the floor

---[] I use sentences that are well formed but may still have some difficulties with some grammar

---[] I can use regular past tense e.g. played outside

---[] I can express my needs/wants with phrases

---[] I can link stories/pictures to my own experiences

- [] I can give instructions to others
- [] I can retell a simple past event in correct order, using 3–4 sequenced pictures (sequenced by pupil)
- [] I can name colours
- [] I can use a variety of adjectives to describe objects
- [] I can explain how I am going to do something
- [] I can tell a story without a picture cue
- [] I am beginning to link thoughts/phrases with more complex vocabulary e.g. because
- [] My vocabulary is expanding, reflecting my experiences
- [] I can use speech to pretend that objects stand for something else in play e.g. box is my castle
- [] I can suggest what might happen next
- [] I can use a range of tenses e.g. play, playing, will play/going to play, played
- [] I can use words to argue with friends, not just actions
- [] I can start a conversation with familiar adults and children
- [] I am easily understood by less familiar people
- [] Most of my speech sounds are accurate
- [] I use the prepositions 'behind' 'in front' 'next to' 'through' 'over' 'off' correctly
- [] I can give directions to a peer within a game/activity
- [] I make appropriate comments to a peer in a game e.g. "your turn"
- [] I can invite a peer to play a game of my choice

*Band 5*

---[] I have a growing vocabulary, including words for grouping e.g. clothes, fruit, and vegetables. I am interested in the meaning and sounds of new words

---[] I use language to imagine and recreate roles and experiences in play situations

---[] I can link statements when speaking, and stick to a main theme or intention

---[] I use speech to organise, sequence and clarify thinking, ideas, feelings and events

---[] I use irregular past tense forms correctly e.g. fell, drank

---[] I talk about things that have already happened and things that will happen using appropriate tense forms

---[] I can use long and detailed sentences with minor grammatical errors

---[] I can describe objects and events with lots of detail

---[] I can join sentences using 'but'

---[] I use pronouns 'his' 'her' 'him' correctly

---[] I use pronouns 'they' 'their' 'them' correctly

---[] I can describe the meaning of a word

---[] I can ask the meaning of an unfamiliar word

---[] I use comparatives e.g. 'taller' 'tallest'

---[] I use most prepositions correctly in conversation

---[] I can sequence 5-6 pictures from a story and retell it

---[] I can tell a story

---[] I can describe an event

---[] I take turns in conversation and stay on topic

---[] I can plan construction and make-believe play with other children e.g. to build a Lego model, to play superheroes

---[] I speak of imaginary conditions and say things like "I hope..."

---[] I express myself effectively, showing awareness of listeners' needs

---[] I use past, present and future forms accurately when talking about events that have happened or are to happen in the future

---[] I am developing my own narratives and explanations by connecting ideas or events

---[] I use words relating to narrative e.g. first, last, next, before, after, all, most, some, each, every

---[] My vocabulary is beginning to include the language of negotiation e.g. 'May I' 'Would it be all right if..?' 'I think that..' 'Will you...?'

## PECS

### *Phase 1*

- [] I consistently reach for a desired item to indicate a preference, when the item is waved enticingly in front of me
- [] I pick up a picture of an item with a full physical prompt
- [] I pick up a picture of an item with minimal physical prompt
- [] I release a picture into open hand of communicative partner
- [] I give a picture of item to a communicative partner when seated close to trainer in a structured situation i.e. independent exchange

### *Phase 2*

- [] I give a picture of item when communicative partner is close by
- [] I travel to communication partner without aid of physical prompter
- [] I remove one picture from outside of book and exchange for a preferred item
- [] I can exchange a range of pictures for preferred items when presented one at a time on outside of book
- [] I travel to my PECS book with the aid of physical prompter
- [] I travel to my PECS book without the aid of physical prompter
- [] I travel to my PECS book to remove a single picture and then travel to communication partner without physical prompts
- [] I exchange pictures with a range of partners in less structured settings
- [] I exchange pictures without communicative partner needing to entice me with an object
- [] I put a picture in my communicative partners hand when partner is turned away from me

---[] I exchange a picture in a variety of settings and situations e.g. class, rumpus, dinner, art, PE, café

### *Phase 3*

---[] I discriminate correctly from a choice of preferred versus non-preferred items, selecting the correct item on correspondence check "take it"

---[] I discriminate correctly from pictures of 2 preferred items (correspondence check)

---[] I can scan a page and discriminate items from a choice of up to 5 pictures on a page in a structured 1:1 session

---[] I can go inside my PECS book to find a picture

---[] I can return my PECS book to where it is kept, with physical prompt

---[] I can fetch my PECS book for snack, with physical prompt

---[] I know my own PECS book and where it is kept

---[] I can spontaneously fetch my PECS book and take it back without prompts

---[] I can spontaneously request a snack

---[] I can spontaneously request a toy

---[] I can spontaneously request a social activity

---[] I can spontaneously request a computer clip

---[] I travel with my PECS book to a place e.g. snack, lunch... without prompting

----[] I travel to my PECS book for an item that is out of sight

---[] I can request "go" by giving the go hand

---[] I can look towards my communicative partner

#### *Phase 4*

- [] I can add a picture to the sentence strip and exchange sentence strip with "I want" symbol already on the strip
- [] I can make requests using a sentence strip adding 2 symbols – "I want" symbol plus preferred item symbol – in a structured situation
- [] I spontaneously make requests using sentence strip in unstructured sessions
- [] I point to symbols on the sentence strip as partner reads it back
- [] I can request "go" with "I want" "go" sentence
- [] I vocalise in response to partner pausing after "I want.."
- [] I attempt to say "I want" when partner pauses

#### *Phase 5*

- [] When asked "what do you want?" I spontaneously use my PECS book and exchange appropriately
- [] I can exchange single "help" icon
- [] I can exchange sentence strip "I want" "help"
- [] I can add the adult's photo to the sentence strip e.g. "Sarah I want crisps"
- [] I use the 'and' symbol when asking for multiple items

#### *Attributes*

- [] I can choose different coloured pictures to indicate a preference e.g. 'red sweet' picture, 'yellow sweet' picture, 'blue car' picture

- [] I can use the correct colour symbol to indicate a preference in both structured and unstructured situations
- [] I can add a colour symbol to indicate a preference for food, putting 3 symbols on a sentence strip
- [] I can add a colour symbol to indicate a preference for a toy, putting 3 symbols on a sentence strip
- [] I use big v little symbols to indicate a preference in both structured and unstructured situations
- [] I use number symbols of 1 v lots to indicate a preference in both structured and unstructured situations
- [] I use number symbols to indicate a preference in both structured and unstructured situations
- [] I use shape symbols to indicate a preference in both structured and unstructured situations
- [] I request body parts e.g. Mr Potato Head, action songs, for massage
- [] I can request action words e.g. 'I want falling'
- [] I can use hot v cold to indicate a preference in structured and unstructured sessions
- [] I can use long v short to indicate a preference in structured and unstructured sessions
- [] I can use fast v slow to indicate a preference in structured and unstructured sessions
- [] I can use loud v quiet to indicate a preference in structured and unstructured sessions
- [] I can use hard v soft to indicate a preference in structured and unstructured sessions
- [] I can use preposition symbols to indicate a preference in structured and unstructured sessions



---[] I can add a range of two attribute symbols to a sentence strip to make a request e.g. 'I want 5 red sweets' 'I want big blue brick'

#### *Phase 6*

---[] I can add an adult's photo to my sentence strip to direct the sentence to a person

---[] I can wait for several seconds when given the wait card

---[] I use the 'I see' symbol in structured sessions e.g. with flap books

---[] I can discriminate between 'I see' and 'I want' symbols

---[] I can comment in response to a question with 'I see' in a functional communication session

---[] I use the 'I hear' symbol in sound lotto activities, music session etc

---[] I can form two-word subject verb sentences to describe an action e.g. 'Sam fishing'

---[] I can form three-word subject verb object sentences to describe an action e.g. 'Sam blowing bubbles', 'Sam blowing paint'

---[] I can make requests from peers in class

---[] I use the sentence starter 'I want' 'to sing' in song choose time

---[] I use the sentence starter 'I want' 'to read' in book choose time

---[] I use the 'My name is' sentence starter in response to being asked 'What's your name?'

---[] I can use PECS to answer, 'How old are you?' using 'I am' starter

---[] I use a wider range of sentence starters

---[] I can use the 'break' icon in a stressful situation

---[] I can indicate 'no' with a head shake

---[] I can indicate 'yes' with a head nod

---[] I can wave bye bye appropriately on leaving