

# Prerequisites for Communication Skills (2110002)

## 1. Requirements for Talking and Listening

### 1.1. Students should be enabled to:

- listen to and take part in discussions, explanations, role plays and presentations;
- contribute comments, ask questions and respond to others' points of view;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- communicate information, ideas, opinions, feelings and imaginings, using an expanding vocabulary;
- speak clearly and adapt ways of speaking to audience and situation;
- Use non-verbal methods to express ideas and engage with the listener.

1	participate in familiar rhymes, songs, stories and requests;
	For example: <ul style="list-style-type: none"> <li>• join in language games/songs/rhymes by contributing a few words and/or actions;</li> <li>• follow clear simple instructions accompanied by gestures, such as 'get your coat', 'put your shoes on';</li> <li>• participate in body awareness activities, such as rotate body parts, move in front of/behind, move to designated space;</li> <li>• use augmentative communication devices to promote communication with adults and peer, such as switches;</li> </ul>
2	actively participate in answering simple questions;
	For example: <ul style="list-style-type: none"> <li>• use 'yes' and 'no' in word/sign/symbols appropriately;</li> <li>• use familiar objects to communicate;</li> <li>• indicate verbally or by sign/symbol when questioned if help is needed;</li> <li>• indicate to familiar person/object/food as they are named by vocalisation/eye point/finger point;</li> </ul>
3	communicate emotions and opinions using simple language/signs/symbols;
	For example: <ul style="list-style-type: none"> <li>• use augmentative communication devices to communicate personal news/relevant events;</li> <li>• verbally/non-verbally communicate daily needs;</li> <li>• show an awareness of basic emotions in others, such as happy/sad/angry; start to cry in response to another child crying;</li> <li>• begin to recognise emotions in a range of hand puppet/expression cards, such as sad face, happy face;</li> </ul>
4	participate in simple conversations;
	For example: <ul style="list-style-type: none"> <li>• use approximations of words during repeated stories, songs and rhymes;</li> <li>• begin to copy the 'ups and downs' of speech (intonation) and the sounds of voices;</li> <li>• use strings of vocalisation interspersed with recognisable words in imitation of adult speech;</li> <li>• use eye pointing/gesture/body movement/signs/symbols to contribute to a conversation;</li> </ul>
5	communicate clearly to a familiar audience
	For example:

	<ul style="list-style-type: none"> <li>• communicate using pictures/symbols to a familiar audience;</li> <li>• use an augmentative communication device to communicate;</li> <li>• interact appropriately to social greetings, such as 'hi' or 'hello';</li> <li>• seek attention through eye contact, gesture or action;</li> <li>• use verbal language/vocalisation, signs or symbols to communicate immediate needs or interests;</li> </ul>
6	use a range of non-verbal methods to communicate and engage the listener;
	For example: <ul style="list-style-type: none"> <li>• make physical contact with adult/peer to maintain interaction;</li> <li>• initiate some eye contact to engage the listener or turn the face of the listener towards themselves;</li> </ul>

## 2. Requirements for Writing

### 2.1. Students should be enabled to:

- talk about plan and edit work;
- communicate information, meaning, feelings, imaginings and ideas in a clear and organised way;
- develop, express and present ideas in a variety of forms and formats, using traditional and digital resources, for different audiences and purposes;
- write with increasing accuracy and proficiency

1	participate in modelled writing activities;
	For example: <ul style="list-style-type: none"> <li>• make decisions on what should be included in shared writing by answering/indicating 'yes' or 'no';</li> <li>• use computer programmes to participate in writing activities;</li> </ul>
2	begin to communicate information, meaning and feelings;
	For example: <ul style="list-style-type: none"> <li>• use speech, signs, symbols or other form of communication spontaneously to express some ideas or communicate needs/wants/feelings;</li> </ul>
3	participate in using an increasing range of traditional and digital tools for different purposes; •
	For example: <ul style="list-style-type: none"> <li>• participate in using a range of drawing and painting implements for a variety of purposes, such as creating posters, illustrating stories etc;</li> <li>• use photographs, video clips and objects of reference to record events and experiences;</li> </ul>
4	actively participate in mark making, using writing tools and mixed media;
	For example: <ul style="list-style-type: none"> <li>• begin to produce meaningful marks and shapes;</li> <li>• make lines of scribble with a variety of shapes included;</li> <li>• make meaningful shapes on paper, in the air, in sand;</li> <li>• copy horizontal/vertical/circular marks.</li> </ul>

### 3. Requirements for Reading

#### 3.1. Students should be enabled to:

- read a range of texts for information, ideas and enjoyment;
- use a range of strategies to read with increasing independence;
- find, select and use information from a range of sources;
- understand and explore ideas, events and features in texts;
- use evidence from texts to explain opinions

1	actively participate in an activity with a range of texts/images for information, ideas and enjoyment;
	For example: <ul style="list-style-type: none"> <li>• choose a book;</li> <li>• hold a book the right way up and turn the pages sequentially, looking at the pictures to make sense of the story or information;</li> <li>• show understanding of a story or information read to them, such as sequencing pictures, answering questions;</li> <li>• turn the pages of a book appropriately;</li> <li>• participate in navigating an online interactive story;</li> <li>• participate in simple picture matching activities, such as snap, picture matching boards;</li> </ul>
2	anticipate familiar images/words and understand that they communicate meaning;
	For example: <ul style="list-style-type: none"> <li>• know the difference between print and pictures;</li> <li>• match pictures/photographs in various forms and contexts;</li> <li>• understand that pictures carry meaning in forming a simple sentence;</li> <li>• share a personal reading book with an adult and 'read' their name (may not be able to read name in other contexts);</li> <li>• share a very familiar book 'reading' a few words from memory but not decoding text, such as saying 'fee fi fo fum';</li> <li>• use and show understanding of daily/weekly pictorial timetables;</li> </ul>
3	begin to find and select information from a range of sources;
	For example: <ul style="list-style-type: none"> <li>• notice print in the environment;</li> <li>• willingly share a book with an adult;</li> <li>• show preference for specific books;</li> <li>• derive some meaning from text, symbols or pictures presented in a familiar way;</li> <li>• recognise emotions on faces in photographs;</li> </ul>
4	begin to understand ideas, events and features in texts and images;
	For example: <ul style="list-style-type: none"> <li>• anticipate what happens next in familiar stories;</li> <li>• point to and identify specific images/pictures on request;</li> <li>• begin to show recognition of characters within a book;</li> <li>• show excitement and/or anticipation when teacher introduces story;</li> <li>• turn a book the correct way up;</li> </ul>
5	participate in simple decision making to indicate opinions with a range of texts and images;
	For example: <ul style="list-style-type: none"> <li>• point correctly to pictures when asked about characters or pictures in a story;</li> <li>• indicate preferred characters in a story verbally or using signs;</li> <li>• choose a book/magazine</li> </ul>