



### **Key Stage 3 Communication Teaching and Learning Framework**

At Green Meadows, we believe that communication plays a vital role in learning, both in and out of the classroom. It forms the foundation upon which all learning is built. Our school's values-driven and child-centred approach, aims to cater to the needs of every young person. We nurture, support, and guide each of them to reach their fullest potential, this approach strongly influences our Communication Strategy – empowering our young people to express themselves and make choices.

We provide various augmented communication methods, such as The Picture Exchange System, symbol-supported communication, Makaton signing and various low tech and high tech communication devices. We also encourage the development of early communication through Intensive Interaction and music. Creative teaching strategies such as Attention Autism, musical interaction and modelling play are utilised to gain and build on the attention skills so crucial for the development of communication.

The Teaching and Learning Framework below follows a three year cycle to allow pupils to make progress and build on prior learning. The learning objectives for each half term will be taught in a communication/ oracy lesson and will be practised in all other lessons across the curriculum. Every teacher should therefore have a communication plan for their daily lessons and should include communication objectives in other curriculum planning. Learning is differentiated into 'encountering' for those pupils at the earlier stages of development, 'developing' for pupils who are able to access more structured, subject specific lessons and 'enhancing' for those pupils who are working at Age Related Expectations in this curriculum area.

Cycle One					
Autumn 1			Autumn 2		
Social Interaction			Exploratory Talk		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils respond to others; turning, being quiet, looking at the person who is talking.</li> <li>● Pupils tolerate playing or being alongside another person.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils take turns in interactions with a small group.</li> <li>● Pupils use simple words/ PECS or symbols to talk about their own feelings.</li> <li>● Pupils will be able to initiate an interaction</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will have a deeper understanding of emotional vocabulary.</li> <li>● Pupils will be able to talk about things of interest with consideration of the listener.</li> <li>● Pupils will be able to ask questions of one another.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use gestures or actions to meet wants and needs.</li> <li>● Pupils will be able to engage in intensive interaction.</li> <li>● Pupils will be able to understand some key words through gestures/</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to give attention when other people are talking.</li> <li>● Pupils will be able to take turns in a group discussion about different ideas.</li> <li>● Pupils will be able to listen to the ideas of</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to begin to be confident enough to speak in front of a small group.</li> <li>● Pupils demonstrate an awareness of the audience and change speech accordingly.</li> <li>● Pupils will explore a range of ideas through speech in order to reach an agreed solution.</li> </ul>

	<p>with another.</p> <ul style="list-style-type: none"> <li>• Pupils will begin to be able to solve disagreements with a peer.</li> </ul>		<p>signs/ visual symbols.</p>	<p>others in order to develop their own understanding.</p>	
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Spring 1			Spring 2		
Debate and Persuasion			Presentation and Communication		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will begin to respond to the body language of others.</li> <li>• Pupils will be able to show simple emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to look at the person who is talking.</li> <li>• Pupils will have an awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to take turns in peer led interactions and discussions</li> <li>• Pupils will be able to look at/towards</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to co-regulate when in a busier environment.</li> <li>• Pupils will be able to respond to others using</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to use gestures smiles and laughs in response to others.</li> <li>• Pupils will be able to organise their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils' will be able to have more open body language when communicating with others.</li> <li>• Pupils will be able to show active listening through facial expressions and body language</li> </ul>

<p>such as crying, laughing</p> <ul style="list-style-type: none"> <li>● Pupils will be able to move their bodies in the direction of the speaker.</li> <li>● Pupils will be able to use their preferred communication method to state whether they like or dislike something.</li> </ul>	<p>themselves in an interaction.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to organise their speech for clarity for the audience.</li> <li>● Pupils will be able to use the language of persuasion and debate.</li> <li>● Pupils will be able to agree and disagree with a point of view stated and give simple</li> </ul>	<p>the person who is talking to them</p> <ul style="list-style-type: none"> <li>● Pupils will be able to respond to a point of view put forwards with a clear counter-argument.</li> </ul>	<p>noises, gestures or symbols.</p>	<p>to ensure clarity for the audience.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to take into account the prior knowledge of the listener before embarking on a presentation</li> <li>● Pupils will be able to use some key words when presenting.</li> </ul>	<p>eg smiling, nodding in agreement.</p> <ul style="list-style-type: none"> <li>● Pupils use facial expressions to engage the listener</li> <li>● Pupils will be able to use key words appropriately when presenting.</li> <li>● Pupils will be able to use the appropriate tone and volume when presenting ideas to a group.</li> </ul>
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	reasons why.				
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Summer 1			Summer 2		
Entertainment and Expression			Social Interaction		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to copy facial expressions and sounds.</li> <li>● Pupils will be able to make a noise to appropriately gain attention.</li> <li>● Pupils will be able to accept another</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take on the role of a character in role play.</li> <li>● Pupils will be able to show facial expressions to express their feelings and thoughts</li> <li>● Pupils will begin to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take into account the listener or audience by asking enquiring questions and listening carefully to the answers.</li> <li>● Pupils will be able to use body language and gestures to fit</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils use simple symbols or gestures for wants, needs and some motivating choices. Pupils use a broader range of makaton signs or PECS symbols consistently</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in a small group interaction without adult support.</li> <li>● Pupils will be able to listen to others and ask appropriate questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take into account the listener or audience by speaking clearly and at a pace that is easy to understand.</li> <li>● Pupils are able to engage in meaningful conversations with their peers about a given topic.</li> </ul>

<p>person playing in their environment.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to play/ work alongside another child on the same task.</li> </ul>	<p>change their tone and volume to fit in with the role they are playing.</p>	<p>with the context.</p>	<p>when needed.</p> <ul style="list-style-type: none"> <li>• Pupils join in noises and rhymes during singing or intensive interaction</li> <li>• Pupils understand specific vocabulary when a gesture is used and in a specific, familiar context, eg biscuit, snack, coat, dinner, toilet. Points to the object.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to ask for help conversations with uniformed professionals and</li> </ul>	
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Cycle Two					
Autumn 1			Autumn 2		
Social Interaction			Exploratory Talk		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in interactions with one person.</li> <li>● Pupils will be able to choose a simple word/ symbol to express their own feelings e.g. happy/ sad.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to speak in simple sentences when interacting or responding to others.</li> <li>● Pupils will be able to discriminate between different tones of voice.</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will know and use feeling/ emotions words.</li> <li>● Pupils will be able to talk about a wider range subjects of interest with consideration of the listener.</li> <li>● Pupils will be able to allow the listener to ask questions</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to start to indicate understanding of specific words and phrases.</li> <li>● Pupils will be able to make simple sentences with the support of PECS and a sentence strip.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in interactions with a small group.</li> <li>● Pupils will be able to listen to different ideas to build on their understanding.</li> <li>● Pupils will be able to listen to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to ask appropriate questions and wait for a response in a range of contexts.</li> <li>● Pupils will be able to discriminate between different tones of voice.</li> <li>● Pupils will be able to explore ideas in class discussions and can articulate a point of view and listen to another's point of view.</li> </ul>

	take turns in adult led interactions in a wider range of contexts.	and respond appropriately.		others and reach solutions as a result.	
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Spring 1			Spring 2		
Debate and Persuasion			Presentation and Communication		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to look at the person who is talking/ interacting with them.</li> <li>● Pupils will be able to show an awareness of themselves</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to understand and respond to who, what, where, when.</li> <li>● Pupils will be able to state whether they agree or disagree</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to identify an opinion/ viewpoint.</li> <li>● Pupils will be able to talk in larger familiar groups.</li> <li>● Pupils will be able to give clear reasons</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use the correct PECS for communicating wants and needs.</li> <li>● Pupils will be able to use a broader range of makaton</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils are able to recognise different opinions.</li> <li>● Pupils will be able to organise their ideas for clarity for the audience.</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use key words when presenting a subject.</li> <li>● Pupils will be able to speak to a wider audience about a subject matter using appropriate detail for the audience.</li> <li>● Pupils will be able to speak at a volume that can be</li> </ul>



<p>in an interaction</p> <ul style="list-style-type: none"> <li>● Pupils will be able to state whether they like or dislike something using their preferred method of communication.</li> </ul>	<p>with something using their preferred method of communication.</p> <ul style="list-style-type: none"> <li>● Pupils will begin to give reasons for their opinions.</li> <li>● Pupils will be able to listen to others and respond accordingly.</li> <li>● Pupils will be able to use the language of persuasion and debate in their speech.</li> </ul>	<p>for their opinions.</p>	<p>signs or PECS symbols consistently when needed.</p>	<p>alter their voice tone and volume to ensure greater engagement from the audience.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to use some key words when presenting a subject.</li> </ul>	<p>heard by a wider audience.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to organise their ideas to ensure clarity for the audience/listeners.</li> </ul>
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Summer 1			Summer 2		
Entertainment and Expression			Social Interaction		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to copy facial expressions and sounds.</li> <li>● Pupils will be able to make a noise to appropriately gain attention.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in interactions with one person.</li> <li>● Pupils will be able to use words/symbols to talk about their own feelings</li> <li>● Pupils will be able to use pauses for effect.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use descriptions and descriptive vocabulary for effect.</li> <li>● Pupils will be able to engage with the audience when speaking.</li> <li>● Pupils will be able to take on more complex characters in role play and show empathy</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to self-regulate</li> <li>● Pupils will be able to show a response to others.</li> <li>● Pupils will begin to make playful noises eg animal noises or copying in intensive interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to recognise an increasing amount of feelings and emotions in others.</li> <li>● Pupils will be able to use gestures/signs/ words to initiate conversation.</li> <li>● Pupils will be able to listen to the talk of others and ask</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to ask appropriate questions and wait for a response in a range of contexts.</li> <li>● Pupils will be able to take turns and wait for a longer time to speak.</li> <li>● Pupils will be able to recognise when a peer is excited from a game/conversation.</li> <li>● Pupils will be able to talk and ask questions of their peers about a wider range of topics.</li> </ul>

		through their actions and word choices.		questions about the subject.	
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Cycle Three					
Autumn 1			Autumn 2		
Social Interaction			Exploratory Talk		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will be able to respond to others.</li> <li>● Pupils will be able to look at the person who is talking.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to interact with their peers and familiar adults.</li> <li>● Pupils will be able to take turns and share resources.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in conversations and use strategies to gather information</li> <li>● Pupils will be able to seek advice or</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use gestures or actions to meet my wants and needs. Pupils will be able to engage in intensive interaction.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to speak in more complex sentences to interact or respond to others.</li> <li>● Pupils will be able to listen to different</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to add detail to explanation eg connective, adjective.</li> <li>● Pupils will be able to take into account the listener or audience by speaking clearly and at a pace that</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils will be able to initiate conversations with others.</li> <li>• Pupils will be able to maintain a conversation for a short time.</li> </ul>	<p>help from uniformed professionals.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to ask for their wants and needs in a range of contexts, including in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to understand spoken language through gestures/ signs/ visual symbols.</li> </ul>	<p>ideas in order to reach a resolution.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to ask questions of others about their ideas.</li> </ul>	<p>is easy to understand</p> <ul style="list-style-type: none"> <li>• Pupils will be able to listen to different ideas and work with others to reach a resolution.</li> <li>• Pupils will be able to listen to others and ask questions in order to develop their own understanding.</li> </ul>
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Spring 1			Spring 2		
Debate and Persuasion			Presentation		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>• Pupils will be able to use gestures, an action</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to make or talk in simple</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to take turns and listen when it is not their</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to join in noises and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to Increase clarity of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to talk about information gathered from a text,</li> </ul>

<p>or PECS to meet wants and needs.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to engage in intensive interaction</li> <li>● Pupils will be able to state whether they like or dislike something using their preferred communication method.</li> </ul>	<p>sentences with the support of PECS and a sentence strip or colourful semantics if needed.</p> <ul style="list-style-type: none"> <li>● <b>Pupils will be able to organise their thoughts and ideas to ensure clarity for the audience or listener.</b></li> <li>● <b>Pupils will be able to use some language of debate and persuasion in their speech.</b></li> </ul>	<p>turn with minimal prompts.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to talk in a wider variety of groups and contexts.</li> <li>● Pupils will be able to use the language of debate and persuasion effectively.</li> <li>● Pupils will be able to respond to another peer expressing their counter opinions or arguments respectfully.</li> </ul>	<p>during singing or intensive interaction</p> <ul style="list-style-type: none"> <li>● Pupils will be able to listen to others in a small group with adult support.</li> <li>● Pupils will be able to communicate to others with the support of symbols or makaton if needed.</li> </ul>	<p>individual words.</p> <ul style="list-style-type: none"> <li>● Pupils will begin to speak with a volume to be understood/ heard by the people close to them.</li> <li>● Pupils will be able to have a more open body when speaking to others.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to express an opinion about a text.</li> <li>● Pupils will be able to organise their ideas to ensure clarity for the listener/ audience.</li> <li>● Pupils will be able to use the key vocabulary for a subject.</li> </ul>
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Summer 1	Summer 2
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Entertainment and Expression			Social Interaction		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> <li>● Pupils will begin to recognise feelings and emotions in others.</li> <li>● Pupils will use gestures/signs to initiate an interaction</li> <li>● Pupils will be able to respond to different facial expressions.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use more open body language when communicating with others.</li> <li>● Pupils will be able to show they are listening through their facial expressions and body language eg smiling, nodding in agreement.</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to recognise that other people have an opinion that may be different from their own.</li> <li>● Pupils will be able to take turns in a peer led conversation.</li> <li>● Pupils will be able to choose words for effect and to enhance meaning.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to show an interest through sounds, facial expressions, taking an object or body language.</li> <li>● Pupils will be able to anticipate routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use facial expressions to engage the listener</li> <li>● Pupils will be able to use simple social phrases consistently and accurately e.g. greetings, conversation starters.</li> <li>● Pupils will be able to initiate conversations with a range of</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use talk to explore and present ideas clearly.</li> <li>● Pupils will be able to use talk effectively to justify ideas and opinions.</li> <li>● Pupils will be able to interact politely with members of the public.</li> </ul>

	change their tone and volume of voice for effect.			people, including unfamiliar professionals eg bus driver, shopkeeper	
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