



## **Key Stage 4 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 are able to respond to others.</li> <li>● Pupils are able to tolerate playing or being alongside another person.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils are able to take turns in interactions with a small group.</li> <li>● Pupils are able to communicate their feelings and thoughts using their preferred method.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to use a wide range of emotional vocabulary.</li> <li>● Pupils will be able to talk about a range of subjects with consideration of the listener.</li> <li>● Pupils will be able to ask questions of one another and respond to the</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 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>

	<ul style="list-style-type: none"> <li>• Pupils will be able to initiate an interaction with a familiar and unfamiliar person.</li> <li>• Pupils will begin to be able to solve disagreements with a peer.</li> </ul>	answers appropriately.	signs/ visual symbols.	others and summarise what has been said.	
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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</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to look at the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to take turns in a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to co-regulate when in a</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to use gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to display open body language when</li> </ul>

<p>language of others.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to show simple emotions such as crying, laughing</li> <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</li> </ul>	<p>person who is talking..</p> <ul style="list-style-type: none"> <li>● Pupils will be able to organise a speech of up to 2 paragraphs 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 detailed</li> </ul>	<p>range of interactions and discussions.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to look at/towards the person who is talking to them</li> <li>● Pupils will be able to respond to a point of view put forward with a clear and detailed counter-argument.</li> </ul>	<p>busier environment.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to respond to others using noises, gestures or symbols.</li> </ul>	<p>smiles and laughs in response to others.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to organise their ideas to ensure clarity for the audience.</li> <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 key</li> </ul>	<p>communicating with others.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to show active listening through facial expressions and body language eg smiling, nodding in agreement.</li> <li>● Pupils use facial expressions and gestures 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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dislike something.	reasons why.			words when presenting.	
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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 more complex character in play.</li> <li>● Pupils will be able to show facial expressions to express their feelings and thoughts</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 wider group discussion.</li> <li>● Pupils will be able to listen to others and ask questions about the topic of conversation.</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>	<ul style="list-style-type: none"> <li>• Pupils will begin to change their tone and volume to fit in with the character they are playing.</li> </ul>	<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> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to resolve differences independently of an adult.</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 sentences when interacting or responding to others.</li> <li>● Pupils will be able to take turns in adult led interactions in a wider range of contexts.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will know and use a wider range of 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</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</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns in interactions with larger groups.</li> <li>● Pupils will be able to listen to different ideas to build on their understanding.</li> <li>● Pupils will be able 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 summarise what has been said.</li> </ul>

	<ul style="list-style-type: none"> <li>Pupils will be able to talk about a topic of interest, taking into account the listener.</li> </ul>	the listener to ask questions and respond appropriately.	sentence strip.	listen to the differing opinions of 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</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to understand and respond to different questions.</li> <li>Pupils will begin to give detailed reasons for</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, more unfamiliar groups.</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</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to organise their ideas for clarity for the audience.</li> <li>Pupils will be able to alter their voice tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will be able to use a range of key words when presenting a subject.</li> <li>Pupils will be able to speak to a wider audience about a range of subject matters using appropriate detail for the audience.</li> </ul>



<p>of themselves 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>their opinions.</p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Pupils will be able to give clear, detailed reasons for their opinions.</li> </ul>	<p>range of makaton signs or PECS symbols consistently when needed.</p>	<p>to ensure greater engagement from the audience.</p> <ul style="list-style-type: none"> <li>• Pupils will be able to use key words when presenting a subject.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to speak at a volume that can be heard by a wider audience.</li> <li>• Pupils will be able to organise a greater number of 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 expression</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to take turns in</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to use a wide range of descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to self-regulate</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to recognise an increasing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will be able to ask appropriate questions and wait</li> </ul>

<p>s and sounds.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to make a noise to appropriately gain attention.</li> </ul>	<p>interactions within small groups.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to communicate their own feelings and thoughts.</li> <li>● Pupils will be able to use pauses and gestures for effect.</li> </ul>	<p>and descriptive vocabulary for effect.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to engage effectively with the audience when speaking.</li> <li>● Pupils will be able to take on more complex characters in plays and show empathy through their actions and word choices.</li> </ul>	<ul style="list-style-type: none"> <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>	<p>amount of feelings and emotions in others.</p> <ul style="list-style-type: none"> <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 appropriate questions about the subject.</li> </ul>	<p>for a response in a range of contexts.</p> <ul style="list-style-type: none"> <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>
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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 with a wider range of individuals and share resources.</li> <li>● Pupils will be able to initiate conversatio</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 speak clearly and articulate about a problem to a uniformed professional.</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> <li>● Pupils will be able to understand spoken language through gestures/ signs/ visual symbols.</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 ideas in order to reach a resolution.</li> <li>● Pupils will be able to ask questions of</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 is easy to understand</li> <li>● Pupils will be able to listen to different ideas and work with others to reach a resolution.</li> </ul>

	<p>ns with others.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to maintain a conversation for a short time.</li> </ul>			<p>others about their ideas.</p>	<ul style="list-style-type: none"> <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 or PECS to meet wants and needs.</li> <li>● Pupils will be able to</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to communicate in sentences with the support of PECS and a sentence strip or colourful</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to take turns and listen when it is not their turn.</li> <li>● Pupils will be able to talk in a wider variety of</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to join in noises and rhymes during singing or intensive interaction</li> <li>● Pupils will be able to</li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to talk about information gathered from a text.</li> <li>● Pupils will be able to express an opinion about a text.</li> <li>● Pupils will be able to organise an</li> </ul>

<p>engage in intensive interaction</p> <ul style="list-style-type: none"> <li>● Pupils will be able to state whether they like or dislike something using their preferred communication method.</li> </ul>	<p>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 language of debate and persuasion in their speech.</b></li> </ul>	<p>groups and contexts.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to maintain a debate or persuasive argument through their speech and communication.</li> <li>● Pupils will be able to respond to another peer expressing their counter opinions or arguments respectfully.</li> </ul>	<p>listen to others in a small group with adult support.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to communicate to others with the support of symbols or makaton if needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to have a more open body when speaking to others.</li> <li>● Pupils will be able to organise a series of ideas to ensure clarity for the listener.</li> </ul>	<p>increasing range of ideas to ensure clarity for the listener/ audience.</p> <ul style="list-style-type: none"> <li>● Pupils will be able to use a wide range of key vocabulary for a subject.</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 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 change their tone and volume</li> </ul>	<ul style="list-style-type: none"> <li>● Pupils will be able to accept and tolerate other people having an opinion that is different from their own.</li> <li>● Pupils will be able to take turns in a conversation.</li> <li>● Pupils will be able to choose a wide range of 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 initiate conversation, taking into account the audience.</li> <li>● Pupils will be able to vary the type of language they use depending on the audience (eg formal or informal speech).</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>

	of voice for effect.				
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