



Primary 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"> • Pupils engage in intensive interaction to support engagement. • Pupils respond; turning, being quiet, looking at the person who is talking. • Pupils tolerate playing 	<ul style="list-style-type: none"> • Pupils take turns in interactions with one person. • Pupils use simple words/ PECS to talk about their own feelings e.g. happy/ sad. 	<ul style="list-style-type: none"> • Pupils show feelings and emotions using words, signs and symbols • Pupils express their own feelings about a topic. • Pupils are able to take turns with a peer during play or talk. 	<ul style="list-style-type: none"> • Pupils use gestures or actions to meet wants and needs.. • Pupils understand some key words through gestures/ signs/ visual symbols. 	<ul style="list-style-type: none"> • Pupils are able to give attention when other people are talking. • Pupils take turns in a simple interaction with another child. • Pupils listen to the ideas of others 	<ul style="list-style-type: none"> • Pupils will be confident enough to speak in front of a small group. • Pupils are able to listen to the ideas of others and consider different points of view. • Pupils will be able to summarise what has been said. • Pupils will be able to ask questions of others in order to reach a shared agreement.

alongside another person.					
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Spring 1			Spring 2		
Debate and Persuasion			Exploratory Talk		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> Pupils will be able to respond (through turning, being quiet, looking) to the person who is talking. Pupils will be able to state whether they like 	<ul style="list-style-type: none"> Pupils will take turns in adult led interactions. Pupils will look at the person who is talking/ interacting with them. Pupils will be able to express 	<ul style="list-style-type: none"> Pupils will say whether they agree or disagree with another and be able to give reasons. Pupils will be able to communicate their thoughts clearly, giving reasons for 	<ul style="list-style-type: none"> Pupils will make noises in response to others. Pupils will begin to make playful noises eg animal noises or copying in intensive interaction. 	<ul style="list-style-type: none"> Pupils will take turns in interactions with adult support. Pupils will use simple words/ symbols to talk about their own thoughts and feelings. Pupils will be able to 	<ul style="list-style-type: none"> Pupils will ask appropriate questions and wait for a response in a range of contexts. Pupils will listen to different ideas and consider them as a possible solution. Pupils will be able to ask questions of others.

<p>or dislike something using symbols or simple words.</p>	<p>their thoughts and ideas about a topic.</p> <ul style="list-style-type: none"> • Pupils will be able to listen to the opinions of others. • Pupils will be able to state whether they agree or disagree with a point of view. 	<p>their opinions.</p>		<p>listen to others and respond appropriately.</p>	
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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"> ● Pupils will copy facial expressions and sounds. ● Pupils will make a noise to appropriately gain attention. 	<ul style="list-style-type: none"> ● Pupils will practise and rehearse sentences and phrases and use them in a role play. ● Pupils will change their tone of voice and volume for the appropriate context. ● Pupils change their facial expression for the appropriate context. ● Pupils will consider 	<ul style="list-style-type: none"> ● Pupils will be able to alter the pace of their speech for impact. ● Pupils will choose vocabulary for effect. ● Pupils will speak with confidence to others. 	<ul style="list-style-type: none"> ● Pupils will attempt to join in noises and rhymes during singing or intensive interaction. ● Pupils will be able to tolerate another playing alongside them. ● Pupils will be able to demonstrate feelings and thoughts using their preferred method of communication. 	<ul style="list-style-type: none"> ● Pupils use simple words/nouns for wants and needs. ● Pupils use sentences to make choices. ● Pupils use a broader range of vocabulary consistently when needed. ● Pupils will begin to take turns in play and speaking. 	<ul style="list-style-type: none"> ● Pupils will begin to take into account the listener or audience by speaking clearly and at a pace that is easy to understand. ● Pupils will be able to initiate an interaction with a peer. ● Pupils will respond appropriately to another peer's feelings. ● Pupils will be able to recognise when a peer is excluded from a game or interaction.

	the audience when speaking.				
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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"> • Pupils take turns in interactions with one person. • Pupils use simple words/ 	<ul style="list-style-type: none"> • Pupils wait their turn to speak. • Pupils will look at the person who is talking/interactin 	<ul style="list-style-type: none"> • Pupils talk about things of interest with some consideration of the listener. • Pupils ask questions of one another. 	<ul style="list-style-type: none"> • Pupils use simple phrases consistently and accurately. • Pupils will understand specific 	<ul style="list-style-type: none"> • Pupils take turns in interactions with one person. • Pupils ask and answers questions 	<ul style="list-style-type: none"> • Pupils can ask appropriate questions to find out more information about a subject. • Pupils learn to wait for a response before

<p>PECS to talk about their own feelings eg happy/sad.</p> <ul style="list-style-type: none"> • Pupils takes turns in adult led interactions. 	<p>g with them.</p> <ul style="list-style-type: none"> • Pupils will speak in simple sentences to interact or respond to others. 	<ul style="list-style-type: none"> • Pupils will be able to show an interest in what their peer is saying by using eye contact and asking questions about the subject. 	<p>words and phrases.</p> <ul style="list-style-type: none"> • Pupils can make simple sentences with the support of PECS and a sentence strip or colourful semantics. 	<p>about a topic.</p> <ul style="list-style-type: none"> • Pupils listen to different opinions. 	<p>asking further questions.</p> <ul style="list-style-type: none"> • Pupils listen to different ideas and work with others to consider a solution.
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Spring 1			Spring 2		
Debate and Persuasion			Presentation/ Communicating Ideas		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will look at the person who is talking/ interacting 	<ul style="list-style-type: none"> • Pupils will understand and respond to who, what, where, when. 	<ul style="list-style-type: none"> • Pupils will be able to Identify an opinion/ viewpoint. • Pupils will talk in larger 	<ul style="list-style-type: none"> • Pupils will use simple words for wants, needs and some 	<ul style="list-style-type: none"> • Pupils will be able to recognise different likes/ dislikes. 	<ul style="list-style-type: none"> • Pupils will be able to project their voice for a wider audience. • Pupils will be able to use key vocabulary when

<p>g with them.</p> <ul style="list-style-type: none"> • Pupils will be able to show an awareness of themselves in an interaction • Pupils will be able to state whether they like or dislike something using their preferred method of communication. 	<ul style="list-style-type: none"> • Pupils will be able to organise their talk to ensure clarity for the listener. • Pupils will listen to different opinions with respect. • Pupils will be able to respectfully agree or disagree with another person 	<p>familiar groups.</p> <ul style="list-style-type: none"> • Pupils will choose a reason from two options to support their opinion. • Pupils will be able to give simple reasons for their ideas. 	<p>motivating choices.</p> <ul style="list-style-type: none"> • Pupils will use a broader range of makaton signs or PECS symbols consistently when needed. • Pupils will attempt to join in noises and rhymes during singing or intensive interaction 	<ul style="list-style-type: none"> • Pupils will be able to use some key words for clarity. • Pupils will be able to change the volume of their voice in order to be heard by a larger audience. 	<p>communicating about a subject.</p> <ul style="list-style-type: none"> • Pupils will be able to use a range of sentences when presenting ideas. • Pupils will be able to organise their talk for clarity for the audience.
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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"> • Pupils will copy facial expressions and sounds. • Pupils will make a noise to appropriately gain attention. • Pupils will demonstrate happiness when involved in something they enjoy. • Pupils will begin to understand the 	<ul style="list-style-type: none"> • Pupils will use simple words/symbols to talk about their own feelings eg happy/sad. • Pupils will begin to take part in role play. • Pupils will be able to speak with confidence. 	<ul style="list-style-type: none"> • Pupils can tell and understand jokes. • Pupils will be able to use their tone of voice and intonation for effect. • Pupils will choose vocabulary for effect. 	<ul style="list-style-type: none"> • Pupils will make noises to self-regulate and in response to others. • Pupils will begin to make playful noises eg animal noises or copying in intensive interaction. • Pupils can use the correct PECS for communicating wants and needs. 	<ul style="list-style-type: none"> • Pupils will be able to begin to recognise feelings and emotions in others. • Pupils will use gestures/signs to initiate conversation. • Pupils will be able to take turns and listen when it is not their turn. 	<ul style="list-style-type: none"> • Pupils will be able to use descriptive vocabulary in their speech. • Pupils will ask appropriate questions and wait for a response in a range of contexts. • Pupils will be able to take turns and listen when it is not their turn. • Pupils will be able to speak to uniformed professionals when asking for help.

facial expressions of others.					
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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"> Pupils will respond to another person by ; turning, being quiet, looking at the person who is talking. 	<ul style="list-style-type: none"> Pupils will use simple phrases consistently and accurately . Pupils will understand specific words and phrases. 	<ul style="list-style-type: none"> Pupils will be able to look at the person who is talking/ interacting with them. Pupils will be able to speak to an unfamiliar uniformed professional 	<ul style="list-style-type: none"> Pupils will use gestures or actions to meet wants and needs. Pupils will engage in intensive interaction. Pupils will understand spoken 	<ul style="list-style-type: none"> Pupils will speak in simple sentences to interact or respond to others. Pupils will listen to others and build on their ideas. 	<ul style="list-style-type: none"> Pupils will begin to take into account the listener or audience by speaking clearly and at a pace that is easy to understand. Pupils will understand that different listeners

<ul style="list-style-type: none"> ● Pupils will have an awareness of themselves in an interaction. Pupils will tolerate another peer playing alongside them.. 	<ul style="list-style-type: none"> ● Pupils will be able to take turns with at least one other person. ● 	<ul style="list-style-type: none"> ● Pupils will be able to initiate an interaction. ● Pupils will be able to show an interest when someone else is talking through eye contact, facial expressions and body language. ● Pupils will be able to listen to another person talking and ask a question that is relevant to the subject.. 	<p>language through gestures/ signs/ visual symbols.</p>	<ul style="list-style-type: none"> ● Pupils will be able to ask questions to support their understanding. 	<p>need different information.</p> <ul style="list-style-type: none"> ● Pupils will be able to listen to different ideas and use these to reach a solution. ● Pupils use talk to explore and to present ideas clearly.
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Spring 1			Spring 2		
Debate and Persuasion			Presentation		
Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> • Pupils will use gestures or an action to meet wants and needs. • Pupils will engage in intensive interaction • Pupils will be able to say whether they like or dislike 	<ul style="list-style-type: none"> • Pupils will make simple sentences with the support of PECS and a sentence strip or colourful semantics. • Pupils will recognise that other people have an opinion that may 	<ul style="list-style-type: none"> • Pupils will be able to take turns and listen when it is not their turn with prompting. • Pupils will talk in small familiar groups. • Pupils will be able to organise their ideas for impact. • Pupils will be able to 	<ul style="list-style-type: none"> • Pupils can communicate, using their preferred method, in a small circle of peers. • Pupils will engage in intensive interaction 	<ul style="list-style-type: none"> • Pupils can speak in simple sentences to present an idea. • Pupils will be able to understand and respond to who, what, where, when. • Pupils will be able to organise their speech for 	<ul style="list-style-type: none"> • Pupils can present their ideas to the class group. • Pupils can ask questions about a subject being presented. • Pupils can relate the experiences of others to their own and can talk about their own past experience in relation to a topic.

<p>something using their preferred method of communication.</p>	<p>be different from their own without prompting.</p> <ul style="list-style-type: none"> • Pupils will begin to use the language of persuasion in speech. • Pupils will begin to use the language of debate in their speech. 	<p>use the language of debate and persuasion.;</p> <ul style="list-style-type: none"> • Pupils will be able to use the correct volume and tone of voice for purpose. 		<p>clarity for the audience.</p> <ul style="list-style-type: none"> • Pupils will change the volume of their voice to ensure a wider audience can hear. 	
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Summer 1	Summer 2
<p>Entertainment and Expression</p>	<p>Social Interaction</p>

Encountering	Developing	Enhancing	Encountering	Developing	Enhancing
<ul style="list-style-type: none"> ● Pupils can use gesture or an action to meet their wants and needs. ● Pupils can engage in intensive interaction ● Pupils will begin to respond to different facial expressions. 	<ul style="list-style-type: none"> ● Pupils will begin to speak in role play. ● Pupils will be able to tell and understand jokes. ● Pupils begin to speak in role play. ● Pupils will begin to use changes in intonation for effect. 	<ul style="list-style-type: none"> ● Pupils will be able to change the speed, intonation and volume of their voice for effect. ● Pupils will be able to change their body language for effect. ● Pupils will be able to choose appropriate vocabulary for effect. 	<ul style="list-style-type: none"> ● Pupils will be able to discriminate sounds from words. ● Pupils will be able to enjoy and respond to familiar rhymes. ● Pupils will be able to engage in social interaction. ● Pupils will be able to tolerate a peer playing alongside them. 	<ul style="list-style-type: none"> ● Pupils will be able to use simple social phrases consistently and accurately. ● Pupils will begin to understand specific words and phrases. ● Pupils will be able to take turns when interacting with a peer. ● Pupils will be able to communicate their 	<ul style="list-style-type: none"> ● Pupils are able to initiate and maintain an interaction with peers. ● Pupils are able to ask for help from a uniformed professional. ● Pupils are able to take turns in a social interaction. ● Pupils are able to communicate their wants and needs effectively using their preferred communication methods in a range of contexts.

