

## ENGLISH Communication, Language & Interaction

Default statuses	Weighting
Taught	0
Almost/Approaching	1
Achieved	2
Mastered	3

	Communication, Language and Interaction
Stage 1	<p>I can express discomfort using pre- intentional behaviour.</p> <p>I can express comfort using pre- intentional behaviour.</p> <p>I can express interest in other people using pre- intentional behaviour.</p>
Stage 2	<p>I can protest using intentional behaviour.</p> <p>I can continue an action using intentional behaviour.</p> <p>I can obtain more of something using intentional behaviour.</p> <p>I can attract attention using intentional behaviour.</p>
Stage 3	<p>I can refuse and reject using unconventional gestures/ body language.</p> <p>I can request more of an action using unconventional gestures/ body language.</p> <p>I can request a new action using unconventional gestures/ body language.</p> <p>I can request more of an action using unconventional gestures/ body language. I can make choices using unconventional gestures/ body language.</p> <p>I can request a new item using unconventional gestures/ body language.</p> <p>I can request help using unconventional gestures/ body language.</p> <p>I can request attention using unconventional gestures/ body language.</p>

	<p>I can share attention focus with an adult using unconventional gestures/ body language.</p> <p>I can engage in interactive exchange using unconventional gestures/ body language.</p> <p>I can respond positively to an adult using unconventional gestures/ body language.</p> <p>I can show affection using unconventional gestures/ body language.</p>
<p>Stage 4</p>	<p>I can refuse and reject using conventional gestures/ body language.</p> <p>I can request more on an action using conventional gestures/ body language.</p> <p>I can request a new action using conventional gestures/ body language.</p> <p>I can request more of an item using conventional gestures/ body language.</p> <p>I can make choices using conventional gestures/ body language.</p> <p>I can request a new item using conventional gestures/ body language.</p> <p>I can request help using conventional gestures/ body language.</p> <p>I can request attention using conventional gestures/ body language.</p> <p>I can share attention focus with an adult using conventional gestures/ body language.</p> <p>I can engage in an interactive exchange using conventional gestures/ body language.</p> <p>I can respond positively to an adult using conventional gestures/ body language.</p> <p>I can show affection using conventional gestures/ body language.</p> <p>I can greet people using conventional gestures/ body language.</p> <p>I can share using conventional gestures/ body language.</p> <p>I can direct an adult's attention using conventional gestures/ body language.</p> <p>I can use polite social forms using conventional gestures/ body language.</p> <p>I can answer yes and no questions using conventional gestures/ body language.</p> <p>I can ask non- verbal questions using conventional gestures/ body language.</p>
<p>Stage 5</p>	<p>I can refuse and reject using concrete symbols.</p> <p>I can request more of an action using concrete symbols.</p> <p>I can request a new action using concrete symbols.</p> <p>I can request more of an item using concrete symbols.I can make choices using concrete symbols.</p> <p>I can request a new item using concrete symbols.</p> <p>I can request help using concrete symbols.I can request absent items using concrete symbols.</p> <p>I can request attention using concrete symbols.</p> <p>I can share attention focus with an adult using concrete symbols.</p>

I can engage in interactive exchange using concrete symbols.  
I can respond positively to adults using concrete symbols.  
I can greet people using concrete symbols.  
I can respond to someone I am communicating with using concrete symbols.  
I can answer simple yes or no questions using concrete symbols.  
I can name things and people using concrete symbols.  
I can make comments using concrete symbols.  
A – I can sit with minimal adult support.  
A – I can sit facing forward.  
A – I can react to an object.  
A – I can hold my attention for 2 minutes.  
A – I can indicate a desire for more.

Stage 6

I can refuse and reject using abstract symbols.  
I can more action using abstract symbols.I can request a new action using abstract symbols.  
I can request more of an item using abstract symbols.  
I can make choices using abstract symbols.  
I can request a new item using abstract symbols.  
I can request help using abstract symbols.  
I can request absent items using abstract symbols.  
I can request attention using abstract symbols.  
I can share attention focus with an adult using abstract symbols.  
I can engage in an interactive exchange using abstract symbols.  
I can respond positively to an adult using abstract symbols.  
I can show affection using abstract symbols.  
I can greet people using abstract symbols.  
I can share using abstract symbols.  
I can direct an adult's attention using abstract symbols.  
I can use polite social forms with abstract symbols.  
I can answer yes/ no questions using abstract symbols.  
I can ask questions using abstract symbols.  
I can name things/ people using abstract symbols.

	<p>I can make comments using abstract symbols.</p> <p>A – I can hold my attention for 5 minutes.</p> <p>A – I can show interest when an adult demonstrates an activity.</p> <p>A – I can sit independently.</p>
Stage 7	<p>I can combine concrete or abstract symbols to refuse and reject.</p> <p>I can combine concrete or abstract symbols to request more of an action.</p> <p>I can combine concrete or abstract symbols to request new action.</p> <p>I can combine concrete or abstract symbols to request more of an item.</p> <p>I can combine concrete or abstract symbols to make choices.</p> <p>I can combine concrete or abstract symbols to request new item.</p> <p>I can combine concrete or abstract symbols to request help.</p> <p>I can combine concrete or abstract symbols to request absent items.</p> <p>I can combine concrete or abstract symbols to request attention.</p> <p>I can combine concrete or abstract symbols to share attention focus with an adult.</p> <p>I can combine concrete or abstract symbols engage in interactive exchange.</p> <p>I can combine concrete or abstract symbols to respond positively to adults.</p> <p>I can combine concrete or abstract symbols to show affection.</p> <p>I can combine concrete or abstract symbols to greet people</p> <p>I can combine concrete or abstract symbols to share.</p> <p>I can combine concrete or abstract symbols to direct an adults attention.</p> <p>I can combine concrete or abstract symbols to use polite social forms.</p> <p>I can combine concrete or abstract symbols to answer yes and no questions.</p> <p>I can combine concrete or abstract symbols to ask questions.</p> <p>I can combine concrete or abstract symbols to name things and people.</p> <p>I can combine concrete or abstract symbols to make comments.</p> <p>A – I can hold my attention for more than 5 minutes.</p> <p>S – I can accept an invitation to have a turn.</p> <p>S – I can wait to have a turn with adult support.</p>
Stage 8	<p>A1 – I can shift attention with adult support.</p> <p>A2- I can concentrate on a concrete task.</p>

V2- I can understand and use 100 words, including at least 20 verbs  
 V3- I can understand 2 ICW sentences with an object and place.  
 V4- I can understand 2 ICW sentences with person and action  
 V5- I can understand negative word (no, gone)  
 V6- I can find an object when it is described (what do you sit on?)  
 V7- I can identify an object using an adjective as information (where is the dirty shoe?)  
 V8- I can understand simple “where” questions (where is the teddy?)  
 N1- I can understand “now” and “next”  
 N2- I can use a range of 2 word sentence (person and action, action and object, object and place, object to person)  
 N3- I can talk about a present event.  
 AR1- I can recall key elements of a story/ event immediately with visual prompts. (character, action, place)  
 AR2- I can recall key elements of a story/ event immediately without prompts.  
 AR3- I can recall key elements of a story/ event after 30 minutes with visual prompts.  
 AR4- I can recall key elements of a story/ events after 30 minutes without visual prompt.  
 AR5- I can recall key elements of a story/ event over time without prompts.  
 S2- I can make sure that my fidgeting does not disrupt my communication.  
 S3- I can understand and respond to an adult prompt to “wait” during conversation.  
 S4 – I can wait to have a turn.  
 AAC1 - I can use my AAC successfully to communicate Explorers Level 7 refuse, obtain, social, information.  
 AAC2- I can find desired item on my AAC by scanning up to 4 items.  
 AAC3 – I can use my AAC in at least 4 contexts  
 AAC4 – I can use a home/school message switch or button for new/evolving information.

Stage 9

A1- I can listen to an adult while completing a task.  
 V1- I can understand 3 ICW sentences (person, action, object/ person, action, place).  
 V2- I can understand 3 ICW sentences that include possession (Put the pen on Sarah’s book)  
 V3- I can understand in, on, under in 3 ICW sentences.  
 V4- I can understand big and little in 3 ICW sentences.  
 V5- I can understand and use at least 300 words.  
 V6- I can answer or understand “can you...? Questions.  
 V7- I can answer simple “what” questions logically.  
 V8 – I can answer simple “where” questions logically.

V9 – I can answer simple “who” questions logically.  
 V10- I can answer critical thinking questions. (What do you do when you are cold? What happened? Who is in the story? Where is the story taking place?)  
 N1- I can use 3 word sentences.  
 N2- I can use “where” and “what” with another word.  
 N3- I can use big, little.  
 AR1- I can recall and sequence 2 events in a story with visual prompt.  
 AR2- I can recall and sequence 2 events in a story without a prompt.  
 S1- I can talk about something that is currently happening with an adult and a peer.  
 S2- I can talk about something that has just happened with an adult and a peer.  
 S3- I can take turns in a conversation with prompting.  
 S4 – I can accept not having a turn in an activity.  
 AAC1 – I can scan up to 8 items on my AAC.  
 AAC2 – I can use my AAC in at least 6 contexts.  
 AAC3 – I can navigate/ turn a page on my AAC to find a desired item.  
 AAC4 – I can seek out my AAC from a familiar place.  
 AAC5 – I can communicate to an adult that I would like my AAC.

Stage  
10

V2- I can understand 4ICW sentences (including possession, prepositions and adjectives)  
 V3- I can understand colour names to describe them.  
 V4- I can understand past tense.  
 V5- I can understand simple sentences including “and” (give me the cow and the pig)  
 V6- I can use negatives (can’t)  
 V8- I can answer questions about the functions of objects (“what are spoons for?”)  
 V9- I can answer “if...what” questions (“if it starts raining, what would you do?”)  
 N1- I can talk in past tense.  
 N2- I can use “ing” when talking in the present (the cat is sleeping)  
 N5- I can use simple phrases to describe a current event and a past event  
 N4- I can retell a story using some of my own words.  
 N7- I can use visual prompts to sequence and talk about a task/ real event.  
 AR3- I can recall and sequence 3 events in a story using beginning, middle and end.  
 S2- I can use appropriate facial expressions when listening to a speaker.

	<p>S4- I can imitate an adult’s expression during stories.  AAC1 – I can use my AAC to share information about me and my interests.  AAC2 – I can navigate to a logical page during familiar contexts (e.g. colours during art)  AAC3 – I can scan up to 12 items on my AAC.  AAC4 – I can transport my AAC with a reminder.</p>
Stage 11	<p>V1- I can understand pronouns he, she, they, his, hers.  V2- I can understand the concepts long/short, full/empty, fat/thin, fast/slow, hot/cold.  V3- I can understand “and” when it links more than one event (“he walked home and went to bed”)  V4- I can answer “when” questions.  V5- I can use “when” .  V6- I can understand and use “first”, “next” and “last” .  N2- I can use a range of 4-6 word sentences for a range of purposes.  N3- I can anticipate what might happen next. (real event)  N5- I can use “and” and “because” .  S1- I can add or extend information in a conversation (sometimes interrupting)  S2- I can attempt to make a conversation with an adult.  S3- I can use expression when story telling (without an adult prompt)  AAC1 – I can transport my AAC independently.  AAC2 – I can indicate if my AAC needs charging/ updating.  AAC3 – I can indicate if I would like vocabulary added to my AAC.</p>
Stage 12	<p>V1- I can understand future tense.  V2- I can understand prepositions (behind/ in front, near, between)  V3- I can understand a list of 3 (“find me the scissors, book and glue”)  V5- I can understand and ask “why” and “how” .  V7- I can guess a word from clues.  V9- I can ask what an unfamiliar word means.  V12- I can 2-3 part instructions including time concepts (“before you sit down, you need to hang up your coat and wipe your feet.”)  V15- I can use appropriate tenses and word order (“The girl walked to school”)  N1- I can predict what will happen in a fictional story.  N2- I can use simple phrases to describe a future event.</p>

N4- I can tell my own story that has a simple sequence of events.  
 N5- I can use "Once upon a time..."  
 N6- I can talk through what I need to do to solve a problem. ("I don't have enough paint so I'm going to get some more")  
 N8- I can remember my words and speak clearly in a short presentation or performance.  
 S1- I can show an understanding of loud and quiet and adjust speaking volume when prompted.  
 S2- I can show an understanding of fast and slow and adjust speaking speed when prompted.  
 S4- I can initiate a conversation with a peer/ familiar adult when the topic is of my interest.  
 S5- I can initiate a conversation using prepared questions.  
 S6- I can respond to points of interest when listening to others.  
 S7- I can imitate popular language.  
 AAC1 – I can use my AAC to communicate to an unfamiliar adult.  
 AAC1 – I can communicate to an unfamiliar adult where my AAC is found and what it is used for.  
 AAC2 – I can clear and delete in the message window independently.

Stage  
13

V1- I can follow complex 2-3 part instructions ("choose a character from the story, then talk to your partner about how they feel and be ready to share your ideas.")  
 V2- I can ask a range of different types of questions to find out specific information, including how and why.  
 V3- I can compare words by the way they look, sound and their meaning. ("bare/bear" "furious and angry mean the same thing")  
 V4- I can use simple conjunctions to justify or explain something ("I'm going to finish this picture because then I don't have to do it for homework.")  
 N1- I can tell a story including setting the scene, a basic story plot and sequence events in the right order.  
 N2- I can describe in 2-3 sentences how to solve a problem. "First, I added up all the numbers. Then I worked out how many to make 50. Then I added how many to make 100 because that's the same as £1.  
 N3- I can use conjunctions to increase the length and complexity of sentences ("because" "when")  
 N4- I can accurately predict what will happen in a story or retelling of an event.  
 S1- I can comment on past, future and present events.  
 S2- I can show an awareness of the appropriate use of questions, including person, time and place.  
 S3 – I can understand that informal expressions are only to be used between friends/ relatives. ("wicked", "Hiya", "See ya later")  
 S4 – I can listen and respond in two way conversations and groups.  
 S5- I can keep to topic in a conversation.  
 S6- I can be prompted to move on if I am talking too much.  
 S7- I can ask questions to find out information and respond appropriately to the answers.



<p>Stage 14</p>	<p>A1 - I can respond to a speaker and reflect what has just been heard.  A2 – I can maintain attention and participate in a small group discussion.  V1 - I can make inference from abstract pieces of information e.g. the girl is wearing a warm coat and gloves. What is the weather like? What season is it?  N1 - I can recount experiences and predict outcomes, often connecting ideas.  S1 - I can listen to less familiar adults, and follow basic instructions.  S2 - I can listen to other's views and preferences and identify contributions by each group member.  S3 - I can begin to understand how feelings and emotions affect communication.  S4 - I can gain the attention of listeners through appropriate and positive communication.</p>
<p>Stage 15</p>	<p>V1 - I can tell real and imagined stories using the conventions of familiar story language.  V2 - I can respond to presentations by describing characters, repeating some highlights and commenting constructively.  V3 - I can consider how mood and atmosphere are created in a live or recorded performance.  V4 - I am beginning to understand what Standard English is and where it is used.  N1 – I can present information in a structured way. (explain opinion and give reasons.)  S1 - I can vary talk in simple ways to gain and hold the attention of the listener.  S2 - I can sustain listening in a large group situation such as an assembly, demonstrating this by talking about what happened.  S3 - I can maintain attention to stay on topic and initiate and respond to comments in a conversation.  S4 - I can give simple reasons for opinions and suggestions in a range of activities.</p>
<p>Stage 16</p>	<p>V1 - I can make specific vocabulary choices that show awareness of different purposes and listeners.  V2 - I can ask relevant questions to extend my understanding and build vocabulary and knowledge.  V3 - I can use elements of Standard English in my speech.  N1 – I can present information coherently and select specific vocabulary to support this. (choosing memorable details that will match audience interests)  S1 - I can use language and gesture to support the use of models, diagrams and displays, when explaining.  S2 - I can use non-verbal features that show awareness of different purposes and listeners.  S3 - I can use intonation to emphasise meaning e.g. Why are you standing there? (enquiring voice) /WHY are you standing there? (raised voice).  S4 - I can work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on.  S5 - I can present parts of traditional stories, own stories or work from different parts of the curriculum for members of my class.</p>

Stage  
17

V1 - I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.

N1 - I can give well-structured descriptions, explanations and narratives.

S1- I can articulate and justify answers, arguments and opinions.

S2 - I can speak audibly and fluently with an increasing command of Standard English.

S3 - I can participate in and take an active role in discussions.

S4 - I can participate in presentations, performances and debates.

S5 - I can gain, maintain and monitor the interest of the listener(s).

S6 - I can consider different viewpoints attending to and building on the contributions of others.