

Communication, Language and Interaction Pathway

SANDMAT

BELMONT

A - Attention    V - vocabulary understanding and use    N - Narrative/ sentence building    AR - Auditory recall  
S - social            AAC - AAC Operational Use

<p align="center"><u>Stage 1</u></p> <p><b>Pre- intentional behaviour</b></p>	<p>I can express discomfort. I can express comfort. I can express interest in other people.</p>
<p align="center"><u>Stage 2</u></p> <p><b>Intentional behaviour</b></p>	<p>I can protest. I can continue an action. I can obtain more of something. I can attract attention.</p>
<p align="center"><u>Stage 3</u></p> <p><b>Communicating using unconventional gestures/ body language.</b></p>	<p>I can refuse and reject using unconventional gestures/ body language. I can request more of an action using unconventional gestures/ body language. I can request a new action using unconventional gestures/ body language. I can request more of an action using unconventional gestures/ body language. I can make choices using unconventional gestures/ body language. I can request a new item using unconventional gestures/ body language. I can request help using unconventional gestures/ body language. I can request attention using unconventional gestures/ body language. I can share attention focus with an adult using unconventional gestures/ body language. I can engage in interactive exchange using unconventional gestures/ body language. I can respond positively to an adult using unconventional gestures/ body language. I can show affection using unconventional gestures/ body language.</p>
<p align="center"><u>Stage 4</u></p>	<p>I can refuse and reject using conventional gestures/ body language. I can request more on an action using conventional gestures/ body language.</p>

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

	<p>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.</p>
<p style="text-align: center;"><b><u>Stage 6</u></b></p> <p style="text-align: center;"><b>Abstract symbols  (speech, signs, printed  words, AAC)</b></p>	<p>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>

	<p>I can make comments using abstract symbols.  A - I can hold my attention for 5 minutes.  A - I can show interest when an adult demonstrates an activity.  A - I can sit independently.</p>
<p><b><u>Stage 7</u></b></p> <p><b>Combine 2 or 3 concrete or abstract symbols (want juice, me go out)</b></p>	<p>I can combine concrete or abstract symbols to refuse and reject.  I can combine concrete or abstract symbols to request more of an action.  I can combine concrete or abstract symbols to request new action.  I can combine concrete or abstract symbols to request more of an item.  I can combine concrete or abstract symbols to make choices.  I can combine concrete or abstract symbols to request new item.  I can combine concrete or abstract symbols to request help.  I can combine concrete or abstract symbols to request absent items.  I can combine concrete or abstract symbols to request attention.  I can combine concrete or abstract symbols to share attention focus with an adult.  I can combine concrete or abstract symbols engage in interactive exchange.  I can combine concrete or abstract symbols to respond positively to adults.  I can combine concrete or abstract symbols to show affection.  I can combine concrete or abstract symbols to greet people  I can combine concrete or abstract symbols to share.  I can combine concrete or abstract symbols to direct an adults attention.  I can combine concrete or abstract symbols to use polite social forms.  I can combine concrete or abstract symbols to answer yes and no questions.  I can combine concrete or abstract symbols to ask questions.  I can combine concrete or abstract symbols to name things and people  I can combine concrete or abstract symbols to make comments.  A - I can hold my attention for more than 5 minutes.  S - I can accept an invitation to have a turn.  S - I can wait to have a turn with adult support.</p>
<p><b><u>Stage 8</u></b></p>	<p>A1 - I can shift attention with adult support.</p>

<p><b><u>Stage 3</u></b></p>	<p>A2- I can concentrate on a concrete task.  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.</p>
<p><b><u>Stage 9</u></b></p>	<p>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)</p>
<p><b><u>Stage 4</u></b></p>	

	<p>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.</p>
<p><b><u>Stage 10</u></b></p> <p><b><u>Stage 5</u></b></p>	<p><del>V1- I can understand and use 500-1500 words</del>  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)</p>

	<p>V8- I can answer questions about the functions of objects ("what are spoons for?")</p> <p>V9- I can answer "if...what" questions ("if it starts raining, what would you do?")</p> <p>N1- I can talk in past tense.</p> <p>N2- I can use "ing" when talking in the present (the cat is sleeping)</p> <p>N5- I can use simple phrases to describe a current event and a past event</p> <p>N4- I can retell a story using some of my own words.</p> <p>N7- I can use visual prompts to sequence and talk about a task/ real event.</p> <p>AR3- I can recall and sequence 3 events in a story using beginning, middle and end.</p> <p>S2- I can use appropriate facial expressions when listening to a speaker.</p> <p>S4- I can imitate an adult's expression during stories.</p> <p>AAC1 - I can use my AAC to share information about me and my interests.</p> <p>AAC2 - I can navigate to a logical page during familiar contexts (e.g. colours during art)</p> <p>AAC 3 - I can scan up to 12 items on my AAC.</p> <p>AAC3 - I can transport my AAC with a reminder.</p>
<p><b><u>Stage 11</u></b></p> <p><b><u>Stage 6</u></b></p>	<p>V1- I can understand pronouns he, she, they, his, hers</p> <p>V2- I can understand the concepts long/short, full/empty, fat/thin, fast/slow, hot/cold.</p> <p>V3- I can understand "and" when it links more than one event ("he walked home and went to bed")</p> <p>V5- I can answer "when" questions.</p> <p>V5- I can use "when".</p> <p>V6- I can understand and use "first", "next" and "last"</p> <p>N2- I can use a range of 4-6 word sentences for a range of purposes.</p> <p>N3- I can anticipate what might happen next. (real event)</p> <p>N5- I can use "and" and "because".</p> <p>S1- I can add or extend information in a conversation (sometimes interrupting)</p> <p>S2- I can attempt to make a conversation with an adult.</p> <p>S3- I can use expression when story telling (without an adult prompt)</p> <p>AAC1 - I can transport my AAC independently.</p> <p>AAC2 - I can indicate if my AAC needs charging/ updating.</p> <p>AAC3 - I can indicate if I would like vocabulary added to my AAC.</p>

**Stage 12**

**Stage 7**

- 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.
- 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**

**Stage 8**

- 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 style="text-align: center;"><b><u>Stage 14</u></b></p> <p style="text-align: center;"><b>Belmont stage 9</b></p>	<p>N1 - I can recount experiences and predict outcomes, often connecting ideas.</p> <p>S1 - I can maintain attention by listening to others in class and asking relevant questions.</p> <p>S2 - I can listen to less familiar adults, and follow basic instructions.</p> <p>S3 - I can listen to other's views and preferences and identify contributions by each group member.</p> <p>S4 - I can begin to understand how feelings and emotions affect communication.</p> <p>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?</p> <p>S5 - I can gain the attention of listeners through appropriate and positive communication.</p> <p>A1 - I can respond to a speaker and reflect what has just been heard.</p> <p>A2 - I can maintain attention and participate in a small group discussion.</p>
<p style="text-align: center;"><b><u>Stage 15</u></b></p> <p style="text-align: center;"><b>Belmont stage 10</b></p>	<p>V1 - I can tell real and imagined stories using the conventions of familiar story language.</p> <p>S1 - I can vary talk in simple ways to gain and hold the attention of the listener.</p> <p>V2 - I can respond to presentations by describing characters, repeating some highlights and commenting constructively.</p> <p>V3 - I can consider how mood and atmosphere are created in a live or recorded performance.</p> <p>S2 - I can sustain listening in a large group situation such as an assembly, demonstrating this by talking about what happened.</p> <p>S3 - I can maintain attention to stay on topic and initiate and respond to comments in a conversation.</p> <p>S4 - I can give simple reasons for opinions and suggestions in a range of activities.</p> <p>V4 - I am beginning to understand what Standard English is and where it is used.</p> <p>N1 - I can present information in a structured way. (explain opinion and give reasons.)</p>

<p style="text-align: center;"><b><u>Stage 16</u></b></p> <p style="text-align: center;"><b>Belmont stage 11</b></p>	<p>S1 - I can use language and gesture to support the use of models, diagrams and displays, when explaining.</p> <p>V1 - I can make specific vocabulary choices that show awareness of different purposes and listeners.</p> <p>S2 - I can use non-verbal features that show awareness of different purposes and listeners.</p> <p>S3 - I can use intonation to emphasise meaning e.g. Why are you standing there? (enquiring voice) /WHY are you standing there? (raised voice).</p> <p>V2 - I can ask relevant questions to extend my understanding and build vocabulary and knowledge.</p> <p>S4 - I can work effectively in groups by ensuring each group member takes a turn, challenging, supporting and moving on.</p> <p>S5 - I can present parts of traditional stories, own stories or work from different parts of the curriculum for members of my class.</p> <p>V3 - I can use elements of Standard English in my speech.</p> <p>N1 - I can present information coherently and select specific vocabulary to support this. (choosing memorable details that will match audience interests)</p>
<p style="text-align: center;"><b><u>Stage 17</u></b></p> <p style="text-align: center;"><b>Belmont stage 12</b></p>	<p>S1- I can articulate and justify answers, arguments and opinions.</p> <p>N1 - I can give well-structured descriptions, explanations and narratives.</p> <p>V1 - I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>S2 - I can speak audibly and fluently with an increasing command of Standard English.</p> <p>S3 - I can participate in and take an active role in discussions.</p> <p>S4 - I can participate in presentations, performances and debates.</p> <p>S5 - I can gain, maintain and monitor the interest of the listener(s).</p> <p>S6 - I can consider different viewpoints attending to and building on the contributions of others.</p>

Children will then move onto Step Up to English when they reach KS4.