



Communication Progression Map

Subject Intent

Beverley's Communication curriculum offers a coherently planned sequence of steps to help teachers ensure they are meeting the individual communication needs of each pupil to support language development. Communication skills are fundamental to learning for both social and academic development and enabling pupils to lead independent, fulfilling and happy lives.

We aim to offer opportunities and strategies to support pupils to become effective communicators. Students are given opportunities to develop their expressive communication skills so they can communicate their needs, wants and choices. Students are supported to develop their receptive communication skills so that they can understand and follow requests, instructions and directions.

Subject Implementation

At Beverley we weave Communication through all aspects of school life. All pupils are continuously assessed by the Speech and Language Therapy Team. Their individual programmes are embedded within EHCP preparation for adult hood employment targets. These targets are addressed both explicitly and implicitly throughout the school day. Communication passports ensure that all staff working with pupils are aware of individual pupil's communication skills and know how to best communicate with the pupil and also how to help further develop expressive and receptive communication skills.

Strategies include:

- Attention Autism
- Gesture and Makaton signs
- visual supports including photos, symbols and written words are used throughout the school
- Intensive interaction, objects of reference and PECS
- BLAST, PECS, Colourful Semantics, visual supports, and Augmentative Alternative Communication (AAC) including core communication boards
- Clear Pack and Black Sheep resources provided by SALT to support pupils with developing receptive and expressive language skills from one-word level and above.

- Social stories and scripts
- Talk tab and individual digital communication aids

Subject Impact

Beverley Students are understood by others and are able to express safely and effectively to the best of their ability. They are developing their receptive and expressive language. They are also developing independence to manage themselves (physically and emotionally) and be more able to express themselves through their preferred method of communication. They have growing communication and language skills and they will be able to deploy appropriate skills in functional and real-life situations including communicating with staff, peers, family and friends, local community visits, meeting new people and managing unfamiliar interactions such as a visit to the doctors / dentist and further education and employment. Our students will achieve progress through EYFS Development Matters, Beverley Steps, National Curriculum objectives, Accreditation outcomes and EHCP outcomes.

Subject Progression

Level Expected at the End of EYFS

We have selected the most relevant statements from the Development Matters age ranges for 0 -3 and 3 – 4 years olds as well as highlighting the statements within the ELGs which feed into the programme of study for Communication.

Communication		
0 – 3 years Communication and Language <ul style="list-style-type: none">• I can turn towards loud noises/familiar sounds/familiar people.• I can gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.• I can watch someone’s face as they talk.• I can copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.• I can enjoy singing, music and toys that make sounds.• I can recognise and are calmed by a familiar and friendly voice.• I can listen and respond to a simple instruction.• I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling)	3 – 4 years Communication and Language <ul style="list-style-type: none">• I can enjoy listening to longer stories and can remember much of what happens.• I can use a wider range of vocabulary.• I can understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.• I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• I can sing a large repertoire of songs.• I can know many rhymes, be able to talk about familiar books, and be able to tell a long story.• I can use longer sentences of four to six words.• I can be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• I can start a conversation with an adult or a friend and continue it for	Reception Communication and Language <ul style="list-style-type: none">• I can understand how to listen carefully and why listening is important.• I can learn and use new vocabulary.• I can ask questions to find out more.• I can articulate my ideas and thoughts in well-formed sentences.• I can connect one idea or action to another using a range of connectives.• I can describe events in some detail.• I can develop social phrases.• I can engage in story times.• I can listen to and talk about stories to build familiarity and understanding.• I can retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• I can listen carefully to rhymes and songs, paying attention to how they sound.• I can learn rhymes, poems and songs.• I can engage in non-fiction books.

<ul style="list-style-type: none"> • I can use gestures like waving and pointing to communicate. • I can reach or point to something I want while making sounds. • I can copy your gestures and words • I can understand single words in context – ‘cup’, ‘milk’, ‘daddy’. • I can understand simple instructions like “give to nanny” or “stop”. • I can recognise and point to objects if asked about them. • I can generally focus on an activity of my own choice. • I can listen to other people’s talk with interest, but can easily be distracted by other things. • I can make myself understood, and can become frustrated when I can’t. • I can start to say how I am feeling, using words/symbols as well as actions. • I can start to develop conversation, often jumping from topic to topic • I can develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. • I can listen to simple stories and understand what is happening, with the help of the pictures. • I can identify familiar objects. • I can understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. 	<p>many turns.</p> <ul style="list-style-type: none"> • I can use talk during play for example “Let’s go on a bus... you sit there... I’ll be the driver.” 	
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| <ul style="list-style-type: none">• I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). | | |
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Early Learning Goals (ELG)

Communication and Language

Listening and attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

The following curriculum progression map comprehensively shows the progression of historical skills and concepts from Pre Milestone-1 – Milestone 3. For those students above Milestone 3 they will follow the appropriate National Curriculum/ Accreditation routes. Accreditation routes are in parentheses e.g. (Entry Level 1 – Entry Level 2).

	Breakdown of Threshold Concept	Pre Milestone 1 Beverley Steps P4 - 5 (Pre-accreditation)	Pre Milestone 2 Beverley Steps P6 – 7 (Pre-accreditation)	Pre Milestone 3 Beverley Steps P8-9 (Pre-accreditation)
Communication	Speaking	<p>P4 (one word level)</p> <ul style="list-style-type: none"> I can communicate using a preferred method including familiar objects (objects of reference) I can use a repertoire of 10-50 single words, Makaton signs and symbols to communicate my wants, needs, feelings and comment on things happening around me. I can combine sound and gesture to indicate a need or an object. <p>P5 (two word level)</p> <ul style="list-style-type: none"> I can combine single words, signs or symbols to communicate meaning to a range of listeners. I can use "yes" and "no" to indicate a need or preference. The learner will make attempts to repair misunderstandings without changing the words used. 	<p>P6 (three word level)</p> <ul style="list-style-type: none"> I can initiate and maintain a simple conversation. I can communicate what I am doing, my feelings and ask simple questions to obtain information. I can use simple prepositions and simple pronouns. <p>P7 (communicate with a partner- two channeled attention at four word level)</p> <ul style="list-style-type: none"> I can use regular plurals. I can link an experience to an event or story and describe it. I can answer questions about a story, event or experience. I can communicate about future events. I can communicate with peers and contribute in role play and group discussions 	<p>P8 Advanced sentence users, communicating with partner.</p> <ul style="list-style-type: none"> I can use phrases with up to 4 key words, signs or symbols. I can communicate about my experiences to a group. I can convey meaning using a range of vocabulary. I can use regular plurals and possessives confidently. I can participate in role play and discuss roles. I can participate in familiar rhymes and songs. I can use conjunctions to suggest cause. <p>P9</p> <ul style="list-style-type: none"> I can take part in role play independently linking up to six key words/symbols/signs. I can choose a story / rhyme /song and remember / recite/ sing some of it. I can hold and say a sentence using a growing range of vocabulary

		<ul style="list-style-type: none"> I can use a vocabulary of over 50 words, signs or symbols. 	<ul style="list-style-type: none"> I can use the conjunction "and" to link ideas and information. 	<ul style="list-style-type: none"> I can show excitement when recalling a pleasant experience I can begins to use past tense and plurals correctly. I can give a simple instruction
Listening	<p>P4</p> <ul style="list-style-type: none"> I can demonstrate an understanding of at least 50 words, signs or symbols. I can respond to requests which contain one key word, sign or symbol. <p>P5</p> <ul style="list-style-type: none"> I can respond appropriately to questions about familiar or immediate items/experience/events. I can follow requests containing 2 key words, signs or symbols. 	<p>P6</p> <ul style="list-style-type: none"> I can respond appropriately to others in a group, listening without interrupting. I can sit quietly when listening to a story I can listen for the answer to a question I can follow requests containing 3 key words, signs or symbols. I can respond appropriately to instructions. <p>P7</p> <ul style="list-style-type: none"> I can listen/follow a short story. I can follow requests containing 4 key words, signs or symbols. I can follow 2 related instructions. I can respond to questions about a story/event/experience. I can listen attentively to information from others. 	<p>P8</p> <ul style="list-style-type: none"> I can participate in role play and act out an instruction. I can follow 2 unrelated instructions. I can participate in listening and responding games. I can respond appropriately to questions including why & how. <p>P9</p> <ul style="list-style-type: none"> I can listen appropriately showing interest in a story/media I can listen and respond to questions from adults & peers. I can listen to and follow a simple instruction I can look at the person who is speaking I can listen and respond to questions from unfamiliar adults and peers 	

Breakdown of Threshold Concept	Milestone 1 Beverley Steps P10 – 11 Year 1 – 2 (Entry Level 1 – Entry Level 2)	Milestone 2 Beverley Steps P12 – 13 Year 3 – 4 (Entry Level 3 – Level 1)	Milestone 3 Beverley Steps P14 -15 Year 5 – 6 (Level 1 – Level 2, GCSE 1 – 3)	Milestone 4 Beverley Steps 16+ KS3 (Level 2, GCSE 4+)
Speaking & Listening	<ul style="list-style-type: none"> • I can take turns. • I can communicate feelings and ideas e.g. 'I feel sad when..because...' with some detail. • I can listen attentively to familiar peers and adults in supported groups or 1:1 especially on matters of interest • I can engage with others e.g. agree or disagree with a comment or an idea. • I can use appropriate personal pronouns and begin to use different language to adults and peers. • I can take turns making more helpful and extended contributions. • I can communicate experiences, thoughts and feelings, linking ideas e.g. can communicate outside of their own interests. 	<ul style="list-style-type: none"> • I can make contributions and ask questions that are responsive to others' views and ideas e.g. ask questions about peoples' views and give reasons for their own viewpoint. • I can listen carefully in a range of different contexts e.g. in familiar and unfamiliar settings, in a range of group sizes and to a range of familiar and unfamiliar speakers. • I can start to use exaggeration, intonation, humour, pace and appropriate body language when presenting. • I can begin to use some of the features of Standard English vocabulary and grammar. • I can begin to talk with confidence in a 	<ul style="list-style-type: none"> • I can express challenging ideas/information/ feelings using a range of vocabulary. • I can organise and structure my presentation clearly and appropriately to meet the needs of the audience. • I can listen to questions and feedback responding formally and in some detail. • I can begin to express sophisticated ideas/information and feelings using a range of vocabulary. • I can listen to questions and feedback and if appropriate elaborates with further ideas and information. • I can use standard English in an appropriate context. 	<ul style="list-style-type: none"> • I can organise and structure my presentation using an effective range of strategies to engage the audience and listens to others actively, responding to what is being presented and asking questions. • I can express, listen and respond to sophisticated ideas and feelings, using imaginative/ambitious vocabulary whilst engaging the audience/listener. • I can express, listen and respond to ideas and feelings using a wide range of vocabulary.

		<ul style="list-style-type: none">• I can choose appropriate vocabulary including adjectives and adverbs according to audience and purpose.• I can talk to an unfamiliar adult in an unfamiliar setting (e.g. shop)	<p>presentation e.g. in a formal context.</p> <ul style="list-style-type: none">• I can begin to express straight forward ideas/information and feelings.• I can make an attempt to organise and structure a presentation.• I can listen to questions and feedback and responds in a straightforward manner		
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This Progression Map complements the Curriculum Map, which covers subject content over time.
These are planned in Key Stages and can be found on TEAMS.

