

## Communication - Speaking and Listening

### Stage One

Students:

- respond to the close presence of a person by a movement of part or all of the body
- attend briefly to a person in close proximity

### Stage Two

Students:

- respond to others e.g. through facial expressions
- communicate with others e.g. expressing preferences
- interact with others eg mutual gaze

### Stage Three

Students:

- initiate communication
- participate in social routines and communicate in a widening range of situations
- take turns, with support for a variety of purposes

### Stage Four

Students:

- maintain interaction through more than one turn
- attend and begin to respond appropriately to others
- initiate communication using single words/signs/symbols

### Stage Five

Students:

- have emerging self confidence to speak to others about wants and interests
- talk along side others rather than with them
- use talk to gain attention and initiate exchanges
- use action rather than talk to demonstrate or explain to others

### Stage Six

Students:

- confidently talk to people other than those who are well known to them
- ask questions and/or initiate conversation in small groups
- use facial expression, body language and/or intonation to enhance meaning

- use talk to connect ideas, explain what is happening and anticipate what might happen next

### **Stage Seven**

Students:

- gain and maintain the intention of others
- communicate appropriately in different contexts
- link statements and stick to a main theme or intention
- begin to record and present their findings e.g. pictorially (drawing, photos)

### **Stage Eight**

Students:

- ask questions and offer personal opinions e.g. 'What team do you barrack for?' 'I like —'
- listen to the contributions in group discussions
- interpret and respond appropriately to non verbal cues
- communicate messages and follow instructions and directions
- apply some of the rules of participating in a conversation and working with others

### **Stage Nine**

Students:

- record relevant observations and findings using written language, drawings, charts and concrete materials
- present work with more thought about the audience
- present work to different audiences using appropriate language e.g. to staff and students in own group
- listen to discussions on familiar topics and ask questions
- retell stories, recount personal experiences presenting events in a coherent sequence
- use a variety of media to present information
- use appropriate vocabulary in describing or relating experiences, observations or investigations e.g. feelers, wings, body parts when talking about insects

### **Stage Ten**

Students:

- communicate the procedures and results of investigations for specific purposes
- recognise and obtain information from a widening range of sources
- make increasing use of emerging literacy skills