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