

English & Communication Faculty: **Signing & Communication**

**Key Stage 4 Year 11 Programme of Study Overview** [Codes: Pathway 3 – P3, Pathway 2+ = P2+, Pathway 2 = P2]

**Learning Intention:** To support students to develop their Speaking, Listening and Social Communication skills through a variety of tasks and activities designed to enhance their communication skills, broaden their vocabulary, build and embed the student’s ability to use language in a socially meaningful way. The key aim is to support students to gain confidence, relevant skills and a desire to communicate with others and provide language for life and learning. [Linked to individual student PLIMs targets.] To support Year 11 students to continue to their build core Signalong skills and complete evidence of their progress through Key Stage 4 using Signalong formal accreditation of their skills. [Pre-Entry, Entry Level 1 and Entry Level 2.]

NB. To support students to continue to benefit from a holistic approach where developing language and communication skills holds key importance and accumulate the necessary evidence of their skills in Signalong workbooks, the pace of learning from group to group might vary with some groups completing more units, for some groups engaging with one extended theme per term.

**Concept:** Signalong is the common language at Meadow High School therefore students will be developing understanding of their own communication skills [strengths and areas to develop] and awareness of the communication needs of others. Higher study will include building skills adapting to meet the needs of different communication partners.

**Knowledge:** Through engaging with a wide range of activities and experiences students will gain greater knowledge on the context of words and language related to a range of social situations. They will also have the opportunity to reinforce general knowledge and build understanding of the world beyond school. They will also have the opportunity to build understanding and vocabulary to talk about their feelings as well as gain skills identifying how others might be feeling. In addition, they will begin to develop a greater understanding of the communication needs of others, adapting their own communication to support.

**Cross-Curricular Learning:** Develop core literacy and Speaking, Listening and Communication skills, PSHE – social communication, recognising emotions, childhood memories, friends & family linked to developing positive relationships, Science – seasons [revision], R.E. – celebrations and festivals, Geography – different climates, local area, places to visit, Drama – role-play, performing to an audience [communicate clearly and entertain].

| <b>Autumn Term:</b>       | <b>Signalong Key Skills + Key Word Signs</b>  | <b>Suggested Learning Outcomes / Key Skills</b>  |
|---------------------------|---|--|
| <b>Revise Core Skills</b> | Rules for good communication<br>Rules for Signing<br>Alphabet - link to<br>Core Handshapes<br>Revision of Sign Names [including sign names of others] | <u>Revision of Core Knowledge:</u><br>P3. To revise the rules for good communication making links to the communication needs of others. (Independently – play a range of games to reinforce this work.)<br>P3. To learn 7 key rules for signing [working and supporting hand, signing window, speak and sign, eye contact [‘gaze’], use face and body to help communication, use real objects to help communication, only sign key words in a sentence.]<br>P3. To perform and recognise all letters of the signing alphabet in random order.<br>[independently] |

|  |  |   |
|--|--|---|
|  | <p>Evaluate progress linked to core Signalong skills.</p> <p>On-going revision of core <u>vocabulary signs</u>:</p> <p><u>Expressing a Personal preference</u>: like, dislike, love, hate.</p> <p><u>Communication words</u> – share, wait, speak, listen, ask, friend.</p> <p><u>School signs</u>: including Hello, goodbye, school, home, toilet, to read, to write, to sit, to stand, to dress, to eat, to drink.</p> <p><u>Halloween</u> – revision of key signs</p> | <p>P3. To perform and recognise a range of handshapes linked to everyday signs.<br/> <u>All About Me</u>: [mostly independently]<br/> P3. 1.1 Perform a range of signs related to All About Me <i>using signs to reinforce key words in a sentence.</i></p> <p>P3. 1.2. Recognise a range signs related to All About Me <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Start for Year 11</u> – [Focus core Signalong skills] [mostly independently]<br/> 1.1 Prepare, practise <i>and then</i> perform a short presentation ‘All About Me’ identifying and signing KEY WORDS.<br/> 1.2 Recognise a range of signs related to the topic ‘All About Me’ when performed as part of a short presentation.</p> <p>P3. To add perform and recognise evidence to student workbook for the above.<br/> P3. To evaluate progress linking work to core Signalong skills.<br/> <i>Focus: Identifying ‘what went well’ and ‘even better if’</i><br/> <i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p> <p><u>Revision of Core Knowledge</u>:</p> <p>P2+ To revise the rules for good communication making links to the communication needs of others. (some support – play a range of games to reinforce this work.)<br/> P2+ To learn 6 key rules for signing [working and helping hand, signing window, speak and sign, eye contact [‘gaze’ towards], use face and body to help communication], only sign key words in a sentence.]<br/> P2+ To perform most letters in alphabetic and random order [some support]<br/> P2+ To recognise most letters of the alphabet performed in random order [mostly independently]<br/> P2+ To perform and recognise a range of handshapes linked to everyday signs.<br/> <u>All About Me</u>: [some support]<br/> P2+ 1.1 Perform a range of signs related to All About Me <i>using signs to reinforce key words in a sentence.</i></p> <p>P2+ 1.2. Recognise a range signs related to All About Me <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Start for Year 11</u> – [Focus core Signalong skills] [some support]</p> |
|--|--|---|

|  |  |  |
|--|--|--|
|  |  | <p>1.1 Prepare, practise <i>and then</i> perform a short presentation 'All About Me' identifying and signing KEY WORDS.</p> <p>1.2 Recognise a range of signs related to the topic 'All About Me' when performed as part of a short presentation.</p> <p>P2+ To add perform and recognise evidence to student workbook for the above.</p> <p>P2+ To evaluate progress linking work to core Signalong skills.<br/> <i>Focus: Identifying 'what went well' and 'even better if'</i><br/> <i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p> <p><u>Revision of Core Knowledge:</u></p> <p>P2. To talk about the rules for good 'communication' sharing at least one idea and listening carefully to others ideas. (adult led discussion – video cues selected to help discussion/make links to own experience; appropriate role-play games.)</p> <p>P2. To learn 5 rules for signing [working and helping hand, speak and sign, eye contact, use face and body to help communication, sign in the signing window.</p> <p>P2. To perform and recognise letters of the alphabet related to their name and initial letters of friends names and everyday objects .<br/> <i>Focus: Developing letter sign knowledge, reinforcing initial sounds phonics work – use a range of games to support.</i></p> <p>P2. To perform and recognise a range of handshapes linked to everyday object signs. [with support]</p> <p><u>All About Me:</u> [with support]</p> <p>P2. 1.1 Perform a range of signs related to All About Me <i>using signs to reinforce key words in a sentence.</i></p> <p>P2. 1.2. Recognise a range signs related to All About Me <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Start for Year 11 – [Focus core Signalong skills] [with support]</u></p> <p>1.1 Prepare, practise <i>and then</i> perform a short presentation 'All About Me' identifying and signing KEY WORDS.</p> <p>1.2 Recognise a range of signs related to the topic 'All About Me' when performed as part of a short presentation.</p> <p>P2. To add perform and recognise evidence to student workbook for the above.</p> |
|--|--|--|

|   |  |  |
|---|--|--|
|   |  | <p>P2. To review progress with support linking work to core Signalong skills.<br/> <i>Focus: Identifying 'what went well' and 'even better if'</i><br/> <i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p>   |
| <p><b>'Christmas Song'</b><br/> linked to family, traditions and favourite winter celebration food.</p> <p><u>Revision:</u> Healthy and unhealthy life-style (Year 8 PoS)</p> | <p>handshapes related to the signs<br/> P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules for signing [see differentiation above]</p> <p><u>PSHE</u> [ Personal Safety] Revision<br/> Fireworks Night – key signs link to personal safety.</p> <p><u>Key Signs:</u><br/> A range of festive songs to choose from, an appropriate selection made for the group.</p> <p><u>Revision words:</u> celebration food, treat food, Christmas food, too much, too many.</p> <p><u>On-going learning Feelings words:</u><br/> How I feel/How others might feel<br/> Zones of Regulation – focus on<br/> Blue Zone - sad, ill<br/> Green Zone – happy, good<br/> Yellow Zone – worried, excited<br/> Red Zone – angry, scared</p> <p><u>Sequencing words:</u><br/> first, next, finally.</p> | <p>P3. To talk about the 'Christmas' season expressing a personal opinion explaining why and listening with respect to others [ to include revision of key Christmas signs and emotion signs].</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated]<br/> <i>Focus: Accuracy with handshapes and orientation</i></p> <p>1.1 Perform a range of signs for a Christmas song <i>using signs to reinforce key words in a sentence. [mostly independently]</i></p> <p>1.2. Recognise a range signs for a Christmas song <i>recognising key words in a sentence.</i><br/> <u>Group Task:</u> – [Focus core Signalong skills] [mostly independently]</p> <p>1.1 Prepare, practise <i>and then</i> perform a Christmas song identifying and signing KEY WORDS [with support].</p> <p>1.2 Recognise a range of signs when performed as part of a song.</p> <p>P3. Take part in a communication game or activity related to Christmas.<br/> <i>Focus: Social communication skills, PLIM target.</i></p> <hr/> <p>P2+ To talk about the 'Christmas' season expressing a personal opinion and listening with respect to other [work to include revision of key Christmas signs and emotion signs].</p> <p>P2+ To follow a short sequence of instructions [related to a new sign].<br/> <i>Focus: Accuracy with handshapes.</i></p> <p>1.1 Perform a range of signs for a Christmas song <i>using signs to reinforce key words in a sentence.</i> [some support]</p> <p>1.2. Recognise a range signs for a Christmas song <i>recognising key words in a sentence.</i><br/> <u>Group Task:</u> – [Focus core Signalong skills] [some support]</p> <p>1.1 Prepare, practise <i>and then</i> perform a Christmas song identifying and signing KEY WORDS [with support].</p> <p>1.2 Recognise a range of signs when performed as part of a song.</p> |

|                     |  |  |
|---------------------|--|--|
|                     |  | <p>P2+ Take part in a communication game or activity related to Christmas.<br/><i>Focus: Social communication skills, PLIM target</i></p> <p>P2. To talk about the 'Christmas' season expressing a personal opinion <i>ie. likes/dislikes</i><br/>[work to include revision of key Christmas signs and emotions signs]<br/><i>Focus: Building confidence sharing a personal opinion. Building concentration during small group discussion work – remembering something someone else said [supported with a range of pictures to discuss].</i></p> <p>P2. To follow a simple instruction when learning a new sign.<br/><i>Focus: Developing concentration and gaze.</i></p> <p>1.1 Perform a range of signs for a Christmas song <i>using signs to reinforce key words in a sentence. [with support]</i></p> <p>1.2. Recognise a range signs for a Christmas song <i>recognising key words in a sentence. Group Task: – [Focus core Signalong skills] [with support]</i></p> <p>1.2 Prepare, practise <i>and then</i> perform a Christmas song identifying and signing KEY WORDS [with support].</p> <p>1.2 Recognise a range of signs when performed as part of a song.</p> <p>P2. To take part in a creative Christmas activity or 'party'<br/><i>Focus: Developing language skills talking about an activity or experience and social communication activities. AND/OR</i></p> |
| <b>Spring Term:</b> | <b>Signalong Key Skills + Key Word Signs</b> | <b>Suggested Learning Outcomes / Key Skills</b>  |

|   |   |  |
|---|---|--|
| <p><b>Catch-up/ Add Evidence/ Revision opportunity All About Me Presentation and Christmas Song</b></p> <p><u>Additional work:</u><br/><b>Communication Games linked to core skills and individual PLIM targets.</b></p>  | <p>[see above]</p>  | <p>[see above]</p>   |
| <p><b>‘My Dream Home’</b><br/>[Revision and consolidation unit at the end of KS3 + KS4 including <i>At Home</i> and everyday object signs, colours, <i>All About Me.</i>]</p> <p>Develop core communication skills linked to giving a presentation – English examination studies.</p> <p>Higher study focusing on building awareness of audience.</p> | <p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules for signing [see differentiation above]</p> <p><u>Key signs:</u><br/>Consolidate key signs from KS3 + KS4: <i>All About Me, At Home, Colours</i>, making a choice – expressing a personal opinion. home, flat, house, bungalow, caravan, room, lounge, kitchen, bedroom, bathroom, gym, cinema, games, garden, garage, swimming pool, settee, t.v., table, chair, bed, wardrobe, sink, cupboard, shower, carpet, curtain, cushion, dad, mum, brother, sister, friend, pet, dog,</p> | <p>P3. To talk about the theme ‘<i>My Dream Home</i>’ expressing a personal opinion explaining why and listening with respect to others [ to include revision of key signs learnt in KS3 + KS4, who we would live with, where in the world and what our family and home mean to us linked to emotion signs.]</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated]<br/><i>Focus: Accuracy with handshapes and orientation</i></p> <p><u>My Dream Home:</u> [mostly independently]</p> <p>P3. 1.1 Perform a range of signs related to My Dream Home <i>using signs to reinforce key words in a sentence.</i></p> <p>P3. 1.2. Recognise a range signs related to My Dream Home <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Final Unit – [Focus core communication skills] [mostly independently]</u></p> <p>1.1. Prepare, practise <i>and then</i> perform a short presentation ‘All About Me’ identifying and signing KEY WORDS.</p> <p>1.2. Recognise a range of signs related to the topic ‘All About Me’ when performed as part of a short presentation.</p> <p>P3. To add perform and recognise evidence to student workbook for the above.</p> |

|  |  |   |
|--|--|---|
|  | <p>cat, horse, rabbit, lizard, like, don't like, want, don't want, choose, colour, red, yellow, pink, green, orange, purple, blue, white, black, grey, brown.</p> <p><u>Key Handshapes:</u><br/>Index hand, full C hand, N hand, C hand, R hand, bunched hand, flat hand fist hand, cupped hand, open pinched hand.</p> <p><u>Feelings Words:</u><br/>Zones of Regulation revision. How I feel / How others might feel</p> | <p>P3. To evaluate progress linking work to core Signalong skills.<br/><i>Focus: Identifying 'what went well' and 'even better if'</i><br/><i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p> <p>P2+ To talk about the theme 'My Dream Home' expressing a personal opinion and listening with respect to others [work to include revision of key signs learnt in KS3 + KS4, who we would live with, where in the world and what our family and home mean to us linked to emotion signs].</p> <p>P2+ To follow a short sequence of instructions [related to a new sign].<br/><i>Focus: Accuracy with handshapes.</i></p> <p><u>My Dream Home:</u> [some support]</p> <p>P2+ 1.1 Perform a range of signs related to My Dream Home <i>using signs to reinforce key words in a sentence.</i></p> <p>P2+ 1.2. Recognise a range signs related to My Dream Home <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Final Unit – [Focus core communication skills] [some support]</u></p> <p>1.1 Prepare, practise <i>and then</i> perform a short presentation 'My Dream Home' identifying and signing KEY WORDS.</p> <p>1.2 Recognise a range of signs related to the topic 'My Dream Home' when performed as part of a short presentation.</p> <p>P2+ To add perform and recognise evidence to student workbook for the above.</p> <p>P2+ To evaluate progress linking work to core Signalong skills.<br/><i>Focus: Identifying 'what went well' and 'even better if'</i><br/><i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p> <p>P2. To talk about the theme 'My Dream Home' expressing a personal opinion <i>ie. likes/dislike</i> [work to include revision of key signs from KS3 + KS4 and what our family and home mean to us linked to emotions signs]<br/><i>Focus: Building confidence sharing a personal opinion. Building concentration during small group discussion work – remembering something someone else said [supported with a range of pictures to discuss].</i></p> <p>P2. To follow a simple instruction when learning a new sign.<br/><i>Focus: Developing concentration and gaze.</i></p> <p><u>My Dream Home:</u> [with support]</p> |
|--|--|---|

|  |  | <p>P2. 1.1 Perform a range of signs related to My Dream Home <i>using signs to reinforce key words in a sentence.</i></p> <p>P2. 1.2. Recognise a range signs related to My Dream Home <i>recognising key words in a sentence.</i></p> <p><u>Individual Task: Final Unit – [Focus core Signalong skills] [with support]</u></p> <p>1.1 Prepare, practise <i>and then</i> perform a short presentation ‘My Dream Home’ identifying and signing KEY WORDS.</p> <p>1.2 Recognise a range of signs related to the topic ‘My Dream Home’ when performed as part of a short presentation.</p> <p>P2. To add perform and recognise evidence to student workbook for the above.</p> <p>P2. To review progress with support linking work to core Signalong skills.<br/><i>Focus: Identifying ‘what went well’ and ‘even better if’</i><br/><i>Using Student Checklist identify signs M = mastered and G = gaining skills.</i></p> |
|--|--|--|
| <b>Summer Term:</b>  | <b>Signalong Key Skills + Key Word Signs</b>   | <b>Suggested Learning Outcomes / Key Skills</b>  |
| <p><b>...My Dream Home <i>continued</i></b></p> <p>Focus: revision of/building core signing - key word signing AND making links to building understanding of the communication needs of others.]</p> | <p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules for signing [see differentiation above]</p> <p><u>Key signs:</u><br/>[see above]</p> <p><u>Feelings Words:</u><br/><i>Zones of Regulation</i> revision. How I feel / How others might feel</p> | <p>[see above]</p> <p>Complete adding evidence to Signalong student workbooks and final review of progress.</p>  |

|  |  |  |
|--|--|--|
| <p><b><u>Consolidate Skills and Extend.</u></b><br/><b>Leisure Activities &amp; Game</b></p> <p><u>Focus:</u> Building social communication skills to support transition. [See core functions of Communication below.]</p> <p><u>General revision</u><br/>From KS3 + KS4 Programme of Study.</p> | <p>handshapes related to the signs<br/>P3 + P2+ – to include orientation</p> <p><u>Key signs:</u><br/>active play, ball games, football, basketball, tennis, table tennis, badminton, relay race, rounders, volleyball, hide &amp; seek, throw &amp; catch, gardening, boxed games, board games, chess, snakes &amp; ladders, console game, playing cards, where?, home, school, park, garden, leisure centre, rules, instructions, fair, cheat, play, win, lose, share, take a turn, listen, look, deal [cards], put down [cards], like, don't like, want, don't want, choose.</p> <p><u>On-going learning Feelings words:</u><br/>How I feel/How others might feel<br/><i>Zones of Regulation</i> – focus on<br/>Blue Zone - sad, ill<br/>Green Zone – happy, good<br/>Yellow Zone – worried, excited<br/>Red Zone – angry, scared</p> | <p>P3. To take part in a discussion about favourite games and activities, listening carefully and recalling ideas shared by others. [Making links to favourite memories.]</p> <p>P3. To take part in a range of games and leisure activities focusing on following instructions and making sure everyone has fun playing. [mostly independently]<br/><i>Focus: Building skills and understanding of a range of informal social situations and supporting the transition process.</i></p> <p>P3. 1.1 Perform a range of signs related to activities and games <i>using signs to reinforce key words in a sentence.</i> [mostly independently]</p> <p>P3. 1.2. Recognise a range signs related to activities and games <i>recognising key words in a sentence.</i></p> <p><u>Key Assessment Focus:</u> Areas students will reflect on including level of independence.</p> <ul style="list-style-type: none"> <li>- Listening and following rules for a game</li> <li>- Joining in a game</li> <li>- Making sure everyone has fun playing</li> <li>- Speaking and signing</li> <li>- Signing in the signing window</li> <li>- Learning new signs</li> <li>- Having clear handshapes</li> </ul> |
|--|--|--|

|  |  |  |
|--|--|--|
|  |  | <p>P2+ To take part in a discussion about favourite games and activities, expressing a personal opinion and listening with respect to alternative points of view. [Making links to favourite memories.]</p> <p>P2+ To take part in a range of games and leisure activities focusing on following instructions and making sure everyone has fun playing. [some support if needed]<br/><i>Focus: Building skills and understanding of a range of informal social situations and supporting the transition process.</i></p> <p>P2+ 1.1 Perform a range of signs related to activities and games <i>using signs to reinforce key words in a sentence.</i> [some support if needed]</p> <p>P2+ 1.2. Recognise a range signs related to activities and games <i>recognising key words in a sentence.</i> [some support if needed]</p> <p><u>Key Assessment Focus:</u> Areas students will reflect on including level of independence.</p> <ul style="list-style-type: none"> <li>- Listening and following rules for a game</li> <li>- Joining in a game</li> <li>- Making sure everyone has fun playing</li> <li>- Speaking and signing</li> <li>- Signing in the signing window</li> <li>- Learning new signs</li> </ul> |
|  |  | <p>P2. To talk about favourite games and activities making links to memories from school or home. [with support – use picture cues and video clips to support discussion]</p> <p>P2. To join in different games and activities, listening to the rules and making sure everyone has fun playing. [with support]<br/><i>Focus: Building skills and understanding of a range of informal social situations and supporting the transition process.</i></p> <p>P2. 1.1 Perform a range of signs related to activities and games <i>using signs to reinforce key words in simple sentences.</i> [some support if needed]</p> <p>P2. 1.2. Recognise a range signs related to activities and games <i>recognising key words in simple sentences.</i> [some support if needed]</p> <p><u>Key Assessment Focus:</u> Areas students will reflect on including level of independence.</p> <ul style="list-style-type: none"> <li>- Listening and following rules for a game</li> </ul>  |

- Joining in a game
- Making sure everyone has fun playing
- Speaking and signing
- Signing in the signing window

### **INFORMATION FOR TEACHERS: Developing Speaking, Listening & Communication Skills:**

**Adaptations to SoW & Therapies Team:** MHS Therapies Team are happy to support with **advice related to PLIMS and EHCP targets** for specific individuals or **support you to identify whole group areas for development and suggest activities** to help develop these skills. Signing & Communication lessons are an ideal area of the timetable to complete this work and therefore SoW are guidelines as to how this time can be used rather than prescriptive. **Please feel free to adapt to meet the needs of your group;** keep a record of tasks completed using EfL and student workbooks [where appropriate]. Tasks need to have a clear L.O. and any key words identified [and signed] as part of the start of each lesson.

**Signalong Foundation Training:** Key points to remember.

**Aims for Learners:** **Signalong** is committed to empowering children and adults with impaired communication to understand and express their needs, choices and desires by providing vocabulary for life and learning. ***“Working for understanding and expression of choice.”***

**Key Outcomes for Learners:**

- greater fulfilment of **POTENTIAL**
- greater **INDEPENDENCE**
- **reduction** in **disturbed** and **challenging BEHAVIOUR**
- improvement in **SELF-ESTEEM**
- improved **RELATIONSHIPS**

**Core Functions of Communication for Learners:**

- request attention
- fulfilling personal needs
- developing relationships
- expressing feelings
- asking questions
- answering questions
- choices – agreeing/disagreeing; giving/refusing consent

**Key areas of difficulty** experienced by some SEN learners other than social communication skills are

**Symbolic development** - There is a natural development which a child goes through; real object – real situations ***THEN*** understanding that other things may represent those real objects. *This can create difficulties in correct labelling – correctly interpreting 2D images can cause particular problems.*

**Generalisation** - Awareness that a label learnt in *one context* applying to *one item* may also belong to a variety of items not necessarily resembling the original. *Don't assume that learners can generalise; the sign may need to be re-learnt each time.*

**Signing and Communication lessons are an ideal opportunity to build these skills too. [Resources: Signalong Library, dictionaries and range of manuals.]**

**ELKLAN Training:** Key aspects of this training should be used to identify gaps and develop individual student's core communication skills.

**Key Resources:** *Language Builders* training manual [given when completing ELKLAN training] and course worksheets; manuals contain Communication Processes and Impacts Checklist – a valuable resource to identify communication skills of a student that are a strength and those causing concern and the likely implications for learning. This can also be used to monitor progress. *Language Builders* also details strategies to support students to build skills. wide range of **communication games** available in Signalong resource cupboards [and also the school library].

**Key areas of the course to build into your practise:**

- **Listening and Concentration** – modify language, structure of the lesson, classroom environment.
- **Use of Constructive Criticism** when giving feedback to support impact and motivation.
- **Memory and Learning** – strategies to support short term memory, working memory difficulties – both difficulties related to SEN but also ESL learners. Key visual tools to support memory: mind maps (colour coded works best), attribute webs, spidergrammes, Venn diagrams, word maps, visual task plans, graphic organisers can be used for sequencing events (stories or student's own experience).
- **Understanding Spoken Language** – 'Chunk, Chill, Check!' – awareness of complexity of language, multi-sensory approach, pause for processing, encourage students to tell us when they don't understand – promote 'Speak Out!' skills.
- **Developing Verbal Reasoning** – Blank Language Scheme [Question Levels 1-4].
- **Promoting Vocabulary Development** – a wide range of strategies to introduce new words.
- **Supporting Expressive Language Skills** – key strategies include waiting, repeating back, courage self-monitoring, asking open questions, prompting, modelling (particularly helpful to develop grammar skills), gap sheets (helps with pronouns, connectives), story round (helps with connectives), narrative grids (sequencing skills).
- **Effective Communication and Social Skills** – Pragmatic Skills Checklist very helpful for evaluating student's use of language in social situations; **Emotional Literacy** – links back to Zones of Regulation developing language around emotions – communication cartoons [adult guided sessions to support students to reflect and gain a greater understanding of social situations].
- **Helping Student with Unclear Speech** – see MHS Therapies Team for advice, key dos and donts in ELKLAN training manual.

Resources: Range of **communication games** available in Signalong resource cupboards [and also the school library]. SaLT team are currently writing instruction sheets to maximise the benefit of commonly played games.

**Zones of Regulation:** Words and signs related to the Zones of Regulation need to be reinforced consistently.

Resources: *Zones of Regulation* teacher workbook and resources are available in every classroom. [worksheets in google resource folder]

**Social Communication:** Development of social communication is a crucial part of the work we do with our students. The Faculty has a wide range of

communication games to support this work. Signing & Communication lessons are an ideal time to build these skills/role-play to resolve issues that are particularly relevant to your group.

**Key Resource:**

*Thinking About You, Thinking About Me* [Teaching perspective taking and Social Thinking - copies available from the library]. This is a really good resources for information on social cognitive deficit and a range of activities to support students to build social pragmatic skills. ASD students particularly benefit from the opportunity not only to develop expressive and receptive language but the opportunity to understand and formulate language into successful interactive communication i.e. the student's ability to use language in a socially meaningful way. LINKS to Signalong Foundation training and key Signalong concepts including teaching generalisation.

*Social Thinking and Me* [Thinksheets for Social Emotional Learning for social Emotional Learning] One reference book for the teacher, one designed as a guidebook for students – photocopy pages you need for students, they're really good and have really clear illustrations to discuss. Copies of this book available from the library – 54 Thinksheets [available via the google resource folder] as well as directions and teaching tips to support teaching the concepts in Book 1, Kids' Guidebook]

General Core Vocabulary to build:

**Requests:** drink, eat, toilet, sit, stand, go, come, give me, quiet, speak, listen, hear, see ...

**Time words:** times of the day; days of the week; months of the year

**Social Communication:** friend, share, wait, listen, speak, ask.

**Feelings words:** See *Zones of Regulation* resources