

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

Key Stage 3 Year 8 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.] For Year 8 students to build on core signing and communication skills gained in Year 7 to support life and learning focusing on developing greater confidence, independence and clear comprehension.

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.

Cross-Curricular Learning: Develop core literacy and Speaking, Listening and Communication skills, PSHE – social communication, recognising healthy and unhealthy life style choices. Science – mammals and reptiles, categorising pets, farm, working and wild animals. R.E. – celebrations and festivals, Geography – hot and cold countries on the globe, poles and the equator, P.E. – active healthy life-style choices.

Autumn Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
Revise Core Skills	What is communication? Rules for Signing Alphabet - link to Core Handshapes Revision of Sign Names <u>Revision of core signs:</u> including Hello, goodbye, school, home, toilet, to read, to write, to sit, to stand, to dress, to eat, to drink.	P3. To talk about what we mean by the word 'communication' and think about how Signalong helps. <i>Focus: Building awareness of the ideas of communication being two-way.</i> (Use pictures cues and games to prompt discussion.) P3. To learn 4 key rules for signing [working and supporting hand, signing window, speak and sign, eye contact ['gaze' towards] P3. To talk about my sign name – What is it? Does it still 'represent' me? P3. To perform most letters in alphabetic order [independently] P3. To recognise most letters of the alphabet performed in random order. P3. To link RWI speed sounds to alphabet signs blending letters [2-3 letter blends]. P3. To practise core signing words recognising them when the teacher/TA uses them.
		P2+ To talk about what we mean by the word 'communication' and think about how Signalong helps. (with prompting if needed – picture cues and games.)

	<p><u>Sequencing words</u> – first, next/then, finally.</p> <p><u>Communication words</u> – share, wait, speak, listen, ask, friend.</p>	<p>P2+ To learn 3 key rules for signing [working and helping hand, speak and sign, eye contact ['gaze' towards]]</p> <p>P2+ To talk about my sign name – What is it? Does it still fit me?</p> <p>P2+ To perform some letters in alphabetic order. [independently]</p> <p>P2+ To recognise some letter of the alphabet performed in random order.</p> <p>P2+ To link RWI speed sounds to alphabet signs [2 letter blends].</p> <p>P2+ To practise core signing words recognising most when the teacher/TA uses them.</p>
		<p>P2. To talk about what the word 'communication' and how signing can help (with support – using picture cues and communication games)</p> <p>P2. To learn 2 rules for signing [working and helping hand, speak and sign]</p> <p>P2. To talk about my sign name – What is it? Is it still right for me?</p> <p>P2. To perform letters of the alphabet related to their name.</p> <p>P2. To recognise letters of the alphabet related to their name and initial letters of other familiar students' names.</p> <p>P2. To practise core signing words recognising some when the teacher/TA uses them.</p>
<p>'Healthy Lifestyle' [Part 1] linked to everyday food and celebration food</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules of signing [see differentiation above]</p> <p><u>Key Signs:</u> [focus on signs most relevant to the class]</p> <p><u>Expressing a Personal preference:</u> like, dislike, love, hate.</p> <p><u>Healthy</u> – fruit, vegetable, apple, banana, orange, tomato, cucumber, potato, carrots, peas, broccoli, bread, pasta - <u>unhealthy</u> – cakes, doughnut, chocolate, ice cream, coca cola,</p>	<p>P3. To talk about different food identifying if they are 'healthy' or 'unhealthy' <i>Focus: expressing a personal opinion explaining why, listening with respect and remembering information given by others [picture cues, experiential learning].</i></p> <p>P3. To create a menu for a healthy meal – starter, main and dessert THEN To create a menu for a 'treat' or 'celebration' meal – starter, main and dessert. <i>Focus: reinforce understanding 'healthy' and 'unhealthy' food – linking to sometimes not every day.[Use picture cues, experiential learning opportunities]</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recall and perform a range of signs related to theme. <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working -beginning to think about supporting hand]</i></p> <p>P3. To perform a range of short sentences expressing a personal preference. <i>Focus: Signing two key word sentences – like/dislike, love/hate linked to healthy/unhealthy food.</i></p> <p>P2+ To talk about different food identifying if they are 'healthy' or 'unhealthy' [with support if needed]</p>

	<p>crisps, biscuits, sweets, chips, fast food.</p> <p><u>Extension words:</u> celebration food, treat food, Christmas food, too much, too many.</p> <p><u>On-going learning Feelings words:</u> How I feel Zones of Regulation – focus on Blue Zone - sad, ill Green Zone – happy, good Yellow Zone – worried, excited Red Zone – angry, scared</p> <p><u>Sequencing words:</u> first, next, finally.</p>	<p><i>Focus: expressing a personal opinion, listening with respect and recalling something someone else said.</i></p> <p>P2+ To create a menu for a healthy meal – main and dessert AND/OR To create a menu for a ‘treat’ or ‘celebration’ meal – main and dessert. <i>Focus: reinforce understanding ‘healthy’ and ‘unhealthy’ food – linking to sometimes not every day.</i> <i>[NB. Some support, picture cues, experiential learning – tasting a range of food.]</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes [with support if needed]</i></p> <p>P2+ To recall and perform a range of signs related to the theme <i>Focus: Accuracy with handshapes – with support if needed</i></p> <p>P2+ To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working hand with greater independence].</i></p> <p>P2+ To perform a range of short sentences expressing a personal preference. <i>Focus: signing two key word sentences – like/dislike, love/hate linked to healthy/unhealthy [with support].</i></p> <p>P2. To talk about different food identifying if they are ‘healthy’ or ‘unhealthy’ [with support] <i>Focus: Reinforce understanding ‘healthy’ and ‘unhealthy’ food – linking to sometimes not every day. Expressing a personal opinion, building concentration – remembering something someone else said [with support].</i> <i>[NB. Some support, picture cues, experiential learning – tasting a range of food.]</i></p> <p>P2. To create a menu for a healthy meal – main and dessert AND/OR To create a menu for a ‘treat’ or ‘celebration’ meal – main and dessert. <i>Focus: reinforce understanding ‘healthy’ and ‘unhealthy’ food – linking to sometimes not every day.</i> <i>[NB. With support, picture cues, experiential learning – tasting a range of food.]</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some ‘food’ signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some ‘food’ signs [with support if needed]. <i>Focus: Building memory skills.</i></p>
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		P2. To speak and sign a simple sentence expressing a personal preference <i>i.e. I like cake. I don't like tomatoes.</i>
Spring Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
'Healthy Lifestyle' [Part 2] Active Lifestyle [links to New Year's resolutions]	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules of signing [see differentiation above]</p> <p><u>Key signs:</u> New Year, promise (resolution), healthy, unhealthy, exercise, relax, gym, football, basketball, tennis, rounders, cricket, athletics, bicycling, walking, swimming.</p> <p><u>Action Words:</u> to run, to jump, to walk, to climb, to skip, to throw, to catch, to swim, to stand, to sit.</p> <p><u>Feelings Words:</u> <i>Zones of Regulation</i> revision. How I feel - beginning to think about how others might feel [practise when playing active games]</p>	<p>P3. To work with others to create a visual mind map of ideas for an 'active' New Year's resolution. To choose one active New Year's resolution explaining why. <i>Focus: Sharing ideas, listening with respect, working collaboratively, independence.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recall and perform a range of signs related to theme. <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working -beginning to think about supporting hand]</i></p> <p>P3. To try a range of active games working with others. <i>Focus: Building social communication skills, expressing a personal opinion i.e. likes/dislikes explaining why.</i></p>
		<p>P2+ To work with others to create a visual mind map of ideas for an 'active' New Year's resolution. To choose one active New Year's resolution explaining why. <i>Focus: Sharing ideas, listening to others, working collaboratively [with support].</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes [with support if needed]</i></p> <p>P2+ To recall and perform a range of signs related to the theme <i>Focus: Accuracy with handshapes – with support if needed</i></p> <p>P2+ To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working hand with greater independence].</i></p> <p>P2+ To try a range of active games working with others. <i>Focus: Building social communication skills, expressing a personal opinion i.e. likes/dislikes explaining why [with support if needed].</i></p>
		<p>P2. To talk about active things we can do to keep healthy [picture cues used to support discussion]. <i>Focus: Build concentration during small group discussion, build confidence sharing an idea with others and making a choice [with support].</i></p>
		P2. To follow a simple instruction when learning a new sign.

		<p><i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'food' signs [with support if needed].</p> <p><i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'food' signs [with support if needed].</p> <p><i>Focus: Building memory skills.</i></p> <p>P2. To try some active games working with others.</p> <p><i>Focus: Building social communication skills, expressing a personal opinion i.e. likes/dislikes [with support]..</i></p>
<p>'Animals' [Part 1] Pets, Farm and Working [building observational skills linked to expressive language]</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules of signing [see differentiation above]</p> <p><u>Key signs:</u> animal, pet, farm, working, dog, cat, bird, fish, mouse, cow, pig, horse, duck, sheep, chicken.</p> <p><u>Describing Words:</u> big, small, furry, scales, feather.</p> <p><u>Expressing a Personal preference:</u> like, dislike, love, hate.</p> <p><u>Revision Colour signs:</u> red, orange, pink, yellow, brown, black, white, green, purple, blue.</p> <p><u>Feelings Words:</u> Zones of Regulation revision. How I feel - building understanding of how others might feel</p>	<p>P3. To work with others to create a visual mind map of 'pets' and 'farm' animals. <u>Extension work:</u> Identify which animals are 'working' animals. Explain why. <i>Focus: Sharing ideas, listening with respect, working collaboratively, independence.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recall and perform a range of signs related to theme. <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working -beginning to think about supporting hand]</i></p> <p>P3. To perform a range of short sentences linking an animal sign to a describing word. <i>Focus: Signing two key word sentences – leading to three key word sentences.</i></p>
		<p>P2+ To work with others to create a visual mind map of 'pets' and 'farm' animals. <u>Extension work:</u> Talk about which animals could be working animals [with support]</p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes [with support if needed]</i></p> <p>P2+ To recall and perform a range of signs related to the theme <i>Focus: Accuracy with handshapes – with support if needed</i></p> <p>P2+ To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working hand with greater independence].</i></p> <p>P2+ To perform a range of short sentences linking an animal sign to a describing word. <i>Focus: Signing two key word sentences.</i></p>
		<p>P2. To put animal pictures into two piles – 'pets' and 'farm' animals. <i>Focus: Build concentration, share an idea with others – remember something someone else said [with support]</i></p>

		<p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'animal' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'animal' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a range of activities to link animals to the correct colour e.g. painting or colouring in, junk modelling exploring textures. <i>Focus: Building expressive language skills, developing fine motor skills.</i></p> <p><i>To speak and sign a two key word sentence about the animal.</i></p>
Summer Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
<p>'Animals' [Part 2] Wild Animals – Hot and Cold places.</p> <p>[building observational skills linked to expressive language]</p>	<p>handshapes related to the signs P3 + P2+ – to include orientation</p> <p>P3 – P2 – Remembering the rules of signing [see differentiation above]</p> <p><u>Key signs:</u> hot [weather], lion, tiger, lizard, elephant, monkey, snake, giraffe, hippo, crocodile. cold [weather], bear, penguin, seal, fish, reindeer.</p> <p><u>Revision:</u> <u>Describing Words:</u> big, small, furry, scales, feather.</p> <p><u>Expressing a Personal preference:</u> like, dislike, love, hate.</p> <p><u>Revision Colour signs:</u></p>	<p>P3. To take part in a discussion about 'wild' animals identifying animals from 'hot' and 'cold' climates making links between their appearance and their environment. <i>Focus: Share ideas explaining why, listening carefully, recalling main ideas shared.</i> [This work to be supported by a range of texts – video clips, information texts with picture cues.]</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recall and perform a range of signs related to theme. <i>Focus: Accuracy with handshapes and level of independence.</i></p> <p>P3. To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working -beginning to think about supporting hand]</i></p> <p>P3. To write detailed labels for TWO animals [1 from each climate]. <i>Focus: Adding descriptive detail. Working independently.</i></p> <p>P3. To perform a range of short sentences linking an animal sign to a describing word. <i>Focus: Signing two key word sentences – leading to three key word sentences.</i></p> <p><u>Extension work Summer Term 2:</u></p> <p>P3. To take part in a discussion and then choose a pet that you would take to Hogwarts. [Work supported by various video clips and information picture texts.] <i>Focus: identifying 'real' and 'mythical' creatures, communication challenge – describe and explain.</i></p> <p>P3. Create an information poster explaining why your animal would make a good</p>

	red, orange, pink, yellow, brown, black, white, green, purple, blue	<p>'pet' at Hogwarts. <i>Focus: information clearly presented.</i></p> <p><u>Extension task</u>: Short presentation – not signed. <i>Focus: Core communication skills.</i></p>
<p>Theme extended into 'My Pet for Hogwarts'</p> <p>Link to Year 8 English Programme of Study, <i>Harry Potter & the Philosopher's Stone</i>.</p> <p>Literacy – Poster [link to Year 8 English Programme of Study – <i>Magazines</i>]</p>	<p><u>Extension Key signs</u>: pets, real, myth, owl, cat, toad, rat, ferret, phoenix, dragon, cerberus (3 headed dog), runespoor (3 headed snake), niffler (anteater + to steal).</p> <p><u>Revision</u>: <u>Describing Words</u>: big, small, furry, scales, feather.</p> <p><u>Expressing a Personal preference</u>: like, dislike, love, hate.</p> <p><u>Revision Colour signs</u>: red, orange, pink, yellow, brown, black, white, green, purple, blue</p> <p><u>Revision Signs</u>: school, home, teacher, TA, lessons, playtime.</p> <p><u>Feelings Words</u>: <i>Zones of Regulation</i> revision. How I feel / How others might feel</p>	<p>P2+ To take part in a discussion about 'wild' animals identifying animals from 'hot' and 'cold' climates making links between their appearance and their environment. <i>Focus: share ideas with others, listening carefully and remember something someone else said.</i> [This work to be supported by a range of texts – video clips, information texts with picture cues.]</p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes [with support if needed]</i></p> <p>P2+ To recall and perform a range of signs related to the theme <i>Focus: Accuracy with handshapes – with support if needed</i></p> <p>P2+ To recognise a range of signs related to the theme. <i>Focus: Identifying handshape [working hand with greater independence].</i></p> <p>P2+ To write detailed labels for TWO animals [1 from each climate]. <i>Focus: Adding descriptive detail. Working with support if needed.</i></p> <p>P2+ To perform a range of short sentences linking an animal sign to a describing word. <i>Focus: Signing two key word sentences.</i></p> <p><u>Extension work Summer Term 2</u>:</p> <p>P2+ To take part in a discussion and then choose a pet that you would take to Hogwarts. [Work supported by various video clips and information picture texts.] <i>Focus: identifying 'real' and 'mythical' creatures, communication challenge – describe and explain. [with support if needed]</i></p> <p>P2+ Create an information poster explaining why your animal would make a good 'pet' at Hogwarts. <i>Focus: information clearly presented. [with support if needed]</i></p> <p><u>Extension task</u>: Communicate key information from the poster – not signed.</p>
		<p>P2. To work as part of a group to put animal pictures into two piles – 'hot climate' animals and 'cold climate' animals. <u>Higher Challenge</u>: Link how they look to where they live. <i>Focus: Build concentration, share an idea with others – remember something someone else said [with support]</i></p> <p>P2. To follow a simple instruction when learning a new sign. <i>Focus: Developing concentration and gaze.</i></p>

		<p>P2. To perform some 'animal' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'animal' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To label TWO animals pictures [1 from each climate]. <i>Focus: Adding some simple description i.e. brown fur [with support] .</i></p> <p><u>Extension Work Summer Term 2:</u></p> <p>P2. Talk about and then choose a pet that you would take to Hogwarts School. [Work supported by various video clips and information picture texts.] <i>Focus: identifying 'real' and 'mythical' creatures, communication challenge – Describe what this creature looks like. Say 'why' you chose it. [with support]</i></p> <p>P2. Make an information poster about your new Hogwarts Pet. <i>Focus: Use a writing frame [with support]</i></p> <p><u>Extension task: Talk to someone else about information in the poster – not signed.</u></p>
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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: In Year 7 students complete the Alert Programme; in Year 8 students build on these skills using the *Zones of Regulation*. These signs need to be taught carefully to ensure clear understanding of the meaning of the words, signing used to support this process.

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