

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

Key Stage 4 Year 10 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 10 students to continue to their build core Signalong skills and evidence 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 – local area, places to visit, Drama – role-play, performing to an audience [communicate clearly and entertain].

Autumn Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
Revise Core Skills	Rules for good communication Rules for Signing Alphabet - link to Core Handshapes Revision of Sign Names [including sign names of others]	<u>Revision of Core Knowledge:</u> P3. To share ideas about the rules for good communication explaining why and listening with respect. (Independently – video clips create links to own experience) P3. To learn 6 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.] P3. To perform all letters in alphabetic order. [independently] P3. To recognise all letters of the alphabet performed in random order 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 play a range of games linked to the alphabet to reinforce skills, build confidence signing and develop communication skills.</p> <p>P3. To perform and recognise a range of handshapes linked to everyday signs.</p> <p><u>All About Me</u>:</p> <p>P3. To talk about favourite things, sharing this information with others explaining why. NB. Work to include name and name meaning linked to them/family. <i>Focus: Revision work on hobbies, colours, language express preferences.</i></p> <p>P3. To talk about my sign name – What is it? Does it still ‘represent’ me? <i>Focus: Link to All About Me work above.</i></p> <p>P3. To introduce yourself using your sign name. [independence, perform accurately]</p> <p>P3. To perform a range of sign names from others in the class. To recognise a range of sign names from others in the class. <i>Focus: independence – memory work, accuracy with handshapes.</i></p> <p>P3. To add perform and recognise evidence to student workbook for the above [use <i>All About Me</i> sheet on the first page of the workbook].</p> <p>P3. To evaluate progress linking work to core Signalong skills. <i>Focus: Identifying ‘what went well’ and ‘even better if’</i> <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 two idea and listening carefully to others ideas. (with prompting if needed – video cues selected to encourage discussion/links to own experience and role-play games.)</p> <p>P2+ To learn 5 key rules for signing [working and helping hand, signing window, speak and sign, eye contact [‘gaze’ towards], use face and body to help communication]</p> <p>P2+ To perform most letters in alphabetic order.</p> <p>P2+ To recognise most letter of the alphabet performed in random order.</p> <p>P2+ To play a range of games linked to the alphabet to reinforce skills, build confidence signing and develop communication skills.</p> <p>P2+ To perform and recognise a range of handshapes linked to everyday signs.</p> <p><u>All About Me</u>:</p> <p>P2+ To talk about favourite things, sharing this information with others. NB. Work to include name and name meaning linked to them/family. <i>Focus: Revision work on hobbies, colours, language express preferences.</i></p>
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<p>‘Christmas’ 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 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 Fireworks Night – key signs link to personal safety.</p> <p><u>Key Signs:</u> Happy Christmas, Father Christmas, Christmas tree, Christmas cake, Christmas card, Christmas cracker, Christmas stocking, reindeer, sleigh, Christmas dinner, turkey, mince pie, gingerbread man, decorations, tinsel, fairy lights, mistletoe, holly, snow/snowball, snowing, snowman, ice, Happy New Year, celebrate</p> <p><u>Extension words:</u> celebration food, treat food, Christmas food, too much, too many.</p>	<p>P3. To talk about the ‘Christmas’ season expressing a personal opinion explaining why and listening with respect and remembering information given by others.</p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of ‘Christmas’ [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of ‘Christmas’ [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using ‘Christmas’ signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. Take part in a communication game or activity related to Christmas. <i>Focus: Social communication skills, PLIM target.</i></p> <hr/> <p>P2+ To talk about the ‘Christmas’ season expressing a personal opinion, listening with respect and recalling something someone else said.</p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of ‘Christmas’ [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of signs related to the theme of ‘Christmas’ [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using ‘Christmas’ signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ Take part in a communication game or activity related to Christmas. <i>Focus: Social communication skills, PLIM target</i></p>

	<p><u>On-going learning</u> Feelings words: How I feel/How others might feel <i>Zones of Regulation</i> – 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>P2. To talk about the ‘Christmas’ season expressing a personal opinion <i>ie. likes/dislikes</i> <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. <i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some ‘Christmas’ signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some ‘Christmas’ signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative Christmas activity or ‘party’ <i>Focus: Developing language skills talking about an activity or experience and social communication activities. AND/OR</i></p> <p>P2. To listen and talk about a Christmas themed story [appropriate PSHE link] <i>Focus: story sequence, identifying key characters, discussing events in the text using picture cues.</i></p>
Spring Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
<p>‘Valentines Day’ [revision of <i>Family & Friends</i> <i>Key link to PSHE - relationships</i>]</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> Valentine’s day, family, best friend, boyfriend, girlfriend, love, like, friendship, Valentine’s card, present [gift], flowers, roses, chocolate, teddy bear, balloon, Kiss, romantic, secret admirer, message, poem, red, dinner, candles, music, cinema</p>	<p>P3. To work with others to create a visual mind map of different types of love – <i>link to family and friends. [Link to ‘Frankenstein’ – people in Victor Frankenstein’s life, the Creature’s search for love – Year 10 English SoW P4 + P3.]</i> <i>Focus: Sharing ideas, listening with respect – picture cues used to support.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of ‘Valentines Day’ [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of ‘Valentine’s Day’ [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using ‘Valentine’s Day’ signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To take part in a creative activity based on the theme of ‘Valentine’s Day’ e.g. design and write a card, draw a picture and white a caption, write a short letter.</p>

	<p><u>Key word Sentences:</u> My best friend is [sign their name]. I went to the cinema with my family. My girlfriend/boyfriend gave me flowers and chocolate. I gave my boyfriend/girlfriend a Valentine's card. I ate a romantic dinner with my girlfriend/boyfriend. A secret admirer left me a message. I like/don't like Valentine's day [explaining 'why' not signed].</p> <p><u>Revision:</u> like, dislike, love, hate.</p> <p><u>Feelings Words:</u> Zones of Regulation revision. How I feel / How others might feel</p>	<p><i>Focus: PSHE link to friends, family and relationships, fine motor, attention to detail, expressing thoughts and emotions appropriately, core literacy skills.</i></p> <p><u>Extension Work:</u> PSHE link to managing family and friendship/relationship situations. <i>Focus: Sharing ideas, listening with respect, role-play work.</i></p> <hr/> <p>P2+ To work with others to create a visual mind map of different types of love link to family and friends.[Some P3 groups 'Frankenstein', others 'Harry Potter'.] <i>Focus: Sharing ideas, listening with respect – picture cues and film clips to support.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'Valentine's Day' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'Valentine's Day' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'Valentine's Day' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To take part in a creative activity based on the theme of 'Valentine's Day' e.g. design and write a card, draw a picture and write a caption .[with support if needed] <i>Focus: PSHE link to friends, family and relationships, fine motor, attention to detail, expressing thoughts and emotions appropriately, core literacy skills.</i></p> <p><u>Extension Work:</u> PSHE link to managing family and friendship/relationship situations. <i>Focus: Sharing ideas, listening with respect, role-play work.</i></p> <hr/> <p>P2. To look at pictures of different social situations talking about who people in the picture are and thinking 'love' and 'like'. <i>Focus: Making links to real-life situations and their own experience.</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 'Valentine's Day' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'Valentine's Day' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative 'Valentine's Day' activity e.g. making a card t [with support] <i>Focus: Developing language skills talking about feelings appropriately.</i></p>
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<p>'Easter' [Revision of Spring – animals and plants, weather.]</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> Easter, egg, chocolate, eat, Easter egg hunt, basket, bun [hot cross], too much, too many, Spring, bird, chick, rabbit, lamb, blossom. <i>Linked to identify/using</i></p> <p><u>Key Handshapes:</u> 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> <i>Zones of Regulation</i> revision. How I feel / How others might feel</p>	<p>P3. To take part in a discussion with others sharing knowledge about Easter and the season Spring. <i>Focus: Sharing ideas linked personal experience, listening with respect, recalling ideas shared by others. [PSHE – supporting transition to the Easter break.]</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to theme of 'Easter/Spring' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of 'Easter/Spring' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To perform a range of short sentences using 'Easter/Spring' signs. <i>Focus: Identify key words in a sentence.</i></p> <p>P3. To take part in a creative activity/social communication game linked Easter/Spring. <i>Focus: fine motor skills, revision - making a card, following instructions.</i></p> <hr/> <p>P2+ To take part in a discussion with others sharing knowledge about Easter and the season Spring. <i>Focus: Sharing ideas, listening with respect, recalling something someone else said.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'Easter/Spring' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'Easter/Spring' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'Easter/Spring' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ To take part in a creative activity/social communication game linked to Easter/Spring e.g. egg painting, junk modelling, signing snap or Guess Who? <i>Focus: fine motor skills, revision - making a card, following instructions.</i></p>

		<p>P2. To talk about the 'Easter/Spring' expressing a personal opinion e.g. likes, dislikes [use picture cues to support] <i>Focus: Building confidence sharing a personal opinion. Building concentration – remembering 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 'Easter/Spring' signs [with support if needed]. <i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'Easter/Spring' signs [with support if needed]. <i>Focus: Building memory skills.</i></p> <p>P2. To take part in a creative activity/social communication game linked to Easter/Spring e.g. egg painting, junk modelling, signing snap, Guess Who? <i>Focus: Develop language skills talking about what they are doing, building concentration/perseverance with a task.</i></p> <p>P2. To listen to and talk about a short picture story related to 'Easter/Spring' <i>Focus: Recognising key words in the text [pictures + words]; make links to how characters are feeling.</i></p>
Summer Term:	Signalong Key Skills + Key Word Signs	Suggested Learning Outcomes / Key Skills
<p>'Nursery Rhymes' [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> A wide range of signs 2-3 set rhymes; final rhyme student choice. [Focus on developing core vocabulary.] Suggested rhymes... <i>Incy Wincy Spider</i> <i>Little Cat Little Cat</i> <i>Humpty Dumpty</i></p>	<p>P3. To discuss the focus of this final unit; putting all the core skills together. <i>Focus: Beginning to link the rules for signing and the need to sign clearly and accurately with thinking about the communication needs of others.</i></p> <p>P3. To take part in a discussion of favourite nursery rhymes, songs and stories from childhood. <i>Focus: Sharing memories, listening with respect, recalling ideas shared by others.</i></p> <p>P3. To follow a sequence of Signalong instructions [demonstrated] <i>Focus: Accuracy with handshapes and orientation</i></p> <p>P3. To recall and perform a range of signs related to 'nursery rhymes' [most signs performed accurately]. <i>Focus: Accuracy with handshapes and orientation.</i></p> <p>P3. To recognise a range of signs related to the theme of 'nursery rhymes' [most signs] <i>Focus: Identifying handshape [working / supporting hand]</i></p> <p>P3. To speak and sign at least 2 nursery rhymes.</p>

	<p><u>Feelings Words:</u> Zones of Regulation revision. How I feel / How others might feel</p>	<p><i>Focus: Identify key words in a sentence, linking signs with growing fluency.</i></p> <p>P3. <u>Extended task:</u> To work as part of a group to agree a nursery rhyme then prepare, practise and perform to a chosen audience . <i>Focus: working positively with others, using core Signalong skills knowledge including looking up instructions for signs (with support if needed), planning to meet the communication needs of others [chosen audience].</i></p> <p><i>NB. This work to include making props, collecting 'real objects' etc.</i></p>
<p><u>Consolidate Skills and Extend.</u> Nursery rhyme theme extended into performing to a selected audience.</p> <p>'Summer Holidays' and making links to the Year 11 PoS.</p> <p><u>General revision</u> Summer weather and clothes, planning activities/positive use of the summer break.</p>	<p>handshapes related to the signs P3 + P2 – to include orientation</p> <p><u>Key signs:</u> [continued from above]</p> <p><u>On-going learning Feelings words:</u> How I feel/How others might feel Zones of Regulation – focus on Blue Zone - sad, ill Green Zone – happy, good Yellow Zone – worried, excited Red Zone – angry, scared</p>	<p>P2+ To talk about the final unit; putting all the core skills together. <i>Focus: Beginning to link the rules for signing and the need to sign clearly and accurately with thinking about the communication needs of others.</i></p> <p>P2+ To talk about favourite nursery rhymes, songs and stories from childhood [picture cues to support/jog memory] <i>Focus: Sharing memories, listening with respect, recalling ideas shared by others.</i></p> <p>P2+ To follow a short sequence of instructions [related to a new sign]. <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recall and perform a range of signs related to the theme of 'Nursery Rhymes' [some signs performed accurately] <i>Focus: Accuracy with handshapes.</i></p> <p>P2+ To recognise a range of 'Nursery Rhymes' signs [some signs]. <i>Focus: Identifying handshape [working / supporting hand].</i></p> <p>P2+ To perform a range of short sentences using 'Nursery Rhymes' signs <i>Focus: Identifying key words in a sentence [with support].</i></p> <p>P2+ <u>Extended task:</u> To work as part of a group to agree a nursery rhyme then prepare, practise and perform to a chosen audience . [with support] <i>Focus: working positively with others, using core Signalong skills knowledge including looking up instructions for signs (with support), planning to meet the communication needs of others [chosen audience].</i></p> <p><i>NB. This work to include making props, collecting 'real objects' etc.</i></p> <p>P2. To talk about favourite nursery rhymes, sons and stories from when you were young [with support - use picture cues and video clips] <i>Focus: Building confidence sharing a memory. Building concentration – remembering something someone else said [with support].</i></p> <p>P2. To follow a simple instruction when learning a new sign.</p>

		<p><i>Focus: Developing concentration and gaze.</i></p> <p>P2. To perform some 'Nursery Rhyme' signs [with support if needed].</p> <p><i>Focus: Performing some signs independently.</i></p> <p>P2. To recognise some 'Nursery Rhyme' signs [with support if needed].</p> <p><i>Focus: Building memory skills.</i></p> <p>P2. To work as part of a small group to choose and perform a favourite nursery rhyme.</p> <p><i>Focus: Think about the rules for signing and how they help. Think of how to make performing the nursery rhyme fun and clear for an 'audience'.</i></p> <p><i>NB. This work to include making props and models – building fine motor skills.</i></p> <p>Extension Work: Revision work to support students to manage the change to hotter weather [clothing/staying healthy] and a positive transition to the summer break.</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: 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