

Communication, language and literacy

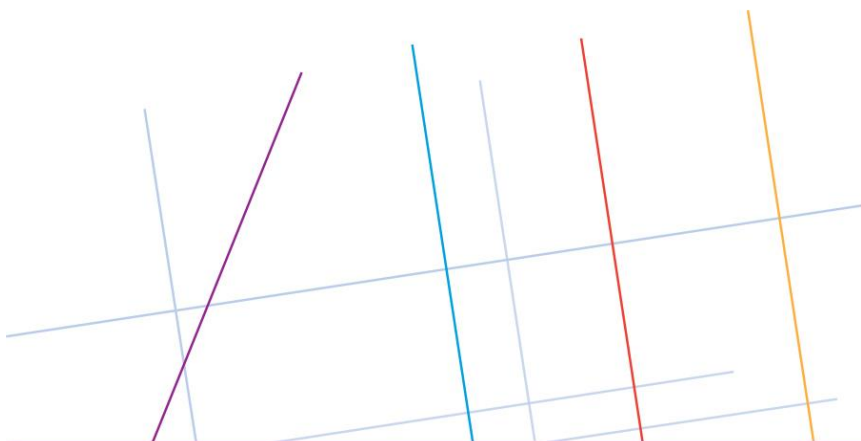
Teacher Checkpoints





Pupil Name: _____

Date Started: _____



Learning Outcomes Assessment Overview

| PLU 1 Comm, Language & Literacy | | | | | |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.1 | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.7 | 1.8 | 1.9 | 1.10 | 1.11 | 1.12 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.13 | 1.14 | 1.15 | 1.16 | 1.17 | 1.18 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.19 | 1.20 | 1.21 | 1.22 | 1.23 | 1.24 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.25 | 1.26 | 1.27 | 1.28 | 1.29 | 1.30 |

| Pathway Progression Key | |
|-------------------------|----------------------|
| Experiencing = E | Attending = A |
| Responding = R | Initiating = I |
| Acquiring = AQ | Becoming fluent = BF |
| Generalising = G | Circled = Taught |

| Element | Learning outcomes | |
|---|---|----------------------|
| | Students can... | Location of Evidence |
| Developing communicative relationships | 1.1. Indicate awareness of sensory stimuli in the learning environment | |
| | 1.2. Establish consistent patterns of attending to stimuli/personnel/activities in the immediate environment | |
| | 1.3. Engage in an activity requiring joint attention with one or more people | |
| | 1.4. Demonstrate turn-taking with a communicative partner | |
| | 1.5. Show awareness of and/or use tone, body language, gestures, pace, vocalisations and volume to impact communication | |
| | 1.6. Initiate communication with a familiar adult and peers | |
| | 1.7. Engage in and enjoy a meaningful exchange with a communicative partner | |

| Element | Learning outcomes | Location of Evidence |
|----------------------|---|----------------------|
| Understanding | <p>Students can...</p> <p>1.8. Show recognition of personal and/or standardised objects of reference</p> <p>1.9. Respond to verbal and non-verbal cues related to familiar communicative routines</p> <p>1.10. Attend and respond to increased vocabulary in text⁵</p> <p>1.11. Consistently respond to familiar factual questions</p> <p>1.12. Show signs of anticipating next steps in a familiar activity when presented with a stimulus</p> <p>1.13. Predict outcomes for a familiar or unfamiliar story or event choosing from a range of possible outcomes</p> | |

| Element | Learning outcomes | Location of Evidence |
|----------------------------|---|----------------------|
| Exploring and using | Students can... 1.14. Clearly indicate preferred objects and/or activities and refuse non-preferred items 1.15. Request repetition and/or more of and/or change of objects or events 1.16. Make a request and/or express a need, verbally or non-verbally 1.17. Participate in the sharing of a familiar or personal story, activity or event 1.18. Communicate to express feelings verbally or non-verbally 1.19. Express interests and opinions through a range of verbal or non-verbal communication methods | |

| Element | Learning outcomes | Location of Evidence |
|----------------|---|----------------------|
| Reading | <p>Students can...</p> <p>1.20. Illustrate signs of engagement and enjoyment with stories, texts⁵ above, poetry, funny or favourite reading material</p> <p>1.21. Choose and handle books demonstrating familiarity with book handling skills</p> <p>1.22. Show recognition and understanding of symbols, signs, logos, familiar words, letters or visual representations of items</p> <p>1.23. Seek meaning from combinations of signs, symbols or text for enjoyment or practical purposes</p> <p>1.24. Read a book, magazine or other text with understanding</p> <p>1.25. Recall a story read or personal experience using objects, marks, gestures or vocalisations</p> | |

| Element | Learning outcomes | Location of Evidence |
|----------------------------------|---|----------------------|
| <p>Written expression</p> | <p>Students can...</p> <p>1.26. Show enjoyment while making marks and or texts, and use gestures, sounds or words to focus attention on these, showing signs of understanding that texts carry meaning</p> <p>1.27. Engage in/with mechanics of mark-making exercises to create a form of text according to ability, using motor or eye-gaze skills as appropriate</p> <p>1.28. Explore a variety of implements and surfaces for creating texts</p> <p>1.29. Place marks, signs, symbols or texts in the correct sequence and/or with the correct orientation to infer meaning</p> <p>1.30. Use signs, symbols or text to share experiences, thoughts, opinions, preferences with peers with growing confidence</p> | |

Progress Review

| Date | Comment | Signature |
|------|---------|-----------|
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