

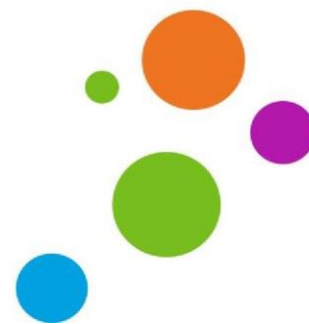
**Name** .....

**Class** .....

When I finish studying *Communication and Literacy* I will be able to:

- ✓ Speak appropriately for a variety of purposes and demonstrating attentiveness as a listener
- ✓ Use non-verbal behaviour to get the message across
- ✓ Read to obtain basic information
- ✓ Use a range of writing forms to express opinions
- ✓ Use expressive arts to communicate
- ✓ Use information and communication technology for a range of purposes

These are called Elements. Each element has steps (the teacher calls them learning outcomes) for me to follow. I can show my progress on the next pages. I can use a pen, stickers or colours to do this.



My Element: **SPEAKING APPROPRIATELY FOR A VARIETY OF PURPOSES AND DEMONSTRATING ATTENTIVENESS AS A LISTENER**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.1</b>	Listen to obtain information relating to more than one option, e.g. <i>listen to school related announcements, using a speaking timetable to get a train arrival and</i>				
<b>1.2</b>	Ask questions to obtain information, e.g. <i>to check dates/prices (face to face and by telephone), booking a meal over the</i>				
<b>1.3</b>	Follow a series of spoken instructions under supervision, e.g. <i>go to teacher's room, local shop, or post office, top up a mobile telephone</i>				
<b>1.4</b>	Express personal opinions, facts and feelings appropriately , e.g. <i>expressing an opinion on a television programme, relate news from their weekend</i>				
<b>1.5</b>	Participate in practical formal and informal communications, e.g. <i>an interview or a parent teacher meeting, an interview with peers on interest related topics, chatting while out with friends, making announcements on the school</i>				
<b>1.6</b>	Listen to and respond to a range of stories				

I have achieved this element!!

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Photographs	
Teacher designated tests	
Work portfolios	
Field trips	
Visiting speakers	
Concrete activities	



My Element: **USING NON-VERBAL BEHAVIOUR TO GET THE MESSAGE ACROSS**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.7</b>	Identify a range of non-verbal communications methods, e.g. <i>facial expression, tones of voice, symbols, clothing, colours to signal mood/appropriate action</i>				
<b>1.8</b>	Use appropriate non-verbal behaviour in communicating a simple idea, e.g. <i>disappointment or joy, tone of voice to seek assistance/complain</i>				
<b>1.9</b>	Relay a response or request non-verbally, e.g. <i>signalling a phone call</i>				
<b>1.10</b>	Respond to non-verbal signals and signs encountered in daily life, e.g. <i>road signs, traffic signs, hazardous materials</i>				
<b>1.11</b>	Follow the sequence of non-verbal instructions or directions for a frequent activity, e.g. <i>using household equipment with three or more operations, putting a battery in a toy, finding safety exits/following fire-drill</i>				

I have achieved this element!!

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Photographs	
Teacher designated tests	
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Concrete activities	



My Element: **READING TO OBTAIN BASIC INFORMATION**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.12</b>	Read familiar words that are commonly used and personally relevant, e.g. <i>read a list of items relating to a personal interest/sport/hobby- names of family members</i>				
<b>1.13</b>	Use simple rules and text conventions that support meaning, e.g. <i>pause at a full stop</i>				
<b>1.14</b>	Interpret different forms of writing and text, including social sight signs and symbols, e.g. <i>common formats of bills, menus, forms, timetables, road and other signs, simple road preparation instructions (boil an egg, make a sandwich, make a cup of tea), short piece of personally relevant writing</i>				
<b>1.15</b>	Find key information from different forms of writing, e.g. <i>locate factual information in forms/bills times and dates of appointments, menus, timetables, newspapers</i>				
<b>1.16</b>	Use a range of reading strategies, e.g. <i>clues, context, sound, prediction and decoding</i>				

I have achieved this element!!

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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My Element: **USING A RANGE OF WRITING FORMS TO EXPRESS OPINIONS**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.17</b>	Write/type notes and messages needed for simple tasks, e.g. <i>address an envelope</i>				
<b>1.18</b>	Write/type at least five sentences so that they convey meaning or information, e.g. <i>arrange a meeting with a friend, give directions</i>				
<b>1.19</b>	Use the main rules of writing appropriately, e.g. <i>use capitals and full stops</i>				
<b>1.20</b>	Use a range of spelling patterns appropriately, e.g. <i>add 'ing' to a word- drop, double or nothing</i>				
<b>1.21</b>	Use a range of different forms of writing to suit purpose and audience, e.g. <i>write a cheque, fill a simple form, complete a diary entry</i>				



My Element: **USING EXPRESSIVE ARTS TO COMMUNICATE**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.22</b>	Participate in a performance or a presentation, e.g. <i>presentation of a short drama piece to members of the class, performance of dance or music to parents</i>				
<b>1.23</b>	Create a range of images using a variety of materials				
<b>1.24</b>	Produce a piece of work for display				
<b>1.25</b>	Listen to a range of music and respond by discussing thoughts and feelings, e.g. <i>favourite singer and say why they like their music</i>				
<b>1.26</b>	Use drama or dance to explore real and imaginary situations				

My Element: **USING SUITABLE TECHNOLOGIES FOR A RANGE OF PURPOSES**

	<b>My learning outcome</b>	<b>I've started</b>	<b>I still need help</b>	<b>I can do it!</b>	<b>Location of Evidence</b>
<b>1.27</b>	Identify three everyday uses of technology, e.g. <i>for learning, working, and for fun</i>				
<b>1.28</b>	Use technology requiring not more than three functions, for personal, home and educational/workplace use, e.g. <i>assistive technologies, mobile phone (pre-programmed numbers), photocopier, computer, camera, DVD/video player, household appliances</i>				
<b>1.29</b>	Use technology to communicate in an activity with others				
<b>1.30</b>	Use a new piece of ICT equipment				
<b>1.31</b>	Turn a personal computer on and off safely, e.g. <i>following the steps to shut down a computer</i>				
<b>1.32</b>	Identify the information symbols on a desktop, e.g. <i>internet explorer symbol</i>				
<b>1.33</b>	Use frequently used keys appropriately				
<b>1.34</b>	Use a software package, involving opening a package, entering and manipulating text/image/data, save to file, print and exit safely, e.g. <i>clipart, word document, electronic presentation</i>				
<b>1.35</b>	Access a range of websites on the internet e.g. <i>scoilnet, websites of personal interest to the student</i>				
<b>1.36</b>	Find information for a project on the web				
<b>1.37</b>	Send and open an email				

I have achieved this element!!

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

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