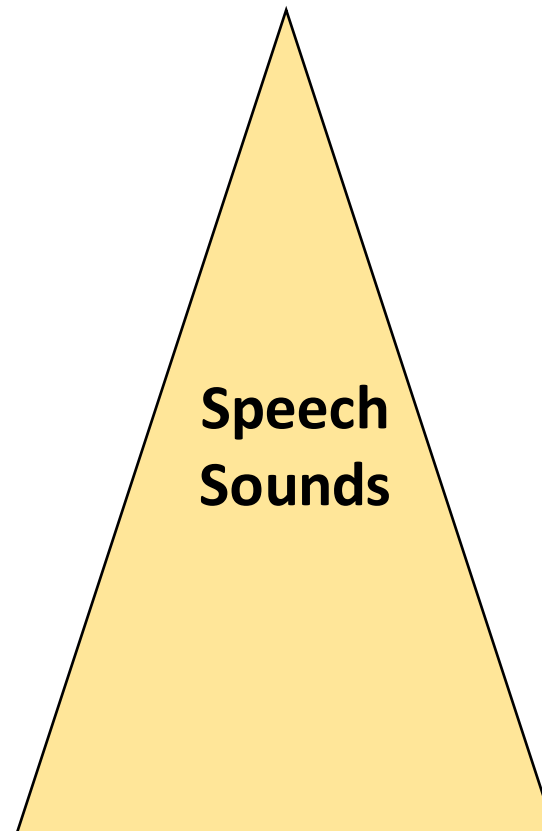


Communication Pyramid – Key Stage 1

Speech should be mostly clear and easy to understand, but some immaturities may still be noted (e.g. with 'r' and 'th' sounds).
May substitute: 'l' and 'r' for 'w' and 'y' and 'th' with 'f' and 'v'.



Be positive; use lots of praise.

Repeat words clearly without asking the child to copy (modelling).

Don't tell them when they have made a mistake, use modelling instead.

If you are having difficulties understanding the child:

- Ask them to say it again
- Go back and repeat the parts of the message that you understood e.g. "going where?"
 - Ask them to tell you some more about it
 - Can they show or take you there?
- Communicate face to face – encourage them to use gesture

Can tell you what an object is and what it is used for.

Answer questions about hypothetical events.

Uses prepositions (in, on, under, next to).

Uses possessive pronouns for her and his.

Names categories for objects (food, transportation, animals etc).

Asks grammatically correct questions.

Able to tell a story.

Expressive:
talking; signing;
vocabulary; grammar;
Use of symbols,
charts and electronic
aids

Category games: Name 5 categories, Scattergories and Hedbanz.

Simon Says – using prepositions e.g. put the book on the table, encourage them to give instructions too (take turns).

Well-established understanding of all Blanks levels.
Can follow more complicated instructions, including sequential concepts and prepositions.

Understanding:
following directions;
receptive language;
understanding questions

Be aware of the child's level of understanding before you give them an instruction / ask them a question (e.g. information carrying words and Blanks levels).

Reduce length of instructions.

Slow down speed of instructions.

Use repetition.

Ensure they understand the vocabulary.

Get attention first.

Visual support (pictures or symbols and written words).

Child plays together with others and has interest in both the activity and the other children involved.
Pretend play is more complex.
Plays with others to achieve a common goal.
Prefers to play with others.
Will mostly share toys.

Play:
functional; symbolic;
imaginative

Encourage physical activity.
Teach social skills like taking turns, co-operating, negotiating, playing fairly and being a good sport.
Make time for play.
Activities such as board games (turn-taking and sportsmanship).

Integrated attention.
Two-channelled attention is well established and sustained.
Child can ignore unnecessary and unwanted information and concentrate on the task.

Attention and Listening:
waiting; looking;
listening; completing
short tasks; joint
attention

Strategies:
Use their name to help focus their attention (make sure they're looking at you).
Play games that develop their ability to listen & follow simple instructions.
Praise good listening skills – use visual good looking, listening and sitting cards.
Activities: Simon Says, Musical Statues, Ready, Steady, Go, Kim's Game.

Using gestures – waving and pointing.
Joins in play with other children, begins to interact.
Shares toys, takes turns with assistance.
Beginning to develop pragmatic skills (looking at speaker, standing at an appropriate distance, facial expressions).

Pre-Verbal and Early Interaction:
eye contact; turn-taking; pointing

Follow their lead, play people games.
Activities: Action songs and rhymes, cause and effect toys (simple slides, lights and sounds), burst pause sequences (hiding games, ready steady go, making interesting sounds).
Eye contact: bubbles, balloons, funny faces