

Blue My Communication

Responding

-I can demonstrate my responses in a variety of ways

--[] Respond when basic needs and desires are met e.g. stop crying when discomfort is removed or relax when they get rocked

--[] Respond (realisation) to stimuli presented in on and off pattern (burst then pause) e.g. still, widen eyes, increased movement

--[] Respond to consistent and predictable social routines, offered in the same order in the same environment on a daily basis with anticipation, e.g. by relaxing, stilling, widening eyes or mouth, increased movement

--[] Respond (realisation) to their own names by stilling, turning, increased movement

--[] Respond with persistent positive and negative reactions to a range of social activities e.g. smiling or turning their head away

--[] Respond to and explore people talking around them e.g. by looking at the speaker or initiating interactions by making sounds

--[] Respond (realisation) in different ways to familiar and unfamiliar adults

--[] Respond to sensory cues

--[] Respond to object cues

--[] Respond to objects of reference or pictures

--[] Respond to familiar sounds and early words such as brrrm/woof/mum e.g. smile and locate sound

--[] Respond to familiar sounds, words and/or signs, showing understanding of their meaning e.g. look at 'mum' or the dog.

--[] Develop a preferred method of communication over time persisting including eye contact / eye pointing, movement, gestures, vocalisations, symbols and speech.

Interacting with others

-I can initiate interaction in different ways with others

--[] Interact with familiar people e.g. smiling, turning, giving eye contact

--[] Show they can work co-actively with familiar people anticipating actions e.g. join in a 'row the boat' or allow their hands to be used for eating

--[] Show anticipation of familiar social activities and events e.g. start to rock for 'row your boat' or lean forwards to be lifted up

--[] Show they have had enough of a social interaction e.g. by turning away or looking down

--[] Show preference for particular people, objects and activities

--[] Respond with interest in the actions of others close by e.g. make eye contact, turn towards, reaching out, vocalising

--[] Engage and explore actively in familiar social activities and events e.g. join in action songs or hold up arms for coat

--[] Make simple meaningful gestures initiating interaction e.g. pointing or using simple signs, photographs

--[] Use their voices to join in a 'conversation' e.g. babbling

--[] Attempt simple words and phrases in imitation realising ability to communicate e.g. mumma, woof, all gone, bye bye, more

--[] Use a few words appropriately e.g. more, names, yes, no, mumma; whatever is appropriate for that child

Reading and writing

-I can begin to explore the conventions of reading and writing

--[] Explore making marks in sensory materials using their whole bodies

--[] Explore making marks in sensory materials with their hands and fingers.

--[] Observe letters in the environment

--[] Observe others using writing for a variety of purposes

--[] Experience making marks both independently and with hand over hand support to form letter.

--[] Explore letter shapes and words including phonics activities

--[] To listen to a wide variety of reading including fiction and non-fiction. Stories, newspapers and facts.

--[] To experience stories through multi sensory methods.

--[] To develop favourite stories and make choices about reading.

--[] To explore the letters of their name.