

# Curriculum Pathway Progression Map

Literacy

Expressive & Receptive Communication

Pride Passion Partnership Professionalism Positivity



The Bridge London  
Hungerford School

Strand: Cognition / Communication		Subject: Literacy		Skill: Expressive & Receptive Communication	
	A	B	C	D	
<b>Stage 1</b>  <a href="#">AET Progression Framework</a>	<p>I am able to engage in specific speaking and listening activities.</p> <p>I am able to understand single spoken words in context.</p> <p>I am able to use an appropriate greeting (verbal or non-verbal) with another peer or adult.</p>	<p>I am able to use single words, signs and symbols for familiar objects, (for example, cup, biscuit).</p> <p>I am able to answer familiar questions in routine context.</p>	<p>I am able to combine single words, signs or symbols to communicate meaning to a range of listeners.</p>	<p>I am able to ask for help using a learned phrase</p> <p>I am able to understand a range of single spoken words.</p>	
<b>Stage 2</b>  <a href="#">AET progression framework</a>	<p>I am able to use a vocabulary of over 50 words.</p> <p>I am beginning to use some 2 word phrases but not consistently e.g. 'me big', 'horse run'.</p>	<p>I am able to respond appropriately to questions about familiar or immediate events or experiences using a limited vocabulary.</p>	<p>I am able to use 3-4 word phrases to request or give information.</p> <p>I have developed the confidence to communicate with less familiar adults.</p>	<p>I am able to attempt to communicate in greater depth by rephrasing, changing intonation or facial expression.</p> <p>I am able to make relevant comments in response to something I have heard.</p>	

<p><b>Stage 3</b></p> <p><b>Blank's Levels of Questions - Level 2: Selective Analysis of Perception</b></p> <p><b>Questions about details of objects known to student but are not necessarily visible at time of questioning.</b></p>	<p>I am able to communicate using longer sentences (5+words).</p> <p>I will initiate and maintain short conversations with peers and adults, in structured settings.</p>	<p>I am confident to speak in a familiar group (e.g., in their class).</p> <p>I can use possessives accurately.</p>	<p>I can ask simple questions to obtain information e.g. basic 'who?', 'why?'</p> <p>I am able to communicate my own experience or tell familiar stories, in one-to one conversations with familiar adults.</p>	<p>I can organise, sequence and clarify thinking, ideas, feelings and events using voice, sign or symbols.</p> <p>I am able to take part in a structured role play activity with a given part/script.</p>
<p><b>Stage 4</b></p> <p><b>Blank's Levels of Questions - Level 3: Reordering Perception</b></p> <p><b>Questions are not about direct objects.</b></p> <p><b>The answers require listeners to use their own knowledge and higher order thinking</b></p>	<p>I can talk about how others show feelings, talk about my own and others' behaviour.</p> <p>I am able to use conjunctions that suggest cause.</p>	<p>I am confident to speak in a group and talk about my own ideas.</p> <p>I can ask questions and request help regarding the resources they need for activities.</p>	<p>I can form simple sentences to communicate my preferences.</p>	<p>I am able to speak clearly and audibly with confidence and control, and show awareness of the listener.</p> <p>I can take part in role play with confidence, taking on the role of different characters.</p>
<p><b>Stage 5</b></p>	<p>I am beginning to express straightforward information and communicate feelings and opinions on a range of simple topics.</p>	<p>I am able to join simple sentences using 'and' e.g. 'I went to school and took my book'.</p>	<p>I can communicate well with familiar peers in different social situations (playground, lunchtime, at home).</p>	<p>I can make requests and ask straightforward questions of peers whilst using appropriate terms and registers.</p>

<p><b>Stage 6</b></p> <p><b>Blank's Levels of Questions - Level 4: Reasoning about perception</b></p> <p><b>Questions are not about direct objects.</b></p> <p><b>It requires the listener to problem solve, predict, and provide explanations.</b></p>	<p>I can ask questions about more abstract features that may not be directly in front of me. E.g. Where do you live? What happens? When? How? Why did that happen?</p> <p>I can follow single-step instructions.</p>	<p>I can clearly express myself and communicate feelings and opinions on a range of increasingly sophisticated topics.</p> <p>I can identify and extract the main information from short statements and explanations</p>	<p>I can communicate regularly with familiar peers using appropriate body language and eye contact.</p> <p>I am able to make appropriate contributions to simple group discussions with others about a familiar topic</p>	<p>I can identify who is familiar and unfamiliar and adjust my responses accordingly.</p> <p>I can communicate information clearly using a wider vocabulary with less common words.</p>
<p><b>Stage 7</b></p>	<p>I can articulate myself with more fluency and add more detail to the information I wish to communicate.</p> <p>I can identify and extract the main information and detail from short explanations.</p>	<p>I can tell a story by sequencing events in the correct order.</p> <p>I understand that it is inappropriate to ask unfamiliar people about private or personal information.</p>	<p>I can make requests and ask clear questions appropriately in different contexts, including class, playground and on trips.</p> <p>I can speak clearly and audibly with confidence and control, and show awareness of the listener.</p>	<p>I can present a point of view using persuasive language</p> <p>e.g. 'Can I please have some of your delicious birthday cake? I'm very hungry and it looks like the best cake I've ever seen!'</p>

<p><b>Stage 8</b></p>	<p>I can communicate information and opinions clearly on a range of topics supporting opinions and ideas with evidence.</p> <p>I can recognise when I haven't understood a word or words and am able to provide some information about why e.g. 'Can you say that again? You used too many words' or 'It was too fast.'</p>	<p>I can tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order.</p>	<p>I can use a range of registers depending on the purpose (give key contexts agreed e.g., opinions of texts read or creative topic etc).</p> <p>I can make requests and ask concise questions using appropriate language in different contexts.</p> <p>I can follow and understand the main points of discussions.</p>	<p>I am able to use language to negotiate with others, to explain options available and to predict possible outcomes</p> <p>I can listen to and respond appropriately to other points of view, respecting the conventions of turn- taking.</p>
<p><b>Stage 9</b></p>	<p>I can tell a story with a clear structure including the setting and ideas linked in different ways.</p> <p>I can express opinions and arguments and support them with evidence.</p>	<p>I can ask a range of different types of questions to find out specific information including 'how' and 'why'</p> <p>I can identify relevant information and lines of argument in explanations and presentations.</p> <p>I can make requests and ask relevant questions to obtain specific information in different contexts.</p>	<p>I can share ideas and information, give and receive advice, offer and take notice of the opinion of others.</p> <p>I can communicate information, ideas and opinions clearly and accurately on a range of topics.</p>	<p>I am able to present a point of view by presenting evidence and using persuasive language with academic topics.</p> <p>I can use appropriate phrases, registers and adapt contributions to take account of audience, purpose and medium.</p>