Communication and Language Development - Learning area overview					
	Discoverers	**Investigators**	**Explorers**	**Adventurers**	**Voyagers**
What can you expect to see?	Exposure to total communication, including intensive interaction Sensory Stories/Poetry/Drama /songs Kinaesthetic Sensory Exploration Sensory Exploration – Tacpac Interactive and sensory approaches to sharing drama and creative/imaginative play (based upon drama and literature 2.8)	Structured and unstructured opportunities to establish and develop communication with a total communication approach Sensory Stories/Poetry/Drama /songs Kinaesthetic Sensory Exploration Sensory Exploration - Tacpac, fine motor development, exploring mark-making. Child led play (solitary, parallel, shared play, turn taking play, beginnings of co-operative play) Process based learning	Structured and unstructured opportunities to develop communication with a total communication approach Sensory Stories/Poetry/Drama / songs Fine motor and mark making/sensory development play Early sounds (phonemic and phonological) and early phonics sessions Child led play, co-operative play with adults and peers.	A total communication approach where children are supported to access and use their preferred communication strategy with increased independence. Reading and phonics sessions. Writing Communication Sensory development/input where needed Social skills	A total communication approach where children are supported to access and use their preferred communication strategy with increased independence. Reading (incl. phonics, fluency and comprehension) Writing Sensory development/input where needed to regulate and attend to learning. Social skills

What will progression look like?	Improved engagement Recognition of routines Progress against Learning Journeys	Improved engagement Improved independence in communication strategies Staff improving the quality of the process for each learner Progress against Learning Journeys Fewer incidents of inappropriate behaviour due to miscommunication.	Improved engagement Improved independence in communication strategies Progress against Learning Journeys	Improved early reading and writing skills. Increased independence with communication strategies Progress against Learning Journeys	Improved reading and writing skills. Increased independence in these areas. Increased independence with communication strategies Progress against Learning Journeys Linear and lateral progress within NC content. Content will likely still be below age related expectations.
What tools will we use?	Tacpac Sherbourne Movement Intensive interaction On body signing Objects of reference Tactile stories Story massage AAC Engagement framework	Intensive interaction Attention autism/ Curiosity approach AAC Equals informal curriculum guidance Cue music Objects of reference Tacpac Music lessons	RWI/ See and Learn Early bands of banded books (e.g. lilac wordless books) Shared stories AAC Attention autism Equals semi-formal curriculum guidance	RWI/ See and Learn Banded reading books Shared stories and discussions Blanks levels of questioning AAC Attention Autism Elements of NC where relevant, Equals formal curriculum guidance	Banded reading books and library books AAC NC inspired learning, at a level accessible to developmental level.

	Equals pre-formal/engagement guidance	Sensory stories, rhymes songs. Picture books, board books. Visuals from RWI			