

<b>BAND ONE OBJECTIVES</b>	
<b>COMMUNICATION</b>	
PRE-INTENTIONAL	
1. (P1–2) Adults recognise and respond to children’s expressions of: <ul style="list-style-type: none"><li>• Likes,</li><li>• Dislikes,</li><li>• Wants,</li><li>• Rejects,</li><li>• Recognition of the Familiar and Unfamiliar.</li></ul>	
2. (P1) Child engages in interaction using eye contact and turn-taking skills.	
INTENTIONAL	
1. (P2–3) Children learn to express the following using informal communication systems (e.g. gesture, facial expression etc.): <ul style="list-style-type: none"><li>• Drawing attention,</li><li>• Requesting,</li><li>• Greeting,</li><li>• Protesting and Rejecting,</li><li>• Giving,</li><li>• Information,</li><li>• Responding.</li></ul>	
2. Understanding objects of reference and key words associated with routines.	
<b>AESTHETIC LITERACY</b>	
PRE-INTENTIONAL	
1. (P1–2) To respond to the sensory aspects of a literacy experience (e.g. multi-sensory story/poem).	
INTENTIONAL	
1. (P2–3) To engage and respond to a literacy experience in the following ways: <ul style="list-style-type: none"><li>• Recall and anticipation,</li><li>• Attention,</li><li>• Purposeful behaviour.</li> <li>• Interest and excitement,</li><li>• Contrasting moods,</li><li>• To promote engagement, enjoyment and motivation.</li></ul>	

Figure 6.1 Band one objectives

**ASSESSMENT: BAND ONE PRE-INTENTIONAL**

**NAME**  
**D.O.B.**  
**DATE**  
**COMPLETED BY**

**RESUME**

**ADDITIONAL NEEDS:**

E.g. Hearing Impairment, Visual Impairment, Autistic Spectrum Disorders, Physical Difficulties, Medical/Other Problems

**Figure 6.2** Assessment: band one pre-intentional

**PART ONE: COMMUNICATION SKILLS**

**UNDERSTANDING**

E.g. Understands sensory cue to indicate change

*Comment on the behaviours the pupil uses to convey the following:*

**LIKE**

E.g. By smiling, vocalising, stilling, etc.

**DISLIKE**

E.g. Looking away, withdrawing, changing facial expression, etc.

**WANTS**

E.g. Body excitement, reaching, etc.

**REJECTS**

E.g. By pushing away, crying, etc.

**DISTINGUISHES BETWEEN FAMILIAR AND UNFAMILIAR**

E.g. Shows specific excitement at sight or sound of parent.

*Comment on the following interaction skills:*

**EYE CONTACT**

E.g. Used to sustain interaction or used to focus on an object or activity.

**TURN TAKING**

E.g. Sustains an interaction by vocalising or acting on an object.

**Figure 6.2** Assessment: band one pre-intentional (continued)

<b>PART TWO: COGNITIVE SKILLS</b>
<p><i>Comment on the following cognitive behaviours:</i></p> <p><b>SENSORY ACTIVITIES</b> E.g. Engages in rocking.</p> <p><b>EXPLORATION OF OBJECTS</b> E.g. Mouthing or banging.</p> <p><b>OTHER EXPERIENCES</b> E.g. Enjoyed playing in leaves.</p>
<b>PART THREE: PRE-LITERACY SKILLS</b>
<p><b>AESTHETIC LITERACY</b> <i>Comment on responses to literacy experiences.</i></p>

**Figure 6.2** Assessment: band one pre-intentional (continued)

**FUTURE PLANNING**

**APPROACH TO COMMUNICATION**

Describe the situation, positioning and approach which enables the best interaction.

**TEACHING STYLE**

Describe the adults communication, use of objects of reference, etc.

**MAINTAINING CURRENT LEVEL OF COMMUNICATION**

Describe the known activities and situations where the child enjoys interaction.

**INDIVIDUAL EDUCATION PLAN TARGETS**

**Figure 6.2** Assessment: band one pre-intentional (continued)

**ASSESSMENT: BAND ONE INTENTIONAL**

**NAME**  
**D.O.B.**  
**DATE**  
**COMPLETED BY**

**RESUME**

**ADDITIONAL NEEDS:**

E.g. Hearing Impairment, Visual Impairment, Autistic Spectrum Disorders, Physical Difficulties, Medical/Other Problems

**Figure 6.3** Assessment: band one intentional

**PART ONE: COMMUNICATION SKILLS**

**UNDERSTANDING**

E.g. Understands and responds to object of reference.

*Comment on the way the child communicates the following:*

**DRAWING ATTENTION**

E.g. Vocalising, looking, etc.

**REQUESTING**

E.g. Gestures, taking hand, etc.

**GREETINGS**

E.g. Hugging, waving, etc.

**PROTESTING AND REJECTING**

E.g. Stiffening, throwing, etc.

**GIVING INFORMATION**

E.g. Showing, pointing, etc.

**RESPONDING (LEADING TO YES AND NO)**

E.g. Headshake, head nod.

*Comment on the following interaction skills:*

**EYE CONTACT**

E.g. Sharing attention with an adult.

**TURN TAKING**

E.g. Taking part in physical play such as 'peep bo' or 'round the garden'.

**Figure 6.3** Assessment: band one intentional (continued)

<b>PART TWO: COGNITIVE SKILLS</b>
<p><i>Comment on the following play behaviours:</i></p> <p><b>INTEGRATING PEOPLE AND OBJECT PLAY</b> E.g. Rolling a ball.</p> <p><b>EXAMINE PROPERTIES OF OBJECTS</b> E.g. Spinning, turning, poking objects.</p> <p><b>PLAY WITH FAMILIAR REAL OBJECTS</b> E.g. Telephone, cup, etc.</p>
<b>PART THREE: PRE-LITERACY SKILLS</b>
<p><b>AESTHETIC LITERACY</b> <i>Comment on responses to and engagement in literacy experiences.</i></p>

**Figure 6.3** Assessment: band one intentional (continued)

**FUTURE PLANNING**

**APPROACH TO COMMUNICATION**

Describe the situation, positioning and approach which enables the best interaction.

**TEACHING STYLE**

Describe the adults communication, use of objects of reference, etc.

**MAINTAINING CURRENT LEVEL OF COMMUNICATION**

Describe the known activities and situations where the child enjoys interaction.

**INDIVIDUAL EDUCATION PLAN TARGETS**

**Figure 6.3** Assessment: band one intentional (continued)

<b>BAND TWO OBJECTIVES</b>	
<b>OBJECTIVES</b>	
1. (P4) To understand and express the following meanings: <ul style="list-style-type: none"><li>• Greetings</li><li>• Rejection</li><li>• Action</li><li>• Location</li><li>• Disappearance</li><li>• Object</li><li>• Existence</li><li>• Recurrence</li><li>• Attribute</li><li>• Non-Existence</li><li>• Agent</li><li>• Possession</li></ul>	
<b>FUNCTIONAL LITERACY</b>	
1. (P4) To understand that a representation has meaning, e.g. a photograph as an object of reference. 2. (P4) To create own representations, e.g. joins in with pretend writing when an adult writes. 3. (P4) To use and read graphic representations, such as photographs, pictures, concrete symbols and own written name for the following purposes: <ul style="list-style-type: none"><li>• messages</li><li>• labels</li><li>• captions</li><li>• records</li></ul>	
<b>AESTHETIC LITERACY</b>	
1. (P4) To participate and respond to literacy experiences, e.g. action rhymes 2. (P4) To develop an understanding of book conventions, e.g. sharing the contents of a book (the pictures or rhymes) with an adult. 3. To experience the following range of literature:  Action rhymes, short poems, personalised rhymes, story bags, photograph books, texture books, picture books, books with flaps, buzzers, pop ups, etc.	

Figure 7.1 Band two objectives

**ASSESSMENT: BAND TWO**

**NAME**  
**D.O.B.**  
**DATE**  
**COMPLETED BY**

**RESUME**

**ADDITIONAL NEEDS**

E.g. Hearing Impairment, Visual Impairment, Autistic Spectrum Disorders, Physical Difficulties, Medical/Other Problems

**Figure 7.2** Assessment: band two

**PART ONE: COMMUNICATION SKILLS**

**UNDERSTANDING**

E.g. Objects of reference, key words.

*Comment on the way the child communicates the following:*

**GREETINGS**

E.g. Signs hello.

**EXISTENCE**

E.g. Points to picture on the wall.

**DISAPPEARANCE**

E.g. By word or sign 'bye', 'no' or 'gone'.

**RECURRENCE**

E.g. Repeating part of the action.

**POSSESSION**

E.g. Points to self.

**REJECTION**

E.g. Signing 'no' or shaking head.

**NON-EXISTENCE**

E.g. Shaking head to show that shoes are missing.

**LOCATION**

E.g. Points to a chair for you to sit down.

**ACTION**

E.g. Vocalises to give instructions to start an activity.

**AGENT**

E.g. Uses word or sign to indicate a person to carry out an action.

**OBJECT**

E.g. Names objects by word or sign.

**Figure 7.2** Assessment: band two (continued)

<p><b>ATTRIBUTE</b> E.g. Word or sign to say 'yuk'</p>
<p style="text-align: center;"><b>PART TWO: COGNITIVE SKILLS</b></p>
<p><i>Comment on the following play activities:</i></p> <p><b>PURPOSEFULLY COMBINES OBJECTS</b> E.g. Uses shovel to dig sand into bucket.</p> <p><b>USES REAL OBJECTS IN PLAY</b> E.g. Uses a brush on own hair, adult's hair and doll's hair.</p> <p><b>SORTS IN PLAY</b> E.g. Puts all the cars in the garage.</p>
<p style="text-align: center;"><b>PART THREE: PRE-LITERACY SKILLS</b></p>
<p><i>Comment on the following Functional Literacy skills:</i></p> <p><b>UNDERSTANDING AND USE OF PHOTOGRAPHS AND/OR CONCRETE SYMBOLS</b></p> <p><b>ABILITY TO CREATE OWN REPRESENTATIONS</b> E.g. Pretend writing and drawing.</p> <p><i>Comment on the following Aesthetic Literacy skills:</i></p> <p><b>RESPONSE TO LITERACY EXPERIENCES</b> E.g. Joins in with action rhymes.</p> <p><b>AWARENESS OF BOOKS</b> E.g. Points out pictures to adult.</p> <p><b>LIST THE RHYMES, POEMS AND BOOKS WHICH THE CHILD HAS ENJOYED</b></p>

Figure 7.2 Assessment: band two (continued)

**FUTURE PLANNING**

**APPROACH TO COMMUNICATION**

Describe the situation, positioning and approach which enables the best interaction.

**TEACHING STYLE**

Describe the adult's communication, use of objects of reference, etc.

**INDIVIDUAL EDUCATION PLAN TARGETS**

**Figure 7.2** Assessment: band two (continued)

<b>BAND THREE OBJECTIVES</b>	
<b>COMMUNICATION</b>	
<p>1. P5/6 To understand and express in a formal language system (e.g. speech, sign, VOCA) the following language functions:</p> <ul style="list-style-type: none"> <li>• Socialising</li> <li>• Giving Information</li> <li>• Describing</li> <li>• Questioning</li> <li>• Repairing</li> <li>• Misunderstandings</li> <li>• Directing</li> </ul>	
<b>FUNCTIONAL LITERACY</b>	
<p>1. READING. P.5 To recognise a number of whole words or symbols, e.g. own name.                  2. READING. Recognise and understand the meaning of words/symbols from the social sight vocabulary. (See attached list for band three vocabulary.)                  3. WRITING. To understand that writing or symbols can be used for a range of purposes, e.g. Record, Write Messages, Label, Caption, List, Sign Cards and Letters.                  4. READING: RANGE. Experience a range of non-fiction texts.</p>	
<b>AESTHETIC LITERACY</b>	
<p>1. To become engaged with a story, poem or a video and use it as a stimulus for play or drama.                  2. To understand simple story conventions:                 <ul style="list-style-type: none"> <li>• P.6. title, characters and key events.</li> <li>• beginning and ends.</li> </ul>                 3. RANGE. To experience and respond to the following range of literature:                  Modern rhymes and chants                      A series of stories                  Stories with text and video                      Stories and poems with familiar settings                  Stories, poems and rhymes with predictable and repetitive structures and patterns.                  Stories which relate to the cultural experiences within the group.</p>	
<b>PRE-LITERACY</b>	
<p>1. To develop phonological awareness through the step one activities from the National Literacy Strategy Progression in Phonics (DfEE 1999):                 <ul style="list-style-type: none"> <li>• general sound discrimination</li> <li>• speech sound discrimination</li> <li>• rhythm and rhyme</li> <li>• alliteration.</li> </ul>                 2. HANDWRITING                 <ul style="list-style-type: none"> <li>• control pencil to draw lines and circles</li> <li>• P.5. Produce meaningful print associated with own name</li> <li>• begin to form recognisable letters.</li> </ul>                 3. READING                 <ul style="list-style-type: none"> <li>• understand the concept of a word</li> <li>• know that information can be retrieved from books and computers</li> <li>• know that print carries meaning and in English is read from left to right and from top to bottom.</li> </ul>                 4. WRITING                  Through shared writing:                 <ul style="list-style-type: none"> <li>• to understand that writing remains constant and will always say the same thing</li> <li>• to distinguish between writing and drawing in books and own work.</li> </ul> </p>	

Figure 8.1 Band three objectives

**PART ONE: COMMUNICATION SKILLS**

**LISTENING/ATTENTION SKILLS**

**UNDERSTANDING**

Results of a formal test.

*Comment on the ways the child expresses the following:*

**CONVERSATION SKILLS**

E.g. Takes conversational turns, responds to topics introduced by others.

**REQUESTS**

E.g. Asks to go on the computer by signing 'computer' and saying 'my turn'.

**GIVES INFORMATION**

E.g. Tells teacher 'Me do PE' on return from gym.

**DESCRIBES**

E.g. Signs 'big cake'.

**DIRECTS**

E.g. Says and signs 'you kick ball'.

**QUESTIONS**

E.g. 'My coat?' or 'What that?'.

**REPAIRS MISUNDERSTANDINGS**

E.g. Repeats, adds a sign or shows a symbol.

**Figure 8.2** Assessment: band three (continued)

**PART TWO: COGNITIVE SKILLS**

*Comment on the following cognitive skills:*

**SEQUENCES OF IDEAS**

E.g. Carried out with imaginative toys such as dolls' houses or garage.

**UNDERSTANDING OF CONCEPTS**

E.g. Size, number, colour and position.

**PART THREE: LITERACY SKILLS**

*Comment on the following Functional Literacy skills:*

**READING WHOLE WORDS OR SYMBOLS**

E.g. Knows all the class names and recognises the symbols for the timetable.

**READING – SOCIAL SIGHT VOCABULARY**

**WRITING – FOR A PURPOSE**

E.g. Signs cards and letters.

**READING RANGE**

Comment on the range of information texts the child has experienced.

*Comment on the following Aesthetic Literacy skills:*

**ABILITY TO ENGAGE IN A STORY OR POEM**

**Figure 8.2** Assessment: band three (continued)

**UNDERSTANDING OF STORY CONVENTIONS**

E.g. Title, characters and key events.

**RANGE OF LITERATURE WHICH THE CHILD HAS ENJOYED**

*Comment on the following Pre-Literacy skills:*

**PHONOLOGICAL AWARENESS**

E.g. Beats words with one or two symbols.

**HANDWRITING**

E.g. Draws people with heads and legs.

**READING**

E.g. Made own book with pictures.

**WRITING**

E.g. Dictates information for the teacher to write in the home school book.

**FUTURE PLANNING**

**TEACHING STYLE**

**USE OF AAC**

AAC systems are used to assist in the development of total communication. Note which systems (sign, symbol or VOCA) are used, who is responsible for their care and upkeep and in which situation they can be used.

**INDIVIDUAL EDUCATION PLAN TARGETS**

**Figure 8.2** Assessment: band three (continued)

<b>BAND FOUR OBJECTIVES</b>					
Children should be taught:					
<b>COMMUNICATION</b>					
1. To understand and express in a formal language system (e.g. speech, sign, VOCA) the following language functions: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Giving and sharing information</li> <li>• Describing</li> <li>• Directing</li> <li>• Questioning</li> <li>• Reasoning</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Planning</li> <li>• Evaluating</li> <li>• Negotiating</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Conversation skills</li> <li>• Expressing feelings.</li> </ul> </td> </tr> </table>			<ul style="list-style-type: none"> <li>• Giving and sharing information</li> <li>• Describing</li> <li>• Directing</li> <li>• Questioning</li> <li>• Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Planning</li> <li>• Evaluating</li> <li>• Negotiating</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation skills</li> <li>• Expressing feelings.</li> </ul>
<ul style="list-style-type: none"> <li>• Giving and sharing information</li> <li>• Describing</li> <li>• Directing</li> <li>• Questioning</li> <li>• Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Planning</li> <li>• Evaluating</li> <li>• Negotiating</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation skills</li> <li>• Expressing feelings.</li> </ul>			
<b>FUNCTIONAL LITERACY</b>					
1. Reading – Follow key icon/instructions on a computer screen. (NB This objective will need to be developed in conjunction with the Information and Communication Technology scheme of work.) 2. Reading – Read print and symbols in the environment. (See attached list for band four social sight vocabulary.) 3. Reading Range – Read text for information, e.g. simple menus, charts, simple recipes, instructions, timetables. 4. Writing – Using handwriting or ICT compose and independently write simple informal letters, messages and lists. 5. Writing – Write/sign name using upper and lower case letters in a consistent style.					
<b>AESTHETIC LITERACY</b>					
1. To develop critical skills: <ul style="list-style-type: none"> <li>• to understand and respond to the morals and atmosphere of a plot</li> <li>• to relate to characters and their predicaments.</li> </ul> 2. To be an active watcher or listener of different forms of media. 3. To use a text or video extract to develop an understanding of: <ul style="list-style-type: none"> <li>• morals</li> <li>• atmosphere</li> <li>• sequencing</li> <li>• reasoning (cause and effect)</li> <li>• predicting</li> <li>• analysis (are the events in the story fair?)</li> </ul> 3. The range of literature should include: <ul style="list-style-type: none"> <li>• stories and poems with familiar settings and those based in fantasy worlds</li> <li>• stories plays and poems by significant children’s authors</li> <li>• retellings of folk or fairy tales</li> <li>• literature with patterned or predictable language</li> <li>• literature which is challenging in terms of length or vocabulary</li> <li>• texts where the use of language benefits from being read aloud and re-read.</li> </ul>					
<b>LITERACY</b>					
Structured teaching of reading and writing for children assessed at band four will follow the objectives and guidelines of the National Literacy Strategy at the appropriate level.					

**Figure 9.1** Band four objectives

**ASSESSMENT: BAND FOUR**

**NAME**  
**D.O.B.**  
**DATE**  
**COMPLETED BY**

**RESUME**

Include information and some examples about communication methods. Comment on intelligibility.

**ADDITIONAL NEEDS:**

E.g. Hearing Impairment, Visual Impairment, Autistic Spectrum Disorders, Physical Difficulties, Medical/Other Problems

**Figure 9.2** Assessment: band four

**PART ONE: COMMUNICATION AND COGNITIVE SKILLS**

**LISTENING/ATTENTION SKILLS**

**UNDERSTANDING**

Results of a formal test.

*Comment on the language system (speech, sign, speech output device) used to express the following:*

**GIVING AND SHARING INFORMATION**

E.g. Discusses own experience in relation to classroom topic.

**DESCRIBING**

E.g. Describing events and use of descriptive vocabulary.

**QUESTIONING**

E.g. Question forms and their use to develop the child's own learning – 'How does that work?'

**REASONING AND PREDICTING**

E.g. If ice melts slowly in the fridge the child can call on their knowledge of the subject to predict it will melt quickly on the radiator.

**PLANNING AND EVALUATING**

E.g. Plans a model by drawing it first. Evaluates completed model by considering how it could be improved.

**Figure 9.2** Assessment: band four (continued)

**NEGOTIATING**

E.g. Working with a partner to complete a task.

**CONVERSATION SKILLS**

**EXPRESSING FEELINGS**

E.g. 'I'm hungry'

**PART TWO - LITERACY SKILLS**

*Comment on the following Functional Literacy skills:*

**READING – INFORMATION COMPUTER TECHNOLOGY**

E.g. Understanding of computer icon and instructions

**READING – INFORMATION FROM TEXT**

*Comment and give examples on reading and understanding of charts, recipes, instructions, etc.*

**READING – SOCIAL SIGHT VOCABULARY**

**WRITING – FOR A PURPOSE**

E.g. Letters, messages, lists, etc.

*Comment on the following Aesthetic Literacy skills:*

**CRITICAL SKILLS**

E.g. Discusses how a character feels.

**Figure 9.2** Assessment: band four (continued)

**UNDERSTANDING OF PLOT**

E.g. Sequence of events. Cause and effect.

**RANGE OF LITERATURE WHICH THE CHILD HAS ENJOYED**

*Comment on the work covered and the progress made on the National Literacy Scheme.*

**PHONOLOGICAL AWARENESS**

**WORD RECOGNITION**

**READING COMPREHENSION**

Results of formal assessment.

**HANDWRITING**

E.g. Uses computer or pen.

**WRITING COMPOSITION**

**Figure 9.2** Assessment: band four (continued)

