

Communication and Language Branch Map

Attention and understanding	Language and communication
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Please tick all that apply. Branch 1 is the beginning of the communication journey, however if the child is working along a higher branch, you do not need to start from the very beginning. If there are skills further down the branches that they have not completed or are inconsistent with please indicate this. Please note that each branch continues onto the next page.

Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
<input type="checkbox"/> Notices Stimuli	<input type="checkbox"/> Anticipates within familiar social routines	<input type="checkbox"/> Start to understand contextual clues	<input type="checkbox"/> Understands single words/sounds signs/symbols in context	<input type="checkbox"/> Understand 1 key word sentences	<input type="checkbox"/> Understands 'who' and 'what' in simple questions	<input type="checkbox"/> Understands 'where' in simple questions	<input type="checkbox"/> Shows understanding of prepositions such as 'under' 'on top', 'behind'	<input type="checkbox"/> Listen and respond to ideas expressed by others in conversations or discussions	<input type="checkbox"/> Indicate or sign the correct picture or object when the adult says or signs the first sound
- Taste - Smell - Touch - Visual - Auditory - Vestibular	- During social games - During social songs - Everyday routines	- Within social routine - Using objects or props - Transition songs and symbols	- Using objects or props - Within social routine - In play situations - Follow simple familiar instructions	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- In play situations - In structured situations (colourful semantics)		- In play situations - In structured situations	- In structured situations - In play situations - With familiar and unfamiliar people	
<input type="checkbox"/> Responds to close physical contact with a familiar person	<input type="checkbox"/> Objects to termination of an interaction	<input type="checkbox"/> Shows understanding that their action causes a specific effect	<input type="checkbox"/> Copies sounds and gestures	<input type="checkbox"/> Uses singles words/signs/symbols for a range of purposes	<input type="checkbox"/> Combine two words/signs/symbols	<input type="checkbox"/> Uses language to share experiences, feelings and thoughts	<input type="checkbox"/> Responds to instructions involving a two part sequence in a range of familiar contexts	<input type="checkbox"/> Understands instructions containing sequencing words such as 'first', 'after' and 'last'	<input type="checkbox"/> Indicate or sign the correct letter when the adult says or signs the sound
		- Switch toys - Computer input devices - Cause and effect items		- Within social routine - In play situations - In structured situations - In unfamiliar environments - To request items that are not present	- Within social routine - In play situations - In structured situations - In unfamiliar environments	- With familiar adults - With less familiar adult - With peers		- Follow a recipe - Follow a simple route plan (first go to pink class, then...)	
<input type="checkbox"/> Responds consistently to one stimulus	<input type="checkbox"/> Responds to cause and effect	<input type="checkbox"/> In the context of a familiar social game, perseveres by repeating action in order to get reward	<input type="checkbox"/> Deliberately attract attention of another person in order to communicate need	<input type="checkbox"/> Copies words or signs	<input type="checkbox"/> Begins to talk about people and things that are not present	<input type="checkbox"/> Uses a variety of simple questions, e.g. 'what', 'where', 'who'	<input type="checkbox"/> Focusing attention – still listen or do but can shift own attention	<input type="checkbox"/> Can answer simple questions about a story without props or pictures, to show understanding	<input type="checkbox"/> To recognise and communicate every letter of the alphabet
	- Switch toys - Computer input devices - Cause and effect items			- In play situations - In structured situations	- People or things in the very recent past (same day) - Things that will happen later that day			- Familiar story - Unfamiliar story	
<input type="checkbox"/> Responds to familiar voice or other personal identifier	<input type="checkbox"/> Changes behaviour in response to an interesting event nearby	<input type="checkbox"/> Attracts Attention	<input type="checkbox"/> Initiates Social Game	<input type="checkbox"/> Copies rhythms or beats vocally or with an instrument (early phonics)	<input type="checkbox"/> Engages in simple conversation with adults/other children	<input type="checkbox"/> Uses simple sentences	<input type="checkbox"/> Understand 2 key word sentences	<input type="checkbox"/> Demonstrate an understanding of 'how' and questions	<input type="checkbox"/> Has a good understanding of phase 3 phonics blends
- Familiar Voice - Familiar personal object or touch cue			- In social interactions - With objects/prop		- Within social routine - In play situations	- To make a request - To comments - To ask a question	- Within social routine - In play situations	- Able to communicate ideas in response	- Saying - Reading - Writing

					- In structured situations		- In structured situations - In unfamiliar environments	to a 'how will you do this?' question	
<input type="checkbox"/> Responds to some stimuli in a way that can be interpreted as rejection	<input type="checkbox"/> Looks backwards and forwards between two objects (knows two objects are present)	<input type="checkbox"/> Selects from two or more items	<input type="checkbox"/> Develop consistent sounds to communicate with those around them		<input type="checkbox"/> Learns new words/symbols quickly and is able to use them when communicating	<input type="checkbox"/> Can describe a picture using nouns and verbs	<input type="checkbox"/> Can retell a simple past event in the correct order using visual support	<input type="checkbox"/> Has a good understanding of phase 2 initial phonic sounds	<input type="checkbox"/> Uses future tense
- In social interactions - With objects/ props - With familiar personal care activities		- During snack or meal times - During play situations					- Using objects or props - Using symbols	- Saying - Reading - Writing	- Next
<input type="checkbox"/> Supported 1:1 turn taking with an adult	<input type="checkbox"/> Changes behaviour in response to familiar sounds or words	<input type="checkbox"/> Communicates choice to attentive adult	<input type="checkbox"/> Joint attention				<input type="checkbox"/> Talks to explain what is happening and predict what might happen next	<input type="checkbox"/> To give explanations in response to why questions	
- Intensive interaction - Using objects or props			- Join the adult in attending to a stimulus - Confirm the attention of the adult visually throughout						
	<input type="checkbox"/> Terminates interaction with an adult	<input type="checkbox"/> Initiates strategies to achieve desired results in a variety of contexts (exercises autonomy)					<input type="checkbox"/> Uses past and present tense.	<input type="checkbox"/> Uses language to imagine and recreate roles and experiences with a narrative in play situations	
		- Gains adult attention to make a request - During cause and effect play							
	<input type="checkbox"/> Responds in ways that can be interpreted as meaning "more"	<input type="checkbox"/> Begins to experiment with a range of vocal sounds					<input type="checkbox"/> Talks in more complex sentences, using linking words 'and' 'because'	<input type="checkbox"/> Can use language to organise and sequence ideas	
							- In play situations - In structured situations		
	<input type="checkbox"/> Communicates needs/feelings through crying/babbling/squealing	<input type="checkbox"/> Takes turns with an adult during vocal interactions					<input type="checkbox"/> Can describe a picture using adjectives	<input type="checkbox"/> Initiates conversation, pays attention and takes account of what others say	
	<input type="checkbox"/> Communicates 'more' and 'no more' through two different consistent actions								