



# Newfield School Scheme of Work for Communication Pre-Formal Curriculum

<p><b>Intent</b> What outcome do we want the pupils to achieve by the end of this curriculum</p>	<p><b>Implementation</b> Key Strategies and Provision/Resources</p>
<p><b>By the end of this curriculum stage pupils will be able to;</b></p>	<p>Newfield School embraces a TOTAL COMMUNICATION environment in classrooms with PMLD learners - learners are encouraged to use whatever form of communication is appropriate for them as individuals. This will include the informal methods of facial expression, body language, gesture and vocalisation, together with formal communicative methods of words, signs, symbols and voice output communication aids (VOCAs) should these be understandable to the individual.</p> <p><b>All pupils have a Communication Passport which staff must use to understand how the child communicates and interacts.</b></p> <p>Staff to use individual programmes provided by SPLT where given. Staff to use EQUALS Pre-formal Curriculum for further guidance Staff to use Sounds of Intent framework to support early listening skills/phrase 1 phonics</p>
<p><b>Understanding language and Developing Communication</b></p>	<p>Consistent routines are important in classrooms so children start to understand events/sounds. Staff should use a range of approaches to support understanding/develop attention towards activities and events.</p>

<p><b>Attention and Understanding</b>  Pupils will show consistent responses to people/familiar adults/class friends.  Pupils will be able to attend to a changing focus- 2 objects/watching something interesting happening in the room.</p> <p>Pupils will develop an understanding of routines to be able to anticipate what will happen next in familiar contexts.</p> <p>Pupils starts to anticipate and may initiate as the children recognises the routine.</p> <p>Pupils will begin to recognise and use real objects or photos/symbols to demonstrate understanding of 'object permanence' and cause and effect.</p> <p>Pupil will show an understanding of objects for their function; cups to drink, brush for hair/teeth, show for foot.</p> <p>Pupils will understand familiar key words /sounds/symbols and signs in context.</p>	<ul style="list-style-type: none"> <li>• Touch Cues- consistent indicators they are going to moved/spoken too</li> <li>• Sensory cues- sounds/smells/music</li> <li>• Object cues- these should be personal to the learner (cup they use not a generic one)</li> <li>• Object of reference cues</li> <li>• Photos of objects</li> <li>• Symbols</li> <li>• Signing/Makaton</li> </ul> <p>Children will show understanding through a number of different ways; startle by noises, turns to sounds, still and listens to different sounds indoors and outdoors, respond to their own name by looking/responding, reaching and interacting with familiar resources.</p> <p>Sensory cues to start familiar sounds/object of reference timetables and now and next boards  Sensory trays linked to theme resources/activities.</p> <p>Snack times/body awareness programmes/Move  Individual strategies and resources linked to the child- snack boards/snack bag with objects to choose from.  Song bag- 'what's in the bag' objects of reference to choose a song- star means twinkle twinkle etc.</p> <p>Body awareness programmes/Daily routine activities for self care/PHSE skills  Staff to use simple language when introducing objects.  Beginning to use objects in role play/language work- tea party, washing dolls/brushing hair.</p> <p>Using objects and Props  Within social routines and Play situations. Providing opportunities to label words/linked to objects and photos  Labelling everyday items as you use them- 1 world level to encourage understanding and early imitation of names of objects.</p> <p>Beginning to follow simple familiar instructions.</p>
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<p><b>Shared Attention/Social Communication</b></p> <p>Pupils will respond to familiar voices.</p> <p>Pupils will respond to own names.</p> <p>Pupils will demonstrate joint attention to different communication partners.</p> <p>Pupils will initiate social game, initiate gain attention of another person through non-verbal strategies.</p> <p>Pupils will listen and respond to everyday sounds around them through individual ways (stilling, turning, look towards the sound)</p> <p>Pupils will demonstrate joint attention. Pupils will use individual methods to engage with others/ gain attention.</p> <p>Pupils listens with interest to the noises adults make when they read stories.</p>	<p>Children will show joint attention through a number of different ways; Stilling, looking, reaching out to others, vocalising, Pause and Response reactions.</p> <p>Planned turn taking activities- lycra/music and movement sessions Intensive Interaction sessions Music interaction Sound of Intent</p> <p>Familiar routines- sound /sensory cues/objects and photo cues.</p> <p>Sounds linked to themes- real sounds</p> <p>Sound Walks around school – ‘what can you hear’ everyday sounds.</p> <p>Library time/Story reading</p> <p>Outdoor play/sensory forest school sessions</p> <p>Planned Play- continuous provision and modelling play to children.</p>
<p><b>Expressive Communication</b></p> <p>Pupils will use individual responses to signal Preferences, reject or protest, greet and name.</p>	<p>Staff to be aware of how each individual communicates and follow advice in communication passports.</p> <ul style="list-style-type: none"> <li>• Snack times/dinner times- likes and dislikes/Choice making</li> </ul>

<p>Pupils will respond in ways that can be interpreted as meaning 'more'.</p> <p>Pupils can make deliberate choices for favoured items.</p> <p>Pupils will use a wide range of non-verbal communication to interact or to request for a motivating activity or item.</p> <p>Pupils will develop consistent responses to convey likes and dislikes and anger or frustration.</p> <p>Pupils will copy sounds and some gestures.</p> <p>Pupils will develop consistent sounds to communicate with those around them.</p> <p>Pupils will start to point to objects to request interaction/request something.</p> <p>Pupils will communicate choice to attentive adult.</p>	<ul style="list-style-type: none"> <li>• Body awareness sessions/TAC PAC/ Dance massage- children expressing preferences on resources used, person working with them, song, movement etc.</li> <li>• Ready steady go- games/activities- switch resources/computer games- indicating 'more' and 'no more'</li> <li>• Intensive Interaction</li> <li>• Big Mac responses joining in with stories/sounds they like/favourite voices</li> <li>• Sabotage activities to encourage children to initiate and request through individual strategies</li> <li>• Studio/4D resources</li> <li>• Swimming pool- showing preferences/requesting more of something/bubbles/floating</li> <li>• Individual communication strategies to be implemented in liaison with SPLT. Use of a range of approaches; Makaton, Vocalisations, Symbol mats/Communication books, Big macs, Communication aids.</li> </ul>
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