

Access Curriculum - Subject: Language and Literacy (Unit 1)
Talking and Communicating (P Scales 1 – 3)

Pupil Name:

P Scale Reference	Typical Achievement	Encounter	Early Awareness	Interest	Supported participation	Active Involvement	Comments
							<i>(Add examples of how the pupil shows the ability, any specific needs or constraints and any other significant information)</i>
P1i	a. Develop eye contact						
	b. Gain mutual enjoyment from mutual interaction						
	c. Encounter turn taking skills and joint participation						
P1ii	d. Develop an awareness of pause/pattern						
	e. Explore the use of body and voice						
	f. Experience cause and effect						
P2i	g. Maintain interaction through increasing range of vocalisation						
	h. Participate in repetitive games						
	i. Begin to anticipate what is next with reference to objects						
P2ii	j. Be aware of others						
	k. Anticipate what will happen next						
	l. Become active partners in interaction						

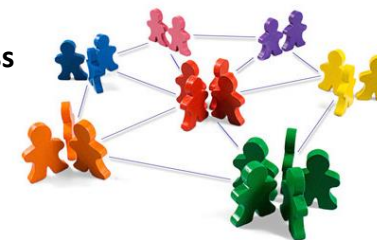
Encounter – Characterised by presence and reflex responses; any participation is fully prompted by facilitators

Early Awareness - pupil shows signs of being ready to learn this skill; s/he has fleetingly used the skill on occasions

Interest – pupil shows more consistent and differentiated use of this skill in some but not all of the situations that it could be used

Supported Participation – characterised by co-operation and engagement; responses may be supported by facilitators

Active Involvement – pupil consistently uses this skill in all appropriate situations and is proactive in responses; s/he may still need prompting in unfamiliar situations



Access Curriculum - Subject: Language and Literacy (Unit 1)
Talking and Communicating (P Scales 1 – 3)

Pupil Name:

P Scale Reference	Typical Achievement	Encounter	Early Awareness	Interest	Supported participation	Active Involvement	Comments
							<i>(Add examples of how the pupil shows the ability, any specific needs or constraints and any other significant information)</i>
P3i	m. Make eye contact						
	n. Initiate communication with a familiar adult						
	o. Begin to discriminate between familiar and unfamiliar objects						
	p. Begin to focus on persons and objects within a game						
P3ii	q. Lead imitation games						
	r. Make an intentional choice between two objects offered						
	s. Communicate intentionally with objects and people						
	t. Manipulate an adult or situation with intent by vocal and or physical means						
	u. Experience early symbolic play						
	v. Imitate sounds						
	w.						

Encounter – Characterised by presence and reflex responses; any participation is fully prompted by facilitators

Early Awareness - pupil shows signs of being ready to learn this skill; s/he has fleetingly used the skill on occasions

Interest – pupil shows more consistent and differentiated use of this skill in some but not all of the situations that it could be used

Supported Participation – characterised by co-operation and engagement; responses may be supported by facilitators

Active Involvement – pupil consistently uses this skill in all appropriate situations and is proactive in responses; s/he may still need prompting in unfamiliar situations