Literacy and Communication Progression Map CLDD Curriculum Pathway Non-Subject Specific

Literacy and Communication

Key Vocabulary is identified in **bold.**

NB: It is recognised that children with CLDD/PMLD engage with learning in different ways, depending upon their various learning strengths and challenges. For this reason, this framework outlines coverage of knowledge and skills, but does not dictate how they should be delivered within the non-subject specific curriculum these pupils follow.

Literacy and Communication:- CLDD Curriculum Pathway

Communication and Language

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Focus their attention towards voices, e.g when an adult speaks, sings, chants or vocalises (for example plays 'boo') • Focus their attention towards peers and adults, for example simple co-operative **games** or parallel **play** activities • Help them recognise a variety of **sounds,** e.g. vocal, **body**, musical, environmental • Support them to share space, toys and attention with other children in their environment • Focus their attention on touch cues, auditory cues (**songs**, key words) and objects of reference • Encourage them to begin to use expressive communication cues to demonstrate emotional state, e.g. cry when upset, smile when happy	Children are supported to: • Attend to the spoken word, for example looking when an adult says their **name**, responding to a familiar and motivating instruction such as 'outside' or 'ball pool' • Respond to familiar adults e.g. in a morning routine, a favourite action **song**, a **game**, a sensory **story** • Gain the attention of an adult, e.g. using eye contact, reaching or vocalising • Respond to touch cues, auditory cues (songs, key words) and objects of reference • Begin to use preferred expressive communication method within total communication approaches in short interactions	Children learn to: • Respond to familiar greetings and instructions in a consistent way; e.g. in familiar activities such as morning routine, **lunchtime, songs**, simple **games** • Interact with other peers and adults in a variety of situations; e.g. sharing a seesaw, parallel sensory play • Use single **words, signs, symbols** to communicate a simple concept, e.g. exchange a symbol to request an item, point to a symbol on a choice board to indicate a preference, use a word or sign to communicate, for example say 'no' or 'drink' • Use single **words, signs, symbols** to make a choice from two when offered • Understand strong emotions, e.g. having their tears acknowledged with a verbal label and a 'sad' symbol whilst an adult offers support • Respond to simple questions using preferred expressive communication method e.g. where is Katie? Who do you see?

Literacy and Communication:- CLDD Curriculum Pathway		
Intensive Interaction		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children will take part in activities that: • Encourage them **share** space with another person • Support them to show awareness of another person in space • Encourage them to show the ability to attend to what the other person is doing • Focus their attention on noticing other people taking part in a preferred activity	Children are supported to: • **Share** personal space with an adult • **Share** a preferred activity with another person • Show awareness of imitation (adult imitating child—child imitating adult) • Notice when an adult imitates an action or **sounds** • Develop the ability to attend to another person	Children learn to: • **Take turns** in exchanges of behaviour and sounds • Begin to use and understand in context of exchanging and imitating: ➢ facial expressions ➢ body language ➢ vocal sounds with and without intent • Begin to use **sounds** with meaning (vocal, speech)

Literacy and Communication:- CLDD Curriculum Pathway

Early Literacy Skills: Reading

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children will take part in activities that: • Focus their attention on an adult using language; for e.g. **singing, talking, chanting, play** • Focus their attention on a variety of **sounds**; for e.g. environmental sounds, instrument sounds, animal sounds etc • Focus their visual attention; e.g. games on a computer or iPad, pouring and filling sand or water, sensory pod activities • Focus their visual attention on a range of sensory props that represent a simple **story**; for e.g. a sensory **story** • Support them to understand that symbolic objects contain a constant and shared meaning for example a plate indicates that it is dinner time, a coat means that it is time to play outside	Children are supported to: • Focus on recognising simple **words;** e.g. 'go' in a fun game, their own name • Associate meaning to a range of spoken words; e.g. the name of familiar or favourite objects, adult names, simple instructions like '**look**' or '**open**', familiar words like '**woodland**' or '**soft play'** • Respond to a variety of changing sounds in activities including a change in pitch, volume, tempo, rhythm, timbre • Develop visual discrimination by focusing attention on **pictures** and **photos**; e.g. a sensory story on the whiteboard, a photo of a place they are going to • Associate meaning with objects and photos/pictures; e.g. to make a choice, accept and refuse a choice, understand a transition cue • Listen to a range of oral language from an adult; e.g. taking part in action rhymes, finger **games, play** activities, **songs,** simple audio **stories** • Look at and share **books,** focusing on sensory books that they can interact with; e.g. lifting a flap, pressing a button • Look at pictures; e.g. pictures on an iPad of themselves or their family, simple books	Children learn to: • Derive meaning from familiar **photographs, pictures, symbols and logos;** e.g. recognising their photograph on a screen or a symbol, select an app using an icon, follow a now and next board, follow a simple visual instruction • Share symbolic materials with an adult - **books, photographs**, photos on an iPad, choice board, PECS book • Take part in simple **stories**, beginning to recognise and predict elements of a familiar **story** • Develop early phonological awareness; e.g. hearing a range of songs and joining in singing or humming a familiar element, taking part in familiar action songs, playing musical instruments and joining in with a beat, copying vocal sounds, copying body sounds such as clapping. identifying environmental sounds around them • Experience oral blending; for examples, through key **words** in activities, Foundations for Phonics, **games, stories** • Begin to answer simple questions about a **story**; e.g. **where** is the dog? • Develop their visual discrimination skills; e.g. matching objects or pictures by colour, shape, size

Literacy and Communication:- CLDD Curriculum Pathway

Early Literacy Skills: Writing

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Develop hand and finger strength and manipulation; e.g. posting, sensory play, cause and effect toys • Develop upper body strength; e.g. physiotherapy, hydrotherapy, squiggle while you wiggle • Develop the ability to cross the midline and bi-lateral integration; e.g. rolling a ball, pushing toy cars, clapping games • Develop hand-eye co-ordination; e.g. building, posting, using iPads and touch screens • Develop object manipulation, e.g. duplo, stickle-bricks, stacking rings • Encourage them to engage in a range of **mark making** activities using their body, e.g. making paint footprints, finger painting, exploring foam on a building tray • Encourage them to engage in a range of **mark making** activities using a range of objects, e.g. sponge painting, squirting water, painting with brushes., glue and collage materials • Allow them to experience **mark making** using a range of textures, technology, surfaces and movement	Children are supported to: • Actively engage in activities that develop the pre-requisite skills needed for writing (see left) developing confidence with: ➢ hand and finger strength and manipulation ➢ upper body strength ➢ the ability to cross the midline, bi-lateral integration, ➢ hand-eye co-ordination ➢ object manipulation • Use a range of **tools** and equipment to make a permanent **mark;** e.g. collage pictures with different materials, clay and tools, playdough and tools, paint and tools (brush, sponge), chalk • Understand that some **marks** convey a permanent meaning; e.g. a picture on a timetable, a picture of a drink or snack, a photograph on the front of the home school book • Make **marks**, and notice the marks they have made using technology e.g. paint software, typing software, Clicker software	Children learn to: • Realise that symbolic representations contain meaning and that **marks** have permanence; e.g. choosing their photo at morning circle time, requesting an object using symbols or **words**, going to a space when shown object of reference • Convey meaning in a representational way; e.g. putting their photograph on piece of work, putting a symbol onto a PECS book, taking a photo on an iPad or camera, recording sound on an iPad • Develop some control of **mark making** materials; e.g. holding a pen or paintbrush, using a finger to make marks on a screen or to press an icon on an iPad, using a keyboard to control a game • Show pride and ownership in their mark making, e.g. sustaining attention on a joint mark making activity, returning to a mark making activity • Develop a dominant hand across a range of activities • Communicate choices and preferences relating to **stories** and scenarios; e.g. choosing a character to dress up as, make choices within immersive/sensory stories to affect the narrative

Literacy and Communication:- CLDD Curriculum Pathway

Music and Music Interaction

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Reactive		
Encounter sound by being exposed to : · A rich variety of sounds · Music in small and large groups · A wide range of music in different contexts · Sound/music linked to other sensory input Shows an emerging awareness of sound by: · Changing their facial expression · Moving their body intentionally Beginning to use their voice	Shows an awareness of sound by: · Responding to an adult's singing voice · Responding to an adult tapping a beat · Responds to sounds in different contexts · Responds to sounds linked to other sensory input Gives different responses to sounds and music that are: · Loud and quiet, fast and slow, high and low -Sounds of different tone qualities	Responds to simple patterns in sound by: · Responding to familiar songs or music · Anticipating repetition in music or a song · Responds to a regular beat using body, prop or instrument Recognises and responds to regular change in: · Pitch, beat, dynamic, simple pattern Responds to musical sounds used to symbolise other things
Proactive		
Makes or controls sounds unknowingly · Through involuntary movements · Through co-active movements · Through vocalisations · In a range of contexts Sounds indicate pain/emotion (no communicative intent) Begins to make sounds intentionally	Make or controls sounds intentionally: · Using voice, body, objects, instruments, surfaces, other people · In a range of contexts · As part of a multisensory activity Uses their voice to: · Make sounds of different tone qualities · Explore a range of pitch Expresses feeling through vocal and body sounds	Make simple patterns in sound intentionally through repetition or regularity Intentionally makes simple patterns through: · Repetition—copies short rhythmic or melodic pattern · Regular beat—pupil chooses own regular beat · Regular change—pitch/tempo/dynamic Uses sound to symbolise other things
Interactive		
Responds differently and/or consistently to an object, sound maker, instrument and/or voice Pupil is encouraged to interact through music/sound Pupil begins to respond intentionally to sounds made by others	Responds intentionally to sounds made by another person Sings or plays music alongside another person; sometimes using a similar pitch range Uses voice to make sounds using a similar pitch range[1a] to adult Makes sounds to gain a response in sound by another person	Interacts through imitating sounds or recognising self being imitated by: · Imitates sounds made by another · Aware of the sounds made by another · Recognise own patterns in sound being imitated · Imitate simple patterns made by another—simple rhythms or one or two notes