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

Key Vocabulary is identified in **bold**.

NB. It is recognised that children with ASD 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. The Literacy and Communication Progression Map focuses on early learning skills in communication, reading and writing and music through interaction.

Literacy and Communication:- SCERTS Curriculum Pathway		
Intensive Interaction		
Experience and Explore	**Embed and Recall**	**Awareness and Application in real life contexts (functional skills)**
Children take part in activities that: • Encourage them to be able to **share** space with another person • Support them to show awareness of another person in their 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 preferred activities	Children are supported to: • **Share** personal space with an adult • Share a preferred activity with another person • Show an 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)

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Attention Autism

Aims of Attention Autism:
To engage attention and improve joint attention
To develop shared enjoyment in group activities
To increase attention in adult-led activities
To encourage spontaneous interaction in a natural group setting
To increase non-verbal and verbal communication through commenting
To build a wealth and depth of vocabulary
To have fun!

Stage 1
The Bucket to Focus Attention
A bucket is filled with visually engaging objects and toys, aiming to gain the shared attention of the group. The adult leader shows each item to the group and uses simple repetitive vocabulary to comment on the various objects.

Stage 2
The Attention Builder
Visually stimulating activities are shown to the group by the adult leader, aiming to sustain attention for a longer period. The activities are fun, visually engaging and can often involve delightful mess!

Stage 3
Turn taking & Re-engaging Attention
The adult leader demonstrates a simple activity, often modelled with another adult in the group. Some children are then invited to have a turn but only if they are comfortable to do so. Not every child in the group will get a turn, which then teaches important emotional regulation skills, as well as the essential skills of waiting, turn-taking and learning through modelling.

Stage 4
Shifting & Re-engaging Attention
Stage 4 aims to develop the skill of engaging and shifting attention. The adult leader demonstrates a simple creative task, and then gives each child an individual kit to copy the task. The children take their kits to a table, complete the task independently, and then everyone returns to the group to show their completed tasks.

More complex skills can be introduced as confidence and social skills develop e.g. sharing materials, working with a partner, problem solving.
Attention Autism principles can then be generalised to curriculum activities (e.g. literacy and numeracy) to facilitate learning and skill development. *Centre for Autism – Middletown 2020*

Literacy and Communication:- SCERTS Curriculum Pathway

Communication and Language

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Focuses their attention towards **voices,** for example when an adult **speaks, sings**, chants or vocalises (for example plays 'boo') • Focuses their attention towards peers and adults, for example simple co-operative games or parallel play activities • Helps them recognise a variety of **sounds,** for example vocal, body, musical, environmental • Supports them to share space, toys and attention with other children in their environment • Focuses their attention on auditory cues (**songs**, key **words**) and objects of reference • Helps 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 for example in a morning routine, a favourite action **song**, a **game**, an Attention Autism session • Gain the attention of an adult, for example to take part in an activity that the adult is holding • Respond to auditory cues (**songs**, key **words**) and objects of reference • Use preferred expressive communication method within total communication approaches in short interactions • Respond to single critical communication words, symbols or signs during daily routines • Make a choice between objects in response to being offered by an adult	Children learn to: • Respond to familiar greetings and instructions in a consistent way, for example in familiar activities such as morning routine, **lunchtime, songs,** simple **games** • Interact with other peers and adults in a variety of situations, for example sharing a seesaw, parallel sensory **play**, in Attention Autism sessions. • Use single **words, signs, symbols** or PECS to communicate a simple concept, for example 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 or PECS to make a choice when offered • Understand strong emotions, for example 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 Amy? **Who** do you see?

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PECS (for PECS users)

Phase 1
- Physically Assisted Exchange
- Pick up, reach, release

Phase 2
- Distance and Persistence
- Remove picture from book
- Travel to book
- Travel to communicative partner

Phase 3
- Picture Exchange
- High preference vs non-preferred
- 2 high preference
- 3 high preference
- 4 high preference and further extension
- Looks inside book

Phase 4
- Sentence Structure
- Adds reinforcer to sentence strip (I want already on sentence strip)
- Adds 'I want' and reinforce to sentence strip
- Points to pictures during read back

Phase 4 Attributes
- Constructs 3 symbol sentence
- Discriminates between high preference and non-preferred attribute
- Discriminates between 2+ preferred attributes

Phase 5
- Responding to 'What do you want?'
- Answers independently
- Answers and spontaneously requests

Phase 6
- Responsive and spontaneous commenting
- Answers 'I see' using 'I see' sentence starter
- Answers 'I see' by discriminating between 'I want' and 'I see'
- Extend sentence starters

Phase 6 Extended Commenting
- Comments, requests and spontaneously requests
- I hear
- I smell
- I taste and further extension
- Spontaneously comments

Literacy and Communication:- SCERTS Curriculum Pathway

Early Literacy Skills: Reading

Experience and Explore	Embed and Recall	Awareness and Application in real life contexts (functional skills)
Children take part in activities that: • Focus their attention on an adult using language, e.g. **singing, talking,** chanting, **play** • Focus their attention on recognising simple **words**, for example **'go'** in a fun game, their own **name** • Focus their visual attention, e.g. attention autism, games on a computer or iPad, pouring and filling sand or water, sensory pod activities • Focus their attention on a variety of **sounds** e.g. environmental sounds, instrumental sounds, animal sounds • Focus their visual attention on a range of sensory props that represent a simple **story** e.g. a sensory story • Support them to understand that symbolic objects contain a constant and shared meaning e.g. a plate indicates it's lunchtime, a coat means it is time to go outside • Focus their visual attention and visual discrimination by focusing attention on **pictures** and **photos**; for example, a sensory story on the whiteboard, a photo of a place they are going to	Children are supported to: • Recognise simple **words,** e.g. 'go' in a fun game, their own name, key routine names • Associate meaning to a range of spoken words; for example, the name of familiar or favourite objects, adult names, simple instructions like **'look'** or **'open'**, familiar words like **'woodland'** or '**playground'** • Respond to a variety of changing sounds in activities including a change in pitch, volume, tempo, rhythm, timbre • Associate meaning with symbols and **pictures**, e.g. using a choice board, a PECS book, a photograph • Listen to a range of oral language from an adult; for example, 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 • Develop their visual discrimination skills; for example, matching objects or pictures by colour, shape, size	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; for example, 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. • Identify environmental sounds around them • Experience oral blending, e.g. through key words in activities, Foundations for Phonics, games, stories • Answer simple questions about a story, e.g. where is the dog? • Match words in a story and recognise words within a story and the environment • Label pictures using pictures, symbols or words

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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. climbing, pushing objects, PE • 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 • Encourage 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: • Refine hand and finger strength and manipulation through fine motor games and activities • Refine the ability to cross the midline, bi-lateral integration • Practice hand-eye co-ordination e.g. physical games, whiteboard games • Explore object manipulation using malleable materials using **fingers** and **tools** • Use a range of **tools** and equipment to make a **mark,** e.g. collage pictures with different materials, clay and tools, playdough and tools, paint and tools (brush, sponge), chalk, crayons, printing • Understand that some **marks** convey a 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: • Convey meaning in a representational way, e.g. putting their photograph on a register board, showing a piece of work, putting a symbol onto a PECS book, selecting a photograph/symbol in Colourful Semantics, choosing a logo to show where they want to go, taking a photo on an iPad or camera, recording sound or video on an iPad • Develop control of **mark making** materials, for example holding a pen or paintbrush to make meaningful marks with intention, using 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, for example sustaining attention on a joint mark making activity, returning to a mark making activity. • Develop a dominant hand • Communicate choice 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

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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