Oakleigh School
& The Early Years Centre

Oakleigh School Curriculum



A curriculum written for the pupils at

Oakleigh School

By Sandra Down, Claire Fricker, Aoife O'Donghue, Olga Baikova and Gabriella Czifra

Contents

Oakleigh School Curriculum....1
Contents....2
Ofsted's working definition of the curriculum....3
Intent; Implementation; Impact....4
Intent....4
Implementation....5
Oakleigh School's Enrichment curriculum....12
Impact: Assessment and Achievement....14
The Umbrella Assessment Model at Oakleigh School....15
Prerequisite skills for learning....16
Prerequisite skills for learning - diagram....17
Definitions....18
Key Teaching Strategies.....20
Sensory Integration....20
Arts Therapies....20
Communication Strategies:....20
Object Cues....20
Intensive Interaction....21
Signing....23
PECS (Picture Exchange Communication System)....24
Colourful Semantics....24
Communication Books....24
High-tech AAC:....24
PODD books....25
Eye gaze....25
Key Teaching Strategies....26
TEACCH....26
Attention Autism (Gina Davis)....26
Appendix A: Prerequisite and Progressive skills table....27
Appendix B: Developmental milestones....32
Communication and Interaction....32
Cognition and Learning....34
Social, Emotional and Mental Health....43
Development Of Sensory and Physical skills....45
Appendix C: Pre-formal, Semi-formal and Formal curricula definitions....48
Pre-formal curriculum....48
The Semi-Formal curriculum....49
The Formal Curriculum....49

Ofsted's working definition of the curriculum



"The curriculum is a framework for setting out the aims of a programme of education, including: the knowledge and understanding to be gained at each stage **(INTENT);** for translating that framework over time into a structure and narrative, within an institutional context **(IMPLEMENTATION);** and for evaluating what knowledge and understanding pupils have gained against expectations (**IMPACT/ACHIEVEMENT**)."

Intent; Implementation; Impact

Intent

At Oakleigh School, our curriculum is designed to meet the individual needs of all of our pupils:

- Parents/Carers are valued as partners in all aspects of the pupils' development and learning.
- The curriculum is progress driven NOT outcome based.
- Developing functional communication skills; becoming as independent as possible; being able to access the world; learning to self-regulate and generalising skills is at the heart of all we do.
- Our curriculum is broad and balanced to equip pupils with the skills necessary to grow as individuals, as well as learners and to prepare our pupils for experiences in later life.
- We offer our pupils new and exciting experiences through a wide range of meaningful, multi-sensory activities that are designed to build resilience, confidence, and self-esteem.
- The process of learning is constructed carefully and is designed to provide opportunities for learning at an appropriate level and developmental stage.
- We recognise the importance of and stages of play as critical for learning.
- Our curriculum reflects the fact that our pupils have complex profiles, and that learning may not follow a linear progression and pupils often present with spikey learning profiles.
- All behaviour serves a function, which could be communication, and is carefully monitored to ensure that the children are focused and ready to learn.
- Early number development is nurtured through songs and play.
- Early phonological awareness is nurtured through rhythm and song.
- Inclusion opportunities are offered within school across classes, and with links to mainstream schools.
- Spiritual, Moral, Social and Cultural (SMSC) as well as mental and physical opportunities are incorporated across the school day.
- Daily collective worship is offered daily in the form of Reflection /Thinking Time within each class, where the achievements of pupils and staff is recognised.
- All religions are valued and celebrated through assemblies across the school year.
- Developing relationships and friendships and the understanding of ourselves and others is implemented across the school day.
- High standards of safeguarding ensure are pupils are kept healthy and safe.

Implementation

Pre/Semi/Formal curriculum

Our curriculum is divided to three areas of learning (click to read more about each one)

The Pre-formal Curriculum → The Semi-Formal curriculum → The Formal curriculum

We recognise that there are also prerequisite skills that need to be developed and taught and that many pupils, due to their learning profiles may transverse all three curriculums, in different aspects of their learning.

Key areas

The curriculum is also based on the **key areas** of the pupils EHCP's, in line with the Code of Practice. These areas are:

Communication and Interaction → Cognition and Learning → Physical Development → Social, Emotional and Mental Health

See **Appendix B** for a table of skills for each **key area** in each curriculum stage

Further skills

As pupils learn and develop skills, the balance of teaching in the formal curriculum, will then incorporate the following skills:

Literacy → Mathematics → Understanding of the World → Expressive Arts and Design

Rocket Phonics is used across the school to support pupils to learn letters and sounds and to develop reading skills

Themes

Each term all teaching and learning is based around a theme, to allow for repetition and generalisation and embedment of skills and concepts. Themes are repeated on a three year cycle:

Cycle Year One



Cycle Year Two



Cycle Year Three



Support offered

To support each pupil with their development and learning the following are used:







- A multidisciplinary approach is used to maximise teaching and learning
- **Speech and Language Therapists** support with areas of communication and eating and drinking
- **VI (Visual impaired) HI (Hearing Impaired)** and **MSI (Multi Sensory impaired)** teachers also support with teaching and learning
- **Physiotherapists** support with aspects of physical development
- **Occupational Therapists** oversee seating, feeding equipment and sensory processing development
- **Music and Drama/Movement Therapists** assist with emotional and personal development
- The **School Nursing team** ensure the health and wellbeing of the pupils
- The principles of the **SCERTS framework** are integrated across the school day, and assessments are completed for individual pupils where a more in-depth assessment is needed.
- Emotional regulation is valued a basis for learning
- Sensory regulation strategies are incorporated across the school day to support all learning opportunities
- The structured teaching elements of **TEACCH** are incorporated across the day
- **Attention Autism** is used daily to develop attention/listening skills and the teaching of pre-skills and literacy, numeracy, colour and shape
- Responsive environments facilitate pupil voice
- Intensive interaction is used to develop relationships, connection with others and early communication skills
- Physical development is recognised as key to learning





- The principle of **Enabling Environments** is used to ensure the pupils are able to learn
- A total communication model is used to support both receptive and expressive language skills. This includes:
    - Visual supports are used to develop the pupils receptive understanding
    - **PECS** is used to develop expressive communication
    - On body signing, object cues and objects of reference are used to support pupil learning
    - A range of **low tech AAC (such as PECS)** and **high tech AAC (Such as eye gaze and Prolotogo)** are used.
    - **Makaton** is used to aid receptive and expressive skills
- The stages of play are recognised and valued as intrinsic to learning

Oakleigh School's Enrichment curriculum

At Oakleigh we aim to deliver an enriching and holistic curriculum to support each pupil's development. Enrichment activities are available to add breadth, challenge, and generalisation of skills. These include:



- Art activities within class
- Dance, both internally and working with outside agencies such as Flamingo Chicks and our dance teacher
- Arts therapy sessions with a Drama/Movement and/or Music Therapist utilising stories, movement, play and music to develop emotional wellbeing, self-expression, interaction and creativity
- Family therapy sessions with the arts therapists (Drama/Movement and/or Music), offering opportunities to playfully explore and develop relationship, connection, self-expression and communication. Groups are available for parents and when applicable, pre-school siblings
- During the holidays, a group for brothers and sisters, our Siblings group is offered. This allows siblings to make new friends, share their thoughts and feelings and to have fun together at their brother or sisters school.
- PMLD class music sessions, written and developed by the music therapist to respond specifically to the needs of this client group. Supported by the music therapist initially, but then continued on a regular basis by the class.
- Working with theatre companies such as Bamboozle and the Children's Shakespeare Company to allow children to engage with and experience the Arts
- Weekly PE sessions, where new skills are practiced and learnt and shared during our annual sports day
- Regular daily opportunities to explore the outdoor play equipment
- As part of our Sports Premium funding at Oakleigh, we buy in external coaches to deliver weekly sessions for the children, including multi-sports coaches and a dance coach. We aim to

enhance opportunities for children to develop their physical skills and engage with a variety of different equipment and activities. We also provide two Mealtime Supervisors who are responsible for coordinating daily lunchtime games for the children, to enhance daily play opportunities. In addition to daily lunchtime games, our Mealtime supervisors also lead additional 1:1 physical exercise groups for some children that need to increase their physical exercise, three times a week, to support physical development.

- Music is incorporated across the school day and with visiting musicians and music teachers
- Visits to places of interest in the local community are also incorporated across the school year
- Whole school assemblies to celebrate different religions , beliefs and cultures
- Swimming is offered, both at school in our hydrotherapy pool and at local pools such as Copthall swimming Pool
- Our Family Support Team work with all the professionals to find the best way to support our Oakleigh families. The team includes; Arts Therapists, Psychotherapists, Family Support workers and an Early Intervention Co-Ordinator. The therapists offer confidential clinical sessions for parents and families. The Family Support Workers are available to help families at home, with communication, visuals, mealtimes, toileting, behaviour difficulties, children's sleep routine. The Early Intervention Co-Ordinator supports issues around housing and links families to external services and agencies. The Family Support Team organise parent/carer workshops which are on a variety of different topics, such as, oral health, puberty, sensory processing and managing family life.
- Inclusion opportunities with local primary schools are offered when appropriate to pupils.
- This may be in the form of joining mainstream classes or having mainstream peers come to join us at Oakleigh

Impact: Assessment and Achievement



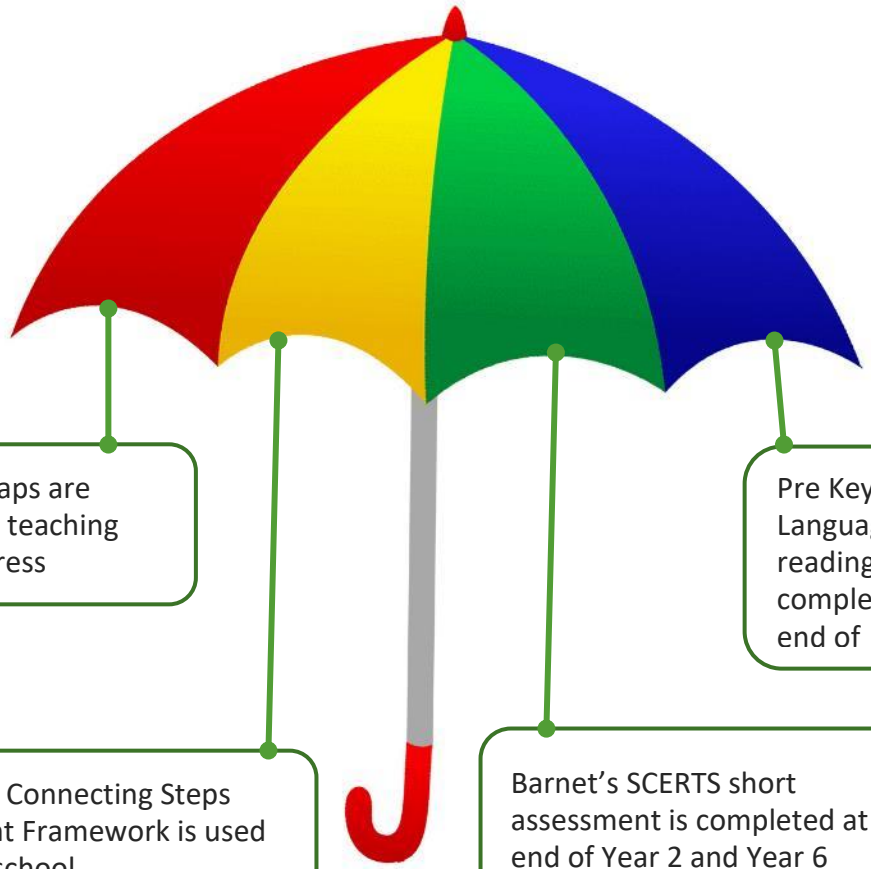


- Daily observation of the children's achievement is recorded on post-it notes and the use of photos and videos to ensure we capture pupil voice and those "Wow" moments
- Weekly class meetings are used to assess and discuss pupil assessment, progress and needs
- Home/school books are written daily to inform Parents/Carers of their child's day and encourage a two-way communication with parents to ensure co-production of learning.
- Telephone calls, emails or meetings are arranged as required with Parents/Carers to actively engage in working with parent and carers
- PLPS (Personal Learning Plans) are regularly reviewed by class teachers, and parents are invited to input and discuss teaching targets
- **PLPS** are updated twice a year and sent home to Parents/Carers
- **SALT**, (Speech and Language Therapists) **Physio**, **school nursing team** and **Occupational Therapists** meet regularly with class teachers to review pupils needs and progress, providing bespoke programmes.
- Annual Reviews are held, with Parents/Carers once a year
- **EHCP** targets are reviewed at Annual reviews
- **Connecting steps** is used to record progress and to set new learning targets (Definition- **Connecting steps** is based on the **Engagement Model** and is part of the **Squared Model**)
- **SCERTS** (Social Communication, Emotional Regulation, Transactional Supports) assessments are completed at the end of each Key Stage

- The **Pre Key Stage Skills assessments** are completed as appropriate
- **Routes 4 Learning assessments** are completed as appropriate
- **Tapestry** is used to share photos of children's progress with parents and carers

The Umbrella Assessment Model at Oakleigh School

Due to the differing needs of our pupils, we have different assessment models according to need Due to the individual and sometimes spikey learning profiles, these assessment models can overlap.



Routes 4 Learning maps are completed to inform teaching and to monitor progress

B squared - Connecting Steps Engagement Framework is used across the school

Barnet's SCERTS short assessment is completed at the end of Year 2 and Year 6

Pre Key Stage Standards for English Language, comprehension and reading and mathematics, are completed when appropriate at the end of key stage 1 and 2

Prerequisite skills for learning



At Oakleigh School, we recognise that individual learners typically develop prerequisite skills that make them open to learning. These are often described as **'readiness to learn'** or as **'learning to learn'** skills.

Research indicates that these prerequisite learning skills are an essential component in children's and young people's ability to learn from the environment successfully. These skills include the development of attention, concentration, language understanding, taking information from visual stimuli and learning via observation of others as well as ability to learn as part of the group. These skills may develop laterally or in very small steps.

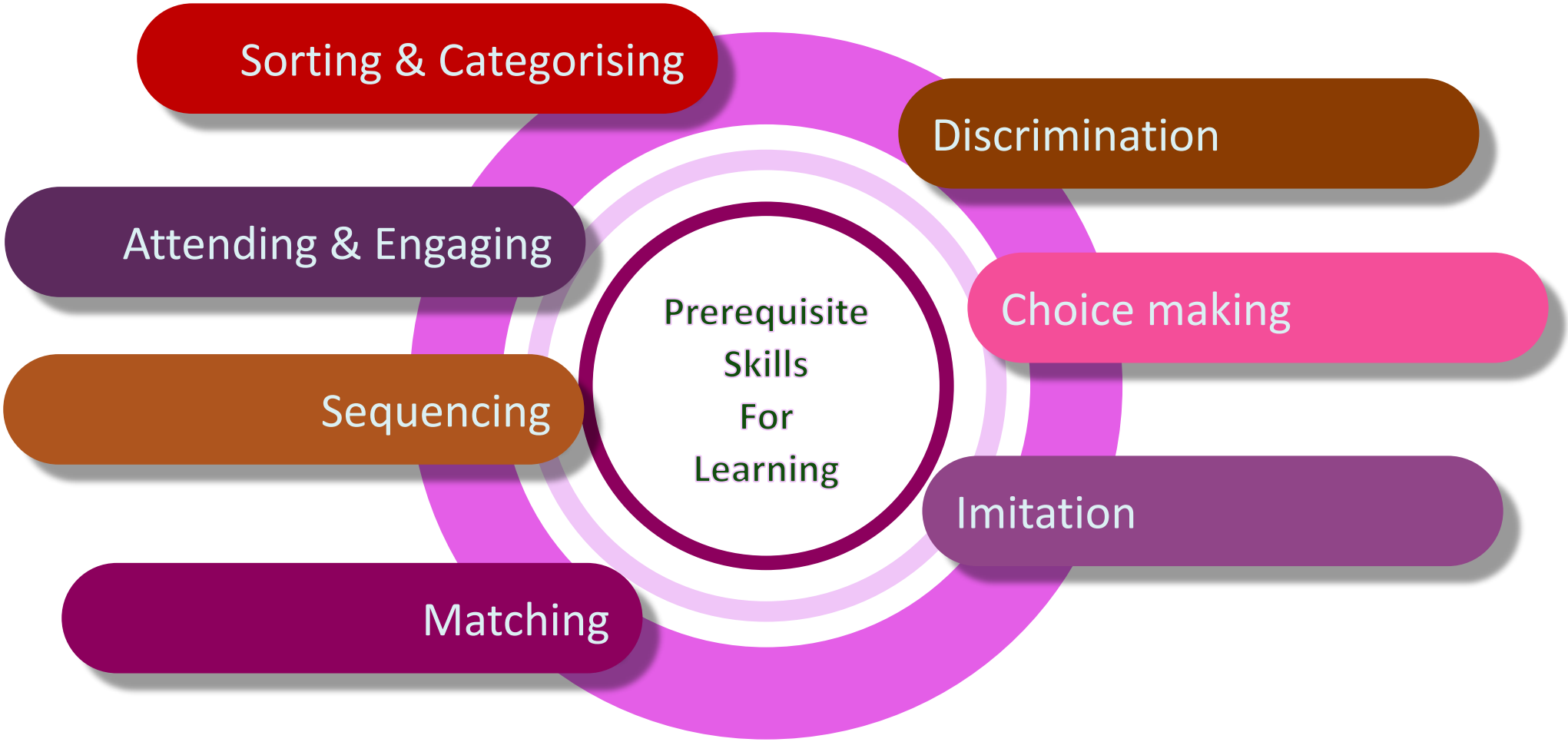
For typically developing children, these skills get established as part of their reaching and progressing through developmental milestones, before entering primary school and they do not need to be formally taught. However, children with SEN and learning difficulties, do not acquire these skills naturally.



Therefore, these skills need to be explicitly targeted, practised and learnt in order to fill in developmental gaps and facilitate learning of cognitive skills.

Link to Prerequisite/Progressive skills table

Prerequisite skills for learning - diagram



Definitions

Attending and Engagement

An individual's response to a stimulus in the environment which involves 'ability to gain, maintain and share attention'. (https://growingearlyminds.org.au/tips/joint-attention/) It is also described as 'any behaviour an individual may be engaged in whilst attentively listening' (https://psychologydictionary.org/attending-behavior/) It includes eye contact and being able to focus on an object or an event and sharing this attention with a person (joint attention).

Choice making

An ability to express a preference for a desired item or an activity by either looking, reaching, or verbally labelling this item or an activity. Choice making is essential for establishing learner's motivation and on-task behaviours.

Imitation

A behaviour when an individual observes and replicates another's actions, sounds, words, emotions (R. Leaf & J. McEachin 1999) It can relate to objects, gross motor and fine motor skills as well as verbal imitation. Imitation is needed to enable one to learn from actions or events they witness in the environment. It develops attending skills and builds awareness of the environment.

Matching

An understanding that two items are the same. It is also a beginning process of understanding what they are, which will then lead onto how they work and how they relate to other items. (R. Leaf & J. McEachin 1999) Matching activities help children practice visual discrimination – the ability to tell similarities and differences between objects (http://www.autismadventures.com/teaching-matching-skills-in-the-classroom/) Matching includes identical and non-identical objects, objects to pictures, sorting and arranging items by class, feature and other similar grouping. Number and letter matching are pre-requisites for Literacy and Numeracy as well as word matching, word to picture matching.

Discrimination



includes using different senses: auditory, visual and kinaesthetic to compare and contrast different kinds of stimuli e.g. auditory - sounds, tactile and kinaesthetic - items of different textures, size and shape or visual - objects.

Detecting similarities and differences amongst different stimuli is essential for awareness and attention to detail of objects in the environment.

Visual discrimination

Ability to distinguish between sets of stimuli visually.

Auditory discrimination

Ability to recognise similarities and differences between sounds.

Tactile and kinaesthetic discrimination

Ability to discern subtle changes that involve muscle feelings and body motions.

Sorting and categorising

Involves understanding relationships amongst sets of items as well as ability to order, organise, group and label items by their characteristics. Children learn that some things are alike and some things are different when they sort objects. E.g. sorting triangles vs. squares. Categorising involves selecting groups of items that are related and organising them into predetermined groups e.g. animals, food, body parts, shapes, colours etc.

Sequencing

Involves ordering items, actions, pictures or events into a chronological order or a sequence. E.g. sequencing letters of the alphabet, understanding first and next etc. It develops social and environmental awareness, develops abstract reasoning and problem-solving skills.

Key Teaching Strategies.

Sensory Integration

- Many pupils at our school have sensory integration and processing difficulties. Without sensory integration some children cannot focus on anything but their sensory needs. We therefore have a range of sensory activities available at the beginning of the school day and throughout the school day, to address these needs. Movement and play, alongside OT programs are recognised as key strategies to enhance learning outcomes for our pupils.

Arts Therapies

- Communication is at the centre of the arts therapy work at Oakleigh. As therapists, we aim to observe/notice, think about and reflect back the child's communication. This approach may be useful across the school in many different situations. Music and drama are incorporated into the school day.

Communication Strategies:

Object Cues

- Object cues can help children with SEN make sense of the world around them by developing understanding and improving memory. They can provide a visual and tactile clue as to what is going to happen and may also relay a multi-sensory message through being tactile as well as visual. They can enable children to understand the divisions of the day and their daily routine and help them to recognise the structure of their situations.
- Object Cues can also help children to express what it is that they would like to do well as to demonstrate their preferences and likes and dislikes. Once object cues are in regular use, they can help link children's understanding of situation with spoken words, thus building a 'bridge' with other forms of communications such as signing and symbols.



- There are three categories of Object Cues
  a. Real Life objects that are used in the activity. The object must form a practical and relevant part of the activity. For

example, a coat can be an object cue for ‘going into the playground’, if put on child or child puts it on themselves, immediately prior to going into the playground. A child’s own cup can be used if it is then given to the child with drink in it. If going to a particular shop, use a carrier bag with the shops’ logo on it as Object Cue. The shopping can be placed in the bag once bought and carried back to school.

b. Objects that have some sensory resemblance to their references. These can be either Visual or Tactile similarities. Miniature objects which represent their real-life counterparts, e.g. miniature car mean ‘going in the car’, or a shop logo stuck to a piece of card means ‘going to the supermarket’. Pieces of material from furniture or places, for example, a soft play cube.

c. Abstract Objects. Anything can be used, provided the meaning to the learner is clear. For example, a paintbrush might be used to indicate art but not used in the session; therefore it is an abstract object.

Intensive Interaction

Elements of the Interactive Process:

- Mutual enjoyment seems to be very important. Stern (1977) writes of the purpose for the infant and caregiver as being to 'interest and delight one another'. We always attempt to make activities as enjoyable as possible for both participants. Indeed, enjoyment is a 'rule'.



- The client's own behaviour, as with an infant, is often the starting point of an interaction and the practitioner uses this behaviour, 'comments' upon it, elaborates it and helps to build 'the game'. There is, we feel, something satisfyingly and crucially reassuring to the client about this aspect of the process.
- Imitation can be an important part of the process. It is thought that infants learn much about others by seeing themselves reflected in the imitations of the caregiver. Use of friendly, fun-filled imitation is an excellent way of seizing upon a piece of client behaviour.
- Burst-pause sequences occur where the caregiver or practitioner leaves spaces after her/his own utterances or actions which are just the right length for a response. The infant or client hopefully starts to fill the gaps, thereby joining in a dialogue-like game.

- Tension-Expectancy games seem to have importance in their ability to attract and maintain attention and to develop anticipation. These games often feature a crucial, repetitive build up to a dramatic climax e.g. walking round the garden.
- Physical contact is assumed to be a fundamental form of communication, and while it is possible to set up good interactions without using touch, there should ideally remain intent that this should eventually be part of the experience. Use of touch is of course crucial with people who have visual disabilities.
- Intentionality occurs where the practitioner behaves as if the utterances or actions of the client have meaning even where no meaning is present. The intention to communicate is thought to develop partly from this continual reinforcement (e.g. Schaffer 1977),
- Gentle running commentary is an often-seen caregiver behaviour, with the caregiver or practitioner using a naturally simplified and/or repetitious verbal input.
- Rhythm, Repetition and Timing are used naturally by caregivers with infants and seem to have importance in maintaining attention and the infant's involvement in the activity
- Voice/Face/Body modifications are used by the caregiver/practitioner in order to offer these attributes in the most attractive and accessible manner to the infant/client.
- Watching & waiting – waiting for attention to come back

Signing

At Oakleigh School we use two signing systems; Makaton and Canaan Barrie On-Body signs

Makaton

Makaton comprises of a core vocabulary of concepts graded in complexity which are considered to be most appropriate for the needs of children and adults with a language difficulty. The initial stages introduce basic ideas and the later stages become more complex. The aim is to ensure that even if limited learning ability and poor retention prevent an individual child or adult from progressing beyond the initial stages then that person will still have acquired some useful communication. The emphasis is on essential and useful language which is always accompanied by normal grammatical speech. This means that the child receives basic information in a visual way to support their understanding.



Canaan Barrie On-Body signs

Canaan Barrie On-Body signs have been adapted from BSL signs to make them more multi-sensory. They involve body sounds, rhythm, and currents of air. The signs themselves are simpler and do not involve complex hand gesture. There are three ways of using the signs, signing 'in front', 'on-body' and 'hand over'. The core vocabulary of 50 signs focuses on actions and emotions important and relevant to children with visual impairment. As with Makaton the signs should always be accompanied by speech. Touch replaces eye contact and has the effect of involving the child with visual impairment in the conversation.

PECS (Picture Exchange Communication System)

- ‘PECS is an augmentative / alternative communication training package developed for use with young children with autism and other social-communication deficits’ (PECS Training Manual, 1994) The aim is to develop functional communication, allowing pupils with autism and severe disabilities a means to express their needs and wants.

Colourful Semantics

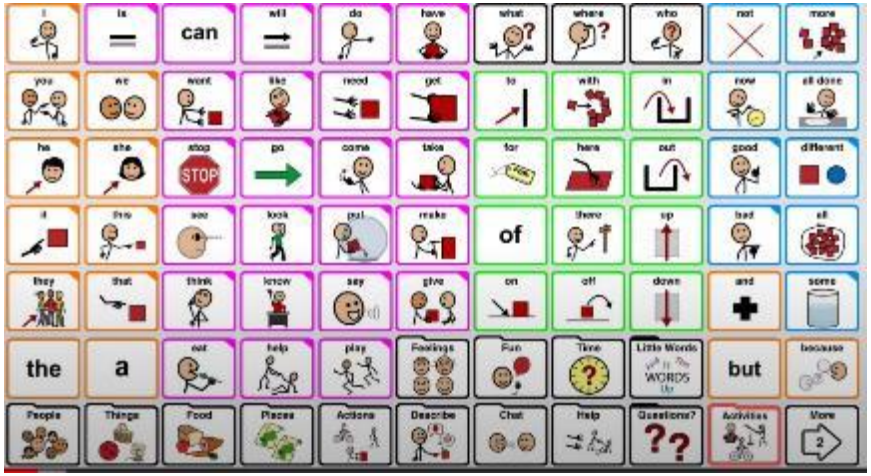
- Colourful semantics is an approach created by Alison Bryan. It is aimed at helping children to develop their grammar, but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour coding them. At Oakleigh and Acorn this approach is used to help develop understanding of simple language and to focus on bringing people into our pupils’ lives.
- Simple sentences are modelled to the children to support their understanding of simple statements. Some pupils are able to use a Colourful sematic board to construct a simple sentence, such as “Billy blow bubbles”.

Communication Books

- These are used for pupils who are developing a wider range of language than can be easily supported by a PECS book. These use the Colourful Semantics approach by using colour to give order to simple sentences. The vocabulary used in the books can then enrich the language available for children to use. Core vocabulary boards can be added to these books to further supplement the language offered for the pupils to use. Adults can then model a range of language and concepts to the pupils.

High-tech AAC:

- A range of different devices are also used to support pupils across the school
- A variety of switches are used as per the pupils needs. iPad’s with Clicker, Grid 3, Super core, and more simplified grids are available and Proloquo2go is now being trailed with two pupils. Eye gaze is also available for communication, following a referral and assessment to the ACS Hub at Westminster and SALT lead both teaching and development for pupils with this device.



PODD books

- Pragmatic Organisation Dynamic Display (PODD) is normally a book or device that contains symbols and words to support communication between people with complex communication needs and their communication partners, whether that's carers, family, friends or support workers.

Eye gaze

- An eye gaze device is essentially a traditional tablet, linked to a laptop, however instead of using your hands or a mouse to navigate the screen, your eyes do the scrolling. ... By looking anywhere on the screen, the user's eye controls the cursor, while blinking performs a click.





Key Teaching Strategies

TEACCH

(Treatment and Education of Autistic and Communication related handicapped Children)

Taken from https://www.autismspeaks.org/what-autism/treatment/teacch

- "TEACCH developed the intervention approach called "Structured TEACCHing", an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing, and difficulties with social communication, attention, and executive function. In response to this profile of strengths and challenges, Structured TEACCHing includes:
- External organizational supports to address challenges with attention and executive function
- Visual and/or written information to supplement verbal communication including objects, symbols. Timetables with symbols and written word

  Structured support for social communication"
- The principles of the TEACCH approach are used across the classes at school, to ensure organised classrooms, visually supported learning and task break down to make learning manageable. Clear routines and structure, visual timetables and individual, small group and group work support teaching and learning across the school.

Attention Autism (Gina Davis)

Gina Davies
AUTISM CENTRE

- Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. Gina's primary objective is that the sessions are fun and "offer an irresistible invitation to learn"!
- This approach is used across classes to develop attention and listening skills and to help develop independence.

Appendix A: Prerequisite and Progressive skills table

Prerequisite skills	Progressive skills
Attending and engagement An individual's response to a stimulus in the environment which involves 'ability to gain, maintain and share attention	*According to Engagement Model 2020:* ○ **Exploration** – initial reaction to a stimulus or an activity ○ Responsiveness to an object or a stimulus in an environment ○ Reaching for an object, reaching out to people ○ Giving eye contact, gestures, and vocalisations ○ **Realisation** – interaction with a new stimulus or activity ○ Asking for 'more' of an object or an activity ○ Joint attention (shifting of gaze between people and objects) ○ Object manipulation, engagement with an object ○ **Anticipation** – predicting, expecting, and anticipating events and routines, based on interpreting auditory, tactile, and visual cues ○ Cause and effect understanding ○ Engagement and exploration of cause-and-effect objects ○ Associating objects of reference with an event or activity ○ Indicating preference, choice making ○ Gaining attention ○ **Persistence** – sustaining attention towards a stimulus or activity for a period of time and actively interacting with it by changing their gaze, posture, and hand movement. ○ Applying a familiar action to a new cause and effect toy (generalising familiar actions) ○ Object manipulation, stacking and building, placing objects into containers

	○ **Initiation** – investigating an activity in different ways in order to achieve a desired outcome. ○ Engaging and acting independently with a familiar activity e.g. presses buttons, dismantles an object etc.
Choice making An ability to express a preference for a desired item or an activity by either looking, reaching or verbally labelling this item or an activity.	○ Exposure and engagement with potential items of interest ○ Seeking engagement with a tangible item e.g. looking at it ○ Reaching for an item ○ Structured choice through preference assessment e.g. choice of two items, choice of three and more items ○ Responding to picture cues indicating choice making e.g. PECS symbols of motivators ○ Responding to verbal cues indicating choice making e.g. what do you want? Teddy or iPad? Child responds iPad

Imitation
A behaviour when an individual observes and replicates another's actions, sounds, words, emotions (R Leaf & J McEachin 1999) It builds a foundation for spoken language
	○ Object-cued imitation
	  ○ learning to imitate actions of others through manipulation of physical objects e.g. posting, shape sorting, building blocks, copying a block design, bang on drum, roll a car, put on hat etc.
	○ Motor imitation:
	  ○ Gross motor imitation – learning to imitate physical actions of others e.g. clap hands, touch nose etc.
	  ○ Fine motor imitation – roll playdough, puzzles, stringing beads
	○ From single action imitation to chained imitation. Starting with single action and progressing to more difficult.
	○ Chained imitation – following a number of actions in a sequence e.g. getting cereal ready.

Matching Understanding that two items are the same. It is also a beginning area	○ Object-to-object matching (3D items) – learning to put items together that are associated. ○ Picture-to-picture matching (2D) - Use identical pairs of pictures. Transition to non-identical matching once mastered. E.g. animals, shapes, colours. ○ Objects to pictures (identical 3D to 2D) – matching objects to corresponding picture e.g. spoon to a picture

of discrimination. Children learn to put together items that are associated. They are learning how to use materials, increase their attention to details and develop symbolic representation e.g. picture represents object	of a spoon ○ Picture to object (identical 2D to 3D) – matching an apple to a picture of an apple ○ Find same (pointing) – a child is shown an object or picture, but the teacher continues to hold the item. The teacher instructs a child to 'find the same'. ○ Non-identical matching – matching items that are the same but look different ○ Word to picture matching e.g. matching a word 'apple' to a picture of apple. ○ Associations – finding items that are associated or belong together e.g. pencil/paper, sock/shoe, nut/bolt, coat/hat etc. ○ Number/letter matching
Discrimination - includes using different senses: auditory, visual and kinaesthetic to compare and contrast different kinds of stimuli e.g. auditory - sounds, tactile and kinaesthetic - items of different textures, size and shape or visual - objects. **Visual discrimination** – ability to distinguish between sets of stimuli visually. **Auditory discrimination** –	**Visual discrimination:** ○ Matching identical objects ○ Matching objects to picture ○ Matching same/different ○ Completing inset and interlocking puzzles ○ Copying a block design from 3D model e.g. building blocks ○ Copying a block design from pictures ○ Completing early stages of PECS phase 3a and 3b **Auditory discrimination:** ○ Exploring musical instruments ○ Labelling musical instruments ○ Cause and effect toys ○ Noisy books ○ Songs and rhymes

ability to recognise similarities and differences between sounds. **Tactile and kinaesthetic discrimination** – ability to discern subtle changes that involve muscle feelings and body motions.	○ Sensory stories ○ Recognising loud and quiet sounds ○ Recognising letter names and letter sounds ○ Deciphering differences between phonemes **Tactile and kinaesthetic discrimination:** ○ Exploring items with hand under hand support ○ Picking up items independently ○ Identifying items by touch ○ Identifying shape and size of an item by touch ○ Labelling items ○ Labelling textures and exploring textures by touch
<u>Sorting and categorising</u> - involve understanding relationships amongst sets of items as well as ability to order, organise, group and label items by their characteristics. Children learn that some things are alike and	Sorting – organising items based on their similarities and differences e.g. triangles vs. squares, sorting blocks that are red and blue, items that are big and small. ○ Shapes ○ Colours ○ Size - big and small ○ Clothes Categorising – grouping and labelling different items relating to: ○ Animals

some things are different when they sort objects. E.g. sorting triangles vs. squares. Categorising involves selecting groups of items that are related and organising them into predetermined groups e.g. animals, food, body parts, shapes, colours etc.	○ Food ○ Clothes ○ Furniture ○ Transport ○ Shapes ○ Body parts ○ Fruit ○ Drink ○ Instruments ○ People
Sequencing - involves ordering items, actions, pictures or events into a chronological order or a sequence.	○ Understanding what is coming next by checking visual timetable ○ Anticipating routines, labelling routines ○ Ordering numbers 1-10 ○ Ordering letters of the alphabet ○ Understanding First – Next ○ Sequencing days of the week

Appendix B: Developmental milestones

Communication and Interaction

Development of Expressive Language Skills

Pre-formal	Semi-Formal	Formal
○ Begins to show interest in people, events or objects ○ Uses voice to attract attention. ○ Communicates needs and feelings in a variety of ways ○ Begins to respond to and greet (using preferred method of communication) familiar adults ○ Is able to communicate purposely using the voice, face or body. ○ Takes turns with an adult in making sounds, in a conversational manner. ○ Practices and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo'. ○ Makes vowel sounds, with varying duration or pitch. ○ Can express consistently likes and dislikes using voice, face or body.	○ Can express 'more' ○ Frequently imitates words and sounds. ○ Repeat, copy and imitate between 10 and 50 single words, signs, phrases or symbols for familiar objects ○ Uses different types of everyday words verbal/symbols/signs/gestures (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). ○ Communicates in a range of situations; for example, greeting, requesting, expressing displeasure, and labelling objects of interest. ○ Copies verbal familiar expressions, e.g. 'Oh dear', 'All gone'. ○ Beginning to put two words together symbols, verbal, sign (e.g. 'want ball', 'more juice'). ○ Beginning to ask simple questions. ○ Beginning to talk about people and things	○ Uses simple sentences (e.g.' Mummy gonna work.') ○ The majority of words are intelligible to unfamiliar adults ○ Can form sentences with subject, verb and object independently. ○ Uses vocabulary focused on objects and people that are of particular importance to them. ○ Initiate short conversations using preferred method of communication (signs, symbols, words) ○ Beginning to use more complex sentences to link thoughts (e.g. using and, because). ○ Uses a range of tenses ○ Can retell a simple past event in correct order (e.g. went down slide, hurt finger). ○ Extends vocabulary, especially by grouping and naming, exploring the meaning and

- Can make a choice between two objects, photographs or symbols.
- Makes choice from three + offered items/pictures/symbols.
- Attempts to communicate with other children and adults when playing
- Starts to produce consonants, for example ‘m’ and ‘d’

that are not present.

- Can use 50+ words, signs, pictures or symbols.
- Begins to use phrases with up to three words, signs or symbols (e.g. ‘ I want a big red ball)

sounds of new words.

- Uses a range of adjectives; for example, ‘It’s too hot’ or ‘It’s bumpy’
- Uses language to facilitate imaginative play

Pre-key stage curriculum

- Joins in with some actions or repeats some words, rhymes and phrases when prompted
- Says a single sound for 10+ graphemes
- Joins in with predictable phrases or refrains of a familiar story or rhyme
- Says a single sound for 20+ graphemes
- Recounts a short sequence of events, e.g. by sequencing images or manipulating objects
- Says sounds for the 40+ graphemes, including one grapheme for each of the 40+ phonemes
- Reads accurately by blending the sounds in words with up to five known graphemes
- Talks about events in the story they were read and links them to their own experiences
- Retells some of the story told by an adult

Development of Receptive Language Skills

Pre-formal	Semi-Formal	Formal
○ Shows a reflex or sudden response to sound ○ Attends to simple songs, rhymes and stories ○ Shows awareness of familiar voices. ○ Responds to familiar sounds ○ Responds to unfamiliar sounds ○ Responds to sounds in the environment ○ Makes sounds using objects or instruments ○ Turns toward a familiar sound	○ Locates a range of sounds with accuracy ○ Discriminates between two given sounds ○ Repeats a sound ○ Imitates a simple sound pattern made by an adult ○ Identifies the correct object by sound ○ Demonstrates an understanding of at least 50 words ○ Understands and responds to a simple request or instruction which contains one key word (signs or symbols) ○ Understands and responds to simple request or instruction which contains two key words (signs or symbols) ○ Can fill in missing words in a rhyme or song. ○ Listens and follows unfamiliar instructions. ○ Concentrates and listens for over ten minutes in an adult led activity.	○ Repeats short, simple, and repetitive rhymes ○ Learns the words of new songs quickly. ○ Notices a deliberate mistake in a rhyme, song, or instruction. ○ Respond to requests or instructions which contain three or four key words, signs or symbols ○ Listens to stories with increasing attention and recall ○ Can attend to a story or lesson for twenty minutes. ○ Listens and responds to extended conversations ***Pre key stage curriculum** ○ Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the)..' ○ Shows anticipation about what is going to happen, e.g. by turning the page ○ Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?' ○ Responds to questions that require simple recall

Cognition and Learning

Development of Reading Skills

Pre-formal

- Begin to show interest in people, events or objects
- Shows interest in photographs/pictures
- Experiences a range of books i.e. tactile books, big books, small books
- Enjoys looking at books and other printed material with familiar people
- Shows interest in illustrations, print in books and print in the environment.
- Listen and respond to familiar rhymes and stories
- May have favourite books and rhymes
- Shows some understanding of how books work e.g. turning pages and holding the book the correct way
- Listens to and joins in with stories and poems

Semi-Formal

- Match object to pictures/symbols
- Matches identical pictures
- Repeats words or phrases from familiar stories.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.
- Recognises rhythm in spoken words.
- Distinguish between print or symbols and pictures in text
- Shows awareness that letters can convey meaning.
- Matches identical letters
- Knows that print carries meaning and, in English, is read from left to right and top to bottom

Formal

- To know that a name is made up of letters
- Recognises name card with picture or tactile clue.
- Recognise at least half the letters of the alphabet by shape, name or sounds
- Recognise the initial sound in words
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences
- Can segment the sounds in simple words and blend them together with known graphemes
- Select, recognise or read a small number of words or symbols linked to a familiar vocabulary (for example; name, people, objects or actions)
- Recognises familiar words and signs such as own name and advertising logos.
- Recognise or read a growing repertoire of familiar words
- Beginning to be aware of the way stories are structured.
- Recounts a short sequence of events e.g. by sequencing images or manipulating objects
- Responds to questions that require simple recall of a text

		***Pre key stage curriculum** ○ Reads some common exception words ○ Reads words by blending sounds with known graphemes, with help from a member of staff ○ Reads accurately by blending the sounds in words with two and three known graphemes ○ Reads aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence

Development of Writing Skills

Pre-formal	Semi-Formal	Formal
○ Has good postural control in their core, neck and shoulders ○ Maintains head control when sitting ○ Maintains the equilibrium of their head and body posture during immobility ○ Accepts fingers being moved in a variety of motions ○ Is aware of hands and arm movements to manipulate objects. ○ Grasps objects intentionally ○ Holds objects with either hand ○ Can hold objects using palmar grip ○ Can transfer objects from one hand to another using palmar grip when engaging in exploration ○ Can pick up objects and do tasks using pincer grip	○ Demonstrates hand to hand coordination e.g. clapping, passing a cup from one hand to the other ○ Uses preferred hand when exploring ○ Is able to do a range of hand eye coordination activities picking up small objects from the floor, do inset puzzles ○ Demonstrates growing eye and hand function e.g. focuses on, reaches for and grasps objects ○ Uses extended index finger to mark make in different media ○ Is starting to make marks with different media ○ Makes marks with either hand ○ Begins to scribble without attention to marks made ○ Can represent own name with marks ○ Scribbles on paper and attends to the marks without attending to	○ Has developed bilateral coordination skills e.g. marching to a song and clapping at the same time, can use both hands at the same time when exploring a toy, can hold the paper with one hand and write with the other ○ Makes marks, with intention of conveying meaning ○ Can copy own name with physical support ○ Can copy own name with verbal support ○ Can copy letters with support after they have been modelled ○ Can copy letters independently after they have been modelled with increasing accuracy ○ Writes the correct letter for most letters of the alphabet in response to hearing the sound or single letter sign ○ Spots some letters they know in the environment ○ Sometimes gives meaning to marks as they draw and paint ○ Gives meaning to marks they see in different places ***Pre key stage curriculum** ○ Says an appropriate word to complete a sentence when the adult pauses, e.g. 'We're going to the…' [inserts: zoo, park, shop, beach, etc.] ○ Draws lines or shapes on a small or large scale, e.g. on paper or in the air or sand ○ Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, … we ate ice cream / I played

○ Engages in the sensory experience of mark making	the outcome when prompted by staff ○ Scribbles on paper and attends to the marks they have made when prompted by staff ○ Scribbles on paper and shows it to a peer or adult ○ Begins to make dots ○ Begins to draw horizontal and vertical lines	in the sand / it was hot' ○ Forms correctly most of the 10+ lowercase letters in Standard 2 of English language comprehension and reading ○ Identifies or writes 10+ graphemes on hearing corresponding phonemes ○ Makes up their own phrases or short sentences to express their thoughts aloud about stories or their experiences ○ Writes a caption or short phrase using the graphemes they already know ○ Forms correctly most of the 20+ lowercase letters in Standard 3 of English language comprehension and reading ○ Identifies or writes 20+ graphemes on hearing corresponding phonemes from the letter in Standard 3 of English language comprehension and reading ○ Spells words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes, e.g. cat, pot, in ○ Makes up their own sentences and says them aloud, after discussion with the teacher ○ Writes down one of the sentences that they have rehearsed ○ Forms most lowercase letters correctly ○ Identifies or writes 40+ graphemes on hearing corresponding phonemes from the letter in Standard 4 of English language comprehension and reading ○ Spells words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple diagraphs, e.g. frog, hand

		○ Spells a few common exception words, e.g. I, he, said, of

Development of numeracy skills

Pre-formal	Semi-Formal	Formal
Shape, space and measure ○ Explores objects of varying sizes, weights and shapes using a range of senses e.g. looking, mouthing, handling ○ Can tolerate interacting with an adult to play; for example, posting, tower building, filling and emptying ○ Removes pieces from inset puzzle and large pegs from pegboard ○ Removes objects from a container and places objects into another container ○ Recognises big things and small things in meaningful contexts ○ Follows an object with their eyes briefly when it moves past midline ○ Maintains attention on certain objects for five seconds when alert and ready	**Shape, space and measure** ○ Experiments, e.g. if a piece doesn't fit in one hole, tries it in another. ○ Has an understanding of the language of size; eg if requested to give the big ball to someone. ○ Is able to post 3D shapes through correspondingly shaped holes. ○ Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. ○ Uses blocks to create their own simple structures and arrangements. ○ Searches for partially hidden objects with their eyes or hands when playing along ○ Notices simple shapes and patterns in pictures. ○ Beginning to categorise objects according to properties such as shape or size. ○ Begins to use the language of size. ○ Identifies common objects by pointing/looking at them when they have	**Shape, space and measure** ○ Shows awareness of similarities of shapes in the environment ○ Shows interest in shape and space by sustained construction activity or by talking about shapes or arrangements ○ Beginning to talk about the shapes of everyday objects e.g. round and tall ○ Beginning to use mathematical names for 3D and 2D shapes. ○ Selects particular named shapes ○ Orders two or three items by length, height or weight. ○ Compares the weight of two objects with assistance ○ Finds an object which is different or similar ○ Investigates to find an object which meets their needs e.g. sorts through materials to find a container the correct size ○ Places the correct shapes in a shape sorter ○ Assembles a 4 to 6 piece puzzle ○ Builds a tower of seven bricks

Number

- Can respond to repeated patterns of sounds e.g. peekaboo, theme tunes or resonance board
- Notices changes in number of object/images or sound in group of up to 3
- Enjoys simple number rhymes, songs and finger play
- Has some understanding that things exist, even when out of sight
- Exposure to numerals

Time

- To recognise familiar routines
- Remembered learned responses over short periods of time

Colour

- Engages briefly with high contrast patterns visually when in close range
- Exposure to colour matching activities and songs

been named

- Able to build a tower of three to four blocks

Number

- Shows awareness of matching numbers that are the same
- Shows awareness of same as/different from
- Says some counting words randomly
- Can request 'more' using voice, face or body
- Selects a small number of objects from a group when asked
- Recites some number names in sequence
- Develops an awareness of number names through enjoyment of action rhymes and songs that relate to their experience of numbers
- **Time**
- Associates a sequence of actions with daily routines.
- Beginning to understand that things might happen 'now'.

Colour

- Shows awareness of same/different in relation to two colours.
- Can sort objects by one criterion e.g.

- Follows a simple pattern on a lacing card

Number

- Uses some number names and number language spontaneously
- Uses some number accurately in play
- Recites numbers in order to 10
- Knows that a group of things changes in quantity when something is added or taken away.

Time

- Uses everyday language related to time.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways e.g. now and next

Colour

- Sorts identical objects into twofour colour sets.
- Matches object to picture by colour.
- Sorts a range of objects into sets by colour.
- Responds appropriately to colour names.

***Pre key stage curriculum**

Shape, Space, Measure

- Identifies the big or small object from a selection of two
- Sorts objects according to a stated characteristic, e.g. group all the small balls together, sort the shapes into

	colour, size	triangles and circles ○ Copies and continues simple patterns using real-life materials, e.g. apple, orange, apple, orange, etc. ○ Copies and continues more advanced patterns using real-life materials, e.g. apple, apple, orange, apple, apple, orange, etc. ○ recognise some common 2D shapes. **Number** ○ Demonstrates an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a roleplay activity) ○ Distinguishes between 'one' and 'lots', when shown an example of a single object and a group of objects ○ Demonstrates an understanding of the concept of 1:1 correspondence, e.g. giving one cup to each pupil ○ Says the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) ○ Demonstrates an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked ○ Identifies how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 ○ Demonstrates an understanding that the last number counted represents the total number of the count ○ Uses real life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicates how many are now present

		○ Reads and writes numbers in numerals from 0 to 9 ○ Demonstrates an understanding of the mathematical symbols of add, subtract, and equal to ○ Solves number problems involving the addition and subtraction of single digit numbers up to 10 ○ Demonstrates an understanding of the composition of numbers to 5 and a developing ability to recall number bonds to and within 5 (e.g. 2 + 2 = 4 and 3 + 1 = 4) ○ Demonstrates an understanding of the commutative law (e.g. 3 + 2 = 5, therefore 2 + 3 = 5) ○ Demonstrates an understanding of inverse relationships involving addition and subtraction (e.g. if 3 + 2 = 5, then 5 – 2 = 3) ○ Demonstrates an understanding that the total number of objects changes when objects are added or taken away

Social, Emotional and Mental Health

Development of Self-management /Selfcare Skills

Pre-formal

- Coordinating suck, swallow, breath sequence, tongue is cupped, forward rhythmical movements of the tongue, and jaw consistently moves up and down in a coordinated pattern.
- Communicating hunger, fear, or discomfort through crying.
- Sleeping 10 - 12 hours with only one awakening.
- Tolerating a range of different textured foods.
- Drinking from a cup.
- Holding bottle or cup independently.
- Using tongue to move food around mouth.
- Feeding self with small crackers or other small pieces of food.
- Indicate a need for toilet but not always in time

Semi-Formal

- Settling themselves to sleep at night or during the day.
- Brushing teeth independently.
- Dressing and undressing self (only requiring assistance with laces, buttons, and other fasteners in awkward places).
- Knowing where familiar items are kept.
- Toileting independently.
- Using a napkin to wipe face and hands.
- Independently packing items away.
- Tolerating different clothing textures, seams, tags.
- Feeding self without difficulty.

Formal

- Opening lunch boxes, zip lock bags, food packaging.
- Independently getting herself to sleep and sleeping through the night.
- Eating a range of food and tolerating different textures.
- Showering independently.
- Packing a bag for school or other outings with little assistance/prompting.
- Morning routine at school (putting bag away, swapping readers, putting drink bottle in correct spot).
- Independently toileting during the day and at night.
- Feeding self without difficulty.
- Telling the time.
- Knowing where their body is in time and space to coordinate body movements for ball skills.
- Preparing simple meals (e.g. cereal, sandwich).

Development of Emotional and Social Learning

Pre-formal

Self-awareness skills

- Finding ways to calm themselves , through being calmed and comforted by their key person
- Begins to establish their sense of self
- Finding ways to managing transitions e.g. from their parents to their key person/teaching staff
- Demonstrates a positive reaction to attention received
- Responsible decision-making skills
- Communicating preferences by grabbing, pointing (evolving)
- Making choices
- Directing gaze towards objects they want to play
- Turning away, pushing away from events, objects, people
- Likes an event consistently when involved in familiar routine

Relationship Skills

- Engages with others through

Semi-Formal

Self-awareness skills

- Able to identify other feelings besides happy, sad, mad, and worried
- Able to express likes and dislikes
- Grow in independence , rejecting help ('me do it ')
- Has a strong sense of self
- Having an awareness of a parent's approval or disapproval of their actions.
- Understanding common dangers of hot objects, stairs, glass.
- Able to identify their gender
- Responsible decision-making skills
- Learning to connect behaviours to consequences
- Make decisions about what clothes they wear, the activities they do, who they like to be with and what and how much food they prefer
- Explain and express their preferences
- Saying no

Relationship Skills

Formal

Self-awareness skills

- Notice difference between self and others
- Begins to understand what it means to be embarrassed
- Identifies with a particular gender
- Interested in new experiences
- Can recognise and identify emotions
- Responsible decision-making skills
- Can make a choice between 2 or more options
- Understands the consequence of their actions
- Able to think through a problem to find a solution
- Understands right from wrong
- Participating in decisions about whom to play with, their daily routine
- solving problems
- setting boundaries

Relationship Skills

- Accepts others' opinions
- Wants to please friends
- Imitates friends' behaviours
- Plays with others

gestures, gaze or talk

- Uses engagement to achieve a goal e.g. gestures towards cup to say they want a drink
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting
- Seek emotional and physical comfort from trusted adult

Social Awareness:

- gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)
- demonstrates an awareness of presence of others
- engages in an activity up to three to five seconds with a familiar person
- shows enjoyment when familiar adult copies their vocalisation
- Play sensory play
- Solitary play

- Take turns with others
- Playing with others
- Copies other children's behaviour
- Begins to have real friendships
- Resolve conflicts with help from an adult
- Engages in imaginative play

Social Awareness:

- Shows affection and concerns to people who are special to them
- Seeks out others to share experiences
- Shows understanding and cooperates with some boundaries and routines
- Understand that some things are shared and some things belongs to someone else
- Play watches others play
- Parallel play with a peer

- Able to resolve conflicts with friends
- Listens to others
- Shares with other people
- Affectionate with friends and family

Social Awareness:

- sensitive to how other people feel
- Develops an understanding of social challenges (e.g. poverty)
- Recognise the difference between right and wrong and fair and unfair
- Identify and learning to respect differences and similarities between people
- Can usually adapt behaviour to different event, social situations and changes in routine
- Will work as part of a group or class, taking turns
- Play Associate play playing alongside a pair but do not interact
- Cooperative play playing with others, enjoying interacting with others
- Role play and imaginative play taking on a character

Development Of Sensory and Physical skills

Gross Motor

Pre-formal	Semi-Formal	Formal
○ Grasping and releasing skills ○ Rolling over from front to back and vice versa ○ Sitting unaided ○ Crawling ○ Cruising ○ Walking	○ Running unsteadily and with falls ○ Throwing underhand and maybe overhand ○ Catching ○ Kicking	○ running with confidence ○ throwing and catching ○ falling and tumbling ○ hopping and jumping ○ skipping ○ cycling ○ swimming ○ striking and dribbling sports ○ gymnastics

Fine Motor

Pre-formal Fine Motor Skills/Early fine Motor Skills	Semi-Formal Fine Motor Skills	Formal Fine Motor Skills
○ Grasping ○ Banging toys ○ Dropping toys ○ Taking items out of containers ○ Releasing into containers or holes ○ Placing items down	○ Hand dominance is established ○ Pointing – single finger pointing ○ Finger isolation ○ Pinch and thumb control /finger opposition ○ Pick up small objects with a pincer grasp	○ In hand manipulation skills such as: ○ translation (finger to palm and palm to finger) e.g. ability to move an item from the bottom of the palm, the top of palm and back. ○ shift (move our fingers into position on the pencil to allow for optimal control of the eraser, or allow us to push a string through a bead)and ○ rotation (simple and complex) e.g. spinning and

○ Palmar grasp ○ Developing of pincer grasp	○ Crossing the midline ○ Hand eye coordination ○ Eating without assistance ○ Making snips with scissors ○ Turning single pages in a book ○ Completing insert puzzles ○ Tracing on thick lines	flipping objects ○ Bilateral integration and coordination ○ Finger dexterity ○ Development of dynamic tripod grasp ○ Holds a cup between two hands and drinks with minimal spillage ○ Can pour, sieve, and dig with control ○ Opens and closes scissors independently ○ Shows control in holding and using books and simple tools like hammer ○ Cuts paper purposefully using scissors with one hand ○ Makes simple stitches using a large needle ○ Uses scissors to cut along a line ○ Sews smaller stitches using a smaller needle ○ Handwriting becomes more controlled, consistent, and smaller ○ Dressing and undressing independently (excluding shoelaces)

Appendix C: Pre-formal, Semi-formal and Formal curricula definitions

Pre-formal curriculum

The pre-formal curriculum is an approach which is used for our pupils with the most profound and complex needs. They may have physical difficulties combined with cognitive processing needs, sensory needs or complex health needs.

Our pre-formal learners rely on facial expressions, vocal sounds, body language and exhibit a range of behaviours to communicate. Some of them may use a small range of formal communication; others may not have reached the stage of using intentional communication.

This pathway focuses on the development of early communication, social, emotional and cognitive skills that are a pre-condition to learning.

Our pre-formal learners first need to develop positive relationships with familiar adults and develop behaviours through which they can communicate, in order to explore the world around them using their sensory and physical capabilities to the full.

The pre-formal curriculum supports each learner's development by employing appropriate approaches that take account of their emotional well-being and levels of engagement.

It is a curriculum that recognises the importance of movement and play in a child's development and the need for sensory and multi-sensory approaches to learning and an approach that focuses on how best the pupils learn and acknowledges and celebrates the different abilities and achievements of every individual.

Back to Implementation

The Semi-Formal curriculum

The semi-formal curriculum is most appropriate for pupils who have a range of severe complex learning difficulties and disabilities. They may have very spikey learner profiles, (i.e. reasonably well developed skills in some areas yet significant difficulties in others). With the right environment and support they will be able to become literate communicators, early readers and mathematical and scientific thinkers.

The right environment for semi-formal learners generally includes one where there is order, structure and routine, where information is presented in lots of different ways many times and good use made of memory aids, where instructions are delivered simply and broken down and where children have lots of opportunity to practice both specific skills and general thinking skills.

Back to Implementation

The Formal Curriculum

The formal curriculum remains highly tailored to meet individual needs. Pupils following a formal curriculum however have acquired sufficient skills to be able to process and memorise new information and have sufficient working memory to be able to connect it to stored information.

They may even be quite good at applying it to new contexts and combining it with other information to problem-solve but all our learners are on their own unique learning trajectory and all of them will be still be learning and building these skills at their own pace in their own way.

Back to Implementation