

Establishing Language

At this level pupils are continuing to establish the core language and interaction skills that are needed throughout secondary school. Pupils at this level work to develop their concept knowledge for subjects such as Maths and Science, build their descriptive vocabulary for subjects such as English, and link their ideas and express themselves in a clear and grammatical way. They build their attention and listening skills so that they can attend to a lesson and engage in conversations for longer and meaningful durations, and learn to communicate for a range of purposes.

RECEPTIVE	EXPRESSIVE	SOCIAL UNDERSTANDING AND INTERACTION
<p>Vocabulary Understanding: I demonstrate understanding of basic vocabulary related to familiar objects and actions in daily activities (e.g., identifying a toy or food).</p>	<p>Vocabulary and Concept Use: I can use basic vocabulary and concepts to communicate my needs and describe familiar objects or actions (e.g., naming everyday items).</p>	<p>Turn-Taking and Participation: I can take turns in simple conversations and activities with support from an adult or peer (e.g., sharing toys during playtime).</p>
<p>Conceptual and Emotions Understanding: I can identify basic emotions and simple concepts in my daily interactions (e.g., recognising feelings like happy or sad).</p>	<p>Sentence Structure and Complexity: I can produce simple sentences (4-6 words) to describe actions or events, even if my grammar is not always correct (e.g., "I play with ball").</p>	<p>Initiation and Maintenance of Interaction: I can start and maintain short interactions with familiar peers or adults (e.g., greeting a friend or asking a teacher for help).</p>
<p>Following Instructions: I can follow simple instructions in familiar settings, demonstrating understanding through actions (e.g., responding to "pick up your coat").</p>	<p>Communication Functions: I can communicate for different purposes, such as asking for help, sharing experiences, or protesting (e.g., "I don't like this").</p>	<p>Monitoring and Repairing Communication: I can use simple repair strategies (e.g., repeating myself) when prompted by an adult or peer.</p>
<p>Sequencing, Problem-Solving, and Inferencing: I can arrange the sequence of events in a story or activity (e.g., identifying what happens first in a daily routine).</p>	<p>Problem-Solving and Reflection: I can express a simple solution to a problem or reflect on what happened in a situation (e.g., "I fell because I was running").</p>	<p>Social Cues and Emotion Recognition: I can recognise basic social cues and emotions, such as someone smiling or frowning, and respond appropriately (e.g., offering a toy to a friend who looks sad).</p>
<p>Understanding Grammatical Structures: I can comprehend basic sentence structures to understand conversations and instructions (e.g., knowing who is doing what in a sentence).</p>	<p>Narrative Skills: I can tell a simple story or describe an event using basic temporal language (e.g., first, then, last).</p>	<p>Problem-Solving and Negotiation: I can express how I feel in simple social conflicts with support (e.g., saying "I don't like that" when someone takes my turn).</p>
<p>Contextual Understanding: I can interpret simple phrases based on the situation (indirect instructions - e.g., understanding what is meant by "Can you pass the salt?")</p>	<p>Conversational Skills: I can participate in short conversations by taking turns with support and responding to basic questions (e.g., "What did you do?").</p>	<p>Understanding Neurodiversity: I can recognise that people have different abilities and interests, and that some things may be easier or harder for others (e.g., noticing that a classmate might need extra help with a task).</p>

Extending Language

At this level, pupils are learning to become more spontaneous and creative in their communication. They learn to follow longer instructions, express themselves in more complex sentences, and build their narrative skills so that they can talk about what happens in the past, present or future. Pupils at this level also learn how to use language to solve problems and make predictions about the world. They learn to be more independent in asking for help, and clarifying when they have not been understood.

RECEPTIVE	EXPRESSIVE	SOCIAL UNDERSTANDING AND INTERACTION
<p>Vocabulary Understanding: I can recognise and understand a broader range of vocabulary across different subjects and contexts (e.g., identifying words related to school subjects).</p>	<p>Vocabulary and Concept Use: I can use a wider range of vocabulary to communicate more specific ideas and concepts in conversations and activities (e.g., "The dog is barking loudly").</p>	<p>Turn-Taking and Participation: I can participate in conversations and group activities independently, taking turns and sharing my ideas (e.g., contributing to a class discussion).</p>
<p>Conceptual and Emotions Understanding: I can identify and explain basic concepts and a wider range of emotions in various situations (e.g., recognising fear or excitement in different contexts).</p>	<p>Sentence Structure and Complexity: I can construct sentences using conjunctions (e.g., and, because, but) to link ideas and provide explanations (e.g., "I like ice cream because it's cold").</p>	<p>Initiation and Maintenance of Interaction: I can initiate and maintain conversations with peers and adults in different settings (e.g., starting a conversation at lunchtime or during group work).</p>
<p>Following Instructions: I can follow multi-step instructions containing 4-5 key words in both structured and social settings (e.g., completing a sequence of tasks in a group activity).</p>	<p>Communication Functions: I can effectively communicate for a variety of purposes, such as negotiating, explaining, or expressing opinions (e.g., "Let's do this first and then that").</p>	<p>Monitoring and Repairing Communication: I can respond when someone hasn't understood me and independently clarify or rephrase my message (e.g., noticing confusion and explaining in a different way).</p>
<p>Sequencing, Problem-Solving, and Inferencing: I can make predictions and solve simple problems based on sequences of events in familiar narratives (e.g., guessing what might happen next in a story).</p>	<p>Problem-Solving and Reflection: I can explain how I solved a problem or reflect on different options to solve a situation (e.g., "I asked my friend to help me").</p>	<p>Social Cues and Emotion Recognition: I can recognise a wider range of social cues and emotions and respond appropriately (e.g., understanding when a peer is joking and joining in).</p>
<p>Understanding Grammatical Structures: I can comprehend sentences with increased complexity, including subject-verb-object-prepositional phrase (SVOP) structures (e.g., understanding sentences like "The cat is on the mat").</p>	<p>Narrative Skills: I can describe a sequence of events in more detail using temporal language (e.g., "First of all we went to the park, after that we had a picnic, later we went to the cinema").</p>	<p>Problem-Solving and Negotiation: I can negotiate with peers in social situations and suggest solutions to conflicts (e.g., "Let's play your game first, then mine").</p>
<p>Contextual Understanding: I can infer meanings of unfamiliar words using context clues from sentences or conversations (e.g., understanding new vocabulary through surrounding text).</p>	<p>Conversational Skills: I can ask and answer questions during conversations and respond appropriately to the other person's comments (e.g., "What did you do at school today?").</p>	<p>Understanding Neurodiversity: I can explain that everyone has unique strengths and challenges, and appreciate that people may require different types of support (e.g., "Some people are great at math, while others are better at art").</p>

Enriching Language

At this level, pupils are learning to use more advanced vocabulary and grammar to enrich their language and express more complex ideas. They are learning to use language to justify and explain their thinking. Pupils are advancing in their ability to advocate for themselves, articulate specifically what clarification or help they need, and use self-help strategies independently. They are also learning about the ambiguity of language such as double meanings, idioms and metaphors and becoming more skilled at understanding and using these.

RECEPTIVE	EXPRESSIVE	SOCIAL UNDERSTANDING AND INTERACTION
<p>Vocabulary Understanding: I can recognise and understand advanced vocabulary, including idioms and figurative language in context (e.g., understanding phrases like "kick the bucket").</p>	<p>Vocabulary and Concept Use: I can use advanced vocabulary and concepts to express complex ideas or emotions in discussions or narratives (e.g., "I was excited but also a little nervous").</p>	<p>Turn-Taking and Participation: I can manage group discussions and encourage others to participate by facilitating turn-taking and idea-sharing (e.g., leading a team project).</p>
<p>Conceptual and Emotions Understanding: I can analyse abstract concepts and nuanced emotions in various contexts (e.g., identifying irony or sarcasm).</p>	<p>Sentence Structure and Complexity: I can use more complex sentence structures, such as compound and complex sentences, to explain my thoughts clearly (e.g., "Although it was raining, we still decided to go outside").</p>	<p>Initiation and Maintenance of Interaction: I can initiate and sustain complex conversations, adapting my communication style for different audiences and purposes (e.g., adjusting language when speaking with younger students).</p>
<p>Following Instructions: I can follow complex instructions that include implied meanings and non-standard structures (e.g., interpreting indirect requests).</p>	<p>Communication Functions: I can adapt my communication to suit different contexts, such as making jokes, giving detailed explanations, or negotiating (e.g., "I think we should try this because it might work better").</p>	<p>Monitoring and Repairing Communication: I can proactively monitor my communication effectiveness and adjust my approach based on listeners' feedback or nonverbal cues (e.g., noticing if someone seems confused and clarifying without being asked).</p>
<p>Sequencing, Problem-Solving, and Inferencing: I can infer meanings, sequence complex narratives, and solve abstract problems in context (e.g., discussing character motivations in a story).</p>	<p>Problem-Solving and Reflection: I can articulate my reasoning for solving problems or reflect on decisions I made in different situations (e.g., "I chose to wait because it seemed like the best option").</p>	<p>Social Cues and Emotion Recognition: I can analyse subtle social cues and emotions, such as sarcasm or subtle frustration, and respond appropriately (e.g., offering support to a friend who seems upset but hasn't said so).</p>
<p>Understanding Grammatical Structures: I can comprehend and recognise advanced grammatical structures, including passive voice and embedded clauses (e.g., identifying who is affected by an action).</p>	<p>Narrative Skills: I can create detailed and structured narratives, incorporating dialogue, emotions, and sequencing to engage listeners (e.g., "First, he was scared, but then he decided to face his fear and speak up").</p>	<p>Problem-Solving and Negotiation: I can negotiate and resolve conflicts independently, considering others' feelings and needs (e.g., mediating a disagreement between peers).</p>
<p>Contextual Understanding: I can analyse and interpret the meaning of complex idiomatic phrases in various contexts (e.g., discussing the implications of a metaphor).</p>	<p>Conversational Skills: I can manage more complex conversations, including changing topics, responding to the other person's comments, and adding my own thoughts (e.g., contributing to group discussions or debates).</p>	<p>Understanding Neurodiversity: I can discuss how individual differences influence communication and relationships, recognising strengths and challenges in myself and others (e.g., understanding that someone might be quiet in groups but very talkative one-on-one).</p>