



## **Courtlands School Total Communication Scheme of Work**

Pupils at Courtlands School have specific communication needs. The following is a suggestion for communication based learning opportunities- it is a guide and learners should not be expected to complete a stage before moving on to the next one.

All learning opportunities should use the full range of Total Communication Approaches and strategies that are identified in the learner's communication profile. This includes signing, symbols, photos, real objects, speech, and where appropriate high tech devices.

### **Overview**

#### **Focus Areas**

Stage 1: Attention, turn-taking, making choices, and basic requests. Introduction of photos, symbols and real objects through motivating resources and sensory play. Encouraging non-verbal communication through interaction and engagement.

Stage 2: Build up bank of likes and dislikes and use of I want ... communication leading to basic instructions.

Stage 3: Strengthening understanding of language (following instructions, responding to questions). Encouraging use of different communication modes. Developing social communication & play-based interactions.

Stage 4: Using communication for everyday needs and social situations. Encouraging longer phrases, asking questions, and initiating conversations. Supporting emotional regulation and self-advocacy.

**Progression of skills with learning opportunities and resources**

	<b>Focus</b>	<b>Activity</b>	<b>Resources</b>
Stage 1.1	<p><b>Developing Attention &amp; Engagement</b></p> <ul style="list-style-type: none"> <li>• Introduce Intensive Interaction (copying actions, vocalisations).</li> <li>• Use <b>sensory motivators</b> (lights, bubbles, musical toys) to build joint attention.</li> <li>• Start <b>structured 'Ready, Steady, Go!' activities</b> to encourage anticipation and interaction.</li> </ul> <p>Introduce <b>visual schedules</b> to create predictability.</p>	<p>Intensive Interaction- use as and when opportunities arise. Sensory motivators (lights, bubbles) develop attention skills- looking in the direction of the resource, reaching for it.</p> <p>Commenting on situations- uh oh, hi, bye, boo.</p> <p>Simple vocal responses, turn-taking with sounds and gestures.</p> <p>Intentional eye contact with the adult- based on engagement Rolling a ball back and forth using the names of pupils to get their attention.</p> <p>Fascination Station activities.</p>	<p>Mirrors</p> <p>Picture frames- to gain attention</p> <p>Photos of learner and class staff</p> <p>Peek-a-boo Baby- Mandy Ross</p> <p>Indoor and outdoor play</p> <p>Intensive Interaction opportunities- singing, sounds during stories.</p>
Stage 1.2	<p><b>Establish motivators</b></p> <ul style="list-style-type: none"> <li>• To work on <b>I want.....</b> communications</li> <li>• build up a <b>bank of clear and unambiguous likes and dislikes</b></li> </ul>	<p>Ask parents to complete a list of preferred activities and choices in different settings- indoor play, shared play (with sibling or family member), outdoor play, activities at home</p>	<p>Real objects</p> <p>Photos</p> <p>List from parents</p> <p>Sensory toys</p>

	<p>Make a <b>supported positive choice</b> from two given options</p>	<p>(such as bubble bath), routines (such as hanging out washing), songs or music, games, books, food and drink, comfort objects.</p> <p>Let learners see play activities that are visible and motivating but not readily available, for example, resources that are on a shelf.</p>	<p>Outdoor play activities</p> <p>Mark making</p>
<p>Stage 1.3</p>	<p><b>Requesting &amp; Choice-Making:</b></p> <ul style="list-style-type: none"> <li>• Offer <b>structured choices</b> using <b>real objects or individual photos or symbols</b></li> <li>• Introduce symbols, signs, and speech for <b>‘more’, ‘finished’, and ‘help’</b></li> </ul> <p>Encourage <b>pointing or reaching</b> to indicate a choice.</p>	<p>Set up scenarios for learners to communicate what they want in play situations, for example, dressing up. Start with real objects with photos or symbols next to them.</p> <p>Action songs with a choice of actions- demonstrate which action they want by doing it.</p> <p>More- sensory mark making in shaving foam, blowing bubbles, bouncing on peanut ball, wind up toys, playing instruments. Pause and ask learner if they want more, when they respond continue.</p> <p>Finished- reading a story, at the end, adult models finished. During painting when all the paint is gone, reinforce</p>	<p>Real objects</p> <p>Photos of real objects</p> <p>Symbols</p> <p>Big Mac switches with more/ finished/ help</p> <p>Fascination Station</p> <p>TacPac</p> <p>Sensory activities that are motivating</p> <p>Role play areas</p>

		<p>finished. When plate is empty after lunch, reinforce that lunch is finished. At the end of the day when learner is ready to go home, reinforce that school is finished.</p> <p>Help- pouring water, if it spills, ask for help to clean up.</p>	
Stage 1.4	<p><b>To make a supported negative choice from one given option (EQUALS My Communication page 12)</b></p> <ul style="list-style-type: none"> <li>• Make definite choice</li> <li>• Persist with choice making if not given preferred option.</li> <li>• Use Something Else symbol</li> </ul>	<p>Blank symbols to reinforce that if learner chooses this they don't get anything.</p> <p>Communicate- I don't want that.</p> <p>Low motivator objects/ blank symbols on communication grids for choice making. Adult to comment on what they have chosen.</p> <p>Swop order of presentation around to ensure that choices are definite and not nearest.</p> <p>Dressing dolls- when offered something that they already have, decline the offer</p> <p>Activities that cover non motivating choices but include Something Else option.</p>	<p>Something else symbol</p> <p>Masks and dressing up</p> <p>Food activities</p> <p>Listening to music</p> <p>Painting- sharing and asking for different colours</p>
Stage 1.5	<p><b>Establish a bank of each learner's favourite imperative words (EQUALS My Communication page 13)</b></p>	<p>Assess motivators that can be used in different situations starting with nouns, for</p>	<p>Collections of sensory toys- lights, sounds, spinners, tactile sounds</p>

	<p>Develop use of a reliable vocabulary bank specific to the learner represented through their preferred communication strategy.</p>	<p>example toys. Give learner selection of objects and see what they choose to interact with- for example, books, musical instruments, cause and effect toys, balls, bubbles, animals.</p> <p>Observe the learner outside of the class to find out what they like to do for example, football, bikes, sand.</p> <p>Discuss with parents about what they like at home and include this where appropriate. Introduce new objects over time to expand word bank- reinforce with label/ naming object and visuals.</p> <p>Review termly and amend word bank as appropriate.</p>	<p>Singing and action songs Snack time, lunch time, cooking</p> <p>Stories</p> <p>Outdoor play equipment Photos of family and friends</p>
<p>Stage 1.6</p>	<p><b>Understanding and following Simple Instructions</b></p> <ul style="list-style-type: none"> <li>• Use <b>one-step instructions</b> with <b>objects of reference</b> (e.g., "Give me the cup").</li> <li>• Reinforce with <b>visual supports</b> (e.g., picture of 'sit down' when saying "Sit down").</li> <li>• Start using <b>gesture/sign support</b> for instructions.</li> </ul>	<p>If You're Happy and You Know It and Simon Says games- touch your knees, sit on the floor, do a star jump. Adults model new instructions for learners to copy.</p>	<p>First/then boards, visual timetables, auditory cues</p> <p>Simple instruction games including musical chairs</p> <p>Forest School stories</p>

	<p>Encourage <b>responding to name</b> with preferred motivators.</p>	<p>Timetable/ schedule- adult to go through then learners to use with increasing independence. Using spots to line up at the classroom door</p> <p>Use communication cubes to determine next instruction Sorting activities- posting shapes into the correct shape hole in a box</p> <p>In books, ask learner to find a picture of a named object Encourage them to comment/ label on the object using TCA, for example, where is the dog, I like the dog</p> <p>Forest School activities</p>	<p>Forest School resources</p>
<p>Stage 1.7</p>	<p><b>Attracting attention</b></p> <ul style="list-style-type: none"> <li>• <b>Intentionally</b> gain the attention of another person</li> <li>• Repeatedly and <b>persistently</b> gain the attention of another person</li> <li>• <b>Acknowledge the attention</b> given by the other person by smiling, leaning towards, or vocalising</li> </ul>	<p>Call name, wait for them to look in adult's direction/ give eye contact, then continue with talking to them</p> <p>Start a preferred activity then pause, restarting when learner looks towards adult, for example, pushing on a swing or</p>	<p>Intensive Interaction</p> <p>Attention Autism</p> <p>Big Mack use during sensory stories</p> <p>Role play with ear defenders</p>

		<p>giving an object back during a turn taking activity</p> <p>Develop persistent attention seeking by travelling across the room to get the attention of another</p> <p>Brings object to adult for help, for example, taking the lid off of a jar or coat to indicate they want help to put it on</p>	
<p>Stage 1.8</p>	<p><b>Turn-Taking</b></p> <ul style="list-style-type: none"> <li>• Model turn-taking using <b>objects (rolling ball, pushing cars, pressing switches)</b>.</li> <li>• Encourage <b>visual choices</b> ‘Whose turn?’, using photo prompts</li> <li>• Use <b>‘my turn’/‘your turn’</b>.</li> </ul> <p>Build in <b>simple waiting activities</b> such as waiting for a toy to be passed when sat in circle</p>	<p>Turn-taking using objects such as rolling ball, pushing cars, pressing switches, musical instruments</p> <p>Turn-taking with visual prompts and simple spoken cues ("My turn")</p> <p>Wait for attention before giving a preferred object, building persistence. Wait for the learner to use the best sentence that they can</p> <p>Pass the parcel type games- say My Turn when the music stops.</p>	<p>Intensive Interaction</p> <p>Big Mack sharing</p> <p>Communication cubes for determining who is next</p> <p>Schedule</p> <p>Photos of learners</p>

		Take photos out of a bag- whose turn is it going to be next?	
Stage 1.9	<p><b>Awareness of more and finished</b></p> <ul style="list-style-type: none"> <li>Initiate asking for <b>more</b> appropriately</li> </ul> <p>Initiate use of <b>finish</b> appropriately</p>	<p>Adult models when to ask for more and names what they want for example, more bubbles</p> <p>Set up scenarios to ask for more- give a small amount of paint initially, building towers with bricks where the adult has the bricks</p> <p>Set up scenarios for finished- adult models first, music has finished</p> <p>Set up scenarios for learner to express finished- when all lunch has been eaten, when they are fully dressed after PE, when they have completed an activity</p>	<p>Play doh</p> <p>Bricks</p> <p>Transport resources</p> <p>Cooking resources</p> <p>Communication grids, communication books, individual symbols and photos of objects for choice making with more and finished</p>
Stage 1.10	<p><b>Joint Attention &amp; Shared Experiences</b></p> <ul style="list-style-type: none"> <li>Engage in <b>joint play with sensory toys</b> (bubbles, sand, water).</li> <li>Model <b>pointing, showing, and looking together.</b></li> </ul>	<p>Small group activities such as parachute games and target games outside</p>	<p>Parachute</p> <p>Sensory learning/ cause and effect objects</p>

	<ul style="list-style-type: none"> <li>• Use <b>symbol-supported books</b> to encourage engagement.</li> </ul> <p>Encourage pupil to <b>indicate preference</b> (e.g., "More bubbles?").</p>	<p>Sensory stories with sharing of props, tea parties and picnics outdoors</p> <p>Using simple phrases ("I like"/"I don't like")</p> <p>Drumming with washing up bowls- adult drums a rhythm and learners copy, learners take turns to create their own rhythm, base on name initially</p> <p>Following a simple recipe in a small group</p> <p>Scavenger hunting outside in teams- finding leaves, twigs, flowers</p> <p>Watching video/ photos of a previous learning session and commenting on it</p> <p>Pause part way through an activity to encourage use of more- adult says more what and learners have to be specific about what they want more of</p>	<p>Courtlands sensory stories</p> <p>Books</p> <p>Mark making and creative areas of classroom</p> <p>Communication grids, communication books, individual symbols and photos of objects for choice making</p>
--	--	---	---

<p>Stage 1.11</p>	<p><b>Asking for Help</b></p> <ul style="list-style-type: none"> <li>• Asking for <b>help</b> for a new skill- fine and gross motor</li> <li>• <b>Indicating that something is wrong</b> by looking at the adult</li> <li>• <b>Persistent directed attention</b> to adult</li> <li>• Using a symbol or word to <b>communicate that they want help</b></li> <li>• Asking for <b>help with consistency.</b></li> </ul> <p><b>LINK TO COURTLANDS SCHOOL SAFEGUARDING VOCABULARY.</b></p>	<p>Bikes and scooters- adult to support until learner is confident</p> <p>Train set, assembly of small pieces, requesting help to put it together</p> <p>Filling and emptying containers with water or sand- indicate that help is needed when hands are busy</p> <p>Expands on meaning if not understood first time by pointing, gesture, speech, signs, communication grids</p> <p>Set up situations where something is too difficult to do alone- making a shelter outside, stacking large boxes to make a tower, holding paper to use scissors</p>	<p>Help symbols on walls in different locations</p> <p>Help symbols on communication grids and in communication book</p>
<p>Stage 1.12</p>	<p><b>Establish core vocabulary around body parts</b></p> <ul style="list-style-type: none"> <li>• Awareness of face and body parts</li> <li>• Identify face and body parts by name</li> <li>• Use face and body parts in communication, for example, to say what hurts.</li> </ul>	<p>I've got a body song</p> <p>Tac Pac</p> <p>Simon Says games- touch your nose, pat your head</p>	<p>Bathroom grids, toilet grids, clothes grids</p> <p>Smelly foam soap</p>

	<p><b>LINK TO COURTLANDS SCHOOL SAFEGUARDING VOCABULARY.</b></p>	<p>Use communication grids in bathroom</p> <p>Play with anatomically correct dolls- practice caring for them, feeding, washing and dressing</p> <p>Daily routines, such as wash your hands, put your boots on your feet</p> <p>Mirror games and face painting activities (reinforce consent)          Identity clothes on specific body parts- hats, glasses, t shirt, sweat shirt, cardigan, trousers, skirts, socks, shoes gloves, scarf, pants. Dress the dolly cut outs</p>	<p>Personal care items- face cloth, hairbrush, toothbrush, soap</p> <p>Dolls</p> <p>Mirrors</p> <p>Clothes</p> <p>Page of personalised photos/ symbols in communication book</p>
<p>Stage 1.13</p>	<p><b>Establish core vocabulary around people</b></p> <ul style="list-style-type: none"> <li>• Identify <b>family</b>- use familiar names</li> <li>• Identify <b>friends</b></li> <li>• Identify <b>people around me</b> (school)</li> <li>• Identify <b>people around me</b> (community)</li> </ul> <p><b>LINK TO COURTLANDS SCHOOL SAFEGUARDING VOCABULARY.</b></p>	<p>Circles of who I know- my family, my friends, people who help me, people I know in the community- identify them by role and name. For example, James my brother, Joanne my neighbour</p> <p>Early So Safe work on categories of people</p>	<p>Photos of important people, symbols/ pictures of other people that learner knows of</p> <p>Page of personalised photos/ symbols in communication book</p> <p>Role play and dressing up clothes, badges to identify people</p>

		<p>Models of my home- use photos and label. Models of other places and people, for example church, playscheme</p> <p>Family trees and genograms with photos</p> <p>Role play with dressing up as different people- identify with uniforms, identifiable clothes, name badges</p> <p>Writing letters/ sending cards to people, how do we address them?</p>	
<p>Stage 1.14</p>	<p><b>Establish core vocabulary around places</b></p> <ul style="list-style-type: none"> <li>• Identify <b>places at home</b></li> <li>• Identify <b>places in school</b></li> <li>• Identify <b>familiar places in the community</b></li> </ul> <p><b>LINK TO COURTLANDS SCHOOL SAFEGUARDING VOCABULARY.</b></p>	<p>Core places- my home, my bedroom, my bathroom, my kitchen. Photos of learners outside of/ in rooms</p> <p>Emphasise that my home is different to your home- use house number and road name if appropriate</p> <p>Core visuals of places that learners go regularly with family- share during news time with adult commenting, you</p>	<p>Labels for doors, photos of places</p> <p>Role play activity associated with places such as Doctors surgery or soft play</p> <p>Page of personalised photos/ symbols in communication book</p>

		<p>went to the park/ swimming pool</p> <p>Core visuals of places around school- my classroom, toilet/ bathroom, playground, hall</p> <p>Give instructions with where to go on a treasure hunt with clues of where the next place is</p>	
Stage 1.15	<p><b>Understanding of instructions</b></p> <p>Follow a <b>single step instruction</b> with visual prompting</p> <p><b>Give a single step instruction with verbal prompting</b></p>	<p>Checklist with 5 items on it to find- outdoors, hidden in classroom. Checklist with photos of people to find around school</p> <p>Scavenger hunt- hide objects in the outdoor area</p>	<p>Outdoor trail set up</p> <p>Direction cards with arrows</p> <p>Activity cards</p> <p>Scavenger hunt lists</p>

Stage 2.1	<p><b>Communicating in Structured Play and Learning</b></p> <ul style="list-style-type: none"> <li>• Model and repeat <b>structured play scripts</b> ("You push the car").</li> <li>• Encourage <b>turn-taking in pretend play (feeding a doll, stacking blocks)</b>.</li> <li>• Use <b>prompt cards with actions ('Jump', 'Clap', 'Spin')</b>.</li> </ul>	<p>Ready Steady Go- cars on ramps, balls down guttering, marble runs, races, blowing up balloons with pumps, rolling balls to each other</p>	<p>Fascination Station with communication grids</p> <p>Sensory stories with props that can do something, eg, teddy jump</p> <p>Duplo and Lego</p>
-----------	--	--	---

	<p>Provide <b>choice boards for play preferences.</b></p>	<p>Row Your Boat, Head Shoulders Knees and Toes, If You're Happy and You Know It and other action songs, join in with actions and make up suggestions</p> <p>In play situations where there is an obvious action based on the resources, for example doll with highchair, bowl and spoon. Using words/phrases in social play scenarios- adults commenting</p> <p>Instruction based games- Simon Says. Adults model then take turns. Start with a few actions then increase more over time</p> <p>Playground games- use a communication cube to give instructions- run, stop, jump, over, under</p> <p>Trails- follow the leader Threading coloured pasta shapes taking turns to make jewellery</p>	<p>Spinners with photos for turn taking</p>
--	---	--	---

<p>Stage 2.2</p>	<p>Expanding Vocabulary- use <b>ELKLAN checklist to track progress</b></p> <ul style="list-style-type: none"> <li>• Match <b>objects to pictures</b> (real apple to a picture of an apple).</li> <li>• Use <b>colour descriptor visuals for expanding language</b> ('big ball', 'red car').</li> <li>• Begins to use <b>labelling of objects</b></li> <li>• Introduce <b>descriptive words in play- soft teddy, loud drum</b></li> </ul>	<p>Exploring new objects, sounds, and textures with visual cues and comments from adults- use learner interests to motivate, for example cars, I see a black car</p> <p>Naming and describing familiar objects during Fascination Station activities- use with communication grid</p> <p>Adults model language- who's coat is this, who's lunch box is this</p> <p>Add in simple comparisons, big teddy/ little teddy- match to big chair/ little chair</p> <p>Use scenarios to include my/ your/ not mine/not yours- That's Not My Bunny, It's Tail is Too Fluffy. Make own versions in this style with descriptors</p> <p>Dear Zoo- write own version with description of why the animals were sent back</p>	<p>ELKLAN checklist levels 1-4</p> <p>Description symbols that describe activities</p> <p>Matching picture cards with objects</p> <p>That's not my.....books</p>
------------------	--	--	--

<p>Stage 2.3</p>	<p><b>Answering Simple Questions</b></p> <ul style="list-style-type: none"> <li>• Start with <b>simple ‘what?’ questions</b> (“What’s this?” using real objects).</li> <li>• Model <b>pointing or selecting pictures to answer questions</b></li> <li>• Introduce <b>‘who?’ and ‘where?’ with visual prompts.</b></li> </ul> <p><b>Respond appropriately</b> to questions</p>	<p>Using TAC to respond to what questions- what’s in the box, what’s in the bag, what’s under the blanket? Give clues as new objects are added</p> <p>Use photos of learners with different dressing up clothes on- what is Emily wearing? Finding objects hidden in sand- what is this? Use communication grid to respond  Guess who game- who has blue hat, who has glasses  Showing photos of familiar people or objects in different places- where is Holly? In the shop. Who is in the library? It’s Lizzie. Express appropriate response to who and where questions</p>	<p>Communication cubes</p> <p>Communication starter frames- who and where. Use alongside stories</p> <p>Communication grids, communication books, individual symbols and photos of objects for asking questions and giving responses.</p>
<p>Stage 2.4</p>	<p><b>Social Greetings &amp; Interactions</b></p> <ul style="list-style-type: none"> <li>• <b>respond to a greeting</b> from a familiar person</li> <li>• <b>respond to a question</b> from a familiar person</li> <li>• <b>initiate a greeting</b> with a familiar person</li> <li>• <b>initiate a social interaction</b> outside of the classroom another person, smiling and</li> </ul>	<p>Consistent use of Hello grids on arrival each day</p> <p>Put photos of pupils on board so that it is explicit who is here and who is not to be able to promote naming each other</p>	<p>The Smartest Giant In Town- Julia Donaldson</p> <p>Social story relating to people and personal space, communication profiles</p>

	<p>using the Around School communication grids.</p> <p><b>REINFORCE COURTLANDS SCHOOL SAFEGUARDING VOCABULARY.</b></p>	<p>Role play- someone knocking on the classroom door and coming in- emphasis on appropriate greeting- hello, can I help you, how are you.....</p> <p>Set up opportunities to interact with people from outside of school, for example, invite parents in for an open afternoon and use this to practice appropriate interactions</p> <p>Encouraging waving, high-fives, or visual symbols for greetings. Practicing verbal greetings and responses- set up scenarios to go and say hello to learners in a different class and interact with them using Hello grids</p> <p>Touch Talk Triangle work from</p> <p><b>BE SAFE Opportunity to address online safety through this.</b></p>	<p>Around School greeting communication grids</p> <p>Interviews- microphones. Set of questions to find out about people</p>
Stage 2.5	<b>Communicating Emotions</b>	Using facial expressions, body language, or emotion cards.	Mirrors

	<ul style="list-style-type: none"> <li>• Use <b>emotion photos and symbols</b> to identify happy/sad.</li> <li>• Model using <b>emotion signs (happy, sad, tired, excited)</b>.</li> <li>• Provide <b>sensory regulation tools</b> for calming strategies.</li> </ul> <p>Teach a <b>simple ‘I feel...’ sentence using TCA</b></p>	<p>Using short phrases to express feelings ("I'm happy!"). Adults ensure their facial expression, body language, tone of voice, context and vocabulary is consistent concepts</p> <p>Practice asking how are you throughout the day- with adults commenting, for example, how are you? If they say ok, say they look happy</p> <p>Set up new safe scenarios to practice- excited about a party, sad someone is leaving, happy someone has come back</p>	<p>Emotion symbol boards</p> <p>Goldilocks and The Three Bears</p> <p>The Paper Dolls- Julia Donaldson</p> <p>Social Stories</p> <p>Sensory regulation tools such as lycra bag or trampette</p>
<p>Stage 2.6</p>	<p><b>Role-Playing Real-Life Situations</b></p> <ul style="list-style-type: none"> <li>• <b>Copying</b> what an adult or another pupil is doing</li> <li>• Maintain a <b>2 way conversation/ interaction</b> based on commenting, for example, I like chocolate, I don't like bananas</li> <li>• responding to <b>someone who needs help</b> via giving attention</li> </ul> <p><b>Asking</b> for a desired object</p>	<p>Structured role-play with visual supports (for example different scenarios such as setting up a garden centre, adult asking for a specific plant, and then taking turns with learner as customer)</p> <p>Role play with dolls and puppets- adults to model communication using I like and I don't like</p>	<p>Dance activities- copy me</p> <p>Interviewing others</p> <p>Role-play props, sequencing cards</p> <p>Communication cubes</p> <p>Display facts and then have a simple quiz about them.</p>

		<p>Copying the language used by another person- taking on roles via setting up scenarios- copy what the last person has said and add to it, I like chocolate, I don't like bananas/ I don't like bananas, I like crisps</p> <p>Encourage asking of do you like? With full answer- yes I like... modelled by adults</p> <p>Intentionally and exaggeratedly hand out resources such as cups and leave one learner out- encourage others to notice and say something</p> <p>Create a shopping list for a recipe- party planning, buy items from the class shop</p>	
Stage 2.7	<p><b>Storytelling &amp; Sequencing</b></p> <ul style="list-style-type: none"> <li>• Encourage <b>sequencing activities ('First... then...')</b>.</li> <li>• Use <b>symbol-supported books and sensory storytelling</b>.</li> <li>• Model <b>simple retelling using visuals</b>.</li> </ul> <p>Reinforce <b>"What happened next?" prompts</b>.</p>	<p>Engaging with sensory storytelling and sound-based interactions. When story becomes familiar pause to let learner join in</p> <p>Joins in with familiar/ repetitive lines at the right time</p>	<p>Communication Cubes</p> <p>Photos of events Animation with small world, playdough or drawn figures</p> <p>Story sacks, interactive books</p> <p>Social stories</p>

		<p>Retelling simple stories using speech/AAC. Write own stories using sequenced pictures- real photos to retell what happened, for example, adult went to the Forest School area, they jumped in the puddle, they had wet feet, they changed their socks</p> <p>Act out own stories based on familiar ones focusing on sequence- baby bear got out of bed, he went downstairs, he had his breakfast</p> <p>Write own stories with options, for example, I went to the... cinema/ football match, matching activities to the context as next step I watched a Disney film/ I cheered for my team</p> <p>Use animation to reenact stories and watch back videos- edit to put scenes in the wrong order and get learners to correct them</p>	
--	--	---	--

<p>Stage 2.8</p>	<p><b>Turn-Taking in Conversations</b></p> <ul style="list-style-type: none"> <li>• Use <b>visual ‘Whose turn?’ prompts</b> in discussions.</li> <li>• Model <b>back-and-forth exchanges</b>.</li> <li>• Teach <b>"My turn"/"Your turn" using Makaton or symbols</b>.</li> </ul> <p>Reinforce with <b>more people</b> involved.</p>	<p>Using visual ‘Whose turn?’ prompts in discussions</p> <p>Use puppets to have a turn taking conversation</p> <p>Simple back-and-forth exchanges such as rolling a ball to a named person in a small circle</p> <p>Board games and card games- initially two players then expand to more players. Adults comment on what learners are doing</p> <p>Hanging washing on a line-taking turns</p> <p>Respond to a letter that has been received in which there are questions such as what are you doing today. Answer and then ask further questions</p>	<p>AAC devices, photos on cubes for turn taking</p> <p>Attention Autism</p> <p>Communication grids, communication books, individual symbols and photos of objects for choice making</p>
<p>Stage 2.9</p>	<p><b>Asking &amp; Answering Questions</b></p> <ul style="list-style-type: none"> <li>• Responds to <b>where, who, what and which</b></li> <li>• Responds to <b>why, when and how</b></li> <li>• Gives an answer to a <b>rehearsed question</b></li> </ul>	<p>Asking who is here today each day, if someone is not here, ask where they are- put photos on a school/ home/ somewhere else board</p>	<p>WH-question boards</p> <p>Communication grids, communication books, individual symbols and photos</p>

	<p>Gives an answer to an <b>obvious question.</b></p>	<p>When giving a choice, ask which one- for example, painting, which brush do you want</p> <p>Talk about what has been happening and what each person did at the end of the lesson</p> <p>Go on a treasure hunt and use where, who, what, which in the instructions- one stage at a time, hide instructions and then demonstrate following them</p>	<p>of objects for asking and responding.</p>
<p>Stage 2.10</p>	<p><b>Following instructions</b></p> <ul style="list-style-type: none"> <li>• <b>Respond to an instruction by using TCA</b></li> <li>• <b>Respond to a two key word instruction</b></li> </ul> <p><b>Respond to a two part instruction</b></p>	<p>Café- take orders and pass them on to someone else in roles of waiting staff and chef. Use a communication grid for recording, for example, toast and jam</p> <p>Take a note to another class Simon Says games with two key words- Simon Says do a big jump</p>	<p>Role play resources</p> <p>Small world play</p> <p>Mirrors to copy actions</p> <p>Checklists</p> <p>Play phone calls to give instructions and ask for help</p> <p>Follow simple recipes</p>

		Simon Says games with two part instructions- Simon Says touch your nose, then sit down.	
--	--	---	--

IMPORTANT- Within Step 3 we are still using all of the communication strategies that are available in our Total Communication Approach.

Stage 3.1	<p><b>Making Choices in Real Situations</b> Use sign, symbol and or speech for snack choices, activities, or transitions</p> <p>Communicates choices with confidence</p> <p>Expressing Needs &amp; Wants Independently</p> <p>Uses spontaneous communication through gestures/AAC</p> <p>Expanding sentence use for needs (I feel thirsty, I want juice)</p>	<p>Set up role play situations that are similar to real life situations, for example, set up going to a library, asking for a favourite book, borrowing the book then go to the library Other scenarios could be writing a shopping list for a recipe then going to a shop, role playing a café</p> <p>Intentionally set up scenarios for requesting, for example, painting but don't give out paintbrushes or cooking but let learner ask for bowl</p> <p>Encourage expansion of sentences, for example adult commenting initially, are you..... then use communication board for</p>	<p>Role play opportunities- vet, doctor, book shop, café, library, toy shop, garden centre, travel agent, hair salon, dentist Real objects including personal objects such as favourite foam soap</p> <p>Communication grids, communication books, individual symbols and photos of objects for choice making</p>
-----------	--	--	---

		structuring I feel sentences- thirsty, hungry, tired, cold, hot. Expand to use for sensory needs, I feel bouncy, I need trampette.	
Stage 3.2	<p><b>Descriptive language-</b>  <a href="#">Link to ELKLAN describing words checklist levels 1-4</a></p> <ul style="list-style-type: none"> <li>• Extends language/ expressive communication through descriptors</li> <li>• Understands what someone is referring to by the description</li> <li>• Uses descriptive language to explain qualities of an object</li> </ul> <p>Able to describe an item not in sight or imagined</p>	<p>Requesting the same object with a different descriptor, for example, I want a red apple</p> <p>Games where the person cannot say the name of the object but has to describe them, for example, it is yellow, it is bigger than a car, it can go fast (ambulance)</p> <p>Set up scenarios to describe likes with because- I like my friend, she is funny. Create biographies of class mates with descriptions</p> <p>Describe people and get other learners to draw them from their description, for example, they have long brown hair, they have blue eyes, they are wearing a red stripey t shirt, they are wearing a big hat.</p> <p>Describe a fictional character, for example, I saw a unicorn and it was blue and pink. I saw</p>	<p>Memory games</p> <p>Fascination station</p> <p>Tinker Time</p> <p>Guess who game</p> <p>Meccano</p> <p>Construction sets</p> <p>Mirrors</p> <p>Emotions grids</p> <p>Wigs, glasses, hats, dressing up clothes</p>

		<p>three bears in the woods- one was happy, one was sad, one was tired</p> <p>See Elklan describing words checklist for full vocabulary. I spy with my little eye, something that is pink</p>	
<p>Stage 3.3</p>	<p><b>Understanding social situations</b></p> <ul style="list-style-type: none"> <li>• Waits for other person to finish talking</li> <li>• Leans into them when listening but respects personal space, gives eye contact, uses appropriate volume.</li> <li>• Uses names of other people when talking to them</li> <li>• Imitates the tone or gestures of other people</li> </ul> <p>Asks and responds to questions via conversation</p> <p><b>LINK TO COURTLANDS SAFEGUARDING VOCABULARY</b></p>	<p>Have shared conversations in front of a mirror or video and watch back. Adult to comment on communication skills as they are observed</p> <p>Set up scenarios where learner has to talk about people using their names and their relationship to them, for example, Bill the bus driver. Use social stories if appropriate for personal space. Also standing on spots to give a visual reinforcement</p> <p>Set up scenarios to role play conversations, use obvious social mistakes such as talking too loudly. Practice situations such as saying pardon if the other person is talking too</p>	<p>Conversation cubes</p> <p>Physical demarcation of space- spots or hoops</p> <p>Echo microphones</p> <p>Big Mac switches</p> <p>Picture frames for focus on who is talking</p> <p>Play phones</p>

		<p>quietly. Also practice saying if they don't understand          Invite learners from another school in to practice informal conversations- use chat starters as prompts</p> <p>Opportunity to teach online safety concepts</p>	
<p>Stage 3.4</p>	<p><b>Peer Interactions &amp; Group Communication</b></p> <ul style="list-style-type: none"> <li>Engage in a declarative 'conversation' with another (EQUALS My Communication page 22)</li> <li>Communicates during play activities to request/ comment using preferred methods of communication</li> <li>Engages in reciprocal communication with one or more other people.</li> </ul> <p>Use who, what, where, why, when, which, how starters in speech or communication grid.</p>	<p>Encouraging social play using TCA- come in, sit down, how are you, I like your coat</p> <p>Practicing structured peer conversations for example, What are you doing this weekend, I'm going shopping, where are you going shopping, to the supermarket, who are you going shopping with, my friends- using TCA</p> <p>Practice asking questions in familiar contexts- who are you sitting with, what do you want to eat, where is the ball, why is it cold, when is it lunchtime, how do you feel? Respond to those questions with prompts, initially key words then</p>	<p>Diaries and calendars for recording what has happened to comment on</p> <p>Symbols of actions for giving directions</p> <p>Play phones</p> <p>Reading stories aloud</p> <p>Communication cubes</p> <p>Guess Who Game</p> <p>What's In The Bag game</p>

		<p>expanding, for example, there/ the ball is there, windy/ it is windy</p> <p>Develop opportunities for commenting, for example, when growing beans, comment on whose bean is the tallest. Take turns to read stories to each other using TCA- perform to another class</p>	
Stage 3.5	<p>Developing problem solving</p> <ul style="list-style-type: none"> <li>Realises what is missing and asks for missing object by name</li> <li>Indicates that they don't understand something</li> </ul> <p>Is persistent with communication attempt if not understood straight away.</p>	<p>Set up scenarios where something is missing- for example, looking at pictures or real objects</p> <p>Adult gives part of an instruction, for example, can I have the purple? So that they learner has to indicate they don't understand and need more information when they have a few purple objects in front of them</p> <p>Set up scenarios where the communication has to be more specific, for example, when using Lego, ask for the colour and shape of the brick wanted.</p>	<p>Memory games</p> <p>Help symbols</p> <p>I don't know symbols</p> <p>Something else symbols</p> <p>Lego</p> <p>Construction kits</p> <p>Tinker Time activities</p>

		Adult responds by following one part so that the learner has to say no, that's not what I want and request again. Adult to model first	
Stage 3.6	<p><b>Consolidation &amp; Independence</b></p> <ul style="list-style-type: none"> <li>• Communicates independently without adult prompting first</li> <li>• Initiates communication with some confidence, for example, greeting or commenting</li> <li>• Encouraging fluent communication (using TCA) in social settings.</li> <li>• Uses different resources for communication, for example, making a phone call, using FaceTime.</li> <li>• Expressing when something is wrong</li> </ul> <p><b>REINFORCE OPPORUNITIES TO DEVELOP COURTLANDS SAFEGUARDING VOCABULARY</b></p>	<p>Classroom and community opportunities for functional communication using TCA, for example:</p> <ul style="list-style-type: none"> <li>• Going to see First Aider</li> <li>• Seeking help for someone else</li> <li>• Communicating news to someone in a different place</li> <li>• Introducing themselves to a new person</li> <li>• Sharing information about themselves to someone new.</li> </ul> <p>Asking someone for advice, for example, I feel unwell, my ear hurts, can you help me? Using resources to communicate, for example, calling parents to tell them some news, taking part in a Teams call</p>	<p>Learning in the moment opportunities in school and in the community- shop, library, café, community leisure facilities, using public transport</p> <p>Resources to support families with developing this at home such as communication boards</p>

		<p>Commenting on innate objects- such as noting patterns in sand or on the ground. Making comparisons and noting differences in objects, for example, leaves of different colours, shapes in clouds</p> <p>Notice when something is changing and comment on the changes, for example, growing sunflowers and noting the growth over time</p> <p>Make a plan with others for a task, for example, making a model of a rocket assigning different jobs to people.</p>	
Stage 3.7	<p><b>Following instructions</b></p> <ul style="list-style-type: none"> <li>• <b>Use a visual list or schedule to complete a task</b></li> </ul> <p>Check <b>personal schedule and move to the next activity at the end of the previous one</b></p>	<p>Daily routines such as washing hands- broken down into small steps</p> <p>Take orders in role play café and deliver them with accuracy</p> <p>Gardening- follow instructions to prepare the ground then planting. Complete initial jobs then move to daily or weekly</p>	<p>Forest School and outdoor games</p> <p>Communication cubes with directions or instructions</p> <p>Job sheets</p>

		jobs such as watering or weeding	
Stage 3.8	<p><b>Social interaction</b></p> <ul style="list-style-type: none"> <li>• <b>Give direction to others with confidence</b></li> <li>• <b>Comment on what they think about something that has happened.</b></li> </ul>	<p>Oversee tidy up time- delegating jobs to others following a schedule. Take turns as class monitor of the day</p> <p>Watch news reports and comment on them- do their own news report on different issues. Video and watch back</p> <p>Act out stories- change the roles and redirect what the characters do</p> <p>Copy from behind a screen- one learner giving instructions, the other listening and doing what they are told to do, initially use script then improvise</p> <p>Taking messages to other classes and then acting on it, for example, asking to borrow an item</p> <p>Writing a letter to someone asking for help/ donations for a community project</p>	<p><i>The Shopping Basket</i> – John Burningham</p> <p>Learning in the moment communication activities</p> <p>Trails with directions</p> <p>Diaries</p> <p>Video diaries- using Talking</p> <p>Buttons</p> <p>Letters</p>

3.9	<p><b>Anticipation</b></p> <ul style="list-style-type: none"> <li>• <b>Begin to articulate cause and effect</b></li> </ul> <p><b>Use why and because</b></p>	<p>Ask 'why' in every day situations. Adults to comment. Talking about emotions- I feel ..... because.....</p> <p>Science experiments- describe the action and the cause, for example, the ice melted because it was hot</p> <p>Formulate simple hypotheses based on observations of changes- what will happen to the seeds if we water them, what will happen to the water in the puddle. Take time lapse photos and comment on them</p>	<p>Small world play</p> <p>Science kit</p> <p>Gardening</p> <p>Cooking</p> <p>Pain- colour mixing</p> <p>Mindfulness activities- calming music</p>
-----	--	---	--

Stage 4- learners are using their TCA spontaneously for social interaction and engagement. They may still need prompting with the introduction of new vocabulary. They will need adults to model effective communication and set up communication opportunities to gain confidence and consolidate communication skills.

Stage 4.1	<p><b>Dynamic Communication</b></p> <ul style="list-style-type: none"> <li>• Actively engages with dynamic communication</li> <li>• Responds to in the moment</li> </ul>	<p>Set up scenarios where there needs to be dynamic communication, for example, playing vets, learner has to explain what is wrong with their dog and then others respond</p>	<p>Learning in the moment communication opportunities</p> <p>Role play scenarios</p> <p>Construction sets</p>
-----------	--	---	---

	<p>communication, for example, seeks to comfort someone who is upset</p> <ul style="list-style-type: none"> <li>• Commenting on how someone looks or has done, for example you have worked hard to finish that.</li> <li>• Negotiate on a situation with someone else</li> <li>•</li> </ul> <p>EQUALS My Communication p33</p>	<p>Situations such as something is wrong- finding out what it is and how can they help, what is an appropriate response</p> <p>Acknowledging situations such as commenting on how someone is or did, for example, the shop assistant was not helpful or my friend is looking tired today</p> <p>Set up scenarios for a joint project, for example, building something with Lego and decide who is doing which part- delegate tasks and communicate the plan</p>	<p>Tinker Time</p> <p>Attention Autism (phase 4)</p> <p>Freddie and the Fairy- Julia Donaldson</p>
<p>Stage 4.2</p>	<p><b>Narratives</b></p> <ul style="list-style-type: none"> <li>• Follow the sequence of a short fictional narrative</li> <li>• Retell a story or account</li> <li>• Be involved in recounting an incident with others</li> <li>• Recount an incident with accuracy</li> </ul> <p>EQUALS My Communication p43, p44, p46.</p>	<p>Watch a video of a story then tell it back</p> <p>Listen to a story then tell it back Adult to retell the learner's story with obvious mistakes- it was your birthday and you had a new pet crocodile. Encourage learner to identify and correct, no I had a puppy</p>	<p>The Lighthouse Keeper's Lunch- Ronda and David Armitage</p> <p><i>Billy's Bucket</i> – Kes Gray Green Screen and AI Animation</p> <p>Comic strip drawings or photos with comments</p>

		<p>Use a diary to record what happens each day over a week, then summarise on Friday, for example, on Monday we went swimming and I splashed my friends, on Tuesday.....</p> <p>Use detail to expand a basic narrative, for example, with using who, what, why, which, when, where, how- I went home on the bus- who did you see, what time was this, which way did the bus go, when did you leave school?</p> <p>Use a story framework to recount what happened first, what happened next, what happened after. Increase complexity over time with more detail and stages that link the story.</p>	<p>Recording sheets for noting incidents</p> <p>Communication cubes</p> <p>Maps and journey planners</p> <p>Narrative frames for questions</p>
Stage 4.3	<p><b>Social interaction</b></p> <ul style="list-style-type: none"> <li>• Use communication to <b>direct others</b></li> </ul> <p>Use communication to engage others through <b>humour</b></p>	<p>Give instructions when working on a construction project- be the leader</p> <p>Rota for learners to be class leader for the day- follow job</p>	<p>Job lists and construction sets</p> <p>Communication grids for quiz answers</p> <p>Role play- vet, ambulance, hair dressers</p>

		<p>list and ensure others do what they need to be doing</p> <p>Watch some slapstick comedy such as Mr Bean and identify what needs to be done</p> <p>Set up risk assessed scenarios that could be 'unsafe' such as plastic cup of water balancing on the edge of the table and encourage learner to inform someone- could use humorous situations for emphasis. Use quiz format for responding to questions on a chosen subject relating to TCA resources</p> <p>Set up a quiz for learners to ask questions to each other- learner has to identify question and answer in advance.</p>	<p>Dressing up based on a theme</p> <p>Animation- write a script and then act out communication and directions</p> <p>Funny stories- such as Roald Dahl's Revolting Rhymes</p> <p><i>The Bear and the Piano</i> – David Litchfield</p>
--	--	---	--

## Appendix 1

### Stories for Total Communication

These stories lend themselves to Total Communication Approach- they form a basis for learning play activities through small world play, dressing up, acting out with props, large group participation, anticipation and filling in the gaps, reinforcement of communication concepts, rhythm, and focused vocabulary.

Story	Focus	Total Communication Activities
Dear Zoo – Rod Campbell	Requesting, animal names, describing words	Pack up animals in boxes and packages- use communication board to decide who to send them to. Use adjectives with communication boards to describe. Repeat familiar lines from the story with talking buttons.
Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr	Colour names, repetition, identifying colours/animals	Repeat familiar lines from the story with talking buttons. Make up own variations of colours and animals using communication boards. Learn Makaton signs for colours and animals.
We're Going on a Bear Hunt – Michael Rosen	Action words, sequencing, rhythm gestures	Set up own Bear Hunt trail with features to go through. Sound out the rhythm of the story on washing up bowl drums. Makaton signing for positional language- over, under, through. Repeat familiar lines from the story with talking buttons.
Rosie's Walk – Pat Hutchins	Prepositions, predicting	Obstacle course using props to act out prepositions (over, under, around) reinforced with Makaton signs. Comment on what they are doing on the walk and what they see.

The Very Hungry Caterpillar – Eric Carle	Days, foods, counting	Make a journal for the Caterpillar. Name days of the week and food using Makaton and communication board. Create own version of the story using communication boards- add food in 2s or 5s or use groups of foods such as vegetable or McDonalds options
Owl Babies – Martin Waddell	Emotions, reassurance, feelings vocabulary	Make a tree with the owl babies- use symbol speech bubbles. Add in more emotions. Retell the story using different birds or animals- identifying and naming them using communication board and Makaton signs.
That's Not My... series – Fiona Watt	Textures, adjectives	Match signs and symbols to adjectives. Make up own versions of the story- use talking buttons for That's not my..., it's ... is too... Explore different textures and describe them by feeling them in a bag.
Maisy's Bus – Lucy Cousins	Transport, sequencing	Act out a bus in class with chair and a bus driver- decide where the bus is going. Say hello to people on the journey, add in features such as each learner's house and comment on their families. Use a car play mat to re-enact the story.
Where's Spot? – Eric Hill	Questioning, prepositions	Play hide and seek outside- give clues as to where each learner is hiding. Name the different places that have been searched. Hide soft toys and give directions to find them- near to, next to, in the, behind, in front, under.

Toddle Waddle – Julia Donaldson	Movement, sound play, rhyme, rhythm	Action-based chant using signs and gestures. Explore musical instruments to match rhythms. Play games with movement cards.
Hooray for Fish! – Lucy Cousins	Descriptive language, categories	Sorting games (spotty, stripy, wiggly). Make a magnet fishing game and describe the fish that are caught using Makaton or communication boards. Make up own fish designs and comment on them.
Goodnight Moon – Margaret Wise Brown	Naming, routines	Bedtime routine boards with symbol cards- act out the different parts. Use signs for familiar night-time objects, first this, then that schedule.
The Animal Boogie – Debbie Harter	Movement, musical play	Copy-and-lead movement songs. Add in stop and go using signing. Invite another class to a party and plan the music and dancing.
Peekaboo Moon – Camilla Ashforth	Naming objects, night/day	Use signs and symbols to identify different parts of the day- sequence in the correct order. Make a quiet area with I see communication boards.
Baby Bear, Baby Bear, What Do You See? – Bill Martin Jr	Animal names, positions	Set up soft toy animals to comment on using communication boards and signing. Use talking buttons for the repetitive phrases. Group animals into wild, farm, zoo, jungle, forest to vary the story.
Polar Bear, Polar Bear, What Do You Hear? – Bill Martin Jr	Sound words	Sound-matching game with animal noises from behind a screen, take turns with echo microphones to identify the voices of learners and adults. Nature walk, listening

		and commenting with communication boards and signing.
Monkey Puzzle – Julia Donaldson	Family vocabulary, emotions	Matching adult/baby animals using picture cards game. Make own family tree and name each person. Add in emotions such as my brother is excited. Extend with adding in because...
How Do Dinosaurs Say Goodnight? – Jane Yolen	Bedtime routines	Role play bedtime steps with dinosaur toys- record the actions in a journal for each dinosaur. Use a feely bag to find real objects to match to actions, for example toothbrush or pyjamas.
Pants – Giles Andreae	Clothing, colour words	Dressing dolls- request what clothes they want. Make own washing line and sort clothes by colour commenting on each item. Name clothing using signing and symbols.
Hippo Has a Hat – Julia Donaldson	Clothes, turn-taking	Sort clothing into labelled boxes. Make hats and decorate them with different embellishments- ask what they want for and then comment. Set up role play shop to buy items using communication boards or Makaton signs.
Hairy Maclary from Donaldson’s Dairy – Lynley Dodd	Rhythm, animal names	Chant with beat on resonance board or washing up bowl drums. Retell story using animal symbols. Record first part of name onto talking button, for example, Bottomley... Potts and Muffin...McLay to play with lotto game.

Shark in the Park – Nick Sharratt	Looking, positioning words	Visual scanning games with telescopes; “where is it?” symbol prompts; signs for in, out, through. Change shark in the park to bee in the tree, or mouse in the house.
Meg and Mog – Helen Nicoll	Sequencing, magic language	Make own magic potions using own recipes. Request different items to put into a cauldron. Request clothing and accessories for dressing up activity and role play.
All Aboard the Dinosaur Train – Debi Gliori	Transport, dinosaurs, sequencing	Use train set or make train with boxes to put dinosaurs on. Use other forms of transport such as planes or lorries with dinosaurs or other creatures stopping off at different locations, for example, a picnic at the beach.
Handa’s Surprise – Eileen Browne	Predicting, describing fruit. Food signing and ordering	Use real fruit and baskets. Try to put fruit into the basket without the person holding it noticing and ask them who did it. Sign or use communication board for naming fruit, add in additional choices. Tasting fruit and saying I like/ I want more.
The Tiger Who Came to Tea – Judith Kerr	Questioning, sequencing. Past tense, meal vocab	Act out, knocking on the door, answering the door, set up dining table with all relevant props but some missing to ask for them using signing or communication board. Practice social interaction with Tiger or visitor.
Mr Gumpy’s Outing – John Burningham	Turn-taking, requesting. Who's coming next?	Adapt with different forms of transport-naming each. Make up a journey, comment on what they see on the journey. Make

		small boats and float in water tray putting animals in them.
The Enormous Turnip	Sequencing, teamwork. Cumulative structure	Act out with props and rope, using name and action signs- intentionally ask for help. Emphasise words such as pull with facial expressions.
Katie Morag and the Two Grandmothers	Describing, comparing. Home/community talk	Make own family tree or home, naming people. Describe features of own local area- road, park, town, countryside. Name people in own community.
Room on the Broom – Julia Donaldson	Helping, describing. Cooperation and repetition	Use props for each character with symbols- “Who helps next?” Create a giant broom from a tree branch and put different animals on it naming each of them. Go on a journey, what can they see?
Farmer Duck – Martin Waddell	Action words, questioning "Who?" "What doing?" focus	Allocate jobs using a job sheet and photos- ask for help where appropriate. Comment on who is doing what. Refer to class jobs each day and job sheets to complete tasks in order.
The Giant Jam Sandwich – John Vernon Lord	Problem-solving, sequencing. Group communication	Invite another class for a picnic. Make sandwiches using different ingredients and make a menu for them to choose. Sequence the different parts of the task by allocating jobs.
Lost and Found – Oliver Jeffers	Friendship, journey story- help, find, friend	Pack a suitcase for a journey choosing relevant items by signing or symbols. Send a postcard to someone to comment on where they have been on imaginary journey. Use maps and journey symbols.

Tiddler – Julia Donaldson	Excuses, imagination, underwater setting	Sign fish and sea animals. Use sensory water trays. Ask “Why late?” role play with talking buttons. Design a sea scape with different features.
Beegu – Alexis Deacon	Friendship, feeling different. Emotional vocabulary	Use alien puppet for “being different”. Identify who are friends and why- say why learner likes another learner. Ask “How does Beegu feel?” in different scenarios.
The Way Back Home – Oliver Jeffers	Problem-solving, journey. Dialogues and cooperation	Build spaceship with junk modelling- take it on a journey to different areas of the school. Use greetings and social interaction with symbols, signs and talking buttons.
Freddie and the Fairy – Julia Donaldson	Listening, misunderstanding. Very language-focused	Use sound discrimination games behind a screen. Focus on I hear... outside and around school. Match objects and activities to sounds- adults to make obvious and intentional mistakes so that learners correct.
The Shopping Basket – John Burningham	Remembering, sequencing. Shopping/vocab recall	Write a shopping list for a purpose, for example a recipe or presents for people. Role play shops and add in further items that they could buy.
Billy’s Bucket – Kes Gray	Imagination, describing inventions	Use empty bucket with picture symbols inside. Sign “I see...” storytelling. Collect groups of objects that are then used to make models and pictures, for example shells, or buttons.
The Lighthouse Keeper’s Lunch	Problem-solving, food vocab. Seaside settings	Following instructions for sandwich making. Invite others to a picnic. Take the

		picnic on a journey to different places first- work out how to get it to another class without walking there.
The Lion Inside – Rachel Bright	Bravery, emotions. Overcoming fear	Role-play lion and mouse with own made masks. Explore emotions and say why. Consider new activities and encourage commenting on them. Use emotion coaching and PACE approaches
The Koala Who Could – Rachel Bright	Change, resilience, feelings, empathy	Produce own feelings thermometer. Role play different scenarios and label the feelings. Identify what could be done to support/ asking for help by using play phones.
The Snail and the Whale – Julia Donaldson	Describing, journey. Big/small, fast/slow opposites	Use toy snail and whale. Plan a journey using wh questions- what will they see, where will they go, how will they get there, who will they talk to? Describe different forms of transport and speed.
How to Catch a Star – Oliver Jeffers	Dreams, persistence. Sequencing events	Using fishing nets to catch stars that are hidden- match to a lotto board. Record important people and places on star shapes. Go on a dream walk with sensory exploration.
Stuck – Oliver Jeffers	Cause and effect, humour. Storyboarding	Use funny props stuck in tree. Ask for help to get them back. Take turns to hide objects and find them. Leave clues using symbols or written in mud. Hide items and put up lost posters for “missing” items with descriptions.

Dogger – Shirley Hughes	Losing/finding, emotions. Emotive storytelling	Repurpose old toys- wash them, match them up together, repair by putting them back together- asking for help where relevant. Hold a toy sale.
The Paper Dolls – Julia Donaldson	Memories, storytelling. Past tense vocabulary	Create a journey for dolls with different features such as the snapping oven glove- add in more features. Retell stories of journeys that learners have been on using information from parents with commenting.
Traction Man is Here – Mini Grey	Superhero play. Dynamic describing language	Communication cubes with activities on them. Write job sheets to follow for tidying/ cleaning. Set up scenarios such as a spill or a broken toy and make a phone call for a super hero to help- use dressing up.
Pumpkin Soup – Helen Cooper	Cooperation, turn-taking. Cooking language	Use cooking utensils, soup ingredients. Substitute different items in mud kitchen. Turn-taking visuals. Use signs for cooking language- chop, peel, stir, mix.
This Is the Bear – Sarah Hayes	Rhyming, simple retelling. Lost teddy adventure	Hide teddy and leave clues to be discovered. Ask for help if teddy is not accessible, for example, up a tree. What did teddy see on his adventure- a spider weaving a web, a bus full of children going to school
Errol's Garden – Gillian Hibbs	Growth, teamwork. Nature, community signing	Create own garden in raised beds, label what has been planted and whose job it is to look after it by different jobs- watering, weeding, measuring growth. Design

		different gardens- vegetable patches, flower beds, fairy gardens, bug gardens.
Grandad's Island – Benji Davies	Loss, journey. Gentle emotional exploration	Explore items that are found in a hidden suitcase. Describe what they are and might have been used for. Identify our own special items and why including photos of important times.
The Bear and the Piano – David Litchfield	Performing, emotions. Self-expression and pride	Use real or toy musical instruments with matching signs (piano, drum, guitar). Explore playing quietly or loudly, fast or slow. Link music to emotions by listening – how does this make you feel?
I Want My Hat Back – Jon Klassen	Questioning, deduction. Funny retelling practice	Role-play with hats- describe the hats that other learners are wearing in photos. Role play asking for clothing items for dressing up. Hide the hat game and look for it.
Sam and Dave Dig a Hole – Mac Barnett	Directional, problem-solving- Down, next, keep trying	Use digging props (sand trays, spades); directional signs (down, across, next); sequence symbol cards. Perseverance-themed chants with signs (dig, dig, dig a hole) or we going to dig a hole, it's going to be a big one, what a beautiful day using Bear Hunt format.
The Invisible – Tom Percival	Belonging, kindness	Emotions sorting with symbols (sad, left out, happy, included). Silhouette art to identify who is who and label. Using photos describe physical and personal characteristics of peers- has blue eyes, is kind, is shy.

## Appendix 2

### Forest School and Outdoor Play and Learning Total Communication Opportunities

Courtlands School has a fantastic resource for promoting Total Communication using the Forest School and Outdoor Learning areas. Some of these activities can be incorporated into the areas directly off of the Pathway 1 classrooms, others are better delivered in the secure grassed areas and the Forest School site. They have been designed to be small group and whole class learning opportunities.

All activities are designed to be able to use a range of communication strategies. When planning the sessions, the core vocabulary should be decided to enable the focus for the session. This can then be reinforced on a communication board.

Some strategies may need to be adapted for the weather, for example putting symbols onto a plastic chopping board.

Opportunities for recording on iPads enable commenting and reviewing the activity after to further reinforce communication.

1. Storytelling with Nature
<ul style="list-style-type: none"><li>• Adults model using props like sticks, stones, and leaves</li><li>• Encourage learners to add parts to a shared story using their preferred communication method</li><li>• TCA used for core vocabulary such as tree, bird.</li></ul>
2. Nature Scavenger Hunt
<ul style="list-style-type: none"><li>• Create photo or symbol-supported hunt sheets</li><li>• Use real objects to find the same- grass, leaves, feathers</li><li>• Model simple phrases on talk buttons such as I found it!</li></ul>
3. Mud Kitchen Recipes
<ul style="list-style-type: none"><li>• Recipe boards with symbols- follow process</li><li>• Label piles of resources and match visual to resources- sticks, leaves, stones</li><li>• Encourage requesting using TCA- more, dish, again</li></ul>
4. Building Dens

- Collaborative planning using TCA- decide on den and materials
- TCA for giving instructions and asking for help- put it here, help me, together
- Build mini dens/ shelters/ outdoor rooms (such as bedrooms or kitchens for toys)

#### 5. Sensory Walks

- Use TCA to label textures or features (rough bark, soft moss)
- Encourage expressive communication through touch and visual prompts- find, touch, watch, listen, look.
- Use TCA to create simple sentences with I see, I hear, I touch, I like, I don't like

#### 6. Campfire Songs and Rhymes

- Repetitive, simple songs signed with Makaton
- Picture cue cards for verses
- Talk buttons programmed to join in with parts of songs

#### 7. Bug Hunting

- Communication boards for different minibeasts- tick off when found
- Use magnifiers and encourage pointing, signing, vocalizing finds
- Record findings using photo diaries and simple sentences- I see...

#### 8. Weather Station

- Daily weather communication boards (sun, rain, windy)- commenting
- Use rain gauges to collect rain water- describe using full, half full, empty
- Sensory weather experiences (e.g., feeling the rain, wind blowing ribbons)

#### 9. Crafting with Natural Materials

- Structured instruction with visual steps
- Signing tools/materials (stick, thread, paint)
- Scaffolded communication (I need, I want, finished)

#### 10. Mindful Forest Moments

- Quiet places to sit with feelings boards (symbols for happy, calm, cold)
- TCA to express what they see and hear
- Extend vocabulary with saying what they like/ why.

#### 11. Treasure Maps and Orienteering

- Create simple maps using photos, symbols, and arrows
- Learners follow the map to find landmarks (tree, big rock, stream)
- Model directional language with TCA- left, right, straight, stop, next to, on top of, near.

#### 12. Animal Movement Games

- Act out different forest animals (crawl like a fox, hop like a rabbit)
- Use visual cards with animal photos and signs to give instructions
- Model key words like move, jump, fast, slow in a game or to make up own story.

#### 13. Nature Colour Hunt

- Find natural items matching colours (green leaf, brown stick, yellow flower)
- Colour communication boards with matching Makaton signs
- Encourage additional expressive description (big, little, spotty)

#### 14. Stick Letters, Numbers and Shapes

- Adults sticks to form shapes, numbers, letters, or words on the ground
- Point, sign, and name the shapes/letters/ numbers
- Guess which number/ letter is going to come next in a sequence/ word on a lotto board

#### 15. Forest School Obstacle Course

- Build simple obstacle courses (logs to balance on, tunnels to crawl through) and create a route to follow using instructions
- Extend vocabulary with additional instructions (over, under, around, stop)
- Practice requesting help, encouragement (go!, again!, help!)

#### 17. Puddle Jumping Challenges

- Structured puddle play! Count jumps, describe splashes
- Model words/signs like splash, big, small, cold, fun
- Use photo prompts of action words

#### 19. Mini Shelter Building for bugs and small animals

- Build shelters for small toy animals (hedgehogs, rabbits, etc.)
- Encourage planning communication: what do we need?, how can we cover it?
- Signs, pointing boards, or AAC can guide collaboration

#### 20. Listening Walks

- Quiet time to notice and list sounds (birds, wind, crunching leaves)
- Use a listening board with symbols (ear picture + sound symbols)
- Encourage responses through pointing, signing hear, bird, tree

#### 21. Athletics

- Twig and pebble bowling: model words like roll, fall, again
- Twig javelin (with supervision) (far, near, long, longer, longest)
- Pinecone shot put (far, further, farthest)

#### 22. Mud Sculpture

- Mud Faces on Trees: describing features (eyes, nose, mouth) with sign and symbol support
- Mud monsters: story telling with creatures made from mud (give names and actions)
- Mud floral art- sticking flowers and leaves into wet mud (I see....)

#### 23. Sensory Nature Potions

- Mix mud, leaves, petals, water, and twigs into potions
- Use recipe cards with symbols (e.g., 3 leaves, 2 stones)
- Model descriptive signs (stir, mix, smelly, soft)

#### 24. Leaf Crowns and Nature Jewellery

- Create crowns, necklaces, or bracelets using thread and natural materials
- Offer choices for decoration (flower, feather, leaf)
- Scaffold comments (pretty, big, I made it!) with sign, symbol, device

#### 25. Mini Beast Hotels

- Build habitats for bugs with twigs, stones, bark
- Communicate steps together (need more sticks, where?, good job)
- Use minibeast symbol boards for labelling and describing

#### 26. Natural Music Making

- Hit sticks together, shake seed pods, tap logs
- Build rhythm patterns together — offer a choice board of sounds
- Sign/symbols for loud, quiet, fast, slow, stop, again

#### 27. Stone Balancing Towers

- Stack stones to create balancing sculptures
- Communicate encouragement (careful, high, finished, again)
- Predict with symbols or signs (fall, stay)

#### 28. Wild Weaving Frames

- Create simple weaving looms from sticks and string
- Thread grasses, leaves, wool — great fine motor and choice-making activity
- Scaffold words like over, under, thread, pull, finished

#### 29. Tracking Trails

- Make simple trails with sticks, arrows, footprints
- Follow another group's trail using visual clues
- Model language like look, find, follow, where?

#### 30. Dens for Role Play

- Turn dens into imaginative zones such as shop, animal homes, castle
- Use object references, signs, AAC scripts for role play (welcome, buy, sell, hunt, hide)
- Plan and invite to den parties/ picnics- take orders for food.

#### 31. Sensory Texture Stations

- Set up touch-stations with bark, moss, mud, feathers, stones
- Use describing signs and symbols (soft, rough, cold, smooth)
- Learners can request or label what they like or dislike, ask for more, comment on what others are doing

#### 32. Hide and Seek

- Hide a piece of treasure use hot and cold to find
- Hide a piece of treasure use clues to find (next to, under, on top of, left, right)
- Use a treasure map working in pairs, one with map giving instruction, other responding to instruction

**Forest School and Outdoor Play and Learning stories and non fiction texts with Total Communication activities.**

<b>Text</b>	<b>Focus</b>	<b>Total Communication Activities</b>
The Gruffalo- Julia Donaldson	Retelling stories using descriptive language; exploring rhyme and repetition to support sequencing and recall.	Gruffalo trail with character signs/symbols; storytelling using natural puppets. Identify characters and descriptive words (mouse, big, scary, teeth), visual map of story sequencing. Role-play using gesture and vocalisations with puppets or models
Owl Babies – Martin Waddell	Expressing emotions and reassurance; using AAC or gesture to communicate feelings of worry, love, and waiting.	Nest-building, owl call sound-matching game; feather play. Vocabulary: Percy, Sarah, Bill, mummy, baby, owl, wait, sad, happy, brave. Feelings board to identify with the owls. Retell the story in the correct order.
Superworm- Julia Donaldson	Describing characters and actions; using role-play and puppets to sequence events and build vocabulary.	Superworm obstacle course. Rewrite story with symbols. Action words (help, dig, save, jump). Write a diary for Superworm in symbols.
Percy the Park Keeper – Nick Butterworth	Developing vocabulary around park settings and animals; using prepositions and positional language.	Build animal homes; match animals to habitats using picture cards. Role-play with talking buttons and puppets
The Tiny Seed – Eric Carle	Exploring the life cycle of a plant; using temporal language and sequencing to describe growth.	Follow instructions to grow seeds. Keep diary of changes to seeds each day. Allocate jobs for caring for seeds and follow job sheet. Lifecycle visuals and signs (seed, grow, flower, die)
Jack and the Beanstalk- Traditional	Storytelling and role-play to develop narrative structure; using question-and-answer to explore cause and effect.	Grow beans; build beanstalk towers with sticks or crates. Symbols for characters and objects (giant, beanstalk, gold) Signs and symbols for big/little, climb, grow, give, run. Echo microphones/ talking tiles.

A Seed is Sleepy- Dianna Aston	Descriptive language and scientific vocabulary; using visuals and signs to describe textures and changes.	Planting seeds and observing changes. Sleepy seed yoga with directions. Collections of different textures with descriptions
Tree: Seasons Come, Seasons Go – Britta Teckentrup	Observational language and seasonal changes; developing descriptive and comparative sentences.	Seasonal scavenger hunts- note changes over time. Use of sound and texture to reinforce seasonal change vocabulary- warm, cool, cold, wind.
After the Storm – Nick Butterworth	Exploring problem-solving and sequencing through discussion; vocabulary of weather and feelings.	Storm re-enactment using instruments- identify sounds (loud, louder, quiet, silence). Allocate different jobs with tidying up after pretend storm.
The Bog Baby – Jeanne Willis	Using imagination and descriptive language; expressing opinions and making predictions.	Create Bog Babies from clay. Pond dipping, making habitats for frogs. Emotion boards for caring and responsibility. Role play story caring for the Bog Baby.
What the Ladybird Heard – Julia Donaldson	Listening for detail and following instructions; using sound cues, symbols, and positional vocabulary.	Ladybird trails with sound cues- match sound to picture. Create own version with I hear and make suggestions to add in new choices.
Where the Wild Things Are – Maurice Sendak	Expressing emotions and imaginative ideas; retelling with puppets or movement to support narrative language.	Work together to build boats and go on an imaginary journey retelling the story or rewriting it. Make crowns requesting items to decorate them with. Explore feelings with Max feels.....
Not a Stick – Antoinette Portis	Symbolic play and imaginative expression; using simple phrases and gestures to show ideas.	Decorate own stick that have magic powers using communication board to choose. Make models with sticks and describe them- person, dog, beanstalk, fishing rod, magic wand.
Stanley’s Stick – John Hegley	Developing creativity in communication; describing object use and action words.	Make stick people, requesting more sticks to make their body parts. Act out what they do and say- copy then add new ideas.
Leaf Man – Lois Ehlert	Imagination using natural objects for inspiration- opportunities for commenting and requesting.	Sensory trays with leaves and communication boards for I see.... Leaf person art- decorate with faces naming parts. Use of visuals to follow the Leaf Man’s journey

The Wild Robot – Peter Brown	Nature-based descriptive language; using leaves and natural materials to create and describe characters.	Nature vs. technology teams making shelters with natural and man made resources- follow job sheets and request items. Make robots with different emotions.
The Lost Words – Robert Macfarlane & Jackie Morris	Exploring empathy and social interaction; using discussion to compare human and nature responses	Nature vocabulary- identify rhyming words and onomatopoeia. Write poems using natural objects for inspiration- I hear wind... I see spiders... add in final words from communication grid.
The Iron Man- Ted Hughes	Exploring contrast, size, and sound; using storytelling and sensory language.	Build own Iron Man from natural and recycled materials. Make Iron Man masks and go on a journey using metal objects as instruments. Make Iron Man puppets go on a trail.
The Pebble in My Pocket – Meredith Hooper	Sequencing and temporal vocabulary; using objects and visuals to support concept of time and change.	Description words for pebbles, cold, rough, smooth, big bigger, biggest. Create pebble pictures- putting faces on them and then using in imaginative play. Sort through soil to find pebbles and comment on them.
The Promise – Nicola Davies	Expressing cause and effect; using persuasive and emotive language to discuss change and growth.	Make small models in seed trays of urban vs. natural worlds- compare and contrast, describe worlds. Plant native seeds or trees following job sheets. Use colours to describe feelings.
A First Book of Nature – Nicola Davies	Naming and describing natural features; using poetry and rhythm to support communication.	Nature journals- today I saw/ I heard/ I smelt/ I touched... Dance and movement to represent natural features- leaf tumbling, grass waving, tree standing, twig snapping, flower blooming, ladybird crawling, spider climbing, ants following, bee buzzing
Outdoor Wonderland – Josie Jeffery & Alice Lickens	Giving and following instructions; using practical outdoor tasks to build expressive language.	Use mud as a medium for painting following instructions. Build shelters and homes for different animals describing them. Create a mud kitchen.
Slow Down – Rachel Williams	Observational language and mindfulness; using descriptive phrases to notice changes in nature	Describe natural processes in close detail such as what happens with a spider spinning a web. Create a slow

		zone to observe nature noting what is seen. Act out life processes through movement games
Nature's Day – Kay Maguire	Exploring vocabulary around seasons and habitats; using signs and symbols for classification	Create a year-round tree diary noting changes each week. Use natural objects as references for discussion- what is this, where did it come from, what does it do?
How to Help a Hedgehog and Protect a Polar Bear – Jess French	Environmental awareness and persuasive communication; discussing actions and making choices.	Habitat-building for local wildlife- follow job sheet. Eco actions like litter-picking following instructions and commenting. Key vocabulary (protect, care, help) Role-play eco heroes with props and puppets