

Communication & Interaction Sample Pages

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. It is designed to be used by Speech and Language Therapists and school staff.

Connecting Steps

BSquared



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.

'B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils '

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

'B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. '

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement



Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

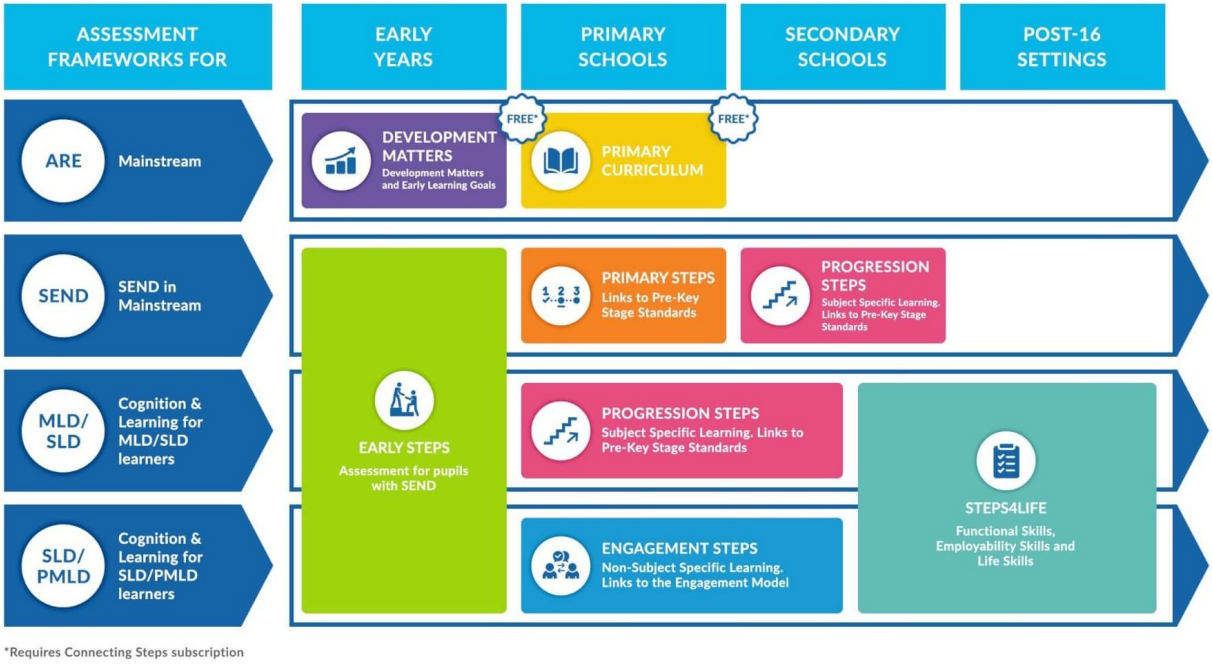
Simple Reporting

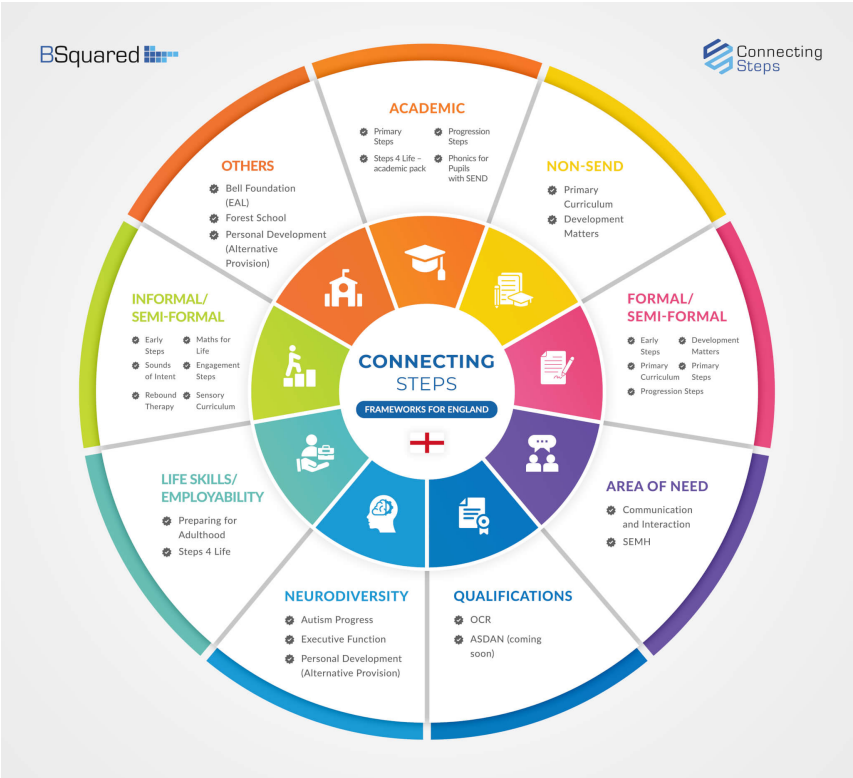
Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The images below give you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.





Click on either image to see it in more detail and read all about our frameworks on [our website]



Our Assessment Frameworks

B Squared Framework Comparison Chart

B SQUARED STANDARD SCORE	B SQUARED ASSESSMENT FRAMEWORKS									P LEVELS AND NC LEVELS (COMPARISON)
	Early Steps (2022)	Engagement Steps	Progression Steps & PfA	Primary Steps	Steps 4 Life	Autism Progress	SEMH	Executive Function	Communi-cation & Interaction	
15 - 15.5								EF Step 5 (up to 18)		NC 7
14 - 15			Progression Step 10				SEMH Step 11	EF Step 4	Level 16	
13 - 14					Level 2	Level 17				NC 6
12 - 13			Progression Step 9	Greater Depth & Breadth			SEMH Step 10		Level 15	
11 - 12						Level 16		EF Step 3		NC 5
10 - 11			Progression Step 8	Year 6	Level 1	Level 15	SEMH Step 9		Level 14	NC 4
9 - 10				Year 5						
					Entry 3					NC 3
8 - 9			Progression Step 7	Year 4		Level 14	SEMH Step 8	EF Step 2	Level 13	
7 - 8				Year 3	Entry 2					NC 2a
										NC 2b
6 - 7			Progression Step 6 (PKS 6)	Year 2		Level 13	SEMH Step 7		Level 12	NC 2c
			Progression Step 5 (PKS 5)		Entry 1					NC 1a
5 - 6				Year 1		Level 12	SEMH Step 6	EF Step 1	Level 11	NC 1b
	Early Learning Goals (ELG)		Progression Step 4 (PKS 4)							NC 1c
4 - 5	Children in Reception		Progression Step 3 (PKS 3)	Primary Step 3	Step 7	Level 11	SEMH Step 5		Level 10	P8
3 - 4	3 & 4 year olds		Progression Step 2 (PKS 2)	Primary Step 2		Level 10	SEMH Step 4		Level 9	P7
2 - 3	2½–3 years	Engagement Step 6			Step 6	Level 9	SEMH Step 3		Level 8	P6
	2–2½ years		Progression Step 1 (PKS 1)	Primary Step 1					Level 7	
						Level 8				P5
1 - 2	18–24 months						SEMH Step 2		Level 6	
		Engagement Step 5			Step 5	Level 7				P4
	12–18 months								Level 5	
						Level 6				P3(ii)
0 - 1	9–12 months	Engagement Step 4			Step 4	Level 5	SEMH Step 1		Level 4	P3(i)
	6–9 months					Level 4			Level 3	P2(ii)
	3–6 months	Engagement Step 3			Step 3	Level 3			Level 2	P2(i)
	0–3 months	Engagement Step 2			Step 2	Level 2			Level 1	P1(ii)
		Engagement Step 1			Step 1	Level 1				P1(i)



Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Performing Arts

Acting, Singing, Dancing and Stagecraft



Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 apects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.



Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism: Communication, Social Interaction, Flexibility of Thought and Emotional Regulation.

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)

Recorded Verbal Communication (Writing)

Non-verbal Communication

Using Technology to Communicate (AAC)

Social, Emotional and Mental Health (SEMH)

Our SEMH framework helps schools to build a profile of a pupil's social, emotional and mental health needs and how these affect their learning and wellbeing. The framework is split into the following areas:

Emotion – Recognition, Expression, Regulation and Recognition in Others

Social – Developing and Maintaining Relationships/Friendships and Communicating with Others

Social & Emotional Cognition – Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

Executive Function

Executive functions are the mental processes that help us manage time, regulate emotions, prioritise, focus and adapt to new challenges – and they continue developing well into our late twenties. Our Executive Function framework, developed in collaboration with Victoria Bagnall from Connections in Mind, helps staff notice, celebrate and support the development of key executive function skills over time. It covers from age 4 to preparing for university/employment, across 11 areas and 5 levels of development:

Attention & Cognitive Control – Sustained Attention, Response Inhibition and Working Memory

Flexibility & Adaptation – Cognitive Flexibility and Task Initiation

Planning & Organisation – Planning and Prioritisation, Organisation and Time Management

Goal-Directed Behaviour – Metacognition and Goal-Directed Persistence

Emotional Regulation – Managing the Internal World

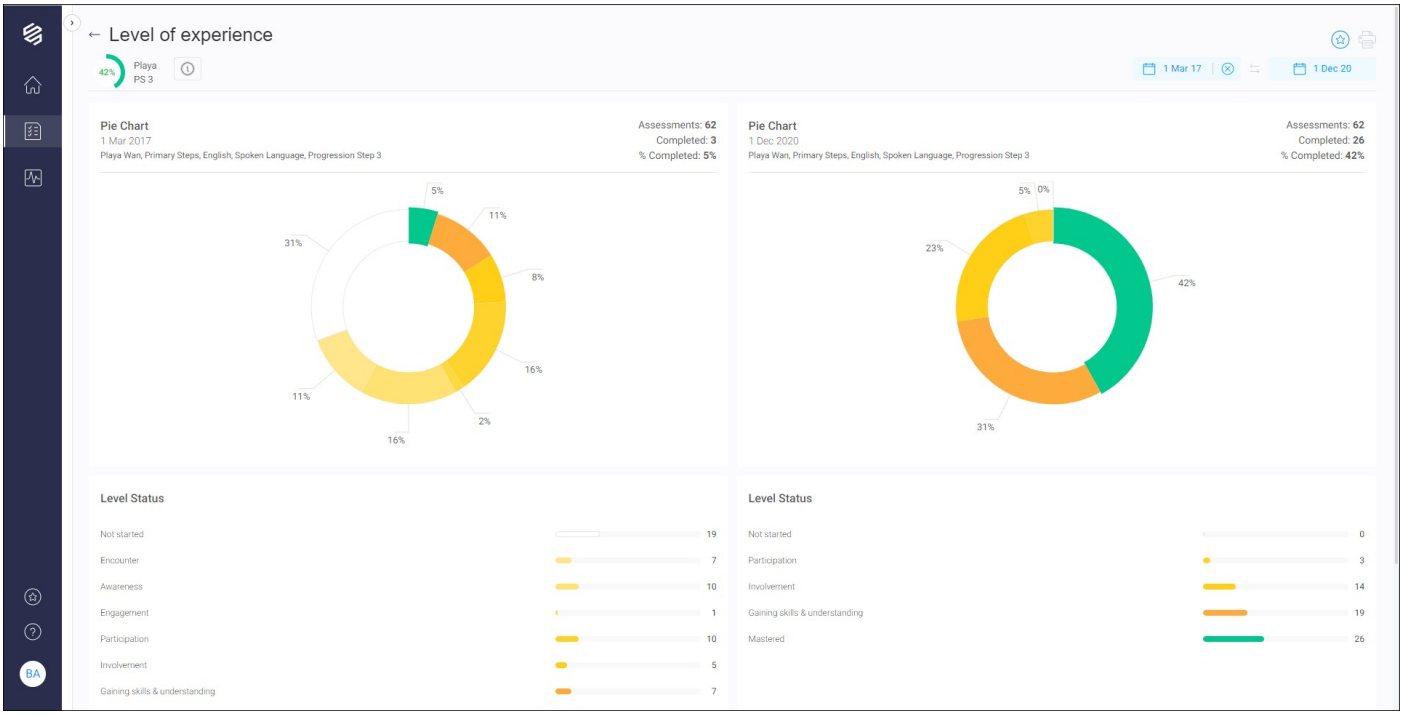


Sample Pages

The samples over the next few pages are designed to give you an overview of

Communication & Interaction

They show the different areas covered by this assessment framework and cover a range of ability levels.



BSquared

Individual Assessment

B Squared Ltd

23 Aug 2024 - Student Name - Non-Verbal Communication, Communicating with Faces, Bodies & Sounds - Level: 3 (6–9 months) / Progress: 0%

Using Faces, Bodies & Sounds

- ◯ Begins to interact with peers in close proximity, e.g. smiling and reaching arms out to touch
- ◯ Communicates 'more'/'no more' through two different consistent actions
- ◯ Communicates consistent preferences with emotional responses when choices are provided
- ◯ Communicates their wants to an adult by using an individual action or gesture
- ◯ Communicates their wants to peers by using actions or gestures
- ◯ Continues to express different emotions and meanings with vocal sounds
- ◯ Gestures to a familiar person or object consistently when they come into range
- ◯ Imitates hand-clapping with little support when clapping in a group
- ◯ Looks at another peer when they've been named
- ◯ Looks backwards and forwards between two objects, i.e. knows that two objects are present
- ◯ Makes grunting, growling or deep-toned sounds whilst playing with voice
- ◯ Makes high-pitched squeals
- ◯ Moves towards a member of staff to attract attention when not engaged in a task
- ◯ Perseveres by repeating action for reward in social game
- ◯ Protests the conclusion of an activity after working with a member of staff
- ◯ Reacts with heightened expressive response to the suggestion of "More?" when it is accompanied by intonation, gesture or sign
- ◯ Refuses an object, activity or foodstuff when given to them by a member of staff, e.g. verbally or physically
- ◯ Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity
- ◯ Requests physical contact with gestures or vocalisations when playing with peers
- ◯ Starts to combine vocalisations and gestures
- ◯ Undertakes an action intentionally which make something happen in order to elicit a specific response
- ◯ Uses eye contact as a communication tool along with gestures and vocalisations, e.g. looks back and forth between desired objects and another a member of staff
- ◯ Uses gestures to gain and keep attention and reaching out for what they want

Understanding Faces, Bodies & Sounds

- ◯ Attracts attention from a member of staff when they want something
- ◯ Demonstrates a desire to be included in social interactions
- ◯ Follows, with eyes, to what someone points to
- ◯ Imitates the actions of others during interactive play
- ◯ Imitates the expressions of others during interactive play
- ◯ Initiates social games
- ◯ Responds to the tone of a member of staff's voice and stops activity at least briefly when heard 'no-no'
- ◯ Understands and responds to some simple gestures from members of staff

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Non-Verbal Communication, Self-Expression - Level: 8 (2½–3 years) / Progress: 0%

Expression of Information

- Begins to imitate cursive writing with continuous strings of wavy lines
- Demonstrates a brief interest in their own writing, e.g. looks at their writing with staff
- Imitates print with circles and stick-like marks
- Plays games which use dice
- Uses different aids to make marks for different purposes, e.g. computer, white board

Expression of Ideas through Art

- Makes large, continuous, circular movements when drawing
- Tells a member of staff about what they have drawn
- Threads three large beads onto a string

Expression of Ideas through Performance

- Claps hands to show appreciation
- Enjoys singing
- Joins in with predictable phrases or refrains of a familiar story or rhyme (PKSS)
- Recognises that they are performing for the audience
- Starts dancing when music starts
- Stops dancing when music stops

Expression of Self through Personal Presentation

- Allows their nose to be wiped
- Applies deodorant with physical and verbal prompts
- Brushes easy to reach teeth (not thoroughly)
- Changes items of clothing if they are told they are inappropriate to the task or weather, with little argument
- Demonstrates an awareness of the routine of clothes for specific times of day, e.g. night clothes for bedtime
- Demonstrates understanding of positional words when assisted to get dressed, e.g. on, in, under, etc.
- Dresses and undresses using hands together
- Dries their hands and face with a towel
- Finds different symbols on clothes labels
- Follows a two-step instruction when getting dressed/undressed
- Gets the correct clothes or accessories for an activity with prompts, e.g. painting, cooking, etc.
- Identifies a piece of clothing as dirty if marks are clearly seen and pointed out
- Identifies generally appropriate clothing for a variety of weather conditions
- Identifies that a tissue/handkerchief is needed to blow their nose
- Identifies the next step when getting dressed, e.g. points to trousers after pants are put on
- Identifies their favourite clothes
- Identifies which is own coat
- Imitates hair being washed
- Independently explores a rail of clothing to find an item they like
- Lays out generally appropriate clothes for the day
- Matches clothes which are the same (or similar) colours
- Matches clothing to seasons, e.g. scarf to winter
- Names common items of clothing, e.g. coat, sock
- Picks a preferred fabric or colour
- Presses and releases soap from a dispenser, getting some soap on their hand
- Pulls a hairbrush/comb through their hair when requested (not sequentially or thoroughly)
- Pulls loose-fitting trousers up to their waist after they have been placed over their feet
- Pulls their pants up and down
- Puts a top on the right way around some of the time
- Puts dirty clothing into laundry basket with verbal prompts
- Puts on and takes off a T-shirt with minimal support
- Puts on their own socks, not always correctly
- Puts on their shirt, requiring assistance with buttons
- Puts on their shoes
- Recognises that shoes go on specific feet
- Removes clothes that are unfastened
- Rubs soaped hands over the body parts requested
- Tries on new clothing/footwear with assistance and encouragement
- Unbuttons large buttons
- Undresses when wearing simple garments
- Uses ''yes'' and ''no'' to indicate need or preferences when offered different clothing/footwear
- Washes their hands, with support, after going to the toilet

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Speech & Language, Speech & Language - Level: 9 (3–4 years) / Progress: 0%

Speech

- ◯ Attends to the beginning sound of words and to rhyming words
- ◯ Claps each phoneme when sounding out a word, e.g. t-a-p
- ◯ Communicates the initial sound of a word clearly and recognisably
- ◯ Correctly relates a sound to a letter when given a choice of three
- ◯ Discriminates between initial sounds
- ◯ Echoes a member of staff slowly sounding out CVC words
- ◯ Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS)
- ◯ Identifies the first sound of a word
- ◯ Identifies the letters of the alphabet by their sound
- ◯ Orally segments words, e.g. ch-ee-se, c-oa-t
- ◯ Repeats rhyming words
- ◯ Responds to alliterative word play, e.g. using their name – Lisa's lazy lizard
- ◯ Responds to initial sound word play activities, e.g. points to the person who's name begins with a 'd'
- ◯ Says a single sound for 10+ graphemes (PKSS)
- ◯ Says the sound of some letters in own name
- ◯ Says the sound of some letters of the alphabet
- ◯ Shows increasing interest in learning the names and sounds of letters

Understanding Spoken Language

- ◯ Follows different directions using positional language, e.g. follows all the instructions correctly when asked to 'put your book on the table' or 'put the toy under the cushion'
- ◯ Follows two commands when they have been given simultaneously, e.g. follows both the instructions correctly when asked to 'put the pen on the table and sit on the chair'
- ◯ Leaves time for a member of staff to respond
- ◯ On request, gets all of an object
- ◯ On request, gets one of an object
- ◯ On request, gets some of an object

Understanding Vocabulary, Parts of Words & Grammatical Structures

- ◯ Compares two sets of (up to 5) counters pointing to the group that contains fewer/greater
- ◯ Compares two sets of (up to 5) counters pointing to the group that contains less/more
- ◯ Compares two sets of (up to 5) counters pointing to the group that contains smaller/larger
- ◯ Demonstrates understanding of first, next, then and last
- ◯ Demonstrates understanding of positional words, e.g. on, in, under, etc.
- ◯ Joins in rhymes by saying last word of each line or phrase
- ◯ Points to objects and pictures when they are named
- ◯ Repeats one series of two numbers after a member of staff has spoken them, e.g. says 'seven, three' after hearing it said
- ◯ Shows an awareness of comparative terms

Understands positional words:

- ◯ - behind
- ◯ - in front of
- ◯ - next to
- ◯ - by

Using Spoken Language

- ◯ Answers a simple 'Where is [+noun]?' question
- ◯ Answers questions about an event, with support
- ◯ Answers questions requiring yes/no answers
- ◯ Asks a simple 'How...?' question
- ◯ Asks a simple 'Where ... ?' question
- ◯ Asks a simple 'Why ... ?' question
- ◯ Attempts to answer "how?", questions
- ◯ Communicates about events in the immediate past, the present and in the future
- ◯ Describes a simple sequence of movements or actions
- ◯ Describes an event with a beginning, a middle and an end
- ◯ Describes an experience
- ◯ In everyday speech, uses the /g/ voiced consonant phoneme, which is used to say: 'garden', 'egg', 'guess', 'fatigue', 'ghost', etc.
- ◯ In everyday speech, uses the /j/ voiced consonant phoneme, which is used to say: 'yell', 'using', 'onion', etc.
- ◯ In everyday speech, uses the /k/ unvoiced consonant phoneme, which is used to say: 'car', 'kite', 'tick', 'scheme', 'quiet', 'occur', 'cheque', etc.
- ◯ In everyday speech, uses the /ks/ unvoiced consonant phoneme, which is used to say: 'fox', 'books', 'ducks', 'topics', 'stomachs', 'cakes', 'excel', 'accept', etc.
- ◯ In everyday speech, uses the /ŋ/ voiced consonant phoneme, which is used to say: 'sing', 'sink', etc.
- ◯ In everyday speech, uses the /v/ voiced consonant phoneme, which is used to say: 'vet', 'glove', 'of', etc.
- ◯ In everyday speech, uses the /z/ voiced consonant phoneme, which is used to say: 'zoo', 'jazz', 'raise', 'laser', 'freeze', 'scissors', etc.
- ◯ In isolation, correctly pronounces the /g/ voiced consonant phoneme, which is used to say: 'garden', 'egg', 'guess', 'fatigue', 'ghost', etc.
- ◯ In isolation, correctly pronounces the /j/ voiced consonant phoneme, which is used to say: 'yell', 'using', 'onion', etc.
- ◯ In isolation, correctly pronounces the /k/ unvoiced consonant phoneme, which is used to say: 'car', 'kite', 'tick', 'scheme', 'quiet', 'occur', 'cheque', etc.
- ◯ In isolation, correctly pronounces the /ks/ unvoiced consonant phoneme, which is used to say: 'fox', 'books', 'ducks', 'topics', 'stomachs', 'cakes', 'excel', 'accept', etc.
- ◯ In isolation, correctly pronounces the /ŋ/ voiced consonant phoneme, which is used to say: 'sing', 'sink', etc.
- ◯ In isolation, correctly pronounces the /v/ voiced consonant phoneme, which is used to say: 'vet', 'glove', 'of', etc.
- ◯ In isolation, correctly pronounces the /z/ voiced consonant phoneme, which is used to say: 'zoo', 'jazz', 'raise', 'laser', 'freeze', 'scissors', etc.
- ◯ Responds to questions about familiar events
- ◯ Responds to questions about recent experiences

Using Vocabulary, Parts of Words & Grammatical Structures

- ○ Applies knowledge of plurals, sometimes incorrectly, e.g. mouses
- ○ Applies knowledge of tense, sometimes incorrectly, e.g. runned
- ○ Begins to use compound sentences, full prepositional clauses in sentences, and simple infinitives, e.g. Her bag is red and yellow, I put away the books in the tray, I want to play, etc.
- ○ Communicates the terms 'I', 'you' and 'me' correctly
- ○ Describes an object they are familiar with, giving several properties
- ○ Enjoys rhyming and rhythmic activities
- ○ Expresses at least three key words, signs, or symbols to communicate information
- ○ Expresses the conjunction ‘and’ when adding information during a discussion
- ○ Expresses the conjunction ‘and’ when linking ideas during a discussion
- ○ Follows instructions containing three key words including a verb, adjective and noun, e.g. run to the big swing
- ○ Follows instructions containing three key words including two adjectives and a noun, e.g. 'little red book'
- ○ Generates a rhyming word to orally complete a sentence
- ○ Gives a simple two-word answer when imagining 'what might happen if?'
- ○ Identifies common items by using familiar group names, e.g. plants, animals, etc.
- ○ Identifies whether there are one, two or three objects in a group of objects
- ○ Joins in rote counting to ten
- ○ Joins in with repeated refrains
- ○ Makes sentences that are three or four words long
- ○ Makes short statements or phrases in the past tense
- ○ Makes statements or phrases in future tense
- ○ Makes statements or phrases in past tense
- ○ Modifies noun and verb phrases and by using word endings to create more complex sentences
- ○ Names common objects in a three-word string, e.g. Tom go bike
- ○ Names some days of the week
- ○ Orders auxiliary verb correctly in questions and negatives, e.g. 'What are you doing?', 'She cannot swim.', etc.
- ○ Repeats counting to five
- ○ Says forename (or nickname) and surname when asked: 'What is your name?'
- ○ Says the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) (PKSS)
- ○ Segments the sounds in simple words
- ○ Tells longer narratives with help and prompting
- ○ Uses ‘because’ and ‘so’ to indicate cause-and-effect relationships
- ○ Uses comparative language when talking about two objects, e.g. taller, shorter, longer, wider, etc.
- ○ Uses isolated words and phrases and/or gestures to communicate with those well known to them
- ○ Uses mental verbs, e.g. think, remember, pretend, etc.
- ○ Uses term 'that' to refer to object in view
- ○ Uses the following pronouns correctly: 'its', 'him', 'myself', 'yourself', 'our', 'ours', 'their' and 'theirs'
- ○ Uses the following pronouns correctly: 'they', 'them', 'us', 'his', and 'hers'
- ○ Uses words and/or gestures, including body language such as eye contact and facial expressions to communicate
- ○ Uses words to indicate relative time (e.g. before/after) and absolute time (e.g. yesterday/last Sunday) in narratives

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Total Communication & AAC, Access to AAC - Level: 11 (5–6 years) / Progress: 0%

Mid- or High-Tech AAC

- "Writes a story" on the computer
- Adds text to a document
- Chooses the best software program (from a limited choice) for their task
- Conveys information with phrases or short sentences using communication technology
- Enters their name on the computer
- Finds named letters on a QWERTY keyboard
- Identifies ways in which they communicate information digitally
- Inputs numbers to five on computer correctly
- Knows that information can be retrieved from books and computers
- Presses keys and the space bar on a keyboard to produce text
- Records an activity using digital technology
- Selects program from logos
- Suggests different ways to communicate digitally with others
- Uses an access device to put a space between words, most of the time
- Uses cameras to take still and moving pictures

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Total Communication & AAC, Use of AAC - Level: 6 (18–24 months) / Progress: 0%

Understanding Symbols & Signs

- Answers yes/no questions using gestures or facial expressions when working with a member of staff
- Answers yes/no questions using rough signs when working with a member of staff
- Answers yes/no questions using signs, gestures or facial expressions when being asked about objects, people or occasions that are familiar to them
- Answers yes/no questions using words, signs, symbols, gestures or facial expressions when being asked about objects, people or occasions that are familiar to them

Identifies pictures of familiar objects:

- - ball
- - car
- - sock
- - spoon
- Imitates a range of hand movements that are used to sign
- Looks at their visual timetable with interest when it is placed in front of them
- Matches a picture to an object
- Matches pairs of objects with assistance
- Matches pictures to objects with assistance
- Matches pictures to pictures with assistance

Recognises the signs for:

- - ball
- - car
- - sock
- - spoon
- Takes turns in conversations, using hand signs
- Takes turns in conversations, using photos or pictures

Using Symbols & Signs

- Asks a simple “What … ?” question, using hand signs
- Asks a simple 'What … ?' question, using gestures and either photos or pictures
- Asks for more of something with photo cards
- Asks for more of something with signs
- Communicates 'Please' and 'Thank you', using signs, when reminded
- Communicates 'Sorry', using signs, when reminded
- Communicates two signs together
- Communicates using two photo cards together, e.g. coat and football
- Expresses what they are going to do, using hand signs
- Expresses what they are going to do, using photos or pictures
- Fingerspells first letter of own name
- Indicates a preference when provided with two pictures of equally liked activities
- Indicates a preference when provided with two pictures of equally liked items
- Introduces new topics to conversations, using hand signs
- Introduces new topics to conversations, using photos or pictures
- Points and shows objects to others
- Requests a favourite activity, by pointing or waving a picture, when self-selecting tasks
- Requests 'more' of an action or object by pointing or waving a picture
- Signs 'me' and 'mine'
- Uses photos or pictures to introduce topics, maintain conversation, request information, predict events, describe objects and socialise with others
- Uses signs to introduce topics, maintain conversation, request information, predict events, describe objects and socialize with others

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Use of Communication, Functional Communication - Level: 8 (2½–3 years) / Progress: 0%

Functional Communication

- ◯ Asks for help when they are hurt
- ◯ Asks questions, raising intonation at the end of the sentence or phrase
- ◯ Communicates about their needs, e.g. hunger, thirst, toilet, etc.
- ◯ Communicates for a wider range of reasons, e.g. to get attention, ask for things, comment, share feelings, etc.
- ◯ Demonstrates understanding of positional words when assisted to get dressed, e.g. on, in, under, etc.
- ◯ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 15–20 nouns in isolation appropriately and without being prompted, e.g. the names of key people such as Mum or Dad, favoured items such as toy or teddy, frequently visited places such as home or park, and preferred foods and drinks.
- ◯ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 15–20 verbs in isolation appropriately and without being prompted, e.g. eat, play, look, want, do, etc.
- ◯ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express around 75 unique words in different ways appropriately and without being prompted
- ◯ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express the pronoun term 'I' appropriately and without being prompted in order to indicate themselves, e.g. says 'I.' and then reaches for an item to indicate possession, replies with 'I.' in response to a question such as 'Who wants a drink?', or combines the pronoun with another word such as 'I go.' to indicate a turn in a game
- ◯ During motivating activities, familiar games, and imaginative play activities, uses a high-tech communication aid to express the pronoun term 'it' appropriately and without being prompted in order to indicate an item, e.g. requests or joint-references an item by saying 'It.' and pointing or gazing at an object, or combines the pronoun with another word such as 'I go.' to indicate a turn in a game
- ◯ During simple interactions, uses a high-tech communication aid to express a range of one-word phrases to a member of staff in order to maintain a conversation about a familiar topic, e.g. when presented with an electronic toy, says 'play' then subsequently says 'go' or 'again' to continue the game
- ◯ Expresses simple opinions, e.g. too hot, or too loud, etc.
- ◯ Follows a two-step instruction when getting dressed/undressed
- ◯ Identifies the next step when getting dressed, e.g. points to trousers after pants are put on
- ◯ Makes it clear they need more information or clarification
- ◯ Tells a member of staff about what they have drawn
- ◯ Uses ''yes'' and ''no'' to indicate need or preferences when offered different clothing/footwear

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Use of Communication, Social Communication - Level: 6 (18–24 months) / Progress: 0%

Creating & Understanding Shared Meaning

- ◯ Asks a simple 'What ... ?' question
- ◯ Attempts to do action rhymes
- ◯ Begins to recall movements/actions to familiar rhymes/songs
- ◯ Brings a specific object from another room when asked
- ◯ Communicates with appropriate intonation
- ◯ Explores volume of voice
- ◯ Expresses what they are immediately going to do
- ◯ Follows instructions containing a descriptive word, e.g. give the red ball to Tom
- ◯ Follows one-step commands, e.g. sit down, stand up, etc.
- ◯ Follows simple requests, e.g. "Get your book"
- ◯ Follows two-step commands, e.g. sit down and clap your hands, stand up and touch your nose, etc.
- ◯ Generalises words, e.g. "dog" means all dogs, or "daddy" means all men
- ◯ Goes into another room to find a familiar object on request, e.g. retrieves their coat from cloakroom when asked 'Where is your coat?'
- ◯ Imitates intonation in voice
- ◯ Links two words to convey message
- ◯ Looks at an object when it is named
- ◯ Looks for eye contact from others
- ◯ Passes an object when asked
- ◯ Reacts if the reader changes the story
- ◯ Recognises approval and disapproval
- ◯ Recognises that a pause in conversation could indicate own turn to talk
- ◯ Recognises that others may want something, from the gestures they notice, e.g. passes a block after a peer keeps waving a hand at it
- ◯ Responds simply to a peer's suggestion

Responds to the following words in familiar situations:

- ◯ - give
- ◯ - open
- ◯ - all gone
- ◯ - clap hands
- ◯ - look at...
- ◯ - touch your...
- ◯ Responds when a familiar action is mentioned, e.g. painting
- ◯ Returns attention to the person talking after being distracted by environmental factors
- ◯ Stands up and sits down when asked
- ◯ Takes turns in conversations
- ◯ Talks about objects that are absent
- ◯ Talks about people who are absent
- ◯ Understands simple sentences
- ◯ Undertakes a simple directed activity
- ◯ Uses content words so speech sounds "telegraphic", e.g. food gone, teacher happy
- ◯ Uses facial expressions to indicate displeasure
- ◯ Uses smiles as deliberate social signals

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Written Communication, Decoding - Level: 2 (3–6 months) / Progress: 0%

Pre-Literacy Skills

- Attempts to initiate intentional communication
- Attends to audible sensory input related to story or rhyme
- Babbles using consonant sounds when a member of staff initiates interaction, e.g. “Guh”, “Kah”, “Huh”, etc.
- Babbles using vowel-consonant-vowel/double syllable sounds when a member of staff initiates interaction, e.g. “Ag-ah”, “Um-ah”, etc.
- Begins to anticipate familiar stories, songs, and rhymes
- Begins to produce lip sounds, e.g. /p/, /b/, /m/, etc.
- Begins to produce vowel sounds, e.g. /iː/, /ɑː/, /ɔː/, /ɜː/, /uː/, etc.
- Copies playful sounds
- Demonstrates enjoyment of patterned language and rhyme by making sounds, smiling, making eye contact, and moving arms and legs
- Develops greater recognition of the sounds of language
- Expresses eagerness vocally when presented with a new activity
- Gestures and changes sounds when carer responds to them
- Holds large objects in two hands when working with a member of staff
- Holds object with palmar grip
- Holds objects with either hand using a palmar grasp when engaging in exploration
- Imitates sounds in their own manner when interacting with a familiar member of staff or more able peer
- Indicates different needs with different noises
- Initiates interactions with members of staff by making sounds
- Joins in vocal play, e.g. coughs, makes car noise
- Judges the distance of sounds and looks up or turns towards new sounds
- Laughs out loud
- Maintains the equilibrium of their head during immobility, e.g. keeps their head stable on their neck
- Maintains the equilibrium of their head during movement, e.g. keeps their head stable on their neck
- Makes playful sounding responses
- Makes soft gurgling sounds
- Makes sounds when looking at objects or people
- Opens, or partly opens, hands
- Passes an object from one hand to another
- Pauses when called by name
- Uses their finger and thumb to pick up small objects (pincer grip)
- Reaches for an object across the midline
- Reacts excitedly to a familiar voice when a member of staff initiates interaction
- Reacts positively when a member of staff copies the sounds they have made themselves
- Reacts to an instruction positively or negatively when a member of staff initiates interaction
- Reacts to voice intonation and inflection of the story-reader
- Recognises own name when spoken
- Repeats sound
- Responds appropriately to words spoken during familiar routines
- Responds to human voice with gentle guttural sounds
- Responds to own name
- Responds to their own name by looking for a voice when they are called
- Responds vocally to carer’s greeting
- Searches for sound by turning head in direction of sound
- Shows signs of reciprocal babbling
- Smiles when spoken to
- Starts babbling
- Talks to mirror image
- Transfers from one hand to another using a palmar grasp when engaging in exploration
- Turns head from side to side when sitting
- Undertakes an action incidentally which makes something happen and knows that they caused it
- Uses vocal sounds to express different emotions
- Vocalises in response to attention
- Vocalises some consonant sounds
- Vocalises some vowel sounds
- Vocalises to gain attention
- Vocalises two different sounds

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Written Communication, Encoding - Level: 13 (7–9 years) / Progress: 0%

Using Written Language

- ○ Forms irregular plurals correctly
- ○ Occasionally uses possessive apostrophe in regular plurals correctly in the course of their writing
- ○ Produces legible handwriting
- ○ Spells common words with hyphens to join a prefix to a root word, if the prefix ends in a vowel letter and the root word also begins with one, e.g. re-enter, co-operate
- ○ Spells common words with letters representing sounds that are often not pronounced, e.g. desperate, separate, history
- ○ Uses the first, second and third place letters to put words into alphabetical order

Using Vocabulary, Parts of Words & Grammatical Structures

- ○ Attempts to group information/themes in paragraphs
- ○ Demonstrates mostly correct subject-verb agreement
- ○ Demonstrates some use of pronouns to avoid repetition
- ○ Sequences their writing clearly and logically, e.g. by task, chronologically
- ○ Uses 'a' or 'an' correctly, e.g. an egg/a box
- ○ Uses a range of punctuation correctly, e.g. full stops, question marks, commas
- ○ Uses bullet points appropriately
- ○ Writes compound sentences and paragraphs were appropriate

Creating Shared Meaning

- ○ Chooses to handwrite or type according to the purpose of writing
- ○ Identifies the purpose of the text they are writing, describing the basic layout and type of language they should use with some support
- ○ Makes simple additions, revisions and proof-reading corrections to their own writing, on their own initiative
- ○ Produces logically sequenced writing of an appropriate length
- ○ Produces logically sequenced writing of an appropriate level of detail
- ○ Takes brief notes during a talk
- ○ Uses a suitable ending in their own writing
- ○ Uses a suitable opening in their own writing
- ○ Uses headings appropriately
- ○ Uses the appropriate format and structure in a straightforward text
- ○ Writes straightforward explanatory texts
- ○ Writes straightforward instructional texts
- ○ Writes straightforward narrative texts, e.g. a letter of complaint
- ○ Writes straightforward reporting texts, e.g. an incident report

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Written Communication, Phonics Appendix - Level: 12 (6–7 years) / Progress: 0%

Phonics

- Reads words that use the ⟨a⟩ grapheme to make the /ɔː/ phoneme, e.g. 'tall'
- Reads words that use the ⟨a⟩ grapheme to make the /ə/ phoneme, e.g. 'about'
- Reads words that use the ⟨ae⟩ digraph to make the /eɪ/ phoneme, e.g. 'sundae'
- Reads words that use the ⟨a-e⟩ split digraph to make the /eɪ/ phoneme, e.g. 'lake'
- Reads words that use the ⟨air⟩ multigraph to make the /ɪə/ phoneme, e.g. 'hair'
- Reads words that use the ⟨ar⟩ digraph to make the /ɔː/ phoneme, e.g. 'war'
- Reads words that use the ⟨are⟩ multigraph to make the /ɪə/ phoneme, e.g. 'square'
- Reads words that use the ⟨au⟩ digraph to make the /ɒ/ phoneme, e.g. 'auction'
- Reads words that use the ⟨au⟩ digraph to make the /ɑː/ phoneme, e.g. 'laugh'
- Reads words that use the ⟨aw⟩ digraph to make the /ɔː/ phoneme, e.g. 'awkward'
- Reads words that use the ⟨c⟩ grapheme to make the /s/ phoneme, e.g. 'lace'
- Reads words that use the ⟨ch⟩ digraph to make the /k/ phoneme, e.g. 'scheme'
- Reads words that use the ⟨dge⟩ multigraph to make the /ʤ/ phoneme, e.g. 'ledge'
- Reads words that use the ⟨e⟩ grapheme to make the /ə/ phoneme, e.g. 'little'
- Reads words that use the ⟨ear⟩ multigraph to make the /ɑː/ phoneme, e.g. 'heart'
- Reads words that use the ⟨ear⟩ multigraph to make the /ɜː/ phoneme, e.g. 'hearse'
- Reads words that use the ⟨ear⟩ multigraph to make the /ɛə/ phoneme, e.g. 'bear'
- Reads words that use the ⟨ear⟩ multigraph to make the /ɪə/ phoneme, e.g. 'fear'
- Reads words that use the ⟨e-e⟩ split digraph to make the /iː/ phoneme, e.g. 'these'
- Reads words that use the ⟨eer⟩ multigraph to make the /ɛə/ phoneme, e.g. 'deer'
- Reads words that use the ⟨el⟩ digraph to make the /l/ phoneme, e.g. 'novel'
- Reads words that use the ⟨eo⟩ digraph to make the /iː/ phoneme, e.g. 'people'
- Reads words that use the ⟨er⟩ digraph to make the /ə/ phoneme, e.g. 'summer'
- Reads words that use the ⟨ere⟩ multigraph to make the /ɛə/ phoneme, e.g. 'here'
- Reads words that use the ⟨ere⟩ multigraph to make the /ɪə/ phoneme, e.g. 'there'
- Reads words that use the ⟨ey⟩ digraph to make the /aɪ/ phoneme, e.g. 'eye'
- Reads words that use the ⟨g⟩ grapheme to make the /ʤ/ phoneme, e.g. 'general'
- Reads words that use the ⟨gu⟩ digraph to make the /g/ phoneme, e.g. 'guess'
- Reads words that use the ⟨i-e⟩ split digraph to make the /aɪ/ phoneme, e.g. 'device'
- Reads words that use the ⟨ier⟩ multigraph to make the /ɛə/ phoneme, e.g. 'flier'
- Reads words that use the ⟨il⟩ digraph to make the /l/ phoneme, e.g. 'devil'
- Reads words that use the ⟨ir⟩ digraph to make the /ɜː/ phoneme, e.g. 'third'
- Reads words that use the ⟨kn⟩ digraph to make the /n/ phoneme, e.g. 'knife'
- Reads words that use the ⟨mb⟩ digraph to make the /m/ phoneme, e.g. 'climb'
- Reads words that use the ⟨o⟩ grapheme to make the /ɪ/ phoneme, e.g. 'women'
- Reads words that use the ⟨oar⟩ multigraph to make the /ɔː/ phoneme, e.g. 'boar'
- Reads words that use the ⟨oe⟩ digraph to make the /əʊ/ phoneme, e.g. 'toe'
- Reads words that use the ⟨o-e⟩ split digraph to make the /əʊ/ phoneme, e.g. 'lone'
- Reads words that use the ⟨oor⟩ multigraph to make the /ɔː/ phoneme, e.g. 'floor'
- Reads words that use the ⟨oor⟩ multigraph to make the /ʊə/ phoneme, e.g. 'moor'
- Reads words that use the ⟨or⟩ digraph to make the /ɜː/ phoneme, e.g. 'word'
- Reads words that use the ⟨ore⟩ multigraph to make the /ɔː/ phoneme, e.g. 'tore'
- Reads words that use the ⟨our⟩ multigraph to make the /ə/ phoneme, e.g. 'humour'
- Reads words that use the ⟨our⟩ multigraph to make the /ɜː/ phoneme, e.g. 'journey'
- Reads words that use the ⟨our⟩ multigraph to make the /ʊə/ phoneme, e.g. 'tour'
- Reads words that use the ⟨rh⟩ digraph to make the /r/ phoneme, e.g. 'rhino'
- Reads words that use the ⟨sc⟩ digraph to make the /s/ phoneme, e.g. 'scene'
- Reads words that use the ⟨tch⟩ multigraph to make the /ʧ/ phoneme, e.g. 'latch'
- Reads words that use the ⟨u⟩ grapheme to make the /j/ phoneme, e.g. 'using'
- Reads words that use the ⟨u⟩ grapheme to make the /w/ phoneme, e.g. 'language'
- Reads words that use the ⟨u-e⟩ split digraph to make the /uː/ phoneme, e.g. 'flute'
- Reads words that use the ⟨ul⟩ digraph to make the /l/ phoneme, e.g. 'useful'
- Reads words that use the ⟨ur⟩ digraph to make the /ɜː/ phoneme, e.g. 'fur'
- Reads words that use the ⟨ure⟩ multigraph to make the /ʊə/ phoneme, e.g. 'lure'
- Reads words that use the ⟨uy⟩ digraph to make the /aɪ/ phoneme, e.g. 'buy'
- Reads words that use the ⟨wh⟩ digraph to make the /h/ phoneme, e.g. 'whole'
- Reads words that use the ⟨wr⟩ digraph to make the /r/ phoneme, e.g. 'write'

Individual Assessment

B Squared Ltd

22 Aug 2024 - Student Name - Written Communication, Spelling Appendix - Level: 14 (9–11 years) / Progress: 0%

Spelling

- Spells words that use the ⟨a⟩ grapheme to make the /ɪ/ phoneme, e.g. 'pillage'
- Spells words that use the ⟨ai⟩ digraph to make the /aɪ/ phoneme, e.g. 'aisle'
- Spells words that use the ⟨al⟩ digraph to make the /ɑː/ phoneme, e.g. 'palm'
- Spells words that use the ⟨al⟩ digraph to make the /l/ phoneme, e.g. 'trial'
- Spells words that use the ⟨au⟩ digraph to make the /ɔː/ phoneme, e.g. 'haunt'
- Spells words that use the ⟨augh⟩ multigraph to make the /ɔː/ phoneme, e.g. 'naughty'
- Spells words that use the ⟨ayor⟩ multigraph to make the /ɪə/ phoneme, e.g. 'mayor'
- Spells words that use the ⟨bt⟩ digraph to make the /t/ phoneme, e.g. 'doubt'
- Spells words that use the ⟨c⟩ grapheme to make the /ʃ/ phoneme, e.g. 'gracious'
- Spells words that use the ⟨cc⟩ digraph to make the /k/ phoneme, e.g. 'occur'
- Spells words that use the ⟨d⟩ grapheme to make the /ʤ/ phoneme, e.g. 'educate'
- Spells words that use the ⟨ea⟩ digraph to make the /eɪ/ phoneme, e.g. 'break'
- Spells words that use the ⟨eau⟩ multigraph to make the /ɪə/ phoneme, e.g. 'chateau'
- Spells words that use the ⟨ei⟩ digraph to make the /iː/ phoneme, e.g. 'receive'
- Spells words that use the ⟨eigh⟩ multigraph to make the /eɪ/ phoneme, e.g. 'neigh'
- Spells words that use the ⟨ew⟩ digraph to make the /uː/ phoneme, e.g. 'new'
- Spells words that use the ⟨ey⟩ digraph to make the /eɪ/ phoneme, e.g. 'obey'
- Spells words that use the ⟨ey⟩ digraph to make the /iː/ phoneme, e.g. 'alley'
- Spells words that use the ⟨fe⟩ digraph to make the /f/ phoneme, e.g. 'café'
- Spells words that use the ⟨gg⟩ digraph to make the /ʤ/ phoneme, e.g. 'suggest'
- Spells words that use the ⟨gue⟩ multigraph to make the /g/ phoneme, e.g. 'fatigue'
- Spells words that use the ⟨ie⟩ digraph to make the /iː/ phoneme, e.g. 'piece'
- Spells words that use the ⟨io⟩ digraph to make the /j/ phoneme, e.g. 'onion'
- Spells words that use the ⟨ld⟩ digraph to make the /d/ phoneme, e.g. 'should'
- Spells words that use the ⟨mn⟩ digraph to make the /m/ phoneme, e.g. 'autumn'
- Spells words that use the ⟨o⟩ grapheme to make the /uː/ phoneme, e.g. 'who'
- Spells words that use the ⟨ou⟩ digraph to make the /uː/ phoneme, e.g. 'you'
- Spells words that use the ⟨ough⟩ multigraph to make the /ɒ/ phoneme, e.g. 'cough'
- Spells words that use the ⟨ough⟩ multigraph to make the /aʊ/ phoneme, e.g. 'bough'
- Spells words that use the ⟨ough⟩ multigraph to make the /ɔː/ phoneme, e.g. 'bought'
- Spells words that use the ⟨ough⟩ multigraph to make the /əʊ/ phoneme, e.g. 'dough'
- Spells words that use the ⟨pn⟩ digraph to make the /n/ phoneme, e.g. 'pneumatic'
- Spells words that use the ⟨ps⟩ digraph to make the /s/ phoneme, e.g. 'psychic'
- Spells words that use the ⟨que⟩ multigraph to make the /k/ phoneme, e.g. 'cheque'
- Spells words that use the ⟨t+ure⟩ multigraph to make the /ʧ/ phoneme, e.g. 'vulture'
- Spells words that use the ⟨ti⟩ digraph to make the /ʃ/ phoneme, e.g. 'lotion'
- Spells words that use the ⟨u⟩ grapheme to make the /ɪ/ phoneme, e.g. 'business'
- Spells words that use the ⟨ui⟩ digraph to make the /uː/ phoneme, e.g. 'suit'
- Spells words that use the ⟨y⟩ grapheme to make the /ə/ phoneme, e.g. 'rhythm'
- Spells words that use the ⟨y⟩ grapheme to make the /ɪ/ phoneme, e.g. 'lyric'



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