



# 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.



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](http://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

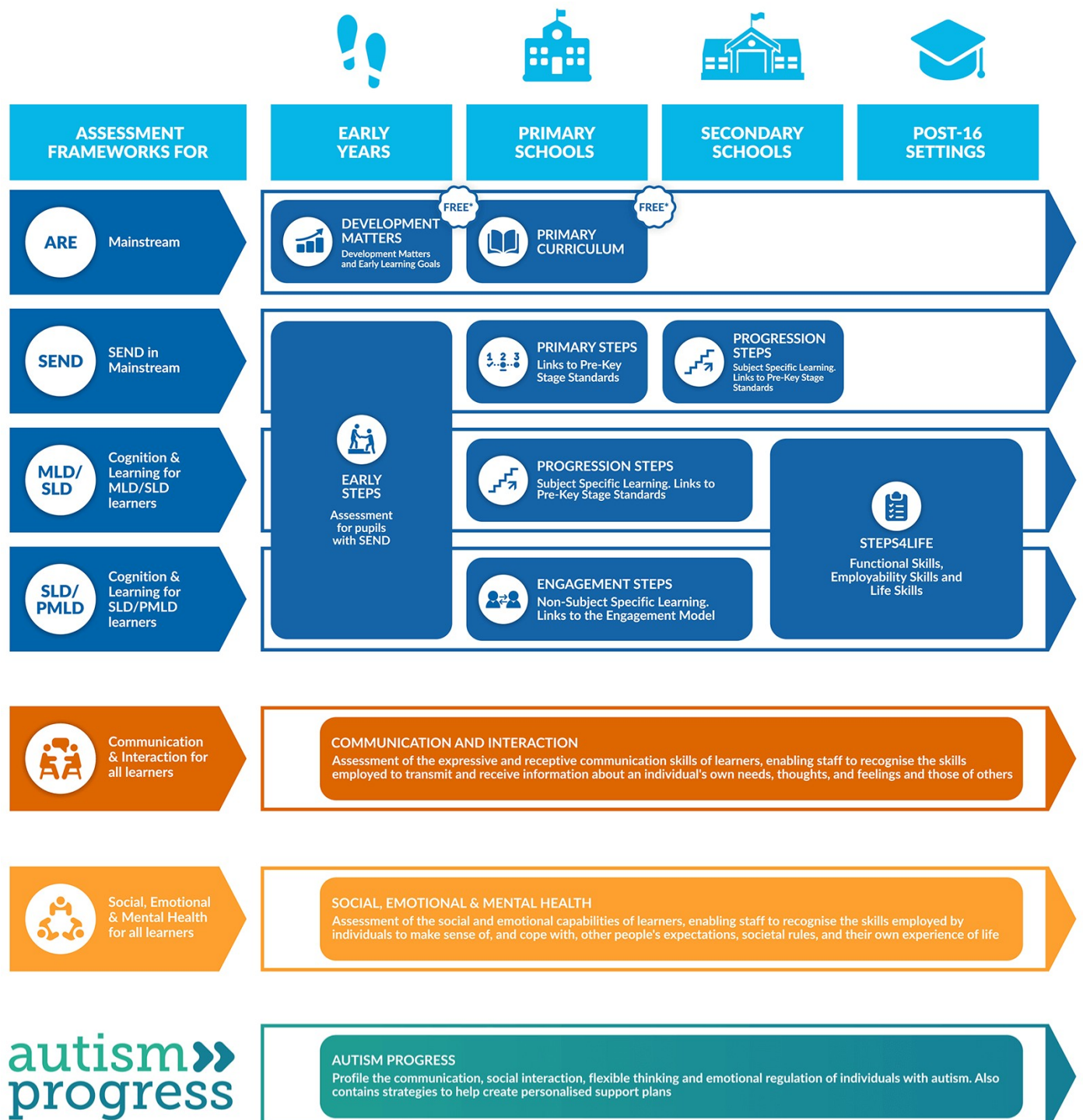
Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored 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 image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.



\*Requires Connecting Steps subscription



# 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   | Communication & 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                    | NC 5                                |
| 11 - 12                  |                                 |                       |                            |                         |              |                 |              | EF Step 3            |                             |                                     |
| 10 - 11                  |                                 |                       | Progression Step 8         | Year 6                  | Level 1      | Level 15        | SEMH Step 9  |                      | Level 14                    | NC 4                                |
| 9 - 10                   |                                 |                       |                            | Year 5                  |              |                 |              |                      |                             |                                     |
| 8 - 9                    |                                 |                       | Progression Step 7         | Year 4                  | Entry 3      |                 |              |                      |                             | NC 3                                |
| 7 - 8                    |                                 |                       |                            | Year 3                  | Entry 2      |                 |              |                      |                             | NC 2a                               |
| 6 - 7                    |                                 |                       | Progression Step 6 (PKS 6) | Year 2                  |              | Level 13        | SEMH Step 7  |                      | Level 12                    | NC 2c                               |
| 5 - 6                    |                                 |                       | Progression Step 5 (PKS 5) |                         | Entry 1      |                 |              |                      |                             | NC 1a                               |
|                          |                                 |                       | Progression Step 4 (PKS 4) | Year 1                  |              | Level 12        | SEMH Step 6  | EF Step 1            | Level 11                    | NC 1b                               |
|                          |                                 |                       | Progression Step 3 (PKS 3) | Primary Step 3          |              |                 |              |                      |                             | NC 1c                               |
| 4 - 5                    | Early Learning Goals (ELG)      | Children in Reception |                            |                         | 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 8         |              |                      | Level 7                     | P5                                  |
| 1 - 2                    | 18-24 months                    |                       |                            |                         |              |                 |              |                      |                             |                                     |
|                          | 12-18 months                    | Engagement Step 5     |                            |                         | Step 5       | Level 7         | SEMH Step 2  |                      | Level 6                     | P4                                  |
|                          |                                 |                       |                            |                         |              | Level 6         |              |                      | Level 5                     | 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 aspects 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  
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

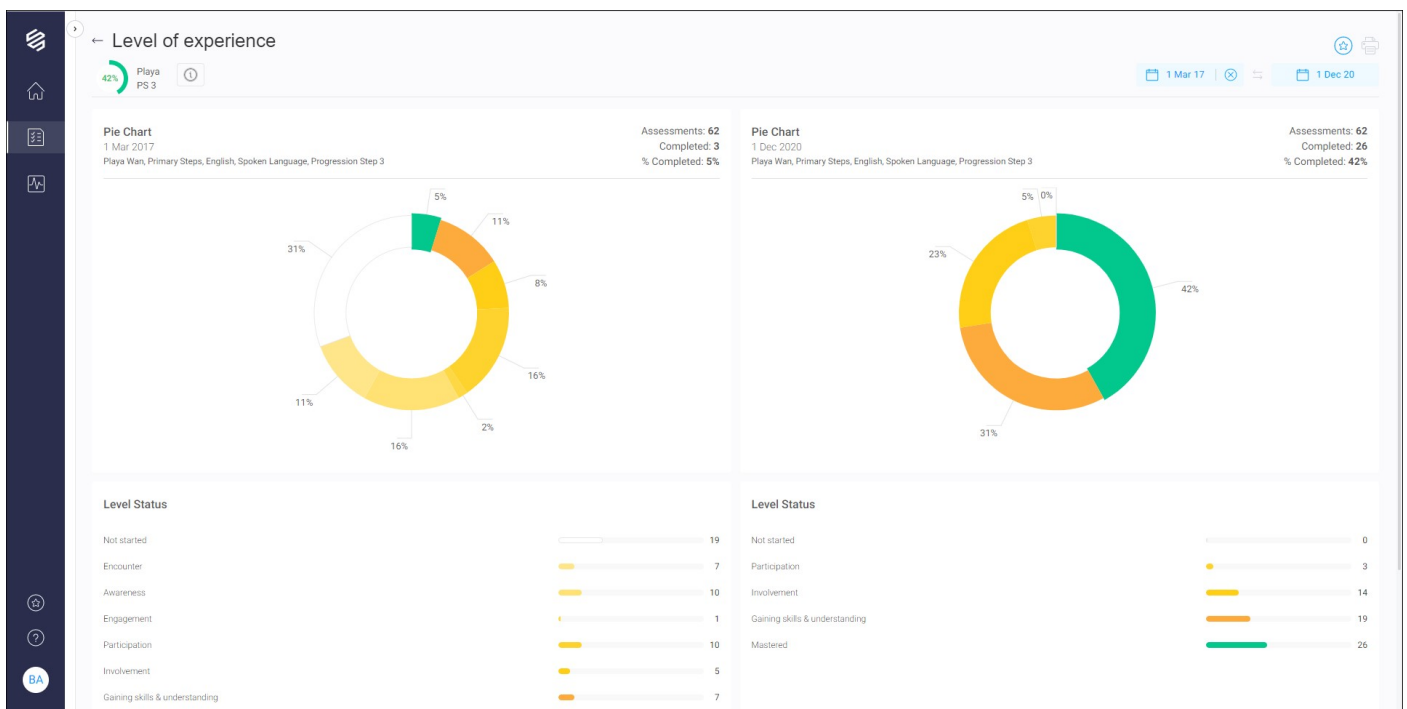
### Social & Emotional Cognition

Social Decision Making, Moral Reasoning, Attention and Social Expectations and Social Awareness

# 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.



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

## Using Faces, Bodies & Sounds

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

## Understanding Faces, Bodies & Sounds

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

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

Progress: 0%

## Expression of Information

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

## Expression of Ideas through Art

- |                                                                                |                                                               |
|--------------------------------------------------------------------------------|---------------------------------------------------------------|
| <input type="radio"/> Makes large, continuous, circular movements when drawing | <input type="radio"/> Threads three large beads onto a string |
| <input type="radio"/> Tells a member of staff about what they have drawn       |                                                               |

## Expression of Ideas through Performance

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

## Expression of Self through Personal Presentation

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





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

Progress: 0%

## Speech

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

## Understanding Spoken Language

- |                                                                                                                                                                                                         |                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| <input type="radio"/> 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' | <input type="radio"/> Leaves time for a member of staff to respond |
| <input type="radio"/> 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'         | <input type="radio"/> On request, gets all of an object            |
|                                                                                                                                                                                                         | <input type="radio"/> On request, gets one of an object            |
|                                                                                                                                                                                                         | <input type="radio"/> On request, gets some of an object           |

## Understanding Vocabulary, Parts of Words & Grammatical Structures

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

## Using Spoken Language

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

## 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

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



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

Progress: 0%

## Understanding Symbols & Signs

- |                                                                                                                                                                                          |                                                                                                        |                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <input type="radio"/> Answers yes/no questions using gestures or facial expressions when working with a member of staff                                                                  | Identifies pictures of familiar objects:                                                               | <input type="radio"/> Matches pictures to objects with assistance            |
| <input type="radio"/> Answers yes/no questions using rough signs when working with a member of staff                                                                                     | <input type="radio"/> - ball                                                                           | <input type="radio"/> Matches pictures to pictures with assistance           |
| <input type="radio"/> Answers yes/no questions using signs, gestures or facial expressions when being asked about objects, people or occasions that are familiar to them                 | <input type="radio"/> - car                                                                            | Recognises the signs for:                                                    |
| <input type="radio"/> 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 | <input type="radio"/> - sock                                                                           | <input type="radio"/> - ball                                                 |
|                                                                                                                                                                                          | <input type="radio"/> - spoon                                                                          | <input type="radio"/> - car                                                  |
|                                                                                                                                                                                          | <input type="radio"/> Imitates a range of hand movements that are used to sign                         | <input type="radio"/> - sock                                                 |
|                                                                                                                                                                                          | <input type="radio"/> Looks at their visual timetable with interest when it is placed in front of them | <input type="radio"/> - spoon                                                |
|                                                                                                                                                                                          | <input type="radio"/> Matches a picture to an object                                                   | <input type="radio"/> Takes turns in conversations, using hand signs         |
|                                                                                                                                                                                          | <input type="radio"/> Matches pairs of objects with assistance                                         | <input type="radio"/> Takes turns in conversations, using photos or pictures |

## Using Symbols & Signs

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

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



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

/ Progress: 0%

## Creating & Understanding Shared Meaning

- |                                                                                                                                                              |                                                                                                                                                            |                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Asks a simple 'What ... ?' question                                                                                                    | <input type="radio"/> Links two words to convey message                                                                                                    | <input type="radio"/> Responds when a familiar action is mentioned, e.g. painting                             |
| <input type="radio"/> Attempts to do action rhymes                                                                                                           | <input type="radio"/> Looks at an object when it is named                                                                                                  | <input type="radio"/> Returns attention to the person talking after being distracted by environmental factors |
| <input type="radio"/> Begins to recall movements/actions to familiar rhymes/songs                                                                            | <input type="radio"/> Looks for eye contact from others                                                                                                    | <input type="radio"/> Stands up and sits down when asked                                                      |
| <input type="radio"/> Brings a specific object from another room when asked                                                                                  | <input type="radio"/> Passes an object when asked                                                                                                          | <input type="radio"/> Takes turns in conversations                                                            |
| <input type="radio"/> Communicates with appropriate intonation                                                                                               | <input type="radio"/> Reacts if the reader changes the story                                                                                               | <input type="radio"/> Talks about objects that are absent                                                     |
| <input type="radio"/> Explores volume of voice                                                                                                               | <input type="radio"/> Recognises approval and disapproval                                                                                                  | <input type="radio"/> Talks about people who are absent                                                       |
| <input type="radio"/> Expresses what they are immediately going to do                                                                                        | <input type="radio"/> Recognises that a pause in conversation could indicate own turn to talk                                                              | <input type="radio"/> Understands simple sentences                                                            |
| <input type="radio"/> Follows instructions containing a descriptive word, e.g. give the red ball to Tom                                                      | <input type="radio"/> 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 | <input type="radio"/> Undertakes a simple directed activity                                                   |
| <input type="radio"/> Follows one-step commands, e.g. sit down, stand up, etc.                                                                               | <input type="radio"/> Responds simply to a peer's suggestion                                                                                               | <input type="radio"/> Uses content words so speech sounds "telegraphic", e.g. food gone, teacher happy        |
| <input type="radio"/> Follows simple requests, e.g. "Get your book"                                                                                          | Responds to the following words in familiar situations:                                                                                                    | <input type="radio"/> Uses facial expressions to indicate displeasure                                         |
| <input type="radio"/> Follows two-step commands, e.g. sit down and clap your hands, stand up and touch your nose, etc.                                       | <input type="radio"/> - give                                                                                                                               | <input type="radio"/> Uses smiles as deliberate social signals                                                |
| <input type="radio"/> Generalises words, e.g. "dog" means all dogs, or "daddy" means all men                                                                 | <input type="radio"/> - open                                                                                                                               |                                                                                                               |
| <input type="radio"/> Goes into another room to find a familiar object on request, e.g. retrieves their coat from cloakroom when asked 'Where is your coat?' | <input type="radio"/> - all gone                                                                                                                           |                                                                                                               |
| <input type="radio"/> Imitates intonation in voice                                                                                                           | <input type="radio"/> - clap hands                                                                                                                         |                                                                                                               |
|                                                                                                                                                              | <input type="radio"/> - look at...                                                                                                                         |                                                                                                               |
|                                                                                                                                                              | <input type="radio"/> - touch your...                                                                                                                      |                                                                                                               |



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

## Pre-Literacy Skills

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



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

## Using Written Language

- |                                                                                                                           |                                                                                                                                                                                                |                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="radio"/> Forms irregular plurals correctly                                                                   | <input type="radio"/> Produces legible handwriting                                                                                                                                             | <input type="radio"/> Spells common words with letters representing sounds that are often not pronounced, e.g. desperate, separate, history |
| <input type="radio"/> Occasionally uses possessive apostrophe in regular plurals correctly in the course of their writing | <input type="radio"/> 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 | <input type="radio"/> Uses the first, second and third place letters to put words into alphabetical order                                   |

## Using Vocabulary, Parts of Words & Grammatical Structures

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

## Creating Shared Meaning

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



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

Progress: 0%

## Phonics

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



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

Progress: 0%

## Spelling

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





# Want to find out more?

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](http://www.connectingsteps.com/meetings)

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