

## Appendices 1: Talk, Learn and Grow Levels

Aspects of curriculum intent to be incorporated across all areas of subject planning

### Talk Intent

- To develop effective attention and listening skills
- To develop an understanding of language
- To develop effective expressive communication skills

### Learn Intent

- To develop lifelong learning skills and strategies
- To have opportunities to learn through broad ambitious and a challenging range of experiences
- To build on prior knowledge
- To develop transferable thinking skills
- To acknowledge and celebrate difference
- To work with others

### Grow Intent

- To develop an understanding of own emotions and establish relationships
- To learn to take risks in learning and develop resilience
- To develop strategies to overcome individual barriers to learning
- To develop readiness to transition to stage of education
- To develop as respectful and active citizens

#### Themes and levelling documents for each area of intent:

TALK	LEARN	GROW
<p><b>T1: Attention and Listening</b> PIVATS Listening + PIVATS Behaviour for Learning + Ages and Stages</p> <p><b>T2: Understanding Questions</b> Blanks Level expectations from Ages and Stages</p> <p><b>T3: Expressive Communication</b> PIVATS Speaking + Ages and Stages</p>	<p><b>L1: Behaviour for Learning</b> PIVATS Behaviour for Learning + PSLB</p> <p><b>L2: Social Awareness and Relationships</b> PIVATS Social Awareness and Relationships + PSLB + Ages and Stages</p>	<p><b>G1: Emotional Aspects</b> PSLB + PIVATS Emotional Aspects</p> <p><b>G2: Resilience and Independence</b> PSLB + PIVATS Independence and Self Help</p>

**Level 1 (Functional Comprehension - FC 2;0-2;06 + P6)**

<p><b>TALK:</b></p> <p><b>T1</b> – Demonstrate intentional joint attention for extended periods (e.g. looking back and forth between person and object in structured groups)</p> <p><b>T2</b> – Respond appropriately to simple questions about immediate events/objects in context, e.g. 'Where is the ball?' 'What are you doing?' (Blanks 1-2)</p> <p><b>T3</b> – Begin to ask for help appropriately</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Search out resources for familiar self-chosen activities with support</p> <p><b>L2</b> – Cooperate with others in structured small group activities with support</p>	<p><b>GROW:</b></p> <p><b>G1</b>– Express basic feelings, e.g. feeling sad or excited.</p> <p><b>G2</b> – Walk into a classroom with increasing confidence, e.g. understands routine and happy to cooperate</p>
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**Level 2 (FC 2;06-3;0 + P6)**

<p><b>TALK:</b></p> <p><b>T1</b> – Follow simple context embedded instructions given to a small group (child's name is not specifically used)</p> <p><b>T2</b> – Respond appropriately to questions about the functions of objects (Blanks Level 2)</p> <p><b>T3</b> – Initiate and maintain short conversations about familiar events (using preferred method of communication)</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Ask simple 'what?' questions to gain simple information to clarify events or show curiosity</p> <p><b>L2</b> – Play with peer for a short time and respond to ideas of others (e.g. imitate others in play)</p>	<p><b>GROW:</b></p> <p><b>G1</b>– Recognise and name some basic feelings</p> <p><b>G2</b> – Use resources for familiar activities independently.</p>
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### Level 3 (FC 3;0-3;06 + P7)

<p><b>TALK:</b></p> <p><b>T1</b> – Maintain attention to familiar or enjoyable adult led tasks with support.</p> <p><b>T2</b> – Answer questions about the details of objects not necessarily visible at the time (Blanks Level 2)</p> <p><b>T3</b> – Describe events that have already happened and recent experiences</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Begin to realise there may be more than one solution to a problem, e.g. how can we stick these together? ‘sticky tape’ or ‘glue’</p> <p><b>L2</b> – Actively participate and contribute in a small group activity with minimum support</p>	<p><b>GROW:</b></p> <p><b>G1</b> – Identify what makes them feel the way they do</p> <p><b>G2</b> – Show confidence to take part in less familiar and new activities independently (take a risk)</p>
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### Level 4 (FC 3;06-4;0 + P7)

<p><b>TALK:</b></p> <p><b>T1</b> – Shift their own attention from an activity to a person speaking.</p> <p><b>T2</b> – Answer questions that require describing, sequencing and retelling, e.g. can you tell me what happened? what might happen next? (Blanks Level 2-3)</p> <p><b>T3</b> – Communicate about things in the past, present and future</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Complete a familiar activity or task with prompts (5 minutes or more)</p> <p><b>L2</b> – Takes turns with others in structured activities with minimum adult support</p>	<p><b>GROW:</b></p> <p><b>G1</b> – Use simple strategies to manage their emotions with support.</p> <p><b>G2</b> – Show some awareness of how to keep safe in familiar situations</p>
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**Level 5 (FC 4;0-4;06 + P8)**

<p><b>TALK:</b></p> <p><b>T1</b> – Demonstrate dual channelled attention (able to keep doing a task and listen at the same time)</p> <p><b>T2</b> – Answer questions relating to similarities and differences (Blanks Level 3)</p> <p><b>T3</b> – Ask lots of questions to find out more specific information, e.g. ‘who?’ ‘why?’</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Use trial and improvement to solve a problem (e.g. persevere with a 20-piece jigsaw)</p> <p><b>L2</b> – Begin to negotiate with others in a variety of situations</p>	<p><b>GROW:</b></p> <p><b>G1</b> – Take into account clues from situations to help explain emotions of others (e.g. a child may be sad if their favourite toy is broken)</p> <p><b>G2</b> – Recognise and look after their own belongings.</p>
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**Level 6 (FC 4;06-5;0 + P8/Bridge)**

<p><b>TALK:</b></p> <p><b>T1</b> – Can look at the person who is talking and shift attention to new speakers.</p> <p><b>T2</b> – To answer questions requiring a definition, e.g. ‘what is a...?’ (Blanks Level 3)</p> <p><b>T3</b> – Take part in role play using a range of topic focused vocabulary.</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Can search out appropriate unfamiliar resources for an activity independently.</p> <p><b>L2</b> – Can take simple roles within a group and follow the order within a group when taking turns</p>	<p><b>GROW:</b></p> <p><b>G1</b> – Can begin to think about how their/others’ actions make others feel</p> <p><b>G2</b> – Know the order of the school day (e.g. can follow a visual timetable independently) and accept change with less support</p>
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**Level 7 (FC 5;0-5;06 + Bridge/Milestone 1)**

<p><b>TALK:</b></p> <p><b>T1</b> – Listen to contributions of others in group activities.</p> <p><b>T2</b> – Answer questions relating to cause and effect, e.g. ‘why?’ (Blanks Level 4)</p> <p><b>T3</b> – Show awareness of the listener by staying on topic in conversations.</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Begin to reflect on, when questioned, what they have achieved.</p> <p><b>L2</b> – Play and work cooperatively, taking turns and sharing activities in less demanding situations</p>	<p><b>GROW:</b></p> <p><b>G1</b>– Realise that feelings help them decide what to do. Use simple strategies to make themselves and others feel better.</p> <p><b>G2</b> –Begin to understand the size of a problem and show simple problem solving skills.</p>
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**Level 8 (FC 5;06-6;0 + Milestone 1)**

<p><b>TALK:</b></p> <p><b>T1</b> – Integrated attention: easily listen to information whilst doing something else at the same time, even in a distracting environment</p> <p><b>T2</b> – Answer questions requiring prediction, e.g. ‘what would happen if?’ (Blanks Level 4)</p> <p><b>T3</b> – Communicate what has happened using a clear beginning, middle and end.</p>	<p><b>LEARN:</b></p> <p><b>L1</b> – Able to show basic evaluation skills and become involved in their learning from choices (e.g. setting own simple next step targets)</p> <p><b>L2</b> – Show awareness of the aims and roles in activities and contribute to the achievement of group goals with support</p>	<p><b>GROW:</b></p> <p><b>G1</b>– Identify more subtle/complex emotions (e.g. embarrassment, jealousy, guilt, pride, disappointment, empathy)</p> <p><b>G2</b> – Recognise a simple mistake and self-manage this to make it right.</p>
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**Level 9 (FC 6;0-6;06 + Milestone 2)**

<b>TALK:</b>	<b>LEARN:</b>	<b>GROW:</b>
<p><b>T1</b> – Sustain listening to less familiar speakers and in larger group situations and remember what happened to discuss later.</p> <p><b>T2</b> – Answer questions requiring explanation, e.g. ‘how do you know?’ (Blanks Level 4)</p> <p><b>T3</b> – Explain and discuss their ideas with a group using interesting vocabulary that gains attention</p>	<p><b>L1</b> – Identify the main steps in an action plan of successful completion of a task.</p> <p><b>L2</b> – Negotiate with others in a variety of situations (e.g. ask appropriate questions, take steps to resolve conflict and find a compromise)</p>	<p><b>G1</b> – Begin to understand intensity of feelings and link these to their reactions</p> <p><b>G2</b> – Begin to check their own work and self-correct linked to the criteria set (when prompted to do so)</p>