



Sunningdale School

Early Cognition & Communication

The following pages contain extensive lists of early communication and literacy skills relevant to pupils that are not yet engaged in subject specific learning. Some of them require specialist resources but many of them are easy to present to children using widely available toys and activities.

These were originally compiled by the Barrs Court School (www.barrscourtschool.co.uk).

The titles at the top of pages refer to areas of literacy that these very early skills underpin.

R= Reading

W= Writing

SL= Speaking and Listening

We hope you find them useful.

R.1: To take part in activities which encourage visual tracking and scanning in a horizontal (left to right) direction

Suggested Activities

- Tracking a moving light in a darkened room
- Tracking a moving glittery or sparkly object
- Tracking a moving fluorescent object under UV light
- Tracking a moving object across a table or floor
- Tracking an object eg. toy boat or fish as it moves across water in a tray
- Playing notes on a keyboard / xylophone
- Moving a toy car / train across the floor / table
- Watching a moving image on a computer screen or Smart board
- Looking at items in a sequence from left to right eg. story sack items
- Placing one item on each plate in a row
- Filling each cup in a row with juice
- Looking at photos / pictures in a row as adult points
- Pointing to objects / pictures in a row from left to right
- Attaching Velcro items or magnetic shapes to a board in a horizontal / vertical line
- Looking at pictures on a page or across a double page as adult points
- Joining items together from left to right eg. stickle bricks; giant popper beads

Resources

- Torches, fibre optic torch
- Fluorescent objects
- Moving toys eg. battery operated; clockwork; etc.
- Musical keyboard, xylophone, chime bar set
- Toy vehicles
- Assorted balls and cylinders including some with sparkly and/or sound qualities
- Story sack props
- Plates and cups and items to go in them
- Picture books
- Sets of photographs or pictures (these should be of personal interest to individual pupil eg. favourite story characters, pop stars, family, etc.)
- Stickle bricks, Geostar, giant popper beads, magnetic vehicles, etc. for joining
- Magnetic or Velcro items with appropriate board to fix to
- Water toys and water tray
- Computer with touch screen
- Interactive whiteboard

Strategy References: See also Early Thinking Skills V4 and V6-7

R 2: To understand the link between an object and its pictorial or symbolic representation

Suggested activities

- Use real objects alongside pictures in storytelling
- Have Widgit symbols on objects or activities around the room
- Provide personalised objects of reference to inform of activities – these must be consistent and personal to the pupil
- Symbol / word books with photographs (i.e. photograph on one page with symbol/word on facing page) and have the real objects to look at also
- Hide and reveal games using familiar objects
- Matching identical objects
- Matching objects to photographs (familiar objects)
- Matching pictures of familiar objects to identical pictures
- Matching objects to black and white line drawings
- Matching objects to symbol / word combination
- Pointing / eye pointing to a photograph to indicate a need or to make a request
- Pointing to a symbol / word in personal communication book to indicate a need or to make a request

Resources

- Multi-sensory story sacks
- Real objects (familiar to the pupil)
- Sets of matching photographs
- Sets of matching black and white line drawings
- Sets of matching symbols / words
- Individual communication books / folders

NOTE: All pictures / symbols used should be of appropriate size, clarity and format taking into account the pupil's visual / attention needs and level of symbolic understanding

Strategy References: PVS / LIT / MSS and SYM.

R 3: To explore and recognise photographs of themselves and familiar people

Suggested activities

- Activities in front of big play mirror to highlight facial features
- Face painting activities – take photographs
- ‘Make a face’ activities using false nose, ears, glasses, moustache, eyebrows, etc. Let pupil look at their ‘created’ face in the mirror; take photos of the pupil wearing different facial items, followed by a photo without these items
- Make photo albums and videos of the pupil at home
- Show family members’ photos alongside other clues such as recordings of parents or siblings’ voices; smell of mum’s perfume / dad’s aftershave, etc. or photos of staff members alongside the associated sounds of people working in school such as kitchen noises or telephone ringing
- Incorporate photos of each pupil and member of staff in the class into morning greeting / registration sessions
- Take photographs of the pupil engaged in favourite activities. Let them look at these on a computer screen and print them off. Make into a personal book showing the sequence of the activity
- Make and look at class books showing photographs of the other pupils / staff in their class
- Take photographs of the pupil with one other person eg. with another pupil or a familiar member of staff
- Place photographs of pupils / members of staff near to their usual place / area of work eg. classroom door, office desk, entrance to kitchen, etc. for pupil to look at as they visit different parts of the school
- Look at photos of pupil’s favourite pop star / TV star
- Make a ‘face’ collage using photos of pupil’s favourite people

Resources

- Digital camera
- Computer
- Interactive white board
- Laminator and laminating sheets
- **Clear** photographs of the pupil, their close family members, pupils and staff in their classroom, etc.
- Photos of TV and pop stars
- Scrap books, photo albums, ring binders and card for making personalised books
- ‘Make a face’ kit

Strategy References: S.I. / PVS / MM

R 4: To use their knowledge of visual clues to understand and recall activities and events

Suggested activities

- Make videos of outings and make books with large print, photos and symbols (one item per page)
- Take digital photos of the pupil engaged in activities, download on to computer for pupil to watch each activity sequence as a slide show whilst adult recalls activity verbally.
- Add textures, sounds and smells where appropriate to reinforce recall
- Make books about regular walks to the shops and include food packaging and smells, textures touched on route such as a hedge or a brick wall, real objects such as money and sweets
- Make books about regular food preparation activities such as making sandwiches, drinks, toast, etc. Include photos, symbols, smells eg. a real tea bag, and listen to accompanying sounds such as water running, spoon stirring, toast popping up, etc.
- Sprinkle ingredients such as raisins, sugar and spices on to glued pages
- Make books of special events or themed activities that the pupil has been directly involved in eg. Red Nose Day activities; Christmas Panto; European Week; Diversity Week, etc.
- Use real objects from a story sack to recall characters and events from a familiar story or poem. Look at pictures of different characters in the book itself and relate to objects
- Draw the pupil's attention to objects related to specific activities; place in sequence; take photographs of the objects and photographs of the pupil engaged in the activity eg. swimming; lunch time; PE; using the MSE; art and music activities, etc.

Resources

- Camcorder
- Digital camera
- Scrapbooks, photo albums, ring binders, card, etc. for making personalised books / diaries of events
- Multi-sensory story sacks with objects, pictures and symbols to accompany story book
- Objects to support different activities and to assist pupil with recall and sequencing of events

NOTE: All pictures / symbols used should be of appropriate size, clarity and format taking into account the pupil's visual / attention needs and level of symbolic understanding

Strategy References: O.R. / PVS / I.S. / MSS

R 5: To listen to and explore the sounds letters make

Suggested activities

- Listening to representational sounds (real or recorded) eg. environmental sounds; animal sounds; transport sounds
- Activities that encourage the discrimination of
 - gross sounds eg. drum from bells
 - intermediate sounds eg. drum from shaker
 - finer sounds eg. bells from chime bar
- Amplify initial letter sounds using a microphone and amplifier
- Provide a collection of objects that start with the same initial letter sound. Make up simple stories or poems that include the objects names.
- Encourage pupil to watch mouth movements when making different letter sounds and imitate – large mirror may be helpful
- Listen to examples of alliteration, sound pattern and rhyme in stories and poems. Imitate some of the sounds heard.
- Use puppets with moveable mouths to make mouth shape as you make letter sound
- Use games round a resonance board to have fun with different sounds eg. start a simple beat. Caller chants a pupil's name to this beat and this is taken up by next adult who extends and accentuates the letter sounds
- Call and response activities – call out initial letter sound of pupil's name; pupils imitate sound; call out pupil's name; pupils repeat name. Take it in turns to call out initial sounds and names

Resources

- Resonance board
- Microphone and amplifier
- Tape recorder
- Big Mouth activity pack
- Articulation Bag
- Mister Tongue story pack
- Percussion instruments
- Puppets with moveable mouths
- Large play mirror
- Recordings of different representational sounds

Strategy References. I.S. / DR. / MSS
See also Early Thinking Skills A1-9

R 6: To participate in activities that provide a link between the pupil's first name and themselves

Suggested activities

- Make large tactile name cards to accompany pupils' photos and use at registration, in group sessions, physio sessions, etc. – pupils can be helped to feel the outline of their initial with their fingers whilst the initial letter sound and pupil's name are spoken
- Make pupil's name out of clay, play dough, soft stuff, etc.
- Make letters of name out of fluorescent paint, sand, paper, etc. to explore under UV light
- Play name games eg. drum pattern of pupils' names on the resonance board and help them to recognise their own
- Listen to and join in with songs, poems and rhymes that incorporate the pupil's first name
- Sound games using the first letter sound of pupil's name
- Provide a collection of objects and/or pictures of objects that begin with the first letter of the pupil's name
- Label personal items using a clear photograph alongside the pupil's name
- Draw pupil's attention to their own name on coat peg, drawer, books, wall displays, etc.
- Encourage pupil to select own photograph and/or printed name on a flash card
- Make personalised stories incorporating the pupil's name into the text. The story could be about a recent activity the pupil has enjoyed and include photographs of the pupil taking part in the activity

Resources

- Tactile initial letters made from different textures eg. velvet, sandpaper, lentils, etc
- Wet sand, finger paints, shaving foam
- Play dough, Soft Stuff, clay
- Fluorescent paint / sand / glitter / paper / markers
- Percussion instruments
- Resonance board
- Flash cards with pupil's first name on
- Photographs of the pupil
- Collection of objects / pictures that begin with the same initial as pupil's first name

Strategy Reference: S.I. / R.B. / I.S. / LIT.

R 7: To explore books using as many senses as possible

Suggested activities

- Provide a range of sensory materials / objects and record the aspects which most interest individual pupils eg. preferred sounds, textures, visual qualities, etc.
- Make very simple books for individual pupils appropriate to their needs and interests and wherever possible incorporating media they have shown a preference for eg. if they like very bright shiny objects make a book with a different shiny shape on each page using shiny, reflective materials.
- Use interesting props when telling stories to highlight characters and events within the story
- Encourage the pupil to turn the pages of the book you are reading / looking at with them
- Encourage pupil to choose a book (from a small selection) to look at themselves
- Encourage the pupil to choose a book for adult to look at / read with them
- Use simple stories with strong repetitive, rhythmical elements
- Make tactile books so that the pupil can listen to the story and explore the tactile pictures eg. 'Brown Bear, what do you see?'
- Incorporate sound effects, musical instruments, different voices, recordings on Big Macks into story telling
- Look at simple recipe books with pictures and explore some of the associated tastes / smells eg. spices, fruit, etc. If possible link to a cookery session the pupil has recently taken part in

Resources

- Multi-sensory story sacks
- Selection of appropriate story / picture books
- Tactile books
- Recipe books with pictures
- Associated tastes and smells to accompany recipes
- Bag Books Tactile Stories
- Books with inbuilt sound effects
- Books with story tapes
- Big Macks
- Percussion instruments / sound makers
- Scrap books, photo albums, ring binders and plain card
- Assortment of sensory materials (according to the pupil's preferences) for making personalised books

Strategy Reference: LIT. / I.S. / DR. / MSS

R 8: To listen to and participate in storytelling, poetry and drama

Suggested activities

- Use stories with strong rhythmical and/or repetitive elements
- Use action songs and rhymes with a strong rhythm
- Use interactive story telling techniques to aid and encourage pupil participation
- Use the Soundbeam to enable pupils to produce dramatic sounds within story telling and drama activities through their own movements
- Involve pupils with storytelling by recording sound effects, repetitive phrases, etc. in stories on to a Big Mack or Step by Step – pupils can take it in turns to join in
- Use puppets / dolls to portray some of the characters in stories
- Making up stories using real objects for pupil to choose what will happen next eg. did Fred go to school on a skateboard, on a space hopper or on a bicycle (pupil chooses) and so on for other events in the story.
- Use a resonance board or percussion instruments to make sounds in stories and poems more dramatic and to emphasise characters and events
- Use a voice changer unit and a microphone for pupil to make different voice sounds to represent characters in the story or poem
- Taking part in dramatic performances for an audience eg. class assemblies, whole school productions, dance projects, etc
- Visits from theatre groups
- Visits to theatre to see live performance of plays, music, poetry, dance, etc.

Resources

- Picture story books, poetry collections, adapted plays
- Choose and Tell software programs
- Resonance board
- Soundbeam and switches
- Puppets and dolls
- Percussion instruments
- Voice changer microphone
- Microphone and amplifier
- Assorted clothes, hats, wigs, masks, face paints
- Big Macks
- Multi-sensory story sacks
- Collections of real objects or photographs for pupil to choose what they would like to happen within a story

Strategy Reference: LIT. / I.S. / DR. / MSS

R 9: To gain access to further elements of reading through the use of ICT

Suggested activities

- Building pictures on a screen using switches
- Make talking books using Switch It Maker
- Pictures, words and sounds using Choose It Maker
- Choose and Tell stories – pupil chooses character on screen and then tells story by deciding what will happen next
- Pictures, text, animation and sound in My World 3 software
- Computer software using pictures, words and sound effects, for example, in 'On the Farm' program
- Writing with pictures and words using Clicker 4. Gives pupil access to words, pictures and sounds.
- Writing with Symbols using WWS 2000 (Widgit) software
- Accessing story books through Living Books and touch screen / switches
- Participating in story telling, songs and poems using single message (eg. Big Mack), two or four message devices; Step by Step communicator with levels, etc.
- Making simple books, pictures and posters using digital photos, Widgit symbols, computer graphics and images, etc.
- Looking at pictures / photographic images on the interactive whiteboard or computer screen, printing off to make into books and adding captions using Widgit software
- Power point presentations of favourite stories showing slides of favourite story characters and events in sequence with accompanying sound effects, words, etc. Pupil can switch operate slide show
- Power point presentations of the pupil taking part in a favourite activity, incorporating pupil's name, photographs and key vocabulary. Pupil can switch operate slide show

Resources

- Digital camera
- Rotary indicator with switch and selected photographs
- Speech activation devices eg. Big / Little Macks; Chipper; Talk Buddy; Step by Step communicator; Partner Two; 4 Talk 4; Go Talk 4; Eclipse; Clicker 4
- Living books
- Computer software programs eg. Choose and Tell
- Appropriate switches
- Widgit (WWS 2000) symbols
- Interactive Whiteboard
- Touch screen

Strategy Reference: S/CD / LIT / I.S.

W 1: To experience and participate in making marks on surfaces

Suggested activities

- Ensure pupil is in a good supported position
- Provide a variety of substances for pupil to touch, feel and to move their hands and fingers through eg. thick paint, cornflour and water, shaving foam, wet and dry sand, flour and water paste
- Use fluorescent paint on a black baking tray under ultra violet light for a strong visual effect
- Provide materials such as clay, play dough, soft stuff for pupils to poke, press and squeeze with their fingers and hands
- Cooked spaghetti coloured with food colouring is good for pupils to move their fingers through and so make patterns with only the slightest movements
- Finger painting: use brightly coloured, thick paint on a smooth surface (eg. plastic tray or sheet of Perspex) so that it 'spreads' easily
- Provide a strong visual contrast between the substance and the background it is presented on so that the pupil can clearly see the effects of his mark making
- Provide task lighting eg. spot light or angle poise lamp to illuminate the area / substance the pupil is manipulating and to draw his attention to the marks he is creating
- Take digital photos of the pupil's 'creations' and make a note the activities they particularly enjoy

Resources

- Thick paint
- Fluorescent paint
- Clay, play dough, Soft Stuff
- Sand – wet and dry
- Icing sugar and water
- Flour and water paste
- Cornflour and water
- Soap flake mix / shaving foam
- Cooked spaghetti
- Digital camera
- Sheet of clear Perspex
- Plain coloured plastic trays
- Plain coloured card (contrasting colours to substances, paint, etc.), this can be placed under clear Perspex sheet to provide contrasting colour background
- Paper for taking prints off pupil's mark making creations

NOTE: Prior to work on mark making pupils may need help to develop certain tactile skills and/or tolerance of tactile media and touch (see Early Thinking Skills T1 – T9). For advice on development of hand motor function consult physiotherapist and/or occupational therapist.

Strategy Reference: MM

W 2: To produce work through mark making using a variety of tools and media and show an awareness that they are creating it

Suggested activities

- Large marbles, small rubber or wooden balls, cotton reels, etc. dipped in paint and rolled on paper
- String dipped in paint and dropped, trailed across paper
- Printing with various objects / implements of different shapes and textures
- Sponge printing
- Roller painting with foam rollers
- Using rubber or foam stamps with paint or ink pads
- Vegetable and fruit prints
- Making marks in wet clay, dough, etc. using a variety of implements
- Making marks in polystyrene tiles; roll paint over the tile then take a print off the design on to paper
- Drawing lines and patterns with fluorescent markers on light panel
- Tie dying
- Marbling using combs to create patterns
- Spreading glue on a surface and sprinkling different materials on to it in a random fashion eg. glitter, sequins, feathers, wood shavings, etc.
- Sprinkling cake decorations on to wet icing sugar to decorate cakes and biscuits
- Make collages using different textures / colours
- Use pupil's work for displays, cards, book covers, etc.

Resources

- Thick paper, card
- Light panel and fluorescent markers
- Thick paints
- Sand paint
- Sponge shapes, rubber pattern stamps
- Paint rollers (smooth and patterned)
- Paint brushes, dabbers
- Paint combs
- Play dough, salt dough, Soft Stuff, clay, Woodiform
- Polystyrene tiles
- Modelling tools
- Fluorescent sand
- Glitter and sequins
- Marbling inks and combs
- Collage materials eg. fabrics, feathers, coloured wood shavings, etc.
- Assorted textured media eg. corrugated card, vivelle, net
- PVA glue and glue spreaders

Strategy Reference: MM

W 3: To use a variety of means to record and recall events, experiences and information

Suggested activities

A variety of methods can be used to assist pupils in their recall and recording of important activities and events, for example:

- Use found objects and materials from a visit or outing to make a display
- Use pictures, labels, packaging, logos from carrier bags, etc. relating to a recent activity eg. a shopping or cooking activity
- Art and craft activities for pupil to interpret their experiences in an art form eg. through collage, painting, printing, etc.
- Use symbols eg. WWS 2000 programme to name objects and label display
- Make sound recordings of the different sounds heard during an activity, on a visit, etc.
- Make a story sack or story box of a favourite story the pupil has been listening to
- Take digital photographs of the pupil engaged in an activity. Also, photographs of any key objects, people, places, etc. encountered during the activity. Pupil can then display the photos to give an account of the activity
- Make video clips of important events, experiences, activities, etc. that the pupil is engaged in
- Make simple books detailing recent / important events and activities using a combination of photographs, pictures, sounds, textures and smells (if possible), symbols and printed word, as appropriate to and selected by the pupil.
- Ensure that the pupil is given the opportunity to recall and record his experiences as soon as possible after the event and that he has further opportunities to re-cap activities and experiences

Resources

- Digital camera
- Camcorder
- WWS 2000 (Widgit) symbols programme
- Portable tape recorder with microphone
- Backing card (in a contrasting colour to the item/s to be displayed) and strong glue for mounting found objects, materials, etc.
- Art / craft materials
- Found objects and materials
- Ring binders for making books
- Plastic A4 poly pockets
- Blank scrapbooks
- Photograph albums

Strategy References: MM / P/VS / SYM. / O.R.

W 4: To explore examples of writing in different formats and for different purposes

Suggested Activities

Exploring the printed word in as many different formats as possible including:-

- Books (picture books, feely books, pop-up books, commercially produced and 'home made' books)
- Food packaging
- Carrier bags with logos
- Posters
- Graffiti
- Signs and notices
- Stickers and labels
- Banners
- CD and DVD packaging
- Newspapers, comics and magazines
- Letters and envelopes
- Postcards (especially those with pictures)
- Cards celebrating different events eg. birthdays
- Invitations
- Thank you cards
- Flyers and leaflets
- Newsletters
- Symbols and writing from different cultures and religions
- Logos on clothing, sports wear, vehicles, etc.
- Writing on cups, badges, balloons, etc.
- Make a display of different types of writing and mark making
- Explore examples of writing that have been done by hand and those that have been produced in other ways eg. on a computer
- Explore different examples of writing in the environment
- Design a poster and/or invitation for a special event

Resources

- Examples of different types of writing as listed above for exploration and discussion
- Assorted paper, card, glue, mark makers, etc. for pupils to explore their own writing for a purpose
- Digital camera

Strategy References: P/VS / MM / SYM.

W 5: To gain access to further elements of writing through the use of ICT

Suggested activities

- Use computer with touch screen and appropriate software programs to produce lines, shapes, patterns and use printer to print out
- Use interactive whiteboard and paint programme as above
- Build pictures on a computer screen using switches
- Use a light pen or LED torch to make marks on a Lumiglo screen or light shadow panel
- Make talking books using Switch It Maker
- Writing with Symbols (WWS 2000) program for pupils for whom this is appropriate to record news, events, information, etc.
- Activities using Clicker 4 or 5 software – giving pupil access to words, pictures and sounds
- Make simple books, leaflets, posters, etc
- Choose and Tell – write parts of a story by selecting what happens next
- Produce a simple Power Point presentation about 'Me': incorporating photos of the pupil, favourite things, people, places, activities, etc.
- Make a simple movie using favourite images and music selected by the pupil
- Look at and produce copies of own name using different font style, size, colour, etc. on a word processing programme
- Use photocopier to produce copies of favourite images and logos, etc.
- Print labels with own name on

Resources

- Computer with touch screen
- Printer
- Photocopier
- WWS 2000 symbol software
- Clicker 4 / 5 software
- Picture building software and appropriate switches
- Paint programme on computer
- Switch It Maker and Choose It Maker programmes
- Simple desk top publishing programmes
- Light shadow screen and fibre optic light pen
- Lumiglo screen and Rage LED torch

Strategy References: SCD / SYM. / MM

W.6 To explore mark making across a surface in a left to right direction

Suggested activities

- Finger painting lines across a surface
- Finger printing across a surface
- Printing with objects eg. sponges, fruit / vegetables, 3D shapes, etc.
- Making marks across an illuminated light screen using neon markers
- Using a paint program to make marks across a computer screen or Smart Board
- Making marks using finger or tools in wet / dry sand
- Making marks in play dough, soft stuff, clay, etc. using tools eg. rollers
- Using fluorescent markers under UV light to make lines and patterns
- Sticking tactile items on to a sheet of card from left to right
- Sticking pictures on to a page from left to right
- Printing with rubber stamps on to a page
- Icing lines on to biscuits and cakes
- Rolling paint on to a surface from left to right
- Painting / drawing lines and patterns using brushes, jumbo markers, crayons, etc.
- Tracing stencilled line patterns with finger eg. straight, wavy, zig zag (place stencil on top of wet sand, shaving foam, etc. so pupil can see pattern they have made when the stencil is removed)
- Marbling activities using a comb to move the inks in the water
- Making lines / patterns on to a polystyrene sheet, rolling ink across imprint and taking a print off

Resources

- Thick paint
- Fluorescent paint and markers
- Illuminated light screen and markers
- Brushes and rollers
- Clay rollers and modelling tools
- Sponges and small objects for printing
- Rubber stamps and ink pads
- Marbling inks and combs
- Sand, soap flakes, shaving foam, coloured Vaseline, etc. for making patterns in
- Play dough, Soft Stuff, clay
- Icing sugar and bag or writing icing in a tube
- Toy vehicles
- Glue and glue sticks
- Card
- Line pattern stencils
- Polystyrene sheets and markers
- Printing inks, rollers and trays
- Jumbo markers, felt pens, crayons, glitter / gel pens, pencils, etc.

Strategy Reference: MM (see also Early Thinking Skills V4, V6-7)

W.7 To explore writing their name in a variety of different ways

Suggested Activities

- Making tactile name using pasta, seeds, sand, etc.
- Make textured letters from different fabrics
- Writing name with fluorescent markers under UV light
- Writing name using magnetic letters
- Writing name using textured Velcro letters
- Writing name using luminous, glow in the dark letters
- Cut letters of name out of fluorescent card and position under UV light
- Printing name using letter print blocks
- Writing name on shadow light panel or Lumiglo screen using letter shapes and LED torch
- Icing name on to cakes / biscuits using writing icing
- Making letters of name out of play dough, Soft Stuff or clay
- Making letter shaped biscuits using biscuit dough and cutters
- Placing letters of name cut out of coloured cellophane on to a light box or OHP
- Placing letters of name cut from coloured acetate on to an OHP and project on to a screen
- Use a paint program on computer or interactive whiteboard to write letters of name
- Writing name in trays of wet sand, coloured soap flakes, shaving foam, etc.
- Spray name on to a wall covered in paper 'graffiti' style
- Squirt name on to a large cake or jelly using aerosol cream or fruit syrup
- Write name on a deflated balloon then inflate the balloon and watch the name 'grow'
- Write name on a t-shirt or piece of fabric using puff paint which expands when heated
- Use a word processing program to type out name on computer. Print name in various colours, sizes and font styles
- Print labels with own name on and use these to label personal possessions, books, pieces of artwork, etc.

Resources

- Photographs of pupil's face
- Card, scissors and glue
- Assorted coloured / textured fabrics
- Pasta shapes, rice, lentils, seeds
- Sand
- Rubber marker brushes
- Play dough, Soft Stuff, clay
- Biscuit dough and letter shape cutters
- Icing sugar, writing icing
- Squirty aerosol cream
- Magnetic letters and board

(continued overleaf)

W.7 To explore own name written in a variety of different ways (continued)

- Velcro letters and board
- Fluorescent card and paper
- Letter printing blocks and ink pads
- Coloured cellophane and acetate sheets
- Spray paint
- Coloured soap flakes / shaving foam
- Balloons and permanent pens / markers
- Computer with printer
- Touch screen / interactive whiteboard
- Lumiglo screen and LED torch
- Digital camera
- OHP
- Light box

NOTE: Always ensure that there is a clear visual and/or tactile contrast between the letters of the pupil's name and the surface background on which the name is presented. Also, ensure that everyone is consistent in the name used for the individual pupil eg. Jonothan, John, Jono and its correct spelling.

SL 1: To develop oral-motor skills of sucking, swallowing, chewing, licking, lip closure and breath control

Suggested activities

- Facial massage
- Face awareness activities
- Blowing activities using balloons, feathers, bubbles, etc.
- Sucking activities eg. spaghetti; straws and tissue paper shapes
- Lip movement / sound games
- Tongue movement / sound games
- Focus on and amplify pupil's sounds (breathing, sucking, chewing, licking) and play with these sounds (see Soundabout activities)
- Offer a wide range of tastes and smells, consistencies and textures. Note likes and dislikes.
- Always mash / chop different foods separately
- Introduce new tastes and textures slowly, preferably at the start of the meal when the pupil is hungry
- Where appropriate, pupils can practise dipping fingers in food and licking it off

NOTE: For pupils with eating difficulties a speech and language therapist (SALT) should be consulted as to a suitable oral-motor / eating programme. The school's physiotherapist should advise on the correct position for head support in order for the pupil to achieve optimum oral-motor control. Always check individual pupil information for details of food allergies / intolerance before giving pupil any food / drink in these activities.

Resources

- Flavoured lip balms; lipsticks
- Food for tasting eg. jam, honey, chocolate spread, fruit sauce, marmite, cream cheese, jelly, ice cream, sherbet, etc.
- Large play mirror; small mirrors; mirror tray; torch
- Objects for blowing eg. feathers, tinsel strands, balloons, ping pong balls, small foam balls, paper streamers, etc. (suspended or on a smooth surface); wind chimes; bubbles
- Runny paint and straws for blow painting
- Straws and tissue paper / coloured paper shapes for sucking
- Whistles, recorders (and medi wipes for cleaning)
- Trays with rims (including large mirror tray)
- Puppets with movable mouths
- Sound switch and microphone (blow across / into microphone to operate an effect in MSE)
- Microphone, tape recorder, amplifier (to amplify and record pupil's mouth / breath / voice sounds)
- Big Mouth activity pack
- Mister Tongue activity pack
- Cooked spaghetti for 'sucking up'
- Sherbert for 'popping' on tongue

Strategy References: S.I. (Also Reading Reference: 41)

SL 2: To acquire a persistent self image

Suggested activities

- Use focused activities in a distraction free room to increase pupil's awareness of their own body
- Activities in the MSE which involve shining a torch on different parts of the pupil's body in turn
- Attach different materials to pupil's hands, wrists, feet, ankles, head to make them more aware of the extremities of their body space eg. sparkly / reflective materials; sound making objects / materials; fluorescent materials, etc
- Head, hand and foot massage
- Vibro-tactile activities
- Mirror activities
- Face painting activities
- Putting on hats / wigs, gloves, furry slippers, long stripy socks, funky jewellery
- Voice activities – imitate / record pupil's vocalisations and play back to them
- Movement activities eg. Sherborne movement; rebound therapy; hydrotherapy
- Body awareness songs, stories, poems and activities
- Resonance board activities
- Soundbeam activities
- Jabadao creative movement activities
- Hand / feet prints; having finger and toe nails painted
- Water tray / foot spa activities to increase awareness of hands and feet
- Hiding under, being covered up by or wrapped up in a blanket or large piece of fabric
- Celebrating pupil's special events such as birthdays and personal achievements
- Take digital photographs of pupil and show them on computer screen / interactive whiteboard

Resources

- Torches and sparkly, reflective materials
- Fluorescent wristbands, objects and materials
- Wrist bells and other lightweight sound makers suitable for attaching to wrists / ankles plus ribbon / elastic for attaching
- Jabadao movement items eg. lycra sheets, ribbon sticks, parachutes, etc.
- Resonance board
- Soundbeam
- Large mirror tray / folding therapy mirror
- Face paints
- Assorted hats, gloves, socks, scarves, slippers, etc
- Assorted wigs eg. tinsel, fluorescent, curly, etc

(continued overleaf)

SL 2: To acquire a persistent self image (continued)

- Colourful jewellery; head bands with glittery, sparkly or flashing 'antennae'
- Water tray / foot spa
- Vibro-tactile equipment eg. vibro snake, vibrating cushion, etc.
- Digital camera, computer, interactive whiteboard
- Tape recorder, microphone, headphones

Strategy References: S.I. / R.E. / SB / RB

SL 3: To develop an understanding of the immediate surroundings within a responsive environment with limited distractions

Suggested activities

- Pupils should follow carefully structured programmes in a room / space with limited distractions in order to learn skills of looking, fixating, tracking, locating sounds and listening
- Opportunities should be created throughout the day for pupils to practise these skills in context and in a range of environments
- Provide defined spaces / mini environments in which the pupil can explore the environment and the objects within it and also recognise more clearly the effect of their actions on those objects
- Resonance board activities
- Ultra-violet (UV) light activities in the dark room using fluorescent objects and materials
- Lying prone over a wedge with mirror tray, folding goal or small paddling pool containing interesting objects / materials in front of them
- Sitting underneath an activity arch with interesting objects suspended that will move, make sounds, reflect light, etc. when the pupil knocks or touches them

Resources

- Dark room with visually / auditory stimulating materials and a source of light
- UV light source and fluorescent objects / materials
- Mini environments / defined spaces eg. use screens, folding goal, beach tent, projection tent, huge cardboard box on its side (open at one end)
- Paddling pool
- Activity arch
- Resonance board and sound making objects
- Mirror tray
- Objects for placing in the defined environment eg. sparkly, reflective objects; objects that make a sound when knocked, shaken, rolled, etc; objects with interesting textures

Strategy References: R.E. / R.B.

SL 4: To discover how their body moves and the effect their actions can have on the environment

Suggested activities

- Sessions on the resonance board – adult mirrors the pupil's movement / sounds and augments it
- Place an assortment of objects on the resonance board around the pupil so that when they move they touch / knock against objects with body and make a different sound
- Sherbourne movement activities
- Halliwick swimming activities
- Hydrotherapy activities
- Rebound activities
- Music and movement activities – moving (with the support of an adult) to different types of music
- Jabadao creative movement activities
- Soundbeam activities – pupil creates sounds through their own movements
- Hang attractive objects for pupil to knock, kick, reach for with parts of the body. Include everyday objects with interesting visual or sound making properties or interesting textures.
- Mirror activities eg. place objects on large mirror tray for pupil to touch, knock, swipe etc. so that they can see their own actions and the effect they have
- In the MSE place pressure switches within reach of the pupil so that when they move the switch is activated and a visual and/or auditory effect is created. Ensure that the effect can be clearly recognised by the pupil.
- Provide small, defined environments containing interesting objects / materials for the pupil to explore and so become more aware of the effects of his movements / actions.

Resources

- Resonance board
- Sound making objects, bells, shakers, tambourine, etc
- Trampoline
- Water bed
- Large physio ball
- Activity arch
- Mini environments eg. folding goal, beach tent, inflatable paddling pool
- CD/cassette player and assorted music with different rhythms, tempo, etc.
- Soundbeam equipment
- Jabadao dance equipment
- Assorted switches eg. pressure, lever, soft switch, etc. and effects eg. bubble tube, fan, cassette player
- Large mirror tray

(continued overleaf)

SL 4: To discover how their body moves and the effect their actions can have on the environment (continued)

- Interesting objects for suspending from an activity arch or placing in mini environments
- Hats / headbands with bells on, wrist / ankle bells (to increase pupil's awareness of head, hand and foot movements).

Strategy References: S.I. / R.E. / SB / R.B

SL 5: To develop an awareness of self in relation to others

Suggested activities

- Intensive interaction activities
- Co-active movement sessions eg. Sherborne Developmental Movement
- Adult and pupil moving together on the trampoline or in the pool during rebound / hydrotherapy sessions
- One to one activities in front of big mirror – moving head, hands, etc, pulling faces, making gestures – adult copies pupil's actions and sounds
- Face painting activities
- Putting silly hats, glasses, wigs, etc. on each other
- Imitating one another's sounds, actions, movements
- Rolling balls, toys to each other
- Hiding each other under large piece of fabric and pulling it off again
- Parachute activities
- Group resonance board activities
- Jabadao creative movement activities
- Rebound activities
- Hand and feet massage activities
- Focused activities in the MSE to encourage pupils to notice others in the group eg. shining a torch on each person in turn
- Taking turns to play a musical instrument eg. bang the drum
- Passing games; passing different objects, soundmakers to one another
- Turn taking with switches to operate effects in the MSE
- Taking turns to make sounds into a microphone
- Co-active art activities eg. squirt blobs of paint on to surface, pupil and adult use hands / fingers to spread paint and make patterns together

Resources

- Massage mitts / lotion
- MSE, switches and effects
- Hats, wigs, glasses
- Balls
- Jabadao equipment eg. lycra sheet, ribbon sticks, streamers, theraband, etc.
- Large pieces of fabric
- Parachute
- Resonance board
- Torch
- Percussion instruments
- Microphone and amplifier
- Paint, coloured soap flake mix, flour and water, etc
- Face paints

(continued overleaf)

SL 5: To develop an awareness of self in relation to others (continued)

NOTE: For some pupils it will be necessary to begin with structured one to one activities with the pupil and adult only in a limited distraction environment to encourage pupil's awareness of another person. Gradually introduce other pupils to the group and develop awareness through co-active and turn taking activities as above.

Strategy References: I.I. / R.E. / R.B.

SL 6: To locate and track sounds

Suggested activities

- Present sounds at ear level, above and below ear level, in front, to side and behind pupil and record responses.
- Note pupil's preferences for certain sounds
- Present sounds / music at different volume levels and note any differences in pupil's response
- Encourage the pupil to become aware of and explore the sound properties of different objects (including everyday objects), materials and musical instruments
- Draw pupil's attention to environmental sounds and show them what is making the sound if possible
- 1:1 or small group activities with a musical instrument eg. Follow the drum
- Roll a sound ball across the floor
- Play a percussion instrument in different locations around the room
- Play instrument behind a screen
- Call to pupil from different parts of the room
- Play short excerpts of music eg. classical, pop, percussive, folk, etc. and wait for pupil to locate source of sound. Note preference for particular types of music
- Use fluorescent sound makers under UV light or sound / light toys for pupils who need an additional sensory cue to locate sound

Resources

- Percussion set
- Big drum and beaters
- Xylophone
- Hand chimes
- Musical keyboard
- Bell balls
- Wiggly giggly ball
- Fluorescent sound makers
- Wave drum
- Microphone and amplifier
- CD / cassette player
- CDs / tapes of different styles of music

See also Early Thinking Skills A1-9

SL 7: To explore named objects and their function

Suggested activities

- Exploring the visual, auditory and tactile qualities of multi-sensory objects and toys
- Exploring the properties of objects related to an activity / story / outing they have recently taken part in
- Using different actions to explore the properties of objects
- Using two hands to explore the properties of bigger objects
- Exploring their own personal objects and possessions
- Listening to the names of familiar objects (stress the initial sound) as they are explored
- Choosing a favourite object from a small selection
- Finding hidden or partially hidden objects
- Exploring familiar objects and novel objects
- Exploring groups of non-identical objects with the same name / function eg. assorted cups or balls
- Games and activities involving interaction between the pupil, an adult and a favourite object
- Giving an object to someone as a request for an activity
- Relating objects to self appropriately
- Selecting / using the correct object for an activity
- Finding or pointing to a named object
- Giving an object to an adult to comment on something or to request something
- Recognising that certain named objects belong to a particular person or in a particular place
- Relating objects appropriately in play and real activities
- Recognising the relationship between an object and the person it belongs to
- Role play using different objects – this could be connected to a story or drama activity

Resources

- Multi-sensory objects with interesting visual, sound, tactile and movement properties
- Small objects that are easy to hold in one hand
- Larger objects for exploring with two hands
- Real objects including pupil's own personal objects
- Activity toys with different actions / properties
- Fabrics, boxes and screens for hiding objects
- Familiar objects and novel objects
- Groups of similar objects with name / properties in common eg. assorted brushes, cups, bags, etc.

Strategy References: O.R.

SL 8: To experience vocalising

Suggested activities

Encourage vocalisation by the following:

- Amplify any sounds made by use of a microphone, Zube Tube, voice changer, etc.
- Provide opportunities for pupil to spend time in a low distraction or 'mini environment' eg. dark room, beach tent, etc. where their vocalisations will be more easily recognised. Keep background sound to a minimum.
- Create music and rhythm round the pupil's vocal sounds
- Create silences for pupils to put in their own sounds as in Soundabout / resonance board activities
- Provide sound-activated equipment and toys for pupil to control by vocalising
- Use a sound switch to enable the pupil to control effects in the MSE through vocalisation
- Use sound activated software on the computer to encourage vocalisation
- In a one to one situation, imitate / repeat the pupil's vocal sounds back to them to encourage further vocalisation
- Turn taking activities – pupil vocalises, adult vocalises, pupil vocalises, etc.
- Record pupil's sounds and play back to them

Resources

- Microphone and amplifier
- Voice changer microphone
- Voice effects unit
- Zube tube
- Resonance board
- Sound activated equipment eg, Magic Mushroom
- Sound switch and microphone
- Sound activated computer software eg. Sound Beginnings, Plazma, Ameba
- Tape recorder
- Percussion instruments
- Mini environment eg. beach tent, large open-ended cardboard box, etc

Strategy References: S.I. / I.I. / R.B.

SL 9: To look at and listen attentively to an adult speaking

Suggested activities

- Ensure that you are in a good position for pupil to be able to see your face
- Attract the pupil's interest by wearing an eye-catching hat, wig, headband or glasses
- Wear bold lipstick, face paints, stickers on cheeks, etc. to attract pupil's attention
- Make a 'picture frame' out of cardboard to frame your face while talking
- Exaggerate speech sounds during poetry / story telling activities
- Use facial expression, change pitch / tone of voice as appropriate when talking to the pupil, telling stories, etc.
- Use dramatic pauses during storytelling and elements of surprise
- Use a microphone and amp to amplify your voice
- Use whisper tones when close to the pupil
- Alter voice by using voice changer microphone
- Shine torch or coloured spotlight to illuminate your face when speaking / reading a story to the pupil
- Wear a storyteller's hat or headband to encourage pupil to look at you when reading stories
- **Most importantly say something the pupil wants to hear!**

Resources

- Assorted hats, headbands, wigs, glasses
- Storyteller's hats / headbands, etc. preferably related to the story you are telling eg. witches hat for 'Room on the Broom'
- Face paints, lipstick, face glitter / stickers
- Microphone and amplifier
- Voice effects unit
- Coloured torch / spotlight
- Multi-sensory story sacks

Strategy References: I.I. / I.S. / MSS

SL 10: To respond to the sound of own name

Suggested activities

- Come close to the pupil, speak clearly using pupil's name and wait for eye contact or other sign of response eg. stilling, head or arm movement before continuing the conversation
- Always say the pupil's name to alert them to your presence or to the start of an activity, etc. and incorporate their name into as many activities as possible
- Gain pupil's attention by talking 'through' a puppet i.e puppet says 'hello ...' (pupil's name)
- Play name games eg. drum pattern of pupil's name whilst speaking it
- Tell stories and poems that incorporate pupil's name
- Sing songs that incorporate the pupil's name
- Rhythm activities eg. resonance board activities using pupil's name
- Rap chants / songs using the pupil's name
- Call pupil's name from different parts of the room
- Call name through a microphone / voice changer
- Call and response activities: call pupil's name; all pupils repeat name. Pupils can take it in turns to choose a name to call for everyone else to repeat. Use Bigmacks with recorded names for non-verbal pupils to participate
- Registration / greeting activities with a clear structure and routine so that pupil can anticipate and respond to their own name.
- Opportunities for pupil to respond to their own name within group turn taking activities.

Resources

- Hand / arm puppets with movable mouths
- Resonance board
- Percussion instruments for rhythm work
- Simple stories, songs, poems, rhymes adapted with the pupil's name
- Rap Pack activity pack (books and CDs)
- Microphone and amp
- Voice changer microphone
- Voice effects unit

NOTE: Always allow enough time for the pupil to respond to their name and note the manner in which they respond eg. smile, vocalise, lift / turn head, make eye contact, increased body movement, stilling, etc.

Strategy References: S.I. / N.G. / R.B. / I.S.

SL 11: To anticipate actions and events

Suggested activities

- Anticipating sounds in familiar musical and rhythm activities
- Hiding favourite objects and anticipating their re-appearance
- Anticipating the effects produced from activating switches eg. bubble tube comes on; music plays, etc.
- Anticipating actions / events in familiar songs and stories
- Anticipating repeated activities eg. bouncing on the trampoline, blowing bubbles, splashing hands in water, etc.
- Build up anticipation of repeated activities by using phrases such as 'Are you ready', 'Here it comes', 'One, two, three....'
- Showing recognition of familiar sound / voice in particular activities / locations
- Anticipating the action of a familiar activity toy
- Anticipating part of a routine within a familiar activity
- Turn taking activities to see if pupil anticipates your turn / their turn eg. playing a musical instrument, operating a switch, wearing the hat, printing shapes with a sponge and paint, etc.
- Anticipating aspects of daily activities / routines eg. registration, meal times, playtime, etc.
- Responding to sound / visual cues to indicate the start of a familiar event / activity
- Responding to a familiar object of reference as an indication of the start of an activity
- Anticipating repetitive phrases / sounds in a familiar song, story or poem

Resources

- Percussion and musical instruments
- Pupil's favourite objects
- Familiar stories, songs and poems
- Story sack items
- Switches and effects in MSE
- Objects of reference (see notes on Effective use of Objects of Reference)
- Items for turn taking activities eg. hat, sound makers, art materials, bubbles, switch operated toys, etc.
- Fabric, screens and boxes for hiding items

NOTE: Give the pupil time to anticipate what is going to happen and note the behaviours he uses to show that he has anticipated the forthcoming event eg. looking, vocalising, reaching out, etc.

Strategy References: C.M. / R.B. / I.S. / MSS

SL 12: To use body language / natural gesture to communicate basic needs and emotions

Suggested activities

- Give pupil a need / desire to communicate
- Provide experiences and activities that will be motivating for the pupil and make him want to communicate; use equipment that you know he likes.
- Provide lots of opportunities within activities and routines for the pupil to communicate
- Provide 'pauses' within familiar and motivating activities and allow plenty of time for the pupil to respond to what's happening or to indicate what they want
- Provide clear feedback to the pupil in response to his gestures / actions
- Be aware of, and sensitive to, the pupil's attempts to communicate through gesture, body language, facial expression, etc.
- Value all pupil's behaviours as communicative and respond accordingly
- Observe and note pupil's voluntary and involuntary movements
- Use video recording for detailed observation and analyse with the class team in terms of communicative intent
- Assign communicative intent to the pupil's actions i.e. link the pupil's voluntary movements with communication, for example, pupil moves arm / hand towards object, adult interprets this behaviour as communicative eg. 'You want the...' or 'You're showing me the...'; pupil turns head towards and looks at another pupil 'You're saying hello to...'; pupil moves feet / legs on trampoline after adult stops bouncing to indicate that he wants the activity to continue, etc.

Resources

- Digital camera / video camera
- Selection of objects / toys known to be liked / enjoyed by the pupil
- Planned activities known to be enjoyed by the pupil

NOTE: From a communication point of view it is the controlled / voluntary movements that the pupil can use for the purpose of communication, either as a gesture or sign or to operate a switch communication device. However, we also need to be aware of the uncontrolled / involuntary movements as these can provide a major barrier to the pupil's learning and we therefore need to find ways of minimising the effects of these as far as possible.

Strategy References: N.G. / C.M.

SL 13: To imitate actions and sounds with / without objects

Suggested Activities

- Sound making activities using different sound makers
- Activating switches to operate effects
- Imitating movements, actions, facial expressions in front of big mirror
- Imitating lip and tongue shapes / sounds
- Imitating actions and sounds within familiar everyday activities
- Imitating simple actions with familiar objects (eg. brushing hair, putting hat on head) in relation to self
- Imitating actions and gestures within stories, songs and poems
- Imitating actions within PE / dance activities and games
- Imitating actions within role play and drama activities
- Imitating actions within art activities eg. printing, stamping, rolling
- Imitating representational sounds for different events and characters within play, story and drama activities
- Imitating the actions of a puppet or toy
- Imitating gestures / signs for familiar objects within the context of a familiar or favourite activity
- Imitating familiar words within the context of a favourite activity
- Turn taking activities involving any of the above

Resources

- Big mirror
- Puppets with moveable mouths and limbs
- Big Mouth activity pack
- Mister Tongue story pack
- Familiar everyday objects (including the pupil's own personal items)
- Familiar stories and songs with simple actions, repetitive sounds, etc.
- Activity toys
- Switch operated toys and effects
- Hats, wigs, glasses, scarves, shoes, etc. for taking turns to put on

Strategy References: N.G. / R.B. / DR. / SSL / MSS

SL 14: To vocalise with intent to communicate

Suggested activities

- Respond to the pupil's vocalisation as communicative and talk back
- Keep a record of times / situations when the pupil is most vocal
- Observe and record the different vocalisations made by the pupil and analyse in order to build up a picture of possible intended meaning
- Consult SALT for advice on programmes for stimulating facial muscles
- Play games to encourage vocalisation eg. hide and reveal games where the pupil has to vocalise to reveal the hidden object or person
- Big Mouth and Mr Tongue activities
- Use big puppets for the pupil to vocalise to and have 'conversations' with
- Encouraging pupil to join in with favourite stories and songs by leaving 'spaces' or pausing to give them the opportunity to vocalise in response
- Encourage pupil to use voice to attract your attention or to let you know that they want something. Create opportunities by turning away from the pupil or placing favourite item just out of their reach. Respond immediately to their vocalising.
- Provide novel objects with outstanding visual / sound / movement features for the pupil to 'comment' on
- Change the sequence of a familiar activity, story or turn taking game eg. 'forget' to give the pupil their drink and wait for them to get your attention, hopefully by vocalising
- Put familiar items in unusual places for pupil to notice and comment upon
- Wear silly hats, headbands, glasses, etc. for pupil to 'comment' on

Resources

- Tape recorder
- Microphone and amplifier
- Video camera
- Selection of the pupil's favourite objects / toys
- Large puppets with moveable mouths
- Large pieces of fabric for hiding under
- Novel objects with strong visual / sound qualities
- Big Mack speech device
- Big Mouth Sound Pack
- Mr Tongue story pack
- Sound activated switch
- Computer software programme 'Sound Beginnings' (1&2)

Strategy References: I.S. / DR. / N.G. / SCD

SL 15: To initiate and maintain interaction with a familiar person

Suggested Activities

Encourage pupil to:

- Look at / reach towards adult during 1:1 movement / play session
- Look at self and another person in mirror
- Maintain eye contact with adult during interaction
- Watch adult making different facial expressions
- Look at familiar adult who is wearing a silly hat, wig, face paints, funny glasses, etc. to draw pupil's attention to their face
- Give items to or take items from adult during play activity eg. put hat on adult's head or take puppet off adult's hand to put on their own
- Rebound activities with a familiar adult
- Sherborne Developmental movement activities
- Pass items to adult or another pupil during small group activity
- Interact with adult / peers during turn taking activities by looking, vocalising, reaching, etc.
- Look at adult to signal they want something
- Vocalise / reach towards adult during activities
- Sustain attention to adult during movement / music / story activities
- Engage in interaction involving an adult and a favourite object
- Spontaneously repeat an action to indicate more / again
- Look at a person being pointed to
- Give an object to a familiar adult to indicate they want something
- Initiate contact with another person by vocalising, gesture, calling name, etc.
- Vocalise / gesture / point to draw the attention of another person to self or to something they want

Resources

- Large mirror
- Hats, wigs, glasses, headbands
- Face paints / make up
- Puppets
- Pupil's favourite items
- Pupil's favourite story, poem, song and any accompanying props
- Items for turn taking activities eg. hat, ball, drum, voice changer microphone

Strategy References: I.I. / N.G. / R.B. / C.M.

SL 16: To work with interactive toys and equipment in order to develop more complex and intentional actions on the environment

Suggested activities

Pupils should have opportunities to:

- Create sounds through movement using a Soundbeam
- Create sounds using electronic equipment such as musical keyboard, electronic drumsticks, drum machines, etc.
- Use interactive toys where the pupil performs an action and something happens eg. pop up toys; sound making toys, activity toys; toys or equipment that are activated by movement / sound
- Use switches or a touch screen to activate computer programs
- Use switches and controllers with kitchen equipment such as food mixer, blender, etc. during cookery sessions
- Use switches and controllers to operate light and sound equipment in the MSE and in the classroom

Resources

- Soundbeam and switches
- Interactive toys eg. activity centres / blocks; pop-up toys; clockwork toys, etc.
- Sound / light toys eg. keyboard, drumsticks, racing car, spinning top
- Switch operated battery toys eg. DJ Duck, Rappin' Frog, Penguin Helter Skelter, etc.
- Assorted musical instruments
- Electronic keyboard
- Drum machine
- Sound and lighting effects in MSE eg. bubble tube, fibre optics, projector
- Cassette player
- Switches suited to pupil's needs and physical ability
- Switch controllers eg. Able Link
- Switch mounting kit
- Electrical items that can be operated by a switch and controller eg. food blender, fan, etc.
- Computer programs producing sound and visual effects eg. Kaleidoscope, Switch It programs, Ameba and Plazma, Patterns, Touch, Touch Balloons, Touch Funfair, Switch It Maker, etc

Strategy References: SCD / SB / C.M.

SL 17: To activate and listen to speech and a range of sounds through the use of ICT and access devices

Suggested activities

Pupils should have opportunities to:

- Use computer programs to produce sound and visual effects
- Use motivating switches appropriate to their individual needs and movement capabilities to activate sounds, speech and music
- Use a touch screen or interactive white board to activate ICT programs that include speech and sounds
- Activate effects on computer programs by using their voice
- Use speech activation devices eg. Big Mack to send messages, make a request, participate in story telling, etc
- Use switches to activate music, story or songs on a cassette player
- Use a sound sensitive switch (with microphone) to operate equipment in the MSE by using their voice
- Use Soundbeam to create sounds through movement
- Use a touch screen to activate stories from Living Books on the computer

Resources

- Switches suited to the pupil's individual needs and movement capabilities
- Switch mounting kit
- Speech activation devices eg. Big / Little Mack; Step by Step communicator; Partner Two; 4 Talk 4; Eclipse; Clicker 4
- Switch activated computer programs eg. Switch It series, Ameba, Plazma, Switch It Maker
- Sound activated IT programs eg. 'Sound Beginnings' (1&2)
- Touch monitor and appropriate software programs eg. Touch Funfair, Touch Balloons, etc.
- Living Books
- Tape recorder
- Music, song, story tapes
- Microphone and amplifier
- Sound sensitive switch
- Soundbeam and switches

Strategy References: SCD / SB / I.S.

SL 18: To link pictures to named, familiar objects, people and places

Suggested Activities

- Looking at clear life-size photos of familiar people's faces
- Looking at photos / pictures of familiar story characters alongside the corresponding story sack items
- Looking at photos of pupil's favourite toys, objects and personal possessions
- Looking at photos of an activity or outing the pupil has recently taken part in
- Showing recognition of familiar objects in picture form
- Finding a familiar object from a selection when shown a picture of that object
- Taking digital photos of favourite objects, people and places, looking at them on the computer screen and then printing the photo to compare with the real object, etc.
- Hide and find games – finding a hidden or partially hidden object when shown a photo of it
- Going to a familiar location shown in a photograph
- Treasure hunt – following picture clues of objects, people and places to locate the treasure
- Matching photos / pictures symbols to story sack characters / objects
- Matching Widgit symbols to selected favourite objects / activities
- Presenting Widgit symbols of pupil's favourite items / activities each time the pupil indicates that he wants that item / activity

Resources

- Digital camera
- Assorted good quality photographs of familiar objects, people and places
- Assorted pictures (colour / black and white) of familiar objects
- WWS 2000 (Widgit) symbols in a size appropriate to pupil's visual and attention skills
- Story sack props and characters with corresponding pictures

NOTE: All pictures / symbols used should be of appropriate size, clarity and format taking into account the pupil's visual / attention needs and level of symbolic understanding

Strategy References: PVS / SYM. / MM

SL 19: To develop an effective means of expressing choices, needs and preferences

Suggested activities

- Whenever possible offer the pupil a meaningful, motivating choice of object, toy, activity, etc. and present it in a way that is accessible to them
- Observe the pupil's behaviour / actions to see if they are using any movements or sounds that may be indicating choice or preference, or that could be developed as such
- Always reinforce speech with signing, gesture, facial expression as appropriate
- Depending on the pupil's level of symbolic understanding, they may be able to express choices, preferences, etc. through use of the following:
 - Real objects
 - Miniature or partial representations of objects
 - Photographs – colour or black and white
 - WWS 2000 (Widgit) symbols or line drawings
- If the pupil is able to recognise photographs, symbols or partial objects these can be attached to an E Tran frame or a Rotary Indicator with a switch. The pupil can then look at or point to the object, photo or symbol to communicate their needs / preferences
- Attaching the picture or symbol to a speech activation device eg. Big Mack enables the pupil to hear and transmit the name of the chosen object or activity in spoken form (it may be best to cover the picture or symbol with a transparent switch cap)
- Manual signs eg. Signalong signs

Resources

- Communication aids eg. Etran Frame, Rotary Indicator and switch, etc.
- Speech activation devices eg. Big / Little Mack; Chipper; Talking Buddy; Partner Two; 4 Talk 4, etc.
- Suitable switches and switch mounting kit
- Transparent switch caps
- Objects of reference
- Miniature or partial representations of objects
- Photographs (colour / black and white)
- Pictures and line drawings
- Personal communication books / folders
- Widgit (WWS 2000) symbols
- Signalong manuals

NOTE: All pictures / symbols used should be of appropriate size, clarity and format taking into account the pupil's visual / attention needs and level of symbolic understanding

Strategy References: C.M. / O.R. / N.G. / SCD / SSL / PVS / SYM.