**Primary Checklist**

**Communication and Interaction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year 2: The child needs support for some of the following:** | Occasionally | Sometimes | Most of the time | What OAP Strategies have been used? |
| Listening and attention | Sustaining concentration in a small group of the whole class |  |  |  |  |
| Listening to an instruction whilst carrying out a task |  |  |  |  |
| Focusing on an adult initiated task for 10 minutes or more |  |  |  |  |
| Speaking | Recalling known words in conversation |  |  |  |  |
| Saying words clearly and speech being intelligible to adults and peers |  |  |  |  |
| Making themselves understood by an adult (this may lead to frustration and withdrawn behaviour) |  |  |  |  |
| Constructing sentences verbally |  |  |  |  |
| Making wants and needs known appropriately  |  |  |  |  |
| Understanding and processing | Following 3 step instructions e.g. get your bag and put it in your tray and line up  |  |  |  |  |
| Recalling information e.g. following the sequence of a story |  |  |  |  |
| Understanding basic concepts of time e.g. today/yesterday/tomorrow/after break/ before lunch |  |  |  |  |
| Interaction and social communication | Interacting appropriately with others, understanding the accepted rules of social communication |  |  |  |  |
| Joining in group and whole class activities |  |  |  |  |
| Taking turns in a 2-way conversation with a familiar adult or peer |  |  |  |  |
| Sharing resources such as games/books/learning equipment |  |  |  |  |
| Establishing and maintaining appropriate friendships |  |  |  |  |
| Making a choice from a limited range of options |  |  |  |  |
| Being able to read the clues of nonverbal language e.g. tone/gesture/facial expression |  |  |  |  |
| Knowing what to do in unstructured times of the day |  |  |  |  |
| Managing change in routine |  |  |  |  |
| Other | Speaking fluently without stammering-blocking on sounds, repeating sounds or whole words |  |  |  |  |
| Not speaking in certain situations even though they have the language skills and use language clearly in other situations e.g. selective mutism/reluctant talker |  |  |  |  |