**Primary Checklist**

**Communication and Interaction**

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| **Year 5 and 6: 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 independently on an adult initiated task for 20 minutes or more |  |  |  |  |
| Speaking | Recalling known words in conversation |  |  |  |  |
| Articulating words clearly |  |  |  |  |
| Making needs, wants, views and opinions known appropriately |  |  |  |  |
| Retelling an event in sequence e.g. something that happened at home/break time |  |  |  |  |
| Using irregular past tense or plurals e.g. swam |  |  |  |  |
| Making simple predictions about a story |  |  |  |  |
| Understanding and processing | Understanding what they have read |  |  |  |  |
| Following instructions and spoken information in the classroom |  |  |  |  |
| Understanding abstract terms or concepts e.g. before x do y – before you go outside, put on your coat |  |  |  |  |
| Answering ‘why’ questions |  |  |  |  |
| Interaction and social communication | Interacting appropriately with others, understanding the accepted rules of social communication |  |  |  |  |
| Joining in group and whole class activities |  |  |  |  |
| Understanding that communication is a two way/ shared process |  |  |  |  |
| Taking turns in engaging in a 2-way conversation with an adult or peer |  |  |  |  |
| Sharing resources such as games/books/learning equipment |  |  |  |  |
| Establishing and maintaining appropriate friendships |  |  |  |  |
| Interpreting nonliteral language e.g. verbal jokes/idioms/sarcasm/hints |  |  |  |  |
| Making a choice when given 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 |  |  |  |  |