**Secondary Checklist**

**Communication and Interaction**

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| **Year 7-9. The young person may need 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 or whole class |  |  |  |  |
| Focusing independently on an adult initiated task for 30 minutes or more |  |  |  |  |
| Listening to an instruction whilst carrying out another task |  |  |  |  |
| Working independently for 20-30 minutes |  |  |  |  |
| Speaking and expressive language | Articulating words clearly |  |  |  |  |
| Using a large range of vocabulary when talking |  |  |  |  |
| Retelling or describing a sequence of events in the correct order which is easy for the listening to follow |  |  |  |  |
| Using language to express thoughts and ideas clearly to answer the questions in class |  |  |  |  |
| Using complex sentences including words like therefore, yet and until |  |  |  |  |
| Making needs, wants, views and opinions known appropriately |  |  |  |  |
| Communicating effectively in a range of social situations and able to adapt language when talking between adults and peers |  |  |  |  |
| Understanding and processing | Following spoken communication in the class |  |  |  |  |
| Organising spoken and written language into consistently coherent sentences and paragraphs |  |  |  |  |
| Comprehending text that they can read and being able to make simple predictions and ‘read between the lines’ |  |  |  |  |
| Learning and remembering new vocabulary in class |  |  |  |  |
| Understanding timetables and sequences |  |  |  |  |
| Understanding abstract terms of concepts e.g. time/space such as: the one before last, the day after tomorrow, in 20 minutes time |  |  |  |  |
| Interaction and social communication | Interacting appropriately with others, understanding the social rules of interaction |  |  |  |  |
| Joining in with whole class activities |  |  |  |  |
| Altering what they say depending on who they are talking to |  |  |  |  |
| Understanding the social rules relating to group work |  |  |  |  |
| Understanding that communication is a shared process |  |  |  |  |
| Being able to see the other persons point of view in social situations |  |  |  |  |
| Establishing and maintaining appropriate friendships |  |  |  |  |
| Interpreting non-literal language |  |  |  |  |
| Being able to accept that other people may have different views and opinions |  |  |  |  |
| “reading” the physical clues of non-verbal communication e.g. facial expression, tone and gesture |  |  |  |  |
| Using appropriate non-verbal communication skills e.g. facial expressions, intonation, tone of voice and gesture |  |  |  |  |