**OUTCOME 5: COMMUNICATION***CHILDREN ARE EFFECTIVE COMMUNICATORS*

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| Communication - reciprocal   * Is able to engage in enjoyable reciprocal interactions using verbal and non-verbal language with familiar and new peers/adults. * Usually engages in enjoyable reciprocal interactions using verbal and non-verbal language with familiar peers/adults. * Requires adult support to engage and enjoy reciprocal interactions using verbal and/or non-verbal language, particularly with new peers/adults. |
| Communication - creativity   * Successfully uses language and representations from play, music and art to share and project meaning. * Usually uses language and representations from play, music and art to share and project meaning. * Sometimes uses language and representations from play, music and art to share and project meaning. * Requires adult support and encouragement to use language and representations from play, music and art to share and project meaning. |
| Communication - confidence   * Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family. * Usually conveys and constructs messages with purpose and confidence, building on literacies of home and/or family. * With support is able to reasonably convey and construct messages with purpose and confidence, building on literacies of home and/or family. * Requires support to convey and construct messages, building on literacies of home and/or family. |
| Communication - engagement   * Often engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others). * Usually engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others). * Requires adult prompts to engage in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others). |
| Text meaning - sounds and patterns   * Is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context * Is beginning to be able to listen for and respond to sounds and patterns in speech, stories and rhymes in context. * With adult support and guidance is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context. * Requires adult guidance to listen for and respond to sounds and simple patterns in speech, stories and rhymes in context. |
| Text meaning - visual   * Often able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions. * Usually able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions. * With support and guidance is beginning to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions. |
| Text meaning - emotions   * Is able to share feelings and thoughts about the events and characters in texts. * Is beginning to share some feelings and thoughts about the events and characters in texts. * With adult prompts is able to share some familiar feelings and thoughts about the events and characters in familiar texts. |
| Expression - imagination   * Uses language and engages in symbolic play to imagine and create roles, scripts and ideas * Beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas. * Is beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas. * With adult support is able to use language and engages in symbolic play to imagine and create roles, scripts and ideas. |
| Expression - creativity   * Often uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning. * Sometimes uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning. * Requires adult encouragement and prompts to use the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning. |
| Expression - syntax (sentence structure)   * Is able to recognise that sentences are key units for expressing ideas * Is beginning to recognise that sentences are key units for expressing ideas * Currently with adult guidance is beginning to recognise that sentences are key units for expressing ideas * Currently is beginning to recognise that written language is used to express ideas |
| Expression - morphology (words) & phonology (speech sounds)   * Understands that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences * Is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences * With adult prompts is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences * Is beginning to understand that written text has rules and words are made up of individual letters * Requires adults to point out how written text has rules and that words are made up of individual letters |
| Symbols - drawing and writing   * Often uses drawing/images and approximations of letters and words to convey meaning * Is beginning to drawing/images and approximations of letters and words to convey meaning * Currently with support and prompts is beginning to drawing/images and approximations of letters and words to convey meaning * Sometimes associates drawing/images and to convey meaning |
| Symbols - meaning   * Has an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them * Is beginning to develop an awareness that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them * Currently with adult prompts is beginning to develop an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them |
| Symbols - connections   * Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them * Is beginning to develop an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them * With adult prompts and guidance is becoming aware of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them * Requires adults to point out the relationship between oral, visual and written representations |
| Technology   * Often uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world * Sometimes uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world * With adult assistance can use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world * Has limited experience in using information and communication technologies to access images and information, explore diverse perspectives and make sense of their world |