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

|  |
| --- |
| 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
 |