

## **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