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