

LTP for : Communication		Overview for KS3 students		
	Pathway 1	Pathway 2	Pathway 3	
		Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum	Students will develop their communication skills and knowledge within their weekly communication lessons and embed these skills through the pathway 3 curriculum.	
Autumn 1	Key area of understanding	Positive Relationships	Positive Relationships	Positive Relationships
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Develop an awareness of others in their environment and explore how to form new friendships Learn how to demonstrate skills such as turn taking or sharing Have an awareness of what they could offer a friendship Know how their strengths and qualities are factors that determine friendships Know to use appropriate body language around other people and how boundaries should be respected 	<ul style="list-style-type: none"> Develop an awareness of others in their environment and explore how to form new friendships Learn how to demonstrate skills such as turn taking or sharing Have an awareness of what they could offer a friendship Know how their strengths and qualities are factors that determine friendships Know to use appropriate body language around other people and how boundaries should be respected Notice how body language changes with familiar and less familiar people Explore positive ways to maintain a friendship once established know what conflict is and identify people who can help when faced with conflict Understand the effect that their behaviour has on others – both positively and negatively
Autumn 2	Key area of understanding	Effective Listening Skills	Effective Listening Skills	Effective Listening Skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Be able to demonstrate that they have not understood something – verbally or nonverbally Follow simple one and two part instructions Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. Be able to store and recall a simple instruction Know that active listening is shown through body language – i.e. eye contact/ gesture 	<ul style="list-style-type: none"> Know why listening is important Be able to demonstrate that they have not understood something – verbally or nonverbally Follow simple one and two part instructions Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. Be able to store and recall a simple instruction Know that active listening is shown through body language – i.e. eye contact/ gesture Recognise when something they have heard does not make sense and express this verbally or nonverbally Listen to a less familiar speaker for a sustained period, demonstrating active listening Consider that emotions can influence our capacity to listen Understand that not everything that I hear may be true Have a basic understanding of sympathy/ empathy Demonstrate features of active listening in group situations Gain an awareness of tone
Spring 1	Key area of understanding	Effective Verbal and Nonverbal skills	Effective Verbal and Nonverbal skills	Effective Verbal and Nonverbal skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry Ask a simple what/ where/when/why question Be able to give opinion to familiar topics Develop confidence to engage with less familiar adults Initiate interaction with others 	<ul style="list-style-type: none"> Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression Be able to speak to less familiar adults/ peers at simple sentence level Initiate conversation with others and developing skills to keep conversations relevant and reciprocal Be able to answer more complex open-ended question at a more detailed sentence level. Be able to speak to a small group of familiar people on a familiar topic Know how body language affects verbal engagement (posture/ fidgeting/appearance) Develop conversational skills that include turn taking, asking questions and addressing misunderstandings. Know the way we talk affects verbal engagement e.g. volume, rate, intonation.

				<ul style="list-style-type: none"> • Know the effects of negative language, sarcasm and dismissive language. • Make coherent and logical justification to opinions • Know how to disagree with another's idea positively
Spring 2	Key area of understanding	Self-Management and Aiming High	Self-Management and Aiming High	Self-Management and Aiming High
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> • Show awareness of familiar routines/ tasks • Have an understanding of boundaries and choice/consequence • Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside • Manage time on a given task with adult support • Listen to positive and constructive feedback on their work from an adult or familiar peer 	<ul style="list-style-type: none"> • Show awareness of familiar routines/ tasks • Have an understanding of boundaries and choice/consequence • Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside • Define and explain what goals are why they are important • Listen to positive and constructive feedback on their work from an adult or familiar peer • Organise the sequence of activities, considering what would happen if things were done in the wrong order • Demonstrate a degree resilience in a variety of challenging situations with more consistency • Explore how to act on feedback for a better outcome • Complete short self-evaluation tasks with adult support
Summer 1	Key area of understanding	Self Esteem and Positivity	Self Esteem and Positivity	Self Esteem and Positivity
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> • Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) • Develop self-awareness by exploring likes/ dislikes and personal qualities • Identify what they like about themselves and others around them. • Demonstrate a degree of resilience to a difficult challenge • Know that others can help when faced with a challenge 	<ul style="list-style-type: none"> • Label and express simple emotions such as happy, sad, worried and excited. • Develop self-awareness by exploring likes/ dislikes and personal qualities • Identify what they like about themselves and others around them. • Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this. • Know that others can help when faced with a challenge • Have an increased understanding of self-identity and labelling emotions within • Know that positive compliments improve self esteem • Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task • Examine how they feel when they offer help to others • Know how to give and receive compliments effectively • Assert themselves effectively and appropriately
Summer 2	Key area of understanding	Teamwork and Leadership Skills	Teamwork and Leadership Skills	Teamwork and Leadership Skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> • Manage set time on a given tasks, progressing towards peer and small group work. • Know the effects of sharing/ not sharing and feelings that accompany this • Begin to know to when a team is not working • Be able to choose a role in a team • Experience leading a task or small elements of a small task with familiar peers • Recognise their own strengths and weaknesses • Know that different people have different skills and attributes 	<ul style="list-style-type: none"> • Manage set time on a given tasks, progressing towards peer and small group work. • Know the effects of sharing/ not sharing and feelings that accompany this • Know to when a team is not working and when to seek adult support • Be able to choose a role in a team and how it contributes to completing a task • Experience leading a task or small elements of a small task with familiar peers • Recognise their own strengths and weaknesses as a leader • Identify strengths in others in a team • Know that different people have different skills and attributes • Support the team to reach a decision by making a positive contribution • Know what equality and inclusivity is when working in a team • Experience taking on different roles within various team challenges • Consider which role they prefer to have in a team and why • Know how to identify unhelpful conflict within team and identify ways to avoid this

LTP for : Communication (to be delivered during ACE lessons)			
Overview for KS4 students			
	Pathway 1	Pathway 2	Pathway 3
		Students will develop their communication skills and knowledge through delivery of the pathway 2 bespoke curriculum	Students will develop their communication skills and knowledge within their ACE/communication lessons and embed these skills through the pathway 3 curriculum. At least 50% of ACE/ Communication time will be devoted purely to communication development.
Autumn 1	Key area of understanding	Positive Relationships	Positive Relationships
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Develop an awareness of others in their environment and explore how to form new friendships Learn how to demonstrate skills such as turn taking or sharing Have an awareness of what they could offer a friendship Know how their strengths and qualities are factors that determine friendships Know to use appropriate body language around other people and how boundaries should be respected
Autumn 2	Key area of understanding	Effective Listening Skills	Effective Listening Skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Know why listening is important Be able to demonstrate that they have not understood something – verbally or nonverbally Follow simple one and two part instructions Know what interrupting is and demonstrate modified behaviour with adult/ familiar peer reminders. Be able to store and recall a simple instruction Know that active listening is shown through body language – i.e. eye contact/ gesture

Spring 1	Key area of understanding	Effective Verbal and Nonverbal skills	Effective Verbal and Nonverbal skills	Effective Verbal and Nonverbal skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> • Begin to demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression • Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry • Ask a simple what/ where/when/why question • Be able to give opinion to familiar topics • Develop confidence to engage with less familiar adults • Initiate interaction with others 	<ul style="list-style-type: none"> • Demonstrate positive verbal engagement through a variety of conventions, such as courtesy, eye contact, appropriate personal space and facial expression • Reflect on emotions that accompany positive/ negative communications at simple word level – e.g. happy/ sad/ angry • Ask a simple what/ where/when/why question • Be able to give opinion to familiar topics • Be able to speak to less familiar adults/ peers at simple sentence level • Initiate conversation with others and developing skills to keep conversations relevant and reciprocal • Be able to answer more complex open-ended question at a more detailed sentence level. • Be able to speak to a small group of familiar people on a familiar topic • Know how body language affects verbal engagement (posture/ fidgeting/appearance) • Develop conversational skills that include turn taking, asking questions and addressing misunderstandings. • Know the way we talk affects verbal engagement e.g. volume, rate, intonation. • Know the effects of negative language, sarcasm and dismissive language. • Make coherent and logical justification to opinions • Know how to disagree with another’s idea positively • Know approaches to organising what they want to talk about • Gain skills required to talk to a larger audience – e.g. whole groups/ assemblies • Demonstrate appropriate language when demonstrating assertiveness – e.g. expressing feelings, refusing, disagreeing, and complaining.
Spring 2	Key area of understanding	Self-Management and Aiming High	Self-Management and Aiming High	Self-Management and Aiming High
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> • Show awareness of familiar routines/ tasks • Have an understanding of boundaries and choice/consequence • Begin to recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside • Manage time on a given task with adult support • Listen to positive and constructive feedback on their work from an adult or familiar peer 	<ul style="list-style-type: none"> • Show awareness of familiar routines/ tasks • Have an understanding of boundaries and choice/consequence • Recognise when they have done good work or made a positive contribution and link this with the emotions that go alongside • Define and explain what goals are why they are important • Listen to positive and constructive feedback on their work from an adult or familiar peer • Organise the sequence of activities, considering what would happen if things were done in the wrong order • Demonstrate a degree resilience in a variety of challenging situations with more consistency • Explore how to act on feedback for a better outcome • Complete short self-evaluation tasks with adult support • Positively accept constructive criticism and adapt plans and goals based on feedback • Persevere on a task for a period, even if it is challenging. • Recognise when plans need to change • Support others to achieve their goals • Anticipate problems that might arise when goal planning • Prioritise tasks in order of importance/ urgency • Know what success will look like for them
Summer 1	Key area of understanding	Self Esteem and Positivity	Self Esteem and Positivity	Self Esteem and Positivity
	Knowledge & skills development	Work set will be bespoke to students individual communication needs as	<ul style="list-style-type: none"> • Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) • Develop self-awareness by exploring likes/ dislikes and personal 	<ul style="list-style-type: none"> • Label and express simple emotions such as happy, sad, worried and excited. (verbal or nonverbally) • Develop self-awareness by exploring likes/ dislikes and personal qualities

	Students will:	outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<p>qualities</p> <ul style="list-style-type: none"> Identify what they like about themselves and others around them. Demonstrate a degree of resilience to a difficult challenge Know that others can help when faced with a challenge 	<ul style="list-style-type: none"> Identify what they like about themselves and others around them. Demonstrate a degree of resilience to a difficult challenge and the emotions that accompany this. Know that others can help when faced with a challenge Have an increased understanding of self-identity and labelling emotions within Know that positive compliments improve self esteem Notice when others are experiencing difficulties and offer to help someone who is experiencing a challenging task Examine how they feel when they offer help to others Understand the role of positive affirmation Know how to give and receive compliments effectively Assert themselves effectively and appropriately To know how to protect one's self esteem by the development of assertiveness skills Identify new ways to achieve goals – i.e. looking at alternative strategies. Remain positive when working in a team for a shared outcome Know how it feels when teamwork is successful or unsuccessful Reflecting on improving performance in a team challenge and putting steps into place to change the outcome of a task.
Summer 2	Key area of understanding	Teamwork and Leadership Skills	Teamwork and Leadership Skills	Teamwork and Leadership Skills
	Knowledge & skills development Students will:	Work set will be bespoke to students individual communication needs as outlined by their Personalised learning plan (PLP). Skills and knowledge will be developed through the pathway 1 curriculum.	<ul style="list-style-type: none"> Manage set time on a given tasks, progressing towards peer and small group work. Know the effects of sharing/ not sharing and feelings that accompany this Begin to know to when a team is not working Be able to choose a role in a team and how it contributes to completing a task Experience leading a task or small elements of a small task with familiar peers Recognise their own strengths and weaknesses as a leader Identify strengths in others in a team 	<ul style="list-style-type: none"> Be able to choose a role in a team and how it contributes to completing a task Experience leading a task or small elements of a small task with familiar peers Recognise their own strengths and weaknesses as a leader Identify strengths in others in a team Know that different people have different skills and attributes Support the team to reach a decision by making a positive contribution Know what equality and inclusivity is when working in a team Know some strategies of how to cope when shared decisions go wrong Experience taking on different roles within various team challenges Consider which role they prefer to have in a team and why Know what motivation is and why it is important Undertake time on a task as a leader Know how leaders can boost motivation for a shared outcome Consider what attributes they have as a leader based on self-evaluation and feedback from others Know when to adapt approaches according to a situation Develop a flexibility in approach to problem solving Actively support other leaders with their approach based on their own experiences.