

<p style="text-align: center;">Experience</p> <p>Experiences cause and effect in a range of contexts Experiences objects and images Experience a range of stimuli Will calm to surroundings Responds to a familiar voice Accepts support to explore objects</p>	<p style="text-align: center;">Explore</p> <p>Use body to action cause and effect in objects and people. Starts to purposefully hold and release objects Responds to own name Focus attention on stimuli Anticipates familiar routines Anticipates familiar stimuli Begins to show preferences for different stimuli Shows some awareness of object permanence - e.g. tracking a stimuli, looking after a disappearing object Intentionally causing an effect e.g. pressing a switch , dropping something Responds to more than 1 stimuli Purposefully explores environment Begins to imitate actions by trial and error Explores objects of different size and shape Reacting to close contact from a familiar adult Notices stimuli in their immediate environment Respond to cause and effect experienced in objects and people.</p>	<p style="text-align: center;">Interact</p> <p>Can communicate more and stop in different contexts Repeats an action if it isn't successful Communicates simple choice to an adult Use a range of actions to explore Takes turns in a 1: 1 situation Reacts to interactions from others by turning, looking , smiling , or moving Begins to react to the body language of others Starting to understand single word/sign/symbol Copies an action Shows an interest in sounds and rhythms Repeats actions that have an effect Communicating more supported by an adult Respond consistently to sensory stimuli Share attention to and show awareness of peers Make decisions using their body/communication to get what they need/want Attract and initiate attention of people using different gestures and sounds in structured familiar situations.</p>	
<p style="text-align: center;">Choose</p> <p>Composition Select objects to become part of a story, poem etc. Informed choices made to influence sentences, stories, poems etc.</p>	<p style="text-align: center;">Apply</p> <p>Composition Put words/symbols together to create sentences e.g. red hat</p>	<p style="text-align: center;">Enrich</p> <p>Composition Add more complex words/symbols to create pieces of writing containing verbs etc. Check for sense</p>	<p style="text-align: center;">Adapt</p> <p>Composition Adapt writing to suit a range of audiences. To make up own sort phrases/ captions and say these out loud. To spell words using the graphemes they already know. Write short sentences using the graphemes they already know.</p>
<p style="text-align: center;">Choose</p> <p>Transcription - Route A Accepting/pushing away objects Grasping/holding Push and pull Releasing objects Putting objects down Picking objects up</p>	<p style="text-align: center;">Apply</p> <p>Transcription - Route A To enjoy the experience of mark making To begin to understand the cause and effect of their actions in mark making Manipulate and move objects with increased precision Manipulate and move objects purposefully Handling and manipulating objects select tool to write How am I going to hold the tool/do I need assistance/adaptation/device e.g. computer</p>	<p style="text-align: center;">Enrich</p> <p>Transcription - Route A To give meaning to drawings and paintings according to their personalised method of communication Begin to form some shapes, letters, drawings To write/make patterns from left to right Begin to copy patterns, shapes</p>	<p style="text-align: center;">Adapt</p> <p>Transcription - Route A Form a range of shapes, letters and drawings Write words and sentences Produce a piece of writing To have increased accuracy in letter formation. To begin to use spaces between words</p>

	keyboard/letter board/personalised communicator etc.		
Choose	Apply	Enrich	Adapt
<p>Transcription - Route B Preferences for objects/images/symbols /actions/sounds To recognise something happens when they press a switch (or similar) Repetition e.g. to repeat the pressing of a switch/action/sound Decode everyday symbols e.g. sad, happy, more, stop Choosing between 2 objects/symbols To be able demonstrate clear choice making e.g. eye pointing or isolated finger pointing</p>	<p>Transcription - Route B To use a single image/symbol/word to convey a choice/idea To connect two or more symbols/words to convey a choice/idea Decode a single symbol Play type, linking sounds to letters (pointing with finger, eye pointing etc.)</p>	<p>Transcription - Route B To sequence multiple symbols to convey a choice/idea To use symbols to build sentences Use a keyboard to select initial letter sounds Select letters to make words</p>	<p>Transcription - Route B To sequence or type words to create a sentences and pieces of text for a range of audiences. To use a keyboard to add spaces between words.</p>