

Speech and Language Therapy



Curriculum map





1. Philosophy

Six underlying attributes at the heart of Oak's curriculum and lessons.

Lessons and units are **knowledge and vocabulary rich** so that pupils build on what they already know to develop powerful knowledge.

Knowledge is **sequenced** and mapped in a **coherent** format so that pupils make meaningful connections.

Our **flexible** curriculum enables schools to tailor Oak's content to their curriculum and context.

Our curriculum is **evidence informed** through rigorous application of best practice and the science of learning.

We prioritise creating a **diverse** curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.

Creating an **accessible** curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.





2. Units

ALL Speech and Language Therapy is formed of 6 units and this is the recommended sequence:

Unit Title	Recommended year group	Number of lessons
1 Attention and listening	All	14
2 Interaction and communication	All	14
3 Understanding language	All	14
4 Using language	All	14
5 Verbal reasoning	All	14
6 Emotional regulation and self esteem	All	14



3. Lessons

Unit 1 Attention and listening

14 Lessons

Lesson
number

Lesson question

About the lesson

1.

Early Attention

Pupils will learn

- Introduction to early attention and communication
- Developing the adults' ability to observe the child and respond to their early communication signals
- Development of attention
- Joint engagement

Equipment

- toys, downloadable resource

2. More Early Attention

Pupils will learn

- Develop the audience understanding of early attention and pre intentional communication
- Extend ability to respond to the child's bids for communication through child led play
- Joint attention

Equipment

- toys, downloadable resource
-

3. Exploring For More Early Attention

Pupils will learn

- Explore new objects and situations through senses.
- Attention time part 1 (holding attention for up to 5 mins)

Equipment

- toys, bubbles, downloadable resource
-



4.

Joint Engagement

Pupils will learn

- Explore joint engagement - when children learn to pay attention to an object and their caregiver at the same time
- Develop the adult's ability to model language during play and promote looking to prepare for working on joint attention
- Attention time part 2 (up to 10 mins)

Equipment

- toys, downloadable resource



5.

Joint Attention

Pupils will learn

- Explore joint attention. Joint attention is the next step on from joint engagement. Joint attention is a specific skill that involves being able to attract and direct another's attention to an object or activity.
- Attention time part 3 (10 -15 mins)
- Attention time part 3 (10 -15 mins)

Equipment

- balloons, toys, bubbles, downloadable resource



6. Sensory Stories

Pupils will learn

- Explore sensory activities help to captivate the child's interest and bring the words to life
- Introduction to Sensory Stories with a demonstration and strategies for how to create your own
- Holding my attention for longer - Sensory story

Equipment

- favourite book, downloadable resource
-

7. Listening to sounds

Pupils will learn

- Develop the skills for starting and finishing a task
- Listening to sounds part 1

Equipment

- wooden spoon, music, pan, downloadable resource
-

8. Listening to more sounds

Pupils will learn

- Develop the skills for starting and finishing a task
- Listening to sounds part 2

Equipment

- camera, downloadable resource
-

9. Good Listening

Pupils will learn

- The parts of the body used when listening
- Encouraging more listening

Equipment

- scissors, glue, pictures, colouring equipment, downloadable resource
-

10. Let's play listening games

Pupils will learn

- Listening and naming sounds around us
- Listening games that mean we have to follow an instruction.
- Attention and taking turns

Equipment

- balls, cups, straws, listening poster, downloadable resource
-



11. Listening to Information

Pupils will learn

- Ideas for motivating adult led activities that can develop listening skills every day
- Promoting language and communication development
- Listening to information

Equipment

- ball, cans, pictures, listening poster, downloadable resource
-

12. Listening and Remembering

Pupils will learn

- Understand the basic memory process
- Strategies focus on introducing simple visual and auditory memory games
- Listening and waiting

Equipment

- blanket, objects, listening poster, downloadable resource
-



13. Listening and More Remembering

Pupils will learn

- Learning new information and following instructions we are being given
- Processing new information through our memory
- Listening activities targeting the recall and memory of verbal information to help to improve the efficiency of this skill
- Listening and memory

Equipment

- space picture, listening poster, downloadable resource
-

14. More Memory

Pupils will learn

- Linking visual and verbal information
- Helping to embed strategies to aid the retention of information, and supporting them to be more independent.
- Listening and memory strategies

Equipment

- toast making equipment, juice making equipment, listening poster, downloadable resource
-





Lesson
number

Lesson question

About the lesson

1.

Early Play

Pupils will learn

- Development of play is closely linked with the development of language and communication skills
- People play

Equipment

- toys, downloadable resource

2.

Sensory Play

Pupils will learn

- Sensory play is essential to support the development of a child's understanding of the world around them
- There are 3 stages to Sensory or Messy Play

Equipment

- toys, shredded paper, sand, writing equipment, downloadable resource

3. Object Play

Pupils will learn

- Object play is the first to the child forming conceptual knowledge
- Exploring everyday objects and learn how to use them

Equipment

- cup, spoon, hairbrush, toys, writing equipment, downloadable resource
-

4. Symbolic Play

Pupils will learn

- Explore symbolic play.
- Toys can be symbols for other things e.g. a lego brick could be a phone, or a doll or teddy can be a person
- Relate objects to these symbols so they can act out everyday events e.g. feeding teddy

Equipment

- plastic cup, spoon, brush, teddy, dolly, writing equipment, downloadable resource
-



5. Pretend Play

Pupils will learn

- Child's symbolic understanding can enable them to make links between different concepts and solve practical problems
- Imaginative play

Equipment

- dress-up clothes, playdough, teddy, dolly, writing equipment, downloadable resource



6. Social Play

Pupils will learn

- Investigate social play
- Social play prepares children for socialising i.e. getting on with others and is essential for communication development
- Introduction to the 2 stages of social play with advice and strategies to support the child's development

Equipment

- toys, toy car, ball, writing equipment, downloadable resource
-

7. More Social Play

Pupils will learn

- Extend social play and support the development of cooperative play
- Expand their use of language so that they can negotiate, reflect, plan, and problem solve
- Turn taking and sharing

Equipment

- scissors, string, paper or card, stick, glue, coloured pencils, writing equipment, downloadable resource
-

8. Greetings

Pupils will learn

- Modelling different social greets and providing opportunity for role play
- Greetings and asking questions

Equipment

- photographs, writing equipment, downloadable resource
-



9. Talking to people

Pupils will learn

- Reasons why people talk to each other
- Scaffolds to begin work on simple to and fro conversation
- Asking for help when I need it

Equipment

- scissors, coloured pencils, writing equipment, downloadable resource



10. Topics when talking to people

Pupils will learn

- Introduce the concept on topics when talking
- Maintaining topics through relevant questions and comments
- Starting conversations

Equipment

- scissors, colouring pencils, writing equipment, downloadable resource
-

11. Reading people

Pupils will learn

- Non verbal behaviours and how these can be used as cues in conversation
- Understanding non verbal communication

Equipment

- downloadable resource
-

12. My communication style

Pupils will learn

- Eye contact and other non verbal communication that is needed in order to show conversation partners we are interested
- My non verbal communication

Equipment

- downloadable resource
-

13. Friends

Pupils will learn

- Different types of relationships
- Understanding the qualities of a good friend
- Friendships

Equipment

- downloadable resource
-



14.

Humour and jokes

Pupils will learn

- Introduce the concept of humour
- Humour is a key component in successful interactions
- Understanding jokes and sarcasm

Equipment

- downloadable resource
-





**Lesson
number**

Lesson question

About the lesson

1.

Visual strategies to support understanding

Pupils will learn

- Non verbal communication, including voice, facial expression, body language and gesture as well as objects and pictures
- Total Communication to support understanding of language

Equipment

- toys, writing equipment, downloadable resource

2.

Multi sensory understanding

Pupils will learn

- Explore seeing or handling an object or doing an action while the adult talks about it to match words to what they mean.
- Learning to looking around at things

Equipment

- book, downloadable resource

3. Sensory stories

Pupils will learn

- Finding things, our visual environment and the routines we have to get ready
- Multisensory language - Sensory story

Equipment

- book, downloadable resource
-

4. Learning to copy

Pupils will learn

- Copying is important because it gives children to opportunity to practise a skill or concept
- Modelling words when children are copying what we are doing provides another 'hook' to help them learn the meaning of the word we are saying
- Copying actions to help learn words

Equipment

- music, mirror, book, writing equipment, downloadable resource
-



5. Beginning to understand words

Pupils will learn

- In this lesson, we will learn words from hearing them lots of times in different contexts. They need adults to model to develop their understanding of it. This session focuses on developing children's understanding of core words and early nouns.
- Understanding simple instructions - knowing the parts of our body

Equipment

- toys, book, writing equipment, downloadable resource
-

6. Beginning to understand more words

Pupils will learn

- Learn words from hearing them lots of times in different contexts
- Understanding key word instructions

Equipment

- toys, book, writing equipment, downloadable resource
-





7. Understanding key words

Pupils will learn

- Investigate information words are the words in sentences that have meaning.
- Understanding instructions with more keywords

Equipment

- dress up clothes, book, writing equipment, downloadable resource
-

8. Understanding more keywords

Pupils will learn

- Embed the concept of information or 2 key word instructions
- Learning basic concepts

Equipment

- dress up clothes, blocks, writing equipment, downloadable resource
-

9. Understanding early concepts

Pupils will learn

- Early concepts tell us things like: what size something is, what it feels like, what it sounds like, how it moves, where it is, and how much of something there is
- Learning more concepts

Equipment

- playdough, box, cup, writing equipment, downloadable resource
-

10. Understanding more concepts

Pupils will learn

- Embed strategies for teaching and understanding more concept words
- Following multi step instructions

Equipment

- toys, dishes, cloth, washing up, rubber gloves, sponge, writing equipment, downloadable resource



11. Understanding and following instructions

Pupils will learn

- Following 1 part instructions
- Listening and understanding more information

Equipment

- blindfold, downloadable resource

12. Understanding and following more instructions

Pupils will learn

- Supporting children to understand and follow 2 part instructions
- Strategies to help me understand when there is more information

Equipment

- equipment to make a drink, writing equipment, downloadable resource
-

13. When I don't understand

Pupils will learn

- Developing strategies to support children to identify and seek help when they need it
- Reading and understanding information

Equipment

- writing equipment, downloadable resource
-

14. Non literal language

Pupils will learn

- Concepts of simile and metaphor and how language can say one thing, but mean another
- Understanding non literal language

Equipment

- downloadable resource
-





**Lesson
number**

Lesson question

About the lesson

1.

Early vocalising

Pupils will learn

- How a child begins to vocalise during early development
- A total communication approach to using language

Equipment

- toys, writing equipment, downloadable resource

2.

Opportunities for communication

Pupils will learn

- Early choice making and strategies that can be used to support the child to communicate their preferences in everyday activities
- Making choices

Equipment

- toys, writing equipment, downloadable resource

3. Modelling language

Pupils will learn

- Modelling language
- Making more choices in my life

Equipment

- book, writing equipment, downloadable resource
-

4. Beginning to use naming words

Pupils will learn

- Development of a child's use and understanding of naming words
- First messages

Equipment

- toys, writing equipment, downloadable resource
-

5. More ideas for developing naming words

Pupils will learn

- use and understanding of naming vocabulary
- Putting names to nouns

Equipment

- toys, writing equipment, downloadable resource
-





6. Beginning to use doing words

Pupils will learn

- Use and understanding of doing words
- Verbs in action

Equipment

- toys, writing equipment, downloadable resource
-

7. More ideas for developing doing words

Pupils will learn

- Extend activities to promote the child's use and understanding of verb vocabulary

Equipment

- pictures, writing equipment, downloadable resource
-

8. Adding in adjectives

Pupils will learn

- Development of describing words through multisensory activities
- Adding adjectives

Equipment

- pictures, toys, objects, bag, writing equipment, downloadable resource
-

9. Placing prepositions

Pupils will learn

- Development of positional words through multisensory activities
- Preposition in their place

Equipment

- camera, toys, chair, hoop, box, writing equipment, downloadable resource



10. Building simple sentences

Pupils will learn

- Introduce colourful semantics as a strategy to support children to combine words to make simple sentences
- Learning new words

Equipment

- camera, pictures, writing equipment, downloadable resource

11. Building more sentences

Pupils will learn

- Explore colourful semantics as a strategy to support children to combine words to make 4 word sentences
- Being word wise

Equipment

- camera, pictures, writing equipment, downloadable resource
-

12. Expanding my sentences

Pupils will learn

- Explore colourful semantics as a strategy to support children to combine more words to make more detailed and descriptive sentences
- Finding words

Equipment

- camera, pictures, writing equipment, downloadable resource



13. Giving information

Pupils will learn

- Activities to support children to use their language to give instructions and information in fun tasks
- Telling stories

Equipment

- barrier, writing equipment, downloadable resource

14. Telling stories

Pupils will learn

- How children develop their narrative skills and activities to support them to work towards using strategies to write their own stories and narratives
- Telling stories with imagination

Equipment

- pictures, favourite book, writing equipment, downloadable resource
-



Lesson
number

Lesson question

About the lesson

1.

Early reasoning skills

Pupils will learn

- Early reasoning and information processing skills are critical for learning
- Find and collect relevant information, and then be able to sort it
- Matching and sorting
- Sorting tasks

Equipment

- clothes pegs, paints, coloured paper, buttons, scissors, containers or bowls

2.

More early reasoning skills

Pupils will learn

- Find and collect relevant information, and then be able to sort it
- Object matching and sorting
- Categorising tasks

Equipment

- pegs, shoe box or container, card or paper for cutting, scissors, buttons, everyday objects

3.

More early thinking and reasoning skills **Pupils will learn**

- Find and collect relevant information, and then be able to sort it
- Object to picture matching and sorting
- Following a sequence

Equipment

- stacking bricks, camera, printer or drawing equipment, containers, everyday objects or toys
-



4.

Beginning to categorise

Pupils will learn

- Find and collect relevant information, and then be able to categorise it
- Sorting objects into familiar categories and then work towards more abstract concepts
- Sequencing pictures of me

Equipment

- pictures, containers, toy animal, clothes, bathroom objects, kitchen objects
-

5. Beginning to sequence

Pupils will learn

- Find and collect relevant information, and then be able to sequence it
- Sequencing pictures of themselves completing highly familiar tasks and then work towards more abstract sequences.
- Matching language to our understanding (Blank 1)

Equipment

- favourite book, camera, first / next board
-

6. Beginning to name

Pupils will learn

- Match simple language they hear to an immediate object or material
- Focusing on information to show our understanding (Blank 2)

Equipment

- toys or objects, pictures of things to talk about
-



7. Beginning to describe

Pupils will learn

- Listen to language and match it to what they are looking at, but then also focus more selectively on parts of it
- WH questions (Blank 2)

Equipment

- everyday objects, box
-

8. Beginning to retell

Pupils will learn

- Use language to talk about stories and events, to retell information and develop his understanding of experiences based on 'common links'
- Retelling information to show our understanding (Blank 3)

Equipment

- favourite book , pictures of you completing everyday tasks, ingredients to make a sandwich
-



9. Beginning to predict

Pupils will learn

- Use language to talk about stories and events, to retell information and develop his understanding of experiences based on 'common links'
- Planning and giving a set of instructions (Blank 3)

Equipment

- book, sequencing picture, picture cards of everyday activities



10. Beginning to understand others

Pupils will learn

- Blank Language Scheme - developed by Blank, Rose and Berlin in 1978. It is a structured approach to encouraging a child in developing their verbal reasoning skills. It breaks down the language learning model into smaller and achievable steps.
- Understanding cause and effect (Blank 3)

Equipment

- book, social situation pictures, pictures of everyday activities
-

11. Beginning to problem solve

Pupils will learn

- Talk about why or how something has happened and what could be done to solve problems with logical solutions
- Making predictions (Blank 4)



12. More thinking about why

Pupils will learn

- Talk about why or how something has happened and what could be done to solve problems with logical solutions
- Justifying predictions (Blank 4)

13. Having fun with problems

Pupils will learn

- Talk about how/why they have made decisions
- Problem solving (Blank 4)

Equipment

- spaghetti, marshmallows, sticky tape
-

14.

More fun with problems and predictions

Pupils will learn

- Use their language to explain some predications about what might happen next
- Inference (Blank 4)

Equipment

- raw eggs x1 each, box, balloon, plastic bag, string, tissue paper, materials to protect your egg
-





Lesson number	Lesson question	About the lesson
1.	Playfulness	<p>Pupils will learn</p> <ul style="list-style-type: none">• Having special time with our adults• Playfulness <p>Equipment</p> <ul style="list-style-type: none">• favourite toys
2.	All about me	<p>Pupils will learn</p> <ul style="list-style-type: none">• Gathering important information about who you are• My sensory preferences <p>Equipment</p> <ul style="list-style-type: none">• coloured pencils or pens, scissors, glue, camera
3.	Me and my family	<p>Pupils will learn</p> <ul style="list-style-type: none">• Gathering important information about your family• Putting feelings into words <p>Equipment</p> <ul style="list-style-type: none">• coloured pencils or pens, scissors, glue, camera

4. My special people

Pupils will learn

- Gathering important information about special people in your life
- Monitoring and helping me to manage my feelings

Equipment

- coloured pencils or pens, scissors, glue, camera
-

5. My special things

Pupils will learn

- Gathering information about things that are important to you
- Understanding my emotions

Equipment

- coloured pencils or pens, scissors, glue, camera, toys and other preferences (tastes, smells, textures and other important things)
-

6. Communicating with me

Pupils will learn

- Gathering important information about how to communicate with you and how to support you to express yourself
- How other people are feeling

Equipment

- coloured pencils or pens, scissors, glue, camera
-



7. Things I like to do

Pupils will learn

- Gathering important information about your likes, interests and hobbies
- My communication passport

Equipment

- coloured pencils or pens, scissors, glue, camera
-

8. Things I don't like

Pupils will learn

- Gathering information about the things you don't like and how people working with you can find ways to avoid these things
- My calming toolkit

Equipment

- coloured pencils or pens, scissors, glue, camera
-

9. Eating, drinking and other information

Pupils will learn

- Gathering important information about what you like to eat and drink, what you don't like, and how to support you with your eating and drinking skills
- All about me - Who am I and how do I look?

Equipment

- coloured pencils or pens, scissors, glue, camera
-



10.

My feelings and what makes me happy

Pupils will learn

- Understanding the emotion happy.
- Things that make you feel happy, as well as how your body feels when you are happy.
- All about me - What are my skills and qualities?

Equipment

- coloured pencils or pens, scissors, glue, old magazines and newspapers, camera



11.

My feelings and what makes me sad

Pupils will learn

- Understanding the emotion sad
- How your body feels when you are sad, and what you and people who are with you can do to make you feel better
- All about me - Things that make me feel ...

Equipment

- coloured pencils or pens, scissors, glue, old magazines and newspapers, camera
-

12. My feelings and how to help me

Pupils will learn

- Understanding the emotion angry
- How your body feels when you are angry, and what you and people who are with you can do to make you feel better
- Letting go of worries

Equipment

- coloured pencils or pens, scissors, glue, old magazines and newspapers, camera



13. Celebrating success

Pupils will learn

- The importance of celebrating your successes and the importance of descriptive praise

Equipment

- coloured pencils or pens, scissors, glue, old magazines and newspapers, camera

14. All qualities and strengths

Pupils will learn

- Recognising your personal strengths, skills and qualities
- Creative thinking

Equipment

- coloured pencils or pens, scissors, glue, old magazines and newspapers, camera
-

4. Learn More



Contents

Section number	Section title
1.	Specialist curriculum purpose
2.	Specialist curriculum principles
3.	An introduction to speech and language therapy
4.	Additional information about sequence

1. Specialist curriculum purpose

We serve schools by providing online lessons that can be used to help educate children who are not able to be in a classroom with their teacher.

Our aim is to help schools make sure that every child and young person continues their education, even if they, or their teacher, cannot attend school. We hope to make our contribution to transforming pupils' life chances through an ambitious and intellectually stimulating education. We believe that this includes contributing to success in public examinations (where applicable) and the development of independent living and employability skills.

We cannot achieve these goals on our own - Oak cannot replace the school. However, we do believe that we can be a high-quality partner to schools, to help them achieve their ambitions for their pupils. Oak is most effective when used by schools, not as a standalone resource. As our purpose is to serve schools, we seek, and are open to, their challenge and feedback.



Developmental Stages

Our specialist curriculum is structured using three starting point stages:

- Early Development
- Building Understanding
- Applying Learning

Domains of learning

The subject areas we are offering in the specialist curriculum include:

- Communication and Language
- Numeracy
- Independent Living
- Physical Development
- Creative Arts

For each of these subjects, six units will be offered, including content for pupils at the Early Development, Building Understanding and Applying Learning stage. Masterclasses are also offered in Physical Development. In addition we are expanding our therapeutic offer to include Sensory Integration. Our therapeutic modules will offer 14 sequenced sessions in each unit to support each pupil's unique developmental progress.

Our therapeutic offer will cover:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Sensory Integration

Below are a set of principles we have sought to apply in our specialist curriculum planning. These are generic, and so will be applied differently in the different contexts we aim to serve.



2. Specialist curriculum principles

Supported learning

During the initial phase of the Oak National Academy, we heard that many of our lessons were supported by parents, carers and siblings. To recognise this we have modified our approach to create content that supports families to create authentic and engaging learning experiences in the home. Our units have been designed to make the best use of everyday activities, spaces and resources and do not seek to recreate the classroom environment in the home. Our units will offer sequenced learning activities that will support the acquisition of valuable knowledge and skills.

Subject domains

Our specialist curriculum is structured by subject domains: Communication and Language, Numeracy, Independent Living, Physical Development and Creative Arts. Although these domains sit adjacent to each other and sometimes overlap, each will stand alone. We will not be able to create cross-curricular coherence as the units can be taught in multiple orders. Our subject areas are enhanced by therapeutic modules across Speech and Language Therapy, Occupational Therapy, Physical Therapy and Sensory Integration.

Content selection

We are seeking to support schools to deliver their curriculum to children who cannot attend school. Our choice of what to teach will primarily be guided by what is most commonly being taught in schools so that we can serve them with resources commonly available at home. Where there are opportunities to broaden, for example, the diversity, we will do this. We encourage schools to select the units from across the entire Oak curriculum and therapy modules that best suit their children's starting points.

Inclusive and ambitious

We want Oak to be able to support all children. Our units will be pitched so that children with different starting points can access them. Our lessons will be sequenced so that each builds on prior learning. Our activities will be scaffolded so all children can succeed. However, the aim of teaching is to bring all children to achieve, regardless of starting point. To support

this, our specialist content is designed for those pupils who normally attend a specialist setting. Schools, who know their pupils best, will be essential in directing pupils and families to the lessons and therapy modules that will most help them.



Pupil engagement

We need pupils to be thinking during their lessons - both to engage with the subject and to strengthen memory of what is being learnt. Our lessons will not be video lectures. We seek to exercise pupils' minds throughout their lessons. To support schools to target the most appropriate content to their families we have created explanatory videos, examples and resource packs for our units. Where necessary we have created age appropriate content, to ensure the units are relevant for both primary and secondary aged pupils at different developmental stages. For Physical Development and Creative Arts, we have introduced new masterclasses.

Motivation through learning

Like all teachers, we recognise that good presentation helps pupils keep participating in our lessons. However, we are teachers, and not entertainers. We seek to motivate and engage children through our subjects. We believe that what we teach is inherently interesting, and that the joy of participating and learning is our primary motivator.

3. An introduction to speech and language therapy

Speech, Language and Communication are crucial skills. They allow us to understand and express ourselves. Communication supports thinking, problem solving and reasoning, and is critical to wider cognitive development. In our commitment to inclusion, the provision of Speech and Language intervention will be a critical component to supporting the educational outcomes of our most vulnerable pupils.

4. Additional information about sequence

There are a number of key skills and processes involved in effective Speech, Language and Communication. These include:

- **Attention and listening:** this involves our ability to look, listen and concentrate.
- **Memory:** this is the ability to store and recall incoming information so that it can be processed for meaning and stored as knowledge.



- **Early Interaction Skills:** play helps us to learn skills in social communication, language, listening and problem solving. Early interactions are crucial in helping us to begin to understand and interact with the world around us.
- **Receptive Language Skills:** this is our ability to understand what is said to us.
- **Expressive Language Skills:** this is the ability to choose vocabulary and put words into sentences.
- **Social Communication Skills:** this is our ability to use and understand literal and non-literal language in social situations.
- **Thinking and Reasoning Skills:** this is the ability to use language for wider thinking i.e. verbal reasoning. We require these higher-level thinking skills to be able to use language to negotiate, compromise, resolve conflict, develop relationships and manage/regulate our emotions.
- **Emotional Regulation Skills and Self Esteem:** this is the ability to understand and manage one's emotions and feelings in order to maintain positive regulation.
- **Speech and Fluency:** this is the ability to coordinate the mouth to produce the speech sounds to make words. This includes speaking fluently and without hesitations.

These headings have therefore been used to form the six modules for this area of our curriculum. Every child is unique and follows their own journey to develop their communication skills. Sessions planned within each of the six modules have therefore been designed to be as inclusive as possible. Each module series follows a developmental sequence taking the children and their families from developing early communication skills to more advanced skills.

Lessons will be delivered in a 2 week block per module. Consideration has been given to the order of the modules: moving from the foundational aspects of learning language (maintaining attention) through the increasingly complex tasks.