

# Stage Three

P5/6

*this number relates to educational levels and has been added to help teachers*

## Readiness

The learner is using symbols and photos to link two or three ideas, and is using some of the core symbols with photos and symbols from the topic pages.

## Aims for communication partner

- Familiarise yourself with the new core vocabulary and practice using it in familiar situations.
- Use three or four symbols as you chat.
- Introduce the question symbol. For example, on the cooking page say “Now where did I put the sugar?” while pointing to the question and sugar symbols.
- When your learner looks puzzled, interpret this as a question – “You’re asking ‘Can I (*point to symbol*) taste?’ (*point to symbol*)”
- Introduce and use the negative symbol ‘no, not’ as you chat. For example when discussing art, say and point to the symbols “I, not, like, stickers”.
- Start to make your conversation a bit richer by making use of some of the describing symbols such as ‘big’ and ‘small’.
- Create opportunities to use the new core vocabulary by asking, for example, “Do you want one, two or many stickers?”, or “Do you like or not like the painting?”

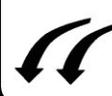
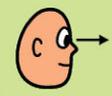
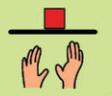
- Extend the number of symbols on the page for each topic. Make sure that the first row on each page contains the topic-specific lead-in symbols. On the cooking page, for example, these are ‘pour’, ‘mix’, ‘add’, ‘spoon’ and ‘taste’. They’re important as you can link more ideas with them. For example, point to the relevant symbols as you say “You, add, egg, I’ll, mix.”
- Help the learner to get the book and find the right page with the tabs for each topic.
- Routinely use the book to chat about what’s currently happening.
- Respond to all the learner’s communications that are made with the book, even though you might not always be able to act on any requests. For example, the learner repeatedly asks for biscuits, so you respond by pointing to ‘no’ and ‘stop’.
- Gradually introduce more topic pages – the following are merely suggestions:
  - **More people**  
For example, at home and at school. In the latter the learner could take charge of news time by selecting who gives their news next.
  - **More foods**  
For example, school lunches in addition to home meals.

- **Drinks, clothes, colours, regular events**  
Like visiting the pub, or Brownies.
- **Regular school activities**
- **Fun activities at home**  
For example, using toys and helping family members in garden.

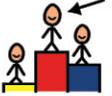
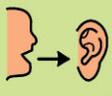
### Aims for the learner

- To begin to take responsibility for getting the book
- To find the right pages using the tabs
- To link three or four ideas using symbols
- To use the question, negative and describing symbols.

### Core Stage Three

I, me, my 	like 	go 	1
you, your 	help 	come 	2
more 	look, see 	stop 	little 
in 	out 	want 	big 
many 	no, not 	who, what where 	Can I ... 

### Special Friends (Stage Three)

play 	kiss 	Special person add photo	Special person add photo
phone 	best 	Special person add photo	Special person add photo
give 	Friend add photo	Special person add photo	Special person add photo
show 	Friend add photo	Special person add photo	Special person add photo
tell 	Friend add photo	Special person add photo	Special person add photo