

PROGRAMME FOR THE DEVELOPMENT OF AAC SKILLS

Section 2 of Module 8: Lifelong Learning

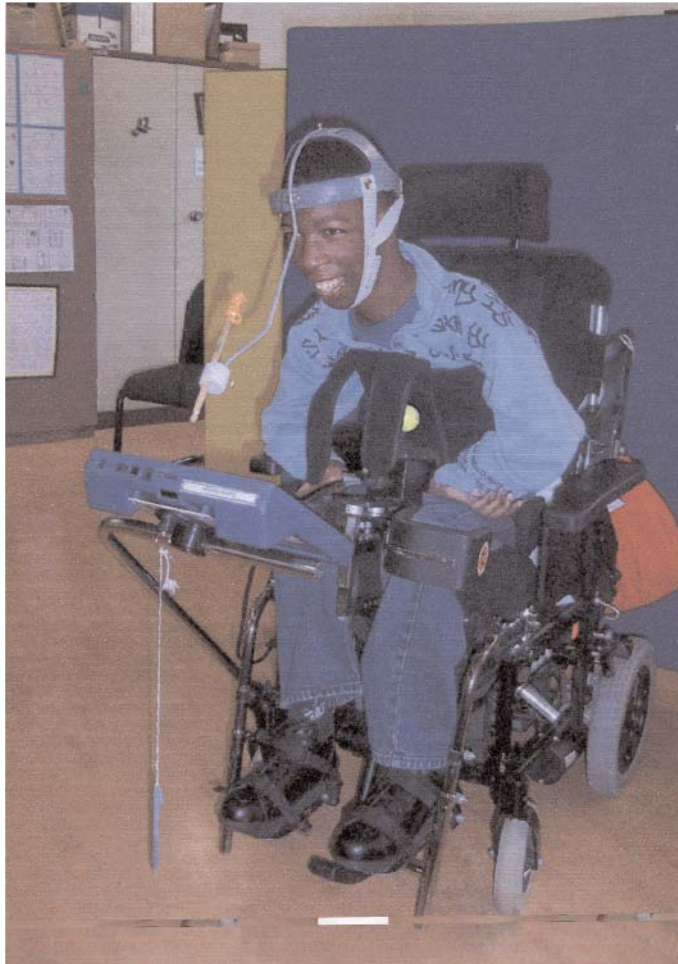
Introduction

What is the Programme for Development of AAC Skills?

This programme provides a structure to enable someone who uses AAC to develop a knowledge of how to build sentences. It consists of 28 levels of practice tasks, each focusing on specific areas of grammar, and a basic selection of vocabulary. Each level is followed by a short 'Test' so that a student's achievement can be demonstrated and celebrated by the award of a certificate.

Who would benefit from following the Programme?

Someone using either a VOCA or word/symbol communication. The programme starts at the level of beginning to put words together to make phrases.



Daniel's favourite use for his communication skills is to chat up his latest girl friend

Why use the Programme?

For some people “the process of learning language is a difficult one that requires concerted intervention to facilitate the process. This is especially true for children with physical disabilities and severe speech impairment who require AAC.” - Janice Light (1997).

Many of the people who use AAC have a late start in having the facility to express themselves in spoken language, so they may have difficulty learning to construct sentences and use grammar.

Is the use of correctly constructed sentences important? The most important thing is, of course, to get one’s message across. This can often be done with one or two words, but studies show that someone who is able to use ‘normal’-sounding sentences is better integrated with non-disabled peers.

When talking on the telephone, the lack of non-verbal and contextual clues means that well-constructed sentences are needed to make yourself understood. Most people, particularly those who use scanning methods of accessing their system, have two standards of communication, one for every day which consists often of single words and a lot of body language, and a more grammatically correct version used for strangers and written work as well as talking on the phone.

If you’re still not convinced, the introduction to the Sentence-Building Skills Section of this Module contains more reasons for knowing how to use good grammar.

How to use the Programme

1. The programme offers a basic vocabulary on a range of common topics, based partly on the ‘Composite list of 347 Core words’ (S. Balandin et al 1999). [Appendix 7](#) suggests a general basic starter vocabulary to build on. Individual interests are very important, so you will have to add words as they are needed, bearing in mind the need to avoid cluttering the system with words that will rarely be used. At an early stage Graham, for example loved to talk about the weather and wanted to store ‘The weather forecast says’, together with words for all varieties of weather. Sophie, on the other hand, wants to be able to chat to her Dad on the phone about home and school activities. In the classroom there is a daily diary activity so both students need the words for the days and the months so they can join in. The classroom topic of ‘Ancient Egyptians’ however, required words such as pyramid and pharaoh that were not likely to be useful very often, so the students used topic-based symbol boards for these lessons.
2. Substitute vocabulary for individual interests and ages. Some words will not be relevant. Sadie was totally uninterested in learning words to do with sport, but some of this vocabulary has a wider application, eg, win, lose, cheat etc, so leave out inappropriate vocabulary until it is wanted, but do incorporate the grammar - verbs, prepositions etc - into the next level.
3. At all times, be aware of what the student needs to say at school, college or work. If possible find out appropriate vocabulary from tutors, teachers or colleagues ([Appendix 6](#)). Link in with class/college topics, eg cover/revise plurals and quantity words that relate to the current maths topics
4. All vocabulary should be used in a functional way as soon as possible, e.g. to ask for something the student really wants. Keep all carers/helpers informed of what the student has learnt.
5. In practice sessions, if the student likes to hear a ‘normal’ sentence, encourage the helper to:
 - add words such as ‘the’ and ‘a’ before they have been taught;
 - finish a sentence, preferably in an amusing way.

6. Finally and most important – make it fun! ([See Appendices 2 and 4](#))
[Module 3 section 2, Do’s and Don’ts](#)

From the look on his face, Aaron is probably practising insults with Sadie, who is sitting behind him. He is accessing his Delta Talker with an infra-red head-pointer.



What does the programme consist of?

There are 28 Levels to the programme. Each one consists of a list of basic vocabulary, followed by suggestions of a grammatical construction to be taught. Then there is a short list of phrases and sentences to practise the vocabulary and the grammar together. Finally there is a test, which should not be taken so seriously as to cause stress, but provides a means of demonstrating achievement that can be celebrated by the presentation of a certificate. See [Appendix 4](#) for a sample certificate.

Programme for Development of AAC Skills: Summary

This is a summary of the vocabulary and grammar included in the Programme for Development of AAC Skills. (For a basic starter vocabulary see [Appendix 7.](#))

Each Level is followed by a 'Test'. The tests are intended to celebrate achievement, please alter them where necessary to meet the student's needs, while maintaining the standard to show proof of progress.

There is an example of a certificate in [Appendix 4](#), which could be awarded to celebrate the success when the student completes each Level.

Numbers and words for telling the time such as half and quarter past/to are not covered in detail. Introduce them whenever the student is ready.

Level	Vocabulary	Sentence Building
Level 1	Greetings Personal information Wants and needs	1) Select pre-stored sentences to offer items of news and meet basic needs
Level 2	Names, Family words Car, bus/taxi, wheelchair Music, story, swing, video No, not, OK I Bad, good, happy, sad Please, thank-you Am, go, is, like, want	2) Extend single word messages in response to a request for further information. 3) Combine words spontaneously 4) Make negative phrases (+ not/no)
Level 2A	Boy, girl, man, woman You, he, she, it Excited, cool/great/wicked Yuck, yummy I went, I am, you are, it is	5) Combine subject + action 6) Combine adjective + object
Level 3	Days of the week Places Angry, boring, more It, we, they To, out, in, with, not Have, see, Stop it at once Wait a minute	7) Combine action + object 8) Combine more + noun
Level 4	Food and drink Hot, cold, some cool/great/ wicked, yuck, yum And, not, of, for Numbers 1,2 Drink, eat, feel Excuse me	9) Use 'and' to link words together 10) Use plurals 11) Use 'a'
Level 5	Clothes Colours A, an, off, on, so, new Have, are, need, put, take, wear	12) Use 'my, your, his, her, its, our, their' 13) Use 's to show possession 14) Know how to make the present tense

Level	Vocabulary	Sentence Building
Level 6	Quiz to revise vocabulary	
Level 7	Body parts. Nurse pain Questions In, on, nice Hear, look, put, see, tell	15) Combine preposition + noun 16) Combine question + noun
Level 7a	Illnesses, hospital, nurse, doctor Broken, now, down, too, with, a lot of, worried, scared/frightened Bite, cry, cut, fall, feel, kill, sit,	17) Combine subject + action + object
Level 8	Furniture Animals Big, small, clean, dirty, Under, behind Can, give, help, ride, sit, sleep, watch	18) Use 'the' 19) Use present tense with 'ing'
Level 9	Weather Me, you, him, her Wet, dry, fed up, Up, down, very Again, last, now, today, yesterday, tomorrow, very Come, get, make, wash, it is, it was	20) Combine subject + position + place 21) Object pronouns: me, him, her
Level 10	Rooms Negative phrases Tired, well, here, there, next, wrong Feel, move, close, open Can't, don't	22) Subject + negative + action or noun
Level 11	Transport New, old By, for, from, this, that, here, there Mine, yours, his, hers Mend/fix, must, should	23) Use 'this' and 'that', 'here' and 'there' 24) Use mine, yours, his hers
Level 12	QUIZ	
Level 13	More food, drinks: fruit Jam, peanut butter, other spread Shandy, other drink Bowl, cup, plate, knife, fork, money, spoon, tray Before, for Enough, nice, nasty, It, them, us Get, buy, finish	25) Use object pronouns: it, them, us
Level 14	People and jobs, related buildings Kind, silly, pretty, ill, sick After, Help, work	26) Develop questions in sentences
Level 15	Time words: today, tomorrow, yesterday, week, month, year, am, pm, night, o'clock etc Are, am, close, go, have, look After, again, ago, early, last, late, long, never, next	27) Use past tense 28) Use time words: today, tomorrow, yesterday

Level	Vocabulary	Sentence Building
Level 16	Special days And, because, but Always, at, every, never, same Congratulations, Happy birthday etc Forget, remember, think, wish	29) Use possessive pronouns: its, our, their 30) Use conjunctions or linking words such as 'and' 'but' 'because'
Level 17	Months Every- and some- words Behind, under Find, hide	31) Change word order to ask questions
Level 18	QUIZ	
Level 19	Categories Or, famous, favourite, funny, strange, mind Live, draw, do, does, is it	Practice for questions with inverted word order
Level 20	Posting a letter, stuff Words beginning any- no- , never, For, from, of, with Busy, great, scared/frightened, sure, interesting Find, love, post, send, try	32) Link two or more ideas and sentences 33) Future tense
Level 21	Countries, nationalities Curry, pizza, spaghetti, people All, hot, long, long, way /far, smelly, some, than Book, fly, wish	34) Comparatives 35) Superlatives
Level 22	Making a complaint Broken, different, difficult, fat, friendly, hard, loud, only, private, quietly, scary, slowly, thin, upset, wrong About, actually, back, ready, really, right, so, then, there, these, those Ask, change, hit, listen, push, show, swear, tell, talk, touch, worry	36) Adverbs
Level 23	People: relatives Medical Better, left, right, worse Burn, cut, fall, hit, kill, know, scratch, should	37) Conditional tense (I would if I could) 38) Myself, yourself, himself, etc
Level 24	Sport After, because Boring, dangerous, fast, interesting, mad, strong, stupid, weak Cheat, hate, lose, play, stop, think, win	39) Negative inversions to form questions 40) Describe an event in detail
Level 24a	Jewellery Cheap, dangerous, expensive, fast, interesting, mad, strong, stupid, weak After, because, than Afford, buy, cheat, choose, hate, lose, would How much? How many?	
Level 25	Quiz	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 1				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
My name is...				
I live in.....				
My address is.....				
I have...sisters/ brothers				
I have a dog/cat etc called...				
My phone number is...				
I don't feel very well				
I am years old				
I go toschool/college				
I need some help				
I need to go to the toilet				
I want to tell you something with my communication book/board. Please will you get it, it's in				
Hello				
Goodbye				
Yes				
No				
OK				
I don't know				
Please				
Sorry				
Thankyou				
Please can I have something to eat				
I would like a drink please				
Please can I make a phone call				
Please will you store something on my Talker/voca				
Names of family/carers/ teaching staff, whichever are most needed				
What have you been doing?				
How are you?				
Show the student how to speak the words on the message line				
Show the student how to clear the message line after speaking				

LEVEL 1 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p> <p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level. If less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Answer the following questions	
Question	Answer/ Tick if correct
1 When someone says hello to you, what do you say?	
2 What is your name?	
3 Where do you live?	
4 How old are you?	
5 Do you have any brothers or sisters? .. who are they?	
6 What do you say when you are hungry?	
7 What do you say if you are thirsty?	
8 Do you have any pets?	
9 Who lives with you in your house?	
10 Can you ask me what I've been doing?	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 2				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Student's first name				
Brother				
Dad				
Family names				
Mum				
Names of closest friends				
Sister				
Bus/taxi				
Car				
Wheelchair				
Home				
School/work/college				
Book				
Music				
Story				
Swing				
Video				
Other favourite activity/toy				
I				
Sad				
Happy				
Bad				
Good				
OK				
Please				
Thank-you				
Not				
Am				
Go				
Is				
Like				
Want/would like				

NOTE	Level 2
<p>It is important to approach the practice with enthusiasm and humour.</p> <p>Ideas to make the practice interesting:</p> <ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
<p>All vocabulary should be used in a functional way as soon as possible.</p> <p>At this stage, the helper can put the appropriate verb ending (goes, wants, likes) on to the verb for the student if necessary.</p>	

Phrases and Sentences for Practice	
Happy	Dad is happy.
I go home.	(name) is sad.
I not go school/work/college.	I go bus (=I go on the bus/taxi).
I like (name).	Mum likes (name).
I want (name) please.	Dad not likes (name).
I like music.	Music please.
I want/would like story.	(name) is bad.
I not like (name or thing).	Dad goes car.
Mum car.	Thank-you Mum.
Sad	I am good.

LEVEL 2 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level. If less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Mum sad	
2 Go car	
3 Dad is happy	
4 Not go school	
5 I want music	
6 I go bus/taxi	
7 I not like or I like not	
8 (Name) likes Mum	
9 (Name) wants home	
10 Brother/sister	
TOTAL	

Level 2A has been inserted for students who need more time to 'get going', perhaps because of accessing problems. Sometimes the gap between Level 2 and Level 3 seems to be too great and the encouragement of earning a second certificate for Level 2A is a boost to the confidence. For students who omit 2A, the vocabulary is repeated at a later level

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 2A				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Boy				
Girl				
Man				
Woman				
Items the student wants to ask for most often				
He				
She				
It				
You				
Excited				
Cool/great/wicked				
Yuck				
Yummy				
Look				
I am				
I went				
It is				
You are				
You are				
It is				

NOTE **Level 2A**

It is important to approach the practice with enthusiasm and humour.

Ideas to make the practice interesting:

- Helper adds a word to make a joke, eg Mum eats...shoes.
- Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs?
- Helper adds word for something the student would like to do/have, eg I go circus.
- Helper adds an appropriate word, eg I drink Coke/orange/milkshake.
- Having made a good phrase or sentence including someone's name, go and say it to that person.
- Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming.
- Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice.
- When possible, take a trip out into the community to put the learning into practice.

All vocabulary should be used in a functional way as soon as possible.

Teach the student how to say 'I went' as this is a useful phrase for telling news.

Having a tasting session, perhaps at the end of a cookery lesson, is a good way introduce good/bad, yuck/yummy, great etc.

Phrases and Sentences for Practice	
Excited	I went home.
Man	I went to (favourite place).
Woman	I am excited I go home.
Thank you	You are good.
Car	(Name) is (a) boy.
Story	You look cool/great/wicked.
I would like a drink please.	It is yuck.
I need some help please.	It is good/yummy.
What have you been doing?	Girl is happy.

LEVEL 2A TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Excited	
2 He is great/cool/wicked	
3 Sad	
4 You are	
5 Thank-you	
6 Man go	
7 Boy	
8 Girl	
9 Woman	
10 Good	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 3				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
Weekend				
Church				
Club /Brownies/Guides/Scouts etc				
College				
Disco				
Hospital				
Outside				
Pub				
School				
Shopping				
Swimming				
Swimming pool				
Name of 1 or 2 places often visited				
He				
It				
She				
They				
We				
You				
Angry				
Boring				
More				
In				
Out				
To				
With				
Not				

LEVEL 3 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 More please	
2 Dad is out	
3 I have	
4 Saturday disco	
5 Sunday I see Grandma/Nanny	
6 I go to school/college/work etc	
7 You go home	
8 I am angry	
9 Dad go(es) shopping	
10 Wednesday I see Nanny/Grandad or other family name	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 4				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Burger				
Cake				
Chicken				
Chips				
Chocolate				
Fish fingers				
Ice cream				
Ketchup/sauce				
Meat				
Pudding				
Sausage				
Sugar				
Sweets				
Toast				
Other favourite food				
Beer				
Coffee				
Coke				
Milk				
Milkshake/banana milkshake etc				
Orange				
Ribena				
Tea				
Water				
Wine				
Other favourite drinks				
Cold				
Hot				
More				
Wicked/ cool/great				
Yuck! /Yummy!				

LEVEL 4 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I want/would like orange please	
2 More pudding please	
3 Fish fingers and chips	
4 I like sausages	
5 Some chips	
6 Coffee for you	
7 I am happy	
8 Bad	
9 I go for milkshake	
10 Sad	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 5				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Bra				
Coat				
Dress				
Gloves				
Hat				
Nightie/Pyjamas				
Pants				
Scarf				
Shirt				
Shoes				
Sweater/jumper				
Trousers				
T-shirt				
Black				
Blue				
Brown				
Green				
Grey				
Orange				
Pink				
Purple				
Red				
White				
Yellow				
New				
Her				
His				
My				
Your				
Its				
Our				
Their				
A				
An				
Off				
On				
So				

LEVEL 5 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I want/would like a blue T-shirt	
2 I have black trousers	
3 My sweater is red	
4 My shoes are white	
5 I like your pink coat	
6 I want/would like a green jumper/sweater	
7 I need a new ...	
8 Coat off please	
9 Take my coat	
10 Wear	
TOTAL	

QUIZ LEVEL 6 How are you doing?	
Name	Date started
<p>This Quiz is intended to celebrate achievement, please repeat or re-phrase the questions as necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>Encourage the student to use more than one word answers when possible Eg "I eat sausage, egg, and chips"</p>	
1 Tell me 3 things you can eat	
2 What do you say when someone gives you a present	
3 How do you feel when someone gives you a present?	
4 What do you do when you are hungry?	
5 What do you do when you are thirsty?	
6 What do you wear on your feet?	
7 Where do you sleep?	
8 Where do you go to dance?	
9 Tell me which days you don't go to school/ college/work	
10 What colour do you like best?	
11 What do you do at the weekend?	
12 Tell me four things about yourself	
13 Ask me a question	
14 Tell me two things you like	
15 Who is your best friend?	
Well done! You got..... TOTAL	

If the student achieves less than 12, revise some of the earlier topics before redoing the Quiz so you can celebrate the work done. If the student achieves 12 or more, go on to the next level.

NOTE	Level 7
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Show the student how to ask 'wh' questions.	
Play a drawing game – the student tells you what to draw – who can dictate the best person/animal? eg Put a purple head, put a red foot, etc Helper models 'wh' questions: What comes next, where shall I put the...What colour.. etc. If possible, swap roles as above.	
Play 'Simon says'	
Play 'spot the peg'. Put a coloured clothes peg in various places on your body, eg pin it to your ear. The student looks and says 'It is on your ear' etc.	
Take turns to describe someone (start with someone in the room) and guess who it is.	

Phrases and Sentences for Practice	
Look at my ear.	Put your hand on my foot.
I eat with my mouth.	Put your hand on your head.
I smell with my nose.	Look at your nose.
I hear with my ears.	You have blue eyes.
I see with my eyes.	Who is it?
She has black hair.	Tell the nurse I have a pain in my tummy.
I have a pain in my head.	Where is your stomach/tummy?
Two black eyes.	Where are your ears?
He looks.	You are a pain in the neck.

LEVEL 7 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I can see	
2 He hears	
3 What?	
4 Where are you?	
5 I have a pain in my stomach	
6 I don't understand	
7 See the nurse	
8 Tell my Mum	
9 Dad is ill	
10 In my mouth	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 7a				
Name		Fill in dates below		
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Ache				
Better				
Broken				
Cerebral palsy				
Cold				
Cough				
Dead				
Dizzy				
Headache				
Ill				
Itch				
Medicine				
Operation				
Plaster				
Sick				
Spots				
Temperature				
Toothache				
Broken				
Scared/frightened				
Worried				
Now				
Hospital				
Nurse				
Doctor				
A lot of				
Down				
With				
Too				
Bite				
Cry				
Cut				
Fall				
Feel				
Kill				

LEVEL 7a cont.				
Name		Fill in dates below		
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Sit				
Take				

NOTE Level 7a

It is important to approach the practice with enthusiasm and humour.

Ideas to make the practice interesting:

- Helper adds a word to make a joke, eg Mum eats...shoes.
- Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs?
- Helper adds word for something the student would like to do/have, eg I go circus.
- Helper adds an appropriate word, eg I drink Coke/orange/milkshake.
- Having made a good phrase or sentence including someone's name, go and say it to that person.
- Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming.
- Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice.
- When possible, take a trip out into the community to put the learning into practice.

All vocabulary should be used in a functional way as soon as possible.

Phrases and Sentences for Practice	
He is ill.	I need a plaster.
Broken leg.	She falls down, cut hand.
Operation.	Mum takes my sister to a nurse.
I am dizzy.	I am worried. My brother sees the Doctor.
I have earache/cerebral palsy/broken leg.	Dad is in hospital.
I need a nurse.	I have a stomach ache/ or a pain in my stomach.
I feel better now.	I ate a lot of ice cream. I feel sick.
Yucky medicine.	I am too hot, I have a temperature.
Sit down.	I am scared/frightened, I want to go home.

LEVEL 7a TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I don't like medicine	
2 I am ill	
3 I went to hospital	
4 Nurse	
5 I feel sick	
6 Itch nose	
7 Better now	
8 Mum is ill	
9 Operation	
10 Broken arm	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 8				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Bath				
Bed				
Chair				
Cooker				
Cupboard				
Freezer				
Fridge				
Light				
Table				
Toilet				
TV				
Vacuum cleaner				
Video				
Washing machine				
Cat				
Chicken				
Cow				
Dog				
Horse				
Monster				
Pig				
Spider				
Big				
Clean				
Dirty				
Own				
Small				
Behind				
Under				
Give				
Can				
Help				
Ride				
Sit				
Sleep				
Watch				

LEVEL 8 cont.				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Sentences				
Please will you open the door				
Please will you close the door				
Please will you close the window				
Please will you open the window				

NOTE	Level 8
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Explain the need to use 'the' before nouns.	

Phrases and Sentences for Practice	
I like riding.	Put my t-shirt in the cupboard please.
Put the cat under the table.	Look at the pig on the video.
The cow is brown.	Put my trousers in the washing machine please.
I can see the pink pig.	The chicken is in the freezer.
The horse has a red hat.	I watch TV at weekends.
The dog is in the car.	Horses are big, rabbits are small.
You sit on a chair.	Give me the small table and chair.
I can hear a dog.	I like riding.
	I want my own horse.
You sleep in a bed.	The dog is dirty he needs a bath.

LEVEL 8 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 dirty hands	
2 clean bath	
3 the big bed	
4 in the toilet	
5 under the table	
6 the small cupboard	
7 behind the TV	
8 I want to sleep	
9 Please will you open the door	
10 He rides the horse	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 9				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Cloud				
Lightning				
Rain				
Snow				
Storm				
Sun				
Thunder				
Weather				
Wind				
Flower				
Dry				
Wet				
Fed up				
Me				
You				
Her				
Him				
Again				
Last				
Now				
Today				
Tomorrow				
Yesterday				
Very				
Down				
Up				
It is				
It was				
Come				
Get				
Make				
Sleep				
Wash				

NOTE	Level 9
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Show the student how to say 'it is' (or 'it's') and 'it was'.	

Phrases and Sentences for Practice	
Today it is sunny.	Put the umbrella up for me.
Cloud and rain.	The umbrella is in the cupboard.
The sun is hot today.	On Monday it was cloudy.
I am cold please will you shut the door.	Yesterday it was raining.
I like the sun.	It is not raining now.
Out in the rain.	It is raining again, I am fed up I want to go out.
The rain is washing me.	Come in, you are getting wet.
Storm, thunder and lightning.	The rain is making me wet.
I get dry.	Last night, no sleep, thunder and lightning.

LEVEL 9 TEST	
Name	Date
This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)	
If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Yesterday	
2 I want to go out	
3 Today it is wet	
4 It is dry now	
5 Tomorrow	
6 Again	
7 Weather	
8 Flowers like rain	
9 Up and down	
10 In and out	
TOTAL	

NOTE	Level 10
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
If possible take the students to the relevant room when they ask to reinforce the learning.	
Teach the student how to make a negative sentence (see examples below).	

Phrases and Sentences for Practice	
Go to physio.	I don't feel well, can I lie down in the bedroom?
Don't go.	I need to see the nurse.
Where is the toilet?	I want to go to the dining room.
The disco is in the hall.	I want to move next to my friend.
I can't go to the disco.	What time speech therapy?
Office.	I can't see out of the window.
I don't feel well.	My Talker/voca is in the toilet.
(Name) is not in the classroom.	My wheelchair is not in physio.
Well	Open the window please.

LEVEL 10 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Close	
2 Open it please	
3 The nurse is in today	
4 I am tired	
5 She is well	
6 Dad is in the office	
7 Floor	
8 Where is your room?	
9 Your move	
10 Telephone for you	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC		LEVEL 11			
Name	Fill in dates below				
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use	
Bike					
Boat					
Bus					
Car					
Ferry					
Helicopter					
Lorry					
Plane					
Taxi					
Train					
Van					
Airport					
Garage					
Station					
Hers					
His					
Mine					
Yours					
Here					
There					
That					
This					
New					
Old					
By					
For					
From					
Fix/mend					
Must					
Should					

NOTE	Level 11
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	

Phrases and Sentences for Practice	
You must go.	I should go to school by bus, but I have to go by taxi.
I must.	Dad likes going by plane.
This car is for you.	This is mine, that is yours.
It is yours.	The train is in the station.
Here and there.	I would (not) like to go in a helicopter.
He should.	My brother wants a new bike.
The bus is here.	I must get a taxi to the airport.
The red car is mine.	Mum has an old car she should get a new one.
You can go by train from (place).	I can't go by boat, I think I'm going to be sick.

LEVEL 11 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 You can go by plane	
2 The station	
3 This one is yours	
4 You should go	
5 His helicopter	
6 I don't like going by plane	
7 I must go home	
8 That is for you	
9 This is mine	
10 Here it is	
TOTAL	

QUIZ LEVEL 12 How are you doing?	
Name	Date started
<p>This Quiz is intended to celebrate achievement, please repeat or re-phrase the questions as necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (see Appendix 4 for a copy of a certificate).</p>	
<p>Encourage the student to use more than one word answers when possible Eg "I live in a house"</p>	
1 What do you see with?	
2 What do you sit on?	
3 How do you feel when it's your birthday or when it's Christmas day?	
4 When do you need an umbrella?	
5 Tell me three things you wear when it's cold	
6 What do you wear on your feet?	
7 What do you sleep in?	
8 How could you get to France?	
9 Tell me 4 rooms you have in your house. Begin your answer We have...	
10 What sort of transport can go on water?	
11 What do you hear with?	
12 Tell me four things you like	
13 Ask me a question	
14 Tell me two things you don't like	
15 Tell me three animals that could live on a farm	
Well done! You got..... TOTAL	

If the student achieves less than 12, revise some of the earlier topics before redoing the Quiz so you can celebrate the work done. If the student achieves 12 or more, go on to the next level.

NOTE	Level 13
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	

Phrases and Sentences for Practice	
You should wash your dog.	You must wash your apple before you eat it.
Knife and fork.	I need a spoon and bowl please.
Get happy.	Buy me a big cake please.
Apples are nice.	I don't like strawberry jam.
I like bananas.	I have enough money for a drink.
I don't like oranges.	He wants a shandy to drink.
Cheese sandwiches.	I want to make a banana sandwich.
A biscuit please.	Wash your hands before you eat.
Strawberry jam.	This big banana is mine.
Bread and butter.	Put sugar on my pineapple please.

LEVEL 13 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 More strawberries please	
2 Jam sandwich	
3 Get me	
4 Chicken and chips please	
5 Buy a banana	
6 Biscuits are nice	
7 Bread and butter	
8 I take 2 sugars	
9 I like oranges	
10 Red apples	
TOTAL	

NOTE	Level 14
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
If necessary, explain the reasons why you might want to ask 'why?' Talk about some of the circumstances when you might ask "Why?" (A student who has never had the ability to ask questions, may have learned to accept things and will need prompting).	
Revise how to say 'an'.	

Phrases and Sentences for Practice	
When is the disco?	The nurse helps you when you are ill.
What?	The dentist looks after your teeth.
Please will you say that again.	'I don't feel very well', I need to see the doctor.
Who is that?	Where are you going?
Why?	Where can I buy a new car?
How?	My teacher is good/bad.
What work do you do?	Why can't I go? 'It's not fair!'
What school do you go to?	How can I get there.
It is silly.	My Dad works in an office.

LEVEL 14 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Where are you?	
2 Open it please	
3 I need some help please	
4 Where?	
5 Who?	
6 Nurse	
7 I go to hospital	
8 He is a dentist	
9 He works in my school	
10 She is a doctor	
TOTAL	

LEVEL 15 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1. I went yesterday	
2. It is	
3. Today, not tomorrow	
4. He went out	
5. I am never late	
6. He is here	
7. This evening	
8. She is here now	
9. Go on Wednesday	
10. In the morning	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC LEVEL 16				
Name	Fill in dates below			
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Special Days:				
Birthday				
Christmas				
Day				
Easter				
Holiday				
(Birthday) card				
Present				
Celebration days for various cultures as appropriate				
Autumn				
Spring				
Summer				
Winter				
And				
Because				
But				
Always				
At				
Every				
Never				
Same				
Its				
Our				
Their				
Own				
Congratulations				
Forget				
Remember				
Think				
Wish				
Happy Birthday!				
Happy Christmas!/New Year! etc as appropriate				

NOTE	Level 16
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Show the student how to find possessive pronouns: its, our, their.	
Show the student how to join to parts of a sentence together with 'but' 'and' 'because'.	

Phrases and Sentences for Practice	
Our	Our clothes are red but yours are blue.
Their	Their birthdays are on the same day.
I wish.	I always go to see my granny/nanny/ grandma on Christmas Day.
Last year.	I was angry because s/he never remembers my birthday, s/he always forgets.
I like the autumn.	In winter it is cold, but summer it is hot.
It was very hot last summer.	On my summer holiday it rained every day. I was fed up.
Next winter.	I must get a present and a card for my brother at Tesco (or other shop).
The flowers come up every spring.	I wish it was my birthday next week.
They had their own books.	I think his birthday is on the same day as mine.

LEVEL 16 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I had a present	
2 I wish I could	
3 It is mine	
4 Autumn and winter	
5 Yesterday was the last day of spring	
6 My birthday is in the summer	
7 When is your birthday	
8 I was fed up	
9 I think you are nice	
10 I forgot	
TOTAL	

LEVEL 17 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Sometimes	
2 July is in the summer	
3 Everyone	
4 Can you swim?	
5 Do you like him?	
6 Have you got a car?	
7 Find the dog	
8 Winter is December January and February	
9 Somewhere here	
10 That dog is hiding	
TOTAL	

QUIZ LEVEL 18 How are you doing?	
Name	Date started
<p>This Quiz is intended to celebrate achievement, please repeat or re-phrase the questions as necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>Encourage the student to use more than one word answers when possible Eg "I like egg, cheese and Marmite sandwiches".</p>	
1 Tell me three things you would like in your sandwiches if you went on a picnic.	
2 What do you call the person who fixes your teeth?	
3 Who do you go to see if you are ill?	
4 Tell me something you do every day.	
5 What are the first and last months of the year?	
6 Where would you go to buy some sugar and butter?	
7 Where do nurses and doctors work?	
8 Is it true to say all boys are silly or some boys are silly?	
9 Is it true to say I sometimes eat sausages or I never eat sausages?	
10 Is it true to say I sometimes eat spiders or I never eat spiders?	
11 When do you go to bed – in the morning/ in the afternoon/in the evening?	
12 When you arrive at a meeting or a class and it has already started, someone might say "You are"	
13 Ask me if I like fish and chips	
14 Put these phrases into the past, eg Today I am happy....Yesterday I was happy Today it is hot Today I go home Today I have some money.	
15 Describe one of your friends to me.	
Congratulations! You got.....TOTAL	

If the student achieves less than 12, revise some of the earlier topics before redoing the Quiz so you can celebrate the work done. If the student achieves 12 or more, go on to the next level.

PROGRAMME FOR DEVELOPMENT OF AAC		LEVEL 19			
Name	Fill in dates below				
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use	
Category words:					
Animal					
Body					
Building					
Clothes					
Container					
Country					
Food					
Fruit					
Furniture					
Job/work					
Music groups					
People					
Place					
Publication					
Room					
Television programmes					
Transport					
Vegetable					
Weather					
Or					
Famous					
Favourite					
Funny					
Strange					
Live					
Draw					
Do/does					
Is it					
Do you like					
Has it got					
Phrases/Sentences to store					
a sort of					
It looks like					
What colour is it?					
What is your favourite..					

NOTE	Level 19
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Play guessing games to practise categories and inverted word order for questions: 1 A student has an object in a box so no-one else can see. Everyone tries to guess what it is by asking questions: Is it transport? Is it red? Is it big? (lorry) 2 See the game on Level 7 . 3 Stick a photo of a famous person or someone known to everyone in the group to one person's forehead. That person has to guess who they are by asking "Am I famous? Am I a woman? Etc"	

Phrases and Sentences for Practice	
Is it	A dog is an animal with 4 legs.
Have you got a dog?	What do you think this is?
Is this yours?	Are you good at drawing?
Can you draw?	What does it do?
I don't like vegetables.	Have you got one?
Is it a man or a woman?	Draw a picture for me please.
Furniture.	What music groups do you like?
Some people are funny.	Eastenders and Casualty are my favourite TV programmes.
Farm.	Does it live in a zoo?
It has red eyes.	Has it got 4 legs.

LEVEL 19 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I like animals	
2 I don't like bad food	
3 Furniture	
4 What's your favourite	
5 Apples and oranges are fruit	
6 This is strange	
7 A funny TV programme	
8 What is the weather like?	
9 Where is your room?	
10 My work	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC					LEVEL 20
Name	Fill in dates below				
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use	
Card					
Dear					
Email					
Envelope					
Letter					
Stamp					
Stuff					
Telephone					
Yours sincerely					
From					
Of					
With					
Busy					
Great					
Scared/frightened					
Sure					
Interesting					
Never					
No-one/nobody					
Nothing					
Nowhere					
Any time					
Anyhow					
Anyone/anybody					
Anything					
Anywhere					
Find					
Love					
Post					
Send					
Try					
Sentences to consider storing					
I want/would like to make a phone call					
I want to send an email/a letter					
Will you read my emails to me					
How are you?					
How is...					
Please can I speak to...					

NOTE	Level 20
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Teach the student how to put verbs into the future tense: I will go, I will be etc.	
Encourage the student to express two ideas in one sentence (I want to send a card because it's my mother's birthday next week) and to string several sentences together on one topic.	
Give the student practice in writing a letter, sending an email and making a phone call.	

Phrases and Sentences for Practice	
Dear (Name)	When will you come to see me?
I am sure no-one saw me.	Nothing is more important than having good friends.
I will try to come next Wednesday.	I can't find my black shoes anywhere, they must be somewhere.
We never go anywhere interesting.	I don't want to see anyone tomorrow, I will be too busy.
I will need a lot of stuff.	Anyhow, I don't want to go out with him/her because I don't like him/her.
He is too busy to see me.	It's my mother's birthday next week, I will send her a card today.
Love from (name)	Please post this for me.
I am scared of spiders.	I need to buy some stamps, can we go to the post office when we go shopping?
I have never seen a monster.	I'm not scared/frightened of him, anyhow.
I will post this letter now.	I went to a disco, it was great.

LEVEL 20 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I am scared of no-one	
2 Nothing	
3 I can't find him anywhere	
4 We will never go there	
5 Nowhere	
6 It must be somewhere	
7 I will do it any time	
8 Post office	
9 Please post my letter for me	
10 Write	
TOTAL	

NOTE	Level 21
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
If possible go to the supermarket to find food from different countries – and to the travel agent to find brochures about the countries.	
Check the student can make irregular plurals: Man – men, Woman – women, Child – children Show the student how to make the comparative (bigger, hotter) and superlative (biggest, hottest) etc.	

Phrases and Sentences for Practice	
I like French wine.	I would like to go to America in July. I would like to fly on July 1st.
People from England are English.	French men (women) like to drink wine and I like French women (men).
Italians eat more spaghetti than potatoes.	Dutch cheese is very famous. I would like some.
I like Chinese food.	You need to go to Italy by plane because it is a long way/far to drive.
I am (nationality).	Indian food can be very hot.
Next summer I will go to	I must go to the travel agent. I need to book tickets for our holiday in Spain.
France is bigger than England.	Some people think all German sausages are smelly, but they are nice.
(pop group) are the greatest, they come from America.	I bought some red wine from France at the supermarket.
Can we make a pizza?	France is hotter than England, but India is the hottest.

LEVEL 21 TEST	
Name	Date
This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)	
If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 England and France	
2 I am (nationality)	
3 French wine	
4 You will have to take a plane to get to Germany	
5 Dutch cheese	
6 Book tickets for Italy	
7 A present from Wales	
8 Scotland	
9 Curry is hot	
10 I like making pizza	
TOTAL	

NOTE	Level 22
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Show the student how to make an adverb: slow – slowly, quiet – quietly etc.	

Phrases and Sentences for Practice	
I am upset.	I would like to see the manager now please.
She pushed me hard.	I will ask for my money back.
He touched me there.	I will have to tell someone about this.
I have a problem.	I need to make a complaint.
It is difficult.	I am worried about something.
Please explain.	Why are you walking so slowly?
What size?	Actually, they are very friendly.
This is the only one.	It is the wrong size, please will you change it for a bigger one.
Please talk quietly/ Please be quiet.	He hit her so she hit him back harder.
Wrong	These are too small, those are better.
Ready	They are still not ready.
This is broken.	Show me a different one please.

LEVEL 22 TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I need to make a complaint	
2 I have a problem	
3 Can I tell you something in private?	
4 I am upset	
5 Too big	
6 Only mine	
7 Broken	
8 Too hard	
9 Because it is no good	
10 Difficult	
TOTAL	

NOTE	Level 23
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats... shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Give examples of when you use the conditional tense, eg I would if I could You wouldn't do that, would you? I might go.	
Teach as appropriate: myself, yourself/yourselves, himself, itself, themselves, ourselves	

Phrases and Sentences for Practice	
Myself	The visitor burnt himself on the fire.
Do it yourself.	I would never do a thing like that.
Please will you blow my nose.	I will do it myself, then I know it will be done well.
My grandma/nanny is ill.	My aunt is in hospital having an operation.
I hope you are better now	No-one will be there, they will have to look after themselves.
Poison can kill you.	I have an itch, please will you scratch my left leg.
My father has flu.	I need to see the nurse/doctor because I have a pain in my right foot.
My brother is a pain.	I don't like this medicine, so I hope it will make my cough better.
Grandad is quite old.	I should not ask this, but do you mind?
My sister is worse.	Please be quiet, I have a bad headache.

LEVEL 23 TEST	
Name	Date
This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)	
If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 Poison	
2 He fell and cut his leg	
3 Operation	
4 She has a stomach ache	
5 I hit my head	
6 My right hand	
7 This is nice medicine	
8 I hope she is well	
9 My uncle is better	
10 He had an accident yesterday	
TOTAL	

NOTE	Level 24
It is important to approach the practice with enthusiasm and humour.	
Ideas to make the practice interesting:	
<ul style="list-style-type: none"> ■ Helper adds a word to make a joke, eg Mum eats...shoes. ■ Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs? ■ Helper adds word for something the student would like to do/have, eg I go circus. ■ Helper adds an appropriate word, eg I drink Coke/orange/milkshake. ■ Having made a good phrase or sentence including someone's name, go and say it to that person. ■ Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming. ■ Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice. ■ When possible, take a trip out into the community to put the learning into practice. 	
All vocabulary should be used in a functional way as soon as possible.	
Show the student how to make a negative question, eg: don't you want...? Doesn't he go..? Revise the superlative to check that the student understand the link between, eg good/better/best. Encourage the student to describe events in more detail/ tell stories etc.	

Phrases and Sentences for Practice	
An interesting game.	I think you cheated, that is wrong and you are stupid.
Fast cars are dangerous.	Anyway, you will lose because you are rubbish.
What was the result.	Don't you think we will win?
A good race.	Didn't he go to the disco on Friday?
Who won?	We always win because we are the greatest.
My teacher/friend plays golf.	Doesn't he like (team name)? He must be mad because he doesn't think they will win.
Would	They should win tomorrow.
I will probably see you after the match.	It was an interesting game last week, but the best team didn't win.
Mum is doing a course at college.	My brother was very upset because his team lost on Saturday.
All sport is boring/interesting.	My friend always drives too fast. The police will be after her!
They have a good coach.	My dad likes snooker, but I think it's boring.

LEVEL 24 TEST	
Name	Date
This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)	
If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 A boring race	
2 An interesting game	
3 A good match	
4 A mad coach	
5 Cheating is stupid	
6 We won because we are the best	
7 They lost	
8 I don't think	
9 I can play	
10 A strong player	
TOTAL	

PROGRAMME FOR DEVELOPMENT OF AAC		LEVEL 24A		
Name		Fill in dates below		
Suggestions for an alternative topic to Sport (Level 24).				
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
Jewellery				
Badge				
Bracelet				
Diamond				
Ear-ring				
Emerald				
Gold				
Necklace				
People				
Ring				
Ruby				
Sapphire				
Shop				
Silver				
Thing				
Watch				
Cheap				
Dangerous				
Expensive				
Fast				
Interesting				
Mad				
Strong				
Stupid				
Weak				
After				
Because				
Probably				
Than				
Afford				
Buy				
Cheat				
Choose				
Hate				
Lose				
Should				
Start				
Would				

LEVEL 24A cont.				
Name		Fill in dates below		
Vocabulary	Vocab. Stored at...	Working towards	Prompted	Spontaneous Use
How much?				
How many?				

NOTE **Level 24A**

It is important to approach the practice with enthusiasm and humour.

Ideas to make the practice interesting:

- Helper adds a word to make a joke, eg Mum eats...shoes.
- Helper shows the student choices that could be added, eg Mum eats chocolate? cake? Frogs?
- Helper adds word for something the student would like to do/have, eg I go circus.
- Helper adds an appropriate word, eg I drink Coke/orange/milkshake.
- Having made a good phrase or sentence including someone's name, go and say it to that person.
- Helper makes a sentence, student draws a picture of the sentence, take turns to make the sentence and draw, eg Dad goes out in car. She likes swimming.
- Every so often, the student can make a choice, eg I want music, story, chat, before returning to the practice.
- When possible, take a trip out into the community to put the learning into practice.

All vocabulary should be used in a functional way as soon as possible.

Phrases and Sentences for Practice	
Too expensive.	How much is that gold ring?
My watch is wrong.	Would you like me to buy that for you?
Jewellery shop.	My ring is silver and my necklace has rubies.
You cheated!	I can't afford to give you a diamond ring.
He chose.	My boy/girl friend bought me a nice ring.
I can't afford it.	I saw the man take the emerald ring. I will tell the police.
Don't cheat.	Your diamond is bigger than mine.
People should not cheat.	I am very upset because I lost my new necklace.
I can probably afford it now.	I like the expensive one best. I hate that thing.
A policeman has a badge.	This is cheaper than that one. I will buy this.

LEVEL 24A TEST	
Name	Date
<p>This test is intended to celebrate achievement, please alter it where necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate).</p>	
<p>If the student achieves a score of 7 or more, celebrate the achievement with a certificate and move on to the next level, if less than 7, do more work at this level. Repeat or re-phrase the questions as necessary.</p>	
Repeat the following phrases or sentences	Answer/ Tick if correct
1 I like this ring	
2 Ruby is red	
3 I hate green	
4 More expensive	
5 Cheaper	
6 Buy this	
7 Shop	
8 Diamond ring	
9 The biggest diamond	
10 I have a badge	
TOTAL	

QUIZ LEVEL 25 How are you doing?	
Name	Date started
<p>This Quiz is intended to celebrate achievement, please repeat or re-phrase the questions as necessary to meet the student's needs, while maintaining the standard to show proof of progress. A certificate could be awarded on a suitable occasion. (See Appendix 4 for a copy of a certificate)</p>	
<p>Encourage the student to use more than one word answers when possible Eg "France is famous for wine"</p>	
1 Tell me three countries where it is hot	
2 Tell me a country that is famous for wine	
3 How would you feel if you saw a ghost?	
4 I sometimes/never/always eat spiders. Which one is right?	
5 I sometimes/never/always wear shoes. Which one is right?	
6 Tell me three animals	
7 Cheese, chips and bananas are three types of what?	
8 Where would you like to go for a holiday and how would you get there?	
9 Choose one of these things and tell me how to make it: pizza, chocolate cake, cup of tea.	
10 If you wanted to ask me what I like best to eat, what would you say?	
11 Tell me about three of your relatives	
12 Tell me what you would say if I played my music too loud	
13 What is your favourite TV programme?	
14 Why do you like that programme?	
15 Tell me three things you could wear when you go to a disco or a party.	
<p>Congratulations! You got.....TOTAL</p>	

If the student achieves less than 12, revise some of the earlier topics before redoing the Quiz so you can celebrate the work done. If the student achieves 12 or more, go on to the next level.