

Name:

© 2012
PrimaryTools.co.uk**Common across subjects****P1(i)****Pupils encounter activities and experiences**

They may be passive or resistant

They may show simple reflex responses, for example, starting at sudden noises or movements

Any participation is fully prompted

P1(ii)**Pupils show emerging awareness of activities and experiences**

They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, attending briefly to interactions with a familiar person

They may give intermittent reactions, for example, sometimes becoming excited in the midst of social activity

P2(i)**Pupils begin to respond consistently to familiar people, events and objects**

They react to new activities and experiences, for example, withholding their attention

They begin to show interest in people, events and objects, for example, smiling at familiar people

They accept and engage in co-active exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted

P2(ii)**Pupils begin to be proactive in their interactions**

They communicate consistent preferences and affective responses, for example, reaching out to a favourite person

They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor

They perform actions, often by trial and improvement, and they remember learnt responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues

They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person; imitating actions and facial expressions

P3(i)**Pupils begin to communicate intentionally**

They seek attention through eye contact, gesture or action

They request events or activities, for example, pointing to key objects or people

They participate in shared activities with less support

They sustain concentration for short periods

They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events

They observe the results of their own actions with interest, for example, listening to their own vocalisations

They remember learnt responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately

P3(ii)**Pupils use emerging conventional communication**

They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence

They can remember learnt responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems

They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads

They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person

They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity

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PrimaryTools.co.uk**Speaking / Expressive Communication****P4**

Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases, or use a repertoire of objects of reference or symbols

They use single words, signs and symbols for familiar objects, for example, 'cup', 'biscuit', and to communicate about events and feelings, for example, likes and dislikes

P5

Pupils combine two key ideas or concepts

They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'

They make attempts to repair misunderstandings without changing the words used, for example, by repeating a word with a different intonation or facial expression

Pupils use a vocabulary of over 50 words

P6

Pupils initiate and maintain short conversations using their preferred medium of communication

They ask simple questions to obtain information, for example, 'Where's cat?'

They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly

P7

Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, 'I want big chocolate muffin'

They use regular plurals correctly

They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, 'We going cinema on Friday'

They contribute appropriately one to one and in small-group discussions and role play

They use the conjunction 'and' to link ideas or add new information beyond what is asked

P8

Pupils link up to four key words, signs or symbols in communicating their own experiences or in telling familiar stories, both in groups and one to one, for example, 'The hairy giant shouted at Finn'

They use an extensive vocabulary to convey meaning to the listener

They can use possessives, for example, 'Johnny's coat'

They take part in role play with confidence

They use conjunctions that suggest cause, for example, 'cos', to link ideas

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PrimaryTools.co.uk**Listening / Receptive Communication****P4****Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects****Pupils respond appropriately to simple requests that contain one key word, sign or symbol in familiar situations, for example, 'Get your coat', 'Stand up' or 'Clap your hands'****P5****Pupils respond appropriately to questions about familiar or immediate events or experiences, for example, 'Where is the ball?', 'What are you doing?', 'Is it yellow?'****They follow requests and instructions containing at least two key words, signs or symbols, for example, 'Put the spoon in the dish', 'Give the book to Johnny'****P6****Pupils respond to others in group situations, for example, taking turns appropriately in a game such as 'Pass the parcel'****They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'****P7****Pupils listen to, attend to and follow stories for short stretches of time****They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library'****They attend to, and respond to, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'****P8****Pupils take part in role play with confidence****Pupils listen attentively****They respond appropriately to questions about why or how, for example, 'Why does a bird make a nest?', 'How do we copy this picture?'**

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PrimaryTools.co.uk**Reading****P4****Pupils listen and respond to familiar rhymes and stories****They show some understanding of how books work, for example, turning pages and holding the book the right way up****P5****Pupils select a few words, symbols or pictures with which they are particularly familiar, and derive some meaning from text, symbols or pictures presented in a way familiar to them****They match objects to pictures and symbols, for example, choosing between two symbols to select a drink; seeing a photograph of a child and eye-pointing at the child****They show curiosity about content at a simple level, for example, they may answer basic questions about a story, showing understanding of two key words****P6****Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions****They match letters and short words****P7****Pupils show an interest in the activity of reading****They predict elements of a narrative, for example, when the adult stops reading, pupils fill in the missing word****They distinguish between print or symbols and pictures in texts****They understand the conventions of reading, for example, following text left to right, top to bottom and page following page****They know that their name is made up of letters****P8****Pupils understand that words, symbols and pictures convey meaning****They recognise or read a growing repertoire of familiar words or symbols, including their own names****They recognise at least half the letters of the alphabet by shape, name or sound****They associate sounds with patterns in rhymes, with syllables, and with words or symbols**

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PrimaryTools.co.uk**Writing****P4****Pupils show they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence****They make marks or symbols in their preferred mode of communication****P5****Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, contributing to records of their own achievements or to books about themselves, their families and interests****They trace, overwrite or copy shapes and straight-line patterns****P6****Pupils produce or write their name in letters or symbols****They copy letter forms, for example, labels and/or captions for pictures or for displays****P7****Pupils group letters and leave spaces between them as though they are writing separate words****They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together; writing their names and one or two other simple words correctly from memory****P8****Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories****They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right****They write or use their preferred mode of communication to set down their names with appropriate use of upper- and lower-case letters or appropriate symbols**

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PrimaryTools.co.uk**Using and Applying Mathematics****P4**

Pupils are aware of cause and effect in familiar mathematical activities, for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen

Pupils show awareness of changes in shape, position or quantity, for example, grouping objects with similar key features such as shape; creating very simple sequences of light or sound using switched equipment; recalling an object that is placed out of sight

They anticipate, follow and join in familiar activities when given a contextual clue, for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates

P5

Pupils sort or match objects or pictures by recognising similarities, for example, matching shoes or socks by placing one next to one placed by an adult; finding matching pairs from a collection of pictures; collecting objects given one criterion, for example, blue or big

They make sets that have the same small number of objects in each, for example, distributing sweets into containers so that there are one or two in each

They solve simple problems practically, for example, selecting appropriate containers for items of different sizes; checking there is a knife for every fork

P6

Pupils sort objects and materials according to a given criterion, for example, sorting footballs into a net and tennis balls into a box

They copy simple patterns or sequences, for example, copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups

P7

Pupils complete a range of classification activities using a given criterion, for example, sorting a pile of coins by size, colour or shape; sorting all the blue wellington boots; sorting all the size 6 shoes

They identify when an object is different and does not belong to a given familiar category, for example, removing odd items from sets; collecting items into sorting boxes or drawers


They respond appropriately to key vocabulary and questions, for example, 'How many?'


P8

Pupils talk about, recognise and copy simple repeating patterns and sequences, for example, recognising and describing simple repeating patterns on textiles or necklaces from different cultures; recognising and describing a pattern of socks on a line; joining in a pattern of hand claps; talking about and copying patterns such as beats in familiar music, shapes made by hands and feet in damp sand, sponge prints

Pupils use their developing mathematical understanding of counting up to 10 to solve simple problems encountered in play, games or other work, for example, using tokens or marks to tally events or scoring in games; counting in the school environment; using ordinal numbers to describe positions and turns

Pupils make simple estimates, for example, estimating the number of cubes that will fit into a box or the number of strides across a room

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P4			
	Pupils show an awareness of number activities and counting, for example, copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs		
P5			
	Pupils respond to and join in with familiar number rhymes, stories, songs and games, for example, using a series of actions during the singing of a familiar song; joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme		
	Pupils can indicate 'one' or 'two', for example, by using eye pointing, blinks, gestures or any other means to indicate 'one' or 'two', as required		
	They demonstrate that they are aware of contrasting quantities, for example, 'one' and 'lots' by making groups of one or lots of food items on plates		
P6			
	Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, for example, matching objects such as cups to saucers, straws to drink cartons		
	Pupils join in rote counting up to five, for example, saying or signing number names to five in counting activities		
	They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games, for example, touching one, two, three items as an adult counts; counting toys or pictures; counting out sets of three, for example, knife, fork and spoon		
	They demonstrate an understanding of the concept of 'more', for example, indicating that more cups, counters, food items are required		
	They join in with new number rhymes, songs, stories and games		
P7			
	Pupils join in rote counting to 10, for example, saying or signing number names to 10 in counting activities		
	They can count at least five objects reliably, for example, candles on a cake, bricks in a tower		
	They recognise numerals from one to five and understand that each represents a constant number or amount, for example, putting the correct number of objects (one to five) into containers marked with the numeral; collecting the correct number of items up to five		
	Pupils demonstrate an understanding of 'less', for example, indicating which bottle has less water in it		
	In practical situations they respond to 'add one' when working with a number of objects, for example, responding to requests such as 'Add one pencil to the pencils in the pot', 'Add one sweet to the dish'		
P8			
	Pupils join in with rote counting to beyond 10, for example, they say or sign number names in counting activities		
	They continue to rote count onwards from a given small number, for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when an adult begins counting the first two numbers		
	Pupils recognise differences in quantity, for example, in comparing given sets of objects and saying which has more or less, which is the bigger or smaller group		
	They recognise numerals from one to nine and relate them to sets of objects, for example, labelling sets of objects with correct numerals		
	In practical situations they respond to 'add one' or 'take one away' when working with a number of objects, for example, adding one more to three objects in a box and saying, signing or indicating how many are now in the box; at a cake sale, saying, signing or indicating how many cakes are left when one is sold		
	They use ordinal numbers (first, second, third) when describing the position of objects, people or events, for example, indicating who is first in a queue or line, who is first, second and third in a race or competition		
	Pupils estimate a small number (up to 10) and check by counting, for example, suggesting numbers that can be checked by counting; guessing then counting the number of pupils in a group, adults in the room		

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Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence, for example, searching for an object or sound when it is removed

Pupils match big objects and small objects, for example, finding a big football to place in a net with other big footballs; matching a small model car with a similar-sized model car

They demonstrate interest in position and the relationship between objects, for example, stacking or joining objects; using construction materials

P5

Pupils search intentionally for objects in their usual place, for example, going to the mathematics shelf for the box of shapes

They find big and small objects on request, for example, from a choice of two objects, identifying the 'big' and the 'small'

They compare the overall size of one object with that of another where there is a marked difference, for example, they indicate which of two shoes is the bigger; they compare objects – big boxes and small boxes

They explore the position of objects, for example, placing objects in and out of containers; placing objects inside and outside a hoop; fitting as many objects as possible into a box

P6

Pupils search for objects not found in their usual place, demonstrating their understanding of object permanence, for example, looking for cups when they are not in their usual cupboard

They compare the overall size of one object with that of another where the difference is not great, for example, identifying the bigger of two Russian dolls or nesting cubes

They manipulate three-dimensional shapes, for example, putting shapes into a shape sorter; using 3D objects to build and manipulate in role play; rolling a tube in a race with a partner

They show understanding of words, signs and symbols that describe positions, for example, responding to a request to put an object in, on, under or inside another object

P7

Pupils respond to 'forwards' and 'backwards', for example, moving forwards and backwards on request; recognising when a vehicle is moving forwards or backwards; moving a counter forwards or backwards on a board game

They pick out described shapes from a collection, for example, picking out all the round shapes in the classroom; finding shapes with straight edges; fitting shapes into matching holes

They use familiar words in practical situations when they compare sizes and quantities, for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities

P8

Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked, and can indicate 'the long one' or 'the tall one', for example, comparing two plants, placed side by side, and indicating the tall one; comparing two zips and indicating the long one

They show awareness of time, through some familiarity with names of the days of the week and significant times in their day, such as mealtimes, bedtimes, for example, ordering events in their day on a visual daily timetable; understanding and using names of days of the week: 'No school on Saturday or Sunday, swimming on Wednesday'

They respond to mathematical vocabulary such as 'straight', 'circle', 'larger' to describe the shape and size of solids and flat shapes, for example, when shopping, pupils find boxes with straight edges to pack into the carrier bag; they identify the larger circle when stacking two cans

They describe shapes in simple models, pictures and patterns, for example, stamping shapes in sand and describing them; using a set of flat shapes to make pictures or patterns; naming some of the shapes used; identifying specific shapes from pictures, simple models or patterns

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PrimaryTools.co.uk**Common across subjects****P1(i)**

Pupils encounter activities and experiences

They may be passive or resistant

They may show simple reflex responses, for example, starting at sudden noises or movements

Any participation is fully prompted

P1(ii)

Pupils show emerging awareness of activities and experiences

They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, for example, attending briefly to interactions with a familiar person

They may give intermittent reactions, for example, sometimes becoming excited in the midst of social activity

P2(i)

Pupils begin to respond consistently to familiar people, events and objects

They react to new activities and experiences, for example, withholding their attention

They begin to show interest in people, events and objects, for example, smiling at familiar people

They accept and engage in co-active exploration, for example, focusing their attention on sensory aspects of stories or rhymes when prompted

P2(ii)

Pupils begin to be proactive in their interactions

They communicate consistent preferences and affective responses, for example, reaching out to a favourite person

They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way in response to a favourite visitor

They perform actions, often by trial and improvement, and they remember learnt responses over short periods of time, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues

They cooperate with shared exploration and supported participation, for example, taking turns in interactions with a familiar person; imitating actions and facial expressions

P3(i)

Pupils begin to communicate intentionally

They seek attention through eye contact, gesture or action

They request events or activities, for example, pointing to key objects or people

They participate in shared activities with less support

They sustain concentration for short periods

They explore materials in increasingly complex ways, for example, reaching out and feeling for objects as tactile cues to events

They observe the results of their own actions with interest, for example, listening to their own vocalisations

They remember learnt responses over more extended periods, for example, following the sequence of a familiar daily routine and responding appropriately

P3(ii)

Pupils use emerging conventional communication

They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence

They can remember learnt responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems

They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads

They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person

They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity

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PrimaryTools.co.uk**Science****P4**

Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water

Pupils communicate their awareness of changes in light, sound or movement

They imitate actions involving main body parts, for example, clapping or stamping

They make sounds using their own bodies, for example, tapping, singing or vocalising, and imitate or copy sounds

They cause movement by a pushing or pulling action

P5

Pupils take part in activities focused on the anticipation of and enquiry into specific environments, for example, finding a hamster under straw, or a CD or video in a pile

They match objects and materials in terms of single features or properties, for example, temperature or colour

They indicate the before and after of material changes

They try out a range of equipment in familiar and relevant situations, for example, initiating the activation of a range of light sources

P6

Pupils recognise distinctive features of objects, for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree

They begin to make generalisations, connections and predictions from regular experience, for example, expecting that ice cream will melt; making wheeled objects move faster by pushing them on a smooth surface or releasing them down a slope

Pupils sort materials according to a single criterion when the contrast is obvious

They closely observe the changes that occur when materials are heated, cooled or mixed

Pupils identify some appliances that use electricity

They show they know some sources of sound and light, for example, remembering their location

P7

Pupils understand the scientific use of some simple vocabulary, such as 'before', 'after', 'bumpy', 'grow', 'eat', 'move', and can communicate related ideas and observations using simple phrases, for example, which food to give which animal

Pupils can demonstrate simple properties of light, sound and movement, for example, bright, noisy/quiet, fast/slow

They make simple records of their findings, for example, by putting pictures of an activity in sequence

They begin to make suggestions for planning and evaluating their work, for example, responding to the question 'Was that right or wrong?'

P8

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly, day/night

They make some contribution to planning and evaluation and to recording their findings

They identify a range of common materials and know about some of their properties

They sort materials using simple criteria and communicate their observations of materials in terms of these properties

Pupils make their own observations of changes of light, sound or movement that result from actions, for example, using a volume control or a dimmer switch and can describe the changes when questioned directly