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<b>Common across subjects</b>		
<b>P1(i)</b>		
	<b>Pupils encounter activities and experiences</b>	
	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	
<b>P1(ii)</b>		
	<b>Pupils show emerging awareness of activities and experiences</b>	
	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	
<b>P2(i)</b>		
	<b>Pupils begin to respond consistently to familiar people, events and objects</b>	
	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	
<b>P2(ii)</b>		
	<b>Pupils begin to be proactive in their interactions</b>	
	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	
<b>P3(i)</b>		
	<b>Pupils begin to communicate intentionally</b>	
	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	
<b>P3(ii)</b>		
	<b>Pupils use emerging conventional communication</b>	
	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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<b>Listening / Receptive Communication</b>		
<b>P4</b>		
	<b>Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects</b>	
	<b>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'</b>	
<b>P5</b>		
	<b>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?'</b>	
	<b>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'</b>	
<b>P6</b>		
	<b>Pupils respond to others in group situations, for example, taking turns appropriately in a game such as 'Pass the parcel'</b>	
	<b>They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'</b>	
<b>P7</b>		
	<b>Pupils listen to, attend to and follow stories for short stretches of time</b>	
	<b>They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library'</b>	
	<b>They attend to, and respond to, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'</b>	
<b>P8</b>		
	<b>Pupils take part in role play with confidence</b>	
	<b>Pupils listen attentively</b>	
	<b>They respond appropriately to questions about why or how, for example, 'Why does a bird make a nest?', 'How do we copy this picture?'</b>	