



ENGLISH

P1 (i) Pupils encounter activities and experiences

- They may be passive or resistant
- They may show simple reflex responses, [for example, startling 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 coactive 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 learned

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 learned 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 learned 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].

Speaking

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 the 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 They link up to four key words, signs or symbols in communicating about 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].

Listening

P4 Pupils demonstrate an understanding of at least 50 words, including the names of

familiar objects

- Pupils respond appropriately to simple requests which 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, 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?'].

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 or seeing a photograph of a pupil and eye-pointing at

the pupil]

- They show curiosity about content at a simple level [for example, they may answer

basic two key-word questions about a story].

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.

Writing

P4 Pupils show that 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 to 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.

