



# **LEVEL DESCRIPTORS**

**P1 – L3**

# ART AND DESIGN

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>looking briefly at brightly coloured objects</i> . They may give intermittent reactions, for example, <i>sometimes putting their hands in wet paint</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>pulling their hands away from an unfamiliar texture</i> . They begin to show interest in people, events and objects, for example, focusing their attention on bold black and white patterns. They accept and engage in coactive exploration, for example, <i>feeling the textures of a range of art materials</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>reaching for glittery materials in preference to others</i> . They recognise familiar people, events and objects, for example, <i>grasping a painting sponge</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>returning their hands to a particular texture</i> . They cooperate with shared exploration and supported participation, for example, <i>working with an adult to press, roll, or pinch wet clay</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pointing to the painting table</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>making banging, stroking and circling movements with a paint-laden brush</i> . They observe the results of their own actions with interest, for example, <i>looking at marks they have made with paint</i> . They remember learned responses over more extended periods, for example, <i>dipping a spreader into glue in weekly art and design sessions</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>putting the roller into the paint</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>locating the painting aprons on entering the art room</i> . They may respond to options and choices with actions or gestures, for example, <i>pointing to a preferred paint colour from a choice of two</i> . They actively explore objects and events for more extended periods, for example, <i>stroking, shaking or folding papers of different colours or qualities</i> . They apply potential solutions systematically to problems, for example, <i>banging clay with a tool to try to flatten it</i> .

<b>P4</b>	Pupils show some awareness of cause and effect in a creative process. They explore materials systematically, for example, <i>tearing and scrunching paper to complete a collage</i> . They are aware of starting or stopping a process. They make marks intentionally on a surface with fingers or tools, for example, <i>pressing objects into clay or putting paint on paper</i> . They repeat an activity to make the same or similar effect. They show an active interest in a range of tools and materials, taking part in familiar activities with some support.
<b>P5</b>	Pupils handle or use tools and materials purposely. They show preferences for activities and begin to carry out simple processes. They choose tools and materials which are appropriate to the activity, for example, <i>picking brushes or rollers for painting</i> . They show they can create and apply familiar techniques to a task, for example, <i>manipulating and shaping malleable materials to produce a desired effect or applying glue to a surface to make materials stick together in making models</i> .
<b>P6</b>	Pupils show an intention to create. They start to use tools, materials and simple actions to produce a piece of work. They imitate the use of tools, materials and simple actions, for example, <i>cutting</i> . They practice new skills with less support, developing their knowledge of the process of making, for example, <i>selecting and gathering suitable resources and tools for a piece of work</i> .
<b>P7</b>	Pupils communicate ideas, events or experiences through their use of colour, form, line and tone. Working in two or three dimensions they may intentionally represent or symbolise an object or an emotion. They purposefully choose colours or techniques. They show confidence in using a variety of processes and make appropriate use of tools and materials.
<b>P8</b>	Pupils develop their ideas and use materials and processes working in two and three dimensions. They finish a piece of work following an established pattern of activity, for example, <i>gathering appropriate materials, taking part in an activity and stopping work when finished</i> . They know that paintings, sculptures and drawings have meaning. They use a growing art vocabulary and begin to express meaning in their own work.
<b>Level 1</b>	Pupils respond to ideas. They use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They describe what they think or feel about their own and others' work.
<b>Level 2</b>	Pupils explore ideas. They investigate and use a variety of materials and processes to communicate their ideas and meanings, and design and make images and artefacts. They comment on differences in others' work, and suggest ways of improving their own.
<b>Level 3</b>	Pupils explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings, and design and make images and artefacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

# COMPUTING

<b>P1i</b>	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.
<b>P1ii</b>	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 lights, sounds or patterns of movement] They may give intermittent reactions, [for example, sometimes becoming quiet in response to the vibration of a bubble tube].
<b>P2i</b>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences [for example, enjoying the movement of air as a nearby electric fan is switched on] They begin to show interest in people, events and objects [for example, tracking moving images briefly across a television or monitor screen] They accept and engage in coactive exploration [for example, being encouraged to handle fibre-optic strands].
<b>P2ii</b>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses [for example, turning towards the source of preferred music] They recognise familiar people, events and objects [for example, moving towards the television in a familiar room] They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, pressing a switch repeatedly to turn on a light or sound source] They cooperate with shared exploration and supported participation [for example, working with an adult or a peer to operate a touch screen].
<b>P3i</b>	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities [for example, pushing another person's hand towards a switch] They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways [for example, moving in and out of a sound beam to create different effects] They observe the results of their own actions with interest [for example, feeling the changing vibrations as they switch a massage table on and off] They remember learned responses over more extended periods [for example, returning to a favourite item of equipment in the multi-sensory environment from session to session].
<b>P3ii</b>	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities [for example, switching on a tape or CD player] They can remember learned responses over increasing periods of time and may anticipate known events [for example, looking at the monitor screen as they activate a concept keyboard] They may respond to options and choices with actions or gestures [for example, operating one switch rather than another to achieve a desired result] They actively explore objects and events for more extended periods [for example, creating effects using a touch screen] They apply potential solutions systematically to problems [for example, pressing a switch repeatedly after the power source has been turned off].

<b>P4</b>	Pupils make selections to communicate meanings, [for example, identifying a symbol or creating a sound] Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results [for example, using a switch to activate a tape recorder] The assumption is that the pupil will use their preferred method of access throughout.
<b>P5</b>	Pupils use computer programs, for example, to move a device to manipulate something on screen. They make connections between control devices and information on screen [for example, pressing a specific graphic on a touch screen].
<b>P6</b>	Pupils use Information and Communications Technology (ICT) to interact with other pupils and adults [for example, touching the screen to respond to another's action in an on-screen game]. They use a keyboard or touch screen to select letters and/or images for their own names. They show they understand that information can be stored on a computer [for example, they ask to see a picture saved earlier] They respond to simple instructions to control a device [for example, using a photocopier to duplicate their work] They operate some devices independently.
<b>P7</b>	Pupils gather information from different sources. They use ICT to communicate meaning and express ideas in a variety of contexts [for example, choosing digitised photographs or video clips for their personal profiles] They begin to choose equipment and software for a familiar activity [for example, using a writing-with-symbols programme to send a message home].
<b>P8</b>	Pupils find similar information in different formats, (photo in paper, in book, on website, from TV programme) Pupils use ICT to communicate and present their ideas [for example, recording sounds on tape and replaying them or taking photographs of their own work] Pupils can load a resource and make a choice from it [for example, a particular game on a CD, a section of a DVD, tracks on a music CD, a game on a games console] They communicate about their use of ICT.
<b>Level 1</b>	Pupils can talk about existing storyboards of everyday activities. Pupils can order a collection of pictures into the correct sequence. Pupils recognise that many everyday devices respond to signals and instructions. Pupils can make programmable toys carry out instructions.
<b>Level 2</b>	Pupils draw their own storyboards of everyday activities. Pupils plan and give direct commands to make things happen such as playing robots. Pupils solve simple problems using programmable toys. Pupils classify items in simple sets of data.
<b>Level 3</b>	Pupils recognise similarities between storyboards of everyday activities. Pupils plan a linear (non-branching) sequence of instructions. Pupils give a linear sequence of instructions to make things happen. Pupils develop and improve their instructions. Pupils present data in a systematic way.

# DESIGN TECHNOLOGY

Level	Descriptor
<b>P1 (i)</b>	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.
<b>P1 (ii)</b>	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, pausing over food smells in the room. They may give intermittent reactions, for example, sometimes briefly grasping materials placed in their hands.
<b>P2 (i)</b>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, turning to a particular food item. They begin to show interest in people, events and objects, for example, briefly focusing on the sound of a making activity]. They accept and engage in coactive exploration, for example, with staff support, feeling the textures of wood, metal, plastic, fabric and foods.
<b>P2 (ii)</b>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, turning towards a particular food item or colour product. They recognise familiar people, events and objects, for example, grasping the handle of a tool. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, lifting and lowering a tool or pressing their fingers into soft dough several times. They cooperate with shared exploration and supported participation, for example, working with an adult to apply glue to a surface.
<b>P3 (i)</b>	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, reaching out towards a particular piece of equipment. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, tearing, squashing, mixing or bending materials. They observe the results of their own actions with interest, for example, after bending sheet materials. They remember learned responses over more extended periods, for example, banging with a hammer.
<b>P3 (ii)</b>	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, pushing the spoon into the mixing bowl. They can remember learned responses over increasing periods of time and may anticipate known events, for example, covering their ears before a loud sound. They may respond to options and choices with actions or gestures, for example, picking up one tool rather than another. They actively explore objects and events for more extended periods, for example, banging, scraping, rubbing or pressing tools against a surface. They apply potential solutions systematically to problems, for example, pressing materials together.

<b>P4</b>	With help, pupils begin to assemble components provided for an activity, for example, placing bricks together. They contribute to activities by coactively grasping and moving simple tools, for example, a glue spreader. They explore options within a limited range of materials, for example, adding grapes or chopped apple to a fruit salad.
<b>P5</b>	Pupils operate familiar products, with support, and explore how they work. They use basic tools or equipment in simple processes, chosen in negotiation with staff, for example, in cutting or shaping materials. They begin to communicate preferences in their designing and making, for example, adding selected felt shapes to fabric.
<b>P6</b>	Pupils recognise familiar products and explore the different parts they are made from. They watch others using a basic tool and copy the actions, for example, preparing a surface with a glass paper block. They begin to offer responses to making activities, for example, suggesting the colour or shape of a product.
<b>P7</b>	Pupils operate familiar products, with support, and explore how they work. They use basic tools or equipment in simple processes, chosen in negotiation with staff, for example, in cutting or shaping materials. They begin to communicate preferences in their designing and making, for example, adding selected felt shapes to fabric.
<b>P8</b>	Pupils explore familiar products and communicate views about them when prompted. With help, they manipulate a wider range of basic tools in making activities, for example, joining components together to make their intended product. They begin to contribute to decisions about what they will do and how, for example, communicating their approval of certain features of a process.
<b>Level 1</b>	Pupils generate ideas and recognise characteristics of familiar products. Their plans show that, with help, they can put their ideas into practice. They use pictures and words to describe what they want to do. They explain what they are making and which tools they are using. They use tools and materials with help, where needed. They talk about their own and other people's work in simple terms and describe how a product works.
<b>Level 2</b>	Pupils generate ideas and plan what to do next, based on their experience of working with materials and components. They use models, pictures and words to describe their designs. They select appropriate tools, techniques and materials, explaining their choices. They use tools and assemble, join and combine materials and components in a variety of ways. They recognise what they have done well as their work progresses, and suggest things they could do better in the future.
<b>Level 3</b>	Pupils generate ideas and recognise that their designs have to meet a range of different needs. They make realistic plans for achieving their aims. They clarify ideas when asked and use words, labelled sketches and models to communicate the details of their designs. They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques. They use tools and equipment with some accuracy to cut and shape materials and to put together components. They identify where evaluation of the design and make process and their products has led to improvements.

# ENGLISH - LISTENING & RECEPTIVE COMMUNICATION

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>attending briefly to interactions with a familiar person</i> . They may give intermittent reactions, for example, <i>sometimes becoming excited in the midst of social activity</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>withholding their attention</i> . They begin to show interest in people, events and objects, for example, <i>smiling at familiar people</i> . They accept and engage in coactive exploration, for example, <i>focusing their attention on sensory aspects of stories or rhymes when prompted</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>reaching out to a favourite person</i> . They recognise familiar people, events and objects, for example, <i>vocalising or gesturing in a particular way in response to a favourite visitor</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues</i> . They cooperate with shared exploration and supported participation, for example, <i>taking turns in interactions with a familiar person, imitating actions and facial expressions</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pointing to key objects or people</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>reaching out and feeling for objects as tactile cues to events</i> . They observe the results of their own actions with interest, for example, <i>listening to their own vocalisations</i> . They remember learned responses over more extended periods, for example, <i>following the sequence of a familiar daily routine and responding appropriately</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>prompting another person to join in with an interactive sequence</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>pre-empting sounds or actions in familiar poems</i> . They may respond to options and choices with actions or gestures, for example, <i>by nodding or shaking their heads</i> . They actively explore objects and events for more extended periods, for example, <i>turning the pages in a book shared with</i>



	<i>another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.</i>
<b>P4</b>	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'.
<b>P5</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?'. 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>P6</b>	Pupils respond to others in group situations, for example, <i>taking turns appropriately in a game such as 'Pass the parcel'</i> . They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'.
<b>P7</b>	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?'.
<b>P8</b>	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?'.
<b>Level 1C</b>	Pupils understand and respond appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details to a range of others.
<b>Level 1B</b>	Pupils communicate clearly and in simple correct grammatical form about matters of interest to individuals and groups, for example, 'She gave the dog a biscuit.' They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.
<b>Level 1A</b>	Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.
<b>Level 2C</b>	Pupils communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary. They show by their direct responses that they listen.
<b>Level 2B</b>	Pupils communicate on topics of interest with people they know, explaining details the listener needs to know. They develop ideas using more varied expressions. They show they are listening by commenting on what they have heard.
<b>Level 2A</b>	Pupils communicate on a range of topics sometimes with people who are unfamiliar to them, including relevant information the listener needs to know. They develop and explain ideas, using a more extensive vocabulary and beginning to adapt to more formal situations.
<b>Level 3</b>	Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion they show understanding of the main points. Through relevant questions and comments they show they have

	listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.
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# ENGLISH – READING

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>attending briefly to interactions with a familiar person</i> . They may give intermittent reactions, for example, <i>sometimes becoming excited in the midst of social activity</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>withholding their attention</i> . They begin to show interest in people, events and objects, for example, <i>smiling at familiar people</i> . They accept and engage in coactive exploration, for example, <i>focusing their attention on sensory aspects of stories or rhymes when prompted</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>reaching out to a favourite person</i> . They recognise familiar people, events and objects, for example, <i>vocalising or gesturing in a particular way in response to a favourite visitor</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues</i> . They cooperate with shared exploration and supported participation, for example, <i>taking turns in interactions with a familiar person, imitating actions and facial expressions</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pointing to key objects or people</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>reaching out and feeling for objects as tactile cues to events</i> . They observe the results of their own actions with interest, for example, <i>listening to their own vocalisations</i> . They remember learned responses over more extended periods, for example, <i>following the sequence of a familiar daily routine and responding appropriately</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>prompting another person to join in with an interactive sequence</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>pre-empting sounds or actions in familiar poems</i> . They may respond to options and choices with actions or gestures, for example, <i>by nodding or shaking their heads</i> . They actively explore objects and events for more extended periods, for example, <i>turning the pages in a book shared with another person</i> . They apply potential solutions systematically to problems, for example, <i>bringing an object to an adult in order to request a new activity</i> .

<b>P4</b>	Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, <i>turning pages and holding the book the right way up</i> .
<b>P5</b>	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, <i>choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child</i> . They show curiosity about content at a simple level, for example, <i>they may answer basic two key-word questions about a story</i> .
<b>P6</b>	Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, <i>name, people, objects or actions</i> . They match letters and short words.
<b>P7</b>	Pupils show an interest in the activity of reading. They predict elements of a narrative, for example, <i>when the adult stops reading, pupils fill in the missing word</i> . They distinguish between print or symbols and pictures in texts. They understand the conventions of reading, for example, <i>following text left to right, top to bottom and page following page</i> . They know that their name is made up of letters.
<b>P8</b>	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.
<b>Level 1C</b>	Pupils can recognise familiar words or symbols in simple texts. They identify initial sounds in unfamiliar words. They can establish meaning when reading aloud simple sentences. They express their response to familiar texts by identifying aspects which they like and dislike.
<b>Level 1B</b>	Pupils can read a range of familiar words or symbols and identify initial and final sounds in unfamiliar words. With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. They respond to events and ideas in poems, stories and non-fiction.
<b>Level 1A</b>	Pupils use their knowledge of letters, sounds and words to read simple texts with meaning. They comment on events or ideas in stories, poems and non-fiction.
<b>Level 2C</b>	Pupils read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words. They read from word to word, or sign to sign, or symbol to symbol and may need support to establish meaning. They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text, for example, <i>good/bad characters</i> .
<b>Level 2B</b>	Pupils' reading of simple unfamiliar texts is almost entirely accurate and well-paced, taking some account of punctuation. When reading unfamiliar words or symbols they combine a range of strategies (phonic, graphic, grammatical and contextual) to establish meaning. They show understanding of texts of commenting on features such as plot, setting, characters and how information is presented.
<b>Level 2A</b>	Pupils read simple unfamiliar texts accurately. Their independent reading shows they can read ahead and make use of expression and intonation to enhance meaning. In responding to stories, they identify and comment on

	the main characters and how they relate to one another. They express opinions about events and actions and comment on some of the ways in which the text is written or presented.
<b>Level 3</b>	Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.

# ENGLISH - SPEAKING & EXPRESSIVE COMMUNICATION

Level	Descriptor
P1 (i)	Pupils cry or make throaty sounds. They show awareness of sounds by stilling, startling or smiling. They can be assisted to clap a rhythm during a rap session in literacy. They experience other people speaking, e.g. on videos, in assembly, in the dining hall. Pupils sometimes lift their heads and open their mouths to search for a spoonful of food to indicate “I want more”. When they are part of a group playing sound games, for example, <i>the adult makes a sound</i> , pupils imitate it.
P1 (ii)	Pupils indicate basic needs, for example, <i>by crying or vocalising when uncomfortable</i> , though not yet with intent. They co-actively sign “hello”. They show excitement when part of a group playing sound games, for example, <i>the adult makes a sound</i> , pupils imitate it. They can be assisted to give an object of reference to an adult to request something. Pupils can be helped to activate a simple switch that delivers a message, for example, “ <i>I like orange juice</i> ”, though not yet with communicative intent.
P2 (i)	Pupils co-actively claps or beats rhythm of a poem, rap or rhythm, for example, “ <i>Three blind mice</i> ” or “ <i>O- U-T spells out</i> ”. They sometimes vocalise (i.e. make sounds) or gesture to a familiar person. They take turns to attempt babble with an adult, for example, <i>early sounds such as “ahhhhhhhhhhhhh”, “ooooooooooooooooo”</i> . They sometimes vocalise with an adult, repetitive phrases, for example “ <i>ready, steady, GO</i> ”.
P2 (ii)	Pupils co-actively, and sometimes independently, gesture or sign to request something, for example, <i>drink, music</i> . They sometimes vocalise, sign or gesture a greeting to a familiar person. Sometimes they attempt to imitate sounds, for example, “ <i>mmm, sshh</i> ”. They try to imitate lip shapes for some letters, such as, <i>m, f, b, l</i> or <i>blow out a candle</i> . Pupils sometimes vocalise, for example, <i>make sounds at the relevant time</i> , while other children are adding the last word or sound in a familiar rhythm or song, for example, “ <i>one, two, three, four, five, once I caught fish ...</i> ” or “ <i>Bring me sunshine in your ...</i> ”
P3 (i)	Pupils anticipate repetitive phrases and vocalise or gesture at critical and appropriate moments. They draw attention to themselves by, for example, <i>vocalising, banging on tray</i> . They laugh, gesture or still during regular routine communication session with a familiar adult. They choose an activity or food item (choice of two items) by pointing or eye pointing. They make sounds linked to familiar associations, for instance, ‘ <i>vroom</i> ’ for a car, ‘ <i>dooh-dah</i> ’ for a siren. They play lip games, for example, <i>kissing, blowing, sucking, smiling, screaming, attempting to move lips</i> , in imitation of an adult.
P3 (ii)	Pupils take turns to make sounds during an intensive interaction session. They play tongue games, for instance, <i>stick your tongue out, up, down, round, sideways, attempting to move tongue in imitation of an adult</i> . Pupils use sounds other than crying or laughing to communicate feelings. They repeat their own vocalisations, playing with the sounds. They attempt to add the last word to a familiar rhythm or song, for example, ‘ <i>Three little speckled FROGS</i> ’, ‘ <i>She’ll be coming round the MOUNTAIN</i> ’, using signing, symbols

	or switches, or saying the word. They use a Big Mac switch to say 'Hello' intentionally to the group during circle time.
<b>P4</b>	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, <i>cup</i> , <i>biscuit</i> , and to communicate about events and feelings, for example, <i>likes and dislikes</i> .
<b>P5</b>	Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, <i>'Mummy gone' or 'more drink'</i> . They make attempts to repair misunderstandings without changing the words used, for example, <i>by repeating a word with a different intonation or facial expression</i> . Pupils use a vocabulary of over 50 words.
<b>P6</b>	Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, for example, <i>'Where's cat?'</i> . They can use prepositions, such as <i>'in' or 'on'</i> , and pronouns, such as <i>'my' or 'it'</i> , correctly.
<b>P7</b>	Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, <i>'I want big chocolate muffin'</i> . They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, <i>'We going cinema on Friday'</i> . They contribute appropriately one-to-one and in small group discussions and role play. They use the conjunction <i>and</i> to link ideas or add new information beyond what is asked.
<b>P8</b>	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, <i>'The hairy giant shouted at Finn'</i> . They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, <i>'Johnny's coat'</i> . They take part in role play with confidence. They use conjunctions that suggest cause for example, <i>'cos</i> , to link ideas.
<b>Level 1C</b>	Pupils understand and respond appropriately to straightforward comments or instructions directed at them. They convey meanings, including some relevant details, to a range of others.
<b>Level 1B</b>	Pupils communicate clearly and in simple correct grammatical form about matters of interest to individuals and groups, for example, <i>'she gave the dog a biscuit'</i> . They follow what others say and respond appropriately to straightforward comments. They convey meaning, making what they communicate relevant and interesting to the listener.
<b>Level 1A</b>	Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups. They follow what others say and usually respond appropriately. They convey meaning, sustaining their contribution and the listeners' interest.
<b>Level 2C</b>	Pupils communicate on topics of interest with people they know and include some details the listener needs to know. They express ideas using an appropriate vocabulary. They show by their direct responses that they listen.
<b>Level 2B</b>	Pupils communicate on different topics with people they know, explaining details the listener needs to know. They express ideas using an appropriate vocabulary. They show by their direct responses that they listen.

<b>Level 2A</b>	Pupils communicate on a range of topics, sometimes with people who are unfamiliar. They develop and explain ideas using a more extensive vocabulary. They express themselves and listen confidently in different contexts. They show understanding of the main points in discussion. They show awareness that in some situations a more formal vocabulary and tone are used. They begin to adapt what they are communicating to the needs of the listener.
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## ENGLISH – WRITING

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>attending briefly to interactions with a familiar person</i> . They may give intermittent reactions, for example, <i>sometimes becoming excited in the midst of social activity</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>withholding their attention</i> . They begin to show interest in people, events and objects, for example, <i>smiling at familiar people</i> . They accept and engage in coactive exploration, for example, <i>focusing their attention on sensory aspects of stories or rhymes when prompted</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>reaching out to a favourite person</i> . They recognise familiar people, events and objects, for example, <i>vocalising or gesturing in a particular way in response to a favourite visitor</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues</i> . They cooperate with shared exploration and supported participation, for example, <i>taking turns in interactions with a familiar person, imitating actions and facial expressions</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pointing to key objects or people</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>reaching out and feeling for objects as tactile cues to events</i> . They observe the results of their own actions with interest, for example, <i>listening to their own vocalisations</i> . They remember learned responses over more extended periods, for example, <i>following the sequence of a familiar daily routine and responding appropriately</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>prompting another person to join in with an interactive sequence</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>pre-empting sounds or actions in familiar poems</i> . They may respond to options and choices with actions or gestures, for example, <i>by nodding or shaking their heads</i> . They actively explore objects and events for more extended periods, for example, <i>turning the pages in a book shared with another person</i> . They apply potential solutions systematically to problems, for example, <i>bringing an object to an adult in order to request a new activity</i> .

<b>P4</b>	Pupils show they understand that marks and symbols convey meaning, for example, <i>placing photographs or symbols on a timetable or in a sequence</i> . They make marks or symbols in their preferred mode of communication.
<b>P5</b>	Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, for example, <i>contributing to records of their own achievements or to books about themselves, their families and interests</i> . They trace, overwrite or copy shapes and straight line patterns.
<b>P6</b>	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.
<b>P7</b>	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.
<b>P8</b>	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, <i>by writing or producing letter sequences going to left to right</i> . 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.
<b>Level 1C</b>	Pupils produce letters and words or symbols to convey meaning. Commonly used letters are correctly formed but may be inconsistent in their size and orientation.
<b>Level 1B</b>	Pupils structure some phrases and simple statements using recognisable words to communicate ideas. At least half the letters of the alphabet are correctly formed and orientated.
<b>Level 1A</b>	Pupils use phrases and simple statements to convey ideas, making some choices of appropriate vocabulary. Some words are spelt conventionally. Pupils make some use of full stops and capital letters. Letters are clearly formed, correctly orientated and sit on the line.
<b>Level 2C</b>	Pupil's writing communicates meaning beyond a simple statement. It shows some characteristics of narrative or non-narrative writing but the form may not be sustained. Individual ideas are developed in short sections. The vocabulary is appropriate to the subject matter, with some words used effectively. Overall, the writing draws more on the characteristics of spoken language than on those of written language. Pupils compose sentences and use some punctuation to demarcate these appropriately. Some common words are spelt correctly and alternatives use phonic strategies with some recall of visual patterns. Handwriting is legible despite inconsistencies in orientation, size and use of upper and lower case letters.
<b>Level 2B</b>	Pupils' writing communicates meaning using a narrative or non-narrative form with some consistency. Sufficient detail is given to engage the reader, and variation is evident in both sentence structure and word choices, which are sometimes ambitious. The organisation reflects the purpose of writing, with some sentences extended and linked through connectives other than 'and'. There is evidence of some sentence punctuation. In spelling, phonetically plausible attempts reflect growing knowledge of whole word structure together with an awareness of visual patterns and recall of letter strings. Handwriting is clear, with ascenders and descenders distinguished and generally upper and lower case letters are not mixed within the word.

<p><b>Level 2A</b></p>	<p>The writing communicates meaning in a way which is lively and generally holds the reader's interest. Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed. Links between ideas or events are mainly clear and the use of some descriptive phrases adds detail emphasis. Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences. Spelling of many monosyllabic words is accurate with phonetically plausible attempts at longer polysyllabic words. Handwriting shows accurate and consistent letter formation.</p>
<p><b>Level 3</b></p>	<p>Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.</p>

# GEOGRAPHY

Level	Descriptor
<b>P1 (i)</b>	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements</i> . Any participation is fully prompted
<b>P1 (ii)</b>	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, <i>for example, listening to trees moving in a breeze</i> . They may give intermittent reactions, <i>for example, sometimes responding when moving from a warm/dark/indoor space to a cool/light/outdoor environment</i> .
<b>P2 (i)</b>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, splashing their feet in water</i> . They begin to show interest in people, events and objects, <i>for example, briefly looking around in different indoor and outdoor environments</i> . They accept and engage in coactive exploration, <i>for example, feeling the textures of different items of clothing</i> .
<b>P2 (ii)</b>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, giving distinctive responses in different rooms around the school</i> . They recognise familiar people, events and objects, <i>for example, showing excitement when meeting the swimming instructor at the poolside</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, repeatedly patting aromatic plants in the sensory garden</i> . They cooperate with shared exploration and supported participation, <i>for example, moving over different outdoor surfaces</i> .
<b>P3 (i)</b>	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, moving over different outdoor surfaces</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>for example, pressing tools into wet or dry sand</i> . They observe the results of their own actions with interest, <i>for example, disturbing the surface of still water with their fingers</i> . They remember learned responses over more extended periods, <i>for example, returning to a favourite location, plant or item of equipment in the school grounds day after day</i> .
<b>P3 (ii)</b>	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, prompting a midday supervisory assistant to push them in a swing seat</i> . They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, moving to the fish tank when the fish food is taken down from the shelf</i> . They may respond to options and choices with actions or

	gestures, <i>for example, turning on the fan rather than a lamp on a warm, sunny day.</i> They actively explore objects and events for more extended periods, <i>for example, picking up pebbles and shells at the beach.</i> They apply potential solutions systematically to problems, <i>for example, pressing the button at a pedestrian crossing on a familiar route to the shops.</i>
<b>P4</b>	Pupils extend the skills to help them explore the world. They handle artefacts and materials given to them, <i>for example, looking at the postal worker's bag and letters, or using a bin to collect litter.</i> They know that certain actions produce predictable results, <i>for example, pushing the button will make the fire engine siren sound.</i> They know familiar places and people and what they are there for, <i>for example, park, school, police person,</i> and use gestures, signs, symbols or single words to show that they know them.
<b>P5</b>	Pupils consolidate a sense of place and direction, <i>for example, they can follow set routes around familiar places.</i> They show their awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places, <i>for example, 'cars here' on a noisy street, 'cars gone' in the park.</i> They can answer simple questions about places and people, <i>for example, 'Who can help us?'</i> They start to sort and classify objects in terms of simple features or properties, <i>for example, pebbles or rocks found on a local walk, according to colour or size.</i>
<b>P6</b>	Pupils understand the differences between the physical/natural and human/made features of places. They use pictures or symbols to show familiar places and what they are for, such as making simple plans and maps of familiar areas. They show what they think about different people and environments and answer simple questions about places and people, <i>for example, 'What can you buy in this shop? 'What can you do in the park?'</i>
<b>P7</b>	Pupils communicate their preferences about the physical/natural and human/made features of places. They begin to use symbols to represent direction, and can represent and record key features of a place using models or symbols. They are aware of their role in caring for their own environment, <i>for example, watering plants in the classroom or garden, picking up litter.</i>
<b>P8</b>	Pupils recognise the physical/natural and human/made features of places, <i>for example, identifying buildings and their uses.</i> They use simple geographical language to communicate their ideas about various locations, functions and roles. They use resources given to them and their own observations to respond to simple questions about places and people. They recognise simple symbols or representations on maps and plans. They show some understanding of environmental awareness and how it relates to their own lives and they express their views on features of the environment which they find attractive or unattractive.
<b>Level 1</b>	Pupils show their knowledge, skills and understanding in studies at a local scale. They recognise and make observations about physical and human features of localities. They express their views on features of the

	environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.
<b>Level 2</b>	Pupils show their knowledge, skills and understanding in studies at a local scale. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They use this information and their own observations to help them ask and respond to questions about places and environments. They begin to use appropriate geographical vocabulary.
<b>Level 3</b>	Pupils show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that different places may have both similar and different characteristics that influence the lives and activities of people living there. They recognise that people seek to improve and sustain environments. They offer simple reasons for their observations and views about these places and environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
<b>Level 4</b>	Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.
<b>Level 5</b>	Pupils show knowledge and understanding of aspects of the geography of the UK and the wider world. They recognise and describe the physical and human features of places and begin to do this within a wider locational framework. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. They offer reasons for their own views about environmental change and recognise that other people may hold different views. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.

# HISTORY

Level	Descriptor
<b>P1 (i)</b>	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, <i>for example, startling at sudden noises or movements</i> . Any participation is fully prompted.
<b>P1 (ii)</b>	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, <i>for example, catching the smell of old fabric or wooden artefacts</i> . They may give intermittent reactions, <i>for example, sometimes becoming quiet or tense when going into an ancient building</i> .
<b>P2 (i)</b>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, looking to the source of unfamiliar sights and sounds in dramatisations of historical events</i> . They begin to show interest in people, events and objects, <i>for example, tracking historical artefacts into or out of their field of awareness</i> . They accept and engage in coactive exploration, <i>for example, touching wood, stone or old brick structures during site visits</i> .
<b>P2 (ii)</b>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, wanting to look at a particular photograph</i> . They recognise familiar people, events and objects, <i>for example, smiling at an item from their own family home</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, <i>for example, patting an old toy</i> . They cooperate with shared exploration and supported participation, <i>for example, when handling historical artefacts</i> .
<b>P3 (i)</b>	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, vocalising for more sound in a simulation of historical events</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, <i>for example, looking at, and touching, old objects</i> . They observe the results of their own actions with interest, <i>for example, when exploring an antique mechanical toy</i> . They remember learned responses over more extended periods, <i>for example, recalling gestures used in a dramatisation of a historical story from session to session</i> .
<b>P3 (ii)</b>	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, prompting an adult to look through a family album with them</i> . They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, becoming excited at a key moment in a video of a school trip or family holiday</i> . They may respond to options and choices with actions or gestures, <i>for example, eye-pointing to an old toy from their own past</i> . They actively explore objects and events for more extended periods, <i>for example, moving around a historical site</i> . They apply potential solutions systematically to problems, <i>for example, gesturing towards the location for a new activity at the end of a session</i> .

<b>P4</b>	Pupils recognise themselves and other people in pictures of the recent past. They link the passage of time with a variety of indicators, <i>for example, weekend activities, summer holidays or seasonal changes</i> . They use single words, signs or symbols to confirm the function of everyday items from the past, <i>for example, 'cup', 'bed', 'house'</i> .
<b>P5</b>	Pupils know they took part in past events and they listen and respond to familiar stories about their own past. They begin to communicate about activities and events in the past, <i>for example, saying or signing 'baby toys', in response to personal items from their own early childhood</i> . With some prompting or support, they answer simple questions about historical artefacts and buildings, <i>for example, identifying a bowl as being made out of wood</i> .
<b>P6</b>	Pupils recognise and make comments about themselves and people they know in pictures of the more distant past. They recognise some obvious distinctions between the past and the present in their own lives and communicate about these, <i>for example, noting their attendance at a different school in the past</i> . They begin to pick historical artefacts out from collections of items, <i>for example, identifying old plates, items of clothing or hand tools</i> .
<b>P7</b>	Pupils begin to recognise some distinctions between the past and present in other people's lives as well as their own and communicate about these in simple phrases and statements. They listen to and follow stories about people and events in the past as well as events in their own lives. They sort objects to given criteria, <i>for example, old toys and new toys</i> .
<b>P8</b>	Pupils indicate if personal events and objects belong in the past or present. They begin to use some common words, signs or symbols to indicate the passage of time, <i>for example, now/then, today/yesterday</i> . They can recount episodes from their own past and some details from other historical events with prompts, <i>for example, past school or local events</i> . They answer simple questions about historical stories and artefacts.
<b>Level 1</b>	Pupils show their emerging knowledge and understanding of the past by recognising the distinction between present and past, by placing a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past. They use sources to answer simple questions about the past.
<b>Level 2</b>	Pupils show their developing knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order, by recognising that their own lives are different from the lives of people in the past and by describing some of the topics, events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did. They are beginning to identify some of the different ways in which the past has been represented. They observe or handle sources to find answers to questions about the past.
<b>Level 3</b>	Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time. They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past.
<b>Level 4</b>	Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and



	<p>periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms.</p>
<b>Level 5</b>	<p>Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework. They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others. They investigate historical problems and issues and begin to ask their own questions. They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work</p>

# ICT

Level	Descriptor
<b>P1 (i)</b>	The available documentation does not include this very earliest descriptor for ICT.
<b>P1 (ii)</b>	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, <i>attending briefly to lights, sounds or patterns of movement</i> . They may give intermittent reactions, for example, <i>sometimes becoming quiet in response to the vibration of a bubble tube</i> .
<b>P2 (i)</b>	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>enjoying the movement of air as a nearby electric fan is switched on</i> . They begin to show interest in people, events and objects, for example, <i>tracking moving images briefly across a television or monitor screen</i> . They accept and engage in coactive exploration, for example, <i>being encouraged to handle fibre-optic strands</i> .
<b>P2 (ii)</b>	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>turning towards the source of preferred music</i> . They recognise familiar people, events and objects, for example, <i>moving towards the television in a familiar room</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>pressing a switch repeatedly to turn on a light or sound source</i> . They cooperate with shared exploration and supported participation, for example, <i>working with an adult or a peer to operate a touch screen</i> .
<b>P3 (i)</b>	They request events or activities, for example, <i>pushing another person's hand towards a switch</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>moving in and out of a sound beam to create different effects</i> . They observe the results of their own actions with interest, for example, <i>feeling the changing vibrations as they switch a massage table on and off</i> . They remember learned responses over more extended periods, for example, <i>returning to a favourite item of equipment in the multi-sensory environment from session to session</i> .
<b>P3 (ii)</b>	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>switching on a tape or CD player</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>looking at the monitor screen as they activate a concept keyboard</i> . They may respond to options and choices with actions or gestures, for example, <i>operating one switch rather than another to achieve a desired result</i> . They actively explore objects and events for more extended periods, for example, <i>creating effects using a touch screen</i> . They apply potential solutions systematically to problems, for example, <i>pressing a switch repeatedly after the power source has been turned off</i> .

<b>P4</b>	Pupils make selections to communicate meanings, for example, <i>identifying a symbol or creating a sound</i> . Pupils make selections to generate familiar/preferred sounds or images. They know that certain actions produce predictable results, for example, <i>using a switch to activate a tape recorder</i> , and that ICT can be used to control objects, events and aspects of the environment, for example, <i>operating a powered wheelchair</i> .
<b>P5</b>	Pupils use computer programs, for example, <i>to move a device to manipulate something on screen</i> . They make connections between control devices and information on screen, for example, <i>pressing a specific graphic on a touch screen</i> .
<b>P6</b>	Pupils use ICT to interact with other pupils and adults, for example, <i>touching the screen to respond to another's action in an on-screen game</i> . They use a keyboard or touch screen to select letters and/or images for their own names. They show they understand that information can be stored on a computer, for example, <i>they ask to see a picture saved earlier</i> . They respond to simple instructions to control a device, for example, <i>using a photocopier to duplicate their work</i> . They operate some devices independently.
<b>P7</b>	Pupils gather information from different sources. They use ICT to communicate meaning and express ideas in a variety of contexts, for example, <i>choosing digitised photographs or video clips for their personal profiles</i> . They begin to choose equipment and software for a familiar activity, for example, <i>using a writing-with-symbols programme to send a message home</i> .
<b>P8</b>	Pupils find similar information in different formats, (photo in paper, in book, on website, from TV programme). Pupils use ICT to communicate and present their ideas, for example, <i>recording sounds on tape and replaying them or taking photographs of their own work</i> . Pupils can load a resource and make a choice from it, for example, <i>a particular game on a CD, a section of a DVD, tracks on a music CD, a game on a PS2</i> . They communicate about their use of ICT.
<b>Level 1</b>	Pupils make use of information from various sources and bring it together for a purpose. They use ICT to work with text, images and sound to help them share their ideas. They recognise that many everyday devices respond to signals and instructions. They make choices when using ICT to produce different outcomes. They talk about their use of ICT.
<b>Level 2</b>	Pupils use ICT to organise and classify information and to present their findings. They enter, save and retrieve work. They use ICT to help them generate, amend and record their work and share their ideas in different forms, including text, tables, images and sound. They plan and give instructions to make things happen and describe the effects. They use ICT to explore what happens in real and imaginary situations. They talk about their experiences of ICT both inside and outside school.

## MATHS – NUMBER

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>grasping objects briefly when they are placed in their hand</i> . They may give intermittent reactions, for example, <i>sometimes showing surprise at the sudden presence or absence of an event or object</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>becoming excited or alarmed when a routine is broken</i> . They begin to show interest in people, events and objects, for example, <i>tracking objects briefly across their field of awareness</i> . They accept and engage in coactive exploration, for example, <i>lifting objects briefly towards the face in shared investigations</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>showing a desire to hold a favourite object</i> . They recognise familiar people, events and objects, for example, <i>looking towards their own lunch box when offered a selection</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>repeating an action with a familiar item of equipment</i> . They cooperate with shared exploration and supported participation, for example, <i>handling and feeling the texture of objects passed to them</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pushing an item of equipment towards a member of staff</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>banging or rubbing objects together</i> . They observe the results of their own actions with interest, for example, <i>as they throw or drop objects on to different surfaces</i> . They remember learned responses over more extended periods, for example, <i>remembering how to activate a pop-up object from a previous lesson</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>dropping objects to prompt interventions from adults</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>collecting coats and bags at the end of the school day</i> . They may respond to options and choices with actions or gestures, for example, <i>pointing to or giving one object rather than another</i> . They actively explore objects and events for more extended periods, for example, <i>manipulating objects in piles, groups or stacks</i> . They apply potential solutions systematically to problems, for example, <i>using items of equipment purposefully and appropriately</i> .

<b>P4</b>	Pupils show an awareness of number activities and counting, for example, <i>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.</i>
<b>P5</b>	Pupils respond to and join in with familiar number rhymes, stories, songs and games, for example, <i>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.</i> Pupils can indicate one or two, for example, <i>by using eye pointing, blinks, gestures or any other means to indicate one or two, as required.</i> They demonstrate that they are aware of contrasting quantities, for example <i>'one' and 'lots' by making groups of one or lots of food items on plates.</i>
<b>P6</b>	Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, for example: <i>matching objects such as cups to saucers, straws to drink cartons.</i> Pupils join in rote counting up to five, for example, <i>saying or signing number names to 5 in counting activities.</i> They count reliably to three, make sets of up to three objects and use numbers to three in familiar activities and games, for example, <i>touching one, two, three items as an adult counts, counting toys or pictures, counting out sets of three, e.g. knife, fork and spoon.</i> They demonstrate an understanding of the concept of 'more' for example, <i>indicating that more cups, counters, food items are required.</i> They join in with new number rhymes, songs, stories and games.
<b>P7</b>	Pupils join in rote counting to 10, for example, <i>saying or signing number names to 10 in counting activities.</i> They can count at least 5 objects reliably, for example, <i>candles on a cake, bricks in a tower.</i> They recognise numerals from one to five and to understand that each represents a constant number or amount, for example, <i>putting correct number of objects (1-5) into containers marked with the numeral; collecting the correct number of items up to five.</i> Pupils demonstrate an understanding of 'less', for example, <i>indicating which bottle has less water in it.</i> In practical situations they respond to 'add one' to a number of objects, for example, <i>responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.</i>
<b>P8</b>	Pupils join in with rote counting to beyond 10, for example, <i>they say or sign number names in counting activities.</i> They continue to rote count onwards from a given small number, for example, <i>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 adult begins counting the first two numbers.</i> Pupils recognise differences in quantity, for example, <i>in comparing given sets of objects and saying which has more or less, which is the bigger group or smaller group.</i> They recognise numerals from one to nine and relate them to sets of objects, for example: <i>labelling sets of objects with correct numerals.</i> In practical situations they respond to 'add one' to or 'take one away' from a number of objects, for example, <i>adding one more to three objects in a box and say, sign or indicate how many are now in the box; at a cake sale saying, signing or indicating how many cakes are left when one is sold.</i> They use ordinal numbers (first, second, third) when describing the position of objects, people or events, for example, <i>indicating who is first in a queue or line; who is first, second and third in a race or competition.</i> Pupils estimate a small number (up to 10) and check by counting, for example, <i>suggesting numbers</i>

	<i>that can be checked by counting, guessing then counting the number of: pupils in a group; adults in the room; cups needed at break time.</i>
<b>Level 1C</b>	Pupils read most numbers up to 10 in familiar contexts. They make attempts to record numbers up to 10. They count from one to ten objects, for example, <i>counting chairs around a table, cups on a tray, people on a bus</i> . In practical situations they use the vocabulary involved in adding and subtracting and demonstrate an understanding of addition as the combining of two or more groups of objects, for example, <i>using everyday objects, the pupil finds how many there are in two groups by combining and counting them</i> .
<b>Level 1B</b>	Pupils count, read and order numbers (including ordinal numbers) up to 10 in a range of settings. They write numerals up to 10 with increasing accuracy. They demonstrate an understanding of subtraction as the taking away of objects from a group, for example, <i>working out practically how many satsuma's would be left if some were eaten by counting them, taking some away and then counting those that are left</i> . Using numbers up to 10, they solve problems involving addition or subtraction, including comparing two sets to find a numerical difference.
<b>Level 1A</b>	Pupils count, read and order numbers from 0 – 20. They record numbers from 0 to 10 and associate these with the number of objects they have counted. Pupils recognise 0 as 'none' and 'zero' in stories and rhymes and when counting and ordering. They understand the operations of addition and subtraction and use the related vocabulary. They add and subtract numbers when solving problems involving up to 10 objects in a range of contexts.
<b>Level 2C</b>	Pupils are confident in using numbers up to 20 and are beginning to understand place value. They begin to know by heart all pairs of whole numbers with totals up to 10 and can use these facts to add or subtract a pair of numbers mentally. They recognise odd and even numbers to 20 and other simple number sequences, eg counting on or back in twos. They collect data by counting and they record the data in a tally or block graph.
<b>Level 2B</b>	Pupils count, read, write and order accurately whole numbers to at least 50. They recognise that subtraction is the inverse of addition and use this to solve addition and subtraction problems. They can identify doubles and halves using numbers up to 20 and are beginning to understand the concept of 'a quarter'. They recognise odd and even numbers to about 50. They recognise 1p, 2p, 5p, 10p, 20p and 50p coins and can choose coins to make amounts up to 50p. Pupils organise and classify data using simple lists and tables.
<b>Level 2A</b>	Pupils accurately count, read, write and order whole numbers to at least 100 and understand the place value of each digit. They use mental recall of addition facts up to 10 and add and subtract whole numbers, including multiples of 10. Pupils understand the operation of multiplication as repeated addition and as a way of representing the number of items in a rectangular array, and of division as repeated subtraction or sharing. They understand halving as the inverse of doubling and use this to derive and learn multiplication and division facts from the 2 times table. They understand and use £ p notation for money. They sort objects and classify them using more than one criterion. Pupils present data they have collected in simple lists, tables or block graphs and communicate their findings to others.
<b>Level 3</b>	Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation and to

	<p>recognise negative number, in contexts such as money and temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits, using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division, including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.</p>
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## MATHS - SPACE, SHAPE & MEASURE

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>grasping objects briefly when they are placed in their hand</i> . They may give intermittent reactions, for example, <i>sometimes showing surprise at the sudden presence or absence of an event or object</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>becoming excited or alarmed when a routine is broken</i> . They begin to show interest in people, events and objects, for example, <i>tracking objects briefly across their field of awareness</i> . They accept and engage in coactive exploration, for example, <i>lifting objects briefly towards the face in shared investigations</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>showing a desire to hold a favourite object</i> . They recognise familiar people, events and objects, for example, <i>looking towards their own lunch box when offered a selection</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>repeating an action with a familiar item of equipment</i> . They cooperate with shared exploration and supported participation, for example, <i>handling and feeling the texture of objects passed to them</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pushing an item of equipment towards a member of staff</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>banging or rubbing objects together</i> . They observe the results of their own actions with interest, for example, <i>as they throw or drop objects on to different surfaces</i> . They remember learned responses over more extended periods, for example, <i>remembering how to activate a pop-up object from a previous lesson</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>dropping objects to prompt interventions from adults</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>collecting coats and bags at the end of the school day</i> . They may respond to options and choices with actions or gestures, for example, <i>pointing to or giving one object rather than another</i> . They actively explore objects and events for more extended periods, for example, <i>manipulating objects in piles, groups or stacks</i> . They apply potential solutions systematically to problems, for example, <i>using items of equipment purposefully and appropriately</i> .



<b>P4</b>	Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence, for example, <i>searching for an object or sound when it is removed</i> . Pupils match big objects and small objects, for example, <i>finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car</i> . They demonstrate interest in position and the relationship between objects, for example, <i>stacking or joining objects or using construction materials</i> .
<b>P5</b>	Pupils search intentionally for objects in their usual place, for example, <i>going to the mathematics shelf for the box of shapes</i> . They find big and small objects on request, for example, <i>from a choice of two objects, identifying the 'big' and 'small'</i> . They compare the overall size of one object with that of another where there is a marked difference, for example, <i>they indicate which of two shoes is the bigger, compare objects – big boxes and small boxes</i> . They explore the position of objects, for example, <i>placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box</i> .
<b>P6</b>	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, inside another object.
<b>P7</b>	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 forward or backward 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.
<b>P8</b>	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 indicate the tall one or 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 meal times, bed times, 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; 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.
<b>Level 1C</b>	Pupils construct with 3-D shapes and make some arrangements and patterns of 2-D shapes. They recognise and name some familiar 2-D shapes such as circle, triangle and square. They match and sort these shapes in activities. They use everyday vocabulary for properties and positions, for example, 'top', 'bottom', 'side' and they order objects, <i>for example, by indicating the 'heavier' or 'shorter' object in a pair.</i>
<b>Level 1B</b>	Pupils work with, recognise and name common 3-D shapes, for example, <i>cube and cylinder</i> and 2-D shapes, <i>for example circle, triangle, rectangle, square.</i> They describe the basic properties of these shapes and make simple comparisons between them using terms such as 'larger', 'smaller', 'curved' and 'straight'. They recognise terms describing position such as ' <i>on top</i> ', ' <i>in front of</i> ', ' <i>behind</i> ', ' <i>in the middle</i> ' and ' <i>in between</i> '. They measure and order more than two objects, using direct comparison. They order everyday events logically and begin to use the vocabulary of time.
<b>Level 1A</b>	Pupils sort and describe 3-D and 2-D shapes in terms of their properties and positions. They compare two lengths, masses/weights by direct comparison. They continue and create simple spatial patterns, for example red cylinder, blue cube, red cylinder . . . They recognise directional symbols such as arrows.
<b>Level 2C</b>	Pupils use the correct terms for common shapes, for example, <i>circle, triangle, cube, cylinder,</i> and can describe their properties using everyday language. They are beginning to link everyday language with mathematical language, for example, <i>angle, point.</i> They suggest suitable units and measuring equipment to estimate and measure a length, mass/weight or capacity.
<b>Level 2B</b>	Pupils use correct terms for common shapes and recognise properties such as faces, edges, sides and corners. They can distinguish between straight and turning movements and can describe positions using terms such as 'at the corner of', 'further away from'. They can recognise and draw a line of symmetry or construct patterns with a line of symmetry. They are beginning to make simple measurements of length, mass/weight and capacity accurately, becoming familiar with using standard units of measurement.
<b>Level 2A</b>	Pupils can identify common shapes by their properties and describe them in terms of their properties, including recognising right angles in 2-D and 3-D shapes. They can sort one collection of 2-D or 3-D shapes in more than one way. They can identify lines of symmetry in simple shapes and recognise shapes with no lines of symmetry. They are beginning to understand angle as a measure of turn. They show an understanding of right angles through movement, including using clockwise and anti-clockwise. They tell the time using hour, half-hour and quarter-hour units and use the vocabulary related to time. Pupils begin to use standard units of length (cm, m), mass or weight (g, kg) and capacity (l) to measure and compare quantities and objects. They compare events and timescales using an appropriate standard unit of time (hour, minute, second).
<b>Level 3</b>	Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard units of length, capacity and mass, and standard units of time, in a range of contexts.

## MATHS - USING & APPLYING

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>grasping objects briefly when they are placed in their hand</i> . They may give intermittent reactions, for example, <i>sometimes showing surprise at the sudden presence or absence of an event or object</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>becoming excited or alarmed when a routine is broken</i> . They begin to show interest in people, events and objects, for example, <i>tracking objects briefly across their field of awareness</i> . They accept and engage in coactive exploration, for example, <i>lifting objects briefly towards the face in shared investigations</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>showing a desire to hold a favourite object</i> . They recognise familiar people, events and objects, for example, <i>looking towards their own lunch box when offered a selection</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>repeating an action with a familiar item of equipment</i> . They cooperate with shared exploration and supported participation, for example, <i>handling and feeling the texture of objects passed to them</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pushing an item of equipment towards a member of staff</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>banging or rubbing objects together</i> . They observe the results of their own actions with interest, for example, <i>as they throw or drop objects on to different surfaces</i> . They remember learned responses over more extended periods, for example, <i>remembering how to activate a pop-up object from a previous lesson</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>dropping objects to prompt interventions from adults</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>collecting coats and bags at the end of the school day</i> . They may respond to options and choices with actions or gestures, for example, <i>pointing to or giving one object rather than another</i> . They actively explore objects and events for more extended periods, for example, <i>manipulating objects in piles, groups or stacks</i> . They apply potential solutions systematically to problems, for example, <i>using items of equipment purposefully and appropriately</i> .

<b>P4</b>	Pupils are aware of cause and effects in familiar mathematical activities, for example, <i>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</i> . Pupils show awareness of changes in shape, position or quantity, for example, <i>grouping objects that have similar key features such as shape; creating very simple sequences of light or sound using switched equipment; recalling an object which has been placed out of sight</i> . They anticipate, follow and join in familiar activities when given a contextual clue, for example, <i>anticipating the next chorus or action in songs and rhymes; matching cakes to plates</i> .
<b>P5</b>	Pupils sort or match objects or pictures by recognising similarities, for example, <i>matching shoes or socks by placing next to one placed by an adult; find matching pairs from a collection of pictures; collecting objects given one criterion e.g. blue or big</i> . They make sets that have the same small number of objects in each, for example, <i>distributing sweets into containers so that there are one or two in each</i> . They solve simple problems practically, for example, <i>selecting appropriate containers for items of different sizes; checking there is a knife for every fork</i> .
<b>P6</b>	Pupils sort objects and materials according to a given criteria, for example, <i>sorting footballs into a net and table tennis balls into a box</i> . They copy simple patterns or sequences, for example, <i>copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups</i> .
<b>P7</b>	Pupils complete a range of classification activities using a given criterion, for example, <i>sorting a pile of coins by size, colour or shape; sorting all the blue Wellington boots; sorting all the size 6 shoes</i> . They identify when an object is different and does not belong to a given familiar category, for example, <i>removing odd items from sets; collecting items into sorting boxes or drawers</i> . They respond appropriately to key vocabulary and questions, for example, 'How many?'
<b>P8</b>	Pupils talk about, recognise and copy simple repeating patterns and sequences, for example, <i>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 hand and feet in damp sand; sponge prints</i> . Pupils use their developing mathematical understanding of counting up to ten to solve simple problems encountered in play, games or other work, for example, <i>using tokens or marks to tally events or scoring in games; counting in the school environment; using ordinal words to describe positions and turns</i> . Pupils make simple estimates, for example, <i>estimating the number of cubes that will fit into a box or the number of strides across a room</i> .
<b>Level 1</b>	Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.
<b>Level 2</b>	Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.
<b>Level 3</b>	Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their

	work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show they understand a general statement by finding particular examples that match it.
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# MUSIC

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>becoming still in a concert hall</i> . They may give intermittent reactions, for example, <i>sometimes becoming excited at repeated patterns of sounds</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>turning towards unfamiliar sound</i> . They begin to show interest in people, events and objects, for example, <i>looking for the source of music</i> . They accept and engage in coactive exploration, for example, <i>being encouraged to stroke the strings of a guitar</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>relaxing during certain pieces of music but not others</i> . They recognise familiar people, events and objects, for example, <i>a favourite song</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>repeatedly pressing the keys of an electronic key board instrument</i> . They co-operate with shared exploration and supported participation, for example, <i>holding an ocean drum</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>leading an adult to the CD player</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>tapping piano keys gently and with more vigour</i> . They observe the results of their own actions with interest, for example, <i>listening intently when moving across and through a sound beam</i> . They remember learned responses over more extended periods, for example, <i>recalling movements associated with a particular song from week to week</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>performing an action such as clapping hands to initiate a particular song</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>a loud sound at a particular point in a piece of music</i> . They may respond to options and choices with actions or gestures, for example, <i>choosing a shaker in a rhythm band activity</i> . They actively explore objects and events for more extended periods, for example, <i>tapping, stroking, rubbing or shaking an instrument to produce various effects</i> . They apply potential solutions systematically to problems, for example, <i>indicating by eye contact or gesture the pupil whose turn it is to play in a 'call and response' activity</i> .

<b>P4</b>	Pupils use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. With some support, they listen and attend to familiar musical activities and follow and join in familiar routines. They are aware of cause and effect in familiar events, for example, <i>what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started and stopped or linked to movement through a sound beam?</i> They begin to look for an instrument or noisemaker played out of sight. They repeat, copy and imitate actions, sounds or words in songs and musical performances.
<b>P5</b>	Pupils take part in simple musical performances. They respond to signs given by a musical conductor, for example, <i>to start or stop playing</i> . They pick out a specific musical instrument when asked, for example, <i>a drum or a triangle</i> . They play loudly, quietly, quickly and slowly in imitation. They play an instrument when prompted by a cue card. They listen to, and imitate, distinctive sounds played on a particular instrument. They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.
<b>P6</b>	Pupils respond to other pupils in music sessions. They join in and take turns in songs and play instruments with others. They begin to play, sing and move expressively in response to the music or the meaning of words in a song. They explore the range of effects that can be made by an instrument or sound maker. They copy simple rhythms and musical patterns or phrases. They can play groups of sounds indicated by a simple picture or symbol-based score. They begin to categorise percussion instruments by how they can be played, for example, <i>striking or shaking</i> .
<b>P7</b>	Pupils listen to music and can describe music in simple terms, for example, <i>describing musical experiences using phrases or statements combining a small number of words, signs, symbols or gestures</i> . They respond to prompts to play faster, slower, louder, softer. They follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music. Pupils listen and contribute to sound stories, are involved in simple improvisation and make basic choices about the sound and instruments used. They make simple compositions, for example, <i>by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software</i> .
<b>P8</b>	Pupils listen carefully to music. They understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, for example, <i>faster, slower, louder, higher, and lower</i> . They create their own simple compositions, carefully selecting sounds. They create simple graphic scores using pictures or symbols. They use a growing musical vocabulary of words, signs or symbols to describe what they play and hear, for example, <i>fast, slow, high, low</i> . They make and communicate choices when performing, playing, composing, listening and appraising, for example, <i>prompting members of the group to play alone, in partnerships, in groups or altogether</i> .
<b>Level 1</b>	Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined

	changes in sounds, identify simple repeated patterns and take account of musical instructions.
<b>Level 2</b>	Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects. They improve their own work.
<b>Level 3</b>	Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. They improvise repeated patterns and combine several layers of sound with awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.



# PHYSICAL EDUCATION

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>turning briefly towards fast-moving group activity</i> . They may give intermittent reactions, for example, <i>sometimes turning away from people or objects moving close to them</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>showing surprise when moving into an outdoor environment</i> . They begin to show interest in people, events and objects, for example, <i>patting at footballs brought towards them</i> . They accept and engage in coactive exploration, for example, moving about in the swimming pool with the support of a member of staff.
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>smiling in dance or movement activities</i> . They recognise familiar people, events and objects, for example, <i>gesturing or vocalising in a particular way on arrival at the poolside</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>pushing away a ball when it is repeatedly rolled towards them</i> . They co-operate with shared exploration and supported participation, for example, being guided in creating patterns of movement.
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>pointing to a particular piece of PE equipment</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>tapping one item of equipment with another</i> . They observe the results of their own actions with interest, for example, <i>dabbling their hands in the swimming pool and attending to the effects</i> . They remember learned responses over more extended periods, for example, <i>bouncing up and down on a trampette</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>pushing a ball towards a peer or adult</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>beginning to move when the music starts</i> . They may respond to options and choices with actions or gestures, for example, <i>moving towards one outdoor activity rather than another</i> . They actively explore objects and events for more extended periods, for example, <i>moving around a space and encountering a range of objects or obstacles</i> . They apply potential solutions systematically to problems, for example, <i>reaching out a foot or a hand to intercept a moving ball</i> .

<b>P4</b>	Pupils' movement patterns are established and they perform single actions, for example, <i>rolling, running, jumping or splashing</i> . They respond to simple commands, for example, 'stop'. They recognise familiar pieces of equipment, for example, <i>a ball or hoop</i> . They show awareness of cause and effect, for example, <i>knocking down skittles</i> .
<b>P5</b>	Pupils link two actions in a sequence, for example, <i>crawling and walking, or climbing and jumping</i> . They follow simple instructions although they may need the support of symbols or other prompts. They explore a variety of movements and show some awareness of space. They understand some basic concepts, for example, <i>taking big and little steps in movement activities or placing big and small balls in different baskets</i> . They take turns with a partner or in a small group. They recognize and collect, on request, familiar pieces of equipment, for example, <i>a mat to lie on or a hoop to jump into</i> .
<b>P6</b>	Pupils work in pairs and in small groups cooperatively, although they may need support to follow instructions and keep on task. They move in a variety of ways, for example, <i>slowly and quickly</i> . They link movements in a simple sequence, although they may require support to do this. They recognise small and large apparatus and use it with some basic control. They throw and kick a ball, but lack direction.
<b>P7</b>	Pupils express themselves through repetitive and simple sequences and movement patterns. Their control and coordination skills are developing, for example, <i>they kick a ball towards a target or throw a ball to a partner</i> . They listen to instructions and stop and start with some accuracy. They work closely in pairs, trios or small groups. They share and wait their turn. They are aware of the changes that happen to their bodies when they are active.
<b>P8</b>	Pupils move with some control and coordination, for example, <i>they travel under and over climbing equipment</i> . They follow and imitate sequences and patterns in their movements. They use small and large apparatus safely. They are aware of space, themselves and others. They play simple games and may require support to keep score and follow game rules. They recognise the changes that happen to their bodies when they are active.
<b>Level 1</b>	Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these skills and actions in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to exercise safely, and how their bodies feel during an activity.
<b>Level 2</b>	Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and link these in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to exercise safely, and describe how their bodies feel during different activities.
<b>Level 3</b>	Pupils select and use skills, actions and ideas appropriately, applying them with coordination and control. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health.

# PERSONAL, SOCIAL AND HEALTH EDUCATION

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>turning briefly towards another person</i> . They may give intermittent reactions, for example, <i>beginning to tolerate some activities, but 'switch off' if the activity becomes too intense</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>withdrawing from a person who is new to them</i> . They begin to show interest in people, events and objects, for example, <i>watching as they bring their own hands together</i> . They accept and engage in coactive exploration, for example, <i>sharing a hand massage with an adult</i>
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, expressing their immediate needs and feelings. They recognise familiar people, events and objects, for example, vocalising or gesturing in a particular way to another member of the class. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, making similar responses several times during an interactive sequence with an adult. They cooperate with shared exploration and supported participation, for example, handling personal belongings passed to them.
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>prompting a peer or adult to continue an interaction</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>reaching out to touch the hair or face of another person during an interactive sequence</i> . They observe the results of their own actions with interest, for example, <i>listening as an adult imitates their own vocalisations</i> . They remember learned responses over more extended periods, for example, <i>co-operating with support for frequently-repeated personal care procedures from day-to-day</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>prompting responses from another pupil</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>taking a place at the table when drink time is signalled</i> . They may respond to options and choices with actions or gestures, for example, <i>eye pointing to their choice of a play or work partner</i> . They actively explore objects and

	events for more extended periods, for example, <i>prolonging an interactive sequence by producing new behaviours and triggering new responses from a partner</i> . They apply potential solutions systematically to problems, for example, <i>vocalising repeatedly to request an interaction with a peer or adult</i> .
<b>P4</b>	Pupils express their feelings, needs, likes and dislikes using single elements of communication (words, gestures, signs or symbols). They engage in parallel activity with several others. Pupils follow familiar routines and take part in familiar tasks or activities with support from others. They show an understanding of 'yes' and 'no', and recognise and respond to animated praise or criticism. They begin to respond to the feelings of others, for example, <i>matching their emotions and becoming upset</i> .
<b>P5</b>	Pupils take part in work or play involving two or three others. They maintain interactions and take turns in a small group with some support. Pupils combine two elements of communication to express their feelings, needs and choices. They join in discussions by responding appropriately (vocalizing, using gestures, symbols or signing) to simple questions about familiar events or experiences, for example, <i>'What does the baby need?'</i>
<b>P6</b>	Pupils respond to others in group situations, playing or working in a small group cooperatively, for example, <i>taking turns appropriately</i> . They carry out routine activities in a familiar context and show an awareness of the results of their own actions. They may show concern for others, for example, <i>through facial expressions, gestures or tone of voice</i> , and sympathy for others in distress and offer comfort.
<b>P7</b>	Pupils communicate feelings and ideas in simple phrases. They move, with support, to new activities which are either directed or self-chosen. They make purposeful relationships with others in group activities and attempt to negotiate with them in a variety of situations, for example, <i>if other pupils wish to use the same piece of equipment</i> . They judge right and wrong on the basis of the consequences of their actions. They show some consideration of the needs and feelings of other people and other living things, for example, <i>offering food to a visitor or watering a classroom plant</i> .
<b>P8</b>	Pupils join in a range of activities in one-to-one situations and in small or large groups. They choose, initiate and follow through new tasks and self-selected activities. They understand the need for rules in games, and show awareness of how to join in different situations. They understand agreed codes of behaviour which help groups of people work together, and they support each other in behaving appropriately, for example, <i>while queuing in a supermarket</i> . They show a basic understanding of what is right and wrong in familiar situations. They can seek help when needed, for example, <i>assistance in fastening their clothes</i> . They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.
<b>By end of KS1</b>	Children can identify and name some feelings, for example <i>through interpreting facial expressions</i> and express some of their positive qualities. They can demonstrate that they can manage some feelings in a positive and effective way. They begin to share their views and opinions, for example, <i>talking about fairness</i> . They can set themselves simple goals, for example, <i>sharing toys</i> .

Children can make simple choices about some aspects of their health and well-being (for example *by choosing between different foods and between physical activities, knowing that they need sun protection*) and know what keeps them healthy, for example, *exercise and rest*. They can explain ways of keeping clean, for example, *by washing their hands and keeping their hair tidy* and they can name the main parts of the body. Children can talk about the harmful aspects of some household products and medicines, and describe ways of keeping safe in familiar situations, for example, *knowing how and where to cross the road safely*. They can explain that people grow from young to old.

Children can recognise that bullying is wrong and can list some ways to get help in dealing with it. They can recognise the effect of their behaviour on other people, and can cooperate with others, for example, *by playing and working with friends or classmates*. They can identify and respect differences and similarities between people, and can explain different ways that family and friends should care for one another, for example, *telling a friend that they like them, showing concern for a family member who is unwell*.

# RELIGIOUS EDUCATION

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>becoming still in response to silence</i> . They may give intermittent reactions, for example, <i>vocalising occasionally during group celebrations and acts of worship</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>briefly looking around in unfamiliar natural and manmade environments</i> . They begin to show interest in people, events and objects, for example, <i>leaning towards the source of a light, sound or scent</i> . They accept and engage in coactive exploration, for example, <i>touching a range of religious artefacts and found objects in partnership with a member of staff</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>showing that they have enjoyed an experience or interaction</i> . They recognise familiar people, events and objects, for example, <i>becoming quiet and attentive during a certain piece of music</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>repeating a simple action with an artefact</i> . They co-operate with shared exploration and supported participation, for example, <i>performing gestures during ritual exchanges with another person performing gestures</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>prompting a visitor to prolong an interaction</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>stroking or shaking artefacts or found objects</i> . They observe the results of their own actions with interest, for example, <i>when vocalising in a quiet place</i> . They remember learned responses over more extended periods, for example, <i>following a familiar ritual and responding appropriately</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>prompting an adult to sing or play a favourite song</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>celebrating the achievements of their peers in assembly</i> . They may respond to options and choices with actions or gestures, for example, <i>choosing to participate in activities</i> . They actively explore objects and events for more extended periods, for example, <i>contemplating the flickering of a candle flame</i> . They apply potential solutions systematically to problems, for example, <i>passing an artefact to a peer in order to prompt participation in a group activity</i> .

<b>P4</b>	Pupils use single elements of communication, for example, <i>words, gestures, signs or symbols</i> , to express their feelings. They show they understand 'yes' and 'no'. They begin to respond to the feelings of others, for example, <i>matching their emotions and laughing when another pupil is laughing</i> . They join in with activities by initiating ritual actions or sounds. They may demonstrate an appreciation of stillness and quietness.
<b>P5</b>	Pupils respond appropriately to simple questions about familiar religious events or experiences and communicate simple meanings. They respond to a variety of new religious experiences, for example, <i>involving music, drama, colour, lights, food, or tactile objects</i> . They take part in activities involving two or three other learners. They may also engage in moments of individual reflection.
<b>P6</b>	Pupils express and communicate their feelings in different ways. They respond to others in group situations and cooperate when working in small groups. Pupils listen to, and begin to respond to, familiar religious stories, poems and music, and make their own contribution to celebrations and festivals. They carry out ritualized actions in familiar circumstances. They show concern and sympathy for others in distress, for example, <i>through gestures, facial expressions or by offering comfort</i> . They start to be aware of their own influence on events and other people.
<b>P7</b>	Pupils listen to and follow religious stories. They communicate their ideas about religion, life events and experiences in simple phrases. They evaluate their own work and behaviour in simple ways, beginning to identify some actions as right or wrong on the basis of the consequences. They find out about aspects of religion through stories, music or drama, answer questions and communicate their responses. They may communicate their feelings about what is special to them, for example, <i>using role play</i> . They begin to understand that other people have needs and to respect these. They make purposeful relationships with others in group activity.
<b>P8</b>	Pupils listen attentively to religious stories or to people talking about religion. They begin to understand that religious and other stories carry moral and religious meaning. They are increasingly able to communicate ideas, feelings or responses to experiences or to retell religious stories. They communicate simple facts about religion and important people in religions. They begin to realise the significance of religious artefacts, symbols and places. They reflect on what makes them happy, sad, excited or lonely. They demonstrate a basic understanding of what is right and wrong in familiar situations. They are often sensitive to the needs and feelings of others and show respect for themselves and others. They treat living things and their environment with care and concern.
<b>Level 1</b>	<p><u>Attainment target 1</u> Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p><u>Attainment target 2</u> Pupils talk about their own experiences and feelings, what they find interesting or puzzling and what is of value and concern to themselves and to others.</p>

<b>Level 2</b>	<p><u>Attainment target 1</u> Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.</p> <p><u>Attainment target 2</u> Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others</p>
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# SCIENCE

Level	Descriptor
P1 (i)	Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, for example, <i>startling at sudden noises or movements</i> . 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, <i>looking towards flashes of light or turning towards loud sounds</i> . They may give intermittent reactions, for example, <i>sometimes withdrawing their hands from changes in temperature</i> .
P2 (i)	Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, for example, <i>discarding objects with unfamiliar textures</i> . They begin to show interest in people, events and objects, for example, <i>leaning forward to follow the scent of a crushed herb</i> . They accept and engage in coactive exploration, for example, <i>feeling materials in hand-over-hand partnerships with a member of staff</i> .
P2 (ii)	Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, for example, <i>showing a consistent dislike for certain flavours or textures</i> . They recognise familiar people, events and objects, for example, <i>moving towards particular features of familiar environments</i> . They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, for example, <i>rejecting food items after recent experience of bitter flavours</i> . They cooperate with shared exploration and supported participation, for example, <i>examining materials handed to them</i> .
P3 (i)	Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, for example, <i>reaching out towards a sound making object</i> . They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, for example, <i>pressing hard objects into soft textures</i> . They observe the results of their own actions with interest, for example, <i>scrunching up paper and examining the product</i> . They remember learned responses over more extended periods, for example, <i>reaching out to touch a live animal with caution and sensitivity</i> .
P3 (ii)	Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, <i>switching on a favourite piece of equipment in the light and sound room</i> . They can remember learned responses over increasing periods of time and may anticipate known events, for example, <i>balls falling and bouncing on the floor</i> . They may respond to options and choices with actions or gestures, for example, <i>touching one substance rather than another</i> . They actively explore objects and events for more extended periods, for example, <i>feeling the textures of different parts of a plant</i> . They apply potential solutions systematically to problems, for example, <i>tipping a container in order to pour out its contents</i> .

<b>P4</b>	Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, <i>when mixing flour and water</i> . Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, for example, <i>clapping or stamping</i> . They make sounds using their own bodies, for example, <i>tapping, singing or vocalising, and imitate or copy sounds</i> . They cause movement by a pushing or pulling action.
<b>P5</b>	Pupils take part in activities focused on the anticipation of and enquiry into specific environments, for example, <i>finding a hamster under straw, or a CD or video in a pile</i> . 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, <i>initiating the activation of a range of light sources</i> . They respond to simple scientific questions, for example, <i>'Show me the flower' 'Is this wet/dry?'</i>
<b>P6</b>	Pupils recognise distinctive features of objects, for example, <i>the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree</i> . They begin to make generalisations, connections and predictions from regular experience, for example, <i>expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope</i> . Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example, <i>when materials are heated, cooled or mixed</i> . Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example, <i>remembering their location</i> .
<b>P7</b>	Pupils understand the scientific use of some simple vocabulary, such as, <i>before, after, bumpy, grow, eat, move</i> and can communicate related ideas and observations using simple phrases, for example, <i>which food to give which animal</i> . Pupils can demonstrate simple properties of light, sound and movement, for example, <i>bright, noisy/quiet, fast/slow</i> . They make simple records of their findings, for example, <i>by putting pictures of an activity in sequence</i> . They begin to make suggestions for planning and evaluating their work, for example, <i>responding to the question 'Was that right or wrong?'</i>
<b>P8</b>	Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, <i>chrysalis/butterfly day/night</i> . 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, <i>using a volume control or a dimmer switch and can describe the changes when questioned directly</i> .
<b>Level 1</b>	<b>Scientific enquiry:</b> Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways, for example, <i>talking about their work, through drawings, simple charts</i> .
	<b>Life processes and living things:</b> Pupils recognise and name external parts of the body, for example, <i>head, arm and of plants for example, leaf, flower</i> . They communicate observations of a range of animals and plants in

	terms of features, for example, <i>colour of coat, size of leaf</i> . They recognise and identify a range of common animals, for example, <i>fly, goldfish, robin</i> .
	<b>Physical processes:</b> Pupils communicate observations of changes in light, sound and movement that result from actions, <i>for example, switching on a simple electrical circuit, pushing and pulling objects</i> . They recognise that sound and light come from a variety of sources and name some of these.