

QCA revised P scales

English – Reading

Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, attending briefly to interactions with a familiar person</i>. They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in coactive exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i></p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, 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, <i>for example, taking turns in interactions with a familiar person, imitating actions and facial expressions</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, reaching out and feeling for objects as tactile cues to events</i>. They observe the results of their own actions with interest, <i>for example, listening to their own vocalisations</i>. They remember learned responses over more extended periods, <i>for example, following the sequence of a familiar daily routine and responding appropriately</i>.</p>	

English – Reading	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, 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, <i>for example, pre-empting sounds or actions in familiar poems</i>. They may respond to options and choices with actions or gestures, <i>for example, by nodding or shaking their heads</i>. They actively explore objects and events for more extended periods, <i>for example, turning the pages in a book shared with another person</i>. They apply potential solutions systematically to problems, <i>for example, bringing an object to an adult in order to request a new activity</i>.</p>	
<p>P4 Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, turning pages and holding the book the right way up.</p>	
<p>P5 Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them. They match objects to pictures and symbols, for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child. They show curiosity about content at a simple level, for example they may answer basic two key-word questions about a story.</p>	
<p>P6 Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. They match letters and short words.</p>	
<p>P7 Pupils show an interest in the activity of reading. They predict elements of a narrative, for example, when the adult stops reading, pupils fill in the missing word. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading, for example, following text left to right, top to bottom and page following page. They know that their name is made up of letters.</p>	<p>The prediction can be demonstrated in any mode of communication used by the child.</p>
<p>P8 Pupils understand that words, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables, and with words or symbols.</p>	<p>While letter sounds can be taught in all sorts of imaginative ways, their learning should not be emphasised at the expense of developing Speaking and Listening.</p>

English – Reading	
Descriptor	Guidance
<p>1C 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.</p>	<p>There is always likely to be some sort of prompting at this level.</p>
<p>1B 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.*</p>	
<p>1A 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.</p>	

English – Writing

Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, attending briefly to interactions with a familiar person</i>. They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in coactive exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i></p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, 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, <i>for example, taking turns in interactions with a familiar person, imitating actions and facial expressions</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, reaching out and feeling for objects as tactile cues to events</i>. They observe the results of their own actions with interest, <i>for example, listening to their own vocalisations</i>. They remember learned responses over more extended periods, <i>for example, following the sequence of a familiar daily routine and responding appropriately</i>.</p>	

English - Writing	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, 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, <i>for example, pre-empting sounds or actions in familiar poems.</i> They may respond to options and choices with actions or gestures, <i>for example, by nodding or shaking their heads.</i> They actively explore objects and events for more extended periods, <i>for example, turning the pages in a book shared with another person.</i> They apply potential solutions systematically to problems, <i>for example, bringing an object to an adult in order to request a new activity.</i></p>	
<p>P4 Pupils show they understand that marks and symbols convey meaning, <i>for example, placing photographs or symbols on a timetable or in a sequence.</i> They make marks or symbols in their preferred mode of communication.</p>	<p>Any sort of mark including scribble writing alongside a picture is appropriate.</p>
<p>P5 Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events, <i>for example, 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.</p>	<p>‘Produce’ and ‘contributing’ are to be interpreted broadly, for example, keyboarding and handwriting are both appropriate.</p>
<p>P6 Pupils produce or write their name in letters or symbols. They copy letter forms, <i>for example, labels and/or captions for pictures or for displays.</i></p>	<p>In the P-scales, teachers should ignore criteria that exclusively apply to handwriting when assessing those physically unable to handwrite at that time.</p>
<p>P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, <i>for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.</i></p>	
<p>P8 Pupils show awareness that writing can have a range of purposes, <i>for example, in relation to letters, lists or stories.</i> They show understanding of how text is arranged on the page, <i>for example, 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.</p>	

English - Writing	
Descriptor	Guidance
<p>1C 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.</p>	
<p>1B 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.</p>	
<p>1A 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.</p>	<p>'Some use' means that the pupil attempts to use full stops and capital letters but may frequently need prompting to do so.</p>

English – Speaking and Listening

Listening/Receptive Communication Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, attending briefly to interactions with a familiar person</i>. They may give intermittent reactions, <i>for example, sometimes becoming excited in the midst of social activity</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, withholding their attention</i>. They begin to show interest in people, events and objects, <i>for example, smiling at familiar people</i>. They accept and engage in coactive exploration, <i>for example, focusing their attention on sensory aspects of stories or rhymes when prompted</i></p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, reaching out to a favourite person</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, 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, <i>for example, taking turns in interactions with a familiar person, imitating actions and facial expressions</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, reaching out and feeling for objects as tactile cues to events</i>. They observe the results of their own actions with interest, <i>for example, listening to their own vocalisations</i>. They remember learned responses over more extended periods, <i>for example, following the sequence of a familiar daily routine and responding appropriately</i>.</p>	

English –Speaking & Listening	
Listening/Receptive Communication Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, 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, <i>for example, pre-empting sounds or actions in familiar poems</i>. They may respond to options and choices with actions or gestures, <i>for example, by nodding or shaking their heads</i>. They actively explore objects and events for more extended periods, <i>for example, turning the pages in a book shared with another person</i>. They apply potential solutions systematically to problems, <i>for example, bringing an object to an adult in order to request a new activity</i>.</p>	
<p>P4 Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects. Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations, for example, 'Get your coat', 'Stand up' or 'Clap your hands'.</p>	<p>Examples of words expected: baby, bad, banana, bang, bath. Understood vocabulary is well ahead of expressed vocabulary at this stage. Teachers should take note of facial expression and intonation when assessing receptive and expressive communication at every level.'</p>
<p>P5 Pupils respond appropriately to questions about familiar or immediate events or experiences for example, 'Where is the ball?'. 'What are you doing?'. 'Is it yellow?'. They follow requests and instructions containing at least two key words, signs or symbols, for example, 'Put the spoon in the dish', 'Give the book to Johnny'.</p>	<p>Examples of words expected: bump, bus, brush, eat, have, little, outside.</p>
<p>P6 Pupils respond to others in group situations, for example, taking turns appropriately in a game such as 'Pass the parcel'. They follow requests and instructions with three key words, signs or symbols, for example, 'Give me the little red book'.</p>	<p>Note progression from individual to group turn-taking.</p>
<p>P7 Pupils listen, attend to and follow stories for short stretches of time. They follow requests and instructions with four key words, signs or symbols, for example, 'Get the big book about dinosaurs from the library' They attend to, and respond to, questions from adults and their peers about experiences, events and stories, for example, 'Where has the boy gone?'.</p>	

English –Speaking & Listening	
Listening/Receptive Communication Descriptor	Guidance
<p>P8 Pupils take part in role play with confidence. Pupils listen attentively. They respond appropriately to questions about why or how, for example 'Why does a bird make a nest?', 'How do we copy this picture?'.</p>	
<p>1C 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.</p>	
<p>1B 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.</p>	Increasing correctness of grammatical form is important at this point.
<p>1A 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.</p>	

Speaking/Expressive Communication Descriptor	Guidance
<p>P4 Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. They use single words, signs and symbols for familiar objects, for example, cup, biscuit, and to communicate about events and feelings, for example, likes and dislikes.</p>	
<p>P5 Pupils combine two key ideas or concepts. They combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'. They make attempts to repair misunderstandings without changing the words used, for example, by repeating a word with a different intonation or facial expression. Pupils use a vocabulary of over 50 words.</p>	
<p>P6 Pupils initiate and maintain short conversations using their preferred medium of communication. They ask simple questions to obtain information, for example, 'Where's cat?'. They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.</p>	Understanding moves ahead of expression as tasks become more complex. The prepositions and pronouns mentioned are examples only: teachers should note use of any prepositions and pronouns in their assessment.

English –Speaking & Listening	
Speaking/Expressive Communication Descriptor	Guidance
<p>P7 Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others, for example, 'I want big chocolate muffin'. They use regular plurals correctly. They communicate ideas about present, past and future events and experiences, using simple phrases and statements, for example, 'We going cinema on Friday'. They contribute appropriately one-to-one and in small group discussions and role play. They use the conjunction <i>and</i> to link ideas or add new information beyond what is asked.</p>	
<p>P8 They link up to four key words, signs or symbols in communicating about their own experiences or in telling familiar stories, both in groups and one-to-one, for example, 'The hairy giant shouted at Finn'. They use an extensive vocabulary to convey meaning to the listener. They can use possessives, for example, 'Johnny's coat'. They take part in role play with confidence. They use conjunctions that suggest cause for example, 'cos,' to link ideas.</p>	
<p>1C 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.</p>	
<p>1B 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.</p>	<p>Increasing correctness of grammatical form is important at this point.</p>
<p>1A 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.</p>	

Mathematics – Number

Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, grasping objects briefly when they are placed in their hand</i>. They may give intermittent reactions, <i>for example, sometimes showing surprise at the sudden presence or absence of an event or object</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, becoming excited or alarmed when a routine is broken</i>. They begin to show interest in people, events and objects, <i>for example, tracking objects briefly across their field of awareness</i>. They accept and engage in coactive exploration, <i>for example, lifting objects briefly towards the face in shared investigations</i>.</p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, showing a desire to hold a favourite object</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, repeating an action with a familiar item of equipment</i>. They cooperate with shared exploration and supported participation, <i>for example, handling and feeling the texture of objects passed to them</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, banging or rubbing objects together</i>. They observe the results of their own actions with interest, <i>for example, as they throw or drop objects on to different surfaces</i>. They remember learned responses over more extended periods, <i>for example, remembering how to activate a pop-up object from a previous lesson</i>.</p>	

Mathematics -Number	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, dropping objects to prompt interventions from adults</i>. They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, collecting coats and bags at the end of the school day</i>. They may respond to options and choices with actions or gestures, <i>for example, pointing to or giving one object rather than another</i>. They actively explore objects and events for more extended periods, <i>for example, manipulating objects in piles, groups or stacks</i>. They apply potential solutions systematically to problems, <i>for example, using items of equipment purposefully and appropriately</i>.</p>	
<p>P4 Pupils show an awareness of number activities and counting, <i>for example copying some actions during number rhymes, songs and number games; following a sequence of pictures or numbers as indicated by a known person during number rhymes and songs</i>.</p>	
<p>P5 Pupils respond to and join in with familiar number rhymes, stories, songs and games, <i>for example, using a series of actions during the singing of a familiar song; joining in by saying, signing or indicating at least one of the numbers in a familiar number rhyme</i>. Pupils can indicate one or two, <i>for example 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, <i>for example 'one' and 'lots' by making groups of one or lots of food items on plates</i>.</p>	
<p>P6 Pupils demonstrate an understanding of one-to-one correspondence in a range of contexts, <i>for example: matching objects such as cups to saucers, straws to drink cartons</i>. Pupils join in rote counting up to five, <i>for example, 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, <i>for example, 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 the concept of 'more', <i>for example, indicating that more cups, counters, food items are required</i>. They join in with new number rhymes, songs, stories and games.</p>	<p>Activities should include the use of money as an important context for number development.</p>

Mathematics - number	
Descriptor	Guidance
<p>P7 Pupils join in rote counting to 10, <i>for example, saying or signing number names to 10 in counting activities</i> They can count at least 5 objects reliably, <i>for example, 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, <i>for example, 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', <i>for example, indicating which bottle has less water in it.</i> In practical situations they respond to 'add one' to a number of objects, <i>for example, responding to requests such as add one pencil to the pencils in the pot, add one sweet to the dish.</i></p>	
<p>P8 Pupils join in with rote counting to beyond 10, <i>for example, they say or sign number names in counting activities.</i> They continue to rote count onwards from a given small number, <i>for example, continuing the rote count onwards in a game using dice and moving counters up to 10; continuing to say, sign or indicate the count aloud when adult begins counting the first two numbers.</i> Pupils recognise differences in quantity, <i>for example, 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, <i>for example, 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, <i>for example, 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, <i>for example, 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, <i>for example, suggesting numbers 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></p>	
<p>1C 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, <i>for example, 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, <i>for example, using everyday objects, the pupil finds how many there are in two groups by combining and counting them.</i></p>	

Mathematics - number	
Descriptor	Guidance
<p>1B 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.</p> <p>They demonstrate an understanding of subtraction as the taking away of objects from a group, <i>for example, working out practically how many satsumas 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.</p>	
<p>1A 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.</p>	

Mathematics – Shape, space and measure

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<p>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, <i>for example, grasping objects briefly when they are placed in their hand</i>. They may give intermittent reactions, <i>for example, sometimes showing surprise at the sudden presence or absence of an event or object</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, becoming excited or alarmed when a routine is broken</i>. They begin to show interest in people, events and objects, <i>for example, tracking objects briefly across their field of awareness</i>. They accept and engage in coactive exploration, <i>for example, lifting objects briefly towards the face in shared investigations</i>.</p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, showing a desire to hold a favourite object</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, repeating an action with a familiar item of equipment</i>. They cooperate with shared exploration and supported participation, <i>for example, handling and feeling the texture of objects passed to them</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, banging or rubbing objects together</i>. They observe the results of their own actions with interest, <i>for example, as they throw or drop objects on to different surfaces</i>. They remember learned responses over more extended periods, <i>for example, remembering how to activate a pop-up object from a previous lesson</i>.</p>	

<u>Mathematics – Shape space and measure</u>	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, dropping objects to prompt interventions from adults</i>. They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, collecting coats and bags at the end of the school day</i>. They may respond to options and choices with actions or gestures, <i>for example, pointing to or giving one object rather than another</i>. They actively explore objects and events for more extended periods, <i>for example, manipulating objects in piles, groups or stacks</i>. They apply potential solutions systematically to problems, <i>for example, using items of equipment purposefully and appropriately</i>.</p>	
<p>P4 Pupils search for objects that have gone out of sight, hearing or touch, demonstrating the beginning of object permanence, <i>for example, searching for an object or sound when it is removed</i>. Pupils match big objects and small objects, <i>for example, finding a big football to place in a net with other big footballs, matching a small model car with a similar sized model car</i>. They demonstrate interest in position and the relationship between objects, <i>for example, stacking or joining objects or using construction materials</i>.</p>	
<p>P5 Pupils search intentionally for objects in their usual place, <i>for example, going to the mathematics shelf for the box of shapes</i>. They find big and small objects on request, <i>for example, 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, <i>for example, they indicate which of two shoes is the bigger, compare objects – big boxes and small boxes</i>. They explore the position of objects, <i>for example, placing objects in and out of containers, placing objects inside and outside a hoop, fits as many objects as possible into a box</i>.</p>	
<p>P6 Pupils search for objects not found in their usual place demonstrating their understanding of object permanence, <i>for example, looking for cups when they are not in their usual cupboard</i>. They compare the overall size of one object with that of another where the difference is not great, <i>for example, identifying the bigger of two Russian Dolls or nesting cubes</i>. They manipulate three-dimensional shapes, <i>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</i>. They show understanding of words signs and symbols that describe positions, <i>for example, responding to a request to put an object in, on, under, inside another object</i>.</p>	
<p>P7 Pupils respond to 'forwards' and 'backwards', <i>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</i>. They pick out described shapes from a collection, <i>for example, picking out all the round shapes in the classroom, finding shapes with straight edges, fitting shapes into matching holes</i>. They use familiar words in practical situations when they compare sizes and quantities, <i>for example, using the words 'heavy' and 'light', 'more' and 'less', 'enough' or 'not enough' to compare objects or quantities</i>.</p>	

Mathematics – Shape, space and measure	
Descriptor	Guidance
<p>P8 Pupils compare objects directly, focusing on one dimension such as length or height where the difference is marked and can indicate ‘the long one’ or ‘the tall one’, <i>for example, comparing two plants, placed side by side and indicate the tall one or comparing two zips and indicating the long one.</i> 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, <i>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’.</i> They respond to mathematical vocabulary such as ‘straight’, ‘circle’, ‘larger’ to describe the shape and size of solids and flat shapes, <i>for example, when shopping, pupils find boxes with straight edges to pack into the carrier bag; identify the larger circle when stacking two cans.</i> They describe shapes in simple models, pictures and patterns, <i>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.</i></p>	
<p>1C 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, <i>for example, ‘top’, ‘bottom’, ‘side’</i> and they order objects, <i>for example, by indicating the ‘heavier’ or ‘shorter’ object in a pair.</i></p>	
<p>1B Pupils work with, recognise and name common 3-D shapes, <i>for example, cube and cylinder and 2-D shapes, 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 ‘on top’, in front of, ‘behind’, <i>‘in the middle’ and ‘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.</p>	
<p>1A 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, <i>for example red cylinder, blue cube, red cylinder . . .</i> They recognise directional symbols such as arrows.</p>	

Mathematics – Using and applying mathematics

Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, grasping objects briefly when they are placed in their hand</i>. They may give intermittent reactions, <i>for example, sometimes showing surprise at the sudden presence or absence of an event or object</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, becoming excited or alarmed when a routine is broken</i>. They begin to show interest in people, events and objects, <i>for example, tracking objects briefly across their field of awareness</i>. They accept and engage in coactive exploration, <i>for example, lifting objects briefly towards the face in shared investigations</i>.</p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, showing a desire to hold a favourite object</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, repeating an action with a familiar item of equipment</i>. They cooperate with shared exploration and supported participation, <i>for example, handling and feeling the texture of objects passed to them</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, banging or rubbing objects together</i>. They observe the results of their own actions with interest, <i>for example, as they throw or drop objects on to different surfaces</i>. They remember learned responses over more extended periods, <i>for example, remembering how to activate a pop-up object from a previous lesson</i>.</p>	

Mathematics – Using and applying mathematics	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, dropping objects to prompt interventions from adults</i>. They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, collecting coats and bags at the end of the school day</i>. They may respond to options and choices with actions or gestures, <i>for example, pointing to or giving one object rather than another</i>. They actively explore objects and events for more extended periods, <i>for example, manipulating objects in piles, groups or stacks</i>. They apply potential solutions systematically to problems, <i>for example, using items of equipment purposefully and appropriately</i>.</p>	
<p>P4 Pupils are aware of cause and effects in familiar mathematical activities, <i>for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen</i>. Pupils show awareness of changes in shape, position or quantity, <i>for example, 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, <i>for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates</i>.</p>	<p>Note that P3 does not include the understanding of exchange.</p> <p>As with all of the P levels, if the pupil meets the performance criterion in a context which is not a discrete maths lesson, the activity should still be taken into account when awarding a P level.</p>
<p>P5 Pupils sort or match objects or pictures by recognising similarities, <i>for example, 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, <i>for example, distributing sweets into containers so that there are one or two in each</i>. They solve simple problems practically, <i>for example, selecting appropriate containers for items of different sizes; checking there is a knife for every fork</i>.</p>	<p>If a child needs support to enable them to demonstrate their knowledge, understanding or skills, then this can always be provided.</p>
<p>P6 Pupils sort objects and materials according to a given criteria, <i>for example, sorting footballs into a net and table tennis balls into a box</i>. They copy simple patterns or sequences, <i>for example, copying a drumbeat; copying a simple pattern of repeated movements; copying a pattern of large and small cups</i>.</p>	

<u>Mathematics – Using and applying mathematics</u>	
Descriptor	Guidance
<p>P7 Pupils complete a range of classification activities using a given criterion, <i>for example, 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, <i>for example, removing odd items from sets; collecting items into sorting boxes or drawers.</i> They respond appropriately to key vocabulary and questions, <i>for example, ‘How many?’</i></p>	
<p>P8 Pupils talk about, recognise and copy simple repeating patterns and sequences, <i>for example, recognising and describing simple repeating patterns on textiles or necklaces from different cultures; recognising and describing a pattern of socks on a line; joining in a pattern of hand claps; talking about and copying patterns such as beats in familiar music; shapes made by 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, <i>for example, 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, <i>for example, estimating the number of cubes that will fit into a box or the number of strides across a room.</i></p>	
<p>Level 1 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.</p>	

Science

Descriptor	Guidance
<p>P1(i) 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.</p>	
<p>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, <i>for example, looking towards flashes of light or turning towards loud sounds</i>. They may give intermittent reactions, <i>for example, sometimes withdrawing their hands from changes in temperature</i>.</p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, discarding objects with unfamiliar textures</i>. They begin to show interest in people, events and objects, <i>for example, leaning forward to follow the scent of a crushed herb</i>. They accept and engage in coactive exploration, <i>for example, feeling materials in hand-over-hand partnerships with a member of staff</i>.</p>	
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, showing a consistent dislike for certain flavours or textures</i>. They recognise familiar people, events and objects, <i>for example, 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, <i>for example, rejecting food items after recent experience of bitter flavours</i>. They cooperate with shared exploration and supported participation, <i>for example, examining materials handed to them</i>.</p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, pressing hard objects into soft textures</i>. They observe the results of their own actions with interest, <i>for example, scrunching up paper and examining the product</i>. They remember learned responses over more extended periods, <i>for example, reaching out to touch a live animal with caution and sensitivity</i>.</p>	

Science	
Descriptor	Guidance
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, 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, <i>for example, balls falling and bouncing on the floor.</i> They may respond to options and choices with actions or gestures, <i>for example, touching one substance rather than another.</i> They actively explore objects and events for more extended periods, <i>for example, feeling the textures of different parts of a plant.</i> They apply potential solutions systematically to problems, <i>for example, tipping a container in order to pour out its contents.</i></p>	
<p>P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, for example, when mixing flour and water. Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, for example, clapping or stamping. They make sounds using their own bodies, for example, tapping, singing or vocalising, and imitate or copy sounds. They cause movement by a pushing or pulling action.</p>	<p>'Explore' includes access through any sensory mode. Teachers should ensure they are assessing intended, not accidental, actions.</p>
<p>P5 Pupils take part in activities focused on the anticipation of and enquiry into specific environments, for example, finding a hamster under straw, or a CD or video in a pile. They match objects and materials in terms of single features or properties, for example, temperature or colour. They indicate the before and after of material changes. They try out a range of equipment in familiar and relevant situations, for example, initiating the activation of a range of light sources. They respond to simple scientific questions, for example, 'Show me the flower' 'Is this wet/dry?'</p>	<p>'Showing', 'demonstrating' 'trying out' 'responding' etc may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task.</p>
<p>P6 Pupils recognise distinctive features of objects, for example, the features of living things in their environment, and know where they belong, for example, feathers on a bird, leaves on a tree. They begin to make generalisations, connections and predictions from regular experience, for example, expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope. Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example, when materials are heated, cooled or mixed. Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example, remembering their location.</p>	

Science	
Descriptor	Guidance
<p>P7 Pupils understand the scientific use of some simple vocabulary, such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases, for example, which food to give which animal. Pupils can demonstrate simple properties of light, sound and movement, for example, bright, noisy/quiet, fast/slow. They make simple records of their findings, for example, by putting pictures of an activity in sequence. They begin to make suggestions for planning and evaluating their work, for example, responding to the question 'Was that right or wrong?'</p>	<p>'Showing', 'demonstrating' 'trying out' 'responding' etc may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task.</p>
<p>P8 Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly day/night. They make some contribution to planning and evaluation and to recording their findings. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties. Pupils make their own observations of changes of light, sound or movement that result from actions, for example, using a volume control or a dimmer switch and can describe the changes when questioned directly.</p>	
<p>Level 1 Scientific enquiry: Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways [for example, talking about their work, through drawings, simple charts].</p>	
<p>Level 1 Life processes and living things: Pupils recognise and name external parts of the body [for example, head, arm] and of plants [for example, leaf, flower]. They communicate observations of a range of animals and plants in terms of features [for example, colour of coat, size of leaf]. They recognise and identify a range of common animals [for example, fly, goldfish, robin].</p>	
<p>Level 1 Materials and their properties: Pupils know about a range of properties [for example, texture, appearance] and communicate observations of materials in terms of these properties.</p>	
<p>Level 1 Physical processes: Pupils communicate observations of changes in light, sound and movement that result from actions [for example, switching on a simple electrical circuit, pushing and pulling objects]. They recognise that sound and light come from a variety of sources and name some of these.</p>	

Information and communication technology

<p>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, <i>for example, attending briefly to lights, sounds or patterns of movement.</i> They may give intermittent reactions, <i>for example, sometimes becoming quiet in response to the vibration of a bubble tube.</i></p>	
<p>P2(i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, <i>for example, enjoying the movement of air as a nearby electric fan is switched on.</i> They begin to show interest in people, events and objects, <i>for example, tracking moving images briefly across a television or monitor screen.</i> They accept and engage in coactive exploration, <i>for example, being encouraged to handle fibre-optic strands.</i></p>	<p>The assumption is that the pupil will use their preferred method of access throughout.</p>
<p>P2(ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, <i>for example, turning towards the source of preferred music.</i> They recognise familiar people, events and objects, <i>for example, 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, <i>for example, pressing a switch repeatedly to turn on a light or sound source.</i> They cooperate with shared exploration and supported participation, <i>for example, working with an adult or a peer to operate a touch screen.</i></p>	
<p>P3(i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, <i>for example, 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, <i>for example, moving in and out of a sound beam to create different effects.</i> They observe the results of their own actions with interest, <i>for example, feeling the changing vibrations as they switch a massage table on and off.</i> They remember learned responses over more extended periods, <i>for example, returning to a favourite item of equipment in the multi-sensory environment from session to session.</i></p>	<p>The assumption is that the pupil will use their preferred method of access throughout.</p>
<p>P3(ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, <i>for example, switching on a tape or CD player.</i> They can remember learned responses over increasing periods of time and may anticipate known events, <i>for example, looking at the monitor screen as they activate a concept keyboard.</i> They may respond to options and choices with actions or gestures, <i>for example, operating one switch rather than another to achieve a desired result.</i> They actively explore objects and events for more extended periods, <i>for example, creating effects using a touch screen.</i> They apply potential solutions systematically to problems, <i>for example, pressing a switch repeatedly after the power source has been turned off.</i></p>	

<p>P4 Pupils make selections to communicate meanings, <i>for example, 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, <i>for example, using a switch to activate a tape recorder</i>.</p>	<p>The assumption is that the pupil will use their preferred method of access throughout.</p>
<p>P5 Pupils use computer programs, <i>for example, to move a device to manipulate something on screen</i>.</p> <p>They make connections between control devices and information on screen, <i>for example, pressing a specific graphic on a touch screen</i>.</p>	
<p>P6 Pupils use ICT to interact with other pupils and adults, <i>for example, 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, <i>for example, they ask to see a picture saved earlier</i>. They respond to simple instructions to control a device, <i>for example, using a photocopier to duplicate their work</i>. They operate some devices independently.</p>	
<p>P7 Pupils gather information from different sources. They use ICT to communicate meaning and express ideas in a variety of contexts, <i>for example, choosing digitised photographs or video clips for their personal profiles</i>. They begin to choose equipment and software for a familiar activity, <i>for example, using a writing-with-symbols programme to send a message home</i>.</p>	
<p>P8 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, <i>for example, 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, <i>for example, 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.</p>	<p>Note the progression on information-handling/data-gathering through levels P6/7/8.</p>
<p>Level 1 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.</p> <p>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.</p>	