

P levels - National Descriptors

P1(i)

Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

P1(ii)

Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, attending briefly to interactions with a familiar person*. They may give intermittent reactions, *for example, sometimes becoming excited in the midst of social activity*.

P2(i)

Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, withholding their attention*. They begin to show interest in people, events and objects, *for example, smiling at familiar people*. They accept and engage in coactive exploration, *for example, focusing their attention on sensory aspects of stories or rhymes when prompted*

P2(ii)

Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, reaching out to a favourite person*. They recognise familiar people, events and objects, *for example, vocalising or gesturing in a particular way in response to a favourite visitor*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues*. They cooperate with shared exploration and supported participation, *for example, taking turns in interactions with a familiar person, imitating actions and facial expressions*.

P3(i)

Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request

events or activities, *for example, pointing to key objects or people*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, reaching out and feeling for objects as tactile cues to events*. They observe the results of their own actions with interest, *for example, listening to their own vocalisations*. They remember learned responses over more extended periods, *for example, following the sequence of a familiar daily routine and responding appropriately*.

P3(ii)

Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, prompting another person to join in with an interactive sequence*. They can remember learned responses over increasing periods of time and may anticipate known events, *for example, pre-empting sounds or actions in familiar poems*. They may respond to options and choices with actions or gestures, *for example, by nodding or shaking their heads*. They actively explore objects and events for more extended periods, *for example, turning the pages in a book shared with another person*. They apply potential solutions systematically to problems, *for example, bringing an object to an adult in order to request a new activity*.

P4

Writing

Pupils show they understand that marks and symbols convey meaning, *for example, placing photographs or symbols on a timetable or in a sequence*. They make marks or symbols in their preferred mode of communication. Any sort of mark including scribble writing alongside a picture is appropriate.

Speaking

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]

Listening

P4 Pupils demonstrate an understanding of at least 50 words, including the names of familiar objects • Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations [for example, 'Get

your coat', 'Stand up' or 'Clap your hands']

Maths

P4 Pupils are aware of cause and effects in familiar mathematical activities [for example, knowing that in a role-play shop a coin can be exchanged for an item; hitting a mathematical shape on a concept keyboard to make it appear on the screen] • Pupils show awareness of changes in shape, position or quantity [for example, grouping objects 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] • They anticipate, follow and join in familiar activities when given a contextual clue [for example, anticipating the next chorus or action in songs and rhymes; matching cakes to plates].

Science

P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes [for example, when mixing flour and water] • Pupils communicate their awareness of changes in light, sound or movement. • They imitate actions involving main body parts [for example, clapping or stamping]. They make sounds using their own bodies [for example, tapping, singing or vocalising], and imitate or copy sounds • They cause movement by a pushing or pulling action 'Explore' includes access through any sensory mode • Teachers should ensure that they are assessing intended, not accidental, actions.