



Refer to *English Skills Sheets and Subject Programmes of Study* to support the final level you award.
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Pupil Name:

Reference	Spoken Language / Communication	Autumn Term	Spring Term	Summer Term	Comment
	P4				
P4.1	<u>Listening / Receptive Communication Descriptor</u> Pupils demonstrate an understanding of at least 50 words, including names of familiar objects				
P4.2	Respond appropriately to simple requests, which contain one key word, sign or symbol in familiar situations, <i>for example</i> , 'Get your coat' 'Stand up' or 'Clap your hands'.				
P4.3	Show an understanding of names of familiar objects for example indicating 12 objects by picture - 4 at a time				
P4.4	Uses 10/20 words / symbols etc. appropriately, either pointing to symbol or using PECs				
P4.5	Name five familiar people				
P4.6	Co-ordinates gestures and words e.g. waves and says good-bye				
P4.7	Follows simple directions - 1 part instruction. In familiar situations responds to give / open / look / stand up / all gone / clap hands				
P4.1	<u>Speaking / Expressive Communication Descriptor</u> Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.				
P4.2	Seeks sound source; looks at person talking to them				
P4.3	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.				
P4.4	Has vocabulary of 10 or more words / signs / symbols Uses 'yes' and 'no' appropriately				

P4 Listening / Receptive Communication Descriptor

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'.

Examples of words expected: baby, bad, banana, bang, and 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.'

P4 Speaking / Expressive Communication Descriptor

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.



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Sample



Reference	Spoken Language / Communication	Autumn Term	Spring Term	Summer Term	Comment
	P5				
P5.1	Listening / Receptive Communication Descriptor Respond appropriately to simple questions about familiar events or experiences by vocalising, using gestures, symbols or signing or communicators, for example, 'Where is the ball?' 'What are you doing?' 'Is it yellow?'				
P5.2	Follow requests and instructions containing two key words, signs or symbols, for example, 'Put the spoon in the dish' 'Give the book to Johnny'.				
P5.3	Relates messages which are supported by facial expressions or intonation e.g. 'Mummy car!' 'Mummy car?' Hands named objects.				
P5.4	Begins to question for information				
P5.5	Verbally or with gestures engages in language games e.g. 'round and round the garden'				
P5.6	Follows one step instructions containing 2 key words i.e. 'hold the book'				
P5.7	Show some understanding of five commonly used verbs via vocalising, using sign, symbols, and communicators.				
P5.8	Respond to 'What / who / where is this' with appropriate sound, sign or symbol.				
P5.1	Speaking / Expressive Communication Descriptor Pupils combine two key ideas or concepts e.g. uses non-verbal communication to support single and two-word utterances e.g. 'drink' and points to the fridge				
P5.2	Combine single words, signs or symbols to communicate meaning to a range of listeners, for example, 'Mummy gone' or 'more drink'.				
P5.3	Make attempts to repair misunderstandings without changing the words used, e.g. by repeating a word with a different intonation or facial expression.				
P5.4	Use a vocabulary of over 50 words. Says own name; begins to use 'me'				

P5 Listening / Receptive Communication Descriptor

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'.

P5 Speaking / Expressive Communication Descriptor

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.



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Reference	Spoken Language / Communication	Autumn Term	Spring Term	Summer Term	Comment
	P6				
P6.1	<u>Listening / Receptive Communication Descriptor</u> Respond to others in group situations, <i>for example, taking turns appropriately and co-operating.</i>				
P6.2	Follow requests and instructions with three key words, signs or symbols, <i>for example, 'Give me the little red book'.</i> (Note progression from individual to group turn taking)				
P6.3	<i>Sometimes uses plurals correctly</i>				
P6.4	<i>Gives simple descriptions of past events</i>				
P6.5	<i>Shows an interest in listening to and talking about stories</i>				
P6.6	<i>Is able to express an opinion and uses facial expressions to enhance meaning</i>				
P6.7	<i>Begins to verbalise reasons</i>				
P6.1	<u>Speaking / Expressive Communication Descriptor</u> Initiate and maintain short conversations using their preferred medium of communication. Over 50% of speech or signing is clear				
P6.2	Use facial expression and intonation to enhance meanings. <i>Can use signs / symbols</i> or ask simple questions to obtain information, <i>for example, 'What is your name?'</i>				
P6.3	Can use prepositions such as 'in' 'on' and pronouns such as 'my' or 'it' correctly (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)				

P6 Listening / Receptive Communication Descriptor

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'.* (Note progression from individual to group turn-taking)

P6 Speaking / Expressive Communication Descriptor

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. (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.)



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Sample



SPOKEN LANGUAGE / COMMUNICATION – LEVEL 1C / 1B / 1A

Reference	Spoken Language / Communication	Autumn Term	Spring Term	Summer Term	Comment
1c	Sits quietly / small group situations and listens to adult				
1c	Can talk and listen with others taking turns in pairs and small groups				
1c	Approaches the person they wish to talk to / communicate with				
1c	Able to make and express their choice				
1c	Follow simple instructions containing 2 key words				
1c	Uses an appropriate voice level				
1c	Pupils communicate about matters of interest in familiar settings.				
1c	They understand and respond appropriately to straightforward comments or instructions directed at them.				
1c	They convey meanings, including some relevant details to a range of others.				
1b	Reports on something they have done				
1b	Listens to story with whole class				
1b	Looks at the persons face when speaking and listening / communication				
1b	Initiates communication				
1b	Makes requests of an adult				
1b	Pupils communicate clearly about matters of interest to individuals and groups.				
1b	They follow what others say and respond appropriately to straightforward comments.				
1b	They convey meaning, making what they communicate relevant and interesting to the listener.				



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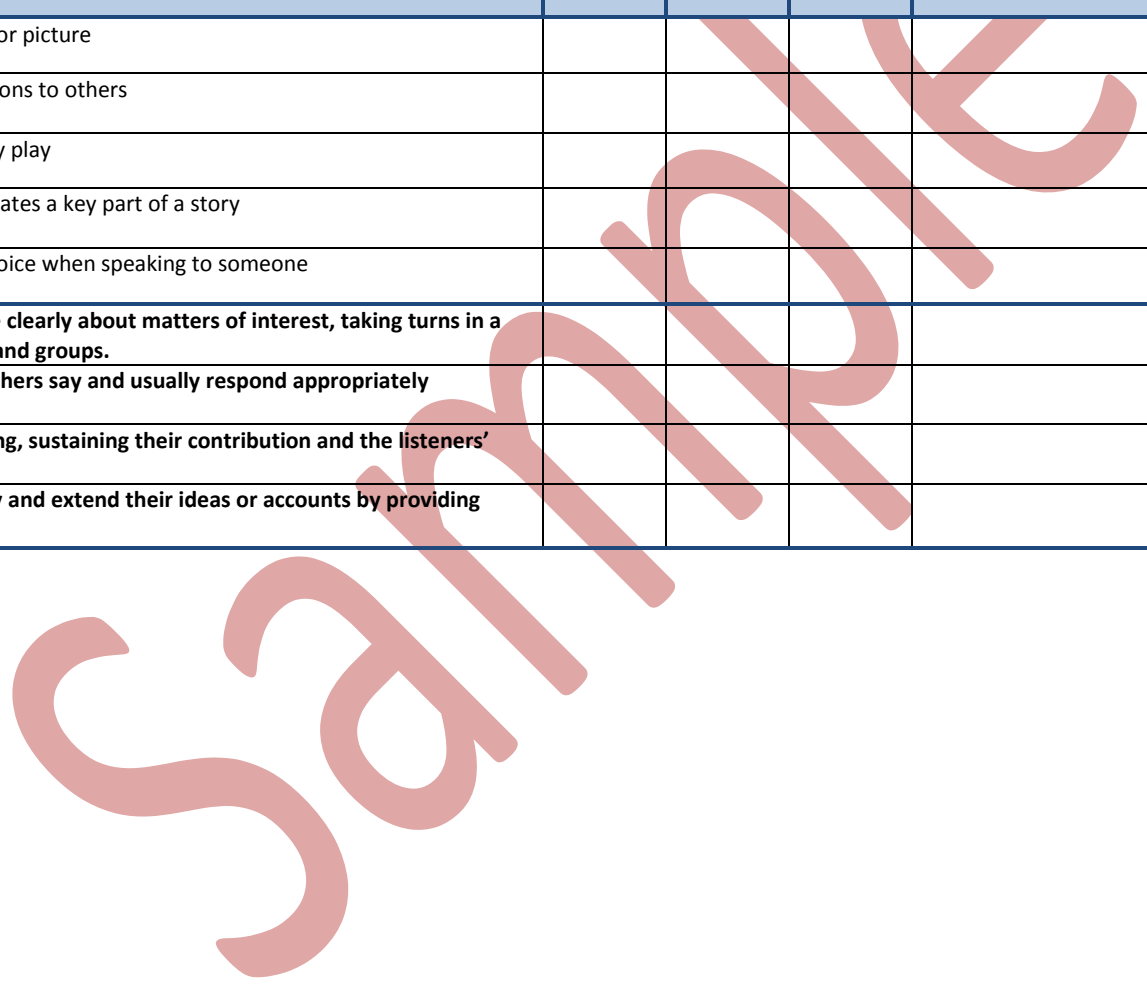
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SPOKEN LANGUAGE / COMMUNICATION – LEVEL 1C / 1B / 1A (continued)

Reference	Spoken Language / Communication	Autumn Term	Spring Term	Summer Term	Comment
1a	Describes an object or picture				
1a	Give simple instructions to others				
1a	Engages in imaginary play				
1a	Retells or communicates a key part of a story				
1a	Uses expression in voice when speaking to someone				
1a	Pupils communicate clearly about matters of interest, taking turns in a range of situations and groups.				
1a	They follow what others say and usually respond appropriately				
1a	They convey meaning, sustaining their contribution and the listeners' interest.				
1a	Pupils speak audibly and extend their ideas or accounts by providing some detail				





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Sample



READING – LEVEL 1C / 1B / 1A (Continued)

Reference	Reading	Autumn Term	Spring Term	Summer Term	Comment
1b	With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud.				
1b	Pupils can read a range of familiar words, signs or symbols and identify initial and final sounds in unfamiliar words.				
1b	They respond to events and ideas in poems, stories and non-fiction.				
1a	Predict text using contextual clues				
1a	Discuss the main topic in a non-fiction book				
1a	Retell a simple story in sequence				
1a	Make inferences at a simple level e.g. identifying who is speaking				
1a	Decode familiar and some unfamiliar words using blending as the main approach				
1a	Answer simple who, where, why, how questions				
1a	Show some awareness of punctuation e.g. pausing at full stops				
1a	Pupils use their knowledge of letters, sounds and words to read simple texts with meaning.				
1a	They comment on events or ideas in stories, poems and non-fiction.				



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READING – LEVEL 2C / 2B / 2A

Reference	Reading	Autumn Term	Spring Term	Summer Term	Comment
2c	Recognise that two letters can blend together to make one sound (digraph)				
2c	Listen to and identify simple rhymes and poetry where rhyming words have the same final blend sound e.g. Maurice the mouse lives in a house				
2c	Find information on a given page in response to a direct question				
2c	Read a simple familiar text and answer verbal questions on it afterwards				
2c	Read 80% of the High Frequency words from 'Letters and Sounds' including Phase 5				
2c	Read with concentration and attention				
2c	Pupils read most of a simple unfamiliar text independently and use different strategies (phonic, grammatical and contextual) in reading unfamiliar words.				
2c	They read from word to word, or sign to sign, or symbol to symbol and may need support to establish meaning.				
2c	They show understanding of texts, recount the main events or facts with support and comment on obvious features of the text, e.g. good/bad characters.				
2b	Beginning to use vocabulary such as letter, word, sentence, chapter				
2b	Talk about plot setting and characters in the story				
2b	Knows the difference between fact and fiction and can describe some of the features				
2b	Decodes the majority of phonic based words				
2b	Respond to the question 'does this sound right?' when he / she has incorrectly read a phrase / does this make sense?				
2b	Read a simple familiar text and answer simple written questions about it afterwards				

Additional Comments sheet



READING – LEVEL 2C / 2B / 2A (Continued)

Reference	Reading	Autumn Term	Spring Term	Summer Term	Comment
2b	Predict what might happen next in a story by drawing on knowledge from prior reading				
2b	Re-read a passage for understanding				
2b	Pupils' reading of simple unfamiliar texts is almost entirely accurate and well-paced, taking some account of punctuation.				
2b	When reading unfamiliar words or symbols they combine a range of strategies (phonic, graphic, grammatical and contextual) to establish meaning.				
2b	They show understanding of texts by commenting on features such as plot, setting, characters and how information is presented				

2a	Uses punctuation to aid fluency and expression e.g. pauses at a full stop, voice rises for questions etc.				
2a	To express an opinion about a text and use parts of the text to justify it				
2a	Read familiar texts silently				
2a	Respond to the question 'does this sound right?' when he / she has incorrectly read a phrase / does this make sense? Notices when reading doesn't make sense and resolves this				
2a	Follow a simple set of written instructions e.g. a recipe				
2a	Able to offer an opinion on what s/he has read				
2a	Uses a range of strategies to find relevant information in texts e.g. makes use of the contents page and index				
2a	Locate a word in a dictionary				
2a	Pupils read simple unfamiliar texts accurately.				
2a	Their independent reading shows they can read ahead and make use of expression and intonation to enhance meaning.				
2a	In responding to stories, they identify and comment on the main characters and how they relate to one another.				
2a	They express opinions about events and actions and comment on some of the ways in which the text is written or presented.				



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READING – LEVEL 3C / 3B / 3A

Reference	Reading	Autumn Term	Spring Term	Summer Term	Comment
3c	Makes comparisons with other texts read e.g. similarities in plot topic or by the same author				
3c	Read aloud fluently and with appropriate expression to a variety of audiences				
3c	Read silently and with sustained concentration				
3c	Reads 90% of next 200 words from 'Letters and Sounds'				
3c	Talk about words and phrases that the author has used to create mood and build suspense				
3c	Use blurbs, chapter headings and indexes to search for and locate information quickly				
3c	Understand and refer to the main events or themes of a text				
3c	Discuss actions of main characters and give opinion referring to text				
3c	Pupil reads a range of texts fluently and accurately				
3c	Reads independently using strategies appropriately to establish meaning				
3c	In responding to fiction and non-fiction they show understanding of the main points and express preferences				
3c	They use their knowledge of the alphabet to locate books and find information				

3b	Use non-fiction material to find the answer to set questions				
3b	Locates information in a dictionary or encyclopaedia with adult help				
3b	Use the second and third letter when searching for a word or book				
3b	Can identify and talk about a range of different text forms such as letters, lists, recipes, stories, newspapers				
3b	Scan a text to locate information quickly and use this information to talk about the text				
3b	Compare different versions of the same story e.g. traditional tales				
3b	Give an opinion on a text and justify why e.g. I like horror because.....				

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WRITING – LEVEL 2C / 2B / 2A

Reference	Writing	Autumn Term	Spring Term	Summer Term	Comment
2a	Can consistently structure basic sentences with capital letters and full stops in a longer piece of writing i.e. one page				
2a	Can use a connectives other than 'and' e.g. but, so, then				
2a	Writing is becoming interesting and with more ambitious vocabulary				
2a	Can vary the structure of sentences to interest the reader e.g. questions, direct speech or opening with a subordinate clause e.g. 'As the pig crept out of the house the wolf pounced'				
2a	Can make writing lively and interesting (e.g. consciously varies sentence length / uses punctuation to create effect etc.)				
2a	Can link ideas and events, using strategies to create 'flow' (e.g. last time; also; after; then; soon; at last; and another thing...)				
2a	Can use own adjectives and descriptive phrases for detail and emphasis				
2a	The writing communicates meaning in a way which is lively and generally holds the reader's interest.				
2a	Some characteristic features of a chosen form of narrative or non-narrative writing are beginning to be developed.				
2a	Links between ideas or events are mainly clear and the use of some descriptive phrases adds detail or emphasis.				
2a	Growing understanding of the use of punctuation is shown in the use of capital letters and full stops to mark correctly structured sentences.				
2a	Spelling of many monosyllabic words is accurate, with phonetically plausible attempts at longer, polysyllabic words.				
2a	Handwriting shows accurate and consistent letter formation.				



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WRITING – LEVEL 3C / 3B / 3A

Reference	Writing	Autumn Term	Spring Term	Summer Term	Comment
3c	Can write in an organised, imaginative and clear manner. Can produce work which is clear with an introduction, middle and an end.				
3c	Can use a range of writing styles and organise my ideas to suit e.g. diary entries, recounts, newspaper reports and letters				
3c	Can begin to adapt what I am writing for the audience e.g. formal language for letters or simpler words for younger children				
3c	Can choose interesting and varied vocabulary to help the reader build a picture in their mind e.g. adjectives and adverbs				
3c	Can develop and extend ideas using a mixture of simple (includes one verb) and compound sentences (includes a connective)				
3c	Can use time connectives to structure writing e.g. firstly, then, afterwards, the following day				
3c	Usually makes sure that nouns and verbs agree e.g. 'The potatoes ARE hot' not 'The potatoes IS hot'				
3c	Use future tense including modal verbs e.g. might, could, should				
3c	Use phonic knowledge to help make sensible choices when spelling new words				
3c	Use spelling rules to help spell words correctly when the ending is changed e.g. tap changes to tapped				
3c	Use different story openings e.g. traditional, setting the scene, character, description, action				
3c	Can improve own writing correcting mistakes				



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WRITING - LEVEL 3C (Continued)

Reference	Writing	Autumn Term	Spring Term	Summer Term	Comment
3c	Use pronouns instead of repeating nouns e.g. he, his, they				
3c	Beginning to address the reader e.g. You'll never guess what happened next				
3c	Use the words that are right for the genre using a word bank				
3c	Beginning to use 1 st or 3 rd person in a piece of writing				
3c	Use different synonyms for said e.g. mumbled, shrieked, laughed				
3c	Can produce main features of different forms of writing which are used appropriately and are beginning to be adapted to different readers				
3c	Handwriting is joined, fluent, neat and legible				
3c	Punctuation to mark sentences (full stops, capital letters, exclamation marks and question marks) is used accurately				



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WRITING - LEVEL 3B

Reference	Writing	Autumn Term	Spring Term	Summer Term	Comment
3b	Organises stories into paragraphs e.g. opening, build-up, a problem and a resolution				
3b	Can adapt writing to suit the audience e.g. use formal language when writing to someone important or use simpler words for younger children				
3b	Can choose adjectives and adverbs carefully to create variety to help the reader build a picture in their mind				
3b	Can sometimes write complex sentences through adding a sub-ordinate clause e.g. <u>When the dog barked</u> , the baby woke up				
3b	Can extend sentences using a range of connectives e.g. when, because, if, while, for example, also, as well.				
3b	Can use accurate sentence punctuation in all sentences				
3b	Use commas within a list				
3b	Can spell words correctly e.g. (Chunks 2) groups of words containing more complex and more frequently used phonemes				
3b	Can use different openings in different forms of writing to interest the reader				
3b	Can proof read own work to make sure punctuation and spelling are accurate				
3b	Can use the apostrophe where letters have been missed out e.g. didn't, can't				
3b	Can use speech marks to punctuate speech accurately				



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WRITING - LEVEL 3B (Continued)

Reference	Writing	Autumn Term	Spring Term	Summer Term	Comment
3b	Can address the reader e.g. through questions, statements				
3b	Can use powerful verbs to show character or add impact e.g. noticed, pounced, staggered				
3b	Can vary sentence openers by starting with an adverbial phrase e.g. Who, Where, When				
3b	Can select the appropriate tense e.g. past, present or future				
3b	Spelling is usually accurate, including that of common polysyllabic words				

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