

PIVATS PERFORMANCE INDICATORS:					P SCALE / PIVATS STEP:
Pupil shows a reflex response, <i>e.g. alters eye movement in response to the introduction of a light source, is startled by a sudden sound or touch.</i>	Pupil accepts others around them (ignores, tracks with eyes, smiles but not engaging).  Pupil shows an awareness of others (stilling, reflex responses, stops crying).	Pupil accepts adult physical prompting during an activity, <i>e.g. in a sensory story pupil allows adult to physically prompt them to explore resources, press a switch.</i>	Pupil quieters or stops crying at the sound of a familiar sound or voice.	Pupil turns head <i>e.g. towards a familiar sound.</i>	<b>P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses</b> , for example, startling at sudden noises or movements. <b>Any participation is fully prompted.</b>
Pupil pays attention to surroundings <i>e.g. turning towards a person talking.</i>	Pupil may briefly focus attention towards familiar people, events or objects within the immediate environment.	Pupil briefly attends to a familiar adult performing an interesting activity, <i>e.g. stills, turns, eyes widen when adult performs an interesting action.</i>	Pupil responds to a familiar activity by occasional vocalisation/smiling/altering body movements, <i>e.g. they smile at a sound making object, or a flashing light.</i>  Pupil can be calmed by a gentle, familiar voice.	Pupil gives a more controlled reaction to a familiar activity, <i>e.g. smiling in response to a specific sound or tactile experience.</i>	<b>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</b> , for example, attending briefly to interactions with a familiar person. <b>They may give intermittent reactions</b> , for example, sometimes becoming excited in the midst of social activity.

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✓	P1(i) e	0.15	✓✓	P1(i) d	0.30	✓✓✓	P1(i) c	0.45	✓✓✓✓	P1(i) b	0.60	✓✓✓✓✓	P1(i) a	0.75
✓	P1(ii) e	0.90	✓✓	P1(ii) d	1.05	✓✓✓	P1(ii) c	1.20	✓✓✓✓	P1(ii) b	1.35	✓✓✓✓✓	P1(ii) a	1.50

PIVATS PERFORMANCE INDICATORS:

P SCALE / PIVATS STEP:

<p>Pupil begins to respond to familiar people, <i>e.g. smiling or vocalising.</i></p> <p>Pupil follows a sound by turning eyes.</p> <p>Pupil attends to a sound for several seconds.</p>	<p>Pupil begins to interact consistently with objects, <i>e.g. explores with fingers or hands.</i></p>	<p>Pupil shows awareness of a new activity or experience, <i>e.g. may turn away or become animated, vocally or physically.</i></p>	<p>Pupil accepts sensory experience, sharing exploration of an object with an adult, <i>e.g. child will focus attention upon an object in a sensory story by looking or touching.</i></p>	<p>Pupil engages interactively exploring objects with an adult when partially prompted, <i>e.g. reaching for an object or material exploring visually and/or physically.</i></p>	<p><b>P2 (i) Pupils begin to respond consistently to familiar events and objects. They react to new activities</b> for example, withholding their attention. <b>They begin to show interest in people, events and objects</b>, for example, smiling at familiar people. <b>They accept and engage in coactive exploration</b>, for example, focusing their attention on sensory aspects of stories or rhymes when prompted.</p>
<p>Pupil recognises a familiar adult, object or activity, <i>e.g. daily routine or staff member.</i></p> <p>Pupil begins to look fleetingly at the person talking to them.</p> <p>Pupil begins to make very fleeting eye contact.</p> <p>Pupil sometimes responds to name.</p>	<p>Pupil communicates simple choices, likes and dislikes through vocalisation and gesture, <i>e.g. when given a choice of two items, food and non-food consistently selects the same item.</i></p>	<p>Pupil performs some actions by trial and improvement.</p> <p>Pupil may repeat an activity many times gradually improving on the outcome, <i>e.g. keeps tapping a switch to gain the desired response.</i></p>	<p>Pupil co-operates when sharing objects during turn taking activities with a physical or verbal prompt, <i>e.g. they are able to push a ball/pass an object to another person when prompted to do so. They respond as the object is returned to them.</i></p> <p>Pupil shows a positive response to object of reference <i>e.g. vocalising, smiling, giving eye contact, reaching for object.</i></p>	<p>Pupil continues action once initiated, <i>e.g. continues to shake or bang an object.</i></p>	<p><b>P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses</b>, for example, reaching out to a favourite person. <b>They recognise familiar people, events and objects</b>, for example, vocalising or gesturing in a particular way in response to a favourite visitor. <b>They perform actions, often by trial and improvement and they remember learned responses over short periods of time</b>, for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues. <b>They co-operate with shared exploration and supported participation</b>, for example, taking turns in interactions with a familiar person, imitating actions and facial expressions.</p>

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✓	P2(i) e	1.65	✓✓	P2(i) d	1.8	✓✓✓	P2(i) c	1.95	✓✓✓✓	P2(i) b	2.1	✓✓✓✓✓	P2(i) a	2.25
✓	P2(ii) e	2.4	✓✓	P2(ii) d	2.55	✓✓✓	P2(ii) c	2.7	✓✓✓✓	P2(ii) b	2.85	✓✓✓✓✓	P2(ii) a	3

## PIVATS PERFORMANCE INDICATORS:

## P SCALE / PIVATS STEP:

<p>Pupil directs communication towards adult to gain attention, <i>e.g. by vocalising or reaching or making eye contact.</i></p> <p>Pupil sustains attention to a sound for an extended period <i>e.g. over 10-2</i></p> <p>Pupil consistently responds to name.</p> <p>Pupil looks more consistently at the person talking to them.</p> <p>Pupil gives a few seconds eye contact to familiar people.</p>	<p>Pupil is able to make choices and will request preferred activity, <i>e.g. by vocalising or reaching or making eye contact.</i></p>	<p>Pupil participates in shared activities sustaining concentration for short periods of time, <i>e.g. adult initiates activity, pupil continues briefly but may need further prompts to explore in a more complex manner. Turning over/ pushing another button.</i></p>	<p>Pupil begins to link some objects as tactile cues to events or activities, <i>e.g. cup for drink, spoon for dinner.</i></p>	<p>Pupil explores materials in increasingly complex ways, <i>e.g. they may manipulate or drop an object observing the results of their actions.</i></p>	<p><b>P3 (i) Pupils begin to communicate intentional attention through eye contact, gesture or action. They request events or activities</b>, for example, pointing to key objects or people. <b>They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways</b>, for example, reaching out and feeling for objects as tactile cues to events. <b>They observe the results of their own actions with interest</b>, for example, listening to their own vocalisations. <b>They remember learned responses over more extended periods</b>, for example, following the sequence of a familiar daily routine and responding appropriately.</p>
<p>Pupil communicates spontaneously and intentionally through facial expression or gesture or emerging vocalisation.</p> <p>Pupil recognises and responds to their own name within a group.</p>	<p>Pupil greets known people and may initiate interactions and activities with them, <i>e.g. pupil touches another person and gives them a book to indicate they would like a story or requests specific activity by activating a switch.</i></p> <p>Pupil maintains eye contact or attention with familiar adult during interaction.</p>	<p>Pupil remembers learnt responses over more extended periods of time, <i>e.g. they follow the sequence of a familiar daily routine such as break time, sitting appropriately and signing or saying thank you for their drink.</i></p>	<p>Pupil anticipates events from sounds or tactile or visual cues demonstrating emerging response to objects of reference, <i>e.g. links a swimming costume with going swimming.</i></p> <p>Pupil responds more to clap hands, high five, nod etc.</p>	<p>Pupil shares and explores an activity with another person for more extended periods; five minutes or longer.</p> <p>Pupil looks at or listens to the adult leading the activity.</p>	<p><b>P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities</b>, for example, prompting another person to join in with an interactive sequence. <b>They can remember learned responses over increasing periods of time and may anticipate known events</b>, for example, pre-empting sounds or actions in familiar poems. <b>They may respond to options and choices with actions or gestures</b>, for example, by nodding or shaking their heads. <b>They actively explore objects and events for more extended periods</b>, for example, turning the pages in a book shared with another person. <b>They apply potential solutions systematically to problems</b>, for example, bringing an object to an adult in order to request a new activity.</p>

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✓	P3(i) e	3.2	✓✓	P3(i) d	3.4	✓✓✓	P3(i) c	3.6	✓✓✓✓	P3(i) b	3.8	✓✓✓✓✓	P3(i) a	4
✓	P3(ii) e	4.2	✓✓	P3(ii) d	4.4	✓✓✓	P3(ii) c	4.6	✓✓✓✓	P3(ii) b	4.8	✓✓✓✓✓	P3(ii) a	5

## PIVATS PERFORMANCE INDICATORS:

## P SCALE / PIVATS STEP:

<p>Pupil demonstrates understanding of their own name, and of the names of familiar people, objects, signs or symbols in everyday contexts.</p> <p>Pupil engages with adult on favoured activity for a short time e.g. <i>throw and catch</i> or <i>sharing a book</i>.</p> <p>Pupil gives eye contact to adult on occasions during adult led activity.</p>	<p>Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations, e.g. <i>'Sit down'</i>.</p> <p>Pupil shows an understanding of yes/no.</p>	<p>Pupil understands some simple verbs and adjectives related to their own experience of the world, e.g. <i>drink, eat / dirty, hot</i>.</p>	<p>Pupil listens and responds to familiar rhymes and songs. They may participate by joining in with words or actions.</p>	<p>Pupil demonstrates understanding of 50 single words, signs or symbols, for familiar objects, in a range of contexts e.g. <i>in picture books, in the school and home environments</i>.</p>	<p><b>P4 Pupils demonstrate an understanding of 50 single words, including the names of familiar objects, signs or symbols, and respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations</b>, for example, "Get your coat", "Stand up", or "Clap your hands".</p>
<p>Pupil responds appropriately to questions about familiar or immediate events or experiences, e.g. <i>'Where is the ball?'</i> <i>'What are you doing?'</i></p> <p>Pupil attends to adult directed activity with 1:1 support for up to 5 minutes.</p>	<p>Pupil follows instructions containing at least two key words, signs or symbols, e.g. <i>'Put the spoon in the dish', 'Give the book to Johnny.'</i></p>	<p>Pupil is able to select objects by function, e.g. <i>when presented with an apple and a hat can indicate through preferred method of communication the apple when asked, 'Show me what you eat.'</i></p>	<p>Pupil responds to requests containing at least two key words, signs or symbols, e.g. <i>'What would you like for a snack?'</i></p>	<p>Pupil responds appropriately to simple questions such as <i>'Are you ready?'</i>, <i>'Is that your coat?'</i></p> <p>An appropriate response may be verbal or through sign, symbol or gesture.</p>	<p><b>P5 Pupils respond appropriately to questions about familiar or immediate events or experiences</b>, for example, <i>'Where is the ball?'</i>, <i>'What are you doing?'</i>, <i>'Is it yellow?'</i></p> <p><b>They follow requests and instructions containing at least two key words, signs or symbols</b>, for example, <i>"Put the spoon in the dish", "Give the book to Johnny"</i>.</p>

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✓	P4e	5.2	✓✓	P4d	5.4	✓✓✓	P4c	5.6	✓✓✓✓	P4b	5.8	✓✓✓✓✓	P4a	6
✓	P5e	6.4	✓✓	P5d	6.8	✓✓✓	P5c	7.2	✓✓✓✓	P5b	7.6	✓✓✓✓✓	P5a	8

PIVATS PERFORMANCE INDICATORS:					P SCALE / PIVATS STEP:
Pupil responds appropriately to a range of simple questions asked by a familiar adult.  Pupil intermittently pays attention to the leader of an activity for short periods.	Pupil follows instructions with 3 key words, signs or symbols given on an individual basis, <i>e.g. 'Give me the little red book.'</i>	Pupil is able to follow simple context embedded instructions given to a small group, <i>e.g. 'It is playtime - put your coat on.'</i>	Pupil is able to respond to others in group situations, for example, taking turns in a game.  Pupil listens and responds to the ideas of others <i>e.g. imitates others in their play.</i>	In a small group pupil can follow simple rules with minimal adult prompts, <i>e.g. can take turns when playing a familiar game involving turn taking.</i>	<b>P6 Pupils respond to others in group situations</b> , for example, taking turns appropriately in a game such as pass the parcel. <b>They follow requests and instructions with three key words, signs or symbols</b> , for example, "Give me the little red book".
Pupil can attend to and respond to, questions from familiar adults about recent experiences and events, <i>e.g. 'Where has the boy gone?'</i>  Pupil can follow simple direction from an unfamiliar adult more consistently.	Pupil can follow instructions with four key words or symbols, <i>e.g. 'Get the big book about dinosaurs from the library.'</i>	Pupil is able to follow a request with four key words or symbols, <i>e.g. 'Place the giraffe on the beach and the rabbit in the forest?'</i>	Pupil can listen, attend to and follow a story for short stretches of time, demonstrating this by answering simple questions about the story or drawing a picture with minimum support.	Pupil can attend to and respond to, questions from their peers about recent experiences and events, <i>e.g. 'Where is the big bike?'</i>	<b>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</b> , for example, 'Get the big book about dinosaurs from the library.' <b>They attend to and respond to, questions from adults and their peers about experiences, events and stories</b> , for example, "Where has the boy gone?"

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✓	P6e	8.4	✓✓	P6d	8.8	✓✓✓	P6c	9.2	✓✓✓✓	P6b	9.6	✓✓✓✓✓	P6a	10
✓	P7e	11	✓✓	P7d	12	✓✓✓	P7c	13	✓✓✓✓	P7b	14	✓✓✓✓✓	P7a	15

## PIVATS PERFORMANCE INDICATORS:

## P SCALE / PIVATS STEP:

Pupil is able to respond appropriately to questions about why or how, e.g. 'Why does a bird make a nest?' 'How does the Jack-in-the box work?'	Pupil follows a range of instructions combining 2 elements, e.g. 'Get a brush and mix the paint.'	Pupil can understand a message containing 4 key words / signs or symbols from a less familiar adult without prompts.	Pupil listens to stories attentively for longer periods of time and is able to demonstrate understanding during role play which he/she takes part in with confidence.	Pupil able to understand time concept words: yesterday / tomorrow, first / last.	<b>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?"</b>
	Pupil follows simple direction from an unfamiliar adult consistently.				

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✓	P8e	16	✓✓	P8d	17	✓✓✓	P8c	18	✓✓✓✓	P8b	19	✓✓✓✓✓	P8a	20

## PIVATS PERFORMANCE INDICATORS:

## PIVATS MILESTONE ONE:

Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE ONE STAGE 1
<p>Pupil understands straightforward, direct comments in some familiar situations and usually demonstrates this understanding through some appropriate responses.</p> <p>Pupil is beginning to use facial expression/body language to indicate response to the speaker e.g. <i>nodding of head; smile when pupil does not understand</i>, he/she is able to indicate this to the speaker.</p>	<p>Pupil understands and responds to the rules and routines of the classroom when talking or answering questions. e.g. <i>not shouting out on the carpet</i></p>	<p>Pupil is able to maintain attention for a short, focused time and listen to the speaker in a small group activity with adult support in a familiar setting.</p>	<p>Pupil demonstrates understanding of a familiar story by ordering at least three pictures depicting a sequence of events.</p>	<p>Pupil can listen to and answer questions asked by familiar people in a one-to one/familiar group situation.</p>	<p><b>Pupils understand and respond appropriately to straightforward comments or instructions directed at them in familiar circumstances.</b></p>

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✓	ONE-1e	21	✓✓	ONE-1d	22	✓✓✓	ONE-1c	23	✓✓✓✓	ONE-1b	24	✓✓✓✓✓	ONE-1a	25

## PIVATS PERFORMANCE INDICATORS:

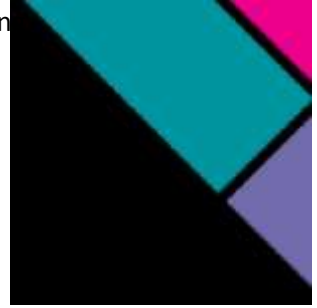
## PIVATS MILESTONE ONE:

Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE ONE STAGE 2
Pupil understands straightforward comments or instructions in familiar situations. This understanding is usually demonstrated through appropriate responses.	Pupil is able to respond to generic instructions given in familiar situations. e.g. <i>remember how we go into assembly; remember how we behave in the corridor.</i>	Pupil is able to maintain attention for a longer focused time (e.g.10 minutes) and listen to the speaker in a small group activity and in a whole class activity with some support.	Pupil demonstrates the ability to listen to a story by giving an appropriate response when asked a question about the main events and characters in a story being read in a group/class session.	Pupil can listen to and answer questions asked by less familiar people in a one-to one/familiar group/class situation.	<b>Pupils follow what others say and respond appropriately to straightforward comments in familiar, and some less familiar, circumstances.</b>

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✓	ONE-2e	26	✓✓	ONE-2d	27	✓✓✓	ONE-2c	28	✓✓✓✓	ONE-2b	29	✓✓✓✓✓	ONE-2a	30

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE ONE STAGE 3
<p>Pupil is able to listen to others and mainly responds appropriately in a range of familiar situations and some unfamiliar ones.</p> <p>Pupil begins to take turns in conversation, listening to others so s/he can enter on cue.</p>	<p>Pupil is able to respond to generic instructions given in a range of situations, some of which are unfamiliar. e.g. <i>when going on a school trip, the lining up rules still apply.</i></p>	<p>Pupil is able to maintain attention and listens to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area.</p>	<p>Pupil demonstrates an understanding of stories by starting to develop prediction skills.</p> <p>Pupil listens to recordings/watches DVDs/presentations and discusses the characters</p>	<p>Pupil can listen to and answer questions asked by unfamiliar people in a one-to one/familiar group/class situation and sometimes gives additional details in the answer.</p>	<p><b>Pupils follow what others say and respond appropriately in familiar, and some unfamiliar, circumstances.</b></p>

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✓	ONE-3e	31	✓✓	ONE-3d	32	✓✓✓	ONE-3c	33	✓✓✓✓	ONE-3b	34	✓✓✓✓✓	ONE-3a	35



PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE TWO STAGE 1  Pupils show they are listening by making relevant responses, including non-verbal, with known people.
Pupil is able to listen to known people and shows this by direct responses.	Pupil is able to listen to more detailed instructions, in the classroom situation, and shows understanding by responses. e.g. <i>put your books in a neat pile; tidy your tables and sit up smartly</i>	Pupil is able to sustain listening, to familiar speakers, in larger group situations such as assembly/whole class teaching Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened.	Pupil demonstrates understanding of an increasing range of texts (including nonfiction) through correctly identifying main events or key points.  Pupil listens to recordings/watches DVDs/presentations and discusses the highlights.	Pupil can listen to and answer questions asked by familiar people in larger group situations e.g. <i>Key Stage assemblies</i> .	
Pupil usually listens carefully in pairs and in small groups and shows this by making helpful contributions when speaking in turn.  Pupil is able to identify the key points and say what he/she has learnt.					

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✓	TWO-1e	36.5	✓✓	TWO-1d	38	✓✓✓	TWO-1c	39.5	✓✓✓✓	TWO-1b	41	✓✓✓✓✓	TWO-1a	42.5

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE TWO STAGE 2
<p>Pupil begins to show greater confidence in listening to familiar, and less familiar, individuals and groups and shows this by commenting on what has been heard.</p> <p>Pupil is able to recall the main points and ask relevant questions.</p>	<p>Pupil is able to listen to more detailed instructions, in familiar situations, and shows understanding by responses e.g. <i>get your pencil and ruler and walk sensibly to the group room.</i></p>	<p>Pupil is able to sustain listening, to less familiar speakers, in larger group situations such as assembly/whole class teaching. Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened.</p>	<p>Pupil demonstrates understanding of an increasing range of texts (including nonfiction) through correctly identifying main events or key points and is able to answer questions exploring these.</p> <p>Pupil listens to recordings/watches DVDs/presentations and expresses views about how a story or information has been presented and comments constructively.</p>	<p>Pupil can listen to and answer questions asked by less familiar people in larger group situations e.g. <i>Key Stage assemblies.</i></p>	<p><b>Pupils show they are listening by making relevant responses, including non-verbal, with familiar and less familiar people.</b></p>

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✓	TWO-2e	44	✓✓	TWO-2d	45.5	✓✓✓	TWO-2c	47	✓✓✓✓	TWO-2b	48.5	✓✓✓✓✓	TWO-2a	50

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE TWO STAGE 3
Pupil begins to show more confidence in listening in a range of circumstances including with people who are unfamiliar.	Pupil is able to listen to more detailed instructions, in a range of situations, some of which are unfamiliar, and shows understanding by responses e.g. <i>stay with your group leader and fill in your answer sheets as you go around the museum.</i>	Pupil is able to listen in more formal situations, with familiar and unfamiliar speakers e.g. <i>prize giving; church services; charity speakers</i> Later, through talking about or acting out what happened, pupil demonstrates that she/he has listened.	Pupil demonstrates understanding of an increasing range of texts (including nonfiction) by being able to discuss different aspects relevant to the text type e.g. <i>organisation of content in nonfiction; how a character is presented in fiction etc.</i>	Pupil can listen to and answer questions asked by unfamiliar people in larger group situations e.g. <i>Whole school assemblies.</i>	<b>Pupils show they are listening by making relevant responses, including non-verbal, with a range of people, including unfamiliar.</b>

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✓	TWO-3e	52	✓✓	TWO-3d	54	✓✓✓	TWO-3c	56	✓✓✓✓	TWO-3b	58	✓✓✓✓✓	TWO-3a	60

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	<b>PIVATS MILESTONE THREE STAGE 1</b>  <b>Pupils listen, and respond, appropriately and with some confidence to familiar adults and peers in a variety of group sizes within the school environment.</b>
<p>Pupil listens confidently in different contexts and shows this by exploring and communicating ideas, e.g. <i>in small and large groups both inside and outside the classroom to familiar adults and peers.</i></p> <p>Pupil is able to say whether they agree or disagree with others' points of view.</p>	<p>Pupil is able to listen to and remember a series of simple instructions from a familiar adult in familiar situations e.g. <i>instructions for a group activity during independent work.</i></p>	<p>Pupil is able to listen carefully both within small and large group situations to familiar adults and shows this by making relevant comments.</p>	<p>Pupil can listen and understand the main points of a text and process information. This is demonstrated through clearly sequencing ideas and including important details.</p>	<p>Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering questions.</p>	

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✓	THREE-1e	60.7	✓✓	THREE-1d	61.3	✓✓✓	THREE-1c	62	✓✓✓✓	THREE-1b	62.7	✓✓✓✓✓	THREE-1a	63.3

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE THREE STAGE 2
<p>Pupil listens confidently in a widening range of different contexts and shows this by exploring and communicating ideas, e.g. <i>in small and large groups both inside and outside the classroom to familiar, and less familiar, adults and peers.</i></p> <p>Pupil is able to say whether they agree or disagree with others' points of view and explain why.</p>	<p>Pupil is able to listen to and remember a series of instructions from a less familiar adult e.g. <i>a supply teacher giving instructions for a learning activity during group time.</i></p>	<p>Pupil is able to listen carefully both within small and large group situations to less familiar adults, and less familiar peers, and shows some awareness of audience by making relevant comments e.g. <i>speaking appropriately to younger children.</i></p>	<p>Pupil can listen to and understand the main points of a text and process information. This is demonstrated through identifying main points and subsidiary points; sequencing events, including important details and extra details.</p>	<p>Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering questions and making relevant comments.</p>	<p><b>Pupils listen, and respond, appropriately and with increasing confidence to familiar, and less familiar, adults and peers in a variety of group sizes within the school environment..</b></p>

Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score
✓	THREE-2e	64	✓✓	THREE-2d	64.15	✓✓✓	THREE-2c	64.3	✓✓✓✓	THREE-2b	64.45	✓✓✓✓✓	THREE-2a	64.6

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE
Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE THREE STAGE 3
<p>Pupil listens confidently in a wide range of different contexts and shows this by exploring and communicating ideas, e.g. <i>in small and large groups both inside and outside the classroom, and school; . On the playground, to unfamiliar adults and peers.</i></p> <p>Pupil is able to say whether they agree or disagree with others' points of view and explain why with extended answers.</p>	<p>Pupil is able to listen to and remember a series of instructions from a less familiar situation e.g. <i>a visiting poet/author giving instructions during a workshop session.</i></p>	<p>Pupil is able to listen carefully both within small and large group situations to familiar and unfamiliar adults and peers and demonstrates this by showing awareness of audience in responses. e.g. <i>using less colloquial language when speaking to the Chair of Governors.</i></p> <p>Pupil is able to listen carefully to others speaking and shows this by making relevant comments and begins making some changes to language and non-verbal features to suit content and audience.</p>	<p>Pupil can listen to and understand the main points of a text and process information. This is demonstrated through clearly sequencing ideas/ events, including a range of details and being able to offer an opinion on these.</p>	<p>Pupil is able to listen carefully to the content of a class discussion and demonstrates this through answering and asking questions and making relevant comments.</p>	<p><b>Pupils listen, and respond, appropriately and with increasing confidence to familiar, and unfamiliar, adults and peers in a variety of group sizes within the school environment.</b></p>

Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score
✓	THREE-3e	64.75	✓✓	THREE-3d	64.9	✓✓✓	THREE-3c	65.05	✓✓✓✓	THREE-3b	65.2	✓✓✓✓✓	THREE-3a	65.35

## PIVATS PERFORMANCE INDICATORS:

## PIVATS MILESTONE FOUR:

Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE FOUR STAGE 1
<p>Pupil listens with confidence in an increasing range of contexts, e.g. <i>in more formal situations and in unfamiliar surroundings when with familiar adults and peers in a small group situation</i> (e.g. with a visitor in school or on a visit out of school).</p> <p>Pupil is able to listen and take notes about the key points.</p>	<p>Pupil is able to listen to and remember a series of instructions from a less familiar setting, but with familiar adults e.g. <i>on a trip to a local football ground to investigate keeping fit, following instructions for using a heart-rate monitor</i></p>	<p>Pupil is able to listen and respond appropriately in group discussion to the contributions of others and is able to identify reasons for and against the point being discussed presented by the speaker e.g. <i>in a discussion about whether or not children should wear school uniform, pupil can recap reasons for and against "Sally says we shouldn't wear uniform because it's nice to wear your own clothes"</i>.</p>	<p>Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas and explaining ideas in his/her own words and is able to make links to previous learning/ experience</p>	<p>Pupil is able to listen carefully in class discussion and shows this by making suitable contributions.</p>	<p><b>Pupils are beginning to show some confidence when listening in a range of fairly familiar contexts, and with a range of people. In discussion, they listen and make some appropriate contributions and are beginning to ask questions which are responsive to others' ideas and views.</b></p>

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✓	FOUR-1e	65.5	✓✓	FOUR-1d	65.65	✓✓✓	FOUR-1c	65.8	✓✓✓✓	FOUR-1b	65.95	✓✓✓✓✓	FOUR-1a	66.1

## PIVATS PERFORMANCE INDICATORS:

## PIVATS MILESTONE FOUR:

Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE FOUR STAGE 2
<p>Pupil listens with confidence in an increasing range of contexts, e.g. <i>in more formal situations and in unfamiliar surroundings, with less familiar adults and peers</i> (e.g. visitors in school and out on visits).</p> <p>Pupil is able to listen and take notes about the key points and use these to feedback key messages.</p>	<p>Pupil is able to listen to and remember a series of instructions from a less familiar setting, and with less familiar adults e.g. <i>on a trip to a local football ground to investigate keeping fit, following instructions for using a heart-rate monitor with a teacher from another class.</i></p>	<p>Pupil is able to listen and respond appropriately in group discussion to the contributions of others and is able to identify reasons for and against and explain their understanding of the viewpoint of the speakers. e.g. <i>in a discussion about whether or not children should wear school uniform, the pupil can give the reasons for and against the viewpoints presented by different speakers "Sally says we shouldn't wear uniform because it's nice to wear your own clothes and show your own personality".</i></p>	<p>Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas, explaining ideas in his/her own words and by adding own comments/ thought to these.</p>	<p>Pupil is able to listen carefully in class discussion and shows this by making suitable contributions that are responsive to the ideas and views of others.</p>	<p><b>Pupils listen with increasing confidence in a range of contexts (including some less familiar ones), and with a range of people, including less familiar. In discussion, they listen and make appropriate contributions and asking questions, including some which are responsive to others' ideas and views.</b></p>

Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score
✓	FOUR-2e	66.25	✓✓	FOUR-2d	66.4	✓✓✓	FOUR-2c	66.55	✓✓✓✓	FOUR-2b	66.7	✓✓✓✓✓	FOUR-2a	67.2

## PIVATS PERFORMANCE INDICATORS:

## PIVATS MILESTONE FOUR:

Listening to others	Listening to instructions	Listening and attention	Listening to story/text	Listening to questions and discussions	PIVATS MILESTONE FOUR STAGE 3
<p>Pupil listens with confidence in an increasing range of contexts, e.g. <i>in more formal situations and in unfamiliar surroundings, including unfamiliar adults and peers and in a range of group sizes</i> (e.g. outside their own school environment e.g. cluster events; school trips to museums/theatre etc; larger events including other schools e.g. Music festivals/sporting tournaments).</p> <p>Pupil is able to listen and take notes about the key points and some added details and use these to feedback key messages.</p>	<p>Pupil is able to listen to and remember a series of instructions from a less familiar setting, and with unfamiliar adults e.g. <i>on a trip to a local football ground to investigate keeping fit, following instructions for using a heart-rate monitor with the football coach.</i></p>	<p>Pupil is able to listen and respond appropriately in group discussion to the contributions of others and shows this by being able to evaluate the evidence presented e.g. <i>in a discussion about whether or not children should wear school uniform is able to identify reasons for and give own evaluations of the viewpoint stated "Sally says we shouldn't wear uniform because it's nice to wear your own clothes and show your own personality. I disagree because it can become a competition about who has the nicest clothes".</i></p>	<p>Pupil is able to listen to information given through text and shows a clear understanding of content by recounting the main ideas, explaining ideas in his/her own words and by adding own comments/thoughts to these with justifications.</p>	<p>Pupil is able to listen carefully in class discussion and shows this by making suitable contributions and asking questions that are responsive to the ideas and views of others.</p>	<p><b>Pupils listen with confidence in a range of contexts, and with a range of people, including unfamiliar. In discussion, they listen carefully, making contributions and asking questions which are responsive to others' ideas and views.</b></p>

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✓	FOUR-3e	67.7	✓✓	FOUR-3d	68.2	✓✓✓	FOUR-3c	68.7	✓✓✓✓	FOUR-3b	69.3	✓✓✓✓✓	FOUR-3a	70