



INDEPENDENCE AND SELF HELP	SELF HELP UNDERSTANDING OF SELF NEEDS / LIFE SKILLS	INDEPENDENCE	COMMUNICATION	ORGANISATION	WELLBEING
P4	<p>Pupil actively engages in own toileting programme.</p> <p>Pupil actively engages in own feeding programme.</p> <p>Pupil actively engages in own dressing programme.</p>	<p>Pupil acts on some cues for familiar routines with support.</p> <p>Pupil takes part in familiar routines with support using visual or auditory cues, e.g. following a peer to line up for dinner.</p> <p>Pupil moves with increasing independence around familiar environments to complete routines, with verbal support.</p>	<p>Pupil shows an understanding of yes/no.</p> <p>Pupil communicates choice to an adult.</p> <p>Pupil consistently expresses basic needs and some wants through gestures/ vocalisations.</p>	<p>Pupil plays with own equipment – focus on own resources/ activities.</p> <p>Pupil follows familiar routines with support, e.g. tidying up after an activity.</p> <p>With prompts, pupil can select appropriate resources for familiar routines from a selection.</p>	<p>Pupil responds to praise/criticism</p> <p>Pupil responds either yes or no to an adult question.</p>
P5	<p>Pupil accepts playing alongside others.</p> <p>Pupil begins to follow a programme of feeding with verbal support.</p> <p>Pupil begins to follow a programme of dressing with verbal support.</p> <p>Pupil begins to follow a programme of toileting with verbal support.</p>	<p>Pupils begins to anticipate the next step in familiar classroom routines with prompts.</p> <p>Pupil moves away from familiar adult in new environment.</p>	<p>Pupil says please/thank you/sorry when reminded with prompts.</p> <p>Pupil begins to anticipate the outcomes of their own actions.</p>	<p>Pupil can carry out familiar routines with peers when adult led.</p> <p>Pupil searches out and uses resources for familiar activities with prompts.</p>	<p>Pupil shows preference for activities.</p> <p>Pupil focuses on preferred activity.</p>
P6	<p>Pupil can point to main features on face/body when asked.</p> <p>Pupil can follow a programme of dressing with prompts.</p> <p>Pupil follows a programme of feeding with prompts.</p> <p>Pupil follows a programme of toileting with prompts.</p>	<p>Pupil participates in and follows unfamiliar routines, with support.</p> <p>Pupil uses resources for familiar activities independently.</p>	<p>Pupil communicates specific need and wants more consistently.</p> <p>Pupil uses basic manners, typically without prompts.</p> <p>Pupil begins to ask appropriately for help.</p> <p>Pupil expresses likes/dislikes more consistently.</p>	<p>Pupil can recognise their own belongings, e.g. coat and school bag.</p> <p>Pupil carries out routines in familiar settings independently.</p> <p>Pupil searches out resources for familiar routines and self-chosen activities independently.</p>	<p>Pupil can walk into classroom with increasing confidence, e.g. understands routine and happy to cooperate.</p> <p>Pupil aware of accident/ deliberate.</p> <p>Pupil shows some awareness of danger.</p> <p>Pupil accepts assistance in unfamiliar settings.</p>



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P7	<p>Pupil follows a programme of dressing independently.</p> <p>Pupil follows a programme of feeding independently.</p> <p>Pupil follows a programme of toileting independently.</p> <p>Pupil begins to carry out some aspects of personal hygiene.</p>	<p>Pupil can find their way to a familiar room, person or move to a new self-chosen activity with support.</p> <p>Pupil can give their attention to a familiar task/activity without prompts.</p>	<p>Pupil can follow simple direction from an unfamiliar adult more consistently.</p>	<p>Pupil can follow classroom routines and sit quietly when appropriate for increasing periods of time.</p> <p>Pupil can take part in new directed and self-chosen activities and use the resources with support.</p>	<p>Pupil shows some awareness of how to keep safe in familiar situations.</p>
P8	<p>Pupil carries out aspects of basic personal hygiene independently, occasionally with adult support.</p> <p>Pupil recognises need for help and asks for this appropriately.</p>	<p>Pupil can initiate and take part in new activities more often.</p> <p>Pupil understands agreed codes of behaviour which help groups work together, e.g. the concept of waiting a turn in a small group.</p> <p>Pupil demonstrates turn taking in familiar situations.</p>	<p>Pupil follows simple direction from an unfamiliar adult consistently.</p>	<p>Pupil can choose tasks independently.</p> <p>Pupil knows the order of the school day, e.g. can follow a visual timetable independently.</p> <p>Pupil can collect equipment for familiar directed lessons/activities independently.</p> <p>Pupil recognises and can look after their own belongings.</p>	<p>Pupil is often sensitive to needs/feelings of others and shows respect for selves and others, e.g. will show concern when a peer is upset.</p> <p>Pupil can treat living things with care and concern, e.g. knows a pet needs food and water.</p> <p>Pupil knows how to keep safe in familiar situations/ routines e.g. stay on pavement when walking down road with adult.</p>
BRIDGE	<p>Pupil carries out routines, including those for personal hygiene independently.</p> <p>Pupil can correct own clothes if incorrect.</p>	<p>Pupil follows a variety of rules in different situations e.g. plays games according to the rules.</p> <p>Pupil can play cooperatively, including sharing activities in less demanding situations.</p>	<p>Pupil responds positively to instruction in 1:1 situations.</p> <p>In familiar situations, pupil actively communicates matters of interest to contribute to group task fulfilment.</p>	<p>Pupil can take account of one another's ideas about how to organise their activity.</p> <p>Pupil can contribute to the planning of familiar routines with occasional prompts.</p> <p>Pupil is aware of the structure of familiar routines.</p> <p>Pupil is aware of contrasting resources needed for different routines or activities.</p>	<p>Pupil shows basic understanding of safety in a wider range of situations, e.g. knows not to talk to strangers.</p> <p>Pupil shows sensitivity to others' needs and feelings to form positive relationships with adults and other children.</p> <p>Pupil can travel safely around school without an adult.</p>



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ONE	<p>Pupil recognises the need for good personal hygiene and demonstrates this.</p> <p>Pupil knows who is best placed to help them.</p> <p>Pupil knows how to sit quietly/stillness.</p> <p>Pupil begins to understand an increasing number of social rules.</p>	<p>Pupil can organise themselves in familiar activity without support, e.g. getting lunchbox for lunch. Working alone pupil plans simple tasks, selects and maintains attention in familiar small group activity.</p> <p>Pupil recognises a simple mistake and self manages to make it right.</p> <p>With some support, pupil can negotiate activities in unstructured times.</p>	<p>Pupil negotiates with others in a variety of situations with support.</p> <p>Pupil can carry out familiar routines with friends.</p> <p>Pupil is able to relay simple message.</p> <p>Pupil knows to call 999 in an emergency.</p>	<p>Pupil has simple problem solving, e.g. knows they are missing a pencil, knows how to solve the problem.</p> <p>Pupil can identify required resources when planning simple task or working with others.</p> <p>Pupil has awareness of time constraints involving organisation and works within familiar routines, e.g. work to be completed by end of lesson.</p> <p>Pupil can follow a weekly plan/timetable with support (may be visual/oral).</p>	<p>Pupil begins to demonstrate resilience,</p> <p>Pupil can list ways to stay safe.</p> <p>Pupil can list and describe some things that keep them healthy and with support make simple choices about aspects of their health.</p> <p>Pupil takes some steps to avoid risks.</p>
TWO	<p>Pupil can understand possible consequences of good/poor hygiene, e.g. becoming ill.</p> <p>When introduced to new routines, pupil listens and carries out activity appropriately.</p> <p>Pupil remains positive in event of problem or challenge, e.g. in learning or in relationships with peers.</p> <p>Pupil understands in simple terms where money comes from and some different ways in which it can be used.</p>	<p>Pupil begins to show more confidence in talking, sometimes to people who are unfamiliar.</p> <p>Pupil organises self to wear appropriate clothing, e.g. takes off jumper when hot.</p> <p>Pupil begins to check their own work and self- correct linked to criteria set (this may be prompted), e.g. does it have capital letters, and full stops?</p> <p>Pupil can carry out steps with support to travel on a simple journey.</p> <p>Pupil demonstrates increasing confidence at working independently.</p>	<p>Pupil can explain frustrations/ setbacks in an appropriate manner and be resilient in these situations,</p> <p>Pupil independently negotiates activities in unstructured times.</p> <p>Pupil can read some body language, non- verbal cues in order to sense what a familiar person is feeling.</p> <p>Pupil will ask for help for specific concerns.</p> <p>Pupil asks questions in wider situations.</p> <p>Pupil knows own telephone number and personal address.</p>	<p>When introduced to a new routine, pupil listens carefully and successfully undertakes new routine.</p> <p>Pupil has awareness of time constraints over longer periods of time involving organisation and work, e.g. homework to be handed in.</p> <p>Pupil can follow a weekly plan with increasing independence.</p> <p>Pupil can identify the main steps in a more complex task.</p>	<p>Pupil is developing resilience by standing up for themselves when challenged by peers.</p> <p>Pupil knows how keeping clean can reduce spread of diseases.</p> <p>Pupil knows not to share personal information with anyone.</p> <p>Pupil can recognise obvious dangers in unfamiliar settings.</p> <p>Pupil can recognise the need to stay safe online.</p>



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THREE	<p>Pupil is able to apply knowledge and begin to use a wider number of strategies (thinking flexibly).</p> <p>Pupil can identify different types of relationships.</p> <p>Pupil can show ways of maintaining good relationships.</p>	<p>Pupil, with support, begins to understand that effort is needed to achieve desired outcomes and to persevere.</p> <p>Pupil can carry out steps independently to travel on a simple journey including safety on/near a road.</p> <p>Pupil can recognise achievements of other pupils in the class and begin to say why.</p>	<p>Pupil can negotiate social activities with friends when there is a conflict with others.</p> <p>Pupil can reflect on planning for similar activities with some prompts.</p> <p>Pupil will ask for help in wider contexts.</p>	<p>Pupil can take part in and organise themselves in new routines and activities.</p> <p>Pupil is able to complete a number of tasks within a given timeframe.</p> <p>Pupil can complete simple action planning.</p>	<p>Pupil recognises and can resist peer pressure.</p> <p>Pupil knows the difference between harmful and helpful substances and how misuse can harm them.</p> <p>Pupil can recognise dangers in more varied situations.</p> <p>Pupil can manage unwanted attention from their peers, e.g. can stand up for themselves when another child tries to hold hands, put arms around, pulls etc.</p>
FOUR	<p>Pupil begins to understand basic facts about the value of money, how wages, tax and banks work.</p> <p>Pupil displays better self- control and use of divide, focused and selective information, e.g pupil can distinguish between conversations listening to one that is the more important?</p>	<p>Pupil perseveres in face of challenges and setbacks.</p> <p>Pupil can identify when they need help.</p> <p>Pupil reviews activities to inform future planning in a small group.</p> <p>Pupil avoids involvements in conflict situations or arguments,</p>	<p>Pupil can encourage others through their positive approaches. Pupil can explain the qualities of a good citizen.</p> <p>Pupil can express their views and listen to others and show respect for others. Pupil can repair harm and re build relationships.</p> <p>Pupil accepts others views to adjust own contribution to achievement of group task.</p>	<p>Pupil is more confident /flexibility in choosing strategies.</p> <p>Pupil is able to follow and write more detailed action plans.</p> <p>Pupil can prioritise time according to the priority of tasks.</p>	<p>Pupil has greater awareness of gender stereotypes and has a developing sense of gender identity.</p> <p>Pupil, with some support, can express simple ideas about how to develop healthy lifestyles.</p>
FIVE	<p>Pupil begins to know how they learn best, e.g. preference on layout, presentation, content, learning styles etc.</p> <p>Pupil begins to consider identity, self-awareness.</p> <p>Pupil understands about different jobs and develop skills for work in the future, e.g. roles in school.</p>	<p>Pupil approaches new tasks with a positive attitude.</p> <p>Pupil can modify and adapt their actions and ideas in response to familiar/ unfamiliar people and events.</p>	<p>Listen and respond carefully to others speaking and show this by making some variation to vocabulary to suit audience.</p>	<p>Pupil understands the benefits of wide variety of strategies and begins to choose the most effective.</p> <p>Pupil is more creative in strategies to use (within regulation or boundaries).</p>	<p>Pupil knows what happens when others' rights are not respected.</p> <p>Pupil can express simple ideas about how to develop healthy lifestyles.</p> <p>Pupils can understand how to manage risks in different familiar situations.</p> <p>Pupil can make judgements and decisions, with some support, some ways of resisting peer pressure around issues affecting healthy and well- being.</p>

