

PIVATS PERFORMANCE INDICATORS:					P SCALE / PIVATS STEP:
Pupil shows a reflex response, <i>e.g. blinks at a light, is startled by a sudden noise.</i>	Pupil shows intolerance or tolerance to a range of sensory stimuli, <i>e.g. stills when hand is stroked.</i> Pupil shows facial expression (eye flick/mouth movement) to stimulation of one of the senses.	Pupil reacts to contact with main carer. Pupil co-operates with an adult activity with a full physical prompt, <i>e.g. during a sensory story pupil allows adult to physically prompt them when handling an object of reference.</i> Pupil encounters peers in classroom and school environment.	Pupil demonstrates resistance to an unwanted activity or experience, <i>e.g. pupil physically pushes away an unwanted object.</i>	Pupil may indicate they are hurt <i>e.g. crying.</i>	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.
Pupil demonstrates awareness by stilling or turning towards a sound or light.	Pupil may briefly look towards familiar people, events or objects in their immediate line of vision.	Pupil briefly observes a familiar adult performing an interesting activity, <i>e.g. is attentive when an adult splashes water.</i> Pupil tolerates peers in a variety of school routines.	Pupil reacts spontaneously to a familiar activity by intermittently vocalising, waving their hands or through facial expression, <i>e.g. they smile at a sound making object, or when bubbles are blown.</i>	Pupil gives a more controlled reaction to a familiar activity, <i>e.g. they may clap their hands during a well known action song.</i>	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.

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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 responds to familiar people demonstrating this through consistent responses. They follow a familiar object by eye tracking.</p> <p>Pupil can build relationships with main carers e.g. <i>smiling when the adult approaches them.</i></p>	<p>Pupil interacts with objects by reaching for and holding them.</p> <p>Pupil cries or stills to unfamiliar stimulus e.g. <i>a peer crying.</i></p>	<p>Pupil shows awareness of a new activity or experience. They may turn away or become animated, vocally or physically.</p> <p>Pupil reacts in some ways to peers e.g. <i>cries at a peer screaming; stills at a peer.</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, <i>e.g. when prompted they reach for and handle an object exploring visually and/or physically before releasing.</i></p>	<p>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.</p>
<p>Pupil investigates a reaction from an object or an adult, <i>e.g. they activate a batting toy by touch or they direct vocalisation towards an adult in order to gain a response.</i></p> <p>Pupil purposefully responds to familiar people (smiling, eye-contact, changing facial expression).</p> <p>Pupil shows response to unfamiliar people eg. accepts gentle physical touch, may be warv.</p>	<p>Pupil communicates simple choices, likes and dislikes through vocalisation and gesture, <i>e.g. when given a choice of two toys consistently selects their favourite one.</i></p> <p>Pupil begins to communicate with other people to express immediate needs and wants e.g. <i>using facial expressions to enhance meaning.</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 computer switch to gain the desired response.</i></p>	<p>Pupil co-operates when sharing objects during give and take activities with a physical or verbal prompt, <i>e.g. they are able to push a ball to another person when prompted to do so. They attend as the ball is returned to them.</i></p> <p>Pupil responds more consistently to peers e.g. <i>smiles when hearing a favoured peer's voice.</i></p>	<p>Pupil begins to imitate actions such as clapping hands or banging on a table. They may smile in response to an adult smiling.</p>	<p>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 co-operate with shared exploration and supported participation, 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 and for physical contact. <i>E.g. by vocalising, reaching out or making eye contact.</i></p> <p>Pupil begins to communicate intentionally with others e.g. initiating through eye contact, gesture, action. This may be inappropriate e.g. grabbing, hitting to get attention.</p>	<p>Pupil is able to make choices and will request preferred activity by vocalising or indicating towards preferred object.</p>	<p>Pupil participates in shared activities sustaining concentration for short periods of time, <i>e.g. adult initiates activity in sand tray then withdraws allowing child to explore with greater independence.</i></p> <p>Pupil responds consistently to peers <i>e.g. laughs when child B shouts.</i></p>	<p>Pupil begins to explore objects as tactile cues to events or activities.</p> <p>Pupil requests events or activities <i>e.g. points to a favourite toy or snack cupboard.</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>Pupil indicates when they are uncomfortable <i>e.g. cries or gets frustrated when wet.</i></p>	<p>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.</p>
<p>Pupil communicates spontaneously and intentionally through facial expression, gesture and emerging vocalisation.</p>	<p>Pupil greets known people and may initiate interactions and activities with them, <i>e.g. pupil smiles at head teacher and gestures towards a favourite toy to indicate that they wish to play with the toy.</i></p> <p>Pupil displays more awareness of people who are familiar and unfamiliar.</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 milk time sitting appropriately and signing or saying thank you for their milk.</i></p> <p>Pupil responds to praise.</p>	<p>Pupil anticipates events from sounds and visual cues demonstrating emerging response to objects of reference, <i>e.g. links a swimming costume with going swimming.</i></p>	<p>Pupil shares and explores an activity with another person for more extended periods - five minutes or longer.</p>	<p>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.</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 uses a repertoire of between 10 and 50 single words, signs and symbols to communicate about events and feelings, for example, likes and dislikes.</p> <p>Pupil responds to praise/criticism.</p>	<p>Pupil imitates or repeats single words, signs, or symbols. May mimic phrases, <i>e.g. 'all-gone,' 'bye-bye.'</i></p> <p>Pupil responds appropriately to simple requests that contain one key word, sign or symbol in familiar situations <i>e.g. 'stop' or 'quiet'.</i></p> <p>Pupil responds consistently to clap hands, nod head, high five etc.</p>	<p>Pupil demonstrates that they have an emerging awareness of object names. They use the same word / sound / gesture / symbol for a particular object.</p>	<p>Pupil communicates by making representational sounds, <i>e.g. makes animal noises or machine sounds.</i></p> <p>Pupil communicates choice to an adult <i>e.g. refusal, pointing.</i></p> <p>Pupil consistently expresses basic needs and some wants through gestures/vocalisations.</p>	<p>Pupil uses between 10 and 50 single words, signs and symbols for familiar objects, <i>e.g. cup, biscuit.</i></p> <p>Pupil responds either yes or no to an adult question <i>e.g. 'Do you want a banana? ... yes or no'.</i></p>	<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 50 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>Pupil combines single words, signs or symbols to communicate meaning to a range of listeners, <i>e.g. 'Mummy gone' or 'more drink.'</i></p>	<p>Pupil attempts to repair misunderstandings without changing the words used, <i>e.g. by repeating a word with a different intonation or facial expression.</i></p>	<p>Pupil begins to combine 2 key ideas or concepts in simple phrases, <i>e.g. 'dolly chair', 'ball gone'.</i></p>	<p>Pupil engages in simple two-way conversations, <i>e.g. when reading a picture book with an adult responds verbally or through signs or symbols to a very simple question about the picture.</i></p> <p>Pupil engages with less familiar people.</p>	<p>Pupil uses a vocabulary of over 50 words.</p> <p>Pupil says please/thank you/sorry when reminded with prompts <i>e.g. signing, PECS, electronic devices.</i></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 misunderstanding 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>

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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:
<p>Pupil initiates and maintains short conversations about familiar events using their preferred medium of communication.</p> <p>Pupil expresses likes/dislikes more consistently.</p> <p>Pupil responds to reciprocal interactions e.g. <i>asks someone to play.</i></p>	<p>Pupil can use prepositions such as 'in' or 'on'.</p>	<p>Pupil is able to combine 3 words / signs / symbols to communicate meaning in a familiar situation. e.g. <i>'daddy sit chair.'</i></p> <p>Pupil begins to ask appropriately for help.</p>	<p>Pupil uses some pronouns e.g. 'my', 'it', 'he/she' <i>when retelling an event or a familiar story. 'It was the bears' house.'</i></p> <p><i>Pupil can answer questions beginning to describe skills they have used as part of a piece of work e.g. writing, cutting, drawing.</i></p>	<p>Pupil starts to ask simple questions such as 'What's that?', 'Where's cat?'.</p> <p>Pupil infers a question by use of intonation, e.g. <i>'Dog gone!'</i></p> <p>Pupil uses basic manners e.g. <i>please, thank you</i>, typically without prompts.</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>
<p>Pupil talks about present, past and future events using simple phrases and statements, e.g. <i>'We going cinema on Friday.'</i></p> <p>Pupil can attend to and respond to questions from familiar adults and peers about recent experiences e.g. 'Where has the boy gone?' 'Where is the big bike?'.</p>	<p>Pupil uses regular plurals correctly.</p>	<p>Pupil is able to link up to 3 key words, signs or symbols to communicate appropriately simple ideas to others either one-to-one or in small group, e.g. <i>'I want big chocolate muffin.'</i></p>	<p>Pupil uses conjunction, 'and' when retelling an event or a familiar story to link ideas or add new information beyond what is asked.</p>	<p>Pupil is able to convey information to the listener by adding new information beyond what is asked.</p> <p>Pupil may initiate communication with peers about a topic of interest e.g. <i>walking over to peer and telling them about a new toy.</i></p>	<p>P7 Pupil uses 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 groups discussions and role play. They use the conjunction 'and' to link ideas or add new information beyond what is asked.</p>

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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:
<p>Pupil talks about present, past events and future plans with greater accuracy.</p> <p>Pupil can refer out of context to past events, e.g. 'Yesterday I stuck it on the paper.'</p>	<p>Pupil begins to show regular verb endings when using past tense '-ed'. There is still over generalisation of irregular verbs, e.g. 'I runned.'</p> <p>Pupil can use possessives. e.g. 'Emma's book.'</p>	<p>Pupil is able to link up to 4 key words, signs or symbols to communicate one-to-one and in a small group, e.g. 'The hairy giant shouted at Finn.'</p> <p><i>Pupil can use conjunctions that suggest cause, e.g. 'cos', to link ideas.</i></p>	<p>Pupil takes part in role play with confidence.</p> <p>Pupil initiates conversations and attends to what others say – both peers and adults.</p>	<p>Pupil is now able to use a more extensive range of vocabulary to convey meaning to the listener.</p> <p>Pupil is able to respond appropriately to 'why' and 'how' questions e.g. <i>Why does a bird make a nest? How does this toy work?</i></p> <p>Pupil can ask lots of questions to find out more specific information e.g. Who? and Why?</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>

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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE ONE STAGE 1 Pupil can sustain talk with familiar people and is able to convey meaning including some relevant details. Pupil is developing awareness of the listener and uses an appropriate 'speaking' voice for different situations.
<p>Pupil begins to show some confidence in talking to familiar people.</p> <p>Pupil is able to retell the main points of a story clearly.</p> <p>Pupil can recite simple rhymes with support.</p>	<p>Pupil conveys simple meaning to familiar people in 1-1/small groups with adult support and includes some relevant details.</p> <p>Pupil looks the listener.</p>	<p>Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals.</p> <p>Pupil is able to use some conjunctions and 'joining words' for time, e.g. 'and', 'but', 'so', 'then'.</p>	<p>Pupil can show some awareness of the listener by staying on topic e.g. <i>not suddenly commenting on somebody's shoes when the conversation is about pets.</i></p>	<p>Pupil can adapt volume of talk to the environment but may need regular reminders e.g. <i>playground voice and classroom voice.</i></p> <p>Pupil can mimic characters through improvisation and role play.</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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE ONE STAGE 2
<p>Pupil can clearly retell the main points of a familiar story in the correct sequence.</p> <p>Pupil can recite simple rhymes by heart.</p>	<p>Pupil conveys simple meaning to familiar small groups /class groups with some adult support and includes relevant details.</p> <p>Pupil takes it in turns to speak and listens to others' suggestions.</p>	<p>Pupil talks in simple grammatical form about matters of immediate interest to familiar individuals and groups.</p> <p>Pupil is able to use a wider range of conjunctions and 'joining words' for time e.g. 'because', 'next', 'soon.'</p>	<p>Pupil is beginning to add some detail during discussions.</p> <p>Pupil uses appropriate tone and volume during discussions.</p>	<p>Pupil usually adapts volume of voice and choice of vocabulary to appropriate environment and audience e.g. <i>Would avoid using inappropriate language in class. When participating in role play, the pupil adapts different voices for characters.</i></p>	<p>Pupil is able to sequence and retell the main events in a familiar story and can recite simple rhymes by heart. Pupil is able to take turns when speaking and will listen to other speakers. Pupil is able to use a range of conjunctions to extend sentences and is learning to adapt voice to different purposes and audiences.</p>

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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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE ONE STAGE 3
<p>Pupil can clearly retell a familiar story using some story language.</p> <p>Pupil makes deliberate eye contact to get the listener's attention in a 1-1 situation.</p> <p>Pupil reads aloud a familiar text with some expression.</p> <p>Pupil can recite an increasing number of simple rhymes and poems by heart.</p>	<p>Pupil conveys meaning to less familiar listeners in small group situations <i>e.g. a group he/she would not normally work with</i> and includes relevant details.</p> <p>Pupil can take turns to speak with another person or familiar small group and answer simple questions relating to the discussion.</p>	<p>Pupil talks in simple grammatical form about matters of immediate interest to less familiar listeners.</p> <p>Pupil can use some descriptive language <i>e.g. 'The elephant was as big as a bus'.</i></p>	<p>Pupil adds relevant detail to interest the listener.</p> <p>Pupil can speak audibly.</p> <p>Pupil uses gesture and tone of voice to convey meaning.</p> <p>Pupil may change non-verbal communication in response to the listener's reactions.</p>	<p>Pupil consciously takes more care with vocabulary choice with unfamiliar adults <i>e.g. when talking to the Headteacher.</i></p>	<p>Pupil is developing confidence when talking to others. Pupil can recount events from a familiar story using some story language and is able to take turns and answer simple questions relating to discussions. Pupil is beginning to show awareness of different listeners/audiences and is beginning to adapt talk accordingly.</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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE TWO STAGE 1
<p>Pupil can express him/herself in familiar group situations, speaking clearly, with some detail, when talking about something that interests them.</p> <p>Pupil begins to look deliberately at the audience. This may need some prompting.</p> <p>Pupil can read aloud, or recite poetry or story, with clarity and rhythm.</p>	<p>Pupil begins to show confidence in talking to less familiar individuals and demonstrates this by direct responses and speaking in turn.</p> <p>Pupil makes contributions during discussions in different group situations.</p> <p>Pupil usually listens carefully in order to respond to what others say and gives simple responses e.g. <i>I agree because, I disagree because, I thought.... because.</i></p>	<p>Pupil is beginning to use subordination to clarify his/her thinking when explaining or discussing ideas in a group situation.</p> <p>Pupil is able to use adjectives to give increasing detail, e.g. <i>'My new teddy is soft and cuddly. He's got shiny eyes.'</i></p>	<p>Pupil uses gesture and tone of voice to convey meaning and includes some details the listener needs to know.</p> <p>Pupil can say what he/she likes about a presentation or performance.</p>	<p>When presenting ideas or information, the pupil shows awareness of environment by speaking more slowly/ clearly and by experimenting with volume adapting talk from a classroom to a hall situation.</p> <p>Pupil demonstrates understanding of stories through adopting different roles, using appropriate 'voices' and acting out simple scenarios.</p>	
					<p>Pupil shows increasing confidence when speaking and shows awareness of the listener by using gesture, tone of voice and appropriate details. Pupil is aware of different environments and is beginning to experiment with volume and pace accordingly.</p>

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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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE TWO STAGE 2
<p>Pupil can express him/herself in less familiar group situations, speaking clearly and audibly, with some detail e.g. <i>retelling a story; recounting experiences/events etc.</i></p> <p>Pupil deliberately looks at the audience whilst speaking. This may not be sustained</p> <p>Pupil can read aloud, or recite poetry or story, with clarity and rhythm, intonation and expression.</p>	<p>Pupil begins to show confidence in talking to unfamiliar individuals and demonstrates this by direct responses when speaking in turn.</p> <p>Pupil allows others to talk without interrupting them.</p> <p>Pupil listens carefully to others' views and is beginning to negotiate next steps.</p> <p>Pupil is able to recognise the contributions of other group members.</p>	<p>Pupil increasingly uses subordination to clarify his/her thinking when explaining or discussing ideas in a group/class situation.</p> <p>Pupil experiments with a range of verbs in an attempt to clarify meaning e.g. <i>instead of 'he said', pupil uses 'he exclaimed', 'he shouted', 'he whispered.'</i></p>	<p>Pupil uses non-verbal gestures and is beginning to use carefully selected vocabulary to interest the listener.</p> <p>Pupil shows awareness of the importance of performance techniques to engage listeners/audiences e.g. <i>clarity of voice, expression.</i></p>	<p>When developing and explaining ideas pupil shows awareness of audience by speaking more slowly/ clearly and by experimenting with vocabulary.</p> <p>Pupil demonstrates understanding of stories through adopting different roles, using appropriate 'voices' and acting out a wider range of scenarios.</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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE TWO STAGE 3
<p>Pupil can develop ideas and express him/herself in larger group situations, speaking clearly audibly and using a growing vocabulary including some technical/meta language e.g. <i>"sharks are dangerous predators"</i>, <i>"the adjective 'pretty' describes the flowers"</i>.</p> <p>Pupil will usually look at the audience (now a larger group) whilst talking although this may not be sustained.</p> <p>Pupil begins to present information with props e.g. <i>models, diagrams, photographs, artefacts</i> etc using appropriate language and gesture.</p>	<p>Pupil begins to show confidence in talking to unfamiliar individuals and demonstrates this by direct responses and by including details the listener needs to know when speaking in turn.</p> <p>Pupil participates in whole class and group discussions and responds with appropriateness to what others say.</p> <p>Pupil is able to work in a group, take turns and complete a task.</p>	<p>Pupil uses subordination for time and reason to clarify his/her thinking when explaining or discussing ideas in a group/class situation.</p> <p>Pupil uses a range of verbs to clarify meaning e.g. <i>the cat pounced</i>.</p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication.</p> <p>Pupil may adapt the above showing awareness of different purposes and audiences e.g. <i>When describing non-fiction the descriptions will be factual rather than subjective e.g. the large, transparent jellyfish.... As opposed to the nasty, frightening jellyfish.</i></p> <p>Pupil identifies and discusses the importance of performance techniques to engage listeners/audiences e.g. <i>clarity of voice, expression</i>.</p>	<p>Pupil is able to speak using a range of sentence structures to suit an increasing range of purposes and audiences and including relevant detail, e.g. <i>during a science lesson can explain to the class what their group found out</i>.</p> <p>Pupil is beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.</p>	<p>Pupil can speak more confidently in a range of situations and to a range of audiences. Pupil is using a growing vocabulary, including technical and meta-language, and uses an increasing range of sentence structures depending on purpose and audience. He/she is using subordination for time and reason to clarify explanations. Pupil is becoming more aware of the differences between formal and informal talk.</p>

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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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE THREE STAGE 1 Pupil speaks clearly and audibly to familiar groups and can present correctly sequenced information and include important details. Pupil is able to work in a group and contribute to discussions, following agreed rules. Pupil has an awareness of Standard English and is able to engage listeners using a range of vocabulary, body language, types of voice etc. Pupil is able to recognise a range of presentation/performance techniques and is beginning to use these.
<p>Pupil can present information relating to main points of a text by ensuring that items are clearly sequenced and important details are included.</p> <p>Pupil speaks clearly and audibly to familiar groups with an awareness of appropriate pace, expression and non-verbal gesture.</p> <p>Pupil usually looks at the audience.</p> <p>Pupil can prepare texts for performance varying expression, volume, and tone appropriately</p>	<p>Pupil is able to express thoughts and ideas both within small and large group situations to familiar adults and peers.</p> <p>Pupil is able to follow agreed rules of discussion.</p> <p>Pupil is able to contribute in discussion through making suitable comments and asking relevant questions.</p> <p>Pupil is able to work in a group and allows everyone to contribute; is able to consider alternatives and reach an agreement.</p>	<p>Pupil is beginning to be aware of Standard English and when it is used.</p> <p>Pupil is able to give detailed descriptions of familiar and abstract events using an extended variety of adverbs, adjectives, pronouns and conjunctions. Eg. <i>When the astronaut arrived at the Space Station, he was really amazed by the beauty of the Earth and how small everything seemed</i></p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to familiar adults and peers in a small group/classroom situation.</p> <p>Pupil is able to recognise a wider range of presentation/performance techniques e.g. <i>use of props, music, choral techniques; pausing for effect etc</i> and discuss the effect on the listener/audience.</p> <p>Pupil uses some performance techniques to engage listeners/audiences e.g. <i>clarity of voice, expression.</i></p>	<p>Pupil is beginning to adapt to the needs of the listener by varying the tone, pace, volume and intonation and the use of vocabulary and level of detail.</p> <p>Pupil is able to identify formal and informal speaking situations.</p> <p>Pupil is able to take on a character role and engage in improvised dialogue as appropriate to the character and situation.</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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE THREE STAGE 2
<p>Pupil can present information ensuring that items are clearly sequenced and important details are included and that there is an effective ending.</p> <p>Pupil speaks clearly and audibly to less familiar and larger groups with an awareness of appropriate pace, expression and appropriate use of non-verbal gesture.</p> <p>Pupil consistently looks at the audience.</p> <p>Pupil can choose and prepare texts for performance and is able to use expression, volume and tone appropriately. The pupil may also include a range of other sound effects or experiment with different voices</p>	<p>Pupil is able to express thoughts and ideas both within small and large group situations to less familiar adults and peers.</p> <p>Pupil is able to recount the main points of the discussion.</p> <p>Pupil is able to contribute to a decision about rules for discussion and follow these.</p> <p>Pupil is able to contribute in discussion through making suitable comments and asking relevant questions.</p> <p>Pupil can work in a group and contribute to the organisation of roles and courses of action.</p>	<p>Pupil is using an increasing range of conjunctions to add subordination to speech e.g. <i>when, if, because, although, while, since, until, before, after, so etc.</i></p> <p>Pupil is increasingly aware of correct verb inflection when using was/were etc in speech.</p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to less familiar adults and peers in a small group/classroom situation.</p> <p>Pupil is able to recognise how mood and atmosphere can be created in live or recorded presentations or performances.</p> <p>Pupil begins to experiment with a wider range of presentation/performance techniques e.g. <i>use of props, music, choral techniques; pausing for effect etc and discuss the effect on the listener/audience.</i></p>	<p>Pupil is able to adapt what is said to the needs of the listener, varying the use of vocabulary and the level of detail.</p> <p>Pupil is aware of the differences between formal and informal speaking situations.</p> <p>Pupil is able to participate in improvised drama/role play, appropriately and develop characterisation through use of voice, gesture, expression and dialogue.</p>	<p>Pupil can structure talk and speak clearly and audibly in a range of situations and to a range of familiar and less familiar groups. Pupil is able to consistently look at the audience and can choose and prepare texts for performance using a range of techniques to engage the audience. Pupil is aware of the differences between formal and informal talk and adapts vocabulary, tone, volume of voice etc accordingly.</p>

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✓	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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE THREE STAGE 3
<p>Pupil can present information, taking into account the listeners' prior knowledge, ensuring that items are clearly sequenced and important details are included and that there is an effective ending.</p> <p>Pupil speaks clearly and audibly to unfamiliar and larger groups with an awareness of appropriate pace, expression and appropriate use of non-verbal gesture.</p> <p>Pupil is beginning to consciously look at members of the audience to engage them in the talk.</p> <p>Pupil can choose and prepare texts for performance and is able to use expression, volume and tone appropriately. Pupil will also include different voices or sound effects with increasing confidence eg. 'Ha, ha' croaked the wicked witch, 'I have you in my power!'</p>	<p>Pupil is able to express thoughts and ideas both within small and large group situations to familiar, and unfamiliar, adults and peers.</p> <p>Pupil is able to develop and agree on rules for effective discussion.</p> <p>Pupil is able to recount the main points of the discussion and make appropriate comments on these.</p> <p>Pupil is able to actively contribute to group work and is beginning to use the language of possibility to investigate and hypothesise. Eg. "What if we altered the weight? Would it float then?"</p>	<p>Pupil can effectively use adverbs when describing a range of fictional and non-fictional events/occurrences etc.</p> <p>Pupil is able to self-correct non-standard English errors at their age related expectations.</p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to unfamiliar adults and peers in a small group/class room situation.</p> <p>Pupil begins to make choices about using a wider range of presentation/performance techniques e.g. <i>use of props, music, choral techniques; pausing for effect etc</i> and discuss the effect on the listener/audience.</p>	<p>Pupil confidently adapts what is said to the needs of the listener, varying the use of vocabulary and the level of detail.</p> <p>Pupil is beginning to make active choices in adapting talk for formal and informal speaking situations.</p> <p>Pupil is able to take on a role in order to explore different courses of action or issues in a story.</p>	<p>Pupil speaks clearly and audibly to a range of familiar and unfamiliar groups with an awareness of appropriate pace, expression, gesture etc. Pupil can follow agreed rules for discussion and is able to actively contribute to group work. Pupil is able to correct non-Standard English errors at age-related expectations and makes active choices when adapting talk for formal and informal situations.</p>

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✓	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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE FOUR STAGE 1 Pupil is able to plan and deliver a more formal presentation using a range of techniques to engage the audience. These may include use of props, music, pausing for effect etc in addition to pace, volume, gesture etc. Pupil's spoken language shows evidence of more advanced grammatical structures and interesting and imaginative vocabulary.
<p>Pupil can plan a more formal presentation, ensuring that items are clearly sequenced and important details are included.</p> <p>Pupil speaks clearly and audibly in a range of situations or contexts with an awareness of appropriate pace, expression and appropriate use of non-verbal gesture.</p> <p>Pupil consciously looks at members of the audience to engage them in the talk.</p> <p>Pupil can participate in a group presentation presenting points of interest/ both sides of an argument logically and sequentially</p>	<p>Pupil is able to take on appropriate roles and responsibilities when working in pairs or in groups</p> <p>When taking on roles, pupil is aware of the appropriate language and responsibilities eg. <i>note-taker, leader, reporter</i> etc.</p> <p>Pupil is able to contribute in discussion and shows this by making suitable contributions and asking questions that are responsive to the ideas and views of others.</p>	<p>Pupil's spoken language begins to show evidence of advanced grammatical structures, including passive structures e.g. <i>'James is being chased by the dog'</i> and embedded clauses, <i>'I was going along the road, which was very wet, when I saw the car skid'</i>.</p> <p>Pupil is able to choose the language to justify their opinions.</p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to familiar adults and peers in larger group/out of classroom situation.</p> <p>Pupil makes deliberate choices about using a wider range of presentation/ performance techniques e.g. <i>use of props, music, choral techniques; pausing for effect</i> etc and discuss the effect on the listener/audience.</p>	<p>Pupil demonstrates an understanding of the listener's needs by adapting talk to the purpose, developing ideas thoughtfully and describing events and conveying opinions clearly.</p> <p>Pupil can adapt spoken English appropriately and is able to identify and use some of the features of standard English vocabulary and grammar.</p> <p>When taking on a role, the pupil can confidently use inference to improvise dialogue to show accurate characterisation and uses appropriate voice, gesture and expression to enhance performance.</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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE FOUR STAGE 2 Pupil participates confidently in presentations and is clear, audible and expressive. Pupil is able to adopt and maintain roles and responsibilities when working in a group and contributes appropriately to differing viewpoints. Pupil experiments with a range of taught grammar techniques when presenting different types of talk and is able to analyse and note how language is used in presentations and broadcasts.
<p>Pupil can plan a more formal presentation, ensuring that items are clearly sequenced, important details are included and that it closes effectively.</p> <p>Pupil speaks clearly and audibly in a wider range of situations or contexts with an awareness of pace, expression and use of non-verbal gesture.</p> <p>Pupil consciously looks at specific members of the audience to engage them in the talk.</p> <p>Pupil can participate in a group presentation presenting key points/ both sides of an argument, logically and sequentially and using appropriate detail/evidence to support the views given.</p>	<p>Pupil is able to take on and maintain appropriate roles and responsibilities when working in pairs or in groups.</p> <p>Pupil can develop and agree on rules for effective discussion and follow these consistently.</p> <p>Pupil can contribute appropriately to differing viewpoints and can offer reasons and evidence for their views, considering alternative opinions, e.g. <i>in a discussion about whether or not children should wear school uniform is able to identify reasons for and against and give reasons which support viewpoint.</i></p>	<p>Pupil uses a range of fronted adverbials to add detail and clarify speech.</p> <p>Pupil experiments with a range of taught grammar techniques when presenting different types of speech e.g. <i>expanded noun phrases - creative noun phrases for narrative events and factual noun phrases when discussing non-fiction.</i></p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to less familiar adults and peers in larger group/out of classroom situation.</p> <p>Pupil can identify different sections of presentations/broadcasts and is able to note how different phrases/ language used/music/camera angles etc signal a change or transition in focus.</p>	<p>Pupil can adapt spoken English appropriately and is able to identify and use an increasing range of the features of standard English vocabulary and grammar.</p> <p>When taking on a role, the pupil can confidently use inference to improvise dialogue and is able to recognise how characters see themselves and how they appear to others.</p>	

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✓	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:
Talking to Others	Talking with Others	Structuring Talk	Awareness of the Listener	Adapting Talk	PIVATS MILESTONE FOUR STAGE 3
<p>Pupil can plan a more formal presentation, taking into account purpose and audience and ensuring that items are clearly sequenced, important details are included and that it closes effectively.</p> <p>Pupil speaks clearly and audibly and confidently in a wide range of situations or contexts with an awareness of pace, expression and use of non-verbal gesture.</p> <p>Pupil consciously looks at specific members of the audience to engage them in the talk and may address them directly e.g. "Johnny, what do you think about that?".</p> <p>Pupil can participate in a group presentation presenting key points/both sides of an argument logically and sequentially, using evidence to support the views given and making using a range of appropriate language eg. <i>the language of persuasion</i>.</p>	<p>Pupil can work confidently and effectively in a group situation, taking responsibility for his/her role and using time effectively.</p> <p>Pupil is able to represent the main points of each speaker. He/ she is able summarise the different points of view and comment on these.</p> <p>Pupil can develop, agree, use and reflect upon rules for effective discussion.</p> <p>Pupil can make appropriately extended contributions to discussion and respond to others appropriately and effectively.</p>	<p>Pupil's spoken language is beginning to show evidence of advanced grammatical structures e.g. <i>embedded clauses</i>, 'I was going along the road, which was very wet, when I saw the car skid' and passive voice (although they will not know the terminology for this) 'James is being chased by the dog'.</p> <p>Pupil actively chooses to include taught grammar techniques for appropriate effect when in a range of speaking situations.</p> <p>Pupil confidently uses modal verbs when using the language of possibility.</p>	<p>Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication when speaking to unfamiliar adults and peers in larger group/out of classroom situation.</p> <p>Pupil can compare and contrast the different contributions of performance/broadcast techniques on the viewer/listener.</p> <p>Pupil makes conscious choices about the above when participating in presentations/ performances.</p>	<p>Pupil can adapt spoken English appropriately and is able to identify and use the appropriate features of standard English vocabulary and grammar for their age related expectations.</p> <p>Pupil is able to take on different roles effectively to explore how characters, and their behaviour, can be explored from different points of view.</p>	<p>Pupil has a clear sense of purpose and audience when planning and delivering a presentation. More formal talks are clearly structured and talk adapted appropriately. Pupil can make appropriate and extended contributions to discussions and works confidently and effectively in a group situation. Pupil uses interesting and imaginative vocabulary and non-verbal gestures to support communication and is able to take on different roles to effectively explore different characters' viewpoints.</p>

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