

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P1:
Pupil shows a reflex response, <i>e.g. alters eye/body movement in response to the introduction of auditory/tactile/visual/kinaesthetic/olfactory/gustatory stimuli.</i> Any participation is fully prompted.	Pupil is comforted in response to physical contact or familiar voice.	Pupil may be calmed by sound of soothing voice. Pupil may still or startle on hearing repeated sound sequence, <i>e.g. bell rung for few seconds.</i>	Pupil reacts to light, <i>e.g. student's pupils dilate or constrict, shuts eyes when light shines in face; blinks at a light.</i>	Pupil will accept an object placed in their hand. Pupil may actively move their arms or legs but their movements may be uncoordinated.	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 begins to show signs of an emerging awareness of familiar stimuli/text, through intermittent reactions to visual, auditory, kinaesthetic, tactile, smell, taste.	Pupil may turn head briefly or vocalise in response to person speaking. Pupil begins to react to familiar situations by smiling or vocalising.	Pupil moves eyes or turns towards sound sources or may establish fleeting eye contact. Pupil shows emerging awareness of sound of familiar voices and familiar sound events within regular routines, <i>e.g. music before specific activity, the sound of the taxi.</i>	Pupil moves eyes or turns towards light or nearby adult or object. Pupil is visually more aware of moving object/s within close proximity. Pupil fixates for longer periods at bright light or brightly coloured object.	Pupil investigates own hands. Pupil's movements may be more coordinated, <i>e.g. arms may wave together.</i> Pupils may grasp object briefly when placed in their hand.	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:					PIVATS MILESTONE P2:
Pupil begins to respond consistently to familiar sensory stimuli associated with text, <i>e.g. when listening to a familiar story or rhyme or poem pupil fixates on adult's face, smiles, vocalises or attends to adult's movements.</i>	Pupil's vocalisations are becoming more consistent, <i>e.g. vocalises when spoken to or makes different sounds to indicate varying moods or demonstrates awareness of some emotional tones/voices.</i>	Pupil moves head and eyes more consistently when attention is attracted by sounds. Pupil begins to respond consistently to familiar rhymes or chants, <i>e.g. he/she may become more animated.</i>	Pupil is visually alert and fixates on a familiar person or object in a sensory story when encouraged to do so. Pupil follows familiar adult movement and may move head intentionally to see visual stimuli. Pupil looks at objects of reference linked to routines of the day.	Pupil may grasp an object using a palmer grip then lets go non-intentionally, <i>e.g. grasps hanging objects within close proximity using random movements.</i> Pupil will reach for and explore a sensory text object when encouraged.	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.

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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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P2 CONTINUED:
<p>Pupil recognises and engages with familiar and unfamiliar sensory stimuli, <i>e.g. turns head to known person telling a story or rhyme, or moves head and eyes when attention is attracted.</i></p> <p>Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.</p>	<p>Pupil uses more purposeful vocalisations and non-verbal language including gesture and body language.</p> <p>Pupil begins to vocalise deliberately as a means of interpersonal communication.</p>	<p>Pupil experiments with voice sounds, <i>e.g. pitch, volume, vowel sounds, nasal sounds.</i></p> <p>Pupil begins to imitate actions and sounds, <i>e.g. tapping or repeating known vocalisation.</i></p> <p>Pupil is attentive to familiar environmental sounds and voice sounds.</p>	<p>Pupil recognises familiar people, objects, or events.</p> <p>Pupil visually tracks moving object until object moves out of visual field.</p> <p>Pupil engages in sustained visual attention to people, events and objects for short periods of time.</p>	<p>Pupil may transfer objects from one hand to another using any method.</p> <p>Pupil may knock over an object with intent.</p> <p>Pupil may use a raking or spreading action with paint or sensory text materials.</p> <p>Pupil releases object by intentionally opening hand to drop it.</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. 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(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:					PIVATS MILESTONE P3:
Pupil demonstrates intentional, spontaneous responses to familiar stories rhymes, or poems, <i>e.g. reaches, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.</i>	<p>Pupil vocalises deliberately to communicate and vocalisations begin to sound word-like.</p> <p>Pupil's gestures are becoming more developed and intentional.</p> <p>Pupil understands words like 'no' and 'goodbye' in familiar contexts.</p> <p>Pupil responds to own name.</p>	<p>Pupil experiments with sounds and enjoys the repetition of them, <i>e.g. repetitive strings, lah, lah, lah.</i></p> <p>Pupil uses hands to explore objects, materials or sensory text resources.</p> <p>Pupil's vocalisations contain vowels and consonants.</p>	<p>Pupil fixates on place where moving object disappears, <i>e.g. rolling ball off a table.</i></p> <p>Pupil shows visual interest in movements of people and objects in a busy environment for longer periods.</p> <p>Pupil seeks attention through eye contact.</p>	<p>Pupil uses primitive pincer grasp (thumb and fingers but not finger tips).</p> <p>Pupil intentionally transfers object from one hand to the other.</p> <p>Pupil uses hand and finger movements to explore objects and surfaces.</p> <p>Pupil drops or throws objects intentionally and watches them fall to the ground.</p> <p>Pupil holds an object and uses it to explore surfaces using different movements, <i>e.g. rubbing, tapping, banging, to and fro movements.</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>

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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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P3 CONTINUED:
<p>Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems.</p> <p>Pupil may begin to initiate interactions and activities, e.g. <i>gestures or signs for a story book or resource to indicate they wish to share a story.</i></p>	<p>Pupil understands simple instructions combined with a gesture, e.g. <i>'drink', 'eat', 'sit'.</i></p> <p>Pupil greets known people.</p> <p>Pupil may respond to options or choices with actions or gestures, e.g. <i>by nodding or shaking head.</i></p> <p>Pupil may use isolated words and gestures to communicate e.g. <i>signing for drink.</i></p>	<p>Pupil recognises tone of voice.</p> <p>Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. <i>bells for music or whistle for PE.</i></p> <p>Pupil remembers routines or rhymes over longer periods and anticipates related activities, e.g. <i>participates in the rhythm of a rhyme, poem, chant, song, piece of music, by tapping, clapping, patting to the rhythm.</i></p>	<p>Pupil recognises familiar people approaching from a distance.</p> <p>Pupil searches for an object that has disappeared from view, e.g. <i>lifts cloth to reveal object.</i></p> <p>Pupil remembers activities like this and begins to anticipate them.</p> <p>Pupils show interest in pictures.</p>	<p>Pupil can pick up small objects using a pincer grip.</p> <p>Pupil points to objects or people.</p> <p>Pupil uses either hand but may begin to show a preference for one.</p> <p>Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. <i>mark making may include scribble, stroke movements, dots, to and fro or circular movements or creating symbols from a selection on a computer.</i></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(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:					PIVATS MILESTONE P4:
SENTENCE STRUCTURE AND PUNCTUATION	USE OF VOCABULARY	PHONICS AND SPELLING	TEXT STRUCTURE AND ORGANISATION	HANDWRITING	
Pupil begins to understand that marks and symbols convey meaning, <i>e.g. scribble writing alongside a picture or placing photographs or symbols on a personal timetable.</i>	Pupil uses words, signs or gestures when communicating about objects and people who are of particular importance to them.	Pupil is aware of environmental instrumental and body percussion sounds. Pupil can identify the sounds they hear.	Pupil imitates or repeats single words, signs or symbols.	Pupil can show control in gross motor movements, <i>e.g. colours approximately within simple bold outlines.</i> Pupil demonstrates grip control by making or generating a mark. Pupil uses a variety of media to explore mark-making.	P4 Pupils show that they understand that marks and symbols convey meaning, for example, placing photographs or symbols on a timetable or in a sequence. They make marks or symbols in their preferred mode of communication.

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✓	P4e	5.2	✓✓	P4d	5.4	✓✓✓	P4c	5.6	✓✓✓✓	P4b	5.8	✓✓✓✓✓	P4a	6

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P5:
SENTENCE STRUCTURE AND PUNCTUATION	USE OF VOCABULARY	PHONICS AND SPELLING	TEXT STRUCTURE AND ORGANISATION	HANDWRITING	
<p>Pupil produces some meaningful print, signs or symbols associated with their own name, <i>e.g. copying own large initial letter of name.</i></p> <p>Pupil ascribes meaning to marks, <i>e.g. making letter-like shapes and identifying these as own name or significant words on pictures.</i></p>	<p>Pupil uses a widening range of vocabulary, <i>e.g. new word.</i></p>	<p>Pupil can copy and make sounds using voice, instruments, body percussion.</p> <p>Pupil can discriminate between sounds and describe the sounds they hear.</p> <p>Pupil can join in with actions during familiar songs and rhymes.</p>	<p>Pupil can communicate some ideas for scribing with adult support, <i>e.g. a shopping list or card.</i></p>	<p>Pupil shows greater control in the use of fine motor skills in a range of activities.</p> <p>Pupil can trace, overwrite or copy shapes or straight line patterns, <i>e.g. tracing or overwriting curves, circles or their name.</i></p> <p>Pupil establishes preferred hand for writing.</p>	<p>P5 Pupils produce meaningful marks or symbols associated with their own name or familiar spoken words, actions, images or events. For example, contributing to records of their own achievements or to books about themselves, their families and interests. They trace, overwrite or copy shapes and straight line patterns.</p>

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✓	P5e	6.4	✓✓	P5d	6.8	✓✓✓	P5c	7.2	✓✓✓✓	P5b	7.6	✓✓✓✓✓	P5a	8

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P6:
SENTENCE STRUCTURE AND PUNCTUATION	USE OF VOCABULARY	PHONICS AND SPELLING	TEXT STRUCTURE AND ORGANISATION	HANDWRITING	
<p>Pupil is able to represent their own name using some appropriate letters or symbols.</p> <p>Pupil differentiates between letters and symbols, e.g. producing a drawing to accompany writing.</p>	<p>Pupil uses language linked to stories and their own experiences, e.g. <i>Pupil selects some words/symbols when composing text, choosing between alternatives shown to them.</i></p>	<p>Pupil can copy and respond to rhythmic patterns and actions.</p>	<p>Pupil can develop ideas for composition with adult support, e.g. <i>Pupil helps with retelling a story/event through role-play or pupil talks to adult about own experiences, adult scribes and child copies underneath and draws picture.</i></p>	<p>Pupil holds a writing implement with increasing control.</p> <p>Pupil writes letters of their name using visual prompts, e.g. <i>using name card to copy-write own name for a purpose.</i></p>	<p>P6 Pupils produce or write their name in letters or symbols. They copy letter forms, for example, labels and/or captions for pictures or for displays.</p>

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✓	P6e	8.4	✓✓	P6d	8.8	✓✓✓	P6c	9.2	✓✓✓✓	P6b	9.6	✓✓✓✓✓	P6a	10

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P7:
SENTENCE STRUCTURE AND PUNCTUATION	USE OF VOCABULARY	PHONICS AND SPELLING	TEXT STRUCTURE AND ORGANISATION	HANDWRITING	
<p>Pupil writes own name independently from memory.</p> <p>Pupil uses pictures, symbols and letters in sequence to communicate meaning in writing and recording, e.g. <i>draw a picture of their family and label, using some letters correctly.</i></p>	<p>Pupil uses vocabulary and forms of speech that are increasingly influenced by experience of books, e.g. <i>saying 'once upon a time'.</i></p>	<p>Pupil shows awareness of rhyme, e.g. <i>responding to rhymes, songs, poems.</i></p> <p>Pupil shows awareness of alliteration, e.g. <i>recognising a variety of objects which begin with the same sound, playing eye-spy.</i></p> <p>Pupil's emergent/unaided writing may illustrate the ability to orally segment words.</p>	<p>Pupil can initiate and develop own composition with adult support, e.g. <i>stating purpose for writing 'this is my shopping list', ordering steps in instructions.</i></p>	<p>Pupil uses a tripod grip consistently.</p> <p>Pupil is beginning to use correct letter formation for a few letters, sometimes with visual prompts.</p> <p>Pupil writes from left to right.</p>	<p>P7 Pupils group letters and leave spaces between them as though they are writing separate words. They are aware of the sequence of letters, symbols and words, for example, selecting and linking symbols together, writing their names and one or two other simple words correctly from memory.</p>

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✓	P7e	11	✓✓	P7d	12	✓✓✓	P7c	13	✓✓✓✓	P7b	14	✓✓✓✓✓	P7a	15

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P8:
GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	PHONICS AND SPELLING	COMPOSITION	HANDWRITING	
<p>Pupil can write own name and other words from memory.</p> <p>Pupil uses appropriate upper and lower case letters when writing their name.</p> <p>Pupil can compose a simple sentence orally.</p> <p>Pupil can relate what own writing 'says'.</p>	<p>Pupil can use some appropriate vocabulary when composing sentences.</p>	<p>Pupil is able to orally segment words.</p> <p>Pupil uses phonic knowledge to attempt to write simple CVC words.</p> <p>Emergent/unaided writing may illustrate the ability to orally segment words.</p>	<p>Pupil can retell events in sequence, <i>e.g. recounting trip to the seaside using photographs as support.</i></p>	<p>Pupil is able to form recognisable letters, some of which are correctly formed.</p>	<p>P8 Pupils show awareness that writing can have a range of purposes, for example, in relation to letters, lists or stories. They show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right. They write or use their preferred mode of communication to set down their names with appropriate use of upper and lower case letters or appropriate symbols.</p>

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

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE BRIDGE:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil can write the correct letter in response to hearing each sound of the alphabet</p> <p>Pupil can segment spoken words and write the corresponding letters</p>	<p>Pupil can compose a short sentence (with support from an adult) and communicate it orally, or using the pupil's usual method of communication</p> <p>Pupil can use finger spaces between words with support from an adult (e.g. reminding the pupil to do this)</p>	<p>Pupil uses typical story vocabulary when discussing text, e.g. <i>wicked stepmother, good fairy</i></p>	<p>Pupil can sequence some events in narrative</p>	<p>Pupil can form most lower- case letters in the correct direction, starting and finishing in the right place</p>	<p>PIVATS MILESTONE BRIDGE</p> <p>Pupils are able to write the graphemes for the letters of the alphabet and can segment spoken words when writing. They can compose short sentences and are using spaces between words (although they may need support with both of these aspects). They can form most lower-case letters correctly.</p>

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✓	BRIDGEe	20.16	✓✓	BRIDGEd	20.33	✓✓✓	BRIDGEc	20.5	✓✓✓✓	BRIDGEb	20.65	✓✓✓✓✓	BRIDGEa	20.8

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil spells words using phonemes and graphemes already taught.</p> <p>Pupil begins to use their phonic knowledge to spell some words (<i>i.e. produce phonically plausible spellings</i>).</p> <p>Pupil correctly spells some common exception words (see appendix).</p>	<p>Pupil can orally compose a phrase or simple sentence and represent it in writing.</p> <p>Pupil is aware of full stops and capital letters but does not have secure grasp of their function.</p> <p>Pupil usually separates words with finger spaces.</p>	<p>Pupil begins to use formulaic phrases, <i>e.g. to open or close text – Once upon a time.</i></p> <p>Pupil uses simple adjectives in oral descriptions and may attempt to replicate this in writing, <i>e.g. big dog.</i></p>	<p>Pupil can orally plan and rehearse ideas when supported.</p> <p>Pupil can sequence simple events in narrative.</p> <p>Pupil can discuss his/her writing with adults.</p>	<p>Pupil can hold a pencil correctly.</p> <p>Pupil begins to form lower-case and capital letters correctly.</p>	<p>PIVATS MILESTONE ONE STAGE 1</p> <p>Pupils' writing communicates meaning through phrases and simple sentences. Pupils orally rehearse sentences and ideas before writing. Phonic knowledge is beginning to be applied to independent writing.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil spells an increasing range of words using phonemes and graphemes already taught.</p> <p>Pupil uses their phonic knowledge to spell unfamiliar words, (<i>i.e. produce phonically plausible spellings</i>).</p> <p>Pupil correctly spells an increasing number of common exception words (see appendix).</p> <p>Pupil is able to read back words he/she has spelt.</p>	<p>Pupil can orally compose, and then write, a series of simple sentences.</p> <p>Pupil shows awareness of capital letters and full stops and uses correctly in some instances.</p> <p>Pupil is beginning to use capital letter for the personal pronoun 'I'.</p> <p>Pupil is beginning to use capital letters for names of people, places and days of the week.</p> <p>Pupil is beginning to use simple conjunctions to link ideas, <i>e.g. 'and'</i>.</p>	<p>Pupil often imitates texts <i>e.g. use of some formulaic phrases and story language – fee fi fo fum</i>.</p> <p>Pupil begins to use simple technical language when appropriate, <i>e.g. weigh the flour</i>.</p> <p>Pupil uses simple description in writing.</p>	<p>Pupil can orally plan and rehearse ideas.</p> <p>Pupil can sequence ideas and events in narrative.</p> <p>Pupil can sequence ideas and events in non-fiction.</p> <p>Pupil checks that his/her writing makes sense.</p>	<p>Pupil can hold a pencil with an increasingly effective grip.</p> <p>Pupil forms an increasing number of lower-case and capital letters correctly.</p>	<p>PIVATS MILESTONE ONE STAGE 2</p> <p>Pupils' writing communicates meaning through simple sentences some of which are correctly punctuated with capital letters and/or full stops. Pupils orally rehearse a series of sentences and ideas before writing. Phonic knowledge is increasingly applied to independent writing. Pupils are able to re-read what they have written.</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
✓	ONE-2e	26	✓✓	ONE-2d	27	✓✓✓	ONE-2c	28	✓✓✓✓	ONE-2b	29	✓✓✓✓✓	ONE-2a	30

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil applies simple spelling rules and guidelines, <i>e.g. use of prefixes and suffixes – using 'un' to change kind to unkind.</i></p> <p>Pupil uses their growing phonic knowledge to spell unfamiliar words including making phonically plausible attempts at more complex words.</p> <p>Pupil correctly spells common exception words (see appendix).</p>	<p>Pupil orally rehearses and then writes in simple sentences.</p> <p>Pupil reads own writing to peers, teacher or other adult.</p> <p>Pupil punctuates most simple sentences with capital letters and full stops.</p> <p>Pupil uses capital letter for the personal pronoun 'I'.</p> <p>Pupil uses capital letters for names of people, places and days of the week.</p> <p>Pupil can identify, and is beginning to experiment with, question marks and exclamation marks.</p>	<p>Pupil uses formulaic phrases to open and close texts.</p> <p>Pupil is beginning to use language appropriate to text type, <i>e.g. In instructions and recounts uses first, next, after that.</i></p>	<p>Pupil orally plans and rehearses ideas.</p> <p>Pupil can use familiar plots for structuring the opening, middle and end of stories.</p> <p>Pupil can write in different forms with simple text type features, <i>e.g. instructions, recounts, poems, information texts.</i></p> <p>Pupil re-reads every sentence to check it makes sense.</p>	<p>Pupil can hold a pencil with an effective grip.</p> <p>Pupil forms lower-case and capital letters correctly, including clear ascenders and descenders.</p> <p>Pupil can form digits 0-9 correctly.</p>	<p>PIVATS MILESTONE ONE STAGE 3</p> <p>Pupils' writing communicates meaning through simple sentences most of which are correctly punctuated with capital letters and full stops. Pupils automatically use oral rehearsal prior to writing. Spelling is phonetically plausible and most Y1 common exception words and spelt correctly. Letter formation is clear and mainly correct.</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
✓	ONE-3e	31	✓✓	ONE-3d	32	✓✓✓	ONE-3c	33	✓✓✓✓	ONE-3b	34	✓✓✓✓✓	ONE-3a	35

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil applies some spelling rules, <i>e.g. an increasing range of suffixes such as -ness, -less, -ment</i>.</p> <p>Pupil segments spoken words into phonemes and represents these with appropriate graphemes.</p> <p>Pupil correctly spells an increasing number of common exception words (see appendix).</p>	<p>Pupil orally rehearses and then writes simple and compound sentences using 'and'.</p> <p>Pupil punctuates most sentences correctly with capital letters and full stops.</p> <p>Pupil uses capital letter for the personal pronoun 'I' more consistently.</p> <p>Pupil uses capital letters for names of people, places and days of the week more consistently.</p> <p>Pupil is beginning to use a wider range of punctuation, <i>e.g. exclamation marks, question marks</i>.</p>	<p>Pupil is beginning to consider use of more precise nouns, <i>e.g. buttercup rather than flower</i>.</p> <p>Pupil is beginning to use words for effect, <i>e.g. 'powerful' verbs</i>.</p> <p>Pupil selects and uses adjectives.</p>	<p>Pupil can discuss and plan his/her writing, <i>e.g. create a storymap</i>.</p> <p>Pupil can write about real and fictional events.</p> <p>Pupil can use simple text type features to write for a range of audiences and purposes, <i>e.g. to instruct, inform and entertain</i>.</p> <p>Pupil can edit and improve own writing in discussion with adults</p>	<p>Pupil can form lower-case and capital letters and digits of the correct size relative to one another.</p>	<p>PIVATS MILESTONE TWO STAGE 1</p> <p>Pupils' writing communicates meaning through simple and compound sentences using 'and'. Most sentences are correctly punctuated with capital letters and full stops and the pupil is beginning to experiment with other punctuation. Pupils automatically use oral rehearsal prior to writing. Pupil is beginning to apply a wider range of spelling rules, in addition to phonics, when writing independently. Letters are formed correctly.</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
✓	TWO-1e	36.5	✓✓	TWO-1d	38	✓✓✓	TWO-1c	39.5	✓✓✓✓	TWO-1b	41	✓✓✓✓✓	TWO-1a	42.5

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil applies an increasing number of spelling rules and guidelines, e.g. <i>common homophones</i>.</p> <p>Pupil segments spoken words into phonemes, and represents these with appropriate graphemes, spelling some correctly.</p> <p>Pupil correctly spells an increasing number of common exception words (see appendix).</p>	<p>Pupil is beginning to use a wider range of conjunctions to extend sentences, e.g. <i>but, so, because</i>.</p> <p>Pupil is beginning to use some variation in sentence openings, e.g. <i>first, after this, next</i>.</p> <p>Pupil punctuates most sentences correctly with capital letters and full stops, question and exclamation marks.</p> <p>Pupil is beginning to use commas in lists.</p> <p>Pupil is becoming aware of apostrophes used for contractions, e.g. <i>don't, can't, wouldn't, I'll, you're</i>.</p>	<p>Pupil identifies and generates simple noun phrases, e.g. <i>blue butterfly; granulated sugar</i>.</p> <p>Pupil identifies and selects verbs for effect.</p>	<p>Pupil can discuss and plan his/her writing, e.g. <i>create a storymap, collect new vocabulary, key words and ideas which may be added to the storymap</i>.</p> <p>Pupil can use an increasing range of text type features to write for a range of audiences and purposes, e.g. <i>to explain and persuade</i>.</p> <p>Pupil can edit and improve own writing in discussion with peers.</p>	<p>Pupil can form lower-case and capital letters and digits of the correct size relative to one another – using spacing between words which reflects the size of the letters.</p>	<p>PIVATS MILESTONE TWO STAGE 2</p> <p>Pupils' writing communicates meaning through simple and compound sentences using a wider range of conjunctions. Most sentences are correctly punctuated. Pupils continue to automatically use oral rehearsal prior to writing. Pupils use phonic knowledge and spelling rules to segment and spell unfamiliar words, when writing independently. Letters are formed correctly and are consistent in size.</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
✓	TWO-2e	44	✓✓	TWO-2d	45.5	✓✓✓	TWO-2c	47	✓✓✓✓	TWO-2b	48.5	✓✓✓✓✓	TWO-2a	50

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil applies an increasing number of spelling rules, <i>e.g. homophones and near homophones such as where and were.</i></p> <p>Pupil segments spoken words into phonemes, and represents these with appropriate graphemes, spelling most correctly.</p> <p>Pupil correctly spells common exception words (see appendix).</p>	<p>Pupil writes, and correctly punctuates, a range of simple and compound sentences using a range of conjunctions, <i>e.g. and, but, so, because.</i></p> <p>Pupil is beginning to use some subordination for time, <i>e.g. When we finished our writing, we went out to play. We went out to play when we finished our writing.</i></p> <p>Pupil uses subordination for reason, <i>e.g. I put my coat on because it was raining. Because it was raining, I put my coat on.</i></p> <p>Use of past and present tense is usually accurate.</p>	<p>Pupil identifies, generates and selects more complex noun phrases, <i>e.g. the blue butterfly with shimmering wings.</i></p> <p>Pupil generates, selects and uses verbs for effect.</p> <p>Pupil begins to identify adverbs.</p>	<p>Pupil can discuss and plan his/her writing using a wider range of formats, <i>e.g. flowchart, time-line, boxing up etc.</i></p> <p>Pupil can use an increasing range of specific text type features to write for a range of audiences and purposes, <i>e.g. to discuss.</i></p> <p>Pupil can edit and improve own writing in relation to audience and purpose.</p>	<p>Pupil's handwriting is clear and correctly formed and may be starting to use some of the diagonal and horizontal strokes needed to join letters.</p>	<p>PIVATS MILESTONE TWO STAGE 3</p> <p>Pupils' writing communicates meaning through simple and compound sentences using a wider range of conjunctions and some subordination. Pupils have an awareness of audience and purpose when planning writing and orally rehearsing ideas. Pupils segment words for spelling and apply their increasing knowledge of spelling rules.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings.</p> <p>Pupil identifies and spells some irregular past tense verbs correctly, <i>e.g. bring and brought</i>.</p> <p>Pupil identifies and spells some irregular plurals correctly, <i>e.g. mouse and mice</i>.</p> <p>Pupil correctly spells some Y3 words (see appendix).</p>	<p>Writing is generally composed in effective simple and compound sentences which are grammatically correct and well-punctuated.</p> <p>Pupil orally rehearses and writes complex sentences using conjunctions such as <i>when, if, because and after</i>.</p> <p>Pupil uses prepositions for where, <i>e.g. above, below, beneath, outside</i></p> <p>Inverted commas/speech marks are attempted where appropriate.</p>	<p>Pupil begins to show awareness of purpose and audience when choosing vocabulary.</p> <p>Pupil selects words for effect, <i>e.g. verbs and adjectives are chosen for impact; nouns are more specific such as poodle instead of dog</i>.</p>	<p>Pupil can identify purpose and audience for writing.</p> <p>Pupil can discuss and record ideas for planning using a range of formats, <i>e.g. chunking a plot, story maps, flow-charts, boxing up</i>.</p> <p>Pupil can create and develop settings for narrative.</p> <p>Pupil can group related ideas into sections in non-fiction.</p>	<p>Handwriting is sometimes joined and is legible with mostly accurate and consistent letter formation.</p>	<p>PIVATS MILESTONE THREE STAGE 1</p> <p>Pupils' writing communicates meaning through simple and compound and some complex sentences which are grammatically correct and well-punctuated. Vocabulary is selected for effect. Pupils have an awareness of audience and purpose when planning writing, orally rehearsing ideas and structuring text. Pupils segment words for spelling and apply their increasing knowledge of spelling rules.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings with increasing accuracy.</p> <p>Pupil identifies and spells an increasing number of irregular past tense verbs correctly, <i>e.g. think and thought</i>.</p> <p>Pupil identifies and spells in increasing number of irregular plurals correctly, <i>e.g. goose and geese</i></p> <p>Pupil correctly spells an increasing number of Y3 words (see appendix).</p>	<p>Pupil is beginning to identify main and subordinate clauses in complex sentences</p> <p>Pupil orally rehearses and writes complex sentences with a wider range of conjunctions, <i>e.g. before, after, until</i>.</p> <p>Pupil uses the determiner 'a' or 'an' according to whether the next word begins with a consonant or vowel, <i>e.g. a rock; an open box</i>.</p> <p>Pupil's use of simple past and simple present is secure. Pupil may be experimenting with other forms of tenses, <i>e.g. progressive: I am doing my homework; I was playing in the park</i>.</p>	<p>Pupil uses a range of technical and descriptive vocabulary appropriate to text type.</p> <p>Pupil identifies, selects and generates adverbs.</p> <p>Pupil begins to make connections between words and word families, <i>e.g. sign, signature, signal</i>.</p>	<p>Pupil can identify purpose and audience for writing.</p> <p>Pupil can create and develop a text based on models from reading.</p> <p>Pupil can create and develop characters for narrative.</p> <p>Pupil begins to group related material into paragraphs.</p> <p>Pupil can check for errors in spelling, grammar and punctuation in own writing.</p>	<p>Handwriting is legible and often joined with accurate and consistent letter formation.</p>	<p>PIVATS MILESTONE THREE STAGE 2</p> <p>Pupils' writing communicates meaning using a variety of sentence structures. Vocabulary is selected for effect and is appropriate to text type, audience and purpose. Writing is becoming more clearly structured and organised through the use of paragraphs. Pupils segment words for spelling, applying their increasing knowledge of phonics, morphology and spelling rules. Handwriting is consistently formed and often joined.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology, to attempt unknown spellings – mostly accurately.</p> <p>Pupil identifies and spells an increasing number of irregular past tense verbs correctly, e.g. <i>think and thought</i>.</p> <p>Pupil identifies and spells in increasing number of irregular plurals correctly, e.g. <i>goose and geese</i>.</p> <p>Pupil correctly spells most Y3 words (see appendix).</p>	<p>Pupil identifies main and subordinate clauses in complex sentences.</p> <p>Pupil orally rehearses and writes complex sentences with a wider range of conjunctions, e.g. <i>since, although, while</i>.</p> <p>Pupil is beginning to use commas to separate clauses in complex sentences where the subordinate clause appears first, e.g. <i>Although it was raining, we decided not to take our coats</i>.</p> <p>Pupil's use of simple past and simple present is secure. Pupil may be experimenting with other forms of tenses, e.g. <i>perfect form of verbs using 'have' and 'has' to indicate a completed action: he has gone out to play (present perfect) instead of he went out to play (simple past)</i>.</p>	<p>Pupil is involved in the generation of vocabulary banks and selects vocabulary, appropriate to text type, from these, e.g. <i>noun phrases, 'powerful' verbs, technical language</i>.</p> <p>Pupil effectively uses adverbs, e.g. <i>suddenly, silently, soon</i></p> <p>Pupil considers appropriate use of common synonyms, e.g. <i>for said and went</i></p> <p><i>"It's time for tea!" she shouted across the park.</i></p> <p>rather than</p> <p><i>"It's time for tea!" she whispered across the park).</i></p>	<p>Pupil can identify purpose and audience for writing and use this to inform use of structure, vocabulary and grammar in own compositions.</p> <p>Pupil can improvise, create and write dialogue to develop character.</p> <p>Pupil can group related material into paragraphs.</p> <p>Pupil can discuss and propose changes to writing with adults and/or partners.</p>	<p>Handwriting is usually joined and is legible with accurate and consistent letter formation.</p>	<p>PIVATS MILESTONE THREE STAGE 3</p> <p>Pupils' writing is increasingly more organised, imaginative and clear. There is an understanding of purpose and audience and the main features of different forms of texts are usually used. Sequences of sentences extend ideas logically and words are chosen for effect. The basic grammatical structure of different types of sentences is usually correct. Spelling is often accurate. Handwriting is joined and legible.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings.</p> <p>Pupil correctly spells some Y4 words (see appendix).</p>	<p>Pupil is beginning to orally rehearse and write sentences with fronted adverbials for when, e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i></p> <p>Pupil is beginning to use commas after fronted adverbials.</p> <p>Pupil uses commas to mark clauses in complex sentences.</p> <p>Pupil uses inverted commas/speech marks and is beginning to use other punctuation to indicate direct speech, e.g. <i>The tour guide announced, "Be back here at 4 o'clock."</i></p>	<p>Pupil identifies, discusses and selects vocabulary appropriate to purpose and audience.</p> <p>Pupil explores and collects word families to extend vocabulary, e.g. <i>medical, medicine, paramedic.</i></p> <p>Pupil uses precise nouns and extended noun phrases for effect.</p>	<p>Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar.</p> <p>Pupil can develop settings and characterisation through careful choice of vocabulary.</p> <p>Pupil can use organisational devices in non-fiction writing, e.g. <i>captions, text-boxes, diagrams, lists.</i></p> <p>Pupil can improve writing in light of evaluation with adults and peers.</p>	<p>Handwriting is joined.</p> <p>Letter formation is consistent in size and proportion.</p> <p>Downstrokes of letters are usually parallel and equidistant.</p> <p>Lines of writing are usually spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>PIVATS MILESTONE FOUR STAGE 1</p> <p>Pupils' writing is increasingly more organised, imaginative and clear. Pupils are beginning to use fronted adverbials to add detail and vary sentence openers. There is an understanding of purpose and audience and vocabulary is chosen to develop settings and characterisation. Pupils use phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings with increasing accuracy.</p> <p>Pupil correctly spells an increasing number of Y4 words (see appendix).</p>	<p>Pupil orally rehearses and write sentences with fronted adverbials for when.</p> <p>Pupil is beginning to orally rehearse and write sentences with fronted adverbials for where, <i>e.g. In the distance, a lone wolf howled.</i></p> <p>Pupil uses speech punctuation correctly and generally punctuates correctly within speech.</p> <p>Standard English verb inflections are used with increasing accuracy, <i>e.g. we were instead of we was.</i></p>	<p>Settings and characters are developed with careful consideration of vocabulary for effect.</p> <p>Vocabulary is generated and selected from word banks, <i>e.g. powerful verbs, adverbial phrases, technical language, persuasive phrases, alliteration etc.as appropriate to text type.</i></p>	<p>Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar.</p> <p>Pupil can develop settings and characterisation using vocabulary to create specific effects, <i>e.g. emphasis, humour, atmosphere, suspense.</i></p> <p>Pupil begins to use paragraphs to organise writing in fiction and non-fiction texts.</p> <p>Pupil can proofread and improve writing independently.</p>	<p>Handwriting is joined.</p> <p>Letter formation is consistent in size and proportion.</p> <p>Downstrokes of letters are increasingly parallel and equidistant.</p> <p>Lines of writing are increasingly spaced sufficiently so that the ascenders and descenders of letters do not touch .</p>	<p>PIVATS MILESTONE FOUR STAGE 2</p> <p>Pupils are able to write for an increasing number of purposes and audiences with accurate use of language and structural features; grammatical correctness and effective sentence punctuation. They are becoming more aware of how their writing affects the reader and are using an increasing number of techniques to achieve the required effect. They can plan and organise their writing – using paragraphs more effectively in both fiction and non-fiction writing. Fronted adverbials are used to link ideas within paragraphs. Spelling words from the Y4 list is generally accurate and pupils use phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings with increasing accuracy.</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:
PHONICS AND SPELLING	GRAMMAR AND PUNCTUATION	USE OF VOCABULARY	COMPOSITION	HANDWRITING	
<p>Pupil uses phonic knowledge and other knowledge of spelling, such as morphology and etymology, to attempt unknown spellings – spelling many accurately.</p> <p>Pupil correctly spells most Y4 words (see appendix).</p>	<p>Pupil orally rehearses and write sentences with fronted adverbials for when and where.</p> <p>Pupil uses commas to mark clauses in complex sentences and after fronted adverbials.</p> <p>Pupil is beginning to use apostrophes for singular and plural possession, e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</p> <p>Pupil can identify a range of determiners, e.g. <i>a, an, the, this, that, these, those, some, any etc</i>,</p>	<p>Pupil develops settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Pupil selects and effectively uses a range of vocabulary devices in independent writing, e.g. <i>powerful verbs, adverbial phrases, technical language, persuasive phrases, alliteration etc</i>.</p>	<p>Pupil identifies purpose and audience for writing and uses this to inform planning/writing with regard to structure, vocabulary and grammar.</p> <p>Pupil can improvise and create dialogue to develop character and events, demonstrating his/her understanding of Standard and non-Standard English.</p> <p>Pupil can link ideas across paragraphs using fronted adverbials for when and where, e.g. <i>Several hours later... Back at home...</i></p> <p>Pupil can proofread and improve writing independently.</p>	<p>Handwriting is joined.</p> <p>Letter formation is consistent in size and proportion.</p> <p>Downstrokes of letters are parallel and equidistant.</p> <p>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>PIVATS MILESTONE FOUR STAGE 3</p> <p>Pupils are able to write for an increasing number of purposes and audiences with accurate use of language and structural features; grammatical correctness and effective sentence punctuation. They use dialogue to develop character and events. They can plan and organise their writing and use fronted adverbials to link ideas within and across paragraphs. Spelling of words from the Y4 spelling list is generally accurate and pupils apply spelling rules, morphology and etymology to attempt unknown spellings.</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-3e	67.7	✓✓	FOUR-3d	68.2	✓✓✓	FOUR-3c	68.7	✓✓✓✓	FOUR-3b	69.3	✓✓✓✓✓	FOUR-3a	70