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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P1:
Pupil shows a reflex response, *e.g. alters eye/body movement in response to the introduction of auditory/tactile/ visual/kinaesthetic /olfactory/gustatory stimuli.* 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, *e.g. bell rung for few seconds.*	Pupil reacts to light, *e.g. student's pupils dilate or constrict, shuts eyes when light shines in face; blinks at a light.*	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, *e.g. music before specific activity, the sound of the taxi.*	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, *e.g. arms may wave together.* 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.**

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
✓	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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P2:
Pupil begins to respond consistently to familiar sensory stimuli associated with text, *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.*	Pupil's vocalisations are becoming more consistent, *e.g. vocalises when spoken to or makes different sounds to indicate varying moods or demonstrates awareness of some emotional tones/voices.*	Pupil moves head and eyes more consistently when attention is attracted by sounds. Pupil begins to respond consistently to familiar rhymes or chants, *e.g. he/she may become more animated.*	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 let's go non-intentionally, *e.g. grasps hanging objects within close proximity using random movements.* 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

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PIVATS PERFORMANCE INDICATORS:

Pupil recognises and engages with familiar and unfamiliar sensory stimuli, *e.g. turns head to known person telling a story or rhyme, or moves head and eyes when attention is attracted.*

Pupil shows increasing awareness of emotional tones in familiar voice or use of a character in a story.

Pupil uses more purposeful vocalisations and non-verbal language including gesture and body language.

Pupil begins to vocalise deliberately as a means of interpersonal communication.

Pupil experiments with voice sounds, *e.g. pitch, volume, vowel sounds, nasal sounds.*

Pupil begins to imitate actions and sounds, *e.g. tapping or repeating known vocalisation.*

Pupil is attentive to familiar environmental sounds and voice sounds.

Pupil recognises familiar people, objects, or events.

Pupil visually tracks moving object until object moves out of visual field.

Pupil engages in sustained visual attention to people, events and objects for short periods of time.

Pupil may transfer objects from one hand to another using any method.

Pupil may knock over an object with intent.

Pupil may use a raking or spreading action with paint or sensory text materials.

Pupil releases object by intentionally opening hand to drop it.

PIVATS MILESTONE P2:

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.

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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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P3:
Pupil demonstrates intentional, spontaneous responses to familiar stories rhymes, or poems, *e.g. reaches, vocalises or makes eye contact to request continuation of event or activity within familiar story, rhyme or poem.*	Pupil vocalises deliberately to communicate and vocalisations begin to sound word-like. Pupil's gestures are becoming more developed and intentional. Pupil understands words like 'no' and 'goodbye' in familiar contexts. Pupil responds to own name.	Pupil experiments with sounds and enjoys the repetition of them, *e.g. repetitive strings, lah, lah, lah.* Pupil uses hands to explore objects, materials or sensory text resources. Pupil's vocalisations contain vowels and consonants.	Pupil fixates on place where moving object disappears, *e.g. rolling ball off a table.* Pupil shows visual interest in movements of people and objects in a busy environment for longer periods. Pupil seeks attention through eye contact.	Pupil uses primitive pincer grasp (thumb and fingers but not finger tips). Pupil intentionally transfers object from one hand to the other. Pupil uses hand and finger movements to explore objects and surfaces. Pupil drops or throws objects intentionally and watches them fall to the ground. Pupil holds an object and uses it to explore surfaces using different movements, *e.g. rubbing, tapping, banging, to and fro movements.*	**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.**

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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

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PIVATS PERFORMANCE INDICATORS:	PIVATS MILESTONE P3:
Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems. Pupil may begin to initiate interactions and activities, *e.g. gestures or signs for a story book or resource to indicate they wish to share a story.*	**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.**

Pupil understands simple instructions combined with a gesture, *e.g. 'drink', 'eat', 'sit'.*

Pupil greets known people.

Pupil may respond to options or choices with actions or gestures, *e.g. by nodding or shaking head.*

Pupil may use isolated words and gestures to communicate, *e.g. signing for drink.*

Pupil recognises tone of voice.

Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, *e.g. bells for music or whistle for PE.*

Pupil remembers routines or rhymes over longer periods and anticipates related activities, *e.g. participates in the rhythm of a rhyme, poem, chant, song, piece of music, by tapping, clapping, patting to the rhythm.*

Pupil recognises familiar people approaching from a distance.

Pupil searches for an object that has disappeared from view, *e.g. lifts cloth to reveal object.*

Pupil remembers activities like this and begins to anticipate them.

Pupil shows interest in pictures.

Pupil can pick up small objects using a pincer grip.

Pupil points to objects or people.

Pupil uses either hand but may begin to show a preference for one.

Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, *e.g. mark making may include scribble, stroke movements, dots, to and fro or circular movements or creating symbols from a selection on a computer.*

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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	5.0

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P4:
PHONOLOGICAL AWARENESS	ENGAGEMENT AND UNDERSTANDING	INFERENCE AND DEDUCTION	RESPONSE	FEATURES	
Pupil enjoys rhyming and rhythmic activities. Pupil recognises a variety of familiar sounds, *e.g. may imitate sounds and remember the sound of the first letter of their name.*	Pupil listens and engages with familiar rhymes and stories. Pupil begins to anticipate key events and important phrases, *e.g. by saying or signing a single word or phrase.*	Pupil uses picture cues when sharing a book, with support, *e.g. looks at pictures and points out details when prompted.*	Pupil shows some interest in the content of a book, *e.g. through facial expressions.* Pupil mimics 'reading-like' behaviour, *e.g. holds a book and pretends to read it.*	Pupil holds a book the correct way and turns pages.	**P4 Pupils listen and respond to familiar rhymes and stories. They show some understanding of how books work, for example, turning pages and holding the book the right way up.**

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

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PIVATS PERFORMANCE INDICATORS:

PHONOLOGICAL AWARENESS	ENGAGEMENT AND UNDERSTANDING	INFERENCE AND DEDUCTION	RESPONSE	FEATURES
Pupil joins in rhyming and rhythmic activities. Pupil discriminates between a variety of sounds, *e.g. says single sounds (phonemes) when listening to adult share a rhyme.* Pupil matches objects to pictures.	Pupil begins to use patterns of speech influenced by their experience of books, *e.g. repeating 'splish splash' when looking at the picture of a river after reading 'We Are Going on a Bear Hunt'.* Pupil listens and engages with stories with increasing attention. Pupil derives some meaning from a book and indicates what it is about.	Pupil uses picture cues when sharing a book*, e.g. matching a picture of a character to one in their book.*	Pupil shows interest in the content of a book, *e.g. looks at pictures to see what happens next.* Pupil has favourite books. Pupil demonstrates 'reading-like' behaviour, *e.g. points to the picture and uses it to tell a simple version of the story.*	Pupil holds a book the correct way, starts at the beginning and turns the pages. Pupil distinguishes between pictures and writing.

PIVATS MILESTONE P5:

P5 Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them. They match objects to pictures and symbols, for example, choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child. They show curiosity about content at a simple level, for example, they may answer basic two key-word questions about a story.

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

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PIVATS PERFORMANCE INDICATORS:

PHONOLOGICAL AWARENESS	ENGAGEMENT AND UNDERSTANDING	INFERENCE AND DEDUCTION	RESPONSE	FEATURES
Pupil shows some ability to continue a rhyming string and engage in word play. Pupil orally blends CV and CVC words. Pupil selects and recognises a small number of significant words or letters, *e.g. their name.*	Pupil uses patterns of speech influenced by their experience of books. Pupil makes some links between books read and their own experiences, with support, *e.g. 'That looks like my dog!'* Pupil's play is influenced by their experience of stories and may include actions.	Pupil predicts words or phrases within a particular, familiar story, *e.g. anticipates 'I'll huff and I'll…, when listening to the story of Little Red Riding Hood.*	Pupil shows emerging confidence when talking about points of interest in a story. Pupil occasionally asks simple questions, often in the form of 'how?', 'where?' or 'why?'.	Pupil understands some conventions of print and knows where to start reading. Pupil begins to recognise that information can be retrieved from books.

PIVATS MILESTONE P6:

P6 Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, for example, name, people, objects or actions. They match letters and short words.

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

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PIVATS PERFORMANCE INDICATORS:

PHONOLOGICAL AWARENESS AND DECODING	ENGAGEMENT AND UNDERSTANDING	INFERENCE AND DEDUCTION	RESPONSE	FEATURES
Pupil recognises some grapheme/phoneme correspondences, *e.g. putting magnetic letters in order, matching sounds to letters, to make name.* Pupil continues a rhyming string. Pupil engages in word play, *e.g. alliterative games.* Pupil blends and reads some CV and CVC words.	Pupil uses vocabulary and forms of speech that are increasingly influenced by their experience of texts. Pupil makes connections between texts read and their own experiences, *e.g. after listening to the story 'Guess How Much I Love You', the pupil drew his daddy and said that was who he loved.*	Pupil predicts elements of a text, *e.g. when the adult stops reading the pupil fills in the missing word.*	Pupil enjoys an increasing range of texts and shows interest in the activity of reading. Pupil begins to use talk to respond to texts. Pupil asks simple questions often in the form of 'how?', 'where?' or 'why?'.	Pupil knows that their name is made up of letters. Pupil understands some conventions of print, *e.g. reading top to bottom, left to right.* Pupil knows that information can be retrieved from texts, *e.g. circling the animals that were included in the story.*

PIVATS MILESTONE P7:

P7 Pupils show an interest in the activity of reading. They predict elements of a narrative, for example, when the adult stops reading; pupils fill in the missing word. They distinguish between print or symbols and pictures in texts. They understand the conventions of reading, for example, following text left to right, top to bottom and page following page. They know that their name is made up of letters.

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

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PIVATS PERFORMANCE INDICATORS:

PHONOLOGICAL AWARENESS AND DECODING	ENGAGEMENT AND UNDERSTANDING	INFERENCE AND DEDUCTION	RESPONSE	FEATURES	PIVATS MILESTONE P8:
Pupil understands that words, signs, symbols and pictures convey meaning, *e.g. points to and reads labels in classroom.* Pupil recognises a range of grapheme/phoneme correspondences. Pupil associates sounds with patterns in rhymes and syllables*, e.g. identifies odd one out in 'cat, rat, fat, dog.'* Pupil blends and reads a greater number of CV and CVC words, sometimes in simple sentences.	Pupil enjoys and participates in story retelling, poems, rhymes and singing games. Pupil retells narrative in the correct sequence, drawing on the language patterns of stories, *e.g. trip trap trip trap over the bridge he went.*	Pupil interprets the meaning of pictures and can deduce a storyline from illustrations. Pupil makes predictions based on illustration, story content and title, *e.g. using picture and title on front cover to predict that a book will be about trains.*	Pupil associates books and reading with pleasure and interest and sometimes browses independently. Pupil responds to stories or poems, with relevant comments, questions or actions, *e.g. ordering events in a text using pictures/selecting objects to represent the beginning, middle end.*	Pupil distinguishes between words and letters. Pupil begins to make 1:1 correspondence. Pupil shows understanding of how information texts can be used to answer questions.	**P8 Pupils understand that words, symbols and pictures convey meaning. They recognise or read a growing repertoire of familiar words or symbols, including their own names. They recognise at least half of the letters of the alphabet by shape, name or sound. They associate sounds with patterns in rhymes, with syllables and with words or symbols.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE BRIDGE:
Phonological Awareness/Decoding	Engagement, literal understanding and retrieval	Inferential understanding	Discussion and Response	Features, structure and organisation	
Pupil can name and sound all the letters of the alphabet. Pupil can respond speedily saying the correct sound for all the letters of the alphabet. Pupil can use their knowledge of sounds of the alphabet to blend into words. Pupil can use the above to sound out words in appropriate phonetically decodable books.	Pupil can answer literal questions about a familiar book that has been read to them.	Pupil can look at pictures and interpret characters' feelings, e.g. *Goldilocks likes the porridge, she is smiling.* *Little Red Riding Hood is scared of the Big Bad Wolf.*	Pupil chooses favourite books.	Pupil recognises and is beginning to use some of the terms referring to conventions of print, e.g. book, picture, cover, page.	**PIVATS MILESTONE BRIDGE** **Pupils know the sounds for all the letters of the alphabet and are using these to blend for reading. They can choose favourite texts and answer literal question about familiar texts. They are beginning to use pictures to identify simple inferences.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil reads on sight, some high frequency words.(Approximately 50). Pupil blends and reads a greater number of words including CVCC and CCVC words.	Pupil recalls main points of a familiar text. Pupil re-enacts and retells simple and familiar stories.	Pupil uses knowledge of simple sentence structures and repeated patterns to make predictions and check reading. Pupil talks about typical characters in texts, e.g. *goodies and baddies.*	Pupil says how they feel about familiar texts and identifies an aspect they like. Pupil returns to favourite books, songs and rhymes to be re-read and enjoyed.	Pupil recognises and joins in with language patterns and repetition. Pupil understands, and uses correctly, terms referring to conventions of print: book, cover, beginning, end, page word, letter, line. Pupil starts to recognise some features of texts e.g. Contents page, labels, titles, captions etc.	**PIVATS MILESTONE ONE STAGE 1** **Pupils can recognise some familiar words, including high frequency words, in simple texts. They use their knowledge of letters and sound symbol relationships to read simple words. They begin to establish meaning and can recall the main points of familiar texts. They express their response to familiar texts by identifying aspects they like.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil reads a greater number of high frequency words. (Approximately 75) Pupil blends and reads words containing adjacent consonants, *e.g. CCVC and CVCC and with vowel digraphs.* Pupil reads simple sentences and re-reads to check for meaning.	Pupil recalls main points of a familiar text in the correct sequence. Pupil answers questions requiring literal retrieval.	Pupil makes simple predictions about the characters. Pupil makes simple inferences with prompts and support from an adult, *e.g. How might a character be feeling?*	Pupil can say how they feel about stories and poems. Pupil chooses and talks about a favourite book from a selection.	Pupil recites rhymes and poems by heart. Pupil begins to talk about the differences between fiction and non-fiction. Pupil begins to identify features of simple texts, *e.g. narratives, instructions, poems etc.*	**PIVATS MILESTONE ONE STAGE 2** **Pupils can read a range of familiar words, including high frequency words, in simple texts. They use their developing knowledge of letter and sound symbol relationships and blending in order to read simple words. They begin to establish meaning, answer simple retrieval questions and make simple predictions. They express their response to poems, stories and non-fiction and can talk about favourite books.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE ONE:
WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil reads an increasing number of high frequency words. (Approximately 100)

Pupil decodes familiar and some unfamiliar words using blending as the prime approach.

Pupil recognises some alternative graphemes corresponding to long vowel phonemes when reading.

Pupil uses awareness of punctuation to support fluent reading, *e.g. pausing at full stops.* | Pupil can identify the main events and characters in stories.

Pupil retrieves relevant information by answering questions relating to who, what, where, when, why, how.

Pupil reads texts that are familiar with some expression. | Pupil makes predictions based on what has been read so far.

Pupil makes simple inferences, *e.g. about what is being said and done.* | Pupil chooses and talks about a favourite book and gives reasons for its selection.

Pupil relates characters, settings and events to their own experiences, *e.g. I went to the seaside and built a sandcastle too.*

Pupil listens to what others say. | Pupil uses patterns and repetition to support oral re-telling of stories and poems.

Pupil identifies the features of an increasing range of texts, *e.g. recounts, information texts etc.*

Pupil is able to discuss the title and how it relates to events in the whole story. | **PIVATS MILESTONE ONE STAGE 3**

Pupils recognise an increasing number of familiar words, including high frequency words, in simple texts. They use their knowledge of letters and sound-symbol relationships and blending in order to read familiar and unfamiliar words and establish meaning. Pupils express opinions on a wider range of texts and discuss main events and characters in stories. They show some awareness of simple text features. |

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

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PIVATS PERFORMANCE INDICATORS:

WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	PIVATS MILESTONE TWO:
Pupil reads high frequency words on sight. (Approximately 150) Pupil recognises alternative graphemes corresponding to long vowel phonemes when reading and can recognise and use the different ways of pronouncing the same grapheme, *e.g. ow in snow and cow*. Pupil uses awareness of punctuation and grammar to support fluent reading and can read aloud accurately books that are consistent with their developing phonic knowledge.	Pupil identifies key points in a text. Pupil locates specific information to find answers to simple questions. Pupil checks that texts make sense while reading and self-corrects.	Pupil makes simple inferences about events and characters and information, using evidence from the text.	Pupil expresses opinions about the main events and characters in stories. Pupil comments on ideas in poems and non-fiction.	Pupil learns and recites a range of poems. Pupil can sequence the main events in stories. Pupil identifies and discusses the way information texts are organised and uses this in reading simple texts.	**PIVATS MILESTONE TWO STAGE 1** **Pupils read familiar words, including high frequency words, within a range of texts. They use their knowledge of an increasing range of letters and sound-symbol relationships (which include alternative grapheme/phoneme correspondences) and blending in order to read familiar and unfamiliar words and establish meaning. Pupils can locate specific information and relate texts to their own experience.**

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

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WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	PIVATS MILESTONE TWO:
Pupil reads aloud with intonation and expression, taking account of punctuation and grammar in relation to his/her current level of text. Pupil identifies syllables in order to read polysyllabic words. Pupil reads frequently encountered words quickly and accurately without overt sounding out and blending.	Pupil retrieves specific information from a wider range of texts. Pupil can sequence and discuss the main events in more complex stories. Pupil understands how to use information texts to retrieve information.	Pupil can make predictions using evidence from the text. Pupil makes simple, plausible inferences about characters thoughts, feelings and reasons for actions.	Pupil comments on use of some effective language techniques, *e.g. repetitive patterns and rhyme.* Pupil can identify and discuss favourite words and phrases. Pupil makes contributions in whole class and group discussions.	Pupil re-tells a wider range of stories, fairy tales and traditional tales. Pupil discusses how specific information is organised within a non-fiction text, e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams.*	**PIVATS MILESTONE TWO STAGE 2** **Pupils' reading of texts at this level is accurate and fluent and shows understanding. They can read frequently encountered words quickly and accurately without overt sounding out and blending. Pupils understand how to use information texts to retrieve information and can make simple inferences about characters. They can identify and discuss favourite words and phrases including familiar patterns of language.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE TWO:
WORD READING	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil reads fluently with intonation, expression and regard for punctuation and grammar. Pupil confidently and accurately reads texts containing words with the full range of alternative vowel phonemes. Pupil uses an increasing range of appropriate strategies to decode and comprehend texts.	Pupil retrieves specific information from a text to support response. Pupil understands where to look for information. Pupil checks that texts make sense whilst reading and self-corrects.	Pupil makes plausible inferences about characters thoughts, feelings and reasons for action relating to own experiences and/or using evidence from the text (this may be prompted). Pupil shows some awareness that writers have viewpoints and purposes, *e.g. "It tells you how to do something", "She thinks it's not fair".*	Pupil gives opinions and supports with reasons. Pupil considers others' points of view.	Pupil learns and recites a range of poems using appropriate intonation. Pupil shows some awareness of how texts are organised. Pupil can identify specific text features of a range of texts, *e.g. letters, explanations, persuasive adverts.*	**PIVATS MILESTONE TWO STAGE 3** **Pupils use an increasing range of appropriate strategies to decode and comprehend texts. They take account of punctuation in order to read fluently with intonation and expression. Pupils monitor their own understanding of texts whilst reading and self-correct. They relate texts to their own experiences and/or use evidence from the text when making inferences.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE:
VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil uses morphology to work out the meaning of unfamiliar words, e.g. happy, happier. Pupil sometimes identifies where language is used to create an effect, e.g. which words make it seem spooky? Pupil identifies, discusses and collects favourite words and phrases.	Pupil identifies the key points in and increasing range of fiction and non-fiction texts. Pupil orally summarises the main points from a simple passage or text. Pupil demonstrates understanding of texts by asking and answering questions related to who, what, where, when, why, how.	Pupil makes predictions using evidence from the text or text type. Pupil makes increasingly confident inferences about characters thoughts, feelings and reasons for action using evidence from the text or personal experience.	Pupil sometimes makes simple connections between texts, *e.g. similarities in plot, theme, topic.* Pupil identifies the main purpose of the text, *e.g. to persuade, inform, entertain.* Pupil makes, and responds to, contributions on a 1-1 basis or in pairs.	Pupil recognises some different forms of poetry, *e.g. shape poems and calligrams.* Pupil prepares texts, *e.g. poems/playscripts, to read aloud showing understanding through use of expression and action.* Pupil can analyse texts looking at language, structure and presentation.	**PIVATS MILESTONE THREE STAGE 1** **Pupils demonstrate understanding of texts by asking and answering questions relating to who, what, where, when, why and how. They can summarise the main points from simple texts. Pupils can identify where language is used to create effect and can make simple connections between texts.**

Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score
✓	THREE-1e	60.7	✓✓	THREE-1d	61.3	✓✓✓	THREE-1c	62	✓✓✓✓	THREE-1b	62.7	✓✓✓✓✓	THREE-1a	63.3

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE THREE:
VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil describes and discusses the writer's choice of vocabulary to create effects. Pupil identifies, discusses and collects favourite words and phrases which capture the reader's interest and imagination.	Pupil summarises the main points from a passage or a text. Pupil's comments include references to the text. Pupil uses intonation and volume and takes note of punctuation when reading aloud. Pupil explains the meaning of some unfamiliar words by using context.	Pupil continues to make plausible predictions based on details stated and knowledge of the text or text type. Pupil makes inferences about characters' thoughts, feelings and actions justifying with at least a single point of evidence from the text (this may be prompted).	Pupil makes simple connections between texts. Pupil identifies and comments on the main purpose of the text. Pupil appraises the text to evaluate its usefulness. Pupil makes and responds to contributions in small group situations, *e.g. guided reading.*	Pupil can identify and discuss conventions within narrative, *e.g. numbers three and seven in fairy tales, magical sentence repeated several times etc.* Pupil prepares texts, *e.g. poems/playscripts, to read aloud showing understanding through use of expression, action and volume.*	**PIVATS MILESTONE THREE STAGE 2** **Pupils can explain the meaning of some unfamiliar words by using context. Their discussions about texts, along with inferences and predictions, are beginning to include quotations and references to the text. They can identify and comment on the main purpose of a text and can appraise and evaluate its usefulness.**

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

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PERFORMANCE INDICATORS

VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	PIVATS MILESTONE THREE:
Pupil uses knowledge of root words, prefixes and suffixes to understand meanings of words. Pupil identifies and comments on vocabulary and literary techniques, e.g. alliteration and simile. Pupil identifies technical language choices, e.g. reptile, mammal, cumulus	Pupil can discuss understanding of the text. Comments include references and are beginning to include quotations from the text. Pupil summarises the main points from stories, poems and non-fiction texts.	Pupil makes inferences around characters' thoughts, feelings and actions and is beginning to justify with evidence from the text more independently. Pupil can identify and discuss typical themes, *e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.*	Pupil quickly appraises specific texts with reference to their purpose and text-types. Pupil makes and responds to contributions in a variety of group situations, *e.g. whole class, pairs, guided groups.*	Pupil recognises increasing range of poetry forms, *e.g. narrative*, free *verse.* Pupil re-tells a wider range of stories, *e.g. less familiar fairy stories, fables and folk tales.* Pupil analyses and evaluates texts looking at language, structure and presentation, *e.g. newspaper reports, recipes.*	**PIVATS MILESTONE THREE STAGE 3** **Pupils use increasing knowledge of morphology to understand meanings of words. They can discuss their understanding of the text, including identification of typical themes, using increasing reference to the text and quotations. Pupils demonstrate an increasing awareness and understanding of language and literary features. They can evaluate texts with reference to their purpose and organisation.**

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

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PIVATS PERFORMANCE INDICATORS:

VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	PIVATS MILESTONE FOUR:
Pupil comments on the writer's choice of language, and techniques, and their effect on him/her as the reader, e.g. This makes me feel… Pupil continues to discuss and collect words and phrases which capture the reader's interest and imagination and is beginning to justify choice, e.g. it makes me feel something important is about to happen.	Pupil monitors own understanding of the text using a wider range of strategies, *e.g. Through re-reading; asking questions of the text; discussing what's happening etc.* Pupil comments include more confident references to and quotations from text. Pupil begins to develop scanning for dates, numbers and names.	In addition to drawing inferences around characters' thoughts, feelings and actions, pupil is beginning to recognise and discuss motives.	Pupil comments on the main purpose and audience of the text. Pupil appraises a text to evaluate usefulness for purpose and audience.	Pupil learns by heart an increasing range of poems, e.g. haiku, limericks, kennings. Pupil analyses a range of non-fiction texts, and how they are organised, looking at language, structure and presentation. .	**PIVATS MILESTONE FOUR STAGE 1** **Pupils monitor their own understanding of texts at this level more independently, using an increasing range of strategies. They use text features to navigate texts and locate information. Pupils can appraise and evaluate texts referring to their purpose, audience, structure and organisational features.**

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

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PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE FOUR:
VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	
Pupil comments on the writer's choice of language and the effect it creates, e.g. The writer is trying to… Pupil continues to discuss and collect words and phrases which capture the reader's interest and imagination and justifies choice, e.g. The alliteration of the /s/ sound suggests the sound of waves.	Pupil raises questions during the reading process to deepen understanding, *e.g. I wonder why the character…* Pupil takes note of punctuation when reading aloud. Pupil scans for dates, numbers and names. Pupil can identify main ideas drawn from more than one paragraph and can summarise these, *e.g. This character is evil because…. 1/2/3 reasons.*	Pupil makes predictions based on information stated and implied. Pupil makes inferences, in more complex texts, based on evidence from the text and their wider experiences.	Pupil uses point and evidence to structure and justify responses. Pupil identifies and comments on the main purpose and audience of the text and is beginning to show awareness of writer's viewpoint. Pupil analyses, evaluates and comments on text looking at language, structure and presentation, *e.g. this is a good newspaper report because…*	Pupil prepares and rehearses poems for performance. Pupil analyses and evaluates a range of non-fiction texts and how they are organised, looking at language, structure and presentation. Pupil understands and discusses how paragraphs are used to order and build up ideas.	**PIVATS MILESTONE FOUR STAGE 2** **Pupils read fluently and accurately deploying a range of active reading strategies. They discuss text confidently using 'point and evidence' to structure their responses. They use their increasing understanding of how texts are structured and organised to locate sources and find information. They discuss purpose and audience of texts as well as writer's viewpoint and choice of language.**

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

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VOCABULARY AND LANGUAGE	ENGAGEMENT, LITERAL UNDERSTANDING AND RETRIEVAL	INFERENTIAL UNDERSTANDING	DISCUSSION AND RESPONSE	FEATURES, STRUCTURE AND ORGANISATION	PIVATS MILESTONE FOUR:
Pupil comments upon the writer's choice of language in fiction and non-fiction texts, e.g. assonance/onomatopoeia/ simile/persuasive phrases. Pupil continues to discuss and collect words, phrases and sentence structures which are particularly effective.	Pupil navigates a range of texts (in print and on screen) to locate, retrieve and record information. Pupil confidently scans for dates, numbers and names. Pupil can summarise key content and ideas across a text.	Pupil draws inferences around characters' thoughts, feelings, actions and motives and justifies using point and evidence. Pupil discusses an increasing range of themes, *e.g. safe and dangerous; just and unjust; origins of the Earth, its people and animals.*	Pupil justifies predictions and responses by referring to the text (point and evidence). Pupil identifies and comments on the main purpose and audience of the text and shows awareness of writer's viewpoint, *e.g. The writer wants us to look after the rainforests.*	Pupil prepares poems and playscripts to perform showing understanding through intonation, tone, volume and action. Pupil compares and evaluates the structural and organisational features of different texts of the same genre. Pupil explains how paragraphs are used to order and build up ideas and how they are linked.	**PIVATS MILESTONE FOUR STAGE 3** **Pupils read an increasing range of texts, in print and on screen, with accuracy and fluency. They discuss and evaluate texts confidently using evidence to structure their responses. They are becoming more confident at summarising key information and ideas across whole texts. They demonstrate increasing confidence and depth of understanding when using the skills of inference and deduction and when discussing writer's viewpoint and choice of language.**

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

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