



Additional information

Pre-Key Stage Standards

London Borough of
Redbridge





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INTRODUCTION

- This booklet is intended to be an additional guide for School Staff and families
- Copies of the Pre- Key Stage Standards can be found here:

[Pre-key stage 1 standards - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

- SEaTSS can deliver CPD linked to both these Standards and Engagement Model- if you are interested, please contact us SEATSS@redbridge.gov.uk

We have a presentation explaining both that can be used with School staff, Families and Governors.

- This booklet was created at request of Redbridge SENCO's. Some Schools buy into schemes such as B Squared,/Pivots, but equally we have some schools that don't/can't. Here you will find some extension activities that are developmental and lead into the Pre -Key Stage Standards for all 4 Standards. These are not exhaustive or in place of fuller schemes such as B Squared/ Pivots- but hopefully will help Class Teachers when planning. They can be shared with Families to enable them to become fully involved in the range of learning experiences their child needs to move forward.
- The coloured areas at the end of each Standard are taken from the Government document.
- I have also written Independence and Science steps to follow a similar pathway for students working at this level. These are not part of the National Pre -Key Stage Standards, but I feel are very valuable areas to work upon
- Individual copies of the recording sheets can be found on our website

www.redbridgeserc.org -> Resources -> Curriculum support-> PKSS

Clair Warner April 2021

NUMERACY STEPS TO STANDARDS

Standard 1

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ sort items using 2 categories with clear differences eg bricks and balls | | | | | |
| ○ show an awareness of counting through number activities and counting eg actions in number songs/ rhymes | | | | | |
| ○ match big and small objects eg big balls in one box and small balls in another box | | | | | |
| ○ sort according to colour (using 2 colours) | | | | | |
| ○ will match circle, square and triangle | | | | | |
| ○ will put together 2 parts of picture (simple jigsaw) or up to 4 components of an Inset puzzle | | | | | |
| ○ recognise and match Numicon shapes 1-5 | | | | | |
| ○ recognise numerals 1-5 | | | | | |
| ○ recite/ communicate numbers to 10 | | | | | |

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|--|--|--|--|--|
| ○ begin to represent numerals using marks on paper /ipad/ fingers | | | | |
| ○ sometimes match numeral and objects correctly up to 5 | | | | |
| ○ compare two groups of objects (up to 3) and be able to communicate when they are the same | | | | |
| ○ show an interest in numerals in the community | | | | |
| ○ understand that anything can be counted not just objects eg claps, jumps | | | | |
| ○ recognise numerals of personal importance eg Class number on a door | | | | |
| ○ spontaneously count objects that don't move | | | | |
| ○ search for objects that have gone out of sight eg searching for an object when it has been hidden | | | | |
| ○ show awareness of cause and effect in familiar mathematical activities eg knowing that in a role play shop a coin can be exchanged for an item | | | | |
| ○ demonstrate an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) | | | | |
| ○ distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects | | | | |
| ○ demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil). | | | | |

Standard 2

| The pupil can | | | | Comments | Date |
|--|--|--|--|-----------------|-------------|
| ○ sort using 3 colours | | | | | |
| ○ sort 2 D shapes (up to 3 shapes | | | | | |
| ○ complete up to 8 piece jigsaw puzzle | | | | | |
| ○ respond to and join in with familiar number rhymes, stories, songs and games eg saying, signing at least one of the numbers in a familiar number rhyme | | | | | |
| ○ indicate one or two through words/sign/gesture/symbol | | | | | |
| ○ show an understanding of 'more' and 'lots' | | | | | |
| ○ sort or match using common features eg matching shoes/ sorting socks | | | | | |
| ○ match pairs | | | | | |
| ○ make simple sets of two eg drop in items into two containers | | | | | |

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|--|--|--|--|--|
| ○ solve simple maths problems eg finding a knife for a fork, matching correct size lids to containers | | | | |
| ○ classify 'same' or 'not the same' | | | | |
| ○ classify objects attributes – rough/smooth, hot/ cold, man/lady, boy/girl | | | | |
| ○ sort objects using 2 attributes – colour/ shape eg red square and red circle, blue square/ blue triangle | | | | |
| ○ order Numicon shapes into numerical order 1-5 | | | | |
| ○ differentiate between 'one' and 'a lot' | | | | |
| ○ take one item and add 'another' and when asked, can communicate that there now 'two'. | | | | |
| ○ identify square, circle, triangle and rectangle when using a feely bag | | | | |
| ○ can communicate there are 'two' without touching or counting when shown 2 items | | | | |
| ○ correctly communicate how many without needing to count when shown groups of objects/ counters up to 5 | | | | |
| ○ match numerals 1,2,3,4,5 to the correct groups of items | | | | |
| ○ complete a simple 2 colour (attribute) repeating pattern | | | | |

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|--|--|--|--|--|
| ○ demonstrate practical understanding of in, on, up, down, over, under, next to, forward, backward, sideways | | | | |
| ○ sequence 3 pictures depicting a simple sequence of familiar events | | | | |
| ○ count an irregular group of items up to 10 while touching | | | | |
| ○ estimate how many and then counts up to 5 accurately | | | | |
| ○ find the total number of items by joining 2 groups together up to 5 | | | | |
| ○ counts 'one more' | | | | |
| ○ counts 'one less' | | | | |
| ○ record using marks they can interpret (or selects a numeral on ACC tool) | | | | |
| ○ recognise Numerals and Number dots 0-5 | | | | |
| ○ order numerals 0-5 | | | | |
| ○ add items up to 5 eg 2+3, 1+3 | | | | |
| ○ 'take away' one item from a group up to 5 and recount the remainder of items | | | | |
| ○ count items accurately up to 10 | | | | |
| ○ recognise £1 and 50 p | | | | |
| ○ search intentionally for objects in their usual place | | | | |

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|---|--|--|--|--|
| ○ distinguish between big and small objects | | | | |
| ○ place 3 d shapes in a shape sorter | | | | |
| ○ identify the big or small object from a selection of two | | | | |
| ○ sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles) | | | | |
| ○ say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) | | | | |
| ○ demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked | | | | |
| ○ copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.). | | | | |

Standard 3

| The pupil can | | | | Comments | Date |
|---|--|--|--|-----------------|-------------|
| ○ classify by thick/ thin and hard/soft | | | | | |
| ○ classify items by composition eg wood, paper, plastic, metal, cloth, glass etc | | | | | |
| ○ sort objects using two attributes eg colour and material | | | | | |
| ○ copy simple patterns eg drumbeats, clapping patterns, objects eg cup/plate/cup/plate | | | | | |
| ○ classify using 3 attributes eg small blue shoes/ large blue gloves | | | | | |
| ○ classify using a simple 4 x 4 matrix eg Whats in a square? | | | | | |
| ○ identify shapes in their surroundings eg all the circles they can find in the classroom | | | | | |
| ○ use the term 'all' correctly eg are all the squares red? | | | | | |

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|---|--|--|--|--|--|
| ○ demonstrate an awareness of 1:1 correspondence eg cups to saucers, one book for each child | | | | | |
| ○ count out sets of three eg knife, fork and spoon | | | | | |
| ○ count up to 10 | | | | | |
| ○ recognise Numicon shapes 1-10 | | | | | |
| ○ recognise and name Numerals 1-10 | | | | | |
| ○ match numerals to number dots 1-10 | | | | | |
| ○ order numerals 0-10 | | | | | |
| ○ name 'one more' or 'one less' up to 10 | | | | | |
| ○ add items up to 10 eg 2+3, 4+3 | | | | | |
| ○ 'take away' one item from a group up to 9 and recount the remainder of items | | | | | |
| ○ count items accurately up to 20 | | | | | |
| ○ recognise £1, 1p, 2p, 5p, 10p, 20p and 50p | | | | | |
| ○ add up coin combination 1p, 2p's up to 10p | | | | | |
| ○ demonstrate understanding of comparative adjectives eg 'bigger' 'longer' | | | | | |
| ○ demonstrate an understanding that when pairs of 'complimentary' objects eg cups/ saucers are separated by approx. 10 cm their number remains the same | | | | | |

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|--|--|--|--|--|--|
| ○ communicate clear understanding of weight eg heavy, light, heavier, lighter, same weight | | | | | |
| ○ weigh out simple measurements of weight eg cooking | | | | | |
| ○ compare times taken to complete two processes – which took longer? | | | | | |
| ○ recognise o'clock and half past | | | | | |
| ○ say the days of the week in the correct order | | | | | |
| ○ demonstrate understanding of 'in front of', 'behind', 'beside', 'through', 'between', 'left' and 'right'. | | | | | |
| ○ demonstrates knowledge of 'half' and sharing out equally | | | | | |
| ○ measure using footsteps/ hand spans | | | | | |
| ○ practically demonstrate a knowledge of forwards and backwards using toys/ wheels | | | | | |
| ○ can sort two types of coins | | | | | |
| ○ identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10 | | | | | |
| ○ demonstrate an understanding that the last number counted represents the total number of the count | | | | | |
| ○ use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present | | | | | |

- copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.).

Standard 4

| The pupil can | | | | Comments | Date |
|--|--|--|--|----------|------|
| ○ name and order months of the year | | | | | |
| ○ select correct day and month of the year | | | | | |
| ○ say the day of the week, what yesterday was and what tomorrow will be | | | | | |
| ○ tell the time – quarter past and quarter to | | | | | |
| ○ sequence regular events during a day using a visual timetable/pictures | | | | | |
| ○ name certain days of the week that have specific features eg day of the week when they have PE, don't go to school etc | | | | | |
| ○ use mathematical language to describe shapes – straight, longer, curved, larger | | | | | |
| ○ use coins up to 20 p to 'buy' an item | | | | | |
| ○ can throw a dice and move the correct number of places | | | | | |

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|--|--|--|--|--|
| ○ use ordinal numbers correctly eg first, second, third | | | | |
| ○ demonstrate an awareness of 'change' when handling money | | | | |
| ○ measure an object up to 20 cm | | | | |
| ○ demonstrate a knowledge that a liquid remains the same when poured into a different shaped objects or number of containers | | | | |
| ○ measure simple liquid and object measurements using a scaled jug or weighing scale | | | | |
| ○ compare objects directly focussing on one dimension eg length /height | | | | |
| ○ demonstrate a knowledge that an object remains the same when re-shaped or divided | | | | |
| ○ estimate accurately groups of objects up to 10 and then check by counting | | | | |
| ○ use a simple tally to count objects | | | | |
| ○ read and write numbers in numerals from 0 to 9 | | | | |
| ○ demonstrate an understanding of the mathematical symbols of add, subtract and equal to | | | | |
| ○ solve number problems involving the addition and subtraction of single-digit numbers up to 10 | | | | |
| ○ demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall | | | | |

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| number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$) | | | | |
| ○ demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) | | | | |
| ○ demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) | | | | |
| ○ demonstrate an understanding that the total number of objects changes when objects are added or taken away | | | | |
| ○ demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away | | | | |
| ○ count to 20, demonstrating that the next number in the count is one more and the previous number is one less | | | | |
| ○ recognise some common 2-D shapes. | | | | |

ENGLISH- COMPREHENSION AND READING

Standard I

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ communicate two ideas or concepts when looking at pictures/ photos eg Mummy gone, Daddy walking | | | | | |
| ○ listen to stories and rhymes one-to-one. | | | | | |
| ○ listen to stories and rhymes in small groups | | | | | |
| ○ join in with familiar stories and rhymes one-to-one | | | | | |
| ○ join in with familiar stories and rhymes in small groups | | | | | |
| ○ use intonation when ‘retelling a story’ with words, sounds and gestures | | | | | |
| ○ listen and respond to familiar rhymes and stories | | | | | |
| ○ handle a book correctly, knowing where the story starts, holding it the correct way up etc | | | | | |
| ○ select a few words, symbols or pictures with which they are particularly familiar with and | | | | | |

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|---|--|--|--|--|--|
| derive some meaning from text, symbols or pictures | | | | | |
| ○ demonstrate enjoyment when listening to stories, rhymes and songs and can identify some favourites. | | | | | |
| ○ fill in a missing word or phrase from a familiar story, rhyme or song | | | | | |
| ○ indicate correctly pictures of characters and objects in response to questions such as 'Where is (the)...?' | | | | | |
| ○ show anticipation about what is going to happen (e.g. by turning the page) | | | | | |
| ○ join in with some actions or repeat some words, rhymes and phrases when prompted. | | | | | |

Standard 2

| The pupil can | | | | Comments | Date |
|---|--|--|--|-----------------|-------------|
| ○ communicate using phrases with up to three key words, signs or symbols | | | | | |
| ○ communicate ideas about the present, past and future using simple statements/ signs/symbols | | | | | |
| ○ match an object to picture/ symbols eg choosing between two symbols to select a snack ○ answer two word questions about a story | | | | | |
| ○ select and recognise/read a small number of words or symbols linked to familiar vocabulary eg name people, objects and actions in a story | | | | | |
| ○ match letters and short HF words | | | | | |
| ○ listen to stories with increasing attention | | | | | |
| ○ recall story events using symbols/ pictures | | | | | |
| ○ order a three part sequence retelling a story | | | | | |
| ○ describe/talk about story characters and settings | | | | | |

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| ○ look at books independently | | | | | |
| ○ hold a book the correct way up and turns the pages | | | | | |
| ○ say a single sound for 10+ graphemes | | | | | |
| ○ read words by blending sounds with known graphemes, with help from their teacher. | | | | | |
| ○ demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' | | | | | |
| ○ join in with predictable phrases or refrains | | | | | |

Standard 3

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ use plurals in conversation/ communication | | | | | |
| ○ communicate in role play | | | | | |
| ○ use a conjunction to link additional ideas | | | | | |
| ○ demonstrate interest in reading and communicating favourite stories/ rhymes to be re-read | | | | | |
| ○ predict elements of the narrative eg pupil fills in the missing word, next action/ phrase with a familiar story | | | | | |
| ○ distinguish between print or symbols and pictures in texts | | | | | |
| ○ demonstrates an understanding of the convention of reading eg text is read left to right, top to bottom etc | | | | | |
| ○ identify their name is made up of letters | | | | | |
| ○ recognise familiar words and signs | | | | | |
| ○ identify letter sounds -5 | | | | | |

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|--|--|--|--|--|--|
| ○ identify letter sounds-10 | | | | | |
| ○ identify letter names | | | | | |
| ○ follow the text with their finger as they read | | | | | |
| ○ point to each word with 1:1 correspondence as they read | | | | | |
| ○ use phonics skills to segment letter sounds to read CVC words | | | | | |
| ○ use phonics skills to blend letter sounds to read CVC words | | | | | |
| ○ say a single sound for 20+ graphemes | | | | | |
| ○ read accurately by blending the sounds in words with two and three known graphemes. | | | | | |
| ○ respond to questions that require simple recall | | | | | |
| ○ recount a short sequence of events (e.g. by sequencing images or manipulating objects) | | | | | |

Standard 4

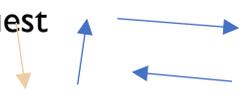
| The pupil can | | | | Comments | Date |
|--|--|--|--|-----------------|-------------|
| ○ link up to four key words, signs or symbols to communicate about their own experiences or telling a familiar story | | | | | |
| ○ demonstrate knowledge that words, symbols and pictures convey meaning | | | | | |
| ○ re-read an increasing repertoire of familiar words/ symbols including their name and familiar family/ school words | | | | | |
| ○ recognise at least half the letters of the alphabet by shape, name and sound | | | | | |
| ○ associate sounds with patterns in rhymes, with syllables, and with words or symbols | | | | | |
| ○ apply phonics skills to decode longer words | | | | | |
| ○ recognise some tricky words | | | | | |
| ○ read and understand simple sentences | | | | | |
| ○ use cues from the pictures to make meaningful attempts at unknown words | | | | | |

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|--|--|--|--|--|--|
| ○ read phonically regular words of more than one syllable | | | | | |
| ○ read many irregular high frequency words | | | | | |
| ○ use phonic knowledge to understand unfamiliar vocabulary | | | | | |
| ○ use semantic knowledge to understand unfamiliar vocabulary | | | | | |
| ○ use syntactic knowledge to understand unfamiliar vocabulary | | | | | |
| ○ say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes | | | | | |
| ○ read accurately by blending the sounds in words with up to five known graphemes | | | | | |
| ○ read some common exception words | | | | | |
| ○ read aloud books that are consistent with their phonic knowledge, without guessing words from pictures or the context of the sentence. | | | | | |
| ○ talk about events in the story and link them to their own experiences | | | | | |
| ○ retell some of the story. | | | | | |

ENGLISH- WRITING

Standard I

| The pupil can | | | | Comments | Date |
|--|--|--|--|----------|------|
| ○ show understanding that marks and symbols convey meaning eg place symbols on a timetable/ choice board | | | | | |
| ○ make random contact with paper and shows little muscular control | | | | | |
| ○ show awareness that their movements result in the marks on the paper. | | | | | |
| ○ make marks that are random and go in many directions | | | | | |
| ○ holds a mark maker in a palmar grip | | | | | |
| ○ control scribbles and repeat on request | | | | | |
| ○ produce meaningful marks or symbols associated with their own name or familiar spoken words | | | | | |
| ○ draws large circles with mark-making tools | | | | | |
| ○ demonstrate transition to holding mark maker between thumb and forefinger. | | | | | |

| | | | | |
|---|--|--|--|--|
| ○ form a variety of circles and lines | | | | |
| ○ form directional lines on request  | | | | |
| ○ form a 'x' | | | | |
| ○ use scissors to make snips in paper | | | | |
| ○ twists objects, for example to open a container | | | | |
| ○ use one hand consistently for most activities | | | | |
| ○ hold mark-making tools with three fingers in a tripod grip and makes marks with control | | | | |
| ○ draw using anticlockwise movements with mark making tools | | | | |
| ○ draw simple shapes with mark-making tools | | | | |
| ○ shape and moulds malleable materials using their hands, fingers and simple tools | | | | |
| ○ draw a picture and use symbols or marks to annotate key elements | | | | |
| ○ enjoy creating marks using different materials, such as paint and crayons | | | | |
| ○ give meaning to the marks they make when drawing, painting or writing | | | | |
| ○ use mark-making tools with control | | | | |
| ○ draws lines and circles using large scale movements | | | | |

○ say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach')

○ draw lines or shapes on a small or a large scale (e.g. on paper, or in the air, or sand)

Standard 2

| The pupil can | | | | Comments | Date |
|---|--|--|--|-----------------|-------------|
| ○ copy / produce their name in letters or symbols | | | | | |
| ○ starts anywhere on a page and randomly 'writes' | | | | | |
| ○ draw recognisable objects in drawings and these have meaning to child | | | | | |
| ○ 'read' a story from drawings/ marks made | | | | | |
| ○ dictate to an adult, telling them what to write | | | | | |
| ○ talk about the different marks they make | | | | | |
| ○ mark make as part of role play | | | | | |

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|--|--|--|--|--|
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| ○ begin to form recognisable letters from memory | | | | |
| ○ recognise their own name (or part of it) in print. eg 'My name starts with that.' | | | | |
| ○ mixes letters, numbers and symbols when 'writing' | | | | |
| ○ write, but spacing is rarely present | | | | |
| ○ understand that drawing and writing are different | | | | |
| ○ demonstrate an understanding of directionality | | | | |
| ○ begin to copy letters forming some recognisable letters when copying | | | | |
| ○ can copy simple words | | | | |
| ○ can copy lower case letters | | | | |
| ○ can copy upper case letters | | | | |
| ○ be observed developing a tripod grip | | | | |
| ○ be observed holding pencils, pencil crayons and pens by the point with a tripod grip and makes marks with control. | | | | |
| ○ be observed to be using mark-making tools to form letters, some of which resemble letter shapes | | | | |
| ○ be observed holding a pencil near the point | | | | |

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|--|--|--|--|--|
| ○ show a preference for a dominant hand | | | | |
| ○ write own name from memory | | | | |
| ○ use scissors safely and cuts with control, such as along a line on paper | | | | |
| ○ use fingers to fasten and unfasten buttons | | | | |
| ○ use a pencil and holds it effectively to form recognisable letters | | | | |
| ○ identify separate words in spoken sentences | | | | |
| ○ hear and identify initial sounds in words | | | | |
| ○ hear and identify final sounds in words | | | | |
| ○ say a clause to complete a sentence that is said aloud (e.g. 'When we went to the beach today,...we ate ice cream / I played in the sand / it was hot'). | | | | |
| ○ form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading | | | | |
| ○ identify or write these 10+ graphemes on hearing corresponding phonemes | | | | |

Standard 3

| The pupil can | | | | Comments | Date |
|--|--|--|--|-----------------|-------------|
| ○ group letters and leave spaces between them as though they are writing separate words | | | | | |
| ○ demonstrate a mature writing grip developing | | | | | |
| ○ show an awareness of the sequence of letters, symbols and words eg writing name and one or two other words from memory | | | | | |
| ○ write with capital letters frequently | | | | | |
| ○ write letters that are stringed from left to right on the page | | | | | |
| ○ label pictures by matching beginning sound with a letter | | | | | |
| ○ dress and undress independently, including fastening buttons, zips and Velcro | | | | | |
| ○ copy letters and words from environmental & classroom print | | | | | |
| ○ tell others the purpose of own writing | | | | | |
| ○ write using simplified oral language structures. (For example, "I wnt prk") | | | | | |

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|---|--|--|--|--|
| ○ think that own writing can be read by others | | | | |
| ○ recognise own name (or part of it) in print | | | | |
| ○ hear and identifies medial sounds in words | | | | |
| ○ voice thoughts whilst writing | | | | |
| ○ write own name and other words that have personal meaning | | | | |
| ○ use upper and lower case letters indiscriminately | | | | |
| ○ form letters independently, however letters frequently reversed | | | | |
| ○ use correct directionality most of the time | | | | |
| ○ orally blend and segments the sounds heard in words | | | | |
| ○ link letters to sounds | | | | |
| ○ correctly identifies and writes initial sounds heard in words | | | | |
| ○ correctly identifies and writes final sounds heard in words | | | | |
| ○ write the sounds in familiar CVC words in the correct order | | | | |
| ○ write letter sounds in the order in which they are heard in words | | | | |
| ○ writes a label or caption | | | | |

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|---|--|--|--|--|
| ○ write including finger spaces between words | | | | |
| ○ write simple sentences using familiar words | | | | |
| ○ write sentences that can be read by themselves and others | | | | |
| ○ spells some short words correctly using phonetic knowledge | | | | |
| ○ make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences | | | | |
| ○ write a caption or short phrase using the graphemes that they already know. | | | | |
| ○ form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading | | | | |
| ○ identify or write these 20+ graphemes on hearing the corresponding phonemes | | | | |
| ○ spell words (with known graphemes) by identifying the phoneme | | | | |

Standard 4

| The pupil can | | | | Comments | Date |
|--|--|--|--|----------|------|
| ○ demonstrate an awareness of how text is arranged on a page eg letter sequences left to right | | | | | |
| ○ begin to write letters more smoothly and automatically. | | | | | |
| ○ be observed having a dominant writing hand is well-developed. | | | | | |
| ○ begin to attempt punctuation | | | | | |
| ○ use a limited range of strategies to spell | | | | | |
| ○ use invented spelling | | | | | |
| ○ form their name using correct upper and lower case letters | | | | | |
| ○ correctly spell some irregular but high frequency words | | | | | |
| ○ be observed beginning to use capital letters for the start of own name or a sentence | | | | | |
| ○ be observed be beginning to use full stops | | | | | |

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|---|--|--|--|--|--|
| ○ make up their own sentences and say them aloud, after discussion with the teacher | | | | | |
| ○ write down one of the sentences that they have rehearsed. | | | | | |
| ○ form most lower-case letters correctly | | | | | |
| ○ identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes | | | | | |
| ○ spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash) | | | | | |
| ○ spell a few common exception words (e.g. I, the, he, said, of | | | | | |

INDEPENDENCE

Stage I

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ remove a jumper, sweatshirt, dress, vest if pulled up by an adult | | | | | |
| ○ remove tracksuit bottoms/ shorts if thumbs placed inside the waistband by adult | | | | | |
| ○ remove cardigan/ coat if assisted with first arm | | | | | |
| ○ pull down a jumper, sweatshirt, dress, vest if assisted with arms and neck | | | | | |
| ○ put on a shirt, cardigan, coat if held in position | | | | | |
| ○ hang coat up on peg independently | | | | | |
| ○ pull up socks if the sock is placed over the toes and half the foot | | | | | |
| ○ fasten a large zip | | | | | |
| ○ wash hands when soap placed on hands | | | | | |
| ○ brush teeth with water | | | | | |

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|--|--|--|--|--|
| ○ put toys/ objects away when prompted by an adult | | | | |
| ○ identify own coat, water bottle, lunch box | | | | |
| ○ pair up contrasting socks | | | | |
| ○ clear table after eating | | | | |
| ○ eat using hands or fork/spoon | | | | |
| ○ recognise and respond to own name | | | | |
| ○ independently find their way back to class from a range of areas in school | | | | |
| ○ stack a tower of bricks | | | | |
| ○ walk along a line | | | | |
| ○ flush the toilet | | | | |
| ○ threading large beads on a chunky thread | | | | |
| ○ sort cutlery | | | | |
| ○ pour rice, beans, and grains | | | | |
| ○ brush the floor with large brush | | | | |
| ○ water a plant outside | | | | |
| ○ communicate hello/ good morning/ thank you /drink | | | | |

Stage 2

| The pupil can | | | | Comments | Date |
|--|--|--|--|-----------------|-------------|
| ○ remove a jumper, sweatshirt, dress, vest unaided | | | | | |
| ○ remove tracksuit bottoms/ shorts unaided | | | | | |
| ○ remove trousers/ leggings/ tights if thumbs placed inside the waistband by adult | | | | | |
| ○ remove underwear when thumbs are placed inside the waistband by an adult | | | | | |
| ○ remove a cardigan/ coat unaided | | | | | |
| ○ remove socks when thumbs are placed inside the top by an adult | | | | | |
| ○ pull on a jumper, sweatshirt, dress, vest if laid on a table in position | | | | | |
| ○ put up trousers, pants, skirt | | | | | |
| ○ put on a cardigan/ coat unaided | | | | | |
| ○ put on shoes if they are placed in position | | | | | |
| ○ pull up socks if help to turn them the correct way round and placed over toes | | | | | |

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|---|--|--|--|--|
| ○ fasten large buttons | | | | |
| ○ fasten large press studs | | | | |
| ○ wash hands unaided | | | | |
| ○ wipe face with wet wipe/ cloth | | | | |
| ○ shower with assistance | | | | |
| ○ brush teeth with water and toothpaste (applied by an adult) | | | | |
| ○ put toys away in a familiar container unaided | | | | |
| ○ correctly store coat, water bottle, and lunch box in correct area unaided | | | | |
| ○ put dirty clothes in a laundry basket | | | | |
| ○ scrape/ clean plate after eating | | | | |
| ○ use a fork/spoon and hold a bowl/plate with the other hand | | | | |
| ○ to be able to communicate own name | | | | |
| ○ wipe the table | | | | |
| ○ move and carry a chair | | | | |
| ○ walking over a bumpy surface unaided | | | | |
| ○ sit crossed legged unaided | | | | |
| ○ wipe themselves after using the toilet | | | | |
| ○ use chunky construction resources eg duplo | | | | |
| ○ open and close a range of container lids | | | | |
| ○ peel a banana | | | | |
| ○ clip clothes pegs on a solid frame eg clothes horse | | | | |
| ○ sweep a surface using a hand brush | | | | |
| ○ water a houseplant | | | | |

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|---|--|--|--|--|
| ○ communicate please/ goodbye/ more/ no/ toilet | | | | |
| ○ place hand over mouth when coughing | | | | |

Stage 3

| The pupil can | | | | Comments | Date |
|--|--|--|--|----------|------|
| ○ remove tracksuit bottoms/ shorts unaided | | | | | |
| ○ remove trousers/ leggings/ tights unaided | | | | | |
| ○ remove underwear unaided | | | | | |
| ○ remove socks unaided | | | | | |
| ○ put on a jumper, sweatshirt, vest, dress unaided | | | | | |
| ○ put on trousers, pants, skirt if held in position | | | | | |
| ○ put on a shirt unaided | | | | | |
| ○ put on shoes if placed in position and complete Velcro unaided | | | | | |
| ○ put on socks if placed the correct way round | | | | | |

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|--|--|--|--|--|--|
| ○ fasten a large buckle ○ | | | | | |
| ○ fasten small buttons | | | | | |
| ○ fasten zips on coats/ trousers/ school bag | | | | | |
| ○ wash and dry hands unaided | | | | | |
| ○ turn taps on and off independently | | | | | |
| ○ shower unaided -using soap and sponge | | | | | |
| ○ tolerate having hair brushed and styled | | | | | |
| ○ measure own toothpaste | | | | | |
| ○ put familiar items away in a classroom/ home when prompted ○ | | | | | |
| ○ Use a visual checklist to bag school bag at the end of the day | | | | | |
| ○ lay clothes in order and they are taken off on a table (adult to turn clothes the right way round) | | | | | |
| ○ choose correct items of school uniform from a mix of clothes | | | | | |
| ○ open a range of simple food containers eg open sandwich wrapped in foil, packet of crisps | | | | | |
| ○ use a fork to hold a food item and cut soft food with knife eg playdough, mashed potato | | | | | |
| ○ pour a drink from a small jug | | | | | |

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|---|--|--|--|--|
| ○ to be able communicate which class they belong to | | | | |
| ○ spray water and clean a table | | | | |
| ○ money -see maths list | | | | |
| ○ carry objects on a tray | | | | |
| ○ climb on outdoor equipment unaided | | | | |
| ○ wipe themselves after using a toilet and flush the toilet | | | | |
| ○ use simple keys in locks | | | | |
| ○ Put pegs in a peg board | | | | |
| ○ Find requested numbers on a mobile phone | | | | |
| ○ Pack a bag | | | | |
| ○ Use a cloth/ sponge to clean up a spillage | | | | |
| ○ Cut soft food | | | | |
| ○ Rinse off a plate under a running tap | | | | |
| ○ Peel a satsuma | | | | |
| ○ Set a table | | | | |
| ○ Butter a slice of bread | | | | |
| ○ Clip pegs on a mobile lines | | | | |

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|---|--|--|--|--|
| ○ Sweep the floor using a hand brush into a dustpan | | | | |
| ○ Communicate tired/ hungry/ pain | | | | |
| ○ Blow nose with adult assistance | | | | |

Standard 4

| The pupil can | | | | Comments | Date |
|--|--|--|--|-----------------|-------------|
| ○ remove socks unaided | | | | | |
| ○ put on trousers, pants, skirt unaided | | | | | |
| ○ can put in shoes unaided and fasten Velcro/ zips | | | | | |
| ○ put on socks unaided | | | | | |
| ○ distinguish hot and cold tap, and get the required temperature | | | | | |
| ○ wash hair unaided in a shower | | | | | |
| ○ brushing hair independently | | | | | |
| ○ clean teeth independently | | | | | |
| ○ put familiar items away in Classroom/ home unaided | | | | | |

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|---|--|--|--|--|
| ○ find all items to be taken home at the end of the school day | | | | |
| ○ can turn clothes the correct way round | | | | |
| ○ select and choose appropriate clothing for event and weather | | | | |
| ○ open a range of more complex food containers eg put straw in drinks container | | | | |
| ○ can use a knife and fork to cut up food | | | | |
| ○ to communicate name and address | | | | |
| ○ know to ring 999 for help in an emergency | | | | |
| ○ carry liquids on a tray | | | | |
| ○ help carry a PE mat and put away | | | | |
| ○ use the toilet, clean themselves, flush and wash hands | | | | |
| ○ hammer pegs | | | | |
| ○ find the correct sequence of numbers when shown a telephone number visually on a mobile phone | | | | |
| ○ wrap a present | | | | |
| ○ chop fruit / vegetables | | | | |
| ○ wash cups and plates | | | | |
| ○ pour water through a funnel | | | | |

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|--|--|--|--|--|--|
| ○ make a packed lunch | | | | | |
| ○ hang up clothes using pegs | | | | | |
| ○ Sweep the floor using a hand brush into a dustpan, and tip into a bin | | | | | |
| ○ Communicate stop/ anger/ simple emotions using a range of visual systems | | | | | |
| ○ Blow nose unaided | | | | | |

SCIENCE

Stage I

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ sort objects according to type (strong contrast eg ball and cup) | | | | | |
| ○ independently explore properties of water eg liquid, ice | | | | | |
| ○ mix colours eg paint, dye in water, playdough, cooking | | | | | |
| ○ mix materials and communicate outcomes eg flour & water, mud & water | | | | | |
| ○ explores conservation of volume by pouring water into a variety of containers in water tray | | | | | |
| ○ show an understanding of cause-and-effect eg press a switch to gain a response | | | | | |
| ○ demonstrate an awareness of start and stop when pushing toys | | | | | |
| ○ explore the buoyancy properties of a range of objects in water during water play – pupil can visually track the movement of the object when placed in the water | | | | | |

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| | | | | |
| ○ attend to look at self in a mirror | | | | |
| ○ imitate actions involving body parts eg clapping, drumming | | | | |
| ○ explore a range of light sources eg torch, lamps, sensory tubes | | | | |
| ○ use a pipette to drop liquids | | | | |
| ○ collect and explore a range of natural items eg flowers, tree cones, stones, sticks | | | | |
| ○ sort natural items into like groups | | | | |
| ○ sort stones and leaves | | | | |
| ○ identify common animals eg cat, dog, horse, fish | | | | |
| ○ point to nose, eyes, ears and hair | | | | |
| ○ use a baby to roll play their needs eg sleep, eat, cuddle | | | | |
| ○ identify 'hot' and 'cold' in relation to weather | | | | |
| ○ can identify common fruit eg apple, orange and banana | | | | |
| ○ water houseplants | | | | |
| ○ look for objects hidden eg look for pine cone in a box of pasta | | | | |

Standard 2

| The pupil can | | | | Comments | Date |
|---|--|--|--|----------|------|
| ○ can sort objects according to type (similar eg socks -different types) | | | | | |
| ○ independently explore the properties of air eg bubbles, wind | | | | | |
| ○ mix liquids and solids eg water and corn starch, dissolving sugar in water | | | | | |
| ○ indicate 'full' and 'empty' when pouring water into a variety of containers | | | | | |
| ○ operate a familiar machine eg ipad, music player to start, stop, adjust the volume | | | | | |
| ○ explore the buoyancy properties of a range of objects in water during water play – pupil can communicate 'up' or 'down' | | | | | |
| ○ attend to look at self in a mirror and point to nose, eyes, hair, ears | | | | | |
| ○ identify farm animals eg cow, sheep, goat | | | | | |
| ○ demonstrate knowledge of a light being 'on' and 'off' | | | | | |
| ○ use a magnifier glass to look at objects | | | | | |
| ○ can sort natural items depending on texture eg rough/ smooth | | | | | |

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|---|--|--|--|--|--|
| ○ sort flowers and leaves | | | | | |
| ○ point to head, shoulders, knees, arms and stomach | | | | | |
| ○ sort pictures of themselves as a baby and now older | | | | | |
| ○ identify rainy and sunny weather | | | | | |
| ○ identify common vegetables eg carrot, peas, potato | | | | | |
| ○ sow seeds and water | | | | | |
| ○ can copy sounds using body parts eg clapping/ humming | | | | | |
| ○ understand difference between 'wet' and 'dry' | | | | | |

Standard 3

| The pupil can | | | | Comments | Date |
|---|--|--|--|-----------------|-------------|
| <ul style="list-style-type: none"> • can sort objects depending if they are hard or soft | | | | | |
| <ul style="list-style-type: none"> • independently explore the effects of magnetism – able to communicate when an item sticks to a magnet | | | | | |
| <ul style="list-style-type: none"> • mix solids with heat eg melting ice, chocolate | | | | | |
| <ul style="list-style-type: none"> • explore elasticity using playdough, plasticine, clay – able to communicate and demonstrate knowledge of properties such as long, thin, flat | | | | | |
| <ul style="list-style-type: none"> • show an awareness of objects that need electivity and how to switch on the electricity | | | | | |
| <ul style="list-style-type: none"> • demonstrate an awareness of ‘push’ and ‘pull’ when playing with toys | | | | | |
| <ul style="list-style-type: none"> • identify wild animals eg lion, hipo, elephant, monkey | | | | | |
| <ul style="list-style-type: none"> • explore the buoyancy properties of a range of objects in water during water play – pupil can communicate ‘floating’ or ‘sinking’ | | | | | |

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|---|--|--|--|
| <ul style="list-style-type: none"> • attend to look at self in a mirror and point to body parts eg shoulders, neck, elbows etc | | | |
| <ul style="list-style-type: none"> • place puppet shapes or hands in front of a light source to make shadows | | | |
| <ul style="list-style-type: none"> • use binoculars | | | |
| <ul style="list-style-type: none"> • sort natural items eg heavy/light | | | |
| <ul style="list-style-type: none"> • sort parts of a flower eg flower/ leaf/ roots | | | |
| <ul style="list-style-type: none"> • point to neck, legs, arms, elbows, hips | | | |
| <ul style="list-style-type: none"> • sort pictures of babies, children and adults | | | |
| <ul style="list-style-type: none"> • sort images of sun and moon | | | |
| <ul style="list-style-type: none"> • identify rainy, sunny and windy weather | | | |
| <ul style="list-style-type: none"> • match natural components to environment eg feathers to birds, leaves to trees | | | |
| <ul style="list-style-type: none"> • identify a broad range of fruit and vegetables | | | |
| <ul style="list-style-type: none"> • sow seeds and communicate any growth | | | |
| <ul style="list-style-type: none"> • make simple predictions eg ice cream will melt | | | |

Standard 4

| The pupil can | | | | Comments | Date |
|---|--|--|--|-----------------|-------------|
| ○ sort objects according to material eg plastic, glass and wood | | | | | |
| ○ describe hot and cold and the effect of heat on a liquid and solid eg ice | | | | | |
| ○ explore the effect of viscosity by communicating the speed of travel of a marble dropped into water, syrup, vegetable oil | | | | | |
| ○ demonstrate awareness that mass has the same volume if it is a ball or a sausage shape using dough | | | | | |
| ○ create static electricity by rubbing a balloon against their hair | | | | | |
| ○ build a ramp and push toys down it, commentating fast or slow | | | | | |
| ○ explore the buoyancy properties of a range of objects in water during water play – pupil can estimate if an object will float or sink | | | | | |
| ○ attend to look at self in a mirror and copy simple actions of symmetry eg touching | | | | | |

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|---|--|--|--|--|
| both ears, hands together in central position | | | | |
| ○ identify a shadow when they naturally form outside | | | | |
| ○ use scales to measure simple measurements of more and less | | | | |
| ○ use 'footsteps' to measure an area | | | | |
| ○ identify oceanic animals eg dolphin, starfish, octopus, shark | | | | |
| ○ sort natural items – living and non-living | | | | |
| ○ identify and name flower, leaf and root | | | | |
| ○ identify and name all common body parts | | | | |
| ○ sort pictures of babies, children, adults and grandparents | | | | |
| ○ sort images of sun, moon and stars | | | | |
| ○ identify rainy, sunny, windy and cloudy weather | | | | |
| ○ sow seeds and name key parts eg leaf, roots | | | | |
| ○ sequence using pictures simple processes | | | | |

SEATSS SUPPORT

- This booklet is intended to be an additional guide for School Staff and families
 - Individual copies of the recording sheets can be found on our website www.redbridgeserc.org -> Resources -> Curriculum support-> PKSS
 - SEaTSS staff can provide school staff with direct support with planning and differentiating the curriculum – please ask us
 - SEaTSS also provide Training linked to Quality First Teaching and how to accommodate all students in Class. We have a range of prepared and bespoke packages.

Talk to your SEaTSS Manager or if outside SEaTSS please contact us on seatss@redbridge.gov.uk

