



# Steps to Excellence Sample Pages

Steps to Excellence is our assessment framework for the Curriculum for Excellence. The framework covers broad and general education from Pre-Early (Milestones) to Fourth level. The framework breaks down the Milestones and Benchmarks into smaller steps.





# Connecting Steps

Connecting Steps is B Squared's Assessment Software that uses our wide range of assessment frameworks. It has been designed to make assessment and tracking progress easier.

***“Connecting Steps has enabled all teachers to clearly track, monitor and report on pupil progress at all levels of attainment”***

*Brandon Mills, Deputy Head Teacher, Brookfields School*

Connecting Steps is our robust, proven assessment software package. Trusted in over 3000 schools around the world. Designed to work with pupils of different ages and abilities by using different assessment frameworks. Schools can assess mainstream pupils and their pupils with SEND in one system.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

# Our Assessment Software

Connecting Steps is our easy to use, cloud based assessment software. It is designed to save teachers time by giving teachers feedback which can then be used in planning, reports and other documents. Below are just a few reasons to use Connecting Steps

***“B Squared has been an asset in our school development over the last 2 years”***

*Lisa Bird, Headteacher, Elmsleigh Infant & Nursery School*

## Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.

Encounter
Awareness
Attention & response
Engagement
Participation
Involvement
Gaining skills & understanding
Mastered

## Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

## Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

## Paper Assessment Products

Our paper assessment files are still available for the following frameworks:

- Early Steps
- Progression Steps (Core, Core Plus and Foundation)
- Primary Steps (Core, Core Plus and Foundation)
- Autism Progress

# Sample Pages

The samples over the next few pages are designed to give you an overview of the Steps to Excellence Pre-Early.



They show the different areas covered by this assessment framework and cover a range of ability levels.

Name:

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**Attention Skills**

<p><u>Shows a simple reflex response to an individual stimulus.</u></p> <p><input type="checkbox"/> Acknowledges auditory pleasure by brief responsive smiling when provided with enjoyable music/noises</p> <p><input type="checkbox"/> Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences</p> <p><input type="checkbox"/> Acknowledges pleasure by intermittent responsive smiling when provided with enjoyable smells</p> <p><input type="checkbox"/> Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences</p> <p><input type="checkbox"/> Acknowledges visual pleasure by brief responsive smiling when provided with enjoyable optical experiences</p> <p><input type="checkbox"/> Blinks defensively</p> <p><input type="checkbox"/> Closes their hand when their palm is touched</p> <p><input type="checkbox"/> Cries to express their needs when in a state of hunger</p> <p><input type="checkbox"/> Demonstrates a reflex response to their own sounds</p> <p><input type="checkbox"/> Reacts to backwards movement with minor physiological changes when they are being moved</p> <p><input type="checkbox"/> Reacts to forwards movement with minor physiological changes when they are being moved</p> <p><input type="checkbox"/> Reacts to rocking movement with minor physiological changes when they are being moved</p> <p><input type="checkbox"/> Reacts to light with minor physiological changes when environmental lighting changes dramatically</p> <p><input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly</p> <p><input type="checkbox"/> Reacts to noise with minor physiological changes when the environmental volume changes suddenly</p> <p><input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched</p> <p><input type="checkbox"/> Reacts to some strong smells with minor physiological changes when potent odours are brought close</p> <p><input type="checkbox"/> Reacts to temperature with minor physiological changes when moving from one extreme to another</p>	<p><input type="checkbox"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces</p> <p><input type="checkbox"/> Reacts to voices with minor physiological changes</p> <p><u>Shows a simple reflex response to a range of stimuli, objects, people, and activities.</u></p> <p><input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar visual cues</p> <p><input type="checkbox"/> Anticipates feeding by opening mouth when given familiar auditory cues</p> <p><input type="checkbox"/> Freezes momentarily upon hearing a new sound</p> <p><input type="checkbox"/> Freezes momentarily upon hearing a quiet sound</p> <p><input type="checkbox"/> Opens their eyes for brief periods of time when encountering stimulating events</p> <p><input type="checkbox"/> Reacts to light with an intermittent heightened expressive response when positioned towards a light source</p> <p><input type="checkbox"/> Reacts to objects with an intermittent heightened expressive response when within their visual range</p> <p><input type="checkbox"/> Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage</p> <p><input type="checkbox"/> Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy</p> <p><input type="checkbox"/> Reacts to water with an intermittent heightened expressive response when in hydro/swimming pool</p> <p><input type="checkbox"/> Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person</p> <p><input type="checkbox"/> Reduces physical activity with physical contact</p> <p><input type="checkbox"/> Reduces vocal activity with physical contact</p> <p><u>Shows awareness of something happening by giving a quick and fleeting response, by giving an inconsistent response, and by giving more consistent attention and response.</u></p> <p><input type="checkbox"/> Attends briefly to their immediate environment intermittently with vision or grasp when not engaged with a member of staff</p>	<p><input type="checkbox"/> Calms after being changed when previously in a state of distress</p> <p><input type="checkbox"/> Calms after being fed when previously in a state of distress</p> <p><input type="checkbox"/> Calms after being swaddled when previously in a state of distress</p> <p><input type="checkbox"/> Calms after hearing voices when previously in a state of distress</p> <p><input type="checkbox"/> Calms after physical contact when previously in a state of distress</p> <p><input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress</p> <p><input type="checkbox"/> Dislikes a food consistently</p> <p><input type="checkbox"/> Engages briefly with high-contrast patterns visually when in close range</p> <p><input type="checkbox"/> Focuses attention on moving faces intermittently when within their visual range</p> <p><input type="checkbox"/> Focuses attention on moving objects intermittently when within their visual range</p> <p><input type="checkbox"/> Focuses attention on moving sounds intermittently when within auditory range</p> <p><input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)</p> <p><input type="checkbox"/> Grasps objects intentionally when they have been placed in their hand by a member of staff</p> <p><input type="checkbox"/> Indicates a preference by reacting positively to the start of favourite music</p> <p><input type="checkbox"/> Likes a food consistently</p> <p><input type="checkbox"/> Reaches for visually appealing objects in close range</p> <p><input type="checkbox"/> Reacts to a familiar object with an intermittent heightened expressive response</p> <p><input type="checkbox"/> Reacts to social interaction with an intermittent heightened expressive response when a familiar person copies one of their actions</p> <p><input type="checkbox"/> Swipes at an object in their vicinity with the intention to interact with it</p> <p><input type="checkbox"/> Turns their head to search for stimuli when smells alert them to food out of sight</p> <p><input type="checkbox"/> Turns their head to search for stimuli when sounds alert them to actions out of sight</p> <p><input type="checkbox"/> Turns their head to search for stimuli when their cheek is brushed</p>
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**Communicating Preference & Choice**

<p><u>Indicates preferences in response to concrete stimuli, objects, people, and activities.</u></p> <p><input type="checkbox"/> Demonstrates anger through expressions and body language when people/actions frustrate them</p> <p><input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them</p> <p><input type="checkbox"/> Demonstrates excitement through expressions and body language when people/actions meet their expectations</p> <p><input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences</p> <p><input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them</p> <p><input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them</p> <p><input type="checkbox"/> Discards objects with unfamiliar textures</p> <p><input type="checkbox"/> Explores a desired object with their hands for up to 10 seconds when provided with a variety of objects</p> <p><input type="checkbox"/> Explores a desired object with their mouth for up to 10 seconds when provided with a variety of objects</p> <p><input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar person</p> <p><input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar object</p> <p><input type="checkbox"/> Expresses eagerness vocally or physically when presented with a familiar activity</p> <p><input type="checkbox"/> Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff</p> <p><input type="checkbox"/> Initiates communication with familiar members of staff when seeking attention</p> <p><input type="checkbox"/> Leans forward to follow a specific scent</p> <p><input type="checkbox"/> Reaches for a desired object with their hands when objects are just out of reach</p> <p><input type="checkbox"/> Reaches for a desired object with their hands when provided with a variety of objects</p> <p><input type="checkbox"/> Reacts excitedly to a change of environment when provided with new experiences</p> <p><input type="checkbox"/> Reacts excitedly to a familiar voice when a member of staff initiates interaction</p>	<p><input type="checkbox"/> Reacts excitedly to an activity when provided with new experiences</p> <p><input type="checkbox"/> Reacts excitedly to intense movements when being swung or rocked</p> <p><input type="checkbox"/> Reacts excitedly to music when sung to by a member of staff</p> <p><input type="checkbox"/> Reacts excitedly to texture, showing signs when offered a variety of tactile experiences</p> <p><input type="checkbox"/> Reacts to an instruction positively or negatively when a member of staff initiates interaction</p> <p><input type="checkbox"/> Shows preferences by pointing/gesturing when provided with both a favoured and a disliked option</p> <p><u>Consistently shows and expresses preference to stimuli, objects, people, and activities.</u></p> <p><input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response</p> <p><input type="checkbox"/> Applies a familiar action to a new cause -and-effect activity to try and make it work</p> <p><input type="checkbox"/> Communicates consistent preferences with emotional responses when choices are provided</p> <p><input type="checkbox"/> Communicates to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!" when something goes wrong</p> <p><input type="checkbox"/> Communicates with a member of staff by using an individual action or gesture when they want something</p> <p><input type="checkbox"/> Communicates with a member of staff by using consistent vocal noises when they want something</p> <p><input type="checkbox"/> Communicates with a member of staff through symbolic sounds/noises, e.g. laughter</p> <p><input type="checkbox"/> Communicates with a member of staff using some elements of conventional communication (accurately or not)</p> <p><input type="checkbox"/> Communicates with peers by using actions or gestures when they want to do something</p> <p><input type="checkbox"/> Examines material handed to them</p> <p><input type="checkbox"/> Explores new objects willingly when offered by a familiar member of staff</p> <p><input type="checkbox"/> Forms attachments with specific people when working with them repeatedly</p> <p><input type="checkbox"/> Indicates a preference when provided with two equally-liked items</p>	<p><input type="checkbox"/> Indicates a preference when provided with two pictures of equally-liked items</p> <p><input type="checkbox"/> Indicates a preference when provided with two symbols of equally-liked items</p> <p><input type="checkbox"/> Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two</p> <p><input type="checkbox"/> Makes requests for desired objects with gestures or vocalisations</p> <p><input type="checkbox"/> Observes events with interest when they are the result of their own actions</p> <p><input type="checkbox"/> Plays with objects happily</p> <p><input type="checkbox"/> Protests the conclusion of an activity after working with a member of staff</p> <p><input type="checkbox"/> Reacts consistently to a variety of different sensory experiences when provided with familiar activities, e.g. vocalises pleasure/displeasure, change of facial expression, hand or arm gestures</p> <p><input type="checkbox"/> Reacts to a familiar member of staff with excitement after a period of separation</p> <p><input type="checkbox"/> Recognises activities by reacting with excitement when provided with familiar activities</p> <p><input type="checkbox"/> Rejects interaction/an object by turning their head or pushing away when provided with a disliked activity</p> <p><input type="checkbox"/> Remembers a response to an activity for the period of the activity after repeatedly engaging with it</p> <p><input type="checkbox"/> Requests a favourite activity through their chosen form of communication when self-selecting tasks</p> <p><input type="checkbox"/> Requests physical contact with gestures or vocalisations when playing with peers</p> <p><input type="checkbox"/> Responds to activities consistently when they frequently undertake them over extended periods of time</p> <p><input type="checkbox"/> Responds to familiar peers consistently when interacting with them</p> <p><input type="checkbox"/> Responds to frequently used words or signs appropriately when used in appropriate context, e.g. "All gone", "Bye-bye", etc.</p> <p><input type="checkbox"/> Responds to liked stimuli consistently when provided with their favourite item/activity</p>
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Interaction		
<p><u>Initiates an interaction with a familiar person or in a familiar situation.</u></p> <p><input type="checkbox"/> Requests desired objects via photographic means when communicating with a member of staff</p> <p><input type="checkbox"/> Responds to choices with actions or gestures when given options</p> <p><input type="checkbox"/> Says a few words, signs or symbols understood by familiar adults</p> <p><input type="checkbox"/> Communicates about their needs, e.g. hunger, thirst, toilet, etc.</p> <p><u>Initiates an interaction with an unfamiliar person or in an unfamiliar situation.</u></p> <p><input type="checkbox"/> Communicates 'Hello' using words, signs or symbols</p> <p><input type="checkbox"/> Tries to establish themselves as a member of a social group</p> <p><input type="checkbox"/> Expresses their independence by confidently initiating conversation when playing</p> <p><input type="checkbox"/> Requests a new action or object in their chosen form of communication</p> <p><u>Takes turns in an interaction with a familiar person or in a familiar situation.</u></p> <p><input type="checkbox"/> Answers yes/no questions using gestures or facial expressions when working with a member of staff</p> <p><input type="checkbox"/> Answers yes/no questions using rough signs or single words when working with a member of staff</p> <p><input type="checkbox"/> Answers yes/no questions using symbols when working with a member of staff</p> <p><input type="checkbox"/> Asks questions using gestures or facial expressions when working with a member of staff</p> <p><input type="checkbox"/> Asks questions using rough signs or single words when working with a member of staff</p> <p><input type="checkbox"/> Asks questions using symbols when working with a member of staff</p> <p><input type="checkbox"/> Attempts to get objects by vocalising or pointing</p> <p><input type="checkbox"/> Communicates with peers using words, gestures or symbols</p> <p><input type="checkbox"/> Copies gestures and words from members of staff</p> <p><input type="checkbox"/> Greets familiar peers when asked to</p> <p><input type="checkbox"/> Greets familiar people with consistent responses when contact is initiated by a member of staff</p> <p><input type="checkbox"/> Greets familiar people with consistent responses when contact is initiated by themselves</p> <p><input type="checkbox"/> Listens and responds to simple information or instructions, e.g. 'Ben, put on shoes', 'Mohammed, give to Sam'</p> <p><input type="checkbox"/> Looks at the person talking to them</p> <p><input type="checkbox"/> Momentarily maintains silence when another is talking</p> <p><input type="checkbox"/> Pulls faces with peers</p>	<p><input type="checkbox"/> Responds to a peer</p> <p><input type="checkbox"/> Takes part in a 'conversation' with a member of staff</p> <p><input type="checkbox"/> Takes part in a simple one-to-one listening game</p> <p><input type="checkbox"/> Understands 10 spoken words, signs or symbols</p> <p><input type="checkbox"/> Understands 20 spoken words, signs or symbols</p> <p><input type="checkbox"/> Understands 30 spoken words, signs or symbols</p> <p><input type="checkbox"/> Understands 50 spoken words, signs or symbols</p> <p><input type="checkbox"/> Understands a wide range of single words and some two-word phrases in familiar contexts, e.g. 'give me', 'shoe on'</p> <p><input type="checkbox"/> Asks a simple 'What ... ?' question</p> <p><input type="checkbox"/> Asks a simple 'Where ... ?' question</p> <p><input type="checkbox"/> Asks a simple 'Who ... ?' question</p> <p><input type="checkbox"/> Asks a simple 'Why ... ?' question</p> <p><input type="checkbox"/> Attends to a member of staff when their own name is called</p> <p><input type="checkbox"/> Carries on a simple two-way conversation</p> <p><input type="checkbox"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols</p> <p><input type="checkbox"/> Communicates 'Sorry' when reminded using words, signs or symbols</p> <p><input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences</p> <p><input type="checkbox"/> Communicates in a manner that can be understood by a familiar person</p> <p><input type="checkbox"/> Co-operates with a peer for a short period</p> <p><input type="checkbox"/> Gestures for more information to show they do not understand</p> <p><input type="checkbox"/> Gives eye contact when spoken to</p> <p><input type="checkbox"/> Responds to questions about familiar events</p> <p><input type="checkbox"/> Responds to questions about immediate experiences</p> <p><input type="checkbox"/> Takes turns in a small group</p> <p><input type="checkbox"/> Takes turns with a partner</p> <p><u>Takes turns in an interaction with unfamiliar people and/or unfamiliar settings.</u></p> <p><input type="checkbox"/> Changes pitch indiscriminately whilst babbling to themselves or others</p> <p><input type="checkbox"/> Changes volume indiscriminately whilst babbling to themselves or others</p> <p><input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs or symbols appropriately</p> <p><input type="checkbox"/> Communicates "Me" and "Mine" to identify possession when familiar people are introduced/taken away</p>	<p><input type="checkbox"/> Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away</p> <p><input type="checkbox"/> Communicates 10 single words using signs (not always clearly or accurately) when working with an adult</p> <p><input type="checkbox"/> Communicates 10 single words using photos (not always clearly or accurately) when working with an adult</p> <p><input type="checkbox"/> Communicates 10 single words verbally (not always clearly or accurately) when working with an adult</p> <p><input type="checkbox"/> Gazes from one speaker to another</p> <p><input type="checkbox"/> Looks for a member of staff's reaction in an unfamiliar situation</p> <p><input type="checkbox"/> Looks to a member of staff for support</p> <p><input type="checkbox"/> Makes their feelings known to a member of staff</p> <p><input type="checkbox"/> Reacts to others, showing jealousy when members of staff give attention to others</p> <p><input type="checkbox"/> Responds to voices with background noise present</p> <p><input type="checkbox"/> Communicates clearly 50% of the time</p> <p><input type="checkbox"/> Communicates clearly 80% of the time</p> <p><input type="checkbox"/> Communicates in a manner that can be understood by an unfamiliar person</p> <p><input type="checkbox"/> Communicates with known and unknown people in a range of settings</p> <p><input type="checkbox"/> Communicates two words, signs or symbols together</p> <p><input type="checkbox"/> Communicates using descriptive language, e.g. I want the big box</p> <p><input type="checkbox"/> Communicates using functional language, e.g. put that here</p> <p><input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box</p> <p><input type="checkbox"/> Communicates using temporal language, e.g. I play later?</p> <p><input type="checkbox"/> Communicates with a range of listeners</p> <p><input type="checkbox"/> Communicates with appropriate intonation</p> <p><input type="checkbox"/> Decreases jargon speech and increases meaningful vocabulary to 50-300 words</p> <p><input type="checkbox"/> Increasingly demonstrates their independence from members of staff</p> <p><input type="checkbox"/> Listens to others talking without interruption in a structured adult led activity, for short periods of time</p> <p><input type="checkbox"/> Makes it clear they need more information or clarification</p> <p><input type="checkbox"/> Participates in presentations or performances with some prompting but delivery is clear (words, signs or symbols)</p> <p><input type="checkbox"/> Separates from caregivers more willingly</p> <p><input type="checkbox"/> Starts talking about themselves</p>

Name:

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**Cognitive**

<p><u>Notices stimuli.</u></p> <p><input type="checkbox"/> Blinks defensively</p> <p><input type="checkbox"/> Calms after hearing voices when previously in a state of distress</p> <p><input type="checkbox"/> Calms at the sight of a reassuring presence when previously in a state of distress</p> <p><input type="checkbox"/> Calms with physical contact</p> <p><input type="checkbox"/> Closes their hand when their palm is touched</p> <p><input type="checkbox"/> Cries to express their needs when in a state of hunger</p> <p><input type="checkbox"/> Cries to express their needs when in a state of pain or discomfort</p> <p><input type="checkbox"/> Demonstrates an awareness of sound</p> <p><input type="checkbox"/> Freezes momentarily upon hearing a new sound</p> <p><input type="checkbox"/> Freezes momentarily upon hearing a quiet sound</p> <p><input type="checkbox"/> Gives momentary attention to pictures put in front of them</p> <p><input type="checkbox"/> Gives momentary attention to someone speaking close to them and in their direct line of vision (not consistent)</p> <p><input type="checkbox"/> Reacts to light with minor physiological changes when environmental lighting changes dramatically</p> <p><input type="checkbox"/> Reacts to movement with minor physiological changes when objects or people move suddenly</p> <p><input type="checkbox"/> Reacts to noise with minor physiological changes when the environmental volume changes suddenly</p> <p><input type="checkbox"/> Reacts to pain and other unpleasant stimuli</p> <p><input type="checkbox"/> Reacts to physical contact with minor physiological changes when their hands are touched</p>	<p><input type="checkbox"/> Reacts to some strong smells with minor physiological changes when potent odours are brought close</p> <p><input type="checkbox"/> Reacts to temperature with minor physiological changes when moving from one extreme to another</p> <p><input type="checkbox"/> Reacts to textures with minor physiological changes when feeling rough or smooth surfaces</p> <p><input type="checkbox"/> Reacts to voices with minor physiological changes</p> <p><input type="checkbox"/> Reduces physical activity with physical contact</p> <p><input type="checkbox"/> Reduces vocal activity with physical contact</p> <p><input type="checkbox"/> Responds occasionally to a sound next to their ear, e.g. bell/click/whisper</p> <p><input type="checkbox"/> Startles to a sudden change in light</p> <p><input type="checkbox"/> Startles to sudden loud noises</p> <p><input type="checkbox"/> Startles to sudden movement</p> <p><input type="checkbox"/> Tenses or stills their muscles to a voice, sound or instrument</p> <p><input type="checkbox"/> Tolerates a ball being rolled over their body</p> <p><input type="checkbox"/> Tolerates a variety of sounds</p> <p><input type="checkbox"/> Vocalises contentedly</p> <p><u>Follows/tracks stimuli when they move.</u></p> <p><input type="checkbox"/> Anticipates being fed by opening their mouth when given familiar visual cues</p> <p><input type="checkbox"/> Attends briefly to a change in the classroom environment when it happens within their field of vision</p> <p><input type="checkbox"/> Attends briefly to interactions with a familiar person</p> <p><input type="checkbox"/> Demonstrates an awareness of familiar faces through an intermittent heightened expressive response when interacting with a familiar person</p> <p><input type="checkbox"/> Engages briefly with high-contrast patterns visually when in close range</p>	<p><input type="checkbox"/> Focuses attention on moving faces intermittently when within their visual range</p> <p><input type="checkbox"/> Focuses attention on moving objects intermittently when within their visual range</p> <p><input type="checkbox"/> Follows an object with their eyes briefly when it moves past midline</p> <p><input type="checkbox"/> Grasps objects briefly when they are placed in their hand</p> <p><input type="checkbox"/> Maintains attention on certain events or objects for 5 seconds when alert and ready</p> <p><input type="checkbox"/> Maintains attention on certain objects for five seconds when alert and ready</p> <p><input type="checkbox"/> Maintains attention on certain voices for five seconds when alert and ready</p> <p><input type="checkbox"/> Reacts to a range of new experiences with an intermittently heightened expressive response when prompted</p> <p><input type="checkbox"/> Reacts to light with an intermittent heightened expressive response when positioned towards a light source</p> <p><input type="checkbox"/> Reacts to objects with an intermittent heightened expressive response when within their visual range</p> <p><input type="checkbox"/> Reacts to physical touch with an intermittent heightened expressive response when experiencing physiotherapy or massage</p> <p><input type="checkbox"/> Reacts to repetition with an intermittent heightened expressive response when involved in familiar routines</p> <p><input type="checkbox"/> Reacts to social interaction with an intermittent heightened expressive response when a familiar person copies one of their actions</p> <p><input type="checkbox"/> Reacts to sounds with an intermittent heightened expressive response when hearing familiar noises, e.g. blinks at a musical toy</p> <p><input type="checkbox"/> Reacts to the arrival of a favourite person intermittently</p> <p><input type="checkbox"/> Reacts to water with an intermittent heightened expressive response when in hydro/swimming pool</p> <p><input type="checkbox"/> Reacts to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person</p>
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Name:

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Enjoyment & Choice		
<p><u>Shows a response to familiar characters, songs, rhymes and/or stories.</u></p> <p><input type="checkbox"/> Responds to a familiar story with pleasure/displeasure</p> <p><u>Generates meaningful vocalisations in response to familiar stimuli, objects, people and/or activities.</u></p> <p><input type="checkbox"/> Describes an object they have in their hand, giving more than one property</p>	<p><u>Demonstrates likes or dislikes for characters, songs, rhymes and/or stories.</u></p> <p><input type="checkbox"/> Shows pleasure when hearing about something they like</p> <p><input type="checkbox"/> States a preference, giving their reason</p> <p><u>Anticipates and responds to known events in familiar texts, songs, rhymes and/or stories.</u></p> <p><input type="checkbox"/> Completes a familiar phrase when a member of staff communicates part of it</p>	<p><input type="checkbox"/> Makes predictions in familiar stories</p> <p><u>Joins in with actions, signs and/or movements relating to familiar texts, songs, rhymes, and stories.</u></p> <p><input type="checkbox"/> Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration</p> <p><input type="checkbox"/> Joins in with familiar poems and songs</p> <p><input type="checkbox"/> Repeats short, simple and repetitive rhymes</p>
Tools for Listening & Talking		
<p><u>Responds consistently to routines which are spoken or written.</u></p> <p><input type="checkbox"/> Follows one-step instructions containing two key words, e.g. hold the book</p> <p><input type="checkbox"/> Follows two-step requests, e.g. get your cup and bring it here</p> <p><u>Identifies named objects, pictures, or symbols consistently.</u></p> <p><input type="checkbox"/> Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the) ...?' (PKSS)</p> <p><input type="checkbox"/> Points to objects and pictures when they are named</p> <p><u>Listens and responds to different words and phrases appropriately.</u></p> <p><input type="checkbox"/> Attends to a member of staff when their own name is called</p> <p><input type="checkbox"/> Gestures for more information to show they do not understand</p> <p><u>Can use single words to communicate.</u></p> <p><input type="checkbox"/> Begins to use some plurals, e.g. "cars"</p> <p><input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences</p>	<p><input type="checkbox"/> Communicates needs, such as hunger, thirst and use of the toilet or a nappy change</p> <p><input type="checkbox"/> Communicates possession through the use of the terms 'yours' and 'mine'</p> <p><u>Can use a few words together to communicate.</u></p> <p><input type="checkbox"/> Communicates two words, signs or symbols together</p> <p><input type="checkbox"/> Expresses possession such as, "My book"</p> <p><u>Uses short phrases to communicate.</u></p> <p><input type="checkbox"/> Communicates using descriptive language, e.g. I want the big box</p> <p><input type="checkbox"/> Communicates using functional language, e.g. put that here</p> <p><input type="checkbox"/> Communicates using positional language, e.g. the ball is in the box</p> <p><input type="checkbox"/> Communicates using temporal language, e.g. I play later?</p> <p><u>Shows awareness of others in a conversation.</u></p> <p><input type="checkbox"/> Includes intonation, pitch and changing volume when 'talking'</p> <p><input type="checkbox"/> Initiates a simple conversation</p> <p><input type="checkbox"/> Orientates their body towards a member of staff's voice</p>	<p><input type="checkbox"/> Responds simply to a peer's suggestion</p> <p><u>Demonstrates an awareness of others by taking a turn.</u></p> <p><input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'</p> <p><input type="checkbox"/> Co-operates with a peer for a short period</p> <p><input type="checkbox"/> Shares an activity with another person for five minutes, e.g. share a book</p> <p><u>Joins in with a conversation using a preferred mode of communication.</u></p> <p><input type="checkbox"/> Communicates in a manner that can be understood by a familiar person</p> <p><u>Uses sentences to communicate.</u></p> <p><input type="checkbox"/> Communicates clearly 50% of the time</p> <p><input type="checkbox"/> Communicates clearly 80% of the time</p> <p><input type="checkbox"/> Communicates with known and unknown people in a range of settings</p> <p><u>Responds to simple questions by non-verbal or verbal means.</u></p> <p><input type="checkbox"/> Answers simple 'Who ...?', 'What ...?' and 'Where ...?' questions, e.g. Spot found the hat, Peppa is a pig, Lola is in the car, etc.</p> <p><input type="checkbox"/> Listens to a member of staff who is offering a choice</p>
Finding & Using Information		
<p><u>Understands and responds to objects, pictures, symbols or key words from a familiar story, song, or rhyme.</u></p>	<p><input type="checkbox"/> Describes pictures from books in simple terms</p> <p><u>Makes a choice between a few objects, characters, songs, rhymes or stories based on information presented to them.</u></p>	<p><input type="checkbox"/> Makes a choice based on what is offered</p> <p><input type="checkbox"/> Responds to an adult when offered a selection of motivating items</p>
Understanding, Analysing & Evaluating		
<p><u>Responds to repetitive words in a story or text.</u></p> <p><input type="checkbox"/> Understands a simple story when it is supported with pictures</p> <p><u>Anticipates repetitive words in familiar stories or rhymes.</u></p> <p><input type="checkbox"/> Anticipates repetitive words</p>	<p><u>Responds to repetitive elements within stories.</u></p> <p><input type="checkbox"/> Jumps in with the next word or phrase in a familiar story when the member of staff pauses</p> <p><u>Recognises omissions and alterations to familiar song, rhyme, story, or text.</u></p>	<p><input type="checkbox"/> Recognises if the storyteller changes the story</p> <p><u>Recalls some aspects of a song, rhyme, story, or text.</u></p> <p><input type="checkbox"/> Names a character or place from a story they have heard</p>
Creating Texts		
<p><u>Demonstrate that they can follow pattern, sequence in a song, rhyme, story, or text by joining in.</u></p> <p><input type="checkbox"/> Joins in number rhymes</p> <p><u>Shares a familiar experience demonstrating some awareness of sequence and structure.</u></p> <p><input type="checkbox"/> Describes the next step in a familiar experience</p>	<p><u>Expresses ideas through different types of play.</u></p> <p><input type="checkbox"/> Expresses what they are doing and gives a reason, using words, signs or symbols</p> <p><u>Creates imaginary characters, rhymes or stories and communicates these to others.</u></p> <p><input type="checkbox"/> Communicates with others during roleplay</p>	<p><u>Begins to identify new vocabulary and can use this to convey their ideas, thoughts, and feelings.</u></p> <p><input type="checkbox"/> Expresses simple feelings</p> <p><input type="checkbox"/> Expresses simple opinions, e.g. too hot, or too loud, etc.</p> <p><u>Creates a text using an alternative method.</u></p> <p><input type="checkbox"/> Sequences events using pictures</p>

Name:

Started:..... Completed:.....

**Number & Number Processes**

Participates in nursery rhymes and songs which involve an introduction to number.

- Joins in known number rhymes
- Joins in new number rhymes with encouragement

Calls out/demonstrates an awareness of numbers that come next in a familiar sequence.

- Uses counting in play situations
- Counts to five not always correctly
- Counts to three not always correctly
- Counts up to three without objects
- Counts up to two without objects

Recognises some familiar numbers within the environment.

- Plays game using dice with 1 to 5 spots
- Plays game using dice with one to three spots

Carries out familiar tasks that involve one to one matching.

- Identifies when there are too few to complete 1 to 1 matching
- Completes simple tasks which require matching
- Matches one to one in activities, e.g. gives a straw to each drink

Recognises and/or uses the sequence of 1, 2, 3 to lead into or out of an activity.

- Repeats counting to three
- Counts to show when a shared activity will start, e.g. a race

Says or signs the number words in order.

- Joins in rote counting to five
- Attempts to count three objects
- Shows up to 5 fingers correctly with assistance

Recognises and identifies some numerals.

- Matches numerals to five
- Identifies numerals to five

When asked 'how many?', recognises that they should respond with a number.

- Contrasts quantities
- Counts real objects to three

Follows along a sequence of numerals while communicating the words.

- Says the name of the numerals as they point to them

Begins to show one-to-one correspondence by indicating (e.g. by pointing) at each item and/or reciting the appropriate number words.

- Points to objects as they count
- Says the appropriate number word as they count

Uses counting to accurately identify 'how many?' there are in a small group of items.

- Counts items in a small group accurately
- Gives a requested number of items in a practical setting.

- Gives two things to each person in the group

- Puts three objects out
- Adds one more and/or takes one away from a group of items on request.

- Adds one more on request

- Takes away one on request

Identifies when there is none left.

- Alerts a member of staff when there are not enough items for one-to-one matching

- Recognises there are none left

Demonstrates an understanding of first and last in a familiar routine.

- Indicates who /what is first in a line

- Indicates who/what is last in a line

- Indicates what happened first in a sequence

- Indicates what happened last in a sequence

# Sample Pages

The samples over the next few pages are designed to give you an overview of Steps to Excellence Early to Second level.



They show the different areas covered by this assessment framework and cover a range of ability levels.

Name: 

Started:..... Completed:.....

The Food Experience		
<p><u>Prepares and tastes a range of familiar and unfamiliar foods.</u></p> <input type="checkbox"/> Prepares a range of familiar foods <input type="checkbox"/> Prepares a range of unfamiliar foods	<p><u>Eats socially with others.</u></p> <input type="checkbox"/> Eats school lunch with peers in dinner hall <p><u>Recognises that we eat different foods at different times of the day and on different occasions.</u></p> <input type="checkbox"/> Names some typical breakfast foods <input type="checkbox"/> Names some typical lunch foods	<input type="checkbox"/> Names some typical dinner foods <input type="checkbox"/> Names special meals, e.g. Christmas dinner, birthday cake, etc. <p><u>Recognises and respects that others' food choices may be different from their own.</u></p> <input type="checkbox"/> Respects that others' food choices may be different from their own
Developing Healthy Choices		
<p><u>Recognises that eating more of some types of foods and less of others is good for health.</u></p> <input type="checkbox"/> Recognises eating more of some types of food is good for health <input type="checkbox"/> Recognises eating less of some types of food is good for health	<p><u>Identifies how much fluid should be consumed in a day.</u></p> <input type="checkbox"/> Identifies the amount of fluid they should consumed in a day <p><u>Identifies, prepares and tastes a range of foods, for example fruit, vegetables.</u></p>	<input type="checkbox"/> Identifies a range of food <input type="checkbox"/> Identifies a range of fruit <input type="checkbox"/> Identifies a range of vegetables
Nutritional Needs		
<p><u>Uses the word lots, some and a little to prepare and describe the amount of food that should be eaten from each food group to stay healthy.</u></p> <input type="checkbox"/> Prepares the amount of food that should be eaten from each food group using the word 'lots'	<input type="checkbox"/> Prepares the amount of food that should be eaten from each food group using the word 'some' <input type="checkbox"/> Prepares the amount of food that should be eaten from each food group using the words 'a little'	
Keeping Safe & Hygienic		
<p><u>Demonstrates how to perform daily hygiene routines, for example, hand washing, teeth brushing.</u></p> <input type="checkbox"/> Demonstrates daily hygienic handwashing routines <input type="checkbox"/> Demonstrates daily oral hygiene routines <p><u>Gets ready to prepare food, for example, wash hands, tie hair back, wear an apron.</u></p>	<input type="checkbox"/> Washes hands when getting ready to prepare food <input type="checkbox"/> Ties hair back (if appropriate) when getting ready to prepare food <input type="checkbox"/> Puts an apron on when getting ready to prepare food <p><u>Demonstrates an understanding of basic food hygiene and safety through, for example, washing fruit and vegetables, storing perishables in the fridge.</u></p>	<input type="checkbox"/> Knows fruit and vegetables need to be washed before eating <input type="checkbox"/> Knows perishables need to be stored in the fridge <p><u>Works safely when using simple kitchen equipment.</u></p> <input type="checkbox"/> Works safely and carefully using simple kitchen equipment
The Journey of Food		
<p><u>Describes which foods come from plants and which come from animals when working with and tasting foods.</u></p>	<input type="checkbox"/> Names food that comes from plants when working with and tasting foods	<input type="checkbox"/> Names food that come from animals when working with and tasting foods
Food & Textile		
<p><u>Demonstrates simple food preparation techniques.</u></p> <input type="checkbox"/> Peels simple food items by hand, e.g. bananas, oranges, etc. <input type="checkbox"/> Slices simple food items, e.g. cooked carrots, cucumber, etc. <input type="checkbox"/> Mixes simple food items, e.g. wet ingredients, etc. <input type="checkbox"/> Spreads simple food items, e.g. honey, margarine, etc. <p><u>Demonstrates simple techniques with textiles.</u></p>	<input type="checkbox"/> Cuts simple textiles <input type="checkbox"/> Selects their own materials <input type="checkbox"/> Glues simple textiles <input type="checkbox"/> Threads a large needle with thick thread <p><u>Within a food/textiles context, explores and identifies at least two ideas by using given resources to solve the problem.</u></p> <input type="checkbox"/> Identifies at least two ideas to solve a problem	<p><u>Within a food/textile context selects an appropriate solution.</u></p> <input type="checkbox"/> Selects an appropriate solution to a food/textile problem <p><u>Within a food/textile context, uses given resources to solve the problem/reach the solution.</u></p> <input type="checkbox"/> Solves a problem using given resources

Name: 

Started:..... Completed:.....

Rhythm & Timing		
<p><u>Demonstrates how to use repeated patterns of movement to create simple sequences.</u></p> <input type="checkbox"/> Takes part in simple patterns of movement devised by adult <input type="checkbox"/> Takes part in simple sequences devised by adult <input type="checkbox"/> Creates a simple pattern of movement	<input type="checkbox"/> Demonstrates use of repeated patterns of movement to create simple sequences <p><u>Responds with movement, for example, jump-clap-turn to recognise rhythm, beat, music, words.</u></p> <input type="checkbox"/> Moves freely in response to a variety of music styles <input type="checkbox"/> Recognises rhythm	<input type="checkbox"/> Responds with movement to music <input type="checkbox"/> Responds with movement to rhythm <input type="checkbox"/> Recognises beat <input type="checkbox"/> Responds with movement to beat <input type="checkbox"/> Recognises words <input type="checkbox"/> Responds with movement to words <input type="checkbox"/> Recognises music
Kinaesthetic Awareness		
<p><u>Shows awareness of personal space (i.e. where body ends and space begins).</u></p> <input type="checkbox"/> Demonstrates an awareness of the term 'personal space' <input type="checkbox"/> Demonstrates an awareness of other people's personal space <input type="checkbox"/> Describes the term 'personal space' <p><u>Moves at different speeds, levels and directions with others in a designated space.</u></p> <input type="checkbox"/> Describes the term 'level'	<input type="checkbox"/> Moves at different levels in a designated space <input type="checkbox"/> Describes the term 'direction' <input type="checkbox"/> Moves at different directions in a designated space <input type="checkbox"/> Describes the term 'speed' <input type="checkbox"/> Moves at different speeds in a designated space <p><u>Shows awareness of body parts and body positions when performing a range of different movements.</u></p>	<input type="checkbox"/> Performs a range of different movements <input type="checkbox"/> Shows awareness of body positions when performing a range of different movements <input type="checkbox"/> Performs a range of body positions <input type="checkbox"/> Shows awareness of body parts when performing a range of different movements
Balance & Control		
<p><u>Shows control of personal space and body parts when moving.</u></p> <input type="checkbox"/> Shows some control of personal space when still <input type="checkbox"/> Shows control of personal space when still <input type="checkbox"/> Shows control of personal space when moving <input type="checkbox"/> Shows control of body parts when moving <input type="checkbox"/> Shows some control of body parts when still	<input type="checkbox"/> Shows control of body parts when still <p><u>Holds balance in various shapes and maintains balance when moving.</u></p> <input type="checkbox"/> Practices making different shapes with their body <input type="checkbox"/> Holds balance in various shapes sometimes <input type="checkbox"/> Maintains balance when moving sometimes <input type="checkbox"/> Maintains balance when moving	<input type="checkbox"/> Holds balance in various shapes <p><u>Is beginning to manipulate objects as part of energetic play.</u></p> <input type="checkbox"/> Takes part in energetic play <input type="checkbox"/> Manipulates objects as part of energetic play
Co-ordination & Fluency		
<p><u>Links movements together (moves body or parts of body in order).</u></p> <input type="checkbox"/> Explores given sequences of movement in a group situation <input type="checkbox"/> Links movements together (moves body or parts of body in order) <input type="checkbox"/> Links several movements together	<input type="checkbox"/> Links two movements together <p><u>Is beginning to move with purpose.</u></p> <input type="checkbox"/> Considers some movements before performing <input type="checkbox"/> Moves with purpose	<p><u>Is beginning to develop knowledge and understanding of what a quality movement looks like and feels like.</u></p> <input type="checkbox"/> Develops knowledge of what a quality movement looks like <input type="checkbox"/> Develops knowledge of what a quality movement feels like <input type="checkbox"/> Gives some examples of quality movement
Gross & Fine Motor Skills		
<p><u>Performs basic components of movement, for example, run, jump, gallop, transfer of weight from one foot to another.</u></p> <input type="checkbox"/> Runs independently, changing direction without loss of balance <input type="checkbox"/> Jumps independently <input type="checkbox"/> Gallops independently <input type="checkbox"/> Transfers weight from one foot to another <p><u>Is beginning to perform movement skills in sequence, for example, catch an object with two hands.</u></p>	<input type="checkbox"/> Starts to perform movement skills <input type="checkbox"/> Starts to perform movement skills in sequence <p><u>Is beginning to demonstrate eye/hand and eye/foot co-ordination required for movement skills, for example, pass object from one hand to the other.</u></p> <input type="checkbox"/> Attempts to pass an object from one hand to the other <input type="checkbox"/> Sustains concentration on an engaging physical task for 3 minutes <input type="checkbox"/> Sustains concentration on an engaging physical task for 3 minutes, with some prompting	<input type="checkbox"/> Attempts to kick a ball <input type="checkbox"/> Starts to demonstrate hand/eye coordination <input type="checkbox"/> Starts to demonstrate foot/eye coordination <input type="checkbox"/> Sustains concentration on an engaging physical task for 5 minutes, with some prompting

Name: \_\_\_\_\_

Started:..... Completed:.....

Enjoyment & Choice		
<p><u>Chooses a story or other text for enjoyment, making use of the cover, title, author and/or illustrator.</u></p> <p><input type="checkbox"/> Chooses a text to read from the class library</p> <p><input type="checkbox"/> Explains the term 'cover', with support</p> <p><input type="checkbox"/> Explains the term 'title', with support</p>	<p><input type="checkbox"/> Explains the term 'author', with support</p> <p><input type="checkbox"/> Explains the term 'illustrator', with support</p>	<p><u>Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes.</u></p> <p><input type="checkbox"/> Listens to texts read by staff member</p> <p><input type="checkbox"/> Responds to familiar texts read by staff member</p> <p><input type="checkbox"/> Responds to characters in familiar texts read by staff member</p>
Tools for Reading		
<p><u>Hears and says patterns in words.</u></p> <p><input type="checkbox"/> Listens to a member of staff as they sound out word patterns in familiar words</p> <p><input type="checkbox"/> Attempts to copy a member of staff as they sound out word patterns in familiar words</p> <p><u>Hears and says the different single sounds made by letters.</u></p> <p><input type="checkbox"/> Listens to a member of staff as they say different single sounds made by letters</p> <p><input type="checkbox"/> Plays with single letter sounds when talking with peers or a member of staff</p> <p><u>Hears and says letter blends/sounds made by a combination of letters.</u></p> <p><input type="checkbox"/> Listens to a member of staff as they say letter blends made by a combination of letters</p> <p><input type="checkbox"/> Plays with letter blends when talking with peers or a member of staff</p>	<p><u>Knows the difference between a letter, word and numeral.</u></p> <p><input type="checkbox"/> Explains the term 'letter'</p> <p><input type="checkbox"/> Explains the term 'word'</p> <p><input type="checkbox"/> Explains the term 'numeral'</p> <p><u>Reads from left to right and top to bottom.</u></p> <p><input type="checkbox"/> Opens a book at the first page</p> <p><input type="checkbox"/> Starts reading at the front of the book</p> <p><u>Uses knowledge of sounds, letters and patterns to read words.</u></p>	<p><u>Uses knowledge of sight vocabulary/tricky words to read familiar words in context.</u></p> <p><input type="checkbox"/> Reads some words from sight vocabulary lists with support</p> <p><input type="checkbox"/> Reads some words from tricky word lists with support</p> <p><u>Reads aloud familiar texts with attention to simple punctuation.</u></p> <p><u>Uses context clues to support understanding of different texts.</u></p> <p><input type="checkbox"/> Identifies pictures that relate to text on the page</p>
Finding & Using Information		
<p><u>Finds information in a text to learn new things.</u></p> <p><u>Shows an awareness of the features of fiction and non-fiction texts when using/choosing texts for particular purposes.</u></p> <p><input type="checkbox"/> Takes part in staff-led discussion about characters in fiction texts</p>	<p><input type="checkbox"/> Takes part in staff-led discussion about settings in fiction texts</p> <p><input type="checkbox"/> Takes part in staff-led discussion about plot in fiction texts</p> <p><input type="checkbox"/> Takes part in staff-led discussion about contents pages in non-fiction texts</p>	<p><input type="checkbox"/> Takes part in staff-led discussion about indexes in non-fiction texts</p> <p><input type="checkbox"/> Takes part in staff-led discussion about pictures and captions in non-fiction texts</p>
Understanding, Analysing & Evaluating		
<p><u>Engages with texts read to them.</u></p> <p><input type="checkbox"/> Sits to listen to staff-led story session</p> <p><input type="checkbox"/> Requests a favourite book to be read</p> <p><input type="checkbox"/> Enjoys listening to stories</p> <p><u>Asks and answers questions about events and ideas in a text.</u></p> <p><u>Answers questions to help predict what will happen next.</u></p>	<p><u>Contributes to discussions about events, characters and ideas relevant to the text.</u></p> <p><input type="checkbox"/> Listens to group discussions relating to a text</p> <p><input type="checkbox"/> Engages in group discussions relating to a text</p> <p><u>Shares thoughts and feelings about stories and other texts in different ways.</u></p> <p><input type="checkbox"/> Takes part in discussions about thoughts and feelings of a text</p>	<p><u>Retells familiar stories in different ways, for example, roleplay, puppets and/or drawings.</u></p> <p><input type="checkbox"/> Explores the use of roleplay in retelling familiar stories</p> <p><input type="checkbox"/> Explores the use of puppets in retelling familiar stories</p> <p><input type="checkbox"/> Explores the use of drawings in retelling familiar stories</p> <p><u>Relates information and ideas from a text to personal experiences.</u></p> <p><input type="checkbox"/> Takes part in discussions making connections between information and ideas from a text to personal experience</p>

Name:

Started:..... Completed:.....

Number & Number Processes		
<p><u>Explains that zero means there is none of a particular quantity and is represented by the numeral 0.</u></p> <p><input type="checkbox"/> Explains zero means there is none of a particular quantity</p> <p><input type="checkbox"/> Explains zero is represented by the numeral 0</p> <p><u>Recalls the number sequence forwards within the range 0-30, from any given number.</u></p> <p><input type="checkbox"/> Recalls the number sequence forwards within the range 0-30 from any given number</p> <p><u>Recalls the number sequence backwards from 20.</u></p> <p><input type="checkbox"/> Recalls the number sequence backwards from 20 correctly</p> <p><u>Identifies and recognises numbers from 0 to 20.</u></p> <p><u>Orders all numbers forwards and backwards within the range 0-20.</u></p> <p><input type="checkbox"/> Orders numbers backwards within 0-20</p> <p><u>Identifies the number before, the number after and missing numbers in a sequence within 20.</u></p> <p><input type="checkbox"/> Identifies the missing number in a sequence within 0-10</p> <p><input type="checkbox"/> Identifies the missing number in a sequence within 0-20</p> <p><u>Uses one-to-one correspondence to count a given number of objects to 20.</u></p> <p><input type="checkbox"/> Counts objects to 20 using one-one correspondence</p>	<p><u>Identifies 'how many?' in regular dot patterns, for example, arrays, five frames, ten frames, dice and irregular dot patterns, without having to count (subitising).</u></p> <p><input type="checkbox"/> Identifies without counting, how many in an irregular dot pattern</p> <p><input type="checkbox"/> Identifies without counting, how many in ten frames-five wise</p> <p><input type="checkbox"/> Identifies without counting, how many in ten frames-pair wise, without counting</p> <p><input type="checkbox"/> Identifies without counting, how many on a dice, without counting</p> <p><u>Groups items recognising that the appearance of the group has no effect on the overall total (conservation of number).</u></p> <p><input type="checkbox"/> Recognises that the total does not change with how the objects are arranged</p> <p><u>Uses ordinal numbers in real life contexts, for example, 'I am third in the line'.</u></p> <p><input type="checkbox"/> Uses ordinal language in real life contexts-first</p> <p><input type="checkbox"/> Uses ordinal language in real life contexts-second</p> <p><input type="checkbox"/> Uses ordinal language in real life contexts-third</p> <p><input type="checkbox"/> Uses ordinal language in real life contexts-last</p> <p><u>Uses the language of before, after and in-between.</u></p> <p><input type="checkbox"/> Uses positional language- before</p> <p><input type="checkbox"/> Uses positional language-after</p> <p><input type="checkbox"/> Uses positional language-in-between</p>	<p><u>Counts on and back in ones to add and subtract.</u></p> <p><input type="checkbox"/> Counts back in ones from a given number within 20</p> <p><u>Doubles numbers to a total of 10 mentally.</u></p> <p><input type="checkbox"/> Recalls doubles to 10 mentally</p> <p><u>When counting objects, understands that the number name of the last object counted is the name given to the total number of objects in the group.</u></p> <p><input type="checkbox"/> Explains that the last number name used is the number of objects in the group</p> <p><u>Partitions quantities to 10 into two or more parts and recognises that this does not affect the total.</u></p> <p><input type="checkbox"/> Understands that the total does not change with how the objects are arranged</p> <p><u>Adds and subtracts mentally to 10.</u></p> <p><input type="checkbox"/> Subtracts mentally within 10</p> <p><input type="checkbox"/> Adds mentally within 10</p> <p><u>Uses appropriately the mathematical symbols +, - and =.</u></p> <p><input type="checkbox"/> Uses the symbol '+' appropriately</p> <p><input type="checkbox"/> Uses the symbol '-' appropriately</p> <p><input type="checkbox"/> Uses the symbol '=' appropriately</p> <p><u>Solves simple missing number problems.</u></p> <p><input type="checkbox"/> Solves simple missing number problems within 10</p> <p><input type="checkbox"/> Solves simple missing number problems within 20</p>

Name:

Started:..... Completed:.....

**Planning for Choices & Changes**

<p><u>Talks about the world of work, for example, from visits, visitors and interdisciplinary learning.</u></p> <p><input type="checkbox"/> Plans some simple questions to ask an adult about their job</p> <p><input type="checkbox"/> Listens to an adult describe their job</p> <p><input type="checkbox"/> Researches information about a specific job, e.g. duties of staff, personality traits, etc.</p> <p><input type="checkbox"/> Identifies a range of different jobs</p> <p><u>Describes skills needed for different jobs in the community.</u></p> <p><input type="checkbox"/> Asks questions of a selection of adults about their different jobs</p> <p><input type="checkbox"/> Describes skills needed for different jobs in the community</p> <p><input type="checkbox"/> Matches specific types of skills to specific types of professions</p>	<p><input type="checkbox"/> Names some generic skills that an adult worker may need, e.g. good talker, friendly and clever, etc.</p> <p><u>Talks about own strengths, interests and skills and links these to career ambitions.</u></p> <p><input type="checkbox"/> Discusses some strengths and skills of a familiar peer</p> <p><input type="checkbox"/> Discusses what they want to do when they grow up</p> <p><input type="checkbox"/> Discusses their own strengths and skills</p> <p><input type="checkbox"/> Discusses the duties that they think a range of careers undertake</p> <p><input type="checkbox"/> Makes links between their own strengths and skills, and traits of people who work in specific careers</p> <p><input type="checkbox"/> Makes links between their own hobbies and interests, and the duties that they think a range of careers undertake</p>	<p><input type="checkbox"/> Discusses traits of people who work in specific careers</p> <p><input type="checkbox"/> Discusses their own hobbies and interests</p> <p><u>Sets learning goals and works towards achieving them.</u></p> <p><input type="checkbox"/> Acts on advice from staff and attempts to improve their work</p> <p><input type="checkbox"/> Identifies ways to improve their work based on past feedback</p> <p><input type="checkbox"/> Identifies regular errors and sets learning goals to improve them</p> <p><input type="checkbox"/> Listens to advice from staff about how to improve their work</p>
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**Stamina**

<p><u>Participates in moderate to vigorous physical activity and sustains a level of activity that provides challenge.</u></p> <p><input type="checkbox"/> Participates in moderate levels of activity</p> <p><input type="checkbox"/> Participates in moderate to vigorous levels of activity</p> <p><input type="checkbox"/> Sustains a level of activity that provides challenge</p> <p><u>Describes how the body feels during and after sustained activity.</u></p> <p><input type="checkbox"/> Monitors, using simple techniques, how the body feels during sustained activity</p> <p><input type="checkbox"/> Discusses how the body feels during sustained activity</p> <p><input type="checkbox"/> Describes how the body feels during sustained activity</p>	<p><input type="checkbox"/> Monitors, using simple techniques, how the body feels after sustained activity</p> <p><input type="checkbox"/> Discusses how the body feels after sustained activity</p> <p><input type="checkbox"/> Describes how the body feels after sustained activity</p> <p><u>Describes in simple terms the reasons why people participate in physical activity.</u></p> <p><input type="checkbox"/> Gives simple reasons why people take part in activities, e.g. to keep fit, for fun, etc.</p> <p><u>Sets targets for sustaining moderate to vigorous physical activity.</u></p> <p><input type="checkbox"/> Sets targets in physical activity lessons</p> <p><input type="checkbox"/> Sets targets in physical activity lessons to sustain moderate to physical activity</p>	<p><input type="checkbox"/> Sets targets in physical activity lessons to sustain moderate to physical activity, with support</p> <p><u>Demonstrates understanding of stamina in simple terms and how it affects health, and ability to perform.</u></p> <p><input type="checkbox"/> Explains stamina in simple terms</p> <p><input type="checkbox"/> Discusses with peers and staff how stamina affects health</p> <p><input type="checkbox"/> Discusses with peers and staff how stamina affects ability to perform</p> <p><input type="checkbox"/> Describes how stamina affects health</p> <p><input type="checkbox"/> Describes how stamina affects ability to perform</p>
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**Speed**

<p><u>Moves at different speeds and is able to maintain balance whilst changing direction quickly.</u></p> <p><input type="checkbox"/> Moves at different speeds</p> <p><input type="checkbox"/> Moves at different speeds and maintains balance when changing direction</p> <p><input type="checkbox"/> Moves at different speeds and maintains balance when changing direction quickly</p> <p><u>Demonstrates short bursts of fast movement from stillness.</u></p> <p><input type="checkbox"/> Demonstrates short bursts of movement</p>	<p><input type="checkbox"/> Demonstrates short bursts of fast movement from stillness</p> <p><input type="checkbox"/> Demonstrates short bursts of fast movement</p> <p><u>Moves parts of the body using different speeds and force.</u></p> <p><input type="checkbox"/> Moves parts of the body</p> <p><input type="checkbox"/> Moves parts of the body using different speeds</p> <p><input type="checkbox"/> Moves parts of the body using force</p>	<p><u>Demonstrates understanding of speed in simple terms and how it affects ability to perform.</u></p> <p><input type="checkbox"/> Explains speed in simple terms</p> <p><input type="checkbox"/> Describes how speed affects ability to perform</p> <p><input type="checkbox"/> Makes a simple link about how speed affects ability to perform, with support</p>
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**Core Stability & Strength**

<p><u>Shows postural control when starting, stopping and changing direction.</u></p> <p><input type="checkbox"/> Shows awareness of postural control</p> <p><input type="checkbox"/> Begins to show postural control when starting</p> <p><input type="checkbox"/> Shows postural control when starting</p> <p><input type="checkbox"/> Begins to show postural control when stopping</p> <p><input type="checkbox"/> Shows postural control when stopping</p>	<p><input type="checkbox"/> Begins to show postural control when changing direction</p> <p><input type="checkbox"/> Shows postural control when changing direction</p> <p><u>Describes where 'core' is and demonstrates how it supports the body.</u></p> <p><input type="checkbox"/> Shows awareness of the term 'core'</p> <p><input type="checkbox"/> States where 'core' is</p> <p><input type="checkbox"/> Describes how 'core' supports the body</p>	<p><u>Holds body weight in a variety of positions.</u></p> <p><input type="checkbox"/> Begins to hold body weight in a position</p> <p><input type="checkbox"/> Holds body weight in a position</p> <p><input type="checkbox"/> Holds body weight in a variety of positions</p>
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**Flexibility**

<p><u>Uses a full range of movement to perform actions effectively.</u></p> <p><input type="checkbox"/> Uses a full range of movements</p> <p><input type="checkbox"/> Uses a range of movements</p> <p><input type="checkbox"/> Performs actions</p> <p><input type="checkbox"/> Performs actions effectively</p>	<p><input type="checkbox"/> Performs actions effectively using a full range of movements</p> <p><u>Demonstrates understanding of flexibility in simple terms and how it affects everyday life, and ability to perform.</u></p> <p><input type="checkbox"/> Explains flexibility in simple terms</p> <p><input type="checkbox"/> Makes a simple link about how flexibility affects ability to perform, with support</p>	<p><input type="checkbox"/> Makes a simple link about how flexibility affects everyday life, with support</p> <p><input type="checkbox"/> Describes how flexibility affects ability to perform</p> <p><input type="checkbox"/> Describes how flexibility affects everyday life</p>
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Enjoyment & Choice		
<p><u>Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.</u></p>	<p><input type="checkbox"/> Chooses a text to find information for a specific purpose independently</p>	<p><input type="checkbox"/> Gives reasons for preferences when choosing texts</p>
Tools for Listening & Talking		
<p><u>Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts.</u></p> <p><input type="checkbox"/> Takes turns appropriately when listening and talking in a one-to-one situation</p> <p><input type="checkbox"/> Takes turns appropriately when listening and talking in a small group discussion</p> <p><input type="checkbox"/> Takes turns appropriately when listening and talking in a whole class discussion</p> <p><input type="checkbox"/> Contributes at the appropriate time when listening and talking in a one-to-one situation</p> <p><input type="checkbox"/> Contributes at the appropriate time when listening and talking in a small group discussion</p>	<p><input type="checkbox"/> Contributes at the appropriate time when listening and talking in a whole class discussion</p> <p><u>Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions.</u></p> <p><input type="checkbox"/> Listens to views of others with respect</p> <p><input type="checkbox"/> Responds to views of others with respect</p>	<p><u>Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.</u></p> <p><input type="checkbox"/> Applies a chosen pace of speech when engaging with others</p> <p><input type="checkbox"/> Applies a choice of words when engaging with others</p> <p><input type="checkbox"/> Applies emphasis when engaging with others</p> <p><input type="checkbox"/> Applies expression when engaging with others</p> <p><input type="checkbox"/> Applies gesture when engaging with others</p> <p><input type="checkbox"/> Applies eye contact when engaging with others</p> <p><input type="checkbox"/> Applies body language when engaging with others</p>
Finding & Using Information		
<p><u>Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose.</u></p> <p><input type="checkbox"/> Identifies the purpose of a spoken text</p> <p><input type="checkbox"/> Identifies the main ideas of a spoken text</p> <p><input type="checkbox"/> Gathers information for a specific purpose</p>	<p><u>Makes relevant notes under given headings and can use these for different purposes.</u></p> <p><input type="checkbox"/> Makes relevant notes under given headings</p> <p><input type="checkbox"/> Uses notes for different purposes</p>	<p><u>Uses notes to create and sequence new texts.</u></p> <p><input type="checkbox"/> Creates new texts from their own notes</p> <p><input type="checkbox"/> Sequences texts from their own notes</p>
Understanding, Analysing & Evaluating		
<p><u>Asks and responds to different types of questions to show understanding of the main ideas of spoken texts.</u></p> <p><input type="checkbox"/> Asks a variety of questions to gain understanding of main ideas of spoken texts</p> <p><input type="checkbox"/> Responds to a variety of literal questions to show understanding of main ideas of spoken texts</p>	<p><input type="checkbox"/> Responds to a simple inferential question to show understanding of main ideas of spoken texts</p> <p><input type="checkbox"/> Responds to a simple evaluative question to show understanding of main ideas of spoken texts</p>	<p><u>Recognises simple differences between fact and opinion in spoken texts.</u></p> <p><input type="checkbox"/> Recognises some simple differences between fact and opinion in spoken texts</p>
Creating Texts		
<p><u>Communicates clearly and audibly.</u></p> <p><input type="checkbox"/> Communicates clearly</p> <p><input type="checkbox"/> Communicates audibly</p> <p><u>Selects and uses, with support, appropriate resources to engage with others, for example, objects, pictures and/or photographs.</u></p> <p><input type="checkbox"/> Uses appropriate resources to engage with others when listening and talking, with support</p>	<p><input type="checkbox"/> Engages with others for a range of purposes</p> <p><u>Contributes to group/class discussions, engaging with others for a range of purposes.</u></p> <p><input type="checkbox"/> Contributes to group discussions</p> <p><input type="checkbox"/> Contributes to class discussions</p>	<p><u>Selects and shares ideas/information using appropriate vocabulary in a logical order.</u></p> <p><input type="checkbox"/> Shares ideas and information using appropriate vocabulary</p> <p><input type="checkbox"/> Selects ideas and information using appropriate vocabulary</p> <p><input type="checkbox"/> Shares ideas and information using appropriate vocabulary in a logical order</p> <p><input type="checkbox"/> Selects ideas and information using appropriate vocabulary in a logical order</p>

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**Fractions, Decimal Fractions & Percentages**

Explains what a fraction is using concrete materials, pictorial representations and appropriate mathematical vocabulary.

- Explains what a fraction is using concrete materials
- Explains what a fraction is using pictorial representations
- Explains what a fraction is using appropriate mathematical vocabulary

Demonstrates understanding that the greater the number of equal parts, the smaller the size of each share.

- Demonstrates awareness that 'a whole' can be split into any number of equal parts
- Demonstrates understanding that the greater the number of equal parts, the smaller the size of each share

Uses the correct notation for common fractions to tenths, for example, 1/2, 2/3 and 5/8.

- Demonstrates awareness of notation used for fractions
- Begins to use notation for common fractions not always correctly
- Expresses 1/2 and 1/4 correctly

Expresses other notation up to 1/10 correctly

Compares the size of fractions and places simple fractions in order on a number line.

- Compares the sizes of fractions using concrete materials
- Compares the sizes of fractions using pictorial representation
- Places simple fractions in order on a number line
- Places simple fractions in order on a number line, with support

Uses pictorial representations and other models to demonstrate understanding of simple equivalent fractions, for example, 1/2 = 2/4 = 3/6.

- Demonstrates an understanding of simple equivalent fractions using pictures
- Demonstrates an understanding of simple equivalent fractions using concrete materials
- Demonstrates an understanding of simple equivalent fractions using examples

Explains the role of the numerator and denominator.

- Points to numerator in notation
- Points to denominator in notation
- Explains the role of the numerator
- Explains the role of the denominator

Uses known multiplication and division facts and other strategies to find unit fractions of whole numbers, for example, 1/2 or 1/4.

- Applies knowledge of multiplication facts to find unit fractions of whole numbers
- Applies knowledge of division facts to find unit fractions of whole numbers
- Finds unit fractions of whole numbers using concrete materials
- Finds unit fractions of whole numbers using a calculator

Name:

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Motivation		
<p><u>Is self-motivated in movement challenges and demonstrates positive effort.</u></p> <p><input type="checkbox"/> Demonstrates self-motivation in movement challenges</p> <p><input type="checkbox"/> Demonstrates positive effort in movement challenges</p> <p><u>Sets and acts upon personal goals based on knowledge and understanding of what it means to perform well.</u></p>	<p><input type="checkbox"/> Sets personal goals based on knowledge and understanding of what it means to perform well</p> <p><input type="checkbox"/> Acts upon personal goals based on knowledge and understanding of what it means to perform well</p> <p><u>Explains factors that affect and influence participation in physical activity.</u></p>	<p><input type="checkbox"/> Explains factors that affect and influence participation in physical activity</p> <p><u>Demonstrates understanding that we play a role in encouraging others.</u></p> <p><input type="checkbox"/> Demonstrates understanding that we play a role in encouraging others</p>
Confidence & Self Esteem		
<p><u>Demonstrates self-reliance when faced with movement challenges in familiar and unfamiliar practice and performance environments.</u></p> <p><input type="checkbox"/> Demonstrates self-reliance when faced with movement challenges in familiar practice and performance environments</p> <p><input type="checkbox"/> Demonstrates self-reliance when faced with movement challenges in unfamiliar practice and performance environments</p>	<p><u>Initiates and works cooperatively with others providing support and encouragement.</u></p> <p><input type="checkbox"/> Initiates working with others</p> <p><input type="checkbox"/> Works cooperatively with others providing support and encouragement</p> <p><u>Self-assesses and acts as a peer assessor to provide constructive feedback to improve performance.</u></p> <p><input type="checkbox"/> Self-assesses to provide constructive feedback to improve performance</p>	<p><input type="checkbox"/> Acts as a peer assessor to provide constructive feedback to improve performance</p> <p><u>Celebrates, values and uses achievements as part of development and progress.</u></p> <p><input type="checkbox"/> Celebrates achievements as part of development and progress</p> <p><input type="checkbox"/> Values achievements as part of development and progress</p> <p><input type="checkbox"/> Uses achievements as part of development and progress</p>
Determination & Resilience		
<p><u>Identifies and discusses strategies around competition to cope appropriately with the outcomes.</u></p> <p><input type="checkbox"/> Identifies strategies around competition to cope appropriately with the outcomes</p> <p><input type="checkbox"/> Discusses strategies around competition to cope appropriately with the outcomes</p> <p><u>Demonstrates understanding of the positive link between effort, perseverance, and personal achievement.</u></p>	<p><input type="checkbox"/> Demonstrates understanding of the positive link between effort, perseverance, and personal achievement</p> <p><u>Recognises the variety of emotions that are associated with performing and the impact they have on behaviour and performance.</u></p> <p><input type="checkbox"/> Recognises the impact that emotions have on behaviour and performance</p>	<p><input type="checkbox"/> Recognises the variety of emotions that are associated with performing</p> <p><u>Develops the ability to manage emotions to enhance performance.</u></p> <p><input type="checkbox"/> Develops the ability to manage emotions to enhance performance</p>
Responsibility & Leadership		
<p><u>Demonstrates planning and organisational skills which are conducive to learning.</u></p> <p><input type="checkbox"/> Demonstrates the planning skills which are conducive to learning</p> <p><input type="checkbox"/> Demonstrates the organisational skills which are conducive to learning</p>	<p><u>Identifies and adopts strategies to increase self-control for enjoyable individual performance and/or with others.</u></p> <p><input type="checkbox"/> Identifies strategies to increase self-control for enjoyable individual and group performance</p> <p><input type="checkbox"/> Adopts strategies to increase self-control for enjoyable individual and group performance</p>	<p><u>Adopts a variety of roles that lead to successful outcomes.</u></p> <p><input type="checkbox"/> Adopts a variety of roles that lead to successful outcomes</p> <p><u>Demonstrates understanding of the leadership role.</u></p> <p><input type="checkbox"/> Demonstrates understanding of the leadership role</p>
Respect & Tolerance		
<p><u>Contributes to an inclusive ethos, showing mutual respect in practice and performance environments.</u></p> <p><input type="checkbox"/> Contributes to an inclusive ethos, showing mutual respect in practice</p> <p><input type="checkbox"/> Contributes to an inclusive ethos, showing mutual respect in performance environments</p>	<p><u>Listens to and responds to the ideas, thoughts and feelings of others, and is developing negotiation skills when dealing with movement challenges.</u></p> <p><input type="checkbox"/> Listens to the ideas and opinions of others</p> <p><input type="checkbox"/> Responds to the ideas and opinions of others</p> <p><input type="checkbox"/> Develops negotiation skills when dealing with movement challenges</p>	<p><input type="checkbox"/> Listens to the feelings of others</p> <p><input type="checkbox"/> Responds to the feelings of others</p> <p><u>Enhances individual and group enjoyment of physical activity through fair play.</u></p> <p><input type="checkbox"/> Enhances individual enjoyment of physical activity through fair play</p> <p><input type="checkbox"/> Enhances group enjoyment of physical activity through fair play</p>
Communication		
<p><u>Takes account of the views of others. Responds appropriately.</u></p> <p><input type="checkbox"/> Responds appropriately to the views of others</p>	<p><u>Demonstrates understanding of a range of verbal and non-verbal communication skills and applies them appropriately in practice and performance environments.</u></p> <p><input type="checkbox"/> Demonstrates understanding of a range of verbal communication skills</p>	<p><input type="checkbox"/> Demonstrates understanding of a range of non-verbal communication skills</p> <p><input type="checkbox"/> Applies verbal/non-verbal skills appropriately in performance environments</p> <p><input type="checkbox"/> Applies verbal/non-verbal skills appropriately in practice environments</p>

Name:

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Enjoyment & Choice		
<p><u>Creates texts regularly for a range of purposes and audiences selecting appropriate genre, form, structure and style.</u></p>	<p><input type="checkbox"/> <u>Creates texts regularly for a range of audiences selecting appropriate structure and form</u></p>	<p><input type="checkbox"/> <u>Creates texts regularly for a range of audiences selecting appropriate style</u></p>
Tools for Writing		
<p><u>Applies knowledge of spelling patterns, rules and strategies to spell most words correctly.</u></p> <p><input type="checkbox"/> <u>Applies knowledge of spelling strategies and rules to spell most words correctly</u></p> <p><input type="checkbox"/> <u>Uses a range of resources to support spelling</u></p> <p><u>Uses a range of punctuation. Punctuation is mainly accurate.</u></p> <p><input type="checkbox"/> <u>Uses commas accurately</u></p> <p><input type="checkbox"/> <u>Uses exclamation marks accurately</u></p> <p><input type="checkbox"/> <u>Uses inverted commas accurately</u></p>	<p><u>Writes most sentences in a grammatically accurate way.</u></p> <p><input type="checkbox"/> <u>Writes most sentences in a grammatically accurate way</u></p> <p><u>Uses sentences of different lengths and types and varies sentence openings.</u></p> <p><input type="checkbox"/> <u>Uses varied sentence openings</u></p> <p><u>Links sentences using a range of conjunctions.</u></p> <p><input type="checkbox"/> <u>Links sentences using a range of conjunctions</u></p> <p><u>Uses paragraphs to separate thoughts and ideas.</u></p>	<p><input type="checkbox"/> <u>Uses paragraphs to separate thoughts and ideas</u></p> <p><u>Writes in a fluent and legible way.</u></p> <p><input type="checkbox"/> <u>Writes unjoined letters legibly</u></p> <p><u>Reviews and corrects writing to ensure it makes sense, is technically accurate and meets its purpose.</u></p> <p><input type="checkbox"/> <u>Reviews and corrects writing to ensure it meets its purpose</u></p> <p><u>Makes appropriate choices about layout and presentation, including in digital texts, to engage the reader.</u></p> <p><input type="checkbox"/> <u>Uses captions appropriately</u></p>
Organising & Using Information		
<p><u>Uses notes and/or other sources to develop thinking and create new texts.</u></p> <p><input type="checkbox"/> <u>Uses notes to create new texts</u></p> <p><input type="checkbox"/> <u>Uses other sources to create new texts</u></p> <p><u>Acknowledges sources making clear where the information came from.</u></p>	<p><input type="checkbox"/> <u>References sources</u></p> <p><u>Organises information in a logical way.</u></p> <p><input type="checkbox"/> <u>Organises information in a logical way</u></p> <p><u>Selects relevant ideas and information.</u></p> <p><input type="checkbox"/> <u>Selects relevant information and ideas</u></p>	<p><u>Uses appropriate vocabulary, including subject-specific vocabulary, to suit purpose and audience.</u></p> <p><input type="checkbox"/> <u>Uses appropriate subject-specific vocabulary to suit purpose</u></p> <p><input type="checkbox"/> <u>Uses appropriate subject specific vocabulary to suit audience</u></p>
Creating Texts		
<p><u>Creates a range of short and extended texts regularly for different purposes.</u></p> <p><input type="checkbox"/> <u>Creates a range of extended texts regularly for different purposes</u></p> <p><u>Attempts to engage and/or influence the reader through vocabulary and/or use of language as appropriate to genre.</u></p> <p><input type="checkbox"/> <u>Attempts to engage or influence the reader through use of language as appropriate to genre</u></p> <p><u>When writing to convey information, describe events, explain processes or combine ideas in different ways, uses appropriate style and format to convey information applying key features of the chosen genre.</u></p> <p><input type="checkbox"/> <u>Uses appropriate style and format when explaining processes or combining ideas, applying key features of the chosen genre</u></p> <p><u>When writing to convey information, describe events, explain processes or combine ideas in different ways, includes relevant ideas, knowledge and information.</u></p> <p><input type="checkbox"/> <u>Includes relevant ideas, knowledge and information when explaining processes or combining ideas</u></p> <p><u>When writing to convey information, describe events, explain processes or combine ideas in different ways, organises and presents information in a logical way.</u></p> <p><input type="checkbox"/> <u>Organises and presents information in a logical way when explaining processes and combining ideas</u></p> <p><u>When writing to convey information, describe events, explain processes or combine ideas in different ways, uses tone and vocabulary appropriate to purpose.</u></p>	<p><input type="checkbox"/> <u>Uses tone and vocabulary appropriate to purpose when explaining processes or combining ideas</u></p> <p><u>When writing to persuade, evaluate, explore issues or express an opinion, presents relevant ideas and information, including supporting detail, to convey view point.</u></p> <p><input type="checkbox"/> <u>Presents relevant ideas and information when writing to express an opinion or explore ideas, including supporting detail, to convey view point</u></p> <p><u>When writing to persuade, evaluate, explore issues or express an opinion, organises ideas in a logical way.</u></p> <p><input type="checkbox"/> <u>Organises ideas in a logical way when writing to express an opinion or ideas</u></p> <p><u>When writing to persuade, evaluate, explore issues or express an opinion, includes an introduction that makes the topic clear and a conclusion that rounds off the writing.</u></p> <p><input type="checkbox"/> <u>Includes an introduction that makes the topic clear and a conclusion that rounds off the writing when writing to explore issues and express an opinion</u></p> <p><u>When writing to persuade, evaluate, explore issues or express an opinion, attempts to use language to influence or persuade the reader.</u></p> <p><input type="checkbox"/> <u>Attempts to use language to influence or persuade the reader when writing to explore issues and opinions</u></p> <p><u>When writing to describe and share experiences, describes personal experiences, making context and events clear.</u></p>	<p><input type="checkbox"/> <u>Makes events clear when writing to describe and share experiences</u></p> <p><u>When writing to describe and share experiences, describes thoughts and feelings about the experience.</u></p> <p><input type="checkbox"/> <u>Describes thoughts and feelings about the experience when writing to describe and share experiences</u></p> <p><u>When writing to describe and share experiences, attempts to engage and/or influence the reader through vocabulary and/or use of language.</u></p> <p><input type="checkbox"/> <u>Attempts to engage and/or influence the reader through use of language when writing to describe and share experiences</u></p> <p><u>When writing imaginatively and creatively, applies a few features of the chosen genre.</u></p> <p><input type="checkbox"/> <u>Applies a few features of the chosen genre when writing plays</u></p> <p><u>When writing imaginatively and creatively, creates interesting characters.</u></p> <p><input type="checkbox"/> <u>Uses dialogue to create interesting characters</u></p> <p><u>When writing imaginatively and creatively, creates setting/context with some descriptive detail.</u></p> <p><input type="checkbox"/> <u>Creates context with some descriptive detail</u></p> <p><u>When writing imaginatively and creatively, attempts to use figurative language (imagery) to engage the reader.</u></p> <p><input type="checkbox"/> <u>Attempts to use figurative language (imagery) to engage the reader</u></p> <p><u>When writing imaginatively and creatively, creates plots with clear structures.</u></p> <p><input type="checkbox"/> <u>Creates plots with a turning point</u></p>

Name:

Started:..... Completed:.....

Angle, Symmetry & Transformation		
<p><u>Uses mathematical language including acute, obtuse, straight and reflex to describe and classify a range of angles identified within shapes in the environment.</u></p> <p><input type="checkbox"/> Identifies acute angles</p> <p><input type="checkbox"/> Identifies obtuse angles</p> <p><input type="checkbox"/> Identifies straight angles</p> <p><input type="checkbox"/> Identifies reflex angles</p> <p><input type="checkbox"/> Uses the term "acute" to describe a range of angles identified within shapes in the environment</p> <p><input type="checkbox"/> Uses the term "obtuse" to describe a range of angles identified within shapes in the environment</p> <p><input type="checkbox"/> Uses the term "reflex" to describe a range of angles identified within shapes in the environment</p> <p><input type="checkbox"/> Uses the term "straight" to describe a range of angles identified within shapes in the environment</p>	<p><u>Measures and draws a range of angles to within <math>\pm 2^\circ</math>.</u></p> <p><input type="checkbox"/> Measures a range of angles to within <math>\pm 2^\circ</math></p> <p><input type="checkbox"/> Draws a range of angles to within <math>\pm 2^\circ</math></p> <p><u>Knows that complementary angles add up to <math>90^\circ</math> and supplementary angles add up to <math>180^\circ</math> and uses this knowledge to calculate missing angles.</u></p> <p><input type="checkbox"/> States that complementary angles add up to <math>90^\circ</math></p> <p><input type="checkbox"/> States that supplementary angles add up to <math>180^\circ</math></p> <p><input type="checkbox"/> Uses known facts about complementary angles to calculate missing angles</p> <p><input type="checkbox"/> Uses known facts about supplementary angles to calculate missing angles</p> <p><u>Uses knowledge of the link between the eight compass points and angles to describe, follow and record directions.</u></p> <p><input type="checkbox"/> Follows directions using the eight compass points and angles</p> <p><input type="checkbox"/> Records directions using the eight compass points and angles</p>	<p><u>Interprets maps, models or plans with simple scales, for example, 1 cm:2 km.</u></p> <p><input type="checkbox"/> Interprets maps with simple scales</p> <p><input type="checkbox"/> Interprets models with simple scales</p> <p><u>Describes, plots and records the location of a point, in the first quadrant, using coordinate notation.</u></p> <p><input type="checkbox"/> Describes the location of a point in the first quadrant using coordinate notation</p> <p><input type="checkbox"/> Plots a point in the first quadrant given its location in coordinate notation</p> <p><input type="checkbox"/> Records the location of a point in the first quadrant using coordinate notation</p> <p><u>Identifies and illustrates line symmetry on a wide range of 2D shapes and applies this understanding to complete a range of symmetrical patterns, with and without the use of digital technologies.</u></p> <p><input type="checkbox"/> Applies understanding of line symmetry to complete a range of symmetrical patterns without digital technical technologies</p> <p><input type="checkbox"/> Applies understanding of line symmetry to complete a range of symmetrical patterns with digital technical technologies</p> <p><input type="checkbox"/> Interprets plans with simple scales</p> <p><input type="checkbox"/> Identifies line symmetry on a wide range of 2D shapes</p>

# Sample Pages

The samples over the next few pages are designed to give you an overview of Steps to Excellence Third and Fourth level.



They show the different areas covered by this assessment framework and cover a range of ability levels.

Name:

Started:..... Completed:.....

**Substance Misuse**

<p><u>Explains the benefits of substances in supporting good health, for example, prescribed medication.</u></p> <p><input type="checkbox"/> Discusses the different type of substances</p> <p><input type="checkbox"/> Investigates the benefits of substance on supporting good health</p> <p><input type="checkbox"/> Explains the benefits of substances in supporting good health</p> <p><u>Gives examples of current laws and advice in relation to substance use, for example, units of alcohol, tobacco sales.</u></p> <p><input type="checkbox"/> Discusses current laws in relation to substance use</p> <p><input type="checkbox"/> Discusses current advice in relation to substance use</p> <p><input type="checkbox"/> Investigates current laws in relation to substance use</p> <p><input type="checkbox"/> Investigates current advice in relation to substance use</p> <p><input type="checkbox"/> Gives examples of current laws in relation to substance use</p> <p><input type="checkbox"/> Gives examples of current advice in relation to substance use</p> <p><u>Explains how media and peer pressure might affect own attitudes and behaviour.</u></p> <p><input type="checkbox"/> Discusses how the peer pressure might affect their own attitudes and behaviour</p> <p><input type="checkbox"/> Discusses how media might affect own attitudes and behaviour</p> <p><input type="checkbox"/> Investigates how peer pressure might affect own attitudes and behaviour</p> <p><input type="checkbox"/> Investigates how media might affect own attitudes and behaviour</p> <p><input type="checkbox"/> Explains how peer pressure might affect own attitudes and behaviour</p> <p><input type="checkbox"/> Explains how media might affect own attitudes and behaviour</p>	<p><u>Identifies and selects the skills / qualities required to make positive choices in challenging situations.</u></p> <p><input type="checkbox"/> Discusses the skills / qualities required to make positive choices in challenging situations</p> <p><input type="checkbox"/> Identifies the skills / qualities required to make positive choices in challenging situations</p> <p><input type="checkbox"/> Selects the skills / qualities required to make positive choices in challenging situations</p> <p><u>Gives examples of positive coping strategies when dealing with stressful and challenging situations.</u></p> <p><input type="checkbox"/> Discusses examples of positive coping strategies when dealing with stressful and challenging situations</p> <p><input type="checkbox"/> Investigates examples of positive coping strategies when dealing with stressful and challenging situations</p> <p><input type="checkbox"/> Gives examples of positive coping strategies when dealing with stressful and challenging situations</p> <p><u>Knows how to access local support services.</u></p> <p><input type="checkbox"/> Discusses what local support services there are</p> <p><input type="checkbox"/> Identifies how to access local support services</p> <p><u>Weighs up risk and identifies potential safe and unsafe behaviours and actions.</u></p> <p><input type="checkbox"/> Discusses potential safe and unsafe behaviours and actions</p> <p><input type="checkbox"/> Identifies potential safe and unsafe behaviours and actions</p> <p><input type="checkbox"/> Weighs up risks of potential unsafe behaviours</p>	<p><u>Explains how substance misuse can affect judgement and impair ability to make responsible decisions, for example, unwanted sexual experiences.</u></p> <p><input type="checkbox"/> Discusses how substance misuse can affect judgement</p> <p><input type="checkbox"/> Explains how substance misuse can affect judgement</p> <p><input type="checkbox"/> Discusses how substance misuse can impair ability to make responsible decisions</p> <p><input type="checkbox"/> Explains how substance misuse can impair ability to make responsible decisions</p> <p><u>Knows actions to be taken in an emergency relating to substance misuse.</u></p> <p><input type="checkbox"/> Discusses actions to be taken in an emergency relating to substance misuse</p> <p><input type="checkbox"/> Investigates actions to be taken in an emergency relating to substance misuse</p> <p><input type="checkbox"/> States actions to be taken in an emergency relating to substance misuse</p> <p><u>Identifies potential impact of short and long term substance use.</u></p> <p><input type="checkbox"/> Discusses the potential impact of short term substance use</p> <p><input type="checkbox"/> Investigates potential impact of short term substance use</p> <p><input type="checkbox"/> Discusses the potential impact of long term substance use</p> <p><input type="checkbox"/> Investigates potential impact of long term substance use</p> <p><input type="checkbox"/> Identifies potential impact of short term substance use</p> <p><input type="checkbox"/> Identifies potential impact of long term substance use</p> <p><u>Identifies local substance misuse issues and how they are being addressed.</u></p> <p><input type="checkbox"/> Discusses local substance misuse issues</p> <p><input type="checkbox"/> Investigates how local substance misuse issues are being addressed</p> <p><input type="checkbox"/> Identifies local substance misuse issues</p> <p><input type="checkbox"/> Identifies how local substance misuse issues are being addressed</p>
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Name:

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Enjoyment & Choice		
<u>Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.</u> <u>Gives a personal response to texts with appropriate justification.</u>	<u>Explains how well a text or source meets needs and expectations with appropriate justification.</u> <input type="checkbox"/> Explains how well a text or source meets expectations with appropriate justification	<input type="checkbox"/> Explains how well a text or source meets needs with appropriate justification
Tools for Reading		
<u>Reads texts with fluency, understanding and expression using appropriate pace and tone.</u> <input type="checkbox"/> Reads texts with expression using appropriate pace and tone	<u>Applies knowledge of context clues, word roots, grammar, punctuation, sentence and text structures to read unfamiliar texts with understanding.</u> <input type="checkbox"/> Applies knowledge of sentence structures to read unfamiliar texts with understanding <input type="checkbox"/> Applies knowledge of text structures to read unfamiliar texts with understanding	<u>Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing.</u> <input type="checkbox"/> Summarises to engage with and interrogate texts <input type="checkbox"/> Analyses to engage with and interrogate texts
Finding & Using Information		
<u>Finds, selects and sorts relevant information from a variety of sources for a range of purposes.</u> <input type="checkbox"/> Sorts relevant information from a variety of sources for a range of purposes <u>Summarises key information using own words.</u> <input type="checkbox"/> Summarises key information using own words	<u>Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.</u> <input type="checkbox"/> Uses own words to make and organise notes, selecting key information and linking ideas from more than one source	<u>Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source.</u> <input type="checkbox"/> Uses notes to create new texts that show understanding of the topic or issue <input type="checkbox"/> Draws on information from more than one source when creating new texts
Understanding, Analysing & Evaluating		
<u>Identifies purpose and audience of a range of texts with appropriate justification.</u> <u>Gives an accurate account of the main ideas of texts.</u> <input type="checkbox"/> Gives an accurate account of the main ideas of texts <u>Makes inferences and deductions with appropriate justification.</u> <input type="checkbox"/> Makes inferences and deductions with appropriate justification <u>Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language.</u> <input type="checkbox"/> Identifies differences between texts and makes appropriate comments about language <input type="checkbox"/> Identifies similarities between texts and makes appropriate comments about language <u>Responds to a range of close reading questions, including literal, inferential and evaluative questions, to show understanding of texts and knowledge of language.</u>	<input type="checkbox"/> Responds to evaluative questions to show understanding of texts and knowledge of language <u>Identifies features of language and gives an appropriate explanation of the effect they have on the reader, for example, word choice, sentence structure, punctuation, grammar and/or imagery.</u> <input type="checkbox"/> Identifies and explains the effect of imagery on the reader <u>Identifies and makes appropriate comments about persuasive language such as word choice, emotive language, repetition, rhetorical questions and/or use of statistics.</u> <input type="checkbox"/> Identifies and explains how rhetorical questions can influence opinion <input type="checkbox"/> Identifies and explains how the use of statistics can influence opinion <u>Comments on reliability and relevance/usefulness of sources with appropriate justification.</u> <input type="checkbox"/> Comments on relevance/usefulness of sources with appropriate justification	<u>Makes evaluative comments about structure, characterisation and/or setting with relevant reference to the text.</u> <input type="checkbox"/> Makes evaluative comments about setting with relevant reference to the text <u>Shows understanding of the writer's theme and can link it to own or others' experiences.</u> <input type="checkbox"/> Shows understanding of the writer's theme and can link it to others' experiences <u>Identifies and makes evaluative comments about aspects of the writer's style, use of language and other features appropriate to genre with supporting evidence.</u> <input type="checkbox"/> Identifies and makes evaluative comments about aspects of the use of images with supporting evidence <input type="checkbox"/> Identifies and makes evaluative comments about aspects of the writer's style with supporting evidence

Name:

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**Fractions, Decimal Fractions & Percentages**

<p><u>Converts fractions, decimal fractions or percentages into equivalent fractions, decimal fractions or percentages.</u></p> <p><input type="checkbox"/> Converts fractions into equivalent fractions</p> <p><input type="checkbox"/> Converts fractions into decimal fractions</p> <p><input type="checkbox"/> Converts fractions into percentages</p> <p><input type="checkbox"/> Converts decimal fractions into percentages</p> <p><input type="checkbox"/> Converts decimal fraction into equivalent fractions</p> <p><input type="checkbox"/> Converts percentages into equivalent fractions</p> <p><input type="checkbox"/> Converts percentages into decimal fractions</p> <p><u>Adds and subtracts whole numbers and fractions, including when changing a denominator.</u></p> <p><input type="checkbox"/> Adds whole numbers and fractions, changing the denominator</p> <p><input type="checkbox"/> Adds fractions and fractions with the same denominator</p> <p><input type="checkbox"/> Adds fractions and fractions, changing the denominator</p> <p><input type="checkbox"/> Subtracts whole numbers and fractions, changing the denominator</p> <p><input type="checkbox"/> Subtracts fractions and fractions with the same denominator</p> <p><input type="checkbox"/> Subtracts fractions and fractions, changing the denominator</p>	<p><u>Converts between whole or mixed numbers, improper fractions and decimal fractions.</u></p> <p><input type="checkbox"/> Converts from whole numbers to improper fractions</p> <p><input type="checkbox"/> Converts from improper fractions to whole numbers</p> <p><input type="checkbox"/> Converts from mixed numbers to improper fractions</p> <p><input type="checkbox"/> Converts from improper fractions to mixed numbers</p> <p><input type="checkbox"/> Converts from mixed numbers to decimal fractions</p> <p><input type="checkbox"/> Converts from decimal fractions to mixed numbers</p> <p><input type="checkbox"/> Converts from improper fractions to decimal fractions</p> <p><input type="checkbox"/> Converts from decimal fractions to improper fractions</p>	<p><u>Uses knowledge of fractions, decimal fractions and percentages to carry out calculations with and without a calculator.</u></p> <p><input type="checkbox"/> Uses knowledge of fractions to carry out calculations with a calculator</p> <p><input type="checkbox"/> Uses knowledge of fractions to carry out calculations without a calculator</p> <p><input type="checkbox"/> Uses knowledge of decimal fractions to carry out calculations with a calculator</p> <p><input type="checkbox"/> Uses knowledge of decimal fractions to carry out calculations without a calculator</p> <p><input type="checkbox"/> Uses knowledge of percentages to carry out calculations with a calculator</p> <p><input type="checkbox"/> Uses knowledge of percentages to carry out calculations without a calculator</p> <p><u>Solves problems in which related quantities are increased or decreased proportionally.</u></p> <p><input type="checkbox"/> Solves problems in which related quantities are decreased proportionally</p> <p><input type="checkbox"/> Solves problems in which related quantities are increased proportionally</p> <p><u>Expresses quantities as a ratio and where appropriate simplifies, for example, 'if there are 6 teachers and 60 children in a school find the ratio of the number of teachers to the total amount of teachers and children'.</u></p> <p><input type="checkbox"/> Expresses quantities as ratios</p> <p><input type="checkbox"/> Simplifies ratios</p>
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Name:

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Motivation		
<p><u>Demonstrates self-direction and positive effort consistently.</u></p> <p><input type="checkbox"/> Demonstrates self-direction</p> <p><input type="checkbox"/> Demonstrates positive effort consistently</p> <p><u>Justifies and applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance.</u></p> <p><input type="checkbox"/> Justifies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance</p>	<p><input type="checkbox"/> Applies a range of critical and creative thinking skills to assist in planning and setting goals to improve performance</p> <p><u>Maximises the factors that enable, and minimises the factors that impede, participation in daily physical activity.</u></p> <p><input type="checkbox"/> Maximises the factors that enable the factors that impede, participation in daily physical activity</p> <p><input type="checkbox"/> Minimises the factors that impede, participation in daily physical activity</p>	<p><u>Demonstrates perseverance and commitment using techniques such as positive thinking and encouragement when working independently and/or with others to improve performance.</u></p> <p><input type="checkbox"/> Demonstrates perseverance and commitment using techniques when working independently to improve performance</p> <p><input type="checkbox"/> Demonstrates perseverance and commitment using techniques when working with others to improve performance</p>
Confidence & Self Esteem		
<p><u>Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate and adapt personal and group performance.</u></p> <p><input type="checkbox"/> Constructs and co-constructs criteria, knowledge of results and other types of feedback to evaluate personal and group performance</p> <p><input type="checkbox"/> Constructs and co-constructs criteria, knowledge of results and other types of feedback to adapt personal and group performance</p>	<p><u>Engages in challenging tasks independently.</u></p> <p><input type="checkbox"/> Engages in challenging tasks independently</p> <p><u>Brings out the 'best' in the group and allows others to reciprocate.</u></p> <p><input type="checkbox"/> Brings out the 'best' in the group</p> <p><input type="checkbox"/> Brings out the 'best' in the group and allows others to reciprocate</p>	<p><u>Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance.</u></p> <p><input type="checkbox"/> Self-assesses and acts as a peer assessor to provide constructive feedback to modify/enhance performance</p> <p><u>Takes the initiative to celebrate, value and build on achievements as part of the learning journey.</u></p> <p><input type="checkbox"/> Takes the initiative to celebrate, value and build on achievements as part of the learning journey</p>
Determination & Resilience		
<p><u>Self-selects coping strategies in response to the outcomes of competition.</u></p> <p><input type="checkbox"/> Self-selects coping strategies in response to the outcomes of competition</p> <p><u>Demonstrates the effort and perseverance required to work through challenges.</u></p>	<p><input type="checkbox"/> Demonstrates the effort and perseverance required to work through challenges</p> <p><u>Recognises own and other people's emotions that come from performing, and is aware of how they can impact both positively and negatively on performance.</u></p> <p><input type="checkbox"/> Recognises own emotions that come from performing</p>	<p><input type="checkbox"/> Recognises other people's emotions that come from performing</p> <p><input type="checkbox"/> Recognised how emotions can impact both positively on performance</p> <p><input type="checkbox"/> Recognised how emotions can impact both negatively on performance</p>
Responsibility & Leadership		
<p><u>Takes responsibility for learning, independently and/or with others.</u></p> <p><input type="checkbox"/> Takes responsibility for learning, independently</p> <p><input type="checkbox"/> Takes responsibility for learning with others</p>	<p><u>Demonstrates self-control for successful and enjoyable performance.</u></p> <p><input type="checkbox"/> Demonstrates self-control for successful and enjoyable performance</p> <p><u>Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success.</u></p>	<p><input type="checkbox"/> Demonstrates understanding of the strengths of individuals/group to justify appropriate roles and tactics to maximise success</p> <p><u>Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all.</u></p> <p><input type="checkbox"/> Evaluates individual contribution to teamwork within an inclusive environment leading to enjoyable participation for all</p>
Respect & Tolerance		
<p><u>Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect.</u></p> <p><input type="checkbox"/> Accommodates a variety of abilities and needs as part of an inclusive ethos, showing mutual respect</p>	<p><u>Applies negotiation skills with confidence when working with others in a variety of movement challenges.</u></p> <p><input type="checkbox"/> Applies negotiation skills with confidence when working with others in a variety of movement challenges</p>	<p><u>Discusses and evaluates the influence of ethical behaviour on the outcome of movement challenges.</u></p> <p><input type="checkbox"/> Discusses the influence of ethical behaviour on the outcome of movement challenges</p> <p><input type="checkbox"/> Evaluates the influence of ethical behaviour on the outcome of movement challenges</p>
Communication		
<p><u>Engages respectfully and confidently with others. Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way, supporting and justifying points with evidence or detail.</u></p> <p><input type="checkbox"/> Engages respectfully and confidently with others</p>	<p><input type="checkbox"/> Contributes relevant ideas, knowledge and opinions, communicating clearly in a consistent and sustained way</p> <p><u>Demonstrates understanding and applies a wide range of verbal and non-verbal communication skills for a successful outcome.</u></p>	<p><input type="checkbox"/> Demonstrates understanding and applies a wide range of verbal and non-verbal communication skills for a successful outcome</p>

Name:

Started:..... Completed:.....

**Enjoyment & Choice**

<p><u>Writes for a range of purposes and audiences. Makes well-considered choices about genre, form, structure and style to enhance communication and meet the needs of the audience.</u></p>	<p><input type="checkbox"/> Writes for a range of purposes and audiences, meeting their needs</p>	<p><input type="checkbox"/> Makes well-considered choices about genre, form, structure and style to enhance communication</p>
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**Tools for Writing**

<p><u>Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar or specialist vocabulary.</u></p> <p><input type="checkbox"/> Applies a range of strategies and resources to ensure accuracy of spelling including unfamiliar vocabulary</p> <p><input type="checkbox"/> Applies a range of strategies and resources to ensure accuracy of spelling including specialist vocabulary</p> <p><u>Uses a variety of punctuation, including more complex punctuation, to convey meaning and enhance writing, for example, inverted commas, colons, semi-colons, parentheses, dashes and ellipses. Punctuation is varied and accurate.</u></p> <p><input type="checkbox"/> Uses a variety of punctuation, including more complex punctuation, to convey meaning and enhance writing</p> <p><u>Writes grammatically accurate sentences.</u></p> <p><input type="checkbox"/> Writes grammatically accurate sentences</p>	<p><u>Uses a variety of sentence structures to clarify meaning and enhance writing, for example, simple and complex sentences, lists, repetition and/or minor sentences.</u></p> <p><input type="checkbox"/> Uses a variety of sentence structures to clarify meaning and enhance writing</p> <p><u>Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure, line of thought or argument.</u></p> <p><input type="checkbox"/> Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear line of thought or argument</p> <p><u>Writes in a fluent and legible way.</u></p> <p><input type="checkbox"/> Writes in a fluent and legible way consistently</p>	<p><u>Reviews and edits writing independently to ensure clarity of meaning, technical accuracy and to improve content, language and/or structure.</u></p> <p><input type="checkbox"/> Reviews and edits writing independently to ensure clarity of meaning and technical accuracy</p> <p><input type="checkbox"/> Reviews and edits writing independently to improve content</p> <p><input type="checkbox"/> Reviews and edits writing independently to ensure clarity of language and/or structure</p> <p><u>Selects features of layout and presentation, including in digital texts, to enhance communication and/or impact on the reader, justifying choices.</u></p> <p><input type="checkbox"/> Selects and justifies features of layout and presentation, including in digital texts, to enhance communication</p> <p><input type="checkbox"/> Selects and justifies features of layout and presentation, including in digital texts to impact on the reader</p>
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**Organising & Using Information**

<p><u>Uses notes and/or other sources to generate ideas, inform thinking and support the creation of new texts.</u></p> <p><input type="checkbox"/> Uses notes and/or other sources to generate ideas and support the creation of new texts</p> <p><input type="checkbox"/> Uses notes and/or other sources to inform thinking and support the creation of new texts</p>	<p><u>Makes responsible use of sources, acknowledging and referencing sources appropriately.</u></p> <p><input type="checkbox"/> Makes responsible use of sources, acknowledging and referencing sources appropriately</p> <p><u>Selects relevant ideas and information including essential detail or evidence.</u></p> <p><input type="checkbox"/> Selects relevant ideas and information including essential detail or evidence</p>	<p><u>Organises essential ideas and information to convey a structured line of thought.</u></p> <p><input type="checkbox"/> Organises essential ideas and information to convey a structured line of thought</p> <p><u>Uses varied and appropriate vocabulary to communicate effectively and/or to enhance writing.</u></p> <p><input type="checkbox"/> Uses varied and appropriate vocabulary to communicate effectively</p> <p><input type="checkbox"/> Uses varied and appropriate vocabulary to enhance writing</p>
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**Creating Texts**

<p><u>Creates short and extended texts regularly for a range of purposes and audiences.</u></p> <p><input type="checkbox"/> Creates short texts regularly for a range of purposes and audiences</p> <p><input type="checkbox"/> Creates extended texts regularly for a range of purposes and audiences</p> <p><u>Engages and/or influences the reader through use of language, style and/or tone as appropriate to genre, in order to create particular effects.</u></p> <p><input type="checkbox"/> Engages and/or influences the reader through use of language and tone as appropriate to genre, in order to create particular effects</p> <p><input type="checkbox"/> Engages and/or influences the reader through use of style as appropriate to genre, in order to create particular effects</p> <p><u>When writing to convey information, describe events, explain processes or concepts, and combine ideas:</u></p> <p><input type="checkbox"/> Uses a style and format that is well-suited to the purpose and audience applying the features of the chosen genre effectively</p>	<p><input type="checkbox"/> Includes relevant ideas/knowledge/information with essential detail or evidence</p> <p><input type="checkbox"/> Structures writing effectively using a variety of linking phrases and topic sentences to signpost a clear structure</p> <p><input type="checkbox"/> Uses appropriate tone and vocabulary throughout</p> <p><u>When writing to persuade, argue, evaluate, explore issues or express and justify an opinion:</u></p> <p><input type="checkbox"/> Presents ideas or sustains a point of view including essential detail and supporting evidence</p> <p><input type="checkbox"/> Conveys a clear line of thought with effective linking phrases and topic sentences</p> <p><input type="checkbox"/> Includes an effective introduction and conclusion</p> <p><input type="checkbox"/> Uses language to create particular effects or influence/persuade the reader, for example, word choice, repetition, emotive language, rhetorical devices and/or sentence structure</p>	<p><u>When writing to convey personal experiences:</u></p> <p><input type="checkbox"/> Recounts events convincingly, clearly establishing the context/setting for events</p> <p><input type="checkbox"/> Conveys feelings/reactions and reflects on experiences with a sense of involvement</p> <p><input type="checkbox"/> Engages and/or influences the reader through use of language, style and/or tone</p> <p><u>When writing imaginatively or creatively:</u></p> <p><input type="checkbox"/> Applies features of the chosen genre effectively</p> <p><input type="checkbox"/> Develops plot, setting and character in a satisfying way</p> <p><input type="checkbox"/> Engages the reader and achieves particular effects through use of narrative devices, mood/atmosphere and/or language</p> <p><input type="checkbox"/> Uses structure effectively to enhance writing</p>
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Name:

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Properties of 2D Shapes & 3D Objects

- |  |   |  |
|--|---|--|
| <p><u>Calculates the length of any side of a right-angled triangle using the Theorem of Pythagoras.</u></p> <p><input type="checkbox"/> Recognises that Pythagoras' Theorem is only valid for right-angled triangles</p> <p><input type="checkbox"/> Identifies the hypotenuse in any right-angled triangle</p> <p><input type="checkbox"/> Calculate the length of a shorter side of a right-angled triangle using Pythagoras' Theorem</p> <p><u>Calculates the size of an angle in a right-angled triangle using trigonometry.</u></p> <p><input type="checkbox"/> Identifies the opposite side to an angle in a right-angled triangle</p> <p><input type="checkbox"/> Identifies the adjacent side to an angle in a right-angled triangle</p> <p><input type="checkbox"/> Uses appropriate vocabulary when describing the side in a right-angled triangle</p> <p><input type="checkbox"/> Calculates the size of an angle in a right-angled triangle using <math>\sin^{-1}</math></p> <p><input type="checkbox"/> Calculates the size of an angle in a right-angled triangle using <math>\cos^{-1}</math></p> | <p><input type="checkbox"/> Calculates the size of an angle in a right-angled triangle using <math>\tan^{-1}</math></p> <p><input type="checkbox"/> Selects the appropriate trigonometric ratio to find the size of any angle in a right-angled triangle</p> <p><u>Calculates the length of a side in a right-angled triangle using trigonometry.</u></p> <p><input type="checkbox"/> Calculates the length of a side in a right-angled triangle using <math>\sin x</math></p> <p><input type="checkbox"/> Calculates the length of a side in a right-angled triangle using <math>\cos x</math></p> <p><input type="checkbox"/> Calculates the length of a side in a right-angled triangle using <math>\tan x</math></p> <p><input type="checkbox"/> Selects the appropriate trigonometric ratio to find the length of any side in a right-angled triangle</p> <p><u>Uses the formula <math>C = \pi D</math> or <math>C = 2\pi r</math> to calculate the circumference of a circle.</u></p> <p><input type="checkbox"/> Calculates the circumference of a circle using an appropriate formula given the diameter</p> <p><input type="checkbox"/> Calculates the circumference of a circle using an appropriate formula given the radius</p> | <p><u>Uses the formula <math>A = \pi r^2</math> to calculate the area of a circle.</u></p> <p><input type="checkbox"/> Calculates the area of a circle using an appropriate formula given the radius</p> <p><input type="checkbox"/> Calculates the area of a circle using an appropriate formula given the diameter</p> <p><u>Calculates diameter and radius of a circle when given the area or circumference.</u></p> <p><input type="checkbox"/> Calculate the diameter of a circle given the circumference</p> <p><input type="checkbox"/> Calculates the radius of a circle given the circumference</p> <p><input type="checkbox"/> Calculates the radius of a circle given the area</p> <p><input type="checkbox"/> Calculates the diameter of a circle given the area</p> |
|--|---|--|



# Our Assessment Frameworks

We have a range of assessment frameworks that can be used alongside the Curriculum for Excellence.

## Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism—Communication, Flexibility of Thought, Social Interaction, Emotional Regulation

## Communication & Interaction

Communication & Interaction is our new framework for individuals with SEND who need support with their communication and interaction. The framework is designed to support all pupils with SEND and will help schools breakdown larger targets into smaller steps so they can demonstrate progress. The framework also promotes closer relationships between schools and Speech and Language Therapists (SALT) The framework covers from birth to a typical development range of a 15 year old.

## Social, Emotional and Mental Health (SEMH)

We are currently developing this framework, this is planned for release in early 2021

## Sensory and Physical

Once we have completed development of the SEMH framework, we will start development on the Sensory and Physical framework



# Want to find out more?

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

[www.bsquared.co.uk/meetings](http://www.bsquared.co.uk/meetings)

Or get in touch with us...

01252 870133

[hello@bsquared.co.uk](mailto:hello@bsquared.co.uk)

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