

ASD Skills Rubric

To be used alongside knowledge rubric for each theme

	<b>Communication</b>	<b>Social Interaction</b>	<b>Flexibility of Thought</b>	<b>Emotional Regulation</b>
<b>AP Step 1</b>	<p><b><i>Pupils encounter activities and experiences involving communication.</i></b></p> <p>Pupils may show minor physiological responses [for example, startling at sudden or loud voices].</p> <p>Pupils are fully prompted in any participation [for example, they are sung to by a member of staff]</p>	<p><b><i>Pupils encounter activities and experiences involving other people</i></b></p> <p>Pupils give momentary attention to someone speaking close to them and in their direct line of vision</p> <p>Pupils react to physical contact with minor physiological changes when hands are touched</p>	<p><b><i>Pupils encounter a range of activities and experiences.</i></b></p> <p>Pupils may show minor physiological responses [for example, startling at sudden noises or movements].</p> <p>Pupils may be passive or resistant.</p> <p>Pupils are fully prompted in any participation [for example, hand is guided to feel different materials].</p>	<p><b><i>Pupils encounter a range of new and familiar experiences.</i></b></p> <p>Pupils may show minor physiological responses [for example, startling, calming or raised heart rate].</p> <p>Pupils may be emotionally passive or resistant.</p>
<b>AP Step 2</b>	<p><b><i>Pupils show an emerging awareness of experiences involving communication.</i></b></p> <p>Pupils may have periods when they appear alert and ready to focus their attention on certain people, voices or gesture [for example, attending briefly to interactions with a familiar person].</p> <p>Pupils may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity].</p>	<p><b><i>Pupils show an emerging awareness of other people.</i></b></p> <p>Pupils begin to tolerate some social interactions more than others [for example, frequent and familiar care routines].</p> <p>Pupils react to the arrival of a favourite person intermittently</p> <p>Pupils react to well-known voices with an intermittent heightened expressive response when spoken to by a familiar person</p>	<p><b><i>Pupils show an emerging awareness of routine activities.</i></b></p> <p>Pupils may have periods when they appear alert and ready to focus their attention on certain events, objects or parts of objects [for example, attending briefly to lights, sounds or patterns of movement].</p> <p>Pupils may give intermittent reactions [for example, briefly grasping materials placed in their hands].</p>	<p><b><i>Pupils show an emerging awareness of new or pleasurable experiences.</i></b></p> <p>Pupils may have periods when they appear to show heightened expressive responses to specific sensations [for example, the feel of a specific item of clothing].</p> <p>Pupils may give intermittent reactions [for example, avoiding attention if the activity becomes too intense].</p>

		Pupils show enjoyment when familiar adults copy their vocalisations		
<b>AP Step 3</b>	<p><b><i>Pupils begin to respond consistently to well-cued communication in familiar situations.</i></b></p> <p>Pupils react to new activities and experiences [for example, withholding their attention].</p> <p>Pupils accept and engage in co-active exploration [for example, focusing their attention on familiar words, songs and gestures when prompted].</p>	<p><b><i>Pupils begin to respond consistently to familiar people.</i></b></p> <p>Pupils react to new activities and experiences [for example, smiling at new people].</p> <p>Pupils can be motivated by interacting with familiar people, events and objects [for example, a drinking cup or hair brush that has been placed in their hands].</p> <p>Pupils respond to their own name by looking for a voice when they are called</p>	<p><b><i>Pupils begin to respond consistently to familiar events and situations.</i></b></p> <p>Pupils react to new activities and experiences [for example, turning towards a nearby fan that has been switched on].</p> <p>Pupils begin to show interest in activities, events and objects [for example, tracking moving images briefly across a television or monitor screen].</p> <p>Pupils accept and engage in co-active exploration [for example, being encouraged to handle fibre-optic strands].</p>	<p><b><i>Pupils begin to respond consistently to favoured events and objects.</i></b></p> <p>Pupils react to new activities and experiences [for example, looking around when they enter a sensory room].</p> <p>Pupils demonstrate emotive responses to new activities and experiences [for example, withdrawing from a person who is unfamiliar to them].</p> <p>Pupils begin to show emotional reactions to specific people, events and objects [for example, smiling during a favoured activity].</p> <p>Pupils accept and engage in co-active exploration [for example, receiving a hand massage from a member of staff].</p>
<b>AP Step 4</b>	<p><b><i>Pupils demonstrate an awareness of the direction of others' attention and begin to be proactive with their communication.</i></b></p>	<p><b><i>Pupils demonstrate an awareness of the direction of others' attention and begin to be proactive with their interactions.</i></b></p>	<p><b><i>Pupils demonstrate an awareness of the direction of others' attention and begins to be proactive in their actions.</i></b></p>	<p><b><i>Pupils are affected by others' actions and begin to be proactive in their demands/requests.</i></b></p> <p>Pupils tolerate shared exploration and supported participation [for</p>

	<p>Pupils tolerate shared exploration and supported participation [for example, taking turns in interactions with a familiar person].</p> <p>Pupils recognise some people and may respond in specific ways to familiar individuals [for example, smiles when a familiar member of staff comes into view].</p> <p>Pupils perform actions by trial and improvement remembering learned responses over short periods of time [for example, showing pleasure when playing social games with sensory cues].</p> <p>Pupils communicate consistent preferences and affective responses through vocalisation or gesturing [for example, reaching out to a favoured member of staff].</p>	<p>Pupils seek interaction to meet their basic needs [for example, reaches for a member of staff for comfort].</p> <p>Pupils begin to recognise people, actions and objects by name [for example, reaches for spoon when asked].</p> <p>Pupils respond to familiar members of staff consistently when interacting with them</p> <p>Pupils respond to familiar peers consistently when interacting with them</p> <p>Pupils move towards a member of staff to attract attention when not engaged in a task</p>	<p>Pupils tolerate shared exploration and supported participation [for example, initiates movements in action rhymes].</p> <p>Pupils recognise familiar activities, events and objects [for example, showing excitement when meeting the swimming instructor at the pool side].</p> <p>Pupils perform actions by trial and improvement remembering learned responses over short periods of time [for example, returning their hands to a particular texture].</p> <p>Pupils communicate consistent preferences and affective responses through vocalisation or gesturing [for example, reaching for one type of material in preference to others, turning toward a particular food item].</p>	<p>example, sitting by a peer during activity].</p> <p>Pupils perform actions by trial and improvement remembering learned responses over short periods of time [for example, making similar responses to gain rewards].</p> <p>Pupils express their immediate needs and feelings [for example, showing frustration when they cannot reach an object they want].</p> <p>Pupils communicate consistent preferences and affective responses through vocalisation or gesturing [for example, rejecting an object by turning away].</p>
<p><b>AP Step 5</b></p>	<p><b><i>Pupils begin to communicate intentionally.</i></b></p> <p>Pupils seek attention through gesture or action and request events or activities [for example, pointing to key objects of people].</p>	<p><b><i>Pupils begin to interact intentionally, engaging others through gesture or action.</i></b></p> <p>Pupils request events or activities through gesture or action [for example, a peer or member of staff to continue an interaction].</p>	<p><b><i>Pupil's interest can be engaged through joint attention and they begin to make intentional responses.</i></b></p> <p>Pupils request events or activities through gesture or action [for</p>	<p><b><i>Pupils begin to indicate their needs and intentions.</i></b></p> <p>Pupils seek stimulation and interaction through gesture or action and request desired events or activities [for example,</p>

	<p>Pupils remember learned responses over more extended periods [for example, requesting “More!” in their chosen form of communication].</p> <p>Pupils participate in shared activities with less support and sustain concentration for short periods [for example, playing alongside peer with shared equipment with occasional intervention from a member of staff].</p> <p>Pupils observe the results of their own actions with interest, remembering learned responses over more extended periods [for example, listening to their own vocalisations or echolalia].</p> <p>Pupils explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events].</p>	<p>Pupils remember learned responses over more extended periods [for example, following the sequence of a familiar daily routine].</p> <p>Pupils explore their immediate environment in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events].</p> <p>Pupils follow a simple one- or two-key word instruction when accompanied by gestures and context</p> <p>Pupils engage with a member of staff intentionally when they are working coactively</p>	<p>example, pointing or reaching out to key objects or people].</p> <p>Pupils participate in shared activities with less support and sustain concentration for short periods and explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events].</p> <p>Pupils observe the results of their own actions with interest, remembering learned responses over more extended periods [for example, listening to their own vocalisation or disturbing the surface of still water with their finger].</p> <p>Pupils demonstrate the beginning of object permanence [for example, searches for objects that go out of field vision, sound or touch].</p>	<p>prompting a member of staff to continue an interaction].</p> <p>Pupils remember learned responses over more extended periods [for example, co-operating with support for frequently-repeated personal care procedures].</p> <p>Pupils participate in shared activities with more confidence [for example, playing alongside peer or sharing objects].</p> <p>Pupils observe the results of their own actions with interest, remembering learned responses over more extended periods [for example, listening as a member of staff imitates their own vocalisations or they might use echolalia].</p>
<p><b>AP Step 6</b></p>	<p><b><i>Pupils use emerging conventional communication.</i></b></p> <p>Pupils respond to options and choices with actions or gestures</p>	<p><b><i>Pupils greet known people and may initiate interactions and activities.</i></b></p> <p>Pupils remember learned responses over increasing periods</p>	<p><b><i>Pupils show emerging conventional communication to initiate interactions and familiar activities.</i></b></p>	<p><b><i>Pupils may initiate interactions.</i></b></p> <p>Pupils respond to options and choices with actions or gestures [for example, eye pointing to their preferred choice of activity].</p>

	<p>[for example, by nodding or shaking their head].</p> <p>Pupils remember learned responses over increasing periods and may anticipate known events [for example, pre-empting sounds or actions in familiar stories].</p> <p>Pupils greet known people and may initiate interactions and activities [for example, prompting another person to join in with an interactive sequence].</p> <p>Pupils apply potential solutions systematically to problems [for example, bringing an object to a member of staff in order to request a new activity].</p> <p>Pupils actively explore objects and events for more extended periods [for example, turning the pages in a book or magazine shared with a peer or member of staff].</p>	<p>and may anticipate known events [for example, taking a place at the table when lunch time is signalled and may assist members of staff in their own personal care].</p> <p>Pupils may respond to options and choices with actions or gestures [for example, by nodding or shaking their head].</p> <p>Pupils actively explore objects and events for more extended periods [for example, turns pages in book and studies pictures].</p> <p>Pupils respond to one-step commands appropriately when asked clearly by a member of staff, e.g. "Get your shoes"</p> <p>Pupils share an activity with a peer when prompted</p>	<p>Pupils respond to options and choices with actions or gestures [for example, selects an item that indicates an activity they wish to do].</p> <p>Pupils remember learned responses over increasing periods and may anticipate known events [for example, knows the bell signifies the end of leisure time].</p> <p>Pupils apply potential solutions systematically to problems [for example, pressing the button at a pedestrian crossing on a familiar route to the shops].</p> <p>Pupils actively explore objects and events for more extended periods [for example, creating effects using a touch screen or picking up shells and pebbles at a beach].</p>	<p>Pupils remember learned responses over increasing periods and may anticipate known events [for example, taking off shoes when laces are undone].</p> <p>Pupils apply potential solutions systematically to problems [for example, vocalising repeatedly to request an interaction with a peer or a member of staff].</p> <p>Pupils actively explore objects and events for more extended periods [for example, prolonging an interactive sequence by producing new behaviours and triggering new responses from a partner].</p>
<p><b>AP Step 7</b></p>	<p><b><i>Pupils repeat, copy and imitate the communication of others and demonstrate an understanding of a wider vocabulary.</i></b></p> <p>Pupils use single words, signs and symbols for familiar objects and</p>	<p><b><i>Pupils are becoming aware of appropriate social behaviours: they are able to express their response through single elements of communication.</i></b></p>	<p><b><i>Pupils demonstrate a developing awareness of more complex cause and effect, predicting and prompting particular responses.</i></b></p> <p>Pupils follow familiar routines are aware of starting and stopping a</p>	<p><b><i>Pupils can express their feelings, needs and preferences using single elements of communication.</i></b></p>

	<p>can communicate about events and feelings [for example, cake, chair, game, ball].</p> <p>Pupils respond appropriately to simple requests which contain one key word, sign or symbol in familiar situations [for example, "Get your coat.", "Stand up." or "Clap your hands."].</p> <p>Pupils begin to understand that marks and symbols convey meaning [for example, scribbling alongside a picture or placing photographs/symbols on a personal timetable].</p>	<p>Pupils show an understanding of "Yes." and "No." showing assertiveness and responding to animated praise [for example, will accept "No." in some situations in regard to stopping an unwanted action].</p> <p>Pupils engage in parallel activity with several others [for example, when sharing role-play area].</p> <p>Pupils engage in familiar care routines, tasks or activities with support [for example, wash hands with support before a meal].</p>	<p>process and accept some changes to planned activity when supported by familiar strategies [for example, picking up paint brush when art activity starts, [for example, coping with an indoor leisure time when it is raining].</p> <p>Pupils can be motivated to participate in tasks when offered items they persistently favour [for example, will attempt a task they dislike for a specific time when offered a reward of favoured activity].</p> <p>Pupils anticipate, follow and join in familiar activities when given a contextual clue [for example, anticipating the next chorus or action in songs and rhymes].</p>	<p>Pupils engage in parallel activity with several others [for example, when sharing role-play area].</p> <p>Pupils begin to react to the feelings of others [for example, matching their emotions].</p> <p>Pupils begin to accept "No!" in some situations and respond positively to animated praise [for example, smiling/becoming excited when praised].</p> <p>Pupils accept and follow some simple activity/reward structures with support [for example, "More activity after dinner."].</p>
<p><b>AP Step 8</b></p>	<p><b><i>Pupils combine two key ideas or concepts and can respond to questions about familiar or immediate events or experiences.</i></b></p> <p>Pupils respond to simple questions by vocalising, using gestures, symbols or signing [for example, 'Where's the cat?', 'Is it dirty?'].</p> <p>Pupils make attempts to repair misunderstandings without</p>	<p><b><i>Pupils will interact with two or three others in work and play situations.</i></b></p> <p>Pupils seek help when needed [for example, using the toilet or fastening clothes].</p> <p>Pupils maintain interactions for short periods of time and are becoming aware of turn-taking in small groups with support [for</p>	<p><b><i>Pupils begin to make connections between regular events and the actions that follow.</i></b></p> <p>Pupils sort or match objects and pictures by recognising similarities [for example, matching shoes or socks].</p> <p>Pupils solve simple problems practically [for example, selecting</p>	<p><b><i>Pupils are able to tolerate interacting with two or three peers during work and play situations.</i></b></p> <p>Pupils show pride in their accomplishments [for example, eager to show their artwork to a member of staff].</p> <p>Pupils enjoy playful interactions for short periods of time [for</p>

	<p>changing the words used [for example, by repeating a word with a different intonation or facial expression].</p> <p>Pupils follow requests and instructions containing at least two key words, signs or symbols [for example, “Put the spoon in the dish.”, “Give the book to Johnny.”].</p> <p>Pupils develop their expressive vocabulary [For example, they use over 50 different words on a frequent basis].</p> <p>Pupils combine single words, signs or symbols to communicate meaning to a range of listeners [for example, “Mummy gone.” or “More drink?”].</p>	<p>example, leaves time for another to place a card].</p> <p>Pupils become aware of social routines and responsibilities [for example, handing out, sharing and putting away resources and equipment].</p> <p>Pupils co-operate with another on a task</p> <p>Pupils show an awareness of the feelings of others</p> <p>Pupils work with one peer independently or two other peers, with assistance</p>	<p>appropriate containers for items of different size].</p> <p>Pupils show preferences for specific activities and begins to carry out simple decision making processes.</p> <p>Pupils accept alternatives to current activities or items when they are provided by a member of staff [for example, using another object given by a member of staff when wanted items are in use].</p>	<p>example, playing alongside peer during role-play].</p> <p>Pupils begin to accept turn-taking in small groups with support [for example, taking turns to use equipment].</p> <p>Pupils ask for help to overcome frustrating tasks [for example, asking for assistance with putting on shoes].</p>
<p><b>AP Step 9</b></p>	<p><b><i>Pupils initiate and maintain short spontaneous interactions and responds to others in group situations.</i></b></p> <p>Pupils use prepositions and pronouns correctly [for example, ‘in’ or ‘on’ as well as ‘my’ or ‘it’].</p> <p>Pupils follow requests and instructions with three key words,</p>	<p><b><i>Pupils respond to others in group situations, playing or working in small groups co-operatively.</i></b></p> <p>Pupils use some social conventions when greeting people [for example, saying hello, shaking hands/waving or asking for a name].</p>	<p><b><i>Pupils show an awareness of other people's intentions or goals making links between visual and auditory clues and consequent events.</i></b></p> <p>Pupils will undertake short tasks independently for a known reward [for example, works on their own to gain a favoured reward/activity].</p>	<p><b><i>Pupils react differently to working with others in a range of situations.</i></b></p> <p>Pupils show concern or sympathy for others in distress and subsequently might attempt to offer them comfort or consolation [for example, mirrors distressed face/offers a hug or hand-holding].</p>

	<p>signs or symbols [for example, "Give me the little red book."].</p> <p>Pupils ask simple questions to obtain information [for example, "Where's the cat?"].</p>	<p>Pupils use facial expression or intonation to enhance meanings [for example, smiling when clapping to show appreciation].</p> <p>Pupils carry out routine activities in a familiar context and with some independence, though may need a staff presence [for example, washes hands after going to the toilet with limited prompting].</p>	<p>Pupils watch others using a basic tool, copy the actions and show an intention to create [for example, when making a pinboard picture].</p> <p>Pupils carry out routine activities in a familiar context and show and awareness of the results of their own actions [for example, wants to share a model they have finished].</p> <p>Pupils begin to generalise and make predictions from prior knowledge [for example, expecting that ice cream will melt on a hot day].</p>	<p>Pupils return to a task after a brief interruption [for example, after an outburst from a peer].</p> <p>Pupils can be encouraged to try new or unfamiliar tasks [for example, using new equipment during leisure time].</p> <p>Pupils demonstrate an emotional response to working co-operatively with peers [for example, anxiety or excitement when asked to help the group clear the table].</p>
<p><b>AP Step 10</b></p>	<p><b><i>Pupils spontaneously communicate phrases with up to three key words, signs or symbols and follows the spontaneous communication of others for short stretches of time.</i></b></p> <p>Pupils link ideas or add new information beyond what is asked [for example, by using the word 'and'].</p> <p>Pupils follow requests and instructions with four key words, signs or symbols [for example,</p>	<p><b><i>Pupils contribute in one-to-one and small group situations, listening to others and sharing feelings.</i></b></p> <p>Pupils start to accept the constraints of social actions [for example, peers joining their activity, or not being able to join a peer's activity].</p> <p>Pupils show an awareness of the consequences of their actions and show some consideration of the needs and feelings of other living</p>	<p><b><i>Pupils show temporal awareness by communicating about yesterday and tomorrow and basing their decisions on the consequences of previous actions.</i></b></p> <p>Pupils follow repetitive patterns, making predictions about next steps [for example, suggests what will happen to a character in the story after hearing previous events].</p> <p>Pupils compare differences between similar objects or events</p>	<p><b><i>Pupils communicate their thoughts and feelings in simple phrases.</i></b></p> <p>Pupils sometimes seek out familiar peers to interact with [for example, sitting next to the same person during leisure time].</p> <p>Pupils show some consideration of the needs and feelings of other people and other living things [for example, offering food to a visitor or watering a classroom plant].</p>

	<p>“Get the big book about dinosaurs from the library.”].</p> <p>Pupils contribute appropriately one-to-one and in small group discussions [for example, they talk about matters of interest and listen to others for short periods of time].</p> <p>Pupils communicate ideas about temporal events and experiences, using simple phrases and statements and respond to questions about them [for example, “Going to cinema Friday”].</p> <p>Pupils attend to, and respond to, questions from adults and their peers about experiences, events and stories [for example, “Where’s the boy gone?”].</p>	<p>things [for example, communicates how leaving litter in a park may affect wildlife].</p> <p>Pupils make purposeful relationships with others in group activities and attempt to compromise with them in a variety of situations [for example, if another person wishes to use the same piece of equipment].</p> <p>Pupils begin to understand the concept of public and private and know how to use the toilet independently [for example, communicates where they think it is appropriate to get dressed an undressed].</p>	<p>[for example, identifies how different peers celebrate special events].</p> <p>Pupils can be incentivised to follow a longer structure of activities and accept some forewarned changes to their routine [for example, will complete chores in the morning, knowing that activities are happening in the afternoon].</p> <p>Pupils attempt to negotiate with others to achieve positive results [for example, if another person wants to use their equipment].</p>	<p>Pupils have an emerging sense of what is right or wrong based on their sense of what is fair and unfair and the consequences they have previously experienced [for example, waits for their go/becomes distressed if their go is missed].</p> <p>Pupils accept that their feelings and expectations may not always be met when working with others [for example, if another person wishes to use the same piece of equipment].</p>
<p><b>AP Step 11</b></p>	<p><b><i>Pupils spontaneously communicate phrases by linking up to four key words, signs or symbols and responds confidently to others both in groups and one-to-one.</i></b></p> <p>Pupils use conjunctions that suggest cause [for example, ‘cos’, to link ideas].</p>	<p><b><i>Pupils select, initiate and follow through with a range of activities in one-to-one situations and in small or large groups.</i></b></p> <p>Pupils use appropriate language to ask for the toilet [for example, uses polite forms such as, “Please may I go to the toilet?”].</p>	<p><b><i>Pupils acknowledge other people’s opinions; adding to others’ ideas but accepting that these may differ from their own.</i></b></p> <p>Pupils understand how certain things can seem silly in the wrong situation and are developing a sense of humour [for example, a</p>	<p><b><i>Pupils actively join in a wide range of one-to-one, small and large group activities.</i></b></p> <p>Pupils sometimes express upsetting emotions in a productive manner [for example, leaves room to calm down].</p>

	<p>Pupils listen attentively and respond appropriately to questions about why or how [for example “Why does a bird make a nest?”, “How do we copy this picture?”].</p> <p>Pupils follow multi-step instructions [for example, “Can you go to the bathroom and check whether we need more towels? If we do, get the big box with towels from the cupboard.”].</p> <p>Pupils communicate about their own experiences using an extensive vocabulary to convey meaning to the listener.</p> <p>Pupils use possessives [for example, “Johnny’s coat”].</p>	<p>Pupils understand the need for rules in games showing awareness of how to join in with different situations [for example, ask to join in a game which has already begun].</p> <p>Pupils understand some agreed codes of behaviour, state basic rules and identify right and wrong in familiar situations [for example, can share equipment during an activity, waiting for their turn].</p> <p>Pupils treat living things and their environment with care and concern [for example, waters plants appropriately, as instructed].</p> <p>Pupils can be sensitive to the feelings of others and show respect for them [for example, gives a discarded favoured item to its owner].</p>	<p>word used out of context can be comical].</p> <p>Pupils modify their communication to clear up misunderstandings [for example, signs/speaks more slowly to make themselves understood].</p> <p>Pupils identify the differences between sections of a day and begin to regulate their own routines with some prompting from members of staff [for example, when provided with a list of tasks and fun activities they can decide how much time they need to spend on each].</p> <p>Pupils begin to reduce repetitive physical behaviours [for example, may choose to sit on their hands to stop them moving].</p>	<p>Pupils moderate their behaviour in unfamiliar situations [for example, expresses frustration over an unfamiliar task without being aggressive].</p> <p>Pupils choose to initiate and then follow through with new tasks and activities for prolonged periods of time [for example, chooses and completes different computing task during free time].</p> <p>Pupils are aware of their needs and feelings and show respect for themselves [for example, finds their drink when they feel thirsty].</p>
<p><b>AP Step 12</b></p>	<p><b><i>Pupils spontaneously communicate about matters of immediate interest.</i></b></p> <p>Pupils receive information from others and usually respond appropriately [for example, gets a</p>	<p><b><i>Pupils communicate about the experiences and feelings of others, what they might find interesting or puzzling and what might be of value and concern to them.</i></b></p>	<p><b><i>Pupils show theory of mind by demonstrating that they understand that all people have different needs and wants.</i></b></p> <p>Pupils structure their own routine with some prompting from members of staff [for example,</p>	<p><b><i>Pupils communicate about their own experiences and feelings, what they find interesting or puzzling and what is of value or concern to them.</i></b></p> <p>Pupils understand the purpose of an apology [for example, without</p>

	<p>pencil and paper and moves to the carpet when asked].</p> <p>Pupils convey simple meanings clearly to a range of listeners and begin to extend their ideas or accounts by providing some detail [for example, explains how and where they hurt themselves].</p>	<p>Pupils recognise some similarities and differences between people and are aware that people have an effect on the world around them [for example, when discussing the role of people who help us, such as police officers, doctors].</p> <p>Pupils identify some of the groups that they belong to and identify rules that differ between these groups [for example, compares how one activity during leisure time is self-governed to another which is led by a member of staff].</p> <p>Pupils begin to recognise that all people have needs and wants, showing some theory of mind [for example, compares a wish list when discussing activities they can choose to do].</p>	<p>they allocate tasks and stick to their schedule with occasional reminders about the time].</p> <p>Pupils sequence a few events, showing an understanding of the concept of past and future events [for example, puts photos of activities they undertook on a trip yesterday into order].</p> <p>Pupils communicate about matters of immediate interest, justifying their opinion when questioned [for example, explains why an object/photo is important to them].</p> <p>Pupils approach problems differently and begin to adapt their thinking [for example, finds the equipment they know will help them work out a maths problem].</p>	<p>being prompted, saying sorry when they have done something wrong].</p> <p>Pupils remember and describe how certain events made them feel [for example, describing how they felt when losing a beloved item].</p> <p>Pupils identify things which make them special [for example, communicating what they do to be a good friend].</p> <p>Pupils begin to identify ways to calm down [for example, moving away from people/situation they are finding upsetting].</p>
<p><b>AP Step 13</b></p>	<p><b><i>Pupils begin to show confidence when producing and responding to spontaneous communication particularly where the topics interest them.</i></b></p> <p>Pupils usually attend to others carefully and respond with increasing appropriateness to</p>	<p><b><i>Pupils ask questions about others' experiences and feelings.</i></b></p> <p>Pupils recognise the values of others in matters of right and wrong [for example, wants to hear another side of a problem to help them find a way to solve it].</p>	<p><b><i>Pupils consider a variety of approaches, generate ideas based on their own investigations and identify what they need to do to achieve their goals.</i></b></p> <p>Pupils vary skills, actions, ideas and their deployment in different</p>	<p><b><i>Pupils calmly respond to questions about their own experiences and feelings.</i></b></p> <p>Pupils recognise their own values [for example, communicating what they would do and why in a given dilemma].</p>

	<p>what others say [for example, responds to peer's idea by adding detail].</p> <p>Pupils show awareness that a more formal vocabulary and tone of voice are used in some situations [for example, choosing more formal vocabulary when describing an event to a large group].</p> <p>Pupils communicate clearly with a growing vocabulary showing awareness of the needs of the listener by including relevant detail to develop and explain their ideas [for example, including descriptive language when reporting an event].</p>	<p>Pupils recognise that some questions cause people to wonder and are difficult to answer [for example, gives their own ideas about and listen to peer's ideas about religious teachings and beliefs].</p> <p>Pupils discuss what is fair and unfair in different situations and identify the difference between people's needs and wants [for example, when discussing moral dilemmas].</p>	<p>situations [for example, when playing different team games].</p> <p>Pupils relate their own experience to the world around them allowing them to describe how others might be feeling and to make predictions about future events [for example, communicates how they feel when they lose a game, describing how another might feel if they lose and someone else wins].</p> <p>Pupils plan what to do next, demonstrating an ability to organise their work [for example, communicates that they need to fold the paper before constructing a 3D shape].</p> <p>Pupils learn by trial and error and make decisions based on their experiences [for example, re-cuts an outline more closely to the line after a failed attempt].</p>	<p>Pupils identify what they can do to make a situation better [for example, when they have fallen out with a friend].</p> <p>Pupils identify how some similar situation may make them feel differently [for example, communicating how leisure time can make them feel good or bad and why].</p> <p>Pupils are assertive with their opinions in matters of right and wrong [for example, communicating why something is unfair].</p>
<p><b>AP Step 14</b></p>	<p><b><i>Pupils confidently produce spontaneous communication and responds to others when exploring and communicating ideas.</i></b></p>	<p><b><i>Pupils identify how their actions affect the world around them, making links between aspects of their own and others' experiences.</i></b></p>	<p><b><i>Pupils begin to accept that some things in life are imperfect, that people get things wrong, that mistakes help us learn and that events do not always follow previously understood patterns.</i></b></p>	<p><b><i>Pupils identify how the world around them affects their feelings, making links between aspects of their own and others' experiences.</i></b></p>

	<p>Pupils begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail [for example, sustaining the attention of the listener by using expression or facial expression].</p> <p>Pupils attend to the spontaneous communication of others carefully and show understanding of the main points through relevant comments and questions [for example, retells a peer's account of their weekend].</p>	<p>Pupils make links between national or global values and their own attitudes and behaviour [for example, when researching local environmental issues].</p> <p>Pupils know how to make friends, including how to repair damaged relationships [for example, can identify how their actions make others feel].</p>	<p>Pupils manage their own timings and schedules with little to no support [for example, suggesting how long they will need to borrow equipment for to complete a task].</p> <p>Pupils break problems into smaller, more manageable tasks [for example, plans the steps they need to undertake before creating their model].</p> <p>Pupils begin to recognise risks with help [for example, when discussing situations they may find themselves in].</p> <p>Pupils begin to read between the lines and can infer meaning implied within text or speech [for example, makes a link between an event in a story and how a character might feel].</p>	<p>Pupils take steps to avoid conflict [for example, admitting when they are in the wrong].</p> <p>Pupils make connections between their own attitudes, behaviour and their values and commitments [for example, identifying how their actions can make someone feel better].</p> <p>Pupils cope with disagreements and can consider alternative points of view [for example, listening to an opposing view without interruption].</p>
<p><b>AP Step 15</b></p>	<p><b><i>Pupils produce and respond to spontaneous communication with confidence in an increasing range of contexts.</i></b></p> <p>Pupils attend carefully to the communication of others, making contributions and asking questions that are responsive to others'</p>	<p><b><i>Pupils raise questions of other people's identity, belonging, meaning, purpose, truth, values and commitments.</i></b></p> <p>Pupils make assumptions about how others may feel in complex and unfamiliar situations [for</p>	<p><b><i>Pupils identify some causes of difference between people and can engage in discussions about the feelings of others with some sensitivity.</i></b></p> <p>Pupils use implied information as well explicit information to make predictions about future events</p>	<p><b><i>Pupils raise questions of their own identity, belonging, meaning, purpose, truth, values and commitments.</i></b></p> <p>Pupils make predictions about how complex and unfamiliar situations might affect them [for</p>

	<p>ideas and views [for example, takes part in a debate and responds to the arguments of others].</p> <p>Pupils adapt their spontaneous communication to its purpose by developing ideas thoughtfully, describing events and conveying their opinions clearly [for example, talks differently when speaking to members of staff or peers].</p>	<p>example, what it must feel like to be bullied or racially persecuted].</p> <p>Pupils identify why specific laws are needed and can debate moral issues, taking a balanced point of view [for example, explain why there are laws regarding age limits for alcohol intake].</p> <p>Pupils describe what may inspire and influence others [for example, through discussion on role models].</p>	<p>[for example, considers the implications of living by a religious code at different times in a person's life].</p> <p>Pupils initiate creative processes and can consider the needs of the viewer, reader or user whilst developing their work [for example, includes appropriate presentation devices when making a leaflet].</p> <p>Pupils evaluate sources of information and other people's viewpoints to help form their own opinion [for example, communicates how others' perceptions may be different].</p> <p>Pupils comprehend aspects of figurative language, common colloquialisms and irony [for example, understands that phrases like "I'm all ears." or "Pull your socks up!" are not to be taken literally].</p>	<p>example, bereavement or miscarriage].</p> <p>Pupils identify some of their responsibilities and some consequence that could affect others if they fail to meet them [for example, the effect of forgetting not to put away equipment after leisure time].</p> <p>Pupils describe what inspires and influences them [for example, stating the attributes of their hero, saying why they want to be like them].</p>
<p><b>AP Step 16</b></p>	<p><b><i>Pupils produce and respond to spontaneous communication in a range of formal and informal contexts.</i></b></p>	<p><b><i>Pupils ask and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.</i></b></p>	<p>Pupils are able to make judgements.</p> <p>Pupils understand that feelings, including their own, can change quickly and can consider how to</p>	<p><b><i>Pupils ask and suggest answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives.</i></b></p>

	<p>Pupils pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views [for example, evaluate and question what they have heard in a debate].</p> <p>Pupils follow Standard English rules in formal situations [for example, when giving a speech to members of staff].</p> <p>Pupils engage the interest of the 'listener' by occasionally varying their expression and vocabulary [for example, using appropriate scientific vocabulary when presenting information they have researched to their peers].</p>	<p>Pupils explain how their actions can inspire or influence others to improve their own lives [for example, encouraging others to help tidy outdoor environments with them].</p> <p>Pupils discuss things that they should take responsibility for and the effect this might have on them, their intimate relationships, their close groups and the world [for example, they act responsibly when walking home alone].</p>	<p>help others manage their expectations [for example, communicates their feelings and ways they can cope, when a planned activity has to be cancelled].</p> <p>Pupils distinguish between tangible and abstract concepts in real life and fiction [for example, when discussing evolution from both a scientific and religious angle].</p> <p>Pupils can identify aspects which make some sources more reliable than others [for example, when using the internet to source information].</p> <p>Pupils account for differences in perspective and understand that different people have different versions of events [for example, discussing both versions of an event reported in the media].</p>	<p>Pupils explain what inspires them and how it influences them to improve themselves [for example, communicating what they need to study/improve to achieve their goals].</p> <p>Pupils communicate about how political, religious, economic and environmental decisions can affect themselves, their intimate relationships, their close groups and the world around them [for example, explaining how a decision to build on open land will affect the community].</p>
<p><b>AP Step 17</b></p>	<p><b><i>Pupils spontaneously adapt their communication to the demands of different contexts with increasing confidence.</i></b></p> <p>Pupils take an active part in discussions, taking different roles</p>	<p><b><i>Pupils are increasingly confident and accepting of their own identity, beliefs and purpose.</i></b></p> <p>Pupils understand and welcome a wide range of the beliefs, values and intentions of others [for</p>	<p><b><i>Pupils can help others to make judgements about what is acceptable and unacceptable.</i></b></p> <p>Pupils understand the necessity of using a range of sources and present information taking into</p>	<p><b><i>Pupils are increasingly confident and accepting of their own identity, beliefs and purpose.</i></b></p> <p>Pupils understand and welcome a wide range of the beliefs, values and intentions of others [for</p>

	<p>and showing understanding of ideas and sensitivity to others [for example, responds to an argument in debate with relevant facts/opinions of their own].</p> <p>Pupils engage the interest of the listener through the variety and liveliness of both their vocabulary and expression [for example, organises speech in logical sequences, using carefully chosen vocabulary to emphasise a point].</p> <p>Pupils demonstrate their knowledge of language variety and usage effectively and use Standard English fluently in formal situations.</p> <p>Pupils naturally adapt elements of their speech or actions to keep an audience from losing interest [for example, changing tone or volume of voice to engage their audience].</p>	<p>example, explains how following religious practices makes an impact on someone's life and those around them].</p> <p>Pupils evaluate the motivations of their own actions after an emotional situation and can rationalise the behaviour of others [for example, will discuss the reasoning behind a situation and pinpoint their feelings and actions in relation to the problem].</p> <p>Pupils are able to integrate themselves in a variety of roles/situations [for example, moves playing position within a team game appropriately].</p>	<p>account their usefulness/reliability [for example, when researching the effects of an environmental issue].</p> <p>Pupils review their own processes and set themselves challenging goals for improvement [for example, when assessing own targets].</p> <p>Pupils react in an adaptable manner to a range of changes of plan [for example, copes appropriately with a cancelled activity or trip].</p> <p>Pupils automatically identify mistakes they make and attempt to correct them [for example, when checking through their work].</p> <p>Pupils are flexible with their approach to problem-solving [for example, independently finds alternative resources/information when appropriate].</p>	<p>example, listening to a visitor discussing their religion and making reasoned connections between the activities and intentions of people following that religion].</p> <p>Pupils evaluate the motivations of their own actions after an emotional situation and can rationalise the behaviour of others [for example, communicating both viewpoints of different parties explaining why they have their opinions].</p>
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