

PIVATS PERFORMANCE INDICATORS:					PIVATS MILESTONE P3:
<p>Pupil actively participates in a range of familiar routines, events and activities, showing interest in objects and characters in stories or poems.</p> <p>Pupil may begin to initiate interactions and activities, e.g. <i>gestures or signs for a story book or resource to indicate they wish to share a story.</i></p>	<p>Pupil understands simple instructions combined with a gesture, e.g. <i>'drink', 'eat', 'sit'</i>.</p> <p>Pupil greets known people.</p> <p>Pupil may respond to options or choices with actions or gestures, e.g. <i>by nodding or shaking head.</i></p> <p>Pupil may use isolated words and gestures to communicate, e.g. <i>signing for drink.</i></p>	<p>Pupil recognises tone of voice.</p> <p>Pupil recognises environmental sounds and objects of reference and anticipates events associated with them, e.g. <i>bells for music or whistle for PE.</i></p> <p>Pupil remembers routines or rhymes over longer periods and anticipates related activities, e.g. <i>participates in the rhythm of a rhyme, poem, chant, song, piece of music, by tapping, clapping, patting to the rhythm.</i></p>	<p>Pupil recognises familiar people approaching from a distance.</p> <p>Pupil searches for an object that has disappeared from view, e.g. <i>lifts cloth to reveal object.</i></p> <p>Pupil remembers activities like this and begins to anticipate them.</p> <p>Pupil shows interest in pictures.</p>	<p>Pupil can pick up small objects using a pincer grip.</p> <p>Pupil points to objects or people.</p> <p>Pupil uses either hand but may begin to show a preference for one.</p> <p>Pupil holds pencil or other implement using a fist type/palmar grasp or primitive tripod grasp to make a mark, e.g. <i>mark making may include scribble, stroke movements, dots, to and fro or circular movements or creating symbols from a selection on a computer.</i></p>	<p>P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, for example, prompting another person to join in with an interactive sequence. They can remember learned responses over increasing periods of time and may anticipate known events, for example, pre-empting sounds or actions in familiar poems. They may respond to options and choices with actions or gestures, for example, by nodding or shaking their heads. They actively explore objects and events for more extended periods, for example, turning the pages in a book shared with another person. They apply potential solutions systematically to problems, for example, bringing an object to an adult in order to request a new activity.</p>

Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score	Number of PIVATS steps achieved:	PIVATS milestone equivalent:	PIVATS score
✓	P3(ii) e	4.2	✓✓	P3(ii) d	4.4	✓✓✓	P3(ii) c	4.6	✓✓✓✓	P3(ii) b	4.8	✓✓✓✓✓	P3(ii) a	5.0