

Learning and Life Skills Table

Highlight (i) in red 'I can' where some Learners are proficient, (ii) in amber 'I can' where most Learners are proficient, (iii) in green 'I can' where all Learners are proficient.

Category	Skill	Foundation	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9	
Personal and Social Learning Objectives	I can watch and take an interest in others playing and learning. I can, with encouragement, join a group playing and learning. I can look at those people around me speaking and listen quietly as they speak. I can share an activity with another peer. I can ask for something within a group using please and thank you. I can wait for others to take turns to speak. I can use others names when in a group activity. I can recognise when a classmate is upset or hurt. I can sit down quietly when I'm asked. I can use equipment safely with a little help. I can look at people when I talk to them. I can ask before I borrow something from a classmate.	I can listen to others speaking and ask simple and appropriate questions.	I can acknowledge and respond to what others say and I am able to offer a simple opinion on what has been said.	I can give constructive feedback to my peers on their ideas identifying what is good and how it could be improved.	I can accept constructive feedback from peers in a group and act on it.	I can acknowledge and respond to what others say and I am able to articulate another point of view. I can explain what I agree and disagree with.	I can acknowledge and respond to what others say and I am able to articulate another point of view. I can explain what I agree and disagree with.	
		I can make suggestions when working in a group about how to achieve the goal.	I can make suggestions and support others with my ideas in a group.	I can allocate tasks within a group activity.	I can organise a group activity and delegate tasks and responsibilities.	I can organise a group activity allocating roles or activities to the group matched to their strength/abilities.	I can organise a group activity allocating roles or activities to the group matched to their strength/abilities.	I can organise a group activity allocating roles or activities to the group matched to their strength/abilities.
		I can use a variety of phrases to promote cooperation in the group, "Please", "Thank you", "Excuse me", "Can I", etc...	I can identify specific needs of those I am directly learning with.	I can recognise differences in skills and characteristics amongst those in the group.	I can identify and clarify tasks and complete assigning roles for those tasks.	I can identify and clarify tasks and complete assigning roles for those tasks.	I can identify and clarify tasks and complete assigning roles for those tasks.	I can identify and clarify tasks and complete assigning roles for those tasks.
		I can offer simple ways of supporting another in a group.	I can carry out a role I have been given in a group activity.	I can use some strategies to support the learning of others matched to their needs.	I can modify my learning to take account of those I am learning with i.e. encouraging others.	I can modify my learning to take account of those I am learning with i.e. encouraging others.	I can modify my learning to take account of those I am learning with i.e. encouraging others.	I can modify my learning to take account of those I am learning with i.e. encouraging others.
		I can recognise when a classmate needs help when I'm working in groups.	I can work within a group with others who may learn at a different pace or learn in a different way.	I can select materials that will be useful for me and those in a group.	I can select materials that will be useful for me and those in a group.	I can select materials that will be useful for me and those in a group.	I can select materials that will be useful for me and those in a group.	I can select materials that will be useful for me and those in a group.
		I can join in with a group carrying out an activity.	I can interact with a wide range of individuals in my class, asking for support and cooperation.	I can select materials I need to carry out a task.	I can select materials I need to carry out a task.	I can select materials I need to carry out a task.	I can select materials I need to carry out a task.	I can select materials I need to carry out a task.
		I know and use all of my classmates' names in a greeting and other social/work contexts.	I can own up when I am in the wrong and say sorry.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.	I can use the right voice and the right words when I'm talking to my teacher and my classmates.
		I can undertake a learning activity quietly when needed.	I can identify learners in a group that can involve me in a game / activity and ask them if I can join in.	I can offer support to a group or a classmate, even though I'd prefer to do another task.	I can offer support to a group or a classmate, even though I'd prefer to do another task.	I can offer support to a group or a classmate, even though I'd prefer to do another task.	I can offer support to a group or a classmate, even though I'd prefer to do another task.	I can offer support to a group or a classmate, even though I'd prefer to do another task.
		I can put objects and materials away when I finish an activity without being asked.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.	I can share responsibility for undertaking group tasks including organising materials, cleaning up my own.
		I can take turns fairly and share materials, waiting patiently if needed.	I can use classroom equipment safely.	I can offer ways of sharing out materials given to me or to a group that are fair.	I can offer ways of sharing out materials given to me or to a group that are fair.	I can offer ways of sharing out materials given to me or to a group that are fair.	I can offer ways of sharing out materials given to me or to a group that are fair.	I can offer ways of sharing out materials given to me or to a group that are fair.
I can ask before I borrow something from a classmate.	I can ask for attention or make a request using appropriate language at an appropriate time.	I can identify ways of supporting myself seeking attention for support as appropriate.	I can identify ways of supporting myself seeking attention for support as appropriate.	I can identify ways of supporting myself seeking attention for support as appropriate.	I can identify ways of supporting myself seeking attention for support as appropriate.	I can identify ways of supporting myself seeking attention for support as appropriate.		
I can put objects and materials away when I finish an activity / when I am asked.								
I can take turns with sharing materials for a task with adults supporting.								
I can identify a place to put my belongings in / away.								

Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9	
Personal and Social Competences	Learning	How I learn and how I develop my learning strategies	I can show what I think is good about a piece of work I have just done.	I can identify something I want to learn how to do.	I can set simple goals for myself using a framework describing skills	I can set realistic goals and evaluate performance, modifying future goals as appropriate.	I can set SMART targets and incorporate these into a plan with the support of adults.	I can set SMART targets for myself and my work.	
			I can make simple judgements about my work i.e. what I think is good, what is not so good.	I can identify something I have done well and give reasons.	I can think of simple ways of improving the way I have done something.	I can identify something that I need to practise and get better at.	I can select things I need to improve on and allocate time and resources to them.	I can work with others to identify group goals.	
			I can identify when I have succeeded in doing something for the first time.	I can identify some things I find hard to do.	I can give feedback on my learning using simple scales (e.g. easy, ok, hard).	I can identify what I need to do to get better at something.	I can base my judgement about my work on criteria.	I can identify realistic criteria for evaluating work.	
			I can identify when I have succeeded in doing something for the first time.	I can identify some things I find hard to do.	I can make basic judgements about the quality of my work including using rating scales.	I can make informed judgements about my work based on criteria given to me.	I can use a range of learning strategies and find reasons why I feel they are helpful.	I can identify my learning strengths and weaknesses and find ways of extending my repertoire of learning styles.	
			I can copy physical movements in dance/drama/PE.	I can use simple questions to help me access a task/activity.	I can use visual cues to support my learning	I can use my listening skills to support my learning and stimulate my thinking.	I can select from a range of learning strategies and give reasons why some strategies best suit me.	I can discuss which strategies I use to help me learn and I can reflect on which strategies are most effective	
			I can use simple picture cues / symbols to enable me to understand what I need to do next.	I can use simple visual cues to complete a simple task.	I can use verbal instructions to support a task, asking for information as I require it.	I can use a range of kinaesthetic strategies such as actions to support my learning	I can decide to use visual learning methods as appropriate depending on the learning context.	I can select and use strategies to help me remember, e.g. mnemonics.	
			I can follow a one or two part verbal instruction given by an adult.	I can follow simple verbal instructions given to support a task.	I can model things for myself, practising and rehearsing tasks physically.	I can use diaries and schedulers as reminders.	I can decide to use auditory learning methods as appropriate depending on the learning context.	I can plan ahead to schedule work.	
			I can watch someone else undertake a task and join in, copying actions where I can.	I can copy a simple activity / task modelled for me with adult support.	I can choose a range of resources to help me undertake a task and give reasons for my choice.	I can make a good guess how long it will take to complete a simple task.	I can decide to use kinaesthetic learning methods as appropriate depending on the learning context.	I can develop my own simple planners to support me undertaking tasks at the right time.	
			I can identify things, objects, materials and people who are able to help me start a task.	I can choose from a selection of resources to help me do a task.	I can remember to bring items to school.	I can identify what I need to do in order to complete a task.	I can complete homework assignments on time.	I can develop revision timetables.	
			I can show knowledge of daily routines in school and am beginning to anticipate without prompts.	I can identify what I need to do to start a task.	I can identify different parts to a task.	I can identify what I need to do in order to complete a task.	I can allocate time and resources to different parts of a task.	I can schedule, over the course of a week, various tasks and prioritise resources.	
I can find classroom equipment.	I can identify what I need to do to finish a task.	I can use prompts to help me finish a task on time e.g. 10 min warning.	I can identify what the finished task may look like.	I can match what I plan to do to complete the task with a given time.	I can plan, undertake and complete assignments and projects independently and to time.				

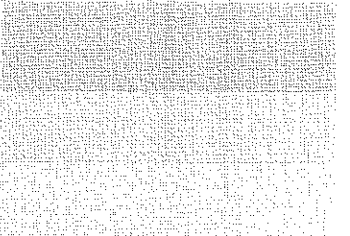
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Taking individual responsibility for self and others	I can demonstrate that I understand basic rules and routines by following them.	I can follow the rules and routines and offer reasons for having them.	I can offer suggestions when developing rules and routines.	I can describe what the community code (rules) are for the class and for the whole school, and I can explain why we have them	I can adjust my behaviour to support the need of a peer e.g. to be quiet.	I can identify when to use particular ways of behaving that are appropriate in a given social context.
	I can suggest ways to help others.	I can support others around me by sharing, showing and giving information.	I can offer ways of putting something wrong, right.	I can keep to the community code/ class rules for the majority of the time.	I can help to develop rules and routines that enable a group to work well together in a context outside school.	I can formulate routines that complement the existing ones and help me learn with others.
	I can express my opinion of right and wrong.	I can offer reasons for why I feel that something is right or something is wrong.	I can describe most of the class rules community code/ class rules and show how to keep them.	I can demonstrate various ways of caring and looking after those around me, my immediate environment and my belongings.	I can take responsibility for keeping to the class and school codes even when no adults are present.	I can make effective choices as to when to avoid confrontation and when to pursue my point of view.
	I can keep my body to myself to avoid hurting others.	I can identify different ways of caring for those in my immediate environment.	I can identify specific ways of caring for a wide range of people in my environment.	I can recognise when I need to be a helpful member of the school community.	I can model appropriate ways of behaving even when others are not.	I can take responsibility for reminding other peers what the school community code is
	I can show care for something (a pet, plant, object etc.).	I can identify ways of making unfair situations fairer.	I can help put right unfair situations that may arise.	I can take responsibility for a job and maintain it over time.		
	I can understand the difference between things that are fair and unfair.	I can take responsibility for simple jobs in the classroom.	I can take responsibility for jobs around the school.	I can select a range of appropriate clothing to suit a variety of activities / situations.	I can make my own choices about what is sensible to do despite pressure from peers.	I can set and work to long term goals for academic and personal development.
	I can, with help from an adult, dress myself.	I can dress myself and undress myself.	I can dress and undress myself as appropriate.	I can describe some of the negative effects of drugs, alcohol, lack of exercise and unprotected sex.	I show I can avoid using harmful substances.	I can keep to my goals for healthy eating and drinking despite pressure from friends.
	I can, with support, keep my body clean.	I can decide when I need to wash to keep my body clean and hygienic.	I can prioritise my time in order to undertake activities I have been asked to do / I have selected to do.	I can plan the sequence of my activities with confidence, allocating time and resources as necessary.	I can keep to goals for completing homework and course work.	I can develop strategies to keep to a healthy and safe lifestyle.
	I can make simple choices about what is good to eat / good for me and what is not.	I can make choices and give reasons for what is good to eat / what things could harm me.	I can undertake activity with minimum support asking for clarification only when necessary.	I can plan an exercise programme and set goals for myself.	I can identify short term plans to achieve longer term personal goals.	I can work well independently, effectively planning and scheduling work and I can apply this in individual and group working.
	I can select an activity from a range provided for me.	I can make simple decisions about which activities I need to do and the order I do them in.	I can produce simple daily routines for myself.	I can contribute my ideas to the planning of an activity and carry out my part independently.	I can effectively plan how to carry out an independent or group activity and undertake this with minimum adult support.	
I can demonstrate that I know who can help me start an activity and help me to understand.	I can select various resources to support me during an activity including asking for adult help.	I can make confident choices about who has access to my body and identify reasons for this.				
I can play a variety of games / take part in physical exercise.	I can ask and answer simple questions to help me understand.	I can contribute to the planning of a group or independent task with some help from an adult.	I can carry out part of an activity by myself which contributes to a group task.			

Learning

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Category	Strand	Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Speaking	Speaking	Speaking	I can use simple phrases and statements to communicate my ideas.	I can talk confidently about something I am interested in to an audience.	I can take an active part in discussions and talk about my ideas confidently to different groupings.	I can develop my ideas and line of argument, describing my thoughts and opinions clearly.	I can adapt what I say to the demands of speaking to different people in different situations with increasing confidence.	I can match what I say to the demands of different situations and audiences.
			I can describe something that happened to me.	I can explain my ideas and interests, providing relevant details.	I can give sustained accounts of real or imagined stories which keep the listeners' interest.	I can use facial expressions and other gestures effectively to communicate ideas, feelings and information.	I can talk in a way that engages the interest of the listener using a variety of vocabulary and expression.	I can select a range of styles of presentation according to the context.
			I can articulate my words and speak in a voice which can be heard and understood.	I can show that I am aware of the listener when I am speaking by holding eye contact and by adjusting what I say.	I can discuss the main points of what I have heard.	I can adapt the way I speak to reflect the purpose and the audience.	I can usually be fluent in Standard English in formal situations.	I can discuss books, films, TV, video and poetry and provide detailed reasons for my choices.
Listening	Listening	Listening	I can use everyday vocabulary naming most common objects, using action words and a range of descriptive words.	I am beginning to adapt the way I speak to take account of different audiences and purposes, e.g. when talking one to one, to the class, in assembly.	I have started to adapt my speech to take account of the listeners' needs, varying the vocabulary and the detail.	I can explain facts, information, instructions and events precisely and clearly.	I can use different and specific language and/or vocabulary relating to particular interests, activities and subjects.	I can give a sustained talk to a class or group.
			I can speak clearly to others with increasing confidence and control.	I can show that I can retell an event I have seen and can include interesting details to help the listener understand.	I can confidently make a presentation to my class with some help to prepare.	I can talk confidently in a wide range of contexts including some which are of a formal nature.	I can make an individual presentation to my class summarising a piece of work, ideas, a process.	I can use precise vocabulary and I can organise what I say in a clear and concise way.
				I can take part in a brief presentation.	I can vary the use of my vocabulary and level of detail to the purpose of the communication. I am beginning to use Standard English where appropriate.	I can consider which presentation techniques to use when speaking and listening in different contexts, and for different audiences, to engage the audience and get information across.		I can structure what I say, using appropriate vocabulary and appropriate intonation and emphasis.

I am confident in the use of Standard English in a range of situations.



<p>I can speak clearly and can be understood by adults and learners alike, using appropriate language.</p>	<p>I can articulate words clearly and use appropriate intonation to communicate my ideas.</p>	<p>I can use some of the features of Standard English vocabulary and grammar appropriately.</p>
<p>I am beginning to be aware of Standard English, and when it is used.</p>		<p>I can use a range of oral techniques to present a persuasive argument.</p>
<p>I can give accurate instructions to others to carry out a simple one or two step task.</p>		<p>I can sometimes use Standard English in formal situations.</p>

Learning

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Category and Skill	Foundation Stage	Stage 1/2	Stage 3/4	Stage 5/6	Stage 7	Stage 8/9
Key Information Themed Thematic Key and Thematic Key Key	I can show I know that pictures, signs and symbols carry meaning and can be interpreted.	I can use various sources to find information, e.g. pictures, texts, videos, diagrams and graphs.	I can compare two sources of information and judge which is the most helpful.	I can use organisational features and systems to find texts and information, e.g. index systems, data bases, catalogues.	I can select, compare and synthesise information from different texts.	I can obtain information well matched to the purpose by selecting appropriate sources, using and refining search methods and questioning the plausibility and value of the information found.
	I can describe what is happening in a picture.	I can use organisational features of texts to find information, e.g. indexes, chapters and simple data bases.	I can comment on a range of sources of information, comparing their quality.	I can select relevant information from a range of written, visual, oral and ICT based sources.	I can use techniques for skimming and scanning written texts for information, including those from ICT-based sources.	I can use information sources to undertake enquires and justify conclusions.
	I can ask questions of adults to gain information.	I can use alphabetical systems to retrieve information, e.g. simple dictionaries.	I can select relevant information from a range of sources provided (including ICT) and begin to suggest what these might be.	I can make suggestions as to the best sources of information and can comment on quality of information from a variety of sources.	I can use dictionaries and other reference materials appropriately and effectively.	I can select specific information from a range of sources, (including ICT) that I have identified independently.
Key Information Themed Thematic Key and Thematic Key Key	I can extract information from various sources when directed to them, e.g. pictures /TV programmes /a story.	I can identify where to find some information.	I can scan text to retrieve information.	I can interpret summaries and integrate a range of information from a variety of sources and across subject areas.	I can retrieve and organise information from a variety of sources and apply this skill in a range of subjects.	I can critically appraise evidence sources, put forward well-argued investigation summaries and start to reach provable conclusions.
	I can sort objects into simple categories, e.g. by colour, size, shape, clothes for warm or cold weather.	I can sequence events in chronological order.	I can sort in a variety of ways that I choose, giving my reasons for doing so.	I am beginning to identify measurements and observations which do not fit the main pattern, or trend shown.	I can identify measurements, observations and events that do not fit the pattern or trend.	I can select and analyse information and ideas and comment on how they are conveyed in various texts.
	I can arrange a few objects in order by criteria such as height, size and weight.	I can make comparisons between events and objects, e.g. can group living things according to observable differences and similarities.	I can give appropriate classification to groups of objects.	I can put forward credible conclusions from information gathered.	I can analyse and evaluate quantitative and qualitative information, checking its accuracy.	
Key Information Themed Thematic Key and Thematic Key Key	I can sequence pictures that tell a story and some events in my own life.	I can sort and sequence objects in relevant material properties, e.g. hardness, roughness and by alphabetical and numerical order.	I can explain simple patterns in recorded measurements and observations and I am beginning to use this information to make further related predictions.	I can compare and contrast different points of view.	I can interpret data and written accounts and draw conclusions.	I can demonstrate how information can be interpreted in different ways, identifying and justifying my preferred interpretation.
	I can describe some events that happen daily or weekly and some that happen less frequently e.g. birthdays, festivals etc.	I can recognise and begin to describe patterns in results and observations.	I can identify and interpret patterns and trends in simple line graphs.	I can make more sophisticated comparisons between groups and systems.		
	I can recognise similarities and differences between things.	I can compare two different ideas and distinguish simple differences.	I can compare two different ideas and describe simple differences.	I can analyse evidence and draw conclusions, finding patterns and data and begin to relate these to scientific knowledge and understanding.		