



# Steps4Life Sample Pages

Steps4Life is our new assessment framework for pupils preparing for adulthood. We recommend this framework for students in KS4 onwards, but can be used with any age student.





# 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 Steps4Life Academic Skills.



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

Name:

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

**Engaging with Reading**

<input type="checkbox"/> Engages with a range of short, simple texts that inform, describe and narrate <input type="checkbox"/> Identifies pictorial social signs, e.g. no smoking, no entry, information, male/female toilets Understands and uses correctly the following terms: <input type="checkbox"/> - Page <input type="checkbox"/> - Print <input type="checkbox"/> - Line <input type="checkbox"/> - Title <input type="checkbox"/> - Sentence <input type="checkbox"/> - Word <input type="checkbox"/> Understands and uses simple terms related to newsprint, e.g. image, caption, headline <input type="checkbox"/> Reads some words on bank forms, e.g. date/number on a deposit slip <input type="checkbox"/> Reads their address from a memory card (or similar) e.g. when giving their location to a taxi driver	Identifies a range of texts: <input type="checkbox"/> - A list <input type="checkbox"/> - An email <input type="checkbox"/> - A road sign <input type="checkbox"/> - A greetings card <input type="checkbox"/> - An advert <input type="checkbox"/> - A web page <input type="checkbox"/> - A text message <input type="checkbox"/> Recognises the purpose of the text, e.g. to inform or advertise <input type="checkbox"/> Looks at a range of sources for information, e.g. leaflets to find community places or events of interest <input type="checkbox"/> Uses a shopping list to find and buy five familiar items in a grocery shop with minimal verbal prompts <input type="checkbox"/> Identifies two ways they can find information about a range of leisure activities/community events	<input type="checkbox"/> Suggests different sources of information <input type="checkbox"/> Uses a search engine with assistance <input type="checkbox"/> Looks through brochures, asking appropriate questions about the content <input type="checkbox"/> Identifies and explains a range of common safety or information signs on/in public and commercial transport <input type="checkbox"/> Reads numerical information from lists <input type="checkbox"/> Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device
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**Word Reading**

<input type="checkbox"/> Identifies the beginnings of sentences within a text <input type="checkbox"/> Identifies the ends of sentences within a text <input type="checkbox"/> Recognises that not all text are constructed of sentences <input type="checkbox"/> Tracks text as they read it <input type="checkbox"/> Recognises simple sentence structures <input type="checkbox"/> Turns page at correct place in reading <input type="checkbox"/> Pauses at the full stop when reading aloud <input type="checkbox"/> Understands that capital letters are used for some words other than those at the beginning of the sentence <input type="checkbox"/> Reads alphabet in lower case letters <input type="checkbox"/> Reads alphabet in upper case letters <input type="checkbox"/> Orders letters of the alphabet <input type="checkbox"/> Reads simple sentences containing one clause	<input type="checkbox"/> Reads days of the week <input type="checkbox"/> Reads names of numbers to ten <input type="checkbox"/> Reads simple text messages <input type="checkbox"/> Uses phonetic cues in attempting to read unknown words <input type="checkbox"/> Uses a range of strategies to get meaning <input type="checkbox"/> Demonstrates accurate, consistent use of letter sounds <input type="checkbox"/> Reads correctly words designated for Entry Level 1 (see Appendix) <input type="checkbox"/> Reads words ending -ed when the root remains unchanged, e.g. wanted, opened, jumped <input type="checkbox"/> Reads one or two syllable words with ay and oy, e.g. toy, play <input type="checkbox"/> Reads common two syllable words ending with 'y' and sounding /i:/, e.g. twenty	<input type="checkbox"/> Recognises that the letters ay and oy usually correspond to /ei/ and /oi/ at the end of words, e.g. day, runway, boy Reads the contractions: <input type="checkbox"/> - Mr, Mrs <input type="checkbox"/> - n't, e.g. didn't <input type="checkbox"/> - 'll, e.g. I'll <input type="checkbox"/> - 're, e.g. we're <input type="checkbox"/> - 's, e.g. it's <input type="checkbox"/> Reads all common words with one or two syllables where the most probable correspondences between sounds and letters are the correct ones, e.g. it, nut, and, stop, thing, himself
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**Comprehension**

<input type="checkbox"/> Talks about likely content using the title as the cue <input type="checkbox"/> Matches appropriate captions to images <input type="checkbox"/> Recognises that a picture relates to the text <input type="checkbox"/> Understands a short news narrative on a simple subject <input type="checkbox"/> Describes an event/action of a person in a news story <input type="checkbox"/> Recalls key facts from a narrative, e.g. when, where, who <input type="checkbox"/> Talks about what they have read <input type="checkbox"/> Follows a short narrative on a familiar topic or experience	<input type="checkbox"/> Follows a short, simple, descriptive text <input type="checkbox"/> Follows a short, simple, informative text, e.g. instructions on using the photocopier <input type="checkbox"/> Follows signs to get to the correct familiar train platform with prompts <input type="checkbox"/> Responds to 8 social signs <input type="checkbox"/> Expects the text to make sense <input type="checkbox"/> Understands a short piece of text on a simple subject <input type="checkbox"/> Distinguishes between fiction and non-fiction texts	<input type="checkbox"/> Makes simple factual statements about basic information they have read or had read to them <input type="checkbox"/> Makes simple deductions with help and prompts <input type="checkbox"/> Locates specific information about community events within a text, e.g. reads a Facebook post about an event to find out the date, time, cost, etc. <input type="checkbox"/> Explores the results of their web search <input type="checkbox"/> Uses a check list to remember items needed, e.g. uses a pictorial list to remember items to take to a leisure activity/work
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Name:

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

Engaging with Writing

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Concentrates without support for up to ten minutes  | <input type="checkbox"/> Copies their name for a purpose, e.g. on a greeting card                                | <input type="checkbox"/> Makes marks in response to a range of contexts, e.g. on a computer/paper in response to a visit, narrative |
| <input type="checkbox"/> Creates a symbol/word/picture list of shopping items needed with support                        | <input type="checkbox"/> Identifies which signs/symbols/images represent different activities on their timetable | <input type="checkbox"/> Reads own writing  |
| <input type="checkbox"/> Scribbles spontaneously when given pen and paper  | <input type="checkbox"/> Matches their name/symbol   | <input type="checkbox"/> Creates a book based on a theme with support, e.g. a regular journey, shopping experiences                 |
| <input type="checkbox"/> Dictates text for a purpose, e.g. a postcard  | <input type="checkbox"/> Matches the photo of people they know to symbols/signs of their name                    | <input type="checkbox"/> Demonstrates a brief interest in their own writing, e.g. looks at their writing with staff                 |
| <input type="checkbox"/> Puts a mark on a calendar to show where they should be with prompts, e.g. a cross means at home | <input type="checkbox"/> Matches a symbol to its photo/picture representation                                    | <input type="checkbox"/> Points to text on the screen   |
| <input type="checkbox"/> Make a 'list' of what they want to do tomorrow  | <input type="checkbox"/> Picks a symbol which represents a task they wish to do                                  |   |

Spelling, Punctuation & Grammar

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Identifies or writes 5+ graphemes on hearing corresponding phonemes         | <input type="checkbox"/> Blends phonemes to say a whole word orally after sounding out each phoneme           | <input type="checkbox"/> Copies letters or words from their environment               |
| <input type="checkbox"/> Identifies or writes 10+ graphemes on hearing corresponding phonemes (PKSS) | <input type="checkbox"/> Inputs numbers to five on computer with support                                      | <input type="checkbox"/> Copies underneath from left to right                         |
| <input type="checkbox"/> Groups letters/symbols together   | <input type="checkbox"/> Inputs text - random letters   | <input type="checkbox"/> Writes own symbols   |
| <input type="checkbox"/> Orders symbols from left to right   | <input type="checkbox"/> Holds pencil correctly and with sufficient grip, most of the time                    | <input type="checkbox"/> Writes in lines  |
| <input type="checkbox"/> Discriminates between initial sounds  | <input type="checkbox"/> Uses different aids to make marks for different purposes, e.g. computer, white board | <input type="checkbox"/> Writes letters of inconsistent size                          |
| <input type="checkbox"/> Identifies the initial letter of their name                                 | <input type="checkbox"/> Traces letter shapes   | <input type="checkbox"/> Includes a variety of letters within lines of scribble       |
| <input type="checkbox"/> Writes the first letter of their name with support                          | <input type="checkbox"/> Traces numbers one to five   | <input type="checkbox"/> Includes a variety of shapes within lines of scribble        |
| <input type="checkbox"/> Writes the first letter of their name independently                         | <input type="checkbox"/> Traces a symbol  | <input type="checkbox"/> Leaves a space between groups of letters/symbols             |
| <input type="checkbox"/> Writes several letters of their name when mark-making                       | <input type="checkbox"/> Overwrites shapes  | <input type="checkbox"/> Chooses signs/symbols for specific meaning                   |
| <input type="checkbox"/> Says the sound of some letters in own name                                  | <input type="checkbox"/> Overwrites their name  | <input type="checkbox"/> Chooses symbols/pictures which relate to an object or action |
| <input type="checkbox"/> Says the sound of some letters of the alphabet                              | <input type="checkbox"/> Copies simple shapes   | <input type="checkbox"/> Makes short statements or phrases in the future tense        |
| <input type="checkbox"/> Blends words which begin with the same initial phoneme                      | <input type="checkbox"/> Draws a roughly straight line  | <input type="checkbox"/> Makes short statements or phrases in the past tense          |

Writing Composition

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Attempts to write words other than their name                                | <input type="checkbox"/> Suggests a phrase to include in their work   | <input type="checkbox"/> Sequences a familiar journey in three parts, e.g. home - walk - work    |
| <input type="checkbox"/> Makes marks, including some letters, with the intention of conveying meaning | <input type="checkbox"/> Says a clause to complete a sentence that is said aloud, e.g. 'When we went to the beach today, ... we ate ice cream / I played in the sand / it was hot' (PKSS) | <input type="checkbox"/> Sequences two symbols, e.g. get up then wash/breakfast then clean teeth |
| <input type="checkbox"/> Expresses the conjunction 'and' when adding information during a discussion  | <input type="checkbox"/> Sequences two pictures of daily events, e.g. first: eat breakfast; then: go to school  | <input type="checkbox"/> Dictates a narrative for their story                                    |
| <input type="checkbox"/> Expresses the conjunction 'and' when linking ideas during a discussion       |   | <input type="checkbox"/> Adds simple details to another person's retelling of a story            |
|   |   | <input type="checkbox"/> Separates pictures and writing  |

Name:

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

Speaking & Communicating		
<input type="checkbox"/> Makes requests and asks relevant questions to obtain specific information in different contexts	<input type="checkbox"/> Justifies and defends their point of view clearly	<input type="checkbox"/> Uses appropriate gestures and facial expressions, generally maintaining eye contact when talking to familiar and unfamiliar people
<input type="checkbox"/> Asks questions in order to clarify and extend understanding in a range of contexts and within different group sizes of familiar and unfamiliar people	<input type="checkbox"/> Gives their viewpoint in an appropriate manner	<input type="checkbox"/> Uses appropriate phrases, registers and adapts contributions to take account of audience, purpose and medium
<input type="checkbox"/> Asks for advice clearly in a range of contexts from a relevant person	<input type="checkbox"/> Expresses opinions and arguments and supports them with evidence	<input type="checkbox"/> Engages their listeners, monitoring interest using a range of skills, e.g. maintaining eye contact
<input type="checkbox"/> Communicates successfully in a range of styles and contexts, e.g. conciliatory, negotiating, persuasive	<input type="checkbox"/> Speaks confidently and fluently in a range of situations, using an increasing command of formal and Standard English as appropriate	<input type="checkbox"/> Picks up simple clues to know when someone does not understand them
<input type="checkbox"/> Sequences their ideas logically when explaining, describing, speculating and exploring ideas	<input type="checkbox"/> Makes appropriate and relevant comments and suggestions, e.g. relevant to topic, not offensive	<input type="checkbox"/> Leaves a voicemail to a familiar person which includes the relevant information
<input type="checkbox"/> Communicates information, ideas and opinions clearly and accurately on a range of topics	<input type="checkbox"/> Chooses vocabulary according to context and purpose and which is appropriate for their audience	<input type="checkbox"/> Explains clearly and logically, e.g. directions somewhere, how to use a piece of equipment
Listening & Responding		
<input type="checkbox"/> Makes notes when listening	<input type="checkbox"/> Identifies relevant information and lines of argument in explanations or presentations	<input type="checkbox"/> Answers more detailed questions with relevant facts/information
<input type="checkbox"/> Identifies main points raised	<input type="checkbox"/> Responds effectively to detailed questions	<input type="checkbox"/> Asks for clarification on a point they do not understand
<input type="checkbox"/> Gives a brief outline of one of the main points raised		
Engaging in Communication		
<input type="checkbox"/> Initiates a discussion with their own questions/views	<input type="checkbox"/> Deals politely with those who have an opposing point of view	<input type="checkbox"/> Follows and understands discussions and makes contributions relevant to the situation and the subject
<input type="checkbox"/> Participates fully in discussions and conversations	<input type="checkbox"/> Evaluates what has been said, building on the answers or viewpoints of others and developing ideas further	<input type="checkbox"/> Listens and responds to requests, feedback or suggestions from others
<input type="checkbox"/> Maintains attention and interaction within longer discussions, conversations or debates, responding appropriately to the ideas and views of others	<input type="checkbox"/> Respects the turn-taking rights of others during discussions, using appropriate language for interjection	<input type="checkbox"/> Listens carefully to a sustained discussion
<input type="checkbox"/> Engages with others on an appropriate level, e.g. informal with friends, more formal with an instructor		<input type="checkbox"/> Makes an appointment using the phone, with verbal support
		<input type="checkbox"/> Makes an appointment face to face

Name:

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

**Whole Numbers**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Compares two quantities to ten using the term 'fewer'<br><input type="checkbox"/> Compares two quantities to ten using the term 'larger'<br><input type="checkbox"/> Compares two quantities to ten using the term 'more'<br><input type="checkbox"/> Compares two quantities to ten using the term 'smaller'<br><input type="checkbox"/> Using concrete materials, finds the number before and after, one more and one less<br><input type="checkbox"/> Finds the number before and after and one more and one less from a given number to ten<br><input type="checkbox"/> Removes one object and counts how many now (up to five)<br><input type="checkbox"/> Removes one object from a group and counts how many now (up to ten)<br><input type="checkbox"/> Adds an object to a group and counts how many now (up to five)<br><input type="checkbox"/> Adds an object to a group and counts how many now (up to ten)<br><input type="checkbox"/> Demonstrates understanding when answering, "How many are gone?"<br><input type="checkbox"/> Demonstrates understanding when answering, "How many are left?"<br><input type="checkbox"/> Understands the idea of not many<br><input type="checkbox"/> Understands the idea of a lot | <input type="checkbox"/> Estimates objects with a degree of accuracy<br><input type="checkbox"/> Explains the meaning of the term "add" using simple language<br><input type="checkbox"/> Explains the meaning of the term "altogether" using simple language<br><input type="checkbox"/> Explains the meaning of the term "make" using simple language<br><input type="checkbox"/> Explains the meaning of the term "more" using simple language<br><input type="checkbox"/> Explains the meaning of the term "take away" using simple language<br><input type="checkbox"/> Counts up to eight objects correctly<br><input type="checkbox"/> Counts up to ten objects with some prompting<br><input type="checkbox"/> Counts objects to ten independently in different arrangements<br><input type="checkbox"/> Counts up to ten saying the number names in the correct order, matching the correct number name to each object in the count and appreciating that the last number counted represents the total size of the group<br><input type="checkbox"/> Recognises they have made an error in counting patterns to ten<br><input type="checkbox"/> Sorts numerals from other shapes<br><input type="checkbox"/> Writes numbers to five | <input type="checkbox"/> Writes numbers to ten<br><input type="checkbox"/> Inputs numbers to five on computer correctly<br><input type="checkbox"/> Enters numbers 0 - 10 into a calculator<br><input type="checkbox"/> Keys numbers into a phone<br><input type="checkbox"/> Identifies numerals up to five<br><input type="checkbox"/> Identifies some numerals up to ten<br><input type="checkbox"/> Matches numerals to ten<br><input type="checkbox"/> Matches numerals to read bus numbers<br><input type="checkbox"/> Copies a phone number<br><input type="checkbox"/> Reads out their phone number<br><input type="checkbox"/> Writes down phone numbers<br><input type="checkbox"/> 'Shops' with items valued up to 5p using 1p coins<br><input type="checkbox"/> 'Shops' with items valued up to 10p using 1p coins<br><input type="checkbox"/> Describes the position of objects, people or events using ordinal numbers, e.g. first, second, third, etc.<br><input type="checkbox"/> Copies and continues more advanced patterns using real-life materials, e.g. apple, apple, orange, apple, apple, orange, etc. (PKSS) |
|--|--|---|

**Fractions, Decimals, Percentages**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Talks about half in conversations<br><input type="checkbox"/> Shares objects into groups | <input type="checkbox"/> Shares objects between two plates<br><input type="checkbox"/> Shares concrete objects so that everyone has eight (in a group of people) | <input type="checkbox"/> Counts two halves of a group of objects to check they contain the same amount |
|---|--|--|

**Solving Mathematical Problems & Decision Making**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Uses given mathematical information and recognises and uses simple mathematical terms appropriate to Step 7 | <input type="checkbox"/> Follows the methods shown to produce results<br><input type="checkbox"/> Provides a simple explanation for their results with guided questioning | <input type="checkbox"/> Applies own method of recording results of mathematical operations |
|--|---|---|



Name:

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

**Common Measures**

<input type="checkbox"/> Reads price labels expressed as decimals	<input type="checkbox"/> Reads, measures and records time using am and pm	<input type="checkbox"/> Reads weights on food packaging and selects appropriate weight pack
<input type="checkbox"/> Understands that the decimal point separate £ and pence	<input type="checkbox"/> Reads the time from analogue clocks in hours and minutes	<input type="checkbox"/> Compares measures of weight including grams and kilograms
<input type="checkbox"/> Expresses money correctly in writing in pounds and pence	<input type="checkbox"/> Reads time from 24 hour digital clocks in hours and minutes	<input type="checkbox"/> Knows 1 litre = 1000 millilitres
<input type="checkbox"/> Adds amounts of money to give change, using both £ and p in practical contexts	<input type="checkbox"/> Tells and writes the time to five minutes, including quarter past/to the hour	<input type="checkbox"/> Recognises the abbreviations for metric units of capacity: l, ml
<input type="checkbox"/> Subtracts amounts of money to give change, using both £ and p in practical contexts	<input type="checkbox"/> Matches digital to analogue clocks	<input type="checkbox"/> Reads measurements in litres and ml on different containers
<input type="checkbox"/> Enters sums of money onto a calculator or calculator app	<input type="checkbox"/> Uses Roman numerals from I to XII	<input type="checkbox"/> Compares measures of capacity including millilitres and litres
<input type="checkbox"/> Calculates with money using decimal notation and expresses money correctly in writing in pounds and pence	<input type="checkbox"/> Uses a calendar to check dates, e.g. of first Saturday in a month, number of weekends before Christmas	<input type="checkbox"/> Recognises the abbreviations for metric units of temperature °C
<input type="checkbox"/> Rounds up sums of money to the nearest 10p	<input type="checkbox"/> Recognises the abbreviations for metric units of length: m, cm	<input type="checkbox"/> Compares temperature, e.g. outside and inside
<input type="checkbox"/> Rounds up sums of money to the nearest £1	<input type="checkbox"/> Recognises that kilometres and miles are units of length for measuring longer distances	<input type="checkbox"/> Measures their own temperature using a thermometer correctly
<input type="checkbox"/> Solves simple money problems involving fractions and decimals to two decimal places	<input type="checkbox"/> Recognises the mile as a unit in the UK but that other countries use kilometres to measure distances	<input type="checkbox"/> Uses a suitable instrument to measure mass and length
<input type="checkbox"/> Writes the date correctly	<input type="checkbox"/> Extracts mileage information from distance charts	<input type="checkbox"/> Uses and compares measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
<input type="checkbox"/> Enters appointments in a diary or electronic calendar	<input type="checkbox"/> Compares metric measures of length including millimetres, centimetres, metres and kilometres	<input type="checkbox"/> Selects the correct unit of measure on a set of electronic scales
<input type="checkbox"/> Identifies if they are late, early or on time	<input type="checkbox"/> Knows that there are 1000g in 1kg	<input type="checkbox"/> Matches different units of measurement to their uses
<input type="checkbox"/> Sets an alarm clock, e.g. on a mobile phone	<input type="checkbox"/> Recognises the abbreviations for metric units of mass: kg, g	<input type="checkbox"/> Uses a range of scales; analogue, digital and balance
		<input type="checkbox"/> Reads scales to the nearest unlabelled division

**Shape & Space**

<input type="checkbox"/> Identifies and describes the properties of 2D shapes, including the number of sides, and line symmetry in a vertical line	<input type="checkbox"/> Sorts 2D and 3D shapes using properties including lines of symmetry, length, right angles, angles including in rectangles and triangles	<input type="checkbox"/> Expresses a turn in relation to a right angle
<input type="checkbox"/> Identifies and describes the properties of 3D shapes, including the number of edges, vertices and faces	<input type="checkbox"/> Describes the relative location of a place using understanding of the four points of a compass	<input type="checkbox"/> Uses appropriate positional vocabulary to describe position and direction including full/half/quarter turns
<input type="checkbox"/> Identifies horizontal and vertical lines	<input type="checkbox"/> Uses appropriate positional vocabulary to describe position and direction including eight compass points	

**Solving Mathematical Problems & Decision Making**

<input type="checkbox"/> Uses given mathematical information including numbers, symbols, simple diagrams and charts appropriate to Entry Level 3	<input type="checkbox"/> Uses methods given at Entry Level 3 to produce, check and present results that make sense to an appropriate level of accuracy	<input type="checkbox"/> Presents results with appropriate and reasoned explanation using numbers, measures, simple diagrams, charts and symbols appropriate to Entry Level 3
<input type="checkbox"/> Recognises, understands and uses simple mathematical terms appropriate to Entry Level 3		

Name:

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

**Handling Information & Data**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Explains how to find the mean, median and mode<br><input type="checkbox"/> Calculates the mean, median and mode of a set of quantities<br><input type="checkbox"/> Estimates a total amount from a given mean<br><input type="checkbox"/> Estimates the mean of a grouped frequency distribution from discrete data<br><input type="checkbox"/> Compares data to analyse information, e.g. uses average review scores on a website to help decide which product is better<br><input type="checkbox"/> Uses the mean, median, mode and range to compare two sets of data | <input type="checkbox"/> Identifies when they need to use mean, median or mode<br><input type="checkbox"/> Identifies if the outcome of one event will affect the outcome of the second event<br><input type="checkbox"/> Considers how the sample size for a survey affects the accuracy<br><input type="checkbox"/> Records the outcome of combined events, e.g. using a table to show the possible results of two coins being tossed<br><input type="checkbox"/> Works out the probability of combined events including the use of diagrams and tables, including two-way tables | <input type="checkbox"/> Labels a scale with the probability in fractions, decimals and percentages<br><input type="checkbox"/> Identifies reasons why an event is impossible<br><input type="checkbox"/> Expresses probabilities as fractions, decimals and percentages<br><input type="checkbox"/> Plots a scatter graph<br><input type="checkbox"/> Recognises correlation<br><input type="checkbox"/> Draws and interprets scatter diagrams and recognises positive and negative correlation |
|--|---|--|

**Solving Mathematical Problems & Decision Making**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Reads, understands and uses mathematical information and mathematical terms used at Level 2<br><input type="checkbox"/> Addresses individual problems based on their knowledge and/or skills which draws upon a combination of and makes connections between all three of the mathematical content areas | <input type="checkbox"/> Uses knowledge and understanding to a required level of accuracy within Level 2<br><input type="checkbox"/> Identifies suitable operations and calculations to generate results<br><input type="checkbox"/> Analyses and interprets answers in the context of the original problem within Level 2 | <input type="checkbox"/> Checks the sense and reasonableness of answers within Level 2<br><input type="checkbox"/> Presents and explains results clearly and accurately demonstrating reasoning to support the process and shows consistency with the evidence presented |
|---|--|--|

Name:

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

**Using Devices & Handling Information**

Using Devices

- Labels a range of familiar equipment as hardware or software correctly
- Names a range of familiar software and its main purpose, e.g. Gmail- sending electronic messages, Excel - store and organising data
- Starts up and shuts down familiar devices correctly so that data is protected from loss or damage
- Recognises the abbreviation OS refers to the operating system
- Locates the system settings on a familiar device, e.g. using the icon/searching
- Responds to questions about features they can change in settings, e.g. why would you want to change the size of the text?
- Identifies if they need to change settings, e.g. if the text is too small to read
- Makes basic changes via the system settings, e.g. changes the background/colours/font size from options available on screen
- Locates familiar accessibility tools on a familiar device as appropriate
- Identifies what 'desktop' means, e.g. knows where to find a file if they save it to desktop
- Finds a range of applications on a device, e.g. using the search bar, clicking on the icons on the task bar/desktop
- Identifies if an application is free, paid for or has in-app purchases
- Identifies what each icon represents on a task bar
- Identifies a simple action which needs to be taken when a dialogue box states there is an update for an application

- Suggests what a developer may have updated within an application, e.g. changed how the app looks, fixed a problem (bug)
- Identifies apps they wish to download on a mobile device for entertainment purposes
- Accesses a range of apps on a mobile device for entertainment purposes
- Recognises that devices have a limited amount of storage space
- Connects to the internet (including Wi-Fi)

Finding & Evaluating Information

- Identifies and uses a familiar search engine
- Identifies a hyperlink, e.g. by colour/underlined features
- Recognises that clicking on a hyperlink will take them to a different place/page
- Recognises that clicking on a webpage's menu may result in a dropdown box of options
- Identifies the key words they will use in a search
- Finds specified information from ICT-based sources by using simple search facilities
- Finds relevant pages from their web search
- Loads a chosen webpage from a link in the search results
- Moves from one page to another easily on a website
- Gives examples of different types of content on websites, e.g. text, video, images
- Gives examples of different sources of information online

Managing & Storing Information

- Creates and saves a new file (with an appropriate name) on a familiar piece of software
- Opens and alters documents, then saves the changes
- Creates and saves a new folder (with an appropriate name) on a familiar piece of software
- Opens the folder view to find files/folders
- Recognises two common file name extensions, e.g. .txt, .html
- Locates files stored on a computer's hard drive
- Identifies familiar removable storage, e.g. USB drives, XD memory card

Identifies, locates and uses the icons to:

- close a window
- minimise a window
- restore down
- access help

Identifying & Solving Technical Problems

- Identifies simple, common technical problems, e.g. printer out of paper, speakers not connected
- Explains what is meant by the term 're-boot'
- Suggests what to do if an application freezes
- Communicates about noticeable changes in familiar applications, e.g. recognises if an application is running much more slowly than usual

Name:

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

Creating & Editing

Creating & Editing Documents

- Recognises simple computer terminology, e.g. print/save
- Chooses the best application (from a limited choice) for their task
- Uses familiar accessibility tools as appropriate with verbal prompts, e.g. changes text size in a Word document following step by step instructions
- Asks for saved text or pictures to be retrieved
- Selects applications using logos
- Looks for specific objects on a screen
- Finds named letters on a QWERTY keyboard
- Inputs numbers to five on computer correctly
- Uses the space bar to put breaks between words inconsistently
- Presses keys and the space bar on a keyboard to produce text

- Locates 'Backspace' and 'Delete' on a keyboard
- Uses the backspace and/or delete to edit typing (not economically)
- Creates work that includes pictures and text
- Expects that the print out is the same as the text on the screen
- Uses a single click of the mouse to select an object
- Identifies and uses the arrow keys on a keyboard to move around a page (not necessarily economically)
- Moves the cursor around the screen using a mouse

Creating & Editing Digital Media

- Moves an object across the screen
- Presses an access/control device to look at a specific photograph using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Presses an access/control device to look at a specific video using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Presses an access/control device to listen to a specific sound recording using a smart device, e.g. swipes left/right to move the icons then press on preferred option
- Uses a graphics program, e.g. to create a picture

Name:

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

Communicating

Communicating and Sharing

- Identifies ways in which they communicate information
- Suggests different ways to communicate digitally with others
- Conveys ideas using phrases or short sentences
- Conveys information using phrases or short sentences
- Recognises one advantage of sending an email instead of a letter
- Reads out their email address
- Locates their inbox
- Opens an email, stating who it is from and a basic understanding of their message

- Deletes an email they no longer want
- Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device
- Uses appropriate emojis when communicating with a familiar person via a messaging app
- Finds a telephone number on a contact list
- Dials the correct number for a specific person from a list
- Engages in a complete conversation with a familiar person using a phone
- Receives a phone call, answering and completing the call appropriately

- Engages with a familiar person using a video call application with support, e.g. via Skype on the computer, Facetime on a mobile device
- Identifies who is in a group chat and can see their responses when using a familiar app, e.g. when using WhatsApp

Managing Traceable Online Activities

- Uses the forward and back buttons to move between web pages
- Gives an example of personal information
- Names two social media platforms
- Identifies a profile of someone they know on a social media platform, e.g. recognises their photo/name

Name:

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

Transacting

Using Online Services

- Completes a simple online form used to enter information, e.g. name and contact information to request a service/make an appointment
- Identifies that they should only press 'Submit' when they have completed and checked their information
- Completes and submits a form as part of an online transaction, complying with verification checks
- Demonstrates an understanding of the terminology and concepts relating to online forms and data validation and verification checks
- Checks (when alerted to the fact) that data is not within range, e.g. age has to be between 20-29

- Checks (when alerted to the fact) that data is not in the right format/length, e.g. a letter instead of a number
- Enters sums of money onto a calculator or calculator app

Buying Securely Online

- Identifies that there are a range of companies that supply the same goods, e.g. electricity
- Pays for items using a 'contactless' method
- Pays for items using mobile payment methods, e.g. Android Pay
- Types credit/debit card details into the correct fields when paying online, e.g. knows which digits CVC relates to

- Buys an item/service online using a chosen method of online payment
- Recognises the effects of clicking on purchases in games or apps
- Recognises the dangers of making multiple small transactions online, e.g. 500 lots of £1 within a game adds up to a large amount
- Checks the URL of a website before using its online payment services, e.g. looks for HTTPS in the address bar
- Recognises that scammers can replicate websites/emails in order to defraud
- Identifies three common trust seals found on websites and explains what they mean to a customer, e.g. McAfee Secure, Paypal Verified

Name:

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

**Being Safe & Responsible Online**

<p><b>Protecting Privacy</b></p> <p><input type="checkbox"/> Gives an example of personal information</p> <p><input type="checkbox"/> Recognises what could be given as their personal information, e.g. their date of birth</p> <p><input type="checkbox"/> Identifies two pieces of information that a device/previous online activity has stored about them, e.g. username and profile photo</p> <p><b>Protecting Data</b></p> <p><input type="checkbox"/> Identifies what a password is</p> <p><input type="checkbox"/> Explains when and why they would use a password</p> <p><input type="checkbox"/> Explains why their password is only for them</p> <p><input type="checkbox"/> Identifies two different methods of securing a device, e.g. thumbprint, password</p> <p><input type="checkbox"/> Identifies that a computer virus can affect their device and data</p>	<p><b>Being Responsible Online</b></p> <p><input type="checkbox"/> Identifies social media apps/groups which relate to community events/news</p> <p><input type="checkbox"/> Names two social media platforms</p> <p><input type="checkbox"/> Identifies a profile of someone they know on a social media platform, e.g. recognises their photo/name</p> <p><input type="checkbox"/> Recognises what makes a person a 'stranger'</p> <p><input type="checkbox"/> Describes simple rules when dealing with strangers</p> <p><input type="checkbox"/> States that they should ask a member of staff before accepting a friend request online</p> <p><input type="checkbox"/> Explains how choosing a wrong action can have negative consequences</p>	<p><b>Digital Wellbeing</b></p> <p><input type="checkbox"/> Identifies a reason why they should limit time spent using digital devices (or factoring in a break)</p> <p><input type="checkbox"/> Recognises if they are comfortable in their sitting position</p> <p><input type="checkbox"/> Moves devices automatically when initially seating themselves to find a comfortable position, e.g. moves the mouse/keyboard nearer so they do not have to lean so far</p> <p><input type="checkbox"/> Identifies how they are feeling physically and mentally when they switch off their device</p> <p><input type="checkbox"/> Accepts some limitations when using digital equipment, e.g. time, prohibited websites</p>
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Name:

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

**Physical Health & Mental Wellbeing**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Ceases crying when they receive attention from a member of staff<br><input type="checkbox"/> Stills to a calm, reassuring voice<br><input type="checkbox"/> Imitates different pitch, using own voice to express different emotions<br><input type="checkbox"/> Changes their facial expression when hearing emotion in voices, e.g. when a peer is crying or speaking in anger<br><input type="checkbox"/> Changes their facial expression when experiencing physical touch<br><input type="checkbox"/> Gestures for physical contact by raising their arms towards a member of staff when they are upset or happy<br><input type="checkbox"/> Listens to comforting voice<br><input type="checkbox"/> Demonstrates contentment when with or near other people<br><input type="checkbox"/> Uses vocal sounds to express different emotions<br><input type="checkbox"/> Demonstrates general happiness through consistent responses when presented with familiar experiences<br><input type="checkbox"/> Demonstrates contentment through expressions and body language when people/actions please them<br><input type="checkbox"/> Demonstrates contentment through expressions and body language when people meet their expectations | <input type="checkbox"/> Demonstrates sadness through expressions and body language when actions upset them<br><input type="checkbox"/> Demonstrates sadness through expressions and body language when people upset them<br><input type="checkbox"/> Smiles at people<br><input type="checkbox"/> Smiles in response to attention<br><input type="checkbox"/> Laughs out loud<br><input type="checkbox"/> Chuckles softly<br><input type="checkbox"/> Allows themselves to be guided through a range of movements or actions<br><input type="checkbox"/> Pushes down through their legs when their feet are on a firm surface<br><input type="checkbox"/> Maintains the equilibrium of their body posture during movement<br><input type="checkbox"/> Maintains the equilibrium of their head during movement, e.g. keeps their head stable on their neck<br><input type="checkbox"/> Passively accepts being washed in the morning and before bed<br><input type="checkbox"/> Touches water with any part of the skin without demonstrating defensive behaviour | <input type="checkbox"/> Opens their mouth to anticipate teeth brushing when brush is brought near<br><input type="checkbox"/> Examines foods and produce handed to them briefly<br><input type="checkbox"/> Looks towards ingredients when directed verbally or visually<br><input type="checkbox"/> Explores a range of ingredients and produce by touch and manipulation for up to 10 seconds<br><input type="checkbox"/> Explores textures of fruit and vegetables by touch for up to 10 seconds<br><input type="checkbox"/> Reacts to the textures of food on their plate when feeling foods with their hands<br><input type="checkbox"/> Demonstrates a need for attention, e.g. by shouting<br><input type="checkbox"/> Calms down when their discomfort is resolved<br><input type="checkbox"/> Shifts their gaze to the part of their body that is being touched (not consistently)<br><input type="checkbox"/> Recognises that hands and feet are part of self |
|---|---|--|



Name:

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

Critical Thinking & Debate		
<input type="checkbox"/> Asks for more information to aid their understanding	<input type="checkbox"/> Gives a simple explanation why something will happen	<input type="checkbox"/> Sequences a report of an event
<input type="checkbox"/> Challenges an idea simply	<input type="checkbox"/> Gives their opinion about a news topic or current event locally or in the wider world	<input type="checkbox"/> Relates a news narrative to their own experience
<input type="checkbox"/> Discusses the information heard from an audio recording, e.g. a radio news report	<input type="checkbox"/> Makes choices between non-tangibles, e.g. shall we go to the park or shops	<input type="checkbox"/> Relates an experience to an event or news narrative
<input type="checkbox"/> Expresses an opinion with appropriate language	<input type="checkbox"/> Recognises a familiar news website	<input type="checkbox"/> Contributes in group discussion
<input type="checkbox"/> Gives a simple reason why something happened	<input type="checkbox"/> Recognises and responds to situations in a news narrative e.g. danger, surprise/smiles at good news	<input type="checkbox"/> Contributes in one-to-one discussion
Democratic Citizens & the UK Political System		
<input type="checkbox"/> Approaches a group they would like to join	<input type="checkbox"/> Identifies a group to which they belong	<input type="checkbox"/> Names a few people in a particular group or place they visit, e.g. cooking group, work placement
Role of Law & Justice System		
<input type="checkbox"/> Accepts boundaries over more prolonged periods of time	<input type="checkbox"/> Declares that something is not fair	<input type="checkbox"/> Identifies behaviour that could be considered as right and wrong
<input type="checkbox"/> Accepts that they cannot just take what they want	<input type="checkbox"/> Demonstrates awareness that some things can be hurt or damaged	<input type="checkbox"/> Identifies the rules they have to follow
Managing Money & Planning for the Future		
<input type="checkbox"/> Explains the purpose of money	<input type="checkbox"/> Pays for an activity in coins/notes that are given to them	<input type="checkbox"/> Recognises that items must be paid for before leaving the shop
<input type="checkbox"/> Identifies a simple reason why they have chosen to buy one item over another	<input type="checkbox"/> Pays for an item using cash that is given to them/sorted out to hand over, e.g. offers the shop assistant a £10 note from their wallet that a member of staff has pointed out to them	<input type="checkbox"/> Recognises a building as a bank, e.g. identifies it as a bank when they walk inside
<input type="checkbox"/> Identifies where they may find the price of an item, e.g. on a label/shelf	<input type="checkbox"/> Recognises £5.00 and £10.00 notes	<input type="checkbox"/> Recognises the logo/name of their bank, e.g. on a bank statement, outside of the bank
<input type="checkbox"/> Names a variety of shops they visit	<input type="checkbox"/> Recognises 10p, 20p, 50p and £1 coins	<input type="checkbox"/> 'Shops' with items valued up to 5p using 1p coins
<input type="checkbox"/> Suggests where they could go to buy different items	<input type="checkbox"/> Recognises 1p, 2p, and 5p coins	<input type="checkbox"/> 'Shops' with items valued up to 10p using 1p coins
<input type="checkbox"/> Suggests ideas about how they would like to spend their money or vouchers		
Volunteering & Responsible Activity		
<input type="checkbox"/> Accepts they may have to wait to use specific equipment	<input type="checkbox"/> Takes turns	<input type="checkbox"/> Listens to others talking without interruption in a structured adult led activity, for short periods of time
<input type="checkbox"/> Engages with photos and news stories which relate to the local community and the wider world	<input type="checkbox"/> Identifies ways of helping people	<input type="checkbox"/> Works with others to get out or put away equipment
<input type="checkbox"/>	<input type="checkbox"/> Informs a member of staff about an incident	

Name:

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

**Families**

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Recognises the concept of family<br><input type="checkbox"/> Identifies how their family members care for each other<br><input type="checkbox"/> Describes their family circumstances, recognising that families can be different<br><input type="checkbox"/> Identifies different aspects they like about their family, and aspects they would like to change | <input type="checkbox"/> Describes how important people in their life should care for each other<br><input type="checkbox"/> Describes what they do to make the special people in their lives feel different emotions<br><input type="checkbox"/> Names the important people in their life<br><input type="checkbox"/> Identifies with whom their lives are linked<br><input type="checkbox"/> Identifies what is involved in belonging, e.g. to a family or activity group | <input type="checkbox"/> Identifies two ways a new baby will impact on the parents<br><input type="checkbox"/> Knows a baby needs constant care from an adult to survive<br><input type="checkbox"/> Sequences a series of five pictures showing human life cycle<br><input type="checkbox"/> Organises events in their own life in sequence |
|---|---|--|

**Respectful Relationships, Including Friendships**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Accepts they cannot always do what they want<br><input type="checkbox"/> Agrees on a shared activity with a peer<br><input type="checkbox"/> Takes turns in a range of situations<br><input type="checkbox"/> Apologises appropriately, most of the time<br><input type="checkbox"/> Communicates 'please' and 'thank you' using words, signs or symbols independently most of the time<br><input type="checkbox"/> Follows simple social conventions, e.g. covers mouth when they cough<br><input type="checkbox"/> Demonstrates a growing respect for their own culture and beliefs and those of other people<br><input type="checkbox"/> Demonstrates a knowledge of themselves, their likes and dislikes and identity<br><input type="checkbox"/> Demonstrates sensitivity towards others | <input type="checkbox"/> Demonstrates understanding that not everyone wants to do what they want<br><input type="checkbox"/> Shows sympathy<br><input type="checkbox"/> Describes how they might help someone<br><input type="checkbox"/> Describes how their behaviour can affect others which can impact themselves<br><input type="checkbox"/> Engages with five or six peers spontaneously<br><input type="checkbox"/> Explains what it means to keep a promise<br><input type="checkbox"/> Identifies what a friendship is<br><input type="checkbox"/> Identifies how they could mend a relationship<br><input type="checkbox"/> Recognises the activities or people that make them feel happy | <input type="checkbox"/> Makes a friend, talks and shares feeling with them<br><input type="checkbox"/> Realises what they do affects others<br><input type="checkbox"/> Recognises that everybody has similar feelings<br><input type="checkbox"/> Identifies ways in which they can tell if people are happy or sad<br><input type="checkbox"/> Shows some awareness that others' ideas, though different, are not wrong<br><input type="checkbox"/> Suggests reasons why they are a good friend and why someone else is<br><input type="checkbox"/> Suggests two ways to resolve an issue with a friend |
|--|---|--|

**Online & Media**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Describes a real and simulated experience on the internet, e.g. playing a game<br><input type="checkbox"/> Engages with a familiar person using a messaging app with support, e.g. via Messenger on the computer, WhatsApp on a mobile device<br><input type="checkbox"/> Gives an example of personal information | <input type="checkbox"/> Explains how it is possible to send personal information to others<br><input type="checkbox"/> Identifies ownership, e.g. of familiar items<br><input type="checkbox"/> Gives examples to show how the internet is used for playing and learning | <input type="checkbox"/> States that it is not safe to communicate with people they do not know |
|---|---|---|

**Being Safe**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Suggests how they can help to keep themselves physically and emotionally safe in different situations<br><input type="checkbox"/> Recognises the difference between a good and bad risk<br><input type="checkbox"/> Recognises the difference between public and private, e.g. space such as bedroom is private<br><input type="checkbox"/> Draws conclusions between what is a good and bad secret | <input type="checkbox"/> Lists different types of touching, e.g. shaking a hand, tickling, pat on the back<br><input type="checkbox"/> Gives examples of physical contact that makes them feel comfortable<br><input type="checkbox"/> Recognises they have the right to say 'No' when facing unwanted physical contact or situations they find uncomfortable<br><input type="checkbox"/> Suggests ways to respond to unwanted physical contact | <input type="checkbox"/> Describes simple rules when dealing with strangers<br><input type="checkbox"/> Identifies examples of taking risks<br><input type="checkbox"/> Names people who they can ask for help in a variety of circumstances |
|--|---|--|

**Intimate & Sexual Relationships, Including Sexual Health**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Names and labels the main external parts of the body<br><input type="checkbox"/> Identifies the external physical differences between members of the male and female sex | <input type="checkbox"/> Identifies some physical differences between themselves and peers<br><input type="checkbox"/> Identifies some physical similarities between themselves and peers | <input type="checkbox"/> Lists ways people show affection |
|---|---|---|

# Sample Pages

The samples over the next few pages are designed to give you an overview of Steps4Life Life Skills.



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

Name:

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

**Using Utensils & Appliances**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Accepts help in picking up and touching objects<br><input type="checkbox"/> Accepts help in picking up and touching new or unusual objects<br><input type="checkbox"/> Accepts help in using objects<br><input type="checkbox"/> Turns towards kitchen equipment of interest<br><input type="checkbox"/> Points at objects with their fingers/eyes when interested in them<br><input type="checkbox"/> Explores new objects with interest<br><input type="checkbox"/> Explores objects using a variety of actions when provided with a wide range of items, e.g. squeezes a stress ball, rubs the flour around their tray, pulls skipping rope from an adult, etc.<br><input type="checkbox"/> Explores an object for three minutes when working coactively<br><input type="checkbox"/> Explores an object for five minutes when working coactively<br><input type="checkbox"/> Explores an activity for three minutes when working coactively<br><input type="checkbox"/> Explores an activity for five minutes when working coactively<br><input type="checkbox"/> Identifies common objects by pointing/looking at them when they have been named | <input type="checkbox"/> Uses a preferred hand when exploring objects<br><input type="checkbox"/> Employs a kitchen utensil with minimal control<br><input type="checkbox"/> Holds a tool for food preparation<br><input type="checkbox"/> Holds an object with one hand<br><input type="checkbox"/> Holds object with palmar grip<br><input type="checkbox"/> Interacts with a common object briefly when its name is spoken or signed<br><input type="checkbox"/> Passes an object with their hands when they have been prompted by a member of staff<br><input type="checkbox"/> Releases an object voluntarily when offered a new object<br><input type="checkbox"/> Manipulates small objects in hands<br><input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons<br><input type="checkbox"/> Presses and releases an access/control device using whole hand<br><input type="checkbox"/> Presses and releases an access/control device with support<br><input type="checkbox"/> Presses a switch without release with a verbal prompt | <input type="checkbox"/> Presses hard objects into soft material<br><input type="checkbox"/> Remembers the purpose of a tool over a short period of time<br><input type="checkbox"/> Repeats an action for a specific purpose<br><input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects<br><input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other<br><p><u>Using a Grater</u></p> <input type="checkbox"/> Observes and responds to staff using grater, e.g. by demonstrating interest in what the grated substance looks like<br><p><u>Using a Knife</u></p> <input type="checkbox"/> Demonstrates understanding that knives are used to cut, e.g. watches and imitates staff cutting food<br><input type="checkbox"/> Picks up and holds a knife by the handle with support to hold the correct end<br><p><u>Mixing</u></p> <input type="checkbox"/> Stirs food in a bowl with hand on hand support<br><input type="checkbox"/> Holds a spoon purposefully |
|---|---|---|

Name:

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

**Preparing Meals, Snacks & Drinks**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Names "meal time" as the correct term for the time of day<br><input type="checkbox"/> Classifies some common foods as savoury or sweet<br><input type="checkbox"/> Identifies which size pan is best to use when cooking with guiding questioning<br><input type="checkbox"/> Squeezes from a tube into pan/bowl<br><input type="checkbox"/> Pours milk on cereal but needs a prompt to stop<br><input type="checkbox"/> Compares two foods, e.g. colours or flavour of fruits, vegetables, pastas, etc.<br><input type="checkbox"/> Describes different ways they have experienced a food being cooked, e.g. boiled/fried/baked<br><input type="checkbox"/> Chooses items to eat or drink from a list, e.g. white coffee, tea with sugar<br><input type="checkbox"/> Peels food using their hands mostly independently, e.g. oranges, boiled eggs<br><input type="checkbox"/> Chooses own cereal to put out ready to eat<br><input type="checkbox"/> Describes foods simply in terms of texture, colour and taste<br><input type="checkbox"/> Estimates how much to put on the plate when preparing snacks for a small group, e.g. biscuits<br><input type="checkbox"/> Flattens or rolls dough or pastry roughly using a rolling pin to change the shape of dough<br><input type="checkbox"/> Asks for specific ingredient to add, e.g. type of vegetable or filling for sandwich<br><input type="checkbox"/> Cracks an egg with support<br><input type="checkbox"/> Describes what to expect inside a raw egg<br><input type="checkbox"/> Peels food with support, e.g. fruit<br><input type="checkbox"/> Identifies raw meat<br><input type="checkbox"/> Recognises common fruit, e.g. by naming them<br><input type="checkbox"/> Recognises common vegetables, e.g. by naming them | <input type="checkbox"/> Lists different meats/fish they eat<br><input type="checkbox"/> Carries plates containing food to table with care (after prompting)<br><input type="checkbox"/> Recognises that you can eat toast or bread with or without butter/margarine<br><input type="checkbox"/> Puts rubbish in the correct recycling bin, e.g. glass, cardboard<br><p><u>Following a Recipe</u></p> <input type="checkbox"/> Explains simply what a recipe is<br><input type="checkbox"/> Follows verbal and pictorial instructions with staff support<br><input type="checkbox"/> Chooses a recipe for an occasion with guided questioning<br><input type="checkbox"/> Recognises simple phrases in recipes<br><input type="checkbox"/> Describes which food should be used in turn using ordinal numbers<br><p><u>Mixing</u></p> <input type="checkbox"/> Describes the actions they see taking place when staff mix ingredients<br><input type="checkbox"/> Mixes ingredients manually with a verbal prompt and some mess<br><input type="checkbox"/> Rubs two ingredients together in imitation of staff<br><p><u>Measuring</u></p> <input type="checkbox"/> Identifies the use of weighing scales<br><input type="checkbox"/> Names and identifies weighing scales using words or picture cards<br><input type="checkbox"/> Recognises where the numbers are displayed on a set of electronic weighing scales<br><input type="checkbox"/> Identifies why weighing scales are needed when preparing a recipe<br><input type="checkbox"/> Compares and describes quantities to ten<br><input type="checkbox"/> Compares items using the comparative terms "hot and cold" correctly<br><input type="checkbox"/> Compares items using the comparative terms "more and less" correctly | <input type="checkbox"/> Uses the correct vocabulary when comparing mass, e.g. heavier/lighter than<br><input type="checkbox"/> Indicates that different containers can hold different amounts<br><p><u>Making a Sandwich</u></p> <input type="checkbox"/> Lists items needed to make a sandwich with prompts<br><input type="checkbox"/> Makes a sandwich when all ingredients are place in front of them, with prompts at each stage<br><input type="checkbox"/> Asks for specific ingredients to add, e.g. type of fruit or veg or filling for sandwich<br><input type="checkbox"/> Identifies where butter and margarine are stored<br><input type="checkbox"/> Selects the appropriate knife to spread foods on bread<br><input type="checkbox"/> Spreads the butter/jam or other food substances on bread with some support<br><input type="checkbox"/> Selects the appropriate knife to cut a piece of bread<br><input type="checkbox"/> Cuts a sandwich with a knife (not necessarily neatly)<br><p><u>Making Drinks</u></p> <input type="checkbox"/> Identifies and distinguishes the cold tap from the hot tap<br><input type="checkbox"/> Pours from a jug into a cup with minimal spillage<br><input type="checkbox"/> Collects a drink of water from tap with little spillage<br><input type="checkbox"/> Holds with one hand and pours with the other<br><input type="checkbox"/> Identifies the correct cup for the right purpose, e.g. mug for hot drinks<br><input type="checkbox"/> Makes soft drink but needs a reminder of water to cordial ratio<br><input type="checkbox"/> Matches the amount of tea bags needed for each mug<br><input type="checkbox"/> Adds a spoonful of coffee or sugar to a cup on request |
|--|--|---|

Name:

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

**Hygiene, Health & Safety**

- Washes their hands effectively
- Lists simple routines to help stop the spread of germs
- Suggests why they need to wash fruit and vegetables before eating
- Identifies that most food come with a best before date or a use by date
- Identifies that some kitchen equipment should not be used without supervision or permission
- Demonstrates an awareness of safety around the kitchen, e.g. avoids hob unless directed by staff
- Identifies that hot liquids or sauces should be poured away from the body
- Seeks staff help if unsure a foodstuff does not contain ingredients which will affect an allergy/intolerance

**Cleaning**

- Acknowledges food or liquid has been spilt, bringing it to the attention of staff
- Wipes surfaces after food preparation with verbal prompts to complete the task successfully
- Fills a sink/bowl with water and the correct amount of washing up liquid
- Washes up and stacks dishes to dry when prompted to begin the task
- Suggests which surfaces need cleaning
- Cleans a microwave after spillages when attention is drawn to it, with physical support
- Identifies which cleaning equipment is used for each area of the kitchen
- Cleans most areas of the kitchen using the correct equipment

**Food Storage**

- Opens and closes jars with minimal physical prompts
- Opens and closes liquid containers independently, with prompts if there is an unusual issue, e.g. tab gets stuck
- Recognises how some ingredients are packaged, e.g. flour in bags

- Opens pull-tab tins with minimal safety cautions/reminders
- Opens most familiar snack packets independently, e.g. crisps
- Puts away bought groceries in the correct place when there is a clear space for them with minimal support
- Makes space or rearranges items to fit leftovers in the correct locations with minimal prompts
- Identifies that they have to move items to find ones hidden in fridge/cupboard
- Puts items away taking care not to squash them with verbal prompts
- Places left-over food in an appropriately sized container, in the correct location with verbal support
- Adds items that need purchasing to a list when requested by staff
- Locates the use by date or best before date
- States how long it will be before a use by date
- Reads a fridge thermometer (to one decimal place)

Name:

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

**Mealtime Conventions**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Chews even tough food with mouth closed<br><input type="checkbox"/> Adds an appropriate amount of condiments to their meal<br><input type="checkbox"/> Places cup specifically to avoid it being knocked over<br><input type="checkbox"/> Eats a wide range of food using cutlery appropriately<br><input type="checkbox"/> Identifies a desert spoon, table spoon and a teaspoon independently<br><input type="checkbox"/> Identifies when a different kind of knife is needed, e.g. not using a butter knife for cutting bread<br><input type="checkbox"/> Serves food from a dish to plate hygienically<br><input type="checkbox"/> Serves liquids hygienically, e.g. from jug to cup<br><input type="checkbox"/> Opens a range of packaging carefully, requiring help only with new/difficult designs | <input type="checkbox"/> Opens safety seal under cap independently<br><p><u>Cleaning</u></p> <input type="checkbox"/> Washes their hands effectively, without being prompted<br><input type="checkbox"/> Collects the correct cloth to wipe the table<br><input type="checkbox"/> Wipes table after a meal successfully<br><input type="checkbox"/> Cleans up solid and liquid food spills, choosing the correct equipment, mostly successfully<br><input type="checkbox"/> Ensures additional sauces/condiments are returned to their correct place after a meal<br><input type="checkbox"/> Gets rid of unfinished portions of food from plates, scraping carefully and systematically<br><p><u>Social Awareness</u></p> <input type="checkbox"/> Sits at the table for the entirety of the meal, without causing disruption or getting out of seat | <input type="checkbox"/> Sets up a table properly, laying the setting out for a starter, main and a dessert<br><input type="checkbox"/> Demonstrates the correct mealtime etiquette consistently, speaking at a correct volume and conversing appropriately<br><input type="checkbox"/> Sets additional sauces/condiments on table<br><p><u>Eating Out</u></p> <input type="checkbox"/> Asks for a table for a specific number of people appropriately<br><input type="checkbox"/> Chooses an appropriate restaurant to eat in for the occasion or limitations, e.g. time or money limitations<br><input type="checkbox"/> Converses with waiting staff appropriately throughout a restaurant visit<br><input type="checkbox"/> Organises the correct amount of money to cover the bill in cash |
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**Nutritional Awareness**

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| <input type="checkbox"/> Takes a sensible portion of food with a minimal prompt<br><input type="checkbox"/> Organises a plate to show appropriate portion sizes for each food group<br><input type="checkbox"/> Communicates about the importance of a balanced lifestyle including resting<br><input type="checkbox"/> Recognises what constitutes a healthy, balanced diet<br><input type="checkbox"/> Details the importance of elements of a healthy diet, such as fibre or water on the digestive system<br><input type="checkbox"/> Explains in basic terms what the nutritional value informs us of, e.g. fat, sugar, calories, etc. | <input type="checkbox"/> Makes their own judgements on healthy drink options, e.g. checking sugar content<br><input type="checkbox"/> Recognises that the term 'processed food' relates to anything done to raw food before it is eaten<br><input type="checkbox"/> Relates information about processed food to its unprocessed counterpart, e.g. tinned carrots containing more salt than fresh carrots<br><input type="checkbox"/> Demonstrates knowledge of some of the nutritional values of fruit and vegetables | <input type="checkbox"/> Plans three different meals, checking they have a balanced plate<br><input type="checkbox"/> Recognises that people can follow different diets for medical, religious and ethical reasons<br><input type="checkbox"/> Checks ingredients on each piece of packaging to ensure they will not affect allergies or intolerances<br><input type="checkbox"/> Describes clearly any allergies or intolerances they have and the effects of them<br><input type="checkbox"/> Works out the calorific content of a meal<br><input type="checkbox"/> Identifies how they can change a meal to make it more nutritional<br><input type="checkbox"/> Identifies why they should vary their meals and not eat the same foods every day |
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Name:

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

Washing & Bathing		
<input type="checkbox"/> Puts hands in water to wash on request	<input type="checkbox"/> Identifies common bathroom objects by pointing/looking at them when they have been named	<input type="checkbox"/> Participates more actively in the daily washing process
<input type="checkbox"/> Demonstrates awareness if hands are wet	<input type="checkbox"/> Indicates a preference when provided with the option of a bath or shower	<input type="checkbox"/> Imitates a variety of bathing actions during interactive play
<input type="checkbox"/> Runs hand through water	<input type="checkbox"/> Interacts with a familiar bathroom object briefly when its name is spoken or signed	<input type="checkbox"/> Plays with objects in the bath happily
<input type="checkbox"/> Watches water fill a bowl	<input type="checkbox"/> Reacts consistently to a bathing experience, e.g. looks for their sponge as soon as they get in the water	<input type="checkbox"/> Accepts hair being washed with constant encouragement
<input type="checkbox"/> Accepts help when washing	<input type="checkbox"/> Washes some of their body coactively for three minutes	<input type="checkbox"/> Makes requests for desired bathing objects with gestures or vocalisations, e.g. bubble bath
<input type="checkbox"/> Assists in drying hands	<input type="checkbox"/> Washes some of their body coactively for five minutes	<input type="checkbox"/> Anticipates a routine, demonstrating expectation of washing/bathing, e.g. puts hands up for a towel after getting out of the bath/shower
<input type="checkbox"/> Presses and releases soap from a dispenser with support	<input type="checkbox"/> Searches for the sponge/flannel when it falls out of sight	<input type="checkbox"/> Stands alone momentarily after rising to their feet
<input type="checkbox"/> Remembers a washing/drying action over a short period	<input type="checkbox"/> Co-operates with a member of staff either passively or actively whilst being washed	<input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other
<input type="checkbox"/> Copies simple washing actions	<input type="checkbox"/> Engages with a member of staff intentionally when they are helping to wash them	<input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects
<input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue		
<input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue		
Bathroom Routines		
<input type="checkbox"/> Accepts teeth being brushed	<input type="checkbox"/> Holds a hair brush and brings it to their head in imitation	<input type="checkbox"/> Responds to bathroom routines consistently when they frequently undertake them over extended periods of time
<input type="checkbox"/> Picks out the correct brush to clean teeth with	<input type="checkbox"/> Repeats an action for a specific purpose	<input type="checkbox"/> Follows a simple one- or two-key word instruction when accompanied by gestures and context
<input type="checkbox"/> Holds a toothbrush and brings it to their mouth in imitation	<input type="checkbox"/> Recognises their reflected self by making intentional movement and watching reaction when shown a mirror	<input type="checkbox"/> Uses a preferred hand when exploring objects
<input type="checkbox"/> Identifies common teeth cleaning objects by pointing/looking at when they have been named		
Bathroom Maintenance		
<input type="checkbox"/> Accepts help in picking up and touching objects	<input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons	<input type="checkbox"/> Accepts help in using objects
<input type="checkbox"/> Manipulates small objects in hands		<input type="checkbox"/> Puts different objects into containers when encouraged to do so by a member of staff



Name:

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

**Managing Toilet Needs**

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| <input type="checkbox"/> Directs someone to the toilet, e.g. in their home/the setting<br><input type="checkbox"/> Asks where the toilet is in unfamiliar surroundings<br><input type="checkbox"/> Follows signs, words or symbols to locate where the toilets are in an unfamiliar place, e.g. shopping centre<br><input type="checkbox"/> Uses appropriate language to ask for the toilet<br><input type="checkbox"/> Finds an empty cubicle in a public toilet area with verbal prompts<br><input type="checkbox"/> States toileting requirements in adequate time, most of the time<br><input type="checkbox"/> Gains more bowel and bladder control and can attend to toileting needs most of the time themselves<br><input type="checkbox"/> Stays reliably dry during the day<br><input type="checkbox"/> Remains dry, generally, throughout the night<br><input type="checkbox"/> Asks for help with toileting if required<br><input type="checkbox"/> Goes to the toilet independently<br><input type="checkbox"/> Uses the correct comparative terms "wet" and "dry" | <input type="checkbox"/> Opens doors pulling down handles<br><input type="checkbox"/> Puts the light on in the bathroom when they enter the room independently<br><input type="checkbox"/> Requires some support in locking and unlocking toilet doors in unfamiliar surroundings<br><input type="checkbox"/> Uses appropriate language related to body parts associated with the toilet<br><input type="checkbox"/> Identifies private areas of their bodies<br><input type="checkbox"/> Demonstrates understanding that people have different names for their private parts<br><input type="checkbox"/> Names some of the external parts of the body including the penis and vagina<br><input type="checkbox"/> Recognises when it is appropriate to undress<br><input type="checkbox"/> Demonstrates modesty and privacy by closing toilet doors<br><input type="checkbox"/> Stands at the toilet (boys)<br><input type="checkbox"/> Aims urine into the toilet/urinal<br><input type="checkbox"/> Undresses and redresses when using the toilet independently<br><input type="checkbox"/> Wipes self when using the toilet<br><input type="checkbox"/> Demonstrates control over pressure when wiping themselves | <input type="checkbox"/> Suggests what might happen if they do not wipe their bottom correctly after using the toilet<br><input type="checkbox"/> Washes hands after going to the toilet<br><input type="checkbox"/> Identifies soaps in a range of containers, e.g. identifies a soap container fixed to the wall<br><input type="checkbox"/> Manipulates a familiar soap dispenser to drop soap into their hands<br><input type="checkbox"/> Identifies and distinguishes the cold tap from the hot tap<br><input type="checkbox"/> Moves to the bathroom to change sanitary products with reminders<br><input type="checkbox"/> Uses sanitary products with verbal and physical prompts<br><input type="checkbox"/> Cleans areas of the bathroom using given equipment, coactively with staff<br><input type="checkbox"/> Locates the toilet brush<br><input type="checkbox"/> Identifies that the toilet roll is empty<br><input type="checkbox"/> Identifies where the cleaning equipment is stored<br><input type="checkbox"/> Identifies where clean towels and bedding are stored<br><input type="checkbox"/> Identifies the name of bathroom objects, e.g. toilet brush, mirror |
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Name:

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

**Managing & Monitoring Health**

<input type="checkbox"/> States their date of birth (day and month) <input type="checkbox"/> Gives examples of people who help them with health concerns <input type="checkbox"/> Identifies who might ask for personal information, e.g. employer, doctor <input type="checkbox"/> Identifies they have to sit and wait until being called in a health professional's office <input type="checkbox"/> Demonstrates the appropriate behaviour in a waiting room with verbal prompts <input type="checkbox"/> Responds to questions about specific health issues <input type="checkbox"/> Makes clear statements giving basic information about health concerns <input type="checkbox"/> Makes requests and asks straightforward questions using appropriate terms when discussing health concerns <input type="checkbox"/> Speaks to a medical professional about an issue that is affecting them coactively with staff, e.g. a doctor, dentist, phycologist <input type="checkbox"/> Identifies an opticians from a range of shops <input type="checkbox"/> Identifies a pharmacy from a range of shops <input type="checkbox"/> Recognises that sleep is important for the body <input type="checkbox"/> Identifies that, without permission, they shouldn't touch medicines or equipment <input type="checkbox"/> Identifies ways they can feel better physically	<input type="checkbox"/> Recognises the activities or people that make them feel happy <input type="checkbox"/> Names and labels the main external parts of the body <input type="checkbox"/> Names and labels the main parts of the face <input type="checkbox"/> Covers mouth with hand when they cough <input type="checkbox"/> Attempts to cover mouth/nose when sneezing <input type="checkbox"/> Blows nose in a tissue and wipes with some success <input type="checkbox"/> Identifies that some substances may be poisonous, e.g. liquid, plants, etc. <input type="checkbox"/> Identifies that teeth should be brushed twice a day <input type="checkbox"/> Identifies why they brush their teeth <input type="checkbox"/> Identifies that they should visit a dentist to have their teeth checked <input type="checkbox"/> Identifies that a dentist should be visited if teeth or gums hurt <input type="checkbox"/> Recognises the symptoms of a common illness, e.g. a headache or toothache <input type="checkbox"/> Lists minor illnesses they have had and describes how they felt, e.g. vomiting, mouth ulcer, cold, hay fever, etc. <input type="checkbox"/> Links common symptoms to a familiar illness, e.g. pictures of a blocked nose and sore throat to a cold	<input type="checkbox"/> Identifies exercise or choices they make to keep themselves healthy <input type="checkbox"/> Identifies what routines helped them when they had a specific minor illness, e.g. sleeping in a dark room when they had a migraine <input type="checkbox"/> Recognises what a rash looks like, e.g. via photographs or simple description <input type="checkbox"/> Recognises that a bruise can be many colours and can change colour over time <input type="checkbox"/> Identifies that temperature is used for measuring how hot or cold things are <input type="checkbox"/> Identifies a thermometer, demonstrating how it is used, e.g. in the ear, stuck on the forehead <input type="checkbox"/> Notices a change on their body, e.g. a bruise, graze or bump <input type="checkbox"/> Identifies ways they can feel better mentally <input type="checkbox"/> Recognises that it is normal and acceptable to feel different emotions <input type="checkbox"/> Identifies different emotions using the appropriate names <input type="checkbox"/> Labels and expresses anger or other strong feelings appropriately <input type="checkbox"/> Identifies emotions of others when looking at facial expressions <input type="checkbox"/> Identifies who to go to when feeling sad or angry <input type="checkbox"/> Demonstrates some ways to calm themselves down
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**Managing and Monitoring a Condition**

<input type="checkbox"/> Takes an active part in therapy routines <input type="checkbox"/> States the medical condition they have when prompted <input type="checkbox"/> Identifies allergies or intolerances they have when prompted <input type="checkbox"/> Demonstrates understanding that a person cannot eat a specific food item if they have an allergy or intolerance to it <input type="checkbox"/> Pours from a liquid medicine bottle onto a spoon with physical prompts	<input type="checkbox"/> Squeezes and rubs cream over a specified area of their body requiring prompts to cover all of an area <input type="checkbox"/> Identifies which times of day they expect to have medicines, e.g. before/after a meal <input type="checkbox"/> Describes rules they have to follow regarding medicines <input type="checkbox"/> Demonstrates how many spoons are needed to provide the amount of ml required	<input type="checkbox"/> Recognises that each medicine has a specific use <input type="checkbox"/> Identifies bottles/packets of medicines they regularly take, e.g. methylphenidate <input type="checkbox"/> Recognises the name of a medicine they take regularly, e.g. insulin, reliever inhaler <input type="checkbox"/> Identifies the type of shop to get a prescription and general medicine from
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**Accidents and Injuries**

<input type="checkbox"/> Identifies items or actions that could cause minor injuries in the setting, e.g. iron may cause a burn, trip hazards <input type="checkbox"/> Follows short instructions to address a medical issue <input type="checkbox"/> Suggests what to do next when treating a minor injury, e.g. the wound is now clean so next we cover it with a plaster <input type="checkbox"/> Identifies that disposable sterile gloves are worn to attend to another's wounds <input type="checkbox"/> Recognises that they do not always need a plaster on a wound	<input type="checkbox"/> Identifies the number to phone in a medical emergency is 999 <input type="checkbox"/> Explains how to contact the appropriate emergency services <input type="checkbox"/> Explains why they require assistance with a medical issue <input type="checkbox"/> Identifies an ambulance service uniform <input type="checkbox"/> Role plays a call to emergency services <input type="checkbox"/> Identifies people in uniform, e.g. police, nurse	<input type="checkbox"/> Classifies a range of injuries as serious or minor with some prompting, e.g. broken leg, paper cut <input type="checkbox"/> Identifies that a serious injury requires attention at a hospital <input type="checkbox"/> Lists minor injuries they have had and recalls how/where they were treated and by whom <input type="checkbox"/> Cuts a plaster to size and sticks it on a wound with some accuracy
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Name:

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

**Dressing & Undressing**

<input type="checkbox"/> Checks and adjusts clothing for neatness when dressing, e.g. collar over tie <b>Choosing Appropriate Clothing</b> <input type="checkbox"/> Chooses the correct footwear for a range of occasions and weathers <input type="checkbox"/> Chooses the correct clothes for a range of occasions and weathers	<input type="checkbox"/> Classifies different clothing correctly as smart or casual <input type="checkbox"/> Packs a bag for a trip, selecting all the necessary clothes for the weather/occasion/time away, requiring minimal prompts to ensure everything necessary is included	<input type="checkbox"/> Considers the image they are presenting when choosing appropriate clothing <input type="checkbox"/> Matches or arranges items of clothing to design an outfit for a specific occasion <input type="checkbox"/> Picks an accessory to match an outfit with success
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**Shopping for Clothes**

Selects the correct item of clothing based on their measurements independently: <input type="checkbox"/> - Trousers/skirts/shorts <input type="checkbox"/> - Shirts/jumpers/T-shirts <input type="checkbox"/> - Underwear, e.g. pants, bras <input type="checkbox"/> - Footwear <input type="checkbox"/> Checks a label automatically to ensure they have the correct size before trying on/purchasing	<input type="checkbox"/> Locates and uses a fitting room to try on clothing independently <input type="checkbox"/> Takes an allowable amount of clothing into a fitting room <input type="checkbox"/> Determines if new clothing is appropriate independently <input type="checkbox"/> Identifies what to do if they cannot find an item of clothing or footwear in their size <input type="checkbox"/> Identifies items they own that will coordinate with a new item, e.g. recognises that they already have appropriate shoes to go with a dress or suit they want to buy	<input type="checkbox"/> Answers unfamiliar questions from shop staff during clothes/footwear purchasing independently <input type="checkbox"/> Consults the sizing chart before purchasing clothes online with minimal prompts <input type="checkbox"/> Recognises they can return items of clothing or footwear within specific terms issued by the shop <input type="checkbox"/> Checks a security tag has been taken off by shop staff straight after purchasing without prompting
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**Washing, Drying & Storing Clothes & Household Textiles**

<b>Washing Clothes</b> <input type="checkbox"/> Identifies where the nearest laundrette is located <input type="checkbox"/> Identifies what might happen if a new item of clothing is washed, e.g. colour runs <input type="checkbox"/> Sorts clothing by fabric when necessary, e.g. puts delicate clothing into a separate net/mesh bag during washing <input type="checkbox"/> Identifies why they should use the correct temperature for the washing detergent, e.g. the capsule may not dissolve at a low temperature <input type="checkbox"/> Identifies why they should handle laundry detergent with dry hands, e.g. moisture may cause it to begin dissolving <input type="checkbox"/> Identifies why laundry detergent must be sealed and kept safe between uses <input type="checkbox"/> Explains to another person how to use a washing machine/drier <input type="checkbox"/> Loads washing machine/drier with some attention to size of load <input type="checkbox"/> Adds correct level of laundry detergent <input type="checkbox"/> Selects a standard wash cycles independently <input type="checkbox"/> Identifies the meaning of common laundry labels, e.g. washing temperature, iron heat	<input type="checkbox"/> Separates clothing into machine or hand wash, requiring the occasional use of an information guide for new/unusual items <input type="checkbox"/> Ensures the washing machine is empty before or after use <input type="checkbox"/> Hangs wet clothes on drying rack/clothesline using pegs if necessary, with regard to spacing for air flow and avoiding creases when reminded by staff <input type="checkbox"/> Selects a standard dry cycle independently <input type="checkbox"/> Explains the purpose of a lint filter within a drier <input type="checkbox"/> Neatly folds most clothes and puts away recently dried clothes in the correct place <input type="checkbox"/> Neatly folds and stacks recently dried towels and attempts to fold and stack bedding, putting them away in the correct place <input type="checkbox"/> Puts trousers on bar/suit hangers independently <input type="checkbox"/> Stores clothes and personal items appropriately using drawers and wardrobes <input type="checkbox"/> Stores clothing which is irreparable/too small ready for recycling <input type="checkbox"/> Takes clothes needing dry cleaning to appropriate shop, asking for a specific service with minimal prompts	<input type="checkbox"/> Identifies when a towel or flannel needs washing <input type="checkbox"/> Washes towels on a regular basis with minimal prompts <input type="checkbox"/> Washes, dries, irons and puts away clothes/household textiles regularly, e.g. notices laundry basket is getting full so completes a wash load <b>Ironing Clothes</b> <input type="checkbox"/> Irons appropriate clothing safely, with verbal and physical prompts <input type="checkbox"/> Sets up and puts away an ironing board independently <input type="checkbox"/> Checks the temperature the garment needs to be ironed at with a prompt <input type="checkbox"/> Fills an iron with water to the correct level independently <b>Mending Clothes</b> <input type="checkbox"/> Points out obvious damage to an item of clothing <input type="checkbox"/> Knows how to start and finish sewing <input type="checkbox"/> Pins fabric pieces <input type="checkbox"/> Joins textiles with a combination of stitching techniques <input type="checkbox"/> Uses different sewing techniques appropriate to the task <input type="checkbox"/> Matches a button to the button hole before sewing on a new one
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Name:

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

Finding & Choosing Leisure Pursuits		
<input type="checkbox"/> Listens to a member of staff who is offering a choice	<input type="checkbox"/> Requests information about a new activity/object/event	<input type="checkbox"/> Identifies the generic name of a familiar place they attend a leisure activity, e.g. pool, library, park
<input type="checkbox"/> Chooses a familiar activity from a selection	<input type="checkbox"/> Relates an event to their own experience	<input type="checkbox"/> Recognises the thumbnail of a familiar film, e.g. on Netflix
<input type="checkbox"/> Chooses a leisure activity from a choice of two or more, e.g. points to the pictures of an activity they want to take part in	<input type="checkbox"/> Relates present activities and past experiences	<input type="checkbox"/> Responds to an outdoor recreation area positively, e.g. park, nature reserve
<input type="checkbox"/> Shows pleasure when hearing about something they like	<input type="checkbox"/> Makes it clear they need more information or clarification	<input type="checkbox"/> Comments on objects in the garden
<input type="checkbox"/> Communicates 'Yes' and 'No' using words, signs or symbols to indicate their needs or preferences	<input type="checkbox"/> Responds with their own name in response to "Who wants ...?"	<input type="checkbox"/> Helps to garden, e.g. plant seeds/flowers
<input type="checkbox"/> Indicates preferences consistently	<input type="checkbox"/> Accepts that specific clothing needs to be worn when attending some leisure activities	<input type="checkbox"/> Uses a remote control to change channels
<input type="checkbox"/> Expresses likes and dislikes, giving simple reasons	<input type="checkbox"/> Looks at and responds to photographs showing leisure activities/community events, e.g. via a leisure centre's website	<input type="checkbox"/> Uses a remote control to change volume
Engaging Socially		
<input type="checkbox"/> Requires support at various points during a new activity, e.g. encouragement to talk to others at the beginning, middle and end of an activity	<input type="checkbox"/> Attends to a member of staff when their own name is called	<input type="checkbox"/> Communicates basic expectations to their friends, e.g. 'You should share your toy with me'
<input type="checkbox"/> Follows simple instructions from a familiar person which are accompanied by actions when attempting a new leisure activity	<input type="checkbox"/> Demonstrates obvious enthusiasm when with favourite peer or member of staff	<input type="checkbox"/> Co-operates with a peer for a short period
<input type="checkbox"/> Spends time observing a new leisure activity before joining in	<input type="checkbox"/> Orientates their body towards a member of staff's voice	<input type="checkbox"/> Takes their turn in a staff-led group game
<input type="checkbox"/> Identifies one friend or known peer within a specific leisure activity	<input type="checkbox"/> Gives eye contact when spoken to	<input type="checkbox"/> Uses names of members of staff or their own family
<input type="checkbox"/> Finds a nearby familiar member of staff to speak to if they are upset during an activity	<input type="checkbox"/> Initiates a simple conversation	<input type="checkbox"/> Smiles or laughs in response to something funny
<input type="checkbox"/> Joins in a leisure activity if a familiar member of staff is nearby (does not have to keep checking-in with them)	<input type="checkbox"/> Carries on a simple two-way conversation	<input type="checkbox"/> Repeats an action that created laughter
<input type="checkbox"/> Joins in adult-led group activity	<input type="checkbox"/> Starts talking about themselves	<input type="checkbox"/> Communicates 'Please' and 'Thanks' or 'Ta' when reminded using words, signs or symbols
<input type="checkbox"/> Accepts direction during a leisure activity	<input type="checkbox"/> Communicates in a manner that can be understood by an unfamiliar person	<input type="checkbox"/> Communicates 'Sorry' when reminded using words, signs or symbols
<input type="checkbox"/> Demonstrates an interest in another's play and will join in	<input type="checkbox"/> Communicates in a manner that can be understood by a familiar person	<input type="checkbox"/> Demonstrates affection for peers
<input type="checkbox"/> Chooses to be in a group, partnered or near to a specific person during an activity	<input type="checkbox"/> Communicates with known and unknown people in a range of settings	<input type="checkbox"/> Demonstrates empathy for others
	<input type="checkbox"/> Expresses emotions towards others using words, not just actions	<input type="checkbox"/> Indicates an awareness of others' feelings through speech
	<input type="checkbox"/> Seeks out, and begins to interact with, specific peers	<input type="checkbox"/> Shows affection for others
	<input type="checkbox"/> Shares an activity with another person for five minutes, e.g. share a book	
Organising & Managing Leisure Pursuits		
<input type="checkbox"/> Recognises a leisure facility in their locality, e.g. when they arrive in the car park	<input type="checkbox"/> Make a 'list' of what they want to do tomorrow	<input type="checkbox"/> Demonstrates restraint when told to leave an enjoyable activity
<input type="checkbox"/> Recognises a familiar item used in a leisure activity, e.g. points to their library card from a range of cards	<input type="checkbox"/> Shows awareness of appropriate clothing for weather	<input type="checkbox"/> Explores pictures on a screen
<input type="checkbox"/> Puts given items into a bag when requested, e.g. wallet, ID card	<input type="checkbox"/> Demonstrates understanding of the function of a familiar object related to a leisure activity, e.g. puts goggles on the correct part of the body, puts coins in a purse	<input type="checkbox"/> Explores a new environment, away from members of staff
<input type="checkbox"/> Hands coins to another person (not necessarily the correct coins)	<input type="checkbox"/> Gets the correct clothes or accessories for an activity with prompts, e.g. painting, cooking, etc.	<input type="checkbox"/> Leaves one activity to go to another when requested to do so
<input type="checkbox"/> Shows their ID card with verbal and physical prompts, e.g. membership card, travel pass	<input type="checkbox"/> Names a range of activities with encouragement	<input type="checkbox"/> Responds appropriately to the announcement of an activity, e.g. PE, art, etc.
<input type="checkbox"/> States how old they are		<input type="checkbox"/> Recognises what happens at the end of a leisure activity, e.g. leaving the equipment behind, saying "Goodbye"
<input type="checkbox"/> Puts a mark on a calendar to show where they should be with prompts, e.g. a cross means at home		<input type="checkbox"/> Recognises a photograph of themselves on their ID card, e.g. membership card, travel pass

Name:

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

**Household Chores**

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| <input type="checkbox"/> Follows a simple one- or two-key word instruction when accompanied by gestures and context<br><input type="checkbox"/> Watches water fill a bowl<br><input type="checkbox"/> Identifies the use of household objects, e.g. hairbrush, spoon, mug, etc.<br><input type="checkbox"/> Picks up small objects securely with a pincer grip<br><input type="checkbox"/> Picks objects off the floor when holding furniture for support<br><input type="checkbox"/> Puts rubbish in the bin when encouraged to do so by a member of staff<br><input type="checkbox"/> Takes object out of container in imitation<br><input type="checkbox"/> Touches a range of textures without protest when provided with different objects<br><input type="checkbox"/> Manipulates materials in increasingly complex ways when given intricate objects, e.g. turns penny-sized dials, pushes penny-sized buttons | <input type="checkbox"/> Demonstrates growing eye and hand function, e.g. focuses on, reaches for and grasps objects<br><input type="checkbox"/> Demonstrates growing hand-to-hand co-ordination, e.g. clapping, passing a cup from one hand to the other<br><input type="checkbox"/> Tolerates the sound of the vacuum cleaner with some support<br><input type="checkbox"/> Accepts help in using objects<br><input type="checkbox"/> Remembers the purpose of a tool over a short period of time<br><input type="checkbox"/> Copies simple actions using their lower body<br><input type="checkbox"/> Copies simple actions using their upper body<br><input type="checkbox"/> Responds to cleaning routines consistently when they frequently undertake them over extended periods of time<br><input type="checkbox"/> Interacts with a familiar piece of cleaning equipment briefly when its name is spoken or signed | <input type="checkbox"/> Engages in cleaning/tidying activities for three minutes when working with a familiar member of staff<br><input type="checkbox"/> Engages in cleaning/tidying activities for five minutes when working with a familiar member of staff<br><input type="checkbox"/> Presses and releases an access/control device with support<br><input type="checkbox"/> Pushes a plug into a socket with hand-over-hand assistance<br><input type="checkbox"/> Squeezes using a trigger to release cleaning fluid from a container with hand-over hand support<br><input type="checkbox"/> Stops and faces a vacuum cleaner when it has been switched on (localising the origin of the noise)<br><input type="checkbox"/> Observes and responds to staff using a washing machine, e.g. by demonstrating interest in what is inside the drum, what the detergent smells like, etc. |
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**Household Maintenance**

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| <input type="checkbox"/> Applies a familiar action to a new cause-and-effect activity to try and make it work<br><input type="checkbox"/> Applies a new action to a familiar cause-and-effect activity after a previous negative response<br><input type="checkbox"/> Applies a familiar action to a familiar cause-and-effect activity after a previous positive response | <input type="checkbox"/> Communicates surprise if familiar object fails to complete an action, e.g. make a noise when button is pressed<br><input type="checkbox"/> Observes the result of their action<br><input type="checkbox"/> Communicates to a member of staff with verbal or physical exclamations, e.g. saying "Uh-oh!" when something goes wrong | <input type="checkbox"/> Tracks a smell until it moves out of range when odours are passed in front of them<br><input type="checkbox"/> Tracks a sound until it moves out of range when noise-making objects are passed in front of them<br><input type="checkbox"/> Responds to different environmental sounds appropriately when they are part of familiar routines, e.g. looks at the door when the bell goes |
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**Household Routines**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given a visual cue<br><input type="checkbox"/> Anticipates a routine demonstrating an expectation of familiar actions when given an auditory cue | <input type="checkbox"/> Looks at their visual timetable with interest when it is placed in front of them<br><input type="checkbox"/> Acknowledges a change in lighting<br><input type="checkbox"/> Remembers an action over a short period<br><input type="checkbox"/> Repeats an action for a specific purpose | <input type="checkbox"/> Identifies that a specific object signifies an activity, e.g. coat means going outside<br><input type="checkbox"/> Follows the sequence of a familiar daily routine and responds appropriately<br><input type="checkbox"/> Recognises that the ringing of the phone means someone is calling<br><input type="checkbox"/> Demonstrates recognition of some of their own belongings |
|---|--|--|

Name:

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

Sourcing Information		
<input type="checkbox"/> Uses a correct source to find the weather forecast <input type="checkbox"/> Finds and reads temperatures in a weather forecast <input type="checkbox"/> Repeats details from weather forecast <input type="checkbox"/> Repeats details from an account they have heard <input type="checkbox"/> Names and locates the capital cities of the UK on a map <input type="checkbox"/> Reads and responds to a short national and international news story <input type="checkbox"/> Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction <input type="checkbox"/> Uses illustrations, images and captions to locate information <input type="checkbox"/> Simply explains a difference between fact and fiction <input type="checkbox"/> Recognises facts <input type="checkbox"/> Expresses statements of fact clearly <input type="checkbox"/> Formulates questions to seek specific details	<input type="checkbox"/> Asks for information over the telephone from a help line <input type="checkbox"/> Asks questions to obtain information regarding community events <input type="checkbox"/> Uses correct source to find out about what is on at a local community hub <input type="checkbox"/> Identifies why they want to take part in a leisure activity/community event, e.g. want to improve their skills, peer recommended it <input type="checkbox"/> Draws on background information to help understanding <input type="checkbox"/> Decides on what information they want to find out before a meeting, e.g. in discussion with a member of staff <input type="checkbox"/> Accesses the website for their local council, e.g. to find information about rubbish collections <input type="checkbox"/> Navigates different areas of their local council's website to find information <input type="checkbox"/> Finds specified information from ICT-based sources by using simple search facilities	<input type="checkbox"/> Identifies meetings which relate to specific issues which may affect them, e.g. resident's meeting regarding changes in services <input type="checkbox"/> Speaks clearly, communicating with some confidence to familiar and unfamiliar people <input type="checkbox"/> Uses sequence markers to follow gist of explanations (firstly, lastly, then, in the end, finally) <input type="checkbox"/> Speaks in larger groups about a topic that affects them with support, e.g. uses notes written with a member of staff when raising a point during a meeting <input type="checkbox"/> Listens for and identifies the main points of short explanations <input type="checkbox"/> Identifies the purpose of a committee, e.g. residents or event planning committee <input type="checkbox"/> Recognises the type of format a committee meeting may follow <input type="checkbox"/> Books into a relevant meeting with prompts, e.g. requires support to call/write/email to advise a committee they are attending

Critical Thinking		
<input type="checkbox"/> Identifies if a community event or meeting is relevant to them, with guided questioning <input type="checkbox"/> Identifies the purpose of a community event <input type="checkbox"/> Identifies the purpose of event tickets <input type="checkbox"/> Sustains listening and participation in longer discussions or conversations about less familiar topics or experiences <input type="checkbox"/> Reports on who said what during a group discussion <input type="checkbox"/> Speculates on what has been said <input type="checkbox"/> Follow the gist of discussion regarding community matters	<input type="checkbox"/> Makes appropriate contributions to simple group discussions with others about a straightforward topic, e.g. in a staff meeting <input type="checkbox"/> Demonstrates acknowledgement of someone else's opinion or information in their relevant answers <input type="checkbox"/> Responds to others appropriately, e.g. when asked a question, when countering an explanation <input type="checkbox"/> Gives structured descriptions, explanations and narratives within familiar topics <input type="checkbox"/> Expresses their own feelings about a straightforward subject clearly <input type="checkbox"/> States a preference and gives generally clear reasons <input type="checkbox"/> Gives their opinion on a familiar topic confidently	<input type="checkbox"/> Gives their opinion even if others disagree <input type="checkbox"/> Suggests simple reasons behind events in a news story <input type="checkbox"/> Retells a news story they have read in the correct order <input type="checkbox"/> Asks questions about the text to aid understanding <input type="checkbox"/> Relates an event from a story to their own experience, retelling their experience with some detail <input type="checkbox"/> Justifies their own views with information from what they have read

Name:

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

**Money & Banking**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Recognises and knows the value of different denominations of coins<br><input type="checkbox"/> Recognises and knows the value of different denominations of notes<br><input type="checkbox"/> Recognises the symbol for pounds (£)<br><input type="checkbox"/> Recognises the symbol for pence (p)<br><input type="checkbox"/> Sorts coins by denomination for banking<br><input type="checkbox"/> Gives equivalent amounts to 5p<br><input type="checkbox"/> Give equivalent amounts to 10p<br><input type="checkbox"/> Gives equivalent amounts to 20p<br><input type="checkbox"/> Matches single coins to priced items<br><input type="checkbox"/> Solves money problems involving addition and subtraction of single digit numbers up to 20p<br><input type="checkbox"/> Answers simple subtraction money problems to 20p<br><input type="checkbox"/> Uses a single coin in a vending machine<br><input type="checkbox"/> Selects the correct coin for the locker<br><input type="checkbox"/> Understands the idea of saving, e.g. a piggy bank<br><input type="checkbox"/> Recognises they can save their money to use later | <input type="checkbox"/> Identifies where they have seen an ATM<br><input type="checkbox"/> Remembers their PIN<br><input type="checkbox"/> Inserts the correct card into an ATM<br><input type="checkbox"/> Types their PIN into an ATM (pressing enter if required) when requested<br><input type="checkbox"/> Selects the correct amount they are asked to withdraw from an ATM, either £10 or £20<br><input type="checkbox"/> Gives examples of what is meant by the term 'cash'<br><input type="checkbox"/> States the name of their bank when asked<br><input type="checkbox"/> Reads some words on bank forms, e.g. date/number on a deposit slip<br><input type="checkbox"/> Identifies the opening and closing times of their bank with prompts<br><input type="checkbox"/> Writes their bank account number<br><input type="checkbox"/> Locates basic information within a bank statement, e.g. their account number, address, name<br><input type="checkbox"/> Identifies basic information on an ATM receipt, e.g. the amount they withdrew | <input type="checkbox"/> Talks about the money they have spent when looking at their bank statement, e.g. remembers why they took out £10 and what it was spent on<br><input type="checkbox"/> Writes the numbers to 20 in words<br><input type="checkbox"/> Fills in a simple deposit slip with verbal prompts<br><input type="checkbox"/> Makes clear statements giving basic information about money concerns, e.g. the ATM is not working<br><input type="checkbox"/> Makes requests and asks straightforward questions using appropriate terms regarding money and banking issues<br><input type="checkbox"/> Follows single-step instructions regarding banking procedures<br><input type="checkbox"/> Responds to questions about specific information regarding money and banking issues<br><input type="checkbox"/> Identifies their cheque book<br><input type="checkbox"/> Identifies the apps on their mobile phone which relate to banking and money, e.g. mobile payment app such as Apple Pay, mobile banking app |
|--|---|--|

**Shopping & Budgeting**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Identifies which tills are self-service<br><input type="checkbox"/> Expects to be handed a piece of paper when asked if they would like the receipt<br><input type="checkbox"/> Identifies basic information on a shopping receipt<br><input type="checkbox"/> Pays for their shopping using a bank card with verbal and physical prompts, e.g. help to turn the card the correct way, reminder to press enter after putting in their PIN<br><input type="checkbox"/> Explains simply what could happen if someone takes an item out of a shop without paying | <input type="checkbox"/> Identifies a service they have to pay for in the setting, e.g. phone bill, coffee money<br><input type="checkbox"/> Identifies a way of saving money in the setting<br><input type="checkbox"/> Explains the difference between the terms 'cheap' and 'expensive'<br><input type="checkbox"/> Lists activities/events which cost and those which are 'free'<br><input type="checkbox"/> Describes what they spend their money on<br><input type="checkbox"/> Finds a price on a simple price list<br><input type="checkbox"/> Writes a shopping list | <input type="checkbox"/> Uses a shopping list to find and buy five familiar items in a grocery shop with minimal verbal prompts<br><input type="checkbox"/> Presses the correct numerical code on a vending machine |
|--|---|---|

Name:

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

**Walking & Running**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Moves freely around objects in a new room/environment, e.g. furniture | <input type="checkbox"/> Steps down a kerb with confidence         | <input type="checkbox"/> Jumps over a 5 cm high hurdle or obstacle                             |
| <input type="checkbox"/> Moves safely within the space available                               | <input type="checkbox"/> Runs in a straight line                   | <input type="checkbox"/> Jumps over an obstacle whilst running                                 |
| <input type="checkbox"/> Moves freely and confidently  | <input type="checkbox"/> Runs independently                        | <input type="checkbox"/> Jumps backwards with feet together                                    |
| <input type="checkbox"/> Changes their speed of movement                                       | <input type="checkbox"/> Runs on their toes                        | <input type="checkbox"/> Jumps sideways with feet together                                     |
| <input type="checkbox"/> Shows some awareness of others when moving                            | <input type="checkbox"/> Runs with good co-ordination              | <input type="checkbox"/> Jumps up and down on the spot with feet together                      |
| <input type="checkbox"/> Stands on their tiptoes   | <input type="checkbox"/> Stops and starts running in control       | <input type="checkbox"/> Moves downstairs on their bottom                                      |
| <input type="checkbox"/> Turns through 360° on the spot  | <input type="checkbox"/> Makes a sharp turn when running           | <input type="checkbox"/> Walks downstairs using a handrail - two feet per step                 |
| <input type="checkbox"/> Balances on each foot for three seconds                               | <input type="checkbox"/> Runs freely, avoiding large obstacles     | <input type="checkbox"/> Walks up a set of stairs using a handrail, using alternate feet       |
| <input type="checkbox"/> Attempts to walk along a line   | <input type="checkbox"/> Hops on one foot although may be unsteady | <input type="checkbox"/> Walks up a set of stairs without using a handrail, two feet to a step |
| <input type="checkbox"/> Walks forwards - heel to toe  | <input type="checkbox"/> Jumps forwards with feet together         | <input type="checkbox"/> Walks up and downstairs, alternating feet on each step                |
| <input type="checkbox"/> Walks backwards   | <input type="checkbox"/> Jumps forwards 10 centimetres or more     | <input type="checkbox"/> Stands and then moves unaided, more than 200 metres                   |
| <input type="checkbox"/> Walks, stops and turns without losing balance                         | <input type="checkbox"/> Jumps off a step                          |  |

**Cycling**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Gets on and off a balance bike              | <input type="checkbox"/> Begins to pedal a tricycle and propel ride-on toys     | <input type="checkbox"/> Demonstrates the correct action when asked to squeeze a brake on a tricycle |
| <input type="checkbox"/> Steers a balance bike around some obstacles | <input type="checkbox"/> Brakes on a balance bike with feet when trying to stop |  |

**Swimming**

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Holds the side of the pool and bobs up and down, getting their face wet | <input type="checkbox"/> Floats on their back in water using a swimming aid            | <input type="checkbox"/> Moves across the pool with support from a member of staff  |
| <input type="checkbox"/> Blows bubbles in water  | <input type="checkbox"/> Removes feet from the bottom of the pool with help of a float | <input type="checkbox"/> Propels themselves around the pool                         |
| <input type="checkbox"/> Kicks their legs on their front or back in the pool                     |  | <input type="checkbox"/> Uses both arms to pull or push water (whilst body is held) |

**Using a Mobility Aid**

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Moves around a space encountering and avoiding many objects or obstacles using a mobility aid | <input type="checkbox"/> Demonstrates the appropriate grip strength to stand and move using an aid or appliance |  |
| <input type="checkbox"/> Slides sideways on to a wheelchair/transfer board with some assistance from staff             | <input type="checkbox"/> Stands and then moves more than 200 metres using a mobility aid or appliance           |  |



Name:

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

Using Public and Commercial Transport		
<input type="checkbox"/> Pays their fair/shows their pass appropriately on public transport <input type="checkbox"/> Remembers to take items to aid their anxiety levels on a journey where appropriate, e.g. fidget cube <input type="checkbox"/> Recognises some risks when waiting on a train platform <input type="checkbox"/> Recognises some risks when waiting at a bus stop <input type="checkbox"/> Recognises that the bus driver has seen a signal and is slowing down to stop to let them on the bus <input type="checkbox"/> Recognises that someone else at the bus stop has signalled the bus to stop <input type="checkbox"/> Recognises they have to alert the bus driver they wish to get off by pressing a signal button before their stop <input type="checkbox"/> Recognises they only press the 'stop' button once to alert the driver <input type="checkbox"/> Recognises that the bus driver has heard a signal and is slowing down to stop to let them off the bus	<input type="checkbox"/> Gets on/off the bus at the correct stop for a familiar journey with a prompt <input type="checkbox"/> Recognises they must not converse with the bus driver whilst they are driving <input type="checkbox"/> Looks out to see if they are near their destination with prompts <input type="checkbox"/> Identifies that buses will only stop to let people on and off at a bus stop <input type="checkbox"/> Recognises the train door may not open without the button being pressed <input type="checkbox"/> Stands in a safe area if there are no seats on the train/bus <input type="checkbox"/> Identifies an alarm lever on a train and a reason why it might be pulled <input type="checkbox"/> Acts courteously to other passengers <input type="checkbox"/> States their address including their house number, street and town <input type="checkbox"/> Asks the price of the journey in a commercial vehicle with a prompt	<input type="checkbox"/> Remembers to take their personal belongings before exiting a vehicle with a prompt <input type="checkbox"/> Describes how to keep their things safe when outside of the setting/during a journey <input type="checkbox"/> Locates the taxi rank/taxi office in a familiar place, e.g. within the usual train station <input type="checkbox"/> Queues appropriately when waiting for a taxi <input type="checkbox"/> Uses a taxi-hailing app with verbal prompts for each step <input type="checkbox"/> Identifies the phone number of a taxi firm in a contacts book <input type="checkbox"/> Demonstrates safe behaviour when in a car <input type="checkbox"/> Suggests ways they can keep themselves safe in different places <input type="checkbox"/> Identifies an appropriate person to ask for help in a familiar place <input type="checkbox"/> Recognises safe and unsafe situations
Travelling as a Pedestrian		
<input type="checkbox"/> Walks a familiar journey of a distance of under 1 mile independently, at an average speed <input type="checkbox"/> Walks along familiar pavements avoiding moving people and obstacles <input type="checkbox"/> Follows written direction to get to a set location <input type="checkbox"/> Identifies safe places to cross on a familiar journey <input type="checkbox"/> Explains the difference between a pelican and puffin crossing <input type="checkbox"/> Stops each time before they attempt to cross a road when using controlled crossings	<input type="checkbox"/> Uses a pedestrian/refuge island if there are no controlled crossing areas nearby <input type="checkbox"/> Explains why it is unsafe to walk along train and/or tram tracks <input type="checkbox"/> Recognises that trains can travel from either direction along the tracks <input type="checkbox"/> Identifies different ways they can be warned that a train is approaching a level crossing <input type="checkbox"/> Closes a gate they have opened with a prompt, e.g. at a field boundary <input type="checkbox"/> Explains how to walk near waterways safely <input type="checkbox"/> Stands clear of lift doors <input type="checkbox"/> Moves into the lift to accommodate others with verbal prompts	<input type="checkbox"/> Identifies the floor they wish to go to when using a lift <input type="checkbox"/> Demonstrates some lift etiquette <input type="checkbox"/> Moves clear of the escalator exit area immediately after reaching the end of the walkway <input type="checkbox"/> Stands on the correct side of the escalator <input type="checkbox"/> Demonstrates awareness of others waiting to get onto the escalator, e.g. merges in line with others <input type="checkbox"/> Identifies where the emergency stop button is generally located on an escalator
Travelling by Bicycle		
<input type="checkbox"/> Cycles with some pace and effort <input type="checkbox"/> Moves around obstacles when cycling at speed <input type="checkbox"/> Begins to choose the correct gears for different gradients <input type="checkbox"/> Steers a bicycle far enough away from the kerb when turning but close enough to the side of the road <input type="checkbox"/> Looks around before signalling a turn with a prompt <input type="checkbox"/> Signals turns to the left or right using their arms for one to two seconds <input type="checkbox"/> Steers into turns with both hands on the handlebars with a prompt <input type="checkbox"/> Keeps both hands on the handlebars unless signalling or changing gear with a prompt	<input type="checkbox"/> Keeps both feet on the pedals unless stop/starting <input type="checkbox"/> Explains why they should cover their brake lever all of the time <input type="checkbox"/> Identifies some hazards they may face when cycling on the road <input type="checkbox"/> Explains why they should not cycle close behind another vehicle <input type="checkbox"/> Explains the term 'blind spot' <input type="checkbox"/> Identifies different road surfaces on a familiar route, e.g. speed humps, potholes <input type="checkbox"/> Recognises that they have to stop for pedestrians waiting at zebra crossings <input type="checkbox"/> Follows the traffic light instructions as a cyclist when at a crossing, e.g. stops at a red light	<input type="checkbox"/> Recognises why they should slow down near animals or people <input type="checkbox"/> Recognises that they are not allowed to carry a passenger on their bicycle <input type="checkbox"/> Recognises that they are not allowed to hold onto a moving vehicle or trailer when on their bicycle <input type="checkbox"/> Identifies brake and reversing lights in use on cars <input type="checkbox"/> Recognises what a flat bicycle tyre looks/feels like <input type="checkbox"/> Oils a bicycle chain with verbal and physical prompts <input type="checkbox"/> Locks and unlocks their bike with minimal verbal and physical prompts

Name:

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

Planning a Journey

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Identifies key landscape/environmental features during a familiar journey, e.g. houses, hills   | <input type="checkbox"/> Locates the departure board/screen in a train station                                      | <input type="checkbox"/> Understands simple signs  |
| <input type="checkbox"/> Recalls key landscape/environmental features of a familiar journey, e.g. motorway, river  | <input type="checkbox"/> Relates places they have seen in real life to pictures/photographs                         | <input type="checkbox"/> Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.  |
| <input type="checkbox"/> Describes features of the land using appropriate language   | <input type="checkbox"/> Points to symbols/pictures of interest on a map/aerial photos                              | <input type="checkbox"/> Follows written instructions with assistance  |
| <input type="checkbox"/> Sequences pictures of three buildings they see on a familiar journey, e.g. first the church, then the school, then the leisure centre | <input type="checkbox"/> Copies bus numbers to aid memory when travelling, e.g. to work                             | <input type="checkbox"/> Follows a verbal directional instruction, e.g. go through the gate at the end of the path   |
| <input type="checkbox"/> Questions if a different route is taken on a familiar journey   | <input type="checkbox"/> Matches numerals to read bus numbers   | <input type="checkbox"/> Follows an instruction containing four key words  |
| <input type="checkbox"/> Gives an example of a landmark (local or national)  | <input type="checkbox"/> Understands what an address is   | <input type="checkbox"/> Takes photos as an aid to memory, e.g. of places to get off the bus on their journey to work  |
| <input type="checkbox"/> Indicates the direction of familiar places from home  | <input type="checkbox"/> Says part of their address   | <input type="checkbox"/> Understands familiar words, signs and symbols which describe position, including inside, outside, above, below, front (with some inconsistencies) |
| <input type="checkbox"/> Describes the length of a familiar journey using appropriate language, e.g. long, shorter   | <input type="checkbox"/> Copies their post code   | <input type="checkbox"/> Understands direction of movement, including forwards, backwards, up, down (with some inconsistencies)  |
| <input type="checkbox"/> Sequences a familiar journey in four parts, e.g. (home) - walk - bus - walk - work  | <input type="checkbox"/> Matches their post code  | <input type="checkbox"/> Understands and applies direction of movement in simple statements, including forwards, backwards, up, down, left, right                          |
| <input type="checkbox"/> Identifies local methods of transport   | <input type="checkbox"/> Indicates that water is coloured blue on simple maps                                       | <input type="checkbox"/> Listens to and engages with a navigation device, e.g. a Tom Tom device or Waze app whilst in a car  |
| <input type="checkbox"/> Identifies the name of the place they want to travel to   | <input type="checkbox"/> Identifies that land is coloured green, brown or yellow on simple maps                     |  |
| <input type="checkbox"/> Suggests how they can help remember part of a journey, e.g. take a note of the bus number that they need with them                    | <input type="checkbox"/> Identifies some of the days of the week  |  |
| <input type="checkbox"/> Gives directions as they walk a familiar route to a member of staff, e.g. next cross the road   | <input type="checkbox"/> Understands the use of a TV guide/bus timetable  |  |
|  | <input type="checkbox"/> Engages with a range of maps, e.g. points to symbols of interest, asks what a symbol means |  |
|  | <input type="checkbox"/> Identifies a map, e.g. on screen/paper   |  |
|  | <input type="checkbox"/> Identifies that maps show the location of different places                                 |  |
|  | <input type="checkbox"/> Identifies the key and symbols on a simple map   |  |
|  | <input type="checkbox"/> Uses the symbols on a simple pictorial map to find a place                                 |  |

# Sample Pages

The samples over the next few pages are designed to give you an overview of Steps4Life Employability Skills.



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

Name:

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

Unemployment & Claiming Benefits		
<input type="checkbox"/> Suggests a reason why people work	<input type="checkbox"/> Communicates possession through the use of the terms 'yours' and 'mine'	<input type="checkbox"/> Communicates with known and unknown people in a range of settings
<input type="checkbox"/> Recognises that a job provides money	<input type="checkbox"/> Follows simple instructions from a familiar person which are accompanied by actions when applying for help/benefits	<input type="checkbox"/> Shows care and concern for self
<input type="checkbox"/> Recognises they need money to buy items		
<input type="checkbox"/> Demonstrates an understanding of the concept of transaction (e.g. by exchanging a coin for an item, or one item for another, during a role-play activity) (PKSS)		
Planning their Future		
<input type="checkbox"/> Demonstrates curiosity in the outside world	<input type="checkbox"/> Joins in staff-led discussion about future aspiration and goals	<input type="checkbox"/> Identifies a job they would like to do
<input type="checkbox"/> Communicates about events in the immediate past, the present and in the future	<input type="checkbox"/> Pauses, showing consideration when offered an idea from member of staff or peer	<input type="checkbox"/> Communicates about subjects, activities, workshops etc. they like attending
<input type="checkbox"/> Joins in staff-led discussion about some of the rewards that a job brings	<input type="checkbox"/> Role plays 'real world' jobs, e.g. nurse, builder, doctor	
Knowing their Skill Set		
<input type="checkbox"/> Identifies positive words which describe themselves	<input type="checkbox"/> Starts talking about themselves	<input type="checkbox"/> Shows pleasure when hearing about something they like
<input type="checkbox"/> Identifies activities they know they are good at or can achieve a positive outcome with	<input type="checkbox"/> Suggests a skill or quality needed to do a familiar job, e.g. a vet should like animals	
Understanding Job Requirements		
<input type="checkbox"/> Names two different jobs	<input type="checkbox"/> Identifies one thing they might expect to happen at work, e.g. meet people, sit at a desk	<input type="checkbox"/> Communicates two things they have found out about a job after a discussion, e.g. name of company, wear uniform, working with animals
<input type="checkbox"/> Asks a question about a job	<input type="checkbox"/> Recognises what happens during a workday in a job they have been discussing, e.g. putting on uniform, talking to customers	<input type="checkbox"/> Identifies two things which attract them to the role being described
<input type="checkbox"/> Recognises simple words to do with employment, e.g. work, job, pay		
<input type="checkbox"/> Looks at and responds to photographs showing tasks for a job, e.g. washing up, stacking shelves, cutting grass		

Name:

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

**Finding a Job**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Identifies an appropriate person to ask for help with finding a job, e.g. careers advisor, carer<br><input type="checkbox"/> Understands the main points in a short, straightforward job advert<br><input type="checkbox"/> Identifies any qualification requirements in a job advert | <input type="checkbox"/> Identifies any skill requirements in a job advert<br><input type="checkbox"/> Identifies knowledge about themselves that is appropriate to a job advertised, e.g. their skills, qualifications or interests<br><input type="checkbox"/> Identifies how long it would take to travel to a place of work with support | <input type="checkbox"/> Identifies if the journey time to a job is acceptable, e.g. when looking at a journey planning app<br><input type="checkbox"/> Finds out basic information about a company named in a job advert, e.g. searches online to find out what they sell/provide, location |
|--|--|--|

**Applying for Jobs**

- |  |   |  |
|--|---|--|
| Reads and responds to the following words on forms:<br><input type="checkbox"/> - Name<br><input type="checkbox"/> - Address<br><input type="checkbox"/> - Date of birth<br><input type="checkbox"/> - Age<br><input type="checkbox"/> - Postcode<br><input type="checkbox"/> - Telephone number<br><input type="checkbox"/> Completes a form asking for personal information, e.g. first name, surname, address, postcode, age, date of birth | <input type="checkbox"/> Identifies the purpose of a CV<br><input type="checkbox"/> Identifies who they can ask to help or check their CV<br><input type="checkbox"/> Identifies the type of information that is included in a CV, e.g. education, skills<br><input type="checkbox"/> Identifies words which are positive which would be suitable for a CV, e.g. improved, organised<br><input type="checkbox"/> Writes positive information about themselves in sentences, which describes their skills simply | <input type="checkbox"/> Reads and understands sentences about themselves with more than one clause<br><input type="checkbox"/> Works with a member of staff to type relevant information into a template CV, e.g. using Word<br><input type="checkbox"/> Includes and checks the contact information on their CV<br><input type="checkbox"/> Composes simple sentences which communicates three pieces of relevant information in a covering letter, e.g. why they are writing, thanking them for reading |
|--|---|--|

**Interviewing for Jobs**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Identifies a reason why it is important to look and dress smartly for a job interview<br><input type="checkbox"/> Describes the importance of hygiene<br><input type="checkbox"/> Identifies steps that can be taken to ensure they get to an interview on time, e.g. ask someone to check travel plans, do a dry run<br><input type="checkbox"/> Identifies reasons why it is beneficial to practise interview questions<br><input type="checkbox"/> Identifies a reason why it is important to know something about the company/job being interviewed for, e.g. shows initiative, helps with answering questions<br><input type="checkbox"/> Identifies a place as the reception area in an unfamiliar building<br><input type="checkbox"/> Introduces themselves politely, giving some appropriate information about themselves, e.g. "Hello, my name is Jim and I am here for an interview." | <input type="checkbox"/> Identifies what they can do if they find making eye contact difficult, e.g. look at another part of the face<br><input type="checkbox"/> Listens with interest using signals to the speaker, e.g. eye contact, nodding<br><input type="checkbox"/> Follows simple introductory formalities, e.g. stands up to shake someone's hand<br><input type="checkbox"/> Identifies what is good body language in an interview<br><input type="checkbox"/> Gives two reasons why they think they would be good at a job<br><input type="checkbox"/> Identifies why it is important to turn off a mobile phone before an interview<br><input type="checkbox"/> Identifies items/behaviours they should avoid in an interview, e.g. chewing gum, texting | <input type="checkbox"/> Responds appropriately to questions within a job interview<br><input type="checkbox"/> Expresses straightforward information clearly in a job interview<br><input type="checkbox"/> Follows the gist of discussions<br><input type="checkbox"/> Makes appropriate contributions in interviews<br><input type="checkbox"/> Identifies different ways to hear about the outcome of an interview<br><input type="checkbox"/> Identifies how they would respond to an interviewer after being offered a job they interviewed for<br><input type="checkbox"/> Identifies how they would respond to an interviewer after being told they have not got a job they interviewed for |
|---|---|---|

Name:

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

Understanding Contracts		
<input type="checkbox"/> Recognises the daily routine	<input type="checkbox"/> Associates words they hear with actions they see when given instructions	<input type="checkbox"/> Follows simple commands (including verbs) with appropriate responses, e.g. rolls the ball when requested to
<input type="checkbox"/> Reads and responds to their visual timetable with assistance	<input type="checkbox"/> Associates words they hear with objects they see when given instructions	<input type="checkbox"/> Responds to verbal, physical and pictorial instructions with encouragement when following a work-related activity
<input type="checkbox"/> Identifies letters and symbols, demonstrating an understanding that they convey a meaning	<input type="checkbox"/> Responds to one-step commands appropriately when asked clearly by a member of staff, e.g. "Get your shoes"	
Health & Safety		
<input type="checkbox"/> Draws attention to symbols and signs in the environment	<input type="checkbox"/> Moves away from prohibited items or appliances when requested	<input type="checkbox"/> Understands words related to physical health, e.g. pain, ouch, cut
<input type="checkbox"/> Indicates they have an issue within the workplace environment, e.g. by pulling a member of staff to the location	<input type="checkbox"/> Accepts the word 'No' in some situations	<input type="checkbox"/> Uses a word, sign, symbol or gesture to express how their body feels if in pain or discomfort
<input type="checkbox"/> Communicates why an appliance or utensil can be dangerous with a gesture or word, e.g. pulls hand away or communicates "ouch!"	<input type="checkbox"/> Shows some basic awareness of cause-and-effect	<input type="checkbox"/> Indicates the need for help with words, gestures, or symbols
	<input type="checkbox"/> Demonstrates an understanding of words associated with mental health, e.g. sad, cry, upset	<input type="checkbox"/> Accepts help
Pay Rights		
<input type="checkbox"/> Communicates "Me" and "Mine" to identify possession when objects are introduced/taken away	<input type="checkbox"/> Listens to numbers being counted	<input type="checkbox"/> Responds to "Give me some more of [named item]"
<input type="checkbox"/> Communicates 'Gone' or 'All gone' appropriately	<input type="checkbox"/> Presses buttons on calculator and watches number display	<input type="checkbox"/> Plays with coins
<input type="checkbox"/> Looks at numbers written in figures	<input type="checkbox"/> Responds to "Give me some of [named item]"	
Grievances		
<input type="checkbox"/> Communicates about an issue that affects them	<input type="checkbox"/> Asks questions using words, signs symbols, gestures or facial expressions when requiring information or clarification about objects, people or occasions	<input type="checkbox"/> Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is
<input type="checkbox"/> Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield	<input type="checkbox"/> Shakes their head, signs or uses symbols in disagreement to a suggestion or viewpoint of another	<input type="checkbox"/> Responds to choices with actions or gestures when given options
<input type="checkbox"/> Looks to a member of staff for support	<input type="checkbox"/> Nods, signs or uses symbols in agreement to a suggestion or viewpoint of another	<input type="checkbox"/> Calms down and returns to an activity when a problem is resolved
<input type="checkbox"/> Makes their feelings known to a member of staff	<input type="checkbox"/> Communicates likes or dislikes using words, signs or symbols	

Name:

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

Communication & Interpersonal Skills		
<input type="checkbox"/> Identifies ways to develop good relationships with others in a workplace <input type="checkbox"/> Uses formal greetings where appropriate <input type="checkbox"/> Identifies ways to form a good impression <input type="checkbox"/> Identifies whether a situation is formal or informal <input type="checkbox"/> Copes with necessary interactions with strangers <input type="checkbox"/> Speaks at the appropriate register and speed <input type="checkbox"/> Signals understanding appropriately (nodding, agreeing, repeating) <input type="checkbox"/> Maintains the personal space of others <input type="checkbox"/> Makes requests and asks concise questions using appropriate language in different contexts <input type="checkbox"/> Asks for advice in a range of contexts <input type="checkbox"/> Makes contributions to discussions or meetings that are relevant to the subject <input type="checkbox"/> Listens and responds to the content of meetings which relate to specific issues that may affect them	<input type="checkbox"/> Listens and responds to other points of view appropriately, even if they disagree <input type="checkbox"/> Takes part actively in a conversation <input type="checkbox"/> Respects the turn taking rights of others during discussions <input type="checkbox"/> Speaks at an appropriate time and for an appropriate duration in a discussion <input type="checkbox"/> Ends a talk, discussion or conversation appropriately <input type="checkbox"/> Identifies the importance of maintaining courtesy in the workplace, e.g. towards colleagues/customers <input type="checkbox"/> Cooperates well with others in their team <input type="checkbox"/> Identifies why conflict might occur in a workplace <input type="checkbox"/> Reaches an agreement with others <input type="checkbox"/> Identifies who they would need to communicate with in the workplace <input type="checkbox"/> Identifies workplace communication methods, e.g. email, discussions	<input type="checkbox"/> Identifies reasons why they need to communicate with different people in the workplace, e.g. to let someone know how much paper to order, to inform about broken equipment <input type="checkbox"/> Identifies how to communicate with work colleagues effectively, e.g. active listening face-to-face, polite terms within an email <input type="checkbox"/> Recognises simple actions that could be taken with a major problem in the workplace <input type="checkbox"/> Recognises simple actions that could be taken with a minor problem in the workplace <input type="checkbox"/> Follows verbal instructions to use a new piece of equipment that they have seen used before <input type="checkbox"/> Recognises and responds to emotions in others, e.g. get help, speak calmly <input type="checkbox"/> Identifies ways to develop good relationships with the people in a workplace

Professional & Organisational Skills		
<input type="checkbox"/> Anticipates the outcome or consequences of a familiar action, e.g. completing a work task on time or later than planned <input type="checkbox"/> Identifies who to talk to help improve their workplace skills, e.g. asking a supervisor for training sessions <input type="checkbox"/> Identifies their own responsibilities <input type="checkbox"/> Stays on task to complete their responsibilities most of the time <input type="checkbox"/> Identifies their deadlines <input type="checkbox"/> Demonstrates some initiative within unfamiliar tasks, e.g. checks instruction booklet, asks a colleague <input type="checkbox"/> Identifies the quality expected of the tasks they are required to do <input type="checkbox"/> Identifies the tasks that they need to complete <input type="checkbox"/> Identifies what to do if they feel that they won't finish tasks on time <input type="checkbox"/> Begins their daily tasks after arriving at work with support only if there is an unusual occurrence <input type="checkbox"/> Attends work on time <input type="checkbox"/> Attends work in accordance to their contracted hours <input type="checkbox"/> Leaves work at the appropriate time mostly independently <input type="checkbox"/> Leaves work appropriately	<input type="checkbox"/> Identifies the importance of attending work regularly <input type="checkbox"/> Identifies the importance of attending work on time <input type="checkbox"/> Takes appropriate breaks, e.g. makes sure they are back within a time limit <input type="checkbox"/> Identifies if they are late, early or on time <input type="checkbox"/> Informs the relevant person if they are running late <input type="checkbox"/> Recognises whose responsibility it is to report a health and safety issue, e.g. when they spot water on the hall floor <input type="checkbox"/> Identifies their responsibilities for safety at work, e.g. making sure doors/cupboards are shut/locked <input type="checkbox"/> Applies familiar safety considerations when participating in their day to day work duties <input type="checkbox"/> Recognises why a work area should be tidy <input type="checkbox"/> Recognises there may be areas/rooms in the workplace they are not allowed to enter <input type="checkbox"/> Follows some of the directions and procedures explained to them in the workplace independently, requiring assistance or reminders at some points of the day/task <input type="checkbox"/> Defines the term 'delegation'	<input type="checkbox"/> Identifies what behaviours would help collaboration <input type="checkbox"/> Demonstrates a willingness to try new tasks and responsibilities at work both individually and as part of a team <input type="checkbox"/> Demonstrates initiative to work independently on familiar and unfamiliar tasks most of the time <input type="checkbox"/> Identifies how they could tell if a colleague may need help with a task <input type="checkbox"/> Identifies a reason why their responsibilities may change at work <input type="checkbox"/> Demonstrates good moral judgement when exploring difficult workplace scenarios <input type="checkbox"/> Identifies a positive action they could take to show involvement in a workplace <input type="checkbox"/> Identifies ways of showing honesty or trustworthiness in the workplace <input type="checkbox"/> Identifies what a customer wants from a business, e.g. good quality, low price <input type="checkbox"/> Identifies one impact of bad customer service on a business <input type="checkbox"/> Identifies how following written and unwritten rules in the workplace create a positive environment <input type="checkbox"/> Identifies an appropriate person to ask for help in an unfamiliar situation

Name:

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

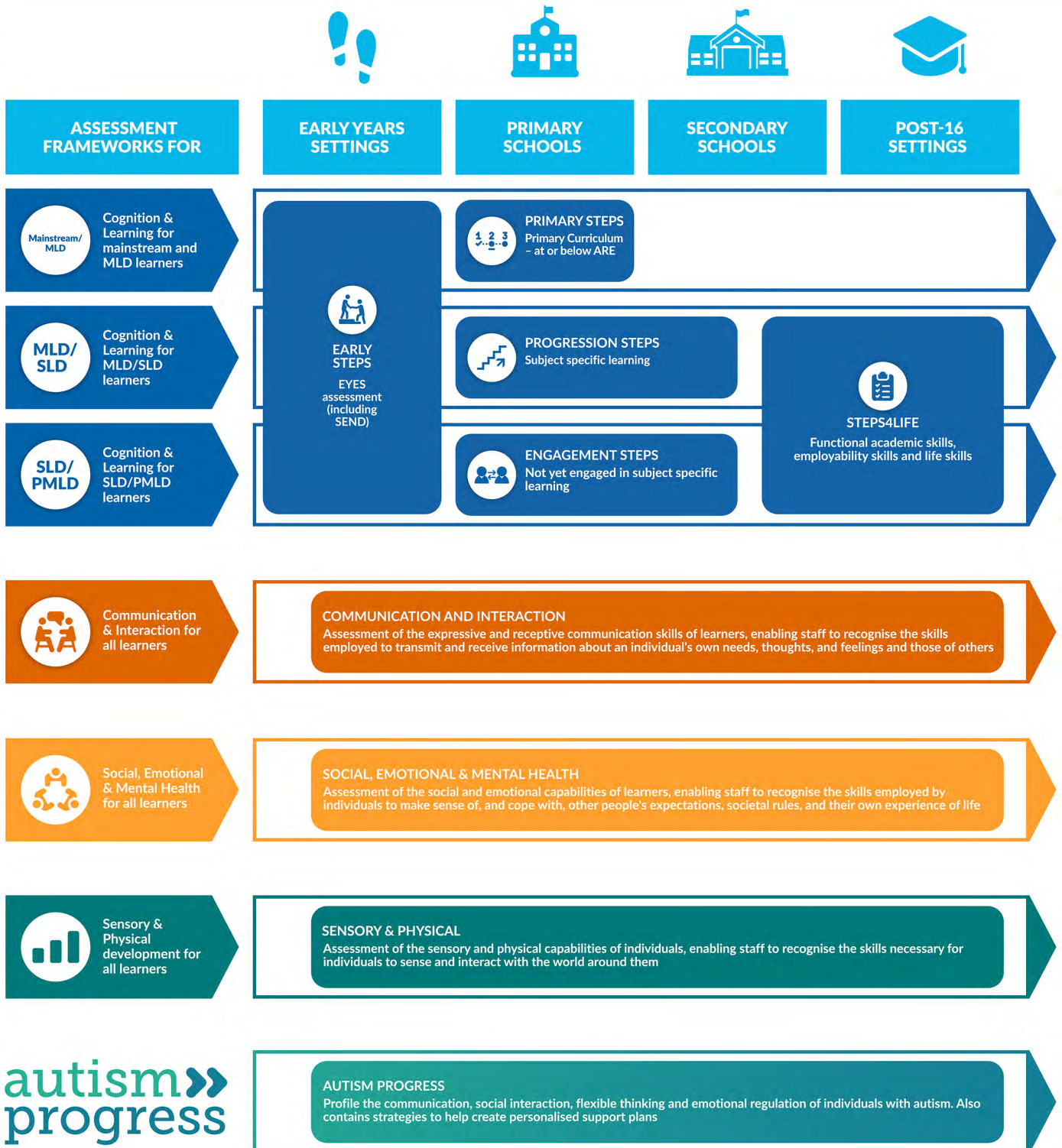
**Workplace Routines**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Attends work with the appropriate clothes, shoes, accessories and equipment<br><input type="checkbox"/> Checks the accessibility of their journey to work in advance, making changes if there is an issue<br><input type="checkbox"/> Locates places, people and equipment in the workplace independently<br><input type="checkbox"/> Demonstrates initiative to keep a workplace environment tidy, e.g. puts away a delivery if appropriate<br><input type="checkbox"/> Clears up areas or equipment which are not necessarily their responsibility, e.g. washes up a colleague's tea mug as well as their own<br><input type="checkbox"/> Completes daily workday tasks independently and within given time limits<br><input type="checkbox"/> Makes efficient use of workplace resources<br><input type="checkbox"/> Demonstrates efficient time management skills<br><input type="checkbox"/> Demonstrates appropriate behaviours and attitudes at work<br><input type="checkbox"/> Copes with a change in the day which affects how they follow their routine | <input type="checkbox"/> Identifies reasons why employers may decide to change a routine or procedure at work<br><input type="checkbox"/> Interacts appropriately with work colleagues<br><input type="checkbox"/> Identifies how to deal appropriately with a range of positive work situations, e.g. being praised by a team leader<br><input type="checkbox"/> Identifies how to deal appropriately with a range of negative work situations, e.g. interpersonal issues/accidentally breaking equipment<br><input type="checkbox"/> Follows timing guidelines and rules of etiquette when taking lunch, rest or toilet breaks during the workday, e.g. speaking politely to colleagues in an informal environment such as a staffroom or canteen<br><input type="checkbox"/> Recognises that some places of work have social routines which are not written as contractual guidelines, e.g. having collections for leavers, taking in cake on a birthday | <input type="checkbox"/> Identifies procedures with a range of uncommon workplace issues, e.g. customer complaint, sickness, injury<br><input type="checkbox"/> Seeks advice when appropriate<br><input type="checkbox"/> Identifies who can help them reach a solution and how it could be achieved<br><input type="checkbox"/> Identifies relevant health and safety practices which are their own responsibility<br><input type="checkbox"/> Identifies who is/are responsible (within a workplace) for health and safety<br><input type="checkbox"/> Demonstrates attentive listening by responding to or initiating discussion, which draws on what has been said<br><input type="checkbox"/> Identifies how to make a positive contribution to a workplace<br><input type="checkbox"/> Follows the directions and procedures explained to them in the workplace independently |
|---|---|---|



# Our Assessment Frameworks

The image below gives an overview of the different frameworks available within Connecting Steps.



# Our Assessment Frameworks

Each assessment framework has to align to the curriculum it is based on. This means our frameworks use a range of level structures. The image below shows a comparison between our different frameworks.

STATUTORY FRAMEWORKS			B SQUARED ASSESSMENT FRAMEWORKS						
P Levels and NC Levels	Pre-Key Stage Standards		Early Steps	Engagement Steps	Progression Steps	Primary Steps	Steps4Life	Autism Progress	Broad Areas of Need
NC 7					Progression Step 10				Level 16 (13–15 yrs)
NC 6					Progression Step 9	Greater Depth & Breadth	Level 2	Level 17	Level 15 (11–13 yrs)
NC 5								Level 16	
NC 4					Progression Step 8	Year 6	Level 1	Level 15	Level 14 (9–11 yrs)
						Year 5			
NC 3					Progression Step 7	Year 4	Entry 3	Level 14	Level 13 (7–9 yrs)
NC 2	NC 2a	Standard 6				Year 3			
	NC 2b				Progression Step 6				
	NC 2c					Year 2	Entry 2	Level 13	Level 12 (6–7 yrs)
NC 1	NC 1a	Standard 5	Exc. ELG		Progression Step 5				
	NC 1b	Standard 4	ELG		Progression Step 4	Year 1	Entry 1	Level 12	Level 11 (5–6 yrs)
	NC 1c	Standard 3			Progression Step 3	Progression Step 3			
P8			40–60 months				Step 7	Level 11	Level 10 (4–5 yrs)
P7	Standard 2		30–50 months		Progression Step 2	Progression Step 2		Level 10	Level 9 (3–4 yrs)
P6	Standard 1		22–36 months	Engagement Step 6			Step 6	Level 9	Level 8 (2½–3 yrs)
P5			16–26 months		Progression Step 1	Progression Step 1		Level 8	Level 7 (2–2½ yrs)
P4			8–20 months	Engagement Step 5			Step 5	Level 7	Level 6 (18–24 mths)
P3(ii)			0–11 months					Level 6	Level 5 (12–18 mths)
P3(i)				Engagement Step 4			Step 4	Level 5	Level 4 (9–12 mths)
P2(ii)				Engagement Step 3			Step 3	Level 4	Level 3 (6–9 mths)
P2(i)				Engagement Step 2			Step 2	Level 3	Level 2 (3–6 mths)
P1(ii)							Step 2	Level 2	Level 1 (0–3 mths)

# Cognition and Learning

## Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas –Mathematics, Literacy, Physical Development, Communication and Language, PSED, Understanding the World, Expressive Arts and Design.

## Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 7 areas of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

## Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Relationships) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

### Core Subjects

English, Maths and Science

### Plus Subjects

Computing, PSHE (including Sex & Relationships and Citizenship) and PE

### Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

## Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RQF Level 1 and 2.

### Academic Skills

English, Maths, PSD (including Sex & Relationships) and Digital Skills

### Life Skills

Food, Self-Care, Independence, Travel

### Employability Skills

Choosing a Job, Getting a Job, Rights, Workplace Skills and Workplace Routines

## 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

## 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

***“Connecting Steps was crucial in securing our  
Outstanding OFSTED Inspection“***

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

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)



# Want to find out more?

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[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)

**BSquared** 