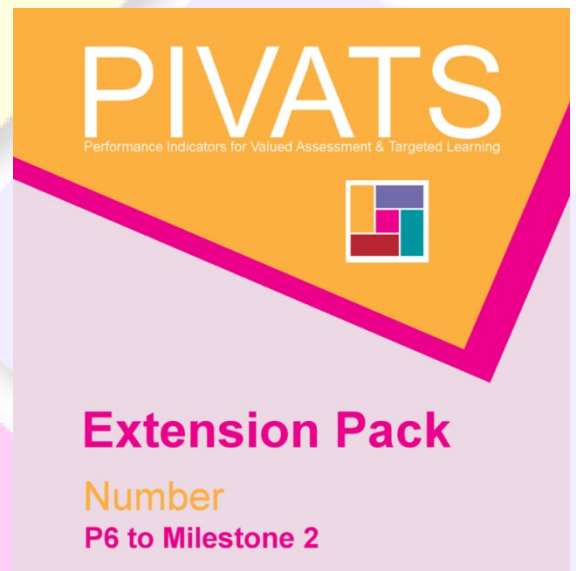


# Now Available!

## PIVATS Extension Packs & Webinars



**You need:**

Photographs of familiar people (family members, friends etc) – choose 5 to 10 per book.

Photographs of familiar objects (in the home or in school)

**What to do:**

1. Stick a photograph on each page of your booklet.
2. Write the word underneath (or above) each picture.
3. Staple or bind together to make a book. Make a cover for the book.
4. Pupil reads the book with an adult.
5. Pupil takes book home and reads with parents / carers.



Mum




Dad




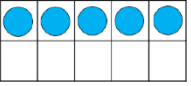
Misty

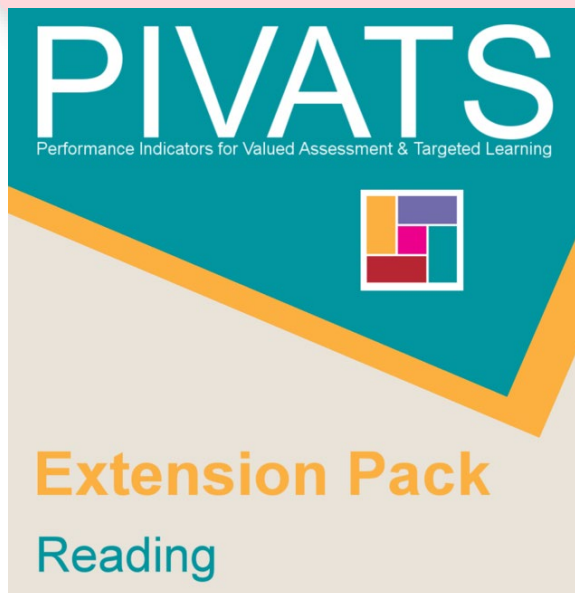
Choose the correct numeral from this selection to show each amount below:













- Revised electronic milestones in the areas of "Number" and "Reading" containing embedded hyperlinks to take users to associated resources to support the PIVATS assessment process
- Working in a similar approach to the PSED Toolkit
- Number will be available initially to support P6 to Milestone 2 with an extension pack to support Milestones 3 and 4 to be released in due course
- Each "Extension Pack" will be available for £50 (plus VAT where applicable)

Now choose the correct numeral to show these amounts:


**A**




**B**



**C**



**D**



To order the Extension Packs please complete the order form below:

<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=895259>

In addition to the PIVATS Extension Packs the following training webinars are also now available to order:

- "An Introduction to PIVATS 5"
- "An Introduction to PIVATS PSED"

Designed to run as a staff meeting/INSET session accompanied by practical activity packs to enable group participation

PIVATS

Performance Indicators for Standard Assessment & Targeted Learning



An Introduction to PIVATS 5

## OfSTED – EYFS

- Detailed knowledge and skills across 7 areas
  - Use of phonics to read accurately with increasing speed and fluency
  - Reading for Y1
  - **Children with lower starting points achieve well**
  - Achievement of ELGs and personal, social and physical skills
  - Enjoyment of stories, rhymes and songs
- **Positive attitudes to learning**
    - Curiosity and excitement
    - Listen intently
    - Respond positively
    - Develop resilience
  - Management of feelings
  - Understanding of



## PIVATS 5

Performance Indicator Headings – these show the particular area of assessment within the milestone. They do not have to be achieved in any order

Overview statement of progress at this particular milestone. This helps with initial assessments

PIVATS PERFORMANCE INDICATORS					PIVATS MILESTONE THREE				
VOCABULARY AND LANGUAGE	INFERENTIAL UNDERSTANDING	EMOTIONAL, LITERAL UNDERSTANDING AND RETRIEVAL	DISCUSSION AND RESPONSE	FEATURES STRUCTURE AND ORGANISATION	PIVATS STAGE THREE-1				
Pupil uses morphemes to work out the meaning of unfamiliar words (e.g. funny, happy).	Pupil makes predictions using evidence from the text or text type.	Pupil identifies the key points in and increasing range of fiction and non-fiction texts.	Pupil sometimes makes simple connections between texts (e.g. similarities in plot, theme, topic).	Pupil recognises some different forms of poetry, e.g. prose poems and catkins.	Pupils demonstrate understanding of texts by asking on answering questions relating to who, what, where, when why and how. They can summarise the main points from simple texts. Pupils can identify where language is used to create effect and can make simple connections between texts.				
Pupil uses vocabulary accurately to talk about characters (e.g. naughty, kind).	Pupil makes increasingly detailed statements about characters (e.g. naughty, kind) and focuses the action using evidence from the text or personal experience.	Pupil clearly summarises the main points from a simple passage or text.	Pupil identifies the main purpose of the text (e.g. to persuade, inform, entertain).	Pupil recognises some different forms of poetry, e.g. prose poems and catkins.	Criteria and examples – a child would usually achieve each criteria before being awarded that indicator with a tick.				
Pupil sometimes identifies where language is used to create an effect (e.g. which words make it seem spooky?).		Pupil demonstrates understanding of characters by asking and answering questions relating to who, what, where, when, why, how.	Pupil makes oral responses to questions (e.g. 1-3 based on 4).	Pupil prepares texts, e.g. poems/playscripts to read aloud.					
Pupil identifies, discusses and collects favourite words and phrases.				Pupil can analyse texts looking at language, structure and presentation.					

Key – used to allocate a PIVATS milestone level and score

## PIVATS Toolkit

- Supports planning and resourcing of interventions
- Can be used to plan additional support within class
- Complements the PIVATS PSED in setting and planning targets
- Offers a variety of practical suggestions
- Offers editable TOOLKIT cards



- Situated in the private area of YouTube to facilitate restricted access
- Orders will need to provide a g-mail address to obtain access to the webinars.
- To place an order please complete the form accessible via the link below (**please note that a g-mail address is required when ordering**):  
<https://clickquestion.lancashire.gov.uk/runQuestionnaire.asp?qid=895412>

For further details of these new resources please contact:

The PIVATS Support Team on (01772) 531555 or via [pivats@lancashire.gov.uk](mailto:pivats@lancashire.gov.uk)

- Available at a cost of £50 (plus VAT if applicable) each
- The training webinars are presented by Steph Johnson, Education Consultant, and provide an overview of the PIVATS 5 and PIVATS PSED milestones and how they should be utilised.
- In addition to the videos, which will be available for four weeks, a pack of associated resources

PIVATS PSED<sup>5th Edition</sup>

An Introduction to PIVATS PSED

