

PIVATS Milestones and the Pre-Key Stage Standards

In 2015 the government established a review of statutory assessment arrangements for pupils in primary schools working below the standard of national curriculum assessments. The following changes were made from 2018/19 and further updates are applicable since KS1 assessment became non-statutory in 2023. This table summarises the standards at which children working below age related standards should be assessed.

Summary for 2022-23 onwards

	2022/23 onwards
Subject-specific study	Final pre-key stage 2 standards <ul style="list-style-type: none">• Standard 6 (working at the KS1 expected standard)• Standard 5 (working towards the KS1 expected standard)• Standard 4• Standard 3• Standard 2• Standard 1
Not subject specific study	Engagement model

Pupils engaged in subject-specific study.

The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks.

Pupils not engaged in subject-specific study.

If a pupil is working below the standard of these pre-key stage standards, their outcome should be reported using the engagement model.

The PIVATS P Scale milestones are still relevant for ongoing formative assessment and for in-school summative assessments.

PIVATS continues to be a viable assessment tool. In response to concerns regarding the statutory requirements of assessing against the pre-key stage standards, the PIVATS team have produced the following guidance. However, attention must be drawn to the following points taken from the Pre-Key stage 2 Teacher Assessment Framework. [2021 Pre-key stage 2 - pupils working below the national curriculum assessment standard](#)

- The pre-key stage standards focus on **certain key aspects** of English reading, English writing and mathematics for the specific purpose of statutory end of key stage assessment.
- Teachers should be confident that pupils have met the standard(s) preceding the one at which they judge them to be working. However, they are not required to have specific evidence for that judgement. A pupil's work which demonstrates a standard is met is sufficient to show that they are working above the preceding standards.
- Each subject framework has six standards of attainment containing 'pupil can' statements upon which teachers will base their judgements. **Teachers should follow the specific guidance for each subject.**
- The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage or to guide individual programs of study, classroom practice or methodology. **Teachers should assess individual pieces of pupils' work in line with their school's own, more detailed assessment policy and not against these standards.**

With the above in mind, we would like to draw attention to the following:

- **PIVATS remains a valuable assessment tool** for tracking progression in learning. It can be used to assess pupil progress and inform individual next steps.
- The guidance indicates that if pupils are working securely within a milestone—or have achieved it—they are likely to be working at, or capable of achieving, the corresponding pre-key stage standard.
- However, the pre-key stage standards contain exact criteria that may not be explicitly covered by PIVATS indicators. Therefore, it is essential that teachers ensure they have clear evidence showing that pupils have met all the criteria within each standard in order to confirm that the standard has been achieved.

Subject Specific Study	2018/19	Guidance re PIVATS Milestones		
	Pre-Key Stage Standards	Reading	Writing	Maths
	Standard 6 – (working at the KS1 expected standard)	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6 Word reading The pupil can:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables • read most words containing common suffixes* • read most common exception words.* In age-appropriate¹ books, the pupil can: <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • sound out most unfamiliar words accurately, without undue hesitation. <p>Language comprehension In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading • answer questions and make some inferences • explain what has happened so far in what they have read. 	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6 Composition The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others • spell many common exception words* • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters 	<p>PIVATS Milestone Two Stage 3</p> <p>Standard 6 The pupil can:</p> <ul style="list-style-type: none"> • read scales³ in divisions of ones, twos, fives and tens • partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus • add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$) • recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$) • recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary • identify $1/4$, $1/3$, $1/2$, $2/4$, $3/4$, of a number or shape, and know that all parts must be equal parts of the whole • use different coins to make the same amount • read the time on a clock to the nearest 15 minutes • name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry

Subject Specific Study	Standard 5 – (working towards the KS1 expected standard)	<p>PIVATS Milestone One Stage 3</p> <p>Standard 5 Word reading The pupil can:</p> <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes* • read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)* • read many common exception words* <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none"> • read aloud many words quickly and accurately without overt sounding and blending • sound out many unfamiliar words accurately. <p>Language comprehension In a familiar book that is read to them, the pupil can:</p> <ul style="list-style-type: none"> • answer questions in discussion with the teacher and make simple inferences. 	<p>PIVATS Milestone One Stage 3</p> <p>Standard 5 Composition The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words. 	<p>PIVATS Milestone One Stage 3 into Milestone 2</p> <p>Standard 5 The pupil can:</p> <ul style="list-style-type: none"> • read and write numbers in numerals up to 100 • partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them • add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$) • recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$) • count in twos, fives and tens from 0 and use this to solve problems • know the value of different coins • name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).
	Standard 4	<p>PIVATS Milestone One Stage 2</p> <p>Standard 4 Word reading The pupil can:</p> <ul style="list-style-type: none"> • say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes* • read accurately by blending the sounds in words with up to five known graphemes • read some common exception words* • read aloud books that are consistent with their phonic knowledge, without guessing 	<p>PIVATS Milestone One Stage 1</p> <p>Standard 4 Composition The pupil can:</p> <ul style="list-style-type: none"> • make up their own sentences and say them aloud, after discussion with the teacher • write down one of the sentences that they have rehearsed. <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form most lower-case letters correctly • identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on 	<p>PIVATS Milestone 1</p> <p>Standard 4 (Roughly equivalent to middle of Y1?) The pupil can:</p> <ul style="list-style-type: none"> • read and write numbers in numerals from 0 to 9 • demonstrate an understanding of the mathematical symbols of add, subtract and equal to • solve number problems involving the addition and subtraction of single-digit numbers up to 10 • demonstrate an understanding of the composition of numbers to 5 and a developing ability to recall

Subject Specific Study		<p>words from pictures or the context of the sentence. Language comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • talk about events in the story and link them to their own experiences • retell some of the story. 	<p>hearing the corresponding phonemes</p> <p>spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)</p> <ul style="list-style-type: none"> • spell a few common exception words (e.g. I, the, he, said, of). 	<p>number bonds to and within 5 (e.g. $2 + 2 = 4$ and $3 + 1 = 4$)</p> <ul style="list-style-type: none"> • demonstrate an understanding of the commutative law (e.g. $3 + 2 = 5$, therefore $2 + 3 = 5$) • demonstrate an understanding of inverse relationships involving addition and subtraction (e.g. if $3 + 2 = 5$, then $5 - 2 = 3$) • demonstrate an understanding that the total number of objects changes when objects are added or taken away • demonstrate an understanding that the number of objects remains the same when they are rearranged, providing nothing has been added or taken away • count to 20, demonstrating that the next number in the count is one more and the previous number is one less • recognise some common 2-D shapes.
	Standard 3	<p>PIVATS Milestone P8</p> <p>Standard 3</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 20+ graphemes • read accurately by blending the sounds in words with two and three known graphemes. <p>Language comprehension</p> <p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • respond to questions that require simple recall • recount a short sequence of events (e.g. by sequencing images or manipulating objects). 	<p>PIVATS Milestone P8</p> <p>Standard 3 Composition</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences • write a caption or short phrase using the graphemes that they already know. Transcription <p>The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 20+ lower-case letters in Standard 3 of English language comprehension and reading • identify or write these 20+ graphemes on hearing the corresponding phonemes <ul style="list-style-type: none"> • spell words (with known graphemes) by identifying the phonemes and representing the phonemes with graphemes (e.g. in, cat, pot). 	<p>PIVATS Milestone P8</p> <p>Standard 3</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • identify how many objects there are in a group of up to 10 objects, recognising smaller groups on sight and counting the objects in larger groups up to 10. • demonstrate an understanding that the last number counted represents the total number of the count • use real-life materials (e.g. apples or crayons) to add and subtract 1 from a group of objects and indicate how many are now present <ul style="list-style-type: none"> • copy and continue more advanced patterns using real-life materials (e.g. apple, apple, orange, apple, apple, orange, etc.
	Standard 2	<p>PIVATS Milestone P7</p> <p>Standard 2</p> <p>Word reading</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • say a single sound for 10+ graphemes • read words by blending sounds with known graphemes, with help from their teacher. <p>Language comprehension</p>	<p>PIVATS Milestone P7</p> <p>Standard 2 Composition The pupil can:</p> <ul style="list-style-type: none"> • say 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'). 	<p>PIVATS Milestone P6/7</p> <p>Standard 2</p> <p>The pupil can:</p> <ul style="list-style-type: none"> • identify the big or small object from a selection of two • sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)

Subject Specific Study		<p>In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?' <p>join in with predictable phrases or refrains</p>	<p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • form correctly most of the 10+ lower-case letters in Standard 2 of English language comprehension and reading • identify or write these 10+ graphemes on hearing corresponding phonemes. 	<ul style="list-style-type: none"> • say the number names to 5 in the correct order (e.g. in a song or by joining in with the teacher) • demonstrate an understanding of the concept of numbers up to 5 by putting together the right number of objects when asked • copy and continue simple patterns using real- life materials (e.g. apple, orange, apple, orange, etc.).
	Standard 1	<p>PIVATS Milestone P5</p> <p>Standard 1 Language Comprehension In a familiar story/rhyme, the pupil can, when being read to by an adult (one-to-one or in a small group):</p> <ul style="list-style-type: none"> • Indicate correctly pictures of characters and objects in response to questions such as "Where is (the)..."? • Show anticipation about what is going to happen (e.g. by turning the page) • Join in with some actions or repeat some words, rhymes and phrases when prompted 	<p>PIVATS Milestone P5</p> <p>Standard 1 Composition The pupil can:</p> <ul style="list-style-type: none"> • say an appropriate word to complete a sentence when the adult pauses (e.g. 'We're going to the...zoo/park/shop/beach'). <p>Transcription The pupil can:</p> <ul style="list-style-type: none"> • draw lines or shapes on a small or a large scale (e.g. on paper or in the air or sand). 	<p>PIVATS Milestone P5/6</p> <p>Standard 1 The pupil can:</p> <ul style="list-style-type: none"> • demonstrate 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) • distinguish between 'one' and 'lots', when shown an example of a single object and a group of objects • demonstrate an understanding of the concept of 1:1 correspondence (e.g. giving one cup to each pupil).
P Scales 1-4	<p>P Scales 1-4</p> <p>Not subject specific study – refer to Engagement Model</p>			