

Step	Learner Descriptor
Step 0	I can listen to others for a short time.
Step 1	I can listen to adults, follow instructions and tell you what I heard.
Step 2	I can listen to others and ask questions about what I heard.
Step 3	I can explain a conversation and tell somebody else what it was about.
Step 4	I can explain that there are different purposes to speech and how to identify them.
Step 5	I can listen to extended talk and identify the key information I heard.
Step 6	I can take part and respond in a group discussion.
Step 7	I can analyse how a speaker uses language and gesture to engage the audience.
Step 8	I can analyse how a speaker adapts language for different purposes.
Step 9	I can analyse the tone, emphasis and status of the speaker and their effect.
Step 10	I can ask probing and relevant questions to check and build my understanding.
Step 11	I can identify and analyse different points of views of speakers.
Step 12	I can identify underlying themes, implications and issues when listening.

Step	Learner Descriptor
Step 0	I can speak clearly to someone I know.
Step 1	I can speak clearly to a small group of people I know.
Step 2	I can speak clearly and explain my ideas to a group of people.
Step 3	I make points in an order that makes sense when I am speaking.
Step 4	I choose an order for my points so that the audience can best understand me.
Step 5	I can use formal language, tone and expression when I am presenting.
Step 6	I can change my language depending on the purpose and audience.
Step 7	I can structure my language in a way that makes my content clear and engaging and use examples for my points.
Step 8	I can vary my language and level of detail to make my presentation interesting according to the context.
Step 9	I can adapt my language, structure and gesture to engage my audience.
Step 10	I am able to modify my language, tone and expression according to the listeners' reaction and response.
Step 11	I can anticipate different responses from the audience and plan for them.
Step 12	I can be flexible in my style during the presentation to better engage the audience. This might include changes to content and style of delivery.

Step	Learner Descriptor
Step 0	I can follow instructions to solve a problem.
Step 1	I can ask for help when I need it.
Step 2	I can explain a simple problem that I might have and get someone to help me with it.
Step 3	I can find extra information with help from others to help me solve a simple problem.
Step 4	I can come up with different ways to solve a simple problem.
Step 5	I can use pros and cons to pick the best way of solving a simple problem.
Step 6	I can explain the difference between simple and complex problems.
Step 7	I can carry out research to better understand complex problems.
Step 8	I can look at the causes and effects of complex problems, including carrying out research.
Step 9	I can create a range of possible solutions for complex problems and identify the pros and cons of each.
Step 10	I can evaluate different solutions for a complex problem to pick the best one.
Step 11	I can use logic trees to help solve complex problems.
Step 12	I can use hypothesis to help solve complex problems.

Step	Learner Descriptor
Step 0	I can use my imagination in role-play.
Step 1	I can talk about when I use my imagination.
Step 2	I can share what I imagine through writing, drawing or acting it out.
Step 3	I can use my imagination to come up with ideas when I've been given success criteria to help me.
Step 4	I can use my imagination to come up with ideas linked to a starting point.
Step 5	I can combine ideas or concepts to create new ones.
Step 6	I can explain what creativity is and how it is used in different settings.
Step 7	I can explain how I use creativity in different areas of my life.
Step 8	I can use mind mapping as a creative tool to help me generate ideas.
Step 9	I can outline how introducing something seemingly random can support creativity.
Step 10	I can explain how considering different perspectives can support creativity.
Step 11	I can explain how to maximise creativity when working collaboratively.
Step 12	I can reflect on how I have used creative tools.

Step	Learner Descriptor
Step 0	I can say why people might be happy or sad.
Step 1	I can say when things go wrong and why people can get angry or upset.
Step 2	I can explain why giving up when something goes wrong does not help.
Step 3	I try to stay calm when something goes wrong.
Step 4	I keep trying when something goes wrong, and think about what happened.
Step 5	I keep trying when something goes wrong and help cheer other people up.
Step 6	I keep trying and encourage others to keep trying, even when things are difficult.
Step 7	I can look on the bright side in difficult situations and focus on that.
Step 8	I can explain the positive side of a difficult situation to others.
Step 9	I can come up with ideas for changing difficult situations into positive opportunities.
Step 10	In difficult situations, I choose the best way to move forward instead of giving up.
Step 11	I'm not afraid to take risks where I might make mistakes as I can say how I might learn from them.
Step 12	I can assess and manage risks appropriately.

Step	Learner Descriptor
Step 0	I can say when I find something difficult.
Step 1	I can tell someone what 'trying my best' means.
Step 2	I can explain why it is important to try my best if I'm going to get better.
Step 3	I can try my best and feel proud when I do.
Step 4	I look for chances to do something that I might find difficult and ask an adult to set me extra challenges.
Step 5	I can choose goals with some help from my teacher or another adult.
Step 6	I can set my own goal that gives me a chance to try something I might find difficult.
Step 7	I can order and prioritise different tasks to help me achieve my goal.
Step 8	I can identify and secure access to appropriate resources to achieve my goals.
Step 9	I can create a plan to achieve a simple goal, breaking down tasks and securing resources, independently.
Step 10	I can reflect on my skill set with accuracy and identify opportunities to improve further.
Step 11	I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal.
Step 12	I seek out feedback, including constructive criticism, to support me in achieving my goals.

Step	Learner Descriptor
Step 0	I can sometimes describe how I feel.
Step 1	I can describe how I am feeling to my team.
Step 2	I can describe how my team mates are feeling.
Step 3	I can make sure that everyone has a job and can help team mates when they need me.
Step 4	I take responsibility for my team mates completing their jobs on time.
Step 5	I can help my team come to a decision that most people are happy with and finish the task.
Step 6	I can make decisions to resolve disagreements between team mates.
Step 7	I can explain my own strengths and weaknesses and how to make my best contribution.
Step 8	I can explain my team mates' strengths and interests.
Step 9	I use my understanding of my team mates' strengths to help achieve team goals.
Step 10	I can see when disagreements are developing, and I can use strategies to resolve these.
Step 11	I can explain some different ways to motivate my team.
Step 12	I can adapt the way I motivate my team, depending on the situation.

Step	Learner Descriptor
Step 0	I am happy to take turns with other children.
Step 1	I can work with other children to do something together.
Step 2	I can explain why teams are sometimes better than working by myself.
Step 3	I help with different jobs in my team and take responsibility for finishing my job.
Step 4	I can get on well with my team and find ways to resolve a disagreement.
Step 5	When I finish my task, I can help others complete their tasks on time too.
Step 6	I help my team make decisions and I make my own suggestions.
Step 7	I recognise the value of others' ideas and make useful contributions myself.
Step 8	I include all team mates in group discussions and encourage them to contribute.
Step 9	I can spot when I might be getting into an argument and take steps to avoid it.
Step 10	I can spot when others might be getting into an argument and make suggestions to avoid it.
Step 11	I can contribute to team meetings in a measured, valuable and concise way.
Step 12	I can reflect on the team's progress and make suggestions for improvements.

