## English - P Scales

## P1(i) - English

## 1. The learner will encounter activities and experiences.

1.1 I can experience various sounds. [1]

1.2 I can experience light patterns. [3]
1.3 I can experience music. [5]
1.4 I can experience a combination of action with sound. [7]
1.5 I can experience movement. [9]

## 2. The learner will show simple reflex responses.

2.1 I can make a startled response to a sudden noise. [2]
2.2 I can make a startled response to a sudden movement. [4]
2.3 I can make a startled response to a sudden bright light. [6]
2.4 I can be passive or resistant. [8]

## P1(ii) - English

## 1. The learner will show emerging awareness of activities and experiences.

## 2. The learner will show intermittent reactions.

1.1 I can make a brief response to sound. [11]
1.2 I can make a brief response to a picture. [13]
1.3 I can make a brief response to music. [15]
1.4 I can make a brief response to physical sensory source. [17]
1.5 I can make a brief response to light patterns. [18]
2.1 I can react to movement. [12]
2.2 I can react to physical contact. [14]
2.3 I can react to a change in temperature. [16]

## 1. The learner will react to new activities and experiences.

1.1 I can react to unfamiliar sounds. [21]
1.2 I can react to unfamiliar images. [24]
1.3 I can react to a new task. [26]
1.4 I can react to a new experience. [28]

## 2. The learner will begin to show interest in people, events and objects.

2.1 I can respond consistently to familiar people. [22]
2.2 I can respond consistently to familiar events. [25]
2.3 I can respond
consistently to familiar objects. [27]

## 3. The learner will participate in shared activities.

3.1 I can engage in coactive exploration. [23]

## P2(ii) - English

1. The
learner
will com
municate
consiste
nt prefer
ences.
2. The learner will com municate affective response s.
3. The
learner
will
recognis
e
familiar
people,
events
and
objects.
4. The learner will perform simple actions.

| 3.1 I can |
| :--- |
| recognise |
| familiar |

people. [32]

| 4.1 I can |
| :--- |
| attempt to |

perform a
simple
action. [33]

| 1.1 I can <br> communicat | 2.1 I can <br> respond |
| :--- | :--- |
| e preference |  | | with volume |
| :--- |

5. The
6. The
learner will reme mber learned r esponses learner will parti cipate in shared activities

| 1.2 I can <br> communicat | 2.2 I can <br> respond to |
| :--- | :--- |
| e preference | specific |
| for certain | stimulation. |
| sounds. [36] | $[37]$ |

3.2 I can recognise familiar events. [38]
4.2 I can use trial and improvemen $t$ to perform an action. [39]
3.31 can
recognise
familiar
objects. [41]

## P3(i) - English

1. The
learner
will
request
events or
activities

$$
2
$$

2. The learner will parti cipate in shared activities
3. The
learner
will
sustain c
oncentra
tion.
4. The
learner
will
explore
materials
5. The
learner
will
perform
simple
actions.
6. The learner will reme mber learned $\mathbf{r}$ esponses

| 5.1 I can | 6.1 I can |
| :---: | :---: |
| perform | remember |
| simple | learned |
| actions. [47] | responses |
|  | over |
|  | extended |
|  | periods. |
|  | [48] |


| 5.21 can | 6.21 can |
| :---: | :---: |
| observe the | remember a |
| result of my | learned |
| action. [49] | activity. [50] |
| 5.31 can | 6.31 can |
| demonstrat | remember |
| e an | the purpose |
| awareness | of |
| of change | equipment. |
| as a result | [52] |
| of my |  |
| action. [51] |  |

## P3(ii) - English

1. The
learner will
initiate
interaction
s and
activities.
2. The
learner will
remember
learned
responses.
3. The
learner will
respond to
options
and
choices. choices.
4. The
learner will
apply
potential
solutions s
ystematical
ly to
problems.
5.11 can attempt to solve simple problems. [58]
2.1 I can
remember learned responses over increasing periods. [55]
2.2 I can anticipate familiar events. [60]
3.1 I can respond to an option or choice. [56]
3.2 I can demonstrate dissatisfaction. [61]
3.31 can demonstrate satisfaction. [64]
3.4 I can indicate preference. [66]
1.2 I can
initiate
interactions
with familiar
people. [59]
1.3 I can
initiate
activities with familiar people. [63]
1.1 I can greet
familiar people. [54]
5. The
learner will
actively
explore
objects and
events.
4.1 I can
actively
explore objects. [57]
4.21 can actively explore events. [62]
4.3 I can remain interested in an activity for a short period. [65]

## P4 - SPEAKING

1. The learner will repeat, copy or imitate between 10 and 50 single words, signs or phrases.
2. The learner will use single words, signs and symbols for familiar objects.
2.1 I can use single words, signs or symbols for familiar
3. The learner will communicate about events and feelings.

1.1 I can communicate<br>using familiar objects. [68]

3.1 I can communicate
about events. [70]
objects. [69]
1.2 I can communicate using a preferred method. [71]
2.2 I can combine sound and gesture to indicate a need or an object. [72]
3.2 I can communicate my feelings. [73]

## 1. The learner will understand at least 50 words.

1.1 I can demonstrate an understanding of at least 50 words, signs or symbols. [76]
1.2 I can demonstrate an understanding of the names of familiar objects. [78]

## 2. The learner will respond appropriately to simple requests.

2.1 I can respond appropriately to a simple request. [77]
2.2 I can respond to requests which contain one key word, sign or symbol. [79]
2.3 I can accept the word "no". [80]

## P4-READING

## 1. The learner will listen and respond to familiar rhymes and stories.

1.1 I can listen to familiar stories. [82]

1.2 I can respond to familiar stories. [84]
1.3 I can listen to familiar rhymes. [85]
1.4 I can respond to familiar rhymes. [86]

## 2. The learner will show understanding of how books work.

2.1 I can show a basic understanding of how books work. [83]

P4-WRITING

## 1. The learner will understand marks and symbols convey meaning.

1.1 I know that marks and symbols have meaning. [88]
1.2 I can match familiar marks or symbols. [90]

## 2. The learner will make marks or symbols in a preferred mode of communication.

2.1 I can make marks or symbols. [89]
2.2 I can use a preferred mode of communication. [91]

## P5-SPEAKING

## 1. The learner will combine single words, signs or symbols to communicate meaning to a range of listeners.

1.1 I can combine single
words, signs or symbols to communicate meaning. [93]
1.2 I can communicate with a range of listeners. [96]
1.3 I can use "yes" and "no" to indicate a need or preference. [98]

## 2. The learner will make attempts to repair misunderstandings without changing the words used.

2.1 I can repeat, when misunderstood. [94]
2.2 I can attempt to repair misunderstandings. [97]

## 3. The learner will use a vocabulary of over 50 words.

3.1 I can use a vocabulary of over 50 words, signs or symbols. [95]

## P5-LISTENING

> 1. The learner will respond appropriately to questions about familiar or immediate events or experiences.
1.1 I can respond appropriately to questions about familiar or immediate

## 2. The learner will follow requests and instructions containing at least 2 key words, signs or symbols.

2.1 I can follow requests containing 2 key words, signs or symbols. [101]
events. [100]
1.2 I can respond appropriately to questions about familiar items. [102]
1.3 I can respond appropriately to questions regarding experiences. [104]
1.4 I can listen to another person talking. [105]

## P5-READING

## 1. The learner will use familiar words, symbols and pictures.

1.1 I know the meaning of familiar words. [107]
1.2 I know the meaning of familiar symbols. [110]
1.3 I know the meaning of familiar pictures. [113]

## 2. The learner will match objects to pictures and symbols.

2.1 I can match objects to pictures. [108]
2.2 I can match objects to symbols. [111]

## 3. The learner will show curiosity about content at a simple level.

3.1 I can answer simple questions about the story. [109]
3.2 I can show curiosity about content. [112]

## P5-WRITING

## 1. The learner will produce meaningful marks or symbols.

1.1 I can produce marks or symbols associated with familiar words. [115]
1.2 I can produce marks or symbols associated with familiar images. [117]

## 2. The learner will trace, overwrite or copy shapes and straight line patterns.

2.1 I can trace, overwrite or copy shapes. [116]
2.2 I can trace, overwrite or copy straight line patterns. [118]
1.3 I can produce marks or symbols associated with familiar actions. [119]
1.4 I can produce marks or symbols

## P6 - SPEAKING

## 1. The learner will initiate and maintain short conversations.

## 2. The learner will ask simple questions to obtain information.

2.1 I can ask simple questions to obtain information. [123]

## 3. The learner will use prepositions and pronouns.

3.1 I can use simple prepositions. [124]
3.2 I can use simple pronouns. [126]
1.2 I can maintain a short conversation. [125]
1.3 I can communicate what I am doing. [127]
1.4 I can communicate my feelings. [128]

## P6 - LISTENING

## 1. The learner will respond to others in group situations.

1.1 I can respond appropriately to others in a group. [130]
1.2 I can listen to another person talking without interrupting. [132]
1.3 I can sit quietly when listening to a story. [134]
1.4 I can listen for the answer to a question. [135]

## P6-READING

## 1. The learner will recognise and read a small number of words or symbols linked to familiar vocabulary.

### 1.1 I can recognise a small number of

 familiar words or symbols. [137]1.2 I can read a small number of familiar words or symbols. [139]
1.3 I can indicate familiar named objects. [141]

## P6 - WRITING

## 1. The learner will produce or write own name in letters and symbols.

1.1 I can produce or write the first letter of my name. [144]

## 2. The learner will match letters and short words.

2.2 I can match letters. [140]
2.3 I can match short words. [142]

## 2. The learner will copy letter forms.

1.2 I can produce or write letters
contained within my name. [146]
1.3 I know the initial letter of my name. [148]
2.1 I can copy simple shapes. [145]
2.2 I can copy letter forms. [147]
2.3 I can copy writing from left to right. [149]

## P7-SPEAKING

| 1. The | 2. The | 3. The | 4. The | 5. |
| :---: | :---: | :---: | :---: | :---: |
| learner will | learner will | learner will | learner will | learner will |
| phrases | plurals | te ideas | appropriat | conjunction |
| with up to | correctly. | about past, | ely in one- | 'and'. |
| 3 key |  | present | to-one, |  |
| words, |  | and future | small |  |
| signs or |  | events and | group |  |
| symbols. |  | experience | discussions |  |

signs or symbols. [151]
1.11 can communicate using up to 3 key words,

## S. <br> and role play.

2.1 I can be familiar with regular plurals. [152]

### 3.1 I can describe an experience. describe an experience. [153]

> 2.2 I can communicate using regular plurals. [156]

4.31 can contribute in role play. [161]

### 4.1 I can

 communicate with peers. [154]4.2 I can contribute in group discussions. [158]
5.1 I can demonstrate sentences using the conjunction "and". [155]
[155]
5.2 I can use the conjunction "and" to link ideas and information. [159]
3.3 I can answer questions about a story, event or experience. [160]
3.41 can
communicate about future events. [162]
3.5 I can describe what I am doing. [163]

## P7-LISTENING

## 1. The learner will listen, attend to and follow stories for a short period of time.

1.1 I can listen to a short story. [165]
1.2 I can follow a short story. [168]

## 2. The learner will follow requests and instructions with 4 key words, signs or symbols.

2.1 I can follow requests containing 4 key words. signs or symbols. [166]
2.2 I can follow 2 related instructions. [169]

## 3. The learner will attend to and respond to, questions about experiences, events and stories.

3.1 I can respond to questions about a story. [167]
3.2 I can respond to questions about an event.
3.3 I can respond to questions about an experience. [171]
3.4 I can listen attentively to information from others. [172]

## P7-READING

| 1. The | 2. The |
| :--- | :--- |
| learner will | learner will |
| show | predict |
| emerging | elements |
| interest in | of a |
| reading. | narrative. |

3. The
learner will
distinguish
between
print or
symbols
and
pictures in
4. The
learner will understand the convention s of reading. text.
1.1 I can ask
and answer
questions
about the
story. [174]
2.1 I can predict elements of familiar stories. [175]
1.2 I can show an interest in reading. [179]

### 3.1 I know the difference between print and pictures. [176]

### 3.21 know that printed word relates to the pictures on the page. [181]

### 4.1 I know to read from the top of the page to the bottom. [177] <br> 5.1 I know my name is made up of letters. [178]

$$
\begin{array}{ll}
\frac{5.21 \text { know to }}{} \begin{array}{l}
5.21 \mathrm{can} \\
\text { read from left } \\
\text { to right. }[182]
\end{array} & \begin{array}{l}
\text { recognise the } \\
\end{array} \\
& \begin{array}{l}
\text { letters in my } \\
\text { name. }[183]
\end{array}
\end{array}
$$

2.4 I can participate in a story or rhyme with repetitive passages. [186]
2.21 can
predict elements of familiar rhymes or songs. [180]
2.3 I know some verse by memory. [184]

## 5. The learner will know that their name is made up of letters.

4.3 I can open the book at the first page and progress from front to back. [185]
4.4 I can hold the book in the correct manner. [187]
4.5 I can turn
one page at a

## P7 - WRITING

## 1. The learner will group letters and leave spaces between them.

1.1 I can begin letters in the correct place. [190]
1.2 I can group letters or symbols together. [192]
1.3 I can leave a space between a group of letters or symbols. [194]
1.4 I can correctly produce or write some letters. [196]

## 2. The learner will show awareness of the sequence of letters, symbols and words.

2.1 I can sequence letters. [191]
2.2 I can sequence symbols. [193]
2.3 I can sequence words. [195]

P8-SPEAKING

1. The
learner
will use
phrases
with up
to 4 key
words,
signs or
symbols.
1.1 I can
use phrases
with up to 4
key words. signs or symbols. [198]
2. The learner will com municate about own exp eriences.
3. The
4. The
5. The learner will use possessi ves. extensiv e vocabu lary to convey meaning to the listener.

use
possessives.
[201]

| 5.1 I can <br> participate |
| :--- |
| in role play. |
| $[202]$ |

6.1 I can use conjunctions
to suggest cause. [203]
2.21 can 3.21 can 4.21 can $\quad 51$ can

| communicat | convey | discuss <br> e about my | discuss <br> expeaning to |
| :--- | :--- | :--- | :--- |
| ownership. | roles in a <br> experiences | the listener. | $[206]$ |
| to a group. | $[205]$ |  | $[207]$ |
| $[204]$ |  |  |  |

### 3.31 can

use regular plurals confidently. [208]
5.3 I can participate in familiar rhymes and songs. [209]

## P8 - LISTENING

## 1. The learner will participate in role play with confidence.

> 1.1 I can participate in role play. [211]
1.2 I can act out an instruction. [214]

## 2. The learner will listen attentively. <br> 2.1 I can listen attentively. [212]

2.2 I can follow 2 unrelated instructions. [215]
2.3 I can participate in listening and responding games. [217]
2.4 I know when to be quiet. [219]

## 3. The learner will respond appropriately to questions about why or how.

3.1 I can respond appropriately to questions. [213]
3.2 I can respond appropriately when asked "why?". [216]
3.3 I can respond appropriately to "how?". [218]

## P8 - READING

\author{

1. The learner will <br> understand that words, symbols and pictures convey
}

## 3. The learner will recognise at least half the letters of the alphabet. <br> 4. The learner will associate sounds with patterns in rhymes, with syllables and with words or

## meaning.

1.1 I know that words convey meaning. [221]
1.2 I know that symbols convey meaning. [225]
1.3 I know that pictures convey meaning. [229]
2.1 I can recognise familiar words. [222]
2.2 I can read a growing repertoire of familiar words or symbols. [226]
2.3 I can recognise my own name. [230]

## symbols.

4.1 I can associate sounds with patterns in rhymes. [224]
4.2 I can associate sounds with syllables. [228]
4.3 I can associate sounds with words or symbols. [231]

## P8 - WRITING

## 1. The learner will show awareness that writing can have a range of purposes.

1.1 I can produce a short story. [234]
1.2 I can produce a letter. [237]
1.3 I can produce a list. [240]
1.4 I know that writing can have a range of purposes. [243]
2. The learner will understand how text is arranged on the page.

## 3. The learner will use a preferred method of communication to set down names with appropriate use of upper / lower case letters or appropriate symbols.

3.1 I can use a preferred method of communication. [236]
3.2 I can produce or write my name. [239]
3.3 I can use capital letters appropriately. [242]
3.4 I can use some symbols appropriately. [244]

## Links to PScale Units

| P1-P3 [246] | ICT [247] | English [248] | Mathematics [249] |
| :---: | :---: | :---: | :---: |
| Science [250] | Physical education [251] | Art [252] | Music [253] |
| $\frac{\text { Design technology }}{[254]}$ | Personal social health education [255] | Geography [256] | History [257] |
| Religious education [258] | Modern foreign language [259] |  |  |

Source URL: https://theingots.org/community/psens

## Links

[1] https://theingots.org/community/psl1ienx\#1.1
[2] https://theingots.org/community/psl1ienx\#2.1
[3] https://theingots.org/community/psl1ienx\#1.2
[4] https://theingots.org/community/psl1ienx\#2.2
[5] https://theingots.org/community/psl1ienx\#1.3
[6] https://theingots.org/community/psl1ienx\#2.3
[7] https://theingots.org/community/psl1ienx\#1.4
[8] https://theingots.org/community/psl1ienx\#2.4
[9] https://theingots.org/community/psl1ienx\#1.5
[10] https://theingots.org/community/psl1ieni
[11] https://theingots.org/community/ps|liienx\#1.1
[12] https://theingots.org/community/psl1iienx\#2.1
[13] https://theingots.org/community/psI1iienx\#1.2
[14] https://theingots.org/community/ps|liienx\#2.2
[15] https://theingots.org/community/ps|liienx\#1.3
[16] https://theingots.org/community/psl1iienx\#2.3
[17] https://theingots.org/community/psl1iienx\#1.4
[18] https://theingots.org/community/psl1iienx\#1.5
[19] https://theingots.org/community/psl1iienx\#1.6
[20] https://theingots.org/community/pslliieni
[21] https://theingots.org/community/ps/2ienx\#1.1
[22] https://theingots.org/community/ps/2ienx\#2.1
[23] https://theingots.org/community/ps/2ienx\#3.1
[24] https://theingots.org/community/ps/2ienx\#1.2
[25] https://theingots.org/community/psi2ienx\#2.2
[26] https://theingots.org/community/psI2ienx\#1.3
[27] https://theingots.org/community/ps/2ienx\#2.3
[28] https://theingots.org/community/ps/2ienx\#1.4
[29] https://theingots.org/community/psl2ieni
[30] https://theingots.org/community/ps|2iienx\#1.1
[31] https://theingots.org/community/ps|2iienx\#2.1
[32] https://theingots.org/community/psI2iienx\#3.1
[33] https://theingots.org/community/ps/2iienx\#4.1
[34] https://theingots.org/community/ps|2iienx\#5.1
[35] https://theingots.org/community/ps/2iienx\#6.1
[36] https://theingots.org/community/ps|2iienx\#1.2
[37] https://theingots.org/community/ps|2iienx\#2.2
[38] https://theingots.org/community/ps|2iienx\#3.2
[39] https://theingots.org/community/ps/2iienx\#4.2
[40] https://theingots.org/community/ps/2iienx\#6.2
[41] https://theingots.org/community/psl2iienx\#3.3
[42] https://theingots.org/community/ps|2iieni
[43] https://theingots.org/community/psl3ienx\#1.1
[44] https://theingots.org/community/psl3ienx\#2.1
[45] https://theingots.org/community/psl3ienx\#3.1
[46] https://theingots.org/community/psl3ienx\#4.1
[47] https://theingots.org/community/ps|3ienx\#5.1
[48] https://theingots.org/community/psI3ienx\#6.1
[49] https://theingots.org/community/psI3ienx\#5.2
[50] https://theingots.org/community/psI3ienx\#6.2
[51] https://theingots.org/community/psl3ienx\#5.3
[52] https://theingots.org/community/psl3ienx\#6.3
[53] https://theingots.org/community/psl3ieni
[54] https://theingots.org/community/ps|3iienx\#1.1
[55] https://theingots.org/community/psl3iienx\#2.1
[56] https://theingots.org/community/psI3iienx\#3.1
[57] https://theingots.org/community/psI3iienx\#4.1
[58] https://theingots.org/community/pss3iienx\#5.1
[59] https://theingots.org/community/psl3iienx\#1.2
[60] https://theingots.org/community/pss3iienx\#2.2
[61] https://theingots.org/community/pss3iienx\#3.2
[62] https://theingots.org/community/pss3iienx\#4.2
[63] https://theingots.org/community/psI3iienx\#1.3
[64] https://theingots.org/community/psI3iienx\#3.3
[65] https://theingots.org/community/psI3iienx\#4.3
[66] https://theingots.org/community/pss3iienx\#3.4
[67] https://theingots.org/community/psI3iieni
[68] https://theingots.org/community/ps|4ensx\#1.1
[69] https://theingots.org/community/ps|4ensx\#2.1
[70] https://theingots.org/community/ps|4ensx\#3.1
[71] https://theingots.org/community/ps|4ensx\#1.2
[72] https://theingots.org/community/ps|4ensx\#2.2
[73] https://theingots.org/community/ps14ensx\#3.2
[74] https://theingots.org/community/ps14ensx\#1.3
[75] https://theingots.org/community/psI4ensi
[76] https://theingots.org/community/ps|4enlx\#1.1
[77] https://theingots.org/community/ps|4enlx\#2.1
[78] https://theingots.org/community/ps|4enlx\#1.2
[79] https://theingots.org/community/ps|4enlx\#2.2
[80] https://theingots.org/community/ps|4enlx\#2.3
[81] https://theingots.org/community/ps|4enli
[82] https://theingots.org/community/ps|4enrx\#1.1
[83] https://theingots.org/community/ps|4enrx\#2.1
[84] https://theingots.org/community/ps|4enrx\# 1.2
[85] https://theingots.org/community/ps|4enrx\# 1.3
[86] https://theingots.org/community/ps|4enrx\#1.4
[87] https://theingots.org/community/psI4enri
[88] https://theingots.org/community/ps|4enwx\#1.1
[89] https://theingots.org/community/ps14enwx\#2.1
[90] https://theingots.org/community/ps|4enwx\#1.2
[91] https://theingots.org/community/ps|4enwx\#2.2
[92] https://theingots.org/community/ps14enwi
[93] https://theingots.org/community/ps|5ensx\#1.1
[94] https://theingots.org/community/psI5ensx\#2.1

## English - P Scales

[95] https://theingots.org/community/ps|5ensx\#3.1
[96] https://theingots.org/community/psI5ensx\#1.2
[97] https://theingots.org/community/ps|5ensx\#2.2
[98] https://theingots.org/community/ps|5ensx\#1.3
[99] https://theingots.org/community/ps|5ensi
[100] https://theingots.org/community/psl5enlx\#1.1
[101] https://theingots.org/community/psl5enlx\#2.1
[102] https://theingots.org/community/psl5enlx\#1.2
[103] https://theingots.org/community/psl5enlx\#2.2
[104] https://theingots.org/community/psl5enlx\#1.3
[105] https://theingots.org/community/psl5enlx\#1.4
[106] https://theingots.org/community/psI5enli
[107] https://theingots.org/community/psl5enrx\#1.1
[108] https://theingots.org/community/psl5enrx\#2.1
[109] https://theingots.org/community/psl5enrx\#3.1
[110] https://theingots.org/community/psl5enrx\#1.2
[111] https://theingots.org/community/psl5enrx\#2.2
[112] https://theingots.org/community/psl5enrx\#3.2
[113] https://theingots.org/community/psl5enrx\#1.3
[114] https://theingots.org/community/psl5enri
[115] https://theingots.org/community/psl5enwx\#1.1
[116] https://theingots.org/community/psl5enwx\#2.1
[117] https://theingots.org/community/psl5enwx\#1.2
[118] https://theingots.org/community/psl5enwx\#2.2
[119] https://theingots.org/community/psl5enwx\#1.3
[120] https://theingots.org/community/psl5enwx\#1.4
[121] https://theingots.org/community/psl5enwi
[122] https://theingots.org/community/psl6ensx\#1.1
[123] https://theingots.org/community/psl6ensx\#2.1
[124] https://theingots.org/community/psl6ensx\#3.1
[125] https://theingots.org/community/psl6ensx\#1.2
[126] https://theingots.org/community/psl6ensx\#3.2
[127] https://theingots.org/community/psl6ensx\#1.3
[128] https://theingots.org/community/psl6ensx\#1.4
[129] https://theingots.org/community/psl6ensi
[130] https://theingots.org/community/psl6enlx\#1.1
[131] https://theingots.org/community/psl6enlx\#2.1
[132] https://theingots.org/community/psl6enlx\#1.2
[133] https://theingots.org/community/psl6enlx\#2.2
[134] https://theingots.org/community/psl6enlx\#1.3
[135] https://theingots.org/community/psl6enlx 1.4
[136] https://theingots.org/community/psl6enli
[137] https://theingots.org/community/psl6enrx\#1.1
[138] https://theingots.org/community/psl6enrx\#2.1
[139] https://theingots.org/community/psl6enrx\#1.2
[140] https://theingots.org/community/psl6enrx\#2.2
[141] https://theingots.org/community/psl6enrx\#1.3
[142] https://theingots.org/community/psl6enrx\#2.3
[143] https://theingots.org/community/psl6enri
[144] https://theingots.org/community/psl6enwx\#1.1
[145] https://theingots.org/community/psl6enwx\#2.1
[146] https://theingots.org/community/psl6enwx\#1.2
[147] https://theingots.org/community/psl6enwx\#2.2
[148] https://theingots.org/community/psl6enwx\#1.3
[149] https://theingots.org/community/psl6enwx\#2.3
[150] https://theingots.org/community/psl6enwi
[151] https://theingots.org/community/psI7ensx\#1.1
[152] https://theingots.org/community/psl7ensx\#2.1
[153] https://theingots.org/community/psl7ensx\#3.1
[154] https://theingots.org/community/ps17ensx\#4.1
[155] https://theingots.org/community/psl7ensx\#5.1
[156] https://theingots.org/community/psl7ensx\#2.2
[157] https://theingots.org/community/psI7ensx\#3.2
[158] https://theingots.org/community/psl7ensx\#4.2
[159] https://theingots.org/community/psI7ensx\#5.2
[160] https://theingots.org/community/psl7ensx\#3.3
[161] https://theingots.org/community/psI7ensx\#4.3
[162] https://theingots.org/community/psI7ensx\#3.4
[163] https://theingots.org/community/psl7ensx\#3.5
[164] https://theingots.org/community/psi7ensi
[165] https://theingots.org/community/psi7enlx\#1.1
[166] https://theingots.org/community/psi7enlx\#2.1
[167] https://theingots.org/community/psl7enlx\#3.1
[168] https://theingots.org/community/psi7enlx\#1.2
[169] https://theingots.org/community/psi7enlx\#2.2
[170] https://theingots.org/community/psl7enlx\#3.2
[171] https://theingots.org/community/psl7enlx\#3.3
[172] https://theingots.org/community/ps17enlx\#3.4
[173] https://theingots.org/community/psI7enli
[174] https://theingots.org/community/ps17enrx\#1.1
[175] https://theingots.org/community/psl7enrx\#2.1
[176] https://theingots.org/community/psi7enrx\#3.1
[177] https://theingots.org/community/psl7enrx\#4.1
[178] https://theingots.org/community/psi7enrx\#5.1
[179] https://theingots.org/community/psI7enrx\#1.2
[180] https://theingots.org/community/psI7enrx\#2.2
[181] https://theingots.org/community/psI7enrx\#3.2
[182] https://theingots.org/community/psl7enrx\#4.2
[183] https://theingots.org/community/ps17enrx\#5.2
[184] https://theingots.org/community/ps17enrx\#2.3
[185] https://theingots.org/community/ps17enrx\#4.3
[186] https://theingots.org/community/psI7enrx\#2.4
[187] https://theingots.org/community/psi7enrx\#4.4
[188] https://theingots.org/community/psi7enrx\#4.5
[189] https://theingots.org/community/psi7enri
[190] https://theingots.org/community/psl7enwx\#1.1 [191] https://theingots.org/community/psl7enwx\#2.1
[192] https://theingots.org/community/psl7enwx\#1.2
[193] https://theingots.org/community/psl7enwx\#2.2
[194] https://theingots.org/community/psI7enwx\#1.3
[195] https://theingots.org/community/psl7enwx\#2.3
[196] https://theingots.org/community/psI7enwx\#1.4
[197] https://theingots.org/community/psl7enwi
[198] https://theingots.org/community/psl8ensx\#1.1
[199] https://theingots.org/community/psl8ensx\#2.1
[200] https://theingots.org/community/psl8ensx\#3.1
[201] https://theingots.org/community/psl8ensx\#4.1
[202] https://theingots.org/community/psl8ensx\#5.1
[203] https://theingots.org/community/psl8ensx\#6.1
[204] https://theingots.org/community/psl8ensx\#2.2
[205] https://theingots.org/community/psl8ensx\#3.2
[206] https://theingots.org/community/psl8ensx\#4.2
[207] https://theingots.org/community/psl8ensx\#5.2
[208] https://theingots.org/community/psl8ensx\#3.3
[209] https://theingots.org/community/psl8ensx\#5.3
[210] https://theingots.org/community/psl8ensi
[211] https://theingots.org/community/psl8enlx\#1.1
[212] https://theingots.org/community/psl8enlx\#2.1
[213] https://theingots.org/community/psl8enlx\#3.1
[214] https://theingots.org/community/psl8enlx\#1.2
[215] https://theingots.org/community/psl8enlx\#2.2
[216] https://theingots.org/community/psl8enlx\#3.2
[217] https://theingots.org/community/psl8enlx\#2.3
[218] https://theingots.org/community/psl8enlx\#3.3
[219] https://theingots.org/community/psl8enlx\#2.4
[220] https://theingots.org/community/psl8enli
[221] https://theingots.org/community/psl8enrx\#1.1
[222] https://theingots.org/community/psl8enrx\#2.1
[223] https://theingots.org/community/psl8enrx\#3.1
[224] https://theingots.org/community/psl8enrx\#4.1
[225] https://theingots.org/community/psl8enrx\#1.2
[226] https://theingots.org/community/psl8enrx\#2.2
[227] https://theingots.org/community/psl8enrx\#3.2
[228] https://theingots.org/community/psl8enrx\#4.2
[229] https://theingots.org/community/psl8enrx\#1.3
[230] https://theingots.org/community/psl8enrx\#2.3
[231] https://theingots.org/community/psl8enrx\#4.3
[232] https://theingots.org/community/psl8enrx\#1.4
[233] https://theingots.org/community/psl8enri
[234] https://theingots.org/community/psl8enwx\#1.1
[235] https://theingots.org/community/psl8enwx\#2.1
[236] https://theingots.org/community/psl8enwx\#3.1
[237] https://theingots.org/community/psl8enwx\#1.2
[238] https://theingots.org/community/psl8enwx\#2.2
[239] https://theingots.org/community/psl8enwx\#3.2
[240] https://theingots.org/community/psl8enwx\#1.3
[241] https://theingots.org/community/psl8enwx\#2.3
[242] https://theingots.org/community/psl8enwx\#3.3
[243] https://theingots.org/community/psl8enwx\#1.4
[244] https://theingots.org/community/psl8enwx\#3.4
[245] https://theingots.org/community/psl8enwi
[246] https://theingots.org/community/psl1-3
[247] https://theingots.org/community/psit
[248] https://theingots.org/community/psens
[249] https://theingots.org/community/psman
[250] https://theingots.org/community/pssc
[251] https://theingots.org/community/pspe
[252] https://theingots.org/community/psar
[253] https://theingots.org/community/psmu
[254] https://theingots.org/community/psdt
[255] https://theingots.org/community/psps
[256] https://theingots.org/community/psge
[257] https://theingots.org/community/pshi
[258] https://theingots.org/community/psre
[259] https://theingots.org/community/psml

