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.

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]

1.6 I can make a brief response to a

2. The learner will show intermittent reactions.

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]

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moving object. [19]

P2(i) - English

1. The learner will react to new activities and experiences.	2. The learner will begin to show interest in people, events and objects.	3. The learner will participate in shared activities.
1.1 I can react to unfamiliar sounds. [21]	2.1 I can respond consistently to familiar people. [22]	3.1 I can engage in co-active exploration. [23]
1.2 I can react to unfamiliar images. [24]	2.2 I can respond consistently to familiar events. [25]	
1.3 I can react to a new task. [26]	2.3 I can respond consistently to familiar objects. [27]	
1.4 I can react to a new experience. [28]		

P2(ii) - English

1. The learner will communicate consistent preferences.	2. The learner will communicate affective responses.	3. The learner will recognise familiar people, events and objects.	4. The learner will perform simple actions.	5. The learner will remember learned responses.	6. The learner will participate in shared activities.
1.1 I can communicate preference for certain images. [30]	2.1 I can respond with volume variation. [31]	3.1 I can recognise familiar people. [32]	4.1 I can attempt to perform a simple action. [33]	5.1 I can remember learned responses over short periods of	6.1 I can co-operate with shared exploration. [35]

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				time. [34]	
1.2 I can communicate preference for certain sounds. [36]	2.2 I can respond to specific stimulation. [37]	3.2 I can recognise familiar events. [38]	4.2 I can use trial and improvement to perform an action. [39]		6.2 I can co-operate with supported participation . [40]
		3.3 I can recognise familiar objects. [41]			

P3(i) - English

1. The learner will request events or activities .	2. The learner will participate in shared activities .	3. The learner will sustain concentration.	4. The learner will explore materials .	5. The learner will perform simple actions.	6. The learner will remember learned responses .
1.1 I can request for an event or activity. [43]	2.1 I can participate in shared exploration with less support. [44]	3.1 I can sustain concentration for short periods. [45]	4.1 I can explore different materials in increasingly complex ways. [46]	5.1 I can perform simple actions. [47]	6.1 I can remember learned responses over extended periods. [48]
				5.2 I can observe the result of my action. [49]	6.2 I can remember a learned activity. [50]
				5.3 I can demonstrate an awareness of change as a result of my action. [51]	6.3 I can remember the purpose of equipment. [52]

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P3(ii) - English

1. The learner will initiate interactions and activities.	2. The learner will remember learned responses.	3. The learner will respond to options and choices.	4. The learner will actively explore objects and events.	5. The learner will apply potential solutions systematically to problems.
1.1 I can greet familiar people. [54]	2.1 I can remember learned responses over increasing periods. [55]	3.1 I can respond to an option or choice. [56]	4.1 I can actively explore objects. [57]	5.1 I can attempt to solve simple problems. [58]
1.2 I can initiate interactions with familiar people. [59]	2.2 I can anticipate familiar events. [60]	3.2 I can demonstrate dissatisfaction. [61]	4.2 I can actively explore events. [62]	
1.3 I can initiate activities with familiar people. [63]		3.3 I can demonstrate satisfaction. [64]	4.3 I can remain interested in an activity for a short period. [65]	
		3.4 I can indicate preference. [66]		

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.	3. The learner will communicate about events and feelings.
1.1 I can communicate using familiar objects. [68]	2.1 I can use single words, signs or symbols for familiar	3.1 I can communicate about events. [70]

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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]

1.3 I can communicate between 10 and 50 words, signs or phrases. [74]

P4 - LISTENING

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

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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]

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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]

2.2 I can accept the instructions given to me. [103]

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]

1.3 I can produce marks or symbols associated with familiar actions. [119]

1.4 I can produce marks or symbols

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]

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associated with familiar events. [120]

P6 - SPEAKING

1. The learner will initiate and maintain short conversations.

1.1 I can initiate a simple conversation. [122]

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]

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]

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]

2. The learner will follow requests and instructions with 3 key words, signs or symbols.

2.1 I can follow requests containing 3 key words, signs or symbols. [131]

2.2 I can respond appropriately to instructions. [133]

P6 - READING

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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]

2. The learner will match letters and short words.

2.1 I can match pictures. [138]

2.2 I can match letters. [140]

2.3 I can match short words. [142]

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]

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. The learner will copy letter forms.

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 learner will use phrases with up to 3 key words, signs or symbols.

2. The learner will use regular plurals correctly.

3. The learner will communicate ideas about past, present and future events and experience

4. The learner will contribute appropriately in one-to-one, small group discussions

5. The learner will use the conjunction 'and'.

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		s.	and role play.	
1.1 I can communicate using up to 3 key words, signs or symbols . [151]	2.1 I can be familiar with regular plurals. [152]	3.1 I can describe an experience. [153]	4.1 I can communicate with peers. [154]	5.1 I can demonstrate sentences using the conjunction "and". [155]
	2.2 I can communicate using regular plurals. [156]	3.2 I can link an experience and to an event or story. [157]	4.2 I can contribute in group discussions. [158]	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]	4.3 I can contribute in role play. [161]	
		3.4 I 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.	2. The learner will follow requests and instructions with 4 key words, signs or symbols.	3. The learner will attend to and respond to, questions about experiences, events and stories.
1.1 I can listen to a short story. [165]	2.1 I can follow requests containing 4 key words, signs or symbols. [166]	3.1 I can respond to questions about a story. [167]
1.2 I can follow a short story. [168]	2.2 I can follow 2 related instructions. [169]	3.2 I can respond to questions about an event.

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[170]

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 learner will show emerging interest in reading.	2. The learner will predict elements of a narrative.	3. The learner will distinguish between print or symbols and pictures in text.	4. The learner will understand the conventions of reading.	5. The learner will know that their name is made up of letters.
1.1 I can ask and answer questions about the story. [174]	2.1 I can predict elements of familiar stories. [175]	3.1 I know the difference between print and pictures. [176]	4.1 I know to read from the top of the page to the bottom. [177]	5.1 I know my name is made up of letters. [178]
1.2 I can show an interest in reading. [179]	2.2 I can predict elements of familiar rhymes or songs. [180]	3.2 I know that printed word relates to the pictures on the page. [181]	4.2 I know to read from left to right. [182]	5.2 I can recognise the letters in my name. [183]
	2.3 I know some verse by memory. [184]		4.3 I can open the book at the first page and progress from front to back. [185]	
	2.4 I can participate in a story or rhyme with repetitive passages. [186]		4.4 I can hold the book in the correct manner. [187]	
			4.5 I can turn one page at a	

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time. [188]

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 communicate about own experiences.

2.1 I can communicate about my experiences to a peer. [199]

2.2 I can

3. The learner will use an extensive vocabulary to convey meaning to the listener.

3.1 I can use a range of vocabulary when communicating. [200]

3.2 I can

4. The learner will use possessives.

4.1 I can use possessives. [201]

4.2 I can

5. The learner will participate in role play with confidence.

5.1 I can participate in role play. [202]

5.2 I can

6. The learner will use conjunctions that suggest cause.

6.1 I can use conjunctions to suggest cause. [203]

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communicate about my experiences to a group. [204]	convey meaning to the listener. [205]	discuss ownership. [206]	discuss roles in a role play. [207]
	3.3 I 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.	2. The learner will listen attentively.	3. The learner will respond appropriately to questions about why or how.
1.1 I can participate in role play. [211]	2.1 I can listen attentively. [212]	3.1 I can respond appropriately to questions. [213]
1.2 I can act out an instruction. [214]	2.2 I can follow 2 unrelated instructions. [215]	3.2 I can respond appropriately when asked "why?". [216]
	2.3 I can participate in listening and responding games. [217]	3.3 I can respond appropriately to "how?". [218]
	2.4 I know when to be quiet. [219]	

P8 - READING

1. The learner will understand that words, symbols and pictures convey	2. The learner will recognise or read a growing repertoire of familiar words or symbols.	3. The learner will recognise at least half the letters of the alphabet.	4. The learner will associate sounds with patterns in rhymes, with syllables and with words or

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meaning.			**symbols.**
1.1 I know that words convey meaning. [221]	2.1 I can recognise familiar words. [222]	3.1 I can recognise at least half the letters of the alphabet. [223]	4.1 I can associate sounds with patterns in rhymes. [224]
1.2 I know that symbols convey meaning. [225]	2.2 I can read a growing repertoire of familiar words or symbols. [226]	3.2 I can sequence letters. [227]	4.2 I can associate sounds with syllables. [228]
1.3 I know that pictures convey meaning. [229]	2.3 I can recognise my own name. [230]		4.3 I can associate sounds with words or symbols. [231]
1.4 I can create a short story. [232]			

P8 - WRITING

1. The learner will show awareness that writing can have a range of purposes.	**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.**
1.1 I can produce a short story. [234]	2.1 I can arrange text correctly. [235]	3.1 I can use a preferred method of communication. [236]
1.2 I can produce a letter. [237]	2.2 I can sort words and letters from numbers. [238]	3.2 I can produce or write my name. [239]
1.3 I can produce a list. [240]	2.3 I can leave spaces between words. [241]	3.3 I can use capital letters appropriately. [242]
1.4 I know that writing can have a range of purposes. [243]		3.4 I can use some symbols appropriately. [244]

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[20] https://theingots.org/community/psl1iieni
[21] https://theingots.org/community/psl2ienx#1.1
[22] https://theingots.org/community/psl2ienx#2.1
[23] https://theingots.org/community/psl2ienx#3.1
[24] https://theingots.org/community/psl2ienx#1.2
[25] https://theingots.org/community/psl2ienx#2.2
[26] https://theingots.org/community/psl2ienx#1.3
[27] https://theingots.org/community/psl2ienx#2.3
[28] https://theingots.org/community/psl2ienx#1.4
[29] https://theingots.org/community/psl2ieni
[30] https://theingots.org/community/psl2iienx#1.1
[31] https://theingots.org/community/psl2iienx#2.1
[32] https://theingots.org/community/psl2iienx#3.1
[33] https://theingots.org/community/psl2iienx#4.1
[34] https://theingots.org/community/psl2iienx#5.1
[35] https://theingots.org/community/psl2iienx#6.1

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[36] https://theingots.org/community/psl2iienx#1.2
[37] https://theingots.org/community/psl2iienx#2.2
[38] https://theingots.org/community/psl2iienx#3.2
[39] https://theingots.org/community/psl2iienx#4.2
[40] https://theingots.org/community/psl2iienx#6.2
[41] https://theingots.org/community/psl2iienx#3.3
[42] https://theingots.org/community/psl2iieni
[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/psl3ienx#5.1
[48] https://theingots.org/community/psl3ienx#6.1
[49] https://theingots.org/community/psl3ienx#5.2
[50] https://theingots.org/community/psl3ienx#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/psl3iienx#1.1
[55] https://theingots.org/community/psl3iienx#2.1
[56] https://theingots.org/community/psl3iienx#3.1
[57] https://theingots.org/community/psl3iienx#4.1
[58] https://theingots.org/community/psl3iienx#5.1
[59] https://theingots.org/community/psl3iienx#1.2
[60] https://theingots.org/community/psl3iienx#2.2
[61] https://theingots.org/community/psl3iienx#3.2
[62] https://theingots.org/community/psl3iienx#4.2
[63] https://theingots.org/community/psl3iienx#1.3
[64] https://theingots.org/community/psl3iienx#3.3
[65] https://theingots.org/community/psl3iienx#4.3
[66] https://theingots.org/community/psl3iienx#3.4
[67] https://theingots.org/community/psl3iieni
[68] https://theingots.org/community/psl4ensx#1.1
[69] https://theingots.org/community/psl4ensx#2.1
[70] https://theingots.org/community/psl4ensx#3.1
[71] https://theingots.org/community/psl4ensx#1.2
[72] https://theingots.org/community/psl4ensx#2.2
[73] https://theingots.org/community/psl4ensx#3.2
[74] https://theingots.org/community/psl4ensx#1.3
[75] https://theingots.org/community/psl4ensi
[76] https://theingots.org/community/psl4enlx#1.1
[77] https://theingots.org/community/psl4enlx#2.1
[78] https://theingots.org/community/psl4enlx#1.2
[79] https://theingots.org/community/psl4enlx#2.2
[80] https://theingots.org/community/psl4enlx#2.3
[81] https://theingots.org/community/psl4enli
[82] https://theingots.org/community/psl4enrx#1.1
[83] https://theingots.org/community/psl4enrx#2.1
[84] https://theingots.org/community/psl4enrx#1.2
[85] https://theingots.org/community/psl4enrx#1.3
[86] https://theingots.org/community/psl4enrx#1.4
[87] https://theingots.org/community/psl4enri
[88] https://theingots.org/community/psl4enwx#1.1
[89] https://theingots.org/community/psl4enwx#2.1
[90] https://theingots.org/community/psl4enwx#1.2
[91] https://theingots.org/community/psl4enwx#2.2
[92] https://theingots.org/community/psl4enwi
[93] https://theingots.org/community/psl5ensx#1.1
[94] https://theingots.org/community/psl5ensx#2.1

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[95] https://theingots.org/community/psl5ensx#3.1
[96] https://theingots.org/community/psl5ensx#1.2
[97] https://theingots.org/community/psl5ensx#2.2
[98] https://theingots.org/community/psl5ensx#1.3
[99] https://theingots.org/community/psl5ensi
[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/psl5enli
[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/psl7ensx#1.1
[152] https://theingots.org/community/psl7ensx#2.1
[153] https://theingots.org/community/psl7ensx#3.1

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[154] https://theingots.org/community/psl7ensx#4.1
[155] https://theingots.org/community/psl7ensx#5.1
[156] https://theingots.org/community/psl7ensx#2.2
[157] https://theingots.org/community/psl7ensx#3.2
[158] https://theingots.org/community/psl7ensx#4.2
[159] https://theingots.org/community/psl7ensx#5.2
[160] https://theingots.org/community/psl7ensx#3.3
[161] https://theingots.org/community/psl7ensx#4.3
[162] https://theingots.org/community/psl7ensx#3.4
[163] https://theingots.org/community/psl7ensx#3.5
[164] https://theingots.org/community/psl7ensi
[165] https://theingots.org/community/psl7enlx#1.1
[166] https://theingots.org/community/psl7enlx#2.1
[167] https://theingots.org/community/psl7enlx#3.1
[168] https://theingots.org/community/psl7enlx#1.2
[169] https://theingots.org/community/psl7enlx#2.2
[170] https://theingots.org/community/psl7enlx#3.2
[171] https://theingots.org/community/psl7enlx#3.3
[172] https://theingots.org/community/psl7enlx#3.4
[173] https://theingots.org/community/psl7enli
[174] https://theingots.org/community/psl7enrx#1.1
[175] https://theingots.org/community/psl7enrx#2.1
[176] https://theingots.org/community/psl7enrx#3.1
[177] https://theingots.org/community/psl7enrx#4.1
[178] https://theingots.org/community/psl7enrx#5.1
[179] https://theingots.org/community/psl7enrx#1.2
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[181] https://theingots.org/community/psl7enrx#3.2
[182] https://theingots.org/community/psl7enrx#4.2
[183] https://theingots.org/community/psl7enrx#5.2
[184] https://theingots.org/community/psl7enrx#2.3
[185] https://theingots.org/community/psl7enrx#4.3
[186] https://theingots.org/community/psl7enrx#2.4
[187] https://theingots.org/community/psl7enrx#4.4
[188] https://theingots.org/community/psl7enrx#4.5
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[196] https://theingots.org/community/psl7enwx#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
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[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

(function(i,s,o,g,r,a,m){i['GoogleAnalyticsObject']=r;i[r]=i[r]||function(){ (i[r].q=i[r].q||[]).push(arguments)},i[r].l=1*new Date();a=s.createElement(o), m=s.getElementsByTagName(o)[0];a.async=1;a.src=g;m.parentNode.insertBefore(a,m) })(window,document,'script','//www.google-analytics.com/analytics.js','ga'); ga('create', 'UA-46896377-2', 'auto'); ga('send', 'pageview');

[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
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[222] https://theingots.org/community/psl8enrx#2.1
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[258] https://theingots.org/community/psre
[259] https://theingots.org/community/psml

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