



## Pillars Progression

Our pillars underpin our curriculum and children are taught specific pillars skills through each subject, with the aim of each child becoming a well-rounded, independent and profound learner so they are empowered to make the world a better place.

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Collaboration	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to, during whole class discussions and small groups. (I can keep focused on my activity for a period of time)</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. (I am not easily distracted)</p>	<p>Listen and respond appropriately to adults and their peers, and begin to consider respectful interactions.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Starting to consider and evaluate different viewpoints, attending to and building on the contributions of others.</p>	<p>Listen and respond appropriately to adults, showing respect, and begin to demonstrate respectful listening with their peers.</p> <p>Begin to recognise each other's strengths and contributions to a group task and use them to complete a task.</p> <p>Maintain concentration throughout a group task and ensure that discussions reflect this.</p>	<p>Listen to each other respectfully and respond appropriately, when working without adult support.</p> <p>Work successfully together to complete a task to a high standard, without adult support.</p> <p>Recognise each other's strengths and viewpoints and build on them.</p>

	<p>Participate in small group and class discussions, offering their own ideas. (I am able to pay attention to details)</p> <p>Express their ideas and feelings about their experiences with modelling and support from their teacher. (I am really pleased when I meet my own goals)</p> <p>Show an understanding of their own feelings and those of others. (I am able to pay attention to details)</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. (I am able to review how well my approach worked)</p>			
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	<p>Work and play cooperatively and take turns with others. (I am able to show high levels of energy and fascination)</p> <p>Show sensitivity to their own and to others' needs. (I am able to pay attention to details)</p>			
<p>Connectivity</p> <p>(Subject specific threads)</p>	<p>Anticipate – where appropriate – key events in stories</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p>	<p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Predicting what might happen on the basis of what has been read/learned so far</p> <p>Read books more than once to develop fluency and confidence in word recognition/reading.</p>	<p>Recognise the subject-specific thread words and use them to link areas of learning from previous topics/years, with support where appropriate.</p> <p>Be able to recall key facts from previous learning that can contribute to new learning.</p> <p>Use prior knowledge to help investigate and explore new ideas and concepts.</p>	<p>Independently make connections between different areas of learning, using the subject-specific threads, to draw conclusions and innovate.</p> <p>Use the subject-specific thread words and their prior knowledge to discuss new ideas and topics.</p>

	<p>children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Draw cross-curricular links between subjects of the curriculum, including linking reading and English to Geography/History/RE through different texts.</p>	<p>Use the subject-specific threads to begin to form their own predictions about new learning, with support where necessary.</p>	
Enquiry	<p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p>Devise a simple plan to answer a given question in groups.</p> <p>Use past experiences/strategies to formulate ideas and solutions that work practically.</p> <p>Understand that linking ideas helps to improve them.</p>	<p>Pose appropriate questions with support and offer suggestions for methods of enquiry and develop these into successful strategies with peer/adult support.</p> <p>Evaluate past experiences and strategies in order to base their new ideas and methods to ensure next steps or success.</p> <p>To answer questions from an adult to help make links between ideas and begin to adapt their initial thinking as a result.</p>	<p>Pose appropriate questions independently.</p> <p>Evaluate past experiences and be able to dissect and understand why things did or did not work. Use this information to set the next level of learning and questioning.</p> <p>Be able to explain why their methods, line of enquiry and strategies are the most appropriate or effective. Be able to justify their point with evidence and explanation.</p>

Learners for life	<p>Be confident to try new activities.</p> <p>Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Children investigate and experience things, and 'have a go'</p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p>Be keen to start new learning and draw upon past experience/knowledge to help them.</p> <p>Begin to persevere when learning is challenging.</p> <p>Understand that making mistakes is a crucial part of the learning process.</p> <p>Know how and when to ask for help.</p>	<p>Develop strategies to learn new concepts and skills with increasing resilience and perseverance.</p> <p>Start to break down tasks into smaller chunks, which they can solve.</p> <p>Start to check their work independently to ensure accuracy.</p> <p>Begin to challenge themselves and develop skills to do so.</p>	<p>Be able to tackle any new learning with the necessary strategies.</p> <p>Develop metacognition skills as a way to evaluate and improve their own learning.</p> <p>Be excited by the idea of challenge.</p>
Ambition and Fairness for all	<p>Show sensitivity to their own and to others' needs.</p> <p>Talk about the lives of the people around them and their roles in</p>	<p>Talk about different jobs that people they know do and find out what a typical day looks like for them.</p> <p>Understand how people around them can have extra</p>	<p>Know about a variety of different careers.</p> <p>Become aware of current affairs items where injustice is involved and discuss why this is unfair.</p>	<p>Have high aspirations for themselves in the future.</p> <p>Know about some educational options at post 16+ and also a wide range</p>

	<p>society</p> <p>Set and work towards simple goals., being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Explain some similarities and differences between life in this country and life in other countries,</p>	<p>needs that can be helped through charities.</p>	<p>Recognise the need to help those in greater need.</p>	<p>of careers.</p> <p>Have a strong sense of justice and understand the need to support those in greater need.</p>
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