

Progression

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Learners progress from needing support to more independent working. They move from listening and interacting with others in a general way to a situation where they choose to work with others as a deliberate strategy for reaching understanding. In these ways they become both independent and interdependent learners.

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Plan	Asking questions (to understand the problem)	Ask why, what, how, where, when etc.	Ask questions related to context and listen before asking further questions	Ask relevant questions and begin to link questions into sequences. Give reasons for choice of questions.	Ask questions that build on responses to earlier questions.	Ask more probing questions.	Identify the problem and set the questions to resolve it.	
	Activating prior knowledge, skills and understanding	Show awareness of personal needs and skills.	Identify and make links with prior knowledge and skills related to context.	Identify gaps and begin to build on existing knowledge, understanding and skills.	Build on existing knowledge, skills, and understanding.		→	
	Gathering information	Choose from given options where to find information and ideas.	Suggest where to find information and ideas related to context.	Suggest how to find relevant information and ideas.	Suggest a range of options as to where and how to find relevant information and ideas.	Evaluate options.		→
	Determining the process/method and strategy.	Choose from given options what to do and how to do it.	Plan, with support, the process/method to be used.	Plan the process/method to be used.	Suggest alternative processes/methods; identify the learning/thinking strategy to be used.	Explain why the process/method and strategy have been selected and identify possible problems.	Take account of possible problems when justifying why the strategy(ies) is to be used.	
	Determining success criteria.	Identify, in response to questions, some basic success criteria for what is going to be done.	Determine some success criteria.	Determine success criteria and give some justification for choice.	Justify choice of success criteria.			→

Develop (creative and critical thinking)	Creating and developing ideas.	Show curiosity and explore everyday stimuli.	Generate imaginative ideas and possibilities.	Develop and begin to combine a variety of imaginative ideas, possibilities and alternatives, including those of others.	Develop and combine a variety of imaginative ideas, possibilities and alternatives.		→	
	Valuing errors and unexpected outcomes	Show surprise at unexpected outcomes.	Describe errors and unexpected outcomes.	Begin to make use of errors and unexpected outcomes	Make use of errors and unexpected outcomes.	Value errors and unexpected outcomes and see the opportunities they present.	Build on unexpected outcomes as well as successes to re-evaluate.	
	Entrepreneurial thinking.	Favour the familiar when presented with new ideas.	Begin to experiment with own and others' ideas.	Experiment confidently with own and others' ideas.	Begin to take risks with ideas, going beyond the conventional.	Take calculated risks with ideas, weighing up potential pros and cons.		→
	Thinking about cause and effect and making inferences.	See simple links between cause and effect in everyday routines; make and try out simple predictions.	Identify links between cause and effect; give reasons for inferences/predictions.	Use some prior knowledge to explain links between cause and effect or justify inferences/predictions.	Use prior knowledge to explain links between cause and effect and justify inferences/predictions.			→
	Thinking logically and seeking patterns.	Identify obvious observed differences.	Identify and describe similarities and differences by making simple comparisons.	Identify, describe and begin to explain patterns and relationships.	Explain patterns and relationships and identify uncertainties.	Analyse patterns and explore uncertainties.		→
	Considering evidence, information and ideas.	Begin to distinguish fact from opinion.	Consider evidence, information and ideas to begin to distinguish between facts, beliefs and opinions.	Consider different interpretations and distinguish between facts, beliefs and opinions. Begin to recognise bias and reliability.	Identify and assess bias and reliability.	Evaluate in order to gauge bias, reliability and validity.		→
	Forming opinions and making decisions.	Begin to express own opinions and make decisions in everyday routines.	Form opinions and make decisions by weighing up some pros and cons.	Form considered opinions and make informed decisions.	Consider others' views to inform opinions and decisions.	Take different perspectives to inform opinions and decisions.		→
	Monitoring progress.	With support, follow the chosen process/method.	Follow the planned process/method.	Follow the planned process/method, making some amendments where necessary.	Regularly check progress, making ongoing revisions to process/method, where necessary.	Justify any amendments.		→

Reflect	Reviewing outcomes and success criteria.	Begin to link outcomes to success criteria.	Link outcomes to success criteria.	Begin to evaluate outcomes against success criteria.	Evaluate outcomes and how far success criteria fully reflect successful outcomes.	Refine success criteria in the light of experience for future occasions.	→
	Reviewing the process/method.	Show or describe some of what has been done; identify in response to questions, what worked and what didn't.	Identify what worked and what didn't; begin to suggest how the process/method could be improved.	Decide whether the process/method was successful; describe any amendments made; suggest how the process/ method could be improved.	Justify amendments/improvements.		→
	Evaluating own learning and thinking.	Show, in response to questions, some of what has been learned/found out.	Describe what has been learned/found out.	Describe how they have learned, and identify the ways that worked the best.	Identify the learning/thinking strategies they have used.	Justify the learning/thinking strategies used and suggest other strategies that might have worked.	Evaluate and refine learning and thinking strategies for future occasions.
	Linking and lateral thinking.	Make links between everyday routines in different contexts.	Link the learning with support, to other situations.	Link the learning to similar situations, within and outside school.	Link the learning to dissimilar but familiar situations, within and outside school.	Link the learning to unfamiliar or more abstract situations.	Integrate the learning and link it to more abstract situations.

Progression

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Oracy	Developing information and ideas.	Listen and respond to others in familiar contexts, asking questions to obtain simple/specific information.	Show an awareness of the needs of the listener, asking questions and responding to the contribution of others.	Show an increasing awareness of the social conventions of discussion and conversation, contributing and responding appropriately.	Listen to the contributions of others, considering their points of view. Be flexible in discussions and respond aptly to what they hear.	Listen carefully, noting the strengths and weaknesses of viewpoints or lines of reasoning. Make significant contributions to discussions.	Listen perceptively, evaluating the strength of arguments and the thinking of others, identifying key messages. Make significant contributions to discussions, taking a range of roles and helping to move discussions forward.
	Presenting information and ideas.	Talk to themselves and to others and understand many more words than they can speak. Use simple vocabulary to convey meaning.	Communicate with increasing confidence to peers and others. Begin to modify their talk to the requirements of the audience, using a growing vocabulary.	Communicate clearly and confidently in a way that suits the subject, audience and purpose, using a range of vocabulary, including some key words related to subjects.	Communicate clearly and effectively in a way that suits the subject, audience and purpose. Use a wide and subject specific language.	Communicate coherently, engaging the interest of listeners. Use appropriate language forms.	→

Reading	Locating, selecting and using information using reading strategies.	Begin to differentiate between print and pictures.	Begin to find simple information using organisational devices and available clues to deduce meaning.	Use a range of word identification skills and different strategies to locate and reorganise ideas and information from different sources.	Use different reading strategies to locate, select and summarise information, identifying accurately the key points.	Use a range of strategies to identify key points, ideas and lines of reasoning.	Select, summarise and synthesise ideas and information.
	Responding to what has been read.	Look at texts with/without an adult, showing interest or enjoyment.	Respond to what is read, expressing opinions about major events or ideas and making connections between reading and own experiences.	Confirm their understanding by responding to texts orally and/or in writing, and taking into account the opinions of others.	Discuss and evaluate texts, using inference and deduction where necessary, and considering carefully the interpretation of others.	Discuss and show appreciation of texts, evaluating the writer's techniques.	Discuss texts, showing appreciation both of the text itself and of a range of interpretations.

Writing	Organising ideas and information.		Write short creative and factual passages. Check work and sometimes correct errors.	Plan, organise and present ideas and information. Improve writing by redrafting.	Plan, organise and present ideas and information. Proof read and revise writing.	Write clearly and confidently, presenting ideas and information appropriately. Proof read, edit and revise work.	Write coherently, presenting idea and information logically and effectively.
	Writing accurately.	Experiment with mark making using a variety of instruments on paper and/or other materials.	Choose words for variety and interest, and spell simple words correctly/in a phonetically plausible way. Use simple punctuation and sentence structure.	Choose words to create effects. Choose an appropriate form, sequence and layout to suit audience and purpose. Spell most common words accurately, using a range of punctuation and sentence structures to enhance meaning.	Write effectively to suit audience and purpose, choosing appropriate vocabulary, punctuation and sentence structure. Spell accurately.	Write effectively, choosing from a repertoire of vocabulary and sentence structures, matching style to audience and purpose. Spell and punctuate correctly.	Write coherently for a full range of audiences and purposes, choosing from a wide repertoire of sentence structures and vocabulary.

Wider communication skills	Communicating ideas and emotions.	Begin to represent and respond to ideas and emotions through structured play activities that develop creativity.	Represent and respond to ideas and emotions through structured play activities that develop creativity.	Communicate ideas and emotions through work in art, craft, design, dance, drama, media and music..	Communicate ideas, emotions and information through more elaborate work in a range of mediums.	Communicate ideas, emotions and information confidently and consistently through more complex and elaborate work in a range of mediums.	Communicate ideas, emotions and information coherently through more complex and elaborate work in a range of mediums.
	Communicating information.	Represent and respond to information in different forms using pictures, sounds and symbols.	Represent and respond to information in different forms using pictures, sounds, symbols, diagrams and maps.	Represent and respond to information in different forms including pictures, sounds, symbols, diagrams, maps, tables and graphs.	Respond to a range of information and ideas in different forms. Integrate different forms into effective presentations.	Respond to an increasing range of information and ideas in different forms. Integrate different forms into presentations demonstrating control, proficiency and perception.	→

Progression

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ICT Skills Framework	Creating and presenting information and ideas.	Become aware that ICT can be used to communicate ideas.	Use given ICT resources to help create, present and share their ideas, e.g. using text/word-banks, images.	Create and present their ideas for a given purpose by combining different forms of information, e.g. text, clip art, images, sound/music, with some sense of audience.	Create and present information and ideas by combining a variety of different forms of information, e.g. text, digital images, tables, graphs, music files, with a developing sense of audience for their work.	Create and present information and ideas in consistent ways for different purposes by combining information from different sources, matching the needs of the audience.	Create and present information and ideas to meet the intended purpose and audience, selecting and using different layouts and techniques for different tasks.
			Share information with others, e.g. the use of e-mail.	Share different forms of information with others in appropriate ways, e.g. the use of e-mail with attachments; school web site.	→	→	
	Finding and developing information and ideas.	Become aware that information exists in a variety of forms.	Begin to find different sources of information with guidance.	Find suitable information from given sources, using simple searches, to support a range of activities.	Find relevant information from a variety of sources using key word and multiple word searches on data files and internet sources.	Find different types of information from a range of ICT sources, e.g. data files, CDs, Internet, and non-ICT sources, such as written notes, lists, diagrams, selecting relevant information.	Identify suitable sources of information, search for information using multiple search criteria, and interpret and select what is needed for different purposes.
			Begin to develop information and ideas, combining text and images.	Develop information and ideas by processing data from given sources to support their activities in a range of subjects, and begin to ask questions about bias of information sources.	Develop information and ideas for specific purposes by processing data from a variety of sources, checking accuracy and plausibility of information.	→	Develop and refine new information on which to make judgements and draw conclusions.

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Using information	Using numbers.	Use numbers in games and role play.	Use whole numbers in practical situations; use fractions in the context of simple shape. Recognise and use coins of different values.	Use decimals in the context of money and measures; use negative numbers in the context of temperature; use fractions of a whole and percentages in practical contexts.	Use ratio and proportion in practical contexts, including currency exchange rates, value for money and scale drawings.	Use whole numbers, decimals, fractions, percentages, negative numbers, ratio and proportion in a variety of ways in practical contexts.	→
	Measuring	Compare two or more objects by direct comparison of physical properties.	Measure and complete length and mass; order events in time.	Choose and use units of measure and measuring instruments; read scales to an appropriate degree of accuracy.	Use more precise instruments with finer calibrations. Make reasonable estimates of a range of measures in everyday situations. Use correct units for compound measures such as volume, density or speed.	Read scales on familiar measuring equipment to give levels of accuracy.	Make accurate and reliable observations choosing equipment suitable to the task.
	Gathering information	Count a small number of objects.	Gather data systematically by counting and by measuring. Extract data presented in lists, tables, charts, diagrams or graphs.	Gather information in a variety of ways, including from questionnaires or databases. Select data from given information presented in a variety of numerical and graphical ways.	Recognise the difference between, and the implications for, gathering discrete and continuous data. Access and select data from information presented in a variety of ways and from different sources.	Obtain the information needed in a variety of ways, including from written and graphical sources and by direct observation or measuring.	Choose how to obtain relevant information from different sources.

Calculating	Using the number system	Join in with familiar number rhymes and songs.	Choose the appropriate operations when solving addition and subtraction problems.	Recognise the number operations needed to solve problems. Order large numbers to develop an awareness of size/magnitude and chronology.	Order negative numbers and decimals.	Identify suitable calculations to get the results needed for the task.	Select appropriate methods for obtaining the results needed, including grouping data when appropriate.
	Using a variety of methods.	Begin to use the concept of 'more'. Match pairs of related objects or pictures.	Use a variety of mental strategies to add and subtract small numbers.	Use a variety of methods of mental and written computation; solve numerical and practical problems, approximating or estimating as appropriate; check that the results are reasonable by referring to the size of numbers or the context.	Check the accuracy of results by estimating, approximating or using inverse operations to decide whether or not the results are reasonable.	Work to the level of accuracy required. Check calculations using different methods to make sure that they make sense. Use formulae to calculate in practical and everyday situations.	Carry out calculations involving two or more steps. Check results to identify and correct any errors. Show clearly methods of carrying out calculations, and give the level of accuracy of the result.

Interpreting results and presenting findings	Talking about and explaining work.	Talk about or show an awareness of activities involving number.	Use the language of number, shape and comparatives, and the symbols for addition, subtraction, multiplication and division when talking about work.	Use the language of position (including coordinates and compass points), movement, data and measures when talking about work.	Use correct mathematical language, symbols and notation when presenting work.	Use mathematical terminology and notation correctly when describing and explaining methods and findings.	→
	Comparing data.	Match objects or pictures; sort objects according to a given criterion.	Sort objects, using one or more criteria.	Describe and compare sets of discrete data, using the mode, mean, median or range as appropriate.	Compare two sets of continuous data.	Use basic ideas of correlation to determine the interdependence of two variables.	Compare data in a variety of situations, using percentage range, mean and median as appropriate.
	Recording and interpreting data and presenting findings.	Record numbers, initially by making marks or drawing pictures.	Record and interpret data in simple tables, lists, pictograms, charts, graphs and diagrams.	Record and interpret data in charts, diagrams, tables, bar charts/graphs and line graphs. Label graphs and their axes appropriately. Be aware that some conclusions can be uncertain or misleading.	Select from, construct and interpret a variety of methods of presenting data, including pie charts, scatter graphs, line graphs, recognise that some interpretations can be misleading.	Record and present gathered data in fully labelled formats.	Select and use methods to identify trends.