

Progression in Layton's 5Rs



REFLECTIVE

EYFS/KS1	Lower KS2	Upper KS2
<p>I review my own work and identify what I have done well.</p> <p>I help to set my own targets.</p> <p>I talk about how well I think I have done in lessons.</p> <p>I deal positively with praise, but sometimes get frustrated with setbacks and criticism.</p> <p>I tell someone when I have problems in doing my work.</p> <p>I am starting to know how I prefer to show people what I have learned.</p>	<p>With help from a teacher, I review my own work and identify what I have done well.</p> <p>With help, what I can suggest how do to improve my work.</p> <p>I help to set my own targets.</p> <p>I listen and act on advice about what I have to do to meet my targets.</p> <p>With help, I review my own progress in lessons.</p> <p>I listen to feedback and deal positively with praise, setbacks and criticism.</p> <p>I talk about my feelings when asked about my work.</p> <p>I communicate my learning in different ways when it is suggested.</p>	<p>I review my own work and identify what I have done well and what I can do to improve it.</p> <p>I set my own targets and know what I have to do to meet them.</p> <p>I review my own progress in lessons.</p> <p>I ask for feedback and deal positively with praise, setbacks and criticism.</p> <p>I talk about my feelings when I succeed or find problems in my work.</p> <p>I communicate my learning in different ways for different audiences.</p>

RELATIONSHIPS

EYFS/KS1	Lower KS2	Upper KS2
<p>I work with my partner when asked.</p> <p>I reach agreements.</p> <p>I am beginning to adapt my behaviour to suit different roles and situations.</p> <p>I try to be fair to others.</p> <p>I take responsibility for jobs I have been asked to do.</p> <p>I try to give constructive support to others.</p> <p>I recognise similarities between myself and other people.</p> <p>I listen to other people both in and out of the classroom.</p> <p>I recognise feelings and behaviour of others.</p> <p>I know that some people think differently to me.</p> <p>I recognise the feelings of others.</p> <p>I can spot the causes of other people's feelings.</p>	<p>I work with others towards goals that have been suggested.</p> <p>I reach agreements and I am beginning to manage discussions.</p> <p>When reminded, I change my behaviour to suit different roles and situations.</p> <p>I show fairness and consideration to others.</p> <p>I take responsibility and am becoming more confident.</p> <p>I give constructive support and feedback to others.</p> <p>I recognise similarities and differences between myself and other people.</p> <p>I take an interest in, watch and listen to other people.</p> <p>I recognise and am beginning to label the feelings and behaviour of others.</p> <p>I try to understand the point of view of another person.</p> <p>I recognise the thoughts and feelings of others.</p> <p>I can spot the causes of other people's emotions and actions.</p>	<p>I team up with others to work towards goals we agree through discussion.</p> <p>I reach agreements and managing discussions.</p> <p>I adapt my behaviour to suit different roles and situations.</p> <p>I take responsibility, showing confidence in my own beliefs</p> <p>I give constructive support and feedback to others in a sensitive way.</p> <p>I recognise similarities and differences between myself and other people and use this to help me take part in teams.</p> <p>I take an interest in, watch and listen to other people.</p> <p>I recognise and describe the feelings and behaviour of others.</p> <p>I always try to understand the point of view of another person.</p> <p>I recognise and anticipate the thoughts and feelings of others.</p> <p>I can spot the causes of other people's emotions and actions, taking account of my knowledge of the person involved.</p>

RESILIENCE

EYFS/KS1	Lower KS2	Upper KS2
<p>I work well for rewards.</p> <p>I carry out activities when asked.</p> <p>With help I recognise my achievements.</p> <p>I keep focused on a task that interests me.</p> <p>I use the resources I have been given to complete a task.</p> <p>I work well when given work that I enjoy</p> <p>I manage distractions when helped by a teacher</p>	<p>I keep going with an activity for the pleasure it provides, sometimes also for reward.</p> <p>I carry out an activity to reach an outcome a teacher has helped me with.</p> <p>I carry out an activity for the satisfaction of having created or learned something.</p> <p>I recognise my achievements in some areas.</p> <p>I keep focused, and sustain my attention, sometimes getting slightly distracted.</p> <p>I use the resources I need to complete a task.</p> <p>I recognise when I am most motivated. I manage distractions at school and I am getting better at this whilst doing my homework.</p>	<p>I keep going with an activity for the pleasure it provides, not for reward.</p> <p>I carry out an activity to reach an expected outcome.</p> <p>I plan, carry out and finish an activity for the satisfaction of having created or learned something.</p> <p>I set my own rewards.</p> <p>I recognise my achievements and celebrate them.</p> <p>I keep focused, and sustain my attention, resisting distractions.</p> <p>I organise the resources I need to complete a task.</p> <p>I recognise how different learning contexts affect my motivation.</p> <p>I manage distractions both at school and when doing my homework.</p>

RESOURCEFUL

EYFS/KS1	Lower KS2	Upper KS2
<p>When asked to, I investigate objects and materials.</p> <p>I answer relevant questions about why things happen and how things work.</p> <p>I explore materials. I answer different types of questions.</p> <p>I organise information in ways suggested by the teacher.</p> <p>I follow the steps and strategies for an enquiry.</p> <p>I have some imaginative ideas.</p> <p>I discover some connections through play and experimentation.</p> <p>I explore and experiment with resources and materials.</p> <p>I ask 'why'?</p> <p>I try alternative or different approaches if they are suggested.</p> <p>I respond to ideas, tasks and problems.</p> <p>I make links between ideas.</p>	<p>I investigate objects and materials by using the senses suggested by my teacher.</p> <p>I ask questions about why things happen and how things work.</p> <p>I explore materials to test others' ideas about cause and effect.</p> <p>I ask questions and decide how to find out the answers.</p> <p>I use techniques I am shown to collect and organise information (e.g, listing, grouping, ordering).</p> <p>I ask and answer different types of questions.</p> <p>I use a range of data-gathering techniques (e.g, surveys, questionnaires).</p> <p>I plan the steps for an enquiry.</p> <p>I draw conclusions.</p> <p>I respond to imaginative ideas.</p> <p>I make connections through play and experimentation.</p> <p>I explore and experiment with resources and materials.</p> <p>I ask 'why', 'how', 'what if' questions.</p> <p>I respond to alternative or different approaches.</p> <p>I respond to ideas, tasks and problems in appropriate, learnt ways.</p> <p>I respond to imaginative thinking to achieve an objective.</p> <p>I make connections and see relationships.</p>	<p>I investigate objects and materials by using all my appropriate senses.</p> <p>I ask relevant questions about why things happen and how things work.</p> <p>I explore materials to test my ideas about cause and effect.</p> <p>I ask different types of questions and decide how to find out the answers.</p> <p>I choose techniques to collect and organise information (e.g, listing, grouping, ordering)</p> <p>I ask and answer questions, and select and record information.</p> <p>I choose a range of data-gathering techniques (e.g, surveys, questionnaires).</p> <p>I plan the steps and strategies for an enquiry.</p> <p>I draw conclusions and evaluate outcomes.</p> <p>I generate imaginative ideas.</p> <p>I discover and make connections through play and experimentation.</p> <p>I explore and experiment with resources and materials.</p> <p>I ask 'why', 'how', 'what if' or unusual questions.</p> <p>I try alternative or different approaches.</p> <p>I look at and think about things differently and from others point of view.</p> <p>I respond to ideas, tasks and problems in amusing ways.</p> <p>I apply imaginative thinking to achieve an objective.</p> <p>I make connections and see relationships.</p> <p>I reflect critically on ideas, actions and outcomes.</p>

RISK TAKING

EYFS	Lower KS1	Upper KS2
<p>I prefer times when there is a clear solution.</p> <p>I like activities to be achievable in a short space of time.</p> <p>I prefer it if solutions are easily found.</p> <p>I think about risks and try to not let this put me off having a go.</p> <p>I know that it is not a bad thing to get an answer wrong.</p> <p>I am prepared to put forward my ideas or answers in a small group.</p>	<p>I prefer clear solutions but I am becoming a better problem solver.</p> <p>I like short, achievable solutions but I am happy for certain activities to carry for a number of days if solution is not clear.</p> <p>I try to remain patient if solutions are not readily at hand.</p> <p>I think about risk s and, with help, make decisions on the amount of risk involved.</p> <p>I get a little upset if I am wrong about something, but I am beginning to understand that I can learn from it.</p> <p>I am prepared to put forward my ideas or answers, sometimes to a larger group.</p> <p>I sometimes try to think in unusual ways about things that I am interested in.</p>	<p>I don't mind times when solutions are not always clear.</p> <p>I am happy for certain activities to carry for a number of days if solution is not clear.</p> <p>I do not get impatient if solutions are not readily at hand.</p> <p>I think about risk s and make decisions on the amount of risk involved.</p> <p>I know that if I am wrong about something, I can learn from it.</p> <p>I am prepared to put forward my ideas or answers, even if they are not the same ideas as others</p> <p>I try to think in unusual ways, knowing that I have to be careful because this might sometimes take me away from the point of the activity.</p>

