

Possible Skills Progression Plan

4C Focus	Age/stage	Skill Focus	Dispositions
Caring	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Active listening Listening with respect Listening for meaning Listening for judgement	Willingness to listen Developing interest in others Engagement with understanding and deciding
Creative	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Suggesting ideas Suggesting possible alternatives Suggesting 'Big ideas' /concepts Suggesting improvements	Willingness to try Courage to suggest Engagement with concepts Encouragement to evaluate
Collaborative	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Connecting objects/pictures Connecting ideas Connecting in dialogue Connecting across curriculum	Endeavouring to make links Valuing of connections Understanding that links help meaning making
Critical	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Finding and expressing reasons Reasons supporting agreement Reasons supporting disagreement Reasons for challenge	Willingness to search for appropriate reasons Interest in using reasons Engagement in intellectual challenge
Caring	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Identifying other perspectives Looking from other perspectives Developing ideas from other perspectives Empathising with other perspectives	Willingness to search for other possibilities/ideas, then developing an appreciation of other perspectives, even if they challenge one's own
Creative	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Looking for examples Using examples that support an idea Using examples that challenge an idea Using examples to progress an idea	Endeavouring to search through experience to find and use examples well. Confidence and courage to challenge Valuing of progression of ideas
Collaborative	EYFS Y1-2 Y3-4 Y5-6 Y7-8	Sharing ideas Building on ideas Building on ideas from others Using sharing of ideas to build new possibilities	Engagement with sharing Willingness to collaborate Letting go of ownership Active collaboration
Critical	EYFS Y1-2 Y3-4 Y5-6	Identifying distinctions Using distinctions Distinctions to be more specific	Valuing sorting and categorising as worthwhile Aiming for specific

Please send any feedback to Alison at thinkingforum@btinternet.com

Implications of skills progression

	Y7-8	Distinctions to challenge	language use and courage to challenge ideas
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Implications of skills progression

- A way of devising some continuity for P4C across the phases – but phases can be flexible by negotiation – and using the skills in more complex ways can offer good G&T differentiation
- Most effective if used across school/transition partners
- Teacher notes/using a child to film / keep a track of the enquiry – on board or on laptop – allows for a record for you and for transition. If the progression is observed, it will be easy for others to continue where you finished.
- Children's own evaluations can then relate to the skill focus, the 4C focus or the substance of the enquiry – if recorded periodically, the child can review and make own record of achievement for transition. S/he could set own objectives – or link them with objectives in Primary Framework for Literacy: **Speaking, listening and responding, group discussion and interaction, understanding and interpreting texts and engaging (with) and responding to texts** or the Framework for Secondary English
- For enquiry planning this leaves you free to decide on topic/resources for philosophical enquiry. It also then means you can choose your rotation of stimulus materials – books, pictures, music, film, artefacts, poetry and news stories and your preferred balance. I use mostly stories, many with pictures and intersperse pictures and artworks, poetry and artefacts, with occasional music and film between the stories.
- Notice that there is a space at Y7-8 on the progression – I suggest that you look at ways in which Y7-8 could lift the skills to the next level of progression
- I do not advocate testing in P4C, but children's self-evaluation for the skill focus plus some film of class enquiries for each term offers compelling evidence