

# Directory of Command Words and Characteristics

## Introduction

The purpose of this Directory is to provide a succinct document, which pulls together all the key elements of The Primary Edge.

There is a directory for each of the five attributes which outlines the progression of characteristics from Early Years to Year 6.

Each school will no doubt have its own reasons for engaging with the Primary Edge. As we have developed the programme there have been two main objectives in mind:

1. To provide a programme that will engage and motivate pupils from EYFS to KS2.
2. To support the development of pupils as not only independent learners, but confident young people who are prepared for the next challenge in their lives, such as moving on to secondary school.

## Command Words and Characteristics

Command Words and Characteristics will be referenced throughout the range of teaching materials.

## The Five Attributes

Each of the five attributes has been broken down into key characteristics that are progressively developed through each phase.

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| <b>Leadership</b><br>Leading others,<br>Explaining my Leadership,<br>Listening to My Team,<br>Keeping Calm and Asking for Help. | <b>Organisation</b><br>Organising Myself<br>Organising an Activity<br>Organising Together. | <b>Resilience</b><br>Keep on going,<br>Who can Help<br>Meeting the Challenge                    |
| <b>Initiative</b><br>Taking Responsibility<br>Taking Part<br>Sharing Ideas.   |  | <b>Communication</b><br>Communicating with Others<br>Knowing My Audience<br>Sharing my Opinion. |

## The Terminology

| Key Term                 | Definition   |
|--------------------------|--|
| <b>Key Focus:</b>        | The underpinning outcome of developing the characteristics of the attribute.                     |
| <b>Characterised by:</b> | The type of activities/learning opportunities within school which the pupil would be exposed to. |
| <b>Command Words:</b>    | The 'lead' word which outlines the nature of each activity.                                      |
| <b>Characteristics:</b>  | A progression of the skills and characteristics to be demonstrated.                              |

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| <b>Attribute:</b>  | Leadership  |
| <b>Key Focus:</b>  | Working with pupils and adults with a developing awareness of the other four attributes   |
| <b>Characterised by:</b>   | Successfully directing/managing/leading groups or individuals   |
| <b>Command Words:</b>  | <b>Characteristics of Leadership</b>  |
| <b>EYFS</b> <ul style="list-style-type: none"> <li>• Lead (one or more)</li> <li>• Take responsibility</li> <li>• Produce</li> </ul> <b>KS1/2</b> <ul style="list-style-type: none"> <li>• Lead/Captain/Referee</li> <li>• Mentor or coach</li> <li>• Direct</li> <li>• Manage</li> <li>• Take responsibility</li> <li>• Undertake</li> <li>• Obtain</li> <li>• Produce</li> </ul> | <ul style="list-style-type: none"> <li>• Shows a good example to others</li> <li>• Tries to solve problems</li> <li>• Encourages others to do their best</li> <li>• Is truthful and someone others can trust</li> <li>• Works collaboratively and co-operates with others</li> <li>• Has a clear goal and plan how to reach it</li> <li>• Celebrates success and thanks those who have worked with them</li> </ul>  |
|  | <p><b>The characteristics of Leadership will be demonstrated when the pupil...</b></p> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>• Is beginning to understand how to lead one or more peers within a simple activity.</li> <li>• Can explain to an adult how they are leading another in an activity.</li> <li>• Are beginning to take account of other children's needs and feelings.</li> <li>• Will help another to complete an activity but is willing to ask for help when necessary.</li> </ul> <p><b>Challenger</b></p> <ul style="list-style-type: none"> <li>• Is able to lead one or more peers to complete a task.</li> <li>• Can explain to their peers how they will lead an activity.</li> <li>• Is developing the ability to listen to ideas which might be different to their own and respond to the feelings of others.</li> <li>• Is willing to ask for help from peers or adults when necessary.</li> </ul> <p><b>Contender</b></p> <ul style="list-style-type: none"> <li>• Is able to lead small teams within a chosen and familiar context.</li> <li>• Is able verbalise the expectations of their leadership within a selected activity.</li> <li>• Is developing the ability to listen to each member of the team and respond positively to suggestions from others.</li> <li>• Will assume a coach/mentor role with another pupil. Is willing to ask questions of supporting adults when unsure of next steps.</li> </ul> <p><b>Champion</b></p> <ul style="list-style-type: none"> <li>• Is increasingly confident to lead a team consisting of familiar pupils.</li> <li>• Is willingly to offer opinions and listen to those of others in both the planning and implementation stages of a team activity.</li> <li>• Understands the need to collaborate and cooperate with others in order to create a positive environment for successful teamwork.</li> <li>• Is developing the skills of listening to advice from others and is willing to ask questions when uncertain of next steps.</li> <li>• Demonstrates the developing skills for planning, implementing and reviewing a team exercise.</li> </ul> |

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| <b>Attribute:</b>  | Organisation  |
| <b>Key Focus:</b>  | Working to develop organisational skills on a personal level and wider context  |
| <b>Characterised by:</b>   | Successfully demonstrating self-organisation and the ability to bring ideas or people together for a planned activity   |
| <b>Command Words:</b>  | <b>Characteristics of Organisation</b>  |
| <b>EYFS</b> <ul style="list-style-type: none"> <li>Plan</li> <li>Prepare</li> <li>Create</li> </ul> <b>KS1/2</b> <ul style="list-style-type: none"> <li>Organise</li> <li>Plan</li> <li>Prepare</li> <li>Design</li> <li>Create</li> <li>Compile</li> <li>Support</li> <li>Assist</li> </ul> | <ul style="list-style-type: none"> <li>Understands the impact of personal organisation</li> <li>Can breakdown an activity into achievable steps</li> <li>Can develop and implement a planned activity</li> <li>Can work successfully as a member of a team</li> <li>Can undertake specific actions to a successful conclusion</li> </ul>  |
|  | <p><b>The characteristics of Communication will be demonstrated when the pupil...</b></p> <p><b>Foundation</b></p> <ul style="list-style-type: none"> <li>Is developing the skills of personal organisation.</li> <li>Is beginning to understand and follow rules.</li> <li>Is able to work successfully within a group during an organised activity.</li> </ul> <p><b>Challenger</b></p> <ul style="list-style-type: none"> <li>Is beginning to demonstrate specific skills of personal organisation.</li> <li>Is able to understand and follow instructions accurately to complete an organised activity.</li> <li>Is a positive team member, contributing to the planning of an activity/team game.</li> </ul> <p><b>Contender</b></p> <ul style="list-style-type: none"> <li>Is beginning to understand the positive impact that personal organisation has on learning.</li> <li>Can break down an activity into a simple order of organised steps to allow implementation of a planned event.</li> <li>Is able to work within a team situation to support the organisation of an event.</li> </ul> <p><b>Champion</b></p> <ul style="list-style-type: none"> <li>Demonstrates an increasing use of personal organisational skills in relation to their own learning.</li> <li>Understands the need to breakdown an activity into achievable steps in order to develop and implement a planned activity.</li> <li>Can work confidently as a member of a team, undertaking specific actions to a successful conclusion.</li> </ul> |

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| <b>Attribute:</b>   | Resilience  |
| <b>Key Focus:</b>   | Working to develop perseverance and strength of character   |
| <b>Characterised by:</b>  | Successfully achieving sustained personal growth towards a goal   |
| <b>Command Words:</b>   | <b>Characteristics of Resilience</b>  |
| <b>EYFS</b> <ul style="list-style-type: none"> <li>• Persevere</li> <li>• Complete</li> <li>• Learn (a new skill) over time</li> </ul> <b>KS1/2</b> <ul style="list-style-type: none"> <li>• Persevere</li> <li>• Overcome</li> <li>• Learn (a new skill) over time</li> <li>• Achieve</li> <li>• Sustain</li> <li>• Qualify as</li> <li>• Complete</li> <li>• Undertake</li> <li>• Attend regularly</li> </ul> | <ul style="list-style-type: none"> <li>• Understands the need for perseverance to complete a challenge</li> <li>• Identifies the challenges that need to be overcome</li> <li>• Continues (when appropriate) with a challenge in spite of 'failure'</li> <li>• Asks for help to overcome barriers</li> <li>• Understands personal limitations</li> <li>• Uses previous experience to help with a new challenge</li> </ul>   |
|   | <b>The characteristics of Resilience will be demonstrated when the pupil...</b><br><br><b>Foundation</b> <ul style="list-style-type: none"> <li>• Is beginning to use previous learning to help with a new challenge.</li> <li>• Asks for help with new learning.</li> </ul> <b>Challenger</b> <ul style="list-style-type: none"> <li>• Understands the meaning of the term perseverance (not giving up when you meet a challenge).</li> <li>• Realises that sometimes they need to ask for help when a new skill is being learned.</li> <li>• Is beginning to continue with an activity/challenge even though it is challenging.</li> </ul> <b>Contender</b> <ul style="list-style-type: none"> <li>• Is beginning to understand the need for perseverance to complete an activity.</li> <li>• Is beginning to identify the challenges that need to be overcome in order to learn/develop a new skill.</li> <li>• Will ask for help from a supporting adult/child to overcome barriers.</li> <li>• Is developing the length of time allocated to a challenge before giving up/feeling defeated.</li> </ul> <b>Champion</b> <ul style="list-style-type: none"> <li>• Displays developing perseverance when approaching a new challenge.</li> <li>• Will apply previous experience to a situation and identify new challenges to be addressed to complete an activity or develop a skill.</li> <li>• Will discuss with supporting adults/peers how challenges might be overcome, offering suggestions for next steps.</li> </ul> |

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| <b>Attribute:</b>  | Initiative  |
| <b>Key Focus:</b>  | Working to develop the skills of independent learning and an increasing readiness to seek new challenges  |
| <b>Characterised by:</b>   | Successfully demonstrating the willingness to generate and action new ideas   |
| <b>Command Words:</b>  | <b>Characteristics of Initiative</b>  |
| <b>EYFS</b> <ul style="list-style-type: none"> <li>• Volunteer</li> <li>• Create</li> </ul> <b>KS1/2</b> <ul style="list-style-type: none"> <li>• Volunteer (and take part)</li> <li>• Audition/Trials</li> <li>• Research and/or develop</li> <li>• Create</li> <li>• Set up</li> <li>• Suggest</li> <li>• Enter</li> </ul> | <ul style="list-style-type: none"> <li>• Takes responsibility for their learning within personal context</li> <li>• Volunteers to support and participate in a planned activity</li> <li>• Shares ideas with others and make suggestions to put those ideas in place</li> <li>• Willingness to put themselves in a position outside of their comfort zone (risking failure)</li> </ul> <p><i>Teachers may need to support a child in choosing an event outside of their comfort zone</i></p>  |
|  | <b>The characteristics of Initiative will be demonstrated when the pupil...</b>   |
|  | <b>Foundation</b> <ul style="list-style-type: none"> <li>• Beginning to take responsibility for their learning during simple activities.</li> <li>• Enjoys participating in a planned activity, sharing ideas.</li> </ul> <b>Challenger</b> <ul style="list-style-type: none"> <li>• Beginning to take responsibility for their learning within a classroom context.</li> <li>• Will volunteer to participate in a planned activity.</li> <li>• Shares ideas with others whilst being involved in the planning and development of an activity.</li> </ul> <b>Contender</b> <ul style="list-style-type: none"> <li>• Beginning to take responsibility for their learning within a classroom context.</li> <li>• In a familiar context, volunteers to support and participate in a planned activity.</li> <li>• Makes suggestions to enhance a familiar environment.</li> <li>• Shares ideas with others to explain how an activity can be planned and developed.</li> </ul> <b>Champion</b> <ul style="list-style-type: none"> <li>• Takes increasing responsibility for their individual learning.</li> <li>• Volunteers to plan and implement an activity as part of a team.</li> <li>• Uses knowledge of a familiar context to suggest activities to enhance an environment.</li> <li>• Readily shares and discusses ideas with supporting adults/peers.</li> </ul> |

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| <b>Attribute:</b>  | Communication  |
| <b>Key Focus:</b>  | Working to inform, engage, motivate and inspire pupils and adults  |
| <b>Characterised by:</b>   | Successfully choosing the correct form of communication dependent upon context/audience  |
| <b>Command Words:</b>  | <b>Characteristics of Communication</b>  |
| <b>EYFS</b> <ul style="list-style-type: none"> <li>• Perform</li> <li>• Present</li> <li>• Create</li> <li>• Describe</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses various ways to communicate that engage the audience listening</li> <li>• Understands that different approaches need to be used with different audiences</li> <li>• Works with groups of differing size, sharing ideas and listening to the suggestions and opinions of others</li> <li>• Uses body language to communicate positively</li> </ul>  |
| <b>KS1/2</b> <ul style="list-style-type: none"> <li>• Perform</li> <li>• Present or deliver</li> <li>• Represent</li> <li>• Recite</li> <li>• Contribute</li> <li>• Analyse</li> <li>• Write</li> <li>• Produce</li> <li>• Create</li> <li>• Edit</li> <li>• Describe</li> </ul> | <b>The characteristics of Communication will be demonstrated when the pupil...</b><br><br><b>Foundation</b> <ul style="list-style-type: none"> <li>• Beginning to feel confident to speak in a familiar group.</li> <li>• Beginning to listen and respond appropriately to what others say.</li> <li>• Beginning to understand that body language can communicate feelings.</li> </ul> <b>Challenger</b> <ul style="list-style-type: none"> <li>• Beginning to understand that they can communicate in more ways than just speaking.</li> <li>• Beginning to share ideas within groups and listening to what others share.</li> <li>• Developing the use of body language to share ideas and feelings positively.</li> </ul> <b>Contender</b> <ul style="list-style-type: none"> <li>• Becoming familiar with and gaining experience in a selection of communication strategies.</li> <li>• Developing an understanding of choosing an appropriate communication strategy depending on audience.</li> <li>• Able to work 1:1 or groups sharing ideas and supporting learning where appropriate.</li> </ul> <b>Champion</b> <ul style="list-style-type: none"> <li>• Demonstrating increasing skills in a number of communication strategies.</li> <li>• Understands the appropriate communication strategy for a given audience within a familiar context.</li> <li>• Works successfully with groups of differing size, sharing ideas and listening to the suggestions and opinions of supporting adults/peers.</li> </ul> |