


	<i>U15 Pre-Cadet Objectives</i>	<i>Cadet End of Year 1 Objectives</i>	<i>Cadet End of Year 2 Objectives</i>	<i>Junior National/Academies End of Year 1 Objectives</i>	<i>Junior National/Academies End of Year 2 Objectives</i>
Systems of Play	<p>Initially 6-6 (everyone sets, everyone attacks) working towards some specialisation with 4-2</p> <ul style="list-style-type: none"> keeps organisation simple and can start to identify potential setters x 2-3 minimum setting from 3 allows setters to develop back set, setting distance is reduced leading to better quality delivery and stable point of attack allowing attackers to develop <p>No Libero</p> <ul style="list-style-type: none"> encourages all players to develop reception/ defense offence doesn't require such a high level of reception precision decision on better receivers/defenders made during this first year 	<p>4-2 (2 nominated setters and 4 attackers)</p> <ul style="list-style-type: none"> keeps organisation simple, can start to specialise setters x 2-3 minimum introduction of lateral switch for setters front and back court without penetration setting from 3 initially continuing to develop back set and stability then moving towards setting from 2 and introduction of the middle attack <p>No Libero</p> <ul style="list-style-type: none"> encourages all players to develop reception/ defense, offence doesn't require such a high level of reception decision on better receivers/defenders made during this first year 	<p>6-2 (2 nominated setters who also attack)</p> <ul style="list-style-type: none"> keeps everyone passing/ attacking, develops more potential setters x 2-3 minimum introduction of lateral switch for setters front and back court introduces penetration and how to utilise three front court attackers setting from 2 <p>Introduce Libero</p> <ul style="list-style-type: none"> potential for 3rd setter to play this role increase level of reception – supports development of setting/ quicker offence encourages recruitment of bigger players i.e. not perceived as a liability, improved defence in key areas leads to longer rallies and more transition 	<p>5-1 (1 nominated setter and 5 attackers)</p> <ul style="list-style-type: none"> develops further specialisation in offensive and defensive roles develops offensive complexity/ options particularly the setter as a threat, the use of width when they are front court and the use of time differential as a tactic <p>Develop Libero</p> <ul style="list-style-type: none"> specialist identified for this role (potentially a player with experience of setting from cadet) increase level of reception – supports development of setting offence complexity improved offense requires stronger defence in key areas ensuring longer rallies and more transition 	<p>5-1 (1 nominated setter and 5 attackers)</p> <ul style="list-style-type: none"> develops further specialisation in offensive and defensive roles develops offensive complexity/ options particularly the setter as a threat, the use of width when they are front court and the use of time differential as a tactic <p>Develop Libero</p> <ul style="list-style-type: none"> specialist identified for this role (potentially a player with experience of setting from cadet) increase level of reception – supports development of setting offence complexity improved offense requires stronger defence in key areas ensuring longer rallies and more transition

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Offence	<p>Players are able to hit a high ball with body weight and top spin from both the Left and Right side of court</p> <p>Players are able to use variation in attack contact using tip and off-speed options when appropriate</p> <p>Note: Setters need to continue to develop their attack during practice</p>	<p>Players are able to pass and hit a consistent high ball with body weight and top spin from Left and Right side of court</p> <p>Players can hit a 1m ball in front of the setter with body weight with some understanding of i) relationship to the ball, ii) opening up, iii) timing and link with the setter</p> <p>Players are able to use variation in attack contact using tip and off-speed options when appropriate</p> <p>Note: Setters need to continue to develop their attack during practice</p>	<p>Players are able to i) pass and hit a consistent high ball with body weight and top spin and ii) vary the direction of approach (line/cross court) from Left and Right side of court</p> <p>Players can hit a consistent 'A' quick ball in front of the setter with body weight with some understanding of i) relationship to the ball, ii) opening up, iii) timing and link with the setter</p> <p>Players are able to use variation in attack contact using tip and off-speed options when appropriate</p>	<p>Players are able to i) pass and hit a consistent high ball with body weight and top spin, ii) vary the direction of approach (line/cross court) and iii) vary the point of attack (inside/outside) from Left and Right side of court</p> <p>Players can hit a consistent 'A' and 'B' quick ball in front of the setter with body weight with understanding of i) relationship to the ball, ii) opening up, iii) timing and link with the setter</p> <p>Players are able to use variation in attack contact using tip and off-speed options when appropriate</p>	<p>Players are able to pass and hit a consistent high ball i) with top spin and body weight in the direction of approach and ii) with side spin opposite to body weight/direction of approach both line (inside out) and cross court (outside in) from the Left and Right</p> <p>Players are demonstrating some variation in attack timing with quicker tempo and combination with middle attacker</p> <p>Players can hit a consistent quick 'A'/'B' ball in front of the setter and 'C' behind the setter with understanding of i) relationship to the ball, ii) opening up, iii) timing and link with the setter</p> <p>Players are able to use variation in attack contact using i) tip, ii) off-speed, iii) block out and iv) spin options when appropriate</p> <p>Players are developing back row attack, 'Pipe' and '10' with good preparation, creating space and timing</p>
Setting	<p>Players are able to deliver a basic offence with delivery high to aerials utilising the full width of the net both left and right side</p>	<p>Players are able to deliver a basic offence with consistent delivery high to aerials utilising the full width of the net both left and right side</p> <p>Players are able to deliver a consistent middle attack 1m in front</p>	<p>Players are able to deliver a basic offence with consistent delivery to all options, 'A' quick and high to aerials utilising the full width of the net both left and right side</p> <p>Players are proficient in penetration – with i) appropriate decision making, ii) efficient movement, iii) good communication and iv) stability in the final delivery</p> <p>Players demonstrate a basic tactical understanding – there is logic to decision making based on match up against opposition and/or against middle blockers actions etc.</p> <p>Players demonstrate good communication in transition with appropriate decisions to penetrate/attack and including take over set – front court setter stays when back court setter defends</p>	<p>Players are able to deliver a basic offence with consistent delivery to all options, 'A'/'B' quick and high to aerials utilising the full width of the net both left and right side</p> <p>Players are proficient in penetration – with i) appropriate decision making, ii) efficient movement, iii) good communication and iv) stability in the final delivery</p> <p>Players are demonstrating some basic technical proficiency in attacking with the second contact</p> <p>Players demonstrate a basic tactical understanding – there is logic to decision making based on match up against opposition. There is evidence of some understanding of how to construct an offence to create a split block when the setter is front/back row and when to attack with 2nd contact</p> <p>Players demonstrate effective transition from Block, good communication and appropriate decisions for transition offence</p>	<p>Players are jump setting on a regular basis with stability and consistency to a variety of options when they are front court utilising the full width of the net both left and right side</p> <p>Players are proficient in penetration – with i) appropriate decision making, ii) efficient movement, iii) good communication and iv) stability in the final delivery</p> <p>Players demonstrate advanced tactical understanding – there is logic to decision making based on match up against opposition. There is evidence of understanding how to construct an offence to create a split block when the setter is front/back row, how to use width and the middle player (in combination with back row)</p> <p>Players are demonstrating an attacking threat in the front court with the second contact understanding the logic of when to utilise</p>

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Reception	<p>Players understand the link between ball speed and free ball, defence and reception techniques and differentiate between them applying each appropriately</p> <p>Players understand how to work in a reception unit – 3 back court players + either the right side or left side front court attacker</p>	<p>Players demonstrate an understanding of orientation towards a target and adjust according to their court position and serve trajectory</p> <p>Players understand how to work in a reception unit – 3 back court players + either the right side or left side front court attacker (Setting from position 3), 3 back court players + the left side front court attacker (Setting from position 2)</p>	<p>Players are starting to specialise in this role within a unit of three including the left-side front court attacker</p> <p>Players demonstrate an understanding of orientation towards a target and adjust according to their court position and the serve trajectory</p> <p>Ball flight is controlled with a peak sufficient to assist penetrating setters and quick attackers</p>	<p>Players are specialising in this role within a unit of three including the left or right-side front court attacker</p> <p>Players demonstrate an understanding of orientation towards a target and adjust according to their court position and the serve trajectory/ball spin</p> <p>Ball flight is controlled with a peak sufficient to assist penetrating setters and quick attackers</p>	<p>Players are specialising in this role within a unit of two, three or four including the left or right-side front court attacker</p> <p>Players understand the role of the libero and receivers are making adjustments to the reception/server rotation by rotation</p> <p>Players demonstrate an understanding of orientation towards a target and adjust according to their court position and the serve trajectory/ball spin</p> <p>Ball flight is controlled with a peak sufficient to assist penetrating setters and quick attackers</p>
Blocking	<p>Players demonstrate an understanding of reading the attackers approach and alignment for fronting the attackers body weight</p> <p>Players demonstrate timing and discipline linked to setters touch, movement and footwork for closing to the outside from the middle position</p> <p>Players demonstrate effective timing for single and double blocks together with an understanding of hand placement</p>	<p>Players understand the concept of base position, B4/B3 v front-court setter (setting from 2/3) and adjusted base positions</p> <p>Players demonstrate an understanding of reading the attackers approach and alignment for fronting the attackers body weight</p> <p>Players in the middle position demonstrate i) timing and discipline linked to setters touch and ii) movement and footwork for closing to the outside</p> <p>Players demonstrate i) effective timing for single and double blocks together with ii) an understanding of hand placement, finish and discipline (no chasing)</p>	<p>Players understand the concept of base position (inside-out or outside-in), B4 v front/back-court setter</p> <p>Players demonstrate an understanding of reading the attackers approach and alignment for fronting the attackers body weight</p> <p>Players in the middle position demonstrate understanding of i) the relationship with D6, ii) timing and discipline linked to setters touch, iii) movement and footwork for closing to the outside</p> <p>Players demonstrate i) effective timing for single and double blocks together with ii) an understanding of hand placement, finish and discipline (no chasing)</p>	<p>Players understand the concept of base position (inside-out or outside-in), B4 v front/back-court setter, B2 help with the quick</p> <p>Players demonstrate an understanding of reading the pass trajectory, attackers approach and alignment for fronting the attackers body weight especially middle blocker shift v 'B' quick attack</p> <p>Players in the middle position demonstrate i) understanding of the relationship with D6, ii) timing and discipline linked to setters touch, iii) movement and footwork for closing to the outside</p> <p>Players demonstrate i) effective timing for single and double blocks together with ii) an understanding of hand placement, finish and discipline (no chasing)</p>	<p>Players have some understanding of base positions and responsibility (communication) against complex plays: B4 v front court/back court setter, B4 & B3 v C, B4 & B3 v right side combinations and back court attack</p> <p>Players are starting to make decisions about alignment line or cross court and are communicating with defence with appropriate adjustments to positioning</p> <p>Players demonstrate an understanding of reading the pass trajectory, attackers approach and are disciplined in their alignment</p> <p>Players in the middle position demonstrate i) understanding of the relationship with D6, ii) timing and discipline linked to setters touch, iii) movement and footwork for closing to the outside</p> <p>Players demonstrate i) effective timing for single and double blocks together with ii) an understanding of hand placement, finish and discipline (no chasing)</p>

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Defence	<p>Players demonstrate understanding of i) defensive posture, ii) base position, iii) timing cues and iv) move efficiently – setters touch, drop to adjusted base, attackers touch</p> <p>Players demonstrate understanding of the consequences of a cross-court block - adjusted base positions (2-1-3 no lateral switch initially – everyone plays position 1,6,5)</p> <p>Players demonstrate understanding of the Target 1 concept</p>	<p>Players demonstrate understanding of i) defensive posture, ii) base position, iii) timing cues and iv) move efficiently – setters touch, drop to adjusted base, attackers touch</p> <p>Players demonstrate understanding of the consequences of a cross-court block – i) adjusted base positions and responsibilities for tip cover (D4/D2), ii) positioning for line (look at D1 & D5 overhand), iii) adjusted base position of D6 and iv) relationship between cross court defenders</p> <p>Players demonstrate lateral switch – when setting from 2 back court setter defends 1</p> <p>Players demonstrate understanding of the Target 1 concept</p>	<p>Players are starting to specialise with Libero (D5) and back row Setter (D1) and demonstrate an understanding of base position v opposition quick</p> <p>Players in position D6 demonstrate i) relationship with the middle blocker (B3) and makes adjustments accordingly v opposition quick and ii) positioning for closed and split block outside</p> <p>Players are in two way communication with the front row (feed backward/feed forward) both before and after rallies</p> <p>Players demonstrate understanding of the consequences of a cross-court block – i) adjusted base positions and responsibilities for tip cover (D4/D2), ii) positioning for line (look at D1 & D5 overhand) and iii) relationship between cross court defenders.</p> <p>Players demonstrate some understanding of a line defence system and the changes to adjusted base positions and responsibilities.</p>	<p>Players are starting to specialise with Libero (D5) and back row Setter (D1) and demonstrate an understanding of base position v opposition quick</p> <p>Players in position D6 demonstrate i) relationship with the middle blocker (B3) and makes adjustments accordingly v opposition quick and ii) positioning for closed and split block outside</p> <p>Players are in two way communication with the front row (feed backward/feed forward) both before and after rallies</p> <p>Players demonstrate understanding of the consequences of a cross-court block – i) adjusted base positions and responsibilities for tip cover (D4/D2), ii) positioning for line (look at D1 & D5 overhand) and iii) relationship between cross court defenders.</p> <p>Players demonstrate some understanding of a line defence system and the changes to adjusted base positions and responsibilities.</p>	<p>Players are specialising with Libero (D5) and back row Setter (D1) and demonstrate i) an understanding of base position v opposition quick/setter attack and ii) adjusted base positions for line/cross court block alignment v outside and back court attack</p> <p>Players in position D6 demonstrate i) relationship with all blockers and make adjustments accordingly v opposition quick and ii) positioning for line/cross court closed and split block outside</p> <p>Players are in two way communication with the front row (feed backward/feed forward) both before and after rallies</p> <p>Players demonstrate understanding of a variety of defensive organisations and responsibilities for tip cover (2-1-3, 2-0-4, D6 up, D6 back, perimeter and line) and the consequences for starting and adjusted base positions and responsibilities.</p>
Serving	<p>Players demonstrate an attacking Top Spin Serve working towards a half court target (helps to develop reception, works on attacking action i.e. wrist)</p>	<p>Players can execute an attacking Top Spin Serve with variation in target and pace</p> <p>Players can execute a consistent float serve to a simple target – left/right side of court</p>	<p>Players can execute a consistent float serve with tactical objective - to a specific target, weak receivers, space in between receivers short/long, left/right etc.</p> <p>Players demonstrate some competency in jump top spin and float serving</p>	<p>Players can execute a consistent drive float serve with tactical objective – from a range of baseline positions right/left & near/far to a variety of specific targets, weak receivers, space in between receivers, over the middle attacker, problems for setter etc.</p> <p>Players demonstrate competency in jump top spin and float serving working towards a target left/centre/right</p>	<p>Players can execute a consistent drive float serve with tactical objective – from a range of baseline positions right/left & near/far to a variety of specific targets, weak receivers, space in between receivers, over the middle attacker, problems for setter etc.</p> <p>Players demonstrate consistency in jump top spin and float serving working towards a target left/centre/right from a range of baseline positions</p>

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Transition	<p>Players demonstrate effective transition from Block/Defense to counter attack – movement to create space and timing</p> <p>Players demonstrate understanding of Attack cover – court positioning</p> <p>Players demonstrate understanding of applying pressure to opposition in a Down/Free ball situation – play deep to opposition right side</p>	<p>Players demonstrate effective transition from Block/Defense to counter attack – movement to create space and timing</p> <p>Players demonstrate effective transition from Block to Setting</p> <p>Players demonstrate understanding of Attack cover – court positioning</p> <p>Players demonstrate understanding of applying pressure to opposition in a Down/Free ball situation – play deep to opposition right side</p>	<p>Players demonstrate effective transition from Block/Defense to counter attack i) movement to create space, ii) timing and iii) availability.</p> <p>Players demonstrate understanding of responsibilities in Free/Down ball situation – split court concept to protect penetrating setter</p> <p>Players demonstrate understanding of Attack cover – court positioning</p> <p>Players demonstrate understanding of applying pressure to opposition in a Down/Free ball situation – play to opposition right side (short/deep) to occupy penetrating Setter</p>	<p>Players demonstrate effective transition from Block/Defense to counter attack i) movement to create space, ii) timing and iii) availability. (Especially middle/quick attacker and right side attacker/penetrating setter)</p> <p>Players demonstrate understanding of take over set when back court setter defends, Libero/Middle sets?</p> <p>Players demonstrate understanding of responsibilities in Free/Down ball situation – split court concept to protect penetrating setter</p> <p>Players demonstrate understanding of Attack cover – court positioning and counter attack from block contact</p> <p>Players demonstrate understanding of applying pressure to opposition in a Down/Free ball situation – play to opposition right side (short/deep) to occupy penetrating Setter/back row attacker</p> <p>Players demonstrate understanding of Over pass – middle blocker, 2 handed direct away from opposition middle blocker</p>	<p>Players demonstrate effective transition from Block/Defense to counter attack i) movement to create space, ii) timing and iii) availability in both front and back court roles</p> <p>Setters demonstrate effective transition from Block, good communication and appropriate decisions for transition offence</p> <p>Players demonstrate understanding of take over set when back court setter defends, Libero/Middle sets?</p> <p>Players demonstrate understanding of responsibilities in Free/Down ball situation – split court concept to protect penetrating setter</p> <p>Players demonstrate understanding of Attack cover – court positioning and counter attack from block contact</p> <p>Players demonstrate understanding of applying pressure to opposition in a Down/Free ball situation – play to opposition right side (short/deep) to occupy penetrating Setter/back row attacker</p> <p>Players demonstrate understanding of Over pass – middle blocker spike</p>

Gold – Players are excelling in meeting the technical standard and are demonstrating competence at the next level.

Green – Players are demonstrating full competence in all aspects of the technical standard. There is evidence of repeatable success and skills are applied correctly with few errors and little conscious attention to movement execution. Players are self-correcting.

Amber – Players are demonstrating competence in some aspects of the technical standard. There is some evidence of success however players are inconsistent in movement execution and/or decision making. Players are starting to recognise errors and there is some understanding of how to correct although coaching input is required.

Red – Players have acquired the basic idea but are not yet demonstrating competence in any aspect of the technical standard. Movement execution is inconsistent and requires a high level of conscious attention with the number of errors greater than the number of successful attempts. Players rely heavily on coach instruction/feedback.