



Coaching Philosophy

Earls Barton United FC Philosophy, identity and player DNA

By providing a blue print of our approach to player development we aim to enable all the different people involved in our club to understand what our club is trying to achieve with the players.

Aims and objectives

“We aim to play attacking, creative football but with a tactical discipline.”

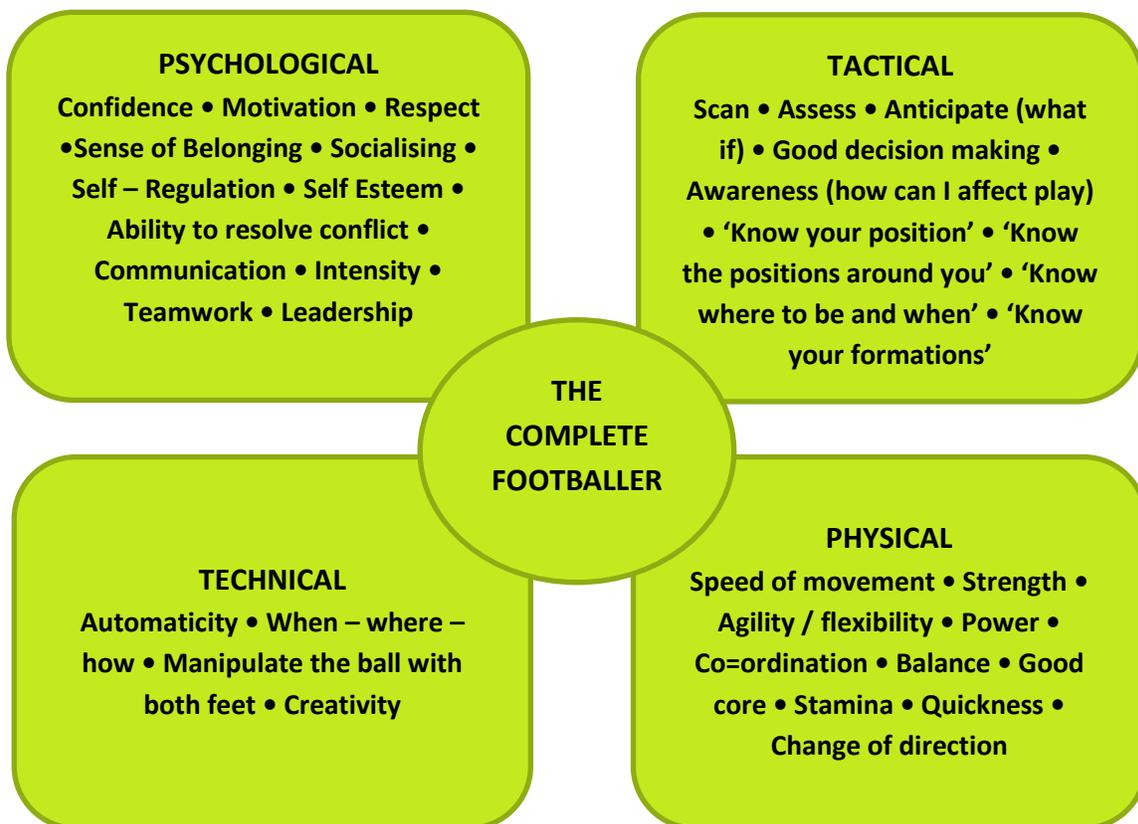
- To equip a player and a coach to maximise their potential in a fun dynamic environment
- Create a fear free environment to aid players and coaches’ development
- To be recognised by the Community as an excellent football club.
- To create a steady flow of players to the adult section and opportunities for higher level exit routes
- To prepare players for life’s challenges outside of football
- To help create opportunities and experiences

Playing Philosophy

- To be comfortable in possession and understand when to risk and when to keep possession
- To play with confidence as an individual and a team.
- To move the ball positively with pace and accuracy.
- Players to be comfortable in different positions and formations.
- To have the skills and confidence to play through the thirds in all directions.
- To be well organised defensively, and know when to press and when to defend the lines.
- To be able to pass, dribble and use skills to escape from tight spaces.
- Good decision making and spatial awareness.
- Finish chances created.

Our Four Corner Model

Parents cannot underestimate the importance of their role in the development of a child. The more a child is exposed to football either live or on TV and it is discussed in an appropriate manner, the better their understanding of the game incorporating all aspects of the four-corner model.



Age Group: 2 – 4 year olds

(pre-school)

Overview

We are looking to develop confidence and familiarity with a football.

Children develop at different rates:

2 years old – introduction to football and building motor skills

3 years old – football related skills and physical activity

4 years old – football related techniques and physical activity

We are developing:

Skills

- Agility
- Balance
- Co-ordination
- Communication
- Movement – change of direction
- Movement – speed
- Gathering and processing information
- Focus
- Participation

Attitudes/ qualities

- ✓ Motivation
- ✓ Respect
- ✓ Sense of belonging
- ✓ Building friendships and socialising
- ✓ Self-regulation
- ✓ Ability to resolve conflict
- ✓ Take in instruction and listen

Methodology / Approach

Key principles:

- ❖ Maximise time with the ball – lots of touches
- ❖ Extrinsic rewards rather than competition – recognition of their efforts
- ❖ Model simple skills for young players to copy e.g. drag backs
- ❖ Include throwing and catching for focus and eye co-ordination
- ❖ Get the parents involved and taking part
- ❖ Lots and lots of success = creates confident, happy young players.
- ❖ They need to have fun.

Age Group: Under 6 year olds

(Reception / Year 1)

Overview

If you look at the four-corner model, then as a coach for the Under 6s, we are heavily influenced by the psychological part. There is some technical and tactical development through exploration and play. We are looking to build confidence and open the young player's mind up to teamwork, taking turns, controlled risk and develop intrinsic values.

Children of this age are used to role playing, exploration, short stories; memory and imagination are developing. They have a sense of right and wrong and discipline and better able to self-regulate but are often unable to express themselves appropriately; language is still developing and other factors such as nerves or excitement can impact. Furthermore, children at this age can have difficulty thinking outside of their own viewpoints and assume that other people see, hear and feel the same as they do.

Modelling through language, acknowledgement and example becomes important to help them develop a frame of reference within the football setting.

Therefore, through the use of games and role play activities we bring in the fun element that enables young players to learn to manage their emotions and develop self-control within confines they understand.

We are developing:

Skills

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- Balance
- Co-ordination
- Communication
- Movement – change of direction
- Movement – speed
- Gathering and processing information
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Attitudes/ qualities

- ✓ Motivation
- ✓ Respect
- ✓ Sense of belonging
- ✓ Building friendships and socializing
- ✓ Self-regulation
- ✓ Ability to resolve conflict

Methodology / Approach

Basic drills practiced in an imaginative context that children can relate to and make it fun e.g.

| | | |
|---|---|---|
| Keeping the ball in a square by dribbling | → | The square becomes an 'island' and the area outside of it is 'quick sand' |
| Using different parts of the foot | → | 'Follow the Leader' game with the coach leading a 'train' or 'snake' of young players, changing direction Dribbling 'big toe', 'little toe' instructions for where the foot should be in relation to the ball. |

Key principles:

- ❖ Short games / practices
- ❖ Maximise time with the ball – lots of touches
- ❖ Model simple skills in a fun activity
- ❖ Build a frame of reference with language about skills through feedback and acknowledgement.

Age Group: Under 7 – 8 year olds

(Year 2 / Year 3)

Overview

At this age young players are keen to play the game and begin to look towards the end product, team work and a degree of success and failure. However, the practice of skills and drills is no less important. Moving on to game strategy at the expense of drill practice will ultimately stifle the development of skilled play. Keeping 7-8 year olds motivated and excited about improving their football through focused and challenging practice as opposed to just game playing is key. The importance of **'Automaticity'** (see below).

We are developing:

Skills

- Automaticity in motor skills:
 - Using both feet
 - Striking a ball
 - Control of first touch
 - Running with the ball
 - Shielding / Protecting the ball
 - Stealing the ball
 - 360 degree passing
- Basic tactical positioning
 - Recovery / support runs
 - Start to be aware of others

Attitudes/ qualities

- ✓ Enjoyment of the game
- ✓ Allegiance to EBUFC
- ✓ Confidence to play at their best
- ✓ Leadership attributes
- ✓ Teamwork and communication
- ✓ Willingness to learn and improve as a player (intrinsic more than extrinsic)
- ✓ Good concentration levels
- ✓ Instill the value of patience and practice
- ✓ 'Playing on the front foot' – being positive
- ✓ Good sportsmanship

Automaticity

What is Automaticity?

'To make an action 2nd nature, habit, an unconscious competence or automatic response'

When a player is able to rely on their physical skills, they are able to react, show more situational awareness and make decisions without overthinking things.



Without fluency in the basic skills, the development of more sophisticated game play and strategy is more limited.

| Challenges / implications for coaching | Strategy |
|--|---|
| <p>Requirement for higher level of instruction vs shorter retention by the young player</p> <p>Need to build concentration and focus</p> | <ul style="list-style-type: none"> ➤ Build skills slowly breaking them down into basic elements. Details make the difference ➤ Use key words – ‘focus’, ‘switch on’ |
| <p>Building confidence and fluency in skills</p> | <ul style="list-style-type: none"> ➤ Remember that people learn in different ways: <ul style="list-style-type: none"> visual (demonstration) audio (explanation) kinesthetic (practical) ➤ Provide a realistic goal ➤ At least 500 touches per session |
| <p>Young players can become despondent with basic skill practice / consider it ‘easy’</p> | <ul style="list-style-type: none"> ➤ Increase drill complexity / add in distractions which also encourages creative play ➤ Provide examples of professional players where they show established plays / routines that reflect ‘drill’ practice E.g. Ronaldo’s free kick |
| <p>Building intrinsic motivation to support resilience and continued learning</p> <p>Players ask themselves ‘Am I worthy?’</p> | <ul style="list-style-type: none"> ➤ Avoid over-reliance on praise and winning as motivators ➤ Use precise, positive feedback relating to the skill in focus ➤ Value hard work, improvement and effort ➤ Encourage team support for individuals |
| <p>U7/8 can be highly excited / over exuberant / high energy which can come across as poor behaviour</p> | <ul style="list-style-type: none"> ➤ Be aware of individual, external influences and circumstances ➤ Calm management and clear expectations ➤ Clear instructions ➤ Acknowledge model behavior / good examples |

RONALDO EXAMPLE – FREE KICK

ELEMENTS BEFORE THE KICK

- | | |
|--|---|
| <ul style="list-style-type: none">✓ POSITION OF THE BALL (VALVE)✓ START POSITION FROM BALL✓ ANGLE BALL TO TARGET | <ul style="list-style-type: none">✓ WHAT PART OF THE BALL IS STRUCK?✓ THE SPEED OF APPROACH✓ THE SPEED OF THE STRIKE / HOW HARD THE BALL IS HIT |
| <ul style="list-style-type: none">✓ WHERE STANDING FOOT WILL LAND✓ WHAT PART OF THE FOOT IS USED? | <ul style="list-style-type: none">✓ POSITION OF THE HEAD✓ POSITION OF THE SHOULDER / ARMS |

Age Group: Under 9 – 10 year olds

(Year 4 / Year 5)

| Overview | |
|---|--|
| <p>At Under 7 and Under 8 we were looking primarily at 2 corners of our four-corner model (Technical and Psychological); at Under 9 we continue to build on these foundations and introduce all 4 corners and by Under 10 our practice and matches should be emersed in all 4 corners.</p> <p>With larger pitches there will be less chances of running from end to end, to attack and recover and with 2 additional players on each team more chances of failure over success if they are not building on their awareness of others.</p> | |
| We are developing: | |
| <p>Psychological Development</p> | <p>We continue to build on our foundation of increasing a player’s confidence, concentration, intrinsic values by encouraging motivation, intensity and teamwork.</p> <p>Not every player feels the same. The coach needs to get to understand each player, build upon their strong points and nurture and develop weaker ones. Players start to feel that they are letting the team down at this age and other players can resent weaker players at this age. This can ultimately lead to a loss of individual confidence and dropping out of football, alternatively, more developed players can get frustrated and leave.</p> |
| <p>Confidence</p> | <p>To Trust and believe in their own ability and decision making in challenging circumstances.</p> |
| <p>Motivation</p> | <p>To understand why they are there.</p> |
| <p>Intensity</p> | <p>The will, commitment and enthusiasm to practice and play with a purpose</p> |
| <p>Teamwork</p> | <p>To understand how other members can help their game and their own development and thus gaining life social skills and moral character.</p> |
| <p>Tactical</p> | <p>At U9/10 we are developing tactical awareness. More developed players will be already showing strengths in this area.</p> <p>We are in the Scan – Assess – Anticipate phase of development which will gradually develop on and off ball, awareness. (e.g. Positioning</p> |
| <p>Developing sense of awareness</p> | <p>Sense of Awareness</p> <p>Understand space and time</p> <p>Decision making</p> <p>Technical execution</p> |

| | |
|---|--|
| <p>Technical</p> <p>(When / Where / How)</p> | <p>Automaticity and Creativity are still to be encouraged in a more distracting environment. Additional set piece skills are added including:</p> <ul style="list-style-type: none"> • Throw ins • Goal kicks • Free kicks <p>Remember, they are still working on U7/8 but now looking at end product, teamwork and a degree of success vs failure. This will lead to passing in 360° directions and body shape to provide end product.</p> <p>‘Play on the front foot’ is encouraged – Be Positive</p> |
| <p>Physical</p> | <p>Children start to lose flexibility at 5 and by 10 years old flexibility can be minimal. At U7/8 there is enough done by schools and the home to allow football to concentrate on the technical side of the game and by naturally playing, bringing additional physical benefits.</p> <p>For U9/10 we need to build in the physical side of the training. This is not just to facilitate tackling and shielding but also to develop:</p> <p>Speed Agility / flexibility Quickness Strong Core → Prevents poor posture → Prevents poor endurance → Prevents poor balance</p> <p>A strong core in a child/adult supports the spine from excessive load whilst providing an efficient transference of force between the upper and lower body. This age group still develop a strong core through play, up and under obstacles, through tunnels etc.</p> <p>Other benefits include:</p> <ul style="list-style-type: none"> ✓ Quick change of direction ✓ Co-ordination ✓ Straight line speed |

Age Group: Under 11

(Year 6 moving to Under 12 in Year 7)

The change to 9v9 football will pose bigger changes than just another year's progression. There will be a lot of different challenges, that an under 11 will face with 2 extra players on the pitch.

If the previous years' development has been successful then the player will have the tools to take on board the new challenges, and changes in emphasis on the 4-corner model.

If the player does not possess the technique, confidence and aptitude then a lot of what you are about to develop further will leave the player and coach frustrated.

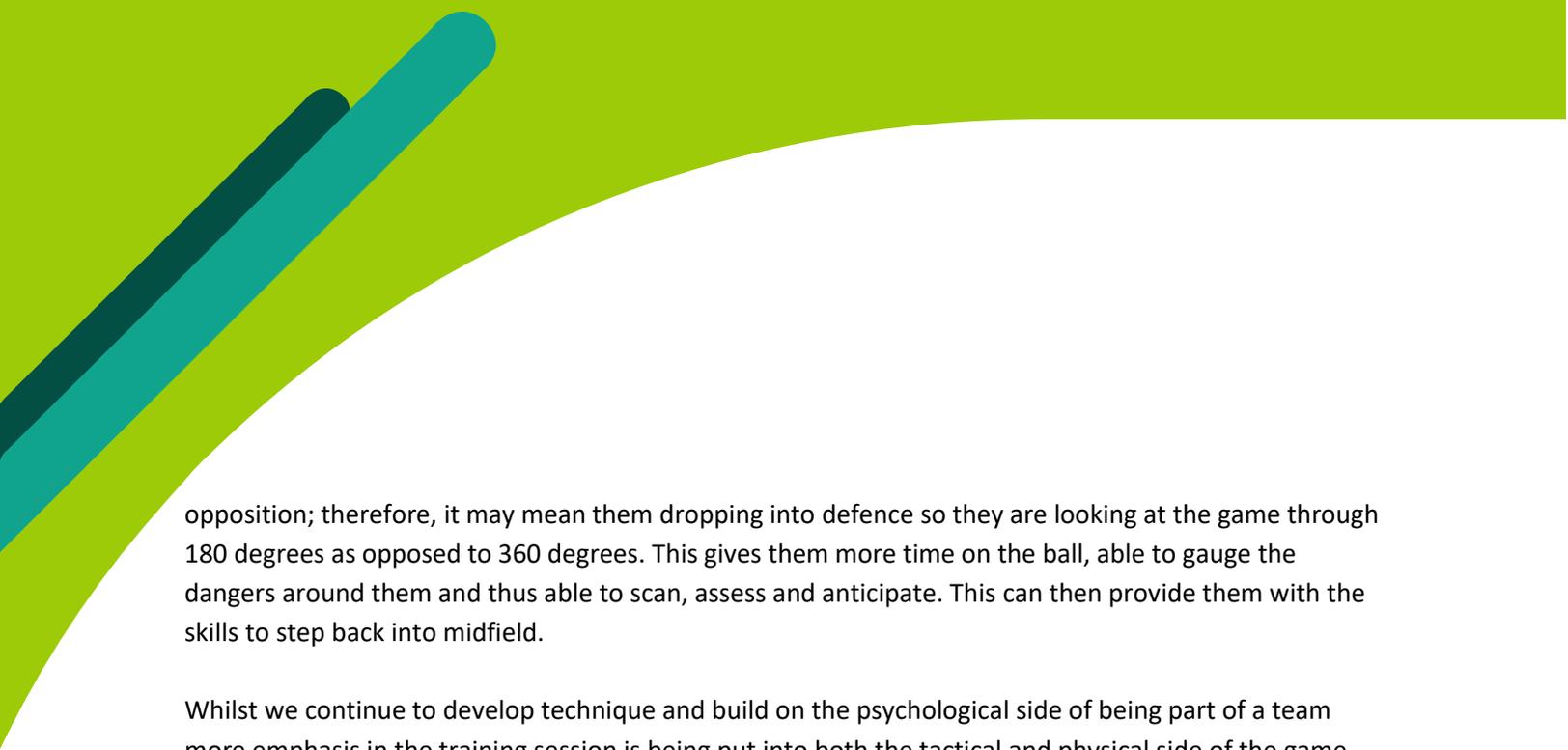
Physical: To develop speed, endurance, and stamina to allow a quick transition and pressing game will be flawed if a player cannot keep possession and move the ball quickly and accurately.

Tactically: To develop awareness, scan, assess and anticipate will be hindered if the player cannot control the ball, pass and manipulate the ball with different parts of the foot.

Psychological: To develop the mindset to instruct others and their peers in the right way and with the right instructions, you need to have a confident player with high esteem. Most children in year 6 are the top year in their school this brings with its other challenges with quite often a misplaced confidence. This confidence needs to be developed.

Technical: This is still being developed but pressure on them whilst in possession will be far greater as the physical part of the game develops and the strength in striking the ball is also far greater. If the basic technique has been under developed then panic will set in leading to poor control, passes etc. will become more common thus creating a loss of confidence.

Each subsequent year needs reflection to confirm a player's all-round development or they need to be re-assessed and either work on individual elements or a change the role within the team to progress. E.g. A strong midfielder in mini football may suddenly become a round about in 9v9 as the game gets faster and the effect of the 2 additional players provides different challenges from the



opposition; therefore, it may mean them dropping into defence so they are looking at the game through 180 degrees as opposed to 360 degrees. This gives them more time on the ball, able to gauge the dangers around them and thus able to scan, assess and anticipate. This can then provide them with the skills to step back into midfield.

Whilst we continue to develop technique and build on the psychological side of being part of a team more emphasis in the training session is being put into both the tactical and physical side of the game.

Tactical:

- Offensive transition
- Defensive transition
- Formation and positions

Physical:

- Strong Core
- Speed
- Stamina
- Agility/flexibility

Psychological:

- Understand what you do well but do not stop improving what you are struggling with.
- Communication

Technical:

- Keep adding to your skills and manipulation of the ball (Automaticity)
 - Keep working on your technique for longer range passes and runs
 - Work on using other parts of your body e.g. chest and thigh.
- 

Transition

Most players will naturally work harder to transition from defence to attack. Less so from attack to defence. This involves using all 4 dimensions of the 4corner model to achieve a successful transition.

- You must understand your position and the positions around you. You must understand the formation you are playing and how different formations affect the role you are playing. At the 9 v 9 game, by a coach changing formation it develops players for the 11 v 11 game.
 1. 3:2:3 in offensive transition can easily become a 1:4:3 or defensive transition 3:4:1
 2. 4:3:1 can be a defensive formation but the full backs can become wing backs in transition becoming 2:5:1 or even 2:1:4:1 or 2:1:2:3
 3. 3:3:2 becoming 2:3:3 in offensive transition
 4. 4:4 may seem strange but it provides an education in familiarity of 2 banks of 4, moving forward together and defending together. When you go to 11v11 then you may be just adding a couple of strikers, but everyone already knows how to transition offensively and more importantly defensively.
 5. A team has to be organised and understand where they need to be in each situation. At under 11 this is the ideal opportunity to work on providing a strong foundation to achieve these attributes individually and collectively.

Remember these are still primary school children and they need to enjoy the game. By allowing them to experiment and be creative will only heighten their development.

Remember to transition well you need all the squad as players will tire. This is a good reason to share time and ensure that all your players are allowed to develop.

- The squad has to be fit and strong enough to transition offensively, pressure to win the ball back and defensively in a bank of 4. Therefore, working on their physical wellbeing is paramount. To avoid injuries especially “growing pains” the core must be worked on every session and at home, hamstrings kept long so they can always touch their toes and the quads are built up enough to support their knees. Stamina will be key at different paced applications. Change of direction and recovery are important to maintain position. Growth spurts will affect the player’s stamina and pace as they often grow out before growing taller.
- To maintain a good transition the player needs to have a good focus and concentration level. They should be quick thinkers so they can spot both the opportunities and risks quicker than others. A player needs to have the confidence to organise those around them with clear concise communication. Most of all the player needs to overcome their sudden growth of feeling of injustice if they do not get their own way. (Common for year 6 children)
- Automaticity is not there yet as the ball they move will now becoming at a greater pace, opposition will be quicker and stronger with a longer reach. The players growth will affect their ability to judge the ball as the distance between eye and toe increases rapidly and length of foot increases. There will be growth spurts affecting body shape. All this will affect their ability to do things with the ball they thought they had mastered the year before.

Key factors in transition and to practice.

1. Offensive

- Organise well defensively so you have support when you transition
- Be quick to win the ball back by pressuring them into making mistakes
- The first pass is important, you do not want to surrender possession make sure it is complete and to an area that relieves pressure.
- Attack quickly, but do not rush possession as inevitably you will lose possession
- The movement off the ball is successful to a smooth successful transition.

2. Defensive

- Focus on the reaction of the players to the mistake not the technical error they cannot switch off and dwell on the error.
- They need to win the ball back quickly if the opportunity is there or defend deeper and patiently if the opposition are comfortable in possession.

- Controlled aggression by forcing mistakes, but not at the cost of conceding free kicks.
- Slow the opposition down by positioning to stop the forward pass and forcing them sideways and backwards. This will give time for players to support each other.
- How quick can you get numbers behind the ball in 2 banks.
- Maintain good communication to ensure players shift and cover the “What If” scenarios.

Under 12's will start to have a lot more influence from external factors now that most have moved to secondary school. You will see different social groups forming and new players will wish to join whilst others may leave to find new friendships. Opportunities in other sports will be greater. Whilst you are building up in a competitive environment with league tables etc. be true to the principles that have brought the players this far. With a positive environment, good coaching and playing the right way the results will look after themselves. A player is not complete at 12 but mid late 20's.

The biggest measurements of success for a coach is:

- Weak players developing, playing in local football and enjoying football maybe even becoming a coach, official or volunteer in football.
- Stronger players having higher level football exit routes
- Seeing the best join the professional elite and seeing their further development

If this means you pick up trophies and success on the pitch along the way then that is the icing on the cake.

Age Group: Under 12 – 18 Philosophy

Under 12 to 18 Philosophy on football

As we enter the competitive stage of the players' football development, we need to remember that the players are still children going through adolescence and into young adulthood. The pathway remains about development and the nurturing of each player to become the best they can be.

It is important as trophies and other extrinsic rewards are put in front of coaches. Parents and players, we continue to not be blinded by short-term gains at the expense of longer-term results.

Everybody loves success and the positivity it generates, the rewards of cup finals, being top of the table and coming home after a win. We also are fully aware of the lows of losing most weeks and the lack of confidence and self-esteem it brings.

But then is that true? Can the weight of expectation on the player be as detrimental as the criticism of a team that lose? Are the coaches and parents desire to see their team and children succeed placing undue pressure on individuals or transferring a win at all cost mentality to the team?

At Earls Barton United F.C. we promote the values that are connected with all the positive aspects of the team game. If we coach correctly and provided a fun filled environment, where self-motivation and confidence are key requisites, where creative play and technical ability are as important as the physical aspects of a footballer. Where intrinsic values are at least as important as extrinsic, if not of greater importance then there is a high probability of providing an equipped player for adult life and the challenges ahead.

Embrace the exit routes to higher teams and prepare for your success to be acknowledged by these clubs. If you haven't developed all your squad then when you need the gaps filling you will have a big void in your team.

The Stages

Under 12

This is still 9v9; teams may be in the wrong division for their ability and a season could result in easy games with large wins or impossible games with large defeats. In both situations, we need to ensure that we promote confidence and positivity at all times. We show humility and understanding of everyone on the pitch. We have set our goals and targets at a level that is achievable and providing good development. Is winning 24-0 a benefit to anyone? Coaches need to be creative in their approach. Look at the bigger picture of developing for 11 v 11 football.

Under 13-15

The formative 11 v 11 years we are still developing no different to any of the previous years just new systems, larger pitches and more players. New social and school groups will influence players and thus their retention. Players start to seek emotional autonomy from their parents as friends and peers take a more significant influence. This will give a good indication of the squad's cohesion. The better the whole squad is developed as one the better the chance of retention of players or existing less developed players stepping up into the role as others leave.

Under 16-18

The physical game has a major impact at these ages and the squad is being developed to understand the true competitiveness of the game, not just for places but also for results. Injuries are far more prevalent and the need to ensure that the still growing skeleton, tendons, ligaments and muscles are at their best to meet the increased demands in flexibility, strength and speed.

What are we looking to develop?

The overall appreciation of the game from formations, to roles and responsibilities in individual positions.

The Key Questions you should ask yourself:

Are you able to identify the role each player needs to take?

Non-stop movement - Do you know where to be and when?

Do you understand the differences between each formation?

Risk - Do you understand the percentage game and where to take a risk based on success v failure?

Can you embrace coaches' decisions and requests irrespective of personal views is difficult.?

Are you confident and motivated to succeed whether it is as a team or individual goals?

Can you take ownership of your performance?

Are you physically prepared? Understanding your body and its needs is a key attribute.

Reflection on your individual performance is important. Can you do this with impartiality?

Togetherness and cohesion, is as important as individual brilliance - can you make that sacrifice?

Intensity - Do you have the qualities to lead from the front and raise and lower the pace of the game?

Scores matter but it is far better to have a team play to its best. Do you have that intrinsic value?

The Game characteristics, strategy and tactics

We must ensure that to improve a player in one position through the continued learning phases, the player may have to move position to pick up the part of the game they haven't progressed.

Attacking Play

| Characteristics | Strategy (planning) | Tactical (Method) |
|------------------------------|---|---|
| Flexible playing System | Counter attack with control, speed and directness | Wide play opportunities |
| Ball retention | If counter attack is denied ability to retain possession and incisive use of possession | Provide defensive security when releasing a counterattack |
| Assured technical foundation | Clever movement and interchanging to provide space and receive the ball | Create confusion in and around the final third with variety of ball and player movement |
| Tactically effective | Play on the front foot moving into space at every opportunity | Recycle the ball if opportunities are denied |
| Attacking to win approach | Vary long and short passes | Provide pressure free outlets |
| Changes in intensity | Defence is best form of attack if done high up the pitch. | Play through the thirds |
| Creative unpredictability | | Quick interchanges |

Defending Play

| Characteristics | Strategy (Planning) | Tactical (Method) |
|--|--|---|
| Understand defensive principles | Recover possession as early as possible | Pressure the ball and minimise opportunities for opposition to move forward |
| Positive reaction to loss of possession | Controlled and intelligent intensity | Concede ground only when the opposition is comfortable in possession |
| Regain possession at earliest opportunity to counter attack | Recover quickly to defensive position if opposition is unopposed | Recover quickly into a compact defensive unit of 7 or 8 players |
| Understand changing roles | Minimise opportunities in defending half | Make play predictable to your team |
| Player and zonal marking | Expect the unexpected | Track key runners/movers |
| Ability to change defensive models of play from early to deep. | Protect each defensive line | Manage the space either by close marking or covering the space players will exploit |

Positional attributes (There are variations to each position e.g. CDM, CAM, wing back etc.)

Goalkeeper

| Tactical | Physical | Technical | Psychological |
|---|--|--|--|
| Understands good start positions in and out of possession | Power and strength to deal with physical contact | Confident in dealing with high balls especially in congested areas | Courage to dive at the feet of an opponent |
| Great communicator | Quick reactions | Good handling skills | Alert when called upon |
| Game appreciation with a no risk mentality | Flexibility and agility to move around the goal | Knows when to catch, deflect and Parry | Able to cope with errors and criticism |
| Initiates counter attack | Speed, balance and co-ordination | Composure to pass and receive with both feet | Speed of thought and awareness of others |
| Strong decision maker | | Can pass the ball over varied distances | Good powers of concentration |

Defender

| Tactical | Physical | Technical | Psychological |
|--|--|---|---|
| Understands how to defend as an individual and collectively | Quick and explosive over short distances | Reads the game well and positions effectively | Mentally adaptable and tactically capable in a variety of circumstances |
| Understands safety v risk | Good upper body strength for contact | Knows how close they need to be to mark a player | Courageous |
| Defends with composure | Can compete aerially | Knows when to spoil, intercept or contain attackers | Focused |
| Supports receives and plays from the defensive third | Has the power to spring and timing | Passes the ball with both feet over various distances and technique | Confident and composed |
| Can move into midfield and combine intelligently with midfield | | Runs the ball into midfield and beyond with composure | Competitive |
| Changes the ball position and play as required | | Challenges decisively and fairly | |
| | | Mark spaces effectively | |
| | | Tracks opponents | |
| | | Can defend 1 v 1 and 1 v 2 | |
| | | Can beat an opponent in tight space | |

Midfielder

| Tactical | Physical | Technical | Psychological |
|--|--|---|--|
| Understands playing the game 360degrees | Excellent Aerobic capacity | Available to receive the ball in all circumstances | Adapts playing style to the state of the game |
| Excellent vision and awareness, and observes options available | Excellent anaerobic capacity throughout the game | Can receive, secure and protect the ball under pressure | Displays intensity and composure throughout the game |
| Retain possession | Explosive speed | Can turn with the ball | Has positive, controlled competitiveness |
| Play with disguise | Able to box to box | Can beat an opponent | Anticipation |
| Can move and score with various techniques | Great center of balance to remain stable | Can Pass over a variety of distances | |
| Anticipate opponents and adjust accordingly | | Can pass with different parts of the foot and body | |
| Recovery and tracking runs | | Can dribble and run with the ball | |
| Knows when to press and when to mark | | Can play the pass with sensitivity to the situation | |
| Is aware of how the game is unfolding | | Can shoot accurately from a variety of distances | |

Winger

| Tactical | Physical | Technical | Psychological |
|---|---------------------------------|--|---------------------------------------|
| Shows for passes | Explosive acceleration | Accurate passer | Positive approach |
| Eludes tight marking | Explosive pace | Accurate crosser | Controlled and composed |
| Combination play | Shows speed endurance | Receives the ball and turns to attack | Determined and persistent |
| Attacks opponents With the ball | Agile with and without the ball | Has tricks and skills to beat and secure | Desire to help and support team mates |
| Can read defenders and evade them | Low balance to remain stable | Ability to score in a variety of ways | |
| Can make off ball runs inside and out | | Shield the ball and hold up play. | |
| Make recovery runs and pressing decisions | | | |

Striker

| Tactical | Physical | Technical | Psychological |
|---|--|--|---|
| Shows to receive the ball | Explosive speed short and medium distances | Can react to any incoming or loose ball and finish with 1 or 2 touches | Willing to chase down forward passes beyond the defence |
| Positional awareness to create maximum disadvantage | Sustained speed over long distances | Links with support players with 1 or 2 touches | Adaptable and aware of the state of the game |
| Exploit spaces | Spring and timing | Effective in 1 v 1 | Competitive and composed |
| Evade markers | Body strength to hold off markers | Turns with the ball | Shows bravery in goal scoring positions |
| Understand link up play | Ability to retain balance on the ground and in the air | Protects the ball in tight situations | Displays intelligent positioning |
| Knows when to secure and when to attack | Flexibility and agility | Can play the ball with any part of the foot and body | Displays cunning movement |
| Contains opponents with pressure and composure | | Has power from a short lift | Anticipates the pass or mistake |
| Knows when to shoot and when to set | | Shield the ball and hold up play. | Confident and composed in front of goal |
| Marks and tracks | | | |



As the body grows and the understanding of the game improves a player's attributes will change between the various roles and we need to ensure this is spotted and acted upon to ensure a player is not pigeon holed in a set position.

As a player's ability and development changes they will move across year boundaries some developing faster and understanding stages beyond their years, whilst others maybe need to step back to continue their development in an earlier stage. The document is a guide to a player's progression and is not set in stone.

The methodology on how to attain and achieve the goals of this document is part of the coach's own development and, like a player, should not be tied to any single source of ideas. A good coach will question each drill that they have researched and taken on board, and then developed it to meet the requirements of their squad individually and collectively.

I have specifically not recommended any drills or websites for resources; however, both you as a qualified coach and the club have access to many different sources of reference.

Don't be frightened to ask and question. Fear and lack of confidence are the 2 biggest limiting factors that stop development. Acknowledge this and be open to learning: the more you do, the greater your freedom of thought will be.





Antony Owen, Chairman Earls Barton United FC
