
Teaching Assistant Apprenticeship

Understand Children and Young Person Development

English: - Key Stages and Years One and Two



Supporting development of your career



Introduction:

Understanding development is fundamental as it underpins all work with children and young people. This booklet enables learners to gain knowledge of the sequence and rate of the development of children and young people from birth to 19 years and how different aspects of development can affect one another.

The development of children and young people is affected by a range of factors. It is important to know how theories of development and frameworks to support development influence current practice for effective work at this level. Those working with children and young people must be able to recognise concerns about development to enable appropriate interventions to be instigated. The particular importance of early recognition of speech, language and communication disorders to children's holistic development is a significant feature of this unit.

Children and young people pass through a number of stages as they progress into adulthood, experiencing many changes in their lives such as starting nursery or changing school. They may also experience particular or personal changes or adversity such as bereavement or family breakdown. It is important for those working with children and young people to understand and recognise the effects of transition on children and young people's behaviour and development to ensure their needs are met through positive relationships, supporting the outcomes for each key stage of education

The National Curriculum in England.

Age	Year	Key Stage
3 to 4 years		Early Years Foundation Stage Curriculum
4 to 5 years	Reception	Early Years Foundation Stage Curriculum
5 to 6 years	Year 1	Key Stage 1
6 to 7 years	Year 2	Key Stage 1
7 to 8 years	Year 3	Key Stage 2
8 to 9 years	Year 4	Key Stage 2
9 to 10 years	Year 5	Key Stage 2
10 to 11 years	Year 6	Key Stage 2
11 to 12 years	Year 7	Key Stage 3
12 to 13 years	Year 8	Key Stage 3
13 to 14 years	Year 9	Key Stage 3
14 to 15	Year 10	Key Stage 4 Come children take GCSE's
15 to 16 years	Year 11	Key Stage 4 Some children may take GCSE's Or other national qualifications

Please refer to each area of the national curriculum to gain a full understanding of the required learning outcomes

Key stage 1

Compulsory national curriculum subjects at primary school are:

- English
- maths
- science
- design and technology
- history
- geography
- art and design
- music
- physical education (PE), including swimming
- computing
- ancient and modern foreign languages (at key stage 2)

Schools must provide religious education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it. Schools often also teach:

- personal, social and health education (PSHE)
- citizenship
- modern foreign languages (at key stage 1)

Year 1 phonics screening check

The check will take place in June when each child will read 40 words out loud to a teacher, and their teacher will assess whether he or she needs extra help with reading.

If any child doesn't do well enough in the check they'll have to do it again in Year 2.

Key stage 1 tests cover:

- English reading
- English grammar, punctuation and spelling
- maths

Each child will take the tests in May. Parents can ask the school for the test results.

Parents will be sent the results of their child's teacher assessments automatically.

Key stage 2

Each child will take national tests in May when they reach the end of key stage 2. These test each child's skills in:

- English reading
- English grammar, punctuation and spelling
- maths

The tests last less than 4 hours. Parents and children get the results in July.

Key stage 3

Compulsory national curriculum subjects are:

- English
- maths
- science
- history
- geography
- modern foreign languages
- design and technology
- art and design
- music
- physical education
- citizenship
- computing

Schools must provide religious education (RE) and sex education from key stage 3 but parents can ask for their children to be taken out of the whole lesson or part of it.

Key stage 4

During key stage 4 most pupils work towards national qualifications - usually GCSEs.

The compulsory national curriculum subjects are the 'core' and 'foundation' subjects.

Core subjects are:

- English
- maths
- science
- Foundation subjects are:
 - computing
 - physical education
 - citizenship
- Schools must also offer at least one subject from each of these areas:
 - arts
 - design and technology
 - humanities
 - modern foreign languages

They must also provide religious education (RE) and sex education at key stage 4.

English Baccalaureate (EBacc)

In performance tables, the EBacc shows how many students got a GCSE grade C or above in English, maths, 2 sciences, a language, and history or geography.

Year 1 programme of study

Reading – Word Reading: **Statutory requirements**

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension: **Statutory requirements**

Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing – Transcription:

Statutory requirements

Pupils should be taught to:

spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week

name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
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add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

apply simple spelling rules and guidance, as listed in English Appendix 1

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
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Writing – Composition:

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
 - discuss what they have written with the teacher or other pupils
 - read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, grammar and punctuation:

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Year 2 programme of study

Reading – Word Reading: Statutory requirements

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading – Comprehension:

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing – Transcription:

Statutory requirements

Pupils should be taught to:

spell by:

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Writing – Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing – Composition:

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

develop their understanding of the concepts set out in English Appendix 2 by:

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

use and understand the grammatical terminology in English Appendix 2 in discussing their writing.