

Mapping the DfES primary induction programme to the national occupational standards for teaching assistants - Literacy Reception module

Outline content of Literacy Reception module for teaching assistants in primary schools	National Occupational Standards for TAs													
	2-1 Help with classroom resources and records	2-2 Help with the care and support of pupils	2-3 Provide support for learning activities	2-4 Provide effective support for your colleagues	2-5 Support literacy and numeracy activities in the classroom	3-1 Contribute to the management of pupil behaviour	3-2 Establish and maintain relationships with individual pupils and groups	3-3 Support pupils during learning activities	3-4 Review and develop your own professional practice	3-5 Assist in preparing and maintaining the learning environment	3-6 Contribute to maintaining pupils records	3-7 Observe and report on pupil performance	3-8 Contribute to the planning and evaluation of learning activities	3-9 Promote pupils' social and emotional development
Pre-course preparation														
1 English National Curriculum					<input type="checkbox"/>			<input type="checkbox"/>						
2 Early Learning Goals					<input type="checkbox"/>			<input type="checkbox"/>						
3 National Literacy Strategy					<input type="checkbox"/>			<input type="checkbox"/>						
4 NLS Framework					<input type="checkbox"/>			<input type="checkbox"/>						
5 Curriculum Guidance for the Foundation Stage					<input type="checkbox"/>			<input type="checkbox"/>						
6 The Literacy Hour (observation exercise)					<input type="checkbox"/>									
7 Pupil observation sheet (TA file)					●							●		
Session 1 Introduction														
8 National Literacy Strategy					<input type="checkbox"/>			<input type="checkbox"/>						
9 Searchlight model of reading					<input type="checkbox"/>									
10 Framework of teaching objectives					<input type="checkbox"/>			<input type="checkbox"/>						
11 Literacy Hour (video)					<input type="checkbox"/>									
Session 2 Role of the TA in the Literacy Hour														
12 Ways of supporting the teacher in each element of the Literacy Hour		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		
13 What's special about Reception?					<input type="checkbox"/>									
14 Ways of working with children in each element of the Literacy Hour		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>						
15 Strategies for supporting the teacher during the literacy hour					<input type="checkbox"/>									
Session 3 The Early Learning Goals														
16 Curriculum Guidance for the Foundation Stage					<input type="checkbox"/>									
Session 4 Early Phonics														
17 Phonics for spelling and reading					■									
18 Alphabetic code - phonemes					■									
19 Teaching phonics					■									
Between session activities														
20 The role of the TA in supporting the Literacy Hour		■			■	<input type="checkbox"/>		■	●			<input type="checkbox"/>		
21 Progression in Phonics (1)		●			●			●	●				●	
Session 5 Review of activities														
22 Phonics activity		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>						
23 Support from the TA in each element of the Literacy Hour		<input type="checkbox"/>			<input type="checkbox"/>			<input type="checkbox"/>	▲					
Session 6 Later phonics														
24 Matching graphemes to phonemes					■									
25 Vowel digraphs					■									
26 Teaching later phonics					■									

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Session 7 Reading in each element of the Literacy Hour														
27	Searchlight model in the Literacy Hour					■								
28	Searchlight model, reading and the elements of the Literacy Hour					■								
29	Supported reading prompt sheet					■								
Session 8 Writing in the elements of the Literacy Hour														
30	Searchlight model, writing and the elements of the Literacy Hour					■								
31	Key issues in writing in Reception					■								
32	Writing development checklist activity					●						●		

KEY

- Awareness raising
- Developing knowledge
- ▲ Applying knowledge and practising skills
- Opportunity to generate evidence which may be acceptable for an NVQ

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	National Occupational Standards for TAs													
	3-10 Support the maintenance of pupil safety and security	3-11 Contribute to the health and well-being of pupils	3-12 Provide support for bilingual or multilingual pupils	3-13 Support pupils with communication and interaction difficulties	3-14 Support pupils with cognition and learning difficulties	3-15 Support pupils with behavioural, emotional and social development needs	3-16 Provide support for pupils with sensory and/or physical impairment	3-17 Support the use of ICT in the classroom	3-18 Help pupils to develop their literacy skills	3-19 Help pupils to develop their numeracy skills	3-20 Help pupils to access the curriculum	3-21 Support the development and effectiveness of work teams	3-22 Develop and maintain working relationships with other professionals	3-23 Liaise effectively with parents
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13	What's special about Reception?								<input type="checkbox"/>	<input type="checkbox"/>				
14	Ways of working with children in each element of the Literacy Hour		<input type="checkbox"/>						<input checked="" type="checkbox"/>	<input type="checkbox"/>				
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Session 5 Review of activities														
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27	Searchlight model in the Literacy Hour								■						
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