

	3–5 Pre-literate & early literacy			6–9 Pre-literate & early literacy				10–12 Transition years			13–15 Early teens		
	3	4	5	6	7	8	9	10	11	12	13	14	15
Education	Start school England, Wales & Northern Ireland aged 4, Scotland aged 4-5							Start Secondary School					
	Children within this age range will be pre-literate or early literacy, so text based information is of very limited use in communicating to them.			For most, their writing and reading skills have improved immensely. However, literacy levels can vary considerably and ability or willingness to engage with written materials cannot be assumed.				Likely to have more developed literary skills.					
	Knows that books are read left to right, top to bottom. Starting to recognise lots of letters.			Expected to start to read independently and quietly, beginning a new relationship with books with few or no pictures inside.		Joined letters in writing. Using paragraphs, collective nouns, descriptive phrases.							
	The process of reading is still quite tedious. They don't yet know how to quickly extract information from a text.			Learning to skim read, to quickly extract content that is relevant to them from a long text.				Still not experts at skimming, but behaviour is closer to that of an adults.					
Devices	49% use a tablet to go online 24% have their own tablet			63% use a tablet to go online 37% have their own tablet				72% use a tablet to go online 49% have their own tablet			69% use a tablet to go online 59% have their own tablet		
	20% use a smartphone to go online			27% use a smartphone to go online				49% use a smartphone to go online 37% have their own smartphone			81% use a smartphone to go online 83% have their own smartphone		
	27% have their own laptop 17% have their own desktop			24% have their own laptop 13% have their own desktop		35% have their own laptop 21% have their own desktop		47% have their own laptop 24% have their own desktop			53% have their own laptop 22% have their own desktop		
	40% have their own games console 70% have a console at home at all			51% have their own games console 72% have a console at home at all		56% have their own games console 75% have a console at home at all		67% have their own games console 80% have a console at home at all			62% have their own games console 76% have a console at home at all		
Behaviour	65% watch video on demand content			73% watch video on demand content				78% watch video on demand content			88% watch video on demand content		
	51% watch YouTube, for 8hrs 6mins a week			64% watch YouTube, for 8hrs 36mins a week				74% watch YouTube, for 10hrs a week			89% watch YouTube, for 11hrs a week		
	Children this age are more likely to play games on a tablet device than a console.							Children this age are marginally more likely to play games on a mobile phone rather than a dedicated console.			Two in three play games on a mobile phone, with marginally fewer playing on a console.		
Parental control	My parents have MOST control of choice			My parents have SOME control of choice				I have MOST control of choice			Minimal supervision from 13+		
				Parents of this age group are more likely to use parental control software (35%). Use of parental control software is limited. About 6 in 10 of all parents are aware of parental control software, and almost half of those actually use theirs.				Parents of this age group are the most likely to use parental control software (36%)			Parents of this age group are least likely to use parental control software (27%)		
				Parents of this age group are least likely to use network-level content filters (33%). Use of network-level content filters is limited. About 6 in 10 of all parents are aware of parental control software, and almost half of those actually use theirs.				Parents of this age group are most likely to use network-level content filters (41%)			Parents of this age group are less likely to use parental control software (34%)		
								Parental or other support still tends to be needed, if not always desired. It may however need to be offered or encouraged in a less directive way than for younger children			Children of this age may still look to parents to assist if they encounter problems online, but some may be reluctant to do so due to concerns about their parents' reaction to their online activity		
Risks	Peer pressure is low			Peer pressure is medium				Peer pressure is high			Peer pressure is high		
				Becoming socially more sophisticated; the need to fit in and be accepted by the peer group becomes more important.				A key shift in use of digital and social media to build new peer networks and to explore new social and relationship possibilities, potentially leading to risky encounters.			Increased risk of cyberbullying, and increased worries about self-image and social anxiety		
	Awareness of online risks is low			Awareness of online risks is medium				Awareness of online risks is medium			Awareness of online risks is medium		
	Children and adults unaware of the full range of risks, such as information sharing, digital footprint or formation of digital habits. Parents think their children are engaging with child content only.			They are likely to be absorbing messages from school about online safety and the digital environment, and be developing a basic understanding of privacy concepts and some of the more obvious online risks. They are unlikely however to have a clear understanding of the many ways in which their personal data may be used or of any less director obvious risks that their online behaviour may expose them to.				Children in this age range are developing a better understanding of how the online environment operates, but are still unlikely to be aware of less obvious uses of their personal data.			Limited understanding of 'ownership' of platform and app data retained by advertisers, platform owners and other digital services.		
Legal													