

## School Readiness

Between the ages of four and five, children should be prepared to be separated from their parent or main care giver.

Children should be able to clearly demonstrate their ability to listen and follow age appropriate instructions

Children should have enough of a range of vocabulary and language to express their needs, feelings, thoughts or ideas

To be able to interact in an age appropriate way with another child or adult.

Children should be able to share and play and take responsibility for their actions.

Respond to boundaries and rules

To be able to engage with books, have some understanding of words and language

Communicate their needs such as toileting, thirst, hunger, illness and so on.

Schools will also work with parents, enabling a coordinated response to your child's needs as they arise, supporting children and their families as they work on issues that can be a barrier for school readiness.

Parents who feel they have a child who is behind or struggling to meet some of the 'school readiness' markers should contact their health visitor, GP or Family Centre. All of whom are well placed to provide the early intervention required to support parents and children through the transition from toddlerhood, pre-school years and on into later childhood.

visit

[pacey.org.uk/beingschool-ready](http://pacey.org.uk/beingschool-ready)

# Is your child school ready?



Tips, advice, links,  
information and activities  
to help your child at home  
so that they become ready  
for their first year of  
school



## **Personal, Social and Emotional Development**

**Your child should be able to play with others, sharing and taking turns, demonstrating friendly behaviour.**

Tip:

Play 'turn taking' games like snap, snakes and ladders, lotto games. It is up to you as the adult to model behaviour and use lots of praise, so your child learns acceptable behaviour

**Confident to ask for help and talk to others**

Tip:

Use language with your child such as "Would you like some help with that" "I can help you if you need me to, just say I need help please." And again, praise the correct response.

**Aware of own feelings, understand rules and boundaries, and can adapt behaviour accordingly.**

Tip:

Again this is for adults to model and to label e.g.; "The corners of your mouth have turned down you look sad" or "When I can't do things properly I have a tight feeling in my tummy and that means I am cross/grumpy is that how you feel?" etc.

You must also have structure and clear rules that stay the same day in, day out. Give your children the reasoning behind the rules so they become to understand. For example "When I am cooking you have to stand far away from the cooker, it is very hot and you could get burned" "When we are walking outside you must hold my hand so I can keep you safe"

## **Communication, Language and Listening**

**Listen to stories with increasing attention and recall.**

Tip:

Children should have experience with a range of books from fact to fiction and you should always make time every day for book time. Look at the pictures together talking about what you can see and what you think might be happening. Talk about the characters and what they are doing.

If adults think/show that books and reading is important then their children will do so too.

**Can follow directions/instructions**

Give your children the responsibility of carrying out tasks such as:

Putting things in the bin.

Setting the table

Making their own bed

Tidying up their toys

Ask them to fetch a named object



## **Speaking**

**Speaks in sentences**

**Asks questions**

**Has a wide range of vocabulary**

Tip:

Talk with your child always.

Explaining what you are doing and why. Read together. Explore the outside and talk about what you can see.

Use different words to express yourself e.g. "I am exhausted" instead of tired, "The sun is radiant/sparkling" instead of bright etc.

## Physical Development - Gross motor

**Moves freely with a wide range of movements.**

Tip:

Your child should have lots of physical play in their day. Jumping, crawling, climbing, balancing, swinging, hanging upside down etc. This increases their core strength and their neural pathways in the brain. It releases tension, increases oxygen in the blood and all this is brilliant for extending their attention span. **GOOD LISTENERS ARE GOOD LEARNERS!**

Go to the park, ride bikes, move to action rhymes try **The Learning station, Bounce Patrol, The Wiggles Kids Song Channel and Pinkfong all on [YouTube](#)**

Wave ribbon sticks, scarves, flags to music. Play keepy uppy with a balloon, throw, catch and kick a ball.

Create an obstacle course to incorporate a range of movements, children love a challenge.



## Physical development – Fine motor

**Holds and uses one handed tools**

**Holds a pencil between thumb and two fingers with some control.**

**Can copy some shapes and letters**

Tip:

Provide play resources including small world toys, construction sets, threading and posting toys, dolls clothes and material for collage. All this is helping to develop hand and eye skills which in turn helps pencil skills

Teach your child how to use tools safely and give them opportunities to practise, for example cutting up vegetables for tea. Cutting out shapes with children's scissors.

Provide activities that give your child the opportunity to manipulate tools, painting baking, playing instruments. Etc.

Provide construction toys, play with playdough. Practice, pushing, twisting, slotting, squeezing, pressing, pinching, rolling.

Always have some form of paper and pencil/pen around while your child plays.



## Physical Development – Health and self-care

**Is using the toilet independently**

**Can wash own hands and dress themselves with limited help.**

**Beginning to understand about what is safe and what is dangerous (actions)**

Tip:

Offer choices of potty, trainer seat or steps. Make a reward chart, make it fun with no pressure, praise the success but play down the failures. Your Health visitor can help.

Create opportunities for hand washing safely within reach, have a step stool at hand. Model good practice. Create your own hand washing song.

Incorporate stories about making good choices. **Red Riding hood/Goldilocks.**

**Watch Puppet Show-Decisions, making the right choice on You tube**

[www.twinkl.co.uk](http://www.twinkl.co.uk)

[www.andnextcomes1.com](http://www.andnextcomes1.com)

Have lots of social stories to use with your child.



## Literacy - Reading

**To have experience of a wide range of books.**

**Your child can talk about what they can see in the pictures.**

**Holds the book the correct way up and turn pages one by one**

**Understands that print has meaning**

Tip:

Join your local library.

Look at fact, fiction and poetry books together and model the correct way to use them.

Tell a story using the pictures instead of the text and encourage your child to be involved.

Ask questions about the pictures such as “Who is wearing red” “Where is the dog” “How many.... can you see”

Create an environment rich in print, make labels for your doors, place mats for tea-table, use recipes for cooking, make menus for your evening meal, make a timetable or diary, read logos on packages and cut them out to make a matching game.

When reading a story put your finger under the words so your child understands that print moves on as the story moves on.

## Literacy – Writing

**Gives meaning to the mark they make e.g. “This is my house those are the windows”**

**Attempt to write some letters or own name. Please remember “scribble” is emergent writing and needs to be encouraged and valued.**

**Can copy shapes you have made.**

Tip:

Provide lots of different forms of writing tools, crayons, chalk, pens, pencils, finger paint, paint brush

Put a thin layer of salt or dry sand in a tray and use fingers to make marks and patterns, shake and start again.

Engage in tracing, colouring in, dot to dot, chalking on the floor outside, water painting outside with a big paint brush.

Model writing e.g. making a shopping list, writing a letter or birthday card, filling in a form. This shows writing has a purpose. Write a simple story to read together. This shows writing is fun.



*A child who reads will be an adult who thinks*

**Always have time to read a story.**

**Read yourself, children copy their adults.**

**Have a bookcase in your child's bedroom not a television.**

**Find facts online for children so they know information can be found in various places.**

**DEAR**

**Drop**

**Everything**

**And**

**Read**

## Mathematics Development – Number

**Can recite numbers 1 to 10**

**Can count a group of things (1 to 10)**

**Know that numbers represent quantity and when a group has more or less than another.**

Tip:

Count objects and actions one to one. Three claps, four jumps, six steps, five fingers, ten smarties

Play number matching games, snap games, lotto, I spy number games outside.

Give children a reason to count, count money in change, count out sweetie to eat, count ingredients for baking.

Compare quantities “you have two biscuits, I have one, you have more than me, two is a bigger than one”



## Mathematics Development – Shape, Space, Measure

**To be able to name shapes.**

**Can match shapes and see shapes in the environment.**

**Can use and follow positional language.**

**Can use bigger than/ smaller than with understanding.**

Tip:

Talk about shapes when playing with construction toys.

Play shape matching games.

Draw around shapes.

Talk about shapes in the environment, “Wheels are circles” “Doors are rectangles” etc.

Measure toys and explore which ones will fit in certain places/spaces.

Make a height chart at home and measure everyone.

Bake and weigh out ingredients.



## Understanding the world.

**Make comments and ask questions about their world.**

**Show concern for living things.**

**Can operate simple technology.**

Tip:

Allow your child to explore outside, let them get dirty, create a mud kitchen, play garden I spy.

Plant seeds and watch them grow.

Grow fruit and vegetables as well as flowers

Let them be outside in different weather conditions.

Make leaf, bark rubbings

Collect natural things to make pictures with.

Talk about texture, smell, colour, size.

Press buttons on pedestrian crossings, intercoms, telephones, use remote control toys, operate laptops, tablets, switch on/off lights with supervision.

**Come Outside videos on You tube.**

## Expressive Arts and Design

Uses various things to create props for play.

Construct with various things/toys

Create stories around their creations

Tip:

Get den making with blankets, pegs, cushions, clothes airer

Make a bike/car wash, shop or drive through café, zoo with cuddly toys, office play with telephone paper and envelopes. The list is endless.

Using cars, dolls, construction toys make up scenarios and stories "Help! Teddy needs rescuing".



## Expressive Arts and Design

Enjoys singing and can sing various rhymes from start to finish.

Enjoys making music and dances/moves to music.

Explores colour, naming, matching, mixing.

Creates pictures and patterns from a wide range of resources.

Tip:

Listen to a wide range of music, music from around the world, classical music, instrumental music.

Create your own dance moves or actions to music. Play copy me games, move slow or fast according to the music's tempo

**Classic Kids You tube**

**Ballet music for Kids You tube**

**Kaia Kids around the world You tube**

Paint, draw, stick, make models out of junk boxes, make collages from different materials, play with finger paint and mix colours together to find different ones and have fun!



## Let them play

Play is so very important. It allows children to use their creativity while developing their imagination, dexterity and physical skills.

Play is important for healthy brain development and it encourages them to interact and engage in the world around them.

## Children learn the most through play

Sand and water play

Playing with playdough

Drawing/painting/sticking

Dressing up/pretending

Building blocks, jigsaws, puzzles, threading

Turn taking games, counting games

Singing, playing music, dancing, listening

Jumping, climbing, running, balancing, kicking balls

Catching balls, crawling, rolling, riding trikes

Observing, exploring, listening and doing