

WELCOME

# School Readiness Evening

Wednesday 12<sup>th</sup> March





Sharing

Listening & understanding

## Our Aims

\*Find out what 'School Readiness' means

\*Consider ways you can support your child at home

\*Explore resources that can help your child

Having co-ordination

Co-operating

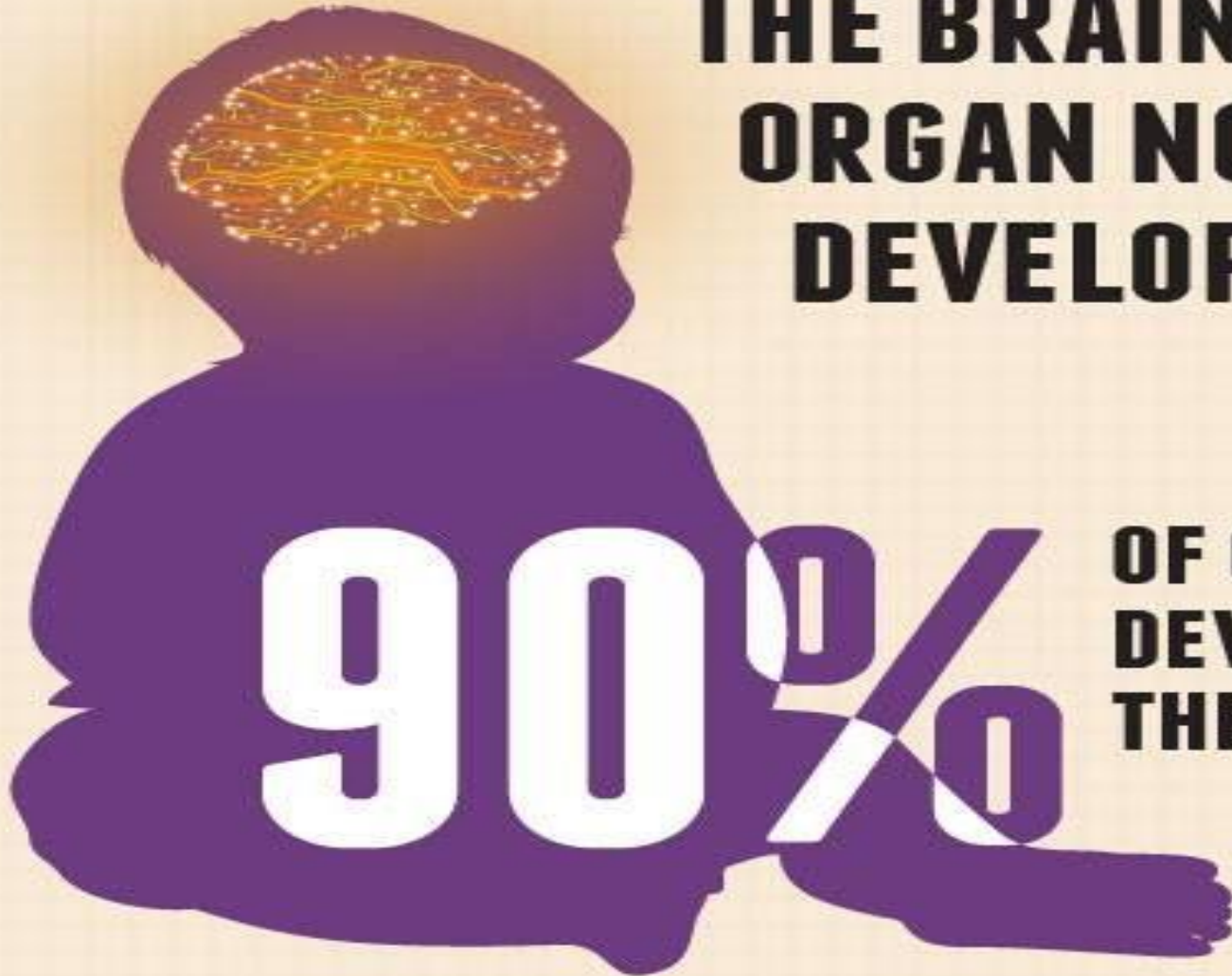
Speaking clearly in sentences

Dealing independently with care needs



Why is it so important that we get it right in the  
Early Years?

**THE BRAIN IS THE ONLY  
ORGAN NOT FULLY  
DEVELOPED AT BIRTH.**



**OF CRITICAL BRAIN  
DEVELOPMENT HAPPENS IN  
THE FIRST FIVE YEARS OF LIFE.**



The first five years have  
so much to do with how  
the next 80 turn out.

Bill Gates



A child who is ready for school is more likely to meet their full potential, when they start school, and in life beyond the school gates.



# What is School Readiness?

School Readiness is when a child holds curiosity and enthusiasm for the world around them. This can be summed up in the following core skills:

Speaking clearly in sentences

Co-operating

Sharing

Listening & understanding

Having co-ordination

Dealing independently with care needs

**It's not...**





# Showing curiosity and enthusiasm

I need to have lots of fun opportunities to explore the world around me





# What does that look like in a 'school ready' child?



Using talk to imagine, connect ideas, explain what is happening, anticipating what might happen next



Selecting and using resources



Becoming more confident in new situations



Showing an interest in learning new things



Enjoying carrying out small tasks



Asking questions



# Sharing



It is important for me to be able to share with other children



# What does that look like in a 'school ready' child?



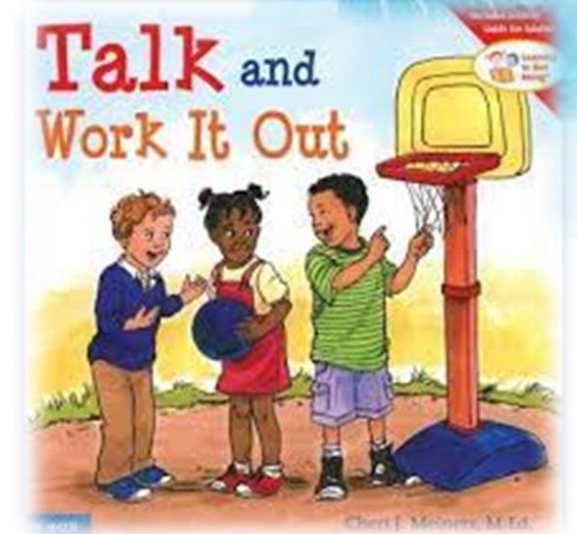
Talk about feelings and begin to understand how others might be feeling.



Being friendly, initiating play and conversations. Forming good relationships with peers and familiar adults.



Develop appropriate ways of being assertive.



Beginning to accept the needs of others, taking turns and sharing resources - sometimes with support from an adult.

# What can you do to support at home?



\*Spend time playing with your child.

\*Model taking turns, waiting for resources, sharing equipment

\*Praise

\*Play games which encourage turn taking and sharing e.g. snakes and ladders

\*Share a story together



# Listening & understanding

I enjoy talking about stories we have shared together. You can help by giving me simple instructions to follow.



# What does that look like in a 'school ready' child?



Enjoy listening to stories and join in with repeated refrains, anticipating key events and phrases.



Understand a question or instruction that has two parts



Understands use of objects



Keeps play going by responding to what others are saying or doing.



Listens to others one to one or in small groups, when conversation interests them



Focusing attention – still listen or do, but can shift own attention.



Understand a "Why" question.

# What can you do to support at home?



- \*Spend time interacting with your child
- \*Comment on what you can see/hear when you're outside
- \*Play games that encourage listening and understanding e.g. Kim's Game
- \*Do activities that involve the children following instructions e.g. cooking
- \*Share stories together and ask follow up simple questions

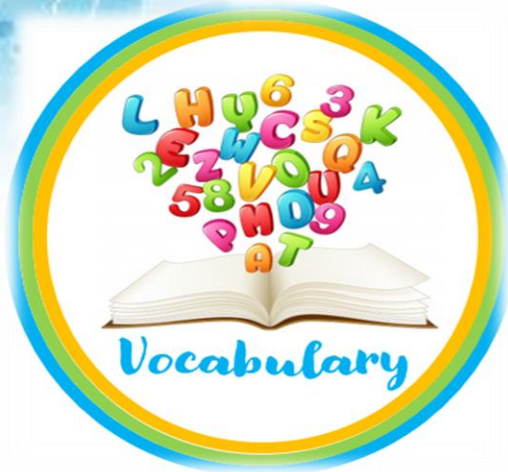


# Speaking clearly in sentences

If I can talk clearly, I will be able to ask for help when I need it and my friends and adults will understand what I am saying



# What does that look like in a 'school ready' child?



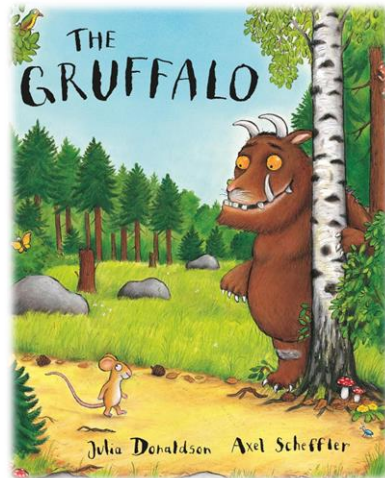
Use a wide range of vocabulary focused on objects and people



Can retell a simple past event in correct order (eg went down slide, hurt finger)



Confident to talk to other children when playing. Use longer sentences.



Sing a large repertoire of songs and rhymes and talk about/retell familiar books.



Shows confidence in asking adults for help.



Express a point of view, start a conversation and use talk to organise their play

# What can you do to support at home?



- \*Play and interact with your child
- \*Remove dummies
- \*Encourage thumbs out
- \*Turn the radio off whilst driving and talk
- \*Limit screen time
- \*Parrot back the correct way of speaking
- \*Model good speaking and listening behaviours – stopping and looking
- \*Read, role play, play with friends



**You are your child's first  
and most powerful role  
model.**





# Dealing independently with care needs

Using the toilet, washing my hands and learning how to get dressed by myself will really help me at school





# Staggering number of children entering school ill-prepared for the educational journey ahead

CHILDREN | SCHOOLS | EDUCATION | ⌚ Wednesday 28 February 2024 at 9:15am



Staggering number of children entering school ill-prepared for the educational journey ahead | ITV News (up to 56 seconds)

# What does that look like in a 'school ready' child?



Eat independently, learning how to use cutlery.



Become increasingly independent as they get dressed and undressed.



Become increasingly independent in meeting their own care needs: brushing teeth, using the toilet, washing hands.



Make healthy choices.



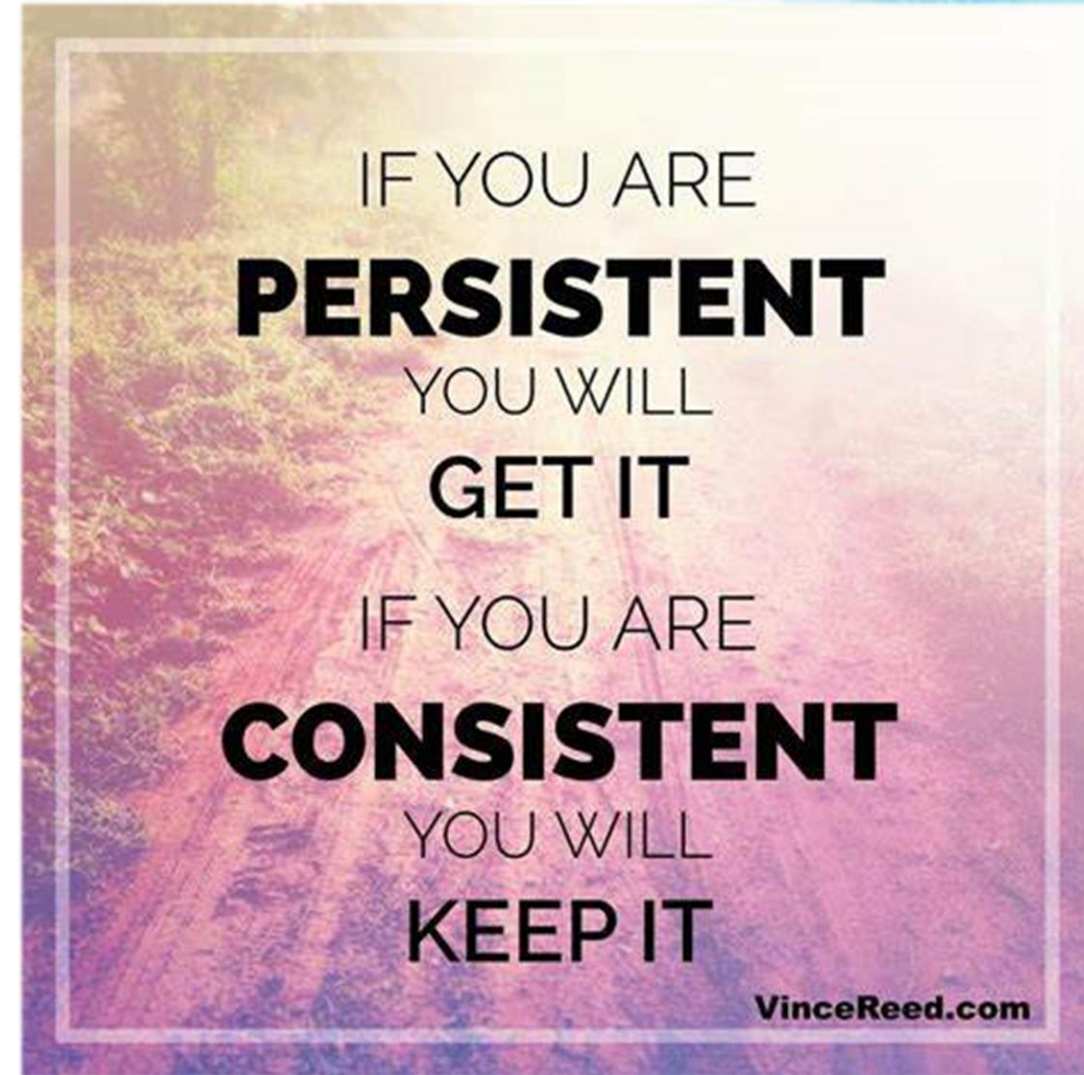
Observes the effects of activity on their bodies



# What can you do to support at home?

## Toileting

- \*Be consistent and work together with your child's setting
- \*Comfortable clothing
- \*Encourage children to be independent
- \*Positive encouragement





# What can you do to support at home?

## Dressing

- \* Allow children choice in what they wear to increase interest and independence
- \* Encourage children to have a go
- \* Dressing up opportunities (role play, dolls etc)
- \* Stickers in shoes to help recognise which foot they go on
- \* Coat hacks!
- \* Simple fastenings – no laces!
- \* Allow extra time for dressing
- \* Be positive and patient!





# What can you do to support at home?

## Eating

- \*Practise using cutlery – playdough, role play
- \*Sit down dinner times – no screens
- \*Adults modelling good table manners
- \*Fine motor activities to build up finger strength
- \*Role play opportunities





# Having co-ordination

I will learn best if I am encouraged to be active from the tips of my fingers to the ends of my toes



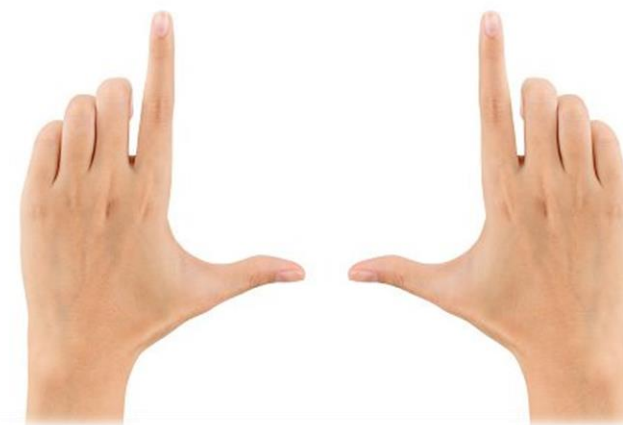
# What does that look like in a 'school ready' child?



Moves freely and with pleasure and confidence in a range of ways.



Draws lines and circles using gross motor movements.



Show a preference for a dominant hand.



Use a comfortable grip with good control when holding pens or pencils.



Use one handed tools. Understands that equipment and tools have to be used safely



# What can you do to support home?

Gross motor skill development involves the large muscles in the arms, legs and torso. Gross motor activities are important to everyday physical activities like walking, running, throwing, lifting, kicking etc. Gross motor abilities also form the basis for fine motor skills.



### Playground Activities



### Animal walks



### Gardening



### Vertical working



### Carrying heavy objects



### Sweeping



# What can you do to support home?

Fine motor development includes small and precise finger and hand movements



Hamma Beads



LEGO



Playdoh



Tweezers



Threading



Pinterest



# The Road To School

This tracker helps you and your child prepare for school.

## Speaking & literacy

- I like to read stories & look at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

## Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

## Writing skills

- I like tracing patterns & colouring in
- I enjoy making marks
- I am practising holding a pencil

## Sharing & turn taking

- I can share toys & take turns
- I like playing games with others
- I like interacting with other children

Everyone starts school with different abilities - your teacher will help you progress at your own level.



## Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

## Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

## Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

What are you looking forward to the most?  
Is there anything you're unsure of?

## Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days

## Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

## Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

## Getting dressed & undressed on my own

- I can button & unbutton my shirt & use a zip
- I can put my own shoes & socks on
- I can change into my PE kit & put my coat on


## Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school





familyshare.com

A child is like a butterfly  
 in the wind.

Some can fly higher than others,  
but each one flies the best it can.



Why compare one against the other?  
Each one is *different*.

Each one is **special**.

Each one is *beautiful*.



~ Author Unknown

EVERY CHILD  
is gifted.  
  
THEY JUST UNWRAP  
their packages  
at different times.



Thank you for  
listening!

*We hope you enjoy exploring  
some of the activities.*