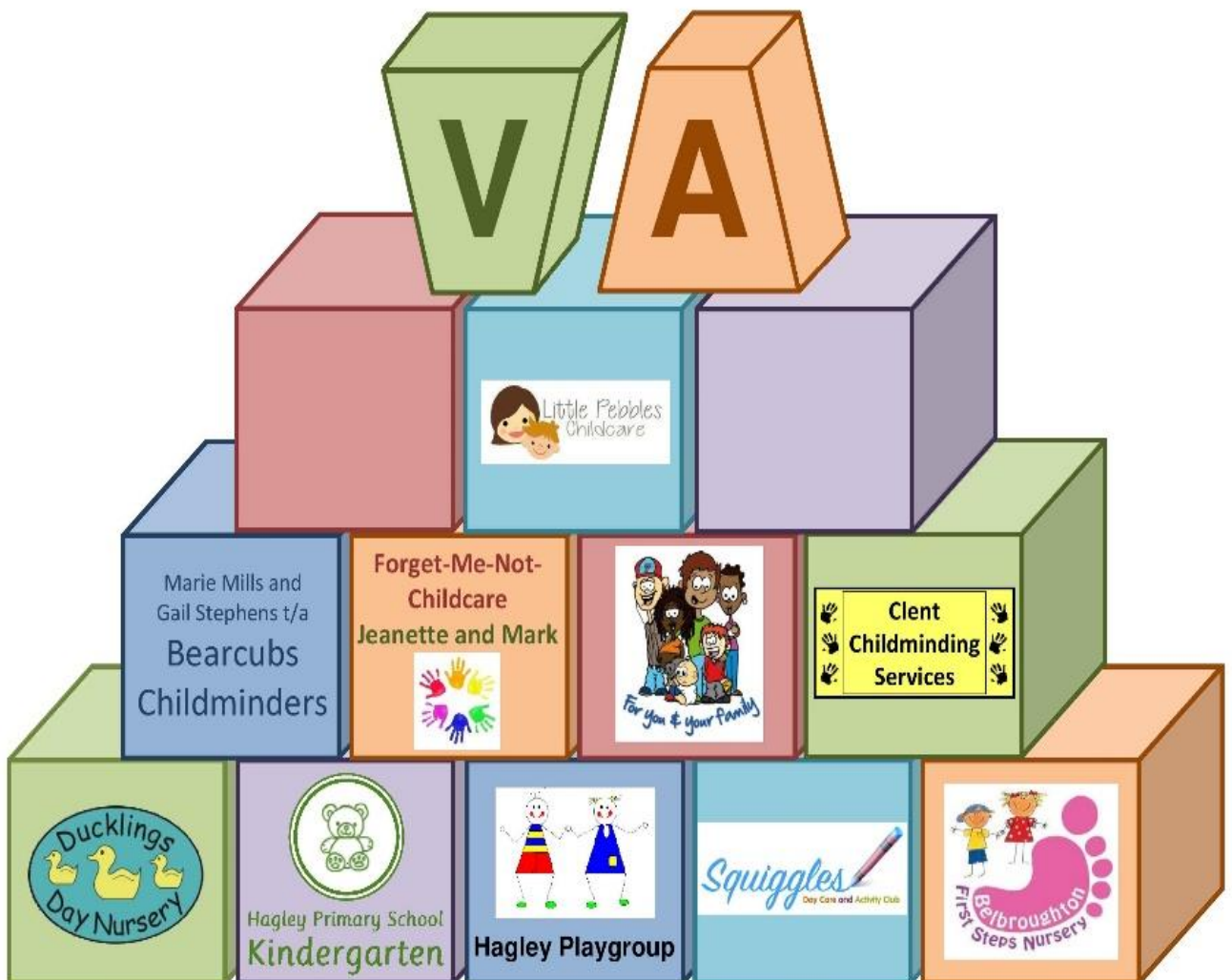


The Village Alliance Partnership Group

A Guide for Professionals and Parents

School Readiness



*Hagley Playgroup to July 2020

Communication, co-operation and a common expectation between childcare settings, parents and teachers needs to be in place to ensure smooth transition to primary school. With this in mind we've collaborated as a local partnership group to produce this guidance.

We define "school readiness" as children who:

- * have strong social skills
- * can cope emotionally with being separated from their parent/s and carer/s
- * are relatively independent in their own personal care have a curiosity about the world and a desire to learn

Cognitive and academic skills such as reading and writing are not as important as children being confident, independent and curious.

We believe there needs to be emphasis on play and learning through a child's individual interests. Play best supports children's social and emotional development, as well as their creativity.

The following is a list of social and learning skills which early years settings encourage children to acquire by the time they start school and are endorsed by partnership group primary schools.

Physical

- To be encouraged to use the correct grip when holding items such as a paint brush (see separate guidance)
- To open lunch box and be able to open or unwrap containers/packages
- To use scissors correctly
- To dress and undress themselves for P.E. in the correct order
- To be motivated to be active
- If showing an interest in forming letters, using an anti-clockwise motion and correct letter formation (see guidance)

Personal, Social & Emotional

- To be able to say 'goodbye' happily to a parent or carer
- To take turns and be able to share things with other children
- To be able to play alone or in a group
- To use their initiative
- To be able to make choices
- To be independent
- To use the toilet on their own and wash and dry their hands
- To blow their own nose
- To tidy away toys and games and return them to their correct place
- To treat toys with respect
- To do up and undo their own coat (buttons and zips) and hang coat up
- To want to participate in all activities

Communication & Language

- To listen to what is being said (parents/carers – children should be actively encouraged to listen to you when you're talking to them without distractions such as television, tablets etc.)
- To have had lots of practise in recognising syllables in words by clapping ie 'hello' -> 'hell-o' is 2 claps and identifying rhyming words including made up ones! Your child's setting will focus on 'blending and segmenting'. Please speak to staff for guidance.
- Speech – (parents/carers – where child mispronounces a word/words model back correct pronunciation but avoid specifically correcting)
- To have relinquished bottles and/or dummies which can be detrimental to speech
- To be able to recognise their own name, starting with a capital letter and continuing with lower case letters
- To concentrate until the short task in hand is finished e.g. when completing a puzzle or listening to a story

AND FINALLY THE ABILITY TO HAVE LOTS OF FUN!

