**School Readiness**

Getting your child ready for school can be spilt into various areas.

**School Readiness - Emotional Maturity:**

Being able to go into situations with unfamiliar people

Able to handle being angry, sad or frustrated

Being able to handle social situations

Being able to play with different children

Being able to share without support

Knowing the value of friends and doing things together

Being able to empathise with others

Start to behave in ways that support friendships by saying ‘sorry’ when needed and agreeing to rules

Wait patiently for attention in a large group

Express their feelings and needs politely

Have confidence and self esteem

Can separate from parents/carers confidently

Foster resilience

**Ideas on how to support these:**

Use specific praise to show a child exactly what they are doing well (i.e. good listening, good sharing)

Use golden rule charts to show children the expected levels of behaviour

Be positive when reinforcing behaviour (i.e. we are kind to our friends)

Understand how a small child may be feeling but still expect the correct behaviour (i.e. I know you are upset so let’s see how we can sort this out together)

Help with attachment issues

Talk about the move to big school with your child and help with any fears – read stories about starting school.

Read Rainbow Fish – a sharing story

Use emotion pebbles or cards to discuss feelings

**School Readiness – Social Skills and Concentration:**

Being able to share

Take turns

Get along with others

Sort out problems – sometimes by themselves

Follow rules and instructions

Finish tasks

Can sit and concentrate for short periods of time

Understand expected levels of behaviour

Play well with other children

**Ideas on ways to support these:**

Use stories about behaviour

Play games together – observe if they finish the game!

Be able to lose when playing a game – do not let them win every time

Use reward charts for listening and concentrating

Have a quiet corner where your child can go for quiet time

Use music to regulate different moods

Use timers

**School Readiness – Physical Health and Development:**

Use fine and gross motor skills effectively

Climb equipment safely

Throw and catch a large ball

Cut with scissors with increasing control and safely

Draw with pencils

Hold a pencil/paintbrush correctly

Aware of healthy eating

**Ideas on ways to support these:**

**Fine Motor Skills:**

Ask them to help hang out your washing using old fashioned pegs

Use water pistols in the garden

Use a paint brush and pot of water to paint with water on the wall/fence

Practice picking up small items and sort them i.e. beads, sequins

Sewing with a large needle and thread or threading beads/shapes on a string

Make shadow figures on a wall

Use a puppet to tell a story

**Gross Motor Skills:**

Hopping

Balance on one leg

Skip

Jump with both feet together

Play Hopscotch

Use music to skip or jump around and stop when the music stops

Play musical statues or musical bumps

Walk backwards

Kick a large ball

Complete an obstacle course

**Spatial awareness and hand to eye co-ordination:**

Pedal a bike round a course in the garden

Catch, roll and throw a large ball

Play musical instruments

Throw pebbles/beanbags into a hoop or circle on the ground

Make your own marble run

**School Readiness – Communication and Thinking:**

Be able to listen to others

Able to speak and express thoughts clearly

Able to ask for what they want

Speak in complete sentences

Be able to understand what the adult says

Follow instructions

Take turns in conversations

Tell stories about past events but not in the absolutely right order

Use words to express what is happening in their heads (I don’t know)

Use words that express concepts (off and on)

Able to use positional language (next to, on, under, behind, in front etc.)

Know opposites

Start to identify numbers (1-10)

Identify colours

Use connecting words in their speech (but, when, because)

Able to write some letters – possibly their name

Recognise and know their name

**Ideas and ways to support these:**

**Listening Skills:**

Fill empty containers with different materials (pebbles, rice, beans) and see if they can guess what is in-side, do they sound the same? Are some louder/quieter?

Play different sounds (from the internet) and ask your child what can they hear?

If possible, go on a short sound walk – what can you hear in the environment?

Play phonics games using objects or pictures – say sounds

**Writing Skills:**

Play with lots of play dough to build the muscles in their hand

Encourage mark making/painting/colouring in etc

Practice writing their name or letters from their name

**Speaking and Communication**:

Use a 10 second wait to allow your child to respond

Role- model clear speech

Check the child is listening before speaking

Repeat badly pronounced words in the correct way but don’t correct your child

Talk with your child as they play to support communication, ask questions to develop their thinking skills

**Foster a love to learning and curiosity:**

Share proud moments with others – take pictures

Display some of your child’s work

Nurture curiosity as much as possible

Always answer questions no matter how silly

Use lots of specific praise

Encourage children to look at books on their own, encourage them to tell stories in their own words – act it out with them

Use the outside to encourage learning – do learning in the garden in the sun shine!

Most importantly – have lots of fun!

**The main areas our Reception teacher here at St Gabriel’s would like the children to be able to do are:**

* Confidence to talk to their teacher.
* Ask to go to the toilet.
* Express their wishes.
* Listen and concentrate to access learning opportunities and be actively involved in activities.
* Manage feelings.
* Make friendships.
* Dress/undress
* Use a knife and fork.