

WELCOME



School Readiness

AGENDA

- Housekeeping
- Introduction - Who's who?
- School Readiness presentation
- Examples of how to support
- Questions



Setting	EYFS Curriculum
Lilliput Infants 	Physical Development (Gross Motor activities) Expressive Art & Design
Courthill Infants 	Personal, Social & Emotional Development Understanding The World
BCS 	Physical Development (Fine Motor activities) Communication & Language
All Saints & St. Johns	Literacy
Puss 'n' Boots	Independence Skills
Little Stars	Maths



There are lots of things you can do to get your child ready for school. When your child starts school it will help to be able to do the following:

Shoes, socks and put on clothes

- ✓ Show your child, then encourage them to keep practising
- ✓ Allow extra time in the mornings or when going out
- ✓ Think about clothes and shoes that will be easier to get on and off. Make sure clothes and shoes have name labels
- ✓ Choose clothes depending on the weather
- ✓ Practise making sure clothes and shoes are the right way round
- ✓ Practise buttons and zips
- ✓ Let your child practise putting on their school uniform
- ✓ Aim for them to get faster at getting dressed: make it a fun game
- ✓ Give positive praise for trying

Talk, listen, share and follow instructions

- ✓ Switch off technology for a while
- ✓ Talk to your child about what you are doing around the house
- ✓ Talk to your child about what they can see/hear/smell/feel/taste
- ✓ Take your child to meet other children
- ✓ Sing songs, read stories or share a book and talk about the pictures daily
- ✓ In the evening, talk to your child about their day
- ✓ Encourage turn taking within the family
- ✓ Praise your child for following clear instructions
- ✓ Borrow books from your library. It's free

Ask for help

- ✓ Encourage your child to have a go at things and to ask for help when they need it
- ✓ Model how to ask for help using a full sentence: "Please can you help me?"
- ✓ Let your child ask for things in shops, and be involved in choosing and paying when they're old enough
- ✓ Talk about who to ask and find out who they have good relationships with - such as teachers, other children and nursery staff
- ✓ Tell your child that it is ok to ask for help
- ✓ Visit your library to choose a book with your child
- ✓ Play alongside your child and talk about what you are doing

Ready to try different foods and tools

- ✓ Find fun activities to get the hands and fingers moving e.g. playdough and Lego®
- ✓ Sing and play finger rhymes e.g. Tommy Thumb
- ✓ Use pencils, crayons and paintbrushes to practise drawing and painting
- ✓ Buy and explore new foods together
- ✓ Show your child how to hold and use a knife, fork, spoon and scissors
- ✓ Give your child a child-sized portion
- ✓ Eat family meals together
- ✓ Praise your child for trying new foods and using different tools

Toilet on their own

- ✓ Talk to your child about using the toilet and washing their hands
- ✓ Show your child how to wash and dry their hands
- ✓ Remind your child to wash their hands after the toilet and before eating
- ✓ Make sure your child wears clothes they can take down themselves
- ✓ Give positive praise for trying to do this independently
- ✓ Try using a reward chart to encourage your child
- ✓ Ask for support from your health visiting team (aged 0-5-years) or school nurse (school age child)
- ✓ Tell your child it's ok to ask to use the toilet at school

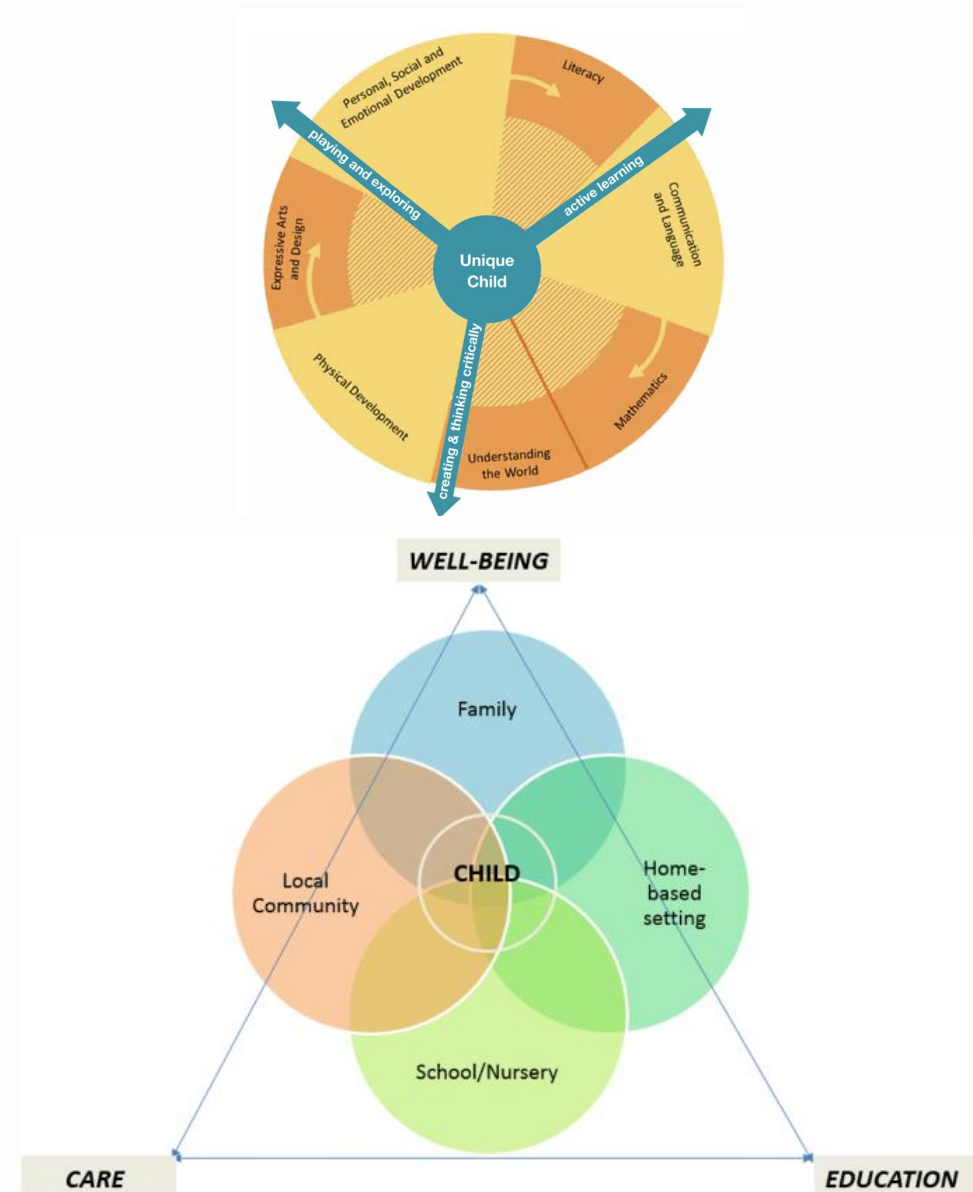
Build your child's confidence so that they start school curious and ready to learn. Positive encouragement from you will enable your child to feel good about themselves.

PARTNERSHIP

The Early Years Foundation Stage, aka EYFS, defines school readiness as 'the broad range of knowledge and skills that provide the right foundation for good future progress through school and life'.

Each child is unique and therefore will start school at a different stage of development. It is important that schools acknowledge each child's individual journey and anticipate their full range of needs.

Many children may have received support from multi-agency teams to meet their needs. This might have included health professionals, Early Years Area SENCos, family hub programme teams, early help or social care teams.



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 **7 core skills**:

1. Showing curiosity and enthusiasm
2. Co-operation
3. Sharing
4. Listening and understanding
5. Speaking clearly in sentences
6. Deal independently with care needs
7. Having co-ordination

These are the skills that practitioners / families can help children to develop and become as secure as they can, so they are ready to make as a good start as possible in school.

We might think that children should act like this to be ready for school...



READY CHILDREN

It is important that practitioners (nurseries / preschools) are aware of the importance of their role supporting children getting ready for school. This means that children should be provided with opportunities to develop the knowledge and skills they will need.

Settings will support children to:

- Be comfortable in approaching and communicating with others.
- Be excited, enthusiastic, curious and confident about learning.
- Be resilient and ready to take on new things.
- Be curious, take risks and solve problems.
- Feel safe, secure, cared for and listened to.
- Feel that they are valued and respected.
- Develop a broad range of knowledge and skills.
- Be active and healthy.
- Develop an awareness of their own emotions and behaviour and be able to reflect upon them.
- Start to develop their turn taking and co-operation with others.
- Make choices.



READY FAMILIES

Practitioners play an important role in supporting families to get their children ready for school. Supportive parenting and stimulating home environments have been shown to be amongst the strongest predictors of school performance during primary school and beyond. This means helping families to:

- Recognise that you are their child's most important role-model.
- Have fun with your child: playing, talking and sharing together regularly.
- Use every day experiences as learning opportunities.
- Celebrate your child's achievement in language development.
- Support your child's self-help skills so that they learn to do things for themselves; this allows them to make choices.
- Recognise and talk through your child's feelings and emotions.
- Provide opportunities for your child to develop independence skills.
- Allow enough time for relaxation, rest and play.
- Establish a good sleep routine.
- Read with and to your child.
- Seek professional advice and guidance, particularly in terms of health-related matters.
- Ensure your child is active and healthy.



PLAY!

Children of all ages learn through play. It is a way of them making sense of the world around them.

- Make time to listen and talk to your child.
- Share activities together and talk about what you are doing and what you enjoy (cooking, playdough, painting, mending, making, constructing...).
- Encourage your child to share and take turns, for example playing board games. Empathise that it can be a hard to do and praise their efforts.
- Sit with them whilst they play with their toys and join in with their play commenting and taking their lead.
- Share books and enjoy stories together.
- Sing nursery rhymes and songs together.
- Encourage your child to be active: running, jumping, playing with balls/bean bags, swinging, sliding, rolling.
- Encourage your child to make marks for writing, e.g. writing the shopping list with you, writing birthday cards. Value the marks that they make.
- Encourage your child to talk about patterns and amounts that you see.
- Notice the features of the world around you and talk about them.



HOW TO SUPPORT

Encourage your child to experience different things that can help them to learn to cope with changes.

For example:

- Eat with other people other than family.
- Visit different toilets to try out and talk about different ways of flushing toilets, turning on taps and drying hands.
- Play with other children.
- Do things such as play at a friend's house without you.
- Talk to your child about how they feel about starting school.
 - Reassure them by reading books about starting school and talking to them about what will happen during the first few days.
 - Try to avoid using the term the phrase - 'You'll have to do when you go to school' - create a positive school image not daunting!



HOW TO SUPPORT

Helping your child to do as much for themselves as possible to develop independence.

For example:

- Help your child to learn to dress and undress on their own.
- Help them to recognise their own name when they see it.
- Help them to recognise their own clothes and belongings.
- Practice using a knife and fork, eating packed lunches and working out how to manage Tupperware and/or food wrappers.
- Practise eating fruit - peeling an orange or banana!
- Help them to become more confident using the toilet and in washing their hands.
- Encourage them to make choices and talk about what they want to play with.



CURRICULUM

Early Years Foundation Stage Curriculum

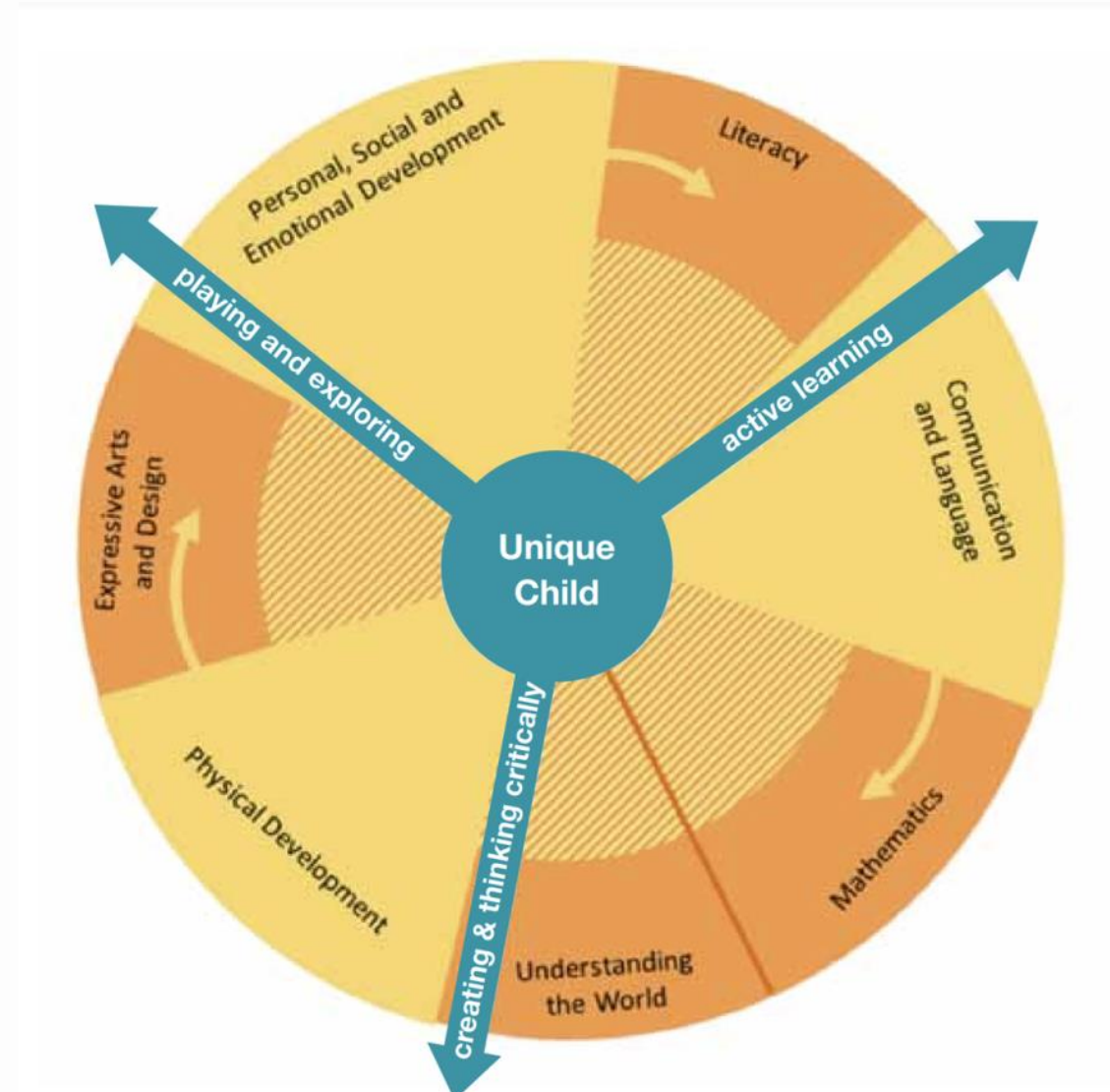
Prime areas:

- Personal, social and emotional development (PSED)
- Communication and language (CL)
- Physical development (PD)

Specific areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Prime areas of development lay vital foundations in School Readiness and future learning.



CURRICULUM LINKS

Personal Social Emotional Development (PSED) and Communication & Language (CL)

Independence

- Coping with separating from their carer.
- Dressing and undressing.
- Using the toilet.
- Ability to organise and look after their belongings.
- Feed themselves.
- Find their way around a new environment.

Confidence

- To speak to unfamiliar adults and children.
- Feel secure and valued.
- To express their needs, feelings, thoughts and ideas.
- To listen, understand and respond.
- Having the confidence to join in, instigate and collaborate.

Social and emotional skills

- Making positive attachments with peers / adults.
- Sharing, coping with others.
- Follow instructions.
- Negotiating with peers.
- Learning to consider that others have needs and feelings.



CURRICULUM LINKS

School Independence

Children need to be able to develop self care skills for school and their own self-esteem. Help your child to have a 'can do' independent attitude to the following:



CURRICULUM LINKS

Physical Development

It supports so many areas of learning and is split into two:

Gross Motor Skills



Fine Motor Skills



CURRICULUM LINKS

Literacy - Reading

Often the most successful readers and writers have not spent their early years industriously practicing their handwriting and chanting the alphabet... They love to share books and stories.

- Do not underestimate the value of sharing stories, songs and rhymes with your children. You can never read the same book too many times!
- It helps to develop a rich range of vocabulary, familiarizes children with language structures and the language of stories. Once upon a time...
- It can also help to strengthen attachment and a sense of being loved, snuggling up to share a book can be a precious time together.
- Audio stories are also fantastic if your children aren't yet keen to sit and focus on a book with you. Visiting a local library can help to stimulate their interest.
- Share picture books, comics, information books... Read to them, read to them and then read some more.
- Make it fun - It doesn't matter how you read with a child, as long as you both enjoy the time together!



CURRICULUM LINKS

Literacy - Writing

Children need to develop their gross and fine motor skills in order to be able to mark-make effectively.

- Practise big movements (Climbing, crawling, dancing, throwing and catching, pouring, lifting, digging, building)
- Encourage all mark making
- Make it fun - motivation!



CURRICULUM LINKS

Maths

- Talk about the shapes you can see in the environment
- Counting - objects / with meaning in actions and/or songs
- Recognising number around the environment
- Classifying / sorting - sorting socks / toys into colours
- Role play - positional language
- Board games



CURRICULUM LINKS

Understanding the World

- UTW is about how children get to know about other people, the place where they live and about all aspects of the environment.
- Answering and encouraging questions.



CURRICULUM LINKS

Expressive Art and Design

EAD is about being creative and learning through different medias.

- Talk with your child about their imaginative play and join in if possible.
- Sing nursery rhymes and listen to a range of music.
- Visit places to inspire ideas - make a sand picture on the beach, collect natural materials in the park and make with them, visit the museum/art gallery to join in with activities or just look together.



SUMMARY

10 keys for unlocking 'School Readiness' are:

1. I can settle happily without my parent or carer.
2. I can tell friends and grown-ups what I need.
3. I can take turns and share when I am playing.
4. I can go to the toilet on my own and wash my hands.
5. I can put on my own coat and shoes and feed myself.
6. I can tell a grown up if I am happy, sad or cross.
7. I know that what I do and say can make others happy or unhappy.
8. I am curious and want to learn and play.
9. I can stop what I am doing, listen and follow simple instructions.
10. I enjoy sharing books with grown-ups.



Thank you for joining us today!

We hope you enjoy exploring the activities of how to support with school readiness.

Any questions?

