

# I'm Ready for School

My name is: \_\_\_\_\_

I'm ready for school because.....

## TOP Skills

- I enjoy responsibility jobs
- I can complete simple focused tasks
- I use numbers, counting, shape and comparison in my play
- I understand that print has meaning and can read some familiar words
- I can recognise my name and attempt to write some of the letters
- With help, I can manage my feelings and try to resolve conflicts
- I can sit still and listen in a group for a short while

These can be successfully achieved when there is strong underpinning of the Foundation and Centre skills. Return to these skills if you think your child needs further support before putting a focus on the Top Skills.

I've achieved

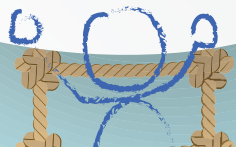


Runnymede South Confederation

## Foundation Skills

- I can tidy away toys and look after my belongings
- I am happy to separate from people important to me
- I have a good bedtime routine and plenty of energy for learning
- I bounce back and try again when things don't go right the first time
- I can manage simple clothing, fastenings and openings on my school bag
- I like making my own creations and have pride in my achievements
- I can listen to others
- I can concentrate for long periods on things I'm interested in
- I can ask for help when I need it
- I enjoy exploring and finding out new things
- I show respect for people, places and things
- I enjoy play at activities alongside others
- I understand simple rules and boundaries
- I can talk about being happy, sad, cross and worried
- I can talk about what I am doing and share my ideas
- I can go to the toilet and wash my hands by myself

I start



These are crucial to develop first as they provide children with a firm base from which to build on. Play frequent and fun games around these core skills so that children have a firm foundation for learning.

I build

## Centre Skills

- I can cut and stick
- I have a love of books, stories and rhymes
- I can describe some of my emotions and feelings
- I can participate in adult led games and activities
- I like to join in with counting things and sing number rhymes
- I can draw meaningful pictures and make marks to represent my own writing
- I can make choices and direct my own learning
- I can play with others in a group
- I play imaginatively and make up my own games
- I can follow instructions
- I can hold conversations with familiar adults and my friends
- I can describe some of my emotions and feelings
- I can take turns and wait for a while

Centre Skills build on the foundation skills and offer children broad experiences which will set them up for successful achievement of the top level skills once fully embedded. Return to the Foundation Skills if you child would benefit from strengthening these as it will help them in the long term.



# How to help with the skills on the school readiness poster:



<u>Foundation Skills</u>	<u>Centre Skills</u>	<u>Top Skills</u>
<p>Help build a firm foundation for your child's later learning. Here are some websites and resources with fun ideas and games for supporting this section</p>	<p>Play lots of fun games to extend the foundation skills by introducing a few new skills at a time. This helps create a positive attitude to learning for your child that can last a lifetime</p>	<p>Extend your child's love of learning when they are confident in the earlier skills. This will help them enjoy and achieve</p>
<ul style="list-style-type: none"> <li>• <a href="#">Find information on stages of learning and fun ideas to support it</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find tips and free <a href="#">resources for talking</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find information on <a href="#">loving books with the tips</a></li> </ul>
<ul style="list-style-type: none"> <li>• <a href="#">Find Early Years Speech, language and motor development skills ideas</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find recipes for <a href="#">cooking together</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find whole family ideas on being <a href="#">healthy and active</a></li> </ul>
<ul style="list-style-type: none"> <li>• Ask your child's key person to go through the Speech and language or Occupational Therapy resource pack flowcharts with you to find tailored ideas. Also available <a href="#">here</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find fun ideas to play covering; <a href="#">outdoor play, craft, listening games and number games</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find <a href="#">mark making and early writing</a> ideas</li> </ul>
<ul style="list-style-type: none"> <li>• Find ideas to support a <a href="#">healthy diet</a></li> </ul>	<ul style="list-style-type: none"> <li>• Select from a mixture of ideas such as <a href="#">behaviour, music, mark making and reading</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find ideas for <a href="#">developing problem solving and number skills</a></li> </ul>
<ul style="list-style-type: none"> <li>• Find some tips to support <a href="#">toileting skills</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find ways of <a href="#">encouraging a love of books</a></li> </ul>	
<ul style="list-style-type: none"> <li>• <a href="#">Find age related activity ideas</a></li> </ul>	<ul style="list-style-type: none"> <li>• Find fun games that <a href="#">naturally support maths</a></li> </ul>	

# I'm Ready for School because I can...



Runnymede South Confederation

Wash my hands

Go to the toilet on my own

Put on my coat

Put on my shoes

Do up my buttons

Drink from a cup

Use a pencil

Like to look at books

Use scissors

Help tidy up

Sit and listen at group times

Share my toys

Take turns

Help my friends

Try new things

Be imaginative

Care for my world

Work together

Wait in a line

Discover lots of things

Ask for help

Share my ideas

Practitioners may like to create a 'Talking Book' that enables children to record when they achieve school readiness skills. These can be played back to and enjoyed by parents and the children alike and can be a powerful tool in engaging parents.



[TTS Talking Book](#)







A Child

learns best  
when.....



Runnymede South  
Confederation

## Examples of 'Learns best when.....' statements to describe learning styles or support needs in transition reports.

(Child) learns best when:

- behavioural expectations are made clear and consistent
- functional language is modelled and reinforced
- social stories are used to explain new events
- lots of active learning opportunities in the outside environment are available
- s/he can choose and access resources freely to make unique creations
- 'now/next' cards are used support moving from one activity to another
- extra time and support is given to help understand new routines
- play can be developed for extended periods of uninterrupted time
- adult support to structure play and extend language is given
- s/he has made trusting relationships with key adults
- activities involve lots of exploring and investigation
- picture prompts or symbols are used to support the spoken word
- adult directed tasks include elements of choice and independence
- time and support is given to help manage frustrations and regain a sense of calm
- s/he is helped to anticipate and manage transition times during the day
- s/he is punctual and attends regularly
- s/he is working in a small group alongside an adult
- s/he receives lots of praise and encouragement
- social interaction is supported so that s/he can be included in play
- s/he knows that its ok to get things wrong and is encouraged to have another go
- learning is structured in small achievable steps
- lots of challenge and extension opportunities are given
- s/he can work with friends to develop play scenarios and talk about group interests



## ...To Support Transition

### (Liaise with receiving schools for specific routines and expectations)

- School Role Play (school uniforms, lunch boxes, registers, visual timetables)
- School uniform dressing up & display
- Books 'Starting School', 'I am Too Absolutely Small for School', 'Little Bear goes to School', 'Eli's First Day at School'
- I'm ready for School because..... interactive personalised book
- Copies of school prospectuses, 'Welcome to Reception Class' booklets, photos of the school building
- Recalling transition visits to school with small groups of children
- Encourage parents to attend transition meetings and sessions for children
- Encourage parents to speak positively about starting school and to walk / drive past the school and point it out to their child
- Starting school 'activity packs'
- Musical hotspots game: Children dance on the carpet, when the music stops children to find their special place to sit on the carpet.
- Line games follow the leader moving in a line.
- 'Fruit & milk time', 'carpet time' and other large group activities to encourage sitting as a 'class'
- 'All about me' discussions encouraging children to share photos and talk about what they want to tell their new teacher in preparation for doing this when they start school (e.g. share family pictures, favorite toys in their bag/box 'about me')
- Lining up games – e.g. how quickly can you line up to come in side? (opportunities for cardinal and ordinal counting, position language in front & behind etc)
- Role play of dining room - pretend servery, plate, trays, play-dough food etc.
- Games carrying things on a 'lunch tray'
- Role play 'school activities' such as having a 'reading book' or getting into groups by 'name' e.g. Borne, Abbey, Wey, Mole
- Play 'schools' using school vocabulary e.g. 'lining up', 'Put your hand up', 'Assembly', 'PE', 'corridor', 'Reception' 'Year 1', 'Year 2', 'Headteacher', 'playtime', 'playground', 'cloakroom', office', 'Register' etc
- Play practicing getting 'undressed and dressed' for 'PE' (have dress up plimsolls, shorts and T-shirts)
- Use pictorial timetable for nursery/school day
- Set up 'class information board' for day/date, daily weather, events, routines, 'helpers'
- Nominate 'Helping hands' for daily tasks e.g. two children help with taking and collecting the register, giving out the fruit, taking messages, line leaders for the day
- Set up 'Magic Moments' reward chart for great learning behaviours and hard work
- Practice 'golden sitting' when children sit with their legs crossed and palms on their knees ready for learning
- Play 'Talk Time' games e.g. children are given a partner on the carpet for discussions about what they are going to do or have done during the day