

Henry Bloom Noble Primary School

Parent's As Partners
School Readiness





School Readiness

"A primary school head teacher defined their school view of school readiness as...

By four we would expect children to be ready to be separated from their parent or carer, to be able to demonstrate listening skills in being able to show interest and pay attention to a subject or stimulus.

To have enough language to be able to express themselves if they need something and be able to communicate something about what makes them who they are, such as name, age and something about family or relevant factors in their life. To be able to interact with an adult and/or a peer. For example, during play to be able to take turns and take some responsibility for their actions.

We think that children should be able to focus on, and show interest in, their work and the world around them. To make observations, notice things and ask questions. To be able to hold a book, understand some aspects of narrative and respond to some boundary setting".

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School Readiness

What does it mean?





The UNICEF definition of school readiness, emphasises that school readiness is not solely dependent on the child being ready. Instead, it is a holistic concept that involves three key aspects:

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it is not just the child who needs to be 'school ready'; it is crucial that everyone is prepared for this transitional process.
The child, the school, and their families.

Ready children: This aspect focuses on children's readiness to transition and learn.

ref UNICEF definition

Ready schools: This aspect emphasises the importance of the school environment and practices that facilitate a smooth transition for children into primary school, as well as enhance and support the learning of all children.

ref UNICEF definition


Ready families: This aspect highlights the significance of parental and caregiver attitudes and ensuring involvement in their children's early learning and development, as well as the transition to school.

ref UNICEF definition







Let's Get Moving!



earlier is NOT better, why are we
expecting 3 & 4 year olds to
participate in planned lessons that
replicate a school?


They are not school age children.
Let them be little, let's take the
pressure off and recognise
handwriting and writing their
name needs so many other skills
and development FIRST



Dexterity, a good grip,
fine motor skills and
the ability to use
strength and force.
Not just in their fingers
their whole body too.

Movement is essential
for learning.

Movement IS learning!





Fine Motor Skills
Manipulation
Coordination
Dexterity
Attention
Pivotal joint development
Auditory discrimination
Force, or grading of movement
Balance vestibular
Gross motor skills
Bilateral coordination
Body awareness



PLUS

Visualisation
Hand preference
Body position
Postural reflexes
Tactile discrimination
Eye-hand coordination
Muscle tone
Postural stability
Visual discrimination
All the senses
Power, agility, strength

All these are
essential in order
for a child to write
their name!



If a child is moving, PLAYING, lifting things, free marking, painting, scribbling, vertical painting, digging, climbing, crawling along the ground, swinging, hanging upside down, rolling, stirring, pulling, stretching, kneading, pushing, pulling; prodding, poking.

Running, jumping, climbing trees!
MOVING, PLAYING !

They WILL be laying the foundations for handwriting skills, prerequisites for writing their name, when physically ready.

The Curiosity
Approach™





Let's get Independent



Independent skills

Lunch: practise with knives, forks, spoons, opening lunch boxes and packaging, peeling fruit.

Toileting: try and encourage your child to use the toilet independently, wipe themselves, wash hands. If there are any issues come September, please speak to your class teacher about this.

Using resources - caring for toys, tidying up after themselves the they have finished playing

Getting Dressed: practice with buttons, poppers, zips, putting shoes on and off, tell them label needs to go at the back clothes so they know which way round. Laces only if they can do this independently.



Independence

fostering autonomy and self-reliance, empowering children to engage in self-help skills with confidence.



Curiosity

Cultivating a sense of curiosity and a thirst for knowledge inspires a love for learning, exploration, and creativity in the classroom setting.



Problem-Solving Skills

Equipping children with the confidence to tackle problems independently fosters a sense of agency and self-reliance as they navigate school life.



Let's Collaborate!

Social Skills

Separating from parent or carer: Talk to your child about the journey to school and the routine, discuss how to deal with a social situation if a child doesn't share or that they can't join in a game. This will help ease any worries.

Making Friends: encourage sharing of toys, turn taking and following rules, boundaries and instructions. playing simple board games like snakes and ladders will develop patience. Make sure they don't always win - this is a crucial life lesson as they will learn other emotions and how to deal with them and develop resilience.

Asking for Help: have a chat with your child about speaking to adults if they need help, or feel things are not going well. Tell them it is ok to ask for help and tell someone if they need the toilet.



Confidence

Building a strong sense of self-assurance allows children to approach new experiences with courage and resilience, setting the stage for a positive school transition.



Social Skills

From making new friends to resolving conflicts, social skills are key to building positive relationships.

Ultimately contributing to making school life happy, fun and memorable.



Emotional Intelligence

Understanding and managing emotions is essential for fostering healthy relationships, effective communication, and a positive mindset in the school environment.



Let's get Communicate!



Developing Vocabulary and Talking

Talk about your day: Go through all the things they have done that day over dinner or before bedtime. Ensure to talk in full sentences and you could even ask them to say a sentence back to you. Model talking about your day and your favourite part. This will soon become a lovely bonding experience.

Remember fun times and experiences: Look through photos of fun times and talk about what happened in that moment. Talk about how it made you and your child feel, what they did, how they did it etc. Discuss what things they would like to do on outings, day trips, after school.

Talk about interests and fascinations: Notice what your child gravitate towards eg: frozen, cars, Hey Duggie and discuss why they like it and what they would like to create, make, pretend.

Talk about "boring" things! Talk about the weather in car journeys and what kind of things they will need. When packing a bag encourage them to come up with some ideas. Read the same books over and over again but start to change a character to make it interesting!

