



CROMER PUBLIC SCHOOL

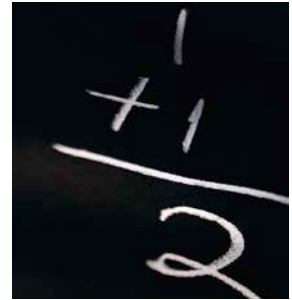


SCHOOL READINESS

What is school readiness?

Research states that school readiness **should not be judged** solely on:

- cognitive (intellectual) readiness
- whether a child can recite the alphabet or count
- whether they can read or write



Children are ready to start school when they are ready to:

- enter a **social & educationally based environment.**
- start the **process of learning how to do things INDEPENDENTLY**

When can children start school?

The NSW Department of Education states:

- Children may enrol in Kindergarten at the beginning of the school year if **they turn 5 on or before 31 July.**
- All children should be enrolled and attending by the time they turn 6.

How do young children learn?

Children learn from everything they do:

- seeing, touching, hearing, smelling, tasting and moving
- exploring and experimenting with a variety of materials
- talking, listening and watching
- trial and error
- cause and effect
- making connections
- being with others and doing things with them – adults and children
- imitating – actions and language of others
- imagining and pretending



What is the importance of play?

- Play is a natural medium for learning and provides ways for children to grow
- Allows children to practice and repeat skills
- Play assists **EVERY** aspect of development and learning
- Play gives children the chance to make choices, explore materials, test new ideas and develop confidence
- Play helps children to develop:
 - Physically – strengthening large & small muscles & co-ordination
 - Socially – learning to get along with others & learning what is acceptable behaviour
 - Emotionally – learning to express feelings in acceptable ways
 - language skills – learning to speak, listen & comprehend meaning
 - intelligence – learning to think, reason, question, experiment & to solve problems
- Teachers use play to observe, plan, teach and assess

What should children bring to school?

Social & Emotional Competence

- have **strong self-management skills**
- be able to **work independently**

- make his/her **own choices** without teacher or parent interaction
- be able to **show willingness to try something new**, is not apprehensive about new situations after a short adjustment period
- be able to **wait his/her turn** in a group situation in play, during snacks, sharing materials. etc
- be able to **interact well with other children** on an equal footing
- be able to **negotiate most of his/her own social problems** fairly successfully
- be able to **express him/herself well to communicate** what he/she does and does not understand
- have **strong self-confidence and self-esteem**



1. Language

- be able to **follow 2 or 3 part instructions / directions**
- be able to **listen to what someone else is saying**
- be able to **speak clearly, fluently & audibly**

2. Cognitive (Intellectual)

- be able to **attempt to solve problems & reason logically**
- be able to **recall basic information & recognise basic colours & shapes**
- be able to **recognise similarities & differences and sort & classify** as well as **understand position (over, under, etc) and time (before, after, etc)**
- be able to **learn & participate** in **structured situations** such as play & story reading

How can I prepare my child for school?

1. Social & Emotional Competence **Social**

- Ensure opportunity to play with other children same age and older
- Teach to:
 - use the toilet independently
 - recognise and looking after own belongings
 - recognise own name
- Practise
 - talking to other adults and communicating needs
 - following simple directions
 - sharing and taking turns

Emotional

- Build self esteem
 - encourage
 - be positive
 - focus on their assets and strengths
 - accept them as they are
 - give them responsibilities (feed a pet, start a vegetable garden)
- Provide a sense of security
 - give simple, clear instructions
 - have a few simple, age appropriate, rules
 - time without you and be punctual



2. Language

- Talk about -shapes, colours, positions, quantities, groups, events, question
- As part of everyday life give your child simple instructions to follow
- **READ** to your child **daily** – it helps develop children's listening skills & language skills

3. Cognitive (Intellectual) Competence

- Share and enjoy books
- Sing rhymes
- Play word games - I Spy , Simon Says
- Puzzles
- Talk with & listen to your child
- Have your child complete a task/tasks without continuous adult supervision
- Visit museums, galleries, the beach, the park, etc



4. Specific Skills

Make sure your child is well rested and has a balanced diet and provide opportunities for your child to participate in:

- a variety of indoor and outdoor games
- design and construction activities -scissors, glue
- drawing and scribbling -crayons, paintbrush, pencils
- learning to put on and take off jumper, shoes and socks
- practising opening lunch box, drink container and food packets
- establishing routines – meal times, story time, bed times
- learning to dress themselves
- packing away toys

How is the school environment different from the preschool setting?

- When children start school they move from a play-based setting to a more formal learning environment.
- There are many more people and relationships for children to navigate
- The physical environment is often quite different
- Communication strategies between teachers and families are quite different
- There are academic expectations of the school

What is the Best Start Kindergarten Assessment?

- **Best Start Kindergarten Assessment** has been developed by early learning experts in the Department of Education and Training.
- **Best Start Kindergarten Assessment** is not a test. Its purpose is to help the teacher gather information to guide the teaching of your child in literacy and numeracy.
- The teacher will observe your child at the start of the school year and use tasks, such as talking about a book that has been read, and record what your child knows and can do.
- The teacher will look at your child's early reading and writing, their ability to communicate with others, and how they recognise and work with numbers, groups and patterns.
- The teaching of your child will be based on the information gathered.
- You will be given feedback about what your child's teacher has learned about your child, which you are welcome to discuss with them if you wish.

