

Continuing the Learning Journey at The Woodlands



What can I do to prepare my child for starting school?



A School 'readiness' Guide for Parents

If there is anything in this checklist that your child is struggling with, please speak to your child's pre-school key worker and they will be able to support you.



A Guide for Parents

Expected skill level:- The following information highlights the skills we expect children to have at school entry.

School Entry Checklist

Understanding of Language

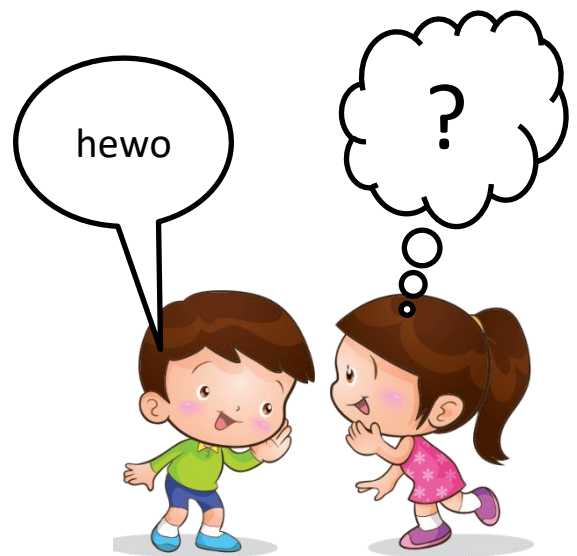
- Follows more complex sentences though may not understand every word.
- Follows 3 key words in a sentence, e.g. 'shall we wash big teddy'?
- Understands concept of size (big/little), numbers 1-5 & colour.
- Understands simple positional language, in/on/under.
- Understands past tense verbs. (went, was, had, said, took etc)
- Answers 'Why?' questions.
- Begins to make inferences and can predict what will happen next.

Spoken Language

- Puts 3-5 words together to form simple sentences.
- Uses positional language, e.g. in, on, under correctly.
- Uses words which represent people, e.g. I, you, me, yours, he, she.
- Talks about past, present and future.
- Asks a lot of questions, what? where? who?
- Still makes grammatical errors, e.g. mouses, sleeped.

Speech sounds

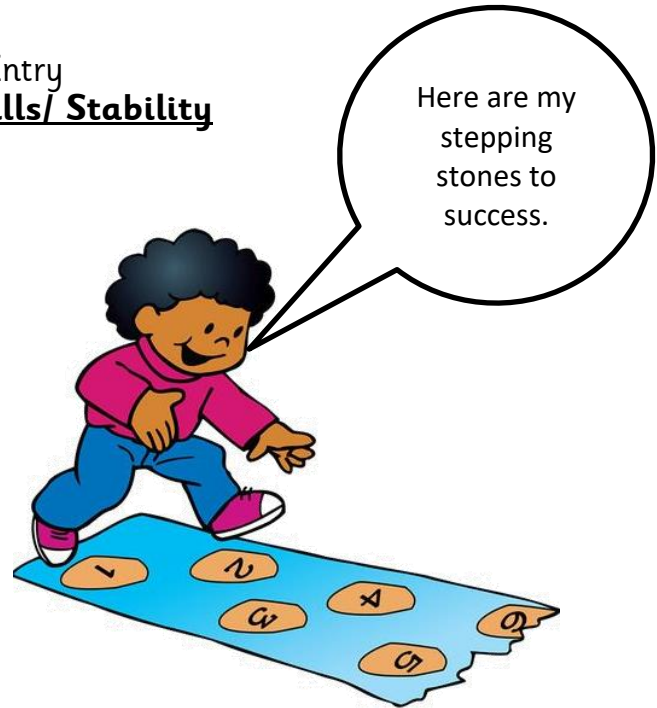
- Vowels and syllable structure established.
- Becoming more intelligible.
- May use sounds in some words but not others.
- 'c'/'k', 'g' may be replaced by 't', 'd' respectively.
- Beginning to use sounds sh, ch, j, z, v and l.
- 's', 'z' may be lisped.
- 'th will be replaced by 'f' or 'v'
- 'r' will be replaced by 'w'
- Beginning to use blends, e.g., bl, pl - otherwise reduces them to a single sound.



If you have any concerns regarding your child's speech and language, please speak to your health visitor or child's paediatrician.

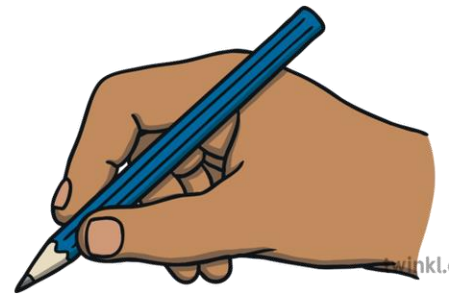
School Entry Gross motor Skills/ Stability

- Stable in sitting on a small chair at a table.
- Can walk, run and stand on tiptoe.
- Can stand on one leg for 3-5 seconds.
- Can hop on preferred foot
- Can stand/walk on heels when shown
- Throws ball overhand and catches with more skill
- Kicks ball forcibly with skill
- Climbs stairs 1 foot at a time.



Fine Motor Skills & Co-ordination

- Builds tower of 10+ bricks
- Holds pencil using a static (still) tripod grasp on the pencil.
- Engaging in messy play
- Makes marks.
- Can copy some letters.
- Has developed hand preference. (Left or right)
- Knows how to hold scissors and uses them to cut a piece of paper in half.
- Use fork and knife together to cut food to size.



Visual Perception

- Copies a cross (+), with a pencil/crayon.
- Places 5 rings on a post in order / 3 shapes into inset puzzle / 4 part nesting toy
- Recognises own name.
- Recognises popular logos. E.g. Mcdonalds, Next etc.
- Can say the initial sound of some objects, e.g. c for cat.

Attention and Listening

- The child has single channeled attention, alternating his/her full attention between the task and the speaker (looking and listening), but can now switch between them independently.
- Able to concentrate on 2 speakers.
- Can attend to an adult's choice of activities for increasing periods.

Self-Help and Care Skills

I am Independent!

I can...		Colour in the happy face when you can do this.
Fasten my shoes		
Fasten my coat		
Wash my hands before eating and after going to the toilet.		
Use a knife and fork		
Open my lunchbox		
Open my snack boxes		
Dress myself		
Undress myself		
Go to the toilet by myself		

Well Done!
Enjoy your time at school!