TOP TIPS FOR HELPING GET YOUR CHILD READY FOR STARTING OUR SCHOOL

SOME ACTIVITIES TO ENCOURAGE

Dear Parents/Carers,

You could use the list below as a checklist of things to try out with your child between now and September.

Starting the conversation about school… It can be helpful to use picture books and to read storybooks such as Janet and Allan Ahlberg's **Starting School,** or **I am Too Absolutely Small for School** by Lauren Child. They're engaging ways to create positive impressions of what school is all about. They will also help your child raise any concerns (and remember these can be things which seem obvious or silly to us grown-ups – from 'will there be any lunch' to 'how will I find the loo' and 'will I have to find my own way home'?)

Motor Skills

Provide opportunities for drawing, colouring, painting, modelling with play dough, etc, cutting out (using safety scissors) and sticking. Encourage your child to mark make on a small and large scale e.g. fine and chunky crayons on wallpaper, attempt their name, writing numbers etc.

- Play aiming games over the Summer holidays – skittles, hoops etc.
- Play games such as Snap, Happy Families, matching games.
- Threading beads, buttons onto string.
- Encourage children to complete jigsaw puzzles.

Mathematical Development



- Sing counting songs and rhymes together.
- Count as much as possible – e.g. count the stairs up to bed, count the steps to get to the house.
- Count out the cutlery for dinner, count the cars you pass on a walk, count apples into a bag at the supermarket.
- Count out items (e.g. apples in a bowl), take one away and talk about how many are left.
- Count items, add one more, talk about how many there are now.
- Play simple counting games with dice and counters, and then progress to games with numbers on.
- Point out, read and look out for numbers in the environment e.g. house numbers, car number plates, on buses etc.

Preparing for Reading and Writing

- Take time to talk to and listen to your child. Encourage turn taking in conversations, play listening games, tell stories such as fairy tales, sing nursery rhymes and songs.
- Encourage your child to role-play and engage in imaginative play.
- Share books together. Look at pictures, ask what might happen next and retell familiar stories. Sometimes point to the words as you read.
- Establish a special time everyday for quietly sharing a book – perhaps at bedtime.
- Point out and read print in the environment e.g. on signs, notices, in shops, on packaging.



Personal and Social Skills

- Encourage sharing and taking turns.
- Teach the difference between right and wrong.
- Ensure your child can use the toilet correctly (including flushing the toilet and washing their hands afterwards) and independently.
- Teach your child to dress and undress themselves in readiness for PE, putting shoes on the correct feet and putting on and fastening up a coat.
- Ensure that their name is written in all items of clothing so that they can find their own belongings such as jumpers, water bottles etc.
- Encourage your child to ask for help when they need it.
- Teach your child to open food packaging and drinks cartons.

Some guidelines to support the transition and for laying a firm foundation for starting Early Years

Integrating activities and skill development into your everyday routines and in their play will help them with their own learning journey.

Encouraging your child to have a voice and listening and commenting and speaking to your child builds their confidence and self-belief.

Here are some things to think about in terms of basic skills development. All of these are helpful to learn, but we believe each child is unique and will develop these over time and with encouragement and right support will develop independence. **If you use these, keep them fun and exciting and all part of their daily activities!**

A handy checklist! Can your child….

- ☐ Treat all possessions with respect and care
- ☐ Use a knife, fork and spoon
- ☐ Say please and thank you when appropriate
- ☐ Make a good attempt at dressing and undressing
- ☐ Understand importance of turn taking and sharing
- ☐ Recognises and finds their personal belongings
- ☐ Uses the toilet without prompting, can flush the toilet
- ☐ Washes hands with soap, without prompting

- ☐ Hold a pencil using thumb and first two fingers
- ☐ Cut a shape with child safety scissors
- ☐ Do up and undo zips, Velcro, buttons
- ☐ Trace over an outline

- ☐ Stand still for 5 seconds
- ☐ Balance on one leg?
- ☐ Run and jump?
- ☐ Skip (with or without a rope)
- ☐ Jog and Gallop
- ☐ Catch a ball
- ☐ Throw a ball or bean bag to someone else
- ☐ Balance a bean bag on their head?

- ☐ Listens and focusing their attention without interrupting
- ☐ Uses full sentences
- ☐ Retells a simple story they have heard
- ☐ Tell you simple stories they have made up themselves
- ☐ Predict what happens in a story next (using the pictures)
- ☐ Count reliably (ten objects for example)
- ☐ Knows simple body parts
- ☐ Understands colour words
- ☐ Understands information carrying words e.g. put, point, show me, before, next,
- ☐ Understands concept of simple opposite (hot/cold, full/empty)
- ☐ Understands past, present and future?