

Getting Ready for School



Overview

This information booklet will guide you through a number of areas including how to get your child ready for school; what we expect from parents and expectations for behaviour at school.

Ready to Learn: What it looks like

In this section you will find information about what we expect children to be able to do when they start school and tips on how to help your child develop these skills. Expectations are broken down into different areas of the Early Years Foundation Stage Curriculum.

Communication and Language

Your child should be able to:

- Speak in sentences, including linking two sentences together by using 'and' or 'because'.
- Tell you what they have been doing or thinking and what their plans are.
- Make comments and ask questions about what they have seen, heard or done.
- Listen to instructions and stories.

You can help them achieve this by:

- Model, scaffold and extend children's sentences. If your child says "Milk all gone" you say, "Yes, the milk has all gone. You have drunk it all."
- Play alongside your child, talking about what you are doing to encourage them to do the same.
- Give your child time to comment or ask questions when sharing a book.

Personal, Social and Emotional Development

Your child should be able to:

- Cope with meeting new people.
- Come to activity to work with an adult on the first time of asking, regardless of whether they are interested in the activity or not.
- Cope with not getting their own way.
- Say how they are feeling or what they need help with and to go to a grown up when they need help.

You can help them achieve this by:

- Getting your child to try new things. Don't always give them a choice about a task, sometimes it is good to just tell them they are going to give a new task a try.
- If your child always has the final say on whether they are going to give something as a family, they will find it hard to adapt to a school setting where many tasks are non-negotiable.
- When the current lock down restrictions are lifted, keep up with play dates and trips to the park. Your child doesn't have to be super-confident but should have social skills to say hello to another child or adult you introduce them to for the first time and play comfortably alongside them.
- Talk to your child about how they are feeling and talk to them about strategies they can use themselves to cope with feeling cross or sad, rather than trying to change the situation that is making them feel cross or sad (these feelings should be coped with rather than avoided or organised away).



- If your child is still having toddler type tantrums when they don't get their own way, they may find the school setting challenging. Model self-regulations to your child. Talk about how you are feeling and how you are going to calm down. "Oh this is making me cross; I think I need to take some deep breaths". Teach your child some calm down tricks at a time when they are already calm. This could include deep breathing, counting to 10, belly breathing (lie down with a cuddly toy on your tummy and do deep breaths watching teddy move up and down as you breath). A fun song with Elmo from Sesame Street about belly breathing can be found on YouTube <https://www.youtube.com/watch?v=mZbzDQpyIA> When your child is having a meltdown, sympathise with them "I can see that you are feeling... I wonder if some belly breathing might help?".

Physical Development

Gross Motor Skills

Your child should be able to:

- Walk, run and jump confidently without wobbling and bumping into others.
- Catch a large ball.
- Use some climbing and play equipment.



You can help them achieve this by:

- Stop relying on pushchairs or carrying to get your child where they need to go.
- Walking somewhere with a 3 or 4 year old will take longer – schedule extra time to do this rather than relying on pushchairs or other vehicles.
- When the current lockdown restrictions have been lifted, by taking your child to the park and open spaces so they can run freely, have a go on play equipment and keep active.
- Play ball games.

Health and Self Care

Your child should be able to:

- Dress themselves, including taking jumpers on and off and zipping up their own coats, putting on shoes and gloves etc.
- Go to the toilet independently, including wiping and washing their hands.
- Use cutlery when eating a meal.

You can help them by:

- Giving them time to complete tasks such as dressing and giving lots of encouragement and praise when they do.
- Supporting with modelling and encouragement to be independent with toileting.
- Talking them through the task rather than taking over when they are stuck.
- Eating all together so that using knives and forks is modelled to them.



Literacy

Reading

Your child should be able to:

- Recognise their own name, words that are special to them such as 'mummy' and 'daddy' and familiar words such as signs and advertising logos.
- Know some nursery rhymes by heart and be able to name some rhyming pairs.
- Hold a book the right way up, turn the pages carefully and in the right direction.
- Hear and say the initial sounds in words e.g. house begins with h, mummy begins with m. This should be the letter sounds not the letter names.

You can help them by:

- Pointing out text when you see it – Tesco/ McDonalds signage, road names and other street signs with text.
- Singing songs and saying nursery rhymes. Read rhyming books such as those by Julia Donaldson.
- Sharing stories together, talking about the pictures and the stories.
- Talking about sounds in words.



Writing

Your child should be able to:

- Make marks that stand for writing and drawing, saying what they have written or drawn.
- Write their own name.

You can help them achieve this by:

- Giving them lots of writing materials and reasons to write – notes to mummy, shopping list, birthday cards etc.
- Asking them what their writing says.



Maths

Numbers

Your child should be able to:

- Count out loud to 10 and back down to zero again.
- Count objects accurately to at least 5, touching each object once for each number name.
- Recognise some familiar numerals e.g. their age on a birthday badge; their house number: bus numbers.
- Count out an amount from a larger group e.g. get me 6 forks from the cutlery drawer.
- Subitise (Recognise quantities without counting) up to 5.



You can help them achieve this by:

- Singing songs such as 1,2,3,4,5 or building rockets and counting down from 10 to blast off!
- Getting them to help with everyday tasks – pass me 3 pegs, get me 4 plates for the dinner table.
- Looking for numbers on your daily walk.
- Playing games where they need to use a dice.
- Look for number patterns when out for your daily walk.



Shape, Space and Measure

Your child should be able to:

- Comment on the size or general shape of things e.g. this ball is big and round, this box is big.
- Begin to recognise and name simple 2D shapes, circle, square, rectangle and triangle.
- Recognise shapes in their everyday environment.

You can help them achieve this by:

- Talking to them about everyday objects.
- Making representations of shapes whilst out on a walk e.g. make a triangle with sticks.
- Pointing out shapes that they can see e.g. square or rectangle window, triangular roofs.

How to help your child once they are in school:

- Share their library book with them.
- Once they have a reading book, hear them read at least 5 times a week.
- Help them to practise the sounds they are learning in phonics.
- Attend parent workshops to find out about how to teach your child certain skills and the support you can give your child.
- Contribute to your child's learning journey by adding observations onto Tapestry, noting down new skills and achievements you have observed at home.



Behaviour in School

At Whitchurch C E Primary children behave very well and are friendly and respectful towards each other. We have three simple rules to help manage behaviour: Be Safe, Be Respectful, Be Ready!



Ready to Learn means that they are able to sit on the carpet and listen to the teacher and that they come to school knowing and expecting that they are going to learn. It is not nursery, they are not just here to play. Children should be listening to the teachers and willing to work with their teacher when asked. Children give things a go and try their best.

Respectful means that they treat their teacher and their classmates with respect. We listen to each other, we use respectful language, we do not shout to get what we want. Respectful also means we are respectful of our resources: we treat our resources with care and we tidy them away after we have used them.

Safe means we do not engage in behaviours that are not safe for ourselves or others.

We prefer to use praise rather than sanctions to modify learning behaviours. We consistently look for positive behaviours, we respond to the children with calmness and non-judgemental kindness and have clear shared boundaries.

Children who are not making the right choices are given a reminder about the behaviour we want to see. If this continues, then a caution that continued poor behaviour choices will result in a time out, then a time out with a conversation about why they are having time out, followed by a conversation that resets the relationship between adult and child and makes clear the behaviour we expect to see.

Young children may sometimes use physical action to get what they want – e.g. pushing and hitting - as they are developing their communication and self-regulation skills. This can mean that things like pushing in a line, and some forms of aggressions are age-appropriate forms of behaviour. However, children exhibiting these behaviours will still be dealt with in line with our behaviour policy and you will be informed about it. Your child's teacher will talk to you if such behaviours form a pattern and we will work together to support your child to make good choices.

Accessing Further Support for your Child

There may be times at school where your child may need support, for a whole range of reasons, either in the short or long term. We have a whole team of people who can help you and your child, from our SENCo (Special Educational Needs Co-ordinator); Family-School Link Worker and our ELSA (Emotional Literacy Support Team). If you have any worries about your child, please talk to your child's teacher and they can support you to access the team.