

Kindergarten

SCHOOL READINESS

Please use this booklet as a resource as your child prepares to commence Kindergarten at St Philip's Christian College.

What does School Readiness mean?

- Readiness is what we call the things that assist children to be successful at school. It is not an event that happens at a certain time. It is a process that children move through at their own pace.
- Readiness is mostly about emotional and social maturity; aspects of development that we cannot fast-track. The child's maturity is such that they can ably navigate the rigours of the school environment.

How do I know if my child is ready?

Emotional and social maturity is key. Ideally, children will have the ability to:

- Deal with separation from parents in a positive and timely manner.
- Show initiative (have a go and start something).
- Demonstrate interest in learning.
- Play alongside others.
- Concentrate.
- Self-direct (take personal control of their behaviour).
- Sit and listen.
- Deal with frustration.
- Follow instructions.
- Express needs.
- Cope with change.
- Demonstrate self-help skills.
- Deal with their feelings.
- Participate in small groups.
- Show self-control and confidence in dealing with daily small problems.



Helpful observations or indicators of Cognitive/Language Readiness

- Ability to concentrate and stay on task.
- Ask and answer simple questions.
- Ability to cope with the speed and change within the Kindergarten learning environment.
- Sufficiently developed receptive and expressive language skills to cope with the demands of school.

Helpful observations or indicators of Physical/Motor Readiness

- Dress themselves.
- Wash/toilet themselves.
- Tiredness (can they last the day?).
- Eat independently.
- Cut with scissors safely.
- Fine motor skills for writing.
- Be ready in development of visual and auditory discrimination for reading instruction.

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Checklist for Starting School

- ☒ I know my full name
- ☒ I can read my name.
- ☒ I can recognise my own belongings.
- ☒ I can remember where I put things.
- ☒ I know where I live.
- ☒ I know my telephone number.
- ☒ I know my birthday.
- ☒ I can use the toilet correctly.
- ☒ I can use a tissue correctly.
- ☒ I can take my jumper/jacket on and off.
- ☒ I can take my shoes off and put them on again.
- ☒ I can carry my own school bag.
- ☒ I can give school notes to one of my parents.
- ☒ I can deliver a note from home to my teacher.
- ☒ I speak in sentences.
- ☒ I can make other people outside my family understand what I want.
- ☒ I answer when I am spoken to.
- ☒ I can listen when I am spoken to.
- ☒ I can listen without interrupting when someone else is speaking.
- ☒ I do not stay up late at night.
- ☒ I can eat my recess and lunch.
- ☒ I can complete an activity or game.
- ☒ I can pack away and tidy up when I have finished.
- ☒ I can share.
- ☒ I can wait my turn.
- ☒ I like to listen to stories.
- ☒ I like to look at books.
- ☒ I like to talk about the pictures in books.
- ☒ I can look after books, games and equipment.
- ☒ I can play with other children.
- ☒ I can play by myself.
- ☒ I can draw with crayon and pencil.
- ☒ I can use a pair of scissors.
- ☒ I can paste.
- ☒ I can remember little rhymes and songs.
- ☒ I know some colours.
- ☒ I can follow simple instructions.
- ☒ I can sit still and concentrate for about 10 minutes.
- ☒ I understand the dangers of traffic, electricity, fire, water and high places.



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Word Recognition Ideas for Home



CLIMB THE STAIRS

Put a word on each step. The child says each word as they climb the stairs (can lay on floor if there are no stairs). Say it first or put the same word on each step until child has mastered a few. Add a few at a time.

FLASHCARD FUN

Give child a flash card and have them look for that word (5-10 times) in a newspaper or in a magazine. Each time they find the word, they circle it and say the word.

HIDE AND GO SEEK

Hide the letters around the room when the child is busy elsewhere. When the child returns, have them find the letters one at a time and tell you what letter it is. It's fun if the letters you hide make a word they know ... eg hide the letters of their name, sibling's name, etc. Can child correctly rearrange letters to spell the word?



CONCENTRATION

If you have 2 sets of cards (or make an extra set), you can play concentration. Choose several pairs of matching words and spread them out face down on a table/floor. As child turns over each word, they must read them. If they match, the child wins them; if not, they are turned back over.



WHAT'S MISSING

? Child places 3-4 words on the table, identifies words, and then closes eyes while parent removes one word. Child identifies missing word. Then parent closes eyes, and lets child remove a word.

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What can parents do to help as children start school?

- Talk to your child about school where he/she will meet new people and learn things.
- Teach your child how to put socks on and shoes on and how to do them up.
- Buy clothes that are easy to manage. The buttons and button holes should be large enough for little fingers to manipulate.
- Show your child how to turn coats and jumpers inside out, so the right side is on the outside.
- Label clearly, with full name, all possessions your child will take to school. Eg. raincoat, drink bottle, shoes, jumper, hat, socks, pencil case, pencils, textas, lunch box, school bag etc.
- Send your child to school on time, each and every day. Our starting time is 8.32am.
- Collect your child promptly at home-time. Our finish time is 2.54pm.
- Give your child simple duties around the home. This will foster confidence in the performance of small tasks.
- Allow your child to stay with relatives and friends for short periods of time so that he/she will accept the fact that it is not always possible to be with parents.
- Encourage your child by admiring work when it is brought home. Give the work a place of honour for a few days at least.
- Select suitable stories, picture books, radio and television programs for your child.
- Pray with your child and for your child each day.
- Teach your child to use and flush the toilet without assistance.
- Teach that hands should be washed before meals and after visiting the toilet.
- Teach them to put away playthings and materials after using them.

Pencil Grip and Writing Style

From the earliest stages, special attention should be paid to the manner of holding the pencil. The pencil should be held comfortably between the thumb and the next two fingers. (Both index and middle fingers should be two centimetres from the point.) Fingers should be curved not bent.

Please encourage your child to hold a pencil correctly.

READING SUPPORT BOOKLET

Please refer to the link below in order to support your child as they begin learning to read at school.

[CLICK HERE](#) for a Reading Support Booklet

