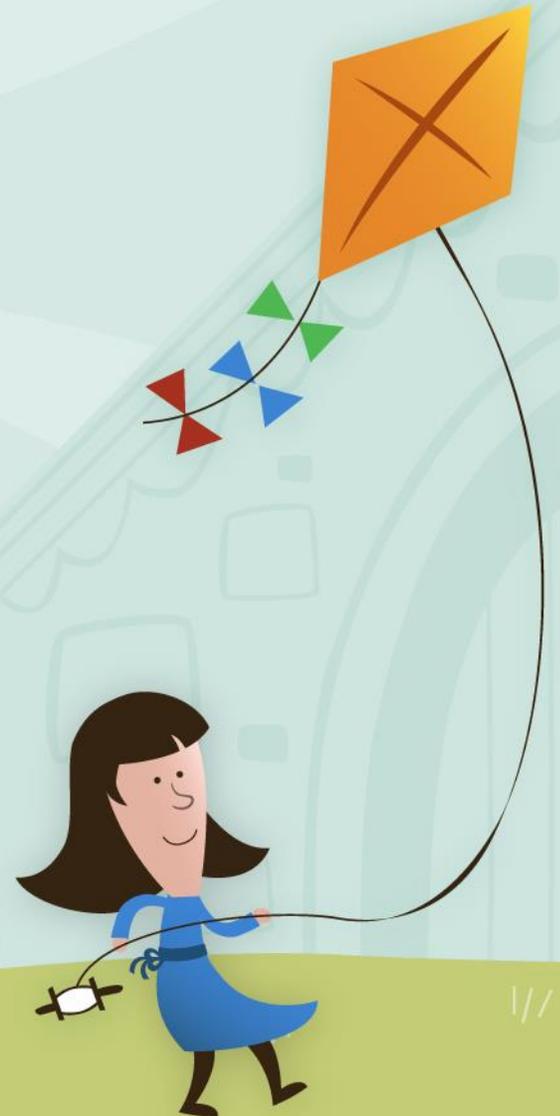


HELPING YOUR CHILDREN BECOME SCHOOL READY



Introduction

This is a short guidance leaflet produced in conjunction with the teaching staff at Mortimer St John's Infant School and Mortimer Pre-school.

This is intended to help you and your child to understand what is expected from them when they start school and hopefully make the experience less stressful and more enjoyable for your child.



Table of Contents

Personal, Social and Emotional Development

Page4

Physical Development

• Dressing and Undressing

Page5

• Toileting

Page5

• Using a Knife and Fork

Page6

• Washing Hands

Page7

• Blowing own nose

Page7

• Encouraging your child to write their own name

Page8

• Example Pencil Control Grips

Page9

• Improving Writing Skills

Page10

Maths

Page11

Speech

Page12, 13



Personal Social and Emotional Development

Sometimes children come to school and they cry when they want or need something. Being able to ask us for help or tell us what they want is really useful.

Example - Allow your child the chance to choose a book for you to read out loud, or a few songs to sing. Talk as a family about likes and dislikes or what toys or activities to do next. Set up a colouring activity with choices of colouring sheets and different pens, pencils and crayons to choose from.

Let your child know that you are there to help when needed, by offering encouragement and checking they are okay when you can see they are getting a bit frustrated. Show your child that you are always there by checking in regularly with them.

To exceed the Early Learning Goal in this area your child will be confident to speak to the whole class, talk about the things they enjoy, things they are good at, and things they might find difficult. They will be able to talk about plans they have made to carry out activities and reflect on what changes they would make if they were to do it again. They will confidently manage their feelings and maintain control of their behaviour. They will work with others and listen to their suggestions on how to achieve approach an activity without adult support. They stand up for themselves and their ideas, can resolve conflict without aggression and are able to wait for what they want.



Physical Development



Dressing and Undressing

In order to prepare children for busy school days it is important that they can keep their belongings in a pile together to help with confusion when getting changed. It is also helpful if they can recognise and rectify clothing that is inside out, back to front.

Example - Have a role play activity with a variety of dressing up outfits such as coats with buttons, coats with zips, shoes with Velcro, hats, jumpers, shirts and gloves. Encourage your child to attempt the different styles of clothing, offering support when needed.

Toileting

The children should be completely independent with using the toilet and wiping themselves.

Example – Allow your child regular access to the toilet independently and by scheduling in toilet trips as part of the daily routine. Encourage them to use toilet paper on their own and to flush toilet and wash hands.





Using a Knife and Fork

Being able to hold a knife and fork, or attempt to eat food with cutlery independently (all infant children are currently able to access a hot school diner for free so use cutlery every day). Being able to drink from an open ended cup is also useful.

Step 1
Get those pointing fingers ready

Step 2
Pointing fingers go into the finger scoops. The other fingers curl around the handle.

Step 3
Stab with the fork and then keep the fork still.

Step 4
Saw back and forth with the knife while the fork holds the food steady.

The instructional block consists of four panels. Each panel shows a child's hands using a green-handled knife and a silver fork to cut a green bean on a white plate with colorful polka dots. The background of each panel is a solid blue color with white text. The child is wearing a blue Batman t-shirt.



Washing Hands Independently

Try this tune to encourage your child to wash their own hands

. (The Tune of Row, Row, Row your boat)

Wash, Wash, Wash your hands play our handy game.
Rub and Scrub, Rub and Scrub, germs go down the drain.



Blowing Own Nose

Just like learning how to tie shoelaces is an accomplishment children look forward to conquering, mastering nose blowing can make your child feel just as important if you set it up properly.

Give your child his or her very own pack of tissues.



Encourage your child to write their own name

Encourage your child to write their own name by providing opportunities for them to see their name written such as on a self registration board or on the register. Let them copy their name onto paper themselves. Create a writing area with different sized paper such as post it notes, envelopes, postcards to further encourage their writing. If you prefer your child not to freely use pens and pencils in case they draw on walls etc., encourage them to use a magnetic drawing board or even water pens.

Pre-writing expectation

1 -2 years

- Randomly scribbles
- Spontaneously scribbles in vertical/horizontal and/or circular direction
- Imitates a horizontal/vertical/circular direction

2 – 3 years

- Imitates a horizontal line
- Imitates a vertical line
- Imitates a circle

3 – 4 years

- Copies a horizontal line
- Copies a vertical line
- Copies a circle
- Imitates +
- Imitates / and \
- Imitates a square

4 -5 years

- Copies a +
- Traces a line
- Copies a square
- Copies a / and \
- Imitates X
- Imitates Δ
- Grasps pencil in writing position



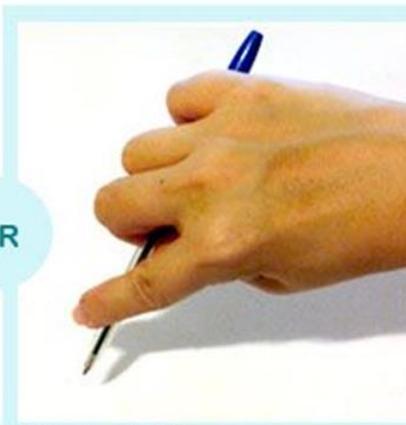


FISTED GRIP
1-2 years old

Children often hold their writing tool like a dagger, scribbling using their whole arm.



OR



DIGITAL PRONATE GRIP
2-3 years old

All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow. Children should start being able to copy a horizontal, vertical and circular line.



4 FINGER GRIP
3-4 years old

4 fingers are held on the writing tool. Movement is mostly from the wrist and the hand and fingers move as one.



STATIC TRIPOD GRIP
4-6 years old

This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit.



DYNAMIC TRIPOD GRIP
By 6 or 7 years old

Using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately.



What activities can help improve writing readiness (pre-writing) skills?

- **Threading and lacing** with a variety of sized laces.
- **Play-doh (playdough)** activities that may involve rolling with hands or a rolling pin, hiding objects such as coins in the play dough or just creative construction.
- **Scissor** projects that may involve cutting out geometric shapes to then paste them together to make pictures such as robots, trains or houses.
- **Tongs or teabag squeezers** to pick up objects.
- **Drawing or writing** on a vertical surface.
- **Every day activities** that require finger strength such as opening containers and jars.
- **Pre writing shapes:** Practice drawing the pre-writing shapes (l, —, O, +, /, square, \, X, and Δ).
- **Finger games:** that practice specific finger movements such as *Incy wincy Spider*.
- **Craft:** Make things using old boxes, egg cartons, wool, paper and sticky or masking tape.
- **Construction:** Building with duplo, lego, mobilo or other construction toys.



Please also see the following for further information -
<https://childdevelopment.com.au/areas-of-concern/writing/writing-readiness-pre-writing-skills/>



Maths

Children are expected to come to school recognising numbers to at least 5 and counting to at least 10.

Example - Sing songs and rhymes with your child that encourage the correct ordering of numbers from one to ten such as 10 Green Bottles, 10 In the Bed, 1,2,3,4,5 and 1,2 Buckle My Shoe.

It is helpful if children can name: circle, square, triangle and square.

Example - Encourage your child to play with and make arrangements with shapes using resources such as wooden shapes, magnetic shapes, laminated paper shapes and puzzles with shapes. Come alongside your child and explore patterns that can be made using these.

Being able to recognise a basic pattern – red black, red black, red black- helps with seeing patterns in maths and is a great building block.

Example - Give your child a sheet of large paper and some pictures of typical daily routines. Ask your child to stick the pictures in the sequence that they will normally happen in a typical day



Speech

There is a high proportion of children going into school with speech and language issues. It is helpful if Children come to school being able to hold a simple conversation e.g. talking in simple sentences, listening to others in the conversation, asking and answering questions on the same topic.

What you might see

The following is the typical pattern of developing speech sounds:

By **two years**, sounds typically used are:

- b, d, m, n, w
- a range of vowel sounds

Some two year olds might have difficulties with:

- All other sounds, including: k, g, s, f, sh, l, r
- Missing consonants at the ends of words
- Long complex words that are difficult to say, e.g. helicopter

By **two-and-a-half years**, sounds typically used are:

p, b, t, d, m, n, w



Some two-and –a half-year olds might have difficulties with:

- All other sounds including: k, g, s, f, sh, l, r,

By **three years**, sounds typically used are:

- p, b, t, d, m, n, w, h

Some three year olds might have difficulties with:

- All other sounds including: k, g, s, f, sh, l, r,

By **three-and-a-half years**, sounds typically used are:

- p, b, t, d, m, n, w, h
- Possibly starting to use k, g, s, f

Some three-and-a-half year olds might have difficulties with:

- sh, z, v, ch, j, l, r, th
- 2 consonants together, like fl, sp, sm, gr, str

By **four years**, sounds typically used are:

- k, g, s, f, p, b, t, d, m, n, w, h

For a full version of this please go to - <https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/0-4-years/speech-sound-development/>

