



Ready for School



Can your 5 year old.....?

Write their name

Name many alphabet letter names and know the sounds they make

Say words that start with letters they know

Count past 20

Recognise numerals up to 10

Take turns to talk

Speak clearly in front of a small group

Work co-operatively in a small group

Listen attentively to stories being read

Retell a story in their own words

In the early years children learn because

- they want to learn.
- they have fun learning.
- they want to be like others.
- they enjoy what they do (in the process of learning)
- they persist.
- they practice.
- they have people to support and encourage them.
- they make mistakes and learn from them.
- they have expectations that they will be successful learners.

The process of reading starts long before children reach the classroom door.....

it begins when a parent or caring adult reads to a child.

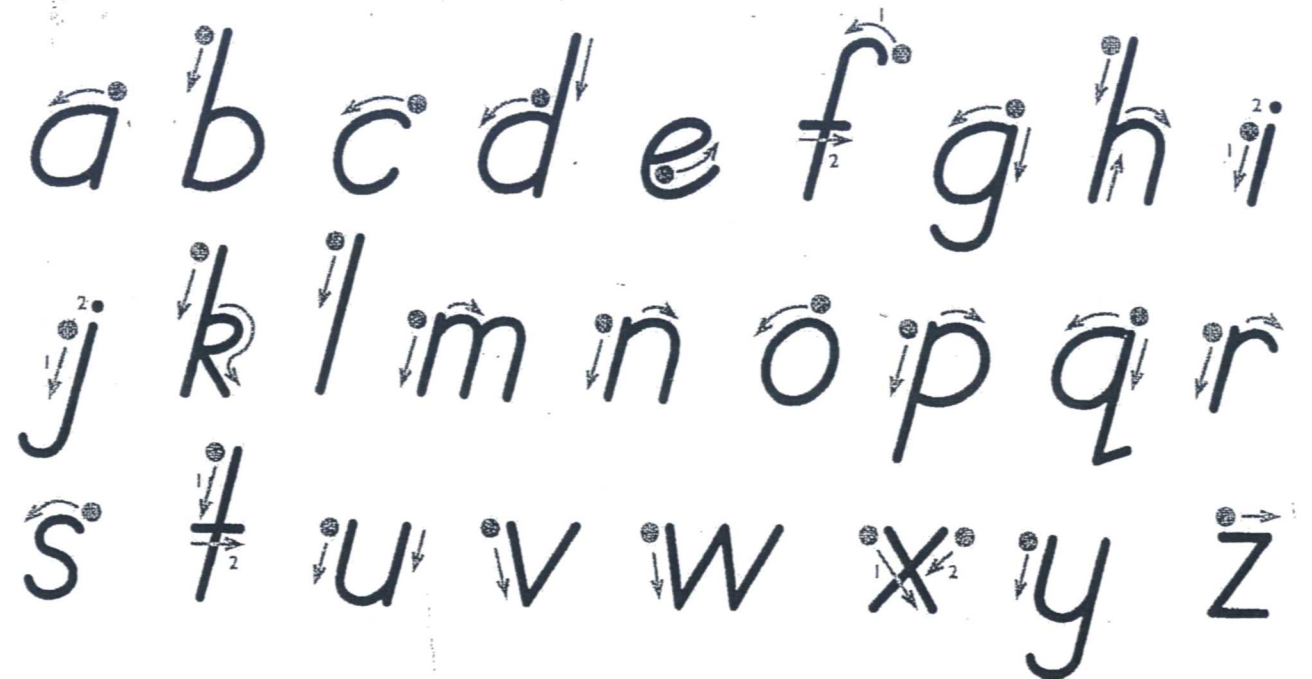
Children won't always learn to read before they start school even if we do read aloud to them, and that's fine. Teachers will, with grateful hearts, build on the solid reading aloud foundation provided by us prior to school, and those children will very quickly learn to read for themselves.

If all children were read aloud to, a minimum of 3 books a day from the time they are born we would probably wipe out illiteracy within one generation.

(from a excerpt of 'Reading Magic' by Mem Fox)

Correct letter formation

Even at the early stages of drawing circles and lines it is important to verbalise movements. Circles should start at the top and go anti-clockwise. Lines should start at the top or left hand side, talk about short and long sticks or lines. It is important to teach the lower case letters first as this is what is mostly used in what the children will read. Only use capital letters for the beginning of a name, or to start a sentence.



Reading Skills



At the Emergent Stage reading is knowing.....

1. That 'print' tells a story.
2. Where the story begins.
3. Which way it goes - the left to right directional concept.
4. That 'words' are units with spaces in between.
5. That 'words' have different shapes and sizes.
6. That one written word relates to one spoken word.
7. The difference between a letter and a word.
8. How to find the first/last word in a caption. (using 1-1 clues)
9. That like 'talking' reading makes sense.

It is important that children are able to

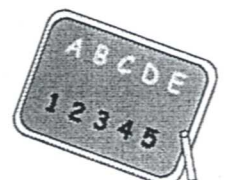
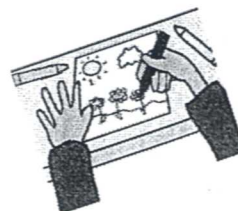
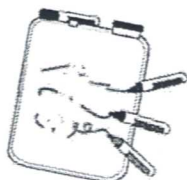
- Retell a story in their own words.
- Talk about what happened in the story.
- Answer questions about the story.

Writing Skills

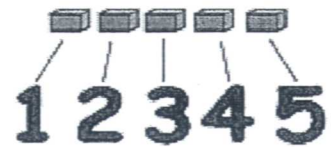


At the Emergent Stage of writing children.....

- Can express ideas/feelings through painting/drawing/other craft forms.
- Understands that 'print' tells a story.
- Can discuss thoughts and feelings with others and dictate a simple story relevant to these ideas.
- Recognises the left hand starting point in the recording of the written text.
- Recognises the left to right direction used in the recording procedure.
- Retains and reads back orally the message contained in the script.
- Attempt to copy beneath the scripted version of the text.
- Can recognise and write his/her own name.
- Begin independent exploration of letter/number shapes -that are then read back with specific meaning.



Numeracy Skills



Lots of talking and playing with children

- **Colours** — name basic colours. Match toys that are the same colour. Colour mixing with paint using primary colours, making shades of dark and light just adding white.
- **Numbers** — count forwards and backwards to 10, recognise numeral for 0–10, make sets of toys and count them using one to one pointing. Order numbers, what comes before and after? Car races...who came 1st, 2nd, 3rd, etc. Letter box numbers.
- **Size** — big, bigger, biggest, small, smaller, smallest, tall, short, thin, wide. Lots of talking and comparing when they build with blocks & other construction materials. Making box models of buildings, animals etc comparing size, height, width.
- **Shape** — recognise and name 2D shapes: triangles, circles, squares, rectangles, hexagons, ovals, diamonds. Using paper shapes to make pictures. Find shapes around the house at the playground etc. How many sides do they have? How many corners? Which shapes are similar?
- **Quantities** — playing with water/sand etc, which container holds more or less. How many cups will it take to fill the milk bottle? Which holds more the milk bottle or the juice bottle? Etc
Cooking, measure and add, talk about liquids and solids, thick and thin, etc
- **Classifying** — making sets of things that are similar in shape or size or colour (nature hunts are fun, then sort what they have found)
- **Time** — talking about days of the week, months of the year, seasons.
Today, tomorrow, yesterday, morning, afternoon, night.

