

# The Importance of Play in supporting School Readiness

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# 12 TICKS FOR SCHOOL READINESS

By the end of reception children should be able...

- ✓To sit still and listen
- ✓To be aware of other children
- ✓To understand the word 'no' and the boundaries it sets for behaviour
- ✓To understand the word 'stop' and that such a phrase might be used to prevent danger
- ✓To be toilet-trained and be able to go to the loo
- ✓To recognise their own name
- ✓To speak to an adult to ask for help
- ✓To be able to take off their coat and put on shoes
- ✓To talk in sentences
- ✓To open and enjoy a book
- ✓To be able to hold a pencil properly
- ✓To be able use a knife, fork and spoon to eat

# To sit still and listen...



# Activities and experiences...



- Appropriate expectations of child's ability to be still/ quiet
- Adults who listen and make time for each child
- Balance of quiet and active times in the session
- Games which involve turn taking
- Small group discussions
- Stories and rhyme times with props



# To be aware of other children



# Activities and experiences...



- Being able to express, name and manage own feelings
- Understanding similarities and differences
- Responsibility and autonomy
- Puppets
- Consistent boundaries and consequences

# To understand the word 'no' and the boundaries it sets for behaviour



# Activities and experiences...



- Discuss boundaries and consequences
- Empowering children to manage conflict
- 'Butterflies' in my tummy
- Teamwork
- Children's Rights (UNCRC)



**To understand the word 'stop' and that such a phrase might be used to prevent danger**



# Activities and experiences...



- Allow 'risk' and challenge
- Involve children in risk assessments
- Stop and Go games

# To be toilet-trained and be able to go to the loo



- Follow home routine
- Be sensitive to children's feelings
- Include toilet areas as part of settling sessions
- Visual prompts for hygiene routines

# To recognise their own name



# Activities and experiences...



- Environmental print; logos, labels, symbols
- Labels on drawers, pegs, placemats
- Self registration

# To speak to an adult to ask for help



# Activities and experiences...



- Be approachable
- Calm and consistent responses
- Key person groups
- Time to talk
- Observe body language as well as what child says

# To be able to take off their coat and put on shoes





# Activities and experiences...



- Opportunities to practice fine motor skills
- Threading activities
- Dressing up
- Coat pegs and cubby holes



# To talk in sentences



# Activities and experiences...

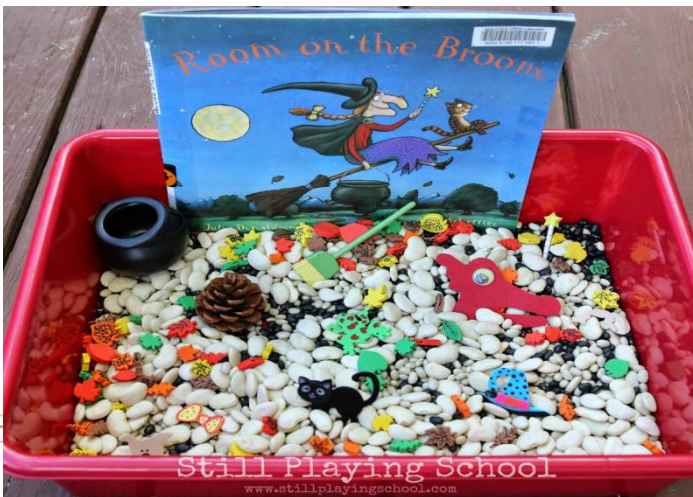


- Communication friendly spaces
- Modelling
- Follow child's interests
- Role play
- Books
- Identify SLC needs

# To open and enjoy a book



# Activities and experiences...

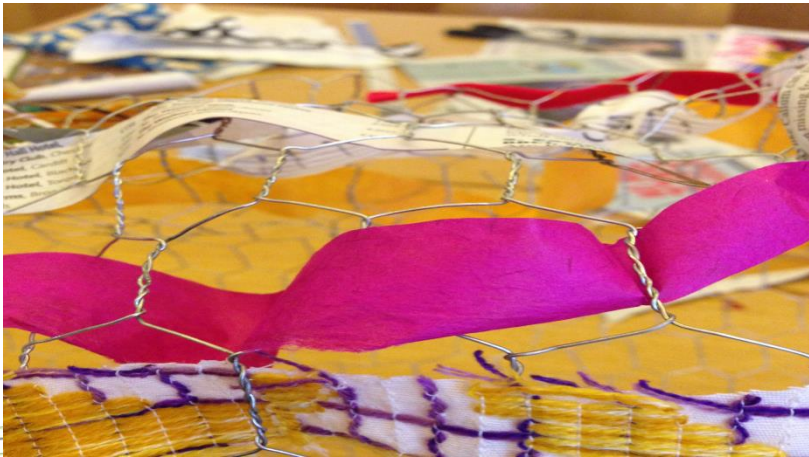
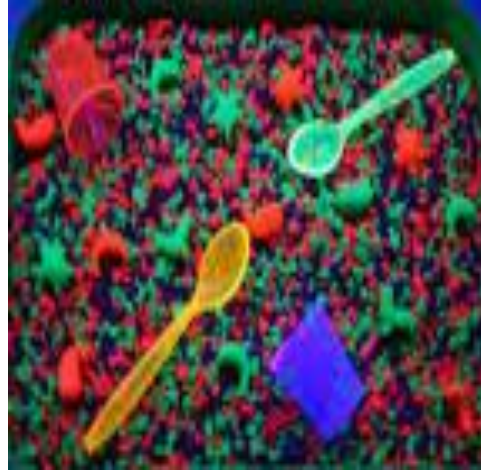


- Read with children
- Book corner and other spaces
- Developmentally appropriate story times
- Use props and break away from print
- Themes based around books

**To be able to hold a pencil properly**  
**To be able use a knife, fork and spoon to eat**



# Activities and experiences...



- Provide lots of opportunities to use fine motor skills indoors and outdoors
- Use children's interests
- Tools for play

# Important role of the key person



- Support child to separate from car on arrival
- Develops relationship and bond with child
- Understands the child's needs and interests
- Parent partnership



‘By four we would expect children to be ready to be separated from their parent or carer, to be able to demonstrate listening skills in being able to show interest and pay attention to a subject or stimulus. To have enough language to be able to express themselves if they need something and be able to communicate something about what makes them who they are, such as name, age and something about family or relevant factors in their life. To be able to interact with an adult and/or a peer. For example, during play to be able to take turns and take some responsibility for their actions. We think that children should be able to focus on, and show interest in, their work and the world around them. To make observations, notice things and ask questions. To be able to hold a book, understand some aspects of narrative and respond to some boundary setting.’

A primary school head teacher defined their school view of school readiness.

**Are You Ready? Good Practice in School Readiness (Ofsted 2014)**