



Welcome to our Six Weeks In meeting.

Wednesday 8th October 2025

School readiness...

 **early years staffroom**



Am I ready for school?



Tips for parents

When your child starts primary school there are a number of skills that they should ideally have mastered. Use this sheet as a guide to help track their progress.

Self-care

- I know when to wash my hands
- I can wipe my nose
- I can ask for help if I don't feel well

Speaking & literacy

- I am interested in reading stories & looking at picture books
- I am able to talk about myself, my needs & feelings
- I am practising recognising my name when it's written down

Getting dressed & undressed on my own

- I can button & unbutton my clothes
- I can put my own shoes & socks on
- I can put my coat on & use a zip

Interest in the world & new activities

- I enjoy learning about the world around me
- I am interested in exploring new activities or environments
- I like asking questions

Eating

- I can use a knife & fork
- I can open my packed lunch on my own
- I am confident at opening wrappers & packaging

Writing skills

- I like tracing patterns & colouring in
- I enjoy experimenting with different shaped scribbles
- I am practising holding a pencil

Going to the toilet

- I can go to the toilet on my own, wipe myself properly & flush
- I can wash & dry my hands without any help

Independence

- I am happy to be away from my mummy, daddy or my main carer
- I am happy to tidy my belongings & look after my things
- I am feeling confident about starting school

Listening & understanding

- I am able to sit still and listen for a short while
- I can follow instructions
- I understand the need to follow rules

Sharing & turn taking

- I can share toys & take turns
- I can play games with others
- I can interact with other children

Counting skills

- I enjoy practising counting objects
- I like saying number rhymes & playing counting games
- I can recognise some numbers when they are written down

Routines

- I have practised putting on my uniform & getting ready to leave on time
- I have a good bedtime routine so I'm not feeling tired for school
- I'm learning to eat at the times I will on school days



Reception – how to support your child this year...

- home school agreement



What are the 7 aspects for end of year expectations for Reception?

Communication
and language

Personal,
Social and
Emotional
development

Physical
Development

Mathematics

Understanding
the world

Literacy

Expressive
Arts and
Design



Each Aspect has many subheadings

Communication and Language

- Listening, Attention and Understanding
- Speaking

Understanding the world

- Past and present
- People, culture and communities
- The Natural World

Personal, Social and Emotional Development

- Self Regulation
- Managing Self
- Building Relationships

Expressive Art and design

- Creating with Materials
- Being Imaginative and Expressive

Physical Development

- Gross Motor Development
- Fine Motor Development

Literacy

Literacy

- Comprehension
- Word reading
- Writing

Mathematics

- Number
- Numerical patterns



Communication and Language: Listening Attention and understanding



The goal:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

How you can help:

- Model to your child how to listen attentively and ask them open-ended questions, rather than 'yes' or 'no' questions.
- Discuss with your children their understanding of things or why they think certain things during discussions.
- Model conversations when playing e.g. with dolls with back-and-forth exchanges as well as in regular discussions at home.



Communication and Language: Speaking

The goal:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

How you can help:

- Model to your child discussion with others and involve them if possible.
- Introduce your child to a range of new vocabulary and explore its meaning.
- Discuss why things happen with them, or ask them to explain why they think something happens, e.g. 'What do you think happens when I turn the TV on?' or 'When the sun comes up, where do the stars go?'
- Model expressing your own feelings and ask your child to express their own too. Can they do this in full sentences? If not, repeat what they have said in full sentences, for example "Happy it's Easter and eat chocolate" - " Oh, you are happy because it is Easter and you get to eat lots of chocolate."



Understanding the World: Past and Present



The goal:

Talk about the lives of the people around them and their roles in society. * Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. * Understand the past through settings, characters and events encountered in books read in class and storytelling.

How you can help:

- When visiting doctors, nurses, dentists or seeing shop workers, firefighters or police, discuss their role in our world.
- Comparison of old and new things, such as old toys, photographs from when you were younger/grandparents and great-grandparents.
- Read story books at home that look at events that have happened in the past, such as Peepo or have discussions when visiting local historical places about how life is different from now to in the past.



Understanding the World: People, Culture and Communities



The goal:

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

How you can help:

- When going on walks, discuss the environment around you and look at maps if there are maps that show the walk trails.
- Read and share non-fiction texts together - the library is a perfect place to find good quality non-fiction texts.
- Discuss religious festivals and celebrations when they are happening or be involved with any celebrations if appropriate.
- Read children's books that are focused on religion; there are lots of story books and non-fiction books based on religion.
- Read texts that look at different countries and their way of life and talk about how it is different to our own – you could also talk together to friends or family who live in another country.

Understanding the World: The Natural world.



The goal:

Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

How you can help:

- When going on walks, discuss the environment around you and what parts are natural and what have been built by people.
- Draw pictures with your child of animals and plants (following their interests).
- Look at the changes that are happening in the seasons – this can simply be done on the way to school by looking at the weather and the colours of the trees.
- Experiments are great for looking at changes of matter; this could be done by melting ice by putting different things on it to see which makes it melt quickest or by baking cakes and seeing the liquids turn onto solids.



Personal, Social and Emotional Development: Self-Regulation

How you can help:

The goal:

Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

- Be consistent with your rules at home so your child understands there are consequences to their actions if they do or don't follow your rules (Sanctions and rewards).
- Encourage your child to be patient and reward them for this – even just with verbal praise.
- Give your child instructions to follow, building up the ideas, e.g. Please can you put your shoes, coat and gloves on.



Personal, Social and Emotional Development: Managing self

How you can help:

The goal:

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

- Encourage your child to be resilient and have a try at things before saying no or giving up.
- Explain why there are rules and what is wrong and what is right and why this is so.
- Make sure your child is independently using the toilet.
- Make sure your child is dressing themselves independently.
- Discuss with your child 'healthy food' choices making sure they know there are no bad foods, but some must be eaten in moderation.



Personal, Social and Emotional Development: Building relationships

How you can help:



The goal:
Work and play
cooperatively and take
turns with others. Form
positive attachments to
adults and friendships with
peers. Show sensitivity to
their own and to others'
needs.

- Give your child opportunity to play with others and encourage them to take turns, e.g. board games, playing with certain toys that both children want.
- Model kindness and how to look after other people through our actions, e.g. dressing and feeding a baby doll, asking people if they are feeling OK when they are sad, getting people their drink when they say they are thirsty (basically everything a parent does!)



Expressive Arts and Design: Creating with Materials, Being Imaginative and Expressive



The goal:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

How you can help:

- Use scissors to cut things out at home.
- Use pens, pencils to make and create.
- Use and mix paint when creating.
- Discuss with your child the process of how they made something – why did they use certain materials or colours, was there a better way to stick it together?
- Dressing up as characters and role-playing.
- Encourage them to play with others and act out stories or play pretend.
- Sing nursery rhymes and songs together or learn a poem together.
- Dance together to a song.



Physical Development: Gross Motor development



The goal:

Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

How you can help:

- Go to the park and climb on the equipment.
- Practice skipping at home or at the park/field.
- Running races, making your own obstacle courses, see-saws, dancing to songs together or with friends.
- Attending any classes your child is interested in e.g. karate, gymnastics, swimming or rock climbing.



Physical Development: Fine Motor development

The goal:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

How you can help:

- Have pens and pencils at home for your child to use independently.
- Encourage your child to write and draw.
- Give your child scissors, paintbrushes, appropriate size cutlery.
- Do activities together like threading beads, using child-friendly tweezers or picking up small items.
- Help your child to hold their pencil in a tripod grip.



Literacy: Comprehension



The goal:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

How you can help:

- When reading to or with your child, ask them what they think is going to happen next and predict events in the story.
- Elaborate on the vocabulary used in books you have read together and what it means.
- Read books to your child and get them to retell you the story or ask them questions to show their understanding.
- Read your child's school books with them regularly and ask them appropriate questions about the text.



Literacy: Word reading



The goal:

Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

How you can help:

- Encourage your child to sound out words or play a game by saying “look at the d-o-g” and then have them repeat an instruction back to you “clap your h-a-n-d-s”.
- Read your child’s school books with them regularly.
- Support your child to read the tricky words in their books without them sounding them out – if they are struggling with a certain one you could stick it on the fridge as a daily reminder until they automatically remember it.



Literacy: Writing

The goal:

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

How you can help:

- Give your child opportunities to practise writing at home with regular access to pencils/pens and paper.
- Support your child to sound out words and remind them of how the sounds are written if they are struggling – they do not need to be spelling words correctly, they need to be spelling words phonetically (how they sound).
- Get them to write letters to friends and family, birthday cards, replies to Santa or the tooth fairy, Christmas and birthday wish lists, bucket lists for the holidays, etc.



Mathematics: Number



The goal:

Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

How you can help:

- Practise number formations at home – using pens and paper, a paintbrush and water on the floor, chalk, etc.
- Play simple games using dice and encourage your child to automatically know the number on the dice without counting the dots.
- Use fingers to systematically go through all the number bonds to 5 and then 10 until they no longer need any aids. You can then put this into a real life context, e.g. “Our recipe says we need 5 eggs, but I only have 3. How many more do I need? “



Mathematics: Numerical Patterns

The goal:

Verbally count beyond 20, recognising the pattern of the counting system. * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

How you can help:

- Count together out loud – e.g. steps to walk to the car, down the stairs, number of white cars on the road, etc.
- Compare amounts using the vocabulary ‘greater than’, ‘less than’, ‘the same’, for example “Who has the greater amount of cheese?”.
- Count out an amount of food and share it equally.
- Numicon is a fantastic resource to spot odd and even patterns if you have a set of numbers to 10 at home as all the odd numbers have an ‘odd 1’ at the top.



How you can help at home

- home school agreement



Provide opportunities for chatting, playing and interacting together



Spend time together reading, telling stories and singing



Spend time together talking about school



Play games that involve turn taking



Encourage independence – getting dressed, putting on coat and shoes, washing/drying hands and using the toilet