

# School Readiness -

## A common understanding for Early Years Practitioners in Dorset



Research shows that children who are school-ready when entering reception classes are able to benefit most from what schools have to offer, building the foundations which facilitate their lifelong learning.

This document has been created in partnership to give a shared view of what Dorset's early years sector understand by the term 'school readiness'.

It is important that all children in Early Years Foundation Stage (EYFS) provision are supported to gain the skills they need, before they reach their fifth birthday. We need to ensure children who may need additional support are identified and supported early in order that they can reach their full potential.

We strongly believe that all children are unique and capable and do not wish to focus on a limited set of skills. We continue to welcome further debate on these issues with all key partners in the education of our youngest children.

**“Working together to ensure all our children  
are ready for school”**



# Ready Children

The Dorset Early Years sector have based this understanding of school readiness on the framework produced by UNICEF comprising of three pillars; ready schools (this includes early years providers and children's centres), ready children and ready families. Together these pillars can maximise each child's ability to benefit from school attendance.

## Ready Children

### Children are...

- curious and enthusiastic
- developing their attention and listening skills
- able to concentrate on an activity of their own choosing
- able to manage their own personal care
- developing tolerance and respect for others
- confident and have a "can do" attitude
- developing and using communication skills
- resilient and have good emotional well-being
- beginning to regulate emotions and behaviour
- becoming more independent
- beginning to have a sense of number
- developing fine and gross motor skills
- creative and can solve problems.



# Ready Schools

## Ready pre-schools and schools

This includes the roles and responsibilities of the child's early years provider, children's centres and their new school.

### Pre-schools and schools ensure that they...

- provide a safe, secure and inclusive environment for all children and their families
- build strong links with all other providers supporting smooth transitions for all children
- embed the principles of the EYFS as the basis for all they do, creating a child-centred approach to supporting each child's learning and development
- have high expectations and ambitions for every child
- facilitate a continuity of each child's learning and development pathways
- are aware of and plan for each child's needs, interests, and unique learning style
- provide a high quality, play based learning environment where all children can thrive
- initiate strong links with parents including development of open and respectful relationships and encouragement of a two way flow of information
- share ideas on how to support children's learning and development with all parents.



# Ready Families

## Ready Families

All families including extended family members and carers, help their children make a smooth transition into schools.

### Families ensure they...

- show an interest in their child's ideas and value their contributions, praising their efforts and celebrating their achievements
- give their child a healthy diet and ensure they get the health care they need
- provide a stimulating home environment for example by sharing stories, rhymes and songs, providing opportunities to play outdoors, to talk about numbers and to count objects such as buttons on a coat
- have established clear and supportive routines for example regular bedtimes, a morning routine including a healthy breakfast and plenty of time to walk to school
- have fun together, visit familiar and new places and talk together about their experiences
- are beginning to develop an open and trusting relationship with their child's new school, taking all opportunities to meet with staff from the school learn about school life
- share information about their unique child with the new teacher
- are supporting their child's self-help skills and independence by teaching and encouraging toileting and dressing skills and encouraging them to communicate their needs and feelings to others.



With many thanks to all the Dorset practitioners who contributed to this shared document.