

Ready for Learning

Have your child's vision and hearing checked before Prep.

Consult your doctor if there are any concerns about toileting.

Seek help if there are any concerns about your child talking correctly, because reading and writing are built upon talking and listening.

Talk openly with your child's teacher and share as much information as possible.

Remind your child that following adult directions is important.

Make sure that your child gets enough sleep every night to ensure stamina for learning.



Life success, health and emotional wellbeing all have their roots in early childhood.

(AEDI Australian Early Development Index)

Useful websites:

- http://www.earlychildhoodaustralia.org.au/resource_themes/school_readiness_and_childrens_transitions.html
- <http://www.kidspot.com.au/Back-to-School-For-parents-Is-your-child-ready-to-start-school+3926+153+article.htm>
- <http://pediatrics.aappublications.org/content/121/4/e1008.full.html>
- <http://www.rch.org.au/ccch/policybrief/>
- <http://education.qld.gov.au/strategic/advice/earlychildhood/aboutprep.html>

Nursery rhymes <http://www.youtube.com/watch?v=Pz1Y33VT4Rs>

Alphabet songs <http://www.youtube.com/watch?v=BELIZKpi1Zs&list=PL9283EBA918D222DA>

Number songs http://www.youtube.com/watch?v=4sHOH_zsRI4&list=PL9283EBA918D222DA

Songs about Colours <http://www.youtube.com/watch?v=RPZHVVNVjp0&list=PL9283EBA918D222DA>

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of STATE SCHOOLS



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Being Ready for Prep

... learning every day ... in every way ...

5 Keys for Readiness



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1. TALKING

Say (pronounce) all sounds correctly.

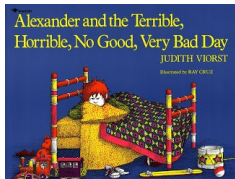
Speak in complete sentences e.g. "I would like a drink please."

Be able to ask a question / ask for help in a sentence e.g. "Could you help me please?"

Be able to hold a conversation for 5 minutes, including answering *who ?*, *what ?*, *where ?*, *how ?* and *why ?* questions.

Recite or sing nursery rhymes and number rhymes from memory.

2. ENJOYING



Have a love of books and of reading together. (Share books for at least 20 minutes every day).

Enjoy re-telling a story in correct sequence using the pictures.

Hold a book the right way up and turn the pages from front to back.

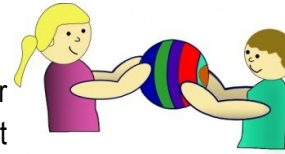
Point out the difference between pictures and print.

Sit still and concentrate on a drawing or writing task (not electronic) for 15 to 20 minutes.

3. SHARING

Take turns and wait patiently.

Get along and play with other children using words to sort out differences.



Use manners such as *please* and *thank-you*.

Accept consequences of actions and behaviours.

Solve problems together.

4. KNOWING

Know colours and shapes.

Know measurement terms e.g. *big*, *small*, *tall*, *short*, *heavy*, *light*.

Know positional language e.g. *under*, *over*, *on top of*, *beside*, *before*, *after*, *between*.

Name body parts e.g. *elbow*, *leg*, *foot*, *head*, *wrist*, *hand*.

Count to 10; know numbers to 5 or 10.

Count correctly pointing to objects to 5 or 10.

Sing or recite the alphabet.

Recognise and write own name.

Know some letter names (e.g. those in own name).

5. DOING

Dress oneself independently, including shoes, buttons, zips and fastenings.

Go to the toilet independently.

Recognise own belongings, care for them and keep them safe.

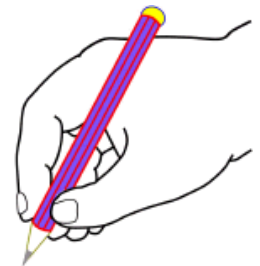
Open and close lids, lunch containers and school bag independently.

Sit upright on the floor with strong back and crossed legs.

Follow a 2-step instruction the first time without prompting, e.g. "Hang up your hat, then wash your hands."

Run, jump with 2 feet together, climb confidently, hop on one leg and balance on low equipment.

Hold a crayon or fat pencil using the tripod grip (as shown here).



Hold scissors with the thumb on top, and cut along a straight line, away from the body.

Glue a picture onto a piece of paper, by placing a spot of glue in each corner of the picture.