

Seriously Kids™

Supporting, educating, empowering.... Seriously useful

We encourage you to use this checklist as a source of information rather than as a prescriptive checklist. Checklists are great guides to help you determine what you may need, provide a starting point to help in gathering information and take some of the stress out of things such as making a decision or establishing a clear view of the situation on paper.

Please Note: This checklist should be used as a guide only.

SCHOOL READINESS CHECKLIST

Your child needs to start school when they are able to concentrate, shift their attention and sustain or return their attention to the more important task.



If your child is having trouble sitting at the table for dinner for example and fidgets a lot it may be because they can't sit still, straight and their feet can't touch the floor.

All these things will take up their attention and they are unable to concentrate at the task at hand.

This is the same for a school environment. When a child is distracted and busy focusing on something their attention will be affected to the task at hand. Practising sitting still and up straight is sometimes a good idea.



It is also necessary that we help them to get into a good food routine. The healthier food they eat the better they will also be able to concentrate. There have been links between certain foods and concentration.



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LITERACY

Emerging awareness of written and visual text



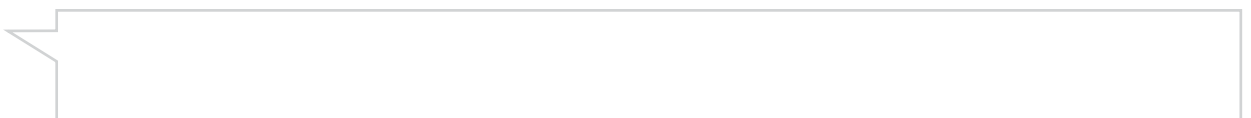
Developing awareness of writing having meaning and environmental text



Knows and uses book conventions



Understands auditory and visual similarities and differences



LANGUAGE

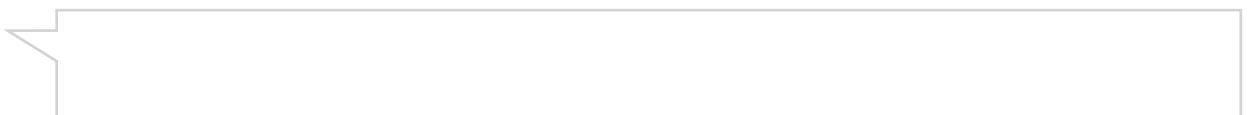
Can remember and follow directions/instructions. Understands meaning of verbal expressions



Has a developed wide vocabulary



Listens to stories



Speaks in grammatically correct, expanded sentences. Expresses ideas fluently

A rectangular box with a speech bubble tail on the left side, intended for a response.


Contributes to discussions (i.e. news)

A rectangular box with a speech bubble tail on the left side, intended for a response.

Articulation is appropriate

A rectangular box with a speech bubble tail on the left side, intended for a response.

Sufficient volume to be heard when speaking

A rectangular box with a speech bubble tail on the left side, intended for a response.

Can ask for help and/or ask questions

A rectangular box with a speech bubble tail on the left side, intended for a response.

SELF HELP

Can tend to own needs

A rectangular box with a speech bubble tail on the left side, intended for a response.

Recognise own belongings

A rectangular box with a speech bubble tail on the left side, intended for a response.

Toilet self independently

A rectangular box with a speech bubble tail on the left side, intended for a response.

Dress self



EMOTIONAL

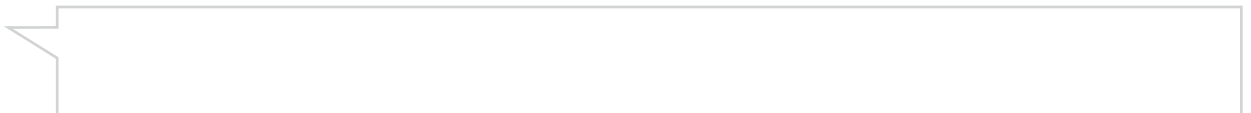
Displays emotional security



Appears to have a positive self image



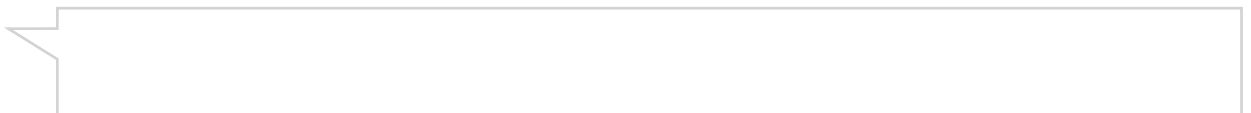
Can cope with minor frustrations/disappointments



Remains happy and content during most of the day



Can accept guidance or direction from adults



Separates happily from parents



COGNITIVE

Finishes tasks

Alert and interested

Recognises and names, colours and shapes correctly

Numeracy skills developing (i.e. one-to-one correspondence)

Mathematical concepts developing (i.e. weight, size). Sequencing, matching and sorting developed

Remembers events

GROSS MOTOR

Ball control

Confidently run, skip, climb and jump



Confidently balance and walk a beam using alternative feet



A dominant foot that coincides with the dominant hand




FINE MOTOR


Established a dominant hand preference and grip



Correct grip and use of scissors



Detailed and recognisable drawings with attention to detail.



Developed and accurate hand-eye co-ordination



SOCIAL

Has developed positive peer relationships



Ability to work alone and also in a group



Relates to other adults other than parents



Has positive social personality



CREATIVE


Enjoys participating in musical and/or group activities.



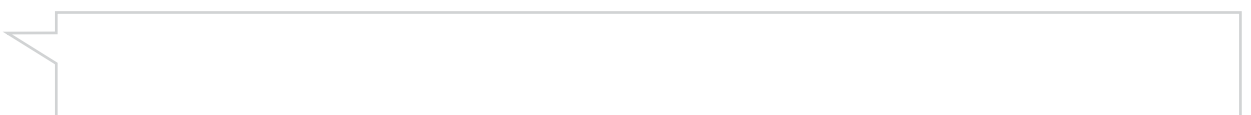
Is aware of music types and recognises rhythms



Uses construction imaginatively



Uses a variety of mediums creatively



NOTES

DISCLAIMER

We have taken a great deal of care in providing the information contained within this checklist, however, it is intended as a guide only.

Any information provided, while given as a broad guide with the best of intentions should not be substituted for professional advice. The information is given with the sole intention to be used as a guide only, and to aid with any concerns or questions you may have and to help you in determining if you require any further assistance or assist you with embarking on subsequent research.



Remember, checklists are really only ever to be used as a guide.