

## School Readiness Workstream – DRAFT ‘School Readiness’ Key Messages

<p style="text-align: center;"><b>Key messages for <u>PROFESSIONALS</u> within Central Bedfordshire</b></p> <p style="text-align: center;">(Referencing / building on the Public Health England Document ‘Improving school readiness: Creating a better start for London’)</p>	<p style="text-align: center;"><b>Key messages for <u>PARENTS</u> within Central Bedfordshire</b></p> <p style="text-align: center;">(Referencing the Central Bedfordshire 12 Ticks leaflet ‘Is your child ready to learn?’)</p>
<p><b>Parents need to have:</b></p> <ul style="list-style-type: none"> <li>• Good maternal mental health</li> <li>• A ‘good parenting’ experience with appropriate intervention and support available</li> <li>• Access to high quality Early Years experience and support networks e.g. Children’s Centres, Health Professionals</li> </ul> <p><b>Children need to be able to:</b></p> <ul style="list-style-type: none"> <li>• Communicate needs and have a good vocabulary through regular speaking and reading activities with parents and good access to books</li> <li>• Socialise with peers and form friendships</li> <li>• Take turns, sit, listen, and play</li> <li>• Have a good level of physical activity to develop motor control and balance (important for brain development and learning)</li> <li>• Have received all childhood immunisations and relevant health checks</li> <li>• Have good physical and oral health – to be well nourished and within normal weight for height</li> <li>• Be independent in getting dressed and going to the toilet</li> <li>• Be independent in eating, recognising and enjoying a range of healthy foods</li> <li>• Recognise numbers and quantities in the everyday environment</li> <li>• Participate in music activities such as singing and other activities (e.g. rhyming activities) to promote social skills</li> </ul>	<p><b>Children need to be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak to an adult and know when to ask for help</li> <li>• Understand the word ‘stop’ and that this might be used to prevent danger</li> <li>• Understand the word ‘no’ and the boundaries it sets</li> <li>• Recognise own name including familiar signs and logos</li> <li>• Talk in full sentences and have a good detailed vocabulary</li> <li>• Be aware of other children - play and form friendships</li> <li>• Sit still and listen when asked and also be able to take turns and share</li> <li>• Be toilet trained and able to visit the toilet unaided</li> <li>• Take coat on and off, put on shoes, and dress and undress for PE with minimal adult support</li> <li>• Open and enjoy a book both independently and with an adult</li> <li>• Recognise numbers and take part in counting games</li> <li>• Hold a pencil properly to make marks and begin to draw</li> <li>• Eat a meal or snack unaided, identify and enjoy a range of healthy foods</li> </ul>