

School readiness (examples)

Between the ages of four and five, children should:

- be prepared to be separated from their parent or main carer
- be able to clearly demonstrate their ability to listen and follow age appropriate instructions
- show an interest in a variety of subjects, paying attention to the subject or activity they are taking part in
- have enough of a range of vocabulary and language to express their needs, feelings, thoughts or ideas
- be able to identify themselves by name, age, state factors in their life, name family members etc...
- be able to interact in an age appropriate way with another child or adult
- be able to interact, share and play, taking responsibility for their actions, understanding repercussions for their actions
- focus on and also show interest in the work they are undertaking
- be able to observe, notice, discuss and ask questions about their environment and experiences
- be able to engage with books, have some understanding of words and language
- respond to boundary setting
- be able to vocalise their needs such as toileting, thirst, hunger illness etc...

1. Identity

Starts conversations with invited guests.

Investigates new learning experiences on their own.

Manages routines, like going to the toilet.

Looks after their belongings, like putting their bag away.

Chooses what activities to learn and play.

Keeps trying to work things out, even when the activity is challenging.

Sets goals, recognises their effort and celebrates their successes.

Shares and discusses their culture and experiences with others.

2. Connectedness

Encourages others to join them in play-based learning.

Takes turns and share with others.

Displays compassion for others.

Shows others how to be responsible and fair.

Engages positively with people who appear different to them.

Questions and challenges bias, like all nurses, are women.

Shows an active interest in other cultures.

Shares particulars of Aboriginal and Torres Strait Islander ways of knowing and being.

Displays an interest in their environment by making suggestions for improvement, protection and contributing to its sustainability.

Recognises the impact of their actions on the natural environment.

3. Physical, social and mental wellbeing

Expresses feelings and why they feel a certain way.

Employs methods to remain calm in challenging situations, like when another child takes the toy they wanted.

Asks questions about changing circumstances, like a change in routine.
Discusses why they choose healthy options.
Manages routines, like brushing their teeth.
Explains a safety rule to others, like what to do if there's a fire alarm.
Recognises risks, like running on a wet floor.
Keeps going when physical activities get tough.
Demonstrates the ability to use new tools effectively.
Challenges their spatial awareness.
Joins in new sensory experiences, like tasting new food.

4. Active learning

Considers their learning and how they can add to it.
Manages new projects on their own.
Problem solves, like finishing a puzzle.
Comes to conclusions on how ideas and outcomes connect.
Uses their imagination to create complex storytelling.
Seeks out new information.
Discovers new ways of using materials.
Varies their creativity, like drawing a red tree.
Experiments by considering what could happen, tests their ideas and explores findings.
Shares their learning ideas and discoveries with others.
Creates replicas of technology for play and learning, like turning a cardboard box into a washing machine.
Uses technology for learning.

5. Communicates effectively

Makes meaning with words and gestures.

Articulates age-appropriate sounds.

Speaks with structured sentences.

Joins in conversations, answers and asks questions.

Converses with others to create games.

Demonstrates their understanding of a text.

Reads, listens and identifies their experiences with a given text.

Identifies and sounds out the letters of their name.

Experiments with similar sounds (nonsense words) that rhyme.

Asks for help with reading.

Copies letters to write their name.

Explores measurements (size, time and quantity).

Recognises shapes in different contexts.

Problem-solves with mathematical solutions.

Identifies items and counts in order.

Personal, Social & Emotional

They should know that they are loved wholly and unconditionally, all of the time.

They should know that they are safe and they should know how to keep themselves safe in public, with others, and in varied situations.

They should know that they can trust their instincts about people and that they never have to do something that doesn't feel right, no matter who is asking.

They should know their personal rights and that adults who care for them will back them up.

They should know how to laugh, act silly, be goofy and use their imagination.

They should know that it is always OK to paint the sky orange and give cats six legs.

They should know their own interests and be encouraged to follow them. If they couldn't care less about learning numbers, we should realise they'll learn them accidentally soon enough and let them immerse themselves instead in rocket ships, drawing, dinosaurs or playing in the mud.

They should know that the world is magical and that so are they.

They should know that they're wonderful, brilliant, creative, compassionate and marvellous.

They should know that it's just as worthy to spend the day outside making daisy chains, mud pies and fairy houses as it is to practise phonics; Scratch that! - way more worthy.