

# *Catherine McAuley Catholic Primary School*

## **Kindergarten Readiness**

### **Spiritual**

- Is familiar with a church building / a Parish Priest
- Is able to sit quietly in church and listen
- Is able to join in a simple prayer with parents
- Has a knowledge of Jesus and Bible stories

### **Social**

- Has quiet times with books and activities for about thirty minutes (doesn't always need to be active)
- Listens while another person is speaking
- Waits to take turns
- Talks to other children and to adults and can be understood
- Plays games (and shares) with others
- Joins in games, discussion, singing activities etc.

### **Cognitive**

- Recognises own name
- Attempts to write own name
- Listens to a story
- Follows at least one verbal instruction
- Completes activities including simple puzzles
- Recognises own property
- Initiates own play activities
- Discriminates visually (same, size, different etc.)
- Knows and can state home address and phone number
- Can be encouraged to solve problems, draw simple conclusions and wonder

### **Physical**

- Can open and close toilet door
- Can use urinal (boys)
- Wipes own nose and can toilet correctly
- Can name body parts
- Uses construction toys
- Unpacks own bag and lunch/morning tea
- Separates recess and lunch
- Takes off and puts on jumper, hat, coat, shoes; can do up buttons
- Uses drawing implements, scissors, glue
- Uses a dominant hand for drawing
- Runs, jumps with two feet together, climbs a climbing frame, hops, skips
- Draws and colours beyond scribbling

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## **Emotional**

- Separates from parent / care giver
- Copes with change
- Copes well with discipline
- Feels good about themselves / their abilities

## **Language**

- Speaks clearly
- Answers questions
- Asks questions - articulates a want/need
- Says simple rhymes
- Speaks in sentences

**For a child to be ready for school he/she needs to be able to perform most tasks in each category.** Although the system recognizes a child's readiness by age the child will not be developmentally mature enough to begin school if he/she does not meet the majority of the above criteria.

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## **Kindergarten Readiness – Checklists**

The following list may help to identify any problems that need to be addressed:

### **Checklist One: Vision**

- Does the child have trouble coordinating body movements when jumping, climbing or marching?
- Does the child frequently fall over, or bump into things?
- Does the child appear awkward or clumsy?
- Does the child have trouble matching colours?
- Does the child hold toys and books too close to the face?
- Does the child tilt the head to one side when looking at something?
- Is the child accident-prone?
- Does the child get headaches when doing close work?

***All of these behaviours are indicators that a child may have problems with vision***

### **Checklist Two: Hearing**

- Does the child appear to be daydreaming a lot?
- Does the child have a short attention span?
- Does the child have trouble following directions?
- Does the child speak too loudly or too softly?
- Does the child turn his/her head to one side when listening?
- Does the child mispronounce certain sounds when speaking?

***If the child displays most of these behaviours then there may be a hearing problem present***

### **Checklist Three: Motor**

- Can the child jump with two feet together?
- Can the child climb a climbing frame?
- Can the child understand concepts of up, down, inside, outside, on top of?
- Can the child name body parts?
- Can the child use construction toys such as Duplo?
- Can the child do up buttons?
- Can the child hold a pencil correctly?
- Can the child complete a simple puzzle?
- Can the child cut out a simple shape with scissors?
- Has the child developed a preferred hand for writing?

***If a child cannot perform the above gross and fine motor tasks by school age, he/she may well have learning difficulties. Learning to read and write is a developmental process, and before these skills can be acquired, children must have an understanding of how to coordinate their bodies. There is a strong connection between physical skills and academic ability.***

