



PREDYS: Supporting Children at Risk of dyslexia at the transition period from pre-primary to primary
(No 2019-1-ES01-KA201-065691)

THE CHECK LIST FOR SCHOOL READINESS OF CHILDREN AT THE LAST YEAR OF PRE-SCHOOL

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Introduction

The checklist for school readiness presented below can be used as a guide for general pre-school children's skills, however, some skills such as letter and sound recognition, or number concepts, will still be developed during the last year in the pre-school institution. In order to be ready for the first grade, therefore, children need to be ready in all areas of development – social, emotional, cognitive and physical development.

There is no exact criteria and no actual way to establish 100% readiness because all children are completely different and develop at different rates. They also have different strengths and weaknesses.

There is no exact set of things a child has to be able to do in order to cope at school. The checklist is a general guide.

Therefore a child is ready for school when:

- They meet **most** of the criteria on the checklist;
- They seem like they will cope in a formal environment;
- They are emotionally mature;
- They interact and behave in a similar way to peers of the same age.

Go through the checklist and tick the appropriate evaluation criteria box.

Skill	Appropriate level	Needs some improvement	Do not possess
GENERAL REDINESS SKILLS			
Physical and motor skills			
Visual, auditory and tactile perception			
Listening skills			
Communication skills and well-developed language			
Pre-mathematical skills (the ability to manipulate concrete materials)			
Problem-solving skills			
Expression through art, music and stories			
A love of books and a desire to read			
Total in each evaluation level:			
Skill	Can	Needs assistance	Can't
EMOTIONAL DEVELOPMENT			
Separate easily from you at drop-off			
Not need to be around an adult at all times			
Show independence			
Have healthy self-esteem and feel competent			
Accept authority and be able to obey simple rules at home and at school			
Have good self-care skills – dressing, eating, going to the bathroom independently			

Feel comfortable to go places without you – e.g. stay over at granny, visit a friend			
Express feelings in a healthy way			
Work on a task independently			
Work quietly and calmly			
Ask questions and seek help when necessary			
Follow home and school routines with ease			
Cope with disappointments in a mature way			
Show perseverance and determination when working on a task			
Total in each evaluation level:			
SOCIAL DEVELOPMENT			
Be able to take turns and share with others			
Form healthy relationships with peers			
Socialize with more than one peer (not only one ‘special’ friend)			
Be assertive when necessary and also be able to follow another’s lead			
Handle conflict appropriately and independently (without always reporting to an adult)			
Show manners unprompted – e.g. say please, thank you and sorry			
Respect others’ property			

Work cooperatively in a group			
Show respect and listen when someone is speaking – a peer or adult			
Total in each evaluation level:			
PHYSICAL DEVELOPMENT			
Run easily, climb and move with agility			
Balance when walking along a beam			
Distinguish between left and right			
Throw and catch a ball			
Walk along a straight line			
Hop on one leg and hop with legs together			
Stand on one leg for 5 seconds, maintaining balance			
Hold a pencil or crayon correctly (grip)			
Cut along a line and control a pair of scissors			
Do activities that need fine motor control – e.g. pasting, tearing, placing pegs in a board			
Move rhythmically to music			
Sit at a desk for a period of time with good posture and without slouching or tiring			
Sit on a floor/carpet with legs crossed without flopping over			

Attend school regularly – be in good health			
Total in each evaluation level:			
COGNITIVE DEVELOPMENT			
Build a jigsaw puzzle			
Recognize shapes and colours			
See similarities and differences in a picture			
Distinguish foreground from background in a picture			
Group, classify and sort objects and information			
Copy a simple pattern			
Do basic addition and subtraction (e.g. what is one more?)			
Use mathematical terms such as <i>more, less, first, altogether, longer, shorter, etc</i>			
Have a concept of time – weekdays, seasons, morning/afternoon/evening, etc			
Understand cause and effect (e.g. consequences to certain actions)			
Have excellent listening skills			
Be able to follow verbal instructions (at least a 2 or 3 part instruction)			
Listen to a story and recall the events in sequence			
Answer questions about a story and remember details			

Memorize simple songs and nursery rhymes			
Hear the beginning and ending sounds in 3-letter words e.g. bat			
Identify and discuss characters in a story			
Express opinions about a story			
Know the names of some of the letters			
Speak clearly and use grammar correctly			
Have a well-developed vocabulary			
Participate in discussions at home and at school			
Concentrate on a single task for at least 20 minutes			
Complete tasks			
Total in each evaluation level:			
Total (all developmental aspects):			