

Lancashire School Readiness Definition:

The definition of school readiness in this document relates to children starting in their Reception year. It relates to a child's personal skills, their ability to communicate their needs, interacting positively with peers and adults and readiness to both learn and play independently.

The following is a school readiness guide (not a list to be ticked off), for Early Years Foundation Stage practitioners, especially those working with pre-school/ reception children. All children develop at differing rates and account must be taken for those children that are below expected levels in their development.

Personal, Social and Emotional Development

Children should be able to:

- Leave their carer and come into school (there is a need to have a gentle and adaptable way to help children who feel anxious when they are separated from their parents).
- Have the confidence to talk to their peers and form new friendships (consider a settling-in period and getting to know each other first), for instance time needs to be spent helping children remember their Reception teacher/ teaching assistant's name and those of their new class peers.
- Usually wait their turn when someone else is speaking.
- Let others know how they feel (picture cues maybe needed).
- Play co-operatively with other children, taking turns and sharing most of the time.
- Use the toilet on their own (be clean and dry, understand the importance of flushing the toilet and washing their hands) - childcare providers should put in place strategies to support children with anxiety related to toileting and bladder or bowel conditions.
- Use a tissue to wipe their nose, they may need prompting by an adult to do this.
- Access drinking water on their own (find their water bottle or drink from a cup provided).
- Be self-motivated to complete a task (they may need a little encouragement at times).

- Look after and tidy away setting/ school resources (they may need prompting to tidy away).
- Recognise their own belongings especially their coat, water bottle and lunchbox.
- Be independent when playing and learning in the classroom environment, for instance being able to select from a range of resources in the play stations and put them away when they have finished with them.

Early English - Communication and Language and literacy

Children should be able to:

- Sit comfortably and listen attentively for a short period of time.
- Use sentences that are typically 4 or more words long.
- Join in with songs, rhymes and repeated refrains in stories that are familiar to them.
- Talk about a story they have had read to them and be curious about new content, for instance words or images.
- Understand a simple question or verbal instruction.
- Join in a short conversation when in a small group.
- Recognise their name or the initial letter of their name.
- Choose, hold and turn the pages of a picture book, knowing that pictures and text hold meaning.

Physical Development

Children should be able to:

- Move in a range of ways, for instance walk, run, jump, lift large building play block.
- Use hand tools with some dexterity, moving towards a pincer / tripod grip when drawing or writing.
- Put on/take off and hang up their coat.
- Be independent eaters at lunchtimes and snack times (support may be needed sometimes for peeling and opening food).
- Show which hand they like to use more.

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