



Rushen Primary School

Learning and Growing
EYFS Supporting the Transition to School



Practising little and often can make such a difference! You can really help by providing opportunities for

Social and Emotional Development

Being ready to learn:

Exploring, having a go, trying out ideas, being brave, being resilient, learning from mistakes.

Expressing and understanding feelings:

- collaborative play, explaining, describing, linking ideas, storytelling, role play, drawing, music, painting and dance
- recognise and acknowledge feelings and talk about how to manage them.

Playing with others:

- turn taking, sharing, collaborating, negotiating
- praise examples of kindness.

Developing independence:

- practising buttons and zips
- practising using a knife and fork
- using the toilet independently
- helping pack own school bag
- carrying own bag to school
- looking after and tidying items
- sharing home reading book
- talking about their learning.

Developing Communication & Language

Listening and attention skills:

- learn rhymes, poems and songs
- spot the rhyming words
- Odd one out (sounds)
- I Spy
- Memory Pairs
- clap to rhythm patterns or syllables in own name, nursery rhymes and songs
- share, discuss and retell stories.

Speaking and understanding:

- encourage your child to ask questions and show curiosity
- model developing your responses and reasoning, speaking in complete sentences
- extend conversations beyond 'Yes' and 'No' responses by asking your child to explain their ideas and develop their reasoning skills
- introduce and model using new vocabulary.

Supporting Phonics & Early Reading

Phonics:

- use letter sounds consistent with school ([see our school website](#))
- play 'I Spy', 'Odd One (Sound) Out', hunt for objects beginning with a specific sound / the same sound
- link letter shapes ([graphemes](#)) with their sounds ([phonemes](#)), matching pairs
- sound talk games i.e. put your hands on your **l-e-g**, where is the **c-a-t?**, **c-l-a-p** your name, let's go to the **sh-o-p**
- count the sounds in words.

Reading:

- model yourself as a reader.
- talk about environmental print – road and street signs, shopping lists, magazines, prices, labels etc.
- model how to hold a book, read left to right, top to bottom, explain and point out words as you read.
- share stories, bedtime routines, encouraging your child to join in with repeated phrases
- retell and discuss stories, ask your child to share their opinions about a character, predict what might happen next.

Supporting Fine Motor Skills & Early Writing

Fine motor opportunities:

- such as drawing, cooking, planting, cutting, playdough, painting, threading, jigsaws, construction, throwing, catching, aiming.....

Early mark-making and writing:

- point out print and model writing for a purpose i.e. letters, invitations, cards, shopping lists
- encourage your child to join in
- accept and praise their effort and interest.

- If, and only when, your child is aware of letter shapes and interested in forming them, continue providing real-life contexts to apply this
- teach them to write their name in lower case letters ([see school website](#))
- write family names, draw and write a name label.