## School Readiness (starting Reception): Research

## What does being "school ready" mean?

* having strong social skills
* can cope emotionally with being separated from their parents
* are relatively independent in their own personal care
* have a curiosity about the world and a desire to learn.\*

\* based on previous [PACEY research](https://www.pacey.org.uk/SSTMicrosite/media/Website-Files-SST/school%20ready/School-Ready-Report.pdf) into what child carers, teachers, parents and children felt "being school ready" really means. The conclusion was that children should have a curiosity about the world and a desire to learn.

…in his report ***State of the Nation Social Mobility and Child Poverty in Great Britain -* London: Social Mobility & Child Poverty Child Commission (2014).**  **Frank Field** highlighted the essential skills that some children lack by the time they join the reception year:

* To sit still and listen;
* To be aware of other children;
* To understand the word no and the borders it sets for behaviour;
* To understand the word stop and that such a phrase might be used to prevent danger;
* To be potty trained and able to go to the toilet;
* To recognise their own name;
* To speak to an adult to ask for needs;
* To be able to take off their coat and put on shoes;
* To talk in sentences;
* To open and enjoy a book.

What this really means is that, as far as possible, children should develop good **social and emotional skills** appropriate to their age.  Having these skills will help the children entering Reception be ‘ready to learn’ and to be comfortable in their surroundings.

Encouraging families to read every day – even for 10 minutes – can also be vital in preparing children for school.  **Oxford University Press’s “Books Beyond Bedtime” report (2013)** states:

“Just 10 minutes of reading with your child each day is one of the best ways you can support your child’s education.”

Ready, steady, learn: school readiness and children’s voices in English early childhood settings

Elspeth Brooks & Jane Murray:

ABSTRACT:

Internationally, school readiness is increasingly the rationale for early childhood education and care (ECEC). This is the case in England, yet the statutory English Early Years Foundation Stage framework for children 0–5 years also requires practitioners to listen to children’s voices: discourse indicates dissonance between school readiness and listening to children’s voices so this paper discusses an intrinsic case study that investigated beliefs and practices of 25 practitioners in the English midlands regarding school readiness and listening to children’s voices. In survey responses and semi-structured interviews, practitioners indicated they listen to – and act on – children’s voices but are confused about school readiness; their beliefs and practices align more strongly with social pedagogy than pre-primary schoolification. Findings carry messages for policy-makers regarding the need for coherent policy concerning the purpose of ECEC, with practitioner training and a framework aligned fully with that policy. A larger study is indicated.

**Research**

1. <https://www.pacey.org.uk/Pacey/media/Website-files/school%20ready/School-Ready-Report.pdf>

Findings from a research project looking at school readiness, focussing on three interlinked questions:

* + What does the term school ready mean?
* How do childcare professionals, parents and teachers prepare children for school?
* What challenges do they face?
1. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418819/Are_you_ready_Good_practice_in_school_readiness.pdf>

Ofsted report outlining what they have observed in best practice for disadvantaged and vulnerable children to ensure they are better prepared for starting at school.

1. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/459828/School_readiness_10_Sep_15.pdf>

Public Health England report looking at school readiness in London and the importance of investment and support in improving school readiness. The document pulls together a range of data showing the impact of early intervention and support on outcomes for children in the sort and long term.

1. <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjKmfmsgbruAhUQTcAKHcIbAUg4ChAWMAJ6BAgDEAI&url=https%3A%2F%2Ftactyc.org.uk%2Fwp-content%2Fuploads%2F2014%2F09%2FBingham-and-Whitebread-2012.docx&usg=AOvVaw117fC8UOf9_0QnLgbSQBWF>

Research paper by Sue Bingham for TACTYC – a summary of research evidence to inform the school readiness debate based on information published since 2000.

1. <http://eprints.lse.ac.uk/103460/1/CASEpaper214.pdf>

Inequalities in the experience of early education in England: Access, peer groups and transitions Tammy Campbell, Ludovica Gambaro and Kitty Stewart. Paper looking at the inequalities of experience for children in early education and the variation of experience of transition into school.

1. <https://www.suttontrust.com/wp-content/uploads/2020/07/Getting-the-Balance-Right.pdf>

July 2020 – Nathan Archer and Beatrice Merrick for the Sutton Trust. Looks at the impact of high quality early years provision on narrowing the gap and the impact of early years policy on early years settings.

**Publications/Articles**

1. <https://www.tes.com/news/what-do-we-mean-school-readiness>

Article by Pam Jarvis looking at the effect of socioeconomic disadvantage on school readiness.

1. <https://www.savethechildren.org.uk/blogs/2018/mind-the-gap-getting-our-children-ready-for-school?ppc=true&matchtype=b&s_keyword=&adposition=&gclid=Cj0KCQiAmL-ABhDFARIsAKywVaej_S8c-v2ds9ONgtgIKQwmsE_FLfJE0HHZhAslan1QgYElLj0a-J0aArh7EALw_wcB&gclsrc=aw.ds>

Kevin Watkins unpacks some of the issues that are having an impact on poorer outcomes for the most vulnerable children.

**Practical Information**

1. <https://www.pacey.org.uk/working-in-childcare/spotlight-on/being-school-ready/>

Practical information for parents and EYs professionals to support children to get ready for school.

1. <https://www.childcare.co.uk/information/school-readiness>

Parents’ guide – including tick list.

1. <https://www.crayola.co.uk/for-educators/resources-landing/articles/school-readiness.aspx>

Information for parents – includes child’s readiness for school and the school’s readiness for your child.

1. <https://www.nurseryresources.org/post/Starting-School-Readiness>

Advice and guidance to early years practitioners.

1. <https://www.early-education.org.uk/transitions>

Principles and practice to support children making good transitions.

**Research into approaches that focus on improving outcomes for children – social mobility**

1. <https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Early-Years-toolkit-July-2018.pdf>

Education Endowment Foundation – Early Years Toolkit. Evaluation of a range of approached to improving outcomes for young children looking at cost of intervention and the strength of the evidence of positive impact.

1. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919363/Improving_the_home_learning_environment.pdf>

Improving the home learning environment – a behaviour change approach. Looking at the factors that can make a significant difference to the home learning environment including the “chat, play, read” strategy.

1. <https://www.oup.com.cn/test/word-gap.pdf>

Why Closing the Word Gap Matters – reporting looking into the impact of the work gap through primary and secondary school.

1. <https://www.eif.org.uk/files/pdf/language-child-wellbeing-indicator.pdf>

Report looking at the importance of prioritising work to support young children’s language development and the impact this will have.