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## SMOOTH TRANSITION

Between birth and the age of eight years, many significant transitions happen in education for children. By the time young children enter pre-primary and primary school, they undergo various changes and transitions. They might have attended some childcare center, playgroup, *anganwadi*, *balwadi*, or a preschool. Each child responds in a different manner to such challenges and deals with the transitions initially from home to pre-primary school and then from pre-primary to primary school accordingly. During this process, it is important to know whether children are having a smooth transition. They keep learning to adjust to challenges and new environments.

Beginning preschool or kindergarten is a transition that holds many changes for children. It is a situation of great change in which children have not only to move into a new environment but also adapt to an unknown and new setting. The time when children make the transition to school can be a critical period in their development because it can impact on their level of involvement with school and therefore affect their future attainments in education.

A majority of children make successful transitions at different stages during their education. However, some children are more likely to find these changes to their daily routine more challenging compared with their peers. Those children who experience difficulties are more likely to come from vulnerable groups, for example from more deprived backgrounds or to have special educational needs. Children with poor socio-emotional skills, low self-esteem or low self-confidence may be particularly vulnerable during the home to school transition because they lack the skills that would provide them with stronger resilience to cope with new expectations of the new surroundings and social relationships. Children who might not have attended some childcare center, *playgroup*, *anganwadi*, *balwadi*, or a preschool have limited opportunities to socialise and manage their emotions. They may lack the competencies needed for a successful start and the ability to respond appropriately to the school environment and situations. A smooth home to school transition is important because research has shown a



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link between poor transitions and less successful outcomes. Besides, less successful transitions may lead to subsequent poor attendance and disengagement with schools and later education.



## LEARNING OUTCOMES

After studying the lesson, you will be able to:

- describe the meaning of transition and readiness;
- differentiate between pre-primary readiness and school readiness;
- discuss meaning, components and significance of school readiness;
- describe the role of parents, school, teachers and other caregivers in the smooth transition of children from home to preschool/school; and
- identify activities for the different components of school readiness.

### 19.1 UNDERSTANDING TRANSITION

A transition is a process which refers to a period of change from one situation to another. The home to school transition is the move young children make from home to a preschool or preschool to primary school. Transition from home to preschool normally occurs around age three. Parents can also find transition difficult and school efforts to support them during a transition period can help to reduce their stress and anxiety. Learning how to manage change requires certain skills. There are many ways we can help children and their families learn how to cope with transitions. One way is to provide them information in advance about expected changes.

How can one achieve a smooth home to school transition in early childhood? There is evidence to suggest that gradual changes and familiarisation are helpful. Children who have attended some childcare center, playgroup, *anganwadi*, *balwadi*, or a preschool or other early years settings before they start primary school may also experience challenges with regard to teaching methods and curriculum continuity. This includes the sudden change to more formal teaching and learning styles, greater emphasis on work, less time for play and fewer opportunities for child-initiated activities. A lack of support and advice for children and families during the transition process can also contribute to the level of transition difficulties that children and parents experience.

Research shows that from infancy, children develop emotional connections and attachments to familiar adults. Trusting relationships with familiar adults provides children with security, comfort, and a strong base that allows them to explore new environments and learn. The ability to build close relationships with adults and other children is challenging but essential for children's healthy adjustment



during transition. This is especially true in new or difficult situations when children need the reassurance and comfort of caregivers. During transitions from home to school or from one early education setting to another, children separate from their families or familiar caregivers and need to develop secure relationships with new, unfamiliar adults. They also need to develop relationships with other children in the new environment. Children manage transition best when adults provide support.

### 19.1.1 Factors Impacting Transition

Individual differences also play a role in children's reactions to transition. While some children easily adjust to the new environment, others may need more time to adapt to the new environment.

Each child's temperament is different and the intensity of their emotional reactions to different situations varies. This may seriously impact their adjustment during transition. Many children have a difficult time adapting to new situations and people in everyday life. These children may find transitioning to a new learning environment challenging. The strategies used by them to manage emotions may also vary depending on their cultural background. Hence, children's ability to transition successfully to school depends upon:

1. their own personal characteristics (e.g. temperament, personality)
2. parent's characteristics (e.g. awareness, education, attitudes to school)
3. community characteristics (e.g. accessibility and quality of local services).

The transition to school is also likely to be more challenging for children from financially disadvantaged families, indigenous families, families with children who have a disability, and culturally and linguistically diverse families. Children from these backgrounds are also less likely to attend an early childhood education and care service before they start school. For children, successful transitions into and from the early learning environment can be facilitated by a range of approaches such as assisting children to understand the routines and practices of the settings they are transitioning into.

During both the transition to early learning environments and to school, a partnership between parents and educators/institutions can help parents manage this period of change.

The following factors are important to successful transition:

- building on children's prior and current practices
- ensuring children have an active role in preparing for transitions, in partnership with families



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- assisting children to understand transitions, routines and practices of the new settings they are moving to and feel comfortable with this process
- helping children negotiate changes in status or identity, especially during the school transition phase; and
- working collaboratively to make certain that a successful transition occurs.



## INTEXT QUESTIONS 19.1

State whether the statements given below are true or false.

1. Good transition practices focus on the entirety of children.
2. Children's characteristics include temperament, IQ, personality, social skills and cognitive ability.
3. The transition to school is likely to be less challenging for children from financially disadvantaged families.
4. Parents are well prepared to assist with transition and readiness.

### 19.1.2 Transition from Home to Preschool

One way to ease the transition for young children from home to preschool is to familiarize them with both the centre and with the types of activities that are conducted within the school. Transition programmes are variously identified

as strategies and procedures for ensuring the smooth placement and adjustment of children to school and involving activities initiated by schools or preschools to bridge the gap between home and school experience. Smooth transition is dependent on the following connections:

#### Family-School Connections

The relationship between a family and the staff is invaluable in supporting positive school outcomes. Providing activities that nurture these relationships is an important part of a transition plan. Both the family and the school benefit from exchanging information on a regular basis.

#### Child-School Connections

One way to ease the transition for young children is to familiarize them with both the centre and with the types of activities that are conducted within.



## Peer Connections

Preschool teachers are often concerned that children beginning the year are not exhibiting the ability to get along with their peers. Just as adults are more comfortable with people they know, so are children. By arranging situations where preschoolers can interact with other children can help to form connections that will carry through to the beginning of the school year.

## Community Connections

Connections between the community and the school are an important part of the transition. Continuity is enhanced when there are community linkages between schools and other agencies.

### 19.1.3 Transition from Home to Primary School

Ongoing collaboration and coordination of transition activities ensure that all children experience the best possible transition as they move from preschool or home into the school setting.

Some ideas or ways to do this include:

- Children interact directly with the future centre teacher through occasional visits to the centre.
- Children can visit their future school when there are special events being held.
- Parents can practice the types of activities normally done in the centre. These can include walking in a line, singing a kindergarten song, or playing kindergarten games. Additionally, parents can make scrapbooks with pictures of the teachers, support staff, building etc to help children become familiar with the school before they enter it.

The most effective way to prepare children to enter primary school, or any level of formal schooling, is to provide a dependable, strong support system. An ideal support system includes supportive communities, strong families, quality early care and education, prepared schools, and ready children.

**Supportive communities** play a crucial part in supporting families; working together to support children's school and long term success by providing families affordable access to information and services.

**Strong families** understand they are the most important people in the child's life. A strong family takes responsibility through direct, frequent and positive involvement and interest in the children. The adults in the family recognize their role as the child's first teacher.



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**Quality early care and education** accepts all children and assists families with a seamless transition to a high-quality formal learning environment.

**Prepared schools** welcome all children while recognizing and reinforcing children's strengths and individual differences. Prepared schools are sensitive to cultural values and understand children develop holistically and at different rates.

**Ready children** are socially, personally, physically and intellectually prepared within developmentally appropriate expectations.

### 19.1.4 Transition Activities for Parents and Children

The more you discuss this transition in a matter-of-fact way, the more comfortable children will become. Encourage parents to prepare their children for ECCE centre with the following:

- Visit the centre so the children can meet the teacher and see what the centre is like. Try to arrange for them to see more than one type of classroom activity, such as seatwork time and free choice time.
- Show them where the washrooms are located.
- Find out what lunchtime will be like. If children are going to be getting a school lunch, they may have to learn how to open and use new kinds of containers.
- Read books about kindergarten.
- Answer children's questions in a straight forward way about what they will do in the centre. Tell them they will listen to stories, do counting activities, have group time, and play outside.

The transition from home to preschool can be a stressful time for both children and parents. However, if preschool teachers can facilitate collaboration between parents and familiarize children with the workings of centre, it will be a smoother process. Preschool teachers, with their knowledge of different learning styles and the temperaments of their students, can help everyone with this important transition.

#### 19.1.4.1 Suggested activities for ensuring a smooth transition

Many schools are willing to offer children additional orientation activities, whether in the year prior to them starting, or in the few days prior to the first day of school. For example, the school might arrange for:

- children to meet their class teacher and other staff (aides) prior to starting
- parents to visit or spend time in a classroom before the school year ends

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- children and parents to visit or spend time in the playground and getting to know the school layout, before the school year ends and/or in the holidays
- Children and parents to be shown where the toilets are, or where other facilities in the school are located and how they will get to them
- **Storytelling:** Some children find stories useful in learning what might happen and what might be expected of them in different situations. Parents could create one or more stories about school, perhaps using photos of the playground, classroom, teacher and support staff. The parents could ask the teacher about school and classroom routines to include in the stories.
- **Practicing the skills needed at school:** Depending on the children's abilities, the school may expect skills such as packing and unpacking their bag, going to the toilet, fastening their clothing, washing their hands, unwrapping their food and opening lunch boxes and drink bottles. These should be practiced with the children before school starts.

### 19.1.5 Benefits of Facilitating Smooth Transition

Some signs of successful transitions are:

- Children will like school and look forward to going to school
- Children will show steady growth in academic skills
- Parents will become actively involved in their children's education—at home, in school, and in the community
- Classroom environments will promote positive feelings for both teachers and children
- Teachers, staff members, and families will value one another
- Schools and programmes will celebrate cultural diversity in their communities
- Developmentally appropriate practices will be visible within the classroom

## 19.2 UNDERSTANDING READINESS

School readiness is a multi-faceted phenomenon comprising development in the physical/health, social and emotional domains, as well as language acquisition, literacy and cognition. New perspectives on school readiness recognize that schools also need to be ready to meet the varied needs of children and their families.



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The concept of school readiness has concerned early childhood educators at both preschool and primary school levels for several years. Children who have commenced school without developing vital readiness skills, have been identified ‘to be at risk’ for their future academic, social and occupational success.

Previously, school readiness was understood in one of two ways: it was either simply assumed on the basis of chronological age, and children were admitted into school when they reached the designated age; or it was thought of in terms of specific skills and competencies that could be measured and assessed against established norms and standards.

Current research highlights the importance of considering all aspects of children’s development when considering school readiness. It is essential to provide support, experiences and effective early intervention strategies, where necessary, to optimise children’s development well before children approach school entry.

In general, children who are ready for school are cooperative with adults and with other children. They show self-control in most situations, follow the rules of their home and preschool, and can use their free time in an acceptable way. They are happy to share their toys and other belongings and can give in or compromise with their friends when appropriate.

School readiness is a measure of how prepared children are to succeed in school, cognitively, socially and emotionally. Children who are unprepared to start school often fall behind in reading, leaving them unable to read well by the end of third grade. To reach these children, we need to engage parents, promote preschool programmes and invest in good quality childcare.

School readiness is identified as:

**Demonstrating Readiness:** Children demonstrate the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

**Approaching Readiness:** Children exhibit some of the foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

**Emerging Readiness:** Children display minimal foundational skills and behaviors that prepare them for curriculum based on the kindergarten standards.

Children whose readiness skills and behaviors are identified as developing or emerging require instructional support to be successful in formal schools. School readiness is arriving at school with the knowledge, skills and physical and emotional health needed to successfully participate. This includes:





**Approaches to learning:** To what extent do children show curiosity, enthusiasm and persistence toward learning tasks?

**Cognition and general knowledge:** Do children have basic knowledge about the world around them? Do they know shapes, numbers, own name, etc?

**Language development:** To what extent do children use verbal and nonverbal skills to convey meaning and understanding?

**Physical well-being:** Are children growing and developing properly? Are they healthy?

**Social and emotional development:** Do children interact well with others and communicate their feelings in appropriate ways?

### 19.2.1 Significance and Components of Readiness

School readiness refers to the academic knowledge, independence, communication, and social skills children need to do well in school. Why are school readiness skills important? The development of school readiness skills allows school teachers to expand and further develop children's skills in the specific areas of social interaction, play, language, emotional development, physical skills, literacy and fine motor skills. School readiness means children enter school ready to join in and benefit from early learning experiences that promote their success.

It is never too early to start providing the kinds of experiences that will help children enter school, ready to succeed. Getting children ready for school requires to spend time reading, talking, and playing with them.

Some expected characteristics that should be displayed by school-ready children are:

- Independent in toileting
- Able to dress themselves
- Understands expected levels of behavior
- Confidence and self-esteem
- Can take turns and share
- Can sit still for a short period
- Can separate from parents/caregivers



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## INTEXT QUESTIONS 19.2

Fill in the blanks

1. Many schools are willing to offer children additional ..... activities.
2. Transition programmes are identified as strategies and ..... for ensuring the smooth placement.
3. .... refers to the academic knowledge, independence, communication, and social skills children need to do well in school.
4. Children can sit still for a short period is one of the expected ..... of readiness.
5. School readiness recognizes that schools also need to be ..... to meet the varied needs of children and their families.

### 19.2.2 Components of Readiness for Preschool

The broad aim of education is to help children develop holistically which means that children achieve their potential in all the domains of development- cognitive, socio-emotional, physical and language and literacy. The holistic growth of children implies that they be given variety of opportunities of different kinds to help them in their all-round development.

Components of readiness include the following:

#### 1. Academic readiness

Before entering preschool children should have basic knowledge of themselves, their families, and the world around them. Through play and interactions with caring adults, children can come to school with many skills that teachers can build upon.

Activities for parents to **get their child academically ready for school:**

- Read to your child daily and talk about what you've read.
- Visit the library. Check out books and attend story times.
- Sing rhyming songs and do finger plays.
- Put child's name on their clothing and toys to help the child recognize the name in print.
- Encourage your child to write her or his name.
- Help your child learn basic colours by pointing and naming objects like "green trees," "red apples," or "blue coats."



- Give your child puzzles and games that require counting and problem solving. Let your child scribble, draw, write, and cut and paste.
- Sing the alphabet song with your child and provide letter magnets or other toys that will help him/her begin to recognize the letters of the alphabet.
- Take your child to the zoo, park, grocery store and post office. Talk about the sights and sounds of your day.
- Make time for your child to sing, dance, climb, jump, run, and ride tricycles or bikes.
- Choose childcare that promotes learning with well planned, fun, and interesting activities.

### 2. Social readiness

Social readiness is as important as academic readiness. Being able to get along with other children, follow directions, take turns, and say good-bye to parents are skills that teachers hope to see from incoming children.

Activities for parents to **get their child socially ready for school:**

- Set rules and give consequences for breaking them.
- Have regular routines for mealtime and bedtime.
- Encourage your child to play with and talk to other children.
- Encourage your child to take turns and share with other children.
- Encourage your child to finish difficult or frustrating tasks once they have begun them.
- Encourage your child to consider the feelings of others.
- Model and discuss positive ways for your child to express her or his feelings.
- Discourage hitting, biting, screaming, and other negative behaviors.
- Kiss and hug your child several times a day.

### 3. Independence

When children complete basic self-help tasks such as zipping their coats or tying their shoes, they feel a great sense of pride. Independence builds confidence and self esteem. In school, children will be expected to do many things on their own.

Activities for parents to **get their child become independent and be ready for school:**



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- Buy shoes and clothing that are easy for children to buckle, zip, and fasten on their own.
- Let your child get dressed and put on shoes by him or herself.
- Encourage your child to take turns and share with other children.
- Let your child do simple chores like setting the table at mealtimes or cleaning up toys after playing.
- Encourage independent toileting and hand washing.
- Let your child work independently on activities such as completing puzzles.

#### 4. Communication skills

Listening and speaking are the first steps to reading and writing in the preschool years. Through conversations with parents, teachers, and friends, children learn about the people, places, and objects that they will later read and write about. It is through speaking that young children tell us what they know and understand about the world.

**To make sure that children can communicate their thoughts and feelings in school, parents should:**

- Have regular conversations with their child.
- Encourage their child to listen and respond to others when they speak.
- Answer the child's questions, even if the answer is "no."
- Help their child learn and use new words.
- Explore language through singing, rhyming, songs, and chants.
- Model the language they want the child to use.
- Write notes to their child.

#### 5. Health and Physical Well-Being

Activities for parents to ensure **their child is physically ready for school:**

- Eats a balanced diet
- Gets plenty of rest
- Receives regular medical and dental care
- Has had all necessary immunizations
- Can run, jump, climb, and does other activities that help develop large muscles and provide exercise
- Uses pencils, crayons, scissors, and paints and does other activities that help develop small muscles

**INTEXT QUESTIONS 19.3**

Explain the following in one sentence :

- a. Academic readiness
- b. Social readiness
- c. Independence
- d. Health and physical well-being
- e. Communication skills

**19.2.3 Components of Readiness for School**

Preschool is more like an extension of daycare. This is because the teaching style offered here is less structured while, schools, have more complicated activities to prepare children for formal reading, writing etc. The main components are:

***Emotional and Social Preparation of Children***

- Follow simple rules and routines
- Can express own needs and wants
- Curious and motivated to learn
- Learning to explore and try new things
- Have opportunities to be with other children and learn to play/share with others
- Can be away from parents/family without being upset
- Can work well alone
- Have the ability to focus and listen

***Language, Math and General Knowledge***

- Use sentences of five to six words
- Sing simple songs
- Recognize and say simple rhymes
- Learning to write name and address
- Learning to count and play counting games



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- Learning to identify and name shapes and colours
- Have opportunities to listen to and make music and to dance
- Know the difference between print and pictures
- Listen to stories read to them
- Have opportunities to notice similarities and differences
- Are encouraged to ask questions
- Understand simple concepts of time (night and day, today, yesterday, tomorrow)
- Learning to sort and classify objects

Teachers agree that key indicators of children's social and emotional readiness for preschool and first grade are:

- i. Readiness to accept new responsibilities and greater independence
- ii. Strong enthusiasm for learning
- iii. Ability to make new friends and the ability to respect others

The focus of the school readiness programme is on making sure that children are emotionally and socially mature to succeed in school.

### 19.3 ROLE OF PARENTS, SCHOOLS, TEACHERS AND OTHER CAREGIVERS

When young children enter the school for the first time, they tend to compare it to their home. Therefore, the school environment needs to be stress-free and inviting so that they feel secure. Teachers must try to establish a rapport with them and keep them happy. This would make them emotionally secure. Young children may not enter school well prepared unless their parents, families and communities provide the environment and experiences that support their holistic development to be furthered in the school. The process of readying children for school includes:

- Ready children
- Ready parent, families and communities
- Ready school
- Ready teachers and other workforce

#### 19.3.1 Ready Children

When children enter a preschool, the teacher needs to observe and assess their preparedness while they are engaged in different activities. The teacher should



observe whether children demonstrate readiness, are approaching readiness or show emerging readiness, and accordingly plan activities to support them. As stated earlier in this lesson, children with developing and emerging readiness skills require more instructional support to be successful.

Such an exercise would help the teacher to adjust the programmes as well as her teaching strategies according to needs of the children. The teacher should note that this is not a one-time activity but a continuous process. It could be made an integral part of the daily activities by the teacher. The teacher should plan developmentally appropriate activities and provide opportunities and materials for the children and allow them to explore, discover and play, and provide appropriate challenges. This process would help to ready children for the pre-primary or primary stage.

### **19.3.2 Ready Parents/Families and Communities: Their roles**

The role of adults is immense in giving children a conducive and stimulating environment. Mothers and adults who are around young children are their first teachers. Their role is crucial in making children ready for school as they can provide them with steady and supportive relationships, and a safe and joyful environment to help generate curiosity and excitement about learning.

Just like families, communities play a crucial role in readying the children. Local community groups, business and corporate houses and governments should work collectively to develop early childhood care and education facilities. They can contribute in a number of ways such as opening quality daycare and early childhood education centers, providing space and equipment for the centers, orienting and educating parents on the need for ECE and providing educational and technical support to the workers of the preschool centres or *anganwadis*.

Parents of young children need to be aware of the importance of ECE and early brain development. They should provide a loving and nurturing environment at home. They may buy age-appropriate toys and play material for young children. Parents should try to ensure a smooth transition from home to ECE centre where children will, for the first time, be separated from home to move into a new environment. Parents should also make sure that children are toilet-trained and are able to express their needs to the caregivers at the ECE Centre. The role of parents and communities is crucial. They should learn about the various activities they can undertake at home to ready the children and ensure a smooth transition from home to the centre. Schools may organise parents' education and awareness programme to help them know the support they can provide to young children to promote a smooth transition from home to school.



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### 19.3.3 Ready Schools: Their Role

The transition from home, childcare centre or a creche to a pre-primary setting requires to involve parents and community. The pre-primary centres/schools can organise parent education workshops and work with parents, creche workers and other community institutions and members to prepare children for pre-primary school. Such planned interactions will help the teacher gather relevant information about children's skills and talents as well as about their special needs.

In the same way, when the children progress from pre-primary to grade one, teachers of the primary school and parents need to be involved with pre-primary teacher to understand the progress and attainment levels of their children. It will facilitate a smooth transition from pre-primary to primary school, the new and more formal educational environment. The portfolios of preschool children should be shared with and given to the grade one teacher to help her/him understand children better at the time of entry.

Pre-primary and primary schools should be ready to welcome children in terms of infrastructure, balanced and developmentally appropriate programme and daily schedules, teaching learning material and teaching strategies, supportive learning environment and appropriate teacher-student ratio.

A ready school curriculum is drawn up based on children prior experiences and skills and meaningful experiences. Secondly, schools must respect individual differences amongst children in terms of language, culture and exposure to learning. This is possible if the school works in close collaboration with the home and community. Young children in an ECE Centre need easy access to child-friendly toilet facilities, accessible lockers/shelves and other storage space. Thus, the ECE centres and classrooms of the early grades of primary schools should be such that they require minimal amount of moving, carrying and supervision. It will be good if the ECE Centre is located within or near the primary school. Classrooms should be inviting and have a print-rich environment which should be changed from time to time to enhance children's interest, observational and learning skills. All displays meant for children should be kept at the eye level of children. The classrooms should have sufficient material and equipment such as crayons, clay, blocks of various sizes, pencils, picture books, story books, games, dolls, toys, puzzles and so on, to be available to all children.

### 19.3.4 Ready Teachers and other Workforce: Their Roles

All the teachers and caregivers should have a good understanding of a quality programme and children's developmental characteristics. The knowledge of



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developmental characteristics helps them to plan and modify the programme, based on the needs, interests and capabilities of children. The teachers and other adults who surround the children should be good observers so as to understand each of their children and match changes in the daily programme, if needed. Teachers and other support staff should first of all provide emotional security to the children and make classroom atmosphere supportive. The daily programme should be flexible and the approach should be play-based. They should share their observations of each child, to help create a supportive environment.

Teachers and other personnel of ECE centers and primary schools should get appropriate training to handle young children. The pre-primary teachers should be particularly trained to deal with the individual differences amongst children and ensure smooth transition at all levels. Regular interaction, formal or informal, between pre-primary and early primary teachers make the transition further simpler. All teachers and staff of ECCE centres should be provided with opportunities for upgrading their skills and competencies through in-service training programmes, workshops and refresher courses. In addition, they could seek the help of necessary support services i.e. counsellors, special educators to meet the specific educational and other needs of children coming from various backgrounds.

## 19.4 PLANNING AND DESIGNING ACTIVITIES FOR DIFFERENT COMPONENTS OF SCHOOL READINESS

The success of any activity depends on how well it is prepared and implemented. Reading and writing also require preparation, especially when it has to be taught to young children. Introduce the skills only after children are ready both physically and mentally. Anything introduced before the children are ready could not only disturb the learning process, but also create an aversion to school and subsequent drop out. The teacher should plan simple and interesting activities to promote development in each domain. Some exemplar activities in different domains of development are:

### (a) Language and Cognitive Development

Before learning how to read and write, children should be able to express themselves clearly and understand others. Hence, the teacher should first provide children with such experiences that promote language development before they introduce reading and writing to them. Certain activities that are helpful are:

1. Conversation (free and guided)
2. Storytelling and rhymes
3. Play (structured and unstructured)



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3. Solving riddles
4. Make-believe play / role play / dramatics
5. Excursions and walks

### Reading, Writing and Number Readiness

#### *Reading Readiness*

For reading readiness, activities and experiences should be provided to children to prepare them to learn the skill of reading later. Activities like matching similar objects, picture conversation, spotting the odd one or the identical one are some such. Children should be given opportunities to listen and discriminate between different sounds as well as identifying the beginning and end sounds of words. Some activities are:

- a) Visual discrimination (Recognising differences in shapes/sizes/colours etc.)
- b) Sound discrimination (Recognising differences in sounds)
- c) Development of observation skill and memory (Recall of objects seen)
- d) Classification of objects (according to size, features etc.)
- e) Sequential thinking
- f) Development of vocabulary

#### *Writing Readiness*

For writing readiness, the teacher should provide activities that help in the development of eye-hand coordination in children. Some activities are:

- a) Clay modelling
- b) Colouring within enclosed space/picture
- c) Drawing on slate/floor
- d) Tracing
- e) Copying forms
- f) Joining dots
- g) Drawing zig-zag; straight lines

#### *Number Readiness*

Before teaching numbers, it is necessary that children be given specific activities/ experiences related to number work, like:

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- a) Classification/sorting
- b) Sequential thinking
- c) Problem solving
- d) Pre-number concept such as big-small, tall- short, more-less, thick-thin, far-near, wide-narrow, low-high, before-after etc.

### (b) Physical-Motor Development

Children have a natural inclination for motor play activity. Therefore, the school programme should always include enough time for games. Play helps to promote children's health and physical development. Besides, it helps to develop good social habits, of cooperation, waiting for their turn, leadership quality etc.

### (c) Creative and Aesthetic Development

Children find it difficult to write in the beginning. It is necessary to plan a readiness programme before formal writing is started. It has been observed that when children begin to write, they find it difficult to hold a pencil properly and use it on paper. The reason for this is that their hand and finger muscles are not yet well coordinated. Creative activities like colouring and drawing, crafts etc. help in the development of muscle control and fine motor development.

*Creative activities like paper tearing and pasting, pasting leaves, making pictures on wet ground or drawing with chalk etc. are important for the development of writing readiness. Depending on the materials available, the teacher should introduce varieties of activities to children. They not only develop good muscle control by doing such activities, they also develop their imagination, aesthetic appreciation and social skills.*



## INTEXT QUESTIONS 19.4

Match column A with column B

Column A	Column B
1. Language development	a. Indoor and outdoor games
2. Reading readiness	b. Drawing , joining dots
3. Writing readiness	c. Storytelling, rhymes
4. Number readiness	d. Visual discrimination
5. Motor development	e. Classification of objects



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**WHAT YOU HAVE LEARNT**

In this lesson, you have learnt:

- Transition : Meaning and Significance
- Factors effecting transition
  - Children's characteristics
  - Parental characteristics
  - Community characteristics
- Transition from home to school
- Transition from preschool to school
- Transition activities for parents and children
- Benefits of smooth transition
- Readiness: Meaning significance and components
- Significance and components of readiness
- Readiness activities for Parents
- Role of parents, schools, teachers and other caretakers
  - Ready children
  - Ready parents, families and communities
  - Ready schools
  - Ready teachers and other workers
- Planning and designing activities for different components of school readiness

**TERMINAL EXERCISE**

1. List the school readiness skills and behaviors required for instructional support in schools.

## Smooth Transition

2. Briefly explain the connections on which smooth transition is dependent.
3. What are the signs of successful transition?
4. What do you mean by ready parents, schools, teachers and community?
5. List some activities the parents need to undertake to ensure language development of children.
6. List some activities the parents need to undertake to ensure reading, writing and number readiness.



Notes



## ANSWERS TO INTEXT QUESTIONS

### 19.1

1. True,
2. True,
3. False,
4. False

### 19.2

1. orientation
2. procedures
3. school readiness
4. characteristics
5. ready

### 19.3

- a. Academic readiness : Children have basic knowledge of themselves, their families, and the world around them
- b. Social readiness : Children are able to get along with other children, follow directions, take turns
- c. Independence : When children complete basic self-help tasks
- d. Health and physical well-being: Children are physically ready for school



## Notes

- e. Communication skills : Children tell us what they know and understand about the world

## 19.4

1. c, 2. d, 3. b, 4. e, 5. a

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