



## Resilience Skills

The purpose of this document is to give you an explanation of what skills would be helpful for your child to have before they enter the next year group. If your child cannot achieve them all, it does not mean that they cannot enter the year group! However, if parents can support their child it will give them plenty of resilience and learning skills to cope with the new school year.

### When a child starts Reception we expect them to:

#### Self-help skills

- Use a knife and fork correctly.
- Use please and thank-you automatically.
- Get undressed and dressed unaided.
- Put on and take off their own coat and shoes unaided.
- Use the toilet unaided.
- Be completely dry during the day.

#### Learning behaviours

- Follow 1 and 2 step instructions.
- Recognise their first name (and surname if possible).
- Clearly recite several common Nursery Rhymes e.g. Humpty Dumpty, Jack and Jill - this is to encourage confidence to speak in an audible clear voice; and to be able to hear rhyming words (this will also help with reading skills).
- Put up their hand to talk in class.
- Share play items with others.

### When a child starts Year 1 they should have mastered all the Reception self-help skills and learning behaviours, plus:

#### Self-help skills

- Zip up their own coat/fasten buttons/toggles unaided.
- Know when to wash their hands.
- Organise themselves ahead of tasks.
- Find their own peg.
- Carry their own equipment.
- Get changed for PE and changed back without losing equipment.
- Hang up their PE bag on the correct hook.

## Learning behaviours

- Follow 1 and 2 step instructions.
- Sit attentively for 15 minutes.
- Listen for sustained periods of time.
- Ask a question.
- Hold a pencil with an appropriate grip.
- Sit correctly on a chair in preparation for writing.
- Use classroom prompts effectively- use the number line, alphabet, word mats.
- Take turns.
- Share resources.
- Tidy up resources.
- Learn to respect the boundaries of others.
- Stand in a line without fussing.
- Remember groups and monitor jobs.

**When a child starts Year 2 they should have mastered all the Year 1 self-help skills and learning behaviours, plus:**

## Self-help skills

- Hand in homework, letters etc.
- Tie their shoelaces.

## Learning behaviours

- Settle down quickly to tasks.
- Show independence when working.
- Work with different members of staff effectively.
- Show respect to others at all times.
- Know and follow the routines of the classroom/school.
- Know and use the appropriate volume for a set task.

**When a child starts the Lower Juniors (Year 3) they should have mastered all the above self-help skills and learning behaviours, plus:**

## Self-help skills

- Be responsible for their own things – pens, pencils, jumpers, coats, hats, scarves, gloves, snow suits, wellies etc.
- To take responsibility for handing in homework on time, passing letters to the class teacher/TA. If a child has a note in their book bag – to get it out and pass it on.
- Not blame their parent/carer for failure to complete homework, failure to bring swimming kit in to school etc.
- Take responsibility for their own actions – to know that they are likely to make mistakes in lessons and in the playground. To face up to what they have/haven't done, accept the consequence and move on.
- Deliver non-essential messages independently.
- Visit any class in school independently and pass on a simple oral message accurately
- Take out/put in earrings independently (teachers are not allowed to do this)
- Try to sort out friendship issues independently – saying I do not like it when you ..., It hurt my feelings when you said ..., If you continue to do this, I will then speak to a teacher.
- Have the right equipment for the task – pen, pencil, hair bobble for PE etc.

## Learning behaviours

- Understand that there are consequences to lack of concentration in lessons and that to enjoy play time, you must first complete sufficient work in lessons.
- Follow the correct procedures when changing reading books.
- Look for a solution to a problem before asking the teacher
- Be able to fail with confidence and security
- Cope with very challenging work in a positive way – i.e. not crying because it's hard
- Apply this to learning, recognising that people who don't want to do something will find an excuse, people who do want to do something will find a way.
- Speak to all adults in coherent sentences rather than e.g. standing at the door and waiting for the adult to deduce their requirements.
- Tell the time in order that they can work out how long they have to complete a task.
- Pass oral messages to parents

**When a child starts the Upper Juniors (Year 5) they should have mastered all the above self-help skills and learning behaviours, plus:**

## Self-help skills

- Hand in their own money and/or letters to the office in a polite manner.
- Check homework independently and give it in on time without reminders.

## Learning behaviours

- Complete "fix-its" at the start of lessons when asked.
- Have several attempts at solving a problem in different ways before approaching the teacher.
- Be honest when asked, "Do you understand?"
- Understand that if they get things wrong, they are learning.

**When a child starts Year 6 they should have mastered all the above self-help skills and learning behaviours, plus:**

## Self-help skills

- Take full responsibility for their own work and belongings.
- Help other children / share knowledge and ideas.
- Hook coat by hook not hood.
- Look after their own PE kit and tell a parent if items are missing.
- Look after class tray so that it is not overflowing.

## Learning behaviours

- Act upon feedback and advice given.
- Use their own initiative e.g. Get themselves a dictionary/iPad etc.
- Set themselves challenges / strive to move onto a challenge.
- Know to ask the teacher if they need any help.
- Concentrate on a task without disturbing others.
- Respect own and others' equipment.