

SCHOOL READINESS CHECKLIST

Supporting children to feel confident, connected and ready to learn.

Every child develops differently. This checklist is not a test or a pass/fail assessment. It is designed to help families identify strengths and areas where children may benefit from extra support before starting school.

Many neurodivergent children may need adjustments or additional supports in some of these areas. That does not mean they are not ready for school.



1. Social & Relationship Skills

- ☐ Separates from a trusted adult with support
- ☐ Begins to join in play with other children
- ☐ Shares or takes turns (with support if needed)
- ☐ Begins to understand personal space
- ☐ Can wait for a short turn
- ☐ Listens when another person is talking
- ☐ Can follow simple group routines
- ☐ Responds to their name
- ☐ Uses words, signs or AAC to communicate needs
- ☐ Begins to solve simple social problems with support



2. Emotional Regulation

- ☐ Can identify some emotions
- ☐ Notices when their body is becoming upset
- ☐ Uses at least one calming strategy
- ☐ Accepts comfort from a trusted adult
- ☐ Can recover after disappointment
- ☐ Tries again after making a mistake
- ☐ Can cope with small changes to routine
- ☐ Can ask for help when needed
- ☐ Can move between activities with support
- ☐ Shows curiosity and willingness to learn



3. Independence Skills

- ☐ Carries and packs their own bag
- ☐ Opens lunchbox and drink bottle
- ☐ Uses the toilet independently (or follows their toileting support plan)
- ☐ Washes and dries hands
- ☐ Manages basic clothing (jumpers, hats, shoes)
- ☐ Recognises their own belongings
- ☐ Packs away after activities
- ☐ Follows a visual schedule or simple routine
- ☐ Begins tasks with minimal prompting
- ☐ Can wait while an adult is helping someone else



4. Fine Motor Skills

- ☐ Holds a pencil or crayon comfortably
- ☐ Draws circles and simple shapes
- ☐ Copies simple lines and patterns
- ☐ Uses scissors with assistance
- ☐ Uses glue appropriately
- ☐ Builds with blocks or construction toys
- ☐ Threads beads or manipulates small objects
- ☐ Uses playdough with both hands
- ☐ Turns pages one at a time
- ☐ Enjoys drawing, colouring or creating



There is no expectation to write sentences or know all letters.



School readiness is about participation, not perfection.

Children do not need to master every skill before starting school. They need caring adults, opportunities to practise, and support that helps them feel safe, confident and ready to learn.





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5. Gross Motor Skills

- ☐ Runs confidently
- ☐ Walks up and down stairs
- ☐ Jumps with two feet
- ☐ Balances on one foot briefly
- ☐ Throws and catches a large ball
- ☐ Climbs playground equipment safely
- ☐ Sits comfortably on the floor for group time
- ☐ Can move safely around other children
- ☐ Participates in movement games
- ☐ Enjoys active play



6. Early Learning Foundations

LITERACY

- ☐ Recognises their own name
- ☐ Enjoys looking at books
- ☐ Listens to a story for several minutes
- ☐ Talks about pictures in books
- ☐ Recognises some letters (especially in their name)
- ☐ Understands books have a beginning and end
- ☐ Enjoys singing songs and nursery rhymes

NUMERACY

- ☐ Counts objects to 10
- ☐ Recognises some numbers
- ☐ Names common colours
- ☐ Recognises basic shapes
- ☐ Sorts objects by colour or size
- ☐ Understands simple position words (on, under, next to, behind)
- ☐ Completes simple puzzles



7. Communication

- ☐ Can tell an adult their name
- ☐ Can communicate wants and needs
- ☐ Answers simple questions
- ☐ Follows one- and two-step instructions
- ☐ Asks for help
- ☐ Joins conversations in their own way
- ☐ Uses gestures, signs or AAC effectively if needed
- ☐ Understands simple everyday language



8. Sensory & Participation

- ☐ Tolerates different classroom noises
- ☐ Manages short periods sitting in a group
- ☐ Participates in messy play if comfortable
- ☐ Can wear school clothing (with reasonable comfort)
- ☐ Tries new activities
- ☐ Uses sensory supports appropriately
- ☐ Recognises when their body needs movement or quiet
- ☐ Can return to learning after a movement break
- ☐ Participates in routines with appropriate supports
- ☐ Shows increasing confidence in new environments



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