



Kindergarten Readiness Skills

A child who is “ready” for kindergarten is equipped with the skills needed to be successful in a structured learning environment. This list is not an assessment, but rather a tool designed to help parents transition and prepare their child for the classroom experience by focusing on the physical, social, emotional and cognitive development of young learners.

Social & Emotional <ul style="list-style-type: none"> • Separates easily from parents • Relates well to adults • Plays cooperatively • Curious and eager to learn • Expresses needs and wants • Follows simple classroom rules and routines 	Physical Motor Skills <ul style="list-style-type: none"> • Moves with balance and control • Able to use proper pencil grip • Cuts with scissors • Can trace or draw basic shapes • Can dress self (button, zipper, snap, put on coat) • Is independent in the restroom
Oral Language & Communication <ul style="list-style-type: none"> • Uses appropriate volume when speaking • Speaks in complete sentences of 5-6 words • Speaks clearly enough to be understood • Talks about everyday experiences • Follows two and three- step directions • Can state first and last name • Shows understanding of and uses several positional words (e.g. above, below, next to, inside, outside) • Shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said 	Mathematics <ul style="list-style-type: none"> • Can count in sequence up to 30 • Can do one-to-one correspondence when counting • Can recognize simple patterns and non-patterns • Arranges numbers in order 1-5 • Counts and recognizes number names (in the range of 10 to 15) • Shows understanding of addition & subtraction using a concrete set of objects • Identifies shapes • Identifies basic colors • Names ordinal positions (e.g., first, second, third, fourth, fifth)
Print Knowledge <ul style="list-style-type: none"> • Recognizes most letters of the alphabet • Recognizes first name in print • Recognizes some high frequency sight words • Can recognize print in the environment (e.g. the stop sign and logos like Publix) • Can use finger to show the last word on this page • Can demonstrate the direction to read from left to right 	Phonological Awareness <ul style="list-style-type: none"> • Recognizes and produces rhyme (e.g. hat and cat) • Identifies the number of syllables in words: dog (1 syllable - elephant (3 syllables) • Blends onset and rime (/c/ +/at/ = cat) • Isolates beginning sounds • Shows knowledge of phoneme deletion (Say goat, now say goat without /g/ = /oat/) • Shows knowledge of compound words (Say sailboat, now say sailboat without sail = boat)
Writing <ul style="list-style-type: none"> • Uses symbols or drawings to express ideas • Uses letter-like shapes, symbols, and letters to convey meaning • Writes own name (e.g., first name, last name) not necessarily with well-formed letters • Writes some letters with correct formation • Attempts to invent own spelling while writing 	Technology <ul style="list-style-type: none"> • Can use a computer mouse to navigate around the screen and make selections • Has some experience using age-appropriate online educational applications or programs • Screen time limited to an hour per day or less

Additional Resources

- [Transition to Kindergarten Resources](#)