

P1 Readiness Checklist

English	
Speaking & Listening	
Yes/No	Listen attentively to simple instructions
Yes/No	Listen attentively for a sustained period of time
Yes/No	Withhold comments until appropriate time to respond
Yes/No	Take turns when speaking
Yes/No	Speak politely to friends and during group work
Yes/No	Maintain correct posture and eye contact
Yes/No	Speak with correct tone, pace and stress
Reading and Comprehension	
Yes/No	Read and pronounce words accurately
Yes/No	Recognize and produce rhyming words
Yes/No	Name all upper- and lower-case letters accurately
Yes/No	Count, pronounce, blend, and segment syllables in spoken words
Yes/No	Track text left to right, and return again to the left on the next line down
Yes/No	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
Yes/No	Read fluently with expression
Yes/No	Use contextual clues to make senses of the story
Yes/No	Identify the story elements – opening (characters, setting), problem, solution and ending
Yes/No	Talk about events in the story and link them to their own experiences
Yes/No	Retell some of the story.
Yes/No	Demonstrate understanding, e.g. by answering questions, such as 'Where is he/she/it?', 'What is this?', 'Who is this?', 'What is he/she doing?'
Writing	
Yes/No	Form correctly most of the 20+ upper and lower-case letters
Yes/No	Write letters which are well proportioned
Yes/No	Write neatly and legibly
Yes/No	Use correct punctuation (begin with a capital letter and end with a full stop)
Yes/No	Make up their own phrases or short sentences to express their thoughts aloud about stories or their experiences
Yes/No	Spell high frequency words
Yes/No	Use subject-verb agreement correctly
Yes/No	Use adjectives and adverbs to expand sentences
Yes/No	Use simple connectors to join ideas
Yes/No	Write a simple paragraph on opening, problem, solution and ending

Mathematics	
Yes/No	Count, add and subtract within 20
Yes/No	Form number bonds
Yes/No	Demonstrate an understanding that the last number counted represents the total number of the count
Yes/No	Write numbers in numerals from 0 to 9.
Yes/No	Compare numbers
Yes/No	Order numbers
Yes/No	Compare lengths of two or more objects in non-standard units
Yes/No	Measure lengths of objects in non-standard units
Yes/No	Apply problem solving skills and explain how a problem is solved
Yes/No	Identify the big or small object from a selection of two
Yes/No	Sort objects according to a stated characteristic (e.g. group all the small balls together, sort the shapes into triangles and circles)
Yes/No	Copy and continue simple patterns using real-life materials (e.g. apple, orange, apple, orange, etc.).
Yes/No	Recognize some common 2D shapes.



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Assessment: Identifying Sounds

Directions

Point to each letter and ask what sound does it make. Place a tick above each letter if the child gets it correct. If the child names the letter instead of saying the sound, say, "The duck makes the sound, "Quack. The dog makes the sound, "Bark". What does this letter?"

<input type="checkbox"/> d	<input type="checkbox"/> w	<input type="checkbox"/> k	<input type="checkbox"/> l
<input type="checkbox"/> m	<input type="checkbox"/> s	<input type="checkbox"/> r	<input type="checkbox"/> p
<input type="checkbox"/> n	<input type="checkbox"/> t	<input type="checkbox"/> j	<input type="checkbox"/> h
<input type="checkbox"/> f	<input type="checkbox"/> r	<input type="checkbox"/> y	<input type="checkbox"/> b

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Assessment: Identifying Letters

Directions

For each set of letters, have the child point to the letter that makes the sound you make. Place a tick in the box for each correct answer.

1. Which letter makes the /b/ sound as in the word ball.

d	b	p	t
----------	----------	----------	----------

2. Which letter makes the /t/ sound as in the word tiger.

r	g	t	f
----------	----------	----------	----------

3. Which letter makes the /k/ sound as in the word key.

z	r	k	s
----------	----------	----------	----------

4. Which letter makes the /w/ sound as in the word water.

m	w	t	r
----------	----------	----------	----------

5. Which letter makes the /f/ sound as in the word five.

f	h	v	e
----------	----------	----------	----------

6. Which letter makes the /s/ sound as in the word sun.

s	f	z	r
----------	----------	----------	----------

7. Which letter makes the /a/ sound as in the word apple.

e	a	o	u
----------	----------	----------	----------

8. Which letter makes the /r/ sound as in the word rabbit.

i **r** **w** **l**

9. Which letter makes the /g/ sound as in the word gate.

g **t** **n** **v**

10. Which letter makes the /v/ sound as in the word vase.

t **d** **k** **v**

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Assessment: CVC

Directions

Tell the child that he or she is going to read the words in the box. You can model how it goes before the getting the child to attempt it. Model by pointing to the word and sound out each letter in the word. Then read the word. For example /t/ /i/ /n/; tin. Note the time that the child takes to complete the assessment.

cat

fox

sun

mug

pop

rat

box

pan

bug

rug

mop

bib

fun

kid

vet

mug

pop

rat

bus

leg

sun

get

hut

gum



Assessment: BLENDS

Directions

Tell the child that he or she is going to read the words in the box. You can model how it goes before the getting the child to attempt it. Model by pointing to the word and sound out each letter in the word. Then read the word. For example /s/ /t/ /u/ /m/ /p/; stump. Note the time that the child takes to complete the assessment.

star

blush

fret

glad

spin

slam

last

plug

fist

flip

cramp

sled

dusk

flop

clot

stamp

slab

tuck

spot

tram

fast

task

scrub

block

