



ARTICLE 2

MAIN COMPETENCES CHILDREN SHOULD HAVE BEFORE STARTING PRIMARY SCHOOL: ENHANCING SCHOOL READINESS AND FACILITATING A SMOOTH TRANSITION FROM ECEC TO PRIMARY SCHOOL



CARE2LEARN

Main Competences Children Should Have Before
Starting Primary School: Enhancing School Readiness
and Facilitating a Smooth Transition from ECEC to
Primary school

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PROJECT INFORMATION

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CARE2LEARN

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Main Competences Children Should Have Before Starting Primary School: Enhancing School Readiness and Facilitating a Smooth Transition from ECEC to Primary school

The transition from ECEC to Primary school is a critical period in a child's educational journey. School readiness refers to the set of competences and skills that children should acquire before they enter primary school. A smooth transition from ECEC to school is essential for children's academic achievement, socioemotional development, and overall well-being. This article aims to provide an overview of the main competences that children should have before starting primary school which are chosen by literature review within the Erasmus+ project Care2Learn. The focus will be on psychomotor skills, language and literacy skills, cognitive/preacademic skills and general knowledge, socioemotional skills, motivation and learning skills.

Psychomotor Skills

Psychomotor skills encompass physical coordination, motor development, and body control. Involves the coordination between physical movements and cognitive processes. Before entering primary school, children should possess basic psychomotor skills such as fine motor control (e.g., holding a pencil, using scissors), gross motor skills (e.g., running, jumping, balancing), and hand-eye coordination. Proficiency in psychomotor skills enables children to actively participate in classroom activities, engage in physical education, and develop handwriting skills. By engaging in activities that enhance motor skills, such as drawing, building blocks, and outdoor play, children develop the physical dexterity required for successful participation in primary school.

Language and Literacy skills

Strong literacy and language skills provide a solid foundation for learning in primary school. Children should demonstrate age-appropriate language comprehension, vocabulary, and communication skills. This includes understanding and following instructions, expressing themselves clearly, and engaging in conversations with peers and teachers. Early exposure to language-rich environments, reading aloud, and engaging in conversations with adults and peers are essential in promoting language development. Additionally, fostering a love for books and encouraging early literacy activities support the acquisition of foundational skills necessary for reading, writing, and effective communication in the classroom.

Cognitive/Preacademic Skills



Cognitive and preacademic skills involve the ability to think, reason, and solve problems. Before entering primary school, children should possess basic cognitive skills such as attention, memory, and problem-solving abilities. They should demonstrate the ability to classify objects, recognize shapes and patterns, count, and engage in basic mathematical reasoning. Developing these skills before starting primary school enhances children's ability to actively participate in classroom activities and grasp new academic concepts.

Socioemotional Skills

Socioemotional skills play a crucial role in children's social interactions, self-regulation, and overall well-being. Before entering primary school, children should exhibit age-appropriate social skills, including taking turns, sharing, cooperating, and resolving conflicts peacefully. They should also demonstrate emotional self-regulation, empathy, and the ability to manage their emotions effectively. Strong socioemotional skills promote positive peer relationships, adaptability, and resilience, all of which contribute to a smoother transition and better adjustment to the primary school environment. Encouraging cooperative play, promoting emotional awareness, and fostering a supportive classroom environment contribute to the development of socioemotional competences and facilitate a smoother transition to primary school.

Motivation and Learning Skills

Motivation and learning skills are vital for children's engagement and success in the classroom. Before entering primary school, children should exhibit curiosity, persistence, and a positive attitude toward learning. They should possess basic learning skills such as following directions, staying on task, and organizing their materials. Additionally, self-regulation skills, including attention control and the ability to delay gratification, are important for effective learning and classroom behavior. Cultivating a love for learning through stimulating and challenging activities, providing opportunities for choice and autonomy, and reinforcing positive behavior enhances children's motivation and learning skills, promoting a successful transition to primary school.

School readiness is a multifaceted concept that encompasses various competences crucial for a smooth transition from preschool to primary school. By nurturing and supporting the development of psychomotor skills, language and literacy skills, cognitive/preacademic skills and general knowledge skills, socioemotional skills, and motivation and learning skills, educators, parents, and policymakers can facilitate a seamless transition process. Collaborative efforts in promoting school readiness are vital in optimizing children's learning experiences, ensuring their holistic development, and laying a solid foundation for lifelong learning.



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