

The background features a soft, watercolor-style wash in shades of peach, pink, and light orange. In the center, there is a detailed illustration of an open book with golden-brown covers and pages. From the top of the book, several colorful leaves in shades of green, yellow, and purple are shown falling or blowing away. The overall aesthetic is warm and educational.

**The Literacy
& Channel**

Preparing KG Students for Grade 1

What Actually Matters Beyond the Surface

The “May” Illusion

By late spring, Kindergarten classrooms often feel ready. Routines are established, and visible literacy behaviors are easy to observe.



Students read familiar words with ease.

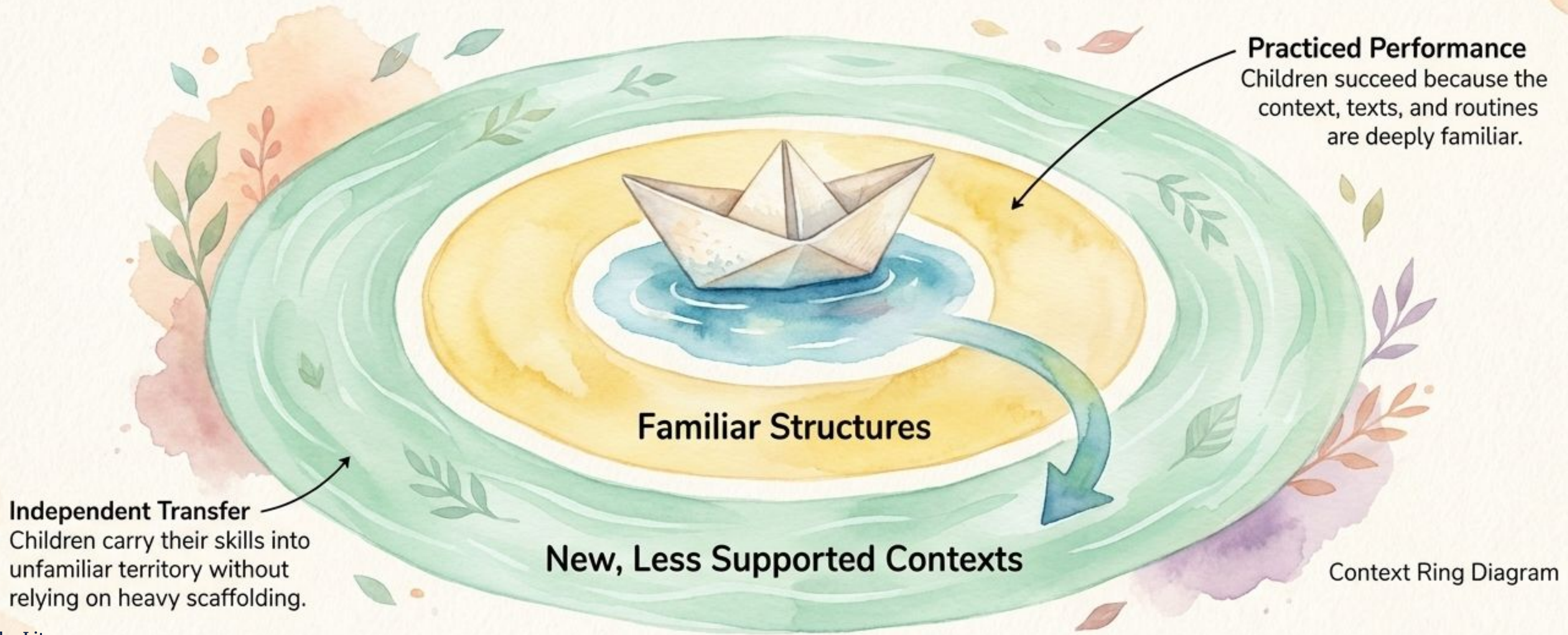
Children actively participate in daily discussions.

Learners appear increasingly independent within established routines.

At this stage, it is tempting to interpret this practiced confidence as true readiness for Grade 1.

Transferability Over Performance

Transition readiness is not about how confident learning looks—it's about **how independently** it can continue.



Practiced Performance
Children succeed because the context, texts, and routines are deeply familiar.

Independent Transfer
Children carry their skills into unfamiliar territory without relying on heavy scaffolding.

Familiar Structures

New, Less Supported Contexts

Context Ring Diagram

The Grade 1 Reality

In Grade 1, students are expected to use literacy to learn. The strength of KG foundations dictates how Grade 1 time must be spent.

Weak Foundations

Teachers are forced to rebuild basic access to print and language.

Grade 1

Strong Foundations

Instruction expands to focus on fluency, comprehension, vocabulary, writing, and broader learning.

Observing the Subtle Patterns

The Practiced Routine

Read confidently in familiar texts.

Participate verbally in class.

Letters are known in isolation.

Follow established daily routines smoothly.



The True Test

Hesitate or guess with new, unfamiliar words.

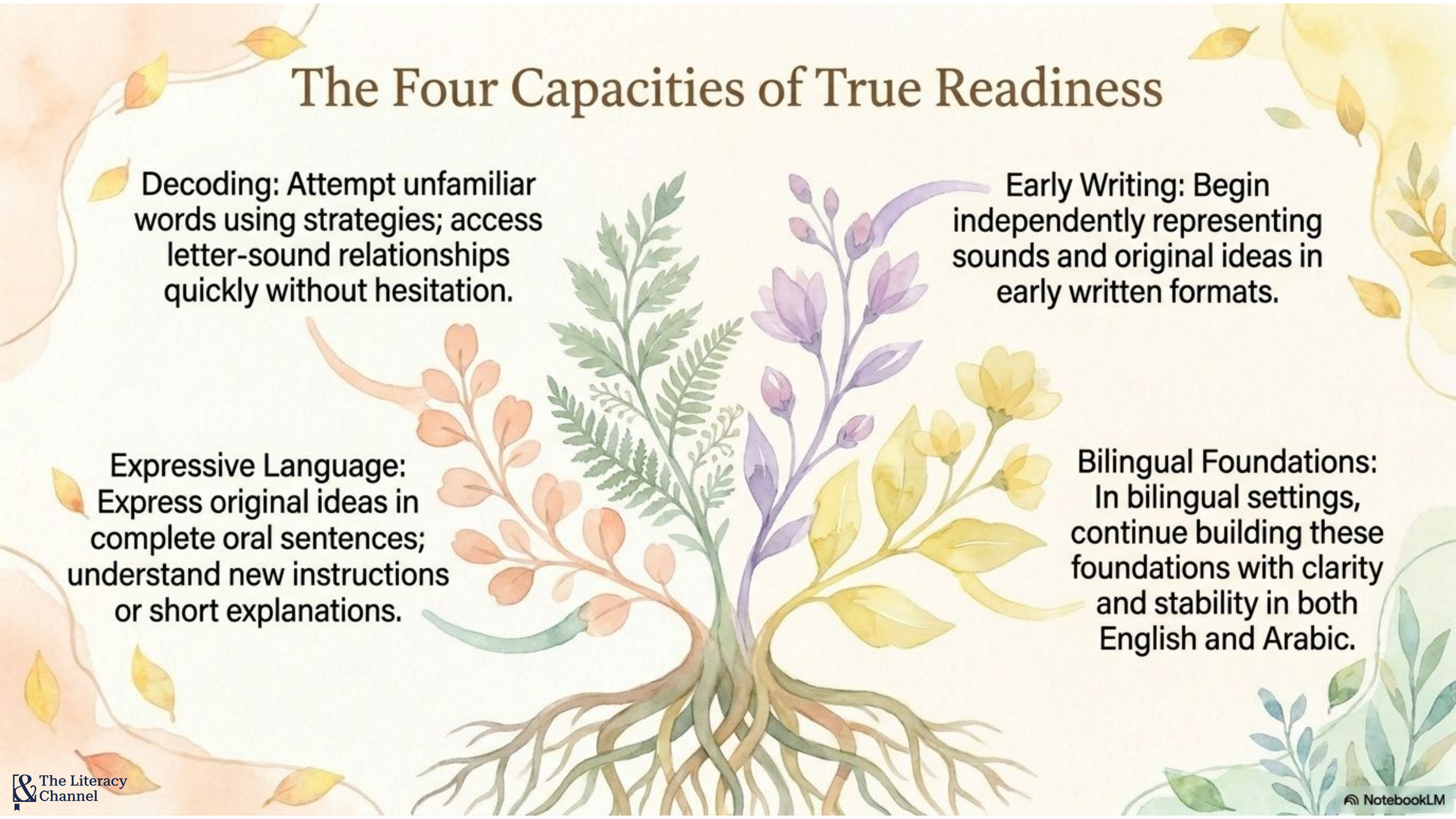
Rely entirely on modeled language and teacher phrasing.

Letter-sound access is not automatic during reading.

Struggle with new instructions or novel language.

These subtle patterns determine whether students enter Grade 1 ready to progress or remain completely reliant on KG supports.

The Four Capacities of True Readiness



Decoding: Attempt unfamiliar words using strategies; access letter-sound relationships quickly without hesitation.

Early Writing: Begin independently representing sounds and original ideas in early written formats.

Expressive Language: Express original ideas in complete oral sentences; understand new instructions or short explanations.

Bilingual Foundations: In bilingual settings, continue building these foundations with clarity and stability in both English and Arabic.

Walkthrough Diagnostic Matrix: Reading & Language

| | Green Flag (Independent Transfer) | Red Flag (Reliant Performance) |
|-----------------------------------|--|---|
| Decoding & Unfamiliar Words | Students attempt unfamiliar words using active decoding strategies. | Students pause, wait, or rely purely on visual recognition instead of decoding. |
| Oral Expression & Thinking | Oral language reflects original thinking and independent sentence structure. | Language closely mirrors teacher phrasing or remains minimal. |

Walkthrough Diagnostic Matrix: Writing & Independence

| | Green Flag (Independent Transfer) | Red Flag (Reliant Performance) |
|---|--|--|
| Early Writing & Ideation | Students write short sentences to express their own ideas. | Students copy accurately from the board but struggle to write independently. |
| This direct contrast helps leaders quickly distinguish between highly practiced performance and true, transferable Grade 1 readiness. | | |

Leadership Action Plan: The Next 30 Days

Focus observations over the next month to reveal more than final reports alone.

Observe how students respond when introduced to completely unfamiliar words, texts, or sudden instructional shifts.

Listen carefully for independence and original thought in student language, rather than just praising accuracy.

Review whether decoding and reading comprehension are occurring without constant teacher scaffolding or prompting.

Ask whether English and Arabic literacy foundations are both developing with enough clarity and stability simultaneously.

A Question to Carry Forward

Can our students continue learning without us — or only succeed within what we've already taught?

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Let this guide your observations, academic conversations, and decision-making throughout the final transition period.

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