

# Book Area

<b>Possible Learning Experiences</b>		
CLL – to know that information can be retrieved from books or computers CLL – to listen to stories with increasing attention and recall CLL – repeat words or phrases from familiar stories CLL – to ascribe meaning to marks they see in different places PSED – to seek out others to share experiences PSED – to concentrate & persist	CLL – to use vocabulary influenced by experience of books CLL – to know that information can be relayed in print KUW to find out about their environment KUW – to investigate, predict test & solve problems KUW – to enjoy stories about themselves and other people CD – to use their imagination, e.g. in role-play and stories	
<b>Continuous Provision</b>	<b>Role of the Adult</b>	<b>Language &amp; Vocabulary</b>
<ul style="list-style-type: none"> <li>• Cosy area – cushions, rug, child sized furniture, story teller’s chair, cuddly toys</li> <li>• Variety of literature – traditional tales, repetitive phrases, nursery rhymes, poems, books by well known children’s authors, comics, reflecting multi-cultural images, positive images of gender and disability</li> <li>• Non fiction – simple resource books, e.g. cars &amp; dinosaurs, maps, telephone book, picture dictionary, recipe books,</li> <li>• Home made books – e.g. photo albums, our visit to the ....book, our .....day book</li> <li>• Dual language texts</li> <li>• Story tapes/CDs and accompanying books – headphones if possible</li> <li>• Story sacks, puppets and props</li> <li>• Book box and cushions/rug to take outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Reading to/with a child/children – fostering a love of books</li> <li>• Modelling reading, carefully turning pages, left to right &amp; top to bottom orientation, language and key vocabulary</li> <li>• <b>Listening</b> to what children are saying</li> <li>• Supporting children, encouraging them to retell stories using props and/or pictures in books.</li> <li>• Allowing children time to concentrate and finish what they are doing</li> <li>• Asking open ended questions to extend children’s thinking; encouraging reading skills, e.g recall and prediction</li> <li>• Taking observational notes/photos of key learning for children</li> <li>• Observing children’s interests to inform future provision</li> </ul>	Key vocabulary: <ul style="list-style-type: none"> <li>• Book, page, cover, author, spine, word</li> <li>• Book language – first, then, next, finally</li> <li>• Imaginative and descriptive language</li> <li>• Repetitive phrases – “then I’ll huff and I’ll puff....”</li> </ul> Questions: <ul style="list-style-type: none"> <li>• What do you think will happen? Why?</li> <li>• Tell me about (character/plot)....</li> <li>• Where can we find out about.....?</li> <li>• Can you show me where the story starts?</li> </ul>
<b>Children’s Interests/Look, Listen, Note</b>		