

Continuous Provision Plan: Reading Area

Development Matters – Ages and Stages	Vocabulary	Look, listen, note
<p>Three to Four Year olds</p> <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Enjoy listening to longer stories and can remember much of what happens. • Select and use activities and resources, with help when needed. This helps them to • Engage in extended conversations about stories, learning new vocabulary. <p>Reception</p> <ul style="list-style-type: none"> • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<p><u>Adults to introduce vocabulary</u></p> <p>Book, spine, cover, author, illustrator, blurb, title, index, contents, glossary, fiction, non-fiction, story, character, page, story map, poem, sequence, favourite, animals, words, letters, beginning, middle, end, start, pictures, fairytale, traditional tale, full stop, setting, problem, solution, predict, narrate, exclamation mark, question mark, retell, acting, people.</p>	<p>Do children access the reading area independently?</p> <p>Do they share a story with others?</p> <p>Do they like to share stories with an adult? Do they talk about a familiar story to them?</p> <p>Can they retell the story? Do they reenact the story using puppets/props?</p>

<p>Early Learning Goals</p> <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Work and play cooperatively and take turns with others. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 		
<p>Intended experiences</p>	<p>Permanent resources</p>	<p>Enhanced resources</p>
<p>Discover how to handle books carefully. Hold books the correct way up and turn pages one at a time. Enjoy looking at pictures Opportunities to use different voices to tell stories Talk about how characters from stories feel. Have some favourite stories, rhymes and poems. Developing listening skills.</p> <p>To use stories they hear in their play. Begin to be aware of the way stories are structured. Suggest how the story might begin/end. Show interest in illustrations and print in books and their environment. Understand that print carries meaning and is a means of communication. Enjoy an increasing range of books. Understand that information can be retrieved from books</p>	<p>Children's favourite books* Picture, Rhyme, Poetry Books Interest Books Books linked to themes or topics of interest Puppets and props Atlas' and Maps</p>	

Characteristics of effective learning		
<u>Playing and Exploring</u>		
<ul style="list-style-type: none">• I can hold a book the right way up and know that text is read from left to right and top to bottom.• I can retell stories that I am familiar with.• I can listen to and talk about a variety of books, rhymes and poems.• I can talk about the story, characters and content of familiar books.		
<u>Active Learning</u>		
<ul style="list-style-type: none">• I can sequence a familiar story.• I can continue to try even when I find it challenging.		
<u>Creating and Thinking Critically</u>		
<ul style="list-style-type: none">• I can understand that print has meaning and different purposes.• I am beginning to blend sounds into words.• I am beginning to recognise familiar words, letters and signs.		