Long Term Continuous Provision Plan: Book Corner

Enabling Environments: what adults could provide	Positive Relationships: what adults could do	Characteristics of Effective Learning
- Choose books, puppets and dolls that help children explore their ideas about friends and friendships. - Make materials easily accessible at child height to ensure everybody has a choice. - Provide books with stories about characters that follow rules and the effects of their behaviour on others. - Set up a listening area where children can enjoy rhymes and stories. - Introduce, alongside books, the use of story props. - Provide some simple poetry, song, fiction and non-fiction books throughout the classroom - Add child made books and adult scribed stories to the book area. - Ensure access to stories for all children. - Help children to identify the main events in a story and to enact stories as the basis for further imaginative play. - Demonstrate using phonics as the prime approach to decode words while children can see the text e.g. using big books.	- Teach children to use and care for materials and trust them to do so independently. - Model being a listener by listening to children and taking account of what they say in your responses to them. - Share rhymes, books and stories from many cultures, sometimes using languages other than English. - Help children to understand what a word is by using names and labels and by pointing out words in the environment and books. - Discuss with children the characters in books being read. **Key Vocabulary and Questions** - Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction. - Letter, word, sentence, rhyme, story, character. - Sign, label, poster. - Why did you choose this book/poem/rhyme…? - What is it about? - What is your favourite part? - Can you tell me the story? - Which character in the story would you like to be? Why? - Can you think of a new ending? - Do you know any of the letters? - Do you recognise any words? - How could you work out what the word says? - What is happening in the picture? - Did you find out any new information from the book?	**Playing and Exploring** – engagement - Showing curiosity about objects, events and people - Initiating activities **Active Learning –** motivation - Maintaining focus on their activities for a period of time - Not easily distracted - Paying attention to details **Creating and Thinking Critically -** thinking - Thinking of ideas - Making predictions - Taking a role in their play

Book Corner Sequence of Learning

End of Autumn Term	End of Spring Term	End of Summer Term
- Blend CVC - Recognising signs and labels - Understands how and why questions - Knows that print is read from left to right - Engage in conversations about stories, learning new vocabulary.	- Reads a simple sentence - Reads a few irregular words (I, the, to, my, no, he) - Answers questions about how the characters in a story are feeling. - Can say what is happening in a story - Predicts what happens next in a story - Uses non fiction books to find information - Follows a story without pictures or props. - Concentrates for an increasing period of time	- Can decode regular words using phonic knowledge - Reads a range of irregular words (you, said, go, me, are, your) - Answers how, why, when and where questions about stories. - They talk about what they have read using recently introduced vocabulary.