

Continuous Provision Plan – Reading Area



Development Matters – Ages and Stages	Vocabulary	Look, listen, note
Three to Four Year olds - 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. Reception - 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	<u>Adults to introduce vocabulary (see vocabulary progression pyramid)</u> 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.	Do children access the reading area independently? Do they share a story with others? Do they like to share stories with an adult? Do they talk about a familiar story to them? Can they retell the story? Do they re enact the story using puppets/props?

Early Learning Goals • 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.		
Intended experiences	Permanant resources	Enhanced resources
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. 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	Children's favourites books* Picture, Rhyme, Poetry Books Interest Books Books linked to themes or topics of interest Home-made books/children's own books. Dual language books if appropriate. Posters, pictures and postcards. Puppets and props Story or rhyme sacks or boxes Comics and newspapers	

	Instruction leaflets, recipe cards/books Atlas, road/street maps	
Characteristics of effective learning		
<u>Playing and Exploring</u> • 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> • I can sequence a familiar story. • I can continue to try even when I find it challenging. <u>Creating and Thinking Critically</u> • 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.		