


# On-going Learning Experiences for the Book Area 36-60 + Months

	<p><b>Key learning opportunities for this area: Unique Child</b></p>	<p><b>What the adult will do:</b> <b>Positive relationships</b></p>	<p><b>What the adult will provide:</b> <b>Enabling Environments</b></p>
<p><b>Promoting how children may learn:</b></p>	<p><b>PSED and CL</b> <b>Support children with and note their progress with developing relationships and their communication with adults and peers</b></p>	<p>Share rhymes, books and stories from many cultures Introduce rhyme time bags containing books to take home and involve parents in rhymes and singing games Provide story sacks and boxes and make them with the children for use in the setting and at home</p>	<p><b>Resources</b></p>
<p><b>Playing and Exploring</b> Showing curiosity about objects, events and people Pretending objects are things from their experience Representing their experience in play Taking on their role in their play Acting out experiences with other people</p> <p><b>Active Learning</b> Maintaining focus on their activity for a period of time Showing high levels of energy, fascination Paying attention to details</p> <p><b>Creating and Critical Thinking</b> Making links and noticing patterns in their experience Making predictions</p>	<p>Listens with interest to the noises adults make when they read stories (22 – 36mths) Maintains attention, concentrates and sits quietly during appropriate activity (40 – 60+) Identifies action words by pointing to the right picture e.g. “Who’s jumping?” (22 – 36mths) Shows understanding of prepositions such as “under”, “on top”, “behind” by carrying out an action or selecting correct picture (30 – 50mths) Beginning to understand “why” and “how” questions (30 – 50mths) Understands humour e.g. nonsense rhymes, jokes (40 – 60+mths) Able to follow a story without pictures or props (40 – 60mths) Beginning to use more complex sentences to link thoughts (30 – 50mths) Can retell a simple past event in correct order (30 – 50mths) Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (30 – 50mths)</p>	<p>Use stories from books to focus children’s attention on predictions and explanations Help children to identify patterns, draw conclusions, explain effect, predict and speculate Encourage language play and action songs that require intonation Help children to understand what a word is by pointing out words in books Provide dual language books; try to match books to languages spoken by families in the setting Discuss with children the characters in books being read Encourage them to predict outcomes, to think of alternative endings and to compare plots and the feelings of characters with their own experiences Make links to children’s real experiences – foods they like, pets at home etc. Discuss and model ways of finding information from non-fiction texts Support and scaffold individual child’s reading as opportunities arise</p>	<p><b>Basic Provision</b> Selection of books – picture books, simple stories, books of photographs, lift the flap books, information books, home-made books about children and their families including families from other cultures Cushions, soft toys</p> <p><b>Resources to enhance</b> Puppets, story props, story tapes/Cds posters &amp; pictures</p> <p><b>Organisation</b> Create a cosy area, ideally in the corner of a room with mats and cushions for comfort Ensure the book areas are available for the majority of the session time Adult to regularly model reading and using books with individual children and groups as and when Provide a language rich environment, with different types of writing (hand written and computer generated) in different fonts and styles Provide access to books indoors and outdoors Provide opportunities to access books throughout the setting as well as in the designated book areas Ensure that the book areas are not used for physical or noisy activities Regularly check the condition of the</p>
<p><b>Physical</b></p>			

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	<p>Turns pages in a book (22 – 36mths)</p> <p><b>Literacy (Reading)</b></p> <p>Has some favourite stories, rhymes, songs, poems or jingles (22 – 36mths)</p> <p>Repeats words or phrases from familiar stories (22 – 36mths)</p> <p>Fills in the missing words or phrases in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ....’ (22 – 36mths)</p> <p>Listens to and joins in with stories and poems, one to one and also in small groups (30 – 50mths)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (30 – 50mths)</p> <p>Beginning to be aware of the way stories are structured (30 – 50mths)</p> <p>Suggests how the story might end (30 – 50mths)</p> <p>Listens to stories with increasing attention and recall (30 – 50mths)</p> <p>Describes main story settings, events and principal characters ((30 – 50mths)</p> <p>Shows interest in illustrations and print in books and print in the environment (30 – 50mths)</p> <p>Recognises familiar words such as own name (30 – 50mths)</p> <p>Looks at books independently (30 – 50mths)</p> <p>Handles books carefully (30 – 50mths)</p> <p>Knows information can be relayed in the form of print (30 – 50mths)</p>	<p>Observe children’s interest in and response to stories</p> <p>Regularly spend time in area to be available for book sharing</p> <p>Encourage children to join in with repetitive phrases</p> <hr/> <p><b>Key Vocabulary and Questions</b></p> <p>Book, story, picture, song, rhyme, page, character, author, title, illustrator</p> <p>Turn, look, read, say, listen, cover, beginning, end</p> <p>What’s happening?</p> <p>What can you see?</p> <p>Who can you see?</p> <p>Can you find?</p>	<p>books and discard any in poor physical repair</p> <p>Regularly rotate the selection of books and reading materials throughout the setting, ensuring that while some favourites are available, children can access new titles to keep them interested and motivated</p> <p>Encourage children to share books with each other</p>
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	<p>Holds books the right way up and turns pages (30 – 50mths) Knows that print carries meaning and, in English, is read from left to right and top to bottom (30 – 50mths) Continues a rhyming string (40 – 60+) Hears and says the initial sound in words (40 – 60+mths) Can segment the sounds in simple words and blend them together and knows which letters represent some of them (40 – 60+) Links sounds to letters, naming and sounding the letters of the alphabet (40 – 60+mths) Begins to read simple words and sentences (40 – 60+mths) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books (40 – 60+mths) Enjoys an increasing range of books (40 – 60+mths) Knows that information can be retrieved from books (40 – 60+mths)</p> <p><b>Mathematics</b> Recognises some numbers of personal significance (40 – 60+mths) Recognises numerals 1 – 5 (40 – 60mths) Understands some talk about immediate past and future (22 - 36mths)</p>		<p><b>This week's enhancements/resources</b></p>
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