

Continuous Provision Plan for – Book Area

Possible learning towards EYFS outcomes			
Personal, Social and Emotional Development		Communication and Language	Physical Development
30-50 months: <ul style="list-style-type: none">Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.Can select and use activities and resources with help. 40-60 months: <ul style="list-style-type: none">Confident to speak to others about own needs, wants, interests and opinions.Initiates conversations, attends to and takes account of what others say.Maintains attention, concentrates and sits quietly during appropriate activity.		30-50 months: <ul style="list-style-type: none">Listens to stories with increasing attention and recall.Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 40-60 months: <ul style="list-style-type: none">Able to follow a story without pictures or props.Listens and responds to ideas expressed by others in conversation or discussion.Uses talk to organise, sequence and clarify thinking, ideas feelings and events.	30-50 months: <ul style="list-style-type: none">Understands that equipment and tools have to be used safely. 40-60 months: <ul style="list-style-type: none">Handles tools, objects, construction and malleable materials safely and with increasing control.
Literacy		Maths	Understanding the World
30-50 months: <ul style="list-style-type: none">Beginning to be aware of the way stories are structured.Suggests how the story might end.Looks at books independently.Handles books carefully.Knows information can be relayed in the form of print.Holds books in the correct way and turns pages.Knows that print carries meaning and, in English, is read from left to right and top to bottom. 40-60 months: <ul style="list-style-type: none">Continues a rhyming string.Hears and says the initial sound in words.Can segment the sounds in simple words and blend them together and knows which letters represent some of them.Links sounds to letters, naming and sounding the letters of the alphabet.Begins to read words and simple sentences.Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.Enjoys an increasing range of books.Knows that information can be retrieved from books and computers.		22-36 months: <ul style="list-style-type: none">Notices simple shapes and patterns in pictures. 30-50 months: <ul style="list-style-type: none">Shows an interest in numerals in the environment.	16-26 months: <ul style="list-style-type: none">Is curious about people and shows interest in stories about themselves and their family.Enjoys pictures and stories about themselves, their families and other people.
<div><div>Intended Learning Outcomes<ul style="list-style-type: none">Show an interest in illustrations and begins to link to the story.Discover how to handle books carefully.Hold books the correct way up and turn pages one at a time.Shows interest in illustrations and print in book and their environment.Understand that print carries meaning and is a means of communication.Enjoy looking at images and pictures.Use different voices to tell stories.</div><div><ul style="list-style-type: none">Talk about how characters from stories feel.Have some favourite stories, rhymes and poems.Use stories that they hear in their play.Begin to be aware of the way stories are structured.Suggest how a story might begin/end.Enjoy an increasing range of books.Understand that information can be retrieved from books.</div></div>			
Enabling Environments	Positive Relationships	Characteristics of Effective Learning	
<ul style="list-style-type: none">Provide books with the appropriate level of text for their developmental stage.Organise books to make it easy for children to select a book according to their preferences.Provide books that children are familiar with to allow them to retell stories to themselves and others.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.Set up a listening area where children can enjoy rhymes and stories.Introduce, alongside books, the use of story props.Provide some simple poetry, songs, fiction and non-fiction books in all areas.Add child-made books and adult-scribed stories to the book area.Create books with the children about familiar activities and events.Ensure access to stories for all children.Help children to identify the main events in a story and to re-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.	<ul style="list-style-type: none">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 pointing out words in the environment and books.Discuss with children the characters in books being read.Promote enjoyment of reading by sharing a wide variety of books, poems, and rhymes and discussing favourites and favourite characters. <p>Key Vocabulary and Questions</p> <ul style="list-style-type: none">Book language – cover, title page, page number, contents, index, author, illustrator, fiction, non-fiction.Letter, word, sentence, rhyme, story, character.Use ‘I wonder’ questions with the children, for example ‘I wonder what might happen next, I wonder how that character is feeling’ etc	<p>Playing and Exploring – engagement</p> <ul style="list-style-type: none">Showing particular interestPretending objects are things from own experienceInitiating activitiesSeeking challenge <p>Active Learning – motivation</p> <ul style="list-style-type: none">Not easily distractedPersisting with activity when challenges occurBeing proud of how they accomplished something - not just the end result <p>Creating and Thinking Critically – thinking</p> <ul style="list-style-type: none">Thinking of ideasFinding new ways to do thingsMaking predictionsPlanning, making decisions about how to approach a task, solve a problem and reach a goal.	