

## Reading Areas

### Key Learning Opportunities (From Development Matters Birth to 5)

#### Communication and Language

- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-formed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Engage in non-fiction books.

#### Understanding the World

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Recognise some environments that are different from the one in which they live.

#### Literacy

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

#### Personal, Social and Emotional Development

- Build constructive and respectful relationships.
- Show resilience and perseverance in the face of challenge.
- Manage their own needs.

#### Physical Development

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

#### Expressive Arts and Design

- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.

#### Maths

- Count objects, actions and sounds.
- Link the number symbol (numeral) with its cardinal number value.
- Understand the ‘one more than/one less than’ relationship between consecutive numbers.

### Characteristics of Effective Learning

#### Playing and Exploring

- Show curiosity in reading books and learning new information from them.
- Read books independently or with others including their peers and adults.
- Show an interest in books and learning from them.
- Take on a ‘reader’ role and read books aloud to themselves or others.
- Initiate activities surrounding reading/books.
- Seek out challenges by reading or attempting to read more difficult books than their phonic knowledge.

#### Active Learning

- Maintain focus for at least 10 minutes when reading/sharing books.
- Show fascination in learning new things from books.
- Show satisfaction when finishing a self-lead challenge.
- Be proud of their achievements and link them to other areas of their learning.
- Use learning from other areas of the curriculum to help them to complete a task.

#### Creative and Critical Thinking

- Think of ideas linked to books and stories and use things around them to help them retell stories.
- Find ways to retell stories to others.
- Make links between the things they read and other areas of their lives.
- Make predictions as to what will happen next in a story/book.
- Sequence stories from start to finish and use objects to help them do this.
- Review stories at the end of reading them.

## Reading Areas

Resources	Organisation	Intended Experience	Key Vocabulary	Role of the Adult
<ul style="list-style-type: none"> <li>• Selection of inclusive and representative, age appropriate books in book box</li> <li>• Selection of key texts: Link these to themes across the year.</li> <li>• Arch area with canopy</li> <li>• Sofa seats x 1</li> <li>• Small selection of teddies</li> <li>• Puppets</li> <li>• Finger puppets</li> <li>• Cushions</li> <li>• Cosy nest filled with blankets and cushions.</li> <li>• Story stones linked to favourite/key texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Accessible book box to store books in at children's height for self-selection.</li> <li>• Front facing book shelf to display key/linked texts.</li> <li>• Baskets underneath front facing books with puppets to use for re-telling or reading stories to.</li> <li>• Cosy/Inviting areas to read in.</li> <li>• Soft cushions/seating areas to encourage prolonged reading sessions.</li> <li>• Reading areas in quieter spots/corners to allow for calm.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a book alone.</li> <li>• Sharing a book with friends/groups.</li> <li>• An older child/adult reading aloud to a group.</li> <li>• Time reading books is enjoyable.</li> <li>• Select own texts for personal preference and choice.</li> <li>• Re-tell stories using finger puppets or puppets.</li> <li>• Read stories to soft toys or puppets.</li> <li>• Sofa seats to share a book reading together.</li> <li>• Oral story telling using puppets, finger puppets and small world items.</li> </ul>	<p><b>Low Frequency Words</b> comprehension illustrations prosody vocabulary</p> <p><b>Medium Frequency Words</b> blurb contents author language story map.</p> <p><b>High Frequency Words</b> reading, sound talking, blending, tricky words, pictures, captions, labels, words, text, type, story, page numbers, front cover, title,</p>	<p><b>Play alongside</b></p> <ul style="list-style-type: none"> <li>• Observe children and take note of their key interests</li> <li>• Respond to their requests and ideas</li> <li>• Consider additional stimulus and add this immediately if to hand or the following day/week</li> <li>• Tell stories alongside children to take reading forwards, suggest ideas and show what's possible</li> <li>• Oral story tell alongside children reading/re-telling and use items to show them</li> </ul> <p><b>Role model / direct teach</b></p> <ul style="list-style-type: none"> <li>• Read stories to the children and invite children to share stories.</li> <li>• Model language, correct and/or extend vocabulary. Discuss new vocabulary.</li> <li>• Read with enthusiasm and prosody modelling a love, joy and enthusiasm for reading.</li> </ul> <p><b>Raise questions to stimulate ideas and add challenge</b></p> <ul style="list-style-type: none"> <li>• What else do you know about?</li> <li>• What do you notice about?</li> <li>• Who else might?</li> <li>• Who/what is your favourite character/place/part etc?</li> </ul>

Reading Areas

				<p><b>Use appropriate language linked to key learning</b></p> <ul style="list-style-type: none"><li>• Share texts linked to key topics/themes at the start of the year (Marvellous me/Autumn) and celebrations.</li><li>• Use words linked to reading e.g: character, setting, book, page, contents page, index, page number, title, author, illustrator, text, print, blurb, front cover.</li></ul>
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