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| **Class One**  **Long Term Planning For The Reading/Book Area** | |
| **Key Concepts – Skills – Attitudes – Knowledge**   * Print conveys meaning- signs and pictures convey meaning * Letters have particular shapes and sounds – that words rhyme * Developing language to describe and make sense of their feelings and experiences * Developing language to make sense of the world in which we live * Developing understanding of fact and fiction, real and imagined * In English print is read from left to right, top to bottom   **SKILLS:**  Book handling, sharing, forming relationships, communicating, describing and explaining, questioning and reasoning, sequencing  **ATTITUDES:**  Enjoyment, enthusiasm and motivation to read, confidence, independence, co-operation, self-expression, respect and care. | |
| **RESOURCES** | **ORGANISATION** |
| * 1 book trolley with a range of books, changed regularly * Range of puppets * Range of traditional tales with artefacts * Teepe * Storage boxes containing reading scheme books. * Phonic flippers * Key Phonic bags incl. CVC words * Phonic blocks and picture cards * Magnetic letters and magnetic board * Writing Opportunities   Children can further extend their reading in the Listening Den which has interactive stories via CD’s and Leap Pads. | The book and quiet area is situated in a  carpeted area of the classroom where  children and adults can relax and enjoy  reading or listening to stories, together or alone.  Books are organised into fiction,  non-fiction to encourage children to  recognise the differences between books.  Interactive stories are available with  books and accompanying CD player for  the children to listen to in the Listening Den.  The children are expected to respect the  'quietness' of this area. There are puppets and artefacts to enhance stories. Children's  story telling may be inspired by the  experience of enjoying a book and  replaying it with props. Equally this could  be a stimulus for imaginative play, when  stories are enacted and narratives revolve around scenarios about their lives and experiences, and also about imaginative worlds.  Narrative involves children in thinking and using language in the same way as writers. |