



Stocksbridge Nursery
Infants School
Long Term Planning – F1

Story corner Area.

AIM – To provide an environment which promotes the development of the effective characteristics of learning and allow for opportunities to plan in the moment at each child's level.

ENABLING ENVIRONMENT

Provision – Permanent resources

POSITIVE RELATIONSHIPS

Possible Adult interactions; ITMP

- Encourage children to use the stories they hear in their play.
- Read stories that children already know, pausing at intervals to encourage them to 'read' the next word.
- Focus on meaningful print such as a child's name, words on a cereal packet or a book title, in order to discuss similarities and differences between symbols.
- Help children to understand what a word is by using names and labels and by pointing out words in the environment and in books.
- Read dual language books with all children, to raise awareness of different scripts.
 - Remember not all languages have written forms and not all families are literate.
- 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.
- Discuss and model ways of finding out information from non-fiction texts.
- Explore story sacks and boxes with the children.
- Encourage children to recall words they see frequently, such as their own and friends' names.
 - Model oral blending of sounds to make words in everyday contexts, e.g. 'Can you get your h-a-t hat?' • Play games like word letter bingo to develop children's phoneme-grapheme correspondence.
 - Model to children how simple words can be segmented into sounds and blended together to make words.
- Support and scaffold individual children's reading as opportunities arise.

THE UNIQUE CHILD

Assessment Look, listen & note 2Simple

22 – 36mths - Has some favourite stories, rhymes, songs, poems or jingles.

- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game.

30 – 50mths - Enjoys rhyming and rhythmic activities.

- Shows awareness of rhyme and alliteration.
- Recognises rhythm in spoken words.
- Listens to and joins in with stories and poems, one-to-one and also in small groups.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.

Beginning to be aware of the way stories are structured.

- Suggests how the story might end.
- Listens to stories with increasing attention and recall.

Describes main story settings, events and principal characters.

- Shows interest in illustrations and print in books and print in the environment.

Looks at books independently.

Handles books carefully.

- Knows information can be relayed in the form of print.
- Holds books the correct way up and turns pages.

Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40 – 60 mths - 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