

Book Area

Learning

- Learning across all areas of the Early Years Foundation Stage can take place in the book corner. Non-fiction books can develop children's knowledge of many topics relating to aspects of understanding the world around them, expressive arts and design and problem solving, reasoning and numeracy.
- Children develop their physical skills as they learn to handle books and turn pages. Turn-taking and sharing skills develop as children listen to stories as part of a group with an adult, or look at books with friends. But it is the prime area of communication and language and specific area of literacy, of course, that is covered most fully in the book area.
- Children should have opportunities to explore and experiment with sounds, words and texts, in comfortable, non-threatening situations. Such opportunities will enable them to work towards reading familiar and common words and sentences by the end of the Early Years Foundation Stage.
- As children discover more about books, they will use their knowledge of language patterns in stories to retell narratives in the correct sequence of events. Language relating to 'beginnings' and 'endings' will develop through using storybooks. As they retrieve information from non-fiction texts, they will ask and answer questions about where, who, why and how.



Location

- Comfy, warm, quiet, inviting, cosy, light (preferably natural).
- Not a thoroughfare.
- Defined eg by draped 'roof', cushions, book units.
- Inside / outside, (pop up tent).
- Books in other areas (eg construction, role-play).
- Books as part of displays.
- Enticing, inviting, magical eg fairy lights, drapes, cushions, folded duvet.
- Seating for adults and children, bean bags, soft toys, puppets, props.
- Selective – old favourites and seasonal / topical. Accessibility - but surprise factor.
- Covers photocopied and in place to return books to.
- Storage - appropriate – easily used, not overcrowded.

Resources

- Library visits and boxes.
- Fiction, non fiction, flaps books, comics, poetry books, audio books.
- Linked to children's interests - including current fads superhero, Disney etc.
- Multi-sensory books, big books, tiny books.
- Home made books, photo albums, catalogues (may be linked to visits or events).
- Positive/inclusive images of setting and the wider world.

- Opportunities to record own stories.

Adult role

- Maintaining high quality, easily accessible resources. 'Less is more'.
- Monitoring usage.
- Shared input on choice.
- Adult participating in book area.
- Quality story time for whole group/small groups.
- Ensuring breath of resources to include books that reflect the cultural diversity of our world (weed out old fashioned/inappropriate books).