Miranda is a castaway on a down-sized.

for will the series



Books & Stories



James Mayhew

"Children need to learn the patterns of written language in the same way they learn patterns of spoken language".

(Sue Palmer) 11

Guide Book

Help the present children make a welcome booklet of the setting for new children.

Pictures Tell the Story

Look out for 'rebus books' (using pictures for words). These can really help word print match.

Story Time

Sometimes during story time the children found it hard to concentrate. The age and ability range was so big, our 4+ children and those just 3 didn't always need the same type of story. We put the children in key worker groups for story time. The stories were planned by the key workers – sometimes with the help of the children and related to the topic. The key workers could relate the story to childrens needs and develop props and resources to aid the story or take investigations further with information books. Discussions could be led by some confident children, who sometimes chose the books and could talk about their decisions. It really made story or book time very special for the children and we could see how they were developing literacy skills.

Rhyme Trail

We decided to make a nursery rhyme trail outdoors. We collected props from a nursery rhyme like a spider and a bowl and spoon for Miss Muffet, and hid them in the grounds. The children had a fantastic time hunting and searching for things. It got them used to going outside without big plastic toys and some of them even thought Humpty Dumpty lived on the front wall! Some time later we asked them who they thought had been outside and some of them drew pictures of the setting and the characters, some of the older ones made a sort of map like drawing. Next we're going to set their 'map' out with small world toys and boxes.

Editors' Box

We had a load of books which had 'had it'. They weren't fit enough to use with the children – they had been loved and repaired so much and some had been printed when I was little. So we had a clearout. One fell apart when I was showing the children, they were fascinated by how the book had been made. So we had a session taking them apart, looking at how they'd been joined, printed etc... This was a great opportunity to enrich language and motor skills. However, we did send a letter home explaining what we were doing and made sure the children understood that these books were old and needed to be thrown away. With the books taken apart we made little scenes from the stories using the illustrations and cutting characters out and putting them on sticks to make simple puppets to retell the story. Some children liked sequencing the pictures again, some enjoyed just cutting up odd words or even mixing stories/information books up to make new ones. We now call this our 'editors' box'.



Role Play Ideas:

- Story scene
- Nursery rhyme scene
- Book factory, book shop
- Estate Agents for 'book characters'
- Newsagents for Nursery rhyme land, Storyland
- Newspaper/magazine/catalogue editors
- Printers' workshop

Resource links:

Leicestershire Library Services, Tel: 0116 265 7356 Email:libraries@leics.gov.uk

National Literacy Trust (Bookstart information and other support.) Tel: 020 7828 2435

Multicultural, RE & Curriculum Resource Centre, Quorn Hall, Tel/fax: 01509-621579 Email: BLofthouse@leics.gov.uk

Basic Skills Agency (supports early literacy and numeracy, lots of ideas including working with parents) www.basic-skills.co.uk Tel: 020 7405 4017



Jungle Corner

Give the book corner a theme – for example "jungle". We decorated the area with hanging vines, leaves, flowers and animals made by the children and added some leafy cushions and drapes. The children found and displayed story and information books about jungles, forests and resident creatures. They really used the area well, adding things from home etc... and showed good understanding of a range of books around one theme.

Story Starter

Use a story at the beginning of a session and let it be a 'spring board' for activities that day.

Wriggly Readers

Our local library does 'Wriggly Readers' sessions, it lasts for about $\frac{1}{2}$ an hour, each month we take a group. The children really love going to the library and enjoy the walk. Some times we read the same books back at nursery.

Library Sacks

We found it hard putting story sacks together but we discovered the toy library has some we can borrow. It means we don't have to store them either.

Story Box

Make a story box – a shoe box depicting a scene from a story. Children will show you what they know about the story as they make it. Use it afterwards to develop the story in small world play. You will need shoe boxes, collage materials, small world play bits and story knowledge!

"Bookstart begins with a cultural and arts perspective....through child and parent book sharing. Research shows that all the other benefits such as communication and preliteracy skills, attention span, and educational attainment will follow naturally from this love of books, stories, songs and rhymes".

(Rosemary Clarke) 11

"Reading and writing float on a sea of talk"

(James Britton) 11

Scrapbook

Have personal scrapbooks for children to collect all types of writing in; notes, letters, packaging/ comics, fonts they like, their own writing, cards, etc...

Book of the Week

Collect books together to make a little display - not just by theme but also author, illustrator, printer or type. Children love finding the little bear on 'Walker Books', or sorting all the touchy-feely books out. It's amazing how they can recognise an illustrator like Eric Carle.

Book Snap

Try to make a duplicate of any books you make with children. They are fascinated to find two books the same and a twosome will love having one each to compare and talk about!

Book Boxes

If everything needs to be packed away at the end of each session, try splitting the book stock into 6 well presented boxes. Use a box each day – as there are 6, the boxes will rotate over time, so each day doesn't have the same box. Boxes could have a theme, for example weather, animals etc... or to do with the topic, and could include stories non fiction, puppets, character toys, interesting artefacts to do with the stories, posters, leaflets, menus and other types of writing.

Reading Material

Make sure the book corner has other types of literature not just books - e.g. leaflets, pamphlets, menus, magazines, brochures etc... We even included knitting patterns, sheet music, maps, Haynes manuals, comics and old utility bills.

'Lose' the contents of a story sack that children know well. Either hide the lost items outside if possible for children to find or ask children to make new items by improvising with the setting's toys.

Book Hunt

Role play a lost character from a well known story (e.g. Percy the Park Keeper) and ask children to find this story in the book corner. The character could give clues by answering children's questions.





Through literature "I become a thousand [people] and yet remain myself".

(C.S.Lewis) 3

Outside Story

Take story time outside even in the winter – use groundsheets, pop up tents and blankets. Use natural objects in a story sack. Re-enact stories in outside locations.

Mystery Story