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| **Resources** | **How is it organised and why**  | **Link to EYFS / Research / C of EL** | **Adult Role** |
| **Markmaking Area*** Table and chairs space
* Name sheet
* Name labels
* Small blackboards
* Small whiteboards
* Scissors
* Markers
* Pencils
* Pens
* Chalks
* Whiteboard pens
* Gluesticks
* Phonic/alphabet resources
* Multi-sensory letters
* Tracing paper
* Folder with plastic sleeves to put "work in progress"
* Letterbox
* Magazines
* Envelopes
* Note pads
* gift tags
* Blank ‘books’ and special interest ‘books’
* Clipboards
* Word picture books
* Word games

**Reading Area*** Bookcase, book box, pallet for book display
* Themed books in baskets
* Cushions/ bean bags
* Finger puppets

**Outside Book Nook*** Items to add softness: cushions
* Exciting book display
* Books with an outdoor theme as well as traditional story books
 | * Mark making area is located near to the creative area, so the resources can be linked.
* An inviting space to sign in. In the Autumn Term, children find their name and place it in a lunch basket. Children to sign their name from Spring Term
* Resources are placed in baskets and pots, labelled with words and picture.

 * Reading area is set apart from other areas in a relatively quiet part of the room. This area is away from art, sand, and water type experiences ensuring the books remain safe and dry.
* The bookshelf is appropriate to the children's height so they can reach books without help.
* The bookshelf displays books, rather than simply being a place to store books. This sends a message of respect so that books are placed back on the shelf rather than being stored and stacked.
* The carefully selected resources and decorations in this area invites children to sit, read and explore the world of books. The use of small and large rugs encourages collaborative reading.
* Bean bags and cushions in cosy corners, allowing children to have some alone time, are also a feature of this space.
 | * Participating in meaningful literacy experiences through signing in, linked to CL and Literacy
* Signing in allows children to develop a sense of belonging linked to PSE
* Exploring sounds in many ways from tactile letters/ gel/ letter pebbles/blocks and writing experiences linked to CL and Literacy
* Using technology to record and create puppet shows and other possibilities linked to UW, CL and Literacy
* Utilising blank cards to create bookmarks, name labels, cards, letters and so on, linked to CL and Literacy
* Acting out narratives linked to CL, Literacy & EAD
* Developing ideas over time through having a "work in progress" folder linked to PSE, CL and Literacy
* Responding to environmental print, linked to Literacy
 | * Provide children with the space to try out own ideas and theories
* Build on children's metacognition through modelling “thinking out loud” language, e.g, " I think I may need to adjust what I...” etc.
* Encourage children to use technology to make their thinking visible
* Encourage children to make their own meaningful symbol systems
* Engage in sustained conversations with children
* Listen and respond to children's approximations of words
* Read and enjoy books with children, emphasising rhyme, repeated language, character voices.
* Support children, who are ready, with letter formation and blending/ segmenting
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