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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 |