Literacy Environment Planning Aged Reception

Resources	How is it organised and why	Link to EYFS / Research / C of EL	Adult Role
− Drafting table − Computer table − Name sheet − Small blackboards − Small whiteboards − Screen − Shadow puppets − Reference books − Blank cards/ fine liners − scissors − Phonic/alphabet resources − Wikki sticks − Letter magnatabs − Multi-sensory letters − Multi-sensory characters − Tracing paper − Pencils − White glue − Fine sand (different colours) − Folder with plastic sleeves to put "work in progress" − Letterbox − Magazines − Envelopes − Note pads − Scratch pads − gift tags − Vintage leather bound journals	− An inviting space to sign in. There needs to be a focal point at the entrance, this could be a plant with a lamp nearby to create warmth. − This 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 organisation of this area respects the materials which are organised in neat and systematic way. For example, similar items are grouped together in the same area and each basket is labelled − Shadow puppets positioned carefully near a screen and lamp.	− Participating in meaningful literacy experiences through signing in, linked to C&L and Literacy − Signing in allows children to develop a sense of belonging linked to PSE − Engaging with cultural artifacts (shadow puppets) linked to PSE&C&L − Exploring sounds in many ways from tactile letters/ gel/ letter pebbles/blocks and writing experiences linked to CLL and L − Using technology to record and create puppet shows and other possibilities linked to UW & CL&L − Utalising blank cards to create bookmarks, shadow puppets, name labels, cards, letters and so on, linked to CL&L, Literacy − Acting out narratives linked to CL&L & EAD − Developing ideas over time through having a "work in progress" folder linked to PSE & CL&L	− Provide children with the space to try out own ideas and theories − Build on children's metacognition through talking out loud, " I think I may need to adjust what I... − I wonder why this happened − 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

- Markers - Fine liners - pencils - Phones - Recordable pads - Name labels - Clipboards - Magnetic squares - English and Chinese books - Bilingual books - Bookcase - Sofa/ arm chair - Book nook - Items to add softness: cushions, small - Word games - Barrier games - Blank spinners	Reference books positioned nearby - There is a place for the IPad - Blank cards, fine liners and scissors are labelled in baskets - Gift tags and other cardboard shapes in a basket with pens. - Labelled marker station categorised according to attribute - 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	Responding to environmental print, linked to literacy - Participating in games with rules linked to PSE & CL&L - Use open ended items (blank spinners) in interesting ways to help create and construct games , linked to Maths & CLL -	

	of small and large rugs encourages collaborative reading. – Arm chairs in cosy corners, allowing children to have some alone time, are also a feature of this space. – Games in labelled "games draw		