

Core Books



We are learning to read...



Our Literacy Curriculum

Our Literacy Curriculum supports children to have a love of books that ignite imagination, creativity and possibilities.

Our Literacy Curriculum supports children to engage in 'Book Talk', knowing how books work, how they are structured and shaped.

Core Books are a key component of our literacy curriculum and these familiar books help children find out about the world and build knowledge as well as enjoy the language, rhythm and rhyme of stories.

We want children to know about authors and illustrators and to aspire to our St. Paul's Promise **"I am an inspired and inspiring storyteller"**.

Sharing stories with warm adults in a relaxed, playful way instils a love of words and print which will provide the foundations for a child to want to be a reader themselves.

Children can experience the intimacy of sharing stories. The physical closeness of a trusted adult, the rhythmic turning of pages. A safe place to sit and observe the world, whilst still feeling purposeful and claimed.

Louise Scott

Our Core Book Approach

Core Books are an essential approach to how children learn to read, become confident in storybook language and attend to, participate in and interact with stories.

Core Books are revisited frequently so they *know* the books really well and can confidently retell them, using storybook language, with children returning to them again and again, practising, reimagining and reenacting the stories and characters and words.

Core Books explicitly model 'reading behaviours' and support children to understand the 'meaning and purpose' of reading and writing by being carefully planned and resourced.

Core Books illicit talk and ignite imagination by clearly linking the strong dynamic pictures to the story.

Core Book support language development by using a wide range of props and resources, and high quality first-hand experiences.

Through our Core Books children can explore the 'shape of books' - both the **BIG SHAPES** of books (structure of story, literary styles, rhythm of the text) and the **SMALL SHAPES** of books (the print on the page, the letters and sounds).

Core Books are chosen that encourage children to hear and make sounds in words and to notice and explore rhythm and rhyme, such as 'Going on a Bear Hunt', 'Walking through the Jungle' and 'Tanka Tanka Skunk'.

We look carefully at the pictures in books, taking time to talk about them, wonder aloud and comment together about what the pictures "tell us" about the story and book.

Stories are how we think. They are how we make meaning of life... how we understand our place in the world, create our identities and teach social values.

Pamela Rutledge

More about Core Books

Core Books and Stories are high quality texts that reflect the diversity of the Nursery, the wider world and rich gender/cultural experiences.

We choose Core Books because they are memorable texts that

Promote a love of story	Are highly patterned, featuring repetition and encourage prediction	Have rhythm, rhyme, alliteration emphasised and central	Have strong story shape and structure
Have relevant and important themes	Positively reflect children's interests, home lives, cultures	Have illustrations that support meaning	Draw attention to written language

Core Books are supported by Storytelling in a variety of ways

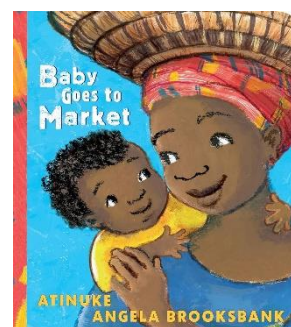
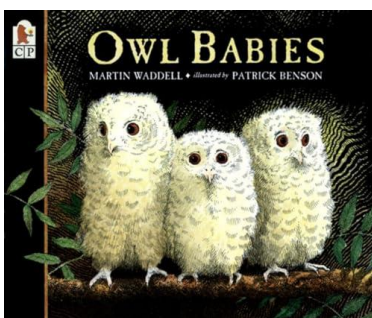
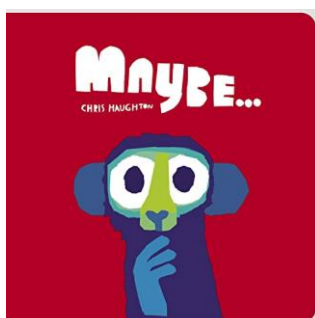
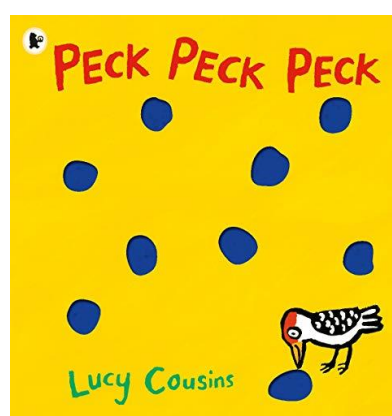
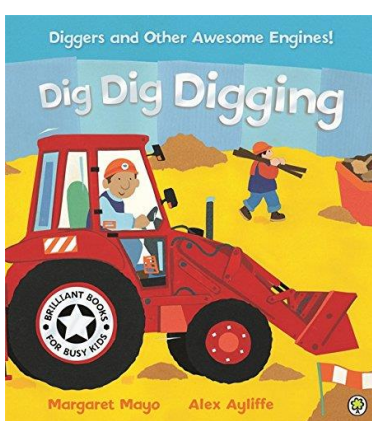
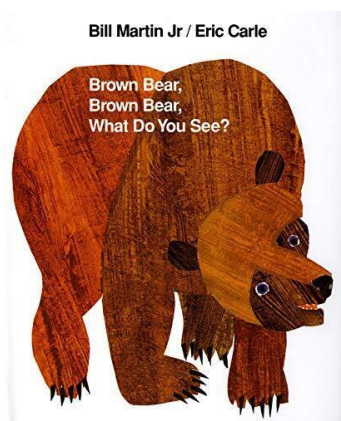
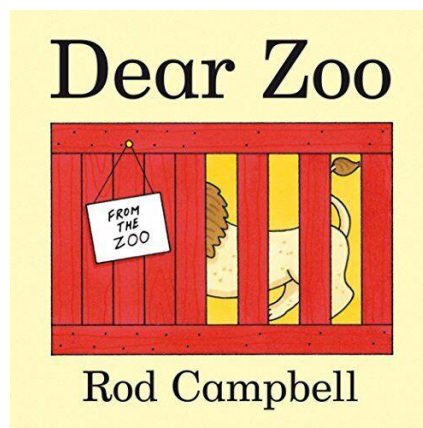
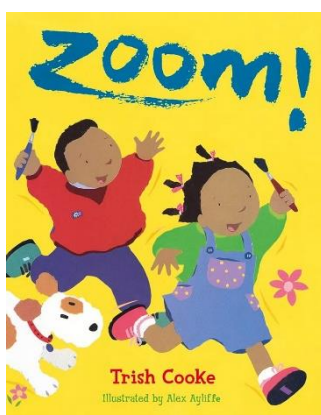
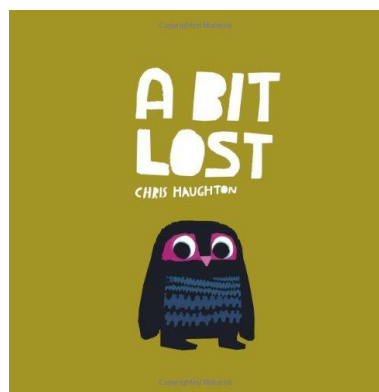
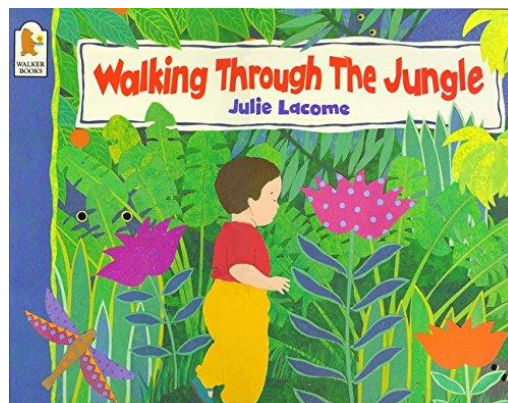
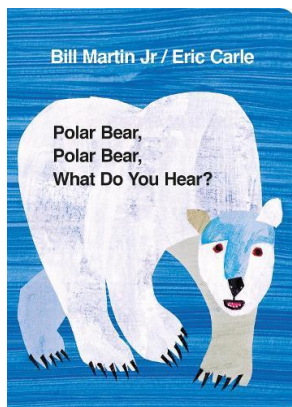
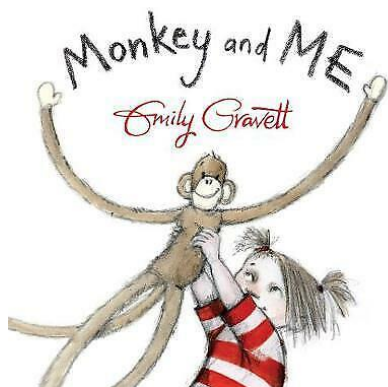
Sensory experiences, including musical instruments, body percussion	Reading and revisiting a familiar story again and again – repetition	Using Tales Toolkit strategy (character, setting, problem, resolution)	Acting out the story with opportunity to pretend and symbolic play
Storysquare and using a simplified script to tell story	Storymapping and explicit use of 'storybook language'	Sharing stories on website; videos of storytelling for families to watch at home	Non-verbal story
Different format and versions of the book	Resources and props out in continuous provision	Linked songs and other stories, including non-fiction	Links to animations and other media
Use 'Book Talk'	Using props, puppets, found objects	Bookshare (taking books, stories, storymaps home)	Reading in the Library

Our Core Book Approach and Literature Collection reflects our sequenced curriculum and - by building upon children's first experiences with books and stories - **Core Books provide children with a firm literacy foundation and develop 'readerly behaviours'** so they become skilful, confident and independent readers and storytellers.

We have put books into 3 stages reflecting the sequenced curriculum plan in our Promise.

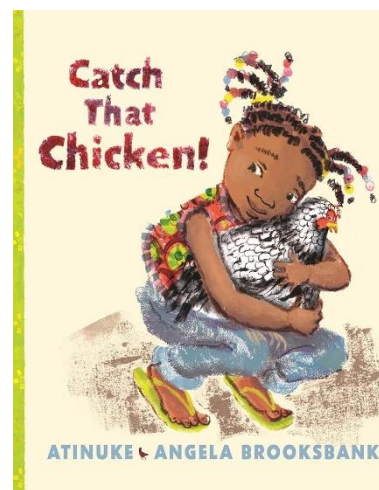
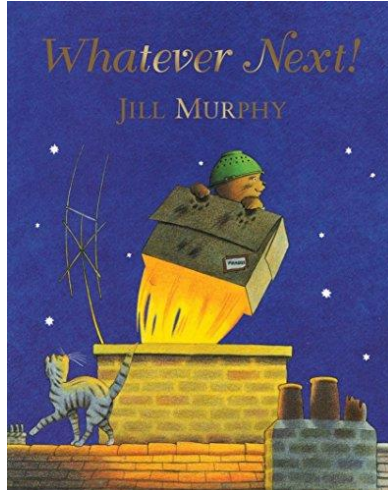
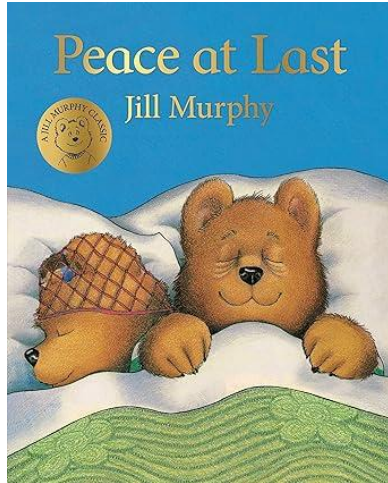
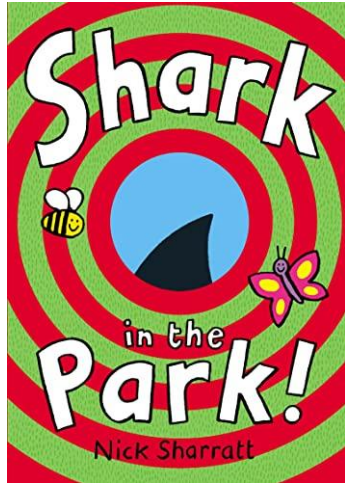
First Experiences

Children love and hear stories often, showing interest and having favourites. They anticipate the rhythm and language of the book, joining in with repeated words, actions and phrases and filling in the missing word or sound in the story. Children enjoy and participate in storytelling and reading, developing 'readerly behaviours' as they notice and respond to pictures and symbols, words and rhythms in the books.

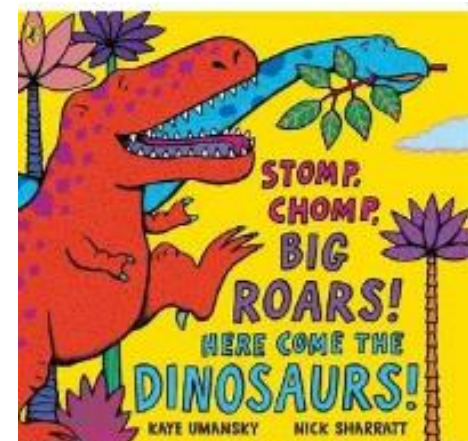
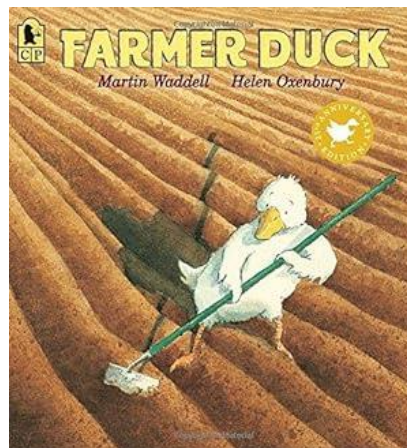
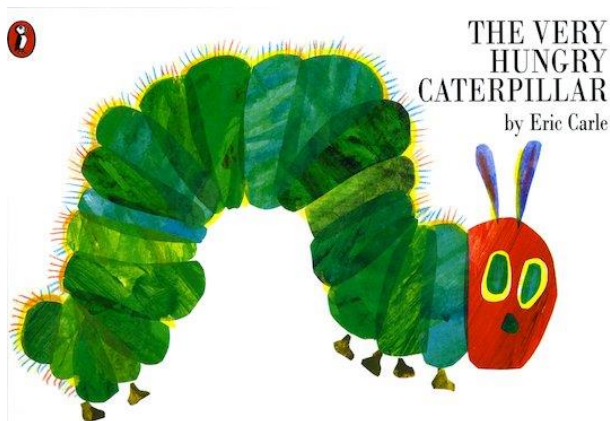
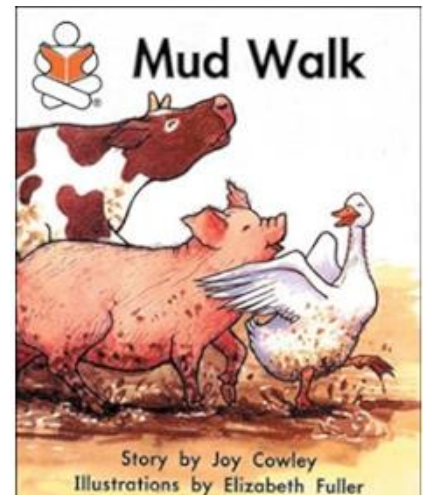
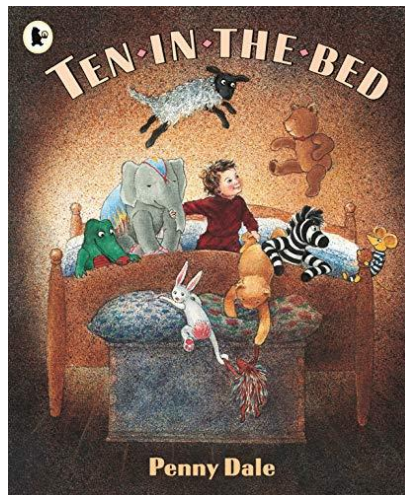


Developing Competency

Children know that stories have a sequence, characters and structure (beginning, middle and end). They know stories can be retold, talking about characters and events in a story and making predictions about endings and giving suggestions about how stories could be changed. Children will use familiar, found or invented props to support their retelling of stories and favourite books. They will talk about stories, making links to their own experiences as well as other books and texts they know. They will join in with repeated refrains, key phrases in rhymes and anticipate key events.

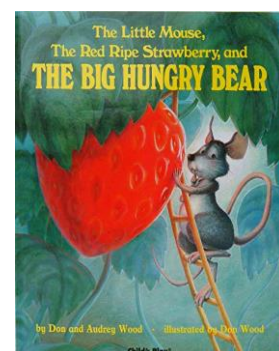
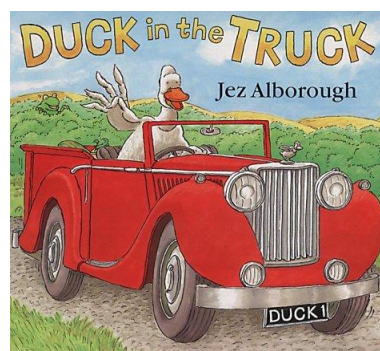
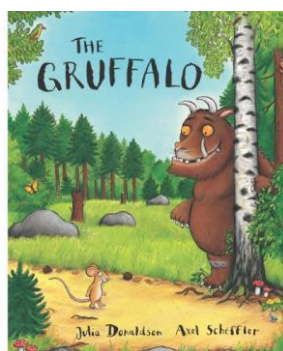
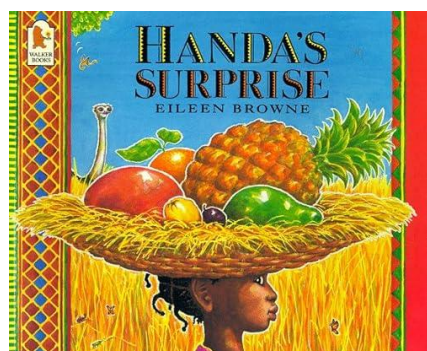
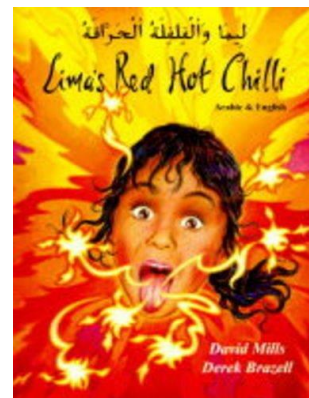
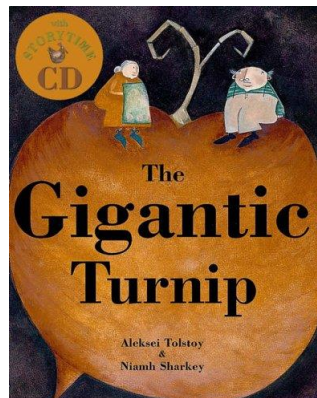
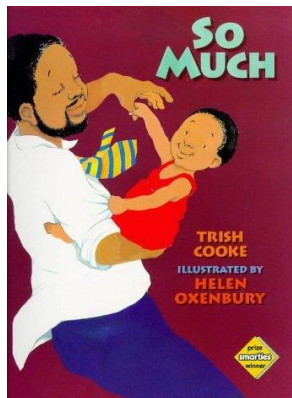
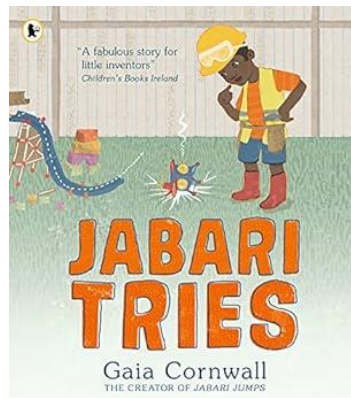


We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury

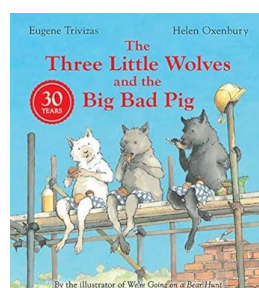
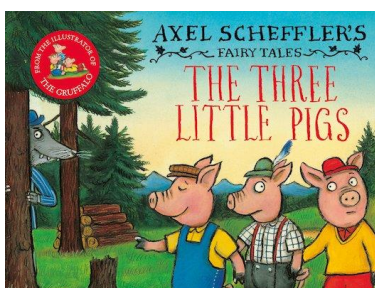
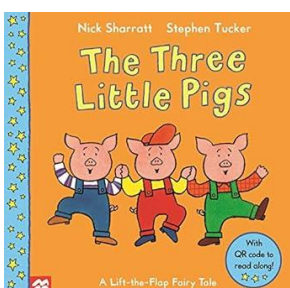
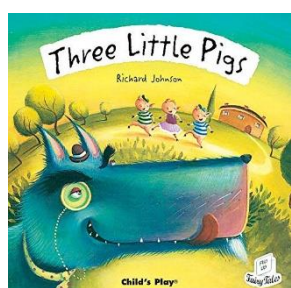
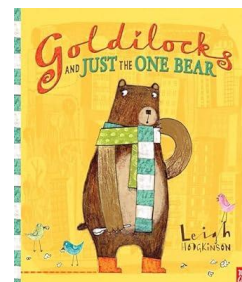
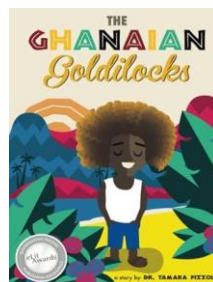
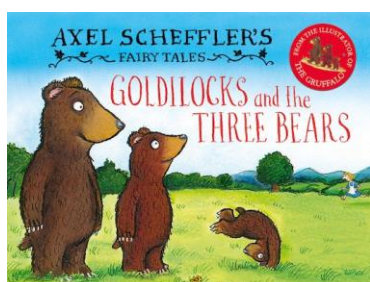
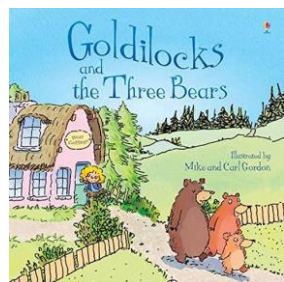
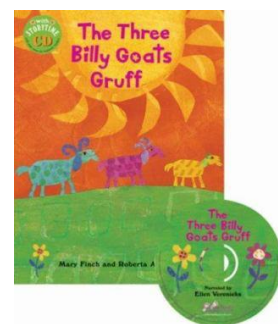
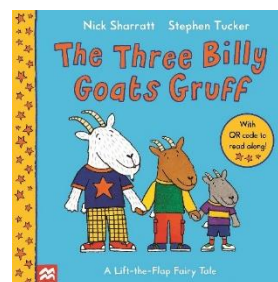
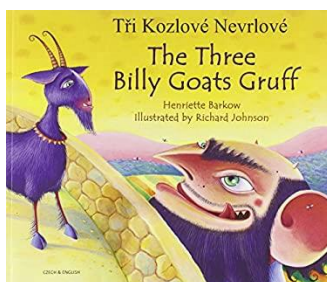
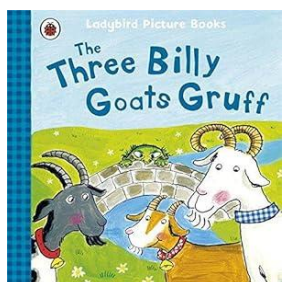
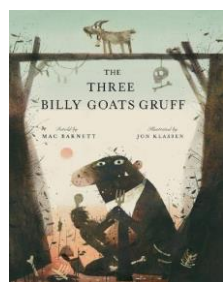


Skilful, confident and independent

Children will be confident to use the language of stories – their rhythm, rhyme and alliteration. They will use vocabulary and forms of speech that are increasingly influenced by their experiences of reading such as “Once upon a time”, “Luckily/Suddenly” and “In the end...”. Children will describe the main story settings, events, main characters in increasing detail, re-enacting and reinventing stories they have heard. Children will be confident storytellers – they will imitate, innovate and invent stories through acting out, drawing and writing.



And Traditional Tales



Literature Collection

Our Literature Collection is designed to ensure children meet a range of literary traditions, genres and styles. The books are multi-layered and can be 'read' at many different levels; they are both playful and deal with important themes, such as gender, culture and ecology.

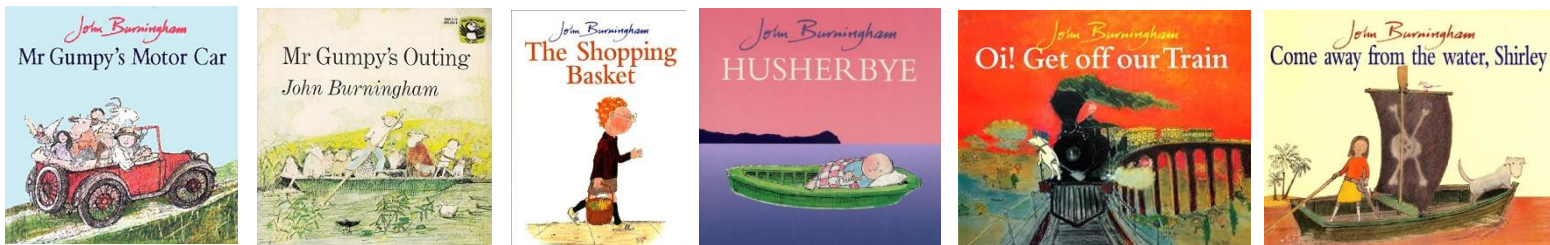
The books are by skilful and experienced children's authors and illustrators, both traditional and contemporary, from different cultural settings and promote discussion and reflection, lending themselves to further exploration.

Our Literature Collection is full of books that delight, invite and engage children through beautiful or quirky illustrations, lively and inventive language and strong storyshape and structure.

We have divided up our Literature Collection by Author and by Theme or Content.

Collection by Author

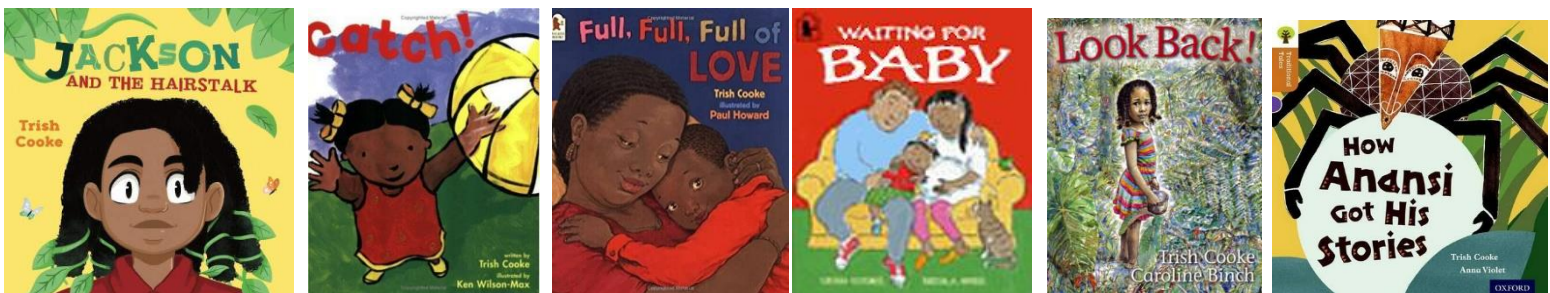
John Burningham



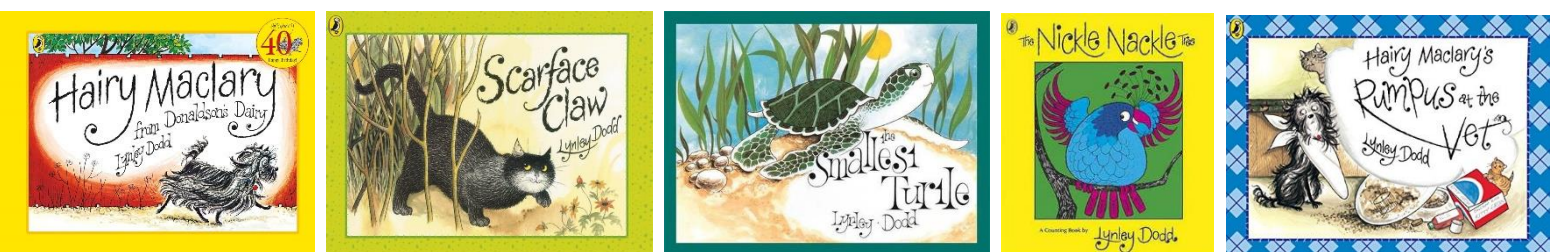
Eric Carle



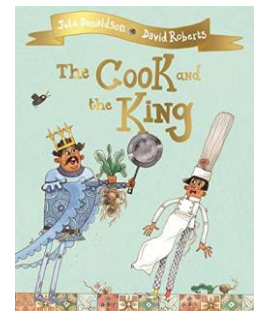
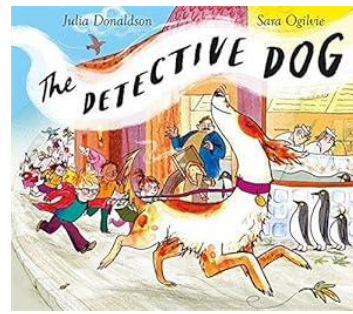
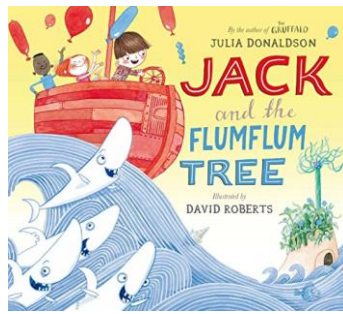
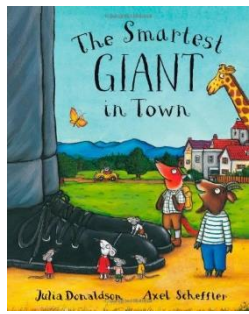
Trish Cooke



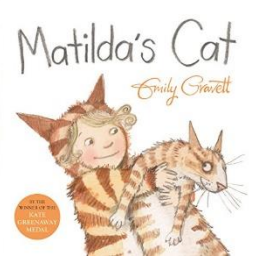
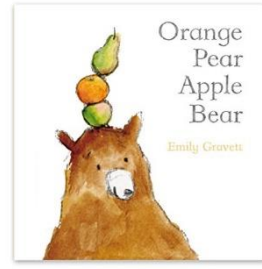
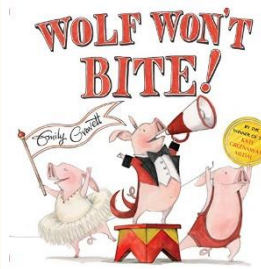
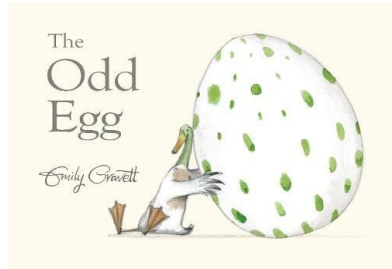
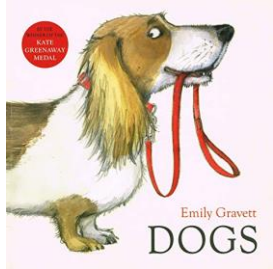
Lynley Dodd



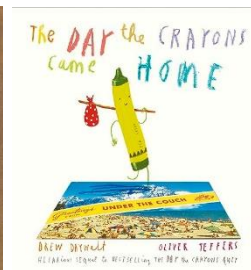
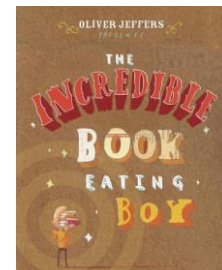
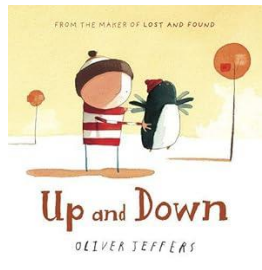
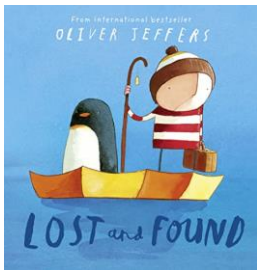
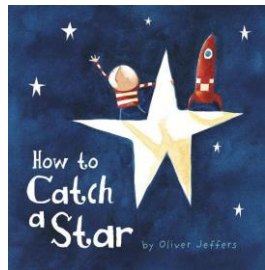
Julia Donaldson



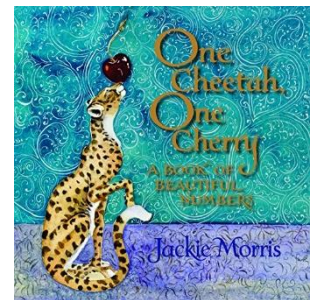
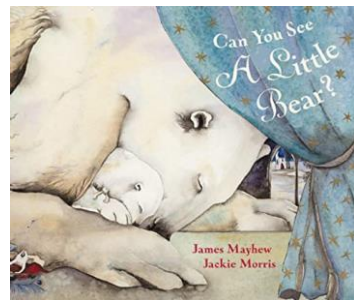
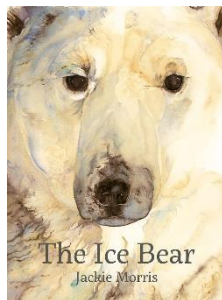
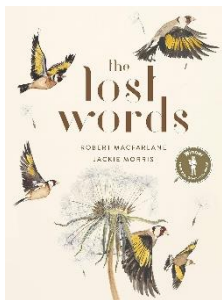
Emily Gravett



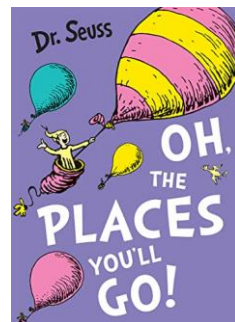
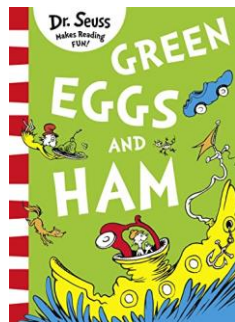
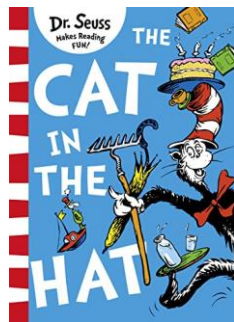
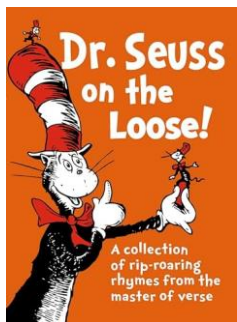
Oliver Jeffers



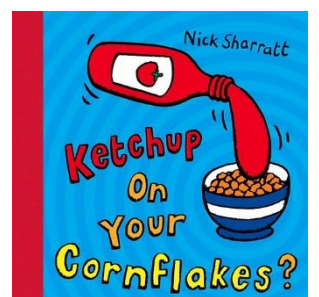
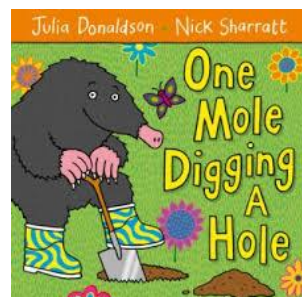
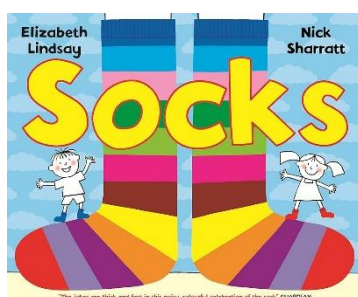
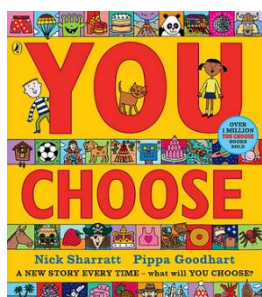
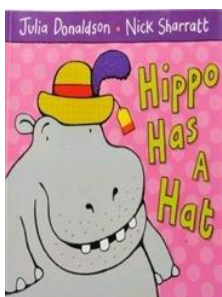
Jackie Morris



Dr. Seuss

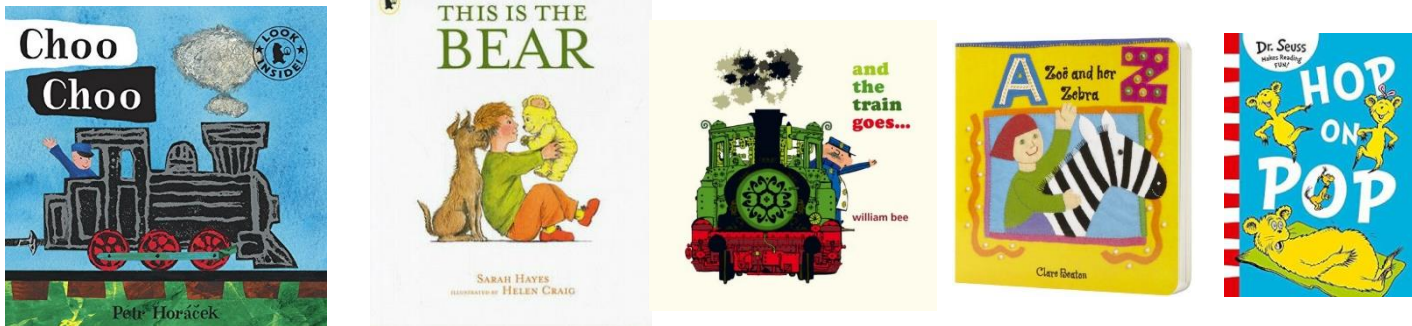


Nick Sharratt

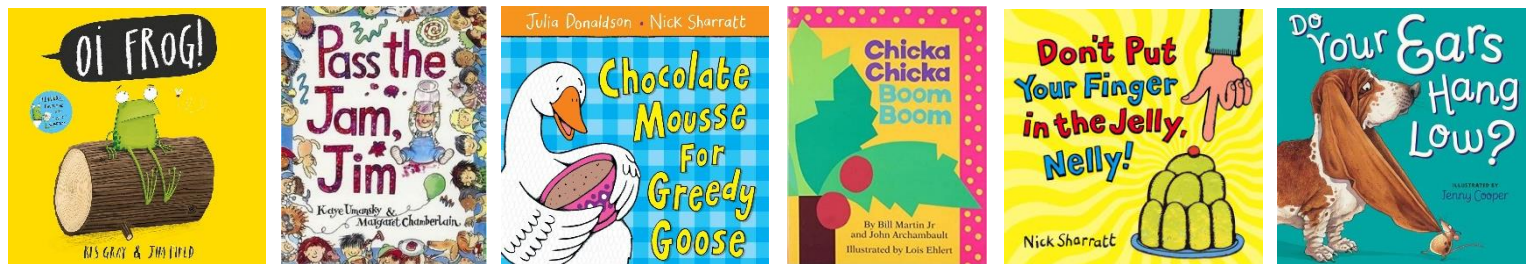


Collection by theme and content

“Tuning in ears!” books that support Soundplay and early phonological awareness



Rhythm, Rhyme and Alliteration



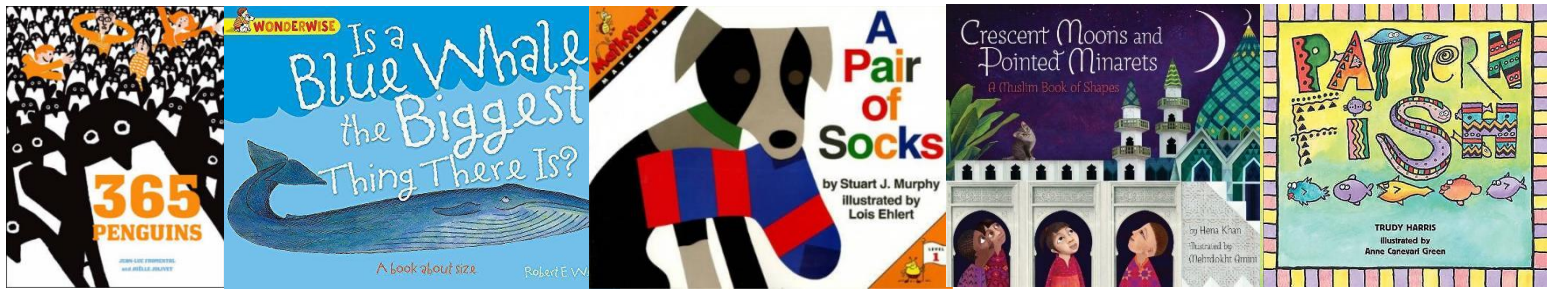
Poetry and Nursery Rhymes



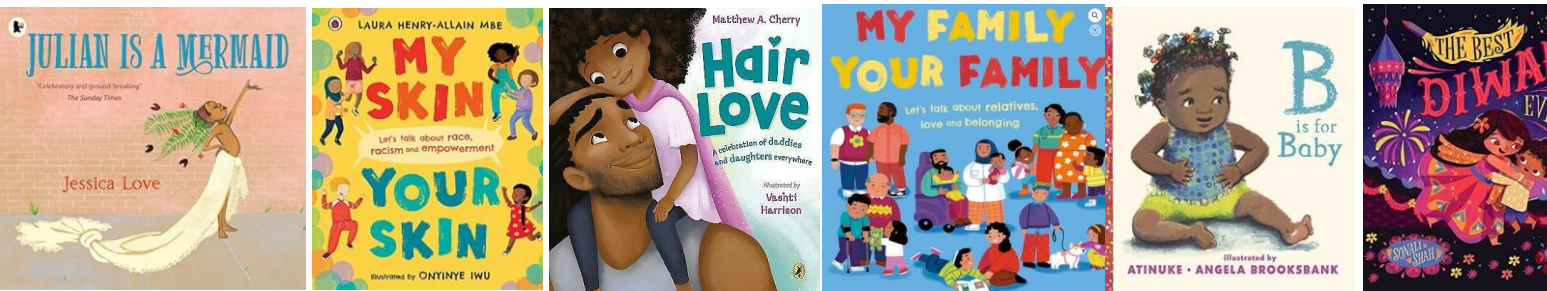
Emotions, including attachment and new experiences



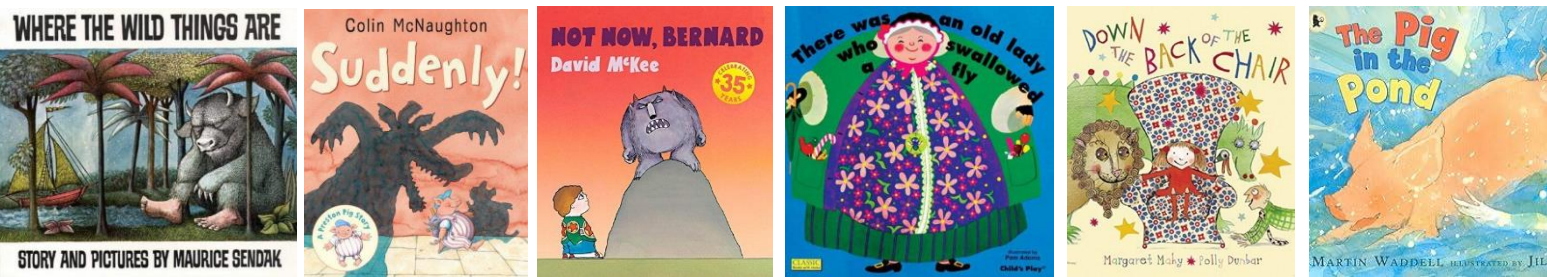
Maths-rich books (mapping, shape, space, measure, number)



Celebrating diversity and uniqueness (gender, family, culture, language)



Literature Collection – contemporary and classic



Our planet – climate and ecology (Atlas, maps, globes)



Other themes include

Moving to School	Alphabet Books	Food and Plants	My Body
Dinosaurs	Planets and Space	Sharks and Oceans	Scientific Enquiry
Art and Artists	Transport	Insects and Minibeasts	History and People

I am an inspired and inspiring storyteller

	Intentions	Implementation	Vocabulary
First experiences	<ul style="list-style-type: none"> Children love and hear stories often Is interested in and anticipates books/ rhymes and may have favourites Joins in, repeats and uses actions, words or phrases from familiar stories and songs Fills in the missing word or phrase in a known rhyme, story or game, e.g. <i>Humpty Dumpty sat on a... Run, run as fast as you ... you cant catch me I'm the gingerbread ...</i> Notices pictures and symbols and beginning to recognise what they stand for in their familiar experiences 	<ul style="list-style-type: none"> Share and tell stories in a variety of contexts eg. When playing with objects, when out and about Sing simple songs and nursery rhymes with children, encouraging them to actively join in Encourage and support children's responses to picture books and stories you read with them Use different voices and sounds/ music to tell stories and encourage young children to join in Encourage children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. Tune into words from stories that individual children particularly enjoy; revisit these words in meaningful interactions Playfully read stories children already know, pausing at intervals to encourage them to "read" the next word 	<p>Song Sounds Story Poem Words Pretend</p> <p>Nursery Rhyme</p> <p>Rhythm Rhyme Alliteration</p> <p>Book Cover Title</p> <p>Plot</p> <p>Character Beginning Middle End</p> <p>Imitate Innovate Invent</p> <p>Storymap Storysquare Storyteller</p>
Developing competency	<ul style="list-style-type: none"> Children know that stories have a sequence, characters and structure (beginning, middle, end) Talk about stories and relate them to own experience Children know that stories can be changed and retold Children talk about characters and events in a story, making predictions about endings and give suggestions Joins in with repeated refrains and anticipates key events and phrases in rhymes Children retell stories using familiar and invented props 	<ul style="list-style-type: none"> Use props, signing, objects, acting out Discuss with children the characters and events in books being read to them Encourage children to predict outcomes, to think of alternative endings and to compare story plots and the feelings of characters with their own experiences Encourage children to explore: plot, characters, feelings, events, beginnings and ending through challenging questioning 	
Being skilful, confident and independent	<ul style="list-style-type: none"> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading Uses rhythm, rhyme, alliteration Describes main story settings, events, main characters in increasing detail Re-enacts and reinvents stories they have heard in play Children confidently imitate, innovate and invent stories (i.e. core stories, storysquare, non-verbal stories) 	<ul style="list-style-type: none"> Encourage children to tell their own stories in their own way, to take the lead in storytelling so you can listen and learn from children about what they know and are interested in Support children to "storymap", drawing and retelling stories through imitation, innovation and invention Write down (scribe) or record on a device what children say to capture their story and share it 	

