BOOK AREA TODDLERS

Resources that should always be available:	Possible learning experiences/ invitations to play	Consider Attention Levels
Cushions Bean bags Small soft chair/couch Books, variety ie: fiction, non-fiction poetry Hard back books with touchy feely parts to explore textures and expand vocabulary e.g "That not my teddy" Puppets and props to support key stories Nursery rhyme baskets or bags Material Musical instruments Children's home made books Photographs	Developing relationships with the key person and other adults and children Playing collaboratively and using the book area appropriately. making choices, opportunities for talking through shared activities, Listening to stories in small groups or 1-1 following instructions, handling books carefully Learning to turn pages one at a time Enjoy listening and making up stories Learn to listen Develop memory Exploring rhythm and rhyme Exploring sounds Opportunities to play with words Enjoying stories and rhymes with a mathematical element, 1,2 buckle my shoe Create spaces for children to rest and refuel Consider CFS and ECAT spaces to encourage children to talk 1 -1 or in small groups Include Toddler Talk and early letters and Sounds experiences. Remember to observe and include schemas.	Fleeting attention- Is the child easily distracted and flits from one activity to another- Reduce distractions, let the child lead, use appropriate child adult interaction Rigid Attention- Can the children concentrate on a task of their own choice, but really don't like to be interrupted. They are not being naughty, they are absorbed and concentrating, Choose activities that motivate the child, restrict the number of toys but still give choice, reduce distractions and work 1-1 Single Channelled- Do the children struggle to follow an instruction when they are doing something else? Remember to gain a child's attention, call their name, stop them doing the activity and then start talking ## Words to build vocabulary ## Blank Level Questioning Book, story, song, rhyme, music Shake, bang, names of musical instruments Naming different puppets and props Animal names and their sounds Action songs, naming body parts etc Concentrate on Blank Level 1- naming things and Blank Level 2- Describing things, Answering who, what and where questions. 60% of 3 year olds understand level 1 and 2 questions.

Possible things to look listen & note…

Do the children move their bodies when they hear music? Do they stop when they hear a noise or your voice? Ae they beginning to understand words that are important to them and do they show their understanding by pointing or finding the correct thing on request? Are the children beginning to make sounds that match what they see or are playing with e.g brmmm for car? Ae they copying new sounds and words as you read to them? Do the children like to hold books and look at the pictures? Are they showing you that they enjoy music and songs by patting the floor, opening and closing their hands or wiggling their bodies?	Do the children join in with sounds and voices when you read them a story? Can they name and find familiar toys and objects? Are the children beginning to ask simple questions such as "whats that" and " why" when you read stories? Do the children like to share books with you and do they let you know which is their favourite? Do they let you know what their favourite rhymes and songs are and join in with the actions? Do they jump, bounce and swing their arms when they hear music they like? Are they starting to make loud and fast sounds when exploring the musical instruments?	Do children share resources? Are the children showing interest in the sounds you make as you read them a story? Do they enjoy hearing songs and rhymes and attempt to join in themselves? Can they hold a book and turn the pages? Can the children tell you their favourite stories and rhymes?