



## Story-time



- Ensure children have access to a range of books throughout the session, and that adults are available to read to them when required.
- Plan focus story-times. Consider group size, and the language ability of the children.
- Consider when and where the story-time will take place – try to minimise distractions.
- Some children may need to be close to an adult, and may benefit from a fiddle toy to help focus their attention.
- Consider whether children should be seated on chairs, or on the floor. Carpet spots could be used to mark where children should sit.
- Select texts which are appropriate for the developmental level of the children.
- Follow children's interests and repeat favourite stories.
- Establish good listening rules with the children – use visual cue cards to reinforce these.
- Ensure children are settled, and can see and hear the adult, before beginning the story.
- Use voice volume, pitch and intonation to add interest to the story.
- Follow the text with your finger
- Show the pictures and talk about what the children can see.
- Use puppets and props related to the story to add further interest, and to support children's understanding.
- Consider telling a story without using a book.
- Keep the story-time short.
- Ask simple questions to check the children's understanding of the story.
- Invite visitors to tell stories.
- Visit the local library.

**Links to EYFS: C&L, PSED, LIT, KU, EAD**

**Links to SEND Code of practice: C&L, C&I, SEMH**

### Try this at home:

- Find time to share books and stories with your child – make this part of their bedtime routine.
- Borrow story-sacks and books from nursery.
- Share your child's favourite books and stories with nursery.
- Visit the Local Library

