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A word from our  
Early Years  
Teacher



# Books and storytelling

Some of you may know I have recently been completing a qualification called Early Language Builders with Elklan Speech and language trainers, as I am particularly interested and passionate about language development.

## Why do we read stories daily at pre-school?

Stories and tales have been passed on and told it would seem since time began and are crucial to children's development, and the building blocks for further development. Books and oral storytelling develop language skills, through vocabulary, repetition, rhyming, sequencing, and story structure. They help children to become familiar with syntax, and support phonological awareness and as a result speech itself, which is only a small fraction of communication. For children to gain these skills they need to be exposed to them, they need to have reading role-modelled with enthusiasm, intonation, expression and clear pronunciation.

Children ask for the same story time after time, (often to adults' agony), as they are building these skills, and getting ready to retell the story themselves.



Some of our favourite ones at pre-school.

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## ***So many books! Which shall we choose?***

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There are thousands of lovely picture books on the market, but oral stories are just as valuable, and additionally encourage imagination and mental picture building. If you are looking to help your child with a certain area of development, below are some ideas.

**Books which support repetition** – The Gingerbread man, Going on a bear hunt, A Squash and a Squeeze, Smartest Giant in Town, Little Rabbit Foo Foo, The Wonky Donkey, Walking through the Jungle.

**Books that support rhyming** – Oi Frog, You can't take an Elephant on the Bus, Duck in the Truck, Pass the Jam Jim, Dr Seuss books.

**Story sequencing**- The Gruffalo, The Very Hungry Caterpillar, The Gingerbread Man, Going on a Bear Hunt. Room on the Broom.

**Story structure** – Traditional fairy tales (Brothers Grimm), and others like Little Red Riding Hood, The Three Little Pigs, Jack and the Beanstalk.

As well as the above literacy skills, stories and books also support the understanding and development of all other areas of the Early Years Foundation Stage, including numbers, colours, feeling and emotions, relationships, cultural differences, nature and the world around us, social behaviour and celebrations..... the list is endless.

“But my child doesn't like books”, I hear some of you say.....Songs and nursery rhymes support the above too, and can be sung as you go about everyday chores and activities together. Maybe look at how and when you are sharing books with your child. Are they too tired to focus? Is the book exciting enough? Is it to their interest and likes?

## ***How else can you support your child?***

Do you ask your child a question after the book is finished? Who was your favourite character? Do you remember the name of the blue engine? How did the giant get out of the hole? What would you do if a tiger came to tea? Let your child ask you a question, make this a regular activity after the book. It will help greatly with their attention levels and verbal reasoning skills.

In the New Year we will again have our clipboard available for parents and carers to sign up to come in and read to the children, and we hope lots of you will sign up to support this initiative helping to improve outcomes for our bunnies.

In the meantime if you need that little extra something for the Christmas stocking, or an idea to give Grandma to buy for Christmas.....THINK BOOKS, BOOKS, BOOKS all the way!

