

Edith Kerrison Nursery School and Children's Centre

Core Book Approach



Core Books

- Dear Zoo
- Whatever next
- Owl Babies
- Peace at last
- Goldilocks and the three bears (Various versions)
- Brown bear, brown bear
- So Much
- Lima's red hot chilli (Core book for Diwali)
- The tiger who came to tea
- Three little pigs (Various versions)
- Three Billy goats gruff. (Various versions)
- Where's my teddy (Supported by My Friend Bear)
- Duck in a truck
- The Gruffalo (supported by The Gruffalos child)
- We're going on a Bear/Lion hunt
- Naughty Bus
- Tanka Tanka Skunk
- This is our house
- Little Rabbit Foo Foo
- The Very Hungry Caterpillar
- The Very Ugly Bug
- What the ladybird heard
- The Smartest Giant
- Handa's Surprise
- The Gingerbread Man (Various versions)
- Jack and the Beanstalk (Various versions)
- Mommy's Khamir (Core book for Eid)
- Shark in the park
- The Night Pirates
- The Very Busy Spider

The rationale of books

Our core books were carefully chosen with consideration to a number of contributory factors that aim to provide a range of rich teaching and learning opportunities, enriching children's language and experiences.

- Suitability for dialogic reading
- Supporting early phonic aspects
- Repeating phrases, refrains
- Broad and diverse representation of our school community
- Links to rhythm, songs and movement

A variety of themes to support a variety of curriculum areas, themes and topics. With our core book approach, we know we are increasing the vocabulary of all of our children, especially those with English as an additional language, those with alternative communication requirements and those coming from households with impoverished language models. We are creating a love for books and a curiosity for print and meaning and the continued development of imagination, communication and language. We recognise that many of the books on our list are iconic and therefore represent a part of our culture, therefore we can associate the book knowledge with cultural capital – for example, across generations there is a knowledge of The Very Hungry Caterpillar. Our careful selection of core books includes books, versions of traditional tales, and alternative story versions with characters, and families which represent our rich and diverse school community and which address / challenge stereotyping.

Implementation: What does this look like in practice?

Children are introduced to a new core book each week. The children share the book in small groups with designated adults. The book will be shared across the week using Dialogic reading techniques and elements of the PEER review sequence; this means adults will support the children to explore and discuss the book in increasing depth and detail, following the observations and interests of the children. Over the week, the children will become familiar with the book and repeat key phrases and may be beginning to know parts by heart and make correct assumptions about what may happen next. Across the year children will progressively be encouraged to think about who, where, when and why questions.

Each classroom has its own book area, copies of our current core book and other fiction and non-fiction books to complement the core books key themes will be made available for children to access freely. All book corners are well stocked with a range of quality children's fiction and non-fiction.

The core book forms part of the weekly planning. Adult led activities and resources in the continuous provision will support and extend learning. Adult led activities may support our curriculum goals e.g. when reading The Gingerbread man our goal for cooking is supported by baking gingerbread following a visual recipe. Continuous provision is enhanced by including props or activities, which support the book e.g. a variety of different sized furniture and props when exploring the story of Goldilocks and the three bears. A series of key vocabulary and questions to promote higher order thinking will be displayed in the classroom.

A video of staff reading the core book will be uploaded weekly on Tapestry, where possible additional home learning opportunities will be included to support home learning e.g. the recipe for making gingerbread. This aims in particular to support our families for whom reading is difficult or English is a second language.

This is our first year of establishing our key core books; we know our journey is just beginning. We want to build upon and enrich on this investment year on year, to ensure we evolve with any changes and continue to provide the very best opportunities for our children and school community,

Therefore, here are our next steps for our approach:

- To develop and provide more home learning opportunities linked to our core books e.g. home learning ideas or songs linked to the core book theme.
- To build on access to and methods for our families for whom reading is a difficulty e.g. web links to online animated online versions of the book
- Where possible to invest in dual language copies of our core books.
- To build on our collection to ensure multiple copies of each core book are available for children to access freely.
- To provide web links for our core books in additional languages.
- To work with volunteers who would be willing to be recorded reading our core books in additional languages.
- To develop methods and activities to ensure our SEND and high needs children can engage in our stories or alternative songs/ books/ experiences on the same theme.
- To build on our in-house core book planning and resources (digital and hard copies) to support and develop our planning year on year e.g. add a higher order-thinking sheet for each book in our staff planning area.
- To develop a core book list for our two year olds.

