

A love of books generates and feeds the learning process at every age and stage.



Making the most of all the ways of learning—doing, talking, creating, thinking, participating, listening, imagining, re-telling, recording... Gives all children the best start.

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Pennywell Publications

Reading for Pleasure

The power and impact
(with thanks to
“The Tiger who Came to Tea”)





There are so many exciting things for children to do in the 21st Century that the simplicity of books hides the power they have for learning everything!!



Educational research identifies that the skills developed through reading and talking about stories supports all areas of learning and increases children's levels of

Writing emerges from physical skills and children's linking a sound with a letter and the strange symbols which make up the story text. This whole process is very complex and every opportunity needs to be seized to help children feel that reading and writing are lovely things to do and share in. The excitement of writing about their own tiger generates further interest in the story, the characters, the sequence of events, the emotional connections and links with their lives.



How do we help children love books and stories?

The area where children can choose their books must be exciting and draw them into the emotions of the story, bringing the characters to life.



Our story immersion techniques enable the story to be lived, spoken aloud and re-interpreted.

A 'theatrical' experience at the introduction to a story provides the visual cues children need to support their understanding.



All areas of learning benefit from children having a love of books and stories.

The selection of the stories to match the children's developmental level is crucial with opportunities to stimulate and excite the senses be that through a texture, a picture, a surprise or a word.





Reading for pleasure with an adult, a friend or alone enables children to enter new worlds and expand their ideas and experiences. The pictures they see, the words they hear and the new ideas they talk about together supports language and thinking skills. All of these enable the strong and interested reader to emerge.



It is important that the story has a connection with the children. Re-telling a story in the Home Area provides a clear structure for the children to act it out themselves and use the words from the story to develop their role play skills.



The story can be used as inspiration across many activities. This expands the children's experiences and opportunities to hear and use cognitive language. It also provides another form of expression and interpretation.

The observational painting and creative activities improve many of the children's skills -attention & listening, focusing on a task to develop concentration, appreciation of aesthetics, pattern and design. The language of description can be expanded. Fine motor skills and control of materials are developed.

