

## Focus plan for Communication, Language and Literacy

Activity - Setting up a Library Date -

### Learning intention

Use writing as a means of recording and communicating.

Link sounds to letters, naming and sounding the letters of the alphabet.

Use language to imagine and recreate roles and experiences.

### Resources

(A visit to the local Library, or from a librarian would be a good starting point)

A suitable space with a table and some empty shelves and chairs and cushions

Lots of books that are easy to access

Small pieces of card, pens and pencils

Cardboard boxes - small and medium

A car ice scraper with some string attached to the handle (the 'swiper')

Old library cards and some real library books

### How the activity will be carried out

Ask the children if they go to the library. What do they do there? Do they read books/bring books home? Who works there? Do they know that this person is called a Librarian? How do they get to take the books home? Show the children a library card. Can they see the person's name written on it? What else can they see? Talk about the row of lines that is called the bar code. This is different for every card, and when the librarian swipes it, all the details about that person come up on the computer. Invite the children to make their own library cards, using the small pieces of card and pencils and pens. Help them to write their names, or make marks to represent their names, and draw lines to make a bar code. Then invite them to set up a library of their own. Show them the space. Ask them to rearrange it in the way they would like. Can they make a computer out of boxes? They can use the ice scraper to swipe their library cards. Support them in organising the books on the shelves. Allow the children to take turns to be the librarian and the visitors. Make sure you have your library card!

### Questions to ask/Language to use

What do you like to do when you go to the library?

What can you see on the library card?

Can you see letters/ a name/ lines?

What sound does your name begin with?

Can you find your name card?

Listen carefully to each other.

### Differentiation (Birth to Three)

Give the children lots of little cards to explore mark making and representing their names on. Visit the 'library' with them and share books, and encourage them to share books with each other.

### Extension

Children could make a sign saying the opening times of their library. Talk to the children about how books in a library are often organised in alphabetical order. Give them two, three or four books to put in alphabetical order.

