

The
ESSENTIAL
PHONICS
TOOLKIT

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S Sage

BOOK AREA CHECKLIST

Worksheet 13.1 A checklist of your book area

Classrooms have a designated quiet, comfortable and uncluttered space for children to sit down with books. These spaces are not placed in an area that has a constant stream of traffic	
Books are displayed in an appealing way and are easily accessible	
Interesting books are displayed at eye level	
Books are rotated frequently	
Include a variety of texts, including fiction, non-fiction, comics, magazines and graphic novels	
The diversity of the school community is reflected in the books on offer	
Key vocabulary is displayed	
Chance for children to take ownership of the area, including choice of books	
Role-play or story sacks available to deepen understanding of stories	
Evidence of children reading alone, in pairs and small groups	
Time allocated for all children to visit the book area, but also children know that they can access it spontaneously	
Curriculum books used in lessons are made available for children to also access independently	
Books are regularly checked for damage and quickly replaced	
Include around 30–40 books that have already been read aloud to pupils	
Decodable books used as part of phonics programme are stored separately	
Regularly audit the book stock	
Key questions are displayed to support adult–child interactions	
Adults regularly model using the book area	
Adults regularly survey how, when and who uses the book area	