



Early Literacy Programme



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

READING CORNER

Young children's engagement with print and the importance of good literature cannot be undermined. Children's meaningful engagement with reading can be initiated and strengthened by providing them with opportunities to read books according to their age, context and interests. When children enter school, a good collection of literature in their classroom shall convey that reading is valued and an essential component of the processes in the classroom. It should offer a space that is inviting and engaging into a world of interesting pictures, stories, books and other reading material. For teachers, a reading corner in the classroom gives a platform where they can support and facilitate children to make meaning while reading. Teachers can transform the physical space of the classroom to create a conducive, lively and inviting space for reading.



1. The need for a Reading corner in classes I and II

It is important that from the very beginning, children are introduced to a variety of books to read. And there cannot be a better starting point for a school! Children should be provided with a variety of books that they can engage with and enjoy reading with pleasure. Stories offer a meaningful context for reading. Children's engagement with literature literacy skills. A reading corner in the classroom can go a long way in providing a wide range

of reading material to children and to develop them as readers.

A reading corner is different from a library because:

- It is a corner that belongs to children and is a part of their classrooms where books are easily accessible to them.
- Children have the complete freedom of choosing books for themselves and reading from a range of attractively displayed books.
- It provides opportunities for children to read independently as well as engage in group reading activities.
- The reading corner is the collective responsibility of teacher and children. Children should be given responsibility of maintaining the books in the reading corner and its usage.
- Engaging with children's literature should be an integral part of their classroom processes along with other day to day activities of reading and writing. As children develop interest and engage with literature they will be encouraged to visit the school library also.



2. Creating a Reading Corner

A reading corner is a comfortable space in the classroom for children to sit and read. It requires space for keeping and displaying books. The books can be displayed on a

table or a thin rope can be tied around the table or on the walls to hang books. Racks, shelves, cartons or any other arrangement for display can also be used. If any shelf or furniture is used, the teacher should ensure that it is safe for children and the books are within the reach of children.

Like the classroom, the reading corner should have appropriate lighting. In case, the room is not supported by natural light, proper illumination should be arranged.

The reading corner should have a good collection of children's literature. Children's literature has to be carefully selected keeping in mind the need and interest of children as well as the quality of available literature vis. a vis. genres, content, language, illustrations, constitutional values and many other factors. Books from the selected lists of children's literature recommended by the NCERT (2008, 2013) can also be included in reading corner as per the age, relevance and interests of children. The list is available on the following link.

http://www.ncert.nic.in/departments/nie/dee/publication/Print_Material.html



The reading corner can also include graded reading material for children. The graded reading material covers a range of stories, increasing at various levels of complexity for readers of classes I and II. NCERT's Graded Reading

Series Barkha gives opportunities for prediction while reading. The stories have been developed on the basis of everyday experiences of children. Children will be able to use their experiences, take cues from illustrations to make predictions about the text.

Young readers can independently choose books for themselves to read. With a rich collection of books in classrooms, there will be a book for each child.

Besides books, pencils, paper, erasers, sharpeners, colours should also be kept for children to write, draw and colour.

3. Maintaining a Reading Corner

- There should be adequate lighting for children to read.
- 'Reading Corner' should be developed by the teacher and students together so that students have a sense of ownership from the very beginning.



• Pencil, paper, chart paper and colours can be kept there for drawing, colouring and writing purposes.

• The corner can be given an interesting name too and there can be a change in the positioning of books from time to time and in the manner of the displaying styles.

- Writings or drawings made by children based on the stories read by them can also be placed here.
- Provisions should be made to add new books, magazines and other reading material to the corner from time to time.

- The responsibility to organize this corner can be given to children.
- From time to time up-keep of books may be done like pasting loose sheets or torn pages.

4. Teacher's Role

The teacher has a big role to play in motivating children to read. Just setting up a reading corner is not enough. Besides encouraging students to manage the corner, here are some other things that can be tried:

- Put together a varied collection of books: wordless picture books, picture books, illustrated books, story books, poetry collections, informational books, interesting alphabet and number books.
- Read aloud from books in the reading corner. Research shows that children will first pick up books that have been read aloud to them. Storytelling sessions also encourage children to become readers and writers themselves.
- As you read aloud, encourage children to share their responses to the book. Listen to them and encourage them to listen to each other.
- Set aside time for independent reading.
- Be a reader and share your interest in your reading. Read with your student during the time set aside for independent reading. Demonstrate that reading is a fun activity.



- The reading corner can also include books that the teacher and children have created together. Children love to read the books that they have created. Since they are familiar with the text, these books allow them to feel like readers.



- Prepare special reading corner displays that will

draw children into books. Focus on a special book or author to reach out to children.

- Include books and other materials that expand the themes included in the textbook. For instance, if the textbook has a poem on the monsoon, include more stories, poems and even weather forecasts on the rains in the reading corner. Children will get more perspective on the same theme.
- Connect the reading corner with children's writing. Put up displays of children's writing in response to what they have read.



Reading Corner in schools of Mathura District, Uttar Pradesh.

- Reading Corners were established in classes I and II in five hundred and sixty one schools as a part of the Mathura Pilot project.
- A corner was chosen in the class for creating adequate space for keeping and displaying books for children to read. The space was easily accessible for children.
- Two sets of select children's literature in Hindi were displayed in the Reading Corner.
- In each class, two sets of graded reading series Barkha developed by the NCERT were made available.
- The Barkha series were placed in colour-coded hanging book holders.
- Teachers equipped the corners with paper, colours and pencils for children to write and draw.
- Children's work was displayed on the walls or display boards.
- Teachers used the books from the corner to narrate stories and connect them to the stories in the textbook.



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