



In conjunction with



**UNIVERSITY OF
PLYMOUTH**

BA (Hons) Childhood Studies

Research Project

2026

**To Understand the Ways in which the Different
styles of Reading to Preschool Children best
support their Linguistic and Holistic
Development.**

Megan Hatcher

University College Jersey

Acknowledgements

I would like to extend my sincere thanks to all my lecturers at the University College Jersey over the last three years, giving specific thanks to Annabel Masefield and Doctor Sue Le Masurier for their unwavering support and confidence in me throughout this time. I would also like to thank my cohort for being so supportive and for allowing us all to lean on each other.

Finally, I would like to give special thanks to my family and my partner for supporting both academically and emotionally over the last three years, none of this would have been possible without you.

Table of Contents

1. – Abstract.....	10
2. – Introduction.....	10
3. – Literature Review.....	13
3.1 – The Importance of Reading to Children.....	13
3.2 – The Importance of Reading to Children in Multiple Languages.....	14
3.3 – Bonding and Emotional Connection.....	15
3.4 – Behaviour.....	15
3.5 – Methods of Reading to Children.....	16
3.6 – Kinaesthetic Methods of Reading to Children.....	16
3.7 – Technology for Reading to Children.....	17
3.8 – Adults Reading to Children.....	18
3.9 – Challenges of Parents Reading to Children.....	19
4. – Methodology.....	20
4.1 – Overview of Methodology.....	20
4.2 – Sample Selection	21
4.3 – Questionnaires.....	22
4.4 – Observations.....	22
4.5 – Interview.....	23
4.6 – Pilot Study.....	24
4.7– Ethics.....	25
5. – Results.....	26
5.1 – Overview of Results.....	26
5.2 – Results of Questionnaires.....	26

5.3 – Results of Observations.....	47
5.4 – Results of Interview.....	52
6. – Discussion.....	55
6.1 – Language Development.....	55
6.2 – Attention and Engagement	57
6.3 – Behaviour During and After Reading.....	58
6.4 – Reading to Support Holistic Development.....	59
6.5 – Methods to Access Reading.....	61
6.6 – Support for Parents.....	62
7. – Limitations.....	63
8. – Suggestions and recommendations.....	64
9. – Conclusion.....	64
10. – References.....	65
11. – Appendices.....	74

List of Figures and Tables:

Figure 1 – A Pie Chart Showing whether the Preschool Aged Children of the Parents who Responded to the Questionnaire had Siblings, and the Demographics of their Siblings.

Figure 2 – A Pie Chart Showing the Number of Times Parents of Preschool Children Indicated they Read to their Child in an Average Week.

Figure 3 – A line Growth Showing How Many Minutes Parents Spent Reading with Their Preschool Aged Child in an Average Week.

Figure 4 – A Bar Chart Showing the methods of Reading Parents of Preschool Children Said their Child Engages With.

Figure 5 – A Bar Chart Showing the Other Methods Identified as being used by Preschool Children to Access Reading by Parents who Answered “Other” when asked about what methods their child used for reading.

Figure 6 – A Pie chart to show the number of parents who said their preschool child enjoys reading.

Figure 7 – A Bar Chart to Show On A Scale of 1-10 (Where 10 was a significant impact and 1 was no impact) How Impactful the Parents of Preschool Children Felt Reading was on Their Child’s Language Development.

Figure 8 – A Bar Chart showing how many Languages the Parents of Preschool Children Identified Their Family Speaks at Home.

Figure 9 – A Bar Chart showing The Languages Each of the Parents who Answered the Questionnaire Indicates their Family Speaks at Home

Figure 10 – Figure 10: A Bar Chart showing How Many Times a Week Parents whose Preschool Aged Child is their Only Child Read to Them.

Figure 11 – A Bar Chart showing How Many Times a Week Parents who have an Older Child as well as their Preschool Aged Child Read to Them.

Figure 12 – Figure 12: A Bar Chart showing How Many Times a Week Parents who have a Younger Child as well as their Preschool Aged Child Read to Them.

Figure 13 – A Bar Chart showing How Many Times a Week Parents who have Multiple Children of Preschool Age Read to their Child.

Figure 14 – A Bar Chart showing How Many Times a Week Parents who have Both Older and Younger Children than their Preschool Child Read with the Preschool Age Child.

Figure 15 – A Pie chart to show the Level of Impact Parents of Children who Attended Preschool felt that Reading Had on Their Preschool Child’s Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

Figure 16 – A Pie chart to show the Level of Impact on a scaler of 1-10 (Where 10 was a significant impact and 1 was no impact) Parents of Children who Did Not Attend Preschool felt that Reading Had on Their Preschool Child’s Language Development.

Figure 17 – A Pie chart to show the Level of Impact Parents of Children who Indicated that they Read in one language in their House felt Reading had on

Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

Figure 18 – A Pie chart to show the Level of Impact Parents of Children who Indicated that they Read in Multiple Languages in their House felt Reading had on Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

Figure 19 – A Bar Chart Showing the Relationship between Enjoyment of Reading and the Methods of Reading being Accessed at Home.

Figure 20 – A Bar Chart Showing the languages that preschool children are reported to be reading in at home.

Table 1 – Shows the results from a questionnaire on the impacts of reading on children's Emotional Development and Bonding

Table 2 – Shows the results from a questionnaire on the impacts of reading on children's Language Development.

Table 3 – Shows the results from a questionnaire on the impacts of reading on children's Imagination and Holistic Development.

Table 4 – Shows the results from a questionnaire on the impacts of reading on Children's Behaviour and engagement.

Table 5 – Shows the results from a questionnaire on the Different methods used by children for reading and the enjoyment they get from these.

Table 6 – Shows the results from a questionnaire on the ways in which preschool provisions do and can do to support children with reading.

Table 7 – Shows the language and communication of the children throughout three observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

Table 8 – Shows the behaviour and play of children throughout three observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

Table 9 – Shows the attention and engagement of children throughout the observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

Table 10 – Shows the results from an interview with a preschool teacher on the impacts reading has on preschool children's holistic development.

Table 11 – Shows the results from an interview with a preschool teacher on the impacts that reading has on preschool children's behaviour.

Table 12 – Shows the results of an interview with a preschool teacher on the impacts reading has on children's language.

Table 13 – Shows the results of an interview with a preschool teacher on the different methods children use to access reading.

Table 14 – Shows the results from an interview with a preschool teacher on how reading impacts on the attention and engagement of preschool children.

1- Abstract

This research explores the different methods that preschool children use to access books and stories, allowing for an understanding to be gained of which ones are most beneficial for their development not only linguistically, but holistically, allowing them to be read to in the way which is most effective for them. A mixed methods design was used to gain data from pre-schoolers, their parents and teachers to understand the different ways in which reading affects their language development, communication, holistic development, attention and engagement and behaviour. The results showed that children nearly always enjoy reading, despite the method, however kinaesthetic methods, along with reading a physical book with an adult were the most effective for their language and communication development, physical development, imagination and engagement and behaviour. From these results it was concluded that support to help parents and teachers of pre-schoolers better understand the best methods of reading to children to support their development should be implemented, along with their being more opportunities for kinaesthetic reading activities in local outdoor spaces.

2- Introduction

For children, it is important for them to develop holistically, allowing them to forge the skills that they need to thrive throughout their childhood, and into adulthood, laying the foundations for them to successfully integrate into society, as supported by National Academies of Sciences, Engineering, and Medicine (2019) . Whilst there are a variety of ways to support this, fostering a love of reading plays a significant part in helping them to develop the language, communication and social skills that they need. Along with accessing books, children reading stories in a variety of ways, can support them with a range of skills, including physical, social, imagination and cognitive.

Throughout history, there is evidence that stories have been told to children in a variety of different ways, with engravings on walls suggesting that stories were told or acted out to children as early as the seventeenth century (Aries, as cited by Taylor 1983). Evidence suggests that parents play a vital part in the development of

children's reading, with it often being taught at home in the kitchen rather than in the classroom (Durkin, 1974, as cited by Wan, 2000), suggesting that reading may not always have been completed through telling a story, but rather by using a more practical method such as reading a recipe. Today there are a variety of different ways in which stories are told to children, including books, technological ways of telling stories such as tonieboxes, Youtube or television stories and physical stories such as story sacks and story trails.

With literacy having been identified as being a basic need, with some suggesting it is as important as oxygen (Manguel, 19996 cited in Elkin, 2011) and a 'human right' (UNESCO Institute for Statistics, 2008, P.9) Furthermore, Barack Obama, stated that "Reading is the gateway for children that makes all other learning possible." (2005), providing further understanding of the importance for this research. Further to this, concepts such as the 'word gap' highlight the importance of children reading from a young age, with it being found that children who read five books daily will have heard 1.4 million more words than a child who has not read this number of books (Colker, 2014). Additionally, evidence has found that a child's reading standard in their preschool years can be an indicator of the ability they will show throughout school and into adulthood (Scarborough, 2009, P.23; Save the Children, 2016, P.6).

There are gaps within certain areas of the research, with there being a small amount of research which makes comparisons between the best methods of reading to children, and the ways in which parents and practitioners can be supported to offer preschool children the best experiences possible with their reading, to allow them to meet all of their milestones throughout the Development Matters Framework (Early Education, 2012). Additionally, gaps have been identified within the research surrounding the ways in which reading and storytelling impact on the behaviour of preschool children, including how different methods of reading to children influence their behaviour and regulation, with it being found that shared-book reading has benefits to children's behaviour (Weisleder et al, 2020). However, no comparison is made between this and the other methods. This results in the way in which children are read to not being as beneficial to them as it could be, with there often being missed opportunities that could result in children seeing the benefits in not only their

language development, but their holistic development, with the child's experience of reading being important when learning literacy and language (Castles *et al*, 2018). This research will provide more knowledge on how best to read to preschool children to provide them with the best support and learning opportunities, giving them the best start in life with their future learning, communication, and development.

The aim of this research is to gain an understanding of the most effective way for children to access stories, what the benefits of each method are and how best the adults in their life can support them with this. When looking at the scope of the project and what it should achieve, four main objectives were created and laid out, which would be answered within the research. The objectives were:

1. To compare the effects that group reading, hearing a story via YouTube and using a story trail have on the vocabulary growth of preschool children, along with other elements of their development and behaviour.
2. To provide an understanding of the ways in which parents read to their preschool children, how often this is done, and whether this influences the language development of children.
3. To understand the views that practitioners who work with preschool children have on the ways in which reading impacts children's understanding of language and its uses.
4. To assess whether there could be more support in place to help parents and practitioners to read in more effective ways to support children in their holistic and language development.

Whilst this study will be beneficial to children in all geographical locations, the current study is only limited to children living in Jersey, Channel Islands. Whilst this does not prevent the study being relevant for children and their parents, caregivers, and teachers elsewhere in the world, it is important to acknowledge that Jersey is described as having a stable and diverse economy (Government of Jersey, 2023), meaning that the island is in an economic position which allows them to have access to stories in a variety of different ways, including books, Youtube, story sacks,

story trails, television and tonieboxes. For other locations globally, there may not be the same level of access to different methods of storytelling with National Literacy Trust (2023) finding that Parents have reported that with the rising cost of living crisis, they are buying less books, and that whilst their child enjoys reading, they have no quiet space to read and are often too busy or too stressed to find time to read with their child.

With this in mind, the research aims to be informative as to how accessing stories in different forms can be beneficial for children's development, highlighting the additional strategies adults can use to make reading more engaging and effective for children, meaning a smaller amount of time spent reading could have a larger impact. By gaining an understanding of how best children engage with books at a preschool level, this can be used to give advice to parents and pre-school teachers on how they can better support engagement and language development of children, creating an environment which prioritises early literacy experiences for children, through reading and play (Williamson *et al*, 2023). Taking this into account, this research will investigate three different methods of reading to children to gain knowledge as to whether any of them are more beneficial to pre-school children's focus, understanding and behaviour, looking at the difference between reading a story in a traditional way, a story being read via technology and story trail outside being used.
way, a story being read via technology and story trail outside being used.

3 - Literature Review

3.1 - The Importance of Reading to Children

For children, there are a range of skills which they need to develop to be able to thrive throughout life, which can be supported by reading to them. There have been a variety of studies completed across a wide range of time looking into the importance of reading to children from a young age, with Niklas *et al*. (2016) finding

that the earlier children are read to, the better their ability to rhyme, verbal comprehension and concept formation would be. This is further supported by Kalb and Van Ours (2014), who found that children who are read to frequently from the ages of four to five years old will continue to have better reading and cognitive skills through their primary school years up to the ages of ten and eleven years old. Further to this, Dowdall *et al.* (2020) found that there is a positive correlation between how competent a parent is in book-sharing with their child and the language development of the child, with multiple session interventions for parents teaching them the best ways of reading to children being effective at improving both things. Further evidence for the idea that there are significant benefits for children who are read to from an early age was found by Mol *et al.* (2008), who found that children who are read to regularly have a larger amount of vocabulary and are more successful readers than those who are not read to. Additionally, if a parent or another family member reads to a child using engaging dialogue throughout, this promotes literacy development, increases vocabulary, chance of success in school-based literacy tasks, reading achievement and vocabulary and comprehension tasks (Saracho and Spodek, 2010), which is enhanced further if being read to is part of a young child's daily routine (Heath, 1882 and Snow 1991, cited by Halfon, 2002).

3.2 – The Importance of Reading to Children in Multiple Languages

When looking at the benefits of reading to children in multiple languages, it was noted that there is a gap in the literature surrounding reading to children who are bilingual, and there is significantly less research than there is on children who speak one language. Although there is a smaller amount of literature surrounding the area, Yau (2010) found that when children are able to translate the texts they are reading between multiple languages, this can help to narrow the cultural gap between them and others, as they are all able to understand and engage with the same stories. Furthermore, when looking at what motivates bilingual children to read in multiple languages, Takase (2007) found that parents' and families' attitudes and involvement with reading play an impact in whether high school children wanted to read in their second language, which is something that is likely having an effect on children throughout their childhood, with theories such as Bandura's (1989) (Cited by Doherty

and Hughes, 2009) Social Learning Theory suggesting that children learn from the role models they have around them. .

3.3 - Bonding and Emotional Connection

Further to shared reading offering children significant opportunities to learn and develop their language, it also offers an opportunity for them to bond and spend quality time with the caregiver who is reading with them, with caregivers discussing the idea that reading to their child fosters an emotional connection (Preece and Levy, 2018). Whilst allowing children to bond with their caregiver, shared-book reading also offers them the opportunity to develop their social and emotional competencies, with Cassidy *et al.* (1998) finding that most children's books show interactions between humans or animals, giving opportunities to explore the emotions, beliefs or desires of the characters, with children being able to explore both the implicit and explicit areas, with the former requiring a high level of cognitive and emotional engagement (Price *et al.*, 2009). With the research showing that reading with their parents offers children an opportunity to bond and build an emotional connection to their caregiver, this will help them to develop a secure attachment style, allowing them to feel safe to grow and explore the world around them as suggested by Ainsworth and Wittig (1969) (cited by Macleod-Brudenell and Kay, 2008).

3.4 - Behaviour

In addition to the developmental benefits seen by children when they engage with reading, there is also evidence to show that after children have engaged with Storytime, there is improvement to both the ways in which they play and the behaviours they show. Weisleder *et al.* (2019) found that when parents or caregivers interact with children during reading this has a positive impact on the way in which they behave following this, with Nakamura *et al.* (2026) also finding that children show more positive social behaviours following shared storybook reading.

Furthermore, Wohlwend (2007) found that children are able to integrate the way in which they are read to by their caregivers into their play behaviours, with children often replicating the language and behaviours their teachers use during story time into their role play. Additional support for this was found by Kervin and Mantei (2022), who found that children build their play narratives surrounding the language and

literacy resources that they have, which allows them to understand these experiences, and process the literacy they read at a higher level.

3.5 - Methods of Reading to Children

The introduction of different methods of reading to children in recent years has resulted in children being able to use different learning styles, allowing them to receive the highest possible quality of storytelling in a way that works for them, creating the best experience possible. Using kinaesthetic learning practices can allow children to develop the gross motor development and physical activity which they need to learn and grow (Callcott *et al.*, 2015). Further to this, kinaesthetic learning allows children to engage in physical activity, which can create an increase in physical wellness and overall cognitive functioning (Cecchini and Carriedo, 2020), allowing for an increase in children's holistic development. When reading with children, there are a variety of ways that they can read kinaesthetically including story sacks, puppets and story trails, to help enhance not only their language development, but also their holistic development, with there being opportunities for their imagination, physical and social skills to thrive throughout these activities.

3.6 - Kinaesthetic Methods of Reading to Children:

Story trails have a range of benefits for children, with the aim to combine family engagement, outdoor learning and physical activity with early literacy and language (Every child our future, 2026). Furthermore, Story Trails (2026) discusses the power of story trails as they combine curiosity with books to create interactive and meaningful opportunities for learning, along with Goldstein *et al.* (2022), who suggested that preschool aged children can add additional cognitive process to their learning when they are physically engaged with the narrative they are reading. Additional support for the idea of story trails was found by Kivrantta *et al.* (2023) who found that outdoor learning has significant benefits for children's holistic development, with it providing the opportunity for them to engage in multimodal learning, with hands on opportunities, with these benefits applying to children throughout their education. Whilst outdoor learning offers children the opportunity for developmental benefits, research has also shown that engaging in outdoor activity creates improved social skills and mental wellbeing (Sella *et al.*, 2023), both of which

can benefit children throughout their lives. With story trails offering children the opportunity to interact with their peers, reading the story as a group allows them to learn from each other as they are interacting with those in their microsystem and macrosystem, which is often who children learn the most from as suggested by Bronfenbrenner (1977) (cited by Doherty and Hughes, 2009).

3.7 - Technology for Reading to Children

When looking at the use of technology by children in recent years, both positive and negative uses can be observed. Technology can be used to access learning such as books, academic apps or songs. There are however, times when it can be used for activities which do not have as much developmental learning such as television programmes or games. Currently, there is limited research on the positive impacts that technology has for children, perhaps due to the contemporary nature of the topic. However, a recent study by Arabiat *et al* (2022), shows that the use of technology can help children to develop both their language and literacy skills. Liu *et al* (2024) built on this by demonstrating that these skills are further enhanced when parents and teachers are involved. Further to this, technology can be used to teach children with visual impairments, braille, improving the ability of these children to read (Hoskin *et al.*, 2022), allowing for inclusivity for all children, by enabling them to be able to engage with learning in the same way that their peers would.

Whilst there are clear positives which have been seen through children using technology to support them with their reading, evidence has been found to show that parents do not enjoy reading to their children using technology as much as they do using physical books, as they feel it reduces the level of bonding and quality time created (Kucirkova and Littlelon, 2016). Further to this, when looking at the level of autonomy children have over their reading, parents expressed that they were happier to allow their child control of the story and how it is read when they are using a book, whereas when they used a digital book they felt the need to be more in control of how they engaged with the technology (Kucirkova and Flewitt, 2022). This means that when reading a physical book, children are more likely to be able to develop their independence and decision-making skills as they are more likely to be presented with the opportunity to make these decisions for themselves.

Additionally, research has found that whilst there are positive outcomes for older children using digital books, the same benefits are not seen for children of preschool age, with it being found to have a negative impact on children's general development and outdoor play (Marsh *et al.*, 2015). Furthermore, whilst e-books can be beneficial to children, often the hotspots or games which are within these, can be distracting, and with preschool children not being able to easily redirect their attention, this can mean that these do not promote developmental improvement (Takacs *et al.*, 2014). Vantoris *et al.*, (2021) conducted research with teachers which found that whilst they do feel there is a place for technology within settings and classrooms, they hold concerns surrounding a loss of love for reading and using physical books, which hold significant benefits for children's learning and development. Furthermore, Al-Sammak *et al.* (2025) reported that whilst there were some learning benefits for children through using technology, they also had increased anger, stubbornness, aggressiveness, and sleep disturbances, along with a decrease in communication following the use of technology. This can then impact on the learning and play children go on to do throughout the day, whilst also negatively effecting the relationships that they have.

3.8 - Adults Reading to Children

When looking at the benefits of an adult reading to a child, Lenhart *et al.* (2020) found that oral storytelling is often more effective than a child reading a book themselves. The researchers concluded that tone of voice and expression could be a reason for this, as there was no difference between a story being read in person or via an audiobook. Support for this was found in a review conducted by Annika and Johanna (2025) who found that when reading to preschool children, adults should use expressive tones, adjusting their voice and language, use gestures and facial expression and make additional comments, clarifying for children where needed, to help enhance the language development of children. In his Social Learning Theory, Bandura (1977) (cited by Macleod-Budenell and Kay, 2008) suggests that children learn from those who they see as a role model. Therefore an adult who they have a good relationship with, such as a parent or teacher reading to them, is more likely to

influence their want to read, and foster a love of using expressive voices, being creative within reading and asking questions surrounding books.

Additionally, research has been conducted into the way in which an adult reads a story to a child and the effects this has on their engagement and recall of the story. Davison *et al.* (2025) found that the intonation range (rise and fall of the voice) and appropriate pause duration, were positively associated with how well a child recalled a story and the level of comprehension they had. Furthermore, Prosody which is defined as being the pattern which language is spoken in, such as rhythm, intonation and stress, which is helpful in organising and segmenting speech (Cutler *et al.*, 1997), was suggested by Dylman *et al.* (2025) to have an impact on the comprehension children have of a story, with comprehension being higher when there is a positive tone, compared to a neutral tone. The benefits of the prosody and intonation on the way in which a book is read to a child does not only impact the understanding they have of books when they are younger, but continues to impact on the fluency and comprehension of reading later in life (Miller and Schwanenflugel, 2008), allowing them to progress and be successful throughout their childhood and into adulthood.

3.9 - Challenges of Parents Reading to Children

With the importance of adults reading to children being highlighted, it is vital to understand the ways in which they can best be supported to read to their child in an effective way. Time and resources are often highlighted as an issue for parents being able to read to their children. Muñoz *et al.* (2022) suggests that whether a child has siblings influences their reading level and language skills at preschool level, with children who have older siblings having lower reading abilities than those who don't, suggesting that this could be a result of the amount of time parents have to read with their children. Further to this, the National Literacy Trust (2023) reported a decrease in the amount of time and resources parents have to read to their children due to the cost-of-living crisis.

In addition to time and resources effecting how parents read with their children at home, research has found that if parents are unsure of how to read effectively to

their children, this has an impact on the skills children gain from reading. Salley *et al.* (2022) found that when parents engaged with shared-book reading interventions, there were significant positive outcomes when a two-month follow up was completed, with parents saying the interventions were very useful, along with them significantly improving their book-sharing skills, such as having a lovely choice, asking questions and providing opportunities for the child to respond. Furthermore, Dicataldo *et al.* (2022) found that many children are at a higher risk of reading difficulties due to having inadequate emergent literacy skills if their caregivers are not reading with them in an effective way often enough at home. In slight contrast to this, a recent study conducted by Noble *et al.* (2019) found that shared-book reading interventions had a smaller than expected effect on children's language development. However, when discussing limitations and future recommendations from this study, it was suggested that shared-book reading interventions were completed in low dosages and that in the future for these to be more effective, they should be completed over a longer period of time. With it being acknowledged that children's early literacy skills often come from their experiences of reading at home and at school, it is imperative for their language and literacy development that the experiences children have with reading at home be of a high quality, with support being in place to ensure parents and caregivers know how to scaffold their child's reading to ensure they reach the highest possible zone of proximal development as suggested by Vygotsky (1930) (as cited by Mooney, 2013).

4 – Methodology:

4.1 - Overview of Methodology:

This research will include a mixed methods design, using questionnaires, observations, and an interview to ensure triangulation of the research, with there being multiple methods of data collection used (Patton, 1999, as cited by Carter *et al.*, 2014.), increasing the reliability and validity of the research (Odori, 2019). Each of these methods will be used on a different sample of people to gain a holistic understanding of how the different methods of reading to children impact their language development,

with questionnaires being completed by parents, an interview being conducted with a pre-school teacher and observations being completed on children whilst they are reading a story, once having a book being read to them at story time, once where they watch the story on YouTube and finally using an outdoor story trail. Using this range of methods will allow for both qualitative and quantitative data to be collected and analysed. By collecting qualitative data, this will allow for longer more descriptive answers to be given, creating an understanding of detail and opinion. In comparison to this, by also collecting quantitative data this will allow for more numerical and scaled data to be collected, creating an opportunity for comparison and analysis to understand cause and effect (Verhoef and Casebeer, 1997), creating a high level of generalisability and validity within the research (Zohrabi, 2013).

4.2 - Sample Selection:

Within the study there were three different groups of participants; parents of pre-schoolers, a preschool teacher and a group of fourteen preschool children, creating triangulation of the research due to multiple data sources being used (Patton, 1999, as cited by Carter *et al.*, 2014). These three groups were selected as they would be able to give the best understanding possible of how reading impacts on not only the language development of children, but also their holistic development.

When selecting the sample of parents to complete the questionnaires on parents reading to their preschool children, opportunity sampling was used as everyone who was available to complete a short online questionnaire who had children aged three to five years old was used (Mukherji and Albon 2018). This was completed by posting a link to the questionnaire, along with an explanation about what it was and why it was being completed on Facebook groups. This allowed for a broad range of people to be accessed, who may not have been able to be reached had the questionnaire not been posted online. In comparison to this, when selecting a sample for both the observations and the interviews, purposive sampling was used, as the participants were chosen as they were able provide the information which is needed for the purpose of the research (Johnson and Christensen, 2012, as cited by Mukherji and Albon, 2018), with them being available and from the right population.

4.3 - Questionnaires:

When creating the questionnaires, twelve questions were devised (See Appendix 8), which the participants were asked to answer. The questionnaires were open to anyone to complete online. This meant that a variety of views were given within the responses, with people of different genders, ages and backgrounds being able to respond, without having to be in the same geographical location (Marshall, 2005). This improved both the reliability and generalisability of the results as they are more likely to be applicable to the population as whole. Further to this, the questionnaires allowed for both qualitative and quantitative data to be collected, meaning that the data was able to be analysed and compared, with rich, detailed responses also being given, resulting in a holistic perspective of how parents are reading with their preschool children, along with their thoughts and feelings surrounding the topic. Within this, it was decided that only two of the questions would ask participants to give a rating on a Likert scale, to avoid the reliability of the results being reduced too heavily, due to the likelihood of participants selecting a midpoint on the scale (Duffy and Smith *et al.*, 2005 as cited by Siva Durga Prasad Nayak and K A 2019), which increased the reliability. Furthermore, the questionnaires being completed online allowed for the participants to remain fully anonymous, leading to reduced opportunity social desirability, with the answers given being more honest as people were able to be deindividualized (Joinson, 1999).

4.4 - Observations:

The observations which were completed were thirty-minute naturalistic, narrative observations, with them being completed in the fourteen children's regular preschool environment without there being interruptions to their day or regular routine, allowing for understanding of how they engage with the different methods of storytelling and the language and behaviours they show during this time, whilst being able to record the event (Mukherji and Albon, 2018). An issue which can be seen when conducting observations is the reactive effect (Clark *et al*, 2021). To reduce the likelihood of this, the observations were completed in the observer's workplace, where they would normally observe the children, meaning that the children were less likely to change their behaviour due to knowing they were being observed by the observer as it is

something they are used to (Clark *et al*, 2021). All children and adults who were present throughout the observations were given a pseudonym to ensure that they remained anonymous throughout in accordance with ethical guidelines (Mukherji and Albon, 2018). The observations were completed in the present tense, giving a running commentary of what the child did. Throughout, the observer was positioned in a way which meant they remained as uninvolved as possible, ensuring that the data recorded was accurate (Riddall-Leech, 2008). During the observations, the children were able to engage with the story on three different occasions, using three different methods. Throughout the observations, all behaviour and speech during story time and for thirty minutes afterwards being recorded. This allowed for a holistic understanding to be gained surrounding the behaviours of the children during the story, and following it being read, including how they engaged with the story, other children and the practitioner throughout.

4.5 - Interview

Finally, an interview was used within the research, with an in-person interview being conducted with a preschool teacher from a town primary school in Jersey. The interview was semi-structured, ten with open-ended questions (See Appendix 2), allowing for the answers given to be highly detailed, with the participant being able to give as much information as they felt necessary to appropriately answer the questions (Mukerji and Albon, 2018), allowing for open-ended data to be collected, while also offering the participant the opportunity to expand on their thoughts and feelings surrounding reading to preschool children where necessary (Bryman, 2016), creating a holistic insight of the topic (Mukerji and Albon, 2018). This allowed for rich, qualitative data to be collected. Prior to the interview being conducted, a list of ten questions were devised, which were asked to the participant during the interview. These were sent to the participant along with a consent form and pre-amble about the interview, giving a full understanding about the study and what was being asked of them before they agreed to participate. The interview was recorded at the time and was transcribed later that day. This allowed for an accurate transcription of the results, and ensured the privacy of the participant was maintained, with the recording being securely destroyed

following transcription in line with the Jersey Data Protection Law (Government of Jersey, 2018).

When selecting a method for obtaining the views of preschool teachers, a focus group with between six and twelve preschool teachers as laid out by Mukerji and Albon (2018) was considered. However, as preschool teachers are often occupied with workload and working a variety of hours, in different settings to each other (Harrison *et al.*, 2023), the method was rejected in favour of an interview as a more productive method, due to the difficulty of arranging a time and place for a focus group. Although an interview with only one perspective does come with its limitations in terms of generalisability, it was selected in favour of the focus group due to the difficulty of co-ordinating this.

4.6 - Pilot Study:

A pilot study is a small study which is designed with the purpose of testing how feasible the methods which are planned to be used within a larger study or piece of research are (Arain *et al.*, 2010, cited by Lowe, 2019). Within this piece of research, two pilot studies were conducted to ensure that the methods selected were not only feasible and useful, but that they also met ethical guidelines (Mukherji and Albon 2018).

The first pilot study which was completed was for the questionnaire. This was conducted by sending out the questionnaire to a small group of students who are currently working part time within childcare settings, for them to respond to. Following them each completing the questionnaire, they were asked to provide feedback on any changes that would make the questionnaire more informative or appropriate. The general response was that the questionnaire was appropriate and ready to be sent to the ethics board for ethical approval, preventing a study which was not workable being sent out to be reviewed or completed, ensuring that time and resources were not being wasted (Pilot and Beck, 2017, cited by Lowe, 2019). A similar process was followed to complete a pilot study for the interview with a nursery teacher. To complete this, the interview questions which had been devised were read through with a nursery

practitioner, giving them the opportunity to provide feedback on the sense and appropriateness of the questions. Both pilot studies concluded that the methods were appropriate and informative, and therefore, an ethical application including them was submitted.

4.7 - Ethics:

When conducting research with and on children, it is important to understand and follow ethical guidelines, to ensure that all children and participants are protected. The definition of ethics within research is said to be the moral philosophy or principles that underpin the project (Aubrey *et al.*, 2000:156, as cited by Mukherji and Albon, 2010). To ensure that all ethical guidelines were met, an ethics application (See appendix 3) was submitted to the organisation for approval prior to any data being collected, ensuring all methods were appropriate.

When considering the ethical completion of the research, there are a variety of elements which needed to be considered, including informed consent without coercion, not withholding any information surrounding the research, ensuring that there is no harm to any of the participants and maintaining the privacy of all involved (Robson, 2011, cited by Mukherji and Albon, 2018). To ensure that the research complies with ethical guidelines, the participant of the interview was asked to give informed consent, as they were given an honest and clear explanation of the research within a pre-amble and will then be asked to sign a consent form (See Appendix 1) if they wished to proceed with being a part of the research, which complies with the definition of informed consent as given by Mukherji and Albon (2018), following having a pre-amble read to them (See Appendix 2). Furthermore, the questionnaire had a pre-amble attached to it, explaining what the research entailed, that they would remain anonymous and that they could withdraw from the questionnaire by not submitting their responses at any point, whilst also providing contact details for both the researcher and the supervisor of the project in case any of the participants wanted to gain additional information or needed any support following completion of the questionnaire (Loughborough University, 2026). Additionally, the observations being conducted within a local preschool which was also the researcher's place of work,

where they complete observations daily, meaning the nursery gave consent for this to take place in the setting providing all participants remained anonymous. Furthermore, when storing the data from the project it was kept securely on a password protected device in line with the Data Protection Law Jersey (Government of Jersey, 2018).

5 - Results

5.1 - Overview of Results

The results of three observations on 14 preschool children ages 3 and 4 years old., an interview with a preschool teach in a town, states primary school, and 47 online questionnaires with the parents of preschool children. The results showed that children benefit from reading in a variety of different ways, engaging with all three methods, whilst different children can use different style of reading to support them and their development in different ways.

5.2 – Results of Questionnaires:

Graphs, charts and tables have been created below to show the key results from the questionnaires completed by 47 parents of preschool aged children. Within the Tables five key themes were selected, these were emotional development and bonding, language development, imagination and holistic development, behaviour and engagement and enjoyment.

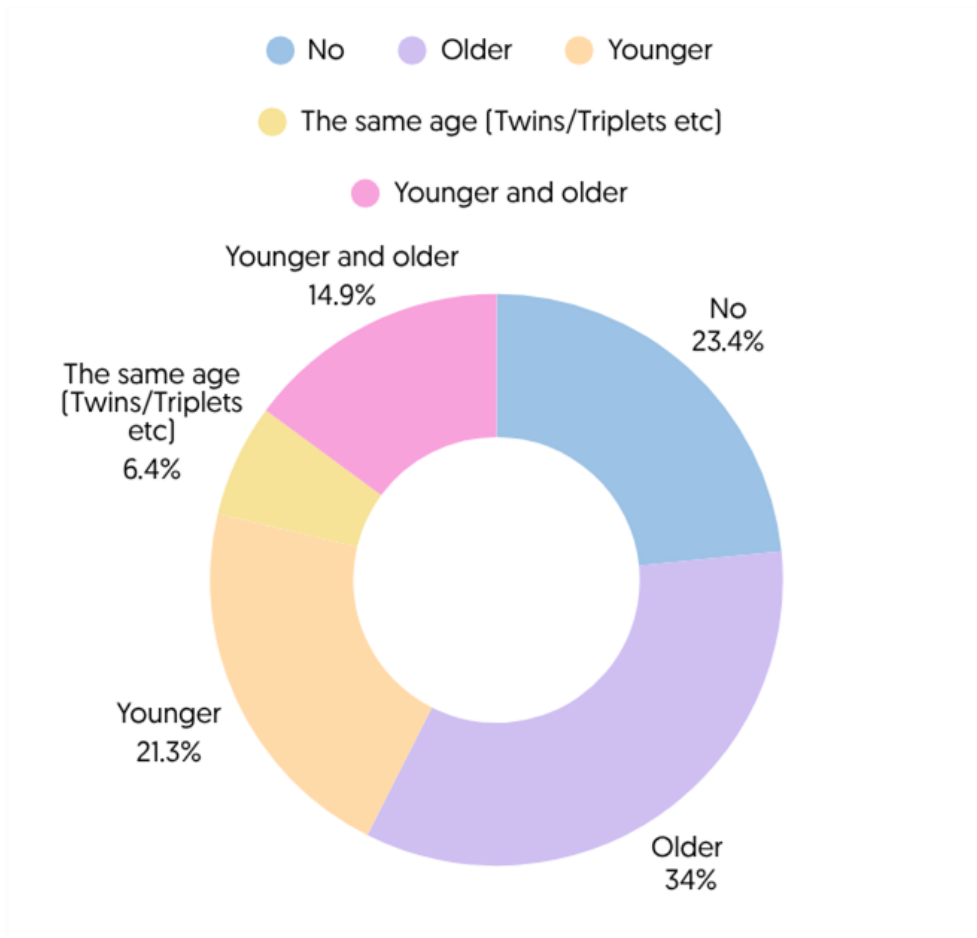


Figure 1: A Pie Chart Showing whether the Preschool Aged Children of the Parents who Responded to the Questionnaire had Siblings, and the Demographics of their Siblings.

The Pie Chart Shows that the majority of the preschool aged children had at least one sibling, with most of them having just one sibling.

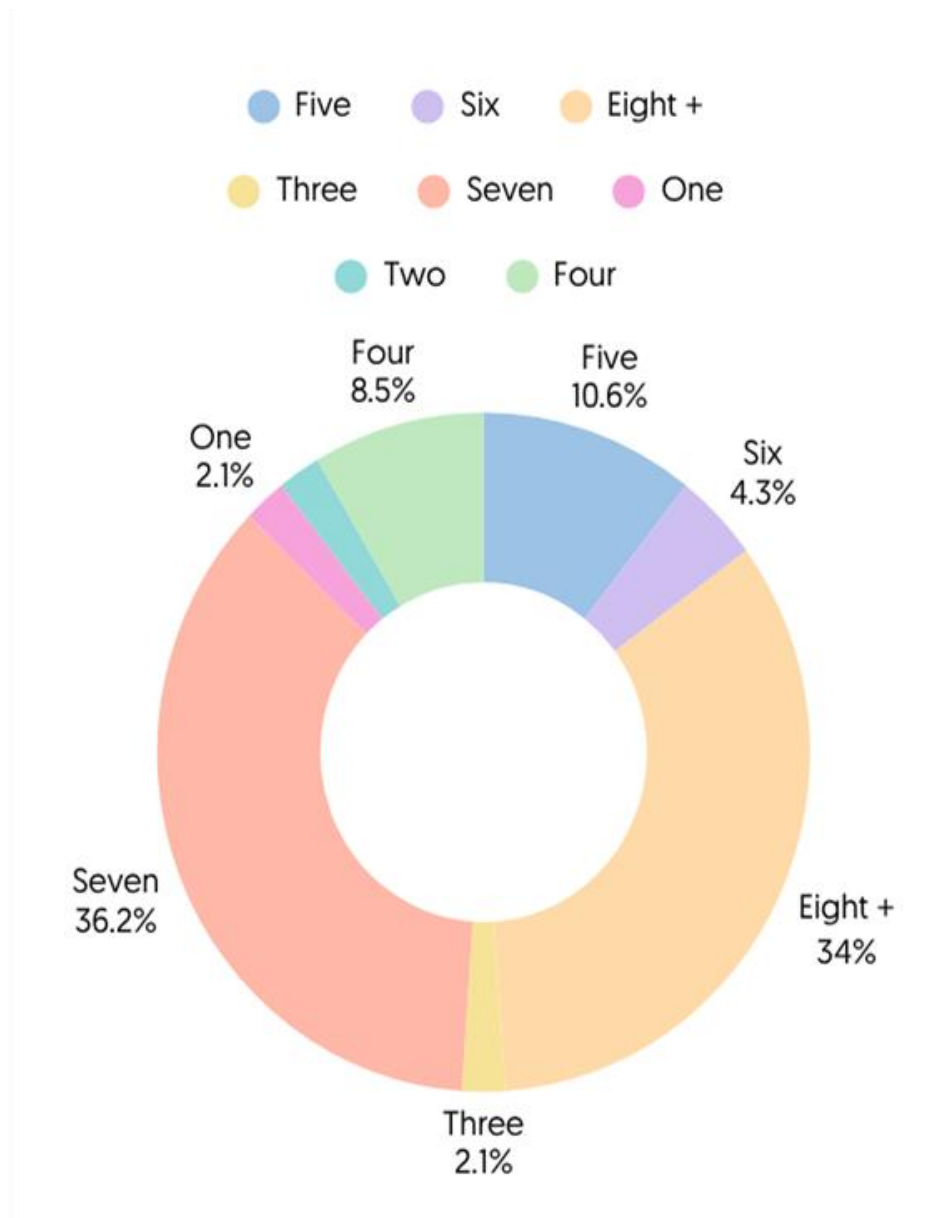


Figure 2: A Pie Chart Showing the Number of Times Parents of Preschool Children Indicated they Read to their Child in an Average Week.

The pie chart shows that the majority of parents are reading to their child seven or eight times in an average week.

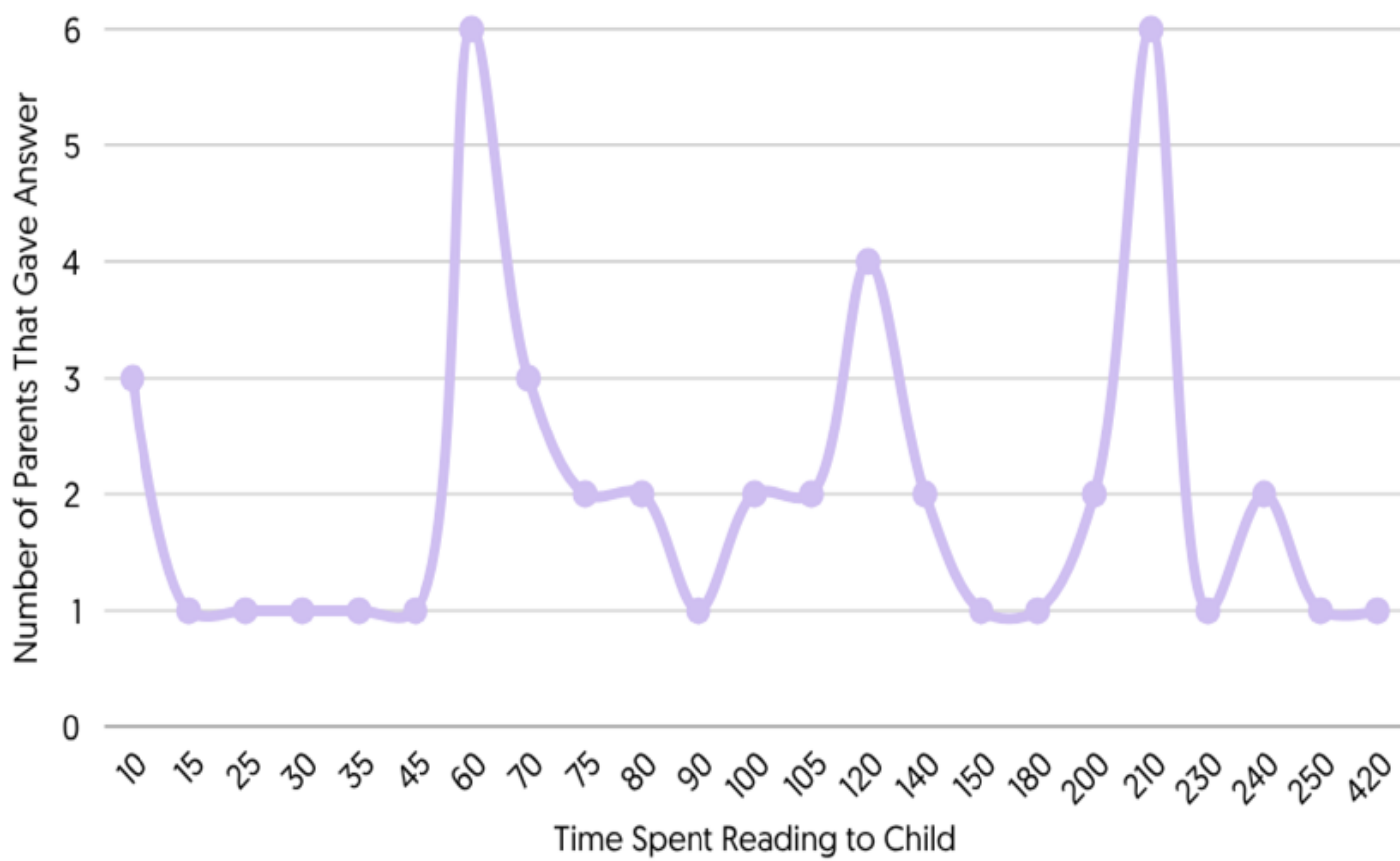


Figure 3: A line Growth Showing How Many Minutes Parents Spent Reading with Their Preschool Aged Child in an Average Week.

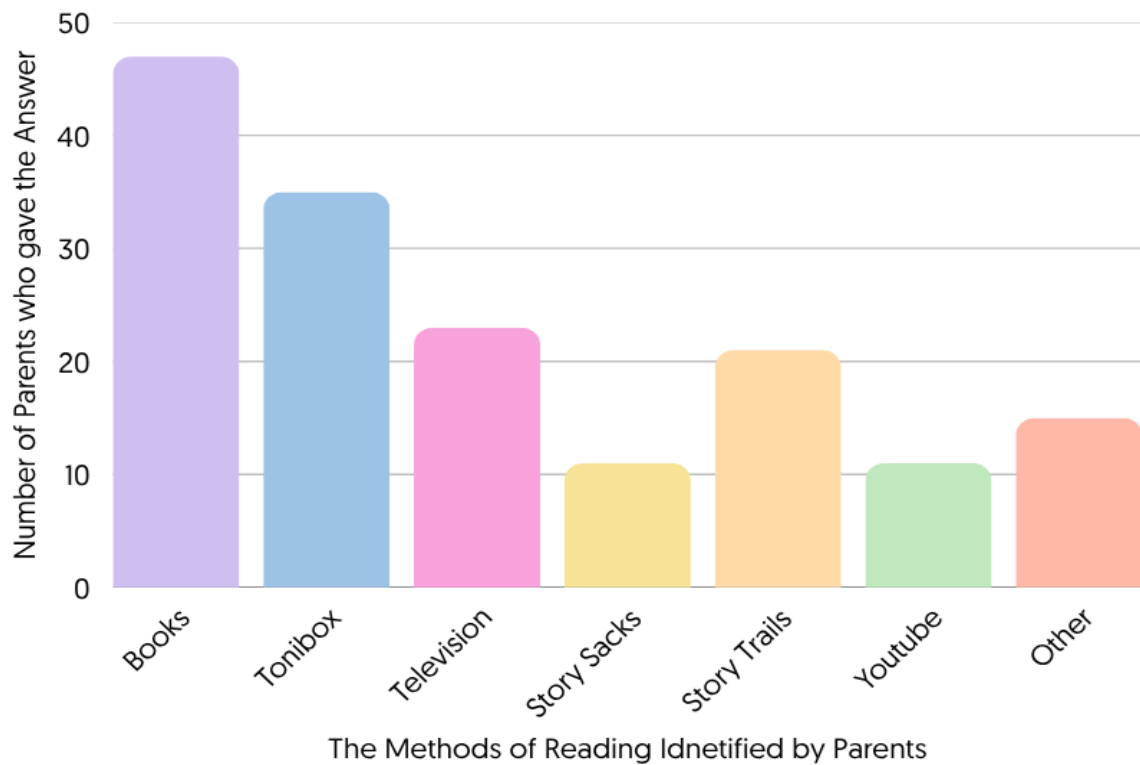


Figure 4: A Bar Chart Showing the methods of Reading Parents of Preschool Children Said their Child Engages With.

The bar chart demonstrates that all parents who answered the questionnaire identified that their pre-schooler uses books for reading, with a high proportion also identifying the use of a Tonibox for listening to stories.

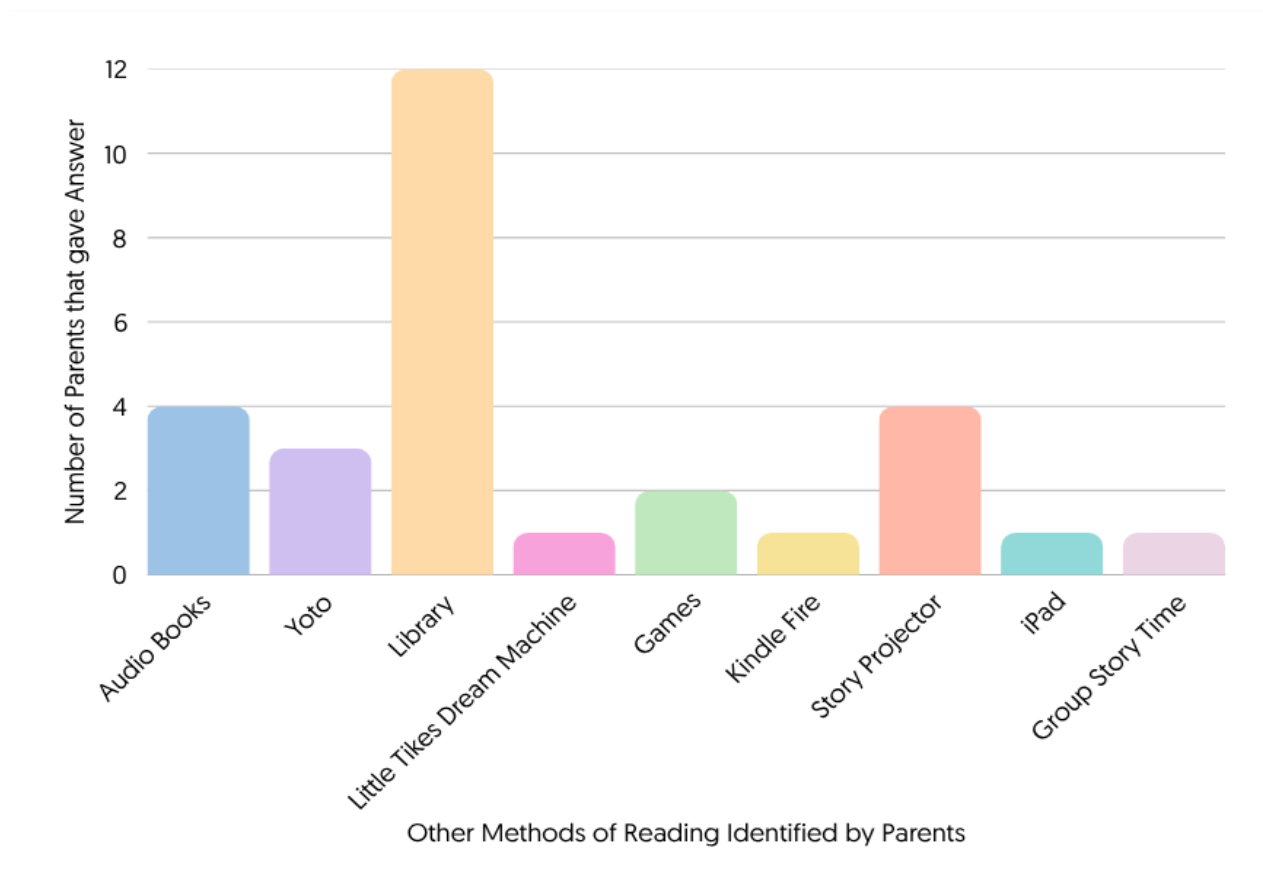


Figure 5: A Bar Chart Showing the Other Methods Identified as being used by Preschool Children to Access Reading by Parents who Answered “Other” when asked about what methods their child used for reading.

The bar chart shows that the library is the most common ‘other’ method of children accessing books.

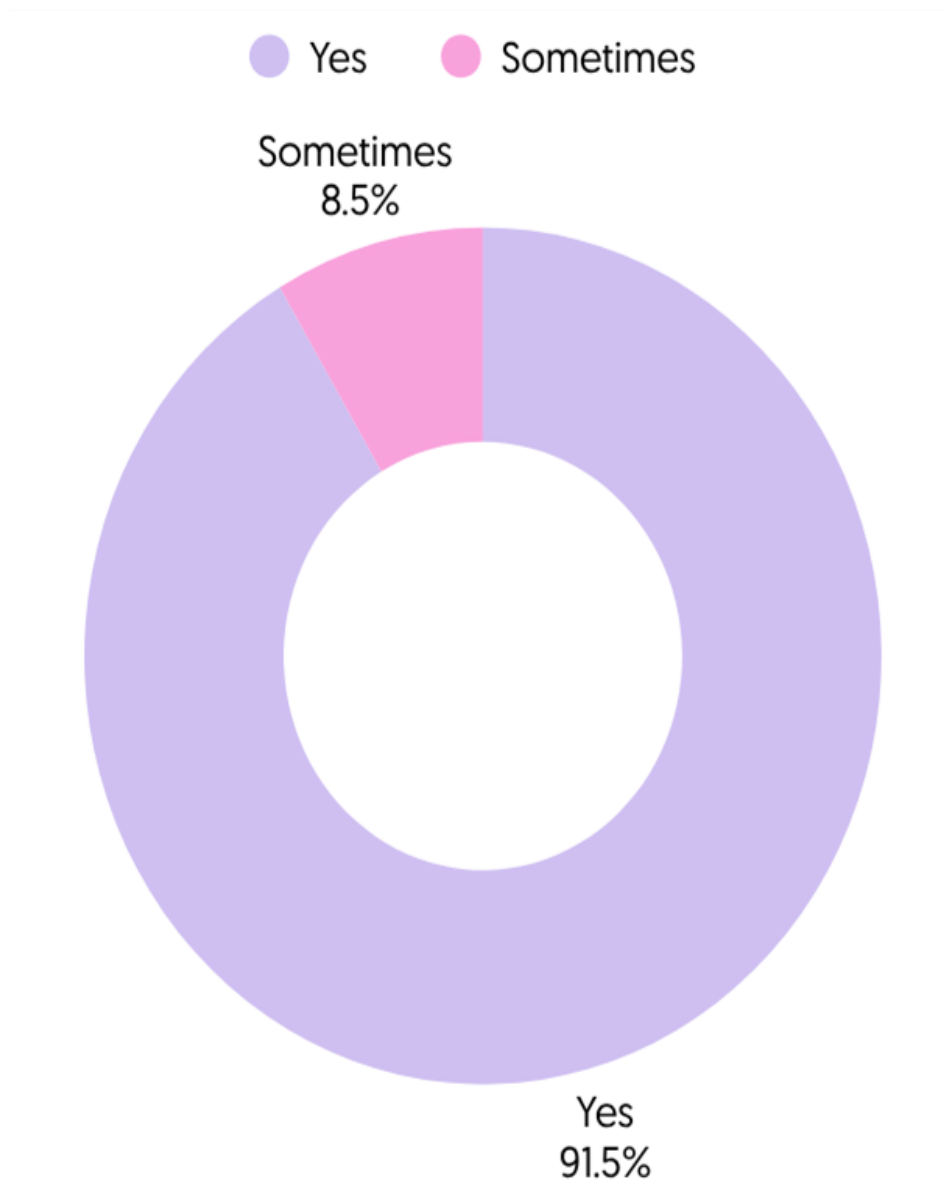


Figure 6 : A Pie chart to show the number of parents who said their preschool child enjoys reading.

The pie chart shows that 91.5% of the preschool children whose parents answered the questionnaire enjoyed reading.

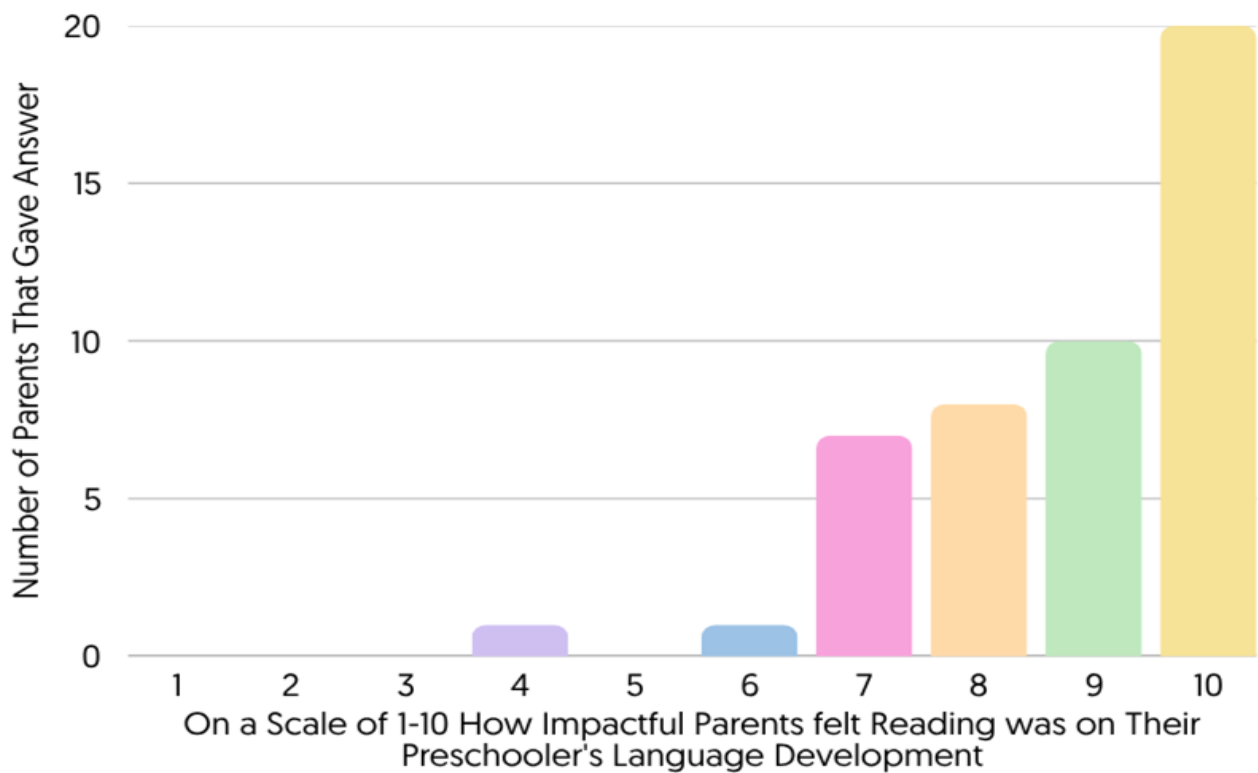


Figure 7 : A Bar Chart to Show On A Scale of 1-10 (Where 10 was a significant impact and 1 was no impact) How Impactful the Parents of Preschool Children Felt Reading was on Their Child's Language Development.

The bar chart shows that the majority of the parents who answered the questionnaire rated reading as a 10 (the most impactful) on a scale of 1-10 for how impactful reading was on preschool children's language development.

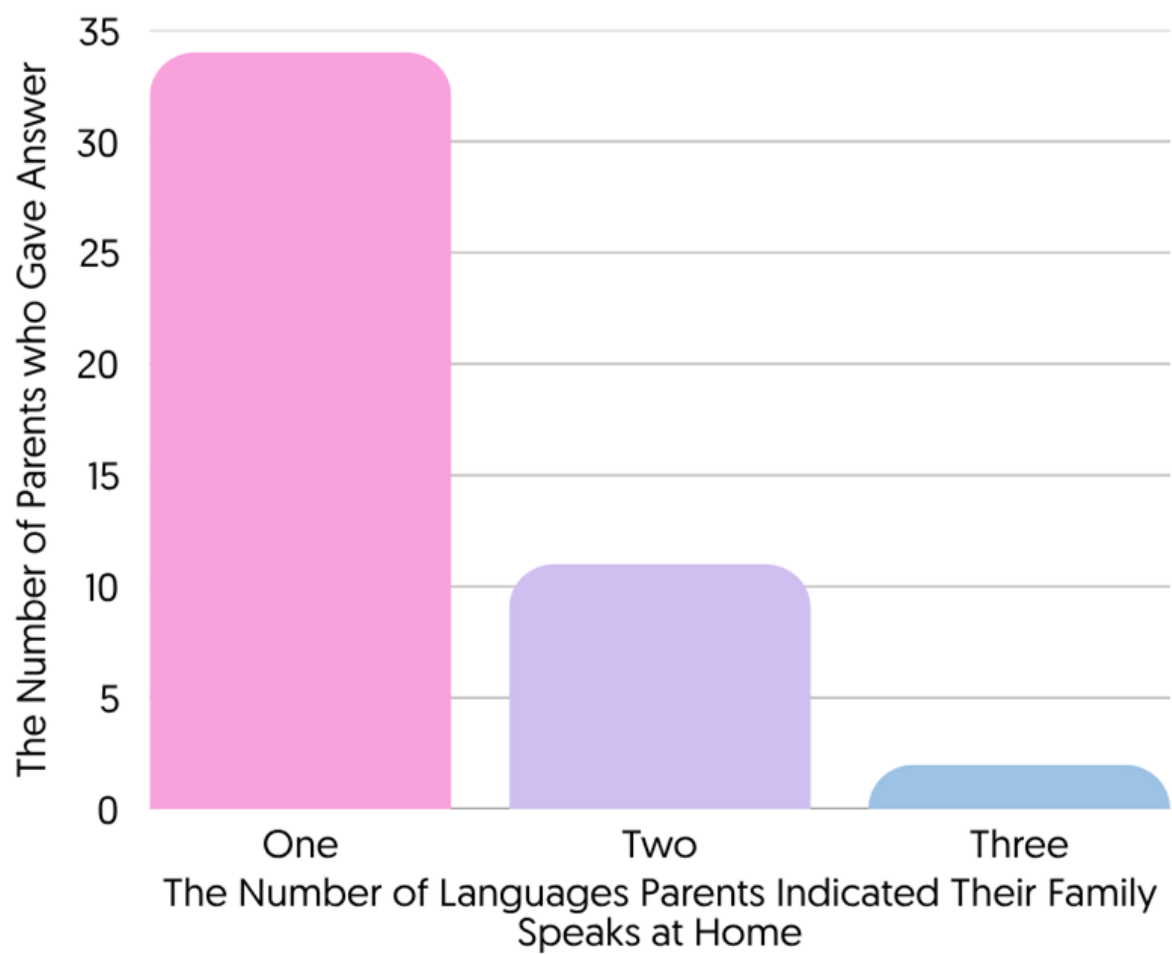


Figure 8: A Bar Chart showing how many Languages the Parents of Preschool Children Identified Their Family Speaks at Home

The bar chart shows that the majority of families only speak one language at home.

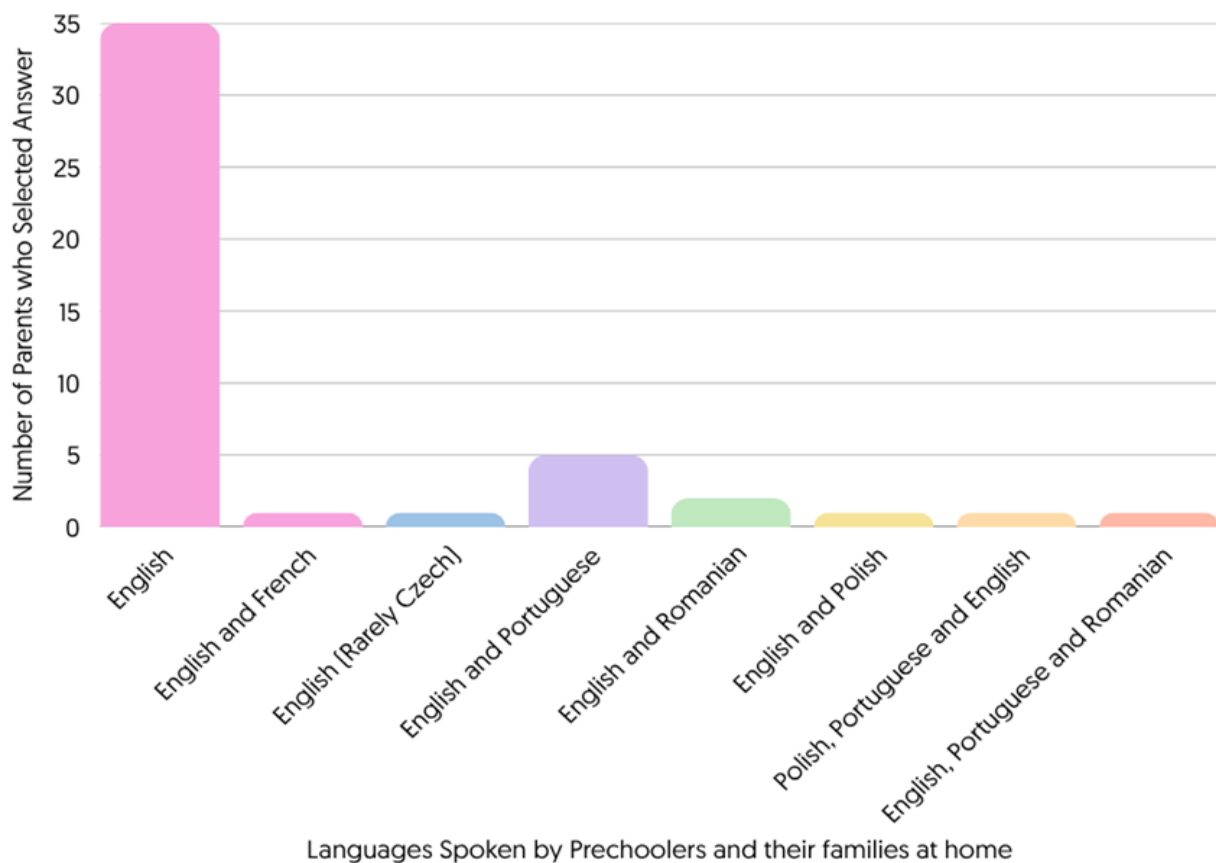


Figure 9: A Bar Chart showing The Languages Each of the Parents who Answered the Questionnaire Indicates their Family Speaks at Home

The bar chart shows that of the people who answered the questionnaire the majority people spoke English at home, with English and Portuguese being the second most common.

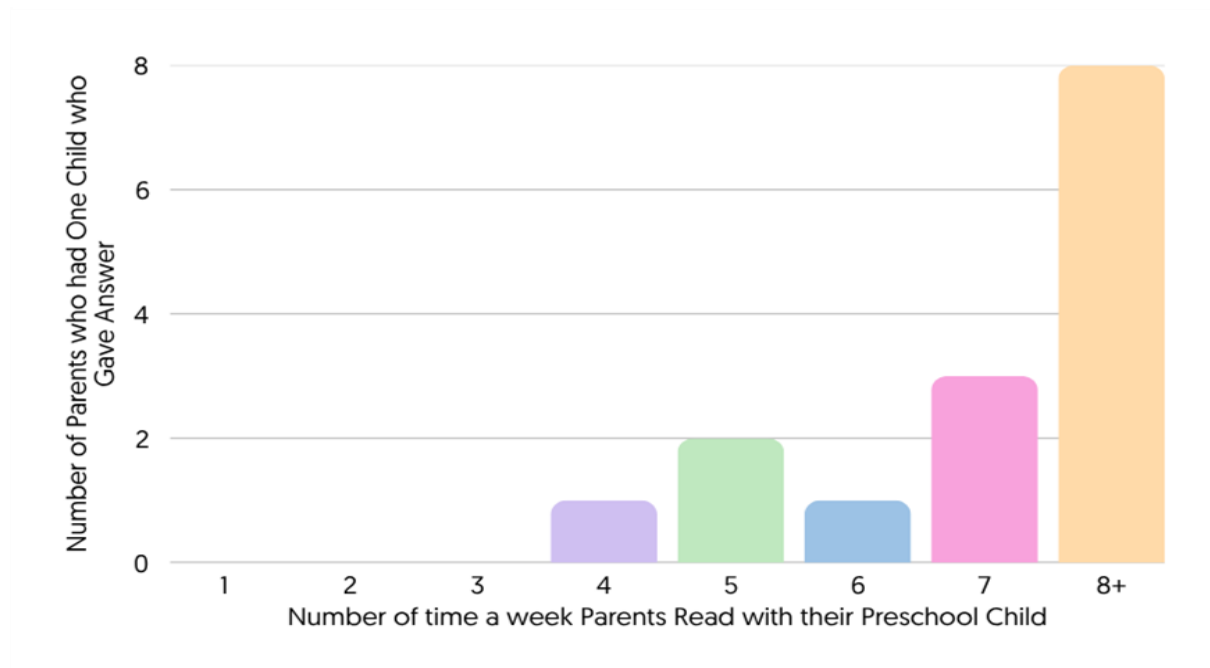


Figure 10: A Bar Chart showing How Many Times a Week Parents whose Preschool Aged Child is their Only Child Read to Them.

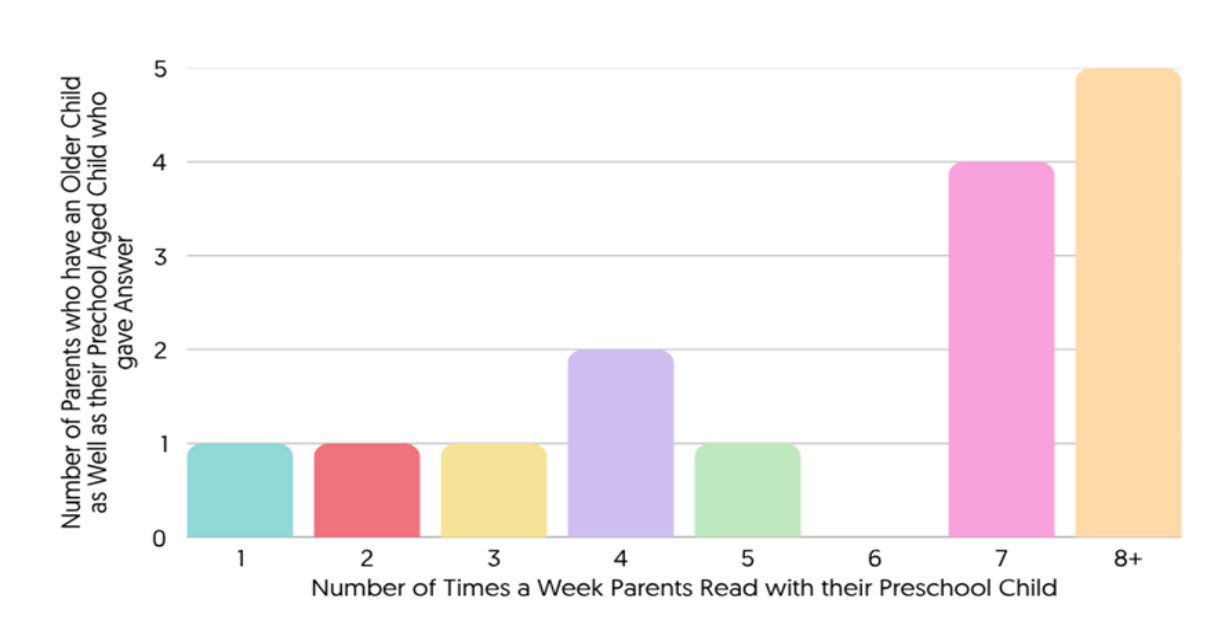


Figure 11: A Bar Chart showing How Many Times a Week Parents who have an Older Child as well as their Preschool Aged Child Read to Them.

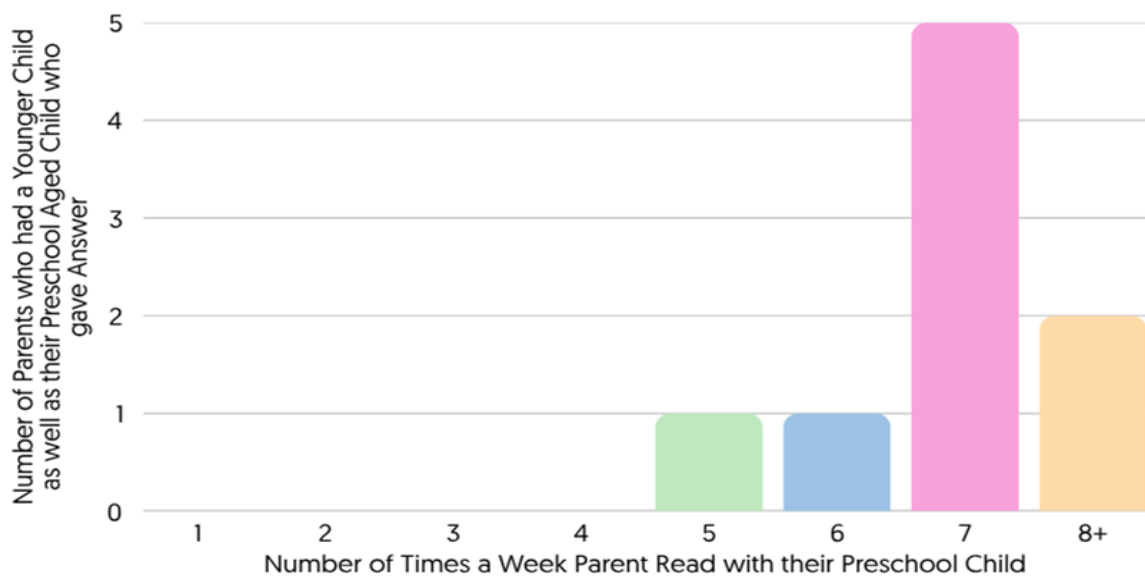


Figure 12: A Bar Chart showing How Many Times a Week Parents who have a Younger Child as well as their Preschool Aged Child Read to Them.

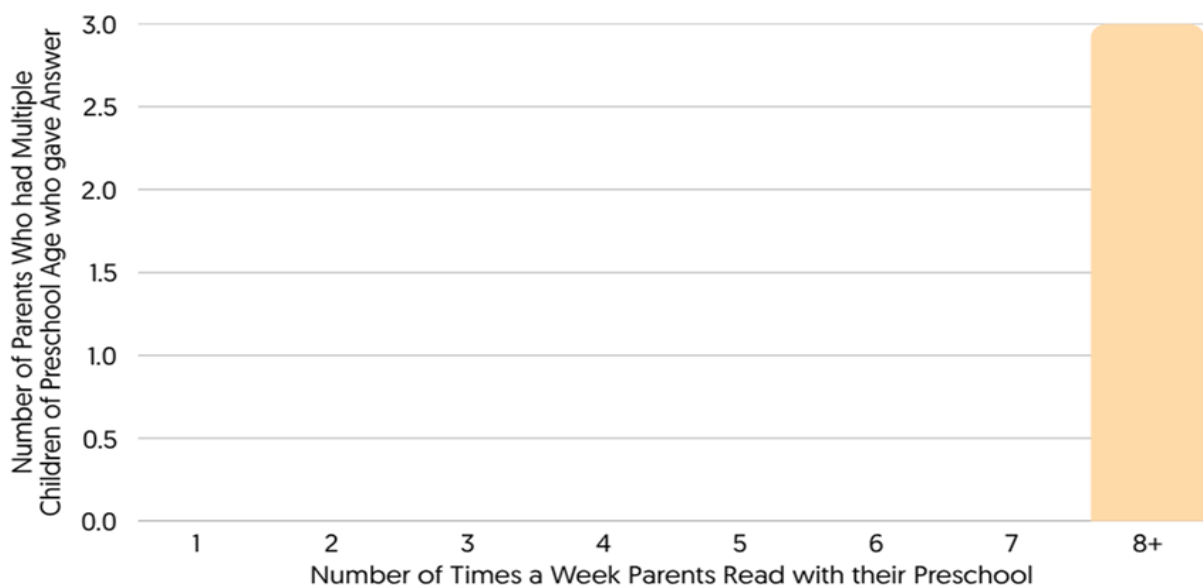


Figure 13: A Bar Chart showing How Many Times a Week Parents who have Multiple Children of Preschool Age Read to their Child.

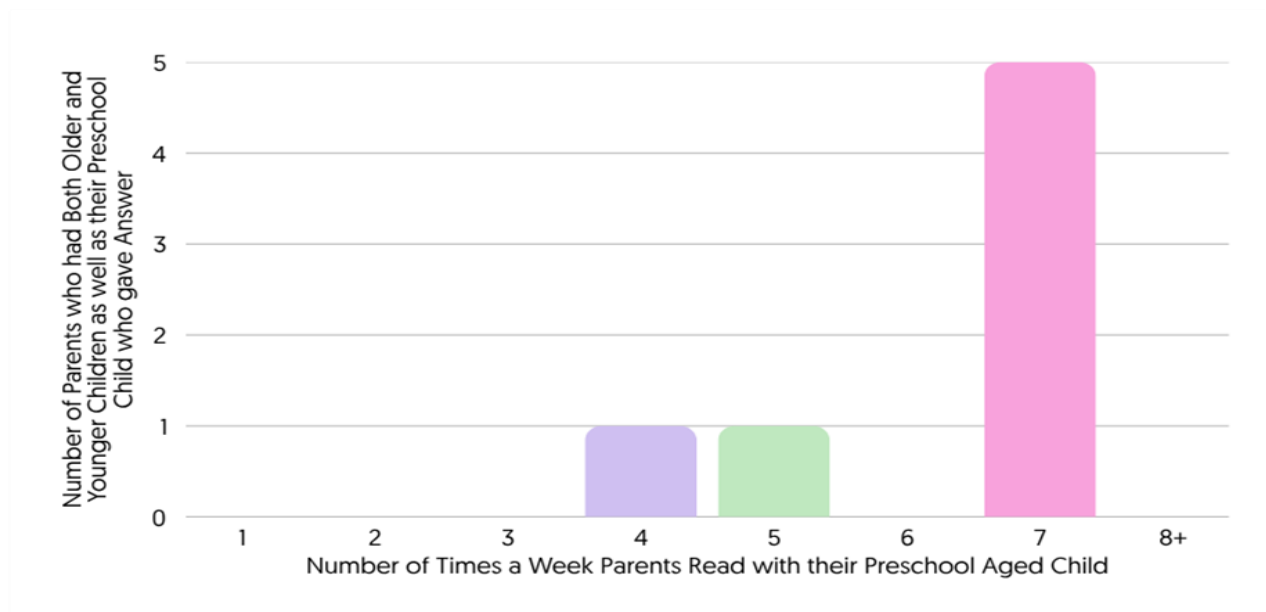


Figure 14: A Bar Chart showing How Many Times a Week Parents who have Both Older and Younger Children than their Preschool Child Read with the Preschool Age Child.

The bar charts shown in Figures 12 to 16, show that parents who read to their preschool aged child the most were those who had only one child, with those who had an older child as well as their preschool child selecting the lowest answers.

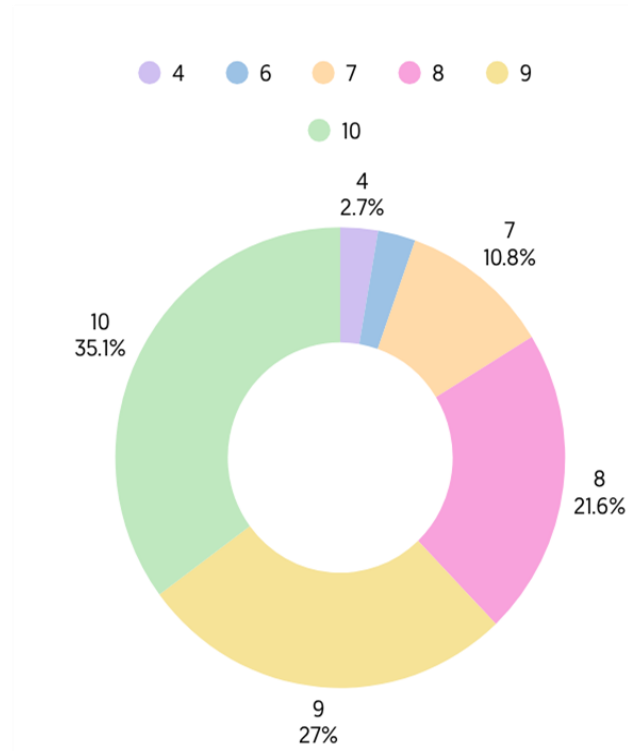


Figure 15 : A Pie chart to show the Level of Impact Parents of Children who Attended Preschool felt that Reading Had on Their Preschool Child's Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

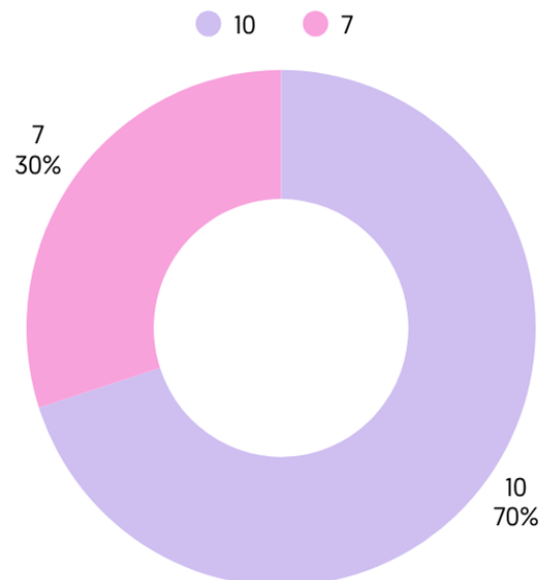


Figure 16 : A Pie chart to show the Level of Impact on a scaler of 1-10 (Where 10 was a significant impact and 1 was no impact) Parents of Children who Did Not Attend Preschool felt that Reading Had on Their Preschool Child's Language Development.

Figures 15 and 16 show that more parents of children who attended preschool rated reading as a 10 on a scale of 1-10 on how much impact it has on language development.

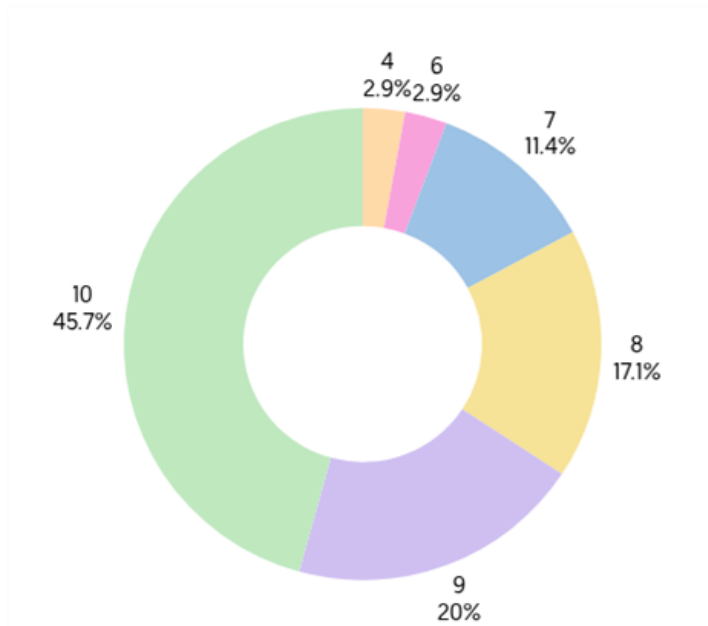


Figure 17 : A Pie chart to show the Level of Impact Parents of Children who Indicated that they Read in one language in their House felt Reading had on Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

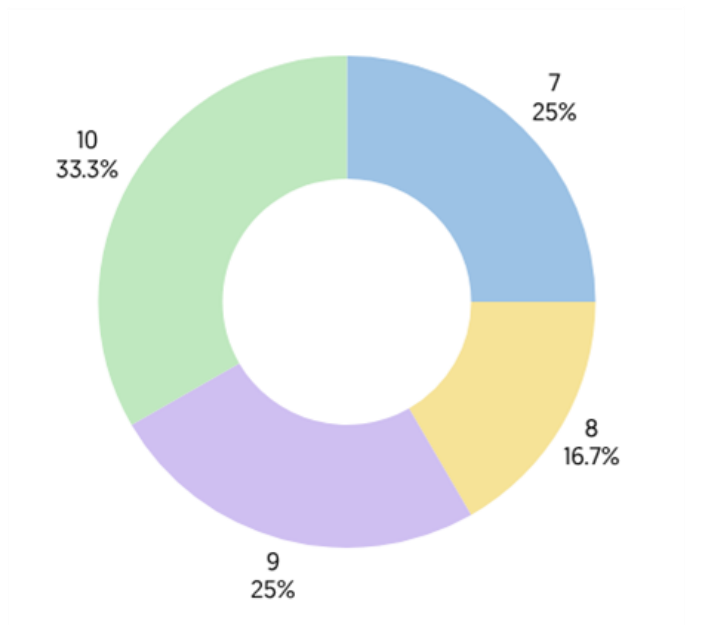


Figure 18: A Pie chart to show the Level of Impact Parents of Children who Indicated that they Read in Multiple Languages in their House felt Reading had on Language Development on a Scale of 1-10 (Where 10 was a significant impact and 1 was no impact).

The pie charts in Figures 17 and 18 show that more parents of children who read in one language rated the impact of reading on children's language development as a 10 on a scale of 1-10 in comparison to those who read in more than one language at home.

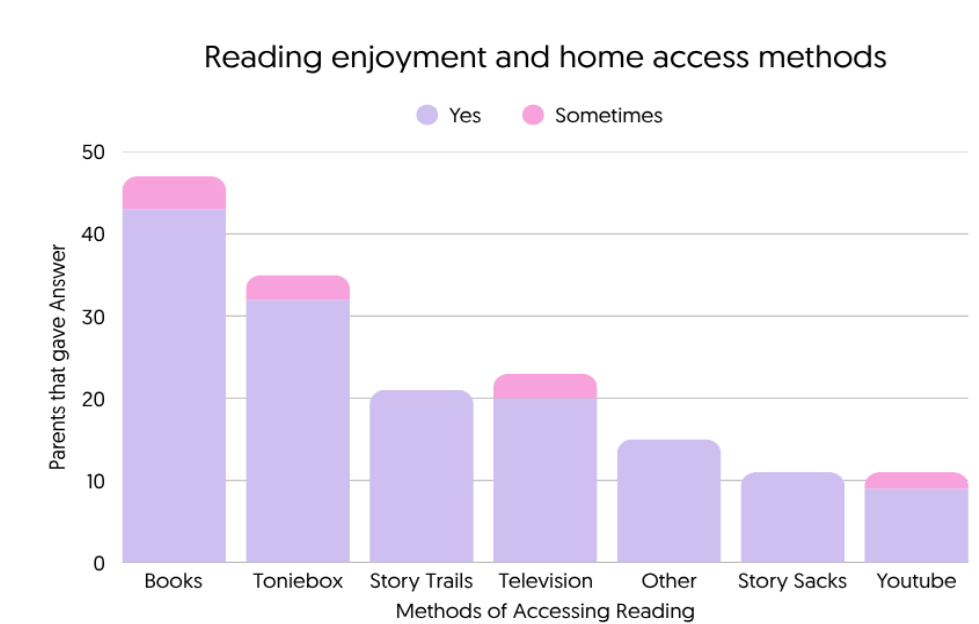


Figure 19: A Bar Chart Showing the Relationship between Enjoyment of Reading and the Methods of Reading being Accessed at Home.

The bar chart shows that nearly all children who access reading enjoy this, with there being little differentiation between the methods used.

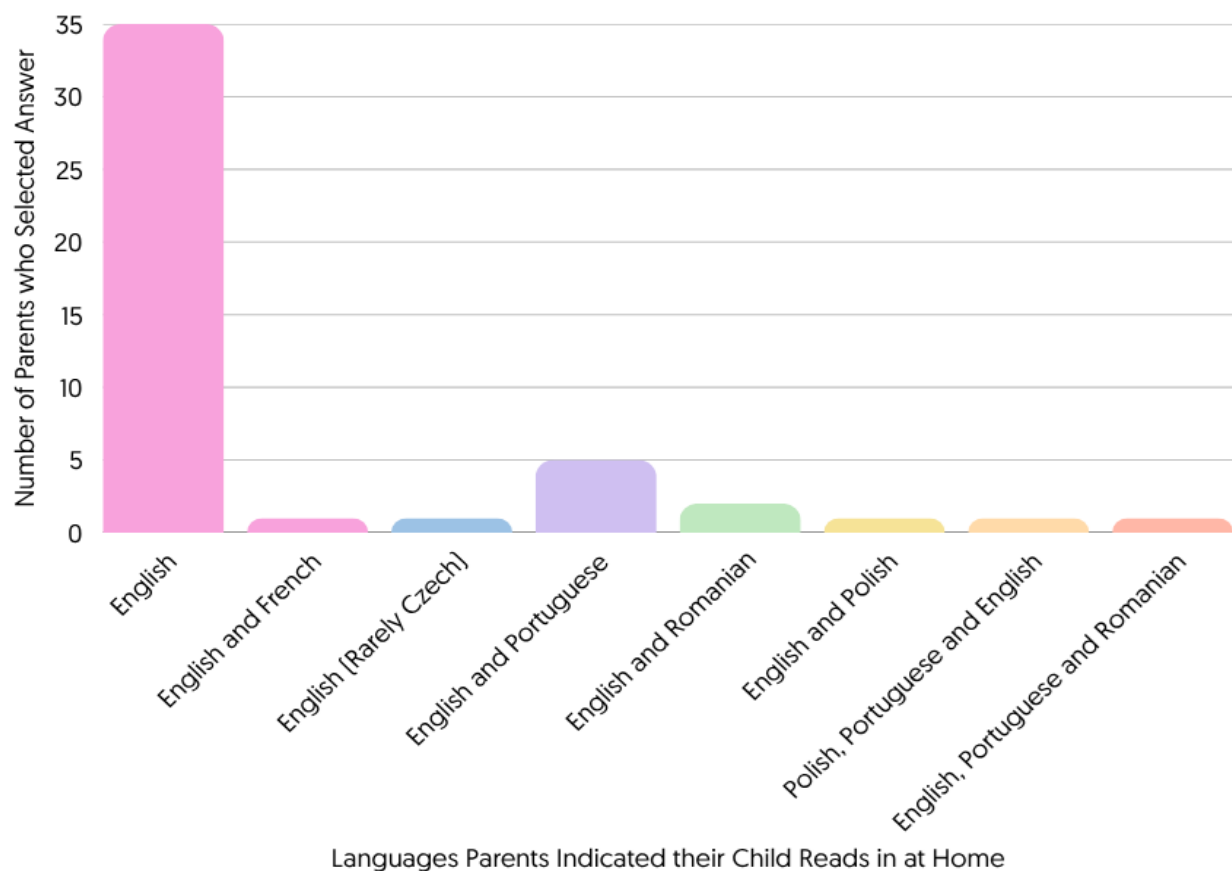


Figure 20: A Bar Chart Showing the languages that preschool children are reported to be reading in at home.

Identifier	Quote
Q12	Supports the special bond with children
Q12	It's a lovely bonding activity.
Q12	Reading provides the opportunity to spend quality time together and enhances bonding.
Q12	It is also a great way for child and parent to bond.
Q12	Reading allows for bonding with my child.
Q12	I see a difference in their regulation.

Q12	Allows us to spend quality time.
Q12	It is a great opportunity for us all to bond.
Q12	A really good way for us to bond with our child as they are at preschool all day.

Table 1: Shows the results from a questionnaire on the impacts of reading on children's Emotional Development and Bonding

Identifier	Quote
Q12	Supports... language.
Q12	Reading is a wonderful tool to enhance children's vocabulary.
Q12	Allows my child the opportunity to learn new words and to comment and ask questions about the story, widening their understanding and thought process.
Q12	Allows for valuable learning opportunities for language.
Q12	I have seen the impact it can have on the language development of children.
Q12	With my child asking me about different words or telling me about the pattern of things or making animal sounds.
Q12	Allowing them to expand on the story, acting it out and talking about it.
Q12	Reading helps my child to develop language.
Q12	Reading with other children is great for communication and language development.
Q12	Reading the same story in both languages helps children to learn both. They can see the same words and understand both.
Q12	...love to talk about the books they read, asking us about new words or identifying things within the book.
Q12	We read in all 3 languages to help our children understand the languages their parents grew up speaking, as well as English meaning they can communicate with all 3 communities.
Q12	My preschooler struggled with language development and communication... the importance of reading and asking questions/talking about the book was highlighted... we did lots of

	reading and talked with her about books every day. A year later she is now a confident speaker and is able to communicate well.
Q12	...Use more positive language...after reading.
Q12	My children love reading together and talking about the books
Q12	Schools have changed and improved the speed of children's ability to recognise letters, sounds and words.

Table 2: Shows the results from a questionnaire on the impacts of reading on children's Language Development.

Identifier	Quote
Q12	Supports... learning and social situations.
Q12	Reading is a wonderful tool to... bring on their imagination.
Q12	So important to development.
Q12	It also supports the development of imagination.
Q12	Widening their understanding and thought process.
Q12	Learning opportunities... around the topic of the book – socialisation, family, personal hygiene etc...
Q12	...increasing their holistic development.
Q12	Reading allows children to develop their imagination, increasing their creativity.
Q12	If I read with either of my children in the day they are both more creative and imaginative with their play after this.
Q12	Reading a book... gives them the opportunity to use their imagination.
Q12	Talking about the book develops imagination.
Q12	Our children show great imagination surrounding reading.
Q12	Books are a great tool for teaching them about social situations

Table 3: Shows the results from a questionnaire on the impacts of reading on children's Imagination and Holistic Development.

Identifier	Quote
Q12	After I read to my child I see a difference in their regulation and behaviour, with them being more engaged in all other activities.

Q12	Reading a book is calming for our children.
Q12	He can be very excitable and we see a difference in his behaviour on days when we have more time to read to him.
Q12	My children... use more positive... behaviour after reading.

Table 4: Shows the results from a questionnaire on the impacts of reading on Children's Behaviour and engagement.

Identifier	Quote
Q12	We love the reading activities
Q12	... my child gets a story sack and we read together along with the toys provided in the sack. My child likes to read the story and act it out with the toys and puppets provided.
Q12	I am filling this out for twins...One loves reading and one less so.
Q12	Feel it is very important to read to children, so many I see just look at screens.
Q12	We read books during the day or at bed time.
Q12	My 3 year old enjoys reading with myself and their 6 year old sister.
Q12	Our twins love reading, they enjoy reading independently, with each other and with us.
Q12	We love the story trails in local parks, they allow the twins to be creative with the story, allowing them to expand on the story.
Q12	We read books with our children every night before bed and have a toniebox that we use at the weekends.
Q12	...My son loves reading and that they do the story trails which he loves.
Q12	We don't have lots of time to read to our children, but they love it when we do and we try to make at least 15 minutes everyday for it.
Q12	...they go to the library and complete story sacks with preschool and always come home telling us about these activities.
Q12	...love to talk about the books they read.
Q12	...the library, story sacks which they can bring home and story trails.
Q12	We go to the library as a family at least every other month and the love it.

Q12	My children love reading together and talking about the books.
------------	--

Table 5: Shows the results from a questionnaire on the Different methods used by children for reading and the enjoyment they get from these.

Identifier	Quote
Q12	I think it would be a really good idea to offer library cards to all pre-school age children at pre-school.
Q12	Schools have changes and improved the speed of children's ability to recognise letters, sounds and words.
Q12	At preschool my child gets a story sack and we read that together along with the toys provided in the sack... they are engaged and excited to read the book.
Q12	The quality of books used in my child's nursery... have had a massive impact on my child's love of books.
Q12	We know they go to the library and complete story trails and sacks with preschool.
Q12	My child loves different activities with reading, which is supported by preschool, through the library, story sacks which they can bring home and story trails.

Table 6: Shows the results from a questionnaire on the ways in which preschool provisions do and can do to support children with reading.

5.3. – Results of Observations:

The observations were completed with fourteen children and showed that the children were engaged with all methods of storytelling, however there were differences between each of them, with children using some of the same key vocabulary and behaviour throughout all of the observations. Key results from each observation have been put thematically into tables, with the themes being behaviours, language and communication, engagement and attention and types of play. Each observation has been given an identifier within the tables: Observation of the book (OB), Observation of YouTube being used for Storytime (OY) and Observation of the story trail (OS) Whilst key results have been selected and put into tables, the full transcripts of the narrative observations can be found in the appendices (See appendix 4, 5, and 6).

Identifier	Quote
OS	I want to find the bear.
OS	Wow, I'm excited to go on a bear hunt.
OS, OB, OY	We're going on a bear hunt. We're going to catch a big one. What a beautiful day. We're not scared.
OS, OB, OY	Swishy swashy
OS, OB, OY	It's Mud
OS	I went on a plane in the sky!
OS	Let's read the story
OS	This is fun!
OSA	We need to find the next one
OS	Go away
OS	Can I hide in the house with you?
OS	It's teamwork now my friends are helping me.
OS	I'm running away from the bear.
OS	Okay, good idea.

OS	I am building a house to keep you safe from the bear.
OS	I'm going to draw a bear that looks like my Daddy.
OS	Does your Daddy look like a bear?
OS	My bear is going to have two eyes like me
OS	My bear is going to be big and tall and brown.
OS	I found grass, its swishy swashy.
OY	Give it back.
OY	Will you read me a story?
OY	What are these?
OY	Okay, I will do singing instead.
OY	My shoes and socks got wet, so I have spare ones on my feet, so I don't get cold.
OY	Yeah, I'm going to play with Child J
OY	No! It's my turn.
OY	ARGHH
OY	When I went to the snow, I had a snowball fight with my Daddy!
OY	I have seen snow on my holiday
OY	I think that the bear is sad.
OY	He is crying.
OY	He wanted a friend.
OY	No! I don't want to!
OY	It's a snowstorm, bruhhh cold.
OY	I can't hear because Child K is making too much noise.
OY	I got wet on the way to preschool.
OB	Yay! I love that book
OB	We're going to turn our listening ears on.
OB	It's sunny and a little bit cloudy today.
OB	Welly boots!
OB	Snow is cold.
OB	I like snow.

OB, OS, OY	Squelch squerch
OB, OS, OY	We can't go over it. We can't go under it. We have to go through it.
OB, OS, OY	Stumble trip
OB, OS, OY	Whooo, wooo
OB	I picked this one because I like tigers
OB	That's a ballerina cow.
OB	That's a silly tiger, his legs are funny.
OB	A monkey, a cat, a lion, a frog, a mokey too. A dragon, ROARRR
OB	Theres lots of different parts to the tiger.
OB	Oh no, now it's a mermaid tiger.
OB	He is getting better.
OB	Help me put my coat on please.
OB	Put my coat on now
OB	No, I want your help now.
OB	Look everybody, I will teach you the coat trick.
OB	I want to play with Child G
OB	Will you play with me?

Table 7: Shows the language and communication of the children throughout three observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

Identifier	Quote
OB	Using hand to turn on listening ears.
OB	Moving arms from side to side to make swishy swashy movement.
OB	Hitting other child.
OB, OY	Using hands to tap legs to the rhythm of the story.
OB, OS	Using arms to act out swimming
OB	Using mouths to make the squelch squerch noise.
OB	Stomping feet to act out being in the woods.

OB, OY	Using the blocks to build.
OB	Ripping a page out of a book.
OB	Laughing
OB, OY	Stomps their feet
OB	Teaching children how to do the coat trick
OB	Balancing
OB	Building
OB	Drawing
OB	Role play
OB	Pushing
OB	Throwing sand
OB	Playing in the grass
OB	Stomping in the mud
OY	Tapping feet to the rhythm of the story
OY	Playing the drums during the story
OY	Using puppets
OY	Playing with the bells
OY	Moving head back and forward as if in a snowstorm
OY	Throwing toys
OY	Playing together in different areas
OY	Climbing the bookshelf.
OY	Role playing lunchtime.
OY	Using multilink to make patterns.
OY	Sat reading in the book are with a practitioner.
OY	Pushes them off.
OS	Uses their right hand to hold a pair of scissors to cut the tape.
OS	Uses both hands to press down on the tape to stick... story trail to the wall.
OS	Pretending to stomp in mud.
OS	Holding hands, skipping around the garden.
OS	Playing in the grass together.

OS	They start using the pencil colours to draw the bear.
OS	Jumps off the table
OS	Starts picking up crates to build a house.
OS	Throws sand across the garden
OS	Running around the garden
OS	"I am making a house for you... to keep you safe from the bear."
OS	Using pencil colours to draw the bear.
OS	Jumps off the table
OS	"I've got a telescope we can look out of to check the bear isn't coming."
OB	Walks into the mud kitchen.
OY	Reading
OY	Playing with the lentils and pasta in the messy area, using spoons and pans to transfer them from two different trays

Table 8: Shows the behaviour and play of children throughout three observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

Identifier	Quote
OS	Yay!
OS	I love bear hunt.
OS	All children join in with the swishy swashy movement
OS	All children use their arms act out swimming.
OS	"Oh no, we have wet feet now!"
OS	All children run off together looking for the next page.
OS	All children make the stumble trip movement.
OS	"To the next one!"
OS	All children spin around like they're being blown away by the snowstorm.
OS	"Let's go through it!"
OS	All children tiptoe around the garden.
OS	"That was so good, can we do it again?"

OS	"Let's draw pictures of the bear"
OS	"Look I've got a telescope to check the bear isn't coming"
OS	"I am making a house for you Child C, to keep safe from the bear."
OB	"Wow I love new books!"
OS, OB, OY	"We're going on a bear hunt. We're going to catch a big one."
OS	"It's sunny and a little bit cloudy..."
OS	Moves their arms back and forward.
OS, OY	Tapping their legs to the rhythm of the story.
OS	Looks around
OS, OY	Use arms to act out swimming.
OS, OY	Stomp their feet to act out being in the woods.
OS	Wiggling around and tapping Child D on the shoulder

Table 9: Shows the attention and engagement of children throughout the observations on the different ways of reading 'We're Going on a Bear Hunt' (Book, YouTube Story and Story Trail).

5.4 – Results of Interview:

From the interview with a preschool teacher from a States, town primary school, five different themes emerged from the thematic analysis of the transcripts. They were holistic development, behaviour, language, methods to access reading and attention and engagement. For each of these themes key quotes from the interview were selected and put into the tables below, however the full transcript of the interview is available in the appendices (See Appendix 7).

Identifier	Quote
Interview	Children learn a lot through stories.
Interview	Children learn a lot of their language through stories.
Interview	In early years books and also songs, I think that's where they get the majority of their language from.
Interview	Children aren't using technology for learning.

Interview	Reading offers an opportunity for children to develop their um, language and communication, but also their imagination and understanding of the world.
Interview	There is a love of reading in early years, but I think that as the children go up through the school it kind of the importance of it kind of falls behind which can result in children's development in terms of their language, communication, real world understanding, creativity and cognitive abilities slowing.

Table 10: Shows the results from an interview with a preschool teacher on the impacts reading has on preschool children's holistic development.

Identifier	Quote
Interview	After we sit down as read as a group the um generally group as a whole are calmer and more engaged with play
Interview	If I can see that the class is getting a bit loud or fizzy, I'll do a whole class story or a small group story, erm I find it helps some of our children to calm down and regulate their behaviour
Interview	If a child is having an emotional time or a harder day they might bring one of the adults a book, it seems to help them calm down if they are upset, it's comforting.
Interview	Children show better behaviour when they are active, so they enjoy more active methods of reading

Table 11: Shows the results from an interview with a preschool teacher on the impacts that reading has on preschool children's behaviour.

Identifier	Quote
Interview	The parents understand that it's really important for them to to have their home language um and yeah some children have said to me that they they have books in in their home language.
Interview	When we do like language assessments if we know that that child is more confident in their home language then we will, if possible, we assess them in our home language

Interview	It has a positive impact because if they it just helps them to deepen their understanding and sometimes, they'll know a word in their home language but not in English or they'll they'll know what a word means in English but not their home language.
Interview	In early years we use a lot of visuals, and we also use Makaton, so I mean Makaton is a language in itself so um yeah, I think them all being intertwined is really supportive for the child's understanding.
Interview	I definitely think in early years books and also songs I think that's where they get the majority of their language from.
interview	Children learn a lot of language through stories.
Interview	When they're playing together, I hear a lot of that language repeated and a lot of those phrases especially a lot of the books we read... have a lot of repetitive phrases so then they get to practise that language as a whole group and then we'll take it into their play.
Interview	I haven't noticed that their language is better for technology
Interview	The correlation between being read to and your language developing.
	Those children who we think don't get read to as much at home... they normally have less developed language.
Interview	We see children often being more dysregulated after using technology.

Table 12: Shows the results of an interview with a preschool teacher on the impacts reading has on children's language.

Identifier	Quote
Interview	We read a story a day and that'll be like a whole group activity.
Interview	The book corner we also try to place relevant books in different areas
Interview	Ebook like on Twinkle that I'll show them on the interactive whiteboard.
Interview	Go outside with big chalk... We'll draw the grass or the mud.
Interview	Verbally tell stories
Interview	Physical books can they really engage with it more so if we do like role play with it so I think if they already know the story and they've seen the images then they can be more creative with it.

Interview	If we notice there's no books in the home or very few books in the home um we have um volunteer readers who come in from ECOF.
Interview	Children aren't using technology for learning, for things like reading games or stories.
Interview	Books and other ways of accessing books, like story sacks and trails, creating the story with chalk or construction for those children who don't enjoy sitting and looking at a book are very very important.
Interview	Parents should be taking their children to the library taking their children to bookshops

Table 13: Shows the results of an interview with a preschool teacher on the different methods children use to access reading.

Identifier	Quote
Interview	Story sacks and trails, creating the story with chalk or construction for those children who don't enjoy sitting and looking at a book
Interview	With each new year group I'm finding their attention span is definitely shorter they're not as willing to take turns because of that vast reward from from technology
Interview	If I've read them a story that's in the book corner and then I place it back in the book corner, I find the children are then drawn to to go and look at it independently
Interview	Love of reading in early years
Interview	Parents have asked us how they can help with reading at home, with things like how their child will engage better.

Table 14: Shows the results from an interview with a preschool teacher on how reading impacts on the attention and engagement of preschool children.

6 - Discussion

6.1 – Language Development

Throughout the questionnaires and the interview which were completed, the importance of reading to young children was expressed, with both parents and

teachers discussing the idea that reading has an impact on children's language development, along with their behaviour. Figure 7 shows that 20 of the 47 parents who when asked to rate the impact reading has on children's language development on a scale of 1-10, selected 10 as their answer. Whilst the majority of families spoke one language at home (Figure 8), with English being spoken by all households (Figure 9), figures 17 and 18 show that there is little variation in this between parents of children who speak more than one language at home and children who do not, with all participants answering between 7 and 10, asides from 2.9% of parents who spoke one language selecting 4 and a further 2.9% selecting 6. In comparison to this, there was variation between the answers given by parents whose children attended preschool and those who's child didn't attend preschool, with parents of children who did not attend preschool generally feeling that reading had a larger impact on their child's language development as shown by Figures 15 and 16. This could be as a result of these parents being more likely to be at home with their child and therefore have more time to read with them as suggested by the National Literacy Trust (2023) and is also highlighted by parents who responded to the questionnaire (Table 5). Furthermore, in the interview with the preschool teacher, it was said that "Children learn a lot of their language through stories." as shown in tables 10 and 12, highlighting further the importance of reading with children, for their language development. This is supported in the studies completed by Niklas *et al.* (2016) and Mol *et al.* (2008) who both suggested that early reading with children has an impact on their ability to develop vocabulary, rhyme and show verbal comprehension of concepts.

Additionally, it was mentioned by both parents in the questionnaire and the preschool teacher in the interview, that if children are bi-lingual or Multilanguage, reading in all target languages will help the child to understand those languages (Tables 2 and 12 and Figure 20). Support for the idea of reading to children in multiple languages was found by Yau (2010) and Takase (2007) who both suggested that parents supporting children to read texts in multiple languages improves their comprehension of all languages, with parents acting as role models as suggested by Bandura's (1989) Social Learning Theory (Cited by Macleod-Budenell and Kay, 2008).

Further to this, throughout the observations, it was clear that children were using the language from the story they had read during Storytime and at times after story time, with them repeating phrases such as “Swishy Swashy” and “Stumble trip” whilst all of the books were being read to them, and carrying this into their play in the observation of the story trail and the book, (table 7). These results are similar to those of Kervin and Mantei (2022), who suggested that children build the narrative and language of their play around the literacy experiences they have. Whilst the children repeated the language from the book throughout all of the observations, during the observation of the story trail the children were seen using the language from the book throughout their play more often following story time, suggesting that they may be more engaged with the concept of the story trail, than they were when having to story told to them using a book or the YouTube video. This suggests that they may have understood the context and meaning of the language and were continuing to develop this throughout their play with each other. These findings are similar to the suggestions of Story Trails (2026) who discuss the power of story trails fostering curiosity to create an interactive learning experience which fosters language development in children. Further research which supports this idea was undertaken by Goldstein *et al.* (2022) who found that children are able to add additional cognitive process to an experience when they are physically involved with it.

6.2 - Attention and Engagement

The result of the study showed that there is a difference in the attention children showed towards the different methods of reading. Table 9 shows that Children were generally engaged with all three types of reading – a book, Youtube Video of the book and outdoor story trail. However, they took more of the language, literacy and story into their play following hearing the story when they engaged with the story trail, followed by when they hear the story using a book and then the story trail as shown throughout Tables 8 and 9, with children being observed to say things such as “Look I’ve got a telescope to check the bear isn’t coming” and “Let’s draw pictures of the bear” following completion of the story trail (Table 9), with children also being seen stomping in mud, as discussed in the story (Table 8) after reading the book. Further to this, during the interview with the preschool teacher, they suggested that

children who find it more difficult to engage with and pay attention to books should be able to access this through more kinaesthetic methods, to allow them to receive the same benefits as the children who are able to engage with sitting and reading a book, as shown in Table 13. These findings are comparable to that of Goldstein *et al.* (2022) and Kivrinta *et al.* (2023) who both found that children are able to develop additional cognitive process and further their holistic development when they are able to physically engage with their learning in multimodal ways.

During both the interview with the teacher and the observations, specifically when the story trail was completed, it was evident that children bring the language and plot of the story they have read or heard into their play, often using this for roleplay. Throughout the observations it was clear that children were able to engage with all methods of reading, often engaging with the actions and sounds within the story. However, there was a dip in the number of children paying consistent attention to the story when it was heard via YouTube, as demonstrated in Table 9. This could be due to the loss of tone of voice, appropriate pauses and questioning within the video, which may have resulted in children feeling less involved and interested in the way the book was being read in comparison to when it was read by a practitioner and completed as a story trail. These results are expected and are similar to that of Davison *et al.* (2025) who found that children's engagement is impacted by the intonation range and appropriate pauses used within a story when told by an adult, which cannot be used in the same way within a YouTube video.

6.3 - Behaviour During and After Reading:

Similar to findings by Weisleder *et al.* (2019) and Nakamura *et al.* (2026), the questionnaires, observations and interviews from this study all showed that children are often calmer after reading, especially when this involves reading a physical book or an active story time. Parents discussed their children being calmer and showing more positive behaviour after reading (Table 4). This was reinforced by the preschool teacher, who discussed that children are often calmer after reading, with reading being a technique they use if the class are feeling "fizzy" (Table 11). These findings are similar to those of Nakamura (2026) who found that following reading with an adult, children showed more positive behaviours, especially if there has been

interactions with a care giver (Weiseder *et al.*, 2019) as seen throughout the book and story trail Observations. The findings from this study support this, with it being discussed in the interview that children have lesser attention spans as a result of technology as seen in Table 12 and in Table 8, which displays the behaviours of the children throughout the observations, with children showing significantly more heightened behaviours, such as throwing toys, pushing each other and attempting to climb the book shelf during the observation where YouTube was used for reading (Table 8), with this being supported during the interview with the teacher discussing that children are often more dysregulated following the use of technology (Table 12) for reading. These findings are comparable to those of Ventoris *et al* (2021) who found that using physical books and play have more benefits for children than using technology in the classroom. While children generally showed more positive behaviours throughout the observations, they did display more aggressive behaviours such as throwing or pushing following accessing a story on YouTube (Table 8), which support the findings of Al-Sammak *et al.* (2025).

6.4 – Reading to Support Holistic Development:

Reading with other children or with an adult (as seen in the observations, and as the results of the questionnaire showed), creates the opportunity for children to have open discussions about what they have read, often through questions about the story (Table 2). If this is happening on a regular basis, this promotes understanding of the feelings they are having, as well as offering them an opportunity to bond with those around them which is discussed by parents (Table 1). If shared-book reading, often discussed in the questionnaires in Table 1 continues to occur over time, this will offer children the opportunity to further their emotional development, whilst also strengthening the bonds they have with those reading the story to and with them, allowing children to build the emotional bonds and attachments they need as highlighted by Ainsworth and Wittig (1969, cited by Macleod-Brudenell and Kay, 2008). These findings are comparable to those of Preece and Levy, (2018), who found that when children read with their caregiver, this gives them the opportunity to create strong bonds. Further to this Cassidy *et al.* (1998) found that children's books often show and promote everyday emotions and communications, allowing them to

gain an understanding of these, which was seen during all three observations where the children discussed the emotions of the bear (Table 7).

Through all three methods, it is clear that reading has an impact on children's cognitive development, with parents highlighting that reading is important to development and for teaching children about social situations (Table 3), which is comparable to the findings and conclusions of Cassidy *et al.* (1998) and Price *et al.* (2009). In the observations, children were able to use questions to further their understanding (Table 7), a process described as "extratextual talk" by Price *et al.* (2009, p.172), and discussed by parents (Table 2), as it offers them the opportunity to gain a further understanding of the meaning of words and how they can be used. During the observations children were repeating words, discussing experiences they have had with certain words and were able to ask questions about any words they didn't understand. This allowed the children to use their cognitive processes to link together how their experiences link as discussed by Kalb and Van Ours (2014) and Price *et al.* (2009). Furthermore, when reading with their peers as seen in the observations the children it gave them the opportunity to watch and talk to each other, allowing them to learn from their microsystem and macrosystem as suggested by Bronfenbrenner (1977) (cited by Doherty and Hughes, 2009).

As seen throughout the observations and the responses to the questionnaires, reading offers children the chance to use their imagination, expanding on these skills and developing the way they think creatively. During the observation of the story trail and the book, the children were seen using the plot and language of the story throughout their play following story time, as highlighted by Tables 7 and 8. Likewise, parents of pre-schoolers frequently discussed the opportunities reading offered children to develop their imagination as shown in Table 3. Furthermore, the preschool teacher strengthened these findings when discussing the idea that reading offers children a chance to develop their imagination and carry the plots into their play in Tables 10 and 12. These findings were what was expected from the research highlighted in the literature review, with it being comparable to that of Kervin and Mantei (2022).

6.5 - Methods used to Access Reading

The results of the questionnaire found that over 70% of parents of preschool children are reading with their child at least seven or eight times a week as shown in Figure 2, with there being no common trend in the amount of time this is completed for as shown by Figure 3. Whilst the majority of parents read to their child seven to eight times a week, it was found that parents who had an older child as well as their preschool child reported reading to their child the lowest amount of times in comparison to any other sibling demographic as shown in Figures 10 to 14, which is similar to the findings of Muñoz *et al.* (2022). With this in mind, it could be suggested that parents who have an older child as well as their preschool aged child could benefit from more support with finding time to read with their child. Suggestions for this which could be made, are making reading engaging for both children by using kinesthetic techniques such as puppets or a story trail, or offering the older child the opportunity to read with the younger child, allowing them to act like a role model as suggested by Bandura's (1977) (cited by Macleod-Budenell and Kay, 2008) Social Learning Theory.

There are a variety of different methods used to access reading by preschool children whilst reading with their parents, as shown by Figures 4 and 5, with books being the most common method, followed by a Toniebox or television, which is not unexpected given the economic position of Jersey (Government of Jersey, 2023). Further to this, when interviewing the preschool teacher, there was discussion surrounding the different methods used to read at preschool, as shown by Table 13. There is a variety of methods used, including story sacks, chalk and construction to tell stories, all of which were enjoyed by the children. Whilst parents in the questionnaire indicated that their children were using technology for reading as shown in Figures 4 and 5, it was discussed within the interview, that the use of technology for learning and language development is not translating, as seen in Tables 12 to 14. The behaviours and lack of use of language from the story seen following Storytime using YouTube would also suggest that children do not develop their language as well when using technology for reading as they do when using other methods, as seen in Table 7. From this, it can be suggested that the best ways to support children with their reading is for the adults around them to have

involvement, using their expression to make the story interesting and being able to ask or answer questions for the children, which is comparable to the research of (Annika and Johanna 2025 and Salley *et al.* 2022). However, it has been shown that there are some benefits for children as they get older with using technology for reading and learning (Arabiat *et al.* 2022), so it is important that children gain an understanding of technology from a relatively early age, with the increasing use of technology in society.

Children enjoy reading books and often expressed a love of reading, through both speech and behaviour in the observations, with both the teacher in the interview and parents in the questionnaires reporting their children having a love of reading, with over 90% of parents in the questionnaires saying their preschool child always enjoys reading, as shown by figure 6. When looking at which methods of reading are most enjoyable for children, nearly all children enjoying reading all of the time, despite the method used as shown by Figure 19. Whilst parents described their children as having a love for reading, the children themselves also said this throughout the observations, as shown in Table 9, with them expressing a love for books and excitement surrounding the story trail, neither of which was seen when they accessed the story on YouTube as shown in Table 9 where children were recorded to have said “ I love new books” and “Yay!”, highlighting the love they have for reading, books and storytelling. These results are comparable to that of Story Trails (2026) who reported that the use of a story trail fosters curiosity and the enjoyment of books, along with Lenahrt *et al.* (2020) who found that children love the use of tone of voice and expression when an adult is involved in reading them a story (which was seen in both the book and story trail), which could explain why children showed more enjoyment for these methods over YouTube which was a concern highlighted further by Ventoris *et al.* (2021).

6.6 - Support for Parents

During the interview, it was reported that a number of parents have spoken with the preschool provision about how they can better support their children with their reading, to support the development of language and foster a love of reading for their child (Table 14). Further to this, during the questionnaire parents discussed what

their provisions do well, such as sending home story sacks or going to story trails in local parks with their child along with how they feel more support could be offered, such as provisions supporting parents with information about the library as seen in Table 6. From this it can be suggested that more book-sharing interventions such as suggested by Dowdall *et al.* (2020) and Salley *et al.* (2022) could be offered to all parents of preschool or nursery aged children when they start at the provision, to support their love of reading from as early as possible, creating the best opportunity for them to develop their language, cognitive, social and imaginative skills which are fostered by reading. By offering parents opportunities to better understand how they can support their children with reading, this provides them with the skills they need to scaffold their learning as suggested by Vygotsky (1930) (cited by Mooney, 2013).

7- Limitations

This study has gathered data from preschool aged children, their parents and practitioners in Jersey, Channel Islands, which may mean that the results are not generalisable to other locations with different cultural or economic backgrounds. When discussing the generalisability of the study, it is also important to acknowledge that when conducting the interview only one preschool teacher was interviewed, meaning that whilst it is likely that preschool teachers across the island may not have all given the same answers, this reduced the reliability and generalisability of the results.

Further to this, it is important to note that the observations, which were conducted in a preschool setting, involved observing fourteen children at once, who were all able to engage with different activities in separate areas of the preschool room. This means that at times, certain language and behaviours may have been missed. Additionally, when assessing the consistency of the observations, it is noted that it was a different practitioner who led the story time on each of the three different occasions, meaning that certain behaviours shown by the children during each of these occasions may have been impacted by this instead of the method of reading. The results from the observations also had the potential to have been affected by

social desirability, as the children were able to see the observer and were aware that the observer was recording their behaviours during story time, potentially resulting in them behaving differently to what they would have had they not been aware that this was occurring.

8 - Suggestions and Recommendations

- Interventions to help parents understand how best to read to their child to be implemented in and out of provisions.
- Promoting the use of libraries for families who may not have access to books.
- Implementation of story trails throughout parks.
- Ensuring that early years practitioners understand the different methods of reading to children and the best strategies within this including tone of voice, pauses and questions.
- Additional research could be conducted looking into how technology can be used to support children with reading, along with the potential positive and negative impacts that this can have for children in terms of their language and holistic development, their enjoyment and engagement, their behaviour and play.
- Further research could be conducted looking further into the uses of technology to support children with reading and their language development, along with the potential impacts this has on children's behaviour and attention.

9 - Conclusions

To conclude, this research presents how best to read to preschool aged children both at home to enhance not only their language development but also their holistic development. The research has found that children enjoy reading in a variety of different methods, however methods that are kinaesthetic such as story trails or involve an adult reading with them are often the most beneficial to children's language development, holistic development and behaviour and engagement. Further to this, the research can conclude that following reading, children should be

offered an opportunity to expand on the story that they have read, through opportunities for discussion such as questions or through play such as drawing, construction or roleplay. Furthermore, when assessing the best ways for parents, caregivers, and practitioners to read to children, it can be concluded that children are more likely to engage when expression, pauses and questions are used during reading.

Whilst the conclusions drawn are based on research conducted in Jersey, they are applicable to preschool children and their caregivers globally, with all the strategies that have been suggested from the research being applicable to all children to allow them to access books and stories in the best way possible to support their development. Overall, the research offers parents, caregivers and practitioners who care for preschool aged children an insight into how they can best support children with their language, communication, and holistic development through use of storytelling in a range of different ways, with the use of a physical book or a kinaesthetic experience of the book often creating positive impacts on children's behaviour, communication, language and overall holistic development.

10.- References

Al-Sammak, N.I., Younis, M.A., Abdulrhman, A.A. Thanoon, M.A., Salim, U.A., Khalil, R.M. and Muhammed, H.T. (2025) "The Impact of Electronic Devices on Children's Behaviour," *Journal of Paediatrics and Child Health*, 61(6), pp. 905–909. Available at: <https://doi.org/10.1111/jpc.70043>.

Annika, A. and Johanna, L. (2025) "Early language development and reading aloud with children: A scoping review and content analysis," *International Journal of Educational Research Open*, 9. Available at: <https://doi.org/10.1016/J.IJEDRO.2025.100508>.

Arabiati, D., Jabery, M., Robinson, S., Whitehead, L. and Mörelius, E. (2022) "Interactive technology use and child development: A systematic review," *Child:*

Care, Health and Development, 49(4), pp. 679–715. Available at:
<https://doi.org/10.1111/cch.13082>.

British Association for Early Childhood Education (2012) *Development matters in the Early Years Foundation State (EYFS)*. London: British Association for Early Childhood Education.

Bryman, A. (2016). *Social Research Methods*. 5th ed. Oxford: Oxford University Press.

Callcott, D., Hammond, L. and Hill, S. (2015) “The Synergistic Effect of Teaching a Combined Explicit Movement and Phonological Awareness Program to Preschool Aged Students,” *Early Childhood Education Journal*, 43(3), pp. 201–211. Available at: <https://doi.org/10.1007/S10643-014-0652-7>.

Carter, N., Bryant-Lukosius, D., DiCenso, A., Blythe, J. and Neville, A. (2014) “The use of triangulation in qualitative research,” *Oncology Nursing Forum*, 41(5), pp. 545–547. Available at: <https://doi.org/10.1188/14.ONF.545-547>.

Cassidy, K.W., Ball, L.V., Rourke, M.T., Werner, R.S., Feeny, N. and Chu, J.Y. (1998) “Theory of mind concepts in children’s literature,” *Applied psycholinguistics*, (3), pp. 463–470. Available at: <https://doi.org/10.1177/1529100618772271>.

Castles, A., Rastle, K. and Nation, K. (2018) “Ending the Reading Wars: Reading Acquisition From Novice to Expert,” *Psychological Science in the Public Interest*, 19(1), pp. 5–51. Available at: <https://doi.org/10.1177/1529100618772271>.

Cecchini, J.A. and Carriedo, A. (2020) “Effects of an Interdisciplinary Approach Integrating Mathematics and Physical Education on Mathematical Learning and Physical Activity Levels,” *Journal of Teaching in Physical Education*, 39(1), pp.1–18. Available at: <https://doi.org/10.1123/jtpe.2018-0274>.

Clark, T., Foster, L., Sloan, L. and Bryman, A. (2021) Bryman’s social

research methods. Sixth edition. Oxford: Oxford University Press.

Colker, L.J. (2014) *The Word Gap: The Early Years Make the Difference*. Available at: <https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap> (Accessed: 1 March 2026).

Cutler, A., Dahan, D. and Van Donselaar, W. (1997) "Prosody in the Comprehension of Spoken Language: A Literature Review," *Language and Speech*, 40(2), pp. 141–201. Available at: <https://doi.org/10.1177/002383099704000203>.

Davison, K.E., Strang, C., Gray-Bauer, H., Liu, T. and Zuk, J. (2025) "Caregiver Oral Reading Prosody is Associated with Preschoolers' Storybook Listening Comprehension," *Journal of Speech, Language, and Hearing Research*, 68(12), pp. 5950–5962. Available at: https://doi.org/10.1044/2025_JSLHR-25-00313.

Dicataldo, R., Rowe, M.L. and Roch, M. (2022) "'Let's Read Together': A Parent-Focused Intervention on Dialogic Book Reading to Improve Early Language and Literacy Skills in Preschool Children.," *Children*, 9(8). Available at: <https://doi.org/10.3390/children9081149>.

Doherty, J. and Hughes, M. (2009) *Child development: theory and practice 0-11*. Essex: Pearson Education Limited.

Dowdall, N., Melendez-Torres, G.J., Murray, L., Gardener, F., Hartford, L. and Cooper, P.J. (2020) "Shared Picture Book Reading Interventions for Child Language Development: A Systematic Review and Meta-Analysis," *Child Development*, 91(2), pp. 383–399. Available at: <https://doi.org/10.1111/cdev.13225>.

Dylman, A.S., Champoux-Larsson, M.F. and Frances, C. (2025) "Prosody! When intonation helps and there is an effect... on listening comprehension in children," *Educational Psychology*, 45(1), pp. 1–17. Available at: <https://doi.org/10.1080/01443410.2024.2446778>.

Early Education. (2012) *Development Matters in the Early Years Foundation Stage (EYFS)*. London: Early Education.

Every Child Our Future (2026) *Story Trails – Every Child Our Future*. Available at: <https://everychildourfuture.org/story-trails/> (Accessed: 27 January 2026).

Goldstein, T.R., Thompson, B.N. and Kanumuru, P. (2022) “Do embodiment and fictionality affect young children’s learning?,” *Journal of Experimental Child Psychology*, 213. Available at: <https://doi.org/10.1016/J.JECP.2021.105275>.

Government of Jersey (2018) *DATA PROTECTION (JERSEY) LAW 2018*. Available at: https://www.jerseylaw.je/laws/current/PDFs/L_3_2018_20230505.pdf (Accessed: 8 April 2026)

Government of Jersey (2023) *Strategy for Sustainable Economic Development*. Available at: <https://www.gov.je/SiteCollectionDocuments/Industry%20and%20finance/Strategy%20for%20Sustainable%20Economic%20Development.pdf> (Accessed: 5 April 2026)

Halfon, N., McLearn, K.T. and Schuster, M.A. (2002) *Child Rearing in America : Challenges facing parents with young children*. Cambridge: Cambridge University Press.

Harrison, L.J., Wong, S., Brown, J.E., Gibson, M., Cumming, T., Bittman, M. and Press, F. (2024) “Taking a detailed look at early childhood educators’ worktime,” *Australasian Journal of Early Childhood*, 49(2), pp. 95–113. Available at: <https://doi.org/10.1177/18369391231219820>.

Hoskin, E.R., Coyne, M.K., White, M.J., Dobri, S.C.D., Davies, T.C. and Pinder, S.D. (2024) “Effectiveness of technology for braille literacy education for children: a systematic review,” *Disability and Rehabilitation: Assistive Technology*, 19(1), pp. 120–130. Available at: <https://doi.org/10.1080/17483107.2022.2070676>.

Joinson, A. (1999) "Social desirability, anonymity, and Internet-based questionnaires," *Behavior Research Methods, Instruments, and Computers*, 31(3), pp. 433–438. Available at: <https://doi.org/10.3758/BF03200723>.

Kalb, G.R.J and Van Ours, J.C. (2014) "Reading to young children: A head-start in life?," *Economics of Education Review*, 40, pp. 1–24. Available at: <https://doi.org/10.1016/j.econedurev.2014.01.002>.

Kervin, L. and Mantei, J. (2022) "Pretend Play: Children in Control of a Shifting Narrative," *Education Sciences*, 12(12), p. 925. Available at: <https://doi.org/10.3390/EDUCSCI12120925>.

Kiviranta, L., Lindfors, E., Rönkkö, M.L. and Luukka, E. (2024) "Outdoor learning in early childhood education: exploring benefits and challenges," *Educational Research*, 66(1), pp. 102–119. Available at: <https://doi.org/10.1080/00131881.2023.2285762>.

Kucirkova, N. and Flewitt, R. (2022) "Understanding parents' conflicting beliefs about children's digital book reading," *Journal of Early Childhood Literacy*, 22(2), pp. 157–181. Available at: <https://doi.org/10.1177/1468798420930361>.

Kucirkova, N. and Littleton, K. (2016) *The digital reading habits of children: A National survey of parents' perceptions of and practices in relation to children's reading for pleasure with print and digital books*. Book Trust. Available at: https://letterpressproject.co.uk/media/file/final-digital_reading_survey-11.2_.pdf (Accessed: 11 April 2026)

Liu, S., Reynolds, B.L., Thomas, N. and Soyoof, A. (2024) "The Use of Digital Technologies to Develop Young Children's Language and Literacy Skills: A Systematic Review," *SAGE Open*, 14(1). Available at: <https://doi.org/10.1177/21582440241230850>.

Loughborough University (2026) *Questionnaires | Research ethics and integrity | Loughborough University*. Available at: <https://www.lboro.ac.uk/internal/research->

ethics-integrity/research-ethics/guidance-investigators/questionnaires/ (Accessed: 8 April 2026)

Lowe, N.K. (2019) "What Is a Pilot Study?," *Journal of Obstetric, Gynecologic, & Neonatal Nursing*, 48(2), pp. 117–118. Available at: <https://doi.org/10.1186/1471-2288/10/67>.

MacLeod-Brudenell, I. and Kay, J. (2008) *Advanced early years : for foundation degrees and levels 4/5*. 2nd edn. Oxford: Heinemann.

Marsh, C., Plowman, L., Yamada-Rice, D., Bishop, J.C., Davenport, A., Davis, S., Robinson, P. and Piras, M. (2015) *Exploring Play and Creativity in Pre-Schoolers' Use of Apps: Final Project Report*. Available at: https://researchonline.rca.ac.uk/4279/1/Component%201%20TAP_Final_Report.pdf. (Accessed: 12 April 2026).

Marshall, G. (2005) "The purpose, design and administration of a questionnaire for data collection," *Radiography*, 11(2), pp. 131–136. Available at: <https://doi.org/10.1016/j.radi.2004.09.002>.

Miller, J. and Schwanenflugel, P.J. (2008) "A Longitudinal Study of the Development of Reading Prosody as a Dimension of Oral Reading Fluency in Early Elementary School Children.," *Reading research quarterly*, 43(4), pp. 336–354. Available at: <https://doi.org/10.1598/RRQ.43.4.2>.

Mol, S.E., Bus, A.G. and De Jong, M. (2008) "Added value of dialogic parent-child book readings: A meta-analysis," *Early Education and Development*, 19(1), pp. 7–26. Available at: <https://doi.org/10.1080/10409280701838603>.

Moon, M.D. (2019) "Triangulation: A Method to Increase Validity, Reliability, and Legitimation in Clinical Research," *Journal of Emergency Nursing*, 45(1), pp. 103–105. Available at: <https://doi.org/10.1016/j.jen.2018.11.004>.

Mooney, C.G. (2013) *Theories of childhood an introduction to Dewey, Montessori, Erikson, Piaget, and Vygotsky*. 2nd edn. St. Paul, MN: Redleaf Press.

Mukherji, P. and Albon, D. (2018) *Research methods in early childhood: an introductory guide*. 3rd edn. London: Sage Publications Limited.

Muñoz, D., Bull, R. and Lee, K. (2022) "Maternal education and siblings: Agents of cognitive development in kindergarten," *Developmental Science*, 25(4). Available at: <https://doi.org/10.1111/desc.13218>.

Nakamura, H., Suzuki, T. and Kanamori, K. (2026) "Impact of shared storybook reading on child development: The Japan Environment and Children's Study," *Pediatric Research*. Available at: <https://doi.org/10.1038/s41390-025-04721-7>.

National Academies of Sciences, Engineering, and Medicine. (2019) *Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity*, *Vibrant and Healthy Kids*. Washington DC: National Academies Press. Available at: <https://doi.org/10.17226/25466>.

National Literacy Trust (2023) *Children and young people's access to books and educational devices at home during the cost-of-living crisis*. Available at: <https://literacytrust.org.uk/research-services/research-reports/children-young-people-book-access-cost-of-living/> (Accessed: 6 April 2026)

Niklas, F., Cohrssen, C. and Tayler, C. (2016) "The Sooner, the Better: Early Reading to Children," *SAGE Open*, 6(4). Available at: <https://doi.org/10.1177/2158244016672715>.

Noble, C., Sala, G., Peter, M., Lingwood, J., Rowland, C., Gobet, F. and Pine, J. (2019) "The impact of shared book reading on children's language skills: A meta-analysis," *Educational Research Review*, 28. Available at: <https://doi.org/10.1016/J.EDUREV.2019.100290>.

Obama, B. (2005) *Address to the American Library Association*, June 25th, Available at: <http://obamaspeeches.com/024-Literacy-and-Education-in-a-21st-Century-Economy-Obama-Speech.htm> (Accessed: 31 March 2026)

Odiri, A.V. (2019). Awareness and Usage of Data Triangulation among University Students in Rivers State, Nigeria. *Education Quarterly Reviews*, 2(2). doi:<https://doi.org/10.31014/aior.1993.02.02.62>.

Preece, J. and Levy, R. (2020) "Understanding the barriers and motivations to shared reading with young children: The role of enjoyment and feedback," *Journal of Early Childhood Literacy*, 20(4), pp. 631–654. Available at: <https://doi.org/10.1177/1468798418779216>.

Price, L.H., Van Kleeck, A. and Huberty, C.J. (2009) "Talk During Book Sharing Between Parents and Preschool Children: A Comparison Between Storybook and Expository Book Conditions," *Reading Research Quarterly*, 44(2), pp. 171–194. Available at: <https://doi.org/10.1598/RRQ.44.2.4>.

Riddall-Leech, S. (2008) *How to observe children*. Harlow: Heinemann.

Salley, B., Daniels, D., Walker, C. and Fleming, K. (2022) "Shared book reading intervention for parents of infants and toddlers," *Journal of Early Childhood Research*, 20(3), pp. 322–340. Available at: <https://doi.org/10.1177/1476718x221091462>.

Saracho, O.N. and Spodek, B. (2010) "Parents and children engaging in storybook reading," *Early Child Development and Care*, 180(10), pp. 1379–1389. Available at: <https://doi.org/10.1080/03004430903135605>.

Sella, E., Bolognesi, M. and Bergamini, E. (2023) "Psychological Benefits of Attending Forest School for Preschool Children: a Systematic Review," *Educational Psychology Review*, 35(1). Available at: <https://doi.org/10.1007/S10648-023-09750-4>.

Siva, M., Nayak, D.P. and Narayan, K.A. (2019) "Strengths and weaknesses of online surveys," *IOSR Journal of Humanities and Social Sciences IOSR-JHSS*, 24(5), pp. 31–38. Available at: <https://doi.org/10.9790/0837-2405053138>.

Story Trails. (2026) *About Story Trails*. Available at: <https://storytrails.co.uk>
(Accessed: 27 January 2026)

Takacs, Z.K., Swart, E.K. and Bus, A.G. (2014) "Can the computer replace the adult for storybook reading? A meta-analysis on the effects of multimedia stories as compared to sharing print stories with an adult," *Frontiers in psychology*, 5, p. 1366. Available at: <https://doi.org/10.3389/fpsyg.2014.01366>.

Takase, A. (2007) "Japanese high school students' motivation for extensive L2 reading," *Reading in a Foreign Language*, 19(1), pp. 1–18. Available at: <https://doi.org/10.64152/10125/66622>.

Taylor, D. (1983) *Family literacy: young children learning to read and write*. Exeter: Heinemann Educational Publishers.

Ventouris, A., Panourgia, C. and Hodge, S. (2021) "Teachers' perceptions of the impact of technology on children and young people's emotions and behaviours," *International Journal of Educational Research*, 2, pp. 1–10. Available at: <https://doi.org/10.1016/j.ijedro.2021.100081>.

Verhoef, M.J. and Casebeer, A.L. (1997) "Broadening horizons: Integrating quantitative and qualitative research.," *The Canadian journal of infectious diseases*, 8(2), pp. 65–66. Available at: <https://doi.org/10.1155/1997/349145>.

Wan, G. (2000) "Reading Aloud to Children: The Past, the Present, and the Future," *Reading Improvement*, 37(4), p. 148.

Weisleder, A., Cates, C.B., Harding, J.F., Johnson, S.B., Canfield, C.F., Seery, A.M., Raak, C.D., Alonso, A., Dreyer, B.P. and Mendelsohn, A.L. (2019) "Links between Shared Reading and Play, Parent Psychosocial Functioning, and Child Behavior: Evidence from a Randomized Controlled Trial," *Journal of Pediatrics*, 213, pp. 187–195. Available at: <https://doi.org/10.1016/j.jpeds.2019.06.037>.

Williamson, J., Hedges, H. and Jesson, R. (2026) "Storybook reading: Literacy and teacher knowledge in early childhood education," *Journal of Early Childhood Literacy*, pp. 3–28. Available at: <https://doi.org/10.1177/14687984231214990>.

Wohlwend, K. E. (2007) "Playing to read and reading to play: A mediated discourse analysis of early literacy apprenticeship," in D. W. Rowe, R. Jiménez, D. Compton, D. K. Dickinson, Y. Kim, K. M. Leander & V. J. Risko (Eds.), *57th yearbook of the National Reading Conference*, (pp. 377-393). Oak Creek, WI: National Reading Conference.

Yau, J.C. (2011) "Roles of mental translation in first and foreign language reading," *International Journal of Bilingualism*, 15(4), pp. 373–387. Available at: <https://doi.org/10.1177/1367006910380038>.

Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability and reporting findings. *Theory and Practice in Language Studies*, 3(2), pp.254–262. doi:<https://doi.org/10.4304/tpls.3.2.254-262>.

11.- Appendices:

Appendix 1

Interview Consent form

Participant Identification Number:

Title of Project: Understanding the ways in which styles of reading to Preschool children best support their language development.

Name of Researcher/s:

Consent details	Please initial box

I _____ confirm that I have read the information sheet for the above project. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without my legal rights being affected.	
I understand that relevant sections of the data collected during the study may be looked at by members of the research team. I give permission for these individuals to have access to my data.	
I understand that taking part involved anonymised transcripts.	
I understand that by taking part information regarding my participation may be shared with other researchers for use in future research projects.	
I understand that by taking part, information regarding my participation may be included in reports and published in academic publications.	

I agree to take part in the above research

Name of participant

Date

Signature

Name of researcher

Date

Signature

Appendix 2

Interview Pre-amble

Dear Pre-School teacher

Thank you for agreeing to be interviewed today. My research for my BA (Hons) Childhood Studies degree at University College Jersey is about the impacts of reading on children's development. I would be grateful if you would allow me to audio record.

Please be assured that all information provided by participants as part of this research is anonymous and will be treated with the strictest confidentiality and you have the right to withdraw from the research at any point during the process. All information gained as part of this research is to be written up for assessment purposes only. If you have any queries, please do not hesitate to contact me, *name of researcher*, or my supervisor Dr Sue Le Masurier (contact details below). If you wish you may request access to the final written document by using the below contact details.

Student name: [email address of researcher](#)

Dr Sue Le Masurier: sue.lemasurier@highlands.ac.uk

Questions

1. How often are children read to while they are at pre-school?
2. Do children always have access to books during their time at pre-school?
3. Are children read to in more than one style while at preschool?
4. If yes to the previous question, what methods do you use and do you feel they are beneficial/ which is most beneficial to engagement and/or development?
5. Do you feel that there is a change in the language or behaviour of children after they have engaged with story time?
6. Do you feel that reading has impact on the language development of children in your provision?
7. Do you know if children are being read to in English or a different language at home?
8. If yes to the previous question, do you feel that this has an impact on the language development of children?
9. Do you have an understanding of how much reading children do at home?
10. If yes, do you feel this has an impact on children's language development?

Do you have any further comments on children's reading and their development?

Appendix 3

HIGHLANDS COLLEGE – UCJ RESEARCH ETHICS COMMITTEE Ethics Application form

THIS APPLICATION FORM IS FOR FULL ETHICAL REVIEW

As a student and representative of UCJ and Highlands College, we expect that

you will conduct yourself in a respectful and ethical manner at all times and to all beings.

All research activities, conducted by students and staff under the auspices of UCJ, are to comply with the Ethical Guidelines of the UCJ Research Ethics Committee. You should have already completed the UCJ Research Ethics Screening form and had your proposed research screened by the Ethics Review panel. **This form is for research requiring full UCJ Research Ethics committee approval.**

At each stage of the form you will be asked a series of questions. Read each question carefully and answer by selecting the correct response or completing the text box.

Once completed please submit your form and it will be considered by the UCJ Research Ethics Committee who will respond to you within 2 weeks of the next Committee meeting. You will either gain ethical approval, be asked to complete minor amendments or complete major amendments.

Please read the Highlands College UCJ Research Ethics Committee guidelines to assist you in the completion of this form.



Highlands
University
College Jersey



UNIVERSITY OF
PLYMOUTH

Research must NOT begin until approval has been received from the appropriate Research Ethics Committee.

APPLICANT DETAILS

1	Name of Principal Investigator	
2	Highlands College e-mail address of Principal investigator	
3	Applicant type	Student
4	Course	BA(Hons) Business Accounting ☐ BA(Hons) Childhood Studies ☒ BSc(Hons) Construction Management ☐ BEng (Hons) Civil Engineering ☐ BSc (Hons) Digital Technologies ☐ FdSc Psychology with Criminology ☐ BSc(Hons) Social Sciences ☐ BA(Hons) Social work ☐ BA(Hons) Sports Coaching and Development ☐ MRes Island Studies ☐ Other: please specify _____
5	Name of Supervisor	Dr Sue le mausrier

PROJECT DETAILS

6	Research Project Title	Understanding the ways in which styles of reading to Preschool children best support their language development.
7	Submission	First submission
8	Proposed start date	As soon as possible after ethics approval.
9	Project Aim	The aim of the research is to understand how different ways of reading a story to preschool children, such as group reading, YouTube and a story trail best support their language development, with focus being placed on acquisition of vocabulary, understanding and expressive language skills.

10	Project Objectives	1. To compare the effects that group reading, hearing a story via YouTube and using a story trail have on the vocabulary growth of preschool children. 2. To provide an understanding of the ways in which parents read to their preschool children, how often this is done, and whether this has an effect on the level of vocabulary children have. 3. To understand the views that practitioners who work with preschool children have on the ways in which reading impacts children's understanding of language and its uses. 4. To assess whether there could be more support in place to help parents and practitioners to read in more effective way to support children in their holistic language development.
11	Background to study using literature to justify (max 200 words)	Understanding the ways in which children are most engaged with stories and books and the ways in which it is best to read to them is important to ensure that they have the best opportunities to develop their language and cognitive skills. this has been supported by multiple studies that have been conducted which have found that reading books to children supports their at home literacy environment and their language development (Niklas et al, 2016), leading into the future development of children both cognitively and emotionally (Pergar and Hadel, 2020). The research is currently relevant locally as Every Child Our Future has launched story trails within green spaces on the island to help children engage in early literacy and physical activities outdoors with their families (Every Child Our Future, 2025), which will be used alongside a traditional story time and a story on YouTube to allow for an understanding of which method best supports children's engagement and development. The results of this study will be beneficial to both parents and practitioners as it has been found that both groups have a significant impact on the reading journey of children, with research by Olsen et al (2013) finding that it is important for children to have strong support for their reading development.

12	Please state the methods you will be using to collect data	Interview – Preschool practitioners Potential questionnaires of preschool practitioners if not enough information is obtained from the interview. Questionnaires – parents of preschool children Observations – preschool children.
13	Please state all partners and institutions taking part in this research e.g. Headteachers name and School	Centre Point Green Street Nursery – Hannah Gamble
14	Does your research involve primary data collection from human subjects ?	Yes
15	Which groups of people does your research involve? (please tick all that apply)	Adults ☒ Children ☒
16	Does your research involve analysis of data about human subjects that is already in the public domain	No (if no go to question 18)
17	Has permission been granted to use the data for your specified purpose	Yes ☐ No ☐ Unsure ☐
18	Please detail how you will ensure informed consent	Participant information sheets will be gives to the participant of the interview to make sure they are aware of how their data will be collected, used and stored. The parents of the pre-schoolers being observed will be given a consent form to complete prior to any data being collected and only those who consent to being a part of the research will be part of the research.

		Information of why the research is being conducted will be explained at the start of the questionnaire in the pre-amble, stating that it does not have to be completed and they can leave the questionnaire at any point.
19	Please detail how you will ensure Openness and Honesty in your research or if your research involves deception please provide justification	No deception.
20	Please detail how you will ensure participants understand they have the Right to Withdraw	It will be explained to all participants that they have the right to withdraw at any point at the start, during and after the data has been collected.
21	Please state your DBS number	Y 001820962414
22	Have your research participants been part of any research this academic year ?	No
23	Please give detail of any payments (both financial or in kind) being made to participants for participation	No payments will be given.
24	Please detail information being provided to participants regarding Debriefing	Participants will be thanked at the end of the focus group, and it will be verbally reiterated what the purpose of the research is and how the data will be used, along with the right to withdraw is still available.
25	Please detail what information is being given to participants regarding dissemination of your research	The work will be written up for my honour project and will be shared with my supervisor and may be presented at the research festival. The research may also go into the Island Research Repository.
26	Are any risk assessments being undertaken for your research?	No, as the private nursery have already conducted risk assessment for the environment being used.

27	Please declare any third party interests or conflicts of interest (if none please state NONE)	N/A
28	Please state how you intend to ensure confidentiality and include details of how you are going to store data securely	All participants will remain anonymous with them being given a pseudonym. All data will be kept on a password protected computer that will be locked away. Access to raw data will be restricted to the research team. Data will only be retained for as long as necessary for the purpose of the research project. When the research is complete the data will be securely deleted following UCL Highlands College data retention and disposal policies to prevent inadvertent disclosure.
29	Please give detail of any professional bodies' guidelines that are being followed	BERA
30	Supporting documents included	Yes Questionnaire for parents - Questionnaire on reading and its impacts on development – Fill in form Questionnaire for preschool teachers if needed - Questionnaire on reading to pre-school children while in their provision – Fill in form

DECLARATION Name:

Date:

09/11/2025

I certify that the information contained in this application is accurate. I have attempted to identify the risks that may arise in conducting this research and acknowledge my obligations and the rights of the participants. I confirm that the research will be conducted in line with all University, legal and local ethical standards.

Appendix 4

Name	Student number	
Area of development: Language, Imagination, Physical, Social and Emotional	Date of observation: 17/02/2026	
Child identifier: - Child A - Child B	Child's age:	Method: Narrative Observation

• Child C • Child D • Child E • Child F • Child G • Child H • Child I • Child J • Child K • Child L • Child M • Child N	All children aged between 3 and 4 years old	
Context The children are engaged with carpet time, where they will read two stories and sing some songs before they go back outside to play. During this time the first book they will be read is 'We're Going on a Bear Hunt'. The practitioner will be engaging whilst reading the books, using expression, tone of their voice and pauses while reading, whilst also stopping to ask the children questions and give them the opportunity to answer. There is one child who is completing their first settling in session without their parents. One of the children is currently undergoing an assessment for autism and is currently preverbal.		
Narrative observation The children are all sat on the floor in the book area for carpet time, with Child K off playing in the home area. Practitioner: "Right everybody today we are going to read one of my favourite stories – We're Going on a Bear Hunt." Child N: "Yay I love that book!" Practitioner: "So what are we all going to do?" Child I: "We're going to turn our listening ears on!" Practitioner: "That's right, are you all ready to turn your listening ears on?" Practitioner uses hands to act out turning listening ears on. All children except from Child K use their hands to act out turning their listening ears on. The practitioner picks up the new 'We're Going on a Bear Hunt' book. Child D looks around at all the other children. Child E: "Wowwww, I love new books!" The Practitioner starts reading the book. Child B, Child E and Child N: "We're going on a bear hunt. We're going to catch a big one." Practitioner: "What a beautiful day - what is the weather like outside today?" Child G: "It's sunny and a little bit cloudy, practitioner" Practitioner: "That's right Child G it is sunny with a little bit of cloud." The practitioner returns to reading the book. Child B: "Uh oh its grass."		

Child B, Child C, Child D, Child E, Child I, Child L and Child N are tapping their legs to the beat of the story as the practitioner reads.

Practitioner: "What does the grass do?"

Child C (Moves their arms back and forward): "It goes swishy swashy."

Practitioner, Child B, Child C, Child E, Child G, Child M and Child N: "Swishy swashy. Swishy swashy."

Child E turns to Child B and hits them with their right hand.

Practitioner: "Child E, where are your gentle hands, we don't hit."

The practitioner continues with the story.

Child A and Child L are tapping their legs to the rhythm of the story.

Child D looks around them at the toys in the room and at what Child K is doing.

Child I, Child J and Child N: "Uh oh, a river, a deep, cold river."

Child A, Child B, Child C, Child F, Child G, Child H, Child I, Child J, Child L, Child M, Child N all use their arms to act out swimming.

Child G: "We're going on a bear hunt. We're going to catch a big one."

Child N: "Uh oh mud"

Practitioner: "What do we put on our feet before we go in the mud?"

Child N and Child G: "Welly boots!"

Practitioner: "That's right, to stop our socks getting wet."

The practitioner continues with the story.

Child A, Child b, Child E, Child H, Child I and Child N: "We cant go over it. We cant go under it. Oh no, we'll have to go through it."

Child B, Child C, Child G, Child H, Child I, Child L, Child M and Child N make squelch squerch noises with their mouths to make the sound of mud.

Practitioner, Child A, Child E, Child G, Child L, Child M and Child N: "We're going on a bear hunt, we're going to catch a big one. What a beautiful day. We're not scared."

Child N: "Uh oh a forest, a big, DARK forest"

Practitioner, Child A, Child B and Child H: "We can't go over it. We cant go under it. Oh no, we'll have to go through it."

Child A, Child B, Child C, Child E, Child F, Child G, Child H, Child I, Child M, Child N all stomp their feet to act out being in the woods.

Child K come over looking at their peers and sits down with them.

Child E loses engagement, wiggling around and tapping Child D on the shoulder.

Child D and Child E start talking between them.

Child D and Child E start to shuffle towards a box of blocks on the floor.

Child A, Child F, Child G, Child L and Child M tap their legs with their hands with the rhythm of the book again.

Practitioner, Child A, Child B, Child C, child F, Child G, Child H, Child I, Child J, Child L, Child M and Child N : "We're going on a bear hunt. We're going to catch a big one."

Child M: "Uh oh! A snowstorm, a swirling whirling snowstorm"

Child N: "Snow is cold."

Child D: "I like snow"

Child D shuffles back over from the blocks and starts listening to the story.

Practitioner, Child G, Child I, Child M and Child N: "We can't go over it. We can't go under it. Oh no, we'll have to go through it."

Practitioner, Child A, Child B, Child C, Child D, Child F, Child G, Child H, Child I, Child J, Child L, Child M and Child N: "Whoo wooo. Whoo wooo"

All children apart from Child E listening to the practitioner as they carry on with the story.

Child N: "A cave!" as they use their arm and hands to act out a big cave.

Practitioner (claps): "What's that?"

Child C: "You scared me!"

Child K Picks up a book and rips out a page.

Practitioner: "No thank you Child K."

Practitioner and Child K: "One big wet nose, two googly eyes."

Child G: "It's a bear!"

Practitioner, Child G and Child M: "Quick, back through the snowstorm, who woo. Back through the forest, stumble trip, Back through the mud, squelch squerch. Back through the river, splash splosh. Back through the grass, swishy swashy."

Child A, Child B, Child C, Child F, Child H, Child I, Child J, Child L and Child M, stomping their feet throughout,

The practitioner continues reading the book.

Practitioner, Child A, Child B, Child C, Child D, Child F, Child G, Child H, Child I, Child J, Child L, Child M and Child N: "Phew! We're never going on a bear hunt again!"

Child E has re-joined the group.

All children are sat looking at the practitioner.

Practitioner: "What sound did the grass make?"

Child A, Child L and Child N: "Swishy Swashy?"

Practitioner: "What noise did the mud make?"

Child A, Child B, Child F, Child L and Child N: "Squelch squerch"

Practitioner: "What noise did the forest make?"

Child A, Child B, Child C, Child F, Child L, Child M and Child N: "Stumble trip"

Practitioner: "What sound did the snowstorm make?"

Child G and Child N: "Who wooo"

Practitioner: "What cant we do?"

Child N: "Go over it or under it"

Practitioner: "What do we have to do?"

Child A, Child B, Child C, Child D, Child E, Child F, Child G, Child H, Child I, Child J, Child L, Child M and Child N: "Go through it!"

Practitioner: "Well done everyone. We are going to read one more story now."

The practitioner asks Child J to pick a book.

Child J stands up going to the bookshelf and picks 'Don't Think of Tigers.'

Child J: "I picked this one because I like tigers."

Practitioners: "Oh I love this book."

Th practitioner begins reading the book to all of the children, using expression throughout.

Child K goes off to play in the messy area.

Child D and Child E go to play with the construction blocks.

Child G: "That's a ballerina cow"

All children laugh.

Child J: "That's a silly tiger, his legs are funny."

Practitioner: "What animals are you thinking of?"

Child A: "A monkey!"

Child B: "A cat."

Child C: "A lion."

Child F: "A frog,"

Child G: "A monkey too!"

All children laugh.

Child H: "An elephant."

Child I: "A dragon, ROARRRRR!"

Child J: "A rabbit"

Child L: "A fish"

Child M: "A hamster"

Child N: "A pig."

Child N: "There are lots of different parts of the tiger"

All children laugh.

Practitioner: "Look everyone its an octopus tiger! Shall we count its arms?"

Practitioner with all Child A, Child B, Child C, Child F, Child G, Child H, Child I, Child J, Child L, Child M, Child N: "1, 2, 3, 4, 5, 6, 7, 8"

Child N: "Oh no! now it's a mermaid tiger!"

Child G: "He's getting better."

Practitioner: "He is, because he practiced, and practice makes perfect."

Child A: "Wow, that's a really good tiger."

Practitioner: "Shall we sing a song before we go outside?"

Practitioner: "Child M what song shall we sing?"

Child M: Bah Bah black sheep."

All children and practitioner sing bah bah black sheep together.

Practitioner: "Well done everybody, lets go and get our coats.

All of the children go to the coat room together.

Child D, Child G, Child J, Child L and Child M do the 'coat trick' and put their coats on themselves.

Child A: "Practitioner can you help me put my coat on please.

As the practitioner is helping Child A to put their coat on, Child E comes over and says: "Practitioner put my coat on now."

Practitioner: "I will help you in a minute, I'm just helping Child A to put their coat on first. Can you try the coat trick like your friends while you wait."

Child E stomps their feet: "No I want your help now."

Practitioner: "Child E, please don't stomp your feet at me, it isn't kind."

Child F is being helped to put their coat on by another practitioner.

Practitioner help Child E to put their coat on.

Practitioner oves to help Child K to put their coat on.

Child G: "Look everybody, I'll teach you the coat trick."

Child G does the coat trick for their peers.

Other children then try the coat trick.

The practtioners help Child B and Child H who have got their hoods stuck.

All of the children and practtioners then go outside.

Child A, Child B and Child F walk off holding hand to go and play on the balancing equipment.

Child C, Child I and Child M go to the construction area.

Child K goes to the jumping equipment.

Child G, Child H, Child L and Child N go to the art table and start drawing pictures using pencil colours.

Child D and Child E do to the mud kitchen together.

Child B says to the practitioner: "I want to play with Child G."

Practitioner: "Why don't you go and ask Child G to play with you?"

Child B runs over to Child G.

Child B: "Will you play with me Child G?"

Child G: "Yes, we can play on the balancing beam."

Child B and Child G walk over to the balancing equipment and start balancing on it together, holding hands to help each other.

Child J goes over to Child E holding a stick and says "Look I have a magic wand, I'm going to turn you into a frog."

Child E starts jumping and saying : "Croak, croak"

Child J laughs.

Child I and Child N are playing together.

Child N says to Child I: "No I'm not doing that; I don't want to."

Child N: "Okay, we can do drawing instead."

Child I and Child N start drawing a picture together.

Child B says to Child F: "No im not playing"

Child B walks off to the practitioner and says: "I need a cuddle."

The practitioner gives Child B a cuddle.

Child B: "I want to go inside."

Practitioner: "Practitioner 2 is inside setting up for lunch, you can go and help them if you want to."

Child C picks up sand in their right hand and throws it on to Child D.

Child D pushes Child C and shouts "No! I don't like that."

The practitioner walks over to the sand where Child D and Child C are.

Th practitioner: "Child C and Child D, you aren't being kind to each other. Maybe you should have some time apart."

Child D: "Child C put sand on me."

Child C: "Child D pushed me."

Practitioner: "You both need to be kind to each other and use your words to tell each other what you want."

Child C: "Sorry"

Child C walks off.

Child D sits down on the floor.

Child L says to Child H: "Let's go and play in the grass like in the bear hunt."

Child H: "Okay, it will be swishy swashy."

Child H and Child L: "Swishy swashy , we're in the grass."

Child M walks over to Child H and Child L and says: "Shall we go to the mud kitchen and stomp in it?"

Child H, Child M and Child L walk into the mud kitchen.

Child M: "Squelch squerch."

Child L: "It's muddy because it rained."

Child A, Child B and Child F are sat at the art table drawing.

Child A says: I'm drawing a flower.

Child B: "Oh its pink, I like that."

Appendix 5

Name		Student number
Area of development: Language Development, with physical, social and emotional and imaginative development		Date of observation: 19/02/2026
Child identifier: • Child A • Child B • Child C • Child D • Child E • Child F • Child G • Child H • Child I • Child J • Child K • Child L • Child M • Child N	Child's age: All children aged between three and four years old.	Method: Narrative
Context The children are participating in carpet time, where they are watching the 'We're Going on a Bear Hunt' story on YouTube and then having a physical book read to them. After this they will be able to participate in free play throughout the indoor area. The garden is closed as the weather is heavy rain and strong winds. The observation will be conducted between 10:20am and 11:00am. One of the children is currently undergoing an assessment for autism and is currently preverbal. There were sixteen children present in the preschool on this day, however only thirteen of them wanted to engage with the activity.		
Narrative observation		

The children are called over by a practitioner to come and sit around the book area for carpet time.

The children all approach and come and sit down.

Practitioner: "Child I and Child D come and sit down for carpet time; we've got a fun activity to do today"

Child I and Child D come and sit down next to each other for carpet time.

Practitioner: "Today for carpet time we are going to watch We're Going on a Bear Hunt on the iPad"

The practitioner puts 'We're Going on a Bear Hunt' on YouTube onto the iPad and hold it up so that all of the children could see.

All of the children are engaged, with the story sitting down in the book corner looking at the iPad.

Child I begins tapping their knees to the beat of the story.

Child I begins talking along with iPad, saying "We're going on a bear hunt, were going to catch a big one, what a beautiful day. We're not scared!"

Child A is tapping their foot along with the beat of the story.

Child I continues to say the story along with the video, with Child H looking at the and quietly joining in "Uh oh! Grass, long wavy grass! We can't go over it. We can't go under it. Oh no! We've got to go through it!"

The Children continue to join in – Child A, Child B, Child E, Child G, Child H, Child I, Child M, Child N and Child K in unison "Swishy swashy! Swishy, swashy! Swishy swashy!"

All of the children sit back quietly and start listening again, watching the story on the iPad.

Child E stomps their feet and says "Splash Splosh"

Child A uses their hand to imitate swimming.

Child F and Child L shuffle towards the basket of puppets and musical instruments.

Child F picks a pig puppet out of the basket and Child L pick up a drum and start hitting it with both hands.

Practitioner: "Child L, no thank you we are not playing with the drums now."

Child L stands up and walk over to the climbing frame and begins climbing.

Child H shuffles over to a basket of blocks and begins building with these.

Child M looks at the iPad and says "Uh-oh Mud! Squelch squerch"

Child E, Child B and Child I say "We're going on a bear hunt, were going to catch a BIG one, what a beautiful day".

Child G "It's raining today practitioner's name."

Child D "I got wet on the way to preschool"

Child E, Child J, Child I, Child F and Child A "Stumble trip, stumble trip, stumble trip"

Child L walks back over to the basket with the musical instruments, squats down and picks up the bells in their right hand and starts shaking them.

Child F "Practitioner's name, I can't hear because Child L is making too much noise."

Practitioner: "Child L why don't you take the bells into the other room where Practitioner 2 is?"

Child L looks over to practitioner and the iPad, points at the screen and jumps up and down.

Child L sits on the floor and looks up at the iPad.

Child N enters the room from the toilet.

Child F: "I need the toilet"

Child F gets up and walks off to the toilet.

Child B comes into the room from the toilet and sits down on the floor.
 "Oh, we're going on a bear hunt! We're going to catch a big oneeeee!"
 Child N "It's a snowstorm, bruhhh cold."
 Child C moves their head back and forward with the whooo woo of the snow.
 All children together (except Child L, Child H and Child F) "We're going on a bear hunt, were going to catch a big one. What a beautiful day! We're not scared! Uh oh a cave! A narrow gloomy cave. We cant go over it. We can't go under it. Oh noooo! We've got to go through it!"
 Child E throws their hands up in the air.
 Child I shuffles over to Child H and starts building with the blocks.
 Child E, Child B, Child J and Child A: "IT'S A BEAR!"
 Child H tries to snatch a block from Child I, and then hits them with their right hand.
 Practitioner: "Child H, no thank you, you need to show your gentle hands, please move away from Child I."
 Child H: "No! I don't want to!"
 Child H gets up and stomps off out of the room.
 Child E "Quick back through the snowstorm!"
 Child A "Up the stairs"
 Child A, Child B, Child C, Child D, Child E, Child G, Child J, Child M and Child K "WE FORGOT TO SHUT THE DOOR!"
 Child A, Child B, Child C, Child D, Child E, Child G, Child J, Child M and Child K "We're never going on a bear hunt again."
 Video asks the question: How do you think the bear is feeling?
 Child A: "I think the bear is sad."
 Child G: "He is crying."
 Child D "He wanted a friend."
 The practitioner puts the iPad down and says "we are going to read a book now, Child A will you pick us a book from the book shelf?"
 Child A gets up and picks the book 'Elmer in the Snow' and hands it to the practitioner.
 The practitioner began to read the book.
 Child L, Child I, Child H and Child C have left the room to go and engage with other activities.
 The practitioner: "Have you ever seen snow?"
 Child M: "Yes, I have seen snow on my holiday!"
 Child G: "What was it like Child M?"
 Child M: "It was cold Child G."
 Child J: I have seen snow too, I made a snowman!"
 Child G: "I want to see snow."
 The practitioner continues to read the book, with Child J and Child D getting up and running off to play.
 The Practitioner: "Child J and Child D, use your walking feet walking please."
 Child J and Child D continue to run.
 The practitioner gets to the end of the book where there is a snowball fight.
 Child M: "When I went to the snow I had a snowball fight with my Daddy!"
 The Practitioner: "Did you? Was that fun?"
 Child M: "Yes, I laughed at Daddy."
 When the story was finished all of the children went to find different activities to do.

Child F and Child H are shouting at each other about who is using which doll.

Child B is climbing on the climbing frame.

Child M ,Child N and Child K are sat reading in the book area with a practitioner.

Child E has gone to stand in the small world area and has started throwing dinosaurs with both hands and is shouting "ARGHHHH" as they do this.

Practitioner 2: "Child E please don't throw the dinosaurs, if you want to do throwing we have the beanbags you can use, I'll show you."

Child E throws two more dinosaurs.

The practitioner gets a bean bag and shows Child E.

Child E takes the bean bag from the practitioner and throws it.

The practitioner gives Child E more beanbags.

Child F and Child L are playing together in the book corner, they have baby dolls that they are rocking in their arms.

Child N gets up from the book corner and walks over to Child I

Child I and Child N walk over to the flat blocks lining them out to create a balance beam.

Child D and Child J come over to join in balancing on the beam.

As Child J is walking along with their arms out Child D pushes them off shouting "No! It's my turn."

The Practitioner goes over to talk to Child D and Child J

Practitioner: "Child J that wasn't kind, we need to use gentle hands."

The Practitioner: "Are you okay Child D?"

Child D: "Yeah, I'm going to go play away from Child J."

Child N is continuing to use the balance beam which has been made.

Child H walks over to where Child N is balancing and pushes them off the beam.

Practitioner goes over to Child H and says "Please use your gentle hands it's not kind to push."

Child G walks up to the observer and says "My shoes and socks got wet observer, so I have spare ones so my feet don't get cold."

Observer: "That's good Child G, its important your feet stay warm and dry."

Child G shows the observer the shoes she is wearing and says "they are sparkly so I love them."

Child E throws a ball at the wall.

Child B and Child M walks over to the bookshelf.

Child B and Child M start climbing the bookshelf.

Observer: "Child B and Child M, if you want to do climbing we have the climbing frame with the soft mats to protect you if you fall. The floor here is hard and we don't want you to get hurt."

The observer taps the floor to show its hard.

Child M stomps their feet and walks off.

Child B says "Okay observer, I will do singing instead."

Child B starts singing Baby shark .

Child A, Child B and Child K are playing with the lentils and pasta in the messy area, using spoons and pans to transfer them from two different trays.

Child H and Child J watch Child A, Child C and Child K Playing with the pasta and lentils and walk over to them and join in.

There are a group of children playing in the home area.

Child F takes a mug from Child N.

Child N says "Give it back. Give it back."

The practitioner intervenes and gives the cup back to Child N.

Child C walks up to Child L and takes a doll that they were playing with.

The practitioner speaks to Child C, saying "Child N was playing with that, can you give it back please?"

Child C gives the doll back to Child N.

Child G says to the practitioner "Will you read me a story?"

The practitioner takes Child A, Child B, Child G and Child N to read a book.

Child I and Child D are building in the construction area.

Child F is engaged with lentil play.

Child E and Child C are playing together in the home area, role playing lunchtime.

Child M is using multilink to make patterns.

Child A has picked up some bells in the home corner and says "what are these?"

The practitioner: "Those are bells, if you shake them they will make a jingle."

Child A shakes the bells to make the jingle sound.

Appendix 6

Name		Student number
Area of development: Language Development, with physical, social and emotional and imaginative development		Date of observation: 25/02/2026
Child identifier: • Child A • Child B • Child C • Child D • Child E • Child F • Child G • Child H • Child I • Child J • Child K • Child L • Child M • Child N	Child's age: All children aged between 3 and 4 years old.	Method: Narrative
Context		

The children are engaged with outdoor play in the garden, where they are able to pick from a range of different activities which one to do. During this time a 'We're Going on a Bear Hunt Storytrail' is set up for them. The practitioner then calls them over to come and engage with this with them, taking the children who wanted to join in round the garden to complete the trails. Once the trail was completed the children were given the opportunity to go back to playing in the garden. The observation was completed between 10.15 am and 11am, on a sunny day. One of the children is currently undergoing an assessment for autism and is currently preverbal.

Narrative observation

The Practitioner is going around the garden using tape and scissors to stick up a storytrail from 'We're Going on a Bear Hunt'.

Child A, Child B, Child I, Child K and Child M come up to the practitioner.

Child B: "What are you doing practitioner?"

Practitioner: "I'm making a storytrail for us to read."

Child B: "Can we help?"

Practitioner: Yes of course."

The group of children go around the garden with the practitioner, helping to hold scissors and tape to cut it, stick it on to the paper and push it onto walls and trees.

Child I: "Wow, I'm so excited we're going on a bear hunt."

Child G walk over to the the small group of children and the practitioner.

Child G: "What are you doing?"

Practitioner: "We're going on a bear hunt in a minute, we're just setting up our story."

Child G: "Can I help too?"

Practitioner: "Yes of course, we're almost finished, can you help me cut this piece of tape please?"

Child G uses their right hand to hold a pair of scissors and cut the tape.

Practitioner: "Child M can you help stick it to the wall?"

Child M uses both hands to press down on the tape to stick the last piece of the story trail to the wall.

Practitioner: "All done!"

Practitioner: "Pre-school shall we go on a bear hunt together?"

Child B : "Yay!"

Child D: "Yes!"

Child N "I love bear hunt."

Child M: "I want to find the bear!"

The Practitioner, Child A, Child B, Child D, Child E, Child G, Child I, Child J, Child L and Child M: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child L: "Uh oh Grass."

All children join in with the swishy swashy movement.

Practitioner: "Shall we look for the next one?"

Child F: "Yes!"

Child C: "I'm excited Practitioner."

All children and practitioner walk around the garden, stopping at the next page.

The Practitioner, Child A, Child B, Child C Child D, Child E, Child G, Child H, Child I, Child J, Child L and Child M, Child N: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child N: "Uh oh a river! A deep, cold river."

Child C, Child G, Child I, Child J, Child M and Child N: "We can't go over it, we cant under it, oh no, we'll have to go through it."

All children use their arms act out swimming.

Child M: Splish Splosh, Splish, Splosh."

Child L: "Oh no we have wet feet now!"

Child B: "Let's go to the next one practitioner"

All of the children run off together looking for the next page of the book.

Child F: "We found it!"

The Practitioner, Child A, Child B, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L and Child M: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child H: "Huh! It's mud!"

Child A, Child C, Child G, Child I and Child N: "We can't go over it, we cant under it, oh no, we'll have to go through it."

Child A, Child B, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L and Child M (pretending to stomp in mud): "Squelch squerch"

Child F: "Next one!"

The children run to the next stop, with Child B holding hands with Child F and Child G.

Child I: "It's a forest next."

The Practitioner, Child A, Child B, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L and Child M: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child J: "Uh oh a forest!"

Child N: "A big, dark forest."

Child A, Child D, Child G, Child I and Child N: "We can't go over it, we cant under it, oh no, we'll have to go through it."

Child N: "I don't like the forest, the forest is dark and I'm scared of the dark."

Child G: "It's okay, Child N, we will look after you."

All children make the stumble trip movement.

Child A, Child E, Child L, Child M and Child N: "Stumble trip, stumble trip."

Child H: "To the next one!"

Child G: I see the next one, its over there!"

Child G points to the next page.

All children run and skip to the next one.

Child M: "It's a snowstorm!"

Child N: "A swirling whirling storm"

Practitioner: "Has anyone seen snow before?"

Child M: "I have, I went on a plane in the sky."

Child J: "Wow! A plane in the sky!"

Child A: "I've been on a plane too."

Child B: "Let's read the story!"

The Practitioner, Child A, Child B, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L and Child M: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child N: "We can't go over it, we can't go over it! Oh no, we'll have to go through it."

Child A, Child B, Child D, Child E, Child J, Child L, Child M and Child N: "Whooo wooo, whooo, wooo."

All children spin around like they're being blown away by the snowstorm.

Child E: "Brrrrh, its cold."

Child C: "Wow, this is fun."

Child H: "I love it."

Child N (Pointing to the next part of the trail.): "Let's go to the next one, its over there!"

Child L: "It's a cave."

Child N: "A narrow, gloomy cave."

Child B, Child E, Child G, Child I, Child J, Child K, Child L, Child M and Child N: "We can't go over it, we go under it. Oh no! We'll have to go through it!"

Child E: "Lets go through it!"

The Practitioner, Child A, Child B, Child C, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L, Child M and Child N: "We're going on a bear hunt, we're going to catch a big one, we're not scared. What a beautiful day."

Child G, Child I, Child N: "What's that?"

Child N: "We need to find the next one, quick."

All children tiptoe around the garden to the next one.

Child M: "Will you read the words with me?"

Practitioner, Child G, Child M and Child N: "One shiney wet nose, two big ears, two googley eyes!"

All children pointing to the different parts of the body.

Child A, Child B, Child C, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L, Child M and Child N: "IT'S A BEAR! RUN AWAY!"

All children run around the garden before coming back together as group with the practitioner.

Child G: "Quick back through the snowstorm, whooo wooo, whooo wooo."

All children spin around like they're being blown away by the snowstorm.

Child N: "Back through the forest, stumble trip."

All children stomp to make stumble trip movement.

Child B: "Through the mus!"

Child A, Child B, Child J, Child M and Child N: "Squelch squerch. Squelch squerch."

All children stomp to make squelch squerch movement.

Child A, Child B, Child C, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L, Child M and Child N: "Back through the river, Splish splosh, splish splosh"

All children make the splish splosh movement.

All children run to the next part of the story trail.

Child A, Child G, Child H, Child J, Child I, Child L and Child N: "Open our front door"

Child B, Child E, Child G, Child J and Child M: "Up the stairs."

Child N: "WE FORGOT TO SHUT THE DOOR!"

Child A: "Back down the stairs!"

Child E: "Shut the door"

Child D and Child J "Back up the stairs."

Child A, Child C, Child G, Child H, Child M and Child N "Into the bed!"

Child G and Child M: "Under the covers"

Child A, Child B, Child C, Child D, Child E, Child F, Child G, Child H Child I, Child J, Child L, Child M and Child N: "We're never going on a bear hunt again."

Child N: "That was so good, can we do it again?"

Practitioner: "Yes we can do it again whenever you want, we will leave it out for you."

The children run off around the garden all going back to different points of the storytrail.

Child G and Child N are holding hand skipping around the garden.

Child N: "It's a river, a deep, cold river."

Child E: "I loved that, I want to do that again."

Child C, Child D, Child H, Child J and Child M are playing in the grass together.

Child I: "I found grass, it's swishy, swashy, swishy, swashy"

Child A to Child B and Child F: "Let's draw pictures of the bear."

Child A, Child B and child F run off to the colouring table, where they start using the pencil colours to draw the bear.

Child B: "My bear is going to be big and tall and brown."

Child E: "My bear is going to have two eyes like me."

Child N come over to the table.

Child N: "I'm going to draw a bear that looks like my Daddy."

Child A: "Does your Daddy look like a bear?"

Child N (Laughing): "Yes, he has two eyes, a big nose and he has lots of hair."

Child E and Child I are playing in the outdoor construction area.

Child I: "I am making a house for you Child C, to keep safe from the bear."

Child G tries to go into the house.

Child I "No Child G, I built that for Child E."

Child C comes over to the construction area.

Child C to Child I: "Can I hide in the house with you and Child E?"

Child I: "Yes, you can."

Child C enters the house.

Child G is watching Child C enter the house and runs over crying.

Child I: "Go away Child G"

JCCT Practitioner comes over to intervene, saying to Child G "Come on Child G, they are playing, why don't you come show me your big jumping over here."

Child A comes over holding their drawing of the bear.

Child A: "Observer look at my bear! He has a wet nose and googly eyes."

Child M is running around the garden.

Child M: "Observer, I'm running away from the bear."

Child D comes over to the construction area with a plastic tube.

Child D to Child E and Child I: "Look, I've got a telescope we can look out of to check the bear isn't coming."

Child D spots the JCCT Practitioner.

Child D to the JCCT Practitioner: "My little brother is in toddlers. He's only 2, but he will be 3 after he is 2."

JCCT Practitioner: "Ah that right he will be."

Child D: "I love my brother. I don't have a sister though."

Child A jumps off the table.

Practitioner to Child A: "Child A can we do our jumping at the jumping area, where there is the soft mats to land on, so it won't hurt your arms or your legs or head if you fall?"

Child A: "Okay, good idea."

Child I, still in the construction area: "Can somebody help me build my house so I can hide from the bear."

Child E and Child I come over and start picking up crates to build the house.

Child I: "It's teamwork now my friends are helping me."

Child L: "Observer, can we go on a bear hunt again?"

Observer to Child L: "Yes, we don't have lots of time now before lunch but we can do it again after lunch."

Child C throws some sand across the garden.

Practitioner: "Child C, no thank you we don't throw sand."

Appendix 7

Interview Transcript

How often are children read to while they're in preschool or nursery?

So we read to them daily, like it's timetabled that we read a story a day and that'll be like a whole group activity but in early years they have continuous provision so if they migrate to the book corner or you know we go over to the book corner and the child brings us a book then of course we're going to read that book to them so at least once a day but it can be multiple times a day. I find that if a child is having an emotional time or a harder day they might bring one of the adults a book, it seems to help them calm down if they are upset, it's comforting.

Do children always have access to books in their time at preschool?

Yes so not only do we have the book corner we also try to place relevant books in different areas so like in the construction area we'll have books about diggers and things like that and in the home corner we'll have some like nursery rhyme books or like lullaby books for them to read to the babies and things like that.

Are children read to like using different styles or different methods or devices while they're at preschool or nursery?

Yes so we have the physical books but then I might find an ebook like on Twinkle that I'll show them on the interactive whiteboard. We can also just verbally tell stories you know like traditional tales when we're a lot of the time I'll go outside with big chalk and then I'll tell them stories like we're going in a bear hunt and we'll draw the grass and draw the mud and things like that so yeah.

Do you feel that there's one which is more beneficial to engagement and development or are they all the same?

I think you do need the initial physical book um because then along with the the visuals of the the pictures of the story it will support their understanding and then once they've seen you read the physical book they're more likely to access it in the environment so if I've read them a story that's in the book corner and then I place it back in the book corner I find the children are then drawn to to go and look at it independently and also only once they've seen the physical book can they really engage with it more so if we do like role play with it so I think if they already know the story and they've seen the images then they can be more creative with it.

Do you feel that there's a change in the language or behaviour of children after they've engaged with the story time?

Yeah definitely I think children learn a lot of language through stories and I find that during continuous provision when they're playing together I hear a lot of that language repeated and a lot of those phrases especially a lot of the books we read um have a lot of repetitive phrases so then they get to practise that language as a whole group and then we'll take it into their play. Sometimes if I can see that the class is getting a bit loud or fizzy, I'll do a whole class story or a small group story, erm I find it helps some of our children to calm down and regulate their behaviour. I also find that after we sit down as read as a group the um generally group as a whole are calmer and more engaged with play. Although sometimes we do have some behavioural issues during group story time as some children don't enjoy reading in the traditional sense. Those children show better behaviour when they are active, so they enjoy more active methods of reading.

Do you feel that reading has an impact on the language development of children in your provision and do you think this is like more significant than other things that affect their language development?

Yeah I definitely think in early years books and also songs I think that's where they get the majority of their language from their new language um so I definitely hear yeah I'd say books and song is where they get the majority of their language from yeah.

Do you know if children are being read to in English or a different language at home?

There are definitely I have a lot of multilingual learners in my class I think it's like 15 out of 24 so yeah a lot of you know a lot of my students are Portuguese, Polish, Romanian we have some like African languages at home so um and I know the parents understand that it's really important for them to to have their home language um and yeah some children have said to me that they they have books in in their home language so yeah definitely.

Are you aware of which language is specific to each child?

Yeah yeah yeah that's something as a school yeah we want to know like if a child is multilingual like we we know it's really important to find that out because also when we test them um when we do like language assessments if we know that that child is more confident in their home language then we will if possible we assess them in our home language, which I think can help with levels of frustration and annoyance too, because the children feel we understand them better, so we see more positive results with things like them listening to us and them wanting to come to preschool.

If children are being read to in multiple languages at home do you think that has an impact on their language development either positive or negative?

Yeah I definitely think it has a positive impact because if they it just helps them to deepen their understanding and sometimes they'll know a word in their home language but not in English or they'll they'll know what a word means in English but not their home language and and um so also in early years we use a lot of visuals

and we also use Makaton so I mean Makaton is a language in itself so um yeah I think them all being intertwined is really supportive for the child's understanding.

Do you have an understanding of how much reading children are doing at home?

Not really um in nursery before they start we do home visits so that is something we kind of look for like do they have many books in the home that doesn't necessarily mean they're read to but I guess if we notice there's no books in the home or very few books in the home um we have um volunteer readers who come in from ECOF, so we have three volunteers that come weekly and they all have uh three children that that they will read to and so they ask us who do you think is not being read to at home or who do you think would benefit from being read to in terms of help them improve their language development so it's literally the whole point of them coming in and reading to them is because they know the correlation between being read to and your language developing so yeah we would put forward those children who we think don't get read to as much at home, you can you can kind of tell, they normally have less developed language. We have some children who's parents have asked us how they can help with reading at home, with things like how their child will engage better.

Do you think there is an impact on children's language development based off of how much reading they're doing at home?

100 percent yeah. I think that reading offers an opportunity for children to develop their um, language and communication, but also their imagination and understanding of the world. Yeah I think that technology has had an impact. I think there's a place for technology and I think there's there are a lot of positives but yeah definitely the negatives are that it's high reward so if they're you you know on interactive games even if it's a learning game you know it's like phonics or math you're getting rewards for correct answers and so I find I feel like as with each new year group I'm finding their attention span is definitely shorter they're not as willing to take turns because of that vast reward from from technology. I also think children aren't using technology for learning, for things like reading games or stories, its more a lot of the games that maybe children in early years would access don't necessarily have much language it's a lot of visuals and kind of so I'm not sure I haven't I haven't noticed that their language is better for technology just really that their attention span is shorter.

Do you have any other comments on children's reading and their language development?

I think books and other ways of accessing books, like story sacks and trails, creating the story with chalk or construction for those children who don't enjoy sitting and looking at a book are very very important and I think if a child can read it opens so many doors you can learn everything through books so I think yeah I think parents should be taking their children to the library taking their children to bookshops I find a lot of parents will reward their children by taking them to a toy shop I'm like go and buy books like yeah I feel like the love of reading is dying yeah a bit and but I know Josie's very aware of that yeah so yeah hopefully we will we will encourage I think in the early years because we read so often and we always have books available there is a love of reading in early years but I think that as the children go up through the school it kind of the importance of it kind of falls behind which can result in children's development in terms of their language, communication, real world understanding, creativity and cognitive abilities slowing.

Appendix 8

Questionnaire on reading and its impacts on development

I am a final year student on the BA (Hons) Childhood Studies degree at University College Jersey. As part of my degree I am researching how reading impacts on children's development, with focus being placed on the ways they access books and the impacts this has on the development of their language. The aim of the study is to gain an understanding of most beneficial ways for children to access books to best support them with their learning. I would be grateful if you could take a few moments to answer a questionnaire to help me with this research project (please follow the link provided), it should take no longer than 10 minutes.

By completing and submitting your answers to this questionnaire you are consenting to the information you provide being used as part of the research project. Please be assured that all information provided by participants as part of this research is anonymous and will be treated with the strictest confidentiality. All information gained as part of this research is to be written up for assessment purposes only. If you have any queries please do not hesitate to contact me, *Researcher name*, or my supervisor Dr Sue Le Masurier (contact details below). If you wish you may request access to the final written document by using the below contact details.

Researcher email

Dr Sue Le Masurier: sue.lemasurier@highlands.ac.uk

When you submit this form, it will not automatically collect your details like name and email address unless you provide it yourself.

Required

1.Does your child attend pre-school?

Yes

No

2.How old is your child that attends Pre-school

3 years old

4 years olds

5 years old

3.Do you have other children?

Older

Younger

The same age (Twins/Triplets etc)

No

4.On average how many times a week do you read to your child?

One

Two

Three

Four

Five

Six

Seven

Eight +

5.On average how many minutes a week do you spend reading to your child?

6.In what ways does your child access books and stories?

Books

Youtube

Television

Toniebox

Story Trails

Story Sacks

Other

7.If you answered other to question 7 what other method/s is your child using to access reading?

8.Does your child enjoying reading?

Yes

No
Sometimes

9. On a scale of 1-10, with 1 being not at all and 10 being significantly, how big of an impact do you feel reading has on your child's language development?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

10. How many languages are spoken in your house? If you speak more than one language please indicate which is your first language.

11. What language/s do you read to your child in at home?

12. Do you have any further comments surrounding reading and your child's development.

