Storytelling:
The Importance of Storytelling on
Early Childhood Literacy and Language Development

Throughout the United Kingdom, there are growing concerns of young children starting at settings with poor language development (Hurd, 2021). According to ComRes (2016), 79% of reception teachers in Wales say that there are children starting school who are unable to speak in full sentences, with 85% of these teachers agreeing that a consequence of starting school with speech and language delays is that it hinders children from being able to express their thoughts and feelings. Being unable to communicate effectively can negatively impact a child's social and emotional wellbeing (PACEY, 2018), with The Royal College of Speech and Language Therapists (2021, no page) reporting that '81% of children with emotional and behavioural disorders have significant language deficits.' Competent speech, language and communication skills are considered to be fundamental building blocks for children to form and maintain social relationships and are also 'essential' for life-long learning and achieving academic success (Welsh Government, 2017).

Children from backgrounds of low socioeconomic status are said to be more at risk of having delayed speech and language development than those of their peers from more higher socioeconomic backgrounds (Vernan-Feagans et al., 2012; Leffel and Seskind, 2017; Law et al., 2017). Save the Children (2016) agrees noting that a primary cause of the continuing attainment gaps between children living in poverty and their more affluent peers is speech and language delays. However, the Department for Education (2011, no page) argues that it is a child's communication environment that influences their level of language development, rather than 'the broader socio-economic context of the family'.

Hamer (2012) notes how frequent family library visits, parent interactions through song and rhyme and a child's access to books at home are all aspects of a strong communication environment and can promote a child's early language acquisition. Isbell et al. (2004, page 2) supports this when quoting "that children with high linguistic competencies are those who have been exposed to the most literature". Moreover, research has shown how the level of parental education can impact the academic

success of their children (Perkins, Bradley and Corwyn, 2002). Parents' basic skills and lack of knowledge and understanding of the importance of sharing stories with their children is considered to be a contributing factor to poor literacy development in early childhood, reports Coulon, Meschi and Vignoles (2008). Perkins, Finegood, and Swain (2013) support this by explaining how less educated parents living in poverty are more likely to use less vocabulary and less complex syntax when interacting and communicating with their children, resulting in poor language development.

Learning and Skills Improvement Service (LSIS) (2009) argue that low levels of language and literacy is an intergenerational occurrence and through government schemes targeted at families from low socio-economic backgrounds, families can be supported with their language skills and standards can be raised. To mitigate the impact of poverty on early childhood language development, the Welsh Government's Flying Start scheme is intended to offer disadvantaged families in Wales a range of support to promote the life outcomes of children (Welsh Government, 2017). Examples include programmes for parents, and ensuring that all Flying Start settings support the development of speech and language by ensuring all practitioners are provided with training resources, as well as a competency framework. Early years' settings in Wales also aim to provide young children with language and literacy rich environments in order to promote development in this area (Welsh Government, 2015).

Estyn (2021) reports how childcare settings in Wales recognise how children's writing, reading and oracy skills can be promoted through literacy-type activities, such as storytelling. The importance of reading to children has been widely documented (Collier, 2019). Storytelling offers an array of benefits to the development of the literacy and language in children (Collier, 2019). Storytelling on a regular basis builds on children's early childhood strengths by stimulating their language acquisition, building on their vocabulary range and helping them to successfully develop linguistic competencies (Trostle and Hicks,1989; Roney,1996; Ghosn, 2002). The Children's Bureau (2017) notes how reading to children provides an opportunity for discussion between the storyteller and the children, allowing the children to participate in conversation, which is also important for their vocabulary growth and oracy skills. Taylor and Strickland (1947) explain that storybook reading not only allows for the

children to hear a variety of language patterns but also provides children with a treasury of words that can be talked about with the children in order to deepen and extend their meaning. As noted by Speaker (2000), children who are read to on a regular basis, often exhibit enhanced listening skills, increased sequencing abilities and a better understanding of how to organise their own writing as opposed to children who are less exposed to storytelling.

According to Dr Brian Cambourne, there are eight conditions of learning that underpin effective human learning. These conditions are immersion, demonstrations, engagement, expectation, responsibility, approximation, opportunities and responsibility. From a personal correspondence from Brian Cambourne himself, Dr Cambourne (2020, no page) explained how his conditions for learning links into story reading or as Dr Cambourne calls it 'teacher read alouds'. Dr Cambourne explains:

> "Regular Teacher Read Alouds are a form of **immersion**, which create opportunities for a multitude of **demonstrations** about learning, language and all the other accoutrements of effective reading, writing and spelling, grammar, text structure, and so on. Furthermore, Teacher Read Alouds are inherently **engaging**, providing opportunities to communicate **expectations**, to **respond** to learners' **approximations**, leading to **opportunities** for learners to employ their burgeoning skills and knowledge about reading and writing, and take **responsibility** for applying such skills and knowledge to the real world".

There are many features of storytelling that can help develop children's language and literacy skills. Literacy themes such as repetition, rhyme and prosody can all be 'powerful tools' for creating language and literacy rich environments (Mordsley, 2017). Through exposure to rhyme in storybooks children learn to segment words into phonemes; this in return improves their decoding and comprehension abilities. Almon (2020) explains how recent research affirms the importance of rhymes for young children. The findings of the research show how rhyme contributes to phonemic awareness; this is the recognition of sounds and the breakdown of language into sound units or syllables.

Phonological awareness is an important component of learning to write and read. Rhyming allows children to tune in to the subtle differences in inflection and

rhythm, which are key components to reading aloud, therefore improving their oracy skills (Felt, 2019). When children become familiar with a rhyming book, they learn to anticipate the rhyming word. An important skill for reading is to make predictions; books that follow a rhyming theme allows children to prepare to begin to make predictions in their language (The Measured Mum, 2016). Awareness of rhyme is not only important for oracy and reading development, but it also aids children to form an understanding that words that share common sounds often share common letters.

For example, in Julia Donaldson's book; 'Room on the Broom' (2002), the words cat and hat both end with -at, therefore supporting the development of spelling and writing skills (Bradley,1980; Goswami, 1986; Bryant & Goswami,1987; Bradley, 1988; Goswami & Bryant, 1988; Bryant et al., 1989). By reading rhyming books to children on a regular basis, children find it easier to remember and recite the story making it a more enjoyable experience; this is noted by Medwell et al. (2014). Furthermore, it is the familiarity with rhyme that enhances children's sensitivity to the component sounds in their language and in return has many positive effects on their reading, writing and oracy development (Barton-Hulsey, Sevcik and Romski, 2018).

Frequent repetition and the use of refrains help to reinforce children's vocabulary. Arnerich (2018) and Soni (2013) both explain how repetition is good for children of all abilities, but it is particularly valuable for children who have English as an Additional Language in early years.

Props, story sacks and other non-verbal cues can be valuable resources to use in order to scaffold their understanding and, within time, the children will start to imitate and repeat certain phrases of the story. In addition, predictable and repetitive stories for children are also proved to be beneficial for children with language disorders and those who have childhood apraxia, notes Atlanta Speech Therapy (2016). Tailor (2016) explains how the repetitive nature of stories such as Julia Donaldson's 'Room on the Broom' helps reduce the 'cognitive load', allowing children to focus on pronunciation, vocabulary and understanding of the content.

The ability to join in with words and phrases can lead to increased participation encouraging oracy development. Author and literacy scholar Dr Denny Taylor, deliberately created two of her children's books based on academic research on how rhyme and repetition help young children to read, therefore supporting the importance

of these features in storybooks, and how they help with early language and literacy development. Moreover, children also benefit from hearing the same stories repeatedly (Corneal, 2021). Multiple readings of the same story can allow younger children more time and opportunity to encode and memorise new words (Horst, Parsons and Bryon, 2011) and therefore, when children start to memorise new words, they can then begin to apply their new vocabulary to their writing (NCTE, 1992).

De Ley (2017, no page) quotes that:

> "Prosody is the defining feature of expressive reading, comprises all of the variables of timing, phrasing, emphasis, and intonation that speakers use to help convey aspects of meaning and to make their speech lively".

Storybooks with a lyrical nature can allow the reader to display beneficial prosodical skills such as rhythm, intonation, stress, breath patterns and pitch, all which helps make the story more meaningful to children (Rowe, 2016). These prosodic features have the potential to draw children's attention to the story; this allows for better engagement and thereby promoting their participation (Mira & Shwoninflugel, 2013). Moreover, prosodic features of storytelling can make the story more meaningful and express different emotions, which in return can make the story more memorable and promote engagement (Eder, 2007). Veenendaal (2016) notes that without prosody, storytelling can sound monotone and that it is level of expressiveness in which a story is read, that can allow children to have a better comprehensive understanding of the content (Pepe, 2019). Beatie and Manus (2011) states that prosodic perception contributes to the development of phonological awareness indirectly through receptive vocabulary, by improving speech-processing skills.

However, during first stages of language development, it is the adult who models such behaviours such as prosody; this supports Lev Vygotsky's theory. Vygotsky's more knowledgeable other theory links into storytelling, with the adult or the storyteller being the more knowledgeable other. When the adult models reading behaviours during storytelling as quoted by Duke and Pearson (2002) "it allows the children to see and hear what skilled reading and text engagement looks like". It is through this scaffolding that children begin to imitate and internalise different reading strategies, enabling them

to gradually become more independent in their own language and literacy development (Bruner, 1987).

The Foundation Phase curriculum in Wales strives to use effective teaching strategies to enhance and develop young children's literacy and language skills (Welsh Government, 2015). The Foundation Phase Profile is used as a baseline assessment to help practitioners understand the developmental stages of children starting Reception class. The Language, Literacy and Communication Skills ladders of the baseline assessment can allow for early identification of possible speech and language delay. This can allow for the appropriate support to be provided for children who are in need (Welsh Government, 2017). This is also supported by Tickell (2011) who states that the early identification of poor literacy development accompanied by appropriate and timely support is considered to be the most effective approach in supporting disadvantaged children and their families notes Tickell (2011).

However, it must be the priority of early years' settings to work collaboratively with parents with lower economic status to deliver the best outcomes for children (Education Endowment Foundation, 2019). There are several strategies in which early years settings and families can work together to close the achievement gap (Estyn, 2013; Harkness, 2015). Building positive and sustainable relationships between practitioners and families can help break down the barriers between education and home and in return promote parental engagement. Goodall et al., (2011) notes how quality parental engagement can lead to higher academic success for children. Building strong links with parents can allow settings to understand the child's background in more depth. To achieve this, quality communication and information sharing is essential states National School Public Relations Association (2006).

Furthermore, empowering parents can be a positive strategy when it come to promoting parental engagement. Helping parents understand the importance their role within their children's learning and development can allow parents to feel more valued and empowered (Education Endowment Foundation, 2019). Moreover, families with low economic status may not understand the importance of nurturing their child's language and literacy development (Harkness, 2015). Therefore, early years settings can put interventions and support in place to help families create better home learning

environments to support their children's language development. Early years settings could provide family learning workshops or Parent Learning Programmes (PLP), in and out of school hours to help families develop the skills they need to support their child's language acquisition. Providing parents with the reading techniques that are used within the setting can allow for a more consistent approach. Practitioners could model quality story book reading within shared reading sessions with children and their families to encourage shared reading experiences at home to develop children's language skills. Welsh Government (2016) explains how evidence shows how ameliorating the skills of parents can be an effective strategy in supporting children's language development. However, Grayson (2013, page 17) explains how parents prefer such interventions 'to be offered universally rather than targeted, to reduce stigmatisation'. Welsh Government (2016) notes how family learning can have a positive impact on behaviours and attitudes to learning for all members of the family involved. This is supported by Harkness (2015) who explains how language and literacy at home can be promoted through intergenerational learning.

In addition, families from disadvantaged backgrounds may not have access to appropriate resources to support their children's language development. National Literacy Trust (2017) reports how '1 in 8 of the nation's most disadvantaged children' don't own a book of their own. Therefore, early years settings could loan families reading materials to support reading at home and ensure children have access to reading materials. Story sacks are a useful resource to loan to families to support story language acquisition in the early years. Story sacks can allow children and families to explore the contents together and encourage conversation between children and their parents allowing for a more interactive story reading experience (Early Years Careers, 2017). Furthermore, loaning school books to families along with reading records can also promote reading at home. Reading records can be a useful tool in documenting shared reading and these records can also be a valuable form of communication between settings and parents, which can promote positive parent partnerships (Newman, 2020).

Furthermore, family learning can have a positive impact on the holistic well being of families and therefore, lead to more positive attitudes towards lifelong learning (Learning and Work Institute, no date) which links into the ethos of the New Curriculum

for Wales. Welsh Government (2020) notes in 'The Languages, Literacy and Communication Area of Learning and Experience' how the new curriculum also puts great emphasis on the importance of rich language and literacy experiences stating that "Learners who listen and read effectively are prepared to learn throughout their lives as ambitious, capable and lifelong learners" (Welsh Government, 2019, no page).

Harkness (2015) states how it is possible for settings and disadvantaged families to break the cycle of poor literacy standards and close the language achievement gap, through a combination of early intervention, access to resources and parental engagement. Therefore, Early Years Settings continue to use storytelling as a useful approach to offer language rich experiences that can improve children's oral, written and reading skills (O'Neill, Banoobhai and Smith, 2016).

Reference List

Almon, J. (2020) *Oral language: the foundation of literacy*. Available at: https://www.communityplaythings.co.uk/learning-library/articles/oral-language. (Accessed on: 9th November 2020).

Andrea Barton-Hulsey, A. Sevcik, R.A and Romski, M. (2018) 'The Relationship Between Speech, Language, and Phonological Awareness in Preschool-Age Children With Developmental Disabilities', *American Journal of Speech-Language Pathology,* 27(2), pp. 616-632. DOI:10.1044/2017_AJSLP-17-0066
Arnerich, M. (2018) *EAL in Early Years: 13 Ways to Offer a More Inclusive Environment.* Available at: https://famly.co/blog/management/eal-in-early-years-inclusive-envrionment/#:~:text=Repetition%20is%20good%20for%20children%20of%20all%20abilities%2C,will%20start%20to%20imitate%20and%20repeat%20certain%20parts (Accessed on: 11th November 2020).

Atlanta Speech Therapy (2016) *10 Repetitive Children's Storybooks You Should Own.* Available at: https://atlspeechtherapy.com/10-repetitive-childrens-storybooks/ (Accessed on: 26th November 2020).

Beattie, R.L. and Manis, F.R. (2014) 'The Relationship between Prosodic Perception, Phonological Awareness and Vocabulary in Emergent Literacy', *Journal of Research in Reading*, 37(2) pp.119-137. DOI: https://doi.org/10.1111/j.1467-9817.2011.01507.x
Bradley, L. (1980). *Assessing reading difficulties*. Basingstoke and London: Macmillan Education.

Bradley, R.H. and Corwyn, R.F (2002) 'Socioeconomic Status and Child Development', *Annual Review of Psychology*, 53(1), pp. 371-399. Available at: https://www.annualreviews.org/doi/10.1146/annurev.psych.53.100901.135233 (Accessed on: 24th March 2021).

Bradley, L. (1988). Making connections in learning to read and to spell. *Applied Cognitive Psychology*, v2, pp. 3–18. https://doi.org/10.1002/acp.2350020103

Bruner, J. (1986). *Actual Minds, Possible Worlds*. Cambridge, MA: Harvard University Press.

Bryant, P. E., Bradley, L. L., Maclean, M., & Crossland, J. (1989). Nursery rhymes, phonological skills and reading. *Journal of Child Language*, V16, pp.171-184. doi:10.1017/S0305000900010485

Bryant, P. E. & Goswami, U. (1987). *Phonological awareness and learning to read*. Routledge: Abingdon.

Cambourne, B. (2020) [Email] Sinead John, 27th November 2020.

Children's Bureau (2017) *The Importance of Reading to your Children.* Available at: https://www.all4kids.org/news/blog/the-importance-of-reading-to-your-children/#:~:text=Improved%20language%20skills,-Reading%20daily%20to&text=This%20is%20because%20reading%20to,language%2C%20literacy%20and%20social%20skills. (Accessed on: 15th November 2020).

Collier, E. (2019) *Why is Reading so Important for Children?* Available at: Why is Reading Important for Children? | Developmental Effects (highspeedtraining.co.uk) (Accessed on: 19th March 2021).

Corneal, D.A. (2021) *Reading the same book repeatedly is good for kids.* Available at: https://www.readbrightly.com/why-reading-the-same-book-repeatedly-is-good-for-kids/ (Accessed on: 22nd March 2021).

De Coulon, A., Meschi, E. and Vignoles, A. (2008) (2008) 'Parents Basic Skills and Children's Cognitive Outcomes', *Centre for the Economics of Education, LSE, CEE Discussion Papers*. Available at: https://dera.ioe.ac.uk/22507/1/doc_4087.pdf (Accessed on: 24th March 2021).

DeLey, L. (2017) *Why Prosody Matters: The Importance of Reading Aloud with Expression.* Available at: https://www.scilearn.com/why-prosody-matters-importance-reading-aloud-expression/ (Accessed on: 28th November 2020).

Department for Education (2011) Investigating the role of language in children's early educational outcomes. Available at: Investigating the role of language in children's early educational outcomes (publishing.service.gov.uk) (Accessed on: 16th May 2021).

Donaldson, J., and Scheffler, A. (2003). *Room on the broom*. London: Puffin books.

Duke, N.K. and Pearson, P.D. (2002). Effective reading practices for developing comprehension (Chapter 10), In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* Third Ed (pp. 205-242), Newark, DE: International Reading Association.

Early Years Careers (2017) *Why all settings should use story sacks.* Available at: Why all settings should use story sacks (earlyyearscareers.com) (Accessed on: 16th May 2021).

Eder, D. J. (2007). 'Bringing Navajo storytelling practices into schools: The importance of maintaining cultural integrity', *Anthropology and Education Quarterly*, 38(3), pp. 278-296. DOI: https://doi.org/10.1525/aeq.2007.38.3.278

Education Endowment Foundation (2018) *Working with parents to support children's learning.* Available at: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/ (Accessed on: 24th March 2021).

Estyn (2013) *Working together to tackle the impact of poverty on educational achievement*. Available at: Thematic survey report (gov.wales) (Accessed on: 18th May 2021).

Felt, A.L (2019) *Read Across America and the benefits of rhyming for young readers.* Available at: https://readingpartners.org/blog/benefits-rhyming-hidden-genius-dr-seuss/#:~:text=Through%20exposure%20to%20rhyme%20in,their%20decoding%20and%20comprehension%20abilities (Accessed on: 10th November 2020).

Ghosn, I.K (2002). Four good reasons to use literature in primary school ELT. Oxford: Oxford university press. Available: pdfs.semanticscholar.org/30f8/99736f4b5b1b2ab6e9fcbd8020951c4ee4cb.pdf?_ga= 2.149117876.369155669.1605903501-1148000955.1605903501 (Accessed on: 18th November 2020).

Goodall, J., Vorhaus, J., Carpentieri, JD., Brooks, G., Akerman, R., and Harris, A. *Review of best practice in parental engagement: Practitioners summary*. Available at: APPENDIX 1: PRACTITIONERS SUMMARY (publishing.service.gov.uk) (Accessed on: 19th May 2021)

Goswami, U. & Bryant, P. E. (1988). Rhyming, analogy and children's reading. In Gough, P. B. (ed.), *Reading Acquisition*. Hillsdale NJ: Erlbaum. Available at: https://www.researchgate.net/publication/282660922_Rhyme_Analogy_and_Children's_Reading_In_PB_Gough_LC_Ehri_and_R_Treiman_Eds_Reading_Aquisition (Accessed on: 16th November 2020).

Goswami, U. (1986). Children's use of analogy in learning to read: a developmental study. *Journal of Experimental Child Psychology* V42, pp. 73–83. DOI: https://doi.org/10.1016/0022-0965(86)90016-0

Grayson, H. (2013, page 17). *Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children*. Slough and Oxford: NFER and Oxford University Press.

Hamer, C. (2012) *NCT Research overview: Parent-child communication is important from birth.* Available at: Research overview- Parent-child communication is important from birth (2012)_4.pdf (nct.org.uk) (Accessed on: 21st March 2021).

Harkness, J. (2015) *How Poverty Affects Children's Language Skills*. Available at: How Poverty Affects Children's Language Skills (borgenproject.org) (Accessed on: 16th May 2021).

Horst, J., Parsons, K., and Bryan, N. (2011) 'Get the Story Straight: Contextual Repetition Promotes Word Learning from Storybooks', *Frontiers in Psychology*, 2, pp. 17. URL=https://www.frontiersin.org/article/10.3389/fpsyg.2011.00017

Isbell, R., Sobol, J., Lindauer, L. and Lowrence, A. (2004)'The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children', *Early Childhood Education Journal,* 32(3), pp.157-163. DOI: 10.1023/B:ECEJ.0000048967.94189.a3

Law, J., Levickis, P., Mckean, C,. and Nolan, C. (2017) *Oral language – a foundation for learning.* Available at: (PDF) Oral language – a foundation for learning (researchgate.net) (Accessed on: 19th March 2021).

Learning and Skills Improvement Service (2009) *Learning literacy together: the impact and effectiveness of family literacy on parents, children, families and schools*. Available at: https://dera.ioe.ac.uk/22499/1/doc_4661.pdf (Accessed on: 24th March 2021).

Learning and Work Institute (no date) *Family learning.* Available at: https://learningandwork.org.uk/what-we-do/lifelong-learning/learning-in-communities/family-learning/ (Accessed on: 17th May 2021).

Medwell, J. et al. (2017) *Primary English: Teaching Theory and Practice* 8th ed. London: Sage.

Mira, W.A. and Schwanenflugel, P.J. (2013) 'The Impact of Reading Expressiveness on the Listening Comprehension of Storybooks by Prekindergarten Children', *Language, Speech, and Hearing Services in Schools*, 44(2), pp.183-194 DOI: https://doi.org/10.1044/0161-1461(2012/11-0073)

Mordsley, J. (2017) *Why use rhythm, rhyme and repetition in language class?* Available at: Why use rhythm, rhyme and repetition in language class? | British Council (Accessed on: 19th March 2021).

National Literacy Trust (2017) *1 in 8 disadvantaged children in the UK don't own a single book.* Available at: https://literacytrust.org.uk/news/1-8-disadvantaged-children-uk-dont-own-single-book/ (Accessed on: 18th May 2021).

National School Public Relations Association (2006) *How Strong Communication Contributes to Student and School Success: Parent and Family Involvement*. Available at: https://www.nspra.org/files/docs/Strong_Communication_Students_School_Success.pdf (Accessed on: 17th May 2021.

Newman, R. (2020) *Why use reading record journals?.* Available at: https://www.mynewsdesk.com/story-wars-punkt-net/blog_posts/why-use-reading-record-journals-96479 (Accessed on: 19th May 2021).

O'Neill, B., Banoobhai, M. and Smith, C. (2016) 'Teaching Literacy through Dramatic Storytelling in Foundation Phase', *Tshwane University of Technology,* 41(2), pp. 95-102. DOI: https://doi.org/10.1177/183693911604100213

Pepe, S. I (2019) *Storytelling Study*. Honors Theses and Capstones. University of New Hampshire. Available at: https://scholars.unh.edu/cgi/viewcontent.cgi?article=1449&context=honors (Accessed on: 20th March 2021).

Perkins, S.C., Finegood, E.D. and Swain, J.E (2013) 'Poverty and Language Development: Roles of Parenting and Stress', *Innov Clin Neurosci,* 10(4), PP. 10-19. Available at: Poverty and Language Development: Roles of Parenting and Stress (nih.gov) (Accessed on: 24th March 2021).

Roney, R.C. (1996) 'Storytelling in the Classroom: Some Theoretical Thoughts', *Storytelling World,* V9, pp. 7-9. Available at: https://files.eric.ed.gov/fulltext/ED405589.pdf (Accessed on: 20th November 2020).

Rowe, T. (2016) The Effect of Prosody on Preschool Children's Emotional, Cognitive, and Behavioral-eye and Behavioral-body Engagement during Story Time. Available at: https://digitalcommons.usu.edu/cgi/viewcontent.cgi?referer=https://www.bing.com/&httpsredir=1&article=6272&context=etd (Accessed on: 20th November 2020).

Save the Children (2016) *Children in Wales Struggling in School.* Available at: Children In Wales Struggling In School | Save The Children (Accessed on: 20th March 2021).

Soni, A. (2013) *EAL in the Early Years.* Bosworth: Featherstone Education**.**

Speaker, K. M. (2000). 'The art of Storytelling: A collegiate connection to professional development schools', *Academic journal article*, 121(1). Available at: https://www.questia.com/library/journal/1G1-66960821/the-art-of-storytelling-a-collegiate-connection-to (Accessed on: 12th November 2020).

Tailor, T.P. (2016) *Repetitive Books: My favourites and how I use them to develop language skills.* Available at: http://tailormadefortalking.com/repetitive-books-my-favourites-and-how-i-use-them-to-develop-language-skills/ (Accessed on: 23rd November 2020).

Taylor, D. (2020) [Email] Sinead John. 27th November 2020.
Taylor, D. and Strickland, D. (1986) *Family storybook reading*. Portsmouth, N.H.: Heinemann.

The Measured Mum (2016) *Why is rhyming important?* Available at: https://www.themeasuredmom.com/why-is-rhyming-important/ (Accessed on: 19th November).

Tickell, C. (2011) *The Early Years: Foundations for life, health and learning*. Available at: The Early Years: Foundations for life, health and learning (publishing.service.gov.uk) (Accessed on: 17th May 2021).

Trostle, S. and Hicks, S.J. (1998) 'The Effects of Storytelling versus Story Reading on Comprehension and Vocabulary Knowledge of British Primary School Children', *Reading Improvement*, 35(3), pp.127-36. DOI: 10.1016/j.jksult.2011.04.001

Veenendaal, N.J. (2016) *How Fluency Informs Reading Comprehension Development*. Radboud Repository of the Radboud University Nijmegen. Available at: https://repository.ubn.ru.nl/bitstream/handle/2066/157762/157762.pdf?sequence=1 (Accessed on:23rd March 2021).

Vernon-Feagans, L., Garrett-Peters, P., Willoughby, M., Mills-Koonce, R. (2012) 'Chaos, poverty, and parenting: Predictors of early language development', *Early Childhood Research Quarterly,* 27(3), pp. 339-35. DOI: https://doi.org/10.1016/j.ecresq.2011.11.001

Welsh Government (2015) *Foundation Phase Framework*. Available at: foundation-phase-framework-revised-2015.pdf (gov.wales) (Accessed on: 16th March 2021).

Welsh Government (2016) *Theme 4: Helping families to actively support their child's learning*. Available at: https://gov.wales/sites/default/files/publications/2018-12/theme-4-helping-families-to-actively-support-their-child-s-learning-resources-1-5.pdf (Accessed on: 18th May 2021).

Welsh Government (2017) *Flying Start Health Programme Guidance*. Available at: Flying Start Health Programme Guidance (gov.wales) (Accessed on: 24th March 2021).

Welsh Government (2017) *Flying Start: Speech, language and communication guidance*. Available at: Flying Start speech, language and communication: guidance (gov.wales) (Accessed on: 18th March 2021).

Welsh Government (2019) *Languages, Literacy and Communication - AREA OF LEARNING AND EXPERIENCE Draft Curriculum for Wales 2022.* Available at: https://hwb.gov.wales/storage/4373f5ea-f77e-4b10-a20f-4b06eb02f6a0/draft-statutory-guidance-languages-literacy-and-communication.pdf (Accessed on: 22nd November 2020).