

Bookstart Theoretical Framework

This theoretical framework seeks to provide evidence to support Health Visitor gifting of Bookstart. Bookstart aims to promote and encourage the sharing of books in the home. By working with key professionals who are trusted by parents and carers we are able to ensure that high quality messages are given about the benefits of sharing books, appropriate to the family and their needs.

Many people recognise the pleasure that snuggling up and sharing a book together brings for both parents and children. However, for others this is something that they have not experienced in their own childhood and would find difficult to start with their own children. This theoretical framework sets out the evidence about the importance of sharing books, stories and rhymes for all children from birth and highlights the ongoing benefits that this can bring.

Contents

Benefits from Bookstart

1. Promotes secure attachment
2. Supports development of confidence and self esteem
3. Aids cognitive development
4. Supports the development of speech & language
5. Aids socio-emotional development, good mental health & wellbeing
6. Helps to lay foundations of good literacy skills and prepares the way for school
7. Supports the development of fine motor skills, listening & concentration
8. Breaks cycles of low achievement and poverty

Opportunities when gifting Bookstart

9. Offers opportunity for discussion about developing routines
10. Supports family access to other services

Theoretical Framework

Benefits from Bookstart

<p>1. <i>Promotes secure attachment</i></p>	<p>Reading to and sharing books with babies helps emotional bonding. Sharing stories, books & rhymes promotes strong & loving relationships & secure attachment.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Many studies around the theory of attachment, including John Bowlby's theory, suggest that human beings have a universal need to form close emotional bonds with those who care for them. These bonds are key to developing the building blocks for positive emotional health and wellbeing in later life. • Parent-child attachment is related to the frequency of reading at home, according to a meta- analysis carried out by Bus <i>et al</i>, 1995a. An experiment focusing on Dutch children aged three years old found that children with higher levels of attachment to their mother were read to more frequently, and with higher levels of interaction and communication around the book (Bus <i>et al</i>: 1995b). • One of the key outcomes of Bookstart is that it increases the quality time that children and parents/carers spend together. This was established in a Social Return on Investment study (2010) carried out for the programme.
<p>2. <i>Supports development of confidence and self esteem</i></p>	<p>Sharing books with children helps to develop a child's social skills and confidence both of which are essential for emotional health and wellbeing</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Exposure to stories helps to enrich the imagination and provide knowledge of a range of experiences that a child can draw on to give them confidence in their daily encounters with the world. Research suggests that stories provide children with a framework within which 'behaviours can be interpreted' and given meaning (Wells, 1987).
<p>3. <i>Aids cognitive development</i></p>	<p>Linguistic, social, emotional, and cognitive development are complementary processes that ultimately work together to shape a child's literacy growth. Sharing stories helps a child to develop across all the domains.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Sylva <i>et al</i> carried out a review of the Effective Provision of Pre-School Education (EPPE) Project, a major European longitudinal study of a national sample of 3,000 children between 3 and 7 years old, which considered a wide range of information regarding their development. • The study concluded: 'For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education or income. What

	<p>parents do is more important than who parents are' (2003: 1; see also OECD 2002).</p> <ul style="list-style-type: none"> • While the study did not look at Bookstart, we believe a programme such as Bookstart can successfully encourage the adoption of a learning-friendly environment in the home, helping children to develop and maintain strong language, literacy and numeracy skills.
<p>4. Supports the development of speech & language</p>	<p>Encouraging parents and carers to share stories, books, and rhymes can radically improve child's language and communication skills. Each Bookstart pack contains two books to help begin their reading journey as well as information on how speech and language can be incorporated into daily life.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • In 2004 ICAN found that half of children were unable to speak properly on entry to school, with around 350,000 unable to use sentences and only able to understand simple instructions. Helping parents to support their children in developing these essential skills is of key importance. • Bookstart's pedagogy has been reinforced by studies that identify the value of joint storybook reading between parent and child (Baker et al, 1997; Justice and Ezell, 2000; Wade and Moore, 2000 and Weinberger, 1996). Bookstart puts into practice the insight made by these studies that storybook reading in the home enhances children's basic literacy skills.
<p>5. Aids socio-emotional development, good mental health & wellbeing.</p>	<p>Sharing books together in the home can provide a valuable platform for discussions, debate, play and fun activities. Stories and talking about books helps develop empathy and encourages children to recognise and talk about their feelings.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Research by Professor Yvonne Kelly (2011) suggests that if five year old children who are read to less than daily were instead read to on a daily basis there would be a substantial reduction in the proportion of five year olds with socio-emotional difficulties. • Kelly recognises Bookstart as an important initiative that gets books into homes and encourages parents and carers to share books, stories and rhymes from birth.
<p>6. Helps to lay foundations of good literacy skills and prepares the way for school</p>	<p>To be ready for school, children need to have a good vocabulary, understand how books work and have the curiosity, imagination and eagerness to know about the world around them. Sharing books, stories & rhymes helps develop these skills, making the transition to school more successful.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • The EPPE study found that several aspects of the home learning environment had a significant impact on children's attainment at school entry. These include: reading with the child, teaching songs

	<p>and nursery rhymes, painting and drawing, playing with letters and numbers, visiting the library, and teaching the alphabet and numbers (Sylva et al, 2003).</p> <ul style="list-style-type: none"> • Research has shown that those children who are better at detecting rhymes tend to be more successful at learning to read, a relationship that is independent of children’s class backgrounds, intelligence and levels of memory ability (Bradley & Bryant, 1985; MacLean et al, 1987; Bradley, 1988; Ellis & Large, 1987). • Longitudinal studies have demonstrated that Bookstart has led to improvements in language and literacy performance when children who have received Bookstart begin school at the age of four (Moore and Wade, 1993 and Wade and Moore, 1998). • A follow up study in 2000 found that the children who had received Bookstart packs performed better in literacy and numeracy tests. By tracking children’s performance up to their Key Stage 1 assessment at age 7, these studies show how Bookstart children maintained their advantage throughout their first five years of primary education (Wade and Moore, 2000).
<p>7. <i>Supports the development of fine motor skills, listening & concentration</i></p>	<p>Sharing books from birth supports the development of physical coordination through page turning, lifting flaps & pointing at images. By regularly listening to a parent or carer share stories a child will develop skills in listening & concentration.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Dwyer and Neuman (2008) suggest that babies like to physically explore books as objects or toys, using and developing their sensorimotor skills by sucking, patting, stroking, or scratching books. Handling skills can be a challenge for young babies, but these skills develop rapidly throughout a baby’s first year. • Rule and Stewart (2002) note that while there is little quantitative research exploring interventions to promote fine motor skills, the evidence that is available suggests a correlation between fine motor ability in young children and early literacy performance, and indicates that interdigital dexterity is a strong predictor of reading achievement.
<p>8. <i>Breaking cycles of low achievement and poverty</i></p>	<p>Encouraging parents to start sharing books, stories and rhymes with their baby is the first steps towards breaking intergeneration cycles of low achievement and poverty.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Jo Blanden (University of Surrey) analysed data from the British Cohort Study of children born in 1970, and found a strong link between parents’ interest in educational attainment and the likelihood that their children will escape poverty; those who were poor at the age of 30 were significantly less likely to have been read to by their parents when surveyed at the age of 5. • A study carried out by the University of Roehampton found that

	<p>Bookstart families have better book-sharing skills, read more with babies and young children, are more likely to join the library, are more confident when reading to children and are more aware how reading can help speech and language development (Collins et al, 2005).</p> <ul style="list-style-type: none"> • One of the guiding principles of the Bookstart programme is to increase the confidence of every parent and get them actively involved in their child's learning. All guidance material produced recognises the role of parents and carers as a child's first and most enduring educators. • An independent Randomised Control Trial evaluation of Bookstart+ found that the programme has a significant positive effect on parent's attitudes to reading and books (O'Hare and Connolly, 2010).
--	---

Opportunities when gifting Bookstart

<p>9. Offers opportunity for discussion about developing routines</p>	<p>Gifting a Bookstart pack offers an opportunity to re-inforce information about routines with feeding, bathing & sleeping. For example, reading at bedtime can settle a child, or sharing a book on the bus or in the car can help pass the time.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • For many families sharing a book or story at night is an ideal way to settle a child. Bookstart's Social Return on Investment in 2010 found that many parents reported that reading with their child had a calming effect. • Having routines and a rhythm to the day helps children to gain confidence and independence. If a parent seems to be struggling with routines the Bookstart pack offers an ideal opportunity to strike up a conversation about introducing regular events into their baby's day.
<p>10. Supports family access to other services</p>	<p>Gifting the pack provides an opportunity to talk to parents or carers about appropriate services available within a Children's Centre or the local library, to borrow books and take part in early years activities. This helps with social cohesion and discourages social isolation.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Research by Wade and Moore (1996) shows that children and parents involved with Bookstart visited the library more frequently than those who had not received Bookstart. • In a survey of reading habits, Roehampton University found an increase in the number of KS1 children borrowing books from the library in 2005: 45% of the sample of children reported that they 'very often or often' borrow books in 2005, compared to 32% in 1996. The authors of the study suggest the possible influence of Bookstart in encouraging use of the library.

References

- Baker, L., D. Scher and K. Mackler, 1997. Home and family influences on motivations for reading. *Educational Psychologist* 32: 69-82
- Blanden, Jo, 2006. 'Bucking the trend': What enables those who are disadvantaged in childhood to succeed later in life? Department for Work and Pensions Working Paper 31. London: DWP. Available at: <http://research.dwp.gov.uk/asd/asd5/WP31.pdf>
- Bradley, L., 1988. 'Rhyme recognition and reading and spelling in young children'. In R. L. Masland & M. R. Masland (eds.), *Pre-school prevention of reading failure*. Parkton, MD: York Press.
- Bradley, L. & Bryant, P.E., 1983. Categorising sounds and learning to read: A causal connection. *Nature*, 301, 419-421.
- Bus, A.G., van Ijzendoorn, M.H., & Pellegrini, A.D. 1995a Joint book reading makes for success in learning to read: A meta-analysis on intergenerational transmission of literacy, *Review of Educational Research*, 65(1), 1-21.
- Bus, A.G., and M.H. van Ijzendoorn. 1995b Mothers Reading to Their 3-Year-Olds: The Role of Mother-Child Attachment Security in Becoming Literate. *Reading Research Quarterly* 30 (4): 998-1015
- Bynner, John and Samantha Parsons, 1997. *It doesn't get any better: The impact of poor basic skills*. London: The Basic Skills Agency. Available at: http://shop.niace.org.uk/media/catalog/product/a/7/a729_it_doesnt_get_any_better_english.pdf
- Collins, Fiona M., Cathy Svensson and Pat Mahony, 2005. *Bookstart: Planting a Seed for Life*. London: Roehampton University
- Dwyer, J. and Neuman, S. B., 2008. Selecting Books for Children Birth Through Four: A Developmental Approach. *Early Childhood Education Journal*, 35:489–494
- Ellis, N. & Large, B. (1987). The development of reading: As you seek you shall find. *British Journal of Psychology*, 1, 329-342.
- Ellis, N & Large, B (1987). 'The development of reading: As you seek you shall find.' *British Journal of Psychology*, 1, 329-342.
- Hudson, Colin, Daniel Price and Jean Gross, 2009. *The Long Term Costs of Literacy Difficulties*. 2nd edition. London: Every Child a Chance Trust. Available at: http://www.everychildachancetrust.org/ecar/pubs/long_term_costs_of_literacy_report.pdf
- ICAN website. <http://www.ican.org.uk/>
- Just Economics, 2010, *Bookstart 2009/10: A Social Return on Investment (SROI) Analysis* Available at: <http://www.bookstart.org.uk/professionals/about-bookstart-and-the-packs/research/social-return-on-investment/>
- Justice, L. M. and H.K. Ezell, 2000. Enhancing children's print and word awareness through home-based parent intervention. *American Journal of Speech and Language Pathology* 9: 257-269

Kellett, Mary and Aqsa Dar, 2007. *Children researching links between poverty and literacy*. York: Joseph Rowntree Foundation. Available at: <http://www.jrf.org.uk/publications/children-researching-links-between-poverty-and-literacy>

Kelly, Y., Sacker, A., Del Bono, E., Francesconi, M. Marmot (2011) What role for the home learning environment and parenting in reducing the socioeconomic gradient in child development? Findings from the Millennium Cohort Study *Arch Dis Child* 96(9): 832-7

MacLean, M. Bryant, P. E. & Bradley, L. (1987) 'Rhymes, nursery rhymes and reading in childhood'. *Merrill-Palmer Quarterly*, 33, 255-282.

Maynard, S, Mackay, S, Smyth, F, and Reynolds, K. Young. 2007. *People's Reading in 2005: the second study of young people's reading habits*. Roehampton University.

Moore, Maggie and Barrie Wade, 1998. *A Gift for Life, Bookstart: The First Five Years*. London: Booktrust

Moore, Maggie and Barrie Wade, 2000. A Sure Start with Books. *Early Years* 20(2): 39-46

Neuman, Susan B. and Donna Celano, 2001. Access to Print in Low-Income and Middle-Income Communities: An Ecological Study of Four Neighborhoods. *Reading Research Quarterly* 36(1): 8-26.

OECD, 2002. *Reading for Change: Performance and Engagement Across Countries: Results from PISA 2000*. Paris: OECD. Available at: www.oecd.org/dataoecd/43/54/33690904.pdf

O'Hare, L. & Connolly P. 2010 *A Randomised Controlled Trial Evaluation of Bookstart+: A Book Gifting Intervention for Two-Year-Old Children*, Belfast: Centre for Effective Education, Queen's University Belfast.

Rule, A.C. and Stewart, R.A., 2002. Effects of Practical Life Materials on Kindergartners' Fine Motor Skills. *Early Childhood Education Journal*, Vol. 30, No. 1: 9-13

Sylva, K & E. Melhuish, P. Sammons, I. Siraj-Blatchford and B. Taggart, 2003. The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-School to end of Key Stage 1. Available at: <http://epped.ioe.ac.uk/epped/eppedpdfs/RBTec1223sept0412.pdf>

Twist, Liz, Ian Schagen and Claire Hodgson, 2007. *Readers and Reading: National Report for England 2006*. Slough: NFER,

Wade, B and M. Moore, 1993. *Bookstart*. London: Booktrust.

Wade, B and Moore, M. 1996 *Home Activities: The Advent of Literacy*. European Early Childhood Education Research Journal 4, pp.63-76.

Wells, G. 1985. *Language, Learning and Education*. Windsor: NFER-Nelson.

Weinberger, J. 1996. A longitudinal study of children's early literacy experiences at home and later literacy development at home and school. *Journal of Research in Reading*, 19, 14-24.