Children's early literacy practices at home and in early years settings:
Second annual survey of parents and practitioners

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National Literacy Trust

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About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

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Table of contents

Figures and tables

Foreword

A child's background still makes far too much difference, in 21st century Britain, to how literate they are. Children from more advantaged backgrounds read more often, and enjoy reading more. Their parents are more confident in their ability to support their children's reading. Between the ages of three and five, they are eight times more likely than their less advantaged peers to have an above average vocabulary.

These statistics, and others in this report, make sobering reading. But the report also contains some fascinating, and heartening, glimpses into how technology is helping to eat away at these entrenched disadvantages, inspiring and enabling children from all backgrounds to access high quality stories and to develop a love of reading.

The potential of technology to transform education, and the potential of education to transform lives, is something that Pearson is passionate about. We are exploring how technology can drive improved literacy outcomes in a number of ways. Our flagship reading programme, Bug Club, draws children into an online reading world that they can access from school or home: reading books, answering questions and gaining rewards. We are a key partner in Read For My School, the national schools reading competition, which includes a library of over 150 free online books, with children being challenged to read as many books as they can in two months. And we are hugely excited about our new literacy campaign, Project Literacy, which will uncover and invest in initiatives around the world that are making a difference to literacy outcomes.

We are delighted to have been able to work with the National Literacy Trust on this fascinating project, and look forward to continuing this partnership as the research enters its third year.

Julie McCulloch
Director of UK Policy & Thought Leadership, Pearson

Key findings

This report outlines findings from Pearson and the National Literacy Trust's second annual early years literacy survey, conducted in May to July 2014. 1,012 parents of children aged 3 to 5 and 567 early years practitioners who work with this age group participated.

General findings – early literacy practices at home

- 71.7% of children look at or read stories at home and 78.0% of children enjoy stories "a lot" (see **Tables 16-17**, **p.45-46**).

- Children who read daily are more likely to have above average vocabulary attainment than children who read less often (19.6% vs. 12.0%); children who enjoy stories "a lot" are also more likely to have above average vocabulary attainment than children who enjoy stories less (17.1% vs. 11.6%, see **Tables 1-2**, **p.13**).

- Children who look at or read stories daily are four times more likely to enjoy stories "a lot" than their peers who do not look at or read stories in a typical week (89.0% vs. 20.0%, see **Table 18**, **p.46**).

- The majority of parents say they support their child's reading by talking about the story (81.3%), encouraging their child to notice the pictures (80.8%), or by talking about the characters (76.6%). A third of parents (34.4%) say they do other activities related to the story (e.g. draw, make models, act out scenes). Only 3.2% of parents do not engage in any of the supportive activities asked about (see **Table 19**, **p.47**).

- 85.9% of parents are "very confident" and 1 in 10 (11.0%) say they are "fairly confident" sharing stories with their child (see **Table 20**, **p.48**).

- 1 in 5 children of very confident parents have above average vocabulary attainment compared with no children from parents who are less confident (19.3% vs. 0.0%, see **Table 5**, **p.15**).

- Almost all children have access to books at home (99.7%) and 91.4% have access to a touch screen at home (see **Table 22**, **p.50**). A quarter (28.2%) of children look at or read stories on a touch screen at least once in a typical week (see **p.16**).

Socioeconomic status

Socioeconomic status is strongly associated with children's early literacy practices at home.

- More children from AB and C1 households look at or read stories daily (77.4% and 71.7% respectively) compared with children from C2 and DE households (59.8% and 62.1% respectively). More children also enjoy stories "a lot" in AB and C1 households (81.5% and 78.3%) compared with children from C2 and DE households (70.5% and 71.2%, see **Tables 16-17**, **p.45-46**).

- More parents from AB and C1 households engage in a variety of supportive activities and more are very confident supporting their child (88.3% and 90.2%

respectively) compared with parents from C2 and DE households (79.5% and 75.0%; see **p.20** and **Table 20**, **p.48** for more details).

- Children from AB households are more likely than children from DE households to look at or read stories daily and to enjoy stories "a lot" irrespective of whether they look at or read printed stories or stories on a touch screen (see **p.20** for more details).

Yet, building on our findings from 2013, survey data from 2014 shows technology may provide a route in to reading for children of lower socioeconomic status.

Compared with their AB peers:

- Twice as many children from DE households look at or read stories on a touch screen for longer than they look at or read printed stories (29.5% vs. 17.4%, see **Table 25**, **p.53**).

- Slightly more children from C2 and DE households use a touch screen in a typical week than those from AB and C1 households (31.9% vs. 27.0%, see **Table 23**, **p.51**).

- More children from DE households use technology more for educational activities than for entertainment (43.2% vs. 30.4%, see **Table 30**, **p.58**)

- In general, young children are more likely to have above average vocabulary attainment if they look at or read both printed stories and stories on a touch screen compared with those who read printed stories only (19.5% vs. 14.5%, see **Table 7**, **p.19**). This dynamic holds true both for children from low-income families (9.1% vs. 0.0%) and high-income families (50.0% vs. 20.0%, see **Table 12**, **p.24**).

There are also differences in the way children from different backgrounds use touch-screen technology at home and the way their parents support them to look at or read stories using touch-screen technology.

- Half of children from DE households use touch-screen technology more with an adult than on their own, compared with a third of children from AB households (51.2% vs. 33.3%, see **Table 26**, **p.54**).

- Irrespective of the media they share, parents from DE households are slightly more likely than parents from AB households to say they encourage their child to notice the pictures (printed stories: 81.8% vs. 80.6%; stories on a touch screen: 59.1% vs. 54.3%, see **Table 27**, **p.55**).

Children's gender

Children's gender is also associated with their early literacy practices at home.

- More parents of girls than parents of boys say their child reads daily (75.3% vs. 68.7%) and enjoys stories "a lot" (82.9% vs. 73.7%). They are also more likely to say they support children using a variety of activities and that they are "very confident" supporting their child to read (88.7% vs. 83.4%, see **Tables 16-17**, **p.45-46**, also see **Table 19**, **p.47** and **Table 20**, **p.48**).

But touch-screen technology may be a useful tool to engage boys.

- More boys than girls use a touch screen more for educational activities than for entertainment (36.0% vs. 28.2%, see **Table 30**, **p.58**).

- Twice as many boys as girls look at or read stories on a touch screen for longer than they look at or read printed stories (24.0% vs. 12.0%, see **Table 25**, **p.53**).

- Boys are more likely than girls to look at or read stories more with an adult than on their own (67.8% vs. 57.8%). Conversely, girls are more likely than boys to look at or read stories more without than with an adult (18.1% vs. 10.0%, see **Table 21**, **p.49**).

General findings – literacy practices in early years settings

- All practitioners say children have access to books (100%) and 2 in 5 (41.3%) practitioners say children have access to a touch screen in their setting, which is double the number in 2013 (see **Table 38**, **p.66**).

- 85.0% of practitioners say children look at or read stories daily and 78.0% say that children enjoy stories "a lot" (see **Table 31-32**, **p.59-60**).

- 89.4% of practitioners are "very confident" supporting children to look at or read stories. Practitioners are less likely to say they are "very confident" encouraging parents to share stories with their child (52.4%, see **Tables 36-37**, **p.64-65**).

- Practitioners have an appetite to use touch-screen technology in their setting; 59.7% would like to increase the use of touch screens. Yet, 1 in 4 (23.7%) do not think touch-screen technology has a place in the early years (see **Table 39**, **p.67**).

- Practitioners face barriers to the use of touch screens in their setting due to the availability of funding for equipment (49.9%, see **Figure 26**, **p.76**).

Differences by professional qualifications

Staff qualifications impact on practices in early years settings. Compared with practitioners with postgraduate teaching qualifications, practitioners with entry-level teaching qualifications are:

- Less likely to say they are "very confident" sharing stories with children (71.4% vs. 90.1%, see **Table 36**, **p.64**). These differences persist irrespective of whether children look at or read printed stories (71.4% vs. 89.5%) or stories on a touch screen (0.0% vs. 58.1%, see **Table 40**, **p.68**).

- More likely to say that children look at or read both printed stories (57.1% vs. 35.7%) and stories on a touch screen (100.0% vs. 45.2%) with an adult than on their own (see **Table 43**, **p.71**).

- Twice as likely to say that downloaded stories/story apps are more educational than printed stories (20.0% vs. 11.4%, see **Table 47**, **p.75**).

However, practitioners' attitudes towards touch-screen technology are also associated with their qualifications:

- 37.5% of practitioners with entry-level teaching qualifications say that children should not use touch-screen technology in their setting, compared with 1 in 4 (24.6%) practitioners with postgraduate teaching qualifications (see **Table 39**, **p.67**).

Ofsted ratings

Ofsted ratings are also associated with children's early literacy practices. Compared with settings rated as requiring improvement/inadequate, practitioners who work in settings rated as outstanding are more likely to say that:

- Children look at or read stories daily in a typical week (93.2% vs. 78.9%); enjoy stories "a lot" (84.1% vs. 65.8%); and are "very confident" looking at or reading stories (47.0% vs. 36.8%, see **Table 31-32**, **p.59-60 and Table 34**, **p.62**).

- They are "very confident" encouraging parents to share stories with their child at home (61.2% vs. 44.4%, see **Table 37**, **p.65**).

The gap between settings with higher and lower Ofsted ratings persists both when children look at or read printed stories and stories on a touch screen:

- Children from outstanding settings have access to more books (329 vs. 161) and are more likely to have access to a touch screen (44.7% vs. 34.2%, see **Table 38**, **p.66**).

- Differences in children's reading practices from different settings are irrespective of whether they look at or read printed stories or stories on a touch screen (see **p.36**).

- More children from outstanding settings use touch-screen technology more for educational activities than for entertainment than do children from settings rated as requiring improvement/inadequate (74.1% vs. 50.0%, see **Table 46**, **p.74**).

- However, nearly twice as many practitioners from outstanding settings than practitioners from settings rated as requiring improvement/inadequate say that touch-screen technology does not have a place in early years settings (27.3% vs. 15.8%, see **Table 39**, **p.67**).

Early years literacy survey 2014

This report marks the second year that we have collected information on young children's reading practices, using our Early Years Literacy Survey of parents and practitioners.

Not only do we examine children's access to books and to technology, as well as their early reading habits – we also examine the impact of these practices on young children's vocabulary. We seek to answer the following key questions:

- How often do children look at or read stories at home and in early years settings, and what is the impact on children's vocabulary?
- How do parents support their children in story-related activities?
- Are there differences in engagement in reading activities at home and vocabulary outcomes for children from different socioeconomic backgrounds or by gender?
- Does looking at or sharing stories using technology provide any additional benefit to children?
- What are the key changes between 2013 and 2014?

To examine these questions, we commissioned YouGov to survey parents (N = 1,012) of children aged three to five in May 2014. We also surveyed[1] early years educators (N = 567) who work with children aged three to five between April and June.

To explore the link between children's early literacy practices and their attainment, vocabulary abilities were examined for a subsample of children (N = 183) whose parents took part in our Early Years Literacy Survey. Information on early years practitioners who work with these children is also available.

Box 1: Exploring children's vocabulary abilities – changes between 2013 and 2014

We changed how we explore children's educational outcomes in 2014.

In our first Early Years Literacy Survey, we examined children's language and communication outcomes using teacher-reported Early Years Foundation Stage Profiles. These include five Early Learning Goals (ELG) that examine children's language and communication skills: reading, listening, understanding, speaking and writing – teachers report if a child's skill is emerging, expected or exceeding in each ELG. However, EYFSP provide little discrimination between the abilities of different children – and will not be compulsory in 2015.

This year, we examined children's abilities using the British Picture Vocabulary Scales (BPVS), a standardised assessment that explores children's receptive vocabulary. The BPVS is correlated with other indices of children's cognitive development[23]. For example, at age 3, the BPVS is correlated with the Peabody Picture Vocabulary Test (PPVT-R), which is also predictive of children's language abilities at ages 9 or 10[45].

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[1] Practitioners were recruited via various early years publications and by social media.

[2] Dunn, L. M. & Dunn, D.M. (2009). The British Picture Vocabulary Scale – Third Edition (BPVSIII). GL Assessment, UK.

[3] Lohman, D.F., Hagen, E.P and Thorndike, R.L. (2001). Cognitive Abilities Test - 3rd Edition (CAT3). Windsor, UK: nferNelson.

[4] Hart, B. and Risley, T.R. (2003). The early catastrophe: the 30 million word gap, from (1995) *Meaningful Differences in the Everyday Experiences of Young American Children.* Baltimore, MD. USA: Brookes Publishing Co.

[5] Given that the BPVS was developed from the earlier version of the Peabody Picture Vocabulary Test (PPVT), there is evidence that inferences about language development can be supported by the current edition of the BPVS (Dunn & Dunn, 2009).

General findings – parent survey

The importance of sharing stories with young children has been shown extensively in past research; the more parents share stories with their young child, the better their child's literacy outcomes[6]. For older children, enjoyment of reading is a predictor of educational outcomes; the more children enjoy looking at or reading stories, the better their literacy outcomes.

In this section, we explore how often parents say their child looks at or reads stories[7], how much parents think their child enjoys stories and the supportive activities that parents engage in when sharing stories with their young child. We also explore how these practices are associated with children's vocabulary attainment for a subsample of children[8].

Children's early reading practices at home

Figure 1 shows that 7 in 10 children look at or read stories daily in a typical week and 8 in 10 enjoy stories "a lot". However, 1 in 14 look at or read stories only once or twice a week and 1 in 33 don't enjoy stories much or don't enjoy them at all.

When parents were asked why their child does not look at or read stories more often, a lack of child's interest and a lack of child's patience were two of reasons given.

Figure 1: How often children look at or read stories at home in a typical week and how much they enjoy stories in 2014

How often		How much they enjoy
Daily	71.7%	Enjoy a lot — 78.0%
A few times	20.1%	Enjoy a little — 18.1%
Once or twice	6.3%	Don't enjoy much — 2.8%
Not at all	1.0%	Don't enjoy at all — 0.5%
Don't know	0.9%	Don't know — 0.7%
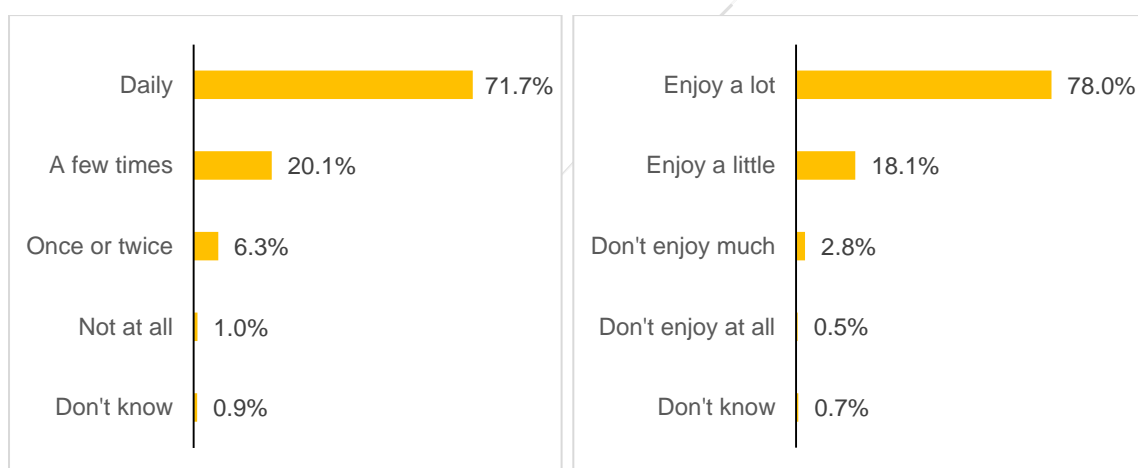
Children's enjoyment of reading is also associated with how often they look at or read stories. For example, children who look at or read stories daily are four times more likely to enjoy stories "a lot" than their peers who do not look at or read stories in a typical week (89.0% vs. 20.0%, see **Table 18, p.46**).

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[6] For example, Effective Preschool Provision Project (EPPE), Millennium Cohort Study (MCS) and Growing up in Scotland (GUS) research projects. Also see Roulstone, S., Law, J., Rush, R., Clegg, J., & Peters, T. (2010). Investigating the role of language in children's early years educational outcomes. Department for Education.
[7] This could be with a parent and/or on their own.
[8] See previous section for further details of the subsample of children (see p.11).

How early literacy practices at home are associated with children's vocabulary attainment

In this section, we explore if early literacy practices at home are associated with children's attainment for a subgroup of children who took part in a standardised vocabulary task[9].

Children who enjoy stories "a lot" and who look at or read stories every day have better vocabulary outcomes.

Table 1 shows children who read daily are more likely to have above average vocabulary attainment than their peers who look at or read stories a few times a week (19.6% vs. 12.0%) or once/twice a week (19.6% vs. 0.0%).

Children who look at or read stories once or twice a week don't follow the dynamic, possibly due to the small number of children involved. The majority of children who look at or read stories only once or twice a week have average vocabulary outcomes, while a small proportion (6.7%) have vocabulary outcomes below the level expected for their age.

Table 1: How often children look at or read stories in a typical week and children's vocabulary attainment[10]

How often children look at or read stories	Below average %	Average %	Above average %
Daily	5.4%	75.0%	19.6%
A few times a week	16.0%	72.0%	12.0%
Once or twice a week	6.7%	93.3%	-
Not in a typical week	-	-	-

Not only do children have better vocabulary attainment if they look at or read stories daily, they are also more likely to have above average vocabulary attainment if they enjoy stories "a lot" (see **Table 2**). For example, children who enjoy reading "a lot" or "a little" are more likely to have above average vocabulary attainment than their peers who don't enjoy reading much. They are also seven times less likely to have below average vocabulary attainment than their peers who don't enjoy reading much (5.4% vs. 40.0%).

Table 2: Children's enjoyment of looking at or reading stories and children's vocabulary attainment

How much children enjoy looking at or reading stories	Below average %	Average %	Above average %
Enjoy a lot	5.4%	77.5%	17.1%
Enjoy a little	14.0%	74.4%	11.6%
Don't enjoy much	40.0%	60.0%	-
Don't enjoy at all	-	-	-

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[9]See previous section for further details of the subsample of children (see p.11).

[10] Categories with N<5 are suppressed from the table to allow meaningful comparison between categories.

How parents support their child to look at or read stories at home

The majority of children enjoy reading and do it daily. What are the strategies that parents use to engage their children with stories at home?

The majority of parents say they support their child's reading by talking about the story (81.3%) or encouraging their child to notice pictures (80.8%; see **Figure 2**). Three-quarters of parents say they talk about the characters (76.6%), but just half of that (34.4%) say they do other activities related to the story (e.g. draw, make models, act out scenes or sing songs). Only 3.2% of parents say they do not engage in any of the supportive activities asked about.

When asked about their confidence sharing stories with their child, the majority of parents said that they are "very confident" (85.9%) and 1 in 10 (11.0%) say they are "fairly confident" sharing stories with their child (see **Figure 2**). Just 2.4% say they are not very confident and 0.2% say they are not at all confident sharing stories with their child.

Figure 2: Percentage of parents who engage in story-related activities to support their child's reading and parents' confidence sharing stories with their child
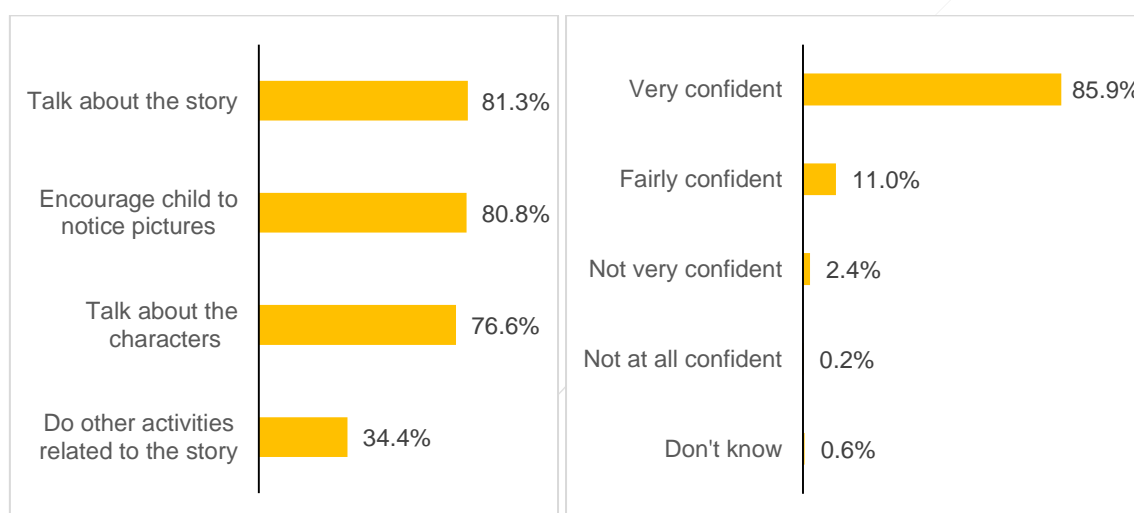
Parents were also asked if their child tends to look at or read stories more with an adult or on their own. 6 in 10 (63.2%) parents say that their child is more likely to look at stories with an adult than on their own, while nearly 1 in 4 parents (23.0%) say that their child looks at stories about as often with an adult as on their own. Conversely, one in seven parents say their child is more likely to look at stories on their own than with an adult (13.8%, see **Table 21**, **p.49**).

Children of parents who engage in supportive activities or who are confident sharing stories do better in terms of their vocabulary outcomes.

Children are more likely to have above average vocabulary attainment if their parent engages in supportive activities when they share stories. For example, twice as many children have above average vocabulary attainment if their parent talks about the story (16.9% vs. 7.7%). Children are six times more likely to have above average vocabulary attainment if their parent encourages them to notice the pictures (18.5% vs. 2.9%) and are nearly twice as likely to have above average vocabulary attainment if their parent talks

about the characters (17.3% vs. 10.6%). Doing other activities related to the story was negatively associated with children's attainment[11] (see **Table 3**).

Table 3: Supportive activities parents do at home and children's vocabulary attainment

Supportive activity	Do parents engage in activity	Below average %	Average %	Above average %
Talk about the story	Yes	7.1%	76.0%	16.9%
	No	15.4%	76.9%	7.7%
Encourage child to notice the pictures	Yes	8.2%	73.3%	18.5%
	No	8.8%	88.2%	2.9%
Talk about the characters	Yes	9.0%	73.7%	17.3%
	No	6.4%	83.0%	10.6%
Do other activities related to the story	Yes	5.6%	86.1%	8.3%
	No	9.0%	73.6%	17.4%

Not only do the types of activity parents engage in with their child matter, but also the number of activities that parents do at home with their child matter. **Table 4** shows the more communication activities (talk about the story, encourage child to notice the pictures, talk about the characters) parents engage in, the more likely children are to have above average vocabulary attainment. For example, the children of parents who engage in all the communication activities are nearly five times more likely to have above average vocabulary attainment than if their parent engages in only one activity (20.0% vs. 4.2%).

Table 4: The number of supportive activities parents engage in with children and children's vocabulary attainment

Supportive activity	Below average %	Average %	Above average %
No activities	25.0%	75.0%	-
One activity	8.3%	87.5%	4.2%
Two activities	6.4%	80.9%	12.8%
Three activities	8.6%	71.4%	20.0%

Parents' confidence sharing stories with their child is also associated with children's vocabulary attainment; the more confident parents are sharing stories, the better children's vocabulary attainment. For example, **Table 5** shows that 1 in 5 (19.3%) children who have very confident parents have above average vocabulary attainment, while none of their peers whose parents are less confident sharing stories have above average vocabulary attainment.

Table 5: Parental confidence sharing stories with their child and children's vocabulary attainment[12]

Parents' confidence	Below average %	Average %	Above average %
Very confident	7.1%	73.6%	19.3%
Fairly confident	9.4%	90.6%	-
Not very confident	40.0%	60.0%	-
Not at all confident	-	-	-

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[11] This may be due to only a third of children's parents engaging in the activity.
[12] Categories with up to 5 children in are excluded from the analysis as they prevent comparison with the wider population.

Not only is parental confidence associated with children's vocabulary attainment, but the more confident parents are, the more likely their child is to read or look at stories (r = .46) and enjoy reading (r = .49[13]).

The differences between reading printed stories and stories on a touch screen

Children who enjoy looking at or reading stories are more likely to do better in terms of vocabulary and more likely to look at or read stories on a daily basis. How are children aged 3 to 5 consuming those stories?

Children are increasingly growing up in households that are offering more than just printed books. The affordability of ereaders and tablets, along with increased access to broadband internet, has led to a dramatic rise in household ownership of these devices. For example, between 2012 and 2013, the proportion of children responding to the National Literacy Trust annual literacy survey who owned an ereader rose from 20% to 30%, while tablet ownership increased from 38% to 65% and smartphone ownership from 38% to 70%. A 2014 Ofcom survey[14] found that tablet use by children aged 5-15 at home has increased, from 42% to 62%, between 2013 and 2014.

In 2014, most children had access to books and a touch screen at home.

Almost all children have access to books at home (99.7%) and 91.4% have access to a touch screen at home (see **Table 22, p.50**).

Although the majority of children have access to printed stories and/or a touch screen at home, children might not necessarily use them to look at stories. Parents were therefore also asked if their child looks at or reads printed stories and/or stories on a touch screen.

Almost all parents (97.8%) say that their child looks at or reads a print story at least once in a typical week. In addition to print stories, 28.2% of children also look at or read stories on a touch screen at least once in a typical week, which means that of those that have both print and touch screens at home, most (69.9%) still only look at print stories in a typical week.

Despite having access to a touch screen at home, printed books are still central to children's early reading.

Compared with when they look at or read stories on a touch screen, children are 22 times more likely to look at or read printed stories daily (71.7% vs. 3.3%, **Table 6**).

Table 6: How often children look at or read printed stories or stories on a touch screen at home in a typical week

	Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
Printed stories	1.2%	71.7%	19.9%	6.2%	1.0%
Touch screen stories	63.1%	3.3%	10.4%	14.5%	0.7%

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[13] A higher value indicates a stronger relationship; 1.0 indicates a strong positive correlation and 0.0 indicates no significant correlation.
[14] Ofcom (2014) Children and Parents: Media Use and Attitudes Report, UK.

Children are also more likely to enjoy printed stories "a lot" than they are t1o enjoy stories on a touch screen (see **Figure 3**). Conversely, compared with when children look at or read printed stories, twice as many children do not enjoy reading stories on a touch screen much (7.5% vs. 3.2%).

Figure 3: How much children enjoy looking at or reading printed stories and stories on a touch screen
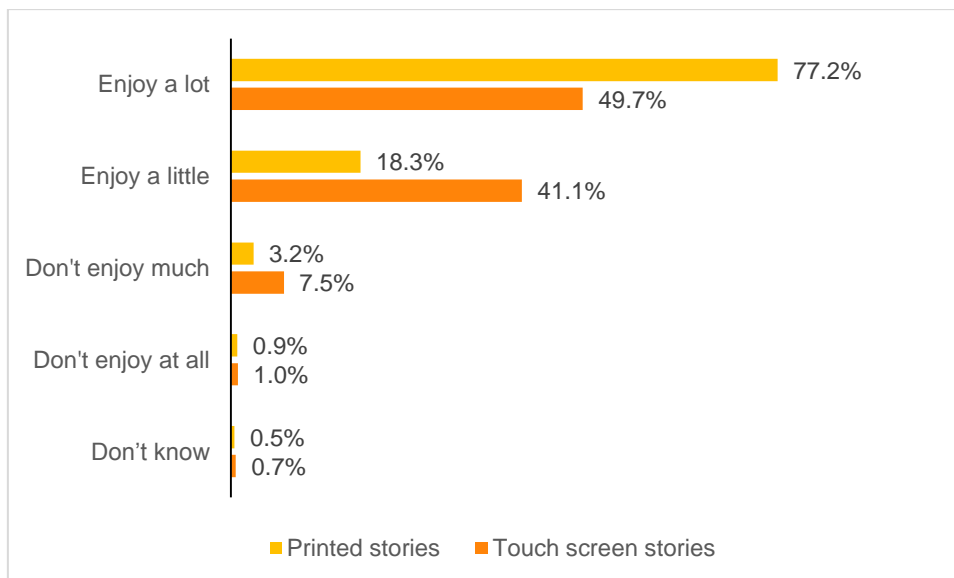
Not only are children more likely to look at or read printed stories daily and to enjoy them "a lot", half of children (49.0%) are also more likely to look at or read printed stories for longer than they look at or read stories on a touch screen. Only a fifth (18.2%) of children engage with stories on touch screen for longer than they engage with printed stories and 3 in 10 (30.5%) look at stories on a touch screen for about as often as they look at or read printed stories (see **Table 25, p.53**).

How parents support children with printed stories and stories on a touch screen

Twice as many parents say their child reads printed stories more with an adult than on their own compared with those who say this with respect to touch screens (63.2% vs. 36.8%). Conversely, parents are nearly three times more likely to say their child looks at or reads stories on a touch screen more on their own than with an adult compared with printed stories (43.6% vs. 13.8%, see **Figure 4**).

Figure 4: Do children look at or read printed stories and stories on a touch screen more with an adult or on their own?
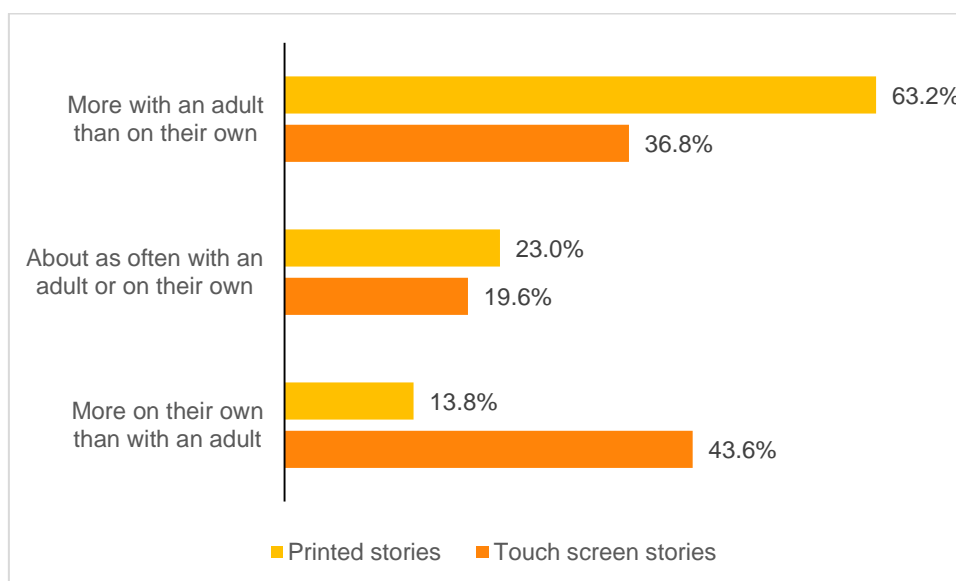
Compared with the variety of strategies parents engage in when sharing printed stories, fewer parents report using these strategies to engage their child with a story on a touch screen. For example, 79.9% of parents talk about a printed story, compared with 55.1% of parents who talk about a story on a touch screen (see **Figure 5**). Compared to when they share printed stories, fewer parents are "very confident" engaging their child with a story using a touch screen (63.0% vs. 85.1%).

Figure 5: Percentage of parents who engage in supportive activities when they share printed stories and stories on a touch screen and parents' confidence sharing stories with children
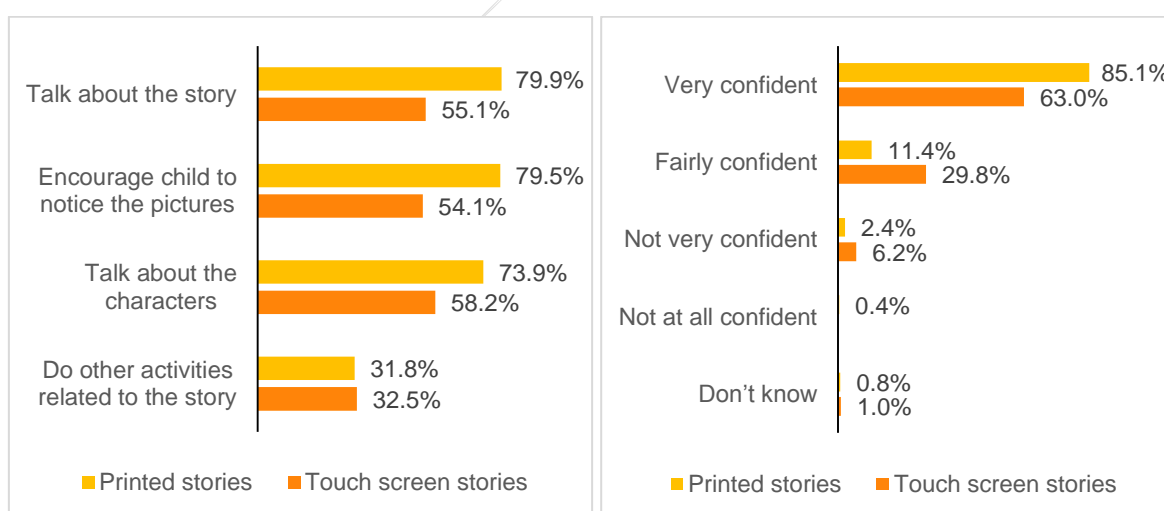
Nevertheless, half of parents think that downloaded stories/story apps are as educational as printed stories (52.2%). However, 1 in 5 (21.0%) parents say that downloaded stories/story apps are less educational than printed books and a quarter of parents (26.8%) said they did not know how educational downloaded stories/story apps are compared with printed books (see **Table 29**, **p.57**).

Children who look at or read both printed stories and stories on a touch screen are more likely to have above average vocabulary outcomes than their peers who look at or read only paper-based stories.

Table 7 shows that children who look at or read both paper-based stories and stories on a touch screen are more likely to have above average vocabulary attainment than their peers who only read paper-based stories (19.5% vs. 14.5%).

Table 7: Children reading printed stories or stories on a touch screen and their vocabulary attainment

Children's reading	Below average %	Average %	Above average %
Printed stories	5.5%	80.0%	14.5%
Printed stories and touch-screen stories	4.9%	75.6%	19.5%

Socioeconomic status and young children's literacy practices at home

In this section, we explore the impact of socioeconomic status[15] on children's early literacy practices at home and the potential for technology to be a route in to reading for children from different socioeconomic backgrounds.

Children from AB and C1 households are more likely than children from DE households to look at or read stories daily and to enjoy stories "a lot" and the ways parents support their child vary according to household status.

Compared with their DE peers, children from AB and C1 households are more likely to look at or read stories daily (74.6% vs. 62.1%) and enjoy stories "a lot" (79.9% vs. 71.2%, see **Tables 16-17**, **p.45-46**).

Not only do children's literacy habits vary, but also the ways parents say they support their child's reading at home differ according to their socioeconomic status. For example, parents from AB households are more likely to talk about the story (84.3% vs. 70.5%), but are similarly likely to engage in the remaining activities (see **Table 19**, **p.47**). Parents from AB and C1 households are also more likely to say they are "very confident" supporting their child to look at or read stories (88.3%, 90.2% vs. 75.0%, see **Table 20**, **p.48**).

Differences in children's early reading practices and how parents support their child tend to be irrespective of the media children use to look at or read stories.

The differences in children's early reading practices and how parents support their child tend to be irrespective of whether children look at or read printed stories or stories on a touch screen. Compared with their DE peers, children from AB households are more likely to look at or read both printed stories (77.4% vs. 62.1%) and stories on a touch screen (3.2% vs. 2.3% see **Table 23**, **p.51**) daily in a typical week. Children from AB households are also more likely to enjoy both printed stories "a lot" (80.8% vs. 69.7%) and stories on a touch screen "a lot" (52.9% vs. 36.4% see **Table 24**, **p.52**).

Parents from AB households are more likely to talk about printed stories (83.1% vs. 68.9%), but are equally likely to engage in the remaining activities when sharing printed stories. When sharing stories on a touch screen, AB parents are more likely to talk about the story (56.5% vs. 38.6%), the characters (58.0% vs. 43.2%) and to do other activities related to the story (34.8% vs. 20.5%). Conversely, parents from DE households are slightly more likely than parents from AB households to encourage their child to notice the pictures when they share stories on a touch screen (59.1% vs. 54.3%, see **Table 27**, **p.55**).

Parents from AB households are more likely to be "very confident" sharing stories, irrespective of whether they share printed stories (87.7% vs. 72.7%) or stories on a touch screen (63.0% vs. 50.0%, see **Table 28**, **p.56**).

Despite the differences in the literacy practices of parents and children from different backgrounds, there are some indicators that children from disadvantaged backgrounds

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[15] Children were divided into four groups, according to whether they come from families of higher socioeconomic status (AB households), middle higher/lower socioeconomic status (C1 or C2 households) or if they are from less advantaged backgrounds (DE households).

interact with technology differently. This could provide parents and practitioners further ways to support children's early reading.

Touch-screen technology is more likely to be used more for educational activities than entertainment by children from DE households than children from AB, C1 or C2 households.

Figure 6 shows that parents from DE households are more likely than parents from AB, C1 and C2 households to say that their child uses a touch screen more for educational activities than for entertainment. Conversely, parents from AB and C1 households are more likely than any other parents to say that their child uses a touch screen more for entertainment than for educational activities; and C2 parents say their child uses a touch screen about as often for educational activities and for entertainment.

Figure 6: Children's use of a touch screen for entertainment or educational activities by socioeconomic status
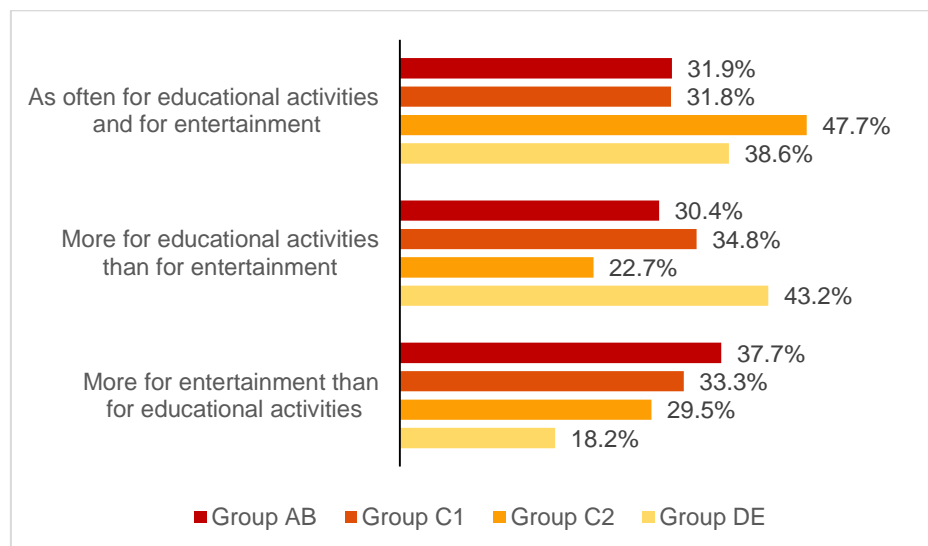
Children from DE backgrounds are twice as likely as their better-off peers to consume stories for longer on a touch screen than they consume printed stories.

Children from DE households are twice as likely as children from AB households to look at or read stories on a touch screen for longer than they look at or read printed stories (see **Figure 7**). Conversely, half of children from AB, C1 and C2 households look at or read printed stories for longer than they look at or read stories on a touch screen.

Figure 7: How long children spend looking at or reading printed stories compared with stories on a touch screen by socioeconomic status
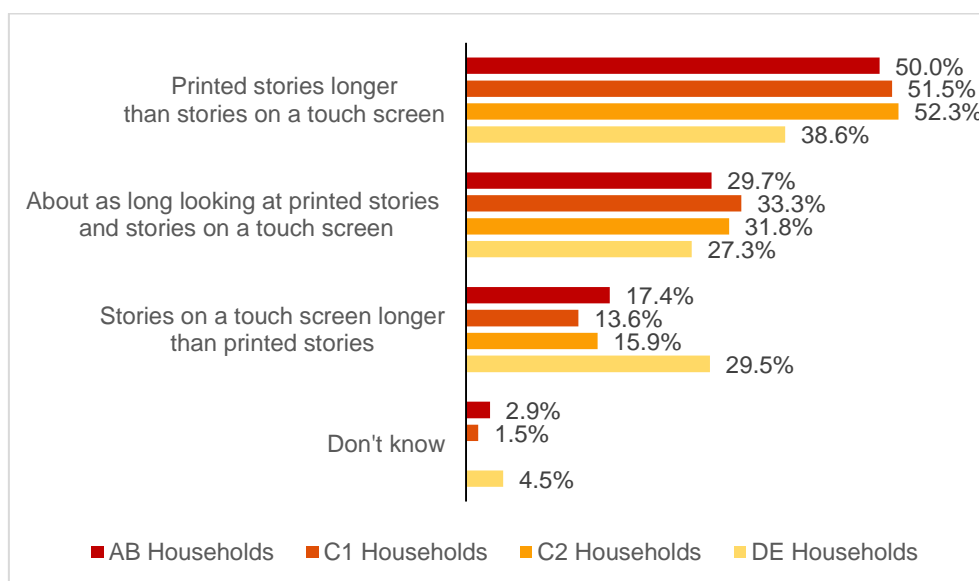
Printed stories longer than stories on a touch screen
- 50.0%
- 51.5%
- 52.3%
- 38.6%

About as long looking at printed stories and stories on a touch screen
- 29.7%
- 33.3%
- 31.8%
- 27.3%

Stories on a touch screen longer than printed stories
- 17.4%
- 13.6%
- 15.9%
- 29.5%

Don't know
- 2.9%
- 1.5%
- 4.5%

■ AB Households ■ C1 Households ■ C2 Households ■ DE Households

Children from C2 and DE households are more likely than their peers from AB and C1 households to use a touch screen more with an adult than on their own.

Figure 8 shows that compared with children from AB and C1 households, children from C2 and DE households are more likely to look at or read stories on a touch screen more with an adult than on their own.

Figure 8: Are children of different socioeconomic status more likely to look at or read stories on a touch screen with a parent or on their own

More with an adult than on their own
- 33.3%
- 27.3%
- 47.7%
- 51.2%

About as often with an adult and on their own
- 23.2%
- 25.8%
- 6.8%
- 11.6%

More on their own than with an adult
- 43.5%
- 47.0%
- 45.5%
- 37.2%

■ AB Households ■ C1 Households ■ C2 Households ■ DE Households
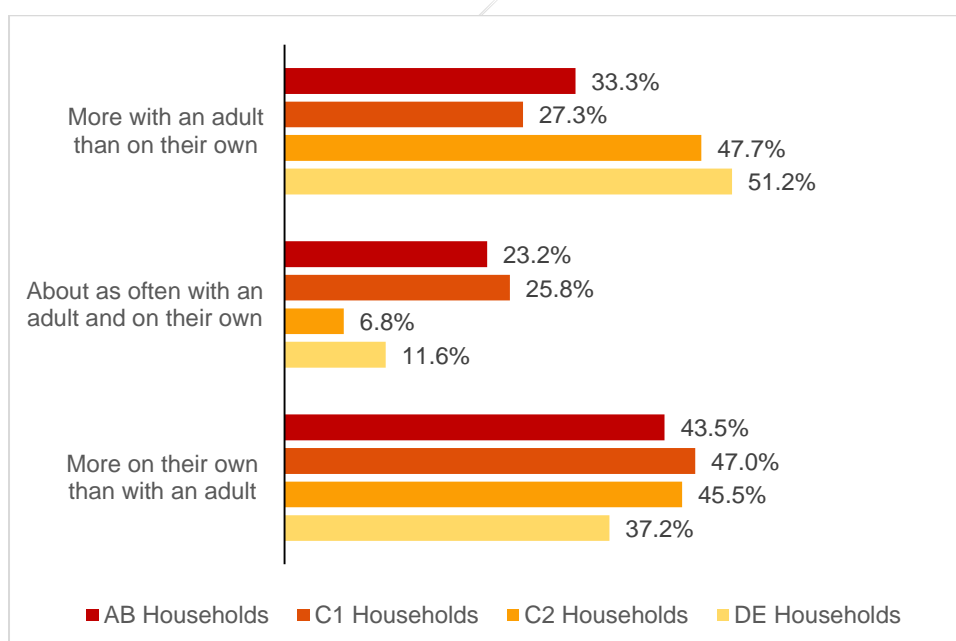
Children from C2 and DE households are slightly more likely than their peers from AB or C1 households to look at stories on a touch screen in a typical week.

Although children from C2 and DE households are less likely to have access to a touch screen at home than their AB and C1 peers[16], they are just as likely, if not even a bit more likely, to look at stories on a touch screen in a typical week than their peers from AB and C1 households (31.9% vs. 27.0%, see **Table 8**).

Table 8: Socioeconomic status and how often children look at or read stories on a touch screen at home in a typical week

Socioeconomic status	Not in a typical week %	Daily %	A few times a week %	Once or twice a week %	Don't know %
AB Households	65.7%	3.2%	10.3%	13.5%	0.4%
C1 Households	66.8%	4.1%	7.8%	15.2%	-
C2 Households	54.5%	3.0%	14.4%	13.6%	2.3%
DE Households	55.3%	2.3%	11.4%	18.2%	1.5%

Children's vocabulary attainment is associated with their socioeconomic status.

Eight times as many children from high-income families have above average vocabulary attainment compared with their peers from households with lower family income (30.0% vs. 3.8%). Conversely, three times as many children from families with the lowest household income have below average vocabulary compared with children from families with a middle-range income (see **Table 9**).

Table 9: Household status and children's vocabulary attainment

Household income	Below average %	Average %	Above average %
Highest income	-	70.0%	30.0%
Middle income	4.4%	82.2%	13.3%
Lowest income	11.5%	84.6%	3.8%

Even if children read daily or enjoy stories "a lot", children from high-income families are more likely to have above average vocabulary attainment than their peers from low-income families.

Children from high-income families who look at or read stories daily are three times more likely to have above average vocabulary attainment than children from low-income families who do the same (25.9% vs. 7.1%, see **Table 10**).

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[16] 86.4% of children from C2 households and 88.6% of children from DE households have access to a touch screen at home, compared with 92.5% of children from AB households and 93.4% of children from C1 households (see **Table 22**, **p.50** for further details).

Table 10: Household income and vocabulary attainment among children who look at or read stories daily

Household income	Below average %	Average %	Above average %
Highest income	-	74.1%	25.9%
Middle income	6.3%	78.1%	15.6%
Lowest income	7.1%	85.7%	7.1%

Not only are children from lower income families less likely to read daily, they are also less likely to enjoy stories "a lot". **Table 11** shows children who enjoy looking at or reading stories a lot and who come from households with the highest income are also four times more likely to have above average vocabulary attainment than their peers from households with the lowest income who also enjoy stories a lot (25.0% vs. 5.9%).

Table 11: Household income and vocabulary attainment among children who enjoy stories "a lot"

Household income	Below average %	Average %	Above average %
Highest income	-	75.0%	25.0%
Middle income	2.8%	83.3%	13.9%
Lowest income	11.8%	82.4%	5.9%

Children from low-income families are more likely to have better vocabulary attainment if they look at or read stories both on paper and a touch screen rather than looking at or reading printed stories only. The same dynamic holds for children from high-income families.

Table 12 shows that children from households with the lowest income who look at or read both printed stories and stories on a touch screen are more likely to have above average vocabulary attainment than their peers who only look at or read printed stories (9.1% vs. 0.0%). Also, half as many children from households with the lowest income who look at or read stories on both paper and touch screen have below average vocabulary attainment (18.2% vs. 9.1%).

Children from households of higher income also benefit from looking at or reading stories on both paper and a touch screen (50.0% vs. 20.0%).

Table 12: Children's vocabulary attainment by income and whether children look at or read printed stories only or whether they read both printed stories and stories on a touch screen

Household income		Below average %	Average %	Above average %
Higher income	Printed	-	80.0%	20.0%
	Printed and touch screen	-	50.0%	50.0%
Middle income	Printed stories	4.2%	79.2%	16.7%
	Printed and touch screen	5.0%	85.0%	10.0%
Lower income	Printed stories	18.2%	81.0%	-
	Printed and touch screen	9.1%	81.8%	9.1%

Gender and young children's literacy practices at home

The gender gap in young children's educational attainment is well documented[17]. In this section we therefore further explore the early literacy practices of young children to examine if there is a gender gap when children look at or read printed stories or stories on a touch screen.

There is a gap in boys' and girls' early literacy practices and how parents say they support their child at home.

The parents of girls are more likely than the parents of boys to say their child reads daily (75.3% vs. 68.7%) enjoys stories "a lot" (82.9% vs. 73.7%), that they support children using a variety of activities and that they are "very confident" supporting their child to read (88.7% vs. 83.4%, see **Table 16-17**, **p.45-46**, **Table 20**, **p.48**).

Despite the differences in the early reading practices of boys and girls, technology may support boys reading.

Boys are more likely than girls to use a touch screen more for educational activities than for entertainment (36.0% vs. 28.2%, see **Figure 9**). While roughly the same proportion of boys and girls look at printed stories for longer than stories on a touch screen, twice as many parents of boys than girls say that their child looks at or reads stories on a touch screen for longer than they look at or read printed stories (24.0% vs. 12.0%).

Figure 9: How boys and girls use touch-screen technology and how long they look at printed stories and stories on a touch screen
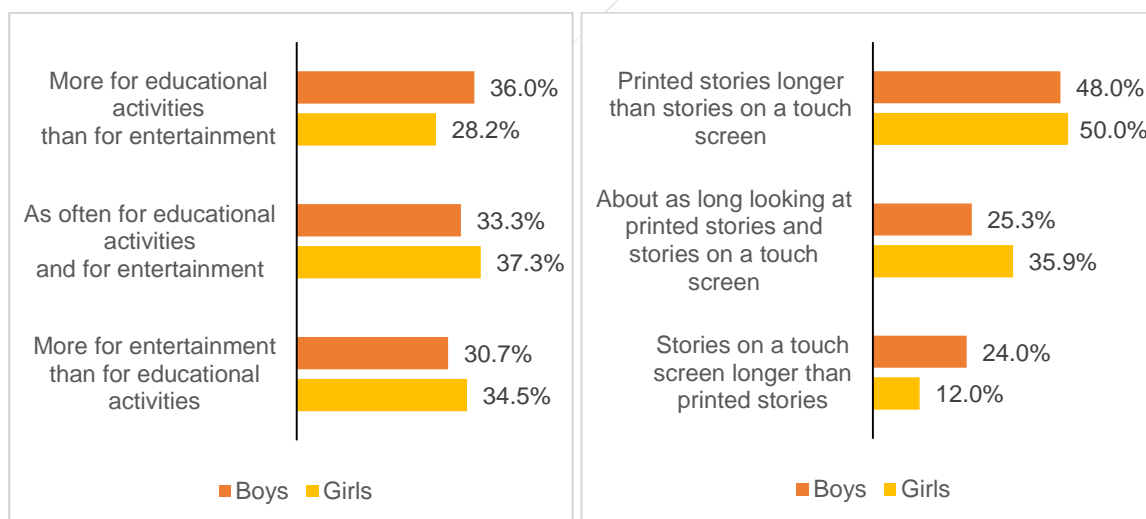
Figure 10 shows that boys are slightly more likely than girls to look at or read stories on a touch screen more with an adult than on their own (67.8% vs. 57.8%). Conversely, the parents of girls are more likely than the parents of boys to say their child looks at or reads stories more on their own than with an adult (18.1% vs. 10.0%).

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[17] For example, recent evidence shows a gap of 15 percentage points in the numbers reaching the expected level of literacy attainment in the Early Years Foundation Stage (girls 74% vs. boys 59%). Early Years Foundation Stage Profile results in England 2013/14. Department for Education, UK.

Figure 10: Do boys and girls look at or read stories on a touch screen more with an adult or on their own?

	Boys	Girls
More with an adult than on their own	67.8%	57.8%
About as often with an adult and on their own	22.1%	24.1%
More on own than with an adult	10.0%	18.1%

■ Boys ■ Girls
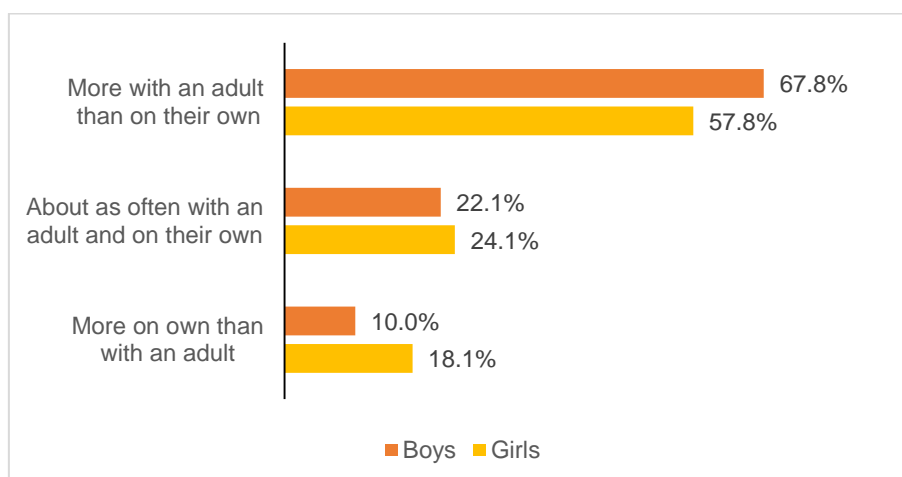
More girls than boys enjoy looking at printed stories and stories on a touch screen "a lot".

More girls than boys enjoy looking at or reading printed stories (82.3% vs. 72.7%) and stories on a touch screen (54.9% vs. 44.7%) "a lot" (see **Figure 11**). Yet enjoyment of touch-screen technology is not yet at the level found for printed stories.

Figure 11: How much boys and girls enjoy looking at or reading printed stories and stories on a touch screen

Printed stories

	Boys	Girls
A lot	72.7%	82.3%
A little	21.4%	14.7%
Not much	4.1%	2.1%
Not at all	1.3%	0.4%
Don't know	0.6%	0.4%

■ Boys ■ Girls

Touch–screen stories

	Boys	Girls
A lot	44.7%	54.9%
A little	43.3%	38.7%
Not much	9.3%	5.6%
Not at all	1.3%	0.7%
Don't know	1.3%	
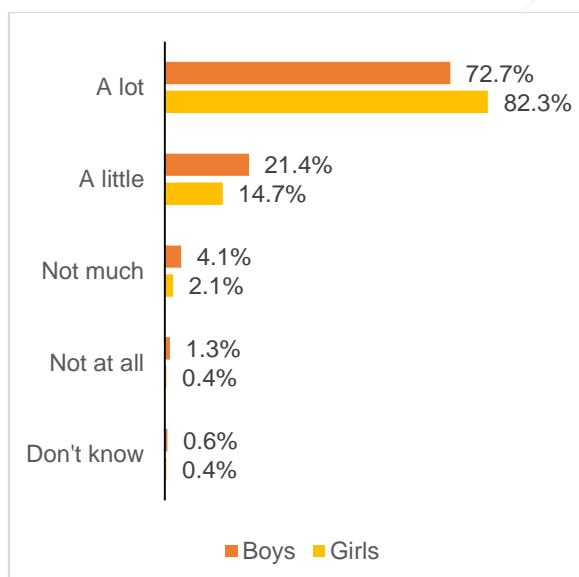
■ Boys ■ Girls
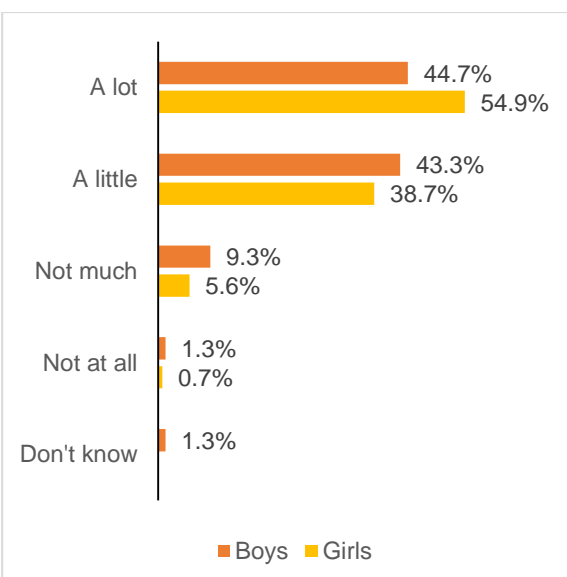
Conclusions

This research explored the activities parents do at home to support their young child's literacy development, as well as how parents support their child with printed stories and with stories on a touch screen.

It highlights that sharing both printed stories and stories on a touch screen benefits children's vocabulary attainment compared with looking at or reading printed stories only. Touch-screen technology has the potential to positively influence the reading behaviour of children of lower socioeconomic status and boys.

Sharing stories more frequently inspires children's love of reading and positively impacts on children's vocabulary attainment. Despite the increase in availability of touch-screen technology, printed books are still central to young children's literacy lives. Yet whatever the medium, parental engagement, particularly communication about stories and parents' confidence, are of crucial importance to young children's literacy lives. While this project explored if and how children share stories at home, future research may wish to examine the influence of story content on children's reading behaviour and vocabulary development.

General findings – practitioner survey

The importance of supporting young children's literacy development in early years settings has been demonstrated by past research. For example, children are found to have better reading outcomes if they attend settings that place emphasis on literacy, mathematics and science in the Foundation Stage curriculum[18]. Indeed, attending medium or high-quality settings in the early years has a significant effect on children's development, both at entry to primary school and on their later cognitive outcomes[19].

In this section, we explore the general findings from the early years literacy survey of 567 practitioners. We examine young children's early literacy practices and how practitioners support children's early reading in their setting. We also examine the association between practitioners' qualifications and settings' Ofsted ratings on children's literacy practices.

Children's reading practices in early years settings

Figure 12, shows that 9 in 10 practitioners say children aged three to five look at or read stories every day in their early years setting and 8 in 10 enjoy looking at or reading stories "a lot". However, 1 in 19 look at or read stories infrequently (5.3%). Very few practitioners say that children do not enjoy stories much or at all (0.7%).

Figure 12: How often children look at or read stories and how much children enjoy stories in early years settings in 2014
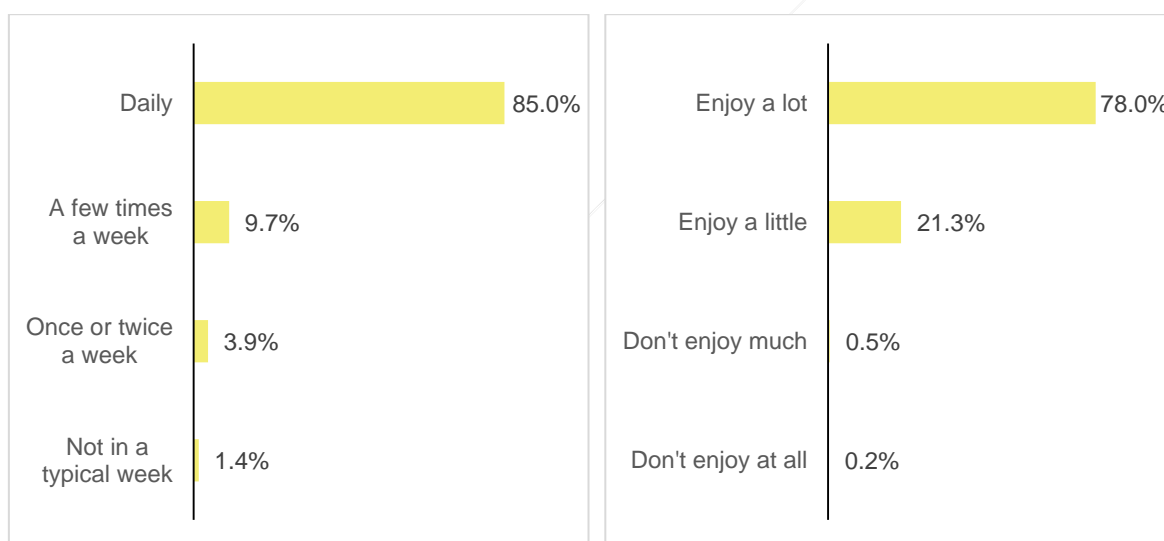
Figure 13 shows children tend to spend between 5 and 30 minutes (73.0%) looking at stories in a typical reading session. 1 in 4 early years practitioners say that children look at or read stories for more than 30 minutes in a typical reading session. However, only 2 in 5 (39.2%) of practitioners say that children are very confident looking at or reading stories and 1 in 10 say children are not very or not at all confident (10.2%).

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[18] Sylva et al. (2004). The effective provision of pre-school education (EPPE) project: Findings from Pre-school to the end of Key Stage 1. SSU/SF/2004/01

[19] Sylva et al. (2004). Effective provision of preschool education (EPPE) project: Findings from the preschool period. Department for Education and Skills. Research Brief RBX15-03. Also see Sylva, K. Et al. (2008). Final report from the primary phase: Preschool, School and Family Influences on Children's Development during Key Stage 2 (Age 7-11). Research Report DCSF-RR061.

Figure 13: How long children look at or read stories in a typical reading session and children's confidence looking at or reading stories in early years settings in 2014
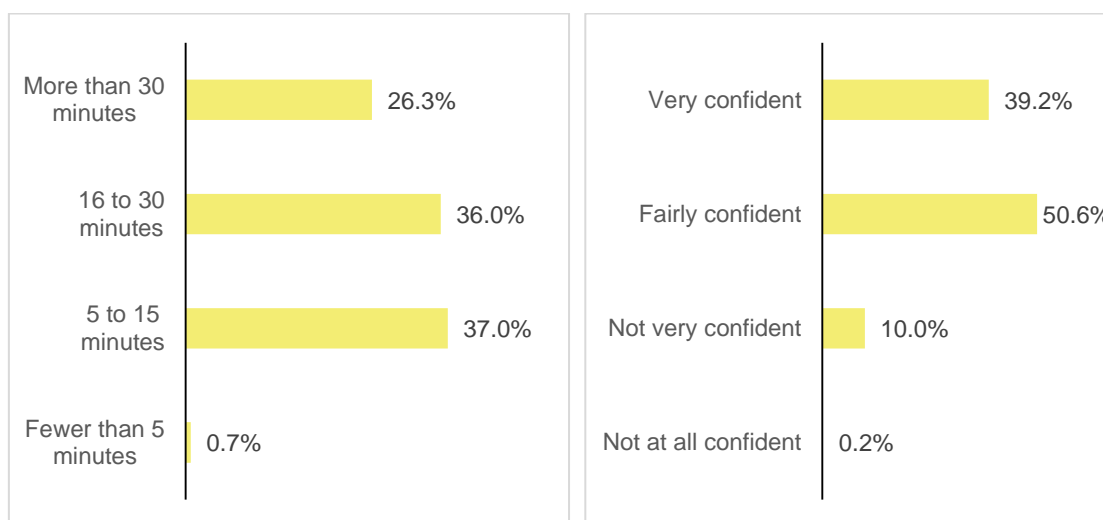
How practitioners support young children's reading in early years settings

Practitioners are as likely to say that children look at or read stories about as often with an adult as on their own (40.8%) as they were to say that children are more likely to look at or read stories more with an adult than on their own (40.3%). Only 2 in 10 early years practitioners say that children are more likely to look at stories on their own than with an adult (19.0%, see **Table 35**, **p.63**).

Practitioners are more likely to say they are "very confident" supporting children to look at or read stories in their setting, but are less confident encouraging parents to share stories with children at home.

Figure 14 shows that whilst 9 in 10 early years practitioners are "very confident" supporting children to look at or read stories in their setting, only half (52.4%) are "very confident" and 4 in 10 are "fairly confident" encouraging parents to look at or read stories with their child at home[20]. 1 in 12 are not very confident encouraging parents to share stories at home with their child.

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[20] 52.4% of those practitioners who said they encourage parents to look at or read stories at home with their child (96.4%).

Figure 14: Practitioners' confidence sharing stories with children and confidence encouraging parents to look at or read stories at home with their child

Practitioners' confidence

Very confident	89.4%
Fairly confident	9.7%
Not very confident	0.9%
Not at all confident	

Confidence encouraging parents

Very confident	52.4%
Fairly confident	39.5%
Not very confident	7.7%
Not at all confident	0.4%
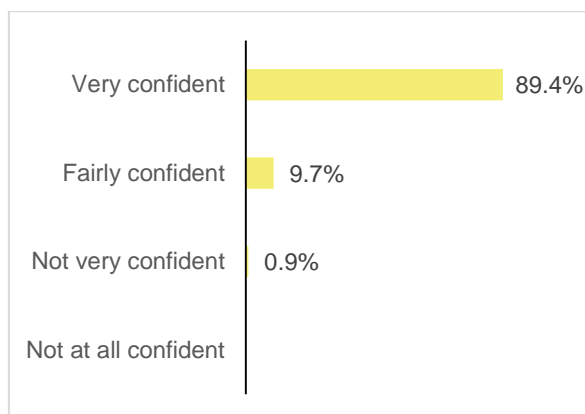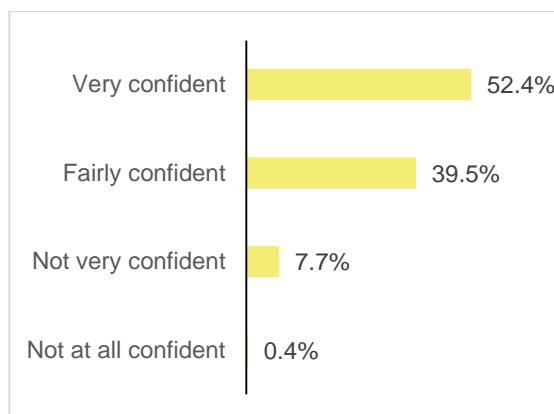
Touch screens are increasingly familiar in early years settings. But 1 in 4 early years practitioners do not think touch-screen technology should be used in their setting.

In 2014, all children have access to books in their setting, and children have access to a touch screen in 2 in 5 early years settings (100% vs. 41.3%, see **Table 38**, **p.66**). However, 1 in 4 practitioners (23.7%) don't think touch screens have a place in early years settings (see **Table 39**, **p.67**, also see Box 2).

Box 2: Why early years practitioners do not think touch-screen technology should be used in their setting

"Children need to see real print and understand that print is read from right to left and be able to turn pages to develop their fine motor skill which can lead to being able to manipulate tools in other areas of learning."

"I think they take away from children's social/interaction time, but still have a role."

"It is becoming more common place for children to use them at home and that's enough."

"We are too busy doing other things! Children have access to computers. Trialled iPad and felt it limited children's interactions and caused arguments. Nearly all children in setting use touch screens in their home with parents. We strive to provide something different to that which can be done at home."

"Hard to share the iPad." "None of the staff are very confident with [a] tablet."

"I do not agree that young children should have access to tablets at such young ages. There are health side effects and the negatives outweigh the positives. They learn more from playing outside in terms of creativity, health and about the environment."

As found in our survey of parents, printed stories are central to children's lives in early years settings.

Children are 34 times more likely to look at or read printed stories daily than they are to look at or read stories on touch screen daily (84.8% vs. 2.5%, see **Table 13**).

Table 13: How often children look at or read printed stories and stories on a touch screen in early years settings in a typical week

	No access %	Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
Printed stories	-	1.4%	84.8%	9.7%	4.1%	-
Touch-screen stories	58.7%	21.2%	2.5%	5.8%	11.8%	-

Practitioners are also more likely to say children enjoy printed stories "a lot" than they are to say that children enjoy stories on a touch screen (77.3% vs. 56.1%, see **Figure 15**). Conversely, compared with when children look at or read printed stories, 8 times as many children do not enjoy reading stories on a touch screen much (0.7% vs. 5.3%).

Figure 15: How much children enjoy looking at or reading printed stories or stories on a touch screen in early years settings
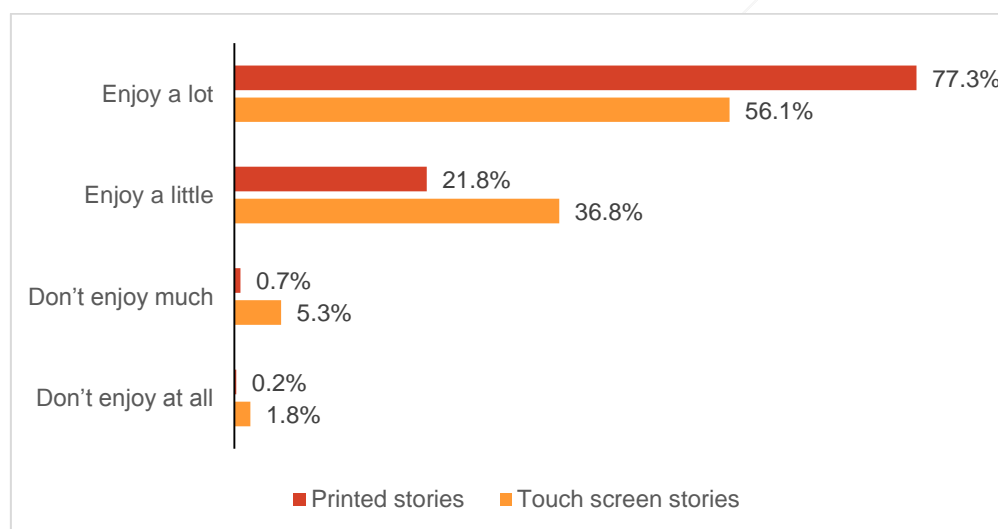
In early years settings children are more likely to engage with printed stories for longer than they engage with stories on a touch screen.

Children are four times more likely to look at or read printed stories for more than 30 minutes than they are to look at or read a story on a touch screen for more than 30 minutes (26.1% vs. 6.1%, **Figure 16**).

Children's engagement with touch-screen technology is different to their engagement with printed stories. For example, practitioners are twice as likely to say that children look at or read stories on a touch screen more on their own than with an adult (34.2% vs. 19.0%, also see **Figure 16**).

Figure 16: How long children spend looking at or reading printed stories and stories on a touch screen in early years settings and whether children share stories more with an adult or on their own

Left chart:
- More than 30 minutes: Printed stories 26.1%, Touch-screen stories 6.1%
- 16 to 30 minutes: Printed stories 35.8%, Touch-screen stories 28.9%
- 5 to 15 minutes: Printed stories 37.2%, Touch-screen stories 57.9%
- Fewer than 5 minutes: Printed stories 0.9%, Touch-screen stories 7.0%

■ Printed stories ■ Touch-screen stories

Right chart:
- More with an adult than on their own: Printed stories 40.3%, Touch-screen stories 49.1%
- About as often with an adult or on their own: Printed stories 40.8%, Touch-screen stories 16.7%
- More on their own than with an adult: Printed stories 19.0%, Touch-screen stories 34.2%

■ Printed stories ■ Touch-screen stories

Practitioners are equally likely to say that children are "very confident" looking at or reading both printed stories and stories on a touch screen. Practitioners are, however, more likely to say they are "very confident" sharing printed stories with children.

Despite the differences in practitioners' ratings of children's enjoyment of looking at or reading printed stories and stories on a touch screen, practitioners feel that children are equally confident with both media (37.0% vs. 38.6%, see **Figure 17**).

Practitioners are, however, more likely to say they are "very confident" sharing printed stories than stories on a touch screen with children (89.4% vs. 55.3%, also see **Figure 17**).

Figure 17: Children's confidence looking at or reading printed stories and stories on a touch screen in early years settings and practitioners' confidence sharing stories with children

Children's confidence   **Practitioners' confidence**

Children's confidence chart:
- Very confident: Printed stories 37.0%, Touch screen stories 38.6%
- Fairly confident: Printed stories 51.5%, Touch screen stories 45.6%
- Not very confident: Printed stories 11.1%, Touch screen stories 13.2%
- Not at all confident: Printed stories 0.4%, Touch screen stories 2.6%

■ Printed stories ■ Touch screen stories

Practitioners' confidence chart:
- Very confident: Printed stories 89.4%, Touch screen stories 55.3%
- Fairly confident: Printed stories 9.7%, Touch screen stories 34.2%
- Not very confident: Printed stories 0.9%, Touch screen stories 10.5%
- Not at all confident:

■ Printed stories ■ Touch screen stories

Comparing the benefits of story-sharing media in early years settings

6 in 10 practitioners say children use a touch screen in their setting more for educational activities than they do for entertainment (60.5%, see **Table 46**, **p.74**).

Figure 18 shows the reasons practitioners gave for the benefits of using a touch screen to look at or read stories compared with looking at or reading a book. Practitioners were most likely to say that touch screens are interactive and that the features of a touch screen are engaging. A range of features, including narration, animation and the multi-sensory experience (narration and sound effects) were cited as beneficial when compared with a book. Practitioners also said that touch screens can engage reluctant readers and interest boys.

Figure 18: Practitioners' views of the benefits of using a touch screen to look at or read stories compared with a book in early years settings

Three-quarters of practitioners say that downloaded stories/story apps are at least as educational as their printed equivalents.

Two-thirds (66.5%) of practitioners think that downloaded stories/story apps are as educational as paper-based books and 1 in 10 (11.4%) say that they are more educational. 2 in 10 (22.1%) early years practitioners say that downloaded stories/story apps are less educational than printed books (see **Table 47**, **p.75**). Nevertheless, half of practitioners said that not enough money or a lack of equipment were barriers to using the devices in their setting (49.9%, 49.7%, see **Figure 26**, **p.76**).

Practitioners' qualifications and children's literacy practices in early years settings

The importance of practitioners' qualifications has been highlighted in policy and research in the early years sector[21]. Children from disadvantaged backgrounds make the strongest educational gains if they are supported by qualified practitioners, particularly with graduate-level qualifications[22].

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[21] For example, Nutbrown (2012). Foundations for quality: Nutbrown Review. Department for Education, UK.

[22] Ofsted (2014). Early Years Annual Report. HMI Chief Inspector of Education, Children's Services and Skills.

In this section, therefore, we examine the association between practitioners' teaching qualifications (see **Box 3**), children's literacy practices and how practitioners support young children in their setting – both with printed stories and stories on a touch screen.

Box 3: How practitioners' qualifications are explored

To explore staff qualifications, practitioners were asked to state their highest level teaching qualification.

Teaching qualifications were further divided into entry-level qualifications (e.g. access courses), mid-level qualifications (e.g. GCSE or equivalent, A-level or equivalent), graduate-level qualifications (e.g. BEd or equivalent) and postgraduate qualifications (e.g. Post Graduate Certificate in Education, MSc, PhD or equivalent).

Practitioners with higher-level teaching qualifications are more likely say children have positive reading behaviours in their setting than practitioners with entry-level teaching qualifications.

Compared with practitioners with entry-level teaching qualifications, practitioners with postgraduate qualifications are more likely to say that children look at or read stories daily (85.1% vs. 62.5%, **Table 31**, **p.59**) and enjoy stories "a lot" (80.7% vs. 57.1%, see **Table 32**, **p.60**); and twice as likely to say children look at stories for more than 30 minutes in a typical session (30.4% vs. 14.3%, see **Table 33**, **p.61**). There were, however, no differences in the number of practitioners who say children are "very confident" looking at or reading stories (42.1% vs. 42.9%, see **Table 34**, **p.62**).

The differences persist, both for how often and how long children look at or read stories, irrespective of whether children look at or read printed stories or stories on a touch screen. Compared with practitioners with entry-level teaching qualifications, those with postgraduate-level qualifications are more likely to say:

- Children look at or read both printed stories (85.1% vs. 62.5%) and stories on a touch screen (1.7% vs. 0.0%, see **Table 40**, **p.68**) daily in a typical week.

- Children look at or read both printed stories (30.4% vs. 14.3%) and stories on a touch screen (9.7% vs. 0.0%) for more than 30 minutes in a typical reading session (see **Table 42**, **p.70**).

- Children are "very confident" looking at or reading stories on a touch screen (41.9% vs. 0.0%). There were no differences in children's confidence looking at or reading printed stories (39.8% vs. 42.9%, see **Table 44**, **p.72**).

Practitioners with postgraduate teaching qualifications are more likely than practitioners with entry-level teaching qualifications to say children enjoy printed stories (80.1% vs. 57.1%) and stories on a touch screen (64.5% vs. 0.0%) "a lot" (see **Table 41**, **p.69**).

Differences by levels of professional qualification

Practitioners with postgraduate-level teaching qualifications are more likely than practitioners with entry-level teaching qualifications to say they are "very confident" sharing stories with children (90.1% vs. 71.4%, see **Figure 19**). However, they are less likely to say they are "very confident" encouraging parents to share stories at home with their child (52.1% vs. 80.0%).

Figure 19: Practitioners' level of professional qualification and their confidence supporting children to look at or read stories and encouraging parents to look at or read stories at home

Practitioners' confidence
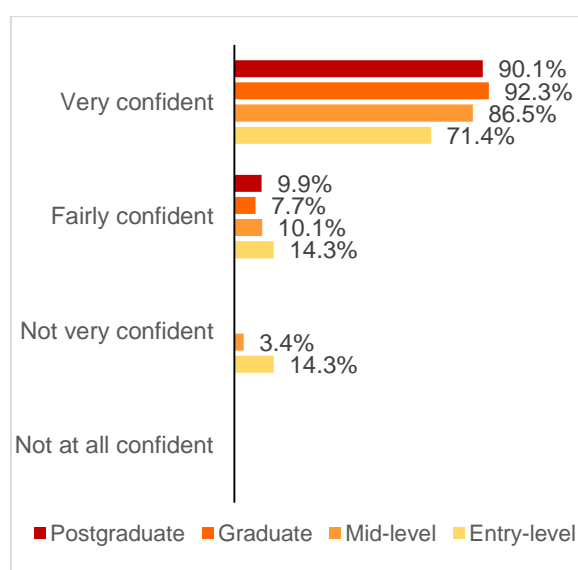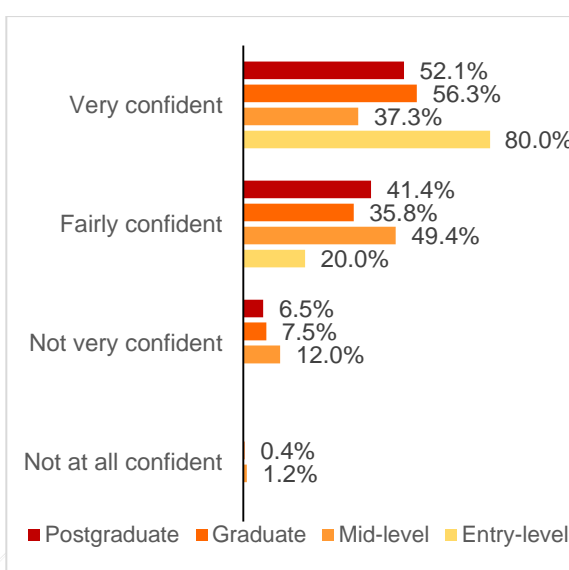
Confidence encouraging parents

Practitioners with postgraduate-level teaching qualifications are more likely than practitioners with entry-level teaching qualifications to say that children have access to books and touch-screen technology in their setting (44.6% vs. 37.5%, see **Table 38**, **p.66**).

Practitioners with postgraduate-level teaching qualifications are also more likely than their peers with entry-level teaching qualifications to say they are "very confident" sharing both printed stories (89.5% vs. 71.4%) and stories on a touch screen (58.1% vs. 0.0%, see **Table 45**, **p.73**) with children in their setting.

Practitioners with entry-level qualifications are, however, more likely than practitioners with postgraduate-level teaching qualifications to say children look at or read stories more with an adult than on their own, irrespective of whether they look at printed stories (57.1% vs. 35.7%) or stories on a touch screen (100.0% vs. 45.2%, see **Figure 20**).

Figure 20: Practitioners' level of professional qualification and whether children look at or read printed stories and stories on a touch screen more with an adult or on their own

Printed stories   **Touch-screen stories**
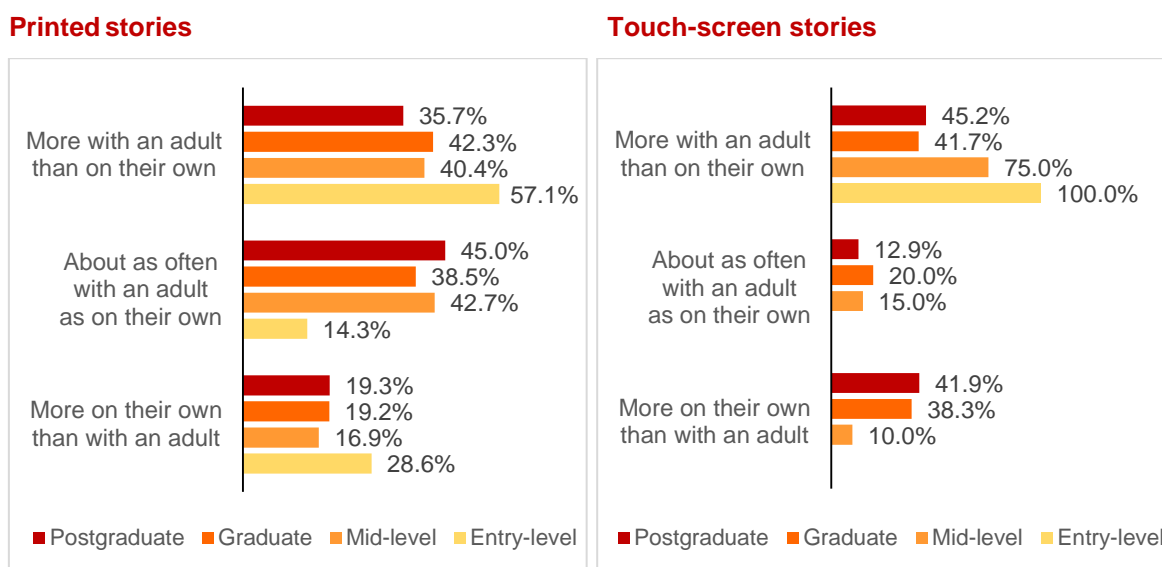
Not only do practitioners with entry-level qualifications say children use technology more with an adult than on their own, they are also more likely to say the children use touch-screen technology more for educational activities than for entertainment than practitioners with postgraduate qualifications (100.0% vs. 61.3%, see **Table 46**, **p.74**).

Views about technology by levels of professional qualification

Practitioners' views about using stories on a touch screen are also associated with their qualifications.

Compared with practitioners with postgraduate teaching qualifications, practitioners with entry-level qualifications are twice as likely to say that downloaded stories/story apps are more educational than printed stories (20.0% vs. 11.4%). Yet they are also twice as likely to say that downloaded stories/story apps are less educational than printed stories (18.4% vs. 40.0%, see **Table 47**, **p.75**). Therefore, views seem to be much more polarised among this group.

Practitioners with entry-level teaching qualifications are also more likely than their peers with postgraduate teaching qualifications to say that children should not use touch-screen technology in their setting (37.5% vs. 24.6%, see **Table 39**, **p.67**).

Ofsted ratings and children's literacy practices in early years settings

In this section, we explore the association between the Ofsted rating of settings that practitioners are employed by with the reported literacy practices of children and how practitioners support children in their setting. Settings graded as outstanding demonstrate a variety of best practice across a wide variety of activities[23].

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[23] Ofsted (2014). Early Years Annual Report. HMI Chief Inspector of Education, Children's Services and Skills.

Children's early literacy practices and the ways practitioners support children are explored for settings rated as outstanding, good or requiring improvement/inadequate[24].

Ofsted ratings are associated with children's early literacy practices and with practitioners' confidence supporting children to read.

Compared with settings rated as requiring improvement/inadequate, practitioners who work in outstanding settings are more likely to say that children look at or read stories daily in a typical week (93.2% vs. 78.9%) and enjoy stories "a lot" (84.1% vs. 65.8%, see **Figure 21**).

Figure 21: How often children look at or read stories in a typical week and how much children enjoy stories by Ofsted ratings
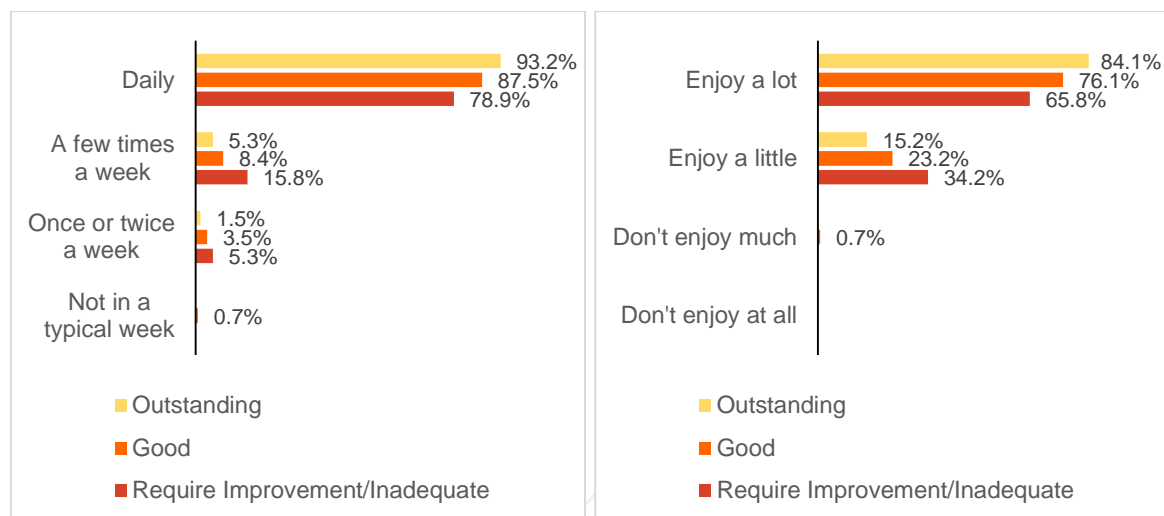
Not only are children who attend outstanding settings more likely to enjoy stories and look at or read stories daily, they are also more likely to be "very confident" looking at or reading stories (47.0% vs. 36.8%, see **Figure 22**).

Figure 22: Children's confidence looking at or reading stories by Ofsted ratings

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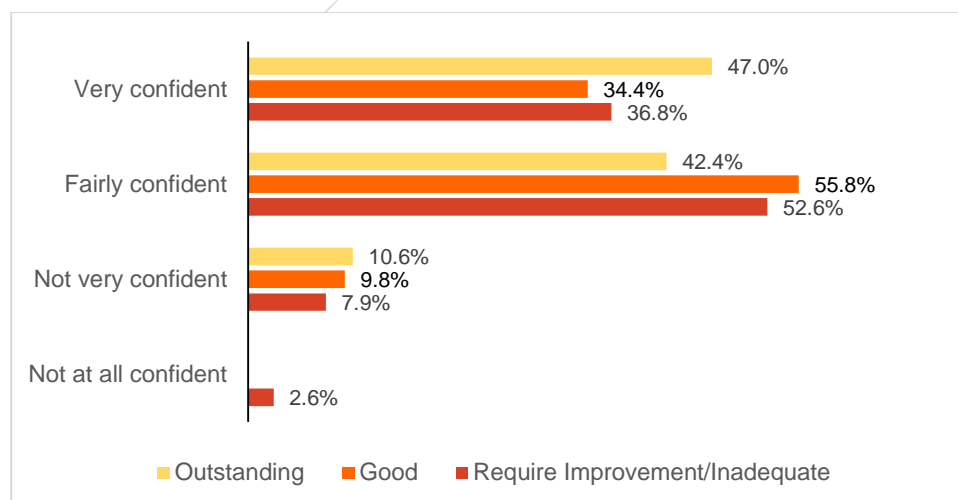
[24] Due to the small sample size, we have collapsed the responses from settings that require improvement or were graded as inadequate.

Irrespective of the setting they work in, 4 in 10 practitioners say that children tend to read more with an adult than on their own. 4 in 10 practitioners also say that children look at or read stories about as often with an adult and on their own and 2 in 10 say children look at or read stories more on their own than with an adult (see **Table 35**, **p.63**).

Practitioners' confidence is sometimes associated with the Ofsted grading of their setting.

Practitioners are equally likely to be "very confident" sharing stories with children in their setting (see **Figure 23**). Yet, practitioners from outstanding standings are more likely than their peers from settings graded as requiring improvement/inadequate to say they feel very confident encouraging parents to share stories with their child at home (61.2% vs. 44.4%).

Figure 23: Ofsted ratings and practitioners' confidence supporting children to look at or read stories in their setting and encouraging parents to share stories with their child at home

Practitioners' confidence   **Confidence encouraging parents**
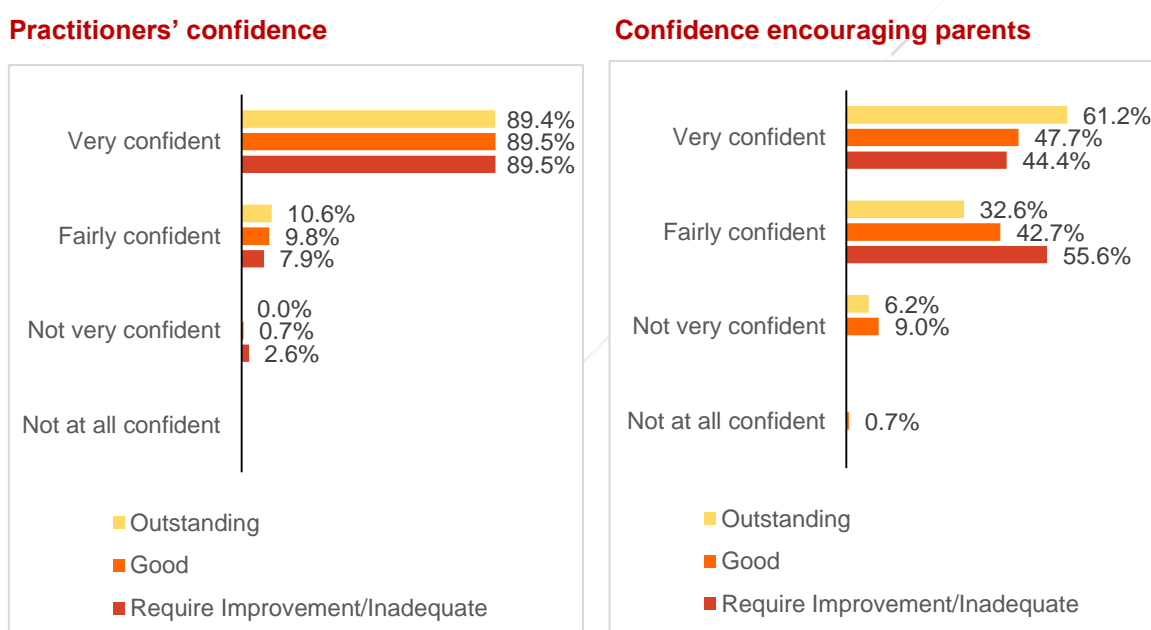
Can touch-screen technology narrow the gap between settings with different Ofsted ratings?

We now explore if the gap between practitioners who work in settings with outstanding or requiring improvement/inadequate ratings can be narrowed by practitioners using touch-screen technology.

Children from outstanding settings have access to more books (329 vs. 161) and are more likely to have access to a touch screen (44.7% vs. 34.2%, see **Table 38**, **p.66**).

Three-quarters of practitioners from settings judged as requiring improvement/inadequate would like to increase the use of touch-screen technology in their setting (73.7%, **Figure 24**). Indeed, compared with practitioners from outstanding settings, half as many practitioners from settings judged as requiring improvement/inadequate do not think touch-screen technology should be used in their setting (15.8% vs. 27.3%).

Figure 24: Ofsted ratings and percentage of practitioners who want to increase the use of touch-screen technology in their setting

Would like to increase
- 56.8%
- 62.0%
- 73.7%

Don't think we should use
- 27.3%
- 20.2%
- 15.8%

Already use enough
- 15.9%
- 17.8%
- 10.5%

■ Outstanding ■ Good ■ Require improvement/Inadequate
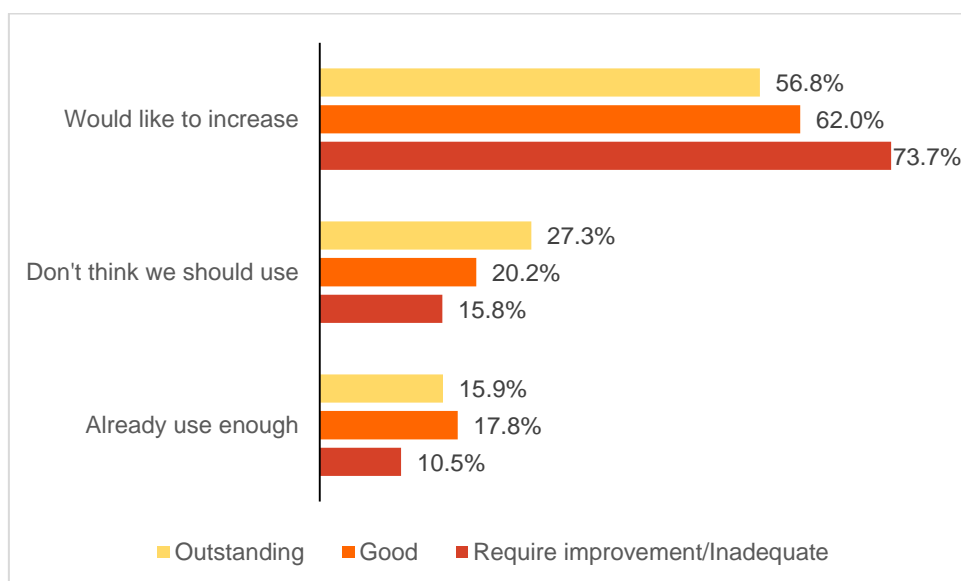
The gap persists between young children's literacy practices according to their setting's Ofsted rating, irrespective of the media they use to look at or read stories.

Compared with children from settings rated as requiring improvement/inadequate, children from outstanding settings are more likely to:

- Look at or read stories daily, irrespective of whether they look at or read printed stories (92.3% vs. 78.9%) or stories on a touch screen (3.0% vs. 2.6%, see **Table 40**, **p.68**).

- Enjoy stories "a lot", irrespective of whether they look at or read printed stories (84.1% vs. 65.8%) or stories on a touch screen (59.3% vs. 33.3%, see **Table 41**, **p.69**).

- Be "very confident" looking at or reading printed stories (44.7% vs. 34.2%) and three times more likely to be "very confident" looking at or reading stories on a touch screen (48.1% vs. 16.7%, see **Table 44**, **p.72**).

How children access printed stories and touch-screen technology by Ofsted ratings

Irrespective of whether they work in settings rated as outstanding or requiring improvement/inadequate, practitioners are equally likely to say that children look at or read printed stories more with an adult than on their own (39.4% vs. 39.5%, see **Table 43**, **p.71**).

Practitioners from settings rated as requiring improvement/inadequate are, however, more likely to say that children use a touch screen more with an adult than on their own (66.7% vs. 51.9%, see **Table 43**, **p.71**).

Yet, when exploring how children use technology, it is children from outstanding settings who are more likely than children from settings rated as requiring improvement/

inadequate to use technology for educational activities than for entertainment (74.1% vs. 50.0%, see **Table 46**, **p.74**).

How practitioners support children in their setting by Ofsted ratings

As found in the previous section, changing the media used to share stories does not reduce the gap between practices for practitioners who work in settings with different Ofsted ratings.

Figure 25 shows that irrespective of the setting they work in, 9 in 10 practitioners say they are "very confident" sharing paper-based stories with children (89.4% vs. 89.5%). Practitioners from outstanding settings are, however, more likely than practitioners from settings rated as requiring improvement/inadequate to say that they are "very confident" sharing stories on a touch screen with children (63.0% vs. 50.0%).

Figure 25: Ofsted ratings and practitioners' confidence sharing printed stories and stories on a touch screen with children in their setting

Printed stories

Very confident	89.4%
	89.5%
	89.5%
Fairly confident	10.6%
	9.8%
	7.9%
Not very confident	0.7%
	2.6%

■ Outstanding
■ Good
■ Require Improvement/Inadequate

Touch-screen stories

Very confident	63.0%
	52.5%
	50.0%
Fairly confident	33.3%
	35.6%
	16.7%
Not very confident	3.7%
	11.9%
	33.3%

■ Outstanding
■ Good
■ Require Improvement/Inadequate
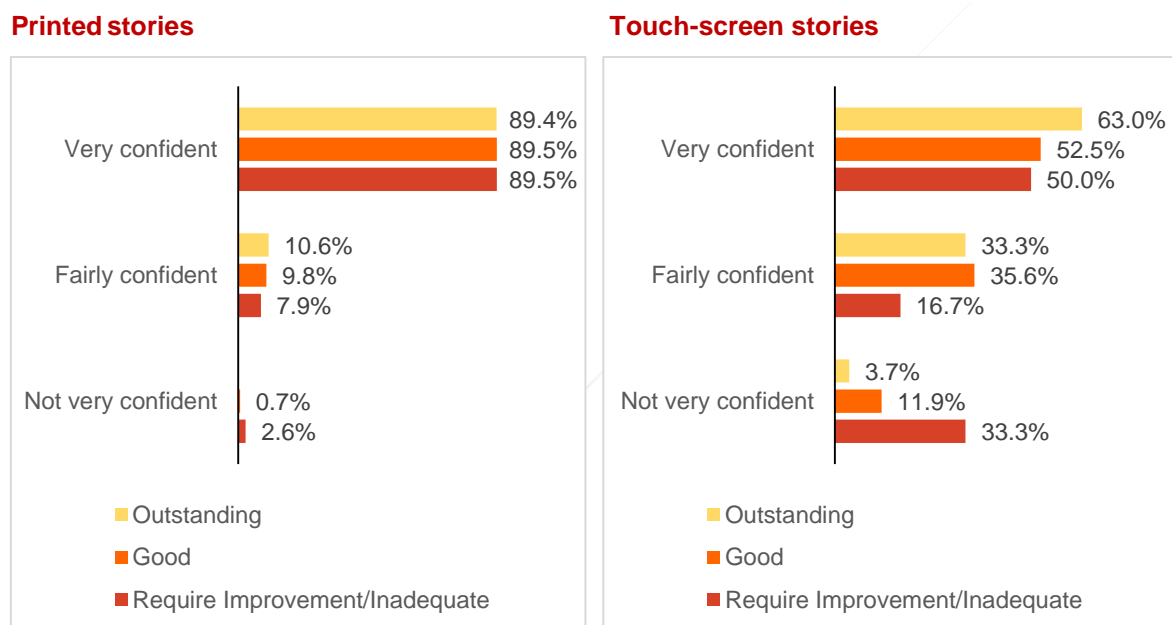
Practitioners' views about story resources on a touch screen are also associated with the Ofsted rating of their setting.

Practitioners from settings rated as requiring improvement/inadequate are less likely than practitioners from outstanding settings to say that downloaded stories/story apps are less educational than printed stories (13.2% vs. 22.0%, see **Table 47**, **p.75**). Indeed, practitioners from outstanding settings are nearly twice as likely to say that touch-screen technology does not have a place in early years settings as practitioners from settings rated as requiring improvement/inadequate (27.3% vs. 15.8%, see **Table 39**, **p.67**).

Conclusions

The survey of early years practitioners highlights that, compared with 2013, twice as many settings say that they use touch-screen technology. Yet, printed materials are central to

children's early literacy lives and 1 in 4 practitioners do not think touch-screen technology should be used in their setting. This suggests that whilst some practitioners use touch screen technology to support children's learning, practitioners are more likely to engage in sharing printed stories to support children's literacy development.

Children's early reading behaviour is associated with both practitioners' qualifications and the Ofsted rating of the setting they work in. This suggests that children engage in more positive reading behaviours and practitioners are more confident supporting children if they hold higher qualifications or work in an outstanding setting. Further research may wish to explore the relationship between best practice and how practitioners engage in sharing stories with children, as well as the impacts of these practices on young children's vocabulary development.

Changes in literacy behaviour between 2013 and 2014

In this section we explore possible changes between 2013 and 2014 in children's access to books and touch-screen devices and whether children are now more likely to look at or read stories in a typical week and how much children enjoy reading.

Early years survey of parents 2013 to 2014

Children's access to books has remained constant between 2013 and 2014. But more children in 2014 had access to touch screens at home compared with 2013 (from 88.4% in 2013 to 91.4% in 2014)[25].

Looking at or reading stories at home

There were no noticeable differences in the frequency with which children look at or read stories in a typical week between 2013 and 2014 (see **Table 48**, **p.76**). In 2013, 70.5% of children look at or read stories daily. This figure has remained fairly constant; in 2014, 71.7% of children look at or read stories daily.

Children's enjoyment of reading at home

Compared with 2013, parents are more likely to say that their child enjoys looking at or reading stories a lot (78.0% vs. 72.2%) or a little (18.1% vs. 14.8%). However, the way the question was worded in 2014 was changed which removed the neutral category and may in part explain the increase in the percentage of parents who say that their child enjoys looking at or reading stories a lot (see **Table 49**, **p.76**).

Practices in early years settings in 2013 and 2014

In 2013 and 2014 all practitioners say that children have access to books in their setting (100% for both). However, the proportion of early years settings who have a tablet computer has doubled between 2013 and 2014 (22.0% vs. 41.3%).

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[25] In 2013 we asked if children have access to a touch screen (72.9%); have access but do not use a touch screen (15.5%); or if families have no touch screen available (11.6%). In 2014 we asked parents if they have a touch screen at home.

In 2014, slightly more early years practitioners say that children look at or read stories daily than in 2013 (85.0% vs. 79.6%). In 2014, more early years practitioners say that children look at or read stories at least once in a typical week on a tablet computer (20.1% vs. 17.4%) than in 2013.

Practitioners' confidence supporting children to look at or read stories

In 2013, 99.1% practitioners are very confident looking at or reading books with children. In 2014, this figure has remained constant and 99.1% are very or fairly confident looking at or reading books with children. Similarly, in 2013, 88.1% of early years practitioners were confident using touch screens; in 2014, 89.5% are very or fairly confident looking at or reading on a touch screen with children.

Children's confidence and enjoyment looking at or reading stories in early years settings

In 2013, 86.9% of practitioners said that children are very or fairly confident looking at or reading books. In 2014, 88.5% of early years practitioners say that children are very or fairly confident looking at or reading books.

In 2014, 84.2% of early years practitioners say that children are very or fairly confident looking at or reading on a touch screen, a slight decrease from 2013.

Conclusions

There has been a slight positive change in children's reading behaviour at home and in early years settings between 2013 and 2014. More significantly, early years settings are twice as likely to have a touch screen in 2014 as in 2013. This suggests that more young children will be accessing stories using touch-screen devices and it is important to track year-on-year changes in how often children access stories on a touch-screen and associated changes in children's enjoyment of and confidence with stories.

Appendix A: Sample characteristics

In total, 1,012 parents and 567 early years practitioners participated between May and July 2014. **Table 14** shows the sample characters for the early years literacy survey of parents, whilst **Table 15** provides sample characteristics for the early years literacy survey of practitioners.

Table 14: Parent survey sample characteristics

		Number	Percentage %
All parents		1,012	100.0%
Parent gender	Male	481	47.5%
	Female	531	52.5%
Parent age	18 to 30	105	10.4%
	31 to 35	271	26.8%
	36 to 40	333	32.9%
	Over 41	303	29.9%
Parent household status	AB households	504	49.8%
	C1 households	244	24.1%
	C2 households	132	13.0%
	DE households	132	13.0%
Parent qualifications	University	596	59.0%
	Non-university	368	36.4%
	No formal qualifications	17	1.7%
	Don't know	30	3.0%
Child gender	Boys	543	53.6%
	Girls	469	46.3%
Child age	3-year-olds	274	27.1%
	4-year-olds	359	35.5%
	5-year-olds	379	37.5%
Child gender by age	3-year-old boys	141	51.5%
	3-year-old girls	133	48.5%
	4-year-old boys	204	56.8%
	4-year-old girls	155	43.2%
	5-year-old boys	198	52.2%
	5-year-old girls	181	47.8%

Table 15: Practitioner survey sample characteristics

		Number	Percentage %
	All	567	100.0%
Sector	PVI	239	46.6%
	Maintained	237	46.2%
	Other	37	7.2%
Setting type	Children's centre	27	4.8%
	Day nursery	86	15.2%
	Nursery class/school	110	19.4%
	Reception	130	22.9%
	Preschool playgroup	98	17.3%
	Other	116	20.5%
Ofsted rating	Outstanding	132	26.2%
	Good	287	57.1%
	Requires improvement/Inadequate	38	7.6%
	Don't know	46	9.1%
Practitioner teaching qualifications	Postgraduate	175	31.3%
	Graduate	288	51.4%
	Mid-level	89	15.9%
	Entry-level	8	1.4%
Practitioner age	18 to 30	94	19.6%
	31 to 40	143	29.8%
	41 to 50	140	29.2%
	Over 51	103	21.5%
Time spent in early years	Fewer than 5 years	143	25.2%
	6 to 10 years	158	27.9%
	11 to 20 years	174	30.7%
	Over 21 years	92	16.2%

Appendix B: Data tables

The following tables present information for each of our survey questions. Each table contains information showing the sample as a whole (top row) as well as information broken down by sociodemographic factors.

For parents, we report information based on *parent factors* (gender, age, socioeconomic status, highest qualification) and *child factors* (child gender, child age, child gender by age). For practitioners, we also present information broken down by sociodemographic factors, which include *setting factors* (sector, setting type, Ofsted rating) and *practitioner factors* (age, time worked in early years settings)*.

Please note that due to rounding, the data in the tables will not necessarily add up to 100 per cent exactly.

Table 16: Percentage of children who look at or read stories at home in a typical week

		Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
All parents		1.0%	71.7%	20.1%	6.3%	0.9%
Parent gender	Male	1.2%	69.6%	21.6%	6.7%	0.8%
	Female	0.8%	73.6%	18.6%	6.0%	0.9%
Parent age	18 to 30	1.9%	53.3%	33.3%	9.5%	1.9%
	31 to 35	0.4%	69.7%	22.1%	6.6%	1.1%
	36 to 40	1.2%	77.8%	15.0%	5.4%	0.6%
	Over 41	1.0%	73.3%	19.1%	5.9%	0.7%
Parent household status	AB households	0.4%	77.4%	16.9%	4.6%	0.8%
	C1 households	1.6%	71.7%	20.9%	4.9%	0.8%
	C2 households	2.3%	59.8%	28.8%	9.1%	-
	DE households	0.8%	62.1%	22.0%	12.9%	2.3%
Parent qualifications	University	0.5%	79.5%	14.9%	3.9%	1.2%
	Non-university	1.4%	62.5%	27.2%	9.0%	-
	No formal qualifications	-	41.2%	35.3%	17.6%	5.9%
	Don't know	6.7%	50.0%	26.7%	13.3%	3.3%
Child gender	Boys	1.3%	68.7%	22.1%	6.8%	1.1%
	Girls	0.6%	75.3%	17.7%	5.8%	0.6%
Child age	3-year-olds	1.8%	74.1%	17.2%	5.8%	1.1%
	4-year-olds	0.6%	74.4%	18.9%	5.6%	0.6%
	5-year-olds	0.8%	67.5%	23.2%	7.4%	1.1%
Child gender by age	3-year-old boys	2.8%	73.0%	17.7%	5.0%	1.4%
	3-year-old girls	0.8%	75.2%	16.5%	6.8%	0.8%
	4-year-old boys	0.5%	72.1%	20.1%	6.9%	0.5%
	4-year-old girls	0.6%	77.4%	17.4%	3.9%	0.6%
	5-year-old boys	1.0%	62.1%	27.3%	8.1%	1.5%
	5-year-old girls	0.6%	73.5%	18.8%	6.6%	0.6%

Table 17: Children's enjoyment of stories

		Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %
All parents		78.0%	18.1%	2.8%	0.5%	0.7%
Parent gender	Male	71.5%	24.3%	2.5%	0.8%	0.8%
	Female	83.8%	12.4%	3.0%	0.2%	0.6%
Parent age	18 to 30	73.3%	14.3%	8.6%	1.0%	2.9%
	31 to 35	77.9%	18.8%	2.6%	-	0.7%
	36 to 40	80.5%	17.4%	1.2%	0.9%	-
	Over 41	76.9%	19.5%	2.6%	0.3%	0.7%
Parent household status	AB households	81.5%	16.1%	1.8%	0.2%	0.4%
	C1 households	78.3%	18.9%	2.0%	-	0.8%
	C2 households	70.5%	24.2%	3.0%	2.3%	-
	DE households	71.2%	18.2%	7.6%	0.8%	2.3%
Parent qualifications	University	81.7%	16.3%	1.2%	0.2%	0.7%
	Non-university	73.4%	21.5%	4.1%	0.5%	0.5%
	No formal qualifications	58.8%	17.6%	17.6%	5.9%	-
	Don't know	73.3%	10.0%	10.0%	3.3%	3.3%
Child gender	Boys	73.7%	21.0%	3.9%	0.6%	0.9%
	Girls	82.9%	14.7%	1.5%	0.4%	0.4%
Child age	3-year-olds	76.3%	19.3%	2.6%	1.1%	0.7%
	4-year-olds	81.3%	14.8%	2.8%	0.3%	0.8%
	5-year-olds	76.0%	20.3%	2.9%	0.3%	0.5%
Child gender by age	3-year-old boys	75.9%	19.9%	2.8%	0.7%	0.7%
	3-year-old girls	76.7%	18.8%	2.3%	1.5%	0.8%
	4-year-old boys	76.5%	18.1%	3.9%	0.5%	1.0%
	4-year-old girls	87.7%	10.3%	1.3%	-	0.6%
	5-year-old boys	69.2%	24.7%	4.5%	0.5%	1.0%
	5-year-old girls	83.4%	15.5%	1.1%	-	-

Table 18: Association between frequency and enjoyment of looking at or reading stories

How often children look at or read stories	A lot %	A little %	Not much %	Not at all %	Don't know %
Daily	89.0%	10.3%	0.6%	0.1%	-
A few times a week	56.2%	36.9%	5.4%	1.0%	0.5%
Once or twice a week	37.5%	45.3%	15.6%	-	1.6%
Not in a typical week	20.0%	10.0%	30.0%	20.0%	20.%

Table 19: Percentage of parents who engage in supportive activities when sharing stories with their child

		Talk about the story %	Encourage child to notice the pictures %	Talk about the characters %	Do other activities related to the story %
All parents		81.3%	80.8%	76.6%	34.4%
Parent gender	Male	78.0%	78.0%	73.2%	35.3%
	Female	84.4%	83.4%	79.7%	33.5%
Parent age	18 to 30	63.8%	75.2%	69.5%	33.3%
	31 to 35	83.4%	79.0%	74.9%	33.2%
	36 to 40	84.4%	80.5%	79.3%	34.8%
	Over 41	82.2%	84.8%	77.6%	35.3%
Parent household status	AB households	84.3%	82.1%	76.8%	38.3%
	C1 households	81.1%	77.5%	76.2%	28.3%
	C2 households	81.1%	80.3%	75.0%	29.5%
	DE households	70.5%	82.6%	78.0%	35.6%
Parent qualifications	University	86.1%	82.6%	80.5%	38.4%
	Non-university	75.3%	78.5%	72.6%	29.1%
	No formal qualifications	70.6%	76.5%	52.9%	29.4%
	Don't know	66.7%	76.7%	60.0%	23.3%
Child gender	Boys	79.4%	79.6%	75.5%	30.8%
	Girls	83.6%	82.3%	77.8%	38.6%
Child age	3-year-olds	77.7%	86.5%	74.1%	29.9%
	4-year-olds	81.3%	82.7%	77.4%	35.4%
	5-year-olds	83.9%	74.9%	77.6%	36.7%
Child gender by age	3-year-old boys	77.3%	87.2%	76.6%	27.0%
	3-year-old girls	78.2%	85.7%	71.4%	33.1%
	4-year-old boys	78.9%	82.4%	75.0%	33.8%
	4-year-old girls	84.5%	83.2%	80.6%	37.4%
	5-year-old boys	81.3%	71.2%	75.3%	30.3%
	5-year-old girls	86.7%	79.0%	80.1%	43.6%

Table 20: Parents' confidence sharing stories with their child

		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All parents		85.9%	11.0%	2.4%	0.2%	0.6%
Parent gender	Male	81.5%	14.6%	2.9%	0.4%	0.6%
	Female	89.8%	7.7%	1.9%	-	0.6%
Parent age	18 to 30	76.2%	15.2%	7.6%	-	1.0%
	31 to 35	83.4%	12.9%	2.2%	0.4%	1.1%
	36 to 40	88.6%	9.9%	1.2%	-	0.3%
	Over 41	88.4%	8.9%	2.0%	0.3%	0.3%
Parent household status	AB households	88.3%	9.5%	1.4%	-	0.8%
	C1 households	90.2%	7.8%	1.2%	-	0.8%
	C2 households	79.5%	16.7%	3.0%	0.8%	-
	DE households	75.0%	16.7%	7.6%	0.8%	-
Parent qualifications	University	90.4%	7.7%	1.2%	-	0.7%
	Non-university	79.9%	16.3%	3.0%	0.3%	0.5%
	No formal qualifications	64.7%	11.8%	17.6%	5.9%	-
	Don't know	80.0%	10.0%	10.0%	-	-
Child gender	Boys	83.4%	12.9%	2.9%	0.2%	0.6%
	Girls	88.7%	8.7%	1.7%	0.2%	0.6%
Child age	3-year-olds	83.6%	12.8%	2.6%	0.4%	0.7%
	4-year-olds	87.7%	8.6%	2.8%	-	0.8%
	5-year-olds	85.8%	11.9%	1.8%	0.3%	0.3%
Child gender by age	3-year-old boys	83.7%	12.1%	3.5%	-	0.7%
	3-year-old girls	83.5%	13.5%	1.5%	0.8%	0.8%
	4-year-old boys	83.8%	12.3%	2.9%	-	1.0%
	4-year-old girls	92.9%	3.9%	2.6%	-	0.6%
	5-year-old boys	82.8%	14.1%	2.5%	0.5%	-
	5-year-old girls	89.0%	9.4%	1.1%	-	0.6%

Table 21: Percentage of children who look at or read stories more with an adult or on their own

		More often with an adult than on their own %	As often with an adult and on their own %	More often on their own than with an adult %
All parents		63.2%	23.0%	13.8%
Parent gender	Male	65.5%	21.3%	13.3%
	Female	61.2%	24.6%	14.2%
Parent age	18 to 30	55.3%	30.1%	14.6%
	31 to 35	63.1%	24.0%	12.9%
	36 to 40	62.8%	23.6%	13.6%
	Over 41	66.4%	19.1%	14.4%
Parent household status	AB households	65.6%	20.9%	13.5%
	C1 households	68.0%	19.5%	12.4%
	C2 households	51.5%	33.1%	15.4%
	DE households	56.6%	27.9%	15.5%
Parent qualifications	University	66.0%	20.7%	13.3%
	Non-university	59.6%	26.1%	14.3%
	No formal qualifications	53.3%	20.0%	26.7%
	Don't know	55.2%	34.5%	10.3%
Child gender	Boys	67.8%	22.1%	10.0%
	Girls	57.8%	24.1%	18.1%
Child age	3-year-olds	66.1%	24.7%	9.2%
	4-year-olds	62.6%	23.3%	14.0%
	5-year-olds	61.7%	21.5%	16.8%
Child gender by age	3-year-old boys	69.3%	22.1%	8.6%
	3-year-old girls	62.6%	27.5%	9.9%
	4-year-old boys	68.3%	23.3%	8.4%
	4-year-old girls	55.2%	23.4%	21.4%
	5-year-old boys	66.3%	20.9%	12.8%
	5-year-old girls	56.7%	22.2%	21.1%

Table 22: Percentage of parents who have children's books or a touch screen at home

		Children's books %	No books %	Have a touch screen %	No touch screen %	Don't know %
All parents		99.7%	0.3%	91.4%	8.0%	0.6%
Parent gender	Male	99.6%	0.4%	90.2%	9.1%	0.6%
	Female	99.8%	0.2%	92.5%	7.0%	0.6%
Parent age	18 to 30	99.0%	1.0%	86.7%	13.3%	-
	31 to 35	99.3%	0.7%	93.4%	5.5%	1.1%
	36 to 40	100.0%	-	93.7%	5.7%	0.6%
	Over 41	100.0%	-	88.8%	10.9%	0.3%
Parent household status	AB households	99.8%	0.2%	92.5%	6.9%	0.6%
	C1 households	100.0%	-	93.4%	6.1%	0.4%
	C2 households	99.2%	0.8%	86.4%	12.1%	1.5%
	DE households	99.2%	0.8%	88.6%	11.4%	-
Parent qualifications	University	100.0%	-	94.0%	5.7%	0.3%
	Non-university	99.5%	0.5%	89.1%	10.1%	0.8%
	No formal qualifications	100.0%	-	70.6%	29.4%	-
	Don't know	96.7%	3.3%	80.0%	16.7%	3.3%
Child gender	Boys	100.0%	-	92.8%	6.4%	0.7%
	Girls	99.4%	0.6%	89.8%	9.8%	0.4%
Child age	3-year-olds	99.3%	0.7%	89.4%	9.5%	1.1%
	4-year-olds	99.7%	0.3%	92.8%	6.7%	0.6%
	5-year-olds	100.0%	-	91.6%	8.2%	0.3%
Child gender by age	3-year-old boys	100.0%	-	91.5%	7.8%	0.7%
	3-year-old girls	98.5%	1.5%	87.2%	11.3%	1.5%
	4-year-old boys	100.0%	-	93.6%	5.4%	1.0%
	4-year-old girls	99.4%	0.6%	91.6%	8.4%	-
	5-year-old boys	100.0%	-	92.9%	6.6%	0.5%
	5-year-old girls	100.0%	-	90.1%	9.9%	-

Table 23: How often children look at or read printed stories and stories on a touch screen at home in a typical week

		Printed stories					Stories on a touch screen					
		Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %	No touch screen %	Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
All parents		1.2%	71.7%	19.9%	6.2%	1.0%	8.0%	63.1%	3.3%	10.4%	14.5%	0.7%
Parent gender	Male	1.5%	69.6%	21.6%	6.4%	0.8%	9.1%	61.3%	3.3%	11.2%	14.6%	0.4%
	Female	0.9%	73.6%	18.3%	6.0%	1.1%	7.0%	64.8%	3.2%	9.6%	14.5%	0.9%
Parent age	18 to 30	1.9%	53.3%	33.3%	9.5%	1.9%	13.3%	47.6%	6.7%	16.2%	15.2%	1.0%
	31 to 35	0.4%	69.7%	22.1%	6.3%	1.5%	5.5%	66.8%	2.6%	10.7%	12.9%	1.5%
	36 to 40	1.2%	77.8%	15.0%	5.4%	0.6%	5.7%	67.9%	1.2%	8.1%	17.1%	-
	Over 41	1.7%	73.3%	18.5%	5.9%	0.7%	10.9%	60.1%	5.0%	10.6%	12.9%	0.7%
Parent household status	AB households	0.4%	77.4%	16.7%	4.8%	0.8%	6.9%	65.7%	3.2%	10.3%	13.5%	0.4%
	C1 households	1.6%	71.7%	20.5%	5.3%	0.8%	6.1%	66.8%	4.1%	7.8%	15.2%	-
	C2 households	3.0%	59.8%	28.8%	8.3%	-	12.1%	54.5%	3.0%	14.4%	13.6%	2.3%
	DE households	1.5%	62.1%	22.0%	11.4%	3.0%	11.4%	55.3%	2.3%	11.4%	18.2%	1.5%
Parent qualifications	University	0.5%	79.5%	14.6%	4.0%	1.3%	5.7%	67.8%	2.5%	9.1%	14.1%	0.8%
	Non-university	1.6%	62.5%	27.2%	8.7%	-	10.1%	57.1%	4.9%	11.7%	16.0%	0.3%
	No formal qualifications	5.9%	41.2%	35.3%	11.8%	5.9%	29.4%	47.1%	-	17.6%	5.9%	-
	Don't know	6.7%	50.0%	26.7%	13.3%	3.3%	16.7%	53.3%	-	16.7%	10.0%	3.3%
Child gender	Boys	1.5%	68.7%	21.9%	6.6%	1.3%	6.4%	65.9%	2.6%	9.8%	14.4%	0.9%
	Girls	0.9%	75.3%	17.5%	5.8%	0.6%	9.8%	59.9%	4.1%	11.1%	14.7%	0.4%
Child age	3-year-olds	1.8%	74.1%	17.2%	5.8%	1.1%	9.5%	62.4%	2.6%	11.7%	13.1%	0.7%
	4-year-olds	0.6%	74.4%	18.4%	6.1%	0.6%	6.7%	62.4%	3.6%	11.1%	14.8%	1.4%
	5-year-olds	1.3%	67.5%	23.2%	6.6%	1.3%	8.2%	64.4%	3.4%	8.7%	15.3%	-
Child gender by age	3-year-old boys	2.8%	73.0%	17.7%	5.0%	1.4%	7.8%	66.0%	2.1%	9.2%	13.5%	1.4%
	3-year-old girls	0.8%	75.2%	16.5%	6.8%	0.8%	11.3%	58.6%	3.0%	14.3%	12.8%	-
	4-year-old boys	0.5%	72.1%	19.6%	7.4%	0.5%	5.4%	63.2%	2.9%	12.3%	14.7%	1.5%
	4-year-old girls	0.6%	77.4%	16.8%	4.5%	0.6%	8.4%	61.3%	4.5%	9.7%	14.8%	1.3%
	5-year-old boys	1.5%	62.1%	27.3%	7.1%	2.0%	6.6%	68.7%	2.5%	7.6%	14.6%	-
	5-year-old girls	1.1%	73.5%	18.8%	6.1%	0.6%	9.9%	59.7%	4.4%	9.9%	16.0%	-

Table 24: How much children enjoy looking at or reading printed stories and stories on a touch screen

		Printed stories					Stories on a touch screen				
		Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %	Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %
All parents		77.2%	18.3%	3.2%	0.9%	0.5%	49.7%	41.1%	7.5%	1.0%	0.7%
Parent gender	Male	70.7%	23.9%	3.1%	1.5%	0.8%	47.9%	42.3%	7.7%	2.1%	-
	Female	83.1%	13.2%	3.2%	0.4%	0.2%	51.3%	40.0%	7.3%	-	1.3%
Parent age	18 to 30	73.3%	15.2%	6.7%	2.9%	1.9%	48.8%	29.3%	14.6%	4.9%	2.4%
	31 to 35	77.5%	18.8%	3.3%	-	0.4%	49.3%	42.7%	6.7%	-	1.3%
	36 to 40	80.2%	16.2%	2.4%	1.2%	-	40.9%	52.3%	6.8%	-	-
	Over 41	74.9%	21.1%	2.6%	0.7%	0.7%	59.1%	34.1%	5.7%	1.1%	-
Parent household status	AB households	80.8%	16.3%	2.2%	0.4%	0.4%	52.9%	39.1%	5.8%	2.2%	-
	C1 households	77.5%	19.3%	2.5%	-	0.8%	54.5%	39.4%	6.1%	-	-
	C2 households	70.5%	24.2%	3.0%	2.3%	-	45.5%	47.7%	6.8%	-	-
	DE households	69.7%	18.2%	8.3%	3.0%	0.8%	36.4%	43.2%	15.9%	-	4.5%
Parent qualifications	University	81.0%	16.8%	1.3%	0.3%	0.5%	51.3%	41.8%	6.3%	-	0.6%
	Non-university	72.3%	21.5%	4.9%	1.1%	0.3%	47.1%	41.3%	8.3%	2.5%	0.8%
	No formal qualifications	58.8%	17.6%	11.8%	11.8%	-	25.0%	50.0%	25.0%	-	-
	Don't know	73.3%	6.7%	13.3%	3.3%	3.3%	66.7%	22.2%	11.1%	-	-
Child gender	Boys	72.7%	21.4%	4.1%	1.3%	0.6%	44.7%	43.3%	9.3%	1.3%	1.3%
	Girls	82.3%	14.7%	2.1%	0.4%	0.4%	54.9%	38.7%	5.6%	0.7%	-
Child age	3-year-olds	75.5%	18.6%	3.6%	1.5%	0.7%	41.6%	50.6%	6.5%	1.3%	-
	4-year-olds	80.8%	14.8%	3.1%	0.8%	0.6%	52.3%	38.7%	7.2%	0.9%	0.9%
	5-year-olds	74.9%	21.4%	2.9%	0.5%	0.3%	52.9%	36.5%	8.7%	1.0%	1.0%
Child gender by age	3-year-old boys	74.5%	19.9%	3.5%	1.4%	0.7%	45.9%	48.6%	2.7%	2.7%	-
	3-year-old girls	76.7%	17.3%	3.8%	1.5%	0.8%	37.5%	52.5%	10.0%	-	-
	4-year-old boys	76.0%	17.6%	4.4%	1.5%	0.5%	40.6%	46.9%	9.4%	1.6%	1.6%
	4-year-old girls	87.1%	11.0%	1.3%	-	0.6%	68.1%	27.7%	4.3%	-	-
	5-year-old boys	68.2%	26.3%	4.0%	1.0%	0.5%	49.0%	34.7%	14.3%	-	2.0%
	5-year-old girls	82.3%	16.0%	1.7%	-	-	56.4%	38.2%	3.6%	1.8%	-

Table 25: Do children look at or read stories longer on a touch screen or in printed form?

		Longer looking at stories on a touch screen than printed stories	About as long looking at stories on a touch screen and printed stories	Longer looking at printed stories than stories on a touch screen	Don't know
		%	%	%	%
All parents		18.2%	30.5%	49.0%	2.4%
Parent gender	Male	20.4%	34.5%	42.3%	2.8%
	Female	16.0%	26.7%	55.3%	2.0%
Parent age	18 to 30	31.7%	36.6%	31.7%	-
	31 to 35	24.0%	18.7%	53.3%	4.0%
	36 to 40	13.6%	31.8%	52.3%	2.3%
	Over 41	11.4%	36.4%	50.0%	2.3%
Parent household status	AB households	17.4%	29.7%	50.0%	2.9%
	C1 households	13.6%	33.3%	51.5%	1.5%
	C2 households	15.9%	31.8%	52.3%	-
	DE households	29.5%	27.3%	38.6%	4.5%
Parent qualifications	University	18.4%	25.9%	52.5%	3.2%
	Non-university	17.4%	38.0%	43.8%	0.8%
	No formal qualifications	50.0%	-	50.0%	-
	Don't know	11.1%	22.2%	55.6%	11.1%
Child gender	Boys	24.0%	25.3%	48.0%	2.7%
	Girls	12.0%	35.9%	50.0%	2.1%
Child age	3-year-olds	18.2%	33.8%	46.8%	1.3%
	4-year-olds	18.9%	29.7%	47.7%	3.6%
	5-year-olds	17.3%	28.8%	51.9%	1.9%
Child gender by age	3-year-old boys	21.6%	29.7%	48.6%	-
	3-year-old girls	15.0%	37.5%	45.0%	2.5%
	4-year-old boys	26.6%	25.0%	45.3%	3.1%
	4-year-old girls	8.5%	36.2%	51.1%	4.3%
	5-year-old boys	22.4%	22.4%	51.0%	4.1%
	5-year-old girls	12.7%	34.5%	52.7%	-

Table 26: Percentage of children who look at or read printed stories and stories on a touch screen more with an adult or on their own

		Printed stories			Stories on a touch screen		
		More often with an adult %	As often with an adult and on their own %	More often on their own than with an adult %	More often with an adult than on their own %	As often with an adult and on their own %	More often on their own than with an adult %
All parents		63.2%	23.0%	13.8%	36.8%	19.6%	43.6%
Parent gender	Male	65.5%	21.3%	13.3%	41.5%	20.4%	38.0%
	Female	61.2%	24.6%	14.2%	32.2%	18.8%	49.0%
Parent age	18 to 30	55.3%	30.1%	14.6%	48.8%	17.1%	34.1%
	31 to 35	63.1%	24.0%	12.9%	35.1%	25.7%	39.2%
	36 to 40	62.8%	23.6%	13.6%	30.7%	12.5%	56.8%
	Over 41	66.4%	19.1%	14.4%	38.6%	22.7%	38.6%
Parent household status	AB households	65.6%	20.9%	13.5%	33.3%	23.2%	43.5%
	C1 households	68.0%	19.5%	12.4%	27.3%	25.8%	47.0%
	C2 households	51.5%	33.1%	15.4%	47.7%	6.8%	45.5%
	DE households	56.6%	27.9%	15.5%	51.2%	11.6%	37.2%
Parent qualifications	University	66.0%	20.7%	13.3%	38.2%	17.2%	44.6%
	Non-university	59.6%	26.1%	14.3%	33.9%	22.3%	43.8%
	No formal qualifications	53.3%	20.0%	26.7%	25.0%	25.0%	50.0%
	Don't know	55.2%	34.5%	10.3%	55.6%	22.2%	22.2%
Child gender	Boys	67.8%	22.1%	10.0%	40.9%	19.5%	39.6%
	Girls	57.8%	24.1%	18.1%	32.4%	19.7%	47.9%
Child age	3-year-olds	66.1%	24.7%	9.2%	32.5%	26.0%	41.6%
	4-year-olds	62.6%	23.3%	14.0%	36.4%	20.0%	43.6%
	5-year-olds	61.7%	21.5%	16.8%	40.4%	14.4%	45.2%
Child gender by age	3-year-old boys	69.3%	22.1%	8.6%	35.1%	24.3%	40.5%
	3-year-old girls	62.6%	27.5%	9.9%	30.0%	27.5%	42.5%
	4-year-old boys	68.3%	23.3%	8.4%	46.0%	20.6%	33.3%
	4-year-old girls	55.2%	23.4%	21.4%	23.4%	19.1%	57.4%
	5-year-old boys	66.3%	20.9%	12.8%	38.8%	14.3%	46.9%
	5-year-old girls	56.7%	22.2%	21.1%	41.8%	14.5%	43.6%

Table 27: Percentage of parents who engage in supportive activities when sharing printed stories and stories on a touch screen with their child

		Printed stories				Stories on a touch screen			
		Talk about the story %	Encourage child to notice the pictures %	Talk about the characters %	Do other activities related to the story %	Talk about the story %	Encourage child to notice the pictures %	Talk about the characters %	Do other activities related to the story %
All parents		79.9%	79.5%	73.9%	31.8%	55.1%	54.1%	58.2%	32.5%
Parent gender	Male	76.3%	76.1%	69.0%	32.2%	50.7%	54.2%	60.6%	39.4%
	Female	83.2%	82.7%	78.3%	31.5%	59.3%	54.0%	56.0%	26.0%
Parent age	18 to 30	62.9%	72.4%	64.8%	30.5%	43.9%	46.3%	56.1%	34.1%
	31 to 35	82.3%	77.9%	74.2%	30.6%	58.7%	56.0%	49.3%	30.7%
	36 to 40	82.3%	79.6%	74.8%	31.8%	55.7%	51.1%	58.0%	29.5%
	Over 41	81.2%	83.5%	75.9%	33.3%	56.8%	59.1%	67.0%	36.4%
Parent household status	AB households	83.1%	80.6%	74.4%	35.5%	56.5%	54.3%	58.0%	34.8%
	C1 households	79.9%	76.6%	73.0%	25.0%	60.6%	48.5%	63.6%	27.3%
	C2 households	78.8%	79.5%	72.7%	27.3%	59.1%	56.8%	65.9%	45.5%
	DE households	68.9%	81.1%	75.0%	34.8%	38.6%	59.1%	43.2%	20.5%
Parent qualifications	University	84.7%	81.5%	78.0%	35.6%	58.9%	53.2%	58.2%	34.8%
	Non-university	73.9%	76.9%	69.6%	26.9%	50.4%	53.7%	59.5%	28.9%
	No formal qualifications	70.6%	76.5%	52.9%	29.4%	50.0%	100.0%	50.0%	50.0%
	Don't know	63.3%	73.3%	56.7%	20.0%	55.6%	55.6%	44.4%	33.3%
Child gender	Boys	77.7%	78.5%	72.7%	28.4%	56.7%	55.3%	58.7%	26.0%
	Girls	82.5%	80.8%	75.3%	35.8%	53.5%	52.8%	57.7%	39.4%
Child age	3-year-olds	76.6%	85.8%	71.9%	28.1%	50.6%	54.5%	55.8%	32.5%
	4-year-olds	79.7%	81.1%	74.9%	32.9%	58.6%	55.9%	56.8%	30.6%
	5-year-olds	82.6%	73.6%	74.4%	33.5%	54.8%	51.9%	61.5%	34.6%
Child gender by age	3-year-old boys	77.3%	86.5%	74.5%	25.5%	45.9%	56.8%	70.3%	24.3%
	3-year-old girls	75.9%	85.0%	69.2%	30.8%	55.0%	52.5%	42.5%	40.0%
	4-year-old boys	77.0%	80.9%	71.6%	30.4%	60.9%	54.7%	53.1%	28.1%
	4-year-old girls	83.2%	81.3%	79.4%	36.1%	55.3%	57.4%	61.7%	34.0%
	5-year-old boys	78.8%	70.2%	72.7%	28.3%	59.2%	55.1%	57.1%	24.5%
	5-year-old girls	86.7%	77.3%	76.2%	39.2%	50.9%	49.1%	65.5%	43.6%

Table 28: How confident parents are sharing printed stories and stories on a touch screen at home with their child

		Printed stories					Stories on a touch screen				
		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %	Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All parents		85.1%	11.4%	2.4%	0.4%	0.8%	63.0%	29.8%	6.2%	0.0%	1.0%
Parent gender	Male	80.7%	15.0%	2.9%	0.8%	0.6%	58.5%	33.1%	8.5%	0.0%	0.0%
	Female	89.1%	8.1%	1.9%	0.0%	0.9%	67.3%	26.7%	4.0%	0.0%	2.0%
Parent age	18 to 30	74.3%	15.2%	5.7%	1.9%	2.9%	53.7%	31.7%	12.2%	0.0%	2.4%
	31 to 35	83.0%	12.9%	2.6%	0.4%	1.1%	60.0%	29.3%	9.3%	0.0%	1.3%
	36 to 40	88.0%	10.2%	1.5%	0.0%	0.3%	55.7%	39.8%	3.4%	0.0%	1.1%
	Over 41	87.5%	9.9%	2.0%	0.3%	0.3%	77.3%	19.3%	3.4%	0.0%	0.0%
Parent household status	AB households	87.7%	9.7%	1.4%	0.2%	1.0%	63.0%	31.2%	5.1%	0.0%	0.7%
	C1 households	89.3%	8.6%	1.2%	0.0%	0.8%	74.2%	25.8%	0.0%	0.0%	0.0%
	C2 households	79.5%	16.7%	3.0%	0.8%	0.0%	59.1%	31.8%	9.1%	0.0%	0.0%
	DE households	72.7%	17.4%	7.6%	1.5%	0.8%	50.0%	29.5%	15.9%	0.0%	4.5%
Parent qualifications	University	89.6%	8.6%	1.0%	0.2%	0.7%	65.8%	29.1%	4.4%	0.0%	0.6%
	Non-university	79.1%	16.0%	3.3%	0.5%	1.1%	60.3%	30.6%	7.4%	0.0%	1.7%
	No formal qualifications	64.7%	11.8%	17.6%	5.9%	0.0%	25.0%	50.0%	25.0%	0.0%	0.0%
	Don't know	80.0%	10.0%	10.0%	0.0%	0.0%	66.7%	22.2%	11.1%	0.0%	0.0%
Child gender	Boys	82.5%	13.6%	2.6%	0.6%	0.7%	59.3%	32.0%	7.3%	0.0%	1.3%
	Girls	88.1%	8.7%	2.1%	0.2%	0.9%	66.9%	27.5%	4.9%	0.0%	0.7%
Child age	3-year-olds	82.8%	12.8%	2.9%	0.4%	1.1%	55.8%	36.4%	7.8%	0.0%	0.0%
	4-year-olds	87.2%	9.2%	2.2%	0.6%	0.8%	65.8%	27.9%	5.4%	0.0%	0.9%
	5-year-olds	84.7%	12.4%	2.1%	0.3%	0.5%	65.4%	26.9%	5.8%	0.0%	1.9%
Child gender by age	3-year-old boys	83.0%	12.1%	3.5%	0.0%	1.4%	59.5%	29.7%	10.8%	0.0%	0.0%
	3-year-old girls	82.7%	13.5%	2.3%	0.8%	0.8%	52.5%	42.5%	5.0%	0.0%	0.0%
	4-year-old boys	82.8%	13.2%	2.0%	1.0%	1.0%	54.7%	37.5%	6.3%	0.0%	1.6%
	4-year-old girls	92.9%	3.9%	2.6%	0.0%	0.6%	80.9%	14.9%	4.3%	0.0%	0.0%
	5-year-old boys	81.8%	15.2%	2.5%	0.5%	0.0%	65.3%	26.5%	6.1%	0.0%	2.0%
	5-year-old girls	87.8%	9.4%	1.7%	0.0%	1.1%	65.5%	27.3%	5.5%	0.0%	1.8%

Table 29: How educational are downloaded stories/story apps compared with printed stories?

		More educational than printed stories %	As educational as printed stories %	Less educational than printed stories %	Don't know %
All parents		9.8%	42.4%	21.0%	26.8%
Parent gender	Male	12.9%	41.2%	20.6%	25.4%
	Female	7.0%	43.5%	21.5%	28.1%
Parent age	18 to 30	11.4%	46.7%	13.3%	28.6%
	31 to 35	6.6%	45.0%	20.3%	28.0%
	36 to 40	10.8%	42.6%	21.9%	24.6%
	Over 41	10.9%	38.3%	23.4%	27.4%
Parent household status	AB households	9.9%	43.8%	20.6%	25.6%
	C1 households	9.4%	44.3%	19.3%	27.0%
	C2 households	9.1%	37.9%	25.0%	28.0%
	DE households	10.6%	37.9%	22.0%	29.5%
Parent qualifications	University	8.9%	43.3%	23.3%	24.5%
	Non-university	10.6%	41.0%	19.3%	29.1%
	No formal qualifications	11.8%	41.2%	17.6%	29.4%
	Don't know	16.7%	40.0%	-	43.3%
Child gender	Boys	9.2%	42.7%	19.9%	28.2%
	Girls	10.4%	42.0%	22.4%	25.2%
Child age	3-year-olds	10.9%	42.7%	17.9%	28.5%
	4-year-olds	8.1%	44.6%	19.2%	28.1%
	5-year-olds	10.6%	40.1%	25.1%	24.3%
Child gender by age	3-year-old boys	10.6%	45.4%	15.6%	28.4%
	3-year-old girls	11.3%	39.8%	20.3%	28.6%
	4-year-old boys	8.3%	44.6%	17.2%	29.9%
	4-year-old girls	7.7%	44.5%	21.9%	25.8%
	5-year-old boys	9.1%	38.9%	25.8%	26.3%
	5-year-old girls	12.2%	41.4%	24.3%	22.1%

Table 30: Do children use technology more for educational activities or for entertainment?

		More for educational activities than for entertainment %	As often for educational activities as for entertainment %	More for entertainment than for educational activities %
All parents		32.2%	35.3%	32.5%
Parent gender	Male	28.2%	31.7%	40.1%
	Female	36.0%	38.7%	25.3%
Parent age	18 to 30	46.3%	41.5%	12.2%
	31 to 35	30.7%	33.3%	36.0%
	36 to 40	28.4%	36.4%	35.2%
	Over 41	30.7%	33.0%	36.4%
Parent household status	AB households	30.4%	31.9%	37.7%
	C1 households	34.8%	31.8%	33.3%
	C2 households	22.7%	47.7%	29.5%
	DE households	43.2%	38.6%	18.2%
Parent qualifications	University	31.6%	33.5%	34.8%
	Non-university	33.9%	36.4%	29.8%
	No formal qualifications	25.0%	75.0%	-
	Don't know	22.2%	33.3%	44.4%
Child gender	Boys	36.0%	33.3%	30.7%
	Girls	28.2%	37.3%	34.5%
Child age	3-year-olds	33.8%	40.3%	26.0%
	4-year-olds	32.4%	33.3%	34.2%
	5-year-olds	30.8%	33.7%	35.6%
Child gender by age	3-year-old boys	32.4%	43.2%	24.3%
	3-year-old girls	35.0%	37.5%	27.5%
	4-year-old boys	40.6%	31.3%	28.1%
	4-year-old girls	21.3%	36.2%	42.6%
	5-year-old boys	32.7%	28.6%	38.8%
	5-year-old girls	29.1%	38.2%	32.7%

Table 31: Percentage of children who look at or read stories in early years settings in a typical week

		Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
All		1.4%	85.0%	9.7%	3.9%	-
Sector	PVI	0.8%	88.7%	8.4%	2.1%	-
	Maintained	1.7%	84.0%	9.3%	5.1%	-
	Other	0.0%	78.4%	13.5%	8.1%	-
Setting type	Children's centre	3.7%	77.8%	7.4%	11.1%	-
	Day nursery	-	88.4%	9.3%	2.3%	-
	Nursery class/school	0.9%	90.0%	7.3%	1.8%	-
	Reception	-	87.7%	9.2%	3.1%	-
	Preschool playgroup	1.0%	87.8%	10.2%	1.0%	-
	Other	4.3%	74.1%	12.9%	8.6%	-
Ofsted rating	Outstanding	0.0%	93.2%	5.3%	1.5%	-
	Good	0.7%	87.5%	8.4%	3.5%	-
	Requires improvement/Inadequate	0.0%	78.9%	15.8%	5.3%	-
	Don't know	8.7%	58.7%	19.6%	13.0%	-
Practitioner teaching qualifications	Postgraduate	2.3%	85.1%	8.6%	4.0%	-
	Graduate	0.7%	87.2%	8.0%	4.2%	-
	Mid-level	-	79.8%	16.9%	3.4%	-
	Entry-level	12.5%	62.5%	25.0%	-	-
Practitioner age	18 to 30	1.1%	89.4%	4.3%	5.3%	-
	31 to 40	2.1%	86.0%	8.4%	3.5%	-
	41 to 50	-	87.1%	11.4%	1.4%	-
	Over 51	1.9%	82.5%	9.7%	5.8%	-
Time spent working in early years sector	Fewer than 5 years	3.5%	85.3%	8.4%	2.8%	-
	6 to 10 years	0.6%	82.9%	10.8%	5.7%	-
	11 to 20 years	-	84.5%	11.5%	4.0%	-
	Over 21 years	2.2%	89.1%	6.5%	2.2%	-

Table 32: How much practitioners think children enjoy looking at or reading stories

		Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %
All		78.0%	21.3%	0.5%	0.2%	-
Sector	PVI	75.5%	23.6%	0.4%	0.4%	-
	Maintained	79.0%	20.6%	0.4%	-	-
	Other	75.7%	21.6%	2.7%	-	-
Setting type	Children's centre	73.1%	26.9%	-	-	-
	Day nursery	77.9%	22.1%	-	-	-
	Nursery class/school	76.1%	23.9%	-	-	-
	Reception	83.1%	16.2%	0.8%	-	-
	Preschool playgroup	76.5%	22.4%	1.0%	-	-
	Other	76.6%	21.6%	0.9%	0.9%	-
Ofsted rating	Outstanding	84.1%	15.2%	-	0.8%	-
	Good	76.1%	23.2%	0.7%	-	-
	Requires improvement/Inadequate	65.8%	34.2%	-	-	-
	Don't know	71.4%	26.2%	2.4%	-	-
Practitioner teaching qualifications	Postgraduate	80.7%	18.7%	0.6%	-	-
	Graduate	76.9%	22.7%	0.3%	-	-
	Mid-level	77.5%	20.2%	1.1%	1.1%	-
	Entry-level	57.1%	42.9%	-	-	-
Practitioner age	18 to 30	72.0%	26.9%	1.1%	-	-
	31 to 40	82.1%	17.1%	0.7%	-	-
	41 to 50	76.4%	23.6%	-	-	-
	Over 51	77.2%	20.8%	1.0%	1.0%	-
Time spent working in early years sector	Fewer than 5 years	74.8%	23.7%	1.4%	-	-
	6 to 10 years	80.3%	19.7%	-	-	-
	11 to 20 years	78.7%	21.3%	-	-	-
	Over 21 years	77.8%	20.0%	1.1%	1.1%	-

Table 33: How long do children spend looking at or reading stories in a typical reading session?

		More than 30 minutes %	16 to 30 minutes %	5 to 15 minutes %	Fewer than 5 minutes %	Don't know %
All		26.3%	36.0%	37.0%	0.7%	-
Sector	PVI	28.7%	36.3%	34.6%	0.4%	-
	Maintained	24.5%	36.1%	38.2%	1.3%	-
	Other	35.1%	29.7%	35.1%	-	-
Setting type	Children's centre	15.4%	50.0%	34.6%		-
	Day nursery	32.6%	33.7%	33.7%		-
	Nursery class/school	31.2%	31.2%	37.6%		-
	Reception	23.8%	36.9%	39.2%		-
	Preschool playgroup	25.8%	34.0%	39.2%	1.0%	-
	Other	22.5%	39.6%	35.1%	2.7%	-
Ofsted rating	Outstanding	27.3%	40.9%	31.1%	0.8%	-
	Good	27.0%	33.0%	39.6%	0.4%	-
	Requires improvement/Inadequate	36.8%	31.6%	31.6%		-
	Don't know	23.8%	35.7%	35.7%	4.8%	-
Practitioner teaching qualifications	Postgraduate	30.4%	37.4%	31.0%	1.2%	-
	Graduate	26.6%	33.9%	39.2%	0.3%	-
	Mid-level	20.2%	37.1%	41.6%	1.1%	-
	Entry-level	14.3%	42.9%	42.9%	-	-
Practitioner age	18 to 30	28.0%	31.2%	39.8%	1.1%	-
	31 to 40	24.3%	37.1%	37.9%	0.7%	-
	41 to 50	26.4%	33.6%	39.3%	0.7%	-
	Over 51	30.7%	40.6%	27.7%	1.0%	-
Time spent working in early years sector	Fewer than 5 years	23.2%	31.2%	45.7%	-	-
	6 to 10 years	27.4%	33.1%	38.2%	1.3%	-
	11 to 20 years	25.3%	43.1%	30.5%	1.1%	-
	Over 21 years	31.1%	34.4%	34.4%	-	-

Table 34: How confident do practitioners think children are looking at or reading stories?

		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All		39.2%	50.6%	10.0%	0.2%	-
Sector	PVI	42.2%	50.2%	7.6%	-	-
	Maintained	33.5%	52.4%	14.2%	-	-
	Other	32.4%	62.2%	2.7%	2.7%	-
Setting type	Children's centre	26.9%	57.7%	15.4%	-	-
	Day nursery	43.0%	47.7%	9.3%	-	-
	Nursery class/school	37.6%	49.5%	11.9%	0.9%	-
	Reception	40.0%	49.2%	10.8%	-	-
	Preschool playgroup	41.2%	56.7%	2.1%	-	-
	Other	37.8%	48.6%	13.5%	-	-
Ofsted rating	Outstanding	47.0%	42.4%	10.6%	-	-
	Good	34.4%	55.8%	9.8%	-	-
	Requires improvement/Inadequate	36.8%	52.6%	7.9%	2.6%	-
	Don't know	33.3%	52.4%	14.3%	-	-
Practitioner teaching qualifications	Postgraduate	42.1%	49.7%	8.2%	-	-
	Graduate	39.2%	50.3%	10.5%	-	-
	Mid-level	33.7%	56.2%	9.0%	1.1%	-
	Entry-level	42.9%	14.3%	42.9%	-	-
Practitioner age	18 to 30	38.7%	44.1%	17.2%	-	-
	31 to 40	38.6%	56.4%	5.0%	-	-
	41 to 50	35.7%	54.3%	10.0%	-	-
	Over 51	40.6%	49.5%	9.9%	-	-
Time spent working in early years sector	Fewer than 5 years	34.8%	52.9%	11.6%	0.7%	-
	6 to 10 years	47.1%	43.9%	8.9%	-	-
	11 to 20 years	32.2%	59.2%	8.6%	-	-
	Over 21 years	45.6%	42.2%	12.2%	-	-

Table 35: Are children more likely to look at or read stories in early years settings more with an adult or on their own?

		More with an adult than on their own %	As often with an adult and on their own %	More on their own than with an adult %
All		40.3%	40.8%	19.0%
Sector	PVI	37.6%	43.5%	19.0%
	Maintained	42.1%	38.2%	19.7%
	Other	54.1%	37.8%	8.1%
Setting type	Children's centre	50.0%	23.1%	26.9%
	Day nursery	29.1%	46.5%	24.4%
	Nursery class/school	34.9%	48.6%	16.5%
	Reception	45.4%	32.3%	22.3%
	Preschool playgroup	37.1%	50.5%	12.4%
	Other	48.6%	34.2%	17.1%
Ofsted rating	Outstanding	39.4%	44.7%	15.9%
	Good	40.0%	40.7%	19.3%
	Requires improvement/Inadequate	39.5%	42.1%	18.4%
	Don't know	52.4%	31.0%	16.7%
Practitioner teaching qualifications	Postgraduate	35.7%	45.0%	19.3%
	Graduate	42.3%	38.5%	19.2%
	Mid-level	40.4%	42.7%	16.9%
	Entry-level	57.1%	14.3%	28.6%
Practitioner age	18 to 30	45.2%	26.9%	28.0%
	31 to 40	41.4%	45.0%	13.6%
	41 to 50	36.4%	45.0%	18.6%
	Over 51	43.6%	43.6%	12.9%
Time spent working in early years sector	Fewer than 5 years	40.6%	40.6%	18.8%
	6 to 10 years	43.3%	35.7%	21.0%
	11 to 20 years	40.2%	40.8%	19.0%
	Over 21 years	34.4%	50.0%	15.6%

Table 36: How confident are practitioners supporting children to look at or read stories?

		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All		89.4%	9.7%	0.9%	-	-
Sector	PVI	87.8%	11.4%	0.8%	-	-
	Maintained	91.0%	9.0%	-	-	-
	Other	91.9%	5.4%	2.7%	-	-
Setting type	Children's centre	80.8%	19.2%	-	-	-
	Day nursery	83.7%	14.0%	2.3%	-	-
	Nursery class/school	91.7%	7.3%	0.9%	-	-
	Reception	91.5%	7.7%	0.8%	-	-
	Preschool playgroup	89.7%	9.3%	1.0%	-	-
	Other	91.0%	9.0%	-	-	-
Ofsted rating	Outstanding	89.4%	10.6%	-	-	-
	Good	89.5%	9.8%	0.7%	-	-
	Requires improvement/Inadequate	89.5%	7.9%	2.6%	-	-
	Don't know	90.5%	9.5%	-	-	-
Practitioner teaching qualifications	Postgraduate	90.1%	9.9%	-	-	-
	Graduate	92.3%	7.7%	-	-	-
	Mid-level	86.5%	10.1%	3.4%	-	-
	Entry-level	71.4%	14.3%	14.3%	-	-
Practitioner age	18 to 30	83.9%	15.1%	1.1%	-	-
	31 to 40	85.0%	14.3%	0.7%	-	-
	41 to 50	92.9%	7.1%	-	-	-
	Over 51	97.0%	3.0%	-	-	-
Time spent working in early years sector	Fewer than 5 years	84.1%	12.3%	3.6%	-	-
	6 to 10 years	89.2%	10.8%	-	-	-
	11 to 20 years	90.8%	9.2%	-	-	-
	Over 21 years	95.6%	4.4%	-	-	-

Table 37: How confident are practitioners engaging parents to look at or read stories at home with their child

		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All		52.4%	39.5%	7.7%	0.4%	-
Sector	PVI	47.6%	43.1%	8.4%	0.9%	-
	Maintained	56.7%	36.8%	6.5%	-	-
	Other	56.8%	35.1%	8.1%	-	-
Setting type	Children's centre	48.0%	44.0%	8.0%	-	-
	Day nursery	38.3%	53.1%	8.6%	-	-
	Nursery class/school	61.7%	30.8%	7.5%	-	-
	Reception	55.5%	40.6%	3.9%	-	-
	Preschool playgroup	48.4%	40.0%	10.5%	1.1%	-
	Other	54.7%	34.9%	9.4%	0.9%	-
Ofsted rating	Outstanding	61.2%	32.6%	6.2%	-	-
	Good	47.7%	42.7%	9.0%	0.7%	-
	Requires improvement/Inadequate	44.4%	55.6%	-	-	-
	Don't know	63.4%	26.8%	9.8%	-	-
Practitioner teaching qualifications	Postgraduate	52.1%	41.4%	6.5%	-	-
	Graduate	56.3%	35.8%	7.5%	0.4%	-
	Mid-level	37.3%	49.4%	12.0%	1.2%	-
	Entry-level	80.0%	20.0%	-	-	-
Practitioner age	18 to 30	32.2%	51.1%	15.6%	1.1%	-
	31 to 40	54.7%	38.0%	7.3%	-	-
	41 to 50	54.8%	38.5%	6.7%	-	-
	Over 51	64.6%	30.3%	4.0%	1.0%	-
Time spent working in early years sector	Fewer than 5 years	41.2%	47.3%	10.7%	0.8%	-
	6 to 10 years	50.7%	41.4%	7.9%	-	-
	11 to 20 years	58.2%	35.9%	5.9%	-	-
	Over 21 years	60.7%	31.5%	6.7%	1.1%	-

Table 38: Percentage of practitioners who have a touch screen in their early years setting

		Number of books N (s.d)	Have a touch screen %	Don't have a touch screen %	Don't know %
All		274 (671)	41.3%	58.7%	-
Sector	PVI	174 (417)	35.6%	64.4%	-
	Maintained	347 (585)	43.5%	56.5%	-
	Other	517 (1684)	35.1%	64.9%	-
Setting type	Children's centre	161 (189)	33.3%	66.7%	-
	Day nursery	108 (100)	34.9%	65.1%	-
	Nursery class/school	295 (454)	44.5%	55.5%	-
	Reception	296 (342)	49.2%	50.8%	-
	Preschool playgroup	226 (614)	33.7%	66.3%	-
	Other	422 (1230)	42.2%	57.8%	-
Ofsted rating	Outstanding	329 (597)	44.7%	55.3%	-
	Good	206 (270)	39.4%	60.6%	-
	Requires improvement/Inadequate	161 (131)	34.2%	65.8%	-
	Don't know	719 (1844)	23.9%	76.1%	-
Practitioner teaching qualifications	Postgraduate	364 (957)	44.6%	55.4%	-
	Graduate	267 (559)	38.9%	61.1%	-
	Mid-level	136 (110)	42.7%	57.3%	-
	Entry-level	243 (350)	37.5%	62.5%	-
Practitioner age	18 to 30	143 (191)	33.0%	67.0%	-
	31 to 40	254 (535)	42.0%	58.0%	-
	41 to 50	308 (885)	38.6%	61.4%	-
	Over 51	416 (832)	35.0%	65.0%	-
Time spent working in early years sector	Fewer than 5 years	166 (224)	37.8%	62.2%	-
	6 to 10 years	311 (935)	41.1%	58.9%	-
	11 to 20 years	257 (533)	40.2%	59.8%	-
	Over 21 years	412 (792)	48.9%	51.1%	-

Table 39: Would practitioners like to increase the use of touch-screen technology in their setting?

		Yes	No already use enough	No, don't think a touch screen should be used	Don't know
		%	%	%	%
All		59.7%	16.6%	23.7%	-
Sector	PVI	57.7%	16.7%	25.5%	-
	Maintained	65.0%	16.5%	18.6%	-
	Other	32.4%	21.6%	45.9%	-
Setting type	Children's centre	56.0%	12.0%	32.0%	-
	Day nursery	58.3%	16.7%	25.0%	-
	Nursery class/school	54.6%	18.5%	26.9%	-
	Reception	76.0%	14.4%	9.6%	-
	Preschool playgroup	55.7%	14.4%	29.9%	-
	Other	51.8%	20.2%	28.1%	-
Ofsted rating	Outstanding	56.8%	15.9%	27.3%	-
	Good	62.0%	17.8%	20.2%	-
	Requires improvement/Inadequate	73.7%	10.5%	15.8%	-
	Don't know	41.3%	13.0%	45.7%	-
Practitioner teaching qualifications	Postgraduate	59.9%	15.6%	24.6%	-
	Graduate	63.3%	15.2%	21.6%	-
	Mid-level	50.0%	21.6%	28.4%	-
	Entry-level	25.0%	37.5%	37.5%	-
Practitioner age	18 to 30	70.2%	10.6%	19.1%	-
	31 to 40	60.1%	16.1%	23.8%	-
	41 to 50	57.1%	20.7%	22.1%	-
	Over 51	58.3%	11.7%	30.1%	-
Time spent working in early years sector	Fewer than 5 years	63.6%	16.4%	20.0%	-
	6 to 10 years	53.2%	14.9%	31.8%	-
	11 to 20 years	66.5%	16.5%	17.1%	-
	Over 21 years	51.7%	20.2%	28.1%	-

Table 40: Percentage of children who look at or read printed stories and stories on a touch screen in early years settings in a typical week

		Printed stories					Stories on a touch screen					
		Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %	No touch screen %	Would not do this %	Daily %	A few times a week %	Once or twice a week %	Don't know %
All		1.4%	84.8%	9.7%	4.1%	-	58.7%	21.2%	2.5%	5.8%	11.8%	-
Sector	PVI	0.8%	88.7%	8.4%	2.1%	-	64.4%	18.4%	3.3%	4.2%	9.6%	-
	Maintained	1.7%	84.0%	9.3%	5.1%	-	56.5%	21.5%	1.3%	6.8%	13.9%	-
	Other	-	78.4%	13.5%	8.1%	-	64.9%	13.5%	-	5.4%	16.2%	-
Setting type	Children's centre	3.7%	77.8%	7.4%	11.1%	-	66.7%	11.1%	7.4%	7.4%	7.4%	-
	Day nursery	-	88.4%	9.3%	2.3%	-	65.1%	12.8%	4.7%	5.8%	11.6%	-
	Nursery class/school	0.9%	90.0%	7.3%	1.8%	-	55.5%	21.8%	2.7%	7.3%	12.7%	-
	Reception	-	87.7%	9.2%	3.1%	-	50.8%	23.1%	0.8%	4.6%	20.8%	-
	Preschool playgroup	1.0%	86.7%	10.2%	2.0%	-	66.3%	21.4%	3.1%	5.1%	4.1%	-
	Other	4.3%	74.1%	12.9%	8.6%	-	57.8%	26.7%	0.9%	6.0%	8.6%	-
Ofsted rating	Outstanding	-	93.2%	5.3%	1.5%	-	55.3%	24.2%	3.0%	4.5%	12.9%	-
	Good	0.7%	87.5%	8.4%	3.5%	-	60.6%	18.8%	1.7%	6.6%	12.2%	-
	Requires improvement/Inadequate	-	78.9%	15.8%	5.3%	-	65.8%	18.4%	2.6%	2.6%	10.5%	-
	Don't know	8.7%	58.7%	19.6%	13.0%	-	76.1%	10.9%	2.2%	4.3%	6.5%	-
Practitioner teaching qualifications	Postgraduate	2.3%	85.1%	8.6%	4.0%	-	55.4%	26.9%	1.7%	5.7%	10.3%	-
	Graduate	0.7%	87.2%	8.0%	4.2%	-	61.1%	18.1%	3.1%	5.9%	11.8%	-
	Mid-level	-	78.7%	16.9%	4.5%	-	57.3%	20.2%	2.2%	5.6%	14.6%	-
	Entry-level	12.5%	62.5%	25.0%	-	-	62.5%	25.0%	-	-	12.5%	-
Practitioner age	18 to 30	1.1%	89.4%	4.3%	5.3%	-	67.0%	13.8%	2.1%	4.3%	12.8%	-
	31 to 40	2.1%	86.0%	8.4%	3.5%	-	58.0%	21.7%	2.1%	7.0%	11.2%	-
	41 to 50	-	87.1%	11.4%	1.4%	-	61.4%	19.3%	1.4%	5.0%	12.9%	-
	Over 51	1.9%	82.5%	9.7%	5.8%	-	65.0%	18.4%	2.9%	4.9%	8.7%	-
Time spent working in early years sector	Fewer than 5 years	3.5%	85.3%	8.4%	2.8%	-	62.2%	18.9%	0.7%	4.2%	14.0%	-
	6 to 10 years	0.6%	82.9%	10.8%	5.7%	-	58.9%	21.5%	3.8%	5.7%	10.1%	-
	11 to 20 years	-	83.9%	11.5%	4.6%	-	59.8%	19.0%	2.9%	6.9%	11.5%	-
	Over 21 years	2.2%	89.1%	6.5%	2.2%	-	51.1%	28.3%	2.2%	6.5%	12.0%	-

Table 41: How much practitioners think children enjoy printed stories and stories on a touch screen

		Printed stories					Stories on a touch screen				
		Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %	Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %
All		77.3%	21.8%	0.7%	0.2%	-	56.1%	36.8%	5.3%	1.8%	-
Sector	PVI	74.7%	24.5%	0.4%	0.4%	-	58.5%	31.7%	7.3%	2.4%	-
	Maintained	78.1%	21.0%	0.9%	-	-	53.8%	44.2%	1.9%	-	-
	Other	75.7%	21.6%	2.7%	-	-	62.5%	12.5%	25.0%	-	-
Setting type	Children's centre	69.2%	26.9%	3.8%	-	-	16.7%	66.7%	16.7%	-	-
	Day nursery	77.9%	22.1%	-	-	-	47.4%	36.8%	10.5%	5.3%	-
	Nursery class/school	74.3%	25.7%	-	-	-	48.0%	48.0%	4.0%	-	-
	Reception	82.3%	16.9%	0.8%	-	-	61.8%	35.3%	2.9%	-	-
	Preschool playgroup	77.3%	21.6%	1.0%	-	-	66.7%	16.7%	8.3%	8.3%	-
	Other	75.7%	22.5%	0.9%	0.9%	-	72.2%	27.8%	-	-	-
Ofsted rating	Outstanding	84.1%	15.2%	-	0.8%	-	59.3%	37.0%	3.7%	-	-
	Good	75.1%	23.9%	1.1%	-	-	52.5%	39.0%	6.8%	1.7%	-
	Requires improvement/Inadequate	65.8%	34.2%	-	-	-	33.3%	50.0%	16.7%	-	-
	Don't know	71.4%	26.2%	2.4%	-	-	100.0%	-	-	-	-
Practitioner teaching qualifications	Postgraduate	80.1%	19.3%	0.6%	-	-	64.5%	32.3%	3.2%	-	-
	Graduate	75.9%	23.4%	0.7%	-	-	58.3%	33.3%	6.7%	1.7%	-
	Mid-level	76.4%	21.3%	1.1%	1.1%	-	40.0%	50.0%	5.0%	5.0%	-
	Entry-level	57.1%	42.9%	-	-	-	-	100.0%	-	-	-
Practitioner age	18 to 30	71.0%	28.0%	1.1%	-	-	66.7%	33.3%	-	-	-
	31 to 40	80.7%	18.6%	0.7%	-	-	55.2%	37.9%	6.9%	-	-
	41 to 50	75.7%	23.6%	0.7%	-	-	44.4%	48.1%	7.4%	-	-
	Over 51	77.2%	20.8%	1.0%	1.0%	-	76.5%	11.8%	5.9%	5.9%	-
Time spent working in early years sector	Fewer than 5 years	73.2%	25.4%	1.4%	-	-	63.0%	33.3%	3.7%	-	-
	6 to 10 years	79.6%	20.4%	-	-	-	61.3%	29.0%	6.5%	3.2%	-
	11 to 20 years	78.2%	21.8%	-	-	-	43.2%	45.9%	8.1%	2.7%	-
	Over 21 years	77.8%	18.9%	2.2%	1.1%	-	63.2%	36.8%	-	-	-

Table 42: How long do children spend looking at or reading printed stories and stories on a touch screen in a typical reading session?

		Printed stories					Stories on a touch screen				
		More than 30 minutes %	16 to 30 minutes %	5 to 15 minutes %	Fewer than 5 minutes %	Don't know %	More than 30 minutes %	16 to 30 minutes %	5 to 15 minutes %	Fewer than 5 minutes %	Don't know %
All		26.1%	35.8%	37.2%	0.9%	-	6.1%	28.9%	57.9%	7.0%	-
Sector	PVI	28.3%	36.7%	34.6%	0.4%	-	9.8%	24.4%	61.0%	4.9%	-
	Maintained	24.5%	35.6%	38.2%	1.7%	-	5.8%	28.8%	57.7%	7.7%	-
	Other	35.1%	29.7%	35.1%	-	-	-	50.0%	37.5%	12.5%	-
Setting type	Children's centre	15.4%	50.0%	30.8%	3.8%	-	-	16.7%	66.7%	16.7%	-
	Day nursery	32.6%	32.6%	34.9%	-	-	5.3%	21.1%	73.7%	-	-
	Nursery class/school	30.3%	31.2%	38.5%	-	-	4.0%	48.0%	44.0%	4.0%	-
	Reception	23.8%	36.9%	39.2%	-	-	5.9%	26.5%	58.8%	8.8%	-
	Preschool playgroup	25.8%	34.0%	39.2%	1.0%	-	8.3%	25.0%	50.0%	16.7%	-
	Other	22.5%	39.6%	35.1%	2.7%	-	11.1%	22.2%	61.1%	5.6%	-
Ofsted rating	Outstanding	27.3%	40.9%	31.1%	0.8%	-	7.4%	18.5%	63.0%	11.1%	-
	Good	27.0%	32.6%	39.6%	0.7%	-	6.8%	35.6%	54.2%	3.4%	-
	Requires improvement/Inadequate	36.8%	31.6%	31.6%	-	-	-	33.3%	66.7%	-	-
	Don't know	21.4%	38.1%	35.7%	4.8%	-	16.7%	16.7%	66.7%	-	-
Practitioner teaching qualifications	Postgraduate	30.4%	37.4%	31.0%	1.2%	-	9.7%	35.5%	48.4%	6.5%	-
	Graduate	26.2%	33.6%	39.5%	0.7%	-	5.0%	21.7%	66.7%	6.7%	-
	Mid-level	20.2%	37.1%	41.6%	1.1%	-	5.0%	35.0%	50.0%	10.0%	-
	Entry-level	14.3%	42.9%	42.9%	-	-	-	-	100.0%	-	-
Practitioner age	18 to 30	28.0%	31.2%	39.8%	1.1%	-	-	22.2%	66.7%	11.1%	-
	31 to 40	24.3%	36.4%	38.6%	0.7%	-	3.4%	27.6%	65.5%	3.4%	-
	41 to 50	26.4%	33.6%	38.6%	1.4%	-	3.7%	33.3%	48.1%	14.8%	-
	Over 51	30.7%	40.6%	27.7%	1.0%	-	17.6%	35.3%	47.1%	-	-
Time spent working in early years sector	Fewer than 5 years	23.2%	31.2%	45.7%	-	-	3.7%	18.5%	70.4%	7.4%	-
	6 to 10 years	27.4%	33.1%	38.2%	1.3%	-	3.2%	32.3%	54.8%	9.7%	-
	11 to 20 years	24.7%	43.1%	31.0%	1.1%	-	8.1%	32.4%	54.1%	5.4%	-
	Over 21 years	31.1%	33.3%	34.4%	1.1%	-	10.5%	31.6%	52.6%	5.3%	-

Table 43: Are children more likely to look at or read printed stories and stories on a touch screen with an adult or on their own?

		Printed stories			Stories on a touch screen		
		More with an adult than on their own %	As often with an adult and on their own %	More on their own than with an adult %	More with an adult than on their own %	As often with an adult and on their own %	More on their own than with an adult %
All		40.3%	40.8%	19.0%	49.1%	16.7%	34.2%
Sector	PVI	37.6%	43.5%	19.0%	51.2%	17.1%	31.7%
	Maintained	42.1%	38.2%	19.7%	38.5%	17.3%	44.2%
	Other	54.1%	37.8%	8.1%	87.5%	12.5%	-
Setting type	Children's centre	50.0%	23.1%	26.9%	33.3%	16.7%	50.0%
	Day nursery	29.1%	46.5%	24.4%	63.2%	10.5%	26.3%
	Nursery class/school	34.9%	48.6%	16.5%	44.0%	16.0%	40.0%
	Reception	45.4%	32.3%	22.3%	38.2%	20.6%	41.2%
	Preschool playgroup	37.1%	50.5%	12.4%	58.3%	8.3%	33.3%
	Other	48.6%	34.2%	17.1%	61.1%	22.2%	16.7%
Ofsted rating	Outstanding	39.4%	44.7%	15.9%	51.9%	14.8%	33.3%
	Good	40.0%	40.7%	19.3%	45.8%	18.6%	35.6%
	Requires improvement/Inadequate	39.5%	42.1%	18.4%	66.7%	-	33.3%
	Don't know	52.4%	31.0%	16.7%	50.0%	16.7%	33.3%
Practitioner teaching qualifications	Postgraduate	35.7%	45.0%	19.3%	45.2%	12.9%	41.9%
	Graduate	42.3%	38.5%	19.2%	41.7%	20.0%	38.3%
	Mid-level	40.4%	42.7%	16.9%	75.0%	15.0%	10.0%
	Entry-level	57.1%	14.3%	28.6%	100.0%	-	-
Practitioner age	18 to 30	45.2%	26.9%	28.0%	38.9%	11.1%	50.0%
	31 to 40	41.4%	45.0%	13.6%	41.4%	13.8%	44.8%
	41 to 50	36.4%	45.0%	18.6%	51.9%	22.2%	25.9%
	Over 51	43.6%	43.6%	12.9%	58.8%	17.6%	23.5%
Time spent working in early years sector	Fewer than 5 years	40.6%	40.6%	18.8%	48.1%	14.8%	37.0%
	6 to 10 years	43.3%	35.7%	21.0%	54.8%	25.8%	19.4%
	11 to 20 years	40.2%	40.8%	19.0%	45.9%	10.8%	43.2%
	Over 21 years	34.4%	50.0%	15.6%	47.4%	15.8%	36.8%

Table 44: How confident are children looking at or reading printed stories and stories on a touch screen?

		Printed stories					Stories on a touch screen				
		Very confident	Fairly confident	Not very confident	Not at all confident	Don't know	Very confident	Fairly confident	Not very confident	Not at all confident	Don't know
		%	%	%	%	%	%	%	%	%	%
All		37.0%	51.5%	11.1%	0.4%	-	38.6%	45.6%	13.2%	2.6%	-
Sector	PVI	40.9%	50.6%	8.4%	-	-	36.6%	46.3%	14.6%	2.4%	-
	Maintained	30.0%	54.1%	15.5%	0.4%	-	44.2%	48.1%	7.7%	-	-
	Other	29.7%	62.2%	5.4%	2.7%	-	37.5%	25.0%	25.0%	12.5%	-
Setting type	Children's centre	23.1%	53.8%	19.2%	3.8%	-	33.3%	50.0%	16.7%	-	-
	Day nursery	41.9%	47.7%	10.5%	-	-	36.8%	31.6%	26.3%	5.3%	-
	Nursery class/school	34.9%	51.4%	12.8%	0.9%	-	28.0%	52.0%	16.0%	4.0%	-
	Reception	35.4%	52.3%	12.3%	-	-	41.2%	50.0%	8.8%	-	-
	Preschool playgroup	41.2%	55.7%	3.1%	-	-	50.0%	33.3%	8.3%	8.3%	-
	Other	36.9%	49.5%	13.5%	-	-	44.4%	50.0%	5.6%	-	-
Ofsted rating	Outstanding	44.7%	43.2%	12.1%	-	-	48.1%	48.1%	3.7%	-	-
	Good	32.6%	56.1%	10.9%	0.4%	-	35.6%	45.8%	16.9%	1.7%	-
	Requires improvement/Inadequate	34.2%	52.6%	10.5%	2.6%	-	16.7%	50.0%	16.7%	16.7%	-
	Don't know	31.0%	54.8%	14.3%	-	-	66.7%	33.3%	-	-	-
Practitioner teaching qualifications	Postgraduate	39.8%	50.9%	9.4%	-	-	41.9%	45.2%	12.9%	-	
	Graduate	36.4%	51.7%	11.5%	0.3%	-	48.3%	41.7%	8.3%	1.7%	
	Mid-level	33.7%	55.1%	10.1%	1.1%	-	10.0%	60.0%	20.0%	10.0%	
	Entry-level	42.9%	14.3%	42.9%	-	-	-	-	100.0%	-	
Practitioner age	18 to 30	34.4%	46.2%	19.4%	-	-	61.1%	27.8%	11.1%	-	-
	31 to 40	35.7%	58.6%	5.7%	-	-	41.4%	51.7%	6.9%	-	-
	41 to 50	33.6%	54.3%	11.4%	0.7%	-	29.6%	51.9%	18.5%	-	-
	Over 51	39.6%	49.5%	10.9%	-	-	41.2%	47.1%	5.9%	5.9%	-
Time spent working in early years sector	Fewer than 5 years	32.6%	54.3%	12.3%	0.7%	-	33.3%	48.1%	14.8%	3.7%	-
	6 to 10 years	43.3%	45.9%	10.8%	-	-	58.1%	29.0%	9.7%	3.2%	-
	11 to 20 years	30.5%	60.3%	9.2%	-	-	27.0%	51.4%	18.9%	2.7%	-
	Over 21 years	45.6%	40.0%	13.3%	1.1%	-	36.8%	57.9%	5.3%	-	-

Table 45: How confident are early years practitioners looking at or reading printed stories and stories on a touch screen with children?

		Printed stories					Stories on a touch screen				
		Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %	Very confident %	Fairly confident %	Not very confident %	Not at all confident %	Don't know %
All		89.4%	9.7%	0.9%	-	-	55.3%	34.2%	10.5%	-	-
Sector	PVI	87.8%	11.4%	0.8%	-	-	58.5%	36.6%	4.9%	-	-
	Maintained	91.0%	9.0%	-	-	-	53.8%	36.5%	9.6%	-	-
	Other	91.9%	5.4%	2.7%	-	-	62.5%	0.0%	37.5%	-	-
Setting type	Children's centre	80.8%	19.2%	-	-	-	50.0%	33.3%	16.7%	-	-
	Day nursery	83.7%	14.0%	2.3%	-	-	52.6%	36.8%	10.5%	-	-
	Nursery class/school	91.7%	7.3%	0.9%	-	-	48.0%	36.0%	16.0%	-	-
	Reception	91.5%	7.7%	0.8%	-	-	58.8%	32.4%	8.8%	-	-
	Preschool playgroup	89.7%	9.3%	1.0%	-	-	66.7%	16.7%	16.7%	-	-
	Other	91.0%	9.0%	-	-	-	55.6%	44.4%	-	-	-
Ofsted rating	Outstanding	89.4%	10.6%	-	-	-	63.0%	33.3%	3.7%	-	-
	Good	89.5%	9.8%	0.7%	-	-	52.5%	35.6%	11.9%	-	-
	Requires improvement/Inadequate	89.5%	7.9%	2.6%	-	-	50.0%	16.7%	33.3%	-	-
	Don't know	90.5%	9.5%	-	-	-	83.3%	16.7%	-	-	-
Practitioner teaching qualifications	Postgraduate	89.5%	10.5%	-	-	-	58.1%	32.3%	9.7%	-	-
	Graduate	91.3%	8.7%	-	-	-	56.7%	35.0%	8.3%	-	-
	Mid-level	84.3%	11.2%	4.5%	-	-	50.0%	35.0%	15.0%	-	-
	Entry-level	71.4%	14.3%	14.3%	-	-	-	100.0%	-	-	-
Practitioner age	18 to 30	83.9%	15.1%	1.1%	-	-	55.6%	33.3%	11.1%	-	-
	31 to 40	85.0%	14.3%	0.7%	-	-	55.2%	31.0%	13.8%	-	-
	41 to 50	92.9%	7.1%	-	-	-	55.6%	40.7%	3.7%	-	-
	Over 51	97.0%	3.0%	-	-	-	70.6%	17.6%	11.8%	-	-
Time spent working in early years sector	Fewer than 5 years	84.1%	12.3%	3.6%	-	-	48.1%	37.0%	14.8%	-	-
	6 to 10 years	89.2%	10.8%	-	-	-	67.7%	22.6%	9.7%	-	-
	11 to 20 years	90.8%	9.2%	-	-	-	48.6%	37.8%	13.5%	-	-
	Over 21 years	95.6%	4.4%	-	-	-	57.9%	42.1%	-	-	-

Table 46: Do children use technology more for educational activities or entertainment?

		More for educational activities than for entertainment	About as often for educational activities and for entertainment	More for entertainment than for educational activities	Don't know
		%	%	%	%
All		60.5%	28.9%	10.5%	-
Sector	PVI	56.1%	24.4%	19.5%	-
	Maintained	67.3%	26.9%	5.8%	-
	Other	50.0%	50.0%	-	-
Setting type	Children's centre	33.3%	50.0%	16.7%	-
	Day nursery	42.1%	26.3%	31.6%	-
	Nursery class/school	56.0%	40.0%	4.0%	-
	Reception	73.5%	20.6%	5.9%	-
	Preschool playgroup	58.3%	33.3%	8.3%	-
	Other	72.2%	22.2%	5.6%	-
Ofsted rating	Outstanding	74.1%	22.2%	3.7%	-
	Good	57.6%	25.4%	16.9%	-
	Requires improvement/Inadequate	50.0%	50.0%	-	-
	Don't know	50.0%	50.0%	-	-
Practitioner teaching qualifications	Postgraduate	61.3%	19.4%	19.4%	-
	Graduate	66.7%	28.3%	5.0%	-
	Mid-level	45.0%	40.0%	15.0%	-
	Entry-level	100.0%	0.0%	-	-
Practitioner age	18 to 30	66.7%	22.2%	11.1%	-
	31 to 40	69.0%	24.1%	6.9%	-
	41 to 50	59.3%	33.3%	7.4%	-
	Over 51	52.9%	23.5%	23.5%	-
Time spent working in early years sector	Fewer than 5 years	55.6%	33.3%	11.1%	-
	6 to 10 years	67.7%	19.4%	12.9%	-
	11 to 20 years	56.8%	35.1%	8.1%	-
	Over 21 years	63.2%	26.3%	10.5%	-

Table 47: Are downloaded stories/story apps more educational than printed stories?

		More educational than printed stories	As educational as printed stories	Less educational than printed stories	Don't know
		%	%	%	%
All		11.4%	66.5%	22.1%	-
Sector	PVI	11.7%	59.8%	28.5%	-
	Maintained	11.8%	72.2%	16.0%	-
	Other	8.1%	73.0%	18.9%	-
Setting type	Children's centre	13.6%	59.1%	27.3%	-
	Day nursery	9.3%	72.0%	18.7%	-
	Nursery class/school	12.3%	62.3%	25.5%	-
	Reception	13.0%	75.7%	11.3%	-
	Preschool playgroup	6.7%	66.3%	27.0%	-
	Other	13.6%	59.1%	27.3%	-
Ofsted rating	Outstanding	9.8%	68.2%	22.0%	-
	Good	12.9%	62.7%	24.4%	-
	Requires improvement/Inadequate	10.5%	76.3%	13.2%	-
	Don't know	8.7%	73.9%	17.4%	-
Practitioner teaching qualifications	Postgraduate	11.4%	70.3%	18.4%	-
	Graduate	12.7%	66.0%	21.3%	-
	Mid-level	7.5%	61.3%	31.3%	-
	Entry-level	20.0%	40.0%	40.0%	-
Practitioner age	18 to 30	12.8%	72.3%	14.9%	-
	31 to 40	14.0%	67.1%	18.9%	-
	41 to 50	12.9%	62.1%	25.0%	-
	Over 51	6.8%	62.1%	31.1%	-
Time spent working in early years sector	Fewer than 5 years	11.4%	74.2%	14.4%	-
	6 to 10 years	14.6%	61.1%	24.3%	-
	11 to 20 years	9.7%	72.1%	18.2%	-
	Over 21 years	9.2%	54.0%	36.8%	-

Figure 26: Barriers to using touch-screen technology in early years settings

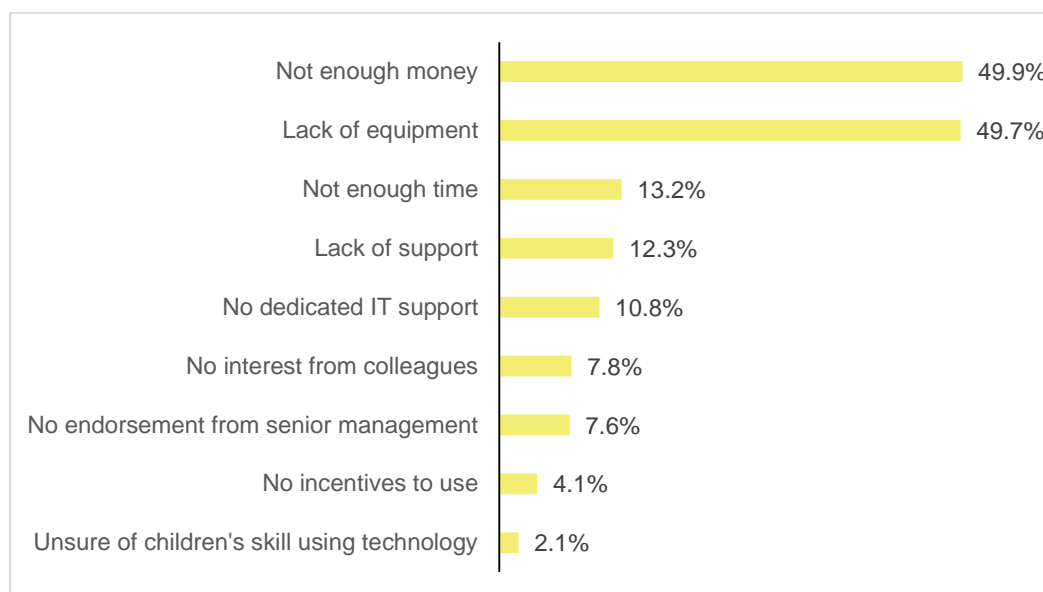| Barrier	Percentage
Not enough money	49.9%
Lack of equipment	49.7%
Not enough time	13.2%
Lack of support	12.3%
No dedicated IT support	10.8%
No interest from colleagues	7.8%
No endorsement from senior management	7.6%
No incentives to use	4.1%
Unsure of children's skill using technology	2.1%

Table 48: How often children look at or read stories at home in a typical week 2014 vs. 2013

	No access %	Not in a typical week %	Daily %	A few times a week %	Once or twice a week %	Don't know %
2013	0.2%	0.3%	70.5%	22.6%	4.9%	1.6%
2014	-	1.0%	71.7%	20.1%	6.3%	0.9%

Table 49: Children's enjoyment looking at or reading stories at home 2014 vs. 2013

	Enjoy a lot %	Enjoy a little %	Don't enjoy much %	Don't enjoy at all %	Don't know %	Neutral %
2013	72.2%	14.8%	3.0%	0.5%	1.8%	7.8%
2014	78.0%	18.1%	2.8%	0.5%	0.7%	-