






 The issue	 The team	 Our idea
<p>The Scottish Book Trust designed an Early Years Reading Schools Award and Angus were selected as the Local Authority to pilot this. The programme aims to encourage children to develop a life-long love of reading and early years practitioners to effectively embed a practice of reading for pleasure in their settings.</p>	<ul style="list-style-type: none"> ○ Katie Burke- Early Years Teacher. ○ Maggie Still - Scottish Book Trust. ○ Clare Fulton - Scottish Book Trust. ○ Sheena Lock- Senior Early Years Manager. ○ 7 ELC providers. 	<p>To pilot the trial programme in a range of seven Angus ELC providers. This would provide insights into the development of the work in private, voluntary, and local authority settings in rural and urban localities. The participating settings included ELC provision for children aged two to five with a wide range of development and learning needs.</p>
 Tools & resources we used.	 What we did	 The impact
<ul style="list-style-type: none"> • Online platform to upload evidence provided by Scottish Book Trust. • Book bug app – to source songs and rhymes. • Scottish Book Trust online training webinars and book lists. • A wide range of books and texts including a balance of fiction/non-fiction texts, picture books, magazines, and digital texts. • Story manipulatives for children to engage further in stories, songs, and rhymes. For example: loose parts, puppets and real-life materials, story spoons, etc. • QR codes and iPads for stories, songs, and rhymes. • Story bags to share with families at home. • Voting stations to register children’s preferences of 	<p>The Scottish Book Trust in collaboration with Angus Council, developed an action plan for the providers to follow detailing the evidence required for accreditation.</p> <p>Each provider developed their own plans based on the criteria and adapted it to meet the needs of their children and families.</p> <p>The pilot supported the staff in participating settings to further develop their professional practice. This enabled them to further support the development of children’s language and communication. It also prompted staff to ensure children accessed a friendly, language rich environment each day.</p> <p>The Early Years team worked with Scottish Book Trust to guide and support staff to reflect on their practice. They considered how to further enhance interactions, experiences, and spaces for children through promoting stories, songs and rhymes in their setting.</p> <p>In each setting the staff:</p>	<p>1. The value of the programme:</p> <ul style="list-style-type: none"> • 100% of participating families understand that engagement with books, stories, songs, and rhymes have a positive impact on children’s developing speech, language and communication. • The majority of families became more involved and interested in shared reading opportunities as all 7 pilot settings saw some increase in the use of lending libraries to share books with home increasing family involvement and supporting parents to recognise the important of everyday interactions. • 88% of practitioners shared that they understood the importance of promoting stories, songs, and rhymes within the setting to support children’s language and communication. <p>2. Children’s confidence and comfort:</p> <ul style="list-style-type: none"> • Almost all children could show that the beginning of a story starts at the front of a book, on average, 7 out of 10 times, they understood how language is used in a book. • 94% of parents and carers agree that the pilot has positively impacted, the child’s skills, knowledge, and confidence around reading for pleasure.

<p>favourite stories, songs, and rhymes.</p> <ul style="list-style-type: none"> • Time for children to share their views and opinions on stories, songs, and rhymes. • Parent and staff book swap stations – range of texts. • Literacy audit – Circle document to support settings in developing environment. • Access to local library. • Environmental print in ELC • Local community- for walks • Knowledge of local authors. • Children’s lending library. 	<ul style="list-style-type: none"> • Established a reading leadership group. • Promoted reading to one another in the staff team. • Children, families, and practitioners shared favourite stories, songs, and rhymes. • Staff viewed themselves as readers. • Staff attended additional training to develop their knowledge of reading for pleasure. • Increased knowledge of children’s contemporary literature by making staff aware of where they can be signposted to new book lists, inviting local librarian in to talk about new books. • Created appealing and comfortable spaces for reading. • Engaged in national reading celebrations. • Provided up-to-date reading materials to the needs, interests, and experiences of all learners. • Modelled reading behaviours daily. • Promote environmental print relevant to children. • Promoted reading at home through story bags and lending libraries. • Shared community events such as book bug sessions, library information/access. • Celebrated staff, children, and families personal reading achievements. 	<ul style="list-style-type: none"> • 91% of parents and practitioners agreed that there was a visible increase in children’s skills, knowledge and confidence around books, stories, songs, and rhymes. • 92% of practitioners agreed that the pilot has begun supporting children to articulate their thoughts and feelings about stories, songs and rhymes. <p>3. Supporting speech, language and communication:</p> <ul style="list-style-type: none"> • 44% of practitioners reported an improvement in children’s speech and language as a result of the pilot. • Almost all staff in one setting, increased their confidence to become more playful with vocabulary. • Practitioners’ observations over the pilot period saw an increase in rich opportunities for interaction and play. • One setting further explored resources such as <i>Teddy Talk</i> to support all practitioners to understand the building blocks of speech, language, and communication development further in their practice. • Rich, communication friendly spaces are supporting children’s positive interactions between children, families, and practitioners in a variety of ways. <p>4. Developing parents' and practitioners' skills, knowledge, and confidence:</p> <ul style="list-style-type: none"> • 77% of practitioners agreed that the programme benefitted their professional development and their skills, knowledge and confidence around books, stories, songs and rhymes were positively impacted. The pilot supported the workforce to further apply their knowledge in practice. • 100% of practitioners have begun to access further resources and programmes around reading for pleasure, books, stories, songs, and rhymes.
 <p>Our learning & next steps</p>	<p>As this was a pilot project, the timescale was condensed, further role out would allow for settings to take their own pace and engage in depth. A report has been submitted to Scottish Government for further funding to extend the pilot.</p> <p>Angus Early Years are delivering training for all practitioners to further embed the use of stories, songs, and rhymes in all ELC settings each day and to support families use of these at home.</p>	
 <p>Find out more</p>	<p>Enter contact details here:</p> <p><i>Katie Waghorn</i></p> <p>ELC@angus.gov.uk</p>	