



PEARSON

Emergent Literacy Practices in Early Years Settings in 2015:

Third annual survey of practitioners

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Words for life

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Key findings

This report marks Pearson and the National Literacy Trust's third annual Early Years Literacy Survey for practitioners. We surveyed 450 early years practitioners in the UK between April and June 2015 using an online survey to assess their attitudes and beliefs around emergent literacy as well as the attitudes and behaviours of the children in their early years settings. Some of the key findings include:

How often do young children look at or read stories in early years settings? Sharing stories is a key aspect of early years practice and practitioners report high levels of daily reading.

- 78.9% of early years practitioners share stories with the children in their care on a daily basis.
- Story sessions are typically more likely to last over 15 minutes the longer practitioners have spent in early years practice: 53.8% of practitioners with more than 21 years' experience reported average session duration to be over 15 minutes, compared with 35.3% of those with fewer than five years' experience.
- Settings rated as 'outstanding' by Ofsted have the most books available for children with, on average, 284 compared with 167 in settings rated as 'good'.

What are early years practitioners' attitudes to emergent literacy? Practitioners report very positive attitudes towards emergent literacy in their settings.

- The majority of practitioners are 'very confident' (75.5%) and almost all enjoy sharing stories 'a lot' (94.6%) with the children in their setting.
- However, only 20.5% rate themselves as 'very confident' supporting the early literacy development of children with English as an additional language.
- Those who have spent longer in early years practice are more confident using the Early Years Foundation Stage Framework and assessing and monitoring children's progress, with 71.6% of those with more than 21 years' experience rating themselves as 'very confident' with the Early Years Foundation Stage Framework compared with 55.0% of those with fewer than five years' experience.

What are the barriers to emergent literacy in early years settings? Practitioners tend to perceive more barriers to literacy in the home than in early years settings.

- 34.0% of practitioners said there are 'no barriers' to emergent literacy in their early years setting, with practitioners being more likely to report this (43.8%) if they work in a setting rated as 'outstanding' by Ofsted.
- The most commonly reported barrier in settings rated by Ofsted as 'satisfactory'/'needs some improvement' or 'inadequate' was a lack of budget.
- 59.0% of practitioners with graduate degrees 'strongly agree' with the statement 'I have the knowledge I need to help children improve their early literacy skills', while this is only true of 38.2% of those with entry or mid-level qualifications.
- When asked what barriers they perceive to a child's overall literacy attainment, 79.6% of practitioners agreed with the option 'children's home learning environment'.

What are practitioners' expectations around children's emergent literacy in early years settings? Emergent literacy is seen as an important aspect of early years practice with a strong influence on later child development.

- The majority of practitioners (71.7%) said that they 'strongly agree' with the statement 'developing children's early literacy skills is embedded in my practice'.
- 78.2% of practitioners with more than 20 years' experience strongly agreed with the statement 'I feel that my efforts to support children's early literacy practices have an

impact on children's progress', while this was only true for 57.8% of those with fewer than five years' experience.

- Practitioners with higher educational qualifications are more likely to recognise the importance of early literacy for later skills such as attainment in other subjects at school as well as wider development. For example, 68.0% of those with postgraduate degrees agreed that emergent literacy impacts on behavioural issues, while only 49.0% of those with entry or mid-level qualifications agreed with this.

What are the key changes around engagement in story reading in early years settings from 2014 to 2015? Changes were evident here but should be interpreted cautiously until more data are available.

- In 2014, 86.1% of practitioners reported sharing stories with the children in their care on a daily basis, which compared with 78.9% in 2015.
- In 2014, 62.3% of practitioners reported that a typical book-sharing session lasted for more than 15 minutes, which compared with 41.3% in 2015.
- A drop in practitioner confidence was noted, with 89.5% of practitioners rating themselves as being 'very confident' when looking at or reading books with the children in their setting in 2014, which compared with 82.7% in 2015.
- When asked to describe whether and how they engage parents in supporting children's emergent literacy at home, practitioners' responses were almost identical in 2014 and 2015.

Early Years Literacy Survey 2015

Background

This report marks Pearson and the National Literacy Trust's third annual Early Years Literacy Survey for practitioners. We surveyed 450 early years practitioners in the UK between April and June 2015 using an online survey to assess their attitudes and beliefs around emergent literacy as well as the attitudes and behaviours of the children in their early years settings.

Our sample

Practitioners were recruited through advertisements in sector press, through the National Literacy Trust's newsletter and through social media. Respondents had an average age of 41.1 years (ranging from 18 to 63 years) and 96.4% were female. On average, the practitioners who answered our survey had been looking after three- to five-year-old children for 12.9 years (ranging from 0 to 41 years). The majority of respondents had a graduate qualification (44.1%), with the next most common qualification being postgraduate (30.8%), followed by mid-level (18.9%) or entry-level (3.8%) qualifications. Our data represent every region of the country, with the highest percentage of respondents from the South East (25.3%), then the North West (12.0%).

We asked practitioners what type of setting they work in, along with which sector their setting falls into. **Figure 1** and **Figure 2** illustrate the percentage of practitioners working in each type of early years setting and sector. Of the six respondents who make up the 1% 'Other' setting responses, four stated that they work in a library setting.

Figure 1. Percentage of early years practitioners working in each setting type

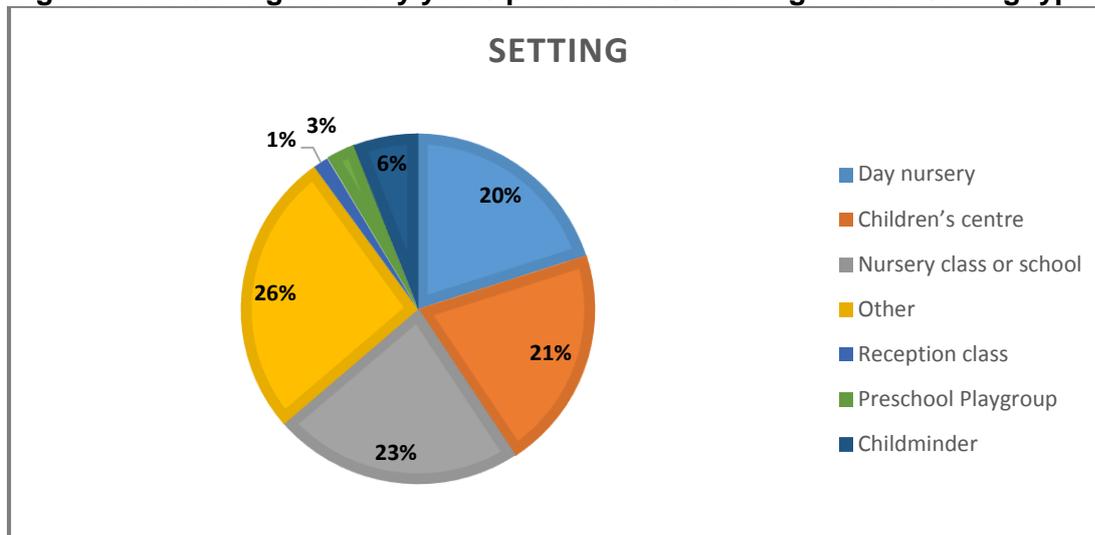
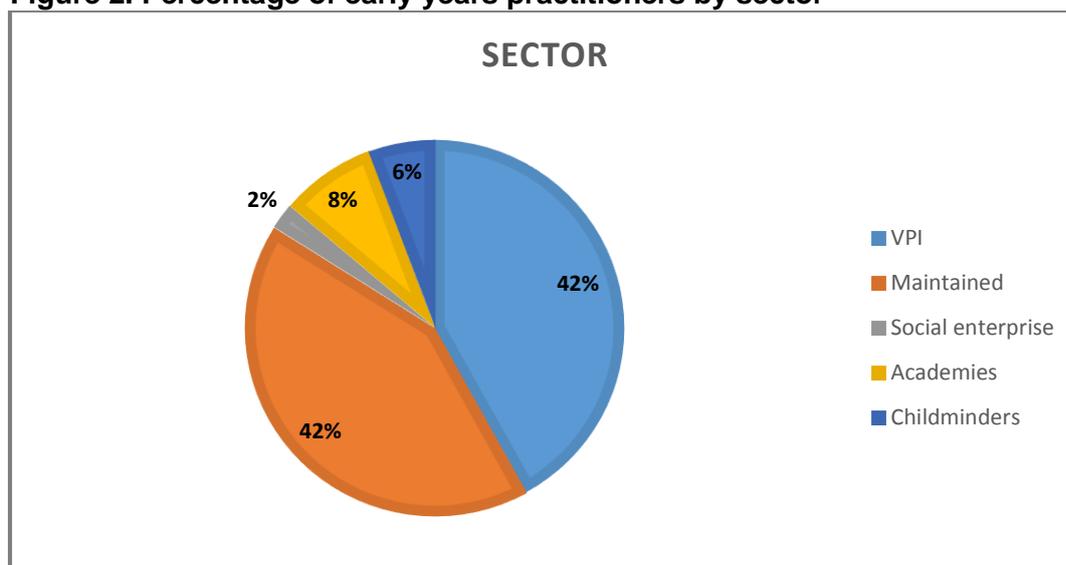


Figure 2. Percentage of early years practitioners by sector¹



We asked practitioners for their setting's most recent Ofsted rating. Sixty-five practitioners either stated that they did not know their Ofsted rating or skipped this question, but of those who did know, 31.4% of settings were rated 'outstanding', 59.5% were 'good' and 9.1% were 'satisfactory'/'requires improvement'/'inadequate'. Of the settings where ratings were known, preschool/playgroups (49.9%) and children's centres (50.1%) were most likely to have 'outstanding' ratings, while for the rest of the settings 'good' was the most common (except for those settings listed as 'other' where no ratings were known). We also asked practitioners how many people work in their setting. Responses were fairly evenly spread: 29.5% selected 1-5 people, 28.0% 6-10 people, 20.6% 11-20 people and 21.8% more than 20 people.

Research questions

This report is structured around the following five research questions:

- **How often do young children look at or read stories in early years settings?**
- **What are early years practitioners' attitudes to emergent literacy?**
- **What are the barriers to emergent literacy in early years settings?**
- **What are practitioners' expectations around children's emergent literacy in early years settings?**
- **What are the key changes around engagement in story reading in early years settings from 2014 to 2015?**

Throughout this report we present findings that are statistically significant. If a difference or relationship is statistically significant, the likelihood is only 1 in 20 (5%) that it would happen by chance; we can therefore be confident that it is meaningful. Here, statistics are given in footnotes. Wherever statistics or figures are presented in the body of the report those parents who skipped the question or responded 'I don't know' (typically less than 1%) have been left out unless otherwise specified, such that percentages given are the percentage of those who were able to answer the question. However, all respondents are included in the tables in the Appendix.

¹ 'VPI' sector refers to voluntary, private or independent.

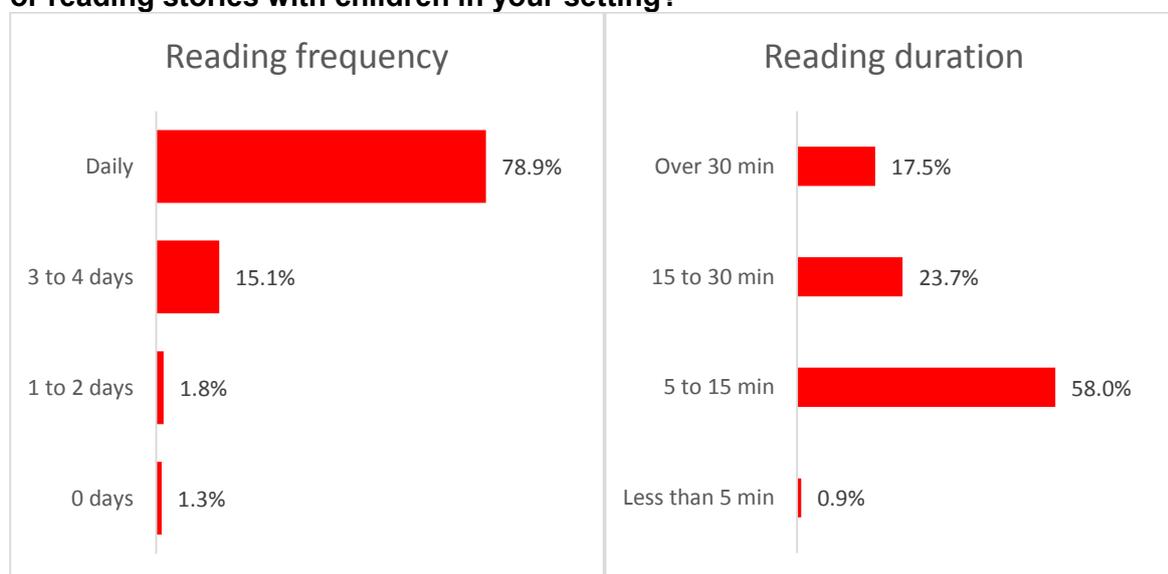
How often do young children look at or read stories in early years settings?

8 in 10 practitioners look at or read stories daily with the children in their setting

We asked practitioners how often they look at or read stories with the children in their setting. The vast majority (78.9%) said that they share stories on a daily basis in their setting, with only six practitioners (1.3%) reporting that they do not do this at all in a typical week.

Of those practitioners who share stories with the children in their setting in a typical week, 58.0% reported that they typically spend 5-15 minutes sharing stories on any given occasion. **Figure 3** illustrates practitioners' responses to how often they spend looking at or reading stories with the children in their setting and how long they spend doing so.

Figure 3. Practitioners' responses to the questions: 'How often do you look at or read stories with children in your setting?' and 'Typically, how long do you spend looking at or reading stories with children in your setting?'



More experienced practitioners spend longer sharing stories with the children in their setting

We looked at whether the frequency and duration with which practitioners share stories depends on characteristics of the practitioners themselves (age, number of years in early years practice, or highest qualification), or characteristics of the settings that practitioners are in (sector, setting size or Ofsted rating).

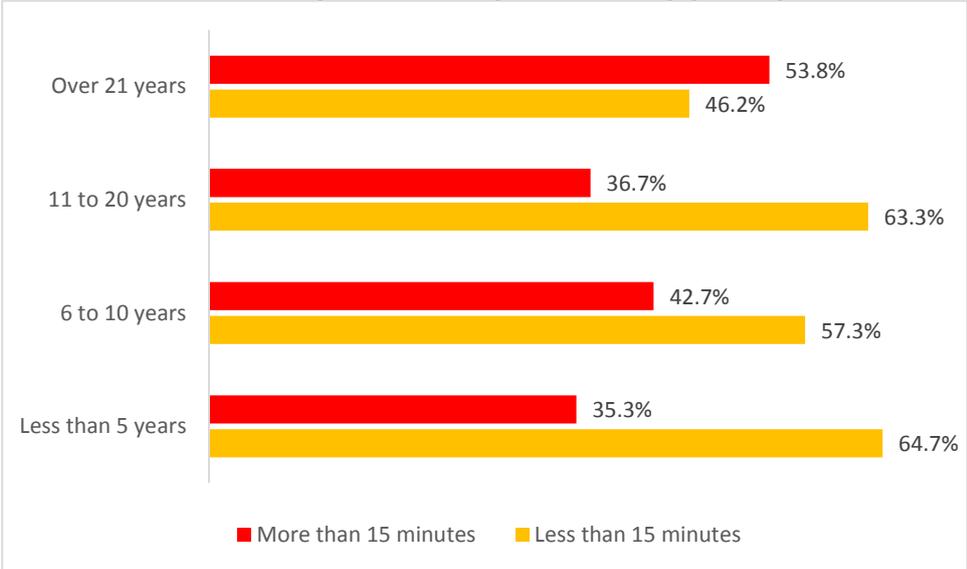
We found that neither the characteristics of the practitioners nor their settings had an impact on whether or not practitioners shared stories on a daily basis². However, the number of years practitioners had spent in practice was found to influence whether a typical reading session lasted more or less than 15 minutes³. Practitioners who had spent longer in early years settings

² Setting characteristics together predicted whether or not practitioners engage in daily reading, $\text{Chi}^2 = 24.760$, $p = 0.016$, but no given factors reliably distinguished between those respondents who did or did not read daily. For reading duration $p = 0.307$. Practitioner characteristics did not predict whether practitioners share stories daily or not, $p = 0.553$.

³ For reading duration, together the practitioner characteristics did not reliably distinguish between practitioners who spend more or less than 15 minutes sharing stories ($\text{Chi}^2 = 6.252$, $p = 0.181$, $\text{df} = 4$). Prediction success was 60.3%. However, the continuous variable 'years in practice' contributed significant predictive power according to the Wald criterion ($p = 0.028$). Setting characteristics did not predict whether sessions last more or less than 15 minutes, $p = 0.307$.

were more likely to spend over 15 minutes sharing stories with children during a typical reading session, as illustrated in **Figure 4**, and **Tables 1** and **2** in the Appendix.

Figure 4. Whether practitioners typically spend more or less than 15 minutes sharing stories broken down by number of years in early years practice



‘Outstanding’ settings have the most books available

We considered the reading resources available to practitioners by asking how many books were available in their setting. On average, practitioners reported 197 books, ranging from 2 to 2,000⁴. We looked to see if the number of books available varied by the setting characteristics described before (size of the setting, sector or Ofsted rating).

Number of books available did not vary by sector, but, unsurprisingly, did vary by setting size, with the most books in settings with more than 20 staff (243 on average) and least in settings with 1-5 staff (on average 169). We also found that book number varied by Ofsted rating⁵ with settings rated as ‘outstanding’ having the most books (on average 284), followed by those rated as ‘good’ (on average 167), then those rated as ‘satisfactory’/ ‘requires improvement’/ or ‘inadequate’ (on average 126). Settings where the practitioner did not know their Ofsted rating also reported a high number of books (on average 236), but there were only 17 such settings and some of these were libraries.

In sum, sharing books is a daily occurrence in early years settings

We have seen that practitioners typically look at or read printed books on a daily basis with the children in their setting, and that a typical story sharing session lasts 5-15 minutes. Practitioners with more experience are more likely to read for longer during a typical session, and settings rated as ‘outstanding’ by Ofsted have the largest number of books available for children.

⁴ SD = 255.9. Four outliers were removed as they lay more than three standard deviations from the mean.
⁵ For linear model with three predictors, $adjR^2 = 0.043$, $F(3,388) = 6.793$, $p < 0.001$, for ‘which sector do you work in?’ $p = 0.717$; for ‘how many people work in your setting?’ $\beta = 0.105$, $p = 0.042$; for ‘Ofsted rating’ $\beta = -0.191$, $p < 0.001$.

What are early years practitioners' attitudes to emergent literacy?

We asked practitioners about how much they enjoy sharing stories with the children in their care, and how confident they are doing so, as well as how much they think the children in their setting enjoy looking at or reading stories, and how confident they are doing so.

Practitioners are very confident sharing stories with children in their setting and enjoy doing so

When asked 'How confident are you when you look at or read stories with children in your setting?', three quarters (75.5%) of practitioners rated themselves as 'very confident', while they tended to rate the children in their setting as 'confident' (64.0%). Almost all practitioners (94.6%) also reported that they enjoy looking at or reading stories with the children in their setting 'a lot'.

Figure 5 gives practitioner ratings of their own confidence, while **Figure 6** outlines their own enjoyment levels as well as those of the children in their care. A further breakdown of confidence and enjoyment ratings can be found in Tables 3-6 in the Appendix.

Figure 5. Practitioner ratings of their own confidence sharing stories and that of the children in their setting

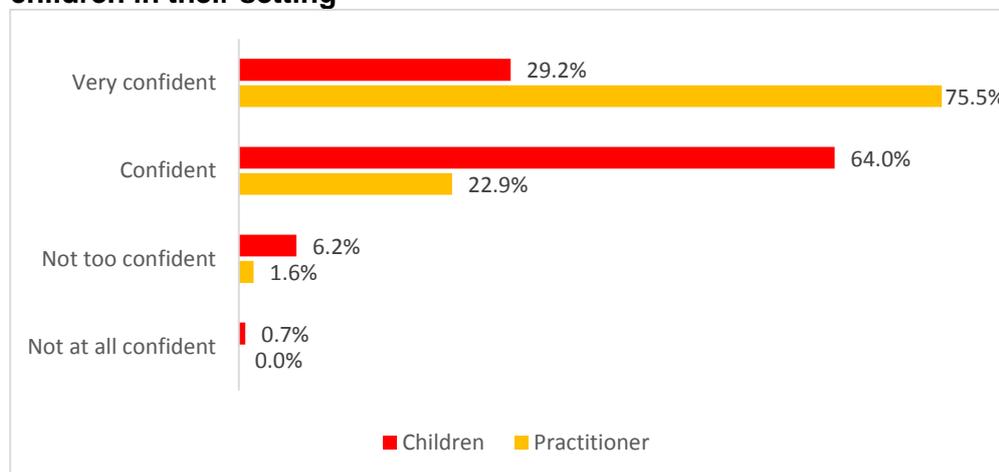
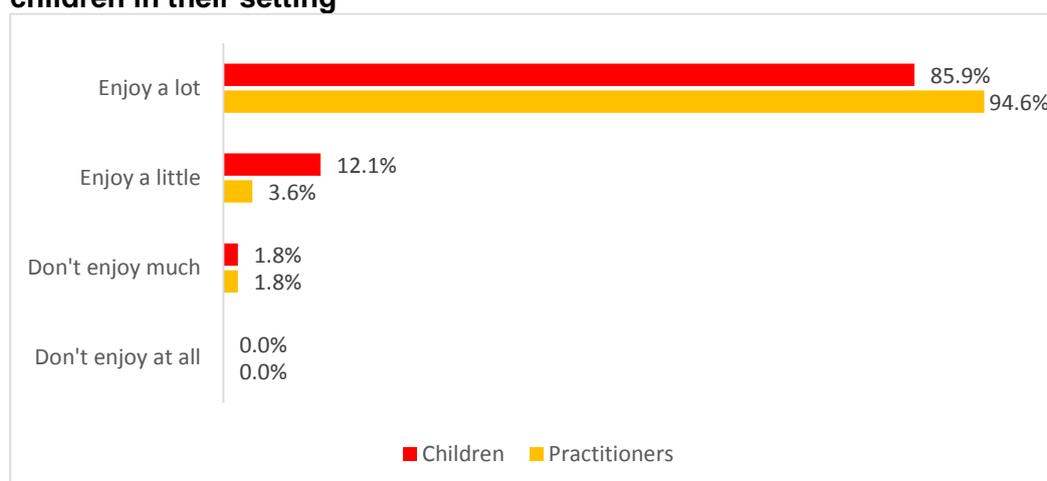


Figure 6. Practitioner ratings of their own enjoyment while sharing stories and that of the children in their setting⁶

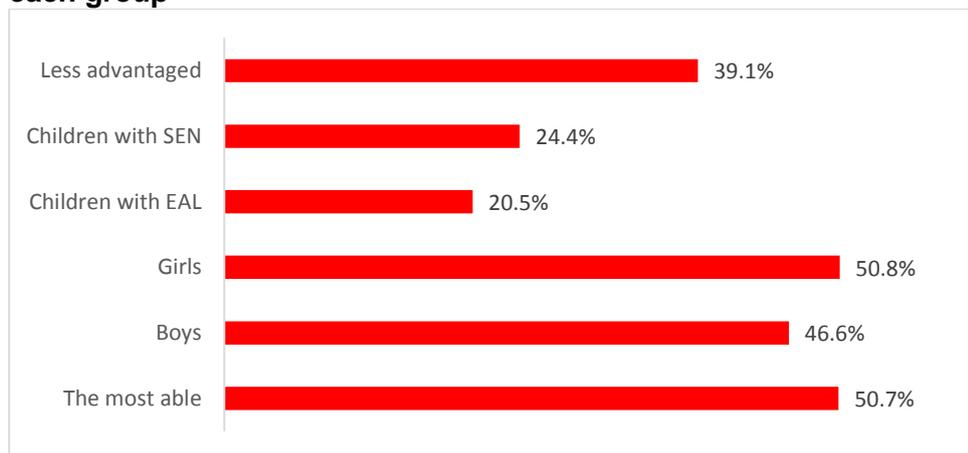


⁶ For practitioner ratings of their own confidence, n = 445; and for the confidence of the children in their setting n = 439. For practitioner rating of their own enjoyment, n = 448; and for the enjoyment of the children in their setting n = 446.

Practitioners' confidence supporting emergent literacy skills varies with children's backgrounds

Practitioners were asked how confident they feel developing the early literacy skills of specific groups of children in their setting. **Figure 7** illustrates the percentage of practitioners who felt 'very confident' supporting each group. Confidence varied by group⁷, with practitioners being most likely to rate themselves as not confident (either 'not too confident' or 'not at all confident') with children who have English as an additional language (EAL: 28.7%) and children with special educational needs (SEN: 22.5%).

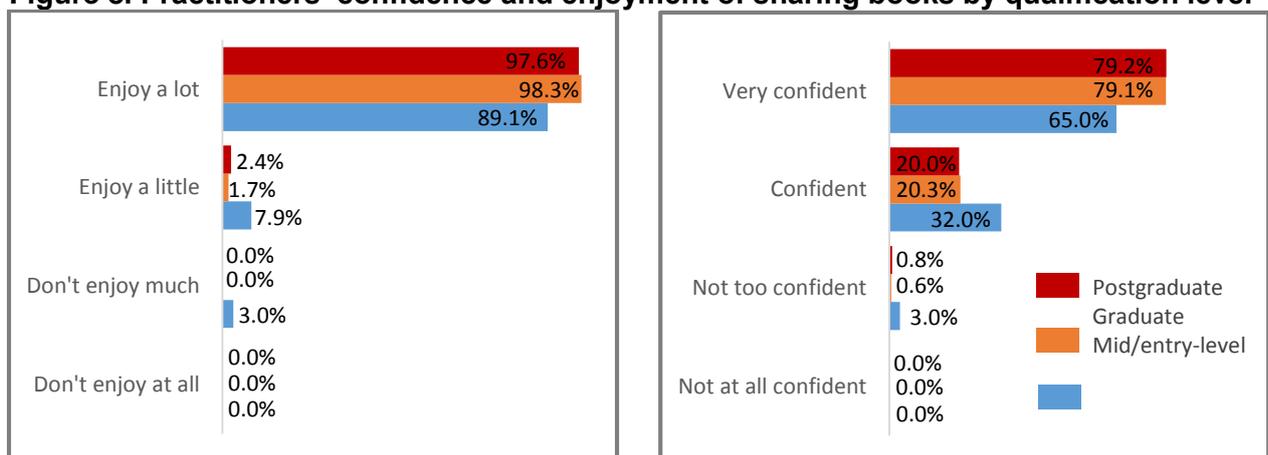
Figure 7. Percentage of practitioners who report that they are 'very confident' supporting each group⁸



Practitioners with higher qualifications are more likely to report positive reading attitudes

We compared the attitudes of practitioners with postgraduate qualifications, graduate qualifications and entry/mid-level qualifications and found that practitioners with entry/mid-level qualifications are less confident when looking at or reading stories with the children in their setting, and enjoy sharing stories less than their colleagues⁹ (see **Figure 8**).

Figure 8. Practitioners' confidence and enjoyment of sharing books by qualification level



This difference between practitioners in terms of qualifications becomes exaggerated when it comes to confidence in developing the literacy skills of specific groups of children. Practitioners with entry/mid-level qualifications reported less confidence with every group of children, except

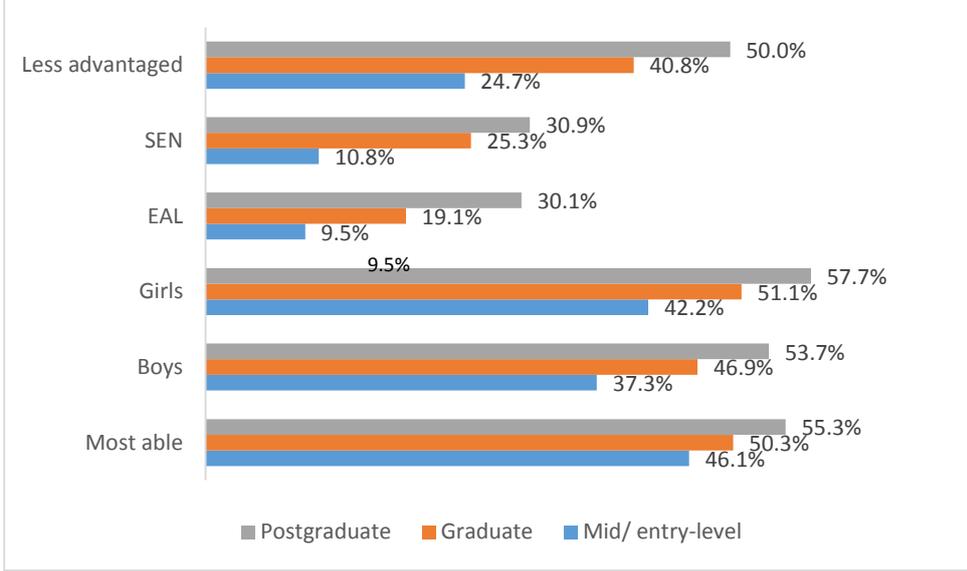
⁷ Association between practitioner confidence rating and groups of children, $n = 429$, $\text{Chi}^2 = 545.0$, $\text{df} = 5$, $p < 0.001$.

⁸ Total number of practitioners rating confidence for each group: children from less advantaged backgrounds $n = 443$; SEN $n = 446$; children with EAL $n = 438$, girls $n = 447$; boys $n = 448$; the most able children $n = 448$.

⁹ Association between qualification level and practitioner confidence: $\text{Chi}^2 = 8.553$, $\text{df} = 2$, $p = 0.014$; practitioner enjoyment: $\text{Chi}^2(2) = 15.170$, $p = 0.001$.

the most able children (for whom the difference is not statistically significant)¹⁰. **Figure 9** illustrates the percentage of practitioners with entry/mid-level, graduate or postgraduate qualifications who reported feeling ‘very confident’ developing the literacy skills of specific groups of children. See Tables 15a-15f in the Appendix for a full breakdown of practitioner attitudes to developing the early literacy skills of these groups.

Figure 9. ‘Very confident’ ratings for developing literacy skills



Practitioners in ‘outstanding’ settings report higher levels of enjoyment

We compared the responses of practitioners from settings rated ‘outstanding’, ‘good’ or ‘satisfactory/ requires improvement/ or inadequate’¹¹ by Ofsted, and found that while reported confidence around sharing stories was comparable, reported enjoyment was not.

Practitioners were equal in their rating of children’s confidence looking at or reading books in their early years setting. For example, ‘very confident’ ratings were similar across ‘outstanding’ settings (31.9%), ‘good’ settings (27.1%) or settings rated ‘satisfactory/ requires improvement/ or inadequate’ (22.9%). Equally, practitioners’ ratings of their own confidence when sharing stories with the children in their setting was not different depending on Ofsted rating (76.5% rated ‘very confident’ for ‘outstanding’ settings, 78.0% for ‘good’, and 74.3% for all other ratings)¹².

However, when we looked at reported enjoyment, the settings rated as ‘satisfactory/ requires improvement/ or inadequate’ fell short. Lower enjoyment levels were reported in settings that were satisfactory or in need of improvements than in other settings. For example, fewer practitioners reported that the children in their setting enjoy looking at or reading stories ‘a lot’ in settings that were satisfactory or in need of some improvements (71.4%) compared with those in ‘outstanding’ (87.5%) or ‘good’ (89.4%) settings. Equally, practitioners gave lower ratings of their own enjoyment around book sharing in less well-rated settings. For example, fewer practitioners reported that they enjoy sharing stories with the children in their setting ‘a lot’ if

¹⁰ Associations between practitioner qualifications and ratings of confidence for: children from less advantaged backgrounds, Chi² = 17.888, df= 2, p< 0.001; children with SEN, Chi²= 22.420, df= 2, p< 0.001; children with EAL, Chi²= 10.893, df= 2, p= 0.004; girls, Chi²= 6.724, df= 2, p= 0.035; boys, Chi²= 6.317, df= 2, p= 0.042; the most able children, Chi²= 2.066, df= 2, p= 0.356.

¹¹ ‘Outstanding’ n= 121; ‘good’ n= 229; ‘satisfactory/ requires improvement/ inadequate’ n= 35. The substantial inequality of group sample size is acknowledged to limit interpretation here.

¹² Practitioners reports of child confidence (‘very confident’, ‘confident’, ‘not too confident’, ‘not at all confident’) by Ofsted rating (‘outstanding’, ‘good’, other): p= 0.589. Practitioners reports of own confidence by Ofsted rating: p= 0.816.

their setting had been rated as 'satisfactory'/'requires improvement'/'or 'inadequate' (85.7%) compared with those practitioners in 'outstanding' (97.5%) or 'good' (98.2%) settings¹³.

Confidence around assessment and monitoring

The early years environment has changed substantially over the last few years, with the introduction of the Early Years Foundation Stage in 2008, which first defined standard care over the early years. This was then updated in 2012 and became statutory, being again updated in 2014 as the Early Years Foundation Stage Framework (EYFSF)¹⁴. In 2014, baseline assessments were introduced as the Early Years Foundation Stage Profile, in which early years practitioners are required to indicate whether individual children's level of development in seven areas is 'expecting', 'emerging' or 'exceeding' in relation to what is average for the child's age.

In our survey, we asked a series of questions to practitioners about how confident they are when it comes to using the Early Years Foundation Stage Framework for assessing and monitoring children's literacy development. We asked 'How confident are you using the Early Years Foundation Stage Framework?' The majority of practitioners reported that they are 'very confident', with 63.9% of practitioners selecting this response, and a further 31.7% reporting that they are 'confident', while just 3.9% reported that they are 'not too confident' and 0.5% that they are 'not at all confident'. How confident practitioners are using the framework was found to be associated with how long they have been in early years practice¹⁵. Practitioners who have been in early years settings for longer reported higher levels of confidence, from 55% of those with fewer than five years' experience reporting that they are 'very confident' using the Early Years Foundation Stage Framework, to 71.6% of those with more than 20 years' experience (see **Figure 10**).

We then asked 'How confident are you using baseline assessment to monitor children who start in September?' Overall confidence was less high around using baseline assessments, with just 31.1% reporting that they are 'very confident', 41.7% that they are 'confident', 22.5% that they are 'not too confident' and 4.7% that they are 'not at all confident'. Again, an association was evident between confidence and number of years in early years practice¹⁶, with only 22.6% of those who reported fewer than five years' experience being 'very confident' (see **Figure 10**).

The final question in this series was 'How confident are you tracking children's early literacy progress in your setting?' Confidence levels were slightly higher than they were around baseline assessment here, with 46.5% reporting that they are 'very confident', 43.1% that they are 'confident', 9.6% that they are 'not too confident' and just 0.7% that they are 'not at all confident'. These higher values possibly result from the fact that tracking literacy progress is not an aspect of early years practice that has been newly introduced with the updated guidelines in 2014. Once again, an association emerged between confidence levels and time in early years practice¹⁷, as shown in **Figure 10**. In all cases the association between confidence around using the Early Years Framework to structure practice and assessment and time in early years practice remained significant even when taking into account the highest level of qualification.

¹³ Practitioners reports of child enjoyment ('enjoy a lot', 'enjoy a little', 'don't enjoy much', 'don't enjoy at all') by Ofsted rating ('outstanding', 'good', other): $\chi^2 = 8.878$, $df = 2$, $p = 0.012$. Practitioners reports of own enjoyment by Ofsted rating: $\chi^2 = 16.181$, $df = 2$, $p < 0.001$.

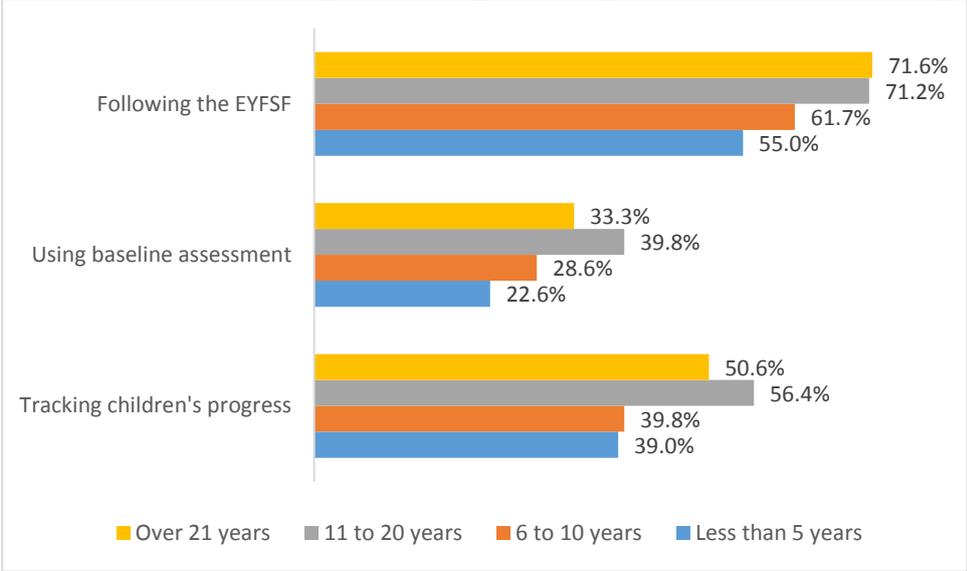
¹⁴ Department for Education. (2014). *Statutory framework for the early years foundation stage*. London: The Stationery Office.

¹⁵ Bivariate correlation between confidence using EYFSF and years in practice $r_s(399) = -0.176$, $p < 0.001$; partial correlation controlling for highest qualification $r(390) = -0.141$, $p = 0.005$.

¹⁶ Bivariate correlation between confidence using EYFSF and years in practice $r_s(329) = -0.154$, $p = 0.005$; partial correlation controlling for highest qualification $r(321) = -0.146$, $p = 0.009$.

¹⁷ Bivariate correlation between confidence using EYFSF and years in practice $r_s(397) = -0.144$, $p = 0.004$; partial correlation controlling for highest qualification $r(389) = -0.140$, $p = 0.006$.

Figure 10. Percentage of practitioners who report that they are ‘very confident’ around assessment, monitoring and using the Early Years Foundation Stage Framework



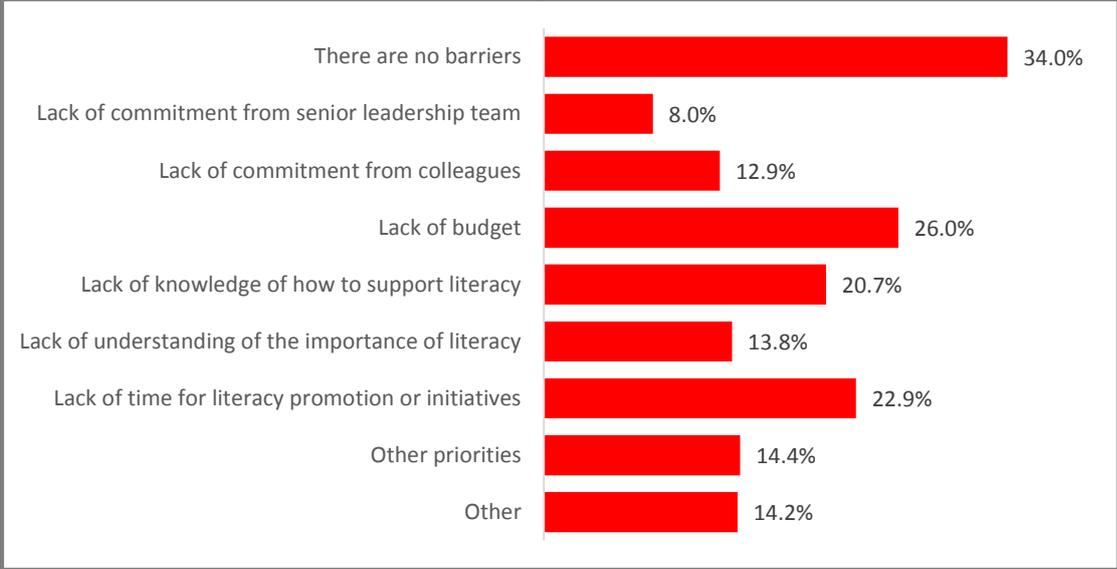
To sum up, enjoyment and confidence are high but not unwavering

In this section we have seen that, on the whole, practitioners report high levels of confidence and enjoyment when it comes to looking at or reading stories with the children in their care. However, attitudes are not necessarily consistent across the board, but rather are moderated by child background, practitioner qualifications, setting and Ofsted rating. With respect to using the newly updated Early Years Foundation Stage Framework, and associated monitoring and assessment protocols, those practitioners who have spent longer in early years settings show higher levels of confidence across the board.

What are the barriers to emergent literacy in early years settings?

When trying to find ways to encourage and promote emergent literacy in the early years it is necessary first to understand the barriers to progress. Practitioners were therefore given a list of potential barriers to improving children’s literacy in the early years and were asked to indicate which they felt applied to their setting. **Figure 11** shows the percentage of practitioners who identified each barrier. Note that 34.0% of practitioners said that they did not think there are any barriers to literacy development in their setting (see Tables 8a-8b in the Appendix).

Figure 11. Percentage of practitioners who agreed with each suggested barrier to literacy development as applied to their setting



That the option ‘there are no barriers’ was the most popular response is encouraging. We looked to see if the likelihood of practitioners selecting this option was related to factors pertaining to the practitioner themselves (practitioner age, qualification level and number of years in early years practice) or factors related to the setting (sector, setting size and Ofsted rating).

We found that older practitioners were more likely to report that there are ‘no barriers’ in their setting¹⁸, with the average age for those reporting ‘no barriers’ in their setting being 45.3 years, and the average age for those who did not select this option being 38.8 years. We also found that practitioners were less likely to report ‘no barriers’ if their settings were rated as ‘good’ or ‘outstanding’ by Ofsted¹⁹, with 43.8% of practitioners from ‘outstanding’ settings reporting ‘no barriers’, 33.2% of those from ‘good’ settings and only 17.1% of practitioners from other settings. The likelihood of reporting ‘no barriers’ did not vary by sector or setting size.

We further explored barriers to early literacy in those settings with Ofsted ratings other than ‘outstanding’ or ‘good’. Considering just the remaining 35 practitioners, ‘lack of budget’ was the most commonly selected barrier, with 37.1% of practitioners agreeing, followed by ‘lack of time for literacy promotion/initiatives’, with 28.6% of practitioners agreeing that this is a barrier in their setting.

We also looked a little more deeply into the ‘other’ barriers response. Only 20 responses by practitioners who selected the ‘other’ barriers option were not covered by later questions in the survey. Of those 20 responses, six reported issues around staffing or time such that practitioners were not able to spend sufficient time sharing books with children, especially on a one-to-one basis; four practitioners identified a lack of training or specialist support around literacy or language; three said that they thought there is too much focus on phonics in the early years rather than reading for fun; a further three said that the wide range of children in their setting makes it hard to share books with all of them; while two reported that in their setting there is a focus on activities other than literacy; and the remaining two identified a lack of resources as a barrier.

¹⁸ For practitioner characteristics, n=450: $\chi^2= 34.642$, $df= 4$, prediction success was 68.8%, with the continuous variable ‘practitioner age’ contributing significant predictive power according to the Wald criterion ($p<0.001$).
¹⁹ For setting characteristics, n=385: $\chi^2= 23.109$, $df= 10$, $p=0.010$, prediction success was 67.7%, with the categorical variable ‘Ofsted rating’ contributing significant predictive power according to the Wald criterion ($p= 0.049$), specifically influenced by ‘outstanding’ settings ($p=0.019$).

Practitioners are well supported but believe that colleagues would benefit from training

We considered whether appropriate support structures are in place in early years settings by asking practitioners about their perceptions of their own knowledge of early literacy, support from colleagues, and the literacy levels of their colleagues (see Tables 12-14 in the Appendix).

Of all practitioners surveyed, 52.4% selected 'strongly agree' to the statement 'I have the knowledge I need to help children improve their early literacy skills', and a further 41.6% selected 'agree' on the five-point response scale. Responses to this question were associated with level of qualification, with those practitioners who had gained an entry or mid-level qualification being less confident of their knowledge²⁰. For example, only 38.2% of those with entry/mid-level qualifications selected 'strongly agree', while 59.0% of graduates and 56.8% of postgraduates selected this option.

We also asked practitioners how familiar they were with evidence-based approaches to teaching early literacy. The majority, 42.4%, reported that they were 'quite familiar', while 25.8% reported that they were 'very familiar'. Interestingly, this did not differ depending on qualification level²¹.

We were interested in whether practitioners feel supported with respect to literacy development, and explored this issue by asking practitioners to respond to the statement 'I get all the support I need from my colleagues to support children's literacy skills'. The majority of responses were quite evenly spread across the options 'strongly agree' (37.6%) and 'agree' (39.8%). This suggests that support between colleagues in early years settings is not viewed as a major barrier to the literacy development of young children.

One final barrier we explored within early years settings was the perceived literacy levels of respondents' colleagues. We asked practitioners to respond to the statement 'Other staff could benefit from support with their own literacy skills'. A high percentage of respondents agreed with this statement, with 26.0% selecting 'strongly agree' and a further 35.6% selecting 'agree'. Indeed only 4.5% of the 447 practitioners who answered this question selected 'strongly disagree'.

We thought this was an interesting pattern of responses from practitioners and decided to explore this question a little further in an online focus group. We asked a group of seven early years practitioners what they thought of our finding and asked what kind of literacy support they thought might help fellow staff members. All participants in our focus group agreed that it is important for members of staff to model accurate literacy and language, especially written spelling and grammar. There was a general feeling that support staff might be in need of help to develop their literacy skills rather than more qualified practitioners. There was also a feeling that good grammar was not all that is important in the early years, as represented by the following quote: *"It's a shame that staff are judged by their spelling. I feel that enthusiasm and love for the preschool job is so much more important. I see staff with high-level qualifications just going through the motions and other less qualified staff really engaging with the children. I think it's important for staff to feel valued and supported at all levels."*

Children's home learning environments are judged the biggest barrier to literacy

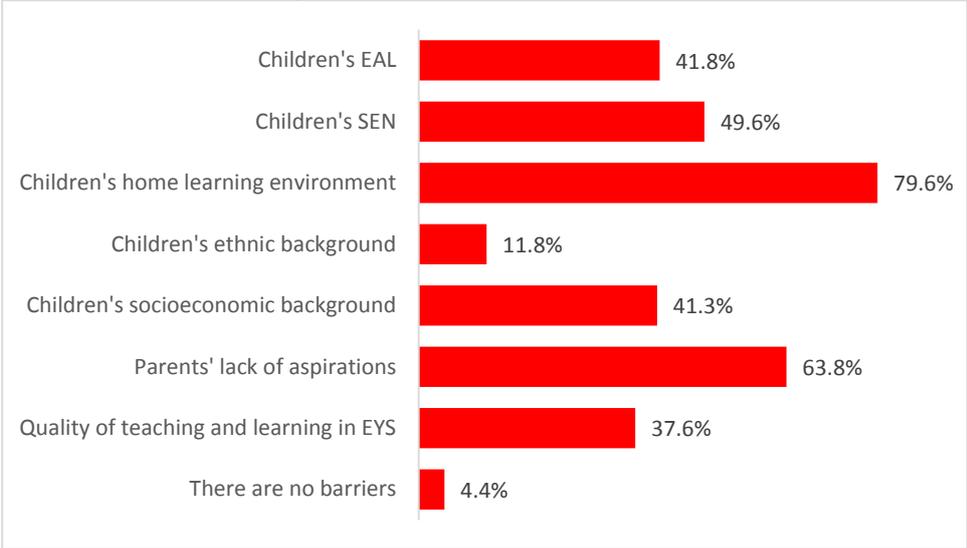
In addition to exploring barriers specifically within early years settings, we also asked practitioners what they thought the barriers are to a child's overall literacy attainment. The most popular response was 'children's home learning environment', with 79.6% of practitioners agreeing that this is a barrier, and 63.8% agreeing that 'parents' lack of aspirations' holds young children back. Only 4.4% of practitioners said that they do not think there are any barriers to children's literacy. This again supports the idea that early years practitioners think the barriers

²⁰ Association between qualification level and confidence in knowledge, for entry/mid-level qualifications n= 102, for graduate n= 178 and for postgraduate n= 125: Chi²= 19.965, df= 2, p< 0.001.

²¹ Association between qualification level and familiarity with evidence-based approaches: Chi²= 4.063, df= 2, p= 0.131.

lie at home given that nearly 30.0% more said that no barriers exist in their setting. **Figure 12** shows the percentage of practitioners who selected each barrier to children’s overall literacy attainment.

Figure 12. Responses to the question ‘What, if any, do you think are the barriers to a child’s overall literacy attainment?’



In sum, practitioners are more likely to perceive barriers to emergent literacy as existing in the home than in early years settings

It is clear here that although practitioners do perceive there to be issues around literacy in early years settings, they feel that barriers are more prevalent in the home. This is perhaps best illustrated by the response ‘there are no barriers’, which 34.0% of practitioners agreed with in relation to emergent literacy in early years settings, and only 4.4% in relation to overall literacy attainment.

What are practitioners' expectations around children's emergent literacy in early years settings?

Caring for children before the age of formal schooling means that early years practitioners are not required to adhere to a curriculum for literacy attainment, and yet early literacy development is known to have an impact on later outcomes after children enter school²². We were therefore interested to know what practitioners' expectations are around their own literacy practice and the impact they feel this early influence might have later in children's school careers.

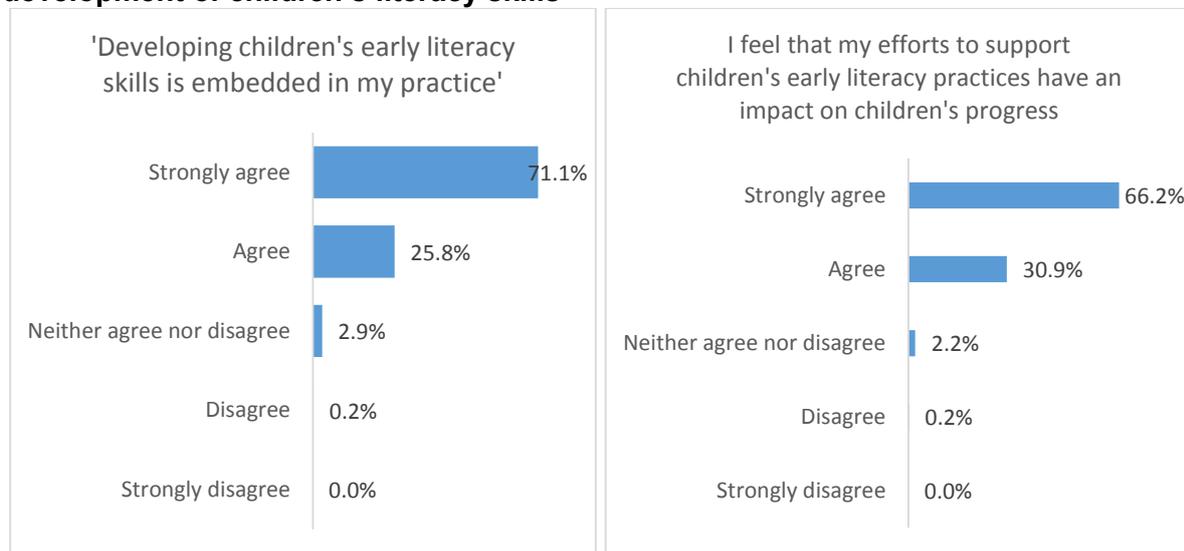
Throughout this section we look at whether three factors about practitioners themselves are related to their expectations about literacy: how old they are, how many years they have worked in early years settings, and what their highest early years qualification is²³. See Tables 10-11 in the Appendix for a breakdown of responses to the questions posed in the following sections.

Practitioners with higher qualifications have higher expectations for their practice

Practitioners were asked to what extent they agree with the following statement: 'Developing children's early literacy skills is embedded in my practice'. The majority of practitioners (71.1%) said that they 'strongly agree' with this statement, with almost all other practitioners stating that they 'agree'.

We then asked practitioners to what extent they agree with the statement 'My efforts to support children's early literacy practices have an impact on children's progress'. Again, the majority (66.2%) said that they 'strongly agree', with most of the rest stating that they 'agree'. **Figure 13** gives the full breakdown of responses to these statements.

Figure 13. Practitioners' responses to statements about their practice around the development of children's literacy skills



We looked to see if practitioner age, years in practice or highest qualification made a difference to how likely practitioners were to say that they 'strongly agree' with these two statements. We found that for the statement 'developing children's literacy skills is embedded in my practice',

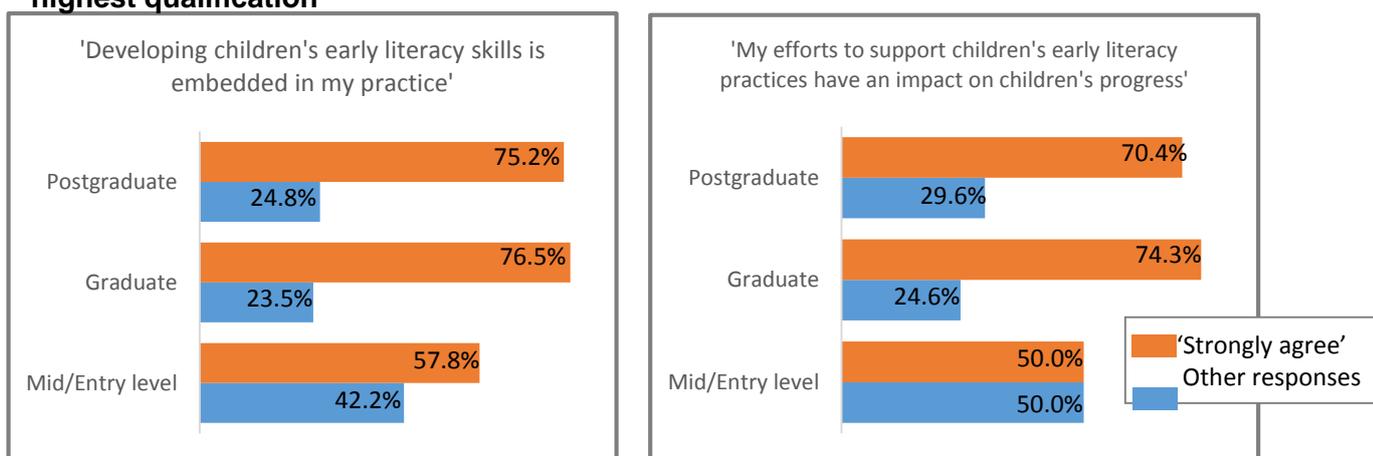
²² For example, Lonigan, C. J., Burgess, S. R., & Anthony, J. L. (2000). Development of emergent literacy and early reading skills in preschool children: Evidence from a latent-variable longitudinal study. *Developmental Psychology*, 36 (5), 596-613.

²³ Number of years in early years practice (mean= 12.91 sd= 9.04, range= 0-41) and age of practitioner (mean= 41.06 sd= 11.05, range= 18-63) were entered as categorical variables, highest level of qualification was entered as a categorical variable (entry/mid-level n= 95, graduate n= 176 and postgraduate n= 117).

the highest level of qualification did make a difference²⁴, with those who had entry/mid-level qualifications being less likely than those with graduate or postgraduate qualifications to agree strongly.

For the statement 'I feel that my efforts to support children's early literacy practices have an impact on children's progress', both qualification level and years working with three- to five-year-olds had an impact²⁵. With respect to years in practice, 57.8% of those with fewer than five years' experience strongly agreed, as did 64.5% of those with 6-10 years' experience, 69.2% of those with 11-20 years' experience and 78.2% of those with over 20 years' experience. **Figure 14** shows the percentage of practitioners who strongly agreed with each statement broken down by highest qualification.

Figure 14. Practitioners' responses to statements about their early years practice by highest qualification



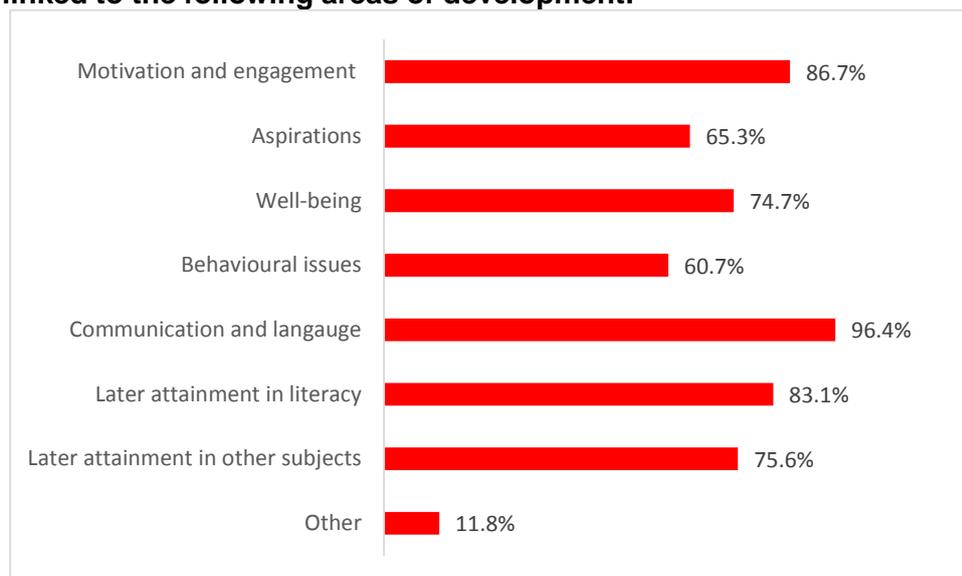
Practitioners with higher qualifications are more likely to recognise the impact of children's early literacy skills

We asked practitioners 'Do you think children's early literacy skills are linked to any of the following? Motivation and engagement, aspirations, wellbeing, behavioural issues, communication and language, later attainment in literacy, later attainment in other subjects or other.' Nearly all practitioners (96.4%) agreed that early literacy skills have an impact on children's communication and language, while the fewest practitioners (60.7%) agreed that early literacy has an impact on behavioural issues, as shown in **Figure 15**.

²⁴ Together the predictors reliably distinguished between 'strongly agree' and other responses ($\text{Chi}^2 = 17.100$, $p = 0.002$, $df = 4$). Prediction success was 72.7%. Only the categorical variable 'qualification' ($p = 0.027$), and within that the level 'entry/mid-level' ($p = 0.042$) contributed significant predictive power according to the Wald criteria.

²⁵ Together the predictors reliably distinguished between 'strongly agree' and other responses ($\text{Chi}^2 = 20.154$, $p < 0.001$, $df = 4$). Prediction success was 66.8%. The categorical variable 'qualification' ($p = 0.003$), and within that the level 'entry/mid-level' ($p = 0.018$) contributed significant predictive power, as did the continuous variable 'years in early years practice' ($p = 0.040$), according to the Wald criteria.

Figure 15. Percentage of practitioners who agreed that children’s early literacy skills are linked to the following areas of development:



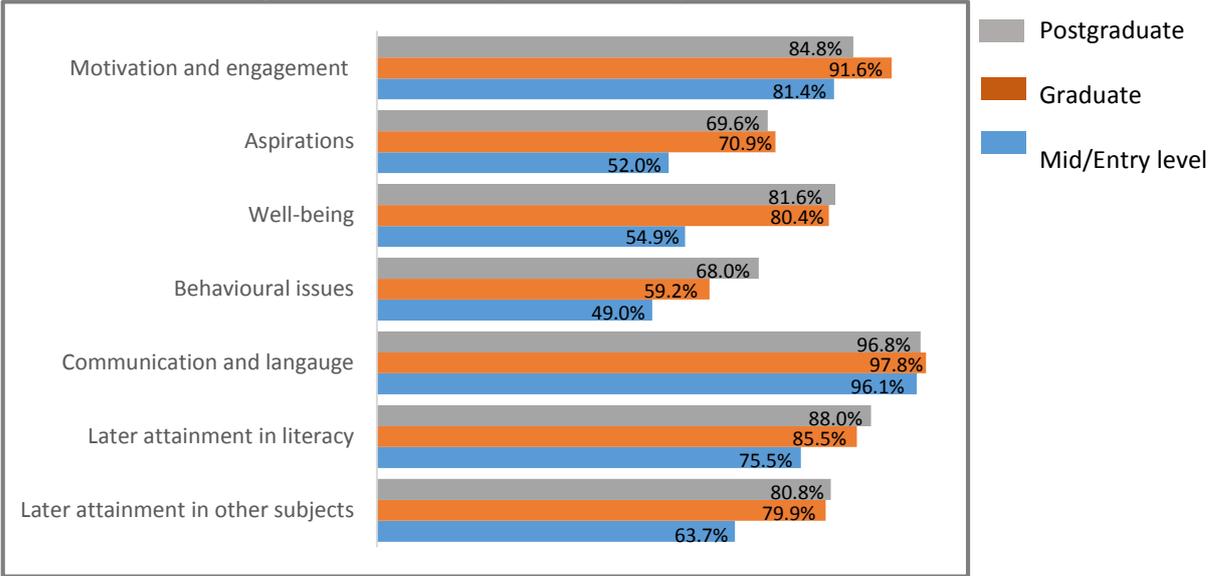
Those practitioners who agreed that early literacy makes an impact on ‘other’ areas of development were asked to expand. Forty-six responses were given that were not covered by the options already laid out. Nine practitioners said that children’s early literacy skills are linked to ‘parental engagement’, seven said that literacy is most relevant to ‘confidence’ or ‘self-esteem’, six said that the development of general knowledge or cognition more broadly is affected by early literacy, another six noted that the enjoyment of books develops with early literacy, while areas of social or emotional development were the next most popular with five practitioners picking this out.

Again we looked to see if practitioner age, time in early years practice or highest qualification made an impact on how likely practitioners were to agree with the statements. For nearly all areas of development, highest level of qualification was related to how likely practitioners were to agree that early literacy is linked to development²⁶, as is shown in **Figure 16**. The exceptions were that nothing made a difference to how likely practitioners were to agree that early literacy makes an impact on either communication/language or later attainment in literacy²⁷ as almost everyone agreed emergent literacy makes an impact on these areas.

²⁶ **Motivation/engagement:** together the predictors did not reliably distinguish between yes and no responses ($\text{Chi}^2 = 7.033$, $p = 0.134$, $df = 4$), prediction success was 66.2%. However, the ‘graduate’ level of the ‘qualification’ variable contributed significant predictive power according to the Wald criterion ($p = 0.024$). **Aspirations:** together the predictors did not reliably distinguish between yes and no responses ($\text{Chi}^2 = 9.287$, $p = 0.054$, $df = 4$), prediction success was 87.4%. However, the ‘qualification’ variable contributed significant predictive power according to the Wald criterion ($p = 0.031$). **Well-being:** together the predictors reliably distinguished between yes and no responses ($\text{Chi}^2 = 31.723$, $p < 0.001$, $df = 4$), prediction success was 75.8%, only the categorical variable ‘qualification’, and within it the level ‘entry/mid-level’ contributed significant predictive power according to the Wald criteria (both at $p < 0.001$). **Behavioural issues:** together the predictors reliably distinguished between yes and no responses ($\text{Chi}^2 = 11.586$, $p = 0.021$, $df = 4$), prediction success was 61.3%, only the categorical variable ‘qualification’ ($p = 0.020$), and within it the level ‘entry/mid-level’ ($p = 0.005$) contributed significant predictive power according to the Wald criteria. **Later attainment in other subjects:** together the predictors reliably distinguished between yes and no responses ($\text{Chi}^2 = 10.649$, $p = 0.031$, $df = 4$), prediction success was 76.5%, only the categorical variable ‘qualification’ ($p = 0.010$), and within it the level ‘entry/mid-level’ ($p = 0.018$) contributed significant predictive power according to the Wald criteria.

²⁷ Communication/language: $p = 0.904$. Later attainment in literacy: $p = 0.347$.

Figure 16. Percentage of practitioners who agreed that children’s early literacy skills are linked to the following areas of development, by highest level of qualification



In sum, practitioners’ level of qualification makes an impact on their expectations around children’s early literacy development

There are some positive findings here, in that practitioners are evidently aware of the importance of emergent literacy skills in the early years; they believe that the development of children’s literacy skills is an important aspect of their practice, that their efforts make an impact on children’s development in literacy and that those early literacy skills are important for ongoing development in a range of areas. However, we also found that practitioners’ highest early years qualifications makes a difference to how likely they are to recognise each of these. Notably though, the differences that emerged were almost always between those with entry/mid-level qualifications versus those with either graduate or postgraduate qualifications, and as the number of respondents with entry/mid-level qualifications was low it is difficult to draw strong conclusions here.

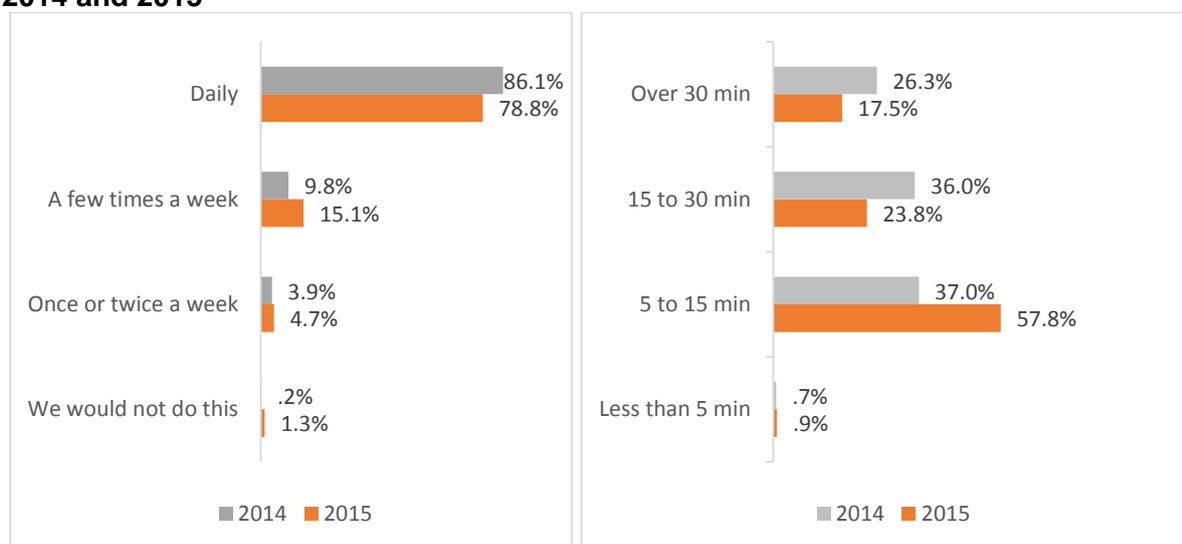
What are the key changes in engagement in story reading in early years settings from 2014 to 2015?

We were interested to know how practitioners' beliefs and attitudes around literacy in early years settings have changed recently. We therefore compared responses from our 2015 survey with corresponding responses from our 2014 survey. We have data from 560 practitioners from 2014. The practitioners who responded across the two years did not differ significantly on the basis of gender, age, time working in early years practice, sector, setting type, Ofsted rating or the region of the country where they worked. However, in 2015 significantly more practitioners from smaller settings took part in our survey than in 2014²⁸. Secondly, as we are only comparing two years here, even though differences exist and are statistically significant, without the context of more years for comparison, those differences are not necessarily meaningful. The aim of this section is to highlight areas that will be important to monitor as research in this field moves forward.

Daily reading and reading duration are lower in 2015 when compared with 2014

Practitioners reported less reading in their early years settings in 2015 compared with 2014. This is true in terms of whether practitioners look at or read stories with the children in their setting daily or not²⁹, with 86.1% reporting daily reading in 2014 compared with 78.8% in 2015. Practitioners were also less likely to report that they look at or read stories with the children in their setting for more than 15 minutes during a typical session³⁰, with 62.3% reporting that a typical book-sharing session lasts for more than 15 minutes in 2014, compared with 41.3% in 2015 (see **Figure 17**).

Figure 17. Frequency and duration of reading reported by early years practitioners in 2014 and 2015



Practitioners also report lower confidence levels in 2015 when compared with 2014

We compared practitioners' ratings about their own confidence when looking at or reading books with the children in their setting and their ratings of the children's confidence when looking at or reading books. In 2014, 89.5% of practitioners rated themselves as being 'very confident' when looking at or reading books with the children in their setting, which is significantly more than the 82.7% who rated themselves as being 'very confident' in 2015 (see

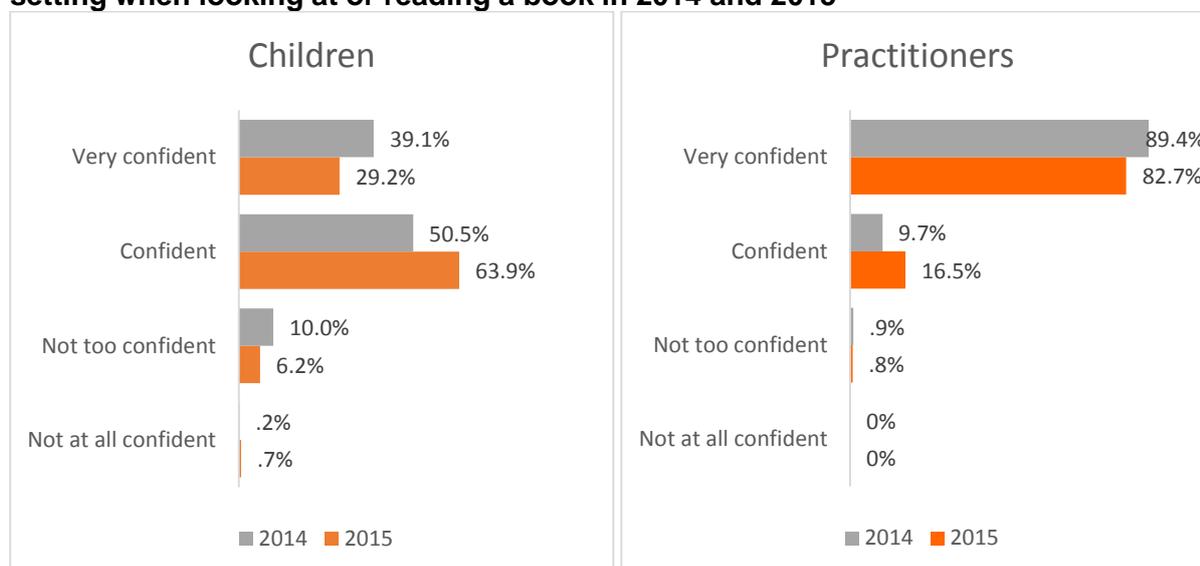
²⁸ Not including those practitioners from 2015 who worked in childminding or 'other' settings as these options were not included in the 2014 survey.

²⁹ $\chi^2 = 9.168$, $p = 0.003$, $df = 1$

³⁰ $\chi^2 = 43.905$, $p < 0.001$, $df = 1$

Figure 18). Equally, practitioners were more likely to rate the children in their setting as being ‘very confident’ when looking at or reading books in 2014: 39.1% compared with 29.2% in 2015³¹.

Figure 18. Confidence ratings by practitioners for themselves and the children in their setting when looking at or reading a book in 2014 and 2015



Practitioners engage parents in their child’s literacy in similar ways in 2015 compared with 2014

We looked at how practitioners encourage parents to develop literacy at home. In 2014 and 2015, practitioners were equally likely³² to say that they ‘encourage parents to support their child’s early literacy skills’ (96.2% and 94.7% respectively). We then asked ‘How do you encourage parents to support their child’s early literacy skills?’ Practitioners talked about three broad methods of engagement:

- Lending books to children to take home and encouraging other activities at home around story telling: “all children choose a library book to share at home every week”; “making suggestions for possible home activities linked to current interests at setting”; “take story sacks - stories with props”; “promoting a ‘book of the week’”.
- Encouraging children to bring in books from home to share; “asking children to bring in favourite books from home to share with others”.
- Running sessions with parents in school libraries or classrooms around the story their child is reading at school: “we hold wow days too where parents come into school and we look at a familiar story such as Goldilocks and how a text is used in all areas of learning so parents understand the EYFS curriculum better”; “parents’ phonic workshops, adult / child phonic sessions, and ‘stay & share stories’ sessions”; “parents are invited in to practical workshops where they observe phonics sessions, then work with their children at a range of practical literacy-based activities”. These three themes were common across practitioners’ responses from both years. Each year a few practitioners also mentioned specific reward schemes to encourage reading activities at home: “we actively promote the sharing of books at every session and have devised a sticker card with each child receiving a sticker for each occasion they borrow books from the children’s centres. Once they have achieved 10 stickers, the child receives a certificate”.

³¹ Association between year (2014/2015) and child confidence: $\chi^2= 10.585$, $p= 0.001$, $df= 1$; practitioner confidence: $\chi^2= 4.671$, $p= 0.025$, $df= 1$.

³² Association between year and whether practitioners report that they encourage parents to support their child’s early literacy skills, 2014 $n= 551$, 2015 $n= 403$: $t(952) = 0.337$, $p= 0.736$

Responses were strikingly similar in 2014 and 2015. There were some potentially revealing differences though. For example, in 2014 the word 'workshop' was only used 11 times (in 4.8% of 229 responses from 2014) compared with 54 times in 2015 (15.4% of 351 responses from 2015), while the word 'library' was used 79 times in 2014 (34.5% of responses) compared with 70 times in 2015 (19.9% of responses).

In sum, negative changes are evident in these data, but they are not necessarily meaningful

We have seen that in 2015 practitioners reported that they share books less frequently with the children in their setting, and for less time during a typical session when compared with 2014. We have also seen that practitioners' own confidence around sharing stories, and the reported confidence of children in their settings, is lower in 2015 compared with 2014.

However, we should re-emphasise that it is very difficult to draw conclusions about trends over time when just comparing two data points (two years in this case), so the differences here could well be the luck of the draw with respect to who answered the surveys. Having said that, we will continue to monitor the attitudes and beliefs of early years practitioners around emergent literacy as this is a crucial point in the literacy development of young children, and exposure to stories in the company of confident adults is key to later literacy development. It is notable, and encouraging, that when talking about parental engagement across the two years, the groups are all but indistinguishable.

Summary

The aim of this report was to present a snapshot of the attitudes and beliefs of early years practitioners around emergent literacy in 2015, as well as the reported attitudes and emergent literacy behaviours of the children in their settings. Stories are an important part of life in early years settings; throughout this report we have seen that practitioners show high levels of confidence and enjoyment around sharing emerging literacy experiences with the children in their care. Nearly 8 in 10 practitioners (78.9%) share stories with the children in their setting on a daily basis, with the majority of practitioners (71.1%) agreeing strongly that developing children's early literacy skills is 'embedded' in their practice. However, attitudes and behaviours around emergent literacy do seem to be moderated by a number of important factors.

- 1. Number of years in practice has an impact on attitudes to emergent literacy and practitioner confidence.** We found that practitioners who had more experience in early years settings were more likely to report spending longer periods sharing stories with the children in their care and were also more likely to feel that their efforts around emergent literacy have an impact on the children's development: 53.8% of practitioners with more than 21 years' experience reported average session duration to be over 15 minutes compared with 35.3% of those with fewer than five years' experience, and 78.2% of practitioners with more than 20 years' experience strongly agreed with the statement 'I feel that my efforts to support children's early literacy practices have an impact on children's progress', while this was only true for 57.8% of those with fewer than five years' experience. We have also seen that those who have spent longer in early years practice are more confident using the Early Years Foundation Stage Framework and assessing and monitoring children's progress. For example, when we asked 'How confident are you using baseline assessment to monitor children who start in September?' in total 31.1% reported that they are 'very confident', but this was true for only 22.6% of those with fewer than five years' experience.
- 2. Practitioners with a higher level of qualification feel more skilled and more confident when it comes to supporting children's emergent literacy skills.** For example, 59.0% of practitioners with graduate degrees 'strongly agree' with the statement 'I have the knowledge I need to help children improve their early literacy skills', while this is only true of 38.2% of those with entry or mid-level qualifications. We can also see important differences when it comes to ratings of confidence: overall practitioners give high confidence ratings for supporting children when looking at or reading stories, with 75.5% reporting that they feel 'very confident' doing this, yet only 65.0% of those with entry/mid-level qualifications gave this rating. This difference becomes starker when considering the support of specific groups of children. For example, 50.0% of those with postgraduate degrees rate themselves as 'very confident' supporting the emergent literacy of less advantaged children in their setting, while this is only true for 24.7% of those with entry/mid-level qualifications.
- 3. Practitioners in early years settings rated as 'outstanding' by Ofsted report better resources and more positive attitudes around emergent literacy.** Ofsted rating has come up repeatedly throughout this report as a marker of settings that are especially positive around emergent literacy. For example, 71.4% of practitioners reported that the children in their setting enjoy looking at or reading stories 'a lot' in settings that were rated 'satisfactory'/'needs improvement'/'inadequate', compared with 87.5% of those in 'outstanding' settings and 89.4% of those in 'good' settings. Part of the reason for this might be better resources, with settings rated as 'outstanding' having on average 117 more children's books available than those rated as 'good'. Indeed, 43.8% of practitioners in 'outstanding' settings reported that there are 'no barriers' to emergent literacy in their settings, compared with 33.2% of those from 'good' settings and only 17.1% of practitioners from settings with lower ratings.

4. **Practitioner attitudes and beliefs vary depending on which children they are working with.** One interesting theme that emerged in this report is the extent to which the attitudes and beliefs of practitioners was not only dependent on factors relevant to them or their setting, but also factors relevant to the children in their care. When practitioners were asked how confident they feel developing the early literacy skills of specific groups of children in their setting, we found quite a stark difference between the percentage of practitioners who rated themselves 'very confident' with girls (50.8%), boys (46.4%) and the most able (50.7%), compared with those with English as an additional language (20.5%), those with special educational needs (24.4%) and less advantaged children (39.1%). Although 79.6% of practitioners agreed that 'children's home learning environment' is a barrier to children's overall literacy attainment, a lack of confidence supporting the literacy development of those children most at need could also be considered a barrier and should be a focus for future research and training in the field of emergent literacy in early years settings.

Appendix

The following data tables present information for each of the survey questions discussed in this report for the 450 early years practitioners who responded to our online survey. Each table contains information showing the sample as a whole (top row) as well as information broken down by sociodemographic factors.

The tables include information on *practitioner factors* (gender, age, qualification, time in practice) and *setting factors* (sector – PVI refers to private, voluntary and independent settings – and Ofsted rating), and variations according to *region*.

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

Table 1: 'In a typical week, how often do you look at or read stories with children in your setting?'

		<i>Not in a typical week</i>	<i>Daily</i>	<i>A few times a week</i>	<i>Once or twice a week</i>
Practitioner	All (N = 450)	1.3%	78.9%	15.1%	4.7%
	Male (n = 15)	0.0%	53.3%	26.7%	20.0%
	Female (n = 398)	1.5%	82.2%	13.3%	3.0%
	18 to 30 years old (n = 82)	0.0%	87.8%	12.2%	0.0%
	31 to 40 years old (n = 110)	0.9%	75.5%	18.2%	5.5%
	41 to 50 years old (n = 112)	0.9%	85.7%	10.7%	2.7%
	Over 51 years old (n = 91)	2.2%	80.2%	12.1%	5.5%
	Postgraduate (n = 125)	0.8%	80.8%	13.6%	4.8%
	Graduate (n = 179)	1.7%	84.9%	10.6%	2.8%
	Mid-level (n = 85)	1.2%	78.8%	16.5%	3.5%
	Entry-level (n = 17)	0.0%	52.9%	41.2%	5.9%
	Under 5 years (n = 102)	2.0%	77.5%	15.7%	4.9%
	6 to 10 years (n = 110)	0.9%	81.8%	15.5%	1.8%
	11 to 20 years (n = 120)	0.8%	80.8%	13.3%	5.0%
Over 21 years (n = 78)	1.3%	87.2%	9.0%	2.6%	
Setting	PVI (n = 187)	0.5%	78.6%	17.1%	3.7%
	Maintained (n = 187)	2.7%	78.6%	13.9%	4.8%
	Social enterprise (n = 10)	0.0%	60.0%	20.0%	20.0%
	Academy (n = 36)	0.0%	83.3%	13.9%	2.8%
	Outstanding (n = 121)	0.8%	83.5%	13.2%	2.5%
	Good (n = 229)	0.4%	84.3%	11.8%	3.5%
	Satisfactory/requires improvement (n = 35)	0.0%	77.1%	17.1%	5.7%
	Don't know (n = 18)	11.1%	50.0%	27.8%	11.1%
Region	North East (n = 16)	0.0%	81.3%	18.8%	0.0%
	North West (n = 48)	0.0%	89.6%	8.3%	2.1%
	Yorkshire and the Humber (n = 24)	0.0%	75.0%	16.7%	8.3%
	East Midlands (n = 24)	0.0%	83.3%	8.3%	8.3%
	West Midlands (n = 39)	2.6%	84.6%	10.3%	2.6%
	East of England (n = 47)	2.1%	83.0%	10.6%	4.3%
	London (n = 46)	0.0%	76.1%	15.2%	8.7%
	South East (n = 101)	2.0%	78.2%	17.8%	2.0%
	South West (n = 44)	2.3%	84.1%	11.4%	2.3%

Table 2: ‘Typically how long do you spend looking at or reading stories with children in your setting?’

		<i>Not in a typical week</i>	<i>More than 30 minutes</i>	<i>16 to 30 minutes</i>	<i>5 to 15 minutes</i>	<i>Less than 5 minutes</i>
Practitioner	All (N = 450)	0.7%	17.3%	23.6%	57.6%	0.9%
	Male (n = 15)	0.0%	6.7%	33.3%	60.0%	0.0%
	Female (n = 398)	0.8%	18.3%	22.6%	57.5%	0.8%
	18 to 30 years old (n = 82)	0.0%	14.6%	23.2%	62.2%	0.0%
	31 to 40 years old (n = 110)	0.9%	16.4%	26.4%	54.5%	1.8%
	41 to 50 years old (n = 112)	0.0%	20.5%	18.8%	59.8%	0.9%
	Over 51 years old (n = 91)	1.1%	22.0%	25.3%	51.6%	0.0%
	Postgraduate (n = 125)	0.8%	22.4%	21.6%	53.6%	1.6%
	Graduate (n = 179)	0.6%	15.6%	23.5%	59.8%	0.6%
	Mid-level (n = 85)	1.2%	15.3%	22.4%	61.2%	0.0%
	Entry-level (n = 17)	0.0%	23.5%	29.4%	47.1%	0.0%
	Under 5 years (n = 102)	1.0%	12.7%	22.5%	62.7%	1.0%
	6 to 10 years (n = 110)	0.0%	20.0%	22.7%	57.3%	0.0%
	11 to 20 years (n = 120)	0.8%	18.3%	18.3%	60.8%	1.7%
Over 21 years (n = 78)	1.3%	21.8%	32.1%	44.9%	0.0%	
Setting	PVI (n = 187)	0.5%	18.2%	22.5%	57.2%	1.6%
	Maintained (n = 187)	1.1%	14.4%	24.1%	59.9%	0.5%
	Social enterprise (n = 10)	0.0%	30.0%	10.0%	60.0%	0.0%
	Academy (n = 36)	0.0%	19.4%	16.7%	63.9%	0.0%
	Outstanding (n = 121)	11.1%	5.6%	27.8%	55.6%	0.0%
	Good (n = 229)	0.0%	23.1%	19.8%	57.0%	0.0%
	Satisfactory/requires improvement (n = 35)	0.0%	17.9%	22.3%	58.5%	1.3%
	Don't know (n = 18)	0.0%	5.7%	34.3%	60.0%	0.0%
Region	North East (n = 16)	0.0%	25.0%	18.8%	50.0%	6.3%
	North West (n = 48)	0.0%	16.7%	16.7%	66.7%	0.0%
	Yorkshire and the Humber (n = 24)	0.0%	12.5%	33.3%	54.2%	0.0%
	East Midlands (n = 24)	0.0%	12.5%	37.5%	50.0%	0.0%
	West Midlands (n = 39)	0.0%	12.8%	25.6%	59.0%	2.6%
	East of England (n = 47)	0.0%	14.9%	25.5%	59.6%	0.0%
	London (n = 46)	0.0%	13.0%	17.4%	69.6%	0.0%
	South East (n = 101)	0.0%	19.8%	18.8%	60.4%	1.0%
	South West (n = 44)	2.3%	25.0%	27.3%	45.5%	0.0%

Table 3: ‘How confident are children in your setting when they look at or read stories?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	29.0%	63.6%	6.1%	0.7%	0.7%
	Male (n = 15)	33.3%	53.3%	0.0%	13.3%	0.0%
	Female (n = 398)	28.4%	64.2%	6.6%	0.0%	0.8%
	18 to 30 years old (n = 82)	26.8%	65.9%	6.1%	1.2%	0.0%
	31 to 40 years old (n = 110)	34.5%	61.8%	3.6%	0.0%	0.0%
	41 to 50 years old (n = 112)	23.9%	64.2%	9.2%	0.9%	1.8%
	Over 51 years old (n = 91)	29.5%	64.8%	5.7%	0.0%	0.0%
	Postgraduate (n = 125)	30.3%	63.9%	5.7%	0.0%	0.0%
	Graduate (n = 179)	32.0%	61.1%	5.7%	0.6%	0.6%
	Mid-level (n = 85)	22.4%	68.2%	7.1%	1.2%	1.2%
	Entry-level (n = 17)	11.8%	76.5%	11.8%	0.0%	0.0%
	Under 5 years (n = 102)	19.6%	71.6%	7.8%	1.0%	0.0%
	6 to 10 years (n = 110)	32.1%	61.5%	3.7%	0.9%	1.8%
	11 to 20 years (n = 120)	28.2%	63.2%	8.5%	0.0%	0.0%
Over 21 years (n = 78)	37.3%	57.3%	5.3%	0.0%	0.0%	
Setting	PVI (n = 187)	36.8%	58.9%	3.2%	0.5%	0.5%
	Maintained (n = 187)	21.9%	68.3%	7.7%	1.1%	1.1%
	Social enterprise (n = 10)	11.1%	77.8%	11.1%	0.0%	0.0%
	Academy (n = 36)	19.4%	69.4%	11.1%	0.0%	0.0%
	Outstanding (n = 121)	31.9%	59.7%	7.6%	0.0%	0.8%
	Good (n = 229)	27.1%	67.1%	4.4%	0.9%	0.4%
	Satisfactory/requires improvement (n = 35)	22.9%	68.6%	8.6%	0.0%	0.0%
	Don't know (n = 18)	29.4%	52.9%	17.6%	0.0%	0.0%
Region	North East (n = 16)	31.3%	56.3%	12.5%	0.0%	0.0%
	North West (n = 48)	12.5%	77.1%	10.4%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	37.5%	62.5%	0.0%	0.0%	0.0%
	East Midlands (n = 24)	34.8%	60.9%	4.3%	0.0%	0.0%
	West Midlands (n = 39)	30.8%	56.4%	10.3%	2.6%	0.0%
	East of England (n = 47)	28.9%	64.4%	6.7%	0.0%	0.0%
	London (n = 46)	15.6%	73.3%	8.9%	2.2%	0.0%
	South East (n = 101)	27.0%	68.0%	3.0%	0.0%	2.0%
	South West (n = 44)	37.2%	55.8%	7.0%	0.0%	0.0%

Table 4: ‘How confident are you when you look at or read stories with children in your setting?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	75.5%	22.9%	1.6%	0.0%	0.0%
	Male (n = 15)	66.7%	13.3%	20.0%	0.0%	0.0%
	Female (n = 398)	76.1%	23.4%	0.5%	0.0%	0.0%
	18 to 30 years old (n = 82)	69.1%	27.2%	3.7%	0.0%	0.0%
	31 to 40 years old (n = 110)	78.2%	21.8%	0.0%	0.0%	0.0%
	41 to 50 years old (n = 112)	78.4%	19.8%	1.8%	0.0%	0.0%
	Over 51 years old (n = 91)	76.4%	23.6%	0.0%	0.0%	0.0%
	Postgraduate (n = 125)	79.2%	20.0%	0.8%	0.0%	0.0%
	Graduate (n = 179)	79.1%	20.3%	0.6%	0.0%	0.0%
	Mid-level (n = 85)	68.7%	31.3%	0.0%	0.0%	0.0%
	Entry-level (n = 17)	47.1%	35.3%	17.6%	0.0%	0.0%
	Under 5 years (n = 102)	64.7%	32.4%	2.9%	0.0%	0.0%
	6 to 10 years (n = 110)	81.7%	18.3%	0.0%	0.0%	0.0%
	11 to 20 years (n = 120)	78.8%	20.3%	0.8%	0.0%	0.0%
Over 21 years (n = 78)	79.2%	20.8%	0.0%	0.0%	0.0%	
Setting	PVI (n = 187)	73.5%	25.9%	0.5%	0.0%	0.0%
	Maintained (n = 187)	78.4%	18.4%	3.2%	0.0%	0.0%
	Social enterprise (n = 10)	88.9%	11.1%	0.0%	0.0%	0.0%
	Academy (n = 36)	72.2%	27.8%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	76.5%	23.5%	0.0%	0.0%	0.0%
	Good (n = 229)	78.0%	21.1%	0.9%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	74.3%	20.0%	5.7%	0.0%	0.0%
	Don't know (n = 18)	61.1%	38.9%	0.0%	0.0%	0.0%
Region	North East (n = 16)	93.8%	0.0%	6.3%	0.0%	0.0%
	North West (n = 48)	72.9%	27.1%	0.0%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	83.3%	8.3%	8.3%	0.0%	0.0%
	East Midlands (n = 24)	79.2%	20.8%	0.0%	0.0%	0.0%
	West Midlands (n = 39)	82.1%	15.4%	2.6%	0.0%	0.0%
	East of England (n = 47)	74.5%	25.5%	0.0%	0.0%	0.0%
	London (n = 46)	67.4%	32.6%	0.0%	0.0%	0.0%
	South East (n = 101)	71.4%	28.6%	0.0%	0.0%	0.0%
	South West (n = 44)	79.1%	20.9%	0.0%	0.0%	0.0%

Table 5: ‘How much do children in your setting enjoy looking at or reading stories?’

		<i>Enjoy a lot</i>	<i>Enjoy only a little</i>	<i>Don't enjoy at all</i>	<i>Don't know</i>
Practitioner	All (N = 450)	85.9%	13.9%	0.0%	0.2%
	Male (n = 15)	60.0%	40.0%	0.0%	0.0%
	Female (n = 398)	87.3%	12.4%	0.0%	0.3%
	18 to 30 years old (n = 82)	75.6%	24.4%	0.0%	0.0%
	31 to 40 years old (n = 110)	87.3%	12.7%	0.0%	0.0%
	41 to 50 years old (n = 112)	92.7%	7.3%	0.0%	0.0%
	Over 51 years old (n = 91)	87.8%	12.2%	0.0%	0.0%
	Postgraduate (n = 125)	87.8%	12.2%	0.0%	0.0%
	Graduate (n = 179)	87.6%	12.4%	0.0%	0.0%
	Mid-level (n = 85)	89.4%	10.6%	0.0%	0.0%
	Entry-level (n = 17)	58.8%	41.2%	0.0%	0.0%
	Under 5 years (n = 102)	79.4%	20.6%	0.0%	0.0%
	6 to 10 years (n = 110)	87.2%	12.8%	0.0%	0.0%
	11 to 20 years (n = 120)	87.3%	12.7%	0.0%	0.0%
Over 21 years (n = 78)	93.5%	6.5%	0.0%	0.0%	
Setting	PVI (n = 187)	87.6%	12.4%	0.0%	0.0%
	Maintained (n = 187)	85.0%	14.4%	0.0%	0.5%
	Social enterprise (n = 10)	77.8%	22.2%	0.0%	0.0%
	Academy (n = 36)	80.6%	19.4%	0.0%	0.0%
	Outstanding (n = 121)	87.5%	12.5%	0.0%	0.0%
	Good (n = 229)	89.4%	10.6%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	71.4%	28.6%	0.0%	0.0%
	Don't know (n = 18)	82.4%	17.6%	0.0%	0.0%
Region	North East (n = 16)	100.0%	0.0%	0.0%	0.0%
	North West (n = 48)	87.5%	12.5%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	79.2%	20.8%	0.0%	0.0%
	East Midlands (n = 24)	87.5%	12.5%	0.0%	0.0%
	West Midlands (n = 39)	82.1%	17.9%	0.0%	0.0%
	East of England (n = 47)	88.9%	11.1%	0.0%	0.0%
	London (n = 46)	80.4%	19.6%	0.0%	0.0%
	South East (n = 101)	88.0%	11.0%	0.0%	1.0%
	South West (n = 44)	86.4%	13.6%	0.0%	0.0%

Table 6: ‘How much do you enjoy looking at or reading stories with children in your setting?’

		<i>Enjoy a lot</i>	<i>Enjoy only a little</i>	<i>Don't enjoy at all</i>	<i>Don't know</i>
Practitioner	All (N = 450)	94.6%	5.4%	0.0%	0.0%
	Male (n = 15)	73.3%	26.7%	0.0%	0.0%
	Female (n = 398)	96.5%	3.5%	0.0%	0.0%
	18 to 30 years old (n = 82)	91.4%	8.6%	0.0%	0.0%
	31 to 40 years old (n = 110)	94.5%	5.5%	0.0%	0.0%
	41 to 50 years old (n = 112)	98.2%	1.8%	0.0%	0.0%
	Over 51 years old (n = 91)	98.9%	1.1%	0.0%	0.0%
	Postgraduate (n = 125)	97.6%	2.4%	0.0%	0.0%
	Graduate (n = 179)	98.3%	1.7%	0.0%	0.0%
	Mid-level (n = 85)	94.0%	6.0%	0.0%	0.0%
	Entry-level (n = 17)	64.7%	35.3%	0.0%	0.0%
	Under 5 years (n = 102)	91.2%	8.8%	0.0%	0.0%
	6 to 10 years (n = 110)	96.4%	3.6%	0.0%	0.0%
	11 to 20 years (n = 120)	96.6%	3.4%	0.0%	0.0%
Over 21 years (n = 78)	100.0%	0.0%	0.0%	0.0%	
Setting	PVI (n = 187)	93.6%	6.4%	0.0%	0.0%
	Maintained (n = 187)	96.2%	3.8%	0.0%	0.0%
	Social enterprise (n = 10)	88.9%	11.1%	0.0%	0.0%
	Academy (n = 36)	97.2%	2.8%	0.0%	0.0%
	Outstanding (n = 121)	97.5%	2.5%	0.0%	0.0%
	Good (n = 229)	98.2%	1.8%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	85.7%	14.3%	0.0%	0.0%
	Don't know (n = 18)	88.9%	11.1%	0.0%	0.0%
Region	North East (n = 16)	100.0%	0.0%	0.0%	0.0%
	North West (n = 48)	97.9%	2.1%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	87.5%	12.5%	0.0%	0.0%
	East Midlands (n = 24)	95.8%	4.2%	0.0%	0.0%
	West Midlands (n = 39)	100.0%	0.0%	0.0%	0.0%
	East of England (n = 47)	95.7%	4.3%	0.0%	0.0%
	London (n = 46)	91.3%	8.7%	0.0%	0.0%
	South East (n = 101)	97.0%	3.0%	0.0%	0.0%
	South West (n = 44)	97.7%	2.3%	0.0%	0.0%

Table 7a: ‘Do you think that children’s literacy skills are linked to any of the following: children’s communication and language; children’s behavioural issues; children’s wellbeing; children’s aspirations?’ (Please tick all that apply.)

		<i>Communication and language</i>	<i>Behavioural issues</i>	<i>Wellbeing</i>	<i>Aspirations</i>
Practitioner	All (N = 450)	96.4%	60.7%	74.4%	65.3%
	Male (n = 15)	80.0%	46.7%	60.0%	46.7%
	Female (n = 398)	97.7%	60.1%	74.6%	66.6%
	18 to 30 years old (n = 82)	96.3%	56.1%	73.2%	68.3%
	31 to 40 years old (n = 110)	99.1%	58.2%	70.9%	72.7%
	41 to 50 years old (n = 112)	95.5%	62.5%	70.5%	66.1%
	Over 51 years old (n = 91)	96.7%	61.5%	85.7%	60.4%
	Postgraduate (n = 125)	96.8%	68.0%	81.6%	69.6%
	Graduate (n = 179)	97.8%	59.2%	80.4%	70.9%
	Mid-level (n = 85)	98.8%	49.4%	56.5%	51.8%
	Entry-level (n = 17)	82.4%	47.1%	47.1%	52.9%
	Under 5 years (n = 102)	97.1%	51.0%	65.7%	69.6%
	6 to 10 years (n = 110)	97.3%	61.8%	73.6%	63.6%
	11 to 20 years (n = 120)	96.7%	60.0%	75.0%	64.2%
	Over 21 years (n = 78)	97.4%	69.2%	84.6%	66.7%
Setting	PVI (n = 187)	96.8%	56.1%	73.3%	62.0%
	Maintained (n = 187)	95.7%	63.1%	74.3%	66.8%
	Social enterprise (n = 10)	100.0%	40.0%	50.0%	60.0%
	Academy (n = 36)	97.2%	66.7%	86.1%	72.2%
	Outstanding (n = 121)	99.2%	57.9%	74.4%	69.4%
	Good (n = 229)	97.8%	61.6%	76.0%	64.6%
	Satisfactory/requires improvement (n = 35)	88.6%	51.4%	68.6%	65.7%
	Don’t know (n = 18)	100.0%	66.7%	66.7%	66.7%
Region	North East (n = 16)	100.0%	62.5%	81.3%	68.8%
	North West (n = 48)	97.9%	64.6%	72.9%	72.9%
	Yorkshire and the Humber (n = 24)	91.7%	70.8%	70.8%	66.7%
	East Midlands (n = 24)	95.8%	54.2%	75.0%	58.3%
	West Midlands (n = 39)	100.0%	56.4%	59.0%	69.2%
	East of England (n = 47)	100.0%	48.9%	76.6%	66.0%
	London (n = 46)	97.8%	58.7%	69.6%	58.7%
	South East (n = 101)	96.0%	58.4%	75.2%	65.3%
	South West (n = 44)	97.7%	61.4%	86.4%	65.9%

Table 7b: ‘Do you think that children’s literacy skills are linked to any of the following: children’s motivation and engagement; children’s later attainment in literacy; children’s later attainment in other subjects; other?’ (Please tick all that apply.)

		<i>Motivation and engagement</i>	<i>Later literacy attainment</i>	<i>Later attainment in other subjects</i>	<i>Other</i>
Practitioner	All (N = 450)	86.7%	83.1%	75.6%	11.8%
	Male (n = 15)	80.0%	60.0%	53.3%	26.7%
	Female (n = 398)	87.4%	84.7%	76.9%	11.6%
	18 to 30 years old (n = 82)	89.0%	84.1%	72.0%	4.9%
	31 to 40 years old (n = 110)	85.5%	87.3%	71.8%	10.9%
	41 to 50 years old (n = 112)	89.3%	85.7%	82.1%	15.2%
	Over 51 years old (n = 91)	86.8%	80.2%	79.1%	16.5%
	Postgraduate (n = 125)	84.8%	88.0%	80.8%	14.4%
	Graduate (n = 179)	91.6%	85.5%	79.9%	9.5%
	Mid-level (n = 85)	81.2%	78.8%	68.2%	14.1%
	Entry-level (n = 17)	82.4%	58.8%	41.2%	11.8%
	Under 5 years (n = 102)	84.3%	81.4%	72.5%	9.8%
	6 to 10 years (n = 110)	89.1%	86.4%	76.4%	7.3%
	11 to 20 years (n = 120)	84.2%	85.8%	76.7%	16.7%
Over 21 years (n = 78)	92.3%	79.5%	78.2%	15.4%	
Setting	PVI (n = 187)	84.5%	81.8%	71.7%	11.8%
	Maintained (n = 187)	87.7%	84.5%	79.1%	12.8%
	Social enterprise (n = 10)	90.0%	60.0%	50.0%	20.0%
	Academy (n = 36)	97.2%	88.9%	86.1%	2.8%
	Outstanding (n = 121)	87.6%	83.5%	74.4%	16.5%
	Good (n = 229)	87.3%	84.3%	78.2%	9.6%
	Satisfactory/requires improvement (n = 35)	85.7%	74.3%	65.7%	8.6%
	Don’t know (n = 18)	88.9%	94.4%	88.9%	11.1%
Region	North East (n = 16)	87.5%	100.0%	93.8%	18.8%
	North West (n = 48)	95.8%	83.3%	75.0%	8.3%
	Yorkshire and the Humber (n = 24)	70.8%	70.8%	70.8%	16.7%
	East Midlands (n = 24)	87.5%	91.7%	87.5%	16.7%
	West Midlands (n = 39)	92.3%	82.1%	84.6%	2.6%
	East of England (n = 47)	89.4%	74.5%	70.2%	14.9%
	London (n = 46)	78.3%	80.4%	71.7%	17.4%
	South East (n = 101)	89.1%	87.1%	75.2%	10.9%
	South West (n = 44)	84.1%	86.4%	75.0%	9.1%

Table 8a: ‘What, if any, do you think are the barriers to improving children’s early literacy in your setting?’ (Please tick all that apply.)

		<i>Lack of commitment from senior leadership team</i>	<i>Lack of commitment from colleagues</i>	<i>Lack of budget</i>	<i>Lack of knowledge of how to support literacy</i>	<i>Lack of understanding of the importance of literacy</i>
Practitioner	All (N = 450)					
	Male (n = 15)	6.7%	13.3%	20.0%	20.0%	6.7%
	Female (n = 398)	8.3%	12.8%	26.4%	20.6%	13.3%
	18 to 30 years old (n = 82)	11.0%	20.7%	35.4%	25.6%	18.3%
	31 to 40 years old (n = 110)	16.4%	19.1%	28.2%	27.3%	18.2%
	41 to 50 years old (n = 112)	6.3%	10.7%	22.3%	17.0%	10.7%
	Over 51 years old (n = 91)	0.0%	3.3%	20.9%	12.1%	4.4%
	Postgraduate (n = 125)	7.2%	13.6%	24.0%	18.4%	12.8%
	Graduate (n = 179)	10.1%	15.1%	30.2%	21.8%	14.5%
	Mid-level (n = 85)	2.4%	5.9%	22.4%	22.4%	10.6%
	Entry-level (n = 17)	17.6%	11.8%	23.5%	11.8%	11.8%
	Under 5 years (n = 102)	13.7%	13.7%	32.4%	22.5%	15.7%
	6 to 10 years (n = 110)	9.1%	19.1%	23.6%	28.2%	16.4%
	11 to 20 years (n = 120)	3.3%	9.2%	26.7%	11.7%	7.5%
	Over 21 years (n = 78)	7.7%	9.0%	20.5%	20.5%	11.5%
Setting	PVI (n = 187)	9.1%	19.8%	23.0%	28.3%	18.7%
	Maintained (n = 187)	6.4%	9.1%	26.7%	15.5%	9.6%
	Social enterprise (n = 10)	10.0%	20.0%	10.0%	30.0%	20.0%
	Academy (n = 36)	11.1%	5.6%	52.8%	8.3%	8.3%
	Childminder (n = 25)	8.0%	0.0%	12.0%	20.0%	12.0%
	Outstanding (n = 121)	6.6%	10.7%	18.2%	17.4%	10.7%
	Good (n = 229)	8.3%	14.4%	28.4%	22.3%	14.4%
	Satisfactory/requires improvement (n = 35)	11.4%	14.3%	37.1%	20.0%	14.3%
	Don't know (n = 18)	5.6%	5.6%	22.2%	11.1%	5.6%
Region	North East (n = 16)	6.3%	18.8%	43.8%	12.5%	25.0%
	North West (n = 48)	18.8%	25.0%	39.6%	22.9%	14.6%
	Yorkshire and the Humber (n = 24)	8.3%	8.3%	33.3%	29.2%	16.7%
	East Midlands (n = 24)	12.5%	8.3%	50.0%	12.5%	12.5%
	West Midlands (n = 39)	2.6%	10.3%	10.3%	15.4%	10.3%
	East of England (n = 47)	8.5%	17.0%	29.8%	17.0%	17.0%
	London (n = 46)	8.7%	8.7%	13.0%	30.4%	8.7%
	South East (n = 101)	4.0%	13.9%	16.8%	21.8%	11.9%
	South West (n = 44)	4.5%	4.5%	31.8%	13.6%	13.6%

Table 8b: ‘What, if any, do you think are the barriers to improving children’s early literacy in your setting?’ (Please tick all that apply.)

		<i>Lack of time for literacy promotion</i>	<i>Other priorities</i>	<i>Other</i>	<i>No barriers</i>	<i>Don’t know</i>
Practitioner	All (N = 450)					
	Male (n = 15)	26.7%	0.0%	6.7%	33.3%	0.0%
	Female (n = 398)	22.1%	15.6%	15.8%	34.4%	1.8%
	18 to 30 years old (n = 82)	25.6%	23.2%	14.6%	19.5%	2.4%
	31 to 40 years old (n = 110)	22.7%	15.5%	19.1%	22.7%	1.8%
	41 to 50 years old (n = 112)	23.2%	14.3%	17.0%	42.9%	1.8%
	Over 51 years old (n = 91)	16.5%	8.8%	9.9%	49.5%	1.1%
	Postgraduate (n = 125)	18.4%	12.8%	21.6%	36.0%	3.2%
	Graduate (n = 179)	23.5%	18.4%	15.1%	30.7%	0.0%
	Mid-level (n = 85)	22.4%	8.2%	8.2%	43.5%	3.5%
	Entry-level (n = 17)	35.3%	11.8%	11.8%	23.5%	0.0%
	Under 5 years (n = 102)	22.5%	19.6%	19.6%	23.5%	1.0%
	6 to 10 years (n = 110)	26.4%	20.9%	14.5%	30.0%	1.8%
	11 to 20 years (n = 120)	20.8%	10.0%	14.2%	40.0%	3.3%
Over 21 years (n = 78)	17.9%	9.0%	12.8%	47.4%	0.0%	
Setting	PVI (n = 187)	20.9%	12.3%	10.2%	37.4%	1.6%
	Maintained (n = 187)	26.2%	15.5%	18.2%	31.0%	2.7%
	Social enterprise (n = 10)	20.0%	10.0%	30.0%	30.0%	0.0%
	Academy (n = 36)	27.8%	25.0%	19.4%	16.7%	0.0%
	Childminder (n = 25)	8.0%	8.0%	4.0%	56.0%	4.0%
	Other (n = 6)	0.0%	0.0%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	19.0%	9.9%	11.6%	43.8%	.8%
	Good (n = 229)	21.4%	16.6%	17.0%	33.2%	1.7%
	Satisfactory/requires improvement (n = 35)	28.6%	17.1%	11.4%	17.1%	5.7%
	Don’t know (n = 18)	33.3%	22.2%	27.8%	27.8%	0.0%
Region	North East (n = 16)	31.3%	12.5%	12.5%	18.8%	6.3%
	North West (n = 48)	29.2%	27.1%	16.7%	27.1%	0.0%
	Yorkshire and the Humber (n = 24)	29.2%	20.8%	8.3%	25.0%	0.0%
	East Midlands (n = 24)	12.5%	20.8%	25.0%	37.5%	0.0%
	West Midlands (n = 39)	15.4%	12.8%	10.3%	43.6%	0.0%
	East of England (n = 47)	8.5%	10.6%	12.8%	29.8%	4.3%
	London (n = 46)	34.8%	10.9%	26.1%	17.4%	2.2%
	South East (n = 101)	22.8%	13.9%	9.9%	42.6%	1.0%
	South West (n = 44)	15.9%	9.1%	25.0%	40.9%	2.3%

Table 9a: What, if any, do you think are the barriers to a child’s overall literacy attainment?’ (Please tick all that apply.)

4.4% of early years practitioners said there are no barriers. These data represent practitioners who say children experience barriers (96.6%) to improving their early literacy skills.

		<i>Children’s EAL</i>	<i>Children’s SEN</i>	<i>Children’s home learning environment</i>	<i>Children’s ethnic background</i>
Practitioner	All (N = 450)	43.7%	51.9%	83.0%	12.3%
	Male (n = 15)	40.0%	46.7%	66.7%	40.0%
	Female (n = 398)	44.6%	53.6%	84.7%	10.6%
	18 to 30 years old (n = 82)	50.0%	52.5%	78.8%	15.0%
	31 to 40 years old (n = 110)	38.9%	46.3%	86.1%	8.3%
	41 to 50 years old (n = 112)	46.7%	57.1%	90.5%	9.5%
	Over 51 years old (n = 91)	43.4%	56.6%	77.1%	14.5%
	Postgraduate (n = 125)	41.5%	52.0%	87.0%	11.4%
	Graduate (n = 179)	46.5%	51.7%	88.4%	9.3%
	Mid-level (n = 85)	48.7%	59.2%	76.3%	14.5%
	Entry-level (n = 17)	18.8%	43.8%	50.0%	25.0%
	Under 5 years (n = 102)	43.3%	53.6%	82.5%	14.4%
	6 to 10 years (n = 110)	51.4%	55.1%	88.8%	13.1%
	11 to 20 years (n = 120)	40.9%	52.2%	84.3%	6.1%
Over 21 years (n = 78)	41.7%	52.8%	77.8%	13.9%	
Setting	PVI (n = 187)	45.1%	51.4%	80.9%	10.4%
	Maintained (n = 187)	43.7%	52.5%	86.3%	14.8%
	Social enterprise (n = 10)	40.0%	50.0%	80.0%	20.0%
	Academy (n = 36)	54.3%	60.0%	85.7%	5.7%
	Outstanding (n = 121)	42.7%	53.8%	83.8%	12.8%
	Good (n = 229)	46.3%	55.1%	87.0%	9.7%
	Satisfactory/requires improvement (n = 35)	54.5%	48.5%	78.8%	18.2%
	Don’t know (n = 18)	27.8%	44.4%	72.2%	5.6%
Region	North East (n = 16)	40.0%	46.7%	93.3%	6.7%
	North West (n = 48)	48.9%	55.3%	87.2%	10.6%
	Yorkshire and the Humber (n = 24)	43.5%	39.1%	69.6%	30.4%
	East Midlands (n = 24)	29.2%	37.5%	83.3%	8.3%
	West Midlands (n = 39)	42.1%	55.3%	78.9%	7.9%
	East of England (n = 47)	52.3%	59.1%	81.8%	6.8%
	London (n = 46)	45.5%	59.1%	86.4%	11.4%
	South East (n = 101)	48.9%	53.2%	81.9%	12.8%
	South West (n = 44)	39.0%	61.0%	97.6%	12.2%

Table 9b: What, if any, do you think are the barriers to a child's overall literacy attainment?' (Please tick all that apply.)

		<i>Children's socio-economic background</i>	<i>Parents' lack of aspirations</i>	<i>Quality of teaching and learning</i>	<i>Other</i>	<i>Don't know</i>
Practitioner	All (N = 450)	43.3%	66.7%	39.3%	2.1%	4.2%
	Male (n = 15)	46.7%	66.7%	53.3%	0.0%	0.0%
	Female (n = 398)	42.7%	67.8%	39.8%	1.8%	4.5%
	18 to 30 years old (n = 82)	36.3%	61.3%	46.3%	5.0%	2.5%
	31 to 40 years old (n = 110)	44.4%	69.4%	47.2%	0.0%	1.9%
	41 to 50 years old (n = 112)	45.7%	74.3%	41.9%	1.9%	6.7%
	Over 51 years old (n = 91)	42.2%	66.3%	25.3%	0.0%	6.0%
	Postgraduate (n = 125)	42.3%	65.9%	42.3%	1.6%	5.7%
	Graduate (n = 179)	48.3%	72.7%	43.6%	0.6%	4.7%
	Mid-level (n = 85)	34.2%	61.8%	30.3%	5.3%	2.6%
	Entry-level (n = 17)	25.0%	56.3%	31.3%	0.0%	0.0%
	Under 5 years (n = 102)	41.2%	67.0%	50.5%	3.1%	3.1%
	6 to 10 years (n = 110)	45.8%	72.9%	42.1%	0.9%	3.7%
	11 to 20 years (n = 120)	44.3%	61.7%	35.7%	1.7%	5.2%
Over 21 years (n = 78)	37.5%	69.4%	30.6%	0.0%	5.6%	
Setting	PVI (n = 187)	34.7%	61.8%	45.1%	2.9%	2.9%
	Maintained (n = 187)	47.5%	69.4%	38.3%	2.2%	4.9%
	Social enterprise (n = 10)	50.0%	60.0%	30.0%	0.0%	10.0%
	Academy (n = 36)	54.3%	80.0%	22.9%	0.0%	5.7%
	Outstanding (n = 121)	42.7%	61.5%	41.9%	1.7%	3.4%
	Good (n = 229)	42.6%	72.2%	42.1%	1.4%	5.1%
	Satisfactory/requires improvement (n = 35)	48.5%	75.8%	30.3%	0.0%	3.0%
	Don't know (n = 18)	38.9%	50.0%	27.8%	5.6%	5.6%
Region	North East (n = 16)	60.0%	93.3%	46.7%	6.7%	0.0%
	North West (n = 48)	46.8%	61.7%	48.9%	0.0%	6.4%
	Yorkshire and the Humber (n = 24)	52.2%	56.5%	39.1%	4.3%	4.3%
	East Midlands (n = 24)	37.5%	58.3%	29.2%	0.0%	8.3%
	West Midlands (n = 39)	15.8%	68.4%	28.9%	2.6%	0.0%
	East of England (n = 47)	36.4%	65.9%	45.5%	0.0%	6.8%
	London (n = 46)	36.4%	75.0%	43.2%	2.3%	6.8%
	South East (n = 101)	48.9%	69.1%	39.4%	2.1%	4.3%
	South West (n = 44)	48.8%	78.0%	39.0%	0.0%	2.4%

Table 10: ‘How much do you agree or disagree with the following statement: Developing children’s early literacy skills is embedded in my practice?’

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don’t know</i>
Practitioner	All (N = 450)	71.1%	25.8%	2.9%	0.2%	0.0%	0.0%
	Male (n = 15)	53.3%	46.7%	0.0%	0.0%	0.0%	0.0%
	Female (n = 398)	71.9%	25.9%	2.0%	0.3%	0.0%	0.0%
	18 to 30 years old (n = 82)	68.3%	28.0%	2.4%	1.2%	0.0%	0.0%
	31 to 40 years old (n = 110)	66.4%	30.0%	3.6%	0.0%	0.0%	0.0%
	41 to 50 years old (n = 112)	72.3%	26.8%	0.9%	0.0%	0.0%	0.0%
	Over 51 years old (n = 91)	80.2%	19.8%	0.0%	0.0%	0.0%	0.0%
	Postgraduate (n = 125)	75.2%	24.0%	0.8%	0.0%	0.0%	0.0%
	Graduate (n = 179)	76.5%	21.2%	1.7%	0.6%	0.0%	0.0%
	Mid-level (n = 85)	58.8%	38.8%	2.4%	0.0%	0.0%	0.0%
	Entry-level (n = 17)	52.9%	35.3%	11.8%	0.0%	0.0%	0.0%
	Under 5 years (n = 102)	64.7%	32.4%	2.0%	1.0%	0.0%	0.0%
	6 to 10 years (n = 110)	67.3%	28.2%	4.5%	0.0%	0.0%	0.0%
	11 to 20 years (n = 120)	72.5%	27.5%	0.0%	0.0%	0.0%	0.0%
Over 21 years (n = 78)	83.3%	15.4%	1.3%	0.0%	0.0%	0.0%	
Setting	PVI (n = 187)	65.8%	29.4%	4.3%	0.5%	0.0%	0.0%
	Maintained (n = 187)	75.4%	23.0%	1.6%	0.0%	0.0%	0.0%
	Social enterprise (n = 10)	80.0%	10.0%	10.0%	0.0%	0.0%	0.0%
	Academy (n = 36)	80.6%	19.4%	0.0%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	76.0%	21.5%	2.5%	0.0%	0.0%	0.0%
	Good (n = 229)	71.6%	26.2%	2.2%	0.0%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	54.3%	45.7%	0.0%	0.0%	0.0%	0.0%
	Don’t know (n = 18)	77.8%	16.7%	0.0%	5.6%	0.0%	0.0%
Region	North East (n = 16)	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%
	North West (n = 48)	52.1%	39.6%	6.3%	2.1%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	58.3%	37.5%	4.2%	0.0%	0.0%	0.0%
	East Midlands (n = 24)	83.3%	16.7%	0.0%	0.0%	0.0%	0.0%
	West Midlands (n = 39)	76.9%	23.1%	0.0%	0.0%	0.0%	0.0%
	East of England (n = 47)	72.3%	25.5%	2.1%	0.0%	0.0%	0.0%
	London (n = 46)	73.9%	26.1%	0.0%	0.0%	0.0%	0.0%
	South East (n = 101)	75.2%	22.8%	2.0%	0.0%	0.0%	0.0%
	South West (n = 44)	77.3%	22.7%	0.0%	0.0%	0.0%	0.0%

Table 11: ‘How much do you agree or disagree with the following statement: I feel that my efforts to support children’s early literacy practices have an impact on children’s progress?’

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
Practitioner	All (N = 450)	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%
	Male (n = 15)	67.8%	30.9%	0.5%	0.3%	0.0%	0.5%
	Female (n = 398)	69.5%	25.6%	3.7%	1.2%	0.0%	0.0%
	18 to 30 years old (n = 82)	60.9%	38.2%	0.9%	0.0%	0.0%	0.0%
	31 to 40 years old (n = 110)	67.0%	31.3%	0.9%	0.0%	0.0%	0.9%
	41 to 50 years old (n = 112)	72.5%	26.4%	0.0%	0.0%	0.0%	1.1%
	Over 51 years old (n = 91)	70.4%	29.6%	0.0%	0.0%	0.0%	0.0%
	Postgraduate (n = 125)	74.3%	24.0%	0.0%	0.6%	0.0%	1.1%
	Graduate (n = 179)	49.4%	48.2%	2.4%	0.0%	0.0%	0.0%
	Mid-level (n = 85)	52.9%	29.4%	17.6%	0.0%	0.0%	0.0%
	Entry-level (n = 17)	57.8%	37.3%	2.9%	1.0%	0.0%	1.0%
	Under 5 years (n = 102)	64.5%	32.7%	1.8%	0.0%	0.0%	0.9%
	6 to 10 years (n = 110)	69.2%	30.8%	0.0%	0.0%	0.0%	0.0%
	11 to 20 years (n = 120)	78.2%	21.8%	0.0%	0.0%	0.0%	0.0%
Over 21 years (n = 78)	63.6%	33.7%	2.1%	0.5%	0.0%	0.0%	
Setting	PVI (n = 187)	69.5%	26.7%	2.7%	0.0%	0.0%	1.1%
	Maintained (n = 187)	70.0%	30.0%	0.0%	0.0%	0.0%	0.0%
	Social enterprise (n = 10)	61.1%	38.9%	0.0%	0.0%	0.0%	0.0%
	Academy (n = 36)	72.0%	28.0%	0.0%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	69.9%	29.3%	0.4%	0.0%	0.0%	0.4%
	Good (n = 229)	45.7%	48.6%	5.7%	0.0%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	50.0%	38.9%	0.0%	5.6%	0.0%	5.6%
	Don't know (n = 18)	81.3%	18.8%	0.0%	0.0%	0.0%	0.0%
Region	North East (n = 16)	54.2%	43.8%	0.0%	2.1%	0.0%	0.0%
	North West (n = 48)	66.7%	25.0%	8.3%	0.0%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	62.5%	37.5%	0.0%	0.0%	0.0%	0.0%
	East Midlands (n = 24)	82.1%	17.9%	0.0%	0.0%	0.0%	0.0%
	West Midlands (n = 39)	63.8%	34.0%	0.0%	0.0%	0.0%	2.1%
	East of England (n = 47)	69.6%	28.3%	0.0%	0.0%	0.0%	2.2%
	London (n = 46)	62.4%	35.6%	2.0%	0.0%	0.0%	0.0%
	South East (n = 101)	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%
	South West (n = 44)	40.0%	40.0%	20.0%	0.0%	0.0%	0.0%

Table 12: ‘How much do you agree or disagree with the following statement: I get all the support I need from my colleagues to help support children’s literacy skills?’

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
Practitioner	All (N = 450)	37.6%	39.8%	13.2%	7.4%	1.6%	0.4%
	Male (n = 15)	20.0%	66.7%	0.0%	13.3%	0.0%	0.0%
	Female (n = 398)	38.5%	38.7%	13.9%	6.6%	1.8%	0.5%
	18 to 30 years old (n = 82)	35.4%	41.5%	11.0%	7.3%	3.7%	1.2%
	31 to 40 years old (n = 110)	33.0%	41.3%	14.7%	7.3%	3.7%	0.0%
	41 to 50 years old (n = 112)	37.8%	38.7%	16.2%	7.2%	0.0%	0.0%
	Over 51 years old (n = 91)	50.0%	37.8%	6.7%	4.4%	0.0%	1.1%
	Postgraduate (n = 125)	37.1%	41.1%	12.1%	7.3%	2.4%	0.0%
	Graduate (n = 179)	38.8%	41.6%	10.1%	7.3%	1.7%	0.6%
	Mid-level (n = 85)	36.9%	34.5%	25.0%	2.4%	0.0%	1.2%
	Entry-level (n = 17)	41.2%	41.2%	5.9%	5.9%	5.9%	0.0%
	Under 5 years (n = 102)	29.7%	44.6%	16.8%	6.9%	2.0%	0.0%
	6 to 10 years (n = 110)	35.8%	36.7%	14.7%	9.2%	3.7%	0.0%
	11 to 20 years (n = 120)	39.2%	40.8%	14.2%	5.0%	0.8%	0.0%
Over 21 years (n = 78)	49.4%	37.7%	5.2%	5.2%	0.0%	2.6%	
Setting	PVI (n = 187)	33.3%	41.9%	15.1%	7.5%	2.2%	0.0%
	Maintained (n = 187)	41.2%	38.0%	12.3%	7.5%	0.5%	0.5%
	Social enterprise (n = 10)	60.0%	20.0%	10.0%	0.0%	10.0%	0.0%
	Academy (n = 36)	47.2%	47.2%	0.0%	2.8%	2.8%	0.0%
	Outstanding (n = 121)	40.3%	42.0%	12.6%	3.4%	0.8%	0.8%
	Good (n = 229)	36.8%	39.9%	14.0%	7.5%	1.3%	0.4%
	Satisfactory/requires improvement (n = 35)	34.3%	37.1%	14.3%	8.6%	5.7%	0.0%
	Don't know (n = 18)	50.0%	33.3%	11.1%	5.6%	0.0%	0.0%
Region	North East (n = 16)	31.3%	31.3%	37.5%	0.0%	0.0%	0.0%
	North West (n = 48)	27.1%	45.8%	16.7%	10.4%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	33.3%	54.2%	8.3%	4.2%	0.0%	0.0%
	East Midlands (n = 24)	34.8%	39.1%	13.0%	4.3%	8.7%	0.0%
	West Midlands (n = 39)	41.0%	38.5%	10.3%	5.1%	2.6%	2.6%
	East of England (n = 47)	36.2%	42.6%	10.6%	6.4%	4.3%	0.0%
	London (n = 46)	34.8%	39.1%	13.0%	13.0%	0.0%	0.0%
	South East (n = 101)	43.0%	36.0%	14.0%	6.0%	1.0%	0.0%
	South West (n = 44)	46.5%	37.2%	11.6%	2.3%	0.0%	2.3%

Table 13: ‘How much do you agree or disagree with the following statement: I have the knowledge I need to help children to improve their early literacy skills?’

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
Practitioner	All (N = 450)	52.6%	41.6%	4.7%	1.1%	0.0%	0.0%
	Male (n = 15)	21.4%	57.1%	21.4%	0.0%	0.0%	0.0%
	Female (n = 398)	54.0%	41.5%	4.0%	0.5%	0.0%	0.0%
	18 to 30 years old (n = 82)	42.7%	50.0%	6.1%	1.2%	0.0%	0.0%
	31 to 40 years old (n = 110)	50.0%	43.6%	6.4%	0.0%	0.0%	0.0%
	41 to 50 years old (n = 112)	55.0%	40.5%	4.5%	0.0%	0.0%	0.0%
	Over 51 years old (n = 91)	62.6%	35.2%	1.1%	1.1%	0.0%	0.0%
	Postgraduate (n = 125)	56.8%	41.6%	1.6%	0.0%	0.0%	0.0%
	Graduate (n = 179)	59.0%	39.9%	0.6%	0.6%	0.0%	0.0%
	Mid-level (n = 85)	37.6%	48.2%	12.9%	1.2%	0.0%	0.0%
	Entry-level (n = 17)	41.2%	29.4%	29.4%	0.0%	0.0%	0.0%
	Under 5 years (n = 102)	40.2%	49.0%	8.8%	2.0%	0.0%	0.0%
	6 to 10 years (n = 110)	48.6%	47.7%	3.7%	0.0%	0.0%	0.0%
	11 to 20 years (n = 120)	58.3%	39.2%	2.5%	0.0%	0.0%	0.0%
Over 21 years (n = 78)	66.7%	29.5%	3.8%	0.0%	0.0%	0.0%	
Setting	PVI (n = 187)	49.2%	42.8%	5.9%	2.1%	0.0%	0.0%
	Maintained (n = 187)	57.0%	40.3%	2.7%	0.0%	0.0%	0.0%
	Social enterprise (n = 10)	60.0%	30.0%	10.0%	0.0%	0.0%	0.0%
	Academy (n = 36)	52.8%	47.2%	0.0%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	52.1%	44.6%	2.5%	0.8%	0.0%	0.0%
	Good (n = 229)	53.9%	42.1%	3.9%	0.0%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	51.4%	37.1%	11.4%	0.0%	0.0%	0.0%
	Don't know (n = 18)	61.1%	27.8%	5.6%	5.6%	0.0%	0.0%
Region	North East (n = 16)	68.8%	31.3%	0.0%	0.0%	0.0%	0.0%
	North West (n = 48)	39.6%	56.3%	2.1%	2.1%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	58.3%	33.3%	8.3%	0.0%	0.0%	0.0%
	East Midlands (n = 24)	58.3%	41.7%	0.0%	0.0%	0.0%	0.0%
	West Midlands (n = 39)	68.4%	28.9%	2.6%	0.0%	0.0%	0.0%
	East of England (n = 47)	44.7%	44.7%	10.6%	0.0%	0.0%	0.0%
	London (n = 46)	37.0%	56.5%	6.5%	0.0%	0.0%	0.0%
	South East (n = 101)	53.5%	41.6%	4.0%	1.0%	0.0%	0.0%
	South West (n = 44)	63.6%	36.4%	0.0%	0.0%	0.0%	0.0%

Table 14: ‘How much do you agree or disagree with the following statement: Other staff could benefit from support with their own literacy skills?’

		<i>Strongly agree</i>	<i>Agree</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Don't know</i>
Practitioner	All (N = 450)	26.0%	35.6%	21.3%	10.1%	4.5%	2.7%
	Male (n = 15)	26.7%	46.7%	26.7%	0.0%	0.0%	0.0%
	Female (n = 398)	26.1%	35.7%	21.5%	9.1%	4.8%	2.8%
	18 to 30 years old (n = 82)	45.1%	26.8%	20.7%	4.9%	0.0%	2.4%
	31 to 40 years old (n = 110)	26.9%	45.4%	21.3%	3.7%	2.8%	0.0%
	41 to 50 years old (n = 112)	17.9%	37.5%	17.0%	13.4%	8.0%	6.3%
	Over 51 years old (n = 91)	21.1%	30.0%	26.7%	13.3%	7.8%	1.1%
	Postgraduate (n = 125)	32.3%	32.3%	21.8%	8.1%	4.0%	1.6%
	Graduate (n = 179)	25.8%	41.6%	20.8%	6.7%	2.8%	2.2%
	Mid-level (n = 85)	16.5%	30.6%	22.4%	16.5%	8.2%	5.9%
	Entry-level (n = 17)	25.0%	31.3%	31.3%	0.0%	12.5%	0.0%
	Under 5 years (n = 102)	29.0%	39.0%	24.0%	2.0%	4.0%	2.0%
	6 to 10 years (n = 110)	24.5%	37.3%	19.1%	10.0%	2.7%	6.4%
	11 to 20 years (n = 120)	23.3%	36.7%	22.5%	10.0%	6.7%	0.8%
Over 21 years (n = 78)	29.9%	28.6%	20.8%	14.3%	5.2%	1.3%	
Setting	PVI (n = 187)	28.3%	32.6%	19.3%	12.3%	6.4%	1.1%
	Maintained (n = 187)	26.7%	38.0%	22.5%	7.0%	2.7%	3.2%
	Social enterprise (n = 10)	20.0%	60.0%	0.0%	20.0%	0.0%	0.0%
	Academy (n = 36)	13.9%	44.4%	30.6%	8.3%	2.8%	0.0%
	Outstanding (n = 121)	21.7%	34.2%	22.5%	14.2%	3.3%	4.2%
	Good (n = 229)	27.2%	37.7%	21.1%	6.1%	6.1%	1.8%
	Satisfactory/requires improvement (n = 35)	31.4%	37.1%	20.0%	8.6%	0.0%	2.9%
	Don't know (n = 18)	27.8%	33.3%	16.7%	11.1%	5.6%	5.6%
Region	North East (n = 16)	25.0%	50.0%	18.8%	6.3%	0.0%	0.0%
	North West (n = 48)	25.0%	43.8%	18.8%	12.5%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	25.0%	41.7%	16.7%	8.3%	8.3%	0.0%
	East Midlands (n = 24)	26.1%	39.1%	30.4%	0.0%	4.3%	0.0%
	West Midlands (n = 39)	20.5%	41.0%	20.5%	2.6%	10.3%	5.1%
	East of England (n = 47)	21.3%	38.3%	21.3%	12.8%	2.1%	4.3%
	London (n = 46)	30.4%	37.0%	13.0%	8.7%	4.3%	6.5%
	South East (n = 101)	22.8%	30.7%	25.7%	12.9%	5.9%	2.0%
	South West (n = 44)	27.9%	34.9%	23.3%	7.0%	4.7%	2.3%

Table 15a8: ‘How confident do you feel developing the early literacy skills of children from less advantaged backgrounds?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	39.1%	52.8%	6.7%	0.4%	0.9%
	Male (n = 15)	40.0%	60.0%	0.0%	0.0%	0.0%
	Female (n = 398)	39.6%	52.8%	6.1%	0.5%	1.0%
	18 to 30 years old (n = 82)	39.0%	52.4%	7.3%	1.2%	0.0%
	31 to 40 years old (n = 110)	35.8%	56.9%	6.4%	0.0%	0.9%
	41 to 50 years old (n = 112)	38.4%	53.6%	7.1%	0.0%	0.9%
	Over 51 years old (n = 91)	45.6%	50.0%	2.2%	1.1%	1.1%
	Postgraduate (n = 125)	50.0%	46.8%	3.2%	0.0%	0.0%
	Graduate (n = 179)	40.8%	53.6%	4.5%	1.1%	0.0%
	Mid-level (n = 85)	27.4%	59.5%	8.3%	0.0%	4.8%
	Entry-level (n = 17)	5.9%	64.7%	29.4%	0.0%	0.0%
	Under 5 years (n = 102)	30.7%	59.4%	8.9%	1.0%	0.0%
	6 to 10 years (n = 110)	39.1%	51.8%	8.2%	0.0%	0.9%
	11 to 20 years (n = 120)	40.3%	54.6%	2.5%	0.8%	1.7%
Over 21 years (n = 78)	48.7%	46.2%	3.8%	0.0%	1.3%	
Setting	PVI (n = 187)	34.4%	53.2%	9.7%	0.5%	2.2%
	Maintained (n = 187)	42.5%	53.8%	3.8%	0.0%	0.0%
	Social enterprise (n = 10)	40.0%	50.0%	10.0%	0.0%	0.0%
	Academy (n = 36)	45.7%	45.7%	5.7%	2.9%	0.0%
	Outstanding (n = 121)	40.0%	51.7%	5.8%	0.0%	2.5%
	Good (n = 229)	40.8%	53.1%	5.7%	0.4%	0.0%
	Satisfactory/requires improvement (n = 35)	28.6%	62.9%	5.7%	0.0%	2.9%
Don't know (n = 18)	38.9%	50.0%	5.6%	5.6%	0.0%	
Region	North East (n = 16)	62.5%	31.3%	6.3%	0.0%	0.0%
	North West (n = 48)	31.3%	60.4%	6.3%	2.1%	0.0%
	Yorkshire and the Humber (n = 24)	37.5%	58.3%	4.2%	0.0%	0.0%
	East Midlands (n = 24)	41.7%	50.0%	4.2%	4.2%	0.0%
	West Midlands (n = 39)	48.7%	46.2%	5.1%	0.0%	0.0%
	East of England (n = 47)	34.8%	56.5%	6.5%	0.0%	2.2%
	London (n = 46)	30.4%	58.7%	10.9%	0.0%	0.0%
	South East (n = 101)	37.0%	56.0%	4.0%	0.0%	3.0%
	South West (n = 44)	47.7%	47.7%	4.5%	0.0%	0.0%

Table15b: ‘How confident do you feel developing the early literacy skills of children with SEN?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	24.4%	53.1%	20.9%	1.6%	0.0%
	Male (n = 15)	33.3%	40.0%	26.7%	0.0%	0.0%
	Female (n = 398)	23.0%	55.2%	20.0%	1.8%	0.0%
	18 to 30 years old (n = 82)	20.7%	45.1%	32.9%	1.2%	0.0%
	31 to 40 years old (n = 110)	21.1%	56.9%	20.2%	1.8%	0.0%
	41 to 50 years old (n = 112)	26.1%	51.4%	21.6%	0.9%	0.0%
	Over 51 years old (n = 91)	25.6%	63.3%	8.9%	2.2%	0.0%
	Postgraduate (n = 125)	30.9%	56.1%	12.2%	0.8%	0.0%
	Graduate (n = 179)	25.3%	54.5%	19.1%	1.1%	0.0%
	Mid-level (n = 85)	12.9%	52.9%	29.4%	4.7%	0.0%
	Entry-level (n = 17)	0.0%	64.7%	35.3%	0.0%	0.0%
	Under 5 years (n = 102)	13.7%	55.9%	27.5%	2.9%	0.0%
	6 to 10 years (n = 110)	20.9%	49.1%	27.3%	2.7%	0.0%
	11 to 20 years (n = 120)	28.6%	54.6%	16.0%	0.8%	0.0%
Over 21 years (n = 78)	32.5%	59.7%	7.8%	0.0%	0.0%	
Setting	PVI (n = 187)	19.4%	53.8%	24.7%	2.2%	0.0%
	Maintained (n = 187)	31.0%	52.2%	15.8%	1.1%	0.0%
	Social enterprise (n = 10)	20.0%	70.0%	10.0%	0.0%	0.0%
	Academy (n = 36)	19.4%	55.6%	22.2%	2.8%	0.0%
	Outstanding (n = 121)	24.0%	54.5%	19.8%	1.7%	0.0%
	Good (n = 229)	23.5%	57.5%	17.7%	1.3%	0.0%
	Satisfactory/requires improvement (n = 35)	11.4%	48.6%	40.0%	0.0%	0.0%
	Don't know (n = 18)	38.9%	44.4%	11.1%	5.6%	0.0%
Region	North East (n = 16)	20.0%	53.3%	26.7%	0.0%	0.0%
	North West (n = 48)	20.8%	50.0%	27.1%	2.1%	0.0%
	Yorkshire and the Humber (n = 24)	8.3%	66.7%	25.0%	0.0%	0.0%
	East Midlands (n = 24)	12.5%	66.7%	16.7%	4.2%	0.0%
	West Midlands (n = 39)	38.5%	48.7%	12.8%	0.0%	0.0%
	East of England (n = 47)	26.1%	56.5%	17.4%	0.0%	0.0%
	London (n = 46)	13.0%	60.9%	23.9%	2.2%	0.0%
	South East (n = 101)	24.0%	53.0%	20.0%	3.0%	0.0%
	South West (n = 44)	27.3%	54.5%	18.2%	0.0%	0.0%

Table 15c: ‘How confident do you feel developing the early literacy skills of children with EAL?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	20.5%	49.7%	26.9%	1.8%	1.1%
	Male (n = 15)	33.3%	40.0%	20.0%	0.0%	6.7%
	Female (n = 398)	19.6%	49.4%	28.0%	2.0%	1.0%
	18 to 30 years old (n = 82)	22.0%	42.7%	30.5%	3.7%	1.2%
	31 to 40 years old (n = 110)	13.0%	54.6%	29.6%	1.9%	0.9%
	41 to 50 years old (n = 112)	24.8%	43.1%	30.3%	0.9%	0.9%
	Over 51 years old (n = 91)	18.7%	56.0%	22.0%	1.1%	2.2%
	Postgraduate (n = 125)	29.8%	43.5%	25.0%	0.8%	0.8%
	Graduate (n = 179)	19.0%	51.4%	26.3%	2.8%	0.6%
	Mid-level (n = 85)	10.8%	49.4%	34.9%	2.4%	2.4%
	Entry-level (n = 17)	0.0%	60.0%	33.3%	0.0%	6.7%
	Under 5 years (n = 102)	11.9%	46.5%	38.6%	3.0%	0.0%
	6 to 10 years (n = 110)	19.4%	47.2%	27.8%	3.7%	1.9%
	11 to 20 years (n = 120)	24.6%	46.6%	25.4%	0.8%	2.5%
Over 21 years (n = 78)	24.4%	57.7%	17.9%	0.0%	0.0%	
Setting	PVI (n = 187)	15.8%	54.1%	28.4%	0.5%	1.1%
	Maintained (n = 187)	25.3%	48.9%	21.5%	2.7%	1.6%
	Social enterprise (n = 10)	11.1%	44.4%	44.4%	0.0%	0.0%
	Academy (n = 36)	20.0%	40.0%	34.3%	5.7%	0.0%
	Outstanding (n = 121)	21.0%	51.3%	25.2%	0.0%	2.5%
	Good (n = 229)	20.8%	46.9%	29.6%	2.2%	0.4%
	Satisfactory/requires improvement (n = 35)	8.6%	54.3%	31.4%	5.7%	0.0%
Don't know (n = 18)	22.2%	44.4%	27.8%	0.0%	5.6%	
Region	North East (n = 16)	25.0%	43.8%	31.3%	0.0%	0.0%
	North West (n = 48)	8.7%	43.5%	41.3%	6.5%	0.0%
	Yorkshire and the Humber (n = 24)	8.3%	75.0%	16.7%	0.0%	0.0%
	East Midlands (n = 24)	20.8%	29.2%	45.8%	4.2%	0.0%
	West Midlands (n = 39)	31.6%	42.1%	26.3%	0.0%	0.0%
	East of England (n = 47)	17.4%	37.0%	45.7%	0.0%	0.0%
	London (n = 46)	21.7%	52.2%	26.1%	0.0%	0.0%
	South East (n = 101)	19.0%	56.0%	21.0%	1.0%	3.0%
	South West (n = 44)	22.7%	54.5%	15.9%	4.5%	2.3%

Table 15d: ‘How confident do you feel developing the early literacy skills of the most able children?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	50.7%	45.3%	4.0%	0.0%	0.0%
	Male (n = 15)	46.7%	26.7%	26.7%	0.0%	0.0%
	Female (n = 398)	51.0%	46.2%	2.8%	0.0%	0.0%
	18 to 30 years old (n = 82)	48.8%	46.3%	4.9%	0.0%	0.0%
	31 to 40 years old (n = 110)	48.6%	46.8%	4.6%	0.0%	0.0%
	41 to 50 years old (n = 112)	52.3%	45.0%	2.7%	0.0%	0.0%
	Over 51 years old (n = 91)	52.7%	44.0%	3.3%	0.0%	0.0%
	Postgraduate (n = 125)	55.3%	42.3%	2.4%	0.0%	0.0%
	Graduate (n = 179)	50.3%	45.3%	4.5%	0.0%	0.0%
	Mid-level (n = 85)	45.9%	52.9%	1.2%	0.0%	0.0%
	Entry-level (n = 17)	47.1%	35.3%	17.6%	0.0%	0.0%
	Under 5 years (n = 102)	44.1%	49.0%	6.9%	0.0%	0.0%
	6 to 10 years (n = 110)	47.3%	50.9%	1.8%	0.0%	0.0%
	11 to 20 years (n = 120)	50.4%	47.9%	1.7%	0.0%	0.0%
Over 21 years (n = 78)	64.1%	30.8%	5.1%	0.0%	0.0%	
Setting	PVI (n = 187)	49.7%	48.1%	2.1%	0.0%	0.0%
	Maintained (n = 187)	51.4%	41.6%	7.0%	0.0%	0.0%
	Social enterprise (n = 10)	50.0%	50.0%	0.0%	0.0%	0.0%
	Academy (n = 36)	47.2%	50.0%	2.8%	0.0%	0.0%
	Outstanding (n = 121)	55.4%	41.3%	3.3%	0.0%	0.0%
	Good (n = 229)	49.3%	48.5%	2.2%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	40.0%	48.6%	11.4%	0.0%	0.0%
	Don't know (n = 18)	55.6%	38.9%	5.6%	0.0%	0.0%
Region	North East (n = 16)	60.0%	40.0%	0.0%	0.0%	0.0%
	North West (n = 48)	39.6%	58.3%	2.1%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	41.7%	50.0%	8.3%	0.0%	0.0%
	East Midlands (n = 24)	66.7%	25.0%	8.3%	0.0%	0.0%
	West Midlands (n = 39)	61.5%	38.5%	0.0%	0.0%	0.0%
	East of England (n = 47)	37.0%	60.9%	2.2%	0.0%	0.0%
	London (n = 46)	37.0%	56.5%	6.5%	0.0%	0.0%
	South East (n = 101)	56.4%	42.6%	1.0%	0.0%	0.0%
	South West (n = 44)	59.1%	34.1%	6.8%	0.0%	0.0%

Table 15e: ‘How confident do you feel developing the early literacy skills of boys?’

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	46.4%	49.8%	3.1%	0.7%	0.0%
	Male (n = 15)	40.0%	53.3%	6.7%	0.0%	0.0%
	Female (n = 398)	47.2%	49.2%	2.8%	0.8%	0.0%
	18 to 30 years old (n = 82)	45.1%	45.1%	8.5%	1.2%	0.0%
	31 to 40 years old (n = 110)	48.6%	46.8%	3.7%	0.9%	0.0%
	41 to 50 years old (n = 112)	44.1%	55.9%	0.0%	0.0%	0.0%
	Over 51 years old (n = 91)	48.4%	49.5%	1.1%	1.1%	0.0%
	Postgraduate (n = 125)	53.7%	43.9%	2.4%	0.0%	0.0%
	Graduate (n = 179)	46.9%	49.2%	2.8%	1.1%	0.0%
	Mid-level (n = 85)	42.4%	51.8%	4.7%	1.2%	0.0%
	Entry-level (n = 17)	11.8%	88.2%	0.0%	0.0%	0.0%
	Under 5 years (n = 102)	33.3%	56.9%	7.8%	2.0%	0.0%
	6 to 10 years (n = 110)	47.3%	50.0%	2.7%	0.0%	0.0%
	11 to 20 years (n = 120)	50.4%	48.7%	0.0%	0.8%	0.0%
Over 21 years (n = 78)	57.7%	41.0%	1.3%	0.0%	0.0%	
Setting	PVI (n = 187)	44.4%	51.3%	3.7%	0.5%	0.0%
	Maintained (n = 187)	48.1%	48.6%	3.2%	0.0%	0.0%
	Social enterprise (n = 10)	50.0%	40.0%	0.0%	10.0%	0.0%
	Academy (n = 36)	47.2%	47.2%	2.8%	2.8%	0.0%
	Outstanding (n = 121)	45.5%	50.4%	2.5%	1.7%	0.0%
	Good (n = 229)	48.0%	48.9%	2.6%	0.4%	0.0%
	Satisfactory/requires improvement (n = 35)	40.0%	54.3%	5.7%	0.0%	0.0%
Don't know (n = 18)	50.0%	44.4%	5.6%	0.0%	0.0%	
Region	North East (n = 16)	66.7%	33.3%	0.0%	0.0%	0.0%
	North West (n = 48)	37.5%	54.2%	6.3%	2.1%	0.0%
	Yorkshire and the Humber (n = 24)	37.5%	58.3%	4.2%	0.0%	0.0%
	East Midlands (n = 24)	62.5%	29.2%	4.2%	4.2%	0.0%
	West Midlands (n = 39)	59.0%	38.5%	2.6%	0.0%	0.0%
	East of England (n = 47)	39.1%	60.9%	0.0%	0.0%	0.0%
	London (n = 46)	37.0%	60.9%	2.2%	0.0%	0.0%
	South East (n = 101)	44.6%	49.5%	5.0%	1.0%	0.0%
	South West (n = 44)	54.5%	45.5%	0.0%	0.0%	0.0%

Table 15f9: 'How confident do you feel developing the early literacy skills of girls?'

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not too confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Practitioner	All (N = 450)	50.8%	47.7%	1.6%	0.0%	0.0%
	Male (n = 15)	46.7%	33.3%	20.0%	0.0%	0.0%
	Female (n = 398)	51.4%	47.8%	0.8%	0.0%	0.0%
	18 to 30 years old (n = 82)	50.0%	46.3%	3.7%	0.0%	0.0%
	31 to 40 years old (n = 110)	50.5%	46.8%	2.8%	0.0%	0.0%
	41 to 50 years old (n = 112)	50.9%	49.1%	0.0%	0.0%	0.0%
	Over 51 years old (n = 91)	53.3%	46.7%	0.0%	0.0%	0.0%
	Postgraduate (n = 125)	57.7%	41.5%	0.8%	0.0%	0.0%
	Graduate (n = 179)	51.1%	48.9%	0.0%	0.0%	0.0%
	Mid-level (n = 85)	45.9%	51.8%	2.4%	0.0%	0.0%
	Entry-level (n = 17)	23.5%	58.8%	17.6%	0.0%	0.0%
	Under 5 years (n = 102)	39.2%	55.9%	4.9%	0.0%	0.0%
	6 to 10 years (n = 110)	50.9%	49.1%	0.0%	0.0%	0.0%
	11 to 20 years (n = 120)	53.8%	45.4%	0.8%	0.0%	0.0%
Over 21 years (n = 78)	61.8%	38.2%	0.0%	0.0%	0.0%	
Setting	PVI (n = 187)	48.7%	50.3%	1.1%	0.0%	0.0%
	Maintained (n = 187)	51.1%	46.2%	2.7%	0.0%	0.0%
	Social enterprise (n = 10)	50.0%	50.0%	0.0%	0.0%	0.0%
	Academy (n = 36)	58.3%	41.7%	0.0%	0.0%	0.0%
	Outstanding (n = 121)	50.4%	47.9%	1.7%	0.0%	0.0%
	Good (n = 229)	52.2%	47.8%	0.0%	0.0%	0.0%
	Satisfactory/requires improvement (n = 35)	40.0%	51.4%	8.6%	0.0%	0.0%
	Don't know (n = 18)	61.1%	38.9%	0.0%	0.0%	0.0%
Region	North East (n = 16)	75.0%	25.0%	0.0%	0.0%	0.0%
	North West (n = 48)	41.7%	56.3%	2.1%	0.0%	0.0%
	Yorkshire and the Humber (n = 24)	37.5%	54.2%	8.3%	0.0%	0.0%
	East Midlands (n = 24)	75.0%	25.0%	0.0%	0.0%	0.0%
	West Midlands (n = 39)	61.5%	38.5%	0.0%	0.0%	0.0%
	East of England (n = 47)	41.3%	58.7%	0.0%	0.0%	0.0%
	London (n = 46)	41.3%	56.5%	2.2%	0.0%	0.0%
	South East (n = 101)	49.5%	49.5%	1.0%	0.0%	0.0%
	South West (n = 44)	56.8%	43.2%	0.0%	0.0%	0.0%