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Early Literacy Practices at Home in 2015: Third annual survey of parents

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Words for life

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Background

This report marks Pearson and the National Literacy Trust's third annual Early Years Literacy Survey of parents. Our survey covers a wide range of questions addressing parental attitudes, beliefs and practices around literacy, as well the reported attitudes and behaviours of their children.

This report is based on data sets from two sources. The first is our annual Early Years Literacy Survey of parents, which was conducted online in March 2015 through YouGov¹. One thousand parents of three to five-year-old children took part in this survey. This sample was fairly representative of the UK population of preschool parents with respect to age (37.1 years on average), gender (52.1% female), average number of children in the family (2.1), and ethnicity (92.2% White). Respondents held a range of higher educational qualifications, with the most common being an undergraduate degree (27.7%). More than two thirds (69.3%) came from relatively well-off households².

The second data source is responses from an additional 300 parents who filled in our Early Years Literacy Survey online and who also gave us permission to administer a vocabulary test to their child. We therefore have vocabulary attainment scores to link to attitudes and behaviours for those 300 children. The additional 300 parents were a little different from the 1,000 surveyed through YouGov, with more being female (89.9%) and the majority living in London (52.5%). They were also slightly younger (on average 34.9 years³).

Research questions

In this 2015 report we aim to answer the following key questions:

- What are children's and parents' behaviours and attitudes around emergent literacy at home?
- How do parents support their child's emergent literacy when sharing stories?
- What are the perceived influences on literacy in the early years and the perceived barriers to literacy development?
- How do attitudes and behaviours around literacy relate to children's vocabulary development?
- What were the key changes in behaviours and attitudes to emergent literacy at home from 2014 to 2015?

We report whether or not a finding is 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. Throughout this report, 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, so the percentages given represent those who were able to answer the question. However, all respondents are included in tables in the appendix.

¹ <https://yougov.co.uk/#/>

² 69.1% AB or C1 and 30.7% from C2 or DE households. Social stratification for the parent survey has been carried out by YouGov and throughout the current report the term 'social grade' refers to this grouping. Stratification is based on an algorithm that takes into account various factors including income and job status.

³ SD = 6.3 years

Key findings

What are children's and parents' behaviours and attitudes around emergent literacy at home?

- 65.7% of children look at or read stories daily at home in a typical week.
- Girls are more likely than boys to look at or read stories daily (girls: 70.6%, boys: 61.1%).
- Most parents said their child enjoys stories a lot (84.3%) and that their child is fairly confident (56.1%) when they look at or read stories at home.
- 72.1% of parents enjoy looking at or reading stories at home with their child a lot, and 79.6% feel very confident doing so.
- Parents with higher educational qualifications were more likely to rate their child as very confident when looking at or reading stories.
- Of the children who were reported to enjoy looking at or reading stories a lot 73.6% read on a daily basis, compared with only 30.0% of the children who were reported to enjoy stories a little.

How do parents support their child's emergent literacy when sharing stories?

- When asked to select which techniques they adopted when sharing stories with their child, parents' most popular choice was to 'encourage your child to notice the pictures' (83.6%).
- Those parents who said they enjoy sharing stories at home with their child a lot were more likely to say they support their child in a range of activities when reading together.

What are the perceived influences on literacy in the early years and the perceived barriers to literacy development?

- When asked who had the most influence on their child's early literacy skills, over half of parents (55.1%) said that they themselves did. However, 24.0% believe that the adults who work with their child exert the most influence on their child's emergent literacy.
- Women are more likely than men to say that they have the most influence on their child's early literacy (71.5% of women vs. 36.6% of men).
- Of those parents who said their child regularly attends early years childcare, 42.7% said the level of support for their child's reading skills was very good.
- When asked if they knew of any barriers preventing their child from developing literacy skills, 46.5% of parents said there were none. Parents of girls were more likely to say there were no barriers (50.1%) compared with parents of boys (43.1%).

How do attitudes and behaviours around literacy relate to children's vocabulary development?

- For the 300 children for whom we have data on vocabulary development, vocabulary level was related to the number of books in the home, how many days in a typical week children looked at or read stories and their parents' highest educational qualification.

What are the key changes in behaviours and attitudes to emergent literacy at home from 2014 to 2015?

- Comparing 2015 data with that of 2014, we found no difference in the percentage of children looking at or reading stories on a daily basis: 72.9% in 2014 and 71.4% in 2015.

What are children's and parents' behaviours and attitudes around emergent literacy at home?

In this first section, we consider children's early reading practices in the home. Parents were asked how often their child looks at or reads stories at home in a typical week and how long their child normally spends looking at or reading stories on any given occasion. We also asked parents about how confident their child is when looking at or reading stories and how much they enjoy doing so, and about their own confidence and enjoyment when sharing stories at home with their child.

The majority of children look at or read stories at home on a daily basis

As illustrated in **Figure 1**, 65.7% of children look at or read stories daily at home in a typical week, and the majority (62.9%) typically spend 5 to 15 minutes looking at or reading stories on any given occasion.

Figure 1: How often children look at or read stories in a typical week and how long they typically spend doing so⁴



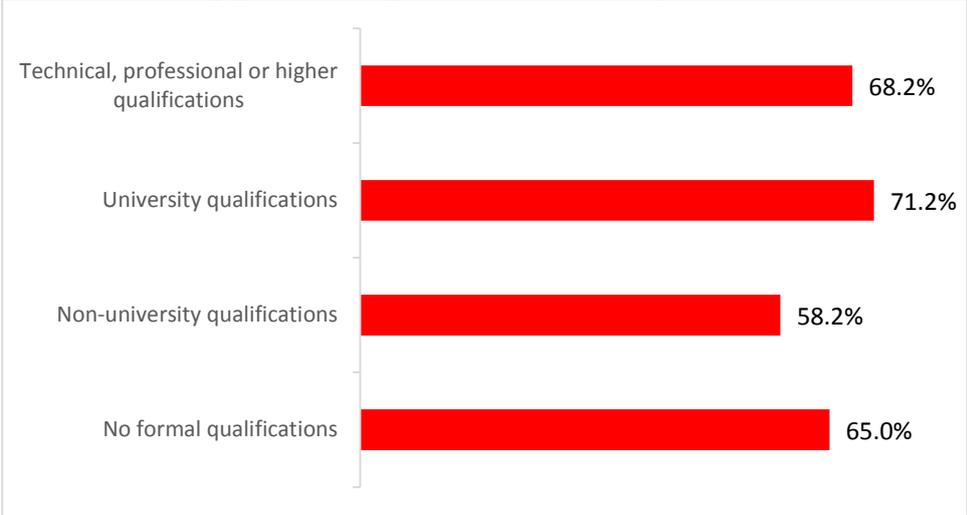
Being younger, being a girl and having parents with university qualifications are associated with sharing or reading stories daily at home

We wanted to know whether any particular groups of children were more likely to read on a daily basis. To find out, we considered which attributes of parents and children were associated with daily reading. Specifically, we looked at a child's age and gender, plus their parents' highest educational qualification, social grade and age. Three attributes were associated with daily reading: child's age, child's gender and parents' highest educational qualification⁵. We found that younger children were more likely to read on a daily basis, with 71.5% of three-year-olds, 64.2% of four-year-olds and 62.5% of five-year-olds reading daily (see below in Figure 3). Girls were more likely than boys to read daily (70.6% vs. 61.1%). **Figure 2** illustrates the relationship between daily reading and parents' highest level of educational qualification. The difference between parents with non-university qualifications and those with either university qualifications or technical, professional or higher qualifications is particularly notable.

⁴ For reading frequency n= 995, for reading duration n= 977.

⁵ For the prediction of whether children look at or read stories daily, categorical predictors Social Grade (Low, Medium, High as defined by YouGov), Highest Qualification (None, Non-university, University, Technical, Professional or Higher), Child Age (3, 4, 5 years), Child Gender and Parent Age as a continuous predictor, N = 978: Chi²= 32.759, df = 9, p< 0.001, successful prediction was 66.8%, with Child Age (p = 0.021), Child Gender (p = 0.003), and Highest Qualification (p = 0.013) contributing significant predictive power according to the Wald criteria.

Figure 2: Percentage of parents who said that their child reads on a daily basis at home, broken down by parents' highest educational qualification⁶

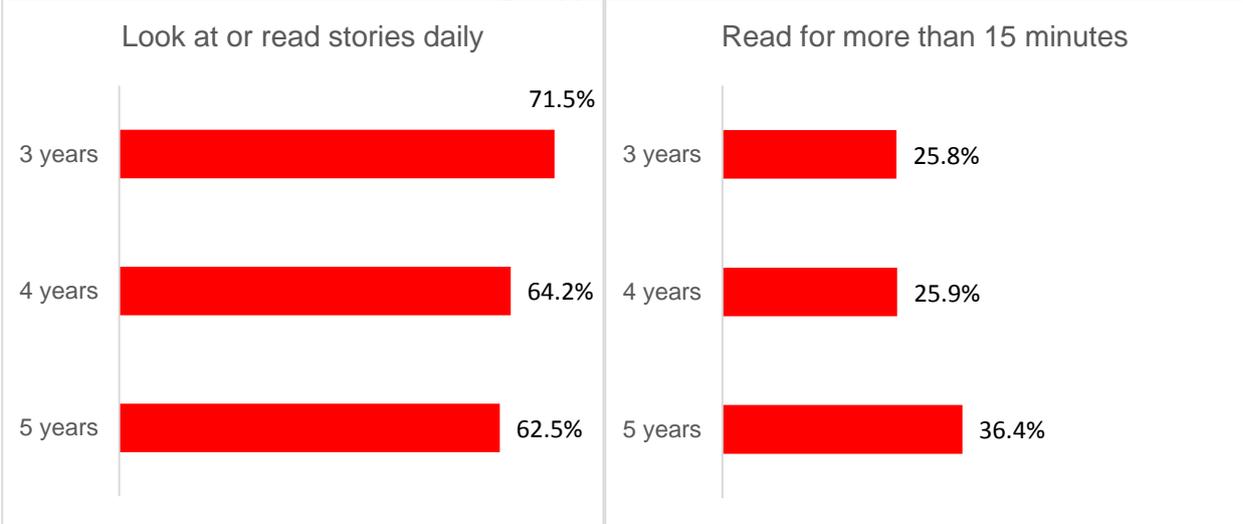


Interestingly, although parents' highest educational qualifications were associated with how likely they were to say that their child reads on a daily basis, this was not the case with their social grade. Our measure of social grade is taken from YouGov, who construct it using several different measures based predominantly on income and job status. This suggests that parents' educational status could be more relevant to reading attitudes and behaviours than factors such as income. The current data are only suggestive on this point⁷.

Older pre-school children look at or read stories for longer at home

We looked to see whether any of the same attributes (child age and gender, parental education, social grade and parental age) were related to how long a child typically shares or reads stories on any given occasion. We found that only the child's age was related to reading duration, as illustrated in **Figure 3**. So although younger children are more likely to look at or read stories frequently, they are less likely than their older peers to spend more than 15 minutes doing so.

Figure 3: Percentage of three, four and five-year-olds who were reported to read daily and for more than 15 minutes during a typical session

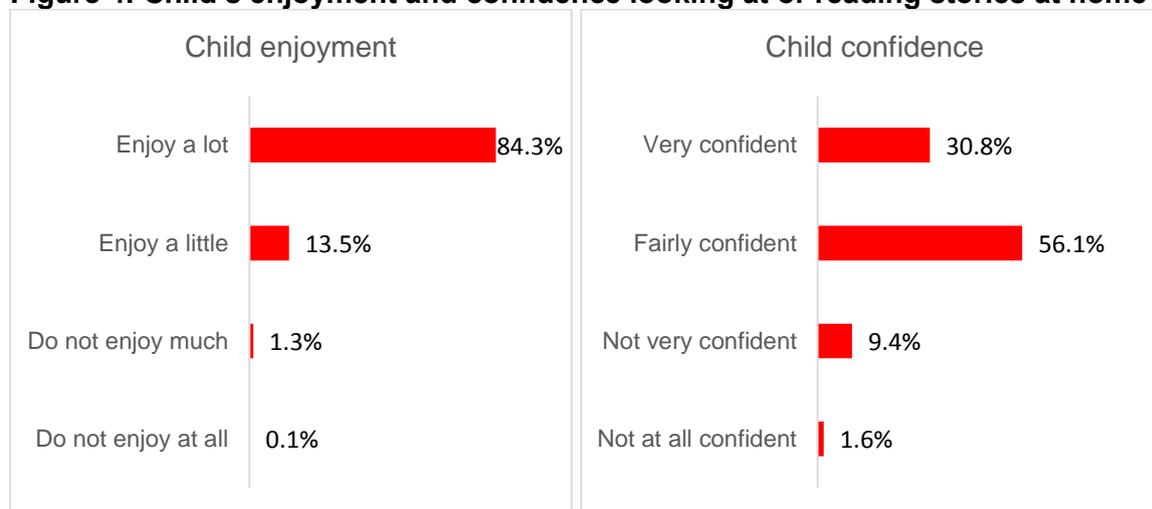


⁶ No formal qualifications n= 20, non-university qualifications n= 351, university qualifications n= 475, technical, professional or higher qualifications n=132.
⁷ Social grade and highest qualification are significantly correlated $r_s(987) = -0.303, p < 0.001$.

8 in 10 children enjoy stories a lot and over half are fairly confident when they look at or read stories at home

We asked parents how much their child enjoys looking at or reading stories at home and how confident they are when doing so. The majority of parents said that their child enjoys stories a lot (84.3%) and is fairly confident when they look at or read stories (56.1%), as illustrated in **Figure 4**.

Figure 4: Child's enjoyment and confidence looking at or reading stories at home⁸



Children who are confident with stories are also more likely to enjoy them

A relationship is evident between children's enjoyment of looking at or reading stories and their confidence when doing so⁹. Children who were reported to be more confident looking at or reading stories were also more likely to be reported to enjoy doing so a lot. Indeed, 96.0% of the children who were very confident when looking at or reading stories also enjoyed doing so a lot.

8 in 10 parents are very confident sharing stories with their child at home

More than 7 in 10 parents (72.1%) said they enjoy looking at or reading stories at home with their child a lot, and nearly 8 in 10 (79.6%) are very confident doing so, as illustrated in **Figure 5**. Once more we see a relationship between confidence and enjoyment¹⁰, with 79.1% of parents who are 'very confident' when sharing stories at home with their child also saying that they enjoy sharing stories a lot.

Confident parents are more likely to have confident children

When looking at the data for parents and children together, we found a fairly strong relationship between how confident parents are and how confident they consider their children to be¹¹. For example, 37.5% of parents who feel very confident looking at or reading stories also said their child is very confident, while only 5.4% of parents who felt fairly confident said their child is very confident.

Equally, there is a relationship between parental ratings for themselves and their child when it comes to enjoyment of stories¹². For example, 92.7% of parents who said that they enjoy sharing stories with their child a lot also said their child enjoys looking at or reading stories a lot,

⁸ For child enjoyment n= 978, for child confidence n= 958.

⁹ $r_s(952) = 0.266, p < 0.001$

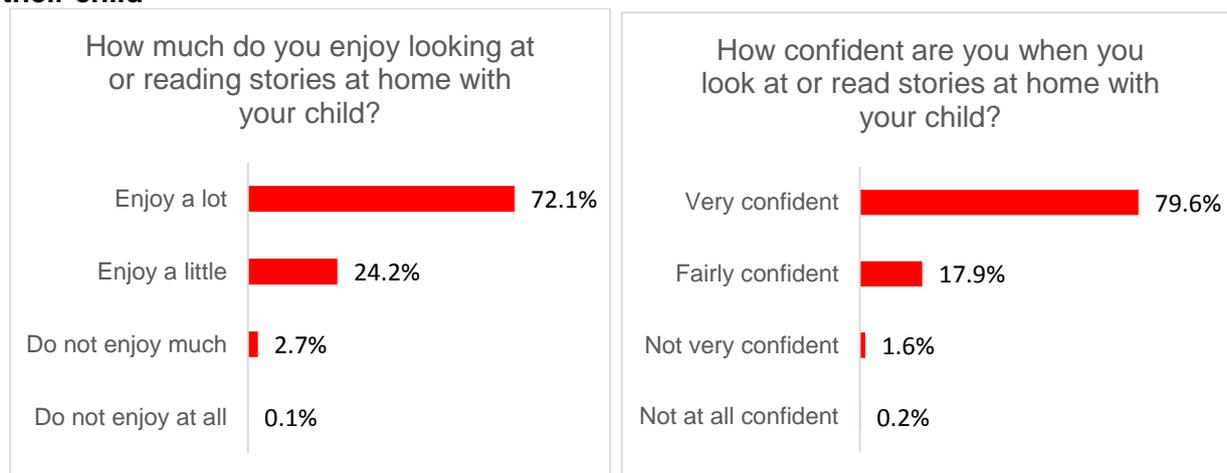
¹⁰ $r_s(974) = 0.307, p < 0.001$

¹¹ $r_s(952) = 0.244, p < 0.001$

¹² $r_s(952) = 0.360, p < 0.001$

while only 63.9% of parents who said that they enjoy sharing stories ‘a little’ agreed that their child enjoys looking at or reading stories a lot.

Figure 5: Parents’ enjoyment and confidence looking at or reading stories at home with their child¹³



Children who enjoy stories and are confident readers are more likely to read every day

Children’s enjoyment of stories and confidence when looking at or reading stories were both associated with sharing or reading stories at home on a daily basis¹⁴. Of the children who were reported to enjoy looking at or reading stories a lot, 73.6% read on a daily basis, compared with only 30.0% of the children who were reported to enjoy stories a little.

However, it is not just about the child; parental confidence and enjoyment are also related to how likely children are to share or read stories daily, with 73.0% of parents who feel very confident when sharing stories with their child also saying their child looks at or reads stories every day, compared with only 43.0% of parents who said they are fairly confident. **Figure 6** overleaf shows the percentage of children who read daily, broken down by parental and child enjoyment and confidence.

Parents’ educational status is related to children’s enjoyment and confidence when sharing and reading stories

In terms of attitudes towards literacy, we considered which attributes (from child age and gender, parents’ highest educational qualification, social grade and parental age) were associated with parents’ ratings of their own or their child’s enjoyment of stories or confidence when looking at or reading stories.

As before, we found that parents’ educational status was more relevant to attitudes and behaviours around emergent literacy than social grade, which was not associated with any of the attitudinal ratings. A parent’s highest educational qualification was associated with whether or not they rated their child as very confident when looking at or reading stories, and whether or not they said their child enjoys stories a lot, as illustrated in **Figure 7** overleaf. While it is interesting that those parents who have no formal qualifications were least likely to state that their child enjoys looking at or reading stories a lot and were most likely to state that their child is very confident when looking at or reading stories, this is a very small group given that only 20 parents reported that they have no formal qualifications. Nevertheless, we will continue to track this relationship in our surveys over the coming years.

¹³ For parent enjoyment n= 978, for parent confidence n= 977

¹⁴ Whether or not children look at or read stories daily, with four categorical predictors: Child Confidence, Child Enjoyment, Parent Confidence and Parent Enjoyment. Chi² = 171.372, df = 10, p< 0.001, prediction success was 73.6%, with Child Confidence (p<0.001), Child Enjoyment (p< 0.001), Parent Confidence (p = 0.003), Parent Enjoyment (p = 0.001) contributing predictive power according to the Wald criteria.

Figure 6: Percentage of children who read daily in each response category of parental and child enjoyment and confidence when looking at or reading stories at home. For example, 73.6% of children who enjoy looking at or reading stories a lot read on a daily basis

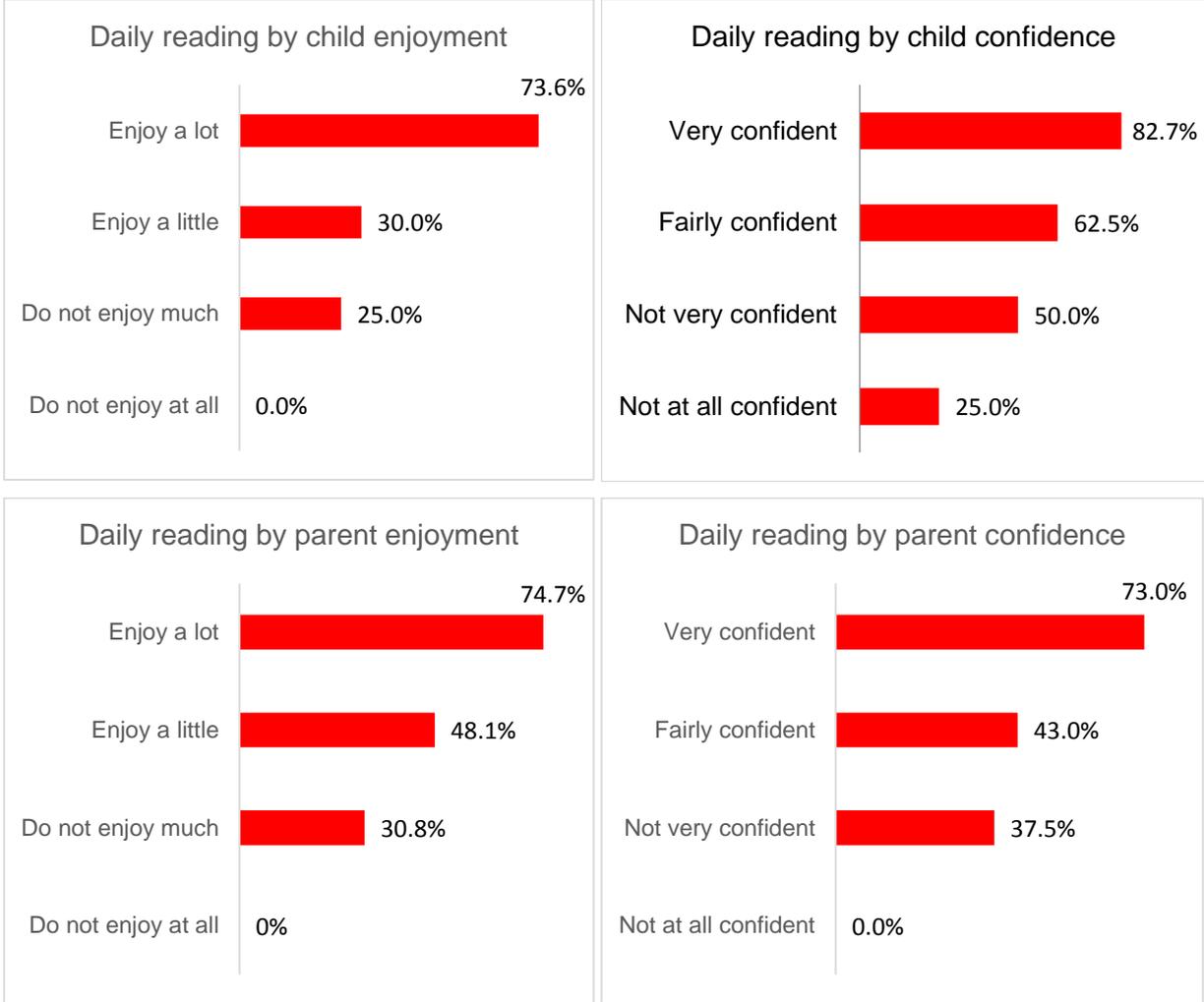
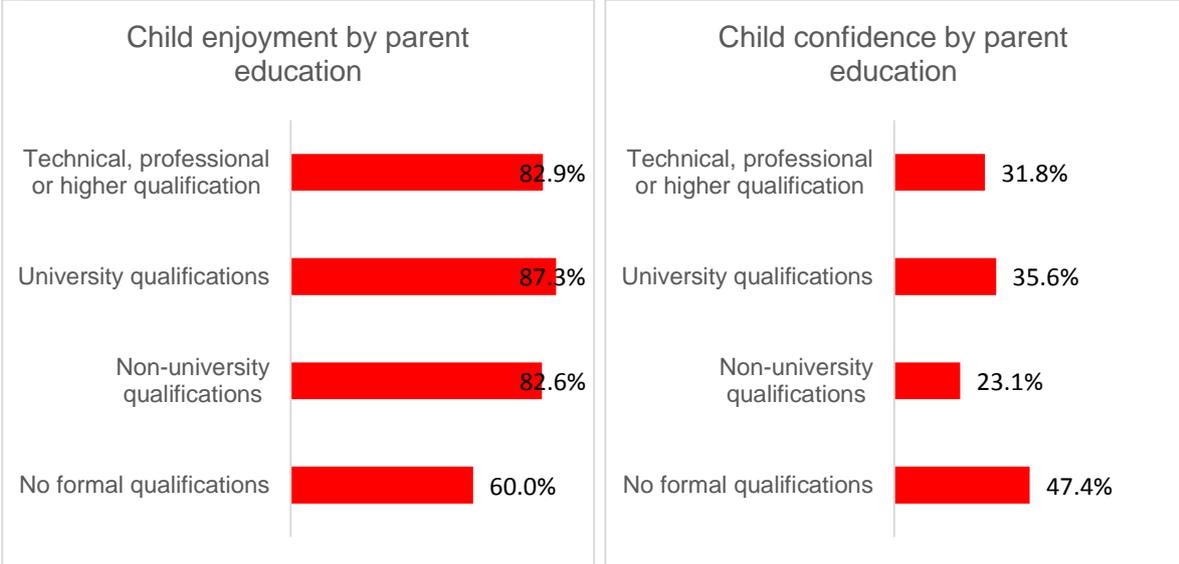


Figure 7: Percentage of parents who said their child enjoys looking at or reading stories a lot and is very confident in this activity, broken down by parents' highest educational qualification



Ratings of confidence and enjoyment were also found to be associated with a child's age¹⁵, with parents saying that 87.8% of three-year-olds, 86.9% of four-year-olds and 78.1% of five-year-olds enjoy looking at or reading stories a lot, while 36.4% of three-year-olds, 28.8% of four-year-olds and 28.4% of five-year-olds were very confident with stories. This reported decline in children's confidence and enjoyment of sharing stories over the pre-school years is another measure we will continue to track.

To sum up, levels of daily reading are high, and attitudes towards reading at home are positive

We looked here at attitudes and behaviours around emergent literacy at home by considering parents' ratings of the frequency and duration with which their pre-school children look at or read stories at home as well as their own and their child's confidence and enjoyment when sharing stories. The majority of pre-school children look at or read stories on a daily basis at home, and typically do so for 5 to 15 minutes at a time. The vast majority of parents say that their child enjoys looking at or reading stories a lot (84.3%) and that they themselves enjoy sharing stories with their child a lot (72.1%). Parents are much more likely to say that they feel very confident (79.6%), compared with only 30.8% when discussing their child's confidence.

We found some interesting relationships between reported behaviours around emergent literacy and attributes such as a child's age and parents' level of education. Compared with their older peers, younger pre-school children were more likely to read daily and more likely to be very confident and enjoy looking at or reading stories a lot. The other pattern that became evident was the relationship between parental education and attitudes and behaviours around emergent literacy. Parents with higher levels of education were more likely to report that their child looks at or reads stories on a daily basis and that they enjoy doing so a lot. These are important observations with respect to exploring young children's experience of stories before they start school, but to understand what these data mean in practice we will need to track these relationships over time and look more deeply into how parents view early literacy. What behaviours, for example, do parents look for when rating their pre-school child's confidence with stories?

How do parents support their children's emergent literacy when sharing stories?

In this section we will consider what techniques parents use to support their children when they share stories together at home or co-read.

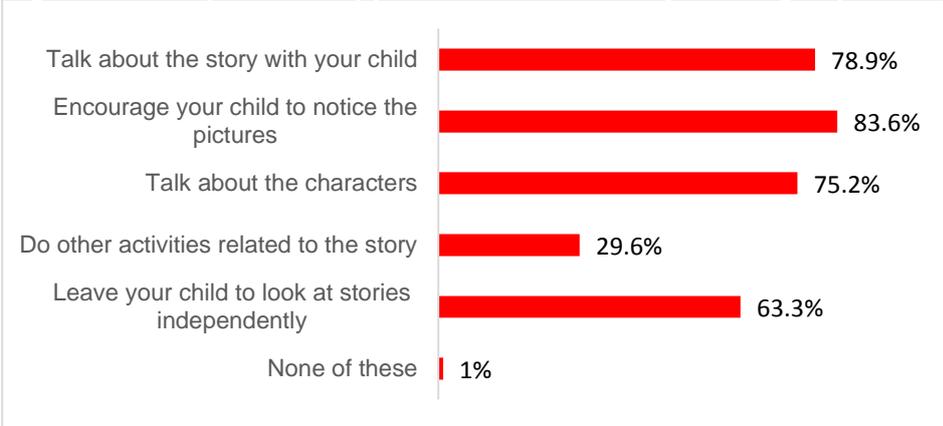
Parents engage in a variety of techniques to support their child's early reading experiences

We asked parents which techniques they use to support their child when sharing a story (co-reading) at home. As illustrated in **Figure 8**, most parents said that they talk about the story with their child (78.9%), encourage their child to notice the pictures (83.6%) and talk about the characters (75.2%). Fewer leave their child to look at stories independently (63.3%) or do other

¹⁵ For the prediction of child confidence and enjoyment: categorical predictors Social Grade (Low, Medium, High), Highest Qualification (None, Non-university, University, Technical, Professional or Higher), Child Age (3, 4, 5 years), Child Gender, and Parent Age as a continuous predictor. Child very confident vs. other: $\chi^2 = 29.025$, $df = 10$, $p < 0.001$, prediction success was 68.5%, with child age ($p = 0.015$) and highest qual ($p = 0.008$) contributing predictive power according to the Wald criteria. Child enjoyment a lot vs. other: $\chi^2 = 33.166$, $df = 10$, $p < 0.001$, prediction success was 85.3%, with child age ($p < 0.001$) and highest qual ($p = 0.047$) contributing predictive power according to the Wald criteria.

activities related to the story, such as making models or singing a song (29.6%). Only 1.0% of parents said that they do not engage in any of the suggested techniques.

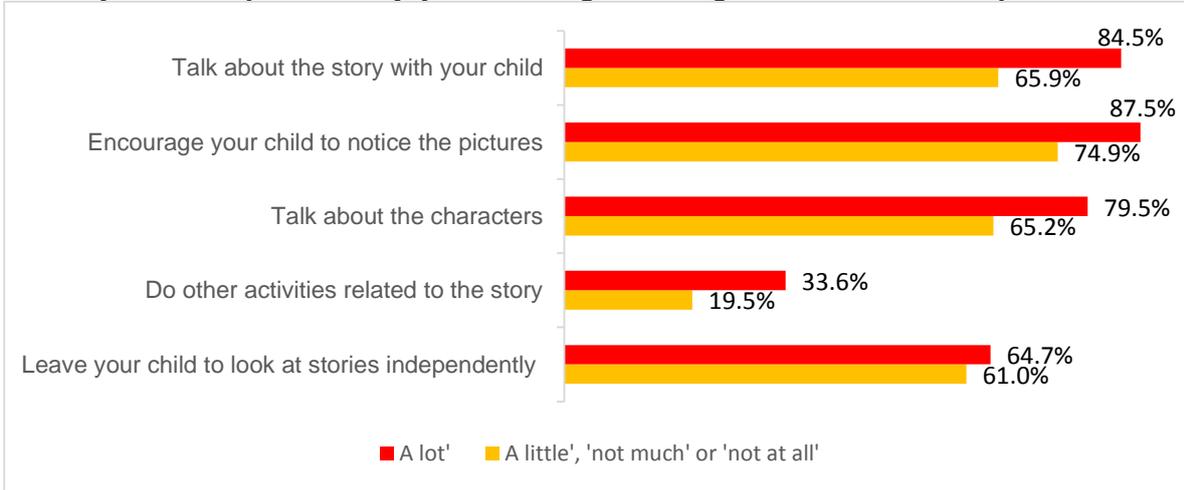
Figure 8: How parents support their child’s early reading experiences at home¹⁶



Parents who enjoy sharing stories are more likely to support their child as they read

We explored whether the use of techniques to support children’s early reading is affected by parents’ confidence or enjoyment when sharing stories at home with their child. We found that on the whole, parental enjoyment was more closely associated with how much they support their child when sharing books than with parental confidence¹⁷. As can be seen in **Figure 9**, those parents who enjoy sharing stories at home with their child a lot were more likely to say that they support their child in a range of activities when co-reading. For example, 84.5% of those who enjoy sharing stories with their child a lot also said that they talk about the story with their child, compared with only 65.9% of parents who reported that they enjoy co-reading a little, not much or not at all.

Figure 9: How parents support their child’s early reading experiences at home, broken down by whether parents enjoy co-reading a lot or gave some other response¹⁸



¹⁶ N = 1,000

¹⁷ Whether each supportive activity is predicted by parental confidence and enjoyment (both on a four point scale). Talk about the story: Chi² = 47.369, df = 6, p<0.001, prediction success was 79.7%, with parent enjoyment (p<0.001) contributing predictive power according to the Wald criterion. Encourage child to notice the pictures: Chi² = 41.686, df = 6, p< 0.001, prediction success was 84.3% with parent enjoyment (p = 0.015) and parent confidence (p = 0.001) contributing predictive power according to the Wald criterion. Talk about the characters: Chi² = 39.540, df = 6, p<0.001, prediction success was 76.5%, with parent enjoyment (p = 0.001), and parent confidence (p = 0.005) contributing predictive power according to the Wald criteria. Do other activities related to the story: Chi² = 24.955, df = 6, p = 0.355, prediction success was 64.0%, with parent enjoyment contributing predictive power according to the Wald criterion (p<0.001). Leave child to look at the story independently: Chi² = 6.641, df = 6, p<0.001, prediction success was 79.7%, with no factors contributing independent predictive power.

¹⁸ N= 974

To sum up, parents engage in supportive activities when co-reading, but not universally

The majority of parents engage in a range of activities to support their pre-school child when co-reading. Those parents who enjoy co-reading were found to be more likely to support their child using most of the techniques we listed. The role of parental attitudes towards sharing stories with their child is likely to be important when it comes to supporting them through the emergent literacy journey. In future research we plan to consider parental attitude as a possible driving force for both child attitudes and child behaviours around literacy development in the pre-school years.

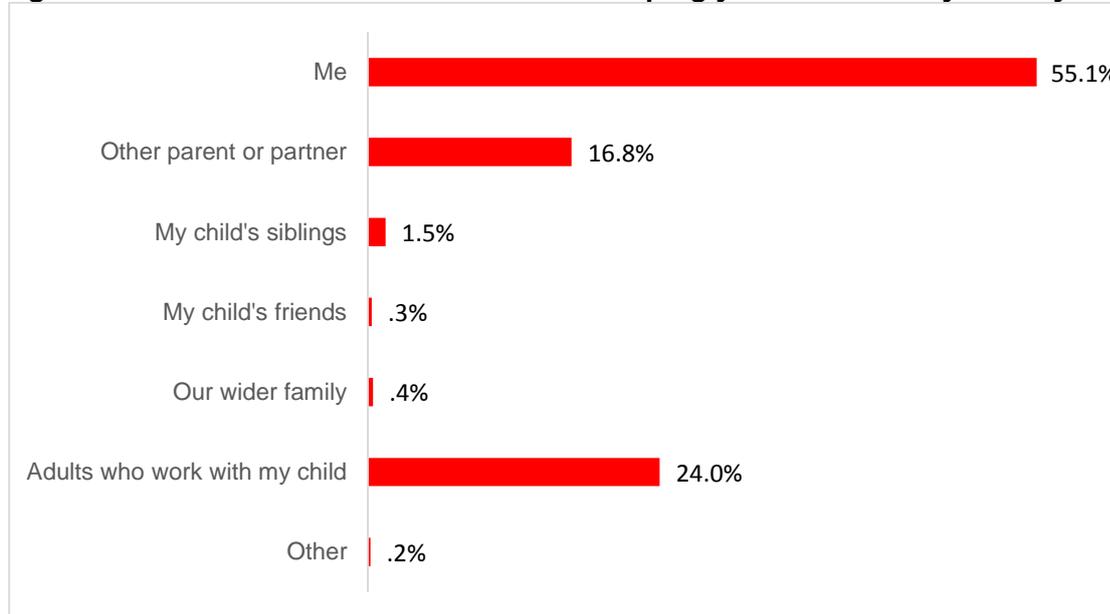
What are the perceived influences on literacy in the early years and the perceived barriers to literacy development?

Having considered how parents themselves support their child during co-reading, we will now explore who else parents believe influences their child's emergent literacy and what barriers to progress they perceive.

Half of parents say they have the greatest impact on their child's early literacy skills

This is the first early years literacy survey to ask who parents think has the greatest impact on their child's early literacy skills. Over half of parents (55.1%) said that they have the greatest impact on shaping their child's early literacy skills (see **Figure 10**). However, 1 in 4 parents (24.0%) believe that it is the adults who work with their child (for example, early years practitioners) who exert the most influence – more even the other parent or partner (16.8%).

Figure 10: Who has the most influence on shaping your child's early literacy skills?¹⁹



Dads are less likely than mums to say that they have the most influence on their child's literacy

Of particular interest here is the distinction between those parents who consider that they themselves have the greatest influence on their child's early literacy skills, and those who

¹⁹ N= 949

reported that someone else does. We explored what was associated with those parents who say they themselves are most influential. We looked at the same attributes as before (child's age and gender, parents' highest educational qualification, social grade and parental age) but we also considered parents' confidence, enjoyment and gender, and whether or not their child is regularly looked after by other adults (these factors seemed particularly relevant here).

Three things were associated with parents saying that they have the greatest influence on their child's literacy skills²⁰: parents' gender, enjoyment rating and child's age. Women were more likely than men to say that they have the greatest influence on their child's literacy (71.5% of women compared with only 36.6% of men). This result is likely to be due to more men (33.7%) than women (1.8%) saying that the other parent or carer has the most influence on their child's literacy.

In addition, the more parents say they enjoy sharing stories at home with their child, the more likely they are to say that they have the greatest influence on their child's literacy skills: 61.5% of those who enjoy sharing stories with their child a lot select this option, compared with 38.9% of those who enjoy sharing stories a little, and 40.0% of those who do not enjoy sharing stories very much.

With respect to child age, 66.7% of the parents of three-year-olds said that they have the greatest influence on their child's literacy skills, compared with 50.3% of those with four-year-olds and 50.6% of those with five-year-olds. This change is likely to reflect an increase in the time spent with other adults as children move through the pre-school years. The issue of who influences a child's emergent literacy skills was raised in a parent focus group. Parents presented the view that there is a substantial shift in influence when children start formal education: *"I think up to their school age is mainly us. I think up until their [sic] probably about four and a half, five, up to school I think it's the parents and then from five onwards it's the school that probably have, because they're spending most of their day at school."* Although this view was balanced in the group, others saw a continued role for parents in literacy development: *'Parenting doesn't stop, even when they're at school. When they come home from school you're still there, so you still have all the impact on the children.'*

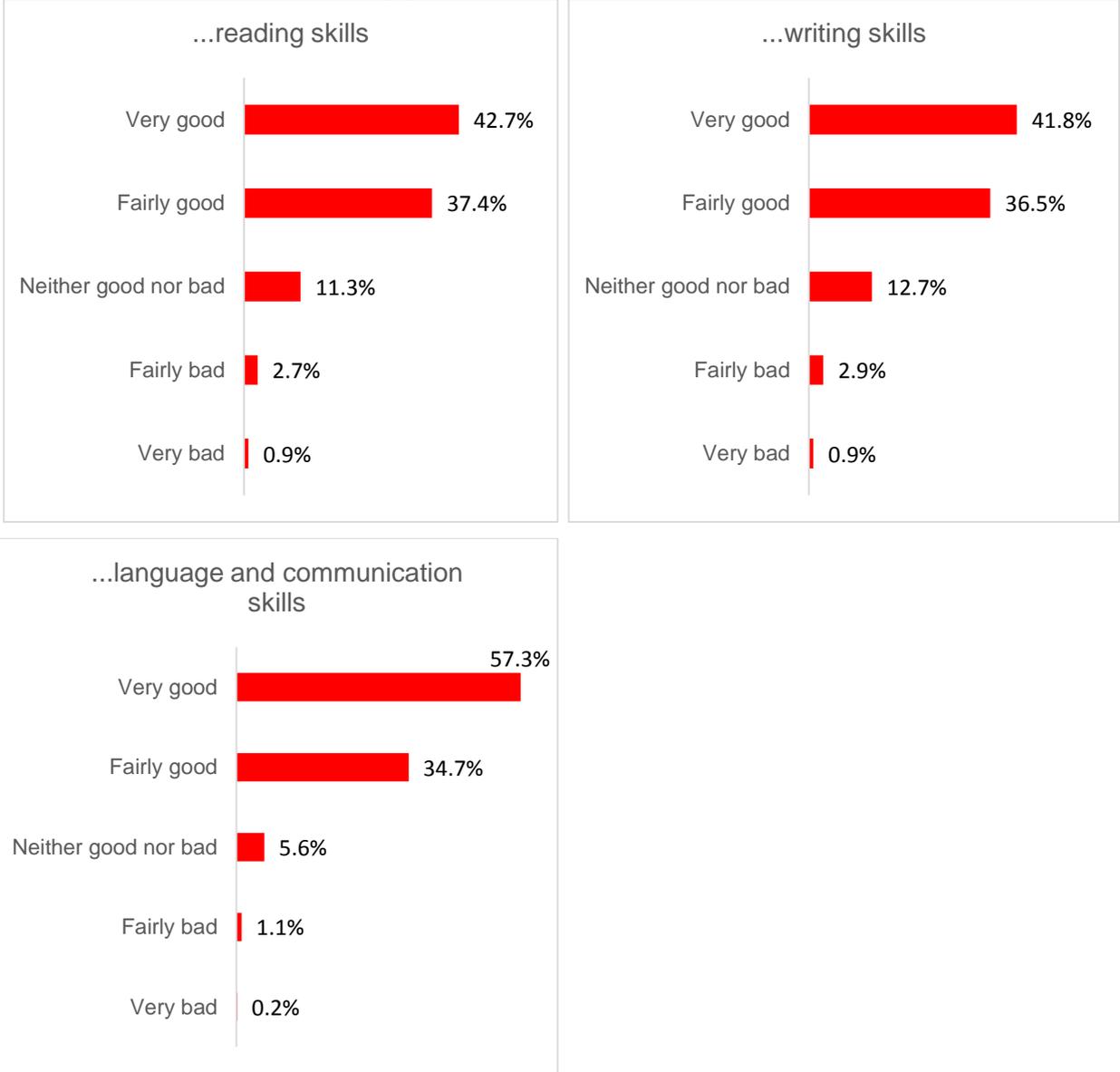
Childcare provides a supportive environment for language and literacy

Given that nearly a quarter of parents believe that adults who work with their child have the most influence on their literacy development, the quality of early years support is something that parents feel is important. Of our 1,000 respondents, 655 said that their child was in some sort of childcare (with a childminder or in a nursery, for example). We asked these parents about the quality of support for reading, writing, language and communication. We found that a fairly high percentage of parents think that early years support is very good, as illustrated in **Figure 11**. Interestingly, the likelihood of parents reporting that the adults who work with their child have the greatest influence on their literacy was not related to whether or not they think the quality of support for reading, writing and/or language is very good²¹.

²⁰ Whether or not parents said that they themselves (n= 526) or someone else (n= 422) has the most influence on their child's emergent literacy, including previously described predictors plus whether or not their child is regularly looked after by others: $\chi^2=171.286$, $df=18$, $p<0.001$, prediction success was 68.3%, with parent gender ($p<0.001$), parent enjoyment ($p<0.001$), and child age ($p= 0.004$) contributing predictive power according to Wald criterion.

²¹ $p = 0.347$

Figure 11: Parental ratings of the quality of support for reading, writing and language skills while children are in early years settings²²

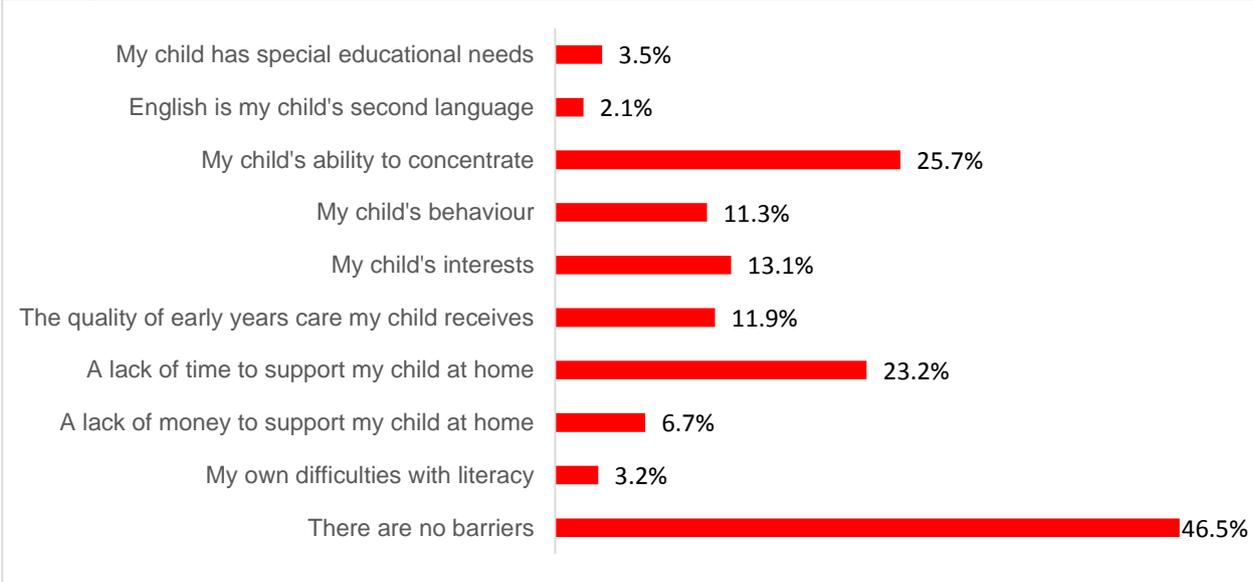


Half of parents say their child experiences barriers to developing his or her early literacy skills

We gave parents a list of potential barriers to their child’s emergent literacy progress and asked which obstacles applied to them. Nearly half of parents (46.5%) said there were no barriers. As illustrated in **Figure 12**, the barriers most commonly listed by parents were the child’s ability to concentrate (25.7% of parents) and a lack of time to support their child at home (23.2% of parents).

²² N = 655 for each of reading, writing and language.

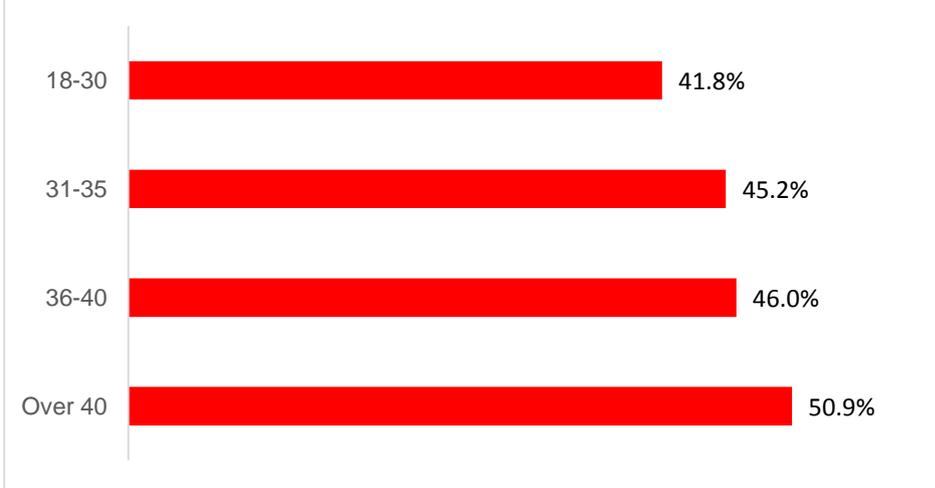
Figure 12: ‘What are the barriers preventing your child from developing his or her early literacy skills?’



Older parents and parents of girls are most likely to say there are no barriers

We wanted to know which attributes were associated with parents who said there were no barriers to their child’s emergent literacy skills. Again, we incorporated factors like the child’s age and gender along with parents’ highest educational qualification, social grade and age, and found that only parent age and child gender were relevant²³. Of those parents whose pre-schooler is a girl, 50.1% said there were no barriers’ to their child’s literacy development, compared with only 43.1% of parents of boys. As illustrated in **Figure 13**, the older parents were more likely to say there are no barriers.

Figure 13: Percentage of parents who said that there are no barriers to their child’s emergent literacy development, broken down by parents’ age.



²³ Whether or not parents reported there are no barriers, with predictors as previously described: $\chi^2 = 17.390$, $df = 9$, $p = 0.043$, prediction success was 55.7%, with the continuous predictor parent age ($p = 0.010$), and child gender ($p = 0.019$) contributing predictive power according to the Wald criteria.

Overall, parents are likely to see themselves as the greatest influence on their child's early literacy skills, and almost half say there are no barriers to literacy development

In our survey, parents reported a number of influences on their child's early literacy development. Besides themselves, they were most likely to say that the adults who work with their child, such as early years practitioners, have the most influence on shaping their early literacy skills. The parents of older pre-school children were more likely to agree, and the idea that other adults have a greater influence on emergent literacy as children get older was largely supported by our focus group. The good news is that the quality of the support children receive in early years environments was judged to be very good.

In terms of perceived barriers to emergent literacy, it is encouraging that nearly half of the parents who completed our survey did not perceive any barriers to success. The parents of girls and older parents were less likely to perceive barriers to success than the parents of boys or younger parents. Of those who did report barriers to literacy development, their children's ability to concentrate and a lack of time to support them at home were the most widely recognised.

How do attitudes and behaviours around literacy relate to children's vocabulary development?

In addition to the 1,000 parents surveyed through YouGov, a further 300 parents completed the survey online and also gave us permission to administer a standardised vocabulary test to their child. The test we used was the British Picture Vocabulary Scale²⁴, which is a commonly used metric of children's language development employed to examine their understanding of vocabulary compared with the level expected for their age²⁵. We opted to use this measure rather than a direct measure of literacy as a) many of the children were too young to complete literacy tests and b) receptive vocabulary is known to be strongly related to literacy development in the pre-school and early school years²⁶.

Children whose attainment is at the level expected for their age were classified as having average vocabulary attainment, children whose attainment is below or above the level expected for their age were classified as having below average and above average vocabulary attainment respectively²⁷. Of the 300 children tested, 72.0% scored at the expected level for their age, 11.7% scored below average for their age and 16.3% above average for their age. This is the range of scores we would expect to see when testing any sample of children.

As we have data regarding parental and child attitudes and behaviours around literacy for this group as well as a measure of child language development, we were able to look at the relationships between them. Notably, we have different information about socioeconomic status for this attainment group. Instead of complete YouGov data, which defines social status by taking into account various contributing factors such as job status and income, we used parental education as an estimate of social status.

Vocabulary is predicted by the number of books in the home, reading frequency and parental education

We wanted to see if we could predict how well children did on the vocabulary test by looking at what the parents reported in the survey. We considered the factors that might reasonably be thought to have an impact on a child's vocabulary development: child gender, parental

²⁴ Dunn, L.M. & Dunn, D.M. (2009). *The British Picture Vocabulary Scale – Third Edition (BPVSIII)*. GL Assessment, UK.

²⁵ Raw scores were converted into standard scores according to the BPVSIII manual instructions. A standard score of 100 represents a score at the level expected for a child's age and has a standard deviation of 15.

²⁶ Lee J. (2011). Size matters: Early vocabulary as a predictor of language and literacy competence. *Applied Psycholinguistics*, 32, 69–92.

²⁷ Children who scored more than one standard deviation below or above the mean were classified as having below average and above average vocabulary attainment respectively (i.e. standard score below 85 or above 115).

education, reading frequency, the number of books in the home, and reported child’s confidence and enjoyment of sharing and reading stories. We found that the only factors related to vocabulary were the number of books in the home (either owned or borrowed), how many days in a typical week children look at or read stories (reading frequency) and parents’ highest educational qualification²⁸. **Figure 14** and **Table 1** show the number of books in the home, reading frequency and parental education results with respect to whether children scored below average, average or above average on the vocabulary test²⁹.

Figure 14: Average number of children’s books in the home and average reading frequency for children who scored below average, average and above average on the vocabulary test

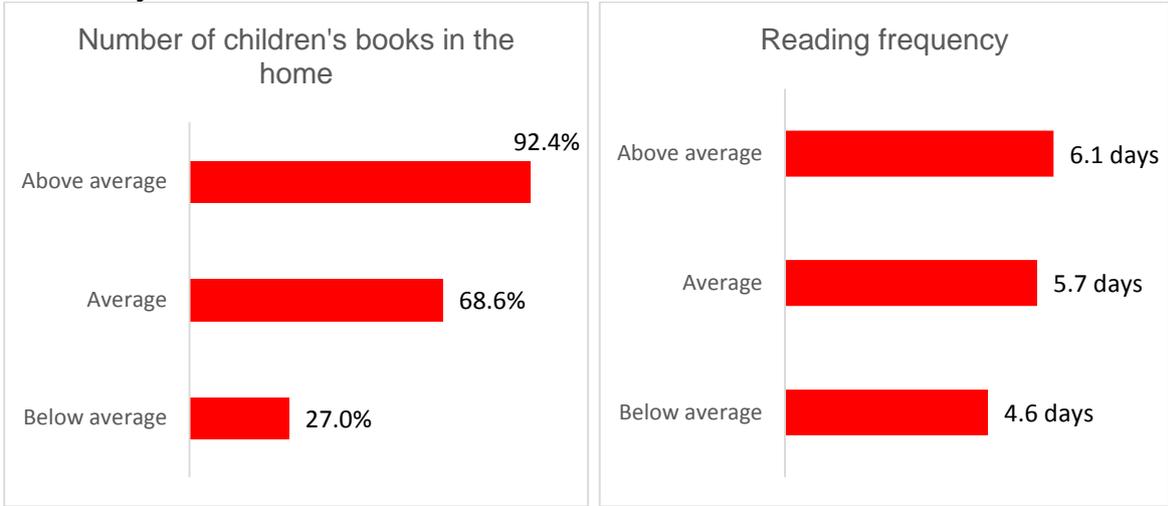


Table 1: Percentage of children in each attainment band whose parents achieved each level of educational qualification

		Parents’ highest educational qualification				
		None or Level 1	Level 2	Level 3	Level 4	Level 5 or above
BPVS III Standard score in bands	Above average	6.3%	22.9%	12.5%	29.2%	29.2%
	Average	15.1%	12.2%	18.0%	40.0%	14.6%
	Below average	28.1%	28.1%	15.6%	18.8%	9.4%

Children’s vocabulary attainment is better if parents say that they themselves have the most influence on their child’s emergent literacy skills

Next, we looked to see if parents’ views of their own impact on their child’s literacy might be related to how well children actually perform on a test of language development. When we compared children whose parents said that they themselves have the greatest influence on their child’s literacy development with those whose parents said that an adult who works with their child has the greatest influence, we found a notable difference³⁰. As shown in **Figure 15**, children whose parents say that adults who work with their child’ have the most influence were

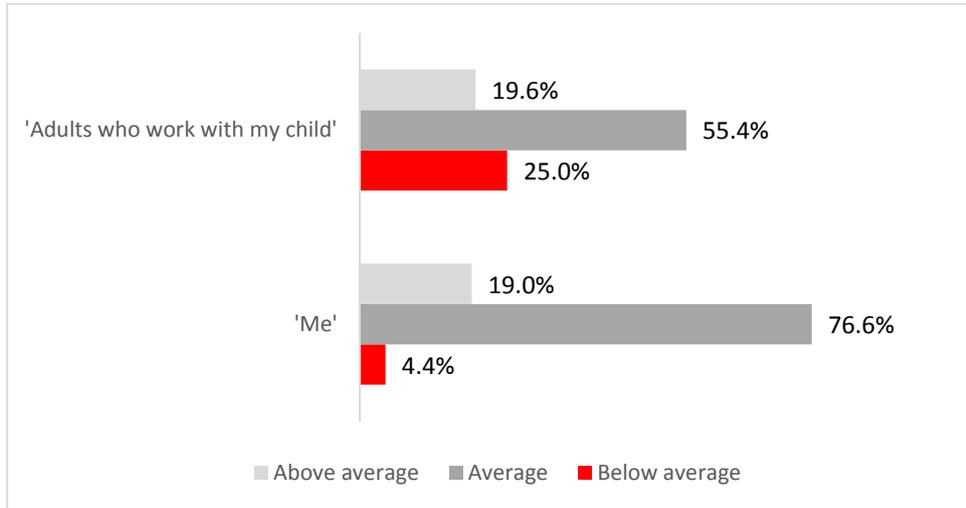
²⁸ BPVS III score predicted by reading frequency (0-7 days), number of books in the home, child confidence and enjoyment, parental education (Level 1 or below, Level 2, Level 3, Level 4, Level 5 or above) and child gender. $\text{Adj}R^2 = 0.155$, $f(6, 223) = 7.987$, $p < 0.001$, Reading frequency $\beta = 0.284$, $t = 4.104$, $p < 0.001$, Number of books in the home $\beta = 0.156$, $t = 2.396$, $p = 0.017$; Highest qualification $\beta = 0.142$, $t = 2.260$, $p = 0.025$.

²⁹ The statistics were run using BPVS standard score as continuous data, the figures use the bands below average, average and above average based on $\pm 1SD$ to illustrate the results. For each figure below average $n = 35$, average $n = 216$, above average $n = 49$.

³⁰ For a 2x3 contingency table considering ‘who has the most influence on shaping your child’s early literacy skills’ Me vs Adults who work with my child, and vocabulary attainment bands Below Average, Average and Above Average: $\text{Chi}^2 = 18.876$, $p < 0.001$. This result was driven by there being fewer observed than expected ‘Me’ responses for Below Average and more observed than expected ‘Adults who work with my child’ responses for Below Average.

six times more likely to have below average vocabulary attainment than the those whose parents say that they themselves have the most influence (4.4% vs. 25.0%).

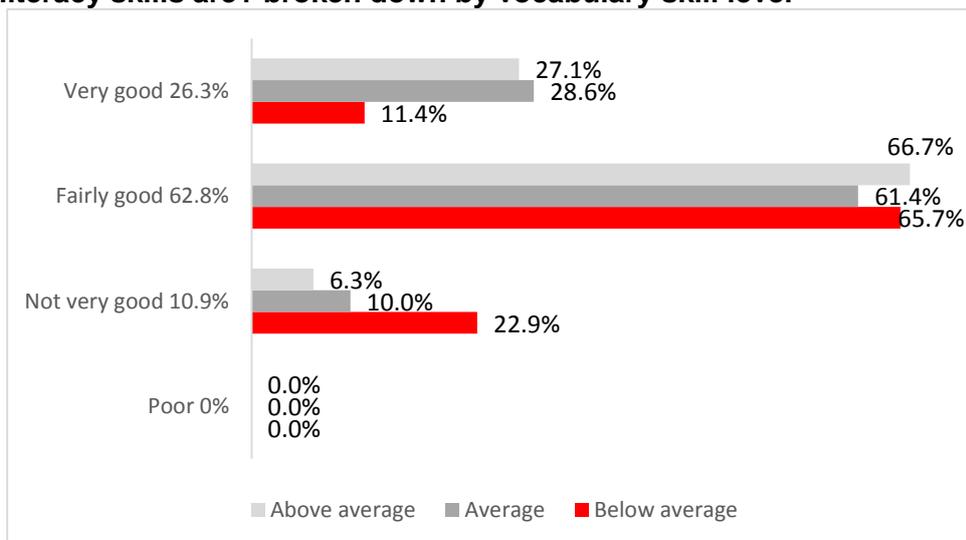
Figure 15: Percentage of children who scored above average, average or below average on the vocabulary test broken down by whether their parents said that they themselves or adults who work with their child have the most influence on their child’s literacy skills³¹



How good do parents think their child’s literacy skills are?

Parents were asked how good they think their child’s early literacy skills are. The majority of parents felt that their child’s early literacy skills are fairly good (62.8%; see **Figure 16**). We found that parents’ confidence in their child’s literacy skills was moderately related to performance on the vocabulary test³². For example, 27.1% of children who performed above average were rated as having very good literacy by their parent, while this was true for 11.4% of children who performed below average. So taking vocabulary skill level as a rough stand-in for literacy skill level, we can say that parents are fairly well tuned in to their children’s level of ability.

Figure 16: Parents’ responses to the question: How good do you think your child’s early literacy skills are? broken down by vocabulary skill level



³¹ 'Me' n = 137, 'Adults who work with my child' n = 56.

³² Correlation between ratings of child ability and vocabulary attainment in bands: $r_s(293) = -0.124, p = 0.034$.

In conclusion, children who are exposed to stimulating literacy environments have better language

Children's level of vocabulary development is associated with greater reading frequency, more books in the home and a higher level of parental education. Interestingly, it is also related to parents feeling that they have the greatest influence on their child's literacy development. We can see all these factors as aspects of a positive and stimulating literacy environment.

What are the key changes to behaviours and attitudes around emergent literacy at home between 2014 and 2015?

In this section, we explore differences between children's early reading practices in the home in 2015 with data from 2014. There are a couple of points to bear in mind: firstly, our 2015 sample was slightly different from the 2014 sample. In 2015, the 1,000 parents who responded to our survey were slightly more likely to be from disadvantaged backgrounds than in 2014³³, although they did not differ on any other demographic measure. Secondly, as we are only comparing two years, even though differences exist and are statistically significant, without the context of previous years for comparison, the differences are not necessarily meaningful. The aim of this section is therefore to highlight areas that will be important to monitor as research into this field moves forward.

Reading frequency has remained unchanged

We found no difference in the percentage of children sharing or reading stories daily at home in 2015 compared with 2014³⁴, with 72.9% of children sharing or reading stories on a daily or near-daily basis in 2014 and 71.4% in 2015.

Children's enjoyment of reading has dropped, while parents' confidence has increased

In 2015, 84.3% of parents reported that their child enjoys looking at or reading stories a lot, compared with 79.0% in 2014³⁵. Conversely, fewer parents said that they are very confident when looking at or reading stories with their child in 2015 (79.6%) compared with 2014 (86.7%)³⁶.

The ways in which parents support their child during co-reading have remained largely consistent

There are no differences in how parents support their child during co-reading in 2014 and 2015 (see **Figure 17**), except fewer parents in 2015 said that they did other activities related to the story such as making a model or singing songs compared with 2014³⁷.

³³ 2014: 25.8% from C2 or DE households. 2015: 30.7% from C2 or DE households. $t(2003) = -2.864$, $p = 0.004$

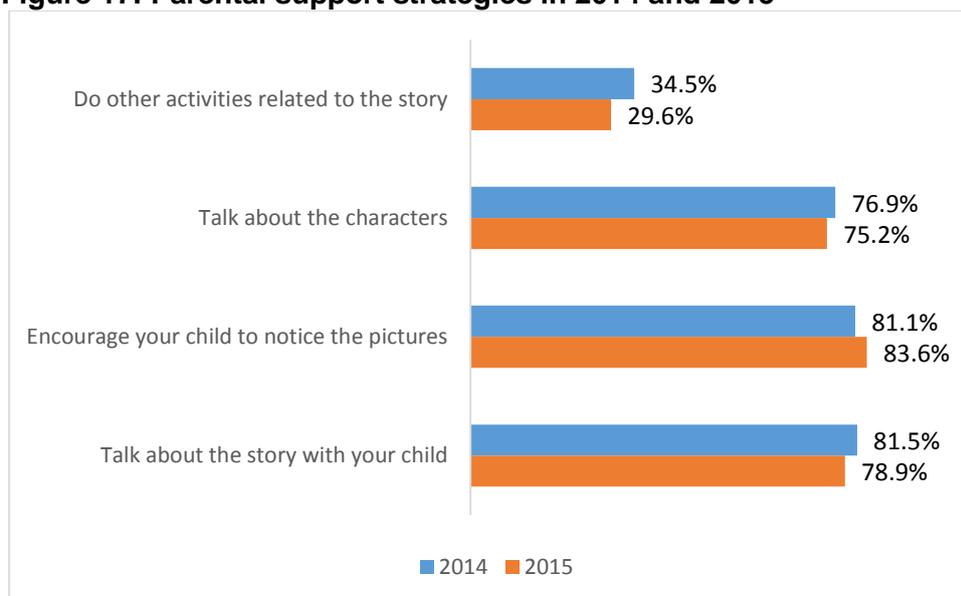
³⁴ Percentage of children reading daily in 2014 vs 2015: $t(2003) = -0.615$, $p = 0.539$.

³⁵ Percentage of children who enjoy reading a lot in 2014 vs 2015: $t(1951.7) = 3.476$, $p = 0.001$, corrected for non-equality of variance.

³⁶ Percentage of parents who report they are very confident in 2014 vs 2015: $t(1911.2) = -3.929$, $p < 0.001$, corrected for non-equality of variance.

³⁷ Ways in which parents support their children during co-reading in 2014 vs 2015: Talk about the story with your child: $p = 0.148$. Encourage your child to notice the pictures: $p = 0.148$. Talk about the characters: $p = 0.357$. Do other activities related to the story: $t(1988.1) = -2.351$, $p = 0.019$, corrected for non-equality of variance.

Figure 17: Parental support strategies in 2014 and 2015



Overall, very little has changed in the last year

This brief section highlights that little has changed with respect to attitudes and behaviours around emergent literacy in the last year. It is important to continue monitoring change in this area as reading in society changes in the digital age.

Summary

The aim of this report was to present a snapshot of the attitudes and beliefs of the parents of pre-school children around emergent literacy in 2015, as well as the reported attitudes and emergent literacy behaviours of their children. Literacy is evidently still an important part of home life and one that is valued and enjoyed by parents and children alike. We have seen that 65.7% of children are reported to share or read stories on a daily basis at home in 2015, and 84.3% of pre-school children are reported to enjoy this activity a lot, as do 72.1% of their parents. Some themes have emerged from this report, which indicate the kind of factors that now influence attitudes and behaviours around emergent literacy at home in the UK.

- 1. Parents with higher levels of education have more positive reading practices and attitudes.** For example, 71.2% of parents with a university qualification said that their child shares or reads stories daily at home, compared with 57.5% of those with non-university qualifications. Parents with higher educational qualifications were also more likely to rate their child as being very confident when looking at or reading stories, and to say that their child enjoys stories a lot. Parental qualification was not just related to attitudes and behaviours but also to attainment for the 300 children for whom we have vocabulary scores. 29.2% of those children who scored above average on the vocabulary test had parents with Level 5 educational qualifications or above, while only 6.3% of this group had parents with no Level 1 qualifications. What is particularly interesting is that educational status was more relevant to attitudes and behaviours around emergent literacy than social grade, which was not associated with any of the attitudinal ratings. This suggests that parents' educational status could be more relevant to reading attitudes and behaviour than factors such as income and job status.

2. **Boys and fathers need more support to engage with reading.** We have seen that girls are more likely than boys to share or read stories daily (70.6% of girls compared with 61.1% of boys). One possible reason is that parents are more likely to say that there are no barriers to their child's literacy development if their child is a girl. However, this gender inequality does not only relate to children: we found that women were more likely than men to say that they have the greatest influence on their child's literacy, (71.5% women vs. 36.6% men). This may present an opportunity to positively influence the reading behaviours of young boys by supporting their fathers to feel more confident in their role influencing their child's emergent literacy.
3. **Attitudes and behaviours around emergent literacy change over the pre-school years.** In our survey, the parents of younger children were more likely to say that their child looks at or reads books on a daily basis, falling from 71.5% of three-year-olds to 62.5% of five-year-olds. However, this change was balanced by reading duration, with the average reading session reported to be over 15 minutes for 25.8% of three-year-olds, rising to 36.4% of five-year-olds. Interestingly, over the same period, parental ratings of their child's confidence and enjoyment of looking at or reading stories drops. For example, 37.0% of three-year-olds are rated as very confident in this activity, compared with just 28.1% of five-year-olds. The perceived role that parents play also changes: 66.7% of the parents of three-year-olds said that they have the greatest influence on their child's literacy skills, compared with 50.6% of those with five-year-olds. So it seems that as children's reading experiences depends less on their parents over the pre-school years, so reported attitudes shift too.
4. **Parental attitudes are related to the attitudes and behaviours of children.** When looking at the data for parents and children together, we found a fairly strong relationship between the way in which parents describe their own attitudes and the attitudes and behaviours of their children. Confident parents are more likely to report having confident children: 37.5% of parents who are very confident themselves also said their child is very confident when looking at or reading stories, while only 5.4% of parents who are 'fairly confident' said that their child is very confident. Parents who enjoy sharing stories with their children are more likely to support their child when co-reading: while 84.5% of those who enjoy sharing stories with their child 'a lot' also talk about the story with their child, this was only true for 65.9% of parents who enjoy co-reading a little, not much or not at all. Parents who believe that they are important in their child's literacy journey have children who show better language attainment: children whose parents say that the adults who work with their child have the most influence were six times more likely to have below average vocabulary attainment than the children of parents who say that they themselves have the most influence (4.4% vs. 25.0%). Assuming that parental ratings of children's attitudes and behaviours are accurate, this again suggests that children's emergent literacy could be positively influenced through supporting parents in their own confidence around reading.

Appendix: Data tables

The following data tables present information for each of the questions discussed in this report for the 1,000 parents who responded to our survey through YouGov. 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 parent factors (gender, age, socioeconomic status and highest educational qualification), child factors (gender and age) 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 2: In a typical week how often does your child look at or read stories at home?

		<i>Daily</i>	<i>5 or 6 times</i>	<i>3 or 4 times</i>	<i>0 to 2 times</i>	<i>Don't know</i>
Parents	All (N = 1,000)	65.7%	16.9%	11.2%	5.7%	0.5%
	Male (n = 479)	59.1%	19.6%	13.2%	7.3%	0.8%
	Female (n = 521)	71.8%	14.4%	9.4%	4.2%	0.2%
	18 to 30 years old (n = 153)	58.2%	18.3%	16.3%	6.5%	0.7%
	31 to 35 years old (n = 283)	65.4%	16.6%	11.3%	6.0%	0.7%
	36 to 40 years old (n = 289)	67.8%	17.0%	9.0%	5.5%	0.7%
	Over 40 years old (n = 275)	68.0%	16.4%	10.5%	5.1%	0.0%
	AB (n = 434)	68.9%	16.4%	9.9%	4.8%	0.0%
	C1 (n = 259)	66.0%	17.4%	11.2%	5.0%	0.4%
	C2 (n = 153)	62.1%	17.6%	13.1%	7.2%	0.0%
	DE (n = 154)	59.7%	16.9%	13.0%	7.8%	2.6%
	No formal qualifications (n = 20)	65.0%	15.0%	20.0%	0.0%	0.0%
	Non-university qualifications (n = 351)	57.5%	19.9%	13.7%	7.7%	1.1%
	University qualifications (n = 475)	71.2%	15.2%	9.3%	4.4%	0.0%
	Technical, professional or higher qualification (n = 132)	68.2%	16.7%	9.1%	6.1%	0.0%
	Don't know (n = 9)	66.7%	0.0%	22.2%	0.0%	11.1%
Child	Male (n = 511)	61.1%	17.6%	14.5%	6.3%	0.6%
	Female (n = 489)	70.6%	16.2%	7.8%	5.1%	0.4%
	3 years old (n = 284)	71.5%	12.3%	8.8%	6.7%	0.7%
	4 years old (n = 391)	64.2%	15.1%	13.0%	7.2%	0.5%
	5 years old (n = 325)	62.5%	23.1%	11.1%	3.1%	0.3%
Region	North East (n = 53)	71.7%	13.2%	13.2%	1.9%	0.0%
	North West (n = 119)	52.9%	22.7%	14.3%	9.2%	0.8%
	Yorkshire and the Humber (n = 82)	68.3%	17.1%	7.3%	7.3%	0.0%
	East Midlands (n = 82)	68.3%	13.4%	12.2%	6.1%	0.0%
	West Midlands (n = 87)	56.3%	17.2%	16.1%	10.3%	0.0%
	East of England (n = 112)	72.3%	14.3%	8.9%	4.5%	0.0%
	London (n = 96)	54.2%	20.8%	15.6%	8.3%	1.0%
	South East (n = 145)	70.3%	21.4%	5.5%	2.1%	0.7%
	South West (n = 87)	75.9%	11.5%	4.6%	6.9%	1.1%
	Wales (n = 42)	54.8%	16.7%	28.6%	0.0%	0.0%
	Scotland (n = 95)	74.7%	11.6%	9.5%	3.2%	1.1%

Table 3: And thinking about the times when your child looks at or reads stories at home, how long do they usually spend doing so? This could be with you, with another adult or on their own.

		<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>	<i>Don't know</i>
Parents	All (N = 1,000)	1.4%	3.9%	25.4%	62.9%	5.8%	0.6%
	Male (n = 479)	1.9%	4.6%	24.2%	61.1%	7.1%	1.1%
	Female (n = 521)	1.0%	3.3%	26.5%	64.5%	4.6%	0.2%
	18 to 30 years old (n = 153)	1.3%	4.6%	26.8%	63.4%	3.3%	0.7%
	31 to 35 years old (n = 283)	1.8%	5.3%	27.7%	59.2%	5.0%	1.1%
	36 to 40 years old (n = 289)	1.4%	2.4%	24.0%	63.4%	8.4%	0.3%
	Over 40 years old (n = 275)	1.1%	3.6%	23.6%	65.8%	5.5%	0.4%
	AB (n = 434)	1.8%	3.5%	28.6%	59.1%	6.5%	0.5%
	C1 (n = 259)	1.9%	3.5%	22.0%	67.6%	4.2%	0.8%
	C2 (n = 153)	0.0%	3.9%	23.0%	66.4%	5.9%	0.7%
	DE (n = 154)	0.7%	5.9%	24.2%	62.1%	6.5%	0.7%
	No formal qualifications (n = 20)	0.0%	0.0%	40.0%	60.0%	0.0%	0.0%
	Non-university qualifications (n = 351)	2.0%	4.9%	24.1%	62.5%	5.2%	1.4%
	University qualifications (n = 475)	.8%	3.6%	24.3%	65.2%	5.9%	0.2%
	Technical, professional or higher qualification (n = 132)	2.3%	1.5%	28.0%	61.4%	6.8%	0.0%
	Don't know (n = 9)	0.0%	11.1%	55.6%	11.1%	22.2%	0.0%
Child	Male (n = 511)	1.8%	4.5%	22.7%	63.7%	6.7%	0.6%
	Female (n = 489)	1.0%	3.3%	28.1%	62.0%	4.9%	0.6%
	3 years old (n = 284)	1.8%	5.3%	20.5%	60.8%	10.6%	1.1%
	4 years old (n = 391)	2.1%	3.1%	22.8%	66.4%	4.9%	0.8%
	5 years old (n = 325)	0.3%	3.7%	32.7%	60.5%	2.8%	0.0%
Region	North East (n = 53)	0.0%	7.5%	26.4%	62.3%	3.8%	0.0%
	North West (n = 119)	3.4%	3.4%	26.9%	60.5%	5.0%	0.8%
	Yorkshire and the Humber (n = 82)	2.4%	1.2%	26.8%	63.4%	3.7%	2.4%
	East Midlands (n = 82)	1.2%	2.4%	32.9%	57.3%	4.9%	1.2%
	West Midlands (n = 87)	2.3%	4.7%	20.9%	69.8%	2.3%	0.0%
	East of England (n = 112)	0.9%	2.7%	27.7%	60.7%	8.0%	0.0%
	London (n = 96)	2.1%	5.3%	17.9%	66.3%	8.4%	0.0%
	South East (n = 145)	0.7%	1.4%	24.8%	66.2%	6.9%	0.0%
	South West (n = 87)	1.1%	3.4%	23.0%	66.7%	4.6%	1.1%
	Wales (n = 42)	0.0%	11.9%	19.0%	52.4%	14.3%	2.4%
	Scotland (n = 95)	0.0%	6.4%	29.8%	59.6%	4.3%	0.0%

Table 4: How much does your child enjoy looking at or reading stories at home?

		<i>Enjoy a lot</i>	<i>Enjoy a little</i>	<i>Do not enjoy much</i>	<i>Do not enjoy at all</i>	<i>Don't know</i>
Parents	All (N = 1,000)	84.3%	13.5%	1.3%	0.1%	0.6%
	Male (n = 479)	81.3%	15.3%	2.1%	0.0%	1.1%
	Female (n = 521)	87.0%	11.8%	0.6%	0.2%	0.2%
	18 to 30 years old (n = 153)	78.8%	17.9%	2.6%	0.0%	0.0%
	31 to 35 years old (n = 283)	83.8%	13.3%	0.4%	0.4%	1.8%
	36 to 40 years old (n = 289)	84.6%	13.7%	1.8%	0.0%	0.0%
	Over 40 years old (n = 275)	87.5%	11.0%	1.1%	0.0%	0.4%
	AB (n = 434)	86.2%	11.7%	0.9%	0.2%	0.7%
	C1 (n = 259)	81.9%	16.1%	1.2%	0.0%	0.4%
	C2 (n = 153)	85.0%	13.7%	1.3%	0.0%	0.0%
	DE (n = 154)	82.4%	13.7%	2.6%	0.0%	1.3%
	No formal qualifications (n = 20)	60.0%	30.0%	5.0%	0.0%	0.0%
	Non-university qualifications (n = 351)	82.6%	14.5%	2.0%	0.0%	0.9%
	University qualifications (n = 475)	87.3%	11.5%	0.4%	0.2%	0.4%
	Technical, professional or higher qualification (n = 132)	82.9%	14.7%	1.6%	0.0%	0.8%
	Don't know (n = 9)	77.8%	22.2%	0.0%	0.0%	0.0%
Child	Male (n = 511)	82.7%	14.9%	1.8%	0.2%	0.4%
	Female (n = 489)	86.0%	12.0%	0.8%	0.0%	0.8%
	3 years old (n = 284)	87.8%	10.8%	0.4%	0.0%	0.7%
	4 years old (n = 391)	86.9%	9.9%	2.1%	0.3%	0.5%
	5 years old (n = 325)	78.1%	20.1%	1.2%	0.0%	0.6%
Region	North East (n = 53)	86.8%	13.2%	0.0%	0.0%	0.0%
	North West (n = 119)	80.0%	17.4%	0.9%	0.9%	0.9%
	Yorkshire and the Humber (n = 82)	81.3%	15.0%	1.3%	0.0%	2.5%
	East Midlands (n = 82)	84.0%	13.6%	2.5%	0.0%	0.0%
	West Midlands (n = 87)	81.2%	17.6%	1.2%	0.0%	0.0%
	East of England (n = 112)	89.2%	9.0%	1.8%	0.0%	0.0%
	London (n = 96)	78.7%	14.9%	2.1%	0.0%	2.1%
	South East (n = 145)	87.5%	12.5%	0.0%	0.0%	0.0%
	South West (n = 87)	86.0%	9.3%	3.5%	0.0%	1.2%
	Wales (n = 42)	81.0%	19.0%	0.0%	0.0%	0.0%
	Scotland (n = 95)	88.4%	10.5%	1.1%	0.0%	0.0%

Table 5: How confident is your child when he or she looks at or reads stories at home?

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Parents	All (N = 1,000)	30.8%	56.1%	9.4%	1.6%	2.0%
	Male (n = 479)	27.1%	55.9%	12.2%	2.1%	2.8%
	Female (n = 521)	34.2%	56.4%	6.9%	1.2%	1.4%
	18 to 30 years old (n = 153)	32.4%	52.0%	12.2%	2.0%	1.4%
	31 to 35 years old (n = 283)	33.7%	53.6%	8.0%	1.4%	3.3%
	36 to 40 years old (n = 289)	26.8%	60.9%	8.5%	2.1%	1.8%
	Over 40 years old (n = 275)	31.1%	55.9%	10.4%	1.1%	1.5%
	AB (n = 434)	33.4%	56.4%	7.8%	0.9%	1.4%
	C1 (n = 259)	29.1%	53.8%	13.1%	2.0%	2.0%
	C2 (n = 153)	25.0%	64.5%	6.6%	2.0%	2.0%
	DE (n = 154)	32.0%	51.0%	10.5%	2.6%	3.9%
	No formal qualifications (n = 20)	47.4%	52.6%	0.0%	0.0%	0.0%
	Non-university qualifications (n = 351)	23.1%	63.5%	8.8%	1.8%	2.9%
	University qualifications (n = 475)	35.6%	51.9%	9.7%	1.3%	1.5%
	Technical, professional or higher qualification (n = 132)	31.8%	51.9%	12.4%	1.6%	2.3%
	Don't know (n = 9)	33.3%	66.7%	0.0%	0.0%	0.0%
	Child	Male (n = 511)	28.0%	56.3%	11.1%	1.6%
Female (n = 489)		33.7%	55.9%	7.7%	1.7%	1.0%
3 years old (n = 284)		36.4%	49.5%	8.7%	1.8%	3.6%
4 years old (n = 391)		28.8%	57.3%	9.5%	2.4%	2.1%
5 years old (n = 325)		28.4%	60.5%	9.9%	0.6%	0.6%
Region	North East (n = 53)	28.3%	62.3%	3.8%	3.8%	1.9%
	North West (n = 119)	27.2%	55.3%	13.2%	2.6%	1.8%
	Yorkshire and the Humber (n = 82)	33.8%	53.8%	10.0%	0.0%	2.5%
	East Midlands (n = 82)	27.2%	59.3%	8.6%	2.5%	2.5%
	West Midlands (n = 87)	28.6%	53.6%	13.1%	3.6%	1.2%
	East of England (n = 112)	39.6%	50.5%	7.2%	0.9%	1.8%
	London (n = 96)	32.3%	55.9%	6.5%	1.1%	4.3%
	South East (n = 145)	30.8%	63.6%	5.6%	0.0%	0.0%
	South West (n = 87)	28.9%	62.7%	6.0%	1.2%	1.2%
	Wales (n = 42)	22.0%	48.8%	22.0%	0.0%	7.3%
	Scotland (n = 95)	32.6%	48.4%	13.7%	3.2%	2.1%

Table 6: How much do you enjoy looking at or reading stories at home with your child?

		<i>Enjoy a lot</i>	<i>Enjoy a little</i>	<i>Do not enjoy much</i>	<i>Do not enjoy at all</i>	<i>Don't know</i>
Parents	All (N = 1,000)	72.1%	24.2%	2.7%	0.1%	0.6%
	Male (n = 479)	66.2%	28.5%	4.0%	0.2%	0.9%
	Female (n = 521)	77.5%	20.3%	1.6%	0.0%	0.4%
	18 to 30 years old (n = 153)	69.5%	26.5%	3.3%	0.0%	0.0%
	31 to 35 years old (n = 283)	71.9%	23.4%	1.8%	0.4%	2.2%
	36 to 40 years old (n = 289)	69.5%	27.4%	3.2%	0.0%	0.0%
	Over 40 years old (n = 275)	76.5%	20.6%	2.9%	0.0%	0.0%
	AB (n = 434)	73.9%	23.5%	1.4%	0.0%	0.9%
	C1 (n = 259)	71.7%	25.2%	2.4%	0.0%	0.4%
	C2 (n = 153)	71.2%	21.6%	7.2%	0.0%	0.0%
	DE (n = 154)	68.6%	27.5%	2.6%	0.7%	0.7%
	No formal qualifications (n = 20)	70.0%	15.0%	10.0%	0.0%	0.0%
	Non-university qualifications (n = 351)	71.2%	25.3%	2.3%	0.0%	0.9%
	University qualifications (n = 475)	71.5%	25.1%	2.8%	0.2%	0.4%
	Technical, professional or higher qualification (n = 132)	75.2%	21.7%	2.3%	0.0%	0.8%
	Don't know (n = 9)	77.8%	22.2%	0.0%	0.0%	0.0%
Child	Male (n = 511)	73.7%	22.7%	2.8%	0.2%	0.4%
	Female (n = 489)	70.5%	25.8%	2.7%	0.0%	0.8%
	3 years old (n = 284)	77.4%	20.1%	1.8%	0.0%	0.4%
	4 years old (n = 391)	72.6%	23.5%	2.6%	0.3%	0.8%
	5 years old (n = 325)	67.0%	28.7%	3.7%	0.0%	0.6%
Region	North East (n = 53)	71.7%	26.4%	1.9%	0.0%	0.0%
	North West (n = 119)	70.4%	26.1%	1.7%	0.0%	1.7%
	Yorkshire and the Humber (n = 82)	72.5%	21.3%	2.5%	0.0%	2.5%
	East Midlands (n = 82)	65.4%	28.4%	6.2%	0.0%	0.0%
	West Midlands (n = 87)	72.9%	24.7%	2.4%	0.0%	0.0%
	East of England (n = 112)	74.8%	21.6%	3.6%	0.0%	0.0%
	London (n = 96)	64.9%	27.7%	4.3%	1.1%	1.1%
	South East (n = 145)	72.2%	26.4%	1.4%	0.0%	0.0%
	South West (n = 87)	77.9%	18.6%	2.3%	0.0%	1.2%
	Wales (n = 42)	76.2%	23.8%	0.0%	0.0%	0.0%
	Scotland (n = 95)	75.8%	21.1%	3.2%	0.0%	0.0%

Table 7: How confident are you when you look at or read stories at home with your child?

		<i>Very confident</i>	<i>Fairly confident</i>	<i>Not very confident</i>	<i>Not at all confident</i>	<i>Don't know</i>
Parents	All (N = 1,000)	79.6%	17.9%	1.6%	0.2%	0.7%
	Male (n = 479)	73.3%	22.4%	2.6%	0.2%	1.5%
	Female (n = 521)	85.2%	13.8%	0.8%	0.2%	0.0%
	18 to 30 years old (n = 153)	75.3%	21.3%	2.7%	0.7%	0.0%
	31 to 35 years old (n = 283)	78.3%	19.5%	0.7%	0.4%	1.1%
	36 to 40 years old (n = 289)	80.0%	17.5%	1.8%	0.0%	0.7%
	Over 40 years old (n = 275)	82.7%	14.7%	1.8%	0.0%	0.7%
	AB (n = 434)	83.3%	14.6%	1.2%	0.0%	0.9%
	C1 (n = 259)	82.2%	15.0%	2.0%	0.4%	0.4%
	C2 (n = 153)	73.9%	22.9%	2.6%	0.7%	0.0%
	DE (n = 154)	70.6%	26.8%	1.3%	0.0%	1.3%
	No formal qualifications (n = 20)	78.9%	15.8%	0.0%	5.3%	0.0%
	Non-university qualifications (n = 351)	73.5%	23.0%	2.3%	0.0%	1.2%
	University qualifications (n = 475)	84.1%	14.2%	1.3%	0.0%	0.4%
	Technical, professional or higher qualification (n = 132)	80.6%	17.1%	1.6%	0.0%	0.8%
	Don't know (n = 9)	77.8%	22.2%	0.0%	0.0%	0.0%
	Child	Male (n = 511)	78.6%	19.0%	1.6%	0.2%
Female (n = 489)		80.5%	16.8%	1.7%	0.2%	0.8%
3 years old (n = 284)		80.6%	16.9%	1.1%	0.4%	1.1%
4 years old (n = 391)		78.5%	19.1%	1.8%	0.0%	0.5%
5 years old (n = 325)		79.9%	17.3%	1.9%	0.3%	0.6%
Region	North East (n = 53)	83.0%	15.1%	1.9%	0.0%	0.0%
	North West (n = 119)	79.1%	20.0%	0.0%	0.0%	0.9%
	Yorkshire and the Humber (n = 82)	77.2%	20.3%	1.3%	0.0%	1.3%
	East Midlands (n = 82)	75.3%	21.0%	3.7%	0.0%	0.0%
	West Midlands (n = 87)	78.8%	17.6%	1.2%	1.2%	1.2%
	East of England (n = 112)	82.9%	15.3%	1.8%	0.0%	0.0%
	London (n = 96)	68.8%	23.7%	4.3%	1.1%	2.2%
	South East (n = 145)	84.0%	16.0%	0.0%	0.0%	0.0%
	South West (n = 87)	82.6%	15.1%	1.2%	0.0%	1.2%
	Wales (n = 42)	73.8%	23.8%	2.4%	0.0%	0.0%
Scotland (n = 95)	84.2%	12.6%	2.1%	0.0%	1.1%	

Table 8: When looking at or sharing stories together, which of the following, if any, do you do?

		<i>Talk about the story</i>	<i>Encourage child to notice the pictures</i>	<i>Talk about the characters</i>	<i>Do other activities related to the story</i>	<i>Leave the child to look at the story</i>	<i>Do not do any activities</i>
Parents	All (N = 1,000)	78.9%	83.6%	75.2%	29.6%	63.3%	1.0%
	Male (n = 479)	75.1%	78.7%	70.9%	27.7%	56.4%	1.5%
	Female (n = 521)	82.4%	88.0%	79.1%	31.4%	69.6%	0.6%
	18 to 30 years old (n = 153)	76.2%	82.1%	72.8%	31.8%	67.5%	0.0%
	31 to 35 years old (n = 283)	78.4%	84.2%	73.0%	30.9%	63.3%	1.4%
	36 to 40 years old (n = 289)	75.4%	86.3%	75.8%	26.3%	66.0%	0.7%
	Over 40 years old (n = 275)	84.6%	80.9%	77.9%	30.5%	58.1%	1.5%
	AB (n = 434)	81.2%	85.7%	77.7%	31.0%	68.1%	1.2%
	C1 (n = 259)	82.3%	83.5%	79.1%	33.1%	60.2%	0.8%
	C2 (n = 153)	75.8%	83.0%	69.9%	24.8%	60.1%	1.3%
	DE (n = 154)	69.9%	78.4%	66.7%	24.8%	58.2%	0.7%
	No formal qualifications (n = 20)	55.0%	65.0%	55.0%	15.0%	40.0%	0.0%
	Non-university qualifications (n = 351)	76.7%	81.4%	70.1%	25.9%	58.1%	0.9%
	University qualifications (n = 475)	81.3%	85.8%	79.0%	33.5%	68.8%	0.8%
Technical, professional or higher qualification (n = 132)	81.4%	84.5%	80.6%	26.4%	62.0%	2.3%	
Don't know (n = 9)	55.6%	77.8%	55.6%	22.2%	55.6%	0.0%	
Child	Male (n = 511)	81.1%	83.7%	75.1%	26.5%	58.4%	0.6%
	Female (n = 489)	76.7%	83.5%	75.2%	32.9%	68.4%	1.4%
	3 years old (n = 284)	76.3%	86.4%	78.1%	34.4%	60.6%	0.4%
	4 years old (n = 391)	81.5%	86.7%	77.5%	29.8%	67.6%	1.3%
	5 years old (n = 325)	78.1%	77.5%	69.8%	25.3%	60.5%	1.2%
Region	North East (n = 53)	79.2%	83.0%	79.2%	22.6%	52.8%	0.0%
	North West (n = 119)	74.8%	83.5%	80.0%	37.4%	54.8%	0.0%
	Yorkshire the Humber (n = 82)	77.5%	81.3%	76.3%	26.3%	66.3%	0.0%
	East Midlands (n = 82)	80.2%	81.5%	72.8%	27.2%	70.4%	0.0%
	West Midlands (n = 87)	72.9%	81.2%	71.8%	17.6%	52.9%	2.4%
	East of England (n = 112)	83.8%	87.4%	82.9%	31.5%	66.7%	0.9%
	London (n = 96)	81.9%	80.9%	68.1%	33.0%	64.9%	1.1%
	South East (n = 145)	81.3%	84.0%	73.6%	31.9%	68.1%	2.1%
	South West (n = 87)	74.4%	82.6%	74.4%	27.9%	59.3%	3.5%
	Wales (n = 42)	83.3%	85.7%	78.6%	31.0%	61.9%	0.0%
Scotland (n = 95)	78.9%	87.4%	70.5%	31.6%	71.6%	0.0%	

Table 9: Who do you think has the most important influence on your child's early literacy skills?

		<i>Me</i>	<i>Other parent or carer</i>	<i>Child's siblings</i>	<i>Child's friends</i>	<i>Wider family</i>
Parents	All (N = 1,000)	55.1%	16.8%	1.4%	0.3%	0.4%
	Male (n = 479)	36.6%	33.7%	1.8%	0.0%	0.9%
	Female (n = 521)	71.5%	1.8%	1.2%	0.6%	0.0%
	18 to 30 years old (n = 153)	64.1%	4.1%	1.4%	2.1%	0.7%
	31 to 35 years old (n = 283)	60.4%	12.7%	1.5%	0.0%	0.7%
	36 to 40 years old (n = 289)	50.9%	20.1%	0.4%	0.0%	0.4%
	Over 40 years old (n = 275)	49.3%	24.1%	2.6%	0.0%	0.0%
	AB (n = 434)	52.3%	23.3%	1.4%	0.2%	0.7%
	C1 (n = 259)	58.1%	15.8%	1.2%	0.4%	0.0%
	C2 (n = 153)	58.5%	8.2%	1.4%	0.0%	0.7%
	DE (n = 154)	54.5%	8.3%	2.1%	0.7%	0.0%
	No formal qualifications (n = 20)	58.8%	5.9%	0.0%	5.9%	0.0%
	Non-university qualifications (n = 351)	56.5%	10.2%	2.7%	.6%	0.6%
	University qualifications (n = 475)	54.6%	21.0%	0.6%	0.0%	0.2%
	Technical, professional or higher qualification (n = 132)	53.1%	21.1%	1.6%	0.0%	0.8%
Don't know (n = 9)	87.5%	0.0%	0.0%	0.0%	0.0%	
Child	Male (n = 511)	55.9%	17.8%	1.2%	0.4%	0.4%
	Female (n = 489)	54.2%	15.8%	1.7%	0.2%	0.4%
	3 years old (n = 284)	66.7%	11.6%	1.8%	0.0%	1.1%
	4 years old (n = 391)	50.3%	22.3%	1.9%	0.5%	0.3%
	5 years old (n = 325)	50.6%	14.6%	0.6%	0.3%	0.0%
Region	North East (n = 53)	52.8%	18.9%	0.0%	0.0%	0.0%
	North West (n = 119)	52.7%	14.3%	0.9%	0.0%	0.9%
	Yorkshire and the Humber (n = 82)	39.2%	26.6%	1.3%	0.0%	0.0%
	East Midlands (n = 82)	59.0%	17.9%	0.0%	0.0%	0.0%
	West Midlands (n = 87)	60.5%	7.4%	1.2%	0.0%	1.2%
	East of England (n = 112)	57.3%	20.9%	0.9%	0.9%	0.0%
	London (n = 96)	49.5%	18.7%	3.3%	1.1%	0.0%
	South East (n = 145)	56.3%	18.1%	2.8%	0.0%	0.0%
	South West (n = 87)	61.9%	9.5%	2.4%	1.2%	2.4%
	Wales (n = 42)	64.3%	11.9%	0.0%	0.0%	0.0%
Scotland (n = 95)	55.4%	17.4%	1.1%	0.0%	0.0%	

Table 9 continued: Who do you think has the most important influence on your child's early literacy skills?

		<i>Adults who work with child</i>	<i>Other</i>	<i>None of these</i>	<i>Don't know</i>
Parents	All (N = 1,000)	24.0%	0.2%	0.1%	1.7%
	Male (n = 479)	24.9%	0.2%	0.2%	1.8%
	Female (n = 521)	23.2%	0.2%	0.0%	1.6%
	18 to 30 years old (n = 153)	25.5%	0.0%	0.0%	2.1%
	31 to 35 years old (n = 283)	21.6%	0.4%	0.0%	2.6%
	36 to 40 years old (n = 289)	26.9%	0.4%	0.4%	0.7%
	Over 40 years old (n = 275)	22.6%	0.0%	0.0%	1.5%
	AB (n = 434)	20.4%	0.2%	0.0%	1.4%
	C1 (n = 259)	22.5%	0.0%	0.0%	2.0%
	C2 (n = 153)	28.6%	0.0%	0.0%	2.7%
	DE (n = 154)	32.4%	0.7%	0.7%	0.7%
	No formal qualifications (n = 20)	17.6%	0.0%	0.0%	11.8%
	Non-university qualifications (n = 351)	27.9%	0.3%	0.0%	1.2%
	University qualifications (n = 475)	21.8%	0.2%	0.0%	1.5%
	Technical, professional or higher qualification (n = 132)	21.1%	0.0%	0.0%	2.3%
Don't know (n = 9)	12.5%	0.0%	0.0%	0.0%	
Child	Male (n = 511)	21.4%	0.4%	0.2%	2.2%
	Female (n = 489)	26.7%	0.0%	0.0%	1.1%
	3 years old (n = 284)	15.6%	0.0%	0.0%	3.3%
	4 years old (n = 391)	23.1%	0.0%	0.3%	1.3%
	5 years old (n = 325)	32.5%	0.6%	0.0%	0.6%
Region	North East (n = 53)	28.3%	0.0%	0.0%	0.0%
	North West (n = 119)	26.8%	0.0%	0.0%	4.5%
	Yorkshire and the Humber (n = 82)	32.9%	0.0%	0.0%	0.0%
	East Midlands (n = 82)	20.5%	0.0%	0.0%	2.6%
	West Midlands (n = 87)	29.6%	0.0%	0.0%	0.0%
	East of England (n = 112)	18.2%	1.8%	0.0%	0.0%
	London (n = 96)	22.0%	0.0%	1.1%	4.4%
	South East (n = 145)	22.2%	0.0%	0.0%	0.7%
	South West (n = 87)	20.2%	0.0%	0.0%	2.4%
	Wales (n = 42)	21.4%	0.0%	0.0%	2.4%
	Scotland (n = 95)	25.0%	0.0%	0.0%	1.1%

Table 10: What, if any, do you think are the barriers preventing your child from developing his or her early literacy skills?

		<i>My child has special educational needs</i>	<i>English is my child's second language</i>	<i>My child's ability to concentrate</i>	<i>My child's behaviour</i>	<i>My child's interests</i>
Parents	All (N = 1,000)	3.5%	2.1%	25.7%	11.3%	13.1%
	Male (n = 479)	3.8%	2.7%	27.3%	13.6%	16.1%
	Female (n = 521)	3.3%	1.5%	24.2%	9.2%	10.4%
	18 to 30 years old (n = 153)	4.6%	2.0%	29.4%	15.7%	15.7%
	31 to 35 years old (n = 283)	3.2%	3.2%	26.1%	11.0%	10.6%
	36 to 40 years old (n = 289)	3.8%	1.4%	25.3%	11.4%	16.3%
	Over 40 years old (n = 275)	2.9%	1.8%	23.6%	9.1%	10.9%
	AB (n = 434)	3.2%	2.3%	23.5%	9.4%	13.6%
	C1 (n = 259)	5.0%	1.5%	28.6%	10.8%	12.7%
	C2 (n = 153)	2.6%	3.3%	25.5%	7.2%	11.8%
	DE (n = 154)	2.6%	1.3%	27.3%	21.4%	13.6%
	No formal qualifications (n = 20)	0.0%	0.0%	20.0%	5.0%	10.0%
	Non-university qualifications (n = 351)	4.0%	1.4%	24.2%	10.5%	9.7%
	University qualifications (n = 475)	3.2%	2.5%	25.3%	11.8%	15.6%
	Technical, professional or higher qualification (n = 132)	4.5%	2.3%	28.8%	9.8%	12.9%
	Don't know (n = 9)	0.0%	11.1%	44.4%	33.3%	11.1%
Child	Male (n = 511)	4.7%	1.8%	30.7%	16.0%	15.5%
	Female (n = 489)	2.2%	2.5%	20.4%	6.3%	10.6%
	3 years old (n = 284)	2.5%	1.8%	26.1%	11.3%	13.0%
	4 years old (n = 391)	4.3%	2.3%	25.3%	11.3%	14.8%
	5 years old (n = 325)	3.4%	2.2%	25.8%	11.4%	11.1%
Region	North East (n = 53)	3.8%	0.0%	32.1%	11.3%	13.2%
	North West (n = 119)	3.4%	1.7%	28.6%	10.1%	11.8%
	Yorkshire and the Humber (n = 82)	2.4%	0.0%	22.0%	8.5%	14.6%
	East Midlands (n = 82)	1.2%	2.4%	28.0%	12.2%	12.2%
	West Midlands (n = 87)	1.1%	2.3%	23.0%	13.8%	5.7%
	East of England (n = 112)	6.3%	.9%	26.8%	9.8%	16.1%
	London (n = 96)	7.3%	4.2%	21.9%	11.5%	16.7%
	South East (n = 145)	2.1%	2.8%	27.6%	11.7%	11.0%
	South West (n = 87)	3.4%	3.4%	24.1%	14.9%	14.9%
	Wales (n = 42)	4.8%	4.8%	23.8%	7.1%	19.0%
	Scotland (n = 95)	3.2%	1.1%	24.2%	11.6%	12.6%

Table 10 continued: What, if any, do you think are the barriers preventing your child from developing his or her early literacy skills?

		<i>The quality of early years care my child receives</i>	<i>A lack of time to support my child at home</i>	<i>A lack of money to support my child at home</i>	<i>My own difficulties with literacy</i>	<i>There are no barriers</i>
Parents	All (N = 1,000)	11.9%	23.2%	6.7%	3.2%	46.5%
	Male (n = 479)	14.6%	25.5%	9.0%	3.8%	39.0%
	Female (n = 521)	9.4%	21.1%	4.6%	2.7%	53.4%
	18 to 30 years old (n = 153)	15.0%	19.6%	12.4%	5.9%	41.8%
	31 to 35 years old (n = 283)	8.8%	25.4%	6.0%	2.8%	45.2%
	36 to 40 years old (n = 289)	15.6%	23.2%	6.2%	3.8%	46.0%
	Over 40 years old (n = 275)	9.5%	22.9%	4.7%	1.5%	50.9%
	AB (n = 434)	12.2%	25.6%	4.6%	2.1%	47.7%
	C1 (n = 259)	13.9%	24.3%	4.6%	3.9%	44.8%
	C2 (n = 153)	9.2%	22.9%	9.8%	2.6%	44.4%
	DE (n = 154)	10.4%	14.9%	13.0%	5.8%	48.1%
	No formal qualifications (n = 20)	15.0%	15.0%	5.0%	5.0%	40.0%
	Non-university qualifications (n = 351)	6.8%	17.7%	8.3%	4.0%	50.1%
	University qualifications (n = 475)	14.9%	26.5%	6.1%	2.5%	44.8%
	Technical, professional or higher qualification (n = 132)	12.1%	26.5%	3.8%	2.3%	47.0%
	Don't know (n = 9)	11.1%	33.3%	22.2%	0.0%	22.2%
	Child	Male (n = 511)	11.9%	23.9%	5.9%	3.3%
Female (n = 489)		11.9%	22.5%	7.6%	3.1%	50.1%
3 years old (n = 284)		14.1%	23.9%	6.7%	2.1%	45.1%
4 years old (n = 391)		13.0%	23.3%	7.2%	3.1%	45.8%
5 years old (n = 325)		8.6%	22.5%	6.2%	4.3%	48.6%
Region	North East (n = 53)	11.3%	11.3%	9.4%	3.8%	47.2%
	North West (n = 119)	10.9%	21.0%	6.7%	2.5%	49.6%
	Yorkshire and the Humber (n = 82)	11.0%	25.6%	3.7%	4.9%	47.6%
	East Midlands (n = 82)	15.9%	17.1%	9.8%	3.7%	42.7%
	West Midlands (n = 87)	13.8%	29.9%	11.5%	2.3%	42.5%
	East of England (n = 112)	14.3%	22.3%	6.3%	3.6%	40.2%
	London (n = 96)	12.5%	24.0%	6.3%	4.2%	46.9%
	South East (n = 145)	10.3%	26.9%	8.3%	1.4%	44.8%
	South West (n = 87)	9.2%	27.6%	2.3%	2.3%	47.1%
	Wales (n = 42)	9.5%	23.8%	4.8%	4.8%	38.1%
Scotland (n = 95)	11.6%	20.0%	4.2%	4.2%	61.1%	

Table 11a: Thinking about the formal care that your child receives from other adults (for example at nursery, reception or from a childminder) how good do you think the support is for reading?

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
Parents	All (N = 655)	42.7%	37.4%	11.3%	2.7%	.9%	4.9%
	Male (n = 293)	38.2%	40.6%	13.3%	2.7%	.3%	4.8%
	Female (n = 362)	46.4%	34.8%	9.7%	2.8%	1.4%	5.0%
	18 to 30 years old (n = 107)	42.1%	36.4%	13.1%	4.7%	0.0%	3.7%
	31 to 35 years old (n = 186)	45.7%	34.9%	9.1%	1.6%	2.7%	5.9%
	36 to 40 years old (n = 187)	40.1%	40.1%	10.7%	4.3%	.5%	4.3%
	Over 40 years old (n = 175)	42.9%	37.7%	13.1%	1.1%	0.0%	5.1%
	AB (n = 296)	44.3%	38.2%	8.8%	3.4%	1.4%	4.1%
	C1 (n = 168)	38.1%	38.1%	15.5%	3.0%	0.0%	5.4%
	C2 (n = 97)	45.4%	40.2%	7.2%	0.0%	1.0%	6.2%
	DE (n = 94)	43.6%	30.9%	16.0%	3.2%	1.1%	5.3%
	No formal qualifications (n = 15)	33.3%	26.7%	20.0%	0.0%	0.0%	20.0%
	Non-university qualifications (n = 214)	42.1%	36.9%	10.7%	2.8%	0.5%	7.0%
	University qualifications (n = 335)	42.1%	39.7%	11.9%	1.2%	1.5%	3.6%
	Technical, professional or higher qualification (n = 76)	47.4%	31.6%	10.5%	9.2%	0.0%	1.3%
	Don't know (n = 8)	50.0%	37.5%	0.0%	0.0%	0.0%	12.5%
Child	Male (n = 332)	41.9%	36.1%	12.7%	3.3%	0.3%	5.7%
	Female (n = 323)	43.7%	38.7%	9.9%	2.2%	1.5%	4.0%
	3 years old (n = 239)	37.7%	38.9%	10.9%	3.8%	1.3%	7.5%
	4 years old (n = 279)	44.1%	38.4%	10.8%	2.2%	1.1%	3.6%
	5 years old (n = 137)	48.9%	32.8%	13.1%	2.2%	0.0%	2.9%
Region	North East (n = 36)	55.6%	25.0%	16.7%	0.0%	0.0%	2.8%
	North West (n = 72)	56.9%	30.6%	8.3%	1.4%	1.4%	1.4%
	Yorkshire and the Humber (n = 51)	47.1%	29.4%	9.8%	2.0%	3.9%	7.8%
	East Midlands (n = 53)	35.8%	37.7%	13.2%	11.3%	0.0%	1.9%
	West Midlands (n = 53)	39.6%	41.5%	11.3%	5.7%	1.9%	0.0%
	East of England (n = 75)	42.7%	36.0%	17.3%	0.0%	1.3%	2.7%
	London (n = 62)	37.1%	41.9%	9.7%	0.0%	0.0%	11.3%
	South East (n = 103)	36.9%	45.6%	8.7%	1.9%	0.0%	6.8%
South West (n = 65)	40.0%	41.5%	4.6%	4.6%	1.5%	7.7%	

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
	All (N = 655)	42.7%	37.4%	11.3%	2.7%	.9%	4.9%
	Wales (n = 21)	47.6%	38.1%	14.3%	0.0%	0.0%	0.0%
	Scotland (n = 64)	40.6%	34.4%	15.6%	3.1%	0.0%	6.3%

Table 11b: Thinking about the formal care that your child receives from other adults (for example at nursery, reception or from a childminder) how good do you think the support is for writing?

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
	All (N = 655)	41.8%	36.5%	12.7%	2.9%	.9%	5.2%
Parents	Male (n = 293)	37.2%	37.5%	15.7%	3.1%	.3%	6.1%
	Female (n = 362)	45.6%	35.6%	10.2%	2.8%	1.4%	4.4%
	18 to 30 years old (n = 107)	39.3%	42.1%	10.3%	3.7%	.9%	3.7%
	31 to 35 years old (n = 186)	44.6%	34.9%	12.4%	2.2%	1.6%	4.3%
	36 to 40 years old (n = 187)	41.7%	36.4%	12.3%	4.3%	1.1%	4.3%
	Over 40 years old (n = 175)	40.6%	34.9%	14.9%	1.7%	0.0%	8.0%
	AB (n = 296)	43.2%	38.2%	10.5%	3.0%	1.0%	4.1%
	C1 (n = 168)	36.3%	40.5%	14.3%	3.0%	0.6%	5.4%
	C2 (n = 97)	43.3%	35.1%	10.3%	0.0%	2.1%	9.3%
	DE (n = 94)	45.7%	25.5%	19.1%	5.3%	0.0%	4.3%
	No formal qualifications (n = 15)	53.3%	13.3%	20.0%	0.0%	0.0%	13.3%
	Non-university qualifications (n = 214)	40.2%	38.8%	10.7%	2.8%	0.9%	6.5%
	University qualifications (n = 335)	42.1%	37.9%	13.4%	1.5%	0.9%	4.2%
	Technical, professional or higher qualification (n = 76)	44.7%	28.9%	13.2%	9.2%	1.3%	2.6%
	Don't know (n = 8)	25.0%	50.0%	12.5%	0.0%	0.0%	12.5%
Child	Male (n = 332)	38.9%	35.8%	15.1%	3.6%	.3%	6.3%
	Female (n = 323)	44.9%	37.2%	10.2%	2.2%	1.5%	4.0%
	3 years old (n = 239)	35.1%	35.6%	13.4%	4.6%	1.7%	9.6%
	4 years old (n = 279)	42.3%	40.1%	12.2%	1.8%	0.7%	2.9%
	5 years old (n = 137)	52.6%	30.7%	12.4%	2.2%	0.0%	2.2%
Region	North East (n = 36)	50.0%	22.2%	16.7%	5.6%	0.0%	5.6%
	North West (n = 72)	48.6%	36.1%	9.7%	1.4%	1.4%	2.8%

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
	All (N = 655)	41.8%	36.5%	12.7%	2.9%	.9%	5.2%
	Yorkshire and the Humber (n = 51)	43.1%	33.3%	13.7%	5.9%	2.0%	2.0%
	East Midlands (n = 53)	35.8%	39.6%	13.2%	9.4%	0.0%	1.9%
	West Midlands (n = 53)	41.5%	35.8%	11.3%	7.5%	1.9%	1.9%
	East of England (n = 75)	42.7%	38.7%	13.3%	0.0%	2.7%	2.7%
	London (n = 62)	35.5%	40.3%	14.5%	0.0%	0.0%	9.7%
	South East (n = 103)	41.7%	37.9%	11.7%	1.0%	0.0%	7.8%
	South West (n = 65)	44.6%	35.4%	7.7%	1.5%	1.5%	9.2%
	Wales (n = 21)	38.1%	52.4%	9.5%	0.0%	0.0%	0.0%
	Scotland (n = 64)	37.5%	32.8%	18.8%	3.1%	0.0%	7.8%

Table 11c: Thinking about the formal care that your child receives from other adults (for example at nursery, reception or from a childminder) how good do you think the support is for language and communication?

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
	All (N = 655)	57.3%	34.7%	5.6%	1.1%	.2%	1.2%
	Male (n = 293)	52.2%	38.2%	6.8%	1.0%	0.0%	1.7%
	Female (n = 362)	61.3%	31.8%	4.7%	1.1%	0.3%	0.8%
Parents	18 to 30 years old (n = 107)	51.4%	37.4%	8.4%	.9%	0.0%	1.9%
	31 to 35 years old (n = 186)	61.8%	30.6%	4.3%	1.6%	0.0%	1.6%
	36 to 40 years old (n = 187)	54.0%	38.5%	5.3%	1.6%	0.5%	0.0%
	Over 40 years old (n = 175)	59.4%	33.1%	5.7%	0.0%	0.0%	1.7%
	AB (n = 296)	58.8%	33.1%	5.1%	1.0%	.3%	1.7%
	C1 (n = 168)	53.0%	38.7%	6.5%	0.6%	0.0%	1.2%
	C2 (n = 97)	64.9%	32.0%	1.0%	1.0%	0.0%	1.0%
	DE (n = 94)	52.1%	35.1%	10.6%	2.1%	0.0%	0.0%
	No formal qualifications (n = 15)	53.3%	33.3%	6.7%	0.0%	0.0%	6.7%
	Non-university qualifications (n = 214)	55.1%	36.4%	6.1%	0.5%	0.0%	1.9%
	University qualifications (n = 335)	60.0%	33.1%	4.8%	0.9%	0.3%	0.9%
	Technical, professional or higher qualification (n = 76)	53.9%	36.8%	5.3%	3.9%	0.0%	0.0%
	Don't know (n = 8)	50.0%	37.5%	12.5%	0.0%	0.0%	0.0%

		<i>Very good</i>	<i>Fairly good</i>	<i>Neither good or bad</i>	<i>Fairly bad</i>	<i>Very bad</i>	<i>Don't know</i>
	All (N = 655)	57.3%	34.7%	5.6%	1.1%	.2%	1.2%
Child	Male (n = 332)	56.3%	34.9%	6.3%	1.5%	0.0%	0.9%
	Female (n = 323)	58.2%	34.4%	5.0%	.6%	.3%	1.5%
	3 years old (n = 239)	57.3%	33.5%	5.9%	1.3%	.4%	1.7%
	4 years old (n = 279)	57.3%	35.1%	5.4%	1.4%	0.0%	0.7%
	5 years old (n = 137)	56.9%	35.8%	5.8%	0.0%	0.0%	1.5%
Region	North East (n = 36)	58.3%	30.6%	11.1%	0.0%	0.0%	0.0%
	North West (n = 72)	62.5%	31.9%	2.8%	2.8%	0.0%	0.0%
	Yorkshire and the Humber (n = 51)	56.9%	35.3%	2.0%	5.9%	0.0%	0.0%
	East Midlands (n = 53)	52.8%	37.7%	5.7%	3.8%	0.0%	0.0%
	West Midlands (n = 53)	60.4%	30.2%	9.4%	0.0%	0.0%	0.0%
	East of England (n = 75)	60.0%	33.3%	4.0%	0.0%	1.3%	1.3%
	London (n = 62)	50.0%	37.1%	8.1%	0.0%	0.0%	4.8%
	South East (n = 103)	60.2%	35.9%	3.9%	0.0%	0.0%	0.0%
	South West (n = 65)	52.3%	38.5%	6.2%	0.0%	0.0%	3.1%
	Wales (n = 21)	66.7%	28.6%	4.8%	0.0%	0.0%	0.0%
	Scotland (n = 64)	53.1%	35.9%	7.8%	0.0%	0.0%	3.1%

Table 12: Number of owned and borrowed children's books in the home

		<i>Owned children's books</i>	<i>Borrowed children's books</i>
		<i>Mean (s.d)</i>	<i>Mean (s.d)</i>
	All (N = 1,000)	93.4 (122)	4 (6)
Parents	Male (n = 479)	93 (127)	6 (6)
	Female (n = 521)	94 (117)	6 (6)
	18 to 30 years old (n = 153)	70 (65)	4 (4)
	31 to 35 years old (n = 283)	82 (119)	5 (5)
	36 to 40 years old (n = 289)	100 (108)	6 (6)
	Over 40 years old (n = 275)	112 (156)	7 (7)
	AB (n = 434)	107 (134)	6 (6)
	C1 (n = 259)	88 (127)	6 (6)
	C2 (n = 153)	74 (71)	6 (6)
	DE (n = 154)	82 (112)	5 (5)
	No formal qualifications (n = 20)	47 (42)	1 (2)
	Non-university qualifications (n = 351)	73 (93)	3 (6)
	University qualifications (n = 475)	104 (119)	4 (6)

		<i>Owned children's books</i>	<i>Borrowed children's books</i>
		<i>Mean (s.d)</i>	<i>Mean (s.d)</i>
	All (N = 1,000)	93.4 (122)	4 (6)
	Technical, professional or higher qualification (n = 132)	119 (188)	4 (6)
	Don't know (n = 9)	69 (57)	6 (8)
Child	Male (n = 511)	91 (131)	5 (5)
	Female (n = 489)	96 (112)	7 (7)
	3 years old (n = 284)	79 (78)	5 (5)
	4 years old (n = 391)	97 (130)	6 (6)
	5 years old (n = 325)	101 (141)	6 (6)
Region	North East (n = 53)	97 (149)	10 (10)
	North West (n = 119)	81 (102)	6 (6)
	Yorkshire and the Humber (n = 82)	117 (153)	7 (7)
	East Midlands (n = 82)	85 (76)	9 (9)
	West Midlands (n = 87)	85 (127)	5 (5)
	East of England (n = 112)	101 (111)	5 (5)
	London (n = 96)	64 (63)	4 (4)
	South East (n = 145)	110 (186)	5 (5)
	South West (n = 87)	80 (62)	6 (6)
	Wales (n = 42)	80 (87)	3 (3)
	Scotland (n = 95)	115 (109)	5 (5)