



**Dechrau Da
Bookstart**
BookTrust Cymru



Leader's notes



Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government



BookTrust Cymru
Getting children reading Ysgogi plant i ddarllen

Introduction

Suggested workshop structure

The structure and delivery of your Bookstart workshop sessions are flexible. The following sessions take about 2 hours in total:

- Introduction to BookTrust Cymru and Bookstart.
- Benefits of early shared reading.
- Bookstart packs and gifting messages.
- Working together.
- Quiz (hosted by Kahoot).
- Evaluation.

Further reading, research and information can be found in the **Additional guidance** section.

Please use the accompanying PowerPoint presentation and sample Bookstart Baby and Early Years packs to deliver your workshop.



This course aims to:

- inform student Health Visitors about the Bookstart programme and pack contents
- give guidance on how to incorporate Bookstart gifting into their practice.

By the end of the workshop students should be able to:

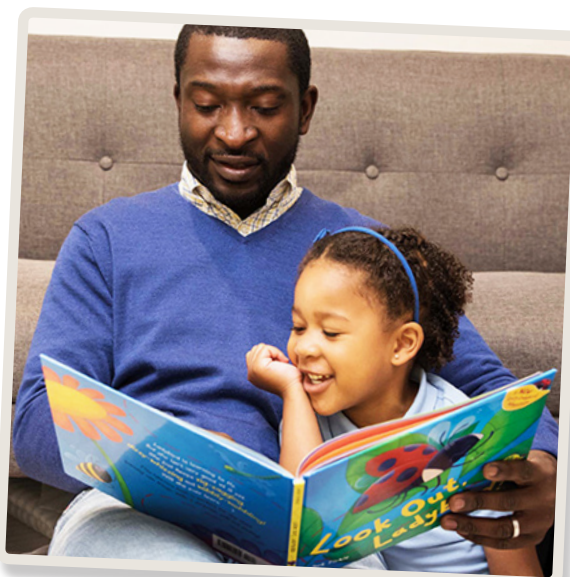
- recognise the role of early reading in child development and be able to explain this to parents/carers in simple terms
- understand the role of the Bookstart programme in establishing beneficial routines for babies, children and families/carers
- explain the contents of the Bookstart Baby and Early Years packs
- confidently gift the Bookstart Baby and Early Years packs, including giving practical advice on how to share books with babies and toddlers, the importance of stories and rhymes and the benefits of shared reading
- use the Bookstart packs during developmental/schedule of growing skills
- understand the benefits of rhymetime/storytime sessions and the role of the Library Service in their community, and be able to signpost parents and carers to resources and events happening near them.

Part 1

Introducing BookTrust, Bookstart and early reading

Duration: 15 minutes

This section aims to introduce BookTrust and Bookstart and gets students linking Bookstart to their own early reading experiences.



1. Use the slides [PowerPoint **Slides 1–4**] to introduce BookTrust, Bookstart and the session.
2. Warm-up activity:
 - Split your group into pairs/small groups.
 - Ask the groups to discuss which stories and rhymes they liked as a child.
 - What are their first memories of reading?
 - If they have children, have they introduced their children to their favourite rhymes and books?
 - How does the experience of being read to/reading to a child feel?
 - Gather these discussion points.

It may be the case that not all students have positive childhood experiences around reading. These discussion points are very valuable too, if the student wishes to share their experience with the group.

Part 2

Benefits of early shared reading

Discussion: 15 minutes

This section aims to help students understand the benefits of early shared reading.



1. Use PowerPoint **Slide 5**.
2. Discuss: **Why is early shared reading important?**
 - Split into 4 groups to discuss the socio-emotional/cognitive/language/physical development areas.
 - Gather discussion points: there should be lots to talk about here.
 - Pull together the comments, asking each group to present up to 3 benefits of early shared reading.
 - Use the table below as a prompt for additional discussion.
 - Supporting research can be found in the **Additional guidance** section.

Part 2

Benefits of early shared reading

For more in-depth information and research please see the **Additional guidance** section.

Socio-emotional development

Early shared reading supports child development by providing bonding opportunities. Babies love to be held close and to hear a parent or carer's voice.

Having routines and a rhythm to the day can help children to gain confidence and independence.

If a parent or carer seems to be struggling with routines, the Bookstart pack offers an opportunity to start a conversation about introducing regular events into their baby's day.

Establishing a reading routine helps a young child understand their day and what to expect from their environment, and can help make them feel more confident and secure. This can support self-esteem and wellbeing.

Sharing a book or story at night is an ideal way to settle a child. Bookstart's Social Return on Investment (2010) found that many parents reported that reading with their child had a calming effect.

Shared reading can increase the quality time that children and parents/carers spend together.

Stories and talking about books can help children to develop empathy and encourages them to recognise and talk about their feelings and the feelings of others.

Cognitive development

Sitting quietly together supports listening, concentration and attention.

Babies and children will begin to anticipate their favourite illustration/character/part of the story and will use their memory to recall what happens next.

Talking around a book, looking at pictures, characters and storylines can support toddlers' imagination and thinking.

Exposure to stories helps to enrich the imagination and provide knowledge of a range of experiences that a child can draw on to give them confidence.

Stories can provide children with a framework within which behaviours can be interpreted and given meaning.

Providing a learning-friendly environment at home helps children test and learn about the world around them, and to develop and maintain strong language, literacy and numeracy skills.

Language development

Encouraging parents and carers to share books, stories and rhymes can improve a child's language and communication skills.

Using funny voices and animal sounds brings a story to life and helps children sound-out words from an early age.

Hearing a story read aloud, learning songs and nursery rhymes can encourage children to have a good vocabulary.

Shared reading can encourage turn-taking and develops listening skills.

Physical development

Sharing books from birth supports the development of physical coordination through page turning, lifting flaps and pointing at images.

Babies like to physically explore books, using and developing their sensorimotor skills by sucking, patting, stroking or scratching books. Handling skills develop rapidly through a baby's first year.



Part 3

Exploring the Bookstart Baby pack

Duration: 20 minutes

- 1. Distribute** the packs among your group and give them 5 minutes to look at the contents and discuss how they could use them during their visits and what they could say.

Consider the developmental benefits you have previously discussed with the group.

Questions to prompt discussion:

- What do you notice about the books?
 - Why would rhymes be important at this age?
 - How could you use the guidance material within the pack?
 - What could the Library Service offer new parents?
- 2.** Talk through the **Bookstart Baby PowerPoint Slides 6–14**. The slides describe the contents of the pack and include key messages that should be used when gifting the packs.
 - 3. Emphasise** that Bookstart is more than a physical pack, and the way in which the pack is gifted and the guidance Health Visitors give to parents and carers is just as important as the content of the packs in supporting families to establish an early reading routine.
 - 4.** Video – Watch the **Health Visitor Baby ‘show and tell’** video (3 minutes).

[Click here](#)

- 5.** Ask the group to consider ways that they could use the Baby pack to:
 - start a discussion about routines
 - encourage parents who may have low literacy
 - measure stages of development.



Part 4

Exploring the Bookstart Early Years pack

Duration: 20 minutes

In this section you'll be looking at the contents of the Bookstart Early Years pack, explaining why each part of the pack matters and how it should be gifted to best support toddlers and their parent/carer.

- 1. Distribute** the packs among your group and give them 5 minutes to look at the contents and discuss how they could use them during their visits and what they could say.

Questions to prompt discussion:

- How would you deliver the pack differently this time?
- How do the bag and contents differ from those of the Baby pack?
- What do you notice about the books?
- How could you use the resources in your schedule of growing skills checks?

- 2. Bookstart Early Years packs** are aimed at children aged 27 months. The gifting process for this pack is different because of the age of the child and their understanding of what's happening.

Questions to prompt discussion:

- What behaviours would you expect to see from a child at this age?
- How do you expect that the pack contents differ from those of the Baby pack?
- What would you expect to see from a child at 27 months in terms of socio-emotional, cognitive, language and physical development?

- 3. Talk through the Bookstart Early Years pack PowerPoint Slides 15-25.**

The slides describe the contents of the pack and include key messages that should be used when gifting the packs.

- 4. Watch the Health Visitor Early Years 'show and tell' video** (3 minutes).

[Click here](#)

- 5. Discuss the gifting guidance** and ask students to decide which they think is most important or how they'd prioritise their messages based upon different family circumstances.

- 6. When is best to gift the packs** during the visit?

It could be at the beginning so that the Health Visitor can observe how the child and parent/carer interact with a book and their language and motor skills. Some Health Visitors gift the packs at the end of the visit so as not to distract children during the assessment.

Part 5

Quick quiz

Test your knowledge of Bookstart in Wales.

[Click here](#)

Part 6

Practice activity

Duration: 30 minutes

This section gives students the opportunity to practise gifting a Bookstart pack, consider the messages they will use and how they will gift the pack.

1. Ask the students to split into groups of 3 and decide who is A, B and C.
2. For the first round A is the parent or carer, B is the Health Visitor and C is the observer who also keeps an eye on the time. The observer should have the student handouts **The Bookstart Baby pack** and **The Bookstart Early Years pack** to hand so they can see what points the Health Visitor could cover.
3. Students can choose one of the following scenarios:
 - the age of the baby – could be 6 months or 27 months or close to these ages
 - a teenage mother who is living alone with no wider family support
 - a mother who is not a Welsh speaker, but her husband and his family speak Welsh at home and to the children
 - a parent who is a secondary school teacher and this is their first child
 - a carer from a family with complex needs
 - a carer whose first language is neither Welsh nor English
 - a mother who you suspect might not be able to read very well
 - a parent with a child who has three older siblings
 - or make up your own example.
4. Students should take about 5 minutes to plan their practice activity.

Ask them to consider what you will say, how you will say it, how you would behave around the child and parent, how will the parent/carer feel?
5. Students role play gifting the pack using either the Baby or Early Years pack.
6. Some questions to reflect on:
 - Did the you say everything you wanted to?
 - Did you cover 3 key messages appropriate to the pack you were gifting? How appropriate was your language and tone?
 - How would you do it differently next time?

Agree on what you've learned and feed back to the group. If there's time, switch roles and have another go.

Part 7

Working together

Duration: 15 minutes

This section outlines how BookTrust Cymru, Library Services and Health Visitors work together to distribute Bookstart packs to families across Wales.

1. Use **PowerPoint Slides 28**.
2. Emphasise the role of Health Visitors in delivering packs to families.
3. Explain that Health Visitors should work with their Bookstart Health Visitor lead and Bookstart Coordinator to ensure they have enough packs available to deliver to the families they work with.
4. Book service
 - Ask students if they are members of their local Library and if they know what events run for families in their area.
 - Discuss how Libraries offer rhymetime and storytime events that families can attend for free to socialise with other parents/carers and children.
6. Discuss how Libraries support the work of Health Visitors:
 - Watch the **Library Service video** (5 minutes) [Click here](#).
 - Discuss the main points raised in the video.
 - Research has shown that rhymetime sessions benefit parents as well as children – ask students to consider the ways in which Libraries can support families with small children.
 - Encourage Health Visitors to go along to their local Library and find out about the services it offers for families so they can pass on this information in their practice.





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