

Introduction

This paper will focus on the following 3 areas, Intonation, Rhyme and Gestures.

According to the website raisingchildren.net, the benefits of reading and sharing stories to children are, that it helps them to be able to recognize sounds, words and language, and develop early literacy skills. It can help them with their imagination and it can stimulate a child's curiosity. It also helps the children to learn and appreciate the value of books and stories. It can also help develop the child's brain, and can give them the ability to concentrate and focus and also helps with social and communication skills.

Digital literacy is now a part of children's education and the curriculum. Some benefits of using digital literacy such as reading stories are, children learn how to think critically, relatively solve problems, and express their ideas in different ways. This will help children succeed both in school and in their careers. That is according to the website landing.adobe.com.

Intonation

After observing both story telling sessions, one aspect of intonation that was focused upon was the tone of the voice. The importance of the tone of voice in story telling is that it can indicate different feelings and emotions for example, happy, excited, funny, humorous, sad and scared, that is according to website examples of Tone in a story. The tone of your voice is just as important as the volume. Children are more likely to listen to the sound of a warm, comforting and encouraging voice rather than one that sounds harsh and judgemental. A more calming tone of voice is more inviting and creates a nicer atmosphere.

Montessori states that by the teacher speaking in a quiet voice it is respectful and models good levels of tone of voice for the children. By keeping the noise level low, it provides a quieter working environment which allows and the children to focus and concentrate whilst doing their work, it also helps encourage good listening skills. That is according to Montessori classroom.

Stories are a very good way to promote and increase children's reading, writing, language and creativity skills. The children are able to discuss, analyse and use their imagination which plays an important part in their literacy skills and that is according to the [storyemporium](http://storyemporium.com).

Chomsky theory states that all children are born with the capacity to learn any language. Whilst Crystals theory states children learn language in five stages.

On reflection, the narrators voice was being changed throughout the story and it linked in well with the order of the book. The tones that were used were, soft, quiet, loud, happy and scary and the children interacted and reacted well to the story and were clear on both recordings.

Another aspect of intonation that was focused on during the story telling sessions was, facial expression. A study by Harvard university states the importance of facial expression and how it is linked with having the ability to develop emotional intelligence. Elbenfein, Marsh & Ambady.

There are many ways to work with the child to increase their emotional intelligence. One way is through the child learning the meanings of facial expressions through stories. This gives the child the opportunity to experience different facial expressions, such being surprised, fear, danger, jealousy and confusion. Encourage the child to show you facial expressions, for example a happy bear, angry lion, a sad swan and what ever else they can think of. By doing this you are preparing them for the future and the world around them. This will help them to read faces of people around them and will also help them to understand social behaviours. This is according to Ralph Adolphs.

The benefits of using facial expressions during story time are, to prepare children for life and society, it is an effective way of educating children to become emotionally developed and aware of human beings. It can also help to improve eye contact. Ralph Adolphs.

The narrator used good facial expressions and emphasized more on certain characters in the story. The facial expressions were clearer in person more so than the story being recorded digitally, and that was due to the lighting being darker in the room, which made the facial expressions less prominent.

The third aspect that was focused on during the story telling session were props. The benefits of using props while reading a story are several different facial expressions, different emotions for example, happy, sad, joy, boredom and confusion. By using props, it can help children to understand the characters in the story and it teaches them to become acquainted and empathetic. The actions used help with a child's brain and language development. That is according to the article using props to make storytelling fascinating.

A blog by podium school states some of the benefits of using props. These are, they start listening better to the story, it encourages more involvement with books, helps children with hearing problems, good for teaching actions and expressions and helps children with their imagination.

The props which the narrator used worked better when reading the story book, more so than when it was recorded digitally because the pictures were brighter clearer due to the lighting of the digital recording and the children could see them and were able to hold them and have a proper look.

Rhyme

One element that was identified during the storytelling sessions was the use of rhyme. Rhyming is a good way of teaching words and rhyming words lay good foundations for making predictions in reading. The importance of recognising and producing rhyming words is a vital skill in the development of phonological awareness. Research has shown there is a correlation between phonological awareness and reading ability. Research shows children who have a strong sense of phonological awareness are stronger readers.

Research shows the success in children's development in the following areas, reading, writing and spelling. This is due to the link between preschool and nursery children. Bradley and Bryant (1983, 1985) report that sensitivity to rhyme and alliteration prior to a child's entry to formal schooling plays a causal role in their reading success several years later. Furthermore, in their research the authors reported that receiving explicit instruction and training in the areas of alphabetic principles, rhyming, identification of words and alliteration strongly and positively affected children's reading ability.

Piaget believes that children's cognitive development happens in four stages.

Bruner states that there are three stages of a child's development.

The benefits of babies and children using rhyme, rhythm and repetition are, they help to develop early literacy skills and it helps letter formation by them listening to sounds and words. The repetition of words creates good foundations in the early years which plays an important part of early brain development and that is according to the website earlyyears.gov.

Good use of rhyme during the both stories. Even though the words did not rhyme, all of the words were very pronounced well and very clear. The children would have understood them all and it was a very good way to help with their language skills.

Another element that was used during the story telling was rhythm. Research shows that musical activity can enhance acquisition of reading skills, even before reading instruction begins (e.g., Fisher & McDonald, 2001). However, there are not many studies showing the results. In the studies that are reported here, we looked specifically at how music and reading acquisition could be linked in pre-readers. One way in which music and reading acquisition are connected is through links between rhythm ability and phonological awareness, and this is an essential skill for reading acquisition. An experiment was done with groups of nursery children, where it was investigated whether greater amounts of musical activity with an emphasis on rhythm would be reflected in enhancement of phonological awareness. To lay good foundations for future investigation of long-term connections between early musical activity and later reading, we also explored whether there are links between preschool and nursery school.

Dodson (1981) described nursery rhymes as “sentences to music” (p. 37) he believed that the rhythm and rhymes are engaging for young children which can help them to improve their listening skills. He also states that by using nursery rhymes make it easier for them to learn and to remember. He further noted that nursery rhymes are short enough to keep the children’s and it improves their listening and written skills.

Very good use of rhythm from the narrator. Confident in the way. Rhythm was used throughout the story. The children were interested and engrossed during the both story sessions and some of the children were chanting and clapping.

Another element of the story telling was repetition. Auditory perception is part of the learning process which teachers’ language and listening skills and also helps them with their speaking. To listen efficiently, children must be able to discover the different sounds they may hear (Blondel, & Miller, 2001). Bodden (2010) suggested depending on the individual child of words that is what they will hear. He states that adults reading to a child is very beneficial, and they will have a better understanding of reading. To help children read it is best to read out loud as children can learn different sounds, which will make them more familiar with graphic symbols of language, and the words on the page will be more meaningful. Specifically, it helps children make the link between speech and listening while encouraging them to have more peer interaction in the listening classroom

A study shows by the children having the opportunity to experience music in their early years settings helps with their reading, learning and listening skills and it is just as important as language and maths. It also promotes the ability for children to learn new words and sounds by listening to the changes in the pitch in the music. Results showed that students in the music instruction group improved in language and reading. There is also a link between music and listening which helps with reading. Peterson (2000).

The narrator used very good repetition during the story telling. It was emphasized on every part of the story for example,” where going on a bear hunt, where going to catch a big one, what a beautiful day, where not scared”. So, the children knew what was coming next and they were joining in and clapping their hands. There was also anticipation with some of the children as they were waiting to find out where the family were going to be next.

Gestures

Hand gestures during storytelling plays an important part in a child’s learning. Children are more likely to remember the information about that particular story, than a story without using your hands. Hand gestures can indicate we are ready to learn. That is according to the article kids.Frontiersin.

Finger pointing helps the reader learn to look carefully at print. It supports two early reading behaviours, directional movement and voice-print match. By getting the children to finger point each word as they are reading, is common practice for emergent readers. However, there will come a time where the readers should learn

to rely on their eyes more so than their finger. That is according to the website adventures in literacy.

Vygostky suggests the importance of pointing to the words and pictures whilst reading a story as it keeps the child engaged.

When you know, the child is beginning to understand the words on the page and that there are meaning to them, that is the time to start pointing. By pointing to the words as you read them the child is learning a skill that will help them to understand that each word is made up of a series of phonemes and this will help with a child learning to read independently. That is according to the website myreadingspecialist.

After reviewing the story telling sessions, one gesture that was focused on was the use of hands. There was more use of the hands and using fingers to and point at the digital screen whilst reading compared to reading the book. That was because the hands were free while reading the story digitally

Conclusion

The evidence shows the importance of storytelling and digital literacy in the early years, and the significant part it plays in a child's language and literacy development and communication and social skills. Digital literacy is now a part of the national curriculum. Reading a story using a book or digitally teaches the child that it is more than just words and pictures. There are a lot of developmental benefits from storytelling such, as cognitive development, language and literacy, emotional development, brain development and imagination as well as enjoyment. Even though some theorists disagree with each other's theories, they all believe that what they say supports cognitive development. Reflecting on the practice the things that could be improved in the future are, the lighting, a different digital format and different types of props and my positioning whilst reading the story.

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