

Student Name: Vicky Morris-Evans

Student Number: 2405866

**Module: Entrepreneurship in Action: Case studies
ECEY6012**

Part 1: Business Pitch on TEAMS

Part A: Business brochure

Part B: Academic piece

AI Cover Sheet

I acknowledge my use of Grammarly to help with grammar and spelling.

I acknowledge my use of Co-pilot to check for repetition and rephrase work to help bring the word count down.

I acknowledge my use of Co-Pilot to help with research to support my work, using prompts such as find me Welsh policies, journals and information that support pre-writing skills in the early years.

Find me frameworks and research linked to early years pre-writing skills

Find me documents and sources on building a successful business.

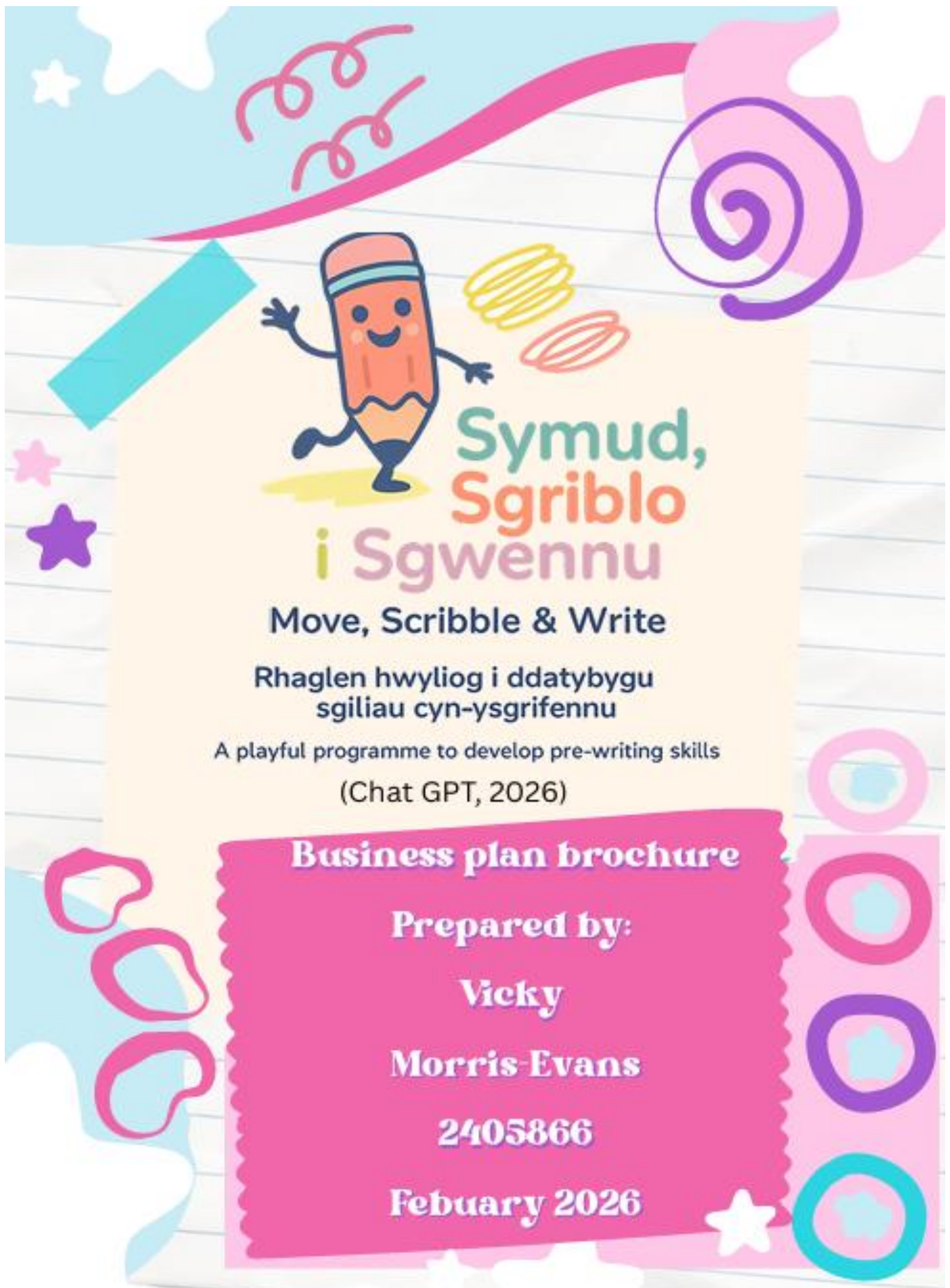
What headers can I use in a business plan brochure?

Help me find out how many Welsh-medium early years settings are in Wales

Find me grants and funding options I could include in my business plan to support a early years pre-writing scheme idea

I acknowledge my use of Chat GTP to help create a logo for my business idea

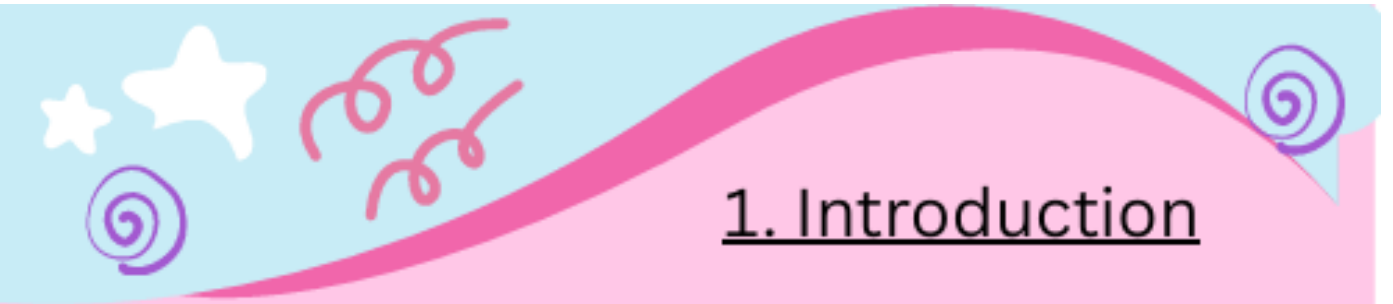
I confirm that I have copies of my drafts, notes, and other resources I used before and after using AI tools, which I may be asked to provide as evidence.





Contents

1. Introduction
 2. Identifying the gap
 3. The idea
 4. Marketing and Branding Strategy
 5. Development, Compliance and Governance Framework
 6. Finance, Funding and Sustainability Strategy
 7. Grant and Funding Alignment
 8. Conclusion
- 



1. Introduction

Symud, Sgriblo i Sgwennu is a proposed Welsh-medium pre-writing programme designed to support early years practitioners through a structured, culturally aligned pathway. It draws on contemporary multi-sensory, movement-based approaches such as Write Dance and Squiggle While You Wiggle, which research shows can strengthen children's motor development, confidence, and early writing readiness through playful, developmentally appropriate activity. Evidence indicates that perceptual-motor interventions significantly enhance young children's motor proficiency and early literacy foundations, including skills linked to emergent writing (Fathi & Mirzaie, 2023). Despite this, Welsh-medium settings currently lack a linguistically aligned pre-writing framework, creating challenges for immersion environments that rely on high-quality Welsh-language input.

The Curriculum for Wales emphasises responsive, play-based learning and recognises early writing as an emergent process rooted in movement, mark making, and symbolic representation rather than formal instruction (Welsh Government, 2022a). Symud, Sgriblo i Sgwennu aligns with this vision by supporting writing development through physical movement, sensory exploration, and playful engagement.

Recent longitudinal evidence shows that emergent writing behaviours such as early mark making, name writing, and developing transcription skills are strong predictors of later reading and spelling, including for bilingual learners (Valcárcel Jiménez *et al.*, 2024). By offering a Welsh-medium, culturally grounded pathway, the programme strengthens children's physical readiness, cognitive development, and meaningful mark making while protecting immersion principles.



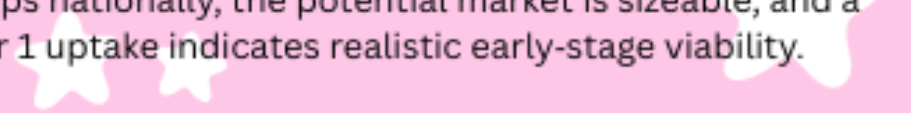


2. Identifying the Gap

A comprehensive programme of qualitative market research was undertaken to assess the need for a Welsh-medium pre-writing scheme. This included informal practitioner surveys (n = 38), semi-structured interviews (n = 12), and desk-based investigation with nursery teachers, early years practitioners, and parents engaged in Welsh-medium provision (n = 18 parents). Across all data sources, a consistent pattern emerged: practitioners and families experience a significant shortfall in structured, developmentally informed Welsh-medium pre-writing resources supporting emergent mark making and early motor development.

Practitioners reported heavy reliance on adapted English-medium materials, a time-intensive process often misaligned with immersion pedagogy. Survey findings reinforced this: 84% routinely adapt English resources, 76% report no coherent Welsh-language pre-writing progression, and 89% express interest in a ready-made Welsh-medium scheme aligned with Curriculum for Wales. Parents, particularly in non-Welsh-speaking households, identified similar challenges, with 72% valuing bilingual guidance for home support. Key issues included limited access to Welsh-specific pre-writing curricula; over-reliance on generic worksheets rather than developmentally grounded, movement-based pedagogies; and a lack of resources integrating Welsh language development with foundational writing skills for children aged 2–4. A review of existing platforms substantiated these concerns. Twinkl offers Welsh-language literacy printables but focuses on reading and alphabet familiarity rather than sequenced pre-writing (Twinkl, n.d.a). Hwb provides bilingual materials, yet no centralised, curriculum-aligned Welsh-medium pre-writing programme exists (Welsh Government, 2025b). TES listings offer isolated worksheets lacking developmental sequencing (TES, n.d.).

Analysis of data from Care Inspectorate Wales (2024), Gilson & Watkins (2025), Mudiad Meithrin (2024), and Flying Start provision (Welsh Government, 2024a) shows Welsh-medium and bilingual early years provision across several hundred South Wales settings. With Mudiad Meithrin operating over 500 cylchoedd meithrin and Ti a Fi groups nationally, the potential market is sizeable, and a conservative 5% Year 1 uptake indicates realistic early-stage viability.





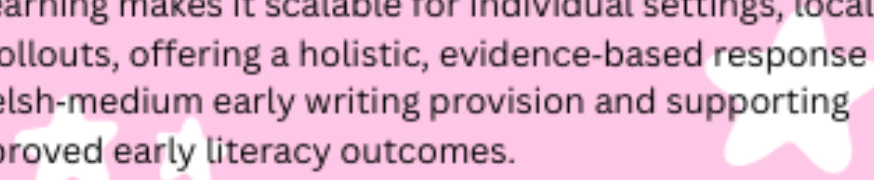
3. The Idea

Symud, Sgriblo i Sgwennu addresses the clear market gap in Welsh-medium early years provision by offering a structured, research-informed pre-writing programme that supports children's cognitive and physical readiness for writing. It provides a coherent developmental pathway from early mark-making to confident letter formation, reducing reliance on adapted English-medium materials and strengthening immersion-aligned practice.

The programme includes a structured scheme of work outlining developmental phases, learning intentions, suggested experiences, assessment prompts, and differentiation guidance. This ensures consistency across settings while remaining flexible to individual needs. High-quality instructional videos model effective pre-writing pedagogy, fine-motor development, and mark-making techniques in a practitioner- and parent-friendly format, supporting home-school engagement.

Comprehensive printable resource packs in Welsh include activity cards, visual prompts, fine-motor challenges, and themed mark-making sheets. These playful, culturally relevant materials reduce practitioner workload and ensure linguistic alignment. Original bilingual children's books embed pre-writing skills within meaningful narratives, enhancing engagement and supporting Welsh language development. Professional learning workshops delivered face-to-face and online practitioners with the theoretical and practical knowledge needed to embed pre-writing opportunities across continuous provision, with ongoing coaching to sustain high-quality practice.

Together, these elements create a sector-leading solution that provides a fully Welsh-medium, culturally aligned alternative to English-dominant resources; offers a coherent developmental pathway from mark-making to handwriting; reduces workload through ready-to-use materials; and strengthens practitioner confidence and consistency through embedded pedagogical guidance. Strategically, the programme aligns with Cymraeg 2050, the Curriculum for Wales, and sector calls for improved Welsh-medium pedagogical models. Its blend of digital content, physical resources, and sustained professional learning makes it scalable for individual settings, local authorities, or regional rollouts, offering a holistic, evidence-based response to structural gaps in Welsh-medium early writing provision and supporting improved early literacy outcomes.





4. Marketing and Branding Strategy

A coherent, strategically informed marketing and branding approach is essential for establishing the scheme's identity, building trust with practitioners and parents, and positioning the product competitively within the Welsh-medium early years market. Effective branding communicates the programme's pedagogical foundations, values, and purpose, while targeted marketing ensures resources reach the practitioners and families most likely to benefit (Hemsley-Brown and Oplatka, 2024). In the education sector where purchasing decisions are shaped by credibility, clarity, and perceived quality a strong, professional brand presence is critical.

A distinctive brand identity will be central to the launch, including a bespoke logo reflecting early mark-making, playful pedagogy, and Welsh-medium values. Consistent visual branding enhances recognition, trust, and perceived professionalism, particularly in educational markets (Wheeler, 2021). This identity will be applied across digital platforms, printed materials, and resource packs to ensure coherence. A dedicated website will act as the scheme's central hub, offering clear information on developmental progression, practitioner guidance, and an online shop for digital and physical resources. With websites now a primary driver for small educational businesses, a mobile-optimised, accessible, user-centred site is essential (Interaction Design Foundation, 2024). Social media will play a significant role in raising awareness and cultivating a practitioner community. Instagram will support visual storytelling, Facebook will engage practitioner and parent groups, TikTok will showcase short-form demonstrations of playful mark-making, and YouTube will host longer tutorials and developmental explanations. Early years practitioners increasingly use social media for professional learning, resource discovery, and peer support (Carpenter and Harvey, 2019), while platforms such as TikTok and YouTube now shape how educational content is accessed (Moghavvemi *et al.*, 2018).





4. Marketing and Branding Strategy

Direct engagement with early years settings will further strengthen relationships.

Visits to nurseries, cylchoedd meithrin, and other environments will enable demonstrations, practitioner discussions, and observation of mark-making in practice. Face-to-face engagement remains highly effective for trust-building in education (Schleicher, 2020). A free sample pack will be offered to a pilot school or setting, generating testimonials and case studies forms of social proof that strongly influence purchasing decisions (Escaping Ordinary, 2020). Pilot feedback will inform iterative improvements. The strategy will also leverage practitioner networks and communities of practice, which enhance professional learning and support the adoption of new approaches (Wenger-Trayner and Wenger-Trayner, 2020). Four core customer segments are identified: Welsh-medium nursery schools, Cylch Meithrin settings, Flying Start provisions, and Welsh-medium childminders. A secondary market includes parents seeking home-based Welsh literacy support. Segmented messaging will ensure relevance: settings will see emphasis on workload reduction and developmental progression, while parents will be supported through playful engagement and immersion-aligned guidance.



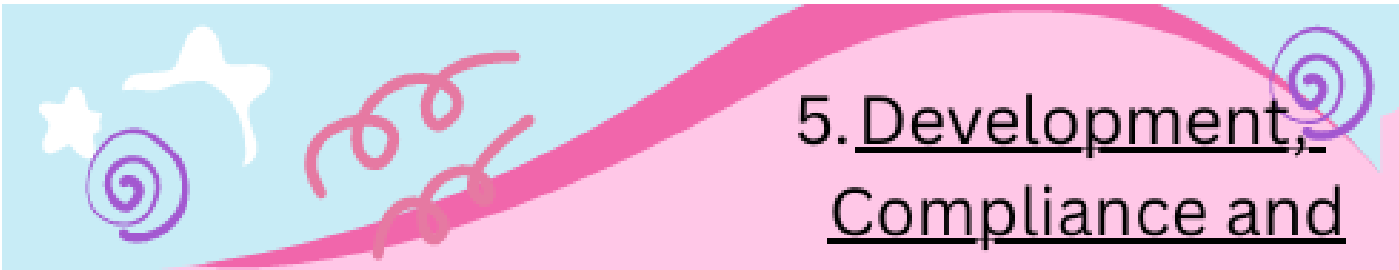


5. Development, Compliance and Governance Framework

The scheme will be developed through a structured, research-informed process aligned with Welsh Government expectations for high-quality early years provision. Work will begin with a detailed review of statutory and sector guidance, including Curriculum for Wales (Welsh Government, 2022b), the Early Years Learning and Care Framework (Welsh Government, 2023), and current research on early literacy and pre-writing pedagogy. All materials will be drafted bilingually and refined through iterative cycles involving practitioner feedback, accessibility checks, and internal quality assurance.

Digital assets will be stored securely using encrypted cloud-based systems such as Google Drive, which provide version control, restricted access, and compliance with UK GDPR (ICO, 2023). No children's personal data will be collected, and practitioner or customer information will be processed under the lawful bases of "contract" or "consent," in line with UK GDPR and the Data Protection Act 2018. All written content, illustrations, branding, and resources will be protected under copyright law, with clear licensing terms for educational use, following UK Intellectual Property Office guidance on safeguarding original educational content (IPO, 2025).





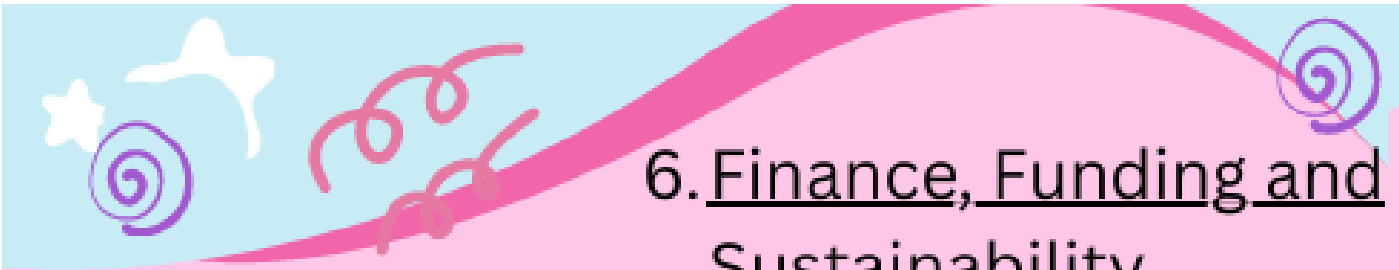
5. Development, Compliance and Governance Framework

The scheme's website will publish governance documents including Terms of Use, Privacy Policy, Cookie Policy, Accessibility Statement, and Licensing Policy, reflecting digital governance best practice (Foreign, Commonwealth & Development Office, 2024). It will meet WCAG 2.1 AA standards to support Welsh Government commitments to digital inclusion and bilingual access (W3C, 2025).

From a business perspective, the scheme will be registered as a sole trader or limited company with Companies House, with appropriate tax registration through HMRC, ensuring compliance with UK requirements for business formation, reporting, and taxation (UK Government, 2024b). The brand name, logo, and visual identity will be trademarked through the UK Intellectual Property Office to prevent unauthorised use (IPO, 2025). Professional indemnity and public liability insurance will be secured in line with sector expectations for safeguarding and responsible practice, reflecting recommendations from the Federation of Small Businesses (FSB, 2025).

Together, these measures ensure the scheme is pedagogically robust, visually coherent, legally compliant, and ethically grounded, fully aligned with national policy and statutory requirements.



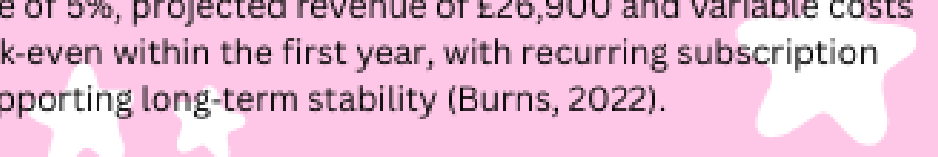


6. Finance, Funding and Sustainability Strategy

The financial and funding model for Symud Sgriblo i Sgwennu is designed to ensure early-stage viability and long-term sustainability, grounded in realistic sector benchmarks and aligned with national priorities for Welsh-medium early years provision. The scheme requires an initial phase of fixed investment to develop the structured scheme of work, progression framework, instructional videos, branding, graphic design, printable resource packs, and bilingual children's books, ensuring alignment with Curriculum for Wales (Welsh Government, 2022). Additional fixed costs include website hosting, digital platform maintenance, and initial print runs. Variable costs arise from printing and distributing materials, travel and venue hire for workshops, and marketing to reach early adopters.

Pricing is benchmarked against comparable UK early years schemes. Digital programmes typically charge £150–£400 per year, printable resource subscriptions £20–£60 (Twinkl, 2024; TTS, 2024), children's books £6–£10, and professional development workshops £150–£350 per delegate or £500–£1,200 for whole-setting delivery (Early Years Alliance, 2023). These benchmarks support competitive positioning while reflecting the added value of Welsh-medium content, which remains under-supplied (Clwstwr, 2020). The model also reflects spending patterns in Welsh early years settings, which face rising costs for CPD and curriculum resources (PACEY, 2022). Based on CIW, Welsh Government, Mudiad Meithrin, Flying Start and WESP data (2024–2025), around 1,020 early years settings in South Wales offer some level of Welsh-medium provision (Care Inspectorate Wales, n.d.; Welsh Government, 2024a; Welsh Government, 2024b; Mudiad Meithrin, 2025; Flying Start LA data, 2024).

Financial modelling follows micro-enterprise principles (Burns, 2022). Estimated start-up costs include curriculum development (£3,000), video production (£2,500), branding (£1,200), website and e-commerce setup (£1,000), initial print run (£2,000), legal registration and insurance (£800), and marketing (£1,000), totalling £11,500. Proposed pricing annual subscription (£275), resource pack (£45), children's book (£8), and whole-setting workshop (£650) is informed by sector comparators (Twinkl, n.d.b; TTS, 2024; Early Years Alliance, 2023). With a conservative Year 1 uptake of 5%, projected revenue of £26,900 and variable costs of £6,000 indicate break-even within the first year, with recurring subscription income supporting long-term stability (Burns, 2022).





7. Grant and Funding Alignment

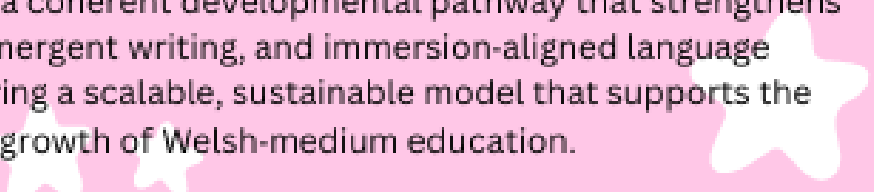
Symud Sgriblo i Sgwennu is strongly aligned with national early years and Welsh-language priorities, positioning it well for external grant funding to support piloting and scale-up. The scheme directly contributes to Cymraeg 2050, which aims to reach one million Welsh speakers by expanding Welsh-medium education and early immersion (Welsh Government, 2017). Welsh Government funding streams linked to Welsh language promotion and Welsh-medium education are particularly relevant, as WESPs prioritise expanding provision, strengthening linguistic continuity, and improving immersion-aligned resources (Welsh Government, 2022c). As a developmentally appropriate Welsh-medium literacy scheme, the programme aligns closely with these aims.

The National Lottery Community Fund is another strong fit due to its focus on strengthening communities, improving outcomes for children and families, and supporting long-term wellbeing. Evidence shows that high-quality early language and literacy interventions improve life chances and reduce inequalities. Recent analyses emphasise early communication and literacy as foundations for later educational progress and social mobility, highlighting the need to address early gaps (National Literacy Trust, 2023; Speech and Language UK, 2024). This positions the scheme within current priorities for community development and equitable access to early learning.

The Arts Council of Wales may support the bilingual children's literature component. Culturally relevant storytelling aligns with national creative learning strategies and supports the cultural transmission of minority languages (Arts Council of Wales, 2024). Embedding pre-writing skills within original Welsh narratives strengthens both literacy and cultural identity.

For long-term sustainability, early-stage enterprise funding or low-interest loans may be explored through the Development Bank of Wales, which supports SMEs delivering economic and social value. Social enterprise research highlights the value of blended finance models combining earned income with grant support to enhance resilience and reduce early-stage financial risk (Ridley-Duff & Bull, 2019).

In conclusion, Symud Sgriblo i Sgwennu offers a timely, research-informed response to a clear gap in Welsh-medium early years provision. Grounded in movement-based pedagogy and aligned with the Curriculum for Wales and Cymraeg 2050, it provides a coherent developmental pathway that strengthens motor competence, emergent writing, and immersion-aligned language development, while offering a scalable, sustainable model that supports the long-term growth of Welsh-medium education.





8. Conclusion

In conclusion, Symud, Sgriblo i Sgwennu presents a timely, research-informed and strategically viable response to a clearly evidenced gap in Welsh-medium early years provision. Grounded in contemporary movement-based pedagogy and aligned with the Curriculum for Wales and Cymraeg 2050, the programme offers a coherent developmental pathway that strengthens children's motor competence, emergent writing skills, and immersion-aligned language development. Market research demonstrates strong practitioner and parental demand, while financial modelling indicates realistic early sustainability. Underpinned by robust governance, clear branding, and a scalable delivery model, the scheme has the potential not only to reduce practitioner workload and improve early literacy outcomes, but also to contribute meaningfully to the long-term growth and quality of Welsh-medium education.



Part BSymud, Sgriblo i Sgwennu: A Welsh-Medium Pre-Writing Scheme for Early Years DevelopmentIntroduction

Symud, Sgriblo i Sgwennu is a proposed Welsh-medium pre-writing scheme designed to address a structural gap in Welsh early years provision. Although movement-based programmes such as Write Dance and Squiggle While You Wiggle are widely used across the UK, there is currently no fully Welsh-medium, curriculum-aligned equivalent. Practitioners working in immersion contexts frequently adapt English-language materials, increasing workload and risking reduced linguistic authenticity.

The proposed scheme provides a structured developmental pathway from emergent mark-making to early handwriting, aligned with the Curriculum for Wales (Welsh Government, 2022b). This essay critically analyses the theoretical foundations underpinning the scheme, evaluates its developmental relevance, and considers policy alignment, scalability, and potential limitations.

Theoretical and Pedagogical Foundations

Early writing is increasingly understood as emerging from symbolic play and interaction, with emergent literacy theory framing mark making as socially situated meaning making (Puranik & Lonigan, 2018). Scribbling is therefore a legitimate and necessary phase of literacy development, aligning with the Curriculum for Wales' non-linear, progression-based model (Welsh Government, 2022b). *Symud, Sgriblo i Sgwennu* reflects this by foregrounding exploratory mark making, storytelling and oral language to build symbolic understanding, narrative thinking and early communicative intent.

Critical perspectives stress that play alone is insufficient. Biesta (2020) argues for balancing child-led exploration with purposeful pedagogical direction, requiring structured, developmentally sequenced movement-to-mark-making experiences. Evidence on playful learning reinforces this balance: guided play is particularly effective (Hirsh-Pasek et al., 2020), embodied interaction strengthens spatial reasoning (Lee Cultura & Giannakos, 2020), and rhythm-based storytelling enhances phonological awareness and vocabulary, strong predictors of later literacy (Skubic, Gaberc & Jerman, 2021). At the same time, critics of "schoolification" warn against importing premature academic expectations into early childhood (Moss, 2016), so the scheme must avoid privileging handwriting accuracy over holistic development.

Within Welsh-medium provision, early immersion supports metalinguistic awareness, cultural identity and bilingual development (Kirsch, 2018). Embedding pre-writing within Welsh storytelling contexts strengthens linguistic authenticity and contributes to Cymraeg 2050 (Welsh Government, 2017), though long-term sustainability depends on practitioner fluency and parental engagement, particularly where Welsh is not the dominant home language.

Benefits to Early Years Development

interaction, integrating physical, cognitive, social and emotional processes. Gross and fine motor activities build core stability, bilateral coordination and pencil control, the foundations of handwriting fluency (Graham, 2020). Rhythm, patterned movement and repeated motor sequences support neuromotor consolidation, helping children shift from whole-body movement to controlled mark making. Mark making also strengthens symbolic representation, working memory and executive function, while narrative-based tasks enhance oral language and conceptual mapping (Myhill et al., 2018). These processes align with emergent literacy theory, which views early writing as socially situated meaning making (Puranik & Lonigan, 2018), and with the Curriculum for Wales' progression-based model (Welsh Government, 2022b).

Critical perspectives caution that play alone is insufficient. Biesta (2020) highlights the need to balance child-led exploration with purposeful pedagogical direction, meaning movement-based approaches require intentional sequencing. Research on playful learning reinforces this: guided play is particularly effective (Hirsh-Pasek et al., 2020), embodied interaction supports spatial reasoning (Lee Cultura & Giannakos, 2020), and rhythm and storytelling strengthen phonological awareness and vocabulary (Skubic, Gaberc & Jerman, 2021). Social-emotional development is enhanced when early writing is collaborative and low-pressure, fostering motivation and reducing anxiety. Parental engagement improves when culturally relevant, accessible resources are provided especially vital in Welsh-medium immersion where families may feel less confident supporting Welsh literacy.

Critical Reflection and Implementation Challenges

Practitioner capacity is a core feasibility factor, as movement-based pedagogy relies on practitioners' skilled observation and understanding of developmental progression; without sustained professional learning, implementation risks becoming superficial. Communities of practice are essential for embedding innovation, with Wenger-Trayner and Wenger-Trayner (2020) emphasising that professional development and coaching are critical for scalability. Funding and structural constraints further shape viability: early years settings operate within extremely tight financial margins, and 91% of nurseries in Wales expect to make a loss or only break even due to rising costs and stagnant funding (Argile, 2024). Subscription-based models must therefore remain affordable or be supported through local authority or Welsh Government mechanisms to ensure equitable access.

Accountability pressures also influence implementation. Increased emphasis on measurable literacy outcomes may encourage premature formalisation of handwriting; Moss (2016) critiques global trends towards standardisation, highlighting the need to align the scheme with play-based assessment rather than narrow attainment metrics. Digital inequality presents an additional barrier: while digital CPD and video modelling enhance scalability, not all practitioners have equal technological access or time, meaning blended delivery models must prioritise inclusivity and workload realities.

Policy Alignment

The scheme aligns strongly with the Curriculum for Wales, which promotes experiential, progression-based learning (Welsh Government, 2022b). It also complements the Early Years Learning and Care Framework (Welsh Government, 2023) in its emphasis on holistic development.

Strategically, it contributes to Cymraeg 2050 by strengthening Welsh-medium pedagogy during foundational years, when immersion has the greatest linguistic impact (Kirsch, 2018). Ethical data management aligns with the Data Protection Act 2018 and UK GDPR requirements.

Scalability and Future Development

Although initially a targeted intervention, sector data indicate significant potential reach across Welsh-medium settings. Scalability would depend on:

- Structured professional learning programmes
- Integration with existing progression and assessment frameworks
- Longitudinal evaluation of impact
- Partnerships with teacher education providers

Future research could adopt mixed-method longitudinal designs to measure handwriting fluency, phonological awareness and learner self-efficacy over time. Without such evaluation, claims of effectiveness remain theoretically persuasive but empirically provisional.

Conclusion

Symud, Sgriblo i Sgwennu offers a research-informed, policy-aligned response to a recognised gap in Welsh-medium early years provision, drawing on emergent literacy theory, embodied cognition, playful learning and sociocultural perspectives to integrate movement, storytelling and sensory exploration in support of holistic development. While challenges exist around practitioner capacity, funding constraints, accountability pressures and digital equity, sustained professional learning and alignment with national priorities position the scheme for impact beyond a micro-enterprise model. With robust evaluation and policy integration, it has the potential to become a scalable framework that strengthens emergent literacy in Welsh-medium early education and contributes to the long-term vitality of the Welsh language.

Reference list

Argile, A-M. (2024) *Wales childcare crisis: Nine in ten nurseries expect to make a loss or break even*. Available at: <https://ndna.org.uk/wales-childcare-crisis-nine-in-ten-nurseries-expect-to-make-a-loss-or-break-even/> (Accessed: 27 February 2026).

Arts Council of Wales (2024) *Creative learning and cultural strategy guidance*. Available at: <https://arts.wales/about-us/strategy> (Accessed: 7 February 2026).

Barsalou, L.W. (2019) 'Challenges and opportunities for grounding cognition', *Journal of Cognition*, 2(1), pp. 1–15. Available at: doi: 10.5334/joc.116

Biesta, G. (2020) *Educational Research: An Unorthodox Introduction*. London: Bloomsbury.

Burns, P. (2022) *Entrepreneurship and Small Business*. 5th ed. London: Bloomsbury Academic.

Care Inspectorate Wales (2024) *Childcare and play provider statistics*. Available at: <https://app.powerbi.com/view?r=eyJrJoiZTFiM2FLZmItNjU1NS00MDdhLTgyMzMtNTczNjIhYzU5YjcXliwiZC16ImEyY2MzMmM1LTkyODAtNGFlNy04ODg3LWQwNmRhYjg5MjE2YiJ9> (Accessed: 21 February 2026).

Care Inspectorate Wales (n.d.) *Registered childcare providers data*. Available at: <https://www.careinspectorate.wales/data-tools> (Accessed: 21 February 2026).

Carpenter, J.P. and Harvey, S. (2019) 'There's no referee on social media: Challenges in educator professional learning', *Teaching and Teacher Education*, 86, pp. 102904. Available at: DOI <https://doi.org/10.1016/j.tate.2019.102904>

ChatGPT (2026) *Symud, Sgriblo i Sgwennu logo*, AI-generated image, created using ChatGPT on 10 February 2026

Clwstwr (2020) *Creative Industries Report No. 1: The size and composition of the creative industries in Wales*. Available at: <https://clwstwr.org.uk/clwstwr-creative-industries-report-no-1-size-and-composition-creative-industries-wales> (Accessed: 21 February 2026).

Diamond, A & Ling, D. (2015) 'Conclusions about Interventions, Programs, and Approaches for Improving Executive Functions that appear Justified and those that, despite much hype, do not,' *Developmental Cognitive Neuroscience*. 18, pp. 34–4 Available at: DOI: [10.1016/j.dcn.2015.11.005](https://doi.org/10.1016/j.dcn.2015.11.005)

Fathi Azar, E. & Mirzaie, H. (2023) 'Effectiveness of perceptual-motor exercises and physical activity on the cognitive, motor, and academic skills of children with learning disorders: A systematic review', *Child: Care, Health and Development*. Available at: DOI: [10.1111/cch.13111](https://doi.org/10.1111/cch.13111)

Federation of Small Businesses (FSB) (2025) *Insurance guidance for UK small businesses*. Available at: <https://fsb-insurance-service.com/> (Accessed: 21 February 2026).

Foreign, Commonwealth & Development Office(2024) *Digital development strategy 2024 to 2030*. London: UK Government. Available at: <https://www.gov.uk/government/publications/digital-development-strategy-2024-to-2030/digital-development-strategy-2024-to-2030> (Accessed: 27 February 2026).

Gilson, B. and Watkins, J. (2025) *Report of the Childcare Offer for Wales from September 2023 to August 2024*. Available at: <https://www.gov.wales/sites/default/files/statistics-and-research/2025-10/report-of-the-childcare-offer-for-wales-from-september-2023-to-august-2024.pdf> (Accessed: 27 February 2026).

Graham, S. (2020) 'The sciences of reading and writing must become more fully integrated', *Reading Research Quarterly*, 55(S1), pp. S35–S44. Available at: <https://doi.org/10.1002/rrq.332>

Hemsley-Brown, J. and Oplatka, I. (2024) *Branding and marketing in higher education*. 3rd edn. London: Routledge.

Hirsh-Pasek, K., Hadani, H., Blinkoff, E. and Golinkoff, R.M. (2020) *A new path to education reform: Playful learning promotes 21st-century skills in schools and beyond*. Washington, DC: Brookings Institution

ICO (2023) *Guide to the UK General Data Protection Regulation (UK GDPR)*. Available at: <https://ico.org.uk/for-organisations/uk-gdpr-guidance-and-resources/> (Accessed: 27 February 2026).

IPO (2025) *Protecting intellectual property for educational content*. Available at: <https://www.gov.uk/government/publications/intellectual-property-office-corporate-plan-2025-to-2026/intellectual-property-office-corporate-plan-2025-to-2026> (Accessed: 27 February 2026).

Kirsch, C. (2006) 'Young children learning languages in a multilingual context', *International Journal of Multilingualism*, 3(4), pp. 258–275 Available at: DOI:[10.2167/ijm035.0](https://doi.org/10.2167/ijm035.0)

Lee-Cultura, S. & Giannakos, M. (2020) 'Embodied interaction and spatial skills: A systematic review of empirical studies', *Interacting with Computers*, 32(4), pp. 331–366. Available at: DOI:[10.1093/iwcomp/iwaa023](https://doi.org/10.1093/iwcomp/iwaa023)

Moghavvemi, S., Sulaiman, A., Jaafar, N.I. and Kasem, N. (2018) 'Social media as a complementary learning tool for teaching and learning: The case of YouTube', *The International Journal of Management Education*, 16(1), pp. 37–42. Available at: <https://doi.org/10.1016/j.ijme.2017.12.001>

Moss, P. (2016) 'Why can't we get beyond quality?', *Contemporary Issues in Early Childhood*, 17(1), pp. 8–15. Available at: doi:10.1177/1463949115627895

Mudiad Meithrin (2024) *Annual Report 2023-2024*. Available at: <https://meithrin.cymru/wp-content/uploads/2024/11/Adroddiad-Blynyddol-MM-2023-24-Saesneg.pdf> (Accessed: 27 February 2026).

Mudiad Meithrin (2025) *Find childcare*. Available at: <https://meithrin.cymru/cylch-search/?lang=en> (Accessed: 27 February 2026).

National Literacy Trust (2023) *Building Firm Foundations: A report on early language and communication policy*. Available at: <https://literacytrust.org.uk/policy-and-campaigns/all-party-parliamentary-group-literacy/early-years-policy/> (Accessed: 27 February 2026)

PACEY (2022) *Response to the Culture, Communications, Welsh Language, Sport, and International Relations Committee on the impact of increasing costs*. Available at: <http://business.senedd.cymru/documents/s129487/IIC%2011%20PACEY.pdf> (Accessed: 27 February 2026)

Puranik, C.S. and Lonigan, C.J. (2014) 'Emergent writing in preschoolers: Preliminary evidence for a theoretical framework', *Reading Research Quarterly*, 49(4), pp. 453–467 Available at: <https://doi.org/10.1002/rrq.79> Digital Object Identifier (DOI)

Ridley-Duff, R. and Bull, M. (2019) *Understanding social enterprise*. 3rd edn. London: Sage.

Schleicher, A. (2020) *World class: How to build a 21st-century school system*. Paris: OECD Publishing.

Skubic, D., Gaberc, B. and Jerman, J. (2021) 'Supportive development of phonological awareness through musical activities according to Edgar Willems', *SAGE Open*, 11(2), pp. 1–11. Available at: <https://doi.org/10.1177/21582440211021832>

Speech and Language UK (2024) *Getting in early: Speech and language interventions that transform children's lives*. Available at: <https://speechandlanguage.org.uk/wp-content/uploads/2024/08/Getting-in-early-report-FINAL.pdf> (Accessed: 27 February 2026).

TES (n.d.) *Teaching resources marketplace*. Available at: <https://www.tes.com/teaching-resources> (Accessed: 27 February 2026).

TTS (2024) *Early years educational resources pricing*. Available at:

https://www.earlyyearsresources.co.uk/?msclkid=eec702e157f3174d49176b40b19eed59&utm_source=bing&utm_medium=cpc&utm_campaign=PMax_All%20Products&utm_term=www.earlyyearsresources.co.uk&utm_content=All%20Products (Accessed: 27 February 2026).

Twinkl (n.d.a) *Welsh language early years resources*. Available at: <https://www.twinkl.co.uk> (Accessed: 27 February 2026).

Twinkl (n.d.b) *Twinkl store*. Available at:

https://shop.twinkl.co.uk/?_gl=1*1d1t1wd*_gcl_au*MTU5MTMxNDk1MS4xNzcyMjE4MDQy*_ga*MTE3NTE0NzYzNy4xNzcyMjE4MDQx*_ga_LYRFCXWJ0Q*cze3NzlyMTgwNDEkbzEkZzEkdDE3NzlyMTgxMjlkajM5JGwwJGgw (Accessed: 27 February 2026).

UK Government (2024) *Set up a business*. Available at: <https://www.gov.uk/set-up-business> (Accessed: 27 February 2026).

Valcárcel Jiménez, M., Yumus, M., Schiele, T., Lervåg, A. & Melby-Lervåg, M. (2024) 'Preschool emergent literacy skills as predictors of reading and spelling in Grade 2', *Journal of Experimental Child Psychology*, 243, pp. 105695. Available at: <https://doi.org/10.1016/j.jecp.2024.105927>

W3C (2025) *Web Content Accessibility Guidelines (WCAG) 2.1*. Available at:

<https://www.w3.org/TR/WCAG21/> (Accessed: 27 February 2026).

Welsh Government (2017) *Cymraeg 2050: A million Welsh speakers*. Available at:

<https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf> (Accessed: 27 February 2026).

Welsh Government (2017) *Cymraeg 2050: A million Welsh speakers*. Available at:

<https://www.gov.wales/sites/default/files/publications/2018-12/cymraeg-2050-welsh-language-strategy.pdf> (Accessed: 27 February 2026).

Welsh Government (2022a) *Curriculum for Wales: Languages, Literacy and Communication Area of Learning and Experience*. Available at: <https://hwb.gov.wales/curriculum-for-wales/languages-literacy-and-communication/> (Accessed: 27 February 2026).

Welsh Government (2022b) *Curriculum for Wales: Framework guidance*. Available at:

<https://hwb.gov.wales/curriculum-for-wales/> (Accessed: 27 February 2026).

Welsh Government (2022b) *Curriculum for Wales: Framework guidance*. Available at:

<https://hwb.gov.wales/curriculum-for-wales/> (Accessed: 27 February 2026).

Welsh Government (2022c) *Welsh in Education Strategic Plans (WESP) guidance*. Available at: <https://www.gov.wales/welsh-education-strategic-plans-2022-2032-html> (Accessed: 27 February 2026).

Welsh Government (2023) *Early Years Learning and Care Framework*. Available at: <https://hwb.gov.wales/api/storage/7f8cc134-1ac0-4e1f-90f9-9543b7060eaf/a-quality-framework-for-early-childhood-play-learning-and-care-v1.pdf> (Accessed: 27 February 2026).

Welsh Government (2023) *Early Years Learning and Care Framework*. Available at: <https://hwb.gov.wales/api/storage/7f8cc134-1ac0-4e1f-90f9-9543b7060eaf/a-quality-framework-for-early-childhood-play-learning-and-care-v1.pdf> (Accessed: 27 February 2026)

Welsh Government (2024a) *Early years provision statistics*. Available at: <https://www.gov.wales/flying-start-april-2024-march-2025-html> (Accessed: 27 February 2026).

Welsh Government (2024b) *Welsh in Education Strategic Plans (WESPs) 2022–2032*. Available at: <https://www.gov.wales/welsh-education-strategic-plans-2022-2032-html> (Accessed: 21 February 2026).

Wenger-Trayner, E. and Wenger-Trayner, B. (2020) *Learning to make a difference: Value creation in social learning spaces*. Cambridge: Cambridge University Press.

Wenger-Trayner, E. and Wenger-Trayner, B. (2020) *Learning to Make a Difference*. Cambridge: Cambridge University Press.

Wheeler, A. (2021) *Designing brand identity*. 6th edn. Hoboken, NJ: Wiley.

Zhou, Y. and Tolmie, A. (2024) 'Associations between gross and fine motor skills, physical activity, executive function, and academic achievement: Longitudinal findings from the UK Millennium Cohort Study', *Brain Sciences*, 14(2), 121 Available at: <https://doi.org/10.3390/brainsci14020121>

