Berkowiz (2011) states that Story telling promotes engagement and attention in the early years. Whilst stories tend to be initiated by an adult children have tendencies to bring stories to life through roleplaying and communication. Children develop their language skills by listening and speaking when they are responding to ideas from a story. Marjanovic-Umek, *et al.* (2012) states that a parent's knowledge and education on books would affect a child's storytelling. There was also a gender difference that showed that girls tended to tell stories usings more words. Twinkl (2022) suggests that Story telling is a great tool to help children with their language and literacy skills, it can be done anytime through the day and there are numerous ways to engage children in the stories which means they take away and gain more from the story time. Rahiem (2021) suggests that Digital story telling connects the use of traditional story telling with the digital storytelling, with voice overs, digital images, music and other sounds. Digital story telling supports teachers and children to adapt in improved learning and teacher methods. Digital technology in storytelling shows that it keeps children more entertained and engaged as well as being more captivating and communicative.

In the article by Joy (2019) Chomsky states that children are born with an innate understanding of how our language works. He said that children have a basic understanding of grammar and how communication is structured from an early age. Its states that children naturally develop language in the same sequence steps. First, they learn sounds, so they would use speech sounds and babble, then learning words, so speaking their first word and then building their vocabulary, and then they would be learning sentences so would start to build 2-word sentences and then increase over time. People go through the stages and different times, but we all stare the same sequence of steps. However, Tomasello (2003) states that children do not need a language instinct and that children can learn their language. Their language comes from adults from speech of recurring symbols and sequences or patterns in their speech and communication, and children pick up on the patterns of words that they hear. They are learning the language by intention reading and pattern finding.

Stevens (2021) suggests that Story telling connect reading and writing, children's language develops when listening to stories and then connections are made between oral and their written work. Repetition is often used in story books; this tool is important for a children literacy and language skills. Repetition is when words are

repeated. In story telling when a book has repeated words, a connection is made in a child's brain which promotes their literacy and language. Children need repetition for their brain to make the connection and repetition creates a pattern making the brain more prone to connections and sparks children's imagination and supports children's learning. By using repetition children learn the same words over and over and it becomes familiar to them, it also helps them gaining better understanding of what the words mean.Ellman (2019) suggests that Crystal portrayed when adults talk to babies in is often very exaggerated in tone and can include lots of repetition, and modelling pronunciation, these things can support children in navigating their language.

Stevens (2021) suggests that repetition can link to Piaget's pre-occupation stage which is that loops of repetition can support a child to learn and without repetition can be more difficult for a child to learn. To support this point Bruner agreed that for children to learn information and effective method was children revisiting books and repeating them. This also helps children with their own storytelling and reading skills. Laing (2016) states that children start learning their language from rhythm and intonation of speech rather than the actual words itself. Adults tend to talk to children using baby talk or motherese this is often talking slower or exaggerating different words in a tone that the child would pick up different patterns. Parents or caregivers often may say words in a sing song type of voice this often catches the baby's attention for longer. Words that baby often say first are often words that adults say in isolation not in a phrase such as Hello or Bye.

Twinkl (2022) suggests that traditional story telling is seen as children sat listening to a book, this often results in children losing focus, storytelling should be engaging, by asking children open ended questions, helps them to focus and to be a part of the story and to make predictions. They could ask questions such as what do we think is going to happen next? How do you think ... felt? Who knows what this is? By having pauses and giving opportunities for questions will increase concentration and help with guessing what they will think may happen next. It can also help children with thinking about the emotions they feel and, in the story, how do you think … in the story feels, how does it make the child feel. It could make them think morally about whether something is right or wrong in the story. It will also link to their judgement when growing about deciding making on what's right or wrong and if there would be

consequences. Welsh Government (2021) suggests that the digital age is not just about the advancement of technology its about a shift in culture and being open and adapting to the change. The new approach is about designing services that meets the needs of the citizens and people of all ages learning and experiences positively from the changes into the digital world. The covid pandemic showed the importance of being digital and has supported people through the challenging times that were faced. However, Jeffreys (2021) suggests that covid saw a drastic decline in children's speech and language skills. Children had less interactions with other children or adults and less play interactions. Also, children with no siblings had a smaller bank of words. Parents working from home meant that children were either playing alone or had less interactions. They also had minimal opportunities to increase their vocabulary. It also led to children having more difficulty expressing and voices their emotions.

In TeacherThought (2014) it states that Bruner's theory is that when children are learning they require support from an adult at the beginning and they depended on the adult, but gradually they become more independent with their knowledge and skills and they will require less and less support, this is known as the scaffolding theory where the adult supports the child and the child builds and develops and then requires less support. Twinkl (2022) suggests the use of pauses and questions when reading a story helps to keep children engaged, it will promote their concentration and their thinking.it helps children to connect the animals or people to the story and allows them to understand a story in more depth. It allows children to think about the characters and build a picture about the story. Such as who are they? where do they live? why do they want to eat him? Are they friendly?

Empowered educator (No Date) suggests that using props helps to keep children focused and creates a sense of imagination and real life, it brings the words of the page, and the visuals helps to create more of a story. It also supports children who could be visually impaired as it can be sensory for them. It can help set a scene and bring character to life. Twinkl (2022) states that Children learn the most from visuals such as colours and props or pictures. If a book had bright colours, it would capture the attention of children more and it also allows children to gain a better understanding of the story and helps them to visualise the story better. Have picture or props of the characters from the story engages children more and gives them

opportunities to match up such as seeing the picture in the story and then seeing the same characters in a teddy prop. The props can also help the children recreate the story by themselves and it will help their memory as the visuals will prompt their memory to retell the story. Using props from a story are effective and can keep children more engaged in story time, pulling out different props relating to the story can spark imagination such as brining the story to life, it encourages a convocation and question asking. Props could include toy characters, picture blocks, objects, cards, or words squares.

Davison (No Date) states that there were differences between the traditional storytelling and the digital story as the traditional story had multiple characters so gave more opportunities to act in different voices whereas the digital story was all one character. Stories are projected through the readers voice, and it plays an important role in storytelling. The voice that is used is the perspective a story is told from, a child is reading and hearing the story from the adult's point of view and the way the voice is used and portrayed will affect how the lister takes in the story.

Stadler and Ward (2010) wrote about a study which showed that props in story telling had a more positive impact on a child's use of descriptive language although there was no impact on story grammar. Storytelling language is different than what is used in conversations, as the storyteller uses different vocabulary and more complex structure of the sentences. Story telling allows children to imagine new places and allows them to use new words or phrases and question their meaning. The way in which a story is told and presented to a child can affect how the child interprets a story or how they may retell a story and the use of toy props are an effective tool in involving children within the storytelling as well as helping children gain a better understanding of the story. It also promotes a child memory as they identify certain object which remind them of the story. The use of props also allows children to diverse into different cultural stories and allowing them to have a more diverse larger vocabulary.

To conclude Chomsky's theory states that children are born with an innate understanding of how language works whereas Tomasello (2003) states that children learn their language from adults' speech by picking up on symbols sequences and patterns. Stevens (2021) suggests that children learning their reading and writing

skills from stories as children make connection between orally and written work. Laing (2016) states that children learn their language through rhythm and intonation of speech itself of the actual words. Adults' speech to children using a 'baby voice' in different tone which babies pick up on the patterns. Twinkl (2021) suggests that props in story telling can support children in their engagement and imagination as well as promoting question asking to increase their language. Stevens (2021) suggests that repetition in story telling helps children with making connections with their memory and words or actions. It supports their reading skills and allows them to recognise and make connections from props, words, and the story.

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