

Business plan



Introduction to the Read, Listen, Learn and Achieve software application

The interactivity of the Read, Listen, learn and Achieve (RLLA) software application is an online educational book that is more effective for children's development than the current online reading materials on the market today (Dennison, 2009; Lindon, 2012; Bassot, 2013; Moon, 2013).

The application will encourage children to be actively involved where their participation of reading aloud will tailor a response from the application indicating the accuracy of the child's reading (Moody, 2010; Charles and Boyle, 2014). The application will highlight the areas of improvement and support the child to read the text by sounding out the letters to blend the words together (Milani et al. 2010; Whitehead, 2010; Neaum, 2012; Blackaby, 2018; Sullivan, 2019). The interactivity of the software will praise children on their attempt to read and re-enforce words that they find difficult (Sullivan and Brown, 2013; Palaiologou, 2014; Blackaby, 2018). The software will acknowledge when the child has participated, and the book will turn to the next page and the cycle will start again (Palaiologou, 2014; Blackaby, 2018). This will increase educational development by providing the scaffolding to build on skills with the guidance required for children to reach their full potential (Janneke, 2012; Howe, 2013; Moore and Cahill, 2016).

How the idea is innovating

The Read, Listen, Learn and Achieve (RLLA) application was created from evaluating the advantages and disadvantages of the eBooks and audio books, where changes were made to improve the quality and support to deliver better online reading materials for children (Daniel, 2010; McBride et al. 2010). The RLLA is a unique compared to other online educational books as it ensures children are participating and scaffolds learning (Janneke, 2012; Howe, 2013; Moore and Cahill, 2016).

How the RLLA application links to the early years

- With the digital competence framework incorporated into the national curriculum to develop digital skills, the RLLA application will provide schools with an alternative source of learning (Ofcom, 2015; Chassiakos et al. 2016; Ofcom, 2017; Welsh Government, 2018 (a)).

- Makes links to the foundation phase profile handbook and the national curriculum (Department for Children, Education, Lifelong Learning and Skills, 2008; Welsh Government, 2017 (b)).
- The RLLA recognises and includes the opportunity for all children to access and develop skills, in line with article 29 in the United Nations Convention on the Rights of the Child that states education must develop every child's personality, talents and abilities to the full (United Nations Convention on the Rights of the Child, 1989; Ofcom, 2017).

The Benefits of the Read, Listen, Learn and Achieve software application

- Develops children's oracy, language, comprehension, reading and listening skills which are the key predictors of future development (Moody, 2010; Mart, 2012; Neaum, 2012; Moore and Cahill, 2016; Mole and Jolles, 2014).
- Ensures children are actively involved and are participating when reading (Meiere, 2009; Moody, 2010; Mart, 2012; Neaum, 2012; Anderson, 2016; Moore and Cahill, 2016).
- The software application will scaffold learning and act as the more knowledgeable other (Janneke, 2012; Howe, 2013).
- Encourages independence and increases self-esteem (Moody, 2010; Charles and Boyle, 2014; Cunningham, 2014).
- Encourages children to be a confident and competent learner (Moody, 2010; Charles and Boyle, 2014).
- Develops academic achievements through an enriching process (Daniel, 2010; Moody, 2010; Charles and Boyle, 2014; Moore and Cahill, 2016).
- Promotes empathy and emotional wellbeing (Moody, 2010; Whitehead, 2010; Krushelnicki, 2016; Blackaby, 2018).
- Provides opportunities for children with dyslexia and a lower ability to read to improve their reading skills (Department for Children, Education, Lifelong Learning and Skills, 2008; George Lucas Educational Foundation, 2013; Spencer, 2013; Bird et al. 2014; Maynard and Waters, 2014; Turvey et al. 2016; Welsh Government, 2018).
- Adapts to the individual's skills and abilities providing support and guidance to increase the learning potential that cannot be done alone (Howe, 2013; Sullivan and Brown, 2013; Moore and Cahill, 2016).

- Provides practitioners with the confidence to include the RLLA in the classroom and during reading activities, knowing that the application is effective to engage and improve children's reading skills (Milani et al. 2010; Whitehead, 2010; Neaum, 2012; Blackaby, 2018; Sullivan, 2019).
- Provides a demonstration for parents on how to support and praise children's reading, increasing their confidence to create a positive learning experience (Evans, 2009; Chassiakos et al. 2016).
- Encourages reading to be a social activity within families (Kloosterman et al. 2010; Galindo and Sheldon, 2012; Ofcom, 2015; Chassiakos et al. 2016; Welsh government, 2018).
- Promoting the software in schools will provide parents and families with a positive view upon digital technology encouraging the application to be used at home (Galindo and Sheldon, 2012; Kikham, 2018).
- Significantly more sustainable for the environment than the use of printed books, where the online materials can be reused over and over again (McBride et al. 2010; Moodie, 2014; Welsh Government, 2015; Moore and Cahill, 2016).

Challenges and barriers

- The cost to set up the RLLA software application, hiring a website designer and a narrator (Barkham, 2012; Kuder, 2019).
- Promoting the benefits of the software with the vast number of eBooks and audio books currently on the market (Moore and Cahill, 2016).
- To overcome the barriers of the number of online books available and the benefits of the RLLA, I will present the RLLA to schools and offer a week's trial to gain the practitioners interest (Barkham, 2012).

Why am I best placed for this?

Working with children in the foundation phase for over 8 years has influenced my knowledge and understanding on the disadvantages of online reading materials. Observations have provided evidence that online reading materials do not provide the scaffolding children require to develop reading skills (Charles and Boyle, 2014). The knowledge and experience of working with children and online reading materials will provide evidence to support the benefits of the use of the RLLA application in the early year's foundation phase (Dennison, 2009; Krushelnicki, 2016; Welsh Government, 2017 (a) and (b)).

Being a parent myself I understand the difficulty of the different techniques and strategies involved in providing children with the support to teach reading (Krushelnicki, 2016). The experience will be beneficial to provide parents and families with the understanding of how to teach reading successfully by promoting the RLLA as a guidance to help parents develop their children into fluent readers (Glindo and Sheldon, 2012; Kikham, 2018).

Audience

The RLLA application will be aimed towards the early year's foundation phase practitioners and families.

Funding

- The Welsh Government grants (Welsh Government, 2019).
- Business Wales (Welsh Government, 2019).
- Wales Economic Growth (Welsh Government, 2019).

Part 2

Children today are deeply involved in the new forms of technology throughout the foundation phase and within their homes (Palaiologou, 2014; Chassiakos et al. 2016). The Read, Listen, Learn and Achieve (RLLA) will be an effective application software in the early years as research states children are accessing digital devices at a very young early age (Moody, 2010; Palaiologou, 2014; Chassiakos et al. 2016; NSPCC, 2019). The RLLA application software will encourage children to engage in the educational programme with evidence stating that all children are immersed in the rich experience that makes a smart phone and tablet device exciting and easy to use with the swipe and touch technique (McBride et al. 2010; Ofcom, 2015; Chassiakos et al. 2016; Kikham, 2018; NSPCC, 2019).

The RLLA application software will need to be downloaded onto digital devices that is recognised as being expensive to buy and maintain, where children from low income families will be at a disadvantaged compared to others (Palaiologou, 2014; Silver and Cornibert, 2019). However, the RLLA application software is available to be installed onto mobile devices owned by parents to encourage them to support their child's learning (Palaiologou, 2014). The RLLA application software was developed as evidence states online educational books are a preferred source of reading compared to reading handheld materials (Ofcom, 2015). With evidence indicating the high volume of the population accessing the internet and with 76% of adults in the United Kingdom owning a smart phone (Ofcom, 2015; Ofcom, 2017; Silver and Cornibert, 2019; Taylor and Silver, 2019). Research provides evidence that in 2015 nine in ten households are accessing the internet with 50% of children aged between three and seven were using tablets at home, with evidence that tablets were the second most common device used and the percentage is continuously increasing (Ofcom, 2015; Ofcom, 2017; Silver and Cornibert, 2019).

The RLLA is not a unique software application, however the idea was created from observing and reflecting on the advantages and disadvantages of e-books and audio books accessed by children in the foundation phase (Daniel, 2010; McBride et al. 2010). The Gibbs reflective cycle provided techniques to critic and analyse the resources available, creating opportunities to improve to provide higher quality learning (Dennison, 2009; Lindon, 2012; Bassot, 2013; Moon, 2013).

Audio books deliver stories in a realistic way where the use of emotional tone and vocal changes by the narrator maintains the readers interest, resulting in a decline in reading and an increase in listening to audio books (Whitehead, 2010; Moore and Cahill, 2016). However, Daniel (2010) and Moore and Cahill (2016) states individuals who listen to audio books are at a disadvantage as they do not encourage the participant to read which is an enriching learning process. However, the RLLA application software encourages children to read the images as well as the text responding with slow clear oral feedback to ensure children understand the story and are given enough time to relate to what they see and hear (Meiere, 2009; Moody, 2010; Mart, 2012; Neaum, 2012). Exposing young children to stories on the RLLA application software will increase vocabulary, cognitive development, stimulate enthusiasm and imagination (Moody, 2010; Mart, 2012; Neaum, 2012; Moore and Cahill, 2016; Mole and Jolles, 2014).

Both e-books and audio books are effective for increasing learning, however, they both enable the option to turn to the next page without acknowledging the readers participation in reading the text (Anderson, 2016; Moore and Cahill, 2016). However, research states many of these features influence children to watch the construction of a character rather than identifying the characteristics that may result in cognitive overload (Milani et al. 2010). Evidence states children need to participate and be engaged in reading the texts to use language and gestures to communicate (Moody, 2010; Charles and Boyle, 2014). However, the RLLA application software scaffolds children's learning, acknowledging the reader has participated providing support and feedback to ensure a richer experience and an increase in confidence before attempting to read the next page (Moody, 2010; Charles and Boyle, 2014). Research indicates children need to read books repeatedly for text words to become familiar resulting in the child becoming disengaged, however the stimulating interactive experience will influence the reader to practice and increasing levels of interest and achievement (Mole and Jolles, 2014; Anderson, 2016).

There is strong evidence supporting the benefits of reading and the influence on children's development promoting empathy, emotional wellbeing, development of literacy and academic achievement (Moody, 2010; Whitehead, 2010; Krushelnicki, 2016; Blackaby, 2018). The RLLA application software promotes independent reading where the text to speech enables children to read complex words with ease and the support of the software scaffolds learning substituting the role of an adult (Sullivan and Brown, 2013; Palaiologou, 2014; Blackaby, 2018).

However, research provides evidence that reading alone is not enough and the interactions and responses have a positive impact on the child's development, the interactive software application will acknowledge when the child interacts providing responses of encouragement to attempt and practice complex words, increasing confidence and self-esteem (Evans, 2009; Chassiakos et al. 2016). The RLLA software application will provide children with increased self esteem encouraging independence to participate in the activity, providing positive feedback to ensure they are proud of their success (Evans, 2009, Bruce, 2012; Cunningham, 2014). The guidance and the support of the software children will be encouraged to correct and practice difficult words increases their confidence by knowing how capable they are to achieve, providing children with a higher quality experience (Evans, 2009, Bruce, 2012; Cunningham, 2014).

Providing a variety of online educational books enables readers to conveniently access books without the restrictions on availability, online reading materials are highly recommended by professionals in education and literature who state the variety adapts to the interest and needs of each individual (McBride et al. 2010; Savage and Barnett, 2015; Moore and Cahill, 2016; Blackaby, 2018). The RLLA application software is not only assessible for several individuals at the same time but it is significantly more sustainable for the environment than the use of printed books, where the online materials can be reused over and over again (McBride et al. 2010; Moodie, 2014; Welsh Government, 2015; Moore and Cahill, 2016).

The feedback and encouragement of the software is a powerful tool encouraging children to learn, take risks and increase learning through an exciting interactive process (Bruce, 2012; Bird et al. 2014; Turvey et al. 2016). Both Vygotsky and Montessori indicate the support and guidance exceeds what can be done alone enabling children with all abilities to participate, where the RLLA application software is the more knowledgeable other guiding learning motivating children to be competent and confident learners (Bruce, 2012; Janneke, 2012, Howe, 2013). Evidence states exposing children to reading content that is above their independent reading ability encourages the less able readers to develop literacy skills (Moody, 2012; Bruce, 2012; Sullivan and Brown, 2013).

However, research suggests digital devices may be the cause of high stimuli in children with the powerful on-screen effects and may reduce children's comprehension and information processing skills (Milani et al. 2010; Chassiakos et al. 2016). However, research states children are engrossed in the online educational books and children who disliked reading are now

immersed, because the text to speech makes the story realistic with the stimulating and interactive screen (Sullivan and Brown, 2013; Savage and Barnett, 2015; Blackaby, 2018).

The RLLA application software will be effective in the foundation phase as an educational reading resource that meets the requirements of Estyn and the digital competence framework, providing children with rich digital learning opportunities and develops individual abilities to their full potential (Welsh Government, 2018; UNCRC, 1989). Promoting the RLLA software application in the foundation phase will benefit the provider and children as the national curriculum has introduced the digital competence framework, to ensure each individual has the access to digital devices in education to develop skills and to become digitally literate (Welsh Government, 2018; UNCRC, 1989).

Evidence states professionals delivering the curriculum through multimodal sources and technology is a successful approach to increases learning opportunities, understanding and support individual learning styles (Department for Children, Education, Lifelong Learning and Skills, 2008; George Lucas Educational Foundation, 2013; Spencer, 2013; Bird et al. 2014; Maynard and Waters, 2014; Turvey et al. 2016; Welsh Government, 2018).

The RLLA application software is available to download on devices that are portable allowing many opportunities for children to access meaningful and educational learning experiences (Welsh Government, 2017 (a)). However, Kikham (2018) states children at a young age are so engrossed in the swipe and touch devices there is a lack of hands on experimentation and creativity, where the fine motor skills are under developed with concerns arising with the amount of children starting school who are unable to grasp and control a pencil and scissors correctly, resulting in lower outcomes for their developmental age. However, digital devices are not provided to replace existing teaching methods, when managed in education the availability of digital devices are available for children to develop skills to extend their learning and to become digitally literate for the foreseeable future (Chassiakos et al. 2016; Brown, 2017; Welsh Government, 2017 (a); Kikham, 2018).

Evidence indicates the benefits of electronic books for children with dyslexia increasing reading accuracy, the performance in school life and reducing emotional behaviours (Milani et al. 2010; Cunningham, 2014). According to research the RLLA application software will be an effective tool to promote children with English as an additional language, the limited ability to read and dyslexia (Milani et al. 2010; Cunningham, 2014). The RLLA interactive application adapts to the individual's abilities reducing the frustration and increases their confidence to

read aloud that is crucial for the development of literacy (Milani et al. 2010; Whitehead, 2010; Neaum, 2012; Blackaby, 2018; Sullivan, 2019). Gardiner's multiple intelligences theory states a variety of sources assists children's preferred way of learning where individuals process information in different ways (Pound, 2011; George Lucas Educational Foundation, 2013). The RLLA software application allows the participant to select the options to translate to different languages to encourage children worldwide to use the application (Blackaby, 2018; Sullivan, 2019).

The RLLA application software can be integrated between home and school providing parents with an effective learning programme as homework improving their child's speaking and listening skills (Galindo and Sheldon, 2012; Mart, 2012; Brown, 2017; Kikham, 2018). Evidence suggests parents are influenced to support children's learning and digital skills when provided with favourable learning programmes suggesting a connection of learning between the home and school (Galindo and Sheldon, 2012; Kikham, 2018).

The RLLA will provide guidance for parents to support and encourage a positive experience and influence families to read with children to promote reading as a social activity (Kloosterman et al. 2010; Galindo and Sheldon, 2012; Ofcom, 2015; Chassiakos et al. 2016; Welsh government, 2018). Evidence states interaction increases learning opportunities and the understanding of the content (Kloosterman et al. 2010; Glindo and Sheldon, 2012).

Research states parents who support children with the use of an educational application increase the levels of the child's holistic development (Kloosterman et al. 2010; Glindo and Sheldon, 2012; Welsh Government, 2015; Welsh Government, 2018).

Although the digital educational reading applications are effective for literacy, oracy and comprehension development, the shared reading and interactions between parents and children are becoming less and less with independent resources and tools (Monteith, 1998; Palmer, 2016). However, the decrease in adult interaction will provide children to be drawn to other applications installed on the device (Kloosterman et al. 2010; Turvey et al. 2016).

Overall the RLLA application software will be an effective learning resource in the early year's foundation phase and within families, where the benefits of the interactive scaffolding strategies will develop children's confidence and raise self esteem to become fluent readers and increase the levels of learning above what can be achieved alone (Kloosterman et al. 2010;

Galindo and Sheldon, 2012). Including a language preference will encourage the software application to be used worldwide with further opportunities of developing the software above the early years to develop all ages to become fluent readers (Barkham, 2012; Krushelnicki, 2016). Online educational books will remain as part of everyday day life for the foreseeable future however, the RLLA software application will provide the support to encourage and actively involve children to participate in reading to develop the skills required for adulthood (Galindo and Sheldon, 2012; Welsh Government, 2018).

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