

Introduction

Storytelling has long been recognised in early childhood education as a learning activity that builds a foundation for young children's vocabulary and literacy development, says Cekaite and Björk-Willén (2018, p. 52); Agosto (2016, p. 21). When babies are read to from birth, the chances are significantly increased that they will grow up to be a happy and successful adult states Towell, *et al.*, (2021, p.322). Additionally, as stated by Welsh Government, (2022, p.23); Rahiem, (2021, p.15), using technology in early childhood education is important to prepare children for a changing digital world. Similarly, Donaldson, (2015, p.24) believes that digital competence is just as important to children as numeracy or literacy.

Analysis of presentation

Firstly, within the storytelling presentation the storyteller used questioning and commenting. According to Deunk, *et al.*, (2022, p.171); Cekaite and Björk-Willén, (2018, p.52) literacy-enhancing verbal acts such as questioning and adding comments during storytelling develop children's literacy. Through this the storyteller is supporting children's language development by posing questions to see if the children understand what is being read to them. For example, the storyteller asked the children "Why do we think that the girl in the story is called Goldilocks?". The storyteller proceeded to explain that her name is Goldilocks due to the colour of her hair being blonde like gold. This helps the children understand the meaning behind the title.

Similarly, the storyteller added comments into the story so that any confusing passages can be explained. For example, the storyteller read the sentence "and the dog clambered on". The story was aimed at children aged 4-5 so the storyteller chose to use age-appropriate language to explain that the word 'clambered' means the dog jumped. This helps the children understand the context of the word improving their vocabulary.

Also, during the storytelling presentation the storyteller incorporated facial expressions. This is to help the children understand the emotions portrayed in the book. According to Heart-Mind, (2014) using facial expressions and body language

when storytelling can teach children to recognise the emotions of the characters. For example, when the three bears discovered Goldilocks sleeping in the bed the storyteller displayed a look of shock. To help children comprehend the characters emotions, the narrator also posed the question, “How do we think baby bear is feeling now that his chair is broken?”.

Additionally, the storyteller used props in the presentation to help the children understand how the characters might look as suggested by Berkowitz, (2011, p.37). In agreeance Coram Beanstalk, (no date) states that the use of props gives the children more possibilities to understand the meaning of words. For instance, the storyteller had three teddy bears (large, medium, small) to represent the 3 bears in the story “Goldilocks and the three bears”. During the presentation the storyteller can be seen pointing to the different sized bears as they appeared in the book. For young children using, props during storytelling can enhance the experience and promote a positive relationship with books says Coram Beanstalk, (no date).

Lastly, the storyteller used rhyme in the storytelling presentation. This helps strengthen the children’s vocabulary and can engage them more in the story by allowing them to predict what will be said next before the adult says it. According to Book Trust (2018) rhyme also helps children listen out for individual sounds which can help them when they are learning to read. For instance, the storyteller read the book “Room on the Broom” which has rhymes throughout.

Traditional and Digital storytelling

According to Vaahtoranta, *et al.* (2019) both traditional and digital storytelling allow practitioners to pose questions, discuss word meanings and the structure of the book. For example, the title on the front. However, Rahiem, (2021, p.1) notes that one distinction is that digital storytelling incorporates the traditional techniques with a range of digital elements including, digital graphics, music and sound.

Kucirkova, (2018, p.36) asserts that children can choose their own storyline using digital storytelling applications. The ‘Nosy Crow’ app offers the reader many opportunities to change the story, for example ‘The Little Red Riding Hood’.

Nonetheless they all result in the same ending that is Little Red Riding Hood defeating the big bad wolf. Children can become involved with the various story possibilities that would not be possible in a printed book states (Kucirkova, 2018, p.35). Additionally, Raheem, (2021, p.3) implies that through digital storytelling children can enjoy the story without understanding how to read it.

According to Adams, (2015, p.27), the pleasure in traditional storytelling is the ability to read in an environment the children enjoy. This could be the appeal of being outside, where the scenery acts as a backdrop for the story, or the warm embrace of being inside, which offers a feeling of safety and cosiness. Burleson and Thoron, (2014, p.2) state practitioners should create a space where children feel comfortable posing and answering questions and expressing their opinions without the fear of judgement. This is to allow them to move up Maslow's Hierarchy. In contrast, Kucirkova, (2018, p.32) states that digital storytelling is only limited to specific locations.

In traditional storytelling there is an opportunity for the adult to use onomatopoeia. According to Laing (no date, p.3) early vocabulary consists of high proportion of onomatopoeia and traditional stories allow this to be done by the adult. For example, saying "choo choo" for the train or "woof" for a dog. Whereas, in digital storytelling the onomatopoeia could be replaced with the realistic sounds of a train on the tracks or a dog barking which gives the children an authentic representation of sounds in the natural world.

How does oracy promote reading and writing?

Speaking and understanding other's points of view, listening to others, comprehending their perspective and having the vocabulary to express oneself are all components of oracy according to English-Speaking Union, (2019).

Speaking is sufficient to learning says Jones, (2017, p.498). Vygotsky, (1962) (Cited by, Jones, 2017, p.498) believed that language, thinking, interaction and development are all related and social interaction is at the core of the learning

process. According to Vygotsky's zone of proximal development, children can acquire the vocabulary necessary for reading and writing by listening to the more experienced person speak says Jones (2017, p.498). This can be achieved through storytelling for example. Children's emotional involvement during storytime may act as a catalyst for their desire to read and write states Kucirkova (2018, p.35).

Experiencing a visual representation of emotions provides children with an understanding to communicate their ideas and encourages them to express their emotions on paper.

Oracy helps children become aware of phonological sounds in words and is an indicator of their future reading ability says Stover (2015, p.1). Schwartz and Sparks, (2019) state that for children to understand words, they must be able to distinguish between all the different spoken language sounds and the corresponding letters. Children achieve this through exposure to spoken language as children with greater vocabulary have better phonological awareness suggests by Montag, Jones, and Smith (2015, p.1489); Leyva, Sparks and Reese (2012, p.427).

Children who engage in more conversations and dialogue will comprehend more when they can read and will have a wider vocabulary when they can write, according to the Government's Department for Education (2023, p. 21). However, Children from disadvantaged backgrounds have significantly lower vocabulary at school entry age due to the lack of spoken language they have experienced says Welsh Government, (no date, p.3). In addition, Welsh Government, (no date, p.7) states that oracy promotes confidence in children when children are encouraged to speak and share their thoughts, they gain confidence in expressing themselves. This confidence can translate into a willingness to engage in books and eagerness to try writing their own.

How does oracy promote digital literacy?

The Welsh Government, (2021) want to provide everyone with the opportunity to gain confidence in using technology from an early age as part of the Digital strategy for Wales.

According to Welsh Government, (no date, p.7) oracy enhances academic outcomes by developing critical thinking, collaborative reasoning, and vocabulary that communicates information and knowledge. This is sufficient for digital literacy as having debates allows for problem solving skills, which are valuable for navigating digital devices.

The Welsh Government's Digital competence framework for the Foundation Phase (2021, p.2) states that in the early year's children need to communicate about different forms of communication online. This means that they need to have had conversations about email and text messages for example. Similarly, Government Department for education (2023, p.21) say that children who participate in more conversations are likely to comprehend more once they can read. Children will comprehend and interpret digital content, such as e-books and educational apps more effectively with the more vocabulary they have.

According to NSPCC, (2023) one way to promote digital literacy is by having regular conversations with children about how to be safe online. Oracy allows for discussions about responsible digital behaviour, topics like internet safety, cyberbullying, and privacy. This allows children to recognise any risks when online and can also make them more inclined to talk about any worries they may have suggests NSPCC, (2023).

Additionally, strong listening skills are important for children to effectively understand and follow instructions provided when navigating websites and educational apps. In the context of digital literacy, this is sufficient to help keep them safe. Listening to storybooks such as "chicken clicking" allows adults to evaluate children's knowledge and understanding of online behaviours and risks says Igtham Primary School (2019). This can lead to discussions about appropriate online behaviour for children.

Conclusion

To conclude narrative strategies such as rhyme, questioning, facial expressions and using props are all sufficient for the development of children's literacy. Additionally, phonological awareness, conversations and listening to others promotes good reading and writing. Also, oracy skills such as listening, and communicating are

important for children to develop digital literacy skills. However, research shows that when children are not spoken to enough in the early years it can impact their academic achievements.

In the future the storyteller would like to use more sound effects when reading and allowing the children to join in with it. For instance, in the storytelling presentation the practitioner pretended to snore when Goldilocks were sleeping, however they did not allow the children to get involved and join in with the sound effects. Including sound effects in the story can help stimulate speech in very young children because they can imitate the sound which is easier than repeating a word says Kidmunication (2012).

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