

Children benefit from storytelling for a variety of reasons. Massaro (2017) reports that children who are read to with a selection of picture and textbooks will gain increased vocabulary, more so than what they would when generally conversing with other children. Friday (2014) supports the use of storytelling stating that it teaches children communication skills and ignites passions for writing their own experiences and stories. Furthermore, encouraging discussions and bringing people/children together regardless of their culture or nationality. Miller (2011) highlights this togetherness and how it helps others relate and develop not just literacy skills but social and emotional skills too, especially with the use of moral led stories. With children being able to relate to these stories it can help make literacy more real and relevant to them, this can be done with using books about pets and animals for example which can relate to their homelives which encourages discussions and develops oracy skills. Engaging children in early literacy is not just about paperback books any longer, with the development of technology children are using a range of materials such as iPad, laptops, phones and televisions to view different types of print and listen to a range of stories through these media types, Blower (2014).

The use of digital technology with children early on allows 'pre-readers' to be able to access stories, print, images and videos, even though they are unable to read or write, through the use of voice search and touchscreen, First Discoverers (2021).

Using these digital types of reading formats can be helpful to parents, especially when informing them of reading techniques to do with their child. Parents who have literacy difficulties themselves can access these and use the audio and visual prompts, on eBooks in particular, to help guide their shared reading with their child Troseth Et Al (2020).

When reading the traditional style story book and the eBook on the interactive white board the adult uses a range of different tones and pitches in their voice which are linked with facial expressions. This is done when characterizing, reacting to different scenes from the stories and during the questioning. The adult uses vocal features throughout both types of storytelling consistently in a bid to keep the children engaged and entertained by the story. Marlar Lewin (2010) talks about how using vocal features helps the listeners become more emerged in the story and entertains them. Their level of understanding of the story is then shown by their reactions and the role modelling

of these different tones, pitches, gestures equip the children with oracy skills for their development. Victoria State Government (2018) supports this stating that for children to develop their speech and oracy skills educators need to provide opportunities for them to hear a different type of verbal communication. Even from a very young age children recognise the difference between sounds and this is the beginning of their own speech development. They use these sounds to help with their pronunciation and learn the basic speech patterns. Jerome Bruner's theory refers to the importance of child directed speech and how the adult's interactions with the children scaffold their language and communication skills Montsaye (No Year). There is no difference in the adult's approach during the eBook or the traditional story with their style of vocal presentation, therefore providing a consistent approach of role modelling language. Anderson et al (2015) talks about how this level of support will decrease overtime as the child will need less and less support with language as they will have built their communication skills, resulting in them having more control over their style of chosen language.

During the presentation of the eBook while the adult was reading the story each word lit up and was highlighted for the children to see whilst listening. This allowed the children to listen to the adult reading whilst identifying the matching words, promoting their ability to read the text with support. This helps the children develop their reading and spelling skills. Roger (2016) discusses the importance of children receiving a range of different reading materials to help develop children's interests with reading and to find a way which best suits the child's learning. However, Guernsey (2011) argues that the using eBooks when reading to a child can impede their learning, stating that the adult can often over complicate the reading session with interfering with the device and giving commands the child to click on items rather than focussing on the reading. This was not the case with the use of the eBook on the large interactive whiteboard as the adult clicked throughout the story simply and the children were able to see the words more clearly due to the size of the screen. The children did lack physical interaction with the eBook as it was solely led by the adult. This resulted in a missed opportunity for the children to improve their digital literacy skills. As part of the Digital Competency Framework, one of the mentioned skills is for children to control devices by giving them instructions, Welsh Assembly Government (2021). This type of interaction with the traditional story book was also missing as the adult held control

of the book themselves and didn't invite the children to assist. Spence (2020) discusses how children reading physical books is a multisensory experience. The feel, touch and smell of the handling the book can heighten their experience of the story, something that also lacks in the digital eBook. However, Spence (2020) does state in their findings later on that the differences between formats is 'fairly modest'.

The adult did point out identifying factors of the book such as, cover, pages, blurb, text and illustrations with the traditional book and the Author and pages on the eBook format when the paperback book was used for storytelling, the adult was able to get closer to the group of children and occasionally pointed out the text on the page to encourage the children to follow. This could have been elevated further with the use of props and puppets. Barton (2013) discusses how children are influenced by literacy and play, stating that if children have the use of props during storytelling they obtain a deeper understanding of the characters and develop their oracy skills. This links with sociodramatic play and the Vygotskyian view that literacy can be developed through play experiences and with the adult modelling through the uses of props and puppets and they children learning from this. Victoria State Government (2020) This was definitely a missed opportunity in both storytelling versions as the children could have been given props and or puppets to use during the session.

During the traditional storytelling format, the book contained a repetitive rhyme throughout which enables the children to join in with the adult whilst they read the book. With the use of this repetition the children felt they were reading along with the adult regardless of their reading abilities. As cited in Mielonen and Paterson (2009) Maria Montessori believed that through the use of repetition it gave them better learning opportunities. Montessori Academy (2021) delves further into this theory explaining that practice makes perfect, and how the neural connections are developed through repeating songs, actions or movements. Strengthening these promotes learning in other areas also, not just literacy. The adult encourages the children to say the repetitive verses in both the traditional story book and the eBook. Horst (2019) supports this with their findings that a child who engages in shared reading with the same story multiple times had learnt more words than when they had read multiple stories once to them.

Throughout both types of storytelling the adult continuously questions the children. This could be with predictions of what they think will happen next or more specifically about a character or their feelings about the story. Rather than each child waiting to give their answer in turns the adult asks them to 'shout it out' or to 'turn to the person next to you'. This process allows children to dive straight in to conversation about the story rather than having to wait for their turn, meaning the activity is more fast paced and interactive. The use of questioning allows opportunity for conversation and development of oracy skills as well as displaying the child's level of understanding and their way of thinking. Tofade Et Al (2013) supports the use of questioning stating that it allows teachers to assess children's gained knowledge and promotes discussions. However, it is critical that the adult has constructed questions that will give the children a specific purpose or goal and that they actually understand what they are asked. If the question lack structure or focus it can result in children giving limited answers, lack of conversation and restricted insight into their way of thinking. The eBook storytelling did provide more opportunity for the adult to question the children as it related to feelings, being relatable to having a pet and predictions about the story. This is evidently shown as the eBook session is almost twice the length of the traditional storybook, although it had a lot let text within the story. Jacobson (NO YEAR) talks about the use of open-ended questions and how the children should be given opportunity to reflect on their thoughts. With the use of these open-ended questions the children are given more scope to give an answer rather than limiting the discussion.

Overall, there were very little differences in the adult's approach to the traditional story book and the digital eBook. The adult showed good understanding of how to present both. They used vocal features and facial expressions in both and gave a range of questions with the children to help promote discussion and develop oracy skills. The eBook was a longer activity dues to the questioning but this was due to the actual storyline lending itself to that. The use of repetition was evident in both stories and highlighted to the children. The adult could have taken it a step further with the use of props and puppets which would have included much more interaction from the children and given opportunities to develop their oracy skills through play. The eBook session lacked opportunities for the children to develop their digital skills as they didn't physically interact with the white board and were prevented from using skills such as clicking, dragging and using the interactive features of the book. With the slight

adjustments or props and the children being more physical with the book/eBook the literacy skills would be further developed.

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