

Links to Recordings

The recordings are aimed at a mixed foundation phase class ranging from nursery age to year 2 pupils, where two different versions of the story 'Yr Iâr Fach Goch' have been recorded.

[WIN_20251005_18_58_40_Pro.mp4](#)

[WIN_20251008_15_53_30_Pro.mp4](#)

Language, Literacy in the Digital Age

This assignment aims to analyse different techniques observed in the recordings during story time sessions, which support children's oracy, writing, and reading development. There will be a focus on three main areas including the 'Talk for Writing' approach developed by Pie Corbett, the use of questioning, and gestures. Tomasello believed that language acquisition stems from the cultural environment, highlighting the role of the practitioner in enriching storytelling experiences through these techniques to support language development, where children learn through shared social interactions (Silva, 2023). This is supported by Dickinson and Morse (2019), who emphasise the importance of story reading in strengthening children's language skills. In contrast, Chomsky argued that language is an innate human ability, proposing that it develops through natural cognitive structures rather than social interaction.

Dockrell, Marshall, and Wyse (2015) describe the 'Talk for Writing' approach, developed by Pie Corbett, as an effective method for improving children's writing, oracy, and reading skills. The approach involves three stages including, imitation, innovation, and invention which guides pupils to create original stories with structured teacher support. In the digital recording, the practitioner demonstrates that the children have memorised the story and shares her own draft using the HWB platform to model the next step, where children independently create digital or written versions (Welsh Gov, n.d.). The children also interacted with the whiteboard during the digital version, turning pages and using sound features, further developing

their digital skills. This aligns with the Digital Competence Framework within the Curriculum for Wales, which require practitioners to embed digital skills across all learning areas (Welsh Government, 2022).

Corbett (2011) explains that the oral learning of stories in the first stage of the approach is supported by physical actions, which reinforces the meaning of words and help children retain key vocabulary, language patterns, and dialogue. This aligns with Gardner's theory of multiple intelligences, which recognises that children learn in different ways. Bodily-kinaesthetic learners benefit from movement, suggesting that combining storytelling with actions supports oracy, literacy, and writing by engaging varied learning styles (Gardner, 2006). Supporting this, Dickinson and Morse (2019) argue that children acquire new vocabulary most effectively when adults make meanings clear, highlighting the value of using actions during story sessions. This is reinforced by the Curriculum for Wales, which promotes the Pie Corbett approach by providing online guidance, resources, and recorded examples to support practitioners in delivering it effectively in early years education (Tîm Athrawon Datblygu'r Gymraeg HWB, 2025).

However, according to Dockrell, Marshall, and Wyse (2015), there is limited evidence that using set actions for abstract words, such as connectives, supports learning or improves writing. This can be seen in the digital recording where the practitioner uses an action for "felly". While actions may aid in recalling concrete terms, conventionalised gestures offer little proven benefit for deeper language development, and their overuse may distract from understanding. Moreover, this distraction could be heightened by the cognitive demands of the 'Talk for Writing' approach, which requires children to multitask, including watching, imitating actions, and recalling story content simultaneously. None, None, and None (2024) highlight how multitasking is linked to decreased attention span, lower academic achievement, and long-term cognitive strain. Courage et al. (2015) further suggest that multitasking can overstimulate young children's brains, reducing learning efficiency and resulting in surface-level understanding. This mental overload can strain attention systems and affect overall performance. Therefore, excessive use of

actions and cognitive switching may reduce focus and hinder the effectiveness of the learning experience (Staats, Collado, and Sorrel, 2024).

The Pie Corbett's Talk for Writing approach also uses repetition of language patterns to help children internalise language, as practised in the recordings (MHEducation, 2025). Skinner's behaviourist theory emphasised how consistent reinforcement and repetition through language exposure being key to language development. This is supported by Anderson, Hare and McTavish (2016), who suggest that repetition is necessary to reinforce the understanding of language, beneficial for developing children's oracy and writing skills.

Moreover, Majerus (2013) explains how repetition supports memory by helping to temporarily hold verbal information in short-term memory. In addition to this, Moreno and Tabullo (2023) suggest how memory supports children's writing by helping them store and retrieve language, ideas, and writing rules. A child's working memory also allows them to hold and organise information when writing, whilst long-term memory provides vocabulary and knowledge. Therefore, this highlights the benefits of practitioners using the Pie Corbett approach, which includes using stories with repetition to support strong memory systems in children to improve their language fluency, structure, and overall writing abilities. This is supported by the Curriculum for Wales, which states that children should begin learning to write by using familiar vocabulary and sentence patterns (Welsh Government, 2019).

The practitioner uses characterisation during the storytelling, through changes in voice to present the characters in a believable and engaging way. Bergstrand and Jasper (2024), explains how this is considered important for young children, as it helps them connect emotionally with stories through admiring heroes, fearing villains, and empathising with victims, which supports their understanding of character roles and moral ideas. This is supported by Agosto (2016), stating how characterisation can be conveyed through techniques such as changes in voice, which helps to distinguish between characters and bring them to life in a memorable way. This captures children's attention and enhances cognitive engagement by making stories

more relatable and stimulating, encouraging laughter, predictions, and active participation (Agosto, 2016). Moreover, the Talk for Writing (n.d), approach, highlight how techniques like voice variation and role-play help children understand and express character, enriching their vocabulary, narrative skills, and overall writing abilities. This framework supports children's oracy, literacy, reading, and writing by using storytelling, oral rehearsal, and drama, where characterisation is key.

Practitioners use questioning to encourage children's thinking skills to explain, reason, and reflect upon the story. Rapanta (2023) highlights the importance of adult guidance in shaping children's thinking, explaining how questioning can build on prior knowledge and support the development of more complex ideas. This aligns with the Curriculum for Wales which promotes the use of adults using purposeful questioning to deepen understanding across learning areas which in return supports children's oracy skills (Welsh Government, 2020). Moreover, Wragg and George (2001) also emphasise that effective questioning can stimulate higher-order thinking, keeping children mentally active and encourage oracy. Vygotsky's sociocultural theory supports this explaining how questioning is crucial in supporting children's learning and language development, as adults can reinforce prior knowledge and move the learning forward with further questioning to promote the child's thinking skills, curiosity and engagement (Rapanta, 2023).

Questioning to maintain engagement is key during story telling as it provides opportunities for children to involve their thoughts, experiences, feelings and ideas, supporting children's oracy skills. During a recent study Dicataldo and Roch, (2022) found that a child's active engagement in learning plays a crucial role in literacy development. Explaining that it is not books alone or how often reading occurs that matters, but how actively children participate through being involved and having opportunities to answer and ask questions during story time. This is supported by the curriculum for Wales who state that children need to be able to share thoughts, express preferences, and use a growing vocabulary to describe things and events (Welsh Government, 2019). Moreover, Dicataldo and Roch, (2022) state that language acquisition is fundamentally shaped by meaningful, hands-on interaction in learning experiences.

The practitioner demonstrated the use of open-ended questioning during the sessions. Gordon (2024) explains how open-ended questions encourage children to give detailed answers, these questions promote deeper thinking and fuller use of language and are an effective strategy for developing children's speech and language skills. Wragg and George (2001) highlight that effective questioning relies on clear and purposeful use of open questions including what, where, and why questions to support understanding, steer learning, and encourage deeper thinking. Moreover, Hibbin (2016) explains how open-ended questioning is essential in oral storytelling as it supports oracy through encouraging a two-way dialogue, allowing children to question, clarify, and engage more deeply with the story. This interactive approach enables practitioners to respond flexibly to children's thoughts, adapting the storytelling to meet their level of understanding. This exchange leads to more collaborative behaviour, with children actively involved in making meaning of the language and ideas conveyed. Through open dialogue, practitioners can assess comprehension and promote deeper thinking by encouraging curiosity and exploration (Hibbin, 2016). This is supported by the Curriculum for Wales, stating that practitioners play a key role in assessing learning and promoting children's overall oracy skills by using purposeful questioning (Welsh Government, 2020).

However, it is important that children are given enough time to respond to questions, as shown by the practitioner in the recordings. Shiau *et al.* (2024) highlight that extended wait time leads to more thoughtful and confident responses from learners, along with greater participation and critical thinking. This approach supports deeper thinking and encourages richer classroom dialogue, helping to strengthen children's oracy skills.

The practitioner makes effective use of gestures through pointing during the recorded storytelling sessions to draw children's attention to the printed words and images on the page. Piaget highlights the importance of this through his theory that children progress through stages where they begin to understand how symbols, including pictures and words can stand for real things (Halpenny and Pettersen, 2013). This is supported by Mosako and Ngoepe, (2020) who explain how images in

children's books support literacy by enhancing understanding, reinforcing meaning, captures attention and encourages engagement. Moreover, the curriculum for Wales states that children need to understand that language is crucial in their understanding of the world around them by using text and illustrations to enable them make sense of what they are reading (Welsh Government, 2019). Therefore, this highlights the benefits of pointing during the recordings at the images and text within the sessions to promote children's reading skills.

However, the practitioner did not enter further discussion regarding the images or text that were pointed at during the activity and proceeded at pace to continue with the story telling. Weisleder and Fernald, (2013) suggest that the more adults engage in discussion with children the faster their language skills develop, as it helps them process speech, recognize words, and helps their vocabulary grow. Thavy Kheang, Chin, and Em (2024) support this, explaining that active engagement through discussion strengthens children's understanding of words and new vocabulary. The Curriculum for Wales states that children should be able to share thoughts about what they read, hear, or see and express basic views (Welsh Government, 2019). Moreover, Saiegh-Haddad (2019) explains that children need to recognise that letters represent the individual sounds in spoken language. Therefore, the practitioner potentially missed an opportunity to further develop the children's reading and oracy skills by sounding out the word 'ceiliog', rather than pointing to, and naming the object.

The practitioner makes use of different facial expressions during the recordings. Manusov, (2015) highlights how facial expressions help communicate emotions and shape how others interpret feelings. In storytelling, expressive faces support children's emotional understanding and oracy development. Moreover, Laugen et al., (2023), explains how understanding emotions develops from recognising facial expressions in young children, it is shaped by verbal ability, parenting behaviours, and cultural context highlighting the importance of teaching, modelling, and responding to emotions in children's development. This understanding allows children to communicate their needs which in turn supports children's oracy. This is highlighted by the curriculum for Wales which states that children need to be able to

talk about their ideas and feelings and state their likes and dislikes (Welsh Government, 2019).

However, according to Jabbar, Mahmood and Warraich, (2021) parents play an important role in reading with their children, often more than schools, highlighting the importance of rich storytelling experiences including gestures in settings and at home. Recent data shows that many parents do not find reading to their children enjoyable, with only 40% describing it as fun, suggesting a lack of effort in practicing gestures and facial expressions to communicate the language more effectively. Additionally, 34% of parents wish they had more time for reading with their children (Harper Collins Publishers Corporate, 2025). This suggests how children are spending more time on easier more convenient electronic/digital educational platforms as parents struggle to find time for storytelling. Moreover, Duursma, Augustyn and Zuckerman, (2008) state how books often include richer language than daily conversations or TV and reading aloud encourages meaningful parent–child interaction. This emphasises how shared reading is more beneficial for language growth supporting children’s oracy by introducing new and complex vocabulary that children may not hear in everyday speech.

In conclusion, the references used throughout this analysis offered a balanced mix of sources and perspectives. Some sources provided useful content but were dated however, they were supported with more up to date references, their content proved to be still relevant to current educational practices. The more recent articles and studies were more critical, up-to-date, and better aligned with the assignment’s focus. These current sources offered deeper insights into children’s language development and storytelling practice, allowing for a more thorough evaluation of practitioner strategies/techniques which aligned with children’s outcomes within the Curriculum for Wales framework.

I have not used AI

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