

I acknowledge the use of Microsoft Editor on 25th October 2026 to proofread my assignment.

I acknowledge the use of Microsoft 365 Copilot on 24th October 2026 to find sources.

1. can you find academic resources on the negative effects of using digital stories within early years from 2016 and 2026

2. can you find academic resources on the negative effects of using digital stories within early years from 2016 and 2026

I confirm that I have not presented any AI generated text as my own work

[Traditional story.mp4](#)

[Digital story.mp4](#)

Introduction

Storytelling plays an important role in early childhood education, providing meaningful opportunities to develop children's communication, language and emerging literacy skills. Through exposure to stories, children encounter new vocabulary, sentence structures and narrative patterns, supporting both expressive and receptive language development (Neaum, 2012a)

Many researchers and theorists have highlighted the importance of storytelling and its contribution to children's learning and development. Peck (1989) states storytelling is an important aspect of early childhood education, it provides opportunities to develop children's communication, language and literacy skills. Isbell (2002) makes a similar point in her study. She states, through listening to stories, children encounter new vocabulary, sentence structures and narrative patterns, supporting their understanding and use of language. Listening to stories provides children with opportunities to encounter a wider range of vocabulary and grammatical structures, helping them develop receptive language skills. Nation and Dawson (2024) also highlight the importance of reading in supporting children's early language and literacy development. Their research identified that children's books contain a wider range of vocabulary and more complex sentence structures than those typically encountered in everyday conversations with parents, practitioners and other children in the setting. This suggests that storytelling provides valuable opportunities for children to experience unfamiliar language and develop the linguistic knowledge necessary for reading comprehension. The increasing use of digital technology within educational settings has introduced another way of storytelling, creating opportunities to develop children's digital literacy alongside traditional literacy skills

Digital storytelling is entertaining and captivating; it motivates children to take part in learning. Digital storytelling combines traditional storytelling with digital technology, such as; computers, phones, tablets and interactive screens, Ohler, 2016 (cited in Malia,

2021). Maila (2021) claimed that digital storytelling can create a more interactive, appealing and engaging experience, enhancing the way stories are presented and communicated to children. This highlights the positive contribution digital technology can make to storytelling by creating engaging and enjoyable learning experiences for children. They concluded that digital storytelling supports language development in children in early years. It provides opportunities to develop their communication skills through meaningful interactions through sharing ideas and asking questions. Research indicates that children in early years are more exposed to digital technology before being introduced to books Brody, Hopkins, *et al.* (cited in Malia, 2021) This highlights the potential benefits of incorporating digital storytelling alongside traditional storytelling, into early years education, particularly in supporting children's language development and creating opportunities for meaningful communication.

Storytelling Activity

The storytelling activity involved presenting *Room on the Broom* by Julia Donaldson and Axel Scheffler through two different approaches: traditional storytelling using a physical book, character puppets and props, and digital storytelling using an interactive whiteboard. Both approaches provided opportunities to explore how different storytelling techniques could support children's communication and literacy development.

Significant aspects of the story *Room on the Broom* is the use of rhyming language and repetition. These features make the story particularly appropriate for young children, providing opportunities to develop early literacy skills. During both the traditional and digital storytelling activity the practitioner emphasised the rhyming patterns through variations in the tone of voice when reading the story. Neaum (2012b) highlights the importance of rhyme in supporting children's language development, suggesting that it provides an enjoyable and engaging way for children to explore language. Through rhyme, children become increasingly aware of the prosodic structure of speech, helping them to understand how language can be used to communicate meaning. Research by Bryant and Bradley (1985) cited in Bower (2014) found in a longitudinal study of 400 children, suggested that children who were exposed to and engaged with rhyme were more likely to have improved reading and oral skills.

Goswami and Bryant (1990) identify the importance of children's awareness of rhyme and sound patterns in developing early reading skills. Due to the similar spelling of rhyming words, children gain a phonological understanding and awareness of spelling patterns and that multiple words are written almost the same, with just one or two letters different, contributing to the development of the essential skills required for reading. Therefore, emphasising rhyme during storytelling could support children's early literacy development by encouraging them to identify and anticipate patterns in the spoken language. However, although rhyme can contribute to phonological awareness, recognising rhyming words does not automatically lead to reading proficiency. A study by Zavala and Cuevas (2019) showed an increase in reading fluency by both repeated reading and rhyming interventions. Consequently, rhyming stories should be considered one factor of a wider approach to literacy development. During both the traditional and digital story, the practitioner deliberately pauses before selected rhyming words to allow the children to gain awareness of the concept of rhyming words and have the opportunity to think of the word for themselves. Deliberate pauses before selected rhyming words would create opportunities for children to anticipate and predict the next word, encouraging active listening and participation. For example, slowing the delivery towards the end of a rhyming sentence could help children recognise similarities between word endings (Bower, 2014) supporting this, a study by Read (2014) found that when parents deliberately paused before a rhyming word when reading to their child, they were able to produce the rhyming word that was missing.

During the traditional story, the practitioner used character puppets and props whilst reading the story. As each animal joins the witch throughout the story, the practitioner introduced the corresponding puppets and attached them to the broom. Moving the broomstick through the air would represent the characters flying together, providing a physical demonstration of events described in the story. This technique could support children's receptive language development by creating a visual connection between spoken words, characters and actions. Soundry (1993) describes the use of props during storytelling as an effective way of supporting children's understanding and engagement with a story. Props encourage children to actively explore and make sense of events, helping them to develop mental representations and strengthen their memory.

Furthermore, props can support language development by encouraging children to express their ideas, organise their thoughts, retell events and develop their own stories.

The use of puppets and rhyme within storytelling also supports the Curriculum for Wales (Welsh Government, 2023) particularly the Languages, Literacy and Communication AoLE. Within Progression Step 1, the descriptions of learning encourage children to participate in familiar rhymes and stories, retell stories and respond to literature. By incorporating character puppets, and highlighting rhyming language in *Room on the Broom*, children could be encouraged to anticipate familiar words, recall events and develop their understanding of the story. This demonstrates how effective storytelling techniques can support children's progression in language and literacy development.

Throughout both the traditional and digital storytelling activities, the practitioner incorporated prosody through variations in pitch, tone, pace to communicate meaning effectively. Whilst reading they changed their voice to represent the different characters and changed the tone of their voice to represent the witch and Dragon being scared. Neaum (2012c) states, Prosody refers to the changes in pitch, tone and volume that help communicate meaning and expression through speech. These features allow language to be used in different ways to convey emotions and information. Through regular exposure to and interaction with spoken language, children develop an understanding of these features and learn how to use them effectively in their own communication. Holding a similar view, Science Insights (2026) highlights the importance of prosody in supporting reading fluency and comprehension. The article indicates that expressive reading can support comprehension by emphasising important information and breaking sentences into smaller, meaningful sections. Furthermore, exposure to fluent and expressive reading provides children with opportunities to become familiar with the natural patterns of speech, supporting their developing language and reading skills. However, these benefits may be limited if the practitioner does not use appropriate vocal expression to capture and maintain children's interest and engagement throughout the storytelling experience. (Kerry-Moran, 2016)

One significant difference between the two storytelling approaches was the use of physical resources. During the traditional activity, the character puppets and broomstick

provided a physical representation of the story, whereas the digital activity presented the characters and events visually through a screen. Although the digital version provided visual representations of the characters, it did not offer the same opportunities for physical interaction with the resources. This suggests that traditional storytelling with props may offer additional opportunities for children to develop their understanding of events through practical and imaginative experiences (Marsh and Hallet, 2008)

Effective storytelling, whether traditionally or digitally contributes to children's language development. Vygotsky's (cited in Daly, *et al.* 2006a) concept of the Zone of Proximal Development (ZPD) suggests that children may achieve more with appropriate adult guidance than they can independently. Within storytelling, the practitioner could scaffold children's understanding through, prosody and visual prompts. Also, Bruner (cited in Daly, *et al.* 2006b) emphasised the importance of storytelling in helping children develop an understanding of the world around them. He suggested that stories enable children to make sense of their own experiences while providing a way to share and communicate these experiences with others. His Language Acquisition Support System (LASS) claimed children that are learning to speak need to be involved in clear, predictable and repeated interactions with others (Neaum, 2012) showing that storytelling can provide meaningful opportunities for language learning. Additionally, the increasing use of digital technology within education has introduced alternative approaches to storytelling, creating opportunities to develop children's digital literacy alongside traditional literacy skills.

Conclusion

During my research I used AI to help me find academic resources on the benefits and negative effects of using digital stories in the early years. Although it produced many results, AI generated information can contain inaccurate findings and due to the unreliability of AI generated data I had to verify the credibility of the sources. I used the university's online library to authenticate the source to be able to use the information. Also, when accessing the resources I used the Research Assistant available on the site, which is an AI feature that gives you insight to the document to help assess whether the

source is relevant to the research I was undertaking for this assignment. The use of AI supported me in this assignment by reducing the time required to identify relevant literature.

Listening to a story is an important developmental experience for young children. It is the first form of narrative literature they can fully understand and in which they can participate. (Sherman, 1979) Comparing traditional storytelling to digital storytelling, there is more emphasis on the benefits of traditional storytelling than digital. Children are now more experienced and competent interacting with digital technologies before entering school. However, due to this, digital literacy experiences provided in schools may be less stimulating and varied than the digital media children regularly access at home, which could potentially result in a reduced interest and engagement in classroom activities. Lankshear and Knobel (cited in Larson and Marsh, 2005). Although this literature is dated, it may not fully reflect the technology children encounter and use today as technology has developed considerably. Takacs, *et al.* (2015) suggest that appropriately designed digital storybooks can support vocabulary and comprehension, although additional interactive features may distract from the narrative. A study by Reich, *et al.* (2019) comparing printed books to e-books found that children's post test scores of recall, sequencing and vocabulary were higher after interaction with the printed book than the e-book. This again emphasises that although digital literacy can support children's literacy development, digital technology may distract children from understanding due to being more concerned about the device than the actual activity. Although during this activity the digital literacy used by the practitioner was simply reading a story through an interactive whiteboard these findings do not directly apply to this activity, it just highlights the possible limitations to using digital technology to support children's literacy development.

Overall, both traditional and digital storytelling can contribute to children's early language and literacy development when supported by effective practitioner interactions. Reflecting on the two approaches highlights the importance of selecting appropriate resources and adapting storytelling techniques to meet children's individual learning needs. While traditional storytelling may provide greater opportunities for

physical and imaginative engagement, digital storytelling can introduce children to alternative ways of accessing literature. Combining both approaches could therefore provide a more varied learning experience, supporting children's literacy development through different types of interactions.

References

Bower, V. (2014) *Developing Early Literacy 0 to 8 From Theory to Practice*. P.123.
London: Sage

Isbell, R. T. (2002). "Telling and Retelling Stories: Learning Language and Literacy". *YC Young Children*, 57(2), p.26–30. Available at: <http://www.jstor.org/stable/42728716> (Accessed 18th October 2026)

Daly, M., Byers, E., Taylor, W. (2006a) *Understanding Early Years Theory in Practice*. p.197. Essex: Heinemann.

Daly, M., Byers, E., Taylor, W. (2006b) *Understanding Early Years Theory in Practice*. p.79. Essex: Heinemann.

Goswami, U. and Bryant, P. (2016) "Phonological skills and learning to read". *Psychology Press*. Available at: [https://books.google.com/books?hl=en&lr=&id=pDMnDAAAQBAJ&oi=fnd&pg=PA2001&dq=Goswami,+U.+and+Bryant,+P.+\(1990\)+Phonological+skills+and+learning+to+read.+Hove:+Lawrence+Erlbaum+Associates.&ots=aMeLXArfHN&sig=UQoZ_ELRO5b6tCrtPDxKqo3pQO4](https://books.google.com/books?hl=en&lr=&id=pDMnDAAAQBAJ&oi=fnd&pg=PA2001&dq=Goswami,+U.+and+Bryant,+P.+(1990)+Phonological+skills+and+learning+to+read.+Hove:+Lawrence+Erlbaum+Associates.&ots=aMeLXArfHN&sig=UQoZ_ELRO5b6tCrtPDxKqo3pQO4) (Accessed 21st October 2026)

Kerry-Moran, K.J. "Improving Preservice Teachers' Expression in Read-Alouds". *Early Childhood Educ J*, 44, p. 661–670. Available at: <https://doi.org/10.1007/s10643-015-0742-1> (Accessed 23rd October 2026)

Larson, J and Marsh, J (2005) *Making Literacy Real*. Pg 70. Sage: London

Maila, R.D.H., 2021. "Storytelling in early childhood education: Time to go digital". *International Journal of Child Care and Education Policy*, 15(1), p.1-20. Available at: <https://www.proquest.com/scholarly-journals/storytelling-early-childhood-education-time-go/docview/2509111312/se-2?accountid=130472> (Accessed 23rd October 2026)

Marsh, J., Hallet, E. (2008) *Desirable Literacies: Approaches to Language and Literacy in the Early Years*. Available at: [Desirable Literacies: Approaches to Language and Literacy in the Early Years - Google Books](#) (Accessed 23rd October 2026)

Nation, K., & Dawson, N.J. (2024). *Book language: Promoting literacy and oracy in the early years via structured experience with written language*. Available at: <https://readoxford.web.ox.ac.uk/our-research/book-language> (Accessed 20th October 2026)

Neaum, S (2012a) *Literacy and Language for the Early Years*. P.107. Sage: London

Neaum, S (2012b) *Literacy and Language for the Early Years*. P.102. Sage: London

Neaum, p.101 (2012c) *Literacy and Language for the Early Years*. P.101. Sage: London

Peck, J. (1989) "Using Storytelling to Promote Language and Literacy Development".

The Reading Teacher, 43(2), p.138–141. Available at:

<http://www.jstor.org/stable/20200308> (Accessed 18th October 2026)

Read K. (2014). "Clues cue the smooze: rhyme, pausing, and prediction help children learn new words from storybooks". *Frontiers in psychology*, 5, (149). Available at:

<https://doi.org/10.3389/fpsyg.2014.00149> (Accessed 21st October 2026)

Reich, S.M., Yau, J.C., Xu, Y., Tallin, M., Jessica, U. and Cannata, D., 2019. "Digital or Print? A Comparison of Preschoolers' Comprehension, Vocabulary, and Engagement from a Print Book and an e-Book". *AERA Open*, 5(3). Available at:

<https://www.proquest.com/scholarly-journals/digital-print-comparison-preschoolers/docview/2315200570/se-2?accountid=130472> (Accessed 23rd October 2026)

Science Insights (2026) *What Is Prosody in Reading and Why Does It Matter?* Available at: [What Is Prosody in Reading and Why Does It Matter? - ScienceInsights](#) (Accessed 23rd October 2026)

Sherman, J. (1979) "Storytelling with Young Children". *Young Children*, 34(2). P.20-27. Available at: <https://www.jstor.org/stable/42724156> (Accessed 19th October 2026)

Soundy, C.S., 1993. "Let the story begin! Open the box and set out the props".

Childhood Education, 69(3), p.146. Available at: <https://www.proquest.com/scholarly-journals/let-story-begin-open-box-set-out-props/docview/210382357/se-2?accountid=130472> (Accessed 23rd October 2026)

Takacs, Z., Swart, E., Bus, A. (2015) "Benefits and Pitfalls of Multimedia and Interactive Features in Technology-Enhanced Storybooks: A Meta-Analysis". *Review of educational research*, 85(4), p.698–739. Available at: <https://doi.org/10.3102/0034654314566989> (Accessed 23rd October 2026)

Welsh Government (2024) A Curriculum for Funded Non-Maintained Nursey Settings.
Available at: [Descriptions of learning - Hwb](#) (Accessed 22nd October 2026)

Zavala, E., Cuevas, J. (2019) "Effects of Repeated Reading and Rhyming Poetry on Reading Fluency" International Journal of Social Sciences and Educational Studies 6(2), P.134-158