

The benefits of dialogic book reading in early years settings

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Introduction

- Why focus on shared reading?
- Why does shared reading support language development?
- What is Dialogic Reading?
- Activity 1
 - Dialogic Reading
- Activity 2
 - Barriers to using Dialogic Reading



Why focus on shared reading?

- Children who are read to regularly
 - learn language **faster**
 - enter school with a **larger** vocabulary
 - become **more successful** readers in school
 - (Bus et al., 1995; Mol et al., 2008)
- Children who enter school with good language skills have,
 - **better** chances in school
 - **better** chances of entering higher education
 - **better** economic success in adulthood
 - (Blanden, 2006).



Why focus on shared reading?

- Research shows that shared book reading supports these language skills:
 - **Vocabulary** (e.g. Elley, 1989; Farrant & Zubrick, 2011)
 - **Narrative and conversational skills** (e.g. Reese, 1995; Morrow, 1988)
 - **Reading ability** (e.g. Bus, van Ijzendoorn, & Pellegrini, 1995)
 - **Print awareness** (e.g. Justice & Ezell, 2000, 2004)
 - **Phonological Awareness** (e.g. Lefebvre, Trudeau & Sutton, 2011)
 - **Grammar** (e.g. Whitehurst et al. 1988)



Why does shared reading support language development?

- We don't really know **WHY**, we just know it does
- Maybe,
 - Reading exposes child language they don't normally hear in everyday speech
 - Cameron-Faulkner & Noble (2013); Hoff-Ginsberg (1991)
 - Reading helps parents to be contingent and promotes joint attention
 - McGillion et al. (2013); Tomasello & Farrar (1986)
- Both of these and other factors contribute!



Dialogic Reading

- Aim - to make the child the storyteller and adult becomes the listener, questioner and the audience for the child



- The technique follows this sequence
 - Prompts the child to say something about the book,
 - Evaluates the child's response,
 - Expands the child's response by rephrasing and adding information to it, and
 - Repeats the prompt to make sure the child has learned from the expansion.

Dialogic Reading

- Prompts

- Completion
- Recall
- Open ended
- Wh-Questions
- Distancing



Dialogic Reading

- Large volume of evidence to support this technique

- Vocabulary development (e.g. Whitehurst et al. 1988; Vally et al., 2015)
- Narrative development (e.g. Zevenbergen, Whitehurst & Zevenbergen, 2000)
- Print concepts (e.g. Sim et al., 2014)
- Can be practitioner led (e.g. Valdez-Menchaca & Whitehurst, 1992)
- Can be used in small groups (e.g. Hargrave & Sénéchal, 2000)
- Can be parent led (e.g. Whitehurst, 1988)



Dialogic Reading Activity

- Work in groups to create a plan for a dialogic reading session
- Come up with some prompts you could use on each page
 - Completion
 - Recall
 - Open ended
 - Wh-Questions
 - Distancing
- Select some vocabulary for each page

Barriers Activity

- Work in groups to discuss these questions
- What do you think would be the main barriers to implementing dialogic reading in your role?
- How would you overcome these barriers?

Resources

- This link contains a video of how to do dialogic reading
- <https://mypearsontraining.com/products/read-together/tutorials/detail/read-together-talk-together-teacher-training-video>
- This link contains a YouTube video of how to attach prompts to a book so that dialogic reading can take place.
- <http://highlandliteracy.com/2014/08/18/dialogic-reading/>
- A list of popular dialogic reading books. There are quite a few of these lists online.
- <https://www.goodreads.com/shelf/show/dialogic-reading>
- This link contains a template to use when doing dialogic reading. There are other templates available on other websites too.
- <https://researchparent.com/dialogic-reading-cheat-sheet/>