


Session 5:

Foundations for Learning: Speech, Language and Communication Approaches for School Readiness





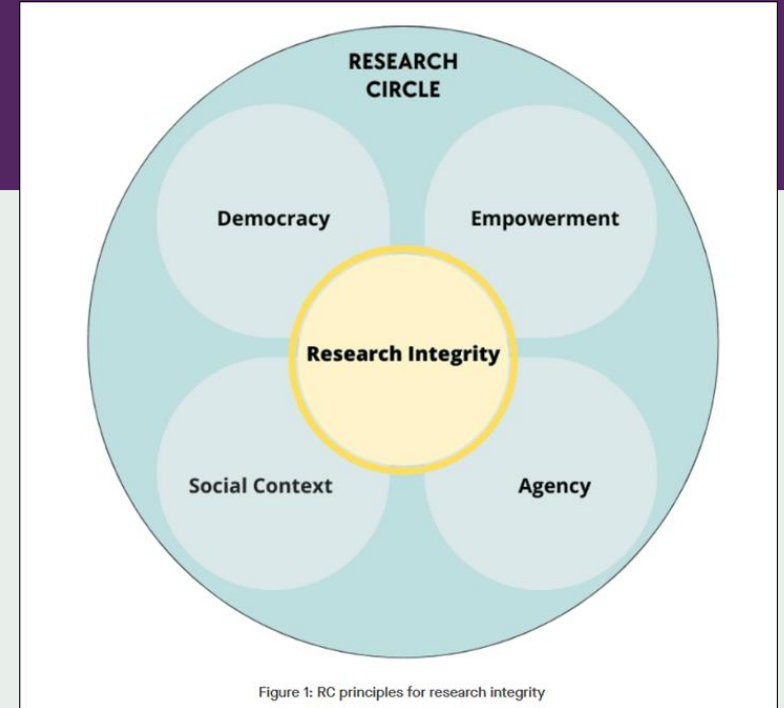
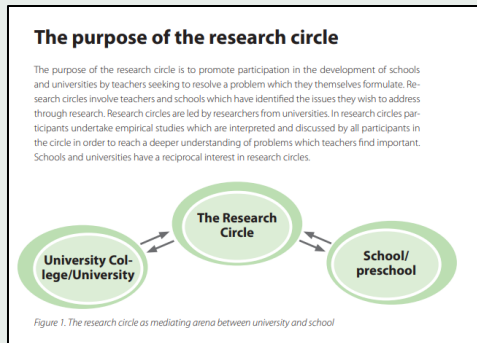
Research Circle: 'Exploring outdoor nature-based literacy learning with families of under-fives'

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Aim of our 'Research Circles' ...



“to carry out research together with—not on—the participants”
(Svensson, 2002, p. 10-11)

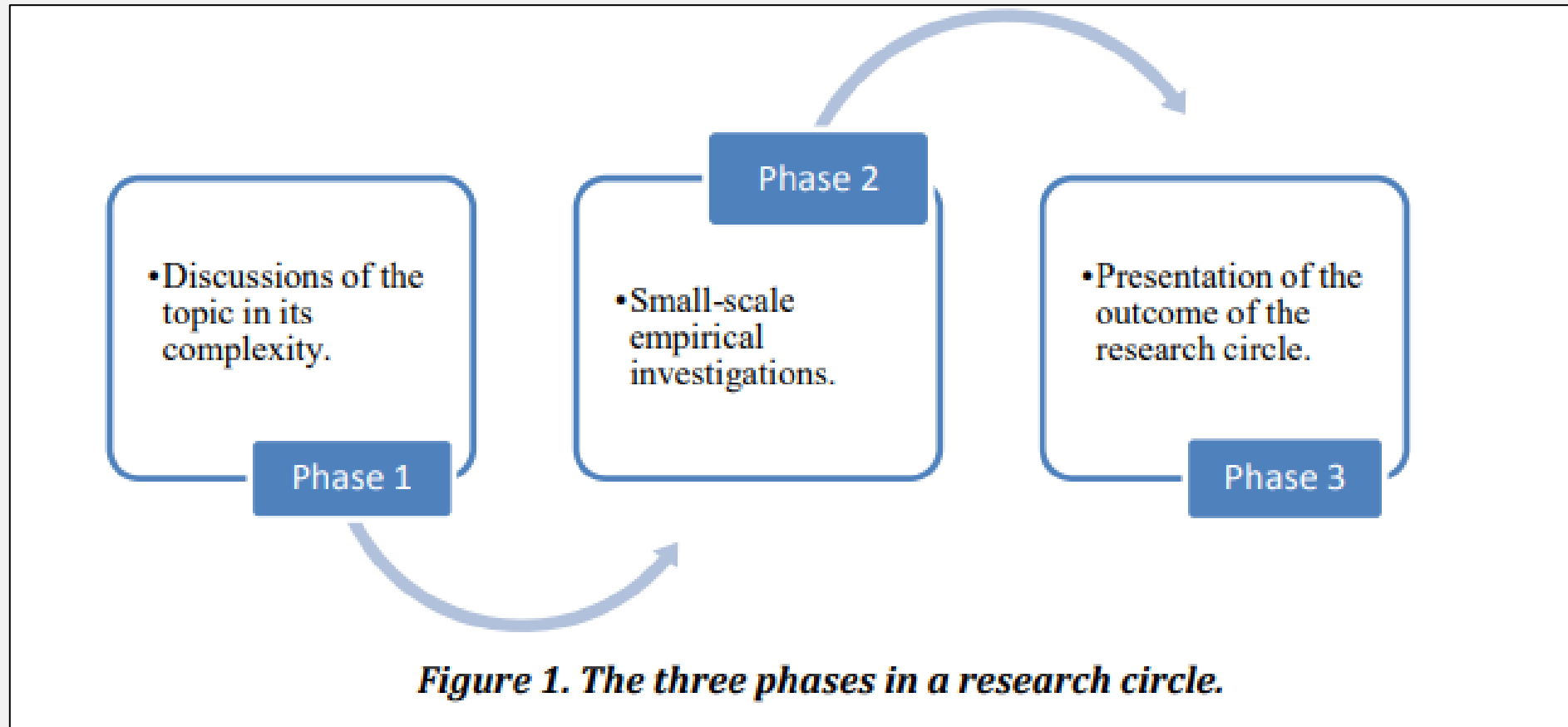
A bridge between practice and theory? Lundgren (1999)

Support, identify, prioritise, and respond to inequality and vulnerability with valuable and socially responsive approaches
(Liddle and Addidle 2022)

Working creatively with others to enhance life chances

Research Circle – ‘collaboration’

Concept of ‘ethical’ collaboration for the joint work, on equal grounds, carried out by the school/setting and university colleagues – mutual agreements and all voices shared and heard.





Research Questions and Methodology

1. What are families' views on the value of outdoor nature-based leisure experiences?
2. How, if at all, are literacy experiences supported within families taking part in outdoor nature-based activities?
3. What are families' views on literacy learning in the outdoor environment?



Data Analysis

Thematic Analysis (Clarke & Braun, 2021)

Descriptive/Frequencies Statistics

Main Findings/Themes

1. Intentional and deliberate literacy learning
2. Time together as a family and 'sneaky' literacy learning (unknown/unrecognised literacy development)
3. A resource to support literacy in outdoor nature-based activities



Theme 1 - Intentional and deliberate literacy learning

“exposure to natural sounds” “pond dipping – link to tick lists + identification charts” “making maps”

“seeing patterns in nature helps to express words and speech through articulating what is around them.”

“using chalk to draw on the floor, make marks and practice shape formation, recognising letters etc.”

“supports sensory needs and therefore readiness to engage in learning and literacy approaches” “sensory textures of nature (bark, leaves).”



Theme 2 - Time together as a family and 'sneaky' literacy learning

“quality time together to chat”

“enjoy seeing "in real life" about things they've read about e.g. seeing ducks at the lake after reading a story book about ducks. I think being outdoors is really important in quality time together without distractions of phones etc.”

“outdoors, fresh air, exercise” “mental health and wellbeing”

“spot key vocab”, “signs and making links”, “listening to sounds and copying” “not given this much thought signs, talking, patterns?”



Theme 3 – Families would like a resource to support literacy learning in outdoor nature-based activities

“Simple, interactive”

A resource that “involves nature”

Encouraging “nature hunts”

“matching sounds” “phonic sounds in nature”

“Easy to handle and carry”



Edge Hill
University

Faculty of
Education

RC Project Next Steps



Working creatively with others to enhance life chances



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