

**A qualitative evaluation of Superbox 2015 in terms of delivering key
Superbox outcomes**

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1. Introduction

This report was commissioned by BookTrust Cymru to evaluate the outcomes of the Superbox 2015 programme. As noted by BookTrust (2016: no page), Superbox is a programme designed 'to inspire children and families across Wales to enjoy books and read together'. The Superbox programme was established in 2011 (BookTrust, 2016) and is part of the Welsh Government's Bookstart / Dechrau Da programme where every child in Wales is eligible to receive a bag of high quality books during one of his / her first year Health Visitor consultations and then during the 18-24 months consultation. The programme is delivered in partnership with the Health Visitors and Library Services (BookTrust, 2016).

Superbox was designed to provide early years practitioners and other allied workforce with the skills and resources to:-

'Promote shared reading in a range of setting; encourage parents and carers to read and enjoy books with their children and use books creatively in early years' sessions'. (BookTrust, 2016: no page).

The Superbox 2015 programme was made up of the following elements:-

1. The Superbox Conferences (either Tuesday 6th October, Bridgend and Tuesday 13th October, Hollywell).
2. The Superbox resource – 10 copies of each of the 2015-16 Bookstart books and activity sheets to take away and use in a setting.
3. Using Superbox resources in setting.

The conference included a keynote speaker Wendy Lee, who discussed the links between speech, language, communication and sharing books; practical workshops providing ideas for creative ways of sharing and using books with families and children; and best practice carousels where delegates for Superbox 2014 discussed how they had used Superbox resources in their practice and ideas for using the Superbox 2015 resources.

For point two above the 2015 Bookstart Baby 'Superbox' section contained: 10 copies of 'Slow Snail' by Margaret Murphy (English medium book) 10 copies of 'Mww! Mww! Beth am DorriGair?' ('Moo! Moo! Can you say it too?') by Sebastien Braun (Welsh medium book with English translation). The 2015 Bookstart Early Years 'Superbox' pack contained: 10 copies of 'Join the Zoo Hullabaloo!' by Jan Ormerod (English medium book), 10 copies of 'Ben a Betsan, Y FalwnFawr' (Ben and Betsan and the Big Balloon) by Axel Scheffler (Welsh medium book with English translation). The pack also contained bilingual A4 activity sheets with creative ideas for each book and the Bookstart theoretical framework explaining the research behind the Bookstart programme.

In total 135 delegates attended the two Superbox 2015 conferences and 118 delegates were part of a Phase One evaluation, evaluating the conference days themselves (see section 2).

1.1. Aims of evaluation and research questions

In this evaluation the following practical research was undertaken:-

1. An analysis and evaluation of in-depth interviews with a sample of delegates from Superbox 2015.

2. An analysis and evaluation of five in person observations at settings where early years practitioners have used Superbox resources and some feedback from parents involved in such sessions.

3. An analysis and evaluation of session diaries completed by Superbox 2015 delegates.

4. The above three sections will also be contrasted with the initial feedback from the Phase One evaluation forms collected at the end of the Superbox 2015 conferences.

1.2 The objectives associated with this research were to evaluate the following:

- does Superbox 2015 support Early Years practitioners to promote the benefits of sharing books and stories and engage and build confidence by children and families in reading.
- how do different Early Years practitioners in different settings use and benefit from Superbox 2015.
- how do Early Years practitioners use Superbox 2015 to complement and enhance other key Early Years priorities in Wales for example speech, language, communication, emotional development and play.
- how does Superbox 2015 increase (or not) the likelihood of families using their own Bookstart books and books in general.
- the extent to which Superbox 2015 increases children and families' enjoyment of books and their confidence to use them.
- the extent to which Superbox 2015 increases the awareness of and engagement with Bookstart amongst Early Years practitioners in Wales.
- how and to what extent does Superbox 2015 support the dissemination of key early literacy and Bookstart messages.

2. Methodology

2.1. Phase One- evaluation questionnaires at end of conference.

118 delegates completed questionnaires which BookTrust Cymru (2015) analysed prior to Phase Two of the project. The information collected here was on the whole quantitative with some qualitative insights noted (see Appendix 1 for questionnaire). The data from the conference evaluation will be referred to in this evaluation in order to compare and contrast with the data generated in Phase Two by session diaries, structured telephone interviews, setting observations and parent questionnaires.

2.2. Phase Two- session diaries, interviews, session observations and parent questionnaires

2.2.1 – Session diaries

During the Superbox 2015 conferences delegates were asked to complete session diaries (see Appendix 2). Delegates were asked to outline in writing a session they undertook using Superbox resources with families and children. The session diary also notes which books and resources were used, how useful the practitioner thought the resources were, who the session was delivered to and the perceived impact on families attending. 43 session diaries

were returned (from 32 delegates) and the data from these analysed to identify any common themes between delegates and in relation to interviews, observations and questionnaires.

2.2.2 Telephone Interviews

Of the 118 delegates who attended the Superbox 2015 conference 39 (33%) noted they would be willing to take part in further research such as interviews and visits to their setting. These delegates provided contact details and formed the sample from which the telephone interviews were selected. All 39 participants were contacted by telephone / email initially, often on more than one occasion. Of these some had left their job roles and others were now unable to take part in further research, however 18 did respond positively initially. Of these 18, one noted she was able to take part but then due to other commitments was unable to complete the interview within the required timescale, another respondent worked for an organisation where the team had already interviewed a colleague and suggested the same information would be valid for her own work, and another noted that as the team had already interviewed a co-worker she would be unable to take part. These three therefore did not provide full interviews, leaving 15 delegates who did provide in depth phone interviews.

The interviews undertaken were all structured conversations over the phone where the interviewers took detailed hand written notes of responses and thus the data collected were not verbatim transcripts however did reflect as accurately as possible the participants responses and discussion. The interview questions can be seen in Appendix 3. The 15 delegates represented areas across Wales and included children's librarians, Flying Start personnel, bilingual promotion project officers, language and play coordinators/ officers and other sessional care / education settings. Representation was from 10 local authority areas including both urban and rural areas; bilingual provision; regions in north, mid and south Wales, with some practitioners from organisations also having a regional / whole Wales responsibility.

2.2.3 Setting observation with practitioner

The 15 telephone interviewees were asked at the end of the interview whether they would give consent for a member of the research team to visit their setting / where they undertake early years sessions, in order to observe Superbox activities. This was more difficult than the team anticipated as some of those interviewed were working with groups too vulnerable for a visit and others did not feel the session they were now involved in (due to changes in work roles) would be appropriate; however five observations were completed, two in south Wales, one in west Wales, one in south-east Wales and one in north Wales.

Observations were undertaken by one member of the research team and followed a session of approximately two hours. An observation checklist was used (see Appendix 4) and other notes were collected to supplement the checklist. The research team standardised the observation methodology prior to setting visits to ensure consistency.

The use of Superbox resources by the practitioner, children and families within the session was noted as well as how these practically supported engagement with literacy. Where necessary a brief structured interview to highlight the practitioners' own ideas/thoughts/opinions on using the resources was also collected to supplement observation notes.

2.2.4 Parental feedback

In order to gain access to parental (family) views a brief questionnaire was designed (see Appendix 5). It was envisaged that this questionnaire would be given to the setting prior to the site visit, where the practitioner would collect completed parent questionnaires in a sealed envelope to be returned to the researcher during the site visit. However this was not always possible and some settings were not willing for parents to be questioned. Where settings did allow parent questionnaires some were sent in advance as noted above and some were distributed and collected in the session on the day of the visit. To date eight parental questionnaires have been returned, however during visits some parents were also willing to include some brief verbal comments which were recorded as part of the observation sessions. The parent questionnaire and feedback aimed to explore parents' views on the benefits of Superbox in developing an interest in sharing books and stories as well as exploring other advantages of the scheme in terms of children's holistic wellbeing. Questions also explored how the Superbox initiative supports practice within the setting and develops parents' and children's engagement with book sharing and stories.

2.3 Analysing the data

Phase One of the research was already analysed by BookTrust Cymru and thus the data generated was used to compare and contrast with the data collected in Phase Two.

The telephone interviews generated both quantitative and qualitative data. The quantitative data is presented in the form of percentages and actual numbers, however it is the qualitative information that yields the most detailed data and thus this is analysed in order to identify specific themes within the data. In this research, analysis followed the thematic analysis methodology of Braun and Clarke (2006) where initially the open ended responses within the interviews were analysed to identify particular responses across all the respondents that were similar and could be coded as such. Once this was undertaken different codes were amalgamated into specific themes that tended to raise issues pertinent to several respondents or were issues that were reflective of early literacy literature and deemed worthy of further exploration.

Such analysis and methodology is interpretive and can be open to subjectivity (Denscombe, 2014) however it a valid analysis tool within interpretive qualitative research (Namey et al. (2008). The observation data and session diaries were also analysed using thematic analysis. The themes identified were cross-referenced with the themes identified in the telephone interviews. The data from the parental questionnaires included both qualitative and quantitative information. Any qualitative data was analysed to see if the views of parents supported or rejected the ideas presented by practitioners in their interviews or in observations and session diaries. All interview participants were numbered from 1-15. Participants from interviews also involved in observations kept the same participant number. Session diaries were also numbered by participant number and those who had also undertaken interviews and observations were given the same participant number. This made it easier to compare feedback from participants and to compare interview, observation and session dairy information from the same participant (see Table 1, section 3).

Some of those who took part in the research noted during interviews that they had been involved in delivering carousel activities, or been on the panel choosing Bookstart books.

This could lead to a biased sample in the sense participants are already committed to the aims and values of Superbox, however as several practitioners had been long term Superbox attendees this was difficult to avoid.

3 Demographics and triangulation of data

Of the 135 in the Superbox 2015 conferences delegates 96 (71%) noted they worked in Communities First Areas and 97 delegates (72%) stated they worked in a Flying Start area, 31% of delegates stated they worked in Flying Start settings and 20% stated they worked in a language and play role. Those involved in interviews also represented Flying Start staff and language and play coordinators. Participants in interviews also worked as outreach and engagement officers, private childcare providers and librarians and thus reflected participants from the whole conference. A breakdown of interview participants' job roles is noted in Table 1.

Session diaries provided information from a further 15 Field Officers working with children and families in bilingual awareness, three Flying Start personnel, three Language and Play Coordinators, one Assistant Librarian and one Sensory Play Officer.

When the in-depth interviews and session diaries were compared it was noted that some participants had undertaken interviews, session diaries and observations at settings. For others they had undertaken an interview and session diary. Some participants had only completed the telephone interview. Table 1 below notes these participants and highlights in red those who completed all information. These participants provide opportunities for cross checking and triangulation between the different types of data collected.

Participant	Role	Telephone Interview	Session Diary	Observation at setting
1	Engagement Officer preschool sessions	Yes	Yes	Yes
2	Early Language Development Officer	Yes	No	No
3	Language and Play Coordinator	Yes	Yes	No
4	Language and Play Coordinator	Yes	Yes	No
5	Assistant Children's Librarian	Yes	No	Yes
6	Language and Play Coordinator	Yes	Yes	Yes
7	Early Years Librarian	Yes	Yes	No
8	Outreach Family	Yes	Yes	No

	Support Worker			
9	Senior Library Assistant	Yes	Yes	Yes
10	Library Assistant	Yes	Yes	No
11	Senior Childcare Flying Start	Yes	No	No
12	Field Officer working with children and families-bilingual awareness.	Yes	Yes	Yes
13	Parenting and Early Language Assistant Flying Start	Yes	Yes	No
14	Childcare setting manager / owner	Yes	No	No
15	Language and Play Coordinator	Yes	No	No

4. Results and findings

The interview participants all noted that the Superbox conference included relevant information and activities. The Phase One questionnaires demonstrated that 96.5% of delegates would use ideas from the carousel in their work and this was reflected in the telephone interviews where the majority of participants suggested they had used the Superbox material (14 participants) or were preparing to use the resources in forthcoming sessions (one participant). All 43 session diaries from 32 participants included feedback noting how different participants had used the Superbox resources and activities in a range of settings providing concrete evidence therefore that the resources were being shared with families post the conference. 42 session diaries referred to using the multiple copies of books to allow children / families to have their own copy of a book during story times, with participant 20 writing '*Lovely for each child to handle / hold own book, and turn pages / discover at their own pace*' Participant 21 noted '*Now I can do a group activity and encourage parents and their children to participate reading the books together as a group.*' Thus the book sharing aspect of Superbox was emphasised in the session diaries and is explored further in 4.2.1.

Participant 4 noted that '*Carousel always generates new ideas and we enjoyed meeting and chatting with others*'. This participant noted in her session diary making jellyfish models, an activity which was part of the Superbox conference and Participant 6 noted '*The Carousel is*

always good. Join the Zoo, very good tips from her. Jellyfish stuff useful. The tips with black card were good. Always a good day these days'

96.5 % of participants in the Phase One questionnaires noted that they would use ideas from workshops in their work and this was supported in interviews and session diaries. For example Participant 8 noted *'Workshops were really good. Packed full of relevant and useful ideas'* and her session diaries also noted that her session had used some of the activities included in the conference when using the Ben and Betsan book, *'We organised to bring red balloons and bubbles to the session, so that at that time during the story could talk about big balloons and small ones and the families can join in with bubbles at the end'*. The Ben and Betsan book's balloon and bubbles activity was also noted in other interviews and session diaries, with Participant 12 highlighting how children enjoyed blowing bubbles and babies in her session enjoyed watching the bubbles. Participant 9 working as a librarian noted that the Ben and Betsan book *'had nice pictures, a simple story and an emotional context. Bubbles at end, after the story, this is good, real interaction'*. She also noted that *'A boy was moving away, and in his last session we did bubbles at the end of the Ben and Betsan and let him take bubbles home. Balloon story lovely for his last session'*.

In the Phase One questionnaires 83.9% of delegates suggested they would use ideas from the keynote speaker in their work. In the interviews Participant 7 noted that she enjoyed the keynote speaker noting that *'it was good in depth information and facts about families'*. Participant 9 noted that *'Really useful. Very good keynote speakers. Liked how kids learn language'*. Participant 14 suggested that *'Key note speakers interesting and informative, can have impact on practice'*. These comments supported those noted in the Phase One questionnaires regarding what was most useful about the keynote speech such as *'appreciation of how important it is to talk to children and encourage engagement in story session in the library'* and *'she spoke with passion about the level of speech and language in children and the importance of that'*.

The interviews also highlighted that the Superbox conference is important because it provides opportunities to network and meet with others in the field. Participant 3 noting she enjoyed *'Listening to others experiences and talking to others.'* and Participant 4 valued *'Meeting and chatting with others'*. This aspect of the conference was noted by several participants and although not noted explicitly in the initial Phase One evaluation, this aspect would allow for the sharing of 'ideas', which was an important theme noted in the end of conference questionnaires.

4.1. Use of Superbox resources

The Phase One questionnaires noted that 94.8% of delegates who answered would use Superbox resources in their settings with only 1.7% noting they would not. The interviews supported that the Superbox resources were being actively used by participants with 14 out of 15 participants noting they had used them and several noting this had taken place regularly in weekly sessions. Only one participant had not used the resources as yet, but was planning to use them in future events and even this participant noted later in the interview (Participant 9) that she had used one of the books (Ben and Betsan) as a standalone story in a group session. Of those who answered the session diary question *'How useful were the Superbox resources?'* all indicated they were very useful with one

indicating they were 'quite useful' and no one suggesting they were 'not very or not at all useful'.

In the interviews different participants noted using the *Slow Snail*, *Ben and Betsan*, *Join the Zoo Hullabaloo* and *MwwMww* books as well as the activity sheets. They also noted that they had used ideas from the conference in activities. The four observations to date also observed all Superbox books being used, with the participant 12 observation using *MwwMww*, Participant 6 observation using *Slow Snail*, *MwwMww* and *Join the Hullabaloo* and Participant 1 observations using resources linked to *Ben and Betsan*. Participant 3 had used the Superbox resources on numerous occasions (at least 20 times) but on the day of the observation used *I'm Not Cute*, a previous Superbox book. The sessions diaries and observations highlighted a range of ways the Superbox resources were used including in Flying Start and non Flying start areas, during parent and toddler groups, baby massage sessions, baby language and play groups, library story time sessions, playgroups and sessions to promote bilingualism with families. The observation and session diaries also noted that the Superbox resources were used in family group sessions where each child had a copy of the book to share with an adult. However the observations noted examples where children could use the books independently and could access these in their own time during a session. The interviews also noted that Superbox resources were used to support traditional story time sessions and one to one stories.

4.2 Specific Themes

The themes identified within the research support several of the benefits noted by the early literacy researchers and authors cited in the BookTrust (no date) Bookstart Theoretical Framework. The themes are not presented in any significant order or to indicate prevalence of any issues, rather they are discussed in a logical sequence in terms of presenting coherent and interlinking ideas. The themes identified are:-

4.2.1 The benefits Superbox multiple books offers in terms of promoting book sharing.

The Superbox programme provides numerous copies of the book and this was noted as a positive by several participants. Participant 1 discussed the benefits for the child and parents of sharing the books in a story time session noting *'Parents and child share a book, all have a copy and follow as a leader reads in front of them'*. During observations the multiple copies of the same books were used, for example Participant 12's baby massage session (for babies aged between 8 weeks and 24 week) provided one book each to every mother and child in order that they could use the books together under the guidance of the group leader.

In a Library observation Participant 5 also ran a story time session where the child and parent could share books. The observer noted how this provided children with special time to sit on the parent's lap and engage with books. In the interview Participant 5 said *'They sit still in Mum's lap. Exciting, everyone has a book. They have a copy which is really important. As parents start reading story, you turn pages with Mum'*. In her observation Participant 5 also said to the group *'Unusual to have more than one book, but today we have one each.'* Participant 16 noted in her library session diary. *'We read the Snow Snail together. The children were thrilled to have a copy each and loved following the trail'*.

The availability of multiple copies to support shared reading was a benefit noted in observations, interviews and session diaries. All session diaries include descriptions of

sessions using multiple copies so that children and parents could use the resources independently. This might suggest that the conference workshops were successful in explaining this aspect of Superbox.

The availability of multiple books also developed the following theme as it provides opportunities to provide parents with opportunities to bond and enjoy a book together.

4.2.2 Important bonding and emotional benefits of sharing books with parents and other key adults.

Several participants noted that by providing multiple book copies Superbox provided the opportunity to for parents and children to share a story book allowing for important interaction and bonding time. In relation to the benefits of Superbox resources for children Participant 1 noted that sharing a book allowed for '*Conversations between child / parent, even with babies supports relationships between parents and children*'. This was also noted in observations where children were sitting on parents' laps to hear stories. The Participant 12 observation and some of the session diaries demonstrated that participants had included Superbox books into sessions such as baby massage, specifically designed to support parents and children to relax and have special time.

The observation feedback collected demonstrated concrete examples of parents and children sharing the Superbox books during story times. Participant 9 indicated that from her understanding Superbox's multiple copies of books and sharing books allowed for '*Quality time with Mum, get lots of benefits, learning quiet and focused time. Time on Mum's knee with a book, helping Mum to have confidence to go through the book. There is the intimacy of one to one but security of a group. Mum and child snuggled with a book but at same time security of someone else running story time. Learning to enjoy stories and connecting with being safe with Mum so reading book connected with positive time. This impacts on self-esteem. If with Mum, spending time and reading together. Creates a connection. You (Mother) are important, they (child) matters*'.

Participant 1,5,6, and 12 observations provided examples of shared reading using Superbox resources with a parent was creating a special time and helping to provide positive feelings and memories about engaging with books and reflects participant views that sharing the books provides for '*Conversation, feeling warm, enjoying sharing stories*'. During her observation Participant 5 said to her group '*We love our cwtshes. Fantastic cuddling always a bonus*'.

In the parent questionnaires, one parent (parent 2) noted an advantage of sharing stories was to '*develop a close bond between parent and baby*', parent 3 noted it was a relaxation time and parent 5 suggested it was '*spending quality time*'. Parent 7 suggested the advantages were '*intimacy, closeness, quiet time and one to one time*' with parent 8 linking it to '*bonding*'. Although not specific to Superbox resources, these comments would support the feedback from interviews and observations that having multiple copies of books in a pack or resource provide the opportunity to be able to provide shared reading.

This sharing of books also leads to the theme of raising parents' awareness and confidence of sharing books with their children.

4.2.3 Engaging parents and raising awareness and confidence when using books with children.

The session diaries provided several examples where parents were engaged and involved in Superbox activities. Observation also showed how the use of Superbox books and activities supported parents in participating with reading with their young children. Several participants noted the importance of this aspect of Superbox which reflects the aim of early years practitioners to support children's development and wellbeing and the evidence from Wiley (2014) in relation to the Bookstart Corner programme that suggests that parents gained confidence to engage with books and access literacy services having been involved in a Bookstart intervention.

Raising confidence for parents was a key theme in this study with Participant 6 noting *'Some deprived families have never picked up a book. Superbox shows it is not scary. Can start with pictures not scary'*. Participant 14 also suggests *'Parents have been happy to take part- they like having a copy of the book to look at and to follow the story. A number say that they now feel more confident about reading with their children at home. Parents also like getting together and doing activities based on the books'* and Participant 13 highlights how Superbox training can support this *'Raising confidence, being more confident when looking at books with their children. Some now understand that they do not have to be read - the words on the pages, they can talk about the pictures; they understand that talking about the pictures is O.K., don't have to read all the text'*. Participant 12 highlighted the importance of *'Raising confidence, understanding that reading does not have to be challenging'*. Participant 4 said she *'Enjoyed showing the pictures and chatting about the books and pictures. Not only about reading all the words'*.

As with the Wiley's, (2014) Bookstart Corner study the Superbox programme appears to be a way of also encouraging parents to access the library. Participant 2 noted that parents were *'More confident in handling books, encouraging parents to attend local library'* and Participant 7 discusses *'Good when the parent has the book at home; using it more than once is a help. Parents learning from each other and that it is O.K. to look and talk about the book, not just read it'*. Participant 11 suggested that it is a *'Slow challenge in deprived areas. Some parents have joined the library since'*. In Participant 7's session diary there was positive evidence that parents did actually join the library *'Parents were confident to join in with making animal sounds and sharing books together. We talked about the library – free to join, lots of lovely books and 3 families joined the library'*.

The link between practitioner and parent involvement is also discussed in interviews, and in the session observed and the session diaries there is evidence that the enthusiasm and motivation of the group leader helps engage parents and children. Participant 1 suggested *'Practitioners are motivated by the resources and this is passed on to parents who now look at books differently'*. The interactive aspect of sessions also supports parental engagement with Participant 12 suggesting *'Parents seem to enjoy the sociable nature of these sessions. Some say that they read more with their children at home now as well'*.

In the observations, parents appear engaged and involved in the sessions and activities as well as appreciating the opportunities for informal catching up and networking.

4.2.4 The benefits provided by interactive books for young children.

During the interviews the participants noted some aspects of the books that they thought worked well with children and families. The opportunity for interaction was a key positive aspect of the books. For example, Participant 1 noted *'Children opening flaps themselves, makes them engaged'* and Participant 4 noted that *'Flap books are always popular. Zoo Hullabaloo, because of the actions. Ben and Betsan because of pictures. Farm books because of flaps'*. Participant 6 noted that *'They love some of them. Zoo Hullabaloo all like this. If they like the story, they impact. Like the 'Peepo' type books with young. The lift and flap books engage their interest'*.

The fact that books are easy for children to hold was also seen a positive aspect for some of the books with Participant 14 noting *'Children enjoy Join the Hullabaloo and Mww Mww. Children like the Mww Mww book as it is easy to hold and turn the pages. They also like making the animal noises. Join the Hullabaloo is very popular in group sessions'*.

Some participants looked back to past Superbox resources and Participant 5 suggested that *'Peepo was the best, as it had pictures of children in. Took everywhere they loved it. This year's favourite was Ben and Betsan. Liked illustrations. Nice story. Easy to get concept of up /down with balloon'*.

The attractiveness of the books can also support children to want to access resources independently, which is the focus of the next theme.

4.2.5 Accessibility of books and independent use of books by children

An additional positive of the Superbox was having the Superbox books together with multiple copies of different stories. This appeared to support children's independent use of books. For example, Participant 14 noted *'Children have been getting the books off the shelves themselves in order to sit and look at pictures. They seem to be choosing from the Superbox pack more often than other books. Children more ready to go and choose books either to look at by themselves or to take to a member of staff to be read to'* and Participant 7 said that *'Children came back to get book themselves. E.g Moo Moo in 1:1 they look for the book in the box'*. Participant 13 agrees that *'Children will choose MwwMww / Snail Trail for themselves- easy to handle, but they like all the stories. More engaged with books. Choosing to read and taking books from the shelves'*.

In the observations of Participant 6, in a language and play session, the researcher observed a number of the children choose books independently and sit in the soft area to look at them independently. Other observations such as that with Participants 5 and 12 showed children engaging with turning pages and tracking content. This supported Participant 7's comments that *'They can use the books and be active learners- turning pages. Not being passive learners. Develops their confidence'*.

4.2.6 Bilingual provision

The bilingual provision was discussed by interview participants and was observed in Participant 12 observation session, where *MwwMww* was used in a bilingual baby massage session.

Several of the session diaries noted using the bilingual books in Welsh medium/ bilingual sessions. Participant 9 noted that the bilingual resources were *'Really good. I have to do bilingual sessions. I struggle with these. Finding good books is useful, interestingly some recent mums complained that not in Welsh. Usually mums don't want Welsh. Any help with translation is good. Noises in interactive farm book MwwMww effective'*.

Participant 7 noted that in her area *'Bilingual books useful here. Some parents have a little Welsh so encourage them to use it with their children Will hear Welsh in School later'* and Participant 14 suggested *'They like the bilingual books. They also like Snail Trail with the very young children, like to follow the trail with their finger. They all seem popular'*.

Participant 8 suggested that *'Feedback from families suggest that they like bilingual books, really useful to encourage Welsh especially if learning themselves. Audio version on website helps to hear pronunciation and how it should sound'*. The benefits of having the audio version on the website was something that Participant 5 and Participant 12 also noted in interviews and observations.

Participant 10 noted *'Bilingual books are useful; it is hard to find books with the two languages. You are encouraging the two languages and at the same time not picking a Welsh one and the English don't understand and vice versa, you are pleasing the two sides'*. In her session diary this participant used both bilingual and English medium books with her groups.

Participant 12 noted during the observation that she used the English medium books by concentrating on the pictures and adding Welsh commentary and words orally. She also noted in her interview *'These (bilingual) are used more often, but I do read the English one in Welsh. However more copies would be useful at times. It would also be useful to have all the books bilingually'*.

4.2.7 Supporting practitioners

Participant 14 suggested in her interview that *'Some practitioners seem more confident in using books with children because they have seen the pattern set by the parent / toddler sessions. Some of the less confident practitioners are now more ready to engage with the children who bring them books to read'*.

The session diaries also suggested that the ideas developed in the Superbox conference were useful in supporting the session and helped practitioners to have confidence to deliver Superbox sessions. Participant 1 noted in her session diary *'It was good to practice activities during the day in the Superbox conference as it made the hand-outs easier to follow and interpret into a session plan'*.

Participant 15 noted that in her session diary that *'The parents were definitely too busy to go on phones. They seemed to enjoy my new found confidence'* In another session diary entry she also noted *'I feel I have learnt the actual objective why it is so important to read'*. Four

observations and the majority of session diaries provide numerous examples of shared reading activities, some which may not have been possible without the Superbox resources and ideas.

4.2.8 Supporting a child's holistic development

The observations and session diaries suggest that the engagement with books and allied activities supported several aspects of a child's development. Parents 2,3,5,7 and 8 highlighted in questionnaires that an advantage of sharing books was linked to language development. Parent 7 also noted it supported communication and increased motor skills development. These aspects were also noted by practitioners, however they also perceived a wide range of other benefits to holistic learning and development.

Participant 7 highlighted the multisensory nature of Superbox sessions and how numeracy and communication skills are developed. *'Children get books themselves. Parents see children enjoying books in English and Welsh. Parents joining in doing sounds, pointing to things, colours. Not just reading the words, so much more. Counting things in the picture. Discussion around the book'* and she also suggested other benefits such as *'The vocabulary develops when they repeat sounds. Confidence comes also from sharing with the parents. Also incidental language about getting books / putting them away and social skills when sharing and taking turns'*. This practitioner could see a range of ways the session could support development. This practitioner also noted that the sessions supported *'Flying Start learning objectives in terms of language, communication and speech'*

Participant 8 noted how helping choose Superbox books has helped her explain issues to families and suggested that it has benefits for *'Numeracy, size, measurement, adjective, verbs. Enhances grammar. Being on panel defined reasons for selecting books. I can now explain to families why book chosen'*. Participant 13 also noted that *'Many children who attend sessions have language problems or delayed language development. The sessions with parents also help children to be 'quieter' when sitting with their parents for the stories rather than rushing about the setting'*.

Participant 9 thought that story telling in general supported a child's concentration skills *'Two boys started coming when babies with grandmother. Couldn't focus at all. With time and when she (grandmother) understood story time and that it was fine to wonder off, and only staying for two minutes needed was part of it, they stayed. The mother then did story time at home. Now they are my best listeners. They sat and listened to *****, a difficult book., They listened and answered questions for a whole session; see story time having positive effect. They were only 2.5 years old so when go to school will be able to concentrate'*. Observations and the interview with participant 9 highlighted that she was working in a library and that the parents who came to her sessions were already sharing books with their children and were confident to attend the library sessions. She noted that to reach children who did not have families who were as confident to come to the library and in order to make the most effective use of the the Superbox resources would require outreach work with the local community and engaging Flying Start areas. However using the Superbox resources and altering story telling sessions required her to seek 'special permission' and thus to date only the Ben and Betsan book had been used for oral story telling in this library. This was in contrast to other

participants in child care / education or other library settings who had used shared stories alongside other activities to engage children and parents. This may indicate the relevance of targeting the resources to a specific audience in terms of increasing the benefits for holistic development of Superbox for children not currently engaging with shared stories.

Other participants noted the benefits of Superbox and of engaging with books in general in terms language development, listening and developing vocabulary and the benefits for confidence and self-esteem as well as encouraging enjoyment of books.

4.2.9 The usefulness of activities when developing engagement with books

One aspect that was apparent in the observations and session diaries was that the engagement with the book was often a part of other activities such as baby massage or incorporated into other practical activities such as dancing, singing nursery rhymes / songs and craft. Session diaries note activities that were often multisensory and active.

All four observations included several nursery rhyme and singing opportunities. Participant 13 included these comments in her session diary. *'Parents became more open to messy play. They saw how much the children enjoyed using props when looking at the books'*.

Participant 12 noted the importance of *'Doing things together. Crafts activities helped bring more to books than just the reading of words. We tend to build on the content of the books rather than always reading the content. Children memorise the sequence and will take part in animal noises and naming'*. Participant 3 discussed *'I set up a small world area with Slow Snail book, props relating to the story and playdough on boards. We all explored the resources prior to me reading the book using multiple copies and the props were offered to the children at appropriate points in the books. We sang and acted out the rhyme The Snail Slides Slowly.'*

Participant 2 highlighted. *'Used Slow Snail with children with ALN and created a sensory tray, developed from story. Then parents created own sensory tray'*.

The four observations included the use of props or additional activities. Participant 5 included soft toys, playdough and creative activities, as well as several opportunities for children to move and dance during the session; with words such as 'wiggling', 'stamping' and 'up and down' being used to encourage movement.

All observed sessions included song and nursery rhymes that are also recognised for developing children's language skills (Dunst et al., 2011). The Superbox session thus used different activities to encourage engagement with books and practitioners used a mix of Superbox activities and their own innovations to support their shared reading session.

However not all participants thought the activities were necessarily positive with Participant 1 noting *'Team has discussed whether the books should be used in other activities, as some think it should be a quiet activity. But we think its great'* and Participant 9 noted that *'Activity side is where I had a few problems. We are coming from different angles. We are telling a story. Too many extra activities. Reading is not singing songs, it is being focused. Books are the important thing and listening and focus is key. Love to see a session in the conference when nothing but book, rug, cushions. See how to draw people into your story. Reading a book is an unusual activity, missing point if we change it into a physical activity. Shouldn't*

involve running around, singing; it should be responding and focused time; story is different. Don't glam it up. Just bring them into world of reading. Open up whole new world for them. Still have opportunity to get refuge. One workshop I want is on just sitting down, and learning pleasure of being lost in a book. Even if 2 minutes. Help them to have that quiet interaction with books as they do with TV / computer'. However this participant also noted that her work was usually with parents who were already engaged and active in reading with their children and thus may not have experienced the challenge of helping families develop shared stories and engagement with books when this has not necessarily been part of their cultural context.

4.2.10 Raising awareness of BookTrust, Bookstart and reading at home.

The importance of sessions and families independent use of book was noted as an important aspect of Superbox. Participant 3 noted in her session diary that *'Parents commented on how lovely the resources were and how they could re-create the ideas at home. Some said they would re look at their books at home'*. Participant 8 in her diary session also wrote that *'The families commented on how organised the session was and having all the resources inspired them to do these activities at home'*. She also noted in her interview that *'I work with other organisations. Signposting families to the health visitor to get packs. Raising awareness of Bookstart that's how it starts. Sparks interest'*. Participant 13 noted in her interview that *'Parents like the Superbox books, some are familiar because they have copies at home from Health Visitor Packs'*.

Participant 5 suggested that *'Showing them reminds them they have the same book at home and how to read book. The leader is modelling. Reminds them they have same book at home and if haven't get it from health visitor'*. Participant 5 in her observation session discussed with the parents regarding the work of Bookstart *and how to get their own copies of books*. Participant 8 noted in her session diaries *'That some parents commented that they had the books at home from their Bookstart packs'*. In the observation Participant 12 was seen reminding parents that the books were part of the Bookstart packs. In participants 6 observation all parents present noted (in discussion with researcher) that they had previously taken books home to share with children and parent noted Mww Mww was her daughters favourite bedtime story.

4.2.11 Impact of the types of setting or context for using the Superbox resources

When exploring the themes noted previously there were some trends or patterns noted within the qualitative data. One issue discussed was linked to the availability of bilingual books with practitioners from organisations with a brief to engage and promote bilingualism highlighting in interviews and in session dairies the benefits of having the bilingual books available. For some delivering in communities where there were parents with very few Welsh speakers these resources were noted as very important in encouraging parents to gain confidence in using some Welsh with their children. Others noted in session dairies and interviews that opportunities to use the bilingual material provided opportunities for children from non-Welsh speaking families to develop some experience of the language with the Superbox books prior to starting formal Welsh medium education. For those working with Welsh medium families the opportunity to have high quality Welsh medium material was also

noted as a benefit. The benefits of the bilingual material was noted in different setting contexts including language and play and community engagement work, as well as in library settings, thus highlighting the value of these resources in several shared stories contexts. Participants also noted the value of the auditory bilingual recording on the website as a means to allow non-Welsh speaking parents to gain confidence to use the books independently and to feel confident to pronounce words and phrases when sharing stories.

All participants noted the benefits of the Superbox programme, and for those working directly with families and children in children care / play provision the activities linked to different books were used to support children and families to have interesting and fun ways to engage with the stories. Puppets, props, practical activities and singing and nursery rhymes as well as movement were discussed in session diaries, observations and interviews as a means to engage interest and for those in the Flying Start settings this appeared to be a way to break down barriers in terms of enjoying sharing books. Some participants in library contexts also used these activities as part of their story telling or shared reading work. However one participant (participant 9) note the library tended to be visited by families already motivated and confident to come to the library and thus the Superbox resources she had received in her context may not be reaching more marginalised groups as they would not be visiting traditional story telling library activities. The observation of two library sessions one in south-east Wales and one in north Wales tended to confirm this, where those attending the sessions were regular visitors to the library and appeared to be very comfortable in this environment. Some libraries had outreach programmes that could provide the opportunities to take the Superbox resources to different communities. Some telephone interviews and session diaries showed examples of engagement officers and field officers with language and play or bilingualism promotion aims holding children and family workshops / activities in the library, thus providing a non-threatening and relaxed opportunity for parents to visit the library who may not visit otherwise. Such partnership provides an opportunity for both the early years sector and the library sector to pool expertise and resources to support more awareness of the resources available in the library.

5. Discussion and Conclusion

The data outlined in this evaluation provided a consistently positive feedback regarding the benefits of Superbox. There was evidence that the ideas discussed in interviews and questionnaires were also being undertaken practically with a variety of children and family groups. The initial research objectives noted in section 1.2 will be used as a framework for this conclusion and where appropriate are highlighted in bold within the text.

The Phase One conference evaluation and Phase Two interviews, observations and session diaries demonstrated that Superbox 2015 **does support Early Years practitioners to promote the benefits of sharing books and engage and build confidence by children and families in reading**. One of the key benefits noted was that the Superbox resources included multiple copies of books enabling children and parents to share books. Book sharing and joint reading between a child and adult have been shown to have numerous benefits for children's literacy (Charland et al., 2015; Kalb and van Ours, 2014) oral language development (Evans and Saint Aubin, 2013) and other aspects of holistic development (Guo and Feng, 2013; Kelly et al., 2011; Kloosterman et al., 2011; Mol and Bus, 2011). Thus this aspect of Superbox could have significant benefits for the children who have access to the Superbox sessions. There was evidence that Superbox 2015 increases

children and families' enjoyment of books and their confidence to use them. Being part of a story time session where each child / parent has a book, and follows a group leader was considered to provide parents with opportunities to gain positive literacy experiences in a friendly and fun environment. Session diaries and interviews suggested that this built parents' confidence to engage and enjoy reading. Guo and Feng, (2013) and Kelly et al., (2011) noted that parents' willingness to engage with reading with their children and use books has significant implications for improving literacy outcomes and thus is an important benefit noted by the research participants in the Superbox programme. The high quality of the Superbox books was noted by participants and their design including: attractive images; a child friendly size; and interactive elements (such as flaps) were seen as positive features by participants. In interviews these features were linked to encouraging children's independent use of books. The multiple copies allowed children to have access to several copies that they could independently select and collect from boxes and shelves.

The Phase Two research did demonstrate **how different Early Years practitioners in different settings use and benefit from Superbox 2015 and observation and session diaries provided examples of how Early Years practitioners use Superbox 2015 to complement and enhance other key Early Years priorities in Wales for example speech, language, communication, emotional development and play.** During observations children were seen turning pages by themselves and using the books independently. Dwyer and Newman (2008) note that allowing and facilitating for children to play and become familiar with books is an important aspect of early literacy and also supports Bruner's (1960), enactive mode where children learn through action and movement. Several participants in interviews noted the importance of fun / interactive activities. Session diaries and observations showed parents and children engaging with pictures, props, nursery rhymes, songs and movement and did not only concentrate on the words in the books. This suggests that the encouragement of interaction and play in the context of books, is being reinforced by Superbox. The session diaries and observations highlighted that the Superbox books were interwoven into several practical activities including. Superbox activities or other activities. Several participants noted that this was another effective way of developing parent confidence and engagement with the books. A very small minority of participants queried whether this may detract from the more focused and quiet activity of storytelling. However the evidence from the findings suggests that for several participants the activities were an important tool in encouraging parental engagement. Encouraging parents to support their children's early literacy has significant benefits for children's long term outcomes (Kalb and van Ours, 2014) and thus in this evaluation the Superbox programme would appear to be supporting practitioners and parents to engage with book reading and storytelling.

The sharing of books between parents and children has an important socio-emotional context (Kelly et al, 2011). The research observations noted that children had important bonding opportunities when sharing a book with a key adult; this included sitting on a parent's lap and being part of one to one interaction. Landry et al. (2012) note the benefits of developing responsive parenting skills during shared reading and the Superbox programme may be valuable in providing the opportunity for parent child interactions. The content of the Superbox books was noted by some of the research participants to encourage explorations of feelings and behaviours supporting Kelly et al., (2011) research that shared reading can support socio-emotional development and wellbeing.

There was also evidence that **Superbox 2015 increases the awareness of and engagement with Bookstart amongst Early Years practitioners in Wales**. The session diaries and interviews suggested that practitioner confidence was being developed by attending the Superbox programme. Practitioners noted how the quality of the books and the accompanying activities helped them engage families. Some noted that their own confidence in undertaking book related activities increased. This highlights the importance of Superbox in providing ideas for activities that promote book use, and which supports children and families to have access to well-modelled sessions.

The Phase Two findings demonstrate **how Superbox 2015 increases the likelihood of families using their own Bookstart books and books in general**. The evaluation notes how parents were encouraged to use books with their children and did in some instances join the library. The practitioners used the session times to encourage parents to remember their Bookstart packs and how to collect these. This provides opportunities for children to access books in their home and for parents to use the books that were modelled by practitioners in sessions. More research would be needed to verify if these books are used at home by parents, following Superbox engagement, however the suggestion from parent questionnaires and interviews is that Superbox is supporting this.

Bilingual resources were valued by several participants. It was noted that these were used with children and families to encourage engagement with Welsh and to support non-Welsh speaking parents to engage and have experience of both languages. The audio book on the website was highlighted as a useful tool to support parents to read the Welsh and to learn the pronunciation. This was noted as an effective way by more than one participant in helping parents support children before they learn Welsh in school. For other participants it was important to have bilingual / Welsh medium provision for Welsh speaking parents / children.

Throughout the research there was evidence of **Superbox 2015 supporting the dissemination of key early literacy and Bookstart messages**. The Superbox 2015 programme allowed for a diversity of settings to have access to resources and activity ideas. Interviews highlighted that practitioners from child care and education settings were supported to incorporate books into their normal activities and those working in the library sector were also given ideas and new methods to support their current use of books and story time sessions. The wide variety of settings involved in Superbox 2015 provided opportunities for parents and children in a range of different situations to access Bookstart books. Many participants noted that they had been Superbox participants in previous years and were thus on the mailing list for the 2015 conference. For future conferences it may be worth extending further the marketing of conferences in order to reach more practitioners and thus more families.

This evaluation concludes that the research evidence demonstrates that the Superbox 2015 programme provided an effective method to fulfil the Superbox aim to:

‘Promote shared reading in a range of setting; encourage parents and carers to read and enjoy books with their children

and use books creatively in early years' sessions' (Bookstart, 2016: no page).

6. Recommendations

- For those working with communities where book sharing by families may be less well established the Superbox resource is a valuable tool to support relaxed and fun engagement with books and resources. Despite a minority noting that the activities Superbox have designed may overshadow the stories themselves, it is recommended that the activities are maintained and developed further as means to remove the barriers families may face when engaging with shared stories. Such activities include movement, nursery rhymes, songs use of props and creative activities.
- The Superbox conference, workshops and carousels provide the opportunity for practitioners to gain confidence to use the books in interesting ways with families and children and should remain a part of the programme in order to support the Superbox aim of promoting shared reading. The activities appear to be particularly important in promoting book sharing with families not already involved in such activities.
- The Superbox pack having multiple copies of books has been noted by the majority of participants as a particularly important aspect of the programme and allows settings to engage in shared reading, where they would not normally be able to. The multiple copies of books is strongly recommended as a key benefit of Superbox moving into the future.
- The bilingual medium books and resources provided by Superbox box are valued by practitioners from, both child care / education / community engagement backgrounds and library initiatives. Their continued development is recommended, as a means to engage shared reading amongst bilingual families. It also provides an important tool to support parents gain confidence to utilise both languages with their children and provides concrete opportunities to support children's language development.
- The report recommends the BookTrust consider which settings and organisations are targeted for the Superbox programme. Feedback from participants notes the benefits the resources provide in terms of shared reading and holistic development. However some participants noted that their audience were already engaged in shared reading and that Superbox material was less influential than it would be in settings where families were less confident to engage in shared reading. Targeting the resources at the practitioners working with marginalised groups would be a very efficient way of providing a valuable resource to families who may otherwise not have an opportunity to share stories.
- The Superbox key speaker and resources note the holistic benefits of reading beyond literacy. The report recommends that this aspect of shared reading is continued to be reinforced in the conference as a means to further promote the need for shared reading to be retained in settings and outreach programmes.
- The report recommends that the Superbox engagement with practitioners provides an important mechanism to train staff on the benefits of story sharing and provides several practical ideas to support the delivery of the programme, and that this should continue as an important aspect of the work in order to disseminate key BookTrust messages.

- Session dairies and observations consistently noted that parents were engaged in the activities and story sharing, and thus the report recommends that the programme should continue to develop and increase the number of participants as a tool to raise further awareness.

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Appendix 1

Bookstart Superbox 2015 – Conference Evaluation

1. What attracted you most to the Superbox conference (tick one)?

- The conference programme (speaker, workshops etc)**
- The Superbox resources**
- The combination of the programme and Superbox resources**
- The chance to develop knowledge about shared reading and reading for pleasure**

2. Have you been to previous Superbox conferences?

Yes / No

3. Had you heard of Book Trust before the Superbox conference? Yes / No

4. Do you already use books in your work with children and families? Yes / No

5. How do you work with children and families? (Please tick all that apply)

- In group settings**
- One-to-one**
- Other – please specify.....**

6. Will you use the Superbox resources in your setting? Yes/ No/ Not sure

7. Will you use ideas from the Carousel in your work? Yes/ No / Not sure

8. What was the most useful thing about the Carousel?

15. How do you rate the conference overall?

(1 not at all useful, 10 very useful) 1 2 3 4 5 6 7 8
9 10

16. Would you take part in the Superbox programme again?

(1 not at all likely, 10 – definitely) 1 2 3 4 5 6 7 8
9 10

17. What was the best thing about the Superbox conference?

.....
.....

18. How could we improve the Superbox conference?

.....
.....

19. How do you rate the following?

	Poor	Satisfactory	Good	Excellent
Booking arrangements for the conference				
Pre-conference information				
Venue				

Refreshments				
---------------------	--	--	--	--

20. This year, there was a fee for the Superbox conference (£30-£40). Do you agree with the following statements?

	Agree	Not Sure	Disagree
The Superbox conference is good value for money			
The current fee is a fair price for the Superbox conference and resources			
I would attend the Superbox conference next year even if the fee increased			

21. How did you hear about the Superbox conference?

- Previous participant**
- Recommendation from a colleague**
- Email from Book Trust Cymru**
- Email from a network (please state)**
- Twitter**
- Other (please state)**

22. Would you be willing to take part in more detailed evaluation of the Superbox programme and how it is used in settings e.g. a telephone call or a visit to your setting?

Yes/ No

If yes, please write your name:

Appendix 2

BookstartSuperbox 2015 - Session Diary



This diary will help Book Trust understand how Superbox resources are used and how they make a difference. We will use it to evaluate and improve the current programme.

[Anonymity note]

You can find additional copies of this form at [weblink]. You are welcome to send us diaries for more than one session. **Every form we receive will be entered into a draw to win books for your setting!**

Your name		Your organisation	
Date of session		Venue	
Length of session		Number of families	
Briefly outline what you did in the session	<i>I read Join the Zoo Hullabaloo! once then we read it together as a group using multiple copies. We then made animal props together using and read the stories again using the props. We used treasure baskets to explore the story. We ended the session with animal rhymes.</i>		
Which Superbox resources did you use?	<input type="checkbox"/> Mww! Mww! <input type="checkbox"/> Ben a Betsan <input type="checkbox"/> Ideas from conference <input type="checkbox"/> Multiple copies of the books		
How useful were the Superbox resources?	<input type="checkbox"/> Very useful <input type="checkbox"/> Quite useful <input type="checkbox"/> Not useful Please give reasons for your answer:		
Briefly describe who the family/ families were	<i>E.g. Families all lived within our rural Flying Start area; some came from outside the UK and approximately 50% had English as an additional language; children were aged 12-24 months.</i>		
What do you think was the impact on the family/ families?	<i>E.g. Parents became more confident to join in each time we read the book. They saw their children enjoying using the props – we talked again about how important it is to have fun with books. Some parents commented they had the books at home from their packs.</i>		

Any other comments	
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Please return your form to Book Trust Cymru, Business in Focus, Enterprise House,
127-129 Bute Street, Cardiff Bay, CF10 5LE by Friday 11th December
booktrustcymru@booktrust.org.uk 02920 437838

SuperboxDechrau Da / Bookstart 2015 - DyddiadurSesiwn



dechrau da
bookstart

Defnyddiwch y ffurflen hon i nodi beth ddigwyddo dyneich sesiynau Superbox. Bydd y dyddiaduron hyn yn helpu Book Trust iddeall sut y defnyddir adnoddau Superbox a sut y maennhw'ngwneud gwahaniaeth. Byddwn yn eidd defnyddio i werthuso a gwella'r rhaglen bresennol.

Noder: Cedwir pob ymateb yn gyfrinachol,
Byddeich ymateb yn cae leigyhoeddi'nddienwynach os unrhywadrodd pellach fel na ellir mo'chadnabod.

Gallwch gael copiâu ychwanegol o'r ffurflen hon yma:

www.bookstart.org.uk/professionals/get-involved/super-box/cy/2015/

Croeso i chi anfon dyddiaduron ar gyfer mwy nag un sesiwn atom. **Bydd pob ffurflen a dderbyniwn yn cae leirhoimewn raffler mwyni chi gael cyfle i ennill llyfrau ar gyfer eich lleoliad!**

Eichenw		Eich sefydliad	
Dyddiad y Sesiwn		Lleoliad	
Hyd y Sesiwn		Nifer o deuluoedd	

A ydych chi'n fodlon i gysylltu â chi ynghylch ymchwil pellach? Ydw Nacydw

Amlinellwch yn fras y rhynwnaethoch h chi yn y sesiwn	<i>E.e. Darllenais Join the Zoo Hullabaloo! unwaith yn agw naeth pawbeiddarllenar y cydfelgrŵp ganddefnyddio sawl copi. Yna fewnaethon ni luniopropiau anifeiliaid gyda'ngilydda'u defnyddio iddarllen y straeoneto, ganddefnyddio'r propiau. Daeth y sesiwni ben gydarhigymau am anifeiliaid.</i>
---	--

Pa adnodd Superbox wnaethoch chi ei ddefnyddio?	<input type="checkbox"/> Mww! Mww! <input type="checkbox"/> Slow Snail <input type="checkbox"/> Ben a Betsan <input type="checkbox"/> Join the Zoo Hullabaloo! <input type="checkbox"/> Syniadau o'r gynhadledd <input type="checkbox"/> Cardiau Gweithgaredd <input type="checkbox"/> Copïau lluosog o'r llyfrau
Pa mor ddefnyddio loedd adnoddau Superbox?	<input type="checkbox"/> Defnyddio liawn <input type="checkbox"/> Eithaf defnyddiol <input type="checkbox"/> Ddim yn ddefnyddio liawn <input type="checkbox"/> Ddim yn ddefnyddio o gwbl Rhowch res ymaudros at eib fel hyn os gwelwch yn dda:
Disgrifiwch yn grynopwyoedd y teulu / teuluoedd	<i>E.e. Pob teulu'n byw o fewn ein hardal Dechrau'n Deg, a honno'n ardwl wedig. Rhai teuluoedd ynddo'r tu allan i'r DU ac roedd gan ryw 50% Saesneg fel ail iaith. Oedran y plant oeddrhwng 12-24 mis.</i>
Beth ydych chi'n meddwl oeddyr effaith ar y teulu / teuluoedd?	<i>E.e. Cynyddodd hyder y rhieni o ran ymunoyn y gweithgaredd bob tro y byddem ni'n darllen y llyfr. Roeddennhw'ngweldeu plant ynmwynha defnyddio'r propiau – fesiaradonni am bwysigrwydd cael hwylgydallyfrau. Gwnaeth ambell riant sylw fod ganddynhw'r llyfrau gartref y neupe cynnau Dechrau Da / Bookstart.</i>
Unrhywsylwadau eraill	

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Diolchynfawriawn!

Dychwelwcheichffurflen at:

**Book Trust Cymru, Business in Focus,
Enterprise House, 127-129 Stryd Bute,
Caerdydd,
CF10 5LE
erbyn Dydd Gwener 11 Rhagfyr**

booktrustcymru@booktrust.org.uk 02920 437838

Appendix 3

We are undertaking research funded by Book Trust Cymru which is evaluating the Superbox 2015 provision. We are all researchers from UWTSD School of Early Childhood and would like to take 20-30 minutes to explore how you have used these resources as part of the evaluation of the conference and resources.

If you have any further questions or would like to have more information about the work please contact Glenda Tinney on 01267 676605 g.tinney@uwtsd.ac.uk

Questions for practitioners on phone / Skype and then followed in more detail in setting visits

1. You attended a Superbox 2015 conference last October. What aspects of this conference did you find useful and why?

For interviewer: Types of issues may include:

- Carousel workshops
- Keynote speakers
- Resources provided.
- Networking opportunities

2. How did you find out about the Superbox conference and resources?

3. Have you used the Superbox 2015 resources in your work?

Yes No

4. Did you obtain the Superbox resources from the conference?

5. If you do use the Superbox resources, how often would this be? (Ask for approximate of how often per week)
6. The Superbox contains 10 copies of four different books. Have you used all of these in your setting / work to date?

Yes No Not sure

7. The Superbox contains two bilingual books. Have used these books?

Yes No Not sure

If Yes, how have they supported your practice with children?

If Yes, how have they supported your practice with parents/ carers?

8. Are you aware of the activity sheets that accompany each book?

Yes No Not sure

If yes have you used these sheets?

Yes No Not sure

If you have used these sheets do you feel they have supported work with the children / parents?

Yes No Not sure

Please note how have they supported your work?

9. In terms of the children in your setting, has using the Superbox resources had any impact on their interest in engaging with books / stories?

Yes No Not sure

Could you describe/explain how they have impacted?

10. In terms of the practitioners in your setting, has using the Superbox resources had any impact on their interest in engaging with books / stories?

Yes No Not sure

Could you explain how they have impacted ?

11. The Superbox includes a Bookstart theoretical framework which explains the research behind the Bookstart programme.

Have you used this resource?

Yes No Not sure

If you have used it , how has it supported your practice?

12. Are any of the books within the Superbox used more regularly than others?

Yes No Not sure

Please name the books

Why do you use these more regularly, please explain ?

13. In general, do the children prefer particular books / stories?

Yes No Not sure

Can you note which types of books the children prefer?

14. In general, do the practitioners prefer particular books / stories?

Yes No Not sure

Can you note which types of books the practitioners prefer?

15. When working with the children using Superbox resources have you observed any benefits for the children

Yes No Not sure

If Yes, what are these benefits?

16. Do the Superbox resources have any challenges?

Yes No Not sure

What would these challenges be?

17. Do the resources in Superbox support children's development in ways beyond literacy, for example speech, language development, communication, confidence?

Yes No Not sure

Please note your thoughts.

What types of examples supporting children's development have you observed when working with children?

18. In your opinion do you think the Superbox resources help to engage parents and families in reading and literacy activities.

Yes No Not sure

If Yes, how do they engage parents and families in reading and literacy activities?

19. In your opinion does the Superbox programme develop and encourage the enjoyment and love of reading in both children and parents?

Yes No Not sure

If Yes how do they engage parents and families in reading and literacy activities?

Thank you for taking part.

Would you be willing to be part of a visit to your setting to discuss how you use the resources, and maybe for you to observe your use Superbox resources?

Yes No

Could we provide you with questionnaires for parents attending your provision? We would send these to you and ask to collect them from you on our visit.

Yes No

Visits would are likely to take place between the 15th and 26th of February.

Appendix 4

Observation checklist

Date						Notes Name of books used:-
Time						
Setting Type						
Activity						
Type of activity observed	Story one to one with practitioner	Group story time with practitioner	Children independent use (turning pages etc)	Use of books with children and parents	Other?	Observations
Tick						
Development observed?	Social	Physical	Cognitive	Language	Emotional	
Tick						
Additional activities linked to books (confirm in discussion)	Activity ideas from Superbox	Other activities designed by practitioner /parent	Activities to continue at home	Singing and nursery rhymes	Discussion and questions	
Tick						

Appendix 5

Parent Questionnaire

1. Ydych chi'n ymwybodol o adnoddau Blwch Gwych (Superbox)?

Ydw / Nacydw

Plisr howch clylcho am gylchyrateb

Os ydw, ewch i Gwestiwn 2

2. Ydych chi a'ch plant wedi defnyddio adnoddau Blwch Gwych?

Ydyn / Nac ydyn / Ddim yn gwybod.

Os Ydyn, ewch i Gwestiwn 3

3. Sut byddwch chi'n defnyddio'r adnoddau? Eglurwch isod:

4. Yn eich barn chi beth yw manteision rhannu llyfrau / straeon â'ch plant? Eglurwch isod:

5. Oes unrhyw heriau neu rwystrau a allai'ch rhwystro chi rhag rhannu llyfrau / straeon â'ch plant? Eglurwch isod:

6. Mae'r blwch yn cynnwys nifer o lyfrau dwyieithog. Ydych chi wedi defnyddio'r llyfrau hyn?

Ydw / Nac ydw.

Os Ydw ewch i cwestiwn 7

7. Ydy'r llyfrau hyn wedi cefnogi'ch defnydd chi o'r Gymraeg a'r Saesneg gyda'ch plentyn / plant?

Ydyn / Nac ydyn / Ddim yn gwybod

Os Ydynewchigwestiwn 8

8. Esboniwch sut maen nhw wedi'ch cefnogi chi.

9. Ydych chi wedi sylwi ar unrhyw fuddion i'ch plant drwy gael defnyddio Blwch Gwych neu adnoddau eraill Dechrau Da (Bookstart)?

Ydw / Nac ydw / Ddim yn gwybod

Os Ydych, esboniwch y buddion hyn.

10. Ydych chi wedi sylwi ar unrhyw fuddion i chi fel gofalwr / rhiant drwy gael defnyddio Blwch Gwych neu adnoddau eraill Dechrau Da neu lyfrau'n gyffredinol?

Ydw / Nac ydw / Ddim yn gwybod

Os Ydych, esboniwch y buddion hyn.

11. Ydych chi wedi sylwi ar unrhyw fuddion i chi fel gofalwr / rhiant drwy gael defnyddio Blwch Gwych neu adnoddau eraill Dechrau Da neu lyfrau'n gyffredinol?

Ydw / Nac ydw / Ddim yn gwybod

12. Yneich barn chi, ydydefnyddio'rBlwchGwychwedi'chhelpu chi iymgymryd â gweithgareddau darllen a llythrenneddgyda'ch plant?

Os felly, sut?

13. Yn eich barn chi, ydy defnyddio'r Blwch Gwych wedi helpu i ddatblygu ac annog mwynhad a chariad at ddarllen i chi a'ch plant?

Os felly, sut?

Diolch am eich sylwadau. Rydym yn ddiolchgar iawn eich bod wedi cymryd rhan.

Osoesangenmwy o wybodaethpliscysylltwchgyda Glenda Tinney.

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Parent Questionnaire

1. Are you aware of the Superbox resources?

Please circle

Yes No

If Yes circled go to Question 2

2. Have you and your children used the Superbox resources?

Please circle

Yes No Don't Know .

If Yes circled go to Question 3.

3. How do you use the resources? Please explain below:

4. What do you think are the advantages of sharing books /stories with your children?

Please explain below:

5. Are there any issues that might prevent you sharing books / stories with your children? Please explain below:

6. The Superbox contains some bilingual books? Have you used these books? Please circle

Yes No .

If Yes circled go to Question 7.

7. Have these books or bilingual books generally supported you use of both Welsh and English with your child / children? Please circle

Yes No Don't Know

If Yes circled go to Question 8. (over page)

8. Explain how bilingual books have supported you?

9. Have you noticed any benefits for your children of having access to Superbox or books in general?

Please circle

Yes No Don't Know

If Yes circled please explain these benefits.

10. Have you noticed any benefits for you as the carer / parent of having access to Superbox or books in general.

Yes No Don't Know

If yes, please explain these benefits.

11. In your opinion do you think using the Superbox has helped you to engage in reading and literacy activities with your children?

If Yes circled please explain how.

12. In your opinion has using Superbox helped to develop and encourage the enjoyment and love of reading for you and your family?

Thank you for your comments. Please return the questionnaire in the provided envelope. We are very grateful that you have taken part. If you need further information please contact Glenda Tinney g.tinney@uwtsd.ac.uk

