

This is a short update report to give you a feel for our initial findings. If you would like more details please go to our website where you will find a more in-depth report of the stage one findings

Our sample:

- ✓ **302** Questionnaires returned
- ✓ **40** Early Years Settings
- ✓ **274** Eligible children completed all number activities in the Spring term
- ✓ **241** Children completed language activities in the Summer term

Early Number Skills:

The average child could...

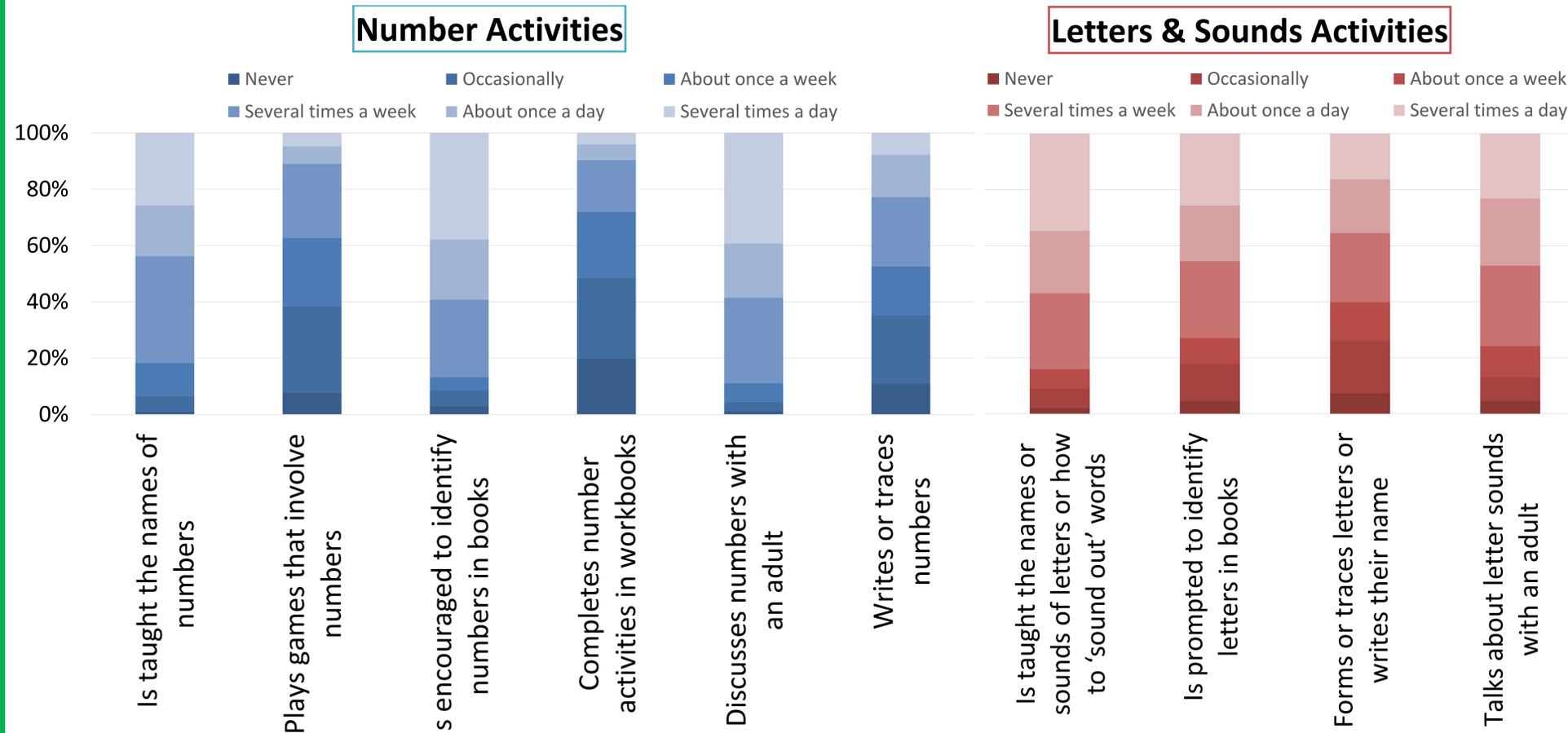
- * Count up to 16 (starting from 1)
- * Correctly give 5 objects when asked
- * Read some single-digit numbers
- * Recognise most single-digit numbers and a few double-digit numbers
- * Use objects to...
 - Add 1 or 2 to a number below 5
 - Take away 1 or 2 from a number below 5

Thank you for supporting our project

Find out more at:

<https://www.ljmu.ac.uk/microsites/liverpool-early-number-skills-project>

Home Learning activities: On average, how often did parents report doing core number and letters activities in our sample?



How did the home learning activities relate to the children's number and language skills?

Children whose parents...

- ✓ reported more frequent engagement with letters and sounds activities and number activities tended to have more advanced number skills
- ✓ engaged in higher levels of shared reading (assessed by their knowledge of preschool books) and who reported more frequent engagement with activities involving letters and sounds tended to have more advanced vocabulary skills
- ✓ reported more frequent engagement with activities involving letters and sounds tended to have more advanced phonological skills

What's next?

The most crucial aspect of this study is following the children as they move into full time primary education.

It is important to find out how their preschool skills impact on their learning in Reception and beyond.

Please can you let us know by email what school your child is attending for Reception?

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