

How the home learning environment supports children's development – Peep Learning Together

All babies and children develop and learn during everyday life with their family – whether or not they go to a childcare setting. This is known as the 'home learning environment'. Research indicates that a positive home learning environment in the early years is one of the biggest influences on children's outcomes throughout childhood, through primary and secondary school.

When parents and carers are aware of their own positive impact on their child's development - and the simple day-to-day things that they can do to help - it makes it easier to do these things more often.

How Peep supports the home learning environment

The evidence-based Peep Learning Together Programme was developed by the charity People. It provides child development ideas and simple activities, and information about how they help.

Peep-trained practitioners can share them with families - in groups, drop-in/ stay and plays, or 1-to-1 work. Peep sessions involve singing, stories, play activities and discussion linked to the Programme's five strands of learning:

Personal, social and emotional development

Communication and language

Early literacy

Early maths

Health and physical development



Some of the key home learning environment messages that we share with parents and carers during Peep sessions (while doing and discussing activities and ideas that help them fit into everyday life):

Research shows that the everyday things that you do together with your child make a real difference to their learning and development.

You can help your child by:

- listening and talking with them - lots!
- singing songs and rhymes
- sharing books and stories every day
- pointing out letters, words and sounds
- having fun making marks, drawing or writing
- pointing out signs or logos when you're out or at home
- talking about and playing with different numbers, shapes and colours
- going out and about - for example, to the park
- giving your child opportunities to play with other children.



Find out more:

www.peeple.org.uk/HLE (including downloads of this leaflet and the leaflet for parents containing the above messages)

Email: info@peeple.org.uk Tel 01865 397970

The [Peep Learning Together Programme](#) focuses on valuing and building on the ways that parents and carers support their child's learning in everyday life. It is underpinned by the ORIM framework, developed by Professors Peter Hannon and Cathy Nutbrown at the University of Sheffield. They noticed that *all* parents and carers provide their children with Opportunities, Recognition, Interactions and Modelling that support their learning, but that this is enhanced when parents understand more about how these things help.

At Peep, we work directly with families in Oxfordshire, and we [train practitioners](#) around the UK and beyond.

Five independent studies have found that Peep:

- helps parents become more aware of their children's development and how to foster it
- successfully reaches isolated families and engages them in their children's learning
- helps children develop good foundations for literacy and language, and strong self-esteem
- contributes to parents' and children's confidence in themselves as learners, and to parents' employability
- enables practitioners from a wide range of professions to develop new skills and fresh approaches to unlock parents' potential (rather than focus on their problems).



Research references about the home learning environment:

Sammons P, Toth K, Sylva K, Melhuish E, Siraj-Blatchford I and Taggart B (2015) *Pre-school and early home learning effects on A-level outcomes* (Effective Pre-School, Primary & Secondary Education Project - EPPSE) University of Oxford, DfE-RR472A

Melhuish E (2010) *Impact of the Home Learning Environment on child cognitive development: secondary analysis of data from 'Growing up in Scotland'* Scottish Government Social Research

Blanden J (2006) *Bucking the trend: What enables those who are disadvantaged in childhood to succeed in later life?* Working paper 31, London, DWP Publications

Roulstone S, Law J, Rush R, Clegg J and Peters T (2011) *Investigating the role of language in children's early educational outcomes* DfE- RR134

Nutbrown C, Hannon P and Morgan A (2005) *Early literacy work with families: Policy, practice and research* London, Sage Publications Ltd

