

# How the home learning environment supports children's learning

The home learning environment refers to a child's learning and development in everyday life with their family - at home as well as out and about. Research indicates that having a positive home learning environment in the early years is the single most influential factor in children's outcomes throughout childhood, all the way to the age of 18.

When parents are aware of their own positive impact on their child's development, and the day-to-day things that they can do to enhance it, then they tend to do these things more frequently, more consciously and more meaningfully.

## How Peep supports the home learning environment

[Peep Learning Together Programme](#) is an evidence-based intervention, developed by the charity Peep. It provides comprehensive child development activities and information that trained practitioners can share with families - in groups, drop-ins or 1:1 work. Peep sessions involve songs, stories, activities and discussion linked to the Programme's five strands of learning:

personal, social and emotional development

communication and language

early literacy development

early numeracy development

health and physical development



The Learning Together Programme is underpinned by the ORIM framework (Opportunities, Recognition, Interaction and Modelling) developed by Professors Peter Hannon and Cathy Nutbrown. The focus is on valuing and building on the ways that parents support their child's learning in everyday life.

We work directly with families in Oxfordshire, and we train practitioners around the UK and beyond. Five independent studies have found that Peep:

- successfully reaches isolated families and engages them in their children's learning
- helps parents become more aware of their children's development and how to foster it
- helps children develop good foundations for literacy 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 develop new skills and fresh approaches to unlock parents' potential rather than focus on their problems.



## Key home learning environment messages that we share with families

What you do with your baby or child at home really makes a difference to how they get on at school.

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.



These are all things you can do as part of everyday life.

### Find out more:

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

Email: [info@peeple.org.uk](mailto:info@peeple.org.uk)

Tel 01865 397970

[www.peeple.org.uk](http://www.peeple.org.uk)



**people** supporting parents and children to learn together

© Peeple 3 of 4

## 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

