

## **References**

Our work supporting carers/foster families is informed by a range of wider research and evaluation. Specific references and links to the research reports can be found below.

**‘Reading for pleasure is more strongly linked to children’s progress and achievement in school than their background and parental factors.’**

Hutton, J. S., Horowitz-Kraus, T., Mendelsohn, A. L., DeWitt, T., & Holland, S. K. (2015). Home Reading Environment and Brain Activation in Preschool Children Listening to Stories. *Pediatrics*, 136(3), 466–478. <https://doi.org/10.1542/peds.2015-0359>

**‘Shared reading can provide opportunities for interaction between a child and their carer, which is important for developing their communication.’**

Gros-Louis, J., West, M. J., & King, A. P. (2016). The Influence of Interactive Context on Prelinguistic Vocalizations and Maternal Responses. *Language Learning and Development*, 12(3), 280–294. <https://doi.org/10.1080/15475441.2015.1053563>

Dickinson, D. K., Griffith, J. A., Golinkoff, R. M., & Hirsh-Pasek, K. (2012). How Reading Books Fosters Language Development around the World. *Child Development Research*, 2012, 1–15. <https://doi.org/10.1155/2012/602807>

**‘Young people who read for pleasure are more likely to report high levels of self-esteem and happiness.’**

Lakey, J., McManus, S., Oskala, N., & Smith, N. (2017). Culture, Sport and Wellbeing: Findings from the Understanding Society youth survey. <http://www.artscouncil.org.uk/sites/default/files/download-file/Culture%20sport%20and%20wellbeing%20-%20youth.pdf>

**“Carers involved in a research project said that reading together had made a positive difference in their relationship with their child.”**

**“over 90% of carers who read with their child said it had made a positive difference to the relationship between them.”**

Rix, K., Lea, J. and Edwards, A. (2017). Reading in foster families. <https://www.booktrust.org.uk/globalassets/resources/research/reading-in-foster-families-full-report.pdf>

**“Help to improve your child’s reading skill and attainment, as well as strengthening their relationship with you.”**

Schiefele, U., Schaffner, E., Möller, J., & Wigfield, A. (2012). Dimensions of Reading Motivation and Their Relation to Reading Behavior and Competence. *Reading Research Quarterly*, 47(4), 427–463. <https://doi.org/10.1002/RRQ.030>;

Rix, K., Lea, J. and Edwards, A. (2017). Reading in foster families. <https://www.booktrust.org.uk/globalassets/resources/research/reading-in-foster-families-full-report.pdf>

**‘It has given us both quality time together. The books have made us laugh and giggle a lot!’**

Comber, C., & Griffiths, R. (2011). The Letterbox Club in Wales: Evaluation Report 2009-2011. [https://www.booktrust.org.uk/globalassets/resources/research/the-letterbox-club-in-wales\\_2009-2011-3.pdf](https://www.booktrust.org.uk/globalassets/resources/research/the-letterbox-club-in-wales_2009-2011-3.pdf)

All other child and carer quotes can be found in the *Reading in Foster Families* summary report available at: <https://www.booktrust.org.uk/globalassets/resources/research/reading-in-foster-families-summary-report.pdf>