

Reading with children is vital for a good start in life

Yvonne Kelly

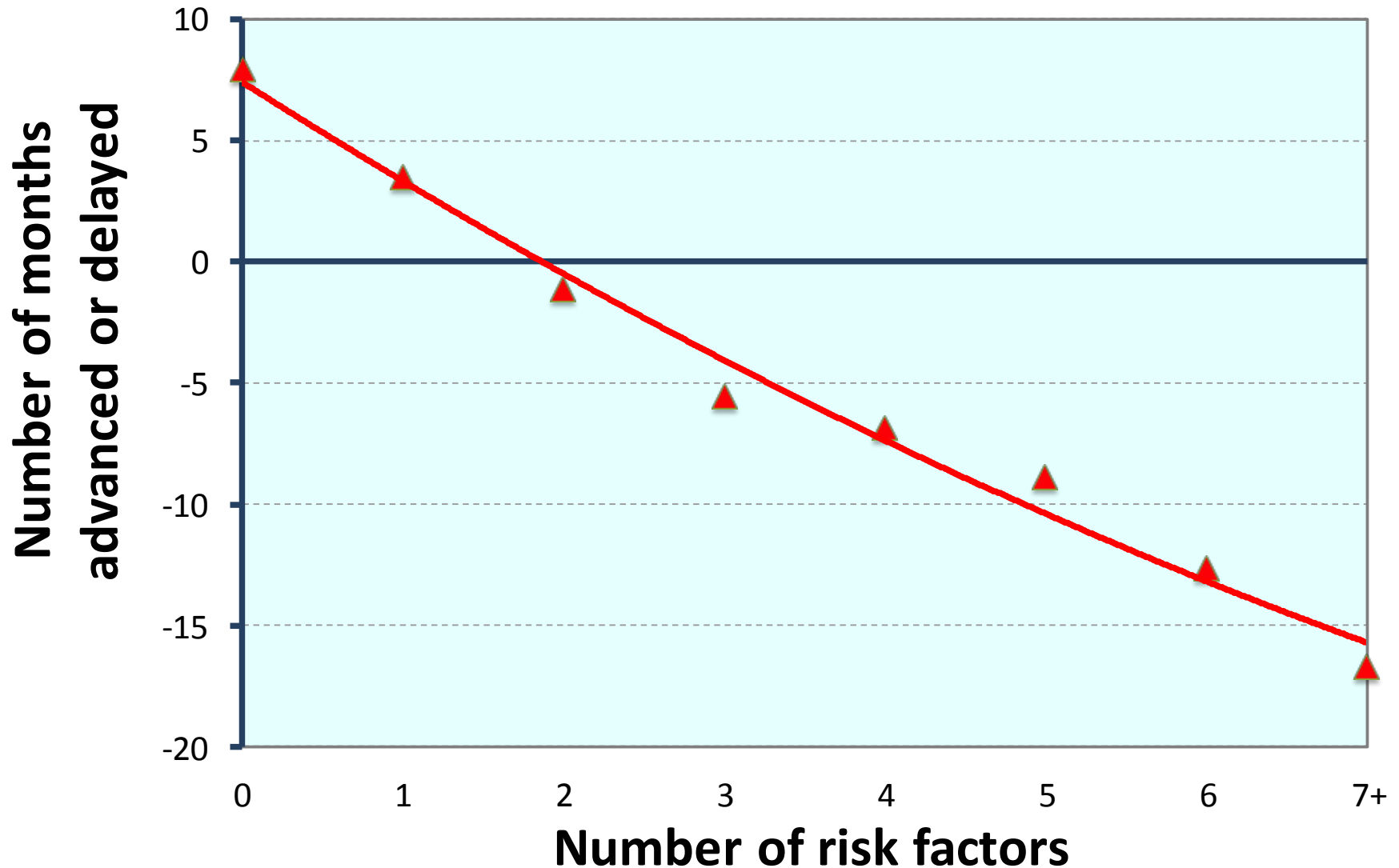
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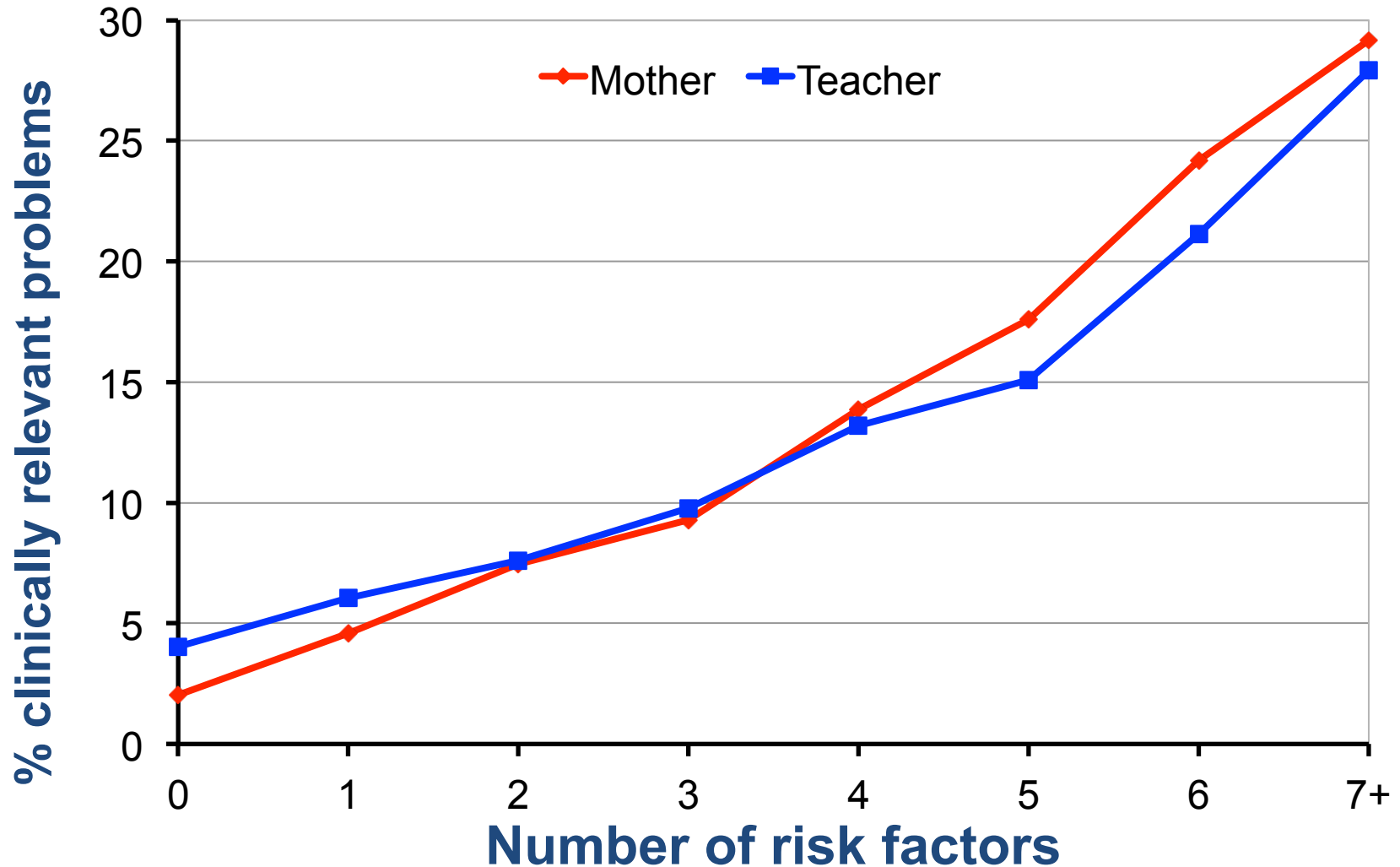
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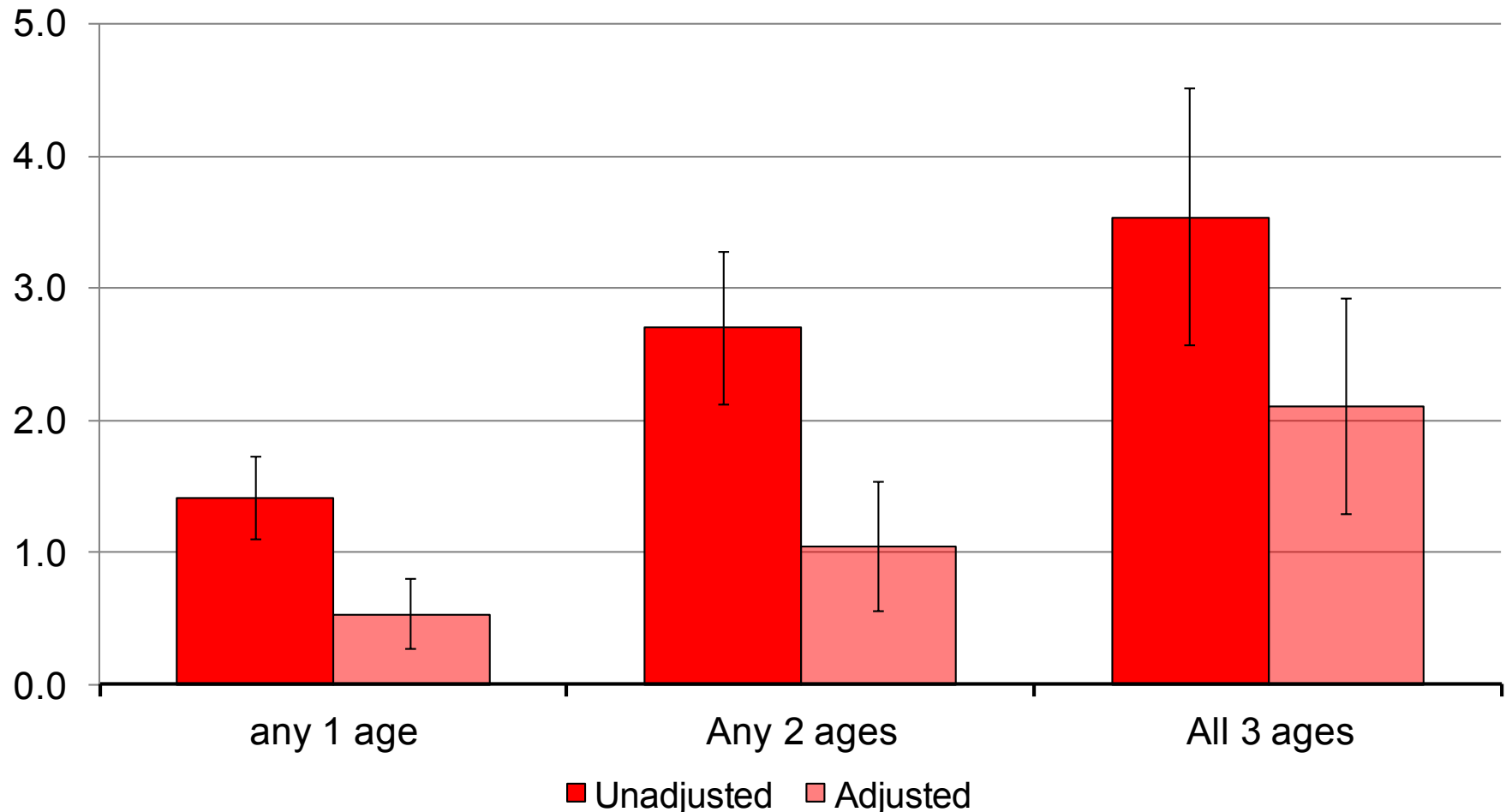
Verbal months ahead or behind at age 7 by number of risk factors



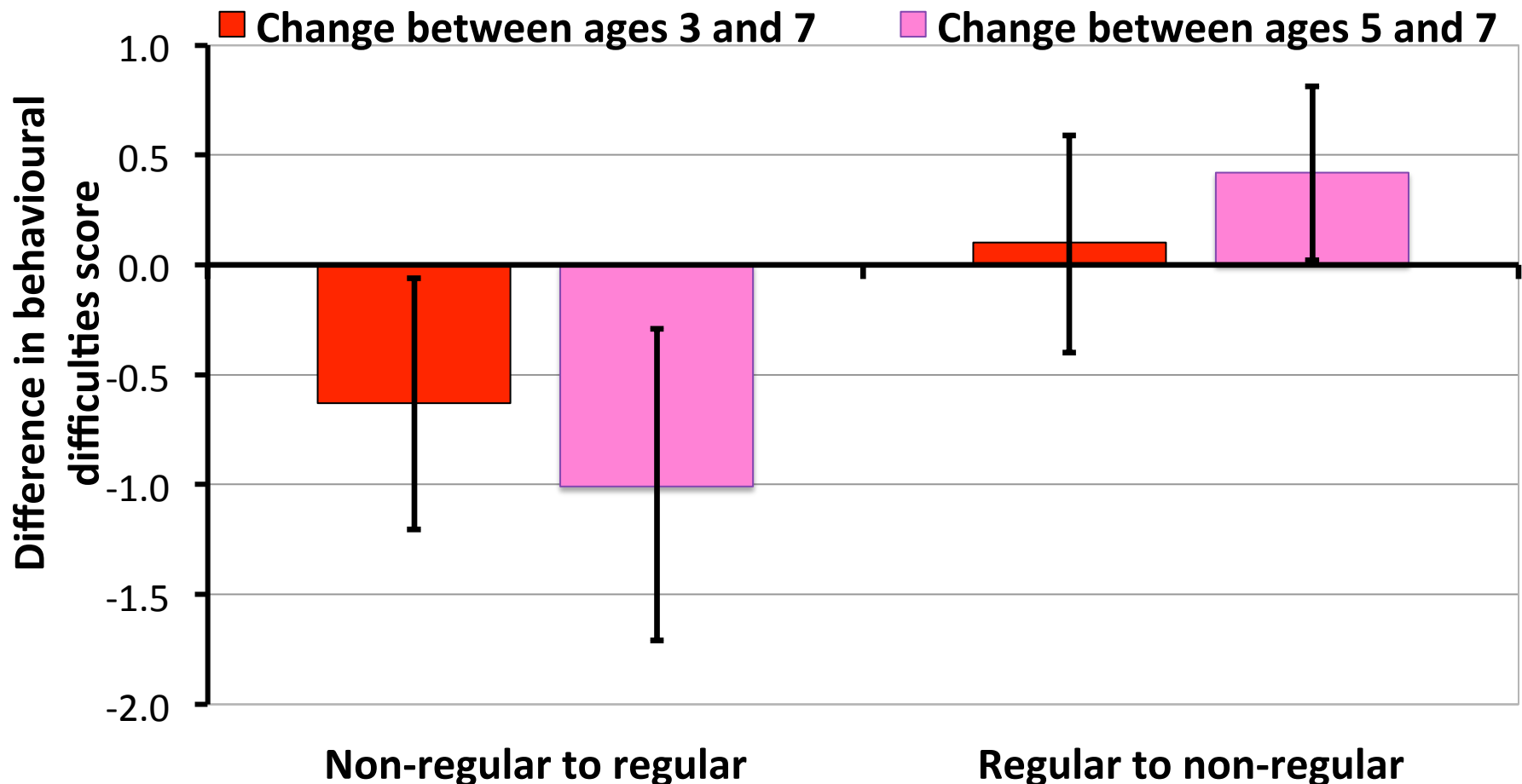
Clinically relevant behavioural problems at age 7, by number of risk factors



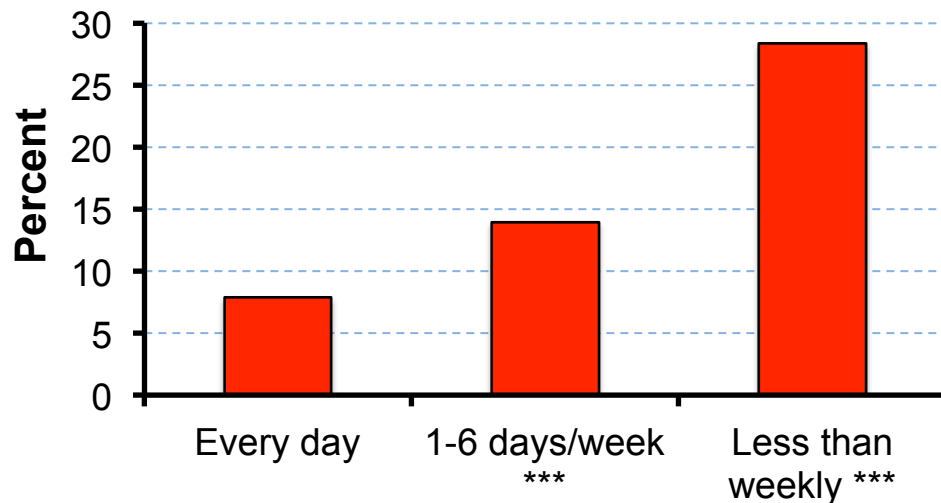
Regression coefficients for behavioural difficulties scores (mother report) by non-regular bedtimes throughout early childhood, cumulative effects



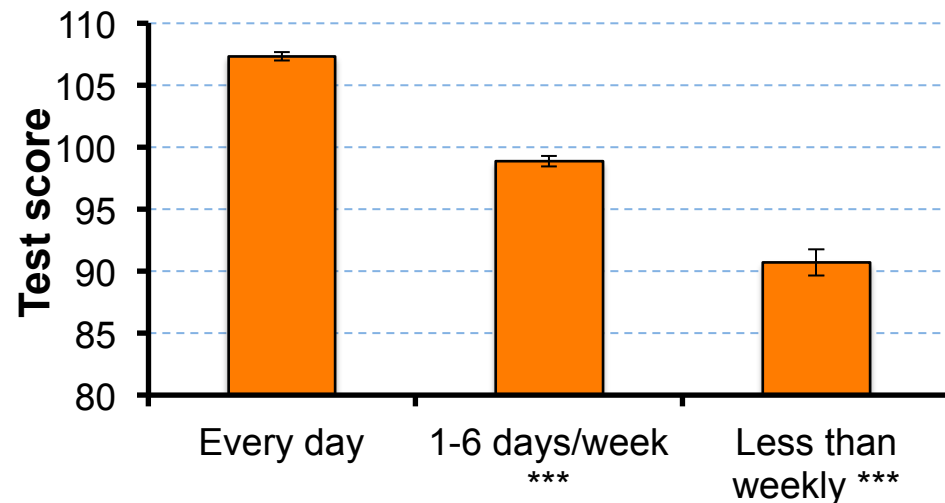
The effects of changes in the regularity of bedtimes on behavioural difficulties scores



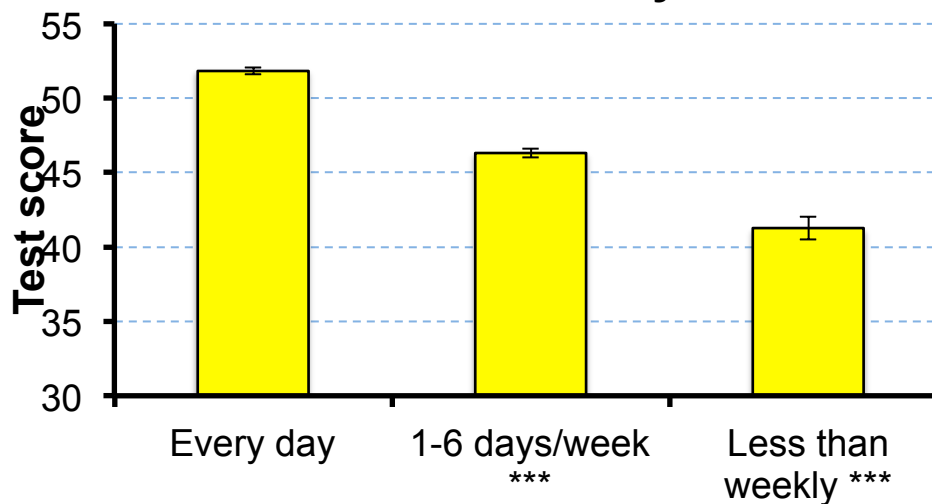
Socioemotional difficulties



School readiness

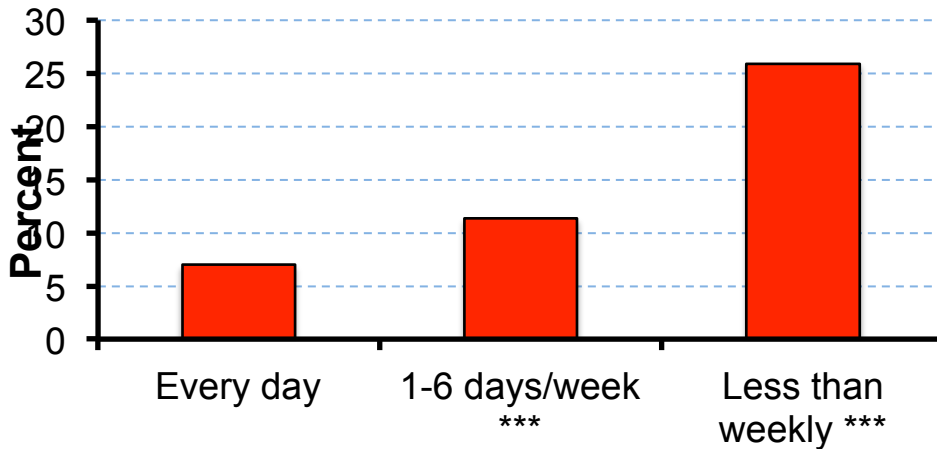


Verbal ability

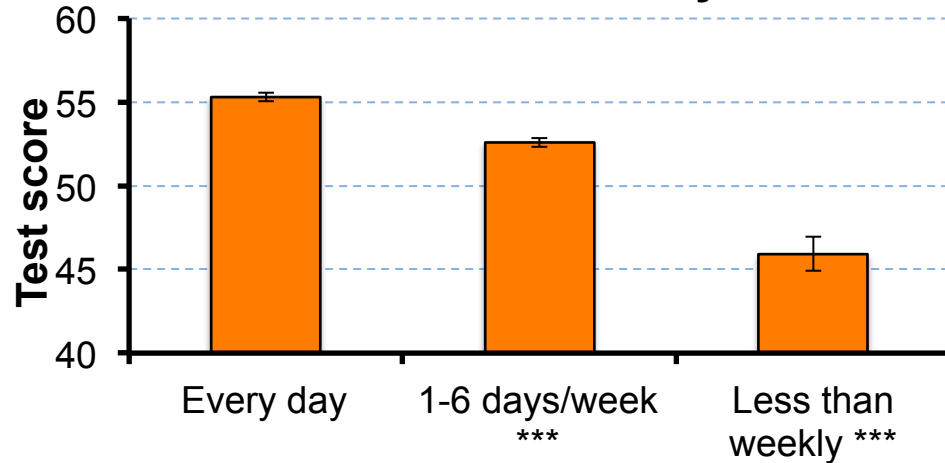


*** differences compared to those read stories to every day $p < 0.001$

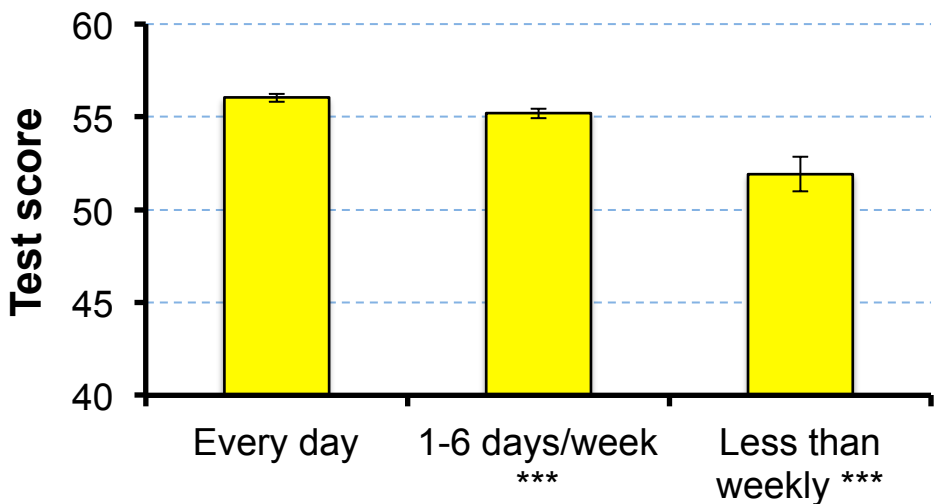
Socioemotional difficulties



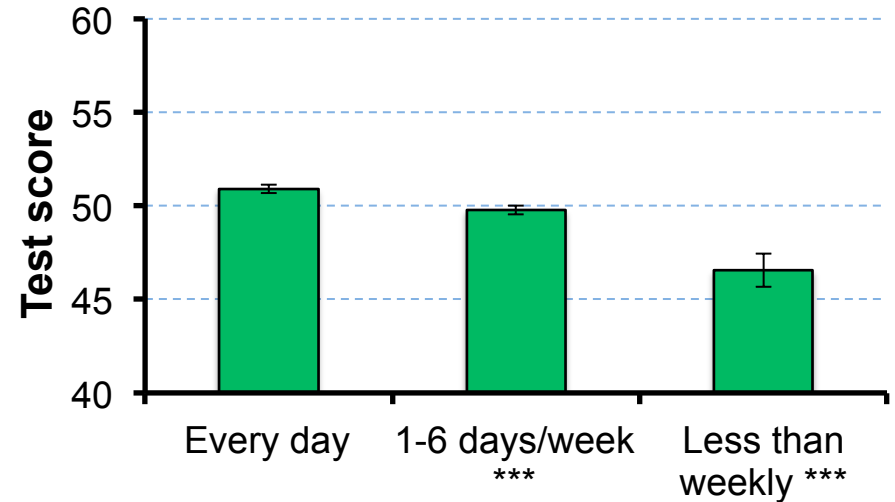
Verbal ability



Non-verbal ability

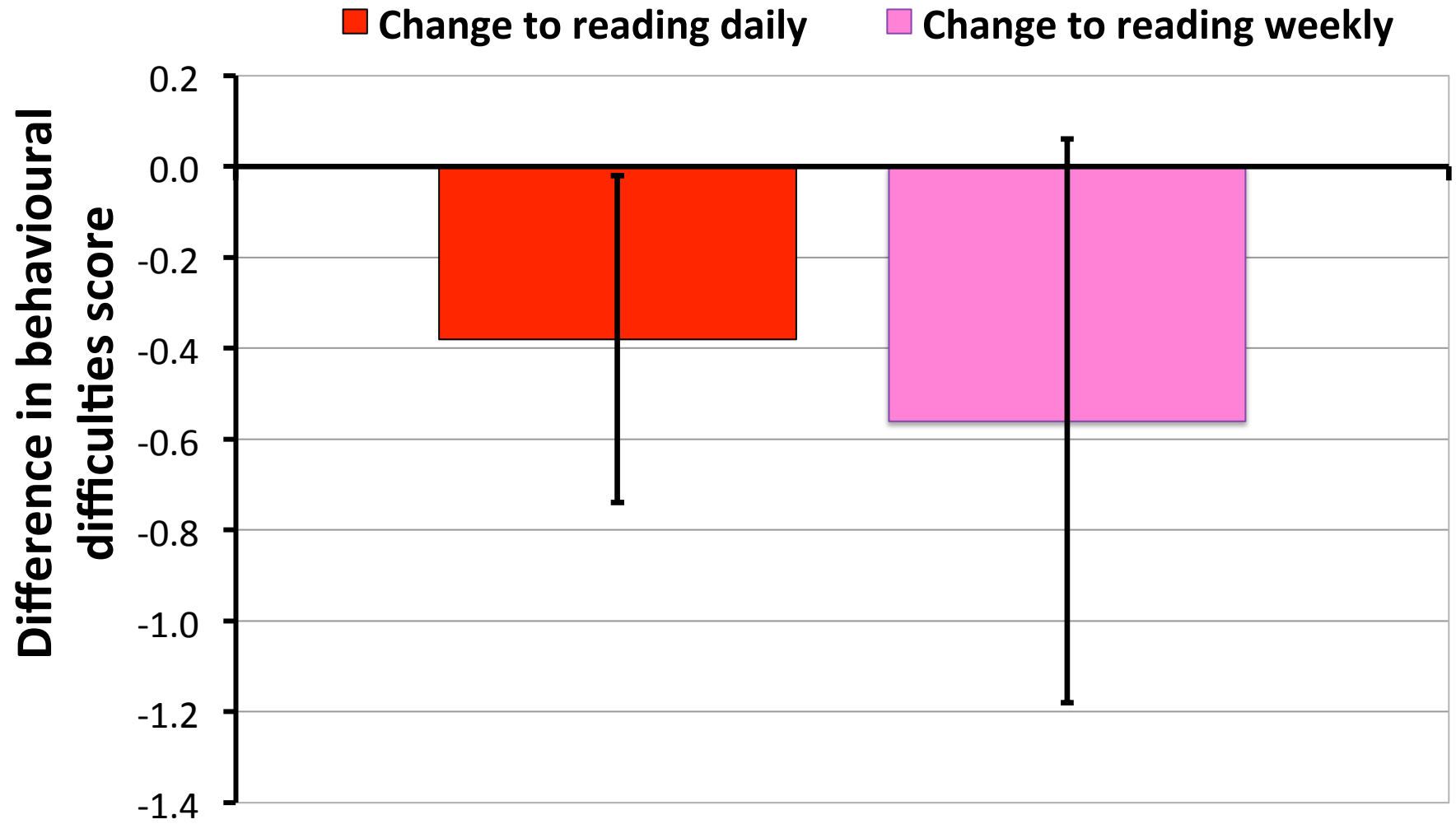


Spatial ability

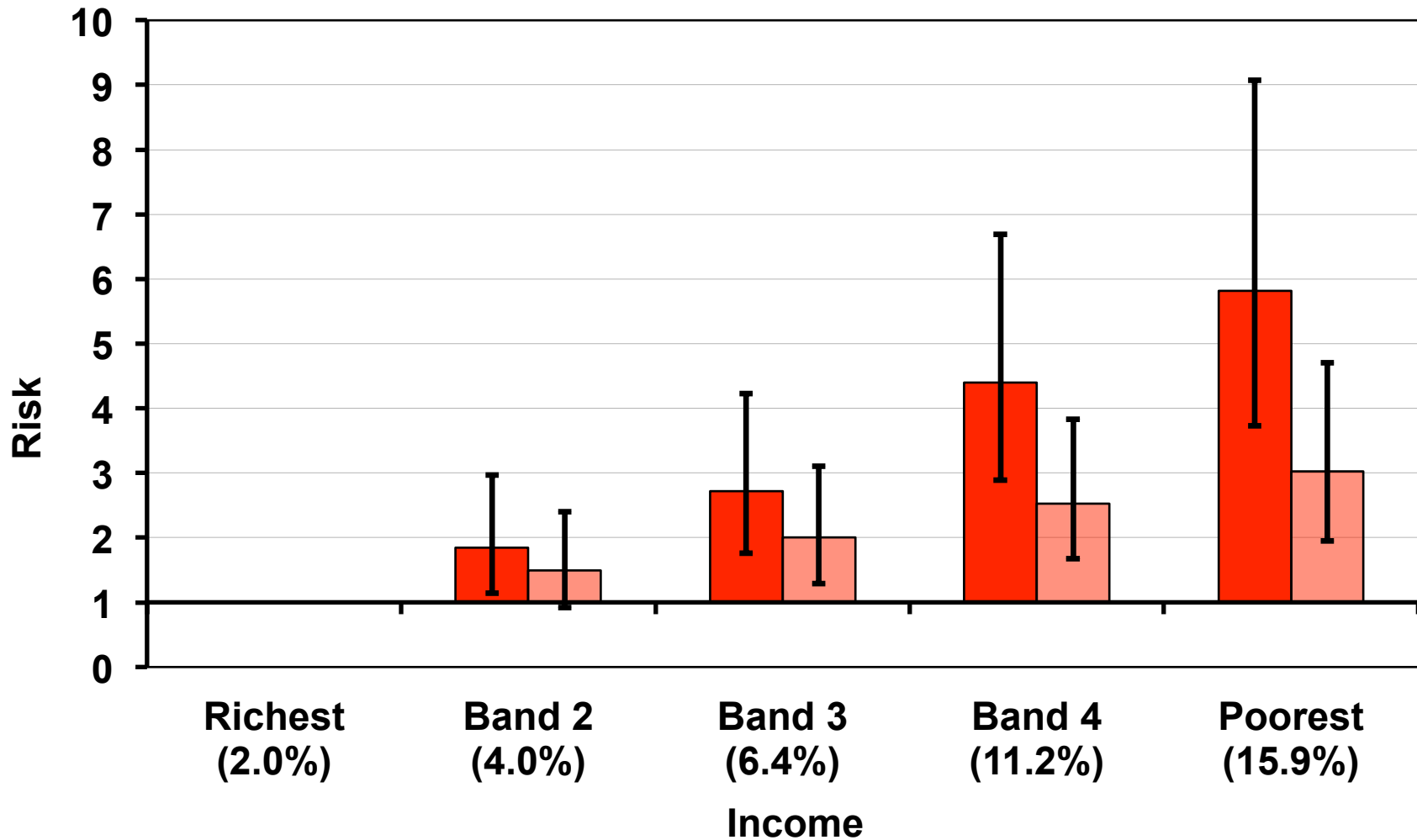


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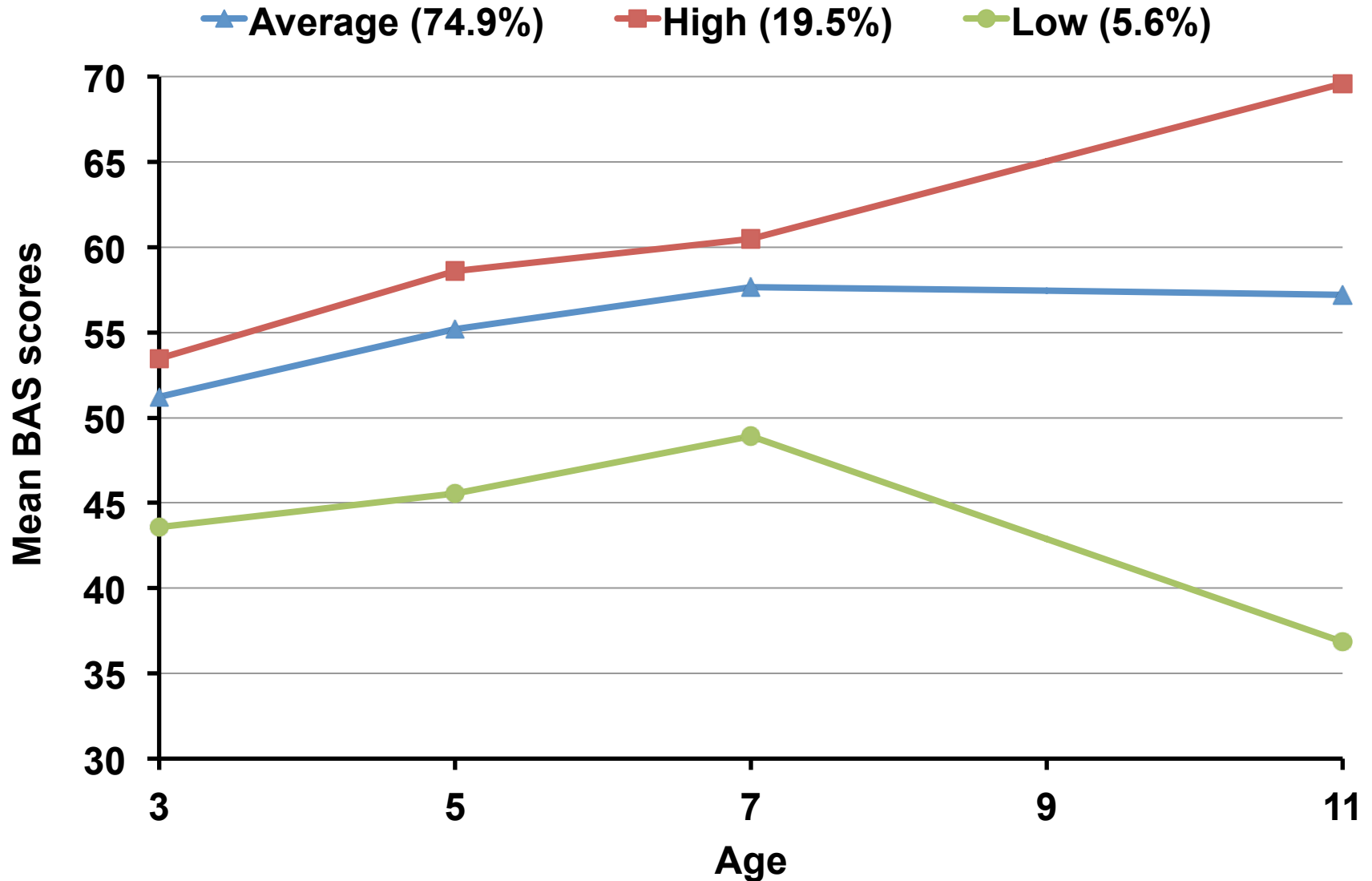
Change in frequency of being read to, ages 3 to age 5



Income gap in the risk of socioemotional difficulties at 5 years of age



Longitudinal Verbal Profiles



Summary

Importance of early child health and development:

- Contemporaneously
- Future health and life chances – ‘casts a long shadow’

Stark socioeconomic inequalities are evident:

- ‘Proximal’ and ‘distal’ influences – structural factors shape behaviours

Early interventions maximise pay off



Bridging social and biological sciences

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