



The ORIM Framework

Opportunities, Recognition, Interaction, Models

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Families are powerful influences on children's early literacy

The ORIM Framework is based on the premise that there are four main ways in which parents can help their children's literacy development (Hannon, 1995, Nutbrown, Hannon and Morgan 2005).

Opportunities for literacy

In the early years parents can provide vital learning **opportunities** for children's literacy development such as giving children books, writing materials, and CDs or DVDs of nursery rhymes

Recognition of children's literacy development

Parents can provide unique encouragement by their **recognition** and valuing of children's early achievements in, for example, early reading, writing, spotting letters and logos. When parents know about early literacy milestones they can make a point of telling their children, and others what new skills they have achieved.

Interaction around literacy

Children need their parents to **interact** with them – sharing and supporting them - in real-life literacy tasks where children can make a meaningful contribution, such as writing a birthday card.

Models of literacy users

Parents can act as powerful models of users of literacy if children see them using literacy themselves in everyday life, such as reading a paper, writing notes or following written instructions.

ORIM

Opportunities, Recognition, Interaction and Model or **ORIM** can be used to think about ways parents can help their children. Work using ORIM includes:

- The Sheffield REAL Project.¹
- Making it REAL.²
- A Framework for Early Literacy Development with Parents.³

Strands of early literacy development

Key strands of early literacy development include Environmental print, Books, Early writing, and Oral language (storytelling, phonological awareness, talk about literacy).

The value of the ORIM framework is that it can be used to describe how particular families support children's literacy (or other aspects of their development) and to plan work with parents. One can ask of each cell in the matrix 'How can we support the parent's role here?' Or 'What can we do to help parents improve children's experiences here?'

		STRANDS OF EARLY LITERACY EXPERIENCE			
		Environmental Print	Books	Early Writing	Oral Language
FAMILIES CAN PROVIDE	Opportunities				
	Recognition				
	Interaction				
	Model				

The 'ORIM' framework

Publications

- Hirst, K., Hannon, P., and Nutbrown, C. (2010) 'Effects of a preschool bilingual family literacy programme' *Journal of Early Childhood Literacy* 10 (2) 1-26
- Morgan, A., Nutbrown, C. and Hannon, P. (2009) 'Fathers' involvement in young children's literacy development: implications for family literacy programmes' *British Educational Research Journal* 35 (2) 167-185
- Hannon, P., Morgan, A and Nutbrown, C. (2006) Parents' experiences of a family literacy programme *Journal of Early Childhood Research*, 3 (3), 19-44
- Nutbrown, C. and Hannon, P. (2003) Children's perspectives on family literacy methodological issues, findings and implications for practice *Journal of Early Childhood Literacy* 3 (2)115-145
- Hannon, P. (1995) *Literacy, home and school*. London: Falmer Press.
- Nutbrown, C. Hannon, P. & Morgan, A. (2005) *Early Literacy Work with Families: policy, practice and research* London: Sage.

¹ <http://www.real-online.group.shef.ac.uk/>

² http://www.peal.org.uk/latest_news/latest_news_stories/success_for_real.aspx

³ ESRC project RES-189-25-0219 Information at <http://www.real-online.group.shef.ac.uk/>