Does Reading Aloud to Kids Make a Difference? Research Evidence from an Empirical Study.

“Story reading to children is almost universally praised as an activity but rarely researched beyond grade 6.”

Estimates of vocabulary size based on other studies (Nagy & Anderson, 1984; Landauer, 1986) led Chaffin, Morris and Seely (2001) to estimate a word learning rate of between 6 and 25 words a day between the ages of 2 and 20; the majority of these words are acquired through incidental exposure.

This study viewed the relationship between reading aloud and literacy education as analogous to aspirin and bed rest prescribed by the family doctor; both have been shown to improve a variety of weaknesses.

The practice of reading aloud is in danger of becoming an enrichment as opposed to an essential.