

CERTIFIED
PEDAGOGICAL QUALITY



now>press>play

Raising attainment, inclusion
and engagement through
immersive storytelling

Barriers to learning

Primary leaders face well-documented barriers to learning:



1

Gaps in vocabulary and subject knowledge

2

Behavioural and emotional challenges

3

High SEND and EAL need

The DfE identify as a priority the need for Evidence-informed tools that drive core outcomes across inclusion, oracy, and academic achievement.



Our Pedagogical Approach

now>press>play uses the timeless tradition of storytelling, delivered via immersive audio and movement, in order to:

- Engage and include all learners through active participation
- Deepen understanding and empathy through stepping into someone else's shoes
- Support oracy and emotional literacy
- Embed Tier 2/3 vocabulary through real contexts, and set up high quality writing opportunities





93%



Independent Pedagogical Validation

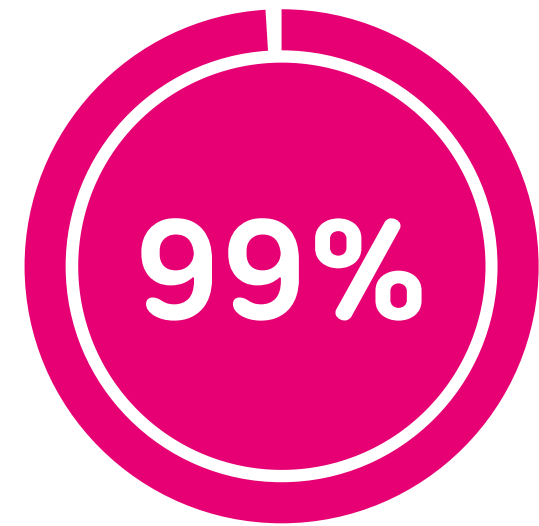
- ✓ EdTech Impact: High pedagogical quality
- ✓ Education Alliance Finland: 93% overall pedagogical quality score

Recognised for deep learning engagement, usability, and quality of activities

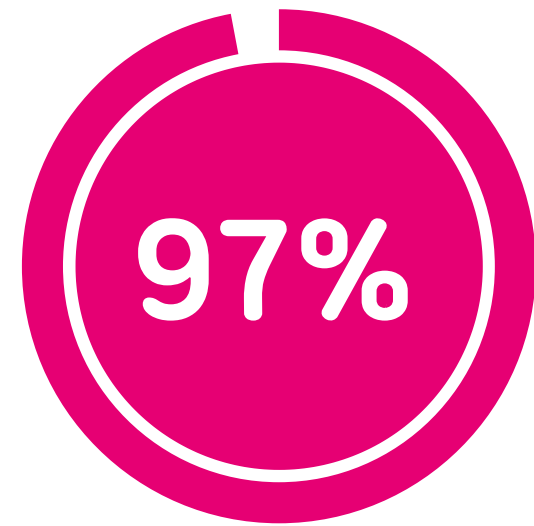
Supports:

- Curriculum goals
- Inclusive delivery
- High-quality, research-informed pedagogy

Engagement & inclusion



of teachers say
now>press>play
includes ***all*** children



of teachers say that
their pupils are
highly engaged



report **high standard
of behaviour** during
sessions

DfE link:

Supports inclusive quality-first teaching and classroom behaviour culture.

“Their faces light up...
Behaviour
management is
minimal because
they’re all engaged
and just happy.”

— Daniel Bowman,
Grangetown Primary
School

What our teachers say

Engagement & inclusion

“Storytelling increases motivation by creating more meaning for learning”

The Research Base

Yang & Wu (2012) find that storytelling increases motivation by creating more meaning for learning (compared to a control class, over the period of a year), while McQuiggan et al. demonstrate improvements across all typical criteria for engagement, including ‘self-efficacy, presence, interest and perception of control’. Nicola Grove (2022), an expert in learning disabilities, describes the many types of children who benefit from storytelling approaches, including children at risk, those with autism as well as with intellectual disabilities.

1 Deepens engagement & inclusion

Emotional engagement:

Powerful storytelling draws children in emotionally, motivating them to participate.

Inclusion:

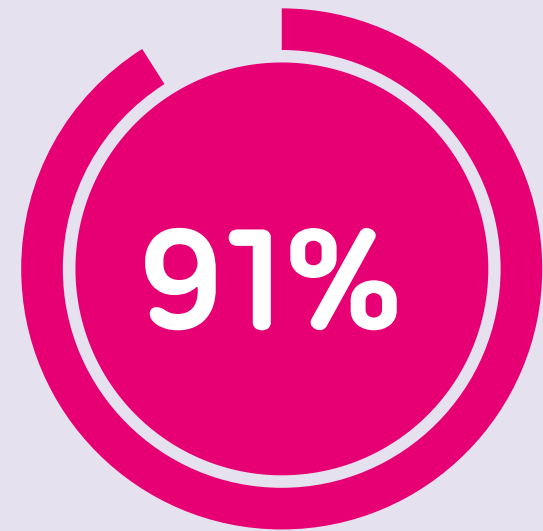
Movement and acting-based participation fosters high inclusion, especially transformative for those who don't thrive behind a desk.

Accessibility:

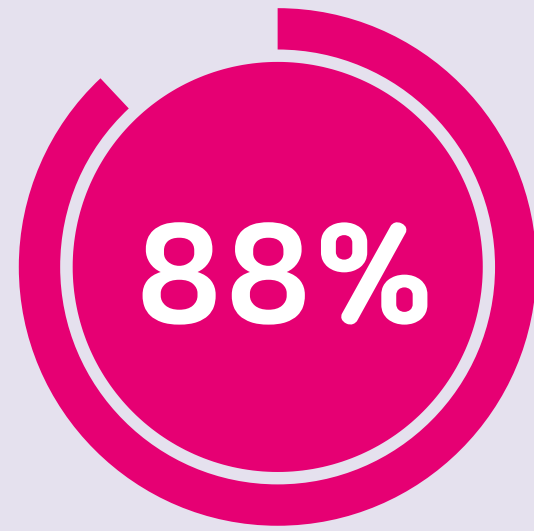
For those who struggle with understanding (whether due to a learning difficulty or another challenge), the story's context, its vivid sound-world and the ability to move with peers provide powerful accessibility.



Oracy & Empathy



say their class
discusses the issues
fluently and
enthusiastically
afterwards



say it **builds**
communication skills.



believe it **fosters**
their pupils'
empathy

DfE link:

Supports the *Oracy All-Party Group's* call for structured oracy opportunities and emotional literacy.

“We try to focus on the characters’ feelings and relate them to the children’s lives... even the most reluctant of children share their own experiences.”

— Nikki Green, Year 1 Teacher,
Greenmount Primary School

What our teachers say

Oracy & empathy

“Narratives with dramatic arcs cause increases in both cortisol and oxytocin, showing ‘a positive correlation with participants’ feeling of empathy’ for other individuals’.”

The Research Base

Barraza & Zak (2009) show that narratives with dramatic arcs cause increases in both cortisol and oxytocin, showing ‘a positive correlation with participants’ feeling of empathy’ for other individuals’. When using storytelling techniques to learn new language, Hien & Phuong (2024) find strong positive gains in children’s expression and speaking skills, including their breadth of vocabulary used.

2 Fosters empathy and oracy

Empathy:

We place children into the lived experiences of other people, whether surviving in the Amazon rainforest or preventing their home from flooding.

PSHE in Context:

Our Experiences enable children to address difficult personal or school-based issues using real-life contexts.

Emotional literacy:

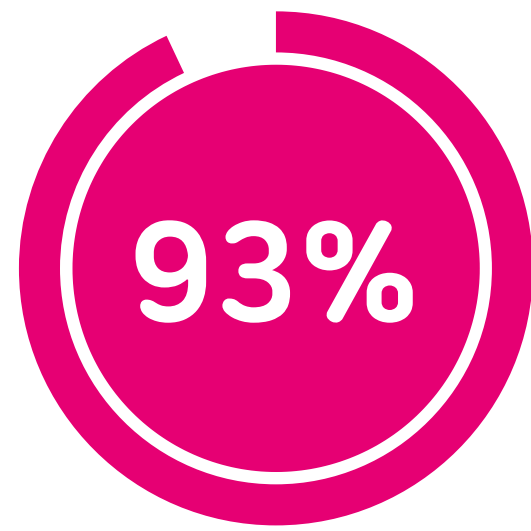
Follow-up Oracy resources get children articulating their thoughts and feelings, engaging in meaningful discussion about what they've just been through.



Academic impact



say it supports
learn topic-based
and Tier 3
vocabulary



say pupils retain
subject knowledge
well



say supports their
pupil's academic
performance

DfE link:

Literacy, vocabulary, and knowledge-rich curriculum support.

“They’ll sometimes
use the language from
now>press>play
either in their writing
or conversation... I can
understand where
that came from.”

—Sam Ashman, Year 3
Teacher, Front Lawn
Primary Academy

What our teachers say

Academic performance

“Significant academic gains in students’ writing when exposed to storytelling pedagogies, as well as better critical thinking.”

The Research Base

Numerous studies show the link between storytelling and retention, including Ginting et al.’s (2024) tests using narrated videos, as well as Aktar & Yurt (2017) who conducted tests for retention, with the experimental classes outperforming the control classes a month after the intervention. Yang & Wu (2012) find significant academic gains in students’ writing when exposed to storytelling pedagogies, as well as better critical thinking.

3 Supports academic performance



Retention:

now>press>play embeds lasting retention by connecting events, people and places through storytelling; this leaves an enduring impact on both the heart and mind.

Vocabulary:

Children understand and remember complex vocabulary by interacting with it in context, increasing their knowledge of key learning words.

Writing:

Children write fluently and richly after experiencing their topic first-hand, while our other literacy resources work on reading, grammar and punctuation.

Summary

now>press>play drives measurable outcomes aligned with your School Improvement Plan:

- Supports the development of vocabulary, writing and retention
- Enables inclusive access for SEND/EAL pupils
- Promotes high engagement and positive behaviour
- Backed by independent pedagogical ratings and teacher evidence

Today we work in **500 schools** with over **130,000 children**.

Join them and book a free taster week today.



"Using your imagination to learn is better than just being told something."

- Isaac, Year 4 pupil, Chisenhale Primary

"They're not faced with a blank piece of paper and a pencil. They are faced with, 'Oh I can use my body to do this, I can use my expression and I can act it out.'"

- Sam Ashman, Year 3 teacher, Front Lawn Primary Academy



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