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## **Analysis of Models and Success Factors for Family Reading Promotion Programs for Preschool Children in the UK: A Postprint Based on the Rhyme Time Project in England's Public Libraries**

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### **Abstract**

[Purpose/Significance] This study introduces and analyzes the widely-implemented Rhyme Time project in England's public libraries, aiming to provide theoretical and practical references for the innovation and development of pre-school children's family reading promotion activities in China's public libraries. [Method/Process] Employing web survey method and case analysis method, combined with first-hand data, this paper conducts an in-depth analysis of the project from three aspects: implementation status, activity model, and success factors. [Results/Conclusion] Based on China's national conditions, the study proposes aspects that can be referenced for China's public libraries in developing pre-school children's family reading promotion: emphasizing activity effectiveness and quality from participants' perspective; fully considering the particularity of the service target audience; adopting standardized activity models; and deeply exploring excellent Chinese children's literary works with musical qualities.

### **Full Text**

**Analysis of the Model and Success Factors of Family Reading Promotion Activities for Preschool Children in the UK — Taking the Rhyme Time Project of Public Libraries in England as a Reference**

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**Abstract:** [Purpose/Significance] This paper introduces and analyzes the Rhyme Time project widely implemented in public libraries across England, aiming to provide theoretical and practical references for the innovation and development of family reading promotion activities for preschool children in Chinese public libraries. [Method/Process] Using network investigation and case analysis methods, combined with first-hand data, this paper conducts an in-depth analysis of the project from three aspects: implementation status, activity model, and success factors. [Result/Conclusion] Based on China's national conditions, this paper proposes several aspects that Chinese public libraries can 借鉴 (draw lessons from) when developing family reading promotion activities for preschool children: emphasizing activity effects and quality from the participants' perspective; fully considering the particularity of service objects; adopting standardized activity models; and deeply excavating excellent Chinese children's literary works with musicality.

**Keywords:** Rhyme Time; Preschool Children; Family Reading Promotion

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When public library services expanded from adults to children, activity-based services emerged in the field of library services for children [1]. No organization or individual can truly promote reading for all people; instead, such initiatives always target specific populations [2]. The author believes that the most important target group for reading promotion in public libraries should be preschool children and their families. The 16th National Survey of National Reading Habits shows that in 2018, 68.7% of households with children aged 0-8 in China had the habit of reading with their children [3]. However, Chinese public libraries offer relatively few services targeting preschool children and their families; a 2015 study found that only 25% of public libraries included children aged 0-6 in their service scope [4]. In contrast, public libraries in England, under government guidance, have developed numerous well-designed, standardized, evidence-based, and content-rich reading promotion activities for preschool children and their family members. For instance, Xu Xiaodong introduced infant reading promotion projects such as Bookstart, Booktouch, and Sister Libraries [5]; Xu Guiju introduced activities like Bedtime Story Week, Book Tokens, and the Summer Reading Challenge [6]. These activities, with their rich themes and diverse forms, provide excellent references for China.

The Rhyme Time project is a widespread and influential family reading promotion program for preschool children in English public libraries. Its rapid development in recent years benefits from its foundation in the Quality Principles for Children and Young People, which has led to the development of a shareable, standardized, and highly operational toolkit containing a complete evaluation system. This paper provides a detailed analysis of the Rhyme Time project's development status, activity model, and success factors in the UK, focusing on the international trends in family reading promotion activities for

preschool children, with the aim of providing theoretical and practical references for the innovation and development of such activities in Chinese libraries.

## 2. Implementation Status

Most libraries in England hold Rhyme Time activities for preschool children and their families, offering this service free of charge to both members and non-members. The activities involve parents, grandparents, or caregivers learning, singing, and sharing rhymes with young children, sometimes listening to simple stories together. The sessions include parent-child interaction and typically incorporate props and/or musical instruments. Adults and infants participating in Rhyme Time may be library members or non-members, though membership is recommended for regular attendees. All babies are born as community library members, and activating a membership card at the library for the first time takes only a few minutes; both children and adults can obtain membership cards free of charge.

Rhyme Time activities are generally held at least once a week at fixed times, with some libraries holding sessions three times or more per week. They are usually conducted within library premises but have also been extended to communities without physical libraries and to communities where English is a second language, becoming a branded activity across England. From January 23-27, 2019, the author randomly selected one county each from the central, eastern, southeastern, southwestern, northeastern, and northwestern regions of England, investigating the winter Rhyme Time activities of public libraries in these six areas through their websites (see Table 1 ). Activity names are retained in English. Regional websites mostly categorize Rhyme Time activities under event listings [1].

As shown in Table 1, activity frequency is typically 1-2 times per week, with a maximum of 6 times. Excluding the two northern regions, the implementation rate is 77%; the northern regions, particularly the northeast, have lower implementation rates and weekly frequencies than other regional libraries. In the northern regions, a certain proportion of venues cannot truly be called libraries—for example, Ellington Village Hall and Ocean Housing Development Foundation in Northumberland are temporary library spaces borrowed from others, which may be one reason for the lower implementation rates.

### 2.2 Proprietary Naming

In addition to Table 1, the author also surveyed activity names in other regional libraries. Overall, activity names almost always include the term “Rhyme Time,” with variations in spelling (Rhyme Time/Rhymetime), with the latter, though non-standard, seemingly becoming a proper noun. Some names reflect activity forms that include music, movement, and stories, such as those containing “Bounce,” “Sing,” or “Story” in Table 1. Others include Somerset Crewkerne Library’s “Baby Boogie Rhyme Time” and Bournemouth Boscombe Library’s

“Baby Wiggle & Rhyme.” Some names reflect rhyme content, such as Lancashire’s “the Octonauts.” Some activities emphasize being family-oriented, while others target intergenerational caregivers, such as Cambridge’s March Library “Family Rhymetime” and Wiltshire’s “Intergenerational Rhyme Time.” Having exclusive, unified names helps establish an influential brand and enhances public recognition of the activities.

### 2.3 Considering Participants’ Particularity

The particularity of participants is manifested in two aspects: first, age refinement of participants; second, activity duration. The activity naming in Table 1 partially reflects participants’ age characteristics, such as “Baby” and “Toddler.” Most libraries further subdivide the 0-5 age range into three segments: baby, toddler, and preschool, with 1-3 year-olds specified to the month (e.g., 12 months, 15 months, 18 months). Some combine children’s motor development stages, using terms like “non-walker,” “crawlers,” and “walkers” for differentiation. Duration is typically 30 minutes, with some sessions lasting 45 or 60 minutes. Age refinement is crucial for preschool children, especially infants and toddlers, whose developmental status can be specified to the month. Subdividing ages facilitates the design of effective activity content and physical movements. Young children have short attention spans, so activity duration should not be too long; 30 minutes is appropriate, while sessions for children approaching preschool age can be appropriately extended to 45 or 60 minutes.

### 2.4 Volunteer Support

Against the backdrop of the global economic crisis, UK public libraries have widely recruited volunteers to expand library operations and management [7]. Among the six regions surveyed in Table 1, all except Northumberland recruited volunteers as activity leaders. For example, 5 of the 22 public libraries in Wiltshire that conduct activities use volunteers to lead them, while others only require volunteer assistance. All volunteers must undergo training before taking up their posts. The volunteer mechanism effectively supplements the current shortage of librarians and ensures the effective implementation of Rhyme Time activities.

## 3. Standardized Activity Model

A model is the standard form of something or a pattern that people can follow [8]. The Quality Principles for Children and Young People are the basis for Rhyme Time activity design and the prerequisite for the project. The standardized toolkit is the guarantee for the promotion and implementation of Rhyme Time activities and constitutes the core of the project.

### 3.1 Quality Principles for Children and Young People

The Rhyme Time project is funded by Arts Council England (ACE), a national arts and cultural development agency whose funding primarily comes from government subsidies and public lottery funds. ACE published the Quality Principles for Children and Young People (QPs) on its official website on December 17, 2015 [9]. QPs is an indicator system that began research and development in 2012, took initial shape in 2014, and was extensively tested and validated that same year by the National Foundation for Educational Research and Shared Intelligence, involving 51 lead organizations, 800 partner organizations, and 9,500 children or young people. Based on the test results, ACE decided to conduct more collaborations and integrate QPs into services for children and young people. QPs consist of seven principles: striving for excellence and innovation (Quality 1); acting with integrity (Quality 2); being exciting, inspiring, and engaging (Quality 3); ensuring positive and inclusive experiences (Quality 4); actively involving children and young people (Quality 5); promoting personal development (Quality 6); and developing a sense of belonging and ownership (Quality 7). QPs are widely used to evaluate arts and cultural activities for children and young people.

### 3.2 Toolkit

The Association of Senior Children's and Education Librarians (ASCEL), a national alliance of senior management personnel from children's public and school libraries in the UK, aims to provide better library services for children, young people, and schools. ASCEL, in collaboration with 11 libraries nationwide, developed and tested the Rhyme Time Seven Quality Principles Toolkit, which was released on its official website in November 2017 [10] for library staff to assess and demonstrate the impact of Rhyme Time on families. The toolkit is built on QPs and includes 1 main document, 3 assessment scales, 1 instruction manual, and 1 evaluation report—6 files in total.

**3.2.1 Indicator System** The main document creates 6 primary indicators: (1) supporting children's early learning and cultural development; (2) strengthening the relationship between parents and children; (3) inclusion; (4) reducing social isolation; (5) Rhyme Time being convenient and accessible for parents and children; and (6) integrating Rhyme Time into library development strategies to form strong partnerships between libraries and families. These primary indicators represent the outcomes the Rhyme Time project aims to achieve.

Indicator 1 emphasizes: first, promoting children's language and communication development by helping them learn words, new language rhythms, and how to share with adults and other children; second, promoting children's enthusiasm for learning and participating in cultural activities and forming positive cultural experiences through exposure to performance/drama/dance/music/poetry; third, supporting children's physical development by encouraging movement and dance to promote motor skills; fourth, children learning how to participate

actively and appropriately, understanding when to applaud and when to join in; fifth, children practicing social skills such as sitting and listening, sharing, taking turns, and communicating with other children and adults; sixth, helping develop self-esteem and confidence in both children and parents; and seventh, connecting Rhyme Time, books, and early reading to cultivate a lifelong love of books.

Indicator 2 emphasizes that Rhyme Time provides a brief moment in the day when parents and children can focus almost entirely on each other. This helps children develop secure attachment, which promotes infant physical and mental development and helps build good emotional resilience. Indicator 3 emphasizes that all families, including those from different cultures, families with disabled children, and families with adopted or fostered children, are equally welcome. Indicator 4 emphasizes reducing social isolation, making families feel included and welcomed, and providing opportunities for parents to meet other parents, enhancing the well-being of both parents and children. Indicator 5 emphasizes that families can participate in Rhyme Time regardless of their background. Indicator 6 emphasizes that Rhyme Time builds a bridge for families to other library services, bringing libraries and families closer together and facilitating long-term partnerships.

Each primary indicator has 3-12 secondary indicators, totaling 34. Indicator 1 has the most secondary indicators. Table 2 presents the content of the first secondary indicator (1.1) under Indicator 1 as an example, including the corresponding quality statement, which QPs it corresponds to (at least 1, at most 5), and how to assess it. The quality statements are constructed based on QPs, with three assessment methods corresponding to the toolkit's three scales. Each secondary indicator can be assessed using the scales listed in the final column. The main document provides detailed specifications for each secondary indicator under every primary indicator, as shown in Table 2, serving as a good example for implementing QPs at the micro level.

**3.2.2 Assessment Tools** The three scales are: Scale 1—Observation Record Form; Scale 2—Family Survey Form; and Scale 3—Activity Leader Self-Assessment Form. These three scales correspond to measurable secondary indicators in the main document, with 25, 20, and 9 indicators respectively. Some secondary indicators can only be measured using one method, such as indicator 1.1 in Table 2.

Each scale is designed around the 6 primary indicators. The three scales contain 40, 34, and 19 question items respectively, with each item corresponding to at least 1 and at most 5 QPs. During actual assessment, the scales are flexible and divisible—a single activity cannot cover all primary indicators. Activity designers can select evaluation content based on their needs. For convenience, downloadable scales are provided as Word documents on the website, allowing irrelevant question items to be modified or deleted. Users can choose to use 1-3 scales per assessment, focusing on 1-2 primary indicators or 1-2 quality

principles.

Scale 1, the Observation Record Form, can be used for every session. It corresponds very closely to the main document and can be observed and recorded by library staff or peers for comprehensive evaluation. Table 3 presents the format and content of the first question item for Indicator 1 in the Observation Record Form (one item per row).

The Family Survey Form is completed by children’s caregivers and begins with basic information, including the respondent’s identity (parent, caregiver, grandparent, other). The survey is a colorful graphic questionnaire. Table 4 (converted to black and white) shows the first question item, where the smiley face corresponding to number 3 indicates agreement, the expression corresponding to number 2 indicates neutrality, the sad face corresponding to number 1 indicates disagreement, and the question mark indicates “not applicable to me.” The form ends with an open-ended question: “Please tell us more about your experience with Rhyme Time.”

The Self-Assessment Form is completed by activity leaders. The first question item for primary indicator 1 is shown in Table 5 .

**3.2.3 Effective Standardization of Organizational Elements** The toolkit’s indicators standardize the qualities activity leaders should possess and how to organize activities. Activity leaders are central to successful implementation and providing quality Rhyme Time activities to families. Developing a complete Rhyme Time activity requires leaders to understand its impact on child development and to 挖掘 (excavate) suitable books, nursery rhymes, etc. for children of different ages. Leaders must carefully prepare by selecting venues, rhymes, and props to provide good user experiences. When families arrive, they should be welcomed, reminded about parking locations, library collections should be promoted, and the venue should be cleaned after activities. Leaders need to be familiar with rhymes and stories, be approachable and enthusiastic, possess good interpersonal skills, and be able to talk and listen to young children in a friendly and patient manner, encouraging parents/caregivers to sing rhymes in daily environments and facilitating greetings and conversations among families. Through training and observation, volunteers recruited by libraries can effectively organize and conduct activities according to developed activity design plans. Many English public libraries continue to recruit volunteers for the Rhyme Time project.

The toolkit provides specifications for details of activity implementation and venue environment creation. Activity leaders can prepare appropriate props—such as fabrics, musical instruments, and toys—based on participants’ special needs. The toolkit’s main document details the facilities needed for activities, including comfortable cushions, toilets, diaper-changing facilities, and spaces for parents to feed children. For example, any Wiltshire library welcomes caregivers to breastfeed or bottle-feed their babies, and many libraries also provide diaper-

changing facilities. Minimizing background noise is also important, as excessive noise or talking can confuse infants.

## 4. Discussion of Success Factors

Rhyme Time activities have also been promoted to countries outside the UK, such as Queensland, Australia, where public libraries have implemented Rhyme Time activities. In the Moreton Bay region, all 10 physical libraries conduct Rhyme Time activities [11]. Through investigation of Queensland and Moreton Bay regional public library websites, specific Rhyme Time activity designs from some libraries are used as examples (see Table 6 ) to illustrate the penetration of the Rhyme Time toolkit beyond England and to further analyze the project's success factors. Table 6 includes each activity segment's theme, objectives, specific rhymes used (with 1-3 examples of nursery rhymes, titles retained in English), and designed movements. The table shows that activity objectives and themes are closely created around the toolkit's primary indicators, reflecting both essential and intermediate segments of a complete activity. The former includes welcome songs, quiet time, and goodbye songs, while the latter constitutes the main body of the activity.

### 4.1 Focusing on Literacy Skills Through Rhymes

As seen in Table 6's objectives and materials, the activities place great emphasis on developing children's literacy skills. Literacy skills refer to children's ability to correctly read unfamiliar words and constitute the cornerstone of early reading [12]. English-speaking countries attach great importance to using rhyme materials in reading activities or instruction for preschool children. Rhyme materials, with their musicality and 趣味性 (fun), are an excellent way to encourage young children to speak. When parents sing with soft, slow voices, children find it easier to remember the words used. The activity design involves over 60 text materials reflecting classics from various eras, including historically long-standing pieces like "London Bridge" from *Mother Goose*, with its quirky, sonorous, and captivating tunes, and modern pieces like "Old MacDonald Had a Farm" from Mike Resnick's 1946 science fiction novel. Materials include nursery rhymes, children's poems, and picture books—essentially oral literary forms suitable for reading or recitation, with musicality and diverse content involving games, cognition, daily life, customs, etc., mostly light and interesting. Rhyme materials also introduce numbers, colors, shapes, animals, body parts, etc., such as distinguishing left and right, counting, recognizing fingers and toes, and identifying body parts, thereby increasing children's literacy skills from daily life perspectives. Some scholars believe nursery rhymes are also poems, mostly rhyming, emphasizing rhythm, catchy and memorable, with simple vocabulary, colloquial expressions, and simple sentence structures that facilitate acceptance and mastery by young children, emphasizing musicality [13]. This summarizes the characteristics of rhyme materials.

## 4.2 Essential Parent-Child Physical Interaction

The most obvious feature distinguishing Rhyme Time from conventional children's reading promotion activities is the design of parent-child movements. Movements include gross motor skills of the torso, legs, arms, and head, such as jumping and raising arms, as well as fine motor skills of hands and feet, such as finger games and toe wiggling. Movements are combined with presented rhyme content, considering the developmental stages and acceptance abilities of young children. This design serves several main functions: (1) promoting children's physical development through parent-child interaction; (2) promoting active participation of family members and intimate parent-child relationships through interaction and group engagement, increasing fun, surprise, and anticipation, and promoting mental health of children and family members; (3) providing multi-channel sensory stimulation, including visual, auditory, tactile, and kinesthetic senses, such as presenting text on screens and playing music, promoting children's sensory integration and facilitating literacy skill improvement.

## 4.3 Participant Perspective

Rhyme Time activity design starts from the perspective of preschool children and families, promoting development in multiple ways: (1) supporting children's early literacy and language skill development and cultivating communication and reading skills; (2) using frequently repeated rhymes that make words easier to acquire, helping increase children's attention span and develop focus. Older children familiar with the rhymes usually become more confident, and correctly matching actions with songs enhances their self-esteem; (3) Rhyme Time activities are fun for parents and children, help parents overcome shyness or embarrassment, and facilitate bonding among children, parents, and caregivers. Rhyme Time provides one-on-one moments when parents can truly enjoy watching their children grow in confidence. Many parents naturally sing with their children, which can help soothe a crying infant or distract a restless toddler; (4) Rhyme Time activities also cultivate good social communication skills, making children feel more comfortable in groups. The time before and after activities provides good opportunities for parents and caregivers to interact and socialize, with many participants remaining friends long after their children have started primary school (or even secondary school).

## 5. Implications of the Rhyme Time Project

The importance of early education has reached wide consensus [14]. The Rhyme Time project in English public libraries has had a profound impact on both libraries and preschool children's families, fully embodying the "born to read" philosophy and extending family influence from birth to preschool age, thereby establishing long-term, close partnerships between libraries and families. Under the guidance of QPs and standardized toolkits, the project has formed a shareable model that any public library can directly promote and implement. Based on the detailed analysis of the Rhyme Time project and combined with China's

national conditions, this study suggests that China can 借鉴 (draw lessons from) the following aspects when developing family reading promotion activities for preschool children.

### 5.1 Emphasizing Activity Effects and Quality from Participants' Perspective

The Rhyme Time project closely focuses on creating effective, high-quality activities and promoting participant development, developing a toolkit with detailed assessment tools. Chinese public libraries have also conducted some distinctive family reading promotion activities, such as those at Nanjing Children's Library [15] and the National Library of China's Children's Library [16]. However, exploration and research on activity effects and quality from the participants' perspective, both theoretically and practically, are relatively limited or insufficient. On one hand, China has a vast territory and large population, with public libraries covering a very limited range of the population, and the number of librarians able to conduct in-depth work is also very limited. On the other hand, typical evaluation indicators do not specifically assess activity effects and quality from the participants' perspective. For example, in the 2017 national evaluation and grading of county-level and above public libraries conducted by the Public Culture Department of China's Ministry of Culture, services for minors and other special groups and reading promotion and social education were explicitly proposed as first-level indicators in service effectiveness. However, only one item—"effectiveness of reading guidance, 5 points"—was related to activity effects and quality from the participants' perspective, accounting for only 4.2% of the total score for these two indicators and being negligible in the entire evaluation system. Therefore, it is essential to deeply explore problems and needs in family reading for preschool children and conduct targeted, high-quality, and efficient promotion activities that have significant impacts on families and their members.

### 5.2 Fully Considering the Particularity of Service Objects

China's *Research and Development Report on the 0-3 Years Old Children's Learning and Development Guide* [17] points out that the period from birth to age 6 is a critical period in human development that lays the foundation for lifelong development. Family members are children's earliest, most important, and lifelong teachers. Children are active learners who learn through relationships, play, active participation, engagement, exploration, and using their senses. The Rhyme Time project considers the particularity of this group in detail from the perspectives of children and families, from assessment systems to activity models, cultivating children's literacy skills and enhancing reading interest. Chinese public libraries have also considered the particularity of service objects when conducting family reading promotion activities for preschool children, but there is considerable room for improvement in details. For example, China's public library evaluation and grading indicator system only includes one rele-

vant item—“services for young children, plus 5 points”—which is one reason for the lack of attention to detail. The *National Reading Promotion Regulations (Draft)*, passed and implemented in June 2017, explicitly states in Chapter 3 “Reading Guarantee for Key Groups” that the state encourages family reading and parent-child reading for preschool children and encourages qualified public libraries to provide convenient conditions for such activities. Public libraries should play a greater role in national reading promotion. Under current national conditions, this paper suggests referencing the volunteer mechanism of English public libraries to vigorously develop volunteer teams and improve the public library volunteer mechanism from institutional guarantees and other aspects, providing support for public libraries to conduct more and better family reading promotion activities for preschool children.

Caring for the young is a livelihood issue of concern to all of Chinese society. Parents and primary caregivers are infants’ earliest, most important, and irreplaceable educators. In March 2019, Premier Li Keqiang mentioned in the *Government Work Report* that infant care concerns millions of households and that developing diverse forms of infant care services should be accelerated, demonstrating the Chinese government’s high attention to and concern for the healthy growth of the next generation. The European Reading Alliance has long organized reading promotion activities and formed a consensus: within nations and regions, it is essential to conduct effective activities through strong reading promotion agencies [21]. Public libraries becoming powerful institutions for family reading promotion for preschool children will enable them to play a greater and more meaningful role in national reading promotion.

### 5.3 Adopting Standardized Activity Models

The widespread implementation of the Rhyme Time project in the UK would not have been possible without the development of QPs and the research, development, and promotion of standardized toolkits. Reading promotion activities are highly practical services where goals and effects are crucial, while assessment occupies a very important position in preschool children’s family reading promotion in the UK and US. The formulation and sharing of England’s QPs and Rhyme Time toolkit have created a top-down, standardized, operational, and shareable model across the UK. This top-down industry standard is the cornerstone for any nation and industry to implement shared projects and the guarantee for high-quality, in-depth reading promotion activities, especially for groups like infants and toddlers. Standardized activity models can effectively address the current situation of unbalanced and insufficient development of Chinese public libraries. The standardization of specific aspects such as activity themes, objectives, materials, movement design, leader qualities, and environment creation are worth 借鉴 (drawing lessons from). Standardized activity models facilitate effective implementation, benefit national sharing among public libraries, demonstrate the advantages of national public library coverage, help achieve the goal of nationwide coverage of livelihood service networks, and

effectively improve the quality and depth of grassroots public cultural services.

#### 5.4 Deeply Excavating Excellent Chinese Children’s Literary Works with Musicality

Rhyme materials are effective for improving preschool children’s reading interest and literacy skills. Rhyme Time project materials must also meet the goals of multi-sensory stimulation and designing physical movements, while also being rhyming, musical, and actionable. The Rhyme Time project is based on excellent English children’s literary works from history and modern times. In terms of material excavation, on one hand, we should absorb the essence, retaining works that reflect daily life and knowledge skills with cheerful music, while abandoning works unsuitable due to Sino-British cultural differences, especially considering taboo cultural differences [18]. For example, “London Bridge” is associated with dark sources found in medieval or earlier sacrificial stories. On the other hand, we can fully excavate excellent ancient and modern Chinese children’s literary works, selecting works that are easily accepted and memorable. We can consider works specially created or adapted for infants and young children, such as some well-known and widely circulated original or adapted nursery rhymes like “Little Mouse Climbs the Lamp Stand,” “Two Tigers,” and “Counting Ducks.” We can also excavate from Chinese classic poetry; China has a long poetry history. For example, some poems in China’s poetry anthology *The Book of Songs* were written in 1185 BCE [19], over 2,000 years earlier than the English poem *Beowulf* (written around the 10th century CE [20]). These classic works, accumulated over thousands of years, are vast in number and rich in rhyme, such as the Yuefu poem “Jiangnan.” The preschool period is an excellent time for teaching excellent traditional culture, and public libraries can 借鉴 (draw lessons from) the effective activity format of the Rhyme Time project to promote classics and advocate for national studies among preschool children.

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**Keywords:** Rhyme Time; Preschool Children; Family Reading Promotion

*Note: Figure translations are in progress. See original paper for figures.*

*Source: ChinaXiv — Machine translation. Verify with original.*