



Change your story

Growing up listening: Audio stories in the early years

How families with children aged 0 to 5 use and experience audio stories at home

Iulia Moisi, Christina Clark and Aisha Arif

National Literacy Trust

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In partnership with



The first official children's story read aloud on UK radio was broadcast on the BBC's second day of operation, on 15 November 1922¹. A century later, children and families can choose from a growing range of books and stories in audio formats available through apps, digital platforms, libraries and dedicated audio products². This includes preschool- and reception-age children, with a growing range of audio stories and products designed specifically for younger children and their families³.

We know that many school-age children, young people and adults enjoy listening to audiobooks and stories in their free time⁴. Our recent research with parents and carers of children aged 5 to 18 also showed that audiobooks were woven into different aspects of home life, from individual relaxation and entertainment to shared family experiences⁵. Existing research suggests that audio stories can stimulate parent-child interaction, support early language and literacy and encourage positive attitudes towards – and interest in – reading, as well as supporting children's creativity, mood and wellbeing⁶. Some research also suggests that these benefits may be stronger when children listen with others and when audio is combined with other elements of storytelling⁷. However, the evidence base remains relatively limited, particularly for younger children.

Despite growing interest in audio storytelling and its potential benefits in the early years, we still know relatively little about how audio stories fit into the everyday lives of families with young children. Therefore, this report focuses on audio listening, complementing our wider research exploring activities such as shared reading, storytelling and other literacy interactions between parents, carers and young children⁸. To our knowledge, this is the first nationally representative UK study to explore in detail how families with children aged from birth to five use and experience audio stories, including how and when children listen, parents' reasons for using them, and the benefits they feel their children gain from listening.

¹ [Healy, Z., \(2024\)](#)

² [E.g., Dhiman, B., \(2023\)](#)

³ [E.g., Cahill, M. & Moore, J., \(2017\)](#)

⁴ [E.g., Best et al., \(2022\); Arif et al. for the National Literacy Trust, \(2026a\)](#)

⁵ [Arif et al. for the National Literacy Trust, \(2026b\)](#)

⁶ [E.g., Banerjee, S., \(2025\); Best, E., \(2021\); Cahill, M. & Richey, J., \(2021\)](#)

⁷ [E.g., Singh, A. & Alexander, P.A., \(2022\); Rizal et al., \(2022\)](#)

⁸ [Moisi, I. & Clark, C., \(2026\)](#)

This report

In partnership with tonies®, we commissioned Savanta to conduct a nationally representative survey of 3,194 UK parents and carers with children aged from birth to five.

This report explores engagement with audiobooks and stories across these families. More specifically, it looks at how many children aged 0-5 listen to audiobooks in the UK, and what that engagement looks like: When and why does it happen, and how does listening sit alongside early shared reading and other early literacy and learning routines? And finally, what, if any, are the perceived benefits of audio storytelling in the early years, and how could it be supported?

This report is part of a wider programme of research exploring how children, families and teachers engage with audiobooks and audio stories. Separate reports look at listening at home, children and young people's experiences of audio, and how teachers use audio in the classroom. Together, they explore the role that audio plays in children and young people's reading, learning, wellbeing and everyday lives. We also bring together findings from across the programme to consider what they tell us about the place of audio in children and young people's literacy today.

For the purpose of this survey, audiobooks were defined as recorded stories or audiobooks on audio players or other apps/devices. Parents were asked about three forms of audiobook listening in the home: parents listening independently, children listening independently, and parents and children listening together.

As this report draws on parents' accounts, all findings reflect parent-reported perspectives rather than children's self-reported experiences.

What the report shows

Audio stories formed a regular part of everyday life for many of the children who listened to them at home. Children listened both with adults and independently, often as part of familiar routines such as bedtime, quiet time, play and travel. Shared listening was particularly widespread, but independent listening also featured prominently, showing that audio stories can support both time together and children's own engagement with stories.

Parents described different but overlapping reasons for these forms of listening. Shared listening brought together enjoyment, quality time and parents' desires to

support their children's learning, language and development. Independent listening centred more strongly on children's enjoyment, entertainment and relaxation, alongside opportunities to choose and listen for themselves. Parents also identified a wide range of benefits they felt their children gained from audio stories, spanning relaxation, language, attention, imagination, communication and engagement with stories and books.

Digital platforms played an important role in how families found audio stories, particularly audiobook and audio apps and online searches, although recommendations from family and friends, early-years settings and libraries also provided routes to content. When choosing what their child should listen to, parents particularly wanted information that could help them judge whether content was suitable and beneficial, including age recommendations, educational benefits and suggestions based on their child's interests.

Some of the key findings include:

Audio stories formed a regular part of many children's lives.

- In 2026, 3 in 5 (60.0%) parents said their child listened to stories in audio formats at home, 37.9% said their child did not do this, and 2.2% were unsure. Shared listening was particularly widespread: 84.8% listened with an adult at least some of the time.
- Almost half of children who listened did so at least daily, whether with an adult (46.5%) or independently (49.1%).

Audio stories fitted into a wide range of children's everyday routines.

- Around 1 in 3 listened to wind down before bed, fall asleep at night or during quiet time, while around 1 in 4 listened during play or travel. Shared and independent listening fitted into similar routines overall, although shared listening featured more during family time and independent listening more when parents were busy.

Shared listening combined enjoyment and connection with parents' desires to support their children's development.

- Around 2 in 5 parents chose audio stories to enjoy stories together (42.1%), support learning and development (41.1%), keep their child entertained (40.4%), spend quality time together (39.4%) or support language and

communication (39.2%). Helping their child relax was similarly prominent (38.4%).

Children's independent listening centred particularly on enjoyment and relaxation but also gave them choice and autonomy.

- Half of parents said their child listened independently because they enjoyed stories (49.7%), while more than 2 in 5 mentioned entertainment (43.0%) or relaxation (42.1%). Around 1 in 3 said their child liked choosing what to listen to themselves (32.5%).

Parents perceived a wide range of benefits from audio stories.

- Around 2 in 5 said their child relaxed more easily (40.6%) or learned new words (40.0%), while around 1 in 3 reported benefits spanning attention and listening, imagination, mood, communication and interest in stories and books. Just 1.1% of parents whose child listened said they had noticed no benefits.

Families most often found audio stories through digital routes, although recommendations and community settings also played a role.

- Almost half (48.0%) used audiobooks or audio apps and 41.9% used online searches. Around 1 in 3 found stories through friends or family (34.2%), recommendations within apps (31.4%) or social media (30.2%), while 27.5% used nurseries or other early-years settings and 23.7% libraries.

Parents wanted help judging whether audio content was suitable and beneficial for their child.

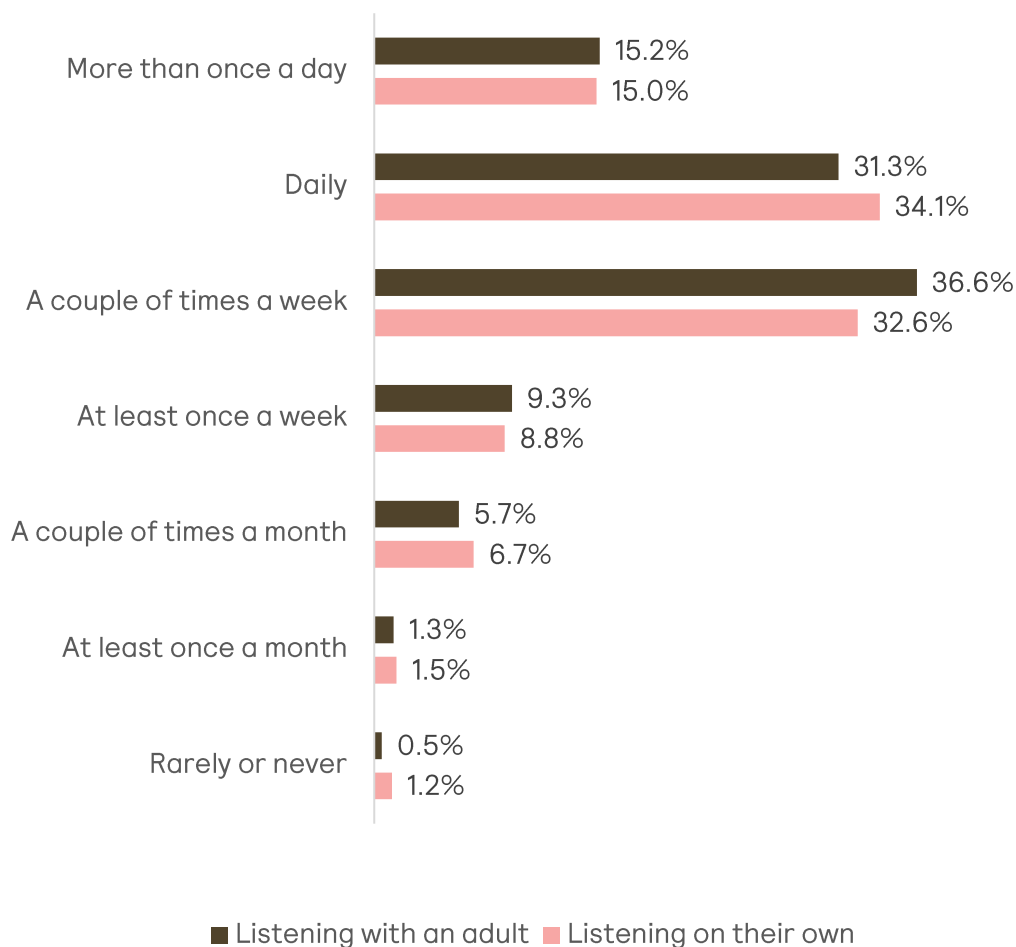
- More than half said information about educational benefits (55.2%) or age recommendations (54.6%) would help them choose, while 46.4% wanted suggestions based on their child's interests. Around 2 in 5 valued reviews from other parents, recommendations from early-years professionals and information about language and communication benefits.

Audio stories in the early years

In 2026, 3 in 5 (60.0%) parents said their child listened to stories in audio formats at home, 37.9% said their child did not do this, and 2.2% were unsure. Among parents whose child listened to audiobooks or audio stories at home, around 4 in 5 (84.8%) said their child listened with an adult at least some of the time: 47.9% said they listened with an adult, while 36.9% said they listened both with an adult and on their own. By comparison, 1 in 7 (15.0%) said their child listened only on their own.

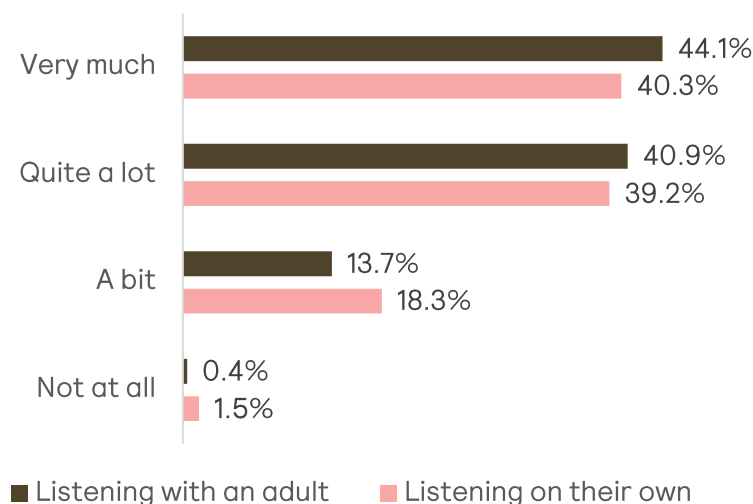
Indeed, listening to audio was a regular activity for many families (see Figure 1), with almost half listening together at least daily and a further 1 in 3 doing so a couple of times a week. Frequency was similar among children who listened independently.

Figure 1: Percentage of parents reporting audiobook listening frequency for shared listening and children's independent listening in 2026



Children's enjoyment of audio stories was also high regardless of how they listened, with more than 4 in 5 parents saying their child enjoyed both shared and independent listening (see Figure 2). Reported enjoyment was slightly higher for shared listening.

Figure 2: Percentage of parents reporting audiobook listening enjoyment for shared listening and children's independent listening in 2026



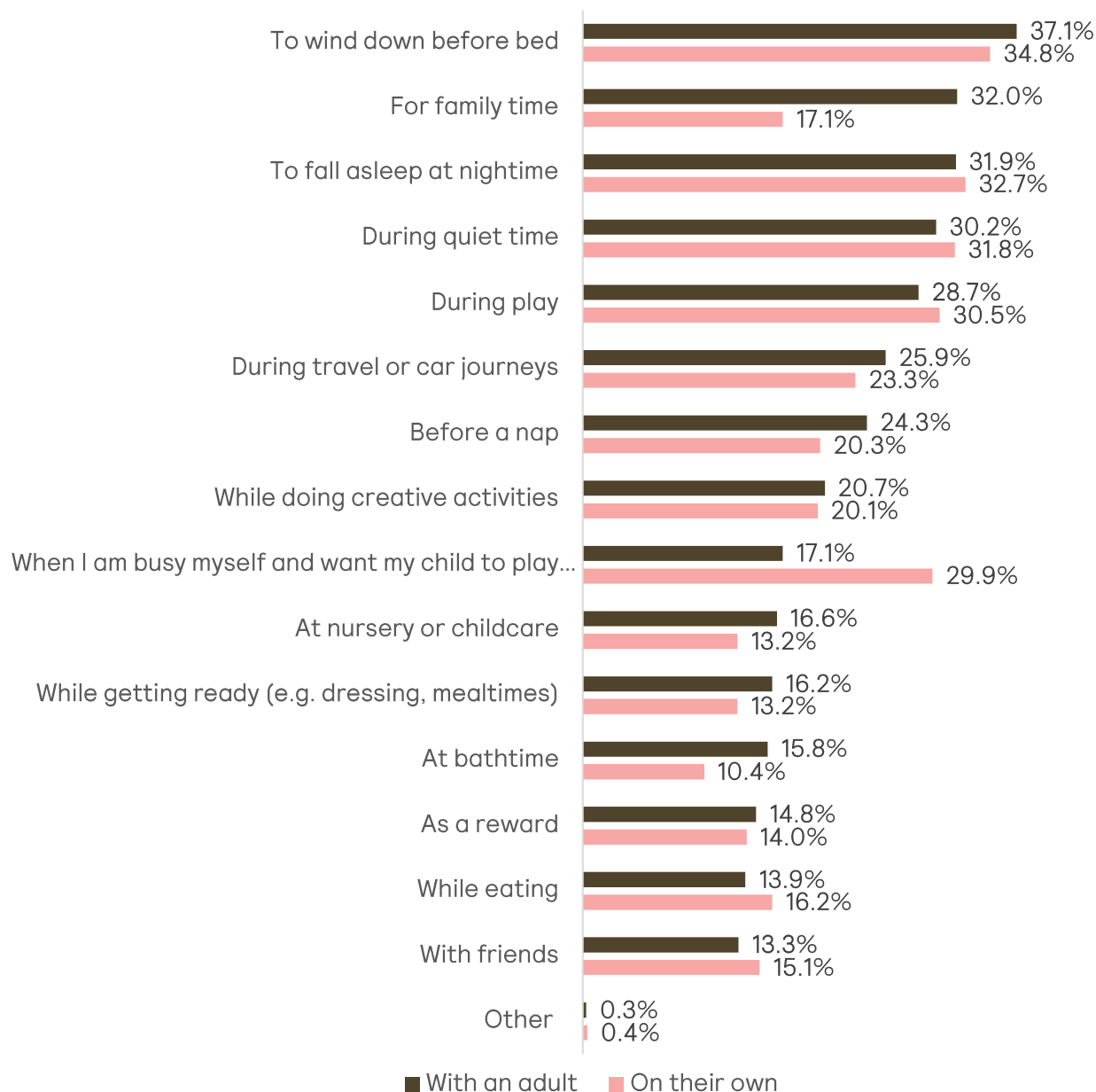
When audio stories are listened to

Children listened to audio stories across a wide range of everyday routines (see Figure 3). Around 1 in 3 parents said their child listened to wind down before bed, fall asleep at night or during quiet time, while around 1 in 4 mentioned play, travel or before a nap⁹. Listening also formed part of creative activities, getting ready, mealtimes and bath time for some families.

Patterns were broadly similar whether children listened with an adult or on their own, although there were some notable differences. Around 1 in 3 parents said shared listening took place during family time, compared with around 1 in 6 for independent listening. By contrast, around 3 in 10 said their child listened by themselves when they were busy and wanted their child to play independently, compared with around 1 in 6 for shared listening.

⁹ Listening independently at bedtime does not necessarily mean listening instead of a shared bedtime story or without an adult nearby. The survey asked when and how audio listening occurred, but not whether it replaced other bedtime activities.

Figure 3: Percentage of parents reporting when audiobook listening takes place for shared listening and children's independent listening in 2026



What drives audio listening in the early years?

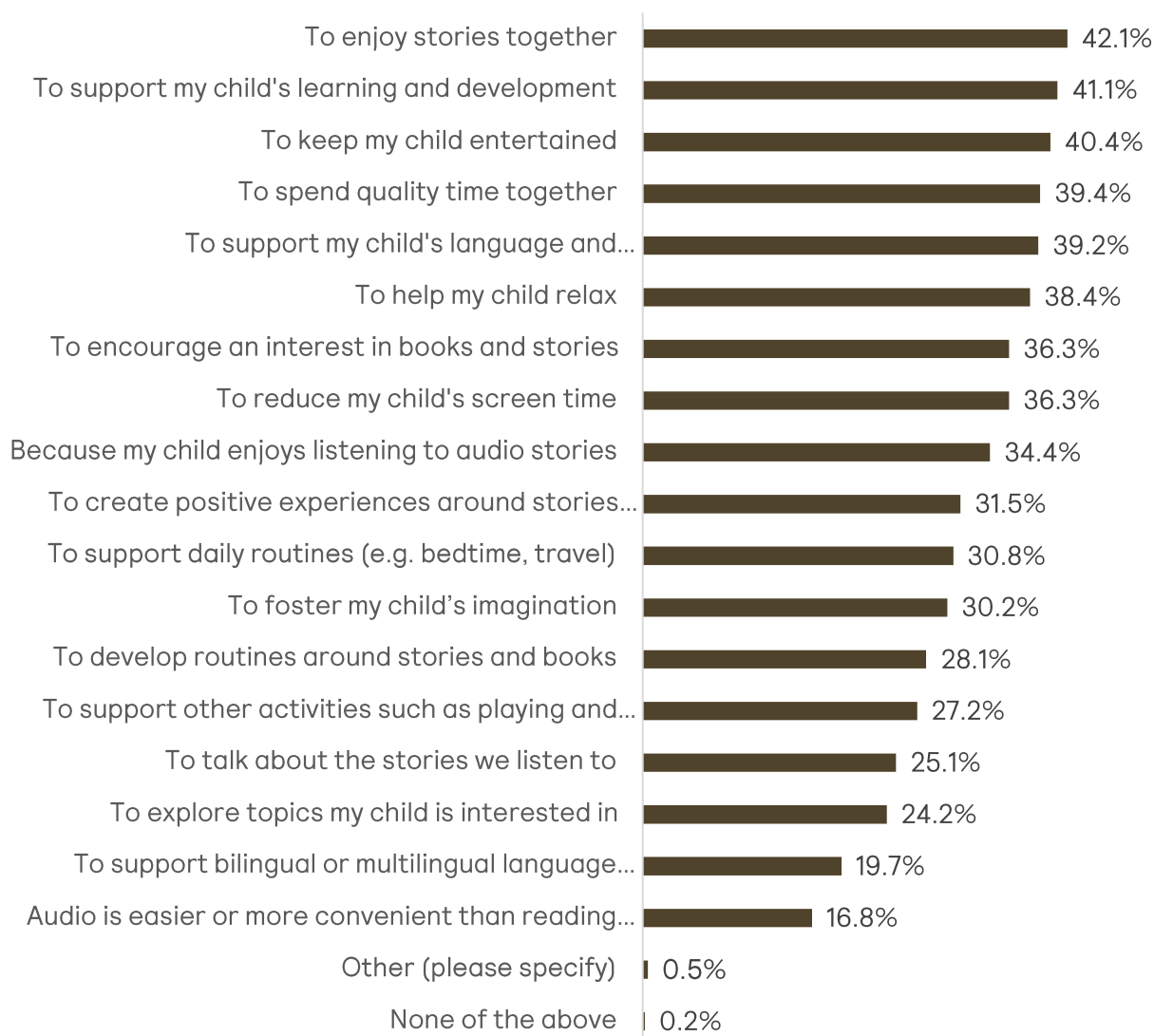
Parents chose to share audio stories with their child for a mix of enjoyment, connection, perceived benefits and practical reasons (see Figure 4).

Around 2 in 5 said they listened together to enjoy stories, spend quality time together, support their child's learning and development, language and communication, keep them entertained or help them relax. Around 1 in 3 also used

shared listening to encourage an interest in books and stories, create positive experiences and routines around stories and language, foster their child's imagination, or support daily routines such as bedtime and travel. Reducing screen time was also an important reason for around 1 in 3 parents.

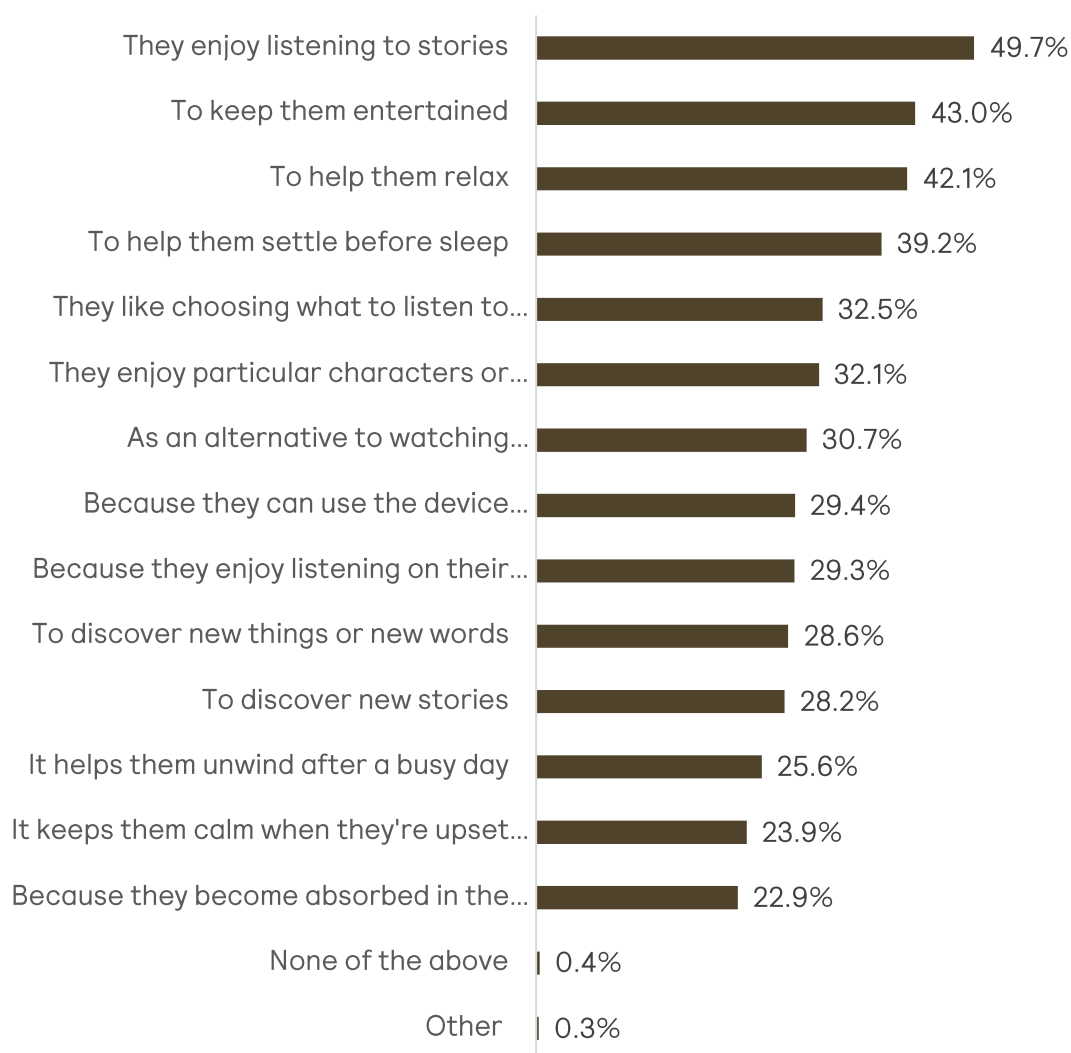
Fewer parents mentioned using shared listening to support other activities or explore their child's interests, while around 1 in 5 used it to support bilingual or multilingual language development. Convenience was among the least frequently selected reasons, suggesting that parents' reasons for sharing audio stories centred more on the experience itself and what they felt their child gained from it than on audio simply being easier than reading together.

Figure 4: Percentage of parents reporting why they engage in shared listening with their child in 2026



When asked about why their children liked to listen on their own, parents' responses focused particularly on enjoyment and relaxation (see Figure 5). Around half said their child listened independently because they enjoyed stories, while more than 2 in 5 said it kept them entertained or helped them relax. Settling before sleep was another prominent reason. Choice and independence also featured, with around 1 in 3 parents saying their child liked choosing what to listen to themselves, and around 3 in 10 saying they could use the device independently or simply enjoyed listening on their own. Stories also offered opportunities for discovery, with parents mentioning finding new stories, things or learning new words, while around 1 in 4 said listening helped their child unwind or stay calm when upset or anxious.

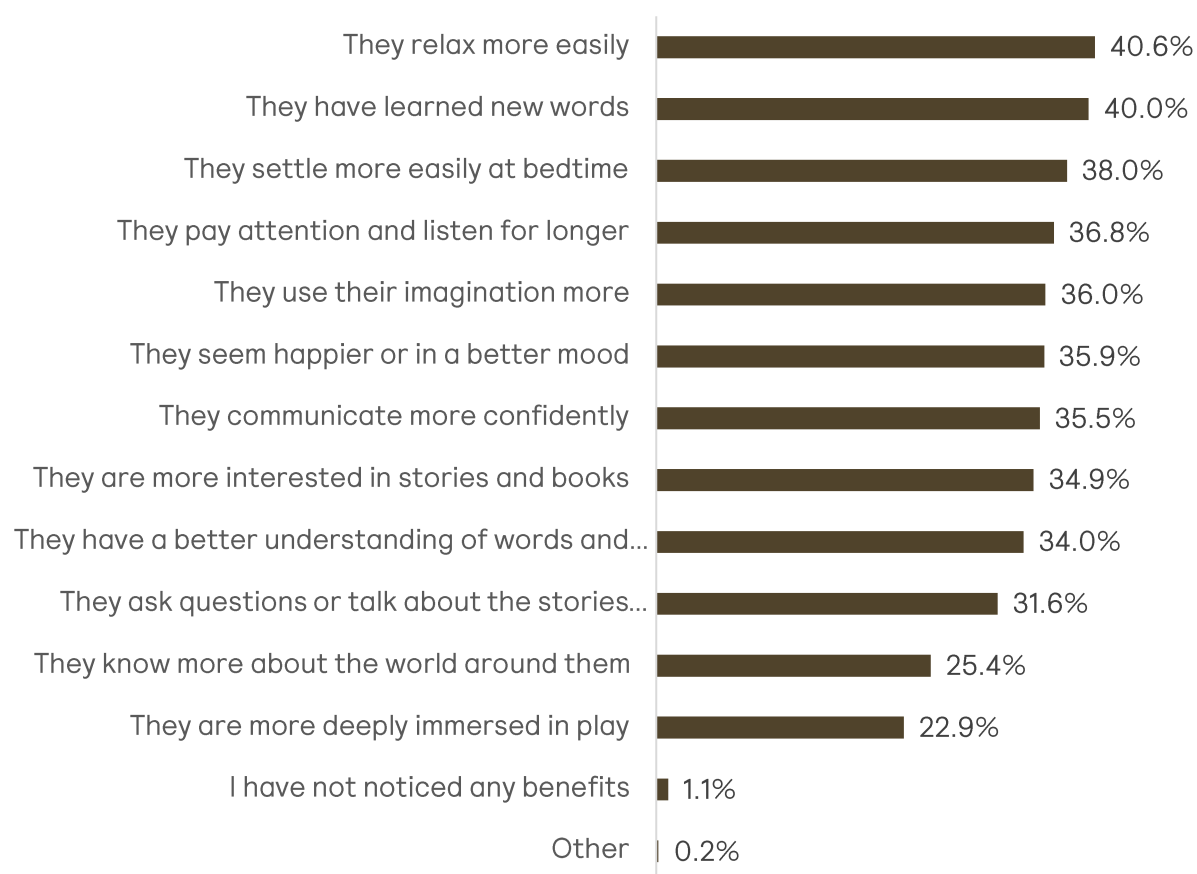
Figure 5: Percentage of parents reporting why their child listens to audio stories by themselves in 2026



Benefits of listening to audio stories in the early years

These motivations were reflected in the benefits parents felt their children gained from listening to audio stories. When asked about the benefits they noticed for their children from listening to audio stories, most parents reported benefits related to relaxation and language, including helping their child to relax or settle at bedtime and learning new words (see Figure 6)¹⁰. Many also noticed wider benefits for their child's attention and listening, imagination, mood and communication, as well as their interest in – and engagement with – stories and books. Fewer parents reported benefits for their child's understanding of the wider world or immersion in play. Just 1.1% of parents whose child listened to audio stories said they had not noticed any benefits.

Figure 6: Percentage of parents reporting overall benefits of listening to stories in audio format in 2026

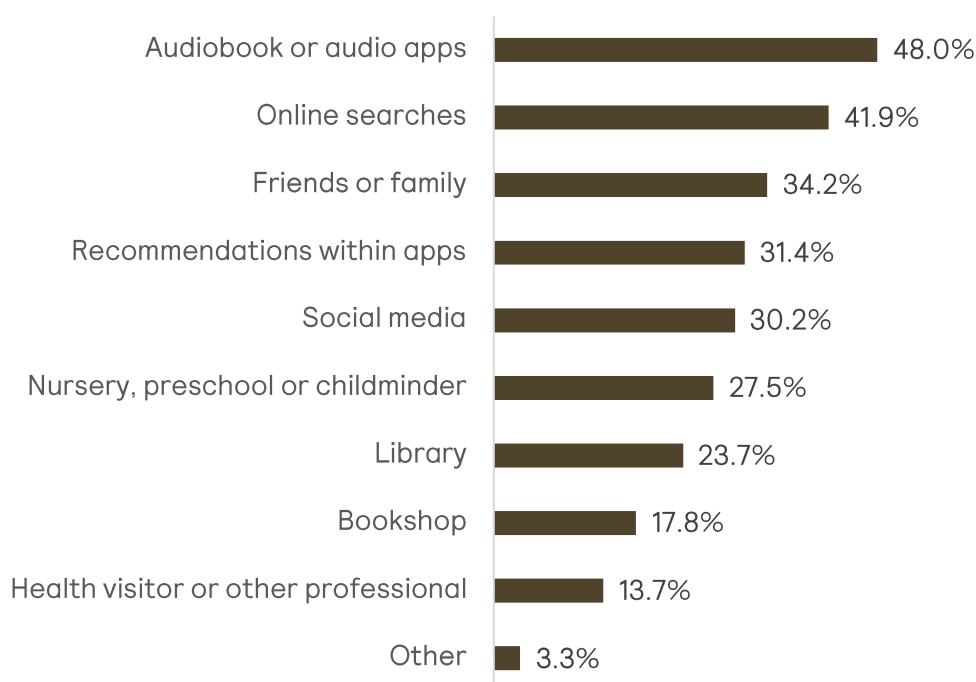


¹⁰ These findings reflect benefits noticed and reported by parents. They do not measure children's outcomes directly and do not establish that audio listening caused the reported benefits.

How families choose content

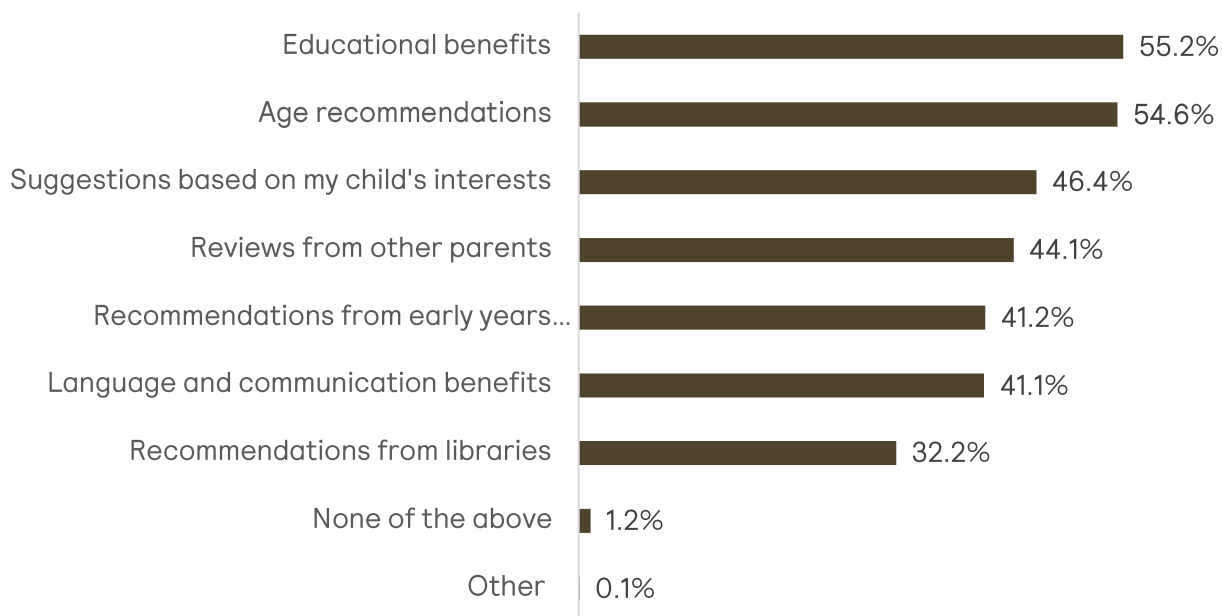
Families found audio stories through a range of sources, with digital routes playing the largest role (see Figure 7). Almost half used audiobooks or audio apps, while around 2 in 5 used online searches. Recommendations also played an important role: around 1 in 3 found audio stories through friends or family or recommendations within apps, while a similar percentage used social media. Early-years settings and libraries also provided routes to audio stories, with around 1 in 4 finding them through nurseries, preschools or childminders, or through libraries. Fewer parents mentioned bookshops or health visitors and other professionals.

Figure 7: Percentage of parents reporting on how they find audio stories to listen to in 2026



Parents particularly valued information that could help them judge whether audio content was suitable and beneficial for their child (see Figure 8). More than half said information about educational benefits and age recommendations would help them choose audio content, while just under half wanted suggestions based on their child's interests or reviews from other parents. Around 2 in 5 also valued recommendations from early-years professionals and information about benefits for children's language and communication. Around 1 in 3 said recommendations from libraries would help them choose.

Figure 8: Percentage of parents reporting information that would help them choose audio content for their child in 2026



How listening varies across families – differences by child and family characteristics

Finally, to better understand how audiobook listening fits into family life, we looked at engagement through the lens of several key background characteristics: child age and gender, parent-reported child special educational needs and disabilities (SEND), and household income (for full details, see Appendix 2, Tables A–G).

Examining these patterns helps us explore how listening habits, motivations and outcomes vary across different families and stages of early childhood. The following section highlights some of the key differences that emerge across these groups and how parents support audiobook listening in the home. See Appendix 1 for more information on the sample.

Note: Variations between groups are descriptive and do not indicate causality or differences in parents' involvement. The analysis did not account for other variations between families, such as household composition, technology access or wider literacy practices, nor did it explore whether audio listening supplemented or replaced other shared activities. Therefore, differences between independent and shared listening should not be interpreted as indicating an absence of supervision or shared engagement, nor should audio listening be interpreted as a lack of or reduced engagement in other activities.

Child gender

Parents reported relatively few differences in children's overall engagement with audio stories by gender. Around 3 in 5 parents of both girls and boys said their child listened to audio stories at home, while frequency and enjoyment were also broadly similar. Shared listening was equally widespread, although more parents of girls said their child combined shared and independent listening.

Some differences emerged in independent listening. More parents of girls than boys said their child listened independently because it kept them entertained, they enjoyed particular characters or series, they liked choosing what to listen to themselves, or they could use the device independently. More parents of girls also said their child listened independently during play, to wind down before bed, or when they themselves were busy and wanted their child to play independently.

Parents of girls also reported some perceived benefits more than parents of boys, including understanding words and language, paying attention and listening for longer, and communicating confidently. Overall, however, similarities between girls and boys were greater than the differences.

Child age

More parents of children aged 3 to 5 than of children aged 0 to 2 said their child listened to audio stories at home (64.6% vs 54.4%). There was also a clear age difference in how children listened. Of parents whose child listened to audio stories, almost 3 in 5 parents of children aged from birth to two years old said their child listened with an adult only, compared with around 2 in 5 parents of 3- to 5-year-olds. By contrast, more parents of older children said their child listened independently or combined independent and shared listening.

How frequently children listened was broadly similar by age, as was their enjoyment of shared listening. However, more parents of 3- to 5-year-olds said their child enjoyed independent listening very much.

There were also some differences in the benefits parents noticed. Most notably, almost 2 in 5 parents of 3- to 5-year-olds said their child asked questions or talked about the stories they had listened to, compared with around 1 in 5 parents of those aged from birth to two. More parents of older children also mentioned attention and listening, imagination and interest in stories and books.

More parents of 0- to 2-year-olds discovered audio content through friends and family, while more parents of 3- to 5-year-olds reported using a wider range of discovery methods.

Child SEND

More parents of children with SEND than of children without SEND said their child listened to audio stories at home (68.3% vs 58.0%). There were also differences in how children listened. Of parents whose child listened, more parents of children with SEND said their child listened only on their own (22.4% vs 12.5%), while fewer said they listened only with an adult.

Children with SEND also tended to listen more frequently. Just over half of parents of children with SEND who listened with an adult said they did so at least daily, compared with fewer than half of parents of children without SEND. The same pattern was evident for independent listening, while parents reported broadly similar levels of enjoyment for children with and without SEND.

There were fewer consistent differences in the reasons for listening or the benefits parents noticed. More parents of children with SEND said independent listening helped keep their child calm when upset or anxious. By contrast, fewer parents of children with SEND said their child had learned new words, paid attention and listened for longer or communicated more confidently through listening to audio stories. Somewhat more parents of children with SEND discovered content via health professionals, bookshops and libraries. By contrast, digital discovery avenues were more common among parents with children without SEND.

Household income

Fewer parents in very-low-income households said their child listened to audio stories at home. Just over half said their child listened, compared with around 3 in 4 children in high-income households. However, this pattern was not consistent across all income groups, with 3 in 5 parents in very-high-income households saying their child listened.

There were also differences in how children listened. More than half of parents in very-low-income households whose child listened said their child listened only with an adult, compared with fewer than 2 in 5 parents in high-income households. Fewer parents in very-low-income households said their child combined shared and independent listening. Once children listened, however, frequency and enjoyment were broadly similar across income groups.

Fewer parents in very-low-income households also said they shared audio stories to enjoy stories together or spend quality time together than parents in several higher-income groups. Fewer used some digital routes to find content, including online searches and recommendations within apps. Libraries stood out as an important route for families from very-low- and very-high-income households, with around 3 in 10 across both groups finding audio stories this way.

These variations should not be interpreted as evidence of differences in parents' commitment to engage with and support their child's early learning and literacy. Household income may be associated with diverse circumstances affecting access to and use of audio stories¹¹, which this survey was not designed to address.

Discussion

This report provides a new picture of how audio stories fit into the lives of UK families with children aged from birth to five. 3 in 5 parents said their child listened to audio stories at home and, among those who did, listening was typically frequent and highly enjoyed. Children listened across a wide range of everyday routines, from bedtime and quiet time to play and travel. Together, these findings show that audio stories are an established part of everyday life for many young children and one of the ways in which they encounter and enjoy stories.

One of the clearest findings is that audio listening in the early years is both a shared and an independent experience. More than 4 in 5 children who listened did so with an adult at least sometimes, while many also listened independently. Both types fitted into broadly similar routines but appeared to play somewhat different roles. Carers listened with their child mainly to enjoy stories or spend quality time together and to support learning, language and communication. Independent listening centred more on child enjoyment, entertainment and relaxation, alongside opportunities to choose what to listen to and use devices independently.

Parents also perceived a wide range of benefits from audio stories, spanning relaxation, language, attention and listening, imagination, communication and interest in stories and books. These are parents' perceptions rather than measured outcomes, so the findings cannot establish that audio listening causes these benefits. However, they show the range of ways in which families feel audio stories contribute to their children's experiences.

¹¹ E.g., Arif et al. for the National Literacy Trust. (2026b); Newman, P., (2018)

Children's experiences of audio also varied. Some of the clearest differences were linked to age: more parents of 3- to 5-year-olds reported that their child listened, and older children more commonly combined shared and independent listening. Listening was also reported by more parents of children with SEND than parents of children without SEND, while patterns varied across household income groups. These findings show that there is no single experience of audio listening in the early years and point to useful areas for further research into how children and families use, access and experience audio stories.

Overall, the findings show that audio stories are a flexible part of everyday family life for many young children. Children experience them both with adults and independently, across different routines and for different reasons, while parents associate them with enjoyment and a wide range of perceived benefits. As audio stories become an increasingly visible part of children's lives, understanding how families use and experience them will be important in building a fuller picture of how young children encounter and engage with stories.

Appendices

Appendix 1: Methodology

In 2026 we commissioned Savanta to conduct a survey of parents and carers of children aged from birth to five across the UK. A nationally representative sample of 3,194 parents and carers took part, including respondents from England (84.1%, n = 2,686), Scotland (8.4%, n = 268), Wales (4.6%, n = 148), and Northern Ireland (2.8%, n = 91). The survey was conducted between 24 July and 6 August 2026.

The sample included parents of children across the full 0–5 age range. Parent gender was evenly distributed (52.2% female, 47.6% male), and child gender was similarly balanced (48.8% female, 50.7% male). Parents had a mean age of 33.6.

Household income was used as an indicator of families' social and economic circumstances. See Table 1 for a breakdown.

Table 1: Household income breakdown.

Income band	%	n
Very low (<£20,000)	6.9%	220
Low (£20,000–39,999)	21%	670
Medium (£40,000–74,999)	33.9%	1,084
High (£75,000–99,999)	12.9%	411
Very high (>£100,000)	18.5%	591
Prefer not to say	6.8%	218

Appendix 2: Data tables

The tables below provide a breakdown of audio listening behaviours and perceptions, split by child gender, child age, child SEND and income.

Table A

Breakdown of audio listening by who listens in which format.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q12. Does your child listen to stories in audio formats?	Yes	61.7%	58.7%	54.4%	64.6%	68.3%	58.0%	59.1%	55.2%	57.3%	65.9%	76.6%
	No	36.1%	39.7%	43.4%	33.2%	30.2%	40.0%	37.7%	42.1%	41.2%	33.3%	22.5%
Q13. How does your child usually listen to audio stories?	With an adult	45.1%	50.4%	59.9%	39.5%	42.9%	49.5%	55.4%	53.2%	46.4%	38.0%	49.2%
	On their own	15.0%	15.1%	9.5%	18.8%	22.4%	12.5%	22.3%	14.1%	15.1%	17.3%	11.5%
	Both	39.7%	34.2%	30.2%	41.6%	34.2%	37.9%	22.3%	32.2%	38.2%	44.6%	39.3%

Table B

Breakdown of audio listening frequency by shared and independent listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q14.1. With an adult: How often does your child listen to audio stories?	More than once a day	16.5%	13.8%	17.9%	13.1%	21.3%	13.4%	20.8%	19.0%	12.8%	10.3%	17.0%
	Once a day	30.1%	32.6%	31.3%	31.4%	31.4%	31.4%	35.6%	34.5%	31.6%	30.8%	27.9%
	A couple of times a week	36.2%	36.9%	33.5%	38.9%	32.3%	37.6%	28.7%	31.0%	36.4%	41.1%	41.9%
	At least once a week	8.9%	9.7%	8.6%	9.8%	8.1%	9.7%	9.9%	8.5%	10.5%	8.5%	8.0%
	A couple of times a month	6.3%	5.1%	6.6%	4.9%	4.9%	6.0%	3.0%	5.1%	7.4%	5.4%	4.2%
	At least once a month	1.3%	1.2%	1.1%	1.4%	1.2%	1.4%	2.0%	0.9%	0.8%	3.1%	1.0%
	Rarely or never	0.5%	0.5%	0.7%	0.3%	0.9%	0.4%	-	0.6%	0.6%	0.9%	-
Q14.2. On their own: How often does your child listen to audio stories?	More than once a day	14.3%	15.8%	17.6%	13.8%	19.2%	13.5%	13.8%	19.9%	13.6%	13.7%	16.5%
	Once a day	33.1%	35.3%	35.1%	33.6%	34.9%	33.8%	39.7%	35.1%	35.0%	33.9%	29.6%
	A couple of times a week	33.5%	31.6%	29.1%	34.2%	28.6%	34.1%	19.0%	29.8%	30.8%	41.1%	34.8%
	At least once a week	7.8%	9.8%	6.1%	10.0%	7.8%	8.8%	12.1%	5.8%	12.1%	4.8%	8.3%
	A couple of times a month	7.8%	5.6%	8.6%	5.9%	5.1%	7.3%	5.2%	5.8%	6.6%	4.8%	9.1%
	At least once a month	1.9%	1.1%	1.0%	1.8%	3.5%	0.8%	5.2%	3.5%	1.5%	0.6%	1.3%
	Rarely or never	0.5%	0.9%	2.6%	0.6%	0.8%	1.4%	5.2%	-	0.3%	1.2%	0.4%

Table C

Breakdown of audio listening enjoyment by shared and independent listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q15.1. With an adult: How much does your child enjoy listening to audio stories?	Very much	44.9%	43.3%	44.6%	43.7%	45.2%	43.9%	40.6%	45.6%	41.3%	34.8%	53.9%
	Quite a lot	39.7%	42.0%	39.4%	42.0%	37.5%	41.5%	43.6%	33.9%	42.9%	49.6%	38.7%
	A bit	13.7%	13.7%	14.2%	13.2%	16.1%	13.1%	13.9%	19.9%	14.3%	13.4%	6.2%
	Not at all	0.6%	0.2%	0.4%	0.4%	0.3%	0.5%	-	0.6%	0.4%	-	0.7%
Q15.2. On their own: How much does your child enjoy listening to audio stories?	Very much	40.5%	40.2%	34.5%	43.0%	39.6%	40.7%	43.1%	42.7%	39.0%	35.7%	44.8%
	Quite a lot	38.0%	40.6%	39.3%	39.2%	39.6%	39.1%	32.8%	32.7%	40.2%	48.2%	39.1%
	A bit	19.2%	17.3%	23.6%	15.9%	19.6%	17.7%	19.0%	21.1%	19.6%	14.3%	14.3%
	Not at all	1.5%	1.5%	1.6%	1.5%	0.8%	1.8%	5.2%	3.5%	0.6%	0.6%	0.9%

Table D1

Breakdown of when audio listening takes place by shared listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q19. With an adult: When does your child usually listen to audio stories?	To wind down before bed	36.3%	37.9%	35.6%	38.3%	40.3%	36.2%	49.5%	38.9%	33.9%	38.8%	35.4%
	To fall asleep at night-time	31.3%	32.5%	29.6%	33.7%	28.0%	33.2%	27.7%	27.5%	34.7%	27.7%	35.9%
	Before a nap	25.0%	23.7%	26.6%	22.5%	22.8%	24.9%	26.7%	21.2%	24.0%	17.4%	29.4%
	During quiet time	30.1%	30.0%	28.0%	31.8%	26.2%	31.4%	24.8%	28.8%	28.4%	28.1%	35.2%
	During play	28.9%	28.3%	33.2%	25.2%	27.4%	29.2%	26.7%	29.7%	29.7%	28.6%	26.7%
	During travel or car journeys	27.1%	24.4%	24.4%	27.1%	26.8%	25.7%	17.8%	22.5%	27.0%	28.6%	26.9%
	While getting ready (e.g. dressing, mealtimes)	17.4%	15.1%	14.5%	17.5%	18.7%	15.5%	14.9%	13.3%	16.6%	16.1%	18.2%
	At nursery or childcare	16.8%	16.4%	16.2%	17.0%	13.8%	17.5%	11.9%	10.8%	17.9%	12.9%	22.2%
	While doing creative activities	22.9%	18.4%	18.0%	22.8%	18.7%	21.3%	20.8%	18.7%	19.8%	19.2%	24.9%
	While eating	14.6%	13.2%	14.4%	13.5%	15.0%	13.5%	13.9%	15.2%	11.4%	15.2%	15.2%
	With friends	14.2%	12.5%	11.4%	14.8%	11.5%	14.0%	15.8%	13.3%	10.5%	12.1%	17.2%
	At bath time	15.6%	16.1%	15.1%	16.3%	18.2%	15.2%	21.8%	13.3%	16.4%	14.7%	15.7%
	For family time	35.2%	28.9%	28.3%	34.8%	27.7%	33.2%	30.7%	30.7%	30.5%	27.7%	37.2%
	As a reward	14.6%	15.1%	13.8%	15.5%	15.0%	14.8%	13.9%	14.9%	13.7%	13.4%	16.7%
	When I am busy myself and want my child to play independently	16.9%	17.3%	16.1%	17.8%	19.9%	16.5%	17.8%	13.0%	16.2%	19.2%	20.2%
	Other	0.2%	0.4%	0.4%	0.2%	0.3%	0.3%	-	0.3%	0.6%	0.4%	-
	None of these	0.6%	-	0.4%	0.2%	-	0.4%	2.0%	0.3%	0.2%	0.4%	-

Table D2

Breakdown of when audio listening takes place by independent listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q20. On their own: When does your child usually listen to audio stories?	To wind down before bed	37.6%	31.6%	31.9%	36.1%	34.1%	35.2%	39.7%	33.9%	32.9%	39.9%	33.5%
	To fall asleep at night-time	31.7%	33.8%	30.4%	33.8%	29.8%	34.0%	32.8%	34.5%	32.3%	31.0%	33.9%
	Before a nap	21.9%	18.6%	22.0%	19.5%	21.6%	20.2%	24.1%	21.1%	19.9%	15.5%	24.3%
	During quiet time	31.7%	31.8%	27.8%	33.6%	29.4%	32.9%	31.0%	29.8%	32.3%	33.3%	31.7%
	During play	33.5%	27.1%	31.6%	30.0%	30.6%	30.4%	29.3%	29.8%	31.1%	31.5%	29.6%
	During travel or car journeys	24.9%	21.6%	21.7%	24.1%	23.5%	23.1%	17.2%	18.1%	20.2%	25.0%	31.7%
	While getting ready (e.g. dressing, mealtimes)	13.7%	12.6%	11.5%	14.0%	14.9%	12.7%	6.9%	15.8%	12.4%	12.5%	15.7%
	At nursery or childcare	15.0%	11.1%	14.1%	12.8%	13.7%	12.8%	12.1%	10.5%	12.4%	8.9%	20.0%
	While doing creative activities	21.7%	18.4%	19.5%	20.4%	20.8%	19.8%	13.8%	17.5%	21.1%	19.0%	24.8%
	While eating	16.2%	16.2%	14.1%	17.2%	17.6%	15.5%	13.8%	16.4%	14.5%	15.5%	19.6%
	With friends	16.9%	13.0%	12.8%	16.2%	15.7%	14.8%	10.3%	14.6%	12.1%	14.9%	22.2%
	At bath time	11.0%	9.6%	7.7%	11.6%	13.7%	9.3%	6.9%	8.8%	12.1%	10.1%	10.9%
	For family time	16.5%	17.7%	16.0%	17.6%	16.1%	17.7%	10.3%	17.0%	14.5%	18.5%	20.9%
	As a reward	13.3%	14.7%	9.9%	15.9%	13.7%	14.4%	19.0%	11.7%	14.5%	10.1%	17.4%
	When I am busy myself and want my child to play independently	34.0%	25.2%	29.1%	30.2%	24.7%	31.6%	22.4%	27.5%	30.2%	29.8%	33.9%
	Other	0.2%	0.6%	0.6%	0.3%	-	0.6%	-	-	0.9%	-	0.4%
	None of these	0.4%	0.4%	1.0%	0.1%	0.4%	0.4%	1.7%	1.2%	-	-	-

Table E1

Breakdown of reasons for listening by shared listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q16. What are the main reasons you choose to listen to stories in audio formats with your child?	To enjoy stories together	42.9%	41.1%	41.3%	42.7%	35.7%	43.8%	32.7%	35.1%	43.8%	51.3%	41.9%
	Because my child enjoys listening to audio stories	34.4%	34.0%	33.8%	34.8%	32.3%	35.1%	24.8%	32.9%	35.0%	33.9%	35.4%
	To spend quality time together	40.0%	38.7%	38.3%	40.3%	33.7%	41.3%	28.7%	35.4%	38.7%	39.7%	44.9%
	To support my child's language and communication	40.4%	37.9%	39.4%	38.9%	37.2%	39.7%	34.7%	34.5%	38.9%	38.4%	44.6%
	To create positive experiences around stories and language	31.7%	31.1%	31.1%	31.8%	29.7%	32.4%	26.7%	29.1%	31.2%	30.4%	35.4%
	To develop routines around stories and books	28.6%	27.6%	29.4%	27.0%	31.4%	27.5%	24.8%	25.6%	27.8%	24.6%	33.8%
	To talk about the stories we listen to	25.0%	25.3%	23.4%	26.5%	21.0%	26.3%	18.8%	21.5%	24.0%	23.2%	30.7%
	To explore topics my child is interested in	26.8%	21.3%	22.0%	25.9%	22.8%	24.7%	18.8%	18.4%	25.0%	18.3%	31.2%
	To support other activities such as playing and singing	28.7%	25.5%	28.6%	26.0%	23.9%	28.2%	23.8%	23.4%	29.3%	24.6%	27.7%
	To encourage an interest in books and stories	37.7%	34.6%	37.5%	35.3%	33.1%	37.1%	34.7%	30.4%	37.5%	38.8%	37.2%
	To support my child's learning and development	42.5%	39.7%	43.8%	38.9%	37.8%	42.2%	38.6%	34.8%	42.1%	38.4%	48.1%
	To support bilingual or multilingual language development	21.6%	17.9%	18.2%	20.9%	20.2%	19.8%	19.8%	16.8%	18.1%	16.1%	26.4%
	To help my child relax	39.5%	37.1%	36.1%	40.2%	36.6%	39.0%	42.6%	36.1%	37.9%	38.8%	37.9%
	To foster my child's imagination	31.1%	29.4%	27.9%	31.9%	27.4%	31.2%	19.8%	24.4%	29.1%	32.1%	36.4%
	To support daily routines	30.1%	31.3%	29.7%	31.6%	26.2%	32.2%	20.8%	29.4%	32.6%	34.8%	29.9%
	To keep my child entertained	42.8%	38.0%	41.4%	39.6%	38.3%	41.0%	34.7%	35.1%	44.6%	37.9%	41.9%
	To reduce my child's screen time	36.2%	36.2%	36.8%	35.9%	30.0%	37.8%	29.7%	35.1%	37.7%	34.8%	37.7%
	Audio is easier or more convenient than reading together	17.3%	16.3%	16.8%	16.8%	17.6%	16.7%	8.9%	16.1%	13.7%	14.3%	23.7%
	Other	0.9%	0.1%	0.7%	0.3%	0.3%	0.6%	-	0.6%	0.4%	1.3%	0.2%
	None of the above	0.2%	0.1%	0.3%	0.1%	-	0.2%	1.0%	0.3%	0.2%	-	-

Table E2

Breakdown of reasons for listening by independent listeners.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q17. What are the main reasons your child chooses to listen to audio stories?	They enjoy listening to stories	51.7%	47.4%	47.6%	50.7%	41.2%	53.0%	31.0%	46.8%	49.2%	53.0%	51.7%
	They enjoy particular characters or series	36.3%	27.4%	31.0%	32.6%	26.3%	34.5%	24.1%	28.1%	36.0%	32.7%	31.7%
	They like choosing what to listen to themselves	35.0%	29.7%	33.2%	32.2%	31.0%	33.1%	22.4%	29.8%	34.4%	31.5%	33.0%
	To help them relax	41.3%	42.9%	35.5%	45.1%	38.4%	43.2%	36.2%	39.2%	39.9%	42.9%	49.6%
	To help them settle before sleep	40.5%	37.8%	37.7%	39.9%	36.5%	40.2%	37.9%	36.3%	39.6%	42.3%	39.1%
	It helps them unwind after a busy day	27.8%	23.1%	22.4%	27.0%	22.7%	26.9%	24.1%	24.6%	23.9%	29.2%	26.5%
	It keeps them calm when they're upset or anxious	25.1%	22.6%	26.2%	22.9%	29.0%	22.5%	32.8%	23.4%	19.9%	19.0%	31.3%
	To keep them entertained	47.7%	37.6%	41.5%	43.6%	40.4%	43.9%	27.6%	42.1%	42.6%	39.3%	51.3%
	Because they become absorbed in the stories	24.3%	21.4%	19.5%	24.5%	23.1%	23.1%	22.4%	22.2%	18.1%	23.2%	29.1%
	As an alternative to watching television or using a tablet	32.9%	28.2%	33.2%	29.5%	32.9%	30.0%	24.1%	31.6%	30.5%	31.0%	31.3%
	To discover new things or new words	31.0%	25.9%	30.4%	27.8%	27.8%	29.0%	24.1%	28.1%	26.0%	21.4%	39.1%
	To discover new stories	28.7%	27.6%	25.6%	29.4%	29.0%	27.9%	22.4%	25.7%	25.4%	30.4%	31.7%
	Because they can use the device independently	33.5%	24.8%	29.4%	29.4%	27.1%	30.4%	24.1%	28.1%	31.7%	33.3%	24.3%
	Because they enjoy listening on their own	31.0%	27.4%	24.9%	31.3%	29.4%	29.0%	19.0%	26.9%	29.6%	29.8%	32.6%
	Other	0.6%		0.3%	0.3%	-	0.4%	-	-	0.3%	-	0.9%
	None of the above	0.2%	0.6%	0.6%	0.3%	0.8%	0.3%	1.7%	1.2%	0.3%	-	-

Table F

Breakdown of perceived benefits from audio listening.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q18. Thinking about your child's experience, what benefits, if any, have you noticed from listening to audio stories?	They have learned new words	41.5%	38.5%	40.0%	40.1%	34.0%	42.0%	30.8%	34.3%	38.5%	41.3%	48.3%
	They have a better understanding of words and language	36.8%	31.2%	31.5%	35.8%	31.3%	34.8%	27.7%	30.5%	32.2%	37.3%	40.0%
	They pay attention and listen for longer	38.8%	34.7%	33.4%	39.3%	31.1%	38.7%	32.3%	30.0%	37.4%	37.3%	42.6%
	They ask questions or talk about the stories they've listened to	33.5%	29.7%	21.8%	38.5%	31.6%	31.8%	30.8%	25.4%	30.1%	33.2%	39.3%
	They communicate more confidently	37.4%	33.6%	33.9%	36.7%	29.3%	37.6%	30.0%	32.7%	32.4%	36.2%	44.6%
	They use their imagination more	36.5%	35.6%	32.5%	38.5%	38.0%	35.7%	32.3%	34.6%	34.9%	39.5%	37.7%
	They know more about the world around them	26.3%	24.4%	23.6%	26.7%	28.4%	24.6%	22.3%	27.8%	22.9%	19.9%	31.6%
	They are more interested in stories and books	36.3%	33.5%	31.6%	37.2%	32.9%	35.7%	34.6%	28.6%	35.6%	33.6%	40.2%
	They relax more easily	41.8%	39.3%	38.3%	42.2%	35.6%	42.4%	30.0%	41.4%	40.1%	41.0%	43.0%
	They settle more easily at bedtime	38.5%	37.5%	35.4%	39.8%	35.8%	38.9%	41.5%	35.9%	36.7%	35.8%	42.4%
	They seem happier or in a better mood	37.1%	34.7%	35.3%	36.3%	32.9%	36.7%	34.6%	32.4%	36.7%	32.1%	40.8%
	They are more deeply immersed in play	23.0%	22.8%	24.0%	22.2%	25.1%	22.3%	20.8%	23.8%	20.5%	21.0%	27.8%
	Other	0.2%	0.1%	0.1%	0.2%	0.2%	0.1%	-	-	0.3%	0.4%	-
	I have not noticed any benefits	1.2%	1.1%	1.6%	0.8%	1.1%	1.2%	-	2.2%	1.3%	1.5%	0.2%

Table G

Breakdown of how audio content is found and which information would help families to choose audio content.

		Gender		Age		SEND		Income				
		Girls	Boys	0-2	3-5	Yes	No	Very low	Low	Med.	High	Very high
Q20. How do you or your child usually find audio stories to listen to?	Friends or family	35.4%	32.9%	35.2%	33.5%	32.2%	34.4%	35.4%	33.0%	31.4%	32.1%	39.3%
	Nursery, preschool or childminder	27.5%	27.5%	24.6%	29.5%	26.9%	27.6%	24.6%	21.9%	27.4%	23.6%	36.4%
	Health visitor or other professional	12.7%	14.8%	12.9%	14.2%	20.4%	11.8%	19.2%	14.1%	11.1%	14.0%	15.2%
	Library	24.7%	22.7%	20.2%	26.2%	27.8%	22.6%	30.0%	21.4%	20.3%	20.3%	31.1%
	Bookshop	18.2%	17.5%	16.1%	19.1%	22.0%	16.7%	20.8%	15.9%	15.5%	15.1%	24.1%
	Audiobooks or audio apps	48.8%	47.2%	45.7%	49.6%	44.7%	49.1%	41.5%	43.0%	46.1%	48.7%	56.5%
	Social media	31.5%	28.8%	28.8%	31.2%	30.0%	30.5%	20.8%	27.3%	28.3%	31.7%	37.7%
	Online searches	44.4%	39.2%	40.9%	42.6%	32.7%	45.0%	32.3%	33.5%	42.7%	48.7%	46.6%
	Recommendations within apps	33.2%	29.5%	30.1%	32.4%	24.2%	33.8%	23.8%	25.1%	30.0%	31.7%	41.5%
	Other	3.2%	3.4%	3.9%	2.8%	2.7%	3.5%	1.5%	3.8%	3.9%	4.5%	1.3%
Q21. What information, if any, would help you choose audio content for your child?	Age recommendations	54.5%	54.7%	53.7%	55.3%	47.6%	56.8%	42.3%	51.9%	57.3%	55.4%	54.1%
	Educational benefits	56.4%	54.2%	55.2%	55.2%	49.3%	57.3%	51.5%	50.3%	53.5%	57.2%	63.4%
	Language and communication benefits	42.7%	39.3%	40.0%	41.8%	35.1%	43.5%	34.6%	31.1%	39.5%	42.1%	53.2%
	Reviews from other parents	44.3%	44.0%	44.3%	44.0%	38.7%	46.0%	40.0%	40.3%	42.7%	47.2%	48.8%
	Recommendations from early years professionals	44.3%	38.0%	38.8%	42.9%	37.6%	42.9%	36.2%	38.1%	37.5%	48.3%	47.9%
	Recommendations from libraries	34.7%	29.5%	29.6%	34.0%	31.8%	32.3%	31.5%	27.8%	30.0%	36.2%	38.0%
	Suggestions based on my child's interests	46.6%	46.3%	44.8%	47.5%	46.0%	46.4%	40.8%	42.7%	47.7%	49.4%	47.0%
	None of the above	1.4%	1.1%	2.0%	0.6%	0.7%	1.3%	2.3%	1.6%	1.3%	0.4%	0.7%

About tonies®

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