**The Primary Home Learning Environment**

**Overview**

This file consists of data gathered from 125 parent-child dyads assessed as part of an extension to an earlier project examining the impact of the preschool home learning environment on children’s literacy and numeracy development (Soto-Calvo et al., 2020). The extension project examined associations between the preschool home learning environment, the primary home learning environment and children’s academic skills. Participants are included in this dataset if they completed at least some of the primary home learning questionnaire. It includes some participants who were not represented in the earlier preschool project dataset due to the timing of their contribution to the project. Data from the earlier preschool and Reception data collection episodes are not included in the file since explicit consent for the sharing of this data was not obtained in this project.

**Methodology**

**Measures & associated variables**

Parents completed a home learning questionnaire administered when the children were in the second term of Year 1 (variables 4-160)

Children completed standardised language, cognitive, reading and mathematics assessments administered in the third term of Year 1 (variables 161-200). The specific assessments administered were:

Naming Vocabulary (*BAS-3*, Elliott & Smith, 2011)

Receptive Vocabulary (*WIPPSI-IV-UK*, Wechsler, 2013)

Passage Reading (*YARC*, Snowling et al., 2011)

Number Skills (*BAS-3*, Elliott & Smith, 2011)

Listening Recall (*WMTB-C,* Pickering & Gathercole, 2001)

Backward word recall – a modified version of backward digit recall. Number words replaced with nine non-number words (*WMTB-C,* Gathercole & Pickering 2001)

Sound Deletion and Sound Isolation (Hulme et al., 2009)

Children completed age-appropriate maths anxiety and self-efficacy questionnaires during the first term of Year 2. A standardised spelling assessment (*BAS-3*, Elliot & Smith, 2011), an alphabet transcription task and two experimental writing assessments (sentence generation and text production) were also administered at this time point (variables 201-234).

Variable 2 identifies whether a participant’s data was included in Soto-Calvo et al. (2020) and variable 3 identifies whether a child’s data were included in the Adams et al. (2021) sample. Note that the preschool and Reception data referred to in these papers are not included in this file.

**Procedure**

Parents completed the primary home learning questionnaire at home, returning these confidentially to the research team. The children completed all assessments and questionnaires individually in a quiet area of their school. All standardised assessments were administered according to the standardised instructions. Details of the administration and scoring criteria of the alphabet transcription, sentence generation and text production tasks are provided in Adams et al. (2021). Details of the parental home learning questionnaire and the children’s mathematics self-efficacy and anxiety questionnaires are given in Simmons et al. (2020).

**Ethics**

Parents/carers gave written informed consent for their child’s participation. Each child also provided assent at the start of each assessment session. The study was approved by the LJMU Research Ethics Committee.

**Queries**

Queries about the nature of the variables or their scoring should be directed to Dr Fiona Simmons ([f.r.simmons@ljmu.c.uk](mailto:f.r.simmons@ljmu.c.uk)) in the first instance.

**References**

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