SLAUGHTER AND MAY

Children's and Young People's Reading Today

Findings from the 2011 National Literacy Trust's annual survey

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Words for life

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Table of contents

Tables and figures

Introduction

This research was funded by law firm Slaughter and May and carried out with 21,000 children and young people across the UK. One of its key findings is that children and young people are reading less as their lives get more crowded.

In 2005 we found that four young people in 10 read daily outside of class. This research carried out at the end of 2011 found that only three young people in 10 now read daily in their own time. However, the number of children and young people who enjoy reading very much or quite a lot has remained static since 2005 (50% today vs 51% in 2005). These findings together suggest a clear issue with children's and young people's leisure time with many children and young people enjoying reading but pushing it out in favour of other activities. The research found that:

- More than a fifth of children and young people (22%) rarely or never read in their own time
- More than half (54%) prefer watching TV to reading
- Nearly a fifth (17%) would be embarrassed if their friends saw them reading
- 77% of children and young people read magazines in 2005 now just 57% do, comic reading has dropped from 64% to 50%, reading on websites from 64% to 50%

We believe it is essential to make the time for children and young people to read as the research also shows a clear link between reading outside of class and their achievement. It found that young people who read outside of class daily were 13 times more likely to read above the expected level for their age.

We hope this research will increase interest in children's and young people's reading habits and encourage government, families and those working with children and young people to help make reading part of a young person's daily activities.

Key findings

This report outlines findings about young people's reading from our second annual literacy survey[1] conducted in November/December 2011. Nearly 21,000 young people aged 8 to 16 participated. Download last year's survey here: http://www.literacytrust.org.uk/assets/0001/1393/Omnibus_reading_2010.pdf

- 50% of young people enjoy reading either "very much" or "quite a lot"; 10% of young people do not enjoy reading at all and 38% only enjoy reading "a bit" (see **Table 8, p. 24**).
- 30.8% of young people read outside of class every day, with another 28.2% reading a few times a week. However, 21.6% of young people say that they rarely or never read outside of class (see **Table 13, p. 30**).
- In 2005 77% of children read magazines, now just 57% do, comic reading dropped from 64% to 50% and reading on websites dropped from 64% to 50% (see **Figure 3, p.10**).
- Technology-based formats, such as text messages (63.2%), websites (50.4%) and messages on social networking sites (49.9%) are most commonly read materials outside of class at least once a month. Magazines (57.0%) and fiction (47.8%) are the most common non-technology reading choices (see **Table 10, p. 26**).
- 72.9% of young people read paper-based materials, while 63.8% read using a computer and 55.9% read on their mobile phone. 20.4% of young people say that they read using an iPad, while 21.1% read using other electronic devices. Only 8.8% of young people say that they read using a Kindle (see **Table 12, p. 29**). Most young people (62%) say that they read paper-based materials as well as at least one technology-based medium. Only 17.8% say that they just read paper-based texts, while a fifth (20.2%) say that they do not read any paper-based texts at all.
- Young people who read outside of class daily are 13 times more likely to read above the expected level for their age (see **Table 2, p. 19**).
- Many young people thought positively about reading (see **Tables 16.1 to 16.8, pp. 36**). 76.4% agree that "the more I read, the better I become", and 33.5% agree that "reading is cool". However 27.2% agree that "I don't read as well as other pupils in my class", 26.5% of young people agree that "I only read when I have to" and 26.5% agree that "I find things to read that interest me". 17.4% of young people agree that "I would be embarrassed if friends saw me read". However, more than half of young people (53.8%) agree that "I prefer watching TV to reading".
- When young people read about a quarter (24.6%) read for up to 30 minutes. 21.1% read for up to 20 minutes, while 19.3% read for up to 10 minutes. However, a sixth of young people (15.1%) read for about one hour while an eighth (12.7%) read for longer than one hour (see **Table 14, p. 32**).

For relationships with reading attainment see **Tables 17 to 32, pp. 44** and for comparisons of these headline findings with data from 2010 see **Figures 11 to 15 pp. 54.**

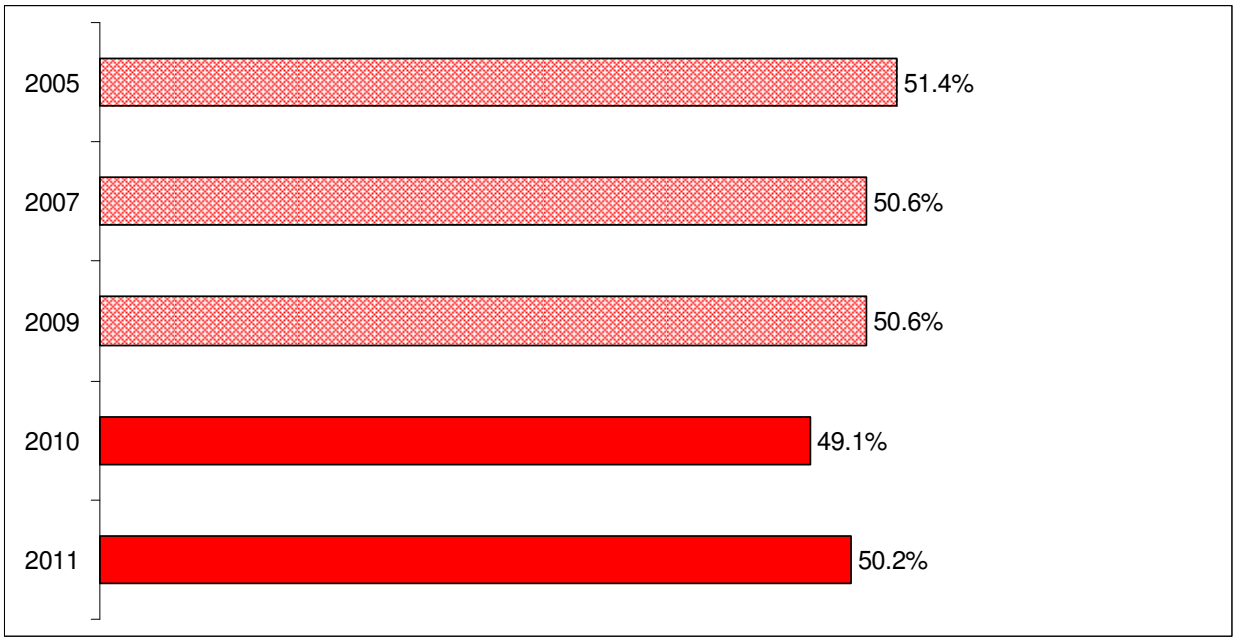
[1] For more information about our annual literacy survey see **Appendix A, p. 58.**

Some literacy trends

The National Literacy Trust has conducted the national annual literacy survey since 2010 and surveyed young people on literacy issues since 2005. To contextualise findings from our two annual literacy surveys and to give some indication of trends, the following graphs also contain data from some of our previous studies (in shaded bars).

Figure 1 shows that young people's levels of reading enjoyment (enjoying reading either very much or quite a lot) have remained relatively stable since 2005. 2010 showed a slight dip in the proportion of young people who enjoy reading compared with data collected previously but data from our most recent annual literacy survey in 2011 indicates that levels of enjoyment have started increasing again[2].

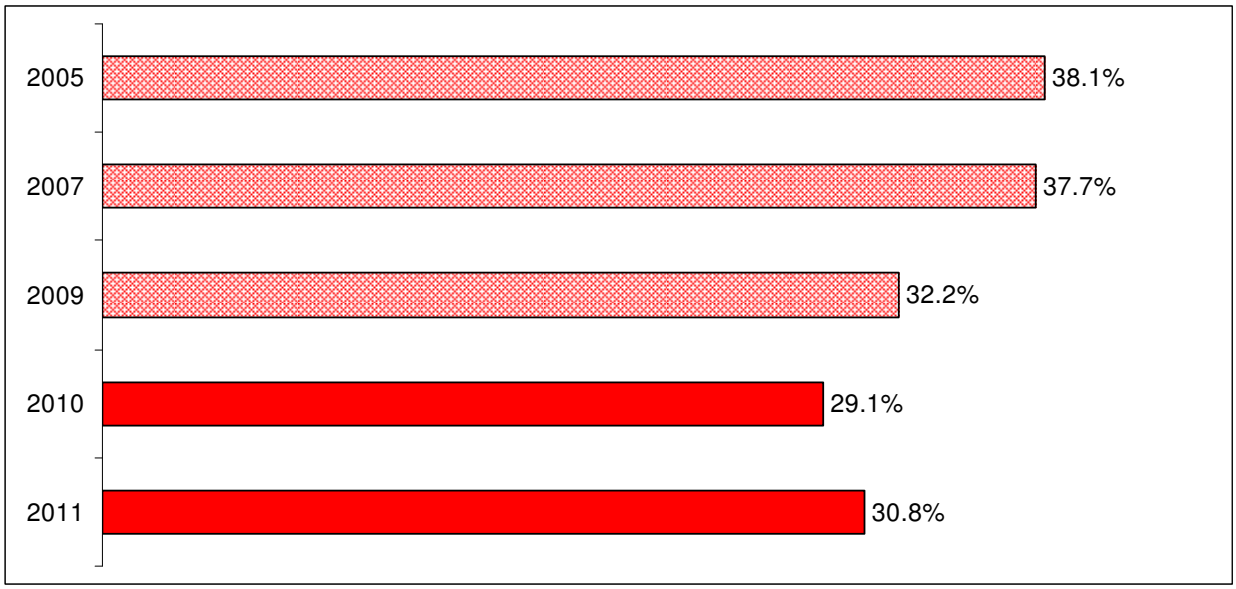
Figure 1: Proportion of young people who enjoy reading either very much or quite a lot 2005 to 2011



While young people's levels of reading enjoyment have remained relatively stable, **Figure 2** shows a slightly different picture when it comes to the proportion of young people who read daily. Although the proportion of young people who read every day has increased since 2010[3], rates remain lower than were evidenced in 2005 and 2007.

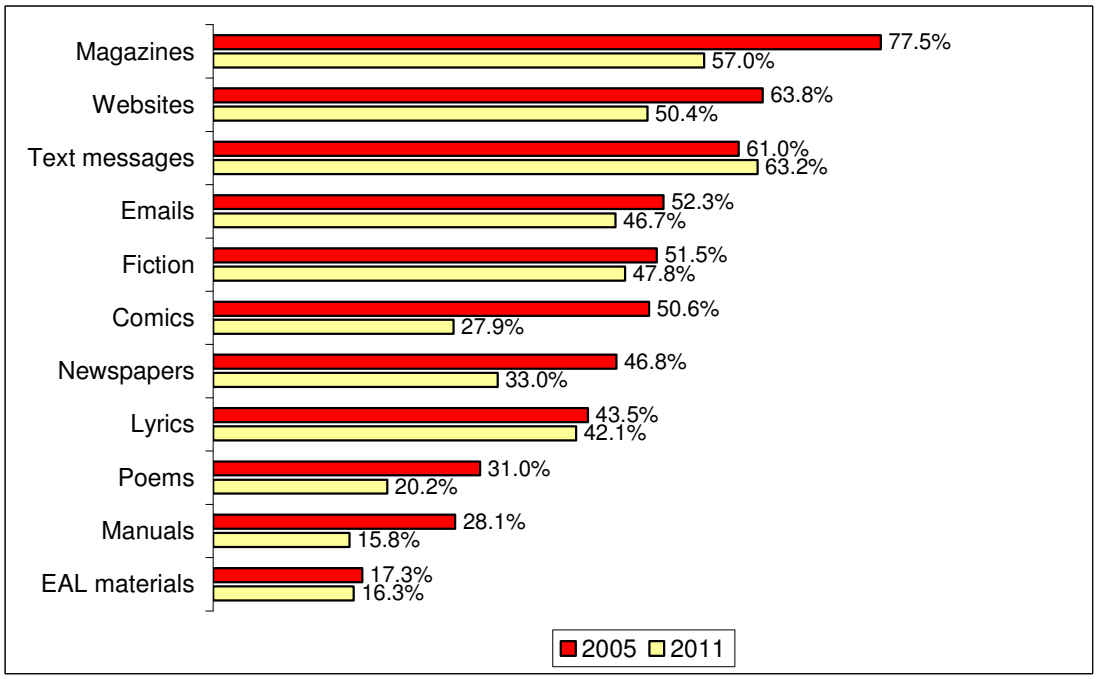
[2] This increase since 2010 was not statistically significant
[3] Young people in 2011 were slightly but significantly more likely to read more frequently outside of class compared with young people in 2010: 2010 M = 3.0827, SD = 2.065; 2011 M = 2.9418, SD = 2.023; t(38,512) = 6.742, p = .000, d = .069

Figure 2: Proportion of young people who read daily 2005 to 2011



So, although young people in 2011 say that they enjoy reading as much as young people have since 2005, they now do it less often on a daily basis. Indeed, reading increasingly loses out to other leisure activities. Comparing reading choices in 2005 and 2011, **Figure 3** shows that reading across all formats has fallen – with the exception of text messages (for changes since 2010 see Figure 14, p. 56). This is not simply about young people shifting their reading patterns from paper to digital as technology-based reading (such as reading of websites and emails) also decreased[4].

Figure 3: Proportion of young people reading different reading materials outside of class in 2005 and 2011



[4] Please note that our annual literacy survey includes other "digital" forms of reading, such as instant messages and messages on social networking profiles. However, these types of technology-based reading choices were not very prevalent six years ago and as a result were not assessed.

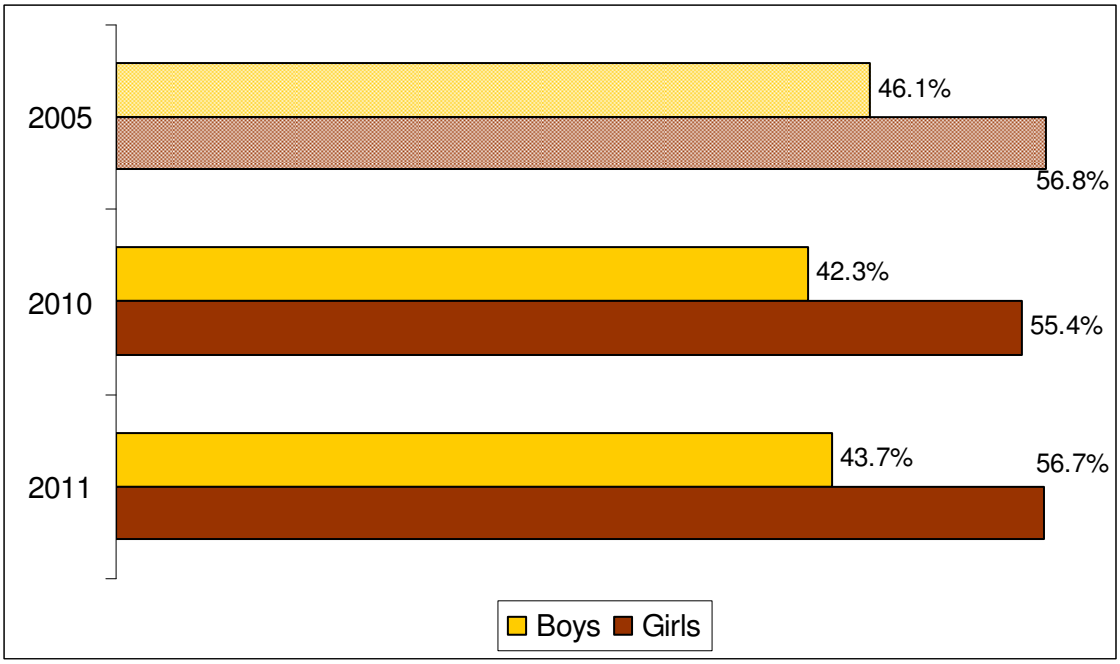
Girls are keener readers than boys

Many of the issues mentioned here are discussed in greater detail in the Boys' Reading Commission that the National Literacy Trust conducted earlier this year. For more information, including publications, see:
http://www.literacytrust.org.uk/policy/nlt_policy/boys_reading_commission

Nearly twice as many girls as boys say that they enjoy reading very much (27.6% vs. 18.3%), with 56.7% of girls enjoying reading either very much or quite a lot compared with only 43.8% of boys. Conversely, nearly twice as many boys as girls say that they don't enjoy reading at all (14.6% vs. 8.3%). The gender gap in reading enjoyment is not just a UK phenomenon; instead, it is corroborated by numerous studies that all show that boys enjoy reading less than girls. For example, PISA (2009) showed that across OECD countries, just over half of 15-year-old boys (52%) said that they read for enjoyment[5] compared with nearly three-quarters of girls (73%).

Figure 4 shows that the gap between boys and girls in terms of their reading enjoyment has narrowed very slightly since 2010, with a 12.9 percentage point different between boys and girls in 2011 compared to a 13.1 percentage point difference gender gap in 2010. However, the gender difference remains wider in 2011 than in 2005 (where the percentage point gap between boys and girls who enjoy reading either very much or quite a lot was 10.7).

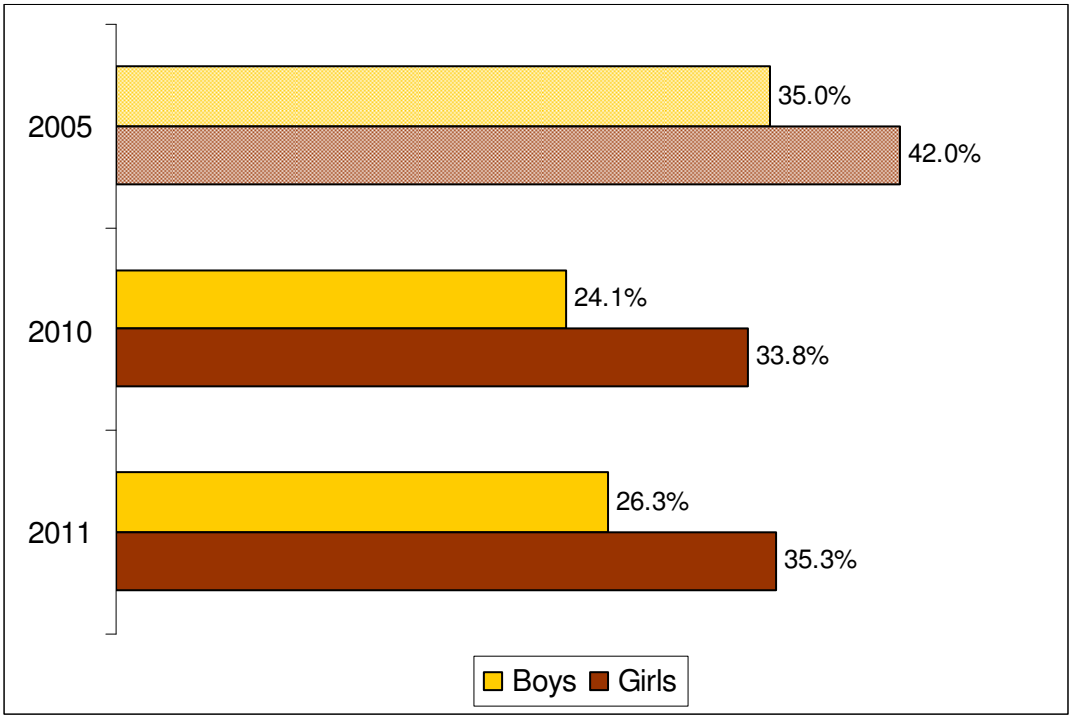
Figure 4: Proportion of boys and girls who enjoy reading either very much or quite a lot in 2010 and 2011 (with reference to 2005 data too)



Girls not only enjoy reading more than boys but they also do it more often, with 35.3% of girls saying that they read outside of class every day compared with 26.3% of boys. Indeed, twice as many boys as girls say that they never read outside of class (8.4% vs. 4.8%). Overall, there has been a slight increase in the proportion of boys and girls who read daily in 2011 compared with 2010 when 24.1% of boys and 33.8% of girls read daily. While the gender gap in daily reading has narrowed between 2010 and 2011 (from a 9.7 percentage point difference gap in 2010 to a 9 percentage point difference in 2011; see **Figure 5**), comparisons with data from 2005 show that the gap between daily reading amongst boys and girls remains wider than what was evidenced in 2005 (7 percentage point difference gap).

[5] http://www.oecd.org/dataoecd/34/50/48624701.pdf. Please note that the PISA question is a combined reading enjoyment and reading frequency question, which might account for the different proportions of boys and girls who say that they enjoy reading compared with our survey.

Figure 5: Proportion of boys and girls who read daily 2010 and 2011 (with reference to 2005 data too)



More girls than boys also read for longer periods of time. Nearly a third of girls (31.8%) compared to nearly a quarter of boys (23.9%) read for one hour or longer. More girls than boys also say that they read for up to 30 minutes at a time (girls 26.2%, boys 23%). Conversely, more boys than girls say that they only read for 10 minutes when they read (boys 23.6%, girls 15.9%).

Girls and boys also read different materials outside of class. More girls than boys say that they not only read technology-based formats, such as text messages, messages on social networking sites, emails and instant messages, but also that they read more "traditional" texts, such as fiction and poems as well as magazines and lyrics. By contrast, more boys than girls say that they read non-fiction, newspapers, comics and manuals. Girls' penchant for technology-based materials is not simply explained by girls having greater access to computers or the internet than boys; our survey also showed that roughly the same proportion of boys and girls say that they either own a computer (boys 72.1%; girls 74.0%), have access to one (boys 96.4%; girls 97.0%) or have the internet at home (boys 96.3%; girls 96.3%).

Given the above findings regarding the different reading choices of boys and girls, it is perhaps not very surprising that more girls than boys say that they read using paper-based materials as well as computers and mobile phones. While there was no difference in the proportion of boys and girls who say that they read using a Kindle or iPad, more boys than girls say that they read using other electronic devices, such as Xbox, PS3 and iPods. Overall, girls are more likely than boys to read a wider variety of materials using a greater range of media.

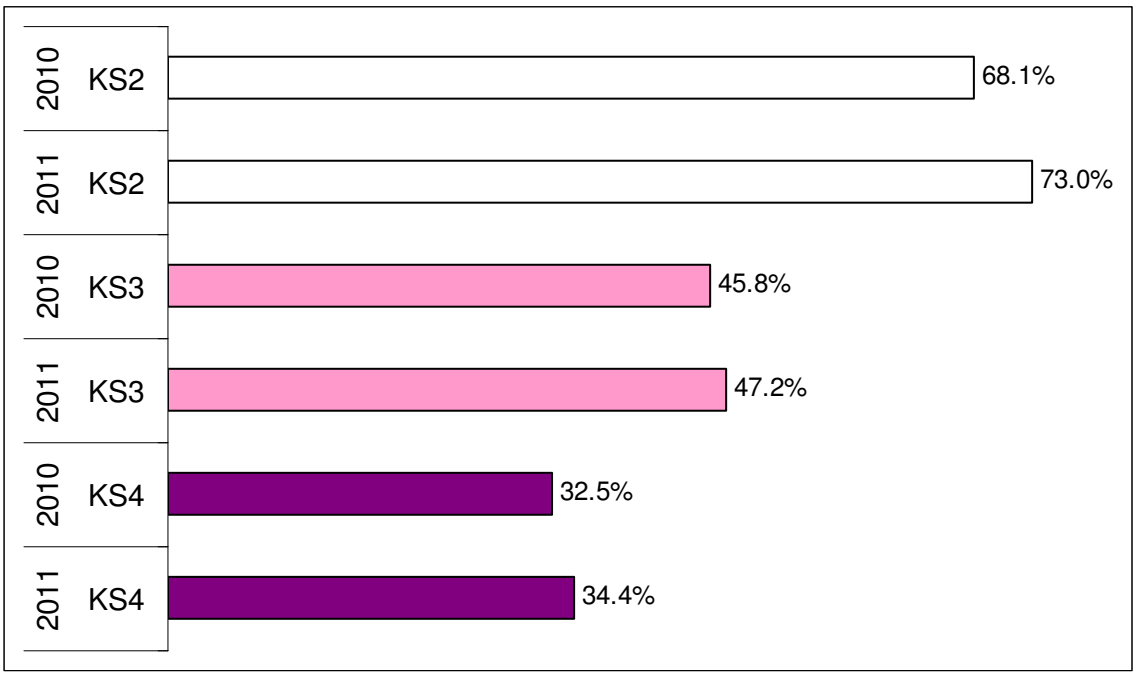
Finally, girls also think more positively about reading than boys. More girls than boys agreed with the statement that "reading is cool", while more boys than girls agreed with the statements "I prefer watching TV to reading", "I only read when I have to" and "I cannot find things to read that interest me". More boys than girls also subscribed to a gendered view of reading, with 17.9% of boys agreeing that "reading is more for girls than boys" compared with only 11.7% of girls.

The challenge – KS4 pupils

The gender gap around reading is clearly a cause for concern but an even greater divisive factor is age. For example, the differences among the three key stages (8 to 11-year-olds, 11 to 14-year-olds and 14 to 16-year-olds) in terms of their reading enjoyment are truly staggering. Only a third of KS4 pupils (34.4%, 14 to 16-year-olds) compared to nearly half of KS3 pupils (47.2%, 11 to 14-year-olds) and nearly three-quarters of KS2 pupils (73%, 8 to 11-year-olds) say that they enjoy reading either very much or quite a lot. Indeed, nearly four times as many KS2 than KS4 pupils say that they enjoy reading very much (44.3% vs. 12.6%). Conversely, KS4 pupils are nearly six times more likely than KS2 pupils to say that they do not enjoy reading at all (21% vs. 3.8%).

Not only do KS2 pupils enjoy reading more than KS4 pupils, there is also some suggestion that the enjoyment gap among the key stages has widened since 2010 (see **Figure 6**). Although all key stages enjoy reading more now than they did in 2010, the increase in the proportion of young people who enjoy reading has been greater at KS2 than at KS4 (at KS2 there was a 4.9 percentage point increase; at KS4 there was a 1.9 percentage point increase). Hopefully data from our annual literacy survey in 2012 will show whether this marks an ongoing trend.

Figure 6: Proportion of pupils from each key stage who enjoy reading either very much or quite a lot in 2010 and 2011



Not only are KS2 pupils twice as likely as KS4 pupils to enjoy reading, they also read more frequently. 42.9% of KS2 pupils said that they read daily outside of class compared with only 29% of KS3 pupils and 22.9% of KS4 pupils. By contrast, KS4 pupils are twice as likely as KS2 pupils to say that they never read outside of class (10.7% vs. 4.6%).

Although KS2 pupils read more frequently than KS3 or KS4 pupils, they read for shorter periods of time. For example, while 25.6% of KS2 pupils read for up to 10 minutes at a time, only 18.3% of KS3 and 19.1% of KS4 pupils say they do. Indeed, more KS3 pupils (26.5%) say that they read for up to 30 minutes at a time than either KS2 (22.9%) or KS4 pupils (18.9%). Also, more KS4 (30.9%) than KS2 (25.7%) or KS3 (27.7%) pupils say that they read for about 1 hour or longer.

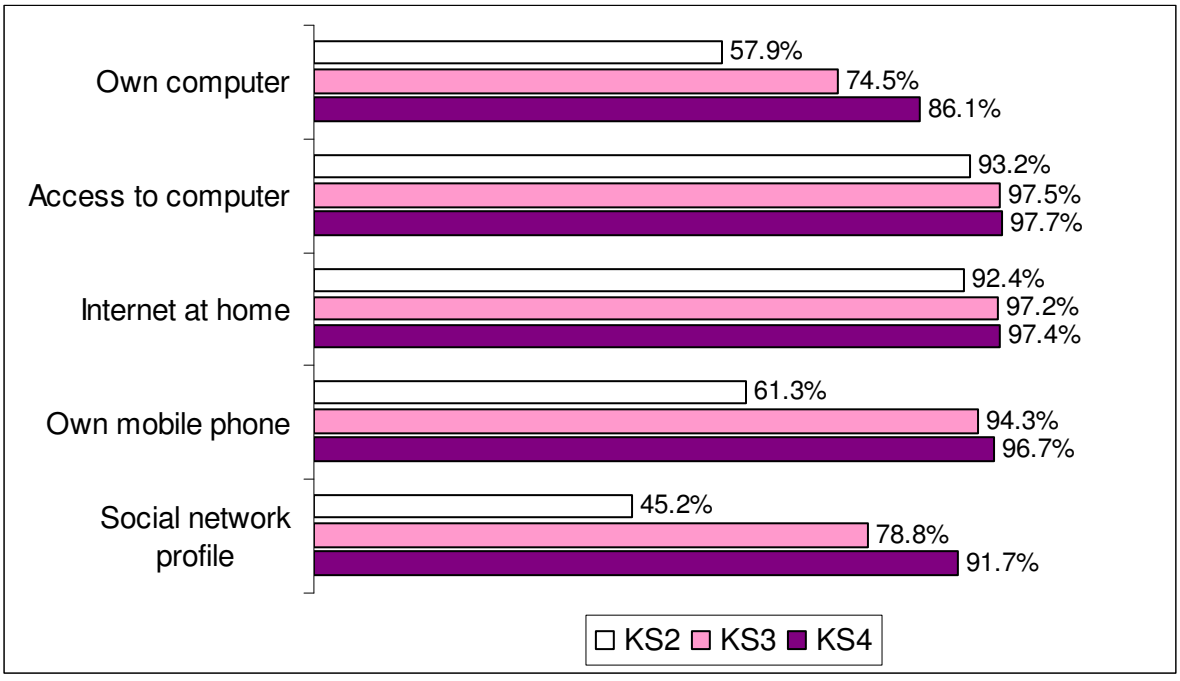
Young people choose to read very different materials outside of class depending on their age, with young people in KS4, and to a lesser extent also KS3 pupils, choosing to engage in more technology-based reading materials than pupils in KS2. For example, 80.1% of KS4 pupils say

that they read text messages compared to 68.3% of KS3 pupils and only 32.5% KS2 pupils. Similarly, 70.4% of KS4 pupils say that they read messages on social networking sites compared with 52.5% of KS3 pupils and only 24.8% of KS2 pupils. While technology-based materials dominate older pupils' reading choices outside of class, KS2 pupils are more "traditional" in their reading consumption, with their top four choices being fiction, magazines, non-fiction and poems.

These differences can in part be explained by access to technology, albeit not by access to computers. **Figure 7** shows that although considerably more KS4 and KS3 than KS2 pupils say that they have their own computer, similar proportions of pupils report the ability to access a computer in the home irrespective of key stage. A similar proportion of young people also report having the internet at home.

While access to computers/internet in itself cannot explain why older pupils read more technology-based materials than younger pupils, access to mobile phones (reading text messages) and having a profile on a social networking site provide some pointers. Nearly all KS3 and KS4 pupils reported that they have a mobile phone compared to only 6 in 10 KS2 pupils. Similarly, while 9 in 10 KS4 pupils and 8 in 10 KS3 pupils say that they have their own profile on a social networking site, less than half[6] of KS2 pupils say they have a profile. This may be at least partly explained by some social networking sites having a minimum age requirement. For example, Facebook and Bebo do not permit young people younger than 13 to register. However, there are a number of social networking sites that now target the younger market. This may explain the high number of primary KS2 pupils who say that they have a social networking site profile.

Figure 7: Access to technology by key stage



However, interestingly, when asked which media they choose to read, most pupils chose paper (books, magazines, etc) irrespective of their age. We already know that despite having similar levels of access to computers, older pupils use the computer more to read than KS2 pupils. Similarly, fewer KS2 pupils use their mobile phone to read because fewer KS2 pupils have their own phone. However, KS2 pupils are not technophobes when it comes to reading. Instead,

[6] This figure is similar to that reported in a large-scale study by LSE in 2011 who reported that 43% of 9 to 12-year-olds in the UK have a SNS profile: http://www2.lse.ac.uk/media@lse/research/eukidsonline/shortsns.pdf

slightly more KS2 than KS3 or KS4 pupils say that they use an iPad or Kindle to read and a similar proportion of KS2, KS3 and KS4 pupils use other electronic devices to read.
Finally, KS4 pupils, and to some extent KS3 pupils, are considerably less likely than KS2 pupils to hold positive attitudes towards reading. They are less likely than their younger counterparts to believe in the adage that practice makes perfect as they are less likely to agree that "the more I read, the better I become". KS4 pupils are also nearly four times less likely than KS2 pupils to agree that "reading is cool". However, KS2 pupils are more likely to subscribe to gender stereotypes around reading, with nearly twice as many agreeing that "reading is more for girls than boys" than their older counterparts.

An even bigger challenge – Teenage boys and reading

Boys tend to enjoy reading less, tend to read less often and think less positively about reading than girls. Similarly, older pupils tend to be more disengaged from reading in terms of enjoyment and attitudes when compared to younger pupils. However, when one combines gender and key stages in the analyses, it becomes evident that teenage boys, particularly those in KS4, present a particular problem with reading.

Only 26.2% of boys in KS4 say that they enjoy reading either very much or quite a lot. This is nearly half of the number of KS3 boys who say that they enjoy reading (41.6%) and nearly a third of the number of KS2 boys who say that they enjoy reading (65.5%). This is also nearly half the number of girls in KS4 (42.5%) who enjoy reading either very much or quite a lot.

Teenage boys also read less frequently than their younger counterparts, with over a third of KS2 boys (35.4%) saying that they read every day compared with only a fifth of KS4 boys (20.5%).

Only half as many KS4 (27.9%) as KS2 (48.8%) boys say that they read fiction outside of class at least once a month. KS4 boys are also less likely than their younger counterparts to read poems (8.7% vs. 29.8%) and non-fiction (27% vs. 43.9%). However, older boys are nearly twice as likely to read newspapers compared with younger boys (48.3% vs. 29%).

Teenage boys also think less positively about reading compared with younger boys. Only 14.2% of boys in KS4 agree with the statement that "reading is cool" compared with 58.1% of boys in KS2. At the same time, however, KS4 boys are more likely to agree with the statement that "I cannot find anything to read that interests me" compared with KS2 boys (35% vs. 26%). KS4 boys are also more likely to agree with the statement that they prefer watching TV to reading, with 72.1% of KS4 boys agreeing with the statement compared with just over half of KS2 boys (51.3%).

But let us not forget about teenage girls

While teenage boys are a particular concern when it comes to reading engagement, teenage girls can also present a challenge. While 80.1% of KS2 girls say that they enjoy reading either very much or quite a lot, only half as many KS4 girls (42.5%) say that they enjoy reading. Similarly, while half of KS2 girls (50%) read daily, only half as many KS4 girls (25.4%) say that they read every day.

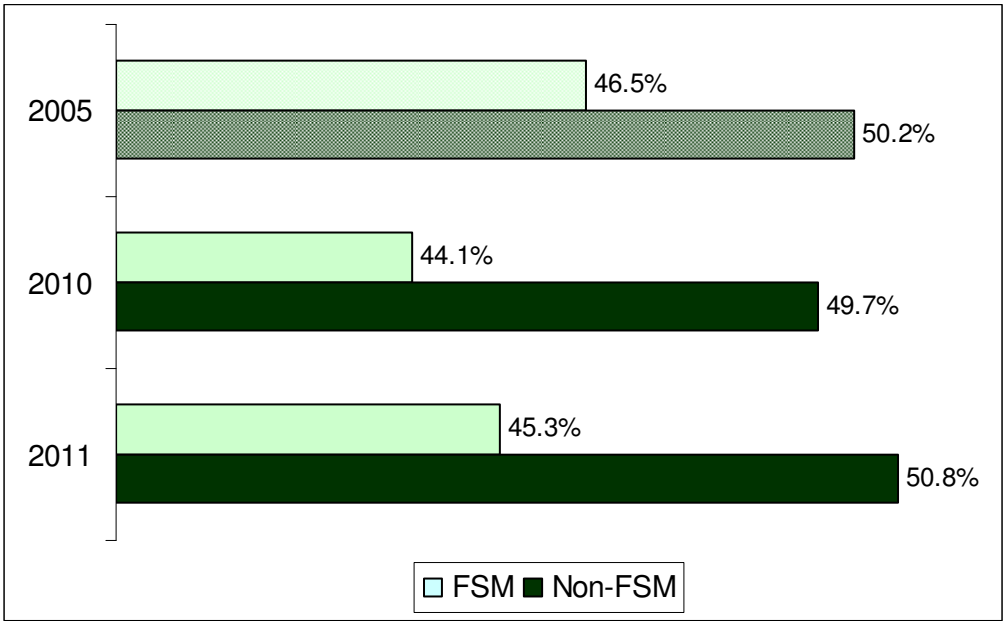
Three times as many KS2 girls as KS4 girls see reading as cool (69.5% vs. 21.8%). However, older girls are significantly less likely than younger girls to subscribe to reading as a gendered activity, with only 7.2% of KS4 girls agreeing with the statement that "reading is more for girls than boys" compared with 23.7% of KS2 girls.

The link between reading and socioeconomic background

In 2006[7] we published our first exploration into the link between socioeconomic background and reading, which showed that young people who receive free school meals (FSM) due to their family's economic status enjoy reading less, do it less often and think about reading more negatively than young people who do not receive meals. These relationships remain true six years later.

Young people who receive FSM are less likely to enjoy reading either very much or quite a lot than young people who do not receive FSMs (45.3% vs. 50.8%). The level of enjoyment for both groups is up slightly since 2010 (see **Figure 8**). However, the gap in reading enjoyment between young people who receive FSM and those who do not has remained relatively stable (5.6 percentage points in 2010 and 5.5 percentage points in 2011). Yet the gap remains larger than that found in 2005 when there was only a 3.7 percentage point difference between the two groups.

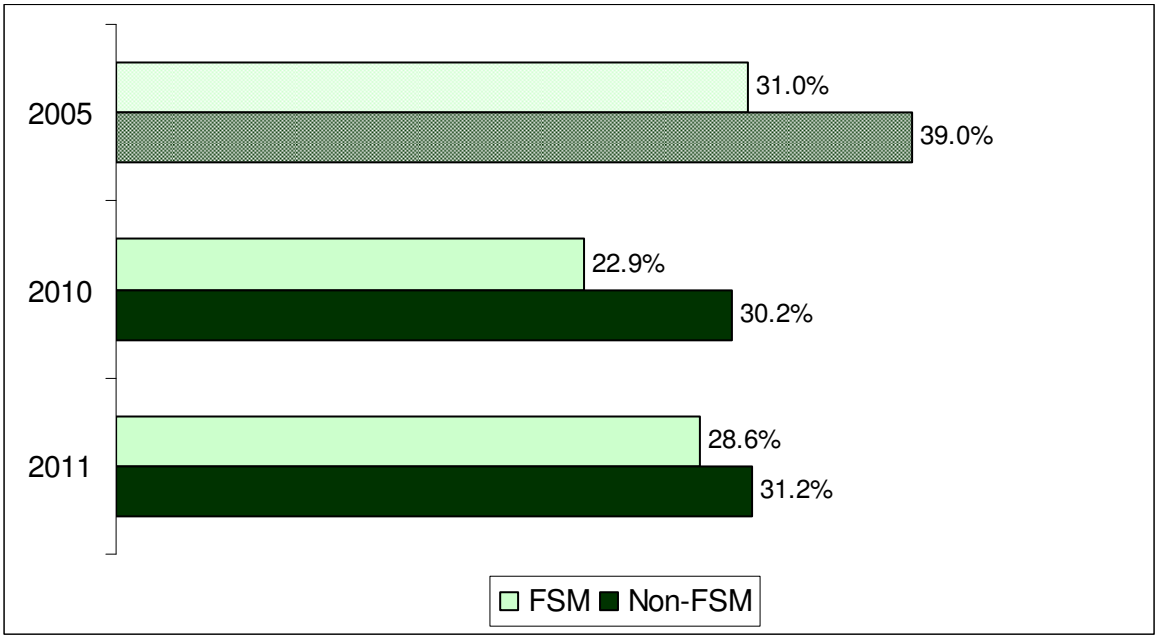
Figure 8: Enjoying reading either very much or quite a lot by FSM uptake in 2010 and 2011 (with reference to 2005 data too)



Slightly more young people who do not receive FSM read every day compared with young people who receive meals (31.2% vs. 28.6%). However, comparisons with data from 2010 or 2005 are not straightforward. Compared with 2010 data, levels of daily reading have increased particularly for young people who receive FSM (see **Figure 9**). The gap in daily reading between young people who receive FSM and those who do not has decreased from 7.3 percentage points in 2010 to 2.6 percentage points. Similarly, the gap has narrowed considerably since 2005/6 where there was an 8 percentage point difference between the two groups. Data from our annual survey conducted later in 2012 will show whether these findings illustrate a trend towards a closing of the gap between FSM and non-FSM pupils in terms of their reading frequency.

[7] http://www.literacytrust.org.uk/assets/0000/0566/Social_inclusion_reading_2006.pdf based on a survey of over 8,000 young people conducted in 2005.

Figure 9: Daily reading by FSM uptake in 2005, 2010 and 2011



More young people who do not receive FSM compared with those who do say that they read technology-based materials outside of class. While some of the internet-based reading can, at least in part, be explained by a differing access to computers (FSM pupils 93.3%; non-FSM pupils 97.5%) and the internet at home (FSM pupils 91.7%; non-FSM pupils 97.5%), the penchant of young people who do not receive FSM to read text messages cannot be so easily explained as an almost equal proportion say that they have their own mobile phone (FSM pupils 87.4%; non-FSM pupils 89.8%).

While young people who do not receive FSM are also more likely to say that they read fiction (49.8% vs. 39%) and non-fiction outside of class (36.5% vs. 32.1%), young people who receive FSM are more likely to read poems outside of class (26% vs. 18.4%). This is a finding that we have made since 2005 and it is one that we will explore in greater detail in the future.

The relationship between FSM uptake and attitudes towards reading is more complex and ambivalent. Although more young people who receive FSM compared with those who do not agree with the statement that reading is cool, more young people who receive FSM also agree that they would be embarrassed if their friends saw them read, that they read only when they have to and that they prefer watching TV to reading. More young people who receive FSM also believe in reading as a gendered activity, with 19.2% of young people who receive FSM agreeing with the statement that reading is more for girls than boys compared with 13.5% of young people who do not receive meals.

Ethnic background and reading – The challenge for young White people

Our limited categorisation of ethnic may hide some important differences within ethnic backgrounds. The relationships between reading and ethnic background are complex.

Compared with young people from other ethnic backgrounds young people from White backgrounds enjoy reading considerably less (White 49.4%; Mixed 56.8%; Asian 58.2%; Black 60.7%), and read daily less often (White 30.7%; Mixed 34.2%; Asian 32.6%; Black 38.3%). They are also less likely to agree that reading is cool (White 31.9%; Mixed 37.7%; Asian 44.1%; Black 47.4%) and are more likely to agree that they would be embarrassed if their friends saw

them read (White 17.7%; Mixed 15.6%; Asian 13%; Black 12.3%). Young people from White backgrounds are also more likely to agree that they prefer watching TV to reading (White 54.5%; Mixed 50.3%; Asian 46.8%; Black 50.7%).

Overall, young people from Black backgrounds enjoy reading the most, rate themselves as good readers and read more frequently than young people from the other three ethnic backgrounds.

Why does it matter whether young people enjoy reading or read frequently?

Why does it matter whether young people enjoy reading, read frequently or think positively about it? Firstly, reading enjoyment, behaviour and attitudes are clearly related to reading attainment[8]. Please note that while enjoyment, habits and attitudes are each related to reading attainment, our research design can make no inference about causality: that is, higher attainment may lead to greater enjoyment, more frequent reading or more positive attitudes; or alternatively higher enjoyment, more frequent reading or more positive attitudes may lead to higher attainment. Indeed, the relationship might be cyclical. We have set up a longitudinal subsample within our annual literacy survey, which will hopefully give us more information about the direction of associations in the future.

Table 1 shows the relationship between reading enjoyment and reading attainment[9] very clearly. Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all. Alternatively, young people who do not enjoy reading at all are nearly ten times as likely to be reading below the expected level for their age compared with young people who enjoy reading very much.

Table 1: Enjoyment of reading and reading attainment (N = 7,000)

	Below expected level %	*At expected level %*	*Above expected level %*
Very much	3.5	59.2	37.4
Quite a lot	5.8	80.7	13.5
A bit	17.5	75.2	7.3
Not at all	33.2	58.7	8.2

Table 2 shows that young people who read outside of class daily are 13 times more likely to read above the expected level for their age compared with young people who never read outside of class. While 28% of young people who read every day read above the level expected for their age, only 2 to 9% of young people who read rarely or never read at that level. Overall, nearly half of those who never read outside of class read below the level expected for their age.

[8] For more information regarding the relative importance of reading enjoyment, behaviour and attitudes on attainment see our 2011 paper: http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

[9] For more information on our attainment data and for an alternative look at the link with attainment see the Attainment Data section on **p. 44**

Table 2: Reading frequency and reading attainment (N = 7,000)

	Below expected level %	At expected level %	Above expected level %
Every day	5.5	66.3	28.2
A few times a week	9.4	78.1	12.5
About once a week	14.1	77.1	8.8
A few times a month	15.4	76.3	8.3
About once a month	20.2	70.4	9.4
Rarely	21.6	69.8	8.6
Never	45.6	52.3	2.1

Attitudes towards reading are also related to reading attainment, with young people who hold more positive attitudes towards reading also being more likely to read at or above the level expected for their age compared with those who hold more negative attitudes (see **Table 3**).

Table 3: Percentage agreement and disagreement with attitudinal items and reading attainment (N = 7,000)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	9.6	73.4	17.0
	Disagreement	28.2	55.3	16.4
I prefer watching TV to reading	Agreement	16.4	72.4	11.2
	Disagreement	7.5	62.3	29.9
Reading is cool	Agreement	6.4	66.0	27.6
	Disagreement	22.7	67.7	9.6
I don't read as well as other pupils in my class	Agreement	29.9	64.1	6.0
	Disagreement	3.3	67.0	29.7
I only read when I have to	Agreement	22.5	66.0	11.4
	Disagreement	6.8	73.4	19.8
I cannot find things to read that interest me	Agreement	22.0	68.1	9.9

		Below expected level %	At expected level %	Above expected level %
	Disagreement	6.0	72.9	21.1
I would be embarrassed if my friends saw me read	Agreement	20.4	65.1	14.5
	Disagreement	8.8	73.2	18.0
Reading is more for girls than for boys	Agreement	20.6	61.5	17.9
	Disagreement	9.4	73.8	16.8

In addition to reading attainment, there are also strong relationships between reading enjoyment, reading behaviour and reading attitudes. For example, there is a strong positive relationship between reading enjoyment and reading frequency ($r = .632$, $p = .000$), with young people who enjoy reading more also reading more frequently. And young people who enjoy reading are also more likely to read for longer periods of time ($r = .245$, $p = .000$). Young people who enjoy reading are also less likely to see themselves as not very good readers ($r = -.411$, $p = .000$). Finally, there is also a positive link between enjoyment and reading attitudes ($r = .421$, $p = .000$), with young people who enjoy reading more also being the ones who think about reading more positively.

Table 4 illustrates the relationship between reading frequency and reading length. About a quarter of young people who read every day read for up to 30 minutes at a time. However, nearly half of young people who read every day also read for one hour or more. By contrast, young people who read less frequently also read for shorter periods of time, with a third of young people who read only once a month outside of class reading for up to 10 minutes, while a quarter read for up to 20 minutes.

Table 4: Relationship between reading frequency and reading length

	Up to 10 mins %	*Up to 20 mins %*	*Up to 30 mins %*	*1 hour or more %*	*I don't read %*
Every day	9.6	15.0	25.1	49.7	0.5
A few times a week	16.3	26.7	31.5	25.3	0.3
About once a week	21.4	29.8	30.4	18.0	0.4
A few times a month	23.0	28.0	29.3	19.2	0.4
About once a month	32.3	24.5	22.2	18.1	2.8
Rarely	43.8	20.2	14.3	9.9	11.8
Never	15.5	6.1	4.0	4.8	69.6

Table 5 illustrates these relationships in more detail. Five times as many young people who enjoy reading compared with those who do not say that they read outside of class every day.

Conversely, 12 times as many young people who do not enjoy reading compared with those who do say that they rarely or never read outside of class.

The table also shows that young people who do not enjoy reading are also four times more likely to rate themselves as not very good readers compared with young people who enjoy reading, while young people who enjoy reading are four times more likely to say that they are a very good reader compared with young people who do not enjoy it.

Table 5: Comparing young people who enjoy reading and those who do not in terms of their reading frequency and self-perceived reading ability

	Read every day %	*Rarely or never read %*	*Not a very good reader %*	*Average reader %*	*Very good reader %*
Enjoy reading either very much or quite a lot (N = 10,523)	51.1	3.3	4.7	49.2	46.1
Enjoy reading only a bit or not at all (N = 10,427)	10.3	40.0	21.1	68.6	10.3

Table 6 shows that there is also a link with attitudes towards reading. Nearly three-fifths of young people who enjoy reading agree that reading is cool compared to only 3.5% of young people who do not enjoy reading. Conversely, nine times as many young people who do not enjoy reading than those who do enjoy it agreed with the statement that they cannot find things to read that interest them. Four times as many young people who do not enjoy reading also agreed with the statement that they prefer watching TV to reading than young people who enjoy reading.

Table 6: Comparing young people who enjoy reading and those who do not in terms of some attitudes towards reading

	Reading is cool		*I cannot find things to read that interest me*		*I prefer watching TV to reading*	
	Agree %	*Disagree %*	*Agree %*	*Disagree %*	*Agree %*	*Disagree %*
Enjoy writing either very much or quite a lot (N = 10,523)	57.1	5.8	10.5	67.4	18.9	34.5
Enjoy writing only a bit or not at all (N = 10,427)	3.5	49.9	42.5	26.5	78.9	3.9

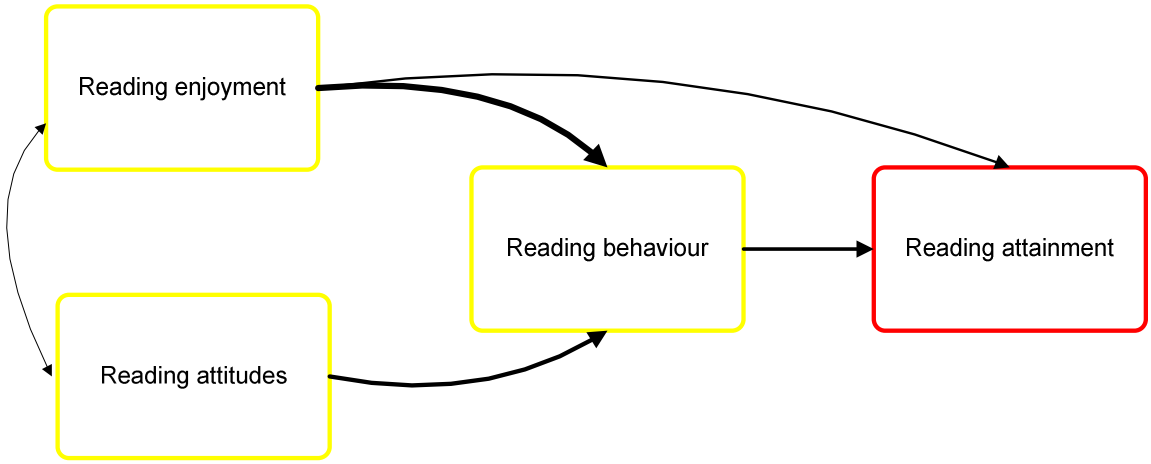
To sum up, reading enjoyment, reading behaviour and reading attitudes are related and each of these has a positive relationship with reading attainment. It is clear that young people who do not enjoy reading, who do not read very often and who, perhaps as a result, do not have good attitudes towards reading are more likely to miss out on the benefits, including better skills and better life opportunities.

In 2011 we published a report that explored the inter-relationships of reading variables and their relative importance in influencing reading attainment[10]. We found that reading enjoyment, which is often just seen as a "fluffy" factor, plays a pivotal part in driving reading attainment both indirectly (through its relationship with other reading variables) as well as directly (see **Figure**

[10] http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

10). We will be revisiting this area in the future and explore whether such a model applies to boys and girls or whether the reading factors have a differential impact depending on gender.

Figure 10: Model of influence, with bolder paths indicating stronger relationships



Linking reading and writing

Reading does not happen in isolation. Indeed, reading and writing[11] are strongly linked. For example, **Table 7** shows that half of young people who read above the expected level for their age also write above the expected level. While three-fifths of young people who read below their expected level also write below the level expected for their age.

Table 7: Reading attainment and writing attainment

	Write below expected level %	Write at expected level %	Write above expected level %
Read below the expected level	59.5	35.1	5.5
Read at the expected level	15.1	72.9	12.0
Read above the expected level	8.8	42.5	48.7

There are also strong links between reading and writing in terms of enjoyment, behaviour and attitudes. For example, 65.2% of young people who enjoy reading very much or quite a lot also enjoy writing either very much or quite a lot. Young people who read frequently are also more likely to write frequently, with nearly two-fifths of children and young people (37.5%) who read daily also writing daily. Therefore, if we do not take action to support young people's achievement in and enjoyment of reading, it is likely that other literacy skills will be affected.

[11] See http://www.literacytrust.org.uk/assets/0001/3536/Young_people_s_writing_in_2011-final.pdf for information from our annual literacy survey in 2011 on writing

Children's and Young People's Reading Today – Data tables

The following pages contain the information for each of our reading questions in tables. Each table contains information pertaining to the sample as a whole (top purple row) as well as broken down by demographic background – gender, key stage, free school meal (FSM) uptake and ethnic background. The shaded areas at the bottom of the table contain information where two demographic background variables have been combined to provide a more detailed look into particular subgroups of young people.

Please note that due to rounding, the data in the tables do not necessarily add up to 100 per cent exactly.

Table 8: Enjoyment of reading in 2011 for whole sample and broken down by demographic background

How much do you enjoy reading?	*Very much* %	*Quite a lot* %	*Overall enjoyment* %	*A bit* %	*Not at all* %
All (N = 20,950)	**22.9**	**27.3**	**50.2**	**38.3**	**11.4**
Boys (N = 10,484)	18.3	25.5	43.8	41.6	14.6
Girls (N = 10,466)	27.6	29.1	56.7	35.0	8.3
KS2 (N = 4,031)	44.3	28.7	73.0	23.2	3.8
KS3 (N = 13,698)	19.1	28.1	47.2	41.4	11.4
KS4 (N = 3,139)	12.6	21.8	34.4	44.6	21.0
FSM (N = 3,147)	21.8	23.5	45.3	41.0	13.7
Non-FSM (N = 16,498)	22.7	28.1	50.8	38.1	11.1
White (N = 15,211)	22.5	26.9	49.4	39.1	11.6
Mixed (N = 990)	27.5	29.3	56.8	33.3	9.8
Asian (N = 1,458)	25.7	32.5	58.2	34.5	7.3
Black (N = 815)	31.3	29.4	60.7	31.3	8.0
Boys – KS2 (N = 1,965)	36.8	28.7	65.5	28.7	5.8
Girls – KS2 (N = 2,066)	51.3	28.8	80.1	18.1	1.9
Boys – KS3 (N = 6,907)	15.4	26.2	41.6	44.1	14.3
Girls – KS3 (N = 6,791)	22.9	30.1	53.0	38.6	8.4
Boys – KS4 (N = 1,565)	7.7	18.5	26.2	43.7	26.6
Girls – KS4 (N = 1,574)	17.5	25.0	42.5	42.0	15.5
Boys – FSM (N = 1,504)	18.8	21.8	40.6	43.3	16.2
Girls – FSM (N = 1,643)	24.5	25.0	49.5	39.0	11.4
Boys – Non-FSM (N = 8,311)	17.7	26.3	44.0	41.6	14.4
Girls – Non-FSM (N = 8,187)	27.9	29.9	57.8	34.6	7.7
Boys – White (N = 7,659)	18.2	25.4	43.6	42.0	14.5
Girls – White (N = 7,552)	26.8	28.4	55.2	36.1	8.7
Boys – Mixed (N = 486)	21.0	29.0	50.0	35.3	14.7
Girls – Mixed (N = 504)	33.8	29.6	63.4	31.4	5.2
Boys – Asian (N = 698)	20.9	28.3	49.2	40.0	10.8
Girls – Asian (N = 760)	30.1	36.3	66.4	29.6	4.1
Boys – Black (N = 413)	22.0	31.0	53.0	36.3	10.7
Girls – Black (N = 402)	40.8	27.9	68.7	26.1	5.2

Table 9: Self-reported reading ability in 2011 for whole sample and broken down by demographic background

How good a reader do you think you are?	*Not a very good reader %*	*Average reader %*	*Very good reader %*
All (N = 20,950)	**13.0**	**38.8**	**48.2**
Boys (N = 10,484)	14.2	39.2	46.7
Girls (N = 10,466)	11.8	38.5	49.8
KS2 (N = 4,031)	12.6	30.6	56.9
KS3 (N = 13,698)	12.8	40.3	46.8
KS4 (N = 3,139)	14.0	43.4	42.5
FSM (N = 3,147)	19.1	39.3	41.6
Non-FSM (N = 16,498)	11.4	39.0	49.6
White (N = 15,211)	12.6	39.4	48.1
Mixed (N = 990)	12.5	34.0	53.4
Asian (N = 1,458)	11.0	37.8	51.2
Black (N = 815)	11.2	33.9	55.0
Boys – KS2 (N = 1,965)	15.4	33.1	51.5
Girls – KS2 (N = 2,066)	9.8	28.1	62.1
Boys – KS3 (N = 6,907)	13.9	40.0	46.1
Girls – KS3 (N = 6,791)	11.7	40.7	47.6
Boys – KS4 (N = 1,565)	13.7	44.0	42.2
Girls – KS4 (N = 1,574)	14.4	42.8	42.8
Boys – FSM (N = 1,504)	20.3	39.8	39.9
Girls – FSM (N = 1,643)	18.0	38.9	43.2
Boys – Non-FSM (N = 8,311)	12.7	39.2	48.1
Girls – Non-FSM (N = 8,187)	10.2	38.8	51.1
Boys – White (N = 7,659)	13.6	39.5	46.9
Girls – White (N = 7,552)	11.5	39.3	49.2
Boys – Mixed (N = 486)	13.4	35.2	51.4
Girls – Mixed (N = 504)	11.7	32.9	55.4
Boys – Asian (N = 698)	11.2	38.8	50.0
Girls – Asian (N = 760)	10.8	36.8	52.4
Boys – Black (N = 413)	11.4	36.1	52.5
Girls – Black (N = 402)	10.9	31.6	57.5

Types of materials read outside of class

Table 10: Types of materials read at least once a month in 2011 for whole sample and broken down by demographic background (Part 1)

Which of the following do you read outside of class at least once a month?	Text messages	Magazines	Websites	Social networking sites	Fiction	Emails	Lyrics	Instant messages
	%	%	%	%	%	%	%	%
All	**63.2**	**57.0**	**50.4**	**49.9**	**47.8**	**46.7**	**42.1**	**41.9**
Boys	57.8	46.9	49.6	46.4	43.1	43.7	29.9	37.3
Girls	68.7	67.1	51.3	53.3	52.6	49.7	54.4	46.5
KS2	32.5	50.8	35.2	24.8	52.5	28.3	36.9	17.0
KS3	68.3	58.0	51.9	52.5	49.0	49.7	42.5	45.3
KS4	80.1	60.2	63.0	70.4	36.6	56.8	47.0	58.3
FSM	58.7	54.0	44.1	46.4	39.0	43.5	45.1	39.5
Non-FSM	65.5	58.2	52.5	51.7	49.8	48.2	42.1	43.5
White	65.5	59.3	51.8	51.4	48.4	47.3	42.1	42.5
Mixed	59.2	54.8	50.6	50.8	50.3	42.5	47.3	41.6
Asian	55.8	48.2	48.9	44.2	49.4	52.4	42.0	45.3
Black	53.6	49.8	48.8	45.9	52.6	48.3	50.4	41.7
Boys – KS2	29.0	47.1	34.6	25.2	48.8	26.6	25.3	16.1
Girls – KS2	35.9	54.4	35.7	24.4	56.1	30.0	48.0	17.9
Boys – KS3	62.1	46.8	50.9	48.2	44.8	45.8	30.2	39.6
Girls – KS3	74.7	69.4	53.0	56.8	53.3	53.7	55.1	51.2
Boys – KS4	74.6	46.5	61.9	64.6	27.9	55.4	34.1	52.8
Girls – KS4	85.5	73.3	64.2	76.1	45.2	58.3	59.8	63.7
Boys – FSM	52.3	42.3	44.8	41.8	33.6	40.3	31.8	33.6
Girls – FSM	64.6	64.7	43.4	50.6	43.8	46.4	57.3	45.0
Boys – Non-FSM	60.0	48.1	51.2	48.2	44.9	45.2	30.0	38.9
Girls – Non-FSM	71.1	68.4	53.7	55.3	54.7	51.2	54.5	48.2
Boys – White	59.4	48.6	50.8	47.2	43.9	44.1	29.4	37.7
Girls – White	71.7	70.0	52.8	55.7	52.9	50.6	55.0	47.4
Boys – Mixed	54.5	45.5	49.8	48.8	42.8	38.5	36.2	34.2
Girls – Mixed	63.7	63.9	51.4	52.8	57.5	46.4	57.9	48.8
Boys – Asian	56.0	40.8	51.7	45.1	43.8	51.4	33.1	43.7

Which of the following do you read outside of class at least once a month?	Text messages	Magazines	Websites	Social networking sites	Fiction	Emails	Lyrics	Instant messages
	%	%	%	%	%	%	%	%
All	**63.2**	**57.0**	**50.4**	**49.9**	**47.8**	**46.7**	**42.1**	**41.9**
Girls – Asian	55.7	55.0	46.3	43.3	54.5	53.3	50.1	46.7
Boys – Black	53.5	40.9	47.7	47.2	47.0	49.2	38.0	40.0
Girls – Black	53.7	59.0	50.0	44.5	58.5	47.5	63.2	43.5

Table 11: Types of materials read at least once a month in 2011 for whole sample and broken down by demographic background (Part 2)

Which of the following do you read outside of class at least once a month?	Non-Fiction	Newspaper	Comics	Poems	Blogs	EAL materials	Manuals	eBooks
	%	%	%	%	%	%	%	%
All	**35.8**	**33.0**	**27.9**	**20.2**	**17.5**	**16.3**	**15.8**	**7.8**
Boys	37.1	36.6	37.6	14.3	15.7	14.9	20.4	7.7
Girls	34.5	29.4	18.1	26.0	19.2	17.6	11.1	8.0
KS2	43.2	28.2	34.0	39.1	15.6	18.5	13.7	9.7
KS3	35.4	32.1	28.4	16.7	17.3	15.7	16.0	7.4
KS4	27.9	42.3	17.9	10.9	20.1	15.6	17.2	7.3
FSM	32.1	30.9	27.3	26.0	17.4	16.2	13.6	7.6
Non-FSM	36.5	33.8	27.8	18.4	17.6	16.2	16.3	7.8
White	35.7	32.9	27.8	18.7	17.2	15.0	15.8	7.5
Mixed	37.8	33.1	30.2	22.8	20.4	20.6	16.5	9.0
Asian	39.3	36.1	28.3	28.6	18.0	25.3	17.6	9.5
Black	39.8	41.1	36.1	32.8	21.1	23.6	18.7	10.9
Boys – KS2	43.9	29.0	44.3	29.8	15.2	17.5	17.9	9.7
Girls – KS2	42.5	27.5	24.2	48.0	16.0	19.5	9.8	9.8
Boys – KS3	37.4	35.9	38.9	11.2	15.2	14.3	20.4	7.2
Girls – KS3	33.3	28.3	17.7	22.3	19.5	17.3	11.5	7.5
Boys – KS4	27.0	48.3	23.6	8.7	18.0	14.5	23.3	7.2
Girls – KS4	28.8	36.3	12.3	13.2	22.2	16.6	11.2	7.4
Boys – FSM	31.8	32.7	37.0	17.4	16.0	15.1	17.5	7.6
Girls – FSM	32.3	29.2	18.4	33.9	18.8	17.2	10.0	7.7
Boys – Non-FSM	38.2	37.8	37.7	13.2	15.8	14.8	21.0	7.7
Girls – Non-FSM	34.7	29.7	17.8	23.5	19.5	17.6	11.4	8.0
Boys – White	37.1	37.0	37.9	13.2	15.4	14.1	20.9	7.2
Girls – White	34.3	28.7	17.5	24.4	19.1	15.9	10.7	7.8
Boys – Mixed	39.1	34.4	39.5	16.0	17.1	17.3	21.6	8.6
Girls – Mixed	36.5	31.9	21.2	29.4	23.6	23.8	11.5	9.3
Boys – Asian	42.4	36.8	39.3	22.8	18.8	22.1	22.2	11.2
Girls – Asian	36.4	35.5	18.3	33.9	17.4	28.3	13.4	8.0
Boys – Black	40.0	44.8	44.1	22.8	18.9	19.9	19.4	8.7
Girls – Black	39.6	37.3	27.9	43.0	23.4	27.4	17.9	13.2

Media formats young people read

Table 12: Reading media in 2011 for whole sample and broken down by demographic background

	Paper %	Computer %	Mobile %	Other device %	iPad %	Kindle %
All (N = 20,950)	**72.9**	**63.8**	**55.9**	**21.2**	**20.4**	**8.8**
Boys (N = 10,484)	68.6	61.6	51.4	24.6	21.7	8.2
Girls (N = 10,466)	77.1	65.9	60.4	17.8	19.2	9.5
KS2 (N = 4,031)	70.5	52.2	32.3	18.9	24.3	10.7
KS3 (N = 13,698)	74.4	64.4	58.8	21.9	20.0	8.9
KS4 (N = 3,139)	69.4	75.8	73.7	21.3	17.4	6.2
FSM (N = 3,147)	65.3	63.1	56.5	19.5	20.7	8.8
Non-FSM (N = 16,498)	74.8	64.3	56.9	21.6	20.1	8.7
White (N = 15,211)	74.3	64.2	57.4	21.6	19.7	8.9
Mixed (N = 990)	73.3	65.1	52.4	20.8	24.4	9.2
Asian (N = 1,458)	74.3	67.5	51.0	20.9	23.2	7.6
Black (N = 815)	72.6	64.8	54.4	19.8	24.5	11.3
Boys – KS2 (N = 1,965)	66.6	52.0	29.8	21.7	25.4	10.3
Girls – KS2 (N = 2,066)	74.2	52.5	34.5	16.2	23.2	11.1
Boys – KS3 (N = 6,907)	70.3	61.3	53.1	25.2	21.2	8.2
Girls – KS3 (N = 6,791)	78.6	67.4	64.5	18.6	18.8	9.7
Boys – KS4 (N = 1,565)	63.8	74.6	71.1	25.9	19.2	5.6
Girls – KS4 (N = 1,574)	74.9	77.0	76.4	16.6	15.6	6.9
Boys – FSM (N = 1,504)	60.2	61.1	50.9	23.7	20.7	8.6
Girls – FSM (N = 1,643)	69.9	64.9	61.7	15.6	20.6	9.0
Boys – Non-FSM (N = 8,311)	70.6	62.2	52.5	24.9	21.5	8.0
Girls – Non-FSM (N = 8,187)	79.1	66.4	61.3	18.2	18.6	9.4
Boys – White (N = 7,659)	70.8	61.6	51.8	25.0	20.9	8.1
Girls – White (N = 7,552)	77.9	66.9	63.1	18.2	18.6	9.7
Boys – Mixed (N = 486)	67.9	63.2	48.1	24.3	26.1	7.8
Girls – Mixed (N = 504)	78.6	66.9	56.5	17.5	22.8	10.5
Boys – Asian (N = 698)	66.2	67.0	53.3	25.1	26.1	8.3
Girls – Asian (N = 760)	81.8	67.9	48.9	17.0	20.5	7.0
Boys – Black (N = 413)	67.3	65.6	57.1	23.0	23.5	9.0
Girls – Black (N = 402)	78.1	63.9	51.5	16.4	25.6	13.7

Table 13: Reading frequency in 2011 for whole sample and broken down by demographic background

How often do you read outside of class?	*Every day* %	*A few times a week* %	*About once a week* %	*A few times a month* %	*About once a month* %	*Rarely* %	*Never* %
All (N = 20,950)	**30.8**	**28.2**	**9.8**	**6.7**	**2.9**	**15.0**	**6.6**
Boys (N = 10,484)	26.8	27.2	10.3	7.3	3.2	17.3	8.4
Girls (N = 10,466)	35.3	29.1	9.4	6.1	2.7	12.6	4.8
KS2 (N = 4,031)	42.9	30.9	8.2	4.2	2.2	7.1	4.6
KS3 (N = 13,698)	29.0	28.7	10.6	7.1	2.9	15.6	6.1
KS4 (N = 3,139)	22.9	22.5	8.9	8.2	4.0	22.7	10.7
FSM (N = 3,147)	28.6	26.7	9.7	6.3	2.8	16.8	9.0
Non-FSM (N = 16,498)	31.2	28.3	9.9	6.8	3.0	14.9	6.0
White (N = 15,211)	30.7	28.3	9.7	6.7	2.8	15.5	6.3
Mixed (N = 990)	34.2	28.5	7.6	6.7	3.2	13.5	6.3
Asian (N = 1,458)	32.6	29.4	10.1	7.0	3.5	11.7	5.6
Black (N = 815)	38.3	26.8	9.7	6.0	2.7	10.6	5.9
Boys – KS2 (N = 1,965)	35.4	32.5	9.8	5.5	2.6	8.5	5.7
Girls – KS2 (N = 2,066)	50.0	29.4	6.6	3.0	1.7	5.7	3.6
Boys – KS3 (N = 6,907)	25.0	27.1	10.8	7.7	3.2	18.2	7.9
Girls – KS3 (N = 6,791)	33.1	30.2	10.3	6.6	2.6	12.9	4.3
Boys – KS4 (N = 1,565)	20.5	21.1	8.4	8.0	3.8	25.0	13.3
Girls – KS4 (N = 1,574)	25.4	23.9	9.4	8.3	4.3	20.5	8.2
Boys – FSM (N = 1,504)	24.0	25.3	9.9	6.8	3.8	19.2	10.9
Girls – FSM (N = 1,643)	32.7	28.0	9.6	5.8	2.0	14.6	7.3
Boys – Non-FSM (N = 8,311)	26.6	27.5	10.4	7.3	3.1	17.3	7.8
Girls – Non-FSM (N = 8,187)	35.8	29.2	9.4	6.2	2.8	12.4	4.2
Boys – White (N = 7,659)	26.3	27.6	9.8	7.3	3.1	18.1	7.9
Girls – White (N = 7,552)	35.1	29.0	9.6	6.2	2.6	12.9	4.7
Boys – Mixed (N = 486)	29.2	26.3	7.8	8.0	3.7	15.0	9.9

How often do you read outside of class?	*Every day* %	*A few times a week* %	*About once a week* %	*A few times a month* %	*About once a month* %	*Rarely* %	*Never* %
All (N = 20,950)	**30.8**	**28.2**	**9.8**	**6.7**	**2.9**	**15.0**	**6.6**
Girls – Mixed (N = 504)	39.0	30.6	7.4	5.4	2.8	12.1	2.8
Boys – Asian (N = 698)	27.8	27.7	10.2	8.0	4.0	13.8	8.5
Girls – Asian (N = 760)	37.0	31.1	10.0	6.1	3.0	9.9	3.0
Boys – Black (N = 413)	29.9	26.0	12.6	7.8	2.7	13.6	7.5
Girls – Black (N = 402)	46.9	27.7	6.4	4.2	2.7	7.5	4.2

Table 14: Reading length in 2011 for whole sample and broken down by demographic background

	I don't read %	*Up to 10 min* %	*Up to 20 min* %	*Up to 30 min* %	*About 1 hour* %	*Longer than 1 hour* %
All (N = 20,950)	**6.7**	**19.3**	**21.1**	**24.6**	**15.1**	**12.7**
Boys (N = 10,484)	8.5	23.6	21.0	23.0	13.3	10.6
Girls (N = 10,466)	5.0	15.9	21.1	26.2	16.9	14.9
KS2 (N = 4,031)	2.2	25.6	23.6	22.9	13.2	12.5
KS3 (N = 13,698)	6.5	18.3	21.1	26.5	15.3	12.4
KS4 (N = 3,139)	13.0	19.1	18.1	18.9	16.4	14.5
FSM (N = 3,147)	8.5	23.7	20.0	20.7	13.3	13.8
Non-FSM (N = 16,498)	6.4	18.7	21.3	25.7	15.5	12.5
White (N = 15,211)	6.5	19.9	21.0	25.0	15.1	12.5
Mixed (N = 990)	6.1	17.0	22.3	23.3	16.6	14.8
Asian (N = 1,458)	5.6	18.3	21.5	26.6	14.9	13.1
Black (N = 815)	5.7	17.0	17.7	22.5	19.7	17.4
Boys – KS2 (N = 1,965)	2.8	31.4	22.9	20.4	11.6	10.9
Girls – KS2 (N = 2,066)	1.6	20.0	24.2	25.3	14.8	14.1
Boys – KS3 (N = 6,907)	8.3	21.4	21.2	25.0	13.7	10.5
Girls – KS3 (N = 6,791)	4.7	15.1	21.0	27.9	16.9	14.3
Boys – KS4 (N = 1,565)	15.9	24.2	18.4	17.5	13.4	10.4
Girls – KS4 (N = 1,574)	10.1	13.9	17.8	20.2	19.4	18.5
Boys – FSM (N = 1,504)	10.5	29.6	18.9	17.6	11.8	11.5
Girls – FSM (N = 1,643)	6.5	18.3	21.0	23.6	14.6	16.0
Boys – Non-FSM (N = 8,311)	8.1	22.4	21.3	24.3	13.7	10.3
Girls – Non-FSM (N = 8,187)	4.7	14.9	21.2	27.1	17.3	14.8
Boys – White (N = 7,659)	8.0	23.7	21.1	23.5	13.3	10.4
Girls – White (N = 7,552)	5.0	16.0	20.9	26.5	16.9	14.6
Boys – Mixed (N = 486)	9.5	19.6	20.5	24.2	15.1	11.2
Girls – Mixed (N = 504)	2.8	14.4	24.0	22.4	18.0	18.4
Boys – Asian (N = 698)	15.1	22.4	21.0	24.1	13.3	11.0
Girls – Asian (N = 760)	3.2	14.5	22.0	28.8	16.3	8.2
Boys – Black (N = 413)	20.3	21.4	19.9	21.4	15.5	14.6
Girls – Black (N = 402)	4.1	12.4	15.5	23.6	24.1	7.3

Table 15: Number of books read in the last month in 2011 for whole sample and broken down by demographic background

	None	*1*	*2*	*3*	*4*	*5*	*6*	*7*	*8*	*9*	*10*	*10+*
	%	*%*	*%*	*%*	*%*	*%*	*%*	*%*	*%*	*%*	*%*	*%*
All (N = 20,950)	**12.7**	**19.0**	**17.1**	**13.2**	**8.6**	**8.0**	**4.1**	**2.9**	**2.4**	**1.6**	**1.6**	**8.7**
Boys (N = 10,484)	16.2	20.3	16.9	12.6	8.0	7.4	3.7	2.5	2.1	1.3	1.3	7.6
Girls (N = 10,466)	9.3	17.7	17.3	13.8	9.1	8.7	4.5	3.2	2.7	2.0	1.9	9.8
KS2 (N = 4,031)	3.3	7.0	9.5	10.7	9.7	12.0	6.3	5.4	4.3	3.7	4.0	24.0
KS3 (N = 13,698)	11.5	20.8	19.4	14.5	9.0	7.8	4.0	2.5	2.2	1.3	1.2	5.7
KS4 (N = 3,139)	29.9	26.1	16.4	10.6	5.5	3.8	1.9	1.2	1.0	0.5	0.5	2.6
FSM (N = 3,147)	13.9	15.2	14.7	13.5	8.9	9.1	5.0	2.5	2.9	2.0	1.5	10.8
Non-FSM (N = 16,498)	12.7	20.2	17.9	13.3	8.4	7.6	3.9	2.9	2.3	1.5	1.6	7.7
White (N = 15,211)	12.9	20.4	17.8	13.3	8.3	7.6	3.9	2.5	2.3	1.6	1.5	7.8
Mixed (N = 990)	10.7	15.3	14.7	14.7	9.6	7.5	5.2	4.7	3.4	1.5	2.0	10.8
Asian (N = 1,458)	10.7	12.1	15.3	13.0	10.9	10.9	5.0	3.5	2.8	1.9	2.0	12.1
Black (N = 815)	7.6	11.2	10.9	12.8	9.2	11.0	5.6	5.5	3.3	2.2	1.6	19.2
Boys – KS2 (N = 1,965)	4.3	8.5	9.8	10.8	9.7	12.2	5.4	5.3	4.0	3.7	3.6	22.6
Girls – KS2 (N = 2,066)	2.4	5.6	9.1	10.5	9.7	11.9	7.2	5.4	4.5	3.7	4.4	25.4
Boys – KS3 (N = 6,907)	14.8	22.5	19.4	13.8	8.4	6.9	3.7	2.1	1.9	0.9	0.9	4.7
Girls – KS3 (N = 6,791)	8.3	19.2	19.5	15.3	9.5	8.7	4.3	3.0	2.5	1.7	1.4	6.7
Boys – KS4 (N = 1,565)	37.4	25.3	14.5	9.4	4.3	3.4	1.6	1.0	0.8	0.2	0.2	1.9
Girls – KS4 (N = 1,574)	22.5	27.0	18.3	11.9	6.6	4.2	2.1	1.3	1.2	0.8	0.8	3.3
Boys – FSM (N = 1,504)	17.3	16.1	13.2	13.5	7.9	8.7	4.5	2.5	3.1	1.4	1.4	10.3
Girls – FSM (N = 1,643)	10.7	14.3	16.1	13.6	9.9	9.5	5.4	2.4	2.7	2.6	1.6	11.2

	None	1	2	3	4	5	6	7	8	9	10	10+
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 20,950)	**12.7**	**19.0**	**17.1**	**13.2**	**8.6**	**8.0**	**4.1**	**2.9**	**2.4**	**1.6**	**1.6**	**8.7**
Boys – Non-FSM (N = 8,311)	16.2	21.5	17.8	12.5	7.9	6.9	3.6	2.5	1.9	1.3	1.2	6.6
Girls – Non-FSM (N = 8,187)	9.1	18.9	18.0	14.0	9.0	8.3	4.3	3.3	2.7	1.7	1.9	8.9
Boys – White (N = 7,659)	16.2	21.5	17.7	12.5	7.9	6.9	3.5	2.1	2.0	1.4	1.3	6.9
Girls – White (N = 7,552)	9.6	19.3	17.9	14.1	8.7	8.4	4.2	2.9	2.5	1.9	1.9	8.6
Boys – Mixed (N = 486)	15.6	18.3	14.8	15.4	6.0	7.1	4.0	4.0	2.7	1.2	1.9	9.1
Girls – Mixed (N = 504)	6.0	12.4	14.6	14.0	13.0	8.0	6.4	5.4	4.0	1.8	2.2	12.4
Boys – Asian (N = 698)	14.7	13.5	14.2	13.5	9.9	10.0	4.4	3.3	1.9	1.5	2.8	10.3
Girls – Asian (N = 760)	7.0	10.7	16.3	12.5	11.8	11.7	5.6	3.6	3.7	2.3	1.3	13.6
Boys – Black (N = 413)	9.8	13.7	12.0	13.2	10.2	10.0	5.1	5.9	2.0	1.5	0.5	16.3
Girls – Black (N = 402)	5.3	8.6	9.8	12.3	8.1	12.1	6.0	5.0	4.8	3.0	2.8	22.2

Table 16.1: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – The more I read, the better I become

The more I read, the better I become	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**76.4**	**10.5**	**6.3**	**6.7**
Boys (N = 10,484)	74.7	11.2	7.2	7.0
Girls (N = 10,466)	78.1	9.9	5.5	6.5
KS2 (N = 4,031)	87.9	4.4	3.6	4.1
KS3 (N = 13,698)	76.0	10.7	6.4	6.9
KS4 (N = 3,139)	64.0	17.5	9.4	9.1
FSM (N = 3,147)	75.7	9.4	7.3	7.6
Non-FSM (N = 16,498)	76.3	11.0	6.2	6.5
White (N = 15,211)	75.9	11.0	6.5	6.8
Mixed (N = 990)	79.5	8.2	6.4	5.9
Asian (N = 1,458)	81.1	8.6	4.8	5.5
Black (N = 815)	81.4	7.9	5.9	4.7
Boys – KS2 (N = 1,965)	84.7	5.1	4.7	5.5
Girls – KS2 (N = 2,066)	90.9	3.7	2.5	2.9
Boys – KS3 (N = 6,907)	74.8	11.2	7.1	6.9
Girls – KS3 (N = 6,791)	77.3	10.1	5.6	6.9
Boys – KS4 (N = 1,565)	62.6	18.1	10.4	8.9
Girls – KS4 (N = 1,574)	65.4	16.9	8.4	9.4
Boys – FSM (N = 1,504)	73.7	9.7	8.5	8.1
Girls – FSM (N = 1,643)	77.5	9.2	6.2	7.1
Boys – Non-FSM (N = 8,311)	74.7	11.7	7.0	6.6
Girls – Non-FSM (N = 8,187)	78.0	10.2	5.4	6.4
Boys – White (N = 7,659)	74.5	11.7	6.9	6.9
Girls – White (N = 7,552)	77.2	10.4	5.7	6.7
Boys – Mixed (N = 486)	74.3	9.1	8.9	7.6
Girls – Mixed (N = 504)	84.4	7.3	4.0	4.3
Boys – Asian (N = 698)	78.3	10.1	6.5	5.1
Girls – Asian (N = 760)	83.8	7.2	3.2	5.8
Boys – Black (N = 413)	78.9	8.7	7.4	5.1
Girls – Black (N = 402)	84.0	7.2	4.4	4.4

Table 16.2: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – I prefer watching TV to reading

I prefer watching TV to reading	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**53.8**	**22.9**	**14.2**	**9.0**
Boys (N = 10,484)	62.2	20.1	10.4	7.3
Girls (N = 10,466)	45.5	25.7	18.1	10.7
KS2 (N = 4,031)	41.7	19.4	26.4	12.8
KS3 (N = 13,698)	55.0	24.3	11.7	8.9
KS4 (N = 3,139)	64.3	20.8	10.2	4.7
FSM (N = 3,147)	55.9	19.2	15.8	9.0
Non-FSM (N = 16,498)	53.8	23.8	13.6	8.8
White (N = 15,211)	54.5	23.1	13.6	8.7
Mixed (N = 990)	50.3	22.4	18.2	9.1
Asian (N = 1,458)	46.8	25.1	18.4	9.8
Black (N = 815)	50.7	22.2	17.5	9.6
Boys – KS2 (N = 1,965)	51.3	17.8	20.0	10.9
Girls – KS2 (N = 2,066)	32.0	20.9	32.5	14.6
Boys – KS3 (N = 6,907)	63.0	21.1	8.6	7.3
Girls – KS3 (N = 6,791)	46.9	27.6	14.9	10.6
Boys – KS4 (N = 1,565)	72.1	18.3	6.5	3.1
Girls – KS4 (N = 1,574)	56.7	23.2	13.8	6.3
Boys – FSM (N = 1,504)	64.4	17.2	11.2	7.1
Girls – FSM (N = 1,643)	48.2	21.1	19.9	10.8
Boys – Non-FSM (N = 8,311)	62.3	20.6	9.9	7.2
Girls – Non-FSM (N = 8,187)	45.1	27.1	17.4	10.4
Boys – White (N = 7,659)	62.7	20.6	9.9	6.7
Girls – White (N = 7,552)	46.2	25.7	17.4	10.7
Boys – Mixed (N = 486)	57.1	20.3	12.9	9.7
Girls – Mixed (N = 504)	43.7	24.5	23.3	8.5
Boys – Asian (N = 698)	58.9	18.9	13.1	9.1
Girls – Asian (N = 760)	35.7	30.7	23.2	10.4
Boys – Black (N = 413)	59.7	19.6	12.6	8.1
Girls – Black (N = 402)	41.4	24.9	22.5	11.3

Table 16.3: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – Reading is cool

Reading is cool	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**33.5**	**30.1**	**24.7**	**11.7**
Boys (N = 10,484)	29.8	30.7	29.2	10.3
Girls (N = 10,466)	37.1	29.6	20.2	13.1
KS2 (N = 4,031)	64.0	14.1	12.5	9.4
KS3 (N = 13,698)	28.2	32.4	26.6	12.7
KS4 (N = 3,139)	18.0	40.0	31.6	10.4
FSM (N = 3,147)	35.7	25.3	28.3	10.8
Non-FSM (N = 16,498)	32.1	31.7	24.4	11.9
White (N = 15,211)	31.9	31.1	25.6	11.5
Mixed (N = 990)	37.7	27.7	21.8	12.7
Asian (N = 1,458)	44.1	27.1	16.8	12.3
Black (N = 815)	47.4	22.9	17.7	12.0
Boys – KS2 (N = 1,965)	58.1	16.0	17.4	8.5
Girls – KS2 (N = 2,066)	69.5	12.3	8.0	10.2
Boys – KS3 (N = 6,907)	25.5	32.7	30.5	11.3
Girls – KS3 (N = 6,791)	31.0	32.2	22.7	14.1
Boys – KS4 (N = 1,565)	14.2	39.5	38.0	8.3
Girls – KS4 (N = 1,574)	21.8	40.8	25.3	12.5
Boys – FSM (N = 1,504)	32.3	26.2	31.8	9.6
Girls – FSM (N = 1,643)	38.6	24.5	25.0	11.9
Boys – Non-FSM (N = 8,311)	28.4	32.0	29.3	10.4
Girls – Non-FSM (N = 8,187)	35.8	31.4	19.4	13.4
Boys – White (N = 7,659)	28.7	31.9	29.6	9.9
Girls – White (N = 7,552)	35.1	20.3	21.5	13.1
Boys – Mixed (N = 486)	33.6	25.7	28.1	12.6
Girls – Mixed (N = 504)	41.5	29.7	16.0	12.8
Boys – Asian (N = 698)	37.4	27.5	23.6	11.5
Girls – Asian (N = 760)	50.3	26.7	10.1	12.9
Boys – Black (N = 413)	42.7	24.4	23.4	9.4
Girls – Black (N = 402)	52.2	21.4	11.7	14.6

Table 16.4: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class

I don't read as well as other pupils in my class	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**27.2**	**18.8**	**37.1**	**16.9**
Boys (N = 10,484)	29.3	19.3	36.7	14.8
Girls (N = 10,466)	25.2	18.3	37.4	19.1
KS2 (N = 4,031)	31.9	14.8	36.5	16.8
KS3 (N = 13,698)	26.5	19.2	36.6	17.7
KS4 (N = 3,139)	25.1	22.2	39.0	13.7
FSM (N = 3,147)	31.7	17.6	33.9	16.9
Non-FSM (N = 16,498)	26.2	19.1	38.1	16.6
White (N = 15,211)	27.8	18.6	36.8	16.8
Mixed (N = 990)	25.9	19.7	38.4	16.0
Asian (N = 1,458)	21.7	17.8	42.2	18.3
Black (N = 815)	20.8	18.7	46.2	14.3
Boys – KS2 (N = 1,965)	36.4	15.9	32.4	15.3
Girls – KS2 (N = 2,066)	27.7	13.7	40.4	18.1
Boys – KS3 (N = 6,907)	28.3	19.5	37.0	15.3
Girls – KS3 (N = 6,791)	24.7	18.8	36.3	20.2
Boys – KS4 (N = 1,565)	25.5	22.8	39.9	11.8
Girls – KS4 (N = 1,574)	24.7	21.6	38.1	15.6
Boys – FSM (N = 1,504)	33.3	17.8	34.1	14.8
Girls – FSM (N = 1,643)	30.2	17.4	33.7	18.8
Boys – Non-FSM (N = 8,311)	28.3	19.4	37.6	14.6
Girls – Non-FSM (N = 8,187)	24.1	18.7	38.6	18.7
Boys – White (N = 7,659)	30.0	19.1	36.6	14.3
Girls – White (N = 7,552)	25.5	18.2	37.0	19.3
Boys – Mixed (N = 486)	26.5	18.9	38.6	16.1
Girls – Mixed (N = 504)	25.3	20.4	38.3	16.0
Boys – Asian (N = 698)	24.8	17.8	40.3	17.1
Girls – Asian (N = 760)	18.9	20.6	44.0	19.4
Boys – Black (N = 413)	20.6	20.6	46.4	12.4
Girls – Black (N = 402)	21.1	16.8	45.9	16.3

Table 16.5: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – I only read when I have to

I only read when I have to	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**26.5**	**16.2**	**53.0**	**4.3**
Boys (N = 10,484)	31.6	17.0	47.2	4.2
Girls (N = 10,466)	21.4	15.4	58.8	4.4
KS2 (N = 4,031)	26.2	11.6	56.9	5.4
KS3 (N = 13,698)	24.9	16.7	54.3	4.1
KS4 (N = 3,139)	34.0	19.5	42.6	3.8
FSM (N = 3,147)	32.8	14.6	47.6	5.1
Non-FSM (N = 16,498)	25.1	16.6	54.5	3.8
White (N = 15,211)	26.1	16.0	53.8	4.0
Mixed (N = 990)	23.6	17.5	53.9	5.0
Asian (N = 1,458)	26.3	16.5	52.6	4.7
Black (N = 815)	26.1	17.2	52.6	4.1
Boys – KS2 (N = 1,965)	34.1	11.8	49.5	4.6
Girls – KS2 (N = 2,066)	18.7	11.4	63.9	6.1
Boys – KS3 (N = 6,907)	28.9	17.6	49.5	4.0
Girls – KS3 (N = 6,791)	20.7	15.9	59.3	4.1
Boys – KS4 (N = 1,565)	40.5	20.7	34.5	4.3
Girls – KS4 (N = 1,574)	27.7	18.4	50.6	3.3
Boys – FSM (N = 1,504)	37.9	15.3	41.8	5.0
Girls – FSM (N = 1,643)	28.1	13.9	52.9	5.1
Boys – Non-FSM (N = 8,311)	30.3	17.5	48.5	3.7
Girls – Non-FSM (N = 8,187)	19.8	15.7	60.6	3.9
Boys – White (N = 7,659)	30.9	17.0	48.4	3.7
Girls – White (N = 7,552)	21.3	15.0	59.4	4.3
Boys – Mixed (N = 486)	29.2	17.1	48.2	5.6
Girls – Mixed (N = 504)	18.4	18.0	59.2	4.4
Boys – Asian (N = 698)	34.2	16.4	44.7	4.7
Girls – Asian (N = 760)	19.0	16.6	59.8	4.6
Boys – Black (N = 413)	32.0	19.8	44.7	3.6
Girls – Black (N = 402)	19.9	14.4	60.9	4.7

Table 16.6: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – I cannot find things to read that interest me

I cannot find things to read that interest me	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**26.5**	**19.2**	**46.9**	**7.4**
Boys (N = 10,484)	29.9	19.5	43.7	6.9
Girls (N = 10,466)	23.1	18.9	50.2	7.8
KS2 (N = 4,031)	21.6	16.0	52.4	9.9
KS3 (N = 13,698)	26.9	19.8	46.4	6.9
KS4 (N = 3,139)	30.9	20.3	42.8	6.0
FSM (N = 3,147)	30.1	20.3	41.0	8.6
Non-FSM (N = 16,498)	25.7	19.2	48.4	6.8
White (N = 15,211)	26.3	19.3	47.3	7.1
Mixed (N = 990)	25.3	18.0	49.4	7.2
Asian (N = 1,458)	25.3	20.3	46.2	8.2
Black (N = 815)	25.4	17.8	50.8	6.0
Boys – KS2 (N = 1,965)	26.0	16.7	48.0	9.3
Girls – KS2 (N = 2,066)	17.4	15.4	56.6	10.6
Boys – KS3 (N = 6,907)	29.8	19.9	43.8	6.5
Girls – KS3 (N = 6,791)	23.8	19.8	49.0	7.4
Boys – KS4 (N = 1,565)	35.0	20.9	38.2	5.9
Girls – KS4 (N = 1,574)	26.8	19.7	47.3	6.1
Boys – FSM (N = 1,504)	33.5	20.1	38.3	8.1
Girls – FSM (N = 1,643)	27.0	20.5	43.5	9.0
Boys – Non-FSM (N = 8,311)	29.1	19.7	44.8	6.3
Girls – Non-FSM (N = 8,187)	22.1	18.7	52.0	7.2
Boys – White (N = 7,659)	29.6	19.8	44.2	6.4
Girls – White (N = 7,552)	23.0	18.8	50.4	7.8
Boys – Mixed (N = 486)	29.9	16.6	46.1	7.5
Girls – Mixed (N = 504)	21.0	19.4	52.7	6.9
Boys – Asian (N = 698)	29.7	19.4	42.4	8.5
Girls – Asian (N = 760)	21.3	21.0	49.7	8.0
Boys – Black (N = 413)	30.4	17.9	46.0	5.6
Girls – Black (N = 402)	20.3	17.6	55.8	6.3

Table 16.7: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read

I would be embarrassed if my friends saw me read	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**17.4**	**14.1**	**59.2**	**9.3**
Boys (N = 10,484)	18.6	15.2	57.5	8.7
Girls (N = 10,466)	16.1	13.1	60.9	10.0
KS2 (N = 4,031)	16.7	11.5	63.5	8.3
KS3 (N = 13,698)	18.2	14.6	57.4	9.8
KS4 (N = 3,139)	14.9	15.1	61.7	8.6
FSM (N = 3,147)	21.6	13.7	54.3	10.5
Non-FSM (N = 16,498)	16.5	14.2	60.4	8.9
White (N = 15,211)	17.7	14.4	58.5	9.4
Mixed (N = 990)	15.6	12.9	62.7	8.8
Asian (N = 1,458)	13.0	11.7	66.6	8.6
Black (N = 815)	12.3	12.3	70.4	5.1
Boys – KS2 (N = 1,965)	19.0	12.1	61.2	7.8
Girls – KS2 (N = 2,066)	14.6	10.9	65.6	8.9
Boys – KS3 (N = 6,907)	18.8	15.3	56.8	9.1
Girls – KS3 (N = 6,791)	17.6	14.0	58.0	10.4
Boys – KS4 (N = 1,565)	17.6	18.3	56.1	8.0
Girls – KS4 (N = 1,574)	11.5	12.0	67.3	9.2
Boys – FSM (N = 1,504)	22.1	14.8	54.0	9.0
Girls – FSM (N = 1,643)	21.1	12.6	54.5	11.8
Boys – Non-FSM (N = 8,311)	17.9	15.3	58.4	8.4
Girls – Non-FSM (N = 8,187)	15.0	13.1	62.5	9.4
Boys – White (N = 7,659)	18.7	15.8	57.0	8.5
Girls – White (N = 7,552)	16.7	12.9	60.0	10.4
Boys – Mixed (N = 486)	19.9	12.0	58.9	9.2
Girls – Mixed (N = 504)	11.6	13.8	66.3	8.3
Boys – Asian (N = 698)	14.4	12.0	63.6	9.9
Girls – Asian (N = 760)	11.8	11.4	69.4	7.5
Boys – Black (N = 413)	13.2	12.4	68.7	5.7
Girls – Black (N = 402)	11.3	12.1	72.0	4.5

Table 16.8: Attitudes towards reading in 2011 for whole sample and broken down by demographic background – Reading is more for girls than boys

Reading is more for girls than boys	*Overall agreement %*	*Neither agree nor disagree %*	*Overall disagreement %*	*Not sure %*
All (N = 20,950)	**14.8**	**19.0**	**57.6**	**8.5**
Boys (N = 10,484)	17.9	19.2	55.0	7.9
Girls (N = 10,466)	11.7	18.9	60.3	9.1
KS2 (N = 4,031)	23.1	14.7	52.9	9.3
KS3 (N = 13,698)	13.1	20.0	58.7	8.3
KS4 (N = 3,139)	12.2	20.3	59.0	8.5
FSM (N = 3,147)	19.2	17.7	52.9	10.2
Non-FSM (N = 16,498)	13.5	19.3	59.0	8.1
White (N = 15,211)	14.1	19.5	58.1	8.3
Mixed (N = 990)	15.8	16.6	59.9	7.7
Asian (N = 1,458)	16.0	16.0	58.4	9.6
Black (N = 815)	17.3	17.1	58.6	7.0
Boys – KS2 (N = 1,965)	22.5	14.4	55.5	7.5
Girls – KS2 (N = 2,066)	23.7	14.9	50.3	11.0
Boys – KS3 (N = 6,907)	16.9	19.7	55.5	8.0
Girls – KS3 (N = 6,791)	9.2	20.3	61.9	8.6
Boys – KS4 (N = 1,565)	17.3	22.3	51.9	8.4
Girls – KS4 (N = 1,574)	7.2	18.3	66.0	8.5
Boys – FSM (N = 1,504)	23.0	17.4	49.0	10.5
Girls – FSM (N = 1,643)	15.8	17.9	56.4	9.9
Boys – Non-FSM (N = 8,311)	16.8	19.6	56.3	7.4
Girls – Non-FSM (N = 8,187)	10.2	19.1	61.8	8.9
Boys – White (N = 7,659)	17.4	19.6	55.5	7.4
Girls – White (N = 7,552)	10.7	19.5	60.6	9.2
Boys – Mixed (N = 486)	18.7	11.9	59.4	7.9
Girls – Mixed (N = 504)	13.0	19.1	60.3	7.5
Boys – Asian (N = 698)	18.5	16.5	54.4	10.6
Girls – Asian (N = 760)	13.7	15.4	62.1	8.8
Boys – Black (N = 413)	17.1	17.9	58.0	7.0
Girls – Black (N = 402)	17.6	16.3	59.2	6.9

Children's and Young People's Reading Today – Attainment data

Some of the interesting relationships between reading variables and reading attainment have already been highlighted on pages 17-20. This section explores those relationships in greater detail.

Attainment data for reading were available for 7,000 **KS2** and **KS3** pupils. Since our attainment data contained a varied set of levels and spanned young people aged 9 to 14, we standardised the data to form three crude categories to be applied to all ages: below expected level for their age, at expected level for their age and above expected level for their age.

Nearly 9 in 10 young people read at the expected level for their age (71.0%) or above the expected level for their age (16%). However, 1 in 8 (13%) read below the expected level for their age, which is lower than the national average.

The relationships with reading attainment are displayed in two ways. The first table in each section takes the reading variable as a starting point and explores how it is related to attainment. The second table in each section then takes the reading attainment categories as a starting point and explores how each are related to the reading variable.

Reading attainment and young people's enjoyment of reading

Tables 17 and 18 show that there is a clear relationship between reading attainment and enjoyment of reading.

Young people who enjoy reading very much are more likely to read above the level expected for their age, with nearly a third of young people who enjoy reading very much reading above the expected level, nearly three-fifths reading at the expected level and only 3.5% reading below the expected level for their age (see **Table 17**).

Of those young people who do not enjoy reading at all, a third read below the expected level and nearly three-fifths at the expected level. Only 8% of young people who do not enjoy reading at all read above the expected level for their age.

Overall, young people who enjoy reading very much are nearly five times as likely to read at the expected level for their age compared with young people who do not enjoy reading at all. Alternatively, young people who do not enjoy reading at all are nearly ten times as likely to be reading below the expected level for their age compared with young people who enjoy reading very much.

Table 17: Enjoyment of reading and reading attainment (N = 7,000)

	Below expected level %	*At expected level %*	*Above expected level %*
Very much	3.5	59.2	37.4
Quite a lot	5.8	80.7	13.5
A bit	17.5	75.2	7.3
Not at all	33.2	58.7	8.2

Similarly, of those young people who read below the expected level for their age half enjoy reading a bit, while nearly 30% don't enjoy reading at all (see **Table 18**). Only 6% of young people who read below the expected level enjoy reading very much compared with nine times as many young people who read above the expected level for their age. Overall, three-quarters of young people who read above the expected level for their age enjoy reading either very much or quite a lot compared to only 18.5% of young people who read below their expected age.

Table 18: Reading attainment and enjoyment of reading (N = 7,000)

	Very much %	*Quite a lot %*	*A bit %*	*Not at all %*
Below expected level	6.2	12.3	52.1	29.5
At expected level	19.1	31.0	40.5	9.4
Above expected level	53.6	23.0	17.5	5.8

Reading attainment and young people's self-perceived reading ability

Table 19 shows that there is a relationship between young people's self-perceived reading ability and their actual reading attainment. Of those who did not rate themselves to be a very good reader, two-thirds read below the level expected for their age while a third read at the expected level. However, the relationship unravelled somewhat for young people who rated themselves to be good readers. Of those who rate themselves to be very good readers, 3 in 10 read above the expected level for their age, while 7 in 10 read at the expected level.

Table 19: Self-perceived reading ability and reading attainment (N = 7,000)

	Below expected level %	*At expected level %*	*Above expected level %*
Not a very good reader	67.1	32.3	0.6
Average reader	25.5	69.3	5.2
Very good reader	1.0	70.3	28.7

Similarly, **Table 20** shows that young people who read below the expected level for their age are more likely to say that they are not a very good reader. Conversely, those who read at or above the expected level are more likely to say that they are average or very good readers.

Table 20: Reading attainment and self-perceived reading ability (N = 7,000)

	Not a very good reader %	*Average reader %*	*Very good reader %*
Below expected level for their age	57.3	40.4	2.3
At expected level for their age	2.4	76.9	20.7

	Not a very good reader %	Average reader %	Very good reader %
Above expected level for their age	0.9	17.3	81.8

Reading attainment and the length of time young people spend reading

Young people's reading skills are related to the frequency with which they read.

Table 21 shows that the proportion of young people who are in the highest achievement category declines as the frequency with which they read outside of class declines. While 28% of young people who read every day read above the level expected for their age, only 2 to 9% of young people who read rarely or never read at that level. Overall, nearly half of those who never read outside of class read below the level expected for their age.

Table 21: Reading frequency and reading attainment (N = 7,000)

	Below expected level %	At expected level %	Above expected level %
Every day	5.5	66.3	28.2
A few times a week	9.4	78.1	12.5
About once a week	14.1	77.1	8.8
A few times a month	15.4	76.3	8.3
About once a month	20.2	70.4	9.4
Rarely	21.6	69.8	8.6
Never	45.6	52.3	2.1

Table 22 shows that four times as many young people who read above the expected level read every day compared with young people who read below the expected level for their age. Conversely, young people who read below the expected level for their age were four times as likely to say that they rarely or never read compared with young people who read above the level expected for their age.

Table 22: Reading attainment and reading frequency (N = 7,000)

	Every day %	Few times a week %	Once a week %	Few times a month %	Once a month %	Rarely %	Never %
Below expected level	13.0	20.4	10.8	8.0	4.6	25.0	18.1
At expected level	28.7	30.9	10.7	7.2	2.9	14.7	4.8
Above expected level	54.3	22.0	5.4	3.5	1.7	8.0	5.0

Reading attainment and the length of time young people spend reading

There are also clear relationships between young people's reading skills and the length of time they read for when they read.

Table 23 shows that the proportion of young people who are in the highest achievement category increases as the length of time for which they read increases.

Table 23: Reading length and reading attainment (N = 7,000)

	Below expected level %	At expected level %	Above expected level %
Don't read	36.2	55.1	8.7
Up to 10 min	22.1	68.0	10.0
Up to 20 min	12.5	77.8	9.7
Up to 30 min	7.7	78.3	13.9
About 1 hour	5.7	73.6	20.7
Longer than 1 hour	5.4	56.8	37.9

Table 24 shows that nearly six times as many young people who read above the expected level read for longer than 1 hour compared with young people who read below the expected level for their age. Conversely, young people who read below the expected level for their age were three times as likely to say that they read for up to 10 minutes compared with young people who read above the level expected for their age.

Table 24: Reading attainment and the length of time young people spend reading (N = 7,000)

	Don't read %	*Up to 10 min* %	*Up to 20 min* %	*Up to 30 min* %	*About 1 hour* %	*Longer than 1 hr* %
Below expected level	18.9	33.8	20.5	14.8	6.8	5.3
At expected level	5.2	18.9	23.1	27.1	15.6	10.2
Above expected level	3.7	12.3	12.8	21.5	19.5	30.2

Reading attainment and young people's reading choices

Table 25 shows that there are certain materials that are associated with higher reading attainment. These are reading eBooks, and materials in a language other than English (EAL materials).

Table 25: Types of materials read outside of class at least once a month and reading attainment (N = 7,000)

	Below expected level %	*At expected level %*	*Above expected level %*
Text messages	12.0	73.5	14.5
Magazines	10.5	73.0	16.5
Websites	9.9	73.3	16.8
Messages on social networking sites	10.5	74.3	15.2
Fiction	6.8	72.6	20.7
Emails	10.8	72.5	16.6
Lyrics	10.7	71.7	17.6
Instant messages	10.6	73.9	15.4
Non-fiction	6.9	71.5	21.6
Newspapers	8.7	72.2	19.1
Comics	9.7	68.0	22.3
Poems	9.4	65.3	25.2
Blogs	9.8	68.7	21.6
EAL materials	8.3	67.1	24.6
Manuals	7.7	70.2	22.1
eBooks	9.4	59.8	30.8

Table 26 shows that those who read the more traditional materials such as fiction, poems and non-fiction, are more likely to have a higher proportion of young people who read above the level expected for their age compared with those who read text messages, websites and the like. Interestingly, eBooks and materials in a language other than English are also associated with a higher proportion of above average readers.

Table 26: Reading attainment and types of materials read outside of class at least once a month (N = 7,000)

	Text messages	*Magazines*	*Emails*	*Websites*	*Social networking sites*	*Fiction*
Below expected level	58.3	46.3	39.0	38.5	40.4	24.9
At expected level	65.5	58.5	47.7	52.0	52.0	48.9
Above expected level	57.4	58.7	48.6	53.0	47.4	61.8

	Instant messages	*Lyrics*	*Non-fiction*	*Newspapers*	*Comics*	*Poems*
Below expected level	34.3	34.8	19.0	22.1	20.8	14.7
At expected level	43.6	42.5	36.0	33.6	26.7	18.6
Above expected level	40.4	46.2	48.4	39.4	38.9	31.8

	Blogs	*Manuals*	*EAL material*	*eBooks*
Below expected level	13.1	9.4	10.4	5.7
At expected level	16.9	15.6	15.4	6.6
Above expected level	23.6	21.8	25.0	15.1

Reading attainment and young people's reading media

There were also noticeable relationships between young people's reading skills and the types of media they choose to read.

Table 27 shows that some reading media, such as Kindles and iPads, are associated with slightly higher reading achievement.

Table 27: Media young people choose to read and reading achievement (N = 7,000)

	Below expected level %	At expected level %	Above expected level %
Paper	9.3	73.7	17.1
Computer	12.4	72.1	15.5
Mobile phone	13.4	72.3	14.3
Other electronic device	12.0	70.4	17.6
iPad	14.4	67.0	18.6

	Below expected level %	At expected level %	Above expected level %
Kindle	10.2	61.7	28.0

Table 28 shows that young people who read above the expected level are more likely to read paper-based materials as well as read on the Kindle compared with young people who read below the level expected for their age.

Table 28: Reading attainment and media young people choose to read (N = 7,000)

	Paper %	*Computer* %	*Mobile* %	*Other device* %	*iPad* %	*Kindle* %
Below expected level	52.1	60.9	57.6	19.6	22.6	7.0
At expected level	75.6	64.8	57.0	21.0	19.3	7.7
Above expected level	77.7	61.6	50.0	23.4	23.8	15.5

Most young people (62%) say that they read paper-based materials as well as at least one technology-based medium. Only 17.8% say that they just read paper-based texts, while a fifth (20.2%) say that they do not read any paper-based texts at all. In terms of attainment, however, there were slightly more young people who read at or above the level expected for their age who read paper-based as well as technology-based texts (91.9%; 57.6% at expected level and 34.3% above expected level) than those who only read paper-based texts (90.2%; 56% at expected level and 34.3% above expected level) or those who only read technology-based texts (78.5%; 56.1% at expected level and 22.4% at above expected levels). So, reading both paper-based as well as technology-based texts afford an advantage in terms of attainment compared with just reading paper-based texts (only a slight difference though) and reading just technology-based texts.

Reading attainment and number of books read a month

Table 29 shows that as the number of books read in a month increases, the proportion of young people who read above their expected level also increases.

Table 29: Number of books read a month and reading attainment (N = 7,000)

	Below expected level %	*At expected level* %	*Above expected level* %
None	26.8	64.5	8.7
1	16.7	74.9	8.4
2	10.9	78.5	10.6
3	10.5	78.6	10.9
4	9.9	74.4	15.7

	Below expected level %	At expected level %	Above expected level %
5	9.9	71.8	18.3
6	8.1	71.4	20.5
7	7.2	69.8	23.0
8	5.6	73.1	21.2
9	4.4	65.8	29.8
10	8.7	62.9	28.4
More than 10	5.4	46.7	47.9

Table 30 shows four times as many young people who read below the level expected for their age than those who read above their expected level say that they have not read a book in the past month. Conversely, seven times as many young people who read above their expected level than those who read below their expected level say that they typically read more than 10 books a month.

Table 30: Reading attainment and number of books read a month (N = 7,000)

	None	1	2	3	4	5
Below expected level	26.6	24.7	14.5	10.5	6.6	6.2
At expected level	11.5	20.0	18.8	14.5	8.9	8.1
Above expected level	7.0	10.1	11.4	9.0	8.4	9.2

	6	7	8	9	10	10+
Below expected level	2.6	1.6	1.1	0.6	1.1	3.7
At expected level	4.1	2.8	2.5	1.5	1.4	5.7
Above expected level	5.3	4.1	3.2	3.1	2.9	26.2

Reading attainment and young people's attitudes towards reading

Table 31 shows that young people who hold more positive attitudes towards reading are also the ones who are more likely to read at or above the expected level for their age. For example, a greater proportion of those who agree with the statement that reading is cool read above the level expected for their age compared with those who disagree with this statement. Conversely, a greater proportion of those who agree with the statements that they prefer watching TV to reading, that they don't read as well as other pupils in their class and that they only read when they have to, read below the level expected for their age compared with those who disagree with those statements.

Table 31: Young people's attitudes to reading and reading attainment (N = 7,000)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	9.6	73.4	17.0
	Disagreement	28.2	55.3	16.4
I prefer watching TV to reading	Agreement	16.4	72.4	11.2
	Disagreement	7.5	62.5	29.9
Reading is cool	Agreement	6.4	66.0	27.6
	Disagreement	22.7	67.7	9.6
I don't read as well as other pupils in my class	Agreement	29.9	64.1	6.0
	Disagreement	3.3	67.0	29.7
I only read when I have to	Agreement	22.5	66.0	11.4
	Disagreement	6.8	73.4	19.8
I cannot find things to read that interest me	Agreement	22.0	68.1	9.9
	Disagreement	6.0	72.9	21.1
I would be embarrassed if my friends saw me read	Agreement	20.4	65.1	14.5
	Disagreement	8.8	73.2	18.0
Reading is more for girls than boys	Agreement	20.6	61.5	17.9
	Disagreement	9.4	73.8	16.8

Table 32 (overleaf) shows that young people who read above the expected level for their age are more likely than young people who read below their expected level to agree with the statements that "The more I read, the better I become" and "Reading is cool". By contrast, young people who read below their expected level are over twice as likely to agree that "I only read when I have to" and three times as likely to agree that "I cannot find things to read that interest me" than young people who read above the level expected for their age.

Table 32: Reading attainment and attitudes towards reading (N = 7,000)

	The more I read, the better I become		I prefer watching TV to reading		Reading is cool		I don't read as well as other pupils in my class	
	Agee	*Disagree*	*Agree*	*Disagree*	*Agree*	*Disagree*	*Agree*	*Disagree*
Below expected level	59.0	14.3	70.2	8.5	17.2	44.7	64.9	9.7
At expected level	78.3	4.9	54.5	12.4	30.9	23.4	24.4	34.7
Above expected level	81.5	6.5	38.0	26.8	58.0	14.8	10.4	69.4

Table 32 continued.

	I only read when I have to		I cannot find things to read that interest me		I would be embarrassed if my friends saw me read		Reading is more for girls than boys	
	Agee	*Disagree*	*Agree*	*Disagree*	*Agree*	*Disagree*	*Agree*	*Disagree*
Below expected level	47.5	28.6	46.7	22.6	28.3	41.5	24.3	43.3
At expected level	24.5	54.3	25.2	47.7	15.8	60.5	12.7	59.4
Above expected level	19.1	66.4	16.5	62.5	15.8	67.1	16.8	61.1

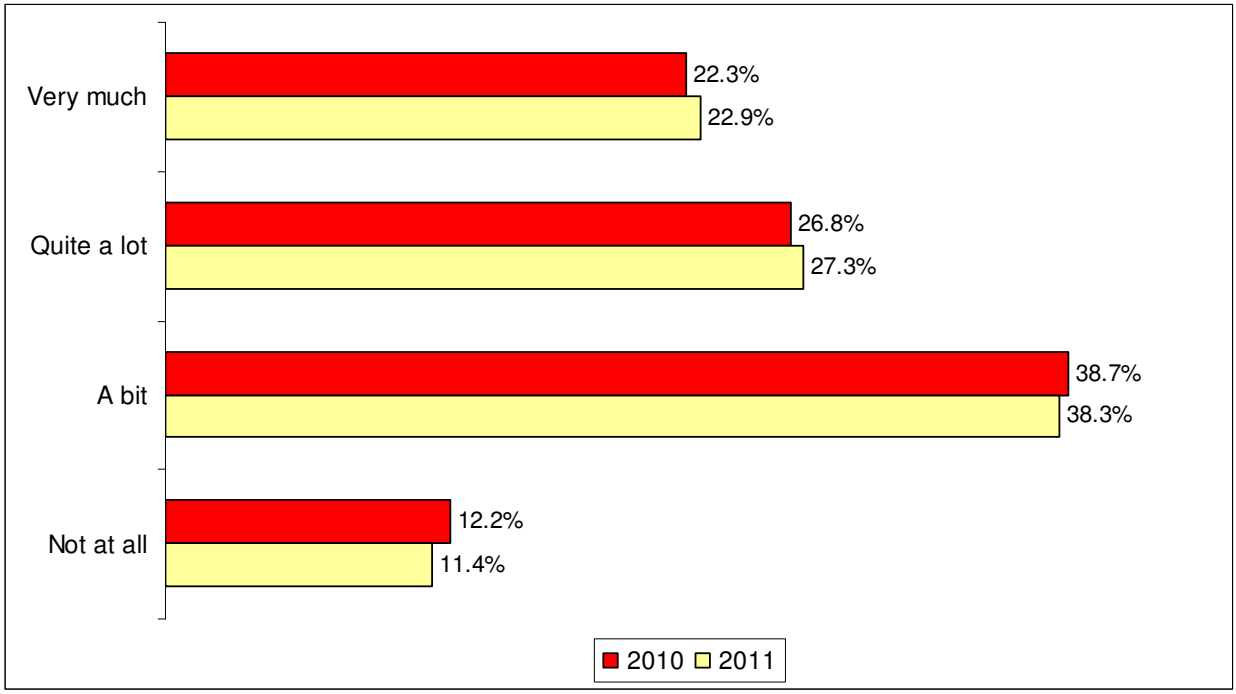
Children's and Young People's Reading Today – Comparisons with 2010

This section provides information in graph form that compares broad level data for the sample as a whole from 2011 with the equivalent data from 2010. It illustrates that levels of enjoyment of reading, reading frequency and attitudes towards reading have remained comparatively stable in the past two years.

Enjoyment of reading – Comparative analyses 2010 and 2011

Figure 11 compares levels of enjoyment in 2011 with those in 2010[12] and shows that levels of reading enjoyment have remained relatively unchanged since 2010. While there seems to be an indication that levels of reading enjoyment have increased very slightly, this rise was not statistically significant[13].

Figure 11: Reading enjoyment in 2010 and 2011

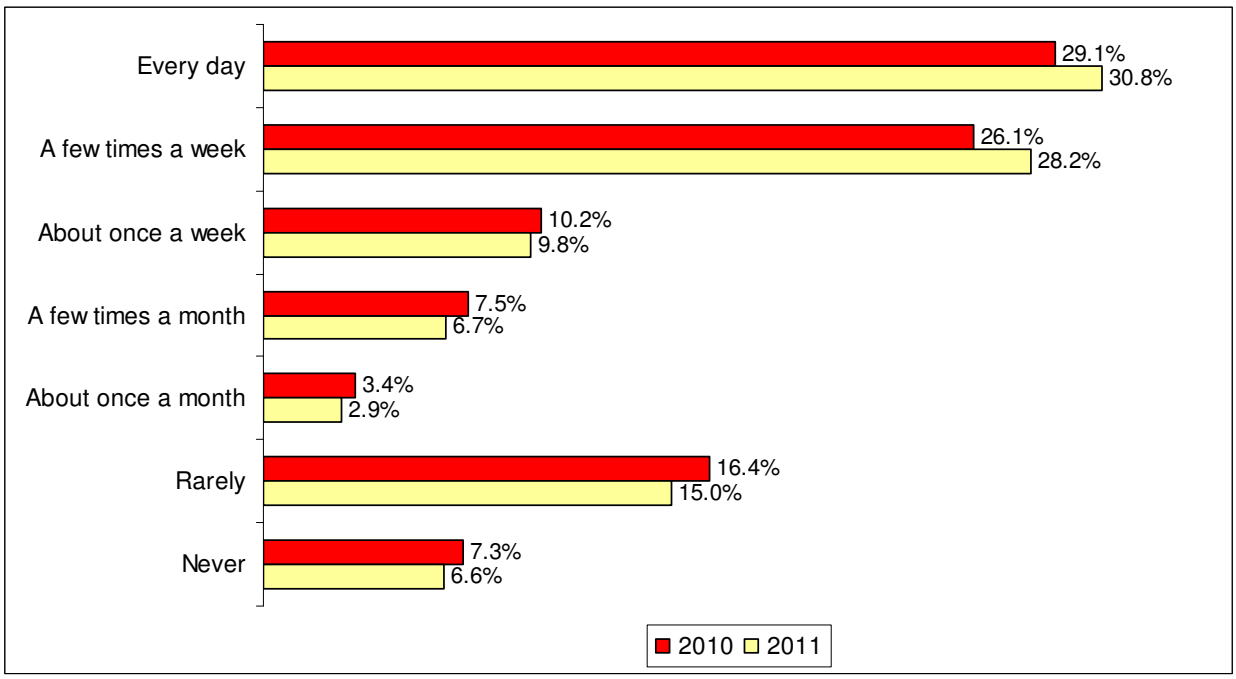


Reading frequency – Comparative analyses 2010 and 2011

Figure 12 shows that young people in 2011 were slightly but significantly more likely to read more frequently outside of class compared with young people in 2010[14].

[12] Over 18,000 8 to 17-year-olds were surveyed in our first annual survey from which these comparison figures are drawn.
[13] 2010 M = 2.4077, SD = 0.96; 2011 M = 2.3827, SD = 0.96; t(38,517) = 2.535, p = .011, d = .026
[14] 2010 M = 3.0827, SD = 2.065; 2011 M = 2.9418, SD = 2.023; t(38,512) = 6.742, p = .000, d = .069

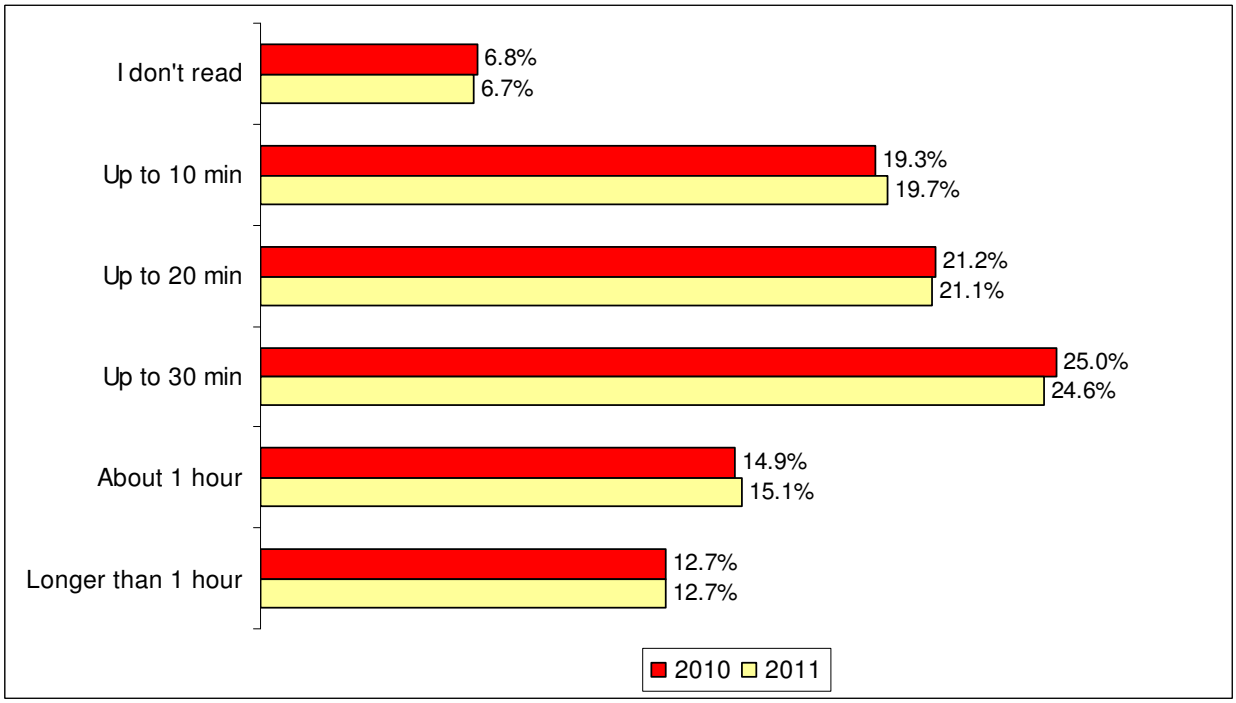
Figure 12: Reading frequency in 2010 and 2011



Reading length – Comparative analyses 2010 and 2011

Figure 13 illustrates that the length young people read for has remained stable since 2010[15].

Figure 13: Reading length in 2010 and 2011

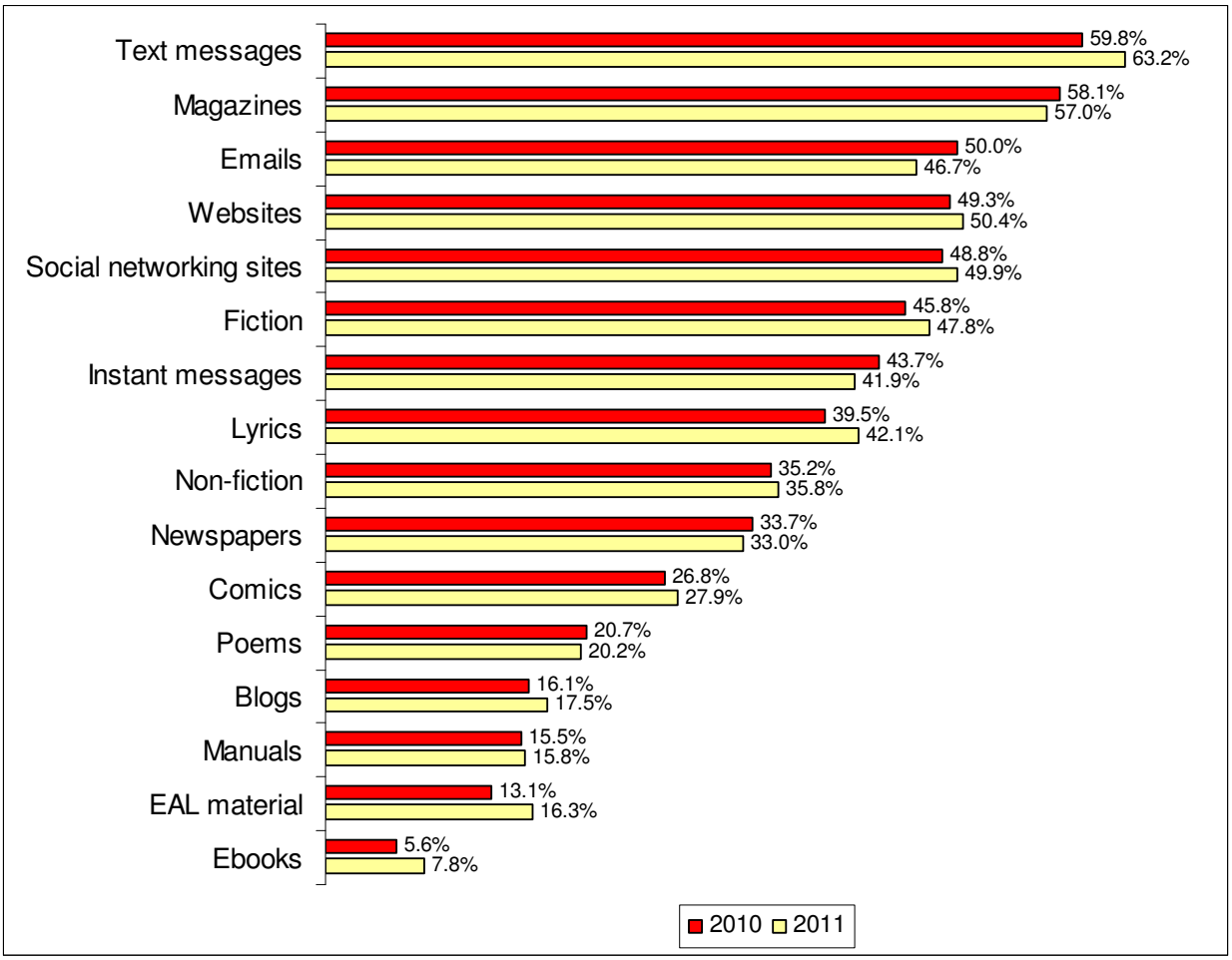


[15] 2010 M = 3.01, SD = 1.50; 2011 M = 3.00, SD 1.50; t(38,260) = 0.410, p = .682

Types of reading done outside of class – Comparative analyses 2010 and 2011

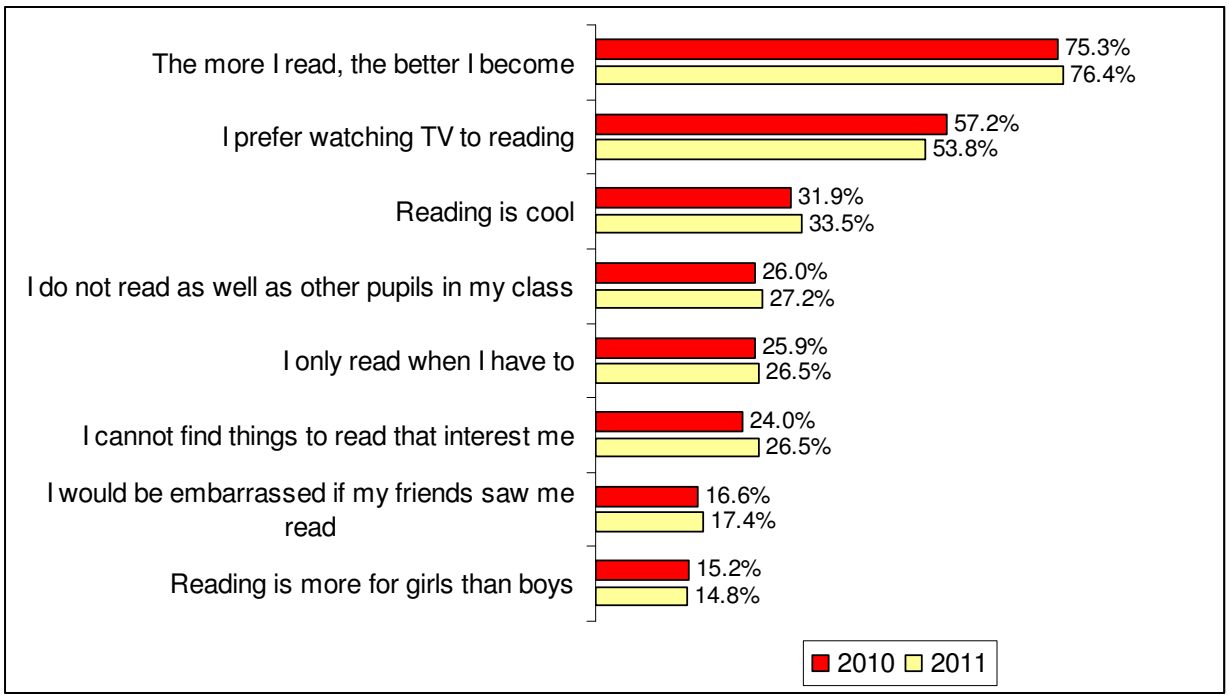
Figure 14 shows that while there are variations in the degree to which some materials are read[16] (e.g. text messages and materials in a language other than English), reading preferences have been following the same trend, with technology-based reading materials being read most commonly outside of class in both 2010 and 2011. In both years, magazines were also the most popular non-technology reading material.

Figure 14: Types of materials read outside of class at least once a month in 2010 and 2011



[16] 2010-2011: Poems = $\chi 2$ (1,39091) = 1.989, ns; Manuals = $\chi 2$ (1,39091) = 0.553, ns; Newspapers = $\chi 2$ (1,39091) = 2.050, ns; EAL materials = $\chi 2$ (1,39091) = 77.258, p = .000, Cramer's V = .041; Text messages = $\chi 2$ (1,39091) = 48.602, p = .000, Cramer's V = .035; Ebooks = $\chi 2$ (1,39091) = 76.573, p = .000, Cramer's V = .044; Non-fiction = $\chi 2$ (1,39091) = 1.831, ns; Emails = $\chi 2$ (1,39091) = 42.894, p = .000, Cramer's V = .033; Websites = $\chi 2$ (1,39091) = 4.971, ns; Comics = $\chi 2$ (1,39091) = 5.926, ns; Lyrics = $\chi 2$ (1,39091) = 26.880, p = .000, Cramer's V = .026; Magazines = $\chi 2$ (1,39091) = 4.910, ns; Blogs = $\chi 2$ (1,39091) = 13.852, p = .000, Cramer's V = .019; Social networking sites = $\chi 2$ (1,39091) = 4.056, ns; Instant messages = $\chi 2$ (1,39091) = 12.964, p = .000, Cramer's V = .018; Fiction = $\chi 2$ (1,39091) = 15.440, p = .000; Cramer's V = .020.

Figure 15: Attitudes towards reading in 2010 and 2011



Appendix A: An introduction to the annual literacy survey

We have been surveying children and young people on all sorts of literacy matters since 2005. This has given us great insight into the views and attitudes of youngsters on reading, writing, speaking and listening skills, home resources, role models, perception of themselves as readers as well as technology use.

However, what is still lacking in the attitudinal landscape in the UK is annual data on how young people feel about literacy to help us build a continuous picture of their attitudes year-on-year. It is the purpose of the National Literacy Trust annual literacy survey to plug this gap in the evidence base.

Combining previous National Literacy Trust survey topics, the annual literacy survey explores young people's attitudes towards reading, writing and communication skills as well as their technology use. More specifically, the key objectives of the annual literacy survey are to explore:

- Whether young people enjoy reading, how good they think they are at reading, how often they read and for how long, what type of materials they read outside of class, how many books they have in the home and what they think about reading.
- Whether young people enjoy writing, how good a writer they think they are, what makes a good writer, what types of materials they write and what they think about writing.
- What they think good communication skills are, how they feel about them and how important they are to succeed.

Two additional areas were included in the second annual literacy survey, which are family involvement in reading and young people's perceptions of themselves as readers.

In addition to exploring children and young people's attitudes towards reading, writing and communication, we will also explore their link to attainment in a subsample of pupils for whom attainment data are available.

These objectives were further broken down into a number of questions. These included the following:

- Do reading enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do writing enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do attitudes towards communication skills and their perceived importance differ according to gender, age, socioeconomic and ethnic background?

Appendix B: Methodology

An invitation to participate in this online survey was sent out in National Literacy Trust newsletters at the beginning of September 2011. Schools were invited to express their interest to participate in one of three surveys:

1) A simple survey (without attainment data or name field)
2) An amended survey with two attainment questions for pupils to fill in
3) An amended survey with a name field and schools were asked to send us the reading and writing attainment data for participating pupils

The basic online survey consisted of 43 questions exploring young people's background, reading and writing enjoyment, behaviour and attitudes, attitudes towards communication skills as well as questions about family involvement and being a reader (these latter two were new areas for the 2011 survey).

Due to the complexity of the questions and some concepts, the decision was made to restrict the age range of participating pupils to upper Key Stage 2 (9 to 11 years) and older. However, some schools felt that their 8-year-olds would be capable of completing the survey.

210 schools expressed an interest in taking part in one of the three surveys. A link to the online survey alongside guidance notes for teachers was emailed to the schools at the beginning of November. The survey was online between 14 November and 9 December 2011. It took an average of 25 minutes for young people to complete the survey. Schools were offered a school-specific summary report as an incentive to take part.

Participation rate

Of the 210 schools that had originally expressed an interest to take part 128 schools participated in our online survey, a participation rate of 61%.

Appendix C: Sample characteristics

Overall, 20,950 young people participated in this survey in November/December 2011. There was an equal gender split in the sample, with 50% of respondents being boys (N = 10,484) and 50% being girls (N = 10,466).

Table C1 shows that the majority of pupils were 11, 12 and 13 years old. To investigate the impact of age, three broad categories were identified according to key stages: KS2, KS3 and KS4. The KS2 category (31.1%, N = 6,468) refers to pupils aged 7 to 11, KS3 (54.2%, N = 11,261) refers to pupils aged 11 to 14, while KS4 (14.6%, N = 3,045) applies to pupils aged 14 to 16. Although some young people aged 17 (N = 94, 0.4%) and 18 (N = 82, 0.4%) took part too, the sample was too small and they are therefore not part of the analyses by key stage.

Table C1: Sample age

	%	N		%	N
8	5.6	1,180	**13**	17.1	3,702
9	6.7	1,410	**14**	8.5	1,785
10	6.9	1,441	**15**	4.5	950
11	23.6	4,937	**16**	1.5	310
12	24.1	5,059			

The percentage of pupils who receive free school meals (FSM), which is frequently used in educational research as a crude indicator of socio-economic background, was 15.2%. The percentage of FSM uptake in this study is slightly lower than the national average (18.2%[17]).

When asked how they would describe their ethnic background, most pupils said that they were White British (76.7%, N = 14,176). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (3.3%, N = 604) and White other (3.2%, N = 593). See **Table C2** for a full breakdown of ethnic background. Please note that 11.8% (N = 2,476) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally[18].

Table C2: Ethnic background

	%	N
White British	76.7	14,176
White Irish	1.5	270
White Traveller	0.3	58
White Romany	0.6	115
White other	3.2	593
Mixed White and Black Caribbean	1.3	243
Mixed White and Black African	0.8	146
Mixed White and Asian	1.2	214

17 http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf.; primary and secondary. Primary 19.3%, second 16%

18 http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf,

	%	N
Mixed other	2.1	387
Asian or Asian British Indian	2.1	379
Asian or Asian British Pakistani	3.3	604
Asian or Asian British Bangladeshi	1.0	190
Asian or Asian British Chinese	0.6	105
Asian or Asian British Other	1.0	180
Black Caribbean	1.1	205
Black African	2.5	463
Black other	0.8	147

(based on N = 18,474)

To make comparisons by ethnic group meaningful, we combined the subcategories to form ”White”, “Mixed”, “Asian” and “Black” background categories. While this crude categorisation undoubtedly hides some important differences within ethnic backgrounds, it allowed for general differences to be obtained at this stage.

Regional breakdown

115 were schools from England, four from Wales, three from Scotland and two from Northern Ireland. Four international English-speaking schools with a UK curriculum also took part. However, data from these international schools are not included in the analyses in this report.