



SLAUGHTER AND MAY

# Children's and Young People's Reading in 2012

## Findings from the 2012 National Literacy Trust's annual survey

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2013

*Words for life*

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## Introduction

This report reveals that children and young people are reading less and more are embarrassed to be seen reading, while many also believe that their parents don't care if they spend time reading. However, not only are children and young people reading less and developing more negative attitudes towards reading, but there is also a clear correlation between this and their performance in reading tests.

Findings from this report underpin our Literacy Heroes campaign, which will celebrate inspiring individuals who have either made a significant impact on the reading skills of others or overcome problems with literacy themselves in order to help reverse this trend.



## Key findings

This report outlines findings about children's and young people's reading from our third annual literacy survey<sup>1</sup> conducted in November/December 2012. 34,910 young people aged eight to 16 participated. Download last year's report here:

[http://www.literacytrust.org.uk/assets/0001/4543/Young\\_people\\_s\\_reading\\_FINAL\\_REPORT.pdf](http://www.literacytrust.org.uk/assets/0001/4543/Young_people_s_reading_FINAL_REPORT.pdf)

Some of the key findings for 2012 include:

- 50.3% of young people enjoy reading either “very much” or “quite a lot”; 12.2% of young people do not enjoy reading at all and 37.5% only enjoy reading “a bit” (see **Table 8, p. 26**). Levels of reading enjoyment have remained stable since 2005 (see **Figure 12, p. 61**).
- 28.4% of young people read outside of class every day, with another 27.6% reading a few times a week. However, 23.4% of young people say that they rarely or never read outside of class (see **Table 12, p. 33**). Compared with previous years, fewer children and young people in 2012 read daily outside of class (see **Figure 2, p. 11**).
- Technology-based formats, such as text messages (68.4%), websites (53.2%) and messages on social networking sites (51.1%) are most commonly read outside of class at least once a month. Magazines (53.6%), lyrics (45.6%) and fiction (41.6%) are the most common non-technology reading choices (see **Table 10, pp. 28**). While the reading of many formats, including technology, continues to fall, the proportion of children and young people who read eBooks has doubled since 2010 from 5.6% to 11.9% (see **Figure 4, p. 12**) for more comparisons with data from 2010 and 2011).
- Many young people think positively about reading (see **Tables 16.1 to 16.10, pp. 41**). 78.5% agree that “the more I read, the better I become”, and 37.7% agree that “reading is cool”. However, 31.9% agree that “I don’t read as well as other pupils in my class” and 30.4% of young people agree that “I only read when I have to”. In 2012, attitudes towards reading became more negative. For example, since 2010, there has been a 29.5% increase in the number of children and young people who agreed that they would be embarrassed if their friends saw them reading (increasing from 16.6% in 2010 to 21.5% in 2012).
- Young people who enjoy reading very much are four times as likely to read above the level expected for their age compared with young people who do not enjoy reading at all. Similarly, young people who read outside of class daily are five times as likely to read above the expected level for their age compared with young people who never read outside of class ((see **Tables 17 to 32, pp. 51 for more information on reading attainment**)).
- The gap between boys and girls in terms of their enjoyment of reading and the frequency with which they read has narrowed slightly since 2010.
- While 8 to 11-year-olds continue to enjoy reading more, read more often and think more positively about reading than either 11 to 14-year-olds and 14 to 16-year-olds, there was a significant drop in 2012 in the proportion of 8 to 11-year-olds who read for pleasure or who read daily. For example, there was a 12% decrease in the number of 8 to 11-year-olds who said that they enjoy reading either very much or quite a lot between 2011 and 2012.

<sup>1</sup> For more information about our annual literacy survey see **Appendix A, p. 65**.

- The gap in the enjoyment of reading between young people who receive free school meals and those who do not has narrowed considerably between 2011 and 2012, decreasing from a 5.5 percentage point difference in 2011 to a 3 percentage point difference in 2012. Indeed, it is now even smaller than it was seven years ago (3.7 percentage point difference).

## A closer look at some key issues

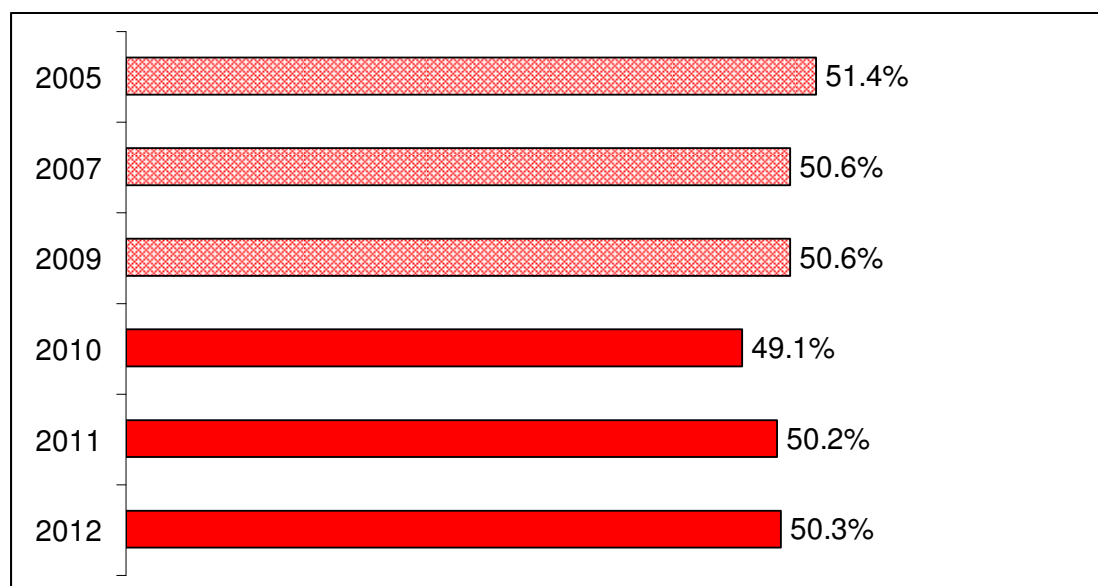
### Some literacy trends

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 three 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).

#### ~ Levels of enjoyment continue to stagnate ~

**Figure 1** shows that young people's levels of reading enjoyment (enjoying reading either very much or quite a lot) have remained stable since 2005. 2010 showed a slight dip in the proportion of young people who enjoy reading compared with data collected previously. Data from our annual literacy survey in 2011 indicated that levels of enjoyment had started increasing again and data from our 2012 survey suggest that this trend continues subtly.

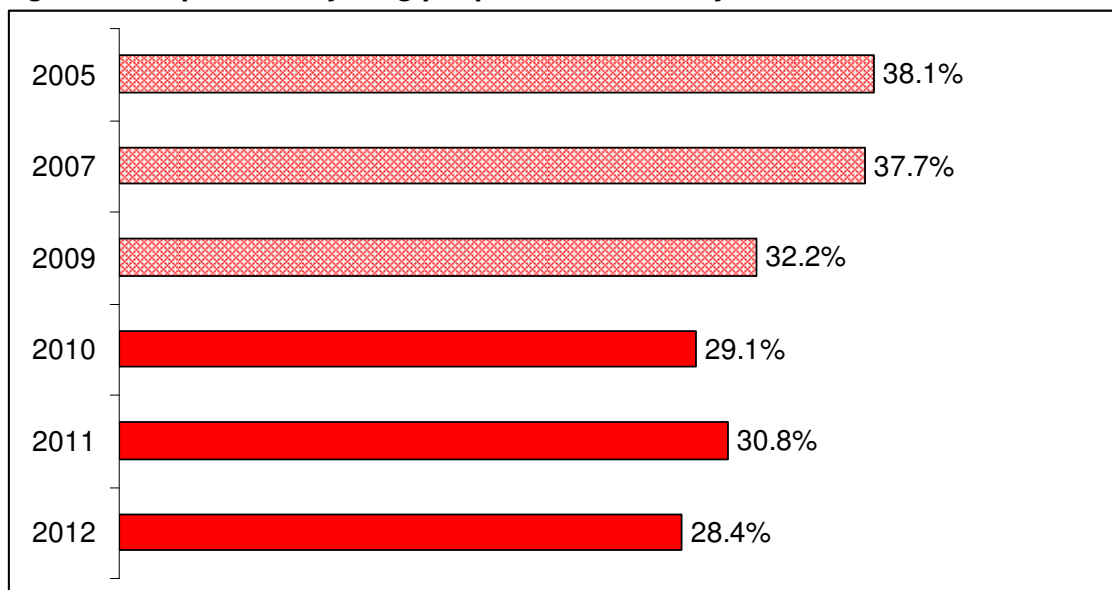
**Figure 1: Proportion of young people who enjoy reading either very much or quite a lot 2005 to 2012**



#### ~ The proportion of young people who read daily continues to fall ~

**Figure 2** shows that the proportion of young people who say that they read outside of class on a daily basis continues to fall. While the proportion of young people who read daily in 2011 had increased slightly on 2010 figures, the proportion of young people reading daily in 2012 has dropped again, even dropping below 2010 proportions. Overall, the proportion of young people who read daily in 2012 is 10% points lower now than in 2005, dropping from 38.1% to 28.4%, indicating that overall a quarter of young people (25.5%) in 2012 now read less often on a daily basis than in 2005.

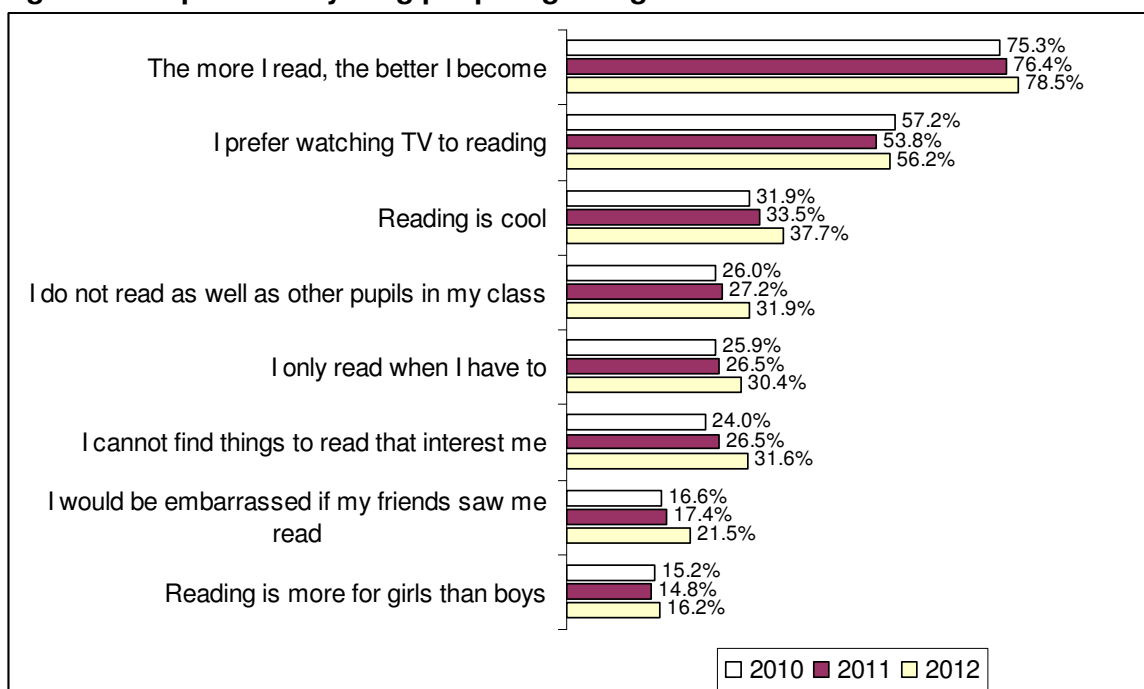
**Figure 2: Proportion of young people who read daily 2005 to 2012**



~ Attitudes towards reading are becoming more negative ~

**Figure 3** shows that children and young people in 2012 generally held more negative attitudes towards reading than children and young people in the previous two years. For example, while 24% of children and young people agreed in 2010 that they have trouble finding things to read that interest them, that proportion increased by 7.6 percentage points to 31.6% in 2012. Similarly, more children and young people agree in 2012 that they would be embarrassed if their friends saw them reading, increasing by 4.9 percentage points from 16.6% in 2010 to 21.5% in 2012. However, a greater proportion of children and young people in 2012 also agree that “reading is cool”.

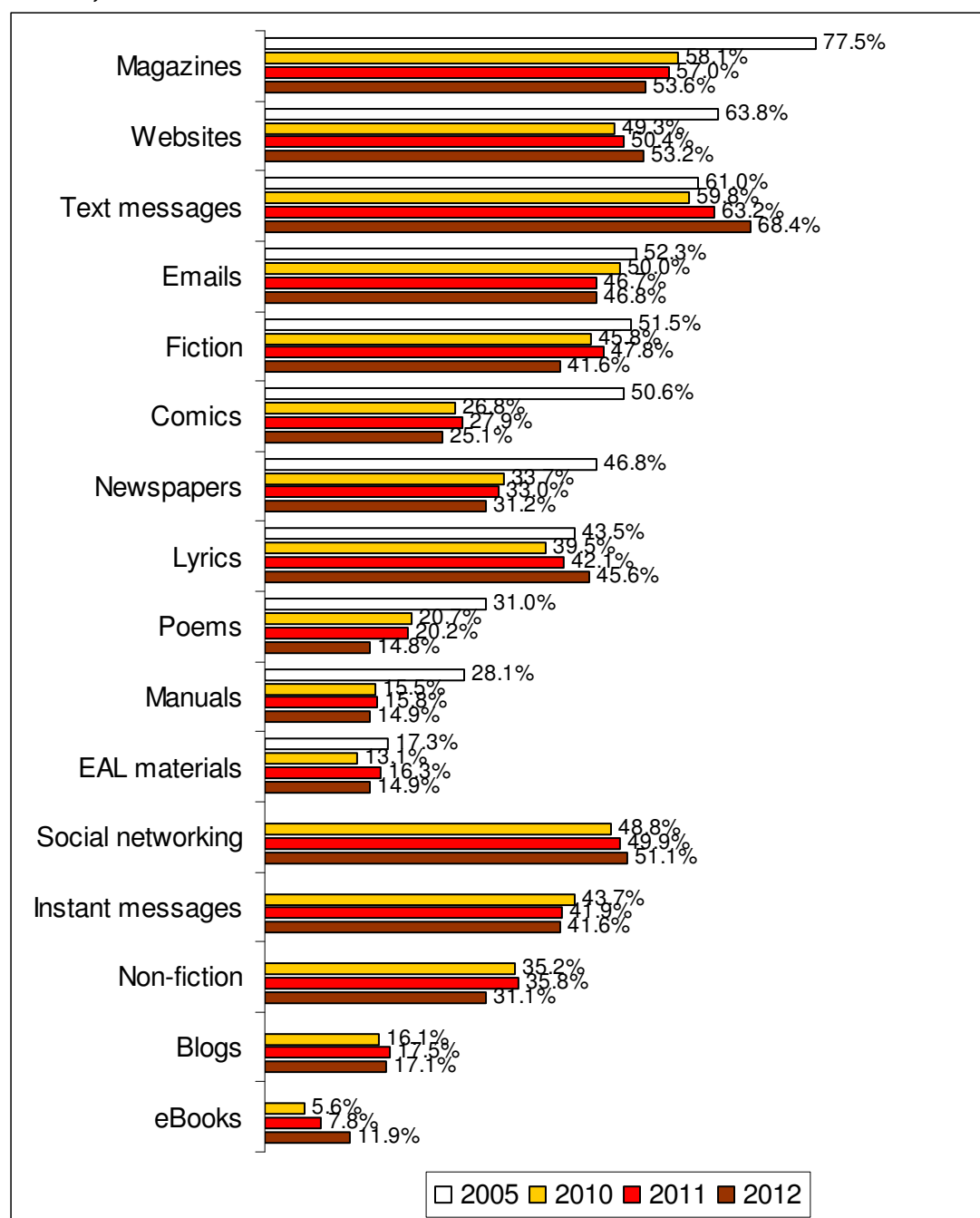
**Figure 3: Proportion of young people agreeing with attitudinal statements in 2010 to 2012**



~ Reading across many formats continues to fall ~

So, although young people in 2012 say that they enjoy reading as much as young people have since 2005, fewer now read on a daily basis. Indeed, comparing reading choices in 2005 and the past three years, **Figure 4** shows that reading across many formats has fallen. Some of the exceptions of this trend such as text messages, messages on social networking sites and eBooks have seen a gradual increase in the past few years. For example, the proportion of children and young people who read eBooks outside of school has doubled since 2010. However, this is not simply about young people shifting their reading patterns from paper to digital as some technology-based reading (for example emails and instant messages) also decreased.

**Figure 4: Proportion of young people reading different reading materials outside of class in 2005, 2010 to 2012**



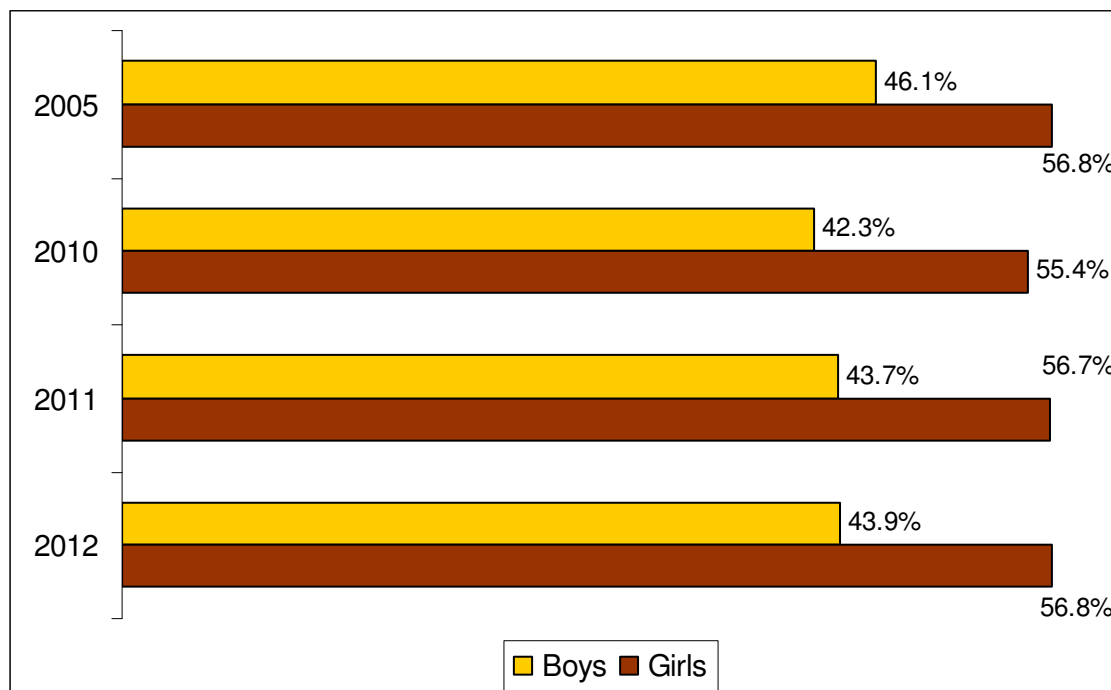
### Girls continue to be keener readers than boys but the gender gap is slowly narrowing

Nearly twice as many girls as boys say that they enjoy reading very much (26.7% vs. 18.6%), with 56.8% of girls enjoying reading either very much or quite a lot compared with 43.9% of boys. Conversely, nearly twice as many boys as girls say that they don't enjoy reading at all (15.5% vs. 8.8%).

**Figure 5** shows that the gap between boys and girls in terms of their reading enjoyment has narrowed again very slightly since 2011, with a 12.9 percentage point difference between boys and girls in 2012 compared with a 13.0 percentage point difference in 2011 and a 13.1 percentage point difference in 2010. Although the gender gap in reading enjoyment is slowly decreasing, it continues to remain wider in 2012 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.

Whether the narrowing of the enjoyment gap is linked to a narrowing in the attainment gap between boys and girls (e.g. at KS2 the gender gap in reading decreased from an eight percentage point difference in 2011 to a six percentage point difference in 2012<sup>2</sup>) it is the artefact of changes in assessment remains to be seen.

**Figure 5: Proportion of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2012 (with reference to 2005 data too)**

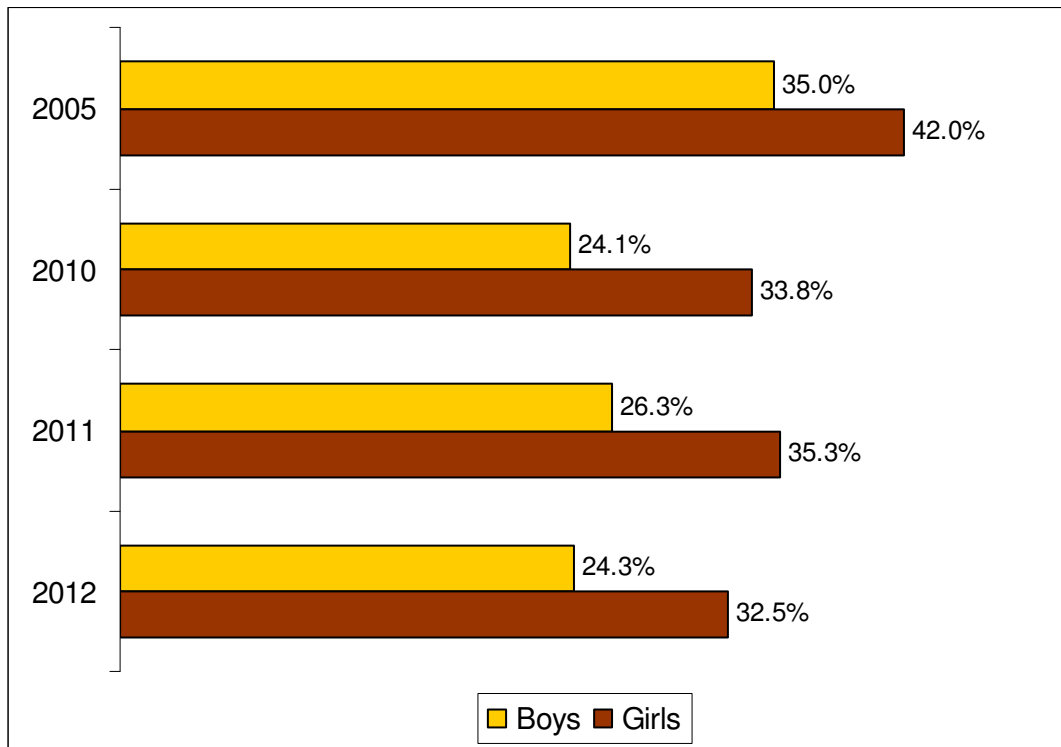


Girls not only enjoy reading more than boys but they also do it more often, with 32.5% of girls saying that they read outside of class every day compared with 24.3% of boys. Indeed, twice as many boys as girls say that they never read outside of class (10.5% vs. 5.3%).

Overall, there has been a slight decrease in the proportion of boys and girls who read daily in 2012 compared with 2011. The gender gap in daily reading has continued to narrow between 2011 and 2012 (from a 9.0 percentage point difference in 2010 to a 8.2 percentage point difference in 2012; see **Figure 6**), a decrease that seems to be largely due to a greater drop in girls reading daily compared with boys (2.8 percentage point difference between girls reading daily in 2011 and 2012 vs. a 2 percentage point difference for boys). However, comparisons with data from 2005 show that the gap between daily reading amongst boys and girls still remains wider than that evidenced in 2005 (7 percentage point difference).

<sup>2</sup> [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/167380/sfr33-2012v2.pdf.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/167380/sfr33-2012v2.pdf.pdf)

**Figure 6: Proportion of boys and girls who read daily 2010 to 2012 (with reference to 2005 data too)**



More girls than boys also read for longer periods of time. Nearly 30% of girls compared with over two-fifths of boys (22.1%) read for one hour or longer. More girls than boys also say that they read for up to 30 minutes at a time (girls 25.3%, boys 22.1%). Conversely, more boys than girls say that they only read for 10 minutes when they read (boys 23.5%, girls 16.8%).

Girls and boys 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 they also 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 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 showed that roughly the same proportion of boys and girls say they either own a computer (boys 77.0%; girls 77.1%), have access to one (boys 96.7%; girls 97.1%) or have the internet at home (boys 96.7%; girls 97.2%).

Boys and girls also enjoy reading different genres of fiction when they read fiction. Boys are more likely than girls to read crime (34.4% vs. 29.9%), war/spy stories (40.9% vs. 17.6%), science fiction (28.3% vs. 20.9%) and sports stories (33.7% vs. 9.2%), while girls are more likely than boys to read romance (49.2% vs. 6.4%) and animal stories (27.2% vs. 12.4%).

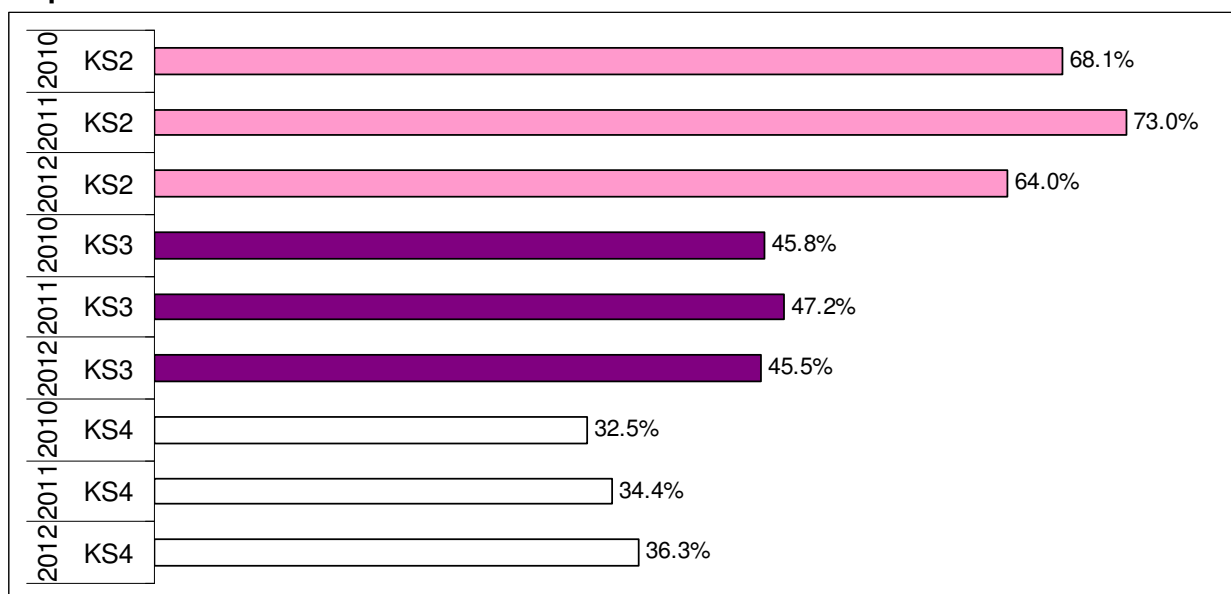
Finally, girls also think more positively about reading than boys. More girls than boys agreed with the statement that “reading is cool”, while more boys than girls agreed with the statements “I prefer watching TV to reading”, “I only read when I have to” and “I cannot find things to read that interest 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.

## KS4 pupils continue to pose a challenge but KS2 pupils are also becoming a cause for concern

While the gender gap around reading is clearly a cause for concern, another divisive factor continues to be age. For example, huge differences exist among the three key stages (KS2: 8 to 11-year-olds, KS3: 11 to 14-year-olds and KS4: 14 to 16-year-olds) in terms of their reading enjoyment. Only a third of KS4 pupils (36.3%) compared with nearly half of KS3 pupils (45.5%) and nearly two-thirds of KS2 pupils (64.0%) say that they enjoy reading either very much or quite a lot. Indeed, twice as many KS2 as KS4 pupils say that they enjoy reading very much (33.2% vs. 13.6%). Conversely, KS4 pupils are nearly three times as likely as KS2 pupils to say they do not enjoy reading at all (19.2% vs. 6.6%).

While KS2 pupils enjoy reading more than their older counterparts, **Figure 7** shows that the proportion of KS2 pupils who enjoy reading fell by 9 percentage points in 2012. By contrast, the proportion of KS4 pupils who enjoy reading has increased slightly in 2012.

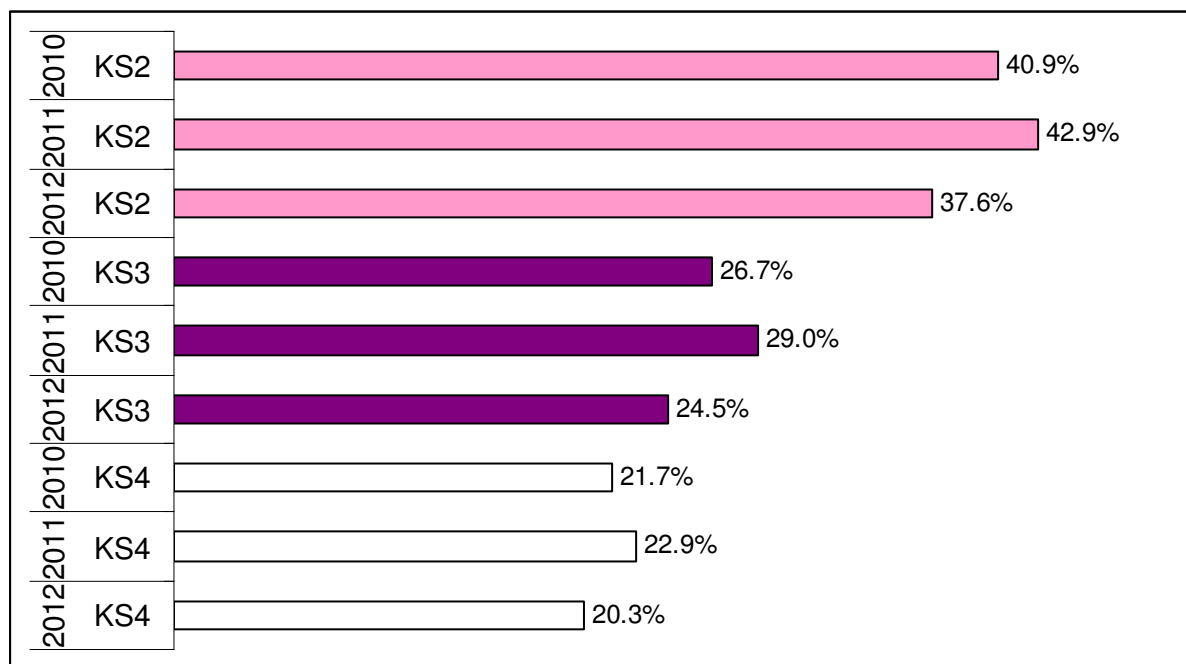
**Figure 7: Proportion of pupils from each key stage who enjoy reading either very much or quite a lot in 2010 to 2012**



Not only are KS2 pupils more likely than KS4 pupils to enjoy reading, they also read more frequently. 37.6% of KS2 pupils said that they read daily outside of class compared with only 24.5% of KS3 pupils and 20.3% of KS4 pupils. By contrast, KS4 pupils are twice as likely as KS2 pupils to say that they never read outside of class (11.3% vs. 5.2%).

While more KS2 pupils tend to read daily outside of class compared with their older counterparts, fewer KS2 pupils read daily in 2012 compared with the previous two years (see **Figure 8**). While rates of daily reading declined across all the key stages in 2012, the rate of decrease was the greatest for KS2 pupils (5.3 percentage point difference) and smallest for KS4 pupils (2.6 percentage point difference).

**Figure 8: Proportion of pupils from each key stage who read daily outside of class in 2010 to 2012**



Although KS2 pupils read more frequently than KS3 or KS4 pupils, they read for shorter periods of time. For example, while 23.2% of KS2 pupils read for up to 10 minutes at a time, only 18.9% of KS3 and 17.7% of KS4 pupils say they do. By contrast, more KS4 (30.0%) than KS2 (23.4%) or KS3 (26.2%) pupils say that they read for about one 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 compared with pupils in KS2. For example, 80.9% of KS4 pupils say that they read text messages compared with 74.7% of KS3 pupils and only 53.6% KS2 pupils. Similarly, 70.7% of KS4 pupils say that they read messages on social networking sites compared with 56.2% of KS3 pupils and only 33.5% 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 more KS2 pupils reading fiction, non-fiction, comics and poems than those in KS3 and KS4.

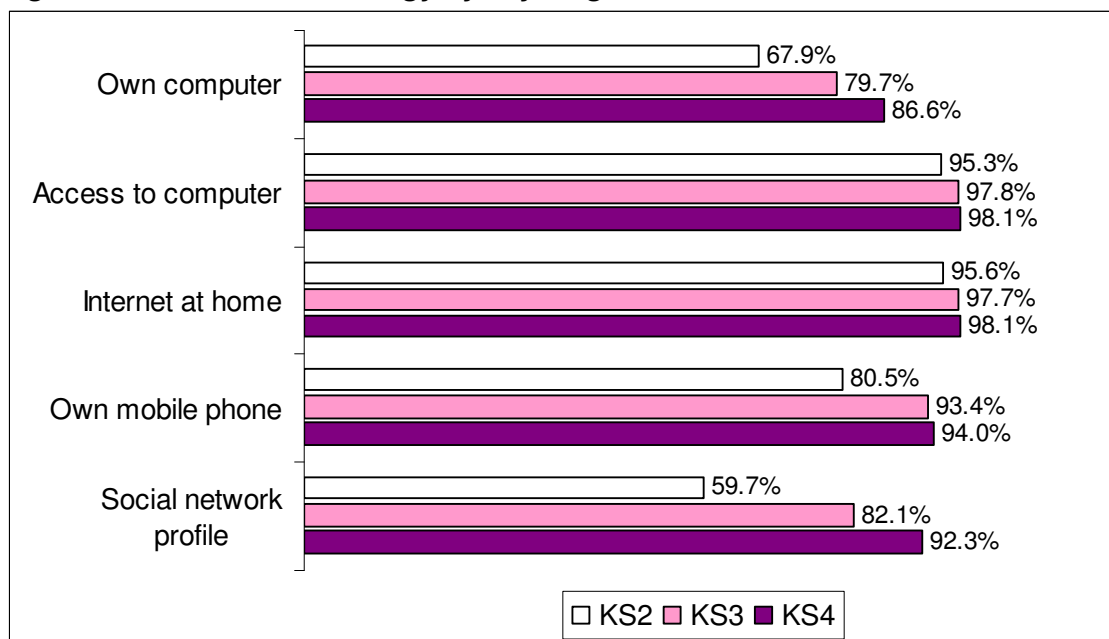
These differences can in part be explained by access to technology, albeit not by access to computers. **Figure 9** shows that although considerably more KS4 and KS3 than KS2 pupils say they have their own computer, similar proportions of pupils report the ability to access a computer in the home irrespective 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 having a mobile phone compared with 8 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, 6 in 10 KS2 pupils in 2012 say they have a profile. This difference 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 under 13 to register. However, there are a number of social networking sites that now target the younger market, which may explain the high number of primary KS2 pupils who say that they have a social networking site profile.



**Figure 9: Access to technology by key stage in 2012**



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 and less likely to agree that “the more I read, the better I become” (KS2 85.5%, KS3 77.4%, KS4 68.9%). KS2 pupils are also nearly twice as likely as KS4 pupils to agree that “reading is cool” (KS2 54.8%, KS 30.4%, KS4 24.8%).

### **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 with 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 28.7% of boys in KS4 say that they enjoy reading either very much or quite a lot. This is nearly half the number of KS4 boys who say that they enjoy reading (56.7%) and nearly half the proportion of girls in KS4 who enjoy reading either very much or quite a lot (43.9%).

Teenage boys also read less frequently than their younger counterparts, with nearly 1 in 3 KS2 boys (31.6%) saying that they read every day compared with only 1 in 6 KS4 boys (17.8%).

Nearly half as many KS4 (27.9%) as KS2 (42.5%) 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 (5.6% vs. 17.2%) and non-fiction (24.6% vs. 37.6%). However, in addition to being more likely to read technology-based formats, older boys are nearly twice as likely to read newspapers compared with younger boys (42.4% vs. 28.3%).

Teenage boys also think less positively about reading compared with younger boys. Only 20.4% of boys in KS4 agree with the statement that “reading is cool” compared with 49.1% 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 (42.8% vs. 28.3%). KS4 boys are also more likely to agree with the statement that they “prefer watching TV to reading”, with 69.9% of KS4 boys agreeing with the statement compared with 57.7% of KS2 boys.

### **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. 71.0% of KS2 girls say that they enjoy reading either very much or quite a lot, but only half as many KS4 girls (43.9%) say that they enjoy reading. Similarly, while over two-fifths of KS2 girls (43.3%) read daily, only a fifth of KS4 girls (22.8%) say they read every day.

Twice as many KS2 girls as KS4 girls see reading as cool (59.2% vs. 29.2%). However, older girls are significantly less likely than younger girls to subscribe to reading as a gendered activity, with only 9.3% of KS4 girls agreeing with the statement that “reading is more for girls than boys” compared with 15.7% of KS2 girls. More KS4 than KS2 girls also agree that they “cannot find anything to read that interests them” (33.1% vs. 21.5%) and that they “prefer watching TV to reading” (56.7% vs. 39%).

### **The link between reading and socioeconomic background: Changes are afoot and the gap is narrowing**

In 2006<sup>3</sup> 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, read less often and think about reading more negatively than young people who do not receive meals. As the following findings show, these relationships remain true seven years later though the differences between the two groups seem to be diminishing.

Young people who receive FSM are slightly less likely to enjoy reading either very much or quite a lot than young people who do not receive FSM (47.7% vs. 50.7%). While levels of enjoyment for pupils who do not receive FSM have remained relatively stable since 2011, more FSM pupils enjoy reading in 2012 than in 2011 (see **Figure 10 overleaf**).

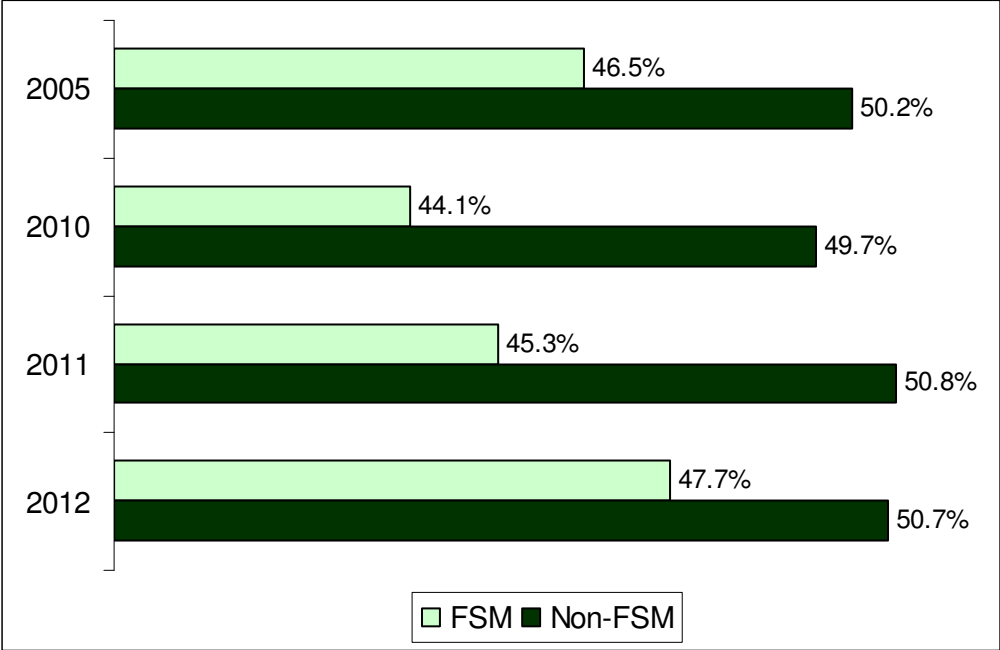
This means that the gap in reading enjoyment between young people who receive FSM and those who do not has nearly halved since 2011, decreasing from a 5.5 percentage point difference in 2011 to a 3 percentage point difference in 2012. Indeed, the gap is narrower in 2012 than in 2005 when there was a 3.7 percentage point difference between the two groups.

Slightly more young people who do not receive FSM also read every day compared with young people who receive meals (29.0% vs. 24.9%; see **Figure 11 overleaf**). In 2011 we found that the gap in daily reading between young people who receive FSM and those who do not had decreased from 7.3 percentage points in 2010 to 2.6 percentage points in 2011; largely because the proportion of pupils who do not receive FSM who read daily had decreased while the proportion of pupils who receive FSM had increased.

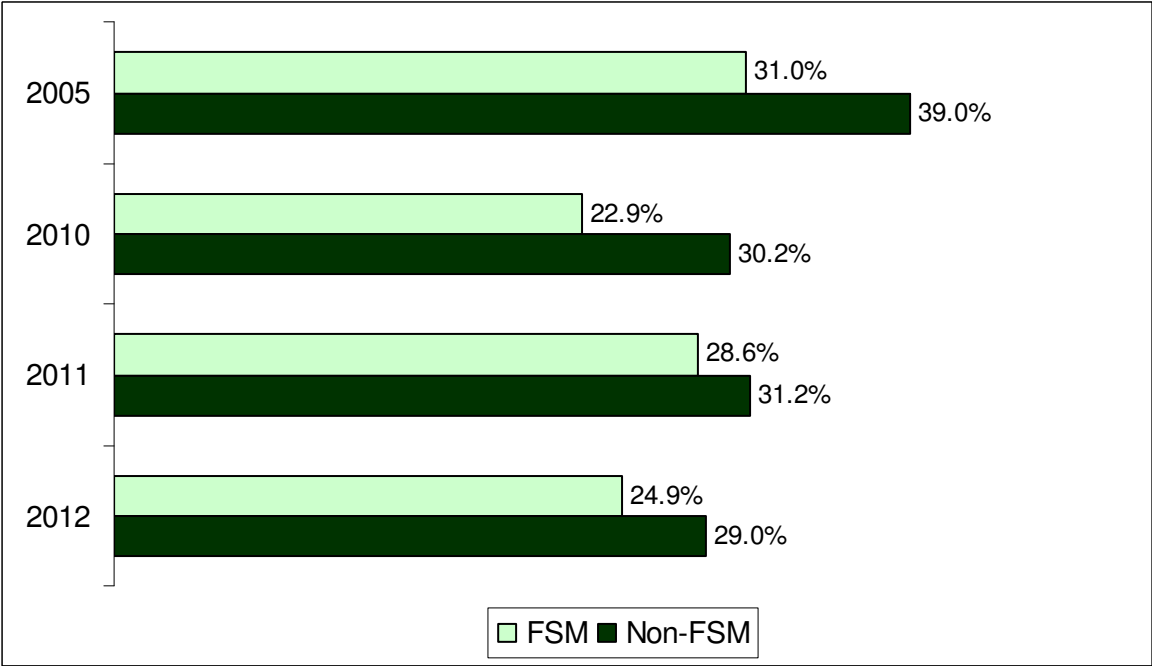
2012 data indicates that this trend is continuing. While the gap in 2012 is slightly wider than it was in 2011 (4.1 percentage point difference vs. 2.6 percentage point difference), the gap remains smaller than it had been in 2010 and 2005.

<sup>3</sup> [http://www.literacytrust.org.uk/assets/0000/0566/Social\\_inclusion\\_reading\\_2006.pdf](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 10: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2012 (with reference to 2005 data too)**



**Figure 11: Daily reading by FSM uptake in 2010 to 2012 (with reference to 2005 data too)**



More young people who do not receive FSM compared with those who do say that they read technology-based materials outside of class. Some of these differences can, at least in part, be explained by a differing access to computers (FSM pupils 93.9%; non-FSM pupils 97.8%), the internet at home (FSM pupils 93.2%; non-FSM pupils 98.0%) and mobile phone ownership (FSM pupils 86.7%; non-FSM pupils 91.0%).

While young people who do not receive FSM are also more likely to say that they read fiction (43.3% vs. 35.1%) and non-fiction (31.9% vs. 27.6%) outside class, young people who receive

FSM are more likely to read poems outside of class (18.9% vs. 13.3%), although fewer FSM pupils in 2012 say that they read poems compared with previous years.

The relationship between FSM uptake and attitudes towards reading is more complex and ambivalent. Although more young people who receive FSM than 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 32.2% of young people who receive FSM agreeing with the statement that “reading is more for girls than boys” compared with 24.9% of young people who do not receive meals.

### **Ethnic background and reading: The challenge for young White people**

Our limited categorisation of ethnic background 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 49.5%; Mixed 54.9%; Asian 56.5%; Black 53.9%), they are less likely to agree that reading is cool (White 35.8%; Mixed 42.8%; Asian 46.2%; Black 47.5%) and are more likely to agree that they would be embarrassed if their friends saw them read (White 22.6%; Mixed 18.4%; Asian 16.8%; Black 15.9%). Young people from White backgrounds are also more likely to agree that they prefer watching TV to reading (White 56.9%; Mixed 54.0%; Asian 52.5%; Black 54.8%).

Children and young people from Asian and White ethnic backgrounds are less likely to read outside of class everyday than young people from Mixed or Black ethnic backgrounds (White 28.7%; Mixed 28.8%; Asian 27.8%; Black 32.8%).

### **Linking reading enjoyment, frequency and attitudes to reading attainment**

Reading enjoyment, behaviour and attitudes are clearly related to reading attainment<sup>4</sup>. 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 as early as next year.

**Table 1** shows the relationship between reading enjoyment and reading attainment<sup>5</sup> very clearly. Young people who enjoy reading very much are four 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 fifteen times as likely to be reading below the expected level for their age compared with young people who enjoy reading very much.

<sup>4</sup> 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](http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf)

<sup>5</sup> For more information on our attainment data and for an alternative look at the link with attainment see the Attainment Data section on **p. 51**

**Table 1: Enjoyment of reading and reading attainment in 2012 (N = 13,710)**

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
<b>Very much</b>	2.4	63.5	34.2
<b>Quite a lot</b>	4.2	83.5	12.3
<b>A bit</b>	17.4	75.8	6.8
<b>Not at all</b>	37.0	54.9	8.1

**Table 2** shows that young people who read outside of class daily are five times as likely to read above the expected level for their age compared with young people who never read outside of class. While 28.1% of young people who read every day read above the level expected for their age, only 5 to 8% of young people who read rarely or never read at that level. Overall, over a third of those who never read outside of class read below the level expected for their age.

**Table 2: Reading frequency and reading attainment in 2012 (N = 13,710)**

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
<b>Every day</b>	3.7	68.3	28.1
<b>A few times a week</b>	7.1	81.7	11.2
<b>About once a week</b>	13.6	78.4	8.0
<b>A few times a month</b>	14.1	78.8	7.1
<b>About once a month</b>	18.9	72.2	8.9
<b>Rarely</b>	25.1	67.0	7.9
<b>Never</b>	36.2	59.3	5.4

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 in 2012 (N = 13,710)**

		<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
<b>The more I read, the better I become</b>	Agreement	9.2	75.3	15.5

		Below expected level %	At expected level %	Above expected level %
	Disagreement	27.6	56.7	15.7
<b>I prefer watching TV to reading</b>	Agreement	16.2	73.0	10.9
	Disagreement	5.9	67.0	27.1
<b>Reading is cool</b>	Agreement	5.8	71.3	23.0
	Disagreement	22.7	67.2	10.1
<b>I don't read as well as other pupils in my class</b>	Agreement	26.6	67.7	5.7
	Disagreement	3.2	69.8	27.0
<b>I only read when I have to</b>	Agreement	22.1	67.0	10.8
	Disagreement	5.5	75.9	18.6
<b>I cannot find things to read that interest me</b>	Agreement	21.7	68.1	10.2
	Disagreement	5.1	75.3	19.6
<b>I would be embarrassed if my friends saw me read</b>	Agreement	19.7	67.2	13.1
	Disagreement	8.1	74.8	17.1
<b>Reading is more for girls than for boys</b>	Agreement	20.3	63.8	15.9
	Disagreement	8.5	75.1	16.4
<b>My parents don't care whether I spend time reading</b>	Agreement	16.1	67.1	16.8
	Disagreement	8.8	75.6	15.7
<b>I don't need reading in my everyday life</b>	Agreement	21.6	65.2	13.2
	Disagreement	7.4	75.5	17.1

In addition to reading attainment, there are strong relationships between reading enjoyment, reading behaviour and reading attitudes. For example, there is a strong positive relationship between reading enjoyment and reading frequency ( $r = .641$ ,  $p = .000$ ), with young people who enjoy reading more also reading more frequently. There is also an interaction with reading confidence ( $r = -.406$ ,  $p = .000$ ), with young people who enjoy reading being less likely to see themselves as not very good readers. Finally, there is also a positive link between enjoyment and reading attitudes ( $r = .433$ ,  $p = .000$ ), with young people who enjoy reading more also being the ones who think about reading more positively.

Reading frequency and reading length are also related (see **Table 4**). 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 30.6% 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 in 2012**

	<i>Up to 10 mins %</i>	<i>Up to 20 mins %</i>	<i>Up to 30 mins %</i>	<i>About 1 hour %</i>	<i>1 hour or more %</i>
<b>Every day</b>	9.6	16.0	26.1	22.2	25.6
<b>A few times a week</b>	16.5	28.3	30.4	16.5	8.0
<b>About once a week</b>	23.4	30.2	27.3	13.3	5.2
<b>A few times a month</b>	22.5	28.5	27.9	14.1	6.3
<b>About once a month</b>	30.6	26.9	22.6	10.7	6.5
<b>Rarely</b>	43.2	20.0	13.2	6.3	3.6
<b>Never</b>	15.3	7.1	4.6	1.8	1.8

**Table 5** illustrates the relationships between reading enjoyment, reading frequency and reading confidence in more detail. The table shows that six times as many young people who enjoy reading compared with those who do not say that they read outside of class every day. Conversely, 11 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 nearly seven times as 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 as likely to say that they are a very good reader compared with young people who do not enjoy it. 17.4% of young people who do not enjoy reading still rate themselves as very good readers.

**Table 5: Comparing young people who enjoy reading and those who do not in terms of their reading frequency and self-perceived reading ability in 2012**

	<i>Read every day %</i>	<i>Rarely or never read %</i>	<i>Not a very good reader %</i>	<i>Average reader %</i>	<i>Very good reader %</i>
<b>Enjoy reading either very much or quite a lot</b> (N = 17,439)	48.3	4.0	3.4	31.9	64.7
<b>Enjoy reading only a bit or not at all</b> (N = 17,255)	8.2	43.1	22.2	60.4	17.4

**Table 6** shows that there is also a link with attitudes towards reading. Three-fifths of young people who enjoy reading agree that reading is cool compared with only 13.6% of young people who do not enjoy reading. Conversely, four times as many young people who do not enjoy reading agreed with the statement that they “cannot find things to read that interest them”

compared with those who enjoy reading. Twice as many young people who do not enjoy reading also agreed with the statement that they “would be embarrassed if their friends saw them reading” compared with those who enjoy reading.

**Table 6: Comparing young people who enjoy reading and those who do not in terms of some attitudes towards reading in 2012**

	<i>Reading is cool</i>		<i>I cannot find things to read that interest me</i>		<i>I would be embarrassed if my friends saw me read</i>	
	<i>Agree %</i>	<i>Disagree %</i>	<i>Agree %</i>	<i>Disagree %</i>	<i>Agree %</i>	<i>Disagree %</i>
<b>Enjoy writing either very much or quite a lot</b> (N = 17,439)	61.1	7.8	14.2	66.5	14.1	70.3
<b>Enjoy writing only a bit or not at all</b> (N = 17,255)	13.6	44.7	49.4	25.2	29.1	45.0

To sum up, 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 (for a more in-depth analysis of these inter-relationships see a report we published in 2011<sup>6</sup>).

### Linking reading and writing

Reading does not happen in isolation. Indeed, reading and writing<sup>7</sup> are strongly linked. For example, **Table 7** shows that over two-fifths of young people who read above the level expected for their age also write above the expected level. 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 in 2012**

	<b>Write below expected level %</b>	<b>Write at expected level %</b>	<b>Write above expected level %</b>
<b>Read below the expected level</b>	59.5	36.1	4.4
<b>Read at the expected level</b>	16.6	72.6	10.8
<b>Read above the expected level</b>	11.0	47.4	41.6

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.

<sup>6</sup> [http://www.literacytrust.org.uk/assets/0001/0025/Attainment\\_attitudes\\_behaviour\\_enjoyment-Final.pdf](http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf)

<sup>7</sup> See [http://www.literacytrust.org.uk/assets/0001/3536/Young\\_people\\_s\\_writing\\_in\\_2011-final.pdf](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 in 2012: 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 exactly 100 per cent.

## Young people's enjoyment of reading

**Table 8: Enjoyment of reading in 2012 for whole sample and broken down by demographic background**

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>22.6</b>	<b>27.7</b>	<b>50.3</b>	<b>37.5</b>	<b>12.2</b>
<b>Boys (N = 17,618)</b>	18.6	25.3	43.9	40.5	15.5
<b>Girls (N = 17,292)</b>	26.7	30.1	56.8	34.5	8.8
<b>KS2 (N = 12,378)</b>	33.2	30.8	64.0	29.4	6.6
<b>KS3 (N = 15,080)</b>	18.1	27.4	45.5	41.2	13.3
<b>KS4 (N = 6,9310)</b>	13.6	22.7	36.3	44.5	19.2
<b>FSM (N = 5,805)</b>	22.2	25.5	47.7	39.0	13.3
<b>Non-FSM (N = 26,654)</b>	22.3	28.4	50.7	37.6	11.7
<b>White (N = 25,185)</b>	22.2	27.3	49.5	38.1	12.4
<b>Mixed (N = 1,660)</b>	26.6	28.3	54.9	35.1	10.0
<b>Asian (N = 3,452)</b>	24.9	31.6	56.5	35.2	8.3
<b>Black (N = 1,222)</b>	25.8	28.1	53.9	34.6	11.5
<b>Boys – KS2 (N = 6,072)</b>	27.6	29.1	56.7	34.0	9.3
<b>Girls – KS2 (N = 6,306)</b>	38.5	32.5	71.0	25.0	4.0
<b>Boys – KS3 (N = 7,776)</b>	15.4	25.5	40.9	42.6	16.5
<b>Girls – KS3 (N = 7,304)</b>	21.1	29.5	50.6	39.5	10.0
<b>Boys – KS4 (N = 3,497)</b>	10.1	18.7	28.8	47.4	23.8
<b>Girls – KS4 (N = 3,434)</b>	17.1	26.8	43.9	41.6	14.5
<b>Boys – FSM (N = 2,857)</b>	18.9	22.3	41.2	41.7	17.4
<b>Girls – FSM (N = 2,948)</b>	25.8	28.6	54.4	36.3	9.4
<b>Boys – Non-FSM (N = 13,443)</b>	18.2	26.3	44.5	40.6	14.9
<b>Girls – Non-FSM (N = 13,211)</b>	26.4	30.6	57.0	34.6	8.4
<b>Boys – White (N = 12,686)</b>	18.5	24.8	43.3	41.0	15.7
<b>Girls – White (N = 12,499)</b>	26.0	29.8	55.8	35.1	9.2
<b>Boys – Mixed (N = 824)</b>	21.2	27.4	48.6	37.7	13.7
<b>Girls – Mixed (N = 836)</b>	31.9	29.2	61.1	32.5	6.4
<b>Boys – Asian (N = 1,705)</b>	19.8	29.2	49.0	39.8	11.2
<b>Girls – Asian (N = 1,747)</b>	29.8	33.9	63.7	30.8	5.5
<b>Boys – Black (N = 613)</b>	18.8	24.8	43.6	39.9	16.5
<b>Girls – Black (N = 609)</b>	32.9	31.3	64.2	29.3	6.4

## Young people's self-reported reading ability

**Table 9: Self-reported reading ability in 2012 for whole sample and broken down by demographic background**

<b>How good a reader do you think you are?</b>			
	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
<b>All (N = 34,910)</b>	<b>12.8</b>	<b>41.1</b>	<b>46.2</b>
<b>Boys (N = 17,618)</b>	14.2	41.5	44.3
<b>Girls (N = 17,292)</b>	11.3	40.6	48.1
<b>KS2 (N = 12,378)</b>	11.7	38.2	50.2
<b>KS3 (N = 15,080)</b>	13.0	43.3	43.7
<b>KS4 (N = 6,931)</b>	13.8	41.9	44.3
<b>FSM (N = 5,805)</b>	17.0	42.7	40.3
<b>Non-FSM (N = 26,654)</b>	11.4	41.0	47.6
<b>White (N = 25,185)</b>	12.6	41.3	46.1
<b>Mixed (N = 1,660)</b>	10.8	37.9	51.3
<b>Asian (N = 3,452)</b>	10.9	40.4	48.7
<b>Black (N = 1,222)</b>	13.0	39.1	47.9
<b>Boys – KS2 (N = 6,072)</b>	13.8	39.9	46.3
<b>Girls – KS2 (N = 6,306)</b>	9.6	36.5	53.9
<b>Boys – KS3 (N = 7,776)</b>	14.3	42.7	43.0
<b>Girls – KS3 (N = 7,304)</b>	11.7	43.8	44.4
<b>Boys – KS4 (N = 3,497)</b>	14.5	41.9	43.6
<b>Girls – KS4 (N = 3,434)</b>	13.1	41.9	45.0
<b>Boys – FSM (N = 2,857)</b>	19.4	42.4	38.1
<b>Girls – FSM (N = 2,948)</b>	14.6	43.0	42.4
<b>Boys – Non-FSM (N = 13,443)</b>	12.7	41.4	45.9
<b>Girls – Non-FSM (N = 13,211)</b>	10.1	40.6	49.3
<b>Boys – White (N = 12,686)</b>	13.9	41.9	44.2
<b>Girls – White (N = 12,499)</b>	11.2	40.8	48.0
<b>Boys – Mixed (N = 824)</b>	10.7	38.4	50.9
<b>Girls – Mixed (N = 836)</b>	10.9	37.4	51.7
<b>Boys – Asian (N = 1,705)</b>	12.3	41.4	46.3
<b>Girls – Asian (N = 1,747)</b>	9.5	39.5	51.0
<b>Boys – Black (N = 613)</b>	16.2	41.2	42.6
<b>Girls – Black (N = 609)</b>	9.8	37.0	53.2

## Types of materials read outside of class

**Table 10: Types of materials read at least once a month in 2012 for whole sample and broken down by demographic background (Part 1)**

	<i>Text messages</i>	<i>Magazines</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>	<i>Emails</i>
	%	%	%	%	%	%
<b>All</b>	<b>68.4</b>	<b>53.6</b>	<b>53.2</b>	<b>51.1</b>	<b>41.6</b>	<b>46.8</b>
<b>Boys</b>	62.0	41.6	51.7	46.7	37.1	44.2
<b>Girls</b>	75.0	65.8	54.7	55.6	46.1	49.2
<b>KS2</b>	53.6	51.7	42.6	33.5	46.5	38.0
<b>KS3</b>	74.7	54.1	56.1	56.2	41.0	50.1
<b>KS4</b>	80.9	55.5	63.0	70.7	34.0	54.0
<b>FSM</b>	60.3	49.8	44.4	45.3	35.1	39.0
<b>Non-FSM</b>	71.5	54.9	55.8	53.5	43.3	49.2
<b>White</b>	71.5	55.9	54.7	53.5	41.7	47.0
<b>Mixed</b>	65.7	50.7	53.4	51.5	44.7	51.4
<b>Asian</b>	57.5	46.4	51.5	44.4	44.8	48.7
<b>Black</b>	64.8	50.7	53.1	49.9	43.5	50.1
<b>Boys – KS2</b>	47.4	41.7	39.9	30.6	42.5	34.2
<b>Girls – KS2</b>	59.6	61.3	45.3	36.3	50.4	41.7
<b>Boys – KS3</b>	67.6	41.4	55.6	50.6	37.2	47.2
<b>Girls – KS3</b>	82.3	67.7	58.2	62.1	44.9	53.2
<b>Boys – KS4</b>	74.7	41.1	62.2	65.0	27.9	54.0
<b>Girls – KS4</b>	87.2	70.3	63.9	76.5	40.3	54.0
<b>Boys – FSM</b>	53.8	37.7	43.5	41.0	29.9	37.8
<b>Girls – FSM</b>	66.6	61.6	45.4	49.4	40.1	40.1
<b>Boys – Non-FSM</b>	65.0	42.9	54.4	49.0	39.1	46.4
<b>Girls – Non-FSM</b>	78.1	67.2	57.3	58.1	47.6	52.1
<b>Boys – White</b>	64.4	43.3	53.1	48.1	37.6	44.1
<b>Girls – White</b>	78.7	68.7	56.2	58.8	45.9	49.8
<b>Boys – Mixed</b>	60.6	39.2	53.3	49.3	41.1	50.2
<b>Girls – Mixed</b>	70.7	62.1	53.5	53.7	48.2	52.6
<b>Boys – Asian</b>	55.9	36.4	50.7	45.0	37.2	47.6
<b>Girls – Asian</b>	59.1	56.2	52.5	43.8	52.3	49.9
<b>Boys – Black</b>	59.1	40.3	49.9	45.2	36.1	48.0
<b>Girls – Black</b>	70.6	61.1	56.3	54.7	50.9	52.2

**Table 10: Types of materials read at least once a month in 2012 for whole sample and broken down by demographic background (Part 2)**

	<i>Lyrics</i>	<i>Instant messages</i>	<i>Non-Fiction</i>	<i>Newspaper</i>	<i>Comics</i>	<i>Poems</i>
	%	%	%	%	%	%
<b>All</b>	<b>45.6</b>	<b>41.6</b>	<b>31.1</b>	<b>31.2</b>	<b>25.1</b>	<b>14.8</b>
<b>Boys</b>	32.2	36.6	32.2	33.6	32.8	10.4
<b>Girls</b>	59.4	46.6	30.0	28.7	17.3	19.2
<b>KS2</b>	42.5	28.0	36.0	27.8	30.6	23.6
<b>KS3</b>	46.7	47.1	29.7	30.4	24.2	10.6
<b>KS4</b>	49.5	53.6	25.1	37.6	17.6	7.8
<b>FSM</b>	45.9	35.6	27.6	29.0	25.3	18.9
<b>Non-FSM</b>	45.9	43.7	31.9	32.0	24.8	13.3
<b>White</b>	46.1	41.9	31.0	31.0	24.7	13.2
<b>Mixed</b>	51.3	45.7	32.7	32.5	31.3	18.4
<b>Asian</b>	44.5	42.5	34.2	33.4	27.8	22.5
<b>Black</b>	52.0	45.2	35.9	36.9	29.8	22.0
<b>Boys – KS2</b>	30.3	24.1	37.6	28.3	39.4	17.2
<b>Girls – KS2</b>	54.2	31.8	34.5	27.3	22.1	29.8
<b>Boys – KS3</b>	32.1	40.8	31.4	33.1	32.3	7.2
<b>Girls – KS3</b>	62.2	53.8	28.0	27.5	15.5	14.3
<b>Boys – KS4</b>	35.3	48.8	24.6	42.4	22.6	5.6
<b>Girls – KS4</b>	63.9	58.5	25.6	32.6	12.4	10.0
<b>Boys – FSM</b>	34.2	31.9	27.7	30.1	32.7	12.7
<b>Girls – FSM</b>	57.3	39.2	27.5	28.0	18.2	24.9
<b>Boys – Non-FSM</b>	31.9	38.5	33.5	34.9	32.8	9.6
<b>Girls – Non-FSM</b>	60.1	49.0	30.2	29.1	16.6	17.1
<b>Boys – White</b>	31.9	36.1	32.7	33.9	33.0	9.2
<b>Girls – White</b>	60.6	47.7	29.3	28.1	16.3	17.2
<b>Boys – Mixed</b>	38.2	43.3	35.7	36.3	38.3	13.5
<b>Girls – Mixed</b>	64.2	48.0	29.7	28.8	24.3	23.2
<b>Boys – Asian</b>	33.4	41.1	32.4	34.0	33.0	15.3
<b>Girls – Asian</b>	55.2	43.9	35.8	32.9	22.6	29.6
<b>Boys – Black</b>	39.5	40.6	33.4	35.2	36.1	16.2
<b>Girls – Black</b>	64.7	49.8	38.4	38.6	23.5	27.9

**Table 10: Types of materials read at least once a month in 2012 for whole sample and broken down by demographic background (Part 3)**

	<i>Twitter</i>	<i>Blogs</i>	<i>EAL materials</i>	<i>Manuals</i>	<i>eBooks</i>
	%	%	%	%	%
<b>All</b>	<b>29.6</b>	<b>17.1</b>	<b>14.9</b>	<b>14.9</b>	<b>11.9</b>
<b>Boys</b>	25.9	14.4	13.1	18.7	10.6
<b>Girls</b>	33.5	19.9	16.8	11.1	13.2
<b>KS2</b>	15.2	14.4	15.4	13.5	13.0
<b>KS3</b>	32.4	17.1	14.4	15.3	11.8
<b>KS4</b>	48.2	21.5	15.0	16.3	9.9
<b>FSM</b>	26.9	15.3	14.3	12.2	10.6
<b>Non-FSM</b>	30.7	17.4	14.9	15.5	12.0
<b>White</b>	30.8	16.9	12.9	14.9	11.7
<b>Mixed</b>	30.7	20.4	20.8	17.4	13.8
<b>Asian</b>	22.6	17.8	24.4	15.9	11.8
<b>Black</b>	35.8	23.2	20.9	16.8	15.2
<b>Boys – KS2</b>	15.1	12.9	13.1	15.9	11.6
<b>Girls – KS2</b>	15.4	15.9	17.6	11.2	14.3
<b>Boys – KS3</b>	27.2	14.3	13.1	19.4	10.6
<b>Girls – KS3</b>	38.0	19.9	15.8	10.9	13.1
<b>Boys – KS4</b>	40.8	16.8	12.8	21.6	8.7
<b>Girls – KS4</b>	55.7	26.4	17.3	10.8	11.2
<b>Boys – FSM</b>	23.3	13.5	12.8	15.5	10.0
<b>Girls – FSM</b>	30.3	17.1	15.8	9.0	11.2
<b>Boys – Non-FSM</b>	26.8	14.5	13.0	19.6	10.6
<b>Girls – Non-FSM</b>	34.7	20.4	16.8	11.3	13.4
<b>Boys – White</b>	26.2	14.0	11.3	19.2	10.2
<b>Girls – White</b>	35.4	19.7	14.6	10.4	13.2
<b>Boys – Mixed</b>	28.9	17.2	19.3	22.3	13.6
<b>Girls – Mixed</b>	32.5	23.6	22.2	12.6	14.0
<b>Boys – Asian</b>	22.7	16.1	21.4	18.1	11.5
<b>Girls – Asian</b>	22.6	19.3	27.2	13.7	12.1
<b>Boys – Black</b>	33.4	19.1	16.6	16.5	11.6
<b>Girls – Black</b>	38.3	27.4	25.1	17.1	18.9

## Book genres young people read

**Table 11: Book genres young people like reading in 2012 for whole sample and broken down by demographic background (Part 1)**

	<i>Adventure</i>	<i>Crime</i>	<i>Comedy</i>	<i>Horror</i>	<i>War/spy stories</i>
	%	%	%	%	%
<b>All</b>	<b>55.2</b>	<b>32.1</b>	<b>56.3</b>	<b>43.9</b>	<b>29.3</b>
<b>Boys</b>	55.1	34.4	57.2	43.4	40.9
<b>Girls</b>	55.4	29.9	55.3	44.4	17.6
<b>KS2</b>	62.5	32.0	56.8	47.3	31.8
<b>KS3</b>	54.4	32.8	58.2	44.6	30.4
<b>KS4</b>	44.6	30.6	51.6	37.2	23.1
<b>FSM</b>	51.4	30.3	52.9	50.2	25.9
<b>Non-FSM</b>	56.2	32.8	57.4	42.5	30.3
<b>White</b>	54.7	31.8	56.9	43.1	29.8
<b>Mixed</b>	61.2	34.7	59.4	48.6	33.4
<b>Asian</b>	61.4	39.4	56.9	54.9	30.2
<b>Black</b>	59.2	33.6	57.9	39.4	28.0
<b>Boys – KS2</b>	61.4	35.7	58.2	48.7	43.1
<b>Girls – KS2</b>	63.6	28.5	55.5	45.9	20.9
<b>Boys – KS3</b>	55.2	35.4	58.9	43.8	43.3
<b>Girls – KS3</b>	53.6	29.9	57.5	45.4	16.5
<b>Boys – KS4</b>	44.6	29.7	52.1	34.3	32.5
<b>Girls – KS4</b>	44.6	31.6	51.1	40.1	13.7
<b>Boys – FSM</b>	50.2	33.0	54.5	49.2	36.2
<b>Girls – FSM</b>	52.6	27.7	51.4	51.1	16.0
<b>Boys – Non-FSM</b>	56.5	35.2	58.3	42.3	42.5
<b>Girls – Non-FSM</b>	55.9	30.5	56.6	42.7	17.8
<b>Boys – White</b>	55.1	33.9	58.2	43.1	42.1
<b>Girls – White</b>	54.4	29.6	55.5	43.1	17.4
<b>Boys – Mixed</b>	62.4	38.5	59.8	47.6	46.2
<b>Girls – Mixed</b>	60.0	31.0	59.0	49.8	20.7
<b>Boys – Asian</b>	57.9	43.5	56.3	50.9	40.3
<b>Girls – Asian</b>	64.7	35.4	57.4	55.9	20.2
<b>Boys – Black</b>	57.9	32.1	56.9	40.8	35.7
<b>Girls – Black</b>	60.4	35.0	58.9	38.3	20.2

**Table 11: Book genres young people like reading in 2012 for whole sample and broken down by demographic background (Part 2)**

	<i>Science Fiction</i>	<i>Romance</i>	<i>Animal stories</i>	<i>Sports stories</i>
	%	%	%	%
<b>All</b>	<b>24.6</b>	<b>27.6</b>	<b>19.7</b>	<b>21.6</b>
<b>Boys</b>	28.3	6.4	12.4	33.7
<b>Girls</b>	20.9	49.2	27.2	9.2
<b>KS2</b>	23.6	22.1	28.1	24.8
<b>KS3</b>	24.7	28.9	17.4	20.8
<b>KS4</b>	26.0	34.4	10.2	17.3
<b>FSM</b>	21.0	26.1	20.9	21.4
<b>Non-FSM</b>	25.5	28.4	19.1	21.3
<b>White</b>	24.6	28.1	20.5	20.9
<b>Mixed</b>	28.3	29.0	21.1	22.6
<b>Asian</b>	26.9	26.2	15.2	25.6
<b>Black</b>	25.9	35.8	15.7	25.7
<b>Boys – KS2</b>	26.5	7.0	17.5	36.6
<b>Girls – KS2</b>	20.8	36.6	38.4	13.4
<b>Boys – KS3</b>	29.3	5.6	11.1	33.2
<b>Girls – KS3</b>	19.8	53.7	24.1	7.6
<b>Boys – KS4</b>	28.9	7.1	6.5	29.9
<b>Girls – KS4</b>	23.1	62.1	13.9	4.6
<b>Boys – FSM</b>	22.8	7.7	13.1	34.1
<b>Girls – FSM</b>	19.2	43.9	28.4	9.2
<b>Boys – Non-FSM</b>	29.7	6.0	11.9	33.5
<b>Girls – Non-FSM</b>	21.2	51.2	26.5	8.9
<b>Boys – White</b>	28.6	5.8	12.0	32.7
<b>Girls – White</b>	20.4	50.7	29.2	9.0
<b>Boys – Mixed</b>	33.1	9.6	14.7	35.4
<b>Girls – Mixed</b>	23.4	48.1	27.4	9.9
<b>Boys – Asian</b>	29.5	8.9	13.0	41.7
<b>Girls – Asian</b>	24.3	43.1	17.5	9.9
<b>Boys – Black</b>	26.9	10.9	14.7	39.8
<b>Girls – Black</b>	24.3	60.8	16.7	11.5



## How often young people read outside of class

**Table 12: Reading frequency in 2012 for whole sample and broken down by demographic background**

How often do you read outside of class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>28.4</b>	<b>27.6</b>	<b>10.6</b>	<b>6.8</b>	<b>3.1</b>	<b>15.5</b>	<b>7.9</b>
<b>Boys (N = 17,618)</b>	24.3	26.0	11.0	7.2	3.5	17.6	10.5
<b>Girls (N = 17,292)</b>	32.5	29.2	10.2	6.5	2.7	13.5	5.3
<b>KS2 (N = 12,378)</b>	37.6	31.0	10.1	5.0	2.9	9.2	5.2
<b>KS3 (N = 15,080)</b>	24.5	27.5	11.5	7.5	3.3	17.1	8.5
<b>KS4 (N = 6,931)</b>	20.3	21.5	9.7	8.8	5.0	23.5	11.3
<b>FSM (N = 5,805)</b>	24.9	28.4	10.4	6.0	2.6	16.8	11.0
<b>Non-FSM (N = 26,654)</b>	29.0	27.6	10.7	7.1	3.3	15.4	6.9
<b>White (N = 25,185)</b>	28.7	26.9	10.7	6.8	3.1	16.1	7.7
<b>Mixed (N = 1,660)</b>	28.8	30.7	9.5	7.4	3.2	13.1	7.4
<b>Asian (N = 3,452)</b>	27.8	30.8	10.9	6.8	3.3	12.9	7.5
<b>Black (N = 1,222)</b>	32.8	26.4	8.4	7.5	3.7	13.4	7.9
<b>Boys – KS2 (N = 6,072)</b>	31.6	29.4	11.3	6.0	2.3	11.8	7.5
<b>Girls – KS2 (N = 6,306)</b>	43.3	32.6	9.0	3.9	1.5	6.7	3.0
<b>Boys – KS3 (N = 7,776)</b>	21.4	25.9	11.5	7.6	3.9	18.4	11.3
<b>Girls – KS3 (N = 7,304)</b>	27.8	29.2	11.5	7.4	2.7	15.8	5.7
<b>Boys – KS4 (N = 3,497)</b>	17.8	20.0	9.3	8.2	5.0	25.7	14.0
<b>Girls – KS4 (N = 3,434)</b>	22.8	23.0	10.1	9.5	4.9	21.2	8.5
<b>Boys – FSM (N = 2,857)</b>	19.9	25.9	10.7	7.0	3.2	18.9	14.4
<b>Girls – FSM (N = 2,948)</b>	29.7	30.8	10.1	5.0	2.0	14.7	7.6
<b>Boys – Non-FSM (N = 13,443)</b>	25.2	26.1	11.0	7.2	3.6	17.4	9.3
<b>Girls – Non-FSM (N = 13,211)</b>	32.8	29.0	10.4	7.0	3.0	13.3	4.5
<b>Boys – White (N = 12,686)</b>	24.8	25.4	10.9	7.1	3.6	18.2	10.1
<b>Girls – White (N = 12,499)</b>	32.6	28.5	10.5	6.3	2.6	14.1	5.2
<b>Boys – Mixed (N = 824)</b>	24.9	28.2	11.8	7.5	3.8	13.7	10.1
<b>Girls – Mixed (N = 836)</b>	32.6	33.2	7.2	7.3	2.8	12.5	4.7
<b>Boys – Asian (N = 1,705)</b>	22.2	29.1	11.9	7.4	3.5	16.1	9.9

**How often do you read outside of class?**

	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>28.4</b>	<b>27.6</b>	<b>10.6</b>	<b>6.8</b>	<b>3.1</b>	<b>15.5</b>	<b>7.9</b>
<b>Girls – Asian</b> (N = 1,747)	33.3	32.5	10.0	6.2	3.2	9.7	5.1
<b>Boys – Black</b> (N = 613)	24.4	25.9	9.8	7.7	4.4	16.2	11.5
<b>Girls – Black</b> (N = 609)	41.2	26.9	6.9	7.2	3.0	10.5	4.3

## How long young people read

**Table 13: Reading length in 2012 for whole sample and broken down by demographic background**

	<i>I don't read</i>	<i>Up to 10 min</i>	<i>Up to 20 min</i>	<i>Up to 30 min</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
	%	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>8.1</b>	<b>20.2</b>	<b>22.0</b>	<b>23.7</b>	<b>14.7</b>	<b>11.4</b>
<b>Boys (N = 17,618)</b>	10.3	23.5	21.9	22.1	13.0	9.1
<b>Girls (N = 17,292)</b>	5.8	16.8	22.1	25.3	16.4	13.4
<b>KS2 (N = 12,378)</b>	3.9	23.2	24.3	25.2	13.2	10.2
<b>KS3 (N = 15,080)</b>	8.7	18.9	22.0	24.2	15.1	11.1
<b>KS4 (N = 6,931)</b>	13.7	17.7	18.2	20.5	16.2	13.8
<b>FSM (N = 5,805)</b>	9.8	24.4	21.3	21.2	12.7	10.5
<b>Non-FSM (N = 26,654)</b>	7.4	18.8	22.3	24.6	15.4	11.5
<b>White (N = 25,185)</b>	7.9	19.9	22.1	23.8	14.9	11.4
<b>Mixed (N = 1,660)</b>	7.2	18.8	20.4	24.5	16.1	13.0
<b>Asian (N = 3,452)</b>	7.0	21.0	23.8	24.4	13.7	10.1
<b>Black (N = 1,222)</b>	7.8	19.1	19.4	22.8	15.8	15.0
<b>Boys – KS2 (N = 6,072)</b>	5.7	26.8	24.8	22.8	11.4	8.6
<b>Girls – KS2 (N = 6,306)</b>	2.2	19.7	23.8	27.5	14.9	11.8
<b>Boys – KS3 (N = 7,776)</b>	10.7	21.5	21.6	22.9	14.1	9.2
<b>Girls – KS3 (N = 7,304)</b>	6.5	16.1	22.5	25.5	16.2	13.2
<b>Boys – KS4 (N = 3,497)</b>	17.0	22.6	18.1	19.4	13.4	9.6
<b>Girls – KS4 (N = 3,434)</b>	10.3	12.7	18.3	21.5	19.1	18.0
<b>Boys – FSM (N = 2,857)</b>	12.8	28.0	21.2	19.5	9.8	8.7
<b>Girls – FSM (N = 2,948)</b>	7.0	20.9	21.3	22.9	15.6	12.2
<b>Boys – Non-FSM (N = 13,443)</b>	9.5	22.0	22.3	22.9	14.1	9.1
<b>Girls – Non-FSM (N = 13,211)</b>	5.2	15.5	22.4	26.2	16.7	13.9
<b>Boys – White (N = 12,686)</b>	10.0	23.4	22.0	22.4	13.2	9.1
<b>Girls – White (N = 12,499)</b>	5.8	16.4	22.3	25.2	16.6	13.7
<b>Boys – Mixed (N = 824)</b>	9.7	18.7	22.9	23.0	14.1	11.6
<b>Girls – Mixed (N = 836)</b>	4.7	18.8	18.0	26.1	18.0	14.5
<b>Boys – Asian (N = 1,705)</b>	9.1	25.7	23.1	22.4	11.9	7.8
<b>Girls – Asian (N = 1,747)</b>	4.9	16.4	24.5	26.4	15.5	12.3
<b>Boys – Black (N = 613)</b>	11.5	24.6	19.4	20.6	12.8	11.1
<b>Girls – Black (N = 609)</b>	4.2	13.6	19.5	25.0	18.8	19.0

## How many books young people read in a month

(overleaf)

**Table 14: Number of books read in the last month in 2012 for whole sample and broken down by demographic background**

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>12.6</b>	<b>18.7</b>	<b>17.2</b>	<b>13.4</b>	<b>8.9</b>	<b>7.9</b>	<b>4.4</b>	<b>2.6</b>	<b>2.5</b>	<b>1.5</b>	<b>1.3</b>	<b>8.9</b>
<b>Boys (N = 17,618)</b>	16.0	19.7	16.5	12.7	8.5	7.7	4.1	2.5	2.1	1.2	1.1	7.8
<b>Girls (N = 17,292)</b>	9.2	17.6	17.9	14.6	9.3	8.2	4.8	2.7	2.8	1.8	1.5	10.0
<b>KS2 (N = 12,378)</b>	4.7	10.9	14.6	13.8	10.4	10.6	6.4	3.8	4.0	2.7	0.3	15.8
<b>KS3 (N = 15,080)</b>	12.3	21.1	20.0	14.7	9.0	7.5	3.8	2.4	1.9	1.0	0.8	5.6
<b>KS4 (N = 6,931)</b>	26.7	27.2	15.9	10.3	6.1	4.4	2.4	1.3	1.1	0.5	0.3	3.7
<b>FSM (N = 5,805)</b>	12.5	14.5	14.5	12.7	9.5	10.2	5.1	3.0	3.1	1.9	1.3	11.7
<b>Non-FSM (N = 26,654)</b>	12.6	20.0	18.1	13.7	8.9	7.4	4.2	2.5	2.3	1.4	1.2	7.7
<b>White (N = 25,185)</b>	13.0	20.0	18.1	13.6	8.6	7.4	4.1	2.5	2.2	1.4	1.1	7.9
<b>Mixed (N = 1,660)</b>	11.5	15.0	15.0	11.5	10.6	9.5	5.2	3.5	3.2	2.2	1.8	10.9
<b>Asian (N = 3,452)</b>	9.3	13.2	14.5	14.2	9.8	10.9	5.9	3.0	3.8	1.9	1.5	12.1
<b>Black (N = 1,222)</b>	11.4	11.6	13.3	11.0	10.4	8.1	5.9	4.2	2.9	2.7	2.0	16.4
<b>Boys – KS2 (N = 6,072)</b>	7.0	12.7	14.7	13.8	10.3	10.6	6.1	3.7	3.5	2.3	1.8	13.7
<b>Girls – KS2 (N = 6,306)</b>	2.5	9.2	14.6	13.8	10.6	10.6	6.7	3.9	4.4	3.2	2.9	17.7
<b>Boys – KS3 (N = 7,776)</b>	15.3	21.9	19.4	13.8	8.6	7.0	3.4	2.2	1.5	0.8	0.8	5.1
<b>Girls – KS3 (N = 7,304)</b>	9.1	20.3	20.6	15.6	9.4	8.0	4.1	2.5	2.3	1.1	0.8	6.1
<b>Boys – KS4 (N = 3,497)</b>	32.2	27.4	13.4	8.7	5.4	4.6	2.2	1.4	1.0	0.4	0.2	3.2
<b>Girls – KS4 (N = 3,434)</b>	21.3	27.1	18.5	11.9	6.8	4.2	2.5	1.3	1.2	0.7	0.3	4.2
<b>Boys – FSM (N = 2,857)</b>	15.4	15.6	13.8	12.7	8.8	10.6	4.5	3.1	2.3	1.5	1.1	10.5
<b>Girls – FSM (N = 2,948)</b>	9.8	13.5	15.1	12.6	10.2	9.9	5.6	2.9	3.9	2.2	1.5	12.9

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
<b>All (N = 34,910)</b>	<b>12.6</b>	<b>18.7</b>	<b>17.2</b>	<b>13.4</b>	<b>8.9</b>	<b>7.9</b>	<b>4.4</b>	<b>2.6</b>	<b>2.5</b>	<b>1.5</b>	<b>1.3</b>	<b>8.9</b>
<b>Boys – Non-FSM</b> (N = 13,443)	16.1	21.1	17.2	12.9	8.6	7.1	3.9	2.4	2.0	1.1	1.0	6.7
<b>Girls – Non-FSM</b> (N = 13,211)	9.1	19.0	19.0	14.6	9.1	7.8	4.6	2.6	2.6	1.7	1.3	8.7
<b>Boys – White</b> (N = 12,686)	16.3	21.1	17.1	12.8	8.3	7.2	3.8	2.4	1.8	1.1	0.9	7.0
<b>Girls – White</b> (N = 12,499)	9.6	18.9	19.0	14.5	8.9	7.7	4.4	2.6	2.5	1.7	1.3	8.8
<b>Boys – Mixed</b> (N = 824)	15.8	16.0	15.3	9.9	10.2	9.1	5.1	2.6	2.6	2.6	1.1	9.6
<b>Girls – Mixed</b> (N = 836)	7.4	14.0	14.7	13.1	10.9	9.9	5.4	4.3	3.7	1.8	2.5	12.2
<b>Boys – Asian</b> (N = 1,705)	12.3	14.6	15.0	14.0	9.1	10.2	5.2	3.5	3.1	1.7	1.5	9.9
<b>Girls – Asian</b> (N = 1,747)	6.3	11.8	13.9	14.5	10.5	11.5	6.6	2.4	4.4	2.2	1.4	14.3
<b>Boys – Black</b> (N = 613)	15.1	13.2	11.9	11.6	9.8	9.1	4.5	3.6	3.3	1.8	1.7	14.4
<b>Girls – Black</b> (N = 609)	7.8	10.0	14.8	10.4	11.1	7.1	7.3	4.8	2.5	3.5	2.3	18.4

## Young people's reading opportunities

**Table 15: Young people receiving a book as present, visiting a library and visiting a bookshop in 2012 for whole sample and broken down by demographic background**

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes %	No %	Not sure %	Yes %	No %	Not sure %	Yes %	No %	Not sure %
<b>All (N = 34,910)</b>	<b>81.5</b>	<b>13.3</b>	<b>5.3</b>	<b>90.4</b>	<b>6.9</b>	<b>2.7</b>	<b>78.0</b>	<b>15.9</b>	<b>6.1</b>
<b>Boys (N = 17,618)</b>	78.0	16.0	6.0	87.9	8.9	3.2	73.5	19.5	7.0
<b>Girls (N = 17,292)</b>	84.9	10.5	4.5	92.9	4.9	2.2	82.5	12.4	5.2
<b>KS2 (N = 12,378)</b>	85.1	9.5	5.5	91.6	5.8	2.6	81.1	12.2	6.7
<b>KS3 (N = 15,080)</b>	81.3	13.5	5.2	90.9	6.4	2.7	77.4	16.5	6.1
<b>KS4 (N = 6,931)</b>	75.5	19.2	5.2	87.5	9.7	2.8	74.0	21.1	5.0
<b>FSM (N = 5,805)</b>	74.3	19.3	6.4	89.5	7.8	2.7	71.6	21.0	7.5
<b>Non-FSM (N = 26,654)</b>	83.4	11.9	4.7	91.1	6.5	2.4	79.9	14.6	5.5
<b>White (N = 25,185)</b>	84.5	10.8	4.7	90.6	6.9	2.5	78.8	15.4	5.8
<b>Mixed (N = 1,660)</b>	79.9	14.9	5.2	91.2	6.1	2.7	80.6	13.5	5.9
<b>Asian (N = 3,452)</b>	65.1	26.6	8.3	91.7	6.0	2.3	74.3	18.2	7.5
<b>Black (N = 1,222)</b>	71.8	20.6	7.5	89.7	6.9	3.4	75.3	18.5	6.2
<b>Boys – KS2 (N = 6,072)</b>	81.6	12.3	6.2	88.9	7.9	3.2	77.3	15.4	7.3
<b>Girls – KS2 (N = 6,306)</b>	88.3	6.9	4.8	94.2	3.7	2.1	84.7	9.2	6.0
<b>Boys – KS3 (N = 7,776)</b>	78.2	15.8	6.0	88.9	8.1	3.0	73.6	19.4	6.9
<b>Girls – KS3 (N = 7,304)</b>	84.6	11.1	4.2	93.0	4.7	2.3	81.3	13.8	5.2
<b>Boys – KS4 (N = 3,497)</b>	71.1	23.1	5.8	84.2	12.2	3.6	66.9	26.7	6.3
<b>Girls – KS4 (N = 3,434)</b>	79.9	15.4	4.7	90.7	7.3	2.0	80.9	15.5	3.7
<b>Boys – FSM (N = 2,857)</b>	69.6	23.4	7.1	86.4	10.2	3.3	65.7	25.8	8.5
<b>Girls – FSM (N = 2,948)</b>	78.7	15.6	5.7	92.4	5.5	2.1	77.2	16.3	6.5
<b>Boys – Non-FSM (N = 13,443)</b>	80.2	14.4	5.4	88.7	8.4	2.9	75.8	17.9	6.3
<b>Girls – Non-FSM (N = 13,211)</b>	86.6	9.5	4.0	93.4	4.6	1.9	84.0	11.3	4.7
<b>Boys – White (N = 12,686)</b>	81.4	13.3	5.3	88.2	8.8	3.0	74.4	19.1	6.5
<b>Girls – White (N = 12,499)</b>	87.6	8.4	4.0	92.9	5.0	2.1	83.2	11.8	5.0
<b>Boys – Mixed (N = 824)</b>	75.7	18.4	5.9	89.4	8.0	2.6	77.6	15.9	6.5
<b>Girls – Mixed (N = 836)</b>	84.1	11.4	4.5	92.9	4.3	2.8	83.4	11.2	5.4
<b>Boys – Asian (N = 1,705)</b>	59.5	30.3	10.2	88.6	8.2	3.1	69.4	21.1	9.5

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>	<i>%</i>
<b>All (N = 34,910)</b>	<b>81.5</b>	<b>13.3</b>	<b>5.3</b>	<b>90.4</b>	<b>6.9</b>	<b>2.7</b>	<b>78.0</b>	<b>15.9</b>	<b>6.1</b>
<b>Girls – Asian</b> (N = 1,747)	70.4	23.1	6.6	94.8	3.8	1.5	79.1	15.3	5.6
<b>Boys – Black</b> (N = 613)	66.6	26.0	7.4	85.8	9.4	4.7	68.5	22.8	8.7
<b>Girls – Black</b> (N = 609)	76.7	15.6	7.7	93.5	4.5	2.1	81.7	14.4	3.9



## Young people's attitudes towards reading

**Table 16.1: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – The more I read, the better I become**

<b>The more I read, the better I become</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>78.5</b>	<b>10.4</b>	<b>7.1</b>	<b>4.1</b>
<b>Boys (N = 17,618)</b>	76.6	10.8	8.4	4.2
<b>Girls (N = 17,292)</b>	80.3	10.0	5.6	4.1
<b>KS2 (N = 12,378)</b>	85.5	5.8	5.8	3.4
<b>KS3 (N = 15,080)</b>	77.4	11.3	11.3	4.2
<b>KS4 (N = 6,931)</b>	68.9	16.2	16.2	5.3
<b>FSM (N = 5,805)</b>	78.9	9.3	9.3	4.4
<b>Non-FSM (N = 26,654)</b>	78.6	10.7	10.7	3.9
<b>White (N = 25,185)</b>	77.9	11.1	11.1	3.9
<b>Mixed (N = 1,660)</b>	79.5	9.8	9.8	3.5
<b>Asian (N = 3,452)</b>	82.7	7.4	7.4	3.9
<b>Black (N = 1,222)</b>	81.0	7.2	7.2	4.5
<b>Boys – KS2 (N = 6,072)</b>	83.4	6.4	6.7	3.5
<b>Girls – KS2 (N = 6,306)</b>	87.4	5.2	4.1	3.3
<b>Boys – KS3 (N = 7,776)</b>	75.8	11.7	8.5	4.1
<b>Girls – KS3 (N = 7,304)</b>	79.1	10.9	5.6	4.3
<b>Boys – KS4 (N = 3,497)</b>	67.4	15.8	11.2	5.6
<b>Girls – KS4 (N = 3,434)</b>	70.5	16.5	8.0	5.0
<b>Boys – FSM (N = 2,857)</b>	76.5	9.7	9.2	4.6
<b>Girls – FSM (N = 2,948)</b>	81.0	8.9	5.9	4.2
<b>Boys – Non-FSM (N = 13,443)</b>	77.0	11.0	8.2	3.9
<b>Girls – Non-FSM (N = 13,211)</b>	80.3	10.5	5.5	3.8
<b>Boys – White (N = 12,686)</b>	76.2	11.2	8.6	3.9
<b>Girls – White (N = 12,499)</b>	79.6	10.9	5.5	3.9
<b>Boys – Mixed (N = 824)</b>	78.4	10.9	7.5	3.2
<b>Girls – Mixed (N = 836)</b>	80.5	8.6	7.0	3.8
<b>Boys – Asian (N = 1,705)</b>	80.0	8.3	7.3	4.3
<b>Girls – Asian (N = 1,747)</b>	85.2	6.5	4.9	3.4
<b>Boys – Black (N = 613)</b>	78.0	7.2	10.1	4.7
<b>Girls – Black (N = 609)</b>	83.9	7.2	4.6	4.3

**Table 16.2: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I prefer watching TV to reading**

<b>I prefer watching TV to reading</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>56.2</b>	<b>23.1</b>	<b>15.6</b>	<b>5.1</b>
<b>Boys (N = 17,618)</b>	63.6	20.3	11.8	4.2
<b>Girls (N = 17,292)</b>	48.9	25.9	19.4	5.9
<b>KS2 (N = 12,378)</b>	48.1	23.7	21.3	6.8
<b>KS3 (N = 15,080)</b>	59.6	23.6	12.6	4.3
<b>KS4 (N = 6,931)</b>	63.3	21.1	12.2	3.5
<b>FSM (N = 5,805)</b>	57.8	19.8	16.8	5.6
<b>Non-FSM (N = 26,654)</b>	56.2	24.0	15.2	4.7
<b>White (N = 25,185)</b>	56.9	23.3	15.2	4.6
<b>Mixed (N = 1,660)</b>	54.0	24.7	16.0	5.3
<b>Asian (N = 3,452)</b>	52.5	22.4	18.6	6.5
<b>Black (N = 1,222)</b>	54.8	21.7	16.4	7.0
<b>Boys – KS2 (N = 6,072)</b>	57.7	21.3	15.6	5.4
<b>Girls – KS2 (N = 6,306)</b>	39.0	26.1	26.8	8.2
<b>Boys – KS3 (N = 7,776)</b>	65.5	20.9	10.1	3.5
<b>Girls – KS3 (N = 7,304)</b>	53.4	26.4	15.1	5.1
<b>Boys – KS4 (N = 3,497)</b>	69.9	17.5	9.2	3.5
<b>Girls – KS4 (N = 3,434)</b>	56.7	24.6	15.1	3.5
<b>Boys – FSM (N = 2,857)</b>	65.5	16.5	13.3	4.7
<b>Girls – FSM (N = 2,948)</b>	50.5	23.0	20.0	6.6
<b>Boys – Non-FSM (N = 13,443)</b>	63.5	21.3	11.3	3.9
<b>Girls – Non-FSM (N = 13,211)</b>	48.9	26.6	19.0	5.5
<b>Boys – White (N = 12,686)</b>	64.1	20.6	11.6	3.7
<b>Girls – White (N = 12,499)</b>	49.7	23.4	18.7	5.5
<b>Boys – Mixed (N = 824)</b>	62.0	26.0	10.7	3.8
<b>Girls – Mixed (N = 836)</b>	46.2	18.5	21.1	6.7
<b>Boys – Asian (N = 1,705)</b>	61.4	26.2	14.1	6.0
<b>Girls – Asian (N = 1,747)</b>	43.9	16.2	23.0	6.9
<b>Boys – Black (N = 613)</b>	64.6	26.9	12.6	6.5
<b>Girls – Black (N = 609)</b>	45.5	16.5	20.0	7.5

**Table 16.3: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I don't need reading in my everyday life**

<b>I don't need reading in my everyday life</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>21.2</b>	<b>17.5</b>	<b>56.1</b>	<b>4.8</b>
<b>Boys (N = 17,618)</b>	25.1	17.8	52.4	4.6
<b>Girls (N = 17,292)</b>	17.3	17.3	60.5	5.0
<b>KS2 (N = 12,378)</b>	20.8	15.4	57.6	6.2
<b>KS3 (N = 15,080)</b>	21.7	18.5	55.7	4.1
<b>KS4 (N = 6,931)</b>	20.9	19.3	56.0	3.8
<b>FSM (N = 5,805)</b>	27.4	16.9	49.7	6.0
<b>Non-FSM (N = 26,654)</b>	19.6	17.7	58.5	4.2
<b>White (N = 25,185)</b>	21.4	17.7	56.4	4.5
<b>Mixed (N = 1,660)</b>	21.0	16.9	58.3	3.7
<b>Asian (N = 3,452)</b>	19.2	16.1	59.5	5.2
<b>Black (N = 1,222)</b>	19.7	15.4	59.6	5.2
<b>Boys – KS2 (N = 6,072)</b>	25.1	16.0	53.1	5.8
<b>Girls – KS2 (N = 6,306)</b>	16.7	14.8	61.9	6.6
<b>Boys – KS3 (N = 7,776)</b>	25.1	18.3	52.6	3.9
<b>Girls – KS3 (N = 7,304)</b>	18.1	18.6	59.0	4.4
<b>Boys – KS4 (N = 3,497)</b>	25.2	19.6	51.0	4.2
<b>Girls – KS4 (N = 3,434)</b>	16.7	19.0	60.8	3.4
<b>Boys – FSM (N = 2,857)</b>	32.5	16.6	45.4	5.5
<b>Girls – FSM (N = 2,948)</b>	22.4	17.2	53.9	6.5
<b>Boys – Non-FSM (N = 13,443)</b>	23.4	18.0	54.5	4.1
<b>Girls – Non-FSM (N = 13,211)</b>	15.8	17.4	62.5	4.4
<b>Boys – White (N = 12,686)</b>	25.2	17.7	52.8	4.3
<b>Girls – White (N = 12,499)</b>	17.6	17.6	60.0	4.8
<b>Boys – Mixed (N = 824)</b>	26.1	17.6	53.0	3.2
<b>Girls – Mixed (N = 836)</b>	16.2	16.2	63.4	4.2
<b>Boys – Asian (N = 1,705)</b>	22.7	17.2	54.8	5.3
<b>Girls – Asian (N = 1,747)</b>	15.9	15.0	64.0	5.1
<b>Boys – Black (N = 613)</b>	26.5	17.2	49.9	6.4
<b>Girls – Black (N = 609)</b>	13.2	13.6	69.0	4.2

**Table 16.4: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – My parents don't care whether I spend any time reading**

<b>My parents don't care whether I spend any time reading</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>26.6</b>	<b>15.5</b>	<b>49.0</b>	<b>8.9</b>
<b>Boys (N = 17,618)</b>	28.6	15.4	47.8	8.2
<b>Girls (N = 17,292)</b>	24.7	15.7	50.2	9.5
<b>KS2 (N = 12,378)</b>	26.5	11.4	53.2	9.0
<b>KS3 (N = 15,080)</b>	24.8	16.3	49.8	9.1
<b>KS4 (N = 6,931)</b>	30.4	21.0	40.4	8.2
<b>FSM (N = 5,805)</b>	32.2	13.8	43.8	10.2
<b>Non-FSM (N = 26,654)</b>	24.9	16.1	50.8	8.2
<b>White (N = 25,185)</b>	27.3	16.3	47.5	8.9
<b>Mixed (N = 1,660)</b>	25.0	15.8	52.1	7.1
<b>Asian (N = 3,452)</b>	23.0	13.1	55.7	8.1
<b>Black (N = 1,222)</b>	24.0	9.4	58.5	8.1
<b>Boys – KS2 (N = 6,072)</b>	28.3	12.0	51.4	8.4
<b>Girls – KS2 (N = 6,306)</b>	24.8	10.8	54.9	9.5
<b>Boys – KS3 (N = 7,776)</b>	27.1	16.0	48.7	8.2
<b>Girls – KS3 (N = 7,304)</b>	22.4	16.5	51.0	10.1
<b>Boys – KS4 (N = 3,497)</b>	32.0	20.0	40.1	8.0
<b>Girls – KS4 (N = 3,434)</b>	28.9	21.9	40.7	8.5
<b>Boys – FSM (N = 2,857)</b>	35.1	14.0	41.5	9.4
<b>Girls – FSM (N = 2,948)</b>	29.5	13.5	46.1	10.9
<b>Boys – Non-FSM (N = 13,443)</b>	26.7	15.9	50.0	7.5
<b>Girls – Non-FSM (N = 13,211)</b>	23.2	16.3	51.6	8.9
<b>Boys – White (N = 12,686)</b>	29.3	16.1	46.4	8.2
<b>Girls – White (N = 12,499)</b>	25.4	16.4	48.7	9.5
<b>Boys – Mixed (N = 824)</b>	26.0	16.3	51.9	5.8
<b>Girls – Mixed (N = 836)</b>	24.0	15.3	52.2	8.4
<b>Boys – Asian (N = 1,705)</b>	24.6	13.1	54.2	8.1
<b>Girls – Asian (N = 1,747)</b>	21.6	13.2	57.1	8.1
<b>Boys – Black (N = 613)</b>	28.9	9.6	54.2	7.4
<b>Girls – Black (N = 609)</b>	19.3	9.3	62.6	8.8

**Table 16.5: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – Reading is cool**

<b>Reading is cool</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>37.7</b>	<b>30.1</b>	<b>26.0</b>	<b>6.2</b>
<b>Boys (N = 17,618)</b>	34.0	29.2	30.9	5.8
<b>Girls (N = 17,292)</b>	41.5	31.0	21.0	6.6
<b>KS2 (N = 12,378)</b>	54.3	21.3	18.7	5.7
<b>KS3 (N = 15,080)</b>	30.4	32.8	30.1	6.7
<b>KS4 (N = 6,931)</b>	24.8	39.3	30.0	5.9
<b>FSM (N = 5,805)</b>	41.3	25.3	27.1	6.2
<b>Non-FSM (N = 26,654)</b>	36.5	31.7	25.8	6.0
<b>White (N = 25,185)</b>	35.8	30.9	27.2	6.0
<b>Mixed (N = 1,660)</b>	42.8	29.3	22.5	5.4
<b>Asian (N = 3,452)</b>	46.2	27.9	19.4	6.4
<b>Black (N = 1,222)</b>	47.5	23.5	22.1	6.9
<b>Boys – KS2 (N = 6,072)</b>	49.1	21.7	23.6	5.6
<b>Girls – KS2 (N = 6,306)</b>	59.2	20.9	14.2	5.7
<b>Boys – KS3 (N = 7,776)</b>	28.4	31.3	34.4	5.8
<b>Girls – KS3 (N = 7,304)</b>	32.4	34.3	25.6	7.7
<b>Boys – KS4 (N = 3,497)</b>	20.4	37.1	36.3	6.2
<b>Girls – KS4 (N = 3,434)</b>	29.2	41.4	23.8	5.6
<b>Boys – FSM (N = 2,857)</b>	37.0	24.3	32.4	6.3
<b>Girls – FSM (N = 2,948)</b>	45.4	26.3	22.1	6.2
<b>Boys – Non-FSM (N = 13,443)</b>	33.0	30.9	30.6	5.5
<b>Girls – Non-FSM (N = 13,211)</b>	40.0	32.6	21.1	6.4
<b>Boys – White (N = 12,686)</b>	32.5	29.9	32.2	5.5
<b>Girls – White (N = 12,499)</b>	39.2	32.0	22.3	6.5
<b>Boys – Mixed (N = 824)</b>	38.2	30.0	27.0	6.0
<b>Girls – Mixed (N = 836)</b>	47.2	28.7	18.1	5.9
<b>Boys – Asian (N = 1,705)</b>	39.9	27.7	25.4	7.1
<b>Girls – Asian (N = 1,747)</b>	52.3	28.1	13.7	5.8
<b>Boys – Black (N = 613)</b>	42.5	21.5	28.5	7.4
<b>Girls – Black (N = 609)</b>	52.3	25.3	16.0	6.4

**Table 16.6: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class**

<b>I don't read as well as other pupils in my class</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>31.9</b>	<b>18.7</b>	<b>39.4</b>	<b>10.0</b>
<b>Boys (N = 17,618)</b>	33.6	17.9	39.8	8.7
<b>Girls (N = 17,292)</b>	30.3	19.5	38.9	11.3
<b>KS2 (N = 12,378)</b>	32.6	17.6	38.3	11.5
<b>KS3 (N = 15,080)</b>	32.2	19.2	38.8	9.9
<b>KS4 (N = 6,931)</b>	30.2	19.7	42.2	7.9
<b>FSM (N = 5,805)</b>	38.2	16.7	35.0	10.1
<b>Non-FSM (N = 26,654)</b>	30.4	19.3	40.7	9.6
<b>White (N = 25,185)</b>	33.0	18.9	38.3	9.7
<b>Mixed (N = 1,660)</b>	28.5	18.7	43.1	9.8
<b>Asian (N = 3,452)</b>	24.7	18.4	46.3	10.5
<b>Black (N = 1,222)</b>	29.0	16.5	44.7	9.7
<b>Boys – KS2 (N = 6,072)</b>	36.2	16.8	37.1	9.9
<b>Girls – KS2 (N = 6,306)</b>	29.3	18.2	39.5	13.0
<b>Boys – KS3 (N = 7,776)</b>	33.6	18.1	40.0	8.3
<b>Girls – KS3 (N = 7,304)</b>	30.8	20.2	37.5	11.5
<b>Boys – KS4 (N = 3,497)</b>	29.4	19.1	43.9	7.5
<b>Girls – KS4 (N = 3,434)</b>	31.0	20.3	40.4	8.2
<b>Boys – FSM (N = 2,857)</b>	40.8	14.9	35.6	8.7
<b>Girls – FSM (N = 2,948)</b>	35.7	18.5	34.5	11.4
<b>Boys – Non-FSM (N = 13,443)</b>	31.7	18.7	41.2	8.3
<b>Girls – Non-FSM (N = 13,211)</b>	29.0	20.0	40.2	10.9
<b>Boys – White (N = 12,686)</b>	34.7	18.1	38.9	8.4
<b>Girls – White (N = 12,499)</b>	31.3	19.8	37.8	11.1
<b>Boys – Mixed (N = 824)</b>	29.3	18.8	44.1	7.7
<b>Girls – Mixed (N = 836)</b>	27.6	18.6	42.0	11.8
<b>Boys – Asian (N = 1,705)</b>	26.6	18.2	45.4	9.9
<b>Girls – Asian (N = 1,747)</b>	22.9	18.7	47.2	11.2
<b>Boys – Black (N = 613)</b>	30.7	14.5	45.6	9.2
<b>Girls – Black (N = 609)</b>	27.5	18.6	43.8	10.1

**Table 16.7: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I only read when I have to**

<b>I only read when I have to</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>30.4</b>	<b>15.1</b>	<b>51.4</b>	<b>3.0</b>
<b>Boys (N = 17,618)</b>	36.0	15.6	45.3	3.2
<b>Girls (N = 17,292)</b>	24.9	14.7	57.5	2.9
<b>KS2 (N = 12,378)</b>	25.7	13.1	57.5	3.7
<b>KS3 (N = 15,080)</b>	31.4	16.3	49.7	2.6
<b>KS4 (N = 6,931)</b>	36.4	16.2	44.7	2.7
<b>FSM (N = 5,805)</b>	35.3	14.5	46.3	3.8
<b>Non-FSM (N = 26,654)</b>	29.0	15.4	53.1	2.6
<b>White (N = 25,185)</b>	29.9	15.1	52.3	2.7
<b>Mixed (N = 1,660)</b>	29.3	16.5	51.7	2.5
<b>Asian (N = 3,452)</b>	33.0	14.4	49.2	3.3
<b>Black (N = 1,222)</b>	29.2	14.5	51.7	4.6
<b>Boys – KS2 (N = 6,072)</b>	32.3	13.7	50.2	3.7
<b>Girls – KS2 (N = 6,306)</b>	19.5	12.5	64.3	3.7
<b>Boys – KS3 (N = 7,776)</b>	35.7	16.4	45.2	2.7
<b>Girls – KS3 (N = 7,304)</b>	26.9	16.2	54.4	2.5
<b>Boys – KS4 (N = 3,497)</b>	42.7	16.9	37.3	3.0
<b>Girls – KS4 (N = 3,434)</b>	30.1	15.5	52.0	2.5
<b>Boys – FSM (N = 2,857)</b>	41.5	14.8	39.9	3.8
<b>Girls – FSM (N = 2,948)</b>	29.6	14.3	52.4	3.8
<b>Boys – Non-FSM (N = 13,443)</b>	34.4	15.9	47.0	2.8
<b>Girls – Non-FSM (N = 13,211)</b>	23.6	14.9	59.1	2.4
<b>Boys – White (N = 12,686)</b>	35.5	15.6	46.1	2.7
<b>Girls – White (N = 12,499)</b>	24.3	14.6	58.4	2.6
<b>Boys – Mixed (N = 824)</b>	33.6	17.1	46.6	2.6
<b>Girls – Mixed (N = 836)</b>	25.2	15.8	56.5	2.5
<b>Boys – Asian (N = 1,705)</b>	38.8	14.8	43.0	3.4
<b>Girls – Asian (N = 1,747)</b>	27.5	14.1	55.1	3.2
<b>Boys – Black (N = 613)</b>	38.6	13.8	41.9	5.6
<b>Girls – Black (N = 609)</b>	20.2	15.1	61.0	3.7

**Table 16.8: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I cannot find things to read that interest me**

<b>I cannot find things to read that interest me</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>31.6</b>	<b>17.6</b>	<b>46.1</b>	<b>4.7</b>
<b>Boys (N = 17,618)</b>	35.6	17.3	42.5	4.6
<b>Girls (N = 17,292)</b>	27.7	17.9	49.7	4.8
<b>KS2 (N = 12,378)</b>	24.8	16.3	52.5	6.4
<b>KS3 (N = 15,080)</b>	34.4	18.6	43.3	3.8
<b>KS4 (N = 6,931)</b>	37.9	17.7	40.8	3.6
<b>FSM (N = 5,805)</b>	35.3	17.4	41.3	6.0
<b>Non-FSM (N = 26,654)</b>	30.7	17.8	47.5	4.0
<b>White (N = 25,185)</b>	31.8	17.6	46.5	4.2
<b>Mixed (N = 1,660)</b>	30.8	18.7	45.7	4.8
<b>Asian (N = 3,452)</b>	30.1	17.1	47.2	5.6
<b>Black (N = 1,222)</b>	31.7	17.4	45.2	5.7
<b>Boys – KS2 (N = 6,072)</b>	28.3	16.6	49.0	6.1
<b>Girls – KS2 (N = 6,306)</b>	21.5	16.1	55.7	6.7
<b>Boys – KS3 (N = 7,776)</b>	38.1	17.6	40.6	3.7
<b>Girls – KS3 (N = 7,304)</b>	30.5	19.6	46.0	4.0
<b>Boys – KS4 (N = 3,497)</b>	42.8	17.8	35.5	3.9
<b>Girls – KS4 (N = 3,434)</b>	33.1	17.6	46.1	3.2
<b>Boys – FSM (N = 2,857)</b>	39.2	16.4	38.3	6.1
<b>Girls – FSM (N = 2,948)</b>	31.6	18.4	44.2	5.9
<b>Boys – Non-FSM (N = 13,443)</b>	34.7	17.5	43.8	4.0
<b>Girls – Non-FSM (N = 13,211)</b>	26.7	18.0	51.2	4.1
<b>Boys – White (N = 12,686)</b>	35.8	17.2	43.0	4.0
<b>Girls – White (N = 12,499)</b>	27.7	17.9	49.9	4.4
<b>Boys – Mixed (N = 824)</b>	33.2	18.1	44.0	4.7
<b>Girls – Mixed (N = 836)</b>	28.5	19.2	47.4	4.9
<b>Boys – Asian (N = 1,705)</b>	34.6	17.7	41.8	5.9
<b>Girls – Asian (N = 1,747)</b>	25.9	16.5	52.4	5.2
<b>Boys – Black (N = 613)</b>	36.6	16.9	40.1	6.4
<b>Girls – Black (N = 609)</b>	27.1	17.8	50.1	5.1



**Table 16.9: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read**

<b>I would be embarrassed if my friends saw me read</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>21.5</b>	<b>14.8</b>	<b>57.8</b>	<b>5.8</b>
<b>Boys (N = 17,618)</b>	23.4	15.2	55.3	6.2
<b>Girls (N = 17,292)</b>	19.7	14.5	60.3	5.5
<b>KS2 (N = 12,378)</b>	19.5	12.3	61.7	6.5
<b>KS3 (N = 15,080)</b>	24.0	16.5	53.7	5.8
<b>KS4 (N = 6,931)</b>	19.9	15.7	59.5	4.8
<b>FSM (N = 5,805)</b>	25.5	13.2	54.9	6.5
<b>Non-FSM (N = 26,654)</b>	20.5	15.3	58.9	5.3
<b>White (N = 25,185)</b>	22.6	15.3	56.6	5.6
<b>Mixed (N = 1,660)</b>	18.4	14.6	62.0	5.0
<b>Asian (N = 3,452)</b>	16.8	12.6	64.2	6.4
<b>Black (N = 1,222)</b>	15.9	11.0	66.3	6.9
<b>Boys – KS2 (N = 6,072)</b>	21.5	12.5	58.8	7.1
<b>Girls – KS2 (N = 6,306)</b>	17.6	12.0	64.4	6.0
<b>Boys – KS3 (N = 7,776)</b>	25.3	16.0	53.0	5.7
<b>Girls – KS3 (N = 7,304)</b>	22.8	17.0	54.4	5.8
<b>Boys – KS4 (N = 3,497)</b>	22.6	17.7	54.0	5.7
<b>Girls – KS4 (N = 3,434)</b>	17.4	13.7	64.9	4.0
<b>Boys – FSM (N = 2,857)</b>	27.9	13.5	52.0	6.7
<b>Girls – FSM (N = 2,948)</b>	23.2	13.0	57.6	6.2
<b>Boys – Non-FSM (N = 13,443)</b>	22.1	15.6	56.5	5.7
<b>Girls – Non-FSM (N = 13,211)</b>	18.8	14.9	61.3	5.0
<b>Boys – White (N = 12,686)</b>	24.0	15.5	54.8	5.8
<b>Girls – White (N = 12,499)</b>	21.1	15.1	58.4	5.4
<b>Boys – Mixed (N = 824)</b>	21.0	14.7	58.7	5.5
<b>Girls – Mixed (N = 836)</b>	15.8	14.6	65.1	4.4
<b>Boys – Asian (N = 1,705)</b>	20.3	13.9	58.5	7.3
<b>Girls – Asian (N = 1,747)</b>	13.5	11.3	69.7	5.5
<b>Boys – Black (N = 613)</b>	20.2	13.1	59.3	7.5
<b>Girls – Black (N = 609)</b>	11.7	8.9	73.0	6.3

**Table 16.10: Attitudes towards reading in 2012 for whole sample and broken down by demographic background – Reading is more for girls than boys**

<b>Reading is more for girls than boys</b>				
	<i>Overall agreement</i> %	<i>Neither agree nor disagree</i> %	<i>Overall disagreement</i> %	<i>Don't know</i> %
<b>All (N = 34,910)</b>	<b>16.2</b>	<b>19.8</b>	<b>57.2</b>	<b>6.8</b>
<b>Boys (N = 17,618)</b>	20.5	20.1	53.2	6.3
<b>Girls (N = 17,292)</b>	11.9	19.5	61.2	7.4
<b>KS2 (N = 12,378)</b>	18.2	17.0	57.0	7.8
<b>KS3 (N = 15,080)</b>	15.2	20.5	57.7	6.6
<b>KS4 (N = 6,931)</b>	14.7	22.8	56.7	5.8
<b>FSM (N = 5,805)</b>	20.9	19.0	52.0	8.1
<b>Non-FSM (N = 26,654)</b>	14.7	20.1	59.0	6.1
<b>White (N = 25,185)</b>	15.9	20.3	57.5	6.3
<b>Mixed (N = 1,660)</b>	15.8	18.5	58.3	7.5
<b>Asian (N = 3,452)</b>	16.4	18.0	57.9	7.7
<b>Black (N = 1,222)</b>	19.2	16.6	55.2	9.0
<b>Boys – KS2 (N = 6,072)</b>	20.9	16.6	55.7	6.8
<b>Girls – KS2 (N = 6,306)</b>	15.7	17.3	58.2	8.8
<b>Boys – KS3 (N = 7,776)</b>	20.3	20.7	53.0	5.9
<b>Girls – KS3 (N = 7,304)</b>	10.0	20.3	62.5	7.2
<b>Boys – KS4 (N = 3,497)</b>	20.1	24.0	49.6	6.4
<b>Girls – KS4 (N = 3,434)</b>	9.3	21.7	63.7	5.3
<b>Boys – FSM (N = 2,857)</b>	26.5	19.2	47.5	6.9
<b>Girls – FSM (N = 2,948)</b>	15.8	18.8	56.3	9.1
<b>Boys – Non-FSM (N = 13,443)</b>	18.8	20.3	55.1	5.8
<b>Girls – Non-FSM (N = 13,211)</b>	10.7	19.9	63.0	6.5
<b>Boys – White (N = 12,686)</b>	20.3	20.5	53.4	5.7
<b>Girls – White (N = 12,499)</b>	11.5	20.0	61.6	6.9
<b>Boys – Mixed (N = 824)</b>	19.0	18.1	56.6	6.2
<b>Girls – Mixed (N = 836)</b>	12.7	18.8	59.9	8.6
<b>Boys – Asian (N = 1,705)</b>	20.3	18.1	53.3	8.3
<b>Girls – Asian (N = 1,747)</b>	12.6	17.9	62.3	7.2
<b>Boys – Black (N = 613)</b>	23.9	16.7	51.2	8.3
<b>Girls – Black (N = 609)</b>	14.9	16.6	58.9	9.7

## Children's and Young People's Reading in 2012: Attainment data

Some of the interesting relationships between reading variables and reading attainment have already been highlighted on pages 51 -60. This section explores those relationships in greater detail.

Attainment data for reading were available for 13,710 **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 (72.3%) or above the expected level for their age (14.9%). However, 1 in 8 (12.8%) 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 a third of young people who enjoy reading very much reading above the expected level, just under two-thirds reading at the expected level and only 2.4% reading below the expected level for their age (see **Table 17**).

Of those young people who do not enjoy reading at all, over a third read below the expected level and over half 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 four 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 15 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 in 2012 (N = 13,710)**

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
<b>Very much</b>	2.4	63.5	34.2
<b>Quite a lot</b>	4.2	83.5	12.3
<b>A bit</b>	17.4	75.8	6.8
<b>Not at all</b>	37.0	54.9	8.1

Similarly, of those young people who read below the expected level for their age, half enjoy reading a bit and over a third don't enjoy reading at all (see **Table 18**). Only 4% of young people who read below the expected level enjoy reading very much compared with 12 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 with only 13.3% of young people who read below the expected level.

**Table 18: Reading attainment and enjoyment of reading in 2012 (N = 13,710)**

	<i>Very much</i> %	<i>Quite a lot</i> %	<i>A bit</i> %	<i>Not at all</i> %
<b>Below expected level</b>	4.2	9.1	51.3	35.3
<b>At expected level</b>	19.8	32.0	39.3	8.9
<b>Above expected level</b>	51.9	22.9	17.1	8.2

### 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 just under a third read at the expected level. 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 in 2012 (N = 13,710)**

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
<b>Not a very good reader</b>	67.2	32.0	0.8
<b>Average reader</b>	24.9	69.6	5.5
<b>Very good reader</b>	1.7	69.2	29.1

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 in 2012 (N = 13,710)**

	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
<b>Below expected level for their age</b>	57.5	40.6	1.9
<b>At expected level for their age</b>	2.5	77.5	20.0

	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
<b>Above expected level for their age</b>	1.0	21.3	77.7

### 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 young people who read daily outside of class are five times as likely to read above the expected level for their age compared with young people who never read outside of class. While 28.1% of young people who read every day read above the level expected for their age, only 5 to 8% of young people who read rarely or never read at that level. Overall, over a third of those who never read outside of class read below the level expected for their age.

**Table 21: Reading frequency and reading attainment in 2012 (N = 13,710)**

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
<b>Every day</b>	3.7	68.3	28.1
<b>A few times a week</b>	7.1	81.7	11.2
<b>About once a week</b>	13.6	78.4	8.0
<b>A few times a month</b>	14.1	78.8	7.1
<b>About once a month</b>	18.9	72.2	8.9
<b>Rarely</b>	25.1	67.0	7.9
<b>Never</b>	36.2	59.3	5.4

**Table 22** shows that nearly seven times as many young people who read above their 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 in 2012 (N = 13,710)**

	<i>Every day</i> %	<i>Few times a week</i> %	<i>Once a week</i> %	<i>Few times a month</i> %	<i>Once a month</i> %	<i>Rarely</i> %	<i>Never</i> %
<b>Below expected level</b>	8.1	15.4	11.3	7.6	4.6	30.6	22.4
<b>At expected level</b>	26.8	31.2	11.5	7.5	3.1	14.4	5.6
<b>Above expected level</b>	53.5	20.8	5.7	3.3	1.9	8.3	6.6

## 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 in 2012 (N = 13,710)**

	Below expected level %	At expected level %	Above expected level %
Don't read	38.3	50.5	11.2
Up to 10 min	23.0	67.1	9.9
Up to 20 min	10.8	79.9	9.3
Up to 30 min	6.5	80.8	12.7
About 1 hour	4.5	75.7	19.8
Longer than 1 hour	3.7	60.9	35.4

**Table 24** shows that nearly eight times as many young people who read above the expected level read for longer than one 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 in 2012 (N = 13,710)**

	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	24.2	36.4	18.7	12.2	5.2	3.3
At expected level	5.6	18.6	24.3	26.5	15.4	9.6
Above expected level	6.0	13.4	13.8	20.2	19.6	27.1

## 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 poems and eBooks.

**Table 25: Types of materials read outside of class at least once a month and reading attainment in 2012 (N = 13,710)**

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
<b>Text messages</b>	11.8	74.0	14.1
<b>Magazines</b>	9.8	74.3	15.9
<b>Websites</b>	9.7	74.2	16.1
<b>Messages on social networking sites</b>	10.9	74.0	15.1
<b>Fiction</b>	5.4	74.4	20.2
<b>Emails</b>	10.2	73.7	16.1
<b>Lyrics</b>	10.4	73.0	16.6
<b>Instant messages</b>	10.3	74.4	15.4
<b>Non-fiction</b>	5.5	73.4	21.1
<b>Newspapers</b>	7.9	72.8	19.3
<b>Comics</b>	7.8	70.5	21.7
<b>Poems</b>	8.4	65.1	26.5
<b>Blogs</b>	8.9	70.5	20.6
<b>EAL materials</b>	6.6	71.0	22.5
<b>Manuals</b>	7.1	70.2	22.6
<b>eBooks</b>	7.1	66.6	26.4
<b>Twitter</b>	12.4	72.1	15.4

**Table 26** shows that those who read the more traditional materials such as fiction, poems and non-fiction are more likely to 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 in 2012 (N = 13,710)**

	<i>Text messages</i>	<i>Magazines</i>	<i>Emails</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>
<b>Below expected level</b>	63.5	41.3	37.4	40.3	44.0	17.6

	<i>Text messages</i>	<i>Magazines</i>	<i>Emails</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>
<b>At expected level</b>	70.3	55.2	47.8	54.7	52.5	42.9
<b>Above expected level</b>	65.2	57.4	50.7	57.7	51.9	56.5

	<i>Instant messages</i>	<i>Lyrics</i>	<i>Non-fiction</i>	<i>Newspapers</i>	<i>Comics</i>	<i>Poems</i>
<b>Below expected level</b>	33.5	37.1	13.4	19.4	15.4	9.7
<b>At expected level</b>	42.9	46.2	31.6	31.4	24.5	13.3
<b>Above expected level</b>	43.0	51.1	44.2	40.4	36.6	26.3

	<i>Blogs</i>	<i>Manuals</i>	<i>EAL material</i>	<i>eBooks</i>	<i>Twitter</i>
<b>Below expected level</b>	11.9	8.3	7.7	6.6	29.0
<b>At expected level</b>	16.7	14.5	14.7	11.0	29.6
<b>Above expected level</b>	23.7	22.7	22.6	21.1	30.8

### Reading attainment and young people's fiction choices

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

**Table 27** shows the relationships between types of fiction and reading attainment.

**Table 27: Fiction genres and reading achievement in 2012 (N = 13,710)**

	<b>Below expected level %</b>	<b>At expected level %</b>	<b>Above expected level %</b>
<b>Adventure</b>	8.1	74.6	17.3
<b>Crime</b>	7.7	72.4	20.0
<b>Comedy</b>	9.8	74.4	15.8
<b>Horror</b>	10.0	72.6	17.5
<b>War</b>	8.2	71.4	20.4
<b>Science fiction</b>	5.8	70.4	23.8
<b>Romance</b>	7.7	74.5	17.8
<b>Animal stories</b>	9.4	70.5	20.2



	Below expected level %	At expected level %	Above expected level %
Sports stories	11.5	71.7	16.8

**Table 28** explores the link between reading attainment and type of fiction genre read.

**Table 28: Reading attainment and fiction genre in 2012 (N = 13,710)**

	Adventure %	Crime %	Comedy %	Horror %	War/spy stories %	Science fiction %
Below expected level	35.3	19.4	43.3	34.4	19.0	11.1
At expected level	57.0	32.2	57.9	44.1	29.0	24.0
Above expected level	64.1	43.2	59.9	51.5	40.2	39.4

	Romance %	Animal stories %	Sports stories %
Below expected level	16.8	14.5	19.3
At expected level	28.6	19.2	21.4
Above expected level	33.1	26.7	24.3

### 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 in 2012 (N = 13,710)**

	Below expected level %	At expected level %	Above expected level %
None	28.8	61.1	10.1
1	16.3	74.6	9.1
2	11.4	79.2	9.4
3	9.5	79.0	11.5
4	9.8	76.5	13.7
5	7.7	74.9	17.4
6	7.4	75.2	17.4

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
7	6.0	73.1	20.9
8	4.4	74.7	20.9
9	3.6	75.3	21.1
10	5.3	69.6	25.1
More than 10	4.7	53.5	41.9

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

**Table 30: Reading attainment and number of books read a month in 2012 (N = 13,710)**

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<b>Below expected level</b>	29.0	24.3	15.7	10.2	6.9	4.8
<b>At expected level</b>	10.6	19.3	18.8	14.7	9.4	8.2
<b>Above expected level</b>	8.6	1.4	10.8	10.4	8.2	9.3

	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
<b>Below expected level</b>	2.6	1.3	0.9	0.4	0.5	3.3
<b>At expected level</b>	4.6	2.7	2.5	1.6	1.2	6.5
<b>Above expected level</b>	5.2	3.7	3.4	2.1	2.1	24.8

### 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: Percentage agreement and disagreement with attitudinal items and reading attainment in 2012 (N = 13,710)**

		Below expected level %	At expected level %	Above expected level %
<b>The more I read, the better I become</b>	Agreement	9.2	75.3	15.5
	Disagreement	27.6	56.7	15.7
<b>I prefer watching TV to reading</b>	Agreement	16.2	73.0	10.9
	Disagreement	5.9	67.0	27.1
<b>Reading is cool</b>	Agreement	5.8	71.3	23.0
	Disagreement	22.7	67.2	10.1
<b>I don't read as well as other pupils in my class</b>	Agreement	26.6	67.7	5.7
	Disagreement	3.2	69.8	27.0
<b>I only read when I have to</b>	Agreement	22.1	67.0	10.8
	Disagreement	5.5	75.9	18.6
<b>I cannot find things to read that interest me</b>	Agreement	21.7	68.1	10.2
	Disagreement	5.1	75.3	19.6
<b>I would be embarrassed if my friends saw me read</b>	Agreement	19.7	67.2	13.1
	Disagreement	8.1	74.8	17.1
<b>Reading is more for girls than for boys</b>	Agreement	20.3	63.8	15.9
	Disagreement	8.5	75.1	16.4
<b>My parents don't care if I spend time reading</b>	Agreement	16.1	67.1	16.8
	Disagreement	8.8	75.6	15.7
<b>I don't need reading in my everyday life</b>	Agreement	21.6	65.2	13.2
	Disagreement	7.4	75.5	17.1

**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 more likely to agree that “I only read when I have to” and “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 in 2012 (N = 13,710)**

	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	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
<b>Below expected level</b>	59.5	15.9	74.6	7.5	17.9	48.6	69.3	10.2
<b>At expected level</b>	81.0	5.4	56.3	14.3	36.8	23.9	29.5	37.7
<b>Above expected level</b>	81.6	7.4	41.1	28.4	57.7	17.4	12.3	71.8

**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	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
<b>Below expected level</b>	55.1	23.3	56.3	19.3	34.8	38.6	26.8	39.8
<b>At expected level</b>	27.9	53.5	29.5	47.6	19.8	59.3	14.1	59.0
<b>Above expected level</b>	22.3	64.7	21.8	61.0	19.0	66.6	17.2	63.0

**Table 32 continued.**

	My parents don't care whether I spend time reading		I don't need reading in my everyday life	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
<b>Below expected level</b>	35.0	35.3	37.6	34.3
<b>At expected level</b>	24.4	50.8	18.9	58.5
<b>Above expected level</b>	30.0	51.7	18.8	65.2

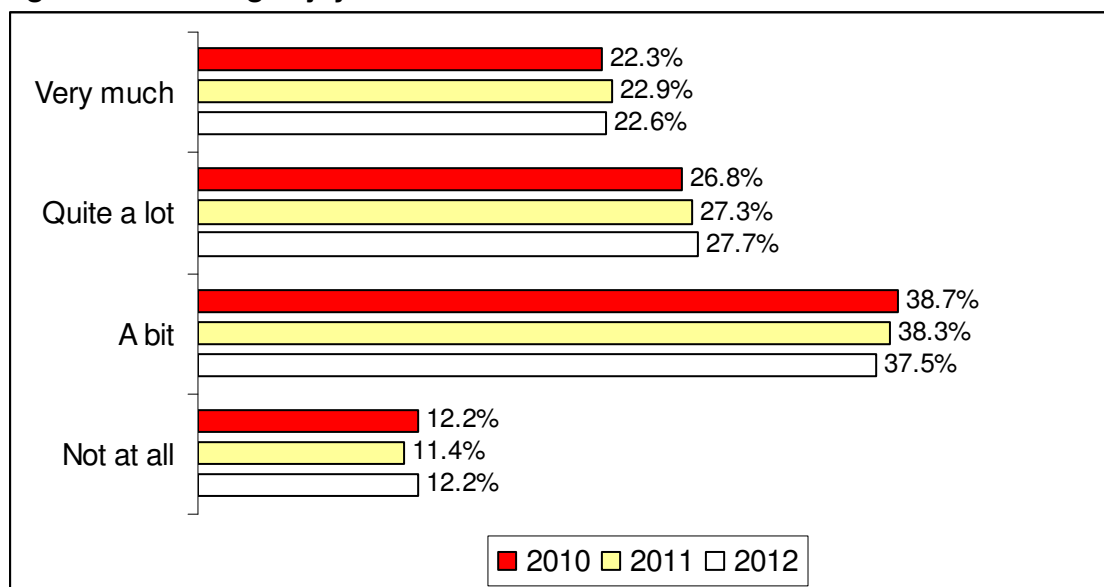
## Children's and Young People's Reading in 2012: Comparisons with 2010 and 2011

This section provides information in graph form that compares broad level data for the sample as a whole from 2012 with the equivalent data from 2010 and 2011.

### Enjoyment of reading: Comparative analyses 2010 to 2012

**Figure 12** compares levels of enjoyment in 2012 with those in 2010 and 2011<sup>8</sup> and shows that levels of reading enjoyment have remained relatively unchanged since 2010.

**Figure 12: Reading enjoyment in 2010 to 2012**

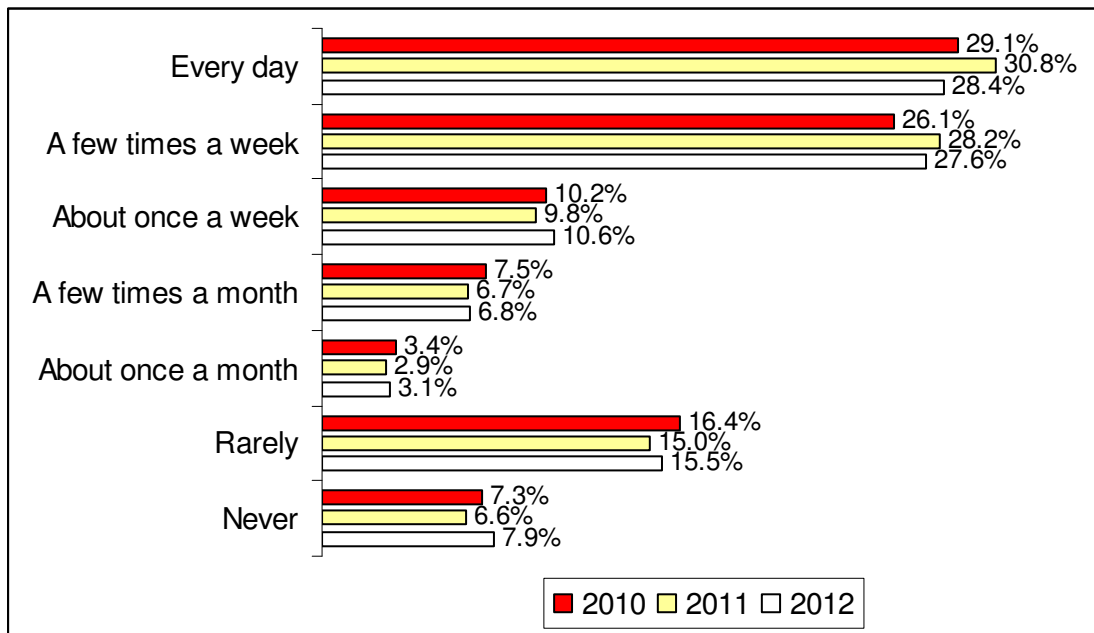


### Reading frequency: Comparative analyses 2010 to 2012

**Figure 13** shows that young people in 2012 were slightly less likely to read daily outside of class compared with young people in 2010 and 2011.

<sup>8</sup> Over 18,000 8 to 17-year-olds were surveyed in our first annual survey from which these comparison figures are drawn.

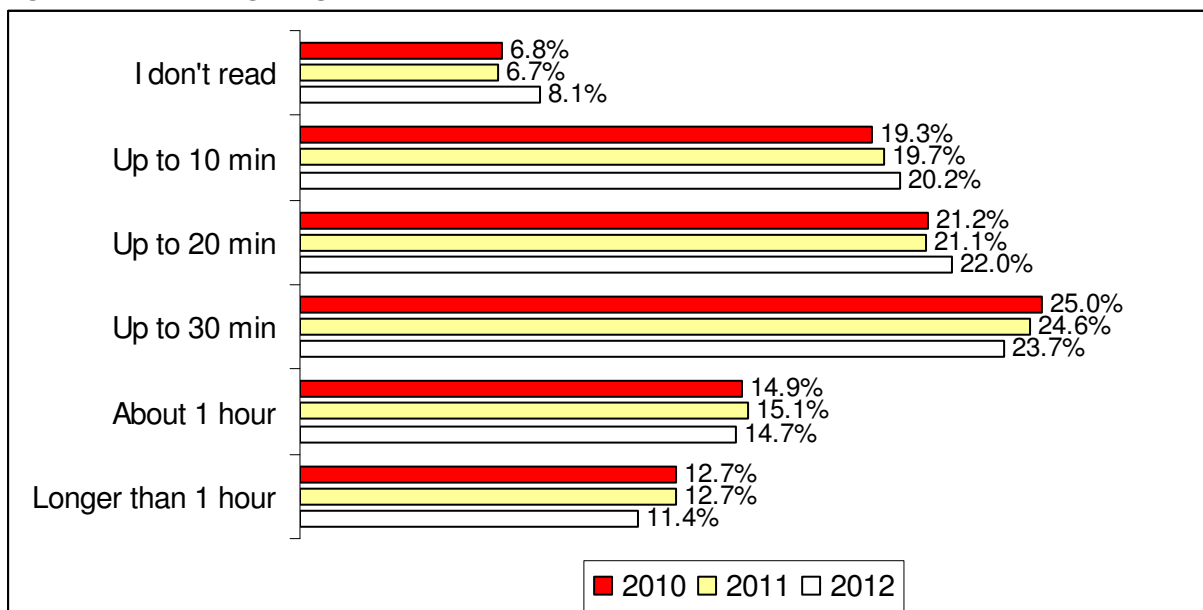
**Figure 13: Reading frequency in 2010 and 2011**



### Reading length: Comparative analyses 2010 to 2012

**Figure 14** illustrates that slightly fewer children and young people read for longer periods of time in 2012 compared with the previous two years.

**Figure 14: Reading length in 2010 to 2012**

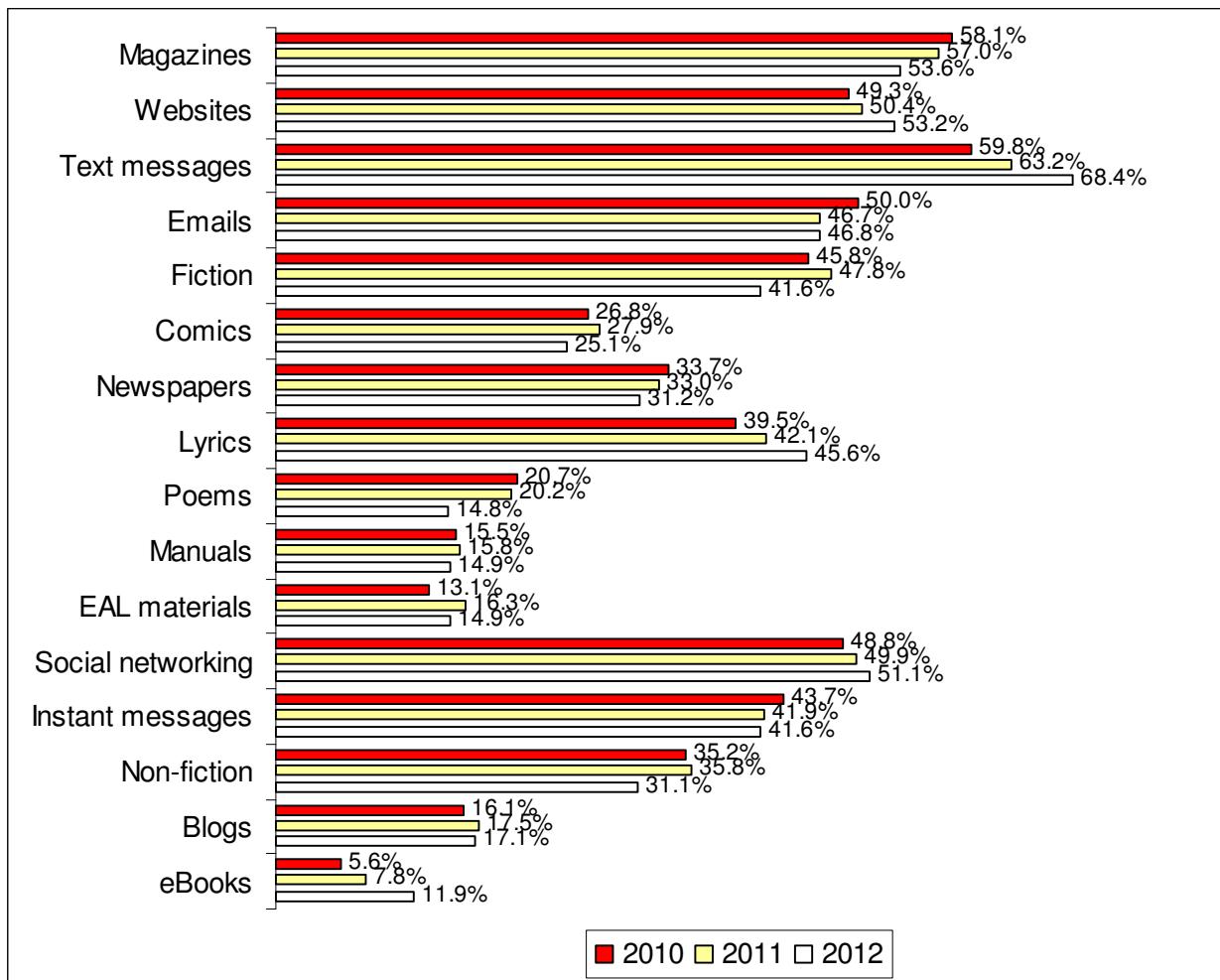


### Types of reading outside of class: Comparative analyses 2010 to 2012

**Figure 15** shows that reading across many formats has fallen. Some of the exceptions of this trend are text messages, messages on social networking sites and eBooks, which have seen a gradual increase in the past few years. For example, the proportion of children and young people who read eBooks outside of school has doubled since 2010. However, this is not simply

about young people shifting their reading patterns from paper to digital as some technology-based reading (such as reading emails and instant messages) also decreased.

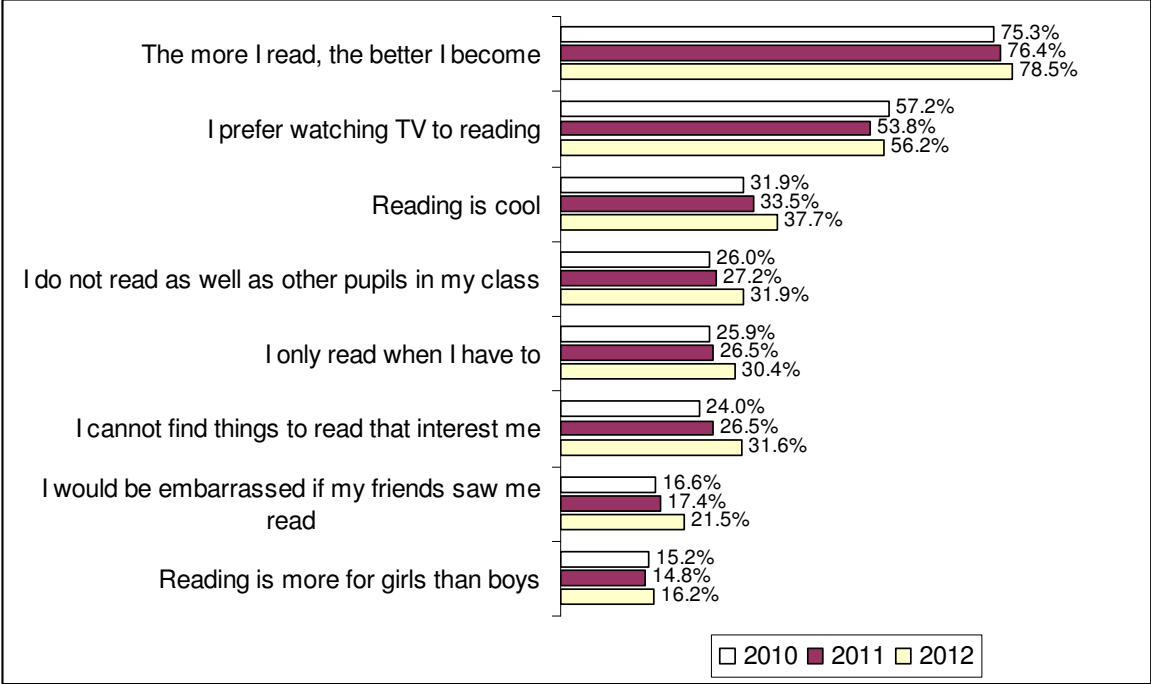
**Figure 15: Types of materials read outside of class at least once a month in 2010 to 2012**



### Attitudes towards reading: Comparative analyses 2010 to 2012

**Figure 16** shows that children and young people in 2012 generally have more negative attitudes towards reading than children and young people in the previous two years. For example, while 24% of children and young people agreed in 2010 that they have trouble finding things to read that interest them that proportion increased by 7.6 percentage points to 31.6% in 2012. Similarly, more children and young people agree in 2012 that they would be embarrassed if their friends saw them reading, increasing by 4.9 percentage points in 2012. However, a greater proportion of children and young people in 2012 also agree that “reading is cool”.

**Figure 16: Proportion of young people agreeing with attitudinal statements in 2005, 2010 to 2012**





## 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 children's and young people's views and attitudes on reading, writing, speaking and listening skills, home resources, role models and 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.

One additional area was included in the third annual literacy survey, namely questions addressing the extent to which children and young people use technology in their reading lives.

In addition to exploring children's and young people's attitudes towards reading, writing and communication, we 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 2012. 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 39 questions exploring young people's background, reading and writing enjoyment, behaviour and attitudes towards communication skills as well as questions to explore digital reading (the latter questions were a special focus for the 2012 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.

303 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 12 November and 7 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 303 schools that had originally expressed an interest to take part 188 schools participated in our online survey, a participation rate of 62%.

## Appendix C: Sample characteristics

Overall, 34,910 young people participated in this survey in November/December 2012. There was an equal gender split in the sample, with 50.5% of respondents being boys (N = 17,618) and 49.5% being girls (N = 17,292).

**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 (36.0%, N = 12,378) refers to pupils aged 7 to 11, KS3 (43.9%, N = 15,080) refers to pupils aged 11 to 14, while KS4 (20.2%, N = 6,931) applies to pupils aged 14 to 16. Although some young people aged 17 (N = 212, 0.6%) and 18 (N = 148, 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	2.7	931	13	18.6	6,472
9	5.1	1,763	14	11.1	3,853
10	6.5	2,248	15	6.6	2,360
11	21.4	7,436	16	2.1	718
12	24.8	8,608			

The percentage of pupils who receive free school meals (FSM), which is frequently used in educational research as a crude indicator of socioeconomic background, was 17.9%. The percentage of FSM uptake in this study is on a par with the national average (18.2%<sup>9</sup>).

When asked how they would describe their ethnic background, most pupils said that they were White British (73.5%, N = 23,171). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (5.6%, N = 1,765) and White other (3.2%, N = 1,011). See **Table C2** for a full breakdown of ethnic background. Please note that 9.7% (N = 3,391) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally<sup>10</sup>.

**Table C2: Ethnic background**

	%	N
White British	73.5	23,171
White Irish	1.8	565
White Traveller	0.3	107
White Romany	1.1	331
White other	3.2	1,011
Mixed White and Black Caribbean	1.1	353
Mixed White and Black African	0.6	193
Mixed White and Asian	1.4	454

<sup>9</sup> <http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf>, primary and secondary. Primary 19.3%, second 16%

<sup>10</sup> <http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf>

	<b>%</b>	<b>N</b>
<b>Mixed other</b>	2.1	658
<b>Asian or Asian British Indian</b>	1.9	611
<b>Asian or Asian British Pakistani</b>	5.6	1,765
<b>Asian or Asian British Bangladeshi</b>	1.7	543
<b>Asian or Asian British Chinese</b>	0.6	177
<b>Asian or Asian British Other</b>	1.1	356
<b>Black Caribbean</b>	0.9	297
<b>Black African</b>	2.1	674
<b>Black other</b>	0.8	251

*(based on N = 31,519)*

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**

167 were schools from England, 10 from Wales, seven from Scotland and four from Northern Ireland. Seven 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.