The Reading Lives of 8 to 11-year-olds 2005 – 2013

An evidence paper for the Read On. Get On. coalition

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About the National Literacy Trust

We are a national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

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Tables and figures

The reading lives of children aged 8 to 11 from 2005 to 2013

This report focuses on children aged 8 to 11 and their enjoyment of reading, reading behaviour and attitudes towards reading. It synthesises information from surveys we have conducted since 2005 but most heavily exploits data from our fourth annual literacy survey conducted in November/December 2013 in which 10,946 8 to 11-year-olds participated. In addition, this report explores the link between reading, gender and socio-economic background (assessed by free school meal uptake) for this age group and how certain subgroups of pupils are potentially doubly disadvantaged.

This report was commissioned by Save the Children. The research for this report has informed the publication "**How reading can help children escape poverty**" produced by the Read On. Get On. coalition. The Read On. Get On. campaign brings together teachers and other professionals, charities, business, publishers and local communities to argue for the historic goal of all children reading well by the age of 11 by 2025.

~ General findings ~

In 2013:

- Nearly two-thirds (65.8%) of 8 to 11-year-olds enjoy reading either very much (34.4%) or quite a lot (31.4%). Conversely, 28.6% said that they only enjoy reading a bit, while 5.5% said that they don't enjoy reading at all (**see Table 8, p. 17**).
- Nearly three-quarters (72.8%) of 8 to 11-year-olds have a favourite book or story (**see Table 12, p. 29**).
- 84.6% of children aged 8 to 11 say that they have a book of their own at home (**see Table 13, p. 31**).This means that 1 in 7 8 to 11-year-olds in the UK say that they do not have a book to call their own. However, considerably fewer children (57.2%) say that they have a desk of their own.
- Two-fifths (40.7%) read daily outside class, while over a third (34.7%) read a few times a week (**see Table 9, p. 19**). However, 1 in 8 (12.3%) rarely or never read outside class.
- Nearly a quarter (22.8%) of 8 to 11-year-olds read for up to 10 minutes at a time, while another quarter (25.3%) read for up to 20 minutes (**see Table 10, p. 21**). Nearly a quarter (24%) read for an hour or more at a time.
- When asked what types of materials they read outside class, most 8 to 11-year-olds say that they read text messages (56.4%), followed by magazines (51.6%) and fiction (50.5%; **see Table 11, pp. 23**). A high proportion of children also read song lyrics (44.1%) and websites (43.8%).
- A lot of 8 to 11-year-olds are avid readers of books (**see Table 14, p. 33**). When asked how many books they read outside class in a typical month, the majority (42.8%) of 8 to 11-year-olds say that they read between 1 and 3 books in a typical month. 3 in 10 (30.5%) read between 4 and 7 books, while nearly 1 in 4 (22.8%) read 8 or more books in a typical month.
- Nearly 9 in 10 (87.0%) 8 to 11-year-olds have been given a book as a present, while 9 in 10 (92.7%) have also been to a library (**see Table 16, p. 38**). Slightly fewer (81.6%) have been to a bookshop.
- Most 8 to 11-year-olds have positive attitudes towards reading (**see Tables 17.1 to 17.10, pp. 40**). The majority (88.7%) see a link between their reading habits and their skills, agreeing that the more they read, the better they become. Nearly two-thirds (65.0%) also see a link between reading and their future employment prospects and nearly three-fifths (56.5%) agree that reading is cool. However, it is not all positive. Nearly half (46.7%) agree that they prefer watching TV to reading, while over a quarter (27.3%) say that their parents don't care whether they spend any time reading. Nearly a fifth (18.4%) agree that they would be embarrassed if their friends saw them read and a quarter also agree that they cannot find anything to read that interests them.

A closer look at some key issues

Key literacy trends

The National Literacy Trust has conducted the national annual literacy survey since 2010 and has surveyed children and young people aged 8 to 16 on literacy issues since 2005. To contextualise findings from our four annual literacy surveys and to give some indication of trends, the following graphs also contain data from some of our previous studies of children aged 8 to 11.

~ Reading enjoyment ~

In July 2014 we published a report[1] that showed that levels of reading enjoyment had increased for the first time in eight years for pupils aged 8 to 16. While levels of enjoyment had remained relatively static for the whole sample across the years, levels of enjoyment among 8 to 11-year-olds have been much more variable since 2005 (see **Figure 1**). While we evidenced little change in levels of reading enjoyment between 2005 and 2010, levels in 2011 rose significantly by 5 percentage points, only to decrease again by 9 percentage points in 2012 to our lowest recorded level. While there has been a slight increase in the proportion of children aged 8 to 11 who enjoy reading in 2013, levels remain below those seen in 2011.

Figure 1: Proportion of children aged 8 to 11 who enjoy reading either very much or quite a lot in 2005 to 2013
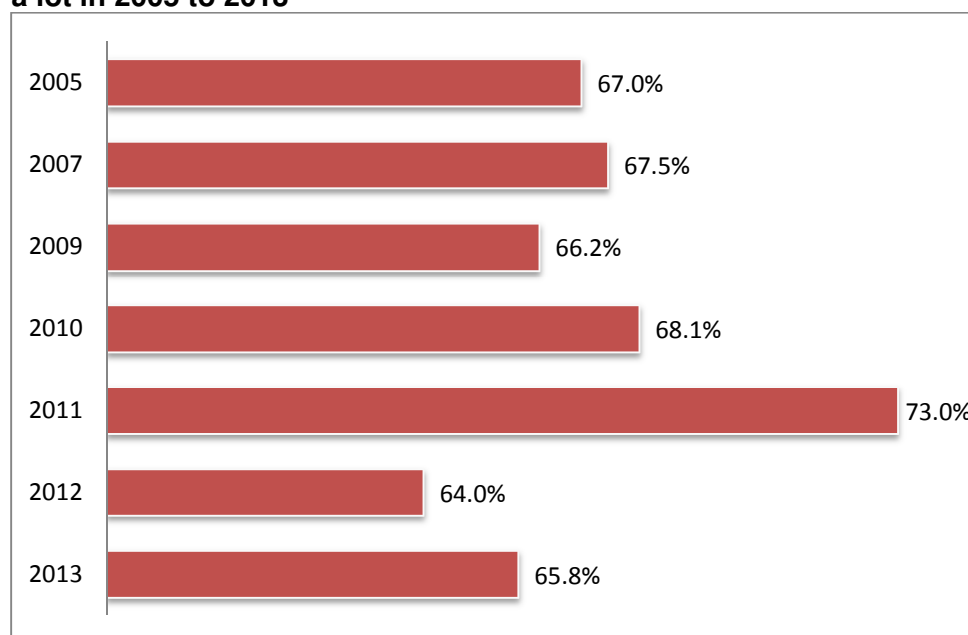
~ Reading daily outside class ~

Figure 2 shows that the proportion of 8 to 11-year-olds who read daily outside class has declined quite steadily since 2007, falling to a low of 37.6% in 2012. However, 2013 showed a slight rise of 3.1 percentage points in the proportion of children aged 8 to 11 who read daily outside class.

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[1] http://www.literacytrust.org.uk/assets/0002/3432/Young_people_s_reading_2013.pdf

Figure 2: Proportion of children aged 8 to 11 who read outside class daily in 2005 to 2013

Year	Percentage
2005	48.2%
2007	48.1%
2009	44.6%
2010	40.9%
2011	42.9%
2012	37.6%
2013	40.7%
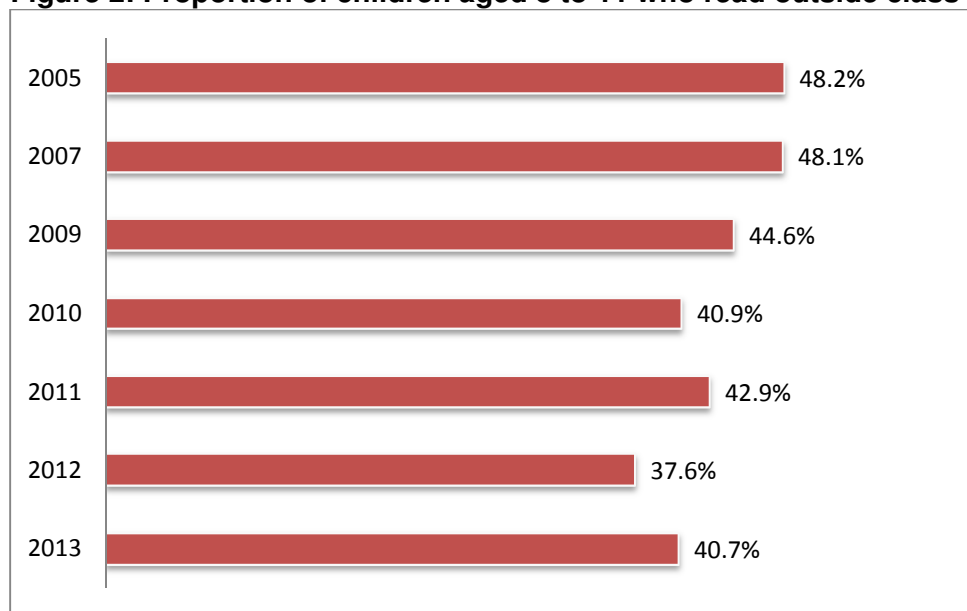
~ **Types of materials read outside class** ~

Figure 3 presents a comparison of materials read by children aged 8 to 11 outside class from 2010 to 2013. It shows some significant changes over time in the types of materials this age group reads outside class.

Figure 3: Types of materials read outside class by children aged 8 to 11 in 2010 to 2013

Material	2010	2011	2012	2013
Text messages	31.1%	32.5%	53.6%	56.4%
Fiction	53.4%	52.5%	46.5%	50.5%
Websites	35.1%	35.2%	42.6%	43.8%
Non-fiction	43.4%	43.2%	36.0%	39.3%
Social networking messages	29.9%	24.8%	33.5%	33.0%
Instant messages	19.7%	17.0%	28.0%	29.2%
Poetry	37.7%	39.1%	23.6%	25.1%
Blogs	12.6%	15.6%	14.4%	17.0%
eBooks	7.6%	9.7%	13.0%	14.8%
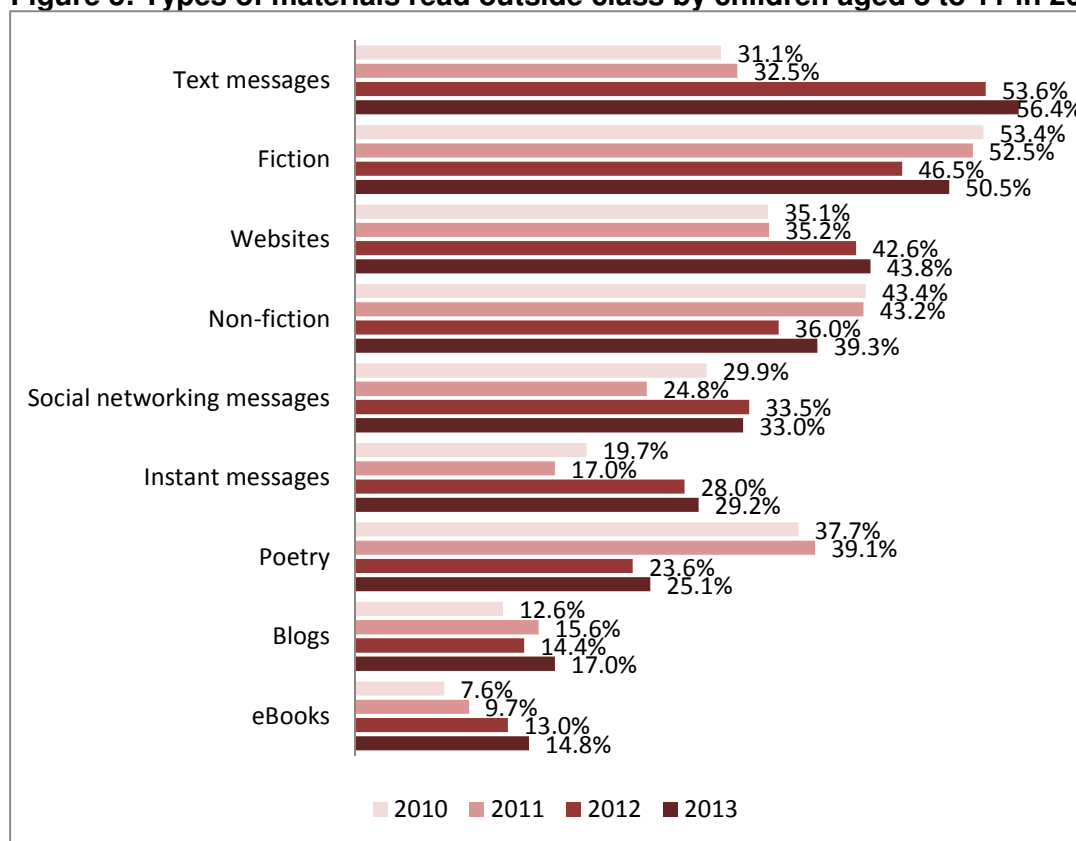
While children aged 8 to 11 were most likely to read books (fiction, non-fiction and poetry) outside class in 2010, by 2013 text messages and other technology-based materials have taken on a prominent role in the reading diet of this age group.

Analyses by gender showing that girls aged 8 to 11 are keener readers than boys of that age

- More girls aged 8 to 11 enjoy reading either very much or quite a lot than boys of that age (72.9% vs. 59.0%). More specifically, while 2 in 5 (40.6%) girls say that they enjoy reading very much, only just over 1 in 4 (28.4%) boys say the same. By contrast, boys aged 8 to 11 are twice as likely as girls to say that they don't like reading at all (7.6% vs. 3.4%).
- Nearly half (46.3%) of girls aged 8 to 11 read daily outside class compared with only a third (35.3%) of boys of that age. Indeed, twice as many boys as girls aged 8 to 11 say that they rarely or never read outside class (16.6% vs. 8.2%).
- More girls than boys aged 8 to 11 read text messages (63.2% vs. 50.1%), magazines (59.4% vs. 44.0%) and fiction (55.8% vs. 45.6%). Nearly twice as many girls as boys read song lyrics (58.9% vs. 29.9%) and poems (32.8% vs. 17.8%). By contrast, more boys than girls read comics (42.8% vs. 23.7%).
- More girls than boys aged 8 to 11 have a favourite book or story (77.3% vs. 68.2%).
- Slightly more girls than boys aged 8 to 11 have been given a book as a present (89.6% vs. 84.4%), been to a library (94.2% vs. 91.3%) and been to a bookshop (84.1% vs. 79.0%).
- Slightly more boys than girls aged 8 to 11 make the link between their reading and future job prospects, with 67.2% of boys agreeing with the statement, "if I am a good reader it means that I'll get a better job when I grow up" compared with 62.9% of girls. While more boys than girls see the link with employment, fewer boys than girls think that reading is cool (51.4% vs. 61.6%). Overall, more boys than girls aged 8 to 11 say that they prefer watching TV to reading (55.4% vs. 37.7%), and slightly more boys than girls say that they would be embarrassed if their friends saw them read (20.0% vs. 16.8%) and that their parents don't care whether they spend any time reading (28.9% vs. 25.5%).

Analyses by free school meal (FSM) uptake showing that differences exist in children aged 8 to 11 depending on whether or not they receive FSMs

Using free school meal uptake (FSM) as a proxy for socio-economic background, data from 2013 shows that:

- Fewer 8 to 11-year-olds who receive FSMs enjoy reading compared with those who do not receive FSMs (61.8% vs. 66.7%).
- Similarly, fewer 8 to 11-year-olds who receive FSMs read daily outside class compared with those who do not receive FSMs (35.7% vs. 42.0%), while more children who receive FSMs rarely or never read outside class (16.6% vs. 11.0%).
- Slightly fewer children aged 8 to 11 who receive FSMs say that they have a book of their own compared with children who do not receive FSMs (80.8% vs. 85.4%).
- 8 to 11-year-olds who do not receive FSMs read a greater variety of materials outside class compared with their peers who receive FSMs. For example, more 8 to 11-year-olds who do not receive FSMs read technology-based materials such as text messages, websites, emails and instant messages. These differences are not easily explained by access to technology at home. While slightly more children aged 8 to 11 who do not receive FSMs say that they have access to a computer (95.8% vs. 90.6%) or the internet at home (97.1% vs. 90.9%), an equal proportion of children have a mobile phone of their

own regardless of FSM uptake (FSM: 77.5% vs. non-FSM 78.3%). More 8 to 11-year-olds who do not receive FSMs also read magazines (52.7% vs. 46.3%), fiction (52.6% vs. 41.5%) and non-fiction (40.0% vs. 35.5%) outside class. By contrast, more 8 to 11-year-olds who receive FSMs read poems outside class compared with those who do not receive FSMs (29.4% vs. 23.6%).

- While fewer 8 to 11-year-olds who receive FSMs enjoy reading or read outside class daily, they are more likely to read a greater number of books outside class in a typical month compared with 8 to 11-year-olds who do not receive FSMs. For example, nearly 3 children in 10 (28.1%) aged 8 to 11 who receive FSMs read 8 or more books in a typical month compared with 2 children in 10 (20.9%) who do not receive FSMs.
- Slightly fewer 8 to 11-year-olds who receive FSMs have been given a book as a present compared with those who don't (80.7% vs. 88.7%). Likewise, slightly fewer 8 to 11-year-olds who receive FSMs have been to a library (88.0% vs. 94%) or a bookshop (76.4% vs. 82.9%).
- More 8 to 11-year-olds who receive FSMs see a link between their reading and future job prospects, compared with those who do not receive FSMs, with 70.2% agreeing that "if I am good reader it means that I'll get a better job when I grow up" compared with 64.4%. Despite this, reading has more of an image problem in children aged 8 to 11 who receive FSMs. For example, they are more likely to agree that they would be embarrassed if their friends saw them read (25.3% vs. 16.7%), that they cannot find things to read that interest them (31.1% vs. 24.4%) and that reading is more for girls than boys (21.6% vs. 14.0%). More children aged 8 to 11 who receive FSMs also believe that they don't have any family support for their reading, with nearly 4 in 10 (37.9%) agreeing that their parents don't care whether they spend any time reading compared with only a quarter (24.8%) of children who do not receive FSMs.

Analyses by gender and FSM uptake showing that boys on FSMs pose a particular challenge

Fewer boys than girls enjoy reading, and fewer children who receive FSMs enjoy reading compared with those who do not receive FSMs. When one looks at the interaction between gender and FSM uptake, it becomes very clear that boys on FSMs present a particular problem.

- Fewer boys aged 8 to 11 who receive FSMs enjoy reading compared with those who do not (53.6% vs. 60.0%). Similarly, slightly fewer girls who receive FSMs enjoy reading compared with girls who do not (70.7% vs. 73.4%). However, the gap in reading enjoyment by FSM uptake is bigger for boys than girls (6.4 percentage point difference vs. 2.7percentage point difference).
- Fewer boys aged 8 to 11 who receive FSMs read outside class daily compared with boys who do not receive FSMs (31.5% vs. 36.4%). By contrast, 40.3% of girls on FSMs read outside class on a daily basis compared with 47.6% of girls who do not receive FSMs. While the gap between girls by FSM uptake is narrower with respect to reading enjoyment, it is much wider for girls than boys with respect to daily reading rates (a 7.3 percentage point difference for girls vs. a 4.9 percentage point difference for boys).
- Roughly the same proportion of children aged 8 to 11 say that they read between 4 and 7 books in a typical month regardless of gender and FSM uptake. However, boys who do not receive FSM are more likely to read between 1 and 3 books (47/3%) compared with boys who receive FSMs (37.4%), girls who receive FSMs (33.3%) and girls who do not receive FSM (43.1%). Conversely, girls who receive FSMs are more likely to read 8 or more books in a typical month outside class (31.2%) compared with girls who do not receive FSMs (24.2%), boys who receive FSMs (25.2%) and boys who do not receive FSMs (17.3%).
- Boys aged 8 to 11 who receive FSMs are least likely to say that they have been given a book as a present (78.0%), been to a library (86.2%) and been to a bookshop (73.3%).

- Girls aged 8 to 11 who receive FSMs are most likely to see the link between reading and future jobs (70.6%), followed by boys who receive FSMs (69.5%). Interestingly, girls aged 8 to 11 who do not receive FSMs are least likely to agree that if they are a good reader it means that they will get a better job when they grow up.

Analyses by gender, FSM uptake and ethnic background showing that White boys aged 8 to 11 who receive FSMs are particularly disengaged from reading

- Fewer White boys on FSMs (54.8%) enjoy reading either very much or quite a lot than boys from other ethnic groups who receive FSMs. Fewer White boys on FSMs enjoy reading than White boys who do not receive FSMs (60.2%). Overall, Black boys who do not receive FSMs are least likely to enjoy reading (47.4%).
- Not only are White boys on FSMs less likely to enjoy reading, they are also the least likely to read outside class on a daily basis (30.5%) compared with boys from mixed ethnic backgrounds (41.5%), boys from Asian ethnic backgrounds (30.6%) and boys from Black ethnic backgrounds (57.7%).
- White boys on FSMs are also most likely to say that they don't have any children's, teenage or young adult books at home (8.4%) compared with boys from mixed backgrounds (3.8%), boys from Asian backgrounds (7.0%) and boys from Black backgrounds (8.3%) who receive FSMs.
- Black boys on FSMs are least likely to say that they have a favourite book or story (58.3%) compared with boys from White backgrounds (70.4%), boys from mixed backgrounds (67.9%) and boys from Asian backgrounds (76.3%) who receive FSMs.

How enjoyment of reading, reading frequency and reading attitudes relate to reading attainment in children aged 8 to 11

Table 1 highlights the relationship between reading enjoyment and reading attainment. Overall, 8 to 11-year-olds who enjoy reading very much are four times as likely to read above the expected level for their age compared with children aged 8 to 11 who do not enjoy reading at all. Alternatively, children aged 8 to 11 who do not enjoy reading at all are ten times as likely to be reading below the expected level for their age compared with children who enjoy reading very much.

Table 1: Enjoyment of reading and reading attainment in 2013 for 8 to 11-year-olds (N = 6,865)

	Below expected level %	*At expected level %*	*Above expected level %*
Very much	3.3	57.7	39.0
Quite a lot	4.3	83.9	11.7
A bit	16.7	77.2	6.1
Not at all	34.3	56.9	8.8

Table 2 shows that children aged 8 to 11 who read daily outside class are five times as likely to read above the expected level for their age compared with young people who never read outside class. While 31.5% of 8 to 11-year-olds who read every day outside class read above the level expected for their age, only 5.8% who never read outside class read at this level. Overall, over a third (36.2%) of those who never read outside class read below the level expected for their age.

Table 2: Reading frequency and reading attainment in 2013 for 8 to 11-year-olds (N = 6,865)

	Below expected level %	At expected level %	Above expected level %
Every day	3.9	64.6	31.5
A few times a week	7.1	80.5	12.4
About once a week	12.9	79.4	7.8
A few times a month	13.2	76.6	10.2
About once a month	23.3	67.0	9.7
Rarely	25.1	66.6	8.3
Never	36.2	58.0	5.8

Children aged 8 to 11 who hold more positive attitudes towards reading are more likely to read at or above the level expected for their age compared with those who hold more negative attitudes (see **Table 3**). 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 "I cannot find anything to read that interests me" and "I only read when I have to" read below the level expected for their age compared with those who disagree with those statements. Children aged 8 to 11 who think that their parents don't care whether they spend any time reading or who would be embarrassed if their friends saw them read are nearly twice as likely to read below the level expected for their age compared with children who disagree with the statements.

Table 3: Percentage agreement and disagreement with attitudinal items and reading attainment in 2013 for children aged 8 to 11 (N = 6,865)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	7.9	72.1	20.0
	Disagreement	27.7	64.8	7.5
I prefer watching TV to reading	Agreement	13.4	74.3	12.3
	Disagreement	6.2	59.3	34.6

		Below expected level %	At expected level %	Above expected level %
Reading is cool	Agreement	5.8	64.3	26.9
	Disagreement	21.6	69.6	8.8
I don't read as well as other pupils in my class	Agreement	20.1	71.7	8.1
	Disagreement	3.2	62.9	34.0
I only read when I have to	Agreement	21.3	65.1	13.5
	Disagreement	5.0	72.0	23.0
I cannot find things to read that interest me	Agreement	18.9	68.5	12.6
	Disagreement	4.5	71.2	24.8
I would be embarrassed if my friends saw me read	Agreement	17.7	65.3	17.0
	Disagreement	6.2	71.8	22.0
Reading is more for girls than for boys	Agreement	17.8	60.9	21.3
	Disagreement	6.5	73.2	20.2
My parents don't care if I spend time reading	Agreement	11.7	67.1	21.2
	Disagreement	7.2	73.1	19.7
The better I read, the better the job I can get	Agreement	8.2	70.1	21.6
	Disagreement	17.6	67.7	14.6

Why else does it matter if children enjoy reading?

Table 4 shows that 8 to 11-year olds who enjoy reading are four times more likely to say that they read daily outside class compared with those who don't enjoy reading. Conversely, children who don't enjoy reading are nearly seven times more likely to say that they rarely or never read outside class compared with children who enjoy reading. 8 in 10 children who enjoy reading also say that they have a favourite book or story compared with only 5 in 10 children who don't enjoy reading.

Table 4: Comparing young people who enjoy reading and those who do not in terms of their reading frequency and having a favourite book in 2013

	Read every day %	Rarely or never read %	Favourite book/story
Enjoy reading either very much or quite a lot (N = 6,867)	55.0%	4.1%	79.6%
Enjoy reading only a bit or not at all (N = 3,494)	13.3%	28.1%	49.3%

Not only do more 8 to 11-year olds who enjoy reading read daily, they are also more likely to read more books in a typical month (see **Table 5**). Indeed, nine times as many children who do not enjoy reading say that they do not read a book outside class in a typical month compared with those who do enjoy reading. Similarly, while only a third of 8 to 11-year-olds who enjoy reading say that they read between 1 and 3 books in a typical month, nearly 6 in 10 children who do not enjoy reading say this. Overall, nearly three times as many children who enjoy reading say that they read 8 or more books in a month compared with those who do not enjoy reading.

Table 5: Comparing young people who enjoy reading and those who do not in terms of the number of books they read in typical month

	None	1 -3	4-7	8+
Enjoy reading either very much or quite a lot (N = 6,867)	1.0%	35.6%	33.8%	29.8%
Enjoy reading only a bit or not at all (N = 3,494)	9.8%	57.3%	23.8%	9%

Table 6 shows that children aged 8 to 11 who enjoy reading think more positively about reading than children of that age who do not enjoy reading. For example, children who enjoy reading are half as likely to agree that they prefer watching TV to reading and that they would be embarrassed if their friends saw them read. They are also three times more likely than children who do not enjoy reading to agree that reading is cool.

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

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
The more I read, the better I become				
Enjoy reading	92.9%	3.2%	2.3%	1.5%
Don't enjoy reading	80.5%	8.4%	6.3%	4.8%
I prefer watching TV to reading				
Enjoy reading	31.9%	31.6%	28.1%	8.5%
Don't enjoy reading	75.4%	13.7%	6.6%	4.2%
Reading is cool				
Enjoy reading	73.4%	16.8%	6.2%	3.5%
Don't enjoy reading	23.4%	30.6%	37.7%	8.2%
I don't read as well as other pupils in my class				

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
Enjoy reading	24.1%	17.3%	46.4%	12.2%
Don't enjoy reading	49.5%	19.4%	20.5%	10.7%
I only read when I have to				
Enjoy reading	12.5%	10.7%	74.1%	2.8%
Don't enjoy reading	42.4%	19.8%	32.7%	5.1%
I cannot find things to read that interest me				
Enjoy reading	15.7%	15.8%	63.1%	5.4%
Don't enjoy reading	44.8%	20.2%	28.2%	6.8%
I would be embarrassed if my friends saw me read				
Enjoy reading	13.6%	9.3%	72.5%	4.3%
Don't enjoy reading	27.9%	15.3%	47.6%	9.2%
Reading is more for girls than for boys				
Enjoy reading	11.8%	14.4%	67.8%	5.9%
Don't enjoy reading	23.0%	20.1%	48.2%	8.7%
My parents don't care if I spend time reading				
Enjoy reading	26.2%	9.9%	57.7%	6.2%
Don't enjoy reading	29.3%	14.5%	44.5%	11.8%
The better I read, the better the job I can get				
Enjoy reading	69.7%	15.7%	7.0%	7.6%
Don't enjoy reading	55.9%	20.5%	14.4%	9.2%

Not only do more children who enjoy reading read daily, read more books and think more positively about reading, they also tend to be better readers. While the majority of 8 to 11-year olds read at the level expected for their age regardless of whether they enjoy reading or not, there are startling differences between them for the other two levels (see **Table 7**). 8 to 11-year-olds who do not enjoy reading are nearly six times more likely than those who enjoy reading to read below the level expected for their age. Conversely, four times as many 8 to 11-year-olds who enjoy reading read above the level expected for their age compared with those who do not enjoy reading.

Table 7: Comparing young people who enjoy reading and those who do not in terms of their reading skill in 2013

	Below expected level	At expected level	Above expected level
Enjoy reading either very much or quite a lot (N = 6,867)	3.8%	70.2%	25.9%
Enjoy reading only a bit or not at all (N = 3,794)	21.1%	72.3%	6.5%

Children aged 8 to 11 and reading – Data tables

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

Please note that due to rounding, the data in the tables do not necessarily add up to 100 in a row.

Children's enjoyment of reading

Table 8: Enjoyment of reading in 2013 for 8 to 11-year-olds and broken down by demographic background

How much do you enjoy reading?	Very much	Quite a lot	Overall enjoyment	A bit	Not at all
All (N = 10,946)	**34.4%**	**31.4%**	**65.8%**	**28.6%**	**5.5%**
Boys (N = 5,563)	28.4%	30.6%	59.0%	33.4%	7.6%
Girls (N = 5,381)	40.6%	32.3%	72.9%	23.7%	3.4%
FSM (N = 1,550)	33.7%	28.1%	61.8%	30.8%	7.4%
Non-FSM (N = 8,250)	34.2%	32.5%	66.7%	28.4%	4.9%
White (N = 8,114)	34.2%	32.1%	66.3%	28.9%	4.8%
Mixed (N = 530)	34.6%	34.6%	69.2%	22.1%	8.7%
Asian (N = 845)	41.6%	32.0%	63.6%	22.9%	3.4%
Black (N = 270)	36.2%	23.5%	59.7%	31.0%	9.3%
Boys: FSM (N = 802)	29.4%	24.2%	53.6%	35.7%	10.7%
Girls: FSM (N = 741)	38.3%	32.4%	70.7%	25.3%	3.9%
Boys: Non-FSM (N = 4,118)	27.9%	32.1%	60.0%	33.3%	6.7%
Girls: Non-FSM (N = 4,102)	40.5%	32.9%	73.4%	23.6%	3.1%
Boys: White (N = 4,109)	28.9%	30.9%	59.8%	33.4%	6.9%
Girls: White (N = 3,982)	39.8%	33.5%	73.3%	24.3%	2.5%
Boys: Mixed (N = 263)	25.9%	34.2%	60.1%	26.2%	13.7%
Girls: Mixed (N = 263)	43.6%	34.4%	78.0%	18.1%	3.9%
Boys: Asian (N = 440)	35.1%	33.5%	68.6%	26.9%	4.6%
Girls: Asian (N = 397)	49.2%	29.5%	78.7%	18.9%	2.3%
Boys: Black (N = 147)	24.8%	26.2%	51.0%	39.3%	9.7%
Girls: Black (N = 121)	50.4%	19.8%	70.2%	20.7%	9.1%
FSM Boys: White (N = 535)	28.8%	26.0%	54.8%	35.0%	10.2%
FSM Boys: Mixed (N = 53)	32.1%	32.1%	64.2%	13.2%	22.6%
FSM Boys: Asian (N = 72)	40.3%	27.8%	68.1%	29.2%	2.8%
FSM Boys: Black (N = 26)	42.3%	26.9%	69.2%	26.9%	3.8%

How much do you enjoy reading?	Very much	Quite a lot	Overall enjoyment	A bit	Not at all
All (N = 10,946)	34.4%	31.4%	65.8%	28.6%	5.5%
FSM Girls: White (N = 515)	37.2%	33.1%	70.3%	27.3%	2.3%
FSM Girls: Mixed (N = 44)	47.7%	27.3%	75.0%	20.5%	4.5%
FSM Girls: Asian (N = 73)	43.8%	38.4%	82.2%	15.1%	2.7%
FSM Girls: Black (N = 21)	47.6%	23.8%	71.4%	23.8%	4.8%
Non-FSM Boys: White (N = 3,112)	28.6%	31.6%	60.2%	33.3%	6.4%
Non-FSM Boys: Mixed (N = 182)	21.4%	37.9%	59.3%	31.9%	8.8%
Non-FSM Boys: Asian (N = 328)	33.9%	34.3%	68.2%	26.9%	4.9%
Non-FSM Boys: Black (N = 94)	19.4%	28.0%	47.4%	40.9%	11.8%
Non-FSM Girls: White (N = 3,112)	39.7%	33.9%	73.6%	23.8%	2.6%
Non-FSM Girls: Mixed (N = 183)	44.4%	34.4%	78.8%	18.3%	2.8%
Non-FSM Girls: Asian (N = 277)	50.0%	27.9%	77.9%	20.7%	1.4%
Non-FSM Girls: Black (N = 81)	50.6%	21.0%	71.6%	23.5%	4.9%

How often children read outside class

Table 9: Reading frequency in 2013 for 8 to 11-year-olds and broken down by demographic background

How often do you read outside class?	Every day	A few times a week	About once a week	A few times a month	About once a month	Rarely	Never
All (N = 10,946)	**40.7%**	**34.7%**	**8.8%**	**4.9%**	**1.6%**	**8.3%**	**4.0%**
Boys (N = 5,563)	35.3%	30.9%	9.7%	5.9%	1.9%	10.8%	5.4%
Girls (N = 5,381)	46.3%	32.4%	7.9%	3.8%	1.3%	5.7%	2.5%
FSM (N = 1,550)	35.7%	31.0%	9.5%	5.1%	2.1%	9.6%	7.0%
Non-FSM (N = 8,250)	42.0%	31.9%	8.8%	4.8%	1.5%	7.9%	3.1%
White (N = 8,114)	41.2%	31.8%	8.8%	4.6%	1.6%	8.5%	3.4%
Mixed (N = 530)	41.2%	33.1%	10.6%	2.3%	1.7%	6.6%	4.5%
Asian (N = 845)	41.9%	36.2%	8.8%	4.8%	1.3%	4.8%	2.3%
Black (N = 270)	41.9%	26.7%	5.2%	7.0%	2.6%	8.9%	7.8%
Boys: FSM (N = 802)	31.5%	29.0%	9.5%	6.4%	1.8%	12.9%	8.9%
Girls: FSM (N = 741)	40.3%	33.4%	9.6%	3.5%	2.3%	5.8%	5.0%
Boys: Non-FSM (N = 4,118)	36.4%	31.4%	10.0%	5.8%	2.0%	10.0%	4.4%
Girls: Non-FSM (N = 4,102)	47.6%	32.3%	7.6%	3.8%	1.1%	5.8%	1.8%
Boys: White (N = 4,109)	35.8%	31.1%	9.3%	5.7%	2.0%	11.2%	4.8%
Girls: White (N = 3,982)	46.8%	32.5%	8.4%	3.5%	1.2%	5.7%	1.9%
Boys: Mixed (N = 263)	35.7%	29.3%	13.7%	3.0%	0.8%	9.9%	7.6%
Girls: Mixed (N = 263)	47.3%	36.3%	7.3%	1.5%	2.7%	3.4%	1.5%
Boys: Asian (N = 440)	37.1%	37.5%	8.2%	5.7%	1.8%	6.9%	2.7%
Girls: Asian (N = 397)	47.6%	34.5%	9.1%	3.8%	0.8%	2.5%	1.8%
Boys: Black (N = 147)	35.4%	29.9%	5.4%	8.8%	4.1%	9.5%	6.8%
Girls: Black (N = 121)	49.6%	23.1%	5.0%	4.1%	0.8%	8.3%	9.1%
FSM Boys: White (N = 535)	30.5%	29.2%	9.2%	5.6%	1.7%	14.2%	9.6%
FSM Boys: Mixed (N = 53)	41.5%	28.3%	9.4%	3.8%	0.0%	9.4%	7.5%
FSM Boys: Asian (N = 72)	30.6%	47.2%	4.2%	5.6%	4.2%	5.6%	2.8%

How often do you read outside class?	Every day	A few times a week	About once a week	A few times a month	About once a month	Rarely	Never
All (N = 10,946)	**40.7%**	**34.7%**	**8.8%**	**4.9%**	**1.6%**	**8.3%**	**4.0%**
FSM Boys: Black (N = 26)	57.7%	15.4%	7.7%	3.8%	7.7%	7.7%	0.0%
FSM Girls: White (N = 515)	38.4%	35.7%	10.5%	2.9%	1.6%	6.6%	4.3%
FSM Girls: Mixed (N = 44)	52.3%	27.3%	9.1%	2.3%	9.1%	0.0%	0.0%
FSM Girls: Asian (N = 73)	45.2%	28.8%	11.0%	5.5%	2.7%	2.7%	4.1%
FSM Girls: Black (N = 21)	38.1%	28.6%	9.5%	9.5%	0.0%	4.8%	9.5%
Non-FSM Boys: White (N = 3,112)	37.0%	31.5%	9.5%	5.8%	2.1%	10.3%	3.8%
Non-FSM Boys: Mixed (N = 182)	34.6%	30.2%	14.3%	3.3%	1.1%	9.9%	6.6%
Non-FSM Boys: Asian (N = 328)	38.2%	37.2%	8.3%	5.8%	1.5%	6.2%	2.8%
Non-FSM Boys: Black (N = 94)	33.0%	33.0%	5.3%	7.4%	4.3%	10.6%	6.4%
Non-FSM Girls: White (N = 3,112)	47.9%	32.1%	8.0%	3.5%	1.1%	5.8%	1.7%
Non-FSM Girls: Mixed (N = 183)	47.3%	37.4%	6.6%	1.6%	1.6%	4.9%	0.5%
Non-FSM Girls: Asian (N = 277)	50.2%	34.7%	8.7%	2.9%	0.4%	2.9%	0.4%
Non-FSM Girls: Black (N = 81)	53.1%	25.9%	2.5%	3.7%	0.0%	8.6%	6.2%

How long children read

Table 10: Reading length in 2013 for 8 to 11-year-olds and broken down by demographic background

	I don't read	Up to 10 min	Up to 20 min	Up to 30 min	About 1 hour	Longer than 1 hour
All (N = 10,946)	3.1%	22.8%	25.3%	24.8%	13.9%	10.1%
Boys (N = 5,563)	4.3%	25.4%	25.6%	23.8%	12.5%	8.4%
Girls (N = 5,381)	1.9%	20.0%	24.9%	25.9%	15.4%	11.9%
FSM (N = 1,550)	5.1%	26.4%	23.2%	21.4%	12.1%	11.8%
Non-FSM (N = 8,250)	2.2%	22.0%	25.9%	25.6%	14.7%	9.6%
White (N = 8,114)	2.6%	22.4%	25.3%	25.5%	13.9%	10.3%
Mixed (N = 530)	3.2%	20.0%	23.5%	28.2%	13.9%	11.1%
Asian (N = 845)	2.0%	21.3%	31.2%	23.6%	13.7%	8.1%
Black (N = 270)	4.5%	19.2%	21.9%	23.4%	18.9%	12.1%
Boys: FSM (N = 802)	7.7%	28.6%	25.6%	19.7%	10.1%	8.3%
Girls: FSM (N = 741)	2.2%	24.2%	20.7%	22.9%	14.4%	15.5%
Boys: Non-FSM (N = 4,118)	2.9%	25.1%	25.9%	25.0%	13.2%	8.0%
Girls: Non-FSM (N = 4,102)	1.6%	19.0%	25.8%	26.3%	16.2%	11.2%
Boys: White (N = 4,109)	3.8%	24.9%	25.9%	24.3%	12.4%	8.7%
Girls: White (N = 3,982)	1.4%	19.9%	24.7%	26.7%	15.4%	11.9%
Boys: Mixed (N = 263)	5.0%	22.3%	22.7%	31.5%	11.2%	7.3%
Girls: Mixed (N = 263)	1.5%	17.7%	24.2%	25.4%	16.2%	15.0%
Boys: Asian (N = 440)	2.3%	24.7%	30.1%	22.6%	12.6%	7.7%
Girls: Asian (N = 397)	1.8%	18.1%	32.6%	23.7%	15.3%	8.7%
Boys: Black (N = 147)	4.8%	20.7%	22.8%	21.4%	22.1%	8.3%
Girls: Black (N = 121)	4.2%	17.8%	19.5%	26.3%	15.3%	16.9%
FSM Boys: White (N = 535)	8.0%	29.0%	26.0%	19.1%	10.3%	7.6%
FSM Boys: Mixed (N = 53)	2.0%	29.4%	27.5%	23.5%	7.8%	9.8%
FSM Boys: Asian (N = 72)	5.8%	23.2%	24.6%	33.3%	8.7%	4.3%
FSM Boys: Black (N = 26)	0.0%	30.8%	11.5%	19.2%	23.1%	15.4%
FSM Girls: White (N = 515)	1.4%	25.2%	20.5%	23.9%	12.8%	16.2%

	I don't read	Up to 10 min	Up to 20 min	Up to 30 min	About 1 hour	Longer than 1 hour
All (N = 10,946)	**3.1%**	**22.8%**	**25.3%**	**24.8%**	**13.9%**	**10.1%**
FSM Girls: Mixed (N = 44)	0.0%	25.0%	18.2%	15.9%	20.5%	20.5%
FSM Girls: Asian (N = 73)	4.2%	11.3%	33.8%	25.4%	16.9%	8.5%
FSM Girls: Black (N = 21)	0.0%	33.3%	9.5%	14.3%	19.0%	23.8%
Non-FSM Boys: White (N = 3,112)	2.6%	24.3%	26.1%	25.8%	12.8%	8.4%
Non-FSM Boys: Mixed (N = 182)	2.8%	22.1%	21.5%	34.3%	13.8%	5.5%
Non-FSM Boys: Asian (N = 328)	1.6%	24.4%	31.6%	20.9%	13.4%	8.1%
Non-FSM Boys: Black (N = 94)	4.3%	23.9%	23.9%	16.3%	25.0%	6.5%
Non-FSM Girls: White (N = 3,112)	1.5%	18.7%	25.1%	27.1%	16.5%	11.2%
Non-FSM Girls: Mixed (N = 183)	0.6%	14.9%	26.0%	27.6%	17.7%	13.3%
Non-FSM Girls: Asian (N = 277)	0.0%	19.1%	34.7%	21.7%	14.8%	9.7%
Non-FSM Girls: Black (N = 81)	2.5%	13.6%	25.9%	33.3%	9.9%	14.8%

Types of materials children read outside class

Table 11: Types of materials read at least once a month in 2013 by children aged 8 to 11 and broken down by demographic background (Part 1)

	Text messages	Websites	Magazines	Social networking sites	Emails	Fiction
All	**56.4%**	**43.8%**	**51.6%**	**33.0%**	**38.9%**	**50.5%**
Boys	50.1%	42.3%	44.0%	30.7%	36.2%	45.6%
Girls	63.2%	45.7%	59.4%	35.5%	41.9%	55.8%
FSM	49.5%	37.4%	46.3%	33.0%	31.7%	41.5%
Non-FSM	59.0%	46.0%	52.7%	33.7%	41.6%	52.6%
White	59.5%	45.5%	54.7%	34.7%	40.5%	51.5%
Mixed	55.3%	44.3%	50.2%	33.0%	36.8%	51.7%
Asian	40.7%	39.8%	47.3%	23.0%	34.0%	58.2%
Black	51.1%	42.6%	44.8%	34.8%	41.1%	50.0%
Boys: FSM	43.9%	36.0%	39.0%	31.4%	32.3%	36.2%
Girls: FSM	56.0%	39.1%	53.8%	35.0%	31.4%	47.2%
Boys: Non-FSM	52.4%	45.0%	44.8%	31.6%	38.6%	48.2%
Girls: Non-FSM	65.7%	47.2%	60.8%	35.9%	44.7%	57.2%
Boys: White	52.0%	43.9%	46.9%	31.8%	37.3%	47.0%
Girls: White	67.3%	47.2%	62.7%	37.8%	43.9%	56.2%
Boys: Mixed	50.6%	40.3%	42.6%	30.0%	36.1%	40.7%
Girls: Mixed	60.5%	49.0%	57.8%	36.1%	37.6%	62.4%
Boys: Asian	40.0%	40.0%	42.7%	25.2%	34.8%	54.5%
Girls: Asian	41.8%	40.3%	52.9%	20.9%	33.8%	62.5%
Boys: Black	51.0%	40.1%	36.7%	33.3%	38.1%	43.5%
Girls: Black	52.1%	45.5%	55.4%	36.4%	45.5%	58.7%
FSM Boys: White	43.2%	37.2%	40.4%	34.0%	33.6%	37.0%
FSM Boys: Mixed	47.2%	28.3%	35.8%	22.6%	28.3%	30.2%
FSM Boys: Asian	38.9%	38.9%	44.4%	19.4%	29.2%	45.8%
FSM Boys: Black	65.4%	53.8%	61.5%	50.0%	50.0%	50.0%
FSM Girls: White	60.6%	39.2%	58.4%	36.9%	32.4%	45.8%
FSM Girls: Mixed	61.4%	54.5%	56.8%	45.5%	31.8%	54.5%
FSM Girls: Asian	41.1%	39.7%	45.2%	28.8%	30.1%	60.3%
FSM Girls: Black	57.1%	42.9%	52.4%	33.3%	42.9%	52.4%
Non-FSM Boys: White	54.4%	46.6%	47.5%	32.2%	39.4%	49.7%
Non-FSM Boys: Mixed	54.4%	46.7%	46.2%	33.0%	40.7%	42.9%
Non-FSM Boys: Asian	40.9%	40.5%	43.3%	27.7%	37.5%	56.1%
Non-FSM Boys:	55.3%	39.4%	34.0%	35.1%	38.3%	45.7%

	Text messages	Websites	Magazines	Social networking sites	Emails	Fiction
All	**56.4%**	**43.8%**	**51.6%**	**33.0%**	**38.9%**	**50.5%**
Black						
Non-FSM Girls: White	69.5%	48.7%	63.7%	38.0%	46.7%	57.3%
Non-FSM Girls: Mixed	63.4%	47.0%	59.6%	36.6%	41.0%	67.2%
Non-FSM Girls: Asian	39.7%	38.3%	53.4%	16.2%	32.9%	61.4%
Non-FSM Girls: Black	54.3%	48.1%	60.5%	38.3%	49.4%	66.7%

Table 11 continued: Types of materials read at least once a month in 2013 by children aged 8 to 11 and broken down by demographic background (Part 2)

	Lyrics	Instant messages	Non-Fiction	Newspaper	Comics	Twitter
All	**44.1%**	**29.2%**	**39.3%**	**28.2%**	**33.4%**	**13.7%**
Boys	29.9%	25.5%	40.8%	29.1%	42.8%	14.2%
Girls	58.9%	33.1%	37.9%	27.4%	23.7%	13.2%
FSM	42.7%	25.3%	35.5%	30.3%	32.2%	15.6%
Non-FSM	44.5%	31.0%	40.0%	28.4%	33.2%	13.3%
White	45.0%	29.6%	39.6%	28.7%	34.1%	13.5%
Mixed	41.7%	33.2%	40.4%	30.6%	37.2%	16.2%
Asian	42.0%	26.3%	44.1%	28.5%	35.4%	11.7%
Black	48.1%	34.1%	46.3%	39.6%	38.9%	18.9%
Boys: FSM	28.7%	22.6%	36.7%	33.9%	40.6%	16.0%
Girls: FSM	58.3%	28.2%	34.3%	26.6%	23.2%	15.4%
Boys: Non-FSM	30.2%	27.5%	42.1%	28.8%	43.1%	13.8%
Girls: Non-FSM	59.0%	34.6%	38.0%	28.0%	23.3%	12.8%
Boys: White	30.4%	25.8%	41.6%	30.0%	44.3%	13.7%
Girls: White	60.1%	33.7%	37.6%	27.4%	23.6%	13.3%
Boys: Mixed	28.5%	26.2%	37.3%	30.8%	46.0%	17.9%
Girls: Mixed	54.4%	40.7%	43.3%	29.7%	27.8%	14.8%
Boys: Asian	26.1%	23.4%	44.1%	28.6%	43.4%	10.9%
Girls: Asian	59.9%	29.0%	44.1%	29.0%	27.2%	12.8%
Boys: Black	36.7%	27.9%	47.6%	44.9%	44.2%	23.8%
Girls: Black	61.2%	42.1%	45.5%	33.9%	32.2%	13.2%
FSM Boys: White	30.5%	23.6%	37.0%	34.4%	42.1%	16.6%
FSM Boys: Mixed	24.5%	22.6%	37.7%	34.0%	47.2%	24.5%
FSM Boys: Asian	23.6%	18.1%	43.1%	33.3%	29.2%	9.7%
FSM Boys: Black	57.7%	34.6%	73.1%	69.2%	65.4%	30.8%
FSM Girls: White	60.2%	28.3%	31.5%	27.0%	22.3%	14.2%
FSM Girls: Mixed	68.2%	45.5%	34.1%	29.5%	22.7%	27.3%
FSM Girls: Asian	54.8%	30.1%	47.9%	26.0%	20.5%	17.8%
FSM Girls: Black	61.9%	52.4%	33.3%	42.9%	47.6%	14.3%
Non-FSM Boys: White	30.7%	27.5%	42.9%	29.7%	44.4%	13.3%
Non-FSM Boys: Mixed	29.1%	29.1%	39.0%	30.2%	47.3%	15.4%
Non-FSM Boys: Asian	26.5%	25.0%	44.5%	27.4%	45.7%	11.9%
Non-FSM Boys: Black	31.9%	31.9%	41.5%	44.7%	38.3%	22.3%

	Lyrics	Instant messages	Non-Fiction	Newspaper	Comics	Twitter
All	**44.1%**	**29.2%**	**39.3%**	**28.2%**	**33.4%**	**13.7%**
Non-FSM Girls: White	60.3%	35.2%	38.1%	27.9%	23.2%	13.3%
Non-FSM Girls: Mixed	52.5%	43.2%	44.3%	31.1%	28.4%	11.5%
Non-FSM Girls: Asian	58.8%	25.3%	42.2%	30.7%	26.7%	10.8%
Non-FSM Girls: Black	64.2%	43.2%	51.9%	33.3%	30.9%	14.8%

Table 11 continued: Types of materials read at least once a month in 2013 by children aged 8 to 11 and broken down by demographic background (Part 3)

	Blogs	*Manuals*	*Poems*	*EAL materials*	*eBooks*
All	**17.0%**	**15.3%**	**25.1%**	**15.6%**	**14.8%**
Boys	15.5%	17.4%	17.8%	13.8%	13.4%
Girls	18.5%	13.2%	32.8%	17.4%	16.1%
FSM	17.0%	13.0%	29.4%	16.2%	14.2%
Non-FSM	16.9%	15.9%	23.6%	15.5%	14.8%
White	16.6%	15.4%	23.9%	14.0%	14.9%
Mixed	20.2%	15.3%	26.6%	21.5%	14.0%
Asian	18.6%	15.7%	32.9%	24.6%	14.6%
Black	27.4%	22.6%	37.0%	21.1%	24.1%
Boys: FSM	17.6%	14.6%	20.9%	14.7%	13.3%
Girls: FSM	16.3%	11.3%	38.3%	17.9%	15.1%
Boys: Non-FSM	15.4%	18.2%	16.5%	13.8%	13.3%
Girls: Non-FSM	18.6%	13.5%	30.6%	17.1%	16.2%
Boys: White	15.6%	17.8%	16.8%	12.1%	13.1%
Girls: White	17.5%	12.9%	31.1%	16.0%	16.6%
Boys: Mixed	13.7%	14.8%	15.6%	20.2%	12.2%
Girls: Mixed	26.2%	16.0%	38.0%	22.4%	16.0%
Boys: Asian	15.0%	18.0%	25.0%	23.9%	13.9%
Girls: Asian	22.9%	13.6%	41.3%	25.4%	15.1%
Boys: Black	25.2%	19.7%	28.6%	19.7%	25.2%
Girls: Black	30.6%	26.4%	47.1%	23.1%	23.1%
FSM Boys: White	17.9%	14.8%	19.6%	12.1%	13.5%
FSM Boys: Mixed	13.2%	18.9%	15.1%	28.3%	15.1%
FSM Boys: Asian	12.5%	18.1%	27.8%	19.4%	12.5%
FSM Boys: Black	46.2%	30.8%	57.7%	42.3%	26.9%
FSM Girls: White	15.7%	10.7%	38.8%	15.3%	15.7%
FSM Girls: Mixed	29.5%	20.5%	40.9%	20.5%	20.5%
FSM Girls: Asian	16.4%	12.3%	28.8%	26.0%	5.5%
FSM Girls: Black	28.6%	28.6%	52.4%	38.1%	33.3%
Non-FSM Boys: White	15.4%	18.8%	15.4%	12.1%	13.0%
Non-FSM Boys: Mixed	14.8%	14.3%	14.3%	17.0%	12.1%
Non-FSM Boys: Asian	16.8%	18.0%	25.6%	25.0%	14.3%
Non-FSM Boys: Black	19.1%	17.0%	22.3%	18.1%	25.5%

	Blogs	Manuals	Poems	EAL materials	eBooks
All	**17.0%**	**15.3%**	**25.1%**	**15.6%**	**14.8%**
Non-FSM Girls: White	17.5%	13.2%	29.1%	15.9%	16.7%
Non-FSM Girls: Mixed	26.8%	15.3%	37.7%	23.0%	14.8%
Non-FSM Girls: Asian	21.3%	12.3%	41.5%	24.9%	16.6%
Non-FSM Girls: Black	28.4%	29.6%	46.9%	21.0%	24.7%

Having a favourite book

Table 12: Children aged 8 to 11 having a favourite book in 2013 and broken down by demographic background

	Yes	No	Not sure
All (N = 10,946)	**72.8%**	**18.6%**	**8.7%**
Boys (N = 5,563)	68.2%	22.4%	9.4%
Girls (N = 5,381)	77.3%	14.7%	8.0%
FSM (N = 1,550)	74.4%	17.4%	8.3%
Non-FSM (N = 8,250)	72.4%	19.0%	8.6%
White (N = 8,114)	72.9%	19.1%	8.0%
Mixed (N = 530)	69.1%	19.9%	11.0%
Asian (N = 845)	80.9%	12.2%	6.9%
Black (N = 270)	74.0%	15.6%	10.4%
Boys: FSM (N = 802)	69.0%	23.0%	8.0%
Girls: FSM (N = 741)	79.9%	11.5%	8.5%
Boys: Non-FSM (N = 4,118)	68.1%	22.5%	9.4%
Girls: Non-FSM (N = 4,102)	76.7%	15.5%	7.9%
Boys: White (N = 4,109)	68.4%	23.3%	8.3%
Girls: White (N = 3,982)	77.4%	14.8%	7.8%
Boys: Mixed (N = 263)	64.4%	19.8%	15.8%
Girls: Mixed (N = 263)	73.5%	20.4%	6.1%
Boys: Asian (N = 440)	77.0%	14.5%	8.5%
Girls: Asian (N = 397)	85.9%	8.8%	5.3%
Boys: Black (N = 147)	67.4%	19.7%	12.9%
Girls: Black (N = 121)	81.9%	10.3%	7.8%
FSM Boys: White (N = 535)	70.4%	24.8%	4.8%
FSM Boys: Mixed (N = 53)	67.9%	7.5%	24.5%
FSM Boys: Asian (N = 72)	80.6%	11.1%	8.3%
FSM Boys: Black (N = 26)	58.3%	20.8%	20.8%
FSM Girls: White (N = 515)	80.6%	12.1%	7.3%

	Yes	No	Not sure
All (N = 10,946)	**72.8%**	**18.6%**	**8.7%**
FSM Girls: Mixed (N = 44)	77.5%	17.5%	5.0%
FSM Girls: Asian (N = 73)	87.5%	4.2%	8.3%
FSM Girls: Black (N = 21)	84.2%	5.3%	10.5%
Non-FSM Boys: White (N = 3,112)	68.0%	23.3%	8.7%
Non-FSM Boys: Mixed (N = 182)	61.3%	24.3%	14.5%
Non-FSM Boys: Asian (N = 328)	76.3%	15.4%	8.3%
Non-FSM Boys: Black (N = 94)	65.9%	23.2%	11.0%
Non-FSM Girls: White (N = 3,112)	76.9%	15.4%	7.7%
Non-FSM Girls: Mixed (N = 183)	73.3%	20.3%	6.4%
Non-FSM Girls: Asian (N = 277)	84.9%	10.4%	4.6%
Non-FSM Girls: Black (N = 81)	81.5%	9.9%	8.6%

Having a book and desk of their own

Table 13: Having a book and desk of their own at home in 2013 for 8 to 11-year-olds and broken down by demographic background

	Own book		Own desk	
	Yes	**No**	**Yes**	**No**
All (N = 10,946)	**84.6%**	**15.4%**	**57.2%**	**42.8%**
Boys (N = 5,563)	83.2%	16.8%	56.7%	43.3%
Girls (N = 5,381)	85.6%	14.4%	60.4%	39.6%
FSM (N = 1,550)	80.9%	19.1%	52.0%	48.0%
Non-FSM (N = 8,250)	85.4%	14.6%	59.9%	40.1%
White (N = 8,114)	84.9%	15.1%	58.8%	41.2%
Mixed (N = 530)	86.0%	14.0%	55.5%	44.5%
Asian (N = 845)	80.5%	19.5%	57.0%	43.0%
Black (N = 270)	76.9%	23.1%	61.4%	38.6%
Boys: FSM (N = 802)	79.1%	20.9%	49.6%	50.4%
Girls: FSM (N = 741)	82.6%	17.4%	54.5%	45.5%
Boys: Non-FSM (N = 4,118)	84.1%	15.9%	57.9%	42.1%
Girls: Non-FSM (N = 4,102)	86.7%	13.3%	62.0%	38.0%
Boys: White (N = 4,109)	83.9%	16.1%	56.7%	43.3%
Girls: White (N = 3,982)	86.0%	14.0%	61.0%	39.0%
Boys: Mixed (N = 263)	84.7%	15.3%	52.6%	47.4%
Girls: Mixed (N = 263)	87.2%	12.8%	57.6%	42.4%
Boys: Asian (N = 440)	78.8%	21.2%	56.8%	43.2%
Girls: Asian (N = 397)	82.2%	17.8%	57.6%	42.4%
Boys: Black (N = 147)	73.5%	26.5%	65.4%	34.6%
Girls: Black (N = 121)	80.6%	19.4%	58.2%	41.8%
FSM Boys: White (N = 535)	78.8%	21.2%	49.7%	50.3%
FSM Boys: Mixed (N = 53)	85.6%	14.4%	49.0%	51.0%
FSM Boys: Asian (N = 72)	76.4%	23.6%	48.1%	51.9%
FSM Boys: Black (N = 26)	77.0%	23.0%	75.0%	25.0%

	Own book		Own desk	
	Yes	**No**	**Yes**	**No**
All (N = 10,946)	**84.6%**	**15.4%**	**57.2%**	**42.8%**
FSM Girls: White (N = 515)	83.5%	16.5%	55.1%	44.9%
FSM Girls: Mixed (N = 44)	85.2%	14.8%	55.9%	44.1%
FSM Girls: Asian (N = 73)	80.0%	20.0%	49.4%	50.6%
FSM Girls: Black (N = 21)	68.9%	31.1%	62.2%	37.8%
Non-FSM Boys: White (N = 3,112)	85.0%	15.0%	58.2%	41.8%
Non-FSM Boys: Mixed (N = 182)	83.6%	16.4%	49.3%	50.7%
Non-FSM Boys: Asian (N = 328)	78.3%	21.7%	58.6%	41.4%
Non-FSM Boys: Black (N = 94)	73.7%	26.3%	66.3%	33.8%
Non-FSM Girls: White (N = 3,112)	86.6%	13.4%	62.3%	37.7%
Non-FSM Girls: Mixed (N = 183)	88.8%	11.2%	59.7%	40.3%
Non-FSM Girls: Asian (N = 277)	85.6%	14.4%	61.1%	38.9%
Non-FSM Girls: Black (N = 81)	86.3%	13.8%	60.3%	39.7%

Number of children's books at home

Table 14: Estimated number of children/young adult books at home in 2013 by children aged 8 to 11 and broken down by demographic background

How many children/teen/young adult books do you have at home?	None	1-10	11-50	51-100	101-250	250-500	More than 500
All (N = 10,946)	3.9%	22.0%	35.1%	20.5%	9.0%	4.7%	4.7%
Boys (N = 5,563)	5.0%	23.3%	33.6%	19.5%	9.0%	4.5%	5.0%
Girls (N = 5,381)	2.7%	20.7%	36.5%	21.7%	9.1%	4.9%	4.4%
FSM (N = 1,550)	6.9%	30.4%	33.6%	14.5%	4.8%	3.2%	6.7%
Non-FSM (N = 8,250)	2.9%	19.9%	36.0%	22.2%	9.9%	5.2%	4.0%
White (N = 8,114)	3.4%	20.0%	34.9%	22.0%	10.1%	5.2%	4.5%
Mixed (N = 530)	4.2%	18.8%	40.4%	16.7%	7.9%	5.7%	6.3%
Asian (N = 845)	6.1%	35.4%	35.0%	12.2%	5.0%	2.7%	3.6%
Black (N = 270)	5.0%	29.3%	30.9%	18.5%	6.6%	3.9%	5.8%
Boys: FSM (N = 802)	8.2%	31.9%	31.5%	13.7%	4.7%	3.0%	7.0%
Girls: FSM (N = 741)	5.5%	28.8%	35.8%	15.2%	4.9%	3.5%	6.3%
Boys: Non-FSM (N = 4,118)	3.8%	20.8%	35.1%	21.2%	10.0%	5.0%	4.2%
Girls: Non-FSM (N = 4,102)	2.0%	18.9%	36.8%	23.4%	9.8%	5.4%	3.7%
Boys: White (N = 4,109)	4.5%	21.7%	32.9%	21.0%	10.0%	5.1%	5.0%
Girls: White (N = 3,982)	2.2%	18.2%	37.0%	23.1%	10.2%	5.3%	4.1%
Boys: Mixed (N = 263)	5.8%	21.4%	39.7%	12.8%	8.6%	5.4%	6.2%
Girls: Mixed (N = 263)	2.7%	16.5%	41.0%	20.7%	6.5%	6.1%	6.5%
Boys: Asian (N = 440)	6.7%	34.0%	37.0%	11.9%	5.1%	1.6%	3.7%
Girls: Asian (N = 397)	5.4%	37.2%	32.0%	12.9%	4.9%	3.9%	3.6%
Boys: Black (N = 147)	4.2%	35.9%	28.2%	16.2%	8.5%	2.1%	4.9%
Girls: Black (N = 121)	6.1%	20.9%	33.9%	21.7%	4.3%	6.1%	7.0%
FSM Boys: White (N = 535)	8.4%	30.7%	27.8%	16.5%	5.4%	3.5%	7.7%
FSM Boys: Mixed (N = 53)	3.8%	34.0%	35.8%	13.2%	5.7%	0.0%	7.5%
FSM Boys: Asian (N = 72)	7.0%	29.6%	52.1%	2.8%	1.4%	2.8%	4.2%
FSM Boys: Black (N = 26)	8.3%	29.2%	29.2%	12.5%	0.0%	8.3%	12.5%

How many children/teen/young adult books do you have at home?							
	None	*1-10*	*11-50*	*51-100*	*101-250*	*250-500*	*More than 500*
All (N = 10,946)	**3.9%**	**22.0%**	**35.1%**	**20.5%**	**9.0%**	**4.7%**	**4.7%**
FSM Girls: White (N = 515)	4.5%	27.1%	37.5%	16.0%	5.5%	3.6%	5.7%
FSM Girls: Mixed (N = 44)	0.0%	18.2%	47.7%	15.9%	4.5%	4.5%	9.1%
FSM Girls: Asian (N = 73)	5.6%	45.1%	22.5%	14.1%	4.2%	0.0%	8.5%
FSM Girls: Black (N = 21)	5.3%	15.8%	36.8%	26.3%	5.3%	5.3%	5.3%
Non-FSM Boys: White (N = 3,112)	3.4%	18.7%	34.5%	22.5%	11.0%	5.6%	4.3%
Non-FSM Boys: Mixed (N = 182)	5.7%	17.0%	43.8%	13.6%	9.1%	7.4%	3.4%
Non-FSM Boys: Asian (N = 328)	5.9%	35.9%	34.4%	13.4%	5.0%	1.6%	3.8%
Non-FSM Boys: Black (N = 94)	1.1%	36.6%	31.2%	18.3%	9.7%	0.0%	3.2%
Non-FSM Girls: White (N = 3,112)	1.8%	16.4%	36.6%	24.7%	11.1%	5.6%	3.7%
Non-FSM Girls: Mixed (N = 183)	2.7%	15.4%	41.2%	22.5%	7.7%	7.7%	2.7%
Non-FSM Girls: Asian (N = 277)	4.8%	34.9%	36.4%	12.1%	5.1%	5.1%	1.5%
Non-FSM Girls: Black (N = 81)	3.8%	19.0%	38.0%	24.1%	2.5%	7.6%	5.1%

How many books children read in a month

(overleaf)

Table 15: Number of books read in the last month in 2013 by children aged 8 to 11 and broken down by demographic background

	None	1	2	3	4	5	6	7	8	9	10	11+
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 10,946)	4.0%	12.3%	16.3%	14.2%	11.3%	10.0%	5.7%	3.5%	3.2%	2.2%	2.4%	15.0%
Boys (N = 5,563)	5.3%	14.6%	16.1%	13.9%	11.7%	9.8%	5.7%	3.2%	3.2%	1.9%	2.2%	12.4%
Girls (N = 5,381)	2.7%	10.0%	16.6%	14.4%	10.8%	10.1%	5.6%	3.8%	3.2%	2.4%	2.6%	17.8%
FSM (N = 1,550)	4.5%	10.8%	12.3%	12.2%	11.1%	11.3%	5.1%	4.6%	3.8%	2.3%	4.0%	18.0%
Non-FSM (N = 8,250)	3.8%	12.9%	17.4%	14.8%	11.8%	9.7%	5.4%	3.3%	3.1%	2.1%	2.0%	13.6%
White (N = 8,114)	3.9%	13.0%	17.2%	14.7%	11.3%	9.7%	5.7%	3.5%	2.8%	2.0%	2.2%	14.1%
Mixed (N = 530)	3.3%	8.8%	16.7%	14.0%	8.4%	11.3%	4.4%	3.3%	5.7%	2.5%	3.6%	18.0%
Asian (N = 845)	1.7%	5.3%	13.0%	11.3%	13.1%	11.5%	6.5%	3.5%	5.0%	4.0%	3.8%	21.4%
Black (N = 270)	6.4%	8.6%	7.1%	15.0%	8.2%	13.5%	9.0%	4.5%	3.0%	1.5%	4.1%	19.1%
Boys: FSM (N = 802)	5.2%	13.4%	11.9%	12.1%	11.0%	10.9%	5.2%	5.1%	4.9%	1.9%	3.5%	14.9%
Girls: FSM (N = 741)	3.9%	8.1%	12.8%	12.4%	11.3%	11.4%	4.9%	4.2%	2.6%	2.6%	4.6%	21.4%
Boys: Non-FSM (N = 4,118))	5.2%	15.1%	17.5%	14.7%	12.3%	9.4%	5.5%	3.0%	3.0%	1.9%	1.7%	10.7%
Girls: Non-FSM (N = 4,102)	2.4%	10.8%	17.4%	14.9%	11.1%	10.0%	5.4%	3.6%	3.2%	2.3%	2.3%	16.4%
Boys: White(N = 4,109)	5.3%	15.2%	17.2%	14.2%	11.6%	9.2%	5.7%	3.2%	2.7%	1.9%	1.9%	12.0%
Girls: White (N = 3,982)	2.4%	10.8%	17.3%	15.1%	10.9%	10.1%	5.6%	3.8%	3.0%	2.1%	2.4%	16.3%
Boys: Mixed (N = 263)	4.6%	12.7%	18.9%	13.5%	8.5%	10.0%	4.6%	1.2%	6.9%	1.9%	3.5%	13.5%
Girls: Mixed (N = 263)	1.9%	5.0%	14.7%	14.7%	8.5%	12.4%	4.2%	5.4%	4.6%	3.1%	3.1%	22.4%
Boys: Asian (N = 440)	2.6%	6.7%	11.6%	11.1%	16.0%	13.2%	5.3%	3.2%	5.3%	3.2%	3.2%	18.3%
Girls: Asian (N = 397)	0.8%	3.8%	14.7%	11.7%	9.1%	9.4%	7.9%	3.8%	4.8%	4.8%	4.6%	24.6%
Boys: Black (N = 147)	5.5%	6.8%	4.8%	19.9%	6.8%	15.1%	12.3%	4.8%	3.4%	1.4%	5.5%	13.7%
Girls: Black (N = 121)	7.6%	10.9%	10.1%	9.2%	9.2%	11.8%	4.2%	4.2%	2.5%	1.7%	2.5%	26.1%

	None	1	2	3	4	5	6	7	8	9	10	11+
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 10,946)	**4.0%**	**12.3%**	**16.3%**	**14.2%**	**11.3%**	**10.0%**	**5.7%**	**3.5%**	**3.2%**	**2.2%**	**2.4%**	**15.0%**
FSM Boys: White (N = 535)	5.2%	13.2%	13.7%	12.4%	10.1%	8.6%	5.0%	5.7%	5.0%	2.5%	2.5%	16.2%
FSM Boys: Mixed (N = 53)	5.7%	11.3%	5.7%	9.4%	20.8%	17.0%	3.8%	0.0%	5.7%	0.0%	3.8%	17.0%
FSM Boys: Asian (N = 72)	2.8%	12.5%	4.2%	11.1%	8.3%	23.6%	8.3%	5.6%	4.2%	1.4%	9.7%	8.3%
FSM Boys: Black (N = 26)	3.8%	7.7%	0.0%	11.5%	7.7%	15.4%	7.7%	0.0%	7.7%	0.0%	11.5%	26.9%
FSM Girls: White (N = 515)	3.9%	8.7%	11.6%	12.6%	11.2%	12.4%	4.9%	4.1%	2.4%	2.6%	5.1%	20.3%
FSM Girls: Mixed (N = 44)	0.0%	4.8%	19.0%	4.8%	16.7%	16.7%	0.0%	7.1%	2.4%	2.4%	4.8%	21.4%
FSM Girls: Asian (N = 73)	4.2%	1.4%	18.1%	11.1%	16.7%	2.8%	6.9%	2.8%	5.6%	2.8%	2.8%	25.0%
FSM Girls: Black (N = 21)	0.0%	23.8%	4.8%	9.5%	0.0%	4.8%	9.5%	4.8%	4.8%	4.8%	0.0%	33.3%
Non-FSM Boys: White (N = 3,112)	5.4%	15.5%	18.5%	15.1%	12.3%	9.1%	5.4%	2.9%	2.4%	1.7%	1.4%	10.3%
Non-FSM Boys: Mixed (N = 182)	3.4%	14.0%	25.1%	14.5%	5.6%	6.7%	3.9%	1.7%	7.8%	2.2%	3.4%	11.7%
Non-FSM Boys: Asian (N = 328)	2.8%	6.3%	12.9%	11.9%	18.2%	10.7%	4.7%	2.8%	6.3%	4.1%	2.2%	17.2%
Non-FSM Boys: Black (N = 94)	4.3%	8.6%	5.4%	24.7%	4.3%	15.1%	12.9%	7.5%	3.2%	2.2%	2.2%	9.7%
Non-FSM Girls: White (N = 3,112)	2.3%	11.4%	18.2%	15.5%	11.3%	9.8%	5.7%	3.6%	3.0%	2.1%	2.0%	15.2%
Non-FSM Girls: Mixed (N = 183)	1.1%	5.5%	14.4%	18.2%	7.7%	11.6%	6.1%	3.9%	6.1%	2.2%	3.3%	19.9%
Non-FSM Girls: Asian (N = 277)	0.0%	4.7%	14.9%	12.0%	6.9%	12.0%	5.4%	4.7%	4.7%	5.8%	5.1%	23.9%
Non-FSM Girls: Black (N = 81)	4.9%	8.6%	7.4%	8.6%	13.6%	14.8%	3.7%	4.9%	2.5%	1.2%	3.7%	25.9%

Children's reading opportunities

Table 16: Children aged 8 to 11 receiving a book as a present, visiting a library and visiting a bookshop in 2013 and broken down by demographic background

	I have been given a book as a present			I have been to a library			I have been to a bookshop		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
All (N = 10,946)	**87.0%**	**8.7%**	**4.3%**	**92.7%**	**5.1%**	**2.2%**	**81.6%**	**12.1%**	**6.3%**
Boys (N = 5,563)	84.4%	10.9%	4.7%	91.3%	6.2%	2.5%	79.0%	14.5%	6.5%
Girls (N = 5,381)	89.6%	6.5%	3.9%	94.2%	4.0%	1.9%	84.1%	9.7%	6.2%
FSM (N = 1,550)	80.7%	13.7%	5.7%	88.0%	8.7%	3.3%	76.4%	16.2%	7.5%
Non-FSM (N = 8,250)	88.7%	7.7%	3.7%	94.0%	4.4%	1.6%	82.9%	11.3%	5.8%
White (N = 8,114)	89.3%	7.0%	3.7%	92.8%	5.1%	2.1%	82.8%	11.3%	5.9%
Mixed (N = 530)	87.6%	9.0%	3.3%	91.1%	5.5%	3.4%	79.6%	14.4%	6.0%
Asian (N = 845)	71.3%	20.2%	8.6%	95.2%	3.4%	1.3%	79.4%	14.2%	6.3%
Black (N = 270)	78.3%	14.6%	7.1%	91.4%	5.5%	3.1%	76.9%	15.8%	7.3%
Boys: FSM (N = 802)	78.0%	16.1%	5.9%	86.2%	9.7%	4.1%	73.3%	19.1%	7.6%
Girls: FSM (N = 741)	83.4%	11.1%	5.5%	89.8%	7.6%	2.5%	79.3%	13.3%	7.4%
Boys: Non-FSM (N = 4,118)	86.2%	9.8%	3.9%	92.4%	5.8%	1.8%	80.5%	13.7%	5.9%
Girls: Non-FSM (N = 4,102)	91.1%	5.5%	3.4%	95.6%	3.0%	1.4%	85.2%	9.0%	5.8%
Boys: White (N = 4,109)	87.1%	8.6%	4.3%	91.4%	6.1%	2.5%	80.1%	13.8%	6.1%
Girls: White (N = 3,982)	91.5%	5.3%	3.2%	94.2%	3.9%	1.8%	85.6%	8.7%	5.7%
Boys: Mixed (N = 263)	84.1%	12.3%	3.6%	88.0%	9.2%	2.8%	78.0%	17.1%	4.9%
Girls: Mixed (N = 263)	90.9%	5.9%	3.1%	94.0%	2.0%	4.0%	80.8%	12.0%	7.2%
Boys: Asian (N = 440)	67.3%	24.8%	7.9%	94.1%	3.8%	2.1%	80.9%	12.6%	6.4%
Girls: Asian (N = 397)	75.2%	15.3%	9.5%	96.4%	3.1%	0.5%	77.4%	16.3%	6.3%
Boys: Black (N = 147)	75.9%	18.8%	5.3%	89.5%	6.8%	3.8%	69.5%	20.3%	10.2%
Girls: Black (N = 121)	81.4%	9.3%	9.3%	94.2%	3.3%	2.5%	84.6%	11.1%	4.3%
FSM Boys: White (N = 535)	80.9%	14.6%	4.5%	85.3%	10.5%	4.2%	74.8%	18.5%	6.7%
FSM Boys: Mixed (N = 53)	78.4%	15.7%	5.9%	86.7%	11.1%	2.2%	72.3%	19.1%	8.5%
FSM Boys: Asian (N = 72)	67.2%	24.6%	8.2%	87.5%	4.7%	7.8%	79.4%	12.7%	7.9%
FSM Boys: Black (N = 26)	86.4%	9.1%	4.5%	100.0%	0.0%	0.0%	87.0%	8.7%	4.3%

	I have been given a book as a present			I have been to a library			I have been to a bookshop		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
All (N = 10,946)	**87.0%**	**8.7%**	**4.3%**	**92.7%**	**5.1%**	**2.2%**	**81.6%**	**12.1%**	**6.3%**
FSM Girls: White (N = 515)	87.5%	8.1%	4.3%	88.4%	8.4%	3.2%	80.6%	11.9%	7.5%
FSM Girls: Mixed (N = 44)	83.3%	11.9%	4.8%	97.7%	0.0%	2.3%	76.2%	16.7%	7.1%
FSM Girls: Asian (N = 73)	64.7%	17.6%	17.6%	94.5%	5.5%	0.0%	81.8%	12.1%	6.1%
FSM Girls: Black (N = 21)	66.7%	23.8%	9.5%	90.5%	4.8%	4.8%	85.7%	14.3%	0.0%
Non-FSM Boys: White (N = 3,112)	88.8%	7.7%	3.6%	92.6%	5.6%	1.8%	81.2%	13.3%	5.6%
Non-FSM Boys: Mixed (N = 182)	85.1%	12.0%	2.9%	88.8%	10.1%	1.1%	78.5%	17.4%	4.1%
Non-FSM Boys: Asian (N = 328)	67.2%	25.0%	7.8%	95.7%	3.4%	0.9%	80.4%	13.2%	6.4%
Non-FSM Boys: Black (N = 94)	76.4%	20.2%	3.4%	88.1%	8.3%	3.6%	67.5%	21.7%	10.8%
Non-FSM Girls: White (N = 3,112)	92.3%	4.8%	2.9%	95.7%	2.8%	1.4%	86.4%	8.2%	5.4%
Non-FSM Girls: Mixed (N = 183)	90.9%	5.7%	3.4%	97.1%	1.7%	1.2%	82.7%	9.8%	7.5%
Non-FSM Girls: Asian (N = 277)	78.7%	14.5%	6.8%	96.2%	3.0%	0.8%	75.7%	19.1%	5.2%
Non-FSM Girls: Black (N = 81)	92.4%	2.5%	5.1%	97.5%	1.2%	1.2%	92.3%	5.1%	2.6%

Children's attitudes towards reading

Table 17.1: Attitudes towards reading in 2013 by children aged 8 to 11 and broken down by demographic background – The more I read, the better I become

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**88.7%**	**5.0%**	**3.6%**	**2.7%**
Boys (N = 5,563)	87.7%	5.4%	4.0%	3.0%
Girls (N = 5,381)	89.7%	4.6%	3.3%	2.4%
FSM (N = 1,550)	87.4%	5.2%	4.2%	3.1%
Non-FSM (N = 8,250)	89.5%	4.9%	3.3%	2.2%
White (N = 8,114)	88.8%	5.2%	3.4%	2.6%
Mixed (N = 530)	88.3%	4.1%	4.9%	2.7%
Asian (N = 845)	90.6%	3.0%	4.5%	1.9%
Black (N = 270)	89.3%	4.2%	3.8%	2.7%
Boys: FSM (N = 802)	85.5%	5.9%	5.4%	3.2%
Girls: FSM (N = 741)	89.4%	4.4%	3.1%	3.1%
Boys: Non-FSM (N = 4,118)	88.5%	5.3%	3.7%	2.4%
Girls: Non-FSM (N = 4,102)	90.6%	4.5%	2.9%	2.1%
Boys: White(N = 4,109)	88.2%	5.5%	3.5%	2.8%
Girls: White (N = 3,982)	89.5%	5.0%	3.2%	2.3%
Boys: Mixed (N = 263)	87.1%	5.1%	5.5%	2.4%
Girls: Mixed (N = 263)	89.3%	3.2%	4.3%	3.2%
Boys: Asian (N = 440)	88.2%	3.4%	6.3%	2.2%
Girls: Asian (N = 397)	93.0%	2.7%	2.7%	1.6%
Boys: Black (N = 147)	88.0%	4.2%	4.2%	3.5%
Girls: Black (N = 121)	90.7%	4.2%	3.4%	1.7%
FSM Boys: White (N = 535)	86.3%	6.0%	4.6%	3.0%
FSM Boys: Mixed (N = 53)	92.2%	0.0%	3.9%	3.9%
FSM Boys: Asian (N = 72)	85.5%	5.8%	8.7%	0.0%
FSM Boys: Black (N = 26)	84.6%	3.8%	3.8%	7.7%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**88.7%**	**5.0%**	**3.6%**	**2.7%**
FSM Girls: White (N = 515)	89.1%	4.8%	2.8%	3.4%
FSM Girls: Mixed (N = 44)	88.4%	4.7%	0.0%	7.0%
FSM Girls: Asian (N = 73)	87.1%	5.7%	4.3%	2.9%
FSM Girls: Black (N = 21)	100.0%	0.0%	0.0%	0.0%
Non-FSM Boys: White (N = 3,112)	88.7%	5.5%	3.4%	2.3%
Non-FSM Boys: Mixed (N = 182)	88.1%	6.8%	4.5%	0.6%
Non-FSM Boys: Asian (N = 328)	88.8%	3.2%	5.8%	2.2%
Non-FSM Boys: Black (N = 94)	88.8%	4.5%	3.4%	3.4%
Non-FSM Girls: White (N = 3,112)	89.9%	4.9%	3.1%	2.1%
Non-FSM Girls: Mixed (N = 183)	92.0%	2.3%	2.8%	2.8%
Non-FSM Girls: Asian (N = 277)	96.5%	1.5%	1.5%	0.4%
Non-FSM Girls: Black (N = 81)	96.2%	1.3%	2.5%	0.0%

Table 17.2: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – I prefer watching TV to reading

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**46.7%**	**25.5%**	**20.7%**	**7.0%**
Boys (N = 5,563)	55.4%	22.7%	16.0%	5.8%
Girls (N = 5,381)	37.7%	28.5%	25.6%	8.3%
FSM (N = 1,550)	46.2%	22.6%	23.4%	7.8%
Non-FSM (N = 8,250)	47.0%	26.4%	20.0%	6.6%
White (N = 8,114)	46.1%	26.5%	20.5%	6.9%
Mixed (N = 530)	48.2%	24.5%	23.9%	3.5%
Asian (N = 845)	43.0%	23.7%	25.6%	7.7%
Black (N = 270)	53.5%	20.0%	20.0%	6.5%
Boys: FSM (N = 802)	55.0%	20.8%	18.0%	6.2%
Girls: FSM (N = 741)	37.2%	24.6%	28.8%	9.4%
Boys: Non-FSM (N = 4,118)	56.4%	23.1%	15.2%	5.3%
Girls: Non-FSM (N = 4,102)	37.5%	29.8%	24.8%	7.8%
Boys: White (N = 4,109)	54.7%	23.5%	16.4%	5.4%
Girls: White (N = 3,982)	37.1%	29.8%	24.7%	8.4%
Boys: Mixed (N = 263)	62.3%	18.3%	16.3%	3.1%
Girls: Mixed (N = 263)	34.1%	30.2%	31.8%	3.9%
Boys: Asian (N = 440)	48.8%	23.8%	19.1%	8.4%
Girls: Asian (N = 397)	36.1%	24.1%	32.6%	7.2%
Boys: Black (N = 147)	59.0%	20.9%	14.4%	5.8%
Girls: Black (N = 121)	47.1%	19.3%	26.9%	6.7%
FSM Boys: White (N = 535)	56.1%	21.2%	18.0%	4.8%
FSM Boys: Mixed (N = 53)	62.7%	11.8%	15.7%	9.8%
FSM Boys: Asian (N = 72)	46.9%	21.9%	23.4%	7.8%
FSM Boys: Black (N = 26)	34.6%	38.5%	19.2%	7.7%
FSM Girls: White (N = 515)	37.8%	23.7%	27.8%	10.7%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	46.7%	25.5%	20.7%	7.0%
FSM Girls: Mixed (N = 44)	34.9%	27.9%	30.2%	7.0%
FSM Girls: Asian (N = 73)	32.4%	32.4%	28.2%	7.0%
FSM Girls: Black (N = 21)	57.1%	19.0%	23.8%	0.0%
Non-FSM Boys: White (N = 3,112)	55.5%	23.7%	15.7%	5.1%
Non-FSM Boys: Mixed (N = 182)	65.4%	19.0%	14.5%	1.1%
Non-FSM Boys: Asian (N = 328)	49.8%	25.1%	17.3%	7.8%
Non-FSM Boys: Black (N = 94)	66.7%	18.4%	10.3%	4.6%
Non-FSM Girls: White (N = 3,112)	36.7%	31.1%	24.3%	7.9%
Non-FSM Girls: Mixed (N = 183)	34.7%	34.1%	27.8%	3.4%
Non-FSM Girls: Asian (N = 277)	37.9%	23.4%	32.2%	6.5%
Non-FSM Girls: Black (N = 81)	46.3%	21.3%	26.3%	6.3%

Table 17.3: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – If I am a good reader it means that I'll get a better job when I grow up

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**65.0%**	**17.3%**	**9.5%**	**8.1%**
Boys (N = 5,563)	67.2%	16.5%	9.5%	6.8%
Girls (N = 5,381)	62.9%	18.3%	9.4%	9.4%
FSM (N = 1,550)	70.2%	13.4%	8.9%	7.5%
Non-FSM (N = 8,250)	64.4%	18.4%	9.6%	7.6%
White (N = 8,114)	64.0%	18.6%	9.4%	8.0%
Mixed (N = 530)	66.0%	17.0%	10.6%	6.4%
Asian (N = 845)	73.8%	11.6%	6.1%	8.6%
Black (N = 270)	70.8%	11.9%	9.6%	7.7%
Boys: FSM (N = 802)	69.5%	14.5%	10.0%	6.0%
Girls: FSM (N = 741)	70.6%	12.4%	7.9%	9.1%
Boys: Non-FSM (N = 4,118)	66.6%	17.4%	9.7%	6.3%
Girls: Non-FSM (N = 4,102)	62.2%	19.3%	9.6%	8.9%
Boys: White(N = 4,109)	66.2%	17.9%	9.5%	6.5%
Girls: White (N = 3,982)	61.8%	19.3%	9.4%	9.6%
Boys: Mixed (N = 263)	63.0%	19.5%	11.7%	5.8%
Girls: Mixed (N = 263)	68.8%	14.5%	9.8%	7.0%
Boys: Asian (N = 440)	76.4%	9.1%	5.3%	9.3%
Girls: Asian (N = 397)	71.1%	14.5%	7.1%	7.4%
Boys: Black (N = 147)	71.6%	11.3%	7.8%	9.2%
Girls: Black (N = 121)	70.9%	12.8%	11.1%	5.1%
FSM Boys: White (N = 535)	68.3%	16.9%	9.4%	5.4%
FSM Boys: Mixed (N = 53)	69.2%	7.7%	17.3%	5.8%
FSM Boys: Asian (N = 72)	83.3%	6.1%	1.5%	9.1%
FSM Boys: Black (N = 26)	80.0%	12.0%	0.0%	8.0%
FSM Girls: White (N = 515)	68.8%	12.2%	8.0%	11.0%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**65.0%**	**17.3%**	**9.5%**	**8.1%**
FSM Girls: Mixed (N = 44)	76.9%	10.3%	7.7%	5.1%
FSM Girls: Asian (N = 73)	74.0%	15.1%	5.5%	5.5%
FSM Girls: Black (N = 21)	81.0%	4.8%	9.5%	4.8%
Non-FSM Boys: White (N = 3,112)	65.8%	18.4%	9.9%	5.9%
Non-FSM Boys: Mixed (N = 182)	63.3%	23.2%	9.0%	4.5%
Non-FSM Boys: Asian (N = 328)	74.7%	10.4%	6.3%	8.5%
Non-FSM Boys: Black (N = 94)	66.3%	13.5%	10.1%	10.1%
Non-FSM Girls: White (N = 3,112)	61.0%	20.5%	9.3%	9.2%
Non-FSM Girls: Mixed (N = 183)	69.1%	14.9%	9.9%	6.1%
Non-FSM Girls: Asian (N = 277)	71.4%	13.4%	8.8%	6.5%
Non-FSM Girls: Black (N = 81)	74.4%	12.8%	11.5%	1.3%

Table 17.4: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – My parents don't care whether I spend any time reading

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	27.3%	11.4%	53.2%	8.1%
Boys (N = 5,563)	28.9%	11.5%	51.2%	8.4%
Girls (N = 5,381)	25.5%	11.4%	55.3%	7.8%
FSM (N = 1,550)	37.9%	10.9%	43.6%	7.6%
Non-FSM (N = 8,250)	24.8%	11.6%	56.0%	7.5%
White (N = 8,114)	27.6%	12.0%	52.1%	8.3%
Mixed (N = 530)	20.0%	11.3%	58.9%	9.9%
Asian (N = 845)	26.5%	7.4%	59.6%	6.6%
Black (N = 270)	25.1%	6.6%	61.4%	6.9%
Boys: FSM (N = 802)	39.5%	12.1%	41.7%	6.7%
Girls: FSM (N = 741)	36.1%	9.9%	45.7%	8.3%
Boys: Non-FSM (N = 4,118)	26.1%	11.4%	54.7%	7.8%
Girls: Non-FSM (N = 4,102)	23.5%	11.8%	57.4%	7.3%
Boys: White(N = 4,109)	29.6%	12.0%	49.9%	8.6%
Girls: White (N = 3,982)	25.3%	12.1%	54.5%	8.0%
Boys: Mixed (N = 263)	22.4%	13.4%	51.6%	12.6%
Girls: Mixed (N = 263)	17.3%	9.3%	66.9%	6.5%
Boys: Asian (N = 440)	25.5%	6.9%	62.0%	5.6%
Girls: Asian (N = 397)	28.0%	8.0%	56.3%	7.7%
Boys: Black (N = 147)	27.1%	7.1%	60.0%	5.7%
Girls: Black (N = 121)	22.9%	5.9%	62.7%	8.5%
FSM Boys: White (N = 535)	41.8%	12.2%	40.5%	5.5%
FSM Boys: Mixed (N = 53)	25.5%	10.6%	55.3%	8.5%
FSM Boys: Asian (N = 72)	33.3%	9.1%	51.5%	6.1%
FSM Boys: Black (N = 26)	32.0%	8.0%	48.0%	12.0%
FSM Girls: White (N = 515)	37.8%	11.0%	41.6%	9.6%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**27.3%**	**11.4%**	**53.2%**	**8.1%**
FSM Girls: Mixed (N = 44)	26.2%	7.1%	59.5%	7.1%
FSM Girls: Asian (N = 73)	27.4%	4.1%	61.6%	6.8%
FSM Girls: Black (N = 21)	33.3%	9.5%	42.9%	14.3%
Non-FSM Boys: White (N = 3,112)	26.7%	12.1%	53.1%	8.1%
Non-FSM Boys: Mixed (N = 182)	22.2%	13.3%	52.8%	11.7%
Non-FSM Boys: Asian (N = 328)	22.7%	5.8%	67.0%	4.5%
Non-FSM Boys: Black (N = 94)	27.3%	5.7%	63.6%	3.4%
Non-FSM Girls: White (N = 3,112)	23.2%	12.3%	57.0%	7.5%
Non-FSM Girls: Mixed (N = 183)	15.0%	10.4%	69.9%	4.6%
Non-FSM Girls: Asian (N = 277)	27.2%	8.2%	56.8%	7.8%
Non-FSM Girls: Black (N = 81)	21.5%	6.3%	67.1%	5.1%

Table 17.5: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – Reading is cool

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	56.5%	21.5%	16.9%	5.1%
Boys (N = 5,563)	51.4%	23.2%	21.1%	4.4%
Girls (N = 5,381)	61.6%	19.8%	12.7%	5.9%
FSM (N = 1,550)	57.9%	17.9%	18.9%	5.3%
Non-FSM (N = 8,250)	55.6%	22.8%	16.8%	4.9%
White (N = 8,114)	55.6%	22.9%	16.8%	4.7%
Mixed (N = 530)	61.2%	17.9%	16.8%	4.1%
Asian (N = 845)	68.6%	15.0%	11.6%	4.8%
Black (N = 270)	57.8%	16.0%	16.7%	9.5%
Boys: FSM (N = 802)	51.0%	19.7%	25.9%	3.3%
Girls: FSM (N = 741)	64.7%	15.9%	12.1%	7.3%
Boys: Non-FSM (N = 4,118)	50.7%	24.3%	20.7%	4.2%
Girls: Non-FSM (N = 4,102)	60.4%	21.2%	12.9%	5.6%
Boys: White (N = 4,109)	50.7%	24.5%	21.0%	3.8%
Girls: White (N = 3,982)	60.6%	21.2%	12.6%	5.6%
Boys: Mixed (N = 263)	57.3%	20.2%	19.8%	2.8%
Girls: Mixed (N = 263)	64.8%	15.6%	14.1%	5.5%
Boys: Asian (N = 440)	66.8%	16.1%	11.3%	5.8%
Girls: Asian (N = 397)	70.1%	14.0%	12.2%	3.7%
Boys: Black (N = 147)	50.0%	15.5%	23.9%	10.6%
Girls: Black (N = 121)	66.7%	16.7%	8.3%	8.3%
FSM Boys: White (N = 535)	52.2%	19.3%	26.2%	2.2%
FSM Boys: Mixed (N = 53)	52.1%	22.9%	25.0%	0.0%
FSM Boys: Asian (N = 72)	66.7%	11.6%	18.8%	2.9%
FSM Boys: Black (N = 26)	57.7%	3.8%	23.1%	15.4%
FSM Girls: White (N = 515)	63.7%	16.2%	12.2%	7.9%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**56.5%**	**21.5%**	**16.9%**	**5.1%**
FSM Girls: Mixed (N = 44)	67.4%	14.0%	9.3%	9.3%
FSM Girls: Asian (N = 73)	68.6%	14.3%	14.3%	2.9%
FSM Girls: Black (N = 21)	70.0%	25.0%	5.0%	0.0%
Non-FSM Boys: White (N = 3,112)	49.7%	25.7%	21.0%	3.5%
Non-FSM Boys: Mixed (N = 182)	57.1%	22.0%	17.5%	3.4%
Non-FSM Boys: Asian (N = 328)	66.5%	16.8%	9.8%	7.0%
Non-FSM Boys: Black (N = 94)	49.4%	19.1%	20.2%	11.2%
Non-FSM Girls: White (N = 3,112)	59.5%	22.7%	12.6%	5.1%
Non-FSM Girls: Mixed (N = 183)	58.8%	19.2%	16.9%	5.1%
Non-FSM Girls: Asian (N = 277)	71.5%	11.8%	12.9%	3.8%
Non-FSM Girls: Black (N = 81)	70.4%	14.8%	4.9%	9.9%

Table 17.6: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – I don't read as well as other pupils in my class

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**32.7%**	**18.0%**	**37.6%**	**11.7%**
Boys (N = 5,563)	36.2%	18.6%	35.2%	10.0%
Girls (N = 5,381)	29.1%	17.6%	39.9%	13.4%
FSM (N = 1,550)	36.5%	16.6%	33.9%	13.0%
Non-FSM (N = 8,250)	31.5%	18.6%	38.8%	11.1%
White (N = 8,114)	32.8%	18.4%	37.2%	11.5%
Mixed (N = 530)	28.2%	18.8%	42.2%	10.8%
Asian (N = 845)	27.0%	16.6%	42.5%	13.9%
Black (N = 270)	26.2%	15.4%	45.8%	12.7%
Boys: FSM (N = 802)	39.9%	18.0%	31.0%	11.1%
Girls: FSM (N = 741)	33.1%	15.4%	36.8%	14.7%
Boys: Non-FSM (N = 4,118)	34.9%	19.2%	36.5%	9.3%
Girls: Non-FSM (N = 4,102)	27.9%	18.2%	40.8%	13.1%
Boys: White (N = 4,109)	36.4%	18.9%	34.9%	9.8%
Girls: White (N = 3,982)	29.1%	18.1%	39.5%	13.3%
Boys: Mixed (N = 263)	32.0%	20.1%	40.5%	7.3%
Girls: Mixed (N = 263)	24.8%	17.7%	42.9%	14.6%
Boys: Asian (N = 440)	30.6%	17.5%	39.3%	12.5%
Girls: Asian (N = 397)	22.7%	16.0%	45.6%	15.7%
Boys: Black (N = 147)	28.1%	14.4%	46.8%	10.8%
Girls: Black (N = 121)	23.5%	16.8%	44.5%	15.1%
FSM Boys: White (N = 535)	41.8%	16.8%	31.3%	10.1%
FSM Boys: Mixed (N = 53)	38.0%	12.0%	38.0%	12.0%
FSM Boys: Asian (N = 72)	34.3%	16.4%	34.3%	14.9%
FSM Boys: Black (N = 26)	26.9%	19.2%	42.3%	11.5%
FSM Girls: White (N = 515)	35.8%	16.6%	32.5%	15.2%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	32.7%	18.0%	37.6%	11.7%
FSM Girls: Mixed (N = 44)	14.3%	11.9%	54.8%	19.0%
FSM Girls: Asian (N = 73)	26.8%	11.3%	42.3%	19.7%
FSM Girls: Black (N = 21)	23.8%	23.8%	47.6%	4.8%
Non-FSM Boys: White (N = 3,112)	35.1%	19.5%	36.1%	9.4%
Non-FSM Boys: Mixed (N = 182)	31.5%	24.3%	39.8%	4.4%
Non-FSM Boys: Asian (N = 328)	29.3%	18.0%	41.3%	11.3%
Non-FSM Boys: Black (N = 94)	25.3%	13.8%	50.6%	10.3%
Non-FSM Girls: White (N = 3,112)	27.6%	18.5%	40.9%	12.9%
Non-FSM Girls: Mixed (N = 183)	26.7%	19.3%	39.8%	14.2%
Non-FSM Girls: Asian (N = 277)	20.1%	17.8%	47.5%	14.7%
Non-FSM Girls: Black (N = 81)	25.0%	15.0%	43.8%	16.3%

Table 17.7: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – I only read when I have to

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**22.7%**	**13.7%**	**60.0%**	**3.5%**
Boys (N = 5,563)	27.8%	15.0%	53.9%	3.3%
Girls (N = 5,381)	17.4%	12.5%	66.3%	3.8%
FSM (N = 1,550)	30.2%	12.3%	52.8%	4.7%
Non-FSM (N = 8,250)	20.5%	14.1%	62.4%	2.9%
White (N = 8,114)	21.8%	13.7%	61.5%	3.1%
Mixed (N = 530)	21.7%	15.3%	59.6%	3.3%
Asian (N = 845)	24.6%	13.4%	57.8%	4.2%
Black (N = 270)	25.7%	13.4%	57.5%	3.4%
Boys: FSM (N = 802)	37.7%	14.2%	44.9%	3.3%
Girls: FSM (N = 741)	22.2%	10.3%	61.2%	6.3%
Boys: Non-FSM (N = 4,118)	25.1%	15.3%	56.7%	2.8%
Girls: Non-FSM (N = 4,102)	15.8%	13.0%	68.2%	3.0%
Boys: White (N = 4,109)	27.1%	14.7%	55.3%	2.9%
Girls: White (N = 3,982)	16.2%	12.7%	67.9%	3.2%
Boys: Mixed (N = 263)	29.0%	15.3%	51.8%	3.9%
Girls: Mixed (N = 263)	14.5%	15.6%	67.2%	2.7%
Boys: Asian (N = 440)	26.6%	14.6%	55.0%	3.8%
Girls: Asian (N = 397)	22.3%	12.2%	60.7%	4.8%
Boys: Black (N = 147)	28.6%	17.1%	52.9%	1.4%
Girls: Black (N = 121)	21.8%	9.2%	63.9%	5.0%
FSM Boys: White (N = 535)	41.2%	11.3%	45.7%	1.8%
FSM Boys: Mixed (N = 53)	33.3%	23.5%	43.1%	0.0%
FSM Boys: Asian (N = 72)	34.3%	16.4%	49.3%	0.0%
FSM Boys: Black (N = 26)	23.1%	19.2%	50.0%	7.7%
FSM Girls: White (N = 515)	22.3%	10.5%	60.1%	7.1%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**22.7%**	**13.7%**	**60.0%**	**3.5%**
FSM Girls: Mixed (N = 44)	4.8%	14.3%	73.8%	7.1%
FSM Girls: Asian (N = 73)	29.6%	8.5%	56.3%	5.6%
FSM Girls: Black (N = 21)	28.6%	19.0%	52.4%	0.0%
Non-FSM Boys: White (N = 3,112)	24.4%	15.3%	57.7%	2.6%
Non-FSM Boys: Mixed (N = 182)	26.7%	14.8%	56.3%	2.3%
Non-FSM Boys: Asian (N = 328)	24.5%	13.4%	57.3%	4.8%
Non-FSM Boys: Black (N = 94)	28.7%	18.4%	52.9%	0.0%
Non-FSM Girls: White (N = 3,112)	14.8%	13.0%	69.8%	2.3%
Non-FSM Girls: Mixed (N = 183)	14.6%	15.7%	67.4%	2.2%
Non-FSM Girls: Asian (N = 277)	19.2%	13.4%	62.8%	4.6%
Non-FSM Girls: Black (N = 81)	17.5%	8.8%	70.0%	3.8%

Table 17.8: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – I cannot find things to read that interest me

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**25.6%**	**17.3%**	**51.2%**	**5.9%**
Boys (N = 5,563)	28.4%	17.2%	48.6%	5.8%
Girls (N = 5,381)	22.6%	17.4%	54.0%	6.0%
FSM (N = 1,550)	31.1%	16.8%	44.3%	7.8%
Non-FSM (N = 8,250)	24.4%	17.7%	52.8%	5.2%
White (N = 8,114)	24.8%	17.6%	52.0%	5.5%
Mixed (N = 530)	26.0%	15.6%	52.7%	5.7%
Asian (N = 845)	22.8%	15.8%	55.1%	6.4%
Black (N = 270)	24.0%	14.3%	54.7%	7.0%
Boys: FSM (N = 802)	34.4%	17.8%	41.9%	6.0%
Girls: FSM (N = 741)	27.9%	15.7%	47.2%	9.3%
Boys: Non-FSM (N = 4,118)	27.3%	17.6%	50.1%	5.1%
Girls: Non-FSM (N = 4,102)	21.3%	17.8%	55.7%	5.2%
Boys: White (N = 4,109)	28.0%	17.2%	49.7%	5.0%
Girls: White (N = 3,982)	21.6%	18.0%	54.5%	6.0%
Boys: Mixed (N = 263)	29.0%	14.9%	48.8%	7.3%
Girls: Mixed (N = 263)	23.1%	16.1%	56.5%	4.3%
Boys: Asian (N = 440)	24.2%	16.4%	51.8%	7.6%
Girls: Asian (N = 397)	21.0%	14.8%	59.6%	4.6%
Boys: Black (N = 147)	25.2%	18.0%	52.5%	4.3%
Girls: Black (N = 121)	22.0%	10.2%	57.6%	10.2%
FSM Boys: White (N = 535)	35.2%	18.5%	42.5%	3.8%
FSM Boys: Mixed (N = 53)	40.0%	18.0%	40.0%	2.0%
FSM Boys: Asian (N = 72)	18.2%	12.1%	56.1%	13.6%
FSM Boys: Black (N = 26)	34.6%	3.8%	50.0%	11.5%
FSM Girls: White (N = 515)	27.9%	17.3%	44.4%	10.4%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**25.6%**	**17.3%**	**51.2%**	**5.9%**
FSM Girls: Mixed (N = 44)	14.3%	21.4%	54.8%	9.5%
FSM Girls: Asian (N = 73)	22.2%	8.3%	59.7%	9.7%
FSM Girls: Black (N = 21)	38.1%	4.8%	52.4%	4.8%
Non-FSM Boys: White (N = 3,112)	26.8%	17.6%	50.8%	4.8%
Non-FSM Boys: Mixed (N = 182)	27.1%	15.9%	52.4%	4.7%
Non-FSM Boys: Asian (N = 328)	26.5%	17.5%	49.8%	6.1%
Non-FSM Boys: Black (N = 94)	22.1%	23.3%	53.5%	1.2%
Non-FSM Girls: White (N = 3,112)	20.4%	18.0%	56.3%	5.3%
Non-FSM Girls: Mixed (N = 183)	23.7%	14.7%	58.2%	3.4%
Non-FSM Girls: Asian (N = 277)	19.7%	15.7%	61.0%	3.5%
Non-FSM Girls: Black (N = 81)	19.0%	13.9%	59.5%	7.6%

Table 17.9: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – I would be embarrassed if my friends saw me read

	Overall agreement	*Neither agree nor disagree*	*Overall disagreement*	*Don't know*
All (N = 10,946)	**18.4%**	**11.3%**	**64.1%**	**6.1%**
Boys (N = 5,563)	20.0%	11.6%	62.1%	6.3%
Girls (N = 5,381)	16.8%	11.0%	66.3%	5.9%
FSM (N = 1,550)	25.3%	10.6%	58.1%	6.0%
Non-FSM (N = 8,250)	16.7%	11.8%	66.1%	5.5%
White (N = 8,114)	18.2%	11.4%	64.6%	5.8%
Mixed (N = 530)	17.4%	13.8%	62.5%	6.3%
Asian (N = 845)	16.5%	7.8%	71.0%	4.7%
Black (N = 270)	17.3%	10.8%	64.2%	7.7%
Boys: FSM (N = 802)	28.0%	11.2%	53.8%	7.0%
Girls: FSM (N = 741)	22.6%	9.9%	62.4%	5.0%
Boys: Non-FSM (N = 4,118)	17.8%	12.0%	64.7%	5.5%
Girls: Non-FSM (N = 4,102)	15.5%	11.6%	67.4%	5.5%
Boys: White (N = 4,109)	19.4%	11.8%	62.9%	5.9%
Girls: White (N = 3,982)	16.8%	11.0%	66.5%	5.7%
Boys: Mixed (N = 263)	18.6%	15.0%	59.3%	7.1%
Girls: Mixed (N = 263)	16.5%	12.9%	65.1%	5.6%
Boys: Asian (N = 440)	20.3%	7.1%	68.4%	4.2%
Girls: Asian (N = 397)	12.1%	8.6%	73.9%	5.4%
Boys: Black (N = 147)	21.6%	10.1%	60.4%	7.9%
Girls: Black (N = 121)	12.6%	11.8%	68.9%	6.7%
FSM Boys: White (N = 535)	28.9%	11.3%	53.8%	5.9%
FSM Boys: Mixed (N = 53)	33.3%	9.8%	54.9%	2.0%
FSM Boys: Asian (N = 72)	21.2%	9.1%	66.7%	3.0%
FSM Boys: Black (N = 26)	11.5%	7.7%	65.4%	15.4%
FSM Girls: White (N = 515)	24.0%	10.7%	60.4%	4.9%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**18.4%**	**11.3%**	**64.1%**	**6.1%**
FSM Girls: Mixed (N = 44)	21.4%	9.5%	61.9%	7.1%
FSM Girls: Asian (N = 73)	14.1%	8.5%	73.2%	4.2%
FSM Girls: Black (N = 21)	28.6%	14.3%	47.6%	9.5%
Non-FSM Boys: White (N = 3,112)	17.5%	11.9%	65.4%	5.3%
Non-FSM Boys: Mixed (N = 182)	16.6%	17.7%	60.0%	5.7%
Non-FSM Boys: Asian (N = 328)	20.6%	6.8%	68.4%	4.2%
Non-FSM Boys: Black (N = 94)	20.7%	12.6%	58.6%	8.0%
Non-FSM Girls: White (N = 3,112)	15.3%	11.6%	67.8%	5.3%
Non-FSM Girls: Mixed (N = 183)	14.6%	15.2%	64.3%	5.8%
Non-FSM Girls: Asian (N = 277)	12.1%	7.4%	75.4%	5.1%
Non-FSM Girls: Black (N = 81)	6.3%	11.3%	77.5%	5.0%

Table 17.10: Attitudes towards reading in 2013 for children aged 8 to 11 and broken down by demographic background – Reading is more for girls than boys

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**15.6%**	**16.3%**	**61.2%**	**6.8%**
Boys (N = 5,563)	16.8%	16.5%	60.0%	6.8%
Girls (N = 5,381)	14.5%	16.2%	62.4%	6.9%
FSM (N = 1,550)	21.6%	16.1%	55.0%	7.3%
Non-FSM (N = 8,250)	14.0%	16.8%	63.2%	6.1%
White (N = 8,114)	14.9%	16.6%	62.1%	6.4%
Mixed (N = 530)	13.2%	19.8%	61.9%	5.1%
Asian (N = 845)	18.1%	13.6%	60.6%	7.7%
Black (N = 270)	18.0%	11.4%	63.9%	6.7%
Boys: FSM (N = 802)	22.4%	16.0%	54.7%	6.9%
Girls: FSM (N = 741)	20.9%	16.3%	55.0%	7.9%
Boys: Non-FSM (N = 4,118)	15.2%	17.2%	61.6%	5.9%
Girls: Non-FSM (N = 4,102)	12.7%	16.4%	64.7%	6.3%
Boys: White (N = 4,109)	16.4%	16.3%	61.2%	6.1%
Girls: White (N = 3,982)	13.2%	17.0%	63.1%	6.7%
Boys: Mixed (N = 263)	16.1%	22.0%	56.7%	5.1%
Girls: Mixed (N = 263)	10.5%	18.0%	66.4%	5.1%
Boys: Asian (N = 440)	15.4%	15.6%	60.9%	8.1%
Girls: Asian (N = 397)	21.2%	11.7%	60.2%	6.9%
Boys: Black (N = 147)	16.2%	11.0%	65.4%	7.4%
Girls: Black (N = 121)	20.3%	11.9%	61.9%	5.9%
FSM Boys: White (N = 535)	22.8%	17.0%	54.1%	6.1%
FSM Boys: Mixed (N = 53)	17.6%	21.6%	54.9%	5.9%
FSM Boys: Asian (N = 72)	19.0%	9.5%	69.8%	1.6%
FSM Boys: Black (N = 26)	7.7%	3.8%	69.2%	19.2%
FSM Girls: White (N = 515)	20.6%	17.4%	52.7%	9.3%

	Overall agreement	Neither agree nor disagree	Overall disagreement	Don't know
All (N = 10,946)	**15.6%**	**16.3%**	**61.2%**	**6.8%**
FSM Girls: Mixed (N = 44)	9.5%	19.0%	71.4%	0.0%
FSM Girls: Asian (N = 73)	19.7%	15.5%	59.2%	5.6%
FSM Girls: Black (N = 21)	45.0%	20.0%	35.0%	0.0%
Non-FSM Boys: White (N = 3,112)	14.7%	16.5%	63.2%	5.6%
Non-FSM Boys: Mixed (N = 182)	15.3%	24.4%	56.8%	3.4%
Non-FSM Boys: Asian (N = 328)	14.8%	18.3%	59.2%	7.7%
Non-FSM Boys: Black (N = 94)	20.0%	14.1%	63.5%	2.4%
Non-FSM Girls: White (N = 3,112)	11.4%	17.1%	65.4%	6.1%
Non-FSM Girls: Mixed (N = 183)	8.4%	17.4%	67.4%	6.7%
Non-FSM Girls: Asian (N = 277)	21.2%	11.9%	60.4%	6.5%
Non-FSM Girls: Black (N = 81)	12.5%	11.3%	70.0%	6.3%