

## Forgotten Girls

### The reluctant girl readers

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The conversation around reluctant readers continues to focus on boys, with research, practice and policy exploring what could be done to (re)engage boys in reading (see National Literacy Trust, 2012; Department for Education, 2019; OECD, 2021). Girls who don't enjoy reading or who don't read in their free time are seldom the focus of interest, despite evidence indicating that this group is sizeable.

Indeed, a 2016 report based on data from more than 60,000 pupils in England and Wales found that 1 in 5 (20%) 12-year-old girls struggled with passage comprehension, but they might be going unnoticed as they may be more reticent to express their frustration with reading than boys (GL Assessment, 2016). More recently, an analysis of data from almost two decades of global student assessments concluded that while the 'reading gap' between boys and girls has been narrowing over time, this relates more to declining reading performance in girls than improving performance in boys (Borgonovi, 2020).

Data from our Annual Literacy Survey in 2021, in which 21,696 girls aged 8 to 18 from across the UK participated, indicates that more than 2 in 5 (44.1%<sup>1</sup>) of them don't enjoy reading. This translates to approximately two million girls in 2020/2021<sup>2</sup>. Furthermore, 1 in 10 (10.2%) girls<sup>3</sup> also said that they rarely or never read in their free time. Both of these groups could be

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<sup>1</sup> n = 9,563

<sup>2</sup> <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

indicates that there were 8.9 million primary and secondary pupils in the UK in 2020/2021, of whom 4,362,980 were girls

<sup>3</sup> n = 2,161

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described as being 'reluctant' readers and this report shows that they share similar motivational issues, which are amplified in the group of girls who don't read at all.

We also partnered with Renaissance, an assessment, teaching and learning provider<sup>4</sup>, to explore how girls' reading skill and reading habits interlink. To this end, Renaissance shared data from 286,240 girls, including information about reading engagement taken from their Accelerated Reader platform, and reading skill data from their Star Reading test. As schooling in the UK in 2020 was severely disrupted by the pandemic, we used data from 2018/2019 to provide us with this additional insight.

## Key findings

Based on 2021 data from 21,696 girls aged 8 to 18:

- More than **2 in 5** (44.0%) girls said that they don't enjoy reading.
- More girls in older age groups (aged 11 to 16) said they don't enjoy reading. 34.6% of 8- to 11-year-old girls said they don't enjoy reading, but this increases to 45.5% of 11- to 16-year-olds. In addition, more girls who receive free school meals (FSMs) said that they don't enjoy reading (48.3% vs. 43.3% of those who don't receive FSMs).
- However, the relationship between FSM uptake and not enjoying reading was stronger for younger age groups: there was a 10-percentage-point gap between girls who don't enjoy reading and who do and do not receive FSMs at ages 8 to 11 (42.2% vs. 31.9%). This almost disappeared for girls aged 16 to 18 (35.8% vs. 34.7%).
- More girls who live in Yorkshire and the Humber or the South East said that they don't enjoy reading compared with girls who live in the West Midlands or London.
- Almost half (47.2%) of girls from a White ethnic background said that they don't enjoy reading, compared with just over a third (36.8%) of girls from Asian ethnic backgrounds.
- More than **1 in 10** (10.2%) girls said that they don't read at all in their free time. Again, most girls who do not read at all were older (aged 14 to 16), more received FSMs and more were from White and Black ethnic backgrounds.

### What we know about girls who don't enjoy reading

- Not all girls who don't enjoy reading choose not to read. Indeed, half (49.5%) of this group said they read something at least once a week.
- More girls who don't enjoy reading said that they read primarily for educational purposes. In contrast, more girls who enjoy reading said they read for leisure, such as when they wanted to relax (79.4% said this compared with 38.0% of girls who don't enjoy reading).
- More than **2 in 5** (44.1%) girls who don't enjoy reading said they cannot find things to read that interest them, nearly four times as many as girls who do enjoy reading (11.8%).
- Girls who don't enjoy reading struggled to see reading as culturally relevant, with only **1 in 6** (17.3%) agreeing that reading is cool, compared with **3 in 5** (60.5%) girls who enjoy reading.

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<sup>4</sup> <https://www.renlearn.co.uk/about-us/>

- While more girls who enjoy reading said they read a range of materials in print format when compared with girls who don't enjoy reading, there is less of a difference in reading in digital format, with similar percentages of each group reading material on social media or in in-game messaging.
- Diversity in reading materials was a barrier for some girls who don't enjoy reading, with 2 in 5 (39.1%) of them saying that they find it difficult to find books with characters or people who are like them, compared with 31.0% of girls who enjoy reading.

### What we know about girls who don't read at all in their free time

While motivational issues play a role for girls who don't enjoy reading, these are even more apparent for those girls who don't read in their free time:

- Almost all of this group said they don't enjoy reading; only **1 in 20** (5.3%) girls who don't read said that they enjoy reading.
- Finding books that match their interests was also a big problem for this group. Nearly **2 in 3** (63.4%) said that they cannot find things to read that interest them, nearly six times the percentage of girls who read daily who said this (10.9%).
- Similarly, only **1 in 12** (8.3%) girls who don't read in their free time agreed that reading is cool, compared with 3 in 5 (62.5%) girls who read daily.
- More than **2 in 5** (44.5%) girls who say they don't read in their free time had low confidence in their reading ability, rating their reading as either 'not very good' or 'not good at all'. This compares with 3 in 10 (30.0%) girls who don't enjoy reading who say the same.

### Girls who struggle with reading

Data from 286,240 girls who participated in Renaissance's Star Reading test and Accelerated Reader platform in 2018/2019 complement the findings above. Providing valuable further insight into struggling girl readers' reading habits, their findings include:

- **1 in 5** (around 19%) girls aged 8 to 14 fell into the category of 'struggling readers', which means that they have Star Reading test scores that place them at or below the 25<sup>th</sup> percentile of readers.
- Approximately twice as many girls aged 6 to 7 were classed as struggling with reading compared with girls aged 10 or older (40.0% vs. 18.3%).
- While struggling girl readers, on average, spent less time reading than non-struggling girl readers, the number of books read by struggling girl readers in 2018/2019 was virtually equal to the number read by their peers who don't struggle with reading.
- However, the books read by struggling girl readers were generally of a lower level of difficulty than those read by their peers, and struggling girl readers were also found to read fewer words overall than their peers who don't struggle to read.

This report therefore shows that the discussion around reluctant girl readers is complex. Girls read, or don't read, for a multitude of reasons, so one solution will not fit all. Future initiatives should aim to promote reading in a way that reflects this complexity, understanding that different motivations will work for different girls.

## Girls who don't enjoy reading

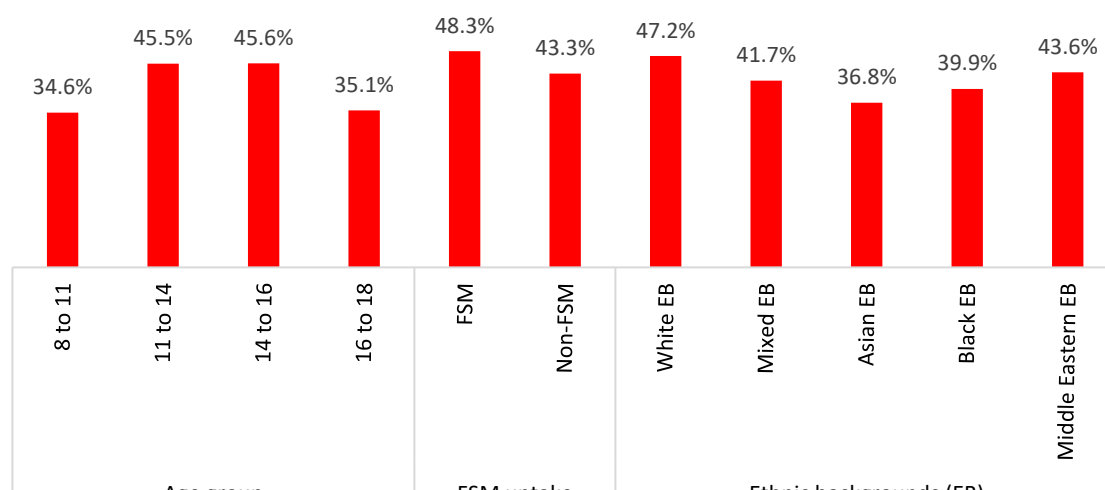
### Who are the girls who don't enjoy reading?

More than 2 in 5 (44.0%) girls told us at the beginning of 2021 that they don't enjoy reading<sup>5</sup>. As shown in Figure 1, a greater percentage of them were aged 11 to 16, while those aged 8 to 11 were least likely to say that they don't enjoy reading, followed by those aged 16 to 18.

Slightly more girls who receive free school meals (FSMs), our proxy for socio-economic status, said that they don't enjoy reading compared with their peers who don't receive FSMs (48.3% vs. 43.3%, a difference of five percentage points).

Almost half (47.2%) of girls from a White ethnic background said that they don't enjoy reading, while fewer girls from Asian ethnic backgrounds said the same (36.8%).

**Figure 1: Percentage of girls who don't enjoy reading by age group, FSM status and ethnic background**

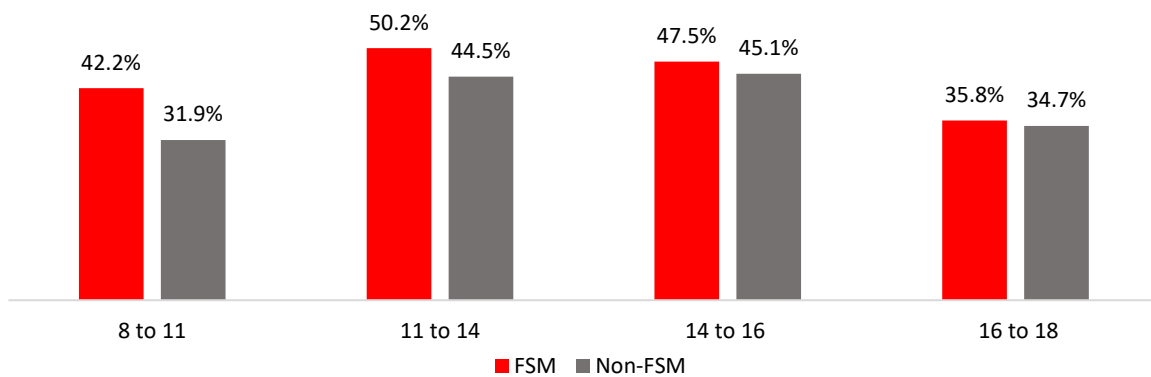


We also looked at the percentage of girls who don't enjoy reading by age group and whether they receive FSMs. With the exception of the older age group, there was a higher percentage of girls who receive FSMs and who don't enjoy reading compared with girls who don't receive FSMs.

As can be seen in Figure 2, the relationship between FSM uptake and not enjoying reading was stronger for the younger age groups: there was a 10-percentage-point gap between girls who don't enjoy reading and who receive FSMs and those who don't receive FSMs at ages 8 to 11 (42.2% vs. 31.9%), but just a one-percentage-point gap at ages 16 to 18 (35.8% vs. 34.7%).

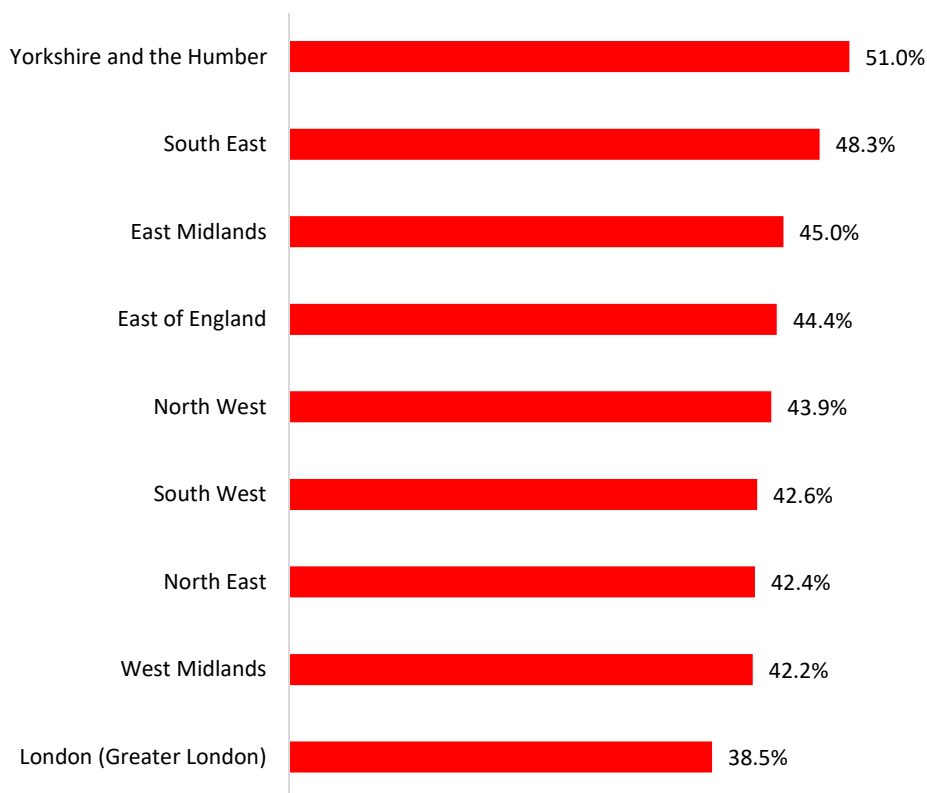
<sup>5</sup> As a note, this compares with 54.0% of boys, which may not be as much of a gap (10 percentage points) as might have been expected.

**Figure 2: Percentage of girls who don't enjoy reading by whether or not they receive FSMs and age group**



Finally, there were also differences in the number of girls who don't enjoy reading by geographic region in England. As shown in Figure 3, the highest percentage of girls who don't enjoy reading was found in Yorkshire and the Humber (51.0%) and the South East (48.3%). The regions with the lowest percentage of girls who don't enjoy reading were the West Midlands (42.2%) and London (38.5%).

**Figure 3: Percentage of girls who don't enjoy reading by region**

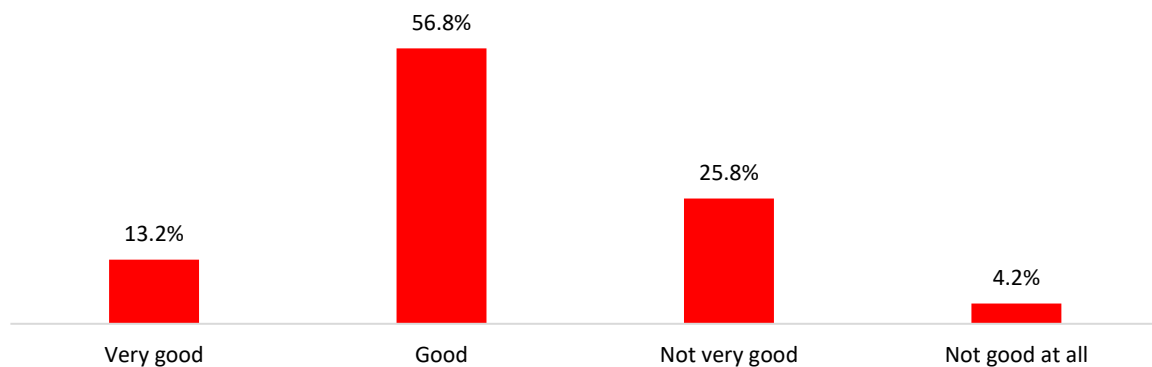


## Not enjoying reading and other reading attitudes

Before looking at the motivational issues, we thought it would be interesting to see whether girls who don't enjoy reading had low confidence in their reading ability. When asked how good a reader they think they are, most (56.8%) girls who don't enjoy reading rated themselves as 'good' readers (see Figure 4). Indeed, 1 in 7 felt that they were very good readers.

However, 1 in 4 believed that they weren't very good readers and 1 in 20 felt that they weren't good readers at all. Nevertheless, it can be seen that most girls who don't enjoy reading felt that they are either 'very good' or 'good' readers, suggesting that while self-perceived reading ability may be an issue for 3 in 10 girls, this cannot be said for 7 in 10 girls who don't enjoy reading.

**Figure 4: Self-reported reading ability of girls who don't enjoy reading**

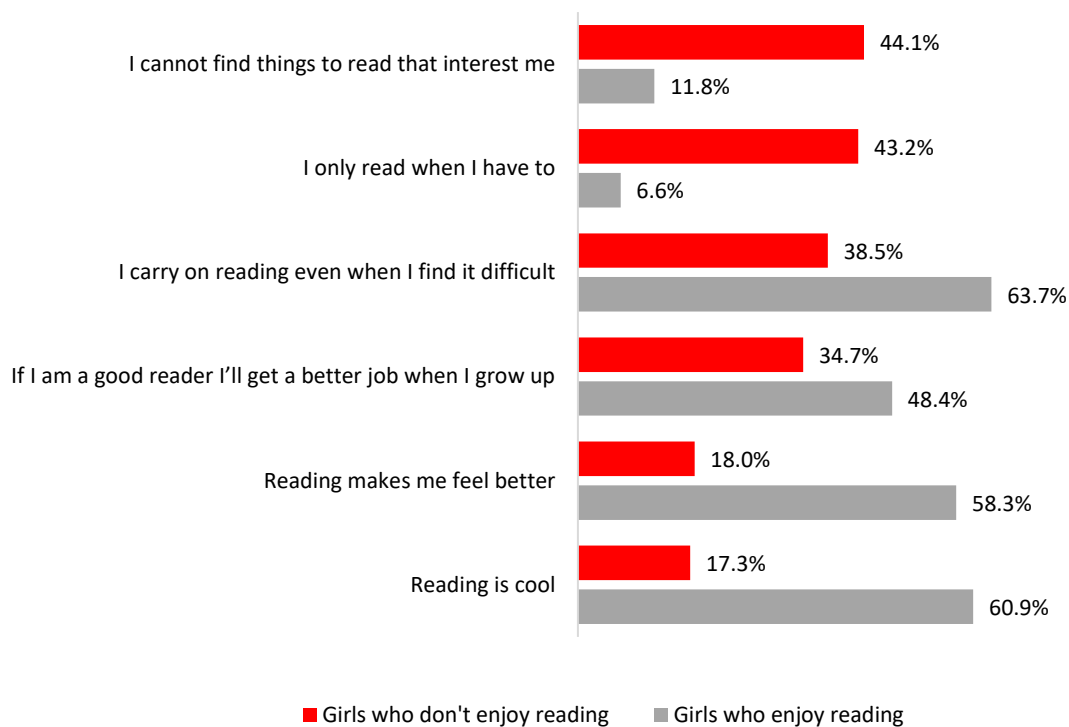


Perhaps unsurprisingly, fewer girls who don't enjoy reading thought positively about reading than girls who enjoy reading (see Figure 5). Indeed, fewer girls who don't enjoy reading embraced the social image of reading as something that is desirable, with only 1 in 6 (17.3%) girls who don't enjoy reading saying that reading is cool compared with 3 in 5 (60.9%) girls who enjoy reading. However, just because girls don't enjoy reading doesn't mean that they didn't see the benefits that reading might bring, with 1 in 3 (34.7%) of them agreeing that they will get a better job if they are a good reader.

We know that choice and interest are important elements of reading engagement<sup>6</sup>, yet over 2 in 5 (44.1%) girls who don't enjoy reading told us that they cannot find things to read that interest them, which is nearly four times as many as girls who enjoy reading (11.8%). Finding books of interest may therefore be a particular barrier for girls who don't enjoy reading trying to engage with any form of reading.

<sup>6</sup> [https://cdn.literacytrust.org.uk/media/documents/2008\\_07\\_20\\_free\\_research\\_-\\_interesting\\_choice\\_review\\_2008\\_FfPOxNX.pdf](https://cdn.literacytrust.org.uk/media/documents/2008_07_20_free_research_-_interesting_choice_review_2008_FfPOxNX.pdf)

**Figure 5: Reading attitudes in girls who do and don't enjoy reading**



We were also interested to explore whether reading enjoyment might be associated with reading resources and learning environments. There was a small difference in the percentage of girls who do or don't enjoy reading and their book ownership, with 91.7% of those who don't enjoy reading saying they have their own books compared with 97.7% of girls who do enjoy reading. Similarly, while 81.4% of girls who don't enjoy reading said they had a quiet space where they can work, read, or take time out, this compares with 87.2% of girls who do enjoy reading. These similarities suggest that for most, although not all, reluctant girl readers, lower enjoyment of reading may be related more to attitudes and motivations than resources.

However, insight from evaluations of National Literacy Trust programmes suggests that book choice and ownership have been seen to boost the reading engagement of girls who don't enjoy reading. Teachers' comments include:

*“Another very reluctant reader... is completely loving reading a series of books and being able to lend and borrow books with other children on her table – her reading confidence is really developing.”*

*“Child was a reluctant reader. After receiving her own books, she now chooses to read books on a daily basis. She loves to share her new books with her teachers and friends.”*

“A pupil asked to take her coloured overlay reading ruler home because she wanted to take her new book with her when she went away for the weekend. I had asked her on previous occasions if she would like to take her reading ruler home but she had said no. I think she was so excited to read the book she had chosen for herself.”

“A child who comes from a very disadvantaged background has been reading her books during morning clubs and lunchtimes. She has never been a keen reader before but is now throwing herself into the novels with delight and almost fierce enjoyment. It has been a pleasure to witness.”

### Do girls who don't enjoy reading read in their free time?

While 2 in 5 girls told us that they don't enjoy reading, and the same proportion told us that they read only when they have to, we are also interested in seeing how many still read in their free time. Table 1 shows that 1 in 10 girls who don't enjoy reading still said that they read something every day in their free time, while nearly half (49.5%) of girls who don't enjoy reading read something in their free time at least once a week. However, 1 in 5 (21.4%) said that they rarely or never read.

**Table 1: Percentage response to how often girls read by whether or not they enjoy reading**

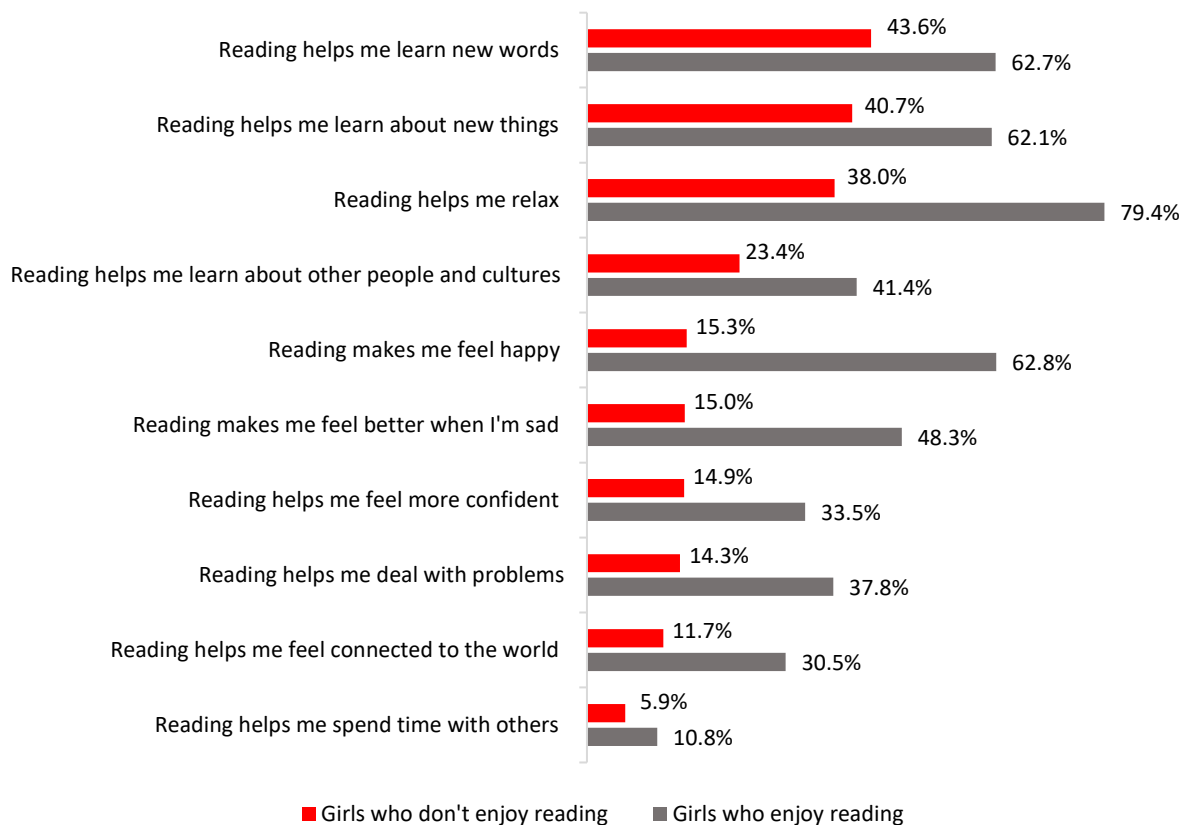
	Every day	A couple of times a week	About once a week	A couple of times a month	About once a month	Rarely or never
Don't enjoy reading	9.7%	22.1%	17.7%	16.7%	12.5%	21.4%
Enjoy reading	52.7%	32.0%	8.7%	4.4%	1.2%	1.0%

### Why do girls read if they don't enjoy reading?

As a sizeable percentage of girls who don't enjoy reading still read in their free time, we were interested to explore the reasons why this group of girls might choose to read. As shown in Figure 6, girls who don't enjoy reading read mainly for educational purposes, with 2 in 5 reading to expand their vocabulary (43.6%) or to learn new things (40.7%). Around 1 in 4 read to learn more about other people and cultures. Interestingly, even though they don't enjoy reading, just under 2 in 5 (38.0%) of these girls also said that reading helps them to relax, though this is half of the percentage of their peers who enjoy reading (79.4%).



**Figure 6: Reasons for reading for girls who don't enjoy reading and those who do**



We also invited girls who don't enjoy reading to comment on why they read or don't read. Their comments included reasons why they might read that tally with the findings above, with one girl who doesn't enjoy reading telling us about the educational benefits of reading:

*“Reading sometimes helps me spell out and learn new words.”*

Another girl mentioned the benefits of reading for her mental wellbeing:

*“It helps me escape from the stress of teenage life.”*

However, more often than not, girls who don't enjoy reading told us that, when they do read, it's only because they are told to or feel obliged to:

*“I read because school makes me, I have never enjoyed reading a book.”*

*“I have books but don't really read.”*

*“I only read when I feel bad I haven't read something in a while.”*

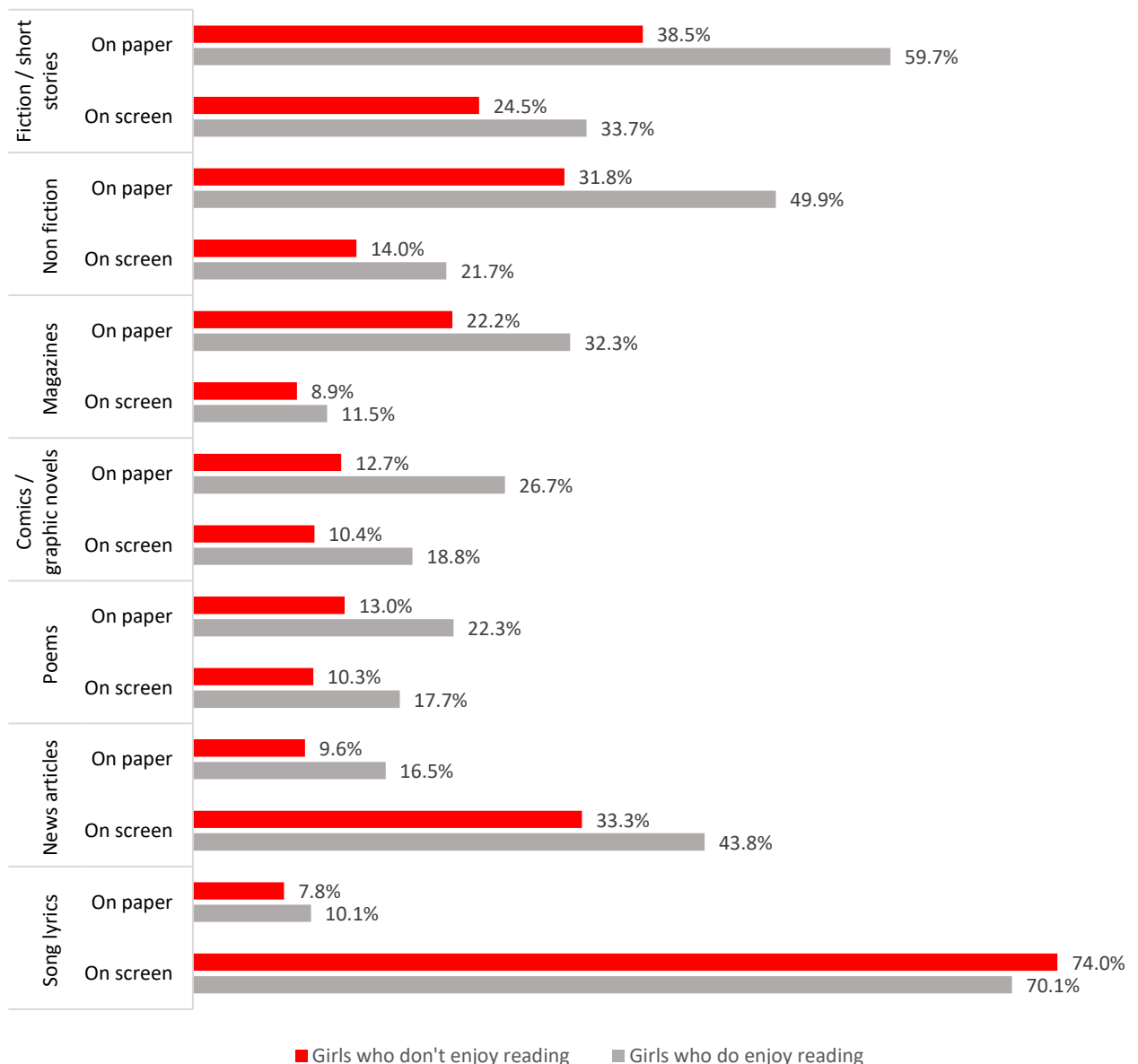
### **What do girls who don't enjoy reading read in their free time?**

So, what do girls who don't enjoy reading read in their free time? While it is true that compared with girls who enjoy reading, fewer girls who don't enjoy reading read any of seven

materials (fiction, non-fiction, comics/graphic novels, news articles, magazines, poems and song lyrics) either in print or onscreen, but a surprising number of girls who don't enjoy reading still read these materials in their free time at least once a month (Figure 7).

For example, 3 in 4 (74.0%) girls who don't enjoy reading read song lyrics on screen at least once a month, while nearly 2 in 5 (38.5%) read fiction in print in their free time, and 1 in 4 (24.5%) read fiction on screen. Similarly, a third (33.3%) of girls who say they don't enjoy reading say they read the news online, and 3 in 10 (31.8%) read non-fiction in print at least once a month in their free time.

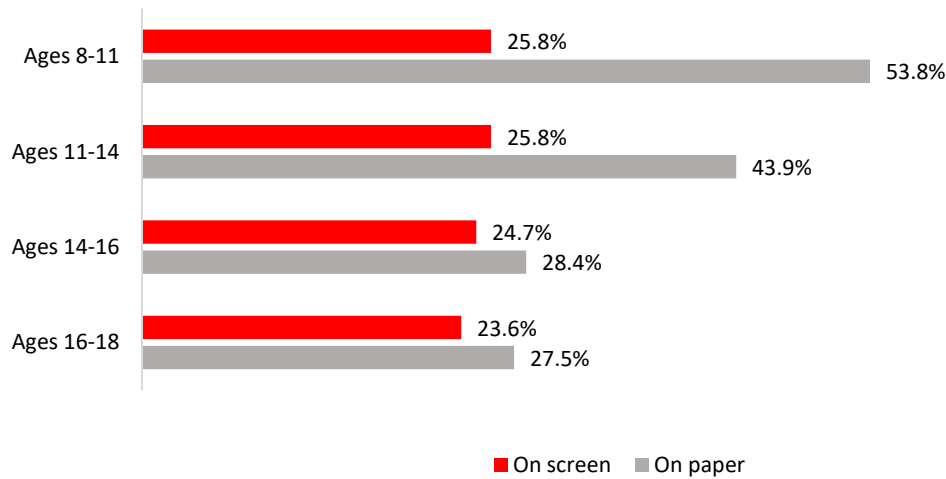
**Figure 7: Percentage of girls who read different literacy formats**



Focusing solely on fiction reading, Figure 8 shows that reading fiction in print declines with age: nearly twice as many girls aged 8 to 11 who don't enjoy reading read fiction in print at least once a month compared with girls aged 14 to 18. By contrast, the percentage of girls

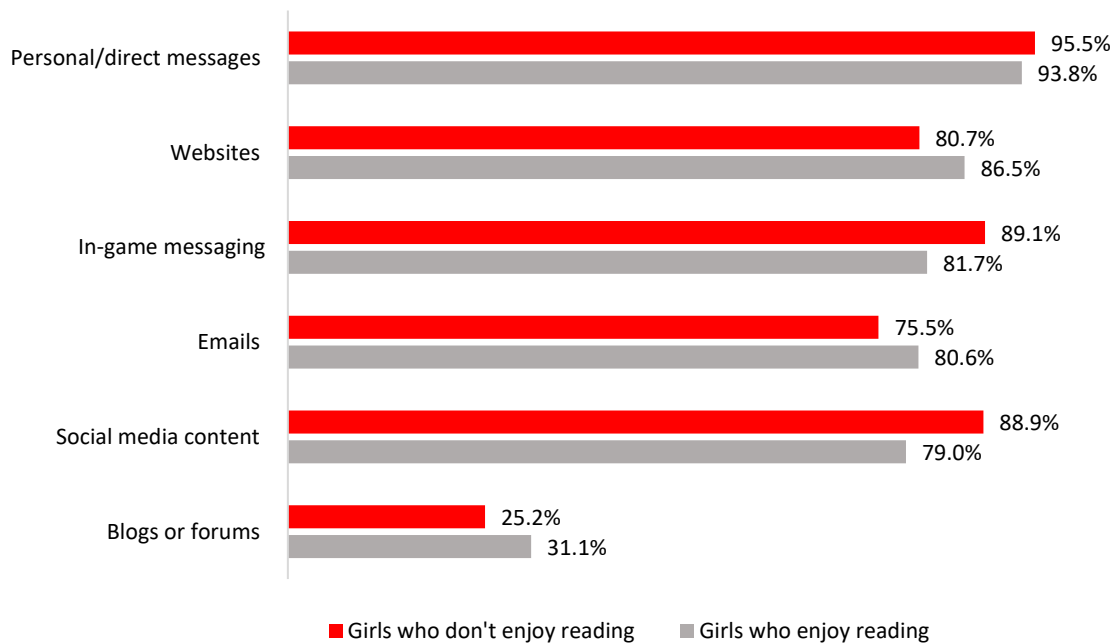
who don't enjoy reading who read fiction on screen remained relatively stable across the age groups.

**Figure 8: Percentage of girls who don't enjoy reading that read fiction by age group**



While fewer girls who don't enjoy reading read any of the seven materials suggested in their free time compared with girls who do enjoy reading, the differences became negligible when we look at reading that is done solely online, such as social media content, websites and in-game communications (see Figure 9).

**Figure 9: Percentage of girls who read online in different ways**



## The issue of diversity in books

Insight from our evaluation also sheds light on a lack of representation, and how it relates to girls who don't enjoy reading. For example, teacher comments indicate that reading engagement increased when children can see themselves represented in the books:

*“They were visibly delighted to find books relevant to their identity - powerful because they had for a long time been reluctant and disinterested.”*

*“A reluctant reader picked a book that had a character she felt represented her. She struggled to find characters in books she identifies with. This character really helped her to understand more about herself.”*

Indeed, when asked how difficult they find it to find books with characters or people who are like them, 39.1% of girls who don't enjoy reading agreed with this compared with 31.0% of girls who enjoy reading. As one girl told us:

*“I have stopped reading especially when it comes to book[s] that include romance due to a lack of representation – I don't enjoy them because I can't relate to the characters.”*

When asked about texts that might further boost girls' engagement with reading, suggestions included texts about relatable female role models and diverse identities:

*“Positive role models from fields that are not stereotypically 'girly' and role models that represent diversity.”*

*“To include positive female black and Asian role models who our students can relate to. To include issues around media portrayal, colourism, sizeism and body positivity, maybe related to fashion and the music industry. Maybe social media safety in terms of peer pressure.”*

Overall, the data show that diversity of, and representation in, books could be important factors in engaging girl readers who otherwise don't enjoy reading.

## Girls who rarely or never read in their free time

Our data also indicate that 1 in 10 (10.2%) girls said that they rarely or never read in their free time<sup>7</sup>. As shown in Figure 10, most girls who don't read in their free time were aged 14 to 16, with three times as many girls of this age saying that they don't read compared with those aged 8 to 11 (13.8% vs. 4.7%).

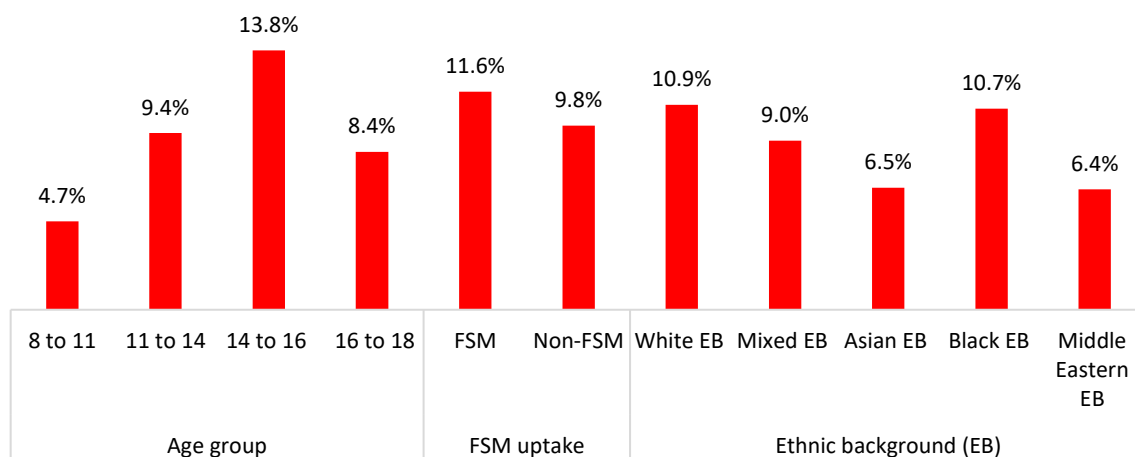
Slightly more girls who receive FSMs said that they rarely or never read compared with girls who don't receive FSMs (11.6% vs. 9.8%). Lastly, more girls from White ethnic backgrounds (10.9%), followed by girls from Black ethnic backgrounds (10.7%) said that they don't read in

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<sup>7</sup> This compares with 14.5% of boys who say they rarely or never read, a 4.3-percentage-point difference.

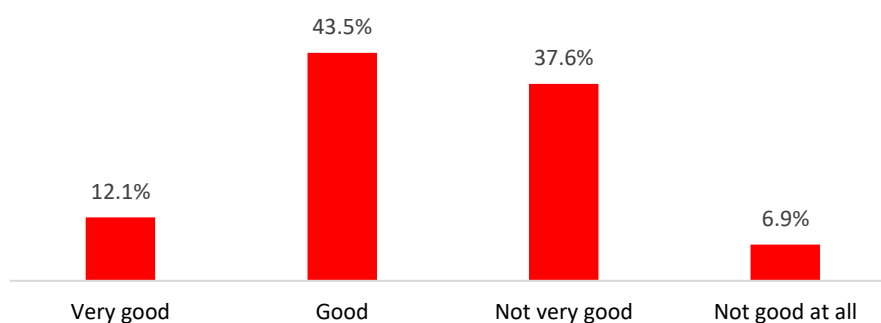
their free time, compared with girls from Mixed (9.0%), Asian (6.5%) or Middle Eastern (6.4%) ethnic backgrounds.

**Figure 10: Percentage of girls who rarely or never read by age group, FSM uptake and ethnic background**



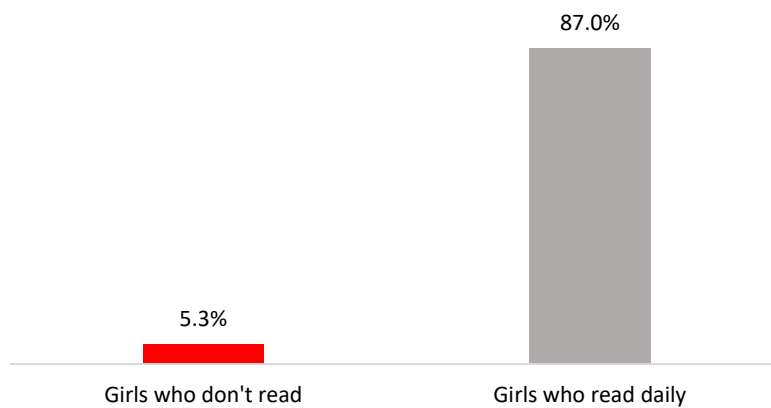
Compared with girls who don't enjoy reading, more girls who don't read in their free time said that they weren't very good readers, with over 2 in 4 saying that they think they were either not very good readers or not very good readers at all (see Figure 11).

**Figure 11: Self-reported reading ability of girls who don't read in their free time**



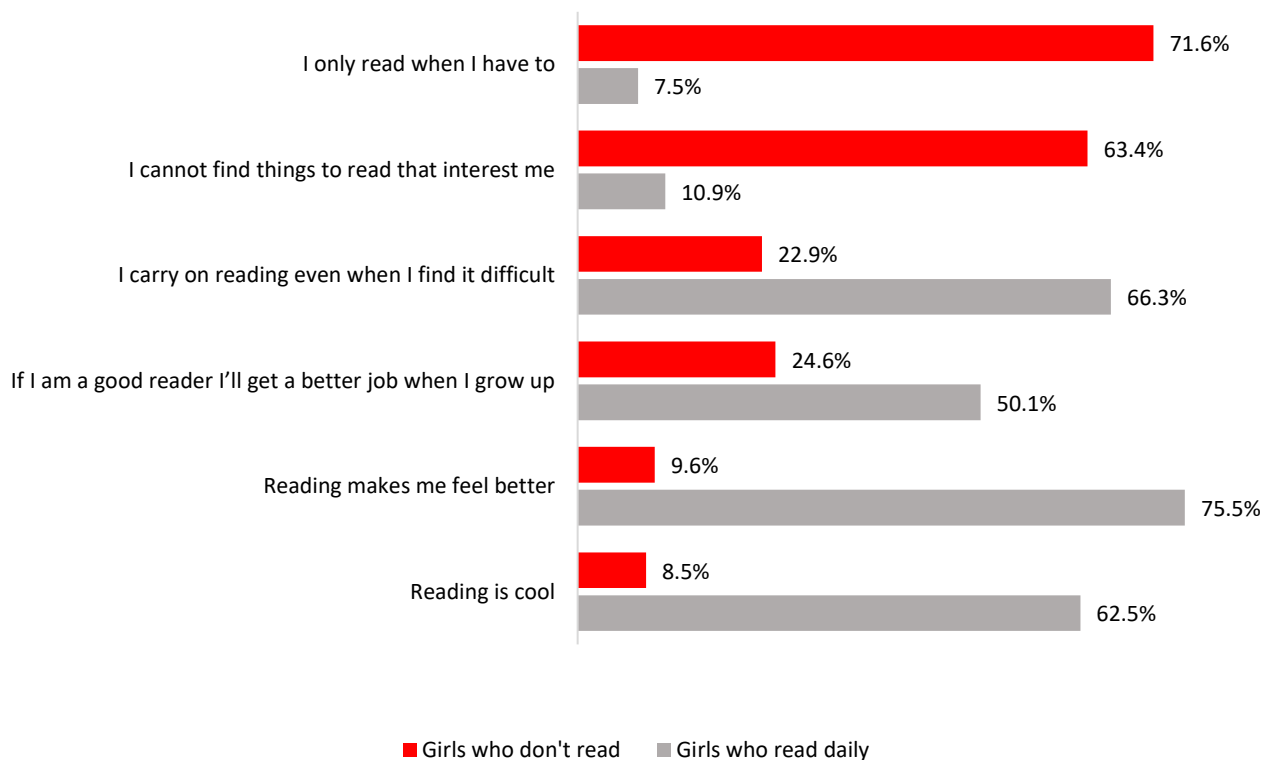
Motivational issues were also an important factor affecting whether girls chose to read in their free time. For example, only 1 in 20 (5.3%) girls who don't read in their free time said that they enjoy reading, compared with nearly 9 in 10 (87.0%) who read daily (see Figure 12).

**Figure 12: Reading enjoyment of girls who don't read and girls who read daily**



We also looked at the reading attitudes of girls who said they rarely or never read. Figure 13 shows that 7 in 10 girls who don't read said they only read when they have to and nearly 2 in 3 said that they cannot find things to read that interest them. This percentage was nearly six times that of girls who read daily (63.4% vs. 10.9%). Similarly, only 1 in 12 girls who don't read agreed that reading is cool, compared with 3 in 5 girls who read daily. Nonetheless, 1 in 4 girls who don't read saw the value of being a good reader for their future aspirations and 1 in 10 agreed that reading makes them feel better.

**Figure 13: Attitudes of girls who don't read and girls who read daily**



We were also keen to investigate the reasons that girls who don't read gave for not reading. As can be seen in the quotes below, many felt that reading was something that they are made to do by teachers or parents, and so find it boring or stressful:

"I rarely read but when I do it's because I'm told you're meant to read."

"I read because teachers make me."

"I don't read because it's boring, unless I'm messaging someone. That's it."

"Reading makes me stressed and I can't concentrate."

"I only do it when it has to do with school and I still might not do it."

"Don't really like reading and never have, but it kind of makes me a bit stressed because I feel like I'm behind for my age group."

"I read some books I had at home as my parents made me, but only half an hour once a day. Most [of] the time I cheated though."

"I only ever hear a book when I put on a bedtime story for my little brother."

For others, access to resources is clearly an issue, with some mentioning libraries closing as deterring them for reading:

"I lost interest in reading when the library at school was shut down."

## Struggling girl readers

As the report has shown so far, the Annual Literacy Survey gives us insight into the behaviour and motivational aspects of girls who don't enjoy reading and girls who don't read. We also asked about their perceived reading ability and this showed that more girls who don't read reported not being good readers. However, this is just based on their self-report.

We, therefore, teamed up with Renaissance to explore how girls who struggle with their reading, as assessed by a standardised reading test (Star Reading), differ from girls who don't struggle with their reading in terms of their reading engagement, as assessed by insight from Accelerated Reader.

Renaissance gathered data in 2018/2019 from 286,240 girls aged 6 to 14<sup>8</sup>, with girls being categorised as 'struggling readers' if their autumn Star Reading score placed them at or below the 25<sup>th</sup> percentile rank of all readers<sup>9</sup>. As shown in Figure 14, around 1 in 5 girls aged 8 to 14<sup>10</sup> (Year 4 to Year 9) were classed as struggling readers. It's also interesting that twice as

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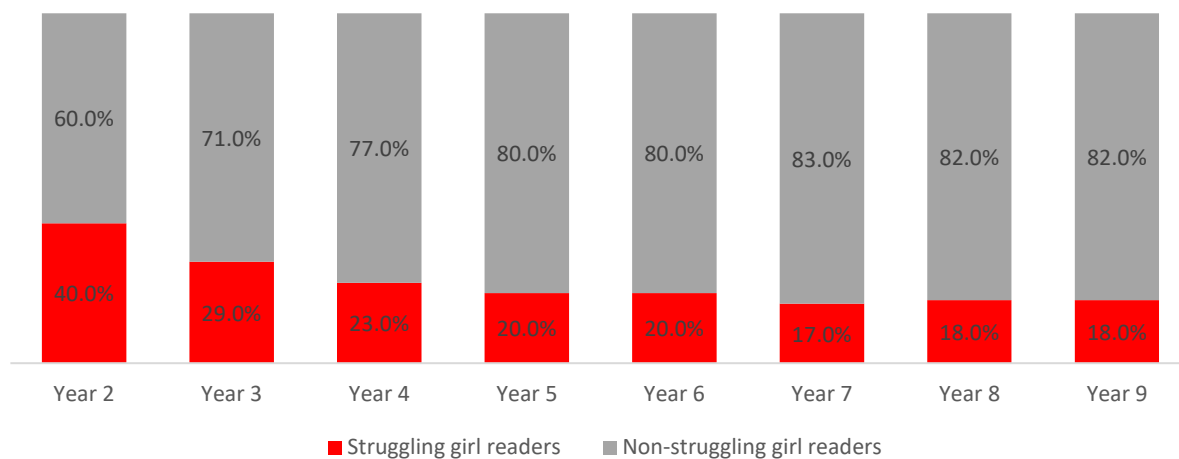
<sup>8</sup> The samples sizes for years outside that range were too small to include.

<sup>9</sup> Based on a percentile rank scale of 1-99, a score of 25 means a pupil's reading skills are greater than 25% of pupils the same age (see e.g. <http://www.renlearn.co.uk/wp-content/uploads/2014/09/Star-Assessment-Magazine-Interactive-PDF.pdf>)

<sup>10</sup> This compares with roughly 1 in 4 (23.9%) of boys aged 8 to 14

many girls aged 6 to 7 (Year 2) were classed as struggling with reading compared with those aged 10 and older.

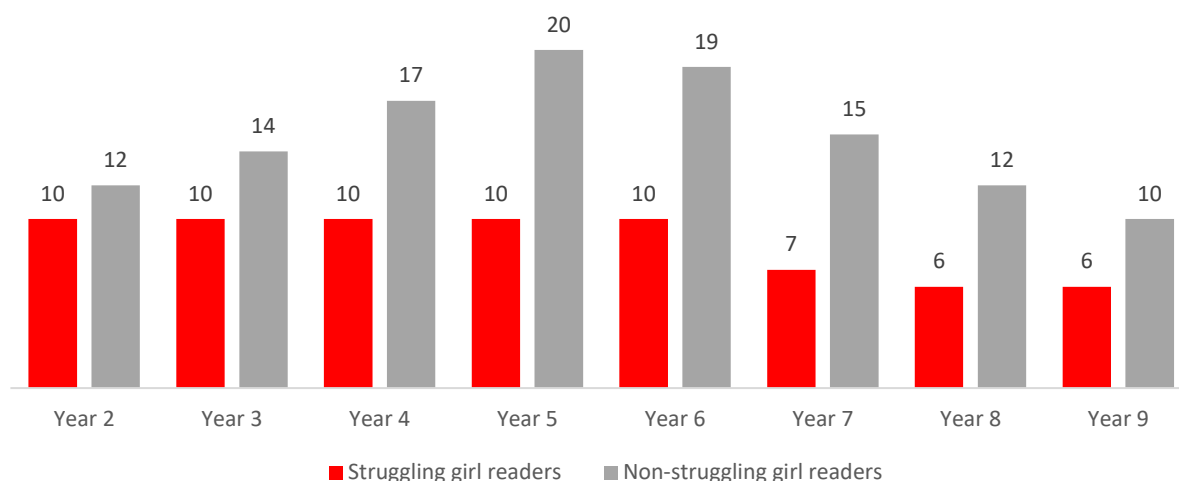
**Figure 14: Percentage of struggling and non-struggling readers across year groups**



### Struggling girls and reading habits

The overlay of Star Reading data with data about reading engagement from girls who were also taking part in the Accelerated Reader programme provides unique insight into this group of girls. On average, struggling girl readers spend less time reading than non-struggling girl readers (see Figure 15).

**Figure 15: Average minutes spent reading daily by year group and struggling-reader status**

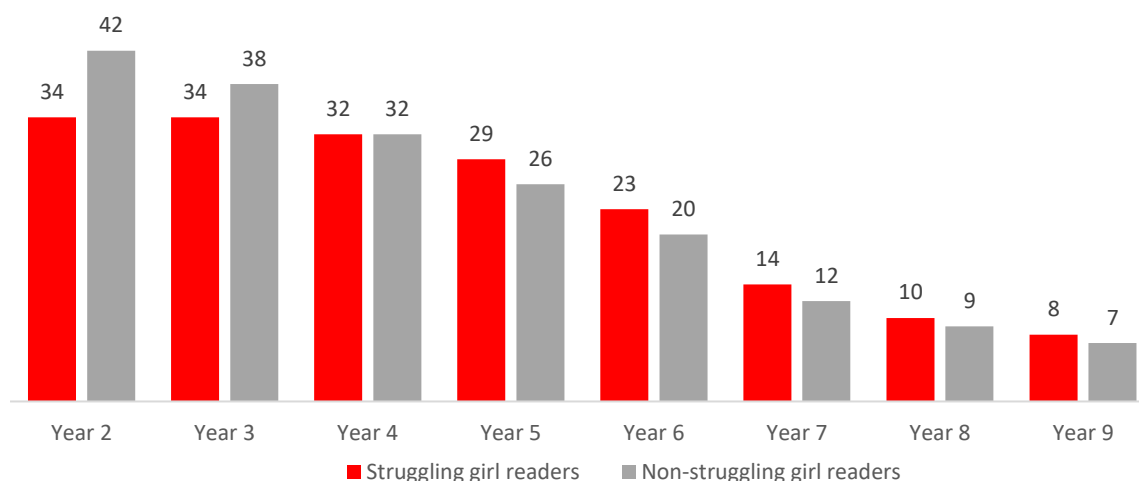


Surprisingly, Renaissance found that as the girls got older, struggling girl readers read slightly more books during 2018/2019 than those who didn't struggle with reading (Figure 16). A book was considered to be read if the student passed the Accelerated Reader quiz for that book.



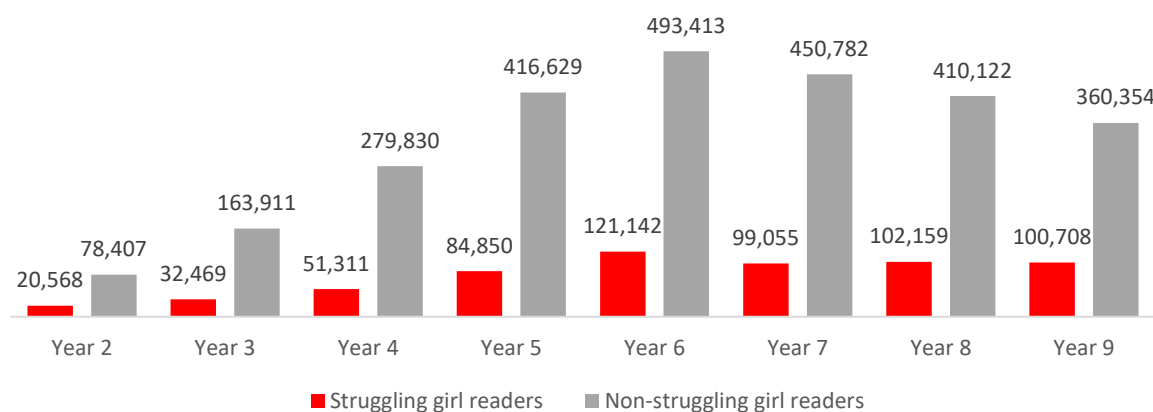
However, struggling readers were more likely to choose books with lower difficulty levels (as measured using ATOS Book Levels<sup>11</sup>).

**Figure 16: Average number of books read in 2018/2019 by year group and struggling reader status**



In addition, struggling girl readers read fewer words overall in a year than their more-proficient peers, indicating that struggling girls read shorter books (see Figure 17). Each book in Accelerated Reader has a word count associated with it. The number of words in all books read by the student was added to get a total number of words read per student. These student totals were then averaged.

**Figure 17: Average words read by year and struggling reader status**



<sup>11</sup> A formula used to measure the complexity of a text (see e.g. <https://www.renlearn.co.uk/accelerated-reader/atos/>)

## Summary and discussion

A wealth of studies and reports indicate that boys perform less well in reading assessments and report lower reading enjoyment than girls, and this is a global phenomenon (see OECD, 2021). This can contribute to a general perception that girls must be more ‘naturally’ inclined towards reading, which in turn may obscure the significant number of girls who dislike, or struggle with, reading.

However, as this report shows, 1 in 5 girls aged 6 to 14 can be classed as ‘struggling readers’, more than 2 in 5 girls aged 8 to 18 say that they don’t enjoy reading, and 1 in 10 don’t read at all in their free time. Compared with girls who do enjoy reading, four times as many girls who don’t enjoy reading say they can’t find things to read that interest them, and only 1 in 6 of this group believe reading is ‘cool’. Motivational issues play an even more influential role for girls who don’t read at all in their free time. Just 1 in 20 girls who don’t read at all say that they enjoy reading, and almost two-thirds struggle to find reading material that matches their interests. Self-perception of reading ability was also a factor for this group, with more than 2 in 5 rating themselves as poor readers.

Comments from both girls and teachers suggest that improving access to diverse reading materials featuring relatable characters (such as positive female role models from a range of ethnic backgrounds) can be transformative for reluctant girl readers. In addition, data from Renaissance’s tests and platforms suggest that finding ways to increase girls’ daily reading time may support reading skills.

Overall, this report shows that the discussion around reluctant girl readers is complex. Girls read, or don’t read, for a multitude of reasons, and so one solution will not fit all. Future initiatives should aim to promote reading in a way that reflects this complexity, understanding that different motivations will work for different girls.

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## About the National Literacy Trust

Our charity is dedicated to improving the reading, writing, speaking and listening skills of those who need it most, giving them the best possible chance of success in school, work and life. We run Literacy Hubs and campaigns in communities where low levels of literacy and social mobility are seriously impacting people's lives. We support schools and early years settings to deliver outstanding literacy provision, and we campaign to make literacy a priority for politicians, businesses and parents. Our research and analysis make us the leading authority on literacy and drive our interventions.

Literacy is a vital element of action against poverty and our work changes life stories. Visit [www.literacytrust.org.uk](http://www.literacytrust.org.uk) to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

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