



...reads a book  
 ...reads the bill  
 ...reads a racy novel  
**Emma reads a glossy magazine**  
 ...read the phone book (but not all of it)  
**...ALWAYS READING THE PAPER**  
**Emma reads her sweetie wrappers**  
**...OFTEN READS A TIMETABLE**  
 ...reads a murder mystery  
**read under the covers with a torch**  
**Rachel reads the cereal box**  
 ...reads the press release  
**...READS THE RESULTS**  
 ...reads the script  
**...PROGRAM**

**2008**

NATIONAL Year  
OF Reading

**Reading:**  
The Future



# Author's biography

## Andrew Thomson

Andrew is a management consultant specialising in researching new ideas, innovation, and 'inventing the future' – particularly focusing on motivation and creating excellence in the service sector. He works mainly with national agencies, large corporations and Government and public sector bodies. He is also a partner with Waterhouse Consulting. Prior to this, Andrew was the Chief Executive of the Quality Improvement Agency for Lifelong Learning, which he set up in 2006 as the successor to the Learning and Skills Development Agency of which he was CEO from 2004. He has a wealth of successful experience in the Further Education sector, including being principal of East Norfolk College (1994–98), Long Road Sixth Form College (1998–2004) and as acting Principal of Daventry Tertiary College in 2003.

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# Foreword

Honor Wilson-Fletcher

The National Year of Reading was also a year of learning. When first announced, there was a drive to shape activity, but as the Year progressed, the imperative became the search for evidence, impact and sustainable practice.

The report champions an approach endorsed by the findings of 2 pieces of national attitudinal survey work framing the 9 month period of public activity: they confirm that we were successful in starting to shift attitudes to and behaviours around reading with specific target audiences. The findings of the initial survey shaped our strategy, and started the continuous process of challenging what we thought we knew about attitudes and barriers to reading.

In essence, this report is the response of the NYR team to the specifics of its contract with the Department of Children Schools and Families. It considers our performance against key indicators, offers practical recommendations to help secure a framework for legacy for the year, and highlights some of the challenges of running this kind of campaign.

Thanks are due to every local authority and library coordinator, every Consortium partner, and to organisations like SCL and RNIB who have raised our game, and made the Year more successful as a result. Thanks also to

the Policy and Communications teams at DCSF, enthusiastic supporters of effective innovation and invaluable guides during the Year. The staff and Board of NLT have been generous with their time and knowledge and tolerant in the face of our trying schedules. The NYR team have embraced enormous challenges with gusto and I am proud of what we have achieved together.

There are still too many people in this country whose life chances are damaged by the limits of their literacy. We must secure wide-spread support for reading across every area of society and with all those who shape policy, and be able to predict future challenges to our reading culture. For this we need long term research and an evidence-based approach to our work.

Our vision is of a nation of discriminating readers with all the benefits that brings to society, but where no one is discriminated against for what they choose to read; where universal access and justice are secured through insightful and respectful approaches to each individual's needs, wants and desires.

Andrew Thomson, who devised and wrote this report, has consumed huge quantities of documentation, drawn red lines through a lot of jargon and generally asked us, and other commentators, a lot of awkward questions. As a result he has, in our opinion, produced an original, engaging and inspiring account of what the 2008 NYR was all about, offering strategic guidance for those who share our vision for a nation of readers.

# Executive summary

**1.** The National Year of Reading (NYR) ran from January to December 2008. This report is an evaluation of the campaign identifying its successes and challenges and ways to sustain the momentum that it has generated for the promotion of reading. The key challenge of the Year was to create a framework for a way of working that would transform our national reading culture. The main aim of this evaluation is to set out the context for this framework and to lead to a series of recommendations that will underpin it.

**2.** The aim of the Year was to promote reading in the family and beyond and help to build a nation of readers. The Department for Children Schools and Families (DCSF) commissioned the National Literacy Trust (NLT), with lead partner The Reading Agency, to run the NYR. The campaign team worked with key partners from 'the reading sector'<sup>\*</sup>, who formed a Consortium to stimulate support for the Year and so contribute towards the subsequent framework.

**3.** The purpose of the Year was to encourage reading both for pleasure and as a means of improving learning, achievement and individual prospects. The campaign needed to focus on ways of attracting people to start reading or develop their existing skills.

**4.** The target groups identified by the National Strategies team at the DCSF and

the Department for Innovation Universities and Skills (DIUS) for this specific focus were all groups that have a higher proportion of people who find reading difficult:

- a. white working-class boys (defined as being on free school meals)
- b. families from socio-economic groups C2DE – particularly fathers
- c. Key Stage 3 children, especially boys
- d. Bangladeshi and Pakistani children
- e. newly-arrived East Europeans
- f. dyslexic children and visually impaired children
- g. looked after children
- h. adults seeking 'skills for life'

**5.** The NYR strategy comprised of:

- creating a network of partnerships to promote engagement with the Year, particularly with education and libraries

<sup>\*</sup>'the reading sector' – libraries, Local Authorities, charities, publishers, print media and newer digital reading technologies



- developing ways to sustain the campaign locally after the end of the Year
- stimulating community-based reading activities
- designing and driving national headline target-driven media campaigns to promote the Year
- engaging the corporate and business sectors with the Year
- education sector engagement
- working with families
- providing the means for the Year to have a long-lasting impact

**6.** The National Year of Reading has been a success. Some statistics to illustrate this: in all, nearly 6,000 NYR reading events registered on the National Year of Reading website; there are now over 2.3 million new library members; research suggests this includes 70% of C2DE children – up from 58% at the start of the Year; and the number of boys taking part in the Summer Reading Challenge rose by 23,000.

**7.** Through the evaluation process, five key issues became increasingly central to the review. These are: defining; including; promoting; improving and recommending. Hence, this review is set out as a series of sections responding to these questions:

- what is reading?
- who is reading for?
- how can reading be promoted?
- what could have been improved in this campaign?
- what are our recommendations for the future?

## What is reading?

**8.** There was a firm belief driving the campaign that reading can be anywhere, for anyone and through a vast array of possible media. Reading is not only about books. It is certainly not just about aspiring to read classic works of literature. The aim of the NYR was to ‘build a nation of readers’. The core message was often ‘read more’. In practice, particularly with the target groups, the underlying message of the campaign was ‘read better’. The word ‘better’ in this case, however, is not about improving reading materials. Rather, it means improving reading skills. This includes everyone.

**9.** A ‘nation of readers’ also emphasises a – possibly the – main point about the NYR: the centre of attention is the reader. This has two profound consequences. One, the starting point of any attempt to encourage reading must be the point the reader has

already reached. The focus is therefore firmly on the ‘customer’ of services and not the producer. Two, most readers are capable of improving their reading; what really matters is how an individual can be encouraged and enabled to do this and to understand the benefits this might bring them and their families.

**10.** The NYR ran a variety of research and insight projects aimed at understanding more about the reading preferences of the target groups. The findings are illuminating. Teenagers, for example, think the best reason for reading more is that reading leads to success. Few think reading will aid popularity.

**11.** But what is read is what matters. Interest in ‘romance’ is particularly strong with Asian women as an innovative piece of qualitative research commissioned by the Year reveals. This interest fuels a desire to read other books in the same genre and can lead to an interest in other genres: and once they are in the library, they use other facilities. The key to engaging this so-called ‘hard to reach’ group is the same as for many other target groups: insight and understanding, accepting where the reader is and what they enjoy – so as to make their journey into a richer reading life an easier one to take.

**12.** This is not to argue that a nation of readers should be people reading only what is easy or already popular – or indeed simply more of whatever anyone already reads. It is to understand that each person starts a journey into more reading from wherever they are. Building a nation of

readers means locating the foundations on readers’ existing preferences; what matters about reading is what the reader needs and wants – and this may challenge powerful assumptions. Is Mills and Boon to be encouraged or is Shakespeare always better?

**13.** For many in the target groups for the NYR, barriers to reading may be broken down by encouraging people to read more of what they like. This can then easily lead to more challenging reading. Confidence, literacy, IT literacy, vocabulary and general knowledge all improve.

**14.** Reading changes life chances. The NLT drew together the available research to produce ‘Literacy Changes Lives’ (6)\* in July 2008. This resource enabled the NYR, and indeed anyone with an interest in improving literacy, to connect the value of reading with the benefits of success in life and work. Such a route to enhancing life chances is therefore of interest to people working with worklessness, community cohesion, health and other aspects of public welfare.



\*For references see Appendix 4



**15.** Literacy is a lever for social justice and mobility and so has an impact on educational attainment, narrowing the gap between the rich and the poor, stronger communities, health and wellbeing, skills and employment, reducing crime and recidivism. The case for literacy has been developing for some time but there is a definite need for further longitudinal research to understand, and then advocate, the links between reading and quality of life.

**16.** The ‘messages’ for the NYR developed during the year as knowledge about reading and the attitudes of readers – and stakeholders – both grew. The Year began

with a set of campaign messages directed at all target audiences typified as:

‘Everything starts with reading’

‘Start with what you love’

‘All forms of reading count – books, magazines, comics, newspapers, online, song lyrics’

**17.** However, these were based on restricted levels of research and (as it turned out, impaired) assumptions about reading being something all people would equate with success. As the outcomes of research became available, the messages were revised for specific audiences. These included:

**Parents:** ‘Reading is the key life skill and fundamental to success.’

**Teens:** ‘Get the knowledge you need, read.’

**Asian women:** ‘Love reading about love – enjoy reading romance.’

**18.** Getting the right messages across proved challenging but rested on the other clear truth about defining reading – that it is the reader who defines reading and who defines the value of reading to his or her own life. A campaign to ‘build a nation of readers’ must be reader-centred to have any chance of success.

## Who is reading for?

**19.** ‘Building a nation of readers’ means ‘reading is for everyone’. So why ask who reading is for? The question arises because in practice not everyone feels reading is for them. The perceptions people have about



reading affect how they react to campaigns suggesting they 'read more'. And the many organisations who are there to encourage reading can struggle to engage all groups of people with reading as a result.

**20.** Defining reading in terms of the widest variety of resources / materials and in terms of its purposes for pleasure, enrichment and literacy is an important first step. It is then possible to start to identify purposes for reading that will appeal to specific audiences. This helps to make campaigns such as the NYR more meaningful to these audiences. The overall audience of readers is as diverse as the definition of reading is broad.

**21.** To improve rates of success, all agencies with an interest in promoting reading (and an interest in promoting improved life chances), need to focus on the 'consumer' and on ways of encouraging increased consumption. The more 'provider-centred' notion of being here for everyone can lead to unintended and unhelpful consequences if the constituent audiences are not individually understood and accommodated. Not the least of these is failing to engage the very groups of people identified as 'target' groups in 1998 and which are still there as under-achieving groups in 2008.

**22.** One of the phrases heard a lot during the NYR has been 'hard to reach'. It is a telling phrase. It sees the world from the point of view of the person reaching out – not the person to be reached. This is a simple illustration of a significant point

about building a nation of readers. It would be helpful to abandon 'hard to reach' and to start thinking about the merits of strategies to engage people in reading from their point of view.

**23.** NYR research projects with target groups shed light on the points of view. The results of a study of C2DE families (9) was stark in its message. In the study the highly competitive leisure zones that characterise the home (big-screen TV, internet, tabloid news, DVD movies) books were seldom seen – indeed they were alien to many families in the research. In the words of one of the teenagers in the survey: 'books are for retards'.

**24.** Reading is an individual activity, in the main. These are families who like to relax and share their leisure time as a unit. It is not that they do not aspire to a more privileged world of reading. It is more that they see reading as for people 'who don't know how to live'; they do not aspire to be like them.

**25.** The evidence from the NYR poses an obvious question about effective strategy. Why does it matter that the strategy is effective in including all groups in campaigns such as NYR? The answer is because reading enriches all our lives. The NLT's Literacy Changes Lives resource (6), produced for the NYR, presents compelling statistics behind this point about the impacts of reading. It is sad but perhaps not surprising that, for example, 63% of men and 75% women of very low literacy have never received a promotion.

## How can reading be promoted?

26. The NYR was a success, and provided good value for money (VFM):

| VFM Indicator            | Summary of Evidence  |
|--------------------------|--|
| Targets hit              | <ul style="list-style-type: none"> <li>All Performance Indicator measures achieved or exceeded</li> </ul>  |
| Effective partnerships   | <ul style="list-style-type: none"> <li>NYR supported by Consortium of key agencies</li> <li>100% sign up from the 149 Library Authorities</li> <li>Excellent case studies of library NYR activities</li> <li>Impacts of working with publishers and other businesses</li> </ul>            |
| Coordination             | <ul style="list-style-type: none"> <li>Coordinators in all upper tier Local Authorities</li> <li>Impacts of this work in achieving targets</li> </ul>  |
| Leverage                 | <ul style="list-style-type: none"> <li>Funds and help in kind (especially reading materials, publicity) raised during Year</li> <li>Partnerships developed</li> <li>Tabloid support for the year – donating free editorial pages</li> </ul>  |
| Efficiency               | <ul style="list-style-type: none"> <li>NYR Salary costs under 25% of campaign costs</li> <li>High number of activities in the NYR</li> <li>Support from volunteering</li> <li>Increased effects at local level as NYR progressed</li> <li>VFM of Media and partnership activity</li> </ul> |
| PR Impacts               | <ul style="list-style-type: none"> <li>Penetration of media campaigns</li> <li>TNS Impact Data (10)</li> </ul>   |
| Participation            | <ul style="list-style-type: none"> <li>High numbers of people involved in events</li> <li>Increases in library membership</li> <li>Positive changes in attitudes in target audiences</li> </ul>  |
| Research and Development | <ul style="list-style-type: none"> <li>Initiatives to meet readers' needs</li> <li>Research base: understanding the audience</li> <li>Innovation, such as 'Wikireadia'</li> </ul>  |
| Sustainable practice     | <ul style="list-style-type: none"> <li>97% of Local Authorities aim to continue (ERS survey) (11)</li> <li>80% of projects are sustainable into 2009 (ERS survey)</li> </ul>   |

**27.** Baseline and aftermath research (10) paints a picture of distinct successes in targeting specific audiences – in a context of general downward trends in reading. It is perhaps not that surprising that step-changes in national reading patterns have not been brought about by the nine-month ‘public’ period of the Year. The encouragement of the successes is the positive impact of targeting segments of the ‘reading audience’ with communications and campaigns.

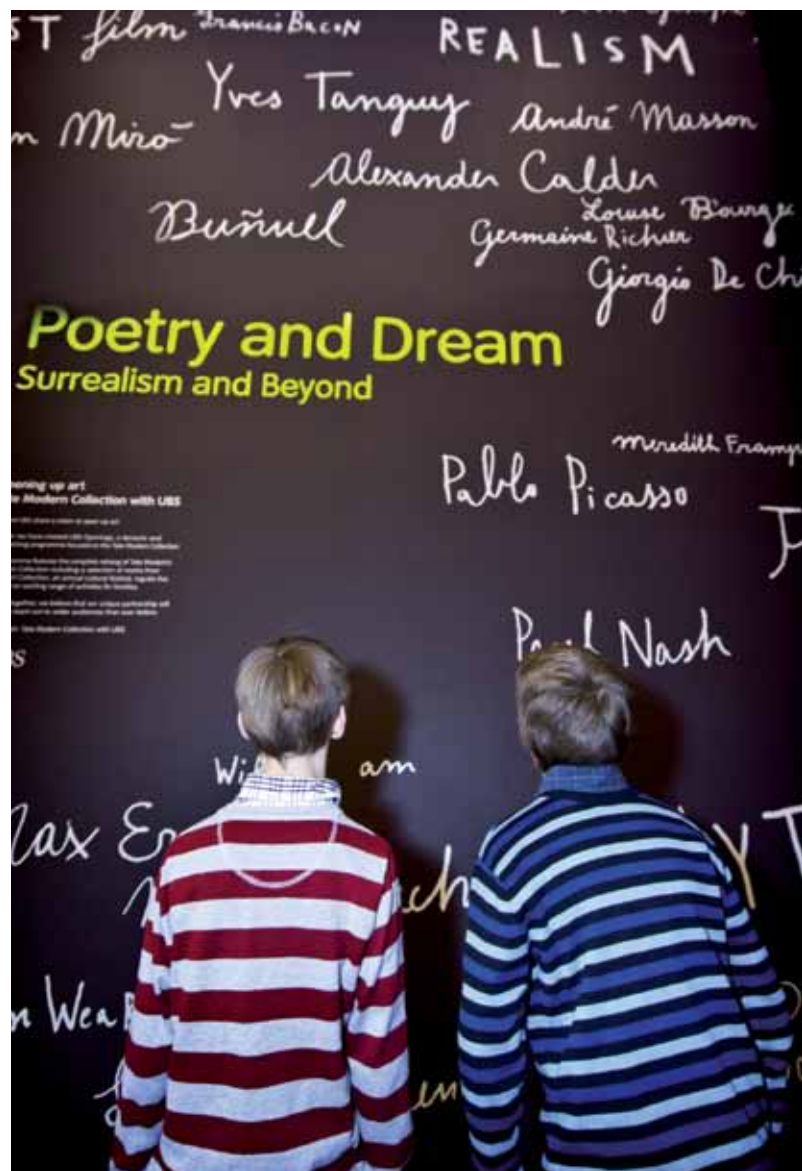
**28.** The NYR depended for all that it achieved on partnerships with key agencies who could put the campaign into effect at the local level. These agencies were:

- libraries
- Local Authorities
- schools
- the media
- publishers
- business partners

**29.** The successes associated with these elements of the Year are set out fully in the report. The primary means for the NYR to engage with local communities was through the Local Authority Coordinators nominated by every ‘upper-tier’ Local Authority in England. Libraries were also central to NYR activities as they facilitate free access to reading for all citizens and have substantial knowledge and skills to support reading. In recognition of their particular role, library authorities also nominated a lead contact to work directly with the NYR central team Library Advisor.

**30.** To promote the Year, in addition to the creation of an overall ‘identity’ for all partners to use, the NYR organised a media campaign based on a number of messages:

- Everything begins with reading
- Join your library – everything you could wish to read, for free
- Reading anything, anytime, anywhere is good



31. These were augmented by messages designed to appeal to the target groups. The messages were underlined by a range of campaigns and projects throughout the

year to secure greater engagement with target audiences and to develop effective practice. The headlines were:

| <b>Campaign / Project</b>        | <b>Messages</b>   |
|----------------------------------|---|
| <b>Bedtime Reading</b>           | <ul style="list-style-type: none"> <li>• Reading with your children is easy, rewarding and can be life-changing</li> </ul>  |
| <b>Reading Gardens</b>           | <ul style="list-style-type: none"> <li>• Where you read can be as important as what you read</li> <li>• Get reading out of the classroom, associate it with leisure</li> </ul>      |
| <b>Read Up Fed Up</b>            | <ul style="list-style-type: none"> <li>• Don't prescribe teenage reading, allow teenagers to choose</li> <li>• Good news – sources of reading are more diverse than ever</li> </ul> |
| <b>Help with Reading</b>         | <ul style="list-style-type: none"> <li>• Reading volunteering is rewarding and can make a difference</li> </ul>   |
| <b>Words Are Ours</b>            | <ul style="list-style-type: none"> <li>• All forms of reading count</li> </ul>  |
| <b>Telling Tales</b>             | <ul style="list-style-type: none"> <li>• Everyone can read aloud and everyone should</li> </ul>   |
| <b>Reading Heroes</b>            | <ul style="list-style-type: none"> <li>• Reading can have an impact on lives</li> </ul>   |
| <b>Love Lyrics</b>               | <ul style="list-style-type: none"> <li>• You may not think you are a reader but you love song lyrics and they are reading too!</li> </ul>   |
| <b>Get It Loud in Libraries</b>  | <ul style="list-style-type: none"> <li>• Libraries may surprise you</li> <li>• Libraries are for young audiences too</li> </ul>   |
| <b>My Personal Best</b>          | <ul style="list-style-type: none"> <li>• Sporting heroes have been inspired to excel by something they have read</li> </ul>   |
| <b>Summer Reading Supplement</b> | <ul style="list-style-type: none"> <li>• Sustain reading during summer holidays</li> <li>• Reading is about what you love</li> </ul>  |
| <b>Reading and Success</b>       | <ul style="list-style-type: none"> <li>• Reading can change your life</li> </ul>  |
| <b>Women's Supplements</b>       | <ul style="list-style-type: none"> <li>• Reading is the essential skill for your children</li> </ul>  |
| <b>Garron's Dares</b>            | <ul style="list-style-type: none"> <li>• Reading helps you fit in – in the street, in the playground</li> </ul>   |
| <b>You Are What You Read</b>     | <ul style="list-style-type: none"> <li>• Reading can add to your charms and appeal</li> </ul>   |
| <b>Christmas Supplement</b>      | <ul style="list-style-type: none"> <li>• Reading is important and a great gift too – and fun for the family together</li> </ul>   |

**32.** In the midst of all this activity, lessons have been learnt about how to promote reading. The main ones relate to:

- the importance of pre-planning
- the complexity of the reading sector
- the importance of evidence to underpin ideas and initiatives
- working with Government and Consortium partners
- the work of the campaign itself

## How can reading be improved?

**33.** One of the most important insights from the NYR is recognising how to promote the value of reading and help build a nation of readers. These insights centre on:

- the case for reading and the evidence that it improves life prospects
- reading being inclusive and readers being diverse
- engaging the target audiences
- the 'reading sector' itself

**34.** There is a strong need to continue to promote reading to parts of the population where the importance and benefits of reading do not appear to be appreciated for much of the time. The NYR began the work of understanding the perspectives of the target audiences about reading. But attitudes continue to change, and a longer-term commitment to investigating them, and responding to them, is important for the full benefits of the Year to be realised.





**35.** To realise its full potential the response of the ‘reading sector’ needs to be more focused on effective strategies based on understanding the needs and preferences of these audiences. ‘How do we reach them?’ is perhaps best answered by a serious appraisal of ‘How do they reach us?’ (and what impedes their journey?).

**36.** The lesson of the campaign for improving reading is that a strong identity, insightful messages, effective partnerships, strong evidence and good PR all matter: the net effect is that positive changes happened at home with reading during the NYR, for many of those in the target groups. And of course there are over 2.3 million new members of the libraries of England.

**37.** A wide range of organisations support reading in England. The fact there are so many is far from unique to the ‘reading sector’. The organisations themselves are a mix of public sector, charities, voluntary organisations, social enterprises and so on. They each have their own aims and their own long-term priorities. In this context, and without additional funding, the NYR is another priority to be fitted into organisational objectives for the year.

**38.** More could have been gained through a well-timed planning period during which the full implications of the Year for each organisation could be considered and a comprehensive shared plan produced – one that might have gone some way towards reducing the perceived lack of coherence of the ‘reading sector’ experienced at a local level.



**39.** A more sustained and strategic commitment to promoting the importance of reading across key Departments of central Government would also have helped facilitate support for the Year in other key sectors, where key influencers were necessary to kick-start activity for the Year.

**40.** There is a need for careful planning for ‘National Years Of...’ to succeed for everyone. That said, in view of the considerable progress and success of the Year, a great many people overcame initial obstacles to help shape the basis for the framework for a way of working that will transform our national reading culture – the legacy of the NYR.

## Our recommendations

**41.** The NYR team was asked to develop a way of working to transform our national reading culture. The purpose of the recommendations is to set out a framework for the legacy of the 2008 National Year of Reading.

**42.** The framework has six elements:

- researching the audience
- researching effectiveness and impact to build a stronger case for reading
- targeting activity using effective and tailored methods
- coordinating local initiatives
- enabling professionals and sharing good ideas
- planning and coordination

**43.** And the report makes 12 recommendations to support the development of the framework:

- Research into reading preferences and into barriers to participation in reading should be developed as an essential function for those supporting reading.
- Measurement of impact should be adopted as best practice wherever possible, and supported with any necessary skills development to ensure its effectiveness. The NYR would recommend that funding bodies consider impact as well as output when commissioning work with partners.
- A metric of impacts of services in the reading sector should be implemented, based on the outcomes these services have for reading better.





- The knowledge gained from the NYR, understanding from other sectors and proposed research should be used to devise strategies to engage the target audiences more effectively with reading.
- There is a need to commit to longitudinal study of reading behaviours in this country, to be able to predict more significant trends in attitudes to reading which might impact on 'building a nation of readers'.
- It would be helpful if DCSF conducted annual research into the attitudes to reading of 'Narrowing the Gap' audiences based on the successful responses to marketing during NYR.
- The work of Local Authorities to create cross-council strategies to support reading should continue. National organisations can better support this work by consulting with them, coordinating their communications, and aligning their planning cycles.
- Central Government should make a long-term commitment to an on-going campaign to support those working locally and nationally in support of the framework for building a nation of readers resulting from the NYR.
- The sharing of good practice to support the framework should be promoted and supported through effective and funded development of 'Wikireadia' and through existing regional professional networks.
- DIUS, DCSF, DCMS and other Government Departments should work together to help ensure that national



initiatives to improve literacy and to encourage reading are complementary and coordinated.

- Data about the impact of reading (and of projects which support it) should be collected, collated and managed so as to enable it to be shared between authorities, and between national organisations, and used in strategic advocacy and planning.
- To facilitate such data-sharing, a 'one-stop shop' should be developed and promoted to collate information for Local Authorities and others to ensure national initiatives are understood and supported at the local level.

### 'Reading for Life'

44. To underscore the importance of these recommendations one need only look at 'Building a Nation of Readers', the report of the first National Year of Reading in 1998. It is not just the title that has a familiar ring. The report made 15 recommendations. They called for a more inclusive approach to the definition of reading, for better partnerships, for a more coherent approach at national and local level and so on. The overriding need now is for this second NYR to lead to sustainable change.

45. 'Reading for Life' is a partial response to some of the recommendations in this report. The National Literacy Trust, The Reading Agency and supporting organisations have already announced a campaign to continue to improve the life opportunities of people in most need – through reading. The campaign will launch in spring 2009 and will

build on the achievements, networks and approaches championed by the NYR. The campaign is based on a belief that reading is at the heart of social justice, and the need is for the campaign to engage and inspire key target audiences such as those at the centre of the NYR.

46. Building a nation of readers is the challenge of this framework and its main aim: the great test will be in ten years' time: will the issues it seeks to address have begun to look like history?



# Reading: The Future

This report is an evaluation of the NYR. It identifies the main things that were learned about reading, readers and building a nation of readers during the course of a very active and successful campaign. The key challenge of the Year was to create a framework for a way of working that would transform our national reading culture. The main aim of this evaluation is to set out the context for this framework and to lead to a series of recommendations that will underpin it.



A great many people in a very wide range of organisations put huge effort into making the Year a success. Throughout the report, there are case-studies of just some of these organisations and events, and their impacts. They are there to illustrate points made in the evaluation. They are representative of types of activity. What the report is not intended to do is to summarise or list all that happened. Some may be frustrated by the absence of their own contribution. However, all who submitted reports and notified the NYR team of activities, played an invaluable role in creating the bigger picture on which the report is based. In this and in the spirit of meeting readers' needs better to build a nation of readers, it is hoped all will see how their work counted, and that it is valued and recognised.

# What were our aims?

**1.** The National Year of Reading (NYR) ran from January to December 2008. This report is an evaluation of the campaign identifying its success and challenges and ways to sustain the momentum that it has generated for reading.

**2.** Plans for a second National Year of Reading were announced in February 2007. The aim of the first Year of Reading in 1998 had been to promote a culture of reading. Ten years on, the aim of the second Year was to promote reading in the family and beyond and help to build a nation of readers. The Department for Children Schools and Families (DCSF) commissioned the National Literacy Trust (NLT), with lead partner The Reading Agency, to run the NYR. The NLT worked with the DCSF to set up the central NYR team and to devise the strategy.

**3.** The purpose of the Year was to encourage reading both for pleasure and as a means of improving learning, achievement and individual prospects. This meant that a blanket campaign to encourage people simply to read more would not be enough. Many people find learning – and reading – unappealing. The campaign needed to focus on ways of attracting these people to start reading or develop their existing skills.

**4.** The target groups identified by the National Strategies team at the DCSF and the Department for Innovation Universities and Skills (DIUS) for this specific focus were all groups that have

a higher proportion of people who find reading difficult:

- a.** white working-class boys (defined as being on free school meals)
- b.** families from socio-economic groups C2DE – particularly fathers
- c.** Key Stage 3 children, especially boys
- d.** Bangladeshi and Pakistani children
- e.** newly-arrived East Europeans
- f.** dyslexic children and visually impaired children
- g.** looked after children
- h.** adults seeking 'skills for life'

**5.** In targeting activity at these groups, the objectives were to:

- a.** demonstrate the importance of literacy skills for educational attainment, in work and as a skill for life
- b.** encourage boys in particular to feel more enthusiastic about reading, within and beyond the classroom
- c.** encourage and enable the parents of younger children (and men in particular) to understand the importance of reading to their children and have confidence to do so

d. encourage adults to read, both as a means to engage with formal learning opportunities and for pleasure

6. To achieve these objectives, the strategy comprised of:

- a network of partnerships to promote engagement with the Year, particularly with education and libraries
- ways to sustain the campaign locally after the end of the Year
- stimulating community-based reading activities
- national headline target-driven media campaigns to promote the Year
- engaging the corporate and business sectors with the Year
- engaging with the education sector
- working with families
- providing a sustainable model for the Year to have a long-lasting impact

7. In outline, the main elements of the strategy meant:

### Creating a network of partnerships to promote engagement with the Year, particularly with education and libraries

At the national level, the Year was supported by a group with representatives from the DCSF, other government departments and agencies, the NLT and Consortium partners (for a full list, see appendix 3). Engaging with libraries was considered essential, so The Reading

Agency became the lead partner for libraries for the NYR, as they have considerable experience in working with that sector. The NYR team also worked with a wide range of organisations from the private and voluntary sectors to improve engagement with the target groups. At the local level, the approach was to work particularly through Local Authorities. Coordinators were nominated by each of the 150 'upper-tier' Local Authorities in England to work with the campaign team and take on the role as champion for the Year in their Authority. They were asked to develop partnerships across Local Authority departments and with other partners (such as local business and media) to promote the campaign, its activities and to engage audiences locally. This model of a multi-agency development of a literacy strategy at a Local Authority had been promoted by the NLT for over a decade – notably as the basic model of the first National Year of Reading.



**250,000** guides to children's books distributed via libraries

### **Developing ways to sustain the campaign locally after the end of the Year**

The main element of this plan was to invite each Local Authority to form a NYR steering group, bringing together local partners to plan and organise local activities to engage with target audiences. The idea was, where possible, to build on existing local contact networks and projects. Working with Local Authorities and their contacts in this way, the intention was to prepare the ground for work to continue across the country after the Year itself was completed.

### **Stimulating community-based reading activities**

The intention of this element was to make sure that communities engaged with the Year and saw it increasingly as something of their own – working with libraries, faith groups, business and community organisations in planning and providing activities based on the Year (and its messages), but with specific local relevance. This meant creating opportunities for the NYR to enhance demand for activities to support reading – including national reading programmes run locally.

### **Designing and driving national headline target-driven media campaigns to promote the Year**

It was essential for the campaign to secure a sustained high profile presence in media of specific relevance to the target audiences, primarily through newspapers, TV, radio and through a variety of events.

This was done to promote to the target audiences, and the agencies serving the public, (i.e. ‘the reading sector’), simple, clear and important messages about the value of reading and reasons to encourage reading. National campaigns need high national profile. However, with a relatively limited budget for such a campaign, it was more of a priority to target resources according to segments of the ‘market’ to ensure maximum impact.

### **Engaging the corporate and business sectors with the Year**

The purpose of this plan was to link the importance of the workplace with the campaign and to connect improved reading with enhanced success at work. The business and corporate sectors have increasing interest and expertise in social responsibility and could therefore be influential in encouraging community-based reading activities. Businesses offer reach into their workforces and help to generate the demand for reading skills. They also provided specific and cost-effective ways for the campaign to reach its target audiences. At a Local Authority level, businesses can be potent partners.

### **Education sector engagement**

The Year had a natural need to engage with the education sector but was not there to re-design the curriculum. Engagement was through Local Authorities and other agencies, and through direct communications with, and supplying materials to, schools and colleges.



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The focus was generally on the reading culture of the school as a whole, on specific ways to engage school-aged children who were doing less well with their reading and to support increased partnership working between, for example, schools and libraries.

### Working with families

The intention was to raise the importance of reading within families and to do this by working with two national schemes – the Family Reading Campaign and the Family Learning Network – and with Local Authorities, the Campaign for Learning and the National Institute for Adult and Continuing Education.

### Providing the means for the Year to have a long-lasting impact

This was to have two main elements. The first was supporting the development of local partnerships and infrastructure so that the benefits of the national campaign could continue long after the campaign had ceased. The second was through learning as the Year progressed – for example, about how to build effective partnerships; how to reach the disengaged; what we still have to learn about ‘target groups’ and their attitudes to reading; and about how ‘the reading sector’ might best serve readers.

### Libraries getting to know their audiences better

**Stockton on Tees** staff took to the road on Arriva buses and joined up new customers. On the No 15 there was even a bus-wide discussion on favourite reads with passengers commenting how nice it was that people were talking to each other...

Staff from **Nottinghamshire** decided to take a look at what commuters were reading – to encourage passengers to “make their journey a reading journey”, by spreading the message about free reads from local libraries. Library staff had stands at Worksop, Mansfield and Nottingham train stations. The scheme was supported by East Midlands Trains’ MD, Tim Shoveller, a library member and keen reader himself.

**West Sussex** staff went to three railway stations at Horsham, Billingshurst and Pulborough at 7am and gave out 300 goody bags, which included books and membership forms.

**Newcastle** library staff went to local shopping centres and festivals to encourage people to join. The promotion of the service by using community venues, going to outside events and using different marketing strategies has been so successful in gaining new members that they are now looking at a variety of marketing and promotional devices for the new City Library. These include TV, metro and road advertisements, as well as the use of prime commercial shopping sites.



**8.** It is of course important in this evaluation to present an account of what the Year did and what it achieved – but the real value of the report itself is in the recommendations it can make for building a nation of readers, based on the cumulative experiences of 2008. The NYR enjoyed a unique viewpoint, working with and learning alongside a wide range of agencies and organisations from a variety of sectors.

**9.** Making these strategies effective presented challenges in context, ambition and tone. The context for promoting reading is well-defined. There are long-standing concerns about the reduced life-chances associated with poor literacy and reading and there is a powerful tradition for betterment: the nation's libraries are there as a statutory requirement for Councils because we know reading has a great power to enrich. It is not surprising that there are many organisations – such as publishers, charities, public bodies – whose existence or purpose is shaped by a desire to improve or promote reading. They have interests in 'building a nation of readers'. The National Year of Reading needed to complement the work of these organisations and harness their reach, goodwill and capabilities.

**10.** Creating a long-lasting impact on reading from a year's campaigning is a tough challenge: nonetheless it was the ambition for the Year. The specific requirement of the DCSF was to create a framework for a way of working that would

transform our national reading culture. The method was to provide a limited cash resource for the central team to use in getting the message across – and to work with organisations and people to add real value. In other words, the campaign depended on the capabilities of the campaign team to work with key partners to stimulate support for the Year and contribution towards the subsequent framework. This was a matter of sustained engagement with all those agencies in what might be termed 'the reading sector' – from libraries and Local Authorities to charities, publishers, print media and of course newer digital reading technologies.

**11.** The campaign depended on successful influencing and clear campaign messages with a stimulus and incentive for members of the public to act in response. The tone needed to be motivating, engaging, creative – and fun. It also needed to be a diverse campaign, reaching out to all kinds of people, learning as it progressed and setting out the basis for future developments. There was a firm belief driving the campaign that reading can be anywhere, for anyone and through a vast array of possible media. A lack of cohesion between local and national messages about reading was identified as an issue during the first Year of Reading. To ensure the greatest impact for the second NYR, it was vital for all partners to share overall messages. To that end, a message wheel was devised and shared with all major partners during the Year:



## Why and how; the NYR message wheel

### Vision

A population that knows what reading can do for it and understands how reading equips us for life in the 21st century

A society liberated from narrow views of what reading is and isn't

A society where we appreciate that it is never too early or too late to become a reader

NYR is about issuing a challenge to people to make a difference to someone else's **ability** to read or to their **enjoyment** of reading, and hence their quality of life – it's urgent, it's **now or never**

### Fundamentals

**Reading has never been more important:**

- Everything begins with reading – more so today than ever before
- That's because huge forces are changing society, accelerated by technology
- It's creating a smaller, joined-up world with more opportunities
- But if you can't read, the door is closed to you. Reading is the key to this world
- Without reading, you are excluded from society in a way that generations have never been before. There is less and less you can do without reading
- The pace of change we face in our daily lives makes reading THE critical life skill. It's a survival skill – adult learners say they have 'been set free' through reading
- That's why we're saying reading anything is worthwhile. It is the fabric of daily life (any time, any place, anything)

### Evidence

By addressing reading you can move the needle on employment, health, citizenship...every area of life

Support the 1000's of projects every day, from book gifting and storybook schemes with prisoners and the armed forces, to breakfast clubs and reading through song

Free reads, for everyone (for more brilliant ideas, join a library today)...Public libraries were founded on the notion that everyone had the right to pursue ideas and benefit their personal development

Read in the house, talk about reading

Reading can be redtops and magazines, novels to blogs, off the page or onscreen

Bedtime reading – the best private investment you can make in your child's education – and it's free

### Strategy

That's why the National Year of Reading has a vital role to play in:

- Reinforcing and strengthening the hundreds of projects that are already happening the length and breadth of the country – making sure people know about them, and want to participate in them
- Redefining reading for the future
- Getting behind these initiatives and continuing to support them, to ensure a step-change in our national commitment to reading
- Calling on everyone, from grandparents to teens, to make reading part of their everyday life...and to do it today (visit [www.yearofreading.org.uk](http://www.yearofreading.org.uk) to find out more)
- This means enjoying reading and sharing it with others – it's important enough to shout about.

**12.** The cash resources available to the campaign amounted to just under £2.6m. This comprised of:

- £2,521,288 of grants from DCSF
- £70,000 funds from Qualifications and Curriculum Authority (QCA) and Museums, Libraries and Archives council (MLA)

(A break-down of elements of this funding is at Appendix 1). The DCSF allocation was based on a contract with them that drew on these aims and strategies to prioritise:

- generating and then sustaining a high-impact national media campaign
- developing productive relationships with all the key agencies and developing materials to support and promote their work where appropriate
- through these activities encouraging people to give time at the local and regional level to understand the aims of the National Year of Reading initiatives and help to make a success of it
- a small team of staff working with a leader together capable of high achievement under high pressure producing resources to support local activity
- meeting specific measures of success and being accountable for the allocation of resources to achieve this

**13.** Critical to the plan was the need to draw together key influencers and agencies from 'the reading sector' to form a Consortium. Each of these organisations would play a significant part in the NYR. The Consortium members were:

National Literacy Trust  
 The Reading Agency  
 Booktrust  
 The Campaign for Learning  
 The Centre for Literacy in Primary Education  
 ContinYou  
 The National Institute for Adult Continuing Education  
 Volunteer Reading Help  
 The National Youth Agency  
 Arts Council England  
 Museums Libraries and Archives Council

A range of other organisations also gave essential support to the campaign, including the Society of Chief Librarians and other library bodies, Primary and Secondary National Strategies, Heading for Success, Playing for Success, Every Child a Reader, literary associations, teaching associations, the Qualifications and Curriculum Authority and Local Authority professional associations, and charities.

**14.** Critical to the success of the Year was the way the campaign team worked with Local Authorities. The aim was to provide a national presence for the NYR across England through a Coordinator in every 'upper-tier' Local Authority – and for each Coordinator to engage with district councils. Assistance and advice for the Coordinators was provided through a central Local Government Manager, whose main responsibilities were to:



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- develop a sustainable cross-council model to embed a commitment to reading and literacy
- support, engage and motivate local Coordinators to:
  1. plan local campaigns
  2. support underachieving audiences
  3. engage businesses
  4. engage partners and form long-lasting partnerships
- encourage Local Authorities to run local campaigns to reach target audiences
- support local partnerships to include representatives of target audiences and local communities on their partnership steering groups

15. Further support was made available through three rounds of nine regional meetings in December 2007, April 2008 and October 2008. Two national conferences (24 October 2007 – before the NYR began – and 10 September 2008) written support and written guidance, and one-to-one support. Good practice was also communicated via national mechanisms – Wikireadia, ‘Local Authority of the month’, meetings and monthly bulletins. This augmented the direct support and aimed to focus Coordinators on initiatives and ways of working that were sustainable, measurable and that engaged the target audiences. In addition to all this, each library service provided a specific contact and these contacts were in turn supported in similar fashion through newsletters and guidance by the Libraries Advisor in the central team.

### Libraries – extending their welcome

**Islington** opened the doors of Finsbury Library at 7am to welcome early morning voters in the London Mayoral elections with free tea and coffee and an opportunity to use and join the library that was being used as a Polling station

**Warwickshire Libraries** participated in the county’s first all-day event to celebrate the achievements of looked after children. Invitations went to 450 children and young people. The festival happened because of consultation with the young people themselves, as well as from a steering group of staff from across council directorates including the library’s Switched on to Reading Coordinator. Switched on was the library’s Paul Hamlyn Foundation-funded project to raise awareness and increase use of library services by looked after children and foster families. Participants received information and a goody bags and enjoyed the rap poetry of Dreadlockalien.

**Norfolk** worked with their Sensory Support Team to establish a reading group for visually impaired young girls. As large print material was provided for this year’s Summer Reading Challenge, the group also enjoyed participating in Team Read. They aim to set up a similar group with visually impaired boys this year.



**16.** In all, nearly 6,000 NYR reading events were registered on the National Year of Reading website.

**17.** The National Year of Reading has been a success. Some of the headline achievements are:

*Success in reaching target audiences:*

- 2.3 million new library members through the first ever national promotion of library membership
- Targeted reading features on romance reaching 164,000 Asian readers
- Millions of young mothers targeted with case studies through advertorials in women's weekly magazines
- 23,000 more boys taking part in The Summer Reading Challenge
- 250,000 picture books distributed via The Sun
- Over 400 million opportunities to view NYR messages in regional or national media
- 22,000 people reached with reading messages via the BBC 'RaW' road-show in 8 venues in deprived urban areas
- 30,000 Quick Reads (with supporting messages) distributed via the News of the World
- 250,000 guides to children's books distributed via libraries
- A four-page supplement on libraries and reading distributed via The Mirror, The Sunday People and 1 million C2DE households using targeted postcode data

- 7,000 adult learners participating in the first ever Six Book Challenge

*Success at generating innovative partnerships:*

- 5,000 leaflets on reading and success despatched to potential HGV learner-drivers
- Over 100,000 visitors to the NYR Reading Garden, winner of a Silver Gilt at Hampton Court Flower Show – and a toolkit to build a reading garden downloaded thousands of times. The show is promoted by The Daily Mail, whose readership is 84% ABC1C2, over 50% female, 52% 35 – 64 and has a strong professional bias including teachers and librarians
- 8 more reading gardens created in schools / areas with underperformance at Key Stage 2 through partnership with Business In The Community and 5 more with Starbucks. BITC to build between 50 and 100 Reading Gardens in 2009
- 300,000 leaflets on supporting reading distributed to small businesses via The Bookpeople
- NYR reading messages displayed in 2,400 working men's clubs

*Success at inspiring and engaging professionals to promote reading:*

- Over 1,000 schools signing up for the innovative ReadMe Key Stage 3 classroom resources to support boys and reading created by NYR
- 78% increase in schools signing up to become Reading Connects Schools

- NYR's most popular download – Help With Reading – a free guide to encourage more people and organisations to volunteer for reading projects
- 150 NYR Coordinators (one in each 'upper tier' Local Authority) across England leading partnerships and delivering activities for their communities
- Over 1,250 articles on Wikireadia, the good practice guide to reading
- Winning the HarperCollins Award for Expanding the Retail market
- Two key evaluation reports to support legacy – on Local Authorities, and for reading professionals

**18.** Of course, at a high-level, these indicate success in reaching the target audiences. More importantly, the campaign also enjoyed success in relation to its impact on the behaviours of some of the target groups set out in the aims for the project and in relation to the agreed set of performance indicators for the Year (see paragraph 74). A concise summary of these achievements is at appendix 5; their impacts are analysed in more detail in the course of the report.



**250,000** picture books distributed via The Sun





## What is the purpose of this report and what is its scope?

**19.** The NYR was a campaign – not an agency. Building on existing approaches developed by Consortium partners over the past ten years to tackle social exclusion, the NYR was able to be innovative and to learn by doing. As such, the high pace and intense activity of the Year meant that initiatives led to discoveries which in turn gave rise to small scale research projects, refined approaches to target groups, new directions to explore with partners, different forms of support for Coordinators, and so on. The value of the end-of-year evaluation is that it can capture the outcomes of what was a continually refining process.

**20.** It will help to understand the nature of this report, to be clear about two things that the NYR certainly did not set out to be. It was not a commission of inquiry into the state of the nation's reading; and it was not an initiative backed with regulatory or legislative authority. Some of the research and insight projects it launched were small scale: they were not intended to unearth major new theories. Rather, they were intended to shine light on particular issues that could help direct resources and efforts wisely in the future. (An outline of these projects is at Appendix 4). But, the campaign has generated a range of valuable insights into how to 'win friends and influence people', how to



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develop effective partnerships and how to understand customer needs in order to meet them better.

**21.** As the Year came to its end, a thorough review of:

- all the campaigns
- the evidence generated from research and from activities
- the reflections of the National Year of Reading team and
- the views of a range of stakeholders

has been drawn together to provide the basis for this evaluation. The evaluation is an analysis of the Year, its efforts and its impacts – it is not a record of events.

Through the evaluation process, five key issues have become increasingly central to the review. These are: defining; including; promoting; improving and recommending. Hence, the review is set out as a series of sections responding to these questions:

- a. what is reading?
- b. who is reading for?
- c. how can reading be promoted?
- d. what could have been improved in this campaign?
- e. what are our recommendations for the future?

### Libraries online

A brand new shared experience for **York** was their blog, set up for NYR. It allows them to communicate with their customers in a very open and informal way: [www.shareyorklibraries.co.uk](http://www.shareyorklibraries.co.uk)

A new initiative is being piloted in Swale, **Kent**. A Teenage Text Reading Group was launched by KCC Libraries & Archives in partnership with Swale Borough Council and Kent Safe Schools, which offers the opportunity for 11–19 year olds to borrow a book from their local library and then chat about it online at [www.boredinswale.co.uk](http://www.boredinswale.co.uk)

North Lincolnshire's blog is proving a real success with over 4,000 unique visitors in August

As part of **Norfolk** County Council's recent Customer Services Week activities, Chief Executive David White offered control of his blog for a week to whoever made the best case for taking it over. The "winners" were the Norwich Locality community librarian team who proceeded to do a great piece of advocacy to everyone in the council. The Chief Exec has also used his blog to share his holiday reading and promote NYR.



## What is reading?

**22.** Reading is not only about books. It is certainly not just about aspiring to read classic works of literature. The aim of the NYR was to 'build a nation of readers'. The core message was often 'read more'. In practice, particularly with the 'target groups', the underlying message of the campaign was 'read better'. The word 'better' in this case, however, is not about improving reading materials. Rather, it means improving reading skills. This includes everyone. The need to convey the value of reading led to the other key messages for the Year – including 'everything starts with reading' and 'reading leads to success'.

**23.** A 'nation of readers' also emphasises a – possibly the – main point about the NYR: the centre of attention is the reader. This has two profound consequences. One, the starting point of any attempt to encourage reading must be the point the reader has already reached. The focus is therefore firmly on the 'customer' of services and not the producer. Second, most readers are capable of improving their reading. A debate about what reading is 'good' reading is not helpful in the context of NYR; what really matters is how an individual can be encouraged and enabled to improve his or her capabilities and understand the benefits this might bring them and their families. This underlines the 'any time, anything, anywhere' approach of the Year, and the thrust to reach out and draw people into reading across the nation.

**24.** Reading is defined by what is read. As part of the 'national conversation about reading', the NYR team launched 'Read Up Fed Up' (1), a project and survey to understand what teenagers read and why they read it. Looking at the world of reading through teenagers' eyes is illuminating. What they read and what they think 'readers' are shows why it is necessary to recognise a wide range of media and types of reading, when attempting to get people to read more.



**25.** The 'Read Up' element of the project identified what teenagers like reading, and the 'Fed Up' part itemised what bores them: the overall outcome is that they like magazines with a high degree of celebrity content; they are quite discerning; and they do not on the whole like the books they have to read for school, particularly Shakespeare. An alarming fact is that 45% of those in the survey had been told off by an adult for reading something 'that is not proper reading'. This survey started to unearth a more significant challenge for the Year, showing that the views of some of the target audiences about reading might be adversely influenced by opinions of authority figures. The headline outcomes are:



| <b>Read Up</b>                      | <b>Rank</b> | <b>Fed Up</b>                   | <b>Rank</b> |
|-------------------------------------|-------------|---------------------------------|-------------|
| Heat Magazine                       | 1           | Homework                        | 1           |
| Bliss Magazine                      | 2=          | Shakespeare                     | 2           |
| Song lyrics online                  | 2=          | Books over 100 pages            | 3           |
| Computer game cheats online         | 3           | Reading about skinny celebs     | 4           |
| Online blog or fan fiction          | 4           | Books I have to read for school | 5           |
| Harry Potter                        | 5           | Encyclopaedias and dictionaries | 6           |
| Anne Frank's Diary                  | 6           | The Beano                       | 7           |
| Film scripts                        | 7           | Music scores                    | 8=          |
| Books by Anthony Horowitz           | 8           | Harry Potter                    | 8=          |
| The Lion The Witch and The Wardrobe | 9           | Maps and directions             | 8=          |
| BBC Online                          | 10=         | Facebook                        | 9           |
| Books by Louise Rennison            | 10=         | Financial Times                 | 10          |

**26.** A more in-depth study of the perceptions of teenagers was the National Literacy Trust research by Clarke, Osborne and Akerman (2) with 1,600 children at Key Stages 2 and 3. This investigated young people's perceptions of themselves as readers. The results highlighted the importance of young people's perceptions of what it means to be a reader and how these perceptions appear to shape their reading habits. Most of the children perceive readers as achievers – but about a third think readers are nerds. Their reading activities outside the classroom are consistent with the 'Read Up Fed Up' findings – they read magazines, emails and websites a great deal but spend little time on poetry, factual books or manuals. They say that reading makes them calm and happy – though they do it less than most leisure activities. They think the best reason for reading more is that reading leads to success. Fewer think reading will aid popularity: being a 'reader' is not perceived as 'cool'.

**27.** This is supported strongly by the Muse insight report (3) on behalf of the National Year of Reading, on understanding attitudes to reading, beliefs, media consumption



and interests of boys aged 11–15 from C2DE backgrounds. This was a vital group in terms of the targets for the Year. This 'Target Group Index' is a robust survey, based on a sample population of 26,000 and able to compare this group of boys with the whole group of young people. These boys are still being shaped by the leisure choices of their parents, particularly their fathers, who do not like reading. They are more likely to be concerned with 'fitting in' than boys as a whole. For them to buy into the idea of reading means being convinced of its value in supporting their status amongst their peers.

**28.** What this insight report also confirmed is that C2DE boys like reading sports books, adventures and annuals. They tend to read when they have to (i.e. for school) rather than for pleasure; and they read fewer books than other boys. The study was produced in May and influenced all subsequent related activity. It also reinforced another compelling idea: these boys are far more likely to read the tabloid press, watch sports, and buy products that are directly endorsed by their parents. This was valuable in shaping some of the PR activities of the Year.

**29.** It is not just teenagers who have diverse tastes and needs in reading. One of the target groups for the NYR was Pakistani and Bangladeshi children. One of the key objectives of the year was to engage parents with the importance of reading and of reading to their children. In an innovative piece of qualitative



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research, 'Mills and Boon: Romance gets people reading project'(4), Muse worked with small groups of women and a selection of expert witnesses to discover more about attitudes, repertoire and barriers to reading amongst:

- Asian women with English as a second language
- women from other ethnic communities, principally East European
- women with reading difficulties
- young C2DE mothers with children under six

**30.** The focus was on reading romance. The women in all these groups tended to read less than their peers. Asian women appreciate reading whilst the young mothers tended to dismiss it as either time-consuming or costly and not likely to achieve much. But what is read is really illuminating. Free newspapers like the Metro, magazines like Heat, Chat and so on are really popular as, it turns out, is romantic fiction. Interest in romance is particularly strong with Asian women who are attracted by 'escapism', the lighter, easier feel of the read, the happy endings and because it resonates with their own cultural heritage. The interest fuels a desire to read other books in the same genre and can lead to an interest in other genres. Young mothers say that once they are in the library they use other facilities. The key to engaging this so-called 'hard to reach' group is insight and understanding, and accepting where the reader is and what they enjoy, so as to make their journey into a richer reading life an easier one to take.

### Reviewing existing services, working in new ways

**Peterborough** said that the NYR brand gave them the confidence to approach BT and Royal Mail to participate in their reading buddy project and to strengthen an existing relationship with Waterstones. BT and Royal Mail will particularly be providing male reading buddies for work in local schools as during the NYR, Peterborough's Coordinator identified that a greater number of male role models would help engage and support boys with their reading.

In **Wiltshire** the Steering Group identified that more needed to be done to bring young people into libraries. It was decided that stronger joint working between the Library Service and Youth Service was needed to address negative stereotypes affecting both services (i.e. libraries perceived by young people as spaces for dusty old books and old people and the Youth Service perceived by other services as a place where youth workers just hang around playing pool with young people). The NYR was recognised as an opportunity to challenge these stereotypes and help to increase the engagement of young people by the Library Service to promote reading. A more collaborative approach has generated a number of projects, with the Youth Service using its own mainstream resources to work with young people to create Youth Zones (young person-friendly areas) in libraries.

In **Lewisham** an event was organised by the Story Sharing Residency project and the Local Assemblies Team in a priority neighbourhood. The project engaged a range of voluntary sector cultural organisations and venues in the area to share stories and contribute to building a stronger and more cohesive community. Engaged organisations included the Somali and Somaliland Lewisham Community, Somali Youth, Ivory Towers Women's Group (Ivory Coast cultural organisation) and the Lord Clyde Pub (Irish pub).



**31.** The ‘Mills and Boon’ project makes two important points about how reading is ‘defined’. It is important in the context of the NYR to leave behind us unhelpful debates about the relative merits of different kinds of reading. For the women in all these groups, barriers to reading may be broken down by encouraging them to read more of what they like. This can then easily lead to more challenging reading. Confidence, literacy, IT literacy, vocabulary and general knowledge all improve. These are the means to better achievement and enriched living. So for these women, for example, reading is important for pleasure (as a creative activity) and for purpose (as a utility for social and economic welfare and in supporting their family). Reading does good to both at once. It is not either for creativity or utility: it is for both.



**32.** The other important point is that what matters about reading is what the reader needs and wants – and this may challenge powerful assumptions. Is Mills and Boon to be encouraged or is Shakespeare always better?

**33.** Armed with the outcomes of a variety of initiatives and small scale research and insight projects, the NYR in partnership with the Trade Publishers Council commissioned TWResearch (9) towards the end of the year to research ‘disengaged’ families and their lifestyles to discover the things that influence their relationship with reading. They found that books and book stores are an alien, unattractive world and that reading is just not a lifestyle choice for many of these families.

**34.** As the Year progressed, the importance of the guiding slogan ‘anything, any time, any place’ became increasingly apparent. This spurred on a variety of projects. In the context defining reading, an example is the way that the research into young peoples’ perceptions about readers (Clark, Osborne, Akerman, op.cit.) led to an investigation into song lyrics. More music is now downloaded from the internet by teenagers, and consequently the lyrics that used to come printed with the CD or LP have become harder to get hold of. As a result, unofficial online opportunities to download the lyrics have proliferated and are increasingly well used. Lyrics are clearly in demand. What lyrics do people read and why?

**35.** ICD Research (5) reported during the year a wide range of data about who tends to read what lyrics and with what impact. Some interesting points emerged: overall, people read lyrics less than they used to, and this is not what they would wish. They access their music online now – as the magazine ‘Smash Hits’ that printed a lot of popular lyrics ceased publication in 2006 – but they worry about the accuracy of what they access online. Every age and group found the words and meaning of lyrics to be potent at important moments in their lives. Lyrics are a type of reading that can engage everyone.

**36.** It is an interesting piece of social documentary and reinforces the need to define reading in ways that include new media and genres which can engage a very broad range of people with the relevance of

reading to their lives. Where once people had poetry in books they now also have a vast choice of online lyrics to read for pleasure.

**37.** A pattern emerges from the Mills and Boon, Read Up Fed Up, lyrics project and the attitudinal surveys – the more immediate the impact of reading for the individual the more likely it is that something will be read and appreciated. It is easier to communicate positive messages about reading if reading is associated with something of interest or relevance. This is not to argue that a nation of readers should be people reading only what is easy or already popular – or indeed simply more of whatever anyone already reads. It is to understand that each person starts a journey into more reading from wherever they are. Building a nation of readers means locating the foundations accordingly on readers’ existing preferences; and in the case of teenagers these preferences may not be the same as what teachers, parents and professionals with interests in reading might prefer them to have. The NYR was interested in building a nation of discriminating readers – not readers who were discriminated against for their choices of reading.



Nearly **6,000** NYR reading events registered on the NYR website



**38.** Of course, reading does need encouraging. In 1999, the review of the first National Year of Reading, (entitled, note, 'Building a Nation of Readers'), set out seven recommendations. Ten years on, these were all still needed as the backbone of the second NYR. The specific concerns are centred on two underlying issues:

- the need to motivate children and families living in relative poverty to read more
- connecting reading with literacy and literacy with success

**39.** The fact is that in spite of continuing efforts in the intervening decade these remain difficult and important challenges. The motivating factor underlying them is the search for success. Reading changes life chances. The NLT drew together the available research to produce 'Literacy Changes Lives' (6) in July 2008. This resource enabled the NYR, and indeed anyone with an interest in improving literacy, to connect the value of reading with the benefits of success in life and work. Such a route to enhancing life chances is therefore of interest to people working with worklessness, community cohesion, health and other aspects of public welfare.

**40.** This is of critical importance. Literacy is a lever for social justice and mobility and so has an impact on educational attainment, narrowing the gap between the rich and the poor, stronger communities, health and wellbeing, skills and employment, reducing crime and recidivism. The case for literacy has been developing for some time, based on the available longitudinal research and other shorter-term assessments that support these essential connections. But there is a definite need for further and more sustained longitudinal research to understand, and then advocate, the links between reading and quality of life.

**41.** Recognising these arguments, the Leitch Review of Skills (12) sets the context for major policy reforms in Further Education in England that focus sharply on the need to improve adult literacy rates.



## Case study

The connection between literacy, success at work and a strong economy underlies the drive for the UK to rise from current moderate performance levels compared with its closest competitors. The hard facts are that the UK has over 20% of adults (about 7 million people) with only the lowest level of literacy. Adults at this level are far more likely to be unemployed, less likely ever to experience a promotion at work. In Scandinavia, rates of 10% or so persist. How to improve literacy rates is a matter of concern for us all to pursue. It is an urgent task: the CBI identifies poor literacy as a key inhibitor to economic progress in the high value-added economies of the future.

**42.** Literacy is about more than reading fiction and its benefits spread far wider than simply passing exams. In 2002, OECD research (7) showed that reading for pleasure is an even greater influence on success than family socio-economic status. The value of reading for pleasure is accentuated by research in 2000, 'Reading the Situation: Book Reading and Borrowing in Britain, 2000' (8) which established that pleasure and entertainment were the most commonly cited reasons for reading – an idea reflected in much of the research conducted during the Year, endorsing reading for pleasure as a common activity.

**43.** But, of course, 'reading for pleasure' means different things and especially to the diverse audience of readers. As we have seen, for example, teenagers may derive pleasure from magazines a good deal more than from lengthy books.

### Libraries making changes for the future

#### Warwickshire

Following the management team's review of 2008, it has been decided to continue the National Year of Reading policy of only requiring 1 form of ID for new joiners.

#### Bournemouth

A new joining leaflet was created accompanied by more relaxed borrowing rules, so that a person did not have to show any ID if they did not want to borrow AV items. This allowed them to register people at the enquiry stage, ensuring they did not have to go away and get proof of ID before getting a library card. Borrowers joining under this new system were given a separate borrower code so that they could be tracked on their Library Management System. One of their Business Unit targets was to have class visits from all Bournemouth Primary schools. All of the children who attended were enrolled library members. No proof of address or ID was needed. This initiative was very successful and helped to increase the issues of Children's stock over the latter half of the year.

#### Newcastle

As a result of the success of the 'No Proof of Address' policy during 2008, this policy is being continued in 2009 and an investigation is currently being undertaken regarding the simplification of membership forms. Removing barriers to joining the library continues to be a key priority.

#### London Borough of Bexley

New library membership cards were attached to Bexley Magazine's summer edition – the idea being that people should 'opt out' of being library members rather than 'opting in'.

**44.** Defining reading as more than reading books in order to engage audiences more effectively did, however, have implications for local activities in the NYR. Whilst there was a good deal of ‘in principle’ support for the notion of broader forms of reading, there did not appear to be many existing models to promote them, so actual activities often largely or exclusively focused on books.

**45.** The NYR worked closely with Local Authorities throughout the year and a cornerstone of this work was advocating the role of reading in securing social justice for citizens. This was enhanced by NLT’s advocacy resource (6). The connection between reading, literacy and social mobility was promoted to Coordinators – reading should be a matter of concern for a very wide group of organisations and particularly for all Local Authority directorates, hence the model promoted of a cross-council Steering Group. Coordinators were encouraged to use these broader connections to secure partnerships with a range of organisations in addition to partners in the ‘reading sector’.

**46.** The ‘messages’ for the NYR developed during the year as knowledge about reading and the attitudes of readers – and stakeholders – both grew. The Year began with a set of campaign messages directed at all target audiences typified as:

‘Everything starts with reading’

‘Start with what you love’

‘All forms of reading count – books, magazines, comics, newspapers, online, music lyrics’

‘Read with your children’

‘If you want to read, join your library – it’s for everyone, and it’s free’

**47.** However, these were based on restricted levels of research and (as it turned out, impaired) assumptions about reading being something all people would equate with success. When the outcomes of TNS (op.cit) and other early research became available, the messages were revised for specific audiences. These included:

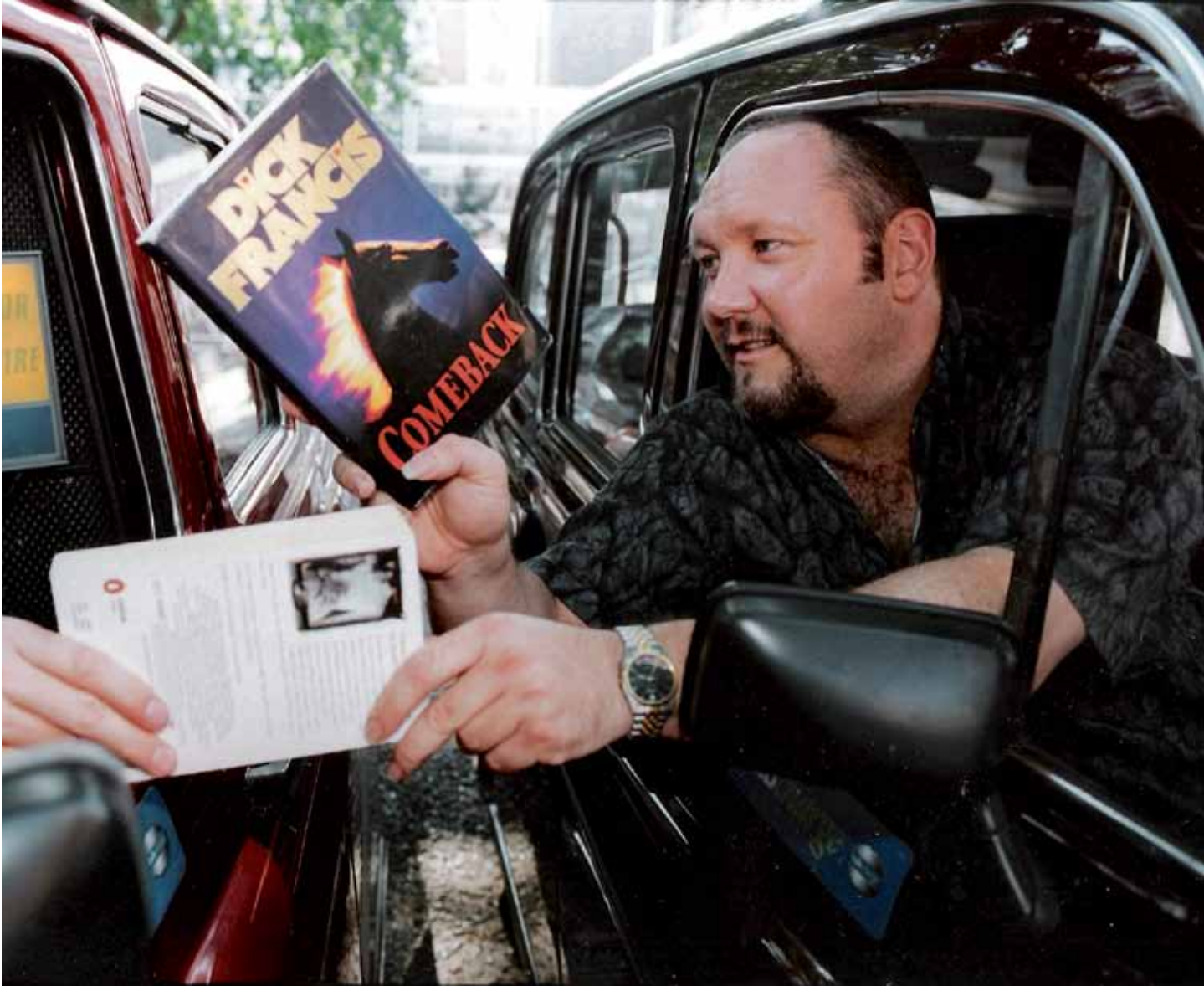
**Parents:** ‘Reading is the key life skill and fundamental to success.’

**Teens:** ‘Get the knowledge you need, read.’

**Asian women:** ‘Love reading about love – enjoy reading romance.’

**48.** All that was learned, shaped subsequent campaign activity. Most of all, it became clear that defining reading in terms of its capacity to improve lives was of the utmost importance with some of the target audiences. Getting the right messages across proved challenging but rested on the other clear truth about defining reading – that it is the reader who defines reading and who defines the value of reading to his or her own life. A campaign to ‘build a nation of readers’ must be reader-centred to have any chance of success.





## Who is reading for?

**49.** 'Building a nation of readers' means 'reading is for everyone'. So why ask who reading is for? The question arises because in practice not everyone feels reading is for them. The perceptions people have about reading affect how they react to campaigns suggesting they 'read more'. And the many organisations who are there to encourage reading can struggle to engage all groups of people with reading as a result.



**50.** Defining reading in terms of the widest variety of resources / materials and in terms of its purposes for pleasure, enrichment and literacy is an important first step. It is then possible to start to identify purposes for reading that will appeal to specific audiences. This helps to make campaigns such as the NYR more meaningful to these audiences. The overall audience of readers is as diverse as the definition of reading is broad.

**51.** To improve rates of success, libraries, Local Authorities, schools and all the other agencies with an interest in promoting reading (and an interest in promoting improved life chances), need to focus on the 'consumer' and on ways of encouraging increased consumption. The more 'provider-centred' notion of being here for everyone can lead to unintended and unhelpful consequences. Not the least of these is failing to engage the very groups of people identified as 'target' groups in 1999 and which are still there as under-achieving groups in 2008.

**52.** The Clark, Osborne and Akerman work on young peoples' perceptions about themselves as readers (op.cit.) is instructive on this point. To teenagers, being a good reader simply means being able to, and interested in, reading long books. A high percentage of self-defined 'non-readers' come from families where there is little encouragement to read, few if any 'long books' available and a negative attitude to those who do read such things.

**53.** Though this study recognised that girls are more attuned to reading than boys, a significant number of girls who describe themselves as non-readers feel ignored by initiatives to encourage reading: they see reading as something for other, clever, people.

**54.** Is the term 'reading' inclusive? The things young people read tend to be the things that they claim schools and parents discourage. The authors of the report conclude that those who make and influence policy should be cautious about encouraging children to become 'readers' in the conventional sense, when many do not see being a 'reader' as something desirable.

**55.** The Read Up Fed Up project supports the evidence of Clark, Osborne and Akerman in identifying a trend; young people certainly do enjoy reading but the things they read tend to be either not available at school or actively discouraged by parents and schools. This project also

highlighted the notion that young people, in spite of their own reservations about reading, do tend to associate reading with success. It is just that they do not think being a reader is 'cool'. They may not respond well to encouragement to become 'readers' but they certainly do read. They are not alone – older people can also find their reading habits and preferences at odds with what is on offer. The 'Mills and Boon' project (op.cit.) with various groups of women demonstrated the value of genres of books that are of considerable appeal to some groups of people who are less likely to visit libraries (even though libraries stock such books in significant numbers).



**22,000** people reached with reading messages via the BBC RaW roadshow in 8 venues in deprived urban areas



**56.** The Muse study profiling C2DE Boys Aged 11–15 (op.cit.), showed that this important target group for the NYR is characterised by relatively low levels of reading and much of what they do read is associated with sport, the tabloid press and the need to read things for school. Books are not typically a part of the lives of these boys who, amongst other attitudes, feel generally un-trusted. It is easy to understand that, for example, drawing these boys into libraries will prove a challenge. If this is the case, what more can libraries do to reach out through local agencies and partnerships to encourage these boys to read more, starting from the point of what interests the boys themselves? What can the ‘reading sector’

do with the knowledge about reading enthusiasms amongst Asian women? And given how quickly the preferences of audiences change, how will reading professionals keep abreast of the evidence they need to inform their best endeavours?

**57.** One of the phrases heard a lot during the NYR has been ‘hard to reach’. It is a telling phrase. It sees the world from the point of view of the person reaching out – not the person to be reached. This is a simple illustration of a significant point about building a nation of readers. It would be helpful to abandon ‘hard to reach’ and to start thinking about the merits of strategies to engage people in reading from their point of view. It is less a case of ‘hard to reach’ and more a case of ‘under-served’. The right strategy is usually capable of reaching the target group. There are, after all, other organisations or companies that are successful in reaching out to the very people the ‘reading sector’ might struggle to engage. What might be learnt through partnership with them?

**58.** Towards the end of the Year, HarperCollins, the NYR central team and TWResearch investigated barriers to reading in families from socio-economic backgrounds C2, D and E (9). The results are stark in their message. In the highly competitive leisure zones that characterise the home (big-screen TV, internet, tabloid news, DVD movies) books are seldom seen – indeed they are alien to many families. In the words of one of the teenagers in the survey: ‘books are for retards’.



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### Local Authority of the month

Throughout the nine public-facing months of 2008 the NYR team celebrated and shared good practice from Local Authorities. Each month a particular Authority was showcased to highlight all the innovative and diverse ways in which Authorities were delivering the NYR locally.

In **April Cambridgeshire** was celebrated for developing a partnership with their local BBC Radio station and being 'on the waves' every day in May.

In **May Wiltshire** was celebrated for developing and maintaining a cross-council Steering Group to plan the NYR.

In **June** it was a joint award for **Portsmouth** and **Hampshire** who joined forces with the local paper The News to run a double-page spread every week to improve literacy across the two Authority areas.

In **July Peterborough** was celebrated for using the NYR to develop their reading buddies programme to better meet the needs of their local population.

In **August Liverpool** was celebrated for raising the profile of reading across the city with exciting events and innovative partnerships.

In **September Lambeth** was celebrated for using the NYR to develop a strategic council-wide approach to family literacy.

In **October Newcastle** was celebrated for bringing together NYR messages and local partners to develop an exciting sports and reading package.

In **November Derbyshire** was celebrated for raising the profile of reading with senior managers in the council and advocating the impact of literacy for individuals and the local community.

In **December Warwickshire** was celebrated for funding a post for to support the development of partnerships and the delivery of the NYR locally.

**59.** In these groups of families, the world of books is seen as unwelcoming to the outsider. Books are associated with hard work in school, seen as unattractive unopened objects – and to an extent anti-social. Reading (and this not just a point about books) is an individual activity, in the main. These are families who like to relax and share their leisure time as a unit. It is not that they do not aspire to a more privileged world of reading. It is more that they see reading as for people 'who don't know how to live'; they do not aspire to be like them. It is not surprising that libraries and book stores do not feature strongly in the lives of these families. This attitude to reading is a challenge. But a bigger challenge is the one that confronts the person who decides they do want to read a book – when they enter a book store or library for the first time.

**60.** Selecting a book is a major obstacle faced by people in the 'HarperCollins' research. These are not families with literacy difficulties: they just do not read much. The codes and references that set out where books are to be found and that define their contents are off-putting to those who do not use book stores and libraries regularly. (In the survey, the shop most visited was one of the most accessible on the high street, WHSmith). For some in the survey, entering a bookstore is like entering a party where you don't know anybody. It's acutely anxiety-inducing. Book stores and libraries are a lot more user-friendly than was once the case, but there are still major opportunities to think further about

engaging more readers by understanding the perspectives, interests and outlooks of those not currently browsing their shelves. The same must be true of publishers themselves, exploring new ways of presenting reading to expand the market. That they co-commissioned this report certainly suggests an interest in doing so.

**61.** At the outset of the NYR, TNS Consumer Research was commissioned to provide a baseline measurement of national attitudes towards reading (10). The results are relevant to understanding what 'including' means and to communicating better with target groups. The research used 1,764 interviews with people aged 16-plus and 278 interviews with parents – all in the C2DE group. The outcomes are consistent with the findings of other

research projects. Some of the key points revealed were:

- they mainly read for pleasure and to keep up to date
- dads are less involved in reading
- boys are less likely to say they enjoy reading than in the general population
- younger children are most likely to respond to a push to read more
- one in three read to their children versus 57% in overall population
- nearly half enjoy reading and would do more if they had time
- older children only read when they have to
- teenagers read more on social networking sites than they read books
- half of parents belong to library – higher among parents who work

**62.** The evidence from all these various pieces of research poses an obvious question about effective strategy. Why does it matter that the strategy is effective in including all groups in campaigns such as NYR? The answer is because reading enriches all our lives. Literacy Changes Lives (op.cit.) presents a summary of some of the statistics behind this point about the impacts of reading:

- 22% of men and 30% of women with below level 2 literacy live in non-working households
- 63% men and 75% women of very low literacy have never received a promotion



- 41% of employers in CBI survey are concerned about levels of literacy (CBI 2008)
- 37% of men and 31% of women whose highest qualification is at entry level 2 literacy say they never get what they want – this reduces to under 15% for those with full level 2
- 70% of children permanently excluded from schools have difficulty in basic literacy
- 60% of prison population face the same problems
- Working with PCs:
  1. around 80% of those with level 2 use a PC at work: under 40% of those with entry level 2 do so
  2. around 45% of those with entry level 2 have no PC at home; 17% of those with full level 2 do not

**63.** Another statistic, derived from the TNS research (op. Cit.), is that only 24% of C2DE households, when asked, actually agreed that improving literacy could lead to improved employability. This underscores the 'HarperCollins' findings. There is a clear need to persuade people that literacy and reading are powerful tools, long after leaving school – in view of the finding that three quarters of an important target audience think it isn't.

**64.** The challenge the nation faces in improving literacy is not exclusive to the more excluded groups of society – that is, those who are less likely to join in education, libraries and so on, or who are less likely to feel that these services



**30,000 Quick Reads**  
(with supporting messages)  
distributed via News of  
the World

are really for them. However, there is a disproportionate concentration of lower literacy rates amongst the poor, the disaffected, the newly-immigrant, those for whom English is a new or second language, the imprisoned and the otherwise disadvantaged. These groups were a logical focus for the NYR and, as we have seen, they often need to start their journey into more reading at a point quite distant from the sort of reading they believe schools and libraries mainly offer.

**65.** Local Authorities and libraries were indispensable to the success of the NYR. They formed the vital link between a national campaign in all its activities and the local community and the particular 'target groups' for the campaign. This did, however, contribute to a problem which did not always prove easy to address.



There is an understandable view amongst many reading professionals that services to support reading should be universal and therefore that marketing should be towards all groups, not targeted. The risk they see in targeting potential users of a service is to overlook the needs of those already using it, or to look as if these people matter less. This outcome would militate against the idea that reading is for everyone.

**66.** The first part of this theory is not controversial. Reading is indeed for everyone, as, of course, are statutory services like libraries. The second part certainly is a source of real concern. What it means is that campaigns like the NYR to encourage more readers through a deliberate targeting approach can be undermined by an unwillingness or anxiety about working in this way.

**67.** The campaign gathered evidence about including people in reading – through projects such as the ‘Mills and Boon’ work, Read Up Fed Up and the research into C2DE reading habits – and this identified the many reasons why books and libraries are not a typical part of the culture of many people. The literacy research made it clear that there are some powerful disadvantages associated with lower levels of reading. The campaign was therefore in a position to call for direct action to address the needs of the agreed target groups.

**68.** As this evidence was assembled and disseminated through the local Coordinators, some very interesting



The NYR Reading Garden at Hampton Court Flower Show, winner of a Silver Gilt Award.





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developments took place at the local level across the country. Reports from Local Authorities and library services suggested that the more people understood why it is important to know what motivates people to read, and to tailor actions accordingly, the better they were able to support the targeted campaign to build a nation of readers. Local partners were more easily engaged in projects for the Year when the focus of attention switched from products to specific audience needs, as they could see why reading related to their work.

**69.** There are therefore lost opportunities inherent in the view that ‘we are here to serve everyone so we will not target anyone’. The risk is that little is done to attract new readers, and the existing user-base continues to be the same in character.

**70.** It is, therefore, very important to see the reader as the customer and to shape services around the needs of the reader. Readers are not all the same. The same messages and the same service will not appeal to all, even to all readers who appear to be in the same group. There are some very good examples from the Year at the local level showing how a diverse range of readers can be, and have been, engaged. Instead of thinking, ‘how do we market our services to readers?’ the question should be, ‘what do readers want and how do they find out about us?’, This means the focus shifts to helping people make their way into reading – including everyone, not just those most able to make the trip.

### Moves to become more consumer-led

Improving the ability of staff to work with specific audiences has been identified as a priority in a number of Local Authorities as a result of the NYR and a greater focus on specific audiences and developing targeted services accordingly. In some areas training has been given to staff to provide them with the skills and confidence to work with targeted groups and foster stronger partnerships with relevant service providers. In others, partners have been able to provide knowledge, training or access to audiences.

In **Warwickshire**, library service staff received training organised by the Youth Service entitled ‘Positive about Young People’ to break down some of the barriers between library service activities and young people. It is hoped that this will lead to increased involvement of young people in the design of local services and give them the confidence to become advocates for reading to their peers.

In **Knowsley** library service staff indicated that they would like to receive more training and support for working with children and young people. This was particularly to support the delivery of school talks promoting the use of libraries. A programme of help and training was established to ensure that library staff felt comfortable working with every school age group. Staff are now confident to engage with, and to pro-actively visit, schools to promote reading and library services.



# How can reading

## be promoted?

### 71. The NYR was an ambitious campaign, full of activity and run at high-speed.

To understand this requires an appraisal of what actually happened and to address three key questions:

- what were the successes overall and in relation to the 'target audiences'?
- what barriers were faced on the way and how were these overcome?
- what has been learned?

The main central initiatives of the year are set out in Appendix 2.

**72.** At the outset, the NYR was given a set of performance indicators and targets, including those for 'target groups'. Performance against all these was as follows:

| Performance Indicator  | Sources of Data  | Outcome   |
|--|--|---|
| <b>Increase in active library membership</b>                                       | <ul style="list-style-type: none"> <li>• Libraries' membership data</li> <li>• Evidence of impact on target audiences</li> </ul>       | <p>2.3 million new library users joined April – December 2008</p> <p>TNS survey predicts 70% of children in C2DE families are now members, 58% at the beginning of the Year</p> |
| <b>Positive shift in attitudes to reading</b>                                      | <ul style="list-style-type: none"> <li>• Increase in 'Reading Connects' schools</li> <li>• TNS Consumer Attitudinal surveys</li> </ul> | <p>Number of boys taking part in Summer Reading Challenge up 23,000</p> <p>Statistically significant increases in C2DE parents reading with their children</p>                  |
| <b>Increase in number of boys in Summer Reading Challenge</b>                      | <ul style="list-style-type: none"> <li>• Joining statistics from The Reading Agency</li> </ul>   | <p>Overall participation up 40,000 to 690,000</p>   |
| <b>Positive shift in attitudes to reading to children, particularly by fathers</b> | <ul style="list-style-type: none"> <li>• TNS Consumer Attitudinal surveys</li> <li>• Take up of free books</li> </ul>                  | <p>TNS Survey provides evidence of statistically significant increase in C2DE parents reading with their children</p>   |
| <b>Increased participation by adults with literacy needs in reading</b>            | <ul style="list-style-type: none"> <li>• Libraries' membership data</li> <li>• TNS Consumer Attitudinal surveys</li> </ul>             | <p>Library members increased – as above</p>   |

73. The NYR provided good value for money. The following table summarises this:

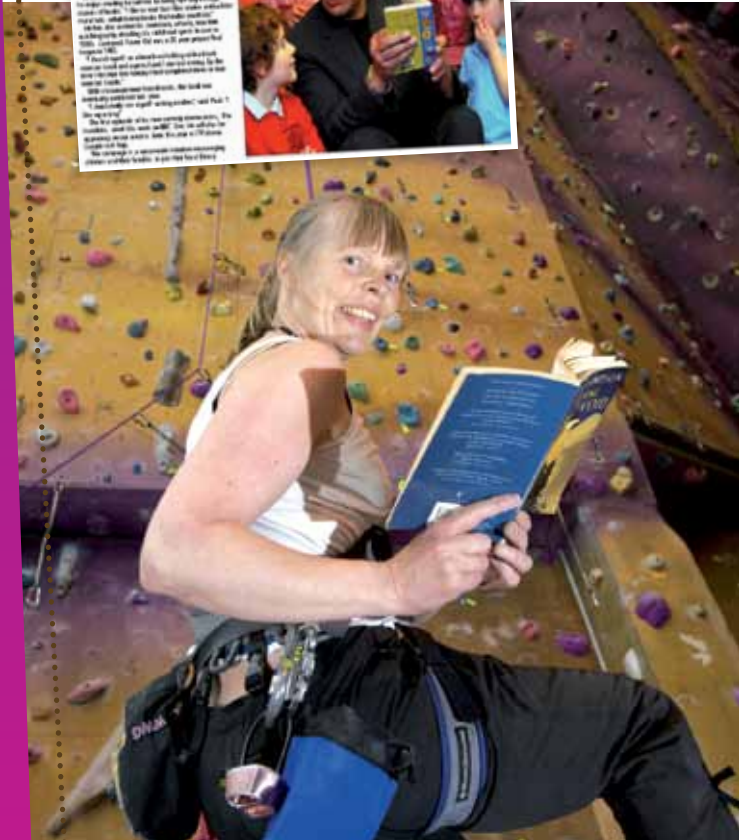
| <b>VFM Indicator</b>            | <b>Summary of Evidence</b>   |
|---------------------------------|--|
| <b>Targets hit</b>              | <ul style="list-style-type: none"> <li>• All PI measures achieved or exceeded – as above</li> </ul>  |
| <b>Effective partnerships</b>   | <ul style="list-style-type: none"> <li>• NYR supported by Consortium of key agencies</li> <li>• 100% sign up from the 149 Library Authorities</li> <li>• Excellent case studies of library NYR activities</li> <li>• Partnership marketing in Summer '08 valued at over £500,000</li> <li>• Impacts of working with publishers</li> </ul>  |
| <b>Coordination</b>             | <ul style="list-style-type: none"> <li>• Coordinators in all upper-tier Local Authorities</li> <li>• Impacts of this work in achieving targets</li> </ul>  |
| <b>Leverage</b>                 | <ul style="list-style-type: none"> <li>• Funds and help in kind (especially reading materials, publicity) raised during Year</li> <li>• Partnerships developed</li> <li>• Tabloid support for the year – donating free editorial pages</li> </ul>  |
| <b>Efficiency</b>               | <ul style="list-style-type: none"> <li>• NYR salary costs under 25% of campaign costs</li> <li>• High number of activities in the NYR</li> <li>• Support from volunteering</li> <li>• Increased effects at local level as NYR progressed</li> <li>• VFM of Media and partnership activity – each £1 spent reached 60 people, national media valued at over £6 million</li> </ul> |
| <b>PR Impacts</b>               | <ul style="list-style-type: none"> <li>• Penetration of media campaigns – reached 57% of C2DE households</li> <li>• TNS Impact Data (see Appendix 4)</li> </ul>  |
| <b>Participation</b>            | <ul style="list-style-type: none"> <li>• High numbers of people involved in events</li> <li>• Increases in library membership</li> <li>• Media reached 12.6 million individuals in C2DE demographic group</li> <li>• Positive changes in attitudes in target audiences</li> </ul>  |
| <b>Research and Development</b> | <ul style="list-style-type: none"> <li>• Initiatives to meet readers' needs</li> <li>• Research base: understanding the audience</li> <li>• Innovation, such as 'Wikireadia'</li> </ul>  |
| <b>Sustainable practice</b>     | <ul style="list-style-type: none"> <li>• 97% of Local Authorities aim to continue (ERS survey)(11)</li> <li>• 80% of projects are sustainable into 2009 (ERS survey)</li> </ul>  |

(This is not a summary of all the evidence – but is intended to give an idea of the ways in which value for money can be analysed, and has been achieved in the NYR).

## TV STAR PAUL LAUNCHES LITERACY CAMPAIGN

By [unreadable]

When it comes to literacy, Paul McCartney is not just a music legend, he is also a literacy champion. The former Beatle has launched a literacy campaign to encourage children to read. McCartney, who has written and performed some of the most popular songs in the world, has teamed up with the National Literacy Trust to launch the 'Read with Paul' campaign. The campaign aims to encourage children to read by using McCartney's music as a starting point. McCartney has written a book of songs for children to read along with. The book is available in paperback and hardcover. McCartney has also written a series of articles for children's magazines. The campaign is a national initiative to encourage children to read. McCartney has said that he is proud to be part of the campaign and that he hopes it will encourage more children to read.



**74.** TNS Consumer Research was commissioned on behalf of the DCSF to assess some of the impacts of the Year (10). The basis of their report was a comparison between two sets of data – their March baseline research (op.cit.) and a second wave of research in December. The latter was based on 1,740 interviews conducted with C2DE adults aged 16+ years in England and 274 interviews conducted with C2DE parents and their child aged 8–16 years in England.

**75.** The main conclusions are, that in the period between the two 'waves':

- C2DE parents' perceptions of their child's attitude to reading have improved with fewer saying their child would rather be doing other things or doesn't enjoy reading
  - there is greater awareness of the NYR amongst C2DE parents, than in the population as a whole
  - there have been significant increases in library membership post campaign among C2DE parents and a significant increase among their children so that statistically, 7 out of 10 are now members, as opposed to 5.8/10 before the campaign
  - those children are more likely to have made library visits in the last eight months and they are also more likely to have borrowed books
  - there has been a significant increase in the proportion of C2DE parents reading to their child every day (from 15% to 20%)
  - among fathers who read to their child at all, over a quarter say they now read every day (19% at the baseline survey)
  - there has been a significant increase in children saying they read with their mothers every day (32% up from 17%)
- However, the national picture is still very challenging:
- there has been little change in perceptions of importance of reading among C2DE parents
  - TNS observed no significant differences in father's attitudes to their own reading, post campaign. They continue to be less



## Case study

likely to enjoy reading or to say they would read more if they had the time

- frequency of reading has remained fairly consistent

**76.** The report also looked at stated awareness of the National Year of Reading in C2DE households and impact on behaviours and attitudes:

- about a third of C2DE parents and a fifth of their children aged 8–16 have any awareness of the NYR. However, there is a low level of detail recalled (over half of parents could not recall anything in particular)
- other than TV, schools and libraries are the main source of awareness for the campaign
- there is a very positive relationship between awareness of the NYR and C2DE parents' reading attitudes and behaviours:
  1. those aware of NYR are more likely to read for pleasure and to advance their personal knowledge. They gain greater enjoyment from reading, read more frequently and perceive their reading ability to be higher (than those unaware)
  2. this is reflected in what they say about their child's reading. They are more likely to read to their children and perceive that their child enjoys reading and is a good reader
  3. they are also more likely to be library members

### Partnership marketing

Cocktail Marketing, the official partnership agency for the NYR and Reading for Life developed a range of marketing partnerships to target 8–16 C2DE boys and their parents, where possible focusing on parent / child reading. Brand partnerships deliver key messages that target markets trust. They also deliver free media value and a 'call to action'.

#### Summer 2008 projects:

- A free Prince Caspian CD Rom in The Sunday Mirror (circulation of **1.3 million, 88% C1C2DE** adults) and an unbuyable front page mention with the endorsement of Disney
- Toshiba and audible.co.uk in high street retailers targeting parents and children, offering a free audio book download when purchasing a Toshiba laptop. Each leaflet featured key NYR messaging, and a call to action to the website
- The endorsement of one of the UK's leading cinema chains, Vue; a free Star Wars Audio Book for every customer that booked to see Star Wars: The Clones. The Vue website receives **2.5 million UV's** per month
- Holiday Inn distributed **30,000** Famous Five activity sheets in their restaurants plus a TV trailer in hotel bedrooms

The value placed on the partnerships for Summer 2008 was **£431,799.95**



**77.** The other general changes in the whole survey population include:

- an increase in reading via online networks among mothers (now on a par with fathers)
- a general downward shift in reading for pleasure, to keep up to date with news and for personal knowledge (among general population parents) and also lower levels saying that reading is something they really enjoy
- a decrease in those wishing to improve reading skills among the older children
- an increase in the difference between children saying they read online and parents perceptions that they do so (i.e. more children read online than recognised by their parents)
- an increase in acceptance of online reading among C2DE parents with lower levels saying it's not as good for their child's development as reading a book.

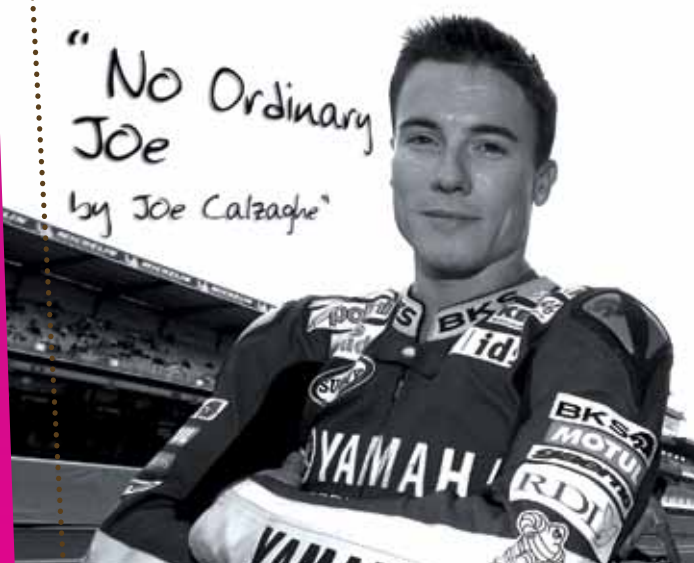
**78.** The overall picture this paints is one of distinct successes in targeting specific audiences – in a context of general downward trends in reading. It is perhaps not that surprising that step-changes in national reading patterns have not been brought about by the nine-month 'public' period of the Year. The encouragement of the results is in the effectiveness of targeting segments of the 'reading audience' with communications and campaigns.

**79.** This Year should be the start of a process. The next stage is to maintain the momentum of the Year and to sustain the changes in attitudes and behaviours – the large increase in library membership, increased reading with children in C2DE households and clear evidence of the impact of the campaign: awareness of the Year has had a positive impact on reading behaviours.

**80.** The NYR depended for all that it achieved on partnerships with key agencies and communication channels:

- libraries
- Local Authorities
- schools
- the media
- publishers
- website

**81.** The successes associated with these elements of the Year are set out in more precise detail in the following sections.



The 'My Personal Best' campaign (see Appendix 2)

## Libraries

**82.** Libraries were central to NYR activities as they facilitate free access to reading for all citizens and have substantial knowledge and skills to support reading. The aim was to kick-start and sustain the Year with a library campaign as the 'free access for all' message had to frame all other activity, and because 'join or visit your library' is a simple message people can act on. It was the first nationally orchestrated membership campaign in English libraries, made possible through the support and advocacy of SCL. MLA also supported the campaign by providing resources for materials.

**83.** The Year launched with the library campaign to promote the accessibility of reading to all citizens, beginning with a four-page supplement in *The Daily Mirror* on the joys of libraries (which was mailed to 1 million homes of 'target' families and subsequently circulated to 600,000 via *The Sunday People*). The statistics of what followed are impressive: 750,000 pieces of print despatched to libraries, 250,000 special National Year of Reading books produced to incentivise membership for young joiners.

**84.** The original new membership target agreed with the Society of Chief Librarians (SCL) for April to December 2008 was 300,000. By June, following early success, this was revised to 500,000. New membership just kept rising, reaching 1.53 million by November, and, at the end of the Year the total was over 2.3 million new

members since April 2008. A by-product of the Year is that, for the first time, libraries systematically collected data on new members. The best recorded performances were in York (up 57.7%), Bournemouth (55%), Cumbria (51.8%), Ealing (43.7%) and Newcastle (43%). By region, the percentage of libraries reporting increases in membership was as follows:

- South East 74%
- South West 67%
- North West 64%
- North East 58%
- East Midlands 55.5%
- London 54.5%
- Yorkshire 47%
- West Midlands 36%
- Eastern 20%



One of the by-products of the campaign was the successful attempt by libraries to streamline the hitherto widely variable membership process across the country.



Support materials sent out to **25,000** schools



**85.** In light of the early success with the membership campaign, and in view of the results of early research about readers' preferences and barriers to reading, a second wave of library promotion was planned for 'Do Something Different in Libraries' fortnight in October: a wide range of case studies of great and imaginative events going on across England, from Manga days to belly-dancing and even wrestling, Wii days and moon walking. The fortnight was launched with PR events including Rudolph Walker from 'Eastenders' – 'From Albert Square to Brixton Library'. This also allowed libraries to apply greater focus to winning the attention of the some of the target audiences who had been less the object of the initial campaign.

**86.** Throughout the Year, libraries took on the messages of the campaign to get people to read more and used their own ingenuity, resources and local knowledge. For example, Bournemouth put on various activities based on Frankenstein and Shelley and South Tyneside based their approach on Dr. Who.

These types of activity were replicated across the country and throughout the year, each making its own impact on reading and on the bringing the benefits of libraries to their communities.

**87.** Each of the individual examples illustrate a substantial point about the NYR: that the major resources of the campaign were the ideas, time and energy that were needed to put these into practice – and that most basic and attractive ingredient, goodwill.

**88.** At the heart of the libraries' contribution to the NYR was the drive to increase membership. This proved to be a good, clear focus for the Year as it got staff thinking of ways of promoting services and membership to new audiences. It was a spur for 'on the street' activity by staff at the local level. One of the successful effects of this in many places was the stimulus to engage partners and colleagues within and beyond the library service and Local Authority.

**89.** The importance of the national campaign and the readily identified logo should not be under-estimated. Libraries are busy places. In common with most larger public sector organisations they are frequently working on a variety of initiatives at any one time. New ideas face a challenge to break through into local action.

**90.** By and large, libraries found the central campaign effective. The national membership campaign, backed by publicity and marked out by the logo worked well for





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them. The national media campaign helped give a stature to local NYR initiatives that could not readily have been achieved by individual authorities on their own. Particular events such as the national TV and local radio advertisements for the Year, which included an encouragement to join the library, and articles in the national press, (especially The Daily Mirror and the joining form), were perceived as valuable.

**91.** The work of the libraries in the National Year of Reading was supported through the Local Authority Coordinators, library service coordinators, the Society of Chief Librarians, The Reading Agency and the NYR Library Adviser. The Library Adviser attended all meetings of the Society of Chief Librarians Executive Committee, Regional SCL meetings, regional meetings and conferences.

### Local Authorities

**92.** The aims of the NYR resonate with the work of Local Authorities striving to increase skills, employment prospects and social inclusion and addressing cycles of under-achievement and low expectations.

**93.** The primary means for the NYR to engage with local communities was through the Local Authority Coordinators nominated by every 'upper-tier' Local Authority in England. In recognition of the particular role of libraries for the national membership campaign, library authorities also nominated a lead contact to work directly with the NYR central team Library Advisor.

### Libraries reaching out

Those library services who went out into their communities – both geographical and of interest – achieved the most during NYR. Strategies piloted during NYR have provided valuable information and an impetus to change for some services – to realise that under-served communities may not come to you but will be a fruitful source of new readers if you go out to them:

**Manchester** launched their membership drive by hitting the streets of the city together with their partners from local radio, and signed up 906 new members.

#### Dudley

Libraries went out into the Merry Hill Shopping Centre and visited a special Mums Day in Debenhams accompanied by the Bookstart bear.

#### Islington

Getting out on a Saturday in the two biggest shopping centres proved particularly popular. Staff talked to shoppers and handed out membership forms with a unique code so that they could evaluate the impact of the enterprise. Some local newsagents even gave permission for their local library leaflet to be inserted into The Daily Mirror on the day the national Library Membership promotion appeared.

**Cumbria** Libraries launched their activities with a challenge to all Cumbrians to join a '10 at 10' mass read. On 23 April, at 10:00am people of all ages were encouraged to take ten minutes out of their day to read something. A special postcard was produced for libraries, schools and workplaces explaining how to get involved. Photo opportunities included:

- A miner reading Journey to the Centre of the Earth, underground at Honister Slate mine
- Jane Metcalfe, a Cumbria Libraries staff member and keen climber, on Kendal Climbing Wall reading Touching the Void



**94.** Creating a network of Local Authority Coordinators proved effective in raising awareness of the impact of literacy and reading across the whole Local Authority. It has increased support and demand for the library service and has meant others in the Authority have become new advocates for reading and for their library services.

**95.** The approach taken to develop this central partnership with Local Authorities was one of guidance rather than prescription, enabling a diverse range of activities that utilised local strengths and responded to local circumstances. This applied to prioritising the target groups. By April, most of the local planning had been

done, with the following picture of local priorities identified by Coordinators across England:

|                                      |     |
|--------------------------------------|-----|
| • Early years                        | 80% |
| • 'Skills for life' adults           | 76% |
| • Looked after children              | 64% |
| • Key Stage 3 boys                   | 52% |
| • White working-class boys           | 38% |
| • Eastern European children          | 20% |
| • Pakistani and Bangladeshi children | 20% |
| • Visually impaired children         | 18% |
| • Dyslexic children                  | 16% |

**96.** To assist the work of the local Coordinators, the NYR Local Government Manager provided support (as outlined in paragraph 14); in practice this included 23 regional meetings with over 400 attendees in all; a full national conference for senior representatives of local, regional and national government in September 2008; and guidance on planning, advocacy, evaluation, partnership working, advocacy and Local Authority strategic plans.

**97.** At the end of the Year, ERS were engaged to evaluate the way a cross-council approach to reading had been run by Local Authorities during the NYR. This report includes evidence collected from their surveys and interviews, conducted with a large sample of Local Authorities (11).

**98.** There was confusion initially about the purpose of the Year at local level, with



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some Coordinators misunderstanding it as simply a drive to recruit more library members. However, this changed as the Year developed. The 'guide not prescribe' approach had the advantage that people at local level need and welcome the flexibility to use their initiative. It also took account of local differences and enabled all Local Authorities to commit to supporting the Year. However, it also added to the uncertainty about what was required. Responses to ERS surveys and interviews suggest that more prescription could have helped support improved planning, evaluating and reporting.

**99.** There were many examples of really effective local responses to the calls to action from the campaign. At the end of the Year it is clear that those who made the most progress designed and implemented effective local action plans with partners which reflected the needs of local audiences and linked the plan to broader Council targets and priorities. The central features of these were typically:

- clear aims agreed with senior managers and supported by them
- analysis of local data to assess needs and identify target groups
- working with partners to support local action
- agreeing success measures
- implementing – and monitoring and evaluating from the outset

### Making the case for reading across Local Authority directorates

In Sheffield a Briefing Paper was submitted to the Executive Management Team with the purpose of:

1. Outlining the opportunities provided by NYR
2. Clarifying the contribution of reading to the strategic objectives of the Local Authority
3. Seeking clarification regarding the level of significance the City Council would place on the NYR and inviting the Council to take a leading role on initiatives

Following consideration of the Briefing Paper a total of £57,500 was allocated to support a range of identified activities and opportunities.

In Somerset the Local NYR Action Plan provided baseline data on levels of literacy and attainment levels across the Authority. It also provided analysis of the profile of participants engaged in existing initiatives. The Local Action Plan was guided by clear target audiences and planned activities. These have been specifically linked to the achievement of local outcomes.

The Plan also makes specific reference to a selection of National Indicators (NI) and Every Child Matters (ECM) outcomes towards which local NYR activity will contribute.

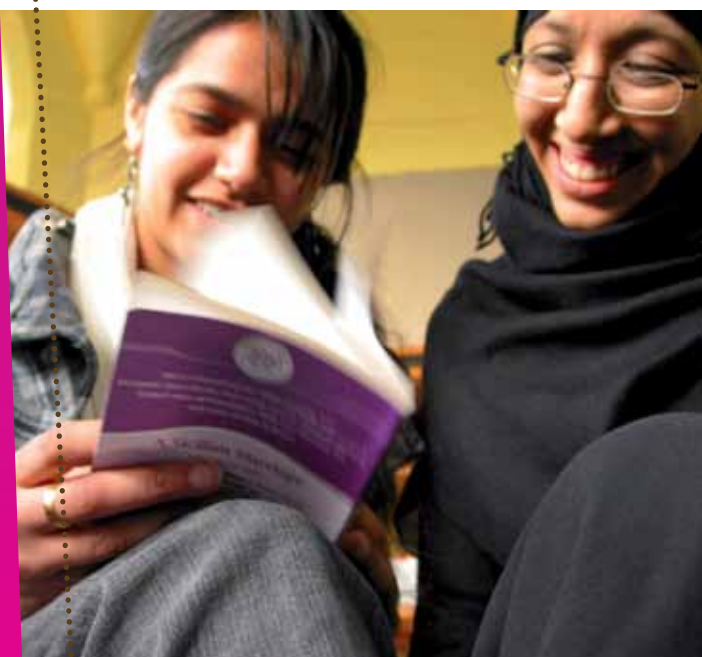




**100.** The need to focus on target groups had some positive effects. The process of identifying audiences provided a clear focus for activities and an opportunity to approach other partners pro-actively. Although many areas felt that they had insufficient capacity to focus on all the target audiences, the process of prioritising audiences as part of local planning was regarded as helpful in stimulating local debate across a broader range of partners about consumer needs.

**101.** A number of Authorities reported success in attracting additional funding to support the NYR programme. Where this was not possible, some were able to use existing resources and some have found it possible to reshape services to ensure they were more closely aligned with the purposes of the Year. This was more possible when elected Members and senior management supported the campaign.

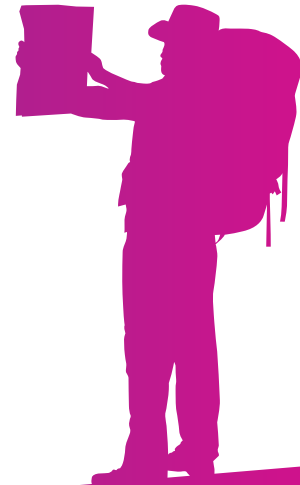
**102.** Many Authorities engaged volunteers to help run their activities. A significant number report working with more than 20, with the volunteers concerned giving up to ten hours per week. Aggregated, this represented a significant resource for the Year for Local Authorities, and an important contributor to success. Volunteering was promoted by the central NYR team as the 'Help With Reading' campaign. It was backed by downloadable resources to help people work, particularly with the target groups, and promoted by targeted media activity, particularly working through the 'trade press' of Consortium partners.



**103.** Within Authorities, the process of mapping activities and outputs enabled them to develop a more coherent 'reading offer' for partners and for the public, and this has improved morale of staff and supported work across different services. The Year has also stimulated creativity amongst staff and confidence to test out new ideas in changing attitudes to reading. However, a significant number of areas reported that newly planned activities have yet to be run due to resource issues.

**104.** An important development has been in attitude. The establishment of the NYR Steering Groups has meant moving away from an approach that focuses solely on celebrating reading to one that targets specific audiences.

**105.** The range of activities that Coordinators attributed to the NYR was notable for its diversity. In roughly equal measure, these included activities developed specifically for the Year predominantly through local Steering Group processes, as well as those already planned or in existence to which NYR contributed branding or helped establish added value through partnership support and profile. A greater proportion of the ERS case study areas did, however, attribute the 'inspiration' or 'idea' for particular activities to the Year.



**750,000** pieces of print distributed to libraries

**106.** The range of all activities included those targeted at each of the distinct priority audiences for the Year, but these accounted for only about 10% of all activities. The most commonly targeted of these audiences were early years, 'Skills for Life' adults and the visually impaired.

**107.** Some activities were targeted at locally identified priority audiences. These emerged through the Steering Groups with a range of evidence-based, strategic and opportunistic rationales. Locally prominent Black and Minority Ethnic groups were most commonly targeted, including Bangladeshi men in Oldham, Asian women over 50 in Bolton, newly-arrived citizens in Kent and child asylum seekers in Solihull. Many audiences were targeted on the basis of being considered isolated, deprived or 'hard to reach'. These included geographically defined communities in areas of deprivation, travellers, teenage boys excluded from school, disabled groups and prisoners and their families.

**108.** Nearly half (45%) of activities were reported to be one-off events, reflecting the high proportion of promotional and awareness-raising events and activities in many areas as part of the process of engaging with audiences. However 17% of activities were designed to engage audiences as part of a structured programme and to retain their engagement subsequently. This included developing targeted reading groups in a number of areas with new audiences, for example people affected by mental health issues (South Tyneside) and visually impaired groups (Kent).

**109.** There were a wide range of innovative approaches to engage with target audiences and to work with new partners. Examples include: working with GPs to prescribe self-help books; door-to-door engagement with non-library users; establishing reading groups for specific groups; and festivals and events in local parks and public spaces.

## Schools

**110.** In the ERS survey of Local Authority activity in the Year, the improved academic achievement of children and young people was highlighted as the outcome most closely related to the local NYR activities. Outcomes relating to social cohesion, reducing social disadvantage and civic participation were also cited – to a lesser extent. Contributing to an improvement in the overall employment rate or addressing skills gaps in the local workforce and

reducing the number of 16–18 year olds not in education, employment or training (NEET) were not recorded as a focus of local activity in the majority of responding areas. It is interesting to consider whether the earlier availability of ‘Literacy Changes Lives’ and the clear links it highlights between reading and these outcomes might have altered the focus of activity in Local Authorities.

**111.** Local activity tended to engage most closely with Children’s Services, which has been ranked as the second most effective internal partner behind Cultural Services. Evidence from the ERS case study areas would suggest that this can be attributed to a number of factors, namely: the existing level of partnership working between the Library Service and Children’s Service prior to the launch of NYR; the pressure to establish quick wins and schedule local activities which could be facilitated by working with existing partners; and the majority of priority audiences identified by the DCSF being covered by Children’s Services.

**112.** In addition, the concurrent running of a number of national initiatives aimed at children and young people has also served to focus attention on this audience. Indeed the substantial majority of NYR Coordinators indicated that they were actively working with or promoting Book Ahead (88% of respondents), Bookstart (95% of respondents), Boys into Books (96% of respondents) and the Summer Reading Challenge (97% of respondents).



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Respondents indicated that targeting this group was easier than some of the other priority audiences given that this was a captive audience in schools.

**113.** The NYR worked with schools both through the local Coordinators and through providing a range of resources for schools to use. The approach was not to intervene in the literacy process in the classroom but to draw in support for the main messages for the Year via schools, with a focus on the target audiences and on the idea of a school-wide reading culture to engage families in reading. The TNS report indicates that amongst target families, and after TV, schools and libraries were the principle source of their knowledge about NYR and its messages.

**114.** The main activities for the Year were:

- March – 25,000 Heads of English in secondary schools and literacy coordinators in primary schools received a letter to raise awareness of the Year, encourage support and planning and visits to our website – followed up with a materials pack
- DCSF emailed all head teachers and governors in March in support of the Year
- Direct encouragement through planning resources (like 'Read More Live More' magazine) to support, enlist and utilise key projects and products available from the reading sector to support reading in school : Reading Connects, the Enjoying Reading website, The Summer Reading Challenge, etc.

### ReadMe classroom resources

National Year of Reading worked with National Schools Partnership over the Summer of 2008 to produce a series of resources for Key Stage 3 English teachers - 'ReadMe'. Written by English teachers, the resources were designed particularly to reach 11–14 year old boys and engage them more with reading, and to broaden their sense of what reading is.

The curriculum-linked lesson plans and teacher notes, available to download from [www.readmeresources.co.uk](http://www.readmeresources.co.uk), cover the themes of blogging and expressing yourself, sport, relationships and film. They can be run as discrete units to use in class or feed into bigger school projects. Crucially, they engage with the key concepts, processes and content of English and other curriculum areas, so that students read in a wider context.

The resources were welcomed and enjoyed by English teachers in over 1,000 schools, and this year National Schools Partnership is updating and expanding on them, following further consultation and feedback to create more interactive and exciting elements for teachers and students.

The expanded resources will contain a scheme of work on graphic novels, which will include engaging online activities for students to interact with in and outside of the classroom, as well as lesson plans and activity sheets based on the theme of music.

The resources are also available on a limited edition CD-Rom. To register to get hold of a copy, please visit [www.nationalschoolspartnership.com/readme](http://www.nationalschoolspartnership.com/readme)





- National Year of Reading materials distributed to 45,000 children attending Big Sleep events in June
- National Theatre sent out letters to all secondary schools with their 'Connexions' plays for teenagers celebrating play reading as a part of the Year and a new way of considering reading
- A four-page supplement with Scholastic sent via Early Years and Primary magazines with activities for the Year and key messages about reading
- 'ReadMe' classroom resources developed to support especially boys at Key Stage 3 – considering song lyrics, film scripts, magazines and digital sources as routes to stimulating better engagement with reading
- Sections included 'Sport&Me: the media marathon', 'sports champions / film and me'; 'art of the trailer', 'art of the title / this is me'; 'blog on', 'express yourself / love4me'; 'alien love', 'love chat'. Launched in Autumn term and promoted via DCSF schools newsletters, the NLT's 'Read On' network and with advertisements in, for example, schools magazines
- Teachers TV contracted for collaboration on two programmes – one on broader forms of reading ('Using Comics and Graphic Novels') and the other creating a reading culture across a whole school ('Reading – the Holistic Approach') due for broadcast in 2009
- The Autumn Schools Challenge which was designed to encourage the submission of more Wiki entries of great creative reading projects in schools that directly involve children in their planning, extend beyond the classroom, and





## Case study

encourage engagement with broader forms of reading

- Michael Rosen poem for NYR 'Words Are Ours' and competition for schools launches on National Poetry Day
- Online reading ideas for teachers
- Many publishers promoted NYR and its messages through their regular communications with the education sector throughout the Year

**115.** An early evaluation at the end of the Year by the National Schools Partnership on the ReadMe classroom resources created by the NYR indicated some encouraging findings. They provided evidence of increasing use of the NYR resource packs; the impact they could have on education and on enriching the digital content of learning; and the influence of the resources on teaching reading a broader / more creative way. The findings are now being used to develop improvements to the resources and to demonstrate to teachers the value of the resources in working with under-performing boys at Key Stage 3.

### The media

**116.** The NYR organised a campaign based on a number of messages:

- Everything begins with reading
- Join your library – everything you could wish to read, for free
- Reading anything, anytime, anywhere is good

### Autumn Schools Challenge

Set up by the NYR to encourage schools to develop a reading culture outside as well as inside the classroom. The two winning schools received £2,000 worth of reading materials from Oxford University Press.

#### Lewannick Primary School

Two of the school's 'Reading Champions' set themselves the challenge of introducing a broader range of reading to parents and children. The boys showcased their ideas at the local library. Posters and publicity materials were also sent to other schools, shops and the media. The boys kicked off the day by promoting a range of reading-related prizes linked to popular themes, such as Top Gear, Doctor Who, and High School Musical. The prize winners, mainly boys, all agreed they'd really enjoyed the event and would come to another. Staff at the library are eager to let pupils from other local schools take ownership of an area in the library to promote reading.

#### Chase Terrace Technology College

A script-writing club for Year 7 and 8 pupils aimed to improve self-confidence reading aloud, and encourage interaction with older pupils. The idea for a weekly lunchtime script-reading club started as a means to introduce students to a different way of reading, one which benefits and is appealing to high-ability readers and unmotivated readers. The school wanted to promote interrelationships between students, and a number of Year 11 students volunteered. Year 7 and 8 students were initially shown how text is broken down as words are spoken out loud, as well as additional information that guides actions, tone of voice, motivations, character description, etc. and how changing your tone of voice can alter the actual meaning of words being spoken. The school records real impact from the project, with many students gaining in confidence and enthusiastically embracing a 'new' form of reading.

Fuller descriptions at [www.wikireadia.org.uk](http://www.wikireadia.org.uk).

## One in four adults hasn't read a book for a year

A QUARTER of Britons say they have not read a book in the past year and nearly half admit to lying about their reading to appear more intelligent. Ministers published the findings as they urged bosses to set up libraries in former workplace smoking rooms to transform employees' reading habits. Launching the National Year of Reading campaign, they said research showed nearly half of adults had read at least five books in the previous 12 months. Yet a quarter had not read a single book during the same period, including almost half of males aged between 16 and 24, according to figures from the Office of National Statistics. A separate survey had shown a third of Britons read 'challenging literature' in order to seem well-read even though they could not follow what the book was about. It also found that 40 per cent had lied about having read certain books 'just so

By Laura Clark Education Reporter

they could join in with the conversation'. Around half of 4,000 adults who responded to the Museums, Libraries and Archives Council poll said reading classics makes you look more intelligent. The Government campaign aims to target reluctant readers, particularly boys and their fathers. Schools Secretary Ed Balls added that more time would be set aside in the primary school day for reading as part of a review of the curriculum. Parents are also being urged to spend at

least ten minutes a day reading with their children. At a Downing Street seminar to launch the National Year of Reading, the Prime Minister said the drive could prove one of the Government's most effective social policies. "It's not just the joy of reading, father-to-son or in the classroom," said Mr Brown. "It's also the benefits of reading. It's probably one of the best anti-poverty, anti-deprivation, anti-crime, anti-vandalism policies you can think of."

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117. These were augmented by messages designed to appeal to the target groups set out in paragraph 41. The messages were underlined by a range of campaigns and projects throughout the year to secure

greater engagement in particular with target audiences and to develop effective practice. A digest of these activities is presented as part of Appendix 2. The headlines are:

| Campaign / Project        | Messages  |
|---------------------------|---|
| Bedtime Reading           | <ul style="list-style-type: none"> <li>Reading with your children is easy, rewarding and can be life-changing</li> </ul>  |
| Reading Gardens           | <ul style="list-style-type: none"> <li>Where you read can be as important as what you read</li> <li>Get reading out of the classroom, associate it with leisure</li> </ul>      |
| Read Up Fed Up            | <ul style="list-style-type: none"> <li>Don't prescribe teenage reading, allow teenagers to choose</li> <li>Good news – sources of reading are more diverse than ever</li> </ul> |
| Help with Reading         | <ul style="list-style-type: none"> <li>Reading volunteering is rewarding and can make a difference</li> </ul>   |
| Words Are Ours            | <ul style="list-style-type: none"> <li>All forms of reading count</li> </ul>  |
| Telling Tales             | <ul style="list-style-type: none"> <li>Everyone can read aloud and everyone should</li> </ul>   |
| Reading Heroes            | <ul style="list-style-type: none"> <li>Reading can have an impact on lives</li> </ul>   |
| Love Lyrics               | <ul style="list-style-type: none"> <li>You may not think you are a reader but you love song lyrics and they are reading too!</li> </ul>   |
| Get It Loud in Libraries  | <ul style="list-style-type: none"> <li>Libraries may surprise you</li> <li>Libraries are for young audiences too</li> </ul>   |
| My Personal Best          | <ul style="list-style-type: none"> <li>Sporting heroes have been inspired to excel by something they have read</li> </ul>   |
| Summer Reading Supplement | <ul style="list-style-type: none"> <li>Sustain reading during summer holidays</li> <li>Reading is about what you love</li> </ul>  |
| Reading and Success       | <ul style="list-style-type: none"> <li>Reading can change your life</li> </ul>  |
| Women's Supplements       | <ul style="list-style-type: none"> <li>Reading is the essential skill for your children</li> </ul>  |
| Garron's Dares            | <ul style="list-style-type: none"> <li>Reading helps you fit in – in the street, in the playground</li> </ul>   |
| You Are What You Read     | <ul style="list-style-type: none"> <li>Reading can add to your charms and appeal</li> </ul>   |
| Christmas Supplement      | <ul style="list-style-type: none"> <li>Reading is important and a great gift, too – and fun for the family together</li> </ul>  |

**118.** Various parts of the national and regional media played significant parts. The tabloids proved hugely supportive of the Year. Reading was an easy and natural subject matter for the media generally to support, and as tabloids are becoming more ‘campaign’ focused they like to be seen to be supporting good causes, especially those that have a positive impact on children.

**119.** Interestingly there seemed to be no competition or demand for exclusivity; all the major tabloids – The Mirror, The Sun, The People and The News of the World – were overt supporters of the Year and didn’t mind that their rivals were covering the campaign. The National Year of Reading invested in some advertorials and substantial free column inches were negotiated as a result delivering high return on investment.

**120.** Although not a primary target, the ‘broadsheet’ media were also very supportive of the Year, particularly The Guardian, a key title for many reading sector professionals. Most of them covered all the PR campaigns positively and extensively. Key journalists were particularly encouraging.

**121.** An interesting lesson in understanding the market is provided by the fact that the broadsheets were not interested in the ‘reading for success’ story: they firmly believed that everyone knows that reading is vital to success in life. This contrasts with the views of the tabloids – and perhaps mirrors some of the ways the reading sector relates

to the audience. As we have seen, there may be many in C2DE households who do not see reading as a key to success.

**122.** At a regional level there were hundreds of print stories across the year, some generated by national PR campaigns, some generated by Local Authority activity. Almost all were positive. Regional newspapers were crucial advocates of the Year and their on-going coverage served to keep the Year topical and current at a local level. The wealth of regional press supporting the library membership campaign was central to its success. As with all media, NYR had limited budgets for advertising and depended on editorial, with advertorials used to support key messages where necessary, and to leverage additional free space.



**23,000** more boys taking part in  
The Summer Reading Challenge



**123.** Television was a great medium to bring the NYR messages to life and delivered good results. National editorial coverage was varied, but on message and impactful: BBC1 (BBC Breakfast, Telling Tales, The One Show), BBC2 (Hampton Court Flower Show) ITV (Loose Women – Telling Tales) Channel 5 News (Bedtime Reads, Library membership), BBC News 24 (Pulling Picks), Sky News (library membership campaign). Regional TV coverage was good and was used to best effect supporting our local events such as Telling Tales and the Reading Garden at Bordon School. A

‘filler ad’ was produced with the support of a range of celebrities, and broadcast voluntarily by a range of channels throughout the Year at no cost to NYR. The Filler ad accumulated over £3.1 million in air time in nine months, across 51 channels. COI who promoted the ad for DCSF and NYR, described the donated time by broadcasters as giving the filler coverage comparable with a paid for commercial campaign, with some of the strongest returns they have ever seen.

**124.** Radio media, particularly regional, were immensely supportive of the Year and keen to cover all campaigns. National radio coverage was limited to 14 items, though there was notable success with the Today Programme and BBC 5 Live. Regional radio stations were targeted across the Year for specific campaigns, and to support the second library membership push in October. A short burst of regional radio advertising was produced in April to support library membership and help raise the profile of NYR as it launched. Bus shelter posters were also produced for the launch of the Year, using free space negotiated at the start of the Year.

**125.** There was little specialist press targeting for the year, due to time, budget and resource constraints. The PR agency ran a national mass awareness campaign rather than focusing on any one specialist area. It would have been an advantage to have had stronger PR support through the Year to reach more professional / stakeholder audiences. A specialist was recruited for two months over the Summer period to

support PR activity for the (September) conference by increasing awareness of NYR targets and the importance of reading for social justice, particularly with local and central government departments.

## Publishers and other commercial partners

**126.** Publishers provided considerable free content which was deployed across the Year and in central PR campaigns to engage audiences:

- Walker books provided 250,000 free copies of Michael Rosen's 'Going on a Bearhunt' for The Sun's 'Bedtime Stories' campaign.
- Mills and Boon provided 80,000 books free plus an exclusive story given away in The Sun and co-funded research with the NYR
- Random House organised a major promotion and give-away of Quick Reads in The News of the World, supporting the NYR with logo and messaging
- Reading Partners publishers worked with The Reading Agency to secure author partnerships with libraries across the country

**127.** Scholastic publishing provided a number of invaluable initiatives during the Year including publishing 'WOW!366', a book of stories to celebrate the Year, a guide to making the most of the Year for primary schools, and branding all their magazines through the Year with the NYR logo. There were various other collaborative ventures with publishers (a full list is at

Appendix 2) centring on promoting reading in conjunction with campaigns for the Year and in support of visiting the website.

**128.** In addition to stakeholders and major retailers covered by their partnership agency, the NYR team worked across the year with:

- Film industry – Disney provided a free DVD of Narnia actress Georgie Henley talking about her love of reading for the NYR website after screening the DVD at special cinema events to launch the film.
- Tourism industry – a substantial number of tourist attractions were contacted to support the Year including: Historic Houses Association, The National Trust, Merlin Entertainment group, The Eden Project, Visit England, Kew Gardens.



**2.3 million new library members**

**129.** Booksellers and publishers are often approached to fund / support literacy initiatives. It can seem as if it is expected they will comply. Their primary purpose is of course to ensure a profit, so giving support, particularly with free books and the like, cannot be assumed. It is to their credit that many were so supportive of the Year. It is to be hoped that awarding the HarperCollins Award for Expanding the Retail Market to the NYR campaign is indicative of the industry's overall conviction that the project was worthwhile.

## Website

**130.** The story of the NYR website is largely one of success. Perhaps the biggest achievement has been the development of Wikireadia allowing professionals from all sectors to share knowledge in a way which had previously not been possible. The continued success of Wikireadia (now standing at well over 1,300 pages and with a contributor base of about 750), relying on reading professionals sharing their knowledge freely and engaging with what is, for many of them, a new technology, is highly encouraging for a legacy project.

**131.** In addition, the number and quality of partnerships created on the website, from Google and YouTube to Audible.co.uk and Dyslexia Action, represent a willingness of high profile organisations to engage digitally with the messages of the Year and back their support by extending audiences for the site and being generous in their offers of competition prizes, software upgrades

(in the case of YouTube) and content. This reflects the approach of the NYR team, to seek partnerships with those who have trusted relationships with audiences already and then direct them – in this case to the NYR website.

**132.** With no promotional or marketing budget for the website, in some areas engaging target audiences using the website proved a struggle and certainly there was more success engaging professionals than children, teenagers and non-professional adults. Greater success with engaging the latter online has tended to be on external networks (for example engaging teens on social networking site Piczo and via YouTube with, 'Garron's Dares'.)

**133.** There were three websites: an interim site (with a four week concept to build time), a main website for the Year and a stand-alone Wiki – as well as a thriving Facebook group (of over 1,500 members), a Piczo suite of pages for teens, a YouTube channel and presence on MySpace and Flickr.

**134.** The websites supported nine campaigns:

- The national library campaign
- Bedtime Reading
- Love Lyrics (Telling Tales)
- Read Up Fed Up
- Community Gardens
- Volunteering campaign
- Do Something Different in Libraries



## Case study

- Words of Welcome
- My Personal Best

and 21 competitions with over 4,000 entrants. It also provided a professionals zone, with support materials and downloadable resources for Local Authority Coordinators. NYR produced monthly e-newsletters for both professionals and the public, going out to over 10,000 people.

**135.** The timescales for developing the website for the Year were very challenging and militated against thorough user testing. This resulted in limited understanding about the web audiences for the NYR, their needs and drivers. The most useful information on web audiences was gathered through user testing later in the project by people with reading impairment as part of the RNIB audit. This was the single most important outcome of the audit as it gave an insight into actual user behaviour. This report in part informed the site refresh in September which helped to generate an increase in overall web traffic (an increase of over 70% in site visits between August and September).

**136.** There was, then, a considerable amount of activity in the NYR that was, with the benefit of pieces of audience research during the year, and the work of the central team with local Coordinators, ever more effective as the Year went on.

### Metrica media analysis

'So let's hear it for the National Year of Reading.'

**James Naughtie, host, Today Programme, Radio 4**

'Supporting the National Year of Reading is really important to me.'

**Gail Porter, TV presenter, in The Mirror**

DCSF contracted Metrica to analyse the impact of media coverage generated during NYR. The PR agency contracted for the Year was Blue Rubicon. This analysis only looks at coverage generated centrally, and cannot take account of the significant impact of local and regional coverage across England that was stimulated by the huge variety of initiatives that typified the Year (although the central team did generate considerable regional coverage – 412 regional radio features, for example). The report does not consider advertorial features, either.

Metrica described the National Year of Reading as 'a very successful campaign producing extremely favourable press';

87% of coverage was 'strongly favourable';

12% was 'slightly favourable';

Less than 1% was 'unfavourable'.

Metrica report that an 'impressive' 97% of coverage accurately conveyed a key message for the Year. 63% of coverage was in features, 33% news.

Coverage reached 55% of all adults, 58% of mothers with young children, 56% of fathers. 12,622,396 individuals in social groups C2DE were reached through central media activity. Average frequency of views was higher (11.5 times) with fathers and other key NYR audiences, than the national average (10.4), reflecting what Metrica describe as the strong targeting focus of the Year's campaigns.





**137.** The campaign resources and structure and indeed the contract were based on the three broad strategies of:

- national PR campaign and projects to raise awareness and sustain interest
- research and design of new initiatives in-Year
- working through the local Coordinators to create local activities and partnerships.

These strategies gave the Year its lean and energetic character from the outset. And from the outset to the conclusion, the Year of Reading was also a Year of Learning.

**138.** There are lessons to be drawn from the evaluation of the Year, particularly about how to promote reading. The main ones relate to:

- the importance of pre-planning
- the complexity of the reading sector
- the importance of evidence to underpin ideas and initiatives
- working with Government and Consortium partners
- the work of the campaign itself

## The importance of pre-planning

**139.** The campaign depended on a rapid and successful attempt to secure the support not just of 150 Local Authorities, but also of influential people in a large number of organisations

whose contribution as partners in the Year of Reading was essential. In the event, the speed of the process and its success would have benefited from better preparation.

**140.** A short planning time was not just an issue for local partners. It was also an issue for Consortium partners. A common perception, from a wide variety of sources, is that the 'reading sector' is complicated to navigate. This makes it difficult to establish coordinated approaches to improve reading at, for example, Local Authority level. Securing a completely unified approach with the main partners in this sector for the presentation of a 'national offer' would have taken time that the campaign did not have.

**141.** People are busy; they have an existing set of priorities at any one time; they are under pressure to produce high-quality services. It is a natural part of the context of working life and organisational behaviour, that any new initiative can seldom be greeted with unconditional enthusiasm, and then translated into activity precisely as the initiator intends.

**142.** Such was the case with the Year of Reading. It was of supreme importance to the campaign team and high up on the priorities of the sponsor team in the DCSF and supported by considerable goodwill from the reading sector, but it was still something additional to be 'taken on', without additional resources.



**143.** Evidence from the Year would suggest that momentum built steadily. For example, for the Join Your Library Day in April, some libraries found the very tight timescales dictated by the practicalities of the campaign somewhat challenging – but only one service reported that it did not receive the materials in time to distribute them before the launch date of the campaign.

**144.** Could an earlier start with the planning process have been helpful? It is probable. The contract for the Year was awarded in October 2007 and the Year began two months later. What was not possible in that period was to do very much at all to prepare the ground by sorting out the national / local dynamic. It would have helped to an extent if all the Coordinators had been in place from January.

**145.** The issue of pre-planning manifested itself in other areas, perhaps less easily foreseeable. For example, volunteering was an essential ingredient of the success of the Year in many Local Authorities. It was intended to be supported by a national drive to recruit new volunteers. However, the campaign itself was not resourced to recruit volunteers, and there was no existing national reading volunteer group to work with. This meant that the planned national volunteering campaign did not go ahead. So, this was an additional enterprise for local Coordinators to take on during the Year.

**146.** The website also suffered in a way that affected the campaign. No user testing was undertaken at the accelerated outset of the project, which restricted understanding about the web audience, their needs and drivers. Time allocated was purely for business specification, agency selection, build and launch.

**147.** The allocation of specific target audiences by the DCSF for the NYR team happened after the contract for the Year had been awarded to the NLT and the Consortium. It took time to identify the needs of specific audiences and to collect evidence to support any activity.





## The complexity of the reading sector

**148.** The plethora of apparently overlapping and competing national services and initiatives provided by national organisations of 'the reading sector' contributes to five problems:

- establishing local plans due to the varied timescales of national initiatives
- incorporating national programmes into a coherent local strategy for partners, in particular those not previously focused on promoting reading
- finding a single point of access to information, advice and resources to support the development of reading
- capacity pressures generated by attendance at regional networks and structures of national organisations (not restricted to NYR Consortium members)
- clarity about the specific characteristics of products and services and how they might relate to NYR target audiences



**149.** Local Authorities are themselves complex organisations. Alongside the ample evidence of the good effects of the Year on cross-departmental working to promote reading, is a point critical to this and many such campaigns: the need to engage senior managers at an early stage with the vision for the campaign and the benefits of being involved in it. These are the people who can champion change locally including supporting / facilitating cross-council partnership working, promoting reading activities in



Local Area Agreements and developing literacy. Lacking such support, some local Coordinators struggled.

**150.** The pattern of complexity for Local Authority and library work in the Year was reflected in other campaign activities. For example, engagement with RNIB and Dyslexia Action developed over the course of the year and eventually included consultation on the website, provision of tips for the Wiki for professionals locally and advice on the logo. This is about just one of the campaign audiences. It was difficult to provide detailed guidance to Coordinators about all target audiences, and what guidance it could offer was not all available at the beginning of the Year.

## The importance of evidence to underpin ideas and initiatives

**151.** The need for the NYR to conduct such a wide range of research about audiences for reading is symptomatic of the lack of available data at the start of the Year upon which the campaign could base activity. This had serious consequences, limiting the evidence-base for activities promoted by the campaign and impairing the case for action.

**152.** Both the NYR team and ERS identified issues relating to the availability of robust local data to support planning and impact assessment. In particular Coordinators pointed to difficulties in obtaining local data relating to the priority audiences, which affected their ability to target activities and resources to have the greatest local impact.

**153.** The perceived paucity of local data was compounded in many areas by an inability (either due to capacity or experience) to undertake any meaningful analysis of available data, in particular the production of detailed profiles of existing library members or cross-referencing with alternative data sources (e.g. educational attainment, unemployment). As a consequence the ability of local partners to map the potential contribution of reading interventions to local priorities (e.g. as outlined in the Local Area Agreement) was limited.

**154.** Data management and systems issues are deep-seated: there is, for example, no historic data about the engagement of the target groups with libraries. Some libraries have found establishing membership numbers a real challenge. Only 65 (44%) services could provide information on the breakdown of new members into adults and children / young people. Not all services collect ethnicity data for new joiners. No services are able to supply comprehensive data on some specific NYR audiences, for example, white working-class boys or looked after children, as it would be inappropriate to ask for such information at the time of joining. This issue is compounded by the difficulties (some of them legal) in sharing data between services at local and national level to support strategic planning.

**155.** There was a specific need to understand more about the preferences of the target groups which became immediately apparent. Projects such as

Read Up Fed Up, the 'Mills and Boon' research, the projects concerned with families in C2DE socio-economic groups and the projects concerned with younger readers all came up with revelatory findings that are part of the legacy.

**156.** However, the fact that they had to happen during the Year, and took time (some only being able to report towards the end of the Year or after it ended) underlines the point that there was an unmet need for good data and evidence before the Year began. The first National Year recommended working with these very groups to capitalise on its momentum: it was surprising that so little data had been collected in the intervening decade. Is this just a funding issue? Given the choice between delivering projects that offer benefits to key audiences and mapping the impact of that work, does project delivery always receive priority?

**157.** Various projects with the target audiences themselves made it clear that reading is not necessarily connected to success by all in the population and nor is it seen as a desirable activity by some. As a consequence, the Year has assembled many case studies to demonstrate the power of reading to change lives. Partners were able to supply an invaluable range of individual case studies when asked. But, there was little to hand when the Year began and more would have helped.

**158.** A final point about the evidence base is about what actually is measured. There is as yet little evidence in the reading sector which can demonstrate how literacy or individual projects supporting reading / literacy contribute to achieving national policy or Local Authority targets. Evaluation across the sector tends to have a general focus on numbers of individuals reached (outputs) rather than impact in terms of attainment – or on longitudinal work on the impact projects have as interventions (outcomes). For example, do people go on to take other courses / get jobs as a result of improving their reading?

## Working with Government and Consortium partners

**159.** The NYR team and ERS survey work identified that the gap between announcing the NYR (in summer 2008) and the NLT being appointed (in October) meant that a valuable opportunity was missed. October to December is the time when Local Authorities plan for the coming year. Having



an active team in place, with the right evidence to hand at this time would have made it easier to embed NYR initiatives in planned activity and would have helped release resources.

**160.** Where they already had regional networks in place, communicating with Local Authority Coordinators was much easier for Consortium partners. All partners responded to encouragement to 'signpost' and promote the NYR at their conferences, in print and from their own websites, and to make use of the brand and logo. In three regions – North East, West Midlands, and Yorkshire and Humber, regional Coordinators were paid for by Arts Council England, the Museums Libraries and Archives Council and the Society of Chief Librarians. These regional appointments included a commitment to evaluation which could be invaluable for legacy development. Several Consortium partners undertook a range of additional projects, or focused existing work on the audiences and outcomes of NYR. An outline of some of these projects can be found in Appendix 3.

**161.** The DCSF was a commissioner and a partner for activity during NYR. There was a variety of communications to all Directors of Children's Services. However, a wider role could have been to continue to highlight the significance of the Year – and of literacy – to stakeholders in local government which would have improved the capacity for the central NYR team to engage with senior managers by locating the Year on the DCSF's agenda as a significant activity.



Of the C2DE dads who read to their kids, now over **25%** say they do so every day, as opposed to **17%** at the beginning of the Year

**162.** Respondents in the ERS survey indicated that more senior, earlier engagement of national Government Departments (notably the Department for Culture Media and Sport and the Department for Innovation, Universities and Skills) would have been helpful. These departments were invited to attend Consortium / steering group meetings, and received weekly Director's reports (and responded to both). But the Year of Reading was not generally a priority for them.

This could have further assisted local partnerships and cross-service working and helped engage senior managers at the local level.



## The campaign itself

**163.** There are things that the NYR team learned through the Year about ways it could have worked more effectively.

**164.** The NYR team appreciated the input of Consortium partners as sources of professional advice, and providers of key services, partnerships and products for audiences of the Year. But in following agreed DCSF priorities for activity, and bearing in mind the timescales of the project, the NYR team did not always involve the Consortium in planning the detail of specific activities during the Year or consult them on communications priorities beyond the agreed message wheel for the Year. The refinement of activities and messages as evidence was received also 'moved the goalposts' for some, creating a sense that the Year kept changing, with negative consequences for those whose plans were shaped early in the Year. It is likely that this all affected the buy-in of partners, and reduced the sense of shared ownership of the Year. There simply wasn't the time to properly 'develop' the Consortium.

**165.** With hindsight, there was also huge potential to be had in consulting beyond the expertise of the Consortium, seeking advice on audience engagement with those, for example, who specialise in audiences' needs, rather than having expertise in reading. For visually impaired readers, for instance, the Year needed a far greater understanding of the issues and



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### Some of the celebrities supporting the NYR

Vernon Kaye, Katie Price, Louis Ferrante, Chris Collins, Anthony Horowitz, John Barnes, John Culshaw, Jo Caulfield, Lee Mack, Konnie Huq, Martina Cole, Mr Midas, David James, Geri Halliwell, Chris Hoy, Bradley Wiggins, Meera Syal, Lenny Henry, Vic Reeves, Bill Bailey, Sean Lock, Ben Miller, Jo Brand, Ronnie Corbett, Omid Djalili, Jenny Eclair, Vic Reeves, Francesca Martinez

planning times required in the production of appropriate materials and resources than it had to hand, and this significantly restricted the impact of the Year for these audiences. In this light, and again with hindsight, if the composition of target audiences had been fully appreciated at the point at which the contract for the Year was being devised, organisations with relevant skills and experience could have been invited to join the Consortium, with potentially significant improvements in success in reaching some of the Year's proposed beneficiaries.

**166.** The NYR team itself had to adapt as the Year developed and could also have benefited from additional skill sets from the beginning. Web development, for example, was originally to have been managed by DCSF, and therefore not specifically reflected in recruitment, and there was no dedicated resource to promote NYR into schools, an audience development specialist or capacity to communicate the importance of the Year through local government or Whitehall channels. Every member of the team took on tasks not anticipated on appointment. The Year also subsequently secured skills through short-term contracts – for example a Head of Communications, a Business Development Manager, a Press Assistant, and a Local Government Communications Manager. The rapid learning curve, and staggered availability of skills within the team, inevitably had an impact on NYR's capacity to serve all audiences well through the Year.



# How can reading

## be improved?

**167.** The NYR has had many successes. One of the most important is making a case for the power of effective communication in promoting the value of reading.

Done well, this can create greater demand amongst target audiences for the products and services offered by organisations, which in turn will help build a nation of readers. These insights centre on:

- the case for reading and the evidence that it improves life prospects
- reading being inclusive and readers being diverse
- engaging the target audiences
- the 'reading sector' itself

### The case for reading and the evidence that it improves life prospects

**168.** 'Literacy Changes Lives' was a very important contribution to the NYR. It drew together recent and relevant evidence from all available sources to improve awareness of the connections between better reading and improved literacy, improved literacy and improved prospects – and improved prospects and national welfare.

**169.** It is, of course, not new: it is a review of the evidence – and it is the same sphere of evidence that is driving two long-term policies in education and skills

– 'World Class Skills', implementing the recommendations of the Leitch Review of Skills, and the Schools National Strategies.

**170.** However, research during the NYR, including the HarperCollins TWRResearch, Read Up Fed Up, the Muse study with 'C2DE' boys and the Clarke, Osborne and Akerman research with Key Stage 2 and 3 children reveal some perspectives that upset the notion that everyone knows 'reading is good for you'.

**171.** It is not just the jarring view that 'reading is for retards' (as one teenager in the TWRResearch into 'C2DE families' put it). The picture is more complex than that. There is a more general idea that reading is for 'readers' and 'readers' do not appear to be successful role models for the children or the families in these survey groups. These children and their parents understand that reading is connected with success but not with immediate or broader benefits. They read when they have to but not for leisure: it is an isolating activity.

**172.** This need to challenge assumptions had a revealing reflection in the PR campaign. The tabloid press readily understood that there is a need to challenge



people, particularly in C2DE families, their main readership, to think afresh about the benefits of reading. They saw great merit in the campaign's aims to promote reading. For the broadsheet press, it was a different story, with editors and journalists making the assumption that everyone knows it is good to read. They did not see the need to promote the benefits of reading as a life skill, or that this was a 'news story', as they didn't believe that the evidence in 'Literacy Changes Lives' would come as a surprise to any segment of the population.

**173.** However, there is a strong need to promote reading to parts of the population where the importance and benefits of reading do not appear to be appreciated for much of the time. The NYR worked hard to try and understand the perspectives of the target audiences about reading. But attitudes continue to change, and a longer-term commitment to investigating them, and responding to them, is important for the full benefits of the Year to be realised.

### Reading being inclusive and readers being diverse

**174.** 'Anyone, anything, anytime' was an apt slogan for the Year, the wisdom of which was strengthened by the various research and insight projects into the reading preferences of the target audiences. Readers are diverse and so is the range of materials they choose to read as are the reasons for their reading.

**175.** Defining reading in the broadest terms and including all people means that the focus of attention for building a nation of readers must be the point readers have actually reached. It is not sensible to implore people to read more without being clear why. The reason is a desire to get people to read better – better, that is, for them. Each person is at a unique point in the journey to reading better and the next step is the important one.

**176.** This has the obvious consequence that reading is not for either creativity or for utility: it is for both and the extent to which either is important is a matter for the reader to decide.





**177.** For the purposes of NYR's goals, this means discarding assumptions about what makes 'good' reading. The Mills and Boon research and the Read Up Fed Up project may make discomforting reading for those who consider the reading choices of teenagers to be in some way inferior. The Read Up Fed Up survey would suggest that this is may be widespread, given the response from teenagers taking part that 45% of them have been 'told off' for reading something unsuitable, unimproving, or of poor quality.

**178.** The discomfort is, however, irrelevant to the task of building a nation of readers. If this is the aim, the starting point is to provide more of what people already read and to learn the lessons of the Mills and Boon research – that making it easier to access preferred works can lead to enhanced confidence and a spirit of discovery, wherein lies further opportunity for people to advance in the world of reading. It can also confirm for those not yet fully convinced, that reading is about them, and for them, not just for 'posh people'. This was why another key message throughout the Year was 'start with what you love'.

**179.** Improving reading is most likely to happen when all the barriers to reading are demolished. Some of these barriers appear in book stores themselves: the HarperCollins / TWRResearch project with C2DE families attests to this point. It is debatable how far it is reasonable to suggest that it is the responsibility of the



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book trade to make stores more accessible to new audiences, but the fact remains that the current presentation of books in book stores acts as a significant barrier to the target audiences for the NYR.

**180.** The reading sector could do much more to develop effective communications strategies based on an understanding of the needs and preferences of these audiences. ‘How do we reach them?’ is perhaps best answered by a serious appraisal of ‘how do they reach us?’ (and what impedes their journey?).

### Engaging the target audiences

**181.** The many successful activities run through the NYR by libraries, Local Authorities, schools and others have provided evidence that, with a well-planned approach and a clear understanding of the target audience, much can be achieved.

**182.** Success in engaging target audiences through the Coordinators in these activities depends on:

- support of senior managers
- understanding the needs of the target audience
- having enough time to plan the activity
- getting key partners on board
- effective monitoring and evaluation

**183.** As we have seen, none of these can be taken for granted. Acquiring data about target audiences is not always

### The Reading Gardens Challenge

The NYR wanted to demonstrate that **where** you read, can impact on **how** you read. It wanted to stimulate partnerships and volunteering in support of reading, and involve businesses in sustainable activities.

BITC and NYR created a scheme and toolkit to encourage businesses to construct outdoor reading spaces in schools, targeting areas of need, and support reading volunteering in those spaces / schools. The first three, Heaton Primary in Bradford with Hallmark Cards, Cantrell Primary in Nottingham with BUPA, Friars Primary School in Manchester with EON, reached over 1,000 children. The schools felt that children, particularly those disruptive in class, had got much more involved in reading, and that reading gardens provided a hook to engage them.

The businesses have also loved it. 60% were new to volunteering, but 100% felt it was a worthwhile venture, 58% said that they would now consider becoming a reading volunteer. The Reading Gardens Challenge was built to support volunteering within companies, with many considering longer-term commitment with the schools. BITC subsequently rolled-out five more gardens with Starbucks, including at the Seashell Trust in Manchester, a school for the deaf, and the Apples and Pears Play Association in London.

BITC anticipate that 2009 should see 50–100 reading gardens appear in schools across the country. These will be at no cost to the schools.

“children have come back asking when we will continue with our book...these children struggle in school with their behaviour and concentration which impacts on their education. I doubt they have ever chosen to open a book before”  
(Anne Small, Apples and Pears Play Association)





straightforward. The kind of data needed has not been collected in a systematic way at either local or national level.

**184.** The Year has, however, highlighted the need for better data about target audiences and its research projects have initiated a process through which the needs and preferences of readers could be better understood. This is a start, from which it is possible to see two benefits already:

- the logic of building a nation of readers on the foundations of readers' own starting points
- developing evidence to connect improving reading with improving life prospects and so providing a sound base of evidence for effective action

**185.** The momentum of the Year meant that these processes were well underway by its end. For example, the Read Up Fed Up and Mills and Boon projects, along with the research into reading within C2DE families, provide evidence about the starting points for journeys into more reading amongst many of the target audiences for the Year – and of the potential resistance to going on the kind of journeys that are on offer. This work helped shape the direction of the later stages of the campaign. In a similar way, data from the DCSF on Key Stage 2 and 3 pupils' performance was distributed to NYR Coordinators, highlighting local rather than national issues with literacy attainment in particular communities. And, at the end of the Year, the TNS Consumer 'second wave' evaluation (op.cit.) shed light

on the profile of some of the 2.3 million new library members acquired by the sector in 2008: there had been a notable increase in children joining from C2DE backgrounds.

**186.** At the heart of the Year was the national / local dynamic that made working in partnership essential. Local Authorities were central to this. Coordinators were most effective where senior managers took a lead in making the Year a priority; and that effective communication is very important in making partnerships work. From the point of view of the campaign, clear messages and the right balance of prescription and guidance were needed; from the point of view of the Coordinator, the main needs were understanding what to do in response to the 'clear messages', securing local enthusiasm and creating activities with local stakeholders.

**187.** The success of the 'ReadMe' campaign with schools was built on effective development with the National Schools Partnership, a campaign to raise awareness of the key messages of the Year through the provision of useful resources for the Key Stage 3 classroom. All the content was tested with teachers and pupils, so it was a good example of understanding the needs of schools and providing ways to help with existing demands rather than piling on fresh ones. 'Making life easier' is a mantra in any sector where the customer takes precedence.

**188.** The partnerships generated by the NYR with a variety of national organisations – from the national media and publishers through to organisations like BITC and the London Olympic Games Organising Committee – were important to the impact of the campaign. Much more could have been learnt to the benefit of target audiences with more time. The lessons of the campaign for improving reading are that clear messages, effective partnerships, strong evidence and good PR all matter: the net effect, as reported by TNS Consulting (op.cit.) is that, where families were aware of the campaign, positive changes happened at home with reading. And of course there are over two and a quarter million new members of the libraries of England.



An increase in the number of C2DE parents who say they are reading with their kids every day – from **15%** to **20%**

## The 'reading sector' itself

**189.** The reported complexity of the 'reading sector' as experienced at Local Authority level may have restricted the integration of national support for reading with local initiatives.

**190.** A wide range of organisations support reading in England. The fact there are so many is far from unique to the 'reading sector'. It is a feature of most sectors engaged in public welfare and the organisations themselves are a mix of public sector, charities, voluntary organisations, social enterprises and so on. As with other sectors, those in the 'reading sector' each have their own aims and their own priorities. In this context, the NYR is another priority to be fitted into organisational objectives for the year.

**191.** This applies even to those organisations that were Consortium members. It would be unfair to expect even these to set the Year as an exclusive priority. It should be remembered that no additional resources were available to them to develop bespoke or increased activity during NYR. More could, however, have been gained through an additional well-timed planning period during which the full implications of the Year for each member could be considered and a comprehensive shared plan produced – one that might have gone some way towards reducing the lack of coherence experienced at the local level. The lack of planning time was also problematic from the point of view of some Consortium members: bi-monthly

meetings were a significant commitment for members, not always achievable, but were not regular enough to allow for a consultative development process – thus making it harder for them to 'join forces' with national campaigns activity in a meaningful way.

**192.** An important feature of the diversity of organisations in the reading sector is the associated diversity in perspectives about what reading is and who it is for. These are the critical questions at the heart of the Year. The conviction that reading should be for 'anyone, anything, anytime' is not universal in its appeal. Personal convictions about reading can affect professional delivery, distracting energy from the main point of the Year – building a nation of readers.

**193.** As work during the Year with the publishing sector indicates, when the right approach is made with the right evidence proposing a sensible role for a company or companies in promoting reading, the response has been outstanding. The commercial part of the reading sector had a considerable role to play in the Year: the key to success was defining outcomes of real value for these partners in terms that resonated with them. There are notable examples of this from a range of Consortium partners as well as from the NYR team.

**194.** National partners tended to take a pragmatic approach to the Year by including the messages in their existing work, making links through their websites, adjusting what they had already planned to fit in with the Year's aims. For example, The Reading

Agency's ongoing Adult Reading Partners programme with publishers was expanded, linking prominent authors and library authorities, demonstrating that libraries can not just host events well with prominent authors and sell books at them, but also reach more challenging audiences than is generally the case in book stores. The scheme resulted in over 70% of the library network establishing a pairing with an author, and attendances of over 8,000 people at a range of events during the Year.

**195.** The Government is part of the reading sector – in three at least of its Departments, the DCSF, the Department for Innovation, Universities and Skills and the Department for Culture Media and Sport. The DIUS has responsibility for all post-19 education, including of course adult literacy. Given the prominence of concerns about reading and adult literacy and the roles of parents in encouraging their children to read, it is unfortunate that responsibilities are thus split. Securing the same level of priority for an initiative across the directorates of a single large Department of Government is a challenge: across two or more Departments it can be a great deal more tricky.

**196.** What all these issues affirm is the need for careful planning for 'National Years Of...' to succeed. That said, in view of the considerable progress and success of the Year, a great many people overcame initial obstacles to achieve what is the basis for the framework for a way of working that will transform our national reading culture – the legacy of the NYR.



The Year of Reading won the HarperCollins Award for Expanding the Retail Market in September 2008



# Our recommendations

**197.** The NYR team was asked to develop a way of working to transform our national reading culture. The purpose of the recommendations that follow is to set out a framework for the legacy of the 2008 National Year of Reading. In addition, it includes some observations from the NYR team on what was learnt about running a national communications project delivered in partnership – which might help inform similar future initiatives.

**198.** The framework has six elements:

- researching the audience
- researching effectiveness and impact to build a stronger case for reading
- targeting activity using effective and tailored methods
- coordinating local initiatives
- enabling professionals and sharing good ideas
- planning and coordination

### **199. Researching the audiences for reading**

Effective audience insight, attitudinal research and the measurement of impact on behaviour between them can affect many things – communication, advocacy, partnerships, fundraising, ensuring value for money and, of course, policy development. There is still a national shortfall of data to support a major intuitive assumption that reading is the essential life skill with a huge range of impacts on life chances. The NYR lacked evidence about audience

motivations and the impact of literacy, and the projects which support it, at the beginning of the Year. This evidence is critical to ongoing work.

### **200. Researching effectiveness and impact to build a stronger case for reading**

This is also part of a broader challenge in public services – how to find the means of ‘measuring what we value’ rather than valuing just what we can measure. Quantifying levels of participation is a start; the next step is to investigate how reading behaviour in target groups responds to particular initiatives. This calls for a new metric of impacts of services based on the impact they have on reading behaviour – in addition to the more readily measured outputs.

**Recommendation 1: Research into reading preferences and into barriers to participation in reading should be developed as an essential function for those supporting reading.**



**Recommendation 2: Measurement of impact should be adopted as best practice wherever possible, and supported with any necessary skills development to ensure its effectiveness. The NYR would recommend that funding bodies consider impact as well as output when commissioning work with partners.**

**Recommendation 3: A metric of impacts of services in the reading sector should be implemented, based on the outcomes these services have for reading better.**

#### **201. Targeting support using effective methods**

Working in partnership with organisations in different sectors can be very powerful – they don't have to know anything about reading – as long as they understand the behaviours and attitudes of the audience you are trying to reach. Advisory bodies for initiatives like NYR should always try to include some of these partners.

**202.** The successes of the Year in stimulating attitudinal or behavioural change (having identified preferences and priorities for the audiences targeted) has emphasised why segmenting audiences and customising activity specifically for them is invaluable. Targeting is vital: it is the means to achieve universal uptake, rather than undermine it.

**203.** Any future framework needs to build on research into segments of the reading

audience and use it to create approaches to engage target audiences with reading better. The key to this will be sharing the understanding of organisations, communities and agencies already engaged with these audiences, whichever 'sector' they come from. The DCSF's Communications team have, for example, recently produced guidance on audience segmentation.

**204.** The audiences identified by DCSF as the focus of NYR are those currently described as being in greatest need. Further research and consideration will be necessary to be sure that they continue to represent the highest priority for subsequent work and, over time, that they either cease to be appropriate targets for additional support – or that they remain so.



**5,000** leaflets on reading and success despatched to potential HGV learner-drivers



**Recommendation 4:** The knowledge gained from the NYR, understanding from other sectors and proposed research should be used to devise strategies to engage the target audiences more effectively with reading.

**Recommendation 5:** There is a need to commit to longitudinal study of reading behaviours in this country, to be able to predict more significant trends in attitudes to reading which might impact on 'building a nation of readers'.

**Recommendation 6:** DCSF to conduct annual research into the attitudes to reading of 'Narrowing the Gap' audiences based on the successful responses to marketing during NYR.

#### 205. Coordinating local initiatives

There is a fine line between necessary flexibility to act at a local level and no sense of direction. A central resource and a unifying brand are powerful for harnessing support and add to the confidence of those seeking it. Avoiding excessive prescription about the use of brand allows it to be adopted at a community level – although it can undermine a unified approach. Some partners have been clear that they would have welcomed earlier, clearer and more specific guidance on the part they had to play in the NYR. Seniority and influence still count when making partnerships work, particularly when securing collaboration, and when engagement depends primarily on goodwill and 'seeing the relevance', rather than provision of additional funds.



**206.** The cornerstone of the success of the NYR was the way in which a national initiative and its messages was realised through locally relevant coordination of activities, events and development of services through the NYR Coordinators and Library Coordinators.

**207.** The cross-cutting model (developing delivery relationships across a range of services to increase effectiveness) recommended to Local Authorities by NYR has enabled new local partnerships and approaches to flourish. Many Local Authorities are now maintaining these partnerships to sustain the benefits of the NYR. They share a view that local partnerships are stronger than at the start of the NYR, and that the support of senior managers has been enhanced. Almost all (94%) of those engaged in the ERS study of Local Authorities work during NYR wish to continue cross-cutting working to support reading.

**208.** Making sure this momentum is sustained cannot be achieved by goodwill alone – and the valuable support of volunteers, for example, is likely to diminish in the absence of a high-profile campaign such as the NYR.

**209.** The idea is not that reading must now be the top priority in Local Authorities. Rather, it is that improving reading amongst target audiences is, and ought to be seen as, relevant to many Local Authority services. Securing long-term support

for reading is a matter for local direction and decision supported by national organisations and Central Government, because of the impact of literacy on community-wide outcomes. Local work will depend on the quality of available evidence to support the case for reading as a priority. If the case can be made, it could be possible for Local Authorities to consider allocating resources to support reading in their local areas as part of the Area-Based Grant arrangements. This would help drive ongoing work and embed reading as a strategic priority across Local Authority directorates.



Love Reading About Love  
Campaign reached **164,000**  
Asian readers through targeted  
reading features



## Case study

### Reading Heroes

On Thursday 26th February, 31 Reading Heroes were rewarded by Sarah Brown in a special ceremony at No 10 Downing Street.

The Reading Heroes were selected for their outstanding contribution to reading in the community, as professionals, or for overcoming personal obstacles to master reading. All are ambassadors for the power of reading to change lives.

- **Katie Price** – Most voted for celebrity on the National Year of Reading website as ‘the well-known face who is considered to have done the most to encourage children or adults to get reading this year’.
- **Author, Anthony Horowitz** – For his immediate, consistent and generous support of the Year, and his personal commitment to reaching some of the tougher target audiences of the Year of Reading.
- **Author, Louis Ferrante** – For his extraordinary advocacy of the power of reading to change lives, his honesty, and his determination to use the example of his own past to improve the life chances of others.
- **Mrs Joyce Peacock** – For her energetic campaigning to secure the future of her reading group for visually impaired readers.
- **Dinah McIntyre** – For her success and commitment as a reading buddy and role model for others, having mastered her own reading skills only as an adult.
- **Sue Torr MBE** – For her commitment to supporting and encouraging adults to learn to read, and to enjoy their reading, using her own example to improve public understanding of the challenges adult learners face.
- **Ahmed Ibrahim** – For his inspiring and serious determination to acquire reading skills and an education in English, and to forge a new life for himself, despite his complete separation from his family.
- **Olivia Walker** – For conquering her lack of confidence and enthusiasm in reading whilst in foster care, subsequently becoming a regular library user at the age of seven.
- **Louise Jones** – For her bravery in overcoming significant personal and psychological barriers to master Shakespeare and contribute significantly to her local community, and for demonstrating the power of reading as a beacon of hope to other socially isolated and excluded adults.
- **Jasmine Metcalf** – For her energy and enthusiasm for the joys of reading, for her encouragement of the active participation in reading activities of her fellow students, and for her determination to overcome the difficulties of her own blindness to become an ambassador for reading.
- **Hema Macherla** – For her considerable personal achievements first in becoming a reader in English and then progressing her writing to become a published author, inspiring young women and mothers, adult learners and those with English as a second language.



- **Doe Mason** – For her vision and realisation of a library for her local community, staffed by volunteers and stocked through fundraising, and for her determination that it should cater to the needs of everyone in the community.
- **Arlene Sheehan** – For her volunteer work supporting community cohesion, assisting non-English speakers with reading so that they can move into employment, and increasing the confidence of young, often isolated young mums through helping them master day-to-day reading tasks.
- **Mrs Susan Campbell** – For her unpaid work on behalf of visually impaired readers, with readers groups, in the library, and with a local newspaper to ensure accessible news for the blind.
- **Ashni Sedani** – For her commitment, compassion and sensitivity supporting children with special needs in developing their literacy skills.
- **Pete** – For his patient encouragement and mentoring of a series of fellow prisoners, helping them gain life-changing literacy skills despite his own work commitments between 6.15am and 7.30pm every day as he prepares for his own release from prison.



- **Richard Ratcliffe** – For voluntarily using his professional reading skills as an actor to record and bring to life nearly 250 books onto audio for visually impaired readers.
- **Shaheen Mogradia** – For her impressive ambassadorial role with her teenage peers in motivating them to engage with reading, and get back into the library, and for her constant willingness to give up her time to promote the work with which she is involved.

## Reading Heroes continued

- **Carol Parchment** – For her energy and generosity in promoting reading as an essential life skill for her local community, using her own internet café as a learning centre.
- **Nitin Dabasia** – For his commitment to mentoring a much older man trying to understand digital literacy and all that the digital world can offer, aiding him in improving the quality of his life, and breaking down generational prejudices for both in the process.
- **Innocent Makwarimba** – For his diligent and sensitive identification and support of illiterate Young Offenders, ensuring that as many as possible will eventually leave the Institution with the reading skills that significantly improve their life chances.
- **Beverley Humphrey** – For her energetic, ambitious and exciting promotion of reading, in all its forms, in school, particularly through The Write Path, a brilliant demonstration of the power of reading to help us communicate with anyone, anywhere in the World.
- **Paul Cookson** – For his ability to make children want to be poets themselves, enthusing them with the power of poetry through his playful insight into their preoccupations and enthusiasms, and through his considerable personal commitment to working with children himself.
- **Jane Matthews** – For her imaginative and award-winning commitment to making books and reading accessible to potentially excluded audiences – including the visually impaired and those who do not speak English.
- **Jennie Espiner** – For her conviction and commitment to literacy for all, and for the care with which she assists every individual, regardless of background, to acquire literacy skills and a love of reading.
- **Jermaine Daley** – For his inspirational teaching of reading with children of all abilities, for his ambition in pushing his students to tackle more challenging texts, and for the ambassadorial role he plays as a male advocate for reading.
- **Rachael Dyer** – For her energy and considerable achievements in supporting reading in her school, closing the gap in achievement between girls and boys through her constantly creative use of reading role models and her ability to engage families in the reading development of their sons.
- **Jane Davis** – For her remarkable energy and creativity in using the example of her own life (turned around by reading) into a model, called Get Into Reading, to support many others, significantly improving the physical and mental well-being of many of our most socially excluded citizens in the process.
- **Michaela Dungate** – For her commitment to supporting reading in foster children, particularly in providing them with their own books to own, often individually selected to suit the child, and which become treasured companions as they move between homes.
- **Alan Oakes and Mick Neville** – For their ingenious campaign to support reading in the workplace, lobbying their management to provide real incentives and better workplace resources for readers.



- **Paul Gobey** – For his infectious charisma, fundraising, pioneering energy and unstoppable commitment to the power of reading for all, but particularly for children, in all circumstances, and from all backgrounds.
- **Malcolm Wright** – For his pioneering support of deaf children, who often suffer very poor literacy rates, through the collaborative development of a not-for-profit website which makes reading more accessible with the use of sign language, subtitles and narration.
- **Janice Hutton** – For her commitment to improving access to books for young people in a secure psychiatry unit, providing richer reading experiences for those described as ‘impossible to reach’, and working in sensitive partnership with the library service to ensure ‘reading connections’ are available to those preparing to leave the unit.

**210.** The various organisations of the reading sector could play a valuable role in supporting Local Authority activity following the NYR. By coordinating communication about their projects / products and the benefits they offer, and by aligning their planning cycles more closely to those used by Local Authorities, they would help integrate national projects better into local plans and actions.

**Recommendation 7:** It is now accepted that multi-agency delivery of local services improves outcome and reach. This approach to supporting reading needs to continue to develop at a Local Authority level. National organisations can help by coordinating their communications, consulting with authorities and aligning their planning cycles. Producing the evidence to support the ‘case for reading’ continues to be a priority in Local Authorities.

**Recommendation 8:** Central Government should make a long-term commitment to an on-going campaign identity to support those working locally and nationally in support of the framework for building a nation of readers resulting from the NYR.

**211. Enabling professionals and sharing good ideas**

Within the NYR team, and across the country, individuals and organisations raced to adapt or develop skills to ensure best outcomes for audiences. Initiatives like the NYR could deliver a great deal more if the

consideration and prediction of available and necessary skills could form part of planning. It would also form an invaluable resource for the framework.

**212.** Sharing good ideas and lessons learnt are both essential to progress. It is important to make sure that all who can support reading are able to benefit as knowledge – about audiences, strategies, partnership working and so on – increases. Sharing knowledge ‘beyond the sector’ could also have a powerful impact, reaching out to those who may have regular contact with target audiences, but who may not as yet hold the promotion of reading as a priority.

**213.** Within Local Authorities, internal secondments would enable people to share knowledge and understand better the inter-dependencies of their work and opportunities for partnership activity. It would foster better understanding of the richness of related services, could support skills transfer (for example, evaluation methodologies) and could also broaden an awareness of the services to support reading offered at a national level.

**214.** The NYR was perceived by many who took part as a valuable opportunity to raise staff morale and stimulate creativity. Networking opportunities for professionals were valued; people found it helpful to learn from others doing similar work. A deliberate approach to making sure this happens nationally would be very helpful. ‘Wikireadia’ was the means through which the NYR



team made a boost to this process of knowledge sharing and communication between practitioners.

**215.** One way of sustaining a national profile for the promotion of reading, championed during the Year and building on the ‘Reading Heroes’ campaign, is to instigate a National Awards event for outstanding services to readers, and for outstanding achievements in reading. This would draw attention to individuals, and organisations, whose work is indispensable to sustaining the momentum of the NYR. This would positively raise the profile of both the sector and increase awareness of ground-breaking or particularly effective work.

**Recommendation 9:** The sharing of good practice should be promoted and supported through effective and funded development of ‘Wikireadia’ and through existing regional professional networks.

**216. Improved planning and coordination**

To sustain the momentum of the NYR, the recommendations in this report need to be backed by changes in planning and a more coherent coordination of national effort.

**217.** Not all activity suffers through lack of planning time and a sense of urgency can stimulate energetic and creative campaigns activity. However, some aspects (insights, infrastructure, building partnerships) do suffer. If campaigns cannot coordinate their activities with the planning and budget cycles of key partners, outcomes are bound to suffer.



**218.** Reading occupies a complicated spot between culture, creativity and skills acquisition. Finding and agreeing a simple, unified message to ensure the greatest possible impact with the priority audiences was always likely to be tricky, but greater time to consider, share and reach compromise on such a central issue could have ensured greater impact for the Year.

**219.** Any national campaign is going to be an 'add on' to the existing work of all but the team delivering it. NYR could have made it easier for less obvious partners to see how reading is relevant to them – with the appropriate evidence. Having consistent support from Government Departments would help make the case for that approach on the ground locally.

**220.** Reading and its effective promotion is certainly a matter for more than one central Government Department. At a time when increasing adult literacy remains a prominent target, it would help to sustain the momentum of the Year for the appropriate agencies and officials to agree and promote a message about the impacts of people reading better.

**221.** This would ensure that the proper connection was made in Government between policy directed at encouraging adults to enjoy reading (and be supported to read better) and policy directed at children learning to do the same. The impact on the associated professionals, organisations and agencies could be profound. The national lead would need to be taken by

Government and / or its appointed agencies in the absence of a national campaign.

**222.** The NYR had the resource to carry a high-profile campaign and a dedicated team with specific contractual obligations to make sure the campaign was well-directed. The critical test of the framework will be how it is developed in the absence of such a campaign and team of national campaigners.

**223.** The NYR has highlighted the value of collecting national data. This is essential for planning – both to know more about the impact of initiatives to shape future activity, and to demonstrate the full value of what has been achieved to other bodies and sectors. Better coordination would help too – with protocols that enable data to be shared more comfortably between different parts of Local Authorities, and between organisations, and hence be useful in strategic planning.

**224.** A 'one-stop shop' to collate information for Local Authorities would ensure that national initiatives can be more easily accessed, compared, and understood at a local level, so that they can be more easily integrated locally and facilitate stronger engagement between national and local partners.

**Recommendation 10:** DIUS and DCSF should help to ensure that national initiatives to improve literacy and to encourage reading are complementary and coordinated.



## Case study

**Recommendation 11:** Data about the impact of reading (and of projects which support it) should be collected, collated and managed so as to enable it to be shared between Authorities, and between national organisations, and used in strategic planning, as part of the process for understanding the impacts of services.

**Recommendation 12:** To facilitate such data-sharing, a 'one-stop shop' should be developed and promoted to collate information for Local Authorities and others to ensure national initiatives are understood and supported at the local level.

### 225. Reading for Life

To underscore the importance of these recommendations one need only look at 'Building a Nation of Readers', the report of the first National Year of Reading in 1999. It is not just the title that has a familiar ring. The report made 15 recommendations. Some, like, 'recognise good practice and use it as a model', and, 'establish a networking group...in every Local Authority', use almost the same words as the recommendations of this report. They called for a more inclusive approach to the definition of reading, for better partnerships, for a more coherent approach at national and local level and so on. The overriding need is now is for this second NYR to lead to sustainable change.

### Garron's Dares

The DCSF and NYR wanted to create an innovative advertising campaign to encourage young teenage C2DE boys to enjoy and feel more enthusiastic about reading in general.

Working with agency Lean Mean Fighting Machine, 'Garron's Dares' was devised – in which boys were encouraged to add information to actor 'Garron's' YouTube page to enable him to complete potentially embarrassing and entertaining dares. The overall message for the campaign was simple, and about enforcing the importance of reading outside the classroom: you need to read, to be in the know.



Garron completed three dares, with the campaign running over the last two months of 2008. The campaign produced the 13th most-viewed YouTube sponsor video ever. Overall, the campaign received 174,739 views. Just under 1% of viewers commented on, or assisted in, the dares, and 96% of feedback from viewers was positive. Viewers were over 80% male, mostly 13–17 years old, and the project proved to be 'naturally viral' – built on the insights acquired through consultation with boys in the target audiences for the activity.

The final campaign message was – 'Get the knowledge you need. Read.'

The campaign was supported through seeding on a variety of educational and entertainment sites.

In January 2009, the campaign was awarded the IAB/Microsoft Advertising Creative Showcase Award, ahead of Nike and Fosters beer.

[www.youtube.com/user/garronsdares](http://www.youtube.com/user/garronsdares)



**226.** 'Reading for Life' is a partial response to some of the recommendations in this report. The National Literacy Trust, The Reading Agency and supporting organisations have already announced a campaign to improve the life opportunities of people in most need – through reading. The campaign will launch in Spring 2009 and will build on the achievements, networks and approaches championed by the NYR. The campaign is based on a belief that reading is at the heart of social justice, and the need is for the campaign to engage and inspire key target audiences such as those at the centre of the NYR.

**227.** The campaign will consist of a public – facing website ([www.readingforlife.org.uk](http://www.readingforlife.org.uk)) featuring literacy initiatives and resources; 'Wikireadia', the shared professional resource developed during the NYR and now a key resource for those wishing to support reading in a wide variety of settings; and support for the creation of Local Authority reading strategies.

**228.** Reading for Life is being backed by organisations from a wide range of sectors, including: the Department for Children, Schools and Families; the Department for Culture, Media and Sport; IDeA, Scholastic UK; Walker Books; BBC Education; The Booksellers Association; The Random House Group; and Local Authorities across England. NYR Consortium members, including Arts Council England; Museums,

Libraries and Archives Council; Booktrust; Volunteer Reading Help; Centre for Literacy in Primary Education; National Institute of Adult Continuing Education; ContinYou; The National Youth Agency; and Campaign for Learning; have also given their support to the campaign.

**Ed Balls, Secretary of State for Children, Schools and Families said:**

"We are very pleased indeed with the outcomes of the National Year of Reading, and delighted to see so many organisations working together to ensure that the good work continues in the future through the campaign Reading for Life."

**Barbara Follett, Culture Minister said:**

"The purpose of every good public library is to provide innovative and inspiring opportunities to connect people with the written word. This connection will, in turn, provide many with a lifetime of enjoyment and education. I am an enthusiastic supporter of Reading for Life and I know that it will continue the work of the National Year of Reading and help switch young people onto libraries and the multiple opportunities they offer."

**Gillian Beasley, chief executive, Peterborough City Council said:**

"In Peterborough, we have a cross-council literacy strategy because I believe that literacy is fundamental to the prosperity of our city. As chief executive of a council I think engaging people in the benefits of reading and getting them reading is

absolutely vital and therefore, I give my support to Reading for Life and urge my peers to do the same.”

**Paul Roberts, director of strategy, Improvement and Development Agency said:**

“Reading for Life is a key mechanism to engage the most underachieving audiences across England. A number of Local Authorities have shown how council-wide strategies to support reading can deliver improved outcomes for the most vulnerable groups, as well as the wider community. Local government can build on their achievements in 2008 by playing a central role in Reading for Life.”

**Paul Carter, leader of Kent County Council said:**

“Kent County Council fully endorses this new campaign (Reading for Life). Our vision in Kent is to create, beyond 2008, opportunities that will enable everyone to understand the benefits that reading can bring and to highlight the fact that reading can change the lives of people, now and in the future.”

**Terry Piggott, executive director, Children & Young People’s Services, Rochdale Metropolitan Borough Council said:**

“Literacy is vital for individual fulfilment, social cohesion and economic prosperity. Reading helps you master the complexities of the modern world. As director of Children’s Services, I support Reading for

Life and hope my peers in local government will also promote it.”

**229.** Building a nation of readers is the challenge of this framework and its main aim: the great test will be that in ten years’ time the issues it seeks to address have begun to look like history.



## Appendix 1: Funding for National Year of Reading

|                                 | Grant for 07/08 | Grant for 08/09 | Totals           |
|---------------------------------|-----------------|-----------------|------------------|
| Original DCSF grant             | 761,685         | 1,122,504       | 1,884,188        |
| Additional grants from DCSF     |                 |                 |                  |
| Web development                 | 55,000          |                 | 55,000           |
| Branding                        | 40,000          |                 | 40,000           |
| Communications                  | 50,000          |                 | 50,000           |
| PR for LA development           | 20,000          |                 | 20,000           |
| Reading gardens project         | 120,000         |                 | 120,000          |
| Reading Heroes                  |                 | 76,000          | 76,000           |
| National Schools Partnership    | 46,000          | 80,000          | 126,000          |
| Local Authority Evaluation      |                 | 100,000         | 100,000          |
| Partnership marketing           |                 | 17,625          | 17,625           |
| Teachers TV                     |                 | 32,475          | 32,475           |
| Other sources of public funding |                 |                 |                  |
| QCA                             | 15,000          |                 | 15,000           |
| MLA                             | 55,000          |                 | 55,000           |
| <b>Totals:</b>                  |                 |                 | <b>2,591,288</b> |



## Appendix 2: National Year of Reading Work Plan

1. Messages
2. Projects and Campaigns
3. Libraries
4. Schools
5. Partners
6. Business
7. Web and Wiki
8. Whitehall, Consortium and Local Government
9. Glossary

**1. Messages – to support key objectives, provide resources for those working on NYR projects locally, to raise awareness, drive traffic to our website, to secure support and partnerships.**

### January / February / March

Developed values and identity, encouraging self-starting, community engagement with 'we support' logos, logos in range of community languages, 'build your own logo' facility.

Wales launches their own NYR in mid March – we share planning ideas, create a Welsh Language version of the NYR logo for them.

Message wheel created and circulated to partners.

### Materials

Generic leaflet (print, downloadable, large print) and CD of resources for general audiences.

Created list of 'challenges' or reading ideas, resources for target audiences to use on NYR website.

Magazine, 'Read More, Live More' published to help organisations planning NYR activity.

Support materials (posters, window vinyls, magazine) distributed to 25,000 schools.

Posters despatched to all libraries.

### Direct DCSF-funded activity

'Filler ad' completed in March, messages – all forms of reading count, and reading should be about what you love. Also key stakeholder message – NYR has strong and diverse media and celebrity support.

Free bus shelter poster campaign across the country from beginning of April: message – reading can change your life, reading is about succeeding at things that matter to you (Driving test image, boxer image).

Regional radio campaign in Spring: message – broadening the definition of reading, reading is about success in life.

### Collecting data / evidence

In March, attitudinal research completed before NYR launched.

In mid March, launch song lyrics research.

In April, start conversations with Mills and Boon about romance research.

Commissioned TGI data on attitudes and values of C2DE boys – received June.

NLT commissioned Literacy Changes Lives, to improve advocacy for 'reading

and success in life' messages – published September.

Purchased data on BME readership from TRA in June to support campaign development.

In September, NYR segmented data from the National Strategies team at DCSF on specific literacy performance targets at KS3 and shared with Coordinators.

ReadMe resources evaluated for January 2009.

2nd wave of TNS attitudinal research data end January 2009.

In October, an agreement to co-fund work with the Trade Publishers Council on attitudes to reading in C2DE households: delivered February 2009.

BITC project evaluation end of February 2009.

Metrica media evaluation end February 2009.

ERS report on Local Authority reading strategies and engagement with NYR February 2009.

DIUS-funded NYR research activity delivered by NIACE over the Autumn – insights into the motivations to reading for pleasure amongst adults who do not currently consider themselves readers – most outcomes due March 2009.

#### **Messaging activity / outputs: April / May / June**

First Team Strategy Day: messages start to change in May as feedback from attitudinal

research becomes clear – e.g. the low correlation between reading and success for many of our target audiences.

Clear that it would have helped to have more case studies to support messages. Seek studies from Consortium partners. Also genesis of 'Reading Heroes' project.

#### **Messaging activity/outputs: July / August / September**

Second Team Strategy Day: review suggests a need for greater focus on school / classroom resources (commission National Schools Partnership project 'ReadMe'), as well as more on the importance of reading for success in life. All campaign plans revised. Team members attend Media Trust training event to improve our penetration / communication with under-served audiences.

Following research outcomes (TGI on boys) and consultation with other projects working in this area (e.g. TRA's Headspace), NYR and DCSF work on new digital strategy to reach teenage boys – becomes 'Garron's Dares'.

#### **Messaging activity / outputs: October / November / December**

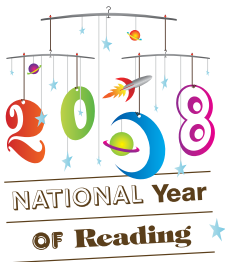
Final Team Strategy Day: identified audiences / messages as a priority for the rest of the Year: Looked after children, digital reading / literacy, visually impaired readers, dyslexic readers, Asian audiences.



## 2. Projects and campaigns

Library membership campaign (see Libraries section below).

### Bedtime Reading

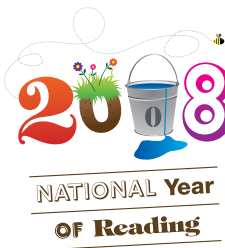


Message: reading with your kids is easy, rewarding and can be life-changing in its importance.

Four pages of editorial plus give-away of

250,000 copies of 'We're going on a Bear Hunt' in The Sun with redemption via Asda / WHSmith.

### Reading gardens



Messages: where you read can be as important as what you read – get reading out of the classroom, associate it with leisure, involve the community in reading,

reading can be a shared experience.

Produced show garden, and downloadable toolkit. Secured BITC partnership to produce gardens across England with businesses – sites include Heaton Primary School Bradford, Friars Primary School in Salford in Manchester. Starbucks create five reading gardens during NYR working with BITC. In November, project evaluation completed, recommendations followed up: writer recruited to devise a toolkit on making the most of a reading space / garden. Daily Mail ran competition to win show garden. Bordon School, the winner, launches with Chris Collins on 5th

November. Message: reading is at the heart of our school, and at the heart of our broader community.

### ReadUp / FedUp



Messages: stop being prescriptive about teen reading – allow teenagers to choose – sources of reading more diverse than ever – this is good news, not bad

news – what teenagers have to say about reading matters.

All about teenage reading habits – campaign launched with John Barnes – 18 radio interviews reached 79 stations and numerous websites.

### Help with Reading



Messages: largely for stakeholder B2B audiences – reading volunteering is rewarding, a lot more diverse than

you think, can make a real difference to people's lives, isn't just about the classroom.

In April started research on feasibility of volunteering campaign. New approach to promoting volunteering approved in June. 'Help With Reading' published in September became, and remained, most popular download. Included: case studies, advice on becoming a volunteer and on recruiting volunteers. Launched to coincide with CSV's Make A Difference fortnight (20th October). Nearly 400 downloads in first week. Hit 1,400 by 1st December.

### Michael Rosen – Words are Ours



Message: all forms of reading count.

Our children's Laureate agreed to support key areas of NYR, including

writing an NYR poem on the joys of ALL forms of reading. His poem 'words are ours' was turned into a downloadable PDF, and a competition launched to encourage schools to customise their own versions of his poem and win a visit from the Laureate. Poem also published in First News, and in a feature in Independent Education. Poem was downloaded over 2,000 times in first month.

### Telling tales campaign



Message: everyone can read aloud. Everyone ought to. No reason to be self-conscious – all you need is enthusiasm, and it's really enjoyable.

Launched 29th May with over 53 million OTVS and regional tour, working with Local Authority coordinators, in Birmingham, Brighton, Manchester, Plymouth, Leeds, London, Newcastle and Norwich. Competition closed 7th November. Winners and other entries uploaded to website, winners received red carpet tickets to Disney premiere 'Bedtime Stories'.

### Reading Heroes

Messages: case studies which demonstrate the potency of volunteering with reading, but also the variety of ways in which reading can impact on peoples lives.

To show how the very young and the very old and everyone in between needs reading.

Project to finish the year with a celebration of the achievements of some of our most remarkable citizens. Promoted via Consortium partners, Local Authority coordinators. Award ceremony and media activity in February 2009 with reception at No 10 Downing Street, hosted by Sarah Brown. Received 252 completed applications matching entry criteria. Held celebrity Reading Hero vote on our site – winner Katie Price. Two other writers awarded for their active participation in the Year – Anthony Horowitz and Louis Ferrante. All promoted via our Sun Christmas Supplement with great quote from Sarah Brown.

### Love Lyrics



Message: you may not think you are a reader – but some words make a huge difference to us all. Song lyrics matter – and they are a form of reading we can all share.

Campaign fronted by Mr Midas. Terrific coverage from The Star to Asian News International. Good pirate radio and music press coverage.

### Get it Loud in Libraries NYR Tour

Message: libraries may surprise you, great lyrics matter, libraries are for younger audiences, NYR is about all forms of reading.

Dan Le Sac and Scroobius Pip tour libraries (Walsall, Lancaster, Burnley, Skelmersdale, Poole, Grays Thurrock, British Library) as the NYR Get it Loud in Libraries tour. By September generating coverage in (e.g.) Dazed and Confused and music radio. All events sell out.

### Football chant-off campaign

Messages: One of our most creative forms of words! Dads and kids can share this skill – reading is about what you love.

Had to be withdrawn in July after months of pitching unsuccessfully for support – substituted new campaign, ‘My Personal Best’, launched later in the Autumn.

### Summer Reading Supplement



Messages: to keep reading messages live during summer break – reading is about fun, not just about school. Reading is about what you love, and you can

find that in the cinema, on the sports field...libraries are full of free things to do in the holidays.

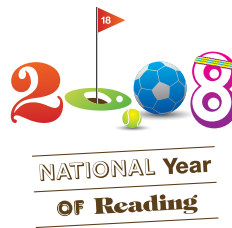
News of the World summer supplement published 4th August. Included exclusive Alex Rider story from Anthony Horowitz, feature with David James, focus on Geri Halliwell and Martina Cole – eight pages of content – flagged on the masthead, branded on all eight pages, promoted key projects including Premier League Reading Stars, Summer Reading Challenge, free books, the joy of libraries, celebrity summer reading suggestions...

### Reading and Success

Message: reading can change your life, whatever it is you want to do.

Trying to change attitudes of journalists and increase their awareness of the attitudinal issue / barriers in some communities to supporting / endorsing reading as the vital life skill. The One Show covers NYR reading / success story in feature broadcast in September hosted by Hardeep Singh Kohli. Hard campaign to sell-in, with more limited success than some.

### My Personal Best



Message: some of the people you (boys) admire most have been inspired by something they have read – and you could be too.

Using stars from a variety of sports, asking them to share the text that has been the greatest inspiration in their professional lives. Targeting boys 11–14 and young dads through media / websites e.g. – Planet-Rugby, Amateur Boxing Association, Sky Sports, Football365, the Daily Express sports pages. Launched 4th November online, including links to the inspirational texts, and the chance to vote for the most inspiring text, win training sessions with the stars and signed / unique memorabilia. Recruited stars included Chris Hoy (cycling gold medallist), Louis Smith (gymnast, bronze medallist), David Price (boxer, bronze medallist), Victoria Pendleton (Cyclist, gold medallist), Tom Daley – 14 year old diver, Bryony Shaw – Olympic

windsurfer, Mark Ramprakash, Keri-Anne Payne...and others from darts, gaming, rugby league and motocross

### Women's Advertorials

Messages: case studies of families like yours: reading is the essential life skill for your kids, and can be fun for you too.

Included Chat, Pick Me Up, OK, Star, Woman's Own, Soaplife, Closer, Heat, Take a Break, Bella, TVQuick. 20 titles in all in September, October and November

### Garron's Dares

Message: reading isn't just about the classroom – it's about helping you fit in the playground / street – it's potent social currency.

Online dares for boys. Using actor Garron Mitchell. Videos from Garron 'asking for help' with information to help him complete the dares NYR set him. Went live on YouTube with promotional package of web links. Embedded spotlight tags into the NYR site tracked traffic to the site from YouTube. Viewing Stats on finished first dare – majority of viewers male (86%) 13–17 years old. Views reached 37,000 by 8th December, over 50,000 by Christmas. Project wins Microsoft Marketing Creative award, beating Nike.

### LOCOG Words of Welcome

Messages: reading should be a key part of the cultural Olympiad for the next four years. Reading isn't just for the English Department. Reading can help young people express themselves, share ideas, shrink the world.

Launched 7th October. LOCOG promoted NYR's work via its networks (e.g. in LGA update in November on the 2012 Olympics) and to their 3,000-plus database of registered schools in their 'Get Set' newsletter.

The scheme was to encourage young people to submit photos of the words and phrases that showcase what being British means to them, to share with young people across the world as an act of cultural welcome and celebration of the power of words. Commissioned classroom notes – prompted by feedback from teachers about engaging the whole class in the Words of Welcome challenge.

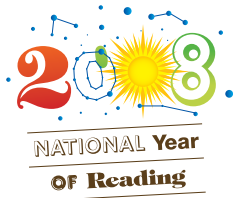
### Romance



Messages: reading romance is just as good as reading anything else. Particularly targeted at Asian households. Reading can help everyone in your family, and there are lots of places you can go to if you want more to read / help with reading.

To focus on under-represented audiences during the Year (Pakistani and Bangladeshi mums) – agreed in November to use the romance message delivered from research from Mills and Boon. Secured advertorials / case studies 'romance is good for you!' in five key publications reached over 120,000 via Asian Post, Asian Eye, Pakistan Post, Asian Leader, Eastern Eye. Also promoted via NYR Christmas supplement with The Sun, running a Mills and Boon story and £500,000 of romance novels to give away to readers.

## You Are What You Read



Message: reading increasing your pulling power and your appeal as a potential partner.

On the role of reading in helping you find the

perfect partner 'you are what you read!' was launched in December. Secured over 31.5 million OTS and included Metro and The Sun.

## Christmas Reading Supplement



Messages: reading is fun, romance is fun, reading is important (case study – Katie Price) and libraries are free.

Four pages in The Sun – focusing on Romance, good (free) reading activities for Christmas, great role models, freebies and exclusive content – featured on masthead of paper.

## 3. Libraries – central to NYR delivery

NYR worked with TRA and SCL to launch a library campaign to promote free reading and membership. Four-page supplement in The Mirror on the joys of libraries. 750,000 pieces of print despatched to libraries, 250,000 special NYR books produced to incentivise membership for young joiners. £55,000 secured from MLA to help produce materials. Additional resources secured from DCSF to mail the supplement on libraries to 1 million target homes using mosaic data (all postcodes with at least 2x national index for C2DE families).

Supplement circulated again to 600,000 via The Sunday People. First News feature on library membership launched end April.

Original membership target agreed with SCL for nine months to December 2008 was 300,000. By the end of the Year in December 2008 2.3 million new members had been recruited since April 2008.

In July – Do Something Different fortnight. NYR promote wide range of case studies provided by libraries of great events for regional media campaign. Supported with half-page feature in News of the World. Good regional media coverage from radio, print and TV which reached over 3 million people.

The success of the library campaign kick-started conversations with SCL, MLA, TRA and World Book Day Committee about the potential for an ongoing annual library campaign.



#### **4. Schools – to support key messages for the Year via schools, with particular focus on our target audiences, and on the development of a school-wide reading culture to better engage families in reading**

March – 25,000 Heads of English in secondary schools and Primary Literature Coordinators received a letter to encourage support and planning and visits to the NYR website – followed up with materials pack.

DCSF sent email to all Head Teachers and governors in March.

NYR materials distributed to 45,000 children attending Big Sleep events in June.

National theatre sent out letters to all secondary schools with their 'Connexions' plays for teenagers celebrating play reading as a part of NYR and a new way of considering reading.

Produced a four-page supplement with Scholastic to go via Early Years and Primary magazines with activities for the Year and key messages about reading.

Developed ReadMe classroom resources to support especially boys at Key Stage 3 – considering song lyrics, film scripts, magazines and digital sources as routes to stimulating better engagement with reading. Launched in Autumn term.

Promoted via DCSF schools newsletters, the NLT's 'Read On' network and with ads in (e.g.) schools magazines. Had exceeded target of 500 by 7th October. Final figure for despatch of resources was 1,300 schools. Early evaluation in January 2009

suggests the resources do work for boys, are well structured and flexible, thought provoking and creative in finding new ways to engage boys with reading. Further funding will be used to improve and extend ReadMe, providing greater depth of digital resources, and further promotion to reach more schools.

Teachers TV agreed to work with NYR on two programmes – one on broader forms of reading Using Comics and Graphic Novels and the other on creating a reading culture across a whole school (Reading – the Holistic Approach) due for delivery in May 2009.

The Autumn Schools Challenge, run in partnership with NLT's Reading Connects, was designed to encourage the submission of more Wiki entries of creative reading projects in schools that directly involve children in their planning, extend beyond the classroom, and encourage engagement with broader forms of reading. Supported by a variety of networks, with prizes given by OUP.

Michael Rosen poetry competition for schools launches on National Poetry Day. (see projects and campaigns p.106)

## 5. Partners – to amplify NYR messages and help NYR reach audiences. To secure partnerships for legacy, and to source ‘content’ to make projects work

### January – June

CBS Outdoor – to secure free space, using a ‘locally adaptable’ version of posters, and to allow them to ‘sell in’ artwork to Local Authorities.

Piczo: massive teen social networking site. A major partner through the Year.

NYR was added to Google’s literacy project – in time for them to use ‘Read Up / Fed up’ for their 23rd April (International World Book Day) launch.

Grandparents Association

Amateur Swimming Association

Housing Association Charitable Trusts

Workplace nurseries.

### July – December

BBC RaW tour promotes NYR to families in urban communities – Scunthorpe, Preston, Leicester, Stockton, Wolverhampton, Romford, Liverpool. They reach 22,000 families.

Google Adwords featured NYR on 2,000 sites helping drive web traffic in September / October.

UK Youth sent out reading messages in their newsletter to 7,000 youth clubs in July.

Starbucks part-sponsor the September Conference.

Youth Offending Teams – all 139 were linked with relevant Local Authority coordinators.

Leapfrog educational toys promote NYR through their Love to Read promotion reaching 3,000 schools.

*After First Team Strategy Day:*

hauliers etc: Eddie Stobart, Big Rigs Driver training etc.

In September DCSF released a small tranche of funding to allow our business development manager to develop print materials for specific partners:

- Pathway HGV driver centres NYR poster, 5,000 leaflets, website support, co-authored piece on The Sun jobs page
- Working Men’s clubs; 2,400 A4 reading and success posters
- LPHCA (private taxi operators) ran a full-page article from us on the importance of reading to enhance employability
- Hollyoaks displayed NYR posters on-set
- Bowlplexes help NYR create and distribute dedicated leaflets targeted at Dads and Sons.

*After Second Team Strategy Day:*

Amateur Boxing Association, Snooker clubs, Darts Associations, Greenwich Leisure Ltd (who run 66 public leisure centres), Waste disposal workforces via WAMITAB, BIFFA, etc. discovered some good Skills for Life provision already in place.

Workplace Translations consider reading issues for migrant workers – also well equipped on Skills for Life agenda.

Nickelodeon Junior ran 'Upon a Bedtime' initiative fronted by Geri Halliwell in support of NYR using supporting logo and links.

*After Final Team strategy Day:*

Approached the Who Cares Magazine of the Fostering Network.

Spent time researching Asian media outlets to support our December activity.

Tourism discussions lengthy and largely unproductive.

Periodicals Publishers Association – ultimately fruitless as they were seeking sponsorship.

### **Publishing and book trade**



Scholastic agree to host Booksellers Association and Publishers Association NYR liaison meetings to share concerns, update on proposed activity, and develop collaborations.

For 'free stuff' on the website, publishers helped us out with nearly 50 different competitions and activities. Book tokens also incentivised their link from the NYR site.

In March Scholastic confirmed publication of 'WOW!366' – a book of stories to celebrate NYR. PM agreed to write story. Scholastic collaborated with NYR on a guide to making the most of NYR for primary schools, on a range of adverts and promotions via their schools / early years magazine business. They have branded their magazines throughout the Year and offered NYR practical assistance in mailing out POS and letters to 25,000 schools.

Random House orchestrated a major promotion of Quick Reads for NYR via Tesco, WHSmith and The News of the World. NYR team also worked with Random House on events and PR to support NYR / Black History Month.

A & C Black produced a bespoke guide to children's books for our first library membership campaign – printing 250,000 copies for NYR in time for launch.

Penguin ran a Spinebreakers / lyrics competition with NYR, with winning lyrics inspired by a book performed by Dan le Sac and Scroobius Pip as part of NYR's 'get it live in libraries' tour. They also provided NYR with hundreds of free books for the NYR reading garden at Hampton Court.

OUP helped NYR with the Autumn Schools challenge – providing £5,000 worth of reading materials as prizes, and promoting the challenge via their sales teams.

Macmillan Children's Books orchestrated 'informal' poetry events over the Summer holidays and into the Autumn for NYR, inviting poets to wear 'genuine real live poet' NYR t-shirts – putting together engaging events everywhere from beaches to boardrooms...

NYR / Walker Books worked together to produce a 250,000 branded give-away of 'We're going on a Bear hunt' to launch the Bedtime reading campaign with The Sun.

Walker Books worked with NYR to produce a dedicated children's joining pack for the launch of the library membership campaign – the most popular piece of print in the promotion.



Walker also encouraged their illustrators to provide original artworks for NYR to use.

Walker facilitated ongoing contact with Anthony Horowitz, a tireless supporter for the year, providing original content and quotes, as well as his time.

BBC Worldwide provide 500 'playaways' – complete audio books on MPs Players – for delegates to September Conference. Delegates were encouraged to donate their copies to the RNIB once 'read'.

Borders using in-store branding, window decals and our filler ad.

Tesco agreed to use NYR logos on dumpbins throughout the Year.

Waterstone's ran their 'What's your story' promotion with NYR branding and links.

The Book People ran an 'adopt a book' scheme for businesses, and subsequently helped edit / design and distribute 300,000 leaflets to small businesses via their sales teams – encouraging them to take part in NYR and 'adopt a book', and to appreciate the importance of reading for their employees.

NYR worked with Midas PR and Audible.co.uk to support book trade-wide audio promotion with 'free download week'.

Orchard / Disney / HarperCollins worked with NYR to promote cinema release for Prince Caspian – leading star produced a 15-minute video that was presented in 49 Vue cinemas at special showings of the film – all on the importance of reading if you want to become an actor. CD give-away via the Sunday Post also branded for NYR.

Vue cinemas featured an NYR promotion offering free audio downloads of Star Wars books alongside the new Star Wars release.

TPC and NYR agree to co-fund research on attitudes to reading in C2DE households, and to find commercial solutions that facilitate market expansion.

Mills and Boon and NYR co-funded research into the value of romance.

Mills and Boon feature exclusive story in NYR's Christmas Supplement in The Sun, and offer major book give-away via this paper, and for five NYR Asian press advertorials in December.

Amanda Ross of Cactus TV and contributing publishers ensured that all 150 of the NYR Local Authority Coordinators were sent books for their summer reading.

NYR was awarded The Bookseller Awards HarperCollins prize for Expanding the Retail Market in September.

*In addition to all this:*

The considerable input of publishers in 'Reader meets Writer' – the contribution of The Reading Partners to NYR via their partnership with The Reading Agency. Publishers agreed to match an author with virtually every library authority, producing a wide range of events reaching new audiences.

Authors, storytellers and poets from every genre have been energetic in their support of the Year.

## 6. Business – seeking support through their workforces, in volunteering, in advocating the importance of reading on our behalf

Business engagement meetings for range of organisations from the Post Office to banks.

Memorandum of understanding with Consortium partners to ensure NYR does not impinge on existing partnerships.

Series of meetings arranged by DCSF to meet with major companies – asking for support, not money.

Letter of support from FTSE 100 businesses in the FT.

Business engagement capacity / skills shortfall identified by end of February. Recruited Business Development manager in May.

Agreed a large distribution of leaflets for local businesses – 300,000 – via reps for The Book People to support their ‘adopt-a-book’ project.

Presentation at the BITC National Cares Conference to pitch voluntary engagement / CRM activities with NYR.

Major (‘showcase’) volunteering day for 12,000 staff arranged with Citi for November 2008. Wide range of activities including fundraising for NLT. Entire department and project axed.

Financial Times feature in November on ‘companies discovering the great benefits that reading can bring’ to the workforce / business. Featured steel maker Corus.



By March toolkit produced to help Coordinators engage businesses locally – supported by Reading Ideas for businesses on website. Feedback positive.

We support logo for businesses.

Business Development manager produced a ‘Guide to Business Engagement for Beginners’ to capture our learning, and share it with others via the Wiki.

## 7. Web and Wiki – key for a dispersed, community-led year of activity – and a consumer-friendly ‘face’ to NYR. A simple signposting resource for resources, ideas, and advocacy / evidence. Also to publicise local activities and to link to campaigns and projects. A cornerstone of legacy

First website launched 6th January for No 10 Downing Street event – delivered over 12 working days.



Second website launches 31st March in time for launch of public facing NYR with

updated contacts, downloadable posters and resources. Each themed month is supported with wide range of editorial and links, alongside word of the week, etc.

Wikireadia developed from mid February. Reached 1,300 articles in January 2009.

RNIB audit and Plain English crystal mark audits requested.

Following audits, team undertakes review in June to revise site. Team members consult with Guardian Online team and attend BBC Media Futures to improve digital output for NYR.

Drive to link with other websites significantly improves traffic to the site over the Summer, anticipated to be our quietest period, when we launch competitions and ‘free stuff’ to encourage younger target audiences to visit. Site starts to get much stickier – helped by YouTube video panel and Flickr pages.

Wiki traffic starts to outstrip homepage visits in July, in November received 30,000 visits.

E-bull sign-up reaches 2,100 schools, including 20% of all secondary schools in England.

Audio download week quadrupled site traffic – included several thousand completed downloads.

Revised ‘reading challenges’ to ‘reading ideas’ in September, and linked more effectively to other areas of the site and campaigns. Evidence shows good links from ‘free stuff’ to ‘reading ideas’. September saw as much web traffic as during launch month, April.

By October, some competitions drawing over 1,000 entries on their launch dates.

7,500 subscribers for our professional e-bull in November 2008.

Shortlisted for Jodi Awards for Excellence in accessible cultural websites and digital media at end of November.

## **8. Whitehall, Consortium and Local Government. Engagement key to orchestrating Local Authority delivery, reaching specific target audiences through existing programmes, networks and expertise**

### **Consortium / reading organisations**

All relevant Consortium projects and activities were highlighted and promoted to partners, particularly Local Authorities, schools, and libraries, throughout the Year. Consortium meetings were held bi-monthly, with Director’s reports circulated between meetings. Meetings have also taken place with Booktrust Scotland and Book Council Wales to develop partnership working in future as a key outcome of NYR.

Please see Appendix 3 for details of specific activities undertaken by Consortium partners during NYR.

### **Local Authorities**

See also: ERS survey data, Appendix 4

Recruited all but two of our 150 Local Authority Coordinators by end of February 2008.

February 2008 produced documented support for working with each target audience, guidance materials on planning, advocacy, evaluation and partnership working. We conducted surveys throughout the year to inform our work and regional meetings.

February re-scheduled original work plan to allow for three sets of meeting (23 meetings in total with over 400 attendees) with NYR coordinators to support them more during the year.

ACE and MLA recruited three regional NYR coordinators in March.

Local Authorities of the Month: showcased Authorities doing well in key areas of work which we were promoting e.g. partnership working, strategy, media...

April – Cambridgeshire

May – Wiltshire

June – Portsmouth and Hampshire

July – Peterborough

August – Liverpool

September – Lambeth

October – Newcastle

November – Derbyshire

December – Warwickshire

LA Legacy conference in September in London at Southbank Centre. Support from:

Michael Portillo, Gordon Brown, David Bell, (permanent secretary at DCSF), Paul Roberts, (Director of Strategy at IDeA). Local Authority speakers from Rochdale, Kent, Peterborough and Hackney. Celebrity speakers were Chris Holmes, Louis Ferrante.

DVD of event despatched to all CEOs, Directors of Children's and Directors of Adult Services in December.

October: start to receive confirmations of Authorities taking forward strategies including Staffordshire, Sunderland, Luton, Slough, Somerset, Kent, Devon, Portsmouth, Milton Keynes, Brent. Now over 25 Authorities (that we know about) want to develop this approach.

Endorsement and practical support of key local government organisations secured: Local Government Association (LGA),

Improvement and Development Agency and National Association of Local Councils (NALC).

NALC confirmed support in August.

LGA Labour and Conservative Groups confirmed their support for NYR in September.

Met with IDeA in mid December to discuss legacy strategies.

In November NYR starts to pull together resources for Authorities moving forward with strategies. Team produce communications to Local Authorities taking part in a DCLG-sponsored programme to offer signposting to education and training services when people register with Housing Services.

### **Whitehall**

6th January stakeholders event at No 10 Downing Street to kick-start 'planning period' for NYR.

31 March 'reading sector' launch event at No 10.

NYR runs a session on literacy with Ed Balls at the Labour Party Conference.

Team trying to engage Social Exclusion Taskforce from July.

DIUS-funded project for NYR delivered by NIACE/NYR kick starts in October.

Andy Burnham delivered key NYR messages at PLA conference in October.

APPG event hosted by Lynn Brown at House of Commons on 24th November with Ministers including David Lammy, Barbara Follett, John Denham, Ed Vaizey.

## Local Government / Whitehall Communications

Local Government Communications manager hired for three months in June 2008.

Worked with DCSF communications to review departmental communications prior to NYR conference – attempt to send briefing to Ministers speaking to local government audiences. NYR team briefed Ministers direct (not via DCSF) to ensure all opportunities to deliver NYR messages from Ministers optimised.

NYR team briefed DCMS (Margaret Hodge) on NYR objectives and outcomes to date in June and secured support.

Linking up with communications plan from DCSF helped us to target the offices of Ed Balls and Jim Knight, Kevin Brennan, Stephen Timms, Hazel Blears, Vernon Coaker, Bridget Prentice, David Hanson, John Healey, and Beverley Hughes with briefs on key relevant NYR messages for forthcoming speeches.

First LGA communication on importance of reading strategies ran in September, with ads placed in the Local Government Chronicle in three consecutive issues.

Killer facts page added to website in July to support LG Communications activity with case studies and key themes: Individual, Family and communities prosperity, youth crime and re-offending, citizenship, health, Welfare and independent living, Community engagement and social cohesion, the Workforce improvement agenda and local Government itself.

Adverts placed in Local Government Chronicle thanking all LA partners for their hard work and support and congratulating them on their successes.

## 9. Glossary for work plan:

Advertorials – a paid-for, and therefore controlled, piece of editorial

BME – Black and Minority Ethnic

‘Filler Ad’ – an advert created to strict content guidelines that ‘serves the public interest’ and will therefore be shown free of charge by broadcasters

MLA – Museums, Libraries and Archives Council

OTVs ‘opportunities to view’ a media measurement of the impact of campaigns

TGI – Target Group Index – a massive regular survey of attitudes and behaviours

SCL – Society of Chief Librarians

TRA – The Reading Agency

YOY – Year on year – to describe comparative performance from one year to the next

## Appendix 3: Consortium Partners during the NYR

### National Literacy Trust

We have a vision of a society in which everyone has the reading, writing, speaking and listening skills that they need to fulfil their own and, ultimately, the nation's potential.

[www.literacytrust.org.uk](http://www.literacytrust.org.uk)

### The Reading Agency

We're an independent charity which inspires more people to read more. Why? Because we believe that reading can transform people's lives. The more you read, the more you know. The more you read, the more you imagine. The more you read, the better you understand other people, and the better you connect to them.

[www.readingagency.org.uk](http://www.readingagency.org.uk)

### NIACE

The National Institute of Adult Continuing Education (NIACE) aims to encourage all adults to engage in learning of all kinds. We work with and for: adult learners, Local Authorities, Government Departments and agencies, voluntary bodies, charitable trusts, adult education providers, trade unions, employers, European funders.

[www.niace.org.uk](http://www.niace.org.uk)

### MLA (Museums, Libraries and Archives Council)

Leading strategically, the MLA promotes best practice in museums, libraries and archives, to inspire innovative, integrated and sustainable services for all.

We are a Non-Departmental Public Body (NDPB), sponsored by the Department for Culture, Media and Sport (DCMS). Launched in April 2000 as the strategic body working with and for the museums, archives and libraries sector, tapping into the potential for collaboration between them, MLA replaced the Museums and Galleries Commission (MGC) and the Library and Information Commission (LIC).

[www.mla.gov.uk](http://www.mla.gov.uk)

### ContinYou

ContinYou is one of the UK's leading community learning organisations.

We aim to offer opportunities to people who have gained the least from formal education and training. We work with a range of professional people, organisations and agencies to enhance what they do to change lives through learning.

ContinYou's work demonstrates the links between all the areas in which learning can make a difference to people's lives.

[www.continyou.org.uk](http://www.continyou.org.uk)

### Booktrust

Booktrust is an independent charity dedicated to encouraging people of all ages and cultures to engage with books. The written word underpins all our activity and enables us to fulfil our vision of inspiring a lifelong love of books for all.

[www.booktrust.org.uk](http://www.booktrust.org.uk)

### **Campaign for Learning**

The Campaign for Learning is working for a society where learning is at the heart of social inclusion.

[www.campaign-for-learning.org.uk](http://www.campaign-for-learning.org.uk)

### **Volunteer Reading Help**

Volunteer Reading Help (VRH) is a national charity that helps children who struggle with their reading to develop a love of reading and learning.

[www.vrh.org.uk](http://www.vrh.org.uk)

### **National Youth Agency**

The National Youth Agency supports those involved in young people's personal and social development and works to enable all young people to fulfil their potential within a just society.

[www.nya.org.uk](http://www.nya.org.uk)

### **Arts Council England**

Arts Council England works to get great art to everyone by championing, developing and investing in artistic experiences that enrich people's lives.

As the national development agency for the arts, we support a range of artistic activities from theatre to music, literature to dance, photography to digital art, carnival to crafts.

[www.artscouncil.org.uk](http://www.artscouncil.org.uk)

### **Centre for Literacy in Primary Education**

The Centre for Literacy in Primary Education is an educational centre for schools and teachers, parents, teaching

assistants and other educators. CLPE has a national and international reputation for its work in the fields of language, literacy and assessment.

[www.clpe.org.uk](http://www.clpe.org.uk)

### **Details of additional work undertaken by Consortium Partners during NYR**

#### **NIACE**

All FL and WFL activity promotes literacy development in families. Additional DIUS funding has allowed them to be more specific – storytelling, modules for teachers, resources for libraries. Additional DIUS funding for Take Your Partner, Quick Reads, Vital Link developments promoted the crucial role that parents, the extended family and the broader community can play in their children's personal development and employment prospects.

#### **Booktrust**

Booktrust, Wigan MBC and Suffolk CC have worked in partnership to deliver a study and strategic advocacy project. Project managers in each Authority explored the provision of reading promotion and reader development. The project explored how national book gifting programmes and other reading activities can work together.

Children's Book week used the theme of 'rhythm and rhyme' to link into NYR.

Booktrust worked with health professionals to publicise NYR monthly themes.

Booktime included the NLT Family Reading Activity Card in every book pick given

to reception children in England (circa 650,000). Booked Up highlighted NYR in written materials to schools.

The NYR logo was used on many Booktrust materials and Children's Book Week packs included a page on NYR.

Bookstart rolled out a module called Enjoy and Achieve which helped train HomeStart staff and volunteers in the value of books and how to share stories, rhymes and books with their families. Booktrust ran a workshop with Action for Prisoners Families to give information and guidance on how to promote fun reading activities at Family Days.

Bookstart Book Crawl: This is a library joining initiative where children collect four stickers to receive a certificate. Bookstart distributed 329,180 free of charge to libraries between March – December 2008.

Booktime worked with NYR to produce a 'library joining leaflet' specifically targeted towards the primary school age group. This was provided in every school resource pack, for teachers to photocopy and give out to their pupils. Booked Up sent the form to all secondary schools in England. There were 3,695 referrals from Booktrust to NYR sites.

Bookstart / Booktrust regional representatives attended and participated actively in most regional meetings.

### ContinYou

ContinYou promoted and profiled the NYR through all parts of the organisation but especially through its Extended Services, National Resource Centre for

Supplementary Schools and its Breakfast Club work. All nine Regional Development Managers linked into the initiative in one form or another. In particular, there were presentations made at a number of Local Authority events and an NYR 'landing page' was created on the ContinYou website and regularly updated.

### The Reading Agency

Children aged 4–12 and Chatterbooks: Messaging included a special NYR Chatterpack with ideas on how to reach target audiences (April 2008). 30% increase in the number of library Chatterbooks groups, and a 27% increase in the number of children taking part in them. Nine reported reaching Bangladeshi and Asian children, seven reported targeting Looked After Children.

Offered as the major Summer reading activity for children within NYR, The Summer Reading Challenge saw a 6% increase in number of children participating (up to 690,000), 23,500 more boys took part this year (up from 41% to 42%). Significantly more children completed the Challenge – an increase from 52% to 58%. 47,500 children joined their library.

The Six Book Challenge was offered as a key way to engage adult learners in reading for pleasure. 7,000 adult learners took up the challenge in this, its first year. 145 library services, working with colleges, community education, prisons and trade unions, on the challenge.

Vital Link work to promote reading for pleasure and Quick Reads; 5,321 downloads



of ten 'reading for pleasure' packs co-produced with NIACE to mark the National Year of Reading (by end November 2008)

Young People aged 11–19; The Reading Agency rolled out NYR to young people through regional Fulfilling their Potential projects and through Headspace with a special focus on reaching disadvantaged young people. Of the 1,084 young people involved this year, 127 were from Black and Minority Ethnic groups (12%) and 46 were disabled young people (4%).

Reading Partners; a major Reader Meets Writer programme involving 50 big name authors was developed for the Year of Reading by publishers in partnership with The Reading Agency (TRA). These events have shown that author events are important in socially deprived areas, where libraries need to work harder to develop aspiration. Audience feedback suggests that author events introduce inspirational role models to the community, as well as providing rare cultural opportunities. 51 big name authors were involved in 80 library events, with overall attendance of 8,610.

72% of English library authorities were successfully paired with 130 authors. Over 150 events took place.

Many libraries will be inviting their paired NYR author back for more events in 2009.

### **National Literacy Trust**

From August to December 2008 the NLT Director was Acting Project Director of the NYR. The NLT managed the development of the project, undertook initial briefings,

helped organise the Local Authority conference, brokered the NYR Consortium, wrote the bid to deliver the NYR and was contracted by DCSF for its delivery.

The NLT Director undertook advocacy for the NYR, including at the Labour Party Conference, the Education Show, the Prisons Library Conference, the Library and Information Show, the SSAT Conference and SSAT Humanities Conference, the 2007 Youth Libraries Group and ASCEL Conferences, Cairo International Book Fair, the Portuguese Libraries Conference and local NYR events in Derbyshire Sutton, Herts, Hampshire, Northants, Norwich, Rochdale, Newcastle, Suffolk, Westminster and Sheffield also regional talks in the West Midlands and London.

The NLT featured NYR messaging / the NYR logo on all online and offline NLT communications. A dedicated NYR news section in the NLT newsletter was sent to 13,000 recipients every month. A hyperlinked NYR logo featured on a total of 3,000 pages across the NLT website. The NLT generated in significant coverage for the NYR – such as the BBC's One Show and the NYR featured extensively in NLT media coverage throughout the year.

The NLT used its relationship with Insight Public Affairs to broker the Libraries and Literacy APPG NYR parliamentary reception at the House of Commons.

The NLT undertook major research to create 'Literacy Changes Lives', an in-depth study into the wider benefits of reading on individuals, families, communities and the

nation. The research was used to further the reading for success messaging carried out by the NYR team.

The NLT involved existing corporate partners, for example by working with Starbucks on their support of five Reading Gardens.

The NLT worked with HarperCollins to distribute free books in areas of need in Rochdale, Lambeth and Tamworth, to celebrate both the NYR and NLT's 15th anniversary. The give-aways were featured in regional and trade media.

NLT's football networks enabled Penguin Books to donate over 10,000 books to a total of 20 football clubs for distribution to fans and families. The book give-away was used by clubs and local library representatives to promote NYR messaging to local families as they chose their free books.

NLT projects promoted the NYR's messages, competitions, resources and events through websites, conference seminars, training and steering / advisory committees, taking the NYR to a wide range of early years, primary and secondary organisations, practitioners and Local Authority advisors.

Reading Connects and Reading Champions provided a large number of case studies for the NYR Wiki. Reading Connects produced downloadable resources supporting the NYR's monthly themes. Over 38,000 downloads have been recorded. NLT also supported the development of the NYR Teacher's TV programmes, and advised on ReadMe materials produced by the NYR.

In the early stages and throughout the NYR, the Family Reading Matters advisory committee was used as a platform for the DCSF and the NYR team to communicate with a wide range of potential partners. Local Authority engagement with the NYR was a criteria for selecting authorities to pilot the FRM approach in 2009.

Talk To Your Baby produced a new downloadable resource, 'Celebrating words and books in the early years during 2008 National Year of Reading'.

NLT sport and literacy initiative, Reading The Game (RTG) worked with the NYR Local Authority coordinator to deliver a workshop on getting involved with the NYR, to Playing for Success centre managers and Local Authority representatives. The NLT supported clubs wishing to get involved with the NYR and many regularly featured the NYR in matchday programmes, regional media coverage of RTG initiatives and the Playing for Success email newsletter.

The Autumn Schools Challenge was run in partnership with Reading Connects. Recruitment to Reading Connects was boosted by the NYR and was particularly impressive in the lead up to the year when recruitment quadrupled.

The DCSF-funded National Reading Campaign (NRC) magazine for literacy professionals, Read On, produced a special issue about the NYR with ideas, case studies and useful contacts. 50,000 copies were distributed to a wide range of literacy professionals and over 33,000

downloads were made from the website. It encouraged all subscribers to sign up for NYR communications.

**MLA**

The DCSF funded project ‘Boys into Books’ linking public / school libraries and primary / middle schools – was marketed as a NYR programme.

The evaluation of the Boys into Books programme will identify good practice. ERS will present final findings of programme on 17th March.

Book Ahead supporting early years practitioners and parents (through them) to feel more confident / understand the

importance of reading with very young children. Evaluation will be available 17th March.

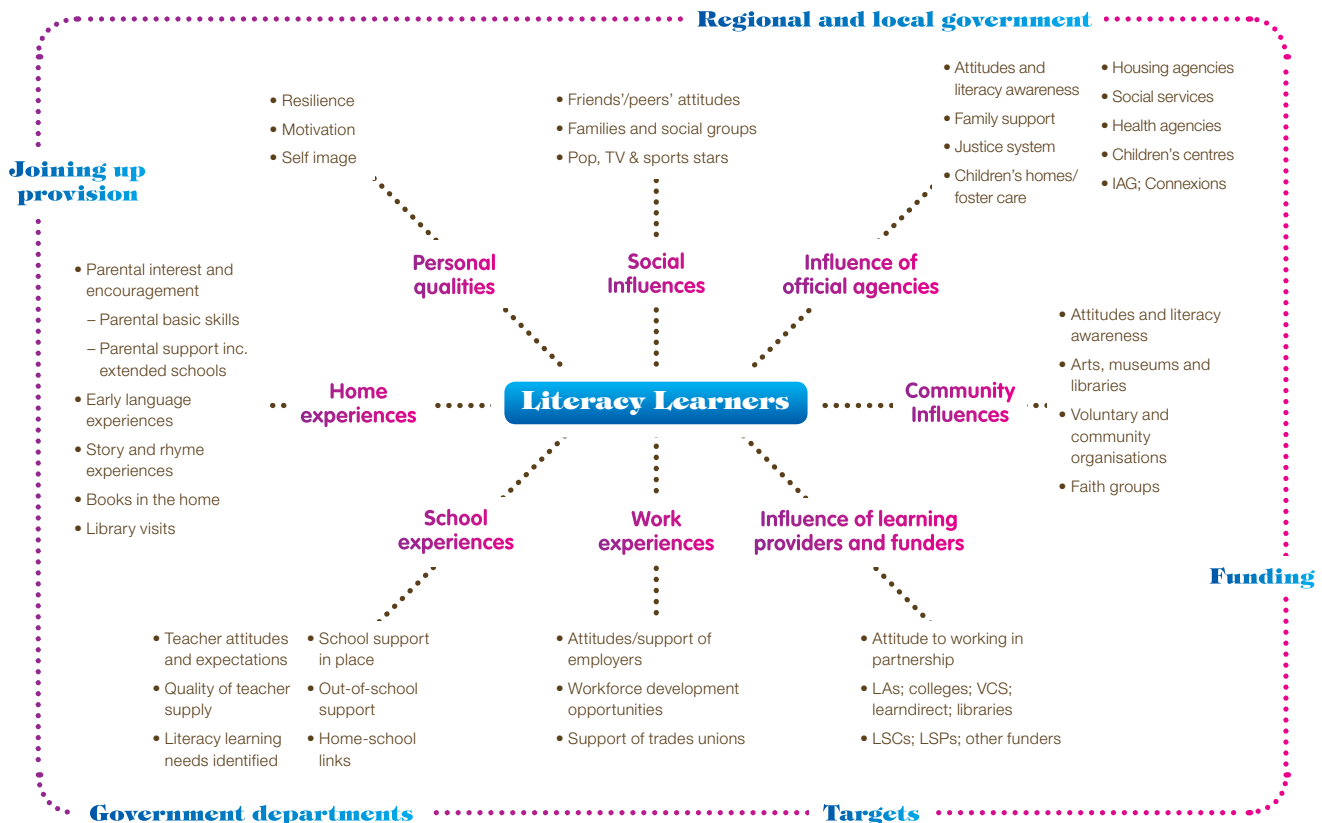
National library offer to all ex-offenders on release a legacy action from NYR. Support from prisons and offender learning and skills unit DIUS.

Book Ahead / Boys into Books partnerships between early years settings / schools and public / school library services.

MLA also co-funded regional NYR Coordinator roles with ACE in two areas: North East, Yorkshire and Humber.

MLA funded the production of materials to support the Library Membership Campaign.

**Influence on literacy learners**



Abbreviations – IAG: Information, Advice and Guidance; LA: Local Authority; LSC: Learning and Skills Council; LSP: Local Strategic Partnership; VCS: Voluntary and community sector.

## Appendix 4: Reports referenced in 'Reading: The Future'

### Highlights from the following reports can be accessed at [www.readingforlife.org.uk/wikireadia](http://www.readingforlife.org.uk/wikireadia):

(Use the following titles to access reports from the 'search' function on the homepage)

- (1) Read Up Fed Up Research Findings
- (3) Summary of TGI Research around White Working-Class Boys (MUSE)
- (4) Romance gets People Reading (Mills and Boon / Muse)
- (5) Song lyrics Research (ICD)
- (6) Literacy Changes Lives (NLT)
- (7) OECD research
- (8) Reading the Situation
- (9) Research on Families (HarperCollins / NYR / TPC / TWR)
- (10) Impact of NYR (TNS)
- (11) ERS Report – Local Authorities and the National Year of Reading
- (12) Leitch Review of Skills

### The following reports can be accessed at [www.literacytrust.org.uk](http://www.literacytrust.org.uk):

(use the link to the 'research' pages)

- (2) How does age relate to pupils' perceptions of themselves as readers (Clarke, Osborne, Akerman)

## Appendix 5: Fulfilling the terms of our contract with DCSF

In addition to being able to demonstrate value for money, and delivery against the 'headline' ambitions of the project, the NYR's contract with DCSF highlighted a range of desirable outcomes which formed the focus of activity for the central team. Most of the headline requirements below are detailed more fully elsewhere in this report (and this includes very little of the activity of our Consortium partners, for example, which can be found at Appendix 3). This document itemises those headlines here, for the purposes of clarifying the contractual objectives for the NYR.

### Specific KPIs:

**Increase in library membership;** 2.3 million new library members recruited between April and December 2008. Statistically 7/10 children in C2DE households are library members, as opposed to 5.8/10 at the beginning of the Year.

**Increase in number of Reading Connects Schools;** now at over 5,000, with a 78% increase in sign-up during NYR.

**Increase in boys taking part in The Summer Reading Challenge;** up 23,000 on 2008. Overall participation in The Summer Reading Challenge up 40,000 to 690,000. (Targets relating to The Summer Reading Challenge, delivered by The Reading Agency, reflect the status of TRA as the only contracted Consortium partner for NYR).

**Impact of Bedtime Reading Campaign / Telling Tales campaign:** TNS data points to statistically significant increase in C2DE parents reading aloud with their children at bedtime. This campaign had the second greatest 'reach' of all activity in the Year.

Campaign activity reached several million households.

**Quick Reads activity;** now over 1 million Quick Reads in circulation. Major promotion of QRs with The News of the World, distributed 30,000 free QRs to readers.

(QRs are used in partnership by a range of partners in NYR, including Consortium members, publishers and Local Authorities).

### To promote reading within the family and beyond, helping to build a nation of readers

Library membership campaign targeted at children through their parents.

Partnership approach with publishers and media (e.g. Sky Arts) to provide attractive incentives for young children.

Signposting Coordinators to projects which support family engagement e.g. Reading Connects, Family Learning Week.

Sharing evidence and research about the impact of families including TGI data about the impact of dads on teen boys (regional meetings).

The Sun – dads campaign.

Advertorials for mothers.

Online reading Ideas for families.

Reading Gardens project.

Focus on Rochdale as a key case study at NYR conference (they have a strategy to support literacy in the home).

Wide range of partnerships with other sectors and employers, to increase awareness.

**To promote the crucial role that parents, the extended family and the broader community can play in their children's personal development and employment prospects.**

Some library services used the monthly themes to engage and interest target audiences.

Some Services worked with Children's Centres etc. to promote reading to families.

Some Local Authorities targeting their own workforce and employees in local businesses – see Wikireadia.

Local projects with dads and with families e.g. events to engage families and Dads'n'Lads activities – see Wikireadia.

Reading and Success message: Literacy Changes Lives, research produced by NLT.

Research on C2DE families – legacy information for partners.

**To engage with today's generation of learners and those that support them.**

Representation at Vital Link Advisory Group

Joint work with NIACE and DIUS ('take your partners')

Signposting Coordinators to projects like Quick Reads, Vital Link and Six Book Challenge

Work locally with prisons, vulnerable adults and Skills for Life readers

Quick Reads promotion with The News of the World

NYR contribution to DIUS consultation on Informal Adult Learning

**To ensure that NYR was 'seen' by parents, the schools workforce, employers, Government, stakeholders and the wider public?**

Extensive conference attendance by NYR team members and Consortium partners

NYR represented on partner project Boards – NLT Family Reading Matters and Booktrust pilots

Two national NYR conferences

Messaging out via Government Offices, some GO representation at regional meetings

Pick up in broadsheets

Wide range of specialist / sectoral press articles

NYR Steering Groups as advocates in Local Authorities

TNS data points to higher awareness amongst relevant workforces

**How effective have we and our partners been in conveying the following messages?**

**Redefining reading: encouraging our identified target audience groups to read in the widest sense – from books, magazines, newspapers, the internet – for both pleasure and purpose:**

TNS data reflects higher acceptance in C2DE families of the usefulness of internet-based reading

Range of campaign activities: Song Lyrics, Garron's Dares, Dan Le Sac and Scroobius Pip library tour

PR activity delivered key messages about the

Year in 97% of all centrally generated activity (average = 60%).

Range of partnership activities (e.g. with Bowlplexes)

**Encouraging boys in particular to feel more enthusiastic about reading in – and outside – the classroom.**

Increase in the number of boys participating in Summer Reading Challenge

Production and extension of ReadMe resources, and a range of campaigns (see Appendix 2)

Lots of local activity focused on boys – see Wikireadia

**Encouraging parents of younger children (and men in particular) to understand the importance of reading and their children and have the confidence to help them:**

Telling Tales Campaign

Bedtime Reading Campaign focused on male role-models

Range of advertorials

TNS data records an increase in C2DE dads reading with their children every day

**Target audiences**

The NYR team provided increasing support during the Year to assist partners in targeted activity for specific audiences

See workplan in Appendix 2 for details of audience-specific campaigns

NYR commissioned research and insight reports during the Year to try and improve awareness of appropriate communications techniques with key audiences

Many Local Authorities and library services expanded or piloted partnerships to improve engagement with priority audiences locally

Centrally, the NYR team were least successful in supporting visually impaired and dyslexic readers and looked after children, although much was done on a local level

Media activity reached 57% of C2DE adults

**Partnerships:**

**Did we succeed in creating a network of partnerships at national and local level to promote engagement with NYR and its objectives, particularly amongst education services and libraries and with organisations representing the interests of the identified target audience groups for the Year?**

100% sign-up from 149 library authorities

Standing item on Society of Chief Librarian's Executive Committee agenda and Library Adviser attended all meetings during and after the Year

All SCL regional committee meetings attended at beginning of Year for briefing

100% sign-up from all 150 upper-tier Local Authorities with a specific contact as Coordinator

Education engaged via Coordinators – reported successes locally of libraries and schools working closely together – see Wikireadia

Some specific national projects to support schools with particular audiences e.g. ReadMe resources and generic support and opportunities e.g. poster packs, Reading

Ideas online and monthly themes, signposting to sustainable projects e.g. Reading Connects

**Did each Local Authority create a partnership grouping? Did NYR support local networks with templates and guidance?**

See ERS survey data, Appendix 4 for details of the proportions of Authorities that developed groupings and how these were developed and maintained or not

Guidance produced, circulated and supported by regional meetings on: planning, partnership building, advocacy, strategic fit, policy, evaluation, projects for specific audiences, business engagement toolkit, media toolkit

NYR News for Libraries

Membership campaign – media templates, staff guidelines, SCL briefings circulated to every Head of Service. Regional summaries of performance circulated to HoS monthly

**Did NYR secure a local coordinator, and encourage the maintenance of a coordinating group as a central strategic point for Local Authority activity?**

Role profile, regional meetings, support documents provided a guidance approach to support partnership working. Coordinator secured in each of the 150 upper-tier authorities (all but two secured by start of April and the public facing campaign). Consistency of approach in each area not secured though – NYR guidance not prescription approach

NYR library contacts for each Authority. Role profile created

**Has NYR developed a model for sustainable structures at a local level?**

Promotion of cross-council support of literacy through the year – regional meetings, conference, support and guidance.

Partnership across all council directorates and a focus on audiences also promoted as cornerstones of the model. From September (conference) focus on literacy strategies as a model for developing local work

**Have NYR and partners stimulated community-based reading activity?**

Local Authority Coordinators have had a lot of success getting the messages about the NYR to local communities, schools etc. in addition to our national efforts – see Wikireadia for more

NYR modeled community activity with things like ‘launches’ in libraries e.g. Black History Month authors in Lambeth

**Secondary and ‘sectoral’ audiences and legacy:**

**Has the campaign challenged policy makers and opinion formers on the importance of creating a national reading culture?**

E.g. through our National Conference, Final Report, advocacy, Health and Reading advocacy document, networks beyond ‘the sector’

Literacy Changes Lives advocacy resources disseminated widely – literacy as a lever for social mobility message

Reports from the Year recommend additional research to make the case for reading in other sectors



**Has NYR ensured legacy for the Year?**

Library membership process changes in some Authorities

94% of Local Authority coordinators want work to continue, and consider 80% of work to be sustainable

**Have LAs been encouraged to exit the year with a future workplan?**

Because of our guidance-based approach we did not request LAs to produce a plan for activity in the NYR. We have encouraged them to consider sustainability in all their efforts. The message from the ground is that work will continue (projects, partnerships and improvements) and some Authorities are developing literacy strategies

**How has NYR supported the Education sector: including extending schools, supporting new thinking and best practice – particularly online?**

Supporting and signposting Coordinators to develop partnerships between schools and libraries and between libraries and Extended Schools. Organised representatives of ContinYou (Extended Schools) to attend regional meetings to network with Coordinators

ReadMe resources, Autumn Schools Challenge, Words of Welcome with LOCOG and partnership with Teachers TV particularly to stimulate new ways of thinking

**Has the campaign set national aims which support changes in local service delivery?**

Removing barriers to Library membership – process changes in some Authorities

Management information – more systematic collection of new member data

No targets for local government engagement as we adopted guidance-based approach

**How has NYR engaged with business: local and national?**

Business engagement toolkit to support local work on Wikireadia with case studies

BITC partnership to support volunteering

See workplan, Appendix 2 for specific details of partnerships

**In particular, has NYR effectively engaged with the Book trade – supporting current and new initiatives, bookfairs and clubs?**

See workplan, Appendix 2. Extensive support from a wide range of partners

**Has NYR worked to create key digital partnerships?**

See workplan, Appendix 2. Particular success with YouTube, Google, Piczo

**Evaluation:****Have we generated evidence of systemic / potential change?**

Some evidence of changes in practice and the interest in maintaining partnerships and developing literacy strategies locally

See TNS report in Appendix 4 for evidence of attitudinal and behavioural change

See Appendix 4 for executive summaries of the range of research and insight studies conducting for NYR

## Appendix 6: Staff at NYR



### Sept 07

**Jo Seth-Smith**, Team PA (Dec 07)

### Oct 07

**Michelle Jones**, Library Advisor

### Nov 07

**Fiona O'Brien**, Deputy Director

**Emily Thorne**, Local Government Manager

**Wyl Menmuir**, Information Manager (Dec 08)

**Elizabeth Bananuka**, National Campaigns Manager (Dec 08)

**Emma Muirden**, Team Assistant (Dec 08)

### Dec 07

**Honor Wilson-Fletcher**, Project Director

### Jan 08

**Laura North**, Web Editor

### March 08

**Victoria Annable**, Head of Communications (Dec 08)

**Anita Foy**, Gardens Project Manager (Sept 08)

### April 08

**Leigh-Anne Sa Joe**, Press Officer (Dec 08)

### June 08

**Hilda Carr**, Local Government Communications Manager (Sept 08)

**Rebecca Ash**, Business Development Manager (Dec 08)

### Oct 08

**Piriya Jeganathan**, Team Assistant (March 08)

### Jan 09

**Neil Haigh**, Web Manager

**Emily Taylor**, Head of Communications

### Feb 09

**Catherine Stokes**, Reading Heroes Project Manager

**Emily Luck**, Garden Toolkit writer

### March 09

**Corin Brown**, Team Assistant

## Appendix 7: Agencies and suppliers for the National Year of Reading

**Blue Rubicon** – PR agency recruited by DCSF / NYR

**Bell Design** – recruited by NYR to deliver design and to help shape legacy identity

**BITC** – Business in the Community – contracted by NYR to deliver community gardens

**Cocktail** – partnership marketing agency recruited by DCSF / NYR

**ERS** – research agency recruited by NYR to deliver Local Authorities research

**Love** – design agency recruited by NYR / DCSF to deliver design identity for NYR

**Muse** – research and insight agency recruited by NYR (TGI on boys, Romance)

**I-D Research** – specialist online research agency (Song Lyrics)

**Metrica** – agency recruited by DCSF to deliver media evaluation for the year

**Net Efficiency** – web design agency recruited by NYR

**Opening the Book** – reader development / library services agency recruited by NYR to despatch materials to libraries

**Total Media** – media buying agency recruited by NYR

**TWRResearch** – recruited by NYR and HarperCollins for C2DE / Trade Publishers research

**Scholastic** – for distribution of school materials

**Wire Design** – conference DVD

**RS Live** – conference organisers

**National Schools Partnership** – ReadMe Resources

**141** – specialist agency to work on My Personal Best

**Salvo Design and Print** – distribution agency for membership campaign materials recruited by The Reading Agency for NYR

**Sally Court** – Garden Designer

**The English Garden Company** – for garden installation

### Photographers and image providers

- Sim Canetty Clarke
- Dominic Turner
- Corin Ashleigh Brown
- Mike Pilkington (Manchester Council)
- DCSF
- Blue Rubicon
- Cumbria County Council

**“Reading is the best  
ladder out of poverty”**

Right Hon. Gordon Brown, Prime Minister, January 2008

**2008**

**NATIONAL Year  
OF Reading**

[www.readingforlife.org.uk](http://www.readingforlife.org.uk)

### **Reading for Life**

The National Literacy Trust  
68 South Lambeth Road,  
London  
SW8 1RL

This report is also available as a word document  
for screen readers and navigable pdf.

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