



SLAUGHTER AND MAY

Children's and Young People's Reading in 2013

Findings from the 2013 National Literacy Trust's annual survey

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National Literacy Trust

2014

Words for life

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Key findings

This report outlines findings about children's and young people's reading from our fourth annual literacy survey¹ conducted in November/December 2013. 29,422 young people aged eight to 16 participated. Download last year's report here:

http://www.literacytrust.org.uk/assets/0001/8829/Young_people_s_reading_2012_-_Final.pdf

Some of the key findings for 2013 include:

- Levels of reading enjoyment have improved for the first time since 2005 (see **Figure 2, p. 9**). In 2013, 53.3% of young people enjoy reading either very much or quite a lot; 10.1% of young people do not enjoy reading at all and 36.6% only enjoy reading a bit (see **Table 5, p. 26**).
- 32.2% of young people read outside class every day, with another 28.3% reading a few times a week. However, a fifth of young people (20.2%) say that they rarely or never read outside class (see **Table 8, p. 31**). Compared with previous years, more children and young people in 2013 read daily outside class (see **Figure 3, p. 10**). More specifically, there was a 13% increase in the number of children and young people who read daily between 2012 and 2013, increasing from 28.4% in 2012 to 32.2% in 2013.
- Technology-based formats such as text messages (70.3%), websites (54.5%) and magazines (52.7%) are most commonly read outside class at least once a month (see **Table 7, pp. 28**). 2013 saw an increase in the proportion of children and young people who read a variety of formats (see **Figure 5, p. 11**). For example, slightly more children and young people in 2013 than in 2012 said that they read technology-based materials, such as websites, text messages, emails and instant messages, as well as fiction, comics, lyrics and poems. Similarly, the proportion of children and young people who read eBooks continues to rise, increasing from 11.9% in 2012 to 14.3% in 2013.
- 6 in 10 children and young people (60.4%) say that they have a favourite book or story. **Figure 1** highlights some of the most frequently named stories or books that children and young people in 2013

Figure 1: Some frequently mentioned favourite stories or books in 2013



¹ For more information about our annual literacy survey see **Appendix A, p. 63**.

- Many young people think positively about reading (see **Tables 13.1 to 13.10, pp. 40**). 82.5% agree that “the more I read, the better I become”, and 39.0% agree that “reading is cool”. However, 28.5% of young people agree that “I only read when I have to”. Only about 6 in 10 (56.3%) of children and young people agree that if they are a good reader it means that they will get a better job when they grow up. 2013 saw a slight improvement in attitudes towards reading (**Figure 4, p. 10**). For example, fewer children and young people agreed in 2013 that they would be embarrassed if their friends saw them read and that they read only if they have to, while more children and young people agreed that reading is cool.
- Young people who enjoy reading very much are nearly four times as likely to read above the level expected for their age compared with young people who do not enjoy reading at all. Similarly, young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside class (see **Tables 14 to 27, pp. 50 for more information on reading attainment**).
- The gap between boys and girls in terms of their enjoyment of reading continues to narrow. By contrast, the gap in daily reading has increased slightly between 2012 and 2013 (from a 8.2 percentage point difference to a 8.4 percentage point difference).
- Enjoyment of reading has increased slightly across all three key stages. The biggest increase was seen in KS3 pupils (aged 11 to 14), where levels of enjoyment increased by 4 percentage points from 45.5% to 49.5%. In 2012, we found that fewer KS2 pupils (aged 8 to 11) enjoyed reading compared with 2011. While there has been a slight increase in the proportion of KS2 pupils who enjoy reading in 2013, levels remain below those seen in 2011.
- Enjoyment levels have increased in both KS2 and KS4 boys in 2013. However, KS2 boys showed a greater increase in enjoyment, which means that the gap between KS2 and KS4 boys has widened in 2013, increasing from a 28 percentage point difference in 2012 to a 29.1 percentage point difference in 2013.
- The gap in the enjoyment of reading between young people who receive free school meals and those who do not narrowed considerably between 2011 and 2012, decreasing from a 5.5 percentage point difference in 2011 to a 3 percentage point difference in 2012. However, data from 2013 shows that this gap has increased again to a 4.9 percentage point difference. By contrast, the gap in daily reading between young people who receive free school meals and those who do not has remained unchanged since 2012.

A closer look at some key issues

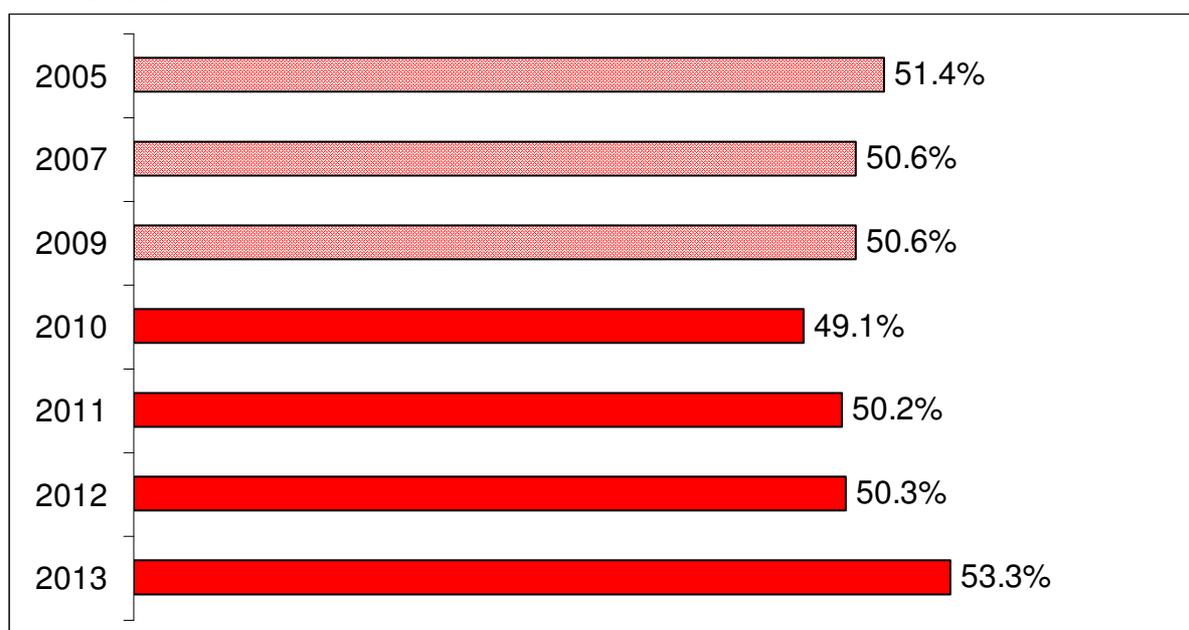
Key literacy trends

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

~ Levels of enjoyment have increased for the first time in eight years ~

Figure 2 shows that young people's levels of reading enjoyment (enjoying reading either very much or quite a lot) remained stable between 2005 and 2012. Data from 2013 suggest that levels of enjoyment have increased 3 percentage points since last year, with levels of reading enjoyment surpassing the highest level we recorded in 2005. Whether this increase marks the beginning of improvements in young people's enjoyment of reading or whether it is just a 'blip' in 2013 remains to be seen.

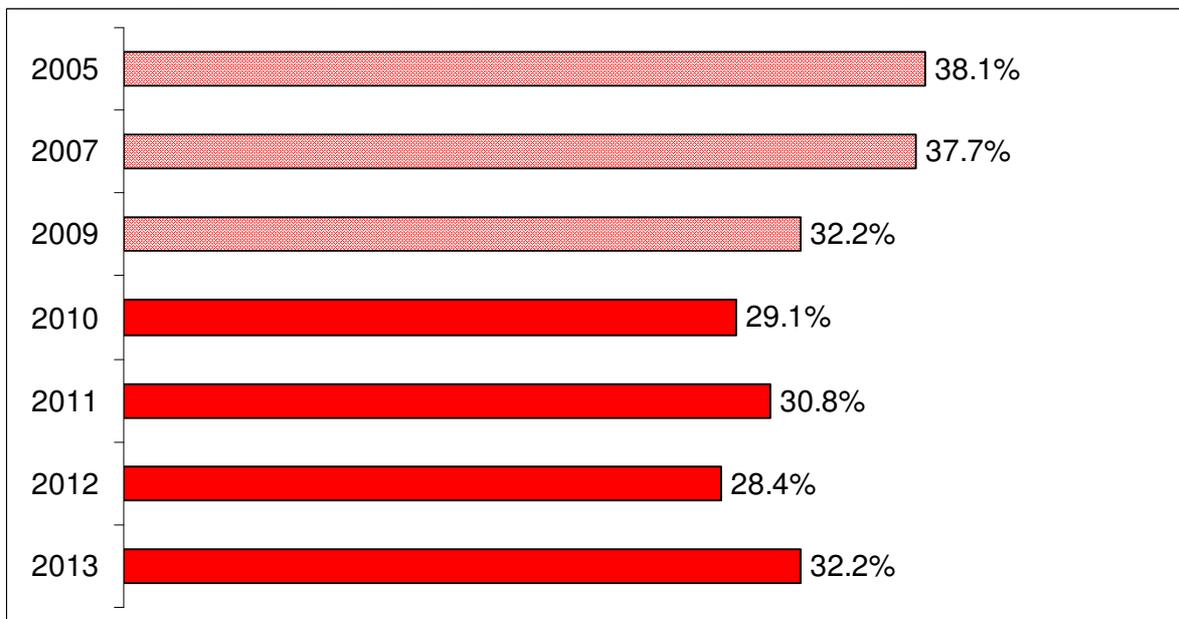
Figure 2: Proportion of young people who enjoy reading either very much or quite a lot in 2005 to 2013



~ More young people read daily in 2013 ~

Figure 3 shows that the proportion of young people who say that they read outside class on a daily basis rose by 4.8 percentage points between 2012 and 2013, increasing from 28.4% in 2012 to 33.2% in 2013. Although still below levels evidenced in 2005 and 2007, this increase is a marked contrast to previous years, which saw decreasing proportions of children and young people reading daily. As with levels of reading enjoyment, it remains to be seen whether this is the beginning of an improvement in reading frequency amongst children and young people in the UK or whether this improvement was specific to the 2013 cohort.

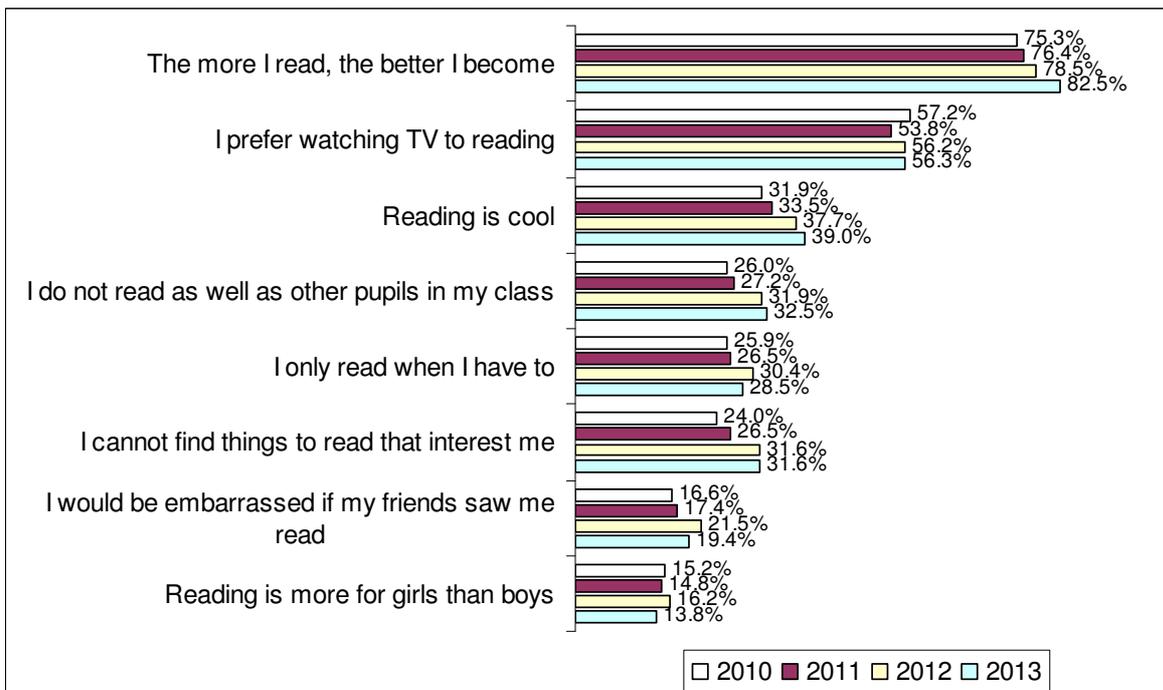
Figure 3: Proportion of young people who read outside class daily in 2005 to 2013



~ Attitudes towards reading are becoming slightly more positive ~

Figure 4 shows that children and young people in 2013 generally held more positive attitudes towards reading than children and young people in the previous three years. For example, in 2013 more children and young people agree that reading is cool, and fewer agree that they only read because they have to and that they would be embarrassed if their friends saw them reading outside class.

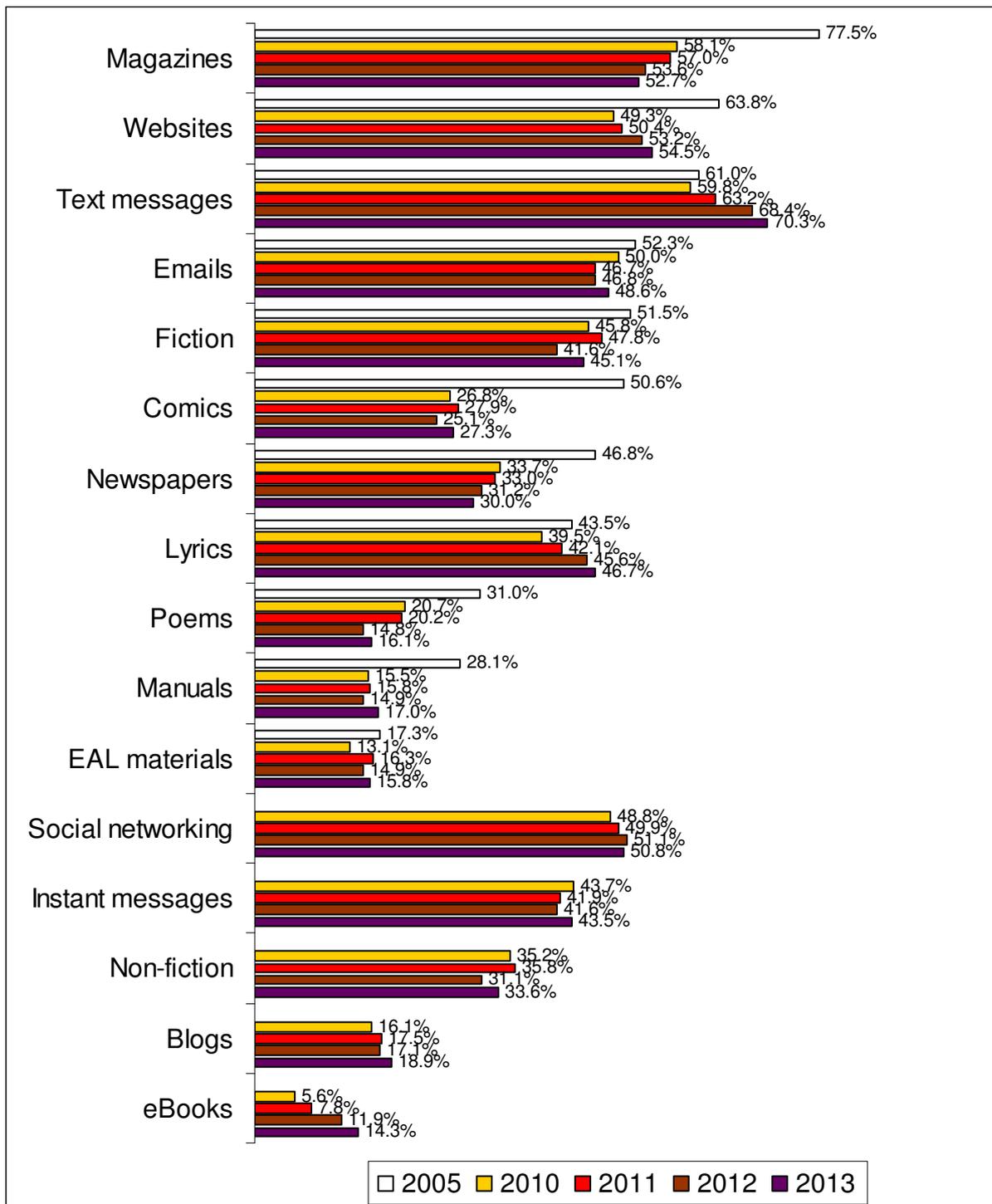
Figure 4: Proportion of young people agreeing with attitudinal statements in 2010 to 2013



~ Reading across many formats has seen a slight increase in 2013 ~

Many formats of reading have seen a slight increase in 2013 compared with the previous year (see **Figure 5**). In some cases, such as text messages and eBooks, this increase has been seen over the past few years. For example, slightly more children and young people in 2013 said that they read fiction, comics, lyrics, poems and non-fiction. However, these proportions continue to remain below those seen in 2005

Figure 5: Proportion of young people reading different reading materials outside class in 2005 and 2010 to 2013



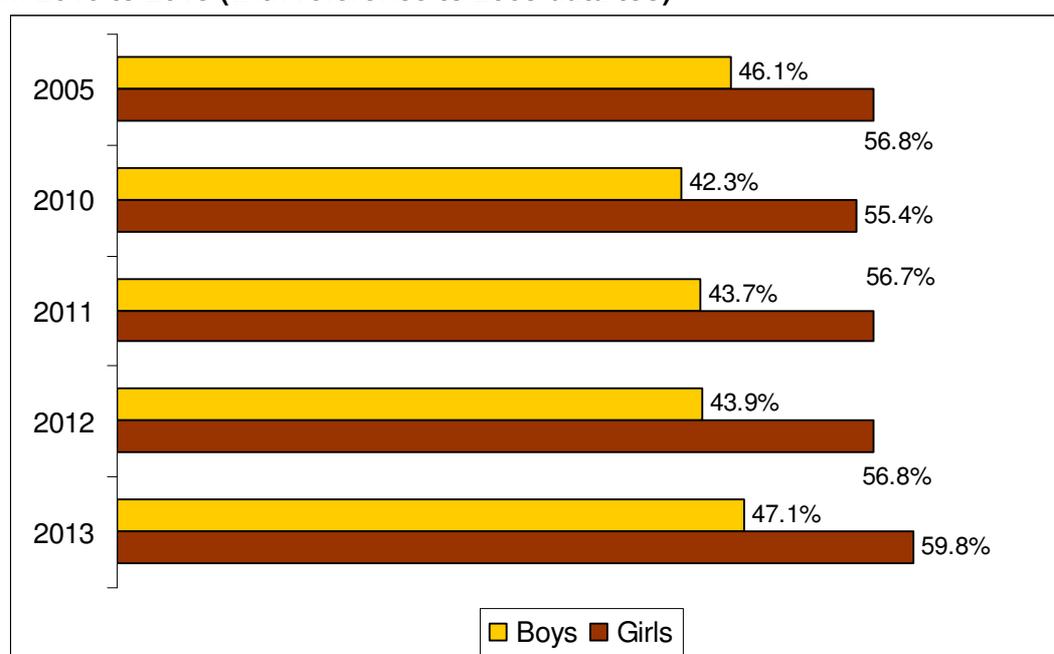
Girls continue to be keener readers than boys but the gender gap continues to narrow in certain areas

More girls than boys say that they enjoy reading very much (29.1% vs. 20.1%), with 59.8% of girls enjoying reading either very much or quite a lot compared with 47.1% of boys. Conversely, nearly twice as many boys as girls say that they don't enjoy reading at all (12.9% vs. 7.1%).

Figure 6 shows that the gap between boys and girls in terms of their reading enjoyment has narrowed again very slightly since 2012, with a 12.7 percentage point difference between boys and girls in 2013 compared with a 12.9 percentage point difference in 2012 and a 13.0 percentage point difference in 2011. Although the gender gap in reading enjoyment is slowly decreasing, it continues to remain wider in 2013 than in 2005, where the percentage point gap between boys and girls who enjoy reading either very much or quite a lot was 10.7.

Is the narrowing of the enjoyment gap linked to a narrowing in the attainment gap between boys and girls? Official statistics showed that the gender gap of children achieving the expected level at KS2 decreased from an 8.0 percentage point difference in 2011 to a 6.0 percentage point difference in 2012. Data for 2013 indicate that this gap has further narrowed to a 5.0 percentage point difference². However, whether this is simply the artefact of changes in assessment remains to be seen.

Figure 6: Proportion of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2013 (with reference to 2005 data too)



Girls not only enjoy reading more than boys but they also read more often, with 36.6% of girls saying that they read outside class every day compared with 28.2% of boys. Indeed, nearly twice as many boys as girls say that they never read outside class (7.7% vs. 4.3%).

Overall, there has been a slight increase in the proportion of boys and girls who read daily in 2013 compared with 2012. The gender gap in daily reading has also increased slightly compared with 2012 (from an 8.2 percentage point difference in 2012 to an 8.4 percentage point difference in 2013, see **Figure 7 overleaf**) but it continues to be smaller than the gap seen in 2010 and 2011. However, comparisons with data from 2005 show that the gap between daily reading amongst boys and girls still remains wider than that evidenced in 2005 (7.0 percentage point difference).

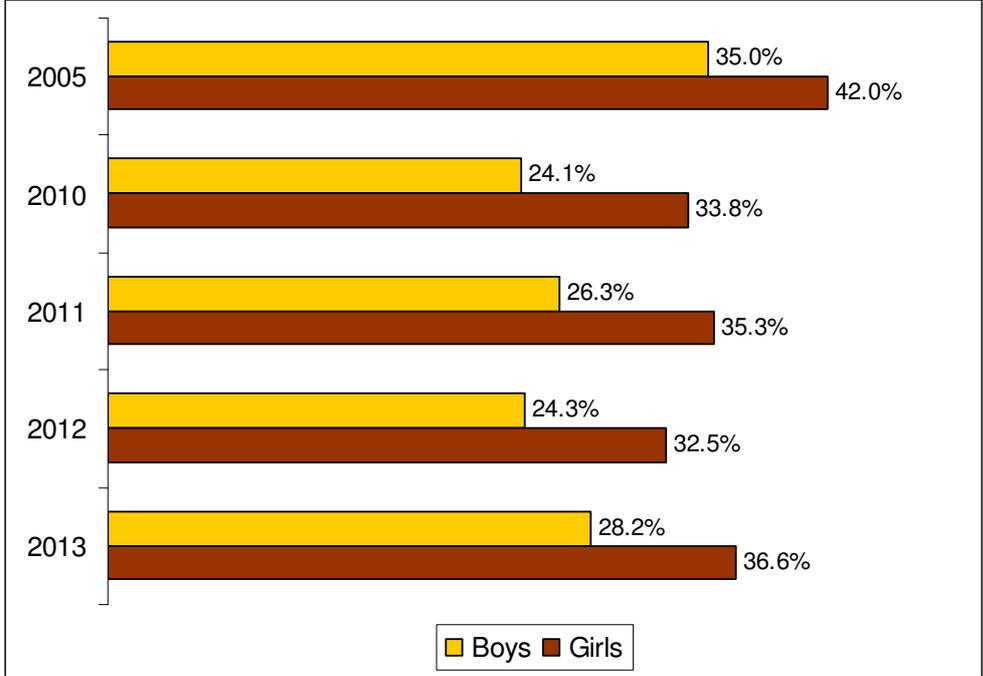
² <https://www.gov.uk/government/publications/national-curriculum-assessments-at-key-stage-2-in-england-2012-to-2013-provisional>

More girls than boys also read for longer periods of time. 29.1% of girls compared with nearly two-fifths of boys (21.6%) read for one hour or longer. Conversely, more boys than girls say that they only read for 10 minutes when they read (boys 23.4%, girls 17.9%).

Girls and boys read different materials outside class, with girls tending to read a greater variety of materials than boys. For example, more girls than boys say that they read technology-based formats, such as text messages, messages on social networking sites, emails and instant messages, as well as more 'traditional' texts, such as fiction and poems, magazines and lyrics. Indeed, girls are nearly twice as likely as boys to say that they read lyrics outside class (62.8% vs. 31.4%). By contrast, more boys than girls say that they read newspapers, comics and manuals.

These gender differences cannot be explained by access to technology. Our survey also shows that roughly the same proportion of boys and girls say they either own a computer (boys 73.2%; girls 72.3%), have access to one at home (boys 96.2%; girls 97.2%) or have the internet at home (boys 97.2%; girls 97.1%). Similar proportions of boys and girls also say that they have a mobile phone (boys 85.9%; girls 89.1%) or have a profile on a social networking site (boys 72.7%; girls 74.5%).

Figure 7: Proportion of boys and girls who read daily outside class 2010 to 2013 (with reference to 2005 data)



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

KS4 pupils continue to pose a challenge

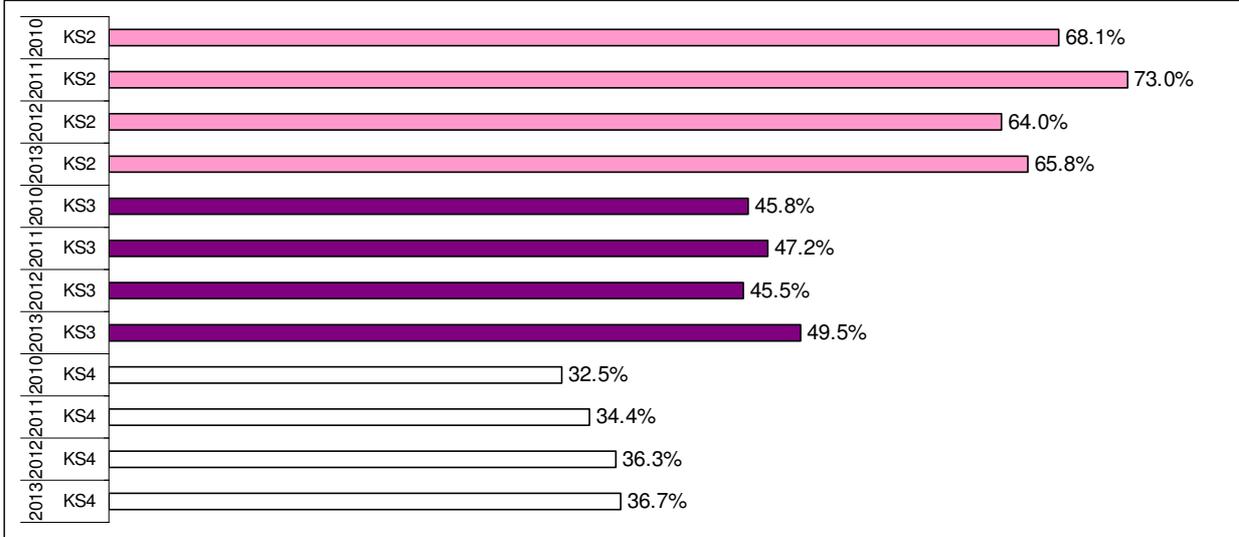
While the gender gap around reading is clearly a cause for concern, another divisive factor continues to be age. For example, huge differences exist among the three key stages (KS2: 8 to 11-year-olds, KS3: 11 to 14-year-olds and KS4: 14 to 16-year-olds) in terms of their reading enjoyment. Only a third of KS4 pupils (36.7%) compared with nearly half of KS3 pupils (49.5%)

and nearly two-thirds of KS2 pupils (65.8%) say that they enjoy reading either very much or quite a lot.

Indeed, over twice as many KS2 as KS4 pupils say that they enjoy reading very much (34.4% vs. 15.4%). Conversely, KS4 pupils are three times as likely as KS2 pupils to say they do not enjoy reading at all (17.4% vs. 5.5%).

Figure 8 shows that enjoyment of reading increased slightly across all of the three key stages in 2013. The biggest increase is seen in KS3 pupils (4.0 percentage points). In 2012, we saw that the proportion of KS2 pupils who enjoy reading had fallen by 9.0 percentage points compared with 2011. While there has been a slight increase in the proportion of KS2 pupils who enjoy reading in 2013, levels remain below those seen in 2011.

Figure 8: Proportion of pupils from each key stage who enjoy reading either very much or quite a lot in 2010 to 2013

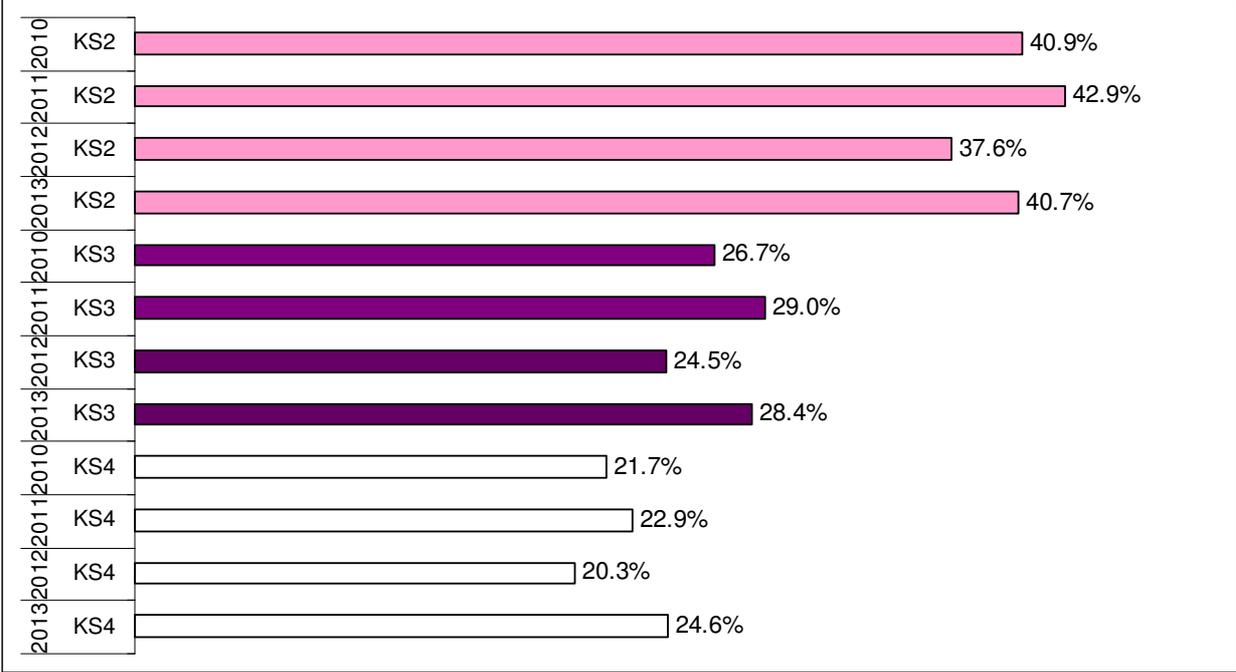


Not only are KS2 pupils more likely than KS4 pupils to enjoy reading, they also read more frequently. 40.7% of KS2 pupils said that they read daily outside class compared with only 28.4% of KS3 pupils and 24.6% of KS4 pupils. Conversely, KS4 pupils are twice as likely as KS2 pupils to say that they never read outside class (9.1% vs. 4.0%).

Figure 9 overleaf shows that the proportion of children and young people who read daily outside class increased in 2013 across all three key stages. The biggest increase was seen in KS4 pupils, which showed an increase of 4.3 percentage points between 2012 and 2013.

Although KS2 pupils read more frequently than KS3 or KS4 pupils, they tend to read for shorter periods of time. For example, 22.8% of KS2 pupils read for up to 10 minutes at a time compared with 19.8% of KS3 and 18.5% of KS4 pupils. By contrast, more KS4 (28.5%) than KS2 (24.0%) or KS3 (24.8%) pupils say that they read for about one hour or longer.

Figure 9: Proportion of pupils from each key stage who read daily outside class in 2010 to 2013



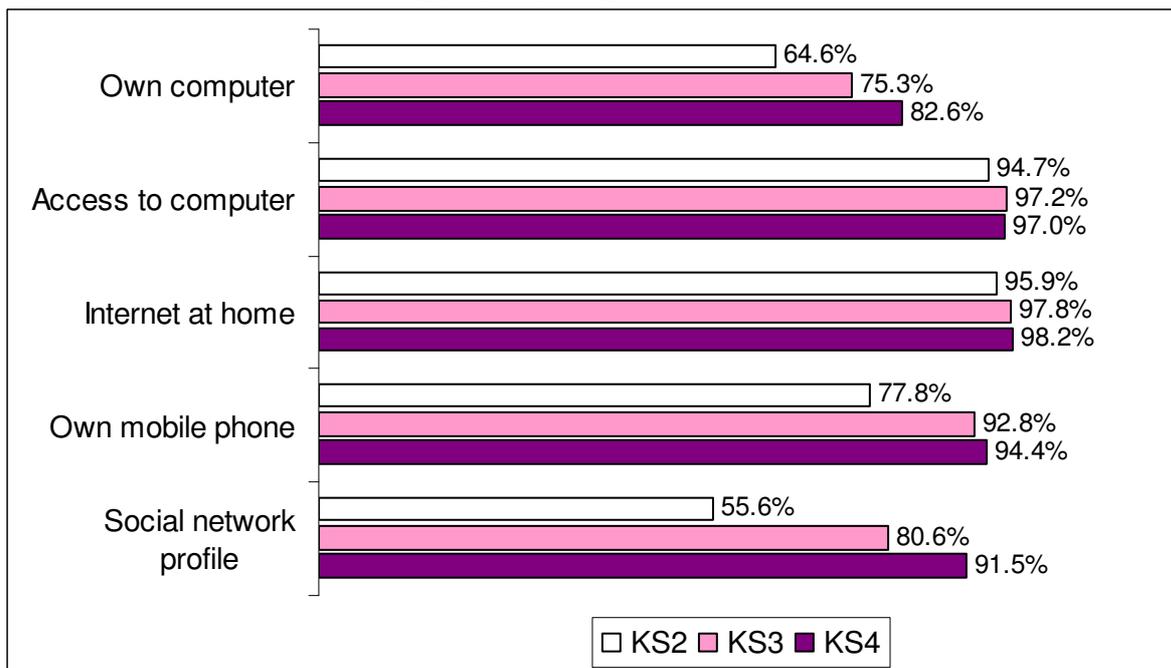
Children and young people choose to read very different materials outside class depending on their age, with young people in KS4, and to a lesser extent KS3 pupils, choosing to engage in more technology-based reading materials compared with pupils in KS2. For example, 83.6% of KS4 pupils say that they read text messages compared with 77.1% of KS3 pupils and only 56.4% KS2 pupils. Similarly, 73.9% of KS4 pupils say that they read messages on social networking sites compared with 56.6% of KS3 pupils and only 33.0% of KS2 pupils. While technology-based materials dominate older pupils’ reading choices outside class, KS2 pupils are more ‘traditional’ in their reading consumption. For example, 50.5% of KS2 pupils read fiction outside class compared with only 35.8% of KS4 and three times as many KS2 as KS4 pupils say that they read poems outside class (25.1% vs. 9.1%).

These differences can in part be explained by access to technology, albeit not by access to computers. **Figure 10** overleaf shows that although considerably more KS4 and KS3 than KS2 pupils say they have their own computer, similar proportions of pupils report the ability to access a computer in the home irrespective of key stage. A similar proportion of young people also report having the internet at home.

While access to computers and the internet in itself cannot explain why older pupils read more technology-based materials than younger pupils, access to mobile phones (reading text messages) and having a profile on a social networking site provide some pointers. Nearly all KS3 and KS4 pupils reported having a mobile phone compared with 8 in 10 KS2 pupils.

Similarly, while 9 in 10 KS4 pupils and 8 in 10 KS3 pupils say that they have their own profile on a social networking site, 6 in 10 KS2 pupils in 2013 say they have a profile. This difference may be at least partly explained by some social networking sites having a minimum age requirement. For example, Facebook and Bebo do not permit young people under 13 to register. However, young people are clearly finding ways around these restrictions and there are a number of social networking sites that now target the younger market, which may explain the high number of KS2 pupils who say that they have a social networking site profile.

Figure 10: Access to technology by key stage in 2013



Finally, KS4 pupils, and to some extent KS3 pupils, are considerably less likely than KS2 pupils to hold positive attitudes towards reading. They are less likely than their younger counterparts to believe in the adage that practice makes perfect and less likely to agree that “the more I read, the better I become” (KS2 88.7%, KS3 81.2%, KS4 73.6%). KS4 pupils (39.1%) are also considerably less likely than KS2 (65.0%) or KS3 (56.0%) pupils to see a link between their reading skills and their future job prospects. Twice as many KS2 as KS4 pupils also agree that “reading is cool” (KS2 56.5%, KS3 30.9%, KS4 22.3%).

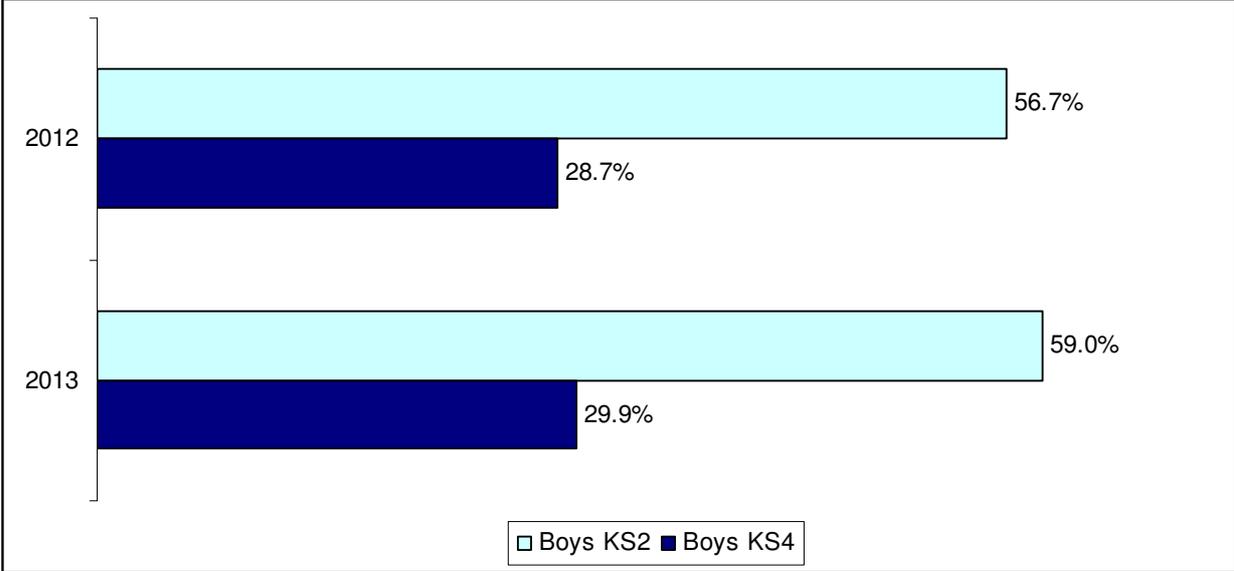
Teenage boys and reading: The gap between KS2 and KS4 boys is widening in terms of reading enjoyment

Boys tend to enjoy reading less, tend to read less often and think less positively about reading than girls. Similarly, older pupils tend to be more disengaged from reading in terms of enjoyment and attitudes when compared with younger pupils. However, when one combines gender and key stages in the analyses, it becomes evident that teenage boys aged 14 to 16 (KS4) present a particular problem with reading.

Only 29.9% of boys in KS4 say that they enjoy reading either very much or quite a lot. This is nearly half the number of KS4 boys who say that they enjoy reading (59.0%) and considerably lower than the proportion of girls in KS4 who enjoy reading either very much or quite a lot (44.2%).

Figure 11 overleaf shows that reading enjoyment levels increased in both KS2 and KS4 boys in 2013 but that KS2 boys showed a greater increase in enjoyment compared with 2012 levels. This means that the gap between KS2 and KS4 boys has widened in 2013, increasing from a 28.0 percentage point difference in 2012 to a 29.1 percentage point difference in 2013.

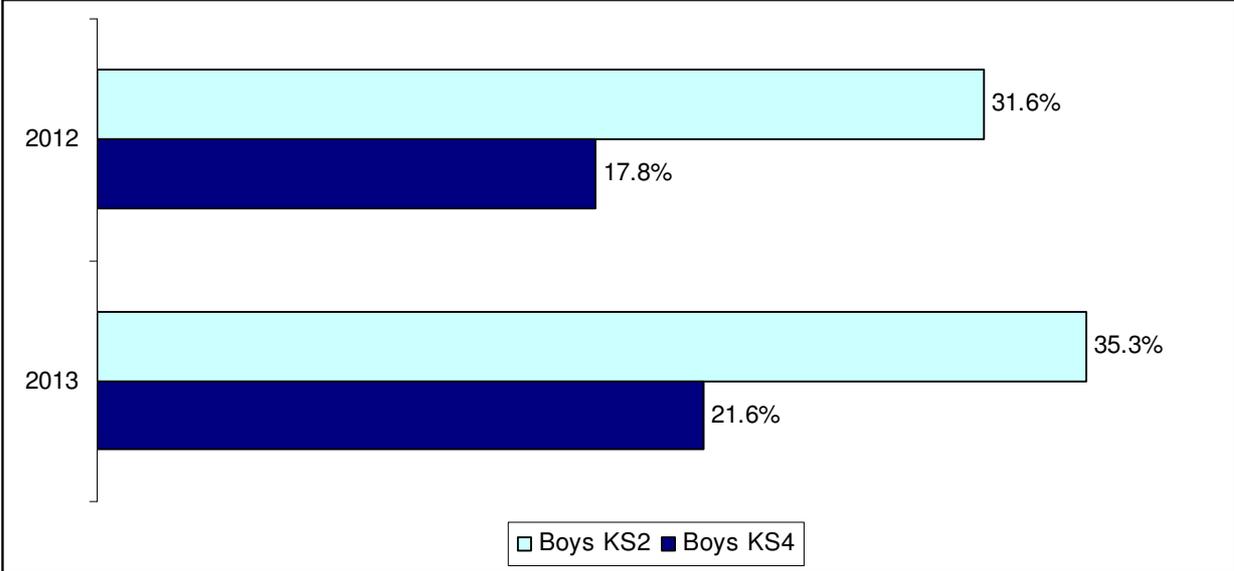
Figure 11: Proportion of KS2 and KS4 boys who enjoy reading either very much or quite a lot in 2012 and 2013



Teenage boys also read less frequently than their younger counterparts, with over 1 in 3 KS2 boys (35.3%) saying that they read every day compared with only 1 in 5 KS4 boys (21.6%).

Figure 12 shows that the proportion of both KS2 and KS4 boys who read daily outside class increased in 2013. While the gap between KS2 and KS4 boys has widened in terms of their reading enjoyment, it has remained static in terms of their reading frequency (13.8 percentage point gap in 2012 compared with a 13.7 percentage point gap in 2013).

Figure 12: Proportion of KS2 and KS4 boys who read daily outside class in 2012 and 2013



Fewer KS4 than KS2 boys say that they read fiction outside class at least once a month (30.3% vs. 45.6%). Fewer KS4 than KS2 boys read poems (6.1% vs. 17.8%) and non-fiction (26.0% vs. 40.8%). However, in addition to being more likely to read technology-based formats, more KS4 than KS2 boys read newspapers (39.8% vs. 29.1%).

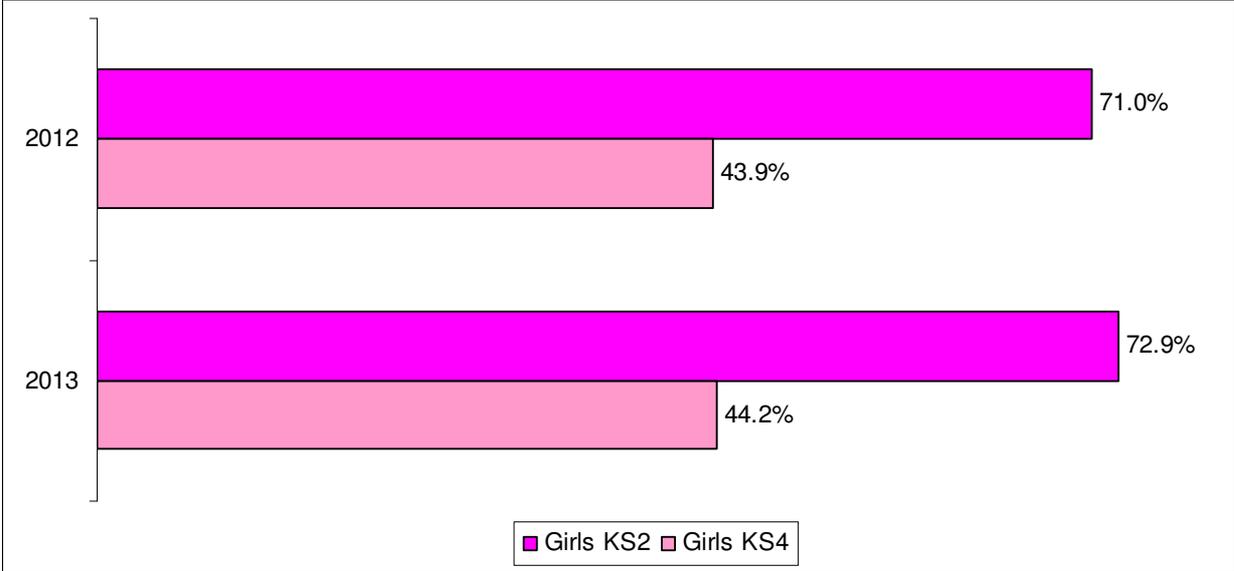
Teenage boys also think less positively about reading compared with younger boys. Nearly three times as many KS2 as KS4 boys agree with the statement that “reading is cool” (51.4% vs. 18.5%) and twice as many KS2 as KS4 pupils agree that the better their reading skill, the better the job they are likely to get when they grow up (67.2% vs. 38.6%). At the same time, however, more KS4 than KS2 boys agree with the statements “I cannot find anything to read that interests me” (42.5% vs. 28.4%) and “I prefer watching TV to reading” (72.5% vs. 55.4%).

But let us not forget about teenage girls

While teenage boys are a particular concern when it comes to reading engagement, teenage girls can also present a challenge.

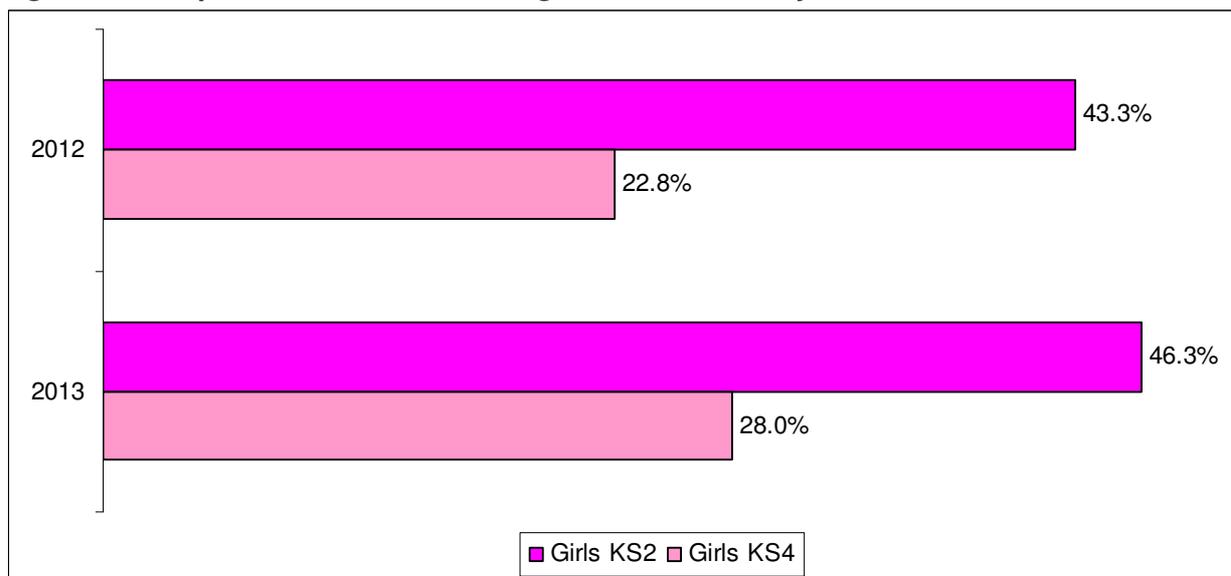
72.9% of KS2 girls say that they enjoy reading either very much or quite a lot, but only half as many KS4 girls (44.9%) say that they enjoy reading. As with KS2 and KS4 boys, **Figure 13** shows that in 2013 reading enjoyment levels increased in both KS2 and KS4 girls but that the increase in enjoyment was greater in KS2 girls. This means that the gap between KS2 and KS4 girls has widened in 2013, increasing from a 27.1 percentage point difference in 2012 to a 28.7 percentage point difference in 2013.

Figure 13: Proportion of KS2 and KS4 girls who enjoy reading either very much or quite a lot in 2012 and 2013



Similarly, nearly twice as many KS2 as KS4 girls read daily outside class (46.3% vs. 28.0%). While the proportion of both KS2 and KS4 girls who read daily outside class has increased in 2013 (**Figure 14** overleaf), the rate of increase was greater for KS4 than KS2 girls. This means that the gap between KS2 and KS4 girls in daily reading has decreased from 20.5 percentage points in 2012 to 18.3 percentage points in 2013.

Figure 14: Proportion of KS2 and KS4 girls who read daily outside class in 2012 and 2013



Twice as many KS2 girls as KS4 girls see reading as cool (61.6% vs. 26.5%) and nearly twice as many see a link between their reading ability and their future job prospects (62.9% vs. 39.7%). More KS4 than KS2 girls also agree that “I cannot find anything to read that interests me” (36.3% vs. 22.6%) and “I prefer watching TV to reading” (59.1% vs. 37.7%). However, twice as many KS2 as KS4 girls subscribe to reading as a gendered activity (14.5% vs. 7.3%).

The link between reading and socioeconomic background: Changes are afoot again

In 2012 we found that for the first time in seven years, the differences between young people who receive free school meals and those who do not seemed to diminish in terms of their enjoyment of reading and reading frequency. Findings from 2013 paint a different picture yet again.

Young people who receive FSM are slightly less likely to enjoy reading either very much or quite a lot than young people who do not receive FSM (49.0% vs. 53.9%).

Levels of enjoyment in pupils who do not receive FSM remained relatively stable between 2005 and 2012. However, levels of enjoyment have increased in 2013 for both pupils who receive FSM and those who do not, and levels have increased more among pupils who do not receive FSM (3.2 percentage point increase) than pupils who receive FSM (1.3 percentage point increase, see **Figure 15 overleaf**).

While the gap had decreased to a 3 percentage point difference in 2012, this means that the gap in reading enjoyment between young people who receive FSM and those who do not has increased again since 2012, widening to a 4.9 percentage point difference between the two groups in 2013.

Slightly more young people who do not receive FSM also read every day compared with young people who receive FSM (32.8.0% vs. 28.7%; see **Figure 16 overleaf**). Over the past couple of years we have found some flux in the gap in daily reading between young people who receive FSM and those who do not had. It decreased from 7.3 percentage points in 2010 to 2.6 percentage points in 2011, while it widened slightly again in 2012 to a 4.1 percentage point difference. 2013 data shows that this 4.1 percentage point difference gap has remained unchanged.

Figure 15: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2013 (with reference to 2005 data)

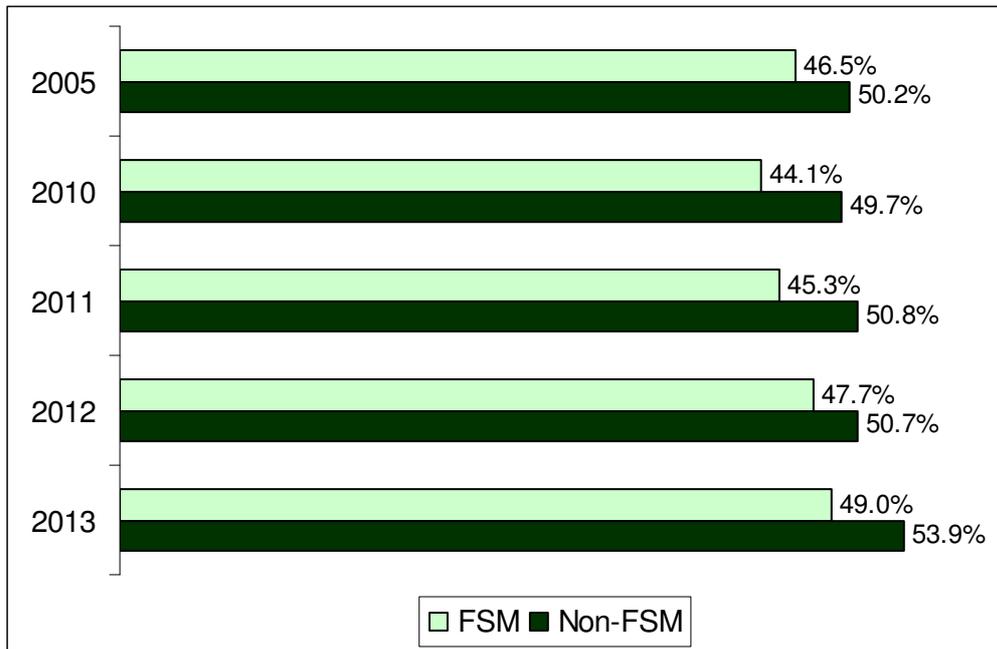
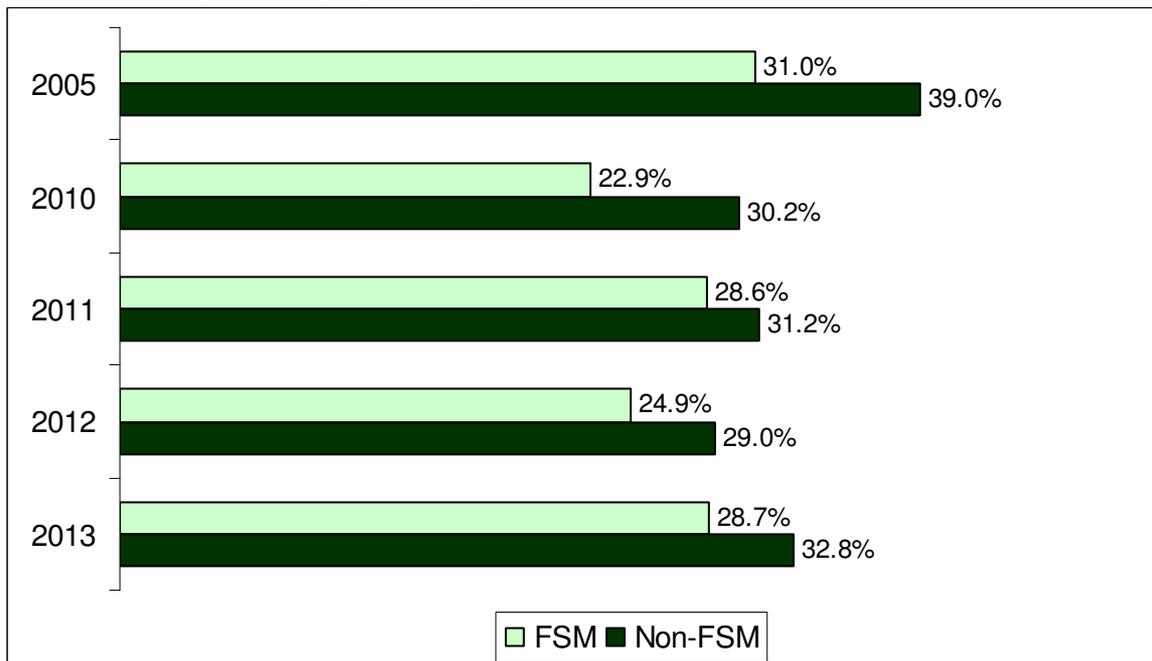


Figure 16: Daily reading by FSM uptake in 2010 to 2013 (with reference to 2005 data)



More young people who do not receive FSM compared with those who do say that they read technology-based materials outside class. Some of these differences can, at least in part, be explained by a differing access to computers (FSM pupils 91.8%; non-FSM pupils 97.1%), the internet at home (FSM pupils 91.7%; non-FSM pupils 98.1%) and mobile phone ownership (FSM pupils 84.3%; non-FSM pupils 88.8%).

While young people who do not receive FSM are also more likely to say that they read fiction (46.4% vs. 38.0%), magazines (53.7% vs. 47.8%) and non-fiction (34.0% vs. 30.9%) outside

class, young people who receive FSM are more likely to read poems outside class (21.2% vs. 14.5%).

The relationship between FSM uptake and attitudes towards reading continues to be complex and ambivalent. Although more young people who receive FSM than those who do not agree with the statement that “reading is cool” (44.2% vs. 37.4%) and that the better they read, the better the job (63.8% vs. 55.1%), more young people who receive FSM also agree that they would be embarrassed if their friends saw them read (25.5% vs. 18.3%), that they read only when they have to (33.9% vs. 27.4%) and that their parents don’t care if they spend any time reading (34.0% vs. 23.8%).

Ethnic background and reading

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

Compared with young people from other ethnic backgrounds, young people from Black backgrounds enjoy reading considerably less (White 53.5%; Mixed 57.4%; Asian 59.1%; Black 49.7%). By contrast, children and young people from Asian and White ethnic backgrounds are less likely to read outside class everyday than young people from Mixed or Black ethnic backgrounds (White 32.7%; Mixed 33.7%; Asian 32.2%; Black 35.0%). Children and young people from White backgrounds are also less likely to agree that reading is cool (White 37.7%; Mixed 42.3%; Asian 49.6%; Black 44.4%), while children and young people from Black backgrounds are more likely to agree that they only read because they have to (White 28.0%; Mixed 28.0%; Asian 29.8%; Black 32.4%) and that they prefer watching TV to reading (White 56.3%; Mixed 57.0%; Asian 53.3%; Black 63.4%). More Black and Asian children and young people also agree that if they are a good reader, they will get a better job when they grow up (White 55.5%; Mixed 55.4%; Asian 62.6%; Black 63.5%).

Linking reading enjoyment, frequency and attitudes to reading attainment

Reading enjoyment, behaviour and attitudes are clearly related to reading attainment³. Please note that while enjoyment, habits and attitudes are each related to reading attainment, our research design can make no inference about causality: that is, higher attainment may lead to greater enjoyment, more frequent reading or more positive attitudes; or alternatively higher enjoyment, more frequent reading or more positive attitudes may lead to higher attainment. Indeed, the relationship might be cyclical. We have set up a longitudinal subsample within our annual literacy survey, which will hopefully give us more information about the direction of associations in the near future.

Table 1 shows the relationship between reading enjoyment and reading attainment⁴ very clearly. Young people who enjoy reading very much are more likely to read above the level expected for their age, with over a third (36.2%) of young people who enjoy reading very much reading above the expected level, three-fifths (61.1%) reading at the expected level and only 2.8% reading below the expected level for their age.

Overall, young people who enjoy reading very much are nearly four times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all. Alternatively, young people who do not enjoy reading at all are 12 times as likely to be

³ For more information regarding the relative importance of reading enjoyment, behaviour and attitudes on attainment see our 2011 paper: http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

⁴ For more information on our attainment data and for an alternative look at the link with attainment see the Attainment Data section on p. 50

reading below the expected level for their age compared with young people who enjoy reading very much.

Table 1: Enjoyment of reading and reading attainment in 2013 (N = 12,690)

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
Very much	2.8	61.1	36.2
Quite a lot	4.1	85.3	10.6
A bit	14.2	79.7	6.1
Not at all	32.8	57.5	9.1

Table 2 shows that young people who read daily outside class are five times as likely to read above the expected level for their age compared with young people who never read outside class. While 27.9% of young people who read every day outside class read above the level expected for their age, only 5% of young people who never read outside class read at this level. Overall, over a third (35.4%) of those who never read outside class read below the level expected for their age.

Table 2: Reading frequency and reading attainment in 2013 (N = 12,960)

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
Every day	3.9	68.2	27.9
A few times a week	6.7	83.2	10.1
About once a week	10.7	81.9	7.4
A few times a month	10.2	83.0	6.8
About once a month	17.7	75.0	7.3
Rarely	20.3	72.9	6.8
Never	35.4	59.5	5.1

Attitudes towards reading are also related to reading attainment, with young people who hold more positive attitudes towards reading also being more likely to read at or above the level expected for their age compared with those who hold more negative attitudes (see **Table 3**). For example, a greater proportion of those who agree with the statement that “reading is cool” read above the level expected for their age compared with those who disagree with this statement. Conversely, a greater proportion of those who agree with the statements “I prefer watching TV to reading”, “I don’t read as well as other pupils in my class” and “I only read when I have to”, read below the level expected for their age compared with those who disagree with those statements. Interestingly, children and young people who read below the expected level

for their age are twice as likely to disagree than agree that the better their reading, the better their chances of getting a job when they are older.

Table 3: Percentage agreement and disagreement with attitudinal items and reading attainment in 2013 (N = 12,690)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	8.0	76.4	15.6
	Disagreement	26.0	54.9	19.1
I prefer watching TV to reading	Agreement	13.4	76.8	9.9
	Disagreement	5.5	64.2	30.3
Reading is cool	Agreement	5.2	70.3	24.4
	Disagreement	19.2	71.6	9.1
I don't read as well as other pupils in my class	Agreement	22.5	72.1	5.4
	Disagreement	2.9	69.3	27.8
I only read when I have to	Agreement	19.7	70.3	10.0
	Disagreement	4.7	75.8	19.5
I cannot find things to read that interest me	Agreement	18.2	72.3	9.5
	Disagreement	4.7	74.8	20.5
I would be embarrassed if my friends saw me read	Agreement	17.1	69.8	13.1
	Disagreement	7.0	75.4	17.6
Reading is more for girls than for boys	Agreement	18.4	65.2	16.4
	Disagreement	7.2	76.6	16.2
My parents don't care if I spend time reading	Agreement	12.5	71.2	16.3
	Disagreement	8.0	76.5	15.5
The better I read, the better the job	Agreement	8.6	73.6	17.8
	Disagreement	16.4	72.1	11.5

Table 4 illustrates the relationships between reading enjoyment, reading frequency and reading confidence in more detail. The table shows that five times as many children and young people who enjoy reading compared with those who do not say that they read outside class every day. Conversely, 10 times as many young people who do not enjoy reading compared with those who do say that they rarely or never read outside class.

The table also shows that children and young people who do not enjoy reading are five times as likely to rate themselves as not very good readers compared with young people who enjoy reading, while young people who enjoy reading are three times as likely to say that they are a very good reader compared with young people who do not enjoy reading. A fifth (20.9%) of young people who do not enjoy reading still rate themselves as very good readers.

Table 4: Comparing young people who enjoy reading and those who do not in terms of their reading frequency and self-perceived reading ability in 2013

	<i>Read every day</i> %	<i>Rarely or never read</i> %	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
Enjoy reading either very much or quite a lot (N = 17,439)	51.5	3.9	3.5	29.3	67.2
Enjoy reading only a bit or not at all (N = 17,255)	10.2	38.9	18.2	60.9	20.9

To sum up, it is clear that young people who do not enjoy reading, who do not read very often and who, perhaps as a result, do not have good attitudes towards reading are more likely to miss out on its benefits, including better skills and better life opportunities (for a more in-depth analysis of the these inter-relationships see a report we published in 2011⁵).

⁵ http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

Children's and Young People's Reading in 2013: Data tables

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

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

Young people's enjoyment of reading

Table 5: Enjoyment of reading in 2013 for whole sample and broken down by demographic background

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
	%	%	%	%	%
All (N = 29,422)	24.5%	28.8%	53.3%	36.6%	10.1%
Boys (N = 15,015)	20.1%	27.0%	47.1%	40.0%	12.9%
Girls (N = 14,407)	29.1%	30.7%	59.8%	33.1%	7.1%
KS2 (N = 10,995)	34.4%	31.4%	65.8%	28.6%	5.5%
KS3 (N = 12,818)	19.7%	29.8%	49.5%	39.5%	10.9%
KS4 (N = 5,528)	15.4%	21.3%	36.7%	45.9%	17.4%
FSM (N = 3,634)	24.6%	24.4%	49.0%	39.9%	11.2%
Non-FSM (N = 23,865)	24.2%	29.7%	53.9%	36.3%	9.8%
White (N = 22,361)	24.5%	29.0%	53.5%	36.8%	9.7%
Mixed (N = 1,311)	25.0%	32.4%	57.4%	31.2%	11.4%
Asian (N = 2,209)	27.9%	31.2%	59.1%	32.9%	8.1%
Black (N = 668)	25.5%	24.2%	49.7%	37.2%	13.1%
Boys: KS2 (N = 5,563)	28.4%	30.6%	59%	33.4%	7.6%
Girls: KS2 (N = 5,381)	40.6%	32.3%	72.9%	23.7%	3.4%
Boys: KS3 (N = 6,460)	16.6%	27.6%	44.2%	42.0%	13.9%
Girls: KS3 (N = 6,311)	22.9%	32.2%	55.1%	37.0%	7.8%
Boys: KS4 (N = 2,875)	10.9%	19.0%	29.9%	48.6%	21.6%
Girls: KS4 (N = 2,611)	20.3%	23.9%	44.2%	42.9%	12.9%
Boys: FSM (N = 1,835)	21.0%	21.1%	42.1%	43.1%	14.8%
Girls: FSM (N = 1,783)	28.2%	27.9%	56.1%	36.5%	7.5%
Boys: Non-FSM (N = 12,021)	19.7%	28.2%	47.9%	39.7%	12.5%
Girls: Non-FSM (N = 11,742)	28.8%	31.3%	60.1%	32.9%	6.9%
Boys: White (N = 11,225)	20.3%	27.3%	47.6%	39.7%	12.6%
Girls: White (N = 11,042)	28.7%	30.7%	59.4%	33.9%	6.7%
Boys: Mixed (N = 658)	19.8%	30.0%	49.8%	36.1%	14.0%
Girls: Mixed (N = 646)	30.4%	34.5%	64.9%	26.5%	8.6%
Boys: Asian (N = 1,201)	22.6%	30.4%	53.0%	35.7%	11.3%
Girls: Asian (N = 994)	34.4%	31.7%	66.1%	29.6%	4.2%
Boys: Black (N = 372)	18.9%	23.5%	42.4%	43.2%	14.3%
Girls: Black (N = 288)	34.5%	25.1%	59.6%	28.6%	11.8%

Young people's self-reported reading ability

Table 6: Self-reported reading ability in 2013 for whole sample and broken down by demographic background

How good a reader do you think you are?			
	<i>Not a very good reader</i>	<i>Average reader</i>	<i>Very good reader</i>
All (N = 29,422)	10.4%	40.3%	49.3%
Boys (N = 15,015)	11.2%	41.6%	47.2%
Girls (N = 14,407)	9.5%	39.0%	51.6%
KS2 (N = 10,995)	9.8%	37.3%	53.0%
KS3 (N = 12,818)	10.2%	42.3%	47.5%
KS4 (N = 5,528)	11.8%	41.9%	46.3%
FSM (N = 3,634)	16.5%	40.4%	43.2%
Non-FSM (N = 23,865)	9.2%	40.3%	50.5%
White (N = 22,361)	9.7%	40.2%	50.1%
Mixed (N = 1,311)	11.8%	36.0%	52.1%
Asian (N = 2,209)	8.4%	41.0%	50.6%
Black (N = 668)	9.3%	36.6%	54.1%
Boys: KS2 (N = 5,563)	10.9%	40.2%	48.9%
Girls: KS2 (N = 5,381)	8.6%	34.2%	57.1%
Boys: KS3 (N = 6,460)	10.7%	43.3%	46.0%
Girls: KS3 (N = 6,311)	9.7%	41.3%	49.0%
Boys: KS4 (N = 2,875)	13.1%	41.0%	45.9%
Girls: KS4 (N = 2,611)	10.4%	42.9%	46.7%
Boys: FSM (N = 1,835)	17.8%	39.3%	42.9%
Girls: FSM (N = 1,783)	15.0%	41.5%	43.5%
Boys: Non-FSM (N = 12,021)	10.0%	42.0%	48.0%
Girls: Non-FSM (N = 11,742)	8.3%	38.5%	53.1%
Boys: White (N = 11,225)	10.6%	41.5%	47.9%
Girls: White (N = 11,042)	8.8%	38.9%	52.3%
Boys: Mixed (N = 658)	11.8%	38.0%	50.2%
Girls: Mixed (N = 646)	12.0%	34.3%	53.7%
Boys: Asian (N = 1,201)	9.2%	42.8%	48.0%
Girls: Asian (N = 994)	7.5%	38.5%	54.0%
Boys: Black (N = 372)	11.1%	36.8%	52.2%
Girls: Black (N = 288)	7.3%	34.6%	58.0%

Types of materials read outside class

Table 7: Types of materials read at least once a month in 2013 for whole sample and broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Websites</i>	<i>Magazines</i>	<i>Social networking sites</i>	<i>Emails</i>	<i>Fiction</i>
All	70.3%	54.5%	52.7%	50.8%	48.7%	45.1%
Boys	63.7%	53.6%	42.3%	46.7%	46.3%	40.6%
Girls	77.5%	55.7%	63.6%	55.3%	51.2%	50.0%
KS2	56.4%	43.8%	51.6%	33.0%	38.9%	50.5%
KS3	77.1%	57.9%	53.6%	56.6%	51.8%	44.6%
KS4	83.8%	69.5%	53.1%	73.9%	61.3%	35.8%
FSM	60.5%	45.3%	47.8%	45.8%	39.4%	38.0%
Non-FSM	73.2%	57.1%	53.7%	52.7%	50.9%	46.4%
White	72.8%	56.0%	55.1%	52.5%	49.3%	46.0%
Mixed	69.8%	54.7%	50.6%	50.9%	51.5%	45.5%
Asian	61.1%	52.2%	47.1%	43.9%	49.6%	49.3%
Black	66.5%	53.9%	50.7%	50.3%	48.8%	44.0%
Boys: KS2	50.1%	42.3%	44.0%	30.7%	36.2%	45.6%
Girls: KS2	63.2%	45.7%	59.4%	35.5%	41.9%	55.8%
Boys: KS3	69.7%	56.8%	41.2%	51.0%	49.0%	40.7%
Girls: KS3	84.7%	59.0%	66.2%	62.5%	54.6%	48.6%
Boys: KS4	78.0%	69.6%	41.1%	68.9%	60.3%	30.3%
Girls: KS4	90.4%	69.7%	66.2%	79.5%	62.7%	41.9%
Boys: FSM	54.0%	43.8%	37.9%	42.0%	37.7%	33.5%
Girls: FSM	67.5%	47.0%	57.9%	50.0%	41.3%	42.6%
Boys: Non-FSM	66.6%	56.4%	42.9%	48.7%	48.6%	42.1%
Girls: Non-FSM	80.0%	57.8%	64.8%	56.9%	53.4%	51.0%
Boys: White	65.5%	55.3%	44.3%	47.4%	46.5%	41.6%
Girls: White	80.3%	56.7%	66.1%	57.8%	52.1%	50.6%
Boys: Mixed	64.0%	51.2%	40.6%	47.1%	52.3%	41.3%
Girls: Mixed	76.2%	58.4%	61.1%	55.0%	50.6%	49.7%
Boys: Asian	58.5%	52.2%	40.3%	45.7%	49.5%	43.7%
Girls: Asian	64.7%	52.4%	55.3%	42.2%	50.0%	56.0%
Boys: Black	64.0%	48.4%	38.4%	49.5%	43.0%	36.8%
Girls: Black	71.2%	61.8%	67.7%	52.1%	57.3%	54.2%

Table 7 continued: Types of materials read at least once a month in 2013 for whole sample and broken down by demographic background (Part 2)

	<i>Lyrics</i>	<i>Instant messages</i>	<i>Non-Fiction</i>	<i>Newspaper</i>	<i>Comics</i>	<i>Twitter</i>
All	46.7%	43.5%	33.6%	30.0%	27.3%	27.3%
Boys	31.4%	38.4%	34.9%	32.2%	35.6%	24.7%
Girls	62.8%	48.9%	32.4%	27.7%	18.8%	30.1%
KS2	44.1%	29.2%	39.3%	28.2%	33.4%	13.7%
KS3	47.9%	49.3%	31.7%	29.1%	26.0%	29.1%
KS4	49.7%	59.3%	27.1%	35.9%	18.5%	50.5%
FSM	47.2%	36.4%	30.9%	28.9%	29.6%	25.4%
Non-FSM	47.0%	45.7%	34.0%	30.5%	26.5%	28.0%
White	47.4%	44.2%	33.9%	30.3%	27.2%	27.7%
Mixed	48.1%	45.6%	34.4%	30.2%	29.7%	30.0%
Asian	45.0%	42.2%	38.2%	31.6%	30.8%	22.8%
Black	50.6%	46.4%	35.6%	36.2%	35.5%	35.3%
Boys: KS2	29.9%	25.5%	40.8%	29.1%	42.8%	14.2%
Girls: KS2	58.9%	33.1%	37.9%	27.4%	23.7%	13.2%
Boys: KS3	31.8%	42.7%	33.7%	31.6%	34.6%	25.8%
Girls: KS3	64.5%	56.2%	29.5%	26.5%	17.3%	32.6%
Boys: KS4	33.8%	54.3%	26.0%	39.8%	24.0%	42.7%
Girls: KS4	67.4%	64.8%	28.3%	31.7%	12.2%	59.2%
Boys: FSM	30.8%	31.2%	30.7%	31.8%	37.4%	21.8%
Girls: FSM	64.2%	41.9%	31.1%	25.9%	21.5%	29.2%
Boys: Non-FSM	31.6%	40.8%	35.7%	32.8%	35.0%	25.3%
Girls: Non-FSM	62.8%	50.7%	32.3%	28.2%	17.8%	30.7%
Boys: White	31.7%	38.4%	35.5%	32.8%	36.0%	24.3%
Girls: White	63.5%	50.1%	32.3%	27.8%	18.3%	31.1%
Boys: Mixed	33.7%	41.3%	34.0%	32.2%	38.6%	27.2%
Girls: Mixed	62.2%	50.5%	34.7%	27.9%	20.4%	33.1%
Boys: Asian	30.8%	39.6%	38.1%	33.1%	37.1%	22.5%
Girls: Asian	62.1%	45.3%	38.1%	29.6%	23.6%	23.3%
Boys: Black	36.8%	42.2%	36.0%	39.8%	42.2%	35.5%
Girls: Black	68.8%	52.8%	36.1%	31.9%	27.1%	35.8%

Table 7 continued: Types of materials read at least once a month in 2013 for whole sample and broken down by demographic background (Part 3)

	<i>Blogs</i>	<i>Manuals</i>	<i>Poems</i>	<i>EAL materials</i>	<i>eBooks</i>
All	18.9%	17.0%	16.1%	15.8%	14.3%
Boys	15.4%	20.8%	11.3%	14.2%	12.4%
Girls	22.5%	13.1%	21.0%	17.5%	16.2%
KS2	17.0%	15.3%	25.1%	15.6%	14.8%
KS3	17.9%	17.2%	11.0%	15.8%	14.4%
KS4	24.7%	20.5%	9.1%	16.4%	12.9%
FSM	17.1%	13.6%	21.2%	15.8%	13.0%
Non-FSM	19.2%	17.6%	14.5%	15.8%	14.4%
White	18.5%	16.9%	15.1%	14.3%	14.3%
Mixed	23.0%	18.1%	17.7%	21.4%	13.3%
Asian	19.9%	18.7%	21.1%	25.9%	14.1%
Black	25.4%	20.4%	26.0%	21.3%	20.4%
Boys: KS2	15.5%	17.4%	17.8%	13.8%	13.4%
Girls: KS2	18.5%	13.2%	32.8%	17.4%	16.1%
Boys: KS3	13.9%	21.5%	7.6%	14.1%	12.1%
Girls: KS3	22.0%	12.9%	14.5%	17.6%	16.7%
Boys: KS4	17.7%	26.3%	6.1%	15.4%	10.9%
Girls: KS4	32.3%	13.9%	12.4%	17.6%	15.1%
Boys: FSM	15.6%	16.3%	14.3%	14.5%	11.7%
Girls: FSM	18.6%	10.8%	28.2%	17.1%	14.4%
Boys: Non-FSM	15.4%	21.7%	10.2%	14.2%	12.4%
Girls: Non-FSM	23.1%	13.4%	19.0%	17.4%	16.4%
Boys: White	14.9%	21.0%	10.4%	12.6%	12.0%
Girls: White	22.2%	12.7%	19.8%	16.0%	16.7%
Boys: Mixed	19.3%	23.4%	12.3%	22.0%	11.2%
Girls: Mixed	26.6%	12.8%	23.4%	20.7%	15.6%
Boys: Asian	16.8%	21.6%	14.7%	23.8%	13.6%
Girls: Asian	23.8%	15.5%	28.6%	28.5%	14.8%
Boys: Black	19.4%	19.4%	19.1%	17.5%	20.2%
Girls: Black	34.0%	22.2%	35.4%	26.7%	20.1%

How often young people read outside class

Table 8: Reading frequency in 2013 for whole sample and broken down by demographic background

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 29,422)	32.2%	28.3%	10.0%	6.5%	2.8%	14.1%	6.1%
Boys (N = 15,015)	28.2%	27.7%	10.0%	7.1%	2.8%	16.4%	7.7%
Girls (N = 14,407)	36.6%	28.7%	9.9%	5.9%	2.8%	11.8%	4.3%
KS2 (N = 10,995)	40.7%	31.7%	8.8%	4.9%	1.6%	8.3%	4.0%
KS3 (N = 12,818)	28.4%	27.8%	11.2%	7.4%	3.0%	15.7%	6.5%
KS4 (N = 5,528)	24.6%	22.3%	9.3%	7.9%	4.7%	22.2%	9.1%
FSM (N = 3,634)	28.7%	28.5%	10.3%	5.9%	2.6%	15.4%	8.6%
Non-FSM (N = 23,865)	32.8%	28.2%	10.0%	6.7%	2.9%	14.0%	5.4%
White (N = 22,361)	32.7%	27.9%	9.9%	6.4%	2.8%	14.6%	5.7%
Mixed (N = 1,311)	33.7%	29.6%	12.0%	5.0%	2.2%	11.3%	6.2%
Asian (N = 2,209)	32.2%	32.5%	11.0%	6.1%	2.4%	10.3%	5.4%
Black (N = 668)	35.0%	24.9%	6.5%	9.9%	4.2%	12.2%	7.4%
Boys: KS2 (N = 5,563)	35.3%	30.9%	9.7%	5.9%	1.9%	10.8%	5.4%
Girls: KS2 (N = 5,381)	46.3%	32.4%	7.9%	3.8%	1.3%	5.7%	2.5%
Boys: KS3 (N = 6,460)	25.0%	27.3%	11.1%	8.0%	2.9%	17.4%	8.3%
Girls: KS3 (N = 6,311)	31.8%	28.4%	11.5%	6.7%	3.1%	13.9%	4.6%
Boys: KS4 (N = 2,875)	21.6%	22.0%	8.4%	7.4%	4.4%	25.2%	11.0%
Girls: KS4 (N = 2,611)	28.0%	22.3%	10.4%	8.4%	4.9%	19.1%	6.9%
Boys: FSM (N = 1,835)	24.8%	26.7%	11.1%	5.9%	2.6%	18.7%	10.2%
Girls: FSM (N = 1,783)	32.7%	30.6%	9.4%	6.0%	2.5%	12.0%	6.9%
Boys: Non-FSM (N = 12,021)	28.8%	27.9%	10.0%	7.4%	2.9%	16.1%	6.9%
Girls: Non-FSM (N = 11,742)	37.0%	28.4%	10.0%	6.0%	2.9%	11.9%	3.8%
Boys: White (N = 11,225)	28.3%	27.7%	9.9%	7.0%	3.0%	16.8%	7.3%
Girls: White (N = 11,042)	37.2%	28.1%	10.0%	5.8%	2.6%	12.3%	3.9%
Boys: Mixed (N = 658)	33.0%	27.7%	11.2%	4.7%	2.4%	14.0%	7.0%
Girls: Mixed (N = 646)	34.6%	31.5%	12.7%	5.4%	2.0%	8.7%	5.1%
Boys: Asian (N = 1,201)	28.8%	32.6%	9.7%	6.3%	2.6%	13.2%	6.8%

How often do you read outside class?

	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 29,422)	32.2%	28.3%	10.0%	6.5%	2.8%	14.1%	6.1%
Girls: Asian (N = 994)	36.4%	32.2%	12.6%	5.8%	2.1%	7.0%	3.8%
Boys: Black (N = 372)	30.0%	23.5%	7.3%	11.1%	4.1%	14.9%	9.2%
Girls: Black (N = 288)	42.0%	25.7%	5.2%	8.3%	4.5%	9.0%	5.2%

How long young people read

Table 9: Reading length in 2013 for whole sample and broken down by demographic background

	<i>I don't read</i>	<i>Up to 10 min</i>	<i>Up to 20 min</i>	<i>Up to 30 min</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
All (N = 29,422)	6.7%	20.7%	23.3%	24.1%	14.5%	10.7%
Boys (N = 15,015)	8.4%	23.4%	23.4%	23.2%	12.6%	9.0%
Girls (N = 14,407)	4.9%	17.9%	23.1%	25.1%	16.6%	12.5%
KS2 (N = 10,995)	3.1%	22.8%	25.3%	24.8%	13.9%	10.1%
KS3 (N = 12,818)	6.9%	19.8%	24.1%	24.4%	14.7%	10.1%
KS4 (N = 5,528)	13.6%	18.5%	17.3%	22.2%	15.4%	13.1%
FSM (N = 3,634)	8.2%	25.2%	22.6%	20.7%	12.5%	10.8%
Non-FSM (N = 23,865)	6.2%	19.8%	23.4%	24.9%	15.1%	10.7%
White (N = 22,361)	6.4%	20.4%	23.0%	24.7%	14.7%	10.8%
Mixed (N = 1,311)	6.3%	18.6%	23.2%	25.2%	13.9%	12.7%
Asian (N = 2,209)	6.0%	20.6%	25.4%	23.3%	15.1%	9.6%
Black (N = 668)	6.2%	20.7%	23.0%	22.7%	13.3%	14.1%
Boys: KS2 (N = 5,563)	4.3%	25.4%	25.6%	23.8%	12.5%	8.4%
Girls: KS2 (N = 5,381)	1.9%	20.0%	24.9%	25.9%	15.4%	11.9%
Boys: KS3 (N = 6,460)	8.6%	22.3%	24.1%	23.0%	13.0%	8.9%
Girls: KS3 (N = 6,311)	5.1%	17.1%	24.3%	25.9%	16.3%	11.2%
Boys: KS4 (N = 2,875)	16.0%	21.8%	18.2%	22.4%	11.8%	9.8%
Girls: KS4 (N = 2,611)	10.8%	14.8%	16.4%	22.0%	19.5%	16.5%
Boys: FSM (N = 1,835)	10.4%	28.0%	23.4%	19.5%	10.3%	8.3%
Girls: FSM (N = 1,783)	5.9%	22.3%	21.8%	21.8%	14.9%	13.3%
Boys: Non-FSM (N = 12,021)	7.6%	22.6%	23.6%	24.1%	13.1%	8.9%
Girls: Non-FSM (N = 11,742)	4.7%	16.9%	23.2%	25.7%	17.1%	12.4%
Boys: White (N = 11,225)	8.1%	22.9%	23.4%	24.0%	12.6%	8.9%
Girls: White (N = 11,042)	4.7%	17.9%	22.7%	25.4%	16.8%	12.6%
Boys: Mixed (N = 658)	6.5%	22.7%	23.1%	24.7%	11.3%	11.7%
Girls: Mixed (N = 646)	5.9%	14.5%	23.4%	26.1%	16.4%	13.7%
Boys: Asian (N = 1,201)	7.5%	23.8%	24.6%	21.7%	14.0%	8.4%
Girls: Asian (N = 994)	4.2%	17.0%	26.2%	24.8%	16.5%	11.3%
Boys: Black (N = 372)	8.4%	25.1%	19.5%	21.9%	15.7%	9.5%
Girls: Black (N = 288)	3.5%	15.5%	26.5%	24.4%	10.6%	19.4%

Having a favourite book

Table 10: Having a favourite book in 2013 for whole sample and broken down by demographic background

	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
All (N = 29,422)	60.4%	29.5%	10.1%
Boys (N = 15,015)	55.9%	33.9%	10.2%
Girls (N = 14,407)	65.1%	24.9%	10.0%
KS2 (N = 10,995)	72.8%	18.6%	8.7%
KS3 (N = 12,818)	57.8%	31.4%	10.8%
KS4 (N = 5,528)	42.0%	47.0%	11.0%
FSM (N = 3,634)	61.9%	28.3%	9.8%
Non-FSM (N = 23,865)	59.9%	30.1%	10.0%
White (N = 22,361)	60.3%	30.0%	9.7%
Mixed (N = 1,311)	60.8%	27.8%	11.4%
Asian (N = 2,209)	64.0%	25.7%	10.4%
Black (N = 668)	65.5%	24.8%	9.8%
Boys: KS2 (N = 5,563)	68.2%	22.4%	9.4%
Girls: KS2 (N = 5,381)	77.3%	14.7%	8.0%
Boys: KS3 (N = 6,460)	53.6%	35.9%	10.4%
Girls: KS3 (N = 6,311)	62.1%	26.6%	11.2%
Boys: KS4 (N = 2,875)	36.9%	51.7%	11.4%
Girls: KS4 (N = 2,611)	47.5%	41.8%	10.7%
Boys: FSM (N = 1,835)	58.1%	32.5%	9.4%
Girls: FSM (N = 1,783)	65.5%	24.1%	10.4%
Boys: Non-FSM (N = 12,021)	55.2%	34.7%	10.1%
Girls: Non-FSM (N = 11,742)	64.7%	25.4%	9.9%
Boys: White (N = 11,225)	55.4%	34.9%	9.7%
Girls: White (N = 11,042)	65.2%	25.0%	9.8%
Boys: Mixed (N = 658)	56.3%	31.5%	12.2%
Girls: Mixed (N = 646)	65.3%	24.0%	10.7%
Boys: Asian (N = 1,201)	60.4%	29.0%	10.6%
Girls: Asian (N = 994)	68.4%	21.5%	10.2%
Boys: Black (N = 372)	60.2%	27.7%	12.1%
Girls: Black (N = 288)	71.8%	21.2%	7.0%

How many books young people read in a month

(overleaf)

Table 11: Number of books read in the last month in 2013 for whole sample and broken down by demographic background

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 29,422)	14.5%	21.0%	17.3%	13.0%	9.3%	7.7%	4.0%	2.3%	2.1%	1.3%	1.4%	8.4%
Boys (N = 15,015)	8.9%	19.6%	18.6%	14.4%	9.3%	7.6%	3.9%	2.0%	2.0%	1.0%	1.2%	7.2%
Girls (N = 14,407)	4.0%	12.3%	16.3%	14.2%	9.2%	7.7%	4.3%	2.5%	2.1%	1.5%	1.5%	9.6%
KS2 (N = 10,995)	10.8%	23.2%	20.6%	15.1%	11.3%	10.0%	5.7%	3.5%	3.2%	2.2%	2.4%	15.0%
KS3 (N = 12,818)	29.7%	29.9%	14.8%	9.4%	9.0%	7.4%	3.7%	1.8%	1.6%	0.9%	0.9%	4.9%
KS4 (N = 5,528)	10.3%	15.7%	14.5%	13.2%	6.0%	3.6%	1.4%	0.8%	0.9%	0.1%	0.4%	3.0%
FSM (N = 3,634)	12.1%	21.5%	18.6%	13.9%	9.8%	10.5%	4.9%	3.4%	2.5%	1.3%	2.4%	11.6%
Non-FSM (N = 23,865)	11.9%	21.4%	18.6%	13.8%	9.3%	7.1%	3.7%	2.1%	2.0%	1.2%	1.1%	7.3%
White (N = 22,361)	11.1%	15.9%	18.6%	12.9%	9.1%	7.1%	3.9%	2.3%	1.9%	1.2%	1.2%	7.7%
Mixed (N = 1,311)	8.0%	12.8%	14.7%	14.3%	8.9%	9.3%	4.3%	1.9%	3.1%	1.4%	2.2%	10.2%
Asian (N = 2,209)	11.9%	14.2%	11.1%	14.8%	11.3%	10.9%	5.3%	2.7%	3.0%	2.2%	2.0%	12.7%
Black (N = 668)	5.3%	14.6%	16.1%	13.9%	9.4%	9.7%	6.1%	2.9%	2.3%	1.4%	3.2%	13.1%
Boys: KS2 (N = 5,563)	2.7%	10.0%	16.6%	14.4%	11.7%	9.8%	5.7%	3.2%	3.2%	1.9%	2.2%	12.4%
Girls: KS2 (N = 5,381)	13.3%	23.4%	20.5%	13.9%	10.8%	10.1%	5.6%	3.8%	3.2%	2.4%	2.6%	17.8%
Boys: KS3 (N = 6,460)	8.2%	23.1%	20.9%	16.4%	9.0%	7.7%	3.3%	1.6%	1.4%	0.7%	0.6%	4.6%
Girls: KS3 (N = 6,311)	35.2%	28.5%	12.5%	9.0%	9.0%	7.0%	4.2%	2.0%	1.8%	1.2%	1.1%	5.1%
Boys: KS4 (N = 2,875)	23.8%	31.3%	17.4%	9.8%	5.5%	3.3%	1.4%	0.6%	1.0%	0.0%	0.5%	2.5%
Girls: KS4 (N = 2,611)	11.7%	16.6%	14.7%	12.2%	6.6%	3.9%	1.4%	1.1%	0.7%	0.1%	0.4%	3.5%
Boys: FSM (N = 1,835)	9.0%	14.6%	14.4%	14.1%	9.8%	10.8%	4.5%	3.3%	3.0%	1.1%	2.1%	10.1%
Girls: FSM (N = 1,783)	15.0%	22.2%	18.0%	13.2%	9.8%	10.0%	5.3%	3.5%	1.8%	1.6%	2.7%	13.2%
Boys: Non-FSM	9.1%	20.9%	19.3%	14.6%	9.3%	7.0%	3.6%	1.9%	1.9%	1.0%	0.9%	6.2%

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 29,422)	14.5%	21.0%	17.3%	13.0%	9.3%	7.7%	4.0%	2.3%	2.1%	1.3%	1.4%	8.4%
(N = 12,021)												
Girls: Non-FSM (N = 11,742)	14.6%	21.9%	18.1%	13.0%	9.3%	7.3%	3.9%	2.3%	2.1%	1.4%	1.4%	8.5%
Boys: White (N = 11,225)	9.1%	20.8%	19.1%	14.5%	9.1%	7.1%	3.7%	2.0%	1.8%	1.0%	0.9%	6.7%
Girls: White (N = 11,042)	13.4%	16.4%	19.8%	11.6%	9.1%	7.1%	4.1%	2.5%	2.0%	1.3%	1.5%	8.7%
Boys: Mixed (N = 658)	8.6%	15.7%	17.6%	14.4%	9.7%	8.5%	4.2%	0.9%	3.5%	1.4%	2.6%	8.0%
Girls: Mixed (N = 646)	10.7%	14.6%	14.1%	13.6%	8.2%	9.9%	4.6%	3.0%	2.7%	1.4%	1.6%	12.4%
Boys: Asian (N = 1,201)	4.8%	10.9%	15.7%	15.1%	12.7%	10.7%	4.1%	2.4%	2.4%	1.5%	2.0%	11.1%
Girls: Asian (N = 994)	16.1%	13.7%	7.7%	17.8%	9.3%	11.2%	6.7%	3.0%	3.7%	3.1%	2.0%	14.5%
Boys: Black (N = 372)	6.7%	15.1%	15.5%	11.3%	7.1%	9.6%	7.4%	3.6%	3.0%	1.1%	3.6%	9.6%
Girls: Black (N = 288)	14.5%	21.0%	17.3%	13.0%	12.3%	9.9%	4.2%	2.1%	1.4%	0.7%	2.8%	18.0%

Young people's reading opportunities

Table 12: Young people receiving a book as a present, visiting a library and visiting a bookshop in 2013 for whole sample and broken down by demographic background

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
All (N = 29,422)	84.5%	11.5%	4.0%	91.9%	5.8%	2.2%	78.9%	15.3%	5.8%
Boys (N = 15,015)	81.7%	13.9%	4.4%	90.3%	7.2%	2.6%	75.7%	18.3%	6.0%
Girls (N = 14,407)	87.5%	9.0%	3.5%	93.7%	4.4%	1.9%	82.3%	12.1%	5.6%
KS2 (N = 10,995)	87.0%	8.7%	4.3%	92.7%	5.1%	2.2%	81.6%	12.1%	6.3%
KS3 (N = 12,818)	84.7%	11.6%	3.8%	92.6%	5.3%	2.1%	78.1%	16.2%	5.7%
KS4 (N = 5,528)	79.8%	16.7%	3.5%	89.1%	8.4%	2.5%	75.9%	19.2%	5.0%
FSM (N = 3,634)	77.2%	17.2%	5.6%	89.8%	7.8%	2.4%	71.8%	20.8%	7.4%
Non-FSM (N = 23,865)	86.1%	10.6%	3.3%	92.7%	5.5%	1.9%	80.4%	14.4%	5.2%
White (N = 22,361)	87.2%	9.4%	3.4%	92.1%	5.7%	2.1%	80.2%	14.4%	5.5%
Mixed (N = 1,311)	82.6%	13.4%	4.0%	92.0%	5.7%	2.3%	77.1%	17.0%	5.9%
Asian (N = 2,209)	68.7%	24.4%	6.9%	94.3%	4.3%	1.3%	75.9%	18.0%	6.1%
Black (N = 668)	76.7%	17.3%	6.0%	91.7%	5.5%	2.8%	75.6%	17.1%	7.3%
Boys: KS2 (N = 5,563)	84.4%	10.9%	4.7%	91.3%	6.2%	2.5%	79.0%	14.5%	6.5%
Girls: KS2 (N = 5,381)	89.6%	6.5%	3.9%	94.2%	4.0%	1.9%	84.1%	9.7%	6.2%
Boys: KS3 (N = 6,460)	81.8%	13.9%	4.3%	90.8%	6.8%	2.4%	75.0%	19.3%	5.7%
Girls: KS3 (N = 6,311)	87.6%	9.1%	3.3%	94.4%	3.7%	1.9%	81.2%	13.1%	5.7%
Boys: KS4 (N = 2,875)	76.7%	19.3%	4.0%	87.3%	9.7%	3.1%	71.2%	23.2%	5.6%
Girls: KS4 (N = 2,611)	83.2%	13.8%	3.1%	91.0%	7.0%	2.0%	81.1%	14.6%	4.3%
Boys: FSM (N = 1,835)	72.9%	21.0%	6.2%	88.3%	8.7%	3.0%	68.8%	23.5%	7.8%
Girls: FSM (N = 1,783)	81.4%	13.5%	5.1%	91.3%	6.9%	1.8%	74.7%	18.2%	7.1%
Boys: Non-FSM (N = 12,021)	83.5%	12.9%	3.6%	90.9%	7.0%	2.1%	77.1%	17.7%	5.2%
Girls: Non-FSM (N = 11,742)	88.8%	8.2%	3.0%	94.5%	3.9%	1.6%	83.7%	11.2%	5.2%
Boys: White (N = 11,225)	84.8%	11.4%	3.8%	90.5%	7.0%	2.5%	76.7%	17.6%	5.7%
Girls: White (N = 11,042)	89.7%	7.4%	2.9%	93.8%	4.4%	1.8%	83.7%	11.1%	5.2%
Boys: Mixed (N = 658)	78.1%	17.5%	4.4%	91.0%	7.0%	2.1%	74.2%	20.9%	5.0%
Girls: Mixed (N = 646)	86.8%	9.5%	3.6%	93.0%	4.5%	2.5%	80.0%	13.3%	6.7%
Boys: Asian (N = 1,201)	64.8%	28.5%	6.7%	92.7%	6.0%	1.4%	75.9%	19.1%	5.0%
Girls: Asian (N = 994)	73.3%	19.6%	7.0%	96.4%	2.4%	1.2%	75.8%	16.8%	7.4%

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
All (N = 29,422)	84.5%	11.5%	4.0%	91.9%	5.8%	2.2%	78.9%	15.3%	5.8%
Boys: Black (N = 372)	75.2%	17.8%	7.0%	88.5%	7.5%	4.0%	71.3%	20.2%	8.5%
Girls: Black (N = 288)	78.2%	16.8%	5.0%	95.8%	2.8%	1.4%	81.0%	13.0%	5.9%

Young people's attitudes towards reading

Table 13.1: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – The more I read, the better I become

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	82.5%	9.1%	5.2%	3.2%
Boys (N = 15,015)	81.4%	8.9%	6.0%	3.7%
Girls (N = 14,407)	83.7%	9.3%	4.2%	2.8%
KS2 (N = 10,995)	88.7%	5.0%	3.6%	2.7%
KS3 (N = 12,818)	81.2%	10.1%	5.3%	3.4%
KS4 (N = 5,528)	73.6%	15.0%	7.6%	3.8%
FSM (N = 3,634)	81.9%	8.4%	5.6%	4.1%
Non-FSM (N = 23,865)	83.1%	9.2%	5.0%	2.8%
White (N = 22,361)	82.6%	9.4%	5.0%	3.1%
Mixed (N = 1,311)	83.7%	7.7%	5.8%	2.8%
Asian (N = 2,209)	84.8%	6.6%	5.2%	3.5%
Black (N = 668)	82.5%	8.5%	4.7%	4.3%
Boys: KS2 (N = 5,563)	87.7%	5.4%	4.0%	3.0%
Girls: KS2 (N = 5,381)	89.7%	4.6%	3.3%	2.4%
Boys: KS3 (N = 6,460)	80.4%	9.6%	6.1%	3.9%
Girls: KS3 (N = 6,311)	82.0%	10.6%	4.4%	3.0%
Boys: KS4 (N = 2,875)	71.5%	14.2%	9.8%	4.5%
Girls: KS4 (N = 2,611)	75.9%	15.8%	5.2%	3.0%
Boys: FSM (N = 1,835)	81.1%	8.6%	6.5%	3.7%
Girls: FSM (N = 1,783)	82.6%	8.2%	4.7%	4.5%
Boys: Non-FSM (N = 12,021)	81.9%	9.0%	5.9%	3.2%
Girls: Non-FSM (N = 11,742)	84.3%	9.4%	4.0%	2.4%
Boys: White (N = 11,225)	81.7%	9.1%	5.8%	3.3%
Girls: White (N = 11,042)	83.6%	9.6%	4.0%	2.8%
Boys: Mixed (N = 658)	80.9%	8.6%	7.4%	3.1%
Girls: Mixed (N = 646)	86.6%	6.8%	4.0%	2.5%
Boys: Asian (N = 1,201)	83.1%	6.7%	6.1%	4.2%
Girls: Asian (N = 994)	86.7%	6.6%	4.1%	2.6%
Boys: Black (N = 372)	81.2%	8.1%	5.1%	5.6%
Girls: Black (N = 288)	83.9%	9.1%	4.2%	2.8%

Table 13.2: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – I prefer watching TV to reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	56.3%	23.7%	15.2%	4.7%
Boys (N = 15,015)	63.5%	20.7%	11.6%	4.2%
Girls (N = 14,407)	49.0%	27.0%	18.8%	5.2%
KS2 (N = 10,995)	46.7%	25.5%	20.7%	7.0%
KS3 (N = 12,818)	60.6%	23.6%	12.3%	3.5%
KS4 (N = 5,528)	66.1%	20.5%	10.4%	2.9%
FSM (N = 3,634)	55.6%	20.4%	18.2%	5.8%
Non-FSM (N = 23,865)	57.0%	24.4%	14.5%	4.1%
White (N = 22,361)	56.3%	24.2%	15.1%	4.4%
Mixed (N = 1,311)	57.0%	22.9%	16.5%	3.5%
Asian (N = 2,209)	53.3%	23.9%	17.0%	5.8%
Black (N = 668)	63.4%	17.8%	14.2%	4.7%
Boys: KS2 (N = 5,563)	55.4%	22.7%	16.0%	5.8%
Girls: KS2 (N = 5,381)	37.7%	28.5%	25.6%	8.3%
Boys: KS3 (N = 6,460)	66.7%	20.5%	9.4%	3.3%
Girls: KS3 (N = 6,311)	54.5%	26.8%	15.1%	3.6%
Boys: KS4 (N = 2,875)	72.5%	17.2%	7.2%	3.1%
Girls: KS4 (N = 2,611)	59.1%	24.2%	13.9%	2.8%
Boys: FSM (N = 1,835)	62.3%	18.4%	13.9%	5.3%
Girls: FSM (N = 1,783)	49.0%	22.4%	22.3%	6.3%
Boys: Non-FSM (N = 12,021)	64.4%	21.1%	10.9%	3.6%
Girls: Non-FSM (N = 11,742)	49.3%	27.9%	18.0%	4.7%
Boys: White (N = 11,225)	63.5%	21.1%	11.7%	3.7%
Girls: White (N = 11,042)	49.0%	27.4%	18.6%	5.0%
Boys: Mixed (N = 658)	65.5%	16.3%	15.1%	3.1%
Girls: Mixed (N = 646)	48.6%	29.6%	17.8%	4.0%
Boys: Asian (N = 1,201)	60.0%	22.7%	11.9%	5.4%
Girls: Asian (N = 994)	45.0%	25.6%	23.1%	6.3%
Boys: Black (N = 372)	70.5%	16.0%	9.2%	4.3%
Girls: Black (N = 288)	54.8%	19.8%	20.5%	4.9%

Table 13.3: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – If I am a good reader it means that I'll get a better job when I grow up

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	56.3%	22.3%	14.0%	7.5%
Boys (N = 15,015)	57.4%	20.9%	14.9%	6.9%
Girls (N = 14,407)	55.2%	23.7%	13.1%	8.0%
KS2 (N = 10,995)	65.0%	17.3%	9.5%	8.1%
KS3 (N = 12,818)	56.0%	23.4%	13.2%	7.3%
KS4 (N = 5,528)	39.1%	29.6%	24.8%	6.5%
FSM (N = 3,634)	63.8%	16.9%	11.2%	8.1%
Non-FSM (N = 23,865)	55.1%	23.4%	14.6%	6.9%
White (N = 22,361)	55.5%	23.0%	14.2%	7.3%
Mixed (N = 1,311)	55.4%	23.4%	15.2%	6.1%
Asian (N = 2,209)	62.6%	17.2%	11.8%	8.4%
Black (N = 668)	63.5%	17.5%	12.7%	6.3%
Boys: KS2 (N = 5,563)	67.2%	16.5%	9.5%	6.8%
Girls: KS2 (N = 5,381)	62.9%	18.3%	9.4%	9.4%
Boys: KS3 (N = 6,460)	57.0%	21.6%	14.0%	7.3%
Girls: KS3 (N = 6,311)	54.9%	25.3%	12.4%	7.4%
Boys: KS4 (N = 2,875)	38.6%	27.8%	27.2%	6.4%
Girls: KS4 (N = 2,611)	39.7%	31.3%	22.3%	6.8%
Boys: FSM (N = 1,835)	64.7%	16.5%	11.2%	7.6%
Girls: FSM (N = 1,783)	62.7%	17.2%	11.4%	8.7%
Boys: Non-FSM (N = 12,021)	56.4%	21.8%	15.6%	6.2%
Girls: Non-FSM (N = 11,742)	53.9%	25.0%	13.5%	7.6%
Boys: White (N = 11,225)	57.0%	21.6%	14.9%	6.5%
Girls: White (N = 11,042)	54.1%	24.5%	13.4%	8.0%
Boys: Mixed (N = 658)	54.3%	22.3%	17.8%	5.6%
Girls: Mixed (N = 646)	56.7%	24.3%	12.4%	6.6%
Boys: Asian (N = 1,201)	61.6%	16.4%	13.1%	8.8%
Girls: Asian (N = 994)	63.8%	18.3%	10.1%	7.8%
Boys: Black (N = 372)	65.5%	16.0%	12.2%	6.4%
Girls: Black (N = 288)	61.6%	19.2%	13.2%	6.0%

Table 13.4: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – My parents don't care whether I spend any time reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	25.5%	15.7%	50.5%	8.4%
Boys (N = 15,015)	26.8%	15.9%	49.1%	8.1%
Girls (N = 14,407)	24.1%	15.5%	52.0%	8.5%
KS2 (N = 10,995)	27.3%	11.4%	53.2%	8.1%
KS3 (N = 12,818)	22.7%	16.9%	51.6%	8.8%
KS4 (N = 5,528)	28.2%	21.2%	43.0%	7.6%
FSM (N = 3,634)	34.0%	15.0%	42.6%	8.3%
Non-FSM (N = 23,865)	23.8%	15.9%	52.4%	7.9%
White (N = 22,361)	25.9%	16.5%	49.4%	8.3%
Mixed (N = 1,311)	22.2%	13.6%	55.0%	9.2%
Asian (N = 2,209)	22.3%	12.0%	58.2%	7.5%
Black (N = 668)	23.6%	9.2%	59.5%	7.7%
Boys: KS2 (N = 5,563)	28.9%	11.5%	51.2%	8.4%
Girls: KS2 (N = 5,381)	25.5%	11.4%	55.3%	7.8%
Boys: KS3 (N = 6,460)	24.9%	17.2%	49.8%	8.0%
Girls: KS3 (N = 6,311)	20.5%	16.6%	53.5%	9.4%
Boys: KS4 (N = 2,875)	26.8%	21.5%	43.9%	7.8%
Girls: KS4 (N = 2,611)	29.9%	21.2%	41.7%	7.3%
Boys: FSM (N = 1,835)	35.1%	16.8%	40.1%	8.0%
Girls: FSM (N = 1,783)	32.9%	13.3%	45.1%	8.6%
Boys: Non-FSM (N = 12,021)	25.2%	15.7%	51.5%	7.6%
Girls: Non-FSM (N = 11,742)	22.4%	16.1%	53.3%	8.2%
Boys: White (N = 11,225)	27.4%	17.0%	47.7%	7.9%
Girls: White (N = 11,042)	24.3%	16.0%	51.1%	8.6%
Boys: Mixed (N = 658)	24.7%	11.6%	53.9%	9.7%
Girls: Mixed (N = 646)	19.8%	15.5%	56.2%	8.5%
Boys: Asian (N = 1,201)	23.2%	11.4%	57.6%	7.8%
Girls: Asian (N = 994)	21.3%	12.8%	58.5%	7.3%
Boys: Black (N = 372)	23.1%	9.9%	59.2%	7.9%
Girls: Black (N = 288)	24.5%	8.5%	59.6%	7.4%

Table 13.5: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – Reading is cool

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	39.0%	30.9%	24.9%	5.3%
Boys (N = 15,015)	35.0%	31.0%	29.0%	5.0%
Girls (N = 14,407)	43.1%	30.8%	20.5%	5.6%
KS2 (N = 10,995)	56.5%	21.5%	16.9%	5.1%
KS3 (N = 12,818)	30.9%	35.2%	28.4%	5.5%
KS4 (N = 5,528)	22.3%	39.8%	32.6%	5.3%
FSM (N = 3,634)	44.2%	23.3%	26.6%	5.9%
Non-FSM (N = 23,865)	37.4%	32.7%	24.9%	5.0%
White (N = 22,361)	37.7%	31.9%	25.3%	5.1%
Mixed (N = 1,311)	42.3%	30.4%	23.5%	3.9%
Asian (N = 2,209)	49.6%	27.0%	17.8%	5.7%
Black (N = 668)	44.4%	20.7%	26.6%	8.3%
Boys: KS2 (N = 5,563)	51.4%	23.2%	21.1%	4.4%
Girls: KS2 (N = 5,381)	61.6%	19.8%	12.7%	5.9%
Boys: KS3 (N = 6,460)	27.9%	35.0%	31.9%	5.2%
Girls: KS3 (N = 6,311)	34.2%	35.4%	24.7%	5.7%
Boys: KS4 (N = 2,875)	18.5%	37.5%	38.2%	5.8%
Girls: KS4 (N = 2,611)	26.5%	42.1%	26.6%	4.8%
Boys: FSM (N = 1,835)	38.9%	24.7%	31.0%	5.5%
Girls: FSM (N = 1,783)	49.3%	22.0%	22.5%	6.2%
Boys: Non-FSM (N = 12,021)	33.6%	32.7%	29.2%	4.6%
Girls: Non-FSM (N = 11,742)	41.3%	32.7%	20.4%	5.5%
Boys: White (N = 11,225)	34.0%	31.8%	29.6%	4.7%
Girls: White (N = 11,042)	41.5%	32.0%	21.0%	5.5%
Boys: Mixed (N = 658)	37.4%	31.3%	27.9%	3.4%
Girls: Mixed (N = 646)	47.2%	29.4%	18.9%	4.5%
Boys: Asian (N = 1,201)	46.2%	28.0%	19.5%	6.3%
Girls: Asian (N = 994)	53.5%	26.0%	15.5%	5.0%
Boys: Black (N = 372)	38.2%	19.9%	35.0%	6.8%
Girls: Black (N = 288)	52.1%	21.1%	16.5%	10.2%

Table 13.6: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	32.5%	19.5%	38.0%	10.0%
Boys (N = 15,015)	33.9%	19.2%	37.6%	9.2%
Girls (N = 14,407)	31.0%	19.8%	38.3%	10.8%
KS2 (N = 10,995)	32.7%	18.0%	37.6%	11.7%
KS3 (N = 12,818)	32.5%	20.3%	37.4%	9.9%
KS4 (N = 5,528)	31.9%	20.7%	40.3%	7.0%
FSM (N = 3,634)	37.8%	17.7%	33.1%	11.3%
Non-FSM (N = 23,865)	31.4%	19.9%	39.3%	9.4%
White (N = 22,361)	32.8%	19.6%	37.8%	9.7%
Mixed (N = 1,311)	30.5%	20.5%	39.3%	9.7%
Asian (N = 2,209)	25.3%	19.8%	44.2%	10.8%
Black (N = 668)	30.6%	16.5%	42.4%	10.6%
Boys: KS2 (N = 5,563)	36.2%	18.6%	35.2%	10.0%
Girls: KS2 (N = 5,381)	29.1%	17.6%	39.9%	13.4%
Boys: KS3 (N = 6,460)	33.8%	19.0%	37.6%	9.6%
Girls: KS3 (N = 6,311)	31.2%	21.7%	37.0%	10.1%
Boys: KS4 (N = 2,875)	29.5%	21.2%	42.4%	7.0%
Girls: KS4 (N = 2,611)	34.8%	20.1%	38.0%	7.1%
Boys: FSM (N = 1,835)	39.8%	18.5%	31.9%	9.7%
Girls: FSM (N = 1,783)	36.1%	17.0%	34.2%	12.7%
Boys: Non-FSM (N = 12,021)	32.8%	19.4%	39.1%	8.6%
Girls: Non-FSM (N = 11,742)	29.9%	20.4%	39.4%	10.3%
Boys: White (N = 11,225)	34.2%	19.3%	37.6%	8.8%
Girls: White (N = 11,042)	31.5%	19.9%	37.9%	10.6%
Boys: Mixed (N = 658)	31.6%	20.7%	37.8%	10.0%
Girls: Mixed (N = 646)	29.6%	20.6%	40.4%	9.5%
Boys: Asian (N = 1,201)	27.6%	19.6%	43.9%	8.9%
Girls: Asian (N = 994)	22.3%	20.0%	44.4%	13.2%
Boys: Black (N = 372)	32.5%	16.2%	39.0%	12.3%
Girls: Black (N = 288)	27.9%	17.1%	46.4%	8.6%

Table 13.7: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – I only read when I have to

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	28.5%	15.4%	53.3%	2.9%
Boys (N = 15,015)	33.0%	16.4%	47.6%	3.1%
Girls (N = 14,407)	23.8%	14.4%	59.2%	2.7%
KS2 (N = 10,995)	22.7%	13.7%	60.0%	3.5%
KS3 (N = 12,818)	29.4%	16.3%	52.1%	2.3%
KS4 (N = 5,528)	37.1%	16.8%	43.3%	2.8%
FSM (N = 3,634)	33.9%	14.4%	47.6%	4.1%
Non-FSM (N = 23,865)	27.4%	15.5%	54.7%	2.3%
White (N = 22,361)	28.0%	15.4%	54.1%	2.5%
Mixed (N = 1,311)	28.0%	15.7%	53.2%	3.1%
Asian (N = 2,209)	29.8%	14.3%	52.4%	3.4%
Black (N = 668)	32.4%	16.7%	48.6%	2.3%
Boys: KS2 (N = 5,563)	27.8%	15.0%	53.9%	3.3%
Girls: KS2 (N = 5,381)	17.4%	12.5%	66.3%	3.8%
Boys: KS3 (N = 6,460)	33.6%	16.7%	47.1%	2.7%
Girls: KS3 (N = 6,311)	25.0%	15.8%	57.2%	2.0%
Boys: KS4 (N = 2,875)	40.9%	18.5%	37.0%	3.6%
Girls: KS4 (N = 2,611)	33.1%	14.8%	50.0%	2.0%
Boys: FSM (N = 1,835)	40.6%	15.4%	40.3%	3.8%
Girls: FSM (N = 1,783)	27.1%	13.4%	55.0%	4.5%
Boys: Non-FSM (N = 12,021)	31.6%	16.6%	49.3%	2.5%
Girls: Non-FSM (N = 11,742)	23.1%	14.5%	60.3%	2.1%
Boys: White (N = 11,225)	32.4%	16.4%	48.5%	2.7%
Girls: White (N = 11,042)	23.5%	14.5%	59.7%	2.2%
Boys: Mixed (N = 658)	33.8%	15.3%	47.5%	3.4%
Girls: Mixed (N = 646)	22.3%	16.4%	58.6%	2.7%
Boys: Asian (N = 1,201)	34.7%	15.5%	46.6%	3.1%
Girls: Asian (N = 994)	23.9%	12.9%	59.4%	3.9%
Boys: Black (N = 372)	38.6%	16.9%	42.5%	2.0%
Girls: Black (N = 288)	24.7%	16.6%	56.2%	2.5%

Table 13.8: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – I cannot find things to read that interest me

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	31.6%	18.4%	45.6%	4.4%
Boys (N = 15,015)	34.5%	18.3%	42.6%	4.6%
Girls (N = 14,407)	28.6%	18.5%	48.9%	4.0%
KS2 (N = 10,995)	25.6%	17.3%	51.2%	5.9%
KS3 (N = 12,818)	33.2%	19.2%	44.1%	3.5%
KS4 (N = 5,528)	39.4%	18.8%	38.7%	3.0%
FSM (N = 3,634)	36.8%	18.2%	38.9%	6.1%
Non-FSM (N = 23,865)	30.9%	18.5%	46.9%	3.6%
White (N = 22,361)	31.4%	18.6%	46.2%	3.9%
Mixed (N = 1,311)	34.4%	16.7%	44.7%	4.2%
Asian (N = 2,209)	28.3%	18.1%	47.9%	5.7%
Black (N = 668)	33.4%	16.5%	43.2%	6.9%
Boys: KS2 (N = 5,563)	28.4%	17.2%	48.6%	5.8%
Girls: KS2 (N = 5,381)	22.6%	17.4%	54.0%	6.0%
Boys: KS3 (N = 6,460)	35.9%	18.8%	41.3%	3.9%
Girls: KS3 (N = 6,311)	30.5%	19.6%	46.9%	3.1%
Boys: KS4 (N = 2,875)	42.5%	19.3%	34.6%	3.6%
Girls: KS4 (N = 2,611)	36.3%	18.1%	43.3%	2.3%
Boys: FSM (N = 1,835)	40.2%	19.0%	34.9%	5.8%
Girls: FSM (N = 1,783)	33.5%	17.4%	43.0%	6.1%
Boys: Non-FSM (N = 12,021)	33.9%	18.4%	43.9%	3.7%
Girls: Non-FSM (N = 11,742)	27.9%	18.6%	50.0%	3.5%
Boys: White (N = 11,225)	34.6%	18.1%	43.5%	3.9%
Girls: White (N = 11,042)	28.2%	19.0%	49.1%	3.8%
Boys: Mixed (N = 658)	36.2%	19.6%	39.2%	4.9%
Girls: Mixed (N = 646)	32.7%	13.7%	49.9%	3.6%
Boys: Asian (N = 1,201)	30.3%	18.3%	45.2%	6.2%
Girls: Asian (N = 994)	26.0%	17.7%	51.5%	4.8%
Boys: Black (N = 372)	36.1%	18.5%	38.1%	7.4%
Girls: Black (N = 288)	29.3%	14.3%	50.0%	6.4%

Table 13.9: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	19.4%	15.2%	59.6%	5.8%
Boys (N = 15,015)	20.8%	15.6%	57.6%	6.0%
Girls (N = 14,407)	18.0%	14.9%	61.6%	5.5%
KS2 (N = 10,995)	18.4%	11.3%	64.1%	6.1%
KS3 (N = 12,818)	20.7%	16.9%	56.7%	5.7%
KS4 (N = 5,528)	18.3%	18.9%	57.7%	5.1%
FSM (N = 3,634)	25.5%	13.2%	55.0%	6.3%
Non-FSM (N = 23,865)	18.3%	15.8%	60.7%	5.1%
White (N = 22,361)	19.5%	15.6%	59.3%	5.6%
Mixed (N = 1,311)	19.0%	15.4%	60.7%	5.0%
Asian (N = 2,209)	14.6%	12.4%	67.8%	5.2%
Black (N = 668)	19.7%	13.1%	60.6%	6.6%
Boys: KS2 (N = 5,563)	20.0%	11.6%	62.1%	6.3%
Girls: KS2 (N = 5,381)	16.8%	11.0%	66.3%	5.9%
Boys: KS3 (N = 6,460)	21.8%	16.8%	55.6%	5.8%
Girls: KS3 (N = 6,311)	19.7%	16.9%	57.8%	5.6%
Boys: KS4 (N = 2,875)	20.0%	20.2%	53.9%	5.8%
Girls: KS4 (N = 2,611)	16.4%	17.8%	61.5%	4.4%
Boys: FSM (N = 1,835)	27.4%	13.7%	52.2%	6.7%
Girls: FSM (N = 1,783)	23.7%	12.8%	57.6%	5.9%
Boys: Non-FSM (N = 12,021)	19.5%	16.3%	58.9%	5.2%
Girls: Non-FSM (N = 11,742)	17.1%	15.4%	62.4%	5.1%
Boys: White (N = 11,225)	20.5%	15.9%	58.0%	5.6%
Girls: White (N = 11,042)	18.6%	15.3%	60.6%	5.5%
Boys: Mixed (N = 658)	23.8%	15.8%	54.9%	5.5%
Girls: Mixed (N = 646)	14.2%	15.2%	66.1%	4.5%
Boys: Asian (N = 1,201)	17.6%	13.2%	63.8%	5.4%
Girls: Asian (N = 994)	10.7%	11.5%	72.7%	5.1%
Boys: Black (N = 372)	23.2%	13.3%	56.4%	7.1%
Girls: Black (N = 288)	15.6%	12.8%	66.0%	5.7%

Table 13.10: Attitudes towards reading in 2013 for whole sample and broken down by demographic background – Reading is more for girls than boys

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 29,422)	13.8%	19.5%	60.5%	6.3%
Boys (N = 15,015)	16.8%	20.2%	56.5%	6.5%
Girls (N = 14,407)	10.6%	18.8%	64.6%	6.0%
KS2 (N = 10,995)	15.6%	16.3%	61.2%	6.8%
KS3 (N = 12,818)	12.4%	20.4%	60.9%	6.2%
KS4 (N = 5,528)	12.7%	23.6%	58.6%	5.1%
FSM (N = 3,634)	19.4%	19.6%	53.3%	7.8%
Non-FSM (N = 23,865)	12.5%	19.8%	62.1%	5.6%
White (N = 22,361)	13.1%	19.7%	61.3%	5.8%
Mixed (N = 1,311)	14.6%	19.3%	60.8%	5.3%
Asian (N = 2,209)	13.8%	18.2%	61.2%	6.8%
Black (N = 668)	18.0%	16.1%	56.6%	9.3%
Boys: KS2 (N = 5,563)	16.8%	16.5%	60.0%	6.8%
Girls: KS2 (N = 5,381)	14.5%	16.2%	62.4%	6.9%
Boys: KS3 (N = 6,460)	16.3%	21.0%	56.0%	6.7%
Girls: KS3 (N = 6,311)	8.4%	19.8%	66.0%	5.7%
Boys: KS4 (N = 2,875)	17.7%	25.5%	51.4%	5.3%
Girls: KS4 (N = 2,611)	7.3%	21.7%	66.1%	4.9%
Boys: FSM (N = 1,835)	23.4%	19.9%	49.3%	7.3%
Girls: FSM (N = 1,783)	15.4%	19.2%	57.1%	8.3%
Boys: Non-FSM (N = 12,021)	15.4%	20.6%	58.2%	5.7%
Girls: Non-FSM (N = 11,742)	9.4%	19.0%	66.1%	5.4%
Boys: White (N = 11,225)	16.3%	20.2%	57.7%	5.8%
Girls: White (N = 11,042)	9.9%	19.3%	65.0%	5.8%
Boys: Mixed (N = 658)	19.6%	20.9%	54.0%	5.5%
Girls: Mixed (N = 646)	9.6%	17.7%	67.5%	5.2%
Boys: Asian (N = 1,201)	14.6%	20.2%	58.2%	7.0%
Girls: Asian (N = 994)	12.9%	16.0%	64.8%	6.3%
Boys: Black (N = 372)	20.9%	16.6%	52.3%	10.3%
Girls: Black (N = 288)	14.6%	15.3%	61.9%	8.2%

Children's and Young People's Reading in 2013: Attainment data

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

Attainment data for reading were available for 12,690 **KS2** and **KS3** pupils. Since our attainment data contained a varied set of levels and spanned young people aged 9 to 14, we standardised the data to form three crude categories to be applied to all ages: below expected level for their age, at expected level for their age and above expected level for their age.

Nearly 9 in 10 young people read at the expected level for their age (74.5%) or above the expected level for their age (15.1%). However, 1 in 10 (10.4%) read below the expected level for their age, which is lower than the national average.

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

Reading attainment and young people's enjoyment of reading

Tables 14 and 15 show that there is a clear relationship between reading attainment and enjoyment of reading.

Young people who enjoy reading very much are more likely to read above the level expected for their age, with over a third (36.2%) of young people who enjoy reading very much reading above the expected level, three-fifths (61.1%) reading at the expected level and only 2.8% reading below the expected level for their age (see **Table 14**).

Of those young people who do not enjoy reading at all, a third (32.8%) read below the expected level and nearly three-fifths (57.5%) read at the expected level. Only 9.1% of young people who do not enjoy reading at all read above the expected level for their age.

Overall, young people who enjoy reading very much are nearly four times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all. Alternatively, young people who do not enjoy reading at all are 12 times as likely to be reading below the expected level for their age compared with young people who enjoy reading very much.

Table 14: Enjoyment of reading and reading attainment in 2013 (N = 12,690)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.8	61.1	36.2
Quite a lot	4.1	85.3	10.6
A bit	14.2	79.7	6.1
Not at all	32.8	57.5	9.1

Similarly, of those young people who read below the expected level for their age, half enjoy reading a bit and a third don't enjoy reading at all (see **Table 15**). Only 6.5% of young people who read below the expected level enjoy reading very much compared with nine times as many young people who read above the expected level for their age. Overall, over three-quarters (78.8%) of young people who read above the expected level for their age enjoy reading either very much or quite a lot compared with only 17.9% of young people who read below the expected level.

Table 15: Reading attainment and enjoyment of reading in 2013 (N = 12,690)

	<i>Very much</i> %	<i>Quite a lot</i> %	<i>A bit</i> %	<i>Not at all</i> %
Below expected level	6.5	11.4	50.0	32.0
At expected level	20.1	33.0	39.1	7.8
Above expected level	58.6	20.2	14.8	6.5

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

Table 16 shows that there is a relationship between young people's self-perceived reading ability and their actual reading attainment. Of those who did not rate themselves to be a very good reader, two-thirds read below the level expected for their age while a third read at the expected level. Of those who rate themselves to be very good readers, 3 in 10 read above the expected level for their age, while 7 in 10 read at the expected level.

Table 16: Self-perceived reading ability and reading attainment in 2013 (N = 12,690)

	<i>Below expected level</i> %	<i>At expected level</i> %	<i>Above expected level</i> %
Not a very good reader	65.8	33.1	1.1
Average reader	25.5	71.2	3.3
Very good reader	1.0	69.4	29.6

Similarly, **Table 17** shows that young people who read below the expected level for their age are more likely to say that they are not a very good reader. Conversely, those who read at or above the expected level are more likely to say that they are average or very good readers.

Table 17: Reading attainment and self-perceived reading ability in 2013 (N = 12,690)

	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
Below expected level for their age	56.9	41.5	1.6
At expected level for their age	2.3	78.9	18.8

	<i>Not a very good reader</i> %	<i>Average reader</i> %	<i>Very good reader</i> %
Above expected level for their age	1.1	22.4	76.5

Reading attainment and how often young people read outside class

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

Table 18 shows that young people who read daily outside class are five times as likely to read above the expected level for their age compared with young people who never read outside class. While 27.9% of young people who read every day outside class read above the level expected for their age, only 5% of young people who never read outside class read at that level. Overall, over a third (35.4%) of those who never read outside class read below the level expected for their age.

Table 18: Reading frequency and reading attainment in 2013 (N = 12,960)

	Below expected level %	At expected level %	Above expected level %
Every day	3.9	68.2	27.9
A few times a week	6.7	83.2	10.1
About once a week	10.7	81.9	7.4
A few times a month	10.2	83.0	6.8
About once a month	17.7	75.0	7.3
Rarely	20.3	72.9	6.8
Never	35.4	59.5	5.1

Table 19 shows that five times as many young people who read above their expected level read every day outside class compared with young people who read below the expected level for their age. Conversely, young people who read below the expected level for their age were four times as likely to say that they rarely or never read (48.3%) outside class compared with young people who read above the level expected for their age (12.4%).

Table 19: Reading attainment and reading frequency in 2013 (N = 12,690)

	<i>Every day</i> %	<i>Few times a week</i> %	<i>Once a week</i> %	<i>Few times a month</i> %	<i>Once a month</i> %	<i>Rarely</i> %	<i>Never</i> %
Below expected level	12.1	18.2	10.2	6.4	4.7	27.6	20.7
At expected level	29.5	31.6	11.0	7.3	2.8	13.8	4.0
Above expected level	59.5	19.0	4.9	2.9	1.3	6.3	6.1

Reading attainment and the length of time young people spend reading

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

Table 20 shows that the proportion of young people who are in the highest achievement category increases as the length of time for which they read increases.

Table 20: Reading length and reading attainment in 2013 (N = 12,690)

	Below expected level %	At expected level %	Above expected level %
Don't read	35.2	52.0	12.8
Up to 10 min	17.2	74.2	8.5
Up to 20 min	9.9	82.2	7.9
Up to 30 min	4.9	80.8	14.3
About 1 hour	4.2	75.1	20.7
Longer than 1 hour	3.1	57.5	39.4

Table 21 shows that nearly nine times as many young people who read above the expected level read for longer than one hour compared with young people who read below the expected level for their age. Conversely, young people who read below the expected level for their age were three times as likely to say that they read for up to 10 minutes compared with young people who read above the level expected for their age.

Table 21: Reading attainment and the length of time young people spend reading in 2013 (N = 12,690)

	Don't read %	Up to 10 min %	Up to 20 min %	Up to 30 min %	About 1 hour %	Longer than 1 hr %
Below expected level	22.9	34.5	22.2	11.4	5.9	3.2
At expected level	4.7	20.6	25.6	26.1	14.7	8.2
Above expected level	5.7	11.7	12.2	22.7	19.9	27.9

Reading attainment and young people's reading choices

Table 22 shows that there are certain materials that are associated with higher reading attainment. These are reading poems and eBooks.

Table 22: Types of materials read outside class at least once a month and reading attainment in 2013 (N = 12,690)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Text messages	9.3	76.5	14.2
Magazines	7.5	75.7	16.7
Websites	7.8	76.0	16.2
Messages on social networking sites	9.2	76.3	14.5
Fiction	4.7	74.6	20.7
Emails	7.8	76.1	16.1
Lyrics	8.7	74.6	16.8
Instant messages	8.1	76.5	15.3
Non-fiction	5.0	73.4	21.6
Newspapers	6.6	73.5	19.9
Comics	6.9	72.3	20.8
Poems	6.1	66.5	27.4
Blogs	7.5	71.4	21.1
EAL materials	5.8	70.6	23.6
Manuals	5.8	72.2	22.0
eBooks	5.3	68.1	26.5
Twitter	9.7	75.1	15.2

Table 23 shows that those who read the more traditional materials such as fiction, poems and non-fiction are more likely to read above the level expected for their age compared with those who read text messages, websites and the like. Interestingly, eBooks and materials in a language other than English are also associated with a higher proportion of above average readers.

Table 23: Reading attainment and types of materials read outside class at least once a month in 2013 (N = 12,690)

	<i>Text messages</i>	<i>Magazines</i>	<i>Emails</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>
Below expected level	63.0	38.6	36.3	41.2	44.9	20.5

	<i>Text messages</i>	<i>Magazines</i>	<i>Emails</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>
At expected level	72.4	53.7	49.7	55.8	52.2	45.3
Above expected level	66.2	58.2	51.8	58.3	48.7	61.7

	<i>Instant messages</i>	<i>Lyrics</i>	<i>Non-fiction</i>	<i>Newspapers</i>	<i>Comics</i>	<i>Poems</i>
Below expected level	34.1	39.1	16.1	19.0	18.1	9.4
At expected level	44.7	46.9	33.2	29.6	26.6	14.4
Above expected level	44.1	51.8	48.2	39.5	37.6	29.1

	<i>Blogs</i>	<i>Manuals</i>	<i>EAL material</i>	<i>eBooks</i>	<i>Twitter</i>
Below expected level	13.6	9.6	8.8	7.3	25.4
At expected level	18.1	16.5	15.0	13.1	27.6
Above expected level	26.3	24.8	24.7	25.1	27.5

Reading attainment and number of books read a month

Table 24 shows that as the number of books read in a month increases, the proportion of young people who read above their expected level also increases.

Table 24: Number of books read a month and reading attainment in 2013 (N = 12,690)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
None	25.5	65.2	9.3
1	14.5	77.5	8.0
2	7.6	83.6	8.8
3	7.1	81.6	11.2
4	7.3	78.8	13.9
5	6.6	76.1	17.3
6	4.5	77.2	18.3
7	5.3	70.1	24.5
8	2.2	70.9	26.9

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
9	3.8	66.0	30.1
10	3.5	64.8	31.8
More than 10	4.6	48.1	47.3

Table 25 shows four times as many young people who read below the level expected for their age say they have not read a book in the past month compared with those who read above their expected level. Conversely, seven times as many young people who read above their expected level say they typically read more than 10 books a month compared with those who read below their expected level.

Table 25: Reading attainment and number of books read a month in 2013 (N = 12,690)

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Below expected level	29.2	28.6	13.2	9.4	6.6	4.9
At expected level	10.3	21.1	20.0	14.9	9.8	7.8
Above expected level	7.3	10.8	10.4	10.2	8.5	8.8

	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
Below expected level	1.8	1.2	0.4	0.5	0.5	3.8
At expected level	4.2	2.1	2.0	1.1	1.2	5.4
Above expected level	4.9	3.7	3.7	2.5	2.9	26.3

Reading attainment and young people's attitudes towards reading

Table 26 shows that young people who hold more positive attitudes towards reading are also the ones who are more likely to read at or above the expected level for their age. For example, a greater proportion of those who agree with the statement that "reading is cool" read above the level expected for their age compared with those who disagree with this statement. Conversely, a greater proportion of those who agree that they prefer watching TV to reading, that they don't read as well as other pupils in their class and that they only read when they have to, read below the level expected for their age compared with those who disagree with these statements. Interestingly, children and young people who read below the expected level for their age are twice as likely to disagree than agree with the statement that the better their reading, the better their chances of getting a job when they are older.

Table 26: Percentage agreement and disagreement with attitudinal items and reading attainment in 2013 (N = 12,690)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	8.0	76.4	15.6
	Disagreement	26.0	54.9	19.1
I prefer watching TV to reading	Agreement	13.4	76.8	9.9
	Disagreement	5.5	64.2	30.3
Reading is cool	Agreement	5.2	70.3	24.4
	Disagreement	19.2	71.6	9.1
I don't read as well as other pupils in my class	Agreement	22.5	72.1	5.4
	Disagreement	2.9	69.3	27.8
I only read when I have to	Agreement	19.7	70.3	10.0
	Disagreement	4.7	75.8	19.5
I cannot find things to read that interest me	Agreement	18.2	72.3	9.5
	Disagreement	4.7	74.8	20.5
I would be embarrassed if my friends saw me read	Agreement	17.1	69.8	13.1
	Disagreement	7.0	75.4	17.6
Reading is more for girls than for boys	Agreement	18.4	65.2	16.4
	Disagreement	7.2	76.6	16.2
My parents don't care if I spend time reading	Agreement	12.5	71.2	16.3
	Disagreement	8.0	76.5	15.5
The better I read, the better the job	Agreement	8.6	73.6	17.8
	Disagreement	16.4	72.1	11.5

Table 27 (overleaf) shows that young people who read above the expected level for their age are more likely than young people who read below their expected level to agree with the statements “The more I read, the better I become” and “Reading is cool”. By contrast, young people who read below their expected level are more likely to agree that “I only read when I have to” and “I cannot find things to read that interest me” than young people who read above the level expected for their age.

Table 27: Reading attainment and attitudes towards reading in 2013 (N = 12,690)

	The more I read, the better I become		I prefer watching TV to reading		Reading is cool		I don't read as well as other pupils in my class	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	65.6	13.2	73.7	8.1	20.0	46.9	71.7	10.7
At expected level	84.3	3.8	57.9	13.1	36.7	23.8	31.3	35.2
Above expected level	84.7	6.8	36.8	30.5	63.0	15.1	11.7	70.3

Table 27 continued.

	I only read when I have to		I cannot find things to read that interest me		I would be embarrassed if my friends saw me read		Reading is more for girls than boys	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	54.8	24.7	56.3	20.9	32.8	41.4	24.9	42.9
At expected level	26.8	54.1	30.6	45.7	18.1	60.2	12.0	62.0
Above expected level	18.8	68.7	19.9	62.3	16.8	69.4	15.0	65.1

Table 27 continued.

	My parents don't care whether I spend time reading		I don't need reading in my everyday life	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	31.5	40.1	47.5	22.6
At expected level	24.2	51.7	55.4	13.5
Above expected level	27.4	51.8	66.3	10.6

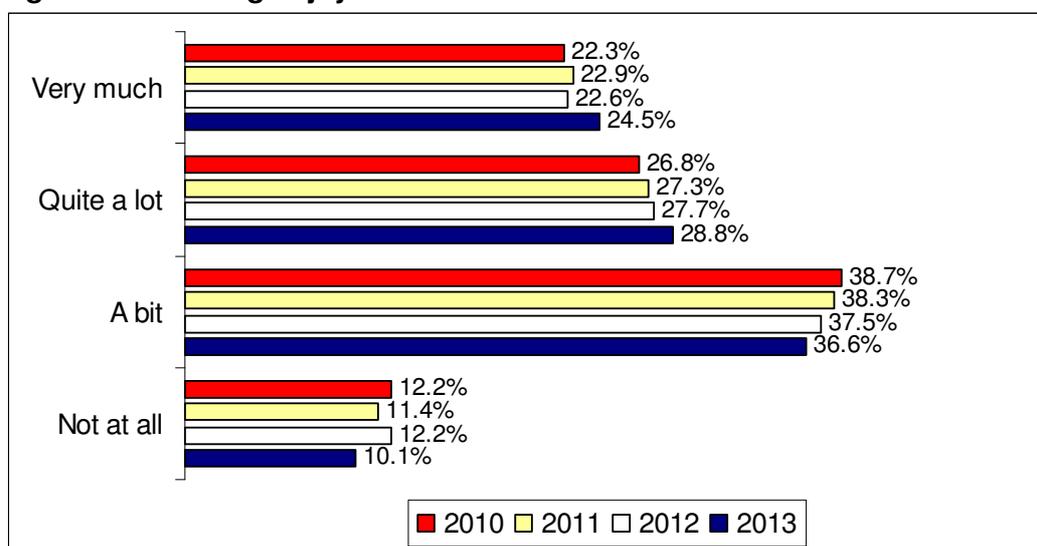
Children's and Young People's Reading in 2013: Comparisons from 2010

This section provides information in graph form that compares broad level data for the sample as a whole from 2013 with the equivalent data from 2010, 2011 and 2012.

Enjoyment of reading: Comparative analyses 2010 to 2013

Figure 17 compares levels of enjoyment in 2013 with the previous three years and shows that while reading enjoyment levels had remained relatively unchanged since 2010, in 2013 there has been an increase in children and young people who enjoy reading very much and quite a lot.

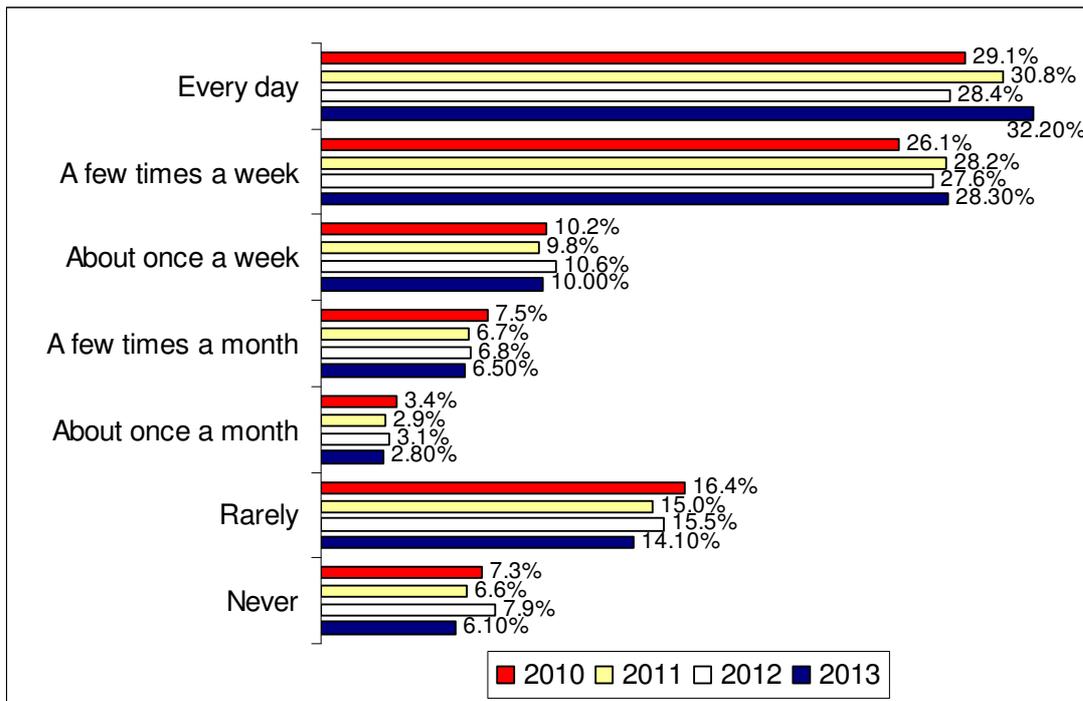
Figure 17: Reading enjoyment in 2010 to 2013



Reading frequency: Comparative analyses 2010 to 2013

Figure 18 shows that young people in 2013 were more likely to read daily outside class compared with young people in the previous three years.

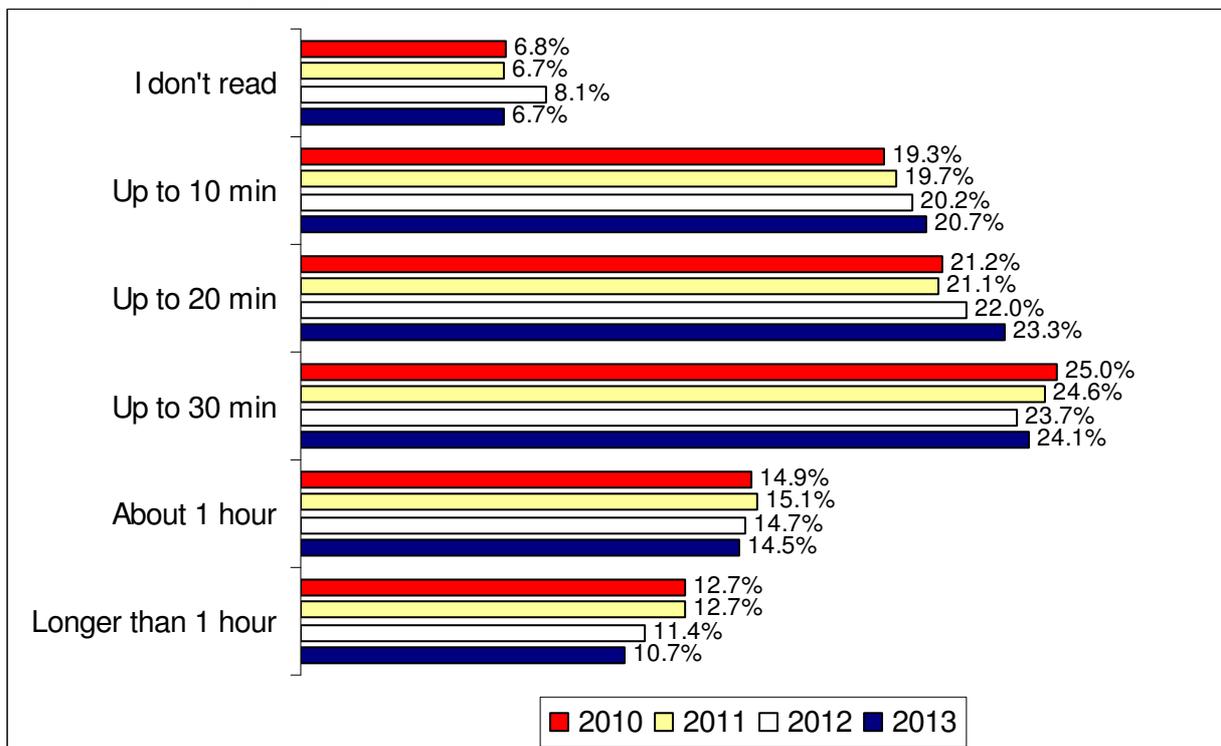
Figure 18: How often children and young people read outside class in 2010 to 2013



Reading length: Comparative analyses 2010 to 2013

While more children and young people read daily outside class in 2013 than in the previous few years, **Figure 19** shows that slightly fewer children and young people read for longer periods of time in 2013 compared with the previous three years.

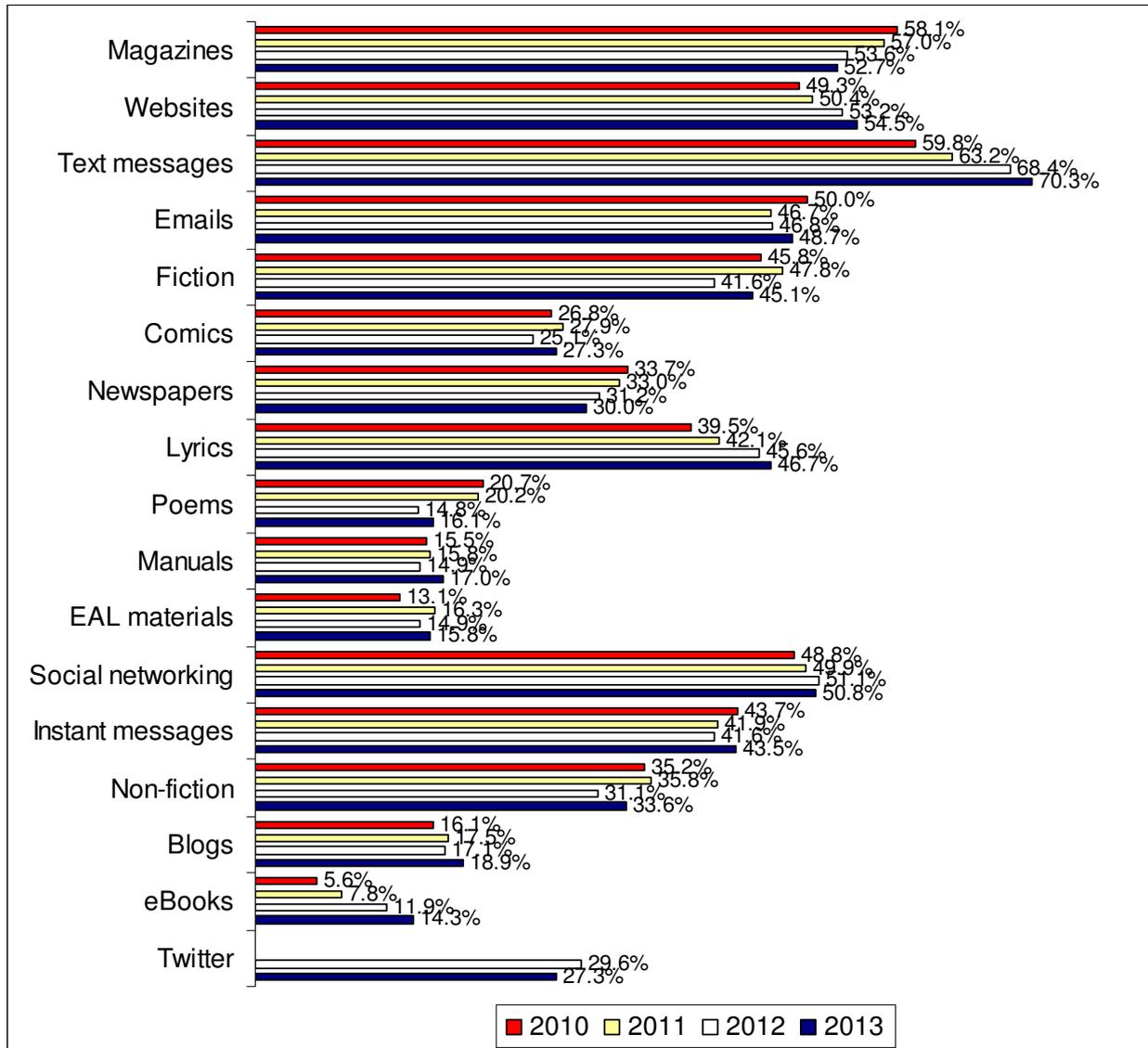
Figure 19: Reading length in 2010 to 2013



Types of reading outside class: Comparative analyses 2010 to 2013

Many formats of reading have seen a slight increase in 2013 compared with the previous year (see **Figure 20**). In some cases, such as text messages and eBooks, this increase has been seen over the past few years. For example, slightly more children and young people in 2013 said that they read fiction, comics, lyrics, poems and non-fiction.

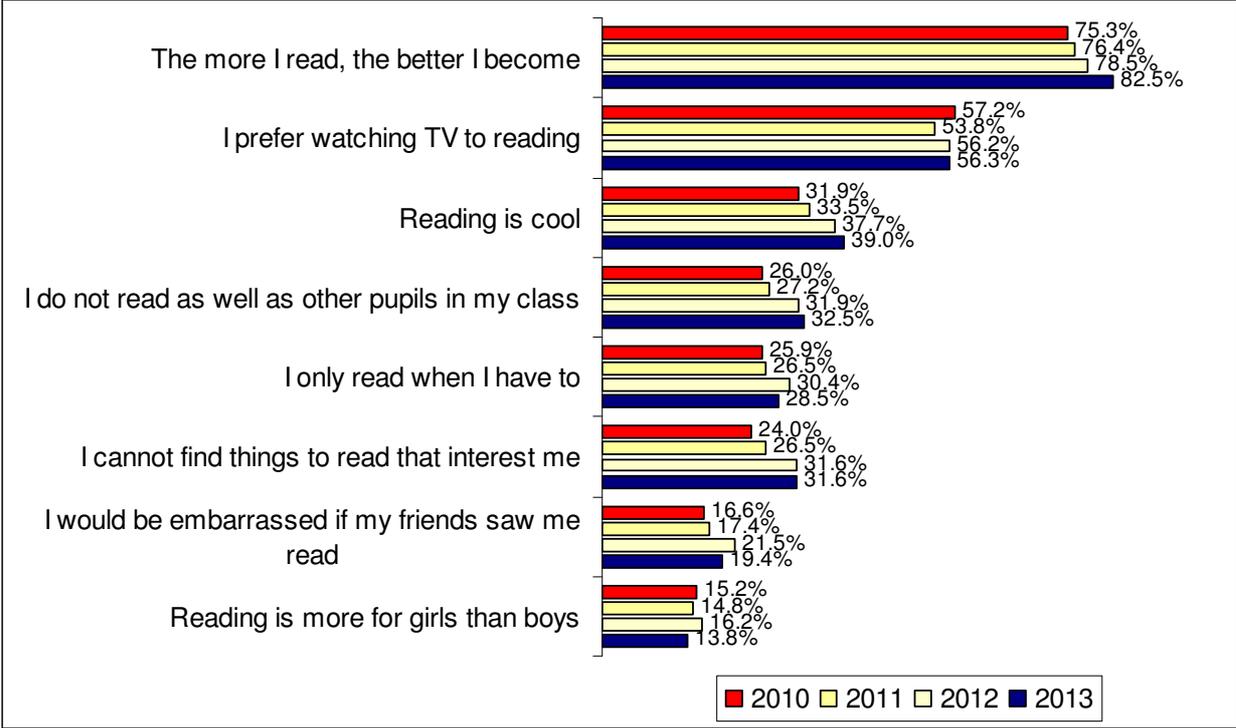
Figure 20: Types of materials read outside class at least once a month in 2010 to 2013



Attitudes towards reading: Comparative analyses 2010 to 2013

Figure 21 shows that children and young people in 2013 generally held more positive attitudes towards reading than children and young people in the previous three years. For example, in 2013 more children and young people agree that reading is cool and fewer agree that they only read because they have to and that they would be embarrassed if their friends saw them reading outside class.

Figure 21: Proportion of young people agreeing with attitudinal statements in 2010 to 2013



Appendix A: An introduction to the annual literacy survey

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

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

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

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

One additional area was included in the fourth annual literacy survey, namely questions addressing children's and young people's values and aspirations and the role that literacy plays in these.

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

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

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

Appendix B: Methodology

An invitation to participate in this online survey was sent out in National Literacy Trust newsletters at the beginning of September 2013. Schools were invited to express their interest to participate in one of three surveys:

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

The basic online survey consisted of 37 questions exploring young people's background, reading and writing enjoyment, behaviour and attitudes towards communication skills as well as questions to explore children's and young people's employment aspirations (the latter questions were a special focus for the 2013 survey).

Due to the complexity of the questions and some concepts, the decision was made to restrict the age range of participating pupils to upper KS2 (9 to 11 years) and older. However, some schools felt that their 8-year-olds would be capable of completing the survey.

227 schools expressed an interest in taking part in one of the three surveys. A link to the online survey alongside guidance notes for teachers was emailed to the schools at the beginning of November. The survey was online between 11 November and 13 December 2013. It took an average of 25 minutes for young people to complete the survey. Schools were offered a school-specific summary report as an incentive to take part.

Participation rate

Of the 227 schools that had originally expressed an interest to take part 128 schools participated in our online survey, a participation rate of 56%.

Appendix C: Sample characteristics

Overall, 29,422 young people participated in this survey in November/December 2013. There was a nearly equal gender split in the sample, with 51.0% of respondents being boys (N = 15,015) and 49.0% girls (N = 14,407).

To investigate the impact of age, three broad categories were identified according to key stages: KS2, KS3 and KS4. The KS2 category (37.5%, N = 10,995) refers to pupils aged 8 to 11, KS3 (43.7%, N = 12,818) refers to pupils aged 11 to 14, while KS4 (18.8%, N = 5,528) applies to pupils aged 14 to 16. Although some young people aged 17 (N = 113, 0.4%) and 18 (N = 115, 0.4%) took part too, the sample was too small and they are therefore not part of the analyses by key stage.

The percentage of pupils who receive free school meals (FSM), which is frequently used in educational research as a crude indicator of socioeconomic background, was 13.2%. The percentage of FSM uptake in this study is below the national average (17.1%).

When asked how they would describe their ethnic background, most pupils said that they were White British (78.4%). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (3.5%) and White other (3.2%). See **Table C1** for a full breakdown of ethnic background. Please note that 10.3% (N = 3,042) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally⁶.

Table C1: Ethnic background

	%	N
White British	78.4	20,825
White Irish	1.6	428
White Traveller	0.3	83
White Romany	0.6	172
White other	3.2	853
White Total	84.2	22,361
Mixed White and Black Caribbean	1.1	285
Mixed White and Black African	0.6	153
Mixed White and Asian	1.3	339
Mixed other	2.0	534
Mixed Total	4.9	1,311
Asian or Asian British Indian	1.9	499
Asian or Asian British Pakistani	3.5	918
Asian or Asian British Bangladeshi	1.5	418
Asian or Asian British Chinese	0.6	159
Asian or Asian British Other	0.8	215

⁶ <http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf>

	%	N
Asian Total	8.3	2,209
Black Caribbean	0.6	172
Black African	1.3	348
Black other	0.6	148
Black Total	2.5	668

(based on N = 26,549)

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

Regional breakdown

97 were schools from England, nine from Wales, seven from Scotland and five from Northern Ireland. Nine international English-speaking schools with a UK curriculum also took part. However, data from these international schools are not included in the analyses in this report.