Accelerated Reader and Young People's Reading in 2013

Findings from the National Literacy Trust's 2013 annual literacy survey on reading enjoyment, reading behaviour outside class and reading attitudes

Christina Clark
National Literacy Trust

2014

Words for life

Registered address: National Literacy Trust, 68 South Lambeth Road, London SW8 1RL
t: 020 7587 1842 **f:** 020 7587 1411 | contact@literacytrust.org.uk | www.literacytrust.org.uk

Registered charity no. 1116260 and company limited by guarantee no. 5836486 registered in England and Wales and registered charity in Scotland no. SCO 42944.
Patron: HRH The Duchess of Cornwall

About the National Literacy Trust

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

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

Copyright

© National Literacy Trust 2014. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Clark, C. (2014). Accelerated Reader and Young People's Reading in 2013. Findings from the National Literacy Trust's 2013 annual literacy survey on reading enjoyment, reading behaviour outside class and reading attitudes. London: National Literacy Trust.

We will consider requests to use extracts or data from this publication provided that you:

- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.

Acknowledgements

We would like to thank the pupils and staff at the following schools without whom this study would not have been possible:

Alderman White School, Ampleforth College, Ashlyns School, Ashton-on-Mersey School, Balivanich Primary School, Barham CE Primary School, Beacon Academy, Bedford High School, Belmont School, Benfield School, Bidston Avenue Primary School, Brighton Avenue Primary School, Brookvale High School, Carlton Bolling College, Castletown Primary School, Cawston Primary School, Cramlington Learning Village, Damers First School, Datchet St Mary's C of E Primary Academy, Deanery CE High School, Downs Junior School, Dyke House Sports and Technology College, Ecclesfield School, Engayne Primary School, Enmore C of E Primary School, Esher C of E High School, Farndon St. Peter's C of E Primary School, Farnham Heath End School, Farnsfield St Michael's C of E Primary School, Fearnhill School, Felpham Community College, Feversham College, George Green's School, Giles Brook Primary School, Goffs School, Gravesend Grammar School, Hall Mead School, Hemlington Hall Primary Academy, Hethersett Academy, Highdown School and Sixth Form Centre, Holy Trinity Primary School, Hymers College, Isleham CE Primary School, Isleworth & Syon School, James Calvert Spence College, John Taylor High School, Ken Stimpson Community School, King Edward VI School, Kingsmead School, Lancaster Royal Grammar School, Le Rocquier School, Leslie Primary School, Loanends Primary School, Longfleet Primary School, Longslade Community College, Lord Grey School, Lowton Church of England High School, LVS Ascot, Lyceum №33, Macaulay Primary Academy, Maple Cross JMI & Nursery School, Marshfield Primary School, McLaren High School, Meden School, Mile Oak Primary School, Mount Grace School, Mount Pleasant Primary School, Mullion Community Primary School, Oakbank School, Pangbourne College, Park Junior School, Paston Ridings Primary School, Pent Valley Technology College, Retford Oaks Academy, Ripon Grammar School, Rockwell Green Primary School, Royal Wootton Bassett Academy, Ryedale School, Salendine Nook High School, Shebbear College, Siddal Moor Sports College, Simon Balle School, Sir Herbert Leon Academy, Sir Robert Pattinson Academy, Southwold Primary School, St Christopher's School, St James Hatcham Primary School, St Mary's Calne, St Paul's Catholic College, St White's Primary School, St. Joseph's Primary School, Stoke Damerel Community College, Stroud Green Primary School, Sutton Community Academy, The Angmering School, The Bramcote School, The Cooper School, The Emmbrook School, The Mirfield Free Grammar and Sixth Form, The Nottingham Bluecoat Academy, The Romsey School, The Springfields Academy, The Voyager Academy, Tolworth Girls' School, Twickenham Preparatory School, University Academy Keighley, Walbottle Campus, Walliscote Primary School, Warden Park Academy Trust, West Earlham Junior School, West Hill Primary School, Whitehill Junior School, Wood End Primary School.

.

Table of contents

Acknowledgements 3
Tables and figures 5
Executive summary 7
Introduction 9
Some notes on the sample in 2013 9
Findings 10
Reading enjoyment 10
Reading outside class 12
Attitudes towards reading 13
Boys using AR in 2013 continue to enjoy reading more, read more often and think more positively about reading than boys not using AR. Boys who use AR are also more likely to say that reading will help them to be successful than boys who do not use AR. Girls show similar relationships. 14
Reading enjoyment 14
Reading outside class 15
Attitudes towards reading 16
Differences between children and young people who use AR and those who do not by socioeconomic background are largely much less pronounced. 17
In 2013, there were only a few differences between children who use AR and those who do not by key stages. There are some areas where KS4 (aged 14 to 16) pupils who use AR outdo their peers who do not use AR 19
Reading enjoyment 19
Reading outside class 20
Attitudes towards reading 21
The relationship between AR use and ethnic background is complex 22
A final note 25
Accelerated Reader and Young People's Reading 2013 – Data tables 26
Young people's enjoyment of reading 27
Being a reader 28
Having a favourite book 29
How often young people read outside class 30
How long young people read for 31
Types of materials read outside class 32
How many books young people read in a month 35
Young people's attitudes towards reading 38
Appendix A: An introduction to the annual literacy survey 48

Tables and figures

Figure 1: Proportion of children who use AR and those who do not and how much they enjoy reading in 2013 11
Figure 2: Proportion of children who use AR and those who do not who enjoy reading in 2012 and 2013 11
Figure 3: How often children read outside class depending on whether they use AR or not in 2013 12
Figure 4: Access to technology at home depending on whether children use AR or not in 2013 13
Figure 5: Attitudes towards reading depending on whether or not children use AR in 2013 13
Figure 6: What does being successful mean to you by whether or not children use AR in 201314
Figure 7: Enjoying reading depending on whether or not children use AR in 2012 and 2013.... 15
Figure 8: Agreement with reading attitude statements by gender and whether or not they use AR in 2013 17
Figure 9: Enjoyment levels by FSM uptake and whether or not children use AR in 2012 and 2013 18
Figure 10: Proportion of children who read daily by FSM uptake and whether or not they use AR in 2013 18
Figure 11: Proportion of children who agree with attitudinal statements by FSM uptake and whether or not they use AR in 2013 19
Figure 12: Proportion of children who enjoy reading by key stage and whether or not they use AR in 2013 20
Figure 13: Daily reading by key stage and whether or not children use AR in 2013 21
Figure 14: Agreement with attitudinal statements by key stage and by whether or not children use AR in 2013 22
Figure 15: Reading enjoyment by ethnic background and whether or not children use AR in 2013 23
Figure 16: Daily reading by ethnic background and whether or not children use AR in 2013 24
Figure 17: Agreement with attitudinal statements by ethnic background and whether or not children use AR in 2013 24

Table 1: Reading ability and whether or not pupils use AR in 2013 10
Table 2: Technology in the home by gender and whether or not pupils use AR in 2013 16
Table 3: Technology in the home by key stage and whether or not pupils use AR in 2013 21
Table 4: Enjoyment of reading in 2013 for AR and non-AR pupils and broken down by demographic background 27
Table 5: Self-perceptions as readers in 2013 for AR and non-AR pupils and broken down by demographic background 28
Table 6: Having a favourite book in 2013 for AR and non-AR pupils and broken down by demographic background 29
Table 7: Reading frequency in 2013 for AR and non-AR pupils and broken down by demographic background 30
Table 8: Reading length in 2013 for AR and non-AR pupils and broken down by demographic background 31
Table 9: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 1) 32
Table 9 cont: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 2) 33
Table 9 cont.: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 3) 34
Table 10: Number of books read in the last month in 2013 for AR and non-AR pupils and broken down by demographic background 36
Table 11.1: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – The more I read, the better I become 38

Table 11.2: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I prefer watching TV to reading 39
Table 11.3: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Job 40
Table 11.4: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – My parents don't care whether I spend any time reading 41
Table 11.5: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Reading is cool 42
Table 11.6: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I don't read as well as other pupils in my class 43
Table 11.7: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I only read when I have to 44
Table 11.8: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I cannot find things to read that interest me 45
Table 11.9: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I would be embarrassed if my friends saw me read 46
Table 11.10: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Reading is more for girls than boys 47

Executive summary

Accelerated Reader (AR) is a tool for monitoring and managing independent reading practice. Although a wealth of data is routinely collected about children's reading skills as part of the AR tool, no information is collected on the "softer" reading outcomes, such as reading enjoyment and attitudes towards reading. We were therefore commissioned by Renaissance Learning in 2012 to help plug that gap using data from our third annual literacy. We found that children and young people who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR. To see whether these findings could be replicated with another cohort of pupils, we were again commissioned by Renaissance Learning in 2013 to explore the impact of AR on children's reading enjoyment, behaviour and attitudes.

Using a question in our 2013 annual literacy survey that simply asked pupils whether they use Accelerated Reader or not, we found that nearly a third (28.1%, N = 8,031) of children and young people said that they use AR; 47.7% said they do not use AR, while 24.2% were not sure whether they do or not. The quarter of children and young people who weren't sure were excluded from the analyses in this report.

Comparing pupils who use AR with those who do not in 2013, we corroborate many of the findings we reported last year:

- More children and young people who use AR enjoy reading (58.1% vs. 50.9%), more see themselves as readers (69.7% vs. 60.4%), more read regularly at least once a week outside class (77.4% vs. 67.3%) and more say that they have a favourite book (74.8% vs. 64.3%) than do those who do not use the reading tool.
- More children and young people using AR also hold positive attitudes towards reading than those who do not use it. For example, more agree that reading is cool compared with children and young people who do not use AR (43.8% vs 35.5%). Similarly, while nearly two-thirds (64.1%) of children and young people who use AR agree that if they are a good reader they'll get a better job when they grow up, only half (52.6%) of children and young people who do not use AR agree with this.
- When asked what being successful means to them, more children and young people who use AR compared with those who do not use the tool say that being successful means having a good education (18.7% vs. 14.4%). Most children and young people believe that being successful means being happy, but more children who do not use AR than children who use it say this (30.5% vs. 23.9%). Overall, more children and young people who use AR believe that reading will help them to be successful (70.1% vs. 63.0%).

Like last year, we also find gender differences amongst pupils who use AR and their peers who do not use it. For example:

- More boys who use AR than boys who do not use AR enjoy reading (52.4% vs. 45.0%), more see themselves as readers (65.0% vs. 55.32%), more have a favourite book (67.5% vs. 58.1%) and more read more often at least once a week (73.2% vs. 62.6%). Boys using AR also tend to read more books in a typical month compared with boys not using AR. When asked what they tend to read in a typical month, boys not using AR were more likely than those who use AR to say that they read some technology-based materials, notably messages on social networking sites and twitter, while boys who use AR are slightly more likely to say that they read comics (39.5% vs. 32.5%), non-fiction (37.4% vs. 33.9%) and fiction (42.7% vs. 39.6%) More boys who use AR also think more positively about reading than boys not using the tool. For example, more agree that reading is cool (38.9% vs. 31.9%), while fewer boys who use AR agree with statements such as "I only read when I have to" (30.3% vs. 34.8%). More boys who use AR

compared with those who do not use the tool also agree that if they are a good reader, they will get a better job when they grow up (64.4% vs. 53.1%).

- The benefits of AR are not only confined to boys; girls who use AR also enjoy reading more (64.4% vs. 57.2%), are more likely to see themselves as readers (74.8% vs. 65.7%), are more likely to have a favourite book (76.5% vs. 68.6%) and are more likely to read outside class at least once a week (81.1% vs. 72.4%) than girls not using AR. More girls who use AR also think more positively about reading than girls who do not use AR. For example, while nearly half (49/0%) of girls who use AR agree that reading is cool, only two-fifths (39.3%) of girls who do not use AR agree with this. Similarly, more girls who use AR compared with those who do not use the tool also agree that if they are a good reader, they will get a better job when they grow up (63.8% vs. 52.2%).

However, there were changes in the key stage dynamic in 2013 compared with findings from 2012. In 2012, we showed that KS3 and KS4 pupils who use AR enjoy reading more, read more often and think more positively about reading than their peers who do not use AR. KS2 pupils showed a reverse dynamic or no relationship at all. In 2013, the differences between AR users and non-users by key stage are less pronounced or non-existent. However, there are some pointers to suggest that KS4 pupils in particular benefit from AR:

- KS4 pupils who use AR are more likely to have a favourite book or story compared with their peers who do not use AR (53.8% vs. 45.1%). Pupils in KS4 are also more likely to hold more positive attitudes towards some aspects of reading compared with their peers who don't use AR. For example, they are more likely to agree that the more they read, the better they become (80.8% vs. 73.8%). Similarly, while half of KS4 pupils who use AR agree that they will get a better job if they are a better reader, only two-fifths of non-AR KS4 pupils agree with this.

In line with 2012, there were few differences in 2013 between the two groups in terms of their socioeconomic background (using free school meals as a proxy) and the differences by ethnic background are complex.

To sum up, this second report on the relationship of the AR tool with the wider reading lives of children and young people supports many of the findings from the first report: children and young people who use AR tend to enjoy reading more, do it more often and think more positively about reading than their peers who do not use AR. They are also more likely to see a link between reading and their success. Again, we showed some interesting gender differences and there is some indication that KS4 pupils who use AR are more likely to have a favourite book and to think about some aspects of reading more positively than their peers who do not use AR.

However, as we had already pointed out last year, we ought to keep in mind that this is not a controlled experiment that manipulated AR usage. In order to help tease out the real impact of AR on reading enjoyment, reading behaviour outside class and attitudes towards reading, a longitudinal study is needed that follows children and young people from before they start AR to see whether their attitudes and wider reading behaviour change as a result.

Introduction

This second report[1] for Renaissance Learning corroborates findings from last year and shows that children and young people who use Accelerated Reader (AR) are more likely to enjoy reading, read more often and think more positively about reading than their peers who do not use this reading tool. Children and young people who use AR are also more likely to see a link between their reading and their success compared with their peers who do not use AR.

~~~~~~~

Accelerated Reader is a powerful tool for monitoring and managing independent reading practice. AR motivates students of all ages and abilities to read for pleasure. Renaissance Learning, who provides Accelerated Reader in the UK, gathers a wealth of data about participating pupils to help teachers diagnose problems accurately and rapidly, ranging from pupils' reading levels, reading texts and their difficulty, to more detailed information about phonological awareness, grasp of vocabulary and higher order thinking.

Although a wealth of data is routinely collected about children's reading skills, no information is collected on the "softer" reading outcomes, such as reading enjoyment and attitudes towards reading. We were therefore initially commissioned by Renaissance Learning to help plug that gap using data from our third annual literacy survey conducted in 2012. This showed that children and young people who use AR enjoy reading more (54.6% vs. 47.0%), are more likely to have a favourite book (74.8% vs. 64.3%), are more likely to read outside class at least once a week (73.1% vs. 62.4%) and read a greater variety of fiction genres, such as adventure books (58.9% vs. 52.5%) or horror/ghost stories (47.3% vs. 41.0%) than those who do not use the reading tool. More children and young people using AR also hold positive attitudes towards reading than those who do not use it. For example, they are more likely to agree that reading is cool than children and young people who do not use AR (40.3% vs 35.2%) and are more likely to agree that the more they read, the better readers they become (82.2% vs. 76.0%).
To see whether these findings could be replicated with another cohort of pupils, we were again commissioned by Renaissance Learning in 2013 to explore the impact of AR on children's reading enjoyment, behaviour and attitudes.

29,422 children and young people aged eight to 16 participated in the survey, which we conducted in November/December 2013. This survey, amongst other literacy aspects, explores whether young people enjoy reading, how often they read outside class and for how long, what type of materials they read outside class, how many books they read in a month and what they think about reading (for more information see **Appendix A, p. 48**).

To allow us to explore the differences, if any, between children and young people who use AR and those who do not in terms of their reading enjoyment and reading attitudes, a question was inserted in this survey which simply asked children whether or not they use Accelerated Reader.

Some notes on the sample in 2013

28.1% (N = 8,031) of children and young people who participated in our annual survey in 2013 said that they use AR; 47.7% (N = 13,641) said they do not use AR, while 24.2% (N = 6,927)

[1] For the first report that explored the link between AR and children's and young people's wider reading behaviour in the UK context see: http://www.literacytrust.org.uk/assets/0001/9353/AR_and_young_people_s_reading.pdf
~~~~~~~

were not sure whether they do or not. The 24.2% of children and young people who were not sure were excluded from the analyses in this report.

Of the children and young people who use AR, 51.8% were boys and 48.2% were girls. 16.9% of children and young people who use AR said that they receive free school meals (FSM). Half of the children and young people are in KS3 (50.5%; aged 11 to 14), over two-fifth are in KS2 (43.7%; aged 8 to 11), and only a small proportion are in KS4 (5.8%; aged 14 to 16). The majority of children and young people who use AR are from White ethnic backgrounds (82.4%), followed by Asian (9.5%), Mixed (5.0%) and Black (3.1%).

Children and young people who use AR were very similar to children and young people who do not use this reading tool, with one exception. The KS4 cohort (aged 14 to 16) was significantly bigger for those pupils who do not use AR. Although this reflects the fact that AR is mainly used by KS2 and KS3 pupils, the proportion of KS4 pupils who do not use AR was adjusted to mirror the proportion of KS4 pupils who use AR for comparative purposes (matching KS4 pupils in terms of the other background variables).

The two groups were also quite well matched in terms of their reading ability (see **Table 1**). An equivalent proportion of AR users and those who do not use AR read below the level expected for their age. However, a slightly larger percentage of children and young people who do not use AR read above the level expected for their age, compared with those who use the reading tool.

Table 1: Reading ability and whether or not pupils use AR in 2013

	Below expected level %	*At expected level %*	*Above expected level %*
AR (N = 4,233)	9.2	76.7	14.1
Non - AR (N = 6,790)	10.4	73.3	16.3

Findings

"Children and young people who use AR in 2013 continue to enjoy reading more, are more likely to have a favourite book and read more frequently than children and young people who do not use AR. They are also more likely to believe that reading is cool and that they will get a better job if they read well. Children and young people who use AR are also more likely to agree that reading will help them to be successful than those who do not use AR."

Reading enjoyment

In 2012 we found that there were differences in the degree to which children and young people enjoy reading depending on whether or not they use AR. Again, our data from 2013 show that more young people who use AR say that they enjoy reading than young people who do not use AR (see **Figure 1** overleaf).

Overall, nearly 6 children in 10 (58.1%) who use AR say that they enjoy reading compared with half (50.9%) of children who do not use AR (also see **Table 4, p. 27**). Indeed, young people not using AR are nearly twice as likely to say that they do not enjoy reading at all compared with young people who use AR (12.3% vs. 7.0%).

Figure 1: Proportion of children who use AR and those who do not and how much they enjoy reading in 2013

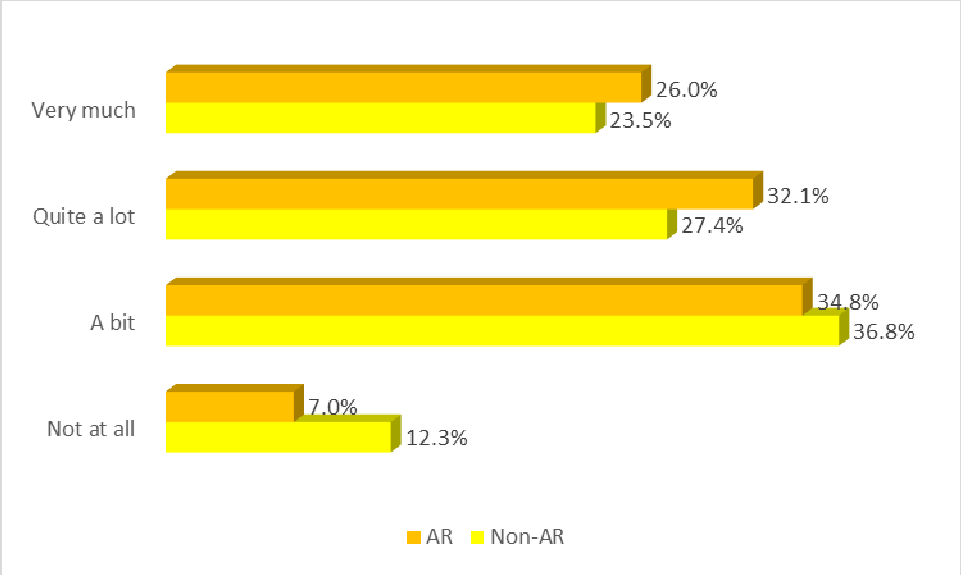
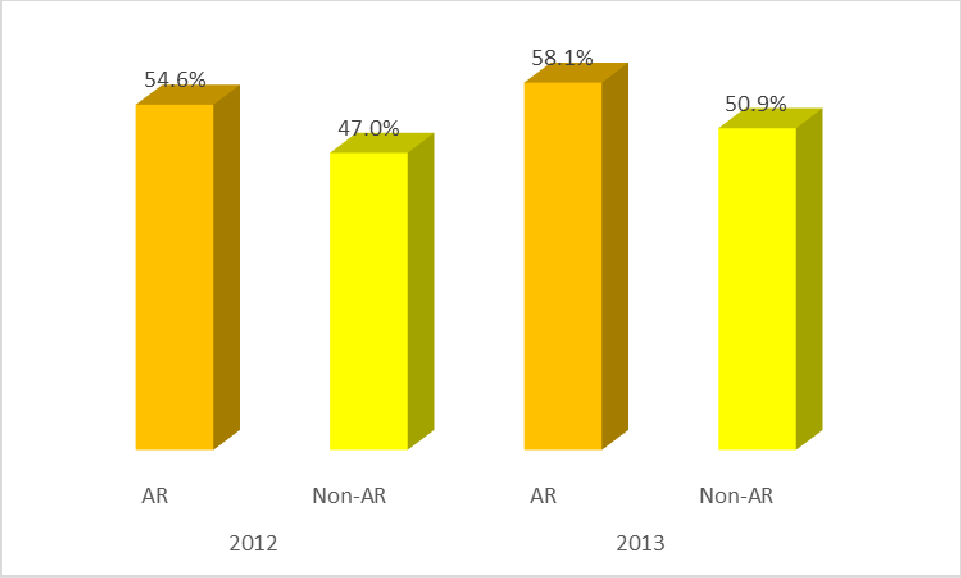


Figure 2 shows that levels of enjoyment have increased for all pupils in 2013. Despite a general rise in enjoyment levels, children who use AR continue to enjoy reading more than children who do not use AR as the gap in reading enjoyment between the two has remained largely unchanged since 2012 (2012: 7.6 percentage point difference; 2013: 7.2 percentage point difference).

Figure 2: Proportion of children who use AR and those who do not who enjoy reading in 2012 and 2013



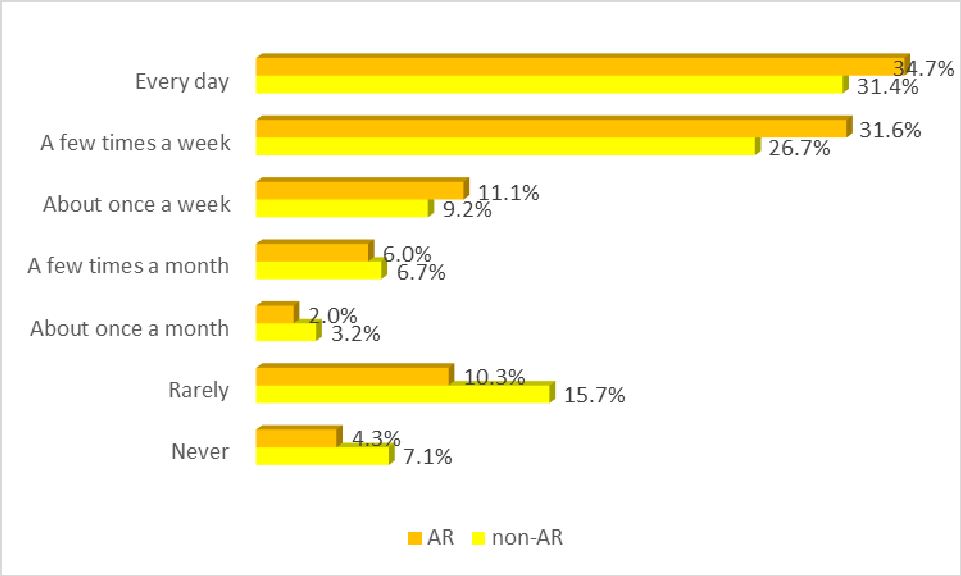
Not only are young people who use AR more likely to enjoy reading, but they are also more likely to see themselves as readers, with 7 in 10 (69.7%) young people who use AR saying that they are a reader compared with 6 in 10 (60.4%) young people who do not use AR (see **Table 5, p. 28**).

Young people who use AR are also more likely to say that they have a favourite book or story compared with young people who do not use AR (71.9% vs. 63.2%; see **Table 6, p. 29**).

Reading outside class

Consistent with our analyses from last year, in 2013 young people who use AR tend to read more regularly than young people who do not (see **Figure 3** and **Table 7, p. 30**). For example, young people who use AR are slightly more likely to say that they read outside class on a daily basis than young people who do not use AR (34.1% vs. 31.4%). Overall, nearly 8 in 10 (77.4%) children and young people who use AR say that they read outside class at least once week compared with two-thirds (67.3%) of young people who do not use AR. Conversely, nearly a quarter (22.8%) of young people who do not use AR say that they rarely or never read outside class compared with 14.6% of young people who use AR.

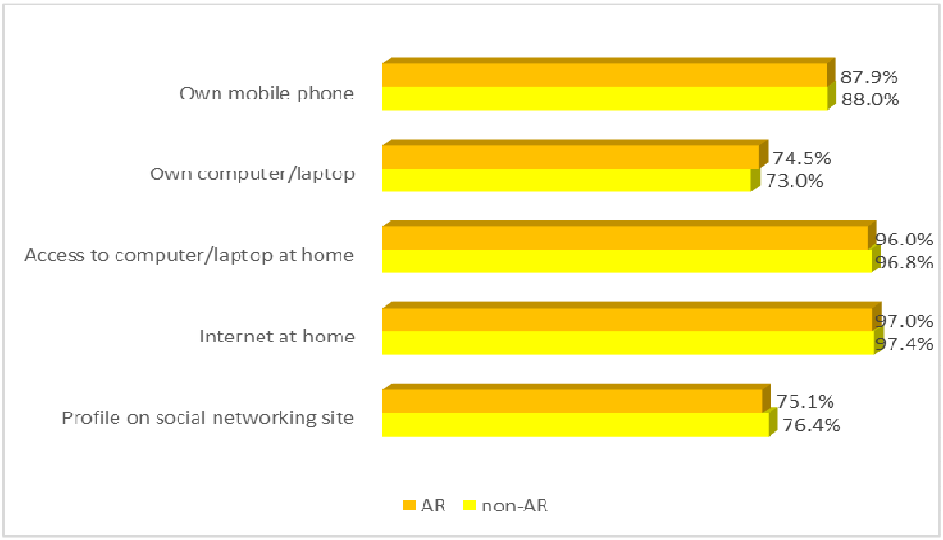
Figure 3: How often children read outside class depending on whether they use AR or not in 2013



Not only do young people who use AR read more frequently outside class, they also tend to read more books in a month (see **Table 10, p. 36**). Three times as many young people who do not use AR say that they had not read a book at all in the past month compared with young people who use AR (16.4% vs. 5.4%). Compared with young people who use AR, young people who do not are also more likely to say that they read one book a month (22.8% vs. 15.4%). By contrast, young people using AR are more likely to read two books or more a month.

There are very few differences in the types of material young people might read outside class (see **Table 9, pp. 32**) depending on whether or not they also use AR. Overall, slightly more children and young people who do not use AR said that they read technology-based materials such as messages on social networking sites, text messages and emails, while slightly more children and young people who use AR said that they read non-fiction, comics and poems outside class at least once a month. These differences are not the result of different availability of technology at home for children who use AR and those who do not (see **Figure 4** overleaf).

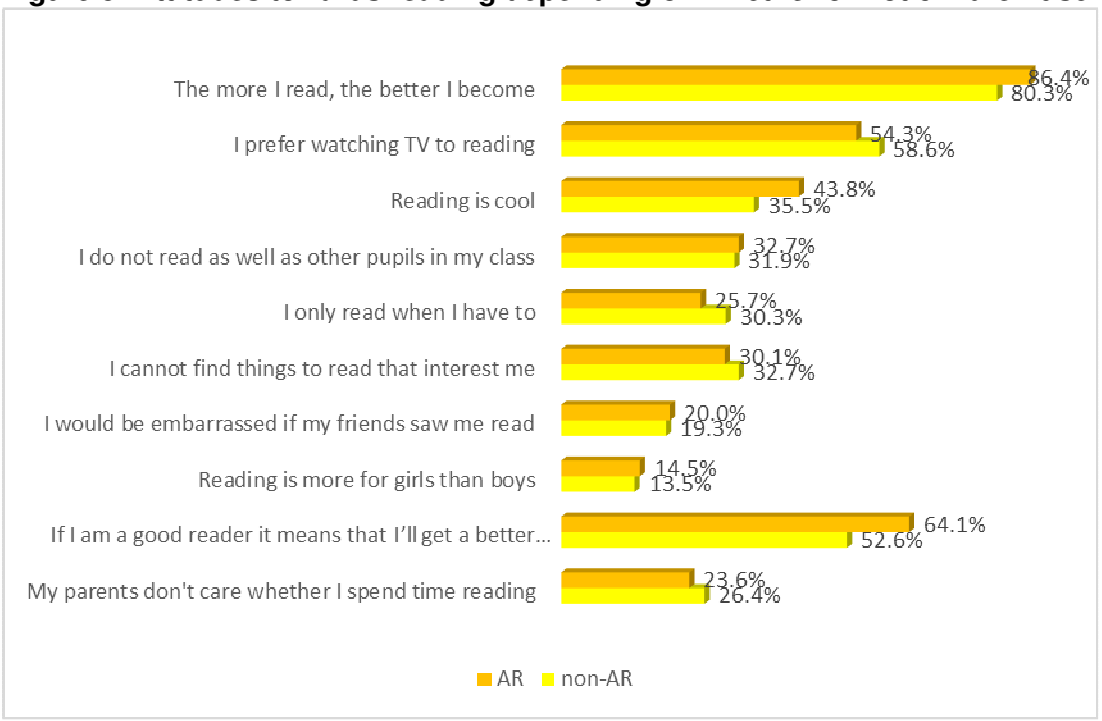
Figure 4: Access to technology at home depending on whether children use AR or not in 2013



Attitudes towards reading

Finally, and consistent with findings from last year, young people in 2013 who use AR tend to have slightly more positive attitudes towards reading than their peers who do not use AR (see **Figure 5** and **Tables 11.1 to 11.10, pp. 38**). For example, more young people who use AR believe that the more effort they put into reading the better they will become, with 86.4% agreeing with the statement compared with 80.3% of young people who do not use AR. More children and young people who use AR also agree that they will get a better job when they grow up if they are good at reading (64.2% vs. 52.6%). Young people who use AR are also more likely to agree that reading is cool than young people not using AR (43.8% vs. 35.5%).

Figure 5: Attitudes towards reading depending on whether or not children use AR in 2013

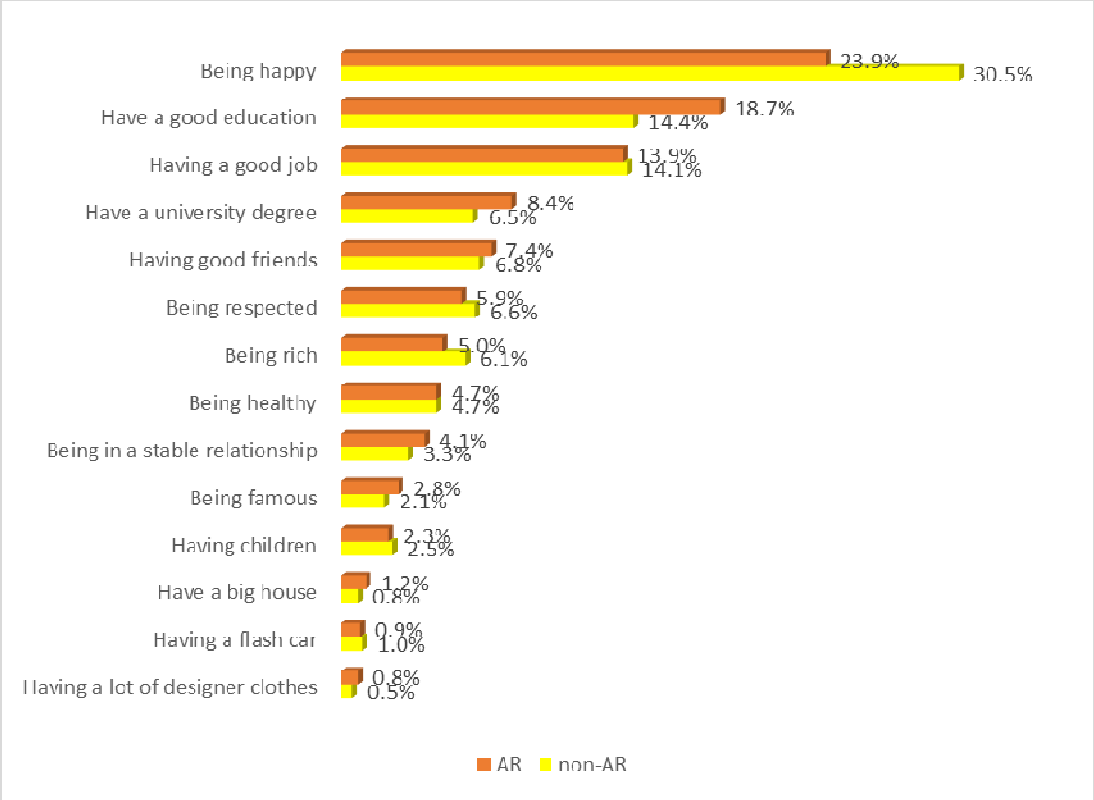


Conversely, young people who do not use AR are more likely to agree that their parents don't care whether or not they read compared with young people using AR (26.4% vs. 23.6%) and

that they read only when they have to (30.3% vs. 25.7%). Slightly more also agree that they prefer watching TV to reading (58.6% vs. 54.3%).

There are very few differences in what children who use AR and those who do not say is the most important indicator of their success (see **Figure 6**). When asked to choose only one "value" that best describes what being successful means to them, children who do not use AR were slightly more likely to say "being happy". By contrast, children and young people who use AR were more likely to choose having a good education and a university degree.

Figure 6: What does being successful mean to you by whether or not children use AR in 2013



Children and young people who use AR are also more likely to agree that reading will help them to be successful compared with children who do not use AR: 7 in 10 (70.1%) AR children believe this compared with 6 in 10 (63.0%) children who do not use AR.

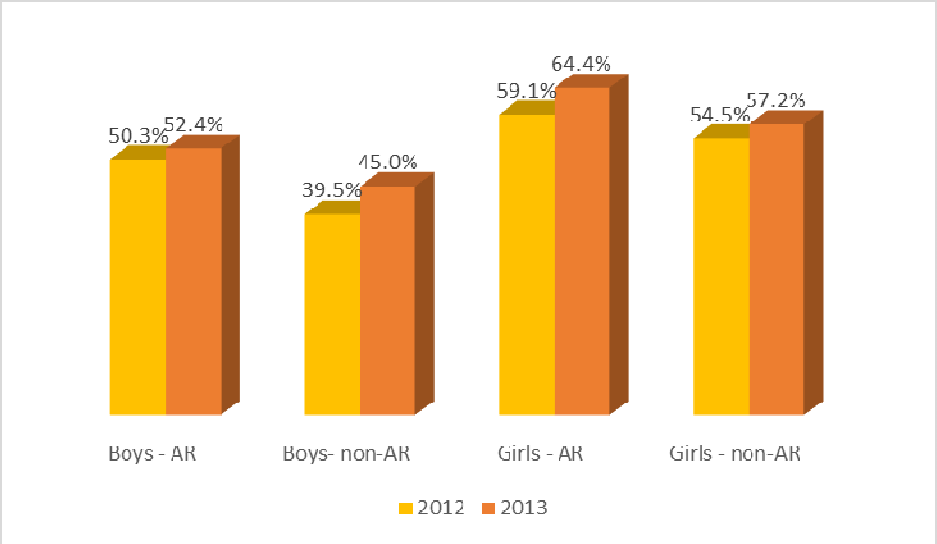
"Boys using AR in 2013 continue to enjoy reading more, read more often and think more positively about reading than boys not using AR. Boys who use AR are also more likely to say that reading will help them to be successful than boys who do not use AR. Girls show similar relationships."

Reading enjoyment

Boys who use AR are more likely to say that they enjoy reading either very much or quite a lot than boys who do not use AR (52.4% vs. 45.0%). Similarly, girls using AR are more likely to say that they enjoy reading than girls not using AR (64.4% vs. 57.2%).

Figure 7 shows that levels of reading enjoyment have increased for boys and girls in 2013 irrespective of whether or not they use AR. In 2012 we found that the gap between girls is smaller than that for boys (4.6 percentage point difference for girls; 10.8 percentage point difference for boys). This is no longer the case in 2013 where the difference between boys has narrowed (7.4 percentage point difference) and the difference between girls has increased (7.2 percentage point difference).

Figure 7: Enjoying reading depending on whether or not children use AR in 2012 and 2013.



Not only are boys and girls who use AR more likely to enjoy reading, but boys and girls who use AR are also more likely to see themselves as readers than those who do not use AR. For example, while nearly two-thirds (65.0%) of boys who use AR see themselves as readers, only half (55.3%) of boys who do not use AR say the same. Similarly, while three-quarters (74.8%) of girls who use AR see themselves as readers, only two-thirds (65.7%) of girls who do not use AR see themselves in this way.

Two-thirds (67.5%) of boys who use AR say that they have a favourite book compared with three-fifths (58.1%) of boys not using AR. Girls using AR are also more likely to have a favourite book compared with girls who do not use AR (76.5% vs. 68.6%).

Reading outside class

More girls using AR read more frequently outside class than girls not using AR. For example, more AR girls read at least once week compared with girls not using AR (81.1% vs. 72.4%). Boys who use AR also tend to read more frequently outside class than boys not using AR. For example, 31.5% of boys who use AR read daily outside class compared with 27.3% of boys not using AR. Overall, nearly three-quarters (73.8%) of boys who use AR read at least once a week compared with three-fifths (62.6%) of boys who do not use AR. Conversely, nearly twice as many boys who do not use AR compared with those who do say that they rarely or never read outside class (27.1% vs. 17.5%).

Not only do boys who use AR read more frequently, they also tend to read more books in a month compared with boys who do not use AR. For example, twice as many boys who do not use AR compared with those who do say that they haven't read a book in the past month (18.8% vs. 7.2%). Similarly, three times as many girls who do not use AR say that they haven't read a book in the past month compared with those who use AR (12.7% vs. 3.5%). Slightly

more girls who use AR say that they have read 10 books or more in the past month compared with those who do not use AR (12.2% vs. 9.9%).

Compared to 2012, there are only a few differences in the materials read outside class by boys who use AR compared with those who do not use AR. Generally, boys who do not use AR tend to read slightly more technology-based materials, while boys who use AR are more likely to say that they read comics (39.5% vs. 32.5%) and non-fiction (37.4% vs. 33.9%). These differences are unlikely to be due to any difference in access to technology between the groups (see **Table 2**). However, while the difference in fiction reading between boys who use AR and those who do not use AR was 7.1 percentage points in 2012, this difference is considerably smaller in 2013, where 42.7% of boys who use AR said that they read fiction compared with 39.6% of boys who do not use AR. Again, the differences between girls who use AR and those who do not are smaller when it comes to their reading outside class.

Table 2: Technology in the home by gender and whether or not pupils use AR in 2013

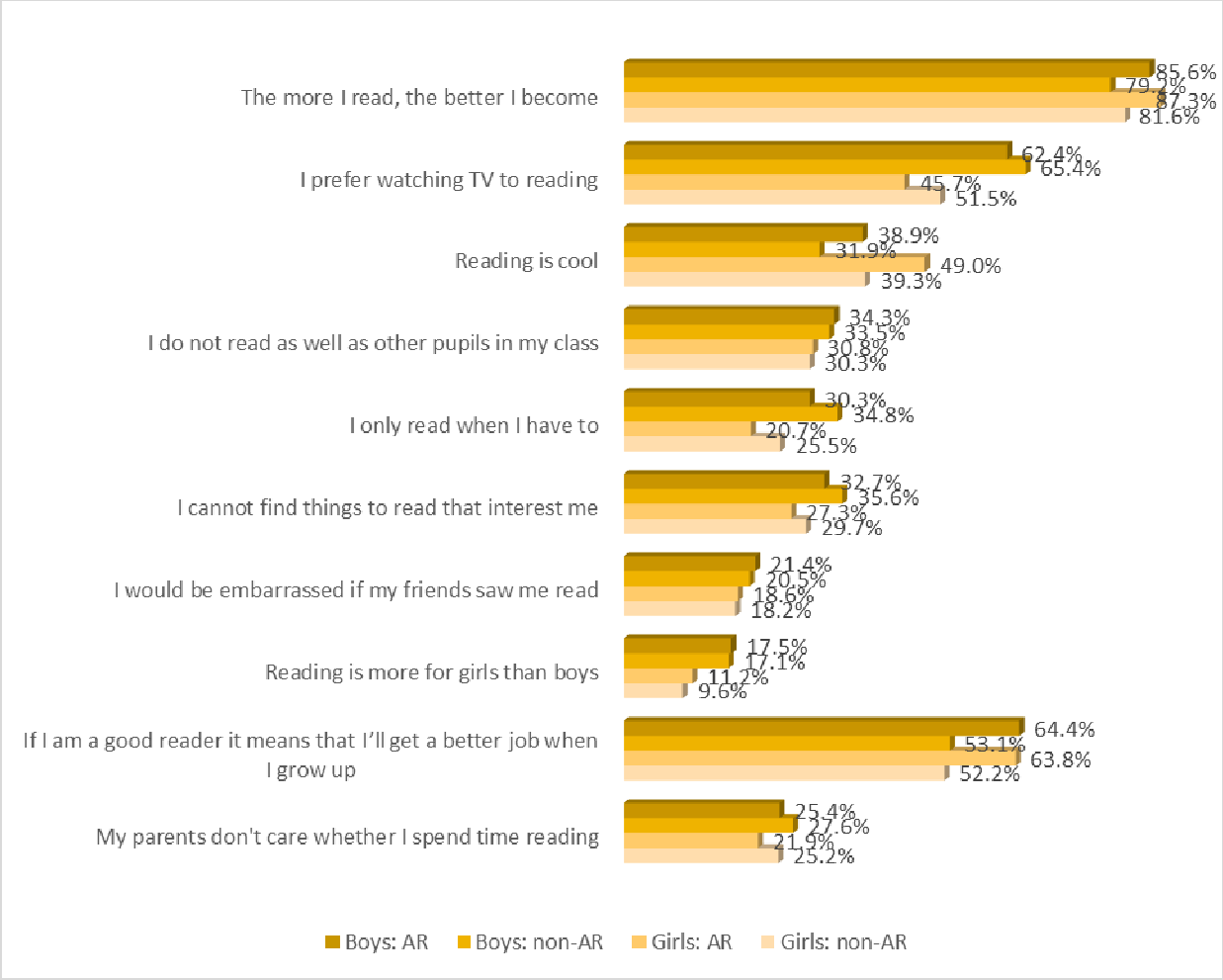
	Boys AR	*Boys Non-AR*	*Girls AR*	*Girls Non-AR*
Own computer	74.7%	73.0%	74.2%	72.9%
Access to computer	96.5%	96.4%	95.5%	96.5%
Access to internet at home	97.5%	97.4%	96.6%	97.5%
Own mobile phone	86.8%	86.2%	89.1%	89.8%
Social network profile	73.9%	75.8%	75.4%	77.2%

Attitudes towards reading

There were also differences in terms of attitudes towards reading, with boys who use AR tending to hold more positive attitudes than boys who do not use AR (see **Figure 8 overleaf**). For example, nearly two-thirds of boys who use AR agree that if they are a good reader they will get a better job when they grow up compared with only half of boys who do not use AR. Similarly, while nearly four in 10 (38.9%) boys who use AR agree that reading is cool, only three in 10 (31.9%) boys who do not use AR agree with this statement.

Girls who use AR tend to hold more positive attitudes towards reading than girls who do not use AR. For example, while half of girls who use AR agree that reading is cool, only two-fifth of girls who do not use AR agree with this statement. Similarly, more girls who use AR see a link between their reading skill and their employment prospects than girls who do not use AR.

Figure 8: Agreement with reading attitude statements by gender and whether or not they use AR in 2013



"Differences between children and young people who use AR and those who do not by socioeconomic background are largely much less pronounced."

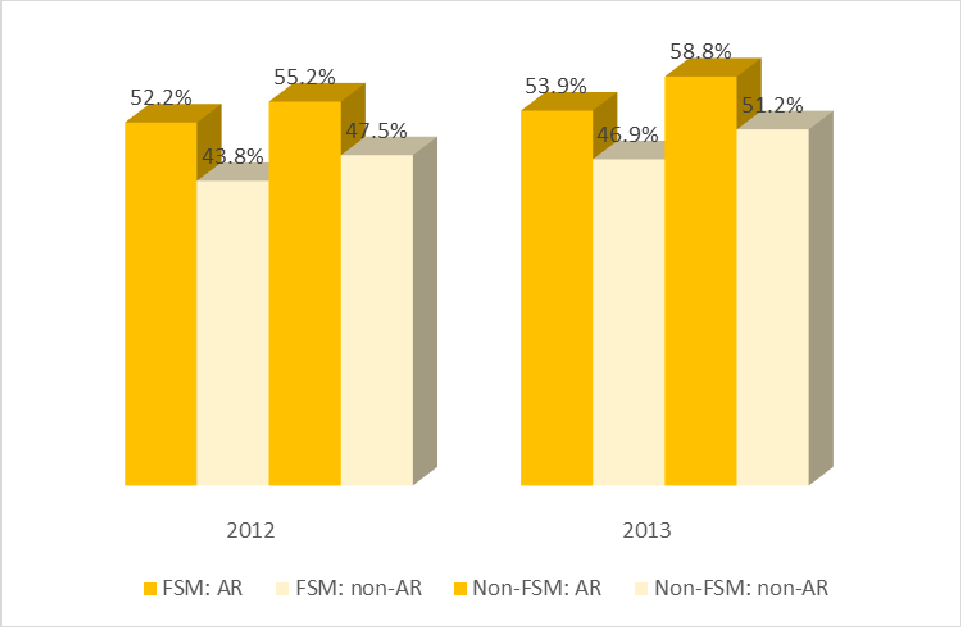
In 2012, there were few real differences between the two groups in terms of their socioeconomic background (using free school meal (FSM) uptake as a proxy) and the same trend continues in 2013.

For example, in 2012 we found that children and young people who use AR enjoy reading more than their peers who do not use AR, but within each group, children and young people who do not receive FSMs enjoy reading more than their peers who receive free meals. The same pattern is found in 2013 (see **Figure 9**).

In 2012 the gap in reading enjoyment was bigger between children who receive FSMs and those who don't receive FSMs where both do not use AR (3.7 percentage point difference) than between children who use AR (3 percentage point difference). This pattern is reversed in 2013, where the gap between children who receive FSMs and those who do not receive FSMs and those who use AR is bigger (4.9 percentage point difference) than the gap between children

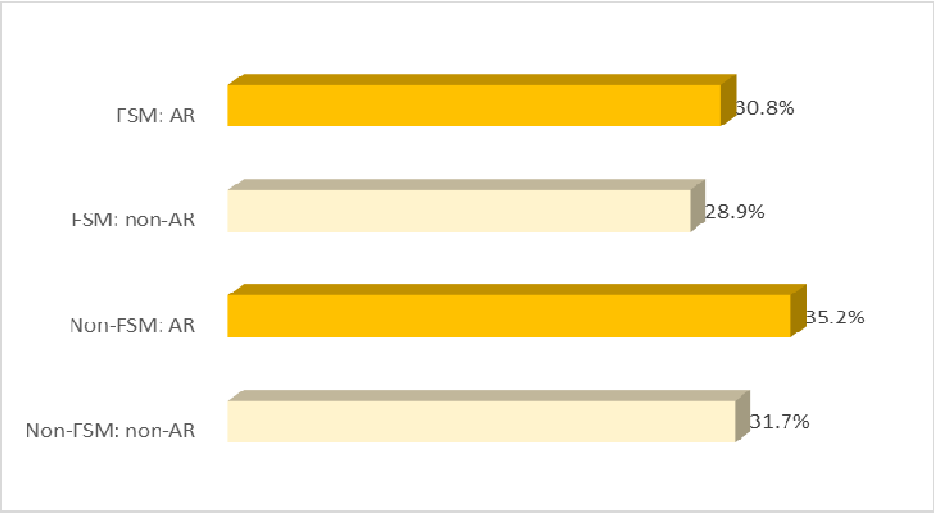
who do not use AR (4.3 percentage point difference). Whether this is just a “blip” or the beginning of a trend remains to be seen.

Figure 9: Enjoyment levels by FSM uptake and whether or not children use AR in 2012 and 2013



Similarly, more children and young people who use AR read outside class on a daily basis than their peers who do not use AR. Within each group, children and young people who do not receive FSMs are more likely to read daily than their peers who receive FSMs (see **Figure 10**).

Figure 10: Proportion of children who read daily by FSM uptake and whether or not they use AR in 2013

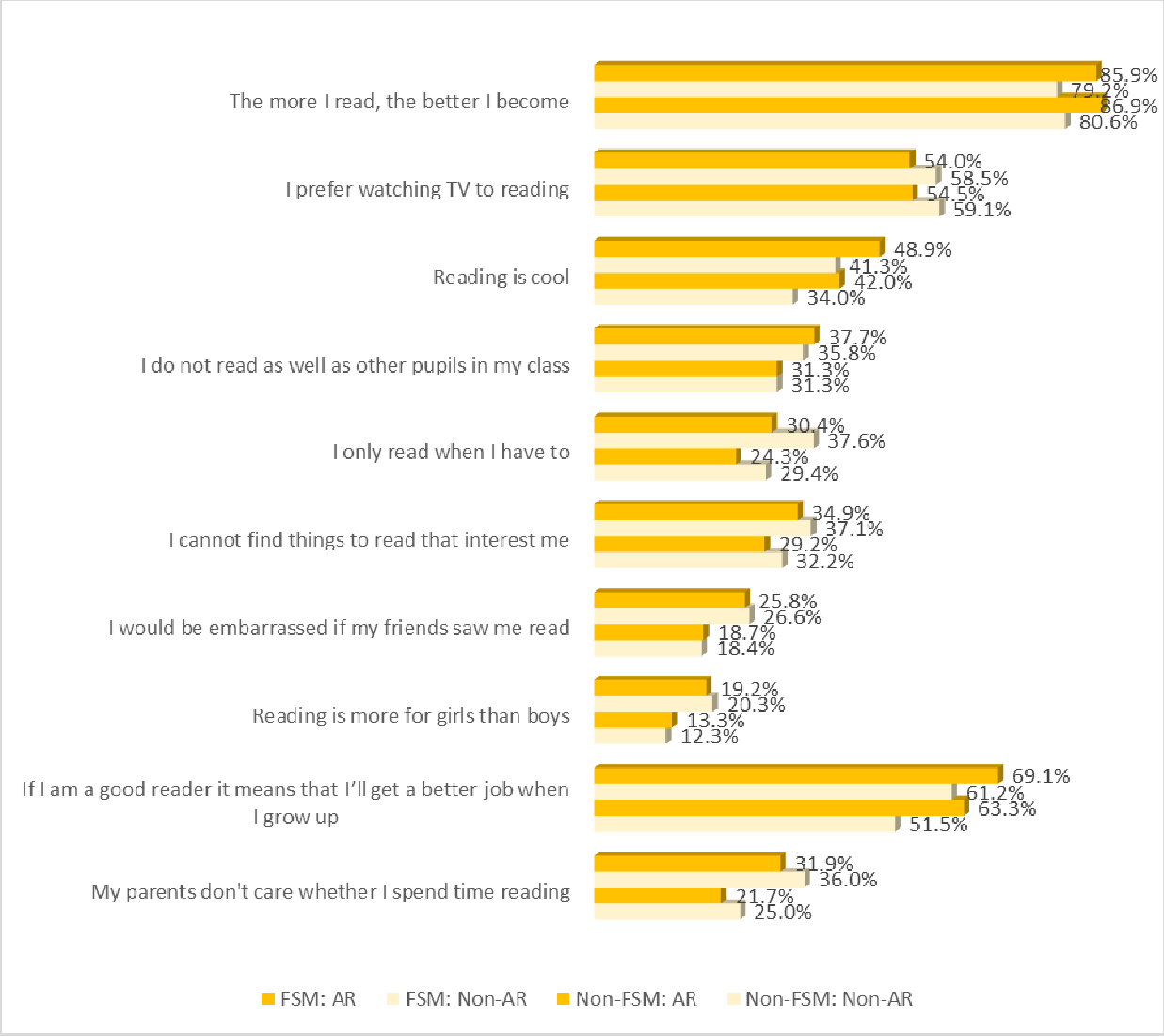


The relationships between reading attitudes, FSM uptake and AR use are complex. For example, fewer children and young people who use AR agree with the statement that they only read when they have to than their peers who do not use AR (see **Figure 11** overleaf). Irrespective of whether or not they use AR, children and young people who receive FSMs are less likely to agree with the statement than their peers who do not receive FSMs.

However, children who use AR are more likely to agree with the statement that reading is cool, irrespective of whether or not they receive FSMs. Furthermore, children who receive FSMs are more likely to agree with the statements that their parents don’t care whether they spend any

time reading or that they would be embarrassed if their friends saw them read irrespective of whether or not they use AR.

Figure 11: Proportion of children who agree with attitudinal statements by FSM uptake and whether or not they use AR in 2013

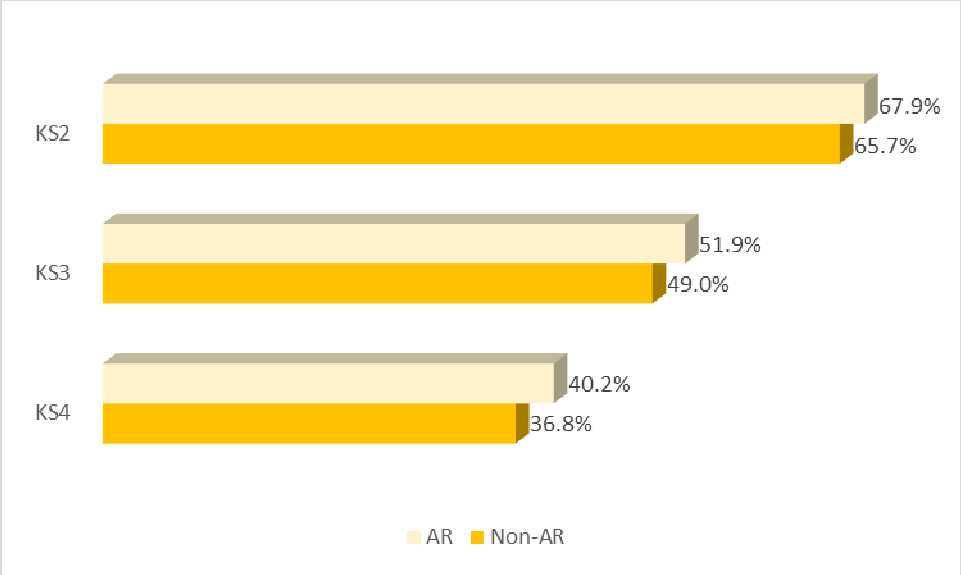


"In 2013, there were only a few differences between children who use AR and those who do not by key stages. There are some areas where KS4 (aged 14 to 16) pupils who use AR outdo their peers who do not use AR."

Reading enjoyment

In 2013, slightly more children who use AR enjoy reading compared with their peers who do not use AR regardless of their key stage (see **Figure 12**). This is a slight departure from findings we reported last year, where KS2 pupils (aged 8 to 11) who do not use AR were marginally more likely to say that they enjoy reading than KS2 pupils who use AR.

Figure 12: Proportion of children who enjoy reading by key stage and whether or not they use AR in 2013



However, pupils who use AR are more likely to see themselves as readers than pupils who do not use AR. For example, nearly two-thirds (65.0%) of KS3 pupils who use AR see themselves as readers compared with 58.3% of KS3 pupils who do not use AR. Similarly, 55.6% of KS4 pupils who use AR see themselves as readers compared with only 47.5% of KS4 pupils who do not use AR. The same relationship holds true for KS2 pupils but the differences are smaller (77.3% vs. 74.6%).

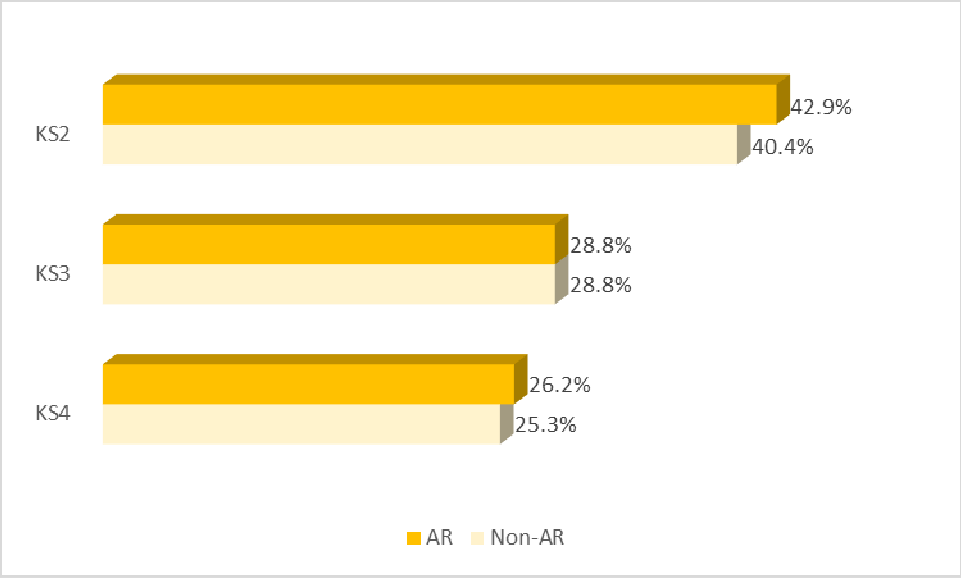
KS4 pupils who use AR are more likely to have a favourite book or story compared with their peers who do not use AR, with 53.8% of KS4 AR users saying they have a favourite book or story compared with 45.1% of KS4 non-AR pupils. Slightly more KS3 AR pupils (67.7%) also say that they have a favourite book or story compared with their non-AR peers (63.0%). There was no real difference at KS2 level (79.3% vs. 79.1%).

Reading outside class

The differences in terms of reading frequency were much less pronounced. **Figure 13** overleaf illustrates this with respect to daily reading outside class. Marginally more KS2 pupils who use AR say that they read outside class than their peers who do not use AR, but the differences for KS3 and KS4 were even less pronounced or non-existent.

However, there were some marked differences in the number of books they had read in the past month. Twice as many KS2 (4.9%) and KS3 (14.1%) pupils who do not use AR say that they had not read a book in the past month compared with their peers who use AR (2.7% and 6.0%). Similarly, while nearly a third (32.6%) of KS4 pupils who do not use AR say that they had not read a book in the past month, only a fifth (20.8%) of KS4 pupils who use AR say this. Overall, at KS3 and KS4 in particular, pupils who use AR are more likely to read two or more books a month compared with their peers who do not use AR. Again, the relationship is slightly different for pupils in KS2, where pupils who do not use AR are more likely to say that they have read 10 or more books in the past month compared with their peers who use AR.

Figure 13: Daily reading by key stage and whether or not children use AR in 2013



As we already reported in 2012, more KS2 pupils who use AR say that they read technology-based materials such as text messages, websites and messages on social networking sites than those who do not use AR. Interestingly, these relationships reverse at KS3 and KS4 where more pupils who do not use AR engage in reading technology-based texts. This is despite the fact that there were no differences in access to technology between those who use AR and those who do not at each key stage (see **Table 3**).

Table 3: Technology in the home by key stage and whether or not pupils use AR in 2013

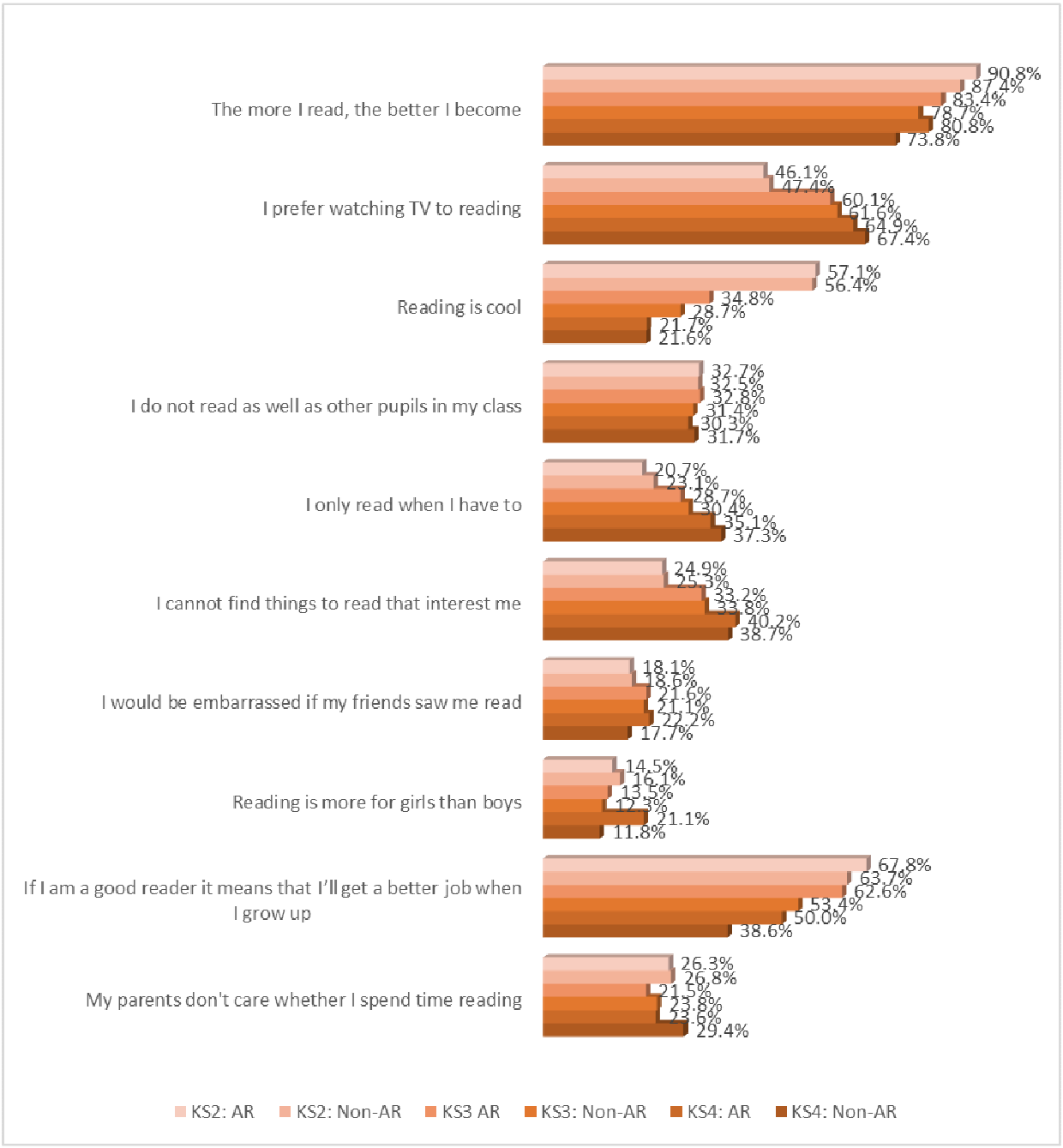
	KS2 AR %	*KS2 Non-AR %*	*KS3 AR %*	*KS3 Non-AR %*	*KS4 AR %*	*KS4 Non-AR %*
Own computer	65.8	63.0	75.5	74.6	79.3	83.6
Access to computer	95.3	94.5	96.8	97.3	94.1	97.7
Access to internet at home	96.3	95.9	97.6	98.1	97.6	98.2
Own mobile phone	82.7	80.8	91.3	93.4	96.5	94.4
Social network profile	59.5	55.6	80.7	81.3	90.9	93.0

Unlike last year where we found that more pupils at KS3 and KS4 who use AR read fiction than their peers who do not use AR, this relationship is reversed in 2013 where KS3 and KS4 pupils who do not use AR are more likely to say that they read fiction outside class than their peers who use AR (KS3: 45.2% vs. 44.0%; KS4: 35.7% vs. 32.7%).

Attitudes towards reading

Finally, **Figure 14** shows that pupils who use AR hold more positive attitudes towards reading than their peers who do not use AR, regardless of their key stage. In some instances, pupils in KS4 in particular hold more positive attitudes towards reading than their peers who do not use AR. For example, they are more likely to agree that the more they read, the better they become (KS4: 80.8% vs. 73.8%). Similarly, while half of KS4 pupils who use AR agree that they will get a better job if they are a better reader, only two-fifths of non-AR pupils at KS4 agree with this statement.

Figure 14: Agreement with attitudinal statements by key stage and by whether or not children use AR in 2013

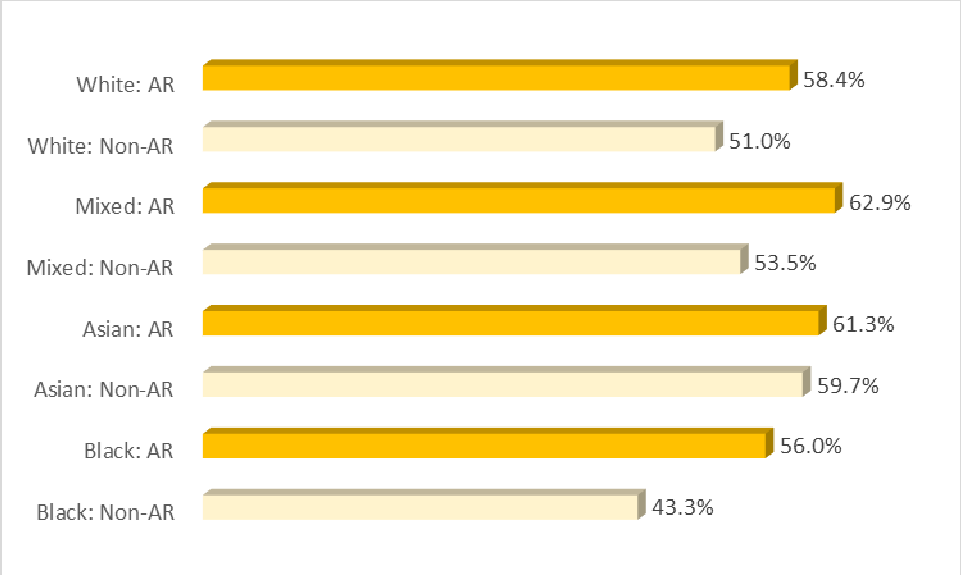


"The relationship between AR use and ethnic background is complex."

To make comparisons by ethnic group meaningful, we combined the subcategories to form "White", "Mixed", "Asian" and "Black" categories of ethnic background. While this crude categorisation undoubtedly hides some important differences within ethnic backgrounds, it allowed for general differences, if any, to be obtained at this stage. However, any inferences based on ethnic background, particularly those based on black ethnic backgrounds due to their smaller sample size, ought to be made with caution.

Figure 15 shows that children who use AR enjoy reading more regardless of their ethnic background compared with children who do not use AR. However, considerably more children from Black, Mixed as well as White backgrounds who use AR enjoy reading than their peers who do not use AR. The difference between children from Asian backgrounds is much more negligible.

Figure 15: Reading enjoyment by ethnic background and whether or not children use AR in 2013



Interestingly, children from White and Asian backgrounds who use AR are most likely to say that they are a reader (70.4% and 73.5%), while children from White, Mixed and Black backgrounds who do not use AR are the least likely to see themselves as a reader (60.8%, 60.1% and 53.8%). Children from White, Asian and Black backgrounds who use AR are also most likely to say that they have a favourite book or story (71.9%, 73.9% and 73.8%), while children from White backgrounds who do not use AR are the least likely to say that they have a favourite book or story (62.9%).

The relationships between daily reading, AR usage and ethnic background are much more variable (see **Figure 16** overleaf). While more children who use AR and who come from White backgrounds read daily than their peers who do not use AR, the dynamic is reversed for children from Asian and Black backgrounds where more children who do not use AR read daily. There was no difference in daily reading amongst children from Mixed backgrounds irrespective of whether or not they use AR.

Children and young people who use AR are also more likely than those who do not use AR to think more positively about reading regardless of their ethnic background (see **Figure 17**).

Figure 16: Daily reading by ethnic background and whether or not children use AR in 2013

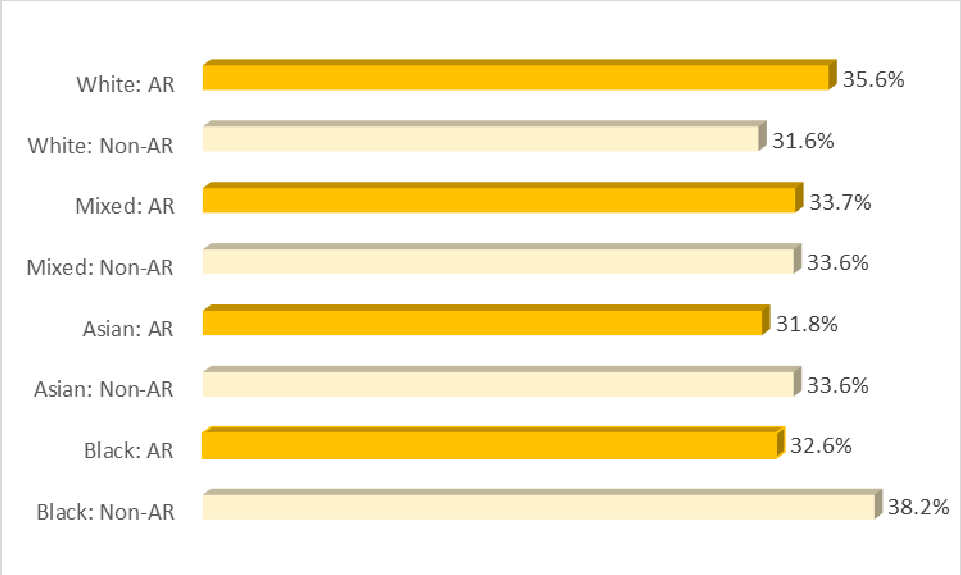
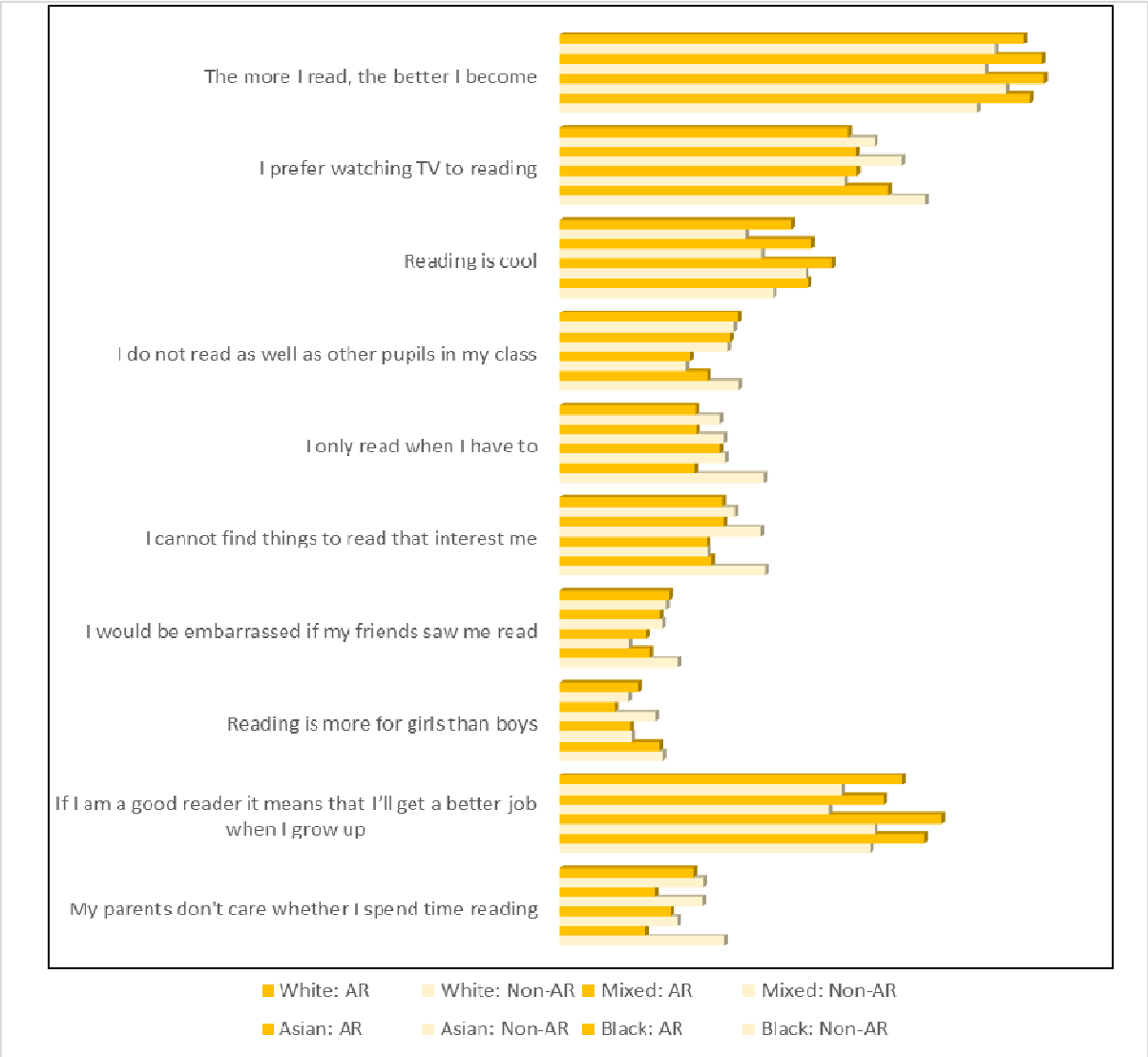


Figure 17: Agreement with attitudinal statements by ethnic background and whether or not children use AR in 2013



Note: Because of the many data points, the figure does not contain percentages but was included purely for illustrative purposes.

A final note

This second report on the relationship of the AR tool with the wider reading lives of children and young people corroborates findings from the first report: children and young people who use AR tend to enjoy reading more, read more often and think more positively about reading than their peers who do not use AR. They are also more likely to see a link between reading and success. There were interesting differences among certain subgroups of AR users, such as boys and, to a lesser extent, KS4 pupils.

However, we ought to keep in mind that this is not a controlled experiment that manipulated AR usage. In order to help tease out the real impact of AR on reading enjoyment, reading behaviour outside class and attitudes towards reading, a longitudinal study is needed that follows children and young people from before they start AR to see whether their attitudes and wider reading behaviour change as a result.

Accelerated Reader and Young People's Reading 2013 – Data tables

The following pages contain the information for each of our reading questions in tables. Each table contains information pertaining to pupils who use AR (top purple row) , followed by the pupils who do not use AR (lighter purple row) as well as broken down by demographic background – gender, key stage, free school meal (FSM) uptake and ethnic background.

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

Table 4: Enjoyment of reading in 2013 for AR and non-AR pupils and broken down by demographic background

How much do you enjoy reading?	*Very much* %	*Quite a lot* %	*Overall enjoyment* %	*A bit* %	*Not at all* %
All AR (N = 11,191)	26.0%	32.1%	**58.1%**	34.8%	7.0%
All Non-AR (N = 11,222)	23.5%	27.4%	**50.9%**	36.8%	12.3%
AR – Boys (N = 5,826)	22.1%	30.3%	52.4%	38.8%	8.8%
Non-AR Boys (N = 5,750)	19.1%	25.9%	45.0%	39.5%	15.5%
AR – Girls (N = 5,365)	30.4%	34.0%	64.4%	30.7%	5.0%
Non-AR Girls (N = 5,472)	28.1%	29.1%	57.2%	34.1%	8.7%
AR – FSM (N = 2,092)	26.6%	27.3%	53.9%	39.1%	7.1%
Non-AR – FSM (N = 2,288)	25.3%	21.6%	46.9%	38.5%	14.6%
AR – Non-FSM (N = 8,352)	25.4%	33.4%	58.8%	34.2%	6.9%
Non-AR – Non-FSM (N = 8,634)	23.0%	28.2%	51.2%	36.8%	12.0%
AR – KS2 (N = 4,496)	35.0%	32.9%	67.9%	27.4%	4.6%
Non-AR – KS2 (N = 4,467)	34.2%	31.5%	65.7%	28.4%	5.9%
AR – KS3 (N = 5,906)	19.4%	32.5%	51.9%	39.5%	8.5%
Non-AR – KS3 (N = 5,906)	20.3%	28.7%	49.0%	38.2%	12.8%
AR – KS4 (N = 711)	16.0%	24.2%	40.2%	48.1%	11.7%
Non-AR – KS4 (N = 709)	15.7%	21.1%	36.8%	44.6%	18.6%
AR – White (N = 7,581)	26.3%	32.1%	58.4%	34.5%	7.1%
Non-AR – White (N = 7,500)	23.4%	27.6%	51.0%	37.3%	11.7%
AR – Mixed (N = 510)	26.3%	36.6%	62.9%	29.4%	7.8%
Non-AR – Mixed (N = 507)	24.3%	29.2%	53.5%	31.7%	14.8%
AR – Asian (N = 990)	27.6%	35.5%	61.3%	32.3%	4.6%
Non-AR – Asian (N = 999)	27.5%	32.2%	59.7%	30.2%	10.1%
AR – Black (N = 345)	22.4%	33.6%	56.0%	35.4%	8.5%
Non-AR – Black (N = 375)	23.8%	19.5%	43.3%	41.1%	15.6%

Table 5: Self-perceptions as readers in 2013 for AR and non-AR pupils and broken down by demographic background

Are you a reader?	*Yes* %	*No* %	*Not sure* %
All AR (N = 11,191)	69.7%	17.2%	13.1%
All Non-AR (N = 11,222)	60.4%	28.1%	11.6%
AR – Boys (N = 5,826)	65.0%	20.6%	14.4%
Non-AR Boys (N = 5,750)	55.3%	33.2%	11.5%
AR – Girls (N = 5,365)	74.8%	13.6%	11.6%
Non-AR Girls (N = 5,472)	65.7%	22.6%	11.7%
AR – FSM (N = 2,092)	67.0%	18.7%	14.3%
Non-AR – FSM (N = 2,288)	56.1%	32.3%	11.6%
AR – Non-FSM (N = 8,352)	70.7%	17.0%	12.3%
Non-AR – Non-FSM (N = 8,634)	60.7%	27.9%	11.4%
AR – KS2 (N = 4,496)	77.3%	10.7%	12.0%
Non-AR – KS2 (N = 4,467)	74.6%	14.8%	10.6%
AR – KS3 (N = 5,906)	65.0%	20.9%	14.1%
Non-AR – KS3 (N = 5,906)	58.3%	29.5%	12.2%
AR – KS4 (N = 711)	55.6%	32.4%	12.0%
Non-AR – KS4 (N = 709)	47.5%	40.8%	11.6%
AR – White (N = 7,581)	70.4%	17.2%	12.4%
Non-AR – White (N = 7,500)	60.8%	27.6%	11.6%
AR – Mixed (N = 510)	66.5%	17.0%	16.5%
Non-AR – Mixed (N = 507)	60.1%	28.4%	11.4%
AR – Asian (N = 990)	73.5%	13.4%	13.1%
Non-AR – Asian (N = 999)	65.9%	24.2%	9.9%
AR – Black (N = 345)	66.4%	13.6%	20.0%
Non-AR – Black (N = 375)	53.8%	33.6%	12.6%

Having a favourite book

Table 6: Having a favourite book in 2013 for AR and non-AR pupils and broken down by demographic background

	Yes %	*No* %
All AR (N = 11,191)	71.9%	28.1%
All Non-AR (N = 11,222)	63.2%	36.8%
AR – Boys (N = 5,826)	67.5%	32.5%
Non-AR Boys (N = 5,750)	58.1%	41.9%
AR – Girls (N = 5,365)	76.5%	23.5%
Non-AR Girls (N = 5,472)	68.6%	31.4%
AR – FSM (N = 2,092)	69.1%	30.9%
Non-AR – FSM (N = 2,288)	66.9%	33.1%
AR – Non-FSM (N = 8,352)	72.1%	27.9%
Non-AR – Non-FSM (N = 8,634)	62.3%	37.7%
AR – KS2 (N = 4,496)	79.3%	20.7%
Non-AR – KS2 (N = 4,467)	79.1%	20.9%
AR – KS3 (N = 5,906)	67.7%	32.3%
Non-AR – KS3 (N = 5,906)	63.0%	37.0%
AR – KS4 (N = 711)	53.8%	46.2%
Non-AR – KS4 (N = 709)	45.1%	54.9%
AR – White (N = 7,581)	71.9%	28.1%
Non-AR – White (N = 7,500)	62.9%	37.1%
AR – Mixed (N = 510)	69.2%	30.8%
Non-AR – Mixed (N = 507)	66.2%	33.8%
AR – Asian (N = 990)	73.9%	26.1%
Non-AR – Asian (N = 999)	67.8%	32.2%
AR – Black (N = 345)	73.8%	26.2%
Non-AR – Black (N = 375)	67.0%	33.0%

How often young people read outside class

Table 7: Reading frequency in 2013 for AR and non-AR pupils and broken down by demographic background

How often do you read outside class?	*Every day* %	*A few times a week* %	*About once a week* %	*A few times a month* %	*About once a month* %	*Rarely* %	*Never* %
All AR (N = 11,191)	34.7%	31.6%	11.1%	6.0%	2.0%	10.3%	4.3%
All Non-AR (N = 11,222)	31.4%	26.7%	9.2%	6.7%	3.2%	15.7%	7.1%
AR – Boys (N = 5,826)	31.5%	30.6%	11.7%	6.5%	2.2%	11.8%	5.7%
Non-AR Boys (N = 5,750)	27.3%	26.2%	9.1%	7.1%	3.2%	18.5%	8.6%
AR – Girls (N = 5,365)	38.2%	32.4%	10.5%	5.5%	1.7%	8.8%	2.8%
Non-AR Girls (N = 5,472)	35.8%	27.1%	9.5%	6.3%	3.3%	12.7%	5.4%
AR – FSM (N = 2,092)	30.8%	32.7%	11.0%	5.3%	2.1%	12.6%	5.5%
Non-AR – FSM (N = 2,288)	28.9%	25.2%	9.4%	6.2%	2.4%	16.8%	11.1%
AR – Non-FSM (N = 8,352)	35.2%	31.4%	11.2%	6.3%	2.0%	10.0%	4.0%
Non-AR – Non-FSM (N = 8,634)	31.7%	26.8%	9.2%	6.8%	3.4%	15.7%	6.4%
AR – KS2 (N = 4,496)	42.9%	33.1%	8.9%	4.5%	1.1%	6.3%	3.3%
Non-AR – KS2 (N = 4,467)	40.4%	31.2%	8.8%	4.9%	1.8%	8.5%	4.5%
AR – KS3 (N = 5,906)	28.8%	30.5%	13.0%	7.1%	2.6%	13.0%	4.9%
Non-AR – KS3 (N = 5,906)	28.8%	26.4%	9.8%	7.4%	3.5%	16.6%	7.5%
AR – KS4 (N = 711)	26.2%	28.8%	11.3%	7.6%	3.9%	16.5%	5.8%
Non-AR – KS4 (N = 709)	25.3%	22.2%	8.9%	7.6%	4.3%	22.4%	9.4%
AR – White (N = 7,581)	35.6%	31.2%	10.8%	5.6%	2.0%	10.3%	4.5%
Non-AR – White (N = 7,500)	31.6%	26.1%	9.4%	6.7%	3.2%	16.3%	6.5%
AR – Mixed (N = 510)	33.7%	35.9%	11.3%	5.5%	1.7%	7.7%	4.1%
Non-AR – Mixed (N = 507)	33.6%	26.6%	10.3%	3.7%	3.2%	13.5%	9.1%
AR – Asian (N = 990)	31.8%	34.4%	12.6%	6.0%	1.7%	11.0%	2.5%
Non-AR – Asian (N = 999)	33.6%	33.4%	8.8%	6.7%	2.3%	8.8%	6.4%
AR – Black (N = 345)	32.6%	29.1%	9.3%	13.2%	2.6%	10.1%	3.1%
Non-AR – Black (N = 375)	38.2%	23.2%	3.6%	8.9%	3.9%	13.6%	8.6%

How long young people read for

Table 8: Reading length in 2013 for AR and non-AR pupils and broken down by demographic background

	I don't read %	*Up to 10 min* %	*Up to 20 min* %	*Up to 30 min* %	*About 1 hour* %	*Longer than 1 hour* %
All AR (N = 11,191)	3.7%	20.8%	27.0%	25.1%	13.6%	9.7%
All Non-AR (N = 11,222)	8.3%	19.9%	21.0%	24.0%	15.2%	11.6%
AR – Boys (N = 5,826)	5.3%	23.0%	27.1%	24.3%	12.1%	8.3%
Non-AR Boys (N = 5,750)	10.1%	22.7%	21.1%	23.2%	13.0%	9.8%
AR – Girls (N = 5,365)	2.0%	18.6%	26.9%	26.1%	15.1%	11.2%
Non-AR Girls (N = 5,472)	6.3%	17.0%	21.1%	24.9%	17.4%	13.3%
AR – FSM (N = 2,092)	3.8%	25.0%	26.2%	22.7%	12.2%	10.0%
Non-AR – FSM (N = 2,288)	11.1%	26.2%	19.1%	19.5%	12.3%	11.7%
AR – Non-FSM (N = 8,352)	3.5%	20.2%	26.9%	25.8%	14.1%	9.5%
Non-AR – Non-FSM (N = 8,634)	7.9%	18.9%	21.4%	24.7%	15.6%	11.5%
AR – KS2 (N = 4,496)	2.5%	20.5%	26.8%	25.7%	13.5%	11.0%
Non-AR – KS2 (N = 4,467)	3.3%	23.4%	24.1%	24.9%	14.3%	9.9%
AR – KS3 (N = 5,906)	4.3%	20.8%	27.9%	25.5%	13.1%	8.3%
Non-AR – KS3 (N = 5,906)	8.4%	18.4%	21.7%	24.2%	15.6%	11.8%
AR – KS4 (N = 711)	7.0%	22.6%	21.5%	19.1%	16.5%	13.2%
Non-AR – KS4 (N = 709)	13.8%	18.0%	16.9%	22.9%	15.7%	12.6%
AR – White (N = 7,581)	3.8%	20.6%	27.2%	25.3%	13.6%	9.4%
Non-AR – White (N = 7,500)	8.1%	19.6%	20.7%	24.6%	15.1%	11.9%
AR – Mixed (N = 510)	3.9%	16.7%	23.6%	28.9%	12.5%	14.4%
Non-AR – Mixed (N = 507)	9.6%	18.1%	21.0%	21.9%	16.6%	12.8%
AR – Asian (N = 990)	2.5%	22.8%	26.6%	24.4%	15.2%	8.5%
Non-AR – Asian (N = 999)	7.6%	18.2%	21.4%	26.1%	17.0%	9.7%
AR – Black (N = 345)	1.8%	22.0%	25.1%	23.8%	11.9%	15.4%
Non-AR – Black (N = 375)	8.0%	22.1%	21.0%	25.4%	10.5%	13.0%

Types of materials read outside class

Table 9: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 1)

	Text messages %	*Magazines* %	*Websites* %	*Social networking sites* %	*Fiction* %	*Emails* %
All AR (N = 11,191)	69.7%	52.3%	54.0%	47.9%	46.5%	47.9%
All Non-AR (N = 11,222)	72.3%	53.5%	55.8%	54.5%	44.1%	50.6%
AR – Boys (N = 5,826)	63.2%	41.5%	53.1%	44.1%	42.7%	45.5%
Non-AR Boys (N = 5,750)	65.7%	42.8%	55.1%	50.8%	39.6%	49.0%
AR – Girls (N = 5,365)	76.8%	63.9%	55.1%	52.1%	50.6%	50.5%
Non-AR Girls (N = 5,472)	79.5%	64.8%	56.6%	58.5%	49.1%	52.5%
AR – FSM (N = 2,092)	63.1%	50.1%	45.5%	47.9%	40.3%	42.8%
Non-AR – FSM (N = 2,288)	58.0%	46.1%	44.7%	44.8%	37.0%	38.3%
AR – Non-FSM (N = 8,352)	72.0%	53.1%	56.7%	48.8%	48.1%	49.6%
Non-AR – Non-FSM (N = 8,634)	75.1%	54.6%	58.0%	56.6%	45.1%	52.9%
AR – KS2 (N = 4,496)	63.2%	52.6%	49.3%	37.4%	51.5%	44.9%
Non-AR – KS2 (N = 4,467)	54.6%	52.3%	41.4%	32.0%	50.1%	37.1%
AR – KS3 (N = 5,906)	74.3%	52.1%	56.9%	54.8%	44.0%	49.6%
Non-AR – KS3 (N = 5,906)	77.8%	54.5%	57.0%	57.9%	45.2%	52.7%
AR – KS4 (N = 711)	82.5%	51.3%	68.6%	68.8%	32.7%	58.4%
Non-AR – KS4 (N = 709)	85.0%	53.4%	70.6%	75.3%	35.7%	63.0%
AR – White (N = 7,581)	71.8%	55.1%	55.6%	49.0%	47.4%	47.9%
Non-AR – White (N = 7,500)	74.2%	55.4%	56.8%	55.8%	44.9%	51.0%
AR – Mixed (N = 510)	72.7%	50.3%	53.0%	53.6%	51.4%	55.2%
Non-AR – Mixed (N = 507)	69.6%	50.1%	56.7%	54.9%	43.2%	51.5%
AR – Asian (N = 990)	58.4%	44.4%	48.8%	41.6%	48.0%	49.4%
Non-AR – Asian (N = 999)	65.3%	50.0%	56.7%	49.9%	49.7%	54.2%
AR – Black (N = 345)	68.7%	49.3%	59.0%	51.1%	45.8%	51.5%
Non-AR – Black (N = 375)	68.1%	51.8%	53.2%	53.2%	40.8%	47.5%

Table 9: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 2)

	Lyrics %	*Instant messages* %	*Non-fiction* %	*Newspaper* %	*Comics* %	*Poems* %
All AR (N = 11,191)	48.2%	43.0%	35.2%	29.6%	29.8%	17.0%
All Non-AR (N = 11,222)	46.4%	45.7%	32.9%	31.5%	25.2%	14.5%
AR – Boys (N = 5,826)	34.3%	38.2%	37.4%	31.4%	39.5%	11.9%
Non-AR Boys (N = 5,750)	30.4%	40.3%	33.9%	33.9%	32.5%	10.1%
AR – Girls (N = 5,365)	63.1%	48.1%	33.0%	27.8%	19.5%	22.4%
Non-AR Girls (N = 5,472)	63.2%	51.5%	31.9%	28.9%	17.5%	19.2%
AR – FSM (N = 2,092)	47.6%	40.2%	30.8%	30.5%	32.0%	20.4%
Non-AR – FSM (N = 2,288)	45.3%	34.5%	30.4%	27.1%	29.2%	20.4%
AR – Non-FSM (N = 8,352)	48.6%	44.6%	36.1%	29.7%	29.1%	15.8%
Non-AR – Non-FSM (N = 8,634)	46.8%	48.0%	33.1%	32.3%	24.3%	13.2%
AR – KS2 (N = 4,496)	46.8%	34.3%	40.5%	29.4%	33.9%	23.8%
Non-AR – KS2 (N = 4,467)	42.7%	28.5%	39.9%	27.9%	33.0%	25.1%
AR – KS3 (N = 5,906)	49.0%	48.8%	31.7%	29.7%	27.3%	12.0%
Non-AR – KS3 (N = 5,906)	47.8%	49.5%	32.2%	30.1%	24.6%	10.5%
AR – KS4 (N = 711)	53.7%	58.9%	29.9%	33.3%	24.0%	10.4%
Non-AR – KS4 (N = 709)	48.4%	60.1%	26.0%	37.1%	17.4%	7.6%
AR – White (N = 7,581)	48.8%	43.1%	35.5%	29.7%	29.6%	15.8%
Non-AR – White (N = 7,500)	47.2%	46.3%	33.0%	31.6%	25.3%	13.9%
AR – Mixed (N = 510)	51.7%	47.8%	35.4%	31.8%	37.0%	18.8%
Non-AR – Mixed (N = 507)	47.4%	46.5%	34.8%	29.3%	25.6%	14.2%
AR – Asian (N = 990)	45.1%	42.2%	36.7%	29.8%	31.2%	21.7%
Non-AR – Asian (N = 999)	44.3%	46.2%	40.0%	34.5%	28.0%	18.8%
AR – Black (N = 345)	54.2%	52.4%	38.3%	41.4%	40.5%	25.1%
Non-AR – Black (N = 375)	47.5%	48.2%	33.0%	31.9%	30.1%	21.6%

Table 9: Types of materials read at least once a month in 2013 for AR and non-AR pupils and broken down by demographic background (Part 3)

	Twitter %	Blogs %	EAL materials %	Manuals %	ebooks %
All AR (N = 11,191)	25.0%	17.3%	16.3%	17.9%	14.6%
All Non-AR (N = 11,222)	30.5%	19.7%	15.4%	17.3%	14.6%
AR – Boys (N = 5,826)	22.4%	14.3%	15.4%	21.6%	12.7%
Non-AR Boys (N = 5,750)	27.7%	15.7%	13.7%	21.3%	12.7%
AR – Girls (N = 5,365)	27.8%	20.6%	17.3%	14.0%	16.6%
Non-AR Girls (N = 5,472)	33.7%	23.9%	17.1%	13.2%	16.6%
AR – FSM (N = 2,092)	26.9%	16.3%	18.2%	15.5%	14.2%
Non-AR – FSM (N = 2,288)	24.0%	17.3%	13.6%	13.8%	11.7%
AR – Non-FSM (N = 8,352)	24.7%	17.6%	15.9%	18.4%	14.3%
Non-AR – Non-FSM (N = 8,634)	31.7%	20.0%	15.6%	17.9%	14.9%
AR – KS2 (N = 4,496)	16.5%	17.3%	16.7%	18.1%	16.3%
Non-AR – KS2 (N = 4,467)	12.7%	17.1%	15.3%	14.7%	15.0%
AR – KS3 (N = 5,906)	29.6%	16.6%	15.5%	17.5%	13.4%
Non-AR – KS3 (N = 5,906)	28.6%	17.7%	15.6%	17.1%	15.3%
AR – KS4 (N = 711)	49.6%	25.1%	21.0%	21.0%	13.0%
Non-AR – KS4 (N = 709)	52.8%	24.8%	15.3%	20.8%	13.0%
AR – White (N = 7,581)	24.6%	16.5%	14.6%	17.5%	14.7%
Non-AR – White (N = 7,500)	31.0%	19.6%	13.8%	17.1%	14.5%
AR – Mixed (N = 510)	32.9%	22.4%	23.8%	22.1%	16.6%
Non-AR – Mixed (N = 507)	31.4%	23.4%	19.7%	17.8%	12.6%
AR – Asian (N = 990)	21.8%	19.8%	28.0%	18.1%	12.0%
Non-AR – Asian (N = 999)	25.4%	20.6%	28.8%	21.1%	16.4%
AR – Black (N = 345)	33.9%	24.2%	22.0%	19.8%	22.9%
Non-AR – Black (N = 375)	39.4%	25.5%	22.0%	20.6%	18.8%

How many books young people read in a month

(overleaf)

Table 10: Number of books read in the last month in 2013 for AR and non-AR pupils and broken down by demographic background

	None	1	2	3	4	5	6	7	8	9	10	10+
	%	%	%	%	%	%	%	%	%	%	%	%
All AR (N = 11,191)	5.4%	15.4%	19.1%	16.3%	11.3%	9.8%	5.4%	2.5%	2.6%	1.4%	1.5%	9.2%
All Non-AR (N = 11,222)	16.4%	22.8%	17.0%	12.2%	8.0%	6.3%	3.4%	2.2%	1.9%	1.2%	1.3%	7.3%
AR – Boys (N = 5,826)	7.2%	16.4%	18.8%	15.9%	11.4%	9.6%	5.4%	2.6%	2.5%	1.1%	1.4%	7.7%
Non-AR Boys (N = 5,750)	19.8%	22.9%	16.0%	11.7%	7.7%	6.6%	3.3%	1.8%	1.8%	0.9%	1.0%	6.5%
AR – Girls (N = 5,365)	3.5%	14.4%	19.5%	16.9%	11.4%	10.0%	5.4%	2.4%	2.7%	1.7%	1.5%	10.7%
Non-AR Girls (N = 5,472)	12.7%	22.6%	18.1%	12.8%	8.2%	6.1%	3.5%	2.6%	2.0%	1.5%	1.7%	8.2%
AR – FSM (N = 2,092)	5.5%	12.8%	14.8%	15.0%	9.2%	14.3%	6.1%	3.4%	3.4%	1.6%	2.1%	11.8%
Non-AR – FSM (N = 2,288)	15.0%	16.1%	13.5%	12.2%	10.1%	7.4%	4.7%	2.9%	2.1%	1.7%	2.7%	11.6%
AR – Non-FSM (N = 8,352)	5.4%	16.2%	20.2%	16.9%	11.8%	8.9%	5.0%	2.3%	2.5%	1.4%	1.3%	8.2%
Non-AR – Non-FSM (N = 8,634)	16.7%	24.1%	17.6%	12.3%	7.8%	6.0%	3.1%	2.1%	1.8%	1.1%	1.0%	6.3%
AR – KS2 (N = 4,496)	2.7%	10.9%	18.0%	15.0%	12.2%	10.3%	6.0%	3.0%	3.4%	1.9%	2.0%	14.9%
Non-AR – KS2 (N = 4,467)	4.9%	12.9%	15.1%	14.4%	10.7%	9.8%	5.7%	3.7%	3.3%	2.5%	2.9%	14.3%
AR – KS3 (N = 5,906)	6.0%	18.0%	20.8%	17.7%	10.8%	10.0%	5.1%	2.1%	2.3%	1.2%	1.2%	4.9%
Non-AR – KS3 (N = 5,906)	14.1%	26.3%	20.2%	13.4%	7.6%	5.8%	2.9%	1.8%	1.4%	0.9%	0.7%	4.9%
AR – KS4 (N = 711)	20.8%	27.4%	13.9%	13.5%	10.6%	3.3%	3.5%	1.5%	0.2%	0.0%	0.7%	4.6%
Non-AR – KS4 (N = 709)	32.6%	29.0%	14.8%	8.3%	5.5%	3.3%	1.5%	0.9%	1.0%	0.2%	0.4%	2.5%
AR – White (N = 7,581)	5.6%	16.6%	20.3%	16.6%	11.5%	9.1%	5.1%	2.4%	2.3%	1.4%	1.3%	7.9%
Non-AR – White (N = 7,500)	16.4%	23.6%	17.4%	12.2%	7.8%	5.9%	3.4%	2.3%	1.9%	1.1%	1.1%	7.0%
AR – Mixed (N = 510)	4.8%	12.0%	20.4%	13.7%	10.4%	11.8%	4.8%	1.7%	4.5%	0.8%	2.5%	12.6%

	None	1	2	3	4	5	6	7	8	9	10	10+
	%	%	%	%	%	%	%	%	%	%	%	%
All AR (N = 11,191)	5.4%	15.4%	19.1%	16.3%	11.3%	9.8%	5.4%	2.5%	2.6%	1.4%	1.5%	9.2%
Non-AR – Mixed (N = 507)	18.9%	17.1%	18.0%	13.1%	7.5%	8.1%	3.4%	1.4%	2.0%	1.6%	2.2%	6.8%
AR – Asian (N = 990)	2.3%	7.8%	13.5%	17.6%	11.5%	13.7%	7.6%	4.1%	3.9%	2.2%	1.5%	14.4%
Non-AR – Asian (N = 999)	12.5%	15.9%	15.3%	12.3%	10.1%	9.3%	3.6%	2.1%	3.0%	2.4%	2.4%	11.0%
AR – Black (N = 345)	5.0%	11.8%	11.8%	17.6%	11.8%	10.4%	4.5%	2.3%	4.5%	1.4%	4.1%	14.9%
Non-AR – Black (N = 375)	17.5%	13.2%	12.1%	12.9%	10.0%	7.5%	7.5%	2.9%	1.4%	1.8%	3.2%	10.0%

Table 11.1: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – The more I read, the better I become

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	86.4%	6.9%	4.2%	2.5%
All Non-AR (N = 11,222)	80.3%	10.6%	5.9%	3.2%
AR – Boys (N = 5,826)	85.6%	6.9%	4.9%	2.6%
Non-AR Boys (N = 5,750)	79.2%	10.3%	6.8%	3.7%
AR – Girls (N = 5,365)	87.3%	7.1%	3.4%	2.2%
Non-AR Girls (N = 5,472)	81.6%	10.8%	4.9%	2.7%
AR – FSM (N = 2,092)	85.9%	6.1%	3.9%	4.0%
Non-AR – FSM (N = 2,288)	79.2%	11.0%	6.5%	3.2%
AR – Non-FSM (N = 8,352)	86.9%	7.1%	4.1%	2.0%
Non-AR – Non-FSM (N = 8,634)	80.6%	10.6%	5.8%	3.0%
AR – KS2 (N = 4,496)	90.8%	4.4%	2.7%	2.1%
Non-AR – KS2 (N = 4,467)	87.4%	5.8%	4.0%	2.8%
AR – KS3 (N = 5,906)	83.4%	8.5%	5.4%	2.7%
Non-AR – KS3 (N = 5,906)	79.7%	11.1%	5.6%	3.5%
AR – KS4 (N = 711)	80.8%	12.2%	4.2%	2.8%
Non-AR – KS4 (N = 709)	73.8%	14.9%	8.1%	3.2%
AR – White (N = 7,581)	86.0%	7.3%	4.3%	2.5%
Non-AR – White (N = 7,500)	80.7%	10.6%	5.6%	3.0%
AR – Mixed (N = 510)	89.5%	4.8%	5.1%	0.6%
Non-AR – Mixed (N = 507)	78.9%	10.6%	6.7%	3.8%
AR – Asian (N = 990)	89.9%	5.1%	3.0%	2.0%
Non-AR – Asian (N = 999)	82.8%	6.9%	6.2%	4.0%
AR – Black (N = 345)	87.2%	6.4%	4.1%	2.3%
Non-AR – Black (N = 375)	77.5%	12.2%	5.9%	4.4%

Table 11.2: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I prefer watching TV to reading

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	54.3%	24.9%	16.2%	4.5%
All Non-AR (N = 11,222)	58.6%	23.2%	14.2%	4.0%
AR – Boys (N = 5,826)	62.4%	21.7%	12.6%	3.4%
Non-AR Boys (N = 5,750)	65.4%	20.4%	10.5%	3.7%
AR – Girls (N = 5,365)	45.7%	28.4%	20.2%	5.7%
Non-AR Girls (N = 5,472)	51.5%	26.3%	17.9%	4.3%
AR – FSM (N = 2,092)	54.0%	21.5%	19.4%	5.2%
Non-AR – FSM (N = 2,288)	58.5%	19.5%	17.0%	5.0%
AR – Non-FSM (N = 8,352)	54.5%	26.0%	15.3%	4.2%
Non-AR – Non-FSM (N = 8,634)	59.1%	23.6%	13.6%	3.6%
AR – KS2 (N = 4,496)	46.1%	27.1%	20.5%	6.3%
Non-AR – KS2 (N = 4,467)	47.4%	25.1%	20.7%	6.8%
AR – KS3 (N = 5,906)	60.1%	23.4%	13.1%	3.4%
Non-AR – KS3 (N = 5,906)	61.6%	23.6%	11.8%	3.0%
AR – KS4 (N = 711)	64.9%	22.6%	11.2%	1.4%
Non-AR – KS4 (N = 709)	67.4%	20.7%	9.6%	2.2%
AR – White (N = 7,581)	53.6%	25.8%	16.2%	4.4%
Non-AR – White (N = 7,500)	58.4%	23.7%	14.3%	3.6%
AR – Mixed (N = 510)	55.0%	22.2%	20.2%	2.6%
Non-AR – Mixed (N = 507)	63.3%	21.7%	12.5%	2.5%
AR – Asian (N = 990)	55.1%	20.7%	18.3%	5.9%
Non-AR – Asian (N = 999)	52.9%	24.1%	17.0%	6.0%
AR – Black (N = 345)	60.9%	24.1%	10.9%	4.1%
Non-AR – Black (N = 375)	67.8%	14.6%	13.5%	4.1%

Table 11.3: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Job

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	64.1%	19.5%	9.5%	6.9%
All Non-AR (N = 11,222)	52.6%	23.8%	16.6%	7.1%
AR – Boys (N = 5,826)	64.4%	18.8%	10.1%	6.8%
Non-AR Boys (N = 5,750)	53.1%	22.2%	18.4%	6.4%
AR – Girls (N = 5,365)	63.8%	20.3%	8.9%	7.0%
Non-AR Girls (N = 5,472)	52.2%	25.3%	14.7%	7.8%
AR – FSM (N = 2,092)	69.1%	16.9%	7.3%	6.7%
Non-AR – FSM (N = 2,288)	61.2%	17.7%	12.9%	8.2%
AR – Non-FSM (N = 8,352)	63.3%	20.2%	9.9%	6.5%
Non-AR – Non-FSM (N = 8,634)	51.5%	24.6%	17.3%	6.6%
AR – KS2 (N = 4,496)	67.8%	17.4%	7.2%	7.6%
Non-AR – KS2 (N = 4,467)	63.7%	17.3%	11.0%	7.9%
AR – KS3 (N = 5,906)	62.6%	20.4%	10.7%	6.4%
Non-AR – KS3 (N = 5,906)	53.4%	24.5%	14.7%	7.4%
AR – KS4 (N = 711)	50.0%	27.6%	15.9%	6.5%
Non-AR – KS4 (N = 709)	38.6%	29.8%	25.8%	5.7%
AR – White (N = 7,581)	63.4%	20.2%	9.4%	7.0%
Non-AR – White (N = 7,500)	52.3%	24.2%	16.6%	6.9%
AR – Mixed (N = 510)	60.1%	22.5%	13.4%	4.0%
Non-AR – Mixed (N = 507)	49.9%	24.9%	18.4%	6.8%
AR – Asian (N = 990)	70.9%	14.3%	7.5%	7.4%
Non-AR – Asian (N = 999)	58.4%	19.0%	15.1%	7.6%
AR – Black (N = 345)	67.6%	19.8%	7.7%	5.0%
Non-AR – Black (N = 375)	57.5%	17.9%	20.1%	4.4%

Table 11.4: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – My parents don't care whether I spend any time reading

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	23.6%	13.7%	54.7%	7.9%
All Non-AR (N = 11,222)	26.4%	16.3%	49.7%	7.6%
AR – Boys (N = 5,826)	25.4%	14.1%	53.3%	7.3%
Non-AR Boys (N = 5,750)	27.6%	16.1%	48.9%	7.4%
AR – Girls (N = 5,365)	21.9%	13.4%	56.2%	8.5%
Non-AR Girls (N = 5,472)	25.2%	16.6%	50.5%	7.7%
AR – FSM (N = 2,092)	31.9%	12.9%	47.2%	8.1%
Non-AR – FSM (N = 2,288)	36.0%	15.9%	40.5%	7.6%
AR – Non-FSM (N = 8,352)	21.7%	14.0%	56.8%	7.5%
Non-AR – Non-FSM (N = 8,634)	25.0%	16.4%	51.3%	7.2%
AR – KS2 (N = 4,496)	26.3%	11.1%	55.5%	7.1%
Non-AR – KS2 (N = 4,467)	26.8%	11.1%	54.3%	7.8%
AR – KS3 (N = 5,906)	21.5%	15.4%	55.0%	8.0%
Non-AR – KS3 (N = 5,906)	23.8%	16.3%	51.7%	8.1%
AR – KS4 (N = 711)	23.6%	19.2%	45.5%	11.8%
Non-AR – KS4 (N = 709)	29.4%	22.0%	42.3%	6.3%
AR – White (N = 7,581)	24.8%	14.5%	52.5%	8.2%
Non-AR – White (N = 7,500)	26.6%	17.0%	49.1%	7.3%
AR – Mixed (N = 510)	17.7%	12.2%	62.8%	7.3%
Non-AR – Mixed (N = 507)	26.4%	14.6%	50.0%	9.0%
AR – Asian (N = 990)	20.5%	10.2%	63.2%	6.1%
Non-AR – Asian (N = 999)	21.9%	11.8%	58.4%	7.8%
AR – Black (N = 345)	15.9%	9.1%	66.8%	8.2%
Non-AR – Black (N = 375)	30.5%	10.0%	52.4%	7.1%

Table 11.5: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Reading is cool

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	43.8%	28.5%	22.7%	5.0%
All Non-AR (N = 11,222)	35.5%	32.4%	26.8%	5.3%
AR – Boys (N = 5,826)	38.9%	29.8%	26.7%	4.6%
Non-AR Boys (N = 5,750)	31.9%	32.1%	31.2%	4.8%
AR – Girls (N = 5,365)	49.0%	27.2%	18.4%	5.4%
Non-AR Girls (N = 5,472)	39.3%	32.7%	22.1%	5.9%
AR – FSM (N = 2,092)	48.9%	21.7%	23.2%	6.1%
Non-AR – FSM (N = 2,288)	41.3%	24.1%	29.0%	5.6%
AR – Non-FSM (N = 8,352)	42.0%	30.5%	22.9%	4.6%
Non-AR – Non-FSM (N = 8,634)	34.0%	34.0%	26.9%	5.2%
AR – KS2 (N = 4,496)	57.1%	22.3%	15.8%	4.8%
Non-AR – KS2 (N = 4,467)	56.4%	20.2%	18.2%	5.2%
AR – KS3 (N = 5,906)	34.8%	32.6%	27.5%	5.1%
Non-AR – KS3 (N = 5,906)	28.7%	35.9%	29.9%	5.5%
AR – KS4 (N = 711)	21.7%	40.6%	32.9%	4.9%
Non-AR – KS4 (N = 709)	21.6%	41.0%	32.2%	5.2%
AR – White (N = 7,581)	43.0%	29.1%	23.2%	4.7%
Non-AR – White (N = 7,500)	34.5%	33.2%	27.1%	5.1%
AR – Mixed (N = 510)	46.7%	31.5%	18.1%	3.7%
Non-AR – Mixed (N = 507)	37.4%	29.8%	29.8%	3.1%
AR – Asian (N = 990)	50.4%	24.7%	19.1%	5.8%
Non-AR – Asian (N = 999)	45.6%	30.8%	16.6%	7.0%
AR – Black (N = 345)	46.1%	26.9%	19.6%	7.3%
Non-AR – Black (N = 375)	39.6%	17.9%	33.6%	9.0%

Table 11.6: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I don't read as well as other pupils in my class

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	32.7%	19.7%	37.5%	10.2%
All Non-AR (N = 11,222)	31.9%	19.1%	40.1%	8.9%
AR – Boys (N = 5,826)	34.3%	19.2%	37.9%	8.6%
Non-AR Boys (N = 5,750)	33.5%	18.4%	39.6%	8.5%
AR – Girls (N = 5,365)	30.8%	20.3%	37.1%	11.9%
Non-AR Girls (N = 5,472)	30.3%	19.8%	40.6%	9.3%
AR – FSM (N = 2,092)	37.7%	18.2%	32.8%	11.3%
Non-AR – FSM (N = 2,288)	35.8%	17.3%	35.5%	11.4%
AR – Non-FSM (N = 8,352)	31.3%	20.1%	38.8%	9.8%
Non-AR – Non-FSM (N = 8,634)	31.3%	19.4%	41.0%	8.3%
AR – KS2 (N = 4,496)	32.7%	18.8%	37.6%	10.9%
Non-AR – KS2 (N = 4,467)	32.5%	17.1%	39.3%	11.2%
AR – KS3 (N = 5,906)	32.8%	20.4%	36.8%	10.0%
Non-AR – KS3 (N = 5,906)	31.4%	20.4%	39.4%	8.8%
AR – KS4 (N = 711)	30.3%	20.1%	44.2%	5.4%
Non-AR – KS4 (N = 709)	31.7%	19.6%	42.0%	6.7%
AR – White (N = 7,581)	33.0%	20.1%	36.6%	10.4%
Non-AR – White (N = 7,500)	32.2%	19.1%	40.2%	8.6%
AR – Mixed (N = 510)	31.6%	18.6%	41.0%	8.8%
Non-AR – Mixed (N = 507)	31.1%	19.9%	41.4%	7.7%
AR – Asian (N = 990)	24.2%	20.6%	45.2%	10.0%
Non-AR – Asian (N = 999)	23.4%	20.6%	46.3%	9.7%
AR – Black (N = 345)	27.4%	14.9%	47.9%	9.8%
Non-AR – Black (N = 375)	33.1%	17.8%	40.5%	8.6%

Table 11.7: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I only read when I have to

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	25.7%	15.7%	55.8%	2.8%
All Non-AR (N = 11,222)	30.3%	15.0%	52.2%	2.6%
AR – Boys (N = 5,826)	30.3%	16.7%	50.4%	2.6%
Non-AR Boys (N = 5,750)	34.8%	15.8%	46.6%	2.8%
AR – Girls (N = 5,365)	20.7%	14.6%	61.6%	3.1%
Non-AR Girls (N = 5,472)	25.5%	14.1%	58.1%	2.3%
AR – FSM (N = 2,092)	30.4%	15.9%	50.0%	3.8%
Non-AR – FSM (N = 2,288)	37.6%	12.8%	45.4%	4.2%
AR – Non-FSM (N = 8,352)	24.3%	15.8%	57.5%	2.3%
Non-AR – Non-FSM (N = 8,634)	29.4%	15.2%	53.3%	2.1%
AR – KS2 (N = 4,496)	20.7%	14.0%	61.9%	3.4%
Non-AR – KS2 (N = 4,467)	23.1%	13.3%	60.3%	3.3%
AR – KS3 (N = 5,906)	28.7%	16.3%	52.8%	2.2%
Non-AR – KS3 (N = 5,906)	30.4%	15.7%	51.7%	2.2%
AR – KS4 (N = 711)	35.1%	22.4%	38.6%	4.0%
Non-AR – KS4 (N = 709)	37.3%	15.9%	44.4%	2.4%
AR – White (N = 7,581)	25.2%	15.8%	56.4%	2.6%
Non-AR – White (N = 7,500)	29.7%	15.2%	52.8%	2.2%
AR – Mixed (N = 510)	25.3%	17.2%	56.0%	1.4%
Non-AR – Mixed (N = 507)	30.4%	13.4%	51.9%	4.3%
AR – Asian (N = 990)	29.7%	12.7%	54.4%	3.3%
Non-AR – Asian (N = 999)	30.7%	14.8%	51.1%	3.3%
AR – Black (N = 345)	25.0%	20.9%	51.8%	2.3%
Non-AR – Black (N = 375)	37.8%	10.7%	49.3%	2.2%

Table 11.8: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I cannot find things to read that interest me

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	30.1%	19.6%	46.2%	4.1%
All Non-AR (N = 11,222)	32.7%	17.6%	46.2%	3.5%
AR – Boys (N = 5,826)	32.7%	20.3%	43.2%	3.8%
Non-AR Boys (N = 5,750)	35.6%	17.4%	43.2%	3.8%
AR – Girls (N = 5,365)	27.3%	18.8%	49.5%	4.4%
Non-AR Girls (N = 5,472)	29.7%	17.7%	49.4%	3.1%
AR – FSM (N = 2,092)	34.9%	19.6%	40.7%	4.8%
Non-AR – FSM (N = 2,288)	37.1%	18.6%	39.1%	5.2%
AR – Non-FSM (N = 8,352)	29.2%	19.6%	47.6%	3.6%
Non-AR – Non-FSM (N = 8,634)	32.2%	17.7%	47.2%	3.0%
AR – KS2 (N = 4,496)	24.9%	19.1%	50.5%	5.5%
Non-AR – KS2 (N = 4,467)	25.3%	16.4%	53.3%	5.0%
AR – KS3 (N = 5,906)	33.2%	19.9%	43.9%	3.0%
Non-AR – KS3 (N = 5,906)	33.8%	17.9%	45.3%	3.0%
AR – KS4 (N = 711)	40.2%	20.8%	35.6%	3.5%
Non-AR – KS4 (N = 709)	38.7%	18.7%	40.2%	2.4%
AR – White (N = 7,581)	30.2%	19.8%	46.4%	3.5%
Non-AR – White (N = 7,500)	32.4%	17.7%	46.8%	3.1%
AR – Mixed (N = 510)	30.4%	18.4%	47.7%	3.5%
Non-AR – Mixed (N = 507)	37.3%	16.8%	42.1%	3.8%
AR – Asian (N = 990)	27.3%	18.1%	47.7%	6.9%
Non-AR – Asian (N = 999)	27.4%	17.0%	50.5%	5.1%
AR – Black (N = 345)	28.2%	18.1%	47.7%	6.0%
Non-AR – Black (N = 375)	38.1%	17.0%	39.6%	5.2%

Table 11.9: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – I would be embarrassed if my friends saw me read

	Overall agreement %	*Neither agree nor disagree* %	*Overall disagreement* %	*Don't know* %
All AR (N = 11,191)	20.0%	15.1%	59.4%	5.4%
All Non-AR (N = 11,222)	19.3%	14.5%	61.2%	5.0%
AR – Boys (N = 5,826)	21.4%	15.5%	57.6%	5.5%
Non-AR Boys (N = 5,750)	20.5%	15.2%	59.1%	5.3%
AR – Girls (N = 5,365)	18.6%	14.8%	61.4%	5.2%
Non-AR Girls (N = 5,472)	18.2%	14.0%	63.2%	4.6%
AR – FSM (N = 2,092)	25.8%	12.6%	55.2%	6.5%
Non-AR – FSM (N = 2,288)	26.6%	13.7%	55.9%	3.8%
AR – Non-FSM (N = 8,352)	18.7%	15.9%	60.4%	5.0%
Non-AR – Non-FSM (N = 8,634)	18.4%	14.8%	62.1%	4.6%
AR – KS2 (N = 4,496)	18.1%	12.5%	63.7%	5.8%
Non-AR – KS2 (N = 4,467)	18.6%	10.0%	66.2%	5.2%
AR – KS3 (N = 5,906)	21.6%	16.6%	56.6%	5.2%
Non-AR – KS3 (N = 5,906)	21.1%	15.3%	58.5%	5.2%
AR – KS4 (N = 711)	22.2%	21.5%	52.2%	4.1%
Non-AR – KS4 (N = 709)	17.7%	18.2%	59.8%	4.3%
AR – White (N = 7,581)	20.3%	14.8%	59.6%	5.4%
Non-AR – White (N = 7,500)	19.7%	14.9%	60.5%	4.9%
AR – Mixed (N = 510)	18.6%	19.4%	58.0%	4.1%
Non-AR – Mixed (N = 507)	19.0%	13.8%	62.5%	4.7%
AR – Asian (N = 990)	16.1%	15.0%	64.6%	4.4%
Non-AR – Asian (N = 999)	12.8%	10.7%	72.0%	4.6%
AR – Black (N = 345)	16.7%	12.7%	66.1%	4.5%
Non-AR – Black (N = 375)	22.0%	11.2%	60.4%	6.3%

Table 11.10: Attitudes towards reading in 2013 for AR and non-AR pupils and broken down by demographic background – Reading is more for girls than boys

	Overall agreement %	*Neither agree nor disagree %*	*Overall disagreement %*	*Don't know %*
All AR (N = 11,191)	14.5%	18.6%	60.4%	6.5%
All Non-AR (N = 11,222)	13.5%	19.9%	61.2%	5.5%
AR – Boys (N = 5,826)	17.5%	18.4%	57.7%	6.3%
Non-AR Boys (N = 5,750)	17.1%	20.5%	56.6%	5.8%
AR – Girls (N = 5,365)	11.2%	18.8%	63.3%	6.7%
Non-AR Girls (N = 5,472)	9.6%	19.3%	66.0%	5.2%
AR – FSM (N = 2,092)	19.2%	17.8%	55.4%	7.6%
Non-AR – FSM (N = 2,288)	20.3%	21.1%	52.3%	6.3%
AR – Non-FSM (N = 8,352)	13.3%	19.2%	61.6%	6.0%
Non-AR – Non-FSM (N = 8,634)	12.3%	19.9%	62.7%	5.1%
AR – KS2 (N = 4,496)	14.5%	16.4%	61.7%	7.4%
Non-AR – KS2 (N = 4,467)	16.1%	15.3%	62.2%	6.4%
AR – KS3 (N = 5,906)	13.5%	20.2%	60.2%	6.1%
Non-AR – KS3 (N = 5,906)	12.3%	20.1%	62.1%	5.4%
AR – KS4 (N = 711)	21.1%	20.0%	54.5%	4.4%
Non-AR – KS4 (N = 709)	11.8%	24.5%	59.0%	4.7%
AR – White (N = 7,581)	14.5%	18.5%	60.8%	6.2%
Non-AR – White (N = 7,500)	12.7%	20.2%	62.1%	5.1%
AR – Mixed (N = 510)	10.3%	21.5%	63.0%	5.2%
Non-AR – Mixed (N = 507)	17.8%	16.8%	60.5%	4.9%
AR – Asian (N = 990)	13.1%	18.0%	61.8%	7.1%
Non-AR – Asian (N = 999)	13.3%	19.4%	61.7%	5.5%
AR – Black (N = 345)	18.5%	14.8%	56.9%	9.7%
Non-AR – Black (N = 375)	19.1%	16.1%	54.7%	10.1%

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. 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 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:

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