



SLAUGHTER AND MAY

Children's and Young People's Reading in 2015

Findings from the National Literacy Trust's annual survey 2015

Christina Clark
National Literacy Trust

2016

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

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Table of contents

Acknowledgements	3
Tables and figures	5
Foreword	7
What's new for 2016.....	8
Key findings.....	8
A closer look at some key issues	10
Key trends	10
~ Levels of enjoyment again increased slightly in 2015 ~	10
~ Levels of reading daily continue to increase in 2015 ~	10
~ Attitudes towards reading have remained unchanged ~	12
The link between gender and reading.....	15
The link between age and reading, using Key Stages.....	18
Being a teenage boy and reading	23
But let us not forget about teenage girls.....	25
The link between reading and socioeconomic background	28
What predicts reading skills?	31
Linking reading enjoyment, frequency and attitudes to reading attainment	32
Children's and Young People's Reading in 2015: Data tables	35
Young people's enjoyment of reading	36
Types of materials read outside class	37
How often young people read outside class.....	40
How often young people read outside class for fun.....	42
How often young people read outside class for information	44
How long young people read for	46
Having a favourite book	47
How many books young people read in a month	48
Young people's reading opportunities	51
Young people's attitudes towards reading.....	53
Appendix A: An introduction to the annual literacy survey.....	63
Appendix B: Methodology.....	64
Participation rate	64
Appendix C: Sample characteristics	65

Tables and figures

Figure 1: Percentage of young people who enjoy reading either very much or quite a lot in 2005 to 2015	10
Figure 2: Percentage of young people who read daily outside class in 2005 to 2015	11
Figure 3: Common reasons given by children and young people as to why more of them might read outside class	11
Figure 4: Percentage of young people agreeing with attitudinal statements in 2010 to 2015	12
Figure 5: Percentage of children and young people reading different materials outside class in 2010 to 2015	13
Figure 6: Some frequently mentioned favourite stories or books in 2015	14
Figure 7: Percentage of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2015 (with reference to 2005 data)	15
Figure 8: Percentage of boys and girls who read daily outside class 2010 to 2015 (with reference to 2005 data)	16
Figure 9: Percentage of boys and girls who agree with attitudinal statements in 2015	17
Figure 10: Percentage of pupils from each Key Stage who enjoy reading either very much or quite a lot in 2010 to 2015	18
Figure 11: Percentage of pupils from each Key Stage who read daily outside class in 2010 to 2015	19
Figure 12: Formats of reading by Key Stage in 2015	20
Figure 13: Access to technology by Key Stage in 2015	20
Figure 14: Percentage agreement with attitudinal statements by Key Stage in 2015	21
Figure 15: Agreement with attitudinal statements by Key Stage in 2014 and 2015	22
Figure 16: Percentage of KS2 and KS4 boys who enjoy reading either very much or quite a lot in 2012 to 2015	23
Figure 17: Percentage of KS2 and KS4 boys who read daily outside class in 2012 to 2015	24
Figure 18: Percentage of KS2 and KS4 boys agreeing with attitudinal statements in 2015	25
Figure 19: Percentage of KS2 and KS4 girls who enjoy reading either very much or quite a lot in 2012 to 2015	26
Figure 20: Percentage of KS2 and KS4 girls who read daily outside class in 2012 to 2015	26
Figure 21: Percentage of KS2 and KS4 girls agreeing with attitudinal statements in 2015	27
Figure 22: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2015 (with reference to 2005 data)	28
Figure 23: Daily reading by FSM uptake in 2010 to 2015 (with reference to 2005 data)	28
Figure 24: Reading poems outside class at least once a month by FSM uptake in 2010 to 2015	29
Figure 25: Agreement with attitudinal statements by FSM uptake in 2015	30
Figure 26: Predicting reading scores	32
Table 1: Correlations in 2015	31
Table 2: Enjoyment of reading and reading attainment in 2015 (N = 4,680)	32
Table 3: Reading frequency and reading attainment in 2015 (N = 4,680)	33
Table 4: Percentage agreement and disagreement with attitudinal items and reading attainment in 2015 (N = 4,680)	33
Table 5: Enjoyment of reading in 2015 for whole sample and broken down by demographic background	36
Table 6: Types of materials read at least once a month in 2015 for whole sample and broken down by demographic background (Part 1)	37
Table 6 continued: Types of materials read at least once a month in 2015 for whole sample and broken down by demographic background (Part 2)	38
Table 6 continued: Types of materials read at least once a month in 2015 for whole sample and broken down by demographic background (Part 3)	39
Table 7: Reading frequency in 2015 for whole sample and broken down by demographic background	40

Table 8: Reading frequency for fun in 2015 for whole sample and broken down by demographic background	42
Table 9: Reading frequency for information in 2015 for whole sample and broken down by demographic background	44
Table 10: Reading length in 2014 for whole sample and broken down by demographic background	46
Table 11: Having a favourite book in 2014 for whole sample and broken down by demographic background	47
Table 12: Number of books read in the last month in 2015 for whole sample and broken down by demographic background	49
Table 13: Young people receiving a book as a present, visiting a library and visiting a bookshop in 2015 for whole sample and broken down by demographic background	51
Table 14.1: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – The more I read, the better I become.....	53
Table 14.2: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – I prefer watching TV to reading.....	54
Table 14.3: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – If I am a good reader it means I'll get a better job when I grow up	55
Table 14.4: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – My parents don't care whether I spend any time reading	56
Table 14.5: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – Reading is cool.....	57
Table 14.6: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class	58
Table 14.7: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – I only read when I have to.....	59
Table 14.8: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – I cannot find things to read that interest me	60
Table 14.9: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read	61
Table 14.10: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – Reading is more for girls than boys.....	62
Table C1: Ethnic background	65

Children's and Young People's Reading in 2015 is a report from the sixth annual literacy survey of 32,569 children and young people aged eight to 18 from 111 schools from across the UK. This is the most comprehensive survey of its kind, and gives the National Literacy Trust unique insight into pupils' views and attitudes to all aspects of literacy, including reading, writing, speaking and listening skills. We also explore links between attitude and academic attainment and examine data broken down by gender, socioeconomic and ethnic background.

This annual survey allows us to track trends over time and this year's *Reading* report highlights a gulf in reading enjoyment and attitudes between primary and secondary pupils. In 2015, just 40.2% of Key Stage 4 pupils (age 14 to 16) say they enjoy reading either very much or quite a lot, versus 72.6% of Key Stage 2 pupils surveyed (age 8 to 11). This disparity has been sustained since 2010 with the annual percentage gap in enjoyment of reading between Key Stage 2 and Key Stage 4 pupils over the last six years averaging 31.1 percentage points.

The survey shows that secondary school students also feel much less positively about reading than primary school students. Pupils at Key Stage 4 are hugely less likely to say reading is cool: 24.1% versus 70.5% at Key Stage 2. This gap in enjoyment and attitudes exists despite similar daily reading patterns, with 41.4% Key Stage 4 pupils and 45.5% Key Stage 2 pupils reading daily outside class.

There has been a huge amount of energy put into reading for enjoyment at primary stage since the National Literacy Strategy, involving creative work by both primary schools and the third sector. Our findings suggest that it is time for these energies to be released into the secondary stage, where pupils seem to be struggling to sustain enjoyment of reading.

In terms of key trends, levels of reading enjoyment and frequency have increased again compared with 2014; in fact, levels for both are the highest they have been in a decade. We also found that pupils spend more than twice as much time reading online than they spend reading books, and the gender gap persists with 61.2% of girls enjoying reading versus 47.8% of boys.

Our survey continues to show a clear correlation between attainment and reading enjoyment, frequency and attitudes. The more that can be done to develop and sustain children's intrinsic motivation to read throughout their school journey, the more success they will enjoy both academically and in future life.

Jonathan Douglas
Director, National Literacy Trust

What's new for 2016

This report differs from previous years in one important aspect: we report the findings from statistical analyses. Due to the large sample size we use a more stringent significance level – $p = 0.001$. If a difference or relationship is statistically significant at this level then the likelihood is not more than 1 in 1000 (0.1%, using the 0.001 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful.

Most of our data is ordinal and not normally distributed, i.e. it is skewed in one direction. We therefore use mostly, but not exclusively, non-parametric analyses. Where possible, we also report relevant effect sizes and confidence intervals.

Key findings

This report outlines findings about children's and young people's reading from our sixth annual literacy survey¹ conducted in November/December 2015. 32,569 young people aged eight to 18 participated. Download last year's report here:

http://www.literacytrust.org.uk/research/nlt_research/6646_childrens_and_young_peoples_reading_in_2014

Key findings for 2015 include:

- **Levels of reading enjoyment again increased slightly** (see **Figure 1, p. 10**). In 2015, 54.8% of children and young people enjoy reading either very much or quite a lot; 10.4% of young people do not enjoy reading at all and 34.8% only enjoy reading a bit (see **Table 5, p. 36**).
- **Levels of daily reading again increased slightly**. The increase in daily reading levels between 2013 and 2014 had been dramatic, with levels rising from 32.2% to 41.4%. Levels increased again between 2014 and 2015, rising from 41.4% to 43.0% (see **Figure 2, p. 11**). Only 1 child in 7 (13.5%) rarely or never reads outside class (see **Table 7, p. 40**).
- In 2015, children and young people were nearly twice as likely to read outside class every day **for fun** as they were to read for information (31.6% vs. 17.9%, see **Tables 8 and 9, pp. 42**).
- With the exception of poems and blogs, **reading across all formats decreased across all formats** (see **Figure 5, p. 13**).
- In 2015, children and young people **spent more minutes reading materials online** ($M = 100.42$, $SD = 161.077$) than they **spent reading a book** ($M = 41.59$, $SD = 73.941$).
- 6 in 10 children and young people (61.0%) in 2015 say that they have a **favourite book or story**. This percentage is identical to the one we reported in 2014. *Diary of a Wimpy Kid* was most frequently named by children and young people in 2015, followed by *Harry Potter*, *Girl Online*, *The Hunger Games* and *Tom Gates* titles (see **Figure 6, p. 14**).
- **Attitudes towards reading have remained unchanged between 2014 and 2015** (see **Figure 4, p.12 and Tables 14.1 to 14.10, pp. 53**).

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

- Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading at all (32.7% vs. 10.1%). 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 (20.8% vs. 4.4%; see [Tables 2 to 4, p. 32 for more information on reading attainment](#)).
- Girls continue to enjoy reading more and to read more frequently than boys. Compared with 2014, the gap in reading enjoyment between boys and girls has narrowed slightly (from a 14.4 percentage point difference in 2014 to a 13.4 percentage point difference in 2015), while it has increased for reading frequency (from a 10.7 percentage point difference in 2014 to a 13.5 percentage point difference in 2015; see [Figure 7, p. 15 and Figure 8, p. 16](#)).
- KS2 pupils continue to enjoy reading more and to read more frequently outside class than KS3 and KS4 pupils. Between 2014 and 2015 the age gap in reading enjoyment has widened again, as more KS2 and fewer KS4 pupils said that they enjoy reading (see [Figure 10, p. 18](#)). By contrast, the age gap in daily reading is narrowing, as more KS2 and KS4 pupils said that they read on a daily basis in 2015 (see [Figure 11, p. 19](#)). KS2 pupils also think more positively about reading than their older peers, and our analyses show that there were some changes between 2014 and 2015 (see [Figure 14, p. 21](#)), with KS2 and KS3 pupils thinking more positively about reading in 2015 and KS4 pupils thinking less positively about it.
- While enjoyment levels increased by 8.5 percentage points for KS2 boys between 2014 and 2015, enjoyment levels decreased by 4.5 percentage points for KS4 boys over the same time period (see [Figure 16, p. 23](#)). This means that there has been a widening of the reading enjoyment gap between 2014 and 2015. A similar percentage of KS2 and KS4 boys read daily outside class (38.0% vs. 37.3%). However, the gap in daily reading between KS2 and KS4 boys decreased from a 5.1 percentage point difference gap 2014 to a 0.7 percentage point gap in 2015, largely because more KS4 boys said that they read daily in 2015 (see [Figure 17, p. 24](#)). More KS2 than KS4 boys read for fun outside class on a daily basis (32.3% vs. 23.9%), while there was no difference between them in terms of how often they read for information outside class. KS4 boys tend to think less positively about reading than KS2 boys (see [Figure 18, p. 25](#)). For example, three times as many KS2 as KS4 boys agree that reading is cool.
- There are not only differences in reading enjoyment, reading frequency and reading attitudes between KS2 and KS4 boys, but these differences also exist between KS2 and KS4 girls, with KS2 girls being more likely to enjoy reading (78.4% vs. 49.3%; see [Figure 19, p. 26](#)), to read daily outside class (53.4% vs. 47.2%; see [Figure 20, p. 26](#)) and to think more positively about reading than KS4 girls ([Figure 21, p. 27](#)).
- In 2015, there was no difference in the degree to which FSM and non-FSM pupils enjoy reading (53.0% vs. 55.1%; see [Figure 22, p. 28](#)). However, non-FSM pupils were more likely than FSM pupils to read daily outside class (44.0% vs. 38.2%, see [Figure 23, p. 28](#)). Non-FSM pupils also tend to hold more positive attitudes towards reading than FSM pupils. For example, more FSM than non-FSM pupils agree that they only read when they have to, that they cannot find things to read that interest them and that they would be embarrassed if their friends saw them read. However, they were also more likely to agree that reading is cool and that they will get a better job if they are a good reader.

A closer look at some key issues

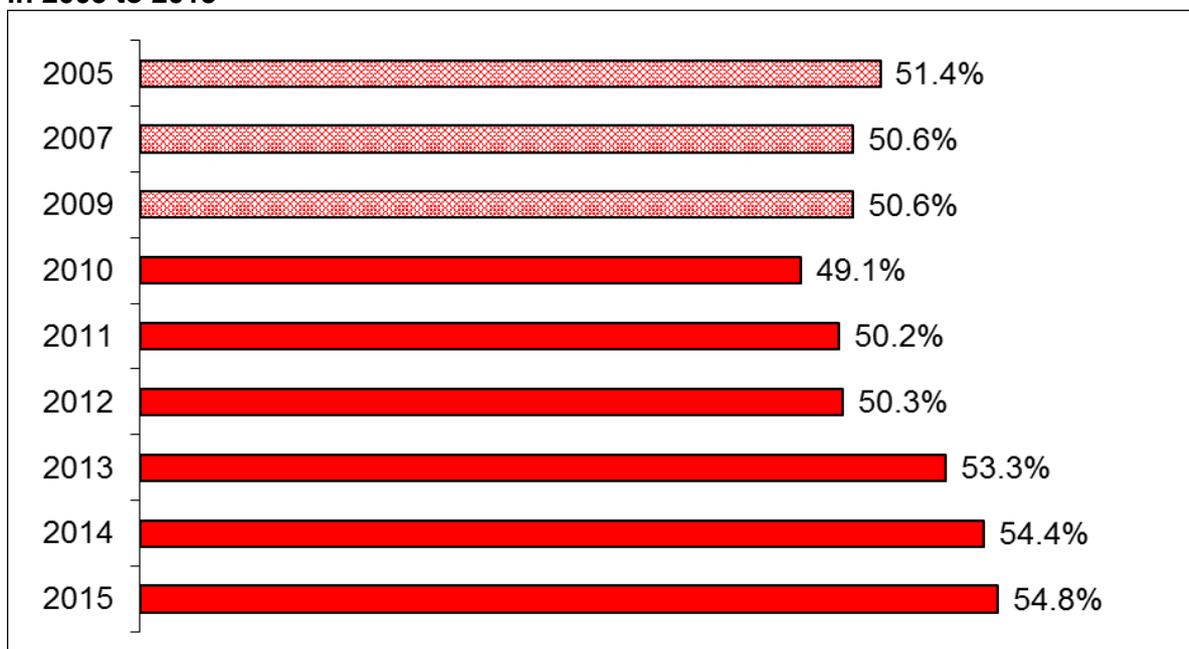
Key trends

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 sixth 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 again increased slightly in 2015 ~

While children's and young people's levels of reading enjoyment (enjoying reading either very much or quite a lot) had remained stable between 2005 and 2012 (see **Figure 1**), they have been rising slowly since 2013. Levels rose again slightly² in 2015, increasing from 54.4% in 2014 to 54.8% in 2015.

Figure 1: Percentage of young people who enjoy reading either very much or quite a lot in 2005 to 2015



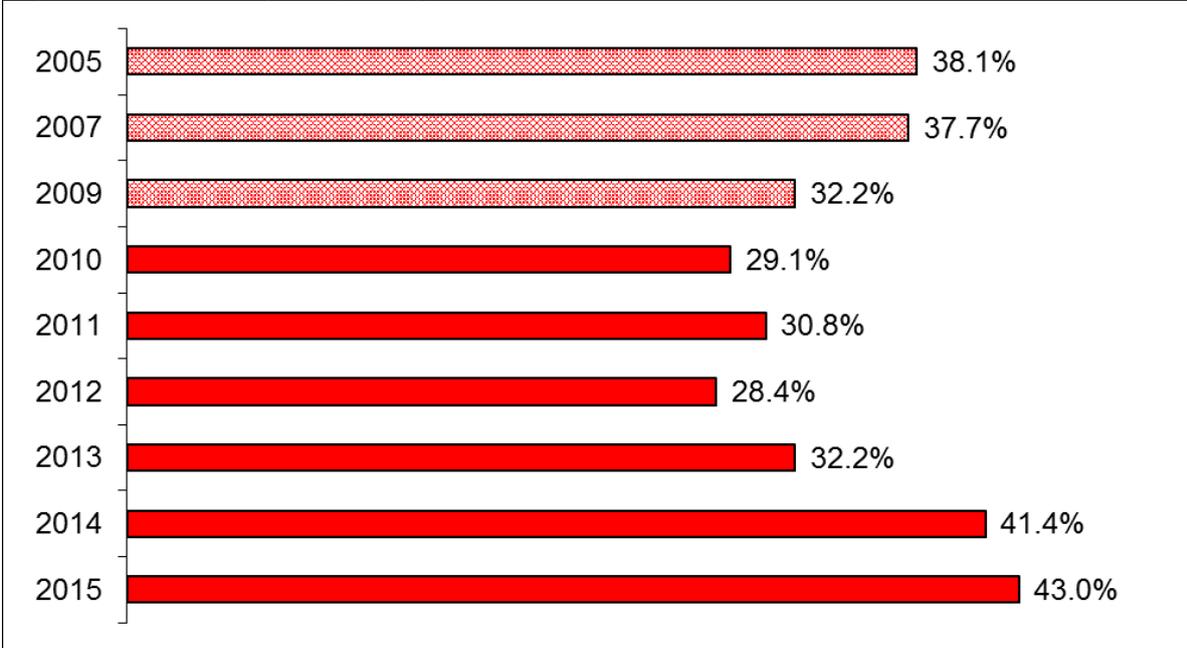
~ Levels of reading daily continue to increase in 2015 ~

The percentage of children and young people who say that they read outside class on a daily basis also continues to increase (**Figure 2**). The increase in 2014 had been dramatic, with levels rising from 32.2% in 2013 to 41.4% in 2014. In 2015, this level rose slightly to 43.0%³.

² Overall, the difference in children's enjoyment of reading between 2014 and 2015 was not statistically significant, $p = .785$

³ The difference in children's frequency of reading between 2014 and 2015 was statistically significant: Mann-Whitney U (64,245) = 506466027.5, $z = -4.426$, $p = .000$, $r = .017$

Figure 2: Percentage of young people who read daily outside class in 2005 to 2015



We asked children and young people why more of their peers might read outside class. **Figure 3** illustrates some of their responses.

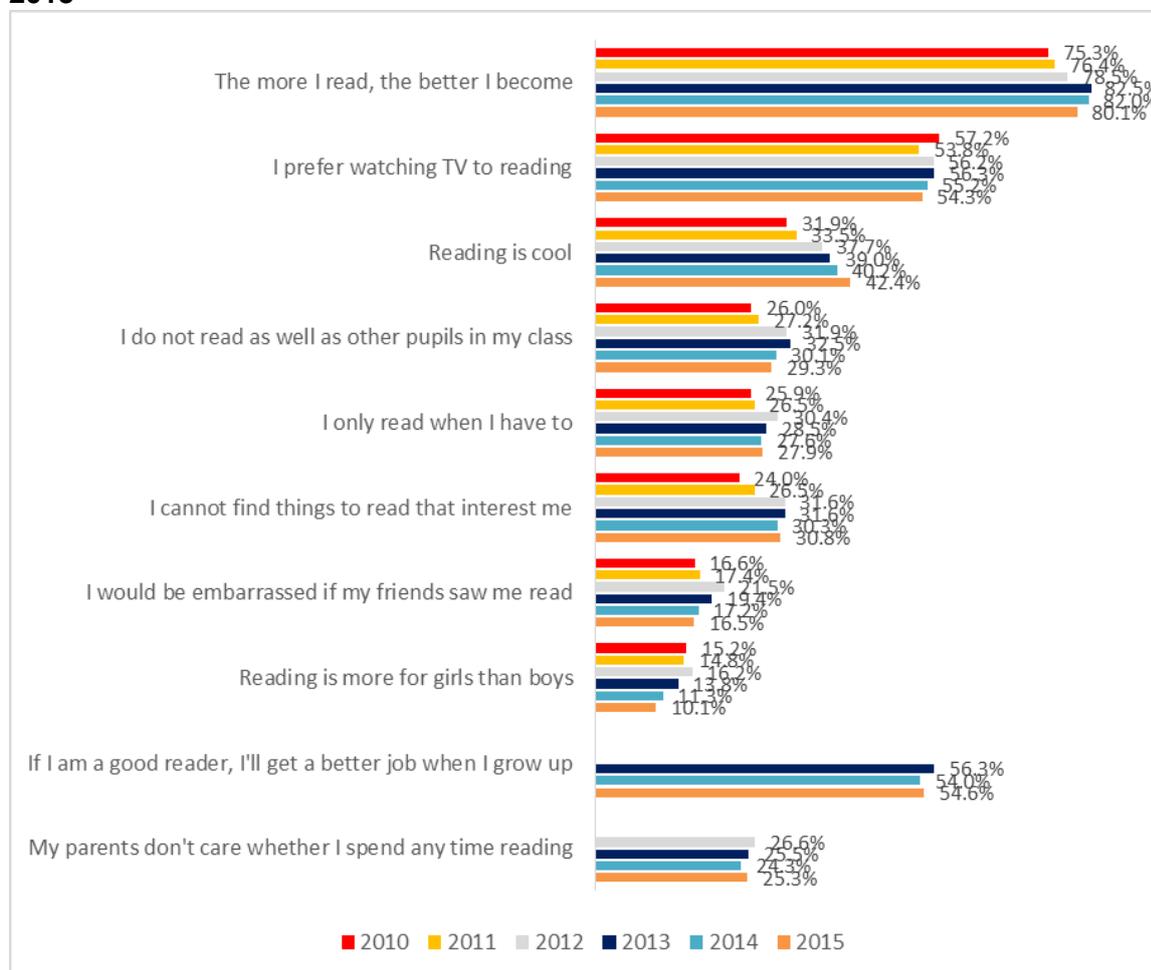
Figure 3: Common reasons given by children and young people as to why more of them might read outside class

More Confident Reading At Home
 Because More Good Books Have Been Made Into Films
 Because Home Is A Quieter Environment
 Because More Enjoy Reading
 Because They Have Nothing Better To Do
 Encouraged To Read By Parents
 Youtubers Have Released Books
 More Interesting Books Published
 Because They Like Reading
 Because Reading Is Fun
 Because You Can Choose What You Want To Read
 More Read Using Social Media
 School Not Giving Time To Read
 Authors More Aware Of What Kids Like
 Encouraged To Read More By School
 Because They Are Boring
 Technology Makes Reading More Accessible
 If You Read You Succeed
 Embarrassed To Be Seen To Be Reading

~ Attitudes towards reading have remained unchanged ~

There was no statistically significant difference in children's and young people's attitudes towards reading⁴ between 2014 and 2015⁵. **Figure 4** outlines attitudes towards reading across the individual attitudinal statements in percentages.

Figure 4: Percentage of young people agreeing with attitudinal statements in 2010 to 2015



~ Reading across most formats sees a slight decrease in 2015 ~

While most formats of reading saw an increase in the past couple of years, that trend changed in 2015, with reading across most formats decreasing compared with the previous year (see **Figure 5**). The exceptions to this trend are poems and blogs, which increased slightly, though insignificantly so, compared with 2014.

⁴ A principal component analysis with Direct Oblimin rotation of our 10 attitudinal items indicated that 7 of our items loaded on one factor (explaining 44.529% of the variance); 3 loaded on another factor that didn't explain much more of the variance. Therefore, those 7 items (the more I read the better I become; I cannot find things to read that interest me – reverse scored, I don't read as well as other pupils in my class – reverse scored, I only read when I have to – reverse scored, reading is cool; I prefer watching TV to reading – reverse scored, and I would be embarrassed if my friends saw me read – reverse scored) were combined into a scale (Cronbach's alpha = .798).
⁵ 2014: M = 2.712 (SD = .885); 2015: M = 2.710 (SD = .901); p = .780, CI 95%(-.012, .016)

Figure 5: Percentage of children and young people reading different materials outside class in 2010 to 2015

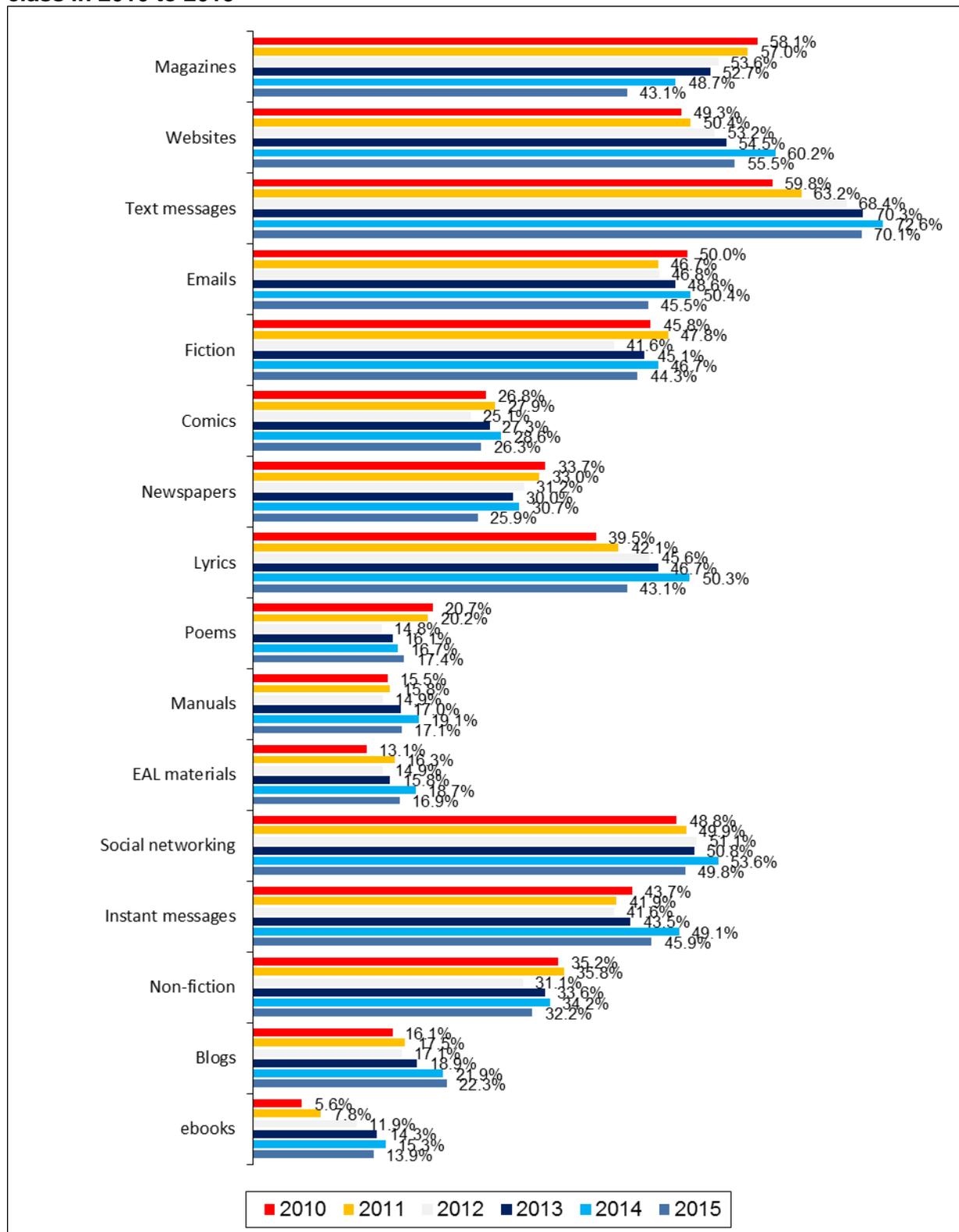


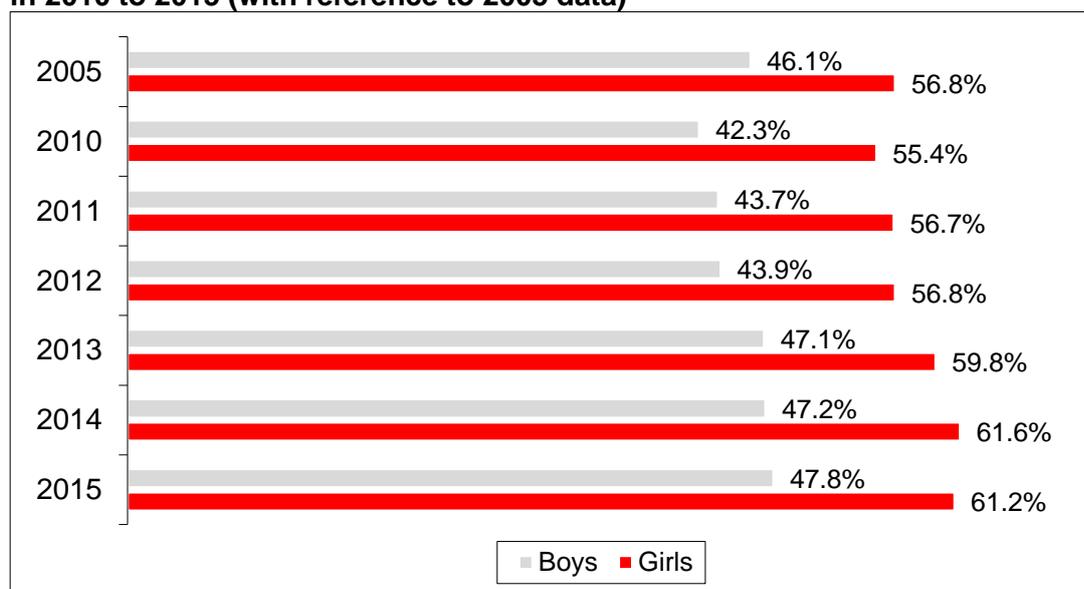
Figure 5 shows that onscreen materials continue to dominate the reading lives of children and young people. Indeed, when we asked children and young people in 2015 to estimate how **many minutes in a typical day they spend reading materials online** and **how many minutes they spend reading a book**, we found that children and young people say that they spend more minutes reading materials online (M = 100.42, SD = 161.077) than they spend reading a book (M = 41.59, SD = 73.941).

The link between gender and reading

Girls are significantly more likely than boys to say that they **enjoy reading**⁷. In terms of percentages, more girls than boys say that they enjoy reading very much (29.6% vs. 18.9%), with 61.2% of girls enjoying reading either very much or quite a lot compared with 47.8% of boys. Conversely, more boys than girls say that they don't enjoy reading at all (13.0% vs. 8.1%).

The gender gap in reading enjoyment widened in 2014, rising from a 12.7 percentage point difference in 2013 to a 14.4 percentage point difference in 2014 (see **Figure 7**). In 2015, the gender gap in reading enjoyment narrowed to a 13.4 percentage point difference. This is largely because more boys said they enjoyed reading compared with slightly fewer girls.

Figure 7: Percentage of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2015 (with reference to 2005 data)



There is also a statistically significant difference in how often boys and girls **read outside school**⁸. In terms of percentages, 49.5% of girls in 2015 said that they read outside class every day compared with 36.0% of boys. Indeed, nearly twice as many boys as girls say that they never read outside class (5.6% vs. 2.7%).

Figure 8 (overleaf) shows that there has been an increase in the percentage of boys and girls who read daily in 2015 compared with 2014, with the number of girls increasing more than boys. The gender gap in daily reading has therefore widened from a 10.7 percentage point difference in 2014 to a 13.5 percentage point difference in 2015.

Girls were significantly more likely than boys to **read for fun** frequently outside class⁹, while there is no such difference in the frequency with which boys and girls **read for information outside class**¹⁰. Exploring these differences in percentages, over a third of girls (36.5%) say that they read for fun outside class on a daily basis compared with just over a quarter of boys (26.7%), while nearly twice as many boys as girls say that they rarely or never read for fun outside class (21.1% vs. 12.5%). By contrast, a very similar percentage of boys and girls say that they read for information outside class on a daily basis (18.6% vs. 17.3%).

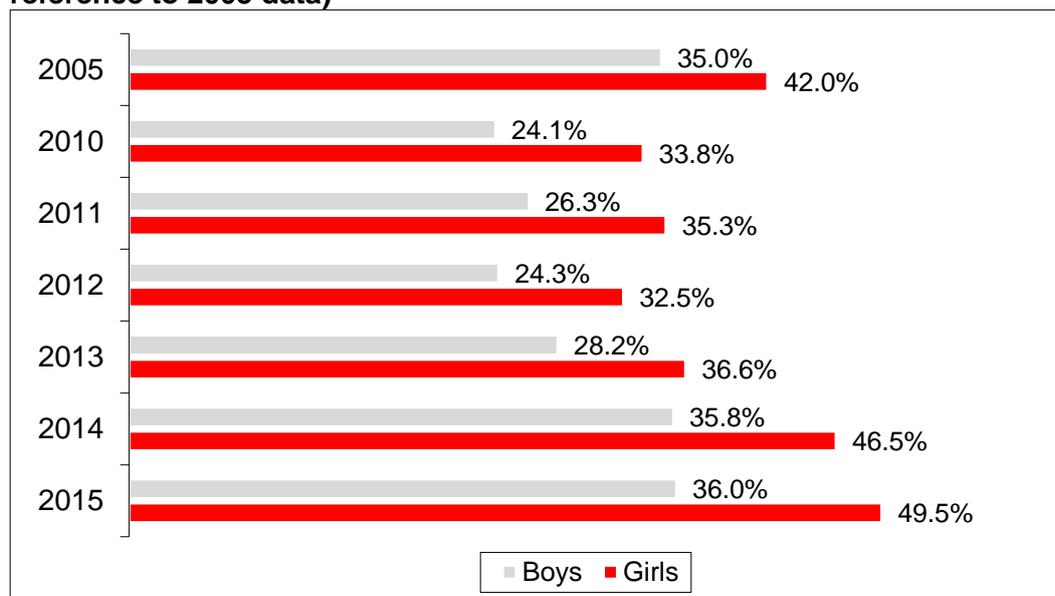
⁷ Girls: Mdn = 2; Boys: Mdn = 3; Mann-Whitney U (32,160) = 107527528.5, z = -27.077, p = .000, r = 0.151;

⁸ Girls: Mdn = 2; Boys: Mdn = 2; Mann-Whitney U (32,093) = 106841307.5, z = -27.624, p = .000, r = 0.154

⁹ Mann-Whitney U (31,107) = 101632841.0, z = -24.920, p = .000, r = 0.139

¹⁰ p = .01

Figure 8: Percentage of boys and girls who read daily outside class 2010 to 2015 (with reference to 2005 data)



When boys and girls read outside class, what **types of materials** do they read? Significantly more girls than boys say that they read technology-based formats, such as text messages (77.6% vs. 62.1%), messages on social networking sites (54.6% vs. 45.1%), blogs (29.1% vs. 14.9%) and instant messages (51.7% vs. 39.9%)¹¹, as well as more ‘traditional’ texts such as fiction (50.8% vs. 37.8%), poems (21.4% vs. 12.7%), magazines (50.7% vs. 35.0%) and lyrics¹². Indeed, the biggest difference between boys and girls exists with respect to lyrics, where girls are twice as likely as boys to say that they read lyrics outside class (64.0% vs. 31.9%). By contrast, boys are significantly more likely than girls say that they read comics (34.0% vs. 19.3%) and comedy (53.6% vs. 43.2%)¹³.

These gender differences cannot easily be explained by **access to materials**. With respect to technology, our survey shows that in 2015 roughly the same percentage of boys and girls say they have access to a computer or laptop at home (boys 93.0%; girls 94.2%) or have the internet at home (boys 96.9%; girls 97.5%). Similar percentages of boys and girls also say that they have a mobile phone or smartphone (boys 79.6%; girls 82.6%), a tablet (boys 79.5%; girls 80.2%), a profile on a social networking site (boys 72.8%; girls 75.4%), a blog (boys 13.9%; girls 14.9%) and a computer of their own (boys 71.8%; girls 70.3%). However, significantly more girls than boys say that they have an ereader (28.2% vs. 38.1%)¹⁴. Boys and girls also report equal access to newspapers in the home (58.0% vs. 57.7%), but more girls than boys report having access to magazines at home (78.0% vs. 69.9%)¹⁵. Finally, when asked how many books of their own they have at home, girls (M = 40.25, SD = 45.946) estimated that they have significantly more books than boys (M = 47.52, SD = 49.577)¹⁶.

Girls are more likely to read an array of technology-based materials as well as books. Indeed, when children were asked to estimate how many minutes a day they spend **reading online**

¹¹ Text messages: $\chi^2(1, N = 32,160) = 919.916, p = .000, \Phi = -.169$; instant messages: $\chi^2(1, N = 32,160) = 448.133, p = .000, \Phi = -.118$; messages on social networking sites: $\chi^2(1, N = 32,160) = 288.189, p = .000, \Phi = -.095$; blogs: $\chi^2(1, N = 32,160) = 937.896, p = .000, \Phi = -.171$;

¹² Fiction: $\chi^2(1, N = 32,160) = 503.2066, p = .000, \Phi = -.125$; poems: $\chi^2(1, N = 32,160) = 448.811, p = .000, \Phi = -.118$; magazines: $\chi^2(1, N = 32,160) = 807.893, p = .000, \Phi = -.158$; Lyrics: $\chi^2(1, N = 32,160) = 3321.587, p = .000, \Phi = -.321$;

¹³ Comics: $\chi^2(1, N = 32,160) = 897.204, p = .000, \Phi = .167$; comedy: $\chi^2(1, N = 25,815) = 240.380, p = .000, \Phi = .099$.

¹⁴ ereader: $\chi^2(1, N = 19,136) = 209.609, p = .000, \Phi = -.105$

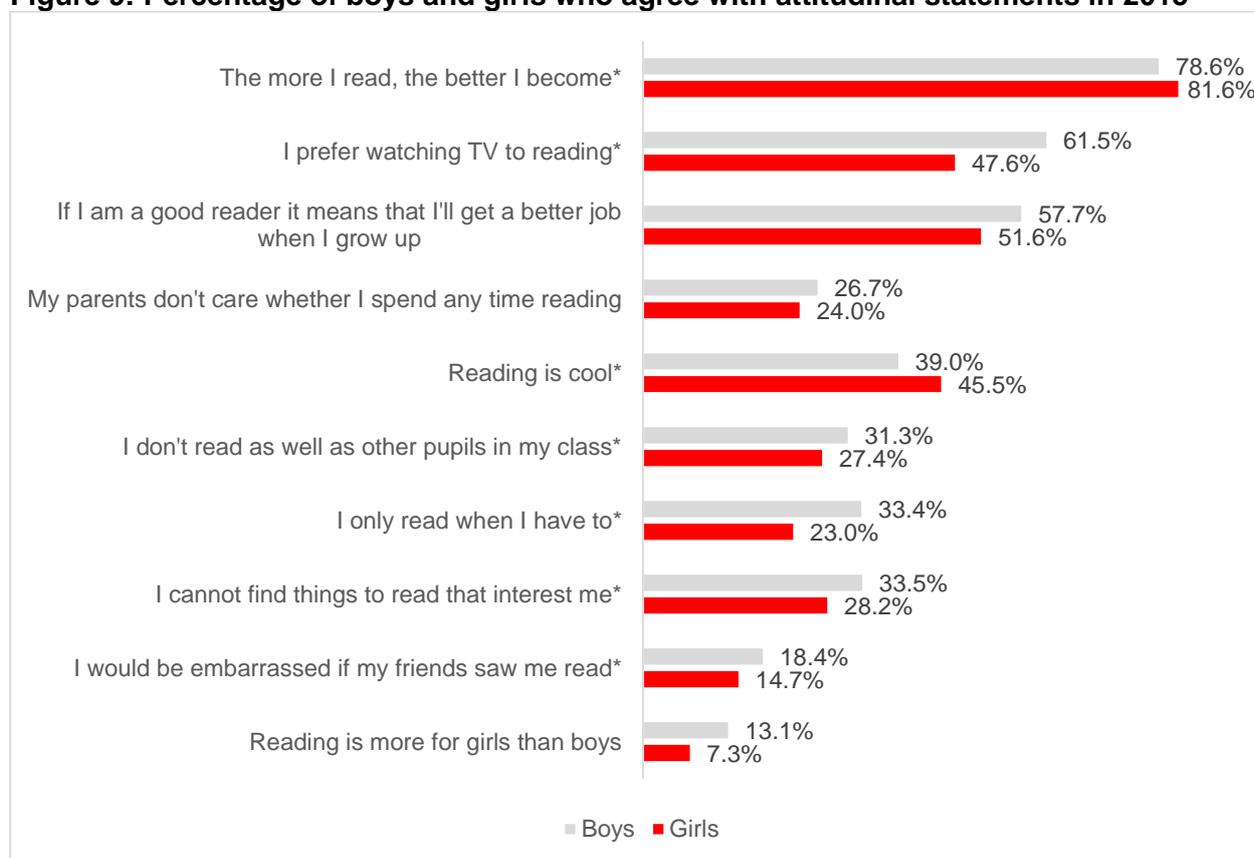
¹⁵ Magazines: $\chi^2(1, N = 25,931) = 217.229, p = .000, \Phi = -.092$

¹⁶ The assumption of equal variances was violated ($p = .000$); therefore we used Welch’s t-test ($1, 17451.230$) = 102.461, $p = .000, M = -7.266, CI\ 95\%(-8.684, -5.847), \text{Cohen’s } d = .152$

content and how many minutes they spend **reading books**, girls are significantly more likely than boys to spend longer reading both¹⁷: girls say that they spend an average of 114.63 minutes a day (SD = 172.841) reading something online compared with boys who say that they spend an average of 92.09 minutes (SD = 150.144). Similarly, girls estimate that they spend an average of 51.28 minutes a day reading books (SD = 79.499) compared with boys who estimate that they spend an average of 39.69 minutes (SD = 72.587).

There was also a statistically significant difference between boys and girls in terms of their **attitudes towards reading**¹⁸, with girls (M = 2.538, SD = .843) holding more positive attitudes than boys (M = 2.759, SD = .848). **Figure 9** outlines the differences between boys and girls across the individual attitudinal statements in percentages and shows that more boys than girls agree that they don't read as well as other pupils in their class, that they only read when they have to and that they cannot find things to read that interest them. More boys than girls also agree that reading is more for girls than boys. The biggest difference between boys and girls relates to the choice of TV over reading, with more boys than girls preferring TV (82.3% vs. 69.8%).

Figure 9: Percentage of boys and girls who agree with attitudinal statements in 2015



* indicates items that form part of the attitudinal scale

Finally, there was no statistically significant gender difference in how often boys and girls say that they see their **parents or carers read at home**¹⁹.

¹⁷ Online: The assumption of equal variances was violated ($p = .000$); we therefore used Welch's t-test (1, 20570.020) = 100.219, $p = .000$, $M = -22.536$, CI 95%(-27.001, -18.072), Cohen's $d = .014$; Books: again, the Levene statistic ($p = .000$) showed that the assumption of equal variances was violated, therefore we used Welch's t-test (1, 19290.799) = 112.990, $p = .000$, $M = -11.590$, CI 95%(-13.746, -9.434), Cohen's $d = 0.151$.

¹⁸ T-test (30974) = 22.966, $p = .000$, Mean difference = .221, CI 95%(.202, .239). Cohen's $d = 0.261$.

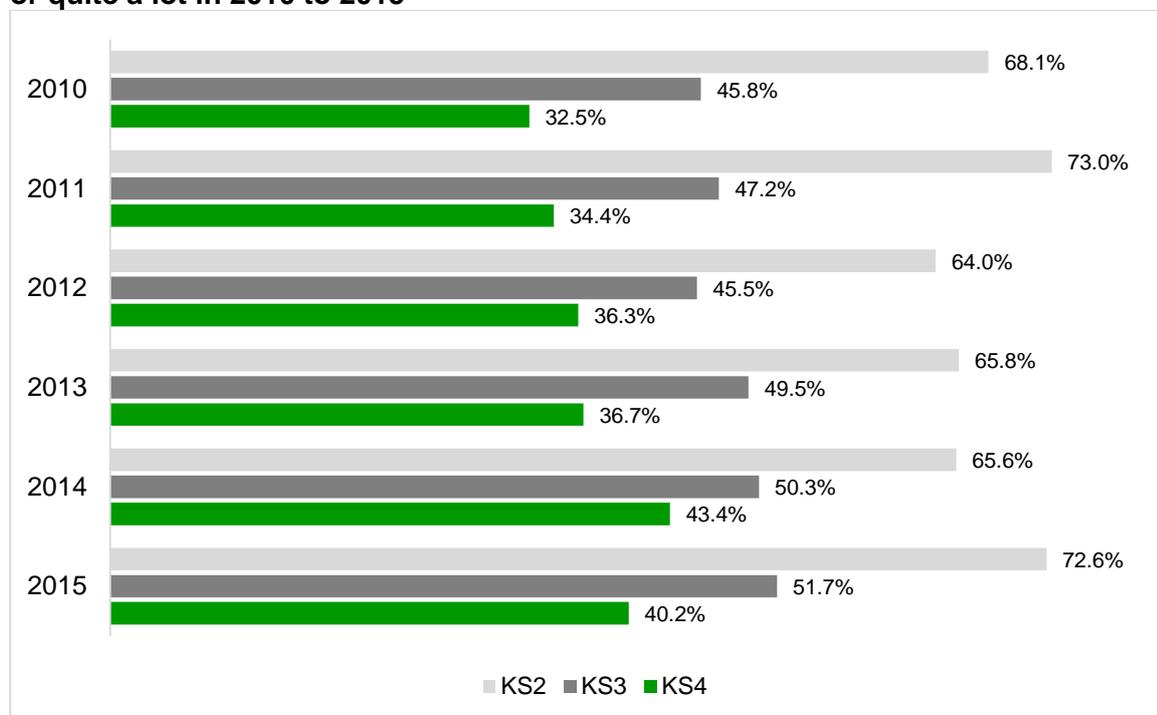
¹⁹ $p = .121$

The link between age and reading, using Key Stages

Significant statistical 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**²⁰, with younger pupils enjoying reading more than their older peers. Exploring this difference in percentages, **Figure 10** shows that nearly twice as many KS2 as KS4 pupils say that they enjoy reading, with nearly 3 in 4 (72.6%) KS2, half (51.7%) of KS3 and only 2 in 5 (40.2%) KS4 pupils saying that they enjoy reading either very much or quite a lot. Conversely, nearly four times as many KS4 as KS2 pupils say that they do not enjoy reading at all (18.9% vs. 5.3%).

However, as **Figure 10** also shows, the age gap in reading enjoyment has widened again in 2015. While levels of reading enjoyment have remained relatively unchanged for KS3 pupils, a greater percentage of KS2 pupils in 2015 enjoy reading than in 2014 (increasing by 7 percentage points), while fewer KS4 pupils in 2015 say that they enjoy reading compared with the previous year (decreasing by 3.2 percentage points).

Figure 10: Percentage of pupils from each Key Stage who enjoy reading either very much or quite a lot in 2010 to 2015

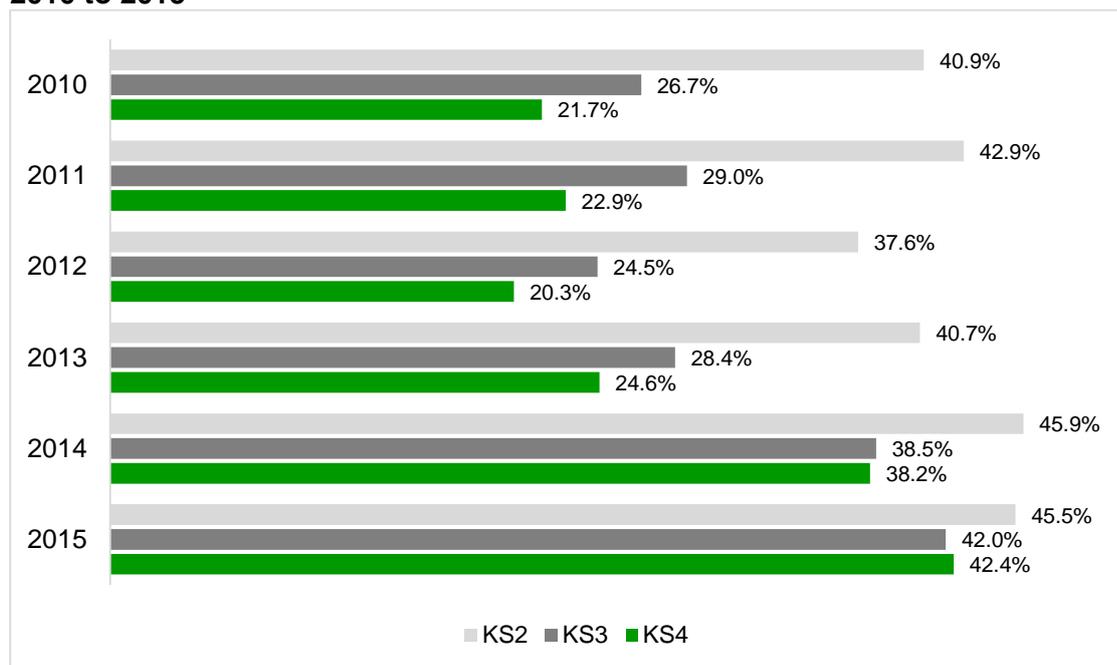


Not only are KS2 pupils more likely to enjoy reading than KS3 and KS4 pupils, they also read significantly more frequently²¹. In terms of the percentage of pupils who **read daily outside class**, **Figure 11** (overleaf) shows that the percentage of pupils in KS3 and KS4 who read daily outside class increased between 2014 and 2015, while the percentage of KS2 pupils who say that they enjoy reading has remained relatively unchanged. This means that the gap in daily reading between younger and older pupils is narrowing rapidly.

²⁰ Kruskal –Wallis H: $\chi^2(2, N = 32,772) = 1736.955, p = .000$. Differences were significant across all three KS: KS2-KS3 $U = 54452334.00, p = .000$; KS2-KS4 $U = 8935317.500, p = .000$; KS3-KS4 $U = 36260207.00, p = .000$

²¹ Kruskal –Wallis H: $\chi^2(2, N = 32,702) = 118.789, p = .000$. Differences were significant across all three KS: KS2-KS3 $U = 67734647.00, p = .000$; KS2-KS4 $U = 813150597.50, p = .000$; KS3-KS4 $U = 40567106.00, p = .000$

Figure 11: Percentage of pupils from each Key Stage who read daily outside class in 2010 to 2015



There are also statistically significant differences in how often pupils across the Key Stages **read for fun or for information** outside class²². KS2 pupils are more likely than KS3 and KS4 pupils to say that they read for fun outside class on a daily basis (34.4% vs. 28.0% and 26.1%), while KS4 pupils are more likely than KS3 and KS2 pupils to say that they read for information outside class on a daily basis (20.7% vs. 13.8% and 15.0%).

Children and young people choose to read very different **materials**²³ outside class at least once a month depending on their age, with young people in KS4, and to a lesser extent KS3, choosing to engage in more technology-based reading materials compared with pupils in KS2 (see **Figure 12**). While technology-based materials dominate older pupils' reading choices outside class, KS2 pupils are more "traditional" in their reading consumption, with more younger pupils reading poems, non-fiction and fiction.

These differences can in part be explained by differing **access** to technology (see **Figure 13**). Significantly more KS4 and KS3 than KS2 pupils say they have their own computer and their own mobile phone or smartphone. Significantly more older pupils have access to a computer and the internet at home and are more likely to say that they have a blog and a profile on a social networking site²⁴. Interestingly, there were no significant differences in access to newspapers or magazines at home.

²² For fun - Kruskal -Wallis H: $\chi^2(2, N = 30,727) = 458.005, p = .000$. Differences were significant across all three KS: KS2-KS3 $U = 5797287.00, z = -16.174, p = .000$; KS2-KS4 $U = 10571267.50, z = -19.764, p = .000$; KS3-KS4 $U = 365586.50, z = -10.158, p = .000$; for info - Kruskal -Wallis H: $\chi^2(2, N = 27,082) = 83.521, p = .000$. Differences were significant across: KS2-KS3 $U = 43220942, z = -7.293, p = .000$; and KS3-KS4 $U = 32513269.50, z = -6.832, p = .000$. The difference between KS2 and KS4 was not significant.

²³ Poems: $\chi^2(2, N = 31,772) = 2211.557, p = .000$, Cramer's $V = .264$; text messages: $\chi^2(2, N = 31,772) = 3929.547, p = .000$, Cramer's $V = .352$; non-fiction: $\chi^2(2, N = 31,772) = 485.449, p = .000$, Cramer's $V = .124$; emails: $\chi^2(2, N = 31,772) = 1811.196, p = .000$, Cramer's $V = .239$; websites: $\chi^2(2, N = 31,772) = 1282.125, p = .000$, Cramer's $V = .201$; comics: $\chi^2(2, N = 31,772) = 205.472, p = .000$, Cramer's $V = .080$; lyrics: $\chi^2(2, N = 31,772) = 145.352, p = .000$, Cramer's $V = .068$; magazines: $\chi^2(2, N = 31,772) = 52.069, p = .000$, Cramer's $V = .040$; blogs: $\chi^2(2, N = 31,772) = 70.969, p = .000$, Cramer's $V = .047$; messages on social networking sites: $\chi^2(2, N = 31,772) = 3388.852, p = .000$, Cramer's $V = .326$; instant messages: $\chi^2(2, N = 31,772) = 2423.175, p = .000$, Cramer's $V = .276$; fiction: $\chi^2(2, N = 31,772) = 253.321, p = .000$, Cramer's $V = .089$; Twitter: $\chi^2(2, N = 31,772) = 1122.257, p = .000$, Cramer's $V = .188$. The differences in reading manuals, newspapers, ebooks and EAL materials were not statistically significant.

²⁴ Own mobile: $\chi^2(2, N = 25,771) = 2960.044, p = .000$, Cramer's $V = .339$; own computer/laptop: $\chi^2(2, N = 25,771) = 735.411, p = .000$, Cramer's $V = .169$; own smartphone: $\chi^2(2, N = 25,771) = 4332.483, p = .000$,

Figure 12: Formats of reading by Key Stage in 2015

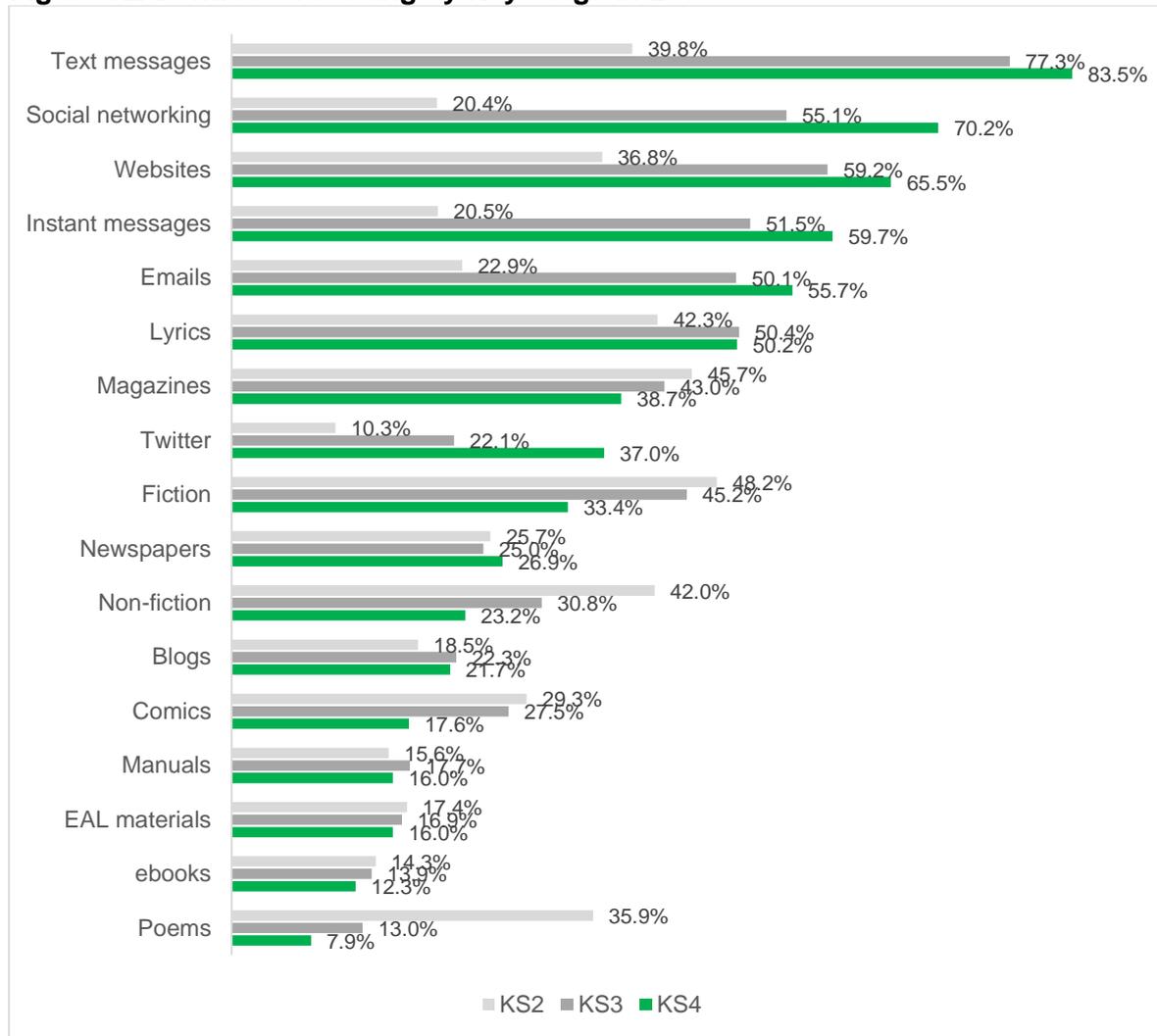
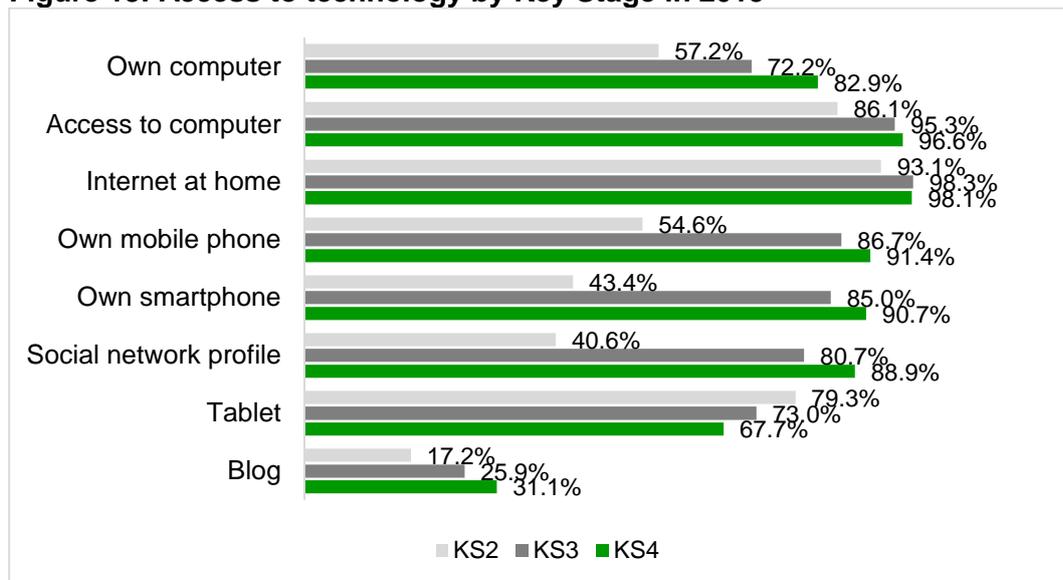


Figure 13: Access to technology by Key Stage in 2015



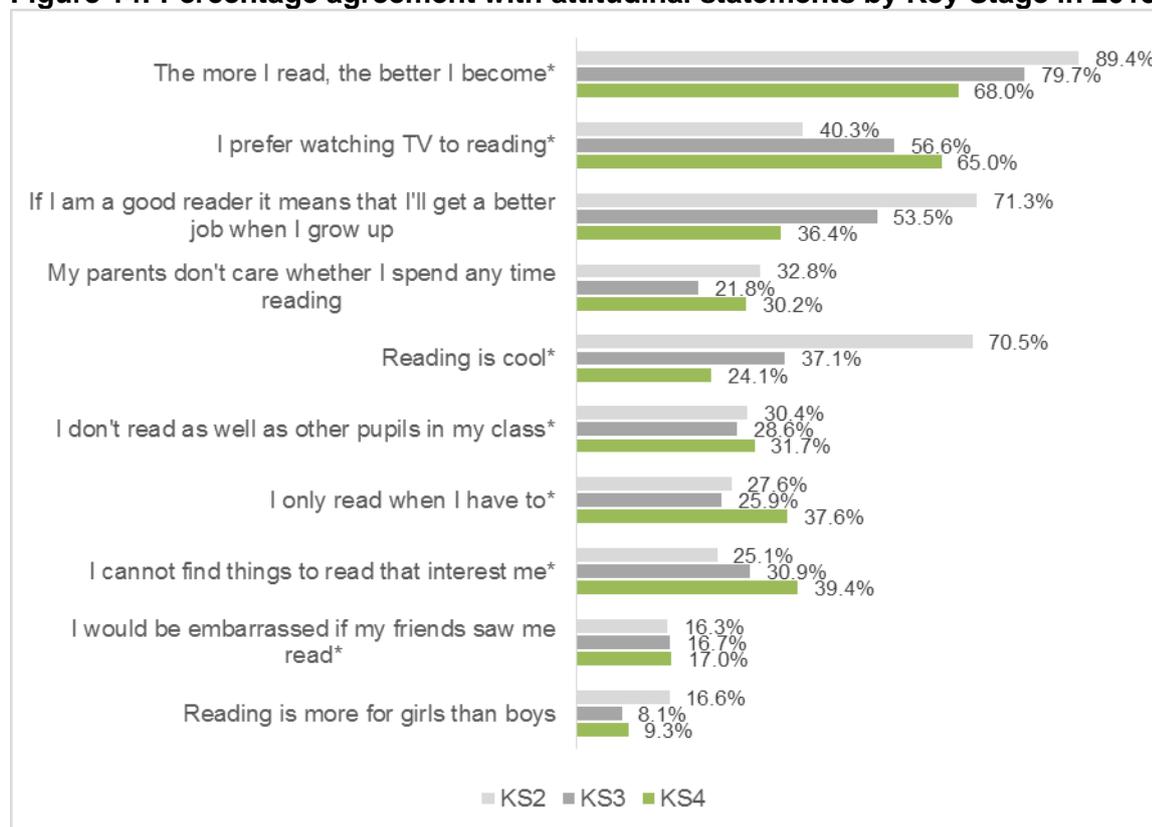
Cramer's $V_i = .410$; tablet: $\chi^2(2, N = 25,771) = 156.327, p = .000$, Cramer's $V = .078$; access to a computer at home: $\chi^2(2, N = 25,771) = 650.503, p = .000$, Cramer's $V = .157$; access to the internet at home: $\chi^2(2, N = 25,771) = 433.763, p = .000$, Cramer's $V = .128$; profile on a social networking site: $\chi^2(2, N = 25,771) = 3736.054, p = .000$, Cramer's $V = .382$; blog: $\chi^2(2, N = 25,771) = 228.498, p = .000$, Cramer's $V = .099$

However, there were statistically significant differences²⁵ in the number of books of their own that pupils from different Key Stages have at home, with KS2 pupils (M = 52.424, SD = 51.809) saying that they have more books of their own at home than KS3 (M = 44.116, SD = 47.928) and KS4 (M = 34.295, SD = 41.714) pupils.

Pupils from different Key Stages also differed significantly in how many **minutes a day they spend reading online content**²⁶, with KS4 pupils (M = 161.036, SD = 212.597) spending more minutes reading online than KS3 (M = 106.064, SD = 159.079). KS2 pupils spend the fewest minutes a day reading online content (M = 43.782, SD = 94.184). There were also significant differences in the **minutes they spend reading books**²⁷, with KS3 (M = 46.436, SD = 76.797) and KS4 pupils (M = 50.743, SD = 85.562) spending more minutes reading books in a typical day than KS2 pupils (M = 40.861; SD = 67.634).

There were also statistically significant differences²⁸ between the Key Stages in their **attitudes towards reading**, with KS2 pupils holding more positive attitudes towards reading than their older peers. **Figure 14** outlines the differences between the three Key Stages across the individual attitudinal statements in percentages and shows that nearly twice as many KS2 as KS4 pupils see a link between their reading skill and their future job prospects, while nearly three times as many KS2 as KS4 pupils also agree that reading is cool.

Figure 14: Percentage agreement with attitudinal statements by Key Stage in 2015



* indicates items that form part of the attitudinal scale

There were differences²⁹ across the Key Stages in their attitudes towards reading between 2014 and 2015, with KS2 and KS3 pupils in 2015 thinking more positively about reading than their

²⁵ F (2,17601) = 95.095, p = .000

²⁶ F (2,20335) = 428.491, p = .000

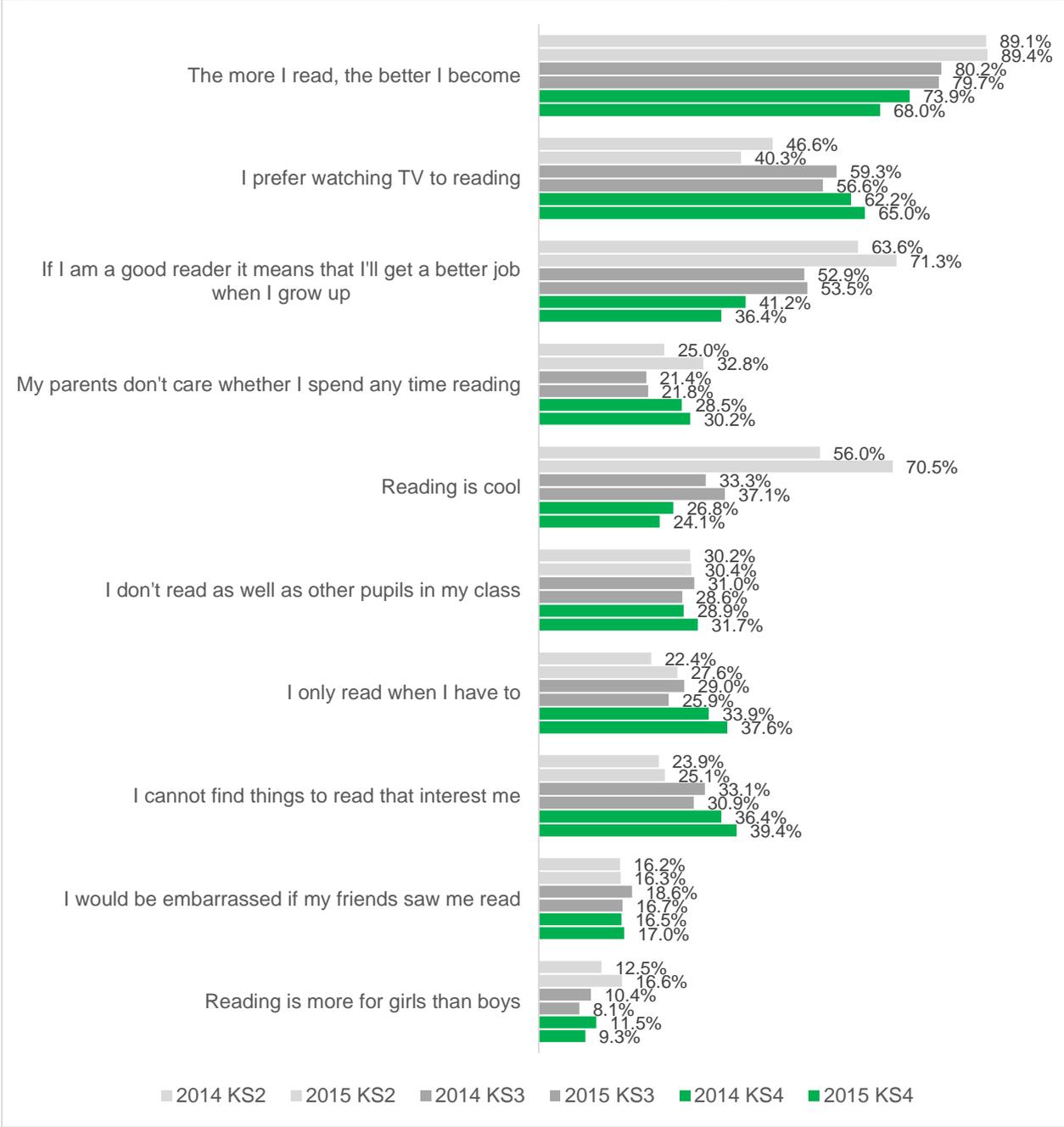
²⁷ F (2, 19329) = 12.946, p = .000

²⁸ KS2: M = 2.376, SD = .860; KS3: M = 2.684, SD = .836; KS4: M = 2.911, SD = .811; F (2, 30599) = 569.844, p = .000.

²⁹ F(2, 60938) = 34.102, p = .000; KS2 in 2014: M = 2.519, SD = .878; KS3 in 2014: M = 2.806, SD = .869; KS4 in 2014: M = 2.887, SD = .853.

peers in 2014, while KS4 pupils in 2015 thought less positively about reading than their counterparts in 2014. **Figure 15** outlines the differences between the three Key Stages in 2014 and 2015 across the individual attitudinal statements in percentages.

Figure 15: Agreement with attitudinal statements by Key Stage in 2014 and 2015



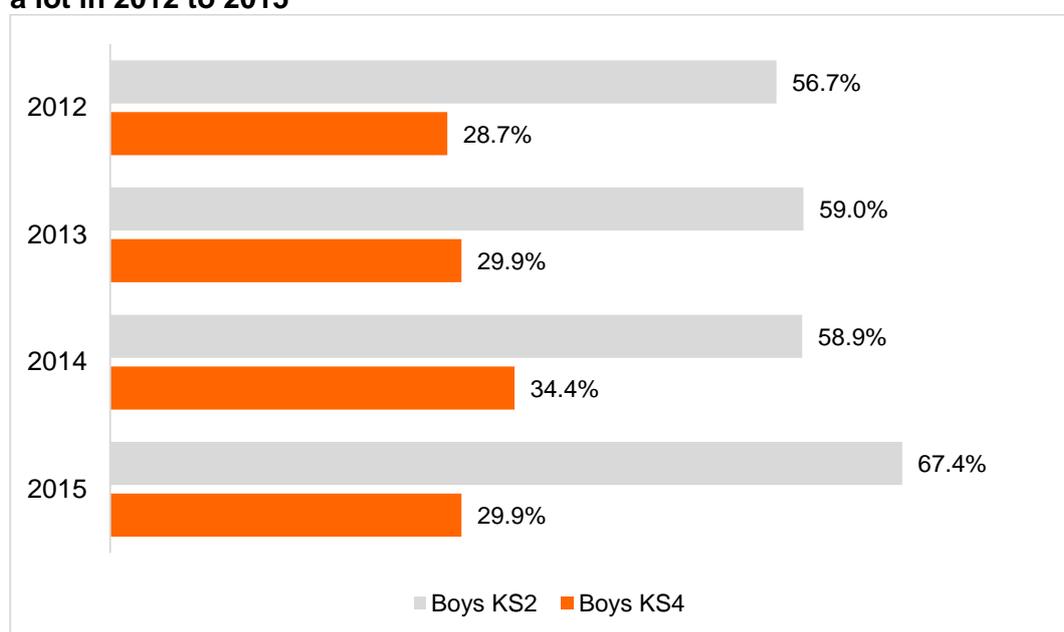
There was no statistically significant difference between the Key Stages in how often they see their parents or carers read at home.

Being a teenage boy and reading

Boys tend to enjoy reading less, read less often and think less positively about reading than girls. Similarly, older pupils tend to be more disengaged with reading in terms of enjoyment and attitudes when compared with younger pupils. This section combines being a boy and age, using Key Stages in the analyses, to explore differences in reading.

There is a statistically significant difference in the degree to which boys in KS2 and boys in KS4 enjoy reading³⁰. In terms of percentages, twice as many KS2 as KS4 pupils say that they enjoy reading either very much or quite a lot (67.4% vs. 29.9%). **Figure 16** shows that the gap between the two groups has widened between 2014 and 2015, increasing from a 24.5 percentage gap in 2014 to a 37.5 percentage point gap in 2015. This is largely because there was a considerable increase in the number of KS2 boys who said that they enjoy reading, while at the same time there was a decrease in the number of KS4 boys who said that they enjoy reading between 2014 and 2015.

Figure 16: Percentage of KS2 and KS4 boys who enjoy reading either very much or quite a lot in 2012 to 2015



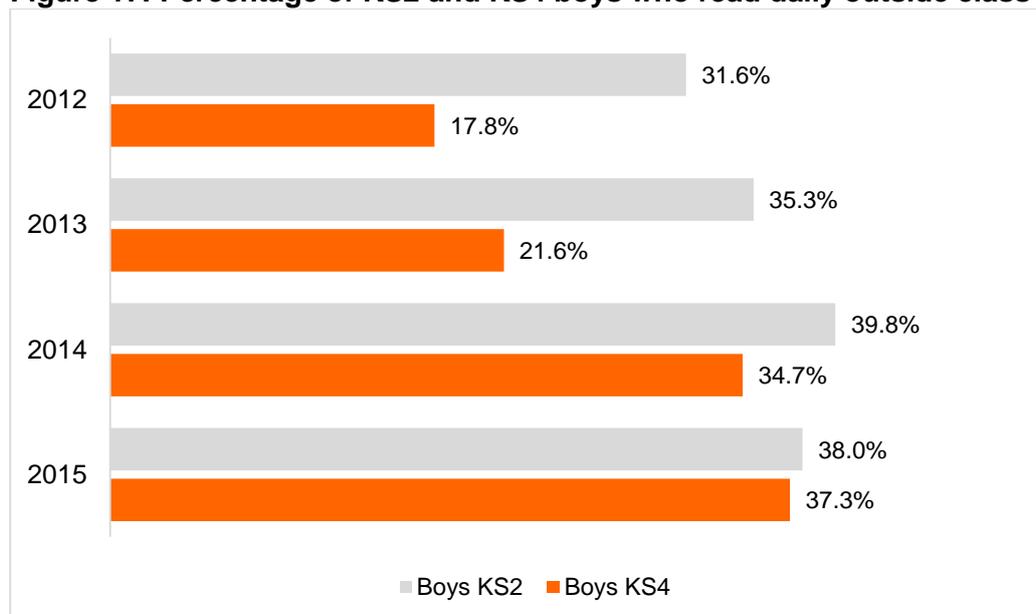
There was also a statistically significant difference between KS2 and KS4 boys in the frequency with which they read outside class³¹. Although a similar percentage of KS2 and KS4 boys read daily outside class (38.0% vs. 37.3%), more KS2 than KS4 boys read at least once a week (34.1% vs. 21.9%). Conversely, twice as many KS4 as KS2 boys say that they rarely read outside class (16.3% vs. 8.0%).

Figure 17 shows that since 2012 an increasing percentage of KS4 boys enjoy reading, while the rise in the number of KS2 pupils who enjoy reading has been comparatively modest. Indeed, the gap between KS2 and KS4 boys has narrowed from a 5.1 percentage point difference in 2014 to a 0.7 percentage point difference in 2015.

³⁰ Mann Whitney U (5512) = 1935398.500, z = -28.330., p.000

³¹ Mann Whitney U (5500) = 3105249.500, z = -6.563., p.000

Figure 17: Percentage of KS2 and KS4 boys who read daily outside class in 2012 to 2015



There is a statistically significant difference³² in how often KS2 and KS4 boys **read for fun** outside class, but there is no significant difference in how often they **read for information**³³ outside class. In terms of percentages, 32.3% of KS2 boys say that they read for fun outside class on a daily basis compared with 23.9% of KS4 boys. Conversely, 21.2% of KS2 and 23.2% of KS4 boys say that they read daily for information outside class.

KS2 boys (75.8%) are significantly³⁴ more likely than KS4 boys (35.9%) to say that they have a **favourite story**. There were also significant differences in the **types of materials** KS2 and KS4 boys read outside class at least once a month. Significantly³⁵ more KS2 than KS4 boys say that they read fiction (43.3% vs. 24.6%), poems (26.1% vs. 5.6%), non-fiction (42.2% vs. 20.3%) and comics (36.9% vs. 22.3%). However, the biggest differences between KS2 and KS4 boys exist in technology-based formats, with significantly³⁶ more KS4 than KS2 boys reading text messages (76.2% vs. 35.4%), emails (54.1% vs. 22.9%), websites (64.8% vs. 36.4%), messages on social networking sites (65.3% vs. 20.3%), instant messages (54.3% vs. 19.1%) and Twitter (31.9% vs. 11.9%).

Some of these differences are at least in part explained by differing **access to technology**, with KS4 boys being significantly more likely than KS2 boys to say that they have a mobile phone (90.2% vs. 54.8%) or smartphone (88.9% vs. 45.3%), their own computer or laptop (84.4% vs. 59.6%), and a profile on a social networking site (87.5% vs. 43.8%). KS4 boys are also significantly more likely than KS2 boys to say that they have access to a computer or laptop (95.7% vs. 86.4%) and the internet at home (97.6% vs. 93.5%)³⁷.

³² Mann Whitney U (5229) = 2435816.500, z = -14.130., p.000

³³ p = .301

³⁴ chi² (2, N = 5,176) = 876.953, p = .000, Phi = .412

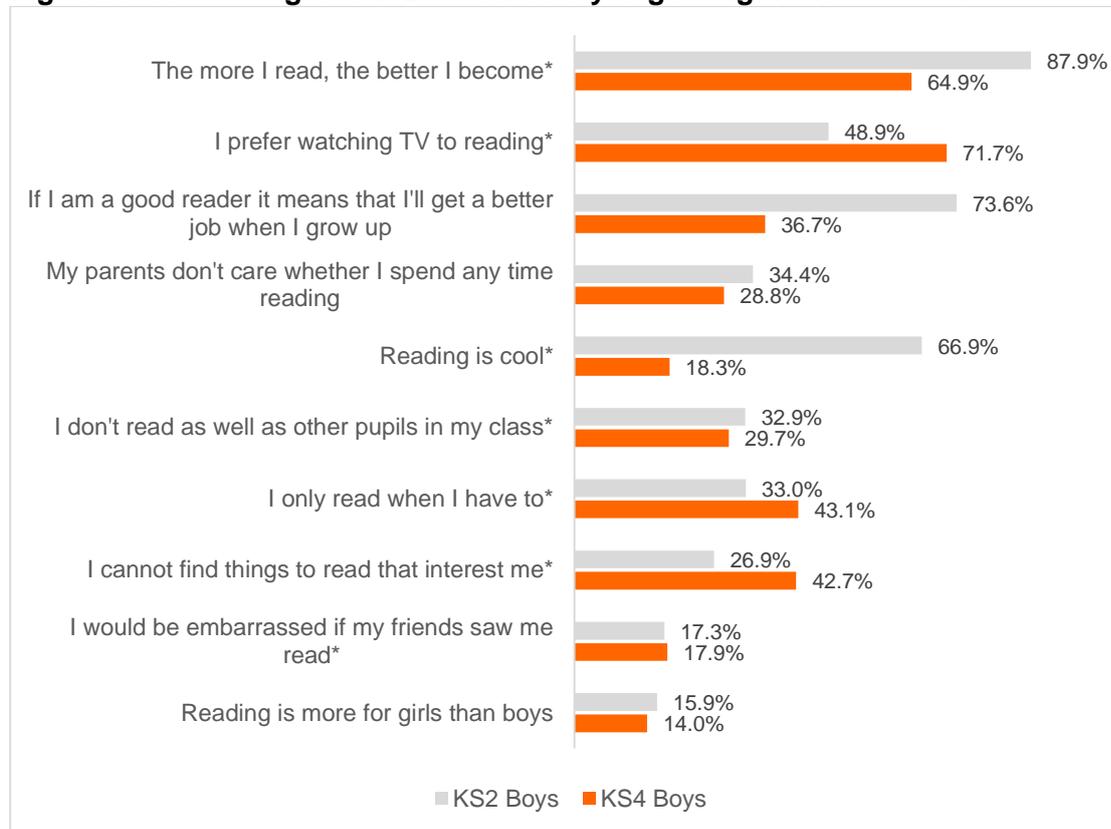
³⁵ Fiction: chi² (1, N =5,512) = 190.263, p = .000, Phi = .186; poems: chi² (1, N =5,512) = 346.960, p = .000, Phi = .251; non-fiction: chi² (1, N =5,512) = 267.450, p = .000, Phi = .220; comics: chi² (1, N =5,512) = 123.402, p = .000, Phi = .150

³⁶ Text messages: chi² (1, N =5,512) = 836.063, p = .000, Phi = -.389; emails: chi² (1, N =5,512) = 548.434, p = .000, Phi = -.315; websites: chi² (1, N =5,512) = 408.768, p = .000, Phi = -.272; messages on social networking sites: chi² (1, N =5,512) = 1106.020, p = .000, Phi = -.440; instant messages: chi² (1, N =5,512) = 724.038, p = .000, Phi = -.362; Twitter: chi² (1, N =5,512) = 326.741, p = .000, Phi = -.243

³⁷ Own mobile: chi² (1, N = 4,274) = 581.951, p = .000, Phi = -.369; smartphone: chi² (1, N = 4,259) = 814.931, p = .000, Phi = -.437; own computer: chi² (1, N = 4,302) = 290.284, p = .000, Phi = -.260; SNS profile: chi² (1, N = 4,202) = 800.304, p = .000, Phi = -.436; computer at home: chi² (1, N = 4,417) = 98.144, p = .000, Phi = -.149; internet: chi² (1, N = 4,466) = 37.798, p = .000, Phi = -.092

Teenage boys **think significantly less positively about reading** than younger boys³⁸. **Figure 18** outlines the differences between KS2 and KS4 boys across the individual attitudinal statements in percentages and shows that three times as many KS2 as KS4 boys agree that reading is cool. Twice as many KS2 as KS4 boys also see a link between their reading skill and their future chances of finding a good job. By contrast, more KS4 than KS2 boys agree that they read because they have to and that they cannot find things to read that interest them.

Figure 18: Percentage of KS2 and KS4 boys agreeing with attitudinal statements in 2015



* indicates items that form part of the attitudinal scale

But let us not forget about teenage girls

KS2 girls are significantly³⁹ more likely to enjoy reading than KS4 girls. In terms of percentages, over three-quarters (78.4%) of KS2 girls say that they enjoy reading either very much or quite a lot compared with half of KS4 girls (49.3%). **Figure 19** shows that the percentage of KS2 girls who enjoy reading has increased between 2014 and 2015, while the percentage of KS4 pupils who enjoy reading has decreased. As a result, the gap between KS2 and KS4 girls has increased again, from a 19 percentage point difference in 2014 to a 29.1 percentage point difference in 2015.

Similarly, KS2 girls read significantly⁴⁰ more frequently outside class than KS4 girls. For example, they are more likely to read daily (53.4% vs. 47.2%) or to read at least once a week (29.2% vs. 21.8%). Conversely, more KS4 than KS2 girls say that they rarely read outside class (10.7% vs. 3.6%). **Figure 20** shows that compared with the previous year, more KS2 and KS4 girls read daily in 2014. Indeed, the increase in daily reading has been particularly pronounced for KS4 girls. This means that the gap between KS2 and KS4 decreased further in 2015, reducing from a 9.7 percentage point difference in 2014 to a 6.2 percentage point difference.

³⁸ KS2 boys: M = 2.493, SD = .880; KS4 boys: 3.016, SD = .757; Welch's t (1,4348.715) = 511.347, p = .000, Cohen's d = 0.637

³⁹ KS2 girls: Mdn = 2; KS4 girls: Mdn = 3; Mann Whitney U (5592) = 2325002.000, z = -24.841, p.000

⁴⁰ KS2 girls: Mdn = 1; KS4 girls: Mdn = 2; Mann Whitney U (5577) = 3242637.000, z = -8.459, p.000

Figure 19: Percentage of KS2 and KS4 girls who enjoy reading either very much or quite a lot in 2012 to 2015

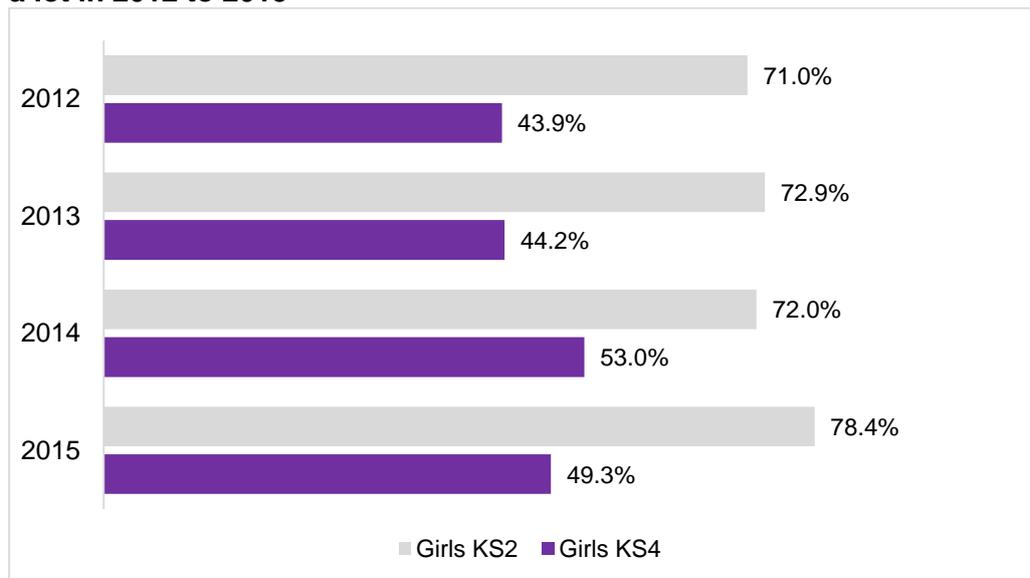
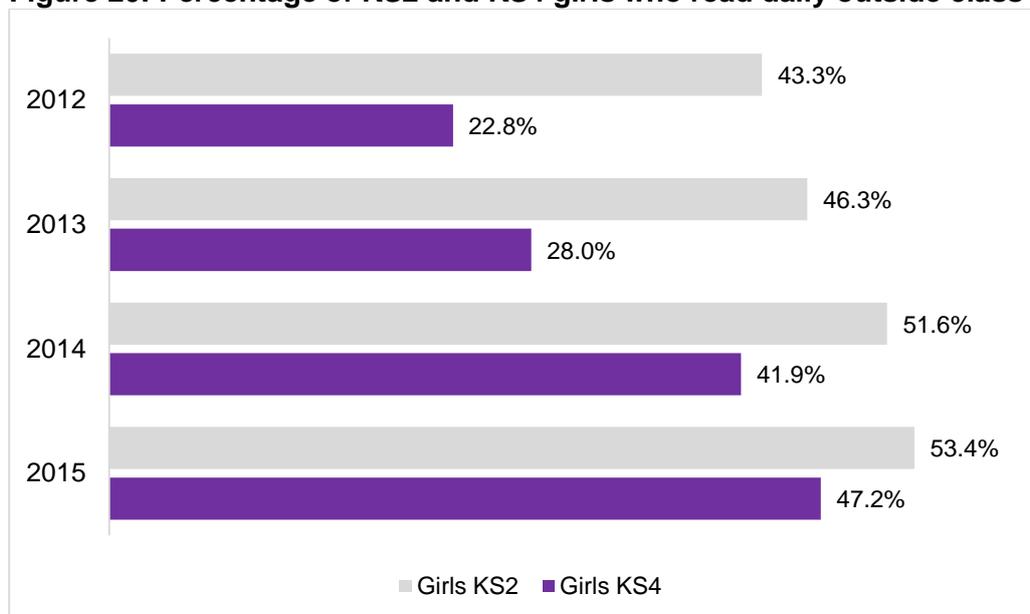


Figure 20: Percentage of KS2 and KS4 girls who read daily outside class in 2012 to 2015



As with boys, there is a statistically significant difference⁴¹ in how often KS2 and KS4 girls **read for fun** outside class, but there is no significant difference in how often they **read for information**⁴² outside class. Exploring this difference in percentages, 43.9% of KS2 girls say that they read for fun outside class daily compared with 32.6% of KS4 girls. By contrast, an equal percentage of KS2 (21.1%) and KS4 girls (20.3%) say that they read daily for information outside class.

There were statistically significant differences in the **types of materials** that KS2 and KS4 girls tend to read outside class at least once a month. Significantly⁴³ more KS2 than KS4 girls say that they read fiction (53.9% vs. 41.2%), poems (46.0% vs. 10%), non-fiction (42.2% vs. 25.8%)

⁴¹ Mann Whitney U (5361) = 2659128.000, z = -14.796., p.000

⁴² p = .455

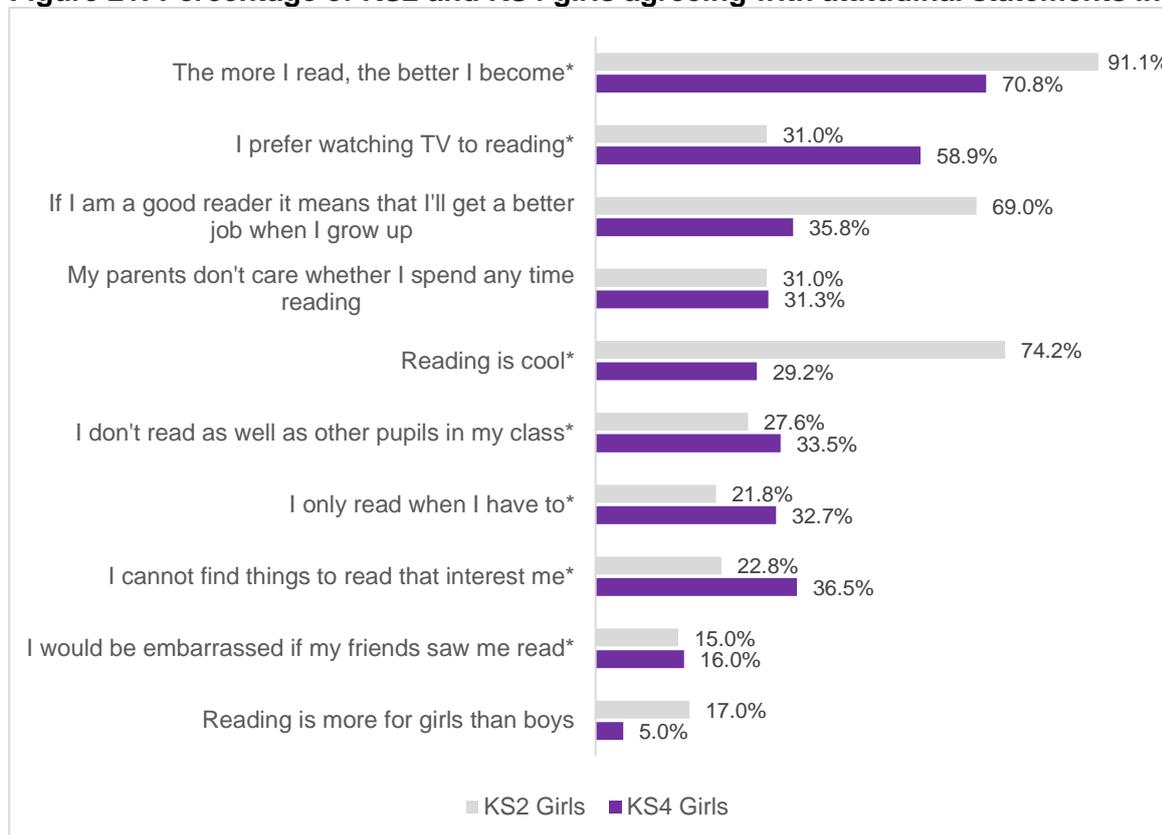
⁴³ Fiction: χ^2 (1, N = 5,592) = 85.749, p = .000, Phi = .124; poems: χ^2 (1, N = 5,592) = 793.578, p = .000, Phi = .377; non-fiction: χ^2 (1, N = 5,592) = 155.144, p = .000, Phi = .167; comics: χ^2 (1, N = 5,592) = 61.949, p = .000, Phi = .105

and comics (21.8% vs. 13.4%). However, the biggest differences between KS2 and KS4 girls exist in technology-based formats, with significantly⁴⁴ more KS4 than KS2 girls reading text messages (90.0% vs. 44.6%), emails (57.3% vs. 22.9%), websites (66.2% vs. 37.3%), messages on social networking sites (74.8% vs. 20.7%), instant messages (64.6% vs. 22.3%) and Twitter (41.7% vs. 8.7%).

Some of these differences are at least in part explained by differing **access to technology**, with KS4 girls being significantly more likely than KS2 girls to say that they have a mobile phone (92.5% vs. 54.4%) or smartphone (92.4% vs. 41.2%), their own computer or laptop (81.8% vs. 54.8%), and a profile on a social networking site (90.2% vs. 37.5%). KS4 girls are also significantly more likely than KS2 girls to say that they have access to a computer or laptop (97.4% vs. 85.7%) and the internet at home (98.6% vs. 92.8%)⁴⁵.

Teenage girls also view reading significantly more negatively than their younger peers⁴⁶. **Figure 21** outlines the differences between KS2 and KS4 girls across the individual attitudinal statements in percentages and shows that over twice as many KS2 as KS4 girls agree that reading is cool. However, three times as many KS2 as KS4 girls also agree that reading is more for girls than boys. By contrast, more KS4 than KS2 girls agree that they read because they have to and that they cannot find things to read that interest them.

Figure 21: Percentage of KS2 and KS4 girls agreeing with attitudinal statements in 2015



* indicates items that form part of the attitudinal scale

⁴⁴ Text messages: $\chi^2(1, N = 5,592) = 1167.009, p = .000, \Phi = -.457$; emails: $\chi^2(1, N = 5,592) = 678.964, p = .000, \Phi = -.348$; websites: $\chi^2(1, N = 5,592) = 442.905, p = .000, \Phi = -.281$; messages on social networking sites: $\chi^2(1, N = 5,592) = 1601.034, p = .000, \Phi = -.535$; instant messages: $\chi^2(1, N = 5,592) = 1002.724, p = .000, \Phi = -.423$; Twitter: $\chi^2(1, N = 5,592) = 858.094, p = .000, \Phi = -.392$

⁴⁵ Own mobile: $\chi^2(1, N = 4,366) = 745.015, p = .000, \Phi = -.413$; smartphone: $\chi^2(1, N = 4,317) = 1192.901, p = .000, \Phi = -.526$; own computer: $\chi^2(1, N = 368) = 345.536, p = .000, \Phi = -.281$; SNS profile: $\chi^2(1, N = 4,309) = 1224.333, p = .000, \Phi = -.533$; computer at home: $\chi^2(1, N = 4,528) = 177.707, p = .000, \Phi = -.198$; internet: $\chi^2(1, N = 4,576) = 81.575, p = .000, \Phi = -.134$

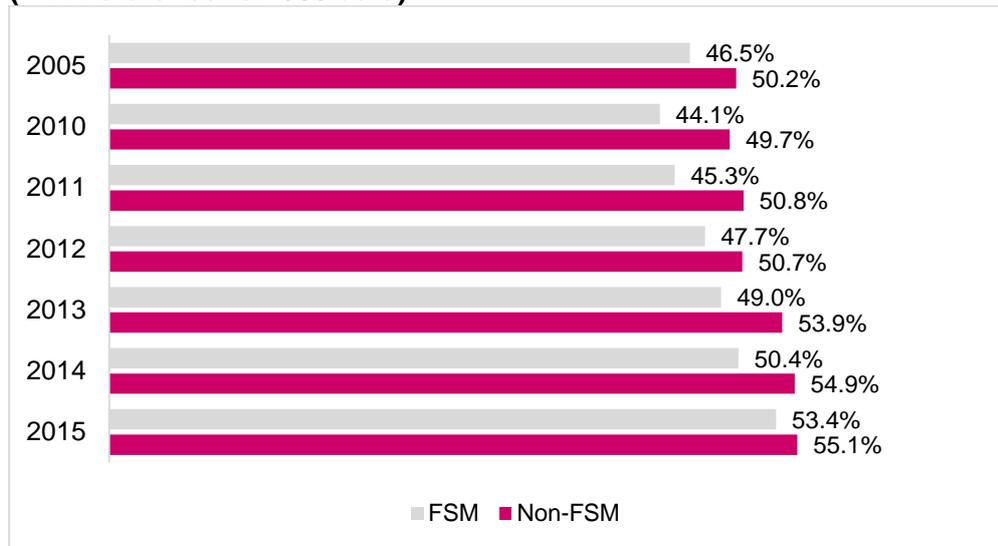
⁴⁶ KS2 girls: $M = 2.246, SD = .815$; KS4 girls: $2.816, SD = .847$; Welch's $t(1,4350.377) = 593.748, p = .000, \text{Cohen's } d = 0.686$

The link between reading and socioeconomic background⁴⁷

In 2015, there was no statistically significant difference between children who receive FSMs and those who do not in the degree to which they **enjoy reading**. In terms of percentages, 53.4% of FSM pupils say that they enjoy reading either very much or quite a lot compared with 55.1% of non-FSM pupils.

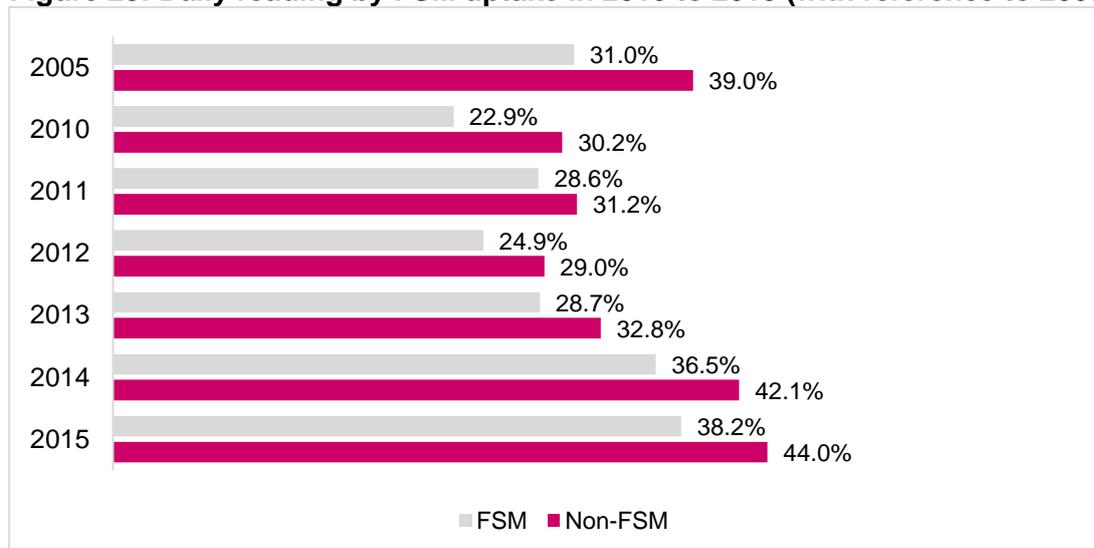
Even though the difference was not statistically significant, **Figure 22** shows that levels of enjoyment increased more for FSM pupils than non-FSM pupils in 2015, which means that the enjoyment gap between the two groups has narrowed from a 4.5 percentage point difference in 2014 to a 1.7 percentage point difference in 2015.

Figure 22: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2015 (with reference to 2005 data)



While there was no difference in reading enjoyment between the two groups, there was a significant difference in **how often they read outside class**⁴⁸. Slightly more non-FSM pupils say that they read every day outside class compared with FSM pupils (44.0% vs. 38.2%; see **Figure 23**).

Figure 23: Daily reading by FSM uptake in 2010 to 2015 (with reference to 2005 data)



⁴⁷ Using FSM uptake as a proxy

⁴⁸ Mann-Whitney U (32,320) = 5162787.50, z = -10.037, p = .000, r = 0.058

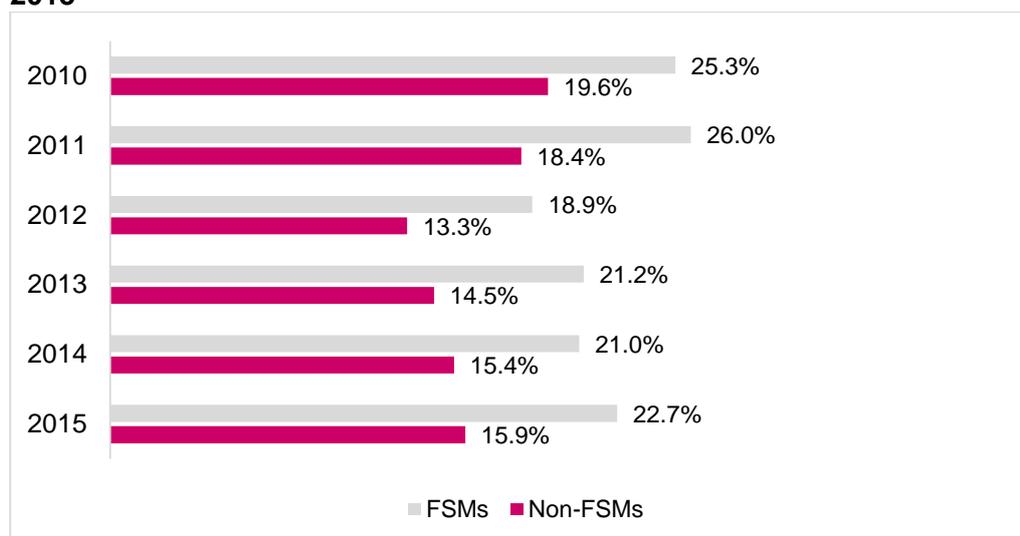
Over the last few years we evidenced some flux in the gap in daily reading between FSM and non-FSM pupils and data from 2015 shows that the gap has widened slightly once again between the groups. While both groups showed an increase in daily reading rates, the increase is slightly bigger for non-FSM pupils than for FSM pupils. As a result, the gap widened from a 5.6 percentage point difference in 2014 to a 5.8 percentage point difference in 2015.

There was no statistically significant difference between FSM and non-FSM pupils in how often they **read something for fun or for information**⁴⁹ outside class. For example, 31.5% of FSM pupils say that they read for fun outside class daily, as do 31.7% of non-FSM pupils.

There were a few statistically significant differences between FSM and non-FSM pupils in the **types of materials** that they say they read at least once a week outside class⁵⁰. In particular, more non-FSM than FSM pupils say that they read technology-based materials outside class, such as text messages (72.8% vs. 60.8%), emails (47.3% vs. 37.3%), websites (57.8% vs. 46.7%), messages on social networking sites (52.1% vs. 42.1%) and instant messages (45.6% vs. 38.0%). More non-FSM than FSM pupils also say that they read fiction outside class at least once a month (45.6% vs. 37.7%).

In line with our previous findings (see **Figure 24**), more FSM than non-FSM pupils said that they read poems outside class at least once a month in 2015 (22.7% vs. 15.9%)⁵¹.

Figure 24: Reading poems outside class at least once a month by FSM uptake in 2010 to 2015



Some of these differences in technology-based writing can, at least in part, be explained by a differing **access** at home to computers or laptops (FSM pupils 87.8%; non-FSM pupils 95.0%) and the internet (FSM pupils 93.3%; non-FSM pupils 98.1%)⁵². Significantly more non-FSM than FSM pupils also say that they have a profile on a social networking site (75.9% vs. 68.9%). There were no significant differences between the two groups in terms of having a mobile phone or smartphone (FSM pupils 78.1%; non-FSM pupils 82.3%), computer or laptop (FSM

⁴⁹ Reading for fun: $p = .01$; reading for information: $p = .088$

⁵⁰ Text messages: $\chi^2(1, N = 30,382) = 263.024, p = .000, \Phi = -.093$; emails: $\chi^2(1, N = 30,382) = 162.899, p = .000, \Phi = -.073$; websites: $\chi^2(1, N = 30,382) = 189.167, p = .000, \Phi = -.079$; messages on SNS: $\chi^2(1, N = 30,382) = 150.797, p = .000, \Phi = -.070$; instant messages: $\chi^2(1, N = 30,382) = 160.599, p = .000, \Phi = -.073$; fiction: $\chi^2(1, N = 30,382) = 96.317, p = .000, \Phi = -.056$. It should be noted that while these are statistically significant, the size of the difference is very small as indicated by the small Phi values.

⁵¹ Poems: $\chi^2(1, N = 30,382) = 122.082, p = .000, \Phi = .063$. Please note that while this difference is statistically significant, the size of the difference is very small as indicated by the small Phi value.

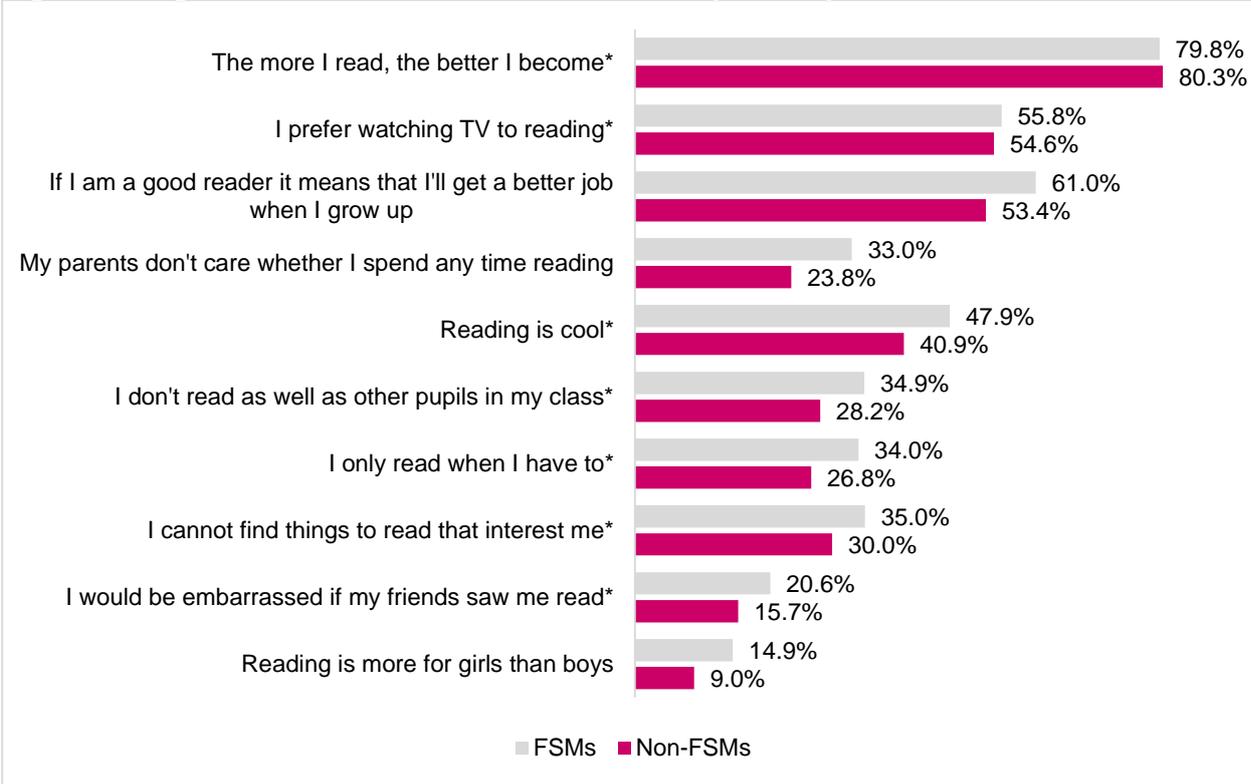
⁵² Access to computer/laptop at home: $\chi^2(1, N = 25,319) = 274.785, p = .000, \Phi = -.104$; internet at home: $\chi^2(1, N = 25,519) = 287.066, p = .000, \Phi = -.106$; profile on a social networking site: $\chi^2(1, N = 24,546) = 76.243, p = .000, \Phi = -.56$. It should be noted that while these are statistically significant, the size of the difference is very small as indicated by the small Phi values.

pupils 69.8%; non-FSM pupils 71.3%) and tablet (FSM pupils 73.3%; non-FSM pupils 73.3%). However, there was a significant difference between the two groups in the number of books that they say belong to them⁵³, with non-FSM pupils (M = 45,848, SD = 48.544) reporting more books of their own than FSM pupils (M = 34.945, SD = 43.825).

While non-FSM pupils are more likely to read technology-based materials, there is no difference between the two groups in how many **minutes a day they read online content** (FSM: M = 107.175, SD = 180.611; non-FSM: M = 105.194, SD = 158.989) or **books** ((FSM: M = 45.573, SD = 90.841; non-FSM: M = 45.753, SD = 71.036).

There was a statistically significant difference between FSM and non-FSM pupils in their **attitudes toward reading**⁵⁴, with non-FSM pupils (M = 2.631, SD = 0.843) holding more positive attitudes towards reading than FSM pupils (M = 2.732, SD = 0.879). **Figure 25** outlines the differences between the two groups across the individual attitudinal statements in percentages and shows that more FSM than non-FSM pupils agree that they don't read as well as other pupils in their class, they only read when they have to and they cannot find things to read that interest them. Although more FSM than non-FSM pupils agree that reading is more for girls than boys, more also agree that reading is cool. The biggest difference relates to the perceived family interest in their reading. A third of FSM pupils agree that their parents don't care whether or not they read compared with nearly a quarter of non-FSM pupils.

Figure 25: Agreement with attitudinal statements by FSM uptake in 2015



* indicates items that form part of the attitudinal scale

Finally, there is a statistically significant difference between FSM and non-FSM pupils in **how often they say that they see their parents or carers read at home**⁵⁵. For example nearly 4 in

⁵³ The Levene statistic (p = .000) showed that the assumption of equal variances was violated, therefore we used Welch's t-test (1, 2766.134) = 108.044, p = .000, M = -10.903, CI 95%(-13.125, -8.681), Cohen's d = .236
⁵⁴ The Levene statistic (p = .000) showed that the assumption of equal variances was violated, therefore we used Welch's t-test (1, 5624.456) = 48.605, p = .000, M = .101, CI 95%(.073, .130). Although statistically significant, the difference between the two groups was very small (Cohen's d = 0.117).
⁵⁵ Mann-Whitney U (21,996) = 24480240.50, z = -8.060, p = .000, r = 0.05.

10 (37.2%) non-FSM pupils see their parents or carers read daily compared with only 3 in 10 (29.8%) FSM pupils.

What predicts reading skills?

Previously, most of the reading attainment data we received consisted of either national curriculum levels, AP scores or some other categorical measure. Only a few schools had collected (or shared) standardised reading scores. However, in 2015 we had age-standardised reading scores for 1,016 participating pupils⁵⁶. These standardised scores of educational tests, regardless of the test used, have a mean of 100 and standard deviation of 15. The mean reading score in our sample was 101.38 (SD = 14.244).

Table 1 provides the correlations between reading enjoyment, reading frequency, reading duration, reading attitudes and reading skill in 2015. The table shows that reading attainment was correlated highly with reading enjoyment, reading frequency and reading attitudes. It was least highly correlated with reading duration.

Reading enjoyment, in turn, correlates highly with reading frequency and reading attitudes. Again, it was least highly correlated with reading length. The highest correlations were between reading enjoyment and reading attitudes, and between reading frequency and reading attitudes, indicating that those who enjoy reading more and those who read more frequently also think more positively about reading.

Table 1: Correlations in 2015

	Reading attainment	Reading enjoyment	Reading frequency	Reading duration
Reading enjoyment	.565*			
Reading frequency	.431*	.499*		
Reading duration	.199*	.212*	.288*	
Reading attitudes	.447*	.650*	.581*	.301*

*p < .01

We wanted to know whether reading enjoyment, reading frequency, reading duration and reading attitudes predict reading scores. All four successfully predicted reading scores⁵⁷ and significantly added to the prediction (p = .01). Overall, the four variables explained 33% of the total variance in reading scores. The positive weights illustrated in **Figure 26** indicate that pupils with higher reading enjoyment, higher reading frequency, longer reading duration and more positive reading attitudes are expected to have higher reading scores, after all other variables are controlled for⁵⁸.

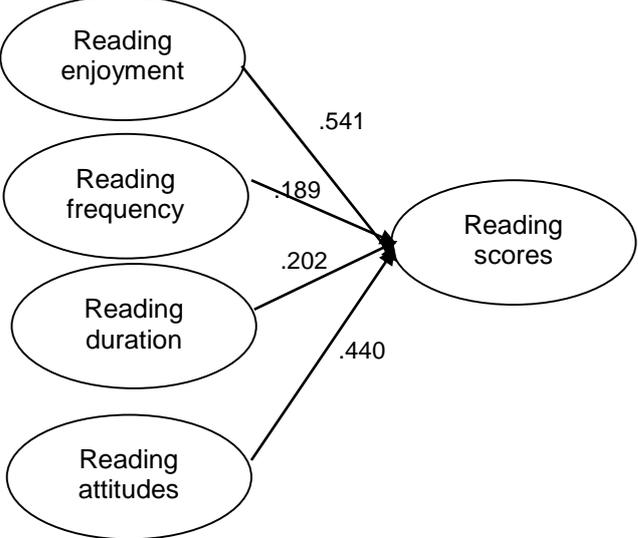
⁵⁶ These data came from a variety of different assessments

⁵⁷ Multiple regression: $F(4,1012) = 165.711, p = .000$.

⁵⁸ 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

Figure 26: Predicting reading scores



Linking reading enjoyment, frequency and attitudes to reading attainment

Reading enjoyment, behaviour and attitudes are therefore clearly related to reading attainment. The following analyses explore these relationships and percentages. They are based on reading attainment information from 4,680 KS2 and KS3 pupils that has been re-categorised into three categories: reading below, at or above the level expected for their age.

In 2015, 76.8% of children and young people read at the level expected for their age, 14.1% read above the expected level and 9.1% read below the level expected for their age. There are statistically significant differences in children’s and young people’s enjoyment of reading depending on their reading skill⁵⁹. **Table 2** explores this relationship in percentages and shows that nearly a third (32.7%) of children and young people who enjoy reading very much read above the level expected for their age, while two-thirds (65.2%) read at the expected level and only 2.1% read below the expected level for their age. Overall, children and young people who enjoy reading very much are three times as likely to read above the expected level for their age compared with children and young people who do not enjoy reading at all (32.7% vs. 10.1%).

Of those children and young people who do not enjoy reading at all, 31.5% read below the expected level, nearly three-fifths (58.4%) read at the expected level but only 1 in 10 (10.1%) reads above the expected level for their age. Indeed, children and young people who do not enjoy reading at all are 15 times as likely to be reading below the expected level for their age as children and young people who enjoy reading very much (31.5% vs. 2.1%).

Table 2: Enjoyment of reading and reading attainment in 2015 (N = 4,680)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.1	65.2	32.7
Quite a lot	3.5	87.3	9.2
A bit	12.5	81.3	6.2

⁵⁹ Kruskal-Wallis chi2 (2) = 2898.415, p = .000, Below: Mdn = 3; At: Mdn = 2; Above: Mdn = 1

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Not at all	31.5	58.4	10.1

There were also statistically significant differences in the frequency with which children and young people read outside class depending on their reading skill⁶⁰. **Table 3** outlines the percentages and shows that in 2015 children and young people who read daily outside class are nearly five times as likely to read above the expected level for their age compared with young people who never read outside class (20.8% vs. 4.5%). Overall, over a third (35.5%) of those who never read outside class read below the level expected for their age.

Table 3: Reading frequency and reading attainment in 2015 (N = 4,680)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Every day	4.4	74.8	20.8
A few times a week	6.7	84.6	8.7
About once a week	12.2	81.2	6.6
A few times a month	13.2	79.1	7.7
About once a month	19.2	70.7	10.1
Rarely	21.1	70.1	8.8
Never	35.5	59.9	4.5

Children's and young people's attitudes towards reading also differed significantly depending on their reading skill⁶¹. **Table 4** shows that children and 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.

Table 4: Percentage agreement and disagreement with attitudinal items and reading attainment in 2015 (N = 4,680)

		<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
The more I read, the better I become	Agreement	6.3	79.1	14.6
	Disagreement	25.2	61.2	13.7
I prefer watching TV to reading	Agreement	12.2	78.6	9.3
	Disagreement	4.4	68.0	27.6

⁶⁰ Kruskal-Wallis chi2 (2) = 1496.711, p = .000, Below: Mdn = 3; At: Mdn = 2; Above: Mdn = 1

⁶¹ F(2,4678) = 1695.368, p = .000; Below: M = 3.442 (SD = .756); At: M = 2.636 (SD = .782); Above: M = 2.148, SD = .885). Bonferroni post-hoc comparisons showed that all three groups are significantly different from each other.

		Below expected level %	At expected level %	Above expected level %
Reading is cool	Agreement	3.8	75.3	20.9
	Disagreement	18.3	72.2	9.4
I don't read as well as other pupils in my class	Agreement	22.1	72.7	5.2
	Disagreement	2.1	73.1	24.9
I only read when I have to	Agreement	17.4	73.1	9.5
	Disagreement	3.9	78.6	17.5
I cannot find things to read that interest me	Agreement	16.3	74.8	8.9
	Disagreement	3.6	77.8	18.6
I would be embarrassed if my friends saw me read	Agreement	15.2	72.6	12.3
	Disagreement	6.1	78.4	15.4
Reading is more for girls than boys	Agreement	17.4	65.4	17.2
	Disagreement	6.9	78.9	14.2
My parents don't care if I spend time reading	Agreement	11.3	72.8	15.9
	Disagreement	7.0	79.0	14.0
The better I read, the better the job	Agreement	7.3	75.8	16.9
	Disagreement	13.7	75.5	10.8

To summarise, 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 these inter-relationships see a report published by the National Literacy Trust in 2011⁶².)

⁶² http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

Children's and Young People's Reading in 2015: 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 2015 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 = 32,569)	24.5%	30.3%	54.8%	34.8%	10.4%
Boys (N = 15,414)	18.9%	28.9%	47.9%	39.2%	13.0%
Girls (N = 16,746)	29.6%	31.6%	61.2%	30.7%	8.1%
KS2 (N = 7,097)	39.9%	32.7%	72.6%	22.0%	5.3%
KS3 (N = 20,512)	21.0%	30.7%	51.7%	37.9%	10.4%
KS4 (N = 4,163)	15.1%	25.1%	40.2%	41.0%	18.9%
KS5 (N = 695)	23.9%	27.3%	51.2%	35.1%	13.7%
FSM (N = 4,432)	26.0%	27.0%	53.0%	35.0%	12.0%
Non-FSM (N = 25,950)	24.1%	31.0%	55.1%	34.8%	10.1%
White (N = 20,614)	24.1%	29.8%	53.9%	35.6%	10.5%
Mixed (N = 1,642)	27.3%	30.9%	58.3%	32.1%	9.6%
Asian (N = 3,558)	26.9%	34.5%	61.4%	32.0%	6.6%
Black (N = 1,208)	30.6%	29.2%	59.9%	31.3%	8.9%
KS2: Boys (N = 3,565)	33.9%	33.5%	67.4%	25.8%	6.8%
KS2: Girls (N = 3,414)	46.4%	32.0%	78.4%	18.0%	3.6%
KS3: Boys (N = 9,559)	15.4%	29.1%	44.5%	42.5%	13.0%
KS3: Girls (N = 10,718)	26.1%	32.1%	58.2%	33.8%	8.0%
KS4: Boys (N = 1,947)	9.1%	20.8%	29.9%	47.0%	23.1%
KS4: Girls (N = 2,178)	20.4%	28.9%	49.3%	35.6%	15.1%
KS5: Boys (N = 293)	17.1%	23.2%	40.3%	41.3%	18.4%
KS5: Girls (N = 397)	29.0%	30.5%	59.4%	30.2%	10.3%
Boys: FSM (N = 2,099)	22.5%	24.4%	46.9%	38.9%	14.2%
Girls: FSM (N = 2,257)	29.2%	29.6%	58.8%	31.3%	9.9%
Boys: Non-FSM (N = 12,212)	18.3%	29.7%	48.0%	39.2%	12.7%
Girls: Non-FSM (N = 13,437)	29.4%	32.2%	61.6%	30.8%	7.6%
Boys: White (N = 9,638)	18.5%	28.5%	47.0%	39.8%	13.2%
Girls: White (N = 10,735)	29.2%	31.0%	60.2%	31.7%	8.1%
Boys: Mixed (N = 744)	20.3%	28.9%	49.2%	39.4%	11.4%
Girls: Mixed (N = 877)	33.1%	32.7%	65.8%	26.2%	8.0%
Boys: Asian (N = 1,829)	22.1%	32.9%	55.1%	36.5%	8.5%
Girls: Asian (N = 1,690)	31.8%	36.3%	68.2%	27.3%	4.6%
Boys: Black (N = 495)	21.0%	25.3%	46.3%	41.4%	12.3%
Girls: Black (N = 698)	37.5%	31.9%	69.5%	24.2%	6.3%

Types of materials read outside class

Table 6: Types of materials read at least once a month in 2015 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	70.1%	55.5%	43.1%	49.8%	45.4%	44.3%
Boys	62.1%	53.1%	35.0%	45.1%	42.4%	37.8%
Girls	77.6%	57.9%	50.7%	54.6%	48.2%	50.3%
KS2	39.8%	36.8%	45.7%	20.4%	22.9%	48.2%
KS3	77.3%	59.2%	43.0%	55.1%	50.1%	45.2%
KS4	83.5%	65.5%	38.7%	70.2%	55.7%	33.4%
KS5	88.3%	77.7%	46.0%	77.0%	75.7%	40.1%
FSM	60.8%	46.7%	39.0%	42.1%	37.3%	37.7%
Non-FSM	72.8%	57.8%	43.9%	52.1%	47.7%	45.6%
White	74.0%	57.9%	45.7%	53.7%	47.2%	44.5%
Mixed	69.2%	56.9%	41.9%	51.0%	45.1%	47.9%
Asian	64.6%	55.7%	37.5%	43.1%	45.3%	49.7%
Black	67.2%	55.5%	40.6%	50.2%	46.0%	49.5%
Boys: KS2	35.4%	36.4%	41.7%	20.3%	22.9%	43.3%
Girls: KS2	44.6%	37.3%	50.0%	20.7%	22.9%	53.9%
Boys: KS3	68.6%	56.4%	34.2%	49.5%	46.6%	38.8%
Girls: KS3	85.1%	62.0%	51.1%	60.3%	53.3%	51.0%
Boys: KS4	76.2%	64.8%	27.3%	65.3%	54.1%	24.6%
Girls: KS4	90.0%	66.2%	49.0%	74.8%	57.3%	41.2%
Boys: KS5	82.6%	75.1%	29.7%	70.6%	68.9%	27.0%
Girls: KS5	92.7%	79.8%	58.2%	81.6%	80.6%	50.1%
Boys: FSM	54.2%	44.7%	30.4%	38.1%	36.5%	31.6%
Girls: FSM	67.5%	48.7%	46.7%	46.4%	38.1%	43.6%
Boys: Non-FSM	64.7%	55.3%	35.7%	47.0%	44.3%	39.0%
Girls: Non-FSM	80.3%	60.3%	51.7%	57.0%	50.8%	51.7%
Boys: White	65.5%	55.0%	36.8%	47.6%	43.6%	38.0%
Girls: White	81.6%	60.6%	53.9%	59.3%	50.3%	50.4%
Boys: Mixed	61.7%	56.3%	35.1%	48.1%	41.4%	40.3%
Girls: Mixed	76.1%	57.8%	47.8%	54.2%	48.6%	54.2%
Boys: Asian	58.7%	54.3%	31.8%	42.3%	43.5%	43.9%
Girls: Asian	71.4%	57.9%	43.9%	44.6%	47.8%	56.7%
Boys: Black	53.1%	46.7%	31.5%	45.9%	39.2%	35.8%
Girls: Black	77.5%	62.0%	47.3%	53.9%	51.1%	59.3%

Table 6 continued: Types of materials read at least once a month in 2015 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	48.6%	45.9%	32.3%	25.9%	26.3%	22.0%
Boys	31.9%	39.9%	33.0%	27.0%	34.0%	21.8%
Girls	64.0%	51.7%	31.7%	24.9%	19.3%	22.2%
KS2	42.3%	20.5%	42.0%	25.7%	29.3%	10.3%
KS3	50.4%	51.5%	30.8%	25.0%	27.5%	22.1%
KS4	50.2%	59.7%	23.2%	26.9%	17.6%	37.0%
KS5	50.4%	61.4%	32.8%	46.6%	14.4%	47.3%
FSM	48.9%	38.0%	31.2%	24.6%	25.2%	21.5%
Non-FSM	48.8%	48.3%	32.4%	26.2%	26.4%	22.4%
White	49.9%	48.8%	31.7%	25.3%	26.2%	23.9%
Mixed	53.3%	47.6%	37.3%	29.1%	30.8%	20.2%
Asian	45.2%	41.4%	36.3%	30.2%	28.6%	17.3%
Black	55.9%	46.9%	35.6%	31.7%	29.1%	19.8%
Boys: KS2	28.4%	19.1%	42.2%	26.5%	36.9%	11.9%
Girls: KS2	57.1%	22.3%	42.2%	25.2%	21.8%	8.7%
Boys: KS3	32.8%	44.4%	32.3%	26.2%	35.9%	22.8%
Girls: KS3	66.2%	57.9%	29.5%	24.0%	19.9%	21.6%
Boys: KS4	33.7%	54.3%	20.3%	29.3%	22.3%	31.9%
Girls: KS4	64.8%	64.6%	25.8%	24.7%	13.4%	41.7%
Boys: KS5	34.8%	53.2%	30.4%	47.1%	16.4%	41.3%
Girls: KS5	62.0%	67.5%	34.8%	46.3%	12.8%	51.4%
Boys: FSM	32.6%	33.2%	31.6%	25.4%	32.2%	22.6%
Girls: FSM	64.3%	42.8%	30.7%	23.7%	19.0%	20.4%
Boys: Non-FSM	31.9%	42.0%	33.3%	27.6%	34.4%	22.0%
Girls: Non-FSM	64.3%	54.2%	31.8%	25.1%	19.1%	22.8%
Boys: White	32.2%	41.7%	32.3%	26.7%	33.8%	23.0%
Girls: White	65.7%	55.4%	31.1%	24.1%	19.2%	24.8%
Boys: Mixed	37.0%	41.4%	37.6%	29.8%	38.2%	22.8%
Girls: Mixed	67.4%	53.2%	36.8%	28.1%	24.4%	18.0%
Boys: Asian	32.3%	38.8%	38.1%	31.9%	37.0%	19.1%
Girls: Asian	59.2%	45.0%	34.5%	28.8%	20.0%	15.6%
Boys: Black	35.4%	39.0%	31.7%	29.1%	36.4%	20.2%
Girls: Black	70.8%	52.7%	38.4%	33.5%	24.4%	19.5%

Table 6 continued: Types of materials read at least once a month in 2015 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	22.3%	17.1%	17.4%	16.9%	13.9%
Boys	14.9%	20.0%	12.7%	14.0%	10.2%
Girls	29.1%	14.5%	21.7%	19.6%	17.2%
KS2	18.5%	15.6%	35.9%	17.4%	14.3%
KS3	23.3%	17.7%	13.0%	16.9%	13.9%
KS4	21.7%	16.0%	7.9%	16.0%	12.3%
KS5	35.4%	21.7%	14.8%	18.6%	17.7%
FSM	19.9%	14.6%	22.7%	16.9%	12.0%
Non-FSM	22.7%	17.5%	15.9%	16.9%	14.3%
White	22.8%	17.3%	15.7%	14.5%	13.7%
Mixed	23.2%	18.4%	23.0%	22.8%	15.7%
Asian	22.2%	18.1%	19.9%	24.7%	13.8%
Black	24.7%	19.2%	24.2%	24.1%	21.4%
Boys: KS2	16.0%	16.4%	26.1%	15.3%	12.2%
Girls: KS2	20.9%	15.0%	46.0%	19.8%	16.5%
Boys: KS3	14.7%	21.0%	9.1%	13.8%	10.0%
Girls: KS3	31.0%	14.7%	16.5%	19.6%	17.5%
Boys: KS4	12.0%	20.5%	5.6%	12.7%	7.4%
Girls: KS4	30.4%	11.9%	10.0%	19.0%	16.8%
Boys: KS5	25.3%	26.6%	13.3%	13.7%	13.7%
Girls: KS5	43.1%	18.1%	15.9%	22.2%	20.7%
Boys: FSM	14.7%	16.6%	16.5%	14.0%	10.3%
Girls: FSM	24.9%	12.8%	28.3%	19.8%	13.5%
Boys: Non-FSM	14.8%	20.6%	11.6%	14.0%	10.3%
Girls: Non-FSM	30.0%	14.8%	19.8%	19.5%	17.9%
Boys: White	14.4%	20.6%	11.2%	11.7%	9.9%
Girls: White	30.4%	14.4%	19.7%	17.1%	17.2%
Boys: Mixed	18.1%	21.1%	16.0%	20.6%	10.9%
Girls: Mixed	27.6%	16.1%	28.6%	24.6%	19.6%
Boys: Asian	16.2%	20.7%	15.7%	21.7%	11.6%
Girls: Asian	28.8%	15.6%	24.2%	28.1%	16.3%
Boys: Black	17.2%	17.0%	16.8%	13.5%	12.3%
Girls: Black	30.2%	21.1%	29.5%	31.7%	28.1%

How often young people read outside class

Table 7: Reading frequency in 2015 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 = 32,569)	43.0%	28.3%	8.6%	4.8%	1.9%	9.4%	4.1%
Boys (N = 15,414)	36.0%	29.4%	9.5%	5.3%	2.2%	11.9%	5.6%
Girls (N = 16,746)	49.5%	27.2%	7.6%	4.2%	1.7%	7.1%	2.7%
KS2 (N = 7,097)	45.5%	31.8%	7.9%	3.9%	1.5%	5.9%	3.7%
KS3 (N = 20,512)	42.0%	28.6%	9.1%	4.8%	1.9%	9.9%	3.8%
KS4 (N = 4,163)	42.4%	21.9%	7.6%	5.7%	3.0%	13.3%	6.1%
KS5 (N = 695)	49.5%	21.2%	6.2%	7.5%	1.3%	9.4%	5.0%
FSM (N = 4,432)	38.2%	27.2%	9.7%	5.1%	2.3%	11.3%	6.3%
Non-FSM (N = 25,950)	44.0%	28.6%	8.3%	4.7%	1.9%	9.0%	3.5%
White (N = 20,614)	43.8%	27.7%	8.5%	4.6%	1.9%	9.8%	3.8%
Mixed (N = 1,642)	46.0%	28.3%	7.6%	4.5%	1.5%	8.7%	3.5%
Asian (N = 3,558)	41.9%	31.5%	9.0%	5.5%	2.0%	7.2%	2.9%
Black (N = 1,208)	47.6%	26.0%	6.7%	5.2%	2.8%	7.5%	4.2%
KS2: Boys (N = 3,565)	38.0%	34.1%	8.6%	4.8%	1.8%	8.0%	4.6%
KS2: Girls (N = 3,414)	53.4%	29.2%	7.1%	2.9%	1.1%	3.6%	2.6%
KS3: Boys (N = 9,559)	34.7%	29.4%	10.3%	5.4%	2.2%	12.5%	5.4%
KS3: Girls (N = 10,718)	48.7%	27.8%	7.9%	4.2%	1.6%	7.5%	2.3%
KS4: Boys (N = 1,947)	37.3%	21.9%	7.8%	5.7%	2.9%	16.3%	8.1%
KS4: Girls (N = 2,178)	47.2%	21.8%	7.5%	5.5%	3.1%	10.7%	4.2%
KS5: Boys (N = 293)	45.1%	21.5%	6.1%	6.1%	1.4%	11.9%	7.8%
KS5: Girls (N = 397)	52.6%	20.9%	6.0%	8.6%	1.3%	7.6%	3.0%
Boys: FSM (N = 2,099)	30.5%	27.8%	11.0%	5.9%	2.6%	13.8%	8.4%
Girls: FSM (N = 2,257)	45.7%	26.6%	8.3%	4.2%	2.0%	8.9%	4.3%
Boys: Non-FSM (N = 12,212)	37.1%	29.8%	9.2%	5.2%	2.1%	11.6%	5.0%
Girls: Non-FSM (N = 13,437)	50.5%	27.3%	7.4%	4.2%	1.6%	6.8%	2.1%
Boys: White (N = 9,638)	36.6%	28.8%	9.8%	5.0%	2.1%	12.3%	5.4%
Girls: White (N = 10,735)	50.3%	26.7%	7.4%	4.1%	1.7%	7.5%	2.3%
Boys: Mixed (N = 744)	38.7%	29.3%	7.7%	6.2%	1.9%	11.6%	4.6%
Girls: Mixed (N = 877)	52.2%	27.5%	7.4%	3.1%	1.1%	6.2%	2.5%
Boys: Asian (N = 1,829)	35.7%	33.6%	9.3%	6.0%	2.2%	9.5%	3.6%
Girls: Asian (N = 1,690)	48.6%	29.2%	8.8%	4.8%	1.8%	4.7%	2.1%

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 = 32,569)	43.0%	28.3%	8.6%	4.8%	1.9%	9.4%	4.1%
Boys: Black (N = 495)	35.4%	28.7%	7.5%	8.1%	2.8%	10.3%	7.1%
Girls: Black (N = 698)	56.0%	24.1%	5.9%	3.3%	2.7%	5.6%	2.3%

How often young people read outside class for fun

Table 8: Reading frequency for fun in 2015 for whole sample and broken down by demographic background

How often do you read for fun 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 = 32,569)	31.6%	31.1%	11.5%	6.6%	2.6%	10.2%	6.4%
Boys (N = 15,414)	26.4%	30.2%	12.2%	7.1%	3.0%	12.5%	8.6%
Girls (N = 16,746)	36.5%	31.9%	10.8%	6.1%	2.3%	8.1%	4.4%
KS2 (N = 7,097)	38.0%	34.1%	11.1%	4.9%	1.7%	6.3%	3.9%
KS3 (N = 20,512)	30.1%	31.6%	12.0%	6.8%	2.8%	10.5%	6.3%
KS4 (N = 4,163)	28.5%	24.5%	9.8%	7.8%	3.6%	14.9%	11.0%
KS5 (N = 695)	32.6%	26.2%	11.9%	7.9%	2.2%	10.6%	8.5%
FSM (N = 4,432)	30.5%	29.6%	12.5%	5.9%	2.6%	10.9%	7.9%
Non-FSM (N = 25,950)	31.7%	31.4%	11.3%	6.7%	2.7%	10.1%	6.1%
White (N = 20,614)	31.2%	30.9%	11.5%	6.5%	2.7%	10.7%	6.4%
Mixed (N = 1,642)	35.7%	30.2%	10.9%	6.4%	2.2%	8.1%	6.4%
Asian (N = 3,558)	31.9%	34.4%	11.7%	7.2%	2.2%	8.7%	4.0%
Black (N = 1,208)	38.5%	28.9%	8.4%	7.2%	3.0%	6.8%	7.2%
KS2: Boys (N = 3,565)	32.3%	33.5%	12.4%	5.9%	2.1%	8.5%	5.4%
KS2: Girls (N = 3,414)	43.9%	34.7%	9.7%	4.0%	1.2%	4.1%	2.3%
KS3: Boys (N = 9,559)	24.8%	30.7%	12.8%	7.4%	3.1%	12.9%	8.4%
KS3: Girls (N = 10,718)	34.9%	32.4%	11.2%	6.2%	2.5%	8.4%	4.4%
KS4: Boys (N = 1,947)	23.9%	23.1%	9.6%	7.7%	4.0%	17.1%	14.6%
KS4: Girls (N = 2,178)	32.6%	25.5%	10.0%	8.0%	3.1%	13.2%	7.6%
KS5: Boys (N = 293)	27.1%	23.2%	9.6%	8.2%	2.9%	16.4%	12.5%
KS5: Girls (N = 397)	36.7%	28.7%	13.4%	7.5%	1.8%	6.2%	5.7%
Boys: FSM (N = 2,099)	25.8%	28.0%	13.7%	6.8%	2.8%	12.3%	10.7%
Girls: FSM (N = 2,257)	35.0%	31.2%	11.2%	5.0%	2.4%	9.7%	5.4%
Boys: Non-FSM (N = 12,212)	26.4%	30.7%	11.9%	7.1%	3.0%	12.6%	8.3%
Girls: Non-FSM (N = 13,437)	36.6%	32.1%	10.7%	6.3%	2.4%	7.8%	4.1%
Boys: White (N = 9,638)	25.9%	30.1%	12.4%	6.8%	2.9%	13.0%	8.8%
Girls: White (N = 10,735)	36.1%	31.7%	10.7%	6.2%	2.5%	8.7%	4.2%
Boys: Mixed (N = 744)	28.8%	31.2%	11.2%	7.2%	2.8%	10.9%	7.9%
Girls: Mixed (N = 877)	41.4%	29.6%	10.5%	5.7%	1.9%	5.8%	5.1%
Boys: Asian (N = 1,829)	27.6%	33.1%	12.4%	8.2%	2.2%	11.3%	5.2%
Girls: Asian (N = 1,690)	36.3%	35.8%	11.2%	5.9%	2.2%	6.0%	2.7%

How often do you read for fun 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 = 32,569)	31.6%	31.1%	11.5%	6.6%	2.6%	10.2%	6.4%
Boys: Black (N = 495)	29.9%	26.9%	7.7%	9.8%	4.4%	10.0%	11.3%
Girls: Black (N = 698)	44.4%	30.7%	8.4%	5.4%	2.1%	4.6%	4.4%

How often young people read outside class for information

Table 9: Reading frequency for information in 2015 for whole sample and broken down by demographic background

How often do you read for information 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 = 32,569)	17.9%	33.0%	16.8%	10.0%	3.3%	13.7%	5.2%
Boys (N = 15,414)	18.6%	31.4%	15.5%	9.4%	3.8%	14.6%	6.7%
Girls (N = 16,746)	17.3%	34.5%	18.0%	10.4%	2.9%	12.9%	3.9%
KS2 (N = 7,097)	21.3%	31.3%	17.7%	9.1%	3.0%	11.7%	5.9%
KS3 (N = 20,512)	15.5%	33.5%	17.3%	10.6%	3.5%	14.6%	5.1%
KS4 (N = 4,163)	21.8%	32.4%	14.9%	8.7%	3.2%	13.8%	5.2%
KS5 (N = 695)	38.4%	35.4%	8.7%	5.9%	1.9%	5.8%	3.9%
FSM (N = 4,432)	21.7%	30.5%	16.0%	8.0%	3.1%	13.3%	7.5%
Non-FSM (N = 25,950)	17.4%	33.5%	17.0%	10.4%	3.3%	13.8%	4.6%
White (N = 20,614)	17.2%	32.5%	16.7%	10.2%	3.5%	14.8%	5.1%
Mixed (N = 1,642)	18.7%	34.7%	16.6%	10.1%	3.8%	11.1%	5.1%
Asian (N = 3,558)	19.7%	37.3%	18.2%	9.4%	2.5%	9.5%	3.4%
Black (N = 1,208)	22.4%	31.7%	15.9%	9.5%	3.5%	11.2%	5.8%
KS2: Boys (N = 3,565)	21.2%	30.2%	17.2%	8.8%	3.4%	12.6%	6.6%
KS2: Girls (N = 3,414)	21.1%	32.8%	18.4%	9.4%	2.6%	10.6%	5.1%
KS3: Boys (N = 9,559)	16.1%	31.7%	15.6%	10.1%	4.0%	15.7%	6.8%
KS3: Girls (N = 10,718)	15.0%	35.0%	18.7%	11.0%	3.0%	13.6%	3.7%
KS4: Boys (N = 1,947)	23.2%	30.8%	14.1%	8.0%	3.4%	13.7%	6.7%
KS4: Girls (N = 2,178)	20.3%	34.1%	15.6%	9.2%	3.1%	14.0%	3.7%
KS5: Boys (N = 293)	41.0%	35.3%	6.4%	3.0%	1.5%	8.3%	4.5%
KS5: Girls (N = 397)	36.5%	35.4%	10.5%	7.8%	2.2%	4.1%	3.5%
Boys: FSM (N = 2,099)	20.6%	30.1%	14.3%	8.1%	3.6%	13.9%	9.6%
Girls: FSM (N = 2,257)	22.6%	31.3%	17.7%	7.8%	2.7%	12.3%	5.6%
Boys: Non-FSM (N = 12,212)	18.3%	31.8%	15.8%	9.6%	3.8%	14.7%	6.0%
Girls: Non-FSM (N = 13,437)	16.5%	35.1%	18.1%	11.0%	2.9%	13.0%	3.3%
Boys: White (N = 9,638)	17.8%	30.9%	15.5%	9.7%	4.0%	15.6%	6.5%
Girls: White (N = 10,735)	16.7%	34.0%	17.7%	10.6%	3.2%	14.0%	3.9%
Boys: Mixed (N = 744)	18.3%	35.4%	14.8%	9.0%	4.3%	12.0%	6.3%
Girls: Mixed (N = 877)	19.2%	33.6%	18.1%	11.3%	3.4%	10.2%	4.1%
Boys: Asian (N = 1,829)	22.3%	35.7%	16.1%	8.7%	2.9%	10.0%	4.2%
Girls: Asian (N = 1,690)	16.8%	39.4%	20.2%	10.0%	2.1%	9.0%	2.5%

How often do you read for information 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 = 32,569)	17.9%	33.0%	16.8%	10.0%	3.3%	13.7%	5.2%
Boys: Black (N = 495)	21.8%	29.2%	14.1%	9.2%	4.2%	12.9%	8.7%
Girls: Black (N = 698)	22.8%	33.6%	16.9%	9.6%	3.0%	10.3%	3.9%

How long young people read for

Table 10: Reading length in 2015 for whole sample and broken down by demographic background

	<i>I don't read</i>	<i>Up to 10 mins</i>	<i>Up to 20 mins</i>	<i>Up to 30 mins</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
All (N = 32,569)	8.2%	19.9%	21.2%	24.2%	14.4%	12.3%
Boys (N = 15,414)	10.5%	23.4%	22.0%	23.2%	11.8%	9.1%
Girls (N = 16,746)	6.0%	16.6%	20.4%	25.1%	16.7%	15.2%
KS2 (N = 7,097)	4.2%	27.5%	22.5%	21.8%	12.6%	11.3%
KS3 (N = 20,512)	8.2%	18.2%	21.6%	25.7%	14.7%	11.7%
KS4 (N = 4,163)	14.7%	16.1%	18.2%	20.1%	15.2%	15.6%
KS5 (N = 695)	9.4%	13.3%	12.7%	27.5%	17.6%	19.5%
FSM (N = 4,432)	10.5%	25.1%	19.3%	20.3%	12.1%	12.6%
Non-FSM (N = 25,950)	7.7%	18.5%	21.4%	25.1%	15.0%	12.2%
White (N = 20,614)	8.1%	19.6%	21.1%	24.2%	14.6%	12.4%
Mixed (N = 1,642)	8.3%	17.4%	20.2%	22.6%	15.9%	15.6%
Asian (N = 3,558)	5.8%	19.4%	24.2%	25.5%	15.3%	9.7%
Black (N = 1,208)	7.2%	16.3%	17.4%	22.7%	16.4%	19.9%
KS2: Boys (N = 3,565)	5.6%	30.2%	23.0%	21.6%	10.4%	9.3%
KS2: Girls (N = 3,414)	2.6%	24.7%	22.2%	22.1%	14.9%	13.5%
KS3: Boys (N = 9,559)	10.7%	21.7%	22.4%	24.4%	12.4%	8.4%
KS3: Girls (N = 10,718)	5.9%	15.0%	20.8%	26.9%	16.7%	14.6%
KS4: Boys (N = 1,947)	17.9%	20.0%	19.4%	20.0%	11.2%	11.6%
KS4: Girls (N = 2,178)	11.8%	12.9%	17.3%	20.1%	18.5%	19.4%
KS5: Boys (N = 293)	13.7%	18.9%	16.5%	23.7%	10.7%	16.5%
KS5: Girls (N = 397)	6.3%	9.1%	9.8%	30.3%	22.7%	21.7%
Boys: FSM (N = 2,099)	13.4%	28.5%	19.7%	19.4%	9.7%	9.3%
Girls: FSM (N = 2,257)	7.8%	21.9%	18.9%	21.4%	14.3%	15.7%
Boys: Non-FSM (N = 12,212)	9.9%	22.0%	22.4%	24.3%	12.4%	9.0%
Girls: Non-FSM (N = 13,437)	5.6%	15.3%	20.6%	26.0%	17.3%	15.1%
Boys: White (N = 9,638)	10.5%	22.9%	22.1%	23.3%	11.7%	9.3%
Girls: White (N = 10,735)	5.9%	16.5%	20.2%	25.0%	17.2%	15.2%
Boys: Mixed (N = 744)	9.9%	22.6%	21.6%	22.0%	10.9%	12.9%
Girls: Mixed (N = 877)	6.9%	12.8%	19.4%	23.3%	20.0%	17.7%
Boys: Asian (N = 1,829)	7.8%	23.0%	24.9%	23.5%	13.4%	7.4%
Girls: Asian (N = 1,690)	3.6%	15.6%	23.5%	27.9%	17.3%	12.1%
Boys: Black (N = 495)	12.1%	20.7%	20.3%	22.4%	13.8%	10.7%
Girls: Black (N = 698)	3.8%	13.0%	15.4%	23.1%	18.2%	26.6%

Having a favourite book

Table 11: Having a favourite book in 2015 for whole sample and broken down by demographic background

	Yes	No	Not sure
All (N = 32,569)	61.1%	25.5%	13.4%
Boys (N = 15,414)	56.6%	30.4%	13.0%
Girls (N = 16,746)	65.0%	21.2%	13.8%
KS2 (N = 7,097)	80.0%	11.2%	8.8%
KS3 (N = 20,512)	59.3%	26.3%	14.5%
KS4 (N = 4,163)	42.2%	42.7%	15.1%
KS5 (N = 695)	39.9%	43.0%	17.1%
FSM (N = 4,432)	65.0%	22.9%	12.1%
Non-FSM (N = 25,950)	60.2%	26.4%	13.4%
White (N = 20,614)	60.5%	26.6%	12.9%
Mixed (N = 1,642)	63.5%	23.3%	13.2%
Asian (N = 3,558)	61.3%	23.3%	15.4%
Black (N = 1,208)	68.1%	20.2%	11.7%
KS2: Boys (N = 3,565)	75.8%	14.4%	9.8%
KS2: Girls (N = 3,414)	84.4%	7.8%	7.8%
KS3: Boys (N = 9,559)	54.6%	31.7%	13.7%
KS3: Girls (N = 10,718)	63.4%	21.5%	15.1%
KS4: Boys (N = 1,947)	35.9%	49.4%	14.7%
KS4: Girls (N = 2,178)	47.7%	36.9%	15.4%
KS5: Boys (N = 293)	33.7%	49.1%	17.2%
KS5: Girls (N = 397)	44.6%	38.1%	17.2%
Boys: FSM (N = 2,099)	61.0%	27.4%	11.7%
Girls: FSM (N = 2,257)	68.5%	18.9%	12.6%
Boys: Non-FSM (N = 13,313)	55.8%	31.4%	12.8%
Girls: Non-FSM (N = 13,437)	64.2%	21.9%	13.9%
Boys: White (N = 9,638)	55.9%	31.5%	12.6%
Girls: White (N = 10,735)	64.5%	22.2%	13.2%
Boys: Mixed (N = 744)	60.4%	27.2%	12.3%
Girls: Mixed (N = 877)	66.3%	19.8%	13.9%
Boys: Asian (N = 1,829)	59.3%	26.0%	14.7%
Girls: Asian (N = 1,690)	63.5%	20.3%	16.1%
Boys: Black (N = 495)	61.2%	27.6%	11.1%
Girls: Black (N = 698)	72.7%	15.3%	12.0%

How many books young people read in a month

(overleaf)

Table 12: Number of books read in the last month in 2015 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 = 32,569)	13.3%	18.3%	16.2%	12.8%	8.4%	8.3%	3.9%	2.7%	2.6%	1.4%	1.4%	10.7%
Boys (N = 15,414)	16.7%	18.6%	15.8%	11.8%	8.2%	7.9%	3.8%	2.5%	2.6%	1.3%	1.3%	9.6%
Girls (N = 16,746)	10.2%	18.1%	16.7%	13.8%	8.6%	8.6%	4.0%	2.7%	2.7%	1.4%	1.6%	11.6%
KS2 (N = 7,097)	4.8%	7.7%	9.7%	10.4%	7.9%	11.6%	6.0%	4.4%	4.5%	2.9%	3.4%	26.6%
KS3 (N = 20,512)	11.5%	20.3%	18.6%	14.4%	9.5%	8.2%	3.8%	2.5%	2.4%	1.1%	1.0%	6.8%
KS4 (N = 4,163)	33.6%	24.6%	15.3%	9.6%	5.0%	3.7%	1.6%	1.0%	1.0%	0.5%	0.5%	3.7%
KS5 (N = 695)	30.0%	28.5%	16.7%	9.2%	4.3%	4.1%	1.3%	0.6%	0.6%	0.1%	0.1%	4.4%
FSM (N = 4,432)	13.0%	15.3%	13.5%	12.4%	8.6%	9.0%	4.3%	3.3%	2.7%	1.9%	1.9%	14.0%
Non-FSM (N = 25,950)	13.4%	19.3%	16.8%	13.0%	8.5%	8.2%	3.8%	2.5%	2.5%	1.2%	1.3%	9.5%
White (N = 20,614)	14.0%	20.1%	17.1%	12.8%	8.0%	7.7%	3.6%	2.3%	2.5%	1.2%	1.3%	9.3%
Mixed (N = 1,642)	12.1%	14.7%	14.2%	12.9%	9.4%	8.9%	5.5%	3.2%	2.1%	1.7%	1.7%	13.7%
Asian (N = 3,558)	9.5%	14.8%	14.0%	14.3%	10.1%	10.7%	4.5%	3.4%	3.7%	1.8%	1.7%	11.4%
Black (N = 1,208)	10.1%	12.3%	13.4%	11.8%	8.8%	10.2%	5.1%	4.0%	3.4%	2.2%	1.8%	17.0%
KS2: Boys (N = 3,565)	6.6%	8.8%	10.3%	10.6%	8.3%	11.4%	6.0%	4.4%	4.3%	2.7%	3.1%	23.6%
KS2: Girls (N = 3,414)	2.9%	6.4%	9.1%	10.3%	7.5%	11.9%	6.1%	4.6%	4.8%	3.0%	3.8%	29.7%
KS3: Boys (N = 9,559)	14.8%	21.0%	18.5%	13.0%	9.1%	7.7%	3.6%	2.2%	2.3%	1.1%	0.8%	5.9%
KS3: Girls (N = 10,718)	8.5%	19.8%	18.8%	15.7%	9.8%	8.7%	3.9%	2.6%	2.4%	1.1%	1.1%	7.6%
KS4: Boys (N = 1,947)	40.1%	23.4%	13.3%	8.6%	4.5%	3.2%	1.2%	1.1%	0.7%	0.3%	0.4%	3.2%
KS4: Girls (N = 2,178)	27.8%	25.6%	17.2%	10.3%	5.5%	4.1%	1.9%	0.9%	1.2%	0.5%	0.6%	4.2%
KS5: Boys (N = 293)	43.2%	26.0%	10.9%	7.0%	3.2%	2.5%	1.4%	1.1%	0.4%	0.4%	0.0%	4.2%

	None	1	2	3	4	5	6	7	8	9	10	10+
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 32,569)	13.3%	18.3%	16.2%	12.8%	8.4%	8.3%	3.9%	2.7%	2.6%	1.4%	1.4%	10.7%
KS5: Girls (N = 397)	20.6%	29.9%	21.1%	10.8%	5.2%	5.4%	1.3%	0.0%	0.8%	0.0%	0.3%	4.6%
Boys: FSM (N = 2,099)	15.7%	15.3%	13.0%	11.8%	8.9%	9.0%	3.8%	3.4%	3.0%	2.0%	1.6%	12.4%
Girls: FSM (N = 2,257)	10.6%	15.1%	13.9%	13.1%	8.3%	9.0%	4.8%	3.2%	2.5%	1.8%	2.2%	15.4%
Boys: Non-FSM (N = 12,212)	17.0%	19.5%	16.3%	11.8%	8.2%	7.8%	3.7%	2.3%	2.4%	1.2%	1.2%	8.5%
Girls: Non-FSM (N = 13,437)	10.2%	19.0%	17.3%	14.0%	8.8%	8.5%	3.9%	2.6%	2.6%	1.3%	1.4%	10.4%
Boys: White (N = 9,638)	17.7%	20.3%	16.2%	11.7%	7.8%	7.5%	3.5%	2.3%	2.3%	1.1%	1.2%	8.4%
Girls: White (N = 10,735)	10.7%	19.8%	17.9%	13.7%	8.3%	7.9%	3.7%	2.4%	2.6%	1.3%	1.4%	10.2%
Boys: Mixed (N = 744)	14.7%	15.5%	14.2%	11.9%	8.5%	8.1%	5.6%	2.8%	2.7%	1.5%	1.8%	12.6%
Girls: Mixed (N = 877)	9.7%	14.2%	14.1%	14.0%	10.2%	9.7%	5.4%	3.3%	1.6%	1.8%	1.6%	14.3%
Boys: Asian (N = 1,829)	11.9%	14.9%	13.9%	12.9%	10.1%	10.5%	4.7%	3.1%	4.1%	1.9%	1.3%	10.6%
Girls: Asian (N = 1,690)	6.8%	14.8%	14.2%	16.0%	10.1%	11.0%	4.4%	3.5%	3.3%	1.7%	2.3%	11.9%
Boys: Black (N = 495)	16.0%	12.9%	15.4%	10.7%	6.2%	8.4%	4.5%	3.7%	4.1%	2.9%	1.6%	13.6%
Girls: Black (N = 698)	6.2%	11.5%	12.2%	12.6%	10.9%	11.2%	5.5%	4.3%	3.0%	1.3%	1.7%	19.7%

Young people's reading opportunities

Table 13: Young people receiving a book as a present, visiting a library and visiting a bookshop in 2015 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 = 32,569)	83.1%	11.6%	5.3%	90.0%	7.2%	2.7%	75.0%	16.7%	8.3%
Boys (N = 15,414)	79.5%	14.4%	6.1%	87.3%	9.5%	3.2%	69.4%	21.3%	9.3%
Girls (N = 16,746)	86.3%	9.2%	4.6%	92.6%	5.2%	2.3%	80.0%	12.6%	7.4%
KS2 (N = 7,097)	81.7%	11.4%	6.9%	87.6%	9.1%	3.3%	74.3%	15.6%	10.1%
KS3 (N = 20,512)	84.5%	10.6%	4.9%	91.3%	6.1%	2.5%	75.5%	16.1%	8.4%
KS4 (N = 4,163)	79.0%	16.0%	5.0%	87.7%	9.6%	2.7%	72.3%	21.9%	5.9%
KS5 (N = 695)	79.0%	17.5%	3.5%	90.8%	6.9%	2.3%	80.1%	14.9%	5.0%
FSM (N = 4,432)	76.1%	16.9%	7.0%	87.0%	9.4%	3.6%	65.3%	23.4%	11.3%
Non-FSM (N = 25,950)	84.8%	10.5%	4.7%	90.8%	6.8%	2.4%	77.1%	15.4%	7.5%
White (N = 20,614)	86.8%	8.9%	4.3%	89.9%	7.5%	2.6%	75.7%	16.4%	7.9%
Mixed (N = 1,642)	84.2%	10.7%	5.1%	91.4%	6.3%	2.3%	79.0%	13.6%	7.4%
Asian (N = 3,558)	68.8%	22.6%	8.5%	92.9%	4.9%	2.2%	74.6%	16.9%	8.4%
Black (N = 1,208)	75.0%	19.2%	5.8%	91.8%	5.6%	2.5%	70.3%	20.7%	9.0%
KS2: Boys (N = 3,565)	77.7%	13.9%	8.4%	85.1%	11.0%	3.9%	70.2%	19.5%	10.3%
KS2: Girls (N = 3,414)	85.9%	8.9%	5.3%	90.2%	7.0%	2.8%	78.7%	11.4%	9.9%
KS3: Boys (N = 9,559)	81.5%	13.1%	5.4%	88.8%	8.4%	2.8%	70.0%	20.5%	9.5%
KS3: Girls (N = 10,718)	87.1%	8.5%	4.4%	93.5%	4.2%	2.3%	80.3%	12.3%	7.4%
KS4: Boys (N = 1,947)	74.1%	20.3%	5.6%	83.5%	12.5%	4.0%	64.7%	28.0%	7.4%
KS4: Girls (N = 2,178)	83.4%	12.1%	4.6%	91.4%	6.9%	1.7%	78.8%	16.5%	4.6%
KS5: Boys (N = 293)	72.1%	23.6%	4.3%	86.5%	9.5%	4.0%	69.7%	22.1%	8.1%
KS5: Girls (N = 397)	84.1%	13.1%	2.9%	93.8%	5.2%	1.0%	87.2%	9.9%	2.9%
Boys: FSM (N = 2,099)	71.3%	21.1%	7.7%	84.7%	11.5%	3.8%	60.2%	27.7%	12.1%
Girls: FSM (N = 2,257)	80.5%	13.3%	6.1%	88.8%	7.8%	3.4%	69.8%	19.5%	10.8%
Boys: Non-FSM (N = 12,212)	81.5%	13.1%	5.4%	88.0%	9.1%	2.9%	71.5%	20.0%	8.5%
Girls: Non-FSM (N = 13,437)	87.8%	8.2%	4.0%	93.4%	4.7%	1.9%	82.1%	11.3%	6.6%
Boys: White (N = 9,638)	84.0%	11.2%	4.9%	86.9%	10.0%	3.1%	69.8%	21.3%	8.8%
Girls: White (N = 10,735)	89.3%	6.9%	3.8%	92.5%	5.3%	2.2%	80.9%	12.1%	7.0%
Boys: Mixed (N = 744)	80.8%	13.9%	5.3%	89.9%	7.3%	2.7%	73.7%	17.7%	8.6%
Girls: Mixed (N = 877)	87.1%	8.1%	4.8%	92.8%	5.3%	1.9%	83.3%	10.4%	6.3%
Boys: Asian (N = 1,829)	64.6%	25.5%	9.8%	90.9%	6.7%	2.4%	70.3%	19.9%	9.8%

	<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 = 32,569)	83.1%	11.6%	5.3%	90.0%	7.2%	2.7%	75.0%	16.7%	8.3%
Girls: Asian (N = 1,690)	73.4%	19.5%	7.1%	95.0%	3.1%	2.0%	79.3%	13.7%	7.0%
Boys: Black (N = 495)	67.8%	24.9%	7.3%	87.1%	8.6%	4.4%	63.9%	25.6%	10.5%
Girls: Black (N = 698)	79.8%	15.5%	4.8%	95.1%	3.6%	1.3%	75.0%	16.9%	8.1%

Young people's attitudes towards reading

Table 14.1: Attitudes towards reading in 2015 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 = 32,569)	80.1%	9.5%	5.8%	4.6%
Boys (N = 15,414)	78.6%	9.9%	6.8%	4.8%
Girls (N = 16,746)	81.6%	9.1%	5.0%	4.3%
KS2 (N = 7,097)	89.4%	3.0%	4.0%	3.6%
KS3 (N = 20,512)	79.7%	9.9%	5.9%	4.5%
KS4 (N = 4,163)	68.0%	17.3%	8.4%	6.3%
KS5 (N = 695)	75.5%	14.2%	5.6%	4.7%
FSM (N = 4,432)	79.8%	8.0%	6.6%	5.7%
Non-FSM (N = 25,950)	80.3%	9.9%	5.7%	4.2%
White (N = 20,614)	79.5%	10.2%	5.9%	4.4%
Mixed (N = 1,642)	82.4%	8.1%	5.6%	3.8%
Asian (N = 3,558)	84.8%	7.0%	4.1%	4.1%
Black (N = 1,208)	79.5%	8.2%	7.0%	5.3%
KS2: Boys (N = 3,565)	87.9%	3.7%	4.4%	3.9%
KS2: Girls (N = 3,414)	91.1%	2.3%	3.5%	3.1%
KS3: Boys (N = 9,559)	78.3%	10.2%	7.0%	4.6%
KS3: Girls (N = 10,718)	81.0%	9.6%	4.9%	4.5%
KS4: Boys (N = 1,947)	64.9%	18.4%	9.4%	7.2%
KS4: Girls (N = 2,178)	70.8%	16.1%	7.5%	5.6%
KS5: Boys (N = 293)	70.5%	16.7%	7.3%	5.5%
KS5: Girls (N = 397)	79.0%	12.3%	4.5%	4.2%
Boys: FSM (N = 2,099)	78.8%	8.3%	7.7%	5.2%
Girls: FSM (N = 2,257)	80.8%	7.7%	5.6%	5.9%
Boys: Non-FSM (N = 12,212)	78.6%	10.3%	6.6%	4.5%
Girls: Non-FSM (N = 13,437)	81.7%	9.5%	4.8%	4.0%
Boys: White (N = 9,638)	77.9%	10.7%	6.9%	4.6%
Girls: White (N = 10,735)	80.9%	9.8%	5.0%	4.3%
Boys: Mixed (N = 744)	81.5%	7.9%	6.4%	4.1%
Girls: Mixed (N = 877)	83.1%	8.4%	5.0%	3.6%
Boys: Asian (N = 1,829)	84.1%	7.5%	4.5%	3.9%
Girls: Asian (N = 1,690)	85.8%	6.4%	3.6%	4.3%
Boys: Black (N = 495)	78.2%	8.2%	7.9%	5.6%
Girls: Black (N = 698)	80.5%	8.2%	6.3%	5.1%

Table 14.2: Attitudes towards reading in 2015 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 = 32,569)	54.3%	23.0%	17.1%	5.7%
Boys (N = 15,414)	61.5%	20.5%	13.2%	4.8%
Girls (N = 16,746)	47.6%	25.4%	20.6%	6.4%
KS2 (N = 7,097)	40.3%	19.6%	30.4%	9.7%
KS3 (N = 20,512)	56.6%	24.2%	14.1%	5.0%
KS4 (N = 4,163)	65.0%	21.5%	10.9%	2.6%
KS5 (N = 695)	55.7%	28.4%	13.5%	2.4%
FSM (N = 4,432)	55.8%	19.5%	18.5%	6.1%
Non-FSM (N = 25,950)	54.6%	23.6%	16.6%	5.2%
White (N = 20,614)	55.1%	23.4%	16.6%	5.0%
Mixed (N = 1,642)	51.8%	23.7%	18.6%	5.8%
Asian (N = 3,558)	51.3%	23.9%	18.3%	6.5%
Black (N = 1,208)	52.8%	21.8%	19.8%	5.7%
KS2: Boys (N = 3,565)	48.9%	19.0%	23.3%	8.7%
KS2: Girls (N = 3,414)	31.0%	20.5%	37.7%	10.7%
KS3: Boys (N = 9,559)	63.8%	21.6%	10.6%	4.0%
KS3: Girls (N = 10,718)	50.2%	26.6%	17.2%	6.0%
KS4: Boys (N = 1,947)	71.7%	17.0%	8.8%	2.5%
KS4: Girls (N = 2,178)	58.9%	25.6%	12.8%	2.7%
KS5: Boys (N = 293)	65.1%	23.8%	8.9%	2.2%
KS5: Girls (N = 397)	48.6%	32.0%	16.8%	2.6%
Boys: FSM (N = 2,099)	62.7%	17.6%	13.9%	5.8%
Girls: FSM (N = 2,257)	49.2%	21.8%	22.6%	6.4%
Boys: Non-FSM (N = 12,212)	62.1%	20.8%	12.8%	4.3%
Girls: Non-FSM (N = 13,437)	47.8%	26.2%	19.9%	6.1%
Boys: White (N = 9,638)	62.5%	20.7%	12.6%	4.3%
Girls: White (N = 10,735)	48.4%	25.9%	20.2%	5.6%
Boys: Mixed (N = 744)	59.8%	23.2%	12.8%	4.3%
Girls: Mixed (N = 877)	45.2%	24.5%	23.0%	7.2%
Boys: Asian (N = 1,829)	56.7%	22.1%	15.6%	5.6%
Girls: Asian (N = 1,690)	45.4%	26.0%	21.2%	7.5%
Boys: Black (N = 495)	62.7%	17.8%	14.8%	4.7%
Girls: Black (N = 698)	46.0%	24.2%	23.4%	6.4%

Table 14.3: Attitudes towards reading in 2015 for whole sample and broken down by demographic background – If I am a good reader it means 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 = 32,569)	54.6%	21.9%	14.1%	9.4%
Boys (N = 15,414)	57.7%	19.9%	14.2%	8.2%
Girls (N = 16,746)	51.6%	23.8%	14.0%	10.6%
KS2 (N = 7,097)	71.3%	10.3%	8.5%	9.8%
KS3 (N = 20,512)	53.5%	23.5%	13.3%	9.7%
KS4 (N = 4,163)	36.4%	30.7%	24.8%	8.1%
KS5 (N = 695)	32.5%	33.3%	28.4%	5.8%
FSM (N = 4,432)	61.0%	17.3%	11.9%	9.7%
Non-FSM (N = 25,950)	53.4%	23.0%	14.5%	9.1%
White (N = 20,614)	52.9%	23.5%	14.7%	8.9%
Mixed (N = 1,642)	58.0%	18.6%	14.7%	8.7%
Asian (N = 3,558)	59.9%	18.5%	11.0%	10.6%
Black (N = 1,208)	58.3%	18.8%	14.2%	8.8%
KS2: Boys (N = 3,565)	73.6%	9.7%	8.3%	8.4%
KS2: Girls (N = 3,414)	69.0%	11.0%	8.7%	11.3%
KS3: Boys (N = 9,559)	57.1%	21.4%	13.3%	8.2%
KS3: Girls (N = 10,718)	50.2%	25.4%	13.3%	11.1%
KS4: Boys (N = 1,947)	36.7%	28.3%	26.8%	8.2%
KS4: Girls (N = 2,178)	35.8%	33.0%	23.2%	8.0%
KS5: Boys (N = 293)	33.1%	33.1%	29.0%	4.8%
KS5: Girls (N = 397)	32.2%	33.5%	27.7%	6.5%
Boys: FSM (N = 2,099)	63.6%	16.5%	11.8%	8.1%
Girls: FSM (N = 2,257)	58.7%	18.2%	11.9%	11.1%
Boys: Non-FSM (N = 12,212)	56.8%	20.9%	14.6%	7.8%
Girls: Non-FSM (N = 13,437)	50.2%	25.1%	14.5%	10.3%
Boys: White (N = 9,638)	56.4%	21.0%	14.6%	8.0%
Girls: White (N = 10,735)	49.5%	25.7%	14.9%	9.9%
Boys: Mixed (N = 744)	59.1%	18.3%	15.2%	7.4%
Girls: Mixed (N = 877)	57.1%	18.7%	14.4%	9.8%
Boys: Asian (N = 1,829)	64.1%	16.7%	10.9%	8.3%
Girls: Asian (N = 1,690)	55.3%	20.3%	11.2%	13.1%
Boys: Black (N = 495)	61.5%	16.7%	15.0%	6.8%
Girls: Black (N = 698)	56.1%	20.1%	13.8%	10.1%

Table 14.4: Attitudes towards reading in 2015 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 = 32,569)	25.3%	14.5%	51.1%	9.0%
Boys (N = 15,414)	26.7%	14.5%	49.8%	9.1%
Girls (N = 16,746)	24.0%	14.5%	52.5%	9.0%
KS2 (N = 7,097)	32.8%	7.8%	49.3%	10.1%
KS3 (N = 20,512)	21.8%	14.8%	54.4%	8.9%
KS4 (N = 4,163)	30.2%	22.2%	39.3%	8.4%
KS5 (N = 695)	30.0%	22.1%	41.3%	6.6%
FSM (N = 4,432)	33.0%	12.4%	44.6%	10.1%
Non-FSM (N = 25,950)	23.8%	15.0%	52.7%	8.5%
White (N = 20,614)	26.5%	15.5%	49.1%	9.0%
Mixed (N = 1,642)	24.6%	12.8%	54.6%	8.0%
Asian (N = 3,558)	19.8%	11.4%	60.1%	8.6%
Black (N = 1,208)	21.0%	10.2%	61.8%	7.0%
KS2: Boys (N = 3,565)	34.4%	8.5%	46.9%	10.2%
KS2: Girls (N = 3,414)	31.0%	7.0%	52.2%	9.9%
KS3: Boys (N = 9,559)	23.3%	14.9%	52.9%	8.9%
KS3: Girls (N = 10,718)	20.4%	14.8%	55.8%	9.0%
KS4: Boys (N = 1,947)	28.8%	22.0%	40.8%	8.4%
KS4: Girls (N = 2,178)	31.3%	22.3%	38.0%	8.4%
KS5: Boys (N = 293)	32.2%	20.2%	40.4%	7.1%
KS5: Girls (N = 397)	27.9%	23.4%	42.4%	6.3%
Boys: FSM (N = 2,099)	34.1%	11.9%	44.0%	10.0%
Girls: FSM (N = 2,257)	31.7%	12.9%	45.3%	10.1%
Boys: Non-FSM (N = 12,212)	25.2%	15.2%	51.2%	8.4%
Girls: Non-FSM (N = 13,437)	22.5%	14.8%	54.1%	8.5%
Boys: White (N = 9,638)	28.1%	15.4%	47.3%	9.2%
Girls: White (N = 10,735)	25.0%	15.5%	50.7%	8.8%
Boys: Mixed (N = 744)	25.9%	13.2%	54.5%	6.3%
Girls: Mixed (N = 877)	23.4%	12.6%	54.9%	9.1%
Boys: Asian (N = 1,829)	20.0%	11.3%	60.2%	8.5%
Girls: Asian (N = 1,690)	19.3%	11.6%	60.4%	8.7%
Boys: Black (N = 495)	20.3%	10.0%	61.9%	7.8%
Girls: Black (N = 698)	21.5%	10.4%	61.6%	6.4%

Table 14.5: Attitudes towards reading in 2015 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 = 32,569)	42.4%	28.9%	21.7%	6.9%
Boys (N = 15,414)	39.0%	28.7%	25.9%	6.5%
Girls (N = 16,746)	45.5%	29.2%	17.9%	7.3%
KS2 (N = 7,097)	70.5%	11.8%	11.6%	6.1%
KS3 (N = 20,512)	37.1%	32.0%	23.7%	7.2%
KS4 (N = 4,163)	24.1%	39.1%	29.4%	7.4%
KS5 (N = 695)	38.7%	43.6%	13.7%	4.1%
FSM (N = 4,432)	47.9%	23.3%	21.8%	7.0%
Non-FSM (N = 25,950)	40.9%	30.5%	21.9%	6.7%
White (N = 20,614)	40.0%	30.7%	22.7%	6.5%
Mixed (N = 1,642)	46.9%	26.3%	20.0%	6.8%
Asian (N = 3,558)	50.0%	25.9%	16.3%	7.8%
Black (N = 1,208)	50.4%	23.8%	18.3%	7.5%
KS2: Boys (N = 3,565)	66.9%	12.7%	14.4%	6.0%
KS2: Girls (N = 3,414)	74.2%	10.9%	8.7%	6.2%
KS3: Boys (N = 9,559)	33.4%	31.8%	28.3%	6.5%
KS3: Girls (N = 10,718)	40.2%	32.2%	19.7%	7.8%
KS4: Boys (N = 1,947)	18.3%	39.3%	35.0%	7.4%
KS4: Girls (N = 2,178)	29.2%	38.9%	24.5%	7.4%
KS5: Boys (N = 293)	31.1%	42.7%	21.0%	5.2%
KS5: Girls (N = 397)	44.1%	43.8%	8.7%	3.4%
Boys: FSM (N = 2,099)	43.9%	24.9%	24.5%	6.7%
Girls: FSM (N = 2,257)	51.6%	22.2%	19.2%	7.1%
Boys: Non-FSM (N = 12,212)	37.5%	29.9%	26.4%	6.2%
Girls: Non-FSM (N = 13,437)	43.8%	31.0%	18.0%	7.2%
Boys: White (N = 9,638)	36.8%	30.1%	27.0%	6.0%
Girls: White (N = 10,735)	42.8%	31.3%	19.0%	7.0%
Boys: Mixed (N = 744)	41.4%	28.9%	23.4%	6.2%
Girls: Mixed (N = 877)	51.3%	24.4%	16.9%	7.4%
Boys: Asian (N = 1,829)	47.7%	25.1%	20.1%	7.0%
Girls: Asian (N = 1,690)	52.1%	26.9%	12.3%	8.7%
Boys: Black (N = 495)	41.2%	26.3%	25.2%	7.3%
Girls: Black (N = 698)	56.5%	22.0%	13.9%	7.6%

Table 14.6: Attitudes towards reading in 2015 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 = 32,569)	29.3%	18.7%	40.1%	12.0%
Boys (N = 15,414)	31.3%	17.9%	40.0%	10.9%
Girls (N = 16,746)	27.4%	19.3%	40.3%	13.0%
KS2 (N = 7,097)	30.4%	13.6%	41.6%	14.3%
KS3 (N = 20,512)	28.6%	19.8%	39.4%	12.2%
KS4 (N = 4,163)	31.7%	20.8%	39.3%	8.2%
KS5 (N = 695)	23.5%	20.9%	49.4%	6.2%
FSM (N = 4,432)	34.9%	16.4%	36.2%	12.5%
Non-FSM (N = 25,950)	28.2%	19.3%	40.9%	11.7%
White (N = 20,614)	30.5%	19.1%	39.0%	11.4%
Mixed (N = 1,642)	25.5%	17.1%	44.4%	13.0%
Asian (N = 3,558)	23.0%	18.6%	44.6%	13.9%
Black (N = 1,208)	24.0%	14.7%	51.9%	9.4%
KS2: Boys (N = 3,565)	32.9%	14.0%	39.5%	13.6%
KS2: Girls (N = 3,414)	27.6%	13.4%	43.9%	15.1%
KS3: Boys (N = 9,559)	31.2%	18.6%	39.6%	10.6%
KS3: Girls (N = 10,718)	26.3%	20.7%	39.4%	13.7%
KS4: Boys (N = 1,947)	29.7%	20.6%	41.5%	8.3%
KS4: Girls (N = 2,178)	33.5%	20.9%	37.6%	8.0%
KS5: Boys (N = 293)	22.5%	22.5%	47.3%	7.6%
KS5: Girls (N = 397)	24.1%	19.9%	50.7%	5.2%
Boys: FSM (N = 2,099)	36.2%	16.2%	36.5%	11.0%
Girls: FSM (N = 2,257)	33.0%	16.7%	36.4%	14.0%
Boys: Non-FSM (N = 12,212)	30.2%	18.4%	40.8%	10.5%
Girls: Non-FSM (N = 13,437)	26.4%	19.9%	41.0%	12.7%
Boys: White (N = 9,638)	32.6%	18.0%	39.3%	10.2%
Girls: White (N = 10,735)	28.6%	20.0%	38.8%	12.5%
Boys: Mixed (N = 744)	29.7%	18.3%	38.8%	13.2%
Girls: Mixed (N = 877)	21.8%	16.2%	49.3%	12.8%
Boys: Asian (N = 1,829)	24.0%	18.4%	45.1%	12.5%
Girls: Asian (N = 1,690)	21.8%	18.8%	43.9%	15.5%
Boys: Black (N = 495)	26.4%	13.2%	50.3%	10.0%
Girls: Black (N = 698)	22.4%	15.5%	52.9%	9.2%

Table 14.7: Attitudes towards reading in 2015 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 = 32,569)	27.9%	15.4%	52.9%	3.7%
Boys (N = 15,414)	33.4%	16.3%	46.3%	4.0%
Girls (N = 16,746)	23.0%	14.7%	59.0%	3.4%
KS2 (N = 7,097)	27.6%	9.3%	57.5%	5.7%
KS3 (N = 20,512)	25.9%	16.8%	53.9%	3.4%
KS4 (N = 4,163)	37.6%	18.7%	41.2%	2.5%
KS5 (N = 695)	31.1%	16.4%	50.5%	2.1%
FSM (N = 4,432)	34.0%	13.9%	47.3%	4.7%
Non-FSM (N = 25,950)	26.8%	15.7%	54.2%	3.2%
White (N = 20,614)	27.7%	15.8%	53.1%	3.4%
Mixed (N = 1,642)	27.5%	15.1%	54.2%	3.1%
Asian (N = 3,558)	25.9%	14.8%	55.5%	3.7%
Black (N = 1,208)	26.8%	13.6%	56.1%	3.5%
KS2: Boys (N = 3,565)	33.0%	9.6%	51.9%	5.4%
KS2: Girls (N = 3,414)	21.8%	8.9%	63.5%	5.7%
KS3: Boys (N = 9,559)	31.4%	17.9%	47.1%	3.6%
KS3: Girls (N = 10,718)	21.2%	15.7%	60.0%	3.2%
KS4: Boys (N = 1,947)	43.1%	19.5%	33.9%	3.5%
KS4: Girls (N = 2,178)	32.7%	18.0%	47.7%	1.6%
KS5: Boys (N = 293)	38.1%	18.3%	40.3%	3.3%
KS5: Girls (N = 397)	25.8%	15.1%	57.7%	1.3%
Boys: FSM (N = 2,099)	38.8%	15.2%	41.5%	4.6%
Girls: FSM (N = 2,257)	29.3%	12.9%	53.1%	4.7%
Boys: Non-FSM (N = 12,212)	32.6%	16.6%	47.4%	3.5%
Girls: Non-FSM (N = 13,437)	21.7%	15.0%	60.4%	2.9%
Boys: White (N = 9,638)	33.1%	16.6%	46.7%	3.6%
Girls: White (N = 10,735)	22.9%	15.0%	58.9%	3.2%
Boys: Mixed (N = 744)	34.8%	17.1%	44.6%	3.5%
Girls: Mixed (N = 877)	21.2%	13.7%	62.2%	2.9%
Boys: Asian (N = 1,829)	30.3%	15.4%	50.0%	4.3%
Girls: Asian (N = 1,690)	21.0%	14.4%	61.5%	3.1%
Boys: Black (N = 495)	37.4%	16.4%	41.9%	4.3%
Girls: Black (N = 698)	19.7%	11.8%	65.4%	3.1%

Table 14.8: Attitudes towards reading in 2015 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 = 32,569)	30.8%	18.1%	45.6%	5.6%
Boys (N = 15,414)	33.5%	18.2%	42.7%	5.6%
Girls (N = 16,746)	28.2%	17.9%	48.2%	5.6%
KS2 (N = 7,097)	25.1%	12.9%	52.8%	9.2%
KS3 (N = 20,512)	30.9%	19.7%	44.5%	4.9%
KS4 (N = 4,163)	39.4%	18.5%	38.4%	3.8%
KS5 (N = 695)	28.2%	16.6%	52.4%	2.7%
FSM (N = 4,432)	35.0%	17.8%	40.0%	7.2%
Non-FSM (N = 25,950)	30.0%	18.2%	46.7%	5.0%
White (N = 20,614)	31.2%	18.2%	45.5%	5.1%
Mixed (N = 1,642)	30.3%	16.2%	48.4%	5.2%
Asian (N = 3,558)	27.9%	18.6%	47.7%	5.8%
Black (N = 1,208)	28.9%	17.3%	47.7%	6.1%
KS2: Boys (N = 3,565)	26.9%	13.1%	51.2%	8.7%
KS2: Girls (N = 3,414)	22.8%	12.7%	54.9%	9.6%
KS3: Boys (N = 9,559)	33.9%	20.0%	41.4%	4.7%
KS3: Girls (N = 10,718)	28.2%	19.5%	47.2%	5.1%
KS4: Boys (N = 1,947)	42.7%	18.3%	34.0%	5.0%
KS4: Girls (N = 2,178)	36.5%	18.7%	42.2%	2.6%
KS5: Boys (N = 293)	31.3%	19.1%	46.3%	3.3%
KS5: Girls (N = 397)	25.5%	15.0%	57.1%	2.4%
Boys: FSM (N = 2,099)	37.5%	18.1%	37.8%	6.6%
Girls: FSM (N = 2,257)	32.3%	17.8%	42.4%	7.6%
Boys: Non-FSM (N = 12,212)	32.7%	18.3%	43.8%	5.2%
Girls: Non-FSM (N = 13,437)	27.6%	18.1%	49.4%	4.9%
Boys: White (N = 9,638)	33.8%	18.3%	42.8%	5.2%
Girls: White (N = 10,735)	28.8%	18.0%	48.1%	5.1%
Boys: Mixed (N = 744)	34.4%	15.5%	44.5%	5.6%
Girls: Mixed (N = 877)	26.9%	16.7%	51.4%	4.9%
Boys: Asian (N = 1,829)	29.5%	18.7%	46.0%	5.8%
Girls: Asian (N = 1,690)	26.2%	18.6%	49.3%	6.0%
Boys: Black (N = 495)	35.3%	18.2%	39.5%	7.0%
Girls: Black (N = 698)	24.3%	17.1%	53.2%	5.4%

Table 14.9: Attitudes towards reading in 2015 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 = 32,569)	16.5%	13.4%	64.2%	5.9%
Boys (N = 15,414)	18.4%	13.8%	61.4%	6.3%
Girls (N = 16,746)	14.7%	13.0%	66.9%	5.5%
KS2 (N = 7,097)	16.3%	6.8%	70.3%	6.6%
KS3 (N = 20,512)	16.7%	14.9%	62.5%	5.9%
KS4 (N = 4,163)	17.0%	17.2%	60.5%	5.2%
KS5 (N = 695)	8.6%	9.5%	78.7%	3.2%
FSM (N = 4,432)	20.6%	11.9%	60.6%	6.9%
Non-FSM (N = 25,950)	15.7%	13.7%	65.1%	5.4%
White (N = 20,614)	16.9%	14.2%	63.5%	5.5%
Mixed (N = 1,642)	14.1%	13.0%	67.2%	5.7%
Asian (N = 3,558)	13.6%	10.6%	69.6%	6.2%
Black (N = 1,208)	13.3%	9.5%	72.3%	4.9%
KS2: Boys (N = 3,565)	17.3%	7.0%	68.7%	7.0%
KS2: Girls (N = 3,414)	15.0%	6.5%	72.4%	6.0%
KS3: Boys (N = 9,559)	19.1%	15.3%	59.5%	6.2%
KS3: Girls (N = 10,718)	14.6%	14.5%	65.3%	5.6%
KS4: Boys (N = 1,947)	17.9%	18.4%	57.6%	6.0%
KS4: Girls (N = 2,178)	16.0%	16.2%	63.2%	4.6%
KS5: Boys (N = 293)	11.2%	14.9%	69.4%	4.5%
KS5: Girls (N = 397)	6.5%	5.8%	85.3%	2.4%
Boys: FSM (N = 2,099)	21.9%	12.3%	59.1%	6.7%
Girls: FSM (N = 2,257)	18.9%	11.6%	62.5%	7.0%
Boys: Non-FSM (N = 12,212)	17.8%	14.3%	62.1%	5.9%
Girls: Non-FSM (N = 13,437)	13.8%	13.2%	67.9%	5.0%
Boys: White (N = 9,638)	18.5%	14.3%	61.2%	5.9%
Girls: White (N = 10,735)	15.2%	14.1%	65.6%	5.1%
Boys: Mixed (N = 744)	14.8%	14.9%	64.8%	5.5%
Girls: Mixed (N = 877)	13.6%	11.6%	69.0%	5.8%
Boys: Asian (N = 1,829)	15.9%	11.4%	66.0%	6.7%
Girls: Asian (N = 1,690)	11.0%	9.7%	73.6%	5.7%
Boys: Black (N = 495)	18.5%	14.0%	61.1%	6.5%
Girls: Black (N = 698)	9.6%	6.2%	80.4%	3.8%

Table 14.10: Attitudes towards reading in 2015 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 = 32,569)	10.1%	13.8%	69.2%	6.8%
Boys (N = 15,414)	13.1%	15.5%	64.3%	7.1%
Girls (N = 16,746)	7.3%	12.3%	73.8%	6.6%
KS2 (N = 7,097)	16.6%	10.9%	63.8%	8.8%
KS3 (N = 20,512)	8.1%	13.8%	71.6%	6.4%
KS4 (N = 4,163)	9.3%	18.2%	65.9%	6.7%
KS5 (N = 695)	8.9%	15.4%	72.3%	3.3%
FSM (N = 4,432)	14.9%	13.7%	63.4%	8.0%
Non-FSM (N = 25,950)	9.0%	13.9%	70.8%	6.4%
White (N = 20,614)	9.4%	14.3%	69.9%	6.4%
Mixed (N = 1,642)	9.8%	12.2%	72.1%	5.9%
Asian (N = 3,558)	10.3%	11.7%	70.6%	7.3%
Black (N = 1,208)	11.8%	12.7%	67.8%	7.7%
KS2: Boys (N = 3,565)	15.9%	11.0%	64.5%	8.6%
KS2: Girls (N = 3,414)	17.0%	10.6%	63.4%	9.0%
KS3: Boys (N = 9,559)	11.7%	16.0%	65.8%	6.5%
KS3: Girls (N = 10,718)	4.9%	12.1%	76.8%	6.2%
KS4: Boys (N = 1,947)	14.0%	20.7%	57.7%	7.7%
KS4: Girls (N = 2,178)	5.0%	16.0%	73.1%	5.9%
KS5: Boys (N = 293)	15.0%	17.9%	61.3%	5.8%
KS5: Girls (N = 397)	4.4%	13.8%	80.2%	1.6%
Boys: FSM (N = 2,099)	17.6%	14.4%	59.8%	8.2%
Girls: FSM (N = 2,257)	12.1%	13.0%	67.3%	7.5%
Boys: Non-FSM (N = 12,212)	12.1%	15.9%	65.5%	6.5%
Girls: Non-FSM (N = 13,437)	6.1%	12.1%	75.4%	6.3%
Boys: White (N = 9,638)	12.3%	16.0%	65.1%	6.6%
Girls: White (N = 10,735)	6.6%	12.8%	74.2%	6.4%
Boys: Mixed (N = 744)	10.7%	15.4%	67.7%	6.1%
Girls: Mixed (N = 877)	9.3%	9.6%	75.6%	5.5%
Boys: Asian (N = 1,829)	13.0%	13.0%	65.8%	8.1%
Girls: Asian (N = 1,690)	7.2%	10.4%	75.8%	6.6%
Boys: Black (N = 495)	16.7%	15.0%	59.2%	9.2%
Girls: Black (N = 698)	8.4%	11.2%	73.8%	6.6%

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 a great insight into children's and young people's views and attitudes on reading, writing, speaking and listening skills, home resources, role models, technology use and their perception of themselves as readers.

Combining previous National Literacy Trust survey topics, the annual literacy survey explores young people's attitudes towards reading, writing and communication skills. It is the purpose of the annual literacy survey to provide a continuous picture of children's and young people's attitudes year on year. Its key objectives 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 types 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

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 is available.

These objectives were further broken down into a number of questions, which 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?

Appendix B: Methodology

An invitation to participate in this online survey was sent out in National Literacy Trust newsletters at the beginning of September 2015. Schools were invited to express their interest to participate in one of two surveys:

- 1) A simple survey (without attainment data or name field)
- 2) 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 41 questions exploring children's and young people's background, reading and writing enjoyment, behaviour and attitudes towards communication skills.

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.

155 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 9 November and 11 December 2015. It took an average of 25 minutes for children and young people to complete the survey. Schools were offered a school-specific summary report as an incentive to take part.

Participation rate

111 of the 155 schools that had originally expressed an interest to take part participated in 2015 – a participation rate of 72%. 97 were schools from England, 11 from Wales, two from Scotland and one from Northern Ireland.

Appendix C: Sample characteristics

Overall, 32,569 children and young people participated in this survey in November/December 2014. There was a nearly equal gender split in the sample: 47.9% of respondents were boys (N = 15,414) and 52.1% girls (N = 16,746).

To investigate the impact of age, four broad categories were identified according to Key Stages: KS2, KS3 and KS4. In 2015 we also had enough pupils to include KS5 in our analyses. The KS2 category (21.9%, N = 7,097) refers to pupils aged 8 to 11, KS3 (63.2%, N = 20,512) refers to pupils aged 11 to 14, while KS4 (12.8%, N = 4,163) refers to pupils aged 14 to 16 and KS5 (2.1%, N = 695) to pupils aged 16 to 18.

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 14.6% (N = 4,432). The percentage of FSM uptake in this study is slightly below the national average⁶³ (15.2%).

23% of children and young people in 2014 said that they speak a language other than English at home.

When asked how they would describe their ethnic background, most pupils said that they were White British (70.3%). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (4.0%) and White other (4.0%). See **Table C1** for a full breakdown of ethnic background. Please note that 14.3% (N = 4,565) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally⁶⁴.

Table C1: Ethnic background

	%	N
White British	69.0	18,874
White Irish	1.6	426
White Traveller	0.5	142
White Romany	0.4	112
White other	3.9	1,060
White Total	76.3	20,614
Mixed White and Black Caribbean	1.3	343
Mixed White and Black African	1.0	263
Mixed White and Asian	1.6	445
Mixed other	2.2	591
Mixed Total	6.1	1,642
Asian or Asian British Indian	4.1	1,123
Asian or Asian British Pakistani	5.3	1,457
Asian or Asian British Bangladeshi	1.3	363

⁶³ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/433680/SFR16_2015_Main_Text.pdf

⁶⁴ *ibid*

	%	N
Asian or Asian British Chinese	0.8	208
Asian or Asian British Other	1.5	407
Asian Total	13.2	3,558
Black Caribbean	0.8	216
Black African	2.9	795
Black other	0.7	197
Black Total	4.5	1,208
Arab	1.2	332

(based on N = 27,354)

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.