



KS2 Pupils' Reading in Peterborough 2015

Evidence from eight schools

Anne Teravainen
National Literacy Trust

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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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Introduction

The National Literacy Trust Hub in Peterborough launched in October 2014 with the Peterborough Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and impacting on people's lives. The Hub enables Peterborough's public services to work together in new ways with a wide range of local and national partners, including voluntary and community groups, businesses, health, education and cultural organisations, to provide literacy support to specific target audiences as well as the wider community. A range of programmes, events and activities are being delivered, aimed at early years children, Year 3 children with English as an additional language (EAL) and children transitioning between primary and secondary school, to raise literacy levels and improve their life chances, employability and well-being.

The National Literacy Trust Hub in Peterborough is working in partnership with Peterborough City Council to raise literacy levels across the city. Some examples of the work in the Hub include embedding literacy support and resources within the community through various initiatives and campaigns such as the Peterborough Walk and Talk Trail Quiz, launched with Vivacity, which encourages families to explore their city centre's local museum, art gallery and architecture and to join their library; the summer Pop-Up Literacy Shop, which took over an empty unit on the high street and helped more than 1,200 people with their literacy questions and concerns; and a campaign to encourage barbers and hairdressers to have children read aloud to them as they get a haircut. In addition, all Peterborough's schools have been provided with free access to the National Literacy Trust Network, which provides literacy leaders with tools, resources and inspiration, funded by the Esmée Fairbairn Foundation. The Hub has also formed partnerships with a range of organisations and businesses including the Peterborough Phantoms, Stagecoach bus company, City College and HM Prison, who support work including a dads' reading selfie competition, city-wide poetry competitions, inspiring storytelling events, distributing free books and encouraging hard-to-reach families to get involved with literacy programmes, raising the profile of reading in support of our media campaign www.peterboroughliteracy.co.uk. The Hub has distributed £10,000 worth of books through various programmes and provided a Peterborough school with a £15,000 library makeover in partnership with the School Library Association and BookSpace.

The purpose of this report is to give an overview of reading in our Peterborough sample after one year as a National Literacy Trust Hub. The report presents information about the degree to which children and young people enjoy reading, how often they engage with reading, what types of materials they read and how they feel about reading. The report is divided into three main sections:

- The first part outlines headline information about Key Stage 2 (KS2; aged 8 to 11) pupils' reading in our sample and highlights differences by gender, socioeconomic background and EAL background.
- The second part compares KS2 pupils' reading in 2015 with 2014 and highlights any changes that might have occurred.
- The third part compares KS2 pupils' reading in our Peterborough sample with their peers in the governmental region of the East of England and the wider national sample.

Overall the findings of this report are positive: the majority of KS2 pupils in our sample enjoy reading and they enjoy reading more than their peers in the region. Moreover, reading enjoyment, frequency and attitudes have increased in the past year.

However, this report also shows that there are literacy challenges in our sample of Peterborough schools that need to be addressed. Even though pupils enjoy reading and read

frequently, their reading confidence could be improved and their attitudes towards reading are not overly positive. In addition, the report shows that a number of KS2 pupils have no one who reads with them at home.

Description of the 2015 Peterborough sample

954 pupils from eight schools within the Peterborough local authority participated in the National Literacy Trust's literacy survey November/December 2015. Nearly all of the participants in the sample are KS2 pupils (N= 950). The sample also included a few KS3 pupils (N= 3) and 1 KS4 pupil; however, because of the low number, these were excluded from the analyses.

Please note that because of the relatively low number of participants and schools, it may not be possible to generalise the results presented in this report for the area as a whole.

Statistical information

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

As part of the statistical analyses we report whether or not a finding is 'statistically significant'. If a difference or relationship is statistically significant then the likelihood is not more than 1 in 20 (5%, using the 0.05 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful. Please note that for comparisons with the larger national sample, we use a more stringent significance level of 0.001.

Summary of key findings

KS2 reading in our Peterborough sample in 2015

- Most (73.8%) pupils in our 2015 sample enjoy reading very much or quite a lot. However, 1 pupil in 4 in our sample only enjoyed reading a bit or not at all.
- 43.7% of pupils read outside class every day or almost every day. 1 in 10 (10.6%) rarely or never read outside class.
- Pupils are more likely to read for fun every day than they are to read for information (37.0% vs. 22.0%).
- 44.9% consider themselves to be very good readers.
- Pupils are most likely to read fiction or short stories (50.7%) outside class followed by non-fiction (47.5%) and magazines (41.2%). The most commonly read technology-based materials are text messages (31.8%), websites (28.8%) and emails (19.4%).
- 79.6% of KS2 pupils in Peterborough have a favourite book or story.
- Pupils' attitudes towards reading could be improved. For example, 3 in 10 (30.9%) agree that they only read if they have to and a fifth (20.0%) agree that reading is more for girls than for boys.
- A fifth (21.4%) of KS2 pupils say that no one reads with them at home.
- Pupils spend different amounts of time reading online content (147 minutes per day) and reading books (250 minutes per day).

Gender

- Significantly more KS2 girls than boys enjoy reading (81.8% vs. 66.6%).
- KS2 girls also read significantly more often outside class than boys. In terms of percentages, 52.2% of girls read outside class daily compared with 35.7% of boys. In addition, KS2 girls read more often for fun than KS2 boys (42.4% vs. 31.8%).
- KS2 boys and girls read different types of materials. For example, KS2 girls are more likely to read poems (50.0% vs. 29.9%) and song lyrics (58.5% vs. 25.8%), while more boys read manuals or instructions (16.9% vs. 11.2%), newspapers (25.4% vs. 19.4%) and emails (22.0% vs. 16.5%).
- More KS2 girls than boys have a favourite book or story (85.9% vs. 73.8%).
- KS2 boys and girls differ in their attitudes towards reading. For example, fewer girls agree that they prefer watching TV to reading (27.4% vs. 45.4%) and that they would be embarrassed if their friends saw them read (10.7% vs. 20.1%). In addition, more girls agree that reading is cool (83.4% vs. 66.0%).

Socioeconomic background

- Free school meal (FSM) and non-FSM pupils did not differ significantly in their reading enjoyment, frequency or confidence.
- More non-FSM than FSM pupils read daily for fun (38.6% vs. 31.3%) and for information (22.9% vs. 19.7%).
- More non-FSM pupils read text messages (34.1% vs. 23.3%) and emails (21.2% vs. 13.2%). This difference can be partly explained by differing access to technology: more non-FSM pupils say that they have access to a computer (84.6% vs. 76.9%) and the internet (93.6% vs. 86.0%) at home. Non-FSM pupils also read more comedy (30.1% vs. 21.7%), fiction or short stories (53.9% vs. 41.8%) and comic books or graphic novels (30.7% vs. 23.3%).
- Non-FSM pupils have more positive attitudes towards reading than FSM pupils. For example, more FSM pupils agree that their parents don't care if they spend any time

reading (40.0% vs. 34.6%) and that they would be embarrassed if their friends saw them read (17.0% vs. 14.5%).

EAL background

- There were no significant differences in reading enjoyment, frequency, confidence or attitudes between pupils based on their EAL background.
- More EAL pupils read poems (43.3% vs. 36.0%), Twitter (12.2% vs. 7.0%) and books or texts in a language other than English (34.2% vs. 7.0%). On the other hand, more non-EAL pupils read magazines (45.0% vs. 37.4%).

Yearly comparisons 2014/2015

- The number of KS2 pupils who enjoy reading has increased by 23.4% between 2014 and 2015, rising from 59.8% in 2014 to 73.8% in 2015.
- The number of KS2 pupils who read daily outside class has also risen significantly over the past year, increasing from 29.4% in 2014 to 43.7% in 2015.
- There were some significant differences in the types of materials that KS2 pupils read outside class in 2014 and 2015. Pupils in 2014 read more technology-based materials, such as text messages (37.1% vs. 31.8%) and websites (34.8% vs. 28.8%). On the other hand, more KS2 pupils in 2015 read poems (39.4% vs. 27.5%) and non-fiction (47.5% vs. 38.3%).
- More KS2 pupils in 2015 than 2014 have a favourite book or story (79.6% vs. 71.7%).
- KS2 pupils' attitudes have become more positive in the past year. For example, only 59.0% of pupils in 2014 agreed that reading is cool compared with 74.5% in 2015.
- The percentage of pupils who say that no one reads with them at home has almost halved in the past year (41.8% vs. 21.4%).

National and regional comparison

- More KS2 pupils in our Peterborough sample enjoy reading compared with their peers in the regional sample. Only 67.6% of pupils in the East of England sample enjoy reading very much or quite a lot compared with 73.8% in our Peterborough sample. There is no difference in reading enjoyment between our sample of pupils in Peterborough and the national sample.
- Despite enjoying reading more, KS2 pupils in our Peterborough sample read less frequently than their peers in the East of England. 49.3% of pupils in the East of England read daily compared with 43.7% of pupils in our Peterborough sample. There is no significant difference between pupils in our Peterborough sample and the national sample in reading frequency.
- More pupils in our Peterborough sample read daily for information compared with their peers in the regional sample (Peterborough 22.0% vs. East of England 13.0%). There is no difference between pupils in the Peterborough sample and the rest of the region in how often they read for fun. Similarly, there is no difference between our Peterborough sample and the national sample in the proportion of pupils who read daily for fun or for information.
- KS2 pupils in the East of England read a wider variety of materials compared with pupils in our Peterborough sample. For example, they read more technology-based materials

such as instant messages (26.2% vs. 16.9%) and messages on social networking sites (29.3% vs. 17.1%). In a similar vein, more pupils in the national sample read technology-based materials such as text messages (41.1% vs. 31.8%) and ebooks (15.0% vs. 10.5%). On the other hand, more pupils in the Peterborough sample read poems (39.4% vs. 35.4%) and non-fiction (47.5% vs. 41.2%).

- There is no difference in attitudes towards reading between pupils in the Peterborough sample, regional sample and national sample.

What next?

- Focus on building pupils' reading confidence
- Focus on improving pupils' attitudes towards reading, particularly on boys and FSM pupils
- Focus on promoting daily reading
- Focus on boys' reading enjoyment and frequency
- Focus on promoting parental engagement

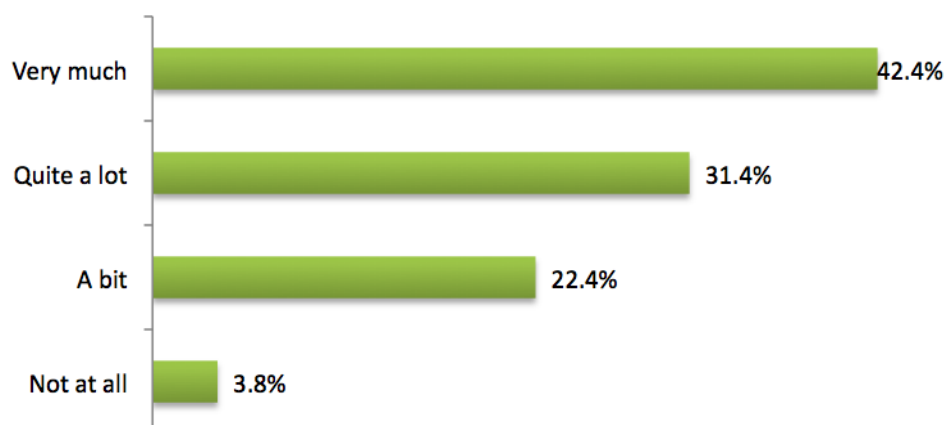
KS2 reading in our Peterborough sample in 2015

This section presents information about KS2 pupils' (aged 8 to 11, N = 950) reading in our Peterborough sample of eight schools. It also presents information broken down by subgroups (gender, socioeconomic background and EAL background). It gives information about how much children enjoy reading, how often they read, what they read and how they feel about reading.

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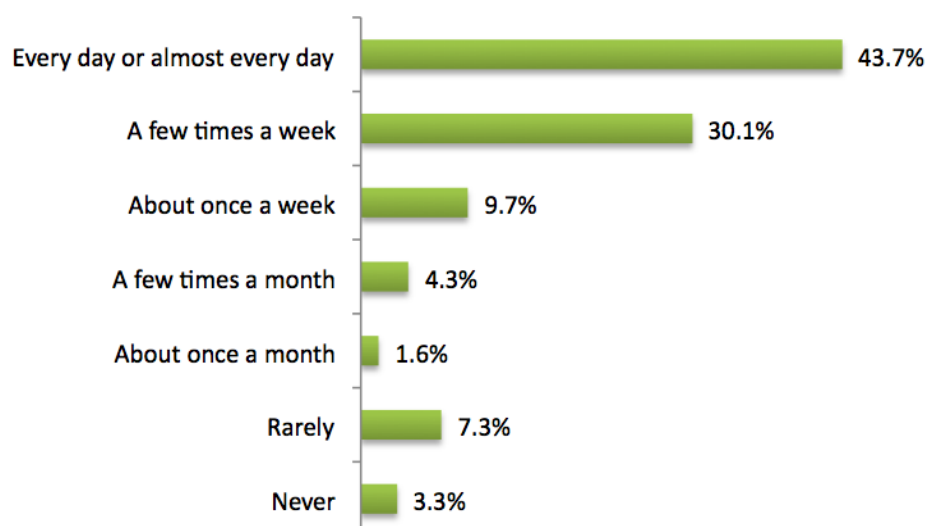
The majority (73.8%) of KS2 pupils in 2015 **enjoy reading** very much or quite a lot. Another 22.4% say they like reading a bit, while 3.8% don't like reading at all (see **Figure 1**).

**Figure 1: KS2 pupils' reading enjoyment in 2015**



43.7% of pupils in our 2015 Peterborough sample **read outside class** every day or almost every day (see **Figure 2**). A further 30.1% read outside class a few times a week. However, 7.3% rarely read outside class and 3.3% never read in their free time.

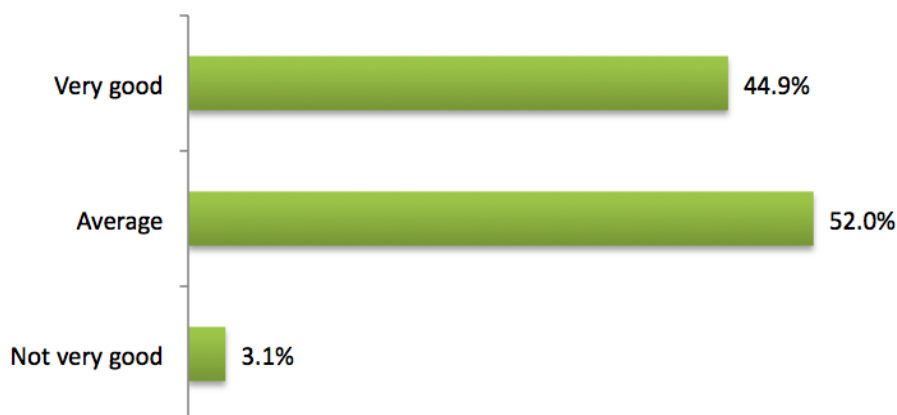
**Figure 2: How often KS2 pupils read outside class**



Looking more closely at the different reasons for reading, 68.2% more pupils in our Peterborough sample **read for fun** than **read for information** every day (37.0% vs. 22.0%).

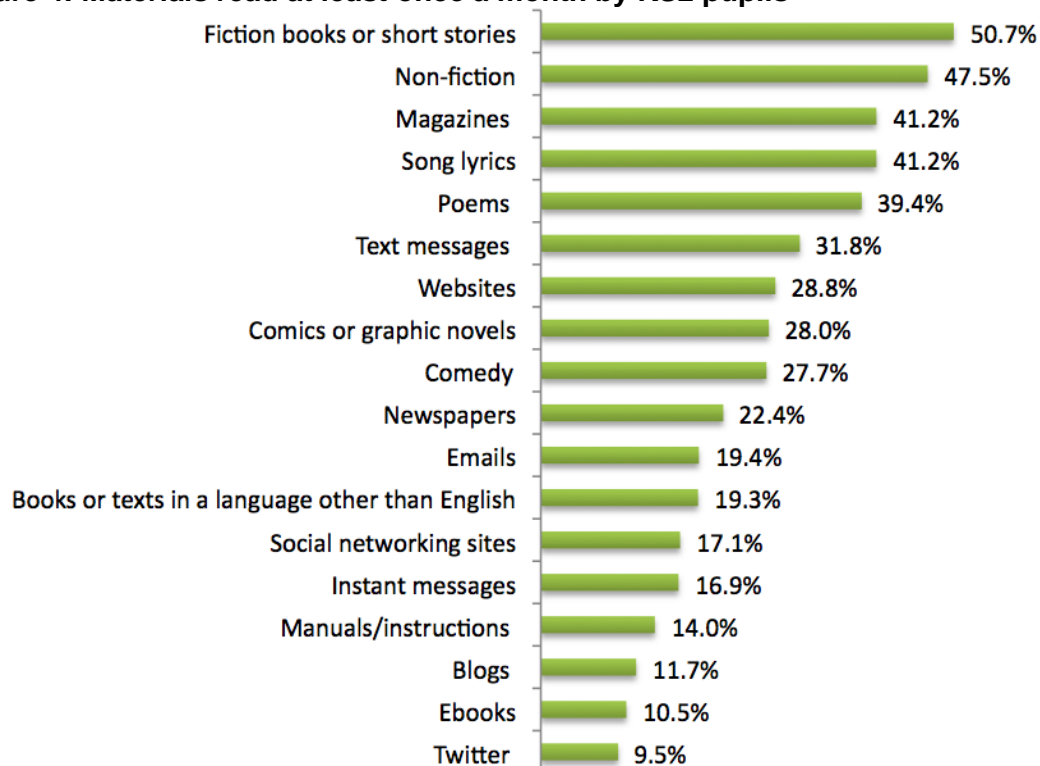
83.3% of KS2 pupils see themselves as readers. In addition, they are also **confident readers** (see **Figure 3**). 44.9% consider themselves to be very good readers and 52.0% see themselves as average readers<sup>1</sup>.

**Figure 3: How KS2 pupils rate themselves as readers in 2015**



The most commonly **read materials** (see **Figure 4**) by KS2 pupils in our Peterborough sample are fiction or short stories (50.7%), non-fiction (47.5%) and magazines (41.2%). The most commonly read technology-based materials are text messages (31.8%), websites (28.8%) and emails (19.4%).

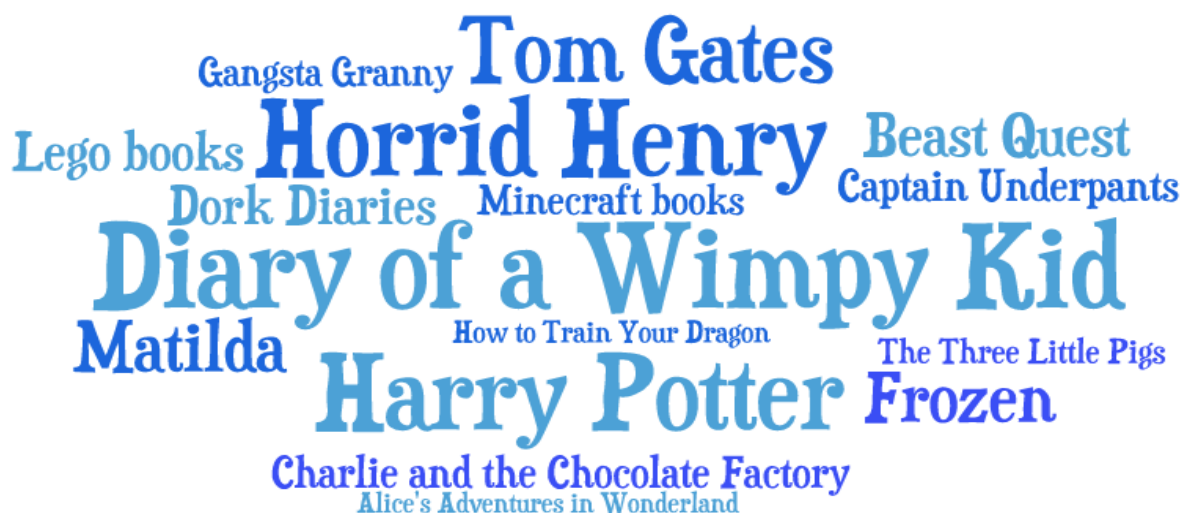
**Figure 4: Materials read at least once a month by KS2 pupils**



<sup>1</sup> Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good, answers were grouped as 1-3 not very good, 4-8 average, 9-10 very good.

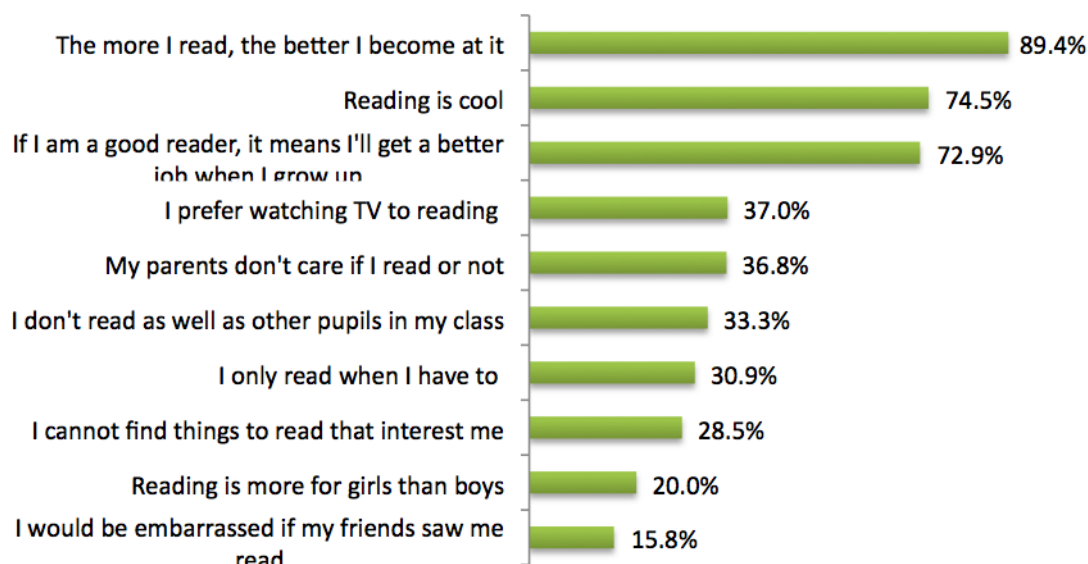
79.6% of KS2 pupils have a **favourite book** or story. The most commonly mentioned titles are *Diary of a Wimpy Kid*, *Horrid Henry* and *Harry Potter* (see **Figure 5**). However, the most popular authors (after Jeff Kinney, the author of *Diary of a Wimpy Kid* and Francesca Simon, the author of *Horrid Henry*) are Roald Dahl and Jacqueline Wilson as several of their books were mentioned frequently.

**Figure 5: Most commonly mentioned titles by KS2 pupils**



Overall, children's **attitudes towards reading** could be improved (see **Figure 6**). 3 in 10 (30.9%) agree that they only read if they have to and a fifth (20.0%) agree that reading is more for girls than for boys. Moreover, 37.0% prefers watching TV to reading and 15.8% agrees that they would feel embarrassed if their friends saw them read. On the other hand, 74.5% agree that reading is cool and 89.4% feel that the more they read, the better reader they become.

**Figure 6: Agreement with reading attitudes statements by KS2 pupils**



Most KS2 pupils in 2015 have been to a **library** (77.8%), have been given a **book as a present** (73.4%) and have been to a **bookshop** (67.7%).

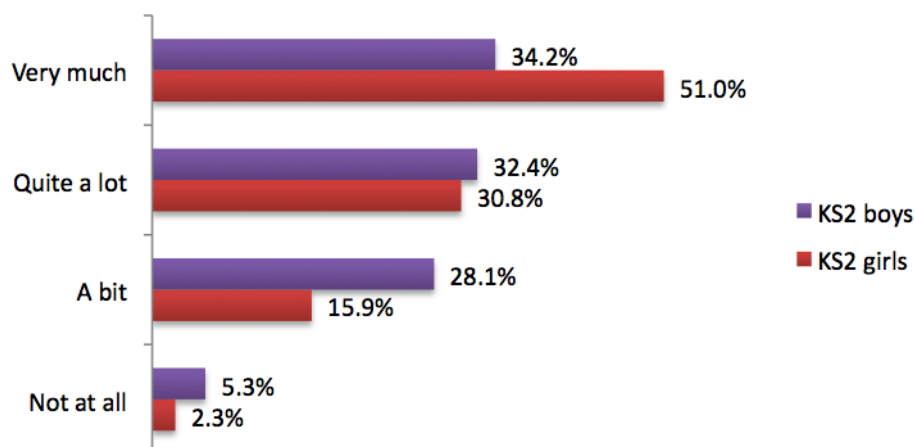
A fifth (21.4%) of KS2 pupils say that no one **reads with them at home** and only 31.3% of KS2 pupils say that their parents read daily.

Pupils spend different amounts of time reading books and reading online content. On average, pupils spend 147 minutes per day reading online content and 250 minutes per day reading books.

## Gender differences

In 2015, significantly more KS2 girls than boys enjoy reading in our Peterborough sample<sup>2</sup>. In terms of percentages, 81.8% of girls enjoy reading very much or quite a lot compared with 66.6% of boys. Similarly, 5.3% of boys don't enjoy reading at all compared with just 2.3% of girls (see **Figure 7**).

**Figure 7: KS2 pupils' reading enjoyment by gender in 2015**



KS2 girls also read significantly more often outside class than boys<sup>3</sup>. **Figure 8** outlines this difference in percentages and shows that 52.2% of girls read daily outside class compared with 35.7% of boys. 13.3% of boys rarely or never read outside class compared with only 7.6% of girls.

KS2 girls read significantly more often for fun than KS2 boys<sup>4</sup>. For example, more KS2 girls than boys read for fun every day (42.4% vs. 31.8%). Interestingly, there is no significant difference in the percentage of boys and girls who read for information<sup>5</sup>.

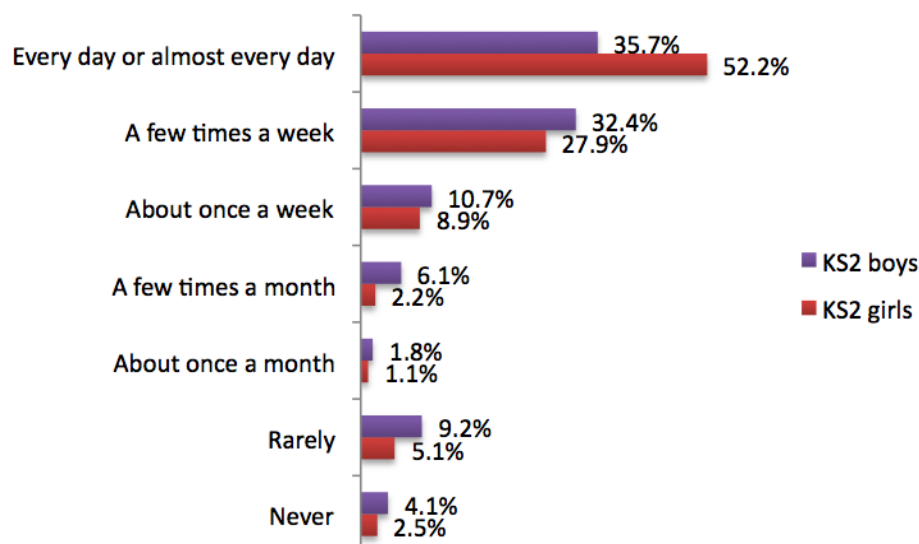
<sup>2</sup> Girls: Mdn= 1; Boys: Mdn= 2; Mann-Whitney U (927)= 84209.000; z= -5.992; p< .001, r = .197

<sup>3</sup> Girls: Mdn= 1; Boys: Mdn= 2; Mann-Whitney U (936)= 87890.000; z= -5.502; p< .001, r = .180

<sup>4</sup> Girls: Mdn= 2; Boys: Mdn= 2; Mann-Whitney U (893)= 81654.000; z= -4.863; p< .001, r = .163

<sup>5</sup> p= .321

**Figure 8: KS2 pupils' reading frequency by gender in 2015**



KS2 girls and boys are equally confident readers<sup>6</sup>.

KS2 boys and girls read different types of materials (see **Figure 9**). For example, KS2 girls are significantly more likely to read poems (50.0% vs. 29.9%), song lyrics (58.5% vs. 25.8%) and magazines (44.6% vs. 38.0%)<sup>7</sup>. On the other hand, more boys read manuals or instructions (16.9% vs. 11.2%), newspapers (25.4% vs. 19.4%), emails (22.0% vs. 16.5%), comic books or graphic novels (38.2% vs. 17.2%) and Twitter (12.6% vs. 5.8%)<sup>8</sup>.

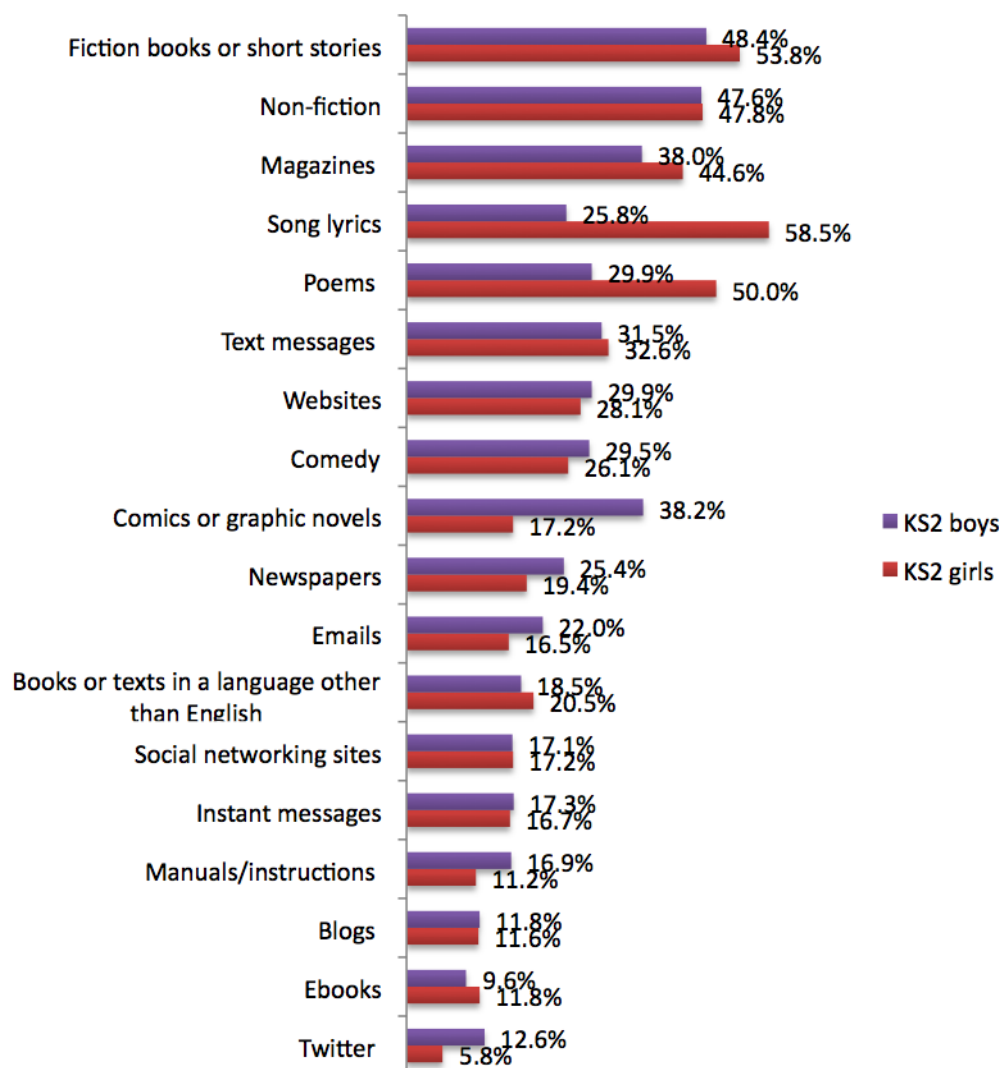
<sup>6</sup>  $p = .278$

<sup>7</sup> Poems:  $\chi^2 (1, N = 940) = 39.740, p < .001, \Phi = -.206$ ; song lyrics:  $\chi^2 (1, N = 940) = 103.168, p < .001, \Phi = -.331$ ; magazines:  $\chi^2 (1, N = 940) = 4.262, p = .039, \Phi = -.067$

<sup>8</sup> Manuals:  $\chi^2 (1, N = 940) = 6.292, p = .012, \Phi = .082$ ; newspapers:  $\chi^2 (1, N = 940) = 4.812, p = .028, \Phi = .072$ ; emails:  $\chi^2 (1, N = 940) = 4.434, p = .035, \Phi = .069$ ; comic books:  $\chi^2 (1, N = 940) = 51.197, p < .001, \Phi = .233$ ; Twitter:  $\chi^2 (1, N = 940) = 12.771, p < .001, \Phi = .117$



**Figure 9: Materials read at least once a month by gender in 2015**



Significantly more KS2 girls than boys have a favourite book or story (85.9% vs. 73.8%)<sup>9</sup>.

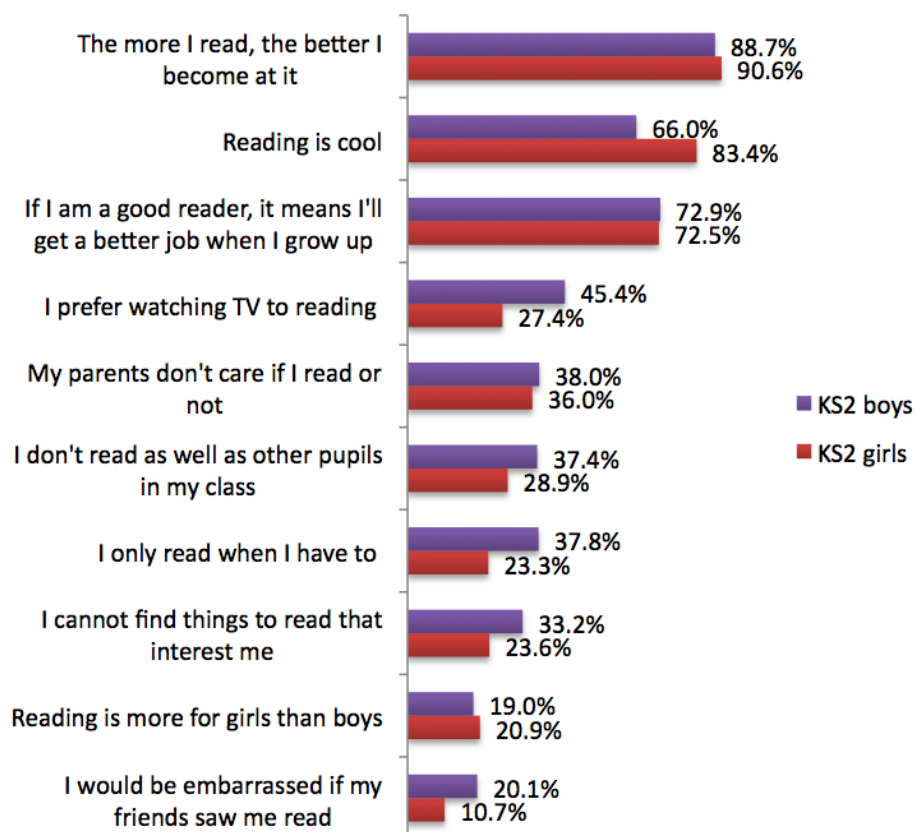
KS2 boys and girls have significantly different attitudes towards reading<sup>10 11</sup>. **Figure 10** outlines the differences between boys and girls across the individual attitudinal statements in percentages and shows that fewer girls agree that they prefer watching TV to reading (27.4% vs. 45.4%), that they don't read as well as other pupils in their class (28.9% vs. 37.4%) and that they would be embarrassed if their friends saw them read (10.7% vs. 20.1%). In addition, more girls agree that reading is cool (83.4% vs. 66.0%)

<sup>9</sup>  $\chi^2(2, N = 898) = 23.663, p < .001$ , Cramer's  $V = .162$

<sup>10</sup> A principal component analysis with direct oblimin rotation showed that the 10 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, only items loading on one of the factors resulted in acceptable Cronbach alpha (.713). Therefore 7 attitudinal items were combined into a scale: 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, I prefer watching TV to reading – reverse scored, reading is more for girls than for boys – reverse coded, my parents don't care whether or not I read – reverse scored, and I would be embarrassed if my friends saw me read – reverse scored.

<sup>11</sup> Girls:  $M = 2.53, SD = .861$ ; Boys:  $M = 2.85, SD = .921$ ;  $t(916) = 5.391, p < .001$ , Cohen's  $d = .357$

**Figure 10: Attitudes towards reading by gender in 2015**



More KS2 girls also say that they have been to a library (81.5% vs. 74.5%) and been given a book as a present (78.0% vs. 69.4%). There is no significant difference in the proportion of boys and girls who have been to a bookshop (girls 71.4%; boys 64.5%)<sup>12</sup>.

There is no gender difference in parental engagement, that is, a similar percentage of KS2 boys and girls say that they read at home with their mum or carer (girls 67.0%; boys 66.1%), dad or carer (girls 45.5%; boys 43.5%) or that no one reads with them (girls 19.9%; boys 23.0%)<sup>13</sup>. Similarly, there is no gender difference in how often pupils say their parents or carers read<sup>14</sup>.

### Differences by socioeconomic background<sup>15</sup>

There were no differences between FSM and non-FSM pupils in their reading enjoyment, frequency or confidence<sup>16</sup>. For example, 70.8% of FSM pupils and 75.5% of non-FSM pupils enjoy reading very much or quite a lot, while 42.2% of FSM and 43.8% of non-FSM pupils read daily.

<sup>12</sup> Library:  $\chi^2(2, N=832)=5.973$ ,  $p=.050$ , Cramer's  $V=.085$ ; present:  $\chi^2(2, N=859)=8.216$ ,  $p=.016$ , Cramer's  $V=.098$ ; bookshop:  $p=.108$

<sup>13</sup> Mum:  $p=.768$ ; dad:  $p=.530$ ; no-one:  $p=.248$

<sup>14</sup>  $p=.735$

<sup>15</sup> Using FSM uptake as a proxy

<sup>16</sup> Enjoyment:  $p=.345$ ; frequency:  $p=.151$ ; confidence:  $p=.622$

Despite there being no difference in general reading frequency, more non-FSM pupils read daily for fun and for information<sup>17</sup>. 38.6% of non-FSM pupils read daily for fun compared with just 31.3% of FSM pupils and 22.9% read for information compared with 19.7% of FSM pupils.

More non-FSM pupils read text messages (34.1% vs. 23.3%) and emails (21.2% vs. 13.2%)<sup>18</sup>. This difference can be partly explained by differing access to technology: more non-FSM pupils have access to have a computer (84.6% vs. 76.9%) and the internet (93.6% vs. 86.0%) at home<sup>19</sup>. More non-FSM pupils also read comedy (30.1% vs. 21.7%), fiction or short stories (53.9% vs. 41.8%), comic books or graphic novels (30.7% vs. 23.3%)<sup>20</sup>.

More non-FSM pupils have received a book as a present (76.4% vs. 63.4%) and have visited a bookshop (71.7% vs. 56.2%)<sup>21</sup>.

Non-FSM pupils have more positive attitudes towards reading<sup>22</sup>. For example, more FSM pupils agree that their parents don't care if they spend any time reading (40.0% vs. 34.6%), that they would be embarrassed if their friends saw them read (17.0% vs. 14.5%) and that they can't find things to read that interest them (37.3% vs. 26.0%). In addition, more non-FSM pupils agree that reading is cool (76.6% vs. 71.7%).

More non-FSM pupils say that their parents or carers read daily (33.7% vs. 28.0%)<sup>23</sup>.

### EAL background

This section reports any differences between children and young people who speak another language than English at home and those who do not (EAL and non-EAL pupils). There are no differences in reading enjoyment, frequency, confidence or attitudes between the pupils based on their EAL background<sup>24</sup>.

EAL and non-EAL pupils differ in terms of the materials they read. More EAL pupils read poems (43.3% vs. 36.0%), Twitter (12.2% vs. 7.0%) and books or texts in a language other than English (34.2% vs. 7.0%)<sup>25</sup>. On the other hand, more non-EAL pupils read magazines (45.0% vs. 37.4%)<sup>26</sup>.

Other than reading materials, the only difference between EAL and non-EAL pupils is how often they see their parents or carers read, with more EAL pupils saying that their parents or carers read daily (33.4% vs. 29.9%)<sup>27</sup>.

<sup>17</sup> Fun: FSM: Mdn= 2; non-FSM: Mdn= 2; Mann-Whitney U (822)= 49797.000; z= -2.893; p= .004, r= .101; information: FSM: Mdn= 3; non-FSM: Mdn= 2; Mann-Whitney U (630)= 28728.500; z= -2.280; p= .023, r= .091

<sup>18</sup> Text messages:  $\chi^2$  (1, N= 864)= 7.944, p= .005, Phi= -.096; emails:  $\chi^2$  (1, N= 864)= 5.969, p= .015, Phi= -.083

<sup>19</sup> Computer:  $\chi^2$  (1, N= 755)= 5.236, p= .022, Phi= -.083; internet:  $\chi^2$  (1, N= 767)= 9.902, p= .002, Phi= -.114

<sup>20</sup> Comedy:  $\chi^2$  (1, N= 864)= 5.118, p= .024, Phi= -.077; fiction:  $\chi^2$  (1, N= 864)= 8.692, p= .003, Phi= -.100; comics:  $\chi^2$  (1, N= 864)= 3.908, p= .048, Phi= -.067

<sup>21</sup> Present:  $\chi^2$  (2, N= 792)= 12.071, p= .002, Cramer's V= .123; bookshop:  $\chi^2$  (2, N= 760)= 14.891, p= .001, Cramer's V= .140

<sup>22</sup> The variances were significantly different; therefore, a Welch's t-test was conducted instead of independent samples t-test. FSM: M= 2.85, SD= 1.004; non-FSM: M= 2.63, SD= .871; Welch F(1, 264.695)= 7.418, p= .003, Cohen's d= .236

<sup>23</sup> FSM: Mdn= 4; non-FSM: Mdn= 2; Mann-Whitney U(863)= 54203.000, z= -3.212, p= .001, r= .109

<sup>24</sup> Enjoyment: p= .984; frequency: p= .606; confidence: p= .961; attitudes: p= .960

<sup>25</sup> Poems:  $\chi^2$  (1, N= 920)= 5.034, p= .025, Phi= .074; Twitter:  $\chi^2$  (1, N= 920)= 7.193, p= .007, Phi= .088; books in other language than English:  $\chi^2$  (1, N= 920)= 108.517, p< .001, Phi= .343

<sup>26</sup> Magazines:  $\chi^2$  (1, N= 920)= 5.402, p= .020, Phi= -.077

<sup>27</sup> EAL: Mdn= 2; non-EAL: Mdn= 3; Mann-Whitney U(918)= 95305.500, z= -2.227, p= .026, r= .074

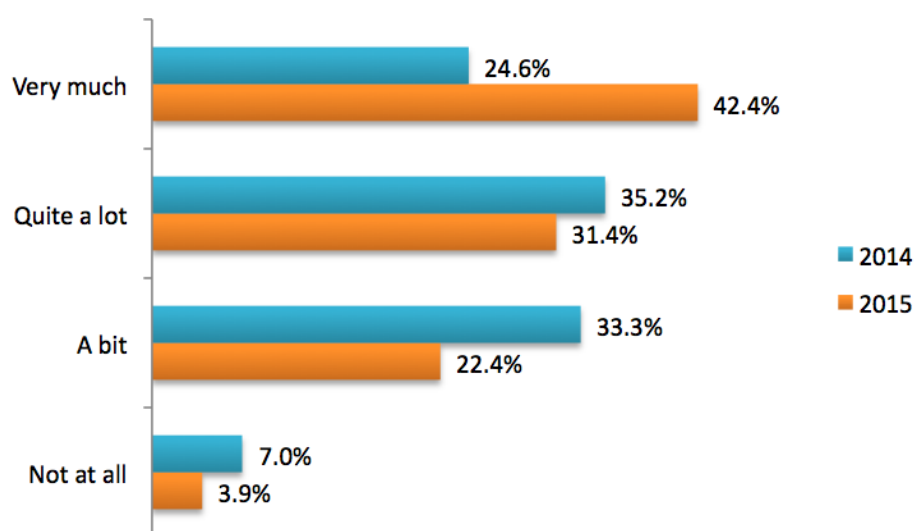
## KS2 reading 2014/15

This section compares data from KS2 pupils in 2014 (N= 517) and 2015 (N= 950). The sample in 2014 contains more girls than boys while the 2015 sample contains more boys than girls (2014: girls 54.8%; boys 45.3%; 2015: girls 47.7%; boys 52.3%). The percentage in the samples is significantly different<sup>28</sup>. The samples do not differ in the proportion of FSM pupils (2014: 21.9%; 2015: 21.9%)<sup>29</sup>; however, the 2014 sample contains more EAL pupils than the 2015 sample<sup>30</sup> (2014: 59.4%; 2015: 44.5%)<sup>31</sup>.

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Reading enjoyment in KS2 has increased significantly between 2014 and 2015³². **Figure 11** outlines this change in percentages and shows that in 2015 73.8% of pupils say they enjoy reading either very much or quite a lot compared with 59.8% in 2014 – an increase of 23.4%. In a similar vein, the percentage of KS2 children who do not enjoy reading at all decreased from 7.0% in 2014 to 3.9% in 2015.

Figure 11: KS2 pupils' reading enjoyment in 2014 and 2015



Reading frequency has also increased significantly over the past year³³. This change in percentages is outlined in **Figure 12**, which shows that 43.7% of KS2 pupils in 2015 read outside class every day compared with 29.4% in 2014. Furthermore, only 10.6% of pupils in 2015 rarely or never read outside class compared with 17.8% of pupils in 2014.

²⁸ $\chi^2 (1, N=1,453) = 6.723, p = .010; \Phi = -.068$

²⁹ $p = .980$

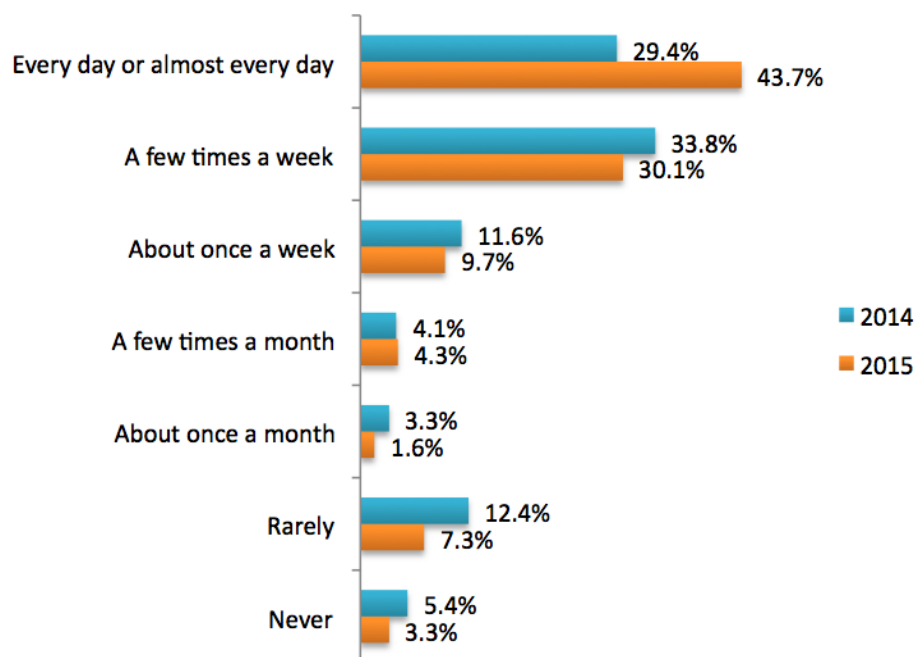
³⁰ FSM: $\chi^2 (1, N=379) = 5.830, p = .016, \Phi = .124$; EAL: $\chi^2 (1, N=391) = 6.964, p = .008, \Phi = .133$

³¹ $\chi^2 (1, N=1,423) = 29.217, p < .001; \Phi = .143$

³² 2014: Mdn= 2; 2015: Mdn= 2; Mann-Whitney U (1,452)= 189757.000, $z = -7.157, p < .001; r = .188$

³³ 2014: Mdn= 2; 2015: Mdn= 2; Mann-Whitney U (1,463)= 202160.500, $z = -5.754, p < .001; r = .150$

Figure 12: How often KS2 pupils read outside class in 2014 and 2015



Reading confidence has remained stable between 2014 and 2015³⁴.

KS2 pupils in 2014 and 2015 read a different variety of materials (see **Figure 13**). More KS2 pupils in 2015 read poems (39.4% vs. 27.5%) and non-fiction (47.5% vs. 38.3%)³⁵. On the other hand, pupils in 2014 read more technology-based materials such as text messages (37.1% vs. 31.8%), websites (34.8% vs. 28.8%) and messages on social networking sites (23.2% vs. 17.1%)³⁶. This difference might be partly explained by access to technology. More pupils in the 2014 sample said that they have access to a computer or laptop (91.5% vs. 82.4%) and the internet (95.2% vs. 91.5%)³⁷.

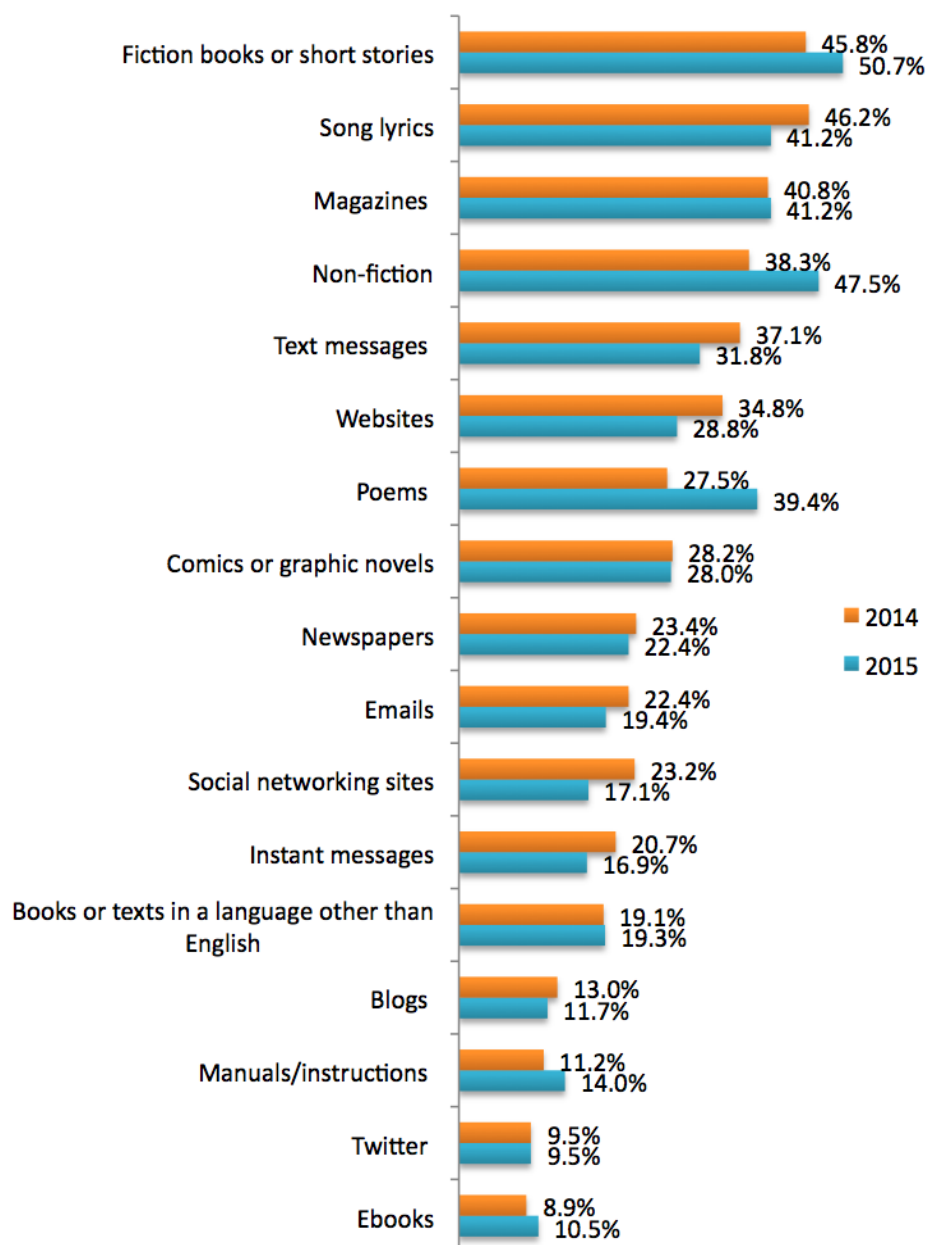
³⁴ $p = .132$

³⁵ Poems: $\chi^2 (1, N = 1,467) = 20.800, p < .001, \Phi = -.119$; non-fiction: $\chi^2 (1, N = 1,467) = 11.427, p = .001, \Phi = -.088$

³⁶ Text messages: $\chi^2 (1, N = 1,467) = 4.287, p = .038, \Phi = .054$; websites: $\chi^2 (1, N = 1,467) = 5.592, p = .018, \Phi = .062$; messages on social networking sites: $\chi^2 (1, N = 1,467) = 8.177, p = .004, \Phi = .075$

³⁷ Computer/laptop: $\chi^2 (1, N = 1,304) = 20.656, p < .001, \Phi = .126$; internet: $\chi^2 (1, N = 1,312) = 6.185, p = .013, \Phi = .069$

Figure 13: Materials read at least once a month by KS2 pupils in 2014 and 2015



More KS2 pupils in 2015 have a favourite book or story compared with those in 2014 (79.6% vs. 71.7%)³⁸.

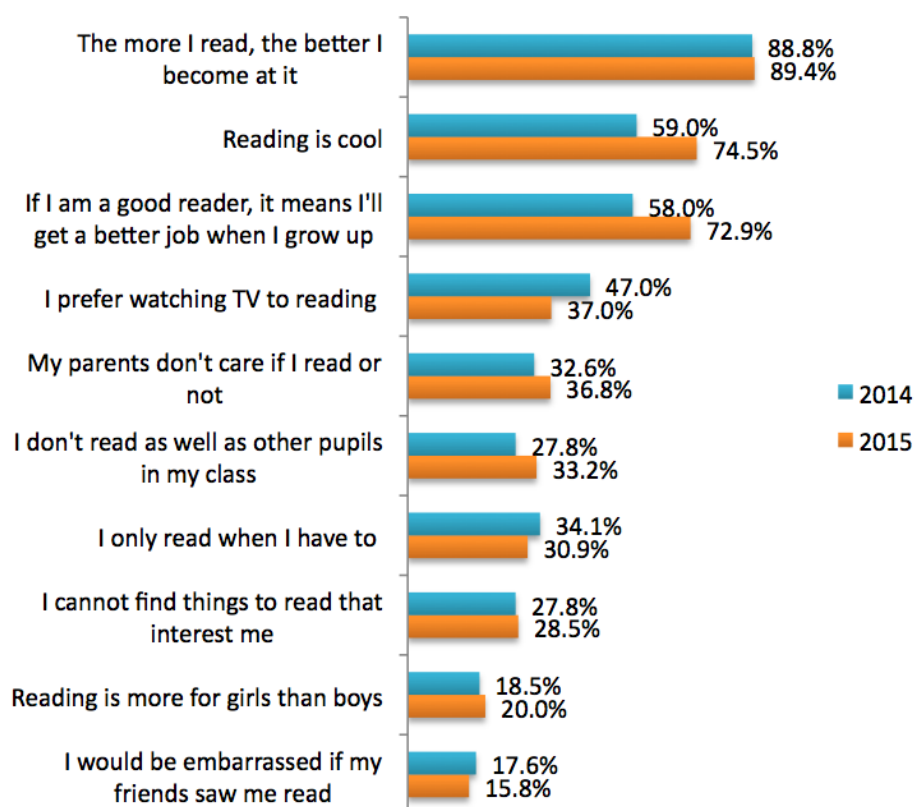
KS2 pupils' attitudes have remained stable between 2014 and 2015 (see **Figure 14**)^{39 40}.

³⁸ $\chi^2(2, N=1,393) = 10.977, p = .004$, Cramer's $V = .089$

³⁹ A principal component analysis with direct oblimin rotation showed that the 10 attitudinal items loaded on 3 factors. However, when items were combined into scales to reflect those factors, only items loading on one of the factors resulted in acceptable Cronbach alpha (.715). Therefore 6 attitudinal items were combined into a scale: 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, I prefer watching TV to reading – reverse scored, reading is more for girls than for boys – reverse coded, and I would be embarrassed if my friends saw me read – reverse scored.

⁴⁰ $p = .609$

Figure 14: Agreement with reading attitudes statements by KS2 pupils in 2014 and 2015



Fewer pupils in 2015 than in 2014 have been to a library (86.3% vs. 77.8%)⁴¹.

Parental support has increased in the previous year. The percentage of pupils who say that no one reads with them at home has almost halved in the past year (41.8% vs. 21.4%)⁴².

⁴¹ $\chi^2(2, N=1,339) = 15.229, p < .001$, Cramer's $V = .107$

⁴² $\chi^2(1, N=1,467) = 68.360, p < .001$, $\Phi = .216$

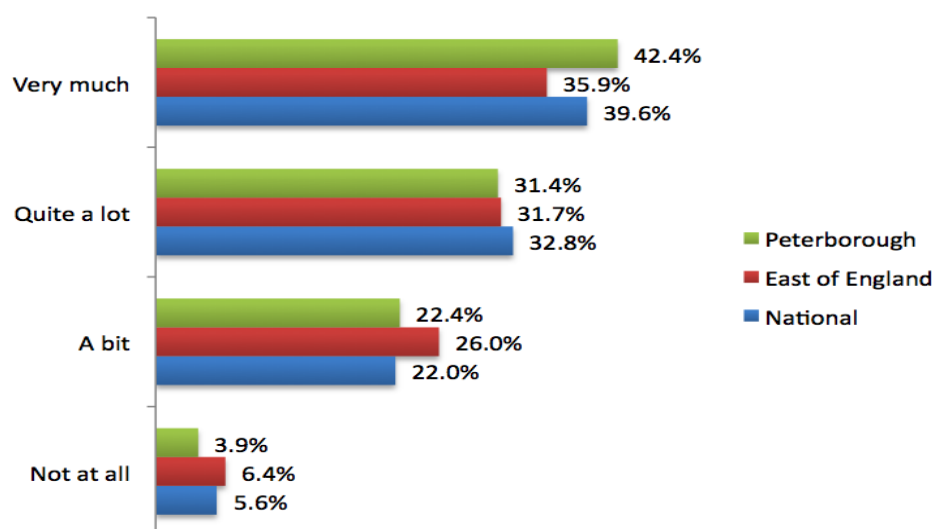
How do KS2 pupils in our Peterborough sample compare to their peers in the national and regional samples?

This section compares data from KS2 pupils in our Peterborough sample (N= 950), the national sample (N= 6,110) and East of England governmental region (N= 515). All the samples contain more boys than girls (Peterborough: boys 52.3%; girls 47.7%; national: boys 51.0%; girls 49.0%; East of England: boys 54.8%; girls 45.2%) and the percentages in the samples are not significantly different⁴³. The Peterborough sample and the national sample contain a similar proportion of FSM pupils (Peterborough 21.9%; national 22.7%)⁴⁴; however, the sample in Peterborough contains significantly more FSM pupils than the East of England sample (21.9% vs. 8.4%)⁴⁵. The Peterborough sample contains significantly more EAL pupils than the national and East of England samples (44.5% vs. national 29.9%; East of England 22.8%)⁴⁶.

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While KS2 pupils in our Peterborough sample do not differ from their peers in the wider national sample in their reading enjoyment<sup>47</sup>, more of them enjoy reading compared with their peers in the regional sample<sup>48</sup>. As **Figure 15** shows, only 67.6% of pupils in the East of England enjoy reading very much or quite a lot compared with 73.8% in our Peterborough sample.

**Figure 15: Reading enjoyment in the Peterborough, East of England and national samples**



Similar to reading enjoyment, there is no significant difference between pupils in our Peterborough sample and the national sample in reading frequency<sup>49</sup>. However, KS2 pupils in our Peterborough sample read less frequently than their peers in the East of England<sup>50</sup>: 49.3% of pupils in the East of England read daily compared with just 43.7% of pupils in our

<sup>43</sup> Peterborough-national:  $p = .442$ ; Peterborough-East of England:  $p = .371$

<sup>44</sup>  $p = .587$

<sup>45</sup>  $\chi^2 (1, N=1,343) = 39.850, p < .001, \Phi = .172$

<sup>46</sup> Peterborough-national:  $\chi^2 (1, N= 6,747) = 77.372, p < .001, \Phi = .107$ ; Peterborough-East of England:  $\chi^2 (1, N=1,415) = 64.665, p < .001, \Phi = .214$

<sup>47</sup>  $p = .090$

<sup>48</sup> Peterborough:  $Mdn = 2$ ; East of England:  $Mdn = 2$ ; Mann-Whitney  $U (1,450) = 219662.000, z = -2.930, p = .003, r = .077$

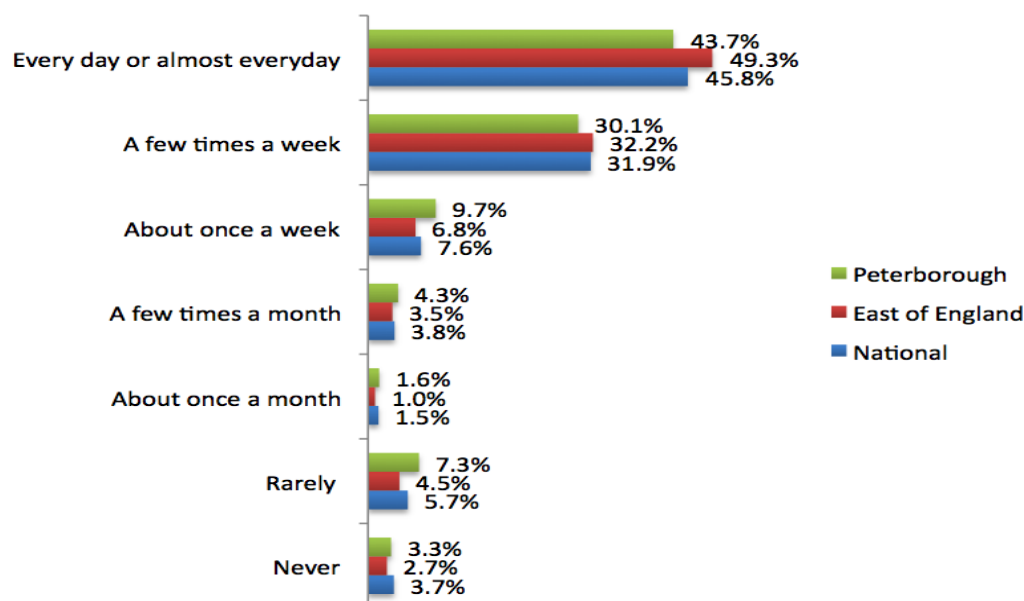
<sup>49</sup>  $p = .059$

<sup>50</sup> Peterborough:  $Mdn = 2$ ; East of England:  $Mdn = 2$ ; Mann-Whitney  $U (1,461) = 222764.000, z = -2.891, p = .004, r = .176$



Peterborough sample (see **Figure 16**). Similarly, only 7.2% of pupils in the region rarely or never read outside class, compared with 10.6% of pupils in the Peterborough sample.

**Figure 16: Reading frequency in the Peterborough, East of England and national samples**



There is no difference between our Peterborough sample and the national sample in the proportion of pupils who read daily for fun (Peterborough 37.0%; national 38.0%) or for information (Peterborough 22.0%; national 21.2%)<sup>51</sup>. While there is no difference between pupils in the Peterborough sample and the regional sample in how often they read for fun (Peterborough 37.0%; East of England 39.5%), more pupils in our Peterborough sample read daily for information (Peterborough 22.0% vs. East of England 13.0%)<sup>52</sup>.

There is no difference in reading confidence between pupils in the Peterborough sample, the national sample and the regional sample<sup>53</sup>.

Pupils in the national sample read a wider variety of materials than their peers in the Peterborough sample. More read technology-based materials such as text messages (41.1% vs. 31.8%), ebooks (15.0% vs. 10.5%), websites (38.1% vs. 28.8%), instant messages (21.1% vs. 16.9%) and blogs (19.6% vs. 11.7%)<sup>54</sup>. In addition, more read magazines (46.5% vs. 41.2%) and newspapers (26.3% vs. 22.4%)<sup>55</sup>. On the other hand, more pupils in the Peterborough sample read poems (39.4% vs. 35.4%) and non-fiction (47.5% vs. 41.2%)<sup>56</sup>. These differences might in part be explained with differing access to technology: more KS2 pupils in the national sample have access to a computer or laptop (86.7% vs. 82.4%); own a tablet (80.0% vs. 75.4%) and a smartphone (44.6% vs. 36.5%)<sup>57</sup>.

<sup>51</sup> Fun:  $p = .552$ ; information:  $p = .879$

<sup>52</sup> Fun:  $p = .151$ ; information: Peterborough:  $Mdn = 2$ ; East of England:  $Mdn = 3$ ; Mann-Whitney  $U(1,099) = 121189.000$ ,  $z = -3.975$ ,  $p < .001$ ,  $r = .120$

<sup>53</sup> Peterborough-national:  $p = .251$ ; Peterborough-East of England:  $p = .668$

<sup>54</sup> Text messages:  $\chi^2(1, N = 7,060) = 29.713$ ,  $p < .001$ ,  $\Phi = -.065$ ; ebooks:  $\chi^2(1, N = 7,060) = 13.134$ ,  $p < .001$ ,  $\Phi = -.043$ ; websites:  $\chi^2(1, N = 7,060) = 29.983$ ,  $p < .001$ ,  $\Phi = -.065$ ; instant messages:  $\chi^2(1, N = 7,060) = 8.866$ ,  $p = .003$ ,  $\Phi = -.035$ ; blogs:  $\chi^2(1, N = 7,060) = 34.051$ ,  $p < .001$ ,  $\Phi = -.069$

<sup>55</sup> Newspapers:  $\chi^2(1, N = 7,060) = 6.469$ ,  $p = .011$ ,  $\Phi = -.030$ ; magazines:  $\chi^2(1, N = 7,060) = 9.329$ ,  $p = .002$ ,  $\Phi = -.036$

<sup>56</sup> Poems:  $\chi^2(1, N = 7,060) = 5.669$ ,  $p = .017$ ,  $\Phi = .028$ ; non-fiction:  $\chi^2(1, N = 7,060) = 13.373$ ,  $p < .001$ ,  $\Phi = .044$

<sup>57</sup> Computer:  $\chi^2(1, N = 5,496) = 10.317$ ,  $p = .001$ ,  $\Phi = -.043$ ; tablet:  $\chi^2(1, N = 5,508) = 9.098$ ,  $p = .003$ ,  $\Phi = -.041$ ; smartphone:  $\chi^2(1, N = 5,160) = 17.962$ ,  $p < .001$ ,  $\Phi = -.059$

KS2 pupils in the East of England also read a wider variety of materials compared with pupils in our Peterborough sample. They read more technology-based materials such as instant messages (26.2% vs. 16.9%), messages on social networking sites (29.3% vs. 17.1%), blogs (23.9% vs. 11.7%), websites (45.8% vs. 28.8%) and text messages (49.9% vs. 31.8%)<sup>58</sup>. In addition, they read more magazines (56.9% vs. 41.2%), newspapers (32.2% vs. 22.4%) and comic books or graphic novels (35.5% vs. 28.0%)<sup>59</sup>. As with the national sample, the differences in technology-based materials can be partly explained by differing access to technology: more pupils in the East of England sample have access to a computer or laptop (92.5% vs. 82.4%) and the internet (95.4% vs. 91.5%)<sup>60</sup>.

There is no difference in the proportion of pupils who have a favourite book in the Peterborough sample, regional and national samples<sup>61</sup>.

There is no difference in attitudes towards reading between pupils in the Peterborough sample and the national sample<sup>62 63</sup>. However, pupils in East of England have more positive attitudes towards reading compared with those in our Peterborough sample<sup>64</sup>. For example, more pupils in the Peterborough sample agree that reading is more for girls than boys (20.0% vs. 12.2%), that they only read when they have to (30.9% vs. 23.2%) and that they would be embarrassed if their friends saw them read (15.8% vs. 12.7%). On the other hand, fewer of them agree that they prefer watching TV to reading (37.0% vs. 47.5%).

Fewer pupils in the Peterborough sample have been to a library compared with the national and regional samples (Peterborough 77.8% vs. national 89.1%; East of England 91.5%)<sup>65</sup>.

## Opportunities for improvement

- Focus on building pupils' reading confidence
- Focus on improving pupils' attitudes towards reading
- Focus on promoting reading daily as fewer pupils in our sample read daily compared with their peers regionally
- Focus on boys as they enjoy reading less, read less frequently and have less positive attitudes towards reading compared with girls
- Focus on promoting parental engagement as a fifth of KS2 pupils say that no one reads with them at home
- Focus on promoting positive attitudes towards reading to FSM pupils

<sup>58</sup> Instant messages:  $\chi^2(1, N=1,465)=17.786, p<.001, \Phi=-.110$ ; messages on social networking sites:  $\chi^2(1, N=1,465)=29.916, p<.001, \Phi=-.143$ ; blogs:  $\chi^2(1, N=1,465)=37.031, p<.001, \Phi=-.159$ ; websites:  $\chi^2(1, N=1,465)=42.445, p<.001, \Phi=-.170$ ; text messages:  $\chi^2(1, N=1,465)=46.433, p<.001, \Phi=-.178$

<sup>59</sup> Magazines:  $\chi^2(1, N=1,465)=33.221, p<.001, \Phi=-.151$ ; newspapers:  $\chi^2(1, N=1,465)=16.765, p<.001, \Phi=-.107$ ; comic books:  $\chi^2(1, N=1,465)=8.918, p=.003, \Phi=-.078$

<sup>60</sup> Computer:  $\chi^2(1, N=1,245)=23.207, p<.001, \Phi=-.137$ ; internet:  $\chi^2(1, N=1,266)=6.357, p=.012, \Phi=-.071$

<sup>61</sup> Peterborough-national:  $p=.928$ ; Peterborough-East of England:  $p=.982$

<sup>62</sup> A principal component analysis with direct oblimin rotation showed that the 10 attitudinal items loaded on 2 factors. However, when items were combined into scales to reflect those factors, only items loading on one of the factors resulted in acceptable Cronbach alpha (.742). Therefore 7 attitudinal items were combined into a scale: 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, I prefer watching TV to reading – reverse scored, reading is more for girls than for boys – reverse coded, my parents don't care whether or not I read – reverse scored, and I would be embarrassed if my friends saw me read – reverse scored.

<sup>63</sup> Peterborough-national:  $p=.004$

<sup>64</sup> Peterborough:  $M=2.70, SD=.908$ ; East of England:  $M=2.51, SD=.919, t(1,416)=3.721, p<.001, \text{Cohen's } d=.207$

<sup>65</sup> Peterborough-national:  $\chi^2(2, N=6,197)=85.634, p<.001, \text{Cramer's } V=.118$ ; Peterborough-East of England:  $\chi^2(2, N=1,311)=40.712, p<.001, \text{Cramer's } V=.176$

## 2015 data tables

The following pages contain the information for each of our questions in tables. Each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background and EAL background.

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

**Table 1: Enjoyment of reading in 2015 by KS2 pupils broken down by demographic background**

| <i>How much do you enjoy reading?</i> |                  |                    |                          |              |                   |
|---------------------------------------|------------------|--------------------|--------------------------|--------------|-------------------|
|                                       | <i>Very much</i> | <i>Quite a lot</i> | <i>Overall enjoyment</i> | <i>A bit</i> | <i>Not at all</i> |
| <b>All (N= 950)</b>                   | <b>42.4%</b>     | <b>31.4%</b>       | <b>73.8%</b>             | <b>22.4%</b> | <b>3.9%</b>       |
| <b>Boys (N= 492)</b>                  | 34.2%            | 32.4%              | <b>66.6%</b>             | 28.1%        | 5.3%              |
| <b>Girls (N= 448)</b>                 | 51.0%            | 30.8%              | <b>81.8%</b>             | 15.9%        | 2.3%              |
| <b>FSM (N= 189)</b>                   | 43.5%            | 27.2%              | <b>70.7%</b>             | 21.2%        | 8.2%              |
| <b>Non-FSM (N=675)</b>                | 43.8%            | 31.7%              | <b>75.5%</b>             | 21.9%        | 2.6%              |
| <b>EAL (N= 409)</b>                   | 40.7%            | 34.3%              | <b>75.0%</b>             | 22.7%        | 2.2%              |
| <b>Non-EAL (N=511)</b>                | 43.5%            | 29.4%              | <b>72.9%</b>             | 22.2%        | 5.0%              |

**Table 2: On a scale of 1 to 10, how good a reader do you think you are?**

|                        | <i>1 Not very good</i> | <i>2</i>    | <i>3</i>    | <i>4</i>    | <i>5 Average</i> | <i>6</i>    | <i>7</i>     | <i>8</i>     | <i>9</i>     | <i>10 Very good</i> |
|------------------------|------------------------|-------------|-------------|-------------|------------------|-------------|--------------|--------------|--------------|---------------------|
| <b>All (N= 950)</b>    | <b>1.8%</b>            | <b>0.2%</b> | <b>1.1%</b> | <b>2.7%</b> | <b>13.5%</b>     | <b>7.2%</b> | <b>12.3%</b> | <b>16.3%</b> | <b>16.1%</b> | <b>28.8%</b>        |
| <b>Boys (N= 492)</b>   | 2.1%                   | 0.4%        | 1.0%        | 2.9%        | 14.6%            | 7.8%        | 14.2%        | 14.0%        | 16.3%        | 26.7%               |
| <b>Girls (N= 448)</b>  | 1.6%                   | 0.0%        | 1.1%        | 2.5%        | 12.2%            | 6.8%        | 10.4%        | 19.2%        | 15.3%        | 30.9%               |
| <b>FSM (N= 189)</b>    | 4.3%                   | 1.1%        | 1.6%        | 2.7%        | 15.0%            | 5.9%        | 10.2%        | 12.8%        | 15.0%        | 31.6%               |
| <b>Non-FSM (N=675)</b> | 1.0%                   | 0.0%        | 1.0%        | 2.4%        | 12.0%            | 7.2%        | 12.7%        | 17.7%        | 17.2%        | 28.7%               |
| <b>EAL (N= 409)</b>    | 1.5%                   | 0.0%        | 1.2%        | 3.5%        | 14.3%            | 8.6%        | 10.9%        | 15.3%        | 15.3%        | 29.4%               |
| <b>Non-EAL (N=511)</b> | 2.0%                   | 0.4%        | 0.8%        | 2.2%        | 12.4%            | 6.3%        | 13.2%        | 17.9%        | 17.0%        | 27.8%               |

**Table 3: Reading frequency in 2015 by KS2 pupils broken down by demographic background**

| <i>How often do you read outside class?</i> |                                      |                           |                          |                            |                           |               |              |
|---------------------------------------------|--------------------------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|                                             | <i>Every day or almost 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> |
| <b>All (N= 950)</b>                         | <b>43.7%</b>                         | <b>30.1%</b>              | <b>9.7%</b>              | <b>4.3%</b>                | <b>1.6%</b>               | <b>7.3%</b>   | <b>3.3%</b>  |
| <b>Boys (N= 492)</b>                        | 35.7%                                | 32.4%                     | 10.7%                    | 6.1%                       | 1.8%                      | 9.2%          | 4.1%         |
| <b>Girls (N= 448)</b>                       | 52.2%                                | 27.9%                     | 8.9%                     | 2.2%                       | 1.1%                      | 5.1%          | 2.5%         |
| <b>FSM (N= 189)</b>                         | 42.2%                                | 26.7%                     | 8.0%                     | 5.9%                       | 2.7%                      | 9.6%          | 4.8%         |
| <b>Non-FSM (N=675)</b>                      | 43.8%                                | 31.9%                     | 10.4%                    | 4.3%                       | 1.3%                      | 5.5%          | 2.7%         |
| <b>EAL (N= 409)</b>                         | 41.3%                                | 34.0%                     | 10.3%                    | 3.4%                       | 1.2%                      | 6.8%          | 2.9%         |
| <b>Non-EAL (N=511)</b>                      | 46.4%                                | 26.3%                     | 9.2%                     | 5.1%                       | 1.6%                      | 7.9%          | 3.5%         |

**Table 4: Reading length in 2015 by KS2 pupils broken down by demographic background**

*When you read, how long do you normally read for?*

|                        | <i>Up to 10 minutes</i> | <i>Up to 20 minutes</i> | <i>Up to 30 minutes</i> | <i>About 1 hour</i> | <i>Longer than 1 hour</i> | <i>I don't read</i> |
|------------------------|-------------------------|-------------------------|-------------------------|---------------------|---------------------------|---------------------|
| <b>All (N= 950)</b>    | <b>28.6%</b>            | <b>21.6%</b>            | <b>22.3%</b>            | <b>12.0%</b>        | <b>11.7%</b>              | <b>3.8%</b>         |
| <b>Boys (N= 492)</b>   | 31.1%                   | 21.8%                   | 22.2%                   | 9.5%                | 10.0%                     | 5.4%                |
| <b>Girls (N= 448)</b>  | 26.3%                   | 21.7%                   | 22.1%                   | 14.6%               | 13.2%                     | 2.1%                |
| <b>FSM (N= 189)</b>    | 30.4%                   | 20.7%                   | 20.1%                   | 11.4%               | 10.9%                     | 6.5%                |
| <b>Non-FSM (N=675)</b> | 27.7%                   | 21.4%                   | 23.8%                   | 11.9%               | 12.2%                     | 3.2%                |
| <b>EAL (N= 409)</b>    | 28.3%                   | 21.1%                   | 23.8%                   | 13.2%               | 10.9%                     | 2.7%                |
| <b>Non-EAL (N=511)</b> | 29.3%                   | 21.8%                   | 21.4%                   | 11.0%               | 11.8%                     | 4.8%                |

**Table 5: Reading for fun by KS2 pupils broken down by demographic background**

*How often do you read something for fun?*

|                        | <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> |
|------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
| <b>All (N= 950)</b>    | <b>37.0%</b>     | <b>34.0%</b>              | <b>13.0%</b>             | <b>4.2%</b>                | <b>1.4%</b>               | <b>6.3%</b>   | <b>4.1%</b>  |
| <b>Boys (N= 492)</b>   | 31.8%            | 31.8%                     | 15.9%                    | 5.2%                       | 1.7%                      | 8.2%          | 5.6%         |
| <b>Girls (N= 448)</b>  | 42.4%            | 36.8%                     | 10.1%                    | 3.0%                       | 0.9%                      | 4.4%          | 2.3%         |
| <b>FSM (N= 189)</b>    | 31.3%            | 29.1%                     | 18.4%                    | 4.5%                       | 2.2%                      | 7.8%          | 6.7%         |
| <b>Non-FSM (N=675)</b> | 38.6%            | 34.5%                     | 12.4%                    | 4.2%                       | 1.2%                      | 5.6%          | 3.4%         |
| <b>EAL (N= 409)</b>    | 37.5%            | 33.3%                     | 14.0%                    | 4.1%                       | 1.3%                      | 6.7%          | 3.1%         |
| <b>Non-EAL (N=511)</b> | 36.1%            | 34.9%                     | 11.9%                    | 4.5%                       | 1.6%                      | 5.7%          | 5.1%         |

**Table 6: Reading for information by KS2 pupils broken down by demographic background**

*How often do you read something for information?*

|                        | <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> |
|------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
| <b>All (N= 950)</b>    | <b>22.0%</b>     | <b>29.8%</b>              | <b>18.7%</b>             | <b>9.7%</b>                | <b>2.9%</b>               | <b>11.3%</b>  | <b>5.6%</b>  |
| <b>Boys (N= 492)</b>   | 21.3%            | 28.8%                     | 18.0%                    | 10.8%                      | 3.0%                      | 12.2%         | 5.8%         |
| <b>Girls (N= 448)</b>  | 22.6%            | 30.9%                     | 19.3%                    | 8.6%                       | 2.8%                      | 10.4%         | 5.5%         |
| <b>FSM (N= 189)</b>    | 19.7%            | 24.2%                     | 21.2%                    | 6.8%                       | 3.0%                      | 16.7%         | 8.3%         |
| <b>Non-FSM (N=675)</b> | 22.9%            | 31.3%                     | 18.3%                    | 11.2%                      | 2.8%                      | 9.2%          | 4.2%         |
| <b>EAL (N= 409)</b>    | 22.7%            | 31.4%                     | 19.4%                    | 9.7%                       | 4.3%                      | 8.7%          | 3.7%         |
| <b>Non-EAL (N=511)</b> | 21.5%            | 28.4%                     | 18.3%                    | 9.5%                       | 1.9%                      | 13.0%         | 7.4%         |

**Table 7: Types of materials read at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 1)**

|                        | <i>Text messages</i> | <i>Magazines</i> | <i>Fiction</i> | <i>Lyrics</i> | <i>Non-fiction</i> | <i>Websites</i> |
|------------------------|----------------------|------------------|----------------|---------------|--------------------|-----------------|
| <b>All (N= 950)</b>    | <b>31.8%</b>         | <b>41.2%</b>     | <b>50.7%</b>   | <b>41.2%</b>  | <b>47.5%</b>       | <b>28.8%</b>    |
| <b>Boys (N= 492)</b>   | 31.5%                | 38.0%            | 48.4%          | 25.8%         | 47.6%              | 29.9%           |
| <b>Girls (N= 448)</b>  | 32.6%                | 44.6%            | 53.8%          | 58.5%         | 47.8%              | 28.1%           |
| <b>FSM (N= 189)</b>    | 23.3%                | 39.2%            | 41.8%          | 37.6%         | 46.6%              | 25.9%           |
| <b>Non-FSM (N=675)</b> | 34.1%                | 43.0%            | 53.9%          | 43.9%         | 49.5%              | 30.8%           |
| <b>EAL (N= 409)</b>    | 29.1%                | 37.4%            | 48.2%          | 41.3%         | 51.1%              | 29.6%           |
| <b>Non-EAL (N=511)</b> | 33.5%                | 45.0%            | 53.4%          | 41.5%         | 44.8%              | 28.6%           |

**Table 7 continued: Types of materials read at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 2)**

|                        | <i>Social networking sites</i> | <i>Poems</i> | <i>Emails</i> | <i>Comics/graphic books</i> | <i>Instant messages</i> | <i>Newspapers</i> |
|------------------------|--------------------------------|--------------|---------------|-----------------------------|-------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>17.1%</b>                   | <b>39.4%</b> | <b>19.4%</b>  | <b>28.0%</b>                | <b>16.9%</b>            | <b>22.4%</b>      |
| <b>Boys (N= 492)</b>   | 17.1%                          | 29.9%        | 22.0%         | 38.2%                       | 17.3%                   | 25.4%             |
| <b>Girls (N= 448)</b>  | 17.2%                          | 50.0%        | 16.5%         | 17.2%                       | 16.7%                   | 19.4%             |
| <b>FSM (N= 189)</b>    | 14.3%                          | 38.1%        | 13.2%         | 23.3%                       | 12.7%                   | 20.6%             |
| <b>Non-FSM (N=675)</b> | 18.8%                          | 41.5%        | 21.2%         | 30.7%                       | 17.9%                   | 23.9%             |
| <b>EAL (N= 409)</b>    | 18.8%                          | 43.3%        | 20.5%         | 29.3%                       | 18.1%                   | 22.0%             |
| <b>Non-EAL (N=511)</b> | 15.9%                          | 36.0%        | 18.0%         | 27.4%                       | 16.2%                   | 22.5%             |

**Table 7 continued: Types of materials read at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 3)**

|                        | <i>Twitter</i> | <i>EAL materials</i> | <i>Ebooks</i> | <i>Blogs</i> | <i>Manuals/instructions</i> | <i>Comedy</i> |
|------------------------|----------------|----------------------|---------------|--------------|-----------------------------|---------------|
| <b>All (N= 950)</b>    | <b>9.5%</b>    | <b>19.3%</b>         | <b>10.5%</b>  | <b>11.7%</b> | <b>14.0%</b>                | <b>27.7%</b>  |
| <b>Boys (N= 492)</b>   | 12.6%          | 18.5%                | 9.6%          | 11.8%        | 16.9%                       | 29.5%         |
| <b>Girls (N= 448)</b>  | 5.8%           | 20.5%                | 11.8%         | 11.6%        | 11.2%                       | 26.1%         |
| <b>FSM (N= 189)</b>    | 10.6%          | 18.0%                | 11.1%         | 9.5%         | 13.8%                       | 21.7%         |
| <b>Non-FSM (N=675)</b> | 9.0%           | 20.4%                | 11.0%         | 12.3%        | 14.7%                       | 30.1%         |
| <b>EAL (N= 409)</b>    | 12.2%          | 34.2%                | 10.5%         | 13.4%        | 13.9%                       | 28.9%         |
| <b>Non-EAL (N=511)</b> | 7.0%           | 7.0%                 | 11.0%         | 10.2%        | 14.5%                       | 27.8%         |

**Table 8: Having a favourite book in 2015 by KS2 pupils broken down by demographic background**

|                        | <b>Yes</b>   | <b>No</b>    | <b>Not sure</b> |
|------------------------|--------------|--------------|-----------------|
| <b>All (N= 950)</b>    | <b>79.6%</b> | <b>11.5%</b> | <b>9.0%</b>     |
| <b>Boys (N= 492)</b>   | 73.8%        | 16.1%        | 10.1%           |
| <b>Girls (N= 448)</b>  | 85.9%        | 6.5%         | 7.6%            |
| <b>FSM (N= 189)</b>    | 75.3%        | 13.7%        | 11.0%           |
| <b>Non-FSM (N=675)</b> | 81.3%        | 10.6%        | 8.1%            |
| <b>EAL (N= 409)</b>    | 78.9%        | 11.8%        | 9.3%            |
| <b>Non-EAL (N=511)</b> | 79.6%        | 11.2%        | 9.2%            |

**Table 9: How many books (fiction, non-fiction) do you read in a month?**

|                        | <b>None</b> | <b>1-2</b>   | <b>3-4</b>   | <b>5-6</b>   | <b>7-8</b>  | <b>9-10</b> | <b>More than 10</b> |
|------------------------|-------------|--------------|--------------|--------------|-------------|-------------|---------------------|
| <b>All (N= 950)</b>    | <b>5.3%</b> | <b>16.1%</b> | <b>17.7%</b> | <b>17.8%</b> | <b>8.4%</b> | <b>8.6%</b> | <b>26.0%</b>        |
| <b>Boys (N= 492)</b>   | 7.0%        | 16.7%        | 17.1%        | 17.2%        | 8.8%        | 8.6%        | 24.6%               |
| <b>Girls (N= 448)</b>  | 3.6%        | 15.4%        | 18.3%        | 18.8%        | 7.7%        | 8.6%        | 27.4%               |
| <b>FSM (N= 189)</b>    | 7.0%        | 22.5%        | 18.8%        | 10.1%        | 5.3%        | 6.9%        | 29.4%               |
| <b>Non-FSM (N=675)</b> | 4.3%        | 14.6%        | 16.8%        | 20.5%        | 9.5%        | 8.9%        | 25.0%               |
| <b>EAL (N= 409)</b>    | 3.0%        | 16.1%        | 18.8%        | 16.8%        | 9.4%        | 9.7%        | 26.2%               |
| <b>Non-EAL (N=511)</b> | 6.9%        | 15.8%        | 17.0%        | 18.9%        | 7.8%        | 7.6%        | 25.8%               |

**Table 10: How many children's/teen/young adult books do you have at home?**

|                        | <b>None</b> | <b>1-10</b>  | <b>11-50</b> | <b>51-100</b> | <b>101-250</b> | <b>251-500</b> | <b>More than 500</b> |
|------------------------|-------------|--------------|--------------|---------------|----------------|----------------|----------------------|
| <b>All (N= 950)</b>    | <b>4.3%</b> | <b>23.9%</b> | <b>29.4%</b> | <b>18.6%</b>  | <b>7.9%</b>    | <b>5.9%</b>    | <b>10.1%</b>         |
| <b>Boys (N= 492)</b>   | 5.3%        | 23.4%        | 27.7%        | 19.3%         | 8.0%           | 5.5%           | 10.7%                |
| <b>Girls (N= 448)</b>  | 2.9%        | 24.0%        | 31.7%        | 18.3%         | 7.5%           | 6.3%           | 9.3%                 |
| <b>FSM (N= 189)</b>    | 5.9%        | 29.7%        | 28.1%        | 14.1%         | 8.1%           | 2.7%           | 11.4%                |
| <b>Non-FSM (N=675)</b> | 2.8%        | 22.0%        | 30.7%        | 19.9%         | 8.2%           | 6.9%           | 9.4%                 |
| <b>EAL (N= 409)</b>    | 3.7%        | 26.7%        | 29.9%        | 18.5%         | 7.7%           | 3.2%           | 10.2%                |
| <b>Non-EAL (N=511)</b> | 4.5%        | 21.0%        | 29.3%        | 19.3%         | 8.3%           | 8.1%           | 9.6%                 |

**Table 11: KS2 pupils who have been given a book as a present, been to a library and to a bookshop in 2015 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     |
| <b>All (N= 950)</b>    | <b>73.4%</b>                                 | <b>18.4%</b> | <b>8.2%</b> | <b>77.8%</b>                    | <b>15.9%</b> | <b>6.3%</b> | <b>67.7%</b>                     | <b>19.3%</b> | <b>13.0%</b> |
| <b>Boys (N= 492)</b>   | 69.4%                                        | 20.9%        | 9.7%        | 74.5%                           | 18.5%        | 6.9%        | 64.5%                            | 20.8%        | 14.7%        |
| <b>Girls (N= 448)</b>  | 78.0%                                        | 15.5%        | 6.5%        | 81.5%                           | 13.0%        | 5.5%        | 71.4%                            | 17.3%        | 11.3%        |
| <b>FSM (N= 189)</b>    | 63.4%                                        | 23.8%        | 12.8%       | 72.8%                           | 18.5%        | 8.6%        | 56.2%                            | 27.8%        | 16.0%        |
| <b>Non-FSM (N=675)</b> | 76.4%                                        | 16.6%        | 7.0%        | 79.9%                           | 14.7%        | 5.4%        | 71.7%                            | 16.6%        | 11.7%        |
| <b>EAL (N= 409)</b>    | 68.2%                                        | 22.9%        | 8.9%        | 79.4%                           | 15.3%        | 5.3%        | 65.5%                            | 18.8%        | 15.7%        |
| <b>Non-EAL (N=511)</b> | 78.5%                                        | 14.3%        | 7.2%        | 76.8%                           | 16.1%        | 7.2%        | 69.4%                            | 20.0%        | 10.6%        |

**Table 12.1: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – The more I read, the better reader I become**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>57.8%</b>          | <b>31.6%</b> | <b>89.4%</b>             | <b>2.4%</b>                       | <b>1.8%</b>     | <b>2.1%</b>              | <b>3.9%</b>                 | <b>4.3%</b>       |
| <b>Boys (N= 492)</b>   | 57.0%                 | 31.7%        | <b>88.7%</b>             | 3.1%                              | 1.7%            | 2.6%                     | <b>4.3%</b>                 | 3.9%              |
| <b>Girls (N= 448)</b>  | 58.4%                 | 32.2%        | <b>90.6%</b>             | 1.6%                              | 1.8%            | 1.6%                     | <b>3.4%</b>                 | 4.4%              |
| <b>FSM (N= 189)</b>    | 59.3%                 | 29.9%        | <b>89.2%</b>             | 1.1%                              | 2.3%            | 2.3%                     | <b>4.6%</b>                 | 5.1%              |
| <b>Non-FSM (N=675)</b> | 58.5%                 | 31.1%        | <b>89.6%</b>             | 2.5%                              | 1.7%            | 2.0%                     | <b>3.7%</b>                 | 4.2%              |
| <b>EAL (N= 409)</b>    | 59.4%                 | 30.6%        | <b>90.0%</b>             | 1.8%                              | 1.5%            | 1.5%                     | <b>3.0%</b>                 | 5.1%              |
| <b>Non-EAL (N=511)</b> | 57.2%                 | 32.0%        | <b>89.2%</b>             | 2.9%                              | 2.1%            | 2.5%                     | <b>4.6%</b>                 | 3.3%              |

**Table 12.2: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – I prefer watching TV to reading**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>18.7%</b>          | <b>18.3%</b> | <b>37.0%</b>             | <b>16.9%</b>                      | <b>21.8%</b>    | <b>15.3%</b>             | <b>37.1%</b>                | <b>9.0%</b>       |
| <b>Boys (N= 492)</b>   | 25.4%                 | 20.0%        | <b>45.4%</b>             | 18.3%                             | 16.3%           | 11.5%                    | <b>27.8%</b>                | 8.5%              |
| <b>Girls (N= 448)</b>  | 11.2%                 | 16.2%        | <b>27.4%</b>             | 15.5%                             | 28.1%           | 19.3%                    | <b>47.4%</b>                | 9.8%              |
| <b>FSM (N= 189)</b>    | 19.3%                 | 19.3%        | <b>38.6%</b>             | 14.0%                             | 21.1%           | 13.5%                    | <b>34.6%</b>                | 12.9%             |
| <b>Non-FSM (N=675)</b> | 17.7%                 | 18.2%        | <b>35.9%</b>             | 17.2%                             | 22.8%           | 16.4%                    | <b>39.2%</b>                | 7.7%              |
| <b>EAL (N= 409)</b>    | 17.1%                 | 18.9%        | <b>36.0%</b>             | 15.0%                             | 23.4%           | 15.0%                    | <b>38.4%</b>                | 10.5%             |
| <b>Non-EAL (N=511)</b> | 20.1%                 | 17.8%        | <b>37.9%</b>             | 18.4%                             | 20.9%           | 14.9%                    | <b>35.8%</b>                | 7.9%              |



**Table 12.3: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – Reading is more for girls than boys**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>8.5%</b>           | <b>11.5%</b> | <b>20.0%</b>             | <b>10.7%</b>                      | <b>23.1%</b>    | <b>36.5%</b>             | <b>59.6%</b>                | <b>9.8%</b>       |
| <b>Boys (N= 492)</b>   | 8.6%                  | 10.4%        | <b>19.0%</b>             | 12.1%                             | 19.4%           | 40.0%                    | <b>59.4%</b>                | 9.5%              |
| <b>Girls (N= 448)</b>  | 8.3%                  | 12.6%        | <b>20.9%</b>             | 8.6%                              | 27.1%           | 33.3%                    | <b>60.4%</b>                | 10.0%             |
| <b>FSM (N= 189)</b>    | 6.4%                  | 15.2%        | <b>21.6%</b>             | 11.1%                             | 22.2%           | 32.7%                    | <b>54.9%</b>                | 12.3%             |
| <b>Non-FSM (N=675)</b> | 8.8%                  | 10.7%        | <b>19.5%</b>             | 9.2%                              | 23.9%           | 38.1%                    | <b>62.0%</b>                | 9.3%              |
| <b>EAL (N= 409)</b>    | 7.9%                  | 12.4%        | <b>20.3%</b>             | 10.3%                             | 24.3%           | 35.6%                    | <b>59.9%</b>                | 9.5%              |
| <b>Non-EAL (N=511)</b> | 9.2%                  | 10.7%        | <b>19.9%</b>             | 11.1%                             | 22.6%           | 36.5%                    | <b>59.1%</b>                | 9.9%              |

**Table 12.4: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – Reading is cool**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>44.2%</b>          | <b>30.3%</b> | <b>74.5%</b>             | <b>9.0%</b>                       | <b>6.7%</b>     | <b>3.7%</b>              | <b>10.4%</b>                | <b>6.2%</b>       |
| <b>Boys (N= 492)</b>   | 36.5%                 | 29.5%        | <b>66.0%</b>             | 13.3%                             | 9.0%            | 4.2%                     | <b>13.2%</b>                | 7.4%              |
| <b>Girls (N= 448)</b>  | 52.0%                 | 31.4%        | <b>83.4%</b>             | 4.4%                              | 4.4%            | 3.3%                     | <b>7.7%</b>                 | 4.4%              |
| <b>FSM (N= 189)</b>    | 39.3%                 | 32.4%        | <b>71.1%</b>             | 10.4%                             | 9.8%            | 2.3%                     | <b>12.0%</b>                | 5.8%              |
| <b>Non-FSM (N=675)</b> | 46.4%                 | 30.2%        | <b>76.6%</b>             | 8.1%                              | 5.8%            | 3.9%                     | <b>9.7%</b>                 | 5.6%              |
| <b>EAL (N= 409)</b>    | 44.5%                 | 31.2%        | <b>75.7%</b>             | 7.3%                              | 6.3%            | 4.2%                     | <b>10.5%</b>                | 6.5%              |
| <b>Non-EAL (N=511)</b> | 44.4%                 | 28.5%        | <b>72.9%</b>             | 10.5%                             | 7.0%            | 3.5%                     | <b>10.5%</b>                | 6.0%              |

**Table 12.5: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – I don't read as well as other pupils in my class**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>11.0%</b>          | <b>22.2%</b> | <b>33.2%</b>             | <b>13.5%</b>                      | <b>19.2%</b>    | <b>18.7%</b>             | <b>37.9%</b>                | <b>15.4%</b>      |
| <b>Boys (N= 492)</b>   | 12.1%                 | 25.3%        | <b>37.4%</b>             | 14.1%                             | 16.9%           | 17.8%                    | <b>34.7%</b>                | 13.8%             |
| <b>Girls (N= 448)</b>  | 9.8%                  | 19.1%        | <b>28.9%</b>             | 12.6%                             | 21.5%           | 19.8%                    | <b>41.3%</b>                | 17.2%             |
| <b>FSM (N= 189)</b>    | 16.1%                 | 19.0%        | <b>35.1%</b>             | 10.3%                             | 20.1%           | 16.7%                    | <b>36.8%</b>                | 17.8%             |
| <b>Non-FSM (N=675)</b> | 9.3%                  | 23.2%        | <b>32.5%</b>             | 13.7%                             | 19.6%           | 19.4%                    | <b>39.0%</b>                | 14.7%             |
| <b>EAL (N= 409)</b>    | 8.2%                  | 21.3%        | <b>29.5%</b>             | 14.2%                             | 21.1%           | 19.5%                    | <b>40.6%</b>                | 15.8%             |
| <b>Non-EAL (N=511)</b> | 13.0%                 | 23.5%        | <b>36.5%</b>             | 13.2%                             | 17.4%           | 17.8%                    | <b>35.2%</b>                | 15.1%             |

**Table 12.6: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – I only read when I have to**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>14.7%</b>          | <b>16.2%</b> | <b>30.9%</b>             | <b>10.6%</b>                      | <b>29.1%</b>    | <b>22.8%</b>             | <b>51.9%</b>                | <b>6.7%</b>       |
| <b>Boys (N= 492)</b>   | 17.9%                 | 19.9%        | <b>37.8%</b>             | 12.8%                             | 23.4%           | 20.5%                    | <b>43.9%</b>                | 5.5%              |
| <b>Girls (N= 448)</b>  | 11.3%                 | 12.0%        | <b>23.3%</b>             | 8.4%                              | 35.1%           | 25.5%                    | <b>60.6%</b>                | 7.7%              |
| <b>FSM (N= 189)</b>    | 14.5%                 | 17.3%        | <b>31.8%</b>             | 12.7%                             | 26.0%           | 20.2%                    | <b>46.2%</b>                | 9.2%              |
| <b>Non-FSM (N=675)</b> | 14.6%                 | 15.7%        | <b>30.3%</b>             | 9.3%                              | 30.7%           | 24.2%                    | <b>54.9%</b>                | 5.6%              |
| <b>EAL (N= 409)</b>    | 14.5%                 | 18.9%        | <b>33.4%</b>             | 11.6%                             | 30.0%           | 18.4%                    | <b>48.4%</b>                | 6.6%              |
| <b>Non-EAL (N=511)</b> | 15.0%                 | 14.0%        | <b>29.0%</b>             | 9.7%                              | 28.2%           | 26.5%                    | <b>54.7%</b>                | 6.6%              |

**Table 12.7: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – I cannot find things to read that interest me**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>11.7%</b>          | <b>16.8%</b> | <b>28.5%</b>             | <b>12.2%</b>                      | <b>25.7%</b>    | <b>23.3%</b>             | <b>49.0%</b>                | <b>10.2%</b>      |
| <b>Boys (N= 492)</b>   | 13.7%                 | 19.5%        | <b>33.2%</b>             | 13.3%                             | 22.2%           | 22.4%                    | <b>44.6%</b>                | 8.9%              |
| <b>Girls (N= 448)</b>  | 9.8%                  | 13.8%        | <b>23.6%</b>             | 11.2%                             | 29.8%           | 24.3%                    | <b>54.1%</b>                | 11.0%             |
| <b>FSM (N= 189)</b>    | 16.0%                 | 21.3%        | <b>37.3%</b>             | 11.8%                             | 24.9%           | 17.8%                    | <b>42.7%</b>                | 8.3%              |
| <b>Non-FSM (N=675)</b> | 10.9%                 | 15.1%        | <b>26.0%</b>             | 12.1%                             | 26.6%           | 24.9%                    | <b>51.5%</b>                | 10.4%             |
| <b>EAL (N= 409)</b>    | 10.6%                 | 19.1%        | <b>29.7%</b>             | 10.3%                             | 27.3%           | 22.0%                    | <b>49.3%</b>                | 10.6%             |
| <b>Non-EAL (N=511)</b> | 12.6%                 | 15.4%        | <b>28.0%</b>             | 13.5%                             | 24.4%           | 25.1%                    | <b>49.5%</b>                | 9.1%              |

**Table 12.8: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – I would be embarrassed if my friends saw me read**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>8.0%</b>           | <b>7.8%</b>  | <b>15.8%</b>             | <b>7.6%</b>                       | <b>33.6%</b>    | <b>36.9%</b>             | <b>70.5%</b>                | <b>6.2%</b>       |
| <b>Boys (N= 492)</b>   | 10.5%                 | 9.6%         | <b>20.1%</b>             | 7.7%                              | 29.5%           | 36.5%                    | <b>66.0%</b>                | 6.1%              |
| <b>Girls (N= 448)</b>  | 5.2%                  | 5.5%         | <b>10.7%</b>             | 7.6%                              | 38.5%           | 37.1%                    | <b>75.6%</b>                | 6.2%              |
| <b>FSM (N= 189)</b>    | 8.2%                  | 8.8%         | <b>17.0%</b>             | 7.1%                              | 35.3%           | 31.8%                    | <b>67.1%</b>                | 8.8%              |
| <b>Non-FSM (N=675)</b> | 7.4%                  | 7.1%         | <b>14.5%</b>             | 7.8%                              | 33.7%           | 38.9%                    | <b>72.6%</b>                | 5.2%              |
| <b>EAL (N= 409)</b>    | 6.3%                  | 9.3%         | <b>15.6%</b>             | 8.5%                              | 31.0%           | 36.0%                    | <b>67.0%</b>                | 9.0%              |
| <b>Non-EAL (N=511)</b> | 8.7%                  | 6.4%         | <b>15.1%</b>             | 7.1%                              | 36.1%           | 37.6%                    | <b>73.7%</b>                | 4.1%              |

**Table 12.9: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – My parents don't care whether or not I read**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>19.6%</b>          | <b>17.2%</b> | <b>36.8%</b>             | <b>7.3%</b>                       | <b>21.3%</b>    | <b>25.6%</b>             | <b>46.9%</b>                | <b>9.0%</b>       |
| <b>Boys (N= 492)</b>   | 21.9%                 | 16.1%        | <b>38.0%</b>             | 7.7%                              | 19.6%           | 23.8%                    | <b>43.4%</b>                | 10.8%             |
| <b>Girls (N= 448)</b>  | 17.4%                 | 18.6%        | <b>36.0%</b>             | 6.2%                              | 23.3%           | 27.4%                    | <b>50.7%</b>                | 7.1%              |
| <b>FSM (N= 189)</b>    | 18.2%                 | 21.8%        | <b>40.0%</b>             | 6.5%                              | 18.8%           | 24.1%                    | <b>42.9%</b>                | 10.6%             |
| <b>Non-FSM (N=675)</b> | 19.3%                 | 15.3%        | <b>34.6%</b>             | 7.5%                              | 22.8%           | 26.6%                    | <b>49.4%</b>                | 8.5%              |
| <b>EAL (N= 409)</b>    | 17.6%                 | 17.6%        | <b>35.2%</b>             | 9.5%                              | 20.5%           | 25.0%                    | <b>45.5%</b>                | 9.7%              |
| <b>Non-EAL (N=511)</b> | 21.2%                 | 17.4%        | <b>38.6%</b>             | 5.5%                              | 21.6%           | 26.2%                    | <b>47.8%</b>                | 8.2%              |

**Table 12.10: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – If I am a good reader, I'll get a better job when I grow up**

|                        | <i>Strongly agree</i> | <i>Agree</i> | <i>Overall agreement</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> | <i>Overall disagreement</i> | <i>Don't know</i> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>41.4%</b>          | <b>31.5%</b> | <b>72.9%</b>             | <b>8.2%</b>                       | <b>6.0%</b>     | <b>2.5%</b>              | <b>8.5%</b>                 | <b>10.4%</b>      |
| <b>Boys (N= 492)</b>   | 41.7%                 | 31.2%        | <b>72.9%</b>             | 8.3%                              | 6.1%            | 3.1%                     | <b>9.2%</b>                 | 9.6%              |
| <b>Girls (N= 448)</b>  | 40.8%                 | 31.7%        | <b>72.5%</b>             | 8.0%                              | 6.1%            | 1.9%                     | <b>8.0%</b>                 | 11.5%             |
| <b>FSM (N= 189)</b>    | 40.4%                 | 33.1%        | <b>73.5%</b>             | 5.4%                              | 6.0%            | 3.0%                     | <b>9.0%</b>                 | 12.0%             |
| <b>Non-FSM (N=675)</b> | 43.1%                 | 31.1%        | <b>74.2%</b>             | 8.0%                              | 5.9%            | 2.2%                     | <b>8.1%</b>                 | 9.7%              |
| <b>EAL (N= 409)</b>    | 43.9%                 | 31.5%        | <b>75.4%</b>             | 5.9%                              | 5.2%            | 2.6%                     | <b>7.8%</b>                 | 10.9%             |
| <b>Non-EAL (N=511)</b> | 39.9%                 | 31.4%        | <b>71.3%</b>             | 10.0%                             | 6.7%            | 2.3%                     | <b>9.0%</b>                 | 9.8%              |

**Table 13: Parents' reading frequency in 2015 by KS2 pupils broken down by demographic background**

| <i>How often do your parents/carers read?</i> |                                      |                           |                          |                            |                           |               |              |                   |
|-----------------------------------------------|--------------------------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|-------------------|
|                                               | <i>Every day or almost 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> | <i>Don't know</i> |
| <b>All (N= 950)</b>                           | <b>31.3%</b>                         | <b>18.6%</b>              | <b>5.4%</b>              | <b>4.9%</b>                | <b>2.3%</b>               | <b>11.7%</b>  | <b>7.8%</b>  | <b>18.0%</b>      |
| <b>Boys (N= 492)</b>                          | 31.4%                                | 19.0%                     | 5.9%                     | 4.5%                       | 2.7%                      | 10.8%         | 7.8%         | 18.0%             |
| <b>Girls (N= 448)</b>                         | 31.0%                                | 18.3%                     | 4.9%                     | 5.4%                       | 1.6%                      | 12.7%         | 7.8%         | 18.3%             |
| <b>FSM (N= 189)</b>                           | 28.0%                                | 13.2%                     | 6.9%                     | 3.2%                       | 1.1%                      | 11.1%         | 12.7%        | 23.8%             |
| <b>Non-FSM (N=675)</b>                        | 33.7%                                | 20.3%                     | 5.0%                     | 5.3%                       | 2.4%                      | 11.4%         | 6.5%         | 15.3%             |
| <b>EAL (N= 409)</b>                           | 33.4%                                | 20.9%                     | 5.7%                     | 4.2%                       | 1.2%                      | 11.8%         | 7.6%         | 15.2%             |
| <b>Non-EAL (N=511)</b>                        | 29.9%                                | 16.4%                     | 4.5%                     | 5.5%                       | 3.1%                      | 12.1%         | 7.8%         | 20.5%             |

**Table 14: Who, if anyone, reads with you at home?**

|                            | <i>Mum (or<br/>carer)</i> | <i>Dad (or<br/>carer)</i> | <i>Brother or<br/>sister</i> | <i>Grand-<br/>parent</i> | <i>Aunt</i>  | <i>Uncle</i> | <i>No one<br/>reads with<br/>me</i> |
|----------------------------|---------------------------|---------------------------|------------------------------|--------------------------|--------------|--------------|-------------------------------------|
| <b>All<br/>(N= 950)</b>    | <b>66.5%</b>              | <b>44.4%</b>              | <b>29.4%</b>                 | <b>20.2%</b>             | <b>14.4%</b> | <b>12.1%</b> | <b>21.4%</b>                        |
| <b>Boys<br/>(N= 492)</b>   | 66.1%                     | 43.5%                     | 24.4%                        | 20.1%                    | 13.0%        | 11.8%        | 23.0%                               |
| <b>Girls<br/>(N= 448)</b>  | 67.0%                     | 45.5%                     | 34.6%                        | 20.5%                    | 15.4%        | 12.3%        | 19.9%                               |
| <b>FSM<br/>(N= 189)</b>    | 64.0%                     | 34.9%                     | 26.5%                        | 14.3%                    | 14.8%        | 12.7%        | 19.0%                               |
| <b>Non-FSM<br/>(N=675)</b> | 67.0%                     | 46.1%                     | 30.1%                        | 22.2%                    | 14.2%        | 12.9%        | 21.6%                               |
| <b>EAL<br/>(N= 409)</b>    | 61.6%                     | 42.1%                     | 32.5%                        | 13.9%                    | 15.4%        | 13.7%        | 24.2%                               |
| <b>Non-EAL<br/>(N=511)</b> | 70.8%                     | 46.8%                     | 27.0%                        | 25.0%                    | 13.5%        | 11.2%        | 19.2%                               |