# ROGO Index 2018

Defining and measuring children's reading at age 11

Introduction

The ROGO Index provides a holistic view of how well 11-year-olds in England are reading.

Published annually, it brings together government, commercial and third sector data to measure children's **cognitive reading skills**, **affective processes** and **reading behaviours** – the three elements that make a good reader at age 11, according to the tripartite model of reading developed by the Read On. Get On. (ROGO) coalition[1].

ROGO Index 2018: Key findings
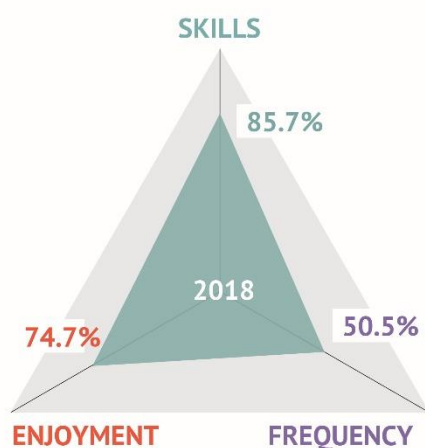
- Children's daily reading levels have risen slightly since 2016/17 (50.5% in 2017/18 from 49.5% in 2016/17), following a previous decline from 51.2% in 2014/15
- However, daily reading levels (50.5%) continue to be an area of great concern, lagging significantly behind levels of reading skill (85.7%[2]) and enjoyment (74.7%)
- Children's levels of reading enjoyment have remained relatively unchanged since last year (74.7% in 2017/18 vs 74.9% in 2016/17)

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[1] Read On. Get On. (2017) *What it means to be a reader at age 11 – valuing skills, affective and behavioural processes*. Published by the National Literacy Trust on behalf of the Read On. Get On. coalition
[2] This figure is an average of cognitive reading skills data from GL Assessment's New Group Reading Tests (NGRT) and Renaissance's Star Reading test. Due to changes to national curriculum assessments in 2015/16 meaning skills data is incomparable year-on-year, government data has been excluded from this calculation.

- National curriculum reading scores increased by 3 percentage points over the past year (72% in 2016/17 to 75% in 2017/18), while reading scores from GL Assessment (85.4% in 2016/17 to 86.3% in 2017/18) and Renaissance (85.3% in 2016/17 to 85% in 2017/18) have remained relatively stable
- Girls continue to outperform boys in all areas of reading, with a particularly marked gap in daily reading levels:
    - 57% of 11-year-old girls read daily vs 44% of 11-year-old boys
    - 79.4% of 11-year-old girls enjoy reading vs 70.4% of 11-year-old boys
    - 89.1% of 11-year-old girls have the reading skills expected for their age vs 83.2% of 11-year-old boys
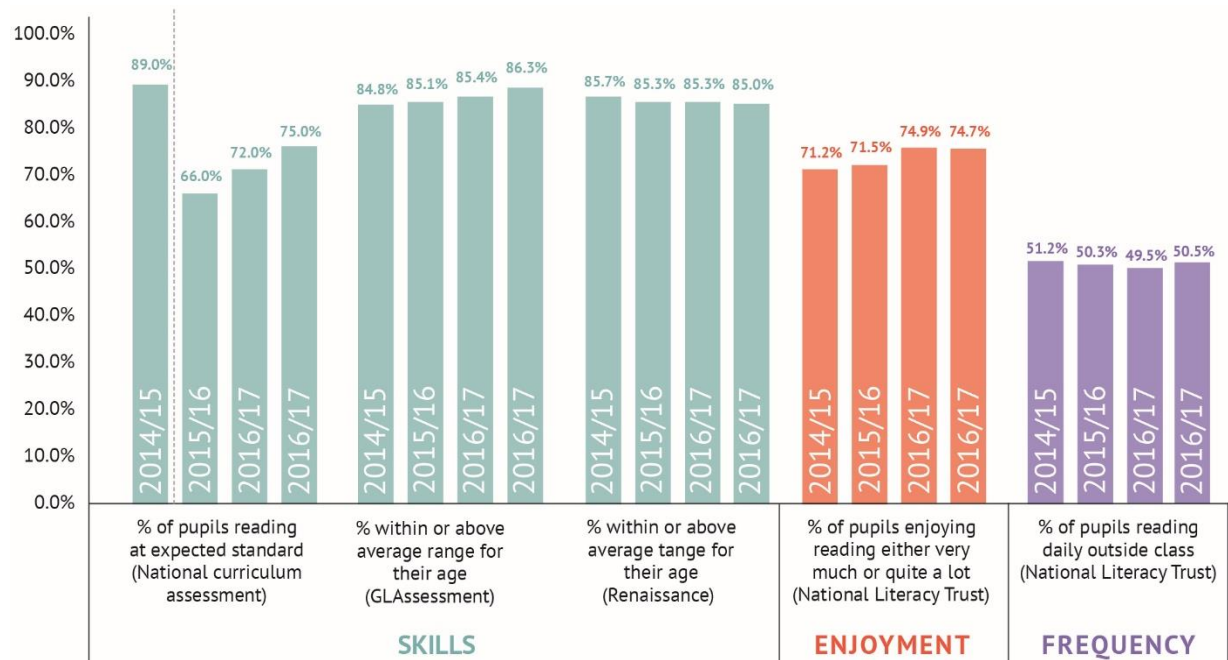
One to watch

While it remains true that boys' levels of reading enjoyment continue to lag behind girls', the data also shows a steady upward trend in boys' reading levels over the past four years.
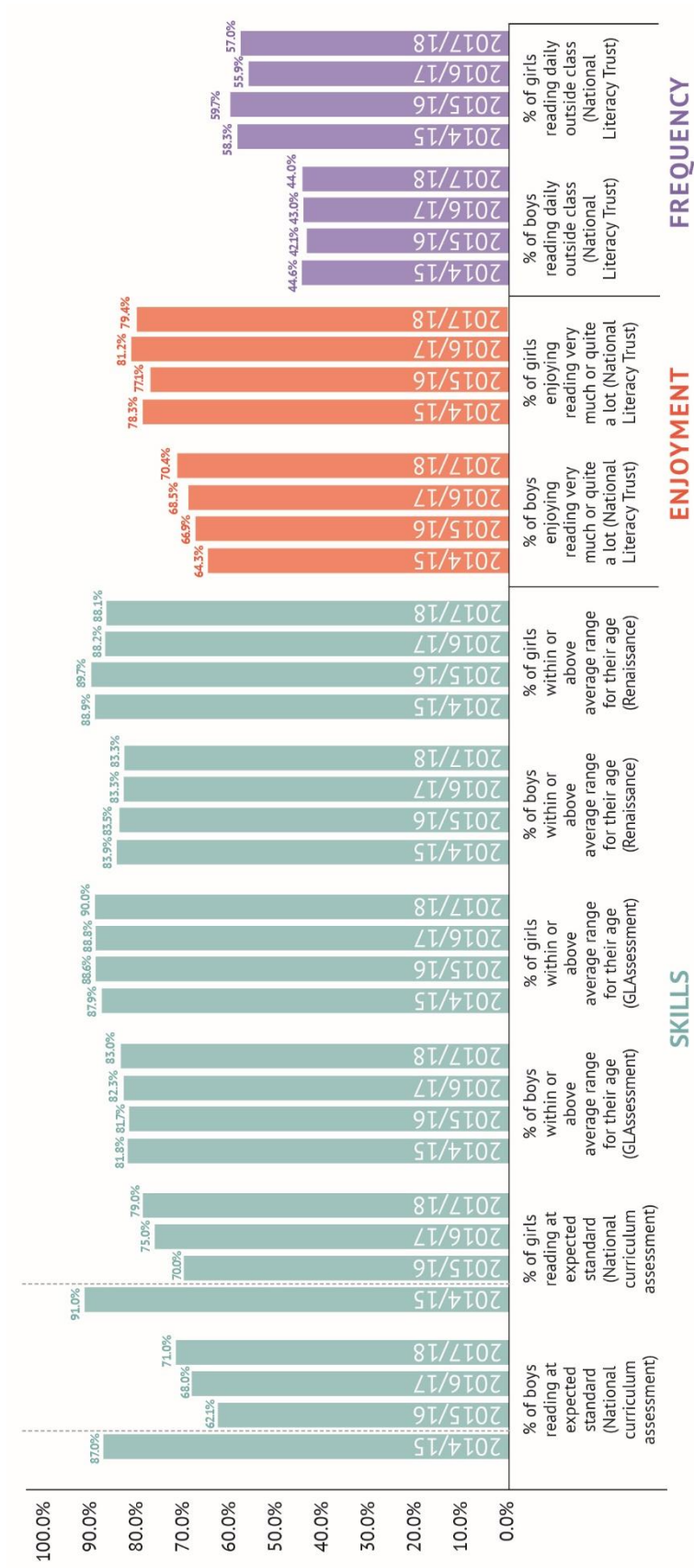
Boys' levels of reading enjoyment have increased by 6.1 percentage points between 2014/15 and 2017/18 (from 64.3% to 70.4%), while girls' levels of reading enjoyment have remained relatively steady (78.3% in 2014/15 vs 79.4% in 2017/18).

We will continue to monitor this trend over the coming years.

ROGO Index trends

ROGO Index trends by gender

FREQUENCY

% of girls reading daily outside class (National Literacy Trust)
- 2017/18: 57.0%
- 2016/17: 55.9%
- 2015/16: 59.7%
- 2014/15: 58.3%

% of boys reading daily outside class (National Literacy Trust)
- 2017/18: 44.0%
- 2016/17: 43.0%
- 2015/16: 42.1%
- 2014/15: 44.6%

ENJOYMENT

% of girls enjoying reading very much or quite a lot (National Literacy Trust)
- 2017/18: 79.4%
- 2016/17: 81.2%
- 2015/16: 77.1%
- 2014/15: 78.3%

% of boys enjoying reading very much or quite a lot (National Literacy Trust)
- 2017/18: 70.4%
- 2016/17: 68.5%
- 2015/16: 66.9%
- 2014/15: 64.3%

SKILLS

% of girls within or above average range for their age (Renaissance)
- 2017/18: 88.1%
- 2016/17: 88.2%
- 2015/16: 89.7%
- 2014/15: 88.9%

% of boys within or above average range for their age (Renaissance)
- 2017/18: 83.3%
- 2016/17: 83.3%
- 2015/16: 83.5%
- 2014/15: 83.9%

% of girls within or above average range for their age (GL Assessment)
- 2017/18: 90.0%
- 2016/17: 88.8%
- 2015/16: 88.6%
- 2014/15: 87.9%

% of boys within or above average range for their age (GL Assessment)
- 2017/18: 83.0%
- 2016/17: 82.3%
- 2015/16: 81.7%
- 2014/15: 81.8%

% of girls reading at expected standard (National curriculum assessment)
- 2017/18: 79.0%
- 2016/17: 75.0%
- 2015/16: 70.0%
- 2014/15: 91.0%

% of boys reading at expected standard (National curriculum assessment)
- 2017/18: 71.0%
- 2016/17: 68.0%
- 2015/16: 62.1%
- 2014/15: 87.0%

Background

The Read On. Get On. coalition

The Read On. Get On. (ROGO) campaign was launched in 2014 by a coalition of 12 charities and educational organisations with the aim to get all children reading well by the age of 11.

The ROGO coalition comprises the National Literacy Trust (secretariat), Achievement for All, Beanstalk, BookTrust, Harper Collins Publishers, I CAN, Libraries Connected, National Association of Head Teachers (NAHT), The Publishers Association, The Reading Agency, Save the Children and Teach First.

The ROGO Index

When it launched in 2014, the ROGO coalition defined 'reading well' as achieving level 4b in national curriculum reading assessments at the end of Key Stage 2. Changes to national curriculum assessments shortly after this time meant that this definition was no longer workable.

With the aim of creating a more holistic definition of 'reading well', the coalition conducted an international evidence review and worked with wider partners, including the Department for Education, the National Foundation for Educational Research (NFER), GL Assessment and Renaissance, to develop the ROGO Index – a composite measure of how well children in England are reading at age 11.

ROGO tripartite model of reading
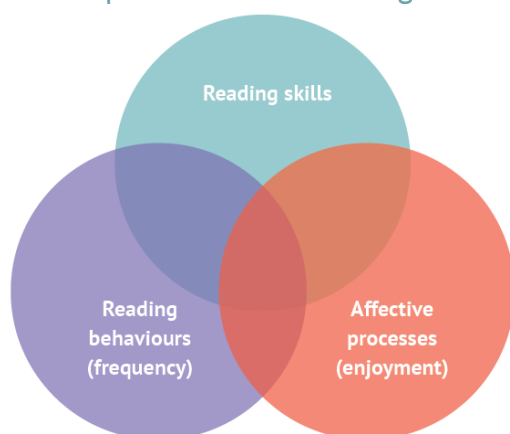
The Index brings together government, commercial and third sector data [see Appendix] to measure children's **cognitive reading skills** (decoding and comprehension), **affective processes** (levels of reading enjoyment) and **reading behaviours** (daily reading levels) – the three elements that make a good reader at age 11, according to the tripartite model of reading developed by the Read On. Get On. (ROGO) coalition [left].

First published in 2017, the ROGO Index will continue to be published on an annual basis as an impartial and consistent measure of children's reading at age 11 in England.

Thanks to data provided by commercial partners GL Assessment and Renaissance, we are able to backdate the ROGO Index to 2014/15.

Appendix: data included in the ROGO Index

Skills data

Department for Education, Key Stage 2 national curriculum assessment: % of Year 6 pupils in England achieving level 4 in reading in 2014/15; and % of Year 6 pupils achieving a reading score of at least 100 in 2015/16, 2016/17 and 2017/18.

- Pupils were assessed against a new, more challenging curriculum for the first time in 2015/16. Results are no longer reported as levels. The interim frameworks for teacher assessment have been used by teachers to assess if a pupil has met the new, higher expected standard. Because of these assessment changes, figures for 2015/16 and onwards are not comparable to those for earlier years.
- The KS2 reading test consists of the following areas: themes and conventions, making inferences, comprehension and language for effect.
- Each child's raw test score is converted into a scaled score based on comparisons to other children who took the test that year. The scaled scores range from 80 to 120 with a score of 100 representing the expected level. This means that pupils scoring at least 100 will have met the expected standard on the test.

GL Assessment, New Group Reading Test (NGRT): % of Year 6 pupils in England scoring 85 or above on NGRT in 2014/2015 (N = 27,052), 2015/2016 (N = 37,052), 2016/2017 (N = 44,372), and 2017/2018 (N= 31,063).

- The New Group Reading Test (NGRT) is a termly digital test covering Years 2 to 11, designed to drill down into pupils' reading skills (including phonics, where necessary).
- NGRT provides a standard age score for reading, benchmarked against a nationally representative sample.
- NGRT allows comparison of decoding skills against passage comprehension, allowing the identification, for instance, of competent decoders with weak comprehension skills.
- The NGRT is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the average reading skills band, while children who score below 85 have below average reading skills and children who score above 115 have above average reading skills.
- *NOTE: the standardised score of 100 is not the same as, nor equivalent to, the scaled score of 100 defined by the Department for Education as the national expectation at the end of Key Stage 2.*
- For more information, visit: www.gl-assessment.co.uk/products/new-group-reading-test-ngrt.

Renaissance, Star Reading test: % of Year 6 pupils in England reaching scaled scores in Star Reading test in 2014/2015 (N = 55,419), 2015/2016 (N = 70,239), 2016/2017 (N = 89,110), and 2017/2018 (N= 106,939).

- The current version of Star Reading represents the third generation in the evolution in this assessment. It has been designed as a standards-based test; its items are organised into 4 content domains, 10 skill sets, 36 general skills and over 470 discrete skills – all designed to align to the national curriculum in reading.
- Computer-adaptive, its length has been increased to 34 items to further improve measurement precision and reliability.
- As a periodic progress-monitoring assessment, Star Reading serves three purposes for students with at least 100-word sight vocabulary:
    1. It provides teachers with quick and accurate calculations of reading comprehension using students' instructional reading levels
    2. It assesses reading achievement relative to national norms
    3. It provides the means for tracking progress in a consistent manner longitudinally for all students.
- The Star Reading test is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the average reading skills band, while children who score below 85 have below average reading skills and children who score above 115 have above average reading skills.
- *NOTE: the standardised score of 100 is not the same as, nor equivalent to, the scaled score of 100 defined by the Department for Education as the national expectation at the end of Key Stage 2.*
- For more information, visit: www.renlearn.co.uk/star-reading.

Affective processes and behavioural data

National Literacy Trust Annual Literacy Survey: Year 6 pupils in England in 2014/2015 (N = 1,938), 2015/2016 (N = 2,312), 2016/2017 (N = 3,155), and 2017/2018 (N= 3,363).

- **Reading enjoyment:** % of Year 6 pupils in England who enjoy reading either "very much" or "quite a lot". This benchmark for reading well was decided based on consultation with 82 primary school teachers in October 2017.
- **Reading frequency:** % of Year 6 pupils in England saying that they read daily outside class. This benchmark for reading well was decided based on consultation with 82 primary school teachers in October 2017.
- For more information, visit: literacytrust.org.uk/contact-us/annual-literacy-survey/.