



The Reading Lives of 8 to 11-year-olds in Scotland

2005 – 2013

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National Literacy Trust

2014

Words for life

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The reading lives of children aged 8 to 11 in Scotland from 2005 to 2013

This report focuses on children aged 8 to 11 living in Scotland and their enjoyment of reading, reading behaviour and attitudes towards reading. It synthesises information from surveys we have conducted since 2005 but most heavily exploits data from our fourth annual literacy survey conducted in November/December 2013, in which 1,042 8 to 11-year-olds from Scotland participated.

There was an equal split of boys (50.4%) and girls (49.6%) in the sample, and 16% of children said that they receive free school meals. The majority of children were from White backgrounds (80.6%), followed by children from Asian (10.3%), mixed (6.2%) and Black (2.8%) ethnic backgrounds. In terms of socio-demographic make-up, children aged 8 to 11 in Scotland in this sample were very similar to children of that age in the sample for the rest of the UK (boys: 50.9% vs. girls 49.1%; FSM uptake: 15.8%; ethnic background: White 83.4%, Asian 8.5%, mixed 5.4%, Black 2.8%)¹.

This report was commissioned by Save the Children to help support the launch of the Read On. Get On. campaign in Scotland, which brings together teachers and other professionals, charities, businesses, publishers and local communities to argue for the historic goal of all children reading well at the age of 11 by 2025.

General findings

Our 2013 survey shows:

- 6 in 10 (62.3%) 8 to 11-year-olds in Scotland enjoy reading either “very much” (30.2%) or “quite a lot” (32.1%). However, nearly 1 in 3 (31.6%) say that they only enjoy reading “a bit”, while 6.1% say that they don’t enjoy reading at all (see Table 4, p. 19).
- Compared with children in the rest of the UK, children in Scotland are slightly less likely to enjoy reading (66.2% vs. 62.3%).
- 7 in 10 (71.4%) 8 to 11-year-olds in Scotland have a favourite book or story (see Table 8, p. 25).
- 85.0% of children aged 8 to 11 in Scotland say that they have a book of their own at home (see Table 9, p. 26). This means that 1 child in 6 in Scotland say that they do not have a book to call their own. However, this doesn’t mean that there are no children’s books at all in the home. When asked to estimate the number of children’s/young adult/teenage books at home, only 3.7% of children in Scotland said that there are none (see Table 10, p. 27).
- Nearly two-fifths (37.2%) of children aged 8 to 11 in Scotland read daily outside class, while a third (33.0%) read a few times a week (see Table 5, p. 20). However, 1 child in 5 (20.2%) in Scotland reads outside class less regularly than once a week, with 1 in 8 (13.2%) rarely or never reading outside class.
- Compared with children in the rest of the UK, children in Scotland are slightly less likely to read daily outside class (41.0% vs 37.2%).

¹ The comparative analyses in this report are based on the whole cohort of 9,880 children aged 8 to 11 from the rest of the UK. The analyses were also conducted on a matched sample of 1,000 children taken from this cohort and the findings were comparable.

- 1 in 5 (22.1%) 8 to 11-year-olds in Scotland reads for up to 10 minutes at a time, while 3 in 10 (30.1%) read for up to 20 minutes (see Table 6, p. 21). 1 in 5 (21.8%) reads for an hour or more at a time.
- When asked what types of materials they read outside class, most 8 to 11-year-olds in Scotland say that they read text messages (54.8%), followed by magazines (49.3%) and fiction (49.1%; see Table 7, pp. 22). A high proportion of children also read song lyrics (41.4%), websites (37.2%) and non-fiction (36.7%).
- Many 8 to 11-year-olds in Scotland are avid readers (see Table 11, p. 29). When asked how many books they read outside class in a typical month, 1 child in 5 (20.5%) says that they read 8 or more books in a typical month, while 1 child in 5 (22.2%) reads between 5 and 7 books. Over half (52.8%) of 8 to 11-year-olds in Scotland say that they read between 1 and 4 books in a typical month.
- 8 children in 10 (84.9%) aged 8 to 11 in Scotland have been given a book as a present, while 9 children in 10 (93.4%) have also been to a library (see Table 12, p. 31). Fewer children (82.6%) have been to a bookshop.
- Many 8 to 11-year-olds in Scotland think positively about reading (see Tables 13.1 to 13.10, pp. 32). 9 children in 10 (90.4%) aged 8 to 11 in Scotland recognise a link between their reading habits and their reading skill as they agree with the statement that the more they read, the better they become. Two-thirds (66.7%) also see a link between their reading and their future employment prospects, while nearly 6 in 10 (56.9%) agree that reading is cool. However, it is not all positive. Half of children in Scotland (49.4%) agree that they prefer watching TV to reading, while nearly 3 children in 10 (27.8%) say that their parents don't care whether they spend any time reading. Nearly a fifth (18.1%) agree that they would be embarrassed if their friends saw them read and a quarter (25.7%) also agree that they cannot find anything to read that interests them.

A closer look at some key issues

Key literacy trends

The National Literacy Trust has conducted the national annual literacy survey since 2010 and has surveyed children and young people aged 8 to 16 on literacy issues since 2005. To contextualise findings from our four annual literacy surveys and to give some indication of trends, the following graphs also contain data from some of our previous studies of children aged 8 to 11.

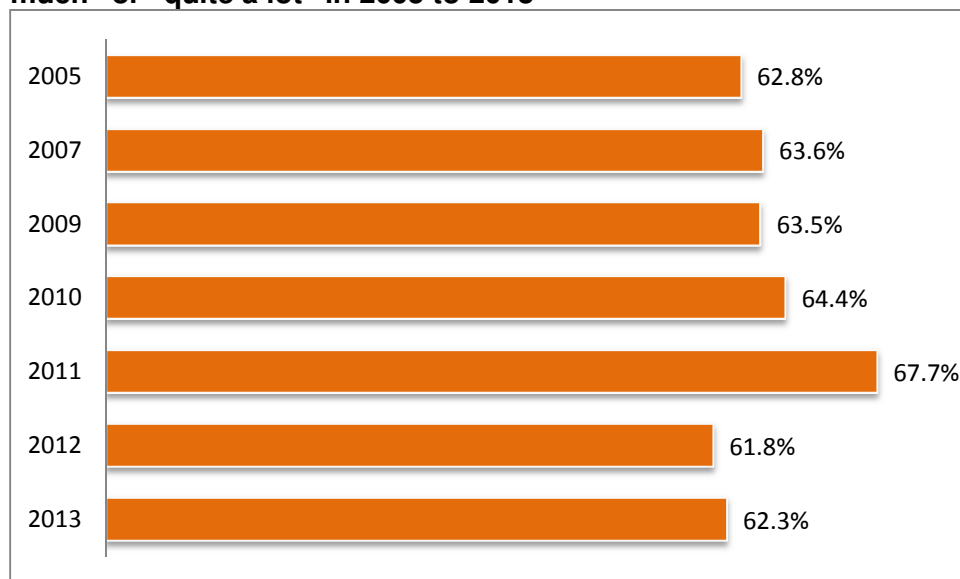
This is the first time that we have explored the reading trends for children in a certain part of the UK – Scotland.

~ Reading enjoyment ~

Figure 1 shows the proportion of children aged 8 to 11 in Scotland who enjoy reading between 2005 and 2013. It shows that levels of reading enjoyment slowly increased between 2005 and 2010, reaching a peak in 2011. However, levels dropped by 6 percentage points in 2012 to our

lowest recorded level. 2013 showed a slight increase in reading enjoyment in children aged 8 to 11 in Scotland but it still remains below levels seen in 2011 and earlier.

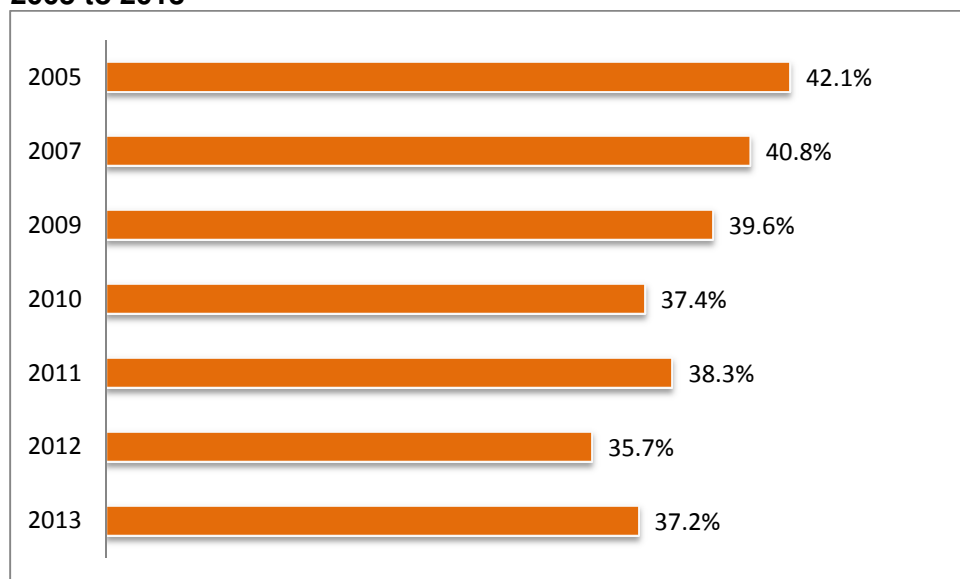
Figure 1: Proportion of children aged 8 to 11 in Scotland who enjoy reading either “very much” or “quite a lot” in 2005 to 2013



~ Reading daily outside class ~

Figure 2 shows that the proportion of 8 to 11-year-olds in Scotland who read daily outside class has (with the exception of 2011) declined quite steadily since 2005, falling to a low of 35.7% in 2012; 2013 showed a slight rise of 1.5 percentage points.

Figure 2: Proportion of children aged 8 to 11 in Scotland who read daily outside class in 2005 to 2013

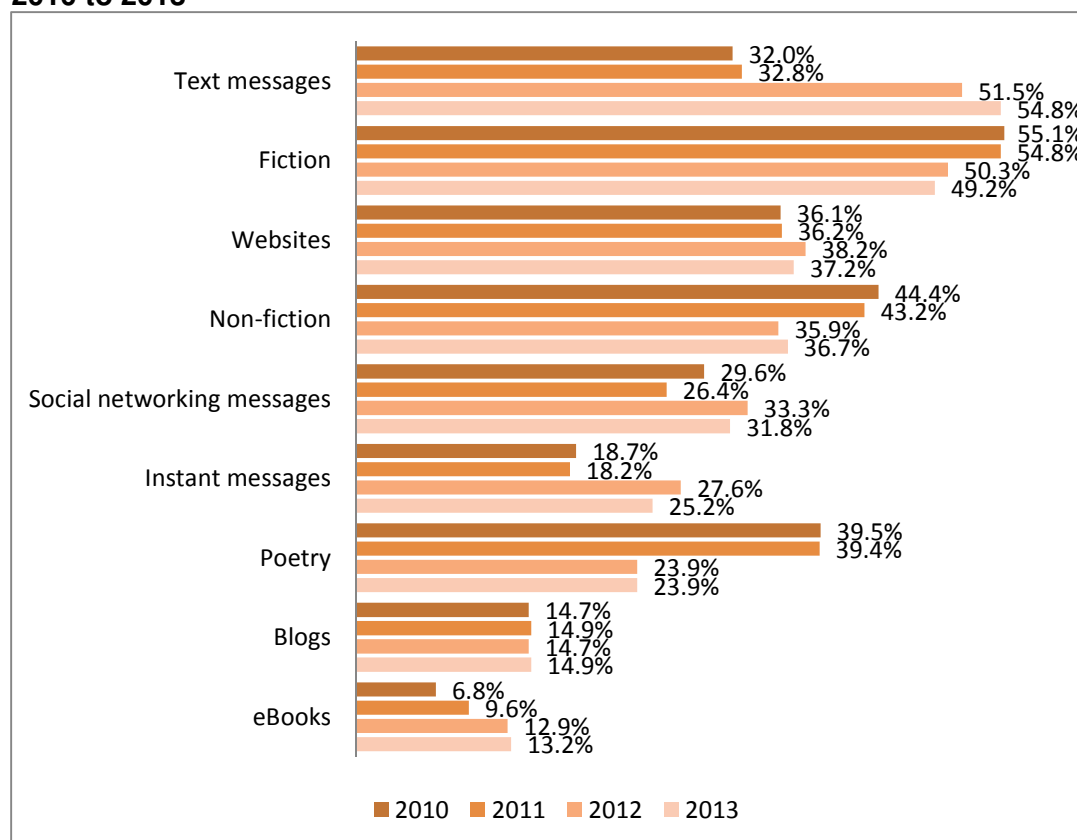


~ Types of materials read outside class ~

Figure 3 presents a comparison of materials read by children aged 8 to 11 outside class from 2010 to 2013 in Scotland. It shows some significant changes over time in the types of materials this age group reads outside class.

In 2010, children aged 8 to 11 in Scotland were most likely to read books (fiction, non-fiction and poetry) outside class. Although fiction continues to be a central reading material, by 2013 text messages and other technology-based materials have taken on a prominent role in the reading diet of this age group.

Figure 3: Types of materials read outside class by children aged 8 to 11 in Scotland in 2010 to 2013



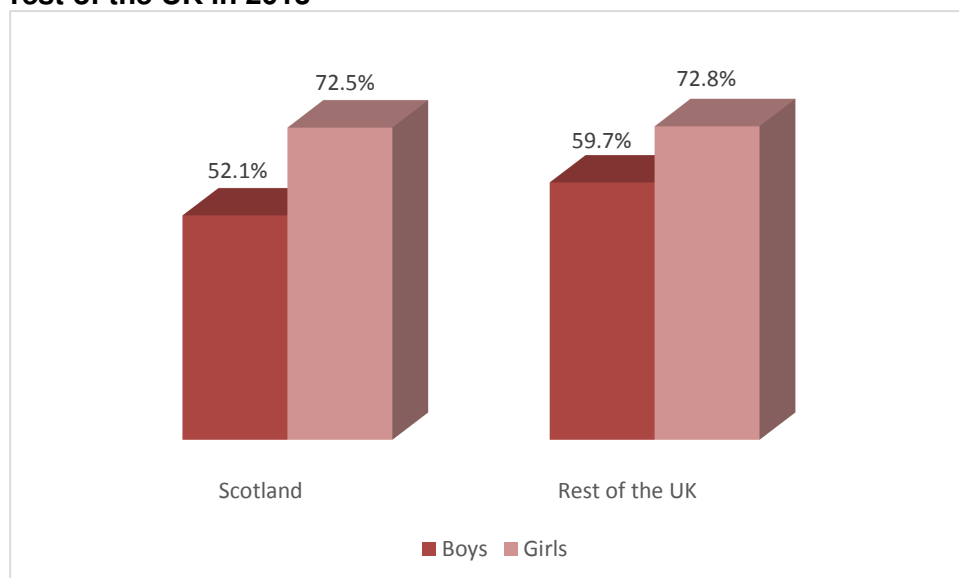
Gender and reading

Girls aged 8 to 11 in Scotland are keener readers than boys of that age. The gender gap is bigger in Scotland compared with the rest of the UK as boys in Scotland enjoy reading less, read less often and are less likely to have a favourite book or story than boys in the rest of the UK. Data from 2013 show that:

- By far, more girls than boys aged 8 to 11 in Scotland enjoy reading either “very much” or “quite a lot” (72.5% vs. 52.1%). More specifically, while nearly 2 girls in 5 (38.5%) in Scotland say that they enjoy reading very much, only half as many boys (21.8%) say the same. By contrast, boys aged 8 to 11 in Scotland are four times as likely as girls to say that they don’t like reading at all (9.9% vs. 2.3%).

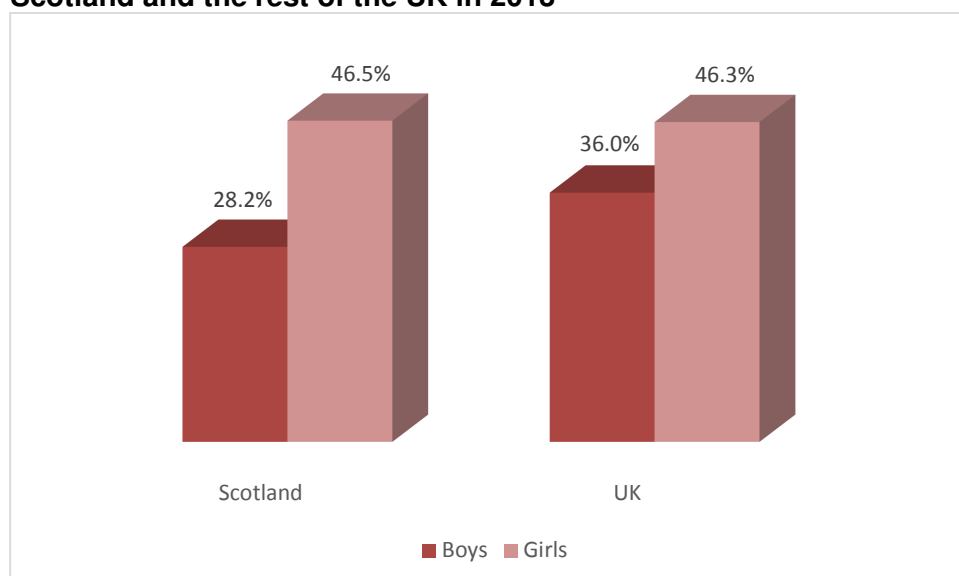
- **Figure 4** shows that the gap in reading enjoyment between boys and girls in Scotland is wider than the gap between boys and girls in the rest of the UK (20.4 percentage points vs. 13.1 percentage points). This is largely because fewer boys aged 8 to 11 in Scotland enjoy reading very much compared with their peers in the rest of the UK (21.8% vs. 29.1%).

Figure 4: Proportion of boys and girls aged 8 to 11 who enjoy reading in Scotland and the rest of the UK in 2013



- Nearly half (46.5%) of girls aged 8 to 11 in Scotland read daily outside class compared with only 3 boys in 10 (28.2%) of that age. Indeed, twice as many boys as girls aged 8 to 11 in Scotland say that they rarely or never read outside class (18.2% vs. 8.3%).
- Again, the gender gap in daily reading in Scotland is wider than the gap in the rest of the UK (18.3 percentage points vs. 10.3 percentage points; see **Figure 5**). The wider gap in Scotland is again largely driven by the lower proportion of boys who read daily in Scotland compared with boys in the rest of the UK (28.2% vs. 36.0%).

Figure 5: Proportion of boys and girls aged 8 to 11 who read daily outside class in Scotland and the rest of the UK in 2013



- Boys are also more likely than girls to read for shorter periods of time. For example, twice as many boys as girls say that they typically read for up to 10 minutes (28.2% vs. 16.1%).
- More girls than boys aged 8 to 11 in Scotland read text messages (61.3% vs. 48.6%), magazines (56.7% vs. 42.1%) and fiction (55.9% vs. 42.7%). Twice as many girls as boys read song lyrics (56.1% vs. 27.0%) and poems (32.9% vs. 15.0%). By contrast, more boys than girls read comics (39.6% vs. 22.1%).
- Considerably more girls than boys aged 8 to 11 in Scotland have a favourite book or story (78.4% vs. 64.4%).
- Boys aged 8 to 11 in Scotland are slightly less likely than boys from the rest of the UK to say that they have a favourite book or story (64.4% vs. 68.2%).
- Five times as many boys as girls in Scotland say that they don't read a book in a typical month (7.4% vs. 1.6%). Generally, boys in Scotland are less avid readers than girls, with three times as many boys as girls saying that they read 1 book in a typical month (15.4% vs. 5.5%), while twice as many girls as boys say that they read 10 or more books a month (17.0% vs. 8.4%).
- More girls than boys aged 8 to 11 in Scotland have been given a book as a present (88.0% vs. 81.8%), been to a library (96.0% vs. 90.8%) and been to a bookshop (84.9% vs. 80.3%). Conversely, 1 boy in 7 (13.8%) in Scotland says that he has not been given a book as a present, while 1 boy in 14 (6.8%) in Scotland says that he has not been to a library.
- There were also some interesting differences between boys and girls and their attitudes towards reading. For example, more boys than girls aged 8 to 11 in Scotland make the link between their reading and future job prospects, with 71.0% of boys agreeing with the statement, "if I am a good reader it means that I'll get a better job when I grow up" compared with 62.8% of girls. While more boys than girls see the link with employment, fewer boys than girls think that reading is cool. Indeed, only half of boys (50.5%) think that reading is cool compared with nearly two-thirds (63.3%) of girls. Overall, nearly twice as many boys as girls aged 8 to 11 in Scotland say that they prefer watching TV to reading (60.6% vs. 38.4%), that they would be embarrassed if their friends saw them read (23.0% vs. 13.2%), that they only read when they have to (34.3% vs. 13.8%) and that they cannot find things to read that interest them (33.1% vs. 18.3%). A third of boys (33.8%) also say that their parents don't care whether they spend any time reading compared with a fifth of girls (21.8%).

Socio-economic background and reading

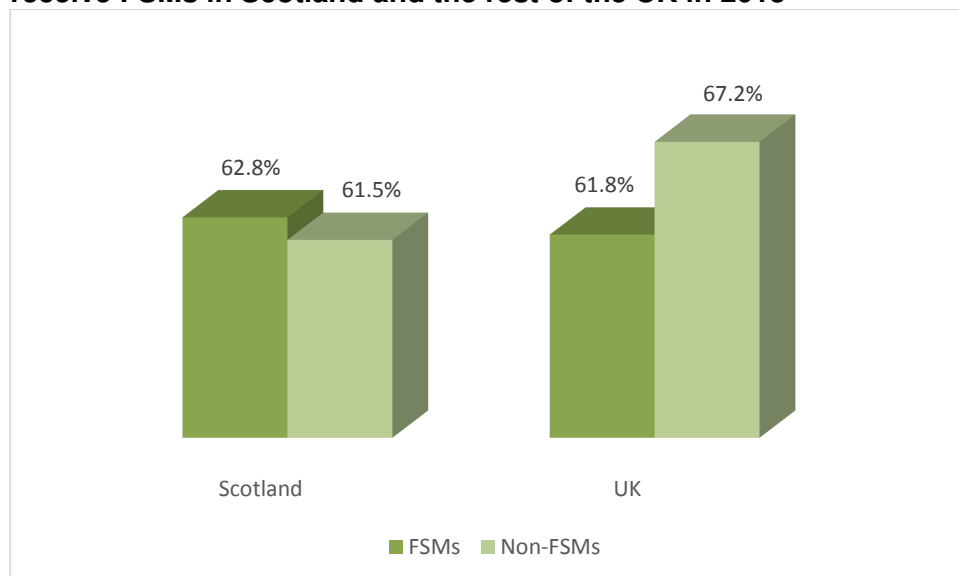
Using free school meal uptake (FSM) as a proxy for socio-economic background, analysis shows that children who receive FSMs are less likely to read daily. However, they are more likely to read more books in a typical month. Data from 2013 show that:

- Roughly the same proportion of children aged 8 to 11 in Scotland enjoy reading regardless of whether or not they receive FSMs (62.8% vs. 61.5%). However, the pattern of reading enjoyment between children who receive FSMs and those who do not is reversed in Scotland compared with the rest of the UK² (see **Figure 6**), because fewer

² It is worth noting that there are differences in FSM entitlement between England and Scotland and therefore these groups may not be entirely comparable. Eligibility for free school meals in Scotland is more generous and includes low-income working

children who do not receive FSMs in Scotland enjoy reading compared with their peers in the rest of the UK (61.5% vs. 67.2%).

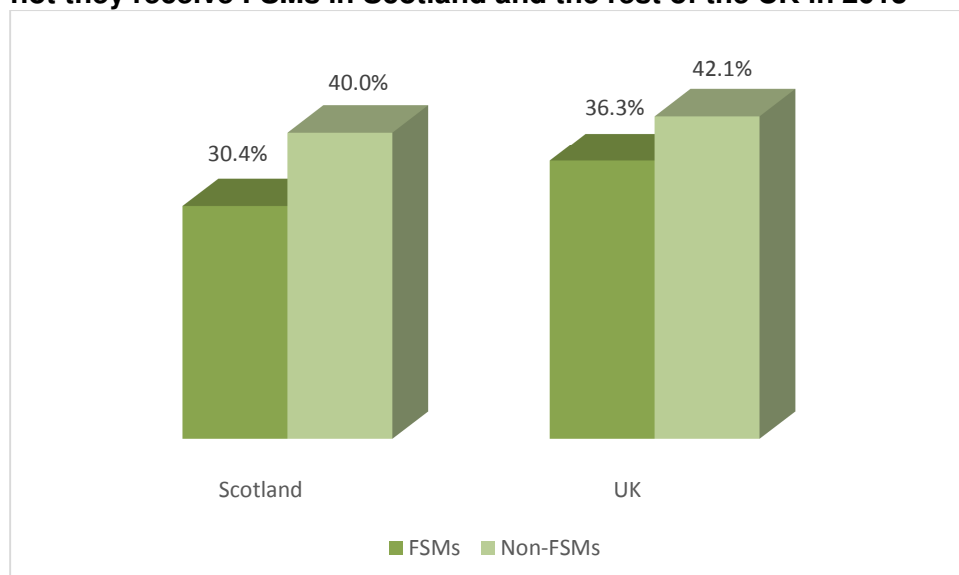
Figure 6: Proportion of children aged 8 to 11 who enjoy reading by whether or not they receive FSMs in Scotland and the rest of the UK in 2013



- More children who do not receive FSMs read daily outside class than their peers who receive FSMs (40.0% vs. 30.4%).

Figure 7 shows that the gap in daily reading between the two groups is wider in Scotland than the rest of the UK (9.6 percentage point difference vs. 5.8 percentage point difference), largely because fewer children who receive FSMs in Scotland read daily than the rest of the UK (30.4% vs. 36.3%).

Figure 7: Proportion of children aged 8 to 11 who read daily outside class by whether or not they receive FSMs in Scotland and the rest of the UK in 2013



families. Also, in some local authorities the council provides free meals to all children in primary classes P1 to P3, which may capture some 8-year-olds.

- However, while fewer 8 to 11-year-olds who receive FSMs in Scotland read daily outside class, they are more likely to read a greater number of books outside class in a typical month compared with 8 to 11-year-olds who do not receive FSMs. For example, nearly 1 in 3 children (33.3%) aged 8 to 11 who receive FSMs in Scotland reads 7 or more books in a typical month compared with 2 children in 10 (20.9%) who do not receive FSMs.
- Slightly fewer children aged 8 to 11 in Scotland who receive FSMs say that they have a favourite book or story compared with children who do not receive FSMs (66.4% vs. 71.9%).
- Slightly fewer children aged 8 to 11 in Scotland who receive FSMs also say that they have a book of their own compared with children who do not receive FSMs (81.7% vs. 86.5%). Nearly twice as many children who receive FSMs than children who do not receive FSMs say that they don't have any children's/young adult/teenage books at home (5.5% vs. 3.0%). Generally, children who receive FSMs estimate they have fewer children's/young adult/teenage books at home than children who do not receive FSMs.
- 8 to 11-year-olds in Scotland who do not receive FSMs read a greater variety of materials outside class compared with their peers who receive FSMs. For example, more 8 to 11-year-olds who do not receive FSMs read magazines (51.0% vs. 43.6%), fiction (51.2% vs. 40.9%) and lyrics (42.4% vs. 32.9%). More 8 to 11-year-olds who do not receive FSMs also read technology-based materials such as text messages (58.5% vs. 36.9%), emails (34.7% vs. 24.8%) and instant messages (27.5% vs. 20.8%). More children who receive FSMs than those who do not read Twitter outside class (16.1% vs. 12.9%). These differences in technology-based reading can, to a small degree, be explained by differing access to technology at home. Slightly more children aged 8 to 11 in Scotland who do not receive FSMs say that they have access to a computer (96.4% vs. 90.3%) and the internet (97.4% vs. 92.7%) at home as well as a mobile phone of their own (83.3% vs. 75.4%).
- Slightly fewer 8 to 11-year-olds in Scotland who receive FSMs have been given a book as a present compared with those who don't (81.6% vs. 86.8%). Likewise, slightly fewer 8 to 11-year-olds who receive FSMs have been to a bookshop (75.6% vs. 84.0%), while a similar proportion have been to a library (94.3% vs. 93.4%).
- More 8 to 11-year-olds in Scotland who receive FSMs see a link between their reading and future job prospects, with 73.7% agreeing that "if I am good reader it means that I'll get a better job when I grow up" compared with 66.4% of children who do not receive FSMs. However, children who receive FSMs also are also more likely to agree that they would be embarrassed if their friends saw them read (21.3% vs. 17.1%) and that they cannot find things to read that interest them (30.4% vs. 24.2%). By contrast, more children who do not receive FSMs are more likely to agree that they prefer watching TV to reading than children who receive FSMs (50.8% vs. 39.6%).

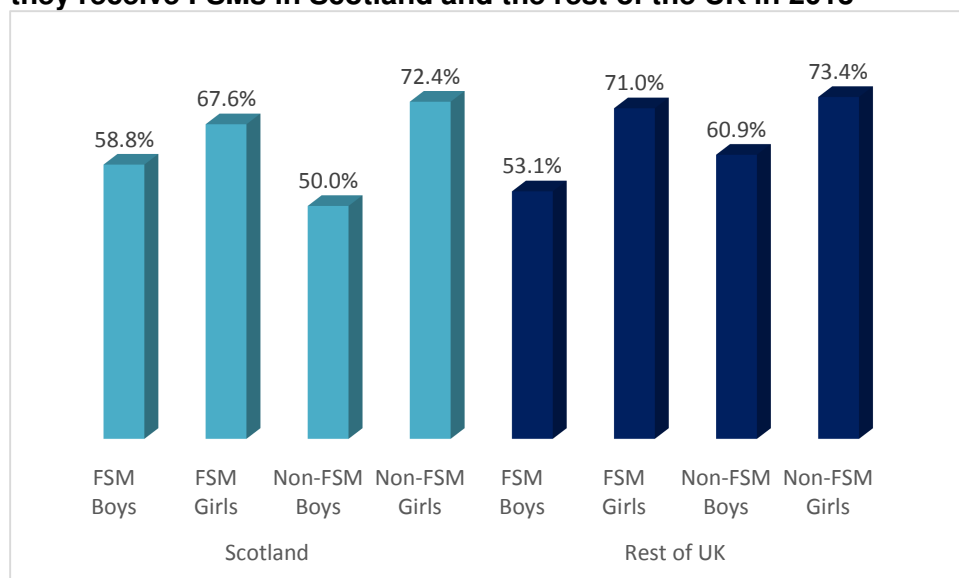
Identifying those most at risk

Analyses combining gender and FSM uptake show that boys in Scotland who do not receive FSMs pose a particular challenge. Data from 2013 show that:

- Slightly more boys aged 8 to 11 in Scotland who receive FSMs enjoy reading compared with boys who do not receive FSMs (58.8% vs. 50%). As **Figure 8** shows, this dynamic in Scotland is the reverse of that seen in the rest of the UK, where fewer boys aged 8 to

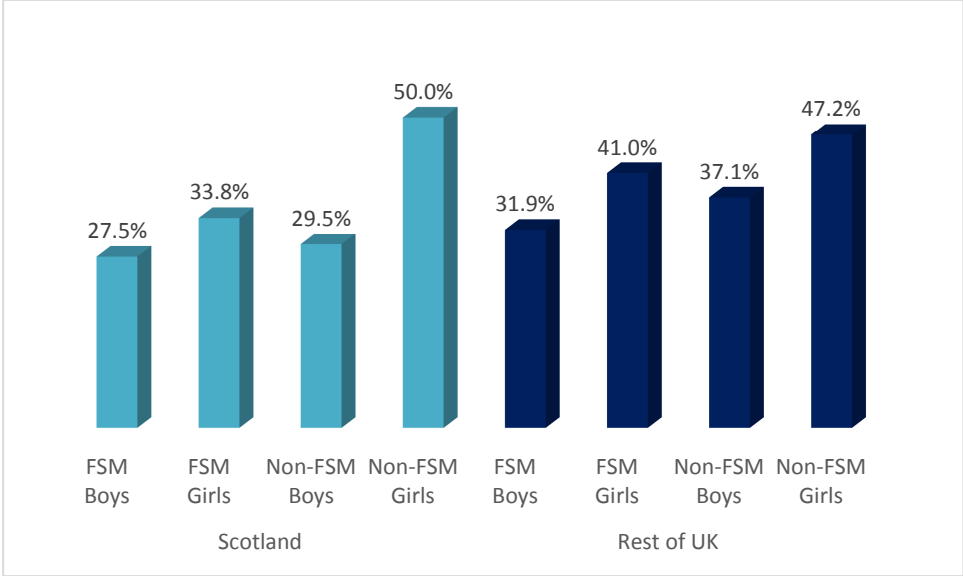
11 who receive FSMs enjoy reading compared with those who do not (53.1% vs. 60.9%). Slightly fewer girls who receive FSMs in Scotland enjoy reading compared with girls who do not (67.6% vs. 72.4%) and the enjoyment gap by FSM uptake is twice as wide amongst girls in Scotland than in the rest of the UK (4.8 percentage points vs. 2.4 percentage points).

Figure 8: Proportion of boys and girls aged 8 to 11 who enjoy reading by whether or not they receive FSMs in Scotland and the rest of the UK in 2013



- Slightly fewer boys aged 8 to 11 in Scotland who receive FSMs read daily outside class compared with boys who do not receive FSMs (27.5% vs. 29.5%). By contrast, half of girls (50%) not on FSMs in Scotland read outside class on a daily basis compared with a third (33.8%) of girls who receive FSMs.
- The gap in daily reading rates in Scotland by FSM uptake is much wider for girls than boys (a 16 percentage point difference for girls vs. a 2 percentage point difference for boys).
- The gap for boys by FSM uptake is much narrower in Scotland than in the rest of the UK (2 percentage points vs. 5.2 percentage points) but this is largely because fewer boys in Scotland who don't receive FSMs read daily outside class compared with their peers in the rest of the UK (see **Figure 9** overleaf). However, the gap for girls by FSM uptake is wider in Scotland than in the rest of the UK (16 percentage points vs. 6.2 percentage points).
- Boys aged 8 to 11 in Scotland who receive FSMs are least likely to say that they have been given a book as a present (77.9%) and been to a bookshop.
- Boys in Scotland aged 8 to 11 who receive FSMs are considerably more likely to see a link between reading and future jobs (82.4%) compared with boys who do not receive FSMs (69.0%) and both girls who receive FSMs (63.5%) and those who do not (64.1%). Of interest is the finding that boys who do not receive FSMs are most likely to say that they prefer watching TV to reading (62.3%) and least likely to agree that reading is cool (48.2%).

Figure 9: Proportion of boys and girls aged 8 to 11 who read daily outside class by whether or not they receive FSMs in Scotland and the rest of the UK in 2013



Why else does it matter if children enjoy reading?

Table 1 shows that 8 to 11-year-olds in Scotland who enjoy reading are nearly four times more likely to say that they read daily outside class compared with those who don't enjoy reading. Conversely, children who don't enjoy reading are nearly five times more likely to say that they rarely or never read outside class compared with children who enjoy reading. Also, 8 children in 10 who enjoy reading say that they have a favourite book or story compared with 6 children in 10 who don't enjoy reading.

Table 1: Comparing children aged 8 to 11 in Scotland who enjoy reading and those who do not in terms of their reading frequency and having a favourite book in 2013

	<i>Read every day %</i>	<i>Rarely or never read %</i>	<i>Favourite book/story</i>
Enjoy reading either very much or quite a lot (N = 6,867)	51.5%	5.4%	79.7%
Enjoy reading only a bit or not at all (N = 3,494)	13.7%	26.2%	57.3%

8 to 11-year-olds in Scotland who enjoy reading are also more likely to read more books in a typical month (see **Table 2**). Indeed, 13 times as many children who do not enjoy reading say that they do not read a book outside class in a typical month compared with those who do enjoy reading. Similarly, while only a third of 8 to 11-year-olds who enjoy reading say that they read between 1 and 3 books in a typical month, nearly 6 in 10 children who do not enjoy reading say this. Overall, three times as many children who enjoy reading say that they read 8 or more books in a month compared with those who do not enjoy reading.

Table 2: Comparing children aged 8 to 11 in Scotland who enjoy reading and those who do not in terms of the number of books they read in typical month

	<i>None</i>	<i>1-3</i>	<i>4-7</i>	<i>8+</i>
Enjoy reading either very much or quite a lot (N = 6,867)	0.8%	33.0%	38.6%	27.5%
Enjoy reading only a bit or not at all (N = 3,494)	10.6%	56.3%	23.8%	9.3%

Table 3 shows that children aged 8 to 11 in Scotland who enjoy reading think more positively about reading than children who do not enjoy reading. Half as many children who enjoy reading agree that they prefer watching TV to reading and that they would be embarrassed if their friends saw them read, compared with children who do not enjoy reading. They are also nearly three times more likely than children who do not enjoy reading to agree that reading is cool.

Table 3: Comparing children aged 8 to 11 in Scotland who enjoy reading and those who do not in terms of their attitudes towards reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
The more I read, the better I become				
Enjoy reading	92.4%	2.0%	3.0%	2.6%
Don't enjoy reading	87.1%	5.1%	4.9%	3.0%
I prefer watching TV to reading				
Enjoy reading	30.9%	28.6%	29.1%	11.4%
Don't enjoy reading	79.6%	12.2%	3.2%	5.0%
Reading is cool				
Enjoy reading	75.0%	14.1%	6.9%	3.9%
Don't enjoy reading	27.7%	29.5%	32.2%	10.6%
I don't read as well as other pupils in my class				
Enjoy reading	24.2%	21.9%	43.8%	10.1%
Don't enjoy reading	49.7%	18.5%	19.9%	11.8%
I only read when I have to				
Enjoy reading	12.1%	13.1%	72.2%	2.6%
Don't enjoy reading	43.3%	18.7%	31.4%	6.6%
I cannot find things to read that interest me				
Enjoy reading	13.3%	19.5%	62.1%	5.1%
Don't enjoy reading	45.8%	20.6%	28.6%	5.0%
I would be embarrassed if my friends saw me read				
Enjoy reading	14.3%	9.0%	73.2%	3.5%
Don't enjoy reading	24.1%	14.7%	51.6%	9.6%

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Reading is more for girls than for boys				
Enjoy reading	9.6%	13.6%	73.0%	3.8%
Don't enjoy reading	22.9%	17.0%	53.9%	6.2%
My parents don't care if I spend time reading				
Enjoy reading	25.7%	10.7%	58.0%	5.6%
Don't enjoy reading	31.2%	15.9%	43.5%	9.4%
The better I read, the better the job I can get				
Enjoy reading	67.5%	14.8%	7.6%	10.1%
Don't enjoy reading	65.3%	13.3%	10.7%	10.7%

Reading and children aged 8 to 11 in Scotland – Data tables

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

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

Children's enjoyment of reading

Table 4: Enjoyment of reading in 2013 for 8 to 11-year-olds in Scotland and broken down by demographic background

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
Scotland (N = 1,042)	30.2%	32.1%	62.3%	31.6%	6.1%
Rest of UK (N = 9,880)	34.8%	31.4%	66.2%	28.4%	5.5%
Boys (N = 525)	21.8%	30.3%	52.1%	38.0%	9.9%
Girls (N = 517)	38.5%	34.0%	72.5%	25.1%	2.3%
FSM (N = 149)	27.7%	35.1%	62.8%	30.4%	6.8%
Non-FSM (N = 781)	29.7%	31.8%	61.5%	32.7%	5.9%
White (N = 740)	31.6%	32.3%	63.9%	30.7%	5.4%
Mixed (N = 57)	26.3%	29.8%	56.1%	29.8%	14.0%
Asian (N = 95)	31.6%	36.8%	68.4%	26.3%	5.3%
Black (N = 26)	19.2%	34.6%	53.8%	46.2%	0.0%
Boys: FSM (N = 81)	22.5%	36.3%	58.8%	31.3%	10.0%
Girls: FSM (N = 68)	33.8%	33.8%	67.6%	29.4%	2.9%
Boys: Non-FSM (N = 382)	21.2%	28.8%	50.0%	40.6%	9.4%
Girls: Non-FSM (N = 399)	37.8%	34.6%	72.4%	25.1%	2.5%
Boys: White (N = 377)	22.3%	31.0%	53.3%	38.5%	8.2%
Girls: White (N = 363)	41.3%	33.6%	74.9%	22.6%	2.5%
Boys: Mixed (N = 23)	13.0%	26.1%	39.1%	26.1%	34.8%
Girls: Mixed (N = 34)	35.3%	32.4%	67.7%	32.4%	0.0%
Boys: Asian (N = 44)	29.5%	36.4%	65.9%	25.0%	9.1%
Girls: Asian (N = 51)	33.3%	37.3%	70.6%	27.5%	2.0%
Boys: Black (N = 12)	16.7%	41.7%	58.4%	41.7%	0.0%
Girls: Black (N = 14)	21.4%	28.6%	50.0%	50.0%	0.0%

How often children read outside class

Table 5: Reading frequency in 2013 for 8 to 11-year-olds and broken down by demographic background

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
Scotland (N = 1,042)	37.2%	33.0%	9.1%	4.9%	2.4%	9.3%	3.9%
Rest of UK (N = 9,880)	41.0%	31.6%	8.8%	4.9%	1.5%	8.2%	4.0%
Boys (N = 525)	28.2%	33.9%	9.8%	7.3%	2.7%	12.8%	5.4%
Girls (N = 517)	46.5%	32.0%	8.5%	2.5%	2.1%	5.8%	2.5%
FSM (N = 149)	30.4%	41.9%	8.8%	3.4%	3.4%	8.8%	3.4%
Non-FSM (N = 781)	40.0%	31.1%	8.9%	5.0%	2.3%	9.0%	3.7%
White (N = 740)	39.9%	31.1%	8.2%	4.9%	2.8%	10.1%	3.0%
Mixed (N = 57)	33.3%	29.8%	14.0%	3.5%	1.8%	10.5%	7.0%
Asian (N = 95)	30.5%	42.1%	14.7%	6.3%	1.1%	4.2%	1.1%
Black (N = 26)	38.5%	34.6%	0.0%	0.0%	3.8%	15.4%	7.7%
Boys: FSM (N = 81)	27.5%	36.3%	7.5%	3.8%	5.0%	15.0%	5.0%
Girls: FSM (N = 68)	33.8%	48.5%	10.3%	2.9%	1.5%	1.5%	1.5%
Boys: Non-FSM (N = 382)	29.5%	33.4%	10.3%	7.4%	2.1%	11.6%	5.8%
Girls: Non-FSM (N = 399)	50.0%	28.9%	7.5%	2.8%	2.5%	6.5%	1.8%
Boys: White (N = 377)	29.2%	31.3%	9.3%	8.0%	2.9%	14.6%	4.8%
Girls: White (N = 363)	51.0%	30.9%	7.2%	1.7%	2.8%	5.5%	1.1%
Boys: Mixed (N = 23)	21.7%	34.8%	8.7%	0.0%	0.0%	17.4%	17.4%
Girls: Mixed (N = 34)	41.2%	26.5%	17.6%	5.9%	2.9%	5.9%	0.0%
Boys: Asian (N = 44)	27.3%	38.6%	18.2%	4.5%	2.3%	6.8%	2.3%
Girls: Asian (N = 51)	33.3%	45.1%	11.8%	7.8%	0.0%	2.0%	0.0%
Boys: Black (N = 12)	58.3%	33.3%	0.0%	0.0%	8.3%	0.0%	0.0%
Girls: Black (N = 14)	21.4%	35.7%	0.0%	0.0%	0.0%	28.6%	14.3%

How long children read

Table 6: Reading length in 2013 for 8 to 11-year-olds in Scotland and broken down by demographic background

	<i>I don't read</i>	<i>Up to 10 min</i>	<i>Up to 20 min</i>	<i>Up to 30 min</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
Scotland (N = 1,042)	2.3%	22.1%	30.1%	23.8%	12.7%	9.7%
Rest of UK (N = 9,880)	3.2%	22.8%	24.8%	25.0%	14.1%	10.2%
Boys (N = 525)	3.7%	28.2%	29.2%	20.7%	10.4%	7.8%
Girls (N = 517)	1.0%	16.1%	30.9%	26.8%	15.0%	10.3%
FSM (N = 149)	2.1%	32.4%	22.1%	20.0%	6.9%	16.6%
Non-FSM (N = 781)	2.1%	20.4%	30.3%	24.8%	14.0%	8.4%
White (N = 740)	1.8%	20.0%	30.5%	23.8%	14.2%	9.7%
Mixed (N = 57)	5.4%	28.6%	21.4%	30.4%	7.1%	7.1%
Asian (N = 95)	1.1%	19.6%	31.5%	31.5%	8.7%	7.6%
Black (N = 26)	0.0%	23.1%	42.3%	19.2%	15.4%	0.0%
Boys: FSM (N = 81)	3.8%	38.5%	25.6%	10.3%	6.4%	15.4%
Girls: FSM (N = 68)	0.0%	25.4%	17.9%	31.3%	7.5%	17.9%
Boys: Non-FSM (N = 382)	3.5%	26.6%	28.5%	23.7%	10.8%	7.0%
Girls: Non-FSM (N = 399)	0.8%	14.6%	31.9%	25.9%	17.1%	9.8%
Boys: White (N = 377)	3.2%	26.5%	29.5%	21.4%	10.8%	8.6%
Girls: White (N = 363)	0.3%	13.3%	31.6%	26.3%	17.7%	10.8%
Boys: Mixed (N = 23)	13.6%	27.3%	22.7%	22.7%	13.6%	0.0%
Girls: Mixed (N = 34)	0.0%	29.4%	20.6%	35.3%	2.9%	11.8%
Boys: Asian (N = 44)	2.4%	22.0%	34.1%	26.8%	7.3%	7.3%
Girls: Asian (N = 51)	0.0%	17.6%	29.4%	35.3%	9.8%	7.8%
Boys: Black (N = 12)	0.0%	33.3%	41.7%	16.7%	8.3%	0.0%
Girls: Black (N = 14)	0.0%	14.3%	42.9%	21.4%	21.4%	0.0%

Types of materials children read outside class

Table 7: Types of materials read at least once a month in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Websites</i>	<i>Magazines</i>	<i>Social networking sites</i>	<i>Emails</i>	<i>Fiction</i>
Scotland	54.8%	37.2%	49.3%	31.8%	32.1%	49.2%
Rest of UK	56.7%	44.6%	51.8%	33.2%	44.6%	50.7%
Boys	48.6%	36.4%	42.1%	30.5%	30.1%	42.7%
Girls	61.3%	38.1%	56.7%	33.3%	34.2%	55.9%
FSM	36.9%	31.5%	43.6%	30.2%	24.8%	40.9%
Non-FSM	58.5%	38.3%	51.0%	31.9%	34.7%	51.2%
White	56.6%	36.8%	53.2%	32.7%	31.5%	50.3%
Mixed	66.7%	49.1%	29.8%	33.3%	26.3%	45.6%
Asian	50.5%	47.4%	43.2%	28.4%	42.1%	64.2%
Black	73.1%	30.8%	50.0%	30.8%	30.8%	26.9%
Boys: FSM	30.9%	29.6%	43.2%	32.1%	22.2%	45.7%
Girls: FSM	44.1%	33.8%	44.1%	27.9%	27.9%	35.3%
Boys: Non-FSM	52.9%	39.0%	41.6%	30.1%	33.8%	43.2%
Girls: Non-FSM	63.9%	37.6%	59.9%	33.6%	35.6%	58.9%
Boys: White	49.6%	37.7%	46.4%	32.6%	28.1%	44.0%
Girls: White	63.9%	35.8%	60.3%	32.8%	35.0%	56.7%
Boys: Mixed	56.5%	39.1%	17.4%	39.1%	26.1%	26.1%
Girls: Mixed	73.5%	55.9%	38.2%	29.4%	26.5%	58.8%
Boys: Asian	52.3%	45.5%	31.8%	20.5%	45.5%	59.1%
Girls: Asian	49.0%	49.0%	52.9%	35.3%	39.2%	68.6%
Boys: Black	75.0%	25.0%	8.3%	33.3%	33.3%	25.0%
Girls: Black	71.4%	35.7%	85.7%	28.6%	28.6%	28.6%

Table 7 continued: Types of materials read at least once a month in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background (Part 2)

	<i>Lyrics</i>	<i>Instant messages</i>	<i>Non-Fiction</i>	<i>Newspaper</i>	<i>Comics</i>	<i>Twitter</i>
Scotland	41.4%	25.2%	36.7%	26.6%	30.9%	13.2%
Rest of UK	44.4%	29.7%	39.6%	28.5%	33.7%	13.8%
Boys	27.0%	22.3%	35.0%	27.0%	39.6%	12.6%
Girls	56.1%	28.2%	38.5%	26.1%	22.1%	13.9%
FSM	32.9%	20.8%	35.6%	27.5%	30.2%	16.1%
Non-FSM	42.4%	27.5%	37.3%	26.8%	30.9%	12.9%
White	42.3%	23.6%	36.4%	26.8%	30.9%	12.0%
Mixed	45.6%	40.4%	28.1%	17.5%	31.6%	22.8%
Asian	40.0%	35.8%	44.2%	23.2%	32.6%	17.9%
Black	53.8%	23.1%	50.0%	34.6%	30.8%	23.1%
Boys: FSM	25.9%	18.5%	32.1%	28.4%	42.0%	16.0%
Girls: FSM	41.2%	23.5%	39.7%	26.5%	16.2%	16.2%
Boys: Non-FSM	27.7%	24.3%	36.6%	27.5%	40.1%	12.6%
Girls: Non-FSM	56.4%	30.6%	37.8%	26.1%	22.1%	13.3%
Boys: White	28.1%	21.8%	34.5%	28.6%	41.4%	11.9%
Girls: White	57.0%	25.6%	38.3%	24.8%	20.1%	12.1%
Boys: Mixed	30.4%	43.5%	26.1%	13.0%	47.8%	26.1%
Girls: Mixed	55.9%	38.2%	29.4%	20.6%	20.6%	20.6%
Boys: Asian	20.5%	34.1%	45.5%	15.9%	36.4%	13.6%
Girls: Asian	56.9%	37.3%	43.1%	29.4%	29.4%	21.6%
Boys: Black	25.0%	8.3%	50.0%	25.0%	33.3%	8.3%
Girls: Black	78.6%	35.7%	50.0%	42.9%	28.6%	35.7%

Table 7 continued: Types of materials read at least once a month in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background (Part 3)

	<i>Blogs</i>	<i>Manuals</i>	<i>Poems</i>	<i>EAL materials</i>	<i>eBooks</i>
Scotland	14.9%	15.4%	23.9%	14.3%	13.2%
Rest of UK	17.2%	15.3%	25.2%	15.7%	14.9%
Boys	14.3%	16.8%	15.0%	14.3%	10.3%
Girls	15.5%	14.1%	32.9%	14.3%	16.1%
FSM	13.4%	10.7%	24.2%	18.1%	14.1%
Non-FSM	15.7%	16.1%	22.0%	13.1%	12.3%
White	12.6%	15.7%	22.0%	12.2%	11.6%
Mixed	21.1%	14.0%	15.8%	10.5%	14.0%
Asian	28.4%	16.8%	26.3%	21.1%	13.7%
Black	19.2%	15.4%	38.5%	26.9%	15.4%
Boys: FSM	14.8%	11.1%	16.0%	14.8%	13.6%
Girls: FSM	11.8%	10.3%	33.8%	22.1%	14.7%
Boys: Non-FSM	15.7%	17.5%	13.9%	14.4%	9.9%
Girls: Non-FSM	15.8%	14.8%	29.8%	11.8%	14.5%
Boys: White	12.2%	18.0%	13.8%	9.8%	9.0%
Girls: White	12.9%	13.2%	30.6%	14.6%	14.3%
Boys: Mixed	30.4%	4.3%	0.0%	13.0%	13.0%
Girls: Mixed	14.7%	20.6%	26.5%	8.8%	14.7%
Boys: Asian	20.5%	15.9%	15.9%	29.5%	9.1%
Girls: Asian	35.3%	17.6%	35.3%	13.7%	17.6%
Boys: Black	16.7%	16.7%	8.3%	25.0%	0.0%
Girls: Black	21.4%	14.3%	64.3%	28.6%	28.6%

Having a favourite book

Table 8: Children aged 8 to 11 in Scotland having a favourite book in 2013 and broken down by demographic background

	<i>Yes</i>	<i>No</i>	<i>Not sure</i>
Scotland (N = 1,042)	71.4%	19.8%	8.8%
Rest of UK (N = 9,880)	72.9%	18.5%	8.6%
Boys (N = 525)	64.4%	26.6%	9.0%
Girls (N = 517)	78.4%	13.0%	8.6%
FSM (N = 149)	66.4%	24.1%	9.5%
Non-FSM (N = 781)	71.9%	19.5%	8.6%
White (N = 740)	72.1%	19.4%	8.5%
Mixed (N = 57)	52.6%	35.1%	12.3%
Asian (N = 95)	73.6%	19.8%	6.6%
Black (N = 26)	80.8%	7.7%	11.5%
Boys: FSM (N = 81)	61.8%	31.6%	6.6%
Girls: FSM (N = 68)	72.1%	14.8%	13.1%
Boys: Non-FSM (N = 382)	63.9%	26.4%	9.6%
Girls: Non-FSM (N = 399)	79.3%	13.0%	7.7%
Boys: White (N = 377)	63.9%	27.6%	8.5%
Girls: White (N = 363)	80.7%	10.8%	8.5%
Boys: Mixed (N = 23)	39.1%	39.1%	21.7%
Girls: Mixed (N = 34)	61.8%	32.4%	5.9%
Boys: Asian (N = 44)	73.8%	19.0%	7.1%
Girls: Asian (N = 51)	73.5%	20.4%	6.1%
Boys: Black (N = 12)	75.0%	8.3%	16.7%
Girls: Black (N = 14)	85.7%	7.1%	7.1%

Having a book and desk of their own

Table 9: Having a book and desk of their own at home in 2013 for 8 to 11-year-olds in Scotland and broken down by demographic background

	<i>Own book</i>		<i>Own desk</i>	
	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Scotland (N = 1,042)	85.0%	15%	56.4%	43.6%
Rest of UK (N = 9,880)	84.9%	15.1%	58.7%	41.3%
Boys (N = 525)	84.1%	15.9%	59.9%	40.1%
Girls (N = 517)	86.9%	13.1%	72.4%	27.6%
FSM (N = 149)	81.7%	18.3%	62.5%	37.5%
Non-FSM (N = 781)	86.5%	13.5%	68.3%	31.7%
White (N = 740)	85.9%	14.1%	68.4%	31.6%
Mixed (N = 57)	84.2%	15.8%	46.0%	54.0%
Asian (N = 95)	82.0%	18.0%	65.0%	35.0%
Black (N = 26)	86.2%	13.8%	52.0%	48.0%
Boys: FSM (N = 81)	83.8%	16.2%	54.1%	45.9%
Girls: FSM (N = 68)	79.1%	20.9%	72.5%	27.5%
Boys: Non-FSM (N = 382)	85.1%	14.9%	61.4%	38.6%
Girls: Non-FSM (N = 399)	87.8%	12.2%	74.3%	25.7%
Boys: White (N = 377)	84.5%	15.5%	62.1%	37.9%
Girls: White (N = 363)	87.5%	12.5%	74.7%	25.3%
Boys: Mixed (N = 23)	80.9%	19.1%	38.1%	61.9%
Girls: Mixed (N = 34)	86.7%	13.3%	51.7%	48.3%
Boys: Asian (N = 44)	82.5%	17.5%	57.6%	42.4%
Girls: Asian (N = 51)	81.7%	18.3%	70.2%	29.8%
Boys: Black (N = 12)	81.7%	18.3%	41.7%	58.3%
Girls: Black (N = 14)	100.0%	0.0%	61.5%	38.5%

Number of children's books at home

Table 10: Estimated number of children/young adult books at home in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background

How many children/teen/young adult books do you have at home?							
	<i>None</i>	<i>1-10</i>	<i>11-50</i>	<i>51-100</i>	<i>101-250</i>	<i>250-500</i>	<i>More than 500</i>
Scotland (N = 1,042)	3.7%	24.8%	36.0%	19.6%	7.1%	5.0%	3.1%
Rest of UK (N = 9,880)	3.9%	21.7%	34.9%	20.6%	9.2%	4.6%	4.9%
Boys (N = 525)	4.6%	27.6%	36.3%	16.5%	7.5%	4.8%	2.8%
Girls (N = 517)	2.6%	22.0%	37.2%	22.8%	6.7%	5.3%	3.4%
FSM (N = 149)	5.5%	38.4%	29.5%	15.8%	2.7%	2.1%	6.2%
Non-FSM (N = 781)	3.0%	21.4%	39.2%	21.1%	7.7%	5.4%	2.2%
White (N = 740)	2.3%	21.9%	37.1%	21.8%	8.3%	5.8%	2.9%
Mixed (N = 57)	7.0%	33.3%	33.3%	8.8%	5.3%	8.8%	3.5%
Asian (N = 95)	8.4%	29.5%	43.2%	13.7%	2.1%	2.1%	1.1%
Black (N = 26)	0.0%	44.0%	32.0%	16.0%	0.0%	8.0%	0.0%
Boys: FSM (N = 81)	5.0%	42.5%	27.5%	15.0%	3.8%	1.3%	5.0%
Girls: FSM (N = 68)	6.1%	33.3%	31.8%	16.7%	1.5%	3.0%	7.6%
Boys: Non-FSM (N = 382)	4.1%	23.8%	39.9%	16.9%	7.7%	5.2%	2.5%
Girls: Non-FSM (N = 399)	2.0%	19.1%	38.5%	25.0%	7.7%	5.6%	2.0%
Boys: White (N = 377)	2.7%	26.2%	36.8%	17.7%	8.7%	4.9%	3.0%
Girls: White (N = 363)	1.9%	17.5%	37.3%	25.9%	7.8%	6.7%	2.8%
Boys: Mixed (N = 23)	17.4%	34.8%	17.4%	8.7%	8.7%	13.0%	0.0%
Girls: Mixed (N = 34)	0.0%	32.4%	44.1%	8.8%	2.9%	5.9%	5.9%
Boys: Asian (N = 44)	11.4%	22.7%	40.9%	18.2%	2.3%	4.5%	0.0%
Girls: Asian (N = 51)	5.9%	35.3%	45.1%	9.8%	2.0%	0.0%	2.0%
Boys: Black (N = 12)	0.0%	72.7%	18.2%	0.0%	0.0%	9.1%	0.0%
Girls: Black (N = 14)	0.0%	21.4%	42.9%	28.6%	0.0%	7.1%	0.0%

How many books children read in a month

(overleaf)

Table 11: Number of books read in the last month in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
Scotland (N = 1,042)	4.5%	10.4%	13.9%	17.6%	10.9%	12.5%	6.2%	3.4%	3.3%	2.2%	2.3%	12.7%
Rest of UK (N = 9,880)	4.0%	12.6%	16.6%	13.8%	11.3%	9.7%	5.6%	3.5%	3.2%	2.1%	2.5%	15.3%
Boys (N = 525)	7.4%	15.4%	14.3%	16.6%	10.7%	12.9%	4.1%	4.1%	2.7%	1.0%	2.3%	8.4%
Girls (N = 517)	1.6%	5.5%	13.5%	18.6%	11.1%	12.1%	8.4%	2.7%	3.9%	3.5%	2.1%	17.0%
FSM (N = 149)	2.7%	5.4%	7.5%	20.4%	15.6%	10.9%	4.1%	8.2%	3.4%	2.0%	5.4%	14.3%
Non-FSM (N = 781)	4.7%	11.7%	15.3%	17.5%	10.7%	12.9%	6.4%	2.5%	3.1%	2.1%	1.6%	11.6%
White (N = 740)	4.6%	9.9%	14.7%	18.8%	10.9%	12.4%	6.3%	3.5%	3.4%	1.4%	1.8%	12.3%
Mixed (N = 57)	5.3%	10.5%	12.3%	21.1%	8.8%	15.8%	5.3%	1.8%	1.8%	0.0%	7.0%	10.5%
Asian (N = 95)	0.0%	3.2%	14.9%	19.1%	7.4%	11.7%	11.7%	0.0%	2.1%	8.5%	2.1%	19.1%
Black (N = 26)	3.8%	7.7%	0.0%	7.7%	11.5%	11.5%	3.8%	15.4%	3.8%	3.8%	3.8%	26.9%
Boys: FSM (N = 81)	1.3%	8.8%	5.0%	25.0%	13.8%	8.8%	5.0%	11.3%	3.8%	1.3%	6.3%	10.0%
Girls: FSM (N = 68)	4.5%	1.5%	10.4%	14.9%	17.9%	13.4%	3.0%	4.5%	3.0%	3.0%	4.5%	19.4%
Boys: Non-FSM (N = 382)	8.6%	17.5%	15.9%	15.1%	10.8%	14.6%	3.2%	2.4%	2.4%	0.8%	1.3%	7.3%
Girls: Non-FSM (N = 399)	1.0%	6.3%	14.6%	19.7%	10.6%	11.4%	9.3%	2.5%	3.8%	3.3%	1.8%	15.7%
Boys: White (N = 377)	7.8%	14.2%	15.3%	17.4%	11.0%	12.6%	3.8%	4.0%	2.9%	0.3%	1.6%	9.1%
Girls: White (N = 363)	1.4%	5.5%	14.1%	20.2%	10.8%	12.2%	8.9%	3.0%	3.9%	2.5%	1.9%	15.5%
Boys: Mixed (N = 23)	8.7%	21.7%	21.7%	8.7%	4.3%	17.4%	0.0%	0.0%	4.3%	0.0%	13.0%	0.0%
Girls: Mixed (N = 34)	2.9%	2.9%	5.9%	29.4%	11.8%	14.7%	8.8%	2.9%	0.0%	0.0%	2.9%	17.6%
Boys: Asian (N = 44)	0.0%	7.0%	11.6%	30.2%	2.3%	16.3%	9.3%	0.0%	2.3%	4.7%	2.3%	14.0%
Girls: Asian (N = 51)	0.0%	0.0%	17.6%	9.8%	11.8%	7.8%	13.7%	0.0%	2.0%	11.8%	2.0%	23.5%

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
Scotland (N = 1,042)	4.5%	10.4%	13.9%	17.6%	10.9%	12.5%	6.2%	3.4%	3.3%	2.2%	2.3%	12.7%
Rest of UK (N = 9,880)	4.0%	12.6%	16.6%	13.8%	11.3%	9.7%	5.6%	3.5%	3.2%	2.1%	2.5%	15.3%
Boys: Black (N = 12)	8.3%	16.7%	0.0%	16.7%	0.0%	8.3%	8.3%	33.3%	0.0%	0.0%	8.3%	0.0%
Girls: Black (N = 14)	0.0%	0.0%	0.0%	0.0%	21.4%	14.3%	0.0%	0.0%	7.1%	7.1%	0.0%	50.0%

Children's reading opportunities

Table 12: Children aged 8 to 11 in Scotland receiving a book as a present, visiting a library and visiting a bookshop in 2013 and broken down by demographic background

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
Scotland (N = 1,042)	84.9%	11.3%	3.8%	93.4%	4.8%	1.8%	82.6%	11.0%	6.4%
Rest of UK (N = 9,880)	87.2%	8.5%	4.4%	92.6%	5.2%	2.2%	81.4%	12.3%	6.3%
Boys (N = 525)	81.8%	13.8%	4.4%	90.8%	6.8%	2.5%	80.3%	13.9%	5.9%
Girls (N = 517)	88.0%	8.8%	3.2%	96.0%	2.8%	1.2%	84.9%	8.2%	7.0%
FSM (N = 149)	81.6%	14.2%	4.3%	94.3%	4.3%	1.4%	75.6%	15.6%	8.9%
Non-FSM (N = 781)	86.8%	9.7%	3.6%	93.4%	4.7%	1.9%	84.0%	9.6%	6.3%
White (N = 740)	87.0%	10.1%	2.9%	94.5%	3.8%	1.7%	83.6%	10.6%	5.9%
Mixed (N = 57)	77.8%	14.8%	7.4%	81.1%	18.9%	0.0%	73.6%	20.8%	5.7%
Asian (N = 95)	74.7%	18.4%	6.9%	100.0%	0.0%	0.0%	86.4%	6.8%	6.8%
Black (N = 26)	87.5%	4.2%	8.3%	96.0%	4.0%	0.0%	95.8%	0.0%	4.2%
Boys: FSM (N = 81)	77.9%	16.9%	5.2%	90.7%	6.7%	2.7%	72.2%	20.8%	6.9%
Girls: FSM (N = 68)	85.9%	10.9%	3.1%	98.5%	1.5%	0.0%	79.4%	9.5%	11.1%
Boys: Non-FSM (N = 382)	83.8%	12.1%	4.1%	90.1%	7.1%	2.8%	82.5%	11.8%	5.7%
Girls: Non-FSM (N = 399)	89.5%	7.4%	3.1%	96.4%	2.6%	1.0%	85.5%	7.7%	6.9%
Boys: White (N = 377)	83.5%	12.7%	3.8%	91.9%	5.6%	2.5%	79.6%	14.4%	6.0%
Girls: White (N = 363)	90.6%	7.5%	1.9%	97.2%	2.0%	0.8%	87.5%	6.8%	5.7%
Boys: Mixed (N = 23)	78.3%	13.0%	8.7%	65.2%	34.8%	0.0%	63.6%	36.4%	0.0%
Girls: Mixed (N = 34)	77.4%	16.1%	6.5%	93.3%	6.7%	0.0%	80.6%	9.7%	9.7%
Boys: Asian (N = 44)	73.8%	21.4%	4.8%	100.0%	0.0%	0.0%	92.9%	2.4%	4.8%
Girls: Asian (N = 51)	75.6%	15.6%	8.9%	100.0%	0.0%	0.0%	80.4%	10.9%	8.7%
Boys: Black (N = 12)	90.0%	10.0%	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Girls: Black (N = 14)	85.7%	0.0%	14.3%	92.9%	7.1%	0.0%	92.9%	0.0%	7.1%

Children's attitudes towards reading

Table 13.1: Attitudes towards reading in 2013 by children aged 8 to 11 in Scotland and broken down by demographic background – The more I read, the better I become

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	90.4%	3.2%	3.7%	2.8%
Rest of UK (N = 9,880)	88.5%	5.2%	3.7%	2.7%
Boys (N = 525)	90.4%	4.1%	3.3%	2.2%
Girls (N = 517)	90.4%	2.2%	4.1%	3.3%
FSM (N = 149)	90.8%	3.5%	0.7%	4.9%
Non-FSM (N = 781)	91.7%	2.7%	3.7%	1.9%
White (N = 740)	91.8%	3.3%	2.9%	1.9%
Mixed (N = 57)	81.8%	3.6%	5.5%	9.1%
Asian (N = 95)	94.2%	2.3%	2.3%	1.2%
Black (N = 26)	80.8%	3.8%	7.7%	7.7%
Boys: FSM (N = 81)	94.7%	2.6%	0.0%	2.6%
Girls: FSM (N = 68)	86.4%	4.5%	1.5%	7.6%
Boys: Non-FSM (N = 382)	90.7%	3.9%	3.7%	1.7%
Girls: Non-FSM (N = 399)	92.6%	1.6%	3.7%	2.1%
Boys: White (N = 377)	91.3%	4.6%	2.7%	1.4%
Girls: White (N = 363)	92.4%	2.0%	3.1%	2.5%
Boys: Mixed (N = 23)	91.3%	4.3%	0.0%	4.3%
Girls: Mixed (N = 34)	75.0%	3.1%	9.4%	12.5%
Boys: Asian (N = 44)	92.5%	2.5%	2.5%	2.5%
Girls: Asian (N = 51)	95.7%	2.2%	2.2%	0.0%
Boys: Black (N = 12)	75.0%	8.3%	0.0%	16.7%
Girls: Black (N = 14)	85.7%	0.0%	14.3%	0.0%

Table 13.2: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – I prefer watching TV to reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	49.4%	22.4%	19.2%	9.0%
Rest of UK (N = 9,880)	46.5%	25.8%	20.9%	6.8%
Boys (N = 525)	60.6%	17.6%	14.7%	7.1%
Girls (N = 517)	38.4%	27.0%	23.7%	10.9%
FSM (N = 149)	39.6%	25.9%	24.5%	10.1%
Non-FSM (N = 781)	50.8%	22.3%	19.0%	7.9%
White (N = 740)	48.0%	21.7%	21.0%	9.3%
Mixed (N = 57)	50.0%	24.1%	18.5%	7.4%
Asian (N = 95)	44.0%	33.0%	15.4%	7.7%
Black (N = 26)	53.8%	23.1%	11.5%	11.5%
Boys: FSM (N = 81)	45.9%	23.0%	21.6%	9.5%
Girls: FSM (N = 68)	32.3%	29.2%	27.7%	10.8%
Boys: Non-FSM (N = 382)	62.3%	17.5%	13.6%	6.6%
Girls: Non-FSM (N = 399)	39.9%	26.9%	24.0%	9.1%
Boys: White (N = 377)	58.6%	18.4%	15.9%	7.0%
Girls: White (N = 363)	37.0%	25.1%	26.2%	11.7%
Boys: Mixed (N = 23)	69.6%	13.0%	8.7%	8.7%
Girls: Mixed (N = 34)	35.5%	32.3%	25.8%	6.5%
Boys: Asian (N = 44)	50.0%	26.2%	9.5%	14.3%
Girls: Asian (N = 51)	38.8%	38.8%	20.4%	2.0%
Boys: Black (N = 12)	50.0%	25.0%	16.7%	8.3%
Girls: Black (N = 14)	57.1%	21.4%	7.1%	14.3%

Table 13.3: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – If I am a good reader it means that I'll get a better job when I grow up

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	66.7%	14.2%	8.8%	10.3%
Rest of UK (N = 9,880)	64.9%	17.7%	9.6%	7.9%
Boys (N = 525)	71.0%	12.9%	6.9%	9.2%
Girls (N = 517)	62.5%	15.6%	10.4%	11.4%
FSM (N = 149)	73.7%	14.6%	4.4%	7.3%
Non-FSM (N = 781)	66.4%	14.5%	9.5%	9.5%
White (N = 740)	67.8%	14.4%	8.2%	9.6%
Mixed (N = 57)	71.7%	5.7%	9.4%	13.2%
Asian (N = 95)	59.6%	19.1%	7.9%	13.5%
Black (N = 26)	69.2%	7.7%	7.7%	15.4%
Boys: FSM (N = 81)	82.4%	10.8%	4.1%	2.7%
Girls: FSM (N = 68)	63.5%	19.0%	4.8%	12.7%
Boys: Non-FSM (N = 382)	69.0%	13.1%	7.3%	10.6%
Girls: Non-FSM (N = 399)	64.1%	15.8%	11.6%	8.5%
Boys: White (N = 377)	72.0%	14.0%	6.2%	7.8%
Girls: White (N = 363)	63.4%	14.8%	10.3%	11.5%
Boys: Mixed (N = 23)	65.0%	10.0%	15.0%	10.0%
Girls: Mixed (N = 34)	75.8%	3.0%	6.1%	15.2%
Boys: Asian (N = 44)	57.5%	10.0%	10.0%	22.5%
Girls: Asian (N = 51)	61.2%	26.5%	6.1%	6.1%
Boys: Black (N = 12)	58.3%	8.3%	0.0%	33.3%
Girls: Black (N = 14)	78.6%	7.1%	14.3%	0.0%

Table 13.4: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – My parents don't care whether I spend any time reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	27.8%	12.6%	52.5%	7.0%
Rest of UK (N = 9,880)	27.1%	11.3%	53.3%	8.2%
Boys (N = 525)	33.8%	11.8%	47.7%	6.7%
Girls (N = 517)	21.8%	13.5%	57.3%	7.3%
FSM (N = 149)	28.5%	13.1%	51.8%	6.6%
Non-FSM (N = 781)	27.1%	12.0%	54.0%	6.9%
White (N = 740)	29.4%	14.0%	50.0%	6.6%
Mixed (N = 57)	17.3%	13.5%	57.7%	11.5%
Asian (N = 95)	19.6%	4.3%	68.5%	7.6%
Black (N = 26)	11.5%	7.7%	73.1%	7.7%
Boys: FSM (N = 81)	36.0%	13.3%	46.7%	4.0%
Girls: FSM (N = 68)	19.4%	12.9%	58.1%	9.7%
Boys: Non-FSM (N = 382)	32.1%	10.9%	50.3%	6.7%
Girls: Non-FSM (N = 399)	22.3%	13.1%	57.5%	7.1%
Boys: White (N = 377)	36.1%	13.9%	43.5%	6.5%
Girls: White (N = 363)	22.3%	14.1%	56.8%	6.8%
Boys: Mixed (N = 23)	21.7%	8.7%	52.2%	17.4%
Girls: Mixed (N = 34)	13.8%	17.2%	62.1%	6.9%
Boys: Asian (N = 44)	20.9%	4.7%	74.4%	0.0%
Girls: Asian (N = 51)	18.4%	4.1%	63.3%	14.3%
Boys: Black (N = 12)	16.7%	0.0%	66.7%	16.7%
Girls: Black (N = 14)	7.1%	14.3%	78.6%	0.0%

Table 13.5: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – Reading is cool

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	56.9%	20.0%	16.6%	6.5%
Rest of UK (N = 9,880)	56.3%	21.7%	17.0%	5.0%
Boys (N = 525)	50.5%	22.9%	21.9%	4.7%
Girls (N = 517)	63.3%	17.1%	11.2%	8.4%
FSM (N = 149)	57.2%	18.8%	18.8%	5.1%
Non-FSM (N = 781)	56.0%	21.0%	16.2%	6.8%
White (N = 740)	58.0%	20.6%	16.7%	4.7%
Mixed (N = 57)	53.7%	18.5%	25.9%	1.9%
Asian (N = 95)	58.9%	18.9%	7.8%	14.4%
Black (N = 26)	65.4%	11.5%	15.4%	7.7%
Boys: FSM (N = 81)	55.4%	21.6%	21.6%	1.4%
Girls: FSM (N = 68)	59.4%	15.6%	15.6%	9.4%
Boys: Non-FSM (N = 382)	48.2%	23.5%	22.4%	5.8%
Girls: Non-FSM (N = 399)	63.5%	18.5%	10.3%	7.7%
Boys: White (N = 377)	50.8%	24.2%	22.3%	2.7%
Girls: White (N = 363)	65.4%	16.9%	11.0%	6.8%
Boys: Mixed (N = 23)	43.5%	26.1%	26.1%	4.3%
Girls: Mixed (N = 34)	61.3%	12.9%	25.8%	0.0%
Boys: Asian (N = 44)	57.1%	19.0%	9.5%	14.3%
Girls: Asian (N = 51)	60.4%	18.8%	6.3%	14.6%
Boys: Black (N = 12)	58.3%	8.3%	25.0%	8.3%
Girls: Black (N = 14)	71.4%	14.3%	7.1%	7.1%

Table 13.6: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – I don't read as well as other pupils in my class

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	33.8%	20.6%	34.8%	10.8%
Rest of UK (N = 9,880)	32.6%	17.7%	37.9%	11.8%
Boys (N = 525)	42.7%	18.2%	30.6%	8.6%
Girls (N = 517)	25.2%	23.1%	38.9%	12.8%
FSM (N = 149)	32.9%	19.3%	35.0%	12.9%
Non-FSM (N = 781)	33.3%	21.7%	35.9%	9.1%
White (N = 740)	34.0%	19.8%	36.1%	10.2%
Mixed (N = 57)	35.2%	29.6%	24.1%	11.1%
Asian (N = 95)	27.8%	21.1%	41.1%	10.0%
Black (N = 26)	38.5%	15.4%	26.9%	19.2%
Boys: FSM (N = 81)	42.7%	16.0%	34.7%	6.7%
Girls: FSM (N = 68)	21.5%	23.1%	35.4%	20.0%
Boys: Non-FSM (N = 382)	41.9%	18.4%	32.1%	7.5%
Girls: Non-FSM (N = 399)	25.3%	24.7%	39.5%	10.5%
Boys: White (N = 377)	43.1%	18.1%	31.0%	7.8%
Girls: White (N = 363)	24.6%	21.5%	41.3%	12.6%
Boys: Mixed (N = 23)	43.5%	21.7%	21.7%	13.0%
Girls: Mixed (N = 34)	29.0%	35.5%	25.8%	9.7%
Boys: Asian (N = 44)	39.0%	14.6%	41.5%	4.9%
Girls: Asian (N = 51)	18.4%	26.5%	40.8%	14.3%
Boys: Black (N = 12)	50.0%	0.0%	16.7%	33.3%
Girls: Black (N = 14)	28.6%	28.6%	35.7%	7.1%

Table 13.7: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – I only read when I have to

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	24.1%	15.3%	56.5%	4.2%
Rest of UK (N = 9,880)	22.6%	13.6%	60.3%	3.5%
Boys (N = 525)	34.3%	17.1%	45.9%	2.7%
Girls (N = 517)	13.8%	13.4%	67.1%	5.7%
FSM (N = 149)	29.0%	14.5%	52.2%	4.3%
Non-FSM (N = 781)	22.8%	15.2%	59.3%	2.7%
White (N = 740)	23.9%	15.3%	57.6%	3.2%
Mixed (N = 57)	29.6%	13.0%	53.7%	3.7%
Asian (N = 95)	20.7%	27.2%	48.9%	3.3%
Black (N = 26)	15.4%	3.8%	76.9%	3.8%
Boys: FSM (N = 81)	36.5%	18.9%	44.6%	0.0%
Girls: FSM (N = 68)	20.3%	9.4%	60.9%	9.4%
Boys: Non-FSM (N = 382)	33.0%	17.3%	48.0%	1.7%
Girls: Non-FSM (N = 399)	13.2%	13.2%	69.9%	3.7%
Boys: White (N = 377)	34.5%	16.6%	46.2%	2.7%
Girls: White (N = 363)	12.9%	14.0%	69.4%	3.7%
Boys: Mixed (N = 23)	56.5%	13.0%	30.4%	0.0%
Girls: Mixed (N = 34)	9.7%	12.9%	71.0%	6.5%
Boys: Asian (N = 44)	25.6%	34.9%	37.2%	2.3%
Girls: Asian (N = 51)	16.3%	20.4%	59.2%	4.1%
Boys: Black (N = 12)	8.3%	8.3%	83.3%	0.0%
Girls: Black (N = 14)	21.4%	0.0%	71.4%	7.1%

Table 13.8: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – I cannot find things to read that interest me

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	25.7%	19.9%	49.3%	5.1%
Rest of UK (N = 9,880)	25.6%	17.1%	51.4%	6.0%
Boys (N = 525)	33.1%	19.8%	42.4%	4.6%
Girls (N = 517)	18.3%	20.1%	56.1%	5.5%
FSM (N = 149)	30.4%	20.3%	41.3%	8.0%
Non-FSM (N = 781)	24.2%	20.9%	51.5%	3.4%
White (N = 740)	24.8%	20.3%	50.3%	4.5%
Mixed (N = 57)	35.2%	18.5%	44.4%	1.9%
Asian (N = 95)	24.2%	17.6%	53.8%	4.4%
Black (N = 26)	11.5%	30.8%	42.3%	15.4%
Boys: FSM (N = 81)	32.0%	22.7%	38.7%	6.7%
Girls: FSM (N = 68)	28.6%	17.5%	44.4%	9.5%
Boys: Non-FSM (N = 382)	32.5%	20.7%	44.1%	2.8%
Girls: Non-FSM (N = 399)	16.3%	21.1%	58.7%	3.9%
Boys: White (N = 377)	33.9%	20.4%	43.0%	2.7%
Girls: White (N = 363)	15.4%	20.2%	58.0%	6.4%
Boys: Mixed (N = 23)	52.2%	13.0%	30.4%	4.3%
Girls: Mixed (N = 34)	22.6%	22.6%	54.8%	0.0%
Boys: Asian (N = 44)	24.4%	19.5%	46.3%	9.8%
Girls: Asian (N = 51)	24.0%	16.0%	60.0%	0.0%
Boys: Black (N = 12)	16.7%	50.0%	8.3%	25.0%
Girls: Black (N = 14)	7.1%	14.3%	71.4%	7.1%

Table 13.9: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – I would be embarrassed if my friends saw me read

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	18.1%	11.2%	64.9%	5.9%
Rest of UK (N = 9,880)	18.5%	11.4%	64.0%	6.2%
Boys (N = 525)	23.0%	11.2%	60.4%	5.4%
Girls (N = 517)	13.2%	11.2%	69.5%	6.1%
FSM (N = 149)	21.3%	8.8%	63.2%	6.6%
Non-FSM (N = 781)	17.1%	11.9%	66.8%	4.2%
White (N = 740)	19.8%	10.8%	64.1%	5.3%
Mixed (N = 57)	13.5%	23.1%	57.7%	5.8%
Asian (N = 95)	5.6%	7.8%	84.4%	2.2%
Black (N = 26)	3.8%	19.2%	73.1%	3.8%
Boys: FSM (N = 81)	22.2%	8.3%	65.3%	4.2%
Girls: FSM (N = 68)	20.3%	9.4%	60.9%	9.4%
Boys: Non-FSM (N = 382)	21.8%	12.2%	62.0%	4.0%
Girls: Non-FSM (N = 399)	12.7%	11.6%	71.2%	4.5%
Boys: White (N = 377)	25.1%	10.5%	59.0%	5.5%
Girls: White (N = 363)	14.4%	11.0%	69.4%	5.1%
Boys: Mixed (N = 23)	9.5%	38.1%	52.4%	0.0%
Girls: Mixed (N = 34)	16.1%	12.9%	61.3%	9.7%
Boys: Asian (N = 44)	9.8%	7.3%	80.5%	2.4%
Girls: Asian (N = 51)	2.0%	8.2%	87.8%	2.0%
Boys: Black (N = 12)	0.0%	16.7%	83.3%	0.0%
Girls: Black (N = 14)	7.1%	21.4%	64.3%	7.1%

Table 13.10: Attitudes towards reading in 2013 for children aged 8 to 11 in Scotland and broken down by demographic background – Reading is more for girls than boys

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
Scotland (N = 1,042)	14.6%	14.9%	65.8%	4.7%
Rest of UK (N = 9,880)	15.7%	16.5%	60.7%	7.1%
Boys (N = 525)	17.8%	15.4%	61.9%	4.9%
Girls (N = 517)	11.5%	14.4%	69.6%	4.5%
FSM (N = 149)	15.1%	12.2%	68.3%	4.3%
Non-FSM (N = 781)	13.9%	15.7%	66.4%	3.9%
White (N = 740)	14.5%	15.5%	65.3%	4.7%
Mixed (N = 57)	11.1%	16.7%	72.2%	0.0%
Asian (N = 95)	15.2%	7.6%	71.7%	5.4%
Black (N = 26)	7.7%	3.8%	88.5%	0.0%
Boys: FSM (N = 81)	16.9%	11.7%	68.8%	2.6%
Girls: FSM (N = 68)	12.9%	12.9%	67.7%	6.5%
Boys: Non-FSM (N = 382)	16.1%	16.1%	62.4%	5.4%
Girls: Non-FSM (N = 399)	11.9%	15.3%	70.1%	2.6%
Boys: White (N = 377)	17.7%	15.5%	62.0%	4.9%
Girls: White (N = 363)	11.2%	15.4%	68.8%	4.5%
Boys: Mixed (N = 23)	21.7%	21.7%	56.5%	0.0%
Girls: Mixed (N = 34)	3.2%	12.9%	83.9%	0.0%
Boys: Asian (N = 44)	14.3%	7.1%	66.7%	11.9%
Girls: Asian (N = 51)	16.0%	8.0%	76.0%	0.0%
Boys: Black (N = 12)	8.3%	0.0%	91.7%	0.0%
Girls: Black (N = 14)	7.1%	7.1%	85.7%	0.0%