



Children's and Young People's Reading in Bradford 2015: Evidence from seven schools

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Words for life

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Introduction

The National Literacy Trust Hub in Bradford launched in October 2014 with the Bradford Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. The Hub enables Bradford'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 develop literacy support for specific target audiences as well as the wider community. Following an audit and consultation process to identify the greatest unmet need, a range of programmes, events and activities are being delivered aimed at teenage boys, dads and male carers and children with English as an additional language to raise literacy levels and to improve their life chances, employability and well-being. Writing levels, confidence and attitudes among teenage boys are a major focus of the Hub's work.

Some examples of the work in the Hub include encouraging reading for enjoyment through local campaigns and events such as the annual Reading Parade in Girdlington, and encouraging barbers to have children read to them as they get a haircut. The Hub also recruits volunteer dads and male carers from the community to become 'Parent Champions', who support their own children's literacy and also encourage other dads and male carers to take a more active role in their children's development. The Hub works with local role models in Bradford FC, Bradford Bulls, Yorkshire Cricket Club and local boxing star, Tasif Khan, to tap into the motivational power of sports and advocates the importance of literacy via school visits, events and a Father's Day 'reading selfie' campaign. The Hub has also developed poetry programmes and resources, organised visits from local poets and launched poetry writing competitions to improve attitudes to writing and raise confidence in performing written work. Competition winners have the opportunity to see their work published in the local paper and displayed on buses. In addition, the National Literacy Trust's Premier League Reading Stars programme runs in primary and secondary schools to improve attitudes to reading among boys through the motivational power of football.

The purpose of this report is to give an overview of reading in our Bradford sample after one year as a National Literacy Trust Hub. The report is divided into four main sections:

- The first part outlines levels of reading enjoyment, reading frequency and attitudes towards reading in our Bradford sample as a whole and compares them to those found in regional and national samples.
- The second part compares Key Stage 2 (KS2; aged 8 to 11) pupils' reading in 2014 and 2015.
- The third part outlines information about Key Stage 3 (KS3; aged 11 to 14) pupils' reading in general and differences by gender, socioeconomic background and EAL background. Comparisons of KS3 data between 2014 and 2015 were not possible due to the small number of respondents in this age group in 2014. This section also compares KS3 pupils in the Bradford sample and their peers in the governmental region of Yorkshire and Humber and the wider national sample.
- Finally, the report outlines differences based on ethnic background, more specifically differences between free school meal (FSM) pupils and boys from White and Pakistani backgrounds. This section combines information from all pupils who took part in 2015.

This report shows that there are literacy challenges in participating Bradford schools that need to be addressed:

- Children and young people in our Bradford sample are less likely to enjoy reading and to read daily compared with their peers in the region or nationally.

- KS3 pupils in particular have relatively low reading enjoyment and reading frequency, especially when compared with their peers in the wider national sample and the region. In addition, there is scope to improve their attitudes towards reading, particularly among boys.

However, there is also some positive news: KS2 pupils in our Bradford sample in 2015 enjoy reading more, read more frequently and read a wider variety of materials than their peers in the previous year.

Description of the 2015 Bradford sample

1,172 pupils from seven schools within the Bradford local authority participated in the National Literacy Trust's literacy survey in October to November 2015. Most participants in the sample are KS3 pupils (N= 903), followed by KS2 (N= 130) and KS5 pupils (N= 126). The sample also included a few KS4 pupils (N= 13).

Please note that because of the relatively low number of participants and schools, it might 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

Reading in our Bradford sample in 2015

- Only 48.1% of children and young people in our Bradford sample enjoyed reading either very much or quite a lot in 2015.
 - Fewer children and young people in the Bradford sample enjoy reading than in the wider regional and national samples.
- Only a third (33.6%) of children and young people in our Bradford sample say that they read daily outside class.
 - Compared with the regional and national samples fewer children and young people in the Bradford sample read daily outside class.
- In general, children's and young people's attitudes towards reading in the Bradford sample could be improved. For example, over half the children and young people prefer watching TV to reading (55.3%).
 - Comparisons of children's and young people's reading attitudes in the Bradford sample with their peers in Yorkshire and Humber and nationally show that attitudes are similar across the samples.

A closer look at KS2 (pupils aged 7 to 11)

- KS2 pupils enjoy reading significantly more in 2015 than in 2014 (81.3% vs. 62.4%).
- Reading frequency has also increased significantly over the past year; in 2015, 45.3% of pupils read outside class daily compared with 21.2% in 2014.
- KS2 pupils in 2015 also read a wider variety of materials compared with 2014. For example, significantly more read text messages (33.1% vs. 21.1%), websites (36.9% vs. 18.8%) and song lyrics (35.4% vs. 25.2%).
- KS2 pupils in 2015 have more positive attitudes towards reading; for example, fewer pupils agree that they only read when they have to (25.7% vs. 42.0%).

A closer look at KS3 (pupils aged 11 to 14)

- 44.7% of KS3 pupils enjoy reading very much or quite a lot. 9.2% don't enjoy reading at all.
- 29.8% consider themselves to be very good readers.
- 30.1% read outside class every day or almost every day. A further 32.8% read outside class a few times a week. However, 12.0% rarely read outside class and 4.8% never read in their free time.
- The materials most commonly read by KS3 pupils in our Bradford sample are technology based: text messages (63.0%), websites (47.4%) and social networking sites (44.3%). The most popular "traditional" formats are song lyrics (41.6%), fiction or short stories (40.8%) and magazines (36.0%).
- 56.7% of the KS3 pupils have a favourite book or story.
- Overall, KS3 pupils' attitudes towards reading could be improved. For example, 29.0% say that they only read when they have to, while over a half (55.3%) say they prefer watching TV to reading. On the other hand, the majority see the value of reading for their future, with 64.4% agreeing that if they are good readers, they will get better job in the future.
- Nearly half (48.3%) say that no one reads with them at home.

Gender

- KS3 girls are significantly more likely than KS3 boys to enjoy reading (53.2% vs. 37.8%). KS3 girls also read significantly more often outside class: 36.6% of girls read every day or almost every day compared to just 25.2% of boys.
- KS3 boys and girls read different types of materials outside class. Girls are significantly more likely to read a wider variety of formats. For example, significantly more KS3 girls read poems (21.9% vs. 12.2%), books or texts in a language other than English (20.4% vs. 14.9%), song lyrics (56.9% vs. 29.7%), magazines (43.3% vs. 30.1%) and fiction (46.3% vs. 36.1%). On the other hand, KS3 boys are significantly more likely to read manuals or instructions (17.9% vs. 9.6%), comic books or graphic novels (36.9% vs. 20.7%) and Twitter (18.3% vs. 13.4%).
- KS3 girls are also significantly more likely than boys to think positively about reading. For example, fewer girls than boys agree that they only read when they have to (25.4% vs. 31.9%), that reading is more for girls than for boys (7.2% vs. 16.9%) and that they prefer watching TV to reading (45.5% vs. 63.1%)

Socioeconomic background

- There were no significant differences between FSM and non-FSM pupils in KS3 in terms of their reading enjoyment, frequency, confidence or attitudes towards reading.
- Significantly more KS3 pupils who receive free school meals read poems (25.1% vs. 13.5%).
- Significantly more KS3 pupils who do not receive free school meals say that no one reads with them at home (50.4% vs. 40.8%).

EAL background

- There were no significant differences between EAL and non-EAL pupils in KS3 in their enjoyment of reading, how often they read outside class and how confident they are as readers.
- Significantly more EAL pupils in KS3 read poems (20.3% vs. 14.0%) and non-fiction (38.7% vs. 29.5%). In addition, and perhaps unsurprisingly, more EAL students read books or texts in a language other than English (25.6% vs. 11.6%). On the other hand, more non-EAL pupils in KS3 read social networking sites (48.1% vs. 39.3%).
- EAL pupils have more positive attitudes towards reading; for example, fewer EAL pupils agree that they don't read as well as other pupils in their class (24.0% vs. 30.7%)
- Significantly more non-EAL pupils in KS3 say that no one reads with them at home (52.1% vs. 42.9%).

National and regional comparison

- Compared with the regional and national samples, pupils in our Bradford sample enjoy reading less (44.7% vs regional 56.8%; national 52.0%) and read less frequently (30.1% vs. regional 41.5%; national 42.6%). They also read for fun less frequently (22.6% vs. regional 30.5%; national 30.4%).
- Pupils in the Bradford sample read less technology-based materials such as text messages (63.0% vs. regional 82.7%; national 77.9%). However, they read more poems than their peers in the national sample (16.5% vs. 12.9%).
- Fewer pupils in the Bradford sample have a favourite book or a story (56.7% vs. regional 62.9%; national 59.2%).
- No difference exists in terms of attitudes towards reading between our sample of pupils in Bradford and the regional and national samples.

A closer look at White and Pakistani pupils

White FSM pupils vs. Pakistani FSM pupils

- FSM pupils from a White background read more frequently: 40.4% read outside class every day or almost every day compared with just 29.5% of FSM pupils from a Pakistani background.
- FSM pupils from a Pakistani background are more confident readers than their peers from a White background (63.9% of them consider themselves as very good readers compared with 48.3% of FSM pupils from a White background).
- Some differences appear in terms of reading materials: for example, more Pakistani FSM pupils read instant messages (39.3% vs. 23.6%).
- More White FSM pupils say that they have a favourite book or story (72.4% vs. 61.4%).
- More White FSM pupils say that no one reads with them at home (49.4% vs. 32.8%).

White boys vs. Pakistani boys

- More boys from a Pakistani background enjoy reading very much or quite a lot compared with boys from a White background (48.3% vs. 38.1%).
- More boys from a White background read comic books or graphic novels compared with boys from a Pakistani background (40.7% vs. 27.8%). Perhaps unsurprisingly, significantly more boys from a Pakistani background read books or texts in a language other than English (21.4% vs. 8.9%).
- Boys from a Pakistani background have more positive attitudes towards reading compared with boys from a White background. For example, more Pakistani boys agree that the more they read, the better they become (91.2% vs. 80.1%).

What next?

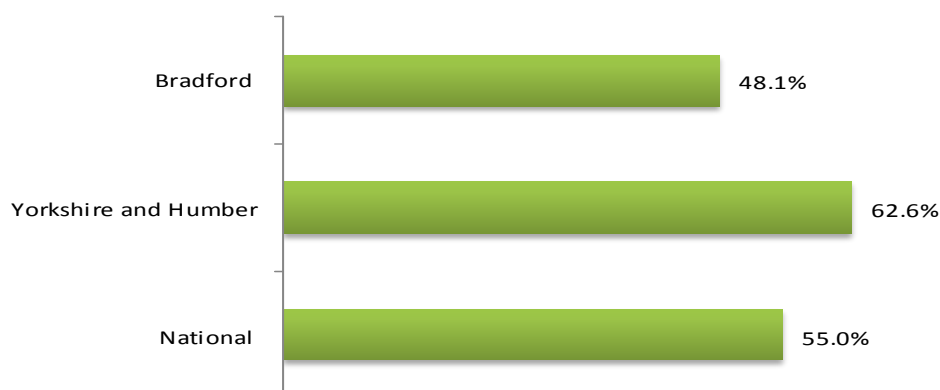
- Focus on reading enjoyment, frequency and positive attitudes towards reading, particularly for boys.
- Focus on reading attitudes among non-EAL pupils.
- Promote family involvement around reading at home.
- Explore older pupils' literacy on a larger scale to create a long-term picture of literacy in Bradford in general.

Reading in our Bradford sample in 2015

Only 48.1% of all children and young people in the Bradford sample enjoyed reading either very much or quite a lot in 2015. 42.7% say they only enjoy reading a bit, while nearly 1 in 10 (9.2%) does not enjoy reading at all.

Figure 1 compares children's and young people's reading enjoyment and shows that fewer children and young people in our Bradford sample enjoy reading very much or quite a lot compared with their peers in the region and nationally¹.

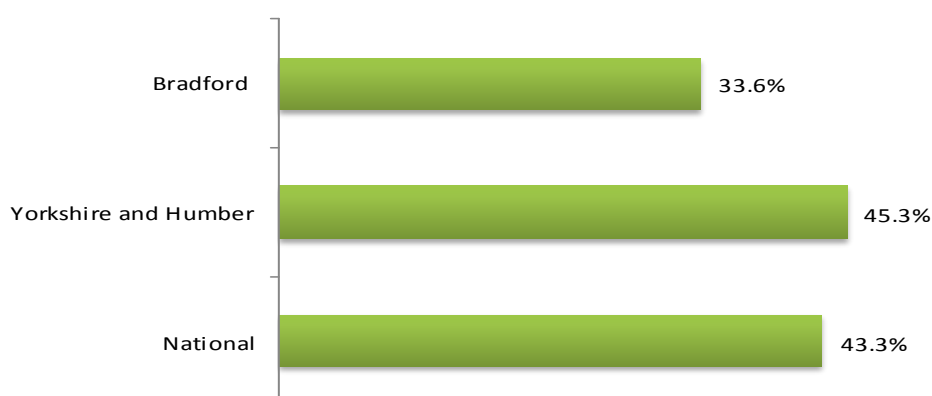
Figure 1: Reading enjoyment in the Bradford sample, Yorkshire and Humber and the wider national sample



Only a third (33.6%) of children and young people in our Bradford sample read daily outside class. 32.4% read a few times a week outside class while 11.1% read about once a week. However, 1 in 7 (15.3%) of children and young people in our sample say that they rarely or never read outside class.

Figure 2 compares the percentage of children and young people who read daily in the Bradford sample with their peers in the region and nationally and shows that considerably fewer children and young people in the Bradford sample read daily outside class².

Figure 2: Percentage of children and young people who read daily in the Bradford sample, Yorkshire and Humber and the wider national sample



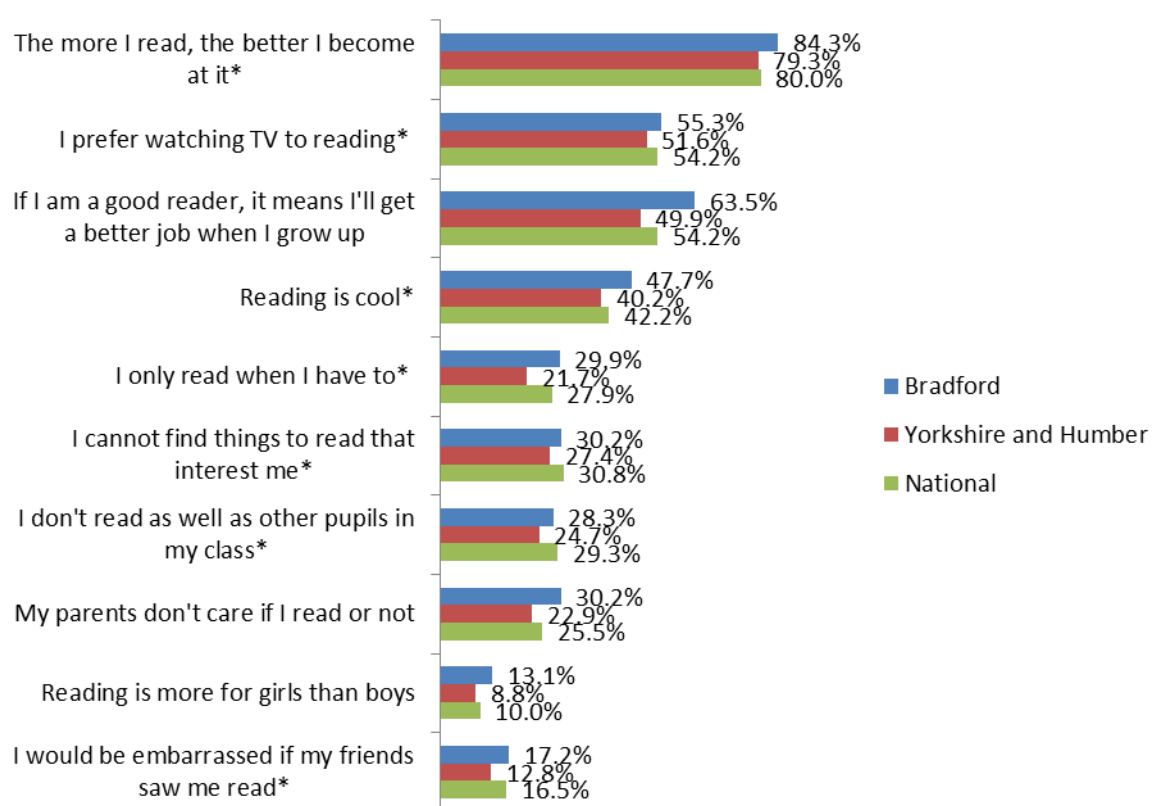
¹ Bradford: Mdn= 3; national: Mdn= 2; Mann-Whitney U (32,569)= 16983843.00, z= -4.682, p= .000, r= .026; Bradford: Mdn= 3; Yorkshire and Humber: Mdn= 2; Mann-Whitney U (2,270)= 538693.500, z= -7.056, p= .000, r= .148

² Bradford: Mdn= 2; national: Mdn= 2; Mann-Whitney U (32,499)= 16526282.50, z= -5.942, p= .000, r= .033; Bradford: Mdn= 2; Yorkshire and Humber: Mdn= 2; Mann-Whitney U (2,265)= 552244.000, z= -5.965, p= .000, r= .125

In general, children's and young people's attitudes towards reading in our Bradford sample could be improved. For example, over half prefer watching TV to reading (55.3%), 3 in 10 (30.2%) cannot find things to read that interest them, 29.9% only read when they have to and over a fifth (21.4%) feel that their parents don't care if they spend any time reading. On the other hand, some positive attitudes can also be observed. For example, 84.3% agree that the more they read the better readers they become and 63.5% feel that if they are good readers, they will get a better job in the future.

Figure 3 compares children's and young people's attitudes in our sample, the wider national sample and in Yorkshire and Humber and shows that attitudes towards reading are relatively similar^{3 4}. A notable exception is agreement with the statement "If I am a good reader, I will get a better job when I grow up", with more children and young people in the Bradford sample making the link than their peers in the regional or national samples.

Figure 3: Attitudes towards reading in the Bradford, Yorkshire and Humber and national samples



*item included in the scale

³ Bradford-national: $p = .647$; Bradford: $M = 2.63$; $SD = .818$; Yorkshire and Humber: $M = 2.55$; $SD = .838$, $t(2,219) = 2.353$, $p = .019$, Cohen's $d = .10$

⁴ 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, combining 7 attitudinal items resulted in the most acceptable Cronbach alpha (.797). Therefore the items included in the scale are: The more I read the better I become; I cannot find things to read that interest me – reverse scored, I don't read as well as other pupils in my class – reverse scored, I only read when I have to – reverse scored, Reading is cool, I prefer watching TV to reading – reverse scored, I would be embarrassed if my friends saw me read – reverse scored.

A closer look at Key Stage 2: Comparisons between 2014 and 2015

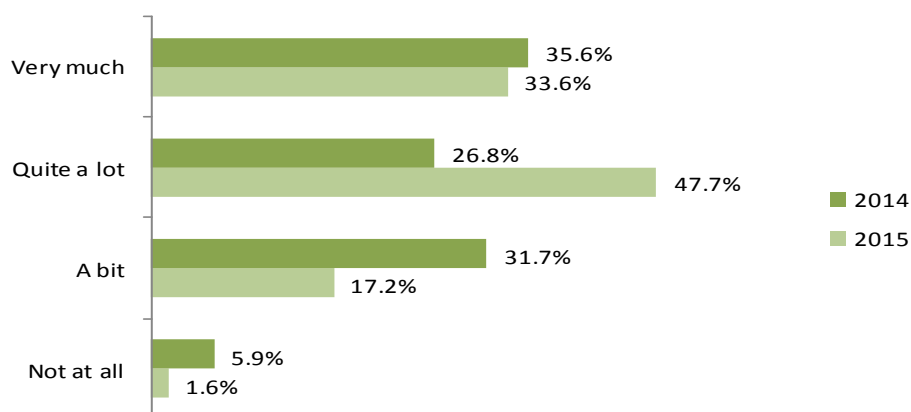
This section compares data from KS2 pupils in 2014 (N = 313) and 2015 (N = 130) and shows that over the past year reading enjoyment, reading frequency and attitudes towards reading have increased. Due to the small sample size in each group, the results should be interpreted with caution.

The KS2 samples in 2014 and 2015 contain more girls than boys (2014: girls 54.6%; boys 45.4%; 2015: girls 51.2%; boys 48.8%); however, the percentage in the samples is not significantly different⁵. The 2014 sample includes significantly more FSM and EAL pupils than the 2015 sample⁶ (2014 FSM: 39.2% vs. 2015 FSM: 26.3%; 2014 EAL: 72.1% vs. 2015 EAL: 58.7%).

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Reading enjoyment among KS2 pupils has increased significantly between 2014 and 2015<sup>7</sup>. **Figure 4** outlines this change in percentages and shows that in 2015 81.3% of pupils enjoy reading either very much or quite a lot compared with 62.4% in 2014 - an increase of 30.3%. Conversely, the percentage of KS2 children who do not enjoy reading at all has decreased from 5.9% in 2014 to 1.6% in 2015.

**Figure 4: KS2 pupils' reading enjoyment in 2014 and 2015**



As with reading enjoyment, reading frequency has increased significantly over the past year<sup>8</sup>. This change in percentages is outlined in **Figure 5**, which shows that 45.3% of KS2 pupils in 2015 read outside class every day compared with 21.2% in 2014. Furthermore, only 3.9% of pupils in 2015 rarely or never read outside class compared with over a fifth (22.5%) of pupils in 2014.

In 2015, 37.3% of KS2 pupils read daily for fun and 21.4% for information. This information was not available in the 2014 sample.

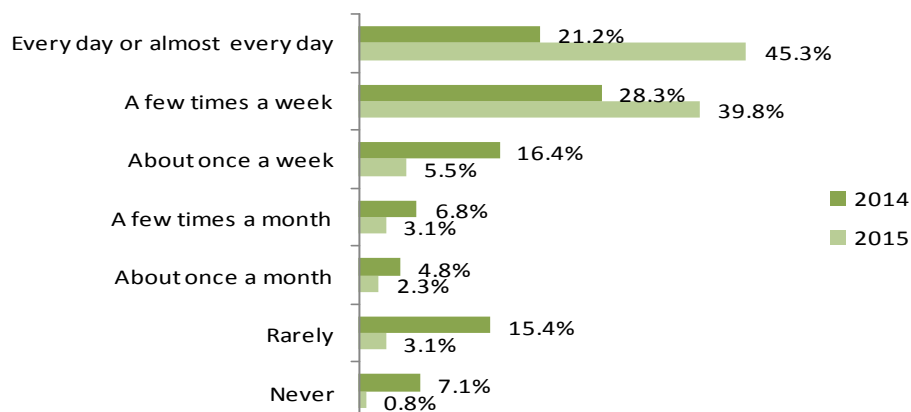
<sup>5</sup>  $\chi^2 (1, N=431) = .406, p = .524; \Phi = -.031$

<sup>6</sup> FSM:  $\chi^2 (1, N=379) = 5.830, p = .016, \Phi = .124$ ; EAL:  $\chi^2 (1, N=391) = 6.964, p = .008, \Phi = .133$

<sup>7</sup> 2014: Mdn = 2; 2015: Mdn = 2; Mann-Whitney U (434) = 17356.000,  $z = -1.970, p = .049; r = .095$

<sup>8</sup> 2014: Mdn = 3; 2015: Mdn = 2; Mann-Whitney U (439) = 11703.000,  $z = -6.996, p = .000; r = .334$

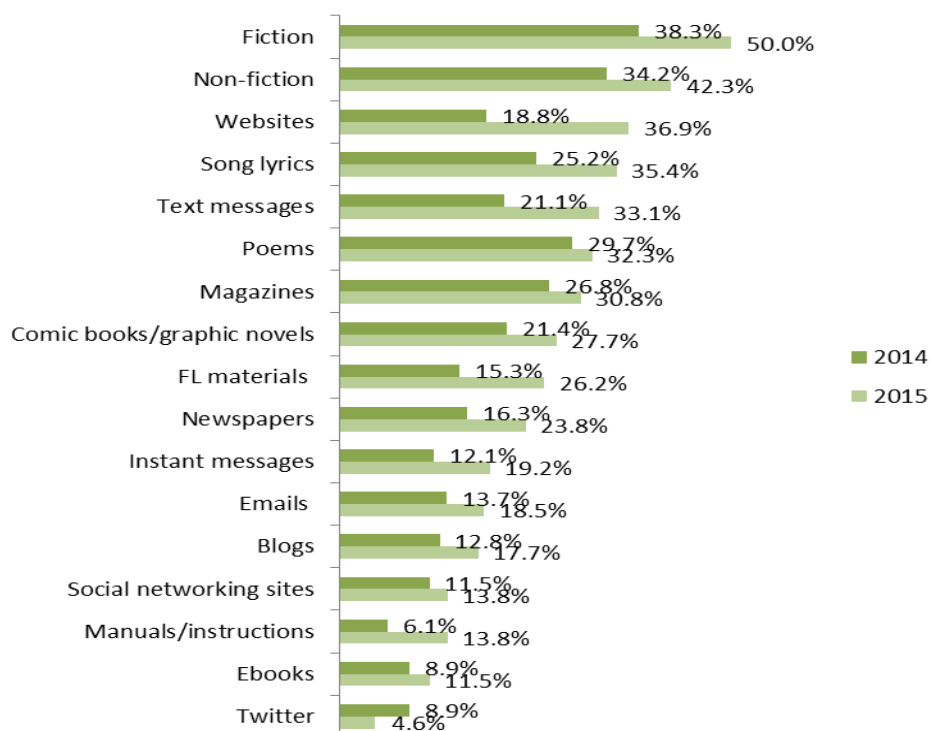
**Figure 5: How often KS2 pupils read outside class in 2014 and 2015**



Reading confidence remained stable between 2014 and 2015<sup>9</sup>.

KS2 pupils in 2015 also read a wider variety of materials compared with 2014 (see **Figure 6**). Significantly more read manuals or instructions (13.8% vs. 6.1%), books or texts in a language other than English (26.2% vs. 15.3%), text messages (33.1% vs. 21.1%), websites (36.9% vs. 18.8%), song lyrics (35.4% vs. 25.2%) and fiction (50.0% vs. 38.3%)<sup>10</sup>.

**Figure 6: Materials read at least once a month by KS2 pupils in 2014 and 2015**



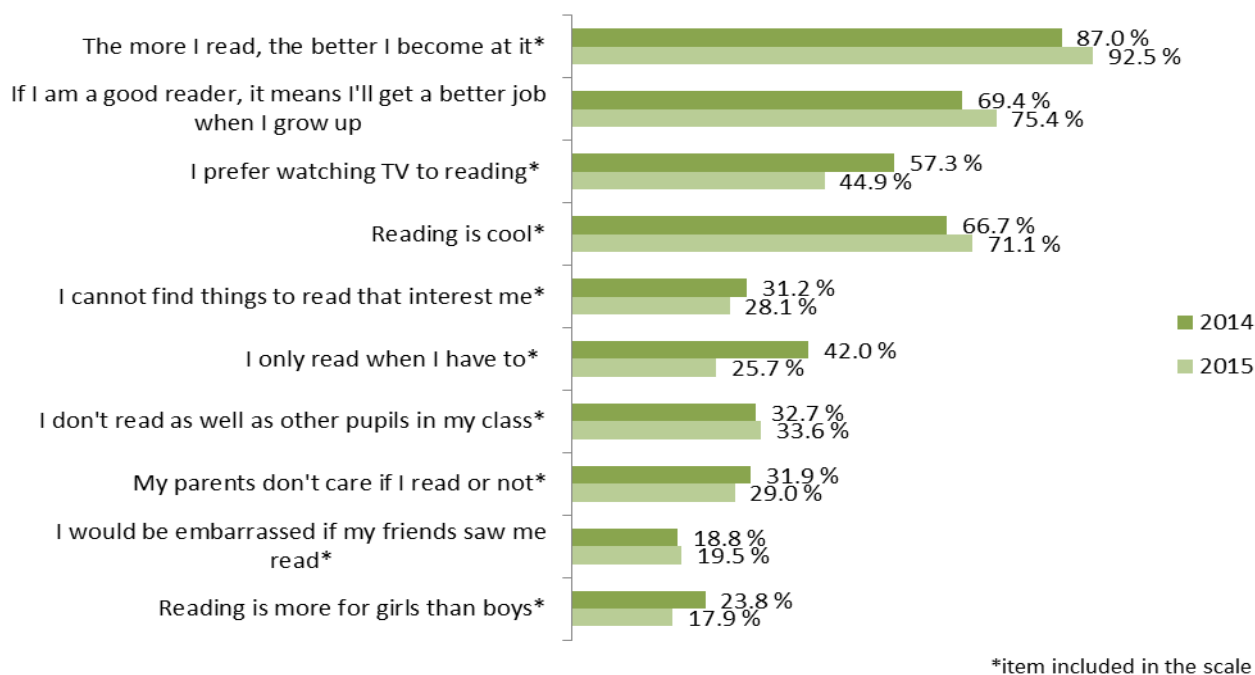
<sup>9</sup>  $p = .768$

<sup>10</sup> Manuals:  $\chi^2(1, N=443) = 7.255, p = .007, \Phi = -.128$ ; books or texts in other language than English:  $\chi^2(1, N=443) = 7.127, p = .008, \Phi = -.127$ ; text messages:  $\chi^2(1, N=443) = 7.119, p = .008, \Phi = -.127$ ; websites:  $\chi^2(1, N=443) = 16.377, p = .000, \Phi = -.192$ ; lyrics:  $\chi^2(1, N=433) = 4.667, p = .031, \Phi = -.103$ ; fiction:  $\chi^2(1, N=433) = 5.136, p = .023, \Phi = -.108$



Attitudes have also improved between 2014 and 2015<sup>11 12</sup>, for example fewer pupils in 2015 agree that they only read when they have to and that they prefer watching TV to reading. **Figure 7** outlines the changes in percentages for each individual statement.

**Figure 7: KS2 pupils' attitudes towards reading in 2014 and 2015**



<sup>11</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 one Cronbach's alpha was acceptable (.744). Therefore 9 attitudinal items were combined into a scale: The more I read the better I become, I cannot find things to read that interest me – reverse scored, I don't read as well as other pupils in my class – reverse scored, I only read when I have to – reverse scored, Reading is cool, I prefer watching TV to reading – reverse scored, My parents don't care whether I read or not – reverse coded, Reading is more for girls than for boys – reverse coded, I would be embarrassed if my friends saw me read – reverse scored.

<sup>12</sup> 2014: M= 2.73; SD= .924; 2015: M= 2.39; SD= .783;  $t(433) = 3.673$ ,  $p = .000$ , Cohen's  $d = .40$



## A closer look at Key Stage 3

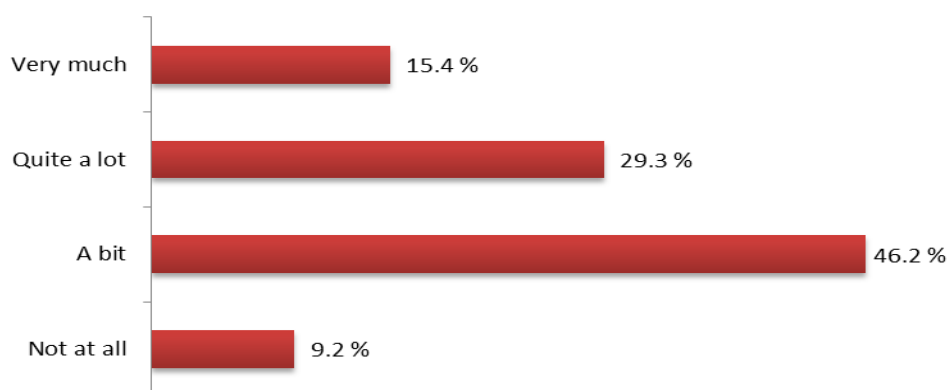
This section presents both general results from 2015 for KS3 pupils and broken down by demographic background. The results show that there is scope for improvement in KS3 pupils' reading enjoyment, frequency and attitudes, with a particular need to focus on boys.

The KS3 sample includes more boys than girls (boys: 55.8%; girls: 44.2%). 24.1% of the pupils reported that they receive FSMs (compared with 14.9% nationally<sup>13</sup>). The majority of young people come from a White background (49.4%), with 42.9% from an Asian background, 6.6% from a mixed ethnic background and 1.1% from a Black background. Overall, 40.5% of young people from the Bradford sample say they speak a language other than English at home.

### General findings

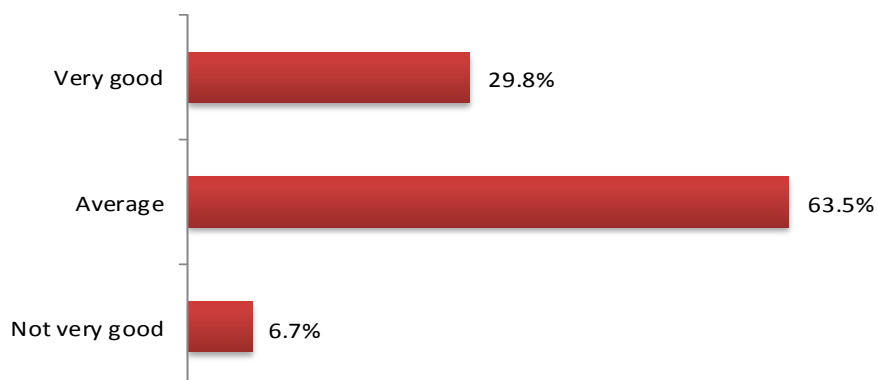
KS3 pupils are not very keen readers: only 4 in 10 (44.7%) say that they **enjoy reading** very much or quite a lot. However, 46.2% say that they like reading a bit. 9.2% do not like reading at all (see **Figure 8**).

**Figure 8: KS3 pupils' reading enjoyment**



KS3 pupils are not overly **confident readers** (see **Figure 9**). Only 3 in 10 (29.8%) rate themselves as very good readers<sup>14</sup>.

**Figure 9: How KS3 pupils rate themselves as readers**

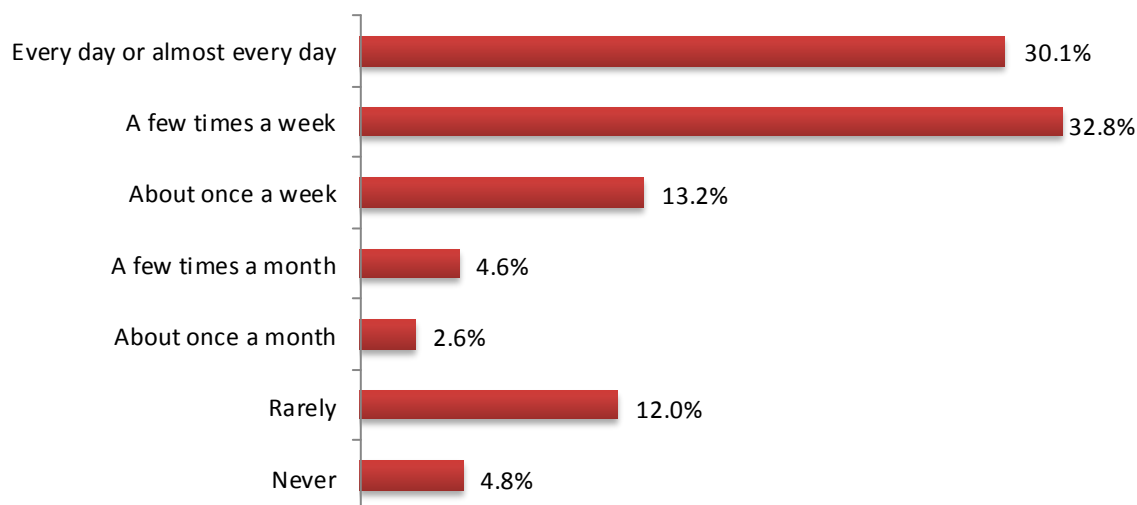


<sup>13</sup> % of pupils aged 11 to 15 known to be eligible for and claiming free school meals in state-funded secondary schools. Department for Education (2015). *Schools, pupils and their characteristics: January 2015*. Retrieved from <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015>

<sup>14</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.

30.1% **read outside class** every day or almost every day (see **Figure 10**). A further 32.8% read outside class a few times a week. However, 12.0% rarely read outside class and 4.8% never read in their free time.

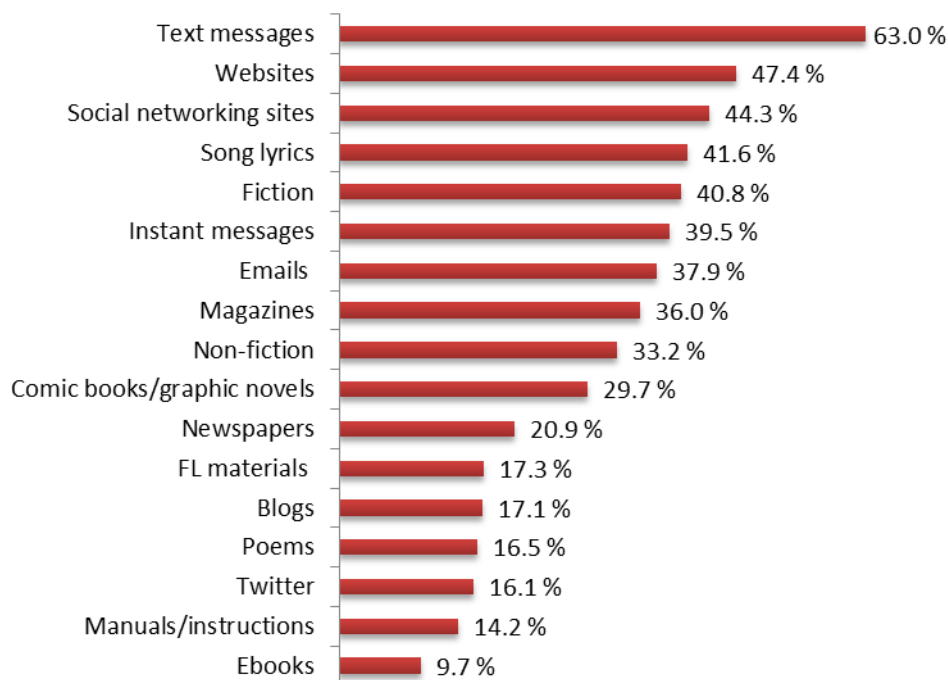
**Figure 10: How often KS3 pupils read outside class**



Looking more closely at the reasons for reading, twice as many KS3 pupils say they **read for fun** than **read for information** every day (22.6% vs. 12.4%).

The materials most commonly read by KS3 pupils are technology based (see **Figure 11**): text messages (63.0%), websites (47.4%) and social networking sites (44.3%). The most popular “traditional” materials are song lyrics (41.6%), fiction or short stories (40.8%) and magazines (36.0%).

**Figure 11: Materials read at least once a month by KS3 pupils**



Just over half (56.7%) of KS3 pupils have a **favourite book** or story. The most commonly mentioned titles are *Diary of a Wimpy Kid*, *Harry Potter* and *Horrid Henry* (see **Figure 12**). The most popular authors (after Jeff Kinney, author of *Diary of a Wimpy Kid* and J. K. Rowling, author of *Harry Potter*) are David Walliams, Jacqueline Wilson and Roald Dahl, as several of their books were frequently mentioned.

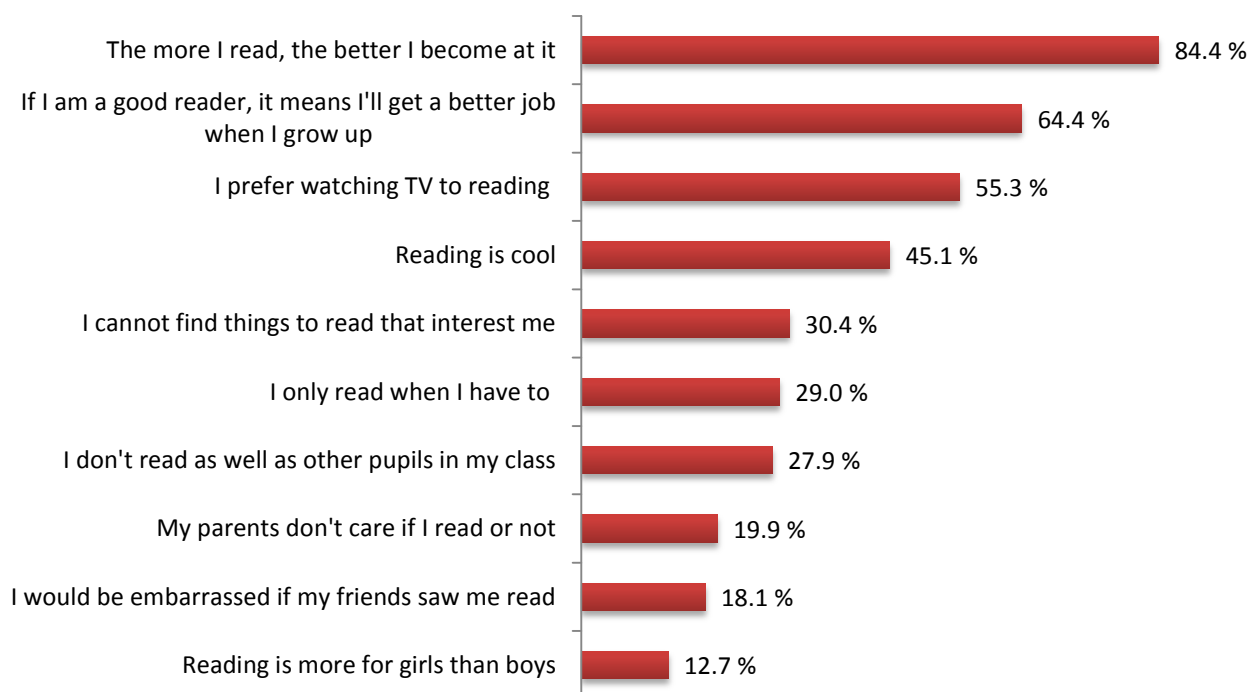
**Figure 12: Most commonly mentioned titles by KS3 pupils**



Most of the KS3 pupils have visited a **library** (90.9%) and 7 in 10 (71.5%) have been given a **book as a present**. Only 63.4% say that they have been to a **bookshop**.

Overall, young people's **attitudes towards reading** could be improved (see **Figure 13**). 29.0% say they only read when they have to while over half (55.3%) say they prefer watching TV to reading. Moreover, nearly a fifth (19.9%) say their parents don't care whether or not they read and 18.1% would be embarrassed if their friends saw them read. On the other hand, nearly 2 in 3 see the value of reading for their future: 64.4% agree that if they are good readers, they will get better job in the future and 84.4% feel that the more they read, the better readers they become. Only 12.7% agree that reading is more for girls than for boys.

**Figure 13: Agreement with reading attitudes statements by KS3 pupils**



Nearly half (48.3%) of KS3 pupils say that no one **reads with them at home**. 37.1% read at home with their mum (or carer) and a quarter (25.5%) read with their dad (or carer). 27.2% read with their brother or sister.

### Gender differences

Significantly more KS3 girls than boys **enjoy reading**<sup>15</sup>. In terms of percentages, 53.2% of KS3 girls say that they enjoy reading either very much or quite a lot compared with 37.8% of KS3 boys (see **Figure 14**).

KS3 girls also read significantly **more often outside class** than boys<sup>16</sup>. **Figure 15** outlines this difference in percentages and shows that 36.6% of girls read every day or almost every day compared with just 25.2% of boys. Interestingly, the percentage of boys and girls who never read outside class is very similar (girls 4.5%; boys 5.0%).

KS3 girls read significantly more often for fun than KS3 boys: 28.3% read for fun every day compared with 18.1% of boys<sup>17</sup>. Interestingly, there is no significant difference in the proportion of boys and girls who read for information<sup>18</sup>.

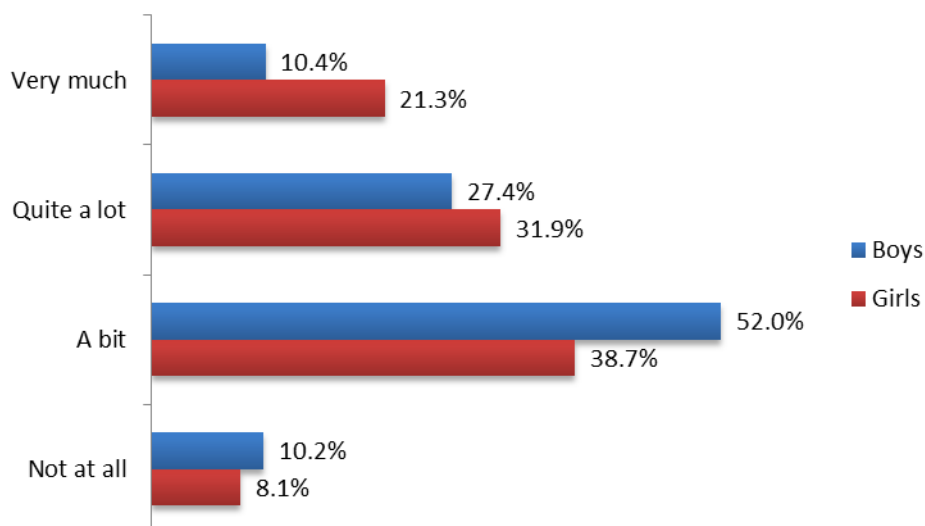
<sup>15</sup> Girls: Mdn= 2; Boys: Mdn= 3; Mann-Whitney U (895)= 81358.000; z= -4.850; p= .000, r = .162

<sup>16</sup> Girls: Mdn= 2; Boys: Mdn= 2; Mann-Whitney U (896)= 82520.000; z= -4.434; p= .000, r = .148

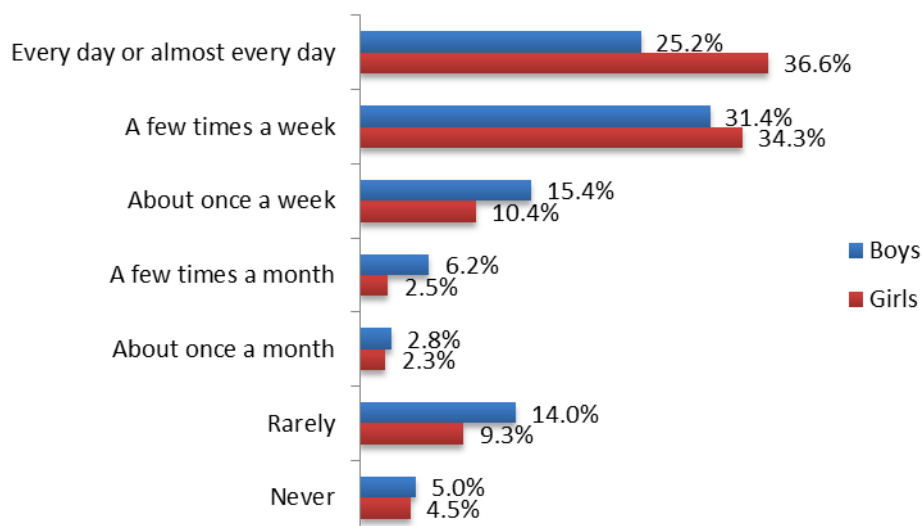
<sup>17</sup> Girls: Mdn= 2; Boys: Mdn= 2; Mann-Whitney U (856)= 74980.000; z= -4.448; p= .000, r = .152

<sup>18</sup> p= .216

**Figure 14: Reading enjoyment by gender**



**Figure 15: Reading frequency by gender**



KS3 girls and boys are equally confident readers<sup>19</sup>.

KS3 boys and girls read different types of materials (see **Figure 16**), with girls tending to read a wider variety of materials. For example, KS3 girls are significantly more likely to read poems, books or texts in a language other than English, song lyrics, magazines and fiction<sup>20</sup>. They also read more text messages and blogs<sup>21</sup>. These differences might in part be explained by differing access to materials: significantly more girls say that they have books of their own (92.1% vs. 82.6%) and an ereader (29.7% vs. 19.3%)<sup>22</sup>. No gender difference exists in terms of access to other materials or technology. On the other hand, significantly more KS3 boys read manuals or instructions, comic books or graphic novels and Twitter<sup>23</sup>.

<sup>19</sup>  $p = .245$

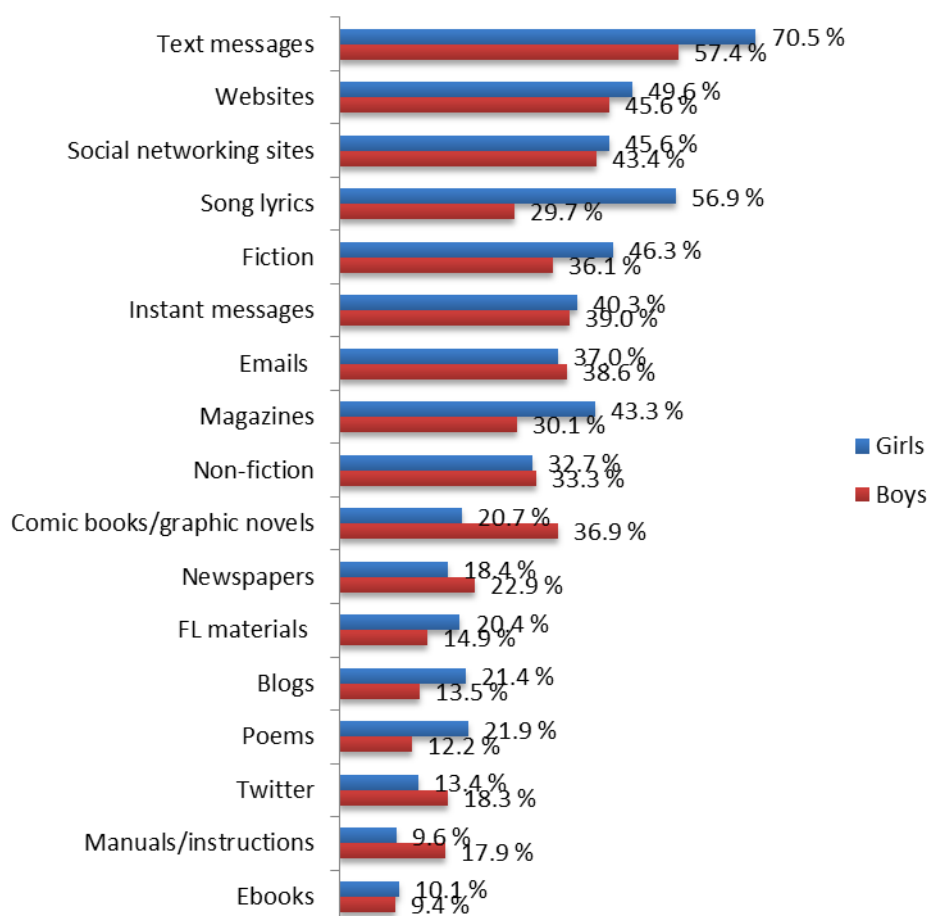
<sup>20</sup> Poems:  $\chi^2 (1, N=899) = 15.364, p = .000, \Phi = -.131$ ; books or texts in a language other than English:  $\chi^2 (1, N=899) = 4.613, p = .032, \Phi = -.072$ ; song lyrics:  $\chi^2 (1, N=899) = 67.684, p = .000, \Phi = -.274$ ; magazines:  $\chi^2 (1, N=899) = 16.895, p = .000, \Phi = -.137$ ; fiction:  $\chi^2 (1, N=899) = 9.737, p = .002, \Phi = -.104$

<sup>21</sup> Text messages:  $\chi^2 (1, N=899) = 16.500, p = .000, \Phi = -.135$ ; blogs:  $\chi^2 (1, N=899) = 9.709, p = .002, \Phi = -.104$

<sup>22</sup> Books of their own:  $\chi^2 (1, N=741) = 61293.000, p = .000, \Phi = -.139$ ; ereader:  $\chi^2 (1, N=669) = 49243.000, p = .002, \Phi = -.121$

<sup>23</sup> Manuals:  $\chi^2 (1, N=899) = 12.678, p = .000, \Phi = -.119$ ; comic books:  $\chi^2 (1, N=899) = 27.857, p = .000, \Phi = .176$ ; Twitter:  $\chi^2 (1, N=899) = 4.059, p = .044, \Phi = .067$

**Figure 16: Materials read at least once a month by gender**

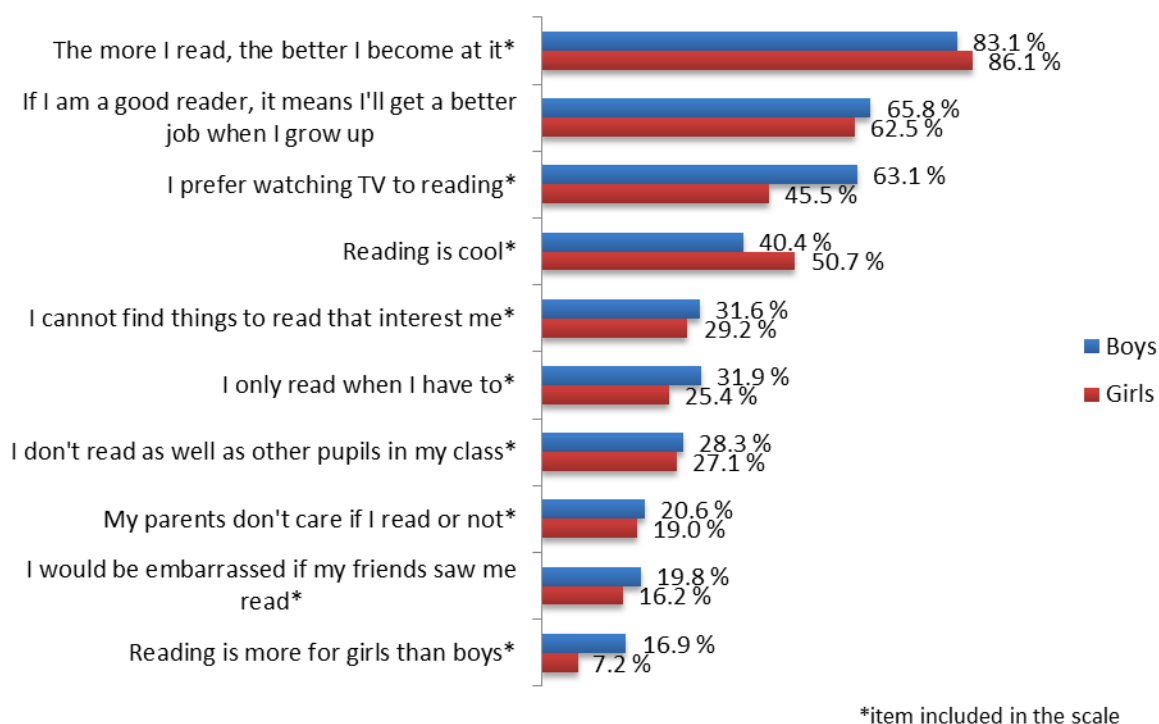


KS3 girls also have significantly more positive attitudes towards reading<sup>24 25</sup>. **Figure 17** outlines the differences between boys and girls across the individual attitudinal statements in percentages and shows, for example, that fewer girls agree that they only read when they have to and that reading is more for girls than for boys.

<sup>24</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 one Cronbach's alpha was acceptable (.773). Therefore 9 attitudinal items were combined into a scale: the more I read the better I become, I cannot find things to read that interest me – reverse scored, I don't read as well as other pupils in my class – reverse scored, I only read when I have to – reverse scored, reading is cool, I prefer watching TV to reading – reverse scored, My parents don't care whether I read or not – reverse coded, Reading is more for girls than for boys – reverse coded, and I would be embarrassed if my friends saw me read – reverse scored.

<sup>25</sup> Girls: M= 2.53; SD= .814; boys: M= 2.72; SD= .856; t(895)= 3.433, p= .001, Cohen's d= .23

**Figure 17: Agreement with reading attitudes statements by gender**



KS3 girls are significantly more likely to report parental engagement with reading than boys: significantly more KS3 girls than boys say that their mum (40.6% vs. 34.1%) and their brother or sister (31.5% vs. 23.9%) read with them at home<sup>26</sup>. No significant difference exists between boys and girls who say that no one reads with them at home (boys 51.2%; girls 45.1%)<sup>27</sup>.

### Differences by socioeconomic background<sup>28</sup>

There were no significant differences between KS3 FSM and non-FSM pupils in the degree to which they enjoy reading, how often they read outside class, their reading confidence or their attitudes towards reading<sup>29</sup>. For example, 49.7% of FSM pupils and 44.5% of non-FSM pupils enjoy reading very much or quite a lot and 33.0% of FSM and 29.5% of non-FSM pupils read daily outside class.

Overall, only two differences emerged between FSM and non-FSM pupils: more pupils who receive free school meals read poems (25.1% vs. 13.5%)<sup>30</sup> and more pupils who do not receive free school meals say that no one reads with them at home (50.4% vs. 40.8%)<sup>31</sup>.

### EAL background

This section reports differences between children and young people who speak a language other than English at home (EAL) and those who do not (non-EAL). There were no significant

<sup>26</sup> Mum:  $\chi^2(1, N=899)=4.009, p=.045, \Phi=.067$ ; brother or sister:  $\chi^2(1, N=899)=6.428, p=.011, \Phi=.085$

<sup>27</sup>  $\chi^2(1, N=899)=3.310, p=.069, \Phi=.061$

<sup>28</sup> Using FSM uptake as a proxy

<sup>29</sup> Enjoyment:  $p=.117$ ; frequency:  $p=.854$ ; confidence:  $p=.461$ ; attitudes:  $p=.666$

<sup>30</sup>  $\chi^2(1, N=792)=14.435, p=.000, \Phi=.135$

<sup>31</sup>  $\chi^2(1, N=792)=5.326, p=.021, \Phi=.082$

differences between KS3 EAL and non-EAL pupils in the degree to which they enjoy reading, how often they read outside class or how confident they are in reading<sup>32</sup>. For example, 46.2% of EAL and 44.3% of non-EAL pupils enjoy reading very much or quite a lot and 28.1% of EAL and 32.0% of non-EAL pupils read daily outside class.

EAL pupils read more often for information compared with non-EAL pupils<sup>33</sup>: 55.5% read for information every day or few times a week compared with 45.0%. Interestingly, no significant difference occurs between EAL and non-EAL pupils in terms of how often they read for fun<sup>34</sup>.

EAL pupils have more positive attitudes towards reading<sup>35</sup>. For example, fewer EAL pupils agree that they don't read as well as other pupils in their class (24.0% vs. 30.7%) and that their parents don't care if they spend any time reading (16.6% vs. 22.4%). More of them also agree that reading is cool (51.4% vs. 41.0%).

More non-EAL pupils say that no one reads with them at home (52.1% vs. 42.9%)<sup>36</sup>.

More EAL pupils read poems (20.3% vs. 14.0%) and non-fiction (38.7% vs. 29.5%) at least once a month. Unsurprisingly more also read books or texts in a language other than English (25.6% vs. 11.6%)<sup>37</sup>. On the other hand, more non-EAL pupils read social networking sites (48.1% vs. 39.3%)<sup>38</sup>.

### KS3: National and regional comparisons

KS3 pupils in our Bradford sample enjoy reading less than those in the national sample<sup>39</sup> and the regional sample<sup>40</sup>. Overall, 52.0% of pupils nationally enjoy reading either very much or quite a lot compared with 56.8% in the Yorkshire and Humber sample and 44.7% in the Bradford sample.

Fewer KS3 pupils in our Bradford sample read daily compared with the national sample<sup>41</sup> and the regional sample<sup>42</sup>. Just 30.1% of our sample of KS3 pupils in Bradford read daily compared with 42.6% in the national sample and 41.5% in the rest of the region. In a similar vein, fewer KS3 pupils in the Bradford sample read for fun compared with both regional and national samples<sup>43 44</sup>: 22.6% read for fun daily compared with 30.4% in the national sample and 30.5% in the region as a whole. No significant difference exists in the proportion of pupils who read daily for information<sup>45</sup>.

KS3 pupils in our Bradford sample read less widely than KS3 pupils in the wider national sample. In particular, they are less likely to read technology-based materials, such as text messages (77.9% vs. 63.0%), ebooks (14.1% vs. 9.7%), emails (50.7% vs. 37.9%), websites

<sup>32</sup> Enjoyment:  $p = .009$ ; frequency:  $p = .260$ ; confidence:  $p = .632$

<sup>33</sup> EAL:  $Mdn = 2$ ; non-EAL:  $Mdn = 3$ ; Mann-Whitney U (702) = 51650.500,  $z = -2.892$ ,  $p = .004$ ,  $r = .109$

<sup>34</sup>  $p = .629$

<sup>35</sup> EAL:  $M = 2.56$ ;  $SD = .774$ ; non-EAL:  $M = 2.68$ ;  $SD = .882$ ;  $t(883) = -2.086$ ,  $p = .037$ , Cohen's  $d = .00$

<sup>36</sup> No-one:  $\chi^2(1, N = 887) = 7.221$ ,  $p = .007$ ,  $\Phi = .007$

<sup>37</sup> Poems:  $\chi^2(1, N = 887) = 6.172$ ,  $p = .013$ ,  $\Phi = .083$ ; non-fiction:  $\chi^2(1, N = 887) = 8.101$ ,  $p = .004$ ,  $\Phi = .096$ ; books or texts in other language than English:  $\chi^2(1, N = 887) = 29.654$ ,  $p = .000$ ,  $\Phi = .183$

<sup>38</sup>  $\chi^2(1, N = 887) = 6.746$ ,  $p = .009$ ,  $\Phi = -.087$

<sup>39</sup> Bradford:  $Mdn = 3$ ; National:  $Mdn = 2$ ; Mann-Whitney U (20,512) = 8096422.000,  $z = -4.027$ ,  $p = .000$ ,  $r = .028$

<sup>40</sup> Bradford:  $Mdn = 3$ ; Yorkshire and Humber:  $Mdn = 2$ ; Mann-Whitney U (1,761) = 338223.000,  $z = -4.889$ ,  $p = .000$ ,  $r = .117$

<sup>41</sup> Bradford:  $Mdn = 2$ ; National:  $Mdn = 2$ ; Mann-Whitney U (20,466) = 7581680.500,  $z = -6.906$ ,  $p = .000$ ,  $r = .048$

<sup>42</sup> Bradford:  $Mdn = 2$ ; Yorkshire and Humber:  $Mdn = 2$ ; Mann-Whitney U (1,757) = 333228.000,  $z = -1.026$ ,  $p = .000$ ,  $r = .024$

<sup>43</sup> Bradford:  $Mdn = 2$ ; National:  $Mdn = 2$ ; Mann-Whitney U (19,996) = 7549940.500,  $z = -3.737$ ,  $p = .000$ ,  $r = .026$

<sup>44</sup> Bradford:  $Mdn = 2$ ; Yorkshire and Humber:  $Mdn = 2$ ; Mann-Whitney U (1,704) = 339873.500,  $z = -2.341$ ,  $p = .019$ ,  $r = .058$

<sup>45</sup> Bradford:  $Mdn = 3$ ; national:  $Mdn = 3$ ; Mann-Whitney U (18,136) = 6096242.000,  $z = -.363$ ,  $p = .717$ ,  $r = .003$ ; Bradford:  $Mdn = 3$ ; Yorkshire and Humber:  $Mdn = 3$ ; Mann-Whitney U (1,516) = 280525.500,  $z = -.649$ ,  $p = .516$ ,  $r = .017$



(59.7% vs. 47.4%), blogs (23.5% vs. 17.1%) and social networking sites (55.6% vs. 44.3%)<sup>46</sup>. The difference in reading materials between pupils in our Bradford sample and pupils in the national sample can be at least partly explained by differing access to technology<sup>47</sup>. For example, more pupils in the national sample than the Bradford sample have access to a computer or laptop (95.4% vs. 91.8%), internet (98.4% vs. 96.9%) or have their own smartphone (85.5% vs. 72.1%). In addition to the technology-based materials, pupils in our Bradford sample read fewer magazines (43.3% vs. 36.0%) and song lyrics (50.8% vs. 41.6%)<sup>48</sup>. On the other hand, pupils in the Bradford sample read more poems (16.5% vs. 12.9%)<sup>49</sup>.

KS3 pupils in our Bradford sample are also less likely to read a wide variety of formats than their peers in the region. For example, they read fewer text messages (82.7% vs. 63.0%), ebooks (15.1% vs. 9.7%) and instant messages (56.5% vs. 39.5%)<sup>50</sup>. Again, the differences in technology-based reading materials can possibly be explained by differing access to technology<sup>51</sup>: compared with the regional sample, fewer pupils in the Bradford sample have access to the internet (96.9% vs. 99.0%) or a computer (91.8% vs. 98.3%) and fewer own their own smartphone (72.1% vs. 85.8%). In addition to the technology-based materials, they are less likely to read fiction (50.5% vs. 40.8%), newspapers (28.1% vs. 20.9%) and magazines (45.0% vs. 36.0%)<sup>52</sup>.

Compared with the national sample and Yorkshire and Humber as a whole, significantly fewer KS3 pupils in the Bradford sample have a favourite book or story<sup>53</sup>: only 56.7% say that they have a favourite story compared with 59.2% in the national sample and 62.9% in the rest of the region.

No significant difference exists between pupils in our Bradford sample and the wider national sample and the rest of the region in terms of attitudes towards reading<sup>54 55</sup>.

<sup>46</sup> Text messages:  $\chi^2(1, N = 20,512) = 105.721, p = .000, \Phi = -.072$ ; ebooks:  $\chi^2(1, N = 20,512) = 13.646, p = .000, \Phi = -.026$ ; emails:  $\chi^2(1, N = 20,512) = 55.310, p = .000, \Phi = -.052$ ; websites:  $\chi^2(1, N = 20,512) = 55.088, p = .000, \Phi = -.052$ ; blogs:  $\chi^2(1, N = 20,512) = 19.688, p = .000, \Phi = -.031$ ; social networking sites:  $\chi^2(1, N = 20,512) = 105.721, p = .000, \Phi = -.047$

<sup>47</sup> Internet:  $\chi^2(1, N = 17,502) = 10.521, p = .001, \Phi = -.025$ ; computer:  $\chi^2(1, N = 17,393) = 20.795, p = .000, \Phi = -.035$ ; smartphone:  $\chi^2(1, N = 16,929) = 15.121, p = .000, \Phi = .030$

<sup>48</sup> Magazines:  $\chi^2(1, N = 20,512) = 19.052, p = .000, \Phi = -.030$ ; song lyrics:  $\chi^2(1, N = 20,512) = 28.103, p = .000, \Phi = -.037$

<sup>49</sup> Poems:  $\chi^2(1, N = 20,512) = 10.431, p = .001, \Phi = .023$

<sup>50</sup> Text messages:  $\chi^2(1, N = 1,761) = 85.053, p = .000, \Phi = -.220$ ; ebooks:  $\chi^2(1, N = 1,761) = 11.614, p = .001, \Phi = -.081$ ; instant messages:  $\chi^2(1, N = 1,761) = 49.837, p = .000, \Phi = -.168$

<sup>51</sup> Internet:  $\chi^2(1, N = 1,531) = 8.192, p = .004, \Phi = -.073$ ; computer:  $\chi^2(1, N = 1,524) = 34.078, p = .000, \Phi = -.150$ ; smartphone:  $\chi^2(1, N = 1,477) = 42.118, p = .000, \Phi = -.169$

<sup>52</sup> Fiction:  $\chi^2(1, N = 1,761) = 17.088, p = .000, \Phi = -.099$ ; newspapers:  $\chi^2(1, N = 1,761) = 11.844, p = .001, \Phi = -.082$ ; magazines:  $\chi^2(1, N = 1,761) = 15.134, p = .000, \Phi = -.093$

<sup>53</sup> Favourite book: national:  $\chi^2(2, N = 19,756) = 63.732, p = .000, \text{Cramer's } V = .057$ ; regional:  $\chi^2(2, N = 1,705) = 36.737, p = .000, \text{Cramer's } V = .147$

<sup>54</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, combining 7 attitudinal items resulted in the most acceptable Cronbach alpha (.797). Therefore the items included in the scale are: the more I read the better I become, I cannot find things to read that interest me – reverse scored, I don't read as well as other pupils in my class – reverse scored, I only read when I have to – reverse scored, reading is cool, I prefer watching TV to reading – reverse scored, and I would be embarrassed if my friends saw me read – reverse scored.

<sup>55</sup> Bradford-national:  $p = .459$ ; Bradford-Yorkshire and Humber:  $p = .639$

## A closer look at White and Pakistani pupils

The Bradford Hub focuses specifically on children from a Pakistani background, particularly boys as they tend to perform less well than their peers. Therefore this section compares FSM pupils and boys from White and Pakistani backgrounds. For this purpose all participants were included in the analysis.

It has to be noted that the number of participants in these groups are small (White FSM N= 89; Pakistani FSM N= 61; White boys N= 214; Pakistani boys N=187). Therefore, no generalisations should be made based on the data. Very few statistically significant differences appeared in the data; however, this section highlights some findings that may be of interest.

### White boys vs. Pakistani boys

More boys from a Pakistani background enjoy reading very much or quite a lot compared with those from a White background (48.3% vs. 38.1%).

Significantly more boys from a Pakistani background read books or texts in a language other than English (21.4% vs. 8.9%) whereas more boys from a White background read comic books or graphic novels (40.7% vs. 27.8%)<sup>56</sup>. More Pakistani boys also read newspapers (33.2% vs. 24.3%).

Boys from a Pakistani background have more positive attitudes towards reading<sup>57</sup> compared with their White peers. For example, more agree that the more they read, the better readers they become (91.2% vs. 80.1%) and that reading is cool (48.0% vs. 39.5%). In a similar vein, more boys from a White background agree that they do not read as well as other pupils in their class (35.3% vs. 21.4%) and that their parents do not care if they read or not (28.7% vs. 19.6%).

### White FSM pupils vs. Pakistani FSM pupils

No difference exists between pupils in reading enjoyment (White FSM 61.4%; Pakistani FSM 59.0%).

FSM pupils from a White background read more frequently: 40.4% read outside class every day or almost every day compared with just 29.5% of FSM pupils from a Pakistani background.

FSM pupils from Pakistani background are more confident readers<sup>58</sup>: 63.9% consider themselves to be very good readers compared with 48.3% of FSM pupils from a White background<sup>59</sup>.

More Pakistani FSM pupils read text messages (65.6% vs. 56.2%), fiction (45.9% vs. 36.0%), non-fiction (42.6% vs. 29.2%) and manuals or instructions (18.0% vs. 9.0%). Significantly more also read instant messages (39.3% vs. 23.6%)<sup>60</sup>. On the other hand, more FSM pupils from a

<sup>56</sup> Books or texts in other language than English:  $\chi^2(1, N=400)=12.617, p=.000, \Phi=-.178$ ; comic books:  $\chi^2(1, N=400)=7.075, p=.008, \Phi=.133$

<sup>57</sup> Pakistani boys:  $M=2.55, SD=.745$ ; White boys:  $M=2.82, SD=.865$ ;  $t(397)=3.352, p=.001$ , Cohens  $d=.34$

<sup>58</sup> White FSM:  $Mdn=2$ ; Pakistani FSM:  $Mdn=3$ ; Mann-Whitney  $U(150)=2237.500, z=-2.065, p=.039, r=.169$

<sup>59</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, 4-7 average, 8-10 very good.

<sup>60</sup>  $\chi^2(1, N=150)=4.275, p=.039, \Phi=-.169$

White background read poems (24.7% vs. 16.4%), comic books (32.6% vs. 19.7%) and magazines (39.3% vs. 31.1%).

More FSM pupils from a White background say that they have a favourite book or story (72.4% vs. 61.4%).

No difference exists between FSM pupils from White and Pakistani backgrounds in terms of their attitudes towards reading<sup>61</sup>.

Significantly more FSM pupils from a White background say that no one reads with them at home (49.4% vs. 32.8%)<sup>62</sup>.

## Opportunities for improvement

- Focus on promoting reading for enjoyment and reading outside class
- Focus on promoting positive attitudes towards reading
- Focus particularly on improving boys' reading enjoyment, reading frequency and attitudes
- Focus on promoting non-EAL pupils' attitudes towards reading
- Focus on promoting family involvement around reading at home, particularly for those from advantaged backgrounds as more non-FSM pupils say that no one reads with them at home

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<sup>61</sup>  $p = .200$

<sup>62</sup>  $\chi^2(1, N = 150) = 4.102, p = .043, \Phi = .165$

## 2015 data tables

The following pages contain the information for each of our questions in tables. For KS2, tables contain information from pupils in 2014 and 2015. For KS3, each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background, EAL background and ethnic background. The tables relating to White and Pakistani FSM pupils and boys include all pupils who took part in 2015.

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

## KS2 reading tables

**Table 1: Enjoyment of reading in 2014 and 2015 by KS2 pupils**

| <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>2014 (N= 313)</b>                  | 35.6%            | 26.8%              | <b>62.4%</b>             | 31.7%        | 5.9%              |
| <b>2015 (N= 130)</b>                  | 33.6%            | 47.7%              | <b>81.3%</b>             | 17.2%        | 1.6%              |

**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>2014 (N= 313)</b> | 1.3%                   | 0.3%     | 2.3%     | 4.2%     | 12.7%            | 5.5%     | 14.0%    | 11.1%    | 13.7%    | 34.9%               |
| <b>2015 (N= 130)</b> | 3.1%                   | 0.8%     | 0.8%     | 3.9%     | 12.4%            | 6.2%     | 7.0%     | 18.6%    | 16.3%    | 31.0%               |

**Table 3: Reading frequency in 2014 and 2015 by KS2 pupils**

| <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>2014 (N= 313)</b>                        | 21.2%                                | 28.3%                     | 16.4%                    | 6.8%                       | 4.8%                      | 15.4%         | 7.1%         |
| <b>2015 (N= 130)</b>                        | 45.3%                                | 39.8%                     | 5.5%                     | 3.1%                       | 2.3%                      | 3.1%          | 0.8%         |

**Table 4: Reading length in 2014 and 2015 by KS2 pupils**

| <i>When you read, how long do you normally read for?</i> |                         |                         |                         |                     |                           |                     |
|----------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------------------|---------------------------|---------------------|
|                                                          | <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>2014 (N= 313)</b>                                     | 30.8%                   | 24.4%                   | 22.7%                   | 7.8%                | 9.4%                      | 4.9%                |
| <b>2015 (N= 130)</b>                                     | 30.5%                   | 34.4%                   | 12.5%                   | 7.8%                | 14.1%                     | 0.8%                |

**Table 5: Types of materials read at least once a month in 2014 and 2015 by KS2 pupils (Part 1)**

|                      | <i>Text messages</i> | <i>Magazines</i> | <i>Fiction</i> | <i>Lyrics</i> | <i>Non-fiction</i> | <i>Websites</i> |
|----------------------|----------------------|------------------|----------------|---------------|--------------------|-----------------|
| <b>2014 (N= 313)</b> | 21.1%                | 26.8%            | 38.3%          | 25.2%         | 34.2%              | 18.8%           |
| <b>2015 (N= 130)</b> | 33.1%                | 30.8%            | 50.0%          | 35.4%         | 42.3%              | 36.9%           |

**Table 5 continued: Types of materials read at least once a month in 2014 and 2015 by KS2 pupils (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>2014 (N= 313)</b> | 11.5%                          | 29.7%        | 13.7%         | 21.4%                       | 12.1%                   | 16.3%             |
| <b>2015 (N= 130)</b> | 13.8%                          | 32.3%        | 18.5%         | 27.7%                       | 19.2%                   | 23.8%             |

**Table 5 continued: Types of materials read at least once a month in 2014 and 2015 by KS2 pupils (Part 3)**

|                      | <i>Twitter</i> | <i>EAL materials</i> | <i>ebooks</i> | <i>Blogs</i> | <i>Manuals/instructions</i> |
|----------------------|----------------|----------------------|---------------|--------------|-----------------------------|
| <b>2014 (N= 313)</b> | 8.9%           | 15.3%                | 8.9%          | 12.8%        | 6.1%                        |
| <b>2015 (N= 130)</b> | 4.6%           | 26.2%                | 11.5%         | 17.7%        | 13.8%                       |

**Table 6: Book genres KS2 pupils like reading in 2014 and 2015 (Part 1)**

|                      | <i>Adventure</i> | <i>Crime</i> | <i>Comedy</i> | <i>Horror</i> | <i>War/spy stories</i> |
|----------------------|------------------|--------------|---------------|---------------|------------------------|
| <b>2014 (N= 313)</b> | 56.2%            | 27.8%        | 39.6%         | 51.4%         | 23.0%                  |
| <b>2015 (N= 130)</b> | 68.5%            | 27.7%        | 43.1%         | 51.5%         | 24.6%                  |

**Table 6 continued: Book genres KS2 pupils like reading in 2014 and 2015 (Part 2)**

|                      | <i>Science fiction/fantasy</i> | <i>Romance/relationships</i> | <i>Animal-related stories</i> | <i>Sports stories</i> | <i>I don't read fiction</i> |
|----------------------|--------------------------------|------------------------------|-------------------------------|-----------------------|-----------------------------|
| <b>2014 (N= 313)</b> | 18.8%                          | 8.6%                         | 24.0%                         | 29.1%                 | 3.2%                        |
| <b>2015 (N= 130)</b> | 26.2%                          | 7.7%                         | 20.8%                         | 32.3%                 | 2.3%                        |

**Table 7: Having a favourite book in 2014 and 2015 by KS2 pupils**

|                      | <b>Yes</b> | <b>No</b> | <b>Not sure</b> |
|----------------------|------------|-----------|-----------------|
| <b>2014 (N= 313)</b> | 77.5%      | 12.7%     | 9.9%            |
| <b>2015 (N= 130)</b> | 79.4%      | 7.9%      | 12.7%           |

**Table 8: 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>2014 (N= 313)</b> | 5.8%        | 12.3%      | 24.6%      | 19.7%      | 8.8%       | 5.1%        | 23.6%               |
| <b>2015 (N= 130)</b> | 0.8%        | 6.4%       | 11.1%      | 22.2%      | 16.6%      | 10.4%       | 32.5%               |

**Table 9: 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>2014 (N= 313)</b> | 8.3%        | 39.2%       | 30.6%        | 10.0%         | 3.3%           | 3.0%           | 5.6%                 |
| <b>2015 (N= 130)</b> | 5.6%        | 38.9%       | 28.6%        | 14.3%         | 4.0%           | 2.4%           | 6.3%                 |

**Table 10: KS2 pupils receiving a book as a present, visiting a library and a bookshop in 2014 and 2015**

|                     | <b><i>I have been given a book as a present</i></b> |           |                 | <b><i>I have been to a library</i></b> |           |                 | <b><i>I have been to a bookshop</i></b> |           |                 |
|---------------------|-----------------------------------------------------|-----------|-----------------|----------------------------------------|-----------|-----------------|-----------------------------------------|-----------|-----------------|
|                     | <b>Yes</b>                                          | <b>No</b> | <b>Not sure</b> | <b>Yes</b>                             | <b>No</b> | <b>Not sure</b> | <b>Yes</b>                              | <b>No</b> | <b>Not sure</b> |
| <b>2014 (N=313)</b> | 78.0%                                               | 17.0%     | 5.1%            | 90.9%                                  | 7.3%      | 1.7%            | 73.2%                                   | 18.1%     | 8.7%            |
| <b>2015 (N=130)</b> | 62.4%                                               | 23.9%     | 13.8%           | 82.9%                                  | 13.5%     | 3.6%            | 76.6%                                   | 16.2%     | 7.2%            |

**Table 11.1: Attitudes towards reading in 2014 and 2015 by KS2 pupils – The more I read, the better I become at it**

|                      | <b>Strongly agree</b> | <b>Agree</b> | <b>Overall agreement</b> | <b>Neither agree nor disagree</b> | <b>Disagree</b> | <b>Strongly disagree</b> | <b>Overall disagreement</b> | <b>Don't know</b> |
|----------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>2014 (N= 313)</b> | 60.8%                 | 26.2%        | 87.0%                    | 3.8%                              | 3.1%            | 2.1%                     | 5.2%                        | 3.8%              |
| <b>2015 (N= 130)</b> | 66.9%                 | 25.6%        | 92.5%                    | 1.7%                              | 1.7%            | 2.5%                     | 4.2%                        | 1.7%              |

**Table 11.2: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 38.8%                 | 18.5%        | 57.3%                    | 14.9%                             | 11.0%           | 9.3%                     | 20.3%                       | 7.5%              |
| <b>2015 (N= 130)</b> | 26.3%                 | 18.6%        | 44.9%                    | 15.3%                             | 20.3%           | 9.3%                     | 29.6%                       | 10.2%             |

**Table 11.3: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 13.5%                 | 10.3%        | 23.8%                    | 15.7%                             | 21.4%           | 32.4%                    | 53.8%                       | 6.8%              |
| <b>2015 (N= 130)</b> | 11.1%                 | 6.8%         | 17.9%                    | 12.0%                             | 24.8%           | 43.6%                    | 68.4%                       | 1.7%              |

**Table 11.4: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 30.9%                 | 35.8%        | 66.7%                    | 10.4%                             | 7.3%            | 8.3%                     | 15.6%                       | 7.3%              |
| <b>2015 (N= 130)</b> | 34.7%                 | 36.4%        | 71.1%                    | 11.9%                             | 5.9%            | 5.1%                     | 11.0%                       | 5.9%              |

**Table 11.5: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 10.3%                 | 22.4%        | 32.7%                    | 12.1%                             | 19.6%           | 23.5%                    | 43.1%                       | 12.1%             |
| <b>2015 (N= 130)</b> | 12.4%                 | 21.2%        | 33.6%                    | 9.7%                              | 26.5%           | 15.9%                    | 42.4%                       | 14.2%             |

**Table 11.6: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 19.2%                 | 22.8%        | 42.0%                    | 9.6%                              | 23.8%           | 19.2%                    | 43.0%                       | 5.3%              |
| <b>2015 (N= 130)</b> | 12.0%                 | 13.7%        | 25.7%                    | 7.7%                              | 32.5%           | 29.9%                    | 62.4%                       | 4.3%              |



**Table 11.7: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 11.0%                 | 20.2%        | 31.2%                    | 16.7%                             | 22.3%           | 19.9%                    | 42.2%                       | 9.9%              |
| <b>2015 (N= 130)</b> | 8.8%                  | 19.3%        | 28.1%                    | 13.2%                             | 33.3%           | 21.9%                    | 55.2%                       | 3.5%              |

**Table 11.8: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 10.1%                 | 8.7%         | 18.8%                    | 11.9%                             | 22.4%           | 36.8%                    | 59.2%                       | 10.1%             |
| <b>2015 (N= 130)</b> | 9.3%                  | 10.2%        | 19.5%                    | 3.4%                              | 29.7%           | 36.4%                    | 66.1%                       | 11.0%             |

**Table 11.9: Attitudes towards reading in 2014 and 2015 by KS2 pupils – 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>2014 (N= 313)</b> | 18.6%                 | 13.3%        | 31.9%                    | 10.8%                             | 22.2%           | 26.5%                    | 48.7%                       | 8.6%              |
| <b>2015 (N= 130)</b> | 17.9%                 | 11.1%        | 29.0%                    | 3.4%                              | 24.8%           | 34.2%                    | 59.0%                       | 8.5%              |

**Table 11.10: Attitudes towards reading in 2014 and 2015 by KS2 pupils – If I am a good reader, it means 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>2014 (N= 313)</b> | 37.8%                 | 31.6%        | 69.4%                    | 10.1%                             | 3.8%            | 4.2%                     | 8.0%                        | 12.5%             |
| <b>2015 (N= 130)</b> | 39.3%                 | 36.1%        | 75.4%                    | 10.7%                             | 4.1%            | 4.1%                     | 8.2%                        | 5.7%              |

**Table 12: Who, if anyone, reads with you at home?**

|                     | <i>Mum (or carer)</i> | <i>Dad (or carer)</i> | <i>Brother or sister</i> | <i>Grand-parent</i> | <i>Aunt</i> | <i>Uncle</i> | <i>No one reads with me</i> |
|---------------------|-----------------------|-----------------------|--------------------------|---------------------|-------------|--------------|-----------------------------|
| <b>2014 (N=313)</b> | 52.4%                 | 38.0%                 | 41.5%                    | 9.3%                | 20.4%       | 14.1%        | 24.3%                       |
| <b>2015 (N=130)</b> | 60.8%                 | 42.3%                 | 50.8%                    | 9.2%                | 18.5%       | 13.8%        | 21.5%                       |

## KS3 reading tables

**Table 13: Enjoyment of reading in 2015 by KS3 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= 903)</b>                   | <b>15.4%</b>     | <b>29.3%</b>       | <b>44.7%</b>             | <b>46.2%</b> | <b>9.2%</b>       |
| <b>Boys (N= 502)</b>                  | 10.4%            | 27.4%              | <b>37.8%</b>             | 52.0%        | 10.2%             |
| <b>Girls (N= 397)</b>                 | 21.3%            | 31.9%              | <b>53.2%</b>             | 38.7%        | 8.1%              |
| <b>FSM (N= 191)</b>                   | 20.6%            | 29.1%              | <b>49.7%</b>             | 41.8%        | 8.5%              |
| <b>Non-FSM (N=601)</b>                | 14.1%            | 30.4%              | <b>44.5%</b>             | 46.6%        | 8.8%              |
| <b>EAL (N= 359)</b>                   | 15.7%            | 30.5%              | <b>46.2%</b>             | 44.0%        | 9.8%              |
| <b>Non-EAL (N=528)</b>                | 15.4%            | 28.9%              | <b>44.3%</b>             | 47.1%        | 8.6%              |
| <b>White (N= 352)</b>                 | 16.6%            | 29.1%              | <b>45.7%</b>             | 47.4%        | 6.9%              |
| <b>Mixed (N= 47)</b>                  | 12.8%            | 25.5%              | <b>38.3%</b>             | 38.3%        | 23.4%             |
| <b>Asian (N= 306)</b>                 | 16.1%            | 32.1%              | <b>48.2%</b>             | 45.6%        | 6.2%              |
| <b>Black (N= 8)</b>                   | 12.5%            | 12.5%              | <b>25.0%</b>             | 75.0%        | 0.0%              |

**Table 14: 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=903)</b>     | <b>2.1%</b>            | <b>2.0%</b> | <b>2.6%</b> | <b>1.6%</b> | <b>13.1%</b>     | <b>10.0%</b> | <b>15.9%</b> | <b>22.8%</b> | <b>17.7%</b> | <b>12.1%</b>        |
| <b>Boys (N=502)</b>    | 2.0%                   | 1.8%        | 2.8%        | 1.6%        | 11.9%            | 10.9%        | 20.5%        | 20.7%        | 15.9%        | 11.9%               |
| <b>Girls (N=397)</b>   | 2.3%                   | 2.3%        | 2.3%        | 1.5%        | 14.9%            | 9.1%         | 10.1%        | 25.7%        | 19.4%        | 12.6%               |
| <b>FSM (N=191)</b>     | 3.2%                   | 3.2%        | 2.1%        | 2.1%        | 14.2%            | 8.4%         | 14.2%        | 22.6%        | 17.9%        | 12.1%               |
| <b>Non-FSM (N=601)</b> | 1.5%                   | 1.5%        | 2.3%        | 1.5%        | 11.9%            | 10.9%        | 15.4%        | 24.1%        | 17.7%        | 13.2%               |
| <b>EAL (N=359)</b>     | 3.1%                   | 2.0%        | 2.0%        | 2.0%        | 11.5%            | 10.1%        | 13.2%        | 25.3%        | 17.4%        | 13.5%               |
| <b>Non-EAL (N=528)</b> | 1.5%                   | 2.1%        | 3.0%        | 1.3%        | 14.6%            | 9.7%         | 17.5%        | 21.3%        | 18.1%        | 10.8%               |
| <b>White (N=352)</b>   | 1.4%                   | 2.8%        | 2.6%        | 1.7%        | 11.9%            | 9.7%         | 18.5%        | 20.2%        | 19.3%        | 11.9%               |
| <b>Mixed (N=47)</b>    | 6.4%                   | 8.5%        | 8.5%        | 0.0%        | 12.8%            | 6.4%         | 12.8%        | 19.1%        | 17.0%        | 8.5%                |
| <b>Asian (N=306)</b>   | 1.0%                   | 1.0%        | 1.7%        | 1.0%        | 10.6%            | 11.2%        | 15.8%        | 27.7%        | 19.8%        | 10.2%               |
| <b>Black (N=8)</b>     | 0.0%                   | 12.5%       | 12.5%       | 12.5%       | 25.0%            | 0.0%         | 0.0%         | 25.0%        | 0.0%         | 12.5%               |

**Table 15: Reading frequency in 2015 by KS3 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= 903)</b>                         | <b>30.1%</b>                         | <b>32.8%</b>              | <b>13.2%</b>             | <b>4.6%</b>                | <b>2.6%</b>               | <b>12.0%</b>  | <b>4.8%</b>  |
| <b>Boys (N= 502)</b>                        | 25.2%                                | 31.4%                     | 15.4%                    | 6.2%                       | 2.8%                      | 14.0%         | 5.0%         |
| <b>Girls (N= 397)</b>                       | 36.6%                                | 34.3%                     | 10.4%                    | 2.5%                       | 2.3%                      | 9.3%          | 4.5%         |
| <b>FSM (N= 191)</b>                         | 33.0%                                | 26.7%                     | 15.2%                    | 4.7%                       | 3.1%                      | 11.0%         | 6.3%         |
| <b>Non-FSM (N= 601)</b>                     | 29.5%                                | 34.7%                     | 12.0%                    | 5.0%                       | 2.8%                      | 11.7%         | 4.2%         |
| <b>EAL (N= 359)</b>                         | 28.1%                                | 33.4%                     | 13.1%                    | 6.4%                       | 2.2%                      | 11.1%         | 5.6%         |
| <b>Non-EAL (N= 528)</b>                     | 32.0%                                | 32.0%                     | 13.5%                    | 3.2%                       | 2.5%                      | 12.8%         | 4.0%         |
| <b>White (N= 352)</b>                       | 34.6%                                | 30.9%                     | 13.4%                    | 3.7%                       | 3.1%                      | 11.4%         | 2.9%         |
| <b>Mixed (N= 47)</b>                        | 31.9%                                | 31.9%                     | 6.4%                     | 4.3%                       | 0.0%                      | 12.8%         | 12.8%        |
| <b>Asian (N= 306)</b>                       | 27.8%                                | 36.3%                     | 15.0%                    | 5.2%                       | 2.0%                      | 10.8%         | 2.9%         |
| <b>Black (N= 8)</b>                         | 25.0%                                | 12.5%                     | 12.5%                    | 0.0%                       | 0.0%                      | 25.0%         | 25.0%        |

**Table 16: Reading length in 2015 by KS3 pupils broken down by demographic background**

| <i>When you read, how long do you normally read for?</i> |                         |                         |                         |                     |                           |                     |
|----------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------------------|---------------------------|---------------------|
|                                                          | <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= 903)</b>                                      | <b>28.2%</b>            | <b>27.0%</b>            | <b>22.8%</b>            | <b>8.1%</b>         | <b>7.6%</b>               | <b>6.3%</b>         |
| <b>Boys (N= 502)</b>                                     | 29.7%                   | 29.3%                   | 20.6%                   | 6.3%                | 6.9%                      | 7.3%                |
| <b>Girls (N= 397)</b>                                    | 26.4%                   | 24.1%                   | 25.9%                   | 10.4%               | 8.1%                      | 5.1%                |
| <b>FSM (N= 191)</b>                                      | 32.6%                   | 24.1%                   | 20.9%                   | 11.2%               | 6.4%                      | 4.8%                |
| <b>Non-FSM (N= 601)</b>                                  | 25.0%                   | 28.1%                   | 24.5%                   | 6.9%                | 9.2%                      | 6.4%                |
| <b>EAL (N= 359)</b>                                      | 29.3%                   | 27.6%                   | 24.1%                   | 6.2%                | 7.1%                      | 5.7%                |
| <b>Non-EAL (N= 528)</b>                                  | 27.8%                   | 25.7%                   | 22.3%                   | 9.5%                | 8.2%                      | 6.5%                |
| <b>White (N= 352)</b>                                    | 26.6%                   | 27.2%                   | 21.2%                   | 9.2%                | 10.9%                     | 4.9%                |
| <b>Mixed (N= 47)</b>                                     | 25.5%                   | 14.9%                   | 23.4%                   | 17.0%               | 4.3%                      | 14.9%               |
| <b>Asian (N= 306)</b>                                    | 29.8%                   | 29.8%                   | 24.2%                   | 7.3%                | 4.6%                      | 4.3%                |
| <b>Black (N= 8)</b>                                      | 25.0%                   | 37.5%                   | 37.5%                   | 0.0%                | 0.0%                      | 0.0%                |

**Table 17: Reading for fun by KS3 pupils broken down by demographic background**

| <i>How often do you read something for fun?</i> |                  |                           |                          |                            |                           |               |              |
|-------------------------------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|                                                 | <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= 903)</b>                             | <b>22.6%</b>     | <b>35.2%</b>              | <b>14.5%</b>             | <b>7.2%</b>                | <b>2.3%</b>               | <b>12.0%</b>  | <b>6.2%</b>  |
| <b>Boys (N= 502)</b>                            | 18.1%            | 33.1%                     | 16.0%                    | 9.5%                       | 2.7%                      | 13.9%         | 6.7%         |
| <b>Girls (N= 397)</b>                           | 28.3%            | 37.3%                     | 12.9%                    | 4.5%                       | 1.8%                      | 9.7%          | 5.5%         |
| <b>FSM (N= 191)</b>                             | 24.0%            | 33.1%                     | 13.7%                    | 6.9%                       | 1.7%                      | 14.9%         | 5.7%         |
| <b>Non-FSM (N= 601)</b>                         | 22.0%            | 36.2%                     | 13.8%                    | 7.6%                       | 2.8%                      | 10.9%         | 6.7%         |
| <b>EAL (N= 359)</b>                             | 23.4%            | 34.8%                     | 14.6%                    | 7.6%                       | 2.6%                      | 11.1%         | 5.8%         |
| <b>Non-EAL (N= 528)</b>                         | 22.2%            | 35.1%                     | 14.7%                    | 6.5%                       | 2.2%                      | 12.7%         | 6.5%         |
| <b>White (N= 352)</b>                           | 25.0%            | 34.4%                     | 15.3%                    | 6.5%                       | 2.6%                      | 10.3%         | 5.9%         |
| <b>Mixed (N= 47)</b>                            | 22.7%            | 34.1%                     | 9.1%                     | 6.8%                       | 0.0%                      | 13.6%         | 13.6%        |
| <b>Asian (N= 306)</b>                           | 20.5%            | 36.2%                     | 16.0%                    | 9.2%                       | 2.0%                      | 11.9%         | 4.1%         |
| <b>Black (N= 8)</b>                             | 42.9%            | 28.6%                     | 14.3%                    | 0.0%                       | 0.0%                      | 0.0%          | 14.3%        |

**Table 18: Reading for information by KS3 pupils broken down by demographic background**

| <i>How often do you read something for information?</i> |                  |                           |                          |                            |                           |               |              |
|---------------------------------------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|                                                         | <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= 903)</b>                                     | <b>12.4%</b>     | <b>36.6%</b>              | <b>19.8%</b>             | <b>8.3%</b>                | <b>3.4%</b>               | <b>14.2%</b>  | <b>5.3%</b>  |
| <b>Boys (N= 502)</b>                                    | 13.3%            | 35.3%                     | 16.0%                    | 8.8%                       | 4.5%                      | 14.3%         | 7.8%         |
| <b>Girls (N= 397)</b>                                   | 11.3%            | 38.3%                     | 24.8%                    | 7.4%                       | 1.9%                      | 14.1%         | 2.3%         |
| <b>FSM (N= 191)</b>                                     | 11.1%            | 36.1%                     | 20.8%                    | 6.2%                       | 4.2%                      | 17.4%         | 4.2%         |
| <b>Non-FSM (N= 601)</b>                                 | 11.1%            | 37.0%                     | 20.7%                    | 9.0%                       | 3.1%                      | 13.1%         | 6.0%         |
| <b>EAL (N= 359)</b>                                     | 15.4%            | 40.1%                     | 20.4%                    | 4.3%                       | 1.8%                      | 11.5%         | 6.5%         |
| <b>Non-EAL (N= 528)</b>                                 | 10.2%            | 34.8%                     | 19.6%                    | 10.6%                      | 4.5%                      | 15.8%         | 4.5%         |
| <b>White (N= 352)</b>                                   | 12.6%            | 34.7%                     | 17.2%                    | 9.1%                       | 4.9%                      | 16.1%         | 5.3%         |
| <b>Mixed (N= 47)</b>                                    | 18.2%            | 24.2%                     | 21.2%                    | 6.1%                       | 3.0%                      | 24.2%         | 3.0%         |
| <b>Asian (N= 306)</b>                                   | 10.9%            | 43.3%                     | 23.1%                    | 6.9%                       | 2.0%                      | 10.1%         | 3.6%         |
| <b>Black (N= 8)</b>                                     | 16.7%            | 0.0%                      | 66.7%                    | 16.7%                      | 0.0%                      | 0.0%          | 0.0%         |

**Table 19: Types of materials read at least once a month in 2015 by KS3 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= 903)</b>     | <b>63.0%</b>         | <b>36.0%</b>     | <b>40.8%</b>   | <b>41.6%</b>  | <b>33.2%</b>       | <b>47.4%</b>    |
| <b>Boys (N= 502)</b>    | 57.4%                | 30.1%            | 36.1%          | 29.7%         | 33.3%              | 45.6%           |
| <b>Girls (N= 397)</b>   | 70.5%                | 43.3%            | 46.3%          | 56.9%         | 32.7%              | 49.6%           |
| <b>FSM (N= 191)</b>     | 60.2%                | 35.6%            | 39.3%          | 45.5%         | 31.4%              | 42.4%           |
| <b>Non-FSM (N= 601)</b> | 64.9%                | 36.4%            | 41.9%          | 41.1%         | 35.3%              | 49.4%           |
| <b>EAL (N= 359)</b>     | 60.4%                | 34.0%            | 40.9%          | 39.0%         | 38.7%              | 47.1%           |
| <b>Non-EAL (N= 528)</b> | 65.0%                | 37.9%            | 40.9%          | 43.8%         | 29.5%              | 48.3%           |
| <b>White (N= 352)</b>   | 68.8%                | 43.2%            | 40.6%          | 45.7%         | 32.7%              | 53.7%           |
| <b>Mixed (N= 47)</b>    | 61.7%                | 29.8%            | 31.9%          | 42.6%         | 29.8%              | 42.6%           |
| <b>Asian (N= 306)</b>   | 61.8%                | 32.7%            | 40.5%          | 39.9%         | 35.6%              | 46.7%           |
| <b>Black (N= 8)</b>     | 50.0%                | 25.0%            | 25.0%          | 37.5%         | 25.0%              | 37.5%           |

**Table 19 continued: Types of materials read at least once a month in 2015 by KS3 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= 903)</b>     | <b>44.3%</b>                   | <b>16.5%</b> | <b>37.9%</b>  | <b>29.7%</b>                | <b>39.5%</b>            | <b>20.9%</b>      |
| <b>Boys (N= 502)</b>    | 43.4%                          | 12.2%        | 38.6%         | 36.9%                       | 39.0%                   | 22.9%             |
| <b>Girls (N= 397)</b>   | 45.6%                          | 21.9%        | 37.0%         | 20.7%                       | 40.3%                   | 18.4%             |
| <b>FSM (N= 191)</b>     | 41.9%                          | 25.1%        | 39.3%         | 28.8%                       | 32.5%                   | 21.5%             |
| <b>Non-FSM (N= 601)</b> | 45.3%                          | 13.5%        | 37.9%         | 30.6%                       | 42.4%                   | 21.0%             |
| <b>EAL (N= 359)</b>     | 39.3%                          | 20.3%        | 38.4%         | 26.5%                       | 38.4%                   | 21.7%             |
| <b>Non-EAL (N= 528)</b> | 48.1%                          | 14.0%        | 37.7%         | 32.0%                       | 40.5%                   | 20.5%             |
| <b>White (N= 352)</b>   | 50.3%                          | 13.4%        | 39.8%         | 33.0%                       | 40.6%                   | 21.3%             |
| <b>Mixed (N= 47)</b>    | 44.7%                          | 19.1%        | 36.2%         | 27.7%                       | 38.3%                   | 17.0%             |
| <b>Asian (N= 306)</b>   | 40.8%                          | 16.3%        | 40.2%         | 28.4%                       | 37.3%                   | 24.5%             |
| <b>Black (N= 8)</b>     | 37.5%                          | 25.0%        | 37.5%         | 0.0%                        | 25.0%                   | 12.5%             |

**Table 19 continued: Types of materials read at least once a month in 2015 by KS3 pupils broken down by demographic background (Part 3)**

|                         | <i>Twitter</i> | <i>EAL materials</i> | <i>ebooks</i> | <i>Blogs</i> | <i>Manuals/<br/>instructions</i> |
|-------------------------|----------------|----------------------|---------------|--------------|----------------------------------|
| <b>All (N= 903)</b>     | <b>16.1%</b>   | <b>17.3%</b>         | <b>9.7%</b>   | <b>17.1%</b> | <b>14.2%</b>                     |
| <b>Boys (N= 502)</b>    | 18.3%          | 14.9%                | 9.4%          | 13.5%        | 17.9%                            |
| <b>Girls (N= 397)</b>   | 13.4%          | 20.4%                | 10.1%         | 21.4%        | 9.6%                             |
| <b>FSM (N= 191)</b>     | 17.8%          | 16.2%                | 8.4%          | 15.7%        | 12.0%                            |
| <b>Non-FSM (N= 601)</b> | 16.3%          | 18.8%                | 10.0%         | 17.6%        | 14.1%                            |
| <b>EAL (N= 359)</b>     | 15.3%          | 25.6%                | 10.6%         | 16.4%        | 15.9%                            |
| <b>Non-EAL (N= 528)</b> | 16.7%          | 11.6%                | 9.1%          | 17.6%        | 13.1%                            |
| <b>White (N= 352)</b>   | 19.0%          | 13.1%                | 9.7%          | 19.6%        | 14.2%                            |
| <b>Mixed (N= 47)</b>    | 23.4%          | 25.5%                | 14.9%         | 17.0%        | 8.5%                             |
| <b>Asian (N= 306)</b>   | 13.1%          | 21.6%                | 10.5%         | 15.4%        | 16.3%                            |
| <b>Black (N= 8)</b>     | 12.5%          | 12.5%                | 0.0%          | 37.5%        | 12.5%                            |

**Table 20: Book genres young people like reading in 2015 by KS3 pupils broken down by demographic background (Part 1)**

|                         | <i>Adventure</i> | <i>Crime</i> | <i>Comedy</i> | <i>Horror</i> | <i>War/spy<br/>stories</i> |
|-------------------------|------------------|--------------|---------------|---------------|----------------------------|
| <b>All (N= 903)</b>     | <b>56.3%</b>     | <b>34.1%</b> | <b>57.7%</b>  | <b>52.8%</b>  | <b>29.0%</b>               |
| <b>Boys (N= 502)</b>    | 58.8%            | 34.7%        | 58.8%         | 50.2%         | 36.9%                      |
| <b>Girls (N= 397)</b>   | 53.4%            | 33.5%        | 56.4%         | 55.9%         | 19.1%                      |
| <b>FSM (N= 191)</b>     | 56.0%            | 33.5%        | 57.6%         | 60.2%         | 27.7%                      |
| <b>Non-FSM (N= 601)</b> | 57.6%            | 34.9%        | 59.2%         | 50.1%         | 29.8%                      |
| <b>EAL (N= 359)</b>     | 54.9%            | 35.9%        | 62.7%         | 52.4%         | 30.4%                      |
| <b>Non-EAL (N= 528)</b> | 57.4%            | 33.3%        | 54.7%         | 53.4%         | 28.6%                      |
| <b>White (N= 352)</b>   | 58.0%            | 32.7%        | 56.2%         | 51.1%         | 30.1%                      |
| <b>Mixed (N= 47)</b>    | 53.2%            | 25.5%        | 51.1%         | 42.6%         | 25.5%                      |
| <b>Asian (N= 306)</b>   | 59.5%            | 40.2%        | 62.7%         | 57.8%         | 31.4%                      |
| <b>Black (N= 8)</b>     | 62.5%            | 25.0%        | 62.5%         | 50.0%         | 25.0%                      |

**Table 20 continued: Book genres young people like reading in 2015 by KS3 pupils broken down by demographic background (Part 2)**

|                        | <i>Science fiction/fantasy</i> | <i>Romance/relationships</i> | <i>Animal-related stories</i> | <i>Sports stories</i> | <i>I don't read fiction</i> |
|------------------------|--------------------------------|------------------------------|-------------------------------|-----------------------|-----------------------------|
| <b>All (N= 903)</b>    | <b>22.9%</b>                   | <b>15.6%</b>                 | <b>18.4%</b>                  | <b>25.4%</b>          | <b>4.7%</b>                 |
| <b>Boys (N=502)</b>    | 25.5%                          | 5.0%                         | 13.5%                         | 37.1%                 | 5.2%                        |
| <b>Girls (N=397)</b>   | 19.4%                          | 29.0%                        | 24.7%                         | 10.8%                 | 4.0%                        |
| <b>FSM (N= 191)</b>    | 18.8%                          | 21.5%                        | 23.0%                         | 28.3%                 | 4.2%                        |
| <b>Non-FSM (N=601)</b> | 23.6%                          | 14.5%                        | 16.6%                         | 23.8%                 | 4.3%                        |
| <b>EAL (N= 359)</b>    | 21.7%                          | 15.0%                        | 14.5%                         | 30.1%                 | 5.3%                        |
| <b>Non-EAL (N=528)</b> | 23.9%                          | 16.5%                        | 21.2%                         | 22.0%                 | 3.8%                        |
| <b>White (N=352)</b>   | 25.6%                          | 20.2%                        | 24.7%                         | 21.0%                 | 3.7%                        |
| <b>Mixed (N=47)</b>    | 21.3%                          | 21.3%                        | 19.1%                         | 27.7%                 | 8.5%                        |
| <b>Asian (N=306)</b>   | 21.2%                          | 12.4%                        | 12.4%                         | 30.4%                 | 3.3%                        |
| <b>Black (N= 8)</b>    | 12.5%                          | 25.0%                        | 12.5%                         | 37.5%                 | 12.5%                       |

**Table 21: Having a favourite book in 2015 by KS3 pupils broken down by demographic background**

|                         | <b>Yes</b>   | <b>No</b>    | <b>Not sure</b> |
|-------------------------|--------------|--------------|-----------------|
| <b>All (N= 903)</b>     | <b>56.7%</b> | <b>20.2%</b> | <b>23.1%</b>    |
| <b>Boys (N= 502)</b>    | 54.7%        | 23.0%        | 22.4%           |
| <b>Girls (N= 397)</b>   | 59.2%        | 16.9%        | 23.8%           |
| <b>FSM (N= 191)</b>     | 62.0%        | 16.3%        | 21.7%           |
| <b>Non-FSM (N= 601)</b> | 55.7%        | 21.2%        | 23.2%           |
| <b>EAL (N= 359)</b>     | 57.5%        | 19.7%        | 22.8%           |
| <b>Non-EAL (N= 528)</b> | 55.9%        | 20.4%        | 23.7%           |
| <b>White (N= 352)</b>   | 58.6%        | 19.7%        | 21.7%           |
| <b>Mixed (N= 47)</b>    | 45.7%        | 26.1%        | 28.3%           |
| <b>Asian (N= 306)</b>   | 57.8%        | 20.3%        | 22.0%           |
| <b>Black (N= 8)</b>     | 75.0%        | 12.5%        | 12.5%           |

**Table 22: How many books (fiction, non-fiction) do you read in a month?**

|                         | <i>None</i> | <i>1-2</i>   | <i>3-4</i>   | <i>5-6</i>   | <i>7-8</i>  | <i>9-10</i> | <i>More than 10</i> |
|-------------------------|-------------|--------------|--------------|--------------|-------------|-------------|---------------------|
| <b>All (N= 903)</b>     | <b>7.2%</b> | <b>32.6%</b> | <b>26.0%</b> | <b>14.5%</b> | <b>8.3%</b> | <b>4.4%</b> | <b>7.1%</b>         |
| <b>Boys (N= 502)</b>    | 8.3%        | 32.1%        | 26.6%        | 15.5%        | 7.9%        | 4.0%        | 5.6%                |
| <b>Girls (N= 397)</b>   | 5.9%        | 33.2%        | 25.5%        | 13.0%        | 8.7%        | 4.8%        | 8.9%                |
| <b>FSM (N= 191)</b>     | 5.4%        | 31.7%        | 24.7%        | 15.1%        | 8.1%        | 4.8%        | 10.2%               |
| <b>Non-FSM (N= 601)</b> | 7.4%        | 32.3%        | 26.4%        | 15.0%        | 8.6%        | 4.0%        | 6.4%                |
| <b>EAL (N= 359)</b>     | 7.6%        | 29.6%        | 25.6%        | 15.8%        | 9.0%        | 5.9%        | 6.5%                |
| <b>Non-EAL (N= 528)</b> | 6.3%        | 34.9%        | 26.3%        | 14.0%        | 7.7%        | 3.5%        | 7.3%                |
| <b>White (N= 352)</b>   | 6.9%        | 33.0%        | 28.7%        | 13.5%        | 7.8%        | 3.4%        | 6.6%                |
| <b>Mixed (N= 47)</b>    | 13.3%       | 31.1%        | 22.2%        | 13.3%        | 11.1%       | 4.4%        | 4.4%                |
| <b>Asian (N= 306)</b>   | 5.6%        | 26.8%        | 28.8%        | 16.9%        | 8.3%        | 6.0%        | 7.6%                |
| <b>Black (N= 8)</b>     | 25.0%       | 50.0%        | 0.0%         | 25.0%        | 0.0%        | 0.0%        | 0.0%                |

**Table 23: How many children's/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>251-500</i> | <i>More than 500</i> |
|-------------------------|-------------|--------------|--------------|---------------|----------------|----------------|----------------------|
| <b>All (N= 903)</b>     | <b>8.4%</b> | <b>32.6%</b> | <b>36.8%</b> | <b>12.4%</b>  | <b>4.7%</b>    | <b>3.3%</b>    | <b>1.9%</b>          |
| <b>Boys (N= 502)</b>    | 8.6%        | 34.4%        | 33.1%        | 14.1%         | 4.5%           | 3.3%           | 2.0%                 |
| <b>Girls (N= 397)</b>   | 8.2%        | 30.2%        | 41.2%        | 10.3%         | 4.9%           | 3.4%           | 1.8%                 |
| <b>FSM (N= 191)</b>     | 10.8%       | 40.3%        | 32.3%        | 7.5%          | 5.4%           | 2.2%           | 1.6%                 |
| <b>Non-FSM (N= 601)</b> | 7.3%        | 29.4%        | 38.3%        | 14.1%         | 4.9%           | 4.1%           | 1.9%                 |
| <b>EAL (N= 359)</b>     | 8.9%        | 38.5%        | 38.8%        | 8.9%          | 2.3%           | 2.3%           | 0.3%                 |
| <b>Non-EAL (N= 528)</b> | 8.1%        | 28.6%        | 35.7%        | 14.3%         | 6.4%           | 4.1%           | 2.9%                 |
| <b>White (N= 352)</b>   | 6.6%        | 26.1%        | 34.4%        | 16.6%         | 8.6%           | 4.9%           | 2.9%                 |
| <b>Mixed (N= 47)</b>    | 13.3%       | 44.4%        | 31.1%        | 4.4%          | 0.0%           | 6.7%           | 0.0%                 |
| <b>Asian (N= 306)</b>   | 7.0%        | 36.9%        | 41.6%        | 10.1%         | 2.7%           | 1.3%           | 0.3%                 |
| <b>Black (N= 8)</b>     | 0.0%        | 28.6%        | 71.4%        | 0.0%          | 0.0%           | 0.0%           | 0.0%                 |



**Table 24: KS3 pupils receiving a book as a present, visiting a library and a bookshop in 2015 broken down by demographic background**

|                        | <i>I have been given a books 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=903)</b>     | <b>71.5%</b>                                  | <b>19.9%</b> | <b>8.6%</b> | <b>90.9%</b>                    | <b>5.7%</b> | <b>3.4%</b> | <b>63.4%</b>                     | <b>22.6%</b> | <b>14.0%</b> |
| <b>Boys (N=502)</b>    | 68.9%                                         | 21.4%        | 9.7%        | 89.2%                           | 7.3%        | 3.5%        | 61.5%                            | 24.4%        | 14.1%        |
| <b>Girls (N=397)</b>   | 74.7%                                         | 18.0%        | 7.3%        | 92.8%                           | 3.9%        | 3.3%        | 65.6%                            | 20.7%        | 13.6%        |
| <b>FSM (N=191)</b>     | 78.4%                                         | 13.6%        | 8.0%        | 91.2%                           | 5.3%        | 3.5%        | 60.1%                            | 26.6%        | 13.3%        |
| <b>Non-FSM (N=601)</b> | 72.1%                                         | 19.7%        | 8.2%        | 90.3%                           | 6.4%        | 3.2%        | 65.8%                            | 20.9%        | 13.3%        |
| <b>EAL (N= 359)</b>    | 62.0%                                         | 28.1%        | 9.9%        | 92.5%                           | 4.7%        | 2.8%        | 63.4%                            | 24.5%        | 12.1%        |
| <b>Non-EAL (N=528)</b> | 78.1%                                         | 14.2%        | 7.7%        | 89.8%                           | 6.3%        | 3.9%        | 63.6%                            | 21.1%        | 15.4%        |
| <b>White (N=352)</b>   | 84.1%                                         | 8.6%         | 7.3%        | 90.5%                           | 5.6%        | 3.9%        | 66.8%                            | 22.1%        | 11.1%        |
| <b>Mixed (N=47)</b>    | 73.7%                                         | 18.4%        | 7.9%        | 88.1%                           | 7.1%        | 4.8%        | 52.6%                            | 26.3%        | 21.1%        |
| <b>Asian (N=306)</b>   | 62.6%                                         | 26.7%        | 10.7%       | 94.4%                           | 3.0%        | 2.6%        | 65.9%                            | 19.8%        | 14.3%        |
| <b>Black (N= 8)</b>    | 87.5%                                         | 12.5%        | 0.0%        | 100.0%                          | 0.0%        | 0.0%        | 33.3%                            | 33.3%        | 33.3%        |

**Table 25.1: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – The more I read, the better I become at it**

|                         | <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= 903)</b>     | <b>52.2%</b>          | <b>32.2%</b> | <b>84.4%</b>             | <b>7.1%</b>                       | <b>2.7%</b>     | <b>1.6%</b>              | <b>4.3%</b>                 | <b>4.1%</b>       |
| <b>Boys (N= 502)</b>    | 52.0%                 | 31.1%        | <b>83.1%</b>             | 9.1%                              | 2.9%            | 1.6%                     | <b>4.5%</b>                 | 3.3%              |
| <b>Girls (N= 397)</b>   | 53.0%                 | 33.1%        | <b>86.1%</b>             | 4.7%                              | 2.6%            | 1.6%                     | <b>4.2%</b>                 | 5.2%              |
| <b>FSM (N= 191)</b>     | 55.7%                 | 28.1%        | <b>83.8%</b>             | 4.9%                              | 5.4%            | 1.6%                     | <b>7.0%</b>                 | 4.3%              |
| <b>Non-FSM (N= 601)</b> | 50.7%                 | 33.2%        | <b>83.9%</b>             | 8.0%                              | 1.9%            | 1.7%                     | <b>3.6%</b>                 | 4.5%              |
| <b>EAL (N= 359)</b>     | 57.7%                 | 29.0%        | <b>86.7%</b>             | 5.5%                              | 2.6%            | 2.0%                     | <b>4.6%</b>                 | 3.2%              |
| <b>Non-EAL (N= 528)</b> | 49.0%                 | 33.9%        | <b>82.9%</b>             | 8.2%                              | 2.7%            | 1.4%                     | <b>4.1%</b>                 | 4.9%              |
| <b>White (N= 352)</b>   | 48.2%                 | 34.4%        | <b>82.6%</b>             | 9.4%                              | 2.4%            | 2.1%                     | <b>4.5%</b>                 | 3.5%              |
| <b>Mixed (N= 47)</b>    | 56.5%                 | 21.7%        | <b>78.2%</b>             | 8.7%                              | 8.7%            | 2.2%                     | <b>10.9%</b>                | 2.2%              |
| <b>Asian (N= 306)</b>   | 58.3%                 | 30.7%        | <b>89.0%</b>             | 4.7%                              | 0.7%            | 1.0%                     | <b>1.7%</b>                 | 4.7%              |
| <b>Black (N= 8)</b>     | 85.7%                 | 0.0%         | <b>85.7%</b>             | 14.3%                             | 0.0%            | 0.0%                     | <b>0.0%</b>                 | 0.0%              |

**Table 25.2: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>31.7%</b>          | <b>23.6%</b> | <b>55.3%</b>             | <b>21.3%</b>                      | <b>10.4%</b>    | <b>6.1%</b>              | <b>16.5%</b>                | <b>6.8%</b>       |
| <b>Boys (N= 502)</b>    | 39.0%                 | 24.1%        | <b>63.1%</b>             | 16.9%                             | 8.2%            | 5.5%                     | <b>13.7%</b>                | 6.3%              |
| <b>Girls (N= 397)</b>   | 22.5%                 | 23.0%        | <b>45.5%</b>             | 27.2%                             | 13.1%           | 6.8%                     | <b>19.9%</b>                | 7.6%              |
| <b>FSM (N= 191)</b>     | 31.7%                 | 21.1%        | <b>52.8%</b>             | 20.0%                             | 13.3%           | 7.8%                     | <b>21.1%</b>                | 6.1%              |
| <b>Non-FSM (N= 601)</b> | 32.4%                 | 23.9%        | <b>56.3%</b>             | 21.5%                             | 9.5%            | 5.9%                     | <b>15.4%</b>                | 6.8%              |
| <b>EAL (N= 359)</b>     | 31.1%                 | 18.6%        | <b>49.7%</b>             | 23.0%                             | 14.0%           | 7.3%                     | <b>21.3%</b>                | 6.1%              |
| <b>Non-EAL (N= 528)</b> | 32.0%                 | 27.1%        | <b>59.1%</b>             | 20.7%                             | 8.1%            | 5.2%                     | <b>13.3%</b>                | 6.8%              |
| <b>White (N= 352)</b>   | 31.4%                 | 25.0%        | <b>56.4%</b>             | 24.1%                             | 8.7%            | 6.7%                     | <b>15.4%</b>                | 4.1%              |
| <b>Mixed (N= 47)</b>    | 34.9%                 | 32.6%        | <b>67.5%</b>             | 9.3%                              | 11.6%           | 4.7%                     | <b>16.3%</b>                | 7.0%              |
| <b>Asian (N= 306)</b>   | 29.7%                 | 23.3%        | <b>53.0%</b>             | 20.7%                             | 12.3%           | 7.0%                     | <b>19.3%</b>                | 7.0%              |
| <b>Black (N= 8)</b>     | 50.0%                 | 33.3%        | <b>83.3%</b>             | 16.7%                             | 0.0%            | 0.0%                     | <b>0.0%</b>                 | 0.0%              |

**Table 25.3: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>6.7%</b>           | <b>6.0%</b>  | <b>12.7%</b>             | <b>15.3%</b>                      | <b>22.6%</b>    | <b>41.0%</b>             | <b>63.6%</b>                | <b>8.5%</b>       |
| <b>Boys (N= 502)</b>    | 9.0%                  | 7.9%         | <b>16.9%</b>             | 16.9%                             | 18.5%           | 41.2%                    | <b>59.7%</b>                | 6.5%              |
| <b>Girls (N= 397)</b>   | 3.6%                  | 3.6%         | <b>7.2%</b>              | 13.5%                             | 27.2%           | 40.9%                    | <b>68.1%</b>                | 11.1%             |
| <b>FSM (N= 191)</b>     | 8.3%                  | 5.0%         | <b>13.3%</b>             | 15.0%                             | 23.9%           | 38.3%                    | <b>62.2%</b>                | 9.4%              |
| <b>Non-FSM (N= 601)</b> | 5.8%                  | 5.7%         | <b>11.5%</b>             | 16.3%                             | 22.3%           | 42.1%                    | <b>64.4%</b>                | 7.7%              |
| <b>EAL (N= 359)</b>     | 7.5%                  | 8.1%         | <b>15.6%</b>             | 15.9%                             | 19.7%           | 40.6%                    | <b>60.3%</b>                | 8.1%              |
| <b>Non-EAL (N= 528)</b> | 5.9%                  | 4.7%         | <b>10.6%</b>             | 14.8%                             | 24.4%           | 41.7%                    | <b>66.1%</b>                | 8.5%              |
| <b>White (N= 352)</b>   | 5.3%                  | 4.4%         | <b>9.7%</b>              | 15.6%                             | 24.8%           | 42.8%                    | <b>67.6%</b>                | 7.1%              |
| <b>Mixed (N= 47)</b>    | 12.8%                 | 8.5%         | <b>21.3%</b>             | 10.6%                             | 27.7%           | 38.3%                    | <b>66.0%</b>                | 2.1%              |
| <b>Asian (N= 306)</b>   | 7.7%                  | 6.4%         | <b>14.1%</b>             | 12.8%                             | 18.9%           | 43.8%                    | <b>62.7%</b>                | 10.4%             |
| <b>Black (N= 8)</b>     | 0.0%                  | 14.3%        | <b>14.3%</b>             | 14.3%                             | 14.3%           | 57.1%                    | <b>71.4%</b>                | 0.0%              |

**Table 25.4: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>14.5%</b>          | <b>30.6%</b> | <b>45.1%</b>             | <b>27.1%</b>                      | <b>9.9%</b>     | <b>10.2%</b>             | <b>20.1%</b>                | <b>7.7%</b>       |
| <b>Boys (N= 502)</b>    | 11.4%                 | 29.0%        | <b>40.4%</b>             | 29.0%                             | 11.2%           | 12.6%                    | <b>23.8%</b>                | 6.8%              |
| <b>Girls (N= 397)</b>   | 18.3%                 | 32.4%        | <b>50.7%</b>             | 24.9%                             | 8.5%            | 7.2%                     | <b>15.7%</b>                | 8.7%              |
| <b>FSM (N= 191)</b>     | 24.9%                 | 29.2%        | <b>54.1%</b>             | 23.8%                             | 10.3%           | 4.9%                     | <b>15.2%</b>                | 7.0%              |
| <b>Non-FSM (N= 601)</b> | 12.6%                 | 29.8%        | <b>42.4%</b>             | 28.1%                             | 9.7%            | 11.6%                    | <b>21.3%</b>                | 8.2%              |
| <b>EAL (N= 359)</b>     | 16.0%                 | 35.4%        | <b>51.4%</b>             | 22.0%                             | 9.4%            | 8.9%                     | <b>18.3%</b>                | 8.3%              |
| <b>Non-EAL (N= 528)</b> | 13.9%                 | 27.1%        | <b>41.0%</b>             | 30.9%                             | 9.6%            | 11.1%                    | <b>20.7%</b>                | 7.4%              |
| <b>White (N= 352)</b>   | 14.9%                 | 27.7%        | <b>42.6%</b>             | 29.2%                             | 11.1%           | 10.2%                    | <b>21.3%</b>                | 7.0%              |
| <b>Mixed (N= 47)</b>    | 15.6%                 | 22.2%        | <b>37.8%</b>             | 26.7%                             | 6.7%            | 20.0%                    | <b>26.7%</b>                | 8.9%              |
| <b>Asian (N= 306)</b>   | 15.3%                 | 33.3%        | <b>48.6%</b>             | 25.7%                             | 8.7%            | 9.3%                     | <b>18.0%</b>                | 7.7%              |
| <b>Black (N= 8)</b>     | 42.9%                 | 28.6%        | <b>71.5%</b>             | 28.6%                             | 0.0%            | 0.0%                     | <b>0.0%</b>                 | 0.0%              |

**Table 25.5: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>10.2%</b>          | <b>17.7%</b> | <b>27.9%</b>             | <b>18.4%</b>                      | <b>22.2%</b>    | <b>14.5%</b>             | <b>36.7%</b>                | <b>17.1%</b>      |
| <b>Boys (N= 502)</b>    | 11.2%                 | 17.1%        | <b>28.3%</b>             | 19.6%                             | 21.3%           | 16.7%                    | <b>38.0%</b>                | 14.0%             |
| <b>Girls (N= 397)</b>   | 9.1%                  | 18.0%        | <b>27.1%</b>             | 16.7%                             | 23.2%           | 11.7%                    | <b>34.9%</b>                | 21.1%             |
| <b>FSM (N= 191)</b>     | 13.0%                 | 18.4%        | <b>31.4%</b>             | 16.2%                             | 25.4%           | 10.8%                    | <b>36.2%</b>                | 16.2%             |
| <b>Non-FSM (N= 601)</b> | 9.3%                  | 16.5%        | <b>25.8%</b>             | 20.8%                             | 20.6%           | 15.6%                    | <b>36.2%</b>                | 17.3%             |
| <b>EAL (N= 359)</b>     | 7.5%                  | 16.5%        | <b>24.0%</b>             | 20.6%                             | 24.3%           | 15.9%                    | <b>40.2%</b>                | 15.1%             |
| <b>Non-EAL (N= 528)</b> | 12.1%                 | 18.6%        | <b>30.7%</b>             | 16.8%                             | 20.7%           | 13.5%                    | <b>34.2%</b>                | 18.2%             |
| <b>White (N= 352)</b>   | 14.4%                 | 19.1%        | <b>33.5%</b>             | 17.9%                             | 18.5%           | 13.8%                    | <b>32.3%</b>                | 16.4%             |
| <b>Mixed (N= 47)</b>    | 25.0%                 | 20.5%        | <b>45.5%</b>             | 11.4%                             | 29.5%           | 4.5%                     | <b>34.0%</b>                | 9.1%              |
| <b>Asian (N= 306)</b>   | 5.0%                  | 15.8%        | <b>20.8%</b>             | 20.1%                             | 24.5%           | 17.4%                    | <b>41.9%</b>                | 17.1%             |
| <b>Black (N= 8)</b>     | 28.6%                 | 14.3%        | <b>42.9%</b>             | 14.3%                             | 42.9%           | 0.0%                     | <b>42.9%</b>                | 0.0%              |

**Table 25.6: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>10.8%</b>          | <b>18.2%</b> | <b>29.0%</b>             | <b>16.6%</b>                      | <b>29.1%</b>    | <b>20.8%</b>             | <b>49.9%</b>                | <b>4.6%</b>       |
| <b>Boys (N= 502)</b>    | 12.4%                 | 19.5%        | <b>31.9%</b>             | 18.7%                             | 26.8%           | 17.8%                    | <b>44.6%</b>                | 4.8%              |
| <b>Girls (N= 397)</b>   | 8.7%                  | 16.7%        | <b>25.4%</b>             | 14.1%                             | 31.6%           | 24.7%                    | <b>56.3%</b>                | 4.1%              |
| <b>FSM (N= 191)</b>     | 8.3%                  | 19.4%        | <b>27.7%</b>             | 13.9%                             | 30.6%           | 20.0%                    | <b>50.6%</b>                | 7.8%              |
| <b>Non-FSM (N= 601)</b> | 11.4%                 | 17.3%        | <b>28.7%</b>             | 17.3%                             | 28.2%           | 22.1%                    | <b>50.3%</b>                | 3.6%              |
| <b>EAL (N= 359)</b>     | 9.9%                  | 18.3%        | <b>28.2%</b>             | 18.0%                             | 30.7%           | 19.1%                    | <b>49.8%</b>                | 4.1%              |
| <b>Non-EAL (N= 528)</b> | 11.5%                 | 18.1%        | <b>29.6%</b>             | 15.6%                             | 28.2%           | 21.8%                    | <b>50.0%</b>                | 4.9%              |
| <b>White (N= 352)</b>   | 14.1%                 | 15.9%        | <b>30.0%</b>             | 12.9%                             | 30.6%           | 22.9%                    | <b>53.5%</b>                | 3.5%              |
| <b>Mixed (N= 47)</b>    | 17.8%                 | 28.9%        | <b>46.7%</b>             | 26.7%                             | 13.3%           | 11.1%                    | <b>24.4%</b>                | 2.2%              |
| <b>Asian (N= 306)</b>   | 7.7%                  | 17.4%        | <b>25.1%</b>             | 20.4%                             | 28.1%           | 21.7%                    | <b>49.8%</b>                | 4.7%              |
| <b>Black (N= 8)</b>     | 25.0%                 | 25.0%        | <b>50.0%</b>             | 12.5%                             | 25.0%           | 12.5%                    | <b>37.5%</b>                | 0.0%              |

**Table 25.7: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>12.0%</b>          | <b>18.4%</b> | <b>30.4%</b>             | <b>19.9%</b>                      | <b>26.2%</b>    | <b>15.9%</b>             | <b>42.1%</b>                | <b>7.6%</b>       |
| <b>Boys (N= 502)</b>    | 13.1%                 | 18.5%        | <b>31.6%</b>             | 21.6%                             | 25.9%           | 14.9%                    | <b>40.8%</b>                | 6.0%              |
| <b>Girls (N= 397)</b>   | 10.7%                 | 18.5%        | <b>29.2%</b>             | 17.8%                             | 26.4%           | 17.2%                    | <b>43.6%</b>                | 9.4%              |
| <b>FSM (N= 191)</b>     | 11.6%                 | 17.7%        | <b>29.3%</b>             | 23.8%                             | 23.2%           | 16.6%                    | <b>39.8%</b>                | 7.2%              |
| <b>Non-FSM (N= 601)</b> | 11.5%                 | 17.5%        | <b>29.0%</b>             | 18.5%                             | 28.5%           | 16.8%                    | <b>45.3%</b>                | 7.2%              |
| <b>EAL (N= 359)</b>     | 11.3%                 | 19.7%        | <b>31.0%</b>             | 21.2%                             | 27.5%           | 13.0%                    | <b>40.5%</b>                | 7.2%              |
| <b>Non-EAL (N= 528)</b> | 12.4%                 | 17.6%        | <b>30.0%</b>             | 19.3%                             | 24.9%           | 18.1%                    | <b>43.0%</b>                | 7.7%              |
| <b>White (N= 352)</b>   | 13.6%                 | 16.6%        | <b>30.2%</b>             | 20.8%                             | 25.2%           | 16.6%                    | <b>41.8%</b>                | 7.1%              |
| <b>Mixed (N= 47)</b>    | 20.0%                 | 11.1%        | <b>31.1%</b>             | 26.7%                             | 26.7%           | 8.9%                     | <b>35.6%</b>                | 6.7%              |
| <b>Asian (N= 306)</b>   | 8.4%                  | 20.1%        | <b>28.5%</b>             | 21.1%                             | 26.2%           | 16.8%                    | <b>43.0%</b>                | 7.4%              |
| <b>Black (N= 8)</b>     | 14.3%                 | 28.6%        | <b>42.9%</b>             | 14.3%                             | 28.6%           | 14.3%                    | <b>42.9%</b>                | 0.0%              |

**Table 25.8: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>8.8%</b>           | <b>9.3%</b>  | <b>18.1%</b>             | <b>10.3%</b>                      | <b>27.8%</b>    | <b>33.7%</b>             | <b>61.5%</b>                | <b>10.1%</b>      |
| <b>Boys (N= 502)</b>    | 8.8%                  | 10.9%        | <b>19.8%</b>             | 11.7%                             | 28.6%           | 31.3%                    | <b>59.9%</b>                | 8.6%              |
| <b>Girls (N= 397)</b>   | 8.7%                  | 7.5%         | <b>16.2%</b>             | 8.5%                              | 26.5%           | 36.8%                    | <b>63.3%</b>                | 12.1%             |
| <b>FSM (N= 191)</b>     | 7.6%                  | 12.5%        | <b>20.1%</b>             | 7.6%                              | 27.7%           | 35.9%                    | <b>63.6%</b>                | 8.7%              |
| <b>Non-FSM (N= 601)</b> | 9.2%                  | 8.7%         | <b>17.9%</b>             | 10.2%                             | 27.7%           | 34.2%                    | <b>61.9%</b>                | 10.0%             |
| <b>EAL (N= 359)</b>     | 10.3%                 | 9.8%         | <b>20.1%</b>             | 12.4%                             | 24.1%           | 35.6%                    | <b>59.7%</b>                | 7.8%              |
| <b>Non-EAL (N= 528)</b> | 7.4%                  | 9.1%         | <b>16.5%</b>             | 9.1%                              | 30.2%           | 32.7%                    | <b>62.9%</b>                | 11.5%             |
| <b>White (N= 352)</b>   | 10.2%                 | 7.8%         | <b>18.0%</b>             | 9.3%                              | 30.2%           | 31.4%                    | <b>61.6%</b>                | 11.0%             |
| <b>Mixed (N= 47)</b>    | 20.0%                 | 11.1%        | <b>31.1%</b>             | 13.3%                             | 15.6%           | 28.9%                    | <b>44.5%</b>                | 11.1%             |
| <b>Asian (N= 306)</b>   | 7.1%                  | 11.1%        | <b>18.2%</b>             | 10.8%                             | 27.3%           | 37.7%                    | <b>65.0%</b>                | 6.1%              |
| <b>Black (N= 8)</b>     | 14.3%                 | 0.0%         | <b>14.3%</b>             | 14.3%                             | 14.3%           | 57.1%                    | <b>71.4%</b>                | 0.0%              |

**Table 25.9: Attitudes towards reading in 2015 by KS3 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= 903)</b>     | <b>11.0%</b>          | <b>8.9%</b>  | <b>19.9%</b>             | <b>10.9%</b>                      | <b>25.9%</b>    | <b>34.0%</b>             | <b>59.9%</b>                | <b>9.3%</b>       |
| <b>Boys (N= 502)</b>    | 11.3%                 | 9.3%         | <b>20.6%</b>             | 12.1%                             | 25.9%           | 33.1%                    | <b>59.0%</b>                | 8.2%              |
| <b>Girls (N= 397)</b>   | 10.4%                 | 8.6%         | <b>19.0%</b>             | 9.1%                              | 25.8%           | 35.4%                    | <b>61.2%</b>                | 10.7%             |
| <b>FSM (N= 191)</b>     | 13.7%                 | 8.2%         | <b>21.9%</b>             | 6.0%                              | 33.9%           | 27.3%                    | <b>61.2%</b>                | 10.9%             |
| <b>Non-FSM (N= 601)</b> | 10.6%                 | 8.4%         | <b>19.0%</b>             | 12.2%                             | 24.0%           | 35.5%                    | <b>59.5%</b>                | 9.3%              |
| <b>EAL (N= 359)</b>     | 10.0%                 | 6.6%         | <b>16.6%</b>             | 10.0%                             | 27.1%           | 37.4%                    | <b>64.5%</b>                | 8.9%              |
| <b>Non-EAL (N= 528)</b> | 11.8%                 | 10.6%        | <b>22.4%</b>             | 11.6%                             | 25.0%           | 31.5%                    | <b>56.5%</b>                | 9.4%              |
| <b>White (N= 352)</b>   | 13.6%                 | 11.8%        | <b>25.4%</b>             | 13.9%                             | 25.4%           | 27.2%                    | <b>52.6%</b>                | 8.0%              |
| <b>Mixed (N= 47)</b>    | 13.3%                 | 11.1%        | <b>24.4%</b>             | 4.4%                              | 26.7%           | 28.9%                    | <b>55.6%</b>                | 15.6%             |
| <b>Asian (N= 306)</b>   | 8.3%                  | 6.0%         | <b>14.3%</b>             | 6.6%                              | 29.8%           | 41.4%                    | <b>71.2%</b>                | 7.9%              |
| <b>Black (N= 8)</b>     | 28.6%                 | 14.3%        | <b>42.9%</b>             | 0.0%                              | 14.3%           | 42.9%                    | <b>57.2%</b>                | 0.0%              |

**Table 25.10: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – If I am a good reader, it means 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= 903)</b>     | <b>31.8%</b>          | <b>32.6%</b> | <b>64.4%</b>             | <b>15.5%</b>                      | <b>5.3%</b>     | <b>4.0%</b>              | <b>9.3%</b>                 | <b>10.8%</b>      |
| <b>Boys (N= 502)</b>    | 33.2%                 | 32.6%        | <b>65.8%</b>             | 15.2%                             | 5.5%            | 4.5%                     | <b>10.0%</b>                | 9.0%              |
| <b>Girls (N= 397)</b>   | 30.1%                 | 32.4%        | <b>62.5%</b>             | 15.9%                             | 5.1%            | 3.3%                     | <b>8.4%</b>                 | 13.2%             |
| <b>FSM (N= 191)</b>     | 34.9%                 | 31.2%        | <b>66.1%</b>             | 16.1%                             | 6.5%            | 1.6%                     | <b>8.1%</b>                 | 9.7%              |
| <b>Non-FSM (N= 601)</b> | 31.2%                 | 32.1%        | <b>63.3%</b>             | 16.6%                             | 4.9%            | 4.1%                     | <b>9.0%</b>                 | 11.1%             |
| <b>EAL (N= 359)</b>     | 35.1%                 | 35.1%        | <b>70.2%</b>             | 12.3%                             | 3.1%            | 4.6%                     | <b>7.7%</b>                 | 9.7%              |
| <b>Non-EAL (N= 528)</b> | 29.9%                 | 30.3%        | <b>60.2%</b>             | 18.0%                             | 6.7%            | 3.1%                     | <b>9.8%</b>                 | 11.9%             |
| <b>White (N= 352)</b>   | 29.9%                 | 29.0%        | <b>58.9%</b>             | 21.6%                             | 6.9%            | 3.4%                     | <b>10.3%</b>                | 9.2%              |
| <b>Mixed (N= 47)</b>    | 34.0%                 | 31.9%        | <b>65.9%</b>             | 14.9%                             | 6.4%            | 6.4%                     | <b>12.8%</b>                | 6.4%              |
| <b>Asian (N= 306)</b>   | 34.2%                 | 37.6%        | <b>71.8%</b>             | 10.7%                             | 3.7%            | 4.0%                     | <b>7.7%</b>                 | 9.7%              |
| <b>Black (N= 8)</b>     | 28.6%                 | 42.9%        | <b>71.5%</b>             | 14.3%                             | 0.0%            | 0.0%                     | <b>0.0%</b>                 | 14.3%             |

**Table 26: Who, if anyone, reads with you at home?**

|                         | <i>Mum (or carer)</i> | <i>Dad (or carer)</i> | <i>Brother or sister</i> | <i>Grand-parent</i> | <i>Aunt</i> | <i>Uncle</i> | <i>No one reads with me</i> |
|-------------------------|-----------------------|-----------------------|--------------------------|---------------------|-------------|--------------|-----------------------------|
| <b>All (N= 903)</b>     | <b>37.1%</b>          | <b>25.5%</b>          | <b>27.2%</b>             | <b>9.2%</b>         | <b>8.9%</b> | <b>7.2%</b>  | <b>48.3%</b>                |
| <b>Boys (N=502)</b>     | 34.1%                 | 23.7%                 | 23.9%                    | 8.2%                | 7.6%        | 8.4%         | 51.2%                       |
| <b>Girls (N=397)</b>    | 40.6%                 | 27.7%                 | 31.5%                    | 10.3%               | 10.3%       | 5.3%         | 45.1%                       |
| <b>FSM (N=191)</b>      | 38.7%                 | 22.5%                 | 36.6%                    | 11.5%               | 13.6%       | 8.4%         | 40.8%                       |
| <b>Non-FSM (N= 601)</b> | 38.1%                 | 27.5%                 | 25.1%                    | 9.0%                | 7.7%        | 6.8%         | 50.4%                       |
| <b>EAL (N=359)</b>      | 35.4%                 | 26.2%                 | 35.7%                    | 5.6%                | 12.0%       | 9.7%         | 42.9%                       |
| <b>Non-EAL (N= 528)</b> | 38.8%                 | 25.0%                 | 21.6%                    | 11.9%               | 7.0%        | 5.7%         | 52.1%                       |
| <b>White (N=352)</b>    | 40.3%                 | 27.0%                 | 17.6%                    | 14.8%               | 8.5%        | 6.8%         | 53.7%                       |
| <b>Mixed (N=47)</b>     | 40.4%                 | 27.7%                 | 23.4%                    | 6.4%                | 10.6%       | 10.6%        | 46.8%                       |
| <b>Asian (N=306)</b>    | 31.4%                 | 24.5%                 | 35.6%                    | 4.9%                | 10.5%       | 7.8%         | 46.7%                       |
| <b>Black (N=8)</b>      | 75.0%                 | 37.5%                 | 62.5%                    | 12.5%               | 25.0%       | 25.0%        | 12.5%                       |

## White and Pakistani pupils reading tables

Table 27: Enjoyment of reading in 2015 by White and Pakistani pupils

| <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>White FSM (N=89)</b>               | 27.3%            | 34.1%              | <b>61.4%</b>             | 31.8%        | 6.8%              |
| <b>Pakistani FSM (N= 61)</b>          | 29.5%            | 29.5%              | <b>59.0%</b>             | 32.8%        | 8.2%              |
| <b>White boys (N=214)</b>             | 11.3%            | 26.8%              | <b>38.1%</b>             | 53.5%        | 8.5%              |
| <b>Pakistani boys (N= 187)</b>        | 13.4%            | 34.9%              | <b>48.3%</b>             | 44.1%        | 7.5%              |

Table 28: On a scale of 1 to 10, how good a reader do you think you are?

|                               | <b>1</b><br><i>Not very good</i> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b><br><i>Average</i> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b><br><i>Very good</i> |
|-------------------------------|----------------------------------|----------|----------|----------|----------------------------|----------|----------|----------|----------|-------------------------------|
| <b>White FSM (N=89)</b>       | 3.4%                             | 5.6%     | 1.1%     | 2.2%     | 18.0%                      | 6.7%     | 14.6%    | 18.0%    | 15.7%    | 14.6%                         |
| <b>Pakistani FSM (N=61)</b>   | 3.3%                             | 0.0%     | 0.0%     | 3.3%     | 6.6%                       | 11.5%    | 11.5%    | 23.0%    | 16.4%    | 24.6%                         |
| <b>White boys (N=214)</b>     | 1.9%                             | 1.9%     | 2.3%     | 2.8%     | 9.3%                       | 8.9%     | 24.3%    | 17.8%    | 17.3%    | 13.6%                         |
| <b>Pakistani boys (N=187)</b> | 1.1%                             | 0.5%     | 1.6%     | 0.5%     | 8.7%                       | 12.0%    | 21.3%    | 24.6%    | 15.8%    | 13.7%                         |

Table 29: Reading frequency in 2015 by White and Pakistani pupils

| <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>White FSM (N=89)</b>                     | 40.4%                                | 29.2%                     | 12.4%                    | 3.4%                       | 4.5%                      | 6.7%          | 3.4%         |
| <b>Pakistani FSM (N=61)</b>                 | 29.5%                                | 27.9%                     | 14.8%                    | 4.9%                       | 4.9%                      | 13.1%         | 4.9%         |
| <b>White boys (N=214)</b>                   | 26.9%                                | 31.1%                     | 17.0%                    | 5.7%                       | 3.3%                      | 13.7%         | 2.4%         |
| <b>Pakistani boys (N=187)</b>               | 28.9%                                | 34.8%                     | 10.7%                    | 8.0%                       | 2.7%                      | 11.8%         | 3.2%         |

**Table 30: Reading length in 2015 by White and Pakistani pupils**

| <i>When you read, how long do you normally read for?</i> |                         |                         |                         |                     |                           |                     |
|----------------------------------------------------------|-------------------------|-------------------------|-------------------------|---------------------|---------------------------|---------------------|
|                                                          | <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>White FSM (N=89)</b>                                  | 29.9%                   | 19.5%                   | 20.7%                   | 12.6%               | 12.6%                     | 4.6%                |
| <b>Pakistani FSM (N= 61)</b>                             | 36.7%                   | 28.3%                   | 15.0%                   | 5.0%                | 10.0%                     | 5.0%                |
| <b>White boys (N=214)</b>                                | 27.7%                   | 28.6%                   | 19.7%                   | 7.5%                | 10.8%                     | 5.6%                |
| <b>Pakistani boys (N= 187)</b>                           | 31.9%                   | 31.4%                   | 18.4%                   | 5.9%                | 6.5%                      | 5.9%                |

**Table 31: Reading for fun by White and Pakistani pupils**

| <i>How often do you read something for fun?</i> |                  |                           |                          |                            |                           |               |              |
|-------------------------------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|                                                 | <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>White FSM (N=89)</b>                         | 29.3%            | 34.1%                     | 13.4%                    | 4.9%                       | 0.0%                      | 14.6%         | 3.7%         |
| <b>Pakistani FSM (N=61)</b>                     | 30.4%            | 30.4%                     | 12.5%                    | 3.6%                       | 3.6%                      | 12.5%         | 7.1%         |
| <b>White boys (N=214)</b>                       | 22.4%            | 30.7%                     | 19.5%                    | 7.3%                       | 3.4%                      | 11.7%         | 4.9%         |
| <b>Pakistani boys (N=187)</b>                   | 18.0%            | 39.9%                     | 11.2%                    | 10.7%                      | 2.8%                      | 13.5%         | 3.9%         |

**Table 32: Reading for information by White and Pakistani pupils**

| <i>How often do you read something for information?</i> |                  |                           |                          |                            |                           |               |              |
|---------------------------------------------------------|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|                                                         | <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>White FSM (N=89)</b>                                 | 15.9%            | 38.1%                     | 15.9%                    | 3.2%                       | 7.9%                      | 15.9%         | 3.2%         |
| <b>Pakistani FSM (N=61)</b>                             | 12.8%            | 42.6%                     | 14.9%                    | 8.5%                       | 0.0%                      | 14.9%         | 6.4%         |
| <b>White boys (N=214)</b>                               | 16.8%            | 34.1%                     | 12.1%                    | 8.1%                       | 6.9%                      | 15.0%         | 6.9%         |
| <b>Pakistani boys (N=187)</b>                           | 18.4%            | 40.8%                     | 17.8%                    | 9.9%                       | 2.0%                      | 7.2%          | 3.9%         |



**Table 33: Types of materials read at least once a month in 2015 by White and Pakistani pupils (Part 1)**

|                                | <i>Text messages</i> | <i>Magazines</i> | <i>Fiction</i> | <i>Lyrics</i> | <i>Non-fiction</i> | <i>Websites</i> |
|--------------------------------|----------------------|------------------|----------------|---------------|--------------------|-----------------|
| <b>White FSM (N=89)</b>        | 56.2%                | 39.3%            | 36.0%          | 42.7%         | 29.2%              | 42.7%           |
| <b>Pakistani FSM (N= 61)</b>   | 65.6%                | 31.1%            | 45.9%          | 49.2%         | 42.6%              | 49.2%           |
| <b>White boys (N=214)</b>      | 64.0%                | 33.6%            | 34.6%          | 31.8%         | 31.8%              | 50.5%           |
| <b>Pakistani boys (N= 187)</b> | 60.4%                | 27.8%            | 35.3%          | 32.1%         | 34.2%              | 50.8%           |

**Table 33 continued: Types of materials read at least once a month in 2015 by White and Pakistani pupils (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>White FSM (N=89)</b>       | 44.9%                          | 24.7%        | 39.3%         | 32.6%                       | 23.6%                   | 25.8%             |
| <b>Pakistani FSM (N= 61)</b>  | 37.7%                          | 16.4%        | 45.9%         | 19.7%                       | 39.3%                   | 26.2%             |
| <b>White boys (N=214)</b>     | 44.9%                          | 11.2%        | 38.8%         | 40.7%                       | 36.4%                   | 24.3%             |
| <b>Pakistani boys (N=187)</b> | 46.5%                          | 14.4%        | 39.0%         | 27.8%                       | 36.4%                   | 33.2%             |

**Table 33 continued: Types of materials read at least once a month in 2015 by White and Pakistani pupils (Part 3)**

|                                | <i>Twitter</i> | <i>EAL materials</i> | <i>ebooks</i> | <i>Blogs</i> | <i>Manuals/ instructions</i> |
|--------------------------------|----------------|----------------------|---------------|--------------|------------------------------|
| <b>White FSM (N=89)</b>        | 16.9%          | 16.9%                | 11.2%         | 16.9%        | 9.0%                         |
| <b>Pakistani FSM (N= 61)</b>   | 16.4%          | 19.7%                | 6.6%          | 16.4%        | 18.0%                        |
| <b>White boys (N=214)</b>      | 20.1%          | 8.9%                 | 10.3%         | 16.8%        | 18.2%                        |
| <b>Pakistani boys (N= 187)</b> | 13.9%          | 21.4%                | 10.2%         | 13.9%        | 18.2%                        |

**Table 34: Book genres young people like reading in 2015 by White and Pakistani pupils (Part 1)**

|                                | <i>Adventure</i> | <i>Crime</i> | <i>Comedy</i> | <i>Horror</i> | <i>War/spy stories</i> |
|--------------------------------|------------------|--------------|---------------|---------------|------------------------|
| <b>White FSM (N=89)</b>        | 51.7%            | 37.1%        | 55.1%         | 59.6%         | 25.8%                  |
| <b>Pakistani FSM (N= 61)</b>   | 55.7%            | 27.9%        | 52.5%         | 52.5%         | 27.9%                  |
| <b>White boys (N=214)</b>      | 63.6%            | 31.3%        | 56.1%         | 48.1%         | 39.3%                  |
| <b>Pakistani boys (N= 187)</b> | 56.1%            | 40.6%        | 57.2%         | 47.1%         | 32.1%                  |

**Table 34 continued: Book genres young people like reading in 2015 by White and Pakistani pupils (Part 2)**

|                                | <i>Science fiction/fantasy</i> | <i>Romance/relationships</i> | <i>Animal-related stories</i> | <i>Sports stories</i> | <i>I don't read fiction</i> |
|--------------------------------|--------------------------------|------------------------------|-------------------------------|-----------------------|-----------------------------|
| <b>White FSM (N=89)</b>        | 22.5%                          | 28.1%                        | 36.0%                         | 27.0%                 | 3.4%                        |
| <b>Pakistani FSM (N= 61)</b>   | 14.8%                          | 16.4%                        | 8.2%                          | 19.7%                 | 3.3%                        |
| <b>White boys (N=214)</b>      | 29.9%                          | 6.5%                         | 17.3%                         | 29.0%                 | 5.6%                        |
| <b>Pakistani boys (N= 187)</b> | 20.9%                          | 6.4%                         | 12.3%                         | 46.5%                 | 5.9%                        |

**Table 35: Having a favourite book in 2015 by White and Pakistani pupils**

|                                | <i>Yes</i> | <i>No</i> | <i>Not sure</i> |
|--------------------------------|------------|-----------|-----------------|
| <b>White FSM (N=89)</b>        | 72.4%      | 13.8%     | 13.8%           |
| <b>Pakistani FSM (N= 61)</b>   | 61.4%      | 10.5%     | 28.1%           |
| <b>White boys (N=214)</b>      | 56.4%      | 24.2%     | 19.4%           |
| <b>Pakistani boys (N= 187)</b> | 53.6%      | 24.6%     | 21.9%           |

**Table 36: How many books (fiction, non-fiction) do you read in a month?**

|                               | <i>None</i> | <i>1-2</i> | <i>3-4</i> | <i>5-6</i> | <i>7-8</i> | <i>9-10</i> | <i>More than 10</i> |
|-------------------------------|-------------|------------|------------|------------|------------|-------------|---------------------|
| <b>White FSM (N=89)</b>       | 8.1%        | 30.3%      | 19.8%      | 14.0%      | 9.3%       | 3.5%        | 15.1%               |
| <b>Pakistani FSM (N=61)</b>   | 1.6%        | 34.4%      | 16.4%      | 18.1%      | 9.8%       | 6.5%        | 13.1%               |
| <b>White boys (N=214)</b>     | 10.9%       | 29.8%      | 27.0%      | 14.7%      | 9.5%       | 2.8%        | 5.2%                |
| <b>Pakistani boys (N=187)</b> | 12.9%       | 28.5%      | 22.0%      | 15.6%      | 5.4%       | 5.4%        | 10.2%               |

**Table 37: How many children's/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>251-500</i> | <i>More than 500</i> |
|-------------------------------|-------------|-------------|--------------|---------------|----------------|----------------|----------------------|
| <b>White FSM (N=89)</b>       | 9.1%        | 29.5%       | 37.5%        | 6.8%          | 9.1%           | 3.4%           | 4.5%                 |
| <b>Pakistani FSM (N=61)</b>   | 6.9%        | 44.8%       | 25.9%        | 12.1%         | 5.2%           | 1.7%           | 3.4%                 |
| <b>White boys (N=214)</b>     | 7.5%        | 29.1%       | 31.5%        | 16.9%         | 8.5%           | 4.2%           | 2.3%                 |
| <b>Pakistani boys (N=187)</b> | 6.7%        | 45.6%       | 35.0%        | 8.3%          | 0.6%           | 2.8%           | 1.1%                 |

**Table 38: White and Pakistani pupils receiving a book as a present, visiting a library and a bookshop in 2015**

|                                | <i>I have been given a books as a present</i> |           |                 | <i>I have been to a library</i> |           |                 | <i>I have been to a bookshop</i> |           |                 |
|--------------------------------|-----------------------------------------------|-----------|-----------------|---------------------------------|-----------|-----------------|----------------------------------|-----------|-----------------|
|                                | <i>Yes</i>                                    | <i>No</i> | <i>Not sure</i> | <i>Yes</i>                      | <i>No</i> | <i>Not sure</i> | <i>Yes</i>                       | <i>No</i> | <i>Not sure</i> |
| <b>White FSM (N=89)</b>        | 80.5%                                         | 7.8%      | 11.7%           | 88.9%                           | 2.8%      | 8.3%            | 63.5%                            | 21.6%     | 14.9%           |
| <b>Pakistani FSM (N= 61)</b>   | 67.9%                                         | 23.2%     | 8.9%            | 90.9%                           | 7.3%      | 1.8%            | 68.5%                            | 22.2%     | 9.3%            |
| <b>White boys (N=214)</b>      | 83.2%                                         | 10.3%     | 6.5%            | 88.7%                           | 6.8%      | 4.5%            | 64.4%                            | 25.0%     | 10.6%           |
| <b>Pakistani boys (N= 187)</b> | 48.8%                                         | 37.0%     | 14.2%           | 91.0%                           | 8.4%      | 0.6%            | 60.5%                            | 24.2%     | 15.3%           |

**Table 39.1: Attitudes towards reading in 2015 by White and Pakistani pupils – The more I read, the better I become at it**

|                                | <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>White FSM (N=89)</b>        | 54.7%                 | 27.9%        | <b>82.6%</b>             | 4.7%                              | 4.7%            | 3.5%                     | <b>8.2%</b>                 | 4.7%              |
| <b>Pakistani FSM (N= 61)</b>   | 66.7%                 | 25.0%        | <b>91.7%</b>             | 1.7%                              | 0.0%            | 0.0%                     | <b>0.0%</b>                 | 6.7%              |
| <b>White boys (N=214)</b>      | 47.1%                 | 33.0%        | <b>80.1%</b>             | 12.6%                             | 1.9%            | 1.9%                     | <b>3.8%</b>                 | 3.4%              |
| <b>Pakistani boys (N= 187)</b> | 54.6%                 | 36.6%        | <b>91.2%</b>             | 4.4%                              | 0.0%            | 1.6%                     | <b>1.6%</b>                 | 2.7%              |

**Table 39.2: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 28.6%                 | 19.0%        | <b>47.6%</b>             | 26.2%                             | 11.9%           | 9.5%                     | <b>21.4%</b>                | 4.8%              |
| <b>Pakistani FSM (N= 61)</b>   | 31.6%                 | 26.3%        | <b>57.9%</b>             | 15.8%                             | 15.8%           | 5.3%                     | <b>21.1%</b>                | 5.3%              |
| <b>White boys (N=214)</b>      | 41.8%                 | 26.9%        | <b>68.7%</b>             | 17.3%                             | 6.2%            | 4.8%                     | <b>11.0%</b>                | 2.9%              |
| <b>Pakistani boys (N= 187)</b> | 37.7%                 | 23.0%        | <b>60.7%</b>             | 18.6%                             | 8.7%            | 4.4%                     | <b>13.1%</b>                | 7.7%              |

**Table 39.3: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 8.5%                  | 2.4%         | <b>10.9%</b>             | 17.1%                             | 24.4%           | 39.0%                    | <b>63.4%</b>                | 8.5%              |
| <b>Pakistani FSM (N= 61)</b>   | 12.3%                 | 7.0%         | <b>19.3%</b>             | 12.3%                             | 24.6%           | 35.1%                    | <b>59.7%</b>                | 8.8%              |
| <b>White boys (N=214)</b>      | 8.4%                  | 4.4%         | <b>12.8%</b>             | 17.7%                             | 24.1%           | 40.9%                    | <b>65.0%</b>                | 4.4%              |
| <b>Pakistani boys (N= 187)</b> | 13.5%                 | 7.9%         | <b>21.4%</b>             | 15.7%                             | 18.0%           | 39.3%                    | <b>57.3%</b>                | 5.6%              |

**Table 39.4: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 29.1%                 | 30.2%        | <b>59.3%</b>             | 20.9%                             | 9.3%            | 4.7%                     | <b>14.0%</b>                | 5.8%              |
| <b>Pakistani FSM (N= 61)</b>   | 29.3%                 | 29.3%        | <b>58.6%</b>             | 20.7%                             | 8.6%            | 5.2%                     | <b>13.8%</b>                | 6.9%              |
| <b>White boys (N=214)</b>      | 12.2%                 | 27.3%        | <b>39.5%</b>             | 29.3%                             | 11.2%           | 13.7%                    | <b>24.9%</b>                | 6.3%              |
| <b>Pakistani boys (N= 187)</b> | 15.6%                 | 32.4%        | <b>48.0%</b>             | 27.4%                             | 11.2%           | 7.3%                     | <b>18.5%</b>                | 6.1%              |

**Table 39.5: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 16.5%                 | 21.2%        | <b>37.7%</b>             | 14.1%                             | 20.0%           | 10.6%                    | <b>30.6%</b>                | 17.6%             |
| <b>Pakistani FSM (N= 61)</b>   | 3.4%                  | 16.9%        | <b>20.3%</b>             | 16.9%                             | 35.6%           | 11.9%                    | <b>47.5%</b>                | 15.3%             |
| <b>White boys (N=214)</b>      | 15.2%                 | 20.1%        | <b>35.3%</b>             | 18.1%                             | 16.7%           | 18.1%                    | <b>34.8%</b>                | 11.8%             |
| <b>Pakistani boys (N= 187)</b> | 6.6%                  | 14.8%        | <b>21.4%</b>             | 18.1%                             | 28.0%           | 18.1%                    | <b>46.1%</b>                | 14.3%             |

**Table 39.6: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 9.4%                  | 16.5%        | <b>25.9%</b>             | 11.8%                             | 29.4%           | 29.4%                    | <b>58.8%</b>                | 3.5%              |
| <b>Pakistani FSM (N= 61)</b>   | 6.9%                  | 17.2%        | <b>24.1%</b>             | 15.5%                             | 27.6%           | 24.1%                    | <b>51.7%</b>                | 8.6%              |
| <b>White boys (N=214)</b>      | 16.6%                 | 20.0%        | <b>36.6%</b>             | 14.1%                             | 26.8%           | 18.5%                    | <b>45.3%</b>                | 3.9%              |
| <b>Pakistani boys (N= 187)</b> | 8.8%                  | 19.2%        | <b>28.0%</b>             | 21.4%                             | 31.3%           | 17.6%                    | <b>48.9%</b>                | 1.6%              |

**Table 39.7: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 9.6%                  | 19.3%        | <b>28.9%</b>             | 24.1%                             | 24.1%           | 15.7%                    | <b>39.8%</b>                | 7.2%              |
| <b>Pakistani FSM (N= 61)</b>   | 12.5%                 | 19.6%        | <b>32.1%</b>             | 21.4%                             | 16.1%           | 23.2%                    | <b>39.3%</b>                | 7.1%              |
| <b>White boys (N=214)</b>      | 13.6%                 | 15.1%        | <b>28.7%</b>             | 25.6%                             | 26.1%           | 15.1%                    | <b>41.2%</b>                | 4.5%              |
| <b>Pakistani boys (N= 187)</b> | 9.3%                  | 19.7%        | <b>29.0%</b>             | 19.7%                             | 27.3%           | 19.1%                    | <b>46.4%</b>                | 4.9%              |

**Table 39.8: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 7.1%                  | 12.9%        | 20.0%                    | 9.4%                              | 27.1%           | 32.9%                    | 60.0%                       | 10.6%             |
| <b>Pakistani FSM (N= 61)</b>   | 6.9%                  | 13.8%        | 20.7%                    | 5.2%                              | 20.7%           | 46.6%                    | 67.3%                       | 6.9%              |
| <b>White boys (N=214)</b>      | 10.2%                 | 8.7%         | 18.9%                    | 9.2%                              | 32.0%           | 30.6%                    | 62.6%                       | 9.2%              |
| <b>Pakistani boys (N= 187)</b> | 8.2%                  | 7.7%         | 15.9%                    | 14.3%                             | 29.7%           | 36.3%                    | 66.0%                       | 3.8%              |

**Table 39.9: Attitudes towards reading in 2015 by White and Pakistani pupils – 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>White FSM (N=89)</b>        | 19.0%                 | 9.5%         | <b>28.5%</b>             | 10.7%                             | 22.6%           | 28.6%                    | <b>51.2%</b>                | 9.5%              |
| <b>Pakistani FSM (N= 61)</b>   | 8.6%                  | 10.3%        | <b>18.9%</b>             | 3.4%                              | 41.4%           | 29.3%                    | <b>70.7%</b>                | 6.9%              |
| <b>White boys (N=214)</b>      | 18.0%                 | 10.7%        | <b>28.7%</b>             | 17.1%                             | 25.4%           | 21.0%                    | <b>46.4%</b>                | 7.8%              |
| <b>Pakistani boys (N= 187)</b> | 8.7%                  | 10.9%        | <b>19.6%</b>             | 9.3%                              | 27.3%           | 38.8%                    | <b>66.1%</b>                | 4.9%              |

**Table 39.10: Attitudes towards reading in 2015 by White and Pakistani pupils – If I am a good reader, it means 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>White FSM (N=89)</b>        | 39.5%                 | 23.3%        | <b>62.8%</b>             | 22.1%                             | 5.8%            | 2.3%                     | <b>8.1%</b>                 | 7.0%              |
| <b>Pakistani FSM (N= 61)</b>   | 29.8%                 | 49.1%        | <b>78.9%</b>             | 7.0%                              | 7.0%            | 0.0%                     | <b>7.0%</b>                 | 7.0%              |
| <b>White boys (N=214)</b>      | 30.0%                 | 29.0%        | <b>59.0%</b>             | 22.7%                             | 6.8%            | 3.4%                     | <b>10.2%</b>                | 8.2%              |
| <b>Pakistani boys (N= 187)</b> | 32.6%                 | 38.1%        | <b>70.7%</b>             | 10.5%                             | 6.1%            | 6.1%                     | <b>12.2%</b>                | 6.6%              |

**Table 40: 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>White FSM<br/>(N=89)</b>           | 39.3%                     | 25.8%                     | 27.0%                        | 14.6%                    | 13.5%       | 6.7%         | 49.4%                               |
| <b>Pakistani<br/>FSM<br/>(N=61)</b>   | 36.1%                     | 23.0%                     | 39.3%                        | 9.8%                     | 14.8%       | 6.6%         | 32.8%                               |
| <b>White boys<br/>(N=214)</b>         | 34.1%                     | 25.2%                     | 15.4%                        | 12.1%                    | 8.9%        | 9.8%         | 56.1%                               |
| <b>Pakistani<br/>boys<br/>(N=187)</b> | 29.9%                     | 22.5%                     | 34.2%                        | 6.4%                     | 9.1%        | 8.0%         | 49.2%                               |