



SLAUGHTER AND MAY

Children's and Young People's Reading in 2014

Findings from the 2014 National Literacy Trust's annual survey

Christina Clark
National Literacy Trust

2015

Words for life

Registered address: National Literacy Trust, 68 South Lambeth Road, London SW8 1RL
t: 020 7587 1842 **f:** 020 7587 1411 | contact@literacytrust.org.uk | www.literacytrust.org.uk

Registered charity no. 1116260 and company limited by guarantee no. 5836486 registered in
England and Wales and registered charity in Scotland no. SCO 42944.
Patron: HRH The Duchess of Cornwall

About the National Literacy Trust

We are the only national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

Copyright

© National Literacy Trust 2015. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Clark, C. (2015). Children's and Young People's Reading in 2014. Findings from the 2014 National Literacy Trust's annual survey. London: National Literacy Trust.

We will consider requests to use extracts or data from this publication provided that you:

- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.

Acknowledgements

We would like to thank the pupils and staff at the following schools without whom this study would not have been possible:

Abbey Primary School, Cabot Primary School, Buxton School, Belmont Community School, Craigmount High School, Welling School, St Mary's Calne, The Business Academy Bexley, Helenswood Academy, High Bickington Primary School, Tolworth Girls' School, St Augustine of Canterbury Catholic High School, Cromwell Primary School, West Chiltington Community School, Carnagill Community Primary School, Broadoak Mathematics and Computing College, St Joseph's College, Sennen Primary School, Engayne Primary School, Francis Askew Primary School, Cliff Park Ormiston Academy, Cowplain Community School, Glebelands Primary School, Fearnhill School, Salendine Nook High School, Hampstead School, Lowton Church of England High School, Carnoustie High School, Bluecoat Academy, Mile Oak Primary School, Ysgol Bro Famau, James Calvert Spence College, Shebbear College, City of Armagh High School, Hemlington Hall Academy, Ysgol Bryn Alyn, The Axholme Academy, Sutton Road Primary & Nursery School, Llanwern High School, Passmores Academy, Cramlington Learning Village, St Benedict's Catholic School, Holy Trinity Primary School, Whitehill Junior School, Hall Mead School, Angmering School, Manor High School, George Green's School, Burlington Danes Academy, Bristol Brunel Academy, Smithills School, Chase Terrace Primary School, John Taylor High School, Cantell School, LVS Ascot, Long Stratton High School, Bishop Creighton Academy, Wood End Primary School, Oakbank School, St Paul's Catholic College, Boroughmuir High School, West Hill Primary School, Fishponds CE Academy, Newcastle Primary School, The Corbet School, Towers School, Damers First School, Darwen Aldridge Community Academy, Farnham Heath End School, Farnsfield St Michael's Primary School, St John the Baptist C of E Primary School, Chosen Hill School, Carlton Bolling College, Macaulay Primary Academy, Llandovery College, St Edward's School, Margaret Beaufort Middle School, Blue Coat CE Junior School, Shirebrook Academy, Millbrook Primary School, New Charter Academy, The Frances Bardsley Academy for Girls, Brighton Avenue Primary School, Maple Cross JMI & Nursery School, Archbishop Holgate's School, Westerhope Primary School, St Mary's Catholic Primary School, Castletown Primary School, Deneholm Primary School, Perth Grammar School, Salford City Academy, Copley Academy, St John with St Michael CE Primary School, Yew Chung International School, Ripon Grammar School, Goffs School, Alde Valley School, Ricards Lodge High School, Pelsall Village School, St George's Academy, Simon Balle School, Carlton le Willows Academy, Bovington Primary School, King's College School, Alicante, Sheffield Park Academy, Harrogate High School, Cardinal Vaughan Memorial School, Castle Carrock Primary School, Long Sutton Primary School, Manor Park CE School, Northern Saints Primary School, St Barnabas CE First and Middle School, Nower Hill High School, St Anthony's Primary School, St Cadoc's Primary School, Frome Valley First School, New College Leicester, St Mary's Middle School, Killicomaine Junior High School, South Charnwood High School, Mount Grace School, The Cotswold School, The Market Bosworth School, St Mark's CE Primary School, Gravesend Grammar School, Easthampstead Park School, Thorpe St Andrew School, St. Thomas More School, Writhlington School, St Osmund's Middle School, Teaching and Learning Provision ESCC, St Mary's CE VC First School, Old Palace of John Whitgift School, Winsford Academy, Bishop Fox's School, Kingsmead School, South Bank Primary School, Blenheim Primary School, Abbey College, Harlaw Academy, Dyke House Sports and Technology College

Our sincere thanks to Slaughter and May for their generous financial contribution that enabled us to conduct this annual survey.

Table of contents

Acknowledgements	5
Tables and figures	5
Key findings	7
A closer look at some key issues	9
Key literacy trends	9
Levels of enjoyment continue to increase slightly in 2014	9
Levels of reading daily show a rapid increase in 2014	9
Attitudes towards reading continue to shift - slowly	10
Girls continue to be keener readers than boys in 2014 and the gender gap widened again in certain areas	12
Things are starting to look up for KS4 pupils	14
The gap between KS2 and KS4 boys is narrowing	17
But let us not forget about teenage girls	19
The link between reading and socioeconomic background:	20
Changes are afoot again	20
Ethnic background and reading	24
Linking reading enjoyment, frequency and attitudes to reading attainment	24
Children's and Young People's Reading in 2014: Data tables	28
Young people's enjoyment of reading	29
Types of materials read outside class	31
How often young people read outside class	34
How often young people read outside class for fun	36
How often young people read outside class for information	38
How long young people read for	40
Having a favourite book	42
How many books young people read in a month	43
Young people's reading opportunities	46
Young people's attitudes towards reading	48
Children's and Young People's Reading in 2014: Attainment data	58
Reading attainment and young people's enjoyment of reading	58
Reading attainment and how often young people read outside class	59
Reading attainment and the length of time young people spend reading	60
Reading attainment and young people's reading choices	61
Reading attainment and number of books read a month	62
Reading attainment and young people's attitudes towards reading	63
Children's and Young People's Reading in 2014: Comparisons from 2010	67
Enjoyment of reading: Comparative analyses 2010 to 2014	67
Reading frequency: Comparative analyses 2010 to 2014	67
Reading length: Comparative analyses 2010 to 2014	68
Types of reading outside class: Comparative analyses 2010 to 2014	68
Attitudes towards reading: Comparative analyses 2010 to 2014	69
Children's and Young People's Reading in 2014: Findings by governmental region	71
Appendix A: An introduction to the annual literacy survey	73
Appendix B: Methodology	74
Participation rate	74
Appendix C: Sample characteristics	75

Tables and figures

Figure 1: Some frequently mentioned favourite stories or books in 2014	7
Figure 2: Proportion of young people who enjoy reading either very much or quite a lot in 2005 to 2014	9
Figure 3: Proportion of young people who read daily outside class in 2005 to 2014	10
Figure 4: Proportion of young people agreeing with attitudinal statements in 2010 to 2014	10
Figure 5: Proportion of young people reading different reading materials outside class in 2010 to 2014	11
Figure 6: Proportion of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2014 (with reference to 2005 data too)	12
Figure 7: Proportion of boys and girls who read daily outside class 2010 to 2014 (with reference to 2005 data)	13
Figure 8: Proportion of boys and girls who agree with attitudinal statements in 2014	14
Figure 9: Proportion of pupils from each key stage who enjoy reading either very much or quite a lot in 2010 to 2014	15
Figure 10: Proportion of pupils from each key stage who read daily outside class in 2010 to 2014	15
Figure 11: Access to technology by key stage in 2014	16
Figure 12: Agreement with attitudinal statements by key stage in 2013 and 2014	17
Figure 13: Proportion of KS2 and KS4 boys who enjoy reading either very much or quite a lot in 2012 to 2014	18
Figure 14: Proportion of KS2 and KS4 boys who read daily outside class in 2012 to 2014	18
Figure 15: Proportion of KS2 and KS4 girls who enjoy reading either very much or quite a lot in 2012 to 2014	19
Figure 16: Proportion of KS2 and KS4 girls who read daily outside class in 2012 to 2014	20
Figure 17: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2014 (with reference to 2005 data)	21
Figure 18: Daily reading by FSM uptake in 2010 to 2014 (with reference to 2005 data)	21
Figure 19: Reading poems outside class at least once a month by FSM uptake in 2010 to 2014	22
Figure 20: Agreement with attitudinal statements by FSM uptake in 2014	23
Figure 21: Agreement with attitudinal statements by FSM uptake in 2013 and 2014	23
Figure 22: Reading enjoyment 2010 to 2014	67
Figure 23: How often children and young people read outside class 2010 to 2014	67
Figure 24: Reading length in 2010 to 2014	68
Figure 25: Types of materials read outside class at least once a month in 2010 to 2014	69
Figure 26: Proportion of young people agreeing with attitudinal statements in 2010 to 2014	70
Table 1: Enjoyment of reading and reading attainment in 2014 (N = 12,945)	25
Table 2: Reading frequency and reading attainment in 2014 (N = 12,945)	25
Table 3: Percentage agreement and disagreement with attitudinal items and reading attainment in 2014 (N = 12,945)	26
Table 4: Enjoyment of reading in 2014 for whole sample and broken down by demographic background	29
Table 5: Types of materials read at least once a month in 2014 for whole sample and broken down by demographic background (Part 1)	31
Table 6: Reading frequency in 2014 for whole sample and broken down by demographic background	34
Table 7: Reading frequency for fun in 2014 for whole sample and broken down by demographic background	36
Table 8: Reading frequency for information in 2014 for whole sample and broken down by demographic background	38
Table 9: Reading length in 2014 for whole sample and broken down by demographic background	40

Table 10: Having a favourite book in 2014 for whole sample and broken down by demographic background	42
Table 11: Number of books read in the last month in 2014 for whole sample and broken down by demographic background	44
Table 12: Young people receiving a book as a present, visiting a library and visiting a bookshop in 2014 for whole sample and broken down by demographic background	46
Table 13.1: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – The more I read, the better I become.....	48
Table 13.2: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I prefer watching TV to reading.....	49
Table 13.3: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – If I am a good reader it means that I'll get a better job when I grow up.....	50
Table 13.4: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – My parents don't care whether I spend any time reading.....	51
Table 13.5: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – Reading is cool.....	52
Table 13.6: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class	53
Table 13.7: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I only read when I have to.....	54
Table 13.8: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I cannot find things to read that interest me	55
Table 13.9: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read	56
Table 13.10: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – Reading is more for girls than boys.....	57
Table 14: Enjoyment of reading and reading attainment in 2014 (N = 12,945).....	58
Table 15: Reading attainment and enjoyment of reading in 2014 (N = 12,945).....	59
Table 16: Reading frequency and reading attainment in 2014 (N = 12,945)	59
Table 17: Reading attainment and reading frequency in 2014 (N = 12,945)	60
Table 18: Reading length and reading attainment in 2014 (N = 12,945)	60
Table 19: Reading attainment and the length of time young people spend reading in 2014 (N = 12,945).....	60
Table 20: Types of materials read outside class at least once a month and reading attainment in 2014 (N = 12,945)	61
Table 21: Reading attainment and types of materials read outside class at least once a month in 2014 (N = 12,945)	62
Table 22: Number of books read a month and reading attainment in 2014 (N = 12,945)	62
Table 23: Reading attainment and number of books read a month in 2014 (N = 12,945)	63
Table 24: Percentage agreement and disagreement with attitudinal items and reading attainment in 2014 (N = 12,945)	64
Table 25: Reading attainment and attitudes towards reading in 2014 (N = 12,945)	66
Table 26: Enjoyment of reading in 2014 for whole sample and broken down by governmental region	71
Table 27: Reading frequency in 2014 for whole sample and broken down by governmental region	72
Table C1: Ethnic background	75

Key findings

This report outlines findings about children's and young people's reading from our fifth annual literacy survey¹ conducted in November/December 2014. 32,026 young people aged eight to 18 participated. Download last year's report here:

http://www.literacytrust.org.uk/assets/0002/3432/Young_people_s_reading_2013.pdf.

Key findings for 2014 include:

- **Levels of reading enjoyment continue to improve** (See **Figure 2, p. 9**). In 2014, 54.4% of children and young people enjoy reading either very much or quite a lot; 10.0% of young people do not enjoy reading at all and 35.5% only enjoy reading a bit (see **Table 4, p. 29**).
- **Levels of daily reading also continue to increase**. Indeed, the increase in daily reading levels between 2013 and 2014 has been dramatic: 2014 saw an increase of 28.6% in the number of children and young people who read daily outside class, rising from 32.2% in 2013 to 41.4% in 2014 (see **Figure 3, p. 10**). Only 1 in 7 (13.7%) rarely or never reads outside class (see **Table 6, p. 34**).
- Twice as many children and young people read outside class **for fun** every day compared with those reading for information (29.9% vs. 16.1%) (see **Tables 7 and 8, pp. 36**).
- With the exception of magazines, **reading across all formats increased in 2014** (see **Figure 5, p. 11**). Lyrics (50.3%) and technology-based formats such as text messages (72.6%), websites (60.2%) and social networking sites (53.6%) continue to be the most commonly read outside class at least once a month (see **Table 5, p. 31**). 46.7% of children and young people read fiction outside class in 2014.
- 6 in 10 children and young people (61.0%) say that they have a favourite book or story. **Figure 1** highlights some of the most frequently named stories or books that children and young people read in 2014.

Figure 1: Some frequently mentioned favourite stories or books in 2014



¹ For more information about our annual literacy survey see **Appendix A, p. 73**.

- **Children and young people continue to think more positively about reading in 2014** (see [Figure 4, p.10](#) and [Tables 13.1 to 13.10, pp. 48](#)). 2 in 5 children and young people (40.2%) in 2014 agree that reading is cool, which is slightly higher than the proportion of children and young people who agreed with this statement in 2013. Conversely, slightly fewer children in 2014 agree that they read only because they have to (27.6%) or that they would be embarrassed if their friends saw them read (17.2%). Fewer children and young people in 2014 agree that their parents don't care whether they spend any time reading compared with the previous two years, suggesting that children and young people consider their parents to be more involved in their reading.
- Young people who enjoy reading very much are three times as likely to read above the level expected for their age compared with young people who do not enjoy reading at all (34.9% vs. 10.7%). Similarly, young people who read outside class daily are five times as likely to read above the expected level for their age compared with young people who never read outside class (23.0% vs. 4.9%; see [Tables 14 to 24, pp. 58 for more information on reading attainment](#)).
- While the gap between boys and girls in terms of their enjoyment of reading narrowed between 2011 and 2013, it widened again in 2014 (see [Figure 6, p. 12](#)). This is largely because more girls enjoyed reading in 2014 than in 2013, while boys' levels of reading enjoyment remained unchanged. Similarly, the gender gap in daily reading widened again between 2013 and 2014 (see [Figure 7, p. 13](#)).
- Changes are afoot for young people aged 14 to 16. Levels of reading enjoyment have remained largely unchanged for Key Stage 2 (KS2) pupils (aged 8 to 11) and KS3 pupils (aged 11 to 14). However, in 2014 more KS4 pupils (aged 14 to 16) enjoy reading compared with previous years (see [Figure 9, p. 15](#)). Similarly, while the proportion of pupils who read daily outside class has increased across all the key stages, the biggest increase in daily reading was seen in KS4 pupils (see [Figure 10, p. 15](#)). While KS4 pupils continue to hold less positive attitudes towards reading than their KS2 counterparts, they showed a greater improvement in attitudes between 2013 and 2014 than the other two key stages.
- While enjoyment levels increased in KS4 boys between 2013 and 2014, enjoyment levels remain static for KS2 boys (see [Figure 13, p. 18](#)). This means that there has been a narrowing of the reading enjoyment gap in 2014. Also, while more KS2 and KS4 boys read daily outside class in 2014 than in 2013, the rate of increase has been larger for KS4 boys, meaning that the gap between boys in KS2 and KS4 has narrowed in terms of their daily reading (see [Figure 14, p. 18](#)). Overall, more KS2 than KS4 boys read for fun outside class on a daily basis, while more KS4 than KS2 boys read for information.
- It is not only KS4 boys who show improvements in 2014; similar changes are also revealed among KS4 girls. Reading enjoyment levels in KS4 girls have increased considerably in 2014 (by 8.8 percentage points), while levels for KS2 girls have remained unchanged (see [Figure 15, p. 19](#)). As a result, the gap between KS2 and KS4 girls has narrowed compared with 2013. Similarly, although more KS2 and KS4 girls read daily outside class, the increase in daily reading is more pronounced for KS4 girls (see [Figure 16, p. 20](#)). Indeed, the gap between KS2 and KS4 girls in terms of their daily reading has halved between 2013 and 2014.
- Reading is once again in flux when one explores relationships with socio economic background using free school meal (FSM) uptake as a proxy. Data from 2014 shows that the reading enjoyment gap between pupils who receive FSMs and those who do not has narrowed slightly (see [Figure 17, p. 21](#)), while the gap in daily reading has widened again between the two groups (see [Figure 18, p. 21](#)).

A closer look at some key issues

Key literacy trends

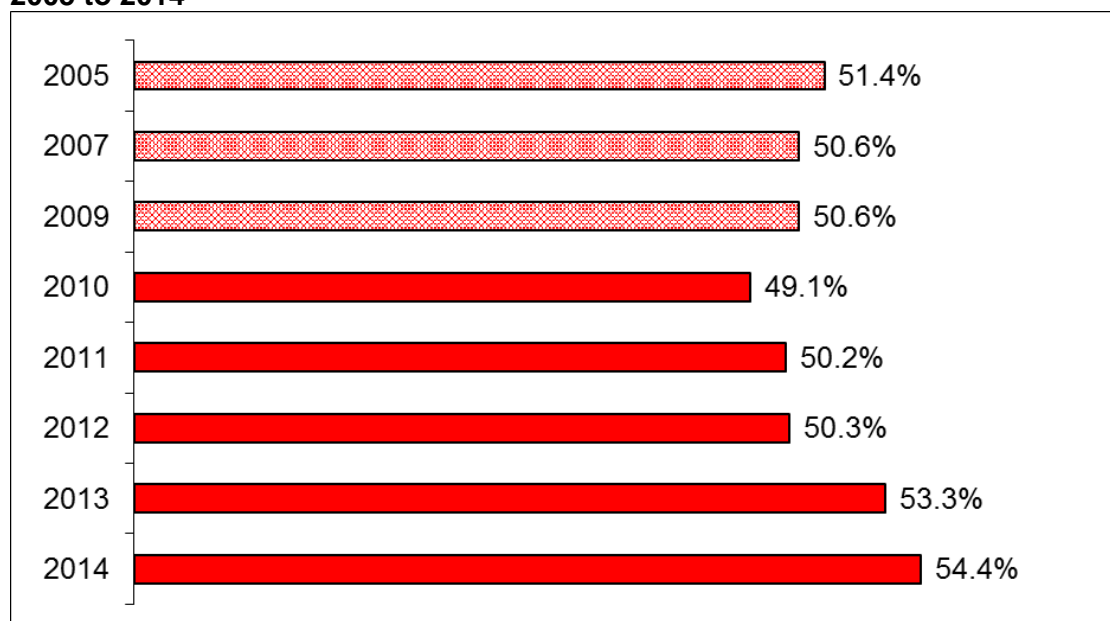
The National Literacy Trust has conducted the national annual literacy survey since 2010 and has surveyed young people on literacy issues since 2005. To contextualise findings from our five annual literacy surveys and to give some indication of trends, the following graphs also contain data from some of our previous studies (in shaded bars).

~ Levels of enjoyment continue to increase slightly in 2014 ~

Figure 2 shows that children's and young people's levels of reading enjoyment (enjoying reading either very much or quite a lot) had remained stable between 2005 and 2012. Data from 2013 suggested that this might be changing as enjoyment levels increased by 3 percentage points compared to 2012, with levels of reading enjoyment surpassing the highest level we recorded in 2005.

Data from 2014 show that this wasn't just a "blip" as the proportion of children and young people who enjoy reading again continued to increase slightly (by 1.1 percentage points).

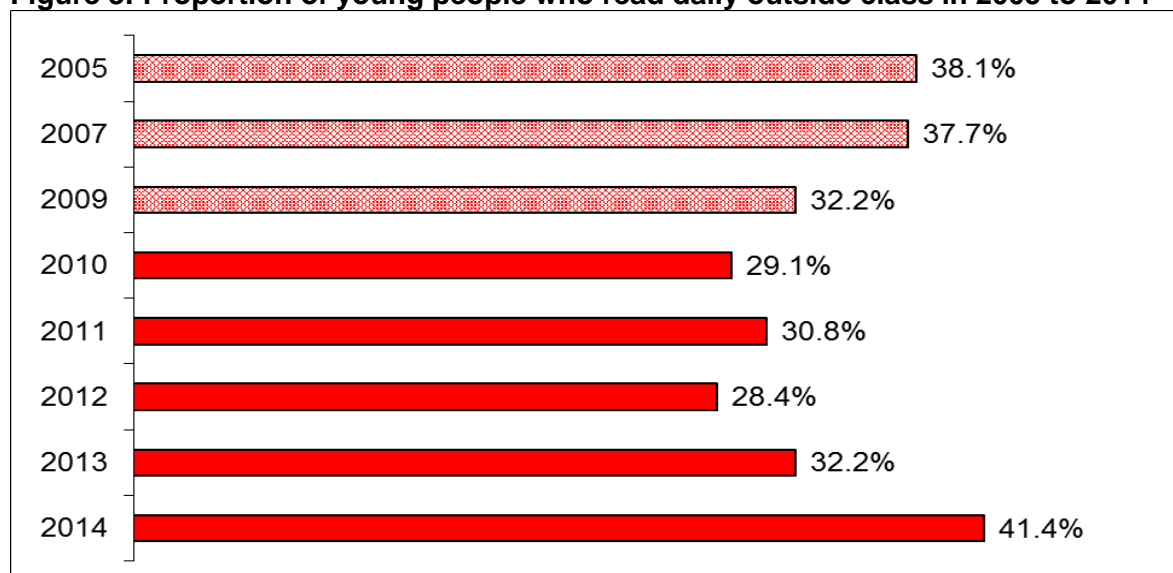
Figure 2: Proportion of young people who enjoy reading either very much or quite a lot in 2005 to 2014



~ Levels of reading daily show a rapid increase in 2014 ~

Not only have levels of enjoyment increased but the proportion of children and young people who say that they read outside class on a daily basis also continues to rise (**Figure 3**). Indeed, the increase in 2014 has been dramatic. 2014 showed a 28.6% increase in the number of children and young people who read daily outside class, rising from 32.2% in 2013 to 41.4% in 2014. **Figure 3** also shows that more children in 2014 read daily outside class than in 2005, when we recorded the highest proportion.

Figure 3: Proportion of young people who read daily outside class in 2005 to 2014



~ Attitudes towards reading continue to shift - slowly ~

Children and young people in 2014 also tend to hold slightly more positive attitudes towards reading than children and young people in the previous four years (**Figure 4**). For example, in 2014 slightly more children and young people agree that reading is cool, while slightly fewer agree that they only read because they have to and that they would be embarrassed if their friends saw them reading outside class.

Figure 4: Proportion of young people agreeing with attitudinal statements in 2010 to 2014

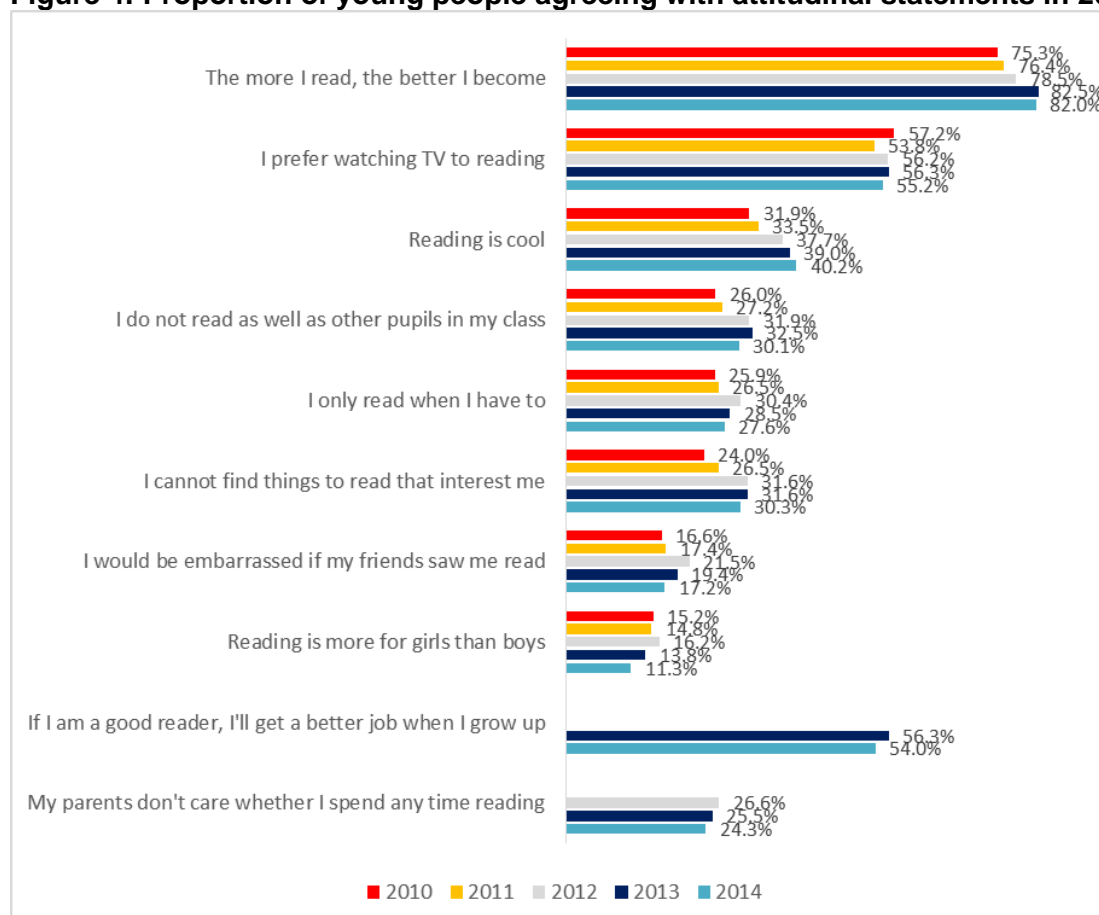
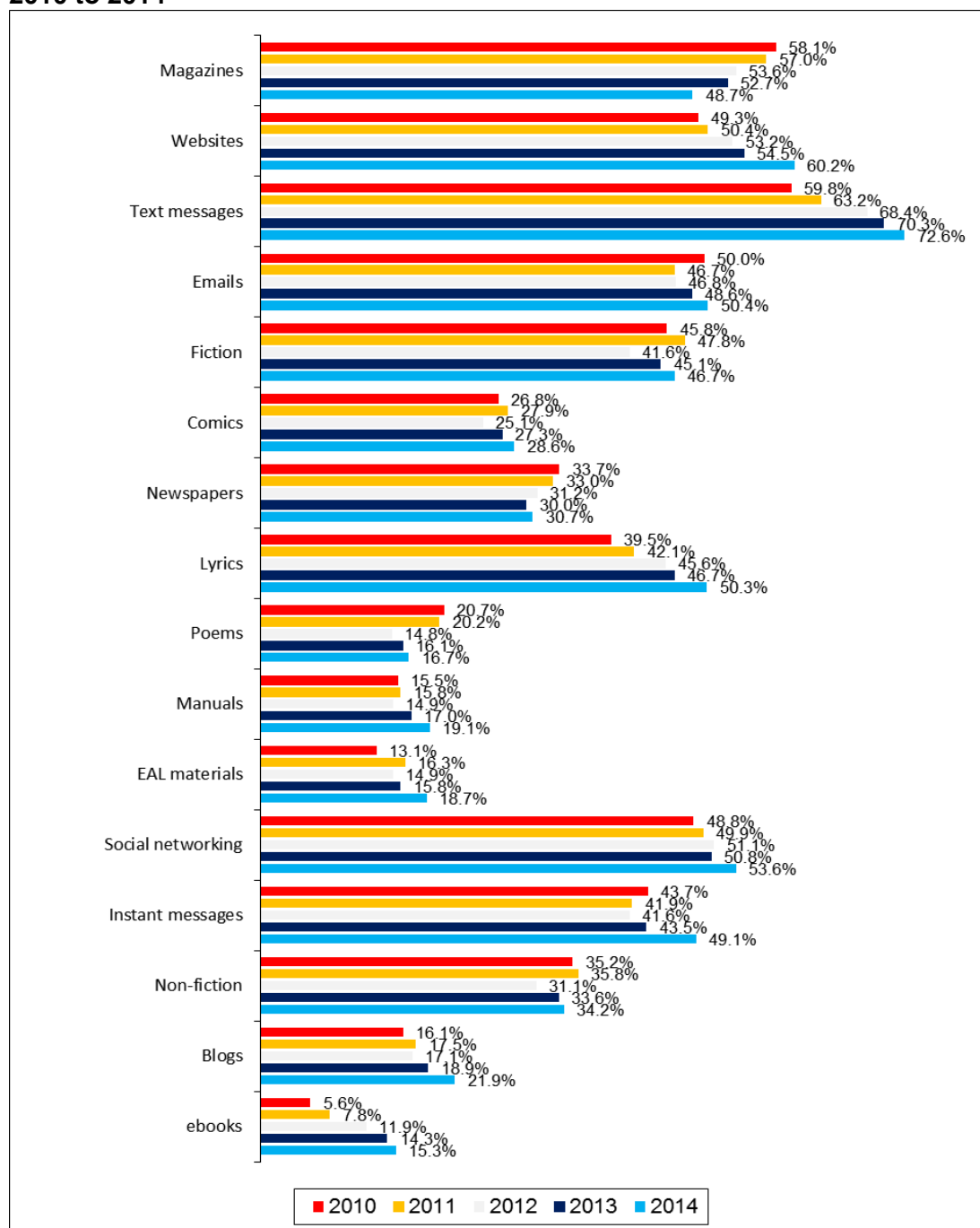


Figure 4 also shows that there is an indication that children and young people believe that parents are getting more involved in their reading as fewer children and young people in 2014 agree that their parents don't care whether they spend any time reading compared with the previous two years. However, slightly fewer children and young people in 2014 see a link between their reading and their future job prospects compared with 2013.

~ Reading across most formats sees a slight increase in 2014 ~

Most formats of reading once more saw a slight increase in 2014 compared with the previous year (see **Figure 5**). In some cases, such as websites, text messages, song lyrics and ebooks, this increase has been evidenced over the past few years. The exception to the trend is magazines, which saw a decrease from 52.7% in 2013 to 48.7% in 2014.

Figure 5: Proportion of young people reading different reading materials outside class in 2010 to 2014

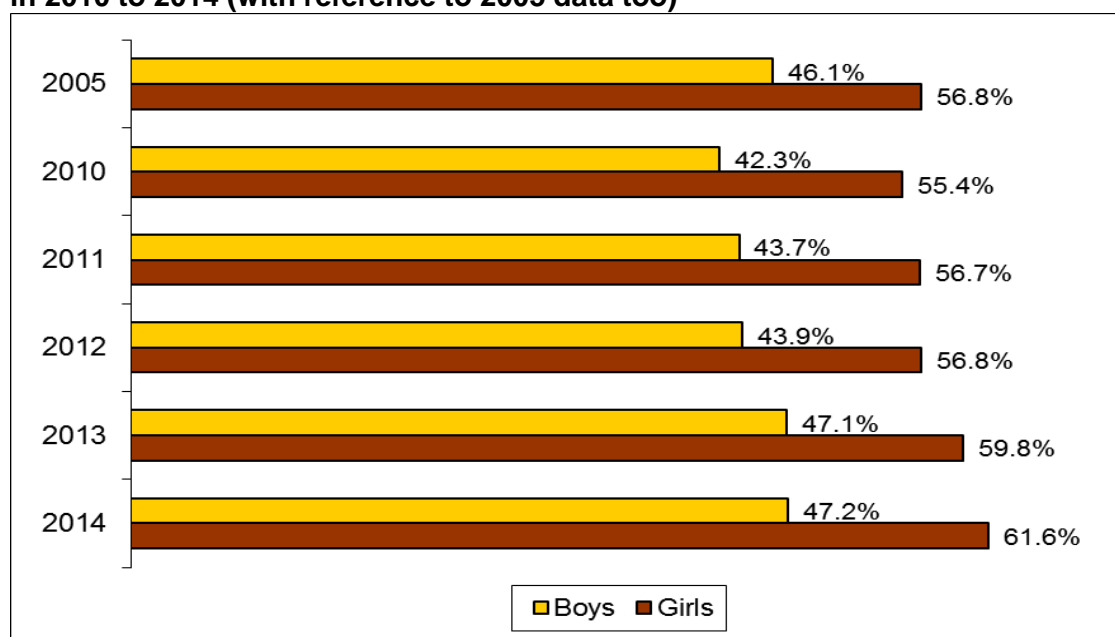


Girls continue to be keener readers than boys in 2014 and the gender gap widened again in certain areas

More girls than boys say that they enjoy reading very much (30.0% vs. 18.9%), with 61.6% of girls enjoying reading either very much or quite a lot compared with 47.2% of boys. Conversely, nearly twice as many boys as girls say that they don't enjoy reading at all (12.8% vs. 7.3%).

While the gap between boys and girls in terms of their reading enjoyment had narrowed in the previous three years, **Figure 6** shows that the gender gap in reading enjoyment widened again in 2014, rising from a 12.7 percentage point difference in 2013 to a 14.4 percentage point difference in 2014. This is largely because more girls enjoyed reading while boys remained static.

Figure 6: Proportion of boys and girls who enjoy reading either very much or quite a lot in 2010 to 2014 (with reference to 2005 data too)



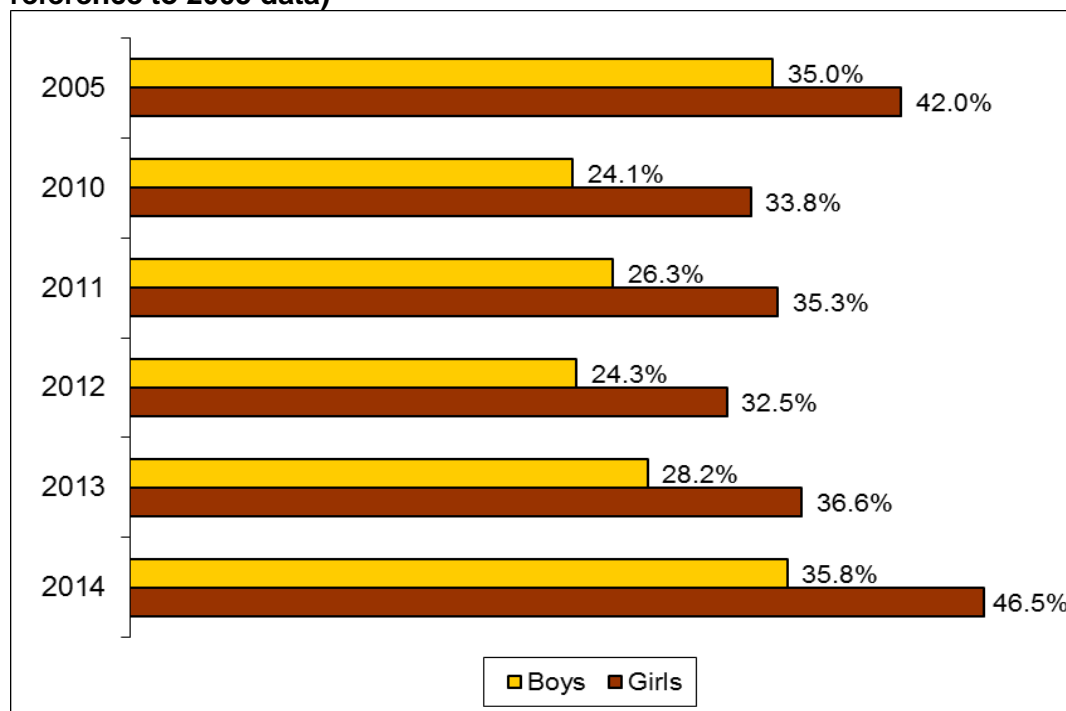
Girls not only enjoy reading more than boys but they also read more often, with 46.5% of girls saying that they read outside class every day compared with 35.8% of boys. Indeed, nearly twice as many boys as girls say that they never read outside class (5.6% vs. 2.7%).

Figure 7 (overleaf) shows that there has been an increase in the proportion of boys and girls who read daily in 2014 compared with 2013. Since the increase has been bigger for girls than for boys, the gender gap in daily reading has also increased slightly compared with 2013, rising from a 8.4 percentage point difference in 2013 to a 10.7 percentage point difference in 2014.

A third of girls (34.4%) say that they read for fun outside class on a daily basis compared with a quarter of boys (25.2%). Indeed, nearly twice as many boys as girls say that they rarely or never read for fun outside class (20.8% vs. 12.5%). However, only slightly more boys than girls say that they read for information outside class on a daily basis (17.3% vs. 15.0%).

More girls than boys also read for longer periods of time. Nearly a third of girls (31.4%) compared with one-fifth of boys (20.9%) read for one hour or longer. Conversely, more boys than girls say that they only read for 10 minutes when they read (boys 24.0%, girls 16.6%).

Figure 7: Proportion of boys and girls who read daily outside class 2010 to 2014 (with reference to 2005 data)

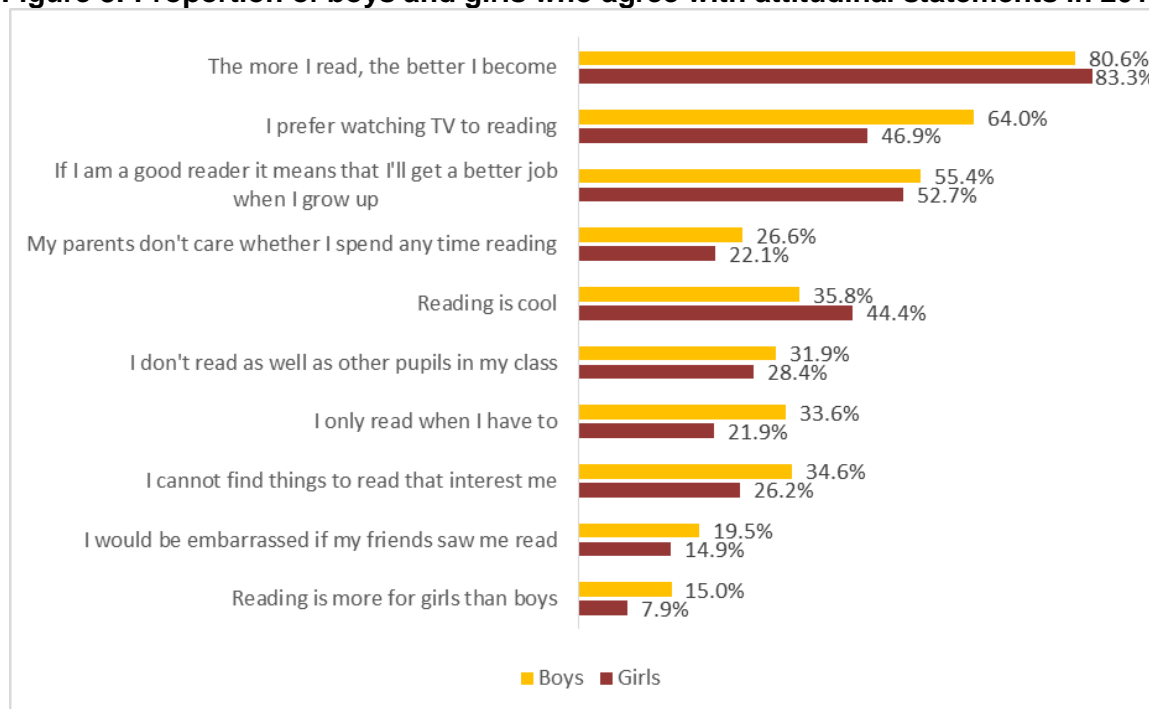


Girls and boys read different materials outside class, with girls tending to read a greater variety of materials than boys. For example, more girls than boys say that they read technology-based formats, such as text messages, messages on social networking sites, emails and instant messages, as well as more 'traditional' texts such as fiction, poems, magazines and lyrics. Indeed, girls are nearly twice as likely as boys to say that they read lyrics outside class (65.6% vs. 34.2%). By contrast, more boys than girls say that they read newspapers, comics and manuals.

These gender differences cannot be explained by access to technology. Our survey shows that in 2014 roughly the same proportion of boys and girls say they have access to a computer/laptop at home (boys 95.2%; girls 97.7%) or have the internet at home (boys 97.5%; girls 97.5%). Similar proportions of boys and girls also say that they have a mobile phone (boys 81.3%; girls 83.6%), a tablet (boys 75.4%; girls 75.8%) or a profile on a social networking site (boys 74.5%; girls 76.2%). However, slightly more boys than girls say that they have their own computer or laptop (73.2% vs. 69.5%).

Finally, girls also think more positively about reading than boys (see **Figure 8**). More girls than boys agreed with the statement "reading is cool", while more boys than girls agreed with the statements: "I prefer watching TV to reading", "I only read when I have to" and "I cannot find things to read that interest me".

Figure 8: Proportion of boys and girls who agree with attitudinal statements in 2014



Things are starting to look up for KS4 pupils

While the gender gap around reading continues to be a cause for concern in 2014, another divisive factor is age; though data from 2014 show that changes are afoot for pupils aged 14 to 16.

Differences exist among the three key stages (KS2: 8 to 11-year-olds, KS3: 11 to 14-year-olds and KS4: 14 to 16-year-olds) in terms of their reading enjoyment. Only two-fifths of KS4 pupils (43.4%) compared with half of KS3 pupils (50.3%) and nearly two-thirds of KS2 pupils (65.6%) say that they enjoy reading either very much or quite a lot. Indeed, twice as many KS2 as KS4 pupils say that they enjoy reading very much (33.1% vs. 17.6%). Conversely, nearly three times as many KS4 as KS2 pupils say that they do not enjoy reading at all (15.4% vs. 5.5%).

However, as **Figure 9** (overleaf) shows, the age gap in reading enjoyment is narrowing for older pupils. While levels of reading enjoyment have remained relatively unchanged for KS2 and KS3 pupils, a greater proportion of KS4 pupils enjoy reading in 2014 than in 2013 (increasing by 6.7 percentage points).

Not only are KS2 pupils more likely to enjoy reading than KS3 and KS4 pupils, they also read more frequently. 45.9% of KS2 pupils said that they read daily outside class compared with 38.5% of KS3 pupils and 38.2% of KS4 pupils. Conversely, KS3 and KS4 pupils are twice as likely as KS2 pupils to say that they never read outside class (4.5% and 5.7% vs. 2.8%).

Figure 10 (overleaf) shows that the proportion of children and young people who read daily outside class increased in 2014 across all three key stages. However, the biggest increase was seen in KS4 pupils, who showed an increase of 13.6 percentage points between 2013 and 2014, followed by KS3 pupils who showed a 10.1 percentage point increase in the same time period.

Figure 9: Proportion of pupils from each key stage who enjoy reading either very much or quite a lot in 2010 to 2014

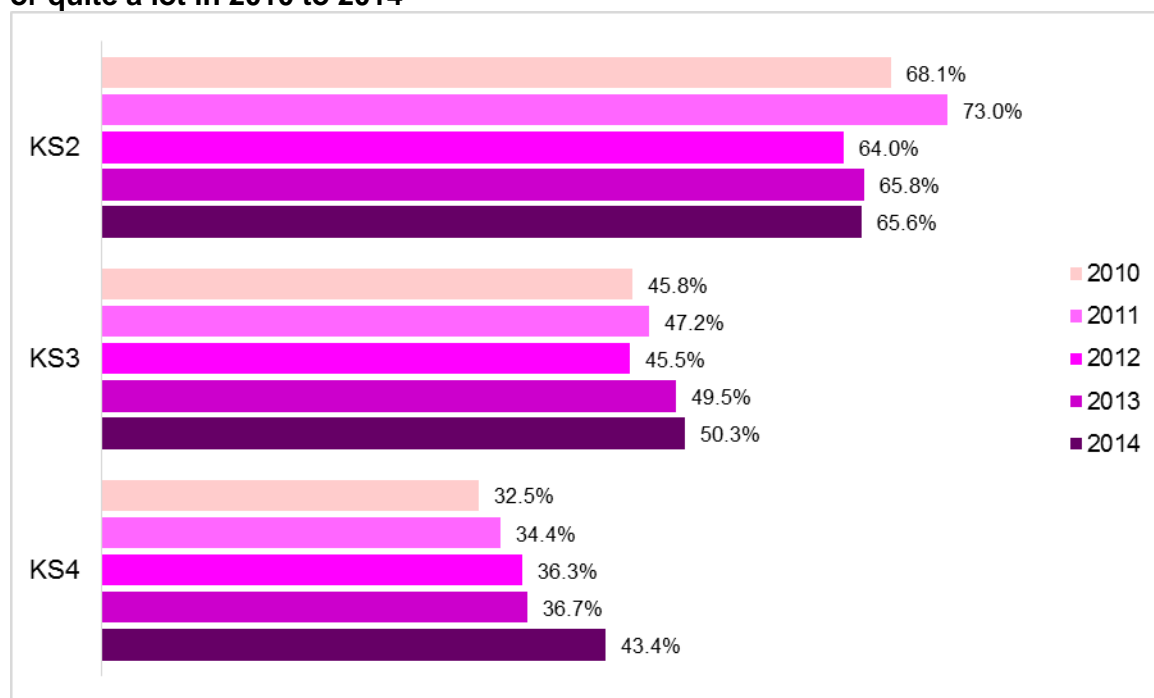
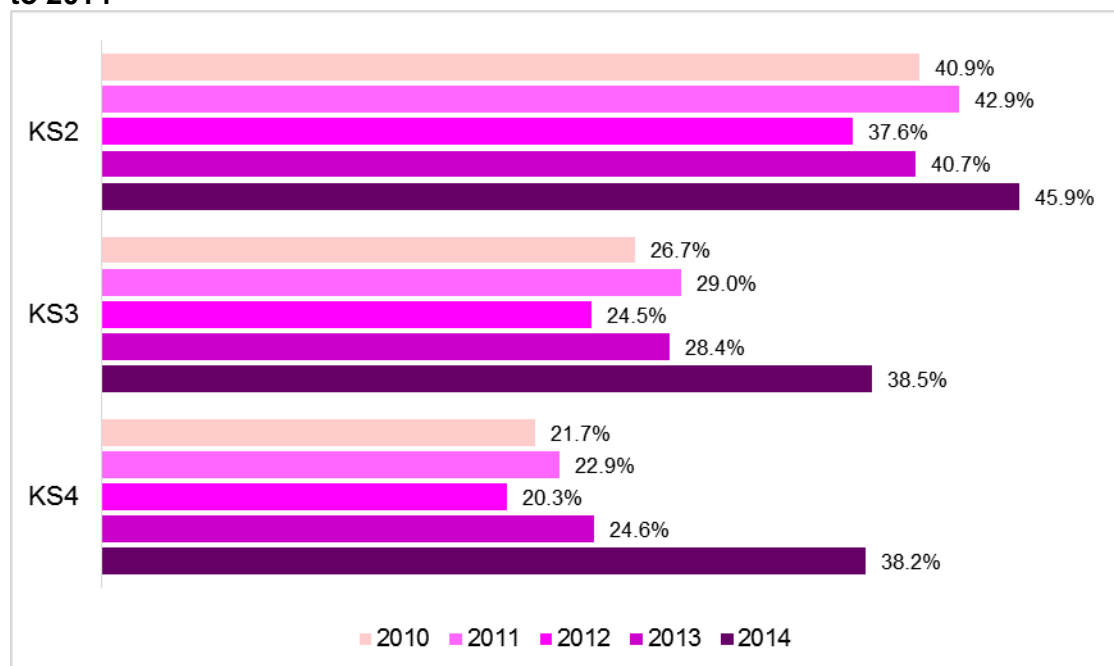


Figure 10: Proportion of pupils from each key stage who read daily outside class in 2010 to 2014



KS2 pupils are more likely than KS3 and KS4 pupils to say that they read for fun outside class on a daily basis (34.4% vs. 28.0% and 26.1%), while KS4 pupils are more likely than KS3 and KS2 pupils to say that they read for information outside class on a daily basis (20.7% vs. 13.8% and 15.0%).

Although KS2 pupils read more frequently outside class than KS3 or KS4 pupils, they tend to read for shorter periods of time. For example, 22.0% of KS2 pupils read for up to 10 minutes at

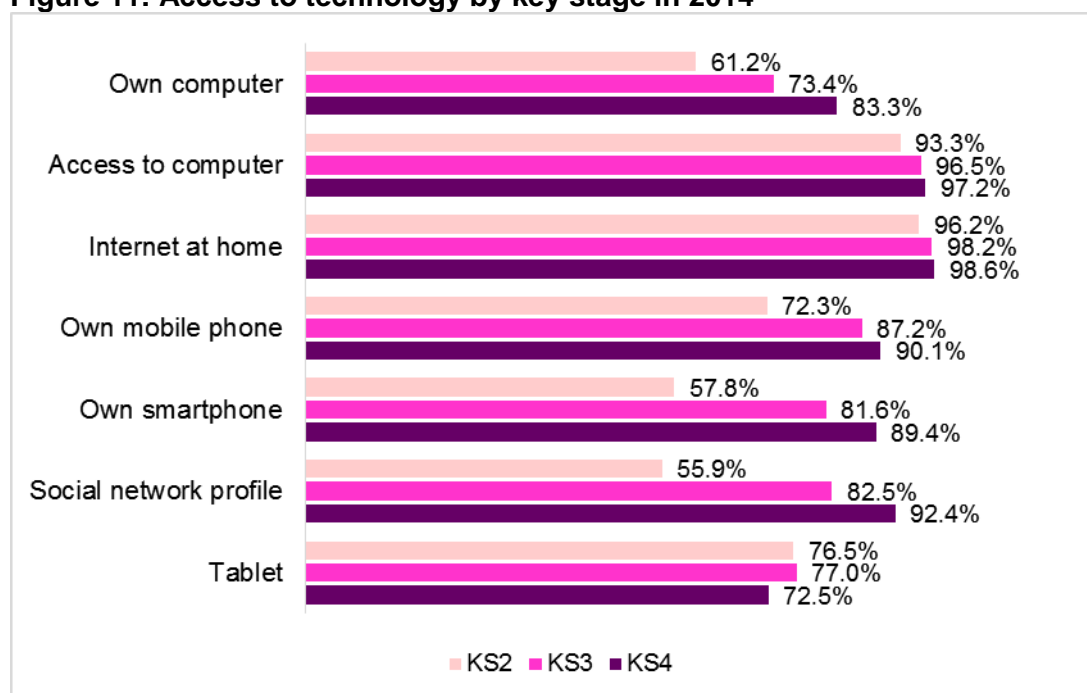
a time compared with 20.1% of KS3 and 18.0% of KS4 pupils. By contrast, more KS4 (31.6%) than KS2 (24.0%) or KS3 (23.5%) pupils say that they read for about one hour or longer.

Children and young people choose to read very different materials outside class depending on their age, with young people in KS4, and to a lesser extent KS3, choosing to engage in more technology-based reading materials compared with pupils in KS2. For example, 81.8% of KS4 pupils say that they read text messages compared with 79.3% of KS3 pupils and only 58.9% of KS2 pupils. Similarly, 72.2% of KS4 pupils say that they read messages on social networking sites compared with 59.7% of KS3 pupils and only 34.8% of KS2 pupils. While technology-based materials dominate older pupils' reading choices outside class, KS2 pupils are more "traditional" in their reading consumption. For example, 53.5% of KS2 pupils read fiction outside class compared with only 37.3% of KS4, and three times as many KS2 as KS4 pupils say that they read poems outside class (25.7% vs. 9.0%).

These differences can in part be explained by access to technology, albeit not by access to computers. **Figure 11** shows that although considerably more KS4 and KS3 than KS2 pupils say they have their own computer, similar proportions of pupils report the ability to access a computer in the home irrespective of key stage. A similar proportion of young people also report having the internet at home.

While access to computers and the internet in itself cannot explain why older pupils read more technology-based materials than younger pupils, access to mobile phones (reading text messages) and having a profile on a social networking site provide some pointers (see Figure 10).

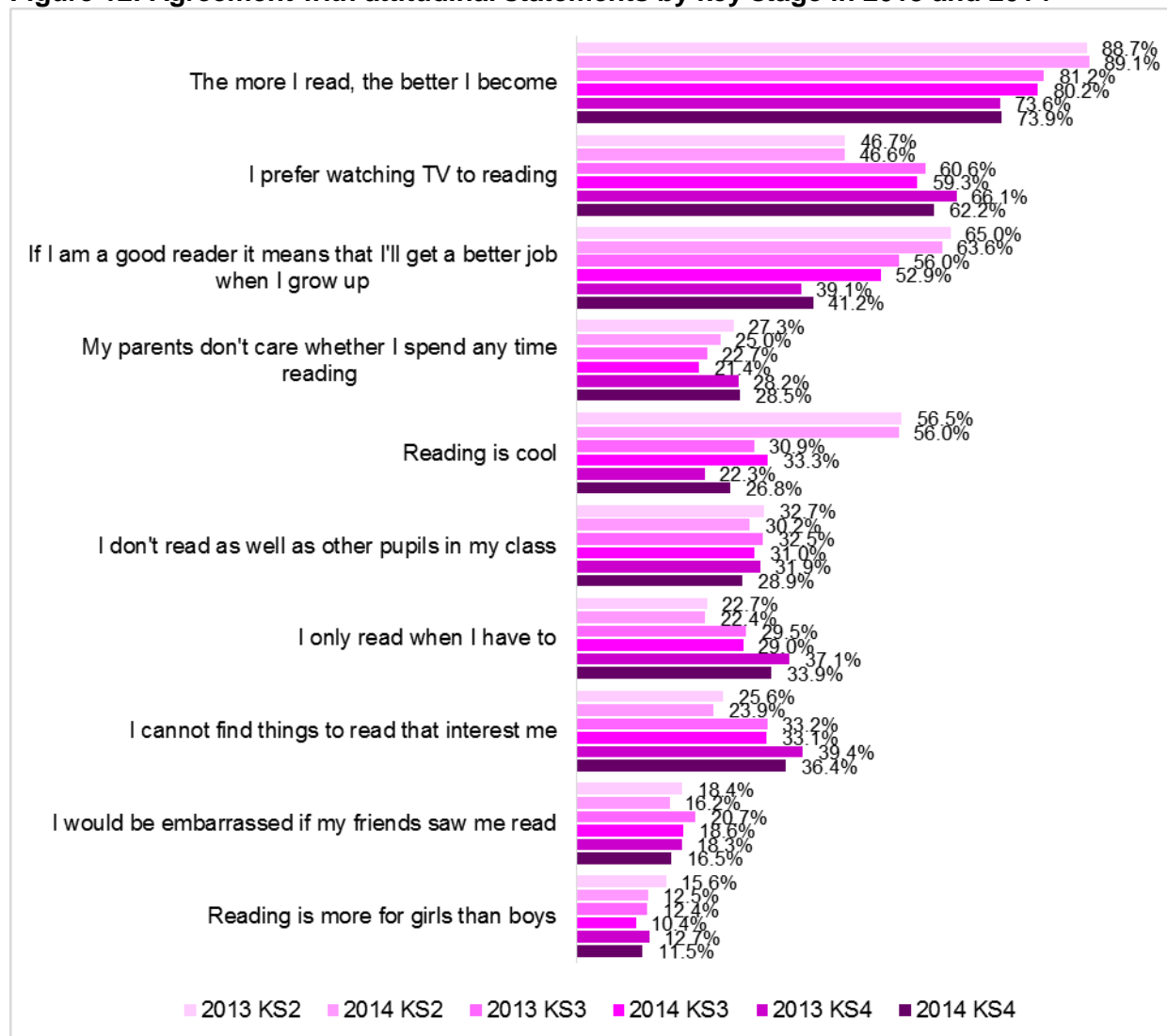
Figure 11: Access to technology by key stage in 2014



Finally, KS4 pupils, and to some extent KS3 pupils, are considerably less likely than KS2 pupils to hold positive attitudes towards reading. They are less likely than their younger counterparts to believe in the adage "practice makes perfect" and less likely to agree that "the more I read, the better I become" (KS2 89.1%, KS3 80.2%, KS4 73.9%). KS4 pupils (41.2%) are also considerably less likely than KS2 (63.6%) or KS3 (52.9%) pupils to see a link between their reading skills and their future job prospects. Twice as many KS2 as KS4 pupils also agree that "reading is cool" (KS2 56.0%, KS3 33.3%, KS4 26.8%).

Figure 12 shows that attitudes towards reading have improved across all key stages, with KS4 pupils showing the most improvement. For example, more KS4 pupils in 2014 than 2013 agree that reading is cool and that if they are a good reader they will get a better job when they grow up. Conversely, fewer KS4 pupils in 2014 than 2013 agree that they prefer watching TV to reading, that they read only when they have to and that they cannot find things to read that interest them.

Figure 12: Agreement with attitudinal statements by key stage in 2013 and 2014



The gap between KS2 and KS4 boys is narrowing

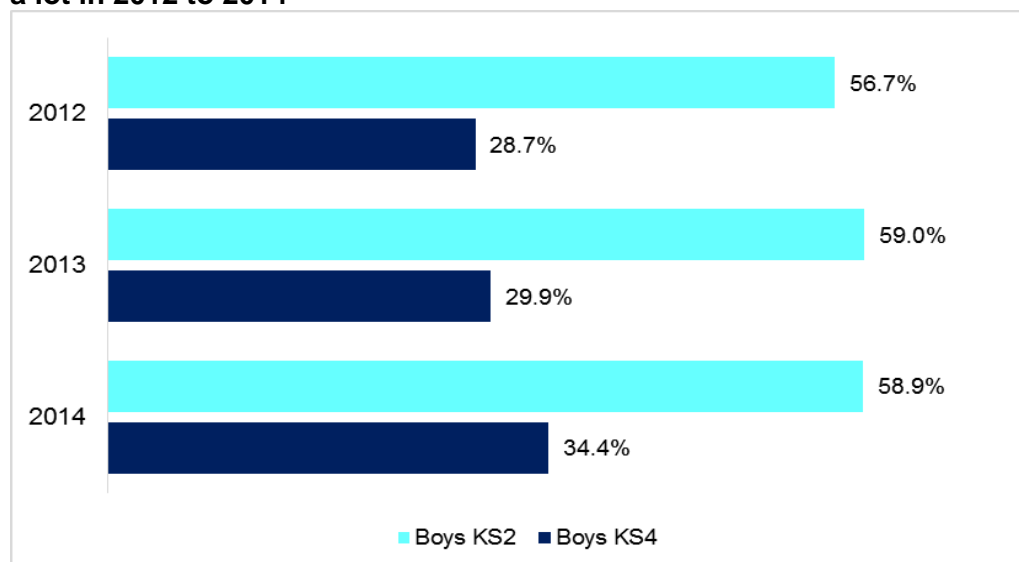
Boys tend to enjoy reading less, tend to read less often and think less positively about reading than girls. Similarly, older pupils tend to be more disengaged with reading in terms of enjoyment and attitudes when compared with younger pupils. When one combines gender and key stages in the analyses, it becomes evident that teenage boys aged 14 to 16 (KS4) continue to present a particular problem with reading. However, there is some positive news in 2014 as teenage boys' enjoyment and behaviours appear to be improving.

Only a third (34.4%) of boys in KS4 say that they enjoy reading either very much or quite a lot. This is nearly half the number of KS4 boys who say that they enjoy reading (58.9%) and considerably lower than the proportion of girls in KS4 who enjoy reading either very much or quite a lot (53.0%; for more information on teenage girls and reading see p. 19). We collected KS5 data (young people aged 16 to 18) for the first time this year, and these data indicate that

more boys aged 16 to 18 enjoy reading than boys aged 14 to 16 (46.9% vs. 34.4%). Subsequent surveys will show whether this trend can be confirmed.

Figure 13 shows that reading enjoyment levels in 2014 increased slightly among KS4 boys but have remained static for KS2 boys. This means that the gap between KS2 and KS4 boys has decreased, reducing from a 29.1 percentage point difference in 2013 to a 24.5 percentage point difference in 2014.

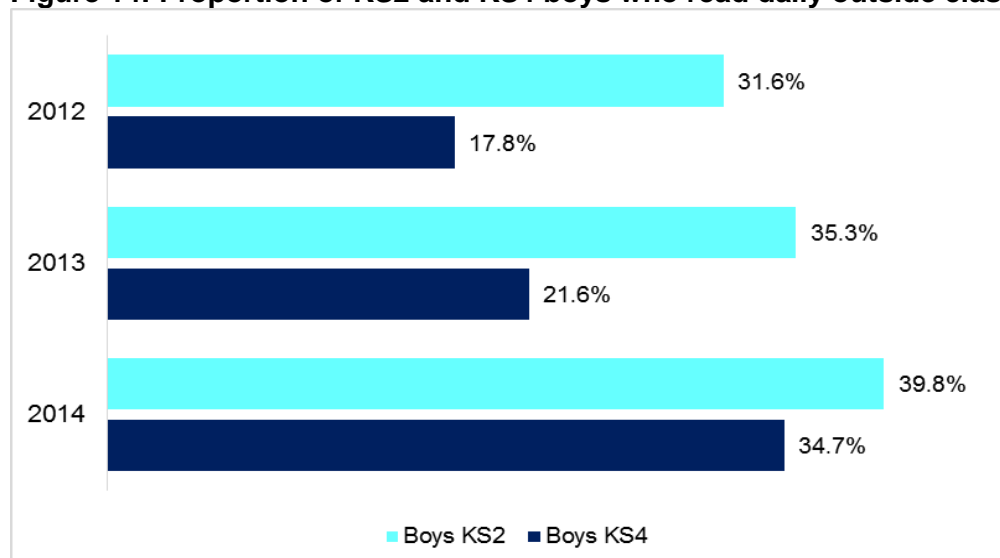
Figure 13: Proportion of KS2 and KS4 boys who enjoy reading either very much or quite a lot in 2012 to 2014



Teenage boys also read less frequently than their younger counterparts, with 4 in 10 KS2 boys (39.8%) saying that they read every day compared with only a third of KS4 boys (34.7%). Again, boys aged 16 to 18 are slightly more likely than their KS4 counterparts to say that they read daily (45.7%).

Figure 14 shows that while both the proportions of KS2 and KS4 boys who read daily outside class have increased in 2014, the rate of increase has been bigger for KS4 boys (13.1 percentage points) than for KS2 boys (4.5 percentage points). As a result, the gap between KS2 and KS4 boys has narrowed in terms of their daily reading, reducing from a 13.7 percentage point gap in 2013 to a 5.1 percentage point difference in 2014.

Figure 14: Proportion of KS2 and KS4 boys who read daily outside class in 2012 to 2014



KS2 boys are more likely than KS4 boys to read for fun outside class every day (29.8% vs. 21.8%), while KS4 boys are more likely to read for information outside class every day (23.2% vs. 16.1%).

Nearly twice as many KS2 as KS4 boys say that they have a favourite book or story (36.8% vs. 68.7%). Indeed, considerably fewer KS4 boys say that they read fiction outside class at least once a month compared with KS2 boys (28.5% vs. 48.1%). Compared with KS2 boys, fewer KS4 boys also read poems (6.1% vs. 18.4%) and non-fiction (25.0% vs. 42.6%). However, in addition to being more likely to read technology-based formats, more KS4 than KS2 boys read newspapers (38.0% vs. 30.5%).

Teenage boys think less positively about reading than younger boys. For example, twice as many KS2 as KS4 boys agree with the statement “reading is cool” (52.1% vs. 21.5%). More KS2 than KS4 pupils also agree that the better their reading skill, the better the job they are likely to get when they grow up (65.7% vs. 41.1%). At the same time, more KS4 than KS2 boys agree with the statements “I cannot find anything to read that interests me” (41.5% vs. 27.7%), “I only read when I have to” (39.4% vs. 27.6%), and “I prefer watching TV to reading” (69.7% vs. 55.4%).

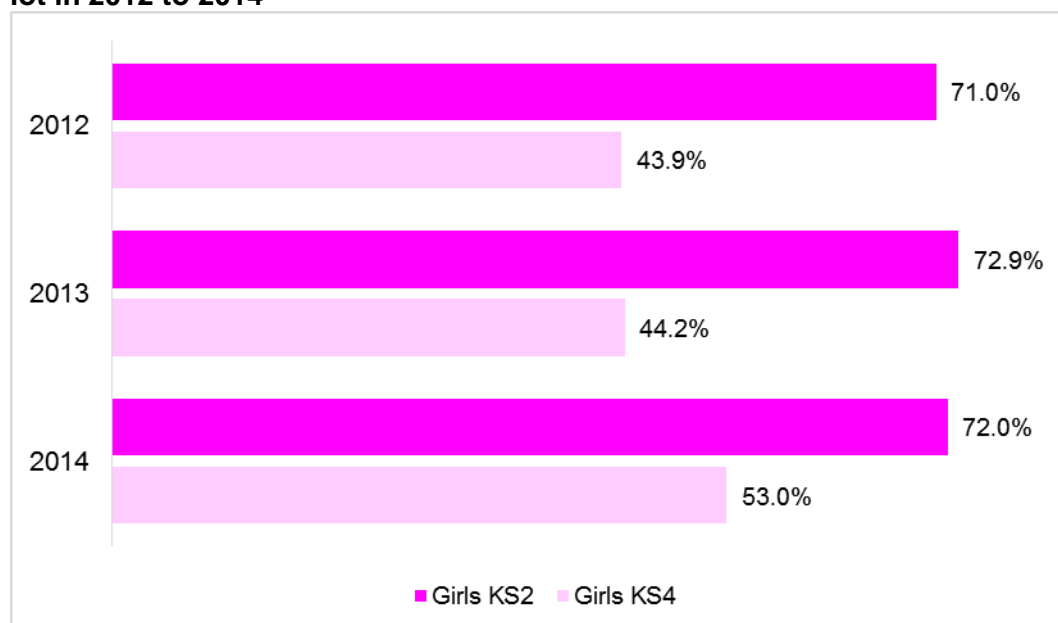
But let us not forget about teenage girls

While teenage boys are a particular concern when it comes to reading engagement, teenage girls aged 14 to 16 (KS4) can also present a challenge.

Nearly three-quarters (72.0%) of KS2 girls say that they enjoy reading either very much or quite a lot compared with only half of KS4 girls (53.0%). Interestingly, data for KS5 girls suggest that reading enjoyment levels are higher for girls aged 16 to 18 (62.9%). However, since this is the first time we have collected KS5 data we will need to see whether subsequent surveys confirm this pattern.

Figure 15 shows that while the proportion of KS2 girls who enjoy reading remained static in 2014, levels of reading enjoyment in KS4 girls have increased considerably by 8.8 percentage points. As a result, the gap between KS2 and KS4 girls has narrowed, decreasing from a 28.7 percentage point difference in 2013 to a 19 percentage point difference in 2014.

Figure 15: Proportion of KS2 and KS4 girls who enjoy reading either very much or quite a lot in 2012 to 2014

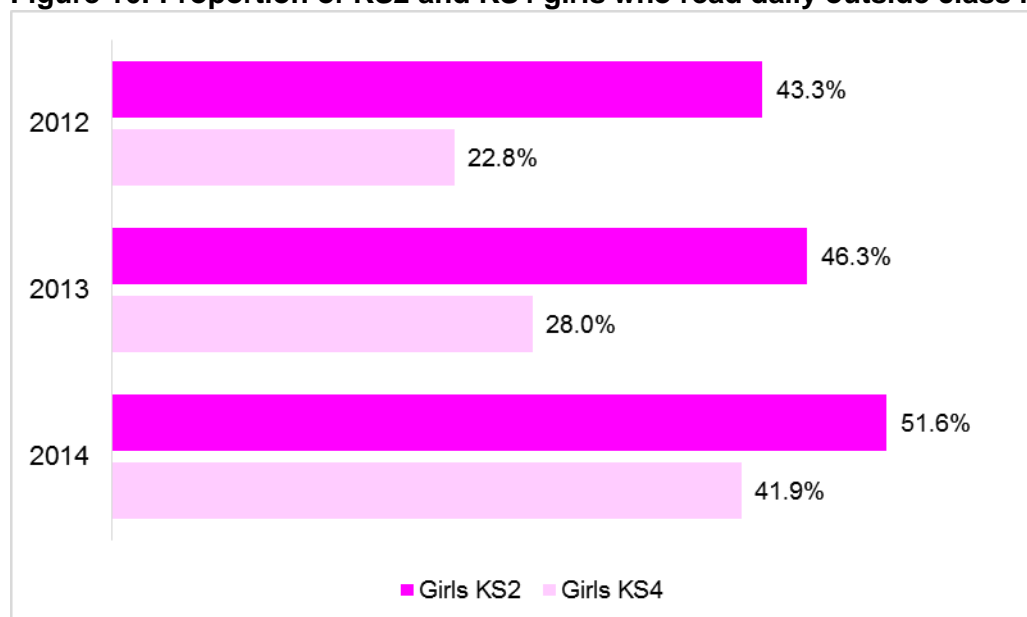


Similarly, more KS2 than KS4 girls read daily outside class in 2014 (51.6% vs. 41.9%). Again, our KS5 data suggest that daily reading rates recover slightly in the late teenage years, with 49.2% of girls aged 16 to 18 saying that they read outside class on a daily basis.

When asked how often they read for fun or for information, younger girls were more likely than their older peers to say that they read for fun outside class on a daily basis (KS2 girls 38.6%; KS4 girls 30.6%; KS5 girls 34.4%), while older girls were more likely to say that they read for information outside class on a daily basis (KS2 girls 13.9%, KS4 girls 18.0%, KS5 girls 39.3%).

Figure 16 shows that compared with the previous year, more KS2 and KS4 girls read daily in 2014. Indeed, the increase in daily reading has been particularly pronounced for KS4 girls, increasing by 13.9 percentage points since 2013. This means that the gap between KS2 and KS4 girls halved in 2014, decreasing from an 18.3 percentage point difference in 2013 to a 9.7 percentage point difference in 2014.

Figure 16: Proportion of KS2 and KS4 girls who read daily outside class in 2012 to 2014



Teenage girls also view reading more negatively than their younger peers. For example, nearly twice as many KS2 as KS4 girls see reading as cool (59.6% vs. 32.3%) and a similar proportion see a link between their reading ability and their future job prospects (61.7% vs. 40.9%). Conversely, more KS4 than KS2 girls agree that “I only read when I have to” (28.2% vs. 17.7%), “I cannot find anything to read that interests me” (31.0% vs. 20.4%) and “I prefer watching TV to reading” (54.4% vs. 38.4%).

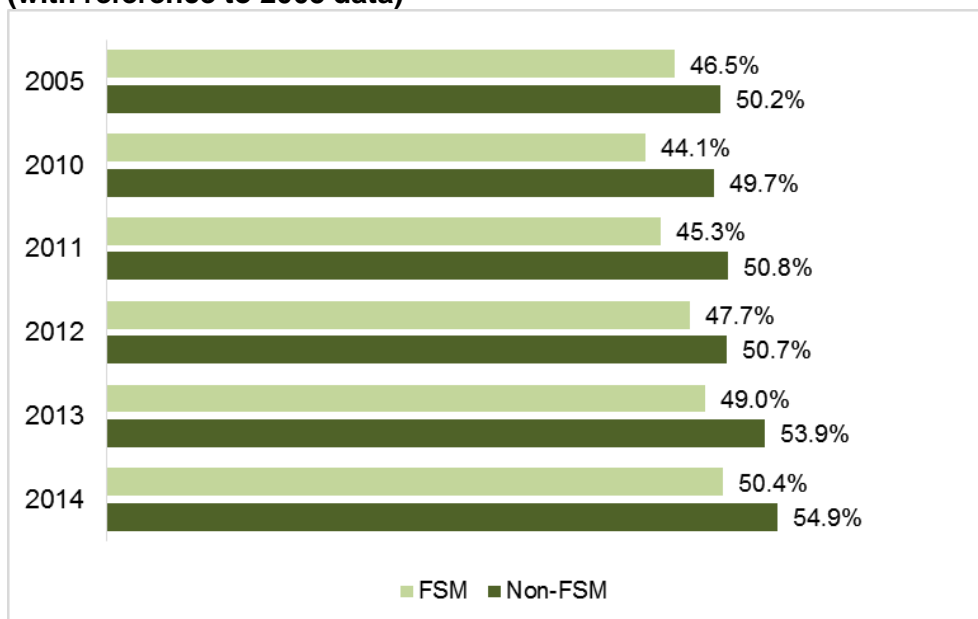
The link between reading and socioeconomic background: Changes are afoot again

In 2012 we found that for the first time in seven years, there was very little difference in reading enjoyment and reading frequency between young people who receive free school meals (FSM) and those who do not. Findings from 2013 and 2014 show that the link with socioeconomic background is in flux again.

Young people who receive FSM are slightly less likely to enjoy reading either very much or quite a lot than those who do not receive FSM (50.4% vs. 54.9%). Levels of enjoyment in pupils who do not receive FSM remained relatively stable between 2005 and 2012. However, while the gap had decreased to a 3 percentage point difference in 2012, in 2013 levels of enjoyment increased more among pupils who do not receive FSM than the pupils who receive FSM, with

the gap in reading enjoyment widening to a 4.9 percentage point difference. **Figure 17** shows that levels of enjoyment increased slightly for both groups in 2014. Overall, the gap narrowed slightly to 4.5 percentage points.

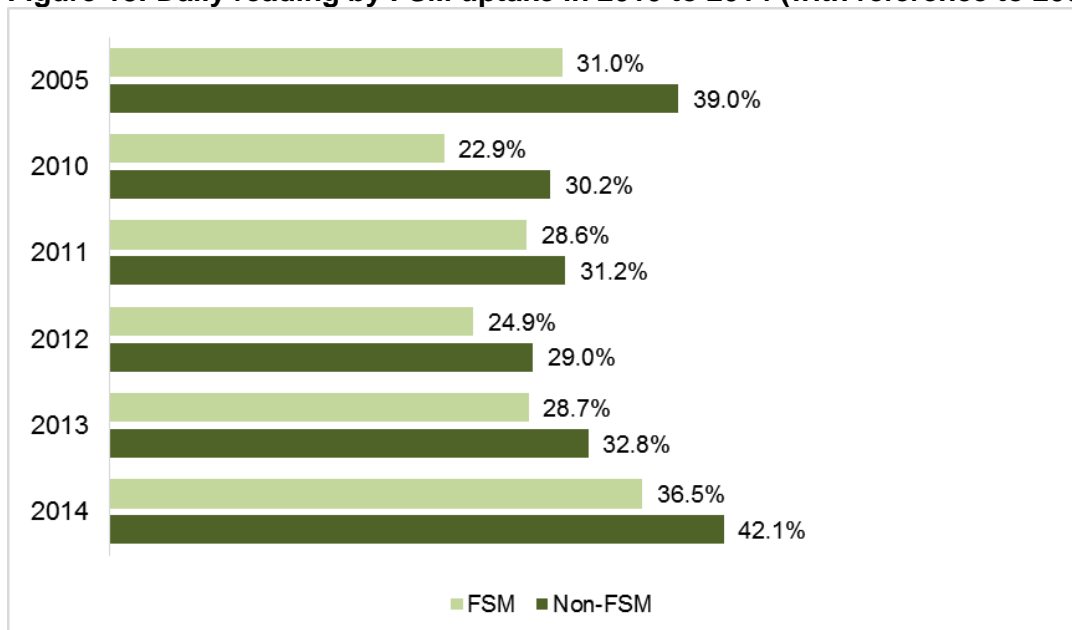
Figure 17: Enjoying reading either very much or quite a lot by FSM uptake in 2010 to 2014 (with reference to 2005 data)



Slightly more young people who do not receive FSM read every day compared with those who receive FSM (42.1% vs. 36.5%; see **Figure 18**). Over the last few years we evidenced some flux in the gap in daily reading between young people who receive FSM and those who do not. It decreased from 7.3 percentage points in 2010 to 2.6 percentage points in 2011, then widened slightly again in 2012 to a 4.1 percentage point difference. This gap was maintained in 2013.

Data from 2014 show that the gap has widened once again between the groups. While both groups showed an increase in daily reading rates, the increase is bigger for children who do not receive FSMs (9.3 percentage points) than those who receive FSMs (7.8 percentage points). As a result, the gap widened to a 5.6 percentage point difference in 2014.

Figure 18: Daily reading by FSM uptake in 2010 to 2014 (with reference to 2005 data)

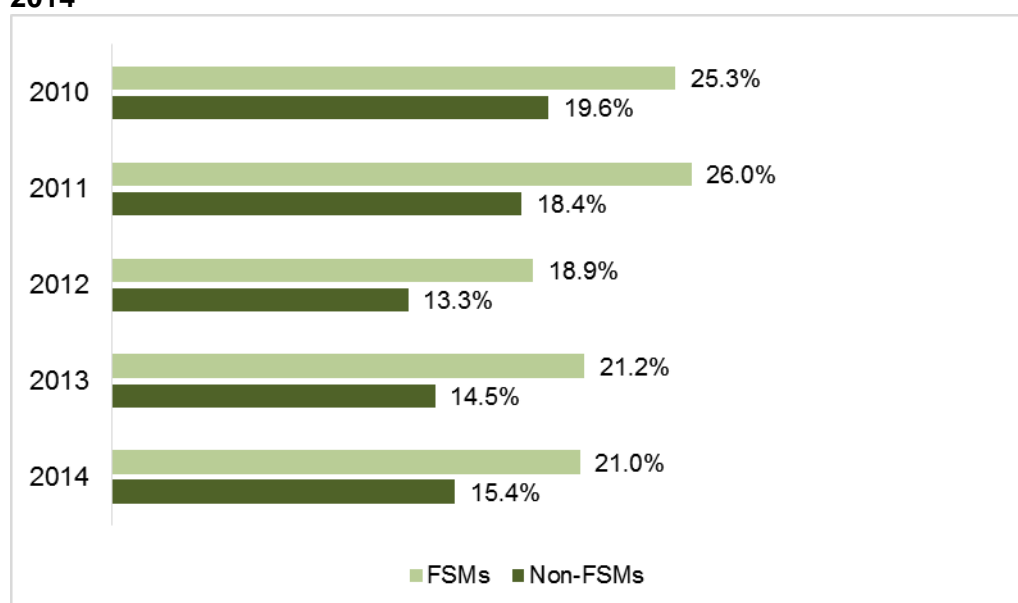


There was no difference between pupils who receive FSMs and those who do not when asked whether they read for fun outside class on a daily basis (28.7% vs. 29.9%) or read for information outside class on a daily basis (16.6% vs. 16.0%).

More young people who do not receive FSMs say that they read technology-based materials outside class compared with those who receive FSMs. Some of these differences can, at least in part, be explained by a differing access at home to computers/laptops (FSM pupils 90.0%; non-FSM pupils 96.4%) and the internet (FSM pupils 93.3%; non-FSM pupils 98.2%). However, roughly the same proportion report having a mobile phone (FSM pupils 82.1%; non-FSM pupils 83.1%), their own computer/laptop (FSM pupils 70.0%; non-FSM pupils 71.7%) or their own tablet (FSM pupils 74.5%; non-FSM pupils 75.8%).

While young people who do not receive FSM are also more likely to say that they read fiction outside class (47.9% vs. 38.6%), young people who receive FSM are more likely to read poems outside class (21.0% vs. 15.4%). Indeed, over the past five years we have found that more pupils who receive FSMs read poems outside class at least once a month compared with pupils who do not receive FSM (see **Figure 19**)

Figure 19: Reading poems outside class at least once a month by FSM uptake in 2010 to 2014



The relationship between FSM uptake and attitudes towards reading continues to be complex (see **Figure 20** overleaf). Slightly more young people who receive FSM than those who do not agree with the statements “reading is cool” and “if I am a good reader it means that I will get a better job when I grow up”. However, more young people who receive FSM also agree that they would be embarrassed if their friends saw them read (21.9% vs. 16.2%) and that they read only when they have to (33.1% vs. 26.6%). The biggest difference between pupils who receive FSMs and those who do not relates to their perceived family interest in their reading, with nearly a third of FSM pupils (31.5%) agreeing that their parents don’t care whether they read compared with a quarter of non-FSM pupils (23.0%).

Figure 21 (overleaf) compares reading attitudes by FSM uptake over the past two years and shows that in 2014 the gap in reading attitudes narrowed between pupils who receive FSMs and those who do not.

Figure 20: Agreement with attitudinal statements by FSM uptake in 2014

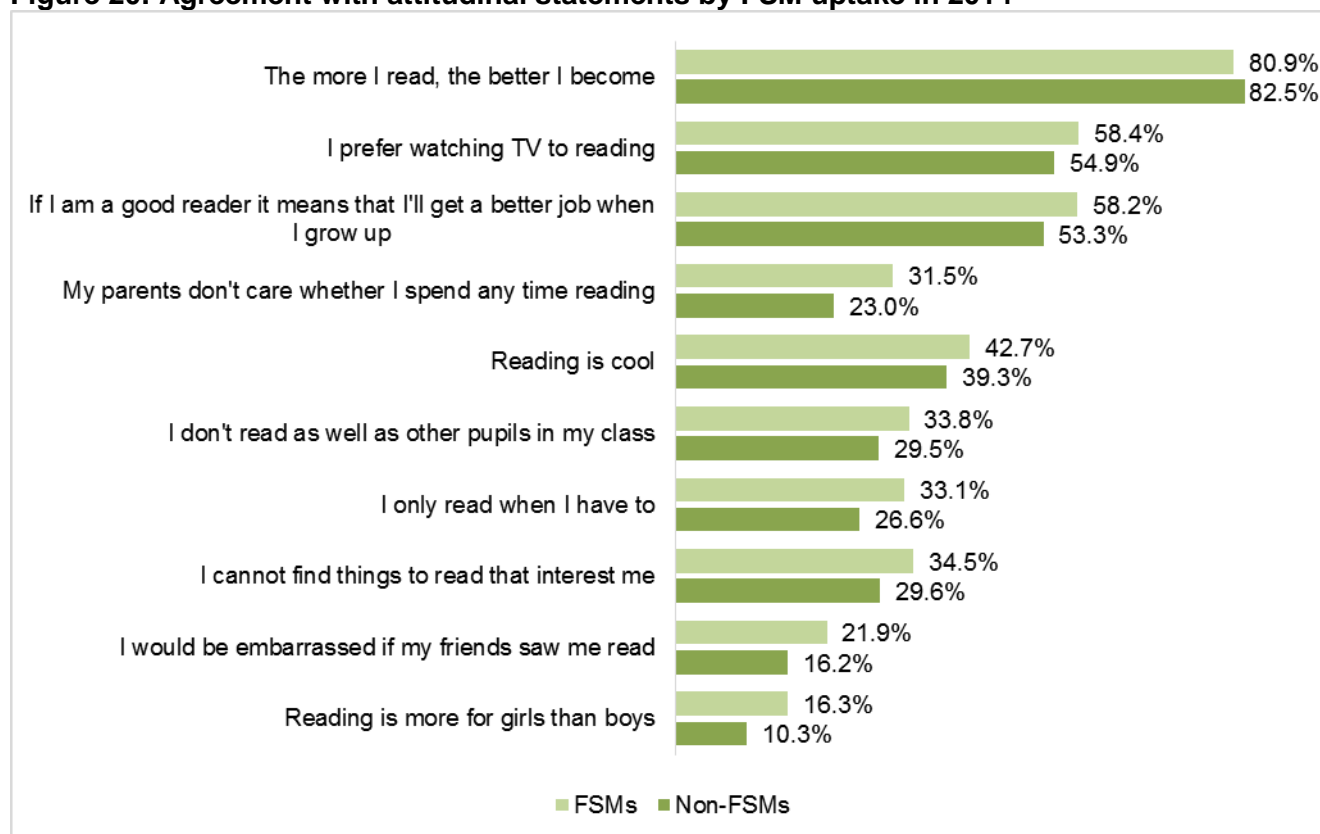
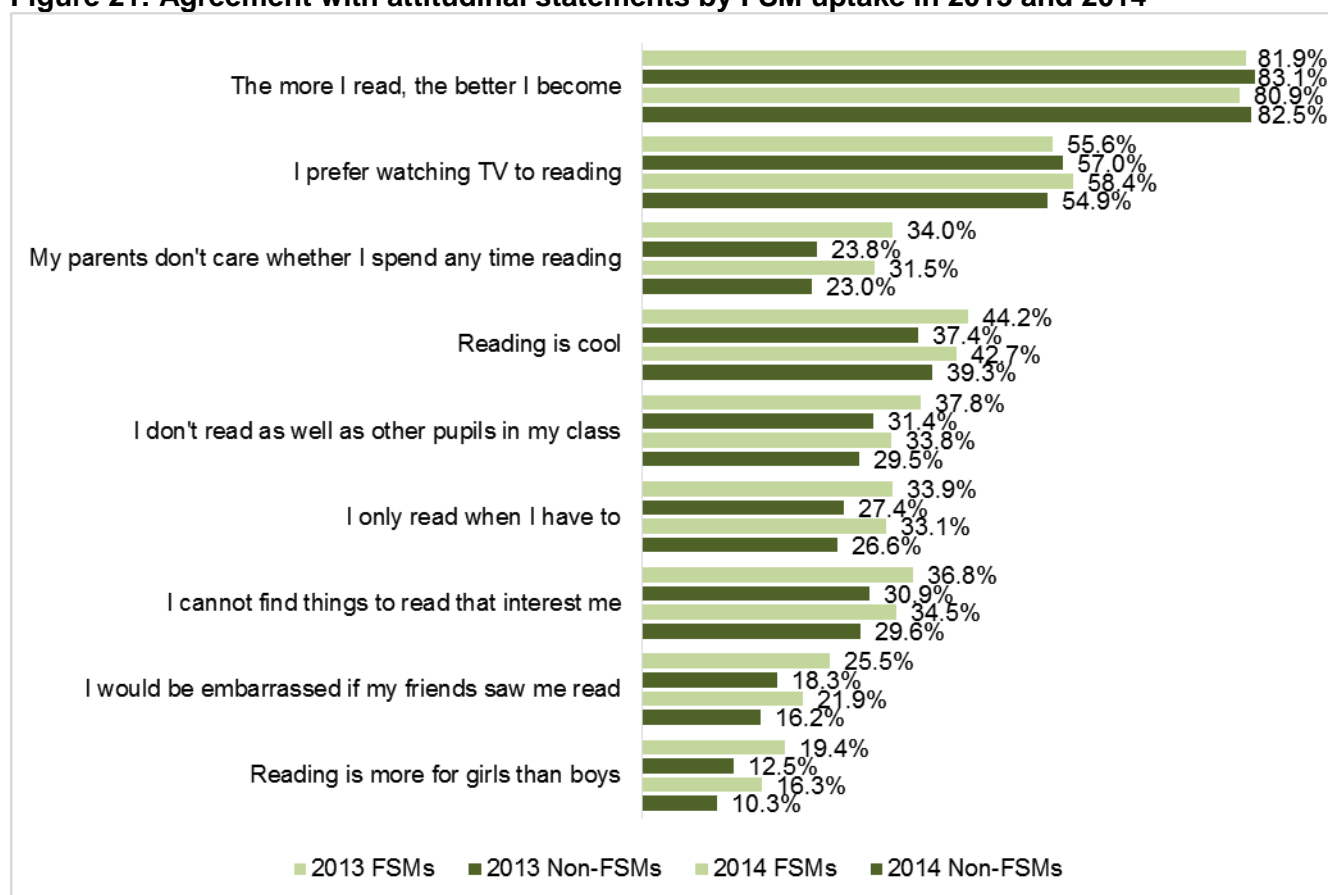


Figure 21: Agreement with attitudinal statements by FSM uptake in 2013 and 2014



Ethnic background and reading

Our categorisation of ethnic background may hide some important differences within groupings; any conclusions based on these data therefore ought to be drawn with caution.

Overall, children and young people from White backgrounds are least likely to enjoy reading and are more likely to hold negative attitudes towards reading compared with their peers from other ethnic backgrounds. For example, compared with young people from other ethnic backgrounds, young people from White backgrounds enjoy reading considerably less (White 53.6%; Mixed 60.6%; Asian 61.1%; Black 59.8%). By contrast, children and young people from Asian ethnic backgrounds are less likely to read outside class every day than young people from other ethnic backgrounds (White 42.2%; Mixed 44.9%; Asian 39.8%; Black 42.8%).

Children and young people from White backgrounds are also less likely to agree that reading is cool (White 38.4%; Mixed 45.3%; Asian 48.3%; Black 46.4%) and are more likely to agree that they would be embarrassed if friends saw them read (White 17.7%; Mixed 16.5%; Asian 13.4%; Black 14.1%). More children and young people from White backgrounds also agree that they do not read as well as other pupils in their class (White 31.7%; Mixed 27.9%; Asian 21.8%; Black 23.9%) and are least likely to agree that if they are a good reader, they will get a better job when they grow up (White 53.5%; Mixed 55.5%; Asian 55.8%; Black 58.0%).

Linking reading enjoyment, frequency and attitudes to reading attainment

Reading enjoyment, behaviour and attitudes are clearly related to reading attainment². Please note that while enjoyment, habits and attitudes are each related to reading attainment, our research design can make no inference about causality: that is, higher attainment may lead to greater enjoyment, more frequent reading or more positive attitudes; or alternatively higher enjoyment, more frequent reading or more positive attitudes may lead to higher attainment. Indeed, the relationship might be cyclical. We have set up a longitudinal subsample within our annual literacy survey, which will hopefully give us more information about the direction of associations in the near future.

Table 1 (overleaf) shows that the majority of children and young people aged 8 to 14 in 2014 read at the expected level for their age. However, **Table 1** also shows that nearly a third of children and young people who enjoy reading very much read above the level expected for their age, while three-fifths (62.6%) read at the expected level and only 2.5% read below the expected level for their age. Overall, children and young people who enjoy reading very much are three times as likely to read above the expected level for their age compared with children and young people who do not enjoy reading at all.

Of those children and young people who do not enjoy reading at all, a third (32.9%) read below the expected level, nearly three-fifths (56.4%) read at the expected level but only 1 in 10 (10.7%) read above the expected level for their age. Indeed, children and young people who do not enjoy reading at all are 13 times as likely to be reading below the expected level for their age than children and young people who enjoy reading very much.

² For more information regarding the relative importance of reading enjoyment, behaviour and attitudes on attainment see our 2011 paper: http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

Table 1: Enjoyment of reading and reading attainment in 2014 (N = 12,945)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.5	62.6	34.9
Quite a lot	3.7	87.0	9.3
A bit	13.0	81.0	6.0
Not at all	32.9	56.4	10.7

Table 2 shows that in 2014 children and young people who read daily outside class are five times as likely to read above the expected level for their age compared with young people who never read outside class (23.0% vs. 4.9%). Overall, nearly 4 in 10 (37.5%) of those who never read outside class read below the level expected for their age.

Table 2: Reading frequency and reading attainment in 2014 (N = 12,945)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Every day	4.2	72.8	23.0
A few times a week	7.2	84.0	8.8
About once a week	10.8	82.7	6.5
A few times a month	13.5	79.1	7.4
About once a month	19.8	72.7	7.5
Rarely	22.6	68.8	8.6
Never	37.5	57.5	4.9

Table 3 (overleaf) shows that children and young people who hold more positive attitudes towards reading are also the ones who are more likely to read at or above the expected level for their age.

For example, a greater proportion of those who agree with the statement “reading is cool” read above the expected level for their age compared with those who disagree with this statement. Conversely, a greater proportion of those who agree that they prefer watching TV to reading, that they don’t read as well as other pupils in their class and that they only read when they have to, read below the level expected for their age compared with those who disagree with these statements.

Table 3: Percentage agreement and disagreement with attitudinal items and reading attainment in 2014 (N = 12,945)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	7.2	77.9	14.9
	Disagreement	26.0	57.8	16.2
I prefer watching TV to reading	Agreement	12.7	77.4	10.0
	Disagreement	4.8	66.7	28.5
Reading is cool	Agreement	4.7	72.6	22.7
	Disagreement	18.1	72.9	9.0
I don't read as well as other pupils in my class	Agreement	21.1	73.6	5.3
	Disagreement	2.8	71.3	25.9
I only read when I have to	Agreement	18.3	72.1	9.6
	Disagreement	4.4	76.9	18.6
I cannot find things to read that interest me	Agreement	16.5	74.2	9.3
	Disagreement	4.6	76.0	19.5
I would be embarrassed if my friends saw me read	Agreement	16.3	70.8	12.8
	Disagreement	6.7	76.9	16.4
Reading is more for girls than for boys	Agreement	17.1	66.6	16.4
	Disagreement	7.1	77.4	15.5
My parents don't care if I spend time reading	Agreement	12.6	71.2	16.2
	Disagreement	7.6	75.5	15.0
The better I read, the better the job	Agreement	7.6	75.5	12.4
	Disagreement	15.6	72.0	12.4

To summarise, it is clear that young people who do not enjoy reading, who do not read very often and who, perhaps as a result, do not have good attitudes towards reading are more likely to miss out on its benefits, including better skills and better life opportunities. (For a more in-

depth analysis of these inter-relationships see a report published by the National Literacy Trust in 2011³).

³ http://www.literacytrust.org.uk/assets/0001/0025/Attainment_attitudes_behaviour_enjoyment-Final.pdf

Children's and Young People's Reading in 2014: Data tables

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

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

Young people's enjoyment of reading

Table 4: Enjoyment of reading in 2014 for whole sample and broken down by demographic background

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
All (N = 32,026)	24.6%	30.0%	54.5%	35.5%	10.0%
Boys (N = 15,631)	18.9%	28.3%	47.2%	40.1%	12.8%
Girls (N = 16,395)	30.0%	31.6%	61.6%	31.2%	7.3%
KS2 (N = 11,467)	33.1%	32.5%	65.6%	28.9%	5.5%
KS3 (N = 13,612)	20.3%	30.0%	50.3%	38.8%	10.9%
KS4 (N = 6,283)	17.6%	25.8%	43.4%	41.2%	15.4%
KS5 (N = 649)	31.2%	24.2%	55.4%	29.1%	15.5%
FSM (N = 3,950)	24.0%	26.4%	50.4%	37.2%	12.3%
Non-FSM (N = 26,086)	24.4%	30.5%	54.9%	35.6%	9.5%
White (N = 21,261)	24.3%	29.3%	53.6%	36.1%	10.2%
Mixed (N = 1,637)	28.8%	31.8%	60.6%	31.6%	7.8%
Asian (N = 3,351)	26.2%	34.9%	61.1%	32.7%	6.2%
Black (N = 1,212)	28.5%	31.3%	59.8%	30.7%	9.5%
KS2: Boys (N = 5,519)	27.5%	31.4%	58.9%	33.9%	7.2%
KS2: Girls (N = 5,948)	38.4%	33.6%	72.0%	24.2%	3.8%
KS3: Boys (N = 6,551)	14.9%	28.7%	43.6%	42.6%	13.9%
KS3: Girls (N = 7,061)	25.2%	31.2%	56.4%	35.3%	8.2%
KS4: Boys (N = 3,242)	11.8%	22.6%	34.4%	46.0%	19.6%
KS4: Girls (N = 3,041)	23.8%	29.2%	53.0%	36.0%	11.0%
KS5: Boys (N = 309)	23.0%	23.9%	46.9%	36.4%	16.7%
KS5: Girls (N = 340)	38.5%	24.4%	62.9%	22.6%	14.4%
Boys: FSM (N = 1,877)	20.1%	24.9%	45.0%	39.9%	15.0%
Girls: FSM (N = 2,073)	27.6%	27.8%	55.4%	34.8%	9.8%
Boys: Non-FSM (N = 12,674)	18.3%	28.6%	46.9%	40.6%	12.6%
Girls: Non-FSM (N = 13,412)	30.3%	32.2%	62.5%	30.9%	6.6%

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
All (N = 32,026)	24.6%	30.0%	54.5%	35.5%	10.0%
Boys: White (N = 10,269)	19.0%	27.9%	46.9%	40.1%	13.0%
Girls: White (N = 10,992)	29.3%	30.7%	60.0%	32.4%	7.7%
Boys: Mixed (N = 767)	22.3%	30.8%	53.1%	36.3%	10.7%
Girls: Mixed (N = 870)	34.6%	32.8%	67.4%	27.5%	5.2%
Boys: Asian (N = 1,622)	19.0%	32.9%	51.9%	40.1%	8.0%
Girls: Asian (N = 1,729)	32.9%	36.9%	69.8%	25.9%	4.4%
Boys: Black (N = 625)	21.1%	31.4%	52.5%	33.8%	13.8%
Girls: Black (N = 587)	36.5%	31.3%	67.8%	27.4%	4.8%

Types of materials read outside class

Table 5: Types of materials read at least once a month in 2014 for whole sample and broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Websites</i>	<i>Magazines</i>	<i>Social networking sites</i>	<i>Emails</i>	<i>Fiction</i>
All	72.6%	60.2%	48.7%	53.6%	50.4%	46.7%
Boys	66.3%	59.9%	40.0%	49.5%	48.4%	40.1%
Girls	78.6%	60.6%	57.0%	57.5%	52.3%	52.9%
KS2	58.9%	50.6%	50.3%	34.8%	40.5%	53.0%
KS3	79.3%	63.2%	49.0%	59.7%	53.4%	45.6%
KS4	81.8%	69.5%	44.9%	72.2%	58.6%	37.3%
KS5	86.4%	78.3%	51.6%	78.9%	80.4%	47.8%
FSM	65.2%	51.5%	45.5%	49.0%	42.4%	38.6%
Non-FSM	74.5%	62.0%	49.4%	55.1%	52.0%	47.9%
White	75.1%	61.1%	51.2%	55.3%	50.2%	46.7%
Mixed	73.0%	62.4%	49.0%	56.6%	51.8%	50.6%
Asian	69.3%	63.3%	43.5%	50.2%	55.3%	55.8%
Black	68.1%	62.5%	46.3%	54.5%	49.2%	48.1%
Boys: KS2	52.9%	49.9%	44.2%	32.7%	38.1%	48.1%
Girls: KS2	64.4%	51.3%	55.9%	36.8%	42.8%	57.5%
Boys: KS3	72.5%	62.2%	39.7%	54.2%	51.3%	39.3%
Girls: KS3	85.7%	64.2%	57.7%	64.9%	55.4%	51.4%
Boys: KS4	75.3%	71.0%	33.5%	66.7%	57.6%	28.5%
Girls: KS4	88.7%	67.8%	57.0%	78.1%	59.7%	46.7%
Boys: KS5	81.2%	73.1%	36.9%	72.8%	73.8%	35.0%
Girls: KS5	91.2%	82.9%	65.0%	84.4%	86.5%	59.4%
Boys: FSM	59.2%	51.9%	36.4%	44.3%	42.2%	32.8%
Girls: FSM	70.6%	51.1%	53.7%	53.3%	42.5%	43.9%
Boys: Non-FSM	68.0%	61.4%	40.5%	51.0%	49.8%	41.2%
Girls: Non-FSM	80.6%	62.5%	57.7%	59.0%	54.2%	54.3%
Boys: White	68.5%	60.7%	42.1%	50.0%	48.4%	40.2%
Girls: White	81.2%	61.5%	59.8%	60.3%	51.9%	52.7%
Boys: Mixed	65.8%	61.5%	37.9%	53.7%	52.0%	43.4%
Girls: Mixed	79.3%	63.2%	58.7%	59.2%	51.6%	56.9%
Boys: Asian	63.2%	63.3%	37.0%	49.3%	52.4%	47.6%
Girls: Asian	75.1%	63.4%	49.6%	51.1%	58.1%	63.5%
Boys: Black	63.2%	59.5%	37.4%	54.4%	46.4%	41.4%
Girls: Black	73.3%	65.8%	55.7%	54.7%	52.1%	55.2%

Table 5 continued: Types of materials read at least once a month in 2014 for whole sample and broken down by demographic background (Part 2)

	<i>Lyrics</i>	<i>Instant messages</i>	<i>Non-fiction</i>	<i>Newspaper</i>	<i>Comics</i>	<i>Twitter</i>
All	50.3%	49.1%	34.2%	30.7%	28.6%	
Boys	34.2%	44.8%	34.9%	33.2%	36.5%	25.7%
Girls	65.6%	53.2%	33.6%	28.4%	21.1%	25.8%
KS2	47.9%	36.1%	40.9%	29.1%	34.1%	13.0%
KS3	52.7%	54.8%	31.7%	29.4%	28.2%	27.3%
KS4	49.8%	59.6%	26.7%	34.0%	20.5%	42.7%
KS5	48.2%	57.5%	40.1%	55.5%	17.6%	54.7%
FSM	50.5%	43.5%	30.4%	27.9%	28.8%	25.8%
Non-FSM	50.6%	50.6%	34.6%	31.3%	28.4%	25.9%
White	51.3%	50.3%	34.0%	30.2%	28.2%	26.7%
Mixed	55.6%	53.2%	36.2%	33.8%	31.9%	27.1%
Asian	49.5%	50.0%	41.8%	35.8%	33.4%	21.7%
Black	55.9%	47.9%	37.2%	39.1%	36.2%	26.7%
Boys: KS2	32.1%	32.4%	42.6%	30.5%	44.0%	14.5%
Girls: KS2	62.5%	39.5%	39.4%	27.9%	25.0%	11.7%
Boys: KS3	35.7%	49.6%	33.2%	32.1%	36.8%	27.6%
Girls: KS3	68.4%	59.7%	30.4%	26.9%	20.3%	27.0%
Boys: KS4	34.6%	55.6%	25.0%	38.0%	25.0%	38.7%
Girls: KS4	66.1%	63.8%	28.6%	29.8%	15.6%	46.8%
Boys: KS5	38.5%	52.4%	36.6%	55.3%	17.8%	49.5%
Girls: KS5	57.1%	62.1%	43.2%	55.6%	17.4%	59.4%
Boys: FSM	34.0%	38.1%	29.8%	29.4%	37.0%	25.9%
Girls: FSM	65.4%	48.3%	31.0%	26.5%	21.3%	25.7%
Boys: Non-FSM	34.2%	46.3%	35.5%	33.8%	36.4%	25.8%
Girls: Non-FSM	66.0%	54.6%	33.8%	28.8%	20.8%	26.0%
Boys: White	34.5%	45.2%	35.1%	33.1%	36.6%	26.2%
Girls: White	67.0%	55.0%	32.9%	27.4%	20.4%	27.2%
Boys: Mixed	36.8%	49.7%	35.5%	36.4%	39.2%	28.6%
Girls: Mixed	72.2%	56.3%	36.8%	31.5%	25.5%	25.9%
Boys: Asian	34.1%	48.3%	41.9%	36.1%	41.1%	21.8%
Girls: Asian	63.9%	51.6%	41.8%	35.5%	26.1%	21.5%
Boys: Black	42.2%	45.9%	34.6%	41.4%	44.2%	30.4%
Girls: Black	70.5%	50.1%	40.0%	36.6%	27.8%	22.8%

Table 5 continued: Types of materials read at least once a month in 2014 for whole sample and broken down by demographic background (Part 3)

	<i>Blogs</i>	<i>Manuals</i>	<i>Poems</i>	<i>EAL materials</i>	<i>ebooks</i>
All	21.9%	19.1%	16.7%	18.7%	15.3%
Boys	16.2%	22.7%	11.5%	16.5%	11.9%
Girls	27.3%	15.6%	21.6%	20.8%	18.6%
KS2	18.4%	17.9%	25.7%	18.3%	16.1%
KS3	22.7%	19.5%	12.6%	18.8%	15.8%
KS4	25.0%	19.3%	9.0%	18.8%	12.9%
KS5	35.6%	27.9%	17.1%	23.0%	14.5%
FSM	21.0%	15.8%	21.0%	17.5%	12.9%
Non-FSM	22.0%	19.5%	15.4%	18.6%	15.5%
White	21.6%	18.6%	15.6%	15.8%	14.8%
Mixed	25.1%	21.0%	20.2%	26.5%	17.3%
Asian	23.1%	22.1%	21.1%	31.7%	17.2%
Black	25.3%	23.6%	24.7%	24.8%	22.9%
Boys: KS2	15.2%	20.5%	18.4%	16.4%	13.6%
Girls: KS2	21.4%	15.6%	32.4%	20.0%	18.4%
Boys: KS3	15.8%	23.2%	8.4%	16.7%	12.1%
Girls: KS3	29.0%	16.1%	16.5%	20.7%	19.1%
Boys: KS4	17.9%	24.6%	6.1%	16.1%	8.8%
Girls: KS4	32.5%	13.6%	12.1%	21.7%	17.2%
Boys: KS5	24.3%	32.0%	11.0%	17.8%	7.1%
Girls: KS5	45.9%	24.1%	22.6%	27.6%	21.2%
Boys: FSM	16.4%	18.8%	15.2%	16.4%	10.1%
Girls: FSM	25.2%	13.1%	26.2%	18.5%	15.5%
Boys: Non-FSM	16.0%	23.2%	10.4%	16.2%	12.0%
Girls: Non-FSM	27.6%	15.9%	20.1%	20.9%	18.9%
Boys: White	15.6%	22.7%	10.3%	13.8%	11.3%
Girls: White	27.3%	14.8%	20.5%	17.7%	18.1%
Boys: Mixed	19.3%	24.9%	14.3%	24.4%	13.3%
Girls: Mixed	30.2%	17.6%	25.4%	28.3%	20.9%
Boys: Asian	17.5%	24.7%	15.7%	27.9%	13.9%
Girls: Asian	28.3%	19.7%	26.3%	35.2%	20.3%
Boys: Black	21.8%	23.7%	18.7%	23.0%	17.8%
Girls: Black	29.1%	23.5%	31.0%	26.6%	28.3%

How often young people read outside class

Table 6: Reading frequency in 2014 for whole sample and broken down by demographic background

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	41.3%	28.6%	9.0%	5.4%	2.1%	9.6%	4.1%
Boys (N = 15,631)	35.8%	28.7%	9.5%	6.1%	2.3%	12.0%	5.6%
Girls (N = 16,395)	46.5%	28.5%	8.5%	4.6%	1.8%	7.4%	2.7%
KS2 (N = 11,467)	45.9%	31.2%	8.4%	4.0%	1.2%	6.5%	2.8%
KS3 (N = 13,612)	38.5%	28.8%	9.2%	5.9%	2.3%	10.8%	4.5%
KS4 (N = 6,283)	38.2%	23.8%	9.7%	6.5%	3.2%	13.0%	5.7%
KS5 (N = 649)	47.6%	23.9%	7.6%	6.0%	1.7%	6.5%	6.8%
FSM (N = 3,950)	36.5%	27.6%	9.9%	4.9%	2.5%	12.6%	6.0%
Non-FSM (N = 26,086)	42.1%	28.8%	8.8%	5.4%	2.0%	9.2%	3.6%
White (N = 21,261)	42.2%	28.3%	8.6%	5.1%	2.0%	10.0%	3.9%
Mixed (N = 1,637)	44.9%	29.3%	8.3%	4.8%	1.9%	7.5%	3.1%
Asian (N = 3,351)	39.8%	31.7%	9.5%	6.4%	1.9%	7.3%	3.3%
Black (N = 1,212)	42.8%	26.2%	8.9%	6.0%	2.2%	9.3%	4.5%
KS2: Boys (N = 5,519)	39.8%	32.5%	9.2%	4.7%	1.5%	8.6%	3.6%
KS2: Girls (N = 5,948)	51.6%	29.9%	7.6%	3.3%	1.0%	4.6%	1.9%
KS3: Boys (N = 6,551)	32.5%	28.8%	9.9%	6.9%	2.5%	13.0%	6.3%
KS3: Girls (N = 7,061)	44.0%	28.8%	8.6%	5.1%	2.0%	8.8%	2.7%
KS4: Boys (N = 3,242)	34.7%	22.4%	9.4%	7.0%	3.4%	15.9%	7.3%
KS4: Girls (N = 3,041)	41.9%	25.3%	9.9%	6.0%	2.9%	10.0%	4.0%
KS5: Boys (N = 309)	45.7%	22.5%	6.0%	7.3%	2.0%	8.9%	7.6%
KS5: Girls (N = 340)	49.2%	25.2%	9.0%	4.8%	1.5%	4.2%	6.0%
Boys: FSM (N = 1,877)	32.2%	26.1%	9.8%	5.8%	2.6%	15.7%	7.7%
Girls: FSM (N = 2,073)	40.4%	28.9%	10.0%	4.0%	2.3%	9.9%	4.4%
Boys: Non-FSM (N = 12,674)	36.3%	29.1%	9.4%	6.2%	2.4%	11.6%	5.0%
Girls: Non-FSM (N = 13,412)	47.5%	28.6%	8.3%	4.7%	1.7%	7.0%	2.2%
Boys: White (N = 10,269)	36.8%	28.5%	9.1%	5.7%	2.2%	12.2%	5.4%
Girls: White (N = 10,992)	47.1%	28.0%	8.1%	4.5%	1.8%	7.9%	2.6%

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	41.3%	28.6%	9.0%	5.4%	2.1%	9.6%	4.1%
Boys: Mixed (N = 767)	38.0%	31.6%	8.5%	5.8%	1.8%	10.1%	4.2%
Girls: Mixed (N = 870)	51.0%	27.3%	8.2%	4.0%	2.0%	5.3%	2.2%
Boys: Asian (N = 1,622)	34.3%	31.5%	10.0%	7.7%	2.3%	9.7%	4.5%
Girls: Asian (N = 1,729)	45.0%	31.9%	9.0%	5.3%	1.6%	5.1%	2.1%
Boys: Black (N = 625)	35.7%	26.0%	9.8%	6.9%	2.9%	11.9%	6.9%
Girls: Black (N = 587)	50.3%	26.5%	8.0%	5.1%	1.5%	6.7%	1.9%

How often young people read outside class for fun

Table 7: Reading frequency for fun in 2014 for whole sample and broken down by demographic background

How often do you read for fun outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	29.9%	33.0%	11.3%	6.8%	2.5%	10.4%	6.1%
Boys (N = 15,631)	25.2%	31.9%	12.1%	7.2%	2.9%	12.5%	8.3%
Girls (N = 16,395)	34.4%	34.0%	10.6%	6.4%	2.2%	8.4%	4.1%
KS2 (N = 11,467)	34.4%	36.9%	11.3%	5.6%	1.7%	6.7%	3.5%
KS3 (N = 13,612)	28.0%	32.7%	11.2%	7.3%	2.7%	11.6%	6.4%
KS4 (N = 6,283)	26.1%	27.0%	11.7%	7.8%	3.5%	14.1%	9.8%
KS5 (N = 649)	29.6%	28.1%	9.0%	6.8%	3.7%	13.3%	9.5%
FSM (N = 3,950)	28.7%	32.3%	11.4%	6.7%	2.4%	10.7%	7.8%
Non-FSM (N = 26,086)	29.9%	33.3%	11.3%	6.8%	2.6%	10.4%	5.7%
White (N = 21,261)	29.9%	32.6%	11.2%	6.9%	2.4%	11.0%	6.1%
Mixed (N = 1,637)	34.6%	34.5%	9.8%	6.3%	1.8%	8.0%	5.0%
Asian (N = 3,351)	30.7%	36.4%	11.4%	6.3%	2.4%	8.2%	4.6%
Black (N = 1,212)	33.9%	30.8%	11.2%	6.4%	3.2%	8.3%	6.2%
KS2: Boys (N = 5,519)	29.8%	36.4%	12.6%	6.1%	2.1%	8.3%	4.7%
KS2: Girls (N = 5,948)	38.6%	37.3%	10.0%	5.1%	1.3%	5.3%	2.4%
KS3: Boys (N = 6,551)	23.1%	31.4%	12.0%	8.1%	2.9%	13.7%	9.0%
KS3: Girls (N = 7,061)	32.7%	34.0%	10.5%	6.5%	2.5%	9.7%	4.1%
KS4: Boys (N = 3,242)	21.8%	26.0%	11.5%	7.3%	4.0%	16.6%	12.7%
KS4: Girls (N = 3,041)	30.6%	28.0%	11.8%	8.3%	3.0%	11.4%	6.8%
KS5: Boys (N = 309)	24.5%	25.8%	9.4%	5.4%	3.4%	19.5%	12.1%
KS5: Girls (N = 340)	34.3%	30.2%	8.6%	8.0%	4.0%	7.7%	7.1%
Boys: FSM (N = 1,877)	25.5%	30.4%	11.8%	7.3%	2.8%	12.5%	9.8%
Girls: FSM (N = 2,073)	31.7%	34.0%	11.0%	6.2%	1.9%	9.2%	6.0%
Boys: Non-FSM (N = 12,674)	24.9%	32.3%	12.1%	7.1%	3.0%	12.7%	8.0%
Girls: Non-FSM (N = 13,412)	34.6%	34.3%	10.6%	6.5%	2.2%	8.2%	3.6%
Boys: White (N = 10,269)	25.3%	31.5%	12.0%	7.2%	2.7%	12.9%	8.3%
Girls: White (N = 10,992)	34.1%	33.6%	10.5%	6.5%	2.2%	9.2%	4.0%

How often do you read for fun outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	29.9%	33.0%	11.3%	6.8%	2.5%	10.4%	6.1%
Boys: Mixed (N = 767)	26.0%	37.5%	10.7%	7.0%	1.7%	10.1%	6.9%
Girls: Mixed (N = 870)	42.2%	31.8%	8.9%	5.6%	1.9%	6.3%	3.4%
Boys: Asian (N = 1,622)	27.3%	34.1%	12.0%	6.7%	2.9%	10.9%	6.2%
Girls: Asian (N = 1,729)	33.9%	38.5%	10.9%	6.0%	1.9%	5.6%	3.2%
Boys: Black (N = 625)	24.9%	30.8%	12.6%	7.2%	4.8%	10.0%	9.7%
Girls: Black (N = 587)	43.5%	30.7%	9.8%	5.6%	1.6%	6.5%	2.4%

How often young people read outside class for information

Table 8: Reading frequency for information in 2014 for whole sample and broken down by demographic background

How often do you read for information outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	16.1%	35.2%	16.9%	10.4%	3.4%	13.2%	4.6%
Boys (N = 15,631)	17.3%	33.1%	16.0%	10.1%	3.6%	14.0%	5.8%
Girls (N = 16,395)	15.0%	37.1%	17.9%	10.7%	3.2%	12.5%	3.5%
KS2 (N = 11,467)	15.0%	36.8%	17.8%	10.9%	2.9%	12.7%	4.0%
KS3 (N = 13,612)	13.8%	34.7%	17.0%	10.9%	3.8%	14.7%	5.1%
KS4 (N = 6,283)	20.7%	33.5%	16.1%	9.2%	3.9%	12.0%	4.6%
KS5 (N = 649)	38.2%	34.4%	11.5%	5.9%	1.2%	3.3%	5.6%
FSM (N = 3,950)	16.6%	34.2%	15.1%	8.8%	3.0%	15.3%	7.1%
Non-FSM (N = 26,086)	16.0%	35.6%	17.3%	10.7%	3.5%	12.9%	4.1%
White (N = 21,261)	15.2%	34.8%	17.3%	10.5%	3.4%	14.2%	4.5%
Mixed (N = 1,637)	18.9%	35.6%	16.1%	9.7%	2.7%	13.0%	4.0%
Asian (N = 3,351)	18.1%	39.6%	16.6%	10.4%	3.0%	8.7%	3.6%
Black (N = 1,212)	20.4%	35.7%	13.4%	9.5%	4.4%	11.7%	4.9%
KS2: Boys (N = 5,519)	16.1%	34.9%	16.9%	10.4%	2.8%	14.0%	5.0%
KS2: Girls (N = 5,948)	13.9%	38.5%	18.6%	11.4%	2.9%	11.6%	3.1%
KS3: Boys (N = 6,551)	14.3%	32.6%	16.3%	10.9%	4.0%	15.3%	6.5%
KS3: Girls (N = 7,061)	13.4%	36.7%	17.6%	10.9%	3.5%	14.2%	3.8%
KS4: Boys (N = 3,242)	23.2%	31.3%	14.5%	8.7%	4.1%	12.6%	5.6%
KS4: Girls (N = 3,041)	18.0%	35.9%	17.8%	9.6%	3.7%	11.4%	3.6%
KS5: Boys (N = 309)	36.9%	33.8%	11.1%	5.6%	2.1%	3.1%	7.3%
KS5: Girls (N = 340)	39.3%	34.9%	11.8%	6.2%	0.3%	3.4%	4.0%
Boys: FSM (N = 1,877)	17.3%	32.9%	13.6%	8.9%	3.0%	15.5%	8.8%
Girls: FSM (N = 2,073)	16.0%	35.3%	16.4%	8.8%	2.9%	15.1%	5.6%
Boys: Non-FSM (N = 12,674)	17.3%	33.4%	16.4%	10.3%	3.7%	13.7%	5.2%
Girls: Non-FSM (N = 13,412)	14.8%	37.6%	18.1%	11.0%	3.3%	12.0%	3.1%
Boys: White (N = 10,269)	16.4%	32.7%	16.4%	10.2%	3.6%	15.1%	5.6%
Girls: White (N = 10,992)	14.0%	36.8%	18.1%	10.9%	3.3%	13.4%	3.4%

How often do you read for information outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	16.1%	35.2%	16.9%	10.4%	3.4%	13.2%	4.6%
Boys: Mixed (N = 767)	20.4%	34.3%	14.2%	9.1%	2.8%	13.9%	5.4%
Girls: Mixed (N = 870)	17.6%	36.8%	17.7%	10.3%	2.6%	12.2%	2.8%
Boys: Asian (N = 1,622)	19.6%	36.8%	16.0%	10.7%	2.9%	9.6%	4.4%
Girls: Asian (N = 1,729)	16.8%	42.1%	17.3%	10.1%	3.1%	7.9%	2.8%
Boys: Black (N = 625)	21.4%	34.1%	11.5%	8.9%	4.8%	12.5%	6.7%
Girls: Black (N = 587)	19.3%	37.4%	15.4%	10.0%	3.9%	11.0%	3.1%

How long young people read for

Table 9: Reading length in 2014 for whole sample and broken down by demographic background

	<i>I don't read</i>	<i>Up to 10 mins</i>	<i>Up to 20 mins</i>	<i>Up to 30 mins</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
All (N = 32,026)	5.2%	20.2%	23.8%	24.8%	14.8%	11.5%
Boys (N = 15,631)	7.0%	24.0%	25.2%	23.0%	12.1%	8.8%
Girls (N = 16,395)	3.6%	16.6%	22.4%	25.9%	17.4%	14.0%
KS2 (N = 11,467)	2.7%	22.0%	25.2%	26.6%	13.8%	9.6%
KS3 (N = 13,612)	5.8%	20.1%	24.1%	24.4%	14.6%	10.9%
KS4 (N = 6,283)	8.2%	18.0%	21.2%	21.1%	16.3%	15.3%
KS5 (N = 649)	8.7%	11.1%	16.5%	23.5%	21.6%	18.4%
FSM (N = 3,950)	7.3%	24.2%	22.4%	20.9%	12.8%	12.4%
Non-FSM (N = 26,086)	4.8%	19.3%	24.2%	25.1%	15.3%	11.3%
White (N = 21,261)	5.1%	21.0%	23.9%	24.3%	14.7%	11.1%
Mixed (N = 1,637)	4.1%	16.6%	23.0%	25.7%	16.5%	14.0%
Asian (N = 3,351)	4.0%	17.9%	24.8%	25.3%	15.9%	12.2%
Black (N = 1,212)	5.4%	16.2%	21.2%	22.9%	17.7%	16.6%
KS2: Boys (N = 5,519)	3.7%	25.2%	25.3%	25.9%	11.7%	8.2%
KS2: Girls (N = 5,948)	1.9%	19.1%	25.2%	27.2%	15.7%	10.9%
KS3: Boys (N = 6,551)	7.8%	23.7%	26.8%	22.1%	11.7%	7.8%
KS3: Girls (N = 7,061)	4.0%	16.8%	21.7%	26.5%	17.3%	13.8%
KS4: Boys (N = 3,242)	10.4%	23.0%	22.4%	20.0%	12.9%	11.2%
KS4: Girls (N = 3,041)	5.9%	12.6%	19.8%	22.3%	20.0%	19.6%
KS5: Boys (N = 309)	10.4%	16.1%	19.1%	21.4%	18.1%	15.1%
KS5: Girls (N = 340)	7.3%	6.7%	14.2%	25.5%	24.8%	21.5%
Boys: FSM (N = 1,877)	9.3%	27.6%	22.8%	19.2%	11.0%	10.0%
Girls: FSM (N = 2,073)	5.6%	21.2%	22.0%	22.3%	14.4%	14.5%
Boys: Non-FSM (N = 12,674)	6.5%	23.3%	25.7%	23.7%	12.2%	8.7%
Girls: Non-FSM (N = 13,412)	3.1%	15.7%	22.7%	26.5%	18.1%	13.9%
Boys: White (N = 10,269)	6.8%	24.6%	25.1%	23.0%	12.2%	8.4%
Girls: White (N = 10,992)	3.5%	17.7%	22.8%	25.5%	17.0%	13.7%
Boys: Mixed (N = 767)	5.8%	21.2%	26.8%	23.8%	11.5%	10.8%
Girls: Mixed (N = 870)	2.7%	12.7%	19.7%	27.4%	20.8%	16.8%
Boys: Asian (N = 1,622)	5.4%	23.1%	26.6%	22.9%	12.8%	9.1%
Girls: Asian (N = 1,729)	2.7%	13.0%	23.0%	27.5%	18.8%	15.0%

	<i>I don't read</i>	<i>Up to 10 mins</i>	<i>Up to 20 mins</i>	<i>Up to 30 mins</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
All (N = 32,026)	5.2%	20.2%	23.8%	24.8%	14.8%	11.5%
Boys: Black (N = 625)	8.1%	20.2%	23.6%	23.3%	12.6%	12.2%
Girls: Black (N = 587)	2.6%	12.1%	18.6%	22.4%	23.1%	21.2%

Having a favourite book

Table 10: Having a favourite book in 2014 for whole sample and broken down by demographic background

	Yes	No	Not sure
All (N = 32,026)	61.0%	27.4%	11.6%
Boys (N = 15,631)	54.5%	33.8%	11.7%
Girls (N = 16,395)	67.2%	21.4%	11.4%
KS2 (N = 11,467)	72.9%	16.8%	10.3%
KS3 (N = 13,612)	58.9%	29.0%	12.1%
KS4 (N = 6,283)	45.3%	42.0%	12.7%
KS5 (N = 649)	49.0%	39.3%	11.6%
FSM (N = 3,950)	61.6%	27.3%	11.0%
Non-FSM (N = 26,086)	60.8%	27.7%	11.4%
White (N = 21,261)	61.2%	27.6%	11.2%
Mixed (N = 1,637)	64.8%	24.1%	11.1%
Asian (N = 3,351)	61.2%	26.4%	12.5%
Black (N = 1,212)	69.4%	20.9%	9.8%
KS2: Boys (N = 5,519)	68.7%	20.7%	10.6%
KS2: Girls (N = 5,948)	76.8%	13.2%	10.0%
KS3: Boys (N = 6,551)	52.0%	35.8%	12.3%
KS3: Girls (N = 7,061)	65.4%	22.7%	11.9%
KS4: Boys (N = 3,242)	36.8%	50.6%	12.6%
KS4: Girls (N = 3,041)	54.2%	33.0%	12.8%
KS5: Boys (N = 309)	43.3%	46.7%	10.0%
KS5: Girls (N = 340)	54.2%	32.7%	13.1%
Boys: FSM (N = 1,877)	54.7%	33.1%	12.2%
Girls: FSM (N = 2,073)	67.9%	22.1%	10.0%
Boys: Non-FSM (N = 12,674)	54.3%	34.4%	11.3%
Girls: Non-FSM (N = 13,412)	66.9%	21.5%	11.6%
Boys: White (N = 10,269)	54.5%	34.2%	11.3%
Girls: White (N = 10,992)	67.4%	21.5%	11.1%
Boys: Mixed (N = 767)	60.5%	28.0%	11.5%
Girls: Mixed (N = 870)	68.5%	20.8%	10.7%
Boys: Asian (N = 1,622)	55.1%	32.6%	12.3%
Girls: Asian (N = 1,729)	66.8%	20.6%	12.6%
Boys: Black (N = 625)	63.6%	26.0%	10.4%
Girls: Black (N = 587)	75.5%	15.3%	9.2%

How many books young people read in a month

(overleaf)

Table 11: Number of books read in the last month in 2014 for whole sample and broken down by demographic background

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 32,026)	11.6%	20.0%	18.5%	14.4%	8.9%	7.4%	3.9%	2.4%	2.1%	1.3%	1.3%	8.4%
Boys (N = 15,631)	14.9%	21.3%	17.9%	13.3%	8.3%	6.9%	3.7%	2.2%	1.7%	1.2%	1.0%	7.7%
Girls (N = 16,395)	8.4%	18.8%	19.1%	15.4%	9.4%	7.9%	4.1%	2.6%	2.5%	1.5%	1.5%	8.9%
KS2 (N = 11,467)	3.8%	11.7%	16.6%	14.9%	11.1%	9.9%	5.5%	3.7%	3.1%	2.2%	2.3%	15.2%
KS3 (N = 13,612)	10.5%	22.8%	20.6%	15.8%	8.8%	7.1%	3.4%	2.0%	1.9%	1.0%	0.8%	5.4%
KS4 (N = 6,283)	26.5%	28.1%	17.6%	10.6%	5.5%	4.0%	2.2%	0.9%	0.9%	0.5%	0.4%	2.8%
KS5 (N = 649)	29.7%	26.9%	16.4%	11.8%	3.7%	2.6%	1.5%	1.6%	0.8%	0.5%	0.5%	4.1%
FSM (N = 3,950)	12.2%	16.1%	14.9%	15.0%	10.0%	8.4%	3.7%	2.7%	2.7%	1.5%	1.7%	11.1%
Non-FSM (N = 26,086)	11.4%	20.9%	19.3%	14.4%	8.8%	7.1%	3.8%	2.3%	2.0%	1.3%	1.2%	7.6%
White (N = 21,261)	11.8%	21.3%	19.3%	14.1%	8.6%	7.0%	3.6%	2.1%	2.0%	1.3%	1.1%	7.6%
Mixed (N = 1,637)	9.3%	17.4%	17.3%	14.3%	9.4%	7.9%	5.7%	2.6%	2.4%	1.7%	2.0%	10.0%
Asian (N = 3,351)	8.4%	16.5%	16.8%	16.1%	10.0%	9.5%	4.5%	3.0%	2.3%	1.6%	1.5%	9.7%
Black (N = 1,212)	9.9%	11.8%	14.1%	13.8%	10.4%	10.6%	4.9%	4.1%	2.7%	1.7%	1.7%	14.4%
KS2: Boys (N = 5,519)	5.0%	13.9%	16.9%	14.6%	10.7%	9.2%	5.4%	3.7%	2.5%	2.0%	1.9%	14.4%
KS2: Girls (N = 5,948)	2.7%	9.8%	16.4%	15.1%	11.6%	10.5%	5.6%	3.8%	3.6%	2.5%	2.6%	15.9%
KS3: Boys (N = 6,551)	13.3%	24.1%	20.2%	14.6%	8.3%	6.7%	3.3%	1.7%	1.6%	1.0%	0.6%	4.7%
KS3: Girls (N = 7,061)	7.8%	21.6%	21.0%	16.9%	9.2%	7.4%	3.5%	2.2%	2.1%	1.1%	1.1%	6.1%
KS4: Boys (N = 3,242)	33.1%	27.6%	15.5%	9.0%	4.8%	3.6%	1.7%	0.6%	0.6%	0.4%	0.1%	2.9%
KS4: Girls (N = 3,041)	19.6%	28.6%	20.0%	12.2%	6.2%	4.5%	2.7%	1.3%	1.2%	0.6%	0.6%	2.6%
KS5: Boys (N = 309)	38.8%	26.2%	13.3%	7.1%	4.4%	2.7%	0.7%	1.4%	0.7%	0.3%	0.3%	4.1%

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
	%	%	%	%	%	%	%	%	%	%	%	%
All (N = 32,026)	11.6%	20.0%	18.5%	14.4%	8.9%	7.4%	3.9%	2.4%	2.1%	1.3%	1.3%	8.4%
KS5: Girls (N = 340)	21.4%	27.6%	19.2%	16.1%	3.1%	2.5%	2.2%	1.9%	0.9%	0.6%	0.6%	4.0%
Boys: FSM (N = 1,877)	15.8%	15.6%	14.3%	14.8%	9.4%	7.6%	3.7%	2.2%	2.4%	1.3%	1.7%	11.3%
Girls: FSM (N = 2,073)	9.0%	16.5%	15.5%	15.2%	10.5%	9.1%	3.7%	3.1%	2.9%	1.7%	1.7%	11.0%
Boys: Non-FSM (N = 12,674)	14.8%	22.5%	18.7%	13.1%	8.2%	6.6%	3.6%	2.1%	1.6%	1.2%	0.8%	6.8%
Girls: Non-FSM (N = 13,412)	8.2%	19.3%	19.9%	15.5%	9.3%	7.5%	4.0%	2.5%	2.4%	1.4%	1.5%	8.2%
Boys: White (N = 10,269)	15.0%	22.8%	18.7%	13.0%	8.1%	6.3%	3.4%	2.0%	1.6%	1.3%	0.8%	6.9%
Girls: White (N = 10,992)	8.8%	19.9%	19.9%	15.2%	9.1%	7.6%	3.9%	2.3%	2.4%	1.4%	1.4%	8.2%
Boys: Mixed (N = 767)	12.1%	19.5%	17.0%	12.9%	8.0%	7.1%	6.1%	2.4%	2.1%	1.5%	2.0%	9.2%
Girls: Mixed (N = 870)	6.8%	15.6%	17.6%	15.5%	10.5%	8.5%	5.4%	2.9%	2.7%	2.0%	2.0%	10.6%
Boys: Asian (N = 1,622)	11.3%	17.7%	16.1%	15.5%	8.6%	9.9%	4.5%	2.7%	1.7%	1.0%	1.1%	9.9%
Girls: Asian (N = 1,729)	5.6%	15.5%	17.5%	16.7%	11.3%	9.1%	4.5%	3.3%	2.9%	2.2%	1.9%	9.6%
Boys: Black (N = 625)	14.6%	13.0%	14.0%	12.5%	9.6%	9.6%	5.9%	2.7%	2.3%	1.4%	1.3%	12.9%
Girls: Black (N = 587)	4.8%	10.5%	14.1%	15.2%	11.2%	11.7%	3.8%	5.5%	3.1%	1.9%	2.1%	16.0%

Young people's reading opportunities

Table 12: Young people receiving a book as a present, visiting a library and visiting a bookshop in 2014 for whole sample and broken down by demographic background

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
All (N = 32,026)	82.9%	12.0%	5.1%	90.7%	6.9%	2.4%	77.1%	15.8%	7.1%
Boys (N = 15,631)	79.2%	15.0%	5.8%	88.5%	8.8%	2.7%	72.6%	19.7%	7.8%
Girls (N = 16,395)	86.4%	9.1%	4.5%	92.7%	5.1%	2.2%	81.3%	12.2%	6.5%
KS2 (N = 11,467)	86.7%	8.1%	5.2%	92.1%	5.7%	2.3%	79.6%	12.2%	8.2%
KS3 (N = 13,612)	82.7%	12.3%	5.0%	91.3%	6.3%	2.4%	76.6%	16.4%	7.0%
KS4 (N = 6,283)	76.3%	18.4%	5.2%	87.2%	10.2%	2.6%	72.9%	21.3%	5.8%
KS5 (N = 649)	83.9%	10.8%	5.3%	86.8%	8.9%	4.3%	84.5%	10.4%	5.1%
FSM (N = 3,950)	75.0%	18.3%	6.7%	88.9%	8.0%	3.0%	68.0%	23.4%	8.6%
Non-FSM (N = 26,086)	84.5%	10.9%	4.6%	91.3%	6.6%	2.1%	78.7%	14.7%	6.6%
White (N = 21,261)	86.1%	9.4%	4.5%	90.5%	7.2%	2.3%	77.8%	15.4%	6.8%
Mixed (N = 1,637)	81.0%	13.4%	5.6%	92.5%	5.6%	1.9%	78.0%	14.9%	7.2%
Asian (N = 3,351)	70.9%	22.0%	7.0%	94.1%	4.1%	1.9%	77.6%	15.5%	6.9%
Black (N = 1,212)	75.9%	17.5%	6.6%	91.2%	5.7%	3.1%	75.8%	15.3%	8.8%
KS2: Boys (N = 5,519)	83.8%	10.5%	5.7%	90.5%	7.1%	2.4%	76.8%	14.6%	8.6%
KS2: Girls (N = 5,948)	89.4%	5.9%	4.7%	93.5%	4.4%	2.1%	82.1%	10.1%	7.8%
KS3: Boys (N = 6,551)	78.8%	15.5%	5.7%	89.5%	7.9%	2.7%	71.2%	20.9%	7.8%
KS3: Girls (N = 7,061)	86.3%	9.3%	4.3%	93.0%	4.8%	2.1%	81.5%	12.3%	6.2%
KS4: Boys (N = 3,242)	72.1%	22.0%	5.9%	83.5%	13.4%	3.1%	67.4%	26.1%	6.5%
KS4: Girls (N = 3,041)	80.8%	14.7%	4.5%	91.1%	6.9%	2.0%	78.6%	16.4%	5.0%
KS5: Boys (N = 309)	81.6%	12.0%	6.4%	85.4%	10.5%	4.2%	81.3%	12.7%	6.0%
KS5: Girls (N = 340)	85.9%	9.7%	4.4%	88.1%	7.5%	4.4%	87.2%	8.4%	4.4%
Boys: FSM (N = 1,877)	70.2%	21.7%	8.1%	86.6%	10.5%	3.0%	64.2%	27.3%	8.6%
Girls: FSM (N = 2,073)	79.3%	15.3%	5.4%	91.0%	5.9%	3.1%	71.3%	20.0%	8.7%
Boys: Non-FSM (N = 12,674)	81.0%	14.0%	5.1%	89.2%	8.4%	2.5%	74.0%	18.7%	7.3%
Girls: Non-FSM (N = 13,412)	87.8%	8.2%	4.1%	93.3%	4.9%	1.8%	83.0%	11.0%	5.9%
Boys: White (N = 10,269)	83.2%	11.8%	5.0%	88.4%	9.0%	2.6%	73.4%	19.1%	7.5%
Girls: White (N = 10,992)	88.8%	7.2%	4.0%	92.5%	5.5%	2.0%	81.8%	12.0%	6.2%
Boys: Mixed	74.6%	18.6%	6.8%	89.6%	7.8%	2.6%	73.0%	19.4%	7.6%

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
All (N = 32,026)	82.9%	12.0%	5.1%	90.7%	6.9%	2.4%	77.1%	15.8%	7.1%
(N = 767)									
Girls: Mixed (N = 870)	86.6%	8.9%	4.5%	95.0%	3.7%	1.3%	82.3%	10.9%	6.8%
Boys: Asian (N = 1,622)	65.6%	27.0%	7.5%	92.7%	5.4%	1.9%	73.2%	19.3%	7.5%
Girls: Asian (N = 1,729)	75.9%	17.4%	6.7%	95.3%	2.9%	1.8%	81.6%	12.0%	6.4%
Boys: Black (N = 625)	68.9%	22.1%	9.0%	88.4%	7.4%	4.1%	70.9%	18.9%	10.2%
Girls: Black (N = 587)	83.1%	12.9%	4.0%	94.1%	3.9%	2.0%	80.7%	11.8%	7.5%

Young people's attitudes towards reading

Table 13.1: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – The more I read, the better I become

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	82.0%	9.5%	5.2%	3.2%
Boys (N = 15,631)	80.6%	10.0%	6.1%	3.3%
Girls (N = 16,395)	83.3%	9.1%	4.5%	3.2%
KS2 (N = 11,467)	89.1%	5.0%	3.6%	2.3%
KS3 (N = 13,612)	80.2%	10.9%	5.4%	3.4%
KS4 (N = 6,283)	73.9%	14.1%	7.5%	4.6%
KS5 (N = 649)	71.9%	15.3%	8.1%	4.7%
FSM (N = 3,950)	80.9%	8.7%	6.5%	3.9%
Non-FSM (N = 26,086)	82.5%	9.7%	4.9%	2.9%
White (N = 21,261)	82.0%	9.9%	5.1%	3.1%
Mixed (N = 1,637)	83.8%	8.4%	4.3%	3.4%
Asian (N = 3,351)	84.9%	7.9%	4.8%	2.4%
Black (N = 1,212)	80.6%	9.0%	6.5%	3.8%
KS2: Boys (N = 5,519)	88.3%	5.4%	3.9%	2.4%
KS2: Girls (N = 5,948)	89.8%	4.7%	3.4%	2.2%
KS3: Boys (N = 6,551)	79.2%	10.9%	6.4%	3.4%
KS3: Girls (N = 7,061)	81.2%	10.9%	4.5%	3.4%
KS4: Boys (N = 3,242)	71.3%	15.5%	8.6%	4.6%
KS4: Girls (N = 3,041)	76.7%	12.5%	6.3%	4.5%
KS5: Boys (N = 309)	70.1%	14.6%	10.3%	5.0%
KS5: Girls (N = 340)	73.5%	16.0%	6.1%	4.5%
Boys: FSM (N = 1,877)	80.2%	9.0%	6.9%	3.9%
Girls: FSM (N = 2,073)	81.5%	8.5%	6.1%	3.9%
Boys: Non-FSM (N = 12,674)	80.9%	10.2%	5.9%	3.0%
Girls: Non-FSM (N = 13,412)	83.9%	9.2%	4.0%	2.9%
Boys: White (N = 10,269)	80.7%	10.3%	5.8%	3.2%
Girls: White (N = 10,992)	83.1%	9.5%	4.4%	3.0%
Boys: Mixed (N = 767)	83.4%	8.6%	5.3%	2.7%
Girls: Mixed (N = 870)	84.2%	8.2%	3.5%	4.0%
Boys: Asian (N = 1,622)	83.1%	8.6%	5.8%	2.5%
Girls: Asian (N = 1,729)	86.6%	7.2%	3.9%	2.3%
Boys: Black (N = 625)	78.9%	9.3%	7.3%	4.5%
Girls: Black (N = 587)	82.4%	8.7%	5.7%	3.1%

Table 13.2: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I prefer watching TV to reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	55.2%	24.3%	15.8%	4.6%
Boys (N = 15,631)	64.0%	20.8%	11.3%	3.9%
Girls (N = 16,395)	46.9%	27.6%	20.1%	5.4%
KS2 (N = 11,467)	46.6%	25.8%	20.9%	6.7%
KS3 (N = 13,612)	59.3%	24.0%	12.9%	3.8%
KS4 (N = 6,283)	62.2%	22.2%	12.8%	2.8%
KS5 (N = 649)	51.4%	25.7%	18.2%	4.7%
FSM (N = 3,950)	58.4%	19.7%	16.9%	5.0%
Non-FSM (N = 26,086)	54.9%	25.0%	15.7%	4.4%
White (N = 21,261)	55.6%	24.5%	15.7%	4.1%
Mixed (N = 1,637)	53.0%	24.0%	17.5%	5.5%
Asian (N = 3,351)	51.9%	25.9%	16.9%	5.4%
Black (N = 1,212)	54.8%	23.7%	15.8%	5.7%
KS2: Boys (N = 5,519)	55.4%	23.5%	15.5%	5.6%
KS2: Girls (N = 5,948)	38.4%	28.0%	25.9%	7.7%
KS3: Boys (N = 6,551)	68.2%	19.8%	9.0%	3.0%
KS3: Girls (N = 7,061)	51.0%	27.9%	16.6%	4.5%
KS4: Boys (N = 3,242)	69.7%	18.4%	9.2%	2.7%
KS4: Girls (N = 3,041)	54.4%	26.1%	16.6%	2.8%
KS5: Boys (N = 309)	63.4%	20.4%	11.8%	4.3%
KS5: Girls (N = 340)	40.6%	30.4%	24.0%	5.1%
Boys: FSM (N = 1,877)	65.3%	17.6%	12.0%	5.0%
Girls: FSM (N = 2,073)	52.0%	21.6%	21.4%	5.0%
Boys: Non-FSM (N = 12,674)	64.2%	21.2%	11.2%	3.4%
Girls: Non-FSM (N = 13,412)	46.3%	28.6%	19.9%	5.2%
Boys: White (N = 10,269)	64.0%	21.2%	11.3%	3.4%
Girls: White (N = 10,992)	47.8%	27.5%	19.9%	4.8%
Boys: Mixed (N = 767)	62.8%	20.8%	12.6%	3.8%
Girls: Mixed (N = 870)	44.4%	26.9%	21.7%	7.0%
Boys: Asian (N = 1,622)	62.4%	20.3%	12.5%	4.8%
Girls: Asian (N = 1,729)	42.1%	31.1%	21.0%	5.8%
Boys: Black (N = 625)	62.0%	20.3%	11.7%	6.0%
Girls: Black (N = 587)	47.3%	27.1%	20.2%	5.4%

Table 13.3: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – If I am a good reader it means that I'll get a better job when I grow up

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	54.0%	23.8%	14.5%	7.7%
Boys (N = 15,631)	55.4%	22.5%	15.2%	6.9%
Girls (N = 16,395)	52.7%	25.0%	13.8%	8.6%
KS2 (N = 11,467)	63.6%	17.8%	10.2%	8.4%
KS3 (N = 13,612)	52.9%	25.2%	14.2%	7.6%
KS4 (N = 6,283)	41.2%	30.7%	21.2%	7.0%
KS5 (N = 649)	35.1%	29.6%	29.4%	5.9%
FSM (N = 3,950)	58.2%	20.2%	12.9%	8.8%
Non-FSM (N = 26,086)	53.3%	24.5%	14.8%	7.3%
White (N = 21,261)	53.5%	24.4%	14.6%	7.5%
Mixed (N = 1,637)	55.5%	23.9%	13.5%	7.1%
Asian (N = 3,351)	55.8%	22.8%	13.2%	8.3%
Black (N = 1,212)	58.0%	20.0%	15.2%	6.8%
KS2: Boys (N = 5,519)	65.7%	17.4%	9.7%	7.2%
KS2: Girls (N = 5,948)	61.7%	18.2%	10.7%	9.5%
KS3: Boys (N = 6,551)	54.6%	23.4%	15.1%	6.9%
KS3: Girls (N = 7,061)	51.2%	26.9%	13.5%	8.3%
KS4: Boys (N = 3,242)	41.4%	28.9%	23.2%	6.5%
KS4: Girls (N = 3,041)	40.9%	32.5%	19.0%	7.5%
KS5: Boys (N = 309)	37.2%	25.3%	32.9%	4.7%
KS5: Girls (N = 340)	33.3%	33.3%	26.3%	7.0%
Boys: FSM (N = 1,877)	59.7%	18.4%	14.1%	7.9%
Girls: FSM (N = 2,073)	56.7%	21.9%	11.8%	9.6%
Boys: Non-FSM (N = 12,674)	54.7%	23.4%	15.5%	6.4%
Girls: Non-FSM (N = 13,412)	52.0%	25.6%	14.2%	8.2%
Boys: White (N = 10,269)	55.0%	23.1%	15.3%	6.7%
Girls: White (N = 10,992)	52.2%	25.6%	13.9%	8.3%
Boys: Mixed (N = 767)	59.5%	20.7%	14.4%	5.5%
Girls: Mixed (N = 870)	52.1%	26.6%	12.8%	8.5%
Boys: Asian (N = 1,622)	58.2%	19.9%	14.2%	7.7%
Girls: Asian (N = 1,729)	53.6%	25.5%	12.2%	8.8%
Boys: Black (N = 625)	57.9%	20.5%	15.9%	5.6%
Girls: Black (N = 587)	58.1%	19.4%	14.5%	8.0%

Table 13.4: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – My parents don't care whether I spend any time reading

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	24.3%	16.0%	51.5%	8.0%
Boys (N = 15,631)	26.6%	16.2%	49.8%	7.5%
Girls (N = 16,395)	22.1%	16.3%	53.1%	8.5%
KS2 (N = 11,467)	25.0%	11.6%	55.2%	8.2%
KS3 (N = 13,612)	21.4%	16.9%	53.7%	8.0%
KS4 (N = 6,283)	28.5%	22.4%	41.3%	7.8%
KS5 (N = 649)	30.5%	25.3%	36.7%	7.6%
FSM (N = 3,950)	31.5%	14.6%	44.4%	9.5%
Non-FSM (N = 26,086)	23.0%	16.5%	53.0%	7.5%
White (N = 21,261)	25.1%	16.8%	49.8%	8.2%
Mixed (N = 1,637)	22.5%	16.0%	55.8%	5.8%
Asian (N = 3,351)	19.8%	15.1%	58.7%	6.4%
Black (N = 1,212)	21.5%	12.4%	59.7%	6.4%
KS2: Boys (N = 5,519)	27.7%	11.6%	53.3%	7.5%
KS2: Girls (N = 5,948)	22.6%	11.5%	57.0%	8.8%
KS3: Boys (N = 6,551)	23.9%	16.8%	51.8%	7.4%
KS3: Girls (N = 7,061)	19.1%	16.9%	55.5%	8.5%
KS4: Boys (N = 3,242)	29.3%	22.0%	41.0%	7.7%
KS4: Girls (N = 3,041)	27.6%	22.9%	41.6%	7.9%
KS5: Boys (N = 309)	34.5%	24.2%	34.9%	6.4%
KS5: Girls (N = 340)	26.8%	26.2%	38.3%	8.6%
Boys: FSM (N = 1,877)	34.1%	13.7%	42.9%	9.3%
Girls: FSM (N = 2,073)	29.1%	15.5%	45.7%	9.7%
Boys: Non-FSM (N = 12,674)	25.3%	16.7%	51.2%	6.8%
Girls: Non-FSM (N = 13,412)	20.9%	16.3%	54.7%	8.1%
Boys: White (N = 10,269)	27.7%	16.9%	48.0%	7.4%
Girls: White (N = 10,992)	22.7%	16.8%	51.6%	9.0%
Boys: Mixed (N = 767)	23.2%	15.4%	56.5%	4.8%
Girls: Mixed (N = 870)	21.8%	16.4%	55.1%	6.7%
Boys: Asian (N = 1,622)	22.0%	14.0%	57.1%	6.9%
Girls: Asian (N = 1,729)	17.9%	16.1%	60.1%	6.0%
Boys: Black (N = 625)	22.5%	12.6%	58.9%	6.0%
Girls: Black (N = 587)	20.6%	12.1%	60.5%	6.9%

Table 13.5: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – Reading is cool

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	40.2%	30.8%	23.2%	5.9%
Boys (N = 15,631)	35.8%	31.2%	27.5%	5.6%
Girls (N = 16,395)	44.4%	30.4%	19.1%	6.2%
KS2 (N = 11,467)	56.0%	22.2%	16.2%	5.6%
KS3 (N = 13,612)	33.3%	33.1%	27.4%	6.2%
KS4 (N = 6,283)	26.8%	40.4%	27.2%	5.6%
KS5 (N = 649)	38.8%	40.8%	14.8%	5.6%
FSM (N = 3,950)	42.7%	26.0%	25.1%	6.2%
Non-FSM (N = 26,086)	39.3%	31.9%	23.1%	5.7%
White (N = 21,261)	38.4%	31.6%	24.4%	5.5%
Mixed (N = 1,637)	45.3%	29.5%	19.6%	5.7%
Asian (N = 3,351)	48.3%	28.2%	17.2%	6.3%
Black (N = 1,212)	46.4%	26.9%	20.5%	6.1%
KS2: Boys (N = 5,519)	52.1%	22.7%	20.2%	5.1%
KS2: Girls (N = 5,948)	59.6%	21.8%	12.6%	6.0%
KS3: Boys (N = 6,551)	29.6%	32.8%	31.9%	5.7%
KS3: Girls (N = 7,061)	36.7%	33.3%	23.2%	6.7%
KS4: Boys (N = 3,242)	21.5%	40.8%	31.5%	6.1%
KS4: Girls (N = 3,041)	32.3%	39.8%	22.7%	5.1%
KS5: Boys (N = 309)	26.8%	46.8%	20.4%	6.1%
KS5: Girls (N = 340)	49.5%	35.5%	9.9%	5.1%
Boys: FSM (N = 1,877)	39.2%	26.1%	28.9%	5.8%
Girls: FSM (N = 2,073)	46.0%	25.9%	21.6%	6.6%
Boys: Non-FSM (N = 12,674)	34.7%	32.2%	27.7%	5.4%
Girls: Non-FSM (N = 13,412)	43.7%	31.5%	18.7%	6.1%
Boys: White (N = 10,269)	34.4%	31.9%	28.7%	5.1%
Girls: White (N = 10,992)	42.2%	31.4%	20.4%	6.0%
Boys: Mixed (N = 767)	41.5%	28.3%	24.4%	5.8%
Girls: Mixed (N = 870)	48.6%	30.5%	15.4%	5.5%
Boys: Asian (N = 1,622)	42.5%	29.1%	22.0%	6.3%
Girls: Asian (N = 1,729)	53.6%	27.3%	12.8%	6.3%
Boys: Black (N = 625)	41.4%	26.5%	25.1%	7.0%
Girls: Black (N = 587)	51.7%	27.4%	15.7%	5.1%

Table 13.6: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I don't read as well as other pupils in my class

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	30.1%	20.2%	39.3%	1.0%
Boys (N = 15,631)	31.9%	19.7%	39.3%	9.1%
Girls (N = 16,395)	28.4%	20.7%	39.4%	11.5%
KS2 (N = 11,467)	30.2%	18.3%	39.5%	12.0%
KS3 (N = 13,612)	31.0%	21.1%	38.2%	9.7%
KS4 (N = 6,283)	28.9%	22.1%	40.3%	8.7%
KS5 (N = 649)	21.4%	16.9%	52.4%	9.2%
FSM (N = 3,950)	33.8%	19.2%	36.4%	10.6%
Non-FSM (N = 26,086)	29.5%	20.5%	40.1%	10.0%
White (N = 21,261)	31.7%	20.2%	38.1%	10.1%
Mixed (N = 1,637)	27.9%	18.1%	43.6%	10.4%
Asian (N = 3,351)	21.8%	21.2%	44.9%	12.1%
Black (N = 1,212)	23.9%	19.6%	48.5%	8.0%
KS2: Boys (N = 5,519)	33.9%	17.4%	38.2%	10.5%
KS2: Girls (N = 5,948)	26.7%	19.2%	40.6%	13.5%
KS3: Boys (N = 6,551)	32.4%	20.7%	38.5%	8.3%
KS3: Girls (N = 7,061)	29.7%	21.4%	37.9%	11.0%
KS4: Boys (N = 3,242)	28.2%	21.8%	41.6%	8.4%
KS4: Girls (N = 3,041)	29.6%	22.4%	38.9%	9.1%
KS5: Boys (N = 309)	22.1%	17.4%	51.2%	9.3%
KS5: Girls (N = 340)	20.9%	16.5%	53.5%	9.2%
Boys: FSM (N = 1,877)	36.1%	19.2%	35.4%	9.2%
Girls: FSM (N = 2,073)	31.7%	19.2%	37.2%	11.9%
Boys: Non-FSM (N = 12,674)	31.4%	19.9%	40.2%	8.5%
Girls: Non-FSM (N = 13,412)	27.7%	21.1%	40.0%	11.3%
Boys: White (N = 10,269)	33.5%	19.7%	38.1%	8.7%
Girls: White (N = 10,992)	30.0%	20.7%	38.1%	11.3%
Boys: Mixed (N = 767)	28.5%	18.9%	43.9%	8.7%
Girls: Mixed (N = 870)	27.3%	17.4%	43.4%	11.9%
Boys: Asian (N = 1,622)	24.2%	19.9%	45.1%	10.8%
Girls: Asian (N = 1,729)	19.6%	22.4%	44.7%	13.2%
Boys: Black (N = 625)	26.5%	18.2%	47.1%	8.1%
Girls: Black (N = 587)	21.3%	20.9%	49.9%	7.9%

Table 13.7: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I only read when I have to

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	27.6%	16.3%	53.5%	2.7%
Boys (N = 15,631)	33.6%	17.0%	46.7%	2.7%
Girls (N = 16,395)	21.9%	15.5%	59.8%	2.7%
KS2 (N = 11,467)	22.4%	13.8%	60.7%	3.1%
KS3 (N = 13,612)	29.0%	17.5%	51.0%	2.4%
KS4 (N = 6,283)	33.9%	18.1%	45.5%	2.4%
KS5 (N = 649)	25.8%	14.4%	56.0%	3.8%
FSM (N = 3,950)	33.1%	14.5%	48.6%	3.8%
Non-FSM (N = 26,086)	26.6%	16.5%	54.6%	2.3%
White (N = 21,261)	27.6%	16.0%	54.0%	2.4%
Mixed (N = 1,637)	25.7%	17.6%	54.1%	2.6%
Asian (N = 3,351)	26.3%	16.6%	54.2%	2.9%
Black (N = 1,212)	25.6%	16.1%	54.4%	3.8%
KS2: Boys (N = 5,519)	27.6%	14.6%	54.9%	2.9%
KS2: Girls (N = 5,948)	17.7%	13.0%	65.9%	3.4%
KS3: Boys (N = 6,551)	35.6%	17.7%	44.4%	2.3%
KS3: Girls (N = 7,061)	22.9%	17.3%	57.2%	2.5%
KS4: Boys (N = 3,242)	39.4%	19.8%	37.9%	2.9%
KS4: Girls (N = 3,041)	28.2%	16.4%	53.5%	1.9%
KS5: Boys (N = 309)	33.7%	17.4%	45.4%	3.5%
KS5: Girls (N = 340)	18.7%	11.7%	65.5%	4.1%
Boys: FSM (N = 1,877)	38.5%	16.1%	41.6%	3.9%
Girls: FSM (N = 2,073)	28.3%	13.1%	55.0%	3.6%
Boys: Non-FSM (N = 12,674)	32.9%	17.0%	47.8%	2.2%
Girls: Non-FSM (N = 13,412)	20.7%	16.0%	60.9%	2.4%
Boys: White (N = 10,269)	33.1%	16.8%	47.8%	2.3%
Girls: White (N = 10,992)	22.5%	15.3%	59.7%	2.4%
Boys: Mixed (N = 767)	33.6%	19.5%	45.0%	1.9%
Girls: Mixed (N = 870)	18.8%	16.0%	62.0%	3.2%
Boys: Asian (N = 1,622)	34.6%	17.6%	44.9%	2.9%
Girls: Asian (N = 1,729)	18.6%	15.7%	62.8%	2.8%
Boys: Black (N = 625)	32.7%	16.5%	46.3%	4.5%
Girls: Black (N = 587)	18.2%	15.7%	63.0%	3.0%

Table 13.8: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I cannot find things to read that interest me

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	30.3%	19.0%	46.5%	4.3%
Boys (N = 15,631)	34.6%	19.0%	42.3%	4.0%
Girls (N = 16,395)	26.2%	18.9%	50.4%	4.5%
KS2 (N = 11,467)	23.9%	18.2%	52.6%	5.3%
KS3 (N = 13,612)	33.1%	19.6%	43.4%	3.8%
KS4 (N = 6,283)	36.4%	19.2%	40.9%	3.5%
KS5 (N = 649)	21.1%	17.2%	57.8%	3.9%
FSM (N = 3,950)	34.5%	19.2%	40.6%	5.7%
Non-FSM (N = 26,086)	29.6%	19.0%	47.7%	3.7%
White (N = 21,261)	30.7%	18.9%	46.4%	3.9%
Mixed (N = 1,637)	28.1%	18.2%	49.1%	4.6%
Asian (N = 3,351)	26.2%	19.9%	49.5%	4.4%
Black (N = 1,212)	30.0%	16.6%	48.7%	4.7%
KS2: Boys (N = 5,519)	27.7%	18.6%	48.9%	4.8%
KS2: Girls (N = 5,948)	20.4%	17.9%	55.9%	5.7%
KS3: Boys (N = 6,551)	37.3%	19.1%	40.1%	3.5%
KS3: Girls (N = 7,061)	29.3%	20.1%	46.5%	4.1%
KS4: Boys (N = 3,242)	41.5%	19.7%	34.9%	4.0%
KS4: Girls (N = 3,041)	31.0%	18.7%	47.2%	3.0%
KS5: Boys (N = 309)	25.6%	20.6%	50.2%	3.6%
KS5: Girls (N = 340)	17.0%	14.1%	64.7%	4.2%
Boys: FSM (N = 1,877)	37.8%	19.4%	37.9%	4.9%
Girls: FSM (N = 2,073)	31.6%	19.0%	43.0%	6.4%
Boys: Non-FSM (N = 12,674)	34.3%	19.0%	43.1%	3.6%
Girls: Non-FSM (N = 13,412)	25.3%	19.0%	51.9%	3.8%
Boys: White (N = 10,269)	34.6%	19.0%	42.8%	3.5%
Girls: White (N = 10,992)	27.1%	18.8%	49.8%	4.3%
Boys: Mixed (N = 767)	33.3%	19.6%	43.3%	3.8%
Girls: Mixed (N = 870)	23.6%	17.0%	54.1%	5.3%
Boys: Asian (N = 1,622)	30.7%	19.7%	44.1%	5.4%
Girls: Asian (N = 1,729)	22.0%	20.1%	54.4%	3.5%
Boys: Black (N = 625)	36.8%	15.2%	42.5%	5.6%
Girls: Black (N = 587)	23.0%	18.0%	55.1%	3.8%

Table 13.9: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – I would be embarrassed if my friends saw me read

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	17.2%	14.4%	62.9%	5.6%
Boys (N = 15,631)	19.5%	15.5%	59.3%	5.7%
Girls (N = 16,395)	14.9%	13.4%	66.2%	5.4%
KS2 (N = 11,467)	16.2%	11.8%	65.9%	6.1%
KS3 (N = 13,612)	18.6%	15.9%	59.8%	5.6%
KS4 (N = 6,283)	16.5%	16.1%	62.6%	4.7%
KS5 (N = 649)	8.9%	10.2%	76.2%	4.7%
FSM (N = 3,950)	21.9%	13.1%	58.1%	6.9%
Non-FSM (N = 26,086)	16.2%	14.6%	64.0%	5.2%
White (N = 21,261)	17.7%	15.1%	61.8%	5.4%
Mixed (N = 1,637)	16.5%	12.6%	66.2%	4.7%
Asian (N = 3,351)	13.4%	11.7%	69.7%	5.2%
Black (N = 1,212)	14.1%	12.1%	68.6%	5.2%
KS2: Boys (N = 5,519)	18.9%	12.4%	62.6%	6.2%
KS2: Girls (N = 5,948)	13.8%	11.3%	69.0%	6.0%
KS3: Boys (N = 6,551)	21.0%	16.8%	56.7%	5.5%
KS3: Girls (N = 7,061)	16.4%	15.2%	62.7%	5.7%
KS4: Boys (N = 3,242)	18.5%	18.1%	57.9%	5.5%
KS4: Girls (N = 3,041)	14.5%	14.1%	67.5%	3.9%
KS5: Boys (N = 309)	9.9%	14.8%	70.3%	4.9%
KS5: Girls (N = 340)	8.0%	6.1%	81.5%	4.5%
Boys: FSM (N = 1,877)	23.3%	13.5%	55.8%	7.3%
Girls: FSM (N = 2,073)	20.5%	12.7%	60.2%	6.5%
Boys: Non-FSM (N = 12,674)	18.8%	15.7%	60.3%	5.2%
Girls: Non-FSM (N = 13,412)	13.8%	13.6%	67.5%	5.2%
Boys: White (N = 10,269)	19.4%	16.0%	59.1%	5.5%
Girls: White (N = 10,992)	16.1%	14.2%	64.3%	5.4%
Boys: Mixed (N = 767)	19.5%	13.4%	62.5%	4.6%
Girls: Mixed (N = 870)	13.9%	12.0%	69.4%	4.7%
Boys: Asian (N = 1,622)	17.9%	13.0%	63.6%	5.5%
Girls: Asian (N = 1,729)	9.3%	10.5%	75.3%	4.9%
Boys: Black (N = 625)	19.1%	14.5%	59.5%	6.9%
Girls: Black (N = 587)	8.8%	9.5%	78.1%	3.5%

Table 13.10: Attitudes towards reading in 2014 for whole sample and broken down by demographic background – Reading is more for girls than boys

	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N = 32,026)	11.3%	17.9%	64.8%	6.0%
Boys (N = 15,631)	15.0%	19.5%	59.7%	5.9%
Girls (N = 16,395)	7.9%	16.4%	69.7%	6.0%
KS2 (N = 11,467)	12.5%	15.2%	66.2%	6.1%
KS3 (N = 13,612)	10.4%	18.7%	64.9%	6.1%
KS4 (N = 6,283)	11.5%	21.4%	61.5%	5.5%
KS5 (N = 649)	8.7%	14.3%	71.1%	5.9%
FSM (N = 3,950)	16.3%	17.2%	59.8%	6.7%
Non-FSM (N = 26,086)	10.3%	18.1%	66.0%	5.6%
White (N = 21,261)	10.8%	18.3%	65.5%	5.5%
Mixed (N = 1,637)	11.2%	16.4%	66.5%	5.9%
Asian (N = 3,351)	11.6%	17.1%	65.1%	6.2%
Black (N = 1,212)	14.3%	16.2%	61.6%	7.9%
KS2: Boys (N = 5,519)	15.2%	15.3%	63.8%	5.7%
KS2: Girls (N = 5,948)	10.0%	15.1%	68.5%	6.5%
KS3: Boys (N = 6,551)	14.6%	20.6%	58.8%	6.0%
KS3: Girls (N = 7,061)	6.4%	17.0%	70.5%	6.1%
KS4: Boys (N = 3,242)	15.8%	24.6%	53.7%	5.9%
KS4: Girls (N = 3,041)	7.1%	18.1%	69.7%	5.1%
KS5: Boys (N = 309)	8.6%	17.9%	67.1%	6.4%
KS5: Girls (N = 340)	8.9%	11.1%	74.6%	5.4%
Boys: FSM (N = 1,877)	21.1%	17.4%	55.1%	6.4%
Girls: FSM (N = 2,073)	12.0%	17.0%	64.0%	7.0%
Boys: Non-FSM (N = 12,674)	13.9%	19.9%	60.6%	5.6%
Girls: Non-FSM (N = 13,412)	7.0%	16.3%	71.1%	5.6%
Boys: White (N = 10,269)	14.4%	19.9%	60.2%	5.4%
Girls: White (N = 10,992)	7.4%	16.7%	70.3%	5.6%
Boys: Mixed (N = 767)	13.7%	18.6%	61.7%	6.0%
Girls: Mixed (N = 870)	8.9%	14.5%	70.8%	5.8%
Boys: Asian (N = 1,622)	14.7%	17.8%	61.2%	6.2%
Girls: Asian (N = 1,729)	8.8%	16.4%	68.6%	6.2%
Boys: Black (N = 625)	18.8%	17.9%	55.1%	8.2%
Girls: Black (N = 587)	9.6%	14.4%	68.5%	7.5%

Children's and Young People's Reading in 2014: Attainment data

Some of the relationships between reading variables and reading attainment have already been highlighted on page 24. This section explores these relationships in greater detail.

Attainment data for reading were available for 12,945 **KS2** and **KS3** pupils. Since our attainment data contained a varied set of levels and spanned young people aged 9 to 14, we standardised the data to form three crude categories to be applied to all ages: below expected level for their age, at expected level for their age and above expected level for their age.

9 in 10 children and young people aged 8 to 14 read either at the expected level for their age (75.8%) or above the expected level for their age (14.6%). However, 1 in 10 (9.8%) read below the expected level for their age, which is below the national average.

The relationships with reading attainment are displayed in two ways. The first table in each section takes the reading variable as a starting point and explores how it is related to attainment. The second table in each section then takes the reading attainment categories as a starting point and explores how each are related to the reading variable.

Reading attainment and young people's enjoyment of reading

Tables 14 and 15 show that there is a clear relationship between reading attainment and enjoyment of reading.

Table 14 shows that the majority of children and young people aged 8 to 14 read at the expected level for their age. However, Table 14 also shows that nearly a third of children and young people who enjoy reading very much read above the level expected for their age, while 6 in 10 (62.6%) read at the expected level and only 2.5% read below the expected level for their age. Overall, children and young people who enjoy reading very much are three times as likely to read above the expected level for their age compared with children and young people who do not enjoy reading at all.

Of those children and young people who do not enjoy reading at all, a third (32.9%) read below the expected level, nearly three-fifths (56.4%) read at the expected level and 1 in 10 (10.7%) reads above the expected level for their age. Indeed, children and young people who do not enjoy reading at all are 13 times as likely to be reading below the expected level for their age compared with children and young people who enjoy reading very much.

Table 14: Enjoyment of reading and reading attainment in 2014 (N = 12,945)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Very much	2.5	62.6	34.9
Quite a lot	3.7	87.0	9.3
A bit	13.0	81.0	6.0
Not at all	32.9	56.4	10.7

Looking at the relationship in a different way, **Table 15** shows that of those children and young people who read below the expected level for their age, nearly half enjoy reading a bit and a

third don't enjoy reading at all. Only 6.4% of children and young people who read below the expected level for their age enjoy reading very much compared with nine times as many children and young people who read above the expected level (58.9%).

Conversely, nearly 8 in 10 (78.1%) children and young people who read above the expected level for their age enjoy reading either very much or quite a lot compared with 17.9% of children and young people who read below the expected level.

Table 15: Reading attainment and enjoyment of reading in 2014 (N = 12,945)

	<i>Very much</i> %	<i>Quite a lot</i> %	<i>A bit</i> %	<i>Not at all</i> %
Below expected level	6.4	11.5	48.0	34.1
At expected level	20.2	34.4	38.0	7.4
Above expected level	58.9	19.2	14.6	7.3

Reading attainment and how often young people read outside class

Children's and young people's reading skills are related to the frequency with which they read outside class.

Table 16 shows that children and young people who read daily outside class are five times as likely to read above the expected level for their age compared with young people who never read outside class (23.0% vs. 4.9%). Overall, nearly 4 in 10 (37.5%) of those who never read outside class read below the level expected for their age.

Table 16: Reading frequency and reading attainment in 2014 (N = 12,945)

	<i>Below</i> <i>expected level</i> %	<i>At</i> <i>expected level</i> %	<i>Above</i> <i>expected level</i> %
Every day	4.2	72.8	23.0
A few times a week	7.2	84.0	8.8
About once a week	10.8	82.7	6.5
A few times a month	13.5	79.1	7.4
About once a month	19.8	72.7	7.5
Rarely	22.6	68.8	8.6
Never	37.5	57.5	4.9

Table 17 shows that nearly four times as many children and young people who read above the level expected for their age read every day outside class compared with those who read below the expected level for their age. Conversely, children and young people who read below the expected level for their age are four times as likely to say that they rarely or never read outside class (38.6%) compared with those who read above the level expected for their age (9.9%).

Table 17: Reading attainment and reading frequency in 2014 (N = 12,945)

	<i>Every day</i> %	<i>Few times a week</i> %	<i>Once a week</i> %	<i>Few times a month</i> %	<i>Once a month</i> %	<i>Rarely</i> %	<i>Never</i> %
Below expected level	18.1	21.4	10.1	7.5	4.2	22.6	16.0
At expected level	39.6	31.7	9.8	5.6	2.0	8.7	2.6
Above expected level	64.2	17.2	4.0	2.7	1.1	5.7	4.2

Reading attainment and the length of time young people spend reading

There are also clear relationships between children's and young people's reading skills and the length of time they read.

Table 18 shows that the proportion of children and young people who are in the highest achievement category increases with the length of time they spend reading outside class.

Table 18: Reading length and reading attainment in 2014 (N = 12,945)

	Below expected level %	At expected level %	Above expected level %
Don't read	36.9	50.0	13.1
Up to 10 mins	17.3	74.2	8.5
Up to 20 mins	8.0	83.4	8.5
Up to 30 mins	5.3	82.5	12.3
About 1 hour	3.1	76.7	20.3
Longer than 1 hour	3.9	59.8	36.3

Table 19 shows that nearly nine times as many young people who read above the expected level for their age read for longer than one hour compared with young people who read below the expected level. Conversely, young people who read below the expected level for their age are three times as likely to say that they read for up to 10 minutes compared with young people who read above the expected level.

Table 19: Reading attainment and the length of time young people spend reading in 2014 (N = 12,945)

	<i>Don't read</i> %	<i>Up to 10 mins</i> %	<i>Up to 20 mins</i> %	<i>Up to 30 mins</i> %	<i>About 1 hour</i> %	<i>Longer than 1 hr</i> %
Below expected level	20.2	36.7	20.1	13.5	4.8	4.7
At expected level	3.4	19.7	26.2	26.6	15.0	9.0
Above expected level	4.7	11.8	13.8	20.5	20.5	28.6

Reading attainment and young people's reading choices

Table 20 shows there are certain materials, such as poems and ebooks, that appear to be associated with higher reading attainment.

Table 20: Types of materials read outside class at least once a month and reading attainment in 2014 (N = 12,945)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
Text messages	8.9	77.3	13.9
Magazines	7.3	76.3	16.4
Websites	7.3	77.1	15.6
Messages on social networking sites	8.0	77.5	14.5
Fiction	4.8	76.0	19.2
Emails	7.8	76.4	15.8
Lyrics	8.2	75.7	16.8
Instant messages	8.0	77.3	14.8
Non-fiction	5.2	74.4	20.4
Newspapers	5.6	75.3	19.1
Comics	6.3	73.9	19.7
Poems	7.1	66.2	26.7
Blogs	7.1	74.5	18.4
EAL materials	6.0	73.2	20.8
Manuals	5.9	73.4	20.7
ebooks	5.6	69.1	25.3
Twitter	9.5	74.9	15.5

Table 21 shows that those who read the more traditional materials such as fiction, poems and non-fiction are more likely to read above the level expected for their age compared with those who read text messages, websites and the like. Interestingly, ebooks and materials in a language other than English are also associated with a higher proportion of above average readers.

Table 21: Reading attainment and types of materials read outside class at least once a month in 2014 (N = 12,945)

	<i>Text messages</i>	<i>Magazines</i>	<i>Emails</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>
Below expected level	67.0	37.1	40.9	45.6	44.8	23.5
At expected level	74.2	49.1	50.9	61.5	55.0	46.9
Above expected level	69.3	54.9	54.8	64.5	53.3	61.5

	<i>Instant messages</i>	<i>Lyrics</i>	<i>Non-fiction</i>	<i>Newspapers</i>	<i>Comics</i>	<i>Poems</i>
Below expected level	40.7	43.1	18.3	18.0	18.8	12.2
At expected level	50.2	50.4	33.6	30.6	28.0	14.6
Above expected level	49.9	55.5	48.0	40.3	38.7	30.6

	<i>Blogs</i>	<i>Manuals</i>	<i>EAL materials</i>	<i>ebooks</i>	<i>Twitter</i>
Below expected level	16.2	11.6	11.8	8.9	25.5
At expected level	21.6	18.5	18.1	14.0	25.5
Above expected level	27.7	27.2	26.7	26.6	27.5

Reading attainment and number of books read a month

Table 22 shows that as the number of books read in a month increases, the proportion of children and young people who read above their expected level also increases.

Table 22: Number of books read a month and reading attainment in 2014 (N = 12,945)

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
None	23.7	66.2	10.1
1	12.4	79.3	8.2
2	7.9	83.3	8.8
3	6.7	82.4	10.9
4	7.3	79.6	13.1
5	4.7	78.7	16.6
6	4.3	76.0	19.6

	<i>Below expected level %</i>	<i>At expected level %</i>	<i>Above expected level %</i>
7	5.0	71.8	23.2
8	4.6	71.1	24.3
9	3.3	71.2	25.5
10	5.2	67.5	27.3
More than 10	5.0	51.4	43.6

Table 23 shows that nearly four times as many children and young people who read below the expected level for their age say they have not read a book in the past month compared with those who read above the expected level for their age.

Conversely, six times as many children and young people who read above their expected level say they typically read more than 10 books a month compared with those who read below their expected level.

Table 23: Reading attainment and number of books read a month in 2014 (N = 12,945)

	<i>None</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Below expected level	28.7	25.9	15.3	10.1	6.8	3.6
At expected level	10.1	20.9	20.4	15.6	9.3	7.7
Above expected level	8.0	11.4	11.3	10.8	8.0	8.4

	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>10+</i>
Below expected level	1.7	1.2	1.0	0.5	0.7	4.4
At expected level	3.9	2.2	1.9	1.3	1.1	5.6
Above expected level	5.2	3.8	3.5	2.4	2.3	25.0

Reading attainment and young people's attitudes towards reading

Table 24 shows that children and young people who hold more positive attitudes towards reading are also the ones who are more likely to read at or above the expected level for their age.

For example, a greater proportion of those who agree with the statement "reading is cool" read above the level expected for their age compared with those who disagree with this statement. Conversely, a greater proportion of those who agree that they prefer watching TV to reading, that they don't read as well as other pupils in their class and that they only read when they have to, read below the level expected for their age compared with those who disagree with these statements.

Interestingly, children and young people who read below the expected level for their age are twice as likely to disagree that the better their reading, the better their chances of getting a job when they are older.

Table 24: Percentage agreement and disagreement with attitudinal items and reading attainment in 2014 (N = 12,945)

		Below expected level %	At expected level %	Above expected level %
The more I read, the better I become	Agreement	7.2	77.9	14.9
	Disagreement	26.0	57.8	16.2
I prefer watching TV to reading	Agreement	12.7	77.4	10.0
	Disagreement	4.8	66.7	28.5
Reading is cool	Agreement	4.7	72.6	22.7
	Disagreement	18.1	72.9	9.0
I don't read as well as other pupils in my class	Agreement	21.1	73.6	5.3
	Disagreement	2.8	71.3	25.9
I only read when I have to	Agreement	18.3	72.1	9.6
	Disagreement	4.4	76.9	18.6
I cannot find things to read that interest me	Agreement	16.5	74.2	9.3
	Disagreement	4.6	76.0	19.5
I would be embarrassed if my friends saw me read	Agreement	16.3	70.8	12.8
	Disagreement	6.7	76.9	16.4
Reading is more for girls than for boys	Agreement	17.1	66.6	16.4
	Disagreement	7.1	77.4	15.5
My parents don't care if I spend time reading	Agreement	12.6	71.2	16.2
	Disagreement	7.6	75.5	15.0
The better I read, the better the job	Agreement	7.6	75.5	12.4
	Disagreement	15.6	72.0	12.4

Table 25 (overleaf) shows that young people who read above the expected level for their age are more likely than young people who read below their expected level to agree with the statements “The more I read, the better I become” and “Reading is cool”. By contrast, young

people who read below their expected level are more likely than those who read above their expected level to agree that “I only read when I have to” and “I cannot find things to read that interest me”.

Table 25: Reading attainment and attitudes towards reading in 2014 (N = 12,945)

	The more I read, the better I become		I prefer watching TV to reading		Reading is cool		I don't read as well as other pupils in my class	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	62.8	14.5	74.1	8.0	20.0	44.5	67.3	11.6
At expected level	83.8	4.0	56.1	13.9	38.3	22.2	29.1	36.8
Above expected level	84.4	5.8	38.0	31.2	62.9	14.1	11.0	70.7

Table 25 continued.

	I only read when I have to		I cannot find things to read that interest me		I would be embarrassed if my friends saw me read		Reading is more for girls than boys	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	53.6	25.3	53.3	22.6	29.6	44.4	20.6	49.3
At expected level	26.1	54.0	29.5	46.3	15.9	63.5	9.9	65.9
Above expected level	18.4	69.0	19.5	62.7	15.2	71.6	12.7	69.2

Table 25 continued.

	My parents don't care whether I spend time reading		Job	
	<i>Agree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Disagree</i>
Below expected level	32.5	37.9	43.8	24.1
At expected level	22.7	52.9	53.5	13.7
Above expected level	27.0	53.2	63.0	12.3

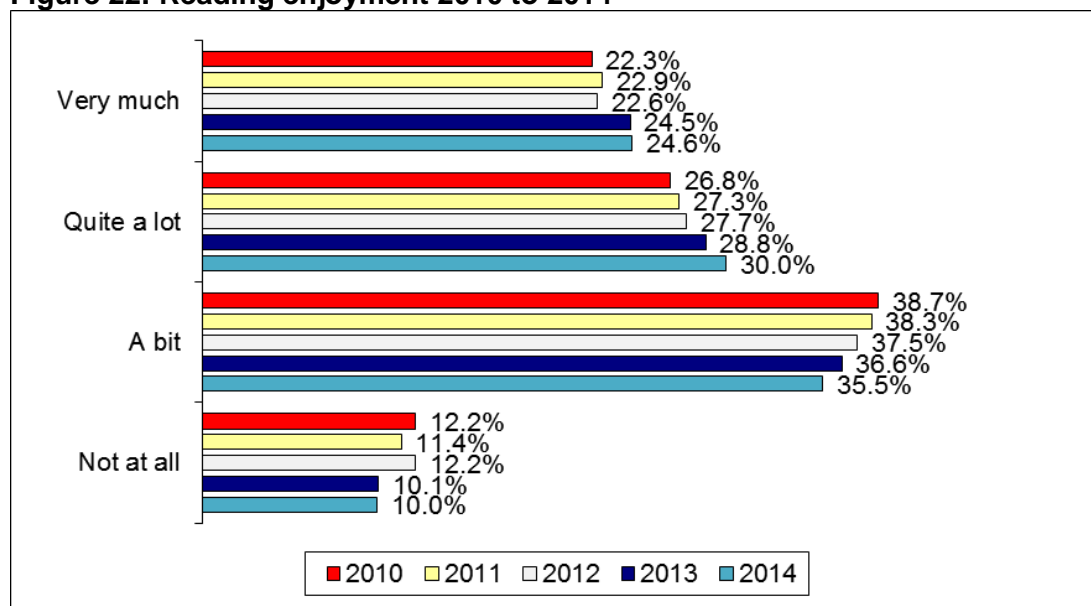
Children's and Young People's Reading in 2014: Comparisons from 2010

This section provides information in graph form that compares broad level data for the sample as a whole from 2014 with the equivalent data from 2010, 2011, 2012 and 2013.

Enjoyment of reading: Comparative analyses 2010 to 2014

Figure 22 compares levels of enjoyment in 2014 with the previous four years of our annual literacy survey and shows that while reading enjoyment levels had remained relatively unchanged since 2010, levels of reading enjoyment have risen slightly in the past two years.

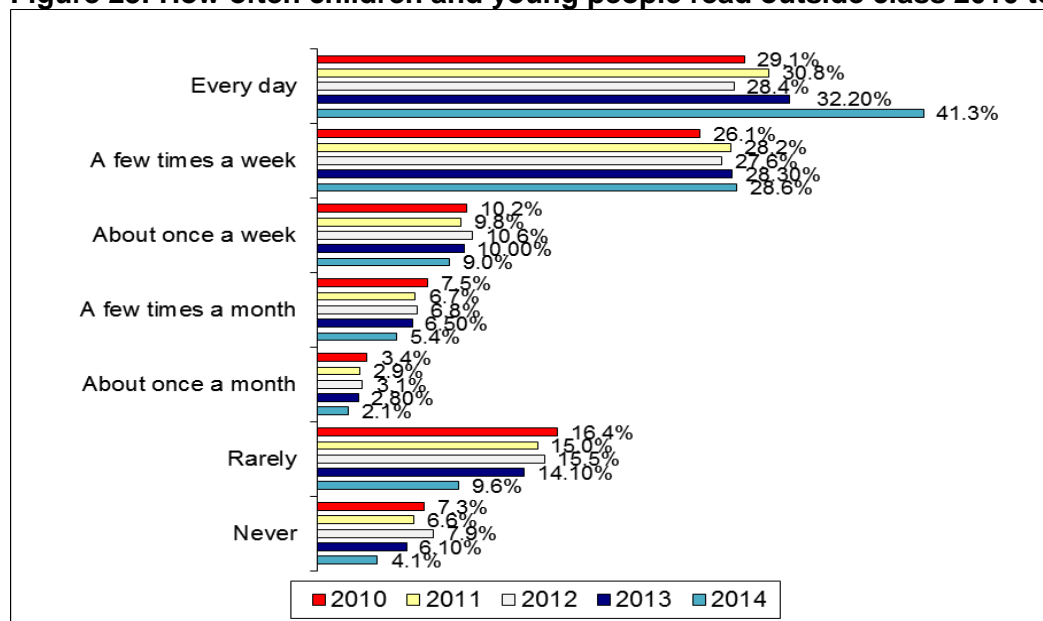
Figure 22: Reading enjoyment 2010 to 2014



Reading frequency: Comparative analyses 2010 to 2014

Figure 23 shows that in 2014 there was sudden jump in the proportion of children and young people who read daily outside class compared with the previous four years.

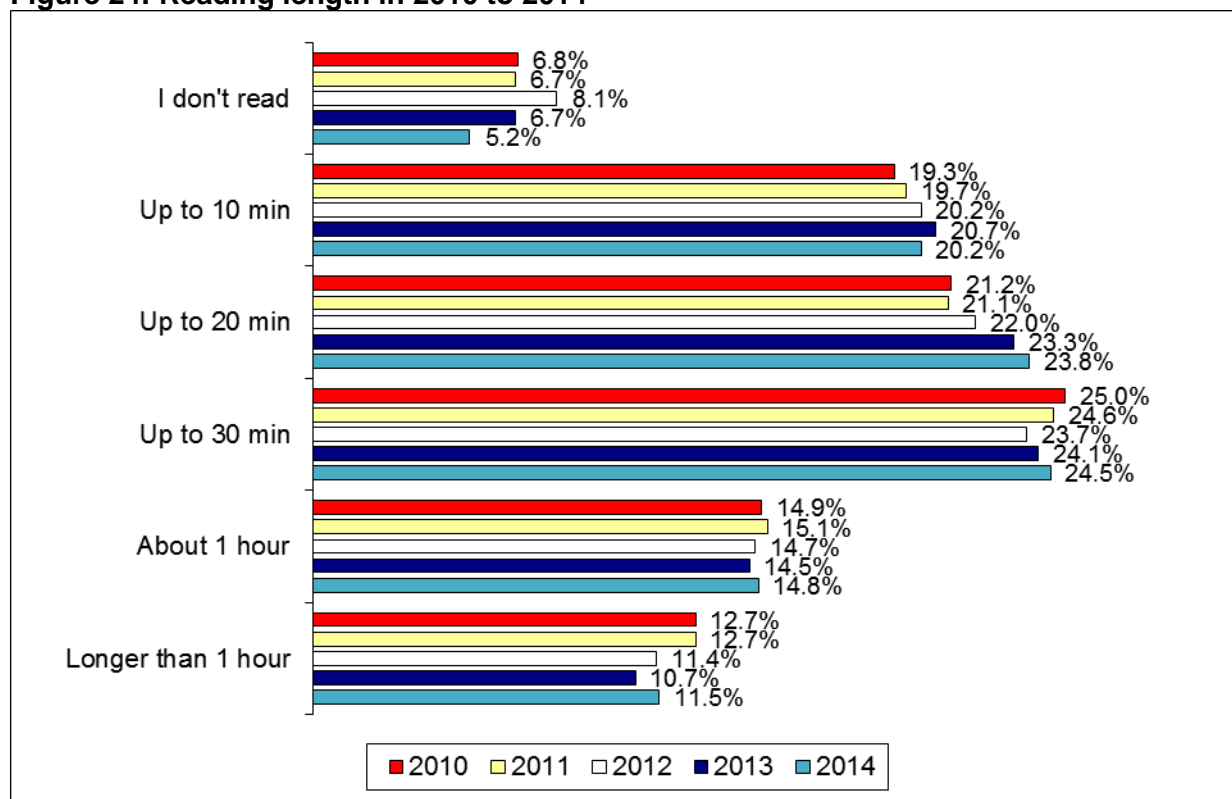
Figure 23: How often children and young people read outside class 2010 to 2014



Reading length: Comparative analyses 2010 to 2014

Not only do more children and young people read daily outside class in 2014 but **Figure 24** shows that slightly more children and young people read for longer periods of time compared with the previous four years.

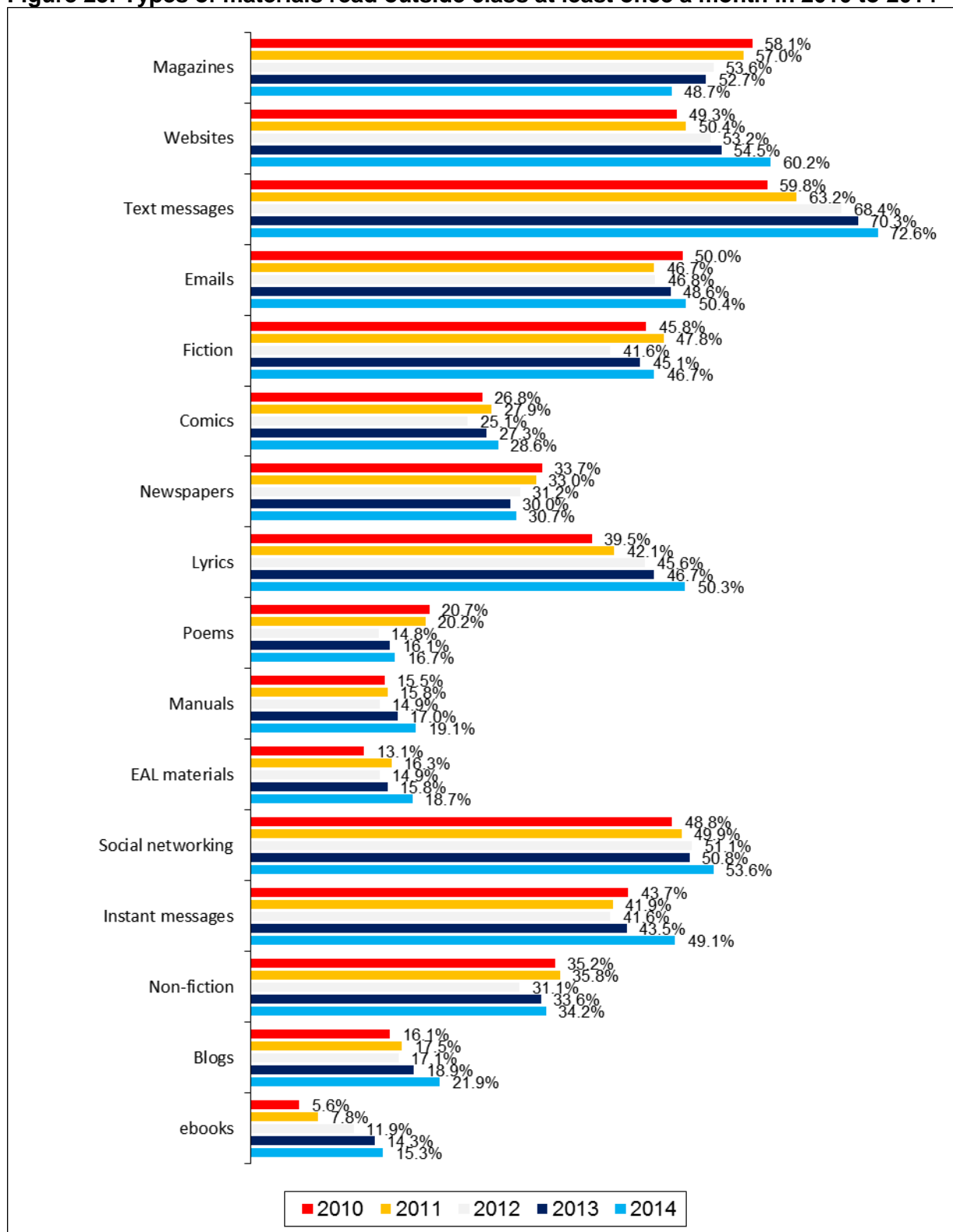
Figure 24: Reading length in 2010 to 2014



Types of reading outside class: Comparative analyses 2010 to 2014

Most formats of reading again saw a slight increase in 2014 compared with the previous year (see **Figure 25**). In some cases, such as websites, text messages, lyrics and ebooks, this increase has been evidenced over the past few years. The exception to the trend is reading magazines, which saw a decrease from 52.7% in 2013 to 48.7% in 2014.

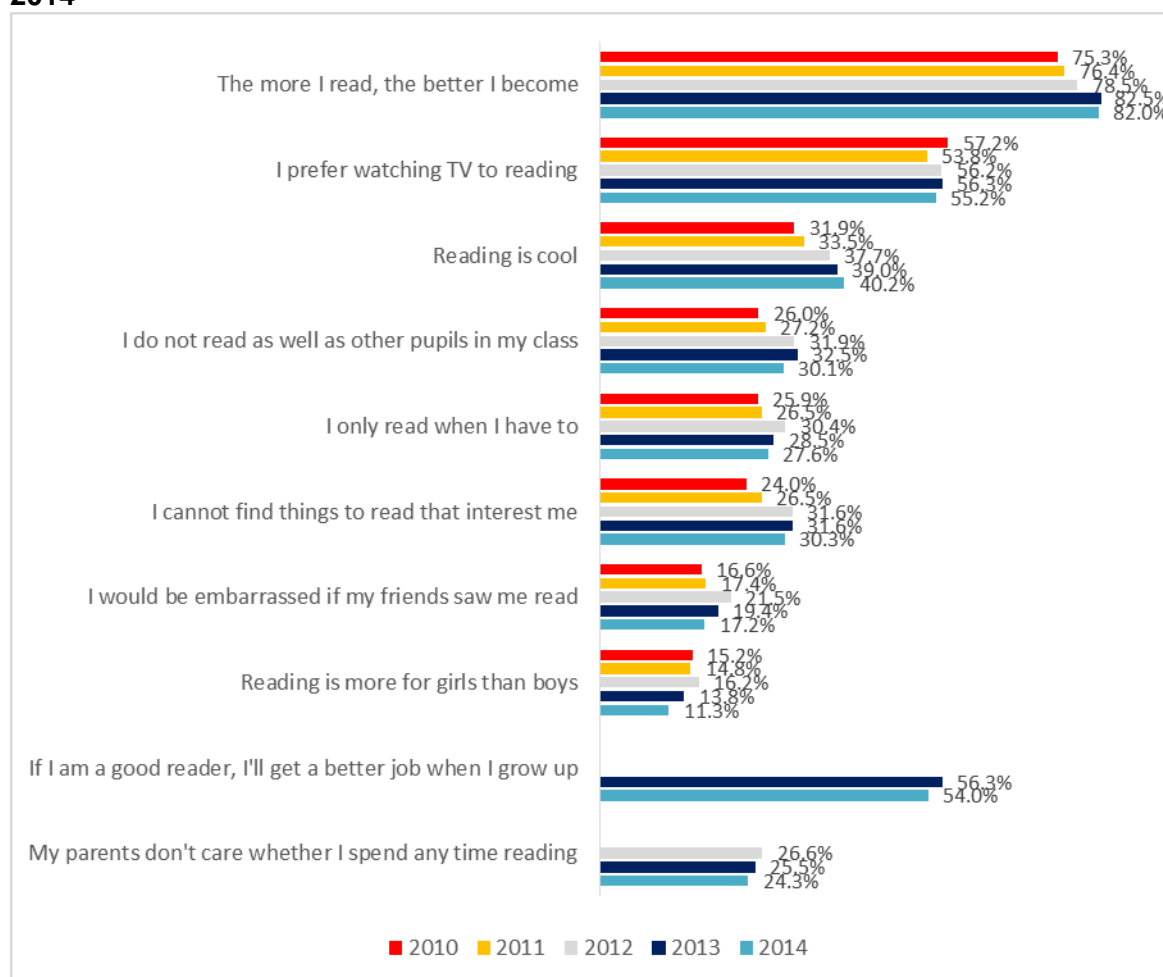
Figure 25: Types of materials read outside class at least once a month in 2010 to 2014



Attitudes towards reading: Comparative analyses 2010 to 2014

Figure 26 shows that children and young people in 2014 generally hold more positive attitudes towards reading than children and young people in the previous four years. For example, in 2014 slightly more children and young people agree that reading is cool, while slightly fewer agree that they only read because they have to and that they would be embarrassed if their friends saw them reading outside class. Slightly fewer children and young people in 2014 agree that reading is more for girls than boys.

Figure 26: Proportion of young people agreeing with attitudinal statements in 2010 to 2014



Children's and Young People's Reading in 2014: Findings by governmental region

The following two tables outline information about reading enjoyment and reading frequency across 12 governmental regions. They show that children and young people in the Greater London Area are most likely to say that they enjoy reading. They are also the ones most likely to say that they read outside class on a daily basis. Children and young people in the North West are the least likely to enjoy reading and, alongside Northern Ireland, are also the least likely to read daily outside class.

Table 26: Enjoyment of reading in 2014 for whole sample and broken down by governmental region

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
All (N = 32,026)	24.6%	30.0%	54.5%	35.5%	10.0%
North East (N = 2,054)	27.9%	31.3%	59.3%	33.3%	7.5%
North West (N = 2,916)	15.7%	25.5%	41.1%	44.9%	14.0%
Yorkshire and Humberside (N = 2,415)	23.2%	29.3%	52.5%	38.1%	9.4%
East Midlands (N = 3,622)	22.9%	30.4%	53.3%	36.9%	9.9%
West Midlands (N = 1,229)	32.0%	28.4%	60.4%	32.2%	7.4%
East of England (N = 2,172)	25.3%	28.3%	53.6%	35.5%	10.9%
Greater London (N = 5,169)	30.7%	32.0%	62.7%	29.8%	7.5%
South East (N = 3,643)	21.3%	29.6%	50.8%	37.3%	11.8%
South West (N = 5,888)	25.5%	30.0%	55.5%	34.1%	10.4%
Wales (N = 547)	23.2%	29.6%	52.8%	37.1%	10.1%
Scotland (N = 2,153)	22.1%	33.1%	55.2%	35.6%	9.2%
Northern Ireland (N = 218)	19.8%	29.0%	48.8%	36.9%	14.3%

Table 27: Reading frequency in 2014 for whole sample and broken down by governmental region

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N = 32,026)	41.3%	28.6%	9.0%	5.4%	2.1%	9.6%	4.1%
North East (N = 2,054)	46.7%	29.3%	9.7%	3.0%	1.1%	7.4%	2.8%
North West (N = 2,916)	34.5%	27.4%	8.9%	7.4%	2.7%	13.3%	5.8%
Yorkshire and Humberside (N = 2,415)	38.8%	28.3%	9.8%	6.1%	2.7%	9.9%	4.3%
East Midlands (N = 3,622)	38.3%	29.2%	9.4%	5.6%	2.7%	11.1%	3.7%
West Midlands (N = 1,229)	42.7%	28.7%	8.9%	4.7%	2.0%	9.3%	3.7%
East of England (N = 2,172)	42.9%	27.7%	9.3%	4.7%	1.8%	9.0%	4.6%
Greater London (N = 5,169)	47.0%	29.0%	7.7%	4.7%	1.5%	7.3%	2.7%
South East (N = 3,643)	37.8%	28.6%	9.5%	5.3%	1.9%	11.8%	5.1%
South West (N = 5,888)	42.9%	28.3%	8.6%	5.5%	2.0%	8.3%	4.3%
Wales (N = 547)	38.8%	30.2%	7.7%	5.9%	2.0%	10.1%	5.5%
Scotland (N = 2,153)	39.9%	29.2%	9.5%	5.8%	2.2%	9.1%	4.2%
Northern Ireland (N = 218)	32.6%	23.9%	10.6%	6.9%	3.7%	17.4%	5.0%

Appendix A: An introduction to the annual literacy survey

We have been surveying children and young people on all sorts of literacy matters since 2005. This has given us great insight into children's and young people's views and attitudes on reading, writing, speaking and listening skills, home resources, role models and their perception of themselves as readers as well as technology use.

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

- Whether young people enjoy reading, how good they think they are at reading, how often they read and for how long, what types of materials they read outside class, how many books they have in the home and what they think about reading
- Whether young people enjoy writing, how good a writer they think they are, what makes a good writer, what types of materials they write and what they think about writing
- What they consider to be good communication skills, how they feel about them and how important they are to succeed

One additional area was included in the fifth annual literacy survey, namely questions relating to children's and young people's use of technology as part of their reading diet.

In addition to exploring children's and young people's attitudes towards reading, writing and communication, we also explore their link to attainment in a subsample of pupils for whom attainment data are available.

These objectives were further broken down into a number of questions. These included the following:

- Do reading enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do writing enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do attitudes towards communication skills and their perceived importance differ according to gender, age, socioeconomic and ethnic background?

Appendix B: Methodology

An invitation to participate in this online survey was sent out in National Literacy Trust newsletters at the beginning of September 2014. Schools were invited to express their interest to participate in one of three surveys:

- 1) A simple survey (without attainment data or name field)
- 2) An amended survey with two attainment questions for pupils to fill in
- 3) An amended survey with a name field and schools were asked to send us the reading and writing attainment data for participating pupils

The basic online survey consisted of 42 questions exploring children's and young people's background, reading and writing enjoyment, behaviour and attitudes towards communication skills as well as questions to explore their use of technology to support their reading (the latter questions were a special focus for the 2014 survey).

Due to the complexity of the questions and some concepts, the decision was made to restrict the age range of participating pupils to upper KS2 (9 to 11 years) and older. However, some schools felt that their 8-year-olds would be capable of completing the survey.

203 schools expressed an interest in taking part in one of the three surveys. A link to the online survey alongside guidance notes for teachers was emailed to the schools at the beginning of November. The survey was online between 10 November and 12 December 2014. It took an average of 25 minutes for children and young people to complete the survey. Schools were offered a school-specific summary report as an incentive to take part.

Participation rate

144 of the 203 schools that had originally expressed an interest to take part participated in 2014, a participation rate of 71%.

Appendix C: Sample characteristics

Overall, 32,026 children and young people participated in this survey in November/December 2014. There was a nearly equal gender split in the sample: 48.8% of respondents were boys (N = 15,631) and 51.2% girls (N = 16,395).

To investigate the impact of age, four broad categories were identified according to key stages: KS2, KS3 and KS4. In 2014 we also had enough pupils to include KS5 in our analyses. The KS2 category (35.8%, N = 11,467) refers to pupils aged 8 to 11, KS3 (42.5%, N = 13,612) refers to pupils aged 11 to 14, while KS4 (19.6%, N = 6,283) applies to pupils aged 14 to 16 and KS5 (2.0%, N = 649) to pupils aged 16 to 18.

The percentage of pupils who receive free school meals (FSM), which is frequently used in educational research as a crude indicator of socioeconomic background, was 13.2%. The percentage of FSM uptake in this study is below the national average (16.3⁴%).

23% of children and young people in 2014 said that they speak a language that is not English at home.

When asked how they would describe their ethnic background, most pupils said that they were White British (70.3%). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (4.0%) and White other (4.0%). See **Table C1** for a full breakdown of ethnic background. Please note that 14.3% (N = 4,565) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally⁵.

Table C1: Ethnic background

	%	N
White British	70.3	19,454
White Irish	1.6	451
White Traveller	0.5	137
White Romany	0.4	105
White other	4.0	1,114
White Total	77.4	21,261
Mixed White and Black Caribbean	1.4	385
Mixed White and Black African	0.9	238
Mixed White and Asian	1.6	437
Mixed other	2.1	577
Mixed Total	6.0	1,637
Asian or Asian British Indian	3.6	1,002
Asian or Asian British Pakistani	4.0	1,104
Asian or Asian British Bangladeshi	1.5	418
Asian or Asian British Chinese	1.6	440

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410543/2014_SPC_SFR_Text_v102.pdf

⁵ *ibid*

	%	N
Asian or Asian British Other	1.4	387
Asian Total	12.2	3,351
Black Caribbean	1.0	284
Black African	2.7	737
Black other	0.7	191
Black Total	4.4	1,212
Arab	0.7	206

(based on N = 26,549)

To make comparisons by ethnic group meaningful, we combined the subcategories to form White, Mixed, Asian and Black background categories. While this crude categorisation undoubtedly hides some important differences within ethnic backgrounds, it allowed for general differences to be obtained at this stage.

Regional breakdown

110 were schools from England, nine from Wales, 11 from Scotland and five from Northern Ireland. Nine international English-speaking schools with a UK curriculum also took part. However, data from these international schools are not included in the analyses in this report.