# Accelerated Reader and Young People's Reading

## Findings from the National Literacy Trust's 2012 annual literacy survey on reading enjoyment, reading behaviour outside class and reading attitudes

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*Words for life*

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Thorntree Primary School, Towers School & Sixth Form Centre, Ulverston Victoria High School, University Academy Keighley, Verulam School, West Craven High Technology College, West Earlham Junior School, Westergate Community School, Willingdon Community School, Woking High School, Woodstock CE Primary School, Ysgol Cefn Meiriadog, Ysgol Dewi Sant, Ysgol Penmorfa, Ysgol Tir Morfa

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# Executive summary

Accelerated Reader (AR) is a powerful tool that motivates students of all ages and abilities to read for pleasure. A wealth of data is routinely collected about children's reading skills to monitor and help manage their independent reading. However, no information is collected on the "softer" reading outcomes, such as reading enjoyment and attitudes towards reading. We were therefore commissioned by Renaissance Learning to help plug that gap using data from our third annual literacy survey, conducted in November / December 2012, in which 34,910 eight to 16-year-olds participated.

Using a question that simply asked participants whether they use Accelerated Reader or not, we found that nearly a third (32.4%, N = 11,191) said that they use AR; 43.8% said they do not use AR, while 23.8% were not sure whether they do or not. The 23.8% of young people who weren't sure were excluded from the analyses in this report.

Comparing pupils who us AR with those who do not, we found that:

- Children and young people who use AR enjoy reading more (54.6% vs. 47.0%), are more likely to have a favourite book (74.8% vs. 64.3%), are more likely to read outside class at least once a week (73.1% vs. 62.4%) and a greater variety of fiction genres, such as adventure books (58.9% vs. 52.5%) or horror/ghost stories (47.3% vs. 41.0) than do those who do not use the reading tool. More children and young people using AR also hold positive attitudes towards reading than those who do not use it. For example, they are more likely to agree that reading is cool than children and young people who do not use AR (40.3% vs 35.2%)  and are more likely to agree that they more they read, the better they become at it (82.2% vs. 76.0%).

We also found differences between particular groups of children and young people. For example:

- Boys using AR are more likely to enjoy reading (50.3% vs. 39.5%), to see themselves as readers (64.9% vs. 52.2%), to have a favourite book (70.4% vs. 58.9%) and to read more often, at least once a week (68.9% vs. 56.6%) than boys not using AR. Boys using AR also think more positively about reading than boys not using the programme. For example, they are more likely to agree that reading is cool (37.9% vs. 30.8%). Conversely, fewer boys who use AR agree with statements such as "I only read when I have to" (32.8% vs. 38.2%) and "I prefer watching TV to reading" (60.7% vs. 65.6%) than those who do not use it.
- Girls using AR also enjoy reading more (59.1% vs. 54.5%), are more likely to see themselves as readers (71.9% vs. 66.5%), are more likely to have a favourite book (79.5% vs. 71.5%) and are more likely to read outside class, at least once a week (77.8% vs. 64.0%) than girls not using AR, but the differences between them were less prominent than they were for boys.
- KS3 pupils (aged 11 to 14) and KS4 pupils (aged 14 to 16) who use AR enjoy reading more (KS3:49.6% vs. 42.8%; KS4: 41.1% vs. 35.4%), are more likely to see themselves as readers (KS3: 64.5% vs. 55.4%; KS4: 58.6% vs. 48.8%) and are more likely to have a favourite story (KS3: 71.3% vs. 64.6%; KS4: 63.7% vs. 50.8%) than KS3 and KS4 pupils who do not use AR. Also, pupils who use AR in KS3 and in KS4 hold more positive attitudes towards reading than their peers who do not use AR. For example, they are more likely to agree that the more they read, the better they become (KS3: 80.5% vs. 75.5%; KS4: 75.7% vs. 67.4%). Pupils in KS4 who use AR are particularly more likely to agree that "reading is cool" compared with their peers who do not use AR (32.0% vs. 23.2%). They are also less likely to agree with the statement that they read only when they have to (28.7% vs. 37.2%).

- Interestingly, KS2 pupils show a reverse dynamic or no difference at all. For example, marginally more KS2 pupils who do not use AR enjoy reading (65.1% vs. 63.3%) and see themselves as readers (76.1% vs. 74.7%) than KS2 pupils who use AR. Similarly, an almost equal proportion say that they have a favourite book/story (81.0% vs. 82.1%). Also, more KS2 pupils who do not use AR agree that "reading is cool" compared with their peers who use AR (56.5% vs. 51.9%). Conversely, slightly more KS2 pupils who use AR agree that they would be embarrassed if their friends saw them read compared with their peers who do not use AR (21.3% vs. 17.9%).

While there were differences between those who use AR and those who do not by gender as well as key stage, there were few differences between the two groups in terms of their socio-economic background (using free school meals as a proxy) or ethnic background.

To sum up, findings from the survey have given us some glimpses into the wider reading patterns of children and young people who use the AR reading programme. These findings suggest that children and young people who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR.

While the data from our survey showed differences between AR users, particularly with respect to boys, and those in KS3 and KS4, we ought to keep in mind that this is not a controlled experiment that manipulated AR usage. In order to help tease out the real impact of AR on reading enjoyment, reading behaviour outside class and attitudes towards reading a longitudinal study is needed that follows children and young people from before they start AR to see whether their attitudes and wider reading behaviour change as a result.

# Introduction

This report shows that children and young people who use Accelerated Reader (AR) are more likely to enjoy reading, to do it more often, to read a greater variety of fiction genres and to think more positively about reading than their peers who do not use this reading tool. This holds particularly true for boys, and pupils in KS3 (aged 11 to 14) and KS4 (14 to 16).

Accelerated Reader is a powerful tool for monitoring and managing independent reading practice. AR motivates students of all ages and abilities to read for pleasure. Renaissance Learning, who provides Accelerated Reader in the UK, gathers a wealth of data about participating pupils to help teachers diagnose problems accurately and rapidly, ranging from pupils' reading levels, reading texts and their difficulty, to more detailed information about phonological awareness, grasp of vocabulary and higher order thinking.

Although a wealth of data is routinely collected about children's reading skills, no information is collected on the "softer" reading outcomes, such as reading enjoyment and attitudes towards reading. We were therefore commissioned by Renaissance Learning to help plug that gap using data from our third annual literacy, conducted in November / December 2012.

34,910 children and young people aged eight to 16 participated in the survey, which, amongst other literacy aspects, explores whether young people enjoy reading, how often they read outside class and for how long, what type of materials they read outside class, how many books they read in a month and what they think about reading (for more information see **Appendix A**).

To allow us to explore the differences, if any, between children and young people who use AR and those who do not in terms of their reading enjoyment and reading attitudes, a question was inserted in this survey, which simply asked children whether they use Accelerated Reader or not.

### Some notes on the sample

32.4% (N = 11,191) of young people who participated said that they use AR; 43.8% said they do not use AR, while 23.8% were not sure whether they do or not. The 23.8% of young people who weren't sure were excluded from the analyses in this report.

Of the children and young people who use AR, 52.1% were boys and 47.9% were girls. 18.9% of children and young people who use AR said that they receive free school meals (FSMs). Over half of children and young people are in KS3 (53.1%; aged 11 to 14), over two-fifth are in KS2 (40.5%; aged 8 to 11), and only a small proportion are in KS4 (6.4%; aged 14 to 16). The majority of children and young people who use AR are from White ethnic backgrounds (79.6%), followed by Asian (11.1%), Mixed (5.5%) and Black (3.9%).

Children and young people who use AR were very similar to children and young people who do not use this reading tool, with one exception. The KS4 cohort (aged 14 to 16) was significantly bigger for those pupils who do not use AR. Although this reflects the fact that AR is mainly used by KS2 and KS3 pupils, the proportion of KS4 pupils who do not use AR was adjusted to mirror the proportion of KS4 pupils who use AR for comparative purposes (matching KS4 pupils in terms of the other background variables).

The two groups were also quite well matched in terms of their reading ability (see **Table 1** overleaf). An equivalent proportion of AR users and those who do not use AR read below the level expected for their age. However, a slightly larger percentage of children and young people who do not use AR read above the level expected for their age, compared with those who use the reading tool.

**Table 1: Reading ability and whether or not pupils use AR**

|  | Below expected level % | At expected level % | Above expected level % |
|---|---|---|---|
| **AR (N = 1,538)** | 12.2 | 74.8 | 13.0 |
| **Non - AR (N = 1,561)** | 12.7 | 71.0 | 16.4 |

## Findings

**"Children and young people who use AR enjoy reading more, are more likely to have a favourite book, read more frequently and a greater variety of fiction genres, and are more likely to believe that reading is cool than children and young people who do not use AR."**

### Reading enjoyment

Young people who use AR say that they enjoy reading more than young people who do not use AR (54.6% vs 47.0%, see **Table 3, p. 18**). Indeed, young people not using AR are nearly twice as likely to say that they do not enjoy reading at all compared with young people who use AR (14.8% vs. 8.9%).

Not only are young people who use AR more likely to enjoy reading but they are also more likely to see themselves as readers, with 68.2% of young people who use AR saying that they are a reader compared with 59.4% of young people who do not use AR (see **Table 4, p. 19**).

Young people who use AR are also more likely to say that they have a favourite book or story compared with young people who do not use AR (74.8% vs. 64.3%; see **Table 5, p. 20**).

### Reading outside class

Young people who use AR tend to read more regularly than young people not using AR (see **Table 6, p. 21**). For example, young people who use AR are slightly more likely to say that they read outside class on a daily basis than young people who do not use AR (30.1% vs. 27.7%). Overall, nearly three-quarters (73.1%) of young people who use AR say that they read outside of class at least once week compared with two-thirds (62.4%) of young people who do not use AR. Conversely, over a quarter (26.7%) of young people who do not use AR say that they rarely or never read outside of class compared with 18.5% of young people who use AR.

Not only do young people who use AR read more frequently outside class, they also tend to read more books in a month (see **Table 10, p. 29**). Three times as many young people who do not use AR say that they had not read a book at all in the past month compared with young people who use AR (17.2% vs. 6.2%). Compared with young people who use AR, young people who do not are also more likely to say that they read one book a month (21.4% vs. 14.6%). By contrast, young people using AR are more likely to read two books or more a month.

Although there are very few differences in the types of materials young people might read outside class (see **Table 8, pp. 23**), young people using AR read a greater variety of fiction genres (see **Table 9, p. 26**). Compared with young people who do not use AR, slightly more young people who use AR say that they enjoy reading the following types of fiction: adventure (58.9% vs.

52.5), comedy (58.9% vs. 54.7%) and horror/ghost stories (47.3% vs. 41.0%). Slightly more young people who use AR also read crime/detective (34.2% vs. 31.0%), war/spy stories (31.6% vs. 27.8%), animal-related stories (21.3% vs. 17.7%) and sports stories (23.4% vs. 20.3%). On the other hand, more young people who do not use AR say that they read science-fiction/fantasy (25.2% vs. 23.8%) and romance/relationship stories (28.6% vs. 26.5%).

### Attitudes towards reading

Finally, young people who use AR tend to have slightly more positive attitudes towards reading than their peers who do not use AR (see **Tables 11.1 to 11.10 , pp. 31-40**). For example, more young people who use AR believe that the more effort they put into reading, the better they will become, with 82.2% agreeing with the statement compared with 76.0% of young people who do not use AR. Young people who use AR are also more likely to agree that reading is "cool" than young people not using AR (40.3% vs. 35.2%).

Conversely, young people who do not use AR are more likely to agree that their parents don't care whether they read or not compared with young people using AR (28.4% vs. 23.5%). There were no differences between young people who use AR and those who do not in terms of their agreement with the statements that reading is more for girls than boys (15.8% vs. 15.9%), that they cannot find anything to read that interests them (31.1% vs. 31.1%), that they do not read as well as other pupils in their class (33.1% vs. 30.6%), that they read because they have to (28.7% vs. 31.7%), that they would be embarrassed if their friends saw them read (22.2% vs. 20.7%) and that they do not need reading in their everyday life (20.4% vs. 21.6%).

> **"Boys using AR are more likely to enjoy reading, to do it more often and to think more positively about reading than boys not using AR. Girls show a similar, but less striking, divide."**

### Reading enjoyment

Boys who use AR are more likely to say that they enjoy reading either very much or quite a lot than boys who do not use AR (50.3% vs. 39.5%). While girls using AR are also more likely to say that they enjoy reading than girls not using AR (59.1% vs. 54.5%), the gap between the girls is smaller than that for boys (4.6 percentage point difference for girls; 10.8 percentage point difference for boys).

Boys who use AR not only enjoy reading more but they are also more likely to see themselves as readers than boys not using AR, with nearly two-thirds (64.9%) of boys who use AR saying that they are a reader compared with half (52.2%) of boys who do not use AR. Similarly, girls who use AR are also slightly more likely to see themselves as readers compared with girls who do not use AR (71.9% vs. 66.5%).

Boys who use AR are also more likely to say that they have a favourite book than boys not using AR (70.4% vs. 58.9%). While girls using AR are also more likely to have a favourite book compared with girls who do not use AR (79.5% vs. 71.5%), the gap between the girls is smaller than the gap between the boys (8 percentage point difference vs. 11.5 percentage point difference).

### Reading outside class

Not only do AR boys enjoy reading more than boys not using AR but they also tend to read more frequently. For example, while 68.9% of boys using AR read at least once week, only 56.6% of boys not using AR do so. Similarly, more girls using AR read at least once week compared with girls not using AR (77.8% vs. 64.0%). Conversely, nearly a third of boys not using AR (32.1%) say that they rarely or never read compared with only a fifth of boys using AR (21.8%).

Similarly, boys using AR tend to read more books in a month compared with boys who do not use AR. While over a fifth (21.5%) of boys who do not use AR say that they haven't read a book in the past month, only half (8.4%) as many boys who use AR say the same. Conversely, girls who do not use AR are three times as likely as girls who use AR to say that they haven't read a book in the past month (13.0% vs. 3.9%). However, slightly more girls who do not use AR say that they have read 10 or more books in the past month compared with those who do.

More boys using AR say that they read fiction than boys who do not use AR (41.5% vs. 34.4%). They are also more likely to read a greater variety of fiction genres than boys not using AR. Again, the differences between girls who use AR and those who do not are smaller.

### Attitudes towards reading

There were also differences in terms of attitudes towards reading, with boys who use AR tending to hold more positive attitudes than boys who do not use AR. For example, while nearly four in 10 (37.9%) boys who use AR agree that reading is cool, only three in 10 (30.8%) boys who do not use AR agree with this statement. Similarly, fewer boys who use AR agree with statements such as "I only read when I have to" (32.8% vs. 38.2%) and "I prefer watching TV to reading" (60.7% vs. 65.6%) than those who do not use it. However, slightly more boys who use AR agree that they don't read as well as other pupils in their class (34.7% vs. 32.6%). Girls who do use AR tend to hold more positive attitudes towards reading than girls who do not use the reading tool but, again, the differences between girls are smaller than those seen between the two groups of boys.

**"KS3 pupils who use AR enjoy reading more, do it more often and think about reading more positively than their peers who do not use AR. To a lesser extent, the same differences can also be found in KS4 pupils. KS2 pupils show a reverse dynamic, with KS2 pupils who do not use AR enjoying reading more and thinking about it more positively compared with KS2 pupils who use AR."**

### Reading enjoyment

KS3 pupils as well as KS4 pupils who use AR tend to enjoy reading more than their peers, with 49.6% of KS3 pupils who use AR enjoying reading compared with 42.8% of KS3 pupils who do not use AR. Similarly, 41.1% of KS4 pupils who use AR enjoy reading compared with 35.4% of KS4 pupils who do not use AR. However, KS2 pupils who do not use AR are marginally more likely to say that they enjoy reading than KS2 pupils who use AR (65.1% vs. 63.3%).

More KS3 pupils as well as KS4 pupils who use AR also see themselves as readers compared with their peers who do not use AR. For example, while nearly two-thirds (64.5%) of KS3 pupils who use AR see themselves as readers, just over half (55.4%) of KS3 pupils who do not use AR

say the same. Similarly, while nearly three-fifths (58.6%) of KS4 pupils who use AR see themselves as readers, less than half (48.8%) of KS4 pupils who do not use AR do. Again, the relationship is reversed in KS2, where slightly more pupils who do not use AR see themselves as readers compared with pupils who use the reading tool (76.1% vs. 74.7%).

Not only do KS3 and KS4 pupils who use AR enjoy reading more and see themselves as readers more than their peers who do not use AR, but they are also more likely to say that they have a favourite book/story. For example, 71.3% of KS3 pupils who use AR say that they have a favourite book/story compared with 64.6% of KS3 pupils who do not use AR. The difference between the groups is even greater in KS4, where 63.7% of pupils who use AR say that they have a favourite story compared with 50.8% of pupils who do not use AR. However, the same dynamic isn't seen at KS2 where an almost equal proportion of pupils who use AR and those who don't say that they have favourite book/story (81.0% vs. 82.1%).

### Reading outside class

While more KS2 pupils who do not use AR read daily outside class than do their peers who use AR (40.3% vs. 36.5%), KS3 pupils who use AR are slightly  more likely to read outside class compared with their peers who do not use AR (26.2% vs. 23.9%). There was no difference between KS4 pupils who use AR and those who do not in terms of their daily reading (21.4% vs. 20.7%). Conversely, fewer pupils in KS3 and KS4 who use AR never or rarely read outside class than their peers who do not use AR (KS3: 17% vs. 22.2%; KS4: 22.2% vs. 29.0%). Again, a similar proportion of pupils in KS2 who use AR as well as those who don't say that they rarely or never read outside class (10.1% vs. 11.6%).

Twice as many KS3 and KS4 pupils who do not use AR say that they had not read a book in the past month compared with those who do use the reading tool. At KS3 and KS4 in particular, pupils who use AR are more likely to read two or more books a month compared with their peers who do not use AR. Again, the relationship is slightly different for pupils in KS2, where pupils who do not use AR are more likely to say that they have read 10 or more books in the past month compared with their peers who use AR.

More pupils at KS3 and KS4 who use AR read fiction than their peers who do not use AR (KS3: 43.3% vs. 39.2%; KS4: 39.1% vs. 33.6%). Generally, more KS2 pupils who use AR say that they read technology-based materials, such as text messages, websites and messages on social networking site than those who do not use AR. Interestingly, these relationships reverse at KS4 where more pupils who do not use AR engage in reading technology-based texts. This is despite the fact that there were no differences in access to technology between those who use AR and those who do not at each key stage (see **Table 2**).

**Table 2: Technology in the home by key stage and whether or not pupils use AR**

|  | KS2 AR % | KS2 Non-AR % | KS3 AR % | KS3 Non-AR % | KS4 AR % | KS4 Non-AR % |
|---|---|---|---|---|---|---|
| **Own computer** | 69.8% | 67.7% | 79.3% | 80.1% | 86.0% | 87.4% |
| **Access to computer** | 96.5% | 94.5% | 97.9% | 97.7% | 97.5% | 98.3% |
| **Access to internet at home** | 96.3% | 95.5% | 97.8% | 97.8% | 97.3% | 98.3% |
| **Own mobile phone** | 83.1% | 82.9% | 92.8% | 93.8% | 91.9% | 92.7% |
| **Social network profile** | 60.6% | 60.4% | 81.2% | 83.7% | 88.9% | 89.8% |

Unlike KS2 where roughly similar proportions of pupils who use AR and those who do not use the reading tool read different fiction genres, pupils who use AR in KS3 and in KS4 in particular read a greater variety of fiction genres than their peers who do not use AR.

## Attitudes towards reading

Finally, pupils who use AR in KS3 and in KS4 hold more positive attitudes towards reading than their peers who do not use AR. For example, they are more likely to agree that the more they read, the better they become (KS3: 80.5% vs. 75.5%; KS4: 75.7% vs. 67.4%). Pupils in KS4 who use AR are particularly more likely to agree that "reading is cool" compared with their peers who do not use AR (32.0% vs. 23.2%). They are also less likely to agree with the statement that they read only when they have to (28.7% vs. 37.2%).

Again, differences are either reversed or don't exist at KS2. For example, more KS2 pupils who do not use AR agree that "reading is cool" compared with their peers who use AR (56.5% vs. 51.9%). Conversely, slightly more KS2 pupils who use AR agree that they would be embarrassed if their friends saw them read compared with their peers who do not use AR (21.3% vs. 17.9%).

**"Differences between children and young people who use AR and those who do not were largely not significant when one also explores their socioeconomic background."**

While there were differences between those who use AR and those who do not by gender as well as key stage, there were few real differences between the two groups in terms of their socioeconomic background (using free school meal – FSM – uptake as a proxy).

For example, children and young people who use AR enjoy reading more than their peers who do not use it, but within each group, children and young people who do not receive FSMs enjoy reading more than their peers who receive free meals (see **Figure 1 overleaf**). The gap between children and young people who both use AR and receive FSMs and those who use AR and do not receive free meals is 3 percentage points. The equivalent gap by FSM uptake for pupils who do not use AR is 3.7 percentage points.

Similarly, more children and young people who use AR read outside class on a daily basis than do their peers who do not use AR, but within each group, children and young people who do not receive FSMs are more likely to read daily than their peers who receive FSMs.

The same pattern can also be seen regarding most of the attitudinal statements. For example, fewer children and young people who use AR agree with the statement that they only read when they have to than do their peers who do not use AR. However, irrespective of whether they use AR or not, children and young people who receive FSMs are more likely to agree with the statement than their peers who do not receive FSMs. Or, more children and young people who use AR agree that reading is cool than their peers who do not use the reading tool. However, in both groups, more pupils who receive FSMs agree with the statement than their peers who do not receive free meals.

**Figure 1: Enjoyment of reading by FSM uptake and whether or not pupils use AR**

| | |
|---|---|
| AR - FSM | 52.2% |
| AR - NonFSM | 55.2% |
| NonAR - FSM | 43.8% |
| NonAR - NonFSM | 47.5% |
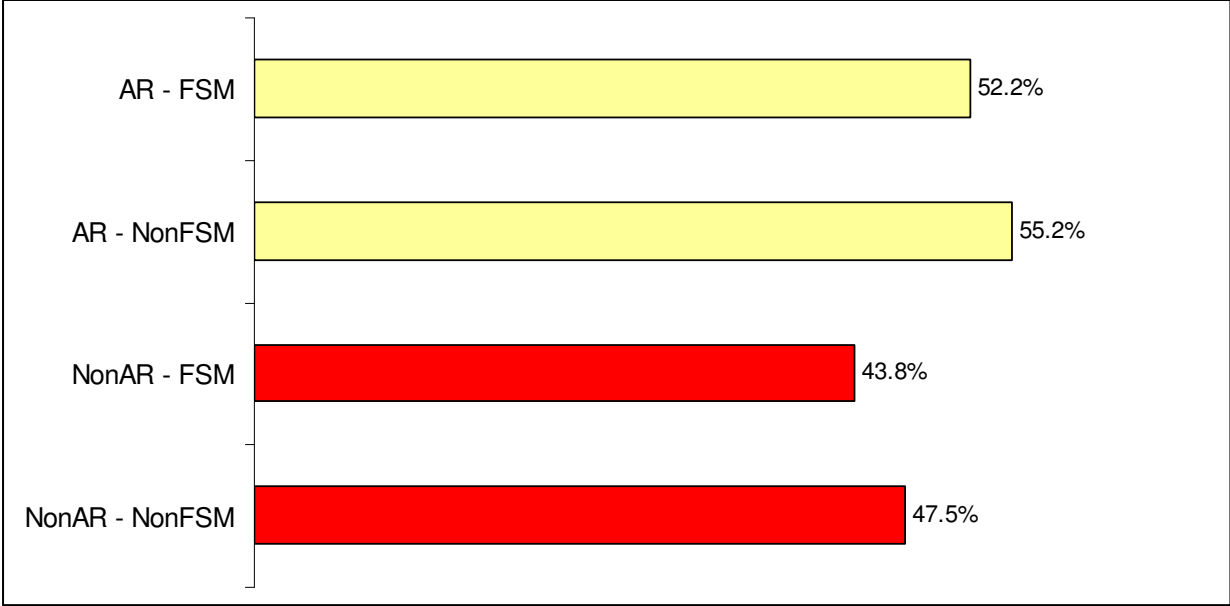
**"Differences between children and young people who use AR and those who do not were also largely not significant when one also explores their ethnic background."**

To make comparisons by ethnic group meaningful, we combined the subcategories to form "White", "Mixed", "Asian" and "Black" categories of ethnic background. While this crude categorisation undoubtedly hides some important differences within ethnic backgrounds, it allowed for general differences, if any, to be obtained at this stage. However, any inferences based on ethnic background ought to be made with caution.

In addition to FSM uptake, there were also only very few differences between young people who use AR and those who do not based on their ethnic background. Young people who use AR are more likely than those who do not use AR to enjoy reading, to do it frequently and to think more positively about reading regardless of their ethnic background. Young people from Black ethnic backgrounds tend to behave slightly differently from the rest but that could be because that ethnic background contains the fewest members in this survey.

## A final note

Findings from the survey have given us some glimpses into the wider reading patterns of children and young people who use the AR reading tool. These findings suggest that children and young people who use AR tend to enjoy reading more, do it more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR.

While the data from our survey showed differences between AR users, particularly with respect to boys, and those in KS3 and KS4, we ought to keep in mind that this is not a controlled experiment that manipulated AR usage. In order to help tease out the real impact of AR on reading enjoyment, reading behaviour outside class and attitudes towards reading a longitudinal study is needed that follows children and young people from before they start AR to see whether their attitudes and wider reading behaviour change as a result.

# Accelerated Reader and Young People's Reading – Data tables

The following pages contain the information for each of our reading questions in tables. Each table contains information pertaining to all pupils who use AR (top purple row) , followed by all the pupils who do not use AR (lighter purple row) as well as broken down by demographic background – gender, key stage, free school meal (FSM) uptake and ethnic background.

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

# Young people's enjoyment of reading

**Table 3: Enjoyment of reading in 2012 for AR and non-AR pupils and broken down by demographic background**

| How much do you enjoy reading? | Very much % | Quite a lot % | Overall enjoyment % | A bit % | Not at all % |
|---|---|---|---|---|---|
| **All AR (N = 11,191)** | **23.5** | **31.1** | **54.6** | **36.5** | **8.9** |
| **All Non-AR (N = 11,222)** | **21.3** | **25.7** | **47.0** | **38.1** | **14.8** |
| **AR – Boys (N = 5,826)** | 20.3 | 30.0 | 50.3 | 38.4 | 11.3 |
| **Non-AR Boys (N = 5,750)** | 17.4 | 22.1 | 39.5 | 41.4 | 19.1 |
| **AR – Girls (N = 5,365)** | 26.9 | 32.2 | 59.1 | 34.5 | 6.4 |
| **Non-AR Girls (N = 5,472)** | 25.2 | 29.3 | 54.5 | 34.9 | 10.6 |
| **AR – FSM (N = 2,092)** | 22.8 | 29.4 | 52.2 | 37.8 | 10.0 |
| **Non-AR – FSM (N = 2,288)** | 21.1 | 22.7 | 43.8 | 39.1 | 17.1 |
| **AR – Non-FSM (N = 8,352)** | 23.3 | 31.9 | 55.2 | 36.6 | 8.2 |
| **Non-AR – Non-FSM (N = 8,634)** | 21.1 | 26.4 | 47.5 | 38.2 | 14.3 |
| **AR – KS2 (N = 4,496)** | 30.8 | 32.5 | 63.3 | 30.5 | 6.2 |
| **Non-AR – KS2 (N = 4,467)** | 34.8 | 30.3 | 65.1 | 28.2 | 6.6 |
| **AR – KS3 (N = 5,906)** | 18.9 | 30.7 | 49.6 | 40.1 | 10.3 |
| **Non-AR – KS3 (N = 5,906)** | 17.5 | 25.3 | 42.8 | 40.8 | 16.5 |
| **AR – KS4 (N = 711)** | 15.0 | 26.1 | 41.1 | 45.5 | 13.4 |
| **Non-AR – KS4 (N = 709)** | 13.7 | 21.7 | 35.4 | 44.2 | 20.4 |
| **AR – White (N = 7,581)** | 24.2 | 30.6 | 54.8 | 36.5 | 8.7 |
| **Non-AR – White (N = 7,500)** | 24.1 | 27.1 | 51.2 | 36.1 | 12.6 |
| **AR – Mixed (N = 510)** | 27.1 | 32.7 | 59.8 | 32.0 | 8.2 |
| **Non-AR – Mixed (N = 507)** | 28.8 | 25.4 | 54.2 | 36.0 | 9.7 |
| **AR – Asian (N = 990)** | 24.1 | 38.6 | 62.7 | 31.9 | 5.5 |
| **Non-AR – Asian (N = 999)** | 30.6 | 30.2 | 60.8 | 31.7 | 7.5 |
| **AR – Black (N = 345)** | 25.5 | 31.3 | 56.8 | 35.4 | 7.8 |
| **Non-AR – Black (N = 375)** | 28.2 | 29.5 | 57.7 | 31.6 | 10.7 |

# Being a reader

**Table 4: Self-perceptions as readers in 2012 for AR and non-AR pupils and broken down by demographic background**

| Are you a reader? | Yes % | No % | Not sure % |
|---|---|---|---|
| All AR (N = 11,191) | **68.2** | **18.0** | **13.8** |
| All Non-AR (N = 11,222) | 59.4 | 30.0 | 10.6 |
| AR – Boys (N = 5,826) | 64.9 | 22.0 | 13.1 |
| Non-AR Boys (N = 5,750) | 52.2 | 37.1 | 10.7 |
| AR – Girls (N = 5,365) | 71.9 | 13.6 | 14.5 |
| Non-AR Girls (N = 5,472) | 66.5 | 22.9 | 10.5 |
| AR – FSM (N = 2,092) | 67.5 | 18.9 | 13.5 |
| Non-AR – FSM (N = 2,288) | 56.3 | 33.5 | 10.2 |
| AR – Non-FSM  (N = 8,352) | 68.8 | 17.6 | 13.7 |
| Non-AR – Non-FSM (N = 8,634) | 60.0 | 29.5 | 10.5 |
| AR – KS2 (N = 4,496) | 74.7 | 13.0 | 12.3 |
| Non-AR – KS2 (N = 4,467) | 76.1 | 14.7 | 9.2 |
| AR – KS3 (N = 5,906) | 64.5 | 20.7 | 14.9 |
| Non-AR – KS3 (N = 5,906) | 55.4 | 32.7 | 11.9 |
| AR – KS4 (N = 711) | 58.9 | 27.0 | 14.2 |
| Non-AR – KS4 (N = 709) | 48.8 | 40.5 | 10.6 |
| AR – White (N = 7,581) | 69.3 | 17.5 | 13.2 |
| Non-AR – White (N = 7,500) | 63.8 | 25.6 | 10.6 |
| AR – Mixed (N = 510) | 70.8 | 17.0 | 12.2 |
| Non-AR – Mixed (N = 507) | 64.1 | 22.7 | 13.1 |
| AR – Asian (N = 990) | 71.3 | 13.5 | 15.2 |
| Non-AR – Asian (N = 999) | 70.0 | 21.7 | 8.3 |
| AR – Black (N = 345) | 66.2 | 17.9 | 15.9 |
| Non-AR – Black (N = 375) | 70.1 | 18.2 | 11.7 |

# Having a favourite book

**Table 5: Having a favourite book in 2012 for AR and non-AR pupils and broken down by demographic background**

|  | Yes<br>% | No<br>% |
|---|---|---|
| **All AR (N = 11,191)** | **74.8** | **25.2** |
| **All Non-AR (N = 11,222)** | 64.3 | 34.7 |
| **AR – Boys (N = 5,826)** | 70.4 | 29.6 |
| **Non-AR Boys (N = 5,750)** | 58.9 | 41.1 |
| **AR – Girls (N = 5,365)** | 79.5 | 20.5 |
| **Non-AR Girls (N = 5,472)** | 71.5 | 28.5 |
| **AR – FSM (N = 2,092)** | 76.0 | 24.0 |
| **Non-AR – FSM (N = 2,288)** | 64.4 | 35.6 |
| **AR – Non-FSM (N = 8,352)** | 74.4 | 25.6 |
| **Non-AR – Non-FSM (N = 8,634)** | 65.1 | 34.9 |
| **AR – KS2 (N = 4,496)** | 81.0 | 19.0 |
| **Non-AR – KS2 (N = 4,467)** | 82.1 | 17.9 |
| **AR – KS3 (N = 5,906)** | 71.3 | 28.7 |
| **Non-AR – KS3 (N = 5,906)** | 64.6 | 35.4 |
| **AR – KS4 (N = 711)** | 63.7 | 36.3 |
| **Non-AR – KS4 (N = 709)** | 50.8 | 49.2 |
| **AR – White (N = 7,581)** | 75.2 | 24.8 |
| **Non-AR – White (N = 7,500)** | 71.7 | 28.3 |
| **AR – Mixed (N = 510)** | 77.6 | 22.4 |
| **Non-AR – Mixed (N = 507)** | 73.3 | 26.7 |
| **AR – Asian (N = 990)** | 77.9 | 22.1 |
| **Non-AR – Asian (N = 999)** | 75.5 | 24.5 |
| **AR – Black (N = 345)** | 80.1 | 19.9 |
| **Non-AR – Black (N = 375)** | 80.5 | 19.5 |

# How often young people read outside class

**Table 6: Reading frequency in 2012 for AR and non-AR pupils and broken down by demographic background**

| How often do you read outside class? | Every day % | A few times a week % | About once a week % | A few times a month % | About once a month % | Rarely % | Never % |
|---|---|---|---|---|---|---|---|
| **All AR (N = 11,191)** | **30.1** | **31.4** | **11.6** | **6.1** | **2.3** | **12.3** | **6.2** |
| **All Non-AR (N = 11,222)** | **27.7** | **24.8** | **9.9** | **7.2** | **3.7** | **17.5** | **9.2** |
| **AR – Boys (N = 5,826)** | 26.8 | 29.7 | 12.4 | 6.6 | 2.7 | 13.4 | 8.4 |
| **Non-AR Boys (N = 5,750)** | 23.6 | 23.1 | 9.9 | 7.1 | 4.2 | 19.9 | 12.2 |
| **AR – Girls (N = 5,365)** | 33.7 | 33.3 | 10.8 | 9.8 | 1.8 | 11.0 | 3.8 |
| **Non-AR Girls (N = 5,472)** | 31.8 | 26.6 | 5.6 | 7.2 | 3.2 | 15.1 | 6.3 |
| **AR – FSM (N = 2,092)** | 25.8 | 32.8 | 11.3 | 5.1 | 2.2 | 13.8 | 9.0 |
| **Non-AR – FSM (N = 2,288)** | 25.6 | 24.2 | 9.6 | 6.8 | 2.6 | 18.1 | 13.1 |
| **AR – Non-FSM (N = 8,352)** | 31.1 | 31.5 | 11.5 | 6.5 | 2.3 | 11.9 | 5.2 |
| **Non-AR – Non-FSM (N = 8,634)** | 27.9 | 25.0 | 10.0 | 7.3 | 4.0 | 17.5 | 8.4 |
| **AR – KS2 (N = 4,496)** | 36.5 | 32.6 | 11.5 | 4.8 | 1.6 | 8.5 | 4.5 |
| **Non-AR – KS2 (N = 4,467)** | 40.3 | 29.4 | 8.9 | 4.6 | 2.0 | 9.6 | 5.1 |
| **AR – KS3 (N = 5,906)** | 26.2 | 31.1 | 11.8 | 6.9 | 2.5 | 14.5 | 7.0 |
| **Non-AR – KS3 (N = 5,906)** | 23.9 | 25.0 | 10.9 | 7.9 | 3.9 | 18.3 | 10.2 |
| **AR – KS4 (N = 711)** | 21.4 | 27.5 | 10.9 | 8.0 | 4.7 | 17.5 | 10.0 |
| **Non-AR – KS4 (N = 709)** | 20.7 | 20.1 | 9.5 | 8.7 | 4.9 | 24.1 | 11.9 |
| **AR – White (N = 7,581)** | 31.2 | 30.9 | 11.5 | 5.9 | 2.2 | 12.5 | 5.8 |
| **Non-AR – White (N = 7,500)** | 30.8 | 26.4 | 10.3 | 6.5 | 3.1 | 15.0 | 8.0 |
| **AR – Mixed (N = 510)** | 31.4 | 32.2 | 9.2 | 8.1 | 2.6 | 9.6 | 6.9 |
| **Non-AR – Mixed (N = 507)** | 30.0 | 32.0 | 8.9 | 4.9 | 4.2 | 12.1 | 7.9 |
| **AR – Asian (N = 990)** | 27.9 | 38.8 | 12.7 | 5.5 | 1.5 | 7.8 | 5.9 |
| **Non-AR – Asian (N = 999)** | 36.0 | 27.2 | 8.9 | 6.9 | 3.2 | 11.5 | 6.3 |
| **AR – Black (N = 345)** | 33.5 | 32.1 | 7.6 | 6.7 | 2.6 | 10.5 | 7.0 |
| **Non-AR – Black (N = 375)** | 36.0 | 26.4 | 9.3 | 5.3 | 4.0 | 12.8 | 6.1 |

# How long young people read for

**Table 7: Reading length in 2012 for AR and non-AR pupils and broken down by demographic background**

| | I don't read % | Up to 10 min % | Up to 20 min % | Up to 30 min % | About 1 hour % | Longer than 1 hour % |
|---|---|---|---|---|---|---|
| **All AR (N = 11,191)** | 5.1 | 18.5 | 24.2 | 26.7 | 14.6 | 11.0 |
| **All Non-AR (N = 11,222)** | 10.1 | 20.0 | 20.7 | 22.4 | 15.0 | 11.8 |
| **AR – Boys (N = 5,826)** | 6.5 | 20.7 | 23.8 | 25.5 | 13.9 | 9.6 |
| **Non-AR Boys (N = 5,750)** | 13.1 | 24.0 | 20.4 | 20.4 | 12.7 | 9.3 |
| **AR – Girls (N = 5,365)** | 3.6 | 16.1 | 24.5 | 27.9 | 15.4 | 12.4 |
| **Non-AR Girls (N = 5,472)** | 7.0 | 16.1 | 21.0 | 24.4 | 17.2 | 14.3 |
| **AR – FSM (N = 2,092)** | 5.9 | 22.3 | 24.8 | 24.4 | 12.1 | 10.5 |
| **Non-AR – FSM (N = 2,288)** | 13.3 | 24.4 | 19.2 | 18.7 | 13.3 | 11.1 |
| **AR – Non-FSM  (N = 8,352)** | 4.7 | 17.0 | 24.2 | 27.5 | 15.7 | 10.9 |
| **Non-AR – Non-FSM (N = 8,634)** | 9.3 | 19.1 | 21.1 | 23.2 | 15.3 | 12.0 |
| **AR – KS2 (N = 4,496)** | 3.3 | 20.4 | 25.1 | 27.5 | 13.6 | 10.2 |
| **Non-AR – KS2 (N = 4,467)** | 4.0 | 23.8 | 23.8 | 24.5 | 13.4 | 10.4 |
| **AR – KS3 (N = 5,906)** | 6.0 | 17.0 | 24.1 | 26.9 | 15.1 | 10.9 |
| **Non-AR – KS3 (N = 5,906)** | 10.9 | 19.5 | 20.3 | 22.8 | 15.2 | 11.2 |
| **AR – KS4 (N = 711)** | 8.5 | 17.7 | 20.3 | 21.4 | 16.9 | 15.2 |
| **Non-AR – KS4 (N = 709)** | 14.6 | 17.2 | 18.4 | 20.1 | 15.8 | 13.9 |
| **AR – White (N = 7,581)** | 4.9 | 18.4 | 24.4 | 26.9 | 14.9 | 10.5 |
| **Non-AR – White (N = 7,500)** | 8.0 | 21.4 | 21.8 | 23.4 | 14.4 | 10.8 |
| **AR – Mixed (N = 510)** | 4.3 | 14.4 | 22.1 | 26.8 | 16.2 | 16.2 |
| **Non-AR – Mixed (N = 507)** | 8.5 | 19.9 | 21.9 | 24.3 | 14.9 | 10.5 |
| **AR – Asian (N = 990)** | 3.6 | 18.9 | 28.3 | 28.4 | 11.7 | 9.2 |
| **Non-AR – Asian (N = 999)** | 6.2 | 19.3 | 23.0 | 26.7 | 14.9 | 9.9 |
| **AR – Black (N = 345)** | 4.7 | 19.1 | 23.8 | 24.6 | 15.5 | 12.3 |
| **Non-AR – Black (N = 375)** | 6.3 | 21.0 | 18.0 | 23.8 | 16.4 | 14.5 |

# Types of materials read outside of class

**Table 8: Types of materials read at least once a month in 2012 for AR and non-AR pupils and broken down by demographic background (Part 1)**

| | Text messages | Magazines | Websites | Social networking sites | Fiction | Emails |
|---|---|---|---|---|---|---|
| | % | % | % | % | % | % |
| **All AR (N = 11,191)** | **68.0** | **52.8** | **52.0** | **48.0** | **44.1** | **46.6** |
| **All Non-AR (N = 11,222)** | 70.5 | 54.5 | 55.0 | 55.5 | 40.1 | 47.9 |
| **AR – Boys (N = 5,826)** | 62.0 | 41.8 | 50.6 | 44.3 | 41.5 | 44.5 |
| **Non-AR Boys (N = 5,750)** | 63.7 | 41.3 | 53.8 | 50.8 | 34.4 | 45.3 |
| **AR – Girls (N = 5,365)** | 74.5 | 64.8 | 53.5 | 52.0 | 46.9 | 48.9 |
| **Non-AR Girls (N = 5,472)** | 77.2 | 67.5 | 56.2 | 60.2 | 45.6 | 50.5 |
| **AR – FSM (N = 2,092)** | 58.9 | 50.0 | 43.8 | 43.1 | 37.1 | 38.8 |
| **Non-AR – FSM (N = 2,288)** | 62.2 | 48.5 | 44.7 | 48.6 | 32.9 | 39.2 |
| **AR – Non-FSM (N = 8,352)** | 71.2 | 54.2 | 54.7 | 49.9 | 46.2 | 49.1 |
| **Non-AR – Non-FSM (N = 8,634)** | 72.9 | 55.9 | 57.5 | 57.7 | 41.4 | 50.0 |
| **AR – KS2 (N = 4,496)** | 58.1 | 51.2 | 44.4 | 35.9 | 45.7 | 40.8 |
| **Non-AR – KS2 (N = 4,467)** | 50.5 | 52.1 | 41.7 | 32.5 | 45.9 | 37.1 |
| **AR – KS3 (N = 5,906)** | 74.5 | 53.9 | 56.8 | 55.1 | 43.4 | 50.1 |
| **Non-AR – KS3 (N = 5,906)** | 75.7 | 54.3 | 57.3 | 58.3 | 39.2 | 50.2 |
| **AR – KS4 (N = 711)** | 76.8 | 54.0 | 59.9 | 65.0 | 39.1 | 53.3 |
| **Non-AR – KS4 (N = 709)** | 82.4 | 56.6 | 63.8 | 72.8 | 33.6 | 54.1 |
| **AR – White (N = 7,581)** | 70.4 | 55.4 | 52.9 | 48.9 | 44.7 | 46.1 |
| **Non-AR – White (N = 7,500)** | 67.9 | 55.3 | 52.2 | 48.9 | 42.8 | 44.8 |
| **AR – Mixed (N = 510)** | 67.1 | 46.9 | 51.8 | 47.8 | 48.0 | 52.4 |
| **Non-AR – Mixed (N = 507)** | 58.4 | 51.9 | 48.5 | 49.3 | 42.8 | 48.9 |
| **AR – Asian (N = 990)** | 54.5 | 42.6 | 47.5 | 39.7 | 47.3 | 47.4 |
| **Non-AR – Asian (N = 999)** | 52.7 | 47.4 | 47.5 | 39.7 | 50.2 | 44.9 |
| **AR – Black (N = 345)** | 61.2 | 45.2 | 51.3 | 44.9 | 45.2 | 50.4 |
| **Non-AR – Black (N = 375)** | 64.0 | 54.1 | 49.3 | 50.1 | 44.3 | 49.3 |

**Table 8: Types of materials read at least once a month in 2012 for AR and non-AR pupils and broken down by demographic background (Part 2)**

| | Lyrics | Instant messages | Non-Fiction | Newspaper | Comics | Poems |
|---|---|---|---|---|---|---|
| | % | % | % | % | % | % |
| **All AR (N = 11,191)** | **45.7** | **41.1** | **32.0** | **30.1** | **28.0** | **15.1** |
| **All Non-AR (N = 11,222)** | 45.8 | 43.3 | 30.4 | 32.4 | 22.8 | 13.3 |
| **AR – Boys (N = 5,826)** | 33.8 | 36.7 | 34.4 | 32.8 | 37.2 | 10.8 |
| **Non-AR Boys (N = 5,750)** | 31.3 | 38.3 | 30.7 | 34.8 | 29.6 | 9.5 |
| **AR – Girls (N = 5,365)** | 58.6 | 45.8 | 29.4 | 27.2 | 17.9 | 19.8 |
| **Non-AR Girls (N = 5,472)** | 60.0 | 48.2 | 30.1 | 30.0 | 16.0 | 17.1 |
| **AR – FSM (N = 2,092)** | 46.0 | 34.8 | 28.3 | 28.1 | 27.7 | 18.8 |
| **Non-AR – FSM (N = 2,288)** | 45.4 | 36.6 | 26.8 | 29.8 | 22.8 | 17.0 |
| **AR – Non-FSM (N = 8,352)** | 45.9 | 43.2 | 33.1 | 31.1 | 27.9 | 13.9 |
| **Non-AR – Non-FSM (N = 8,634)** | 45.9 | 45.2 | 30.9 | 33.0 | 22.5 | 12.2 |
| **AR – KS2 (N = 4,496)** | 30.7 | 31.2 | 34.2 | 28.2 | 30.7 | 20.2 |
| **Non-AR – KS2 (N = 4,467)** | 42.2 | 25.8 | 37.2 | 27.8 | 30.4 | 25.4 |
| **AR – KS3 (N = 5,906)** | 46.9 | 47.1 | 30.7 | 30.3 | 25.8 | 11.4 |
| **Non-AR – KS3 (N = 5,906)** | 45.9 | 47.8 | 29.9 | 30.8 | 22.9 | 9.5 |
| **AR – KS4 (N = 711)** | 51.2 | 53.0 | 28.1 | 39.8 | 26.6 | 13.2 |
| **Non-AR – KS4 (N = 709)** | 49.3 | 54.3 | 24.6 | 37.4 | 15.8 | 6.6 |
| **AR – White (N = 7,581)** | 46.2 | 40.8 | 32.6 | 29.7 | 27.6 | 14.4 |
| **Non-AR – White (N = 7,500)** | 44.5 | 38.5 | 32.5 | 29.3 | 25.7 | 14.8 |
| **AR – Mixed (N = 510)** | 48.0 | 42.9 | 33.1 | 30.8 | 35.7 | 18.4 |
| **Non-AR – Mixed (N = 507)** | 53.3 | 44.6 | 32.3 | 30.8 | 30.0 | 18.5 |
| **AR – Asian (N = 990)** | 43.4 | 38.7 | 33.3 | 30.4 | 28.8 | 20.6 |
| **Non-AR – Asian (N = 999)** | 42.4 | 39.3 | 39.3 | 31.1 | 31.1 | 26.3 |
| **AR – Black (N = 345)** | 46.7 | 41.7 | 35.4 | 29.9 | 33.6 | 18.3 |
| **Non-AR – Black (N = 375)** | 54.9 | 46.4 | 40.8 | 37.9 | 29.9 | 24.3 |

**Table 8: Types of materials read at least once a month in 2012 for AR and non-AR pupils and broken down by demographic background (Part 3)**

| | Twitter | Blogs | EAL materials | Manuals | eBooks |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **All AR (N = 11,191)** | **26.4** | **16.3** | **15.2** | **15.1** | **13.1** |
| **All Non-AR (N = 11,222)** | 33.5 | 18.0 | 14.3 | 15.9 | 11.2 |
| **AR – Boys (N = 5,826)** | 23.6 | 14.6 | 14.3 | 19.1 | 12.5 |
| **Non-AR Boys (N = 5,750)** | 29.1 | 14.7 | 12.0 | 19.0 | 9.6 |
| **AR – Girls (N = 5,365)** | 29.5 | 18.0 | 16.1 | 10.9 | 13.8 |
| **Non-AR Girls (N = 5,472)** | 37.9 | 21.1 | 16.6 | 11.1 | 12.8 |
| **AR – FSM (N = 2,092)** | 25.2 | 15.7 | 15.3 | 12.3 | 11.6 |
| **Non-AR – FSM (N = 2,288)** | 29.6 | 15.2 | 12.5 | 12.0 | 9.4 |
| **AR – Non-FSM (N = 8,352)** | 26.9 | 16.4 | 15.0 | 15.9 | 13.3 |
| **Non-AR – Non-FSM (N = 8,634)** | 34.7 | 18.3 | 14.6 | 15.5 | 11.4 |
| **AR – KS2 (N = 4,496)** | 17.3 | 14.4 | 15.1 | 14.4 | 13.3 |
| **Non-AR – KS2 (N = 4,467)** | 14.2 | 14.8 | 14.8 | 13.1 | 13.0 |
| **AR – KS3 (N = 5,906)** | 31.5 | 16.9 | 14.8 | 15.4 | 12.8 |
| **Non-AR – KS3 (N = 5,906)** | 33.7 | 17.1 | 13.9 | 15.8 | 11.2 |
| **AR – KS4 (N = 711)** | 40.6 | 21.1 | 17.4 | 17.3 | 13.2 |
| **Non-AR – KS4 (N = 709)** | 50.8 | 21.8 | 14.3 | 15.8 | 9.5 |
| **AR – White (N = 7,581)** | 26.0 | 15.8 | 12.9 | 15.2 | 13.0 |
| **Non-AR – White (N = 7,500)** | 25.9 | 15.8 | 12.5 | 14.4 | 11.5 |
| **AR – Mixed (N = 510)** | 27.8 | 17.5 | 19.4 | 15.9 | 14.7 |
| **Non-AR – Mixed (N = 507)** | 26.6 | 18.9 | 20.1 | 16.0 | 15.8 |
| **AR – Asian (N = 990)** | 18.8 | 17.0 | 25.8 | 14.3 | 11.8 |
| **Non-AR – Asian (N = 999)** | 20.4 | 15.9 | 23.4 | 15.6 | 12.5 |
| **AR – Black (N = 345)** | 30.4 | 14.2 | 18.3 | 13.6 | 12.5 |
| **Non-AR – Black (N = 375)** | 32.3 | 25.1 | 20.8 | 19.5 | 17.1 |

# Book genres young people read

**Table 9: Book genres young people like reading in 2012 for AR and non-AR pupils and broken down by demographic background (Part 1)**

| | Adventure | Crime | Comedy | Horror | War/spy stories |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| **All AR (N = 11,191)** | **58.9** | **34.2** | **58.9** | **47.3** | **31.6** |
| **All Non-AR (N = 11,222)** | 52.5 | 31.0 | 54.7 | 41.0 | 27.8 |
| **AR – Boys (N = 5,826)** | 59.5 | 38.3 | 60.6 | 47.4 | 44.8 |
| **Non-AR Boys (N = 5,750)** | 52.2 | 32.1 | 54.9 | 40.4 | 38.2 |
| **AR – Girls (N = 5,365)** | 58.2 | 29.7 | 57.1 | 47.1 | 17.4 |
| **Non-AR Girls (N = 5,472)** | 52.9 | 30.0 | 54.4 | 41.7 | 17.5 |
| **AR – FSM (N = 2,092)** | 54.3 | 32.1 | 54.2 | 53.0 | 27.5 |
| **Non-AR – FSM (N = 2,288)** | 49.1 | 29.0 | 52.0 | 47.3 | 25.0 |
| **AR – Non-FSM (N = 8,352)** | 60.6 | 35.1 | 60.2 | 45.7 | 33.0 |
| **Non-AR – Non-FSM (N = 8,634)** | 53.3 | 31.6 | 55.5 | 39.8 | 28.4 |
| **AR – KS2 (N = 4,496)** | 62.3 | 33.2 | 59.1 | 48.0 | 31.7 |
| **Non-AR – KS2 (N = 4,467)** | 62.8 | 31.4 | 56.0 | 46.5 | 31.9 |
| **AR – KS3 (N = 5,906)** | 57.3 | 34.7 | 58.8 | 47.0 | 31.9 |
| **Non-AR – KS3 (N = 5,906)** | 52.2 | 31.3 | 57.7 | 41.9 | 29.3 |
| **AR – KS4 (N = 711)** | 51.2 | 36.4 | 38.9 | 45.6 | 28.6 |
| **Non-AR – KS4 (N = 709)** | 43.4 | 29.8 | 30.2 | 35.4 | 22.4 |
| **AR – White (N = 7,581)** | 59.3 | 34.0 | 59.8 | 47.1 | 32.5 |
| **Non-AR – White (N = 7,500)** | 56.2 | 30.7 | 57.4 | 42.8 | 30.4 |
| **AR – Mixed (N = 510)** | 65.5 | 36.9 | 61.4 | 55.1 | 37.1 |
| **Non-AR – Mixed (N = 507)** | 61.1 | 32.3 | 60.0 | 55.0 | 33.3 |
| **AR – Asian (N = 990)** | 63.8 | 41.0 | 57.8 | 54.5 | 32.4 |
| **Non-AR – Asian (N = 999)** | 64.2 | 40.0 | 59.3 | 58.1 | 33.7 |
| **AR – Black (N = 345)** | 61.2 | 28.7 | 60.3 | 39.7 | 27.8 |
| **Non-AR – Black (N = 375)** | 62.4 | 28.4 | 57.9 | 40.0 | 31.7 |

**Table 9: Book genres young people like reading in 2012 for AR and non-AR pupils and broken down by demographic background (Part 2)**

| | Science Fiction | Romance | Animal stories | Sports stories |
|---|---|---|---|---|
| | % | % | % | % |
| **All AR (N = 11,191)** | **23.8** | **26.5** | **21.3** | **23.4** |
| **All Non-AR (N = 11,222)** | 25.2 | 28.6 | 17.7 | 20.3 |
| **AR – Boys (N = 5,826)** | 28.7 | 6.4 | 13.7 | 36.2 |
| **Non-AR Boys (N = 5,750)** | 28.6 | 6.1 | 10.9 | 32.4 |
| **AR – Girls (N = 5,365)** | 18.6 | 48.4 | 29.5 | 9.4 |
| **Non-AR Girls (N = 5,472)** | 21.9 | 50.7 | 24.4 | 8.3 |
| **AR – FSM (N = 2,092)** | 20.0 | 25.2 | 22.6 | 22.6 |
| **Non-AR – FSM (N = 2,288)** | 21.8 | 26.3 | 18.6 | 20.1 |
| **AR – Non-FSM  (N = 8,352)** | 24.8 | 27.1 | 20.8 | 23.6 |
| **Non-AR – Non-FSM (N = 8,634)** | 25.9 | 29.4 | 17.1 | 20.0 |
| **AR – KS2 (N = 4,496)** | 22.6 | 22.6 | 26.5 | 25.1 |
| **Non-AR – KS2 (N = 4,467)** | 24.0 | 21.7 | 28.7 | 24.4 |
| **AR – KS3 (N = 5,906)** | 24.4 | 28.6 | 18.0 | 22.3 |
| **Non-AR – KS3 (N = 5,906)** | 25.1 | 28.6 | 16.7 | 20.0 |
| **AR – KS4 (N = 711)** | 25.6 | 33.2 | 14.1 | 20.5 |
| **Non-AR – KS4 (N = 709)** | 26.3 | 34.8 | 9.0 | 16.8 |
| **AR – White (N = 7,581)** | 23.7 | 26.9 | 22.8 | 22.9 |
| **Non-AR – White (N = 7,500)** | 24.4 | 26.2 | 23.0 | 21.8 |
| **AR – Mixed (N = 510)** | 28.6 | 25.9 | 21.2 | 26.1 |
| **Non-AR – Mixed (N = 507)** | 25.2 | 28.0 | 22.1 | 27.9 |
| **AR – Asian (N = 990)** | 24.1 | 24.5 | 15.8 | 25.5 |
| **Non-AR – Asian (N = 999)** | 24.1 | 21.0 | 17.2 | 24.5 |
| **AR – Black (N = 345)** | 24.3 | 27.2 | 16.8 | 29.6 |
| **Non-AR – Black (N = 375)** | 25.1 | 27.3 | 18.1 | 25.3 |

# How many books young people read in a month

(overleaf)

**Table 10: Number of books read in the last month in 2012 for AR and non-AR pupils and broken down by demographic background**

| | None % | 1 % | 2 % | 3 % | 4 % | 5 % | 6 % | 7 % | 8 % | 9 % | 10 % | 10+ % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All AR (N = 11,191)** | **6.2** | **14.6** | **19.2** | **15.9** | **11.0** | **9.7** | **5.4** | **3.2** | **2.9** | **1.6** | **1.4** | **8.9** |
| **All Non-AR (N = 11,222)** | 17.2 | 21.4 | 16.3 | 12.0 | 7.7 | 6.8 | 3.4 | 2.2 | 2.2 | 1.5 | 1.0 | 8.3 |
| **AR – Boys (N = 5,826)** | 8.4 | 15.8 | 19.1 | 15.4 | 10.9 | 9.1 | 5.2 | 3.1 | 2.7 | 1.3 | 1.1 | 8.3 |
| **Non-AR Boys (N = 5,750)** | 21.5 | 22.2 | 15.1 | 11.1 | 6.9 | 6.5 | 3.0 | 2.2 | 1.8 | 1.1 | 1.0 | 7.6 |
| **AR – Girls (N = 5,365)** | 3.9 | 13.2 | 19.3 | 16.5 | 11.1 | 10.2 | 5.6 | 3.4 | 3.1 | 2.0 | 1.8 | 7.9 |
| **Non-AR Girls (N = 5,472)** | 13.0 | 20.6 | 17.4 | 12.9 | 8.4 | 7.1 | 3.8 | 2.2 | 2.6 | 1.8 | 1.1 | 9.0 |
| **AR – FSM (N = 2,092)** | 7.0 | 11.4 | 14.9 | 14.1 | 11.7 | 12.8 | 6.2 | 3.7 | 3.7 | 1.8 | 1.1 | 11.6 |
| **Non-AR – FSM (N = 2,288)** | 17.4 | 15.9 | 15.3 | 11.8 | 7.7 | 8.3 | 3.5 | 2.9 | 2.8 | 1.7 | 1.7 | 11.5 |
| **AR – Non-FSM (N = 8,352)** | 5.9 | 15.6 | 20.6 | 16.5 | 10.9 | 9.0 | 5.1 | 3.1 | 2.7 | 1.5 | 1.5 | 7.6 |
| **Non-AR – Non-FSM (N = 8,634)** | 17.2 | 22.8 | 16.7 | 12.1 | 7.7 | 6.4 | 3.4 | 2.0 | 2.0 | 1.4 | 1.4 | 7.4 |
| **AR – KS2 (N = 4,496)** | 3.6 | 10.4 | 15.8 | 15.1 | 11.2 | 11.5 | 6.8 | 3.8 | 4.0 | 2.4 | 2.2 | 13.2 |
| **Non-AR – KS2 (N = 4,467)** | 5.1 | 11.0 | 14.2 | 13.2 | 10.0 | 10.1 | 5.5 | 3.8 | 4.0 | 3.1 | 2.3 | 17.8 |
| **AR – KS3 (N = 5,906)** | 7.2 | 16.9 | 21.8 | 16.8 | 10.9 | 8.7 | 4.6 | 2.8 | 2.3 | 1.2 | 0.9 | 5.9 |
| **Non-AR – KS3 (N = 5,906)** | 15.9 | 24.1 | 18.9 | 13.2 | 7.8 | 6.8 | 3.0 | 2.0 | 1.7 | 0.9 | 0.7 | 5.3 |
| **AR – KS4 (N = 711)** | 13.9 | 21.3 | 18.6 | 14.4 | 10.4 | 7.0 | 3.3 | 3.0 | 1.9 | 0.6 | 0.3 | 5.2 |
| **Non-AR – KS4 (N = 709)** | 29.6 | 27.6 | 15.0 | 9.6 | 5.3 | 4.1 | 2.1 | 1.1 | 1.2 | 0.6 | 0.3 | 3.4 |
| **AR – White (N = 7,581)** | 5.7 | 15.3 | 20.4 | 16.2 | 10.5 | 9.5 | 5.1 | 3.1 | 2.8 | 1.6 | 1.4 | 8.3 |
| **Non-AR – White (N = 7,500)** | 11.4 | 19.9 | 18.0 | 13.3 | 8.8 | 7.6 | 3.7 | 2.7 | 2.4 | 1.6 | 1.2 | 9.4 |
| **AR – Mixed (N = 510)** | 7.5 | 12.3 | 15.3 | 12.3 | 11.7 | 9.7 | 6.7 | 4.0 | 4.2 | 2.0 | 1.2 | 13.1 |

| | None % | 1 % | 2 % | 3 % | 4 % | 5 % | 6 % | 7 % | 8 % | 9 % | 10 % | 10+ % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **All AR (N = 11,191)** | **6.2** | **14.6** | **19.2** | **15.9** | **11.0** | **9.7** | **5.4** | **3.2** | **2.9** | **1.6** | **1.4** | **8.9** |
| **Non-AR – Mixed (N = 507)** | 11.6 | 13.2 | 13.4 | 12.6 | 10.0 | 10.6 | 5.0 | 3.4 | 2.2 | 2.8 | 1.8 | 13.4 |
| **AR – Asian (N = 990)** | 3.6 | 7.0 | 14.5 | 18.5 | 13.7 | 13.1 | 8.1 | 3.5 | 4.2 | 1.7 | 1.8 | 10.4 |
| **Non-AR – Asian (N = 999)** | 7.4 | 13.3 | 13.1 | 12.8 | 7.8 | 11.1 | 5.5 | 3.1 | 5.5 | 3.2 | 1.9 | 15.2 |
| **AR – Black (N = 345)** | 6.5 | 10.3 | 13.2 | 12.3 | 11.1 | 10.0 | 7.6 | 4.7 | 3.5 | 3.2 | 2.6 | 15.0 |
| **Non-AR – Black (N = 375)** | 10.0 | 10.3 | 12.7 | 10.0 | 10.0 | 8.1 | 6.8 | 4.1 | 2.7 | 2.4 | 1.9 | 21.1 |

# Young people's attitudes towards reading

**Table 11.1: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – The more I read, the better I become**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **82.3** | **8.5** | **5.9** | **3.3** |
| **All Non-AR (N = 11,222)** | 76.0 | 11.7 | 8.3 | 4.1 |
| **AR – Boys (N = 5,826)** | 81.0 | 8.5 | 7.2 | 3.3 |
| **Non-AR Boys (N = 5,750)** | 73.7 | 12.2 | 9.8 | 4.3 |
| **AR – Girls (N = 5,365)** | 83.6 | 8.5 | 4.5 | 3.4 |
| **Non-AR Girls (N = 5,472)** | 78.2 | 11.1 | 6.8 | 3.9 |
| **AR – FSM (N = 2,092)** | 82.8 | 7.6 | 6.3 | 3.2 |
| **Non-AR – FSM (N = 2,288)** | 75.0 | 11.2 | 9.3 | 4.6 |
| **AR – Non-FSM (N = 8,352)** | 82.6 | 8.7 | 5.5 | 3.3 |
| **Non-AR – Non-FSM (N = 8,634)** | 76.1 | 11.9 | 8.1 | 3.9 |
| **AR – KS2 (N = 4,496)** | 85.8 | 5.9 | 5.2 | 3.1 |
| **Non-AR – KS2 (N = 4,467)** | 86.1 | 5.4 | 5.6 | 2.9 |
| **AR – KS3 (N = 5,906)** | 80.5 | 10.0 | 6.0 | 3.4 |
| **Non-AR – KS3 (N = 5,906)** | 75.5 | 11.9 | 8.4 | 4.1 |
| **AR – KS4 (N = 711)** | 75.7 | 12.3 | 8.3 | 3.8 |
| **Non-AR – KS4 (N = 709)** | 67.4 | 16.9 | 10.7 | 5.0 |
| **AR – White (N = 7,581)** | 81.8 | 9.1 | 5.7 | 3.4 |
| **Non-AR – White (N = 7,500)** | 75.5 | 12.3 | 8.3 | 3.8 |
| **AR – Mixed (N = 510)** | 80.8 | 8.0 | 8.4 | 2.8 |
| **Non-AR – Mixed (N = 507)** | 78.0 | 10.0 | 8.2 | 3.9 |
| **AR – Asian (N = 990)** | 86.7 | 6.5 | 4.8 | 2.0 |
| **Non-AR – Asian (N = 999)** | 79.9 | 8.5 | 7.7 | 3.9 |
| **AR – Black (N = 345)** | 84.0 | 6.0 | 6.8 | 3.3 |
| **Non-AR – Black (N = 375)** | 79.5 | 8.4 | 7.8 | 4.2 |

**Table 11.2:  Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I prefer watching TV to reading**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **54.5** | **24.7** | **16.1** | **4.7** |
| **All Non-AR (N = 11,222)** | 58.0 | 22.2 | 15.3 | 4.5 |
| **AR – Boys (N = 5,826)** | 60.7 | 22.2 | 13.2 | 3.9 |
| **Non-AR Boys (N = 5,750)** | 65.6 | 19.3 | 11.1 | 4.0 |
| **AR – Girls (N = 5,365)** | 47.9 | 27.5 | 19.2 | 5.5 |
| **Non-AR Girls (N = 5,472)** | 50.6 | 24.9 | 19.4 | 5.1 |
| **AR – FSM (N = 2,092)** | 56.5 | 20.5 | 17.9 | 5.1 |
| **Non-AR – FSM (N = 2,288)** | 59.9 | 19.7 | 15.5 | 4.9 |
| **AR – Non-FSM  (N = 8,352)** | 54.2 | 25.9 | 15.4 | 4.4 |
| **Non-AR – Non-FSM (N = 8,634)** | 57.9 | 22.6 | 15.2 | 4.3 |
| **AR – KS2 (N = 4,496)** | 49.2 | 25.5 | 19.9 | 5.3 |
| **Non-AR – KS2 (N = 4,467)** | 47.9 | 22.4 | 22.7 | 7.0 |
| **AR – KS3 (N = 5,906)** | 57.8 | 24.5 | 13.5 | 4.3 |
| **Non-AR – KS3 (N = 5,906)** | 60.9 | 23.4 | 11.9 | 3.8 |
| **AR – KS4 (N = 711)** | 61.1 | 22.3 | 13.8 | 2.8 |
| **Non-AR – KS4 (N = 709)** | 63.8 | 20.3 | 12.7 | 3.2 |
| **AR – White (N = 7,581)** | 54.9 | 25.0 | 15.6 | 4.4 |
| **Non-AR – White (N = 7,500)** | 58.7 | 22.3 | 14.9 | 4.1 |
| **AR – Mixed (N = 510)** | 52.0 | 26.0 | 17.9 | 4.1 |
| **Non-AR – Mixed (N = 507)** | 54.9 | 24.7 | 15.6 | 4.8 |
| **AR – Asian (N = 990)** | 51.8 | 25.0 | 17.5 | 5.8 |
| **Non-AR – Asian (N = 999)** | 53.5 | 21.3 | 19.8 | 5.4 |
| **AR – Black (N = 345)** | 54.0 | 23.1 | 16.9 | 5.9 |
| **Non-AR – Black (N = 375)** | 55.6 | 21.3 | 16.6 | 6.5 |

**Table 11.3: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I don't need reading in my everyday life**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **20.3** | **17.6** | **57.3** | **4.8** |
| **All Non-AR (N = 11,222)** | 21.6 | 17.4 | 56.8 | 4.2 |
| **AR – Boys (N = 5,826)** | 23.5 | 17.7 | 54.5 | 4.2 |
| **Non-AR Boys (N = 5,750)** | 25.7 | 17.9 | 52.1 | 4.3 |
| **AR – Girls (N = 5,365)** | 16.9 | 17.5 | 60.3 | 5.3 |
| **Non-AR Girls (N = 5,472)** | 17.6 | 16.9 | 61.3 | 4.1 |
| **AR – FSM (N = 2,092)** | 27.1 | 16.6 | 50.7 | 5.6 |
| **Non-AR – FSM (N = 2,288)** | 27.6 | 17.7 | 49.1 | 5.6 |
| **AR – Non-FSM (N = 8,352)** | 18.4 | 17.8 | 59.5 | 4.3 |
| **Non-AR – Non-FSM (N = 8,634)** | 20.4 | 17.4 | 58.4 | 3.7 |
| **AR – KS2 (N = 4,496)** | 20.7 | 16.3 | 57.3 | 5.8 |
| **Non-AR – KS2 (N = 4,467)** | 20.4 | 14.2 | 59.6 | 5.8 |
| **AR – KS3 (N = 5,906)** | 20.2 | 18.3 | 57.4 | 4.0 |
| **Non-AR – KS3 (N = 5,906)** | 23.0 | 18.1 | 55.3 | 3.6 |
| **AR – KS4 (N = 711)** | 18.8 | 21.1 | 56.1 | 4.1 |
| **Non-AR – KS4 (N = 709)** | 21.0 | 19.3 | 56.2 | 3.5 |
| **AR – White (N = 7,581)** | 20.5 | 17.4 | 57.7 | 4.5 |
| **Non-AR – White (N = 7,500)** | 22.0 | 17.6 | 56.5 | 3.8 |
| **AR – Mixed (N = 510)** | 20.2 | 17.2 | 58.6 | 4.0 |
| **Non-AR – Mixed (N = 507)** | 21.3 | 17.1 | 58.7 | 3.0 |
| **AR – Asian (N = 990)** | 18.1 | 17.7 | 59.1 | 5.1 |
| **Non-AR – Asian (N = 999)** | 18.9 | 16.2 | 59.9 | 5.0 |
| **AR – Black (N = 345)** | 19.1 | 16.6 | 59.6 | 4.7 |
| **Non-AR – Black (N = 375)** | 18.3 | 13.8 | 63.2 | 4.7 |

**Table 11.4: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – My parents don't care whether I spend any time reading**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| All AR (N = 11,191) | 23.6 | 14.6 | 53.4 | 8.4 |
| All Non-AR (N = 11,222) | 28.4 | 16.7 | 46.9 | 8.1 |
| AR – Boys (N = 5,826) | 24.9 | 14.7 | 52.8 | 7.5 |
| Non-AR Boys (N = 5,750) | 31.2 | 16.4 | 44.8 | 7.6 |
| AR – Girls (N = 5,365) | 22.1 | 14.5 | 54.1 | 9.3 |
| Non-AR Girls (N = 5,472) | 25.7 | 16.9 | 48.9 | 8.5 |
| AR – FSM (N = 2,092) | 29.1 | 13.6 | 47.8 | 9.5 |
| Non-AR – FSM (N = 2,288) | 35.1 | 13.8 | 42.1 | 9.0 |
| AR – Non-FSM (N = 8,352) | 21.6 | 14.9 | 55.5 | 7.9 |
| Non-AR – Non-FSM (N = 8,634) | 26.8 | 17.3 | 48.3 | 7.7 |
| AR – KS2 (N = 4,496) | 25.7 | 12.6 | 53.8 | 8.0 |
| Non-AR – KS2 (N = 4,467) | 26.3 | 10.7 | 54.6 | 8.7 |
| AR – KS3 (N = 5,906) | 21.8 | 15.7 | 53.8 | 8.7 |
| Non-AR – KS3 (N = 5,906) | 27.2 | 16.7 | 47.8 | 8.3 |
| AR – KS4 (N = 711) | 24.8 | 18.6 | 48.8 | 7.7 |
| Non-AR – KS4 (N = 709) | 31.6 | 21.8 | 38.9 | 7.7 |
| AR – White (N = 7,581) | 24.1 | 15.2 | 52.1 | 8.5 |
| Non-AR – White (N = 7,500) | 29.2 | 17.6 | 45.3 | 7.9 |
| AR – Mixed (N = 510) | 23.3 | 13.7 | 56.4 | 6.6 |
| Non-AR – Mixed (N = 507) | 25.2 | 17.1 | 50.5 | 7.2 |
| AR – Asian (N = 990) | 20.1 | 13.5 | 58.4 | 8.0 |
| Non-AR – Asian (N = 999) | 23.9 | 13.3 | 55.9 | 6.9 |
| AR – Black (N = 345) | 21.3 | 8.7 | 62.9 | 7.0 |
| Non-AR – Black (N = 375) | 24.9 | 8.6 | 59.4 | 7.1 |

**Table 11.5: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – Reading is cool**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **40.3** | **29.0** | **25.0** | **5.6** |
| **All Non-AR (N = 11,222)** | 35.2 | 31.5 | 27.3 | 6.0 |
| **AR – Boys (N = 5,826)** | 37.9 | 28.3 | 28.7 | 5.1 |
| **Non-AR Boys (N = 5,750)** | 30.8 | 30.2 | 33.3 | 5.7 |
| **AR – Girls (N = 5,365)** | 43.0 | 29.8 | 21.1 | 6.1 |
| **Non-AR Girls (N = 5,472)** | 39.4 | 32.8 | 21.6 | 6.2 |
| **AR – FSM (N = 2,092)** | 44.6 | 24.5 | 25.9 | 5.0 |
| **Non-AR – FSM (N = 2,288)** | 36.7 | 26.7 | 30.0 | 6.6 |
| **AR – Non-FSM (N = 8,352)** | 39.1 | 30.4 | 24.8 | 5.6 |
| **Non-AR – Non-FSM (N = 8,634)** | 34.3 | 32.9 | 27.0 | 5.8 |
| **AR – KS2 (N = 4,496)** | 51.9 | 23.2 | 20.0 | 4.9 |
| **Non-AR – KS2 (N = 4,467)** | 56.5 | 20.1 | 17.9 | 5.5 |
| **AR – KS3 (N = 5,906)** | 32.6 | 32.7 | 28.8 | 5.9 |
| **Non-AR – KS3 (N = 5,906)** | 29.0 | 32.6 | 31.5 | 6.8 |
| **AR – KS4 (N = 711)** | 32.0 | 35.4 | 26.2 | 6.3 |
| **Non-AR – KS4 (N = 709)** | 23.2 | 40.0 | 31.4 | 5.4 |
| **AR – White (N = 7,581)** | 38.9 | 29.5 | 26.2 | 5.5 |
| **Non-AR – White (N = 7,500)** | 33.2 | 32.6 | 28.5 | 5.8 |
| **AR – Mixed (N = 510)** | 41.6 | 30.5 | 24.1 | 3.8 |
| **Non-AR – Mixed (N = 507)** | 41.0 | 30.7 | 23.2 | 5.2 |
| **AR – Asian (N = 990)** | 46.6 | 29.1 | 18.2 | 6.1 |
| **Non-AR – Asian (N = 999)** | 45.2 | 27.5 | 20.9 | 6.5 |
| **AR – Black (N = 345)** | 51.0 | 23.2 | 19.9 | 6.0 |
| **Non-AR – Black (N = 375)** | 46.1 | 24.2 | 23.4 | 6.3 |

**Table 11.6: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I don't read as well as other pupils in my class**

|  | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **33.1** | **19.7** | **36.9** | **10.3** |
| **All Non-AR (N = 11,222)** | 30.7 | 18.1 | 41.9 | 9.4 |
| **AR – Boys (N = 5,826)** | 34.7 | 18.9 | 37.6 | 8.8 |
| **Non-AR Boys (N = 5,750)** | 32.6 | 17.0 | 42.1 | 8.3 |
| **AR – Girls (N = 5,365)** | 31.4 | 20.5 | 36.2 | 12.0 |
| **Non-AR Girls (N = 5,472)** | 28.8 | 19.1 | 41.6 | 10.5 |
| **AR – FSM (N = 2,092)** | 39.2 | 16.9 | 34.2 | 9.8 |
| **Non-AR – FSM (N = 2,288)** | 37.7 | 16.3 | 35.6 | 10.4 |
| **AR – Non-FSM (N = 8,352)** | 31.4 | 20.4 | 37.8 | 10.4 |
| **Non-AR – Non-FSM (N = 8,634)** | 29.3 | 18.5 | 43.3 | 9.0 |
| **AR – KS2 (N = 4,496)** | 32.5 | 19.6 | 36.5 | 11.5 |
| **Non-AR – KS2 (N = 4,467)** | 32.9 | 15.9 | 40.1 | 11.1 |
| **AR – KS3 (N = 5,906)** | 33.4 | 19.7 | 37.2 | 9.8 |
| **Non-AR – KS3 (N = 5,906)** | 30.9 | 18.6 | 41.1 | 9.4 |
| **AR – KS4 (N = 711)** | 34.9 | 20.2 | 37.4 | 7.5 |
| **Non-AR – KS4 (N = 709)** | 37.2 | 15.6 | 44.8 | 2.4 |
| **AR – White (N = 7,581)** | 34.4 | 19.6 | 35.9 | 10.1 |
| **Non-AR – White (N = 7,500)** | 31.7 | 18.4 | 40.9 | 9.0 |
| **AR – Mixed (N = 510)** | 26.8 | 20.2 | 43.3 | 9.6 |
| **Non-AR – Mixed (N = 507)** | 29.5 | 17.6 | 43.6 | 9.3 |
| **AR – Asian (N = 990)** | 27.1 | 20.2 | 41.9 | 10.8 |
| **Non-AR – Asian (N = 999)** | 22.9 | 17.5 | 49.2 | 10.4 |
| **AR – Black (N = 345)** | 29.0 | 20.2 | 42.3 | 8.6 |
| **Non-AR – Black (N = 375)** | 27.9 | 15.1 | 47.7 | 9.3 |

**Table 11.7: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I only read when I have to**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| All AR (N = 11,191) | 28.7 | 15.6 | 52.8 | 2.9 |
| All Non-AR (N = 11,222) | 31.7 | 14.6 | 51.2 | 2.5 |
| AR – Boys (N = 5,826) | 32.8 | 15.6 | 48.5 | 3.1 |
| Non-AR Boys (N = 5,750) | 38.2 | 15.2 | 43.7 | 2.9 |
| AR – Girls (N = 5,365) | 24.2 | 15.6 | 57.4 | 2.8 |
| Non-AR Girls (N = 5,472) | 25.5 | 14.0 | 58.4 | 2.2 |
| AR – FSM (N = 2,092) | 34.3 | 15.2 | 47.3 | 3.2 |
| Non-AR – FSM (N = 2,288) | 36.6 | 14.5 | 45.9 | 3.1 |
| AR – Non-FSM  (N = 8,352) | 26.8 | 15.7 | 54.8 | 2.6 |
| Non-AR – Non-FSM (N = 8,634) | 30.6 | 14.7 | 52.4 | 2.3 |
| AR – KS2 (N = 4,496) | 25.9 | 14.3 | 56.4 | 3.4 |
| Non-AR – KS2 (N = 4,467) | 25.4 | 11.9 | 59.8 | 2.9 |
| AR – KS3 (N = 5,906) | 30.6 | 16.3 | 50.5 | 2.6 |
| Non-AR – KS3 (N = 5,906) | 32.1 | 15.7 | 49.9 | 2.4 |
| AR – KS4 (N = 711) | 28.7 | 18.2 | 50.0 | 3.2 |
| Non-AR – KS4 (N = 709) | 37.2 | 15.6 | 44.8 | 2.4 |
| AR – White (N = 7,581) | 27.8 | 15.4 | 53.9 | 2.9 |
| Non-AR – White (N = 7,500) | 31.6 | 14.3 | 52.0 | 2.1 |
| AR – Mixed (N = 510) | 28.9 | 16.2 | 52.6 | 2.3 |
| Non-AR – Mixed (N = 507) | 31.9 | 16.6 | 49.5 | 2.0 |
| AR – Asian (N = 990) | 3`.4 | 15.0 | 51.0 | 2.6 |
| Non-AR – Asian (N = 999) | 33.0 | 15.0 | 48.8 | 3.3 |
| AR – Black (N = 345) | 29.8 | 18.2 | 49.6 | 2.5 |
| Non-AR – Black (N = 375) | 28.0 | 13.5 | 53.3 | 5.3 |

**Table 11.8: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I cannot find things to read that interest me**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **31.1** | **18.7** | **46.0** | **4.2** |
| **All Non-AR (N = 11,222)** | 32.1 | 17.0 | 46.8 | 4.1 |
| **AR – Boys (N = 5,826)** | 34.3 | 18.2 | 43.6 | 3.9 |
| **Non-AR Boys (N = 5,750)** | 36.9 | 16.7 | 42.0 | 4.4 |
| **AR – Girls (N = 5,365)** | 27.7 | 19.2 | 48.4 | 4.7 |
| **Non-AR Girls (N = 5,472)** | 27.5 | 17.3 | 51.4 | 3.8 |
| **AR – FSM (N = 2,092)** | 34.5 | 19.2 | 41.1 | 5.2 |
| **Non-AR – FSM (N = 2,288)** | 35.8 | 16.2 | 42.6 | 5.4 |
| **AR – Non-FSM (N = 8,352)** | 30.1 | 18.7 | 47.5 | 3.7 |
| **Non-AR – Non-FSM (N = 8,634)** | 31.4 | 17.3 | 47.7 | 3.7 |
| **AR – KS2 (N = 4,496)** | 26.6 | 17.4 | 50.8 | 5.2 |
| **Non-AR – KS2 (N = 4,467)** | 23.1 | 15.8 | 54.8 | 6.2 |
| **AR – KS3 (N = 5,906)** | 33.7 | 19.3 | 43.4 | 3.7 |
| **Non-AR – KS3 (N = 5,906)** | 34.9 | 17.9 | 44.0 | 3.3 |
| **AR – KS4 (N = 711)** | 38.3 | 20.6 | 38.3 | 2.7 |
| **Non-AR – KS4 (N = 709)** | 37.5 | 17.0 | 42.3 | 3.2 |
| **AR – White (N = 7,581)** | 31.1 | 18.6 | 46.4 | 4.0 |
| **Non-AR – White (N = 7,500)** | 32.5 | 16.9 | 47.1 | 3.5 |
| **AR – Mixed (N = 510)** | 32.1 | 17.5 | 45.7 | 4.7 |
| **Non-AR – Mixed (N = 507)** | 30.0 | 19.5 | 46.3 | 4.2 |
| **AR – Asian (N = 990)** | 30.6 | 18.6 | 46.2 | 4.6 |
| **Non-AR – Asian (N = 999)** | 28.6 | 16.7 | 49.1 | 5.6 |
| **AR – Black (N = 345)** | 29.3 | 21.4 | 44.9 | 4.4 |
| **Non-AR – Black (N = 375)** | 32.6 | 16.1 | 44.8 | 6.4 |

**Table 11.9: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – I would be embarrassed if my friends saw me read**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **22.3** | **15.2** | **56.5** | **6.1** |
| **All Non-AR (N = 11,222)** | 20.7 | 14.8 | 59.4 | 5.1 |
| **AR – Boys (N = 5,826)** | 22.9 | 15.0 | 55.8 | 6.3 |
| **Non-AR Boys (N = 5,750)** | 23.5 | 15.5 | 55.5 | 5.6 |
| **AR – Girls (N = 5,365)** | 21.5 | 15.5 | 57.1 | 5.9 |
| **Non-AR Girls (N = 5,472)** | 18.0 | 14.1 | 63.1 | 4.7 |
| **AR – FSM (N = 2,092)** | 25.9 | 12.6 | 55.5 | 6.0 |
| **Non-AR – FSM (N = 2,288)** | 23.7 | 14.0 | 56.3 | 6.0 |
| **AR – Non-FSM (N = 8,352)** | 21.0 | 15.9 | 57.2 | 5.9 |
| **Non-AR – Non-FSM (N = 8,634)** | 20.0 | 15.0 | 60.2 | 4.8 |
| **AR – KS2 (N = 4,496)** | 21.3 | 13.1 | 58.9 | 6.6 |
| **Non-AR – KS2 (N = 4,467)** | 17.9 | 11.9 | 64.3 | 5.9 |
| **AR – KS3 (N = 5,906)** | 23.2 | 16.8 | 54.4 | 5.6 |
| **Non-AR – KS3 (N = 5,906)** | 24.3 | 16.3 | 54.3 | 5.1 |
| **AR – KS4 (N = 711)** | 19.7 | 15.8 | 55.5 | 6.0 |
| **Non-AR – KS4 (N = 709)** | 19.4 | 15.6 | 60.4 | 4.6 |
| **AR – White (N = 7,581)** | 23.4 | 15.6 | 55.1 | 5.9 |
| **Non-AR – White (N = 7,500)** | 21.6 | 15.3 | 58.2 | 4.9 |
| **AR – Mixed (N = 510)** | 19.7 | 13.0 | 62.9 | 4.3 |
| **Non-AR – Mixed (N = 507)** | 17.4 | 15.3 | 62.5 | 4.8 |
| **AR – Asian (N = 990)** | 16.0 | 13.8 | 63.4 | 6.8 |
| **Non-AR – Asian (N = 999)** | 16.7 | 12.1 | 65.7 | 5.5 |
| **AR – Black (N = 345)** | 14.9 | 12.7 | 64.4 | 8.0 |
| **Non-AR – Black (N = 375)** | 16.0 | 9.3 | 68.7 | 6.0 |

**Table 11.10: Attitudes towards reading in 2012 for AR and non-AR pupils and broken down by demographic background – Reading is more for girls than boys**

| | Overall agreement % | Neither agree nor disagree % | Overall disagreement % | Don't know % |
|---|---|---|---|---|
| **All AR (N = 11,191)** | **15.8** | **19.2** | **58.5** | **6.5** |
| **All Non-AR (N = 11,222)** | 15.8 | 20.1 | 57.8 | 6.3 |
| **AR – Boys (N = 5,826)** | 19.8 | 19.0 | 55.6 | 5.6 |
| **Non-AR Boys (N = 5,750)** | 20.6 | 20.8 | 52.6 | 6.1 |
| **AR – Girls (N = 5,365)** | 11.5 | 19.5 | 6.6 | 7.4 |
| **Non-AR Girls (N = 5,472)** | 11.4 | 19.4 | 62.8 | 6.5 |
| **AR – FSM (N = 2,092)** | 20.9 | 18.9 | 52.6 | 7.6 |
| **Non-AR – FSM (N = 2,288)** | 20.4 | 19.3 | 53.2 | 7.0 |
| **AR – Non-FSM (N = 8,352)** | 14.0 | 19.4 | 60.6 | 6.0 |
| **Non-AR – Non-FSM (N = 8,634)** | 14.9 | 20.3 | 58.9 | 5.9 |
| **AR – KS2 (N = 4,496)** | 17.9 | 17.4 | 57.5 | 7.2 |
| **Non-AR – KS2 (N = 4,467)** | 17.3 | 16.0 | 59.1 | 7.6 |
| **AR – KS3 (N = 5,906)** | 14.3 | 20.3 | 59.5 | 5.9 |
| **Non-AR – KS3 (N = 5,906)** | 16.0 | 20.6 | 57.1 | 6.2 |
| **AR – KS4 (N = 711)** | 14.5 | 21.9 | 57.5 | 6.1 |
| **Non-AR – KS4 (N = 709)** | 14.6 | 22.8 | 57.3 | 5.3 |
| **AR – White (N = 7,581)** | 15.3 | 19.5 | 58.8 | 6.3 |
| **Non-AR – White (N = 7,500)** | 15.7 | 20.6 | 58.0 | 5.7 |
| **AR – Mixed (N = 510)** | 15.8 | 17.6 | 59.5 | 7.1 |
| **Non-AR – Mixed (N = 507)** | 15.7 | 18.8 | 57.6 | 7.9 |
| **AR – Asian (N = 990)** | 15.8 | 17.9 | 60.7 | 5.7 |
| **Non-AR – Asian (N = 999)** | 16.3 | 16.7 | 59.3 | 7.6 |
| **AR – Black (N = 345)** | 20.1 | 16.0 | 56.5 | 7.4 |
| **Non-AR – Black (N = 375)** | 18.7 | 16.9 | 56.0 | 8.4 |

# Appendix A: An introduction to the annual literacy survey

We have been surveying children and young people on a wide range of literacy issues 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 perception of themselves as readers as well as technology use.

However, what is still lacking in attitudinal research in the UK is annual data on how young people feel about literacy to help us build a continuous picture of their attitudes year-on-year. It is the purpose of the National Literacy Trust annual literacy survey to plug this gap in the evidence base.

Combining previous National Literacy Trust survey topics, the annual literacy survey explores young people's attitudes towards reading, writing and communication skills as well as their technology use. More specifically, the key objectives of the annual literacy survey 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 type of materials they read outside of 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 think good communication skills are, how they feel about them and how important they are to succeed.

One additional area was included in the third annual literacy survey, namely questions addressing the extent to which children and young people use technology in their reading lives.

In addition to exploring children's and young people's attitudes towards reading, writing and communication, we also explore the 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 including:

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