



Young People and Reading

A school study conducted by the National Literacy Trust for the Reading Champions initiative

**Christina Clark, Stephen Torsi and Julia Strong
National Literacy Trust**

August 2005

Registered address:
National Literacy Trust
68 South Lambeth Road
London SW8 1RL

☎ 020 7587 1842
📄 020 7587 1411
✉ contact@literacytrust.org.uk
www.literacytrust.org.uk

National Literacy Trust is a registered charity, no. 1116260, and a company limited by guarantee, no. 5836486. Registered in England and Wales. VAT reg no. 919 3158 11.

Foreword

Imagine what a difference it would make if every child loved to read. Every teacher knows the difference that a love of reading makes to a child's performance; reading opens so many doors.

However, research has long shown not only that men and boys in the developed world lag behind women and girls when it comes to engaging with reading, but that where fathers do engage with their children's education, they significantly boost their children's educational performance. Thus Reading Champions was set up by the National Reading Campaign to celebrate men and boys who enjoy and promote reading in order to encourage others to do likewise.

Now Reading Champions is developing a number of flexible frameworks to help build a network of positive male role models for reading. The initial area of focus is schools. In setting up the school pilot, the first thing we wanted to establish was what the boys in the pilot schools actually thought about reading. This report outlines the findings. We hope that these findings, combined with the framework that is being developed by boys and staff in all the schools that sign up to Reading Champions, will help schools not only to help every boy love reading but also to engage their fathers as well.

Julia Strong, Director, National Reading Campaign

Table of Contents

Foreword	2
Table of Contents	3
Index of Tables	4
Index of Figures	5
Executive summary	6
Acknowledgements	9
About Reading Champions	10
Background	10
1. A brief background to the study	11
2. The Survey	14
2.2. Results	17
2.2.1. Reading Enjoyment	17
2.2.2. Reading Proficiency	19
2.2.3. Reading Attitudes	19
2.2.4. Preferred Reading Materials	22
2.2.5. Reading Fiction	24
2.2.6. Reading Non-Fiction	25
2.2.7. Reading Places	27
2.2.8. Reading Rewards	28
2.2.9. Engaging Others	30
2.2.10. Reading Teachers	32
2.2.11. Reading Partners	34
2.3. Discussion	36
Reading enjoyment, proficiency and attitudes	36
Reading choices	36
Reading promotion	38
Reading activities at home	38
Concluding remark	39
3. Reading Champions Development – A Case Study	40
4. The Future of Reading Champions	43
References	44
Appendix A	46
Appendix B – Pupil Questionnaire	47
Appendix C: Technical results	54
Appendix D	59
Appendix E – Reading Champions Framework	60
Appendix F – Reading Champions Questionnaire	62

Index of Tables

Table 1: Mean reading enjoyment by age	18
Table 2: Percent and frequency for reading proficiency scale	19
Table 3: Mean reading proficiency by age	19
Table 4: Attitudes towards reading in percentages	20
Table 5: Preferred reading materials.....	22
Table 6: Types of fiction read (in percentages).....	24
Table 7: Type of non-fiction read in percentages	25
Table 8: Percentage of favourite reading places.....	27
Table 9: Percentage of reading incentives	28
Table 10: Favourite reading activities (in percentages).....	30
Table 11: Who has taught you to read (in percentages)	32
Table 12: Preferences of reading partners (in percentages).....	34

Index of Figures

Figure 1: Reading enjoyment	17
Figure 2: Reading enjoyment – girls.....	18
Figure 3: Reading enjoyment – boys.....	18
Figure 4: Reading attitudes by gender	22
Figure 5: Reading attitudes by age	22
Figure 6: Preferred reading materials by gender.....	24
Figure 7: Preferred reading materials by age.....	24
Figure 8: Types of fiction by gender	26
Figure 9: Types of fiction by age	26
Figure 10: Types of non-fiction by gender.....	28
Figure 11: Types of non-fiction by age.....	28
Figure 12: Favourite reading places by gender.....	29
Figure 13: Favourite reading places by age.....	30
Figure 14: Reading incentives by gender.....	31
Figure 15: Reading incentives by age	32
Figure 16: Reading activities by gender.....	33
Figure 17: Reading activities by age	34
Figure 18: Reading teacher by gender.....	35
Figure 19: Reading teacher by age.....	35
Figure 20: Reading partners by gender.....	37
Figure 21: Reading partners by age.....	37

Executive summary

The literature shows that a love of reading is more important for children's educational success than their families' socio-economic status or wealth. Yet, research also shows that young people's reading enjoyment may be declining. A brief review highlights the importance of reading for pleasure, and outlines pervasive gender differences in reading enjoyment, reading attitudes, and reading habits.

It seemed important to the National Literacy Trust, especially in the light of current political concerns about reading generally, that the issues raised in the review about reading for pleasure were explored in greater detail. This study was therefore conducted to explore young people's attitudes towards reading, their reading preferences, and what would motivate them to read more. The data for this study are based on 1,512 pupils from three primary, one middle and two secondary schools in England who participated in this survey in spring 2005.

The key findings of this study are:

Reading enjoyment, proficiency and attitudes

- The majority of pupils (61.2%) enjoyed reading quite a lot or very much. In line with previous studies, girls were significantly more likely to enjoy reading than boys. However, reading enjoyment declined with age.
- There was a significant link between reading enjoyment and self-rated reading proficiency. Girls were significantly more likely than boys to rate themselves to be good readers. Of interest was also the finding that older pupils were less likely to rate themselves to be proficient readers.
- Pupils generally thought positively about reading. Most pupils agreed that reading is fun and important. However, there was a minority of pupils who believed that reading is boring and that they cannot find books that interest them. Boys and secondary pupils were more likely to believe that reading is boring, that they find it hard to find interesting books and that they only read at school. Boys were also more likely than girls to believe that reading is for girls. Overall, pupils with positive attitudes towards reading tended to report greater reading enjoyment and higher reading proficiency.

Reading materials

- Pupils indicated enjoying a wide range of reading materials, with magazines, text messages and websites being the most preferred ones. There were also significant gender and age differences in preferred reading materials. For example, girls were more likely than boys to read magazines, fiction, text messages and emails, while boys were more likely than girls to reading websites, newspapers, graphic novels and comics. Similarly, secondary pupils were significantly more likely than primary ones to read websites, newspapers and magazines, while primary pupils were more likely to read jokes, non-fiction books and fiction.
- Almost half the pupils enjoyed reading fiction. When specifically asked what types of fiction they preferred reading, adventure, comedy and horror/ghost stories came out as their favourite types of fiction. Girls were more likely than boys to read romance books, animal-related stories and poetry. Conversely, boys were more likely than girls to read science fiction, comedy and crime/detective stories. Significant age differences also emerged. Primary pupils were more likely than secondary ones to read adventure stories, horror/ghost stories and animal-related stories, while secondary pupils were more likely to read comedy and realistic teenage fiction.
- Computing/games, music and materials about their hobbies were the preferred genres of non-fiction. Again, there were significant gender differences in the types of

non-fiction being read. Girls were more likely than boys to read (auto)biographies, How to...books and fashion materials, while boys were more likely to read science-related, sports-related and computer-related materials. Primary pupils were more likely than secondary ones to read encyclopaedias, How to...books, fashion materials and cookbooks.

- When asked about their favourite reading places, the majority of pupils preferred reading at home, followed by school lessons and the school library. Girls and primary pupils were more likely to read in a variety of settings.

Reading incentives

- A range of factors would encourage pupils to read more, including prizes, trips related to their interests, meeting the author/celebrity and their own webpage. Girls were more likely than boys to want to read more if they met the author/celebrity, got stickers or had friends that were readers, while boys stated that having their own webpages would entice them to read more. Primary pupils were more likely than secondary ones to state that teacher's praise, certificates, meeting authors/celebrities and winning competitions would be good motivators, while secondary pupils indicated that none of the mentioned incentives would get them to read more.
- Most pupils also believed that designing websites/magazines, reading games and mentoring younger pupils would engage them and others in reading. Writing book reviews and talking about books were the least favourite activities. Girls and primary pupils were more likely to want to believe that reading groups with friends, talking about their favourite book and choosing library stock would make them and others want to read more. Boys were more likely to believe that reading games would make them and others want to read more, while secondary pupils were more likely to state that none of these activities would make them and others want to read more.

The present study also emphasised the important **role of the home** in literacy practices:

- Most pupils stated that it was their mother, followed by their father and teacher who had taught them to read. Girls were more likely than boys to state that their mother, grandparent, friend or teacher had taught them to read. Primary pupils were more likely than secondary ones to report that a friend, a librarian or other adult female had taught them to read.
- Most pupils also stated that they would like to read to or discuss reading with their mothers, followed by their fathers and a friend. Girls were more likely to want to discuss books with their mothers and friends, while boys would like to discuss books and reading with their father. Primary pupils were generally more likely than secondary ones to state that they would like to discuss reading with a variety of people.

Overall, the findings from the present study suggest that pupils' reading is rich and diverse, but that the particulars vary according to gender or age. A recent Ofsted report (2004) indicated that few schools engaged the interest of children who, although competent readers, did not read for pleasure. It was also noted that schools rarely built on pupils' own reading interests and the range of reading material read outside school. Schools and the home therefore need to ensure that they tap into this richness in order to hook boys and girls into reading. Although it might be difficult to generalise these findings since only six schools were involved, these results show that young people can be drawn into reading when their creativity, personal interest and competitive nature are harnessed.

A framework of pro-active ideas was also compiled over the course of the pilot work to form three levels of Champions that boys could aspire to:

- **Bronze Champions** declare their enthusiasm for reading

- **Silver Champions** encourage other boys to read
- **Gold Champions** make an outstanding contribution to the school reading culture.

The components of this framework and some responses to it are illustrated by a case study of a school that participated in the Reading Champions development. This report then concludes with further directions of the Reading Champions project.

Acknowledgements

We would like to thank the 1512 pupils and their teachers from the following six schools without whom this study would not have been possible: Downsbrook Middle School, Hreod Parkway Secondary School, Humphrey Perkins High School, Pinehurst Junior School, Richard Cobden Primary School, and Stanhope Primary School.

About Reading Champions

Background

Reading Champions is a nationwide scheme run by the National Literacy Trust's National Reading Campaign, on behalf of the Department for Education and Skills. Now in its fifth year, Reading Champions aims to find and celebrate those who have acted as positive male role models for reading – not just well-known names who may be champions in their own fields, but family members, carers, educationalists or other men who take an interest in reading both for themselves and for their own and other people's children. Since beginning in 2000, the scheme has identified over 500 champions from groups as diverse as international football stars, TV celebrities, news-readers, authors, the fire service, The Royal Navy, prisoners, business men, volunteers, librarians, teachers and school children who 'champion' reading by inspiring others to get into the reading habit. The title Reading Champions was chosen as an appropriate way of recognising such people, while also making the link to other activities not automatically associated with reading.

Reading Champions focuses on promoting reading to men and boys for several reasons:

- a continuing national concern about a tendency of boys to underachieve and of some men not to engage with reading
- an awareness that existing effective practice to encourage boys' interest in reading, and men's involvement in their children's and their own learning in a range of settings, should be promoted more widely
- a lack of positive role models for boys' and men's reading.

David James, England and Manchester City footballer

"I believe that footballers have a responsibility to act as positive role models...By showing supporters that Premiership footballers have an interest in reading, hopefully me and the other Reading Champions can inspire people to pick up a book."

Aims

The overall aim is to support reading practitioners in education, libraries, arts bodies and the voluntary sector around the country in engaging men and boys with reading. It does this by:

- giving practitioners an opportunity to link their work to a nationally promoted campaign
- raising the profile of the valuable contribution made by males who encourage others to read
- raising the profile of reading through a national poster campaign championing reading
- working with a small number of key partners to establish flexible frameworks designed to promote reading to men and boys
- providing information and resources to support men and boys' engagement with reading.

After four successful years of finding and celebrating Reading Champions, the Campaign felt that there was an opportunity to strengthen and expand the reach of the project. We are now developing high-profile, motivating frameworks, involving the Champions themselves in generating ideas about how to engage men and boys with reading. The School Reading Champions pilot is the first to introduce such a framework focused on engaging boys in developing a reading culture in schools. It is hoped to introduce regional networks of Champions who will support and sustain each other in this ground-breaking work.

1. A brief background to the study

It is not clear to what extent reading for enjoyment leads to higher reading literacy, or the other way round, or to what extent some other aspect of students' background contributes to both. Nevertheless, the association between engaging in reading and being good at it is an important one, indicating that it may be productive to encourage both. (OECD, 2001)

Time and again, research shows that independent reading or reading for pleasure benefits children in numerous ways. For example, the amount that children read for enjoyment and for school has been found to be a major contributor to their reading achievement (Cox and Guthrie, 2001). Cunningham and Stanovich (1998) found that independent reading volume is a powerful predictor of differences in children's vocabulary and general knowledge differences, even after controlling for relevant general abilities such as IQ or text-decoding skills. Similarly, Elley (1992) found that for nine-year-old students, in 32 countries, frequency of silent reading significantly contributed to reading achievement. Elley furthermore found that this relationship held after a variety of health, wealth and school factors were statistically controlled for. Similar findings were also made by the OECD *Reading for Change* study (2002), which showed that reading enjoyment is more important for children's educational success than their family's socio-economic status. Thus, "the frequent admonition for children to 'Read, read, read' makes sense in that extensive reading promotes fluency, vocabulary, and background knowledge" (Pressley, 2000, p. 556).

There is also evidence that amount of reading not only impacts on reading achievement and educational attainment, but also increases general knowledge (Cunningham and Stanovich, 1997), social skills, and community participation (e.g. Guthrie, Schafer and Hutchinson, 1991). The act of reading can also help children compensate for lower levels of cognitive ability by building their vocabulary and general knowledge (Cunningham and Stanovich, 1998). Conversely, children who read very little do not have the benefits that come with reading, and studies show that when struggling readers are not motivated to read, their opportunities to learn decrease significantly (e.g. Baker, Dreher and Guthrie, 2000). It is therefore important that parents, teachers and literacy consultants examine the factors that may influence children's literary lives at home or at school (Chen, 2005).

Recent research shows that while reading skills have improved since then in the UK, there is some indication that fewer pupils nowadays read for enjoyment. For example, an international study of reading and literacy, the Progress in International Reading Literacy Study (PIRLS) compared 35 countries on a variety of literacy-related measures. It ranked England as third in reading achievement of 10-year olds, following behind Sweden and the Netherlands (Twist, Sainsbury, Woodthorpe and Whetton, 2003). However, the same study also found that primary school children were less confident about their reading ability and enjoyed reading less than children in other countries. More specifically, 13% of English children disliked reading, compared to an international average of 6%. Similarly, when asked how confident they were about reading, only 30% of English children were highly confident about their ability, compared to an international average of 40%.

Another UK survey, Children's Attitudes to Reading (Sainsbury and Schagen, 2004), also indicates that children's reading enjoyment has declined significantly in the last five years, especially amongst older children (a similar decline in reading enjoyment over time has been reported in US children (McKenna, Kear and Ellsworth, 1995). Similarly, a Schools Health Education Unit (2004) survey found that fewer boys in Year 6 read for pleasure at playtime and/or dinnertime in 2003 than in 1997 (17% versus 29%, respectively).

Several well-known children's authors have also recently expressed concerns about a decline in children's enjoyment of reading. For example, Pullman (2003) argued:

in a constant search for things to test, we're forgetting the true purpose, the true nature of reading and writing; and in forcing these things to happen in a way that divorces them from pleasure, we are creating a generation of children who might be able to make the right noises when they see print, but who hate reading and feel nothing but hostility for literature. (Pullman, 2003)

It is unclear to what extent this possible decline is the result of national strategies and tests, which might have discouraged children from reading for pleasure, or the result of competing media, such as computer games and television. However, given the clear benefits that reading for pleasure can bring, it is vital that more emphasis is placed on reading enjoyment both at school and at home.

Research also frequently shows that there are gender differences in reading achievement and interest (for a recent review of the gender gap in academic achievement see Younger and Warrington, 2005). According to the former Secretary of State for Education, David Blunkett:

We face a genuine problem of under-achievement among boys, particularly those from working class families. This underachievement is linked to a laddish culture which in many areas has grown out of deprivation, and a lack of both self-confidence and opportunity. (Blunkett, 2000)

According to 2004 figures, 81% of boys and 89% of girls achieved level 2 or above in Key Stage 1 tests in reading, a difference of eight percentage points. Data for achievements in writing show a greater divide. 76% of boys compared to 87% of girls achieved level 2 or above in key stage 1 tests in writing. Similarly, 2004 data show an eight percentage point difference between boys and girls achieving level 4 or above in key stage 2 tests in reading (79% of boys and 87% of girls, respectively). Boys also lagged behind girls in writing achievement, with 56% of boys and 71% of girls achieving level 4 or above in key stage 2 tests in writing in 2004 (see Younger and Warrington, 2005 for data for reading, writing and mathematics over time).

England is not the only country in which boys tend to lag behind girls in their literacy attainment. International comparative studies, such as the OECD *Reading for Change* study (2002) or PIRLS (Twist et al., 2003), show that girls tend to outperform boys on literacy tasks in most countries.

Although socio-economic differences in achievement are greater than gender differences (e.g. Gillborn and Mirza, 2000), the literature shows that boys tend to find it harder to read than girls, with boys being almost twice as likely to be poor readers (Rutter et al., 2004). Boys also tend to read less. For example, when asked whether they had read any book in the four weeks prior to a survey, Coles and Hall (2002) found that significantly more girls (84.1%) than boys (74.5%) responded positively. Boys also frequently say that they do not enjoy reading (OECD, 2002). Indeed, unprompted, 24% of boys could not name a favourite book compared to 16% of girls (Prince of Wales Arts and Kids Foundation, 2004). They also tend to have less positive attitudes towards reading than girls (e.g. Sainsbury and Schagen, 2004) and frequently believe that reading is boring or a feminine activity (Millard, 1997).

These statistics are not intended to be alarmist. Hall and Coles (2001, p. 212) argued that the current debate of boys' lack of reading engagement "is often crudely formulated to suggest that boys' reading is a major national and international problem, and boys themselves are therefore to be seen as deficient and in need of remediation." However, what is worrying is that a proportion of boys do not reap the benefits that reading for pleasure brings.

In addition to gender differences in reading attainment and reading attitudes, evidence is accumulating that suggests that boys and girls have different literacy interests. For example, a number of studies (Benton, 1995; Hall and Coles, 1999) have concluded that, very often, these preferences reveal a clear adherence to “basic gender stereotypes” (Benton, 1995, p. 464), with boys reporting a preference for magazines about computers, sport, and video games and girls reporting a preference for fashion, romance, and celebrity magazines. Overall, boys appear to be more likely to read for utilitarian purposes, while girls read for its own intrinsic pleasure (e.g. Clark, 1976; Simpson, 1996). A number of studies have also reported on the tendency for boys to rate fiction more poorly as preferred reading in comparison to girls, who rate fiction more highly (e.g. Benton, 1995).

In her seminal study, Clark (1976, p. 49) stated that:

Children read a variety of print Sports news and television programmes were two of the sources of interest in the newspapers to the boys in particular. The girls tended to be interested in reading for themselves stories they had already heard, or stories of a similar level. The boys on the contrary ... were inclined to show interest in the print in their environment and use their reading skill to extend their knowledge.

Simpson (1996: 272) also reported that compared with girls, boys tread a “wider number of genres over a broader range of topics”. Boys tend to be most interested in reading about hobbies, sports and activities they might engage in. They also prefer science-fiction, adventure and fantasy over fiction and poetry. At the same time, however, research suggests that boys and girls read different things: boys are more likely than girls to read comics, for example. Comics are not books. Thus, although boys are still reading, this is not targeted in typical book-centred survey questions, such as the number of books read in a specified period. The percentages derived in such surveys may therefore underestimate boys’ reading frequency.

A large amount of research now shows that reading patterns and practices are highly gendered, and that they become more gender-specific in adolescence. Reviewing research in this area, Gorman et al. (1988) found that at the age of 15, boys show a far stronger preference than girls do for reading books that give accurate facts, while girls show a preference for reading books that help them “understand their own and other people’s personal problems”.

This brief review highlighted the importance of reading for pleasure, and outlined pervasive gender differences in reading enjoyment, reading attitudes, and reading habits. It seemed important to the National Literacy Trust, especially in the light of current political concerns about reading generally, that these issues were explored in greater detail.

The present study

This exploratory study for the Reading Champions project explored boys’ and girls’ attitudes towards reading, their reading habits and their views on activities that promote reading. A separate report that focuses exclusively on the boys’ responses to this survey is also available.

It is frequently argued that boys benefit from reading role models (e.g. Chen, 2005), an assertion on which the Reading Champions project rests. In particular, it is argued that when they see their fathers or male teachers read, they will be more inclined to follow (Chen, 2005; Gasden and Ray, 2004). However, most of the evidence on the impact of reading role models is small-scale and anecdotal. Several questions about role models were therefore also included in this study, which have been analysed separately. A report on the findings will be available later in 2005.

2. The survey

2.1. Methodology

1512 pupils from three primary, one middle and two secondary schools in England participated in this study on reading habits, reading motivation and role models early in 2005. Overall, 764 (50.5%) girls and 748 (49.5%) of boys took part. The age of the participating pupils ranged from eight to 14 years, with the majority of pupils being 12 and 13-years old (21% and 30%, respectively; see **Appendix A** for a full description of the age range).

With the help of independent literacy consultant Pie Corbett and literacy managers from four local education authorities (Swindon, Leicestershire, Camden and Ealing), seven primary, middle and secondary schools of varied socio-geographic backgrounds – including rural and inner-city – agreed to participate in a pilot scheme to formulate and test ideas. Pie Corbett suggested Jo Garton at Pinehurst Junior School, Swindon due to her recent successful work with getting boys engaged in reading. It was discussions with Jo and Pie that informed many of the initial ideas about how the framework could work. Pauline Miller at Swindon LEA then put us in touch with staff at Hreod Parkway Secondary School, who were keen on helping. Sarah Conway at Camden LEA identified two schools: Richard Cobden Primary and William Ellis Secondary. William Ellis Secondary School unfortunately had to withdraw from this study. The two rural Leicestershire schools Seagrave Village Primary and Humphrey Perkins High School came via Kate Rumbold; and Ruth Lewis was contacted after she had submitted a report she had completed on boys' reading at Stanhope Primary School, Greenford. Downsbrook Middle School contacted the National Literacy Trust on a separate matter, but was keen to participate in this pilot study. See **Box 1** for Ofsted information on the participating schools.

The pupils were given a 15-point questionnaire that, in addition to some background information, contained items on pupils' attitudes towards reading, their preferred reading materials, preferred types of fiction and non-fiction, preferred reading places, favourite reading incentives and activities, and a couple of questions about who had taught them to read and who they liked to discuss reading with. There were also two open-ended questions about possible reading role models. The questionnaire is reproduced in **Appendix B**. The quantitative data were analysed using SPSS 11.5.

Box 1: Ofsted information on the participating schools in alphabetical order

Downsbrook Middle School¹

The school serves a mixed area. The school has 515 boys and girls on roll, from 8 to 12 years of age, and is bigger than most middle schools. The pupils' attainment on entry to the school covers a wide range but is a little below average overall. The school has 127 pupils identified as having special educational needs, a figure that is above the national average. Of these pupils, 11 have statements of special educational needs. A small number of pupils are from minority ethnic groups.

Hreod Parkway Secondary School²

Hreod Parkway School is a larger than average, mixed, non-denominational 11-16 comprehensive school on the north-western edge of Swindon. In 2002, it received the Artsmark award and in 2004, it received Sportsmark and Youth Action awards. Pupils' attainment on entry is below average but has been rising, along with the school's increasing popularity, so that the intake of pupils is mostly of broadly average attainment. Pupils are drawn from a wide variety of backgrounds with a majority from the less affluent wards in the borough. They are predominantly of white British background with very few at the early stages of learning English as an additional language. The school has a broadly typical proportion of pupils with special educational needs, including those with statements. Most numerous are those with social, emotional or behavioural difficulties.

Humphrey Perkins High School³

Humphrey Perkins High School is a mixed 11 to 14 comprehensive school and community centre, serving a number of rural and industrial villages in the north of Leicestershire. The school's roll of 918 has increased by more than one hundred pupils since its last inspection in March 1996, and is predicted to increase further in the near future. The planned admission number of 291 pupils was exceeded in each of the last two years. There were substantially more boys than girls in the Year 9 group that left in 1999, and also in the present Year 9. Fewer than one per cent of pupils are from an ethnic minority, and there are very few for whom English is an additional language. Just over 10 per cent of pupils are eligible for free school meals, which is lower than the national average, but a small increase since the last inspection. On the other hand, the number of pupils with statements of special educational needs has more than doubled to its present number of 28. The pupils represent the full range of ability normally found in a comprehensive school. Attainment on entry is average or above in each of the three core subjects, and is just above average overall.

Pinehurst Junior School⁴

Pinehurst is a large urban junior school with 282 pupils on roll from Year 3 to Year 6. The school is located to the north of Swindon town centre. Almost all pupils come from the immediate vicinity, which is mainly made up of local authority housing. Pupils come from a range of home backgrounds, though the socio-economic circumstances of a very large majority are well below average. Almost all pupils are from a White-British background. There are no pupils that have English as an additional language and are at an early stage of English language acquisition. Very few pupils leave or join the school at times other than those expected. Around a third of pupils are known to be eligible for free school meals. This is well above the national average. There has been a gradual change in the pupils' attainment on entry into the school. The attainment on entry of the current Year 3 pupils is around that found nationally, but that of the current Year 6 pupils is well below average. The percentage of pupils on the school's register for special educational needs and the percentage of pupils having 'Statements of Special Educational Needs' are both well above the national average.

Box 1: Continued.

Richard Cobden Primary School⁵

Richard Cobden is a large, two-form entry primary school built in the early 20th century. It has had a nursery, recently extended, since the 1970s. The school is in the centre of Camden, surrounded by dense housing and two busy roads. Since the last inspection, the school has acquired the shared use of a substantial area of land adjacent to the school, which has been laid out as a sports area for the use of the community. The school has grown in number since the last inspection and is now a two-form entry school with 394 pupils. There are 52 full-time places in the nursery. There are 25 teachers in the school. There are 15 classes including two nursery classes. A very high percentage of the pupils are from ethnic backgrounds. Almost 20% of the pupils are refugees speaking 15 languages. Additional funding for English language acquisition supports over 273 pupils. Currently, 27 languages are spoken in the school. Most pupils live in the locality where social and economic circumstances are generally unfavourable. Attainment on entry to the school is very low. Approximately 222 pupils are eligible for free school meals, well above the national average. Over one third of the families live in overcrowded households. Over a quarter of the pupils are on the school's register of special educational needs. There are 9 pupils with statements of special educational needs. There is a high level of mobility throughout the school, particularly in Key Stage 2, and mainly refugee families. They join the school at different points in the year, often with no English, traumatized from their experiences.

Stanhope Primary School⁶

The school, with 599 pupils on roll, is a very large primary school close to the centre of Greenford in Middlesex. Pupils represent the ethnically diverse neighbourhood around the school. Over one third of the pupils are white with another third from families of Indian heritage. The rest of the school population includes pupils from many different countries of origin and small numbers of refugees and asylum seekers. The number of pupils speaking English as an additional language is very high with 60 pupils getting additional help to learn English. Attainment on entry is slightly below average. More pupils have free school meals than the national average. The number of pupils with statements of special educational needs is high although the numbers on the special needs register is smaller than average. There is a small unit-class for pupils with moderate learning difficulties.

1. Ofsted (2000). *Downsbrook Middle School*. London: Ofsted.

2. Ofsted (2004). *Hreed Parkway School*. London: Ofsted.

3. Ofsted (2000). *Humphrey Perkins High School and Community Centre*. London: Ofsted.

4. Ofsted (2004). *Pinehurst Junior School*. London: Ofsted.

5. Ofsted (2000). *Richard Cobden Primary School*. London: Ofsted.

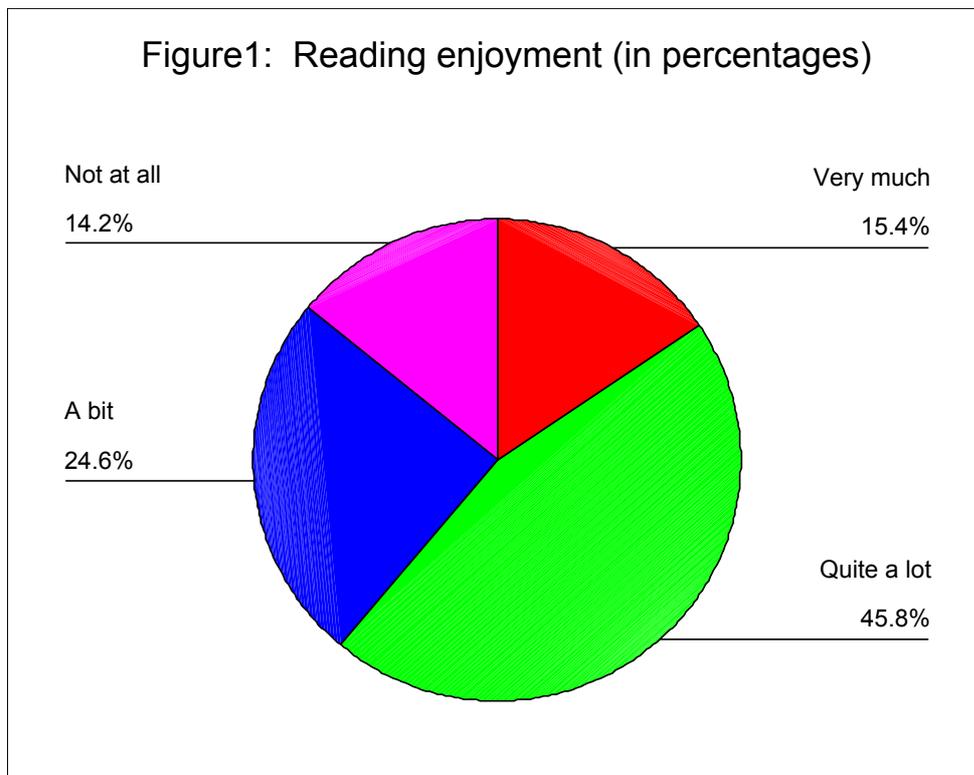
6. Ofsted (2000). *Stanhope Primary School*. London: Ofsted.

2.2. Results

The 11 sections below outline the results of the questionnaire study. It should be noted that for ease of reading the technical results have been omitted from the text. However, the interested reader can find these in **Appendix C**.

2.2.1. Reading enjoyment

Pupils were asked to rate how much they like reading on a scale of 1 (“Not at all”) to 4 (“Very much”). Almost half of the pupils stated that they liked reading “Quite a lot” (see **Figure 1**). 15% of pupils indicating that they enjoyed reading “Very much”, while almost a quarter of pupils only enjoyed reading “A bit”. 14% of pupils stated that they did not enjoy reading at all.



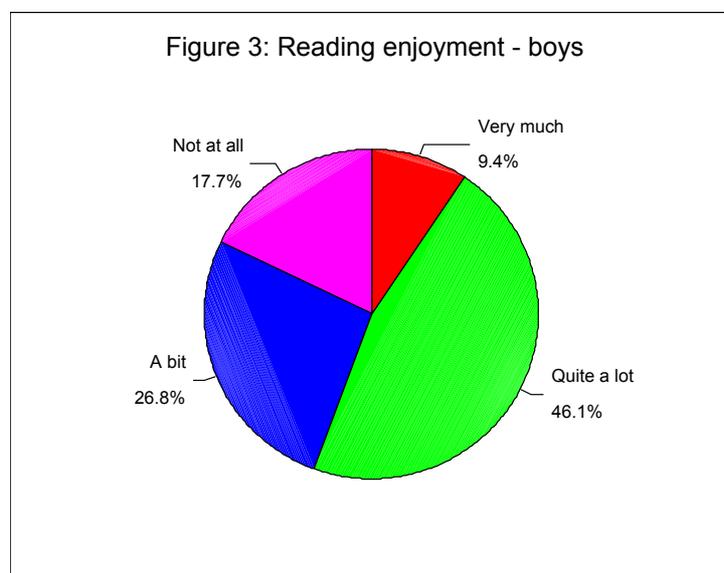
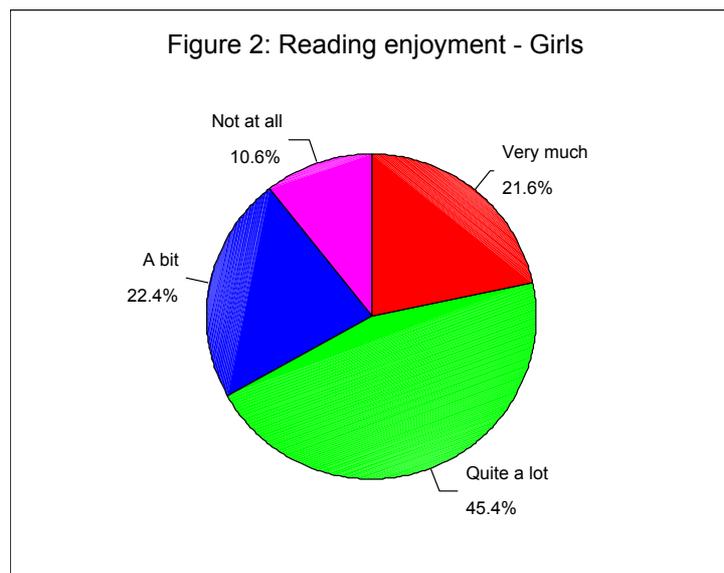
Boys and girls enjoyed reading to slightly different degrees (see **Figure 2** and **Figure 3**). Overall, the differences between boys and girls were statistically significant.

Reading enjoyment also significantly declined with age (see **Table 1** for means and standard deviations). The interaction between gender and age was just statistically insignificant.

Table 1: Mean reading enjoyment by age

	Mean	SD ¹
8	3.05	0.907
9	2.88	0.951
10	2.78	0.874
11	2.59	0.944
12	2.26	0.826
13	2.12	0.822
14	2.04	0.770

Note: 1 = "Not at all" to 4 = "Very much"



Reading enjoyment was also significantly and positively related to self-rated reading proficiency, indicating that pupils who enjoyed reading rated themselves as more skilled readers than pupils who did not enjoy reading.

¹ The mean (M) is the average of a distribution of scores, and is calculated as the sum of all scores, divided by the number of scores. The standard deviation (SD) is a measure of dispersion, which indicates the extent to which scores deviate from the mean score.

2.2.2. Reading proficiency

In addition to reading enjoyment, pupils were also asked to indicate how good a reader they thought they were on a 10-point scale (1 = not very good reader, 5 = average reader to 10 = excellent reader). The average self-rated reading proficiency was quite high (Mean = 6.79, SD = 2.161). **Table 2** indicates the percentages and frequencies for the reading proficiency scale, and shows that most pupils rated themselves as being an average reader or above.

Table 2. Percent and frequency for reading proficiency scale

	Percent	N
1	2.3	35
2	1.0	15
3	3.8	58
4	7.3	110
5	13.7	206
6	12.7	191
7	19.1	288
8	16.0	241
9	13.0	196
10	11.1	167
Total	100.0	1507

Girls (Mean = 6.95, SD = 1.977) were significantly more likely than boys (Mean = 6.63, SD = 2.323) to rate themselves as good readers. There were also significant age differences in the degree to which pupils rated themselves to be good readers, with 12 to 14-year-olds being more likely than 8 to 11-year-olds to rate themselves to be less proficient readers (see **Table 3**).

Table 3. Mean reading proficiency by age

	M	SD
8	7.58	2.372
9	7.23	2.551
10	6.86	2.257
11	7.32	2.097
12	6.55	2.064
13	6.66	2.061
14	6.36	1.961

2.2.3. Reading attitudes

In addition to reading enjoyment and reading proficiency, pupils were asked to rate their agreement or disagreement with nine statements about their attitudes towards reading. **Table 4** outlines the responses for each statement (see **Appendix D**) for the mean and standard deviation for each of the nine statements). Most pupils generally agreed that reading is important and fun, and that they prefer reading by themselves. However, a substantial proportion of pupils also agreed with the statements that reading is boring and that they cannot find books that interest them. Half the pupils also did not like going to the library. On average, pupils tended to disagree that they only read at school and that reading is for girls.

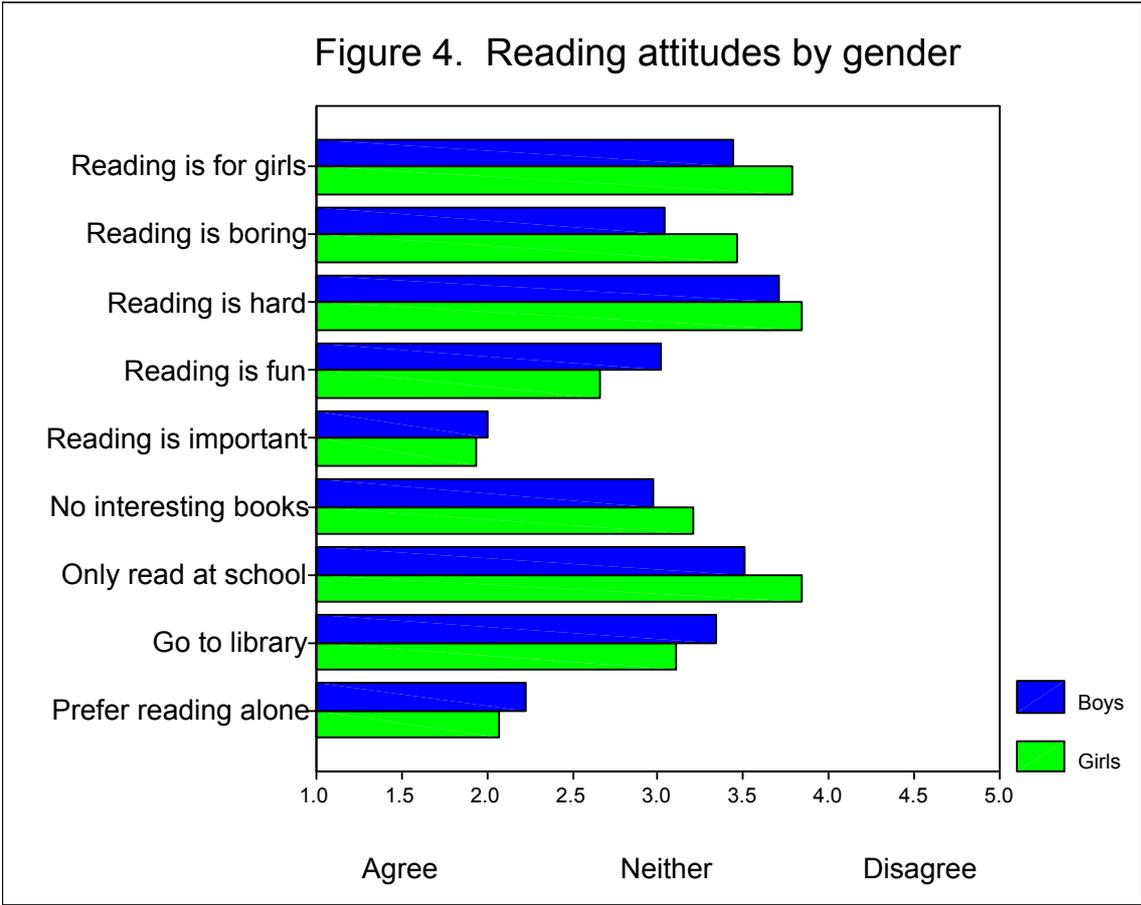
Table 4. Attitudes towards reading in percentages. (Shaded areas indicate total agreement or disagreement, calculated by adding the two preceding response options)

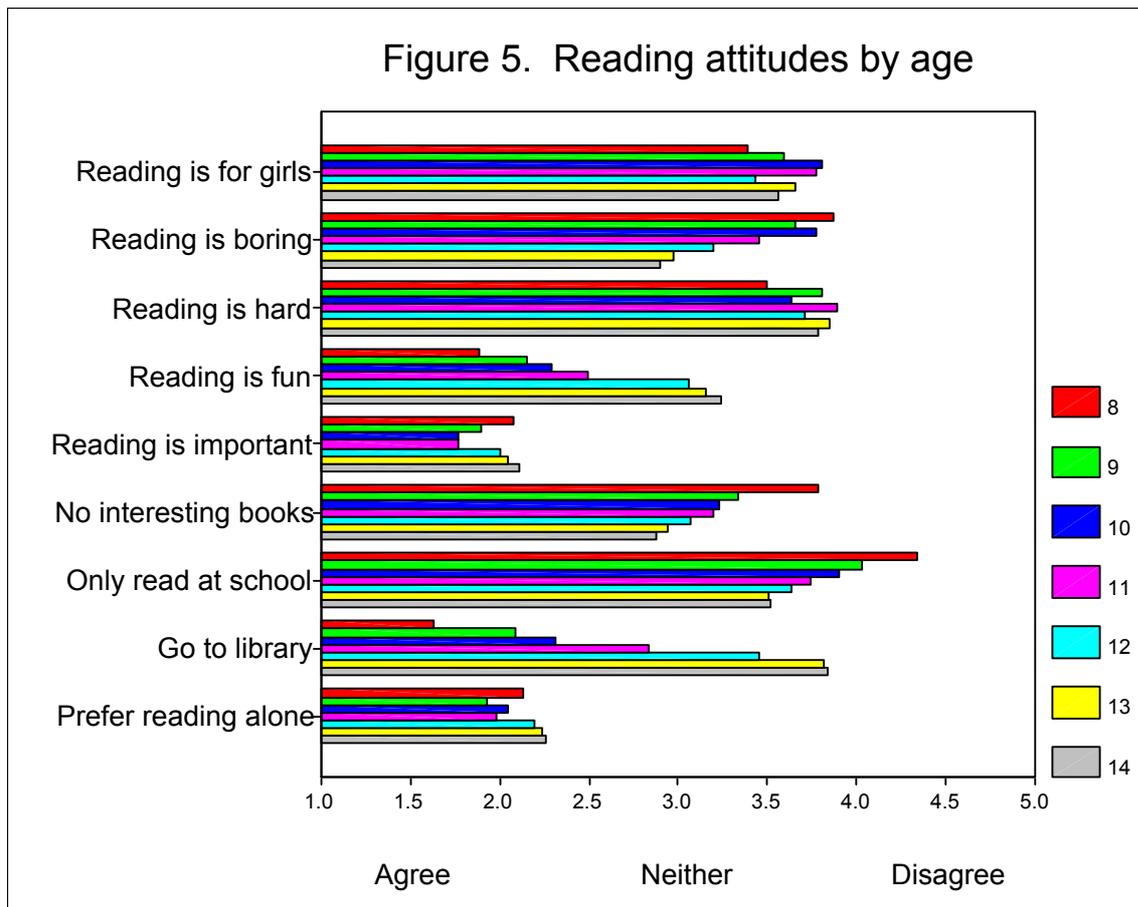
	Strongly agree	Agree	Total agree	Neither	Disagree	Strongly disagree	Total disagree
Reading is for girls	4.9	10.3	15.2	29.7	29.0	26.1	55.1
Reading is boring	14.0	14.5	28.5	22.7	30.0	18.8	48.8
Reading is hard	5.5	8.6	14.1	17.8	38.7	29.3	68.0
Reading is fun	17.1	27.1	44.2	25.2	16.5	14.2	30.7
Reading is important	35.2	43.7	78.9	14.1	3.3	3.9	7.2
No interesting books	12.7	21.3	34.0	23.8	28.7	13.4	42.1
I only read at school	6.5	13.8	20.3	12.7	39.3	27.7	67.0
I like going to the library	13.8	21.6	34.6	18.2	21.2	25.2	46.4
Prefer reading by myself	34.1	35.5	69.6	17.7	7.4	5.4	12.8

Responses to several of these attitudinal statements were significantly related to reading enjoyment. More specifically, pupils who did not enjoy reading were significantly more likely to state that reading is for girls, that reading is boring, that reading is hard, that they cannot find books that interest them and that they only read at school. Unsurprisingly, pupils who did not like reading were significantly more likely to disagree with the statement that reading is fun or important than pupils who enjoyed reading. Similarly, reading attitudes were significantly related to self-rated reading proficiency, suggesting that pupils with more positive reading attitudes were more likely to rate themselves as good readers.

Figure 4 indicates some interesting gender differences in reading attitudes. Boys were more likely than girls to agree that reading is for girls, that reading is boring, that reading is hard, that they find it hard to find interesting books and that they only read at school. By contrast, girls were significantly more likely than boys to agree with the statement that reading is fun, that they like going to the library and that they prefer reading by themselves.

With the exception of reading is hard and reading is important, all other attitude statements showed significant age differences (see **Figure 5**). Primary pupils were more likely than secondary ones to agree that reading is fun and that they like going to the library. By contrast, secondary pupils were more likely than primary ones to believe that reading is boring, that they find it hard to find interesting books, and that they read only at school.





2.2.4. Preferred reading materials

The pupils were also asked to indicate what they liked reading. Of the 18 categories that were provided, pupils were most likely to read magazines, text messages and websites, and least likely to read graphic novels, annuals and poetry (see **Table 5** for percentages).

Table 5. Preferred reading materials

Reading material	%	N	Reading material	%	N
1. Magazines	84.3	1275	10. Song lyrics	45.6	690
2. Text messages	71.6	1083	11. Newspapers	40.3	610
3. Websites	65.5	990	12. Non-fiction	37.6	568
4. Jokes	64.2	971	13. Poetry	31.9	483
5. Posters	61.4	928	14. Plays	30.7	464
6. Emails	60.4	913	15. Teletext/Ceefax	27.2	412
7. Catalogues	50.1	757	16. Manuals	27.1	409
8. Fiction	48.5	734	17. Annuals	21.6	327
9. Comics	47.9	724	18. Graphic novels	18.4	278

Figure 6 shows the preferred reading materials by gender. Girls were significantly more likely than boys to read magazines, fiction, text messages, emails, poetry, plays, catalogues, song lyrics and posters. By contrast, boys were significantly more likely than girls to read websites, newspapers, Teletext/Ceefax, jokes, graphic novels, comics, annuals, and manuals.

Figure 6. Preferred reading materials by gender

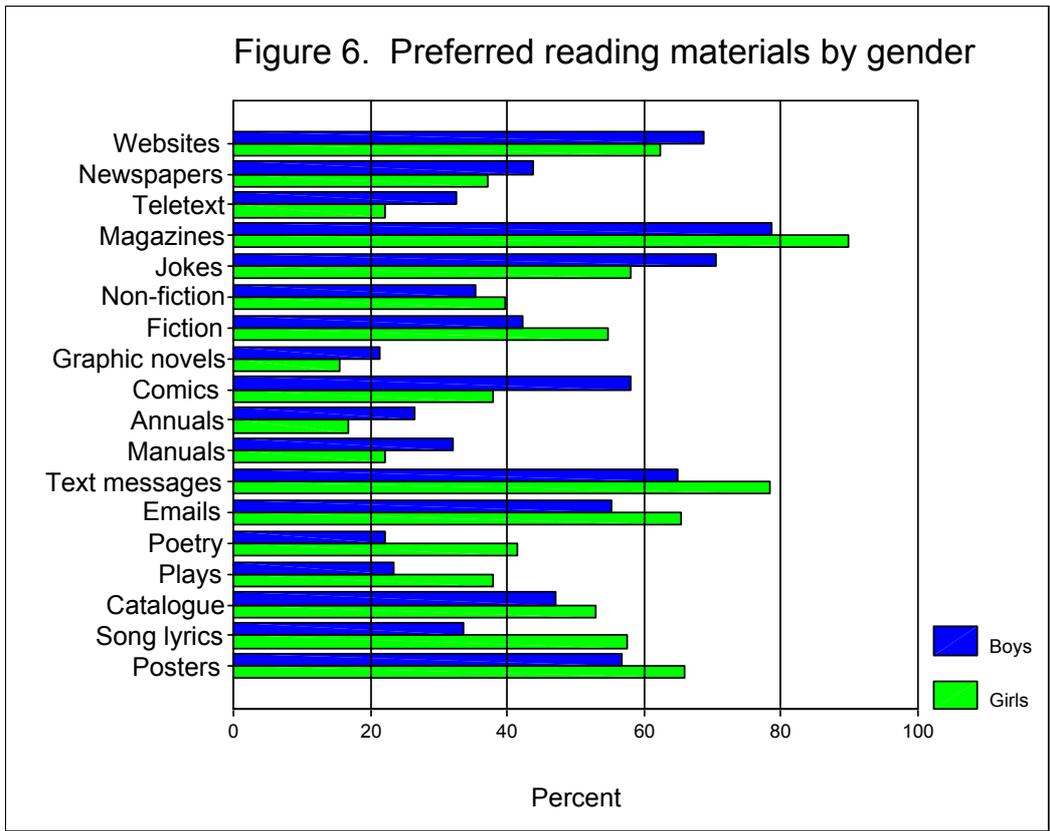
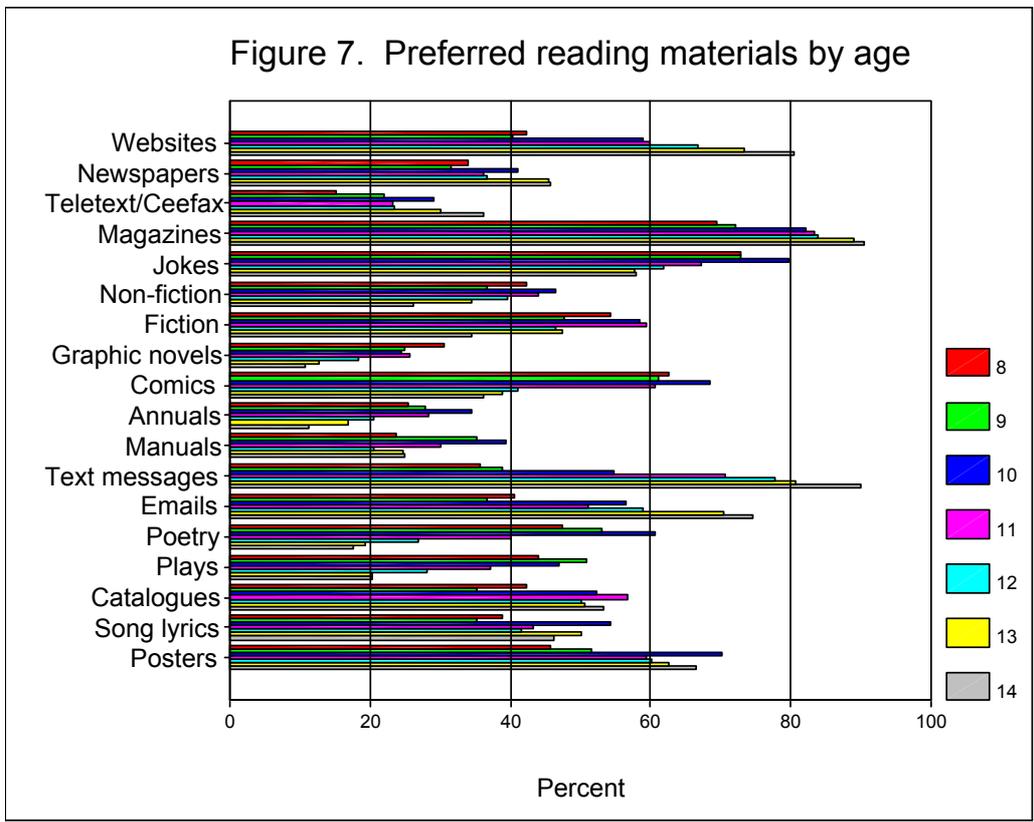


Figure 7 shows the preferred reading material broken down by age, and indicates that secondary pupils were significantly more likely than primary ones to read websites, newspapers, Teletext/Ceefax, magazines, text messages, emails, catalogues, song lyrics and posters. By contrast, primary pupils were significantly more likely than secondary ones to read jokes, non-fiction, fiction, graphic novels, comics, annuals, manuals, poetry and plays.

Figure 7. Preferred reading materials by age



2.2.5. Reading fiction

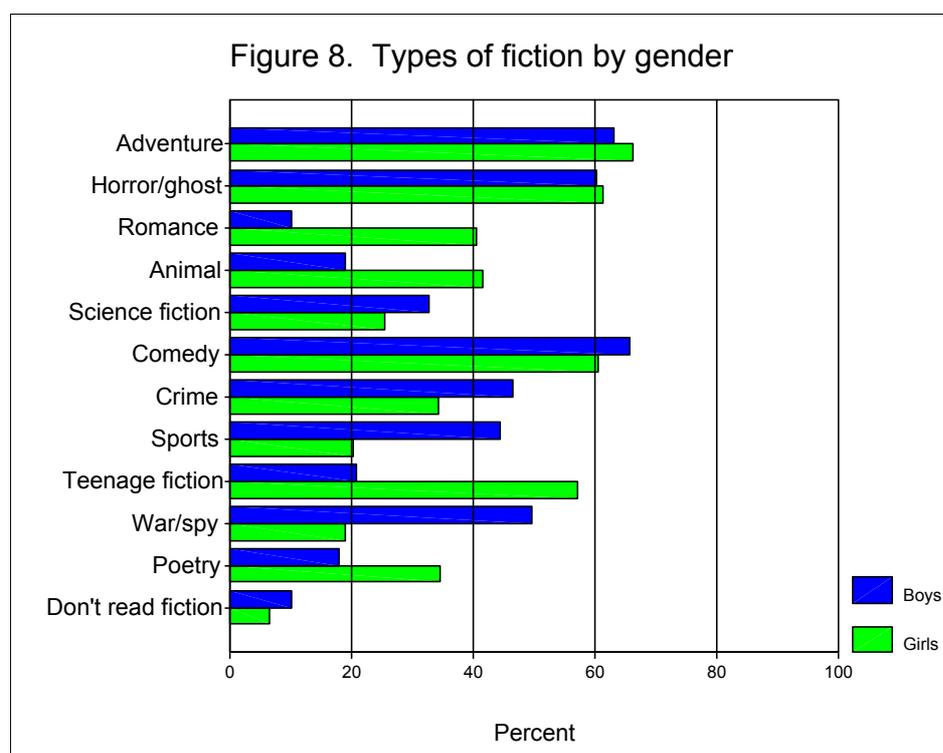
Almost half the pupils stated that they read fiction. However, what types of fiction do they read? Of the 12 categories provided, most pupils stated reading adventure books, comedy and horror/ghost stories (see **Table 6**). 8% of pupils reported not reading fiction at all.

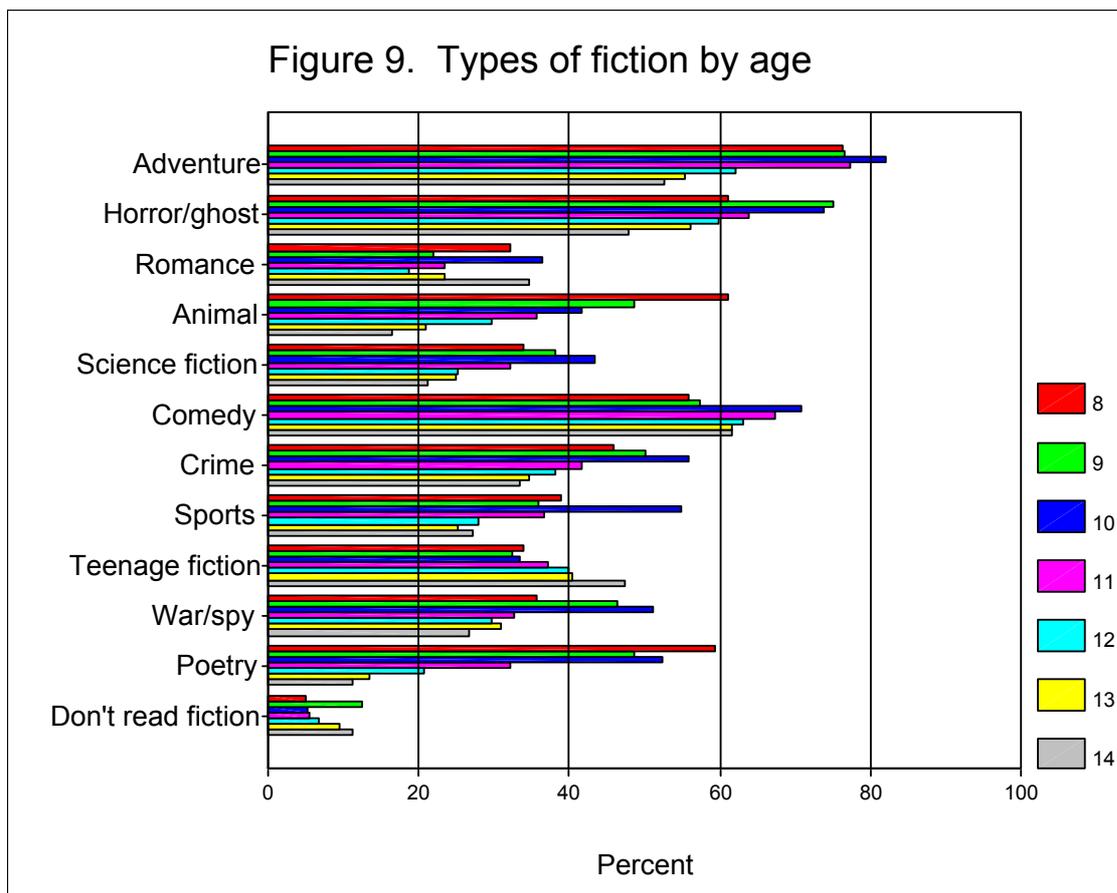
Table 6. Types of fiction read (in percentages)

Fiction	%	N	Fiction	%	N
1. Adventure	64.8	980	7. Sports-related	32.2	488
2. Comedy	63.0	953	8. Animal-related	30.4	460
3. Horror/Ghost	60.7	918	9. Science-fiction	29.1	440
4. Crime	40.3	610	10. Poetry	26.3	398
5. Teen fiction	39.1	591	11. Romance	25.5	385
6. War/spy-related	34.2	517	12. Don't read fiction	8.3	125

There were also statistically significant gender differences in reading types of fiction. Girls were significantly more likely than boys to read romance/relationship books, animal-related stories, realistic teenage fiction and poetry. By contrast, boys were significantly more likely than girls to read science-fiction, comedy, crime/detective stories, sports-related fiction, and war/spy-related stories. Boys were also significantly more likely than girls to state that they did not read any fiction. See **Figure 8** for gender differences in reading fiction.

As shown earlier (**Section 2.2.5**), primary pupils were significantly more likely to read fiction than secondary ones. Indeed, **Figure 9** shows that primary school pupils were significantly more likely to read adventure stories, horror/ghost stories, animal-related fiction, science-fiction, crime, sports-related fiction, war/spy stories and poetry. Secondary pupils were significantly more likely than primary ones to read comedy and realistic teenage fiction.





2.2.6. Reading non-fiction

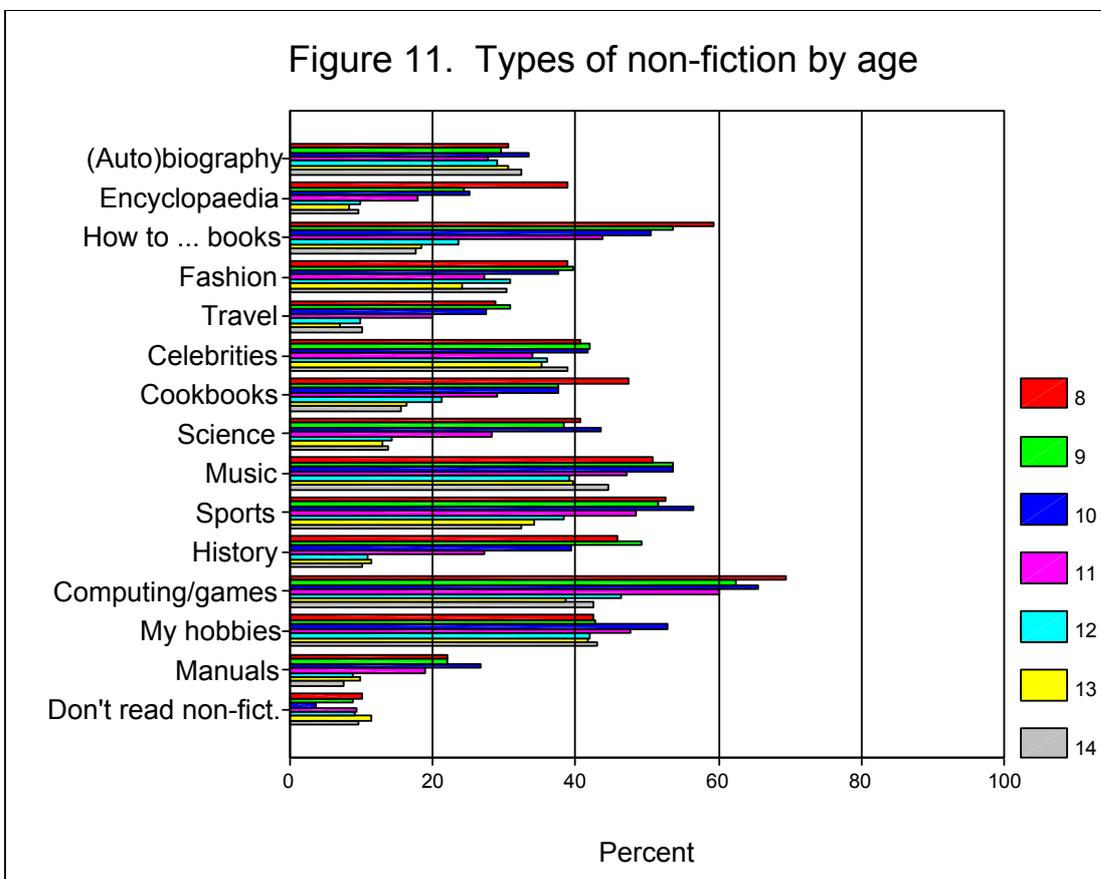
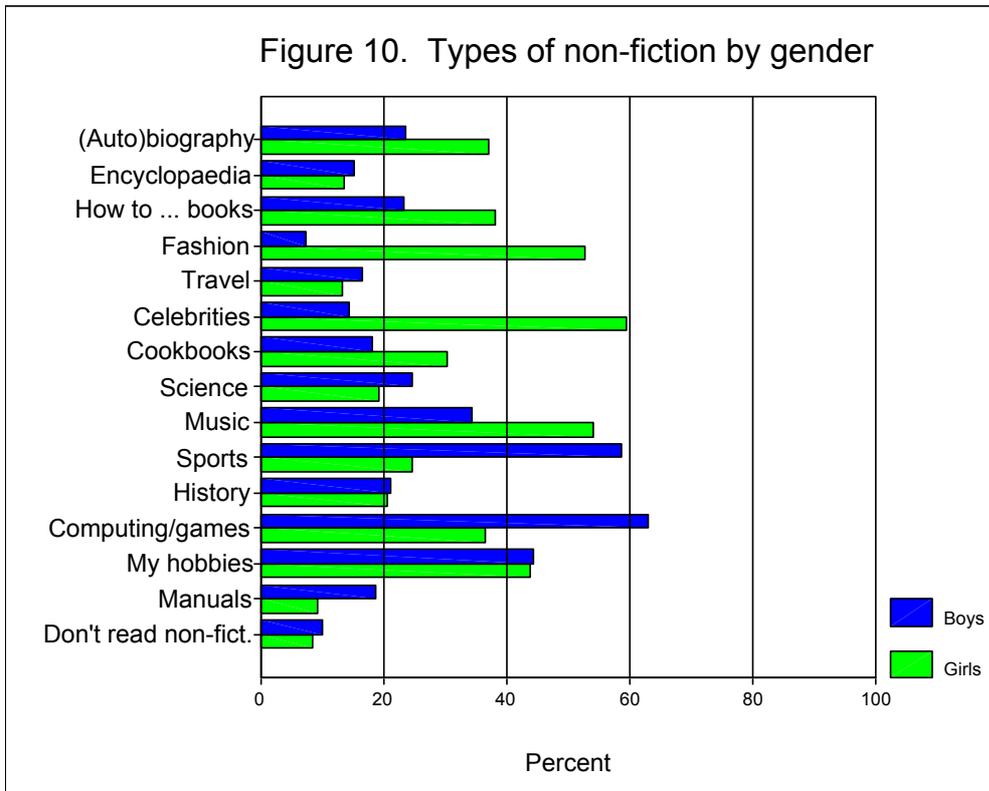
What types of non-fiction do pupils read? The majority of pupils stated reading materials related to computer/games, music and their hobbies (see **Table 7**). The pupils were least likely to read manuals, encyclopaedias and travel/maps. However, 9% of pupils reported not reading non-fiction at all.

Table 7: Type of non-fiction read in percentages

Type of non-fiction	%	N
1. Computing/games	49.64	750
2. Music	44.3	670
3. My hobbies	44.0	665
4. Sports	41.3	625
5. Celebrities/gossip	37.2	562
6. How to... books	30.8	465
7. (Auto)biography	30.3	458
8. Fashion	30.2	456
9. Cookbooks	24.3	367
10. Science	21.9	331
11. History	20.8	315
12. Travel/maps	14.8	224
13. Encyclopaedia	14.4	218
14. Manuals	13.9	210
15. Don't read non-fic.	9.3	140

Figure 10 shows the percentage of non-fiction being read by gender, and indicates that girls were significantly more likely than boys to read (auto)biographies, How to...books, fashion, celebrities/gossip, cookbooks and music. By contrast, boys were significantly more likely than girls to read science, sports-related materials, computer-related materials and manuals.

Figure 11 shows the percentages of non-fiction being read by age. Primary pupils were significantly more likely than secondary ones to read encyclopaedias, How to...books, fashion, travel/maps, cookbooks, science, music, sports, computing/games and manuals.



2.2.7. Reading Places

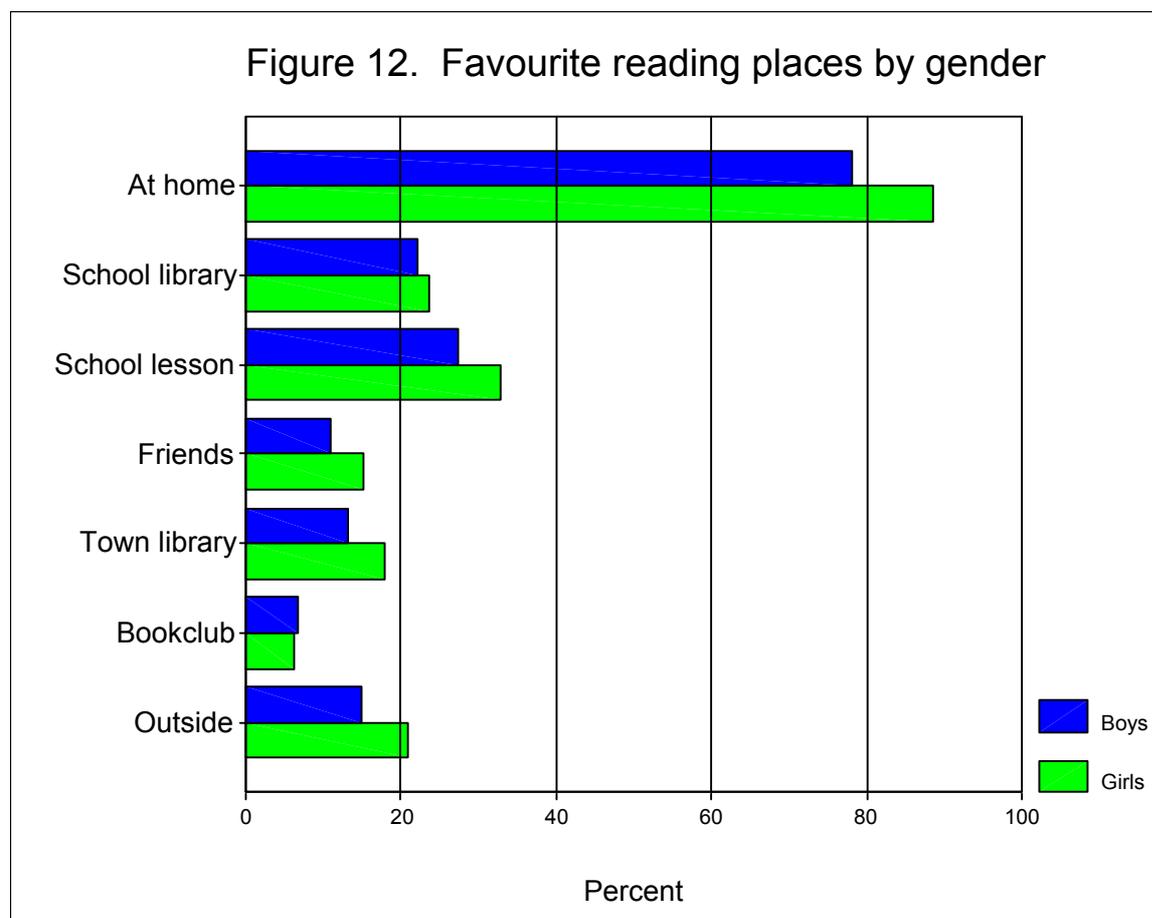
The pupils were asked about their favourite reading places. Of the seven categories that were available most pupils stated that they liked reading at home, followed by school lessons (see **Table 8**). Bookclubs and reading with friends were the least favourite reading places.

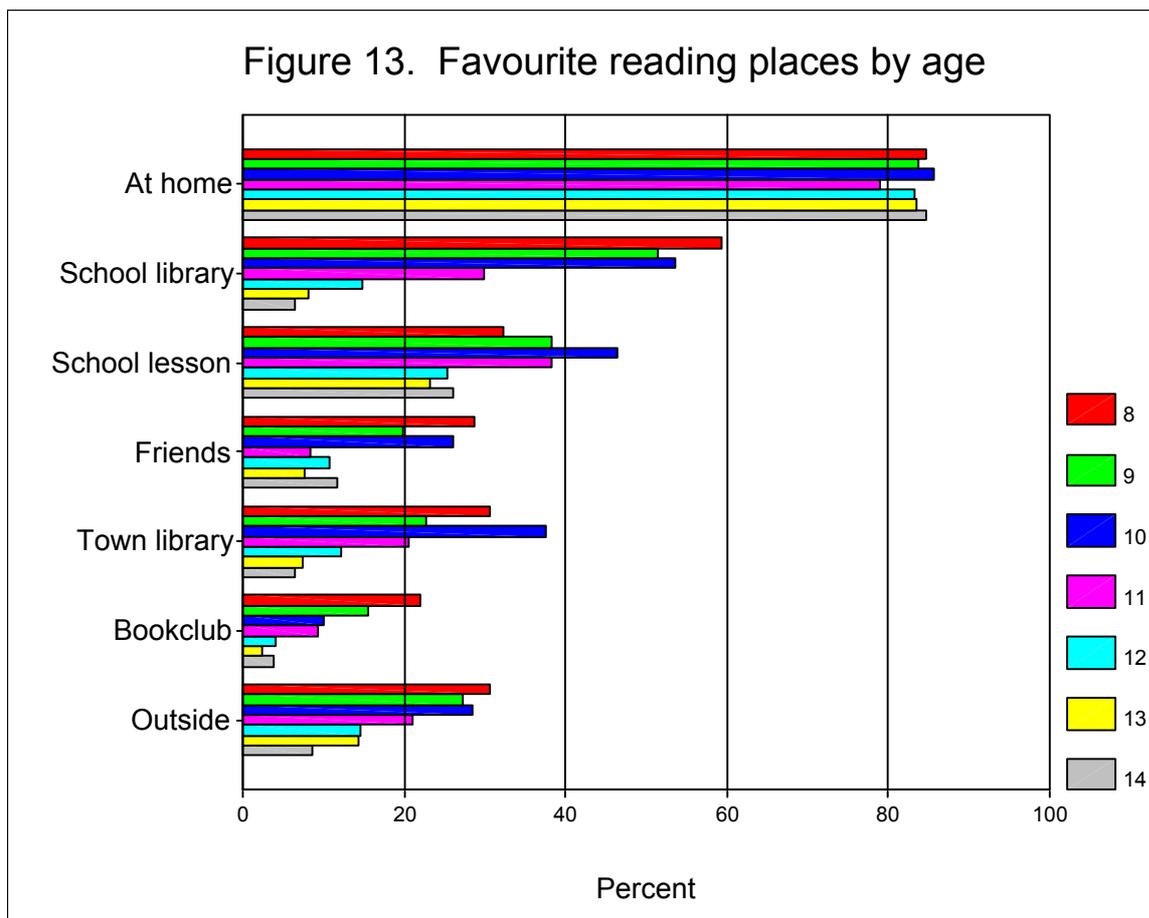
Table 8: Percentage of favourite reading places

Reading places	%	N
1. Home	83.3	1260
2. School lessons	30.1	455
3. School library	22.9	347
4. Outside	17.9	271
5. Town library	15.5	235
6. Friends	13.0	196
7. Bookclub	6.5	99

Figure 12 indicates the extent to which boys and girls liked reading in the different places. It shows that girls were more likely than boys to state that they liked reading at home, in school lessons, with friends, in the town library, and outside.

Primary pupils were also significantly more likely than secondary ones to prefer reading in the school library, in school lessons, with friends, in the town library, in bookclubs and outside (see **Figure 13**).





2.2.8. Reading Rewards

In order to gauge what would make pupils want to read more, they were asked to indicate which of 14 incentives would motivate them to read. **Table 9** indicates that most pupils stated that prizes, trips related to their interests and meeting authors/celebrity readers would be their favourite incentives to read more. Visits to the library and bookshop, and praise from the teacher were rated as the least attractive incentives. Overall, 12% of pupils (N = 187) stated that none of these 14 incentives would entice them to read more.

Table 9: Percentage of reading incentives

Reading incentives	%	N	Reading incentives	%	N
1. Prizes	48.0	726	8. Letter to parents	28.4	430
2. Trips of interest	46.0	696	9. Stickers	27.2	412
3. Meeting the author	38.9	588	10. Praise in assembly	25.7	389
4. Own webpage	36.0	545	11. Reading friends	24.9	377
5. Winning competition	33.4	505	12. Praise from teacher	22.4	339
6. Certificates	33.3	503	13. Visit to bookshop	18.5	279
7. Free choice time	28.4	429	14. Visit to library	17.9	271

There were significant differences between boys and girls in the extent to which they believed that certain incentives would make them read more (see **Figure 14**). Girls were significantly more likely than boys to want to read more if they met an author, got stickers, had friends that were readers, went on trips to the library and to the bookshop. By contrast, boys were

significantly more likely than girls to state that having their own webpages would entice them to read more. However, boys were also significantly more likely than girls to state that none of these incentives would get them to read more.

There were also significant age differences in the degree to which pupils believed that certain rewards would make them read more (see **Figure 15**). Primary pupils were significantly more likely than secondary ones to state that teacher’s praise, rewards in assembly, certificates, meeting authors, winning competitions, prizes, free choice time, own website, stickers, reading friends, visits to the library and visits to the bookshop would motivate them to read more. By contrast, secondary pupils were significantly more likely to indicate that none of the 14 incentives would get them to read more.

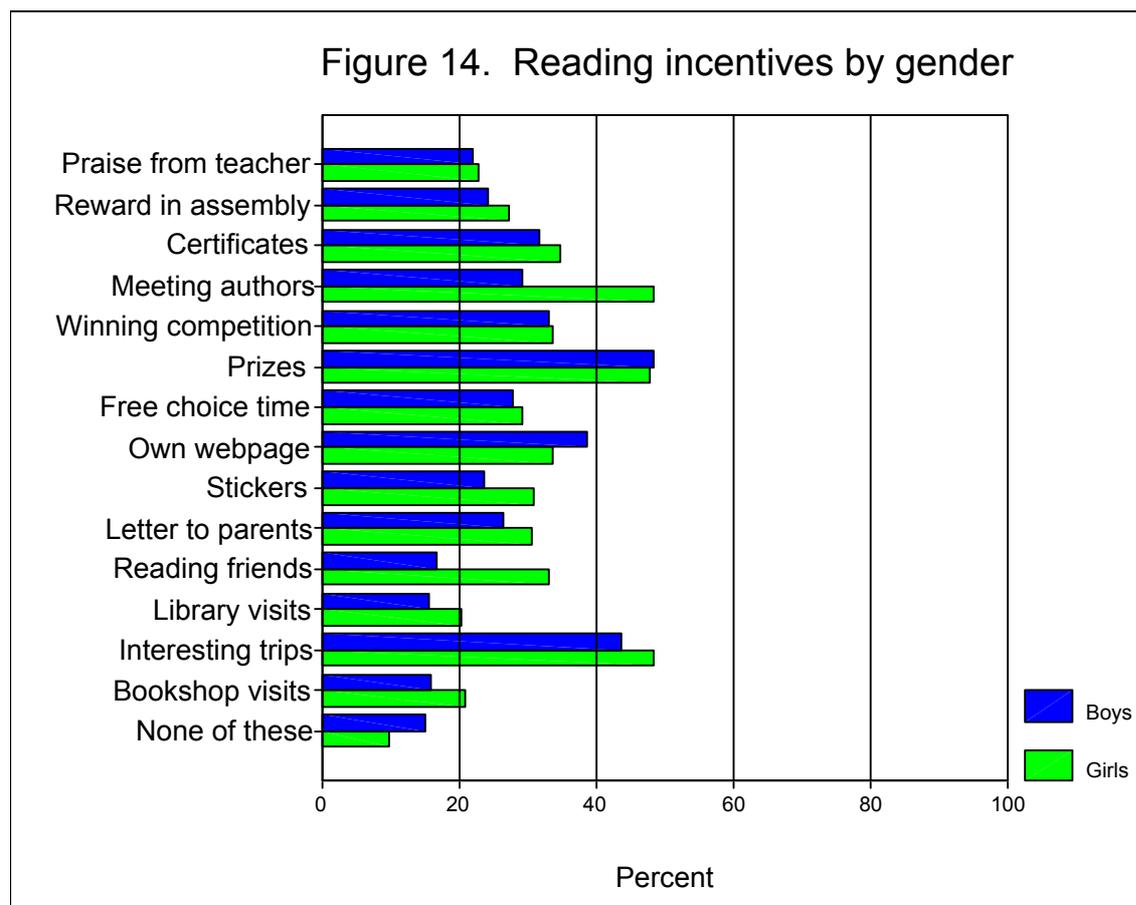
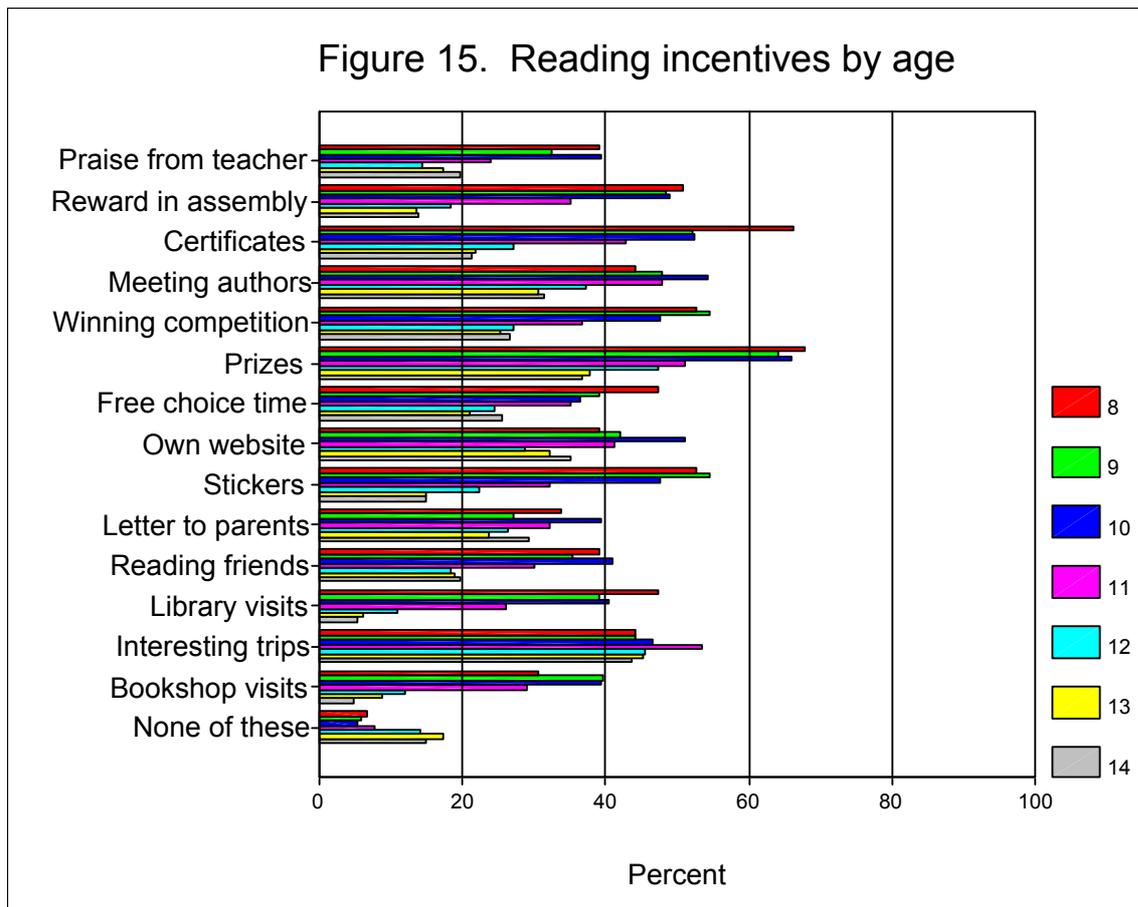


Figure 15. Reading incentives by age



2.2.9. Engaging Others

When asked which activities would help them and others to read more, the majority of pupils stated that designing websites/magazines, playing reading games and helping younger pupils to read would engage them and others in reading (see **Table 10**). Activities such as writing book reviews and talking about books were chosen the least frequently. Overall, 10% of pupils indicated that none of these activities would help them and others to read more.

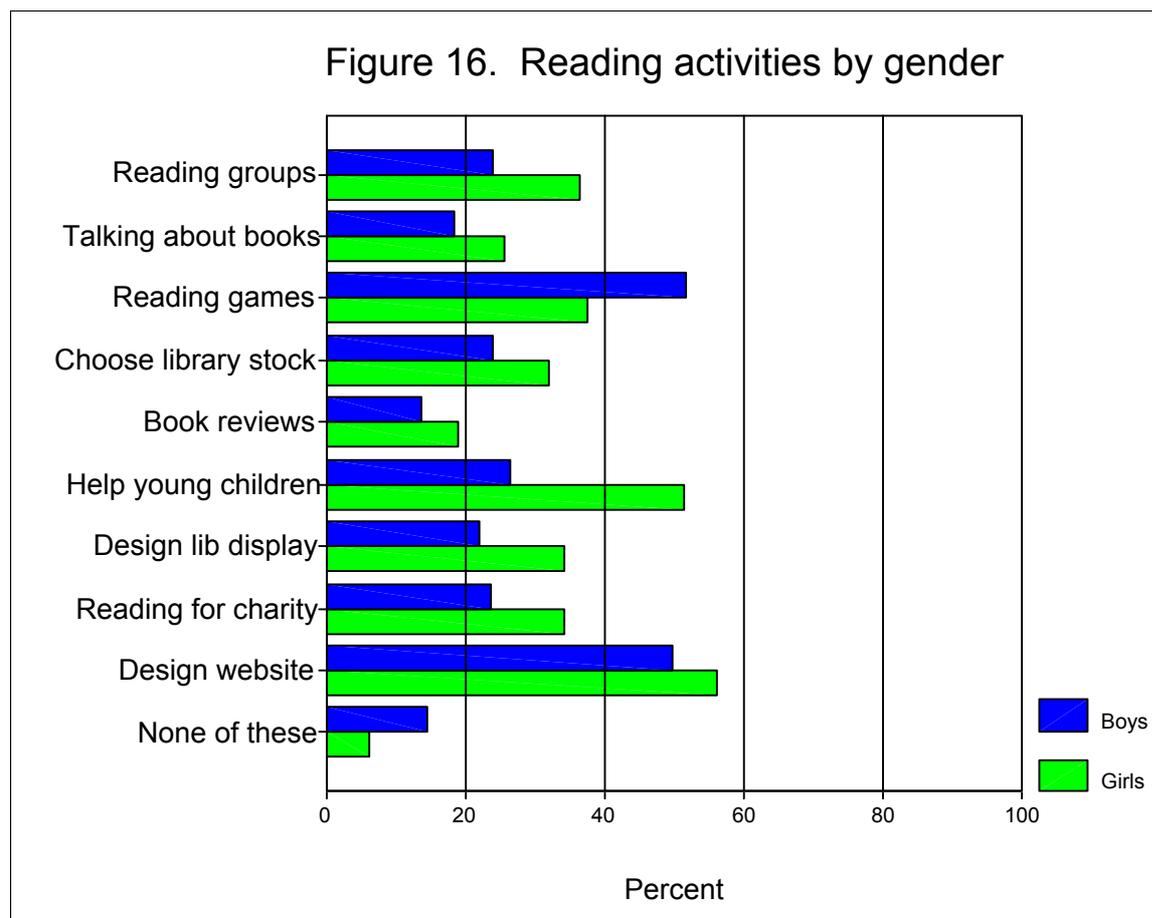
Table 10: Favourite reading activities (in percentages)

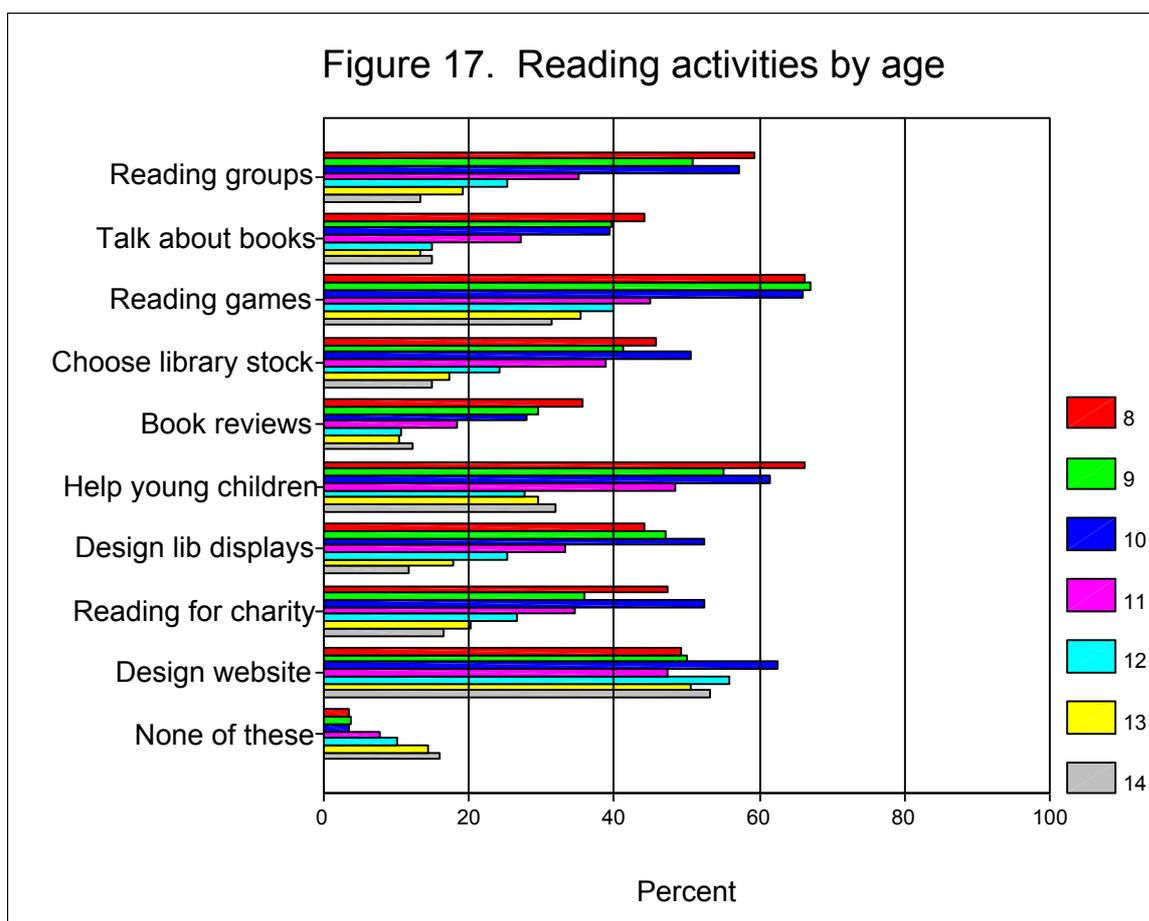
Reading activities	%	N	Reading activities	%	N
1. Design website	52.9	800	6. Design lib display	28.1	425
2. Reading games	44.5	673	7. Choose lib stock	28.0	423
3. Help young children	39.0	590	8. Talk about books	22.0	333
4. Reading groups	30.3	458	9. Write book reviews	16.3	246
5. Reading for charity	28.9	437	10. None of these	10.3	155

Boys and girls differed significantly in the extent to which they believed that certain activities would make them and others read more (see **Figure 16**). Girls were significantly more likely than boys to believe that the following activities would make them and others want to read more: reading groups with friends, talking about their favourite books, choosing library stock, writing book reviews, helping younger children, designing library displays, reading for charity and designing websites/magazines. By contrast, boys were significantly more likely to believe that

reading games would do this. Boys were also significantly more likely to believe that none of these activities would motivate them and others to read more.

Furthermore, primary pupils were significantly more likely than secondary ones to believe that the following activities would entice them and others to read more (see **Figure 17**): reading groups, talking about favourite books, reading games, choosing library stock, writing book reviews, helping younger children, designing library displays and reading for charity. Secondary pupils were significantly more likely to state that none of these activities would make them and others read more.





2.2.10. Reading Teachers

In addition to their attitudes towards reading and their reading motivation, pupils were asked about their reading habits with other people. When asked who had taught them to read, most stated that it was their mother, followed by their father and teacher (see **Table 11**). Younger boys/girls and librarians were cited as the least common reading teachers.

Table 11: Who has taught you to read (in percentages)

Reading teacher	%	N
1. Mother	85.1	1286
2. Father	66.9	1011
3. Teacher	62.1	939
4. Grandparents	29.7	449
5. Teaching assistant	26.7	403
6. Brother/sister	22.6	341
7. Older adult female	10.9	165
8. Friend	9.3	141
9. Older adult male	8.3	126
10. Older boy/girl	8.2	124
11. Librarian	2.9	44
12. Younger boy/girl	1.7	26

Girls were significantly more likely than boys to state that their mother, grandparent, a friend or their teacher had taught them to read (see **Figure 18**).

Figure 19 shows that primary pupils were significantly more likely to report that a friend, a librarian or another adult female had taught them to read. By contrast, secondary pupils were more likely to indicate that their teacher had taught them to read.

Figure 18. Reading teacher by gender

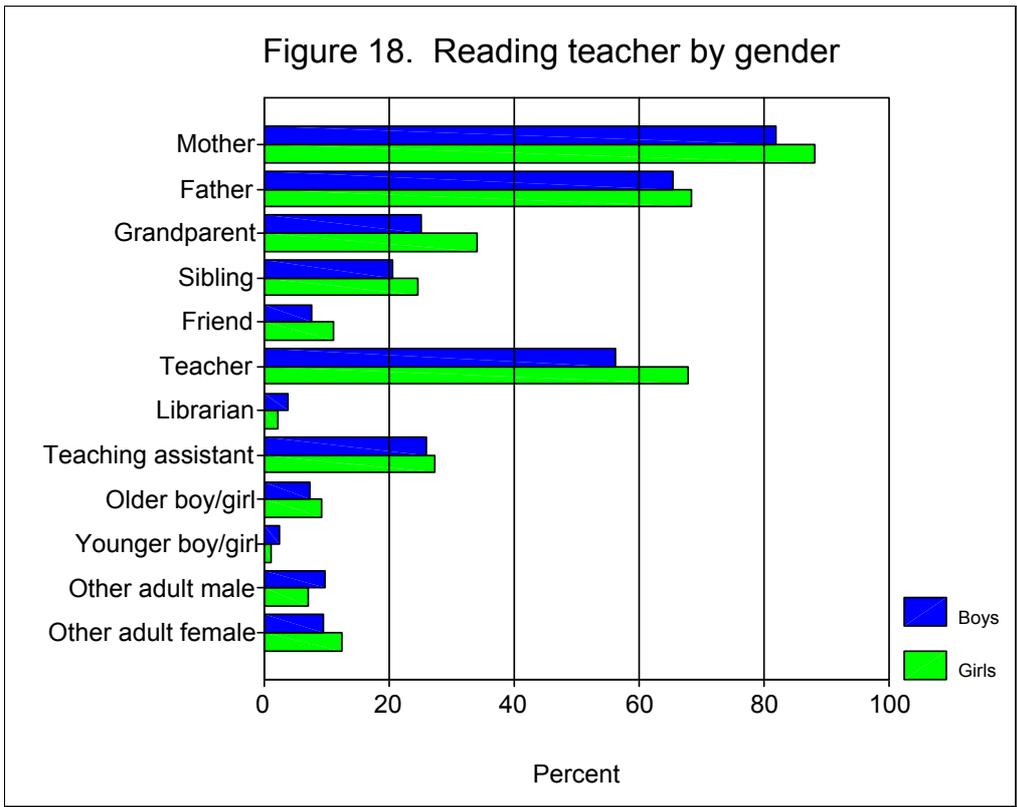
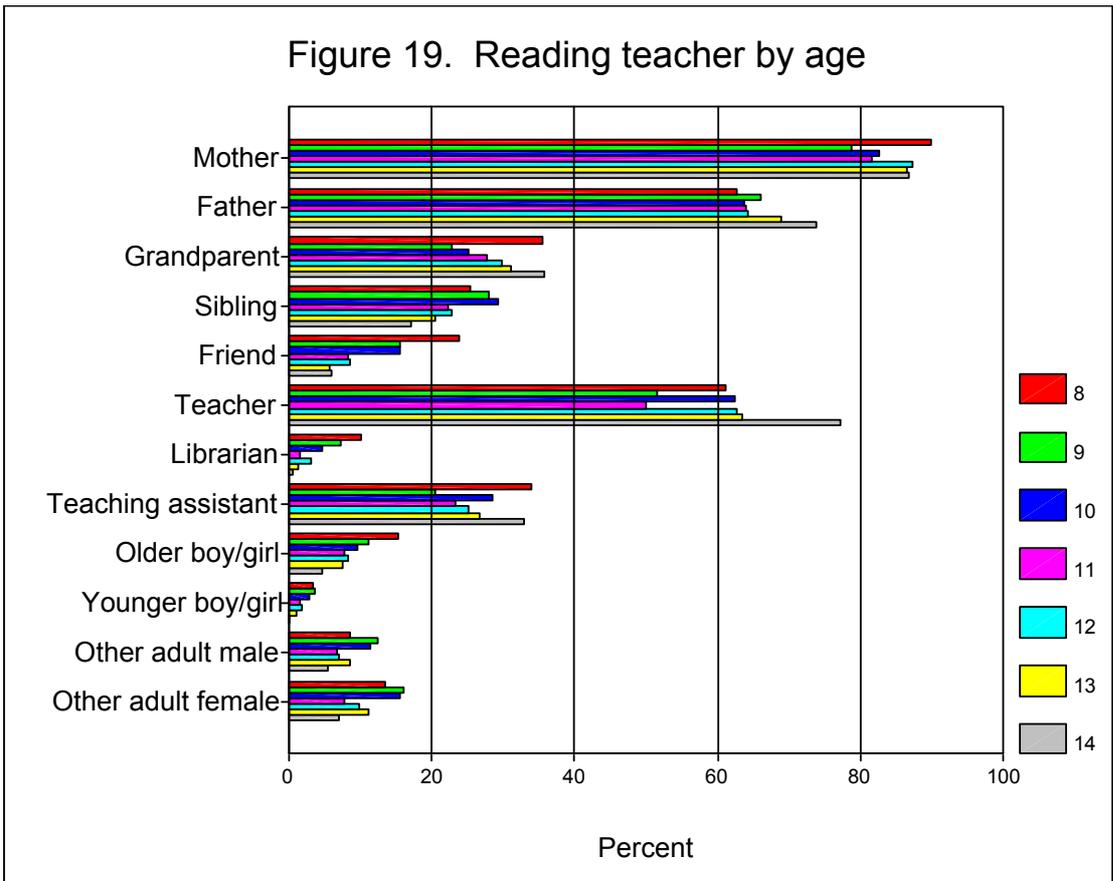


Figure 19. Reading teacher by age



2.2.11. Reading Partners

When asked who they would prefer to read to and discuss their reading with, the majority of pupils stated that they would like to have their mother, father and friends as reading partners, with older adult males and librarians being the least frequently chosen (see **Table 12**).

Table 12: Preferences of reading partners (in percentages)

Reading partners	%	N	Reading partners	%	N
1. Mother	72.2	1091	7. Other adult female	6.5	98
2. Father	51.0	771	8. Older boy/girl	6.2	94
3. Friend	29.4	445	9. Younger boy/girl	5.1	77
4. Teacher	25.1	380	10. Librarian	4.6	69
5. Grandparent	21.5	325	11. Other adult male	4.1	62
6. Teaching assistant	11.2	170			

There were some significant difference between boys and girls in the extent to which they stated that they preferred certain persons as reading partners (see **Figure 20**). Girls were significantly more likely than boys to report that they would like to discuss books and reading with their mothers, their friends, younger boy/girl and other adult females. On the other hand, boys were more likely to report that they would like to discuss books and reading with their fathers.

The following significant age differences in pupils' choice of reading partners also emerged (see **Figure 21**). Primary children were significantly more likely than older ones to state that they would like to read to or discuss reading with their mother, their father, their teacher, their teaching assistant, their librarian, a younger boy/girl, an older boy/girl, another adult female and another adult male.

Figure 20. Reading partners by gender

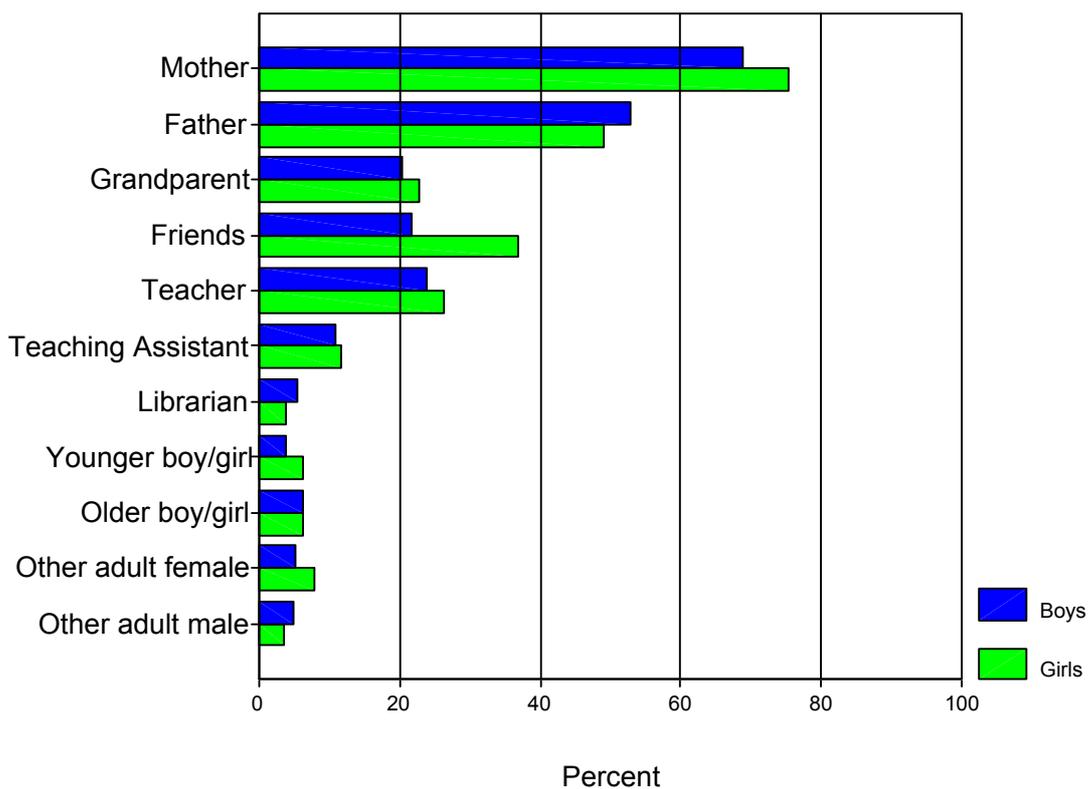
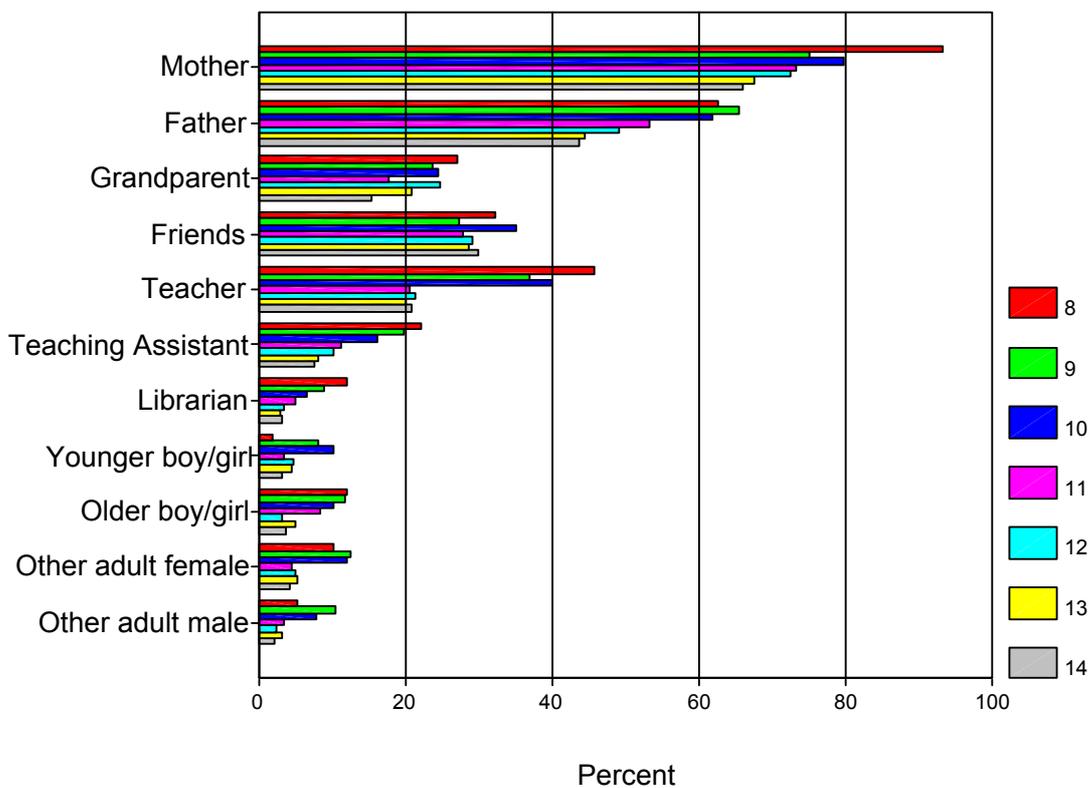


Figure 21. Reading partners by age



2.3. Discussion

Reading enjoyment, proficiency and attitudes

The present study yielded several interesting findings. Overall, 60% of pupils indicated that they enjoyed reading “very much” or “quite a lot”, which is comparable to figures found in previous research. For example, the Nestle Family Monitor (2003) reported that two-thirds (65%) of 11 to 18-year-olds said that they find reading enjoyable.

Consistent with previous studies (e.g. OECD, 2002; Twist et al., 2004), there were gender differences in the extent to which pupils believed reading to be pleasurable. Present findings indicate that 55% of boys stated that they enjoyed reading quite a lot or very much, compared to 67% of girls. However, almost a fifth of boys indicated that they did not enjoy reading at all compared to only 10% of girls. Nevertheless, contrary to frequent press reports and in line with other research (e.g. Brooks, Cato, Fernandes and Tregenza, 1996; Nestle Family Monitor, 2003), a majority of boys clearly read for enjoyment. It should be noted that the six schools taking part in this survey had volunteered to take part in the pilot work for the Reading Champions project, presumably because they already placed a high value on reading. It is therefore not clear whether the high percentage of boys enjoying reading in this study is the result of school-bias.

The present study also showed a link between reading enjoyment and self-rated reading proficiency, with pupils who enjoyed reading also rating themselves as more proficient readers. This finding is consistent with previous research, which has shown that reading proficiency is a key factor that influences children’s level of reading enjoyment (e.g. Brooks, Schagen and Nastat, 1997; Rhodes, 2002). At first glance it is perhaps surprising to note that self-reported reading proficiency declined with age. However, since self-rated reading proficiency was significantly related to reading enjoyment, it might be that a low level of self-reported reading proficiency was itself another indicator of a low level interest in reading for enjoyment. A future study should explore this issue in more detail.

The majority of pupils in this study not only enjoyed reading and believed they were proficient readers, they generally also held positive attitudes towards reading. Most pupils stated that reading is fun and an important activity. However, a sizable proportion of pupils (28.5% and 34%, respectively) thought that reading is boring and that they cannot find books that interest them – attitudes that are more prevalent among boys and secondary pupils. Indeed, consistent with previous research (e.g. Twist et al., 2004), attitudes towards reading were generally more negative among boys. Boys were significantly more likely than girls to agree that reading is for girls, that reading is hard and boring, that there are no interesting books and that they only read at school. Secondary pupils were also less likely to agree that reading is fun and to believe that reading is boring; secondary pupils were less likely to enjoy reading. These findings are in line with previous research (e.g. Hall and Coles, 1999; Sainsbury, 2003), which has shown that reading enjoyment as well as attitudes towards reading decline with age.

Reading choices

Pupils indicated reading a wide variety of materials, with magazines, text messages and websites being the most frequently cited types of reading material. However, boys and girls were indicating significantly different reading choices. For example, girls were more likely to read magazines, fiction, text messages, emails and poetry, while boys were more likely to indicate reading websites, newspapers, jokes, graphic novels and comics. There were also significant age differences in reading choices, which to some extent reflected the older pupils’ increased access to technology. For example, secondary pupils were more likely to read material on websites, newspapers, magazines, text messages and emails, while primary pupils preferred reading jokes, non-fiction and fiction, graphic novels and comics. The age difference

in reading fiction, poetry and comics is similar to that reported in other studies (e.g. Hall and Coles, 1999). For example, Hall and Coles (1999) found that in older children the interest in comics was displaced by an expansion into magazine and newspaper reading.

In line with previous studies (e.g. Reynolds, 1994), the most frequently stated non-fiction choices included computing/games, music and sports-related materials and materials related to their hobbies. Perhaps predictably, girls were more likely than boys to state reading non-fiction materials about fashion and celebrities/gossip, while boys preferred reading non-fiction materials related to sports and computers. Overall, younger pupils were significantly more likely than older ones to read a diverse range of non-fiction materials.

When asked what types of fiction they read, the majority of pupils stated reading adventure, comedy and horror/ghost stories. Boys tended to read different genres of text than girls. More specifically, boys were significantly more likely to read science-fiction, crime/detective stories, sports-related fiction and war/spy-related stories. By contrast, girls were more likely to read romance/relationship books, animal-related stories, realistic teenage fiction and poetry. Similar to findings by Hall and Cole (1999), the most pronounced difference between boys and girls' choices relate to romance/relationship books. Primary pupils were also more likely to state that they liked reading animal-related stories, adventure, ghost/horror stories, war/spy stories and sports-related fiction, while secondary pupils were more likely to read humorous fiction. Some of these results are consistent with those by Hall and Coles (1999), who found that there is a declining interest in animal and sports-related stories after the age of 10. Overall, research by Book Marketing Ltd (2000) showed that fiction reading peaked among nine to 11-year-olds, before declining with age during teenage and young adult years.

In sum, the richness and diversity of young people's reading in the present study emphasises the importance of choice in reading materials to engage pupils. A wide-ranging selection of reading materials is particularly important considering the prevalent gender and age differences in reading choices. In line with Coles and Hall (2002), present findings also stress the importance of respecting the popular reading cultures in which pupils live. It is often said that alternative literacy practices, which involve magazines, computer games and the internet, are not recognised as literacy in the classroom (e.g. Blair and Sanford, 2004; Livingstone, 2004). However, Smith and Wilhelm (2002), who followed a diverse group of adolescent boys to examine their favourite activities as well as their attitudes towards reading, found a disconnection between reading that is done in school and at home. Indeed, they found that boys who had been labelled as reluctant readers in the classroom had rich literate lives outside of schools, using various materials to pursue their interests and goals. More specifically, most of the boys stated that school reading was assigned, unconnected to their interests, too long, too hard, and involved mostly literature. By contrast, their reading outside of school was freely chosen, built on their interests and was usually short texts that they felt competent to read. Indeed, according to Worthy, Moorman and Turner (1999, p. 23), "there is an ever-increasing gap between student preferences and materials that schools provide and recommend".

The present research therefore highlights the diverse range of young people's reading interests and suggests that schools examine the materials they provide in order to guarantee that young people's interests and choice of reading materials are reflected in the reading opportunities in school. This is particularly important in the light of recent Ofsted (2004) findings that schools rarely build on pupils' own reading interests and the range of materials that they read outside school. Indeed, research (e.g. Schraw, Flowerday and Lehman, 2001) shows that children who are interested in a given subject can comprehend the material better than children with a lower level of interest. Ofsted therefore recommended that schools use a whole-school approach to teach reading, using a range of initiatives to improve reading standards and to develop positive attitudes towards reading. In addition to tapping pupils' interest, it is also important that the material available to them is pitched at the right cognitive level. This is especially so since studies (e.g. Shenton, 2004) have shown that books at home, especially non-fiction ones, are often inappropriate to the pupils' needs in terms of the materials' cognitive level.

Reading promotion

This study was not only about investigating young people's reading attitudes and choices. The aim was also to explore possible ways to promote reading to primary and secondary pupils; an area that has frequently been neglected in previous research. Indeed, this study showed that there are a wide variety of factors that would encourage pupils to read more. Almost half of the pupils in this study indicated that prizes and trips related to their interests would motivate them to read. Indeed, capturing the interest of young people is key to encouraging them to read more. Providing pupils with their own webpage, which over a third regarded as a reading incentive, may be one avenue with which they can explore their interests in reading. Winning reading competitions was also a popular motivator. Boys in particular stated that they would be motivated to read more if they had their own webpage, while girls could be motivated by meeting an author/celebrity, stickers and trips to the library or bookshop. While secondary pupils stated that none of the provided options would entice them to read more, primary pupils indicated that there were a variety of potential incentives, including teacher's praise, rewards in assembly, certificates, prizes, stickers, and reading competitions.

Similarly, when asked which reading activity would help them and others to read more, most pupils stated that designing websites/magazines and playing reading games would engage them and others in reading. Writing book reviews and talking about books were the least favourite activities. Reading games were activities that would make boys and primary children in particular want to read more. These choices highlight that young people can be drawn into reading when their creativity, personal interest and competitive nature are harnessed. In general, research (e.g. Blair and Sanford, 2004) has identified five common themes that arose repeatedly in children's comments about their literacy practices, which should be addressed in successful reading promotion activities: personal interest, action, success, fun and purpose.

The results also indicate the importance of engaging children early in reading and literacy activities. Primary school children were significantly more likely to believe that a variety of motivators and activities would engage them in reading. By contrast, older pupils were significantly more likely to state that nothing would motivate them to read more. Alongside laying the foundations of reading for enjoyment early on in life in order to build a nation of lifelong, enthusiastic readers, it is therefore equally important that adolescent reluctant readers are targeted through imaginative, informal programmes to re-introduce them to reading and the benefits that reading can bring.

As discussed above, extrinsic rewards are often used to develop motivation for reading. It should be noted that there is a long-standing controversy in the research literature as to whether *certain* rewards, such as money or prizes, undermine children's intrinsic motivation for reading. For example, in a meta-analysis of the research Cameron and Pierce (1994) concluded that, in general, rewards and incentives do not undermine intrinsic motivation. Deci and his colleagues (1975) concluded from a series of studies they conducted that rewards had an undermining effect on intrinsic motivation. In another review of this area, McQuillan (1997) concluded that the available research did not provide clear evidence that financial incentives were of benefit and that, therefore, money should be devoted to books rather than rewards. However, Marinak (2003) showed that rewards related to reading were effective incentives that did not undermine motivation to read, and other researchers, such as Gambrell (1998), have argued that parents may want to reward children for reading with a book of their own.

Reading activities at home

Present findings also emphasise the importance of parental involvement in young people's literacy activities, especially so since more 80% of pupils preferred to read at home. 85% of children stated that it was their mother who had taught them to read, followed by their father (67%). This compares to 62% of children who stated that their teacher had taught them to read. Similarly, when asked who they would prefer to read to and discuss their reading with, 72% of

pupils stated that they would like to have their mother as reading partner, followed by their father (51%). Almost a third of children also chose their teacher and a quarter also chose friends as people to read to and discuss their reading with. Overall, these findings are encouraging given the strong evidence of the importance of parental involvement in supporting reading at home (e.g. Baker, 2003).

The predominance of the mother as reading teacher and reading partner in the present study is similar to that found in previous studies (e.g. Millard, 1997). However, it is frequently argued that boys in particular need male figures around them to serve as reading models; an assertion on which the Reading Champion project rests. When they see their fathers or male teachers read, they will be more inclined to follow (Chen, 2005; Schwartz, 2003). Tanksley (1995) argues that men can model reading by being seen reading, by reading aloud to children and by talking about reading. Furthermore, fathers' reading habits and their role in their son's reading and education can have a substantial impact on a boy's level of interest and reading choices as well as their wider educational success (e.g. Goldman, 2005). It is therefore an encouraging finding of the present study that a majority of boys believed that their father had taught them to read (65%) and that they would prefer to read to and discuss their reading with their fathers (53%).

Conversely, it has been suggested that boys might devalue reading because they perceive it to be a feminine activity (e.g. Millard, 1997). For example, Katz and Sokal (2003) found that 24% of Grade 2 boys viewed reading as a girls' activity. Indeed, there was a significant relationship between reading enjoyment and the belief that reading is more for girls than for boys in the present study, indicating that boys who did not enjoy reading were more likely to state that reading is for girls than boys who enjoyed reading. A study is currently underway in Canada that further explores boys' perception of reading as a gendered activity (see Sokal, Katz, Sych-Yereniuk et al., 2004 for further information).

Given that this research is based on the results of only six schools, it is important that any generalisation from these results should be made with caution. However, a study is currently being conducted by the National Literacy Trust where many of the factors of the current study will be replicated with a sample of over 120 schools.

Concluding remark

Given the evidence about the benefits that reading for pleasure can bring, it is encouraging to note recent strategies to promote reading in schools and at home. For example, the Department for Education and Skills is releasing a CD-Rom in autumn 2005 to encourage independent reading in secondary schools. There is also an increasing emphasis on whole-school approaches in the UK. For example, Reading Connects, a DfES-funded National Reading Campaign initiative, supports schools in using reading for pleasure to enhance achievement. It offers a free web-based support network to help get the whole school reading by connecting families, children and all members of the school community to a culture where reading is accessible and acceptable to all. Reading Connects also brings together the key organisations promoting reading in schools to share good practice and avoid duplication of effort.

3. Reading Champions Development – A Case Study

Within the limitations of a four-month timeframe the pilot concentrated on consulting boys and staff members and testing initial ideas rather than striving towards providing definitive outcomes. The schools started with the 15-point questionnaire for all pupils, designed to measure children's attitudes towards reading. We asked what type of material and subject matter they liked to read, and who or what would motivate them. The schools were then asked to identify boys who could help test ideas and suggest how to get their fellow classmates engaged with reading. Schools were also encouraged to think about providing support for the girls, alongside the Reading Champions scheme. Given the lessons learnt from other previously successful reading schemes for boys, three key ingredients were identified and included in the approach:

- **Ownership:** giving boys a say in how the project is delivered
- **Mentors:** motivation and guidance from adult coaches (in school) and ambassadors (at LEA level)
- **Support materials:** a competitive framework, celebrity and local role models, posters, leaflets, activities and extrinsic rewards.

Given the tendency of boys to be competitive, a framework of increasingly pro-active ideas was put together over the course of the pilot to form three levels of Champions that the boys could aspire towards (see *Appendix E* for detailed information on the framework):

- **Bronze Champions** stand up and declare their enthusiasm for reading
- **Silver Champions** are involved in schemes to encourage other boys to read
- **Gold Champions** make an outstanding contribution to the school reading culture.

These levels are supported by a **Champion Coach** at school level – this can be a teacher, librarian or any adult (male or female) connected to the school who has a genuine passion for getting everyone reading. These coaches in turn are able to rely on a **Champion Ambassador** at local authority level, who in the future will be instrumental in recruiting new schools and highlighting the project at a regional level. It is hoped that this mutually supportive network will have the sustainability and flexibility to be implemented by any school or LEA wishing to highlight male literacy.

Pie Corbett, Primary Literacy Consultant

“Every school deserves to have Reading Champions, opening up the world of reading. We need to put the magic of reading right into the heart of childhood – and Reading Champions can be the engine that turns schools into story reading centres.”

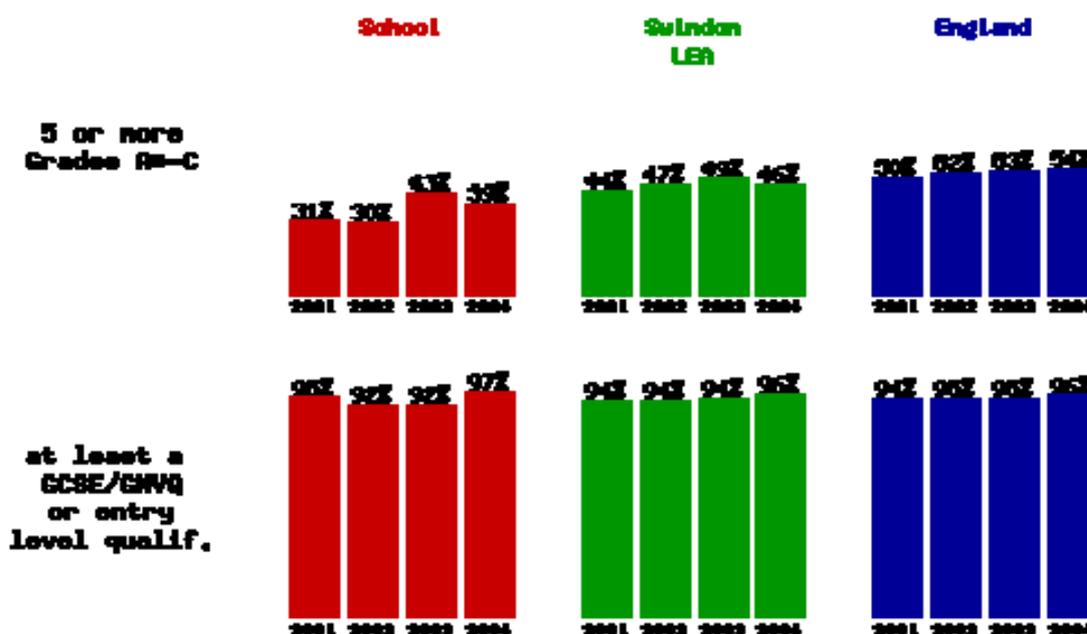
Pilot school - Hreed Parkway School, Swindon

"Hreed Parkway School is a larger than average, mixed, non-denominational 11-16 comprehensive school on the north-western edge of Swindon. In 2002, it received the Artsmark award and in 2004, it received Sportsmark and Youth Action awards. Pupils' attainment on entry is below average but has been rising, along with the school's increasing popularity, so that the intake of pupils is mostly of broadly average attainment. Pupils are drawn from a wide variety of backgrounds with a majority from the less affluent wards in the borough. They are predominantly of White-British background with very few at the early stages of learning English as an additional language. The school has a broadly typical proportion of pupils with special educational needs, including those with statements. Most numerous are those with social, emotional or behavioural difficulties."

"Below-average levels of literacy and the indifferent attitudes of a significant minority of pupils impede their learning."

OFSTED report, Dates of inspection: November 2004

Figure 1: Levels of educational attainment for school, LEA and England



(Source: Ofsted, 2004)

Margaret Cornish, the Literacy Coordinator and Assistant Head of English, first identified two Year 10 boys who were willing to act as leaders and mentors for a small group (approx. 15) of Year 7, 8 and 9 boys who will be the first Reading Champions. All of the boys in the project were involved in this year's Readathon and collectively decided on the following activities from the framework:

1. Working with the librarian to set up reading corners for boys in both libraries.
2. Setting up reading displays on corridors on both the north and south sites of the school.
3. Organising a book wall of good reads, recommended by pupils and staff.
4. Talking to other boys and encouraging them to contribute to the 'book wall'.

Nine out of the 10 boys involved thought that the bronze, silver and gold awards were a good idea and liked the list of suggested activities attached to each award (see *Appendix E* for a copy of the Reading Champions Questionnaire). Margaret strongly agreed that the project had motivated participants to come up with ideas of their own about what a Champion should be and that as a whole it was an affective use of teachers' and pupils' time. When questioned, the boys suggested the following ideas for inclusion in the framework:

- A trip for the boys to let them see the exciting things reading can do.
- Inviting a popular boy's author to an event/school to give a talk on encouraging reading in boys and to sign books e.g. Chris Ryan, Philip Pullman.
- Help young kids to learn to read small and easy books.

Margaret writes,

"Raising the profile of reading, particularly amongst boys, is vital; therefore any project which tries to address this issue has to be worth a try. I have enjoyed giving Reading Champions a trial and am keen to restart it in September in a more organized manner as an integral part of the school's enrichment programme. I would heartily recommend this idea to other schools.

The highlight of the project was watching the boys involved working independently and listening to their discussions about books. They enjoyed the practical experience of developing their own noticeboard, doing their own research and they were totally enthused by the idea of that they will be given responsibility for spending money to improve the library for boys. Their library corner is an inspiration; including photographs of male teachers (of the 'cool' variety) reading their favourite books, recommended boy's books on display with suitable labels as well as posters. Every year the school participates in Readathon and I am keen for this to be organized by the boys next year.

It is very early to say whether there have been any knock-on effects for the school as a result of this programme. We have been promoting 'Literacy Across the Curriculum' (particularly reading) as a whole school focus this year, so staff are certainly more aware of the issues involved with reading. Pupils do take notice of the display work on the corridors and in the library which have been completed by the boys. However I believe that the scheme needs to be expanded and needs to run for a complete year before major effects will become noticeable.

I am convinced that success depends on pupil involvement – staff need to take a back seat, becoming motivators and facilitators – the boys themselves need to have ownership of the scheme. The boys are reward-orientated. They need to understand 'what' and 'why' each step of the way and they need to be able to measure their success.

I wish the Reading Champions project success and hope that it will be able to expand to cover more schools in the future."

**Margaret Cornish, Literacy Co-ordinator/Assistant Head of English
Hreod Parkway School, Swindon**

4. The Future of Reading Champions

- **Framework development:** As more schools join the network, tried-and-tested ideas and activities will be added to the framework. This will in turn lead to a gradual de-lineation between primary and secondary schools and the inclusion of special needs schools.
- **More resources:**
 - a. A toolkit of practical ideas, activities and pertinent case studies.
 - b. Possible training days for Champions themselves.
 - c. Games and activities around the new Champions comic hero.
- **Other key pilots in male environments:** A pilot in Birmingham prison is due to start summer '05. A whole community pilot is due to start in Derbyshire with Read On Write Away autumn '05. Author Andy McNab has offered advice and support for a pilot in the armed forces.
- **Network expansion:** The new network of Champions will soon be searchable online, allowing people to find champions in their region and LEA. This will hopefully facilitate regional centres of excellence and events for Champions across the community.
- **Celebrity role models:** To facilitate the Champions network, other male reading enthusiasts in the public eye will be asked to lend their support. That means more authors, sports stars, musicians and TV celebrities to act as inspirational role models and spokespersons.
- **Implementing assessment:** A series of assessments will be formulated for use before and during a project, to measure the impact of the Champions framework on male attitudes towards reading.
- **Building the Champions brand:** The Champions comic hero character has the potential to speak to males of different age groups and will be used to develop activities and games. Branded materials such as T-shirts, posters, stickers and bookmarks may also be introduced.
- **Corporate sponsorship:** As the network expands a sponsor will be sought to help with events and materials.

References

- Annot, M., Gray, J., James, M., Ruddick, J. and Dureen, G. (1998). *Recent research on gender and educational performance*. London: The Stationery Office.
- Baker, L. (2003). The role of parents in motivating struggling readers. *Reading and Writing Quarterly*, **19**, 87-106.
- Baker, L., Dreher, M.J. and Guthrie, J.T. (2000). *Engaging young readers: Promoting achievement and motivation*. New York: Guilford.
- Benton, P. (1995). Conflicting cultures: Reflections on the reading and viewing of secondary-school pupils. *Oxford Review of Education*, **21**, 457-469.
- Bintz, W. (1993). Resistant readers in secondary education: Some insights and implications. *Journal of Reading*, **36** (8), 604-615.
- Blair, H. A. and Sanford, K. (2004). "Morphing literacy : Boys reshaping their school-based literacy practices." *Language Arts*, **81** (6), 452-460.
- Blunkett, D. (2000) quoted in 'Single sex classes to help failing boys', *The Observer*, 20 August, 4.
- Book Marketing Ltd (2000). *Reading the situation: Book reading, buying and borrowing habits in Britain*. London: Book Marketing Ltd.
- Brooks, G., Cato, V., Fernandes, C. and Tregenza, A. (1996). *The Knowsley Reading Project: Using Trained Reading Helpers Effectively*. Slough: NFER.
- Brooks, G., Schagen, I. and Nastat, P. (1997). *Trends in reading at eight*. Slough: NFER.
- Chen, S-H. (2005). Helping boys become readers. Paper presented at the 12th International Conference on Learning. Granada: University of Granada, 11-14 July 2005.
- Clark, M.M. (1976). *Young Fluent Readers*. London: Heinemann.
- Coles, M. and Hall, C. (2002). Gendered readings: Learning from children's reading choices. *Journal of Research in Reading*, **25**, 96-108.
- Cox, K.E. and Guthrie, J.T. (2001). Motivational and cognitive contributions to students' amount of reading. *Contemporary Educational Psychology*, **26**(1), 116-131.
- Cunningham, A.E. and Stanovich, K.E. (1997). Early reading acquisition and its relation to reading experience and ability ten years later. *Developmental Psychology*, **33** (6), 934-945.
- Cunningham, A.E. and Stanovich, K.E. (1998). What reading does for the mind. *American Educator*, **22**(1and2), 8-15.
- Elley, W.B. (1992). *How in the world do students read?* Hamburg: International Association for the Evaluation of Education Achievement.
- Gasden, V. and Ray, A. (2004). Fathers' role in children's academic achievement and early literacy. Eric Digest 482051. Retrieved on 6 June 2005 from <http://www.ericdigests.org/2004-3/role.html>.
- Gillborn, D. and Mirza, H. (2000) *Educational Inequality: mapping class, race and gender, a synthesis of research evidence*, London: Office for Standards in Education.
- Goldman, R. (2005). *Fathers' involvement in their children's education*. London: National Family and Parenting Institute.
- Gorman, T.P., White, J., Brooks, G., Maclure, M. and Kispal, A. (1988). *Assessment of Performance Unit: Review of APU language monitoring 1979-1983*. London: HMSO.
- Guthrie, J.T., Schafer, W.D. and Hutchinson, S.R. (1991). Relations of document literacy and prose literacy to occupational and societal characteristics of young black and white adults. *Reading Research Quarterly*, **26**(1), 30-48.
- Hall, C. and Coles, M. (1999). *Children's reading choices*. London: Routledge.
- Hall, C. and Coles, N. (2001). Boys, books and breaking boundaries: Developing literacy in and out of school. In W. Martino and B. Meyenn (Eds.), *What about the boys*, Buckingham: Open University Press.
- Haney, M. and Hill, J. (2004). Relationships between parent-teaching activities and emergent literacy in preschool children. *Early Child Development and Care*, **174**, 215 - 228.
- Katz, H., and Sokal, L. (2003). Masculine' Literacy: One Size Does Not Fit All. *Reading Manitoba*, **24**(1), 4-8.

- Livingston, N. (2004). Nonfiction as literature: An Untapped goldmine. *Reading Teacher*, **57**, 582-584.
- McKenna, M.C., Kear, D.J., and Ellsworth, R.A. (1995). Children's attitudes towards reading: A national survey. *Reading Research Quarterly*, **30**, 934-956.
- Millard, E. (1997). *Differently Literate: The Schooling of Boys and Girls*. London: Falmer Press.
- OECD (2002). *Reading for change: Performance and engagement across countries. Results from PISA 2000*. New York: Organisation for Economic Cooperation and Development.
- Ofsted (2004). *Reading for purpose and pleasure: An evaluation of the teaching of reading in primary schools*. HMI 2393. London: Ofsted.
- O'Donnell, L. (2005). Are Canadian boys redefining literacy? *Reading Today*, **22**(4), 19.
- Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. Kamil et al. (Eds.), *Handbook of reading research* (Vol. III). Mahwah, NJ: Erlbaum and Associates.
- Prince of Wales Arts and Kids Foundation (2004). Half of Britain's kids don't read books. Press release accessed on 6 June 2005 from <http://www.artsandkids.org.uk/render.aspx?siteID=1andnavIDs=19,70,121>.
- Pullman, P. (2003). Lost the plot, *The Guardian*, 30 September 2003.
- Reynolds, K. (1994). *Contemporary Juvenile Reading Habits: A study of young people's reading at the end of the century*. London: University of Surrey at Roehampton.
- Rutter, M., Caspi, A. et al. (2004). Sex differences in developmental reading disability. *Journal of the American Medical Association*, **291**, 2007-2012.
- Sainsbury, M. and Schagen, I. (2004). Attitudes to reading at ages nine and eleven. *Journal of Research in Reading*, **27**, 373-386.
- Schools Health Education Unit (2004). Young people in 2003. Exeter: Schools Health Education Unit.
- Schraw, G., Flowerday, T., and Lehman, S. (2001). Increasing situational interest in the classroom. *Educational Psychology Review*, **13**(3), 211-224.
- Schwartz, W. (2002). Helping underachieving boys read well and often. Eric Digest 467687. Retrieved on June 6th 2005 from <http://www.vtaide.com/png/ERIC/Boys-Read.htm>.
- Shenton, A.K. (2004). Young people's use of non-fiction books at home: Results of a research project. *Journal of Librarianship and Information Science*, **36**, 69-78.
- Simpson, A. (1996). Fictions and fact: An investigation of the reading practices of girls and boys. *English Education*, **28**, 268-279.
- Smith, M.W. and Wilhelm, J.D. (2002). *Reading don't fix no Chevys: Literacy in the lives of young men*. Portsmouth, NH: Heinemann.
- Sokal, L., Katz, H., Sych-Yereniuk, A., Chochinov-Harder, L., Adkins, M., Grills, T., Stewart, L. and Priddle, G. (2004). *Male reading teachers: Effects of inner-city boys*. Winnipeg: University of Winnipeg.
- Tanksley, M.D. (1995). *Improving the attendance rate for African American male students in an after school reading program through parental involvement, positive male role models, and tutorial instruction*. Fort Lauderdale, FL: Nova Southeastern University.
- Twist, L., Sainsbury, M., Woodthorpe, A. and Whetton, C. (2003). *Reading all over the world. National Report for England*. Slough: NFER.
- Warren, S. (2003). Good boys are problems too! *Pedagogy, Culture and Society*, **11**(2), 201-213.
- Worthy, J., Moorman, M., and Turner, M. (1999). What Johnny likes to read is hard to find at school. *Reading Research Quarterly*, **34**(1), 12-27.
- Younger, M. and Warrington, M. (2005). Raising boys' achievement. RR636. London: DfES.
- Worthy, J.; Moorman, M.; and Turner, M. "What Johnny Likes to Read Is Hard to Find in School." *Reading Research Quarterly* 34 (1999): 12-27.

Appendix A

Table 1: Sample characteristics

	%	N
Gender		
Boys	49.5	748
Girls	50.5	764
Age		
8	3.9	59
9	9.0	136
10	11.1	168
11	11.9	180
12	21.7	328
13	29.9	452
14	12.4	188

Appendix B – Pupil Questionnaire

WE WANT TO KNOW WHAT YOU THINK



Thank you for agreeing to take part in this questionnaire. Please answer as honestly as you can. Don't try and write what you think teachers want you to write; tell us what you really think.

About you

Gender: Boy Girl

Age: 10 11 12 13 14
15

What you think about reading

1. How much do you like reading? (Tick one box only)

Not at all A bit Quite a lot Very
much

2. On a scale of 1 - 10 how good a reader do you think you are? (please circle one number)

(not very good reader) 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10 (excellent reader)

3. What do you think about reading? (Please tick one box for each statement)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Reading is more for girls than boys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is hard for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading is important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I can't find books that interest me	<input type="checkbox"/>				
I only read at school	<input type="checkbox"/>				
I like going to the library	<input type="checkbox"/>				
I prefer reading by myself	<input type="checkbox"/>				

4. Which of the following do you read? (Tick as many as you like)

Web sites	<input type="checkbox"/>	Newspapers	<input type="checkbox"/>	Teletext/Ceefax	<input type="checkbox"/>
Magazines	<input type="checkbox"/>	Jokes	<input type="checkbox"/>	Non-fiction books	<input type="checkbox"/>
Fiction books	<input type="checkbox"/>	Graphic novels	<input type="checkbox"/>	Comics	<input type="checkbox"/>
Annuals	<input type="checkbox"/>	Manuals/instructions	<input type="checkbox"/>	Text messages	<input type="checkbox"/>
Emails	<input type="checkbox"/>	Poetry	<input type="checkbox"/>	Plays	<input type="checkbox"/>
Catalogues	<input type="checkbox"/>	Song lyrics	<input type="checkbox"/>	Posters/signs	<input type="checkbox"/>

5. What types of fiction do you like reading? (Tick as many as you like)

Adventure	<input type="checkbox"/>	Horror/ghost	<input type="checkbox"/>	Romance/relationships	<input type="checkbox"/>
Animal-related	<input type="checkbox"/>	Science-fiction/fantasy	<input type="checkbox"/>	Comedy	<input type="checkbox"/>
Crime/detective	<input type="checkbox"/>	Sports-related	<input type="checkbox"/>	Realistic teenage fiction	<input type="checkbox"/>
War/spy-related	<input type="checkbox"/>	Poetry	<input type="checkbox"/>	I don't read fiction	<input type="checkbox"/>

6. What types of non-fiction do you like reading? (Tick as many as you like)

(Auto) biographies (people's life stories)	<input type="checkbox"/>	Encyclopaedias (fact books)	<input type="checkbox"/>	<i>How to ...</i> books (like <i>Art Attack</i>)	<input type="checkbox"/>
Fashion	<input type="checkbox"/>	Travel/maps	<input type="checkbox"/>	Celebrities/gossip	<input type="checkbox"/>
Cookbooks	<input type="checkbox"/>	Science	<input type="checkbox"/>	Music	<input type="checkbox"/>
Sports	<input type="checkbox"/>	History	<input type="checkbox"/>	Computing/games	<input type="checkbox"/>
My hobbies/interests	<input type="checkbox"/>	Manuals	<input type="checkbox"/>	I don't read non-fiction	<input type="checkbox"/>

What are your interests?

7. Where do you like reading? (Please tick your favourite ones)

Home	<input type="checkbox"/>	School library	<input type="checkbox"/>	School lessons	<input type="checkbox"/>
Friend's house	<input type="checkbox"/>	Town library	<input type="checkbox"/>	Bookclub	<input type="checkbox"/>
Outside	<input type="checkbox"/>				

Reading rewards

8. Which of these would make you more likely to read? (Tick as many as you like)

Praise from teacher	<input type="checkbox"/>	Reward in assembly	<input type="checkbox"/>	Certificates	<input type="checkbox"/>
Meeting author/ celebrity readers	<input type="checkbox"/>	Winning a competition	<input type="checkbox"/>	Prizes	<input type="checkbox"/>
Free choice time in school	<input type="checkbox"/>	Your own webpage	<input type="checkbox"/>	Stickers	<input type="checkbox"/>
Letter to your parents praising you	<input type="checkbox"/>	Having friends that read	<input type="checkbox"/>	Library visits	<input type="checkbox"/>
Trip related to your interest	<input type="checkbox"/>	Bookshop visits	<input type="checkbox"/>	None of these	<input type="checkbox"/>

Other, please write:

9. Which activities would you like to do to help yourself and others read more?
(You may tick more than one box)

Reading groups with friends	<input type="checkbox"/>	Talking about my favourite reads	<input type="checkbox"/>
-----------------------------	--------------------------	----------------------------------	--------------------------

- | | | | |
|------------------------------------|--------------------------|---|--------------------------|
| Reading games | <input type="checkbox"/> | Helping choose stock for the library | <input type="checkbox"/> |
| Writing book reviews | <input type="checkbox"/> | Helping younger children with their reading | <input type="checkbox"/> |
| Designing displays for the library | <input type="checkbox"/> | Reading for charity | <input type="checkbox"/> |
| Designing websites/magazines | <input type="checkbox"/> | None of these | <input type="checkbox"/> |

Other, please write:

Reading with other people

10. Who taught you to read? (please choose the most important ones)

Mum	<input type="checkbox"/>	Dad	<input type="checkbox"/>
Grandparent	<input type="checkbox"/>	Brother/sister	<input type="checkbox"/>
Friend	<input type="checkbox"/>	Teacher	<input type="checkbox"/>
Librarian	<input type="checkbox"/>	Teaching assistant	<input type="checkbox"/>
Older boy/girl	<input type="checkbox"/>	Younger boy/girl	<input type="checkbox"/>
Other adult male	<input type="checkbox"/>	Other adult female	<input type="checkbox"/>

11. Who would you prefer to read to and discuss your reading with? (please choose the most important ones)

Mum	<input type="checkbox"/>	Dad	<input type="checkbox"/>
Grandparent	<input type="checkbox"/>	Friend	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Teaching assistant	<input type="checkbox"/>
Librarian	<input type="checkbox"/>	Younger boy/girl	<input type="checkbox"/>
Older boy/girl	<input type="checkbox"/>	Other adult female	<input type="checkbox"/>
Other adult male	<input type="checkbox"/>		

Role models

12. Which groups of people would influence you if they said you need to be able to read well?

For example: Police/fire/ambulance; Armed forces; Airplane pilots; Sports/leisure workers; builders; health/beauty workers.

13. Please name which famous people would influence you if they said you need to be able to read well? For example: name some sport stars, pop stars, authors, celebrities.

Thank you for your help. 😊

Appendix C: Technical results

2.1.1. Reading enjoyment

Significant gender differences

Girls: $M = 2.53$, $SD = .890$;

Boys: $M = 2.22$, $SD = .903$;

$t(1508) = -6.666$, $p = .000$.

Significant age differences: $F(6,1502) = 34.626$, $p = .000$. The interaction between gender and age was just statistically insignificant: $F(6,1595) = 2.095$, $p = 0.061$

Correlation between reading enjoyment and reading proficiency: $r = .507$, $p = .000$

2.2.2. Reading proficiency

Significant gender differences: $t(1505) = -2.824$, $p = .005$.

Significant age differences: $F(6,1499) = 6.309$, $p = .000$

2.2.3. Reading attitudes

Correlations between reading enjoyment and

reading is for girls: $r = -.291$, $p < 0.01$

reading is boring: $r = -.718$, $p < 0.01$

reading is hard: $r = -.322$, $p < 0.01$

they cannot find books that interest them: $r = -.436$, $p < 0.01$,

they only read at school: $r = -.496$, $p < 0.01$

reading is fun: $r = .656$, $p < 0.01$

reading is important: $r = .260$, $p < 0.01$

Boys were more likely to agree with the statement:

reading is for girls than were girls: ($t(1475) = -5.936$, $p = .000$)

reading is boring: ($t(1469) = -6.428$, $p = .000$),

reading is hard: ($t(1459) = -2.322$, $p = .020$),

they find it hard to find interesting books: ($t(1463) = -3.638$, $p = .000$)

that they only read at school: ($t(1462) = -5.349$, $p = .000$).

Girls were significantly more likely than boys to agree:

reading is fun: ($t(1475) = 5.486$, $p = .000$),

they like going to the library: ($t(1467) = 3.271$, $p = .001$)

they prefer reading by themselves: ($t(1480) = 2.742$, $p = .006$)

Primary pupils were more likely than secondary ones to agree with the statements

reading is fun: ($F(6,1469) = 30.233$, $p = .000$)

they like going to the library: ($F(6,1461) = 80.435$, $p = .000$).

Conversely, secondary pupils were more likely than primary ones to agree with

reading is boring: ($F(6,1463) = 15.527$, $p = .000$),

that they find it hard to find interesting books: ($F(6,1457) = 6.249$, $p = .000$),

and that they read only at school: ($F(6,1456) = 7.723$, $p = .000$).

Correlation between reading attitudes (scale) and reading enjoyment: ($r = -.509$, $p = .000$)

2.2.4. Preferred reading materials

Girls were significantly more likely than boys to read:
magazines ($\chi^2 = 36.589$, $df = 1$, $p = .000$),
fiction ($\chi^2 = 23.514$, $df = 1$, $p = .000$),
text messages ($\chi^2 = 33.557$, $df = 1$, $p = .000$),
emails ($\chi^2 = 16.538$, $df = 1$, $p = .000$),
poetry ($\chi^2 = 64.756$, $df = 1$, $p = .000$),
plays ($\chi^2 = 14.008$, $df = 1$, $p = .000$),
catalogues ($\chi^2 = 4.890$, $df = 1$, $p = .031$),
song lyrics ($\chi^2 = 87.054$, $df = 1$, $p = .000$)
and posters ($\chi^2 = 13.742$, $df = 1$, $p = .000$).

Boys were significantly more likely than girls to read:
websites ($\chi^2 = 6.321$, $df = 1$, $p = .013$),
newspapers ($\chi^2 = 6.996$, $df = 1$, $p = .009$),
teletexts/Ceefax ($\chi^2 = 20.488$, $df = 1$, $p = .000$),
jokes ($\chi^2 = 25.045$, $df = 1$, $p = .000$),
graphic novels ($\chi^2 = 8.903$, $df = 1$, $p = .003$),
comics ($\chi^2 = 60.966$, $df = 1$, $p = .000$),
annuals ($\chi^2 = 20.490$, $df = 1$, $p = .000$),
and manuals ($\chi^2 = 19.020$, $df = 1$, $p = .000$)

Secondary pupils were significantly more likely than primary ones to read:
websites ($\chi^2 = 88.469$, $df = 6$, $p = .000$),
newspapers ($\chi^2 = 16.046$, $df = 6$, $p = .014$),
teletext/Ceefax ($\chi^2 = 19.566$, $df = 6$, $p = .003$),
magazines ($\chi^2 = 38.650$, $df = 6$, $p = .000$),
text messages ($\chi^2 = 188.027$, $df = 6$, $p = .000$),
emails ($\chi^2 = 83.475$, $df = 6$, $p = .000$),
catalogues ($\chi^2 = 17.563$, $df = 6$, $p = .007$),
song lyrics ($\chi^2 = 18.032$, $df = 6$, $p = .006$)
and posters ($\chi^2 = 20.143$, $df = 6$, $p = .003$).

Primary pupils were significantly more likely than secondary ones to read:
jokes ($\chi^2 = 36.846$, $df = 6$, $p = .000$),
non-fiction ($\chi^2 = 22.320$, $df = 6$, $p = .001$),
fiction ($\chi^2 = 31.389$, $df = 6$, $p = .000$),
graphic novels ($\chi^2 = 36.860$, $df = 6$, $p = .000$),
comics ($\chi^2 = 85.459$, $df = 6$, $p = .000$),
annuals ($\chi^2 = 43.620$, $df = 6$, $p = .000$),
manuals ($\chi^2 = 27.456$, $df = 6$, $p = .000$),
poetry ($\chi^2 = 64.756$, $df = 6$, $p = .000$)
and plays ($\chi^2 = 88.891$, $df = 6$, $p = .000$)

2.2.5. Types of fiction

Girls were significantly more likely than boys to read:
romance/relationship books ($\chi^2 = 182.644$, $df = 1$, $p = .000$),
animal-related stories ($\chi^2 = 91.515$, $df = 1$, $p = .000$),
realistic teenage fiction ($\chi^2 = 209.709$, $df = 1$, $p = .000$)
and poetry ($\chi^2 = 53.965$, $df = 1$, $p = .000$).

Boys were significantly more likely than girls to read:
science fiction ($\chi^2 = 9.577$, $df = 1$, $p = .002$),
comedy ($\chi^2 = 4.336$, $df = 1$, $p = .038$),
crime/detective stories ($\chi^2 = 23.492$, $df = 1$, $p = .000$),
sports-related fiction ($\chi^2 = 101.522$, $df = 1$, $p = .000$),

and war/spy-related stories ($\chi^2 = 158.863$, $df = 1$, $p = .000$).
do not read any fiction ($\chi^2 = 6.043$, $df = 1$, $p = .015$).

Primary school pupils were significantly more likely to read:
adventure stories ($\chi^2 = 76.818$, $df = 6$, $p = .000$),
horror/ghost stories ($\chi^2 = 41.463$, $df = 6$, $p = .000$),
animal-related fiction ($\chi^2 = 95.751$, $df = 6$, $p = .000$),
science fiction ($\chi^2 = 35.364$, $df = 6$, $p = .000$),
crime ($\chi^2 = 33.372$, $df = 6$, $p = .000$),
sports-related fiction ($\chi^2 = 57.835$, $df = 6$, $p = .000$),
war/spy stories ($\chi^2 = 40.716$, $df = 6$, $p = .000$)
and poetry ($\chi^2 = 195.883$, $df = 6$, $p = .000$).

Secondary pupils were significantly more likely than primary ones to read:
comedy ($\chi^2 = 14.496$, $df = 6$, $p = .044$)
and realistic teenage fiction ($\chi^2 = 13.710$, $df = 6$, $p = .049$).

2.2.6. Types of non-fiction

Girls were significantly more likely than boys to read:
(auto)biographies ($\chi^2 = 33.332$, $df = 1$, $p = .000$),
How to... books ($\chi^2 = 40.422$, $df = 1$, $p = .000$),
fashion ($\chi^2 = 369.830$, $df = 1$, $p = .000$),
celebrities/gossip ($\chi^2 = 327.517$, $df = 1$, $p = .000$),
cookbooks ($\chi^2 = 29.876$, $df = 1$, $p = .000$)
and music ($\chi^2 = 59.438$, $df = 1$, $p = .000$).

Boys were significantly more likely than girls to read:
science ($\chi^2 = 6.346$, $df = 1$, $p = .013$),
sports-related materials ($\chi^2 = 181.023$, $df = 1$, $p = .000$),
computer-related materials ($\chi^2 = 107.898$, $df = 1$, $p = .000$)
and manuals ($\chi^2 = 27.272$, $df = 1$, $p = .000$).

Primary pupils were significantly more likely than secondary ones to read:
encyclopaedias ($\chi^2 = 78.976$, $df = 6$, $p = .000$),
How to ... books ($\chi^2 = 157.879$, $df = 6$, $p = .012$),
fashion ($\chi^2 = 20.997$, $df = 6$, $p = .002$),
travel/maps ($\chi^2 = 98.171$, $df = 6$, $p = .000$),
cookbooks ($\chi^2 = 73.134$, $df = 6$, $p = .000$),
science ($\chi^2 = 123.219$, $df = 6$, $p = .000$),
music ($\chi^2 = 20.102$, $df = 6$, $p = .000$),
sports ($\chi^2 = 45.001$, $df = 6$, $p = .000$),
computing/games ($\chi^2 = 70.514$, $df = 6$, $p = .000$)
and manuals ($\chi^2 = 57.314$, $df = 3$, $p = .000$).

2.2.7. Reading places

Girls were more likely than boys to state that they liked reading:
at home ($\chi^2 = 29.472$, $df = 1$, $p = .000$),
in school lessons ($\chi^2 = 5.077$, $df = 1$, $p = .027$),
with friends ($\chi^2 = 5.976$, $df = 1$, $p = .017$),
in the town library ($\chi^2 = 6.002$, $df = 1$, $p = .016$),
and outside ($\chi^2 = 8.757$, $df = 1$, $p = .003$).

Primary pupils were also significantly more likely than secondary ones to prefer reading:
in the school library ($\chi^2 = 297.512$, $df = 6$, $p = .000$),

in school lessons ($\chi^2 = 46.659$, $df = 6$, $p = .000$),
with friends ($\chi^2 = 61.267$, $df = 6$, $p = .000$),
in the town library ($\chi^2 = 119.217$, $df = 6$, $p = .000$),
in bookclubs ($\chi^2 = 65.168$, $df = 6$, $p = .000$)
and outside ($\chi^2 = 46.208$, $df = 6$, $p = .000$).

2.2.8. Reading incentives

Girls were significantly more likely than boys to want to read more if:
they met the author ($\chi^2 = 57.535$, $df = 1$, $p = .000$),
got stickers ($\chi^2 = 10.330$, $df = 1$, $p = .001$),
had friends that were readers ($\chi^2 = 55.228$, $df = 1$, $p = .000$),
went on trips to the library ($\chi^2 = 5.870$, $df = 1$, $p = .016$)
and to the bookshop ($\chi^2 = 6.363$, $df = 1$, $p = .012$).

Boys were significantly more likely than girls to state that:
having their own webpages ($\chi^2 = 4.312$, $df = 1$, $p = .042$)
none of these incentives would get them to read more ($\chi^2 = 9.273$, $df = 1$, $p = .003$).

Primary pupils were significantly more likely than secondary ones to state that:
teacher's praise ($\chi^2 = 64.904$, $df = 6$, $p = .000$),
rewards in assembly ($\chi^2 = 170.447$, $df = 6$, $p = .000$),
certificates ($\chi^2 = 130.754$, $df = 6$, $p = .000$),
meeting authors ($\chi^2 = 45.843$, $df = 6$, $p = .000$),
winning competitions ($\chi^2 = 76.188$, $df = 6$, $p = .000$),
prizes ($\chi^2 = 74.252$, $df = 6$, $p = .000$),
free choice time ($\chi^2 = 42.567$, $df = 6$, $p = .000$),
own website ($\chi^2 = 31.881$, $df = 6$, $p = .000$),
stickers ($\chi^2 = 161.053$, $df = 6$, $p = .000$),
reading friends ($\chi^2 = 59.513$, $df = 6$, $p = .000$),
visits to the library ($\chi^2 = 216.068$, $df = 6$, $p = .000$)
and visits to the bookshop ($\chi^2 = 168.808$, $df = 6$, $p = .000$)

Secondary pupils were significantly more likely to indicate that none of the 14 incentives would get them to read more ($\chi^2 = 29.983$, $df = 6$, $p = .000$).

2.2.9. Engaging others

Girls were significantly more likely than boys to believe that the following activities would make them and others want to read more:
reading groups with friends ($\chi^2 = 28.362$, $df = 1$, $p = .001$),
talking about their favourite books ($\chi^2 = 11.854$, $df = 1$, $p = .001$),
choosing library stock ($\chi^2 = 12.025$, $df = 1$, $p = .000$),
writing book reviews ($\chi^2 = 7.536$, $df = 1$, $p = .007$),
helping younger children ($\chi^2 = 97.996$, $df = 1$, $p = .000$),
designing library displays ($\chi^2 = 28.009$, $df = 1$, $p = .000$),
reading for charity ($\chi^2 = 19.773$, $df = 1$, $p = .000$)
and designing websites/magazines ($\chi^2 = 6.514$, $df = 1$, $p = .012$).

Boys were significantly more likely to believe that:
reading games ($\chi^2 = 30.160$, $df = 1$, $p = .000$)
none of these activities would engage them and others ($\chi^2 = 30.040$, $df = 1$, $p = .004$).

Primary pupils were significantly more likely than secondary ones to believe that: reading groups ($\chi^2 = 166.601$, $df = 6$, $p = .000$),
talking about favourite books ($\chi^2 = 108.919$, $df = 6$, $p = .000$),

reading games ($\chi^2 = 101.510$, $df = 6$, $p = .000$),
choosing library stock ($\chi^2 = 118.482$, $df = 6$, $p = .000$),
writing book reviews ($\chi^2 = 72.073$, $df = 6$, $p = .000$),
helping younger children ($\chi^2 = 112.939$, $df = 6$, $p = .000$),
designing library displays ($\chi^2 = 132.688$, $df = 6$, $p = .000$)
and reading for charity ($\chi^2 = 93.010$, $df = 6$, $p = .000$).

Secondary pupils were significantly more likely to state that none of these activities would make them and others read more ($\chi^2 = 33.777$, $df = 6$, $p = .000$).

2.2.10 Reading teacher

Girls were significantly more likely than boys to state that:
their mother ($\chi^2 = 12.184$, $df = 1$, $p = .001$),
grandparent ($\chi^2 = 13.905$, $df = 1$, $p = .000$),
a friend ($\chi^2 = 5.919$, $df = 1$, $p = .017$)
or their teacher ($\chi^2 = 21.304$, $df = 1$, $p = .000$).

Primary pupils were significantly more likely to report that:
a friend ($\chi^2 = 37.946$, $df = 6$, $p = .000$),
a librarian ($\chi^2 = 31.303$, $df = 6$, $p = .000$)
or another adult female ($\chi^2 = 13.264$, $df = 6$, $p = .039$) had taught them to read.

Secondary pupils were more likely to indicate that their teacher had taught them to read ($\chi^2 = 36.264$, $df = 6$, $p = .000$).

2.2.11 Reading partners

Girls were significantly more likely than boys to report that they would like to discuss books and reading with:

their mothers ($\chi^2 = 8.052$, $df = 1$, $p = .005$),
their friends ($\chi^2 = 41.601$, $df = 1$, $p = .000$),
younger boy/girl ($\chi^2 = 4.526$, $df = 1$, $p = .035$)
and other adult females ($\chi^2 = 4.795$, $df = 1$, $p = .036$).

Boys were more likely to report that they would like to discuss books and reading with their fathers ($\chi^2 = 4.306$, $df = 1$, $p = .047$).

Primary children were significantly more likely than older ones to state that they would like to read to or discuss reading with:

their mother ($\chi^2 = 27.073$, $df = 6$, $p = .000$),
their father ($\chi^2 = 35.269$, $df = 6$, $p = .000$),
their teacher ($\chi^2 = 55.503$, $df = 6$, $p = .039$),
their teaching assistant ($\chi^2 = 28.941$, $df = 6$, $p = .000$),
their librarian ($\chi^2 = 19.343$, $df = 6$, $p = .004$),
a younger boy/girl ($\chi^2 = 16.050$, $df = 6$, $p = .013$), an older boy/girl ($\chi^2 = 25.225$, $df = 6$, $p = .000$),
another adult female ($\chi^2 = 23.196$, $df = 6$, $p = .001$)
and another adult male ($\chi^2 = 24.639$, $df = 6$, $p = .000$).

Appendix D

Table. Reading attitudes – descriptive analysis

	M	SD
Reading is more for girls than boys	3.44	1.201
Reading is boring	3.03	1.376
Reading is hard for me	3.71	1.208
Reading is fun	3.02	1.362
Reading is important	2.01	1.076
I can't find books that interest me	2.97	1.280
I only read at school	3.51	1.317
I like going to the library	3.34	1.437
I prefer reading by myself	2.23	1.226

Note: 1 = Strongly agree to 5 = Strongly disagree

Appendix E – Reading Champions Framework

READING CHAMPIONS FRAMEWORK

CATEGORY	HOW QUALIFY
BRONZE	<p>Encouraging other boys to read e.g.</p> <ul style="list-style-type: none"> • By example/enthusiasm/ suggesting good reads. • Proclaiming themselves as a reader. • Outstanding oral book reviews that help promote good reads. • Out of school activities such as reader with a sibling or being part of a reading group (this is a bronze activity because it cannot be accurately monitored).
SILVER	<p>Being involved in a special scheme to help encourage male readers e.g.</p> <ul style="list-style-type: none"> • Buddying/mentoring. • Helping organise book group – subject specific or general. • Helping organise book reviews display • Library work e.g. being part of a group that proposes what books to buy or helping to organise a recommended reads display. • Being a pupil librarian. • Coming up with effective ideas for reading aids such as Reading Logs, displays (in classroom), games etc • Setting up or being part of the editorial team on a school magazine for boys. • Using ICT based school network to promote reading e.g. <ul style="list-style-type: none"> -read of the week screensavers. -Website design.
GOLD (should be awarded sparingly)	<p>Providing an outstanding contribution to developing reading culture in school e.g.</p> <ul style="list-style-type: none"> • Instigating a reading based event – Readathon, Big Read. • Key participation in out of school reading based initiative.

Appendix F – Reading Champions Questionnaire

READING CHAMPIONS QUESTIONNAIRE

- Do you think having bronze, silver and gold Reading Champions is a good idea?

Yes

No

Don't know

- Which of the following activities would you be happy to do to become a Reading Champion? (Tick as many as you like below)

BRONZE CHAMPION: Encouraging other boys to read.

By example By declaring themselves a reader

By enthusiasm By suggesting good reads

By writing great book reviews
that promote good reads

SILVER CHAMPION: Being involved in a special scheme to help encourage other boys to read.

Helping organise a
book reviews display Library work e.g. being part of a
group that suggests what books to buy

Helping to organise a
recommended reads display Using ICT to promote reading
e.g. read of the week screensavers

Reading with younger children Helping organise book groups

Becoming a pupil librarian Helping with a school magazine for
boys

Coming up with good ideas for reading help e.g.

Classroom displays

Reading logs

Reading games

GOLD CHAMPION: For an outstanding contribution to developing a reading culture in school.

Running a reading based event e.g. Readathon, Big Read

Key participation in out-of-school reading-based project

- **Have you got any good ideas of other things boys could do to become a Reading Champion?**

Your suggestions: _____

Thank you for your help. 😊