

Research into Reading

- What difference will it make if we read at home with our child?
- Is the reading that takes place in school enough?

Research findings

- The more children enjoy reading, the more they will read (Cox and Guthrie, 2001).
- The more they read, the better they get at reading (Guthrie et al 2007).
- If they read out of class every day, children are five times more likely to read above the expected level compared with children who never do so (Literacy Trust 2015).

Research findings

- Children who feel motivated towards reading are likely to read more diverse materials with higher engagement and greater feelings of competency (Guthrie, Coddington and Wigfield 2009).
- The more they experience positive role models and messages about reading, the more they will want to read. (Rouland et al 2013).
- The older they get in their school lives, the less positive they may be about reading. (McKenna et al 1995)

Research findings

- 61.2% of girls report that they enjoy reading compared to 47.8% of boys (Literacy Trust 2015).
- Cognitive and linguistic factors are increasingly considered to be only part of the picture in explaining differing attainment (McKernan, Stratton et al 1995).

The Literacy Trust sums up their report as follows:

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

[http://www.literacytrust.org.uk/assets/0003/1643/Young_people_s_reading_2015 - Final.pdf](http://www.literacytrust.org.uk/assets/0003/1643/Young_people_s_reading_2015_-_Final.pdf)

The main findings from the parental survey can be summarised as follows:

- Of the parents responding, 27 were women and 4 were men.
- Respondents are strongly in support of reading; 23/31 read daily themselves and 5/31 read once or twice per week. Their partners read daily 21/31 or once/twice per week 4/31.
- 24/31 of the children parents were responding about read daily with a further 7/31 reading once or twice per week.
- 12/31 children enjoy reading 'very much' with a further 11/31 enjoying it 'quite a lot'.
- 8/31 children enjoy reading 'a bit'.
- The main ways in which parents encourage their child to read are:
 - Read to them 23/31
 - Give books as gifts 31/31
 - Have them read to you 25/31
 - Discuss their reading 28/31
 - Be seen reading 15/31
- 24/31 parents are members of the local library
- 27/31 respondents believe that the school does enough to encourage their child's reading

The main findings from an analysis of the children's data in year 2:

- The boys far prefer non-fiction to fiction books (80% of boys citing it as preferred compared to 30% of girls)
- Double the number of boys compared to girls were unable to name any author
- Of the 4 children who chose the 😊 face about reading, 3 are boys and one is a girl.
- All of the children enjoy hearing their teacher read stories to them.
- No particular links between library membership and other factors could be found (i.e. least and most able child go to library frequently; equally some high ability never go and some low ability never go). 1/3 more go to the library than do not go.
- Those children who report that they rarely or never read outside school are 'underachieving' in terms of levels of attainment.

The main findings from an analysis of the children's data in year 5/6:

- 15/28 of the sample report that they read at home at least 5 times per week
- 20/28 report a reading enjoyment level of 7/10 or higher
- Of those y5/6 children rating their reading enjoyment level as 9/10 or 10/10 (or 11/10 in one case!), totalling 13 children, all read 6 or 7 times a week.
- Of those rating their enjoyment level as 5/10 or lower, totalling 6 children, one reads 4 times per week and the rest twice a week or less.
- Of those rating their enjoyment level as 5/10 or lower, totalling 6 children, 1 is a girl and 5 are boys.
- Of the children reporting low frequency of reading, a lower level of reading attainment is strongly linked.

Key messages

- Read, read, read.
- Don't have a battle.
- Share books.
- Talk about reading / books.
- Be seen reading. Get excited about reading.
- Find something that they love.