

Research and Evaluation: Beyond Booked Up (BBU)

Investigating the Delivery and Impact of BBU

Authored by
Dr Emma Vardy & Ms Sam Waldron
Coventry University

September 2016

Contents

Introduction	3
Beyond Booked Up	3
Previous Evaluations of Beyond Booked Up.....	4
Current Research & Methodology	5
Research Questions	5
Online Survey.....	6
Interview and focus group discussions	6
The Delivery of the Beyond Booked Up (BBU) Programme.....	8
Impact on Reading for Pleasure	28
Research Question 1: How does each of the key elements of Beyond Booked Up impact on students' reading for pleasure?.....	34
Research Question 2: How does the impact of BBU differ for students with different attitudes, abilities and behaviours relating to reading for pleasure?	43
Why resources are not used	48
Improvements.....	50
Conclusion and Recommendations.....	52
Limitations.....	55
Recommendations	55
References	57

Introduction

BookTrust is a national reading charity that aims to engage children with reading from birth right through to secondary school age. To achieve this BookTrust run a number of programmes to promote reading for pleasure. Coventry University was commissioned in December 2015 by BookTrust to evaluate one of their secondary school programmes, *Beyond Booked Up (BBU)*. BBU was launched in 2011 and comprises a set of six resources for Year 7 and 8 students that aim to engage and generate an interest in reading at the transition phase to secondary school. This is a critical time, as reading for pleasure declines during the move from primary to secondary school (Hodges, 2010). BBU is a targeted programme available to schools that were identified by the Department for Education in 2010 as having more than 20% of students entitled to free school meals (FSM) and an attainment gap of 20% or more between students in receipt of FSM and students not in receipt of FSM. The database received by Coventry University from BookTrust named 374 schools as eligible to participate.

Beyond Booked Up

Beyond Booked Up comprises six resources, one per term for each year group; these were the resources available to schools 2015/2016:

Autumn term, Year 7: Bookbuzz

Bookbuzz offers all Year 7 students the opportunity to choose a book to keep from a selection of titles. Two sets of the 12 core books are provided for the school library and the school receives a guide to developing writing across the school.

Spring term, Year 7: Beyond Play Scripts

This resource invites students to read short play scripts based on two of the Bookbuzz titles and provides synopses of excerpts from other Bookbuzz titles as stimuli for students to write their own scripts.

Summer term, Year 7: Introducing Graphic Novels

Excerpts from a series of graphic novels and comic books are provided. The resource encourages students to investigate different genres and critically consider the impact of different styles of design.

Autumn term, Year 8: Exploring Stories – King Arthur This resource focuses on different versions of the same episode from the King Arthur story. It provides excerpts representing a range of narrative genres, styles and forms. Excerpts are available online and in CD-ROM format.

Spring term, Year 8: Introducing Performance Poetry

This resource centers on the work of two performance poets: Charlie Dark and Dfiza Benson. Videos (available online and on a CD-ROM) show the two poets performing their work, talking about the origins and development of poems performed, and giving advice for performing poetry. Guidance is provided on hosting a poet in school and holding a poetry event.

Summer term, Year 8: Flash Fiction

This resource presents a series of very short stories for reading and discussion. The resource aims to support students in writing their own flash fiction and features a videoed interview (available online and via CD-ROM) with an author, who also provides step-by-step guidance for writing flash fiction.

All resources except Bookbuzz and Exploring Stories include students' booklets containing texts and activities, and a teachers' guide to using the materials. Class sets of student booklets are provided and booklists featuring new books and authors are emailed to schools each term to encourage the promotion of independent reading.

Beyond Booked up is designed to inspire a love of reading through the following evidence-based elements of the programme:

- Introducing students to a range of literacy practices – engaging young people with books (Bookbuzz) and text extracts through creative activities such as writing play scripts, writing flash fiction and exploring stories
- Providing access to high-quality books – books that have age appropriate content, are sufficiently challenging and are well written through Bookbuzz. The book selection aims to provide books that will appeal to a wide range of children; they build on and reflect current interests whilst introducing new worlds and experiences.
- Developing young people's ability to choose what they read –Bookbuzz is designed to offer a range of books and support to develop skills to make informed choices about books. There are also units of work with activities to introduce new and different genres such as graphic novels or poetry.
- Developing school staff knowledge about books –supporting teachers, school librarians and other staff to find out about the latest great books for children and young people; introducing them to new genres and new authors via Bookbuzz
- Encouraging social interaction around books –providing the opportunity to choose and read books as a group and discuss reactions to them

Previous Evaluations of Beyond Booked Up

The most recent evaluation of BBU was conducted in 2014 by Sheffield Hallam University and included an expert review of the resources, a survey of Beyond Booked Up coordinators and best practice case studies of the use of the resources in four schools. An expert panel concluded the BBU resources align with the Key Stage 3 National Curriculum. They highlighted that using authentic texts was a key strength (Burnett et al., 2014). Although the experts were overwhelmingly positive regarding the materials, they suggested improvements such as using whole texts rather than extracts, more detailed guidance for non-teaching staff and easier access to the materials to enable teachers to plan with the resources in mind (Burnett et al., 2014). Limitations in the reach of the survey meant the majority of respondents were librarians (rather than classroom-based staff) and as a result, were not able to provide feedback on all elements of implementation and impact of the resource that were used in the classroom. Bookbuzz was reported to be the most popular part of the programme with all respondents using the resources followed by Introducing Graphic Novel with Year 7 and Flash Fiction with Year 8. A key message from the case studies was that staff found the materials easy to use and the students enjoyed using non-traditional resources (Burnett et al., 2014). The findings of this report

suggest BBU can contribute to promoting reading for pleasure; however, there is a need to explore in more detail the mechanisms of BBU that impact on reading for pleasure.

Previous evaluations of Bookbuzz (which was previously known as Booked Up) suggest this well-established programme does contribute to enhancing reading for pleasure. Launched in 2011, Bookbuzz provides students with a free book of their choice early on in their secondary school experience to promote the importance of reading for pleasure. SQW Consulting's (2010) evaluation of the Booked Up book gifting scheme for Year 7 students concludes that students enjoyed the variation of books to select. Crucially, for students living in a deprived area, it was used as a way to encourage them to read more (SQW Consulting, 2010). Hugh Hope-Stone Associates (2008) finds the scheme had made a significant impact on student's engagement with and enjoyment of reading, which contributed to them reading more widely. In previous case studies, students discuss how they came to select their book, and talk about trying something new (e.g. a new genre or author); this indicates the scheme broadens the students' literacy experiences (Calgue & Levy, 2013). Furthermore, Bookbuzz can build strong bonds between students and the library early within students' educational journeys at secondary school (Merchant et al., 2012). Merchant et al. (2012)'s evaluation also suggests that Booked Up offered a necessary 'push' for reluctant readers to start enjoying reading. The book gifting scheme gives students choice and access to their own book – two important contributors to developing a positive attitude to reading and engaging students with reading.

Previous evaluations suggest that BBU has a positive impact on students' reading for pleasure. Coventry University was commissioned to contribute to this literature by investigating which elements of BBU impact on student's reading for pleasure and whether the impact of BBU differs for different groups of students.

Current Research & Methodology

Research Questions

The current evaluation used mixed methods to gather delivery data to understand how the resources are used in schools, as well as investigate two research questions set by BookTrust:

How does each of the key elements (see above) of Beyond Booked Up, impact on students' reading for pleasure?

How, if at all, does this differ for students with different attitudes, abilities and behaviours relating to reading for pleasure?

Interviews, focus group discussions and an online survey were the three data collection tools used to address the research questions above. An extensive literature search on reading for pleasure was undertaken and a summary is presented in the report. The data collection tools were developed by Coventry University in consultation with BookTrust. The evaluation ran from December 2015 to July 2016.

Online Survey

The online survey was emailed out to the 374 schools named on the BookTrust database. Reminders of the survey were sent three times and schools were followed up with a telephone call to increase participation. The survey was not limited to one respondent per school like in previous evaluations. All staff members that use the resources were encouraged to participate in the survey so that views from both librarians and teaching staff could be gathered. In the final sample, the most respondents from one school were six. The survey items focused on the delivery and impact of BBU. The survey included both open and closed items. The open items were analysed using content analysis, a method by which qualitative data is quantified.

A total of 115 responses were recorded from the 374 schools emailed and phoned about the survey, yielding a 31% response rate. Respondents did not have to give their school name to ensure anonymity. 22 refused and 78 different schools were named, with some schools having more than one respondent. The respondents were from the North West (27%), the West Midlands (19%), London (16%), East Midlands (10%), South East (9%), North East (9%), and Yorkshire and Humberside (7%). The fewest responses were from East England and South West (both 2%), which may be due to the small number of schools eligible to participate in BBU in these areas.

The main respondents to the survey were Librarians (26%, 27 individuals), followed by LRC Managers (19%, 20 individuals), and 16% (17 individuals) were English teachers. Respondents also included 12 Heads of English and three School Literacy Coordinators. The 'other' job category was selected by 20% and included two deputy Head Teachers, three learning support assistants, two teachers of CALL (Creative and Literacy Learning), a literacy intervention tutor, an aspirations manager, one SENCO and a pastoral support worker. Of those that responded, 65% were the main contact for the BBU project within the school, 36% were responsible for delivering Bookbuzz in school lessons, 20% were the lead for planning and implementing the BBU resources, and 16% reported their role is to deliver other BBU resources (other than Bookbuzz).

Interview and focus group discussions

Originally only those schools who met the eligibility criteria to receive BBU (173 schools of the 374 named on the BookTrust database) were contacted to participate in the interview and focus group discussions. Following recruitment difficulties, however, the other 201 schools were also contacted about the evaluation. All 374 schools had received the resources; however, 54% of the schools were no longer eligible at the time of recruitment. There were changes affecting eligibility that had occurred within schools over the last six years that were not known about by BookTrust. The first contact was made by telephone to scope out which schools were using the materials, followed by a personal e-mail to each of the 374 schools asking if they would like to participate in the evaluation. The e-mail outlined the evaluation and what would be involved. BookTrust offered an incentive for participating in the evaluation; this was a selection of books for the school's library. A number of schools expressed an interest to participate in the evaluation either over the phone or via e-mail.

Regrettably, due to the short timescale of the project or barriers within the school, not all could commit to the evaluation.

Of the five schools from across England who participated in the focus group discussions and interviews, two schools were in the south, two schools were in the Midlands and one school was in the north. The researchers contacted the main contact person at the school, outlining the evaluation and what was required from the school. Opt out parental consent forms were sent to the schools to distribute to parents via the students. For the staff focus groups, schools were requested to invite all staff who had used the BBU resources.

In total 10 school staff participated in the evaluation and 76 students from Years 7 to 9 participated in focus group discussions, with the majority of the participants being from Year 7 (See Table 1). These interviews and focus group discussions took place between May and July 2016. The school staff and students completed an informed consent form that outlined the evaluation, their right to withdraw and the use of an audio recorder. The interviews and focus group discussions were all audio-recorded and fully transcribed. The data gathered from the interviews and focus group discussions are used to supplement the findings of the survey results around the impact of the BBU resources on reading for pleasure in this report.

Table 1: Interview and focus group discussion sample

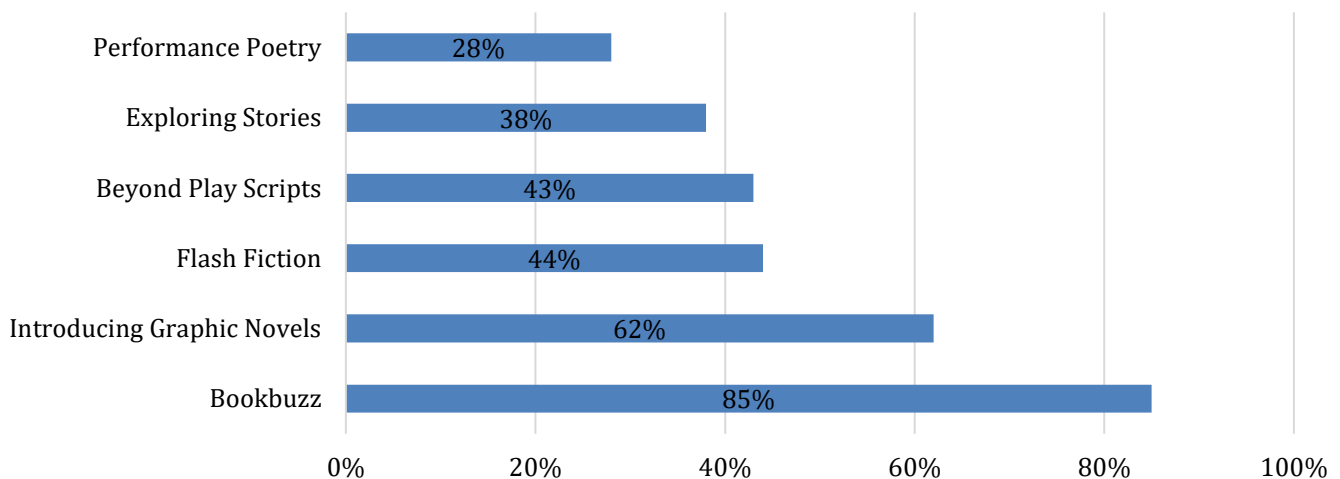
	Interview with Teachers/Librarian	Focus group with Teachers/Librarian	Focus Group with Year 7	Focus Group with Year 8	Focus Group with Year 9
School A	2 Teachers		1 (5 students)		
School B	1 Librarian		1 (7 students)	1 (7 students)	
School C		1 (1 librarian, 4 teachers)	2 (8 students)	1 student present in year 7 group	
School D		1 (3 teachers)	2 (11 students)	2 (9 students)	2 (10 students)
School E			3 (18 Students)		
Total	3	8	49	17	10

The Delivery of the Beyond Booked Up (BBU) Programme

This section of the report provides an overview of the current implementation of the BBU resources as a whole programme. The survey items covered who delivers the materials, where and how they are delivered and to whom.

Respondents were asked to report which of the BBU resources they knew were used in their school¹. As reported in Figure 1, the most used resource was Bookbuzz (85%) followed by Introducing Graphic Novels (62%) and Flash Fiction (44%). The least used resource was Performance Poetry (28%).

Figure 1: Which materials of the BBU project do you use at your school?



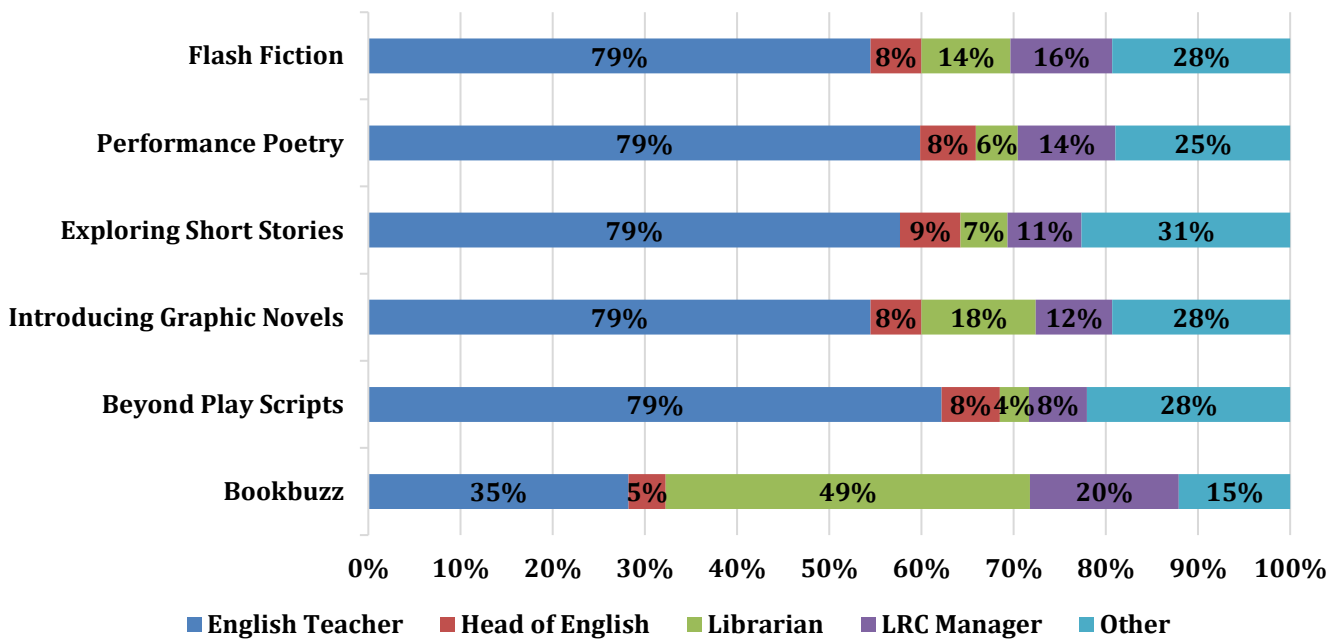
N=93

Who Delivers BBU

A number of school staff were involved in implementing the BBU programme, a majority of those delivering the resources being English teachers and Librarians. Figure 2 depicts who delivered which BBU resource. Librarians were most likely to deliver Bookbuzz, while English teachers delivered Beyond Play Scripts (79%), Introducing Graphic Novels (66%), Exploring Stories (71%), Performance Poetry (75%) and Flash Fiction (72%). A number of respondents answered 'other', which included cover teachers, tutors, non-specialists who deliver English lessons, teaching assistants, one drama teacher, a literacy intervention tutor, an aspiration officer and a KS3 Teaching and Learning Support Officer. BBU is delivered by a variety of staff members; however, librarians typically delivery Bookbuzz and English teachers typically delivery the other five BBU resource packs.

¹ More than one respondent was able to complete the survey from each school; therefore, this may not be an accurate picture of usage at school level. The highest number of respondents from one school was six.

Figure 2: Who delivers each of the materials?



Bookbuzz N=81, Play Scripts N=52, Graphic Novels N=65, Short Stories N=45, Poetry N=36, Flash Fiction N=50

How is BBU delivered

BBU and Bookbuzz

BBU comprises six resources including Bookbuzz – a BookTrust programme in its own right. We investigated if Bookbuzz is used alongside the five other resources or if it is seen as its own separate scheme and used separately. This was an open-ended question with 68 responses. Results of content analysis show that 54 reported they use the programmes as separate standalone resources, 7 reported they deliver the two programmes as one, while 7 respondents did not answer the question. Most schools deliver Bookbuzz and Beyond Booked Up resources separately, however, the survey did not ask respondents why they had chosen this form of delivery, and if used as one how they delivered the resources in this way.

‘We don't integrate them. I deliver Bookbuzz via my library lessons and hand the Beyond Booked Up Materials to the English department.’

‘Whenever possible BBU materials are used to link with Bookbuzz programme.’

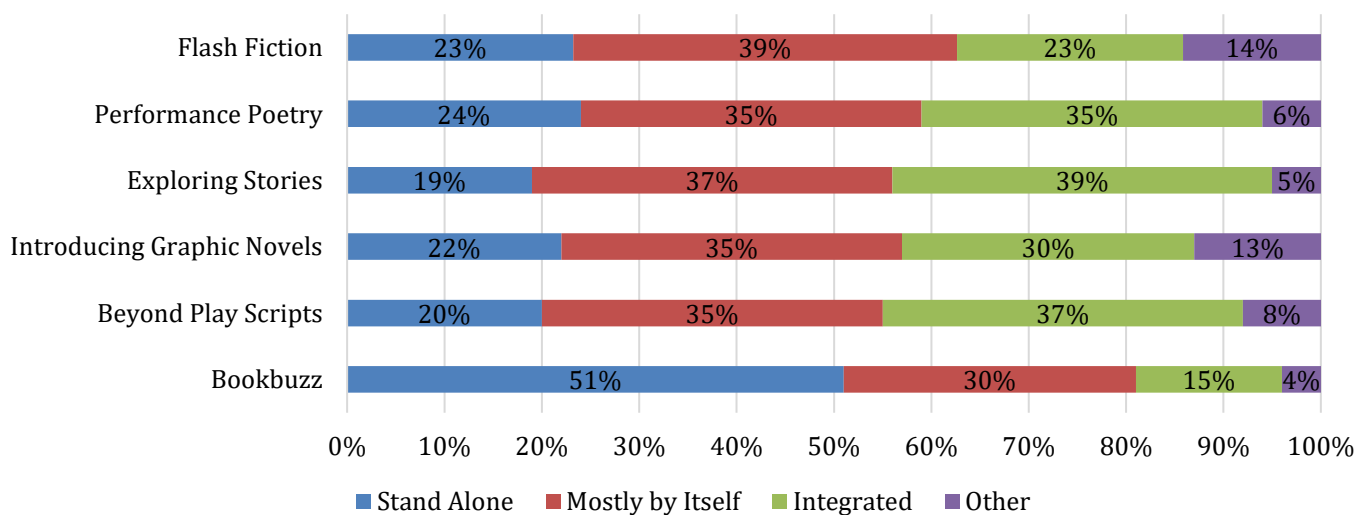
‘We use them as separate programmes as the additional materials e.g. the short booklets are not really effective for our setting.’

BBU Programme

The BBU programme has five resource packs that teachers can use; Beyond Play Scripts, Introducing Graphic Novels, Exploring Stories-King Arthur, Introducing Performance Poetry and Flash Fiction. An open-ended question explored whether respondents view the resources as one package or separate standalone packs. Of the 77 responses received, 62 respondents reported using the materials as standalone packages and 9 reported using the materials as one package. One respondent reported they would like to use them as one pack in the future; however, another respondent felt it was not possible to use the five resources as one pack as they are separate resources to ‘enrich [their] schemes of work.’ The use of the resources was also discussed in the focus group discussions, and teachers felt the resources are separate and used to ‘enhance the curriculum’ teachers are delivering.

The majority of respondents use each of the resources separately rather than as one package. The survey further asked how each of the resources was delivered in relation to classwork, namely as standalone (used completely by themselves as a unit of work), mostly by itself (some integration with classroom work but is mostly delivered as a single unit of work) or integrated into classroom work (included with planned curriculum work) (See Figure 3).

Figure 3: Delivery of BBU resources, standalone or integrated into class work by percentage



Bookbuzz N=80, Play Scripts N=45, Graphic Novels N=58, Exploring Stories N=42, Poetry N=33, Flash Fiction N=46

The responses for the five BBU resource packs are similar, with around a fifth of respondents using each resource as a standalone resource, around a third using each resource mostly by itself but with some integration into classwork, a third integrating each resource into classwork. In comparison, Bookbuzz was more likely to be delivered as a standalone resource, with half of the respondents delivering the resource in this way (51%). This may be because there is no direct link to the curriculum,

or because it is often delivered by librarians rather than teachers. Beyond Play Scripts (37%), Exploring Stories (35%), Introducing Graphic Novels (35%), Flash Fiction (41%) and Performance Poetry (35%) are typically integrated into work schemes. 'Other' responses included using the resources for homework tasks, as spare resources if students have forgotten their book during a daily 20-minute *drop everything and read* session, and as part of flexi days when students are off timetable.

The delivery of BBU was discussed at each of the five schools that participated in the focus group discussions. The five schools all delivered the BBU resources differently; the resources were used as cover material, for nurture groups, library lessons, homework exercises and a daily 20-minute reading session. In the focus group discussions, it was explored why schools had implemented the materials in a certain way:

'They are great for cover because they are so easy for non-specialists to use so we do use them quite a lot when we have lengthy absences to cover.' (School A, English Teacher)

'I do a lot of cover lessons and I keep them in my backpack to pass them out.' (School C, English Teacher)

Who is Beyond Booked Up delivered to?

BookTrust recommends which year group each resource is used with, with the original programme designed so that students complete a different resource each term during Year 7 and 8. Responses from the survey show, however, that the resources are used by the majority of respondents with Year 7 students, with a large proportion also using the Year 7 resources with Year 8 students. A full breakdown of usage for each resource is presented in the Table 2. Respondents could select more than one response, so it will not total 100% for each resource.

Table 2: Resource use by year

	Resources	Used with year 7	Used with year 8	Other	Total number of respondents
Year 7 resources	Bookbuzz	97% (64)	26% (17)	3% (2)	66
	Beyond Play scripts	80% (24)	53% (16)	13% (4)	30
	Introducing Graphic novels	75% (33)	54% (24)	14% (6)	44
Year 8 resources	Exploring stories	89% (25)	43% (12)	7% (2)	28
	Flash fiction	81% (22)	52% (14)	22% (6)	27
	Performance poetry	92% (12)	38% (5)	8% (1)	13

The 'other' responses in the survey mentioned using the resources with Year 9 students, GCSE students and sixth formers; these year groups were also mentioned in the focus group discussions with teachers. This suggests that the resources are flexible and can be adapted to use with a range of secondary school aged students where a teacher feels it is appropriate.

'Play script one I used with our 6th form when we were looking at crafted speech and spontaneous speech.'

'We actually use the performance poetry with some primary school kids from our feeder school who all responded well to that as well.'

Targeting was examined for each resource; this is reported in Table 3. Teachers may use one resource with a whole class and another resource with a nurture group; however, this was not explored in the survey. The majority of the resources are used with all students. Open responses from the survey show that when resources are targeted, they are used with nurture groups, reluctant and struggling readers, as well as Special Educational Needs and English as Additional Language students.

Table 3: Did you target students to use the resources with?

	Yes (percentage and no. of respondents)	A mix of targeted and all students	No, use with all students	Total number of respondents
Bookbuzz	9% (8)	25% (17)	68% (46)	68
Beyond Play scripts	28% (9)	19% (6)	53% (17)	32
Introducing Graphic novels	27% (12)	11% (5)	62% (28)	45
Exploring stories	21% (6)	29% (8)	50% (14)	28
Flash fiction	22% (6)	19% (5)	59% (16)	27
Performance poetry	23% (3)	15% (2)	62% (8)	13

Of the 25 responses to an open-ended question exploring whether the materials are suited to a particular group of students, responses varied. Thirteen mentioned Introducing Graphic Novels as a great resource for struggling or reluctant readers, however, some also mentioned the Graphic Novel resource as great for all students. Two respondents mentioned Beyond Play Scripts as being useful for reluctant students because of the shorter text. One respondent mentioned Flash Fiction had helped SEN students.

'Graphic novels are a brilliant read for low ability students and reluctant readers.'

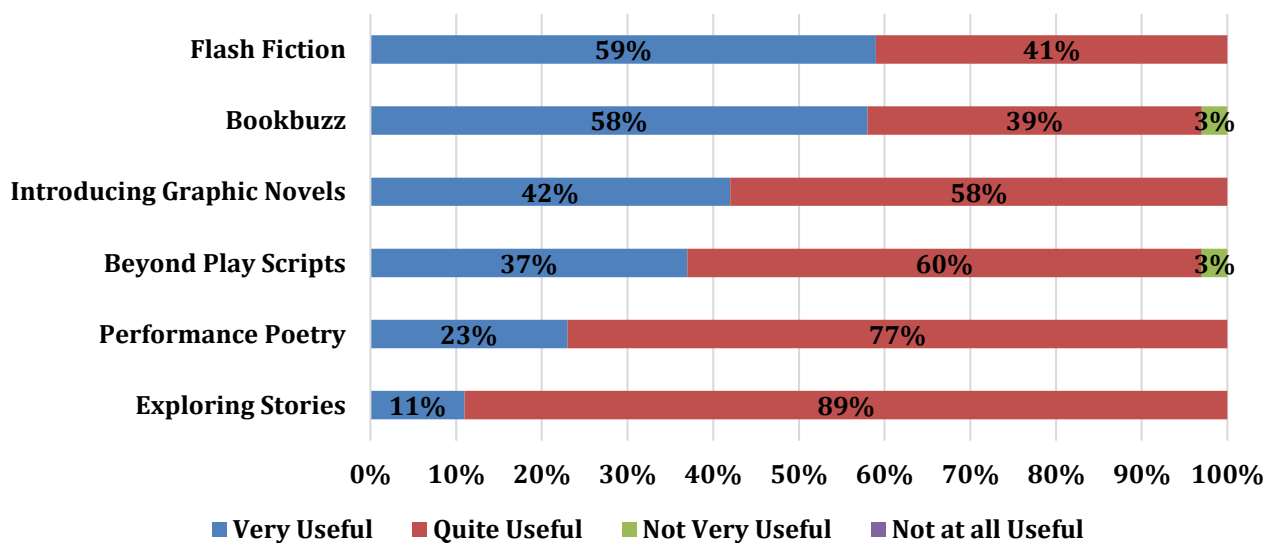
"The play scripts and graphic novels help to "lure in" reluctant readers and the handy length of the stories make useful complete reading events in a short session. "

'Short flash fiction really helps our SEN students.'

Usefulness of the resources

All the resources were considered useful by the respondents. It is not possible to conclude which resource was the most useful, as response numbers varied for each resource, and some were very small. Of those that responded the majority of the respondents thought the resources were 'quite useful', with the exception of Bookbuzz and Flash Fiction where more respondents reported that they were 'very useful'. (See Figure 4)

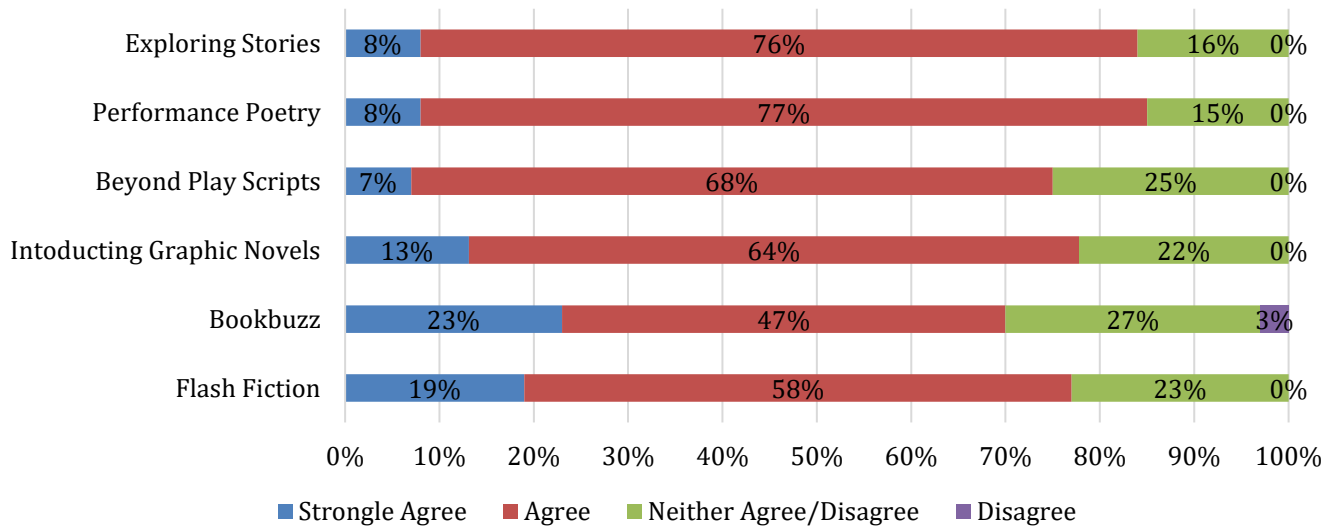
Figure 4: How useful were each of the resources?



Flash Fiction N=27, Bookbuzz N=66, Beyond Play Scripts N= 30, Introducing Graphic Novels N=45, Exploring Stories N=27 and Performance Poetry N= 15

Around three-quarter of respondents reported that each of the resources support the curriculum, with the remainder stating that they 'neither agree nor disagree' (See Figure 5). This aligns with findings from a previous evaluation of the programme by Sheffield Hallam University, which found that the resources are well matched to the curriculum (Burnett et al, 2014). However, the response rate to this question varied for each resource. It is therefore difficult to draw firm conclusions on whether the resources do support the curriculum.

Figure 5: How much do you agree that each of the resources support the curriculum?



Exploring Stories N=25, Performance Poetry N=13, Beyond Play Scripts N=28, Introducing Graphic Novels N=45, Bookbuzz N=66 and Flash Fiction N=26

The most used resources were Bookbuzz (78%) and Introducing Graphic Novels (60%). Although the other resources were used much less by survey respondents, those that did use them reported that they were useful and supported the curriculum (see Table 4). However, as previously mentioned due to variation in response rate it is difficult to conclude whether the resources are useful and support the curriculum for all schools that receive the resources.

Table 4: Use, Usefulness and supporting the curriculum by each resource

	Use the resource	Useful	Supports the curriculum
Bookbuzz	78%	97%	47%
Introducing Graphic novels	60%	100%	77%
Beyond Play scripts	39%	97%	75%
Exploring stories	37%	100%	84%
Flash fiction	36%	100%	77%
Performance poetry	18%	100%	85%

Delivery & Feedback of each BBU Resource

The following section of the report outlines the delivery and feedback of each resource.

Bookbuzz

- 87 responses were recorded for this section, with 78% reporting they use Bookbuzz
- Bookbuzz is typically delivered in library sessions (60%) and English lessons (47%)
- 88% deliver Bookbuzz to a whole class, and 22% in small groups
- 47% agreed that the resources support the school curriculum, with 23% strongly agreeing
- 97% of the respondents found the Bookbuzz resources useful, with 58% reporting them to be very useful

Bookbuzz is most often delivered in library lessons (60%) (See Figure 6). The seven 'other' responses included homework club, assembly and a mix of English lessons and tutorials (note that respondents could select more than one answer). An open-ended question further explored whether staff link Bookbuzz to the school curriculum, of the forty-two responses, sixteen reported there is no integration with classwork; seven respondents use Bookbuzz to link library sessions and library induction, and the other responses mentioned a link with English lessons which focused on how to choose a book and book review tasks. One respondent reported the students were given the task of writing thank you cards. The majority of respondents spent 2-4 sessions delivering Bookbuzz (46%), 30% delivered the content in one lesson and 13% spent 5-8 lessons on Bookbuzz.

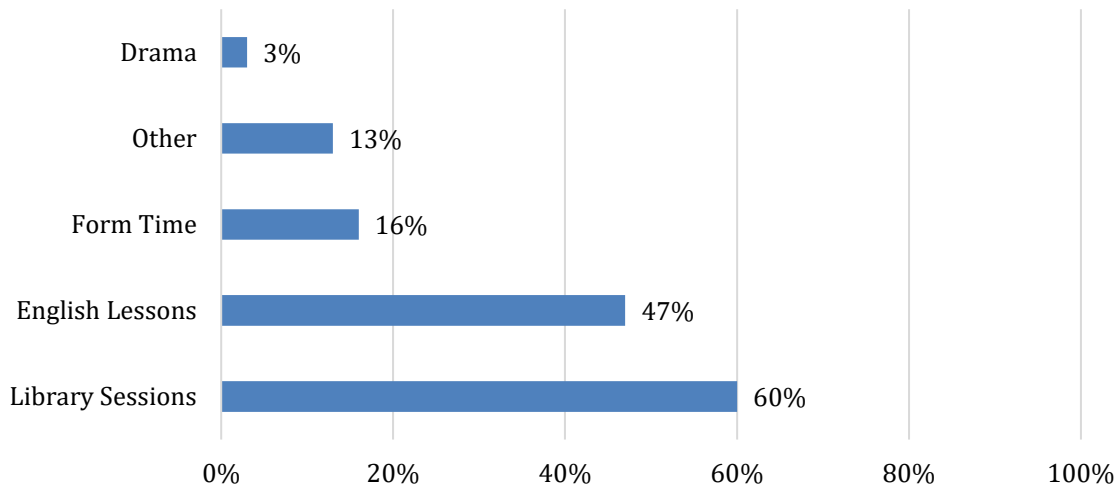
'Bookbuzz was integrated by having reading lessons and book review tasks.'

'Did not integrate with curriculum but did integrate with library induction.'

'All classes wrote thank you postcards, these formed a display both in the library and in 'street' (cafeteria and open learning area).'

Bookbuzz is typically used with Year 7 students (97%) (See Table 2). A small number of respondents also reported using Bookbuzz with Year 8 (25%) and one respondent reported using the resource with low ability Year 9 students. Most respondents (68%) use Bookbuzz with all students rather than targeting subgroups (see Table 3). Targeting was further explored in an open-ended question. Of the seventeen responses received, two mentioned targeting nurture groups, ten mentioned struggling/reluctant readers and three responses mentioned there is no targeting. The majority of the respondents (80%) reported that they did not have to adapt the resources. Of the 20% who reported they had adapted the materials, all reported it was due to meeting individual student needs, such as one respondent who mentioned enlarging the book covers and blurb to enable a visually impaired student to make a book choice.

Figure 6: What lesson/s is Bookbuzz delivered in?



N=68

Respondents were asked for details of why they delivered the resource in the way that they did. Forty-six comments were received. Sixteen mentioned they delivered Bookbuzz to fit with the logistics of timetables, three mentioned using it to enhance library sessions, two mentioned using it to link with the curriculum, nine mentioned using it to develop a love of reading, two mentioned using knowledge of how it had been delivered in previous years and two responses focused on using Bookbuzz as a reward for the students. Illustrative comments of these reasons can be seen below:

'By implementing the Bookbuzz programme into lessons, there is a strong association with reading as essential and enjoyable.'

'Logistics- could only work with certain teachers [who] brought them to the library regularly.'

'Delivering Bookbuzz to all of the year group creates a positive atmosphere of excitement around reading.'

'Decision was a function of timing and efficient as at the start of autumn term all year 7 classes come to the library for induction classes and it is the librarian who has coordinated and delivered the BookBuzz.'

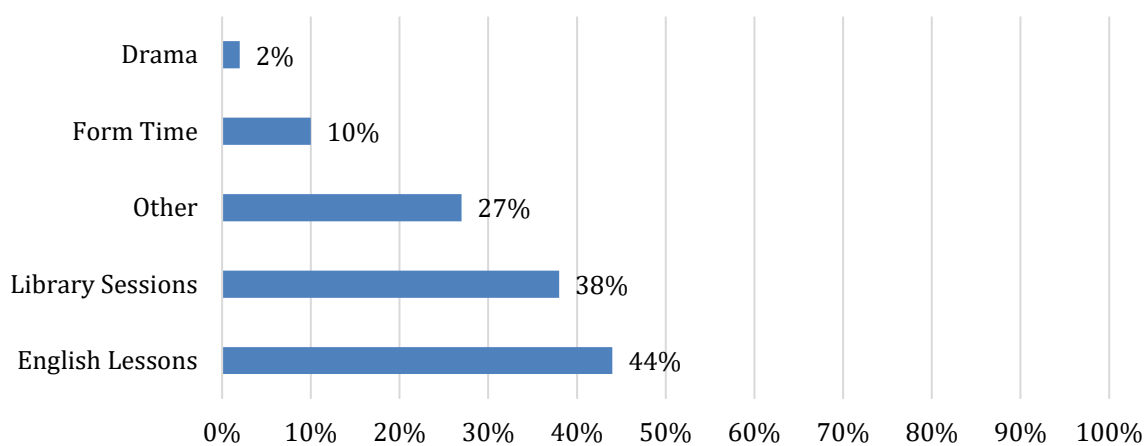
Graphic Novels

- 82 responses were recorded for this section, with 60% using the Introducing Graphic Novel resource
- 86% of these respondents used the student guide, 77% used the teacher guide and 77% used the worksheets from the resource pack (respondents could tick more than one answer)
- 75% use the resource with Year 7, and 55% use with Year 8
- Introducing Graphic Novels is typically used in English Lessons (44%) and library sessions (38%)
- 77% of respondents agreed that the resource supports the curriculum, with 13% strongly agreeing.
- 100% reported the resource was useful, with 42% reporting that they found them very useful.

Introducing Graphic Novels is typically used with Year 7 pupils (75%) but interestingly 55% of respondents reported also using the resource with Year 8 students (See table 2). The four 'other' responses included using with Year 9 pupils and one who reported using it for transition to Year 7.

The resource was mainly used for 2-4 lessons (55% of respondents). 18% reported using the resources for one lesson and 18% used the resources in 5-8 lessons. These lessons were typically English lessons (44%), followed by Library sessions (38%) (See Figure 7). Nine responses to 'other' included literacy support lessons, DEAR lesson, cover lessons and gifted and talented writers intervention group. Delivery was typically with a whole class (60%), followed by small groups (38%), as reported in Figure 8. The three 'other' responses were related to students who choose to use them in free reading timeslots, such as *'it depends on those who choose the materials during DEAR'*.

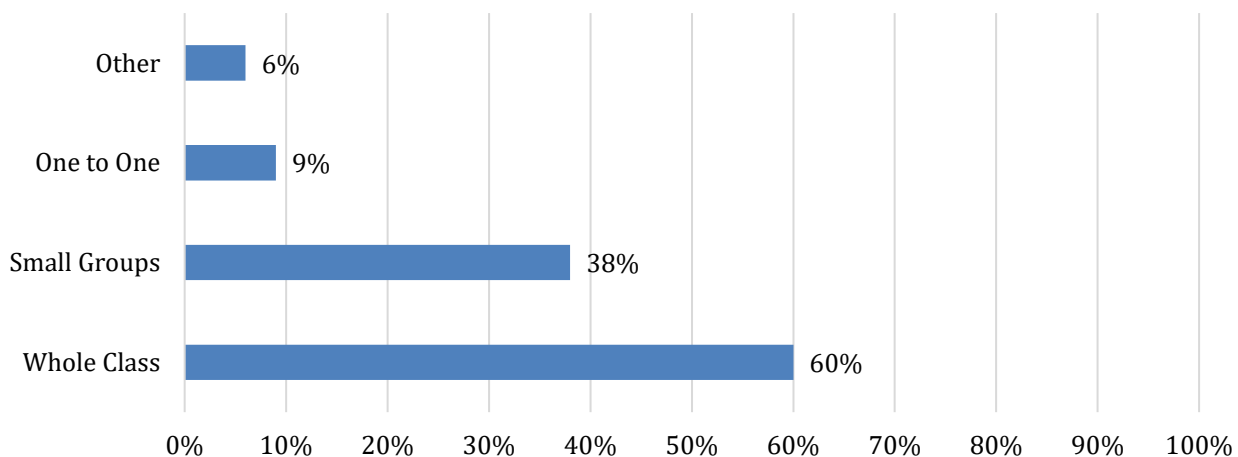
Figure 7: What lesson/s is Introducing Graphic Novels delivered in?



N=48

The majority of the respondents did not target students when using the resource (62%) (See Table 3). Targeting was further explored in an open-ended question to which fifteen people responded. The responses included five targeting nurture groups, four targeting students with low levels of literacy and two SEN intervention groups. The survey did not have the scope to explore teachers' decisions to target groups of students with a resource.

Figure 8 How many pupils are there present at each Introducing Graphic Novel session?



N=47

The majority of respondents reported they do not need to adapt the materials for students (80%). For the small number of respondents that reported yes, six responded and reported that this was to meet individual student's needs.

Respondents were asked how they integrated the resource with classwork. There were twelve responses that mentioned using the resource as standalone work or part of a library session, two mentioned it linked to work on Shakespeare and another reported using it as part of classwork on graphic novels:

'Students had to produce their own graphic novel and each student marked another student's work using criteria such as plot/storyline; characters; design and layout; effort. The best results were displayed in the Library and on the school's virtual platform and there was a prize for the best one. We also used the extensive collection of graphic novels in the Library for students to get inspiration from.'

'Text transformation - this unit follows reading a Shakespeare text in our curriculum plan so we 'Transform' a scene from the play into a graphic novel.'

The responses suggest that Introducing Graphic Novels is used mainly with Year 7, in English lessons with a whole class. Twenty respondents outlined why they deliver Introducing Graphic Novels in the way that they do, of which ten respondents mentioned making the curriculum fun for students and introducing the students to a different medium, and one respondent mentioned generating an interest in graphic novels for an after-school club.

'Attractive way to engage talented but reluctant readers.'

*‘Supported introduction of plays/Shakespeare etc. to weaker students.’
‘They were really good graphics and the kids enjoy reading them whilst they are trying to copy how to draw so they are reading without even realising.’*

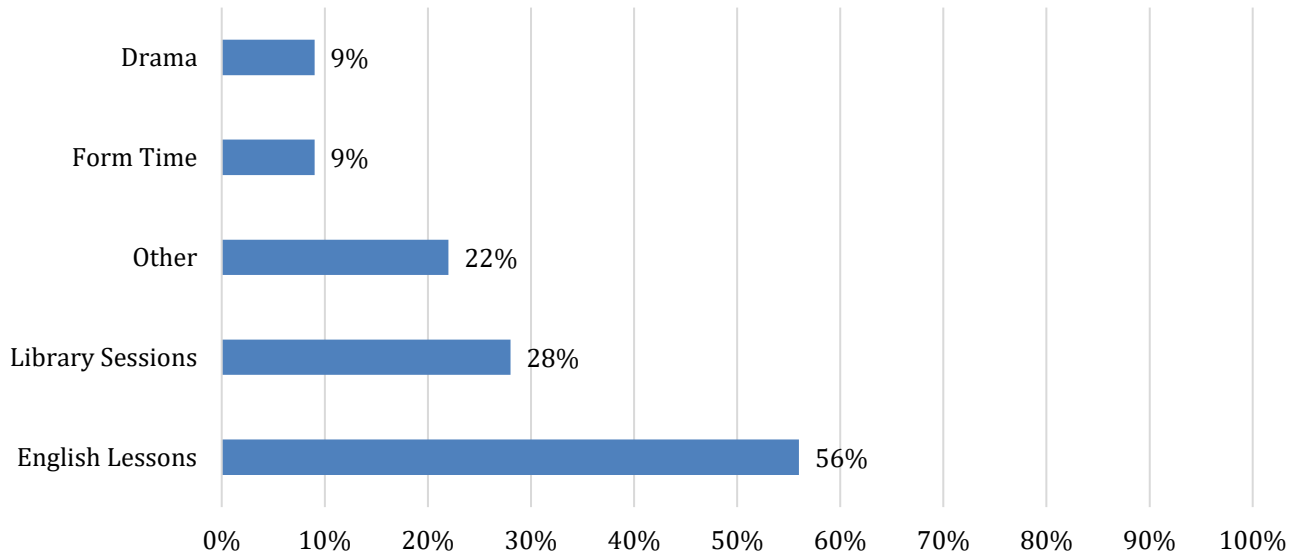
Beyond Play Scripts

- 84 responses were recorded for this section, with 39% using the Beyond Play Scripts resource pack
- Of this group of 33 respondents, 72% used the student guide, 69% used the teacher guide and 79% used the worksheets from the resource pack (respondents could tick more than one answer)
- 80% use the resource with Year 7 and 53% use with Year 8
- 56% use Beyond Play Scripts in English lessons, 28% in library sessions and 22% in other sessions e.g. summer school, intervention groups and DEAR
- 66% deliver the resource as a whole class
- 75% of the respondents agreed the resources support the curriculum, with 7% strongly agreeing
- 97% felt the resources were useful with 37% reporting they were very useful.

Beyond Play Scripts is recommended by BookTrust as a Year 7 resource pack. Respondents could tick more than one answer, but the majority reported using the resource with Year 7 (80%) and 53% reported using the resource with Year 8, as depicted in Table 2. The survey did not have scope to explore why the resource was used so often with Year 8 students. The four ‘other’ responses included using the resources with Year 6 students and Year 13 students. This relates to a previous point that respondents use the resources with a range of students.

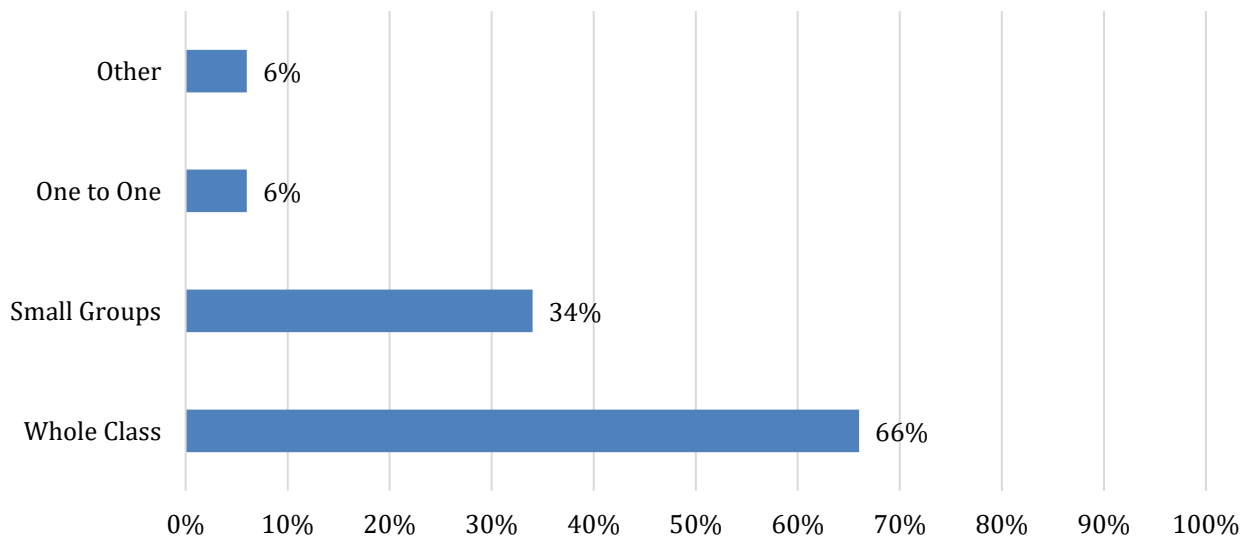
Beyond Play Scripts is typically delivered in English Lessons (56%) followed by library sessions (28%) and then ‘other’ (22%). The five ‘other’ responses included summer school, additional literacy lessons/ intervention lessons, DEAR reading and off-curriculum days, as reported in Figure 9. The majority of respondents delivered the material in 2-4 lessons (65%), 19% delivered in 5-8 lessons and 7% delivered the material in one lesson. The resource is typically delivered to a whole class (66%) as reported in Figure 10; two ‘other’ responses mentioned delivering the resource to those that chose to read them during DEAR.

Figure 9: What lesson/s is Beyond Play Scripts delivered in?



N=32

Figure 10: How many pupils are there present at each Beyond Play Scripts session?



N=32

Twelve people responded to the open-ended question about using Beyond Play Scripts with targeted groups. Responses included: five who mentioned targeting nurture groups, two who mentioned

targeting reluctant readers and two who mentioned targeting low levels of literacy. One respondent reported it *'varies, usually an example technique, so could be Year 8 nurture but equally could be a GCSE or A-Level group.'*

Respondents reported the resource rarely needs adapting; only two mentioned adapting the material to suit different students' needs, of which one reported having simplified the text for some students. Ten respondents commented on how they integrate the materials into classwork. Three responses reported that the materials were used as standalone (i.e. with no other resources), and three responses linked to schemes of work which included *'an introduction to Shakespeare,' 'as stimulus for creative writing,'* and *'as an example of layout, as an example of conveying plot, character or tone through scripts.'* Of the sixteen respondents who outlined why they used Beyond Play Scripts in the way that they did, four mentioned it was something different for students that they could enjoy and four mentioned it linked with a scheme of work they were doing in class.

'It was really easy for them to just pick up and deliver (non-specialist teachers).'

'To fit into work being done at the time.'

'The students enjoy something different and working in small groups to read the play.'

Exploring Stories

- 81 responses were recorded for this section, with 37% (30 respondents) using the Exploring Stories resource pack
- Of this group of 30, 64% used the student guide, 71% used the teacher guide and 75% used the worksheets from the resource pack- (respondents could tick more than one answer)
- 90% use the resource with Year 7 and 43% use it with Year 8
- Exploring Stories is typically used in English Lessons (57%) followed by library sessions (23%)
- 84% agreed that Exploring Stories supports the curriculum, with 8% strongly agreeing
- 100% reported the resource is useful, with 11% reporting it as very useful.

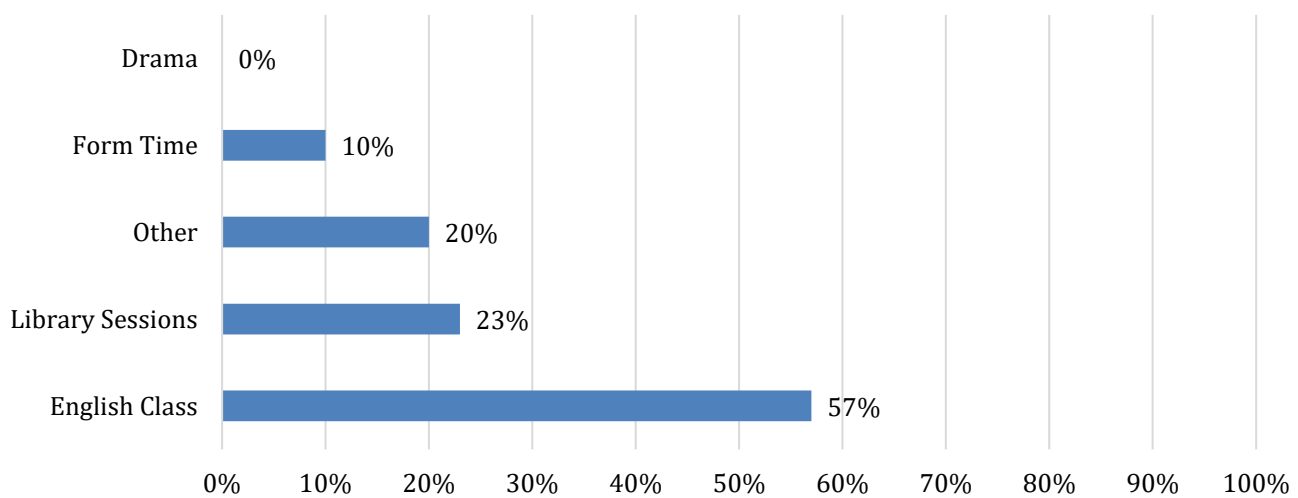
The majority reported using the resource with Year 7 (90%) and 43% reported using the resource with Year 8 (See Table 2). The two 'other' responses reported using the resource with Year 9. This is interesting as BookTrust recommends using the Exploring Stories resource pack with Year 8 students; however, the evaluation did not have the scope to explore this in further detail.

Exploring Stories is typically used in English lessons (57%), followed by library sessions (23%) as reported in Figure 11. This particular resource and Flash Fiction were the only two resources not to be used in a Drama lesson by any of the survey respondents; it was not explored in the survey why this was. Three 'other' responses included homework club and *'get caught reading session'*. The majority used the resource with a whole class (68%), as reported in Figure 12. The resource was mostly used for 2-4 lessons (54% of respondents). 22% reported using it in a single lesson and 18% reported using the materials for 5-8 lessons. Eight respondents reported integrating the Exploring Stories resource with classroom work, one respondent used Exploring Stories to practice

comprehension, two respondents for examples of short stories and studying non-fiction and two mentioned links with schemes of work (one example given was 'Call Me a Critic').

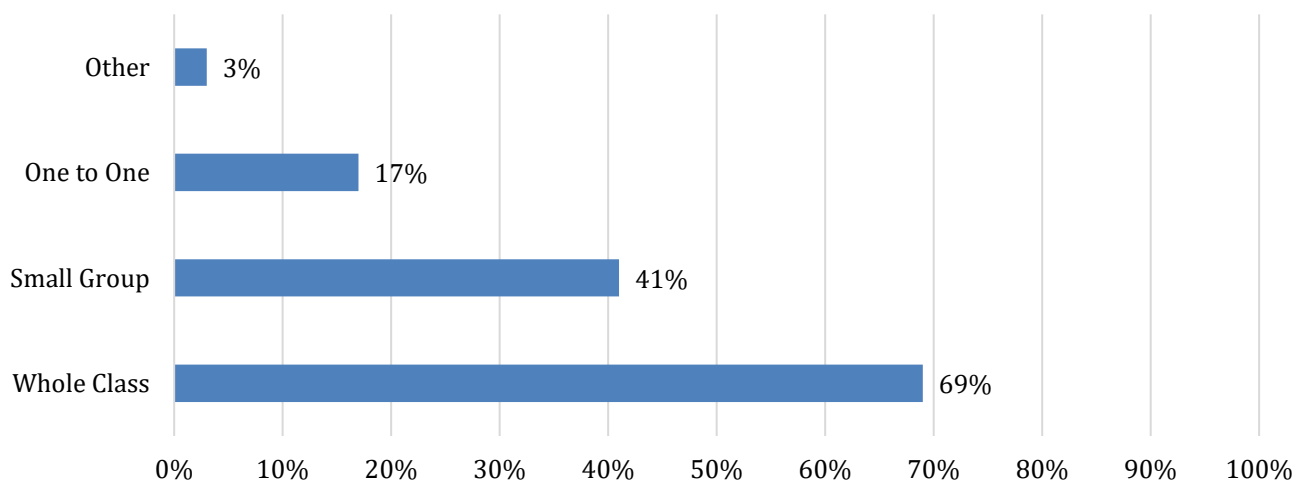
'Through the practice of comprehension / homework tasks.'
'It combined with a module on studying fiction extracts.'
'Students with LSA Staff were able to work through stories together'

Figure 11: What lesson/s is Exploring Stories delivered in?



N=30

Figure 12: How many pupils are there present at each Exploring Stories session?



N=29

Half of the respondents (50%) do not use Exploring Stories with a target group of students (See Table 3). The open-ended question exploring targeting received twelve responses. Responses included six who reported using the resource with a nurture group and three who mentioned using the resource with low ability groups. Furthermore, 65% did not adapt the resource. Six responded that they did adapt the resource and said it was to do with meeting different students' needs; this included reducing the amount of text made available to students.

The Exploring Stories resource tends to be used in English lessons with a whole class and typically with Year 7 students. Respondents were asked to give details on why they delivered the resources the way they did, nine responses were reported. One response mentioned to make the most out of form time and five mentioned it supported work they were doing with their students, one mentioned it helped with comprehension, and one mentioned that it helped with student's enjoyment levels.

'The shorter stories are a suitable size for quick comprehension and developing responses to set questions.'

'The way it is presented makes it enjoyable work, keeping the students enthused.'

Flash Fiction

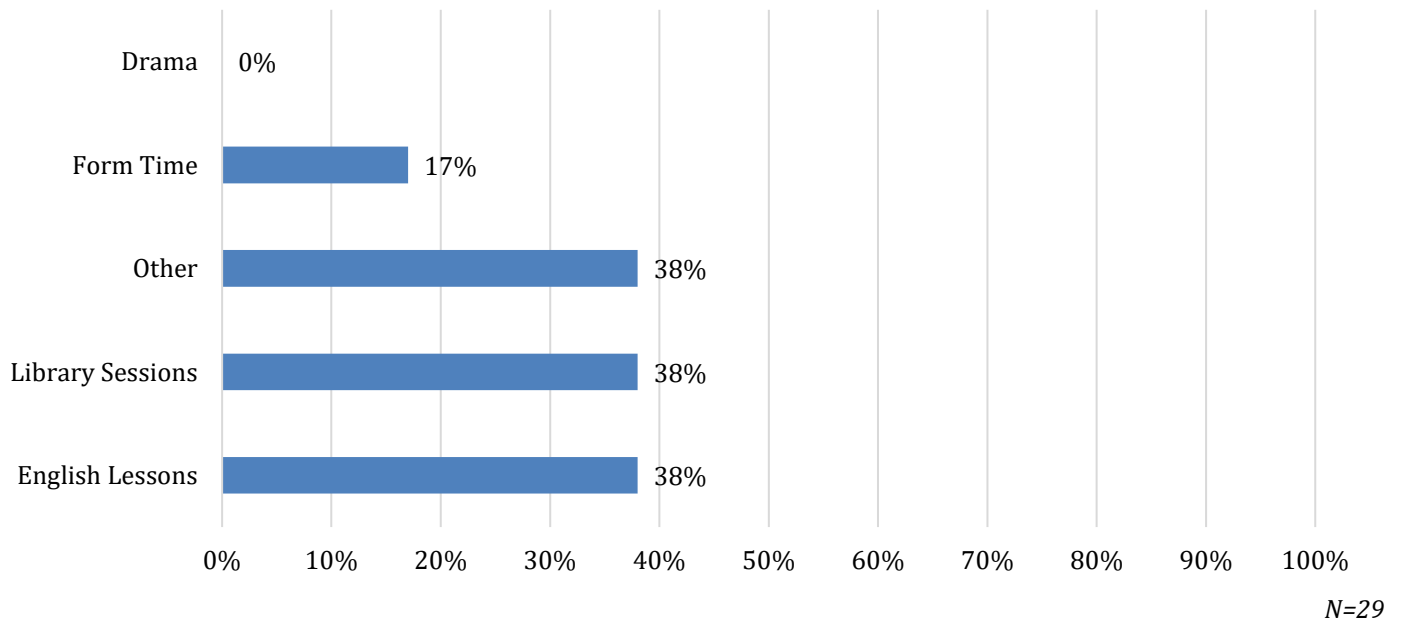
- 81 responses were recorded for this section with 36% (29 respondents) using the Flash Fiction resource pack
- Of this group of 29, 73% used the student guide, 58% used the teacher guide and 69% used the worksheets from the resource pack (respondents could tick more than one answer)
- 82% use the resource with Year 7, and 52% with Year 8
- Flash Fiction is used equally in English Lessons, Library Lessons and 'other' lessons (38%)
- 69% deliver the resource as a whole class
- 77% of respondents agreed the resource supports the curriculum, with 19% strongly agreeing
- 100% reported the materials were useful, with 59% reporting that they are very useful.

Flash Fiction is used across the secondary school curriculum: 82% reported using the resource with Year 7, 52% reported using the resource with Year 8 and the five 'other' responses included Year 9 and Year 11 students (See Table 2). This again is of interest as BookTrust recommends this resource pack for Year 8s.

Flash Fiction is delivered equally in English Lessons (38%), Library Sessions (38%), and other (38%): the eight 'other' responses included homework, directed reading time, cover lessons, intervention lessons and Flexi day (see Figure 13). When asked if the resource was integrated with classwork, three responses reported that it was linked to creative writing and it helped to encourage students to read aloud. As to why respondents had delivered the materials in the way they did, the responses varied *'supported a range of reading in form time'*, *'fitted with a scheme of work'*, *'delivered in English and library lessons with a nurture group which was successful'*, *'best suited the group'*, *'the smaller text*

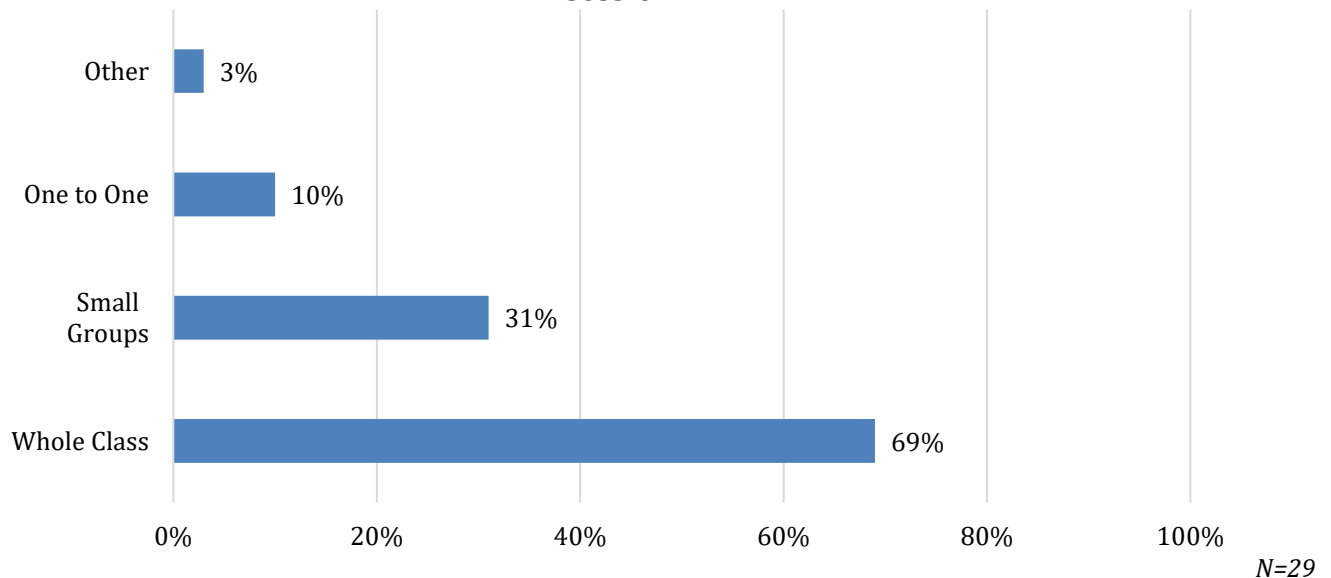
engaged students more and *seemed most appropriate*. This suggests the resource pack is flexible and is adaptable to the different aims and objectives of literacy lessons within a school.

Figure 13: What lesson/s is Flash Fiction delivered in?



Typically, the materials were delivered to a whole class (69%), followed by small groups (31%) (See Figure 14). Flash Fiction was delivered mostly in 2-4 sessions (59%). 22% delivered the resource for one session and 18% delivered it for 5-8 lessons. For the majority of the respondents, the resource is not used with a target group of students but with all students (60%). This was further explored with an open-ended question, to which nine people responded. Four mentioned targeting SEN and EAL students, one mentioned nurture groups, one mentioned Pupil Premium students and another mentioned targeting GCSE students. The majority of respondents did not report adapting the Flash Fiction resources (77%) and for the four who did, it was to meet different students' needs.

Figure 14: How many pupils are there present at each Flash Fiction session?



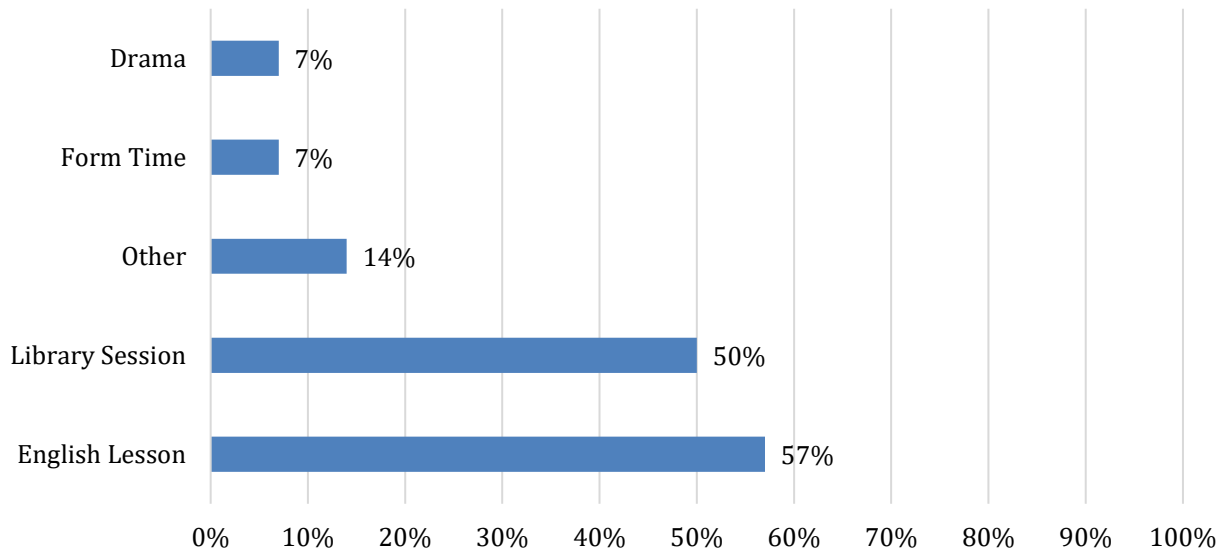
Performance Poetry

- 80 responses were recorded for this section with 18% (14 respondents) using the Performance Poetry resource pack
- Of this group of 14, 69% used the student guide, 77% used the teacher guide, 61% used the worksheets and 38% used CD Rom from the resource pack (respondents could tick more than one answer)
- 92% use the resource with Year 7, and 39% use it with Year 8
- 56% use Performance Poetry in English lessons
- 69% deliver the resource to a whole class
- 85% agreed that the Performance Poetry resource supports the curriculum, with 8% strongly agreeing
- 100% thought the resource was useful, with 23% reporting it was very useful

The majority reported using the resource with Year 7 students (92%). 39% reported using the resource with Year 8 pupils, and one person reported using the resource with a mixed age group (See Table 2). Similar to other resource packs, Performance Poetry is suggested for Year 8 students; however, the majority used it with Year 7. The survey did not have the scope to explore why a resource pack recommended for Year 8 students was being used with Year 7.

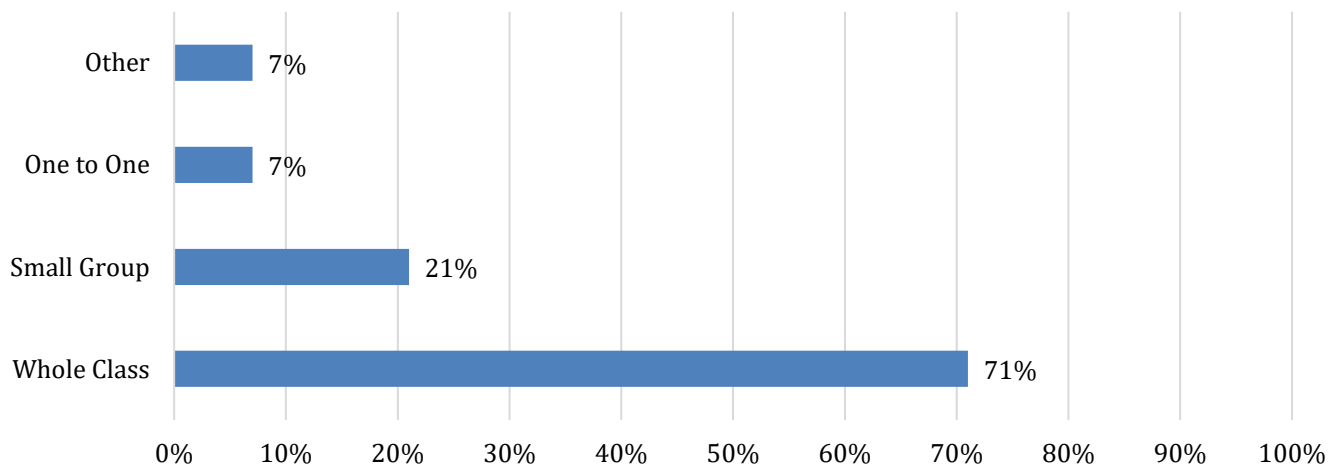
Performance Poetry is typically delivered in English lessons (57%) followed by library sessions (50%), as reported in Figure 15. The resources are delivered mainly to a whole class (71%), as reported in Figure 16. Respondents reported using the resources mostly for 5-8 sessions (50%). 30% reported using them for 2-4 sessions and 10% used them in a single session.

Figure 15: What lesson/s is Performance Poetry delivered in?



N=14

Figure 16: How many pupils are there present at each Performance Poetry session?



N=14

The majority of respondents do not use this resource with a target group of students (92%), (See Table 3). Targeting was further explored in an open-ended question, to which four responses were received. These respondents mentioned targeting different groups of students, including low ability

students, all students, Pupil Premium students and nurture groups. The majority reported that they do not adapt the materials (85%). Only one respondent reported adapting the resource in order to be able to deliver it in one day. Some integrated Performance Poetry into classwork. Four respondents indicated they linked it to a Poetry Slam competition in library lessons or a whole day poetry event. Of the six who responded on why they deliver Performance Poetry the way they did, one mentioned engaging reluctant students, three mentioned that it fitted with a scheme of work, one mentioned bringing poetry to life, and one mentioned that it *'Tied in with National Poetry Day and a visit from performing poets. We held our own slam competition.'*

Summary

To conclude there are clear similarities with the delivery of all BBU resources. Typically, all the resources are delivered in English lessons, apart from Bookbuzz which is delivered in Library lessons. They are almost always delivered to a whole class. The resources rarely need adapting, and if they are adapted it is to suit individual student needs. The resources are used with all students to promote reading and to enhance the schemes of work teachers are completing in the classroom. Interestingly it was reported all six resource packs are typically used with Year 7, despite recommendations from BookTrust of using one resource per term in Year 7 and 8. Therefore Year 7 students are using resources for Year 8 and vice versa. It is not known why as this was not explored in the survey. In theory, students could be repeating the resources each school year. On the other hand, there may not be repetition as the focus group data suggest that teachers dip in and out of the resources as needed, and thus do not necessarily use them every year. Further research is needed to explore what might be the case.

Impact on Reading for Pleasure

This part of the report will explore the impact of the resources on reading for pleasure, drawing on the qualitative and quantitative data, as well as a literature review on the key factors that influence secondary school students' reading for pleasure.

Reading for Pleasure: Reviewing the Evidence

To contextualise the results discussed in this section and inform the data collection tools we completed a literature review of the current evidence relating to reading for pleasure, focusing on what influences reading for pleasure. Reading for pleasure has only recently become a focus for education policyholders and researchers, in contrast to the historical focus on the mechanics of reading (e.g. Rose, 2006). Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making (Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997). A recent government report highlights this, noting that once decoding has been mastered, mature reading skills are *'best developed by instilling in children a love of literature'* (Reading: The Next Steps; DfE, 2015, p. 4).

Currently there is a large gap in achievement between secondary school students who read books for pleasure and those who do not (OECD, 2010; Mol and Bus, 2011), and the strongest predictor of reading growth from age 10 to age 16 is whether a child reads for pleasure (Sullivan & Brown, 2013). Interest in reading for pleasure, reading self-efficacy and positive reader identities have all been shown to decline during the teenage years and boys are more likely than girls to report that they spend no time reading for pleasure (Nippold, Duthie & Larsen, 2005; Smith, Smith, Gilmore & Jameson, 2012). International PIRLS data also found that children in England report less frequent reading for pleasure outside of school than children in many other countries (Twist et al., 2007; 2010). As a focus of educational policy, reading for pleasure is being widely discussed and studied; however, it is too early to measure the impact of this policy change using international data such as PIRLS.

Background characteristics

Family history and socio-economic status have been shown to impact on literacy skills including single word reading, spelling and orthographic processing (Keiffer, 2010; Conlon, Zimmer-Gembeck, Creed & Tucker, 2006). Yet research suggests that simply having access to print in the home and a positive reading attitude can help to eliminate differences due to socio-economic status (SES) (Kirsh et al., 2002). Parental involvement has also been shown to have more impact on reading than SES, family size or parental education (Flouri & Buchanan, 2004). If parents focus on the entertainment value of reading at a young age (primary school) over the need to pass tests, then it has a positive impact on children's motivation to read (Baker and Scher, 2002); unfortunately, no research has been conducted on the effects of parental attitudes on reading habits in secondary schools. Given that

parental influence is so important, it is a concern to find that over 25% of children (aged 8-16) in Clark's (2013) study reported that their parents did not care if they spent time reading.

Book Access

Having access to books at home is a key aspect of reading for pleasure; children who do not have books at home are more likely to report that they never read (Clark & Douglas, 2011). Accessing books through a library is one way to overcome the issue of book access to improve reading for pleasure. Douglas and Wilkinson (2011) suggest that a school library can foster reading for pleasure by embedding it into the curriculum and ensuring that it is personalised to the student's needs. Unfortunately, Clark (2010) found that 28% of students thought the library did not have anything that would interest them. There is evidence from the US that when college librarians have tried to make spaces more appealing to adolescents, they have trouble with other professionals not recognising the importance of what they do: *"I constantly have to defend my sci-fi and fantasy purchases to folk who think students should be reading more intellectual material."* (Gilbert & Fisher, 2011; p. 484). This highlights an issue around materials being chosen based on teachers' ideals rather than students' choice.

Reading Material

Reading interest has been suggested to improve engagement and falls into two categories: individual (topic or personal interest) and situational interest (Clark & Phythian-Sence, 2008). Individual interest is related to what a student personally finds interesting and is relatively stable, e.g. an interest in sports fiction. Situational interest is short-lived and context dependent e.g. enjoying football fiction only while the World Cup is on TV. Unfortunately, the research on these topics appears to be conflicting due to differences in research methodology. Regardless of which type of interest is most important, they both have the ability to create intrinsic motivation, which is vital for continuous engagement with reading (Gurthrie et al, 2006). Cognitive engagement with text occurs when students show a willingness to overcome difficult reading tasks, by using self-regulation skills to guide their own reading. Guthrie, Wigfield & You (2012) proposed that both forms of engagement can be encouraged within the classroom when the learning and knowledge goals provide *'compelling cognitive reasons for learning the material'* (p.603), and that the learning is concerned with real-world interactions. In simpler terms, students are more engaged when they see the reading materials as relevant to themselves. Yet texts within school tend not to be reflective of real life text, as they are fragmented, decontextualized passage extracts; they are not whole books, but rather only extracts given to students to be analysed (Burns and Myhill, 2004). This decreases the amount of time children have to spend on the text and leads to less enjoyment of reading, in favour of textual analysis skills (Lockwood, 2008).

Research has shown there are differences in what children choose to read in the home and what they are required to read at school (Gregory and Williams, 2000), thus it is important to examine what effect choice has on reading. When students were asked which book they had enjoyed most, 80% of them responded it was the one they had selected themselves (Gambrell et al., 1996). Casey (2010) found that students actively want more choice and to engage in discussions around texts that they have read. Research has also shown that children can read and comprehend more complex texts

when it is on a topic they enjoy; students who read a text above their reading age were more likely to persevere with the task if they perceived the topic to be enjoyable (Fulmer & Frijters, 2011; Wigfield et al, 2008), possibly due to the fact that texts that are perceived as more interesting require less processing demands on the individual (Daniel, Waddill, Finstad and Bourg (2000). Giving children choice in their reading can also help them to become more aware of their own reader identities (Bang-Jenson, 2010). For these reasons, it is imperative that adolescents are given choice and control over the materials they are reading. When children are given a choice in their book selection, they begin to develop a positive reader identity by taking more control over their reading habits. Driscoll (2013) reviewed class practices around the popular novel series “Harry Potter,” and found that popular texts such as this can still be used to teach contemporary literacy, as well as to promote social inclusion and psychological development. Making reading relevant to adolescents and to real life (outside of classroom experience) is key (Gambrell, 2015).

Being able to choose a book is an important skill; this has now been included in the KS3 curriculum ‘*pupils should be taught to: choose and read books independently for challenge, interest and enjoyment*’. However, it is not known how many schools do teach their students how to select books. Historically, research suggests this is not explicitly taught in schools (Ross, 2006). Thus, if children are not taught how to choose a book at home, they are unlikely to select a book for reading as they do not possess the necessary skills. Moss and McDonald (2005) found that in classroom libraries, when teachers gave children space to choose their own books to read without monitoring them, it produced reading networks and positive reader identities; this shows the positive impact that free choice has on reading development.

Clark and Phythian-Sence’s (2008) review highlights that choice is important for empowering and engaging students; however, it can have negative effects if the choices are not presented systematically or in a way in which the students are able to make an informed decision. Struggling readers have been shown to read less for pleasure due to classroom influences such as lack of engaging materials (Garbe, Gross, Holle, & Weinhold, 2006). Ross (2001) highlights several ways to help make informed meaningful choices; these include: looking for clues about the story on the cover, looking at specific elements of the book (e.g. genre), looking for cautionary clues (e.g. specific elements that the pupil does not like), thinking about the desired reading experience (e.g. does the pupil want to feel sad/happy, or read for information), thinking about recommendations (from peers or teachers) and thinking about readability (i.e. text difficulty). Teaching students how to select a book is important for encouraging reading engagement as this can help to create a reading culture within the classroom (Pachtman & Wilson, 2006).

Reading identities

Reader identity has been specifically shown to become more negative when children move from primary to secondary education (Clark et al., 2008; Lenters, 2006). An identity is a combination of the way one views themselves in relation to environmental norms, their experiences within the environment, and how they perceive these experiences (Hall, 2012). Thus, a reader identity is shaped based upon what norms the school presents as ‘good reading’ and the experiences of reading that an

individual has, along with their interpretations of them. Research into reader identities tends to focus on in-depth qualitative research, thus no longitudinal results are available. Moreover, existing studies are mainly from outside the UK. Adolescent readers (in American high schools) have been found to only identify as a ‘reader’ based on book reading; if they read outside of school in non-traditional formats (e.g. comics), then they do not tend to see themselves as readers (Kolb, 2014; Hall, 2012). Thus, it is important that the school environment presents a broad model of reading and ensures that children have positive experiences of reading.

Associated with the development of a reader identity is self-concept. Self-concept relates to how the reader perceives their own abilities (Shavelson, Hubner, & Stanton, 1976). If secondary school students have positive attitudes about their ability, they tend to perform better (Aunola, Leskinen, Onatsu-Arviolommi, & Nurmi, 2002; Chapman & Tunmer, 1995; Chapman, Tunmer, & Prochnow, 2000). Adolescents have specifically been shown to read less for pleasure when they think they are ‘not good at reading’ (Hughes-Hassell & Rodge, 2007; p.27). Twist et al. (2012) also found that for UK children, greater confidence in reading was associated with higher achievement, supporting these findings.

Reading Motivation

According to Guthrie and Wigfield (2000), reading motivation can be defined as “*the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading*” (p. 405). Motivation towards reading can be split into two separate components: intrinsic motivation, which relates to personal enjoyment of texts, and extrinsic motivation, which relates to reading for rewards or due to environmental demands, e.g. passing tests (Wigfield and Guthrie, 1997). Wigfield and Guthrie (1997) reported that several aspects of intrinsic motivation predict reading motivation; these include importance (belief that reading is valuable), curiosity (desire to learn about a particular topic of personal interest), involvement (enjoyment of reading) and preference for challenging text (satisfaction of mastering or assimilating complex ideas in text). Taboada et al. (2009) found that when controlling for previous reading performance and background knowledge, students’ (aged 9-10) intrinsic motivation could still significantly predict their performance on comprehension reading assessments, which suggests that students who were driven more by intrinsic motivation did better in reading tests. Conversely, Morgan and Fuchs (2007) argued that early experience of failures in reading motivates poor readers only to read when they have to, which in turn leads to poorer reading skills.

Wigfield and Guthrie (1997) reported that several aspects of extrinsic motivation also form part of reading motivation: reading for recognition (pleasure in receiving recognition for success), reading for grades (desire to be favourably evaluated by the teacher) and competition (the desire to outperform others in reading). Reading due to extrinsic motivation has been associated negatively with reading performance in longitudinal studies (Becker, McElvany, and Kortenbruck, 2010). The negative association between extrinsic reading motivation and reading performance might arise due to extrinsically motivated students focusing on social rewards rather than on the text (Wang & Guthrie, 2004). Less research has been conducted to investigate extrinsic types of motivation. Twist et

al. (2012) found that UK students are less motivated to read compared to other English speaking countries (e.g. Northern Ireland, Australia and Canada). Students with the highest reading performance actually reported the lowest levels of reading motivation. The survey used in Twist et al.'s (2012) study, however, may have a methodological flaw. The questionnaire included a mixture of intrinsic and extrinsic factors; if these had been separated, two different relationships may have been seen (Deci & Ryan, 2000).

Motivation levels can also be affected by emotions. If a student feels stressed, nervous or anxious whilst reading, they are less likely to engage with reading in order to avoid these emotions (Guthrie, Wigfield & You, 2012). Therefore, it is important to alleviate these negative emotions within the classroom. In order to motivate children in the most effective manner, it has been suggested that reading needs to be of high-interest whilst being moderately challenging, and be complemented with tasks which are also moderately challenging (Gambrell, 2015).

In order for students to be interested in choosing books, it is important to ensure that their personal interests are met, or to encourage pupils to be more interested in books. Schraw, Flowerday, and Lehman (2001) used research evidence to put forward several suggestions for increasing interest (or intrinsic motivation) within the classroom. These included: providing students with meaningful choices (see previous paragraph for more detail), using well-organised texts (organised by themes, or structured in a familiar way), pre-selecting vivid texts (i.e. rich imagery), using familiar texts (authors, themes), encouraging active learning (thinking about what they have learnt/would like to learn), and highlight the relevance of reading (emotional engagement, gaining knowledge, enjoyment). It is important to note that interest and choice are highly related concepts; if students have the correct strategies in place for knowing how to choose a book, it is highly likely that they will choose a book that is of interest to them.

Role Models

Teachers have been shown to have a big impact on children (Cremin et al 2009), and thus it is imperative that they model the behaviours they want to encourage. Unfortunately, many primary teachers tend to rely not on current books but on books they remember from their childhood (Cremin, Bearne et al., 2008; Cremin, Mottram et al., 2008). It is likely that a similar phenomenon is occurring within secondary schools. It has been suggested that teachers need to model reading in order to create reciprocal reading relationships and to help children develop their own preferences and reading identities (Cremin et al., 2014).

Digital identities

Within modern society, the way in which teenagers' access reading material has changed. They now read via tablets, I-phones, Kindles, magazines and websites, as well as traditional print materials (Clark & Douglas, 2011; Maybin, 2007; McTavish, 2014). Due to the fact that most teenagers are using and reading via digital technology (Lenhart, 2015), it is important to examine identities and attitudes surrounding new media reading. PISA reports that young people who are extensively engaged in online reading activities are generally found to be more proficient readers than those who are not engaged in online reading (OECD, 2010). However, Kolb (2015) found that when non-traditional print

(print via a screen) was brought into the classroom, both teachers and students alike still identified reading as something to do with books. Picton & Clark (2014) reported that when students from primary and secondary schools were given e-books to use over the course of several months (schools were free to use the e-books as they wanted, thus the timeframe was not consistent for all students), it could improve reading motivation. However, the effect could only be observed for boys, whilst girls remained stable in their reading motivation. Out of those eligible for FSM, enjoyment of reading on a device remained stable, but enjoyment of reading via traditional paper methods decreased. Despite this, those receiving FSM did improve on their attitudes to reading, with fewer reporting that they found reading difficult. This suggests that digital reading specifically helps boys in low socio-economic groups to improve their perceptions of their reading ability, though this could be at the cost of a reduced enjoyment of reading via traditional paper methods. Research into digital reading is an emerging field. Further research is needed to explore the relationship between digital reading and factors relating to reading for pleasure in secondary school students before firm conclusions can be drawn.

Summary

To summarise the key influences on reading for pleasure:

- Reader identities – schools need to foster positive reader identities
- Create environments where students feel comfortable to read
- Ensure students have choice over the text they are reading
- Ensure students know how to select a text they will want to read (i.e. a text they will find interesting, enjoyable or suitably challenging)
- Make sure that reading material is relevant to everyday lives
- Ensure that students have access to reading material, both at home and in school
- Avoid overuse of external motivators – try not to focus on exams/grades
- Encourage parents to emphasise the enjoyment gained from reading

Research Question 1: How does each of the key elements of Beyond Booked Up impact on students' reading for pleasure?

Respondents were asked about the impact that they had observed on students as a result of the BBU materials as a whole, reported in Figure 17.

- 77% of staff agreed that the resources had positively changed pupils' **attitudes to reading**, with 25% agreeing this had happened 'a lot'.
- 75% of staff agreed that the resources **had increased the amount of reading for pleasure undertaken by pupils**, with 31% agreeing this had happened 'a lot'.
- 72% of staff agreed that the resources had **improved pupil's engagement with reading outside of school time**, with 24% agreeing this had happened 'a lot'.
- 70% of staff agreed that the resources had **increased pupils' confidence in selecting reading materials**, with 33% agreeing this had happened 'a lot'.
- 66% of staff agreed that the resources had **improved how pupils see themselves as readers**, with 26% agreeing this had happened 'a lot'.
- 48% of staff agreed that the resources had **increased pupil's confidence towards literacy activities**, with 11% agreeing this had happened 'a lot'.

BBU as a whole programme did have a positive impact on factors associated with reading for pleasure. The majority of the survey respondents thought BBU had 'a little' impact (52%) on **positively changing pupils' attitudes to reading**. A positive attitude towards reading is important to motivate students to read for internal reasons.

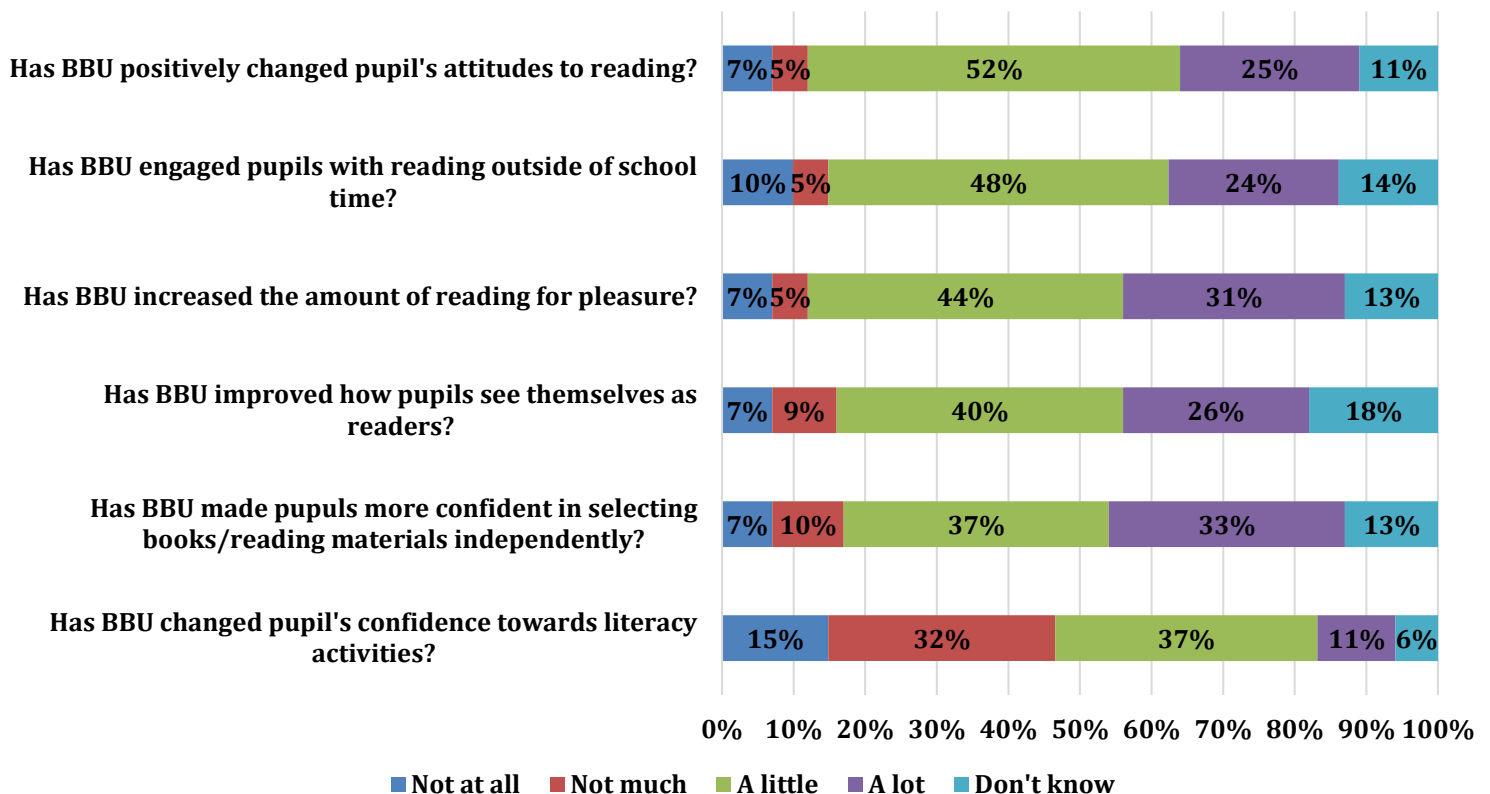
In relation to changing students reading habits, almost half thought that BBU had 'a little' **impact on students' engagement with reading outside of school** (48%) and the **amount of reading for pleasure students do** (44%).

Confidence is also an important factor for increasing the amount of reading for pleasure students do, because if a student lacks confidence in their reading ability they will avoid reading. Therefore, it is positive that survey respondents reported that BBU as a whole programme had some impact on students' **confidence in selecting reading material** (37%) and **increasing students' confidence with literacy activities** (37%). The improvement in selecting reading material may be due to Bookbuzz, which was used by 78% of the survey respondents. This is a positive finding, as it is not known how many schools explicitly teach selecting reading material despite the influence it can have on reading for pleasure.

It is important that positive reader identities are fostered in schools, and that students see themselves as readers to improve reading for pleasure, as reported in the literature review. The survey respondents felt that BBU improved student's **self-perception of themselves as readers** (40% 'a little'). Two-thirds of the respondents felt BBU improved students' reader identities, at a time when typically, secondary school students' reader identities become more negative (following the transition from primary school).

Attitude, confidence levels and self-perception all influence reading for pleasure. Thus, the positive changes brought about by BBU could impact on the amount of reading for pleasure students undertake. In the view of the survey respondents, BBU increases reading for pleasure in secondary school students.

Figure 17 In relation to the Beyond Booked Up resources you use, how do you think the Beyond Booked Up resources have impacted on your students overall?



N=84, 84, 84, 82, 84, 82 respectively

Reading Culture

BBU is a programme targeted at Year 7 and 8 students; it was therefore asked whether respondents thought that using the resources had an impact on the reading culture for these two-year groups. Reading culture can be defined as ‘*an integrated pattern of reading behaviours, practices, beliefs, perceptions and knowledge*’ (Ruterana, 2012, pg.18). It is a culture where reading is part of daily activities and that the habit of reading is shared by all members of the school community. This suggests that if a school has a reading culture students are thus more inclined to read for pleasure; therefore, it is important for schools to develop a culture of reading.

Almost all (92%) of the respondents felt the resources had some positive impact on the school reading culture, with 47% reporting ‘*yes the resources do impact*’ and 45% felt it had ‘*some impact*’. An open-ended question was posed to further explore how the resources impact on the school reading culture, for which seventy-four comments were received. School reading culture was referred to in different ways by different respondents.

Seventeen responses commented on the BBU programme as a whole and the positive impact this had on students, all of which mentioned that BBU encouraged students to read. One comment mentioned the programme motivated students who see reading as negative, suggesting the resources make reading seem more appealing. Another comment mentioned that BBU showcases a number of genres, thus students could find the one for them.

‘Use of materials at homework club has encouraged some students to read.’

‘I think it has shown that reading doesn’t have to be difficult and arduous, there is a genre out there to suit every reader.’

‘Encourages boys to look at different authors and genres.’

Bookbuzz was mentioned by thirty-five respondents as having an impact on the school reading culture. The elements of Bookbuzz that contribute to this positive impact is providing book ownership to some students that might not own a book, giving the students a choice of the book, developing knowledge of authors and igniting discussions with peers around reading. Respondents mentioned that Bookbuzz created a ‘buzz’ in the school, helping to engage students in reading because the scheme was seen as exciting.

‘Helps to generate talk around books which their peers have also read’.

‘Year 7 pupils are absolutely delighted to receive their free book.’

‘The receiving of a free book from a choice of relevant authors is a great way to support student interest and enthusiasm toward reading stories. I have observed the past six years how much excitement the Bookbuzz scheme creates.’

Introducing Graphic Novels resource pack was mentioned by five respondents as impacting on the school reading culture. Respondents mentioned that using this resource had helped to engage students with this genre and due to its popularity had increased the borrowing of graphic novels from

the school library. One respondent mentioned that the graphic novel resource engaged reluctant readers.

'Graphic Novels has really helped to engage pupils with that section of our library.'
'The graphic novel resources have proven to be extremely popular and increased the borrowing of comics and graphic novels.'
'Reluctant readers have shown an interest in graphic novels.'

Four respondents mentioned that participating in BBU had increased borrowing from the library for both Year 7 and 8.

'Students are reading more frequently for pleasure. This has been measured by loan statistics, as there has been a significant increase in book borrowing from KS3. Year 7 and 8 are also the largest cohorts of library users within the school community.'

For the other BBU resource packs, one respondent mentioned that using Beyond Play Scripts had for some students made an *'improvement in reading and interest in plays.'* One survey respondent mentioned that *'the flash fiction was enjoyed by students however hasn't had as much of an impact.'*

The survey responses suggest that BBU does have a positive impact on the school reading culture. The positive impact is mostly through the students receiving a free book as part of Bookbuzz. Bookbuzz enables students to select a book of their choice and gives students who may not have had the chance to own their own book, both of which influence reading for pleasure. The elements of choice and book access in Bookbuzz impact positively on a school's reading culture. The graphic novel resource was also mentioned by five respondents as increasing the borrowing of this type of reading material. However, a small number of respondents (eight) did not feel that the materials impacted on the school reading culture or felt that it was difficult to gauge the impact as Beyond Booked Up was *'one of the many things going on that helps to enhance the reading culture'*.

Impacts of each of the resources

Bookbuzz

The impact of the Bookbuzz resource was explored in the student and teacher focus group discussions. In the student focus group discussions, they spoke positively about receiving a free book in Year 7 and those in Year 9 still remembered the book they had selected.

'It was like a Christmas present for our first year since we were year 7.' (School B, Year 7)
'I do at the start of year 7 we got to pick a book from this bookmark and I picked The Last Wild I really liked that book.' (School C, Year 7)
'Yeah it was very interesting the way the animals could talk but I liked it because it was an adventure one and I like adventure stories.' (School C, Year7)

Bookbuzz for some of the students had helped them to select books they had enjoyed. If the book was part of a series the students spoke about continuing to read more books from the same series.

'I was originally going to get Flirty Dancing but when miss said we are going to have all these books out on the shelf and that, so I got Cuckoo Song and I read a page, but for my interests it didn't really fit me but Flirty Dancing did and I really liked it.' (School B, Year 7)
'I finished the whole series' (School D, Year 7)

The students discussed how much of their book they had read during the focus group discussions. Responses varied. Some of the students had not started the book, some had read part of the book, whilst others had finished the book.

'I am on like page 40 something but it's hard to read because it is small writing.' (School B, Year 7)
'I got The Last Wild but I still haven't read it.' (School B, Year 7)
'I'm not quite finished.' (School E, Year 7)
'I have finished mine.' (School E, Year 7)

The chance of selecting their own book had developed some of the student's skills in selecting a book. This is of importance as mentioned in the literature review: if students do not know how to select a book, this can impact on their engagement with reading.

'After I read Flirty Dancing and now I am looking at the back to see more information about the book.'
 (School D, Year 7)

At one school the students did not get the book they had selected, which caused a negative impact. Thus, BookTrust needs to ensure all schools implement Bookbuzz correctly, so all students get the book they wanted. Otherwise, this takes away one of the crucial elements of increasing reading for pleasure, choice.

'We didn't get to select it; they gave it us.' (School D, Year 9)
'Oh no because they gave us a bookmark and the bookmark had pictures of the book on it and everyone had to choose which book they would like most, and the majority, the one that got the most votes that's what everyone got.' (School D, Year 9)

Teachers discussed in their focus groups that Bookbuzz was a fantastic opportunity to enhance students reading for pleasure. Some teachers reported long-term effects such as students asking the librarian for other books that were similar to the one they had chosen, whereas others felt the impact was short-lived and needed further guidance on how to improve on this.

'It has had a positive effect, students will take their Bookbuzz to our librarian and say 'have you got anything similar to this.' (School A, English Teacher)
'Otherwise they take them home, they have read them once and they don't really use them again, so we are improving how we use these resources.' (School A, English Teacher)

Bookbuzz for some of the students engaged them with reading and helped develop their skills in selecting a book. Book access and choice are important in developing reading for pleasure, and Bookbuzz is helpful in these respects. Teachers were also positive about Bookbuzz and thought it was a brilliant opportunity and for some students had a lasting impact.

'It's lovely when you see kids actually get a book and it's like wow!' (School B, Librarian)
'It makes a lasting difference.' (School D, English Teacher)

Access to books is crucial for reading for pleasure: children who do not have books at home report reading less (Clark & Douglas, 2011). Bookbuzz addresses this by providing students with a free book of their choice, and no less important, by introducing the students to the school library during Year 7 to hopefully build a lasting relationship that can address the issue of book access. Furthermore, students have a choice over their free book, and research has shown that when students read something they have chosen they report to enjoy the book more and can better comprehend the text (Gambrell, 1996).

Introducing Graphic Novels

Introducing Graphic Novels was discussed at three of the five schools. Each school had used the resource differently; one had used the resource as homework, another in library lessons and the other school with a nurture group. The quotes below highlight how the students had been using the resource pack:

'Because we had booklets we had to look after it we had to do it at home so it was homework and we had to do it at school as well, we got to use these booklets to help us...we got the graphic novels to help us design one.' (School E, Year 7)
'It's fun drawing your own novel.' (School D, Year 7)
'We got given a group of Shakespeare books and we had to...draw a graphic novel for art style or dialogue anything like that.' (School D, Year 7)

Students spoke positively about the graphic novel resource and how it had engaged them with a different style of text, and some mentioned borrowing graphic novels from the school library. Fish Head Steve was a popular extract from the resource; however, the students did comment that it was only an extract and were disappointed when they could not access the whole comic.

'The graphic novels one was interesting so I have tried to get some of the other books out of it' (School C, Year 7)
'I did take the Fish Head Steve out of the library.' (School C, Year 7)
'I really wanted to read that one to find out more about them [Fish Head Steve and Smile].' (School E, Year 7)

'I got half way through it and I was like I want to know what happens, and it got to this bit and then it was oh it's the end okay never mind. I just want to read the rest but I've been looking all over and I can't find it. (School E, Year 7)

At one school in a focus group with the Year 7s, an interesting discussion occurred around this resource, on the topic of 'proper reading'. Although the students had used the materials and had enjoyed reading graphic novels, when they actively sought these out as a reading material they were informed it was not 'proper reading' by teachers. Thus, the attitude of some teachers towards this type of reading material may need to be addressed to support engaging students.

'Even our teacher said once, I think she said graphic novels aren't really challenging sort of reading.'
(School D, Year 7)

'It's not seen as proper reading.' (School D, Year 7)

'I brought in a graphic novel and the teacher said you need to go and get a proper book with words in. it did have words in but lots of pictures.' (School D, Year 7)

For the students who did enjoy the resource, they need to be able to access the whole graphic novel or comic to enhance their engagement. As discussed, the students were hooked but could not access the full text. Some of the students did, through either the school or buying the text. However, this creates a divide between the students who have the financial resources to access the materials and those that do not. Furthermore, the students suggested that the materials only skimmed the surface of graphic novels, suggesting that they could be made longer.

'Also go deeper into the graphic novels like maybe into the marvel and DC universe because we are skimming, like we have barely touched the surface here.' (School D, Year 7)

'The graphic novel booklet I think you could make it longer.' (School E, Year 7)

Teachers were positive about the Introducing Graphic Novel resource and had used the resource as either homework or to make a fun link to work on Shakespeare.

'I use the graphic one, we are just about to finish a Shakespeare assessment and the next thing will be and now you are going to turn the tempest into a graphic novel.' (School C, English Teacher)

'We asked them to reproduce a graphic novel.' (School D, English Teacher)

The teachers noticed that the students engaged with this resource and this was because it was easy for students to access, especially for reluctant readers as they are not faced with lots of words.

'I think for some of our reluctant readers or less confident readers it's almost a transition from primary books onto more secondary books because it goes from pictures with words to graphic novels, there're a few pictures in this and a few more words.' (School C, English Teacher)

'Graphic novels they all really love them, they spent a lot of time reading through it instead of doing the tasks and I was like no you guys you have to make your own don't forget.' (School D, English Teacher)

All the students that had used this resource spoke highly of it. Research has shown that students engage more with reading material that is relevant to them.

Beyond Play scripts

One school had used this resource with a nurture group. Some of the students at the school were positive about the resource because they got to act out a scene.

'Cos you can act and it's better than just reading you can just act and do stuff.' (School A, Year 7)
'When you are acting it out it seems like really different, it seems like people enjoy it more.' (School A, Year 7)

'The best thing was the reading, reading aloud from the play.' (School A, Year 7)

Yet, one student mentioned she thought the reading from 'Cuckoo Song' in the resources was a little difficult for some students.

'Some people struggle at reading, cos I think it's easy but some people think it's a bit hard to read especially in the beyond scripts, the story one not the script so like maybe each level but it's the same thing but a bit harder.' (School A, Year 7)

Exploring stories

This resource was not discussed in the focus groups. However, from the survey, it can be suggested that Exploring Stories may have a positive impact because the short stories are less daunting compared to a whole text which build students' confidence.

Flash fiction

Flash Fiction was not discussed in the student focus groups. Teachers at two of the schools had used the Flash Fiction resources. In line with the comments from the survey, teachers mentioned the resources helped with comprehension skills and also made the students think about different genres they might like.

'Great stepping stone particularly flash fiction because they are not threatening and they just give you a little snippet and that might wet an appetite for the type of story they might be interested in, so I think they are really great little stepping stone.' (School A, English Teacher)

'I found the flash fiction one it made them think more about what different types of genre are, so on the broad end of it they can identify horror, comedy etc., but when they are reading these types of story it's a little more difficult for them to recognize the differences in genre, they were challenged more which I think was really useful.' (School D, English Teacher)

Performance poetry

Two schools had used this resource, one as part of homework and another as part of a poetry slam competition. The student's comments below show how the resource was used in the schools:

'Read through the poems and like write our own poem.' (School E, Year 7)

'We had to look at the examples in the book and then look at like difference and different starters and then write it.' (School E, Year 7)

The students had mixed views of the materials, but none of the students reported these materials to have impacted on their attitude to poems or their engagement with reading poems. Two mentioned they liked poems and the activities in the resource pack.

'I like the poems.' (School D, Year 8)

'I liked free writing that was good.' (School D, Year 8)

'The poems are really boring.' (School D, Year 9)

Summary

The first research question explored the impact of BBU on reading for pleasure; this was investigated in both the survey and focus group discussions. Survey questions focused on the key influences on reading for pleasure, and also included an open question on reading culture. The survey respondents reported that BBU had a positive impact on students across a series of outcomes relating to reading for pleasure, including changing students' attitudes towards reading, improving confidence in selecting a text and increasing the number of students who see themselves as readers. Furthermore, BBU for the majority of the survey respondents impacted on the school reading culture. Reasons given for how BBU impacted on the school reading culture include the appealing high-quality resources, through Bookbuzz promoting choice and book ownership, and graphic novels offering a different format that engages students. The impact on reading for pleasure was also discussed in the focus groups, supporting the survey responses. Bookbuzz was seen by both the teachers and students as increasing reading for pleasure. Furthermore, all the students who had used the Introducing Graphic Novels resource were positive about it, as it was a different, engaging format. BBU facilitated important elements involved in reading for pleasure, and teachers felt it had a positive impact. BBU helped to foster positive reader identities via students receiving a free book of their choice and reading different genres such as graphic novels. BBU made reading for some students fun, helping to develop students' confidence which is often a barrier to reading for pleasure. Overall BBU had a small but positive impact on student's attitudes towards reading, engagement with reading, amount of reading for pleasure and confidence in reading.

Research Question 2: How does the impact of BBU differ for students with different attitudes, abilities and behaviours relating to reading for pleasure?

A typology of different readers was used to explore whether the impact of BBU differs for students with different attitudes, abilities and behaviours; however, no definition was provided in the survey leaving the interpretation of these groups up to the individual respondent. The typology characterised readers as²:

- Can read and does read
- Can read but doesn't read
- Struggles to read but does read
- Struggles to read and doesn't read

Survey respondents were asked whether the Beyond Booked Up programme as a whole had impacted on the different reader types (see Figure 18). Varying degrees of impact were reported for all reader types across all outcomes, with lower proportions of respondents reporting impact on the 'struggles to read and doesn't read' group. For each outcome, the highest proportion of respondents reported impact on the following groups:

- 61% reported that BBU had positively changed 'can read but does not read' students' **attitudes to reading**.
- 56% reported that BBU had engaged 'can read and does read' students with **reading outside of school**.
- 61% reported that BBU had increased the **amount of time spent reading for pleasure** by 'can read and does read' students.
- 57% reported that BBU had changed how 'can read but does not read' students **see themselves as readers**.
- 55% of respondents reported that BBU had increased 'struggles to read but does read' students' **confidence in selecting** books and reading materials. The resources benefitted all groups for this outcome, which may relate to the Bookbuzz resource directly.
- 63% of respondents reported that BBU had generally changed 'struggles to read and does read' **students' confidence in literacy activities**.

² The typology was developed by researchers at Sheffield Hallam University for an evaluation of the Bookbuzz programme (Clague and Levy, 2013) and were adapted from Moss, 2000 and Merchant et al., 2012.

For each type of reader, the highest proportion of respondents reported impact in the following ways:

- Can read and does read: increased the amount of reading for pleasure undertaken (61%) and engaged pupils with reading outside of school (56%)
- Can read but doesn't read: positively changed attitudes to reading (61%) and changed how pupils see themselves as readers (57%)
- Struggles to read but does read: changed confidence in literacy activities (63%) and increased confidence in selecting books/reading materials independently (55%)
- Struggles to read and doesn't read: changed confidence in literacy activities (45%)

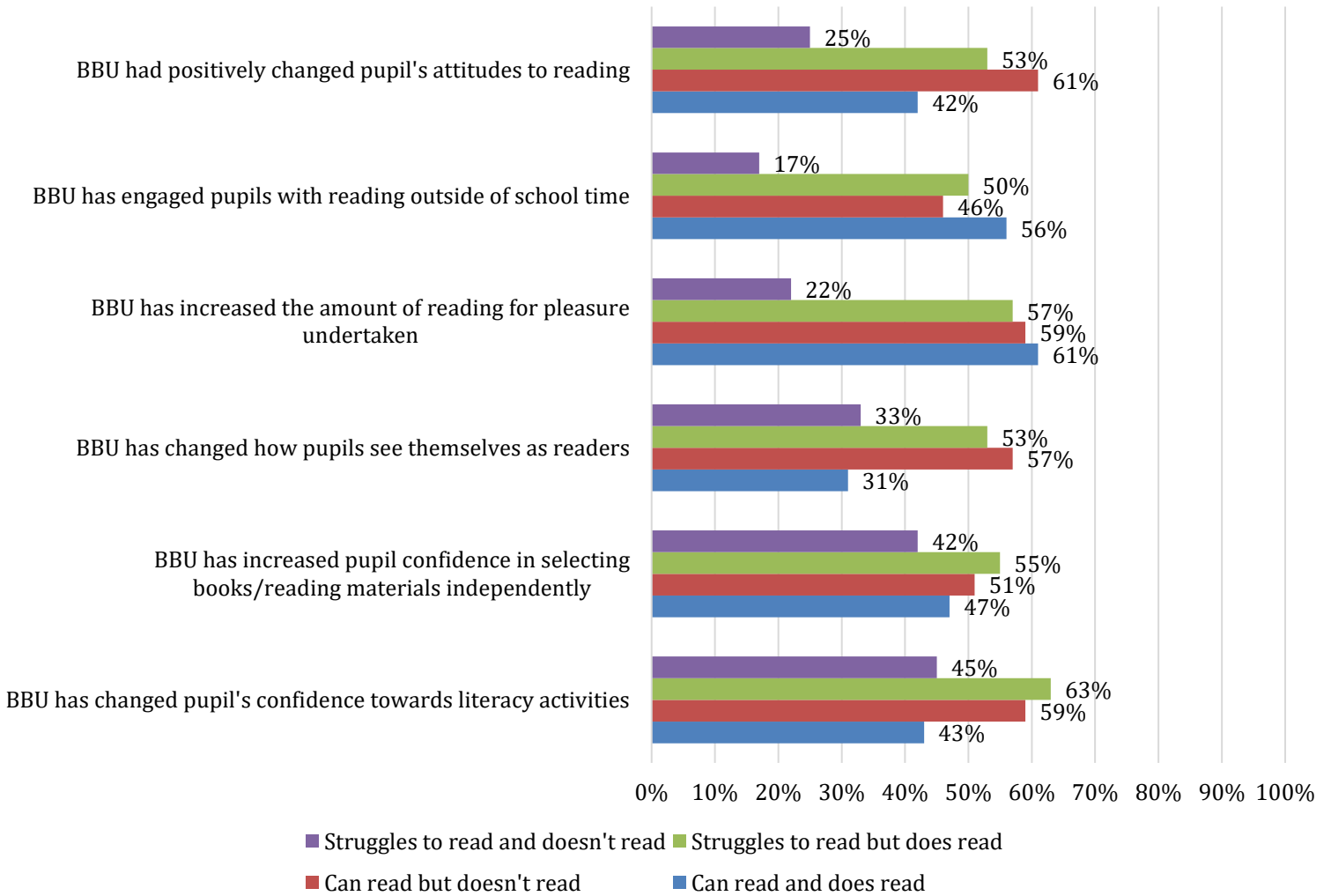
An open-ended question explored how BBU impacts on different groups of readers, to which thirty-three people responded. Ten respondents mentioned the 'can read' groups, with the focus being on the 'can read but doesn't read' group. Seven respondents mentioned that the resources were useful in engaging the 'can read but doesn't read' group of students. Other responses mentioned that the resources helped students to see reading as fun, developing more positive attitudes to reading.

'We use the resources heavily with our can't/won't groups and less so with our can/do groups.'
'Reluctant readers do develop more positive attitudes.'

Two respondents mentioned the impact of the graphic novel resource in engaging reluctant readers.
'Reluctant readers enjoy graphic novels more than other resources and are more engaged in reading lessons when reading them.'

The resources were mentioned by four respondents as having an impact on students in the 'struggles to read' groups. It was thought the resources improved their confidence; this was mentioned by all four people. However, one respondent did mention that their weakest students struggled to access the materials.

Figure 18: In what ways, if at all, has the BBU programme impacted on the following groups of readers? Tick all that apply.



N=59, 52, 54, 49, 55, 51 respectively

Impact of each resource on different reader types

To explore the impact further, the evaluation investigated how the individual units of BBU impact on each group of students. Respondents could select more than one option when responding.

Table 5: Reader types that are 'most impacted' by each of the resources

	Can read and does read	Can read but doesn't read	Struggles to read but does read	Struggles to read and doesn't read	All groups equally	None of these groups	Total No. Respondents
Bookbuzz	36% (23)	47% (30)	36% (23)	17% (11)	31% (20)	2% (1)	64
Introducing Graphic novels	19% (8)	35% (15)	28% (12)	40% (17)	40% (17)	0%	43
Beyond Play scripts	19% (5)	15% (4)	23% (6)	23% (6)	42% (11)	4% (1)	26
Exploring stories	21% (5)	38% (9)	46% (11)	21% (5)	33% (8)	0%	24
Flash fiction	4% (1)	43% (10)	22% (5)	30% (7)	39% (9)	0%	23
Performance poetry	17% (2)	58% (7)	25% (3)	33% (4)	25% (3)	0%	12

Low usage of four of the resources means that the numbers are small and should be treated with caution, and limits the conclusions that can be drawn from comparing the results. The following results indicate that when these resources are used they have an impact across the reader groups, but more work would be needed to confirm this. For each resource, respondents reported impact across all groups of readers, with just one respondent reporting impact on 'none of these groups' for both Bookbuzz and Beyond play scripts.

Performance Poetry (58%), Bookbuzz (47%) and Flash Fiction (43%) had the most impact on the 'can read but doesn't read' group. Exploring stories had the most reported impact on the 'struggles to read but does read' group (46%). Introducing Graphic Novels had the most reported impact on 'struggles to read and doesn't read' group (40%). Graphic Novels was reported to equally impact on all students. Beyond Play Scripts was reported to benefit all students equally.

Taken together, this suggests that the resources as a whole impacted on all groups of readers, with two impacting on all groups the same, and four having a more pronounced impact on different groups of readers, including students who are struggling or reluctant readers.

Summary

The survey responses suggest the resources impacted on all types of readers. BBU as a whole programme was reported to impact most on the 'can read but doesn't read' group of students. When looking at each resource, Performance Poetry (58%) Bookbuzz (47%) and Flash Fiction (43%) had the most impact on the 'can read but doesn't read' group, whereas Exploring Stories had the most reported impact on the 'struggles to read but does read' group (46%), and Introducing Graphic Novels had the most reported impact on 'struggles to read and doesn't read' group (40%) and all students. Beyond Play Scripts was reported to have benefitted all students equally. In answering research question two, BBU impacts on all groups of readers; however, there are greater benefits for some readers - those that are struggling or reluctant to read. Due to the small number of responses, further research is needed to explore the impact of BBU with different types of students.

Why resources are not used

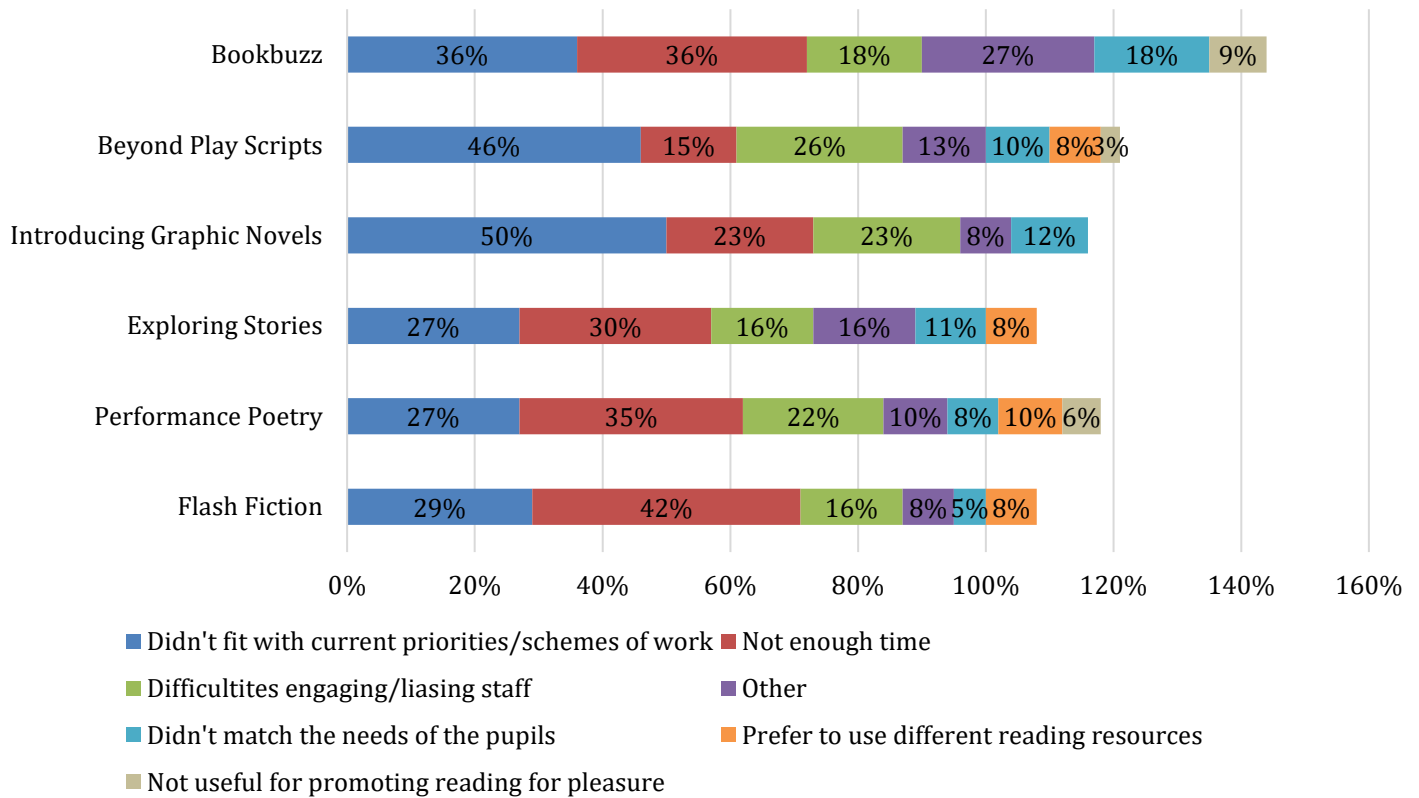
Only five respondents reported that they had not used BBU resources at all. The main reasons for this were timetabling pressures (3) and that the resources do not fit with work schemes (2). It's possible that the remaining 69% of schools who did not complete the survey had either not used the resources, or had not made use of all elements of the resources, but it was not possible to ascertain this or reasons for this in the current evaluation.

The following section focuses on those who used the BBU programme in their school. Considering the low reported usage of four of the BBU resources, it's important to understand the barriers to using these resources. As shown in the delivery section, usage at school level of the resources is as follows: Bookbuzz (85%), Introducing Graphic Novels (62%), Flash Fiction (44%), Beyond Play Scripts (43%), Exploring Stories (38%) and Performance Poetry (28%).

The 11 respondents that reported not using Bookbuzz said it was due to not having enough time (36%) and because it did not fit with current priorities and schemes of work (36%). The main response to why a respondent had not used Beyond Play Scripts (39 Individuals) and Introducing Graphic Novels (26 individuals) was that it did not fit with current priorities/schemes of work (46%, and 50% respectively). The main reason why a respondent did not use Exploring Stories (37 Individuals), Performance Poetry (51 Individuals) and Flash Fiction (38 Individuals) was not having enough time (30%, 42% and 42% respectively). The third biggest barrier across all resources was reported as difficulties in engaging staff; this may be because the main contact for BookTrust is the school librarian who is tasked with engaging English teachers with using the resources.

Therefore, for the resources as a whole, the three main barriers were the resources not fitting with current priorities/schemes of work, not having enough time and difficulties engaging staff. Although some respondents did feel that the resources did not match the needs of pupils, that they preferred to use other resources, and that the resources were not useful for promoting reading for pleasure, these reasons were reported by relatively small proportions of respondents across all the resources (see Figure 19). This suggests that the key barriers to using the resources relate to school/curriculum factors, rather than to the usefulness of the materials for promoting reading for pleasure with secondary school students.

Figure 19: If you did not use all the BBU resources can you please tell us why



Bookbuzz n=11, Beyond Play Scripts n=39, Introducing Graphic Novels n=26, Exploring Stories n=37, Performance Poetry n=51, Flash Fiction n=38

Improvements

Improvements to BBU were discussed in the survey and focus groups. These two data collection methods will be combined to report suggested improvements to BBU. Additional information was gained from phone conversations when recruiting schools. Quotes have been included where consent was given.

Survey respondents were asked in an open-ended question if there were any general improvements that could be made to BBU, to which 21 comments were received. Thirteen responses focused on the resources, with four mentioning that they were sent too many resources. A small number of respondents (one survey respondent, one phone call and one focus group participant) also mentioned that the materials were sent out too late in the year to be included in planning.

'I suppose they would need to come out this sort of time of year [June] to be ready to go into next year's curriculum.' (Focus group)

'We tend to get too many resources and find they often go unused, this was my point at the start of year when we attempted to stop the additional resources. They take up a lot of space, storage is a real issue.' (Survey)

'I would rather have books than resources they are used by year 7 in tutor groups- VERY useful. We do not use resource packs; they are a waste of money. Would rather have more books. Too many resource packs are sent, I would rather have 1 per teacher, not 1 per pupil.' (Phone)

Three mentioned adapting the materials for different abilities so that they can both stretch gifted and talented students and be accessible for SEN and EAL students. The focus group discussions also mentioned this as an area needing improvement. When using the resources, some teachers both in the survey and the focus groups mentioned making sure the resources were suitable for different ability groups. Yet few survey respondents mentioned adapting the materials. Perhaps this was because the question was not clear enough for respondents and did not tap into adapting the resources for different ability groups. However, additional activities could be created for different ability levels.

'We didn't get that far because I had to break it down. You need to have maybe like a lower level and higher level because that was just higher level all the way through.' (Graphic novels and play scripts)
 (School A, Teaching Assistant)

'I think areas of differentiation are needed, especially stretch and challenge.' (School A, English Teacher)

In the focus groups one teacher mentioned a specific group of students the materials could be developed for and another participant highlighted how EAL students struggle with the BBU resources and changes that could be made.

'Maybe think about the kids that actually can't read and make it a little bit more enjoyable by not so much words (sic).' (School A, English Teacher)

'I know particularly some of our EAL learners' struggle with some of the references in them and particularly with some of the vocabulary. I don't know whether it is as EAL friendly as possible.' (School A, English Teacher)

Three respondents mentioned adding additional resources or changing the resources thinking about how the resources map onto the curriculum especially in light of recent changes. One respondent mentioned that *'the resources are now irrelevant to the new challenging curriculum- graphic novels is too easy and exploring stories is only useful if they are 19th century texts.'* One focus group participant also mentioned that the resources are not directly relevant to the new curriculum, thus schools cannot use them as part of lessons. Note that these are only four comments. Moreover, as previously reported, the majority of respondents who used the resources felt they support the curriculum. It was either because improvements may relate to schools that are preparing students earlier on in their secondary school journey for the GCSE curriculum or the small response rate that the resources were not seen by all as supporting the curriculum.

'Producing some of the worksheets in correspondence with the skills required for the new GCSEs (e.g. language analysis or different ways of structuring fiction).'

'With the curriculum changes across ks3 nationally we don't really [use them].'

Furthermore, one survey respondent and one focus group participant mentioned that it would be nice to change the materials on a yearly basis.

'One thing we sometimes get the same book every year and it's just like the date on the front that is next year, and I thought that instead of getting the same ones we would be getting something different. Because we are not giving them out, we are keeping them to re-use.'

In the student focus group discussions, Year 7 students at School D felt that a graphic novel could be included as part of Bookbuzz to link with the graphic novel resources.

'The only thing I think is there should have been a wider range.' (School D, Year 7)

'There weren't really sci-fi or anything like that.' (School D, Year 7)

A non-specialist teacher at one school did not feel comfortable with all the resources for example Performance Poetry. Therefore, further guidance and support could be provided for these members of staff.

'The feedback we received was that non-specialists didn't feel comfortable with that particular content and subject area.' (School A, English Teacher)

These comments suggest improvements could involve not sending schools so many resource packs and contacting schools beforehand to check the amount of each resource they need. For some respondents, improvements could be around differentiating the resource, so that the pack includes

resources that teachers can use with low and high ability students as well as students who have additional learning needs such as SEN or EAL.

Conclusion and Recommendations

Beyond Booked Up offers secondary schools a high-quality resource at no cost that can be used with students across the school population, not just in Year 7 and Year 8, as this evaluation has found. It introduces students to new authors and genres/formats. The use of the resources varies, with those responding to the survey reporting they use some if not all of the resources. The respondents value the resources and think they are a good way to promote reading in school, especially Bookbuzz. The current evaluation used mixed methods to gather delivery data to understand how the resources are used in schools, as well as investigating two research questions: *How does each of the key elements of Beyond Booked Up impact on students' reading for pleasure? And How, if at all, does this differ for students with different attitudes, abilities and behaviours relating to reading for pleasure?* We will draw together the findings of the evaluation to report a summary of delivery and the impact of BBU on reading for pleasure.

Delivery and Feedback

Bookbuzz and Introducing Graphic Novels are the most used resources. The resources are delivered by a range of school staff, but typically Bookbuzz is delivered by librarians in library lessons and the other five BBU resources are delivered by English teachers typically in English lessons. The resources are usually used separately rather than as one resource pack. They are typically used to enrich schemes of work within the school, thus the resources are integrated into classwork. This is supported by the fact that most survey respondents reported that they felt the resources support the curriculum. BookTrust recommends the specific year group each resource is used with, with the original programme designed so that students complete a different resource each term during Year 7 and 8. However, this evaluation has found that resources are used by the majority of survey respondents with Year 7, even though small numbers of responses also mentioned using the resources with all year groups including sixth formers. This finding demonstrates the flexibility of the resources to suit the needs of teachers. The resources are used mostly with a whole class and few respondents overall mentioned using the resources with a target group of students. Furthermore, survey respondents reported rarely needing to adapt the materials. Those that had adapted the materials reported that it was to suit individual students' needs. Survey respondents all felt the resources were useful. Looking at the individual resources highlights disparities between the uptake of each resource, with 49 respondents using Introducing Graphic Novels compared to 14 respondents using Performance Poetry.

The current evaluation has found that the resources are typically delivered in literacy-based lessons, to a whole class and typically with Year 7. Furthermore, the resources are considered to be useful and to support the curriculum. However, we do not know about the use of the resources at the schools that did not respond to the survey, or whether they used the resources at all. Furthermore, there are time barriers and other priorities in schools that prevent all of the resources being used.

Research question 1: *How does each of the key elements of Beyond Booked Up impact on students' reading for pleasure?*

Research has shown that children who do not have access to books at home are less likely to report reading (Clark and Douglas, 2011). BBU through Bookbuzz enables students to select a book of their choice from a selection of high-quality books. Furthermore, commencing at the start of secondary school, BBU forms a link between the students and the library addressing the issue of book access. Bookbuzz was mentioned both by survey respondents and focus group discussions as impacting on reading for pleasure and importantly the school reading culture.

BBU has a positive impact on student's attitudes to reading through their accessing of high-quality resources and learning about different formats and genres. By increasing students' knowledge of different formats and genres, BBU helps them to develop knowledge of what they like to read, and thus enables their ability to make informed choices about reading. This helps to develop a positive attitude towards reading. This is important as a positive attitude can improve academic performance.

BBU was also reported by the survey respondents as having a positive impact on student's confidence. Furthermore, BBU improves confidence in selecting reading material – an important skill to improve reading for pleasure. Although it is now part of the curriculum for Key Stage 3, it is unknown how many schools explicitly teach selecting a book to students despite its importance. However, through BBU, students are being taught how to choose a book, which contributes to increasing reading for pleasure. Research discussed previously highlighted that during the transition from primary to secondary school, students reading identity negatively changes; however, the survey results suggests that BBU can overcome this through helping to develop a positive reading identity at such a critical time.

The element of BBU that impacts most on reading for pleasure is Bookbuzz. Bookbuzz achieves this by enabling book ownership, access to high-quality texts to choose from and developing social interaction around books; these impact on reading for pleasure as research has shown that access to books is important for reading, that choice is important to select a text a students will enjoy reading, and that the act of selecting one's own book can impact on reading for pleasure. Furthermore, Introducing Graphic Novels presents a novel format that engages students; engaging materials are important to enhance reading for pleasure. The Introducing Graphic Novel resource pack was also mentioned in the survey as motivating some students to access similar material from the school library. The focus group discussions with the students support this: those who had used the graphic novel resources found them refreshing, and for some, the materials encouraged them to read more from this new format. This resource can be considered from the evaluation relevant to the students, of interest to them, and thus able to engage them with reading for pleasure. The majority of staff in both the survey and focus groups also displayed positive attitudes to less traditional reading materials. For example, the graphic novel resource was the second highest used resource (60% of

respondents personally delivered the module), and of these, 100% found it useful and 77% felt it supported the curriculum. The majority of staff in focus groups were also positive about the resource. There is, however, some evidence of less positive attitudes to graphic novels by staff, evidenced by students in one focus group school reporting that their teachers did not consider graphic novels 'proper reading'. Evidence from the literature review suggests that at times librarians also have to defend ordering 'non-traditional material'. This indicates that work around student choice and the importance of the material being engaging is needed. What is important is that graphic novels and Bookbuzz are engaging students to read for pleasure. The key elements of BBU that impact on reading for pleasure are access to high-quality books, giving students the ability to choose their own book and engaging students with a range of genres and formats of reading material e.g. graphic novels.

Research Question 2: How, if at all, does this differ for students with different attitudes, abilities and behaviours relating to reading for pleasure?

Research has shown that emotions can impact on reading for pleasure. If a student feels they are not good at reading they are less likely to read. Furthermore, poor readers will only read for extrinsic reasons due to negative emotions attached to reading, which has a negative effect on their reading skills. This is a negative cycle. To improve reading for pleasure for those that struggle, it is important to develop their love of reading and their valuing of reading, since these positive emotions are associated with being intrinsically motivated to read. To explore the impact of BBU for different students, four classifications developed by the Sheffield Hallam research were used; 'can read and does read', 'can read but does not read', 'struggles to read but does read' and 'struggles to read and does not read'.

The evaluation found that much of the impact of BBU as a whole programme was weighted towards the 'can read and does read', 'can read but does not read' and 'struggles to read but does read' groups. The survey respondents thought the programme had the most benefit for these three classifications of students on attitudes to reading, reading for pleasure, reading outside of school and how they see themselves as readers. Explored further in an open-ended question, a small number of respondents mentioned that the focus of using the resources was to engage reluctant readers, which they thought was achieved through showing students that reading can be fun and helping them develop a positive attitude. Graphic Novels was mentioned as the one resource that engaged reluctant readers. Engaging reluctant readers through BBU is an important finding as this can help these students develop a love of reading and find a genre/format that is suitable for them.

The impact on reading for pleasure for each resource was also explored. The survey respondents felt Bookbuzz, Flash Fiction and Performance Poetry had the most impact on the 'can read but does not read' classification of students. Exploring Stories was reported to impact most on the 'struggles to read but does read' group. Introducing Graphic Novels had the most impact on the 'struggles to read but does not read' group, as well as all students. Beyond Play Scripts was also reported to benefit all students equally. Therefore, the resources are of benefit to all students; however, there are certain types of students the resources benefit better.

In light of these findings and the literature, the ‘struggles to read but does not read’ are possibly the classification of students that need the most help to engage with reading. Although the Introducing Graphic Novels resource was reported to impact most on this group, the evidence shows that the other resources do not impact on this group as much as they do on the other reader types. Therefore, further work is needed to develop a love of reading with this group of students.

Limitations

Due to a low response rate to the survey, it is not known whether the other schools that did not respond used the resources or not. This limits the generalisability of the findings. Schools were contacted a minimum of the three times to participate; however, it was not possible to reach all schools in the database due to outdated contact details.

In hindsight, there were some limitations to the survey tool. Although open responses were included which asked respondents to explain the rationale for their chosen delivery methods, the questions were not specific enough to gain insight into all types of delivery choices that emerged. For example, reasons why the resources intended for Year 8 were used with Year 7 were not explored. Also, the survey could have asked respondents to explain their answers when reporting the group of students that benefited most from a resource.

Research has shown that reading for pleasure declines in secondary school. Therefore, it is important to foster a love of reading in this age group whilst also working on developing positive reader identities and attitudes. This evaluation concludes that BBU makes a contribution to improving reading for pleasure for those who use the resources.

Recommendations

From the evaluation, we recommend the following:

- The smallest proportion of respondents reported impact on the ‘struggles to read but does not read’ group. Therefore, Book Trust could consider ways to further support this group.
- BookTrust could consider, if viable, consulting schools to find out which resources they would like to receive. Send inspection copies to teachers, librarians and literacy coordinators and follow up with a telephone call to see if they would like to receive more rather than sending large numbers of resources out to schools.
- Make more use of the online forum and promote this to schools.
- Consider sending the resources out to schools earlier in the school year to allow them to be incorporated into lesson plans.
- For Bookbuzz, continue to include a wide variety of texts that engage students with reading for pleasure and consider including a graphic novel choice for students.
- For the graphic novel resources, include the whole extract if possible. If this is not possible, explore with the schools if their students can access the whole text and maybe offer copies to schools where students cannot. Not being able to access the whole text was a frustration for some of the students in the focus groups.

- Provide more guidance and ideas for non-specialist staff on how to use the resource packs.
- Future evaluations could track changes related to reading for pleasure amongst students to explore the longevity of the programmes' impact.
- Prior to the evaluation, it was not known which of the 374 schools in the database use the resources. It would be helpful for BookTrust to keep in regular contact with schools to maintain the database of schools and to keep a record of who is using which resources.
- BookTrust could explicitly highlight the programmes' benefits to teachers and students in terms of developing positive reader identities and encouraging reading in multiple formats

References

- Aunola, K., Leskinen, E., Onatsu-Arivilommi, T. & Nurmi, J-E. (2002). Three methods for studying developmental change: A case of reading skills and self-concept. *British Journal of Educational Psychology*, 72, 343 -364.
- Bang-Jenson, V. (2010). A Children's Choice Program: Insights into Book Selection, Social Relationships, and Reader Identity. *Language Arts*, 87(3), 169-176.
- Baker, L., & Scher, D. (2002). Beginning readers' motivation for reading in relation to parental beliefs and home reading experiences. *Reading Psychology*, 23(4), 239-269.
- Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of educational psychology*, 102(4), 773-785.
- Burnett, C., Wolstenholme, C., Stiell, B., & Stevens, A. (2014). *Beyond Booked Up: Final Report*. BookTrust: London.
- Burns and Myhill, (2004). Interactive or inactive? a consideration of the nature of interaction in whole class teaching. *Cambridge Journal of Education*, 34(1), 35-49.
- Casey, C., & Byford, J. (2010). A phenomenological study of high school students' perceptions of literature. *Journal for the Liberal Arts and Sciences*, 14(3), 48-57.
- Chapman, J. W., & Tunmer, W. E. (1995). Development of young children's reading self-concepts: An examination of emerging subcomponents and their relationship with reading achievement. *Journal of Educational Psychology*, 87, 154-167
- Chapman, J. W., Tunmer, W. E., & Prochnow, J. E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A longitudinal study. *Journal of Educational Psychology*, 92(4), 703-708.
- Clark, C., & Teravainen, A. (2015). *Teachers and Literacy: Their perceptions, understanding, confidence and awareness*. National Literacy Trust. London.
- Clark, C. (2013). *Children's and Young People's Reading in 2012: Findings from the 2012 Annual Literacy Survey*. National Literacy Trust. London.
- Clark, C. (2010). *Linking School Libraries and Literacy: Young people's reading habits and attitudes to their school library, and an exploration of the relationship between school library use and school attainment*. National Literacy Trust. London.
- Clark, C., & Douglas, J. (2011). *Young People's Reading and Writing: An in-depth study focusing on enjoyment, behaviour, attitudes and attainment*. National Literacy Trust. London.
- Clark, C., Osborne, S., & Akerman, R. (2008) *Young people's self-perceptions as readers: An investigation including family, peer and school influences*. London: National Literacy Trust.
- Clark, C., & Phythian-Sence, C. (2008). *Interesting choice: The (relative) importance of choice and interest in reader engagement*. National Literacy Trust: London.
- Clark, C., & Rumbold, K. (2006). *Reading for Pleasure: A research overview*. Retrieved from London: National Literacy Trust
- Conlon, E., Zimmer-Gembeck, M., Creed, P., & Tucker, M. (2006). Family history, self-perceptions, attitudes and cognitive abilities are associated with early adolescent reading skills. *Journal of Research in Reading*, 29(1), 11-32.

- Cremin, T., Mottram, M., Collins, F., Powell, S., & Safford, K. (2009). Teachers as readers: building communities of readers. *Literacy*, 43(1), 11-19.
- Cremin, Teresa; Bearne, Eve; Mottram, Marilyn and Goodwin, Prue (2008). Primary teachers as readers. *English in Education*, 42(1) pp. 8–23.
- Cremin, T. Mottram, M. Bearne, E. & Goodwin, P. (2008). Exploring teachers' knowledge of children's literature. *Cambridge Journal of Education*, 38(4), 449–464.
- Department for Education. (2015). *Reading: the next steps*. London
- Douglas, J., & Wilkinson, S. (2011). *School Libraries: A plan for improvement*. National Literacy Trust. London.
- Driscoll, B. (2013). Using Harry Potter to teach literacy: different approaches. *Cambridge Journal of Education*, 43(2), 259-271.
- Flouri, E. & Buchanan, A. (2004) Early father's and mother's involvement and child's later educational outcomes. *British Journal of Educational Psychology*, 74, 141-153.
- Fulmer, S. M., & Frijters, J. C. (2011). Motivation During an Excessively Challenging Reading Task: The Buffering Role of Relative Topic Interest. *The Journal of Experimental Education*, 79(2), 185-208.
- Gambrell, L. B. (2015). Getting Students Hooked on the Reading Habit. *Reading Teacher*, 69(3), 259-263.
- Gambrell, L. B., Palmer, B. M., Codling, R.M., & Mazzoni, S.A. (1996). Assessing motivation to read. *The Reading Teacher*, 49, 518–533.
- Garbe, C., Gross, M., Holle, K., & Weinhold, S. (2006). *Teaching Adolescent Struggling Readers. A Comparative Study of Good Practices in European Countries. Executive Summary*.
- Gilbrt, & Fisher. (2011). *Reading, Risk, and Reality: College Students and Reading for Pleasure*. College & Research Libraries, 47.
- Gregory and Williams, (2000). *City Literacies: Learning to read across generations and cultures*. Routledge: London 4-495.
- Guthrie, J.T., Wigfield, A., & You, W. (2012). Instructional contexts for engagement and achievement in reading. *Handbook of Research on Student Engagement*. 601-634
- Guthrie, J. T., Wigfield, A., Von Secker, C. (2000) Effects of integrated instruction on motivation and strategy use in reading. *Journal of Educational Psychology*, 92(2), 331-341.
- Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *Journal of Educational Research*, 99, 232-245.
- Hall, L. A. (2012). Rewriting Identities: Creating Spaces for Students and Teachers to Challenge the Norms of What It Means to Be a Reader in School. *Journal of Adolescent & Adult Literacy*, 55(5), 368-373.
- Hodges, G. (2010). Reasons for reading: why literature matters. *Literacy*, 44(2), 60-68.
- Howard, V. (2011). The importance of pleasure reading in the lives of young teens: Self-identification, self-construction and self-awareness. *Journal of Librarianship and Information Science*, 43(1), 46-55.
- Hugh Hope-Stone Associates. (2008). *Booked up: Evaluation Report: Executive Summary*. Booktrust. London.
- Hughes-Hassel, & Ridge. (2007). The leisure reading habits of urban adolescents. *The Journal of Adult & Adolescent Literacy*. 51(1), 22-83.

- Kieffer, M. J. (2010). Socioeconomic Status, English Proficiency, and Late-Emerging Reading Difficulties. *Educational Researcher*, 39(6), 484-486.
- Kirsch, I., De Jong, J., Lafontaine, D., McQueen, J., Mendelovits, J., & Monseur, C. (2002). Reading for Change Performance and Engagement Across Countries Results from PISA 2000. Organisation for Economic Co-operation and Development. Paris.
- Kolb, C. (2014). Relationships between Discourse, Reader Identity, and Reading Self-Efficacy in a High School English Classroom: A Mixed Methods, Critical Ethnographic Study. (Unpublished doctoral dissertation). University of Minnesota,
- Lenhart, A. (2015). Teens, Social Media & Technology Overview 2015. Retrieved from <http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/>
- Lenters, K. (2006). Resistance, struggle, and the adolescent reader. *Journal of Adolescent & Adult Literacy*, 50(2), 136-146.
- Lockwood, M. (2008). Promoting reading for pleasure in the primary school. London: Sage.
- Maybin, J. (2013). What counts as reading? PIRLS, EastEnders and The Man on the Flying Trapeze. *Literacy*, 47(2), 59-66.
- McTavish, M. (2014). "I'll do it my own way!": A young child's appropriation and recontextualization of school literacy practices in out-of-school spaces. *Journal of Early Childhood Literacy*, 14(3), 319-344
- Mol, S.E., & Bus, A.G. (2011). To read or not to read: A meta-analysis of print exposure from infancy to early adulthood. *Psychological Bulletin*, 137(2), 267-296.
- Morgan, P. L., & Fuchs, D. (2007). Is there a bidirectional relationship between children's reading skills and reading motivation? *Exceptional Children*, 73(2), 165-183.
- Moss G and McDonald J W (2004) The borrowers: library records as unobtrusive measures of children's reading preferences. *Journal of Research in Reading*, 27 (4) 401-413.
- Nippold, M. A., Duthie, J. K., & Larsen, J. (2005). Literacy as a leisure activity: Free-time preferences of older children and young adolescents. *Language, Speech, and Hearing Services in Schools*, 36(2), 93-102.
- OECD (2010). PISA 2009 Results: Learning to Learn – Student Engagement, Strategies and Practices (Volume III).
- Pachtman & Wilson, (2006). What do the Kids think? *The Reading Teacher*, 59(7), 680-684.
- Picton, I., & Clark, C. (2015). The Impact of Ebooks on the Reading Motivation and Reading Skills of Children and Young People: A study of schools using RM Books. National Literacy Trust. London.
- Rose, J. (2006). Independent review of the teaching of early reading. London, DfES
- Ross, C. S., (2006). Reading Matters: What the research reveals about reading, libraries and community. Westport: Libraries Unlimited.
- Ruterana, P. C. (2012). The Making of a Reading Society: Developing a Culture of Reading in Rwanda. *Linköping, Linköping University*, 1(1), 63-6
- Shavelson, R., Hubner, J. & Stanton, G. (1976). Self-Concept: Validation of Construct Interpretations. *Education & Educational Research*. 46(3), 407-411.
- Smith, J. K., Smith, L. F., Gilmore, A., & Jameson, M. (2012). Students' self-perception of reading ability, enjoyment of reading and reading achievement. *Learning and Individual Differences*, 22(2), 202-206.

- SQW Consulting. (2010). *I've looked at it at home every day: evaluation of Booktime book-gifting in England 2009/10*. Booktrust, London.
- Sullivan, A., & Brown, M. (2013). *Social inequalities in cognitive scores at age 16: The role of reading*. CLS Working Paper 2013/10, Institute of Education.
- Taboada, A., Tonks, S., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading & Writing Quarterly*, 22, 85-106.
- Twist, L., Schagen, I., & Hodgson, C. (2007). *Readers and Reading: the national report for England 2006*. NFER, Department for Education. UK.
- Twist, L., Sizmur, J., Bartlett, S., & Lynn, L. (2012). *PIRLS 2011: Reading Achievement in England*. NFER, Department for Education. UK
- Wigfield, A., Guthrie, J. T., Perencevich, K. C., Taboada, A., Klauda, S. L., McRae, A., et al. (2008). The role of reading engagement in mediating effects of reading comprehension instruction on reading outcomes. *Psychology in the Schools*, 45, 432-445.
- Wigfield, A., & Guthrie, J. T. (1997). Relations of children's motivation for reading to the amount and breadth of their reading. *Journal of Educational Psychology*, 89, 420-432.
- Wang, J. H., & Guthrie, J. T. (2004). Modeling the effects of intrinsic motivation, extrinsic motivation, amount of reading, and past reading achievement on text comprehension between U.S. and Chinese students. *Reading Research Quarterly*, 39(2), 162-186.