

# Time to Read evaluation 2016-17

## Executive summary

### Introduction

---

#### *About Time to Read*

Time to Read is a national campaign which includes giving a free book pack to all reception-aged children in England and Wales with guidance for parents and carers on shared reading. Libraries in England who hold Time to Read family reading events and activities receive a Time to Read library resource pack to support their event or activity. The campaign aims to promote reading for pleasure at home at an important transition stage in a child's learning and development. The bookgifting element sits within a wider campaign to promote reading for pleasure including a press / media story, social media activity, a public lecture about reading for pleasure (this year by author and former children's laureate Michael Morpurgo) as well as a 'Great Book's Guide' resource for schools for Children's Book Week. The bookgifting element of the Time to Read campaign was rebranded from the previous programme Booktime in 2016-17 and changes were made to the delivery design.

### Evaluation aims and focus

---

This evaluation focusses on England, and focuses on the bookgifting element of Time to Read rather than the overall campaign. It aims to explore:

- Impact of the bookgifting element of the campaign against a series of outcomes related to:
  - supporting children and families to have positive reading for pleasure experiences at home
  - supporting families to develop and/or sustain a shared reading for pleasure routine with their child when they start school
  - expanding mums, dads and carers' access to and knowledge about books for their child
  - supporting library services to engage families and children with reading for pleasure
  - raising the profile of BookTrust as experts in reading for pleasure
- delivery processes within schools
- feedback on the changes made to the Booktime programme
- library events
- feedback on the book and resources

### Methods

---

The Time to Read teacher and parent<sup>1</sup> surveys were sent out to all schools who receive Time to Read via an email newsletter. Schools were asked to send out the parent survey to parents of children in Reception, and the Reception teacher(s) were asked to complete the teacher survey. Parent surveys were also sent to all home educators who had ordered a Time to Read pack.

---

<sup>1</sup> The term parent is used throughout this report to refer to both parent and carer

A library survey was also sent to all Local Authorities that received Time to Read resources for their libraries. The surveys were open for four weeks from February 8<sup>th</sup> to March 3<sup>rd</sup> 2017. The teacher survey received 147 responses and the parent survey received 151 responses, 101 of which were home educators. The library survey received 122 responses

## Impact findings

---

Impact of the bookgifting element of the campaign was measured across the three surveys, through a series of outcomes related to shared reading for pleasure in the family home:

Positive reading for pleasure experiences for children and families at home were high:

- 96% of teacher respondents agreed that Time to Read is well designed for promoting shared family reading for pleasure
- 95% of parent respondents reported that they had fun reading *Kitchen Disco* together with their child, and 67% said that they spent quality time with their child as a result of receiving the pack

Enjoyment of books and reading was high:

- 76% of teacher respondents agreed that Time to Read increased children's enjoyment of reading
- 91% of librarian respondents agreed that holding a library event had increased children's enthusiasm for the Time to Read books
- Library respondents reported that children enjoyed the story (91%, with 56% strongly agreeing) and that they stayed engaged during the story time (91%, with 51% strongly agreeing).

The proportion of families who are reading for pleasure more often was high:

- 58% of teacher respondents agreed that Time to Read increased the frequency of shared reading for pleasure at home. Wider research shows that shared reading between parent/carer and child is at its highest at ages 4-5, with 85% of parents/carers of 4 year olds and 89% of parents/carers of 5 year olds reading with or to their child every day or several times a week (Eliot, 2015<sup>2</sup>). Therefore, almost two thirds of teacher respondents (58%) reporting an increase as a result of the packs should be considered within this context where there is likely to be a ceiling effect for many parents.
- 30% of parents reported that they felt motivated to read for pleasure with their child as a result of the pack. Nearly half (49%) said they 'neither agree nor disagree,' suggesting a

---

<sup>2</sup> Eliot, S. 2015. Reading with children – Findings from a nationwide survey on the reading frequency of Mums and Dads. Available on request

ceiling effect as these parents are likely to be already highly motivated to read for pleasure with their child. It is possible that the packs may contribute to sustaining this motivation though and could be explored further in 2017/18

Smaller proportions of parents reported impact on increased access to and knowledge about books for their child, suggesting a need for more promotion of the book finder on the Book Trust website:

- 19% (n=26) of parents used the book finder highlighted in the Time to Read pack, and of these 46% (n=12) reported that they knew more about age appropriate books as a result of receiving the Time to Read pack.
- 20% (n=29) respondents overall reported that they knew more about age appropriate books as a result of the Time to Read pack
- Only 2 parents joined the library as a result of receiving the Time to Read pack, however 93% (n=127) were already members

Library services engaged families and children with reading for pleasure and the library:

- Nearly all library respondents (96%) reported that holding a Time to Read event had helped to promote the library and its services
- 77% reported that it helped them to make contact with parents/children who did not previously use the library
- 61% reported that it had increased library membership and 59% that it had increased library loans of the children/parents/carers

BookTrust are seen as experts in reading for pleasure:

- 93% of teacher respondents agreed that Book Trust is a good place for books recommendations for their class, and 93% agreed that it's a good way for schools to reach families
- Two thirds of library respondents reported that they had encouraged library users to visit the Time to Read website (64%).
- 84% of parent respondents agreed that Book Trust is a good source of information and support for reading for pleasure with their child, and 77% agreed that it is a good place to go for book recommendations for their child

## Delivery findings

---

### *Delivery processes within schools*

- Despite changes to delivery design, most respondents (68%) gifted the packs after reading the book aloud in the classroom, in line with previous years
- Small percentages used the gifting session as a wider engagement opportunity, with 14% inviting parents/carers into the school to gift the books, 6% visiting the local library for the

- packs to be given out, and 2% inviting a member of library staff into the school to give out the packs, also similar proportions to previous years
- Most respondents (85%) reported that children opened their packs at home with their family
  - The main reasons stated for these delivery mechanisms were that they have always delivered in this way (50%), it fit best with the session that was run (27%), it's the best method for the programme to have impact (27%)
  - Open response feedback on the delivery qualified the value of sharing the book in the class or library. Respondents discussed the importance of making the gifting experience special, and generating enthusiasm and excitement for the book the children are taking home
  - Smaller numbers mentioned providing teachers with a focus for their discussions with parents about reading for pleasure, and better relationships between the school and parents/carers.
  - A third of respondents (31% n=44) had done sessions or activities linked to Kitchen Disco since gifting the book. Of these, 91% (n=40) had read the book as a class, 41% (n=18) had done activities related to the book, 27% (n=12) had used the classroom disco activity and 9% (n=4) had introduced the activities with the children to take home.

#### *Time to Read events in libraries*

- The majority of library respondents (79%) had organised activities or events linked to the Time to Read programme.
- Respondents reported that a total of 747 events had taken place in their libraries. These events were attended by a total of 18,734 children and 3935 adults.
- Most of those who had held events organised a school/reception class visit (79%) while 32% had held a Time to Read book pack gifting session and 24% held a family event without schools. Smaller numbers held an activity session for parents on reading with children (16%) or a family event arranged with one or more local schools (7%).

## **Feedback on the resources**

---

#### *Books and library resources*

- 96% of teachers reported that children showed excitement about receiving *Kitchen Disco*, and 93% stated that children enjoyed the story
- Nearly all teacher respondents (91%) felt that the book was appropriate for the children, however a small number of open responses objected to the use of capital letters in the book
- Library respondents also gave positive feedback, for example: *'The resources are fantastic and an easy way for us to promote the library service along with the reading for pleasure/sharing reading message to children, parents and teachers. Ensures that schools make the most of the Time to Read resources and makes the book more memorable for children'* Library staff.

### Parental guidance

- Teachers were positive about the parental guidance – nearly all respondents found it useful (91%), said that it helped to reinforce their work around reading in the home (91%), it was pitched at the right level to support parents (93%) and was written in accessible language for parents (91%).
- Suggestions for improvements focussed on ways to increase accessibility for EAL parents (n=7). This suggests that awareness of existing provision could be raised (e.g. tips for reading with your child available in English and 26 community languages on the website), through highlighting and signposting teachers directly to this resource. Small numbers also suggested more accessible guidance for parents with low levels of literacy or those disinclined to read written guidance (n=3). It was thought that the guidance was too text heavy and needed teacher support to deliver verbal messaging to these parents.

### Overall feedback on Time to Read

---

- There was a high level of positivity around the concept of Time to Read and for the book choice from parents' open responses. For example *'My son was delighted to receive the Time to Read pack and we read Kitchen Disco as soon as he opened it. It really caught his imagination and after a few reads he began to recite the words with me. I think the Time to Read packs are excellent and very much needed as not all children have many books or get to spend that important, quality learning bonding time snuggled up reading a book with their parent or carer'*.
- A small number of parents expressed appreciation that home educated children had been included in Time to Read, and one comment expressed interest in receiving more regular information on encouraging reading for pleasure for home educated children.
- Overall feedback from teachers was extremely positive, for example *'everyone loved it and we received very positive feedback from parents'*, *'fantastic resource, gratefully received. Helping support an important cause'* and *'the gift of a book is always special and shows we still value books'*
- Nearly all respondents agreed that Time to Read is a good service for schools (99%) and that it is well designed for promoting shared family reading for pleasure (99%)
- Overall, 89% of schools rated Time to Read as either successful or highly successful in their school, with 29% reporting it as 'highly successful' and 60% reporting it as 'quite successful'. A further 11% rated it as 'partly successful'.

Respondents requested the following additional support from Book Trust to improve delivery of Time to Read:

- Sample book pack for the classroom (79%)<sup>3</sup>
- Posters for promotion (73%)
- Activity ideas for the classroom related to the book (60%)

---

<sup>3</sup> This has already been implemented and the 2017-18 pack will include a school pack

- Resources for parents which support reading for pleasure (53%)
- Book competitions (29%)

## Recommendations

---

Develop best practice case studies of parental and library engagement when holding Time to Read events, to encourage schools to maximise Time to Read's potential for this

Include a sample pack for teachers<sup>4</sup> – important for them to use in the classroom and for the book to be visible and available to pupils, promoting the links between the home and classroom reading environments

Consider updating the teacher handbook on a yearly basis in line with the current book, and highlight this in the communications materials sent out to schools, including key contents (promotional posters, activities linked to the book)

Raise awareness of the parent/carer guidance 'reading with your child' that is available on the website in English and 26 other community languages, through direct signposting in the packs, and teacher support

Consider how to reach more home educators, and explore whether there is a demand for more regular information for home educated children in terms of reading for pleasure

Consider ways to reach more parents for the evaluation including developing a toolkit for libraries and teachers to use at their Time to Read sessions with parents. This would be a good opportunity to gather data for the ACE participatory matrix as well as feedback from a wider range of parents.

---

<sup>4</sup> This has already been actioned for 2017/18

## Introduction

---

### *About Time to Read*

Time to Read is a national campaign which includes giving a free book pack to all reception-aged children in England and Wales with guidance for parents and carers on shared reading. The campaign aims to promote reading for pleasure at home at an important transition stage in a child's learning and development. The bookgifting element sits within a wider campaign to promote reading for pleasure including a press / media story, social media activity, a public lecture about reading for pleasure (this year by author and former children's laureate Michael Morpurgo) as well as a 'GreatBook's Guide resource for schools for Children's Book Week. The bookgifting element of the Time to Read campaign was rebranded from the previous programme Booktime in 2016-17 and changes were made to the delivery design. Most notably, the focus shifted from supporting schools with parental/carer engagement, and child engagement with reading for pleasure in the classroom, to directly supporting parents with reading for pleasure at home. The provision did not include a big book or sample pack edition of the pack for teachers to use in class, and guidance suggested that they don't read the book in class before gifting the packs.

Libraries who hold Time to Read family reading events and activities receive a Time to Read library resource pack to support their event or activity. The pack includes a sample Time to Read book pack (including two books, family guidance and activity sheet), a big book edition of the Time to Read story book, colourful stickers for reception class visits, a poster about Time to Read and shared reading, a template poster for advertising Time to Read events and activities, and Time to Read information for libraries.

### *Evaluation aims and focus*

This evaluation focusses on England, and focuses on the bookgifting element of Time to Read rather than the overall campaign. It aims to explore:

- Impact of the bookgifting element of the campaign against a series of outcomes to:
  - support children and families to have positive reading for pleasure experiences at home
  - support families to develop and/or sustain a shared reading for pleasure routine with their child when they start school
  - expand mums, dads and carers' access to books for their child
  - support library services to engage families and children with reading for pleasure
  - raise the profile of BookTrust as experts in reading for pleasure
- delivery processes within schools
- feedback on the changes made to the Booktime programme
- delivery of library events connected to the Time to Read resources
- feedback on the book and resources

## *Methods*

The Time to Read teacher and parent<sup>5</sup> surveys were sent out to all schools who receive Time to Read via an email newsletter. Schools were asked to send out the parent survey to parents of children in Reception, and the Reception teacher(s) were asked to complete the teacher survey. Parent surveys were also sent to all home educators who had ordered a Time to Read pack. A library survey was sent to all Local Authorities that received Time to Read resources for their libraries. The surveys were open for four weeks from February 8<sup>th</sup> to March 3<sup>rd</sup> 2017. The teacher survey received 147 responses and the parent survey received 151 responses, 101 of which were home educators. The library survey received 122 responses.

Descriptive statistics are presented throughout. The relatively small number of responses mean that wider conclusions about the programme are not possible, although it does give a useful indication on delivery practices, feedback on the resources and impact of the programme. Comparisons are drawn with previous years' findings where appropriate, although in some cases differences in question wording and type mean this is not possible.

---

<sup>5</sup> The term parent is used throughout this report to refer to both parent and carer



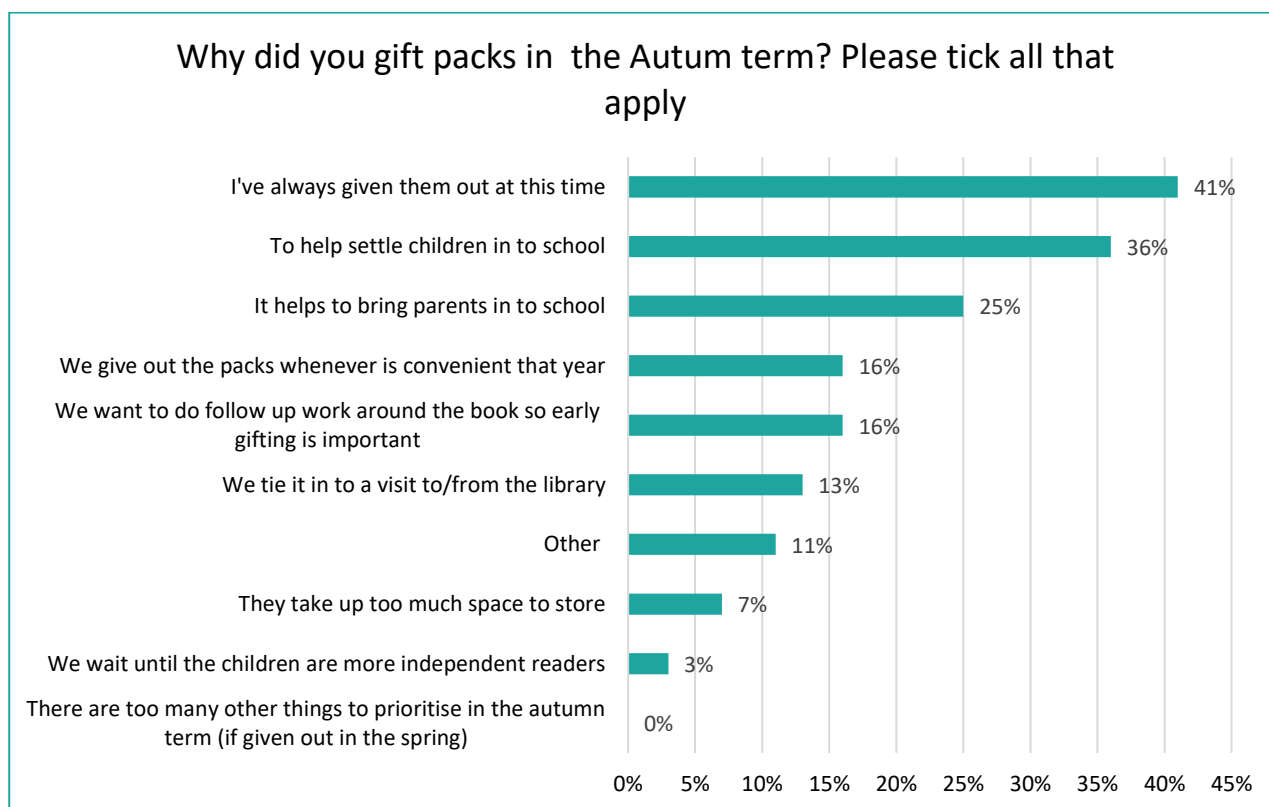
## Time to Read teacher survey

### Delivery processes within schools

#### *When were the packs gifted?*

Around two thirds of respondents (67%) distributed the packs as soon as they arrived, with a further 29% distributing them at a later date. The majority gifted them in the Autumn term (87%) with a further 14% waiting until the spring term. The top three reasons for gifting in the Autumn term were:

- They are always given out at the same time (41%)
- To help settle children in to school (36%)
- It brings parents into school (16%)

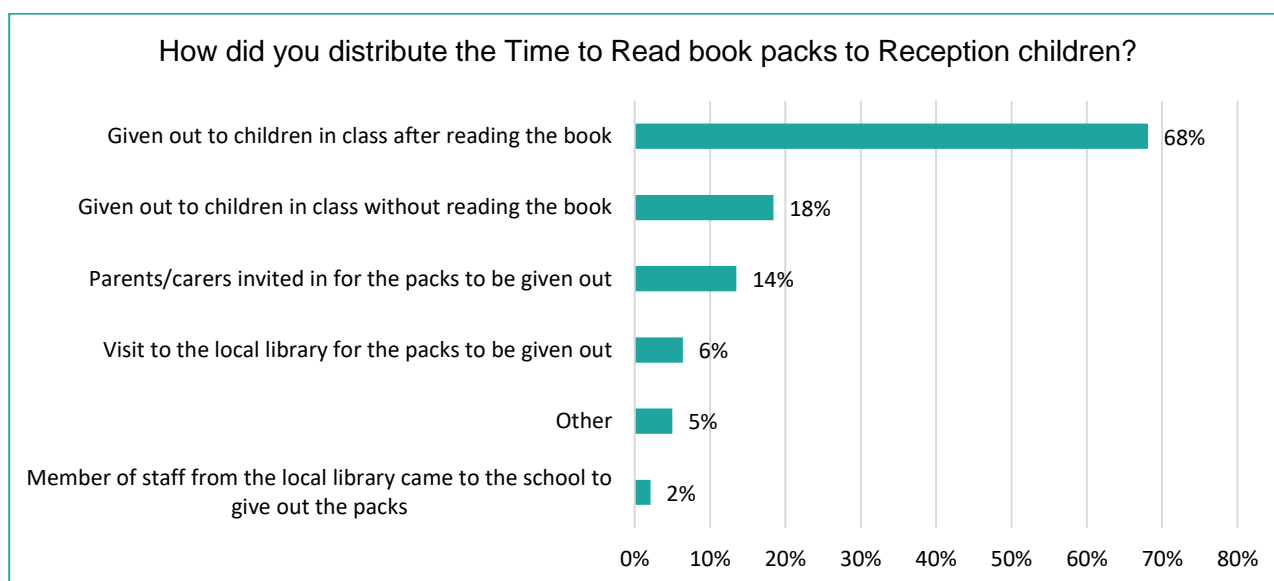


N=122. Respondents who gifted in the Autumn term. Percentages refer to the total responses for each option, not total number of respondents

The main reasons for the 14% gifting in the spring term were that they wait until the children are more independent readers (n=7) and to tie in with a library visit (n=7). Respondents who answered 'other' mentioned waiting to tie in the gifting with other events in the school such as world book day or a parent workshop, or a topic being taught in the spring term (n=5). Others gifted later due to delays with the packs, or not receiving enough packs to gift to all children at the same time (n=3).

### How were the packs gifted?

Around two thirds of teachers stated that they distributed the Time to Read book packs to children in class after reading the book (68%). This shows no significant change from previous years under Booktime: 65% in 2015-16 and 67% in 2014-15. Small percentages used the gifting session as an engagement opportunity, with 14% inviting parents/carers into the school to gift the books, 6% visiting the local library for the packs to be given out, and 2% inviting a member of library staff into the school to give out the packs, also similar proportions to previous years. A further 18% of teachers said that they had given out the packs to children in class without reading the books – similar proportions to previous years.



Base: 147 teachers. Percentages refer to the total responses for each option, not total number of respondents Q: How did you distribute the Time to Read book packs to Reception children?

The majority of respondents reported that the children opened the packs at home with their family (85%), with 15% opening the packs in class, and 1% in the local library.

### Why were they gifted in this way?

Respondents were asked why they had delivered the programme in this way, the responses were as follows:

- It's always been delivered in this way (50%)
- It fit best with the session that was run (27%)
- It's the best method for the programme to have impact (27%)
- Followed the guidance from Book Trust (2%)

### Feedback on changes to delivery guidance

Respondents were given the opportunity to share their comments on the distribution of the Time to Read packs. This section was intended for respondents to give feedback on the changes to the delivery mechanisms, however as indicated above, schools gifted the packs in the same way as

they had for Booktime, predominantly because they replicate what has been done in previous years.

The highest number of responses referred to general positive feedback on the programme around the appreciation and excitement of both children and families about receiving the books which encourages positive reading behaviours and attitudes to books (25 comments). For example:

*'Children find it really exciting and it encourages reading at home'*

*'Our children really treasure their books/packs and talk about them often during the year and later in their school careers'*

*'An exciting opportunity for the children and a way of encouraging interaction and discussion between child and parents about a book not on our reading scheme'*

*'It really encourages the new reception children; they take great pride in having a brand-new book to take home and share with their family. We read the book in class and do some work around it'*

A number of responses (n=15) answered the question more directly, giving positive feedback on the value of sharing the book in the class or library. Respondents discussed the importance of making the gifting experience special, generating enthusiasm and excitement for the book the children are taking home. Small numbers mentioned providing teachers with a focus for their discussions with parents about reading for pleasure, and better relationships between the school and parents/carers. For example:

*'In essence, it has to be seen as a special event and given due time and energy. To develop the power of reading we have to excite the children and ensure the parents mirror their excitement with their involvement'*

*'The packs are great, and reading the book in class beforehand really makes the children enthusiastic about the story'*

*'I explained to the children that they had a very special gift that they could take home and keep forever. I opened one of the packs in front of the children and we shared what was inside together saving the book until last. We read Kitchen Disco. The children were incredibly excited to take their packs home to share with their grown-ups'*

*'They allow every child in class to own their own book. We found that some of our children do not have any book of their own. We always plan at least a week's work around the book to allow the children to know the book really well so that they can 'own' the book and read it themselves. The children have really enjoyed the Kitchen Disco. Thank you'*

*'We only have a small class so it is nice to share the story with them but even more special for them to take it home and then share it with their parents. It encourages parents to take the time to read together with their children, over and beyond TV's and ICT'*

*'This is a fantastic resource for children just starting their school life. It provides teachers with a focus for discussions with parents surrounding the value of sharing books with children and also provides an opportunity for teachers to discuss the reading policy for the school'.*

Two responses discussed the value of the books going home without reading them first, one of these reported how they generate excitement about the book through the element of surprise:

*'We made it into a really exciting surprise and told the children it was for them to enjoy with their grown-ups and that there might be words they know, but also words that they may need a little help with and that it would be lovely to read at home with their families and then come in to school and let us know when they had read it. We didn't reveal the title but really hyped up the book so they would be really excited to open it when they got home and desperate to read it with their adult'.*

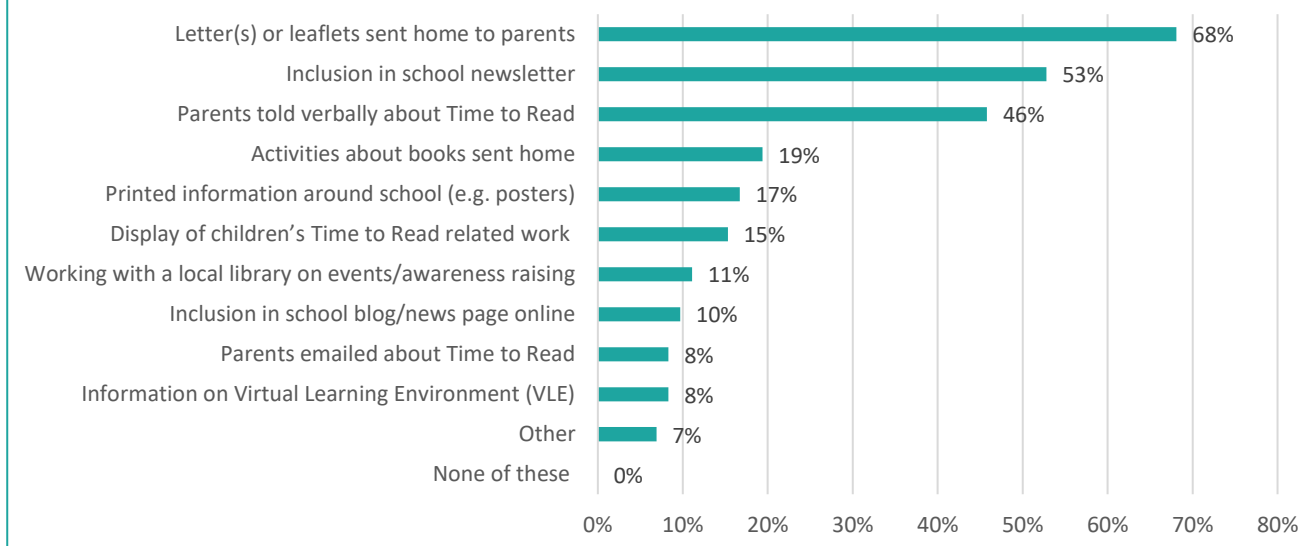
One respondent noted the value of having a copy of the book at school, to promote the link between home and school reading environments for the children:

*'Nice for pupils to have something special to take home - we try to keep a copy of books in school too to promote pupil understanding of home/school links'.*

### Raising awareness of Time to Read

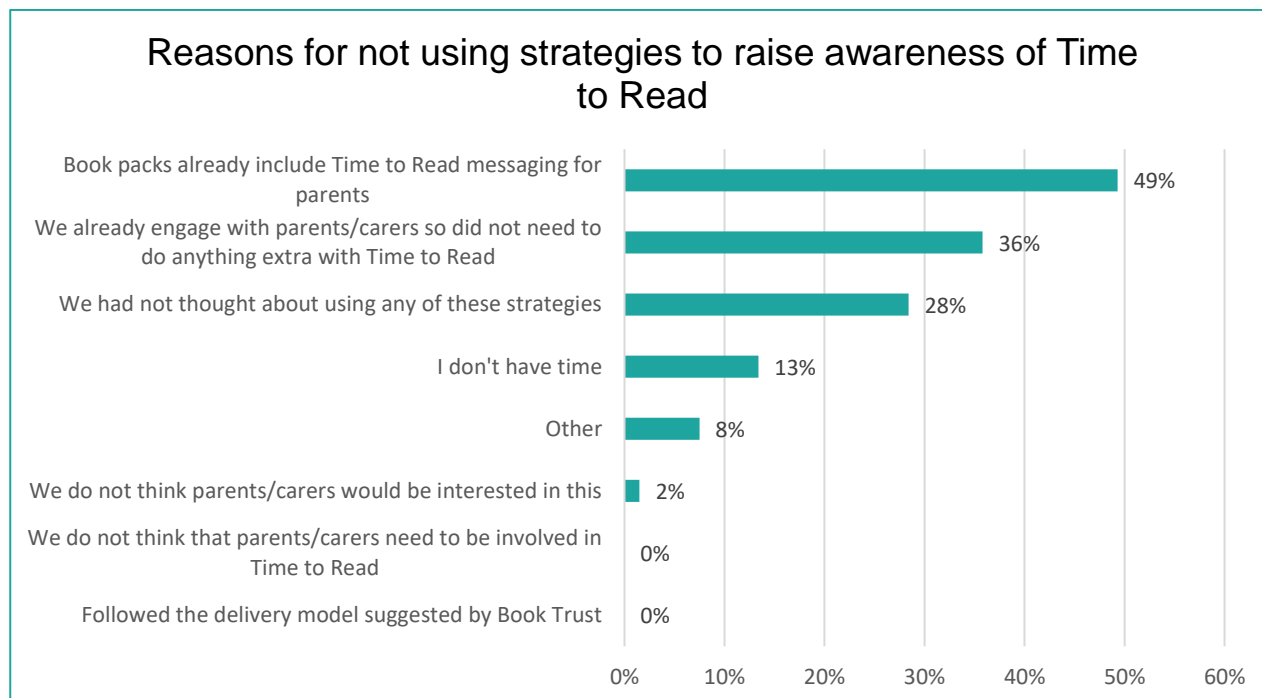
Just over half of teachers (51%) used strategies to raise awareness of Time to Read amongst parents. The most popular strategies used to raise awareness were sending home leaflets or letters to parents (68%), including information about Time to Read in the school newsletter (53%) and telling parents verbally about Time to Read (46%).

### Strategies for raising awareness of Time to Read



Bae: 72 teachers. Percentages refer to the total responses for each option, not total number of respondents Q: What strategies did you use to raise awareness of Time to Read among parents/carers?

Of those who had not used any strategies, the principal reasons given were that book packs already include Time to Read messaging for parents (49%), they already engage with parents/carers so don't need to do anything extra (36%), and they had not thought about using any strategies (28%).



Base: 68 teachers. Percentages refer to the total responses for each option, not total number of respondents Q: Why have you not used any strategies to raise awareness of Time to Read with parents/carers? Please tick all that apply.

### *Follow up activities using the book*

A third of respondents (31% n=44) had done sessions or activities linked to Kitchen Disco since gifting the book. Of these, 91% (n=40) had read the book as a class, 41% (n=18) had done activities related to the book, 27% (n=12) had used the classroom disco activity and 9% (n=4) had introduced the activities with the children to take home. Of those who had done activities related to the book, these included healthy eating activities such as fruit tasting and making rainbow fruit salads, as well as dancing the conga, making posters and drama activities.

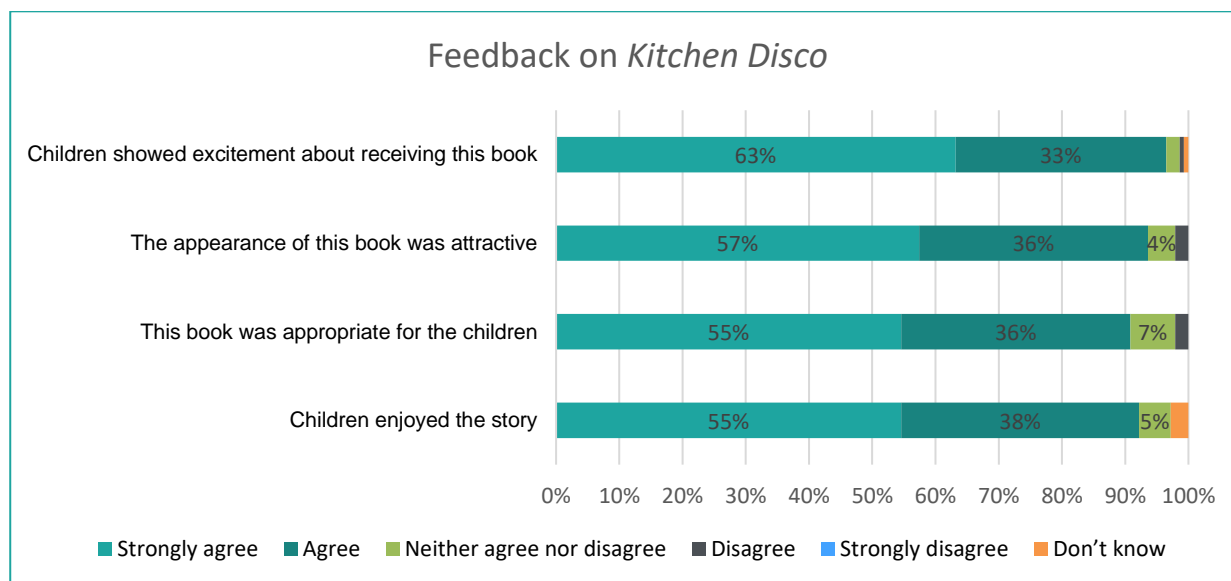
## **Feedback on the book and resources**

### *The Kitchen Disco book*

Teachers reported that children reacted very well to the books included in the Time to Read pack, 96% of teachers reported that children showed excitement about receiving this book, with 63% strongly agreeing with this statement. Nearly all (93%) stated that children enjoyed the story, with 55% strongly agreeing with this statement.

Teachers were positive about the books in terms of their appropriateness for the children and their appearance. High proportions of respondents reported that the appearance of the book was attractive (93%) and the book was appropriate for the children (91%).

A small number of open responses (4 comments) felt that use of capital letters in the book was inappropriate for children who are beginning to learn to read.



Base: 147 teachers. Percentages may not sum to 100 because of rounding. Q: Please rate the Time to Read book according to the extent to which you agree with the following statements.

### *The parental guidance*

Teachers reported that they thought the parental guidance on the inside cover of the book useful, with 44% reporting it to be 'very useful', 47% 'quite useful'. A further 7% felt it was 'ok'. They were positive about the guidance, with:

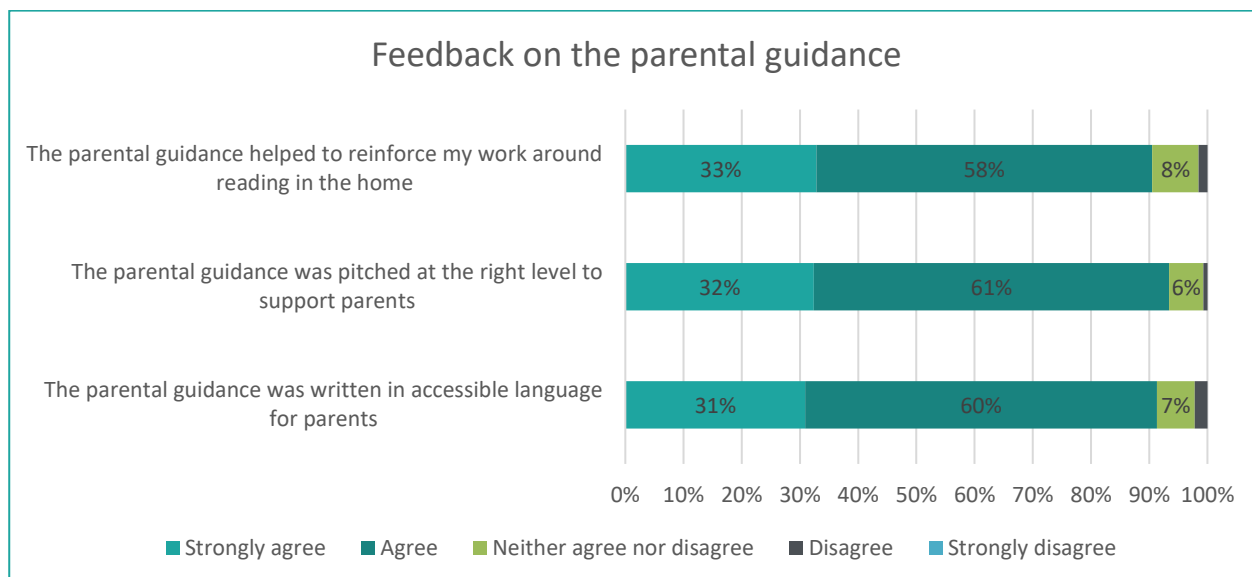
- 91% reporting that the parental guidance helped to reinforce their work around reading in the home, with 33% strongly agreeing
- 93% reporting that the guidance was pitched at the right level to support parents, with 32% strongly agreeing
- 91% reporting that the guidance was written in accessible language for parents, with 31% strongly agreeing

Around a third of respondents 'strongly agreed' with each of the statements indicating that there is room for improvements. Respondents were given the opportunity to provide further feedback on the guidance however this only received 21 comments. Suggestions included:

- Making parental guidance available in additional languages for EAL parents (n=7). This is already available on the website. A demand and lack of awareness suggests a need to highlight and signpost teachers to this resource
- More accessible guidance for parents with low levels of literacy or those disinclined to read written guidance (n=3). It was thought that the guidance was too text heavy and needed teacher support to deliver verbal messaging to these parents
- Activity ideas for parents to do at home (n=1)

The remaining responses were positive:

- Highlighting the importance of the guidance for parents (4 comments) e.g. *‘always useful to have additional information which underpins what we say as a school’*
- Other positive feedback *‘the guidance is excellent. A lot of our parents commented on it’* and *‘I think it’s informative’*



Base: 147 teachers. Percentages may not sum to 100 because of rounding. Q: How far do you agree with the following statements about the parental guidance

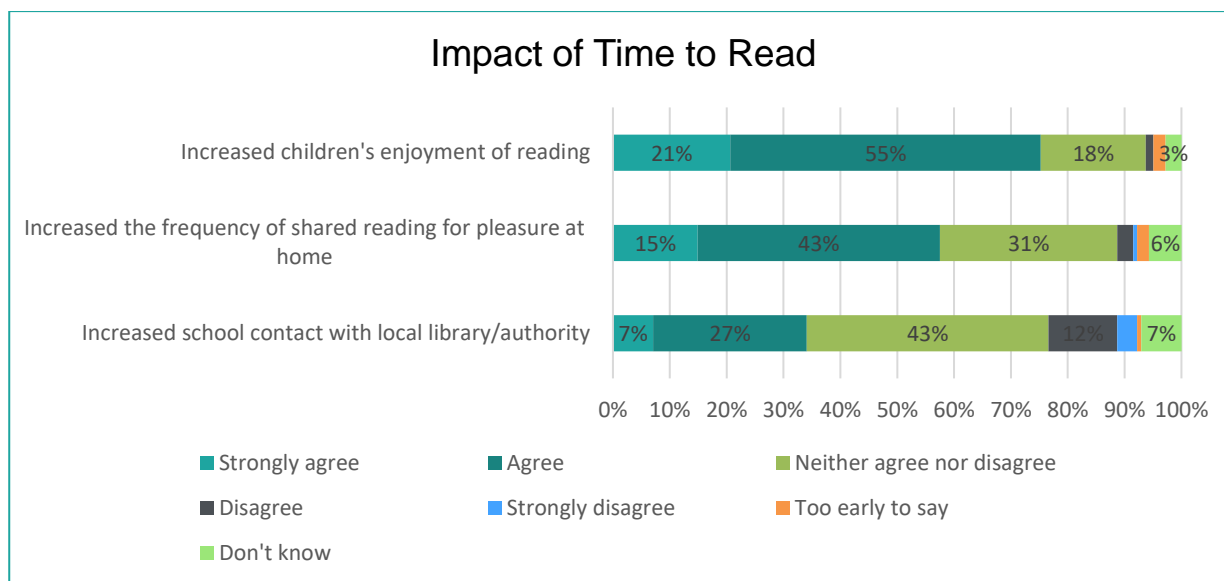
## Impact and success of Time to Read

Teachers were asked about the impact of Time to Read across three key outcomes<sup>6</sup>:

- 76% agreed that Time to Read increased children’s enjoyment of reading, with 21% strongly agreeing
- 58% agreed that Time to Read increased the frequency of shared reading for pleasure at home, with 15% strongly agreeing
- 34% agreed that Time to Read increased school contact with local libraries and the local authority, with 7% strongly agreeing

<sup>6</sup> Differences in question type mean that meaningful comparisons with previous years are not possible

- Wider research shows that shared reading between parent/carer and child is at its highest at ages 4-5, with 85% of parents/carers of 4 year olds and 89% of parents/carers of 5 year olds reading with or to their child every day or several times a week (Eliot, 2015<sup>7</sup>). Therefore, over half of respondents (58%) reporting an increase as a result of the packs should be considered within this context where there is likely to be a ceiling effect for many parents. A third of respondents reported that Time to Read had increased school contact with libraries and local authorities. It would be useful to explore this aspect in more detail in 2017/18.



Base: 147 teachers. Percentages refer to the total responses for each option, not total number of respondents. Q: In your view, in which area(s) has Time to Read had an impact?

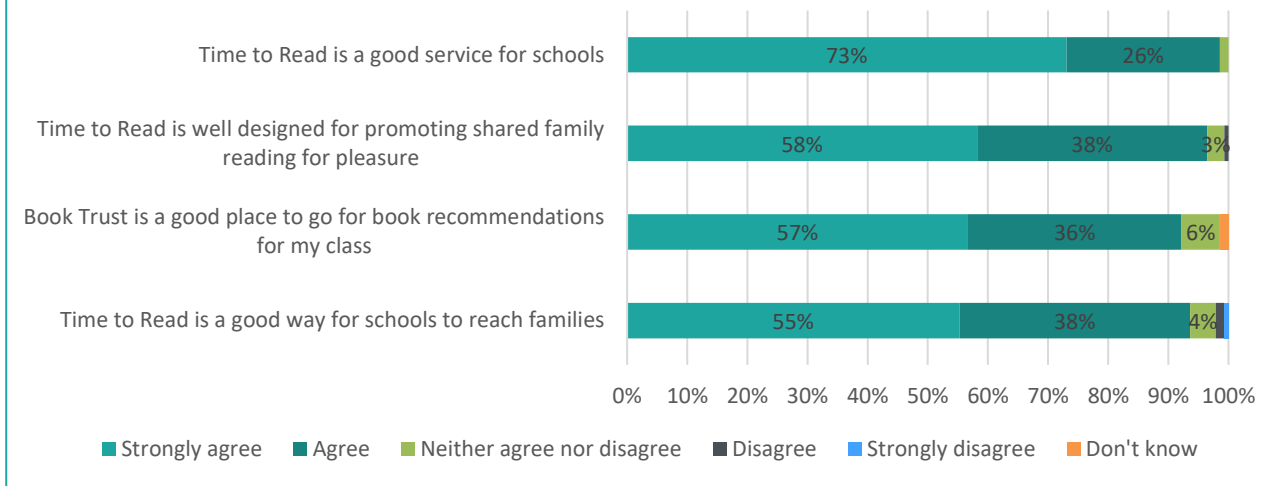
Respondents were also asked a series of feedback questions about Time to Read and Book Trust, all of which were overwhelmingly positive:

- 99% agreed that Time to Read is a good service for schools
- 96% agreed that Time to Read is well designed for promoting shared family reading for pleasure
- 93% agreed that Book Trust is a good place for books recommendations for their class
- 93% agreed that Time to Read is a good way for schools to reach families

<sup>7</sup> Eliot, S. 2015. Reading with children – Findings from a nationwide survey on the reading frequency of Mums and Dads. Available on request

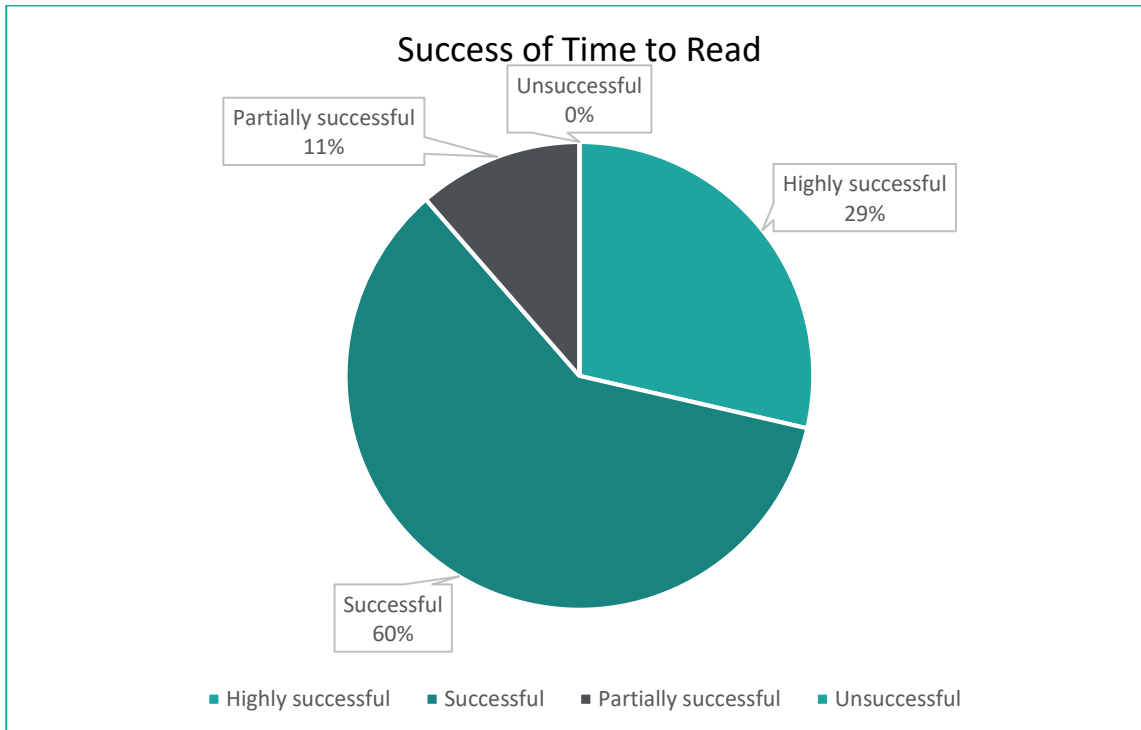


### Perceptions of Time to Read and BookTrust



Base: 147 teachers. Percentages may not sum to 100 because of rounding. Q: Do you agree or disagree with the following statements about Time to Read.

Overall, 89% of schools rated Time to Read as either successful or highly successful in their school, with 29% reporting it as 'highly successful' and 60% reporting it as 'quite successful'. A further 11% rated it as 'partly successful'. This was in line with success ratings in previous years.



Base: 147 teachers. Percentages may not sum to 100 because of rounding. Q: How would you rate the success of Time to Read in your school?

Overall feedback on Time to Read was extremely positive, for example *'everyone loved it and we received very positive feedback from parents', 'fantastic resource, gratefully received. Helping support an important cause' and 'the gift of a book is always special and shows we still value books!'*

Other individual comments focussed on specific elements of Time to Read that they consider to be important and of value. Although these comments don't indicate representativeness, they can provide insight and feedback for the campaign:

The need for activities promoting reading for pleasure in the classroom to ensure all children can benefit regardless of whether support is given at home: *'I love receiving the Time to read book packs for the children. speaking to the children about time to read, reading the stories and creating competitions and displays. Although I am not sure how much support is given to the children at home, I try to make the most of it at school'.*

The need to sustain the impact of Time to Read and promote follow up activities: *'It works as a one-off but many parents don't then follow through to read other titles with the children. If we at school don't regularly promote reading to your child, then it's one story and done. The website and reading strategies need a higher profile amongst families'.*

The benefits of bringing something new to the classroom: *'BookTrust and Time to Read are an inspiration for the classroom. They bring new text to children and usually have a fun element. Children enjoy new topics and ideas - it's always good to try something new that you have not sourced yourself too!'*

#### Additional support

Respondents requested the following additional support from Book Trust to deliver Time to Read

- Sample book pack for the classroom (79%)
- Posters for promotion (73%)
- Activity ideas for the classroom related to the book (60%)
- Resources for parents which support reading for pleasure (53%)
- Book competitions (29%)

Other suggestions from small numbers of respondents included

- Other age appropriate books
- Handy hints and ideas on how to extend the book after reading
- Signposting for parents on where to go for more support and guidance
- Comprehension questions for key books and support for parents in understanding the importance of comprehension as well as decoding
- More rhymes and games for parents
- Links to parent guidance that can be shared on facebook

In terms of the parental support requested, much of this is included in the 'reading with your child' booklet for parents/carers which is available on the website in English and 26 community languages. This indicates that there is a demand for these resources, but a lack of awareness of the current provision, and suggests a need to highlight and signpost teachers to this resource, and to signpost directly to parents through a link in the pack guidance

For teacher support, the programme under Booktime produced a teacher guide and teacher handbook including a printable poster for promotion purposes, activity ideas related to the book in all EYFS areas of learning and recommended reads. The 2013-14, and 2014-15 versions are available on the website, but are book specific and so did not tie in with the 2015-16 book *Kitchen Disco*. The 2015-16 findings suggested relatively low usage of the teacher handbook (23% reported using it), with lack of awareness being the biggest barrier to use, followed by lack of time (71% and 14% respectively). Of those that did use it, the activity ideas (61%) and downloadable activity sheets (26%) were the most used, and nearly all respondents found the handbook useful (40% very useful, and 58% quite useful) (Booktime evaluation 2015-16 findings).

## Time to Read Library survey

The majority of respondents reported that they worked across more than one library in their role (71% n=86). Respondents reported working across a total of 854 libraries, which is an average of 10 libraries per respondent. Respondents reported that of these libraries a total of 472 libraries received Time to Read resources, which is an average of 7 libraries per respondent (16 respondents left this blank to indicate that they didn't know).

### Time to Read communications

---

The majority of respondents reported that they knew in advance that Time to Read packs would be delivered to reception pupils in the autumn term of 2014 (82% n=99). Libraries were aware of the Time to Read deliveries due to an email from Book Trust (42%), expectations based on previous years (40%), communication from somebody in the library (26%) and being told verbally by a Book Trust regional manager (7%).

Half of respondents (49% n=59) sent communications to primary schools about library services to coincide with this. Of those who had sent communications, a large majority had promoted library services (90%) and library membership (58%). Two thirds had arranged a visit to the school (66%), and a further 20% selected 'other promotion or information', most of these reported that they had invited schools into the library for a class visit.

40% of respondents reported that they had set up Time to Read displays to coincide with this year's programme.

### Time to Read activities and events

---

The majority of respondents (79%) had organised activities or events linked to the Time to Read programme. Of the 17% (n=21) who had not, or did not know if they had organised Time to Read activities or events, 5 respondents were planned to do so before the end of the current school year. Of the 10 respondents who were not planning on organising events, 7 reported a lack of staff time as the reason for this, with a further 3 saying they already organise enough events, and 2 saying they weren't given enough notice.

#### *What kind of events were run?*

Most of those who had held events organised a school/reception class visit (79%) while 32% had held a Time to Read book pack gifting session and 24% held a family event without schools. Smaller numbers held an activity session for parents on reading with children (16%) or a family event arranged with one or more local schools (7%).

#### *When were events run?*

Respondents reported that the majority of their events were run in October (54%) and November (51%), with smaller proportions reporting the majority of their events run in September (11%), December (24%) and January/February or later (23%). The majority of events were run during the

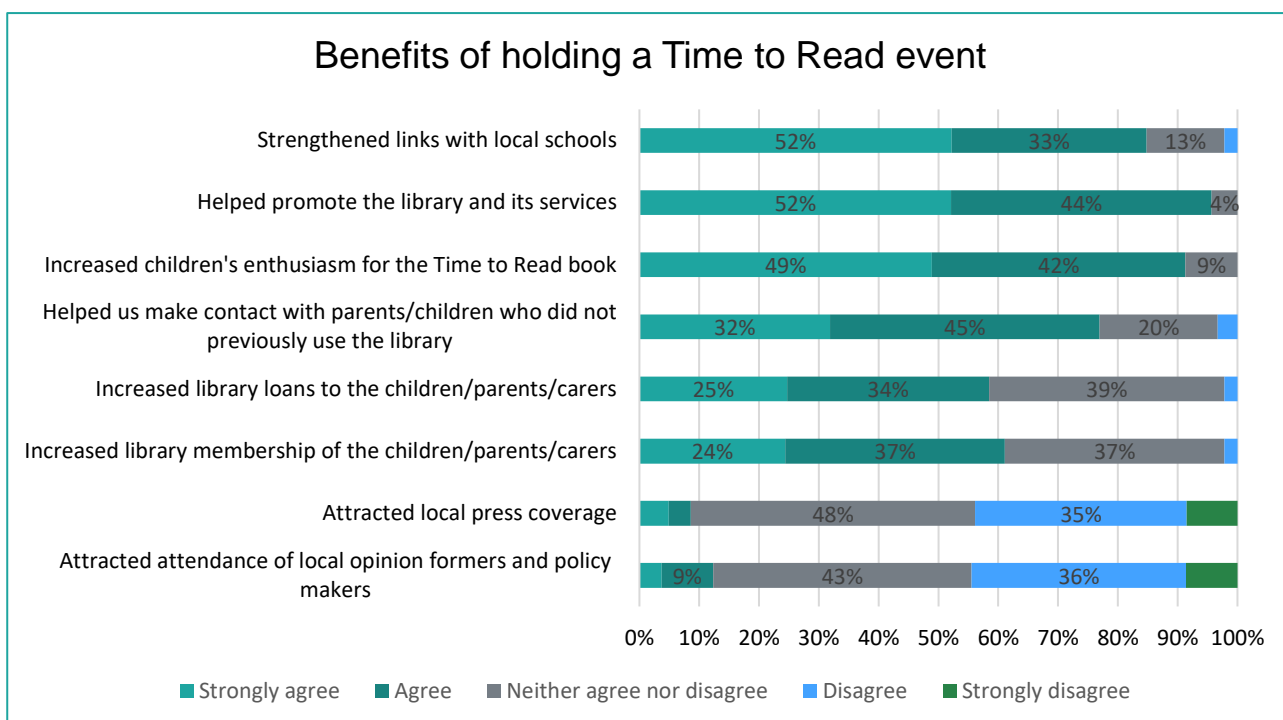
school day (91%), with smaller proportions reporting they were run after school, on weekends or in the school holidays (14%).

### Why were events run?

Respondents reported running events for the following reasons: to promote library services (82%), to support Time to Read (76%), to work more closely with local schools (70%), to get parents and children into the library (61%), and finally – because it’s something they’ve always done (41%).

## Benefits of holding Time to Read events

The overwhelming majority of respondents reported that holding a Time to Read event had helped to promote the library and its services (96%) and increased children’s enthusiasm for the Time to Read books (91%). The majority also agreed that holding a Time to Read event had strengthened links with local schools (85%), helped them to make contact with parents/children who did not previously use the library (77%), increased library membership (61%) and increased library loans of the children/parents/carers (59%). However, much lower numbers agreed that holding a Time to Read event had attracted local press coverage (13%) or attracted the attendance of local opinion formers and policy makers (9%).



Base: 122 librarians. Percentages may not sum to 100 because of rounding. Q: Do you agree or disagree that the following benefits came as a result of holding a Time to Read event?

These findings were supported in the open response comments, where respondents reported the numerous overlapping benefits of taking part in Time to Read to include the engagement opportunities with children, parents and schools (n=23), opportunities to promote and strengthen

the library's positive reading for pleasure messages (n=20) and raise the profile of the library (n=5) as well as opportunities to support families through understanding the benefits of reading, modelling storytelling and signposting to other services such as adult education, Book Trust, the Book Trust website and other reading charities (n=11). Respondents also mentioned the high-quality resources which enable these benefits (n=10).

*'The resources are fantastic and an easy way for us to promote the library service along with the reading for pleasure/sharing reading message to children, parents and teachers. Ensures that schools make the most of the Time to Read resources and makes the book more memorable for children.'*

*'Visiting during school time ensures all children are given the opportunity of visiting the library, otherwise they rely on parents and if it isn't in the family culture to visit the library then some children may miss out.'*

*'The children really enjoyed the story- which was absolutely brilliant. Children with special needs were very engaged with the story. The story lent itself to actions. We were able to ask if any of the children could dance and this gave children an opportunity to show their skills. It enabled us to highlight that you can have fun in the library and the days of 'shh' are long gone.'*

*'Opportunities for parents/carers to see the range of services available in libraries'*

*'Parents commented [that] it was good to hear the story read aloud by another [adult] before their child took the book home'*

*'It was encouraging not just to children and schools but also to our own staff who were able to see a fun, exciting sessions based on the book and to see the positive benefits. Also other members of the public were able to see the work that is being done and the children having such a wonderful time!'*

*'To have the support for our message we want to tell parents is great'*

*'I love Time to Read and find it an invaluable tool which I use to see all reception aged children in Darlington along with their teaching staff. The children loved this year's book choice and I heard from lots of parents afterwards about how they took it home and couldn't wait to share it at bedtime. I would not get to see all of these children if it were not for this gifting programme.'*

## Responses of children

---

Respondents reported that children enjoyed the story (91%, with 56% strongly agreeing) and that they stayed engaged during the story time (91%, with 51% strongly agreeing).

---

## Time to Read library resources

---

The vast majority of respondents reported that they had used the sample Time to Read book pack (87%), the big book edition of *Kitchen Disco* (88%) and the Time to Read stickers for reception class visits (85%).

Two thirds of respondents had used the poster (63%) and a third had used the blank template posters (32%). For those who had not made use of the Time to Read poster or blank template posters, this tended to be because their events were closed events where they invited schools into the library or visited schools, so they did not need to advertise these publicly.

Only 12% of respondents reported that there were other paper-based resources that they would like to receive. Suggestions for these included bookmarks, activity sheets, colouring sheets and crafts.

## Time to Read website

---

The majority of respondents had used the Time to Read website (61%). Of those who had not used the site, most reported that this was because they hadn't had time (64%) or they didn't know about it (29%).

Only 7 respondents stated that there were resources missing from the website that they thought that Time to Read should provide in the future. It was suggested that crafts such as a cut out mask resource that ties in with the book would be appreciated.

Two thirds of respondents reported that they had encouraged library users to visit the Time to Read website (64%). Of those who hadn't encouraged library users to visit the Time to Read site mainly reported that this was because they hadn't thought about it (64% n=18) or didn't know about it (21% n=6).

## Time to Read Parents survey

The majority of parents who responded to the survey were home educators (74% n=101), with the remaining 26% (n=35) parents of children in a reception class at a primary school<sup>8</sup>. The respondents were highly engaged with reading for pleasure with their child, with 90% reporting they read every day or almost every day, 8% several times a week and 1% once or twice a week. Around a third (36%) reported reading 'mostly books for enjoyment' and around two thirds (66%) reported reading a mixture of books for enjoyment and to support learning (e.g. phonics books). They held extremely positive attitudes to shared reading for pleasure:

- 99% agreed that sharing books is a fun way to spend time with their child, with 91% strongly agreeing
- 99% agreed that regular shared reading for pleasure will support their child with their development, with 93% strongly agreeing
- 99% strongly agreed that they can play an important role in developing their child's enjoyment of books, with 94% strongly agreeing

Therefore, these parents may not be fully representative of all parents, and more work may be needed to reach less engaged families to respond to future evaluation surveys. Ceiling effects should be kept in mind when interpreting these results.

### Impact findings

---

Parents were asked about the impact of the bookgifting element of the campaign against a series of outcomes related to reading for pleasure.

Positive reading for pleasure experiences for children and families at home:

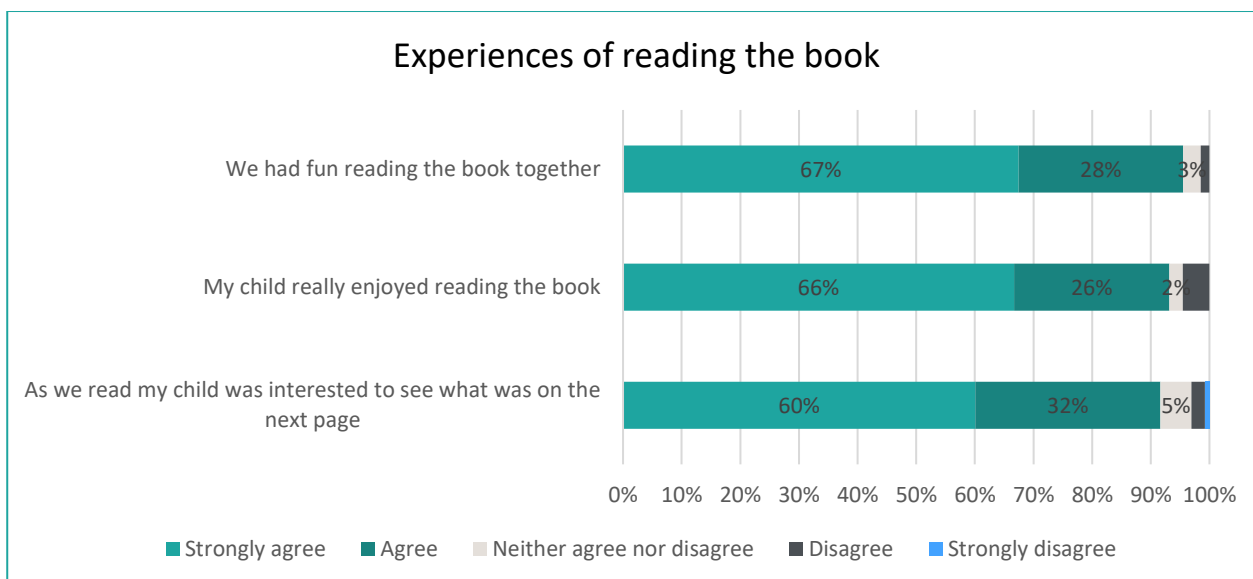
- 95% reported that they had fun reading *Kitchen Disco* together with their child
- 92% reported that their child enjoyed reading *Kitchen Disco*
- 92% reported that their child was interested to see that was on the next page (indicating engagement with the story)
- 67% spent quality time with their child as a result of receiving the packs

---

<sup>8</sup> Home educators were sent the survey directly from Book Trust, whereas Book Trust are reliant on schools to send out the survey to their parents. This indicates a need to develop other ways to reach parents for evaluation purposes



### Experiences of reading the book



Base: 101 parents. Percentages may not sum to 100 because of rounding. Q: Please say how much you agree or disagree with the following statements about reading *Kitchen Disco* with your child

Developing and/or sustaining a shared reading for pleasure routine with child when they start school:

Just under a third (30%) of parents reported that they felt motivated to read for pleasure with their child as a result of the pack, with 49% 'neither agreeing nor disagreeing'. The high proportion reporting 'neither agree nor disagree' suggests a ceiling effect as these parents are likely to be already highly motivated to read for pleasure with their child. It is possible that the packs may contribute to sustaining this motivation though and could be explored further in 2017/18

Expanding mums, dads and carers' access to and knowledge about books for their child:

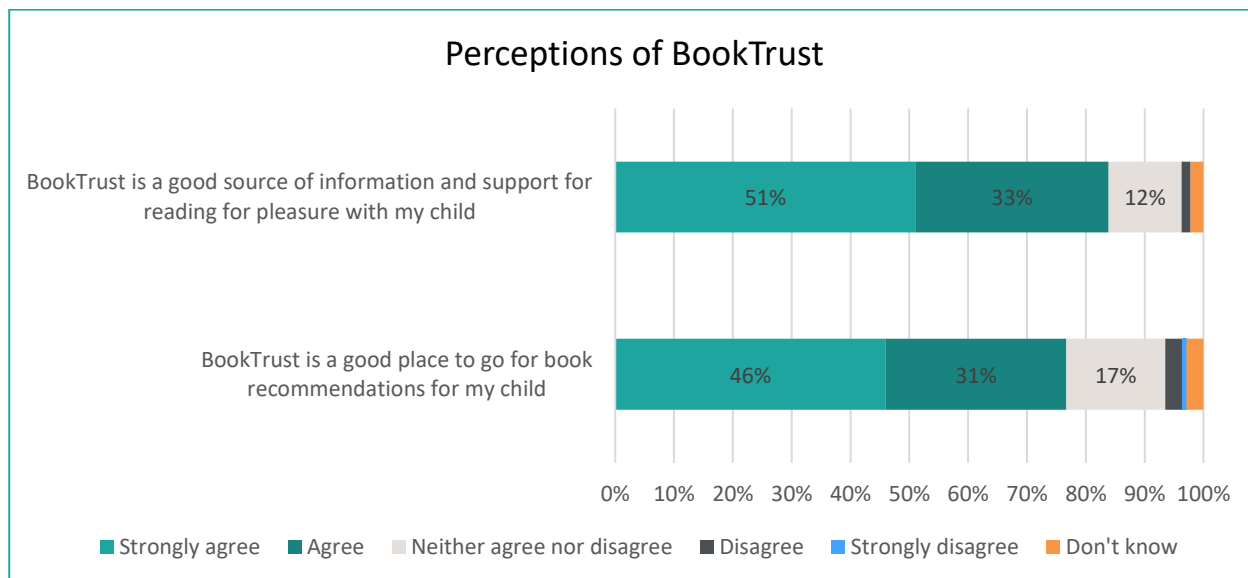
Smaller proportions reported impact on this outcome, suggesting a need for more promotion of the book finder on the Book Trust website:

- 19% (n=26) of parents used the book finder highlighted in the Time to Read pack, and of these 46% (n=12) reported that they knew more about age appropriate books as a result of receiving the Time to Read pack.
- 20% (n=29) respondents overall reported that they knew more about age appropriate books as a result of the Time to Read pack
- Only 2 parents joined the library as a result of receiving the Time to Read pack, however 93% (n=127) were already members

Raising the profile of BookTrust as experts in reading for pleasure:

A high proportion of respondents (72%) had heard of BookTrust before receiving Time to Read (75% of home educators and 63% of other parents). The slightly higher percentage of home educators who had heard of Book Trust may be because they are more engaged with other services outside of the school setting, and also may be more engaged with parent networks who share information. Respondents had a positive perception of BookTrust:

- 84% agreed that Book Trust is a good source of information and support for reading for pleasure with their child
- 77% agreed that Book Trust is a good place to go for book recommendations for their child



Base: 101 parents. Percentages may not sum to 100 because of rounding. Q: How far, if at all, do you agree with the following statements about BookTrust

#### Overall feedback on Time to Read

There was a high level of positivity around the concept of Time to Read and for the book choice (n=45). Five of these comments mentioned that although the packs had not directly impacted on their behaviour, they recognised that it would be beneficial for families that weren't already reading regularly or who didn't have many books. This is likely to be reflective of the sample of parents who responded to the survey.

*'The book chosen was fantastic - totally captured my son's imagination. We also had the song on an app which was great - reading and dancing!'*

*'My children loved this book. We adapted it into a 'rap' we did a play with play fruit, it is fab! My 5-year-old can actually read above this level word wise, but very appropriate content wise, but it was also enjoyed by my 2 year old and me too. Grandparents have also had the pleasure of this book since it's now a house favourite.'*

*'My son was delighted to receive the Time to Read pack and we read Kitchen Disco as soon as he opened it. It really caught his imagination and after a few reads he began to recite the words with me. I think the Time to Read packs are excellent and very much needed as not all children have many books or get to spend that important, quality learning bonding time snuggled up reading a book with their parent or carer.'*

*'We LOVED time to read, it was exciting for the kids and the book is interesting and fun. I already knew much of the advice given but I can imagine it being very helpful to many families. Thank you very much'*

A fairly large number of parents (n=16) however expressed criticisms of the book choice, these parents felt that it was too young for their child in terms of their reading level and interest, and were disappointed with the use of capital letters and simplistic story.

A small number of parents (n=5) expressed appreciation that home educated children had been included in Time to Read, for example: *'Thank you for including home educated children like my son. It is much appreciated and he really enjoyed the book'*, and one comment expressed interest in receiving more regular information on encouraging reading for pleasure for home educated children.

## Recommendations

---

Develop best practice case studies of parental and library engagement through holding Time to Read events, to encourage schools to maximise Time to Read's potential for this

Include a sample pack for teachers<sup>9</sup> – important for them to use in the classroom and for the book to be visible and available to pupils, promoting the links between the home and classroom reading environments

Consider updating the teacher handbook on a yearly basis in line with the current book, and highlight this in the communications materials sent out to schools, including key contents (promotional posters, activities linked to the book)

Raise awareness of the parent/carer guidance 'reading with your child' that is available on the website in English and 26 other community languages, through direct signposting in the packs, and teacher support. Consider ways to further promote the book finder on the Book Trust website

Consider how to reach more home educators, and explore whether there is a demand for more regular information for home educated children in terms of reading for pleasure

Consider ways to reach more parents for the evaluation including developing a toolkit for libraries and teachers to use at their Time to Read sessions with parents. This would be a good opportunity to gather data for the ACE participatory matrix as well as feedback from a wider range of parents

---

<sup>9</sup> This has already been actioned for 2017/18