

# Appendices

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# Appendix One: Copy of online survey

## Booktime 2012-2013 teacher survey

### Your role

**1. Please select one of the following categories which best describes your role.**

*Please select one option only.*

*(Single code) – Force a response before moving on*

*Ask: ALL*

- Reception class teacher
- Literacy coordinator
- Assistant/deputy headteacher
- Headteacher
- Early Years Foundation Stage Leader/Manager

### About Booktime

**2. How did you distribute the Booktime book packs to Reception children? Please select all that apply.**

*(Multi code – unless either of the last two codes are selected)*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)*

*Image of Booktime pack appears here*

- Given out to children in class after sharing one or both of the books
- Given out to children in class without sharing the books
- Parents/carers invited in for the packs to be given out
- Visit to the local library for the packs to be given out
- Member of staff from the local library came to the school to give out the packs
- I haven't yet distributed the Booktime book packs

*(If the last code is selected, single code only, and respondents routed to 7, 8/9 and 13 to 26 only). These respondents skip Qs 3, 4, 5, 6, 10, 11 and 12*

**3. What strategies, if any, did you use to raise awareness of Booktime among parents/ carers? Please select all that apply**

*(Multi code – unless the final code is selected)*

*Ask: ALL (Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

- Letter(s) or leaflets sent home to parents
- Printed information around school (e.g. posters)
- Information on Virtual Learning Environment (VLE)
- Inclusion in school newsletter
- Inclusion in school blog/news page online

- Activities sent home
- Working with a local library on events/awareness raising
- Display of children's Booktime related work
- Parents told verbally about the Booktime website
- None of the above *(If this code selected – single code only)*

**4. Why have you not used any strategies to raise awareness of Booktime among parents/carers?**

*Please select all that apply*

*(Multi code)*

*Ask: If selected final code at Q3*

- I do not have time for this
- We do not think that parents/carers need to be involved in Booktime
- We do not think parents/carers would be interested in this
- We had not thought about using any of these strategies
- We already engage with parents/carers so did not need to do anything extra with Booktime

**The Booktime books**

**5. Please indicate, for each Booktime book, whether you have used it in class, either by reading it aloud or by using it in guided reading. Please select one option for each activity with each book.**

*(Single code for each book)*

*Images of books appear here*

*Ask: Teachers and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'EYFS Leader/Manager' at Q1)*

*(Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

|                                     | Read aloud |                     |    | Used in guided reading |                     |    |
|-------------------------------------|------------|---------------------|----|------------------------|---------------------|----|
|                                     | Yes        | No, but I intend to | No | Yes                    | No, but I intend to | No |
| The Tale of a Naughty Little Rabbit |            |                     |    |                        |                     |    |
| Tim's Din                           |            |                     |    |                        |                     |    |

**6. Please rate each Booktime book according to the extent to which you agree with the following statements. Please select one option only, for each statement and each Booktime book.**

*(Single code for each statement and book)*

*Ask: Teachers and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'EYFS Leader/Manager' at Q1)*

*(Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

Separate grids appear for each book – routed based on answer to Q5

|  |                                     | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|--|-------------------------------------|----------------|-------|----------------------------|----------|-------------------|
| Children showed excitement about receiving this book                                   | The Tale of a Naughty Little Rabbit |                |       |                            |          |                   |
|  | Tim's Din                           |                |       |                            |          |                   |
| Children enjoyed the story<br><i>Ask: Only if selected 'Yes' for either book at Q5</i> | The Tale of a Naughty Little Rabbit |                |       |                            |          |                   |
|  | Tim's Din                           |                |       |                            |          |                   |
| This book was appropriate for children   | The Tale of a Naughty Little Rabbit |                |       |                            |          |                   |
|  | Tim's Din                           |                |       |                            |          |                   |
| The appearance of this book was attractive   | The Tale of a Naughty Little Rabbit |                |       |                            |          |                   |
|  | Tim's Din                           |                |       |                            |          |                   |

### Additional resources provided by Booktime

**7. Which of the following free Booktime resources have you used? These are all available on the Booktime website. Please select one option only, for each resource.**

*(Single code for each resource)*

*NB. If 'Have not used, and do not intend to use' is selected for The Booktime website, then this should be the only option requiring an answer, as all other resources are on the website – can we show the website first? Then only show the other resources if respondents have used the website.*

*The four specific resources (PDF activity sheets, PDF session ideas, Interactive storybook read by Tamsin Greig and 'Have some fun' interactive games – are all routed based on whether or not they have used the website.*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)  
Images appear for each resource*

|  | <b>Have used and found useful</b> | <b>Have used, but did not find useful</b> | <b>Have not used, but intend to use</b> | <b>Have not used, and do not intend to use</b> | <b>Unaware of this resource</b> |
|--|-----------------------------------|---|---|--|---------------------------------|
| The Booktime website                       |                                   |   |   |  |                                 |
| PDF activity sheets                        |                                   |   |   |  |                                 |
| PDF session ideas                          |                                   |   |   |  |                                 |
| Interactive storybook read by Tamsin Greig |                                   |   |   |  |                                 |
| 'Have some fun' interactive games          |                                   |   |   |  |                                 |

**8. Please rate the Booktime resources according to the extent to which you agree with the following statements:** *Please select one rating only, for each statement.*

*(Single code for each statement)*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)*

*AND - Routed for each resource, if answered 'Have used and found useful' or 'Have used, but did not find useful' to that particular resource at Q7*

*The Booktime website*

|  | <i>Strongly agree</i> | <i>Agree</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|--|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| The Booktime website is easy to use                      |                       |              |                                   |                 |                          |
| The design of the Booktime website is appealing          |                       |              |                                   |                 |                          |
| The Booktime website is appropriate to use with children |                       |              |                                   |                 |                          |
| The Booktime website enhanced Booktime                   |                       |              |                                   |                 |                          |

*PDF activity sheets*

|   | <i>Strongly agree</i> | <i>Agree</i> | <i>Neither agree nor disagree</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|---|-----------------------|--------------|-----------------------------------|-----------------|--------------------------|
| Children enjoyed the activities                   |                       |              |                                   |                 |                          |
| The activities were appropriate for children      |                       |              |                                   |                 |                          |
| The activities were easy to use                   |                       |              |                                   |                 |                          |
| The design was appealing (e.g. of the worksheets) |                       |              |                                   |                 |                          |
| The activities enhanced Booktime                  |                       |              |                                   |                 |                          |

*PDF session ideas*

|   | <i>Strongly agree</i> | <i>Agree</i> | <i>Not sure</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|---|-----------------------|--------------|-----------------|-----------------|--------------------------|
| The session ideas helped me to plan lessons     |                       |              |                 |                 |                          |
| The session ideas were appropriate for children |                       |              |                 |                 |                          |
| The session ideas were easy to use              |                       |              |                 |                 |                          |
| The session ideas enhanced Booktime             |                       |              |                 |                 |                          |

*Interactive Storybook*

|  | <i>Strongly agree</i> | <i>Agree</i> | <i>Not sure</i> | <i>Disagree</i> | <i>Strongly disagree</i> |
|--|-----------------------|--------------|-----------------|-----------------|--------------------------|
| Children enjoyed the interactive storybook |                       |              |                 |                 |                          |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
| The interactive storybook was appropriate for children |  |  |  |  |  |
| The interactive storybook was easy to use              |  |  |  |  |  |
| The interactive storybook enhanced Booktime            |  |  |  |  |  |

*'Have some fun' games*

|   | <i>Strongly agree</i> | <i>Agree</i> | <i>Not sure</i> | <i>Disagree</i> |
|---|-----------------------|--------------|-----------------|-----------------|
| Children enjoyed the games              |                       |              |                 |                 |
| The games were appropriate for children |                       |              |                 |                 |
| The games were easy to use              |                       |              |                 |                 |
| The games enhanced Booktime             |                       |              |                 |                 |

**9. Why haven't you used the Booktime website?** *Please select all that apply*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)*

*AND routed: Those answering 'Have not used and do not intend to use' to the Booktime website at Q7*

- I do not have time
- I do not like accessing resources online
- I do not have access to a computer
- I do not have a good enough internet connection
- Security restrictions prevent us from accessing the site
- I do not have the equipment to use online resources with my class

**Impact of Booktime**

**10. Please indicate how frequently you do the following reading-related activities.**

*Please select all that apply, for each activity.*

*(Multi code)*

*Ask: Teachers and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'EYFS Leader/Manager' at Q1)*

*(Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

|  | I do this activity regularly, as part of routine teaching practice | I did this with the Booktime books | Booktime has encouraged me to do this activity more regularly | I never do this activity, and do not feel encouraged by Booktime to do it |
|--|--|------------------------------------|---|---|
| Teacher reading aloud to children  |  |                                    |   |   |
| Shared reading (as a whole class activity – children reading in unison/in turn)  |  |                                    |   |   |
| Guided reading sessions in small groups  |  |                                    |   |   |
| Wider discussions about story themes   |  |                                    |   |   |
| Oral comprehension activities (understanding of plot, characters, word meanings) |  |                                    |   |   |
| Reading activities with parents/carers   |  |                                    |   |   |
| Communicating with parents/carers about reading                                  |  |                                    |   |   |
| Follow-up activities in other subjects related to books read in class            |  |                                    |   |   |

**11. In your view, in which area(s) has Booktime had an impact? Please select all that apply.**

*(Multi code)*

*Ask: ALL*

*(Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

- Increased childrens' enjoyment of reading
- Increased classroom activities around books and reading
- Increased communication between teachers and parents/carers around literacy
- Increased frequency of shared reading at home
- Increased school contact with local library/authority
- Impact on childrens' communication and language development



- Impact on childrens' personal, social and emotional development
- Impact on childrens' development of literacy skills
- Supporting children and their families through the key transition point of starting primary school
- Increased parents'/carers' confidence about reading with their child/ren
- Too early to say *(Single code if this option selected)*
- Other - please specify *(open response)*

**12a. How would you rate the success of Booktime in your school?** *Please select one option only.*

*(Single code)*

*Ask: ALL*

*(Exclude those responding code 6 at Q2: I haven't yet distributed the Booktime book packs)*

- Highly successful
- Successful
- Partially successful
- Unsuccessful

**12b. Please explain your rating** *(open response)*

**13. Please use the box below to add any further reflections on Booktime 2012-2013**

*Open response*

*Ask: ALL*

**14. Please select any other primary school year group that you feel could benefit from a similar programme to encourage reading for pleasure.**

*(Multi-code)*

*Ask: ALL*

- Year 1
- Year 2
- Year 3
- Year 4
- Year 5
- Year 6
- None of the above
- Don't know

**Reading in your school**

**15. Which of the following does your school have?** *Please select one option only.*

*(Single code)*

*Ask: ALL*

- School library
- Designated reading area/book corner in each classroom
- Designated reading area/book corner in several classrooms
- One designated reading area/book corner for the whole school

- None of the above

**16. Thinking more widely about your school, which of the following strategies are used to support reading for pleasure in your school? Please select all that apply.**

*(Multi-code)*

*Ask: ALL*

- Allowing lesson time for children to read for pleasure
- Reading aloud to the whole class
- Reading chapters from a longer book over several days
- Providing choice of reading materials for children
- Listening to audio books as a whole class/in groups
- Engaging with parents/carers about the benefits of reading with their children at home
- Encouraging children to take home books over the school holidays
- Encouraging children to write book reviews
- Using technology to encourage reading for pleasure (for example, tablets, e-books, enhanced books online)
- Setting up book groups for children
- Using book displays throughout the school
- Teachers acting as role models by reading themselves, and discussing books with children
- Partnerships/events with local public libraries
- Inviting parents to become members of the school library *(only show if selected 'school library' option at Q15)*
- Fostering links with the school library *(only show if selected 'school library' option at Q15)*
- Other – please specify *(open response)*

*NB. Codes 14 and 15 are shown as a separate question to those answering 'school library' at Q15. Revised question reads: 'Thinking about your school library, which of the following strategies are used to support reading for pleasure?'*

**17. Is creating a whole-school reading culture established as a priority within your school's aims and policies? Please select one option only.**

*(Single code)*

*Ask: ALL*

- Yes
- No
- Don't know

**18. What have been the greatest challenges associated with supporting reading for pleasure in your school? Please select all that apply.**

*(Multi-code – unless the last two codes selected)*

*Ask: ALL*

- Lack of resources
- Lack of support from senior management

- Difficulty engaging other members of staff
- Difficulty engaging with parents/carers
- Difficulty engaging with children
- Lack of time
- I have not experienced any challenges
- Supporting reading for pleasure has not been a focus in our school *(If either of the last two codes selected – single code only)*

**19. Overall, how would you rate your school's success in supporting reading for pleasure?** *Please select one option only.*

*(Single code)*

*Ask: ALL (except those selecting final code at Q18)*

- Highly successful
- Successful
- Partially successful
- Unsuccessful

**20. In your school, how important is it to communicate the following to parents/carers?** *Please select one option only, for each item.*

*(Single code for each option)*

*Ask: ALL*

|   | Very important | Important | Neither important nor unimportant | Unimportant | Very unimportant |
|---|----------------|-----------|-----------------------------------|-------------|------------------|
| The value of reading for pleasure at home   |                |           |                                   |             |                  |
| Information about new books, authors and illustrators that may be of interest to their child/children |                |           |                                   |             |                  |
| Advice about developing their child's/children's interest in reading                                  |                |           |                                   |             |                  |
| Advice about how to support their child/children's reading skills                                     |                |           |                                   |             |                  |
| Tips about being a good reader themselves   |                |           |                                   |             |                  |

## Classroom activities

**21. What barriers, if any, prevent you from dedicating time to books and reading for pleasure in the classroom?** *Please select all that apply.*

*(Multi-code – unless the final code is selected)*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)*

- Other curriculum requirements take up more time
- Reading for pleasure is not a priority in my school
- Children do not associate books and reading with pleasure
- A lack of time generally
- We do not have access to resources to support this
- We do not have enough funds allocated to this area
- I haven't encountered any barriers *(If this code selected – single code only)*

## Digital resources

**22. Have you used the following digital resources for literacy-related activities in the classroom?** *Please select one option only, for each digital resource.*

*(Single-code for each digital resource)*

*Ask: Teachers, Literacy Co-ordinators and EYFS Leaders/Managers only (if selected 'Reception class teacher' or 'Literacy coordinator' or 'EYFS Leader/Manager' at Q1)*

|                        | Have used and found useful | Have used, but did not find useful | Have not used, but intend to | Have not used, and don't intend to | Unaware of this digital resource |
|------------------------|----------------------------|------------------------------------|------------------------------|------------------------------------|----------------------------------|
| Online video clips     |                            |                                    |                              |                                    |                                  |
| Online audio clips     |                            |                                    |                              |                                    |                                  |
| Interactive storybooks |                            |                                    |                              |                                    |                                  |
| Digital games          |                            |                                    |                              |                                    |                                  |
| DVDs                   |                            |                                    |                              |                                    |                                  |

## Appendix Two: Copy of interview schedule

### Evaluation of Booktime 2012-2013: Interview schedule for stakeholder telephone interviews

Interview number:

Position/title:

Date of interview:

#### Key to job titles

RT: Reception teacher

LC: Literacy Co-ordinator

HT: Headteacher/Deputy Headteacher

EY: Early Years Foundation Stage Leader/Manager

#### Introduction

Thank you in advance for agreeing to take part in this interview. It should take around 30 minutes to complete.

The National Foundation for Educational Research (NFER) has been commissioned by Booktrust to carry out an evaluation of the Booktime programme.

The Booktime programme provides a free book pack containing two books for every reception-aged child in England. The programme aims to support, enable, and encourage shared reading in the home at an important transition stage in a child's learning and development.

The aim of the evaluation is to gather data on the outcomes of the programme from key stakeholders involved in Booktime. Our interview today is part of a series of interviews intended to gather in-depth views from teachers, headteachers, literacy co-ordinators and Early Years Foundation Stage leaders who were involved in our earlier online survey. The interviews, along with the data from the survey, will enable us to provide insight into users' perceptions of Booktime, and its impact on children, parents and carers. We will be asking some questions specifically about the Booktime programme, and also about reading for pleasure more widely in your school.

This research will build on the findings of previous Booktime evaluations to provide insight into users' perceptions of its use, impact, strengths and weaknesses. Interviews are being undertaken with some survey respondents to further probe these issues.

You will not be individually named or identified in any reports, but anonymous quotes will be used to illustrate key findings from the research.

If possible, I would like to record our conversation. This is for my own use only, when I come to write up my notes. The recording will not be shared with anyone else, and it will be deleted after use. Do I have your permission for this?

Consent for recording – Yes/No

**Do you have any questions before I start?**

**\*: Priority question**

**Start of interview**

## ALL: Introduction

|                 |  |
|-----------------|--|
| – Question/s    | – <b>*Before we begin, please could I check your job role within the school? And how you were involved in Booktime?*</b> |
| – Prompts/notes | – Is there wider involvement/interest across other staff members? If so, which? Is there senior level interest?          |
|                 |  |

### 1. RT/LC/EY: The Booktime books

As you will know, the Booktime book packs included two titles: The Tale of a Naughty Little Rabbit and Tim's Din.

|                 |   |
|-----------------|---|
| – Question/s    | – <b>What are your views on the two books?</b>  |
| – Prompts/notes | – The Tale of a Naughty Little Rabbit<br>– Tim's Din<br>– General perceptions of the books,<br>– Appearance/content/thoughts around suitability/appropriateness,<br>– Children's reactions, parent's reactions/feedback<br>– View on above points for each book specifically. |
|                 |   |

|                |   |
|----------------|---|
| – Question/s   | – <b>Did you use the Booktime books, and if so, in what way?</b>  |
| – Prompt/notes | – Reading as a class, individual reading, homework, discussions, involvement of local library etc.<br>– <b>*Ensure they describe how the books were given out – whether this involved parents, libraries etc*.</b><br>– Feedback on the two books individually, whether they were used differently. |
|                |   |

|                 |  |
|-----------------|--|
| – Question/s    | – <b>*Are there any ways in which you used the books which worked particularly well?</b><br>– <b>Did they, or the resources/session ideas, inspire any new ideas or activities? If yes: any examples?*</b> |
| – Prompts/notes | – Teaching methods and activities in class.<br>– Also: was Booktime seen as an opportunity to inspire enthusiasm around books and reading?   |
|                 |  |

## 2. ALL: Booktime Resources

Booktrust provided a range of resources and advice to help schools and teachers make the most out of Booktime. We are interested in hearing your feedback on the Booktime resources offered, and also on your use of digital resources more widely.

|                 |   |
|-----------------|---|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>Are you aware of the online resources Booktrust offered?</b></li> <li>– <b>Which resources did you find useful?</b></li> </ul>  |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Booktime website, PDF activity sheets, PDF session ideas, Interactive storybook, handbook for reception teachers.</li> <li>– Probe further on resources mentioned – what was particularly useful/not useful about them?</li> </ul> |
|                 |   |

|                 |   |
|-----------------|---|
| – Question/s    | – <b>Was there anything that prevented you from using any of the online resources?</b>  |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Awareness of resources, time, internet access, appropriateness etc.</li> <li>– Any barriers? Why didn't you use them?</li> </ul> |
|                 |   |

Booktrust is interested in finding out about the ways in which schools use digital resources in the classroom. Thinking more widely about how you use digital resources at school...

|                 |   |
|-----------------|---|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>*Which digital resources work best in the classroom for literacy activities?*</b></li> <li>– <b>*What would encourage/prevent you from using digital resources to work on literacy and reading activities?*</b></li> </ul>  |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Online video clips, online audio clips, interactive storybooks, games, DVDs.</li> <li>– Does it depend on age group, subject area?</li> <li>– Any barriers to using digital resources in this way?</li> <li>– Access to technology, motivation, appropriateness, children's interest, parents'/carers' views etc.</li> </ul> |
|                 |   |

## 3. ALL: Perceptions of success and impact of Booktime

We are interested in getting feedback on the benefits of receiving the Booktime book pack for children and their families.

|                 |   |
|-----------------|---|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>*What are the main benefits of Booktime for children in your school?*</b></li> <li>– <b>*In your view, what works well about Booktime? What doesn't work so well?*</b></li> </ul> |
| – Prompts/notes | – Intended benefits could be (prompts if needed):   |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• Benefits for child: improved attitudes to and confidence with reading</li> <li>• Benefits for parents: improved home-school links, improved confidence about reading with child</li> <li>• Benefits for schools: increased classroom activities around books and reading, links with libraries</li> <li>– Can talk about specific examples of benefits for individual pupils, or more widely across the school. Benefits for all children or just certain groups? Which particular groups benefit most?</li> </ul> |
|  |   |

|                 |  |
|-----------------|--|
| – Question/s    | – <b>*Have you been involved in/aware of Booktime in previous years? If so, have you noticed any longer-term impact?*</b>  |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Either through the Reception year or as they move up the school.</li> <li>– <b>HT:</b> wider long term effects – whole school reading culture?</li> </ul> |
|                 |  |

|                 |   |
|-----------------|---|
| – Question/s    | – <b>Are there other primary age-groups that you think could benefit from a programme like Booktime? Do you feel Reception is an appropriate age to target the programme?</b>         |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Thoughts about Key Stage 2?</li> <li>– Thoughts about a programme involving children choosing a book from a selection of options?</li> </ul> |
|                 |   |

|                            |  |
|----------------------------|--|
| – Question/s<br>(RT/LC/EY) | – <b>*Were you keen for parents/carers to be engaged in Booktime? Do you think they were? Was there anything that made them more or less engaged?*</b>   |
| – Prompts/notes            | <ul style="list-style-type: none"> <li>– Strategies to increase awareness/engagement: talking to parents about Booktime, putting publicity around the school, holding events etc</li> <li>– Barriers to awareness/engagement: parents'/carers' interest, time to engage, other barriers e.g. EAL?</li> <li>– Do you think Booktime has made any difference to parental engagement in their children's reading habits? Or engagement with their child's education more widely?</li> </ul> |
|                            |  |

#### 4. ALL: Reading for pleasure and whole-school reading culture

One of Booktrust's main aims as a charity is to promote reading for pleasure. We are interested in hearing your views on this in relation to your school.



|              |  |
|--------------|--|
| – Question/s | <ul style="list-style-type: none"> <li>– <b>Do children in your school tend to read for pleasure? At home or in school?</b></li> <li>– <b>At what age are children most likely to read for pleasure? Why is this, do you think?</b></li> </ul> |
|              |  |

|                 |   |
|-----------------|---|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>Are there any barriers to reading for pleasure among children in your school? (anything that would make them less likely to read for pleasure)</b></li> <li>– <b>What has the school done to address these barriers?</b></li> </ul> |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Other influences that might make children less likely to read. How the school can reduce the impact of these influences. E.g. Children's interest, time, parental engagement, ownership of books, home life.</li> </ul>                |
|                 |   |

|                 |  |
|-----------------|--|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>*Would you say your school has a whole-school reading culture? Why/why not?*</b></li> <li>– <b>What activities does your school do to promote this?</b></li> </ul>   |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Attitudes towards reading among staff, students and parents/carers.</li> <li>– Ethos of reading for pleasure; overall staff and student engagement in the ethos of reading for pleasure</li> <li>– Activities the school does to promote a whole-school reading culture/strategies used – what works? What doesn't work? Leave open for responses, prompts if needed e.g. book groups, book displays, resources provided, campaigns around school etc.</li> </ul> |

## 5. ALL: Engaging parents/carers

We are interested in gathering more information about engaging with parents/carers about reading for pleasure.

|                 |  |
|-----------------|--|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>*In general, do you think parents/carers of children at your school support the idea of reading for pleasure? Why/why not?*</b></li> </ul> |
| – Prompts/notes | <ul style="list-style-type: none"> <li>– Ability to read vs. reading for pleasure?</li> <li>– Does this vary by age?</li> </ul>  |
|                 |  |

|                 |  |
|-----------------|--|
| – Question/s    | <ul style="list-style-type: none"> <li>– <b>Does the school communicate with parents/carers about reading? If so, in what way? What do you say to them?</b></li> </ul> |
| – Prompts/notes | <ul style="list-style-type: none"> <li>–</li> </ul>  |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>– Ways to communicate: speaking directly about reading, letters, publicity, sending activities and books home, encouraging parents/carers to read themselves.</li> <li>–</li> </ul> |
|  |  |

## 6. ALL: Concluding questions:

Finally, to conclude the interview...

|              |  |
|--------------|--|
| – Question/s | – <b>*Is there anything that you think could be improved about the Booktime programme in future years?*</b>                        |
|              |  |
| – Question/s | – <b>Is there anything else you would like to tell us about Booktime or about reading for pleasure more widely in your school?</b> |
|              |  |

**THANK AND CLOSE:** Thank you for taking the time to complete this interview today. Your feedback will be very useful to us in evaluating the Booktime programme.

## Appendix Three: Full set of frequency tables

**Table Q1**

| <b>Please select one of the following categories which best describes your role.</b> | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Reception class teacher  | 736      | 44       |
| Literacy coordinator   | 76       | 5        |
| Assistant/deputy headteacher   | 126      | 8        |
| Headteacher  | 174      | 11       |
| Early Years Foundation Stage Leader/Manager  | 544      | 33       |
| Total  | 1656     | 100      |

*Due to rounding, percentages may not sum to 100.*

*Source: Q1 Booktime online survey*

**Table Q2**

| <b>How did you distribute the Booktime book packs to Reception children?</b>    | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Given out to children in class after sharing one or both of the books           | 946      | 70       |
| Given out to children in class without sharing the books                        | 272      | 20       |
| Parents/carers invited in for the packs to be given out                         | 91       | 7        |
| I haven't yet distributed the Booktime book packs                               | 53       | 4        |
| Visit to the local library for the packs to be given out                        | 40       | 3        |
| Member of staff from the local library came to the school to give out the packs | 27       | 2        |
| No response   | 5        | 0        |
| Total =   | 1356     | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [(Q1=1OR Q1= 2 OR Q1=5)].*

*A total of 1351 respondents answered at least one item in this question.*

*Source: Q2 Booktime online survey*

**Table Q3**

| <b>What strategies, if any, did you use to raise awareness of Booktime among parents/carers?</b> | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Letter(s) or leaflets sent home to parents   | 726      | 56       |
| Inclusion in school newsletter   | 242      | 19       |

|  |             |            |
|--|-------------|------------|
| Parents told verbally about the Booktime website         | 250         | 19         |
| None of the above  | 248         | 19         |
| Printed information around school (e.g. posters)         | 180         | 14         |
| Activities sent home                                     | 163         | 13         |
| Display of children's Booktime related work              | 90          | 7          |
| Working with a local library on events/awareness raising | 69          | 5          |
| Information on Virtual Learning Environment (VLE)        | 25          | 2          |
| Inclusion in school blog/news page online                | 20          | 2          |
| No response  | 3           | 0          |
| <b>Total =</b>   | <b>1298</b> | <b>100</b> |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [(Q2\_6=0)].*

*A total of 1295 respondents answered at least one item in this question.*

*Source: Q3 Booktime online survey*

**Table Q4**

| <b>Why have you not used any strategies to raise awareness of Booktime among parents/carers?</b> | <b>N</b>   | <b>%</b>   |
|--|------------|------------|
| We had not thought about using any of these strategies   | 156        | 59         |
| We already engage with parents/carers so did not need to do anything extra with Booktime         | 109        | 41         |
| I do not have time for this  | 19         | 7          |
| We do not think parents/carers would be interested in this                                       | 3          | 1          |
| We do not think that parents/carers need to be involved in Booktime                              | 1          | 0          |
| No response  | 6          | 2          |
| <b>Total =</b>   | <b>264</b> | <b>100</b> |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [Q3\_10=1].*

*A total of 258 respondents answered at least one item in this question.*

*Source: Q4 Booktime online survey*

**Table Q5A**

Please indicate for each Booktime book, whether you have used it in class, either by reading it aloud or by using it in guided reading – The Tale of a Naughty Little Rabbit

|                        | Yes | No, but I intend to | No | No response | Total |
|------------------------|-----|---------------------|----|-------------|-------|
|                        | %   | %                   | %  | %           | %     |
| Read aloud             | 72  | 17                  | 9  | 2           | 100   |
| Used in guided reading | 3   | 7                   | 30 | 60          | 100   |
| N = 1229               |     |                     |    |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2\_6=0)].*

*A total of 1211 respondents gave at least one response to these questions.*

*Source: Q5 Booktime online survey*

**Table Q5B**

Please indicate for each Booktime book, whether you have used it in class, either by reading it aloud or by using it in guided reading – Tim's Din

|                        | Yes | No, but I intend to | No | No response | Total |
|------------------------|-----|---------------------|----|-------------|-------|
|                        | %   | %                   | %  | %           | %     |
| Read aloud             | 56  | 13                  | 16 | 16          | 100   |
| Used in guided reading | 26  | 16                  | 20 | 39          | 100   |
| N = 1229               |     |                     |    |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2\_6=0)].*

*A total of 1214 respondents gave at least one response to these questions.*

*Source: Q5 Booktime online survey*

**Table Q6A**

| Please rate 'The Tale of a Naughty Little Rabbit' book according to the extent to which you agree with the following statements | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|---|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|   | %              | %     | %                          | %        | %                 | %           | %     |
| Children showed excitement about receiving this book  | 56             | 37    | 6                          | 0        | 0                 | 1           | 100   |
| This book was appropriate for children  | 52             | 41    | 4                          | 1        | 0                 | 1           | 100   |
| The appearance of this book was attractive  | 55             | 38    | 4                          | 1        | 0                 | 1           | 100   |
| N = 1229  |                |       |                            |          |                   |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2\_6=0)].*

*A total of 1218 respondents gave at least one response to these questions.*

*Source: Q6 Booktime online survey*

**Table Q6A4**

**Please rate 'The Tale of a Naughty Little Rabbit' according to the extent to which you agree with the following statement...'**

| Children enjoyed the story | N   | %   |
|----------------------------|-----|-----|
| Strongly agree             | 485 | 55  |
| Agree                      | 389 | 44  |
| Neither agree nor disagree | 7   | 1   |
| Disagree                   | 1   | 0   |
| Strongly disagree          | 1   | 0   |
| No response                | 1   | 0   |
| Total                      | 884 | 100 |

**Table Q6A4**

Please rate 'The Tale of a Naughty Little Rabbit' according to the extent to which you agree with the following statement...'

| Children enjoyed the story | N   | %   |
|----------------------------|-----|-----|
| Strongly agree             | 485 | 55  |
| Agree                      | 389 | 44  |
| Neither agree nor disagree | 7   | 1   |
| Disagree                   | 1   | 0   |
| Strongly disagree          | 1   | 0   |
| No response                | 1   | 0   |
| Total                      | 884 | 100 |

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered [filter2=1].

Source: Q6 Booktime online survey

**Table Q6B**

| Please rate 'Tim's<br>Din' book<br>according to the<br>extent to which you<br>agree with the<br>following<br>statements | Strongly agree |    | Neither agree nor disagree |   | Strongly disagree |   | No response | Total |
|---|----------------|----|----------------------------|---|-------------------|---|-------------|-------|
|   | Agree          |    | Disagree                   |   |                   |   |             |       |
|   | %              | %  | %                          | % | %                 | % | %           | %     |
| Children showed excitement about receiving this book  | 45             | 42 | 9                          | 1 | 0                 |   | 2           | 100   |
| This book was appropriate for children  | 51             | 43 | 4                          | 1 | 0                 |   | 2           | 100   |
| The appearance of this book was attractive  | 47             | 43 | 7                          | 1 | 0                 |   | 2           | 100   |
| Children enjoyed the story  | 27             | 36 | 3                          | 1 | 0                 |   | 32          | 100   |
| N = 1229  |                |    |                            |   |                   |   |             |       |

**Table Q6B**

| Please rate 'Tim's<br>Din' book<br>according to the<br>extent to which you<br>agree with the<br>following<br>statements | Strongly agree |       | Neither agree nor disagree |          | Strongly disagree |   | No response | Total |
|---|----------------|-------|----------------------------|----------|-------------------|---|-------------|-------|
|   | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |   |             |       |
|   | %              | %     | %                          | %        | %                 | % | %           | %     |
| Children showed excitement about receiving this book  | 45             | 42    | 9                          | 1        | 0                 |   | 2           | 100   |
| This book was appropriate for children  | 51             | 43    | 4                          | 1        | 0                 |   | 2           | 100   |
| The appearance of this book was attractive  | 47             | 43    | 7                          | 1        | 0                 |   | 2           | 100   |
| Children enjoyed the story  | 27             | 36    | 3                          | 1        | 0                 |   | 32          | 100   |
| N = 1229  |                |       |                            |          |                   |   |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered  $[(Q1=1 \text{ OR } Q1=5) \ \& \ Q2\_6=0]$ .*

*A total of 1217 respondents gave at least one response to these questions.*

*Source: Q6 Booktime online survey*

**Table Q6B4**

**Please rate 'Tim's Din' according to the extent to which you agree with the following statement...'**

| <b>Children enjoyed the story</b> | <b>N</b> | <b>%</b> |
|-----------------------------------|----------|----------|
| Strongly agree                    | 336      | 40       |
| Agree                             | 445      | 53       |
| Neither agree nor disagree        | 33       | 4        |
| Disagree                          | 15       | 2        |
| Strongly disagree                 | 1        | 0        |
| No response                       | 5        | 1        |
| Total                             | 835      | 100      |

*Due to rounding, percentages may not sum to 100.*

*A filter question: all those who answered  $[\text{filter1}=1]$ .*

*Source: Q6 Booktime online survey*



**Table Q7A**

**Which of the following Booktime resources have you used?**

**The Booktime Website...**

| <b>The Booktime website</b>             | <b>N</b>    | <b>%</b>   |
|---|-------------|------------|
| Have used and found useful              | 366         | 27         |
| Have used, but did not find useful      | 12          | 1          |
| Have not used, but intend to use        | 532         | 39         |
| Have not used, and do not intend to use | 31          | 2          |
| Unaware of this resource                | 401         | 30         |
| No response                             | 14          | 1          |
| <b>Total</b>                            | <b>1356</b> | <b>100</b> |

*Due to rounding, percentages may not sum to 100.*

*A filter question: all those who answered [(Q1=1 OR Q1=2 OR Q1= 5)].*

*Source: Q7 Booktime online survey*

**Table Q7**

**Which of the following Booktime resources have you used? These are all available on the Booktime website...**

|  | <b>Have used<br/>and found<br/>useful<br/>%</b> | <b>Have<br/>used, but<br/>did not<br/>find useful<br/>%</b> | <b>Have not<br/>used, but<br/>intend to<br/>use<br/>%</b> | <b>Have not<br/>used, and<br/>do not<br/>intend to<br/>use<br/>%</b> | <b>Unaware<br/>of this<br/>resource<br/>%</b> | <b>No<br/>response<br/>%</b> | <b>Total<br/>%</b> |
|--|---|---|---|--|---|------------------------------|--------------------|
| PDF activity sheets                              | 46  | 1   | 29  | 14   | 6   | 4                            | 100                |
| PDF session ideas                                | 46  | 2   | 31  | 12   | 6   | 4                            | 100                |
| Interactive<br>storybook read by<br>Tamsin Greig | 46  | 2   | 35  | 2  | 13  | 3                            | 100                |
| 'Have some fun'<br>interactive games             | 48  | 3   | 34  | 3  | 11  | 1                            | 100                |
| <b>N = 378</b>                                   |   |   |   |  |   |                              |                    |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [(Q7A=1 OR Q7A=2)].*

*A total of 377 respondents gave at least one response to these questions.*

*Source: Q7 Booktime online survey*

**Table Q8A**

Please rate the Booktime resources according to the extent to which you agree with the following statements

The Booktime Website...

|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|--|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|  | %              | %     | %                          | %        | %                 | %           | %     |
| The Booktime website is easy to use                      | 41             | 53    | 5                          | 1        | 0                 | 0           | 100   |
| The design of the Booktime website is appealing          | 40             | 53    | 6                          | 0        | 0                 | 0           | 100   |
| The Booktime website is appropriate to use with children | 30             | 52    | 16                         | 1        | 0                 | 0           | 100   |
| The Booktime website enhanced Booktime                   | 38             | 44    | 17                         | 1        | 0                 | 0           | 100   |
| N = 378  |                |       |                            |          |                   |             |       |

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered [(Q7A=1 OR Q7A=2)].

A total of 378 respondents gave at least one response to these questions.

Source: Q8 Booktime online survey

**Table Q8B**

PDF Activity Sheets...

|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|--|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|  | %              | %     | %                          | %        | %                 | %           | %     |
| Children enjoyed the activities              | 44             | 54    | 2                          | 0        | 0                 | 1           | 100   |
| The activities were appropriate for children | 39             | 59    | 2                          | 0        | 0                 | 0           | 100   |

|   |    |    |    |   |   |   |     |
|---|----|----|----|---|---|---|-----|
| The activities were easy to use                   | 43 | 54 | 3  | 0 | 0 | 0 | 100 |
| The design was appealing (e.g. of the worksheets) | 32 | 56 | 12 | 0 | 0 | 0 | 100 |
| The activities enhanced Booktime                  | 44 | 50 | 6  | 0 | 0 | 0 | 100 |
| N = 179   |    |    |    |   |   |   |     |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [(Q7B=1 OR Q7B=2)].*

*A total of 179 respondents gave at least one response to these questions.*

*Source: Q8 Booktime online survey*

## Table Q8C

### PDF Session Ideas...

|   | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|---|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|   | %              | %     | %                          | %        | %                 | %           | %     |
| The session ideas helped me to plan lessons     | 34             | 51    | 12                         | 2        | 0                 | 1           | 100   |
| The session ideas were appropriate for children | 37             | 55    | 7                          | 0        | 0                 | 1           | 100   |
| The session ideas were easy to use              | 39             | 53    | 8                          | 0        | 0                 | 1           | 100   |
| The session ideas enhanced Booktime             | 42             | 46    | 11                         | 0        | 0                 | 1           | 100   |
| N = 179   |                |       |                            |          |                   |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [(Q7C=1 OR Q7C=2)].*

*A total of 178 respondents gave at least one response to these questions.*

*Source: Q8 Booktime online survey*

**Table Q8D****Interactive Storybook...**

|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|--|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|  | %              | %     | %                          | %        | %                 | %           | %     |
| Children enjoyed the interactive storybook             | 72             | 26    | 2                          | 0        | 0                 | 1           | 100   |
| The interactive storybook was appropriate for children | 70             | 27    | 2                          | 1        | 0                 | 1           | 100   |
| The interactive storybook was easy to use              | 66             | 31    | 3                          | 0        | 0                 | 1           | 100   |
| The interactive storybook enhanced Booktime            | 68             | 27    | 4                          | 1        | 0                 | 1           | 100   |
| N = 179  |                |       |                            |          |                   |             |       |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [(Q7D=1 OR Q7D=2)].*

*A total of 178 respondents gave at least one response to these questions.*

*Source: Q8 Booktime online survey*

**Table Q8E****'Have Some Fun' Games...**

|   | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree | No response | Total |
|---|----------------|-------|----------------------------|----------|-------------------|-------------|-------|
|   | %              | %     | %                          | %        | %                 | %           | %     |
| Children enjoyed the games              | 46             | 51    | 3                          | 0        | 0                 | 1           | 100   |
| The games were appropriate for children | 41             | 56    | 2                          | 0        | 0                 | 1           | 100   |
| The games were easy to use              | 41             | 55    | 4                          | 0        | 0                 | 1           | 100   |

|                             |    |    |   |   |   |   |     |
|-----------------------------|----|----|---|---|---|---|-----|
| The games enhanced Booktime | 42 | 49 | 8 | 0 | 0 | 1 | 100 |
| N = 193                     |    |    |   |   |   |   |     |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A filter question: all those who answered [(Q7E=1 OR Q7E=2)].*

*A total of 192 respondents gave at least one response to these questions.*

*Source: Q8 Booktime online survey*

**Table Q9**

| Why haven't you used the Booktime website?                        | N   | %   |
|---|-----|-----|
| I do not have time  | 405 | 72  |
| Security restrictions prevent us from accessing the site          | 25  | 4   |
| I do not have a good enough internet connection                   | 25  | 4   |
| I do not have the equipment to use online resources with my class | 11  | 2   |
| I do not like accessing resources online                          | 8   | 1   |
| I do not have access to a computer                                | 0   | 0   |
| No response   | 96  | 17  |
| Total =   | 563 | 100 |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [(Q7A=3 OR Q7A=4)].*

*A total of 467 respondents answered at least one item in this question.*

*Source: Q9 Booktime online survey*

**Table Q10A**

**Please indicate how frequently you do the following reading-related activities.**

| <b>'I do this activity regularly, as part of routine teaching practice'</b>      | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Teacher reading aloud to children  | 1225     | 100      |
| Oral comprehension activities (understanding of plot, characters, word meanings) | 1168     | 95       |
| Wider discussions about story themes   | 1155     | 94       |
| Communicating with parents/carers about reading                                  | 1098     | 89       |
| Follow-up activities in other subjects   | 1087     | 88       |
| Shared reading (as a whole class activity – children reading in unison/in turn)  | 1051     | 86       |

|   |      |     |
|---|------|-----|
| Guided reading sessions in small groups | 1026 | 83  |
| Reading activities with parents/carers  | 752  | 61  |
| No response                             | 4    | 0   |
| Total =                                 | 1229 | 100 |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered  $[(Q1=1 \text{ OR } Q1=5) \ \& \ Q2\_6=0]$ .*

*A total of 1225 respondents answered at least one item in this question.*

*Source: Q10 Booktime online survey*

**Table Q10B**

| <b>'I did this with the Booktime books'</b>                                      | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Teacher reading aloud to children  | 198      | 16       |
| Wider discussions about story themes   | 95       | 8        |
| Communicating with parents/carers about reading                                  | 99       | 8        |
| Follow-up activities in other subjects   | 104      | 8        |
| Oral comprehension activities (understanding of plot, characters, word meanings) | 84       | 7        |
| Shared reading (as a whole class activity – children reading in unison/in turn)  | 83       | 7        |
| Guided reading sessions in small groups  | 88       | 7        |
| Reading activities with parents/carers   | 50       | 4        |
| No response  | 913      | 74       |
| Total =  | 1229     | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered  $[(Q1=1 \text{ OR } Q1=5) \ \& \ Q2\_6=0]$ .*

*A total of 316 respondents answered at least one item in this question.*

*Source: Q10 Booktime online survey*

**Table Q10C**

| <b>'Booktime has encouraged me to do this activity more regularly'</b> | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Reading activities with parents/carers                                 | 214      | 17       |
| Communicating with parents/carers about reading                        | 87       | 7        |
| Follow-up activities in other subjects                                 | 68       | 6        |
| Guided reading sessions in small groups                                | 62       | 5        |

|  |      |     |
|--|------|-----|
| Shared reading (as a whole class activity – children reading in unison/in turn)  | 47   | 4   |
| Wider discussions about story themes   | 31   | 3   |
| Oral comprehension activities (understanding of plot, characters, word meanings) | 24   | 2   |
| Teacher reading aloud to children  | 3    | 0   |
| No response  | 931  | 76  |
| Total =  | 1229 | 100 |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2\_6=0)].*

*A total of 298 respondents answered at least one item in this question.*

*Source: Q10 Booktime online survey*

**Table Q10D**

| <b>I never do this activity, and do not feel encouraged by Booktime to do it</b> | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Reading activities with parents/carers   | 103      | 8        |
| Shared reading (as a whole class activity – children reading in unison/in turn)  | 80       | 7        |
| Guided reading sessions in small groups  | 80       | 7        |
| Wider discussions about story themes   | 4        | 0        |
| Oral comprehension activities (understanding of plot, characters, word meanings) | 3        | 0        |
| Teacher reading aloud to children  | 0        | 0        |
| Communicating with parents/carers about reading                                  | 5        | 0        |
| Follow-up activities in other subjects   | 21       | 2        |
| No response  | 1013     | 82       |
| Total =  | 1229     | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2\_6=0)].*

*A total of 216 respondents answered at least one item in this question.*

*Source: Q10 Booktime online survey*

**Table Q11**

| <b>In your view, in which area(s) has Booktime had an impact?</b> | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Increased children's enjoyment of reading                         | 861      | 66       |

|  |      |     |
|--|------|-----|
| Increased frequency of shared reading at home  | 649  | 50  |
| Supporting children and their families through the key transition point of starting primary school | 479  | 37  |
| Impact on children's development of literacy skills  | 506  | 39  |
| Impact on children's communication and language development  | 453  | 35  |
| Increased parents'/carers' confidence about reading with their child/ren                           | 416  | 32  |
| Increased communication between teachers and parents/carers around literacy                        | 404  | 31  |
| Impact on children's personal, social and emotional development                                    | 287  | 22  |
| Increased frequency of classroom activities around books and reading                               | 191  | 15  |
| Too early to say   | 179  | 14  |
| Increased school contact with local library/authority  | 146  | 11  |
| Other - please specify   | 50   | 4   |
| No response  | 26   | 2   |
| Total =  | 1298 | 100 |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [(Q2\_6=0)].*

*A total of 1272 respondents answered at least one item in this question.*

*Source: Q11 Booktime online survey*



**Table Q12A**

| <b>How would you rate the success of Booktime in your school?</b> | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Highly successful   | 397      | 31       |
| Successful  | 693      | 53       |
| Partially successful  | 195      | 15       |
| Unsuccessful  | 8        | 1        |
| No response   | 5        | 0        |
| Total   | 1298     | 100      |

*Due to rounding, percentages may not sum to 100.*

*A filter question: all those who answered [Q2\_6=0].*

*Source: Q12A Booktime online survey*

**Table Q14**

| <b>Please select any other primary school year group that you feel could benefit from a similar programme to encourage reading for pleasure</b> | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Year 1  | 1374     | 83       |
| Year 2  | 1045     | 63       |
| Year 3  | 701      | 42       |
| Year 6  | 654      | 39       |
| Year 4  | 609      | 37       |
| Year 5  | 591      | 36       |
| Don't know  | 47       | 3        |
| None of the above   | 11       | 1        |
| No response   | 15       | 1        |
| Total =   | 1656     | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A total of 1641 respondents answered at least one item in this question.*

*Source: Q14 Booktime online survey*

**Table Q15**

| <b>Which of the following does your school have?</b>  | <b>N</b> | <b>%</b> |
|---|----------|----------|
| School library  | 664      | 40       |
| Designated reading area/book corner in each classroom | 827      | 50       |

|  |      |     |
|--|------|-----|
| Designated reading area/book corner in several classrooms    | 154  | 9   |
| One designated reading area/book corner for the whole school | 6    | 0   |
| None of the above  | 1    | 0   |
| No response  | 4    | 0   |
| Total  | 1656 | 100 |

*Due to rounding, percentages may not sum to 100.*

*Source: Q15 Booktime online survey*

**Table Q16A**

**Thinking more widely about your school, which of the following strategies are used to support reading for pleasure in your school?**

|   | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Providing choice of reading materials for children  | 1568     | 95       |
| Reading aloud to the whole class  | 1557     | 94       |
| Allowing lesson time for children to read for pleasure  | 1451     | 88       |
| Engaging with parents/carers about the benefits of reading with their children at home                    | 1450     | 88       |
| Reading chapters from a longer book over several days   | 1381     | 83       |
| Encouraging children to take home books over the school holidays  | 1275     | 77       |
| Encouraging children to write book reviews  | 1249     | 75       |
| Teachers acting as role models by reading themselves, and discussing books with children                  | 1234     | 75       |
| Using book displays throughout the school   | 1210     | 73       |
| Listening to audio books as a whole class/in groups   | 1111     | 67       |
| Using technology to encourage reading for pleasure (for example, tablets, e-books, enhanced books online) | 957      | 58       |
| Partnerships/events with local public libraries   | 753      | 45       |
| Setting up book groups for children   | 516      | 31       |
| Other - please specify  | 99       | 6        |
| No response   | 3        | 0        |
| Total =   | 1656     | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A total of 1653 respondents answered at least one item in this question.*

*Source: Q16 Booktime online survey*

**Table Q16B,****Those with a school library only...**

**Thinking about your school library, which of the following strategies are used to support reading for pleasure?**

|  | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Fostering links with the school library                  | 385      | 58       |
| Inviting parents to become members of the school library | 105      | 16       |
| No response  | 222      | 33       |
| Total =  | 664      | 100      |

*More than one answer could be given so percentages may sum to more than 100.*

*A filter question: all those who answered [Q15=1].*

*A total of 442 respondents answered at least one item in this question.*

*Source: Q16 Booktime online survey (codes 14 and 15 only)*

**Table Q17**

**Is creating a whole-school reading culture established as a priority within your school's aims and policies?**

|             | <b>N</b> | <b>%</b> |
|-------------|----------|----------|
| Yes         | 1443     | 87       |
| No          | 75       | 5        |
| Don't know  | 126      | 8        |
| No response | 12       | 1        |
| Total       | 1656     | 100      |

*Due to rounding, percentages may not sum to 100.*

*Source: Q17 Booktime online survey*

**Table Q18**

**What have been the greatest challenges associated with supporting reading for pleasure in your school?**

|   | <b>N</b> | <b>%</b> |
|---|----------|----------|
| Difficulty engaging with parents/carers | 712      | 43       |
| Lack of resources                       | 473      | 29       |
| I have not experienced any challenges   | 462      | 28       |
| Lack of time                            | 403      | 24       |
| Difficulty engaging with children       | 74       | 4        |

|  |      |     |
|--|------|-----|
| Supporting reading for pleasure has not been a focus in our school | 51   | 3   |
| Difficulty engaging other members of staff                         | 37   | 2   |
| Lack of support from senior management                             | 6    | 0   |
| No response  | 16   | 1   |
| Total =  | 1656 | 100 |

*More than one answer could be given so percentages may sum to more than 100.*

*A total of 1640 respondents answered at least one item in this question.*

*Source: Q18 Booktime online survey*

**Table Q19**

| Overall, how would you rate your school's success in supporting reading for pleasure? | N    | %   |
|---|------|-----|
| Highly successful   | 340  | 21  |
| Successful  | 921  | 58  |
| Partially successful  | 323  | 20  |
| Unsuccessful  | 1    | 0   |
| No response   | 4    | 0   |
| Total   | 1589 | 100 |

*Due to rounding, percentages may not sum to 100.*

*A filter question: all those who answered [Q18\_8<>1].*

*Source: Q19 Booktime online survey*

**Table Q20**

**In your school, how important is it to communicate the following to parents/carers?**

|   | Very important | Important | Neither important nor unimportant | Unimportant | Very unimportant | No response | Total |
|---|----------------|-----------|-----------------------------------|-------------|------------------|-------------|-------|
|   | %              | %         | %                                 | %           | %                | %           | %     |
| The value of reading for pleasure at home | 85             | 13        | 1                                 | 0           | 0                | 0           | 100   |

|   |    |    |    |   |   |   |     |
|---|----|----|----|---|---|---|-----|
| Information about new books, authors and illustrators that may be of interest to their child/children | 27 | 51 | 19 | 1 | 0 | 1 | 100 |
| Advice about developing their child/children's interest in reading                                    | 79 | 19 | 1  | 0 | 0 | 1 | 100 |
| Advice about how to support their child/children's reading skills                                     | 87 | 12 | 0  | 0 | 0 | 0 | 100 |
| Tips about being a good reader themselves   | 34 | 39 | 23 | 2 | 0 | 2 | 100 |
| N = 1656  |    |    |    |   |   |   |     |

*A series of single response questions.*

*Due to rounding percentages may not sum to 100.*

*A total of 1655 respondents gave at least one response to these questions.*

*Source: Q20 Booktime online survey*

**Table Q21**

| <b>What barriers, if any, prevent you from dedicating time to books and reading for pleasure in the classroom?</b> | <b>N</b> | <b>%</b> |
|--|----------|----------|
| Other curriculum requirements take up more time  | 597      | 44       |
| I haven't encountered any barriers   | 509      | 38       |
| A lack of time generally   | 494      | 36       |
| We do not have enough funds allocated to this area   | 114      | 8        |
| Children do not associate books and reading with pleasure  | 75       | 6        |
| We do not have access to resources to support this   | 51       | 4        |
| Reading for pleasure is not a priority in my school  | 20       | 1        |
| No response  | 14       | 1        |
| Total =  | 1356     | 100      |

More than one answer could be given so percentages may sum to more than 100.

A filter question: all those who answered [(Q1=1 OR Q1=2 OR Q1= 5)].

A total of 1342 respondents answered at least one item in this question.

Source: Q21 Booktime online survey

## Table Q22

**Have you used the following digital resources for literacy-related activities in the classroom?**

|                           | Have used<br>and found<br>useful | Have<br>used, but<br>did not<br>find useful | Have not<br>used, but<br>intend to | Have not<br>used, and<br>don't<br>intend to | Unaware<br>of this<br>digital<br>resource | No<br>response | Total |
|---------------------------|----------------------------------|---|------------------------------------|---|---|----------------|-------|
|                           | %                                | %   | %                                  | %   | %   | %              | %     |
| Online video clips        | 84                               | 1   | 8                                  | 1   | 3   | 3              | 100   |
| Online audio clips        | 52                               | 1   | 24                                 | 4   | 7   | 12             | 100   |
| Interactive<br>storybooks | 88                               | 1   | 5                                  | 0   | 2   | 2              | 100   |
| Digital games             | 70                               | 2   | 11                                 | 3   | 5   | 9              | 100   |
| DVDs                      | 84                               | 1   | 6                                  | 2   | 2   | 5              | 100   |
| N = 1356                  |                                  |   |                                    |   |   |                |       |

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered [(Q1=1 OR Q1=2 OR Q1= 5)].

A total of 1350 respondents gave at least one response to these questions.

Source: Q22 Booktime online survey

## Appendix Four: Details on cross-tabulations

Please note, throughout this Appendix:

0 = indicates respondents not selecting that option

1 = indicates respondents selecting that option

### Free school meals

FSM and impacts (Q11)

**Table 1. FSM and increased frequency of shared reading at home (Q11\_4)**

#### Descriptives

% pupils eligible for free school meals (2010/11)

|       | N    | Mean  | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|-------|------|-------|----------------|------------|----------------------------------|-------------|---------|---------|
|       |      |       |                |            | Lower Bound                      | Upper Bound |         |         |
| 0     | 618  | 14.50 | 12.781         | .514       | 13.49                            | 15.51       | 0       | 68      |
| 1     | 647  | 17.13 | 13.295         | .523       | 16.10                            | 18.16       | 0       | 66      |
| Total | 1265 | 15.84 | 13.107         | .369       | 15.12                            | 16.57       | 0       | 68      |

#### ANOVA

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 2189.560       | 1    | 2189.560    | 12.864 | .000 |
| Within Groups  | 214965.633     | 1263 | 170.202     |        |      |
| Total          | 217155.193     | 1264 |             |        |      |

FSM and strategies to support reading for pleasure (Q16A)

**Table 2. FSM and reading chapters from a longer book over several days (Q16A\_3)**

#### Descriptives

% pupils eligible for free school meals (2010/11)

|       | N    | Mean  | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum |
|-------|------|-------|----------------|------------|----------------------------------|-------------|---------|---------|
|       |      |       |                |            | Lower Bound                      | Upper Bound |         |         |
| 0     | 271  | 18.29 | 14.316         | .870       | 16.58                            | 20.00       | 0       | 66      |
| 1     | 1372 | 15.29 | 12.670         | .342       | 14.62                            | 15.96       | 0       | 68      |
| Total | 1643 | 15.78 | 12.999         | .321       | 15.16                            | 16.41       | 0       | 68      |

#### ANOVA

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 2036.829       | 1    | 2036.829    | 12.135 | .001 |
| Within Groups  | 275429.432     | 1641 | 167.842     |        |      |
| Total          | 277466.261     | 1642 |             |        |      |

**Table 3. FSM and engaging with parents/carers about the benefits of reading with their children (Q16A\_6)**

**Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean |      |       |                |            |             |             |         |         |
|----------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                  | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0                                | 201  | 18.80 | 14.867         | 1.049      | 16.73       | 20.86       | 0       | 60      |
| 1                                | 1442 | 15.36 | 12.666         | .334       | 14.71       | 16.02       | 0       | 68      |
| Total                            | 1643 | 15.78 | 12.999         | .321       | 15.16       | 16.41       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 2077.814       | 1    | 2077.814    | 12.381 | .000 |
| Within Groups  | 275388.447     | 1641 | 167.817     |        |      |
| Total          | 277466.261     | 1642 |             |        |      |

**Table 4. FSM and encouraging children to write book reviews (Q16A\_8)**

**Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean |      |       |                |            |             |             |         |         |
|----------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                  | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0                                | 402  | 17.48 | 13.402         | .668       | 16.17       | 18.79       | 0       | 68      |
| 1                                | 1241 | 15.24 | 12.824         | .364       | 14.52       | 15.95       | 0       | 63      |
| Total                            | 1643 | 15.78 | 12.999         | .321       | 15.16       | 16.41       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F     | Sig. |
|----------------|----------------|------|-------------|-------|------|
| Between Groups | 1529.414       | 1    | 1529.414    | 9.095 | .003 |
| Within Groups  | 275936.847     | 1641 | 168.152     |       |      |
| Total          | 277466.261     | 1642 |             |       |      |

FSM and challenges to supporting reading for pleasure

**Table 5. FSM and difficulty engaging with parents/carers (Q18\_4)**

**Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean |      |       |                |            |             |             |         |         |
|----------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                  | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0                                | 926  | 11.95 | 10.786         | .354       | 11.26       | 12.65       | 0       | 60      |
| 1                                | 705  | 20.94 | 13.910         | .524       | 19.91       | 21.97       | 0       | 68      |
| Total                            | 1631 | 15.84 | 13.016         | .322       | 15.21       | 16.47       | 0       | 68      |



## ANOVA

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F       | Sig. |
|----------------|----------------|------|-------------|---------|------|
| Between Groups | 32332.890      | 1    | 32332.890   | 216.020 | .000 |
| Within Groups  | 243821.132     | 1629 | 149.675     |         |      |
| Total          | 276154.022     | 1630 |             |         |      |

**Table 6. FSM and difficulty engaging with children (Q18\_5)**

## Descriptives

% pupils eligible for free school meals (2010/11)

|       |      | 95% Confidence Interval for Mean |                |            |             |             |         |         |
|-------|------|----------------------------------|----------------|------------|-------------|-------------|---------|---------|
|       | N    | Mean                             | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0     | 1557 | 15.57                            | 12.846         | .326       | 14.93       | 16.21       | 0       | 66      |
| 1     | 74   | 21.54                            | 15.201         | 1.767      | 18.01       | 25.06       | 0       | 68      |
| Total | 1631 | 15.84                            | 13.016         | .322       | 15.21       | 16.47       | 0       | 68      |

## ANOVA

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 2516.745       | 1    | 2516.745    | 14.983 | .000 |
| Within Groups  | 273637.277     | 1629 | 167.979     |        |      |
| Total          | 276154.022     | 1630 |             |        |      |

**Table 7. FSM and lack of time (Q18\_6)**

## Descriptives

% pupils eligible for free school meals (2010/11)

|       |      | 95% Confidence Interval for Mean |                |            |             |             |         |         |
|-------|------|----------------------------------|----------------|------------|-------------|-------------|---------|---------|
|       | N    | Mean                             | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0     | 1229 | 16.37                            | 13.212         | .377       | 15.63       | 17.11       | 0       | 68      |
| 1     | 402  | 14.20                            | 12.269         | .612       | 13.00       | 15.41       | 0       | 59      |
| Total | 1631 | 15.84                            | 13.016         | .322       | 15.21       | 16.47       | 0       | 68      |

## ANOVA

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F     | Sig. |
|----------------|----------------|------|-------------|-------|------|
| Between Groups | 1428.787       | 1    | 1428.787    | 8.472 | .004 |
| Within Groups  | 274725.235     | 1629 | 168.647     |       |      |
| Total          | 276154.022     | 1630 |             |       |      |

**Table 8. FSM and ‘I have not experienced any challenges’ (Q18\_7)****Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean |      |       |                |            |             |             |         |         |
|----------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                  | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0                                | 1169 | 17.60 | 13.413         | .392       | 16.83       | 18.37       | 0       | 68      |
| 1                                | 462  | 11.39 | 10.748         | .500       | 10.41       | 12.37       | 0       | 60      |
| Total                            | 1631 | 15.84 | 13.016         | .322       | 15.21       | 16.47       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 12769.259      | 1    | 12769.259   | 78.976 | .000 |
| Within Groups  | 263384.762     | 1629 | 161.685     |        |      |
| Total          | 276154.022     | 1630 |             |        |      |

FSM and school's success at supporting reading for pleasure (Q19)

**Table 9. FSM and school's success at supporting reading for pleasure (Q19)****Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean     |      |       |                |            |             |             |         |         |
|--------------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                      | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| Partially successful or unsuccessful | 322  | 19.95 | 13.561         | .756       | 18.46       | 21.43       | 0       | 63      |
| Highly successful or successful      | 1266 | 14.94 | 12.746         | .358       | 14.23       | 15.64       | 0       | 68      |
| Total                                | 1588 | 15.95 | 13.068         | .328       | 15.31       | 16.60       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 6448.461       | 1    | 6448.461    | 38.659 | .000 |
| Within Groups  | 264547.823     | 1586 | 166.802     |        |      |
| Total          | 270996.285     | 1587 |             |        |      |

FSM and barriers to dedicating time to books and reading for pleasure in the classroom

**Table 10. FSM and ‘a lack of time generally’ (Q21\_4)****Descriptives**

% pupils eligible for free school meals (2010/11)

| 95% Confidence Interval for Mean |      |       |                |            |             |             |         |         |
|----------------------------------|------|-------|----------------|------------|-------------|-------------|---------|---------|
|                                  | N    | Mean  | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0                                | 843  | 16.71 | 13.403         | .462       | 15.80       | 17.62       | 0       | 68      |
| 1                                | 493  | 14.35 | 12.365         | .557       | 13.26       | 15.44       | 0       | 60      |
| Total                            | 1336 | 15.84 | 13.074         | .358       | 15.14       | 16.54       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 1732.447       | 1    | 1732.447    | 10.205 | .001 |
| Within Groups  | 226467.165     | 1334 | 169.765     |        |      |
| Total          | 228199.612     | 1335 |             |        |      |

**Table 11. FSM and 'children do not associate books and reading for pleasure' (Q21\_3)****Descriptives**

% pupils eligible for free school meals (2010/11)

|       |      | 95% Confidence Interval for Mean |                |            |             |             |         |         |
|-------|------|----------------------------------|----------------|------------|-------------|-------------|---------|---------|
|       | N    | Mean                             | Std. Deviation | Std. Error | Lower Bound | Upper Bound | Minimum | Maximum |
| 0     | 1262 | 15.52                            | 13.037         | .367       | 14.80       | 16.24       | 0       | 68      |
| 1     | 74   | 21.25                            | 12.601         | 1.465      | 18.33       | 24.17       | 2       | 51      |
| Total | 1336 | 15.84                            | 13.074         | .358       | 15.14       | 16.54       | 0       | 68      |

**ANOVA**

% pupils eligible for free school meals (2010/11)

|                | Sum of Squares | df   | Mean Square | F      | Sig. |
|----------------|----------------|------|-------------|--------|------|
| Between Groups | 2292.733       | 1    | 2292.733    | 13.539 | .000 |
| Within Groups  | 225906.879     | 1334 | 169.345     |        |      |
| Total          | 228199.612     | 1335 |             |        |      |

## School library

Having a school library and success at supporting reading for pleasure

**Table 12. Having a school library and success at supporting reading for pleasure (Q15\_1 and Q19)**

### Case Processing Summary

|   | Valid |         | Missing |         | Cases Total |         |
|---|-------|---------|---------|---------|-------------|---------|
|   | N     | Percent | N       | Percent | N           | Percent |
| Does your school have a school library? * Overall, how would you rate your school success in supporting reading for pleasure? | 1594  | 96.3%   | 62      | 3.7%    | 1656        | 100.0%  |

### Does your school have a school library? \* Overall, how would you rate your school success in supporting reading for pleasure? Crosstabulation

|   |     | Overall, how would you rate your school success in supporting reading for pleasure?          |                                 | Total  |
|---|-----|--|---------------------------------|--------|
|   |     | Partially successful or unsuccessful   | Highly successful or successful |        |
| Does your school have a school library? | No  | Count  | 196                             | 761    |
|   |     | % within Overall, how would you rate your school success in supporting reading for pleasure? | 60.3%                           | 60.0%  |
|   | Yes | Count  | 129                             | 508    |
|   |     | % within Overall, how would you rate your school success in supporting reading for pleasure? | 39.7%                           | 40.0%  |
| Total                                   |     | Count  | 325                             | 1269   |
|   |     | % within Overall, how would you rate your school success in supporting reading for pleasure? | 100.0%                          | 100.0% |

### Symmetric Measures

|                      |       | Value | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .002  | .018                           | .111                   | .911         |
| N of Valid Cases     |       | 1594  |                                |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Having a school library and challenges associated with supporting reading for pleasure

**Table 13. School library and 'lack of resources' (Q15\_1 and Q18\_1)**

| Case Processing Summary   |       |                            |                                |                        |              |                |
|---|-------|----------------------------|--------------------------------|------------------------|--------------|----------------|
|   |       | Valid                      |                                | Missing                |              | Cases<br>Total |
|   |       | N                          | Percent                        | N                      | Percent      | N<br>Percent   |
| Does your school have a school library? * Lack of resources                 |       | 1636                       | 98.8%                          | 20                     | 1.2%         | 1656<br>100.0% |
| Does your school have a school library? * Lack of resources Crosstabulation |       |                            |                                |                        |              |                |
|   |       | Lack of resources          |                                |                        |              |                |
|   |       | 0                          |                                |                        | 1            | Total          |
| Does your school have a school library?                                     | No    | Count                      | 668                            |                        | 310          | 978            |
|   |       | % within Lack of resources | 57.3%                          |                        | 65.8%        | 59.8%          |
|   | Yes   | Count                      | 497                            |                        | 161          | 658            |
|   |       | % within Lack of resources | 42.7%                          |                        | 34.2%        | 40.2%          |
| Total   |       | Count                      | 1165                           |                        | 471          | 1636           |
|   |       | % within Lack of resources | 100.0%                         |                        | 100.0%       | 100.0%         |
| Symmetric Measures  |       |                            |                                |                        |              |                |
|   |       | Value                      | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |                |
| Measure of Agreement  | Kappa | -.076                      | .023                           | -3.167                 | .002         |                |
| N of Valid Cases  |       | 1636                       |                                |                        |              |                |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

How the books were gifted and impact

**Table 14. Books given out after sharing and increased children's enjoyment of reading (Q2\_1 and Q11\_1)**

| Case Processing Summary   |  |  |         |   |         |             |
|---|--|--|---------|---|---------|-------------|
|   |  | Valid  |         | Missing                                   |         | Cases Total |
|   |  | N  | Percent | N   | Percent | N Percent   |
| Given out to children in class after sharing one or both of the books * Increased children's enjoyment of reading                 |  | 1272   | 98.0%   | 26  | 2.0%    | 1298 100.0% |
| Given out to children in class after sharing one or both of the books * Increased children's enjoyment of reading Crosstabulation |  |  |         |   |         |             |
|   |  |  |         | Increased children's enjoyment of reading |         |             |
|   |  |  |         | 0   | 1       | Total       |
| Given out to children in class after sharing one or both of the books   | 0  | Count  |         | 140                                       | 204     | 344         |
|   |  | % within Increased children's enjoyment of reading |         | 34.1%                                     | 23.7%   | 27.0%       |
|   | 1  | Count  |         | 271                                       | 657     | 928         |
|   |  | % within Increased children's enjoyment of reading |         | 65.9%                                     | 76.3%   | 73.0%       |
| Total   | Count  |  | 411     |   | 861     | 1272        |
|   | % within Increased children's enjoyment of reading |  | 100.0%  |   | 100.0%  | 100.0%      |

### Symmetric Measures

|                      |       | Value | Asymp. Std.<br>Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|-----------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .108  | .029                              | 3.894                  | .000         |
| N of Valid Cases     |       | 1272  |                                   |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 15. Books given out after sharing and impact on communication and language development (Q2\_1 and Q11\_6)**

### Case Processing Summary

|   | N    | Valid<br>Percent | N  | Missing<br>Percent | N    | Cases<br>Total<br>Percent |
|---|------|------------------|----|--------------------|------|---------------------------|
| Given out to children in class after sharing one or both of the books * Impact on children's communication and language development | 1272 | 98.0%            | 26 | 2.0%               | 1298 | 100.0%                    |

### Given out to children in class after sharing one or both of the books \* Impact on children's communication and language development Crosstabulation

|   |   |  | Impact on children's communication and language development |        |        |
|---|---|--|---|--------|--------|
|   |   |  | 0   | 1      | Total  |
| Given out to children in class after sharing one or both of the books | 0 | Count  | 245   | 99     | 344    |
|   |   | % within Impact on children's communication and language development | 29.9%   | 21.9%  | 27.0%  |
|   | 1 | Count  | 574   | 354    | 928    |
|   |   | % within Impact on children's communication and language development | 70.1%   | 78.1%  | 73.0%  |
| Total   |   | Count  | 819   | 453    | 1272   |
|   |   | % within Impact on children's communication and language development | 100.0%  | 100.0% | 100.0% |

### Symmetric Measures

|                      |       | Value | Asymp. Std.<br>Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|-----------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .065  | .021                              | 3.099                  | .002         |
| N of Valid Cases     |       | 1272  |                                   |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 16. Books given out after sharing and impact on social and emotional development (Q2\_1 and Q11\_7)**

| Case Processing Summary  |       |  |                                |   |              |         |
|--|-------|--|--------------------------------|---|--------------|---------|
|  | Valid |  | Missing                        |   | Cases Total  |         |
|  | N     | Percent  | N                              | Percent   | N            | Percent |
| Given out to children in class after sharing one or both of the books * Impact on children's personal, social and emotional development                        | 1272  | 98.0%  | 26                             | 2.0%  | 1298         | 100.0%  |
| <b>Given out to children in class after sharing one or both of the books * Impact on children's personal, social and emotional development Crosstabulation</b> |       |  |                                |   |              |         |
|  |       |  |                                | Impact on children's personal, social and emotional development |              |         |
|  |       |  |                                | 0   | 1            | Total   |
| Given out to children in class after sharing one or both of the books  | 0     | Count  | 289                            | 55  | 344          |         |
|  |       | % within Impact on children's personal, social and emotional development | 29.3%                          | 19.2%   | 27.0%        |         |
|  | 1     | Count  | 696                            | 232   | 928          |         |
|  |       | % within Impact on children's personal, social and emotional development | 70.7%                          | 80.8%   | 73.0%        |         |
| Total  |       | Count  | 985                            | 287   | 1272         |         |
|  |       | % within Impact on children's personal, social and emotional development | 100.0%                         | 100.0%  | 100.0%       |         |
| <b>Symmetric Measures</b>  |       |  |                                |   |              |         |
|  |       | Value  | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup>  | Approx. Sig. |         |
| Measure of Agreement   | Kappa | .057   | .016                           | 3.415   | .001         |         |
| N of Valid Cases   |       | 1272   |                                |   |              |         |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 17. Books given out after sharing and impact on development of literacy skills (Q2\_1 and Q11\_8)**

| Case Processing Summary   |       |         |         |         |             |         |
|---|-------|---------|---------|---------|-------------|---------|
|   | Valid |         | Missing |         | Cases Total |         |
|   | N     | Percent | N       | Percent | N           | Percent |
| Given out to children in class after sharing one or both of the books * Impact on children's development of literacy skills | 1272  | 98.0%   | 26      | 2.0%    | 1298        | 100.0%  |

**Given out to children in class after sharing one or both of the books \* Impact on children's development of literacy skills Crosstabulation**

|   |   | Impact on children's development of literacy skills          |        | Total  |
|---|---|--|--------|--------|
|   |   | 0  | 1      |        |
| Given out to children in class after sharing one or both of the books | 0 | Count  | 231    | 113    |
|   |   | % within Impact on children's development of literacy skills | 30.2%  | 22.3%  |
|   | 1 | Count  | 535    | 393    |
|   |   | % within Impact on children's development of literacy skills | 69.8%  | 77.7%  |
| Total   |   | Count  | 766    | 506    |
|   |   | % within Impact on children's development of literacy skills | 100.0% | 100.0% |

**Symmetric Measures**

|                      |       | Value | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .069  | .022                           | 3.075                  | .002         |
| N of Valid Cases     |       | 1272  |                                |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 18. Books given out after sharing and supporting children and families through the key transition point of starting primary school (Q2\_1 and Q11\_9)**

**Case Processing Summary**

|  | Valid |         | Missing |         | Cases Total |         |
|--|-------|---------|---------|---------|-------------|---------|
|  | N     | Percent | N       | Percent | N           | Percent |
| Given out to children in class after sharing one or both of the books * Supporting children and their families through the key transition point of starting primary school | 1272  | 98.0%   | 26      | 2.0%    | 1298        | 100.0%  |

**Given out to children in class after sharing one or both of the books \* Supporting children and their families through the key transition point of starting primary school Crosstabulation**

|   |   | Supporting children and their families through the key transition point of starting primary school          |        | Total  |
|---|---|---|--------|--------|
|   |   | 0   | 1      |        |
| Given out to children in class after sharing one or both of the books | 0 | Count   | 236    | 108    |
|   |   | % within Supporting children and their families through the key transition point of starting primary school | 29.8%  | 22.5%  |
|   | 1 | Count   | 557    | 371    |
|   |   | % within Supporting children and their families through the key transition point of starting primary school | 70.2%  | 77.5%  |
| Total   |   | Count   | 793    | 479    |
|   |   | % within Supporting children and their families through the key transition point of starting primary school | 100.0% | 100.0% |



### Symmetric Measures

|                      |       | Value | Asymp. Std.<br>Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|-----------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .061  | .021                              | 2.806                  | .005         |
| N of Valid Cases     |       | 1272  |                                   |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

## Books given out after sharing and success of Booktime (Q12)

**Table 19. Books given out after sharing and success of Booktime (Q2\_1 and Q12)**

### Case Processing Summary

|  | Valid |         | Missing |         | Cases Total |         |
|--|-------|---------|---------|---------|-------------|---------|
|  | N     | Percent | N       | Percent | N           | Percent |
| Given out to children in class after sharing one or both of the books * How would you rate the success of Booktime in your school? | 1293  | 99.6%   | 5       | .4%     | 1298        | 100.0%  |

### Given out to children in class after sharing one or both of the books \* How would you rate the success of Booktime in your school? Crosstabulation

|   |   | How would you rate the success of Booktime in your school?          |                                 | Total  |
|---|---|---|---------------------------------|--------|
|   |   | Partially successful or unsuccessful                                | Highly successful or successful |        |
| Given out to children in class after sharing one or both of the books | 0 | Count   | 93                              | 258    |
|   |   | % within How would you rate the success of Booktime in your school? | 45.8%                           | 23.7%  |
|   | 1 | Count   | 110                             | 832    |
|   |   | % within How would you rate the success of Booktime in your school? | 54.2%                           | 76.3%  |
| Total   |   | Count   | 203                             | 1090   |
|   |   | % within How would you rate the success of Booktime in your school? | 100.0%                          | 100.0% |

### Symmetric Measures

|                      |       | Value | Asymp. Std.<br>Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|-----------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | .171  | .029                              | 6.514                  | .000         |
| N of Valid Cases     |       | 1293  |                                   |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

## Awareness raising strategies and impact

**Table 20. 'None of the above' and increased frequency of shared reading at home (Q3\_10 and Q11\_4)**

### Case Processing Summary

|   | Valid |         | Missing |         | Cases Total |         |
|---|-------|---------|---------|---------|-------------|---------|
|   | N     | Percent | N       | Percent | N           | Percent |
| None of the above * Increased frequency of shared reading at home | 1269  | 97.8%   | 29      | 2.2%    | 1298        | 100.0%  |

### None of the above \* Increased frequency of shared reading at home Crosstabulation

|                   |   | Increased frequency of shared reading at home          |        |        |
|-------------------|---|--|--------|--------|
|                   |   | 0  | 1      | Total  |
| None of the above | 0 | Count  | 471    | 560    |
|                   |   | % within Increased frequency of shared reading at home | 75.7%  | 86.6%  |
|                   | 1 | Count  | 151    | 87     |
|                   |   | % within Increased frequency of shared reading at home | 24.3%  | 13.4%  |
| Total             |   | Count  | 622    | 647    |
|                   |   | % within Increased frequency of shared reading at home | 100.0% | 100.0% |

### Symmetric Measures

|                      |       | Value | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | -.107 | .022                           | -4.941                 | .000         |
| N of Valid Cases     |       | 1269  |                                |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 21. None of the above and supporting children and families through the key transition point of starting primary school (Q3\_10 and Q11\_9)**

### Case Processing Summary

|  | Valid |         | Missing |         | Cases Total |         |
|--|-------|---------|---------|---------|-------------|---------|
|  | N     | Percent | N       | Percent | N           | Percent |
| None of the above * Supporting children and their families through the key transition point of starting primary school | 1269  | 97.8%   | 29      | 2.2%    | 1298        | 100.0%  |

**None of the above \* Supporting children and their families through the key transition point of starting primary school Crosstabulation**

|                   |       | Supporting children and their families through the key transition point of starting primary school          |        |        |        |
|-------------------|-------|---|--------|--------|--------|
|                   |       | 0   | 1      | Total  |        |
| None of the above | 0     | Count   | 623    | 408    | 1031   |
|                   |       | % within Supporting children and their families through the key transition point of starting primary school | 78.7%  | 85.5%  | 81.2%  |
|                   | 1     | Count   | 169    | 69     | 238    |
|                   |       | % within Supporting children and their families through the key transition point of starting primary school | 21.3%  | 14.5%  | 18.8%  |
|                   | Total | Count   | 792    | 477    | 1269   |
|                   |       | % within Supporting children and their families through the key transition point of starting primary school | 100.0% | 100.0% | 100.0% |

**Symmetric Measures**

|                      |       | Value | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | -.076 | .024                           | -3.038                 | .002         |
| N of Valid Cases     |       | 1269  |                                |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

**Table 22. None of the above and increasing parent'/carers' confidence about reading with their children (Q3\_10 and Q11\_10)**

**Case Processing Summary**

|  | Valid |         | Missing |         | Cases Total |         |
|--|-------|---------|---------|---------|-------------|---------|
|  | N     | Percent | N       | Percent | N           | Percent |
| None of the above * Increased parents'/carers' confidence about reading with their child/ren | 1269  | 97.8%   | 29      | 2.2%    | 1298        | 100.0%  |

**None of the above \* Increased parents'/carers' confidence about reading with their child/ren Crosstabulation**

|                   |       | Increased parents'/carers' confidence about reading with their child/ren          |        |        |        |
|-------------------|-------|---|--------|--------|--------|
|                   |       | 0   | 1      | Total  |        |
| None of the above | 0     | Count   | 664    | 367    | 1031   |
|                   |       | % within Increased parents'/carers' confidence about reading with their child/ren | 77.8%  | 88.4%  | 81.2%  |
|                   | 1     | Count   | 190    | 48     | 238    |
|                   |       | % within Increased parents'/carers' confidence about reading with their child/ren | 22.2%  | 11.6%  | 18.8%  |
|                   | Total | Count   | 854    | 415    | 1269   |
|                   |       | % within Increased parents'/carers' confidence about reading with their child/ren | 100.0% | 100.0% | 100.0% |

**Symmetric Measures**

|                      |       | Value | Asymp. Std. Error <sup>a</sup> | Approx. T <sup>b</sup> | Approx. Sig. |
|----------------------|-------|-------|--------------------------------|------------------------|--------------|
| Measure of Agreement | Kappa | -.120 | .024                           | -4.573                 | .000         |
| N of Valid Cases     |       | 1269  |                                |                        |              |

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

## Appendix Five: Contextual details on sample

Free School Meals (FSM) proportions:

### Descriptive Statistics

|   | N    | Minimum | Maximum | Mean  | Std. Deviation |
|---|------|---------|---------|-------|----------------|
| % pupils eligible for free school meals (2010/11) | 1646 | 0       | 68      | 15.80 | 13.008         |
| Valid N (listwise)                                | 1646 |         |         |       |                |

Number of Reception pupils:

### Descriptive Statistics

|  | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--|------|---------|---------|--------|----------------|
| No. of pupils whose 5th birthday is this academic year | 1656 | 3.0     | 170.0   | 39.232 | 22.8719        |
| Valid N (listwise)                                     | 1656 |         |         |        |                |

Total number of pupils:

### Descriptive Statistics

|  | N    | Minimum | Maximum | Mean   | Std. Deviation |
|--|------|---------|---------|--------|----------------|
| headcount of total No. of pupils (rounded) | 1656 | 20      | 1390    | 251.25 | 140.825        |
| Valid N (listwise)                         | 1656 |         |         |        |                |

Region:

### Government Office Region

|                        | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| North East             | 81        | 4.9     | 4.9           | 4.9                |
| North West/Merseyside  | 218       | 13.2    | 13.2          | 18.1               |
| Yorkshire & The Humber | 161       | 9.7     | 9.7           | 27.8               |
| Valid East Midlands    | 168       | 10.1    | 10.1          | 37.9               |
| West Midlands          | 153       | 9.2     | 9.2           | 47.2               |
| Eastern                | 251       | 15.2    | 15.2          | 62.3               |
| London                 | 162       | 9.8     | 9.8           | 72.1               |

|            |      |       |       |       |
|------------|------|-------|-------|-------|
| South East | 268  | 16.2  | 16.2  | 88.3  |
| South West | 194  | 11.7  | 11.7  | 100.0 |
| Total      | 1656 | 100.0 | 100.0 |       |

Sex of pupils:

#### schsex

|         |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid   | Mixed  | 1646      | 99.4    | 100.0         | 100.0              |
| Missing | System | 10        | .6      |               |                    |
| Total   |        | 1656      | 100.0   |               |                    |

Religion:

#### denom

|         |                             | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------------------|-----------|---------|---------------|--------------------|
|         | Church of England           | 430       | 26.0    | 71.1          | 71.1               |
|         | Roman Catholic              | 159       | 9.6     | 26.3          | 97.4               |
|         | Methodist                   | 5         | .3      | .8            | 98.2               |
|         | Jewish                      | 4         | .2      | .7            | 98.8               |
|         | Church of England/Methodist | 2         | .1      | .3            | 99.2               |
| Valid   | Methodist/Church of England | 2         | .1      | .3            | 99.5               |
|         | Christian                   | 1         | .1      | .2            | 99.7               |
|         | Sikh                        | 1         | .1      | .2            | 99.8               |
|         | Inter- / non-denominational | 1         | .1      | .2            | 100.0              |
|         | Total                       | 605       | 36.5    | 100.0         |                    |
|         | Does Not Apply              | 991       | 59.8    |               |                    |
| Missing | None                        | 50        | 3.0     |               |                    |
|         | System                      | 10        | .6      |               |                    |
|         | Total                       | 1051      | 63.5    |               |                    |
| Total   |                             | 1656      | 100.0   |               |                    |