product perceptions

Summer Reading Challenge 2006
Impact Research Report

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Introduction

The annual Summer Reading Challenge™ (SRC) is the country's biggest reading promotion in libraries. Now run by 95% of UK libraries, it provides children with a personal reading challenge, designed to keep them reading during the long break from school. The format is simple: children are given incentives to encourage them to visit their library throughout the summer and to read up to six books of their choice.

The Reading Mission, conducted in the summer of 2006, was the eighth annual SRC.

Aim of the Research

Research was conducted with the main aim to:

➢ Demonstrate the impact of The Summer Reading Challenge on children's reading, using the Generic Learning Outcomes from the Inspiring Learning for All framework as a tool and the Primary National Literacy Strategy as the framework of reference.

A key aim was to create advocacy evidence with messages that would be important for schools.

The research will also be used to feed into a review of the Summer Reading Challenge materials.

The agreed objectives were to:

➢ Collect evidence on the impact of the SRC on children, expressed in outcomes under the five GLO headings: knowledge, skills, attitude, enjoyment and behaviour

➢ Identify areas where libraries have a complementary role to schools in supporting reading for pleasure with reference to relevant key areas of the National Curriculum English and Primary Framework for Literacy, so that the outcomes are clearly defined for the education sector.

➢ Collect evidence from schools about how they promote and support the Summer Reading Challenge in school, and its perceived benefits to children.

Research Methodology

Data was collected from children and from key literacy staff in schools. All respondents were interviewed in person at their school before and after the summer break. Children in Year 6 had changed schools over the summer and so were re-contacted via the telephone.

Prior to the research, representatives of the local library visited each school to promote the SRC in the way they would usually.

The sample included both children interested in the Challenge following the librarian's visit as well as those who did not intend to take part. This provided a robust context against which to assess the impact of the SRC (See Sample Information)

The sample covered three library regions; East of England, North and South West, and the three largest authority types; Metropolitan, Unitary and English Counties. There were thirteen* participating schools, four each of the three authority types.

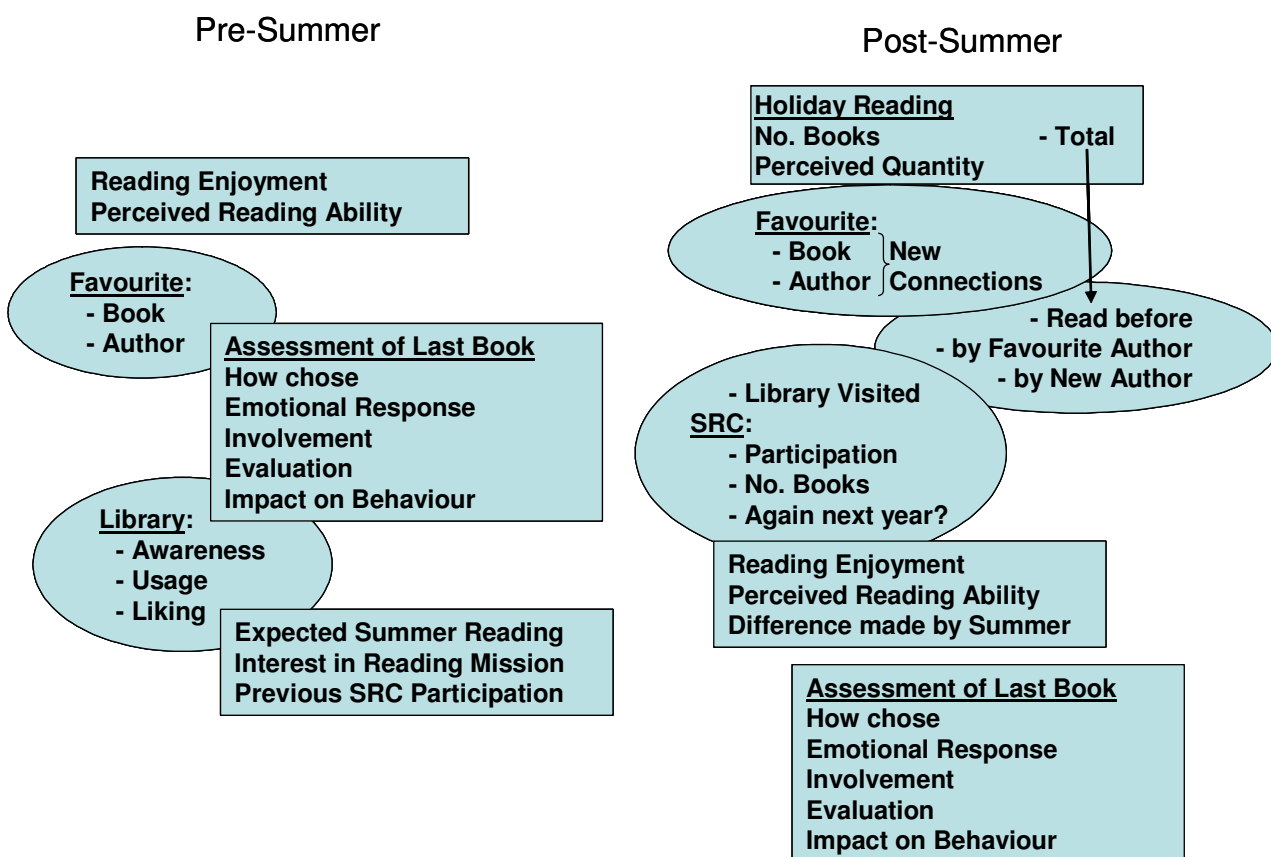*(* Data from Frome Park Infant and Cranleigh Court Junior combined)*

(See Table 1)

Questionnaires were designed so that all children could be asked the same questions, regardless of their age, in order to show progression across the sample.

The consultation paper; "The Summer Reading Challenge: Supporting Children's Reading Development" identified the relevant standards that teachers are working to with reference to the National Curriculum and the National Literacy Framework. It described measurement criteria against which schools would be able to evaluate the role of the SRC in children's reading (See Consultation Paper for the Reading Agency). The questionnaire was designed to deliver information against these criteria. Each of the strands identified was represented in the questionnaire, as far as possible, given the ages of the children being interviewed and time allowed for interview.

The question topics and the sequence in which they were covered are outlined below

Question Sequence

Pre-Summer

Post-Summer

Holiday Reading
No. Books   - Total
Perceived Quantity

Favourite:
   - Book   New
   - Author   Connections

- Read before
- by Favourite Author
- by New Author

Reading Enjoyment
Perceived Reading Ability

Favourite:
   - Book
   - Author

Assessment of Last Book
How chose
Emotional Response
Involvement
Evaluation
Impact on Behaviour

- Library Visited
SRC:
   - Participation
   - No. Books
   - Again next year?

Library:
   - Awareness
   - Usage
   - Liking

Reading Enjoyment
Perceived Reading Ability
Difference made by Summer

Expected Summer Reading
Interest in Reading Mission
Previous SRC Participation

Assessment of Last Book
How chose
Emotional Response
Involvement
Evaluation
Impact on Behaviour

The semi-structured **Teachers questionnaire** covered the following topics:

Pre-Summer:

➤ Schools details

   o Size, type (primary / infant), ethnic mix etc.

➤ Connection of School with SRC

   o Length of involvement with SRC

   o Level of involvement with the SRC – No's of children participating previously, this year, how numbers have changed over time

➤ Opinion of the SRC

   o Reasons for involvement / differences between participants and non participants

  - ➤ Promotion
    - o How the SRC has been promoted in school
    - o Suggestions for improvements
  - ➤ How children were selected to participate

Post Summer:
  - ➤ Differences between participants and non participants
  - ➤ Impact of challenge on participants
  - ➤ No's taking part
    - o Starting / completing vs. expectations

(See Further Methodology & Discussion)

(See Questionnaires)

Sample Information

The sample comprised 821 children before the summer, 704 of them completed the survey after the summer (86%).

Almost 8 out of 10 parents giving consent for their child to be interviewed stated that their child was likely to take part in the SRC. In the event, just over half (51%) started the Challenge and exactly a third completed it.

The completion rate returned from this research is higher than the national average of 52% reported by the Library Authorities. At the post summer interview, 50% of starters said they had already completed the Challenge and a further 15% had read 6 books, so would be completing it shortly (i.e. receiving their certificate), so a total of 65% will complete it.

Participation and completion rates varied greatly between schools suggesting that individual schools can have a significant influence on the SRC.

(See Tables 2 - 3)

There is a high level of repeat participation in the SRC, with two thirds of those taking part this year having taken part in 2005.

More girls started than boys (56% vs. 45%) and of the starters, more girls completed than boys (68% vs. 62%). The resulting share of completers was 60% girls and 40% boys, matching the Libraries Authorities data for 2005. (Table 17)

The profile of those taking part indicates that those taking part tend to be the more keen readers and the majority of participants have taken part before.

In the sample, there were more children from non-white ethnic backgrounds taking part this year than claimed to have done so last year (55% of them vs. 33%). In contrast the proportion of white participants from these schools remained constant (49% last year vs. 50% this year).

(See Tables 4 – 6)

Benefits for Children

The National Curriculum Programme of Study for English requires that children engage with a wide range of texts in order to develop their knowledge, skills and understanding.

A key outcome of the Impact Study is evidence that participating children do indeed read more books and experiment more with new books and new authors.

Further evidence shows that, in addition to reading more widely, participating children are more confident in their reading, enjoy reading more and are encouraged by the SRC activities to be more innovative, reflexive and creative in their thinking.

The consultancy paper highlighted prioritisation in the education agenda of enjoyment of reading and the increasingly important role of out of school activities in instilling pleasure in learning and supporting the achievement of high standards.

National Literacy Framework Strands for Progression

The main strand of the National Literacy Framework which relates to the objectives of the SRC is strand 8; "Engaging with and responding to texts". In particular, the following three areas of reading competence were used to evaluate the impact of the SRC on children's reading:

➢ **Attitudes to reading:** in terms of independence, confidence, enjoyment and reflexivity

➢ **Creative reading:** in terms of imaginative response and engagement with text

➢ **Book and author knowledge:** in terms of extending the reading repertoire, understanding writers purposes and viewpoints

There is evidence of impact in each of these areas:

Attitudes to Reading

Enjoyment is the most dominant feature of the SRC, so addressing the key issue in the education agenda of reading for purpose and pleasure.

The concept of the Challenge is highly motivating and children across the board are keen to take part. Those with previous experience of the SRC were most enthusiastic, 89% wanted to do the Challenge. This is consistent with the extremely high levels of interest in repeating the Challenge next year seen after the summer in this and previous studies. There is also an overwhelmingly positive reaction from those who had not experienced it before, over two thirds of them wanted to take part.

Overall, almost 8 out of 10 participants had the most positive experience and enjoyed the Challenge "a lot".

Significantly more participants believe their reading improved over the summer than those who didn't take part (80% vs. 69%). More children from non-white ethnic backgrounds report a big improvement in their reading over the school holiday than white children (Reading a lot better 53% vs. 33%). While few children themselves consciously recognise the potentially detrimental effect of the summer break on their reading, school contacts note this and identify the SRC as a positive agent in preventing it; "*[Those taking part] maintain reading age / level for the Autumn Term [those not] get rusty and may lose interest*".

The SRC creates a virtuous circle; more confident readers enjoy the Challenge most, participants become more confident in their reading after taking part and enthusiastic children are eager to take part again next year. School contacts reinforce this message,

noting that participants are *"enthused about reading, motivated and ready to learn"* and are *"on their way to becoming life long readers"*.

Participants are clearly more willing to try something new than those who don't take part. They have a more wide and varied reading menu which is demonstrated by more experiences with books and authors they have not read before; they have a higher absolute number of new experiences but more importantly as this group are reading more overall, their new reads take a higher share of their total reading over the summer.

They show a more considered choice of book, going beyond the aesthetic appeal of the cover. The blurb on the back of the book becomes more important in their choice as a result of taking part (pre15% to post 22% vs. 14% pre and 10% post for non-participants).

Overall, the reading based activities of the SRC increase awareness of preferences in reading. Among participants an increase in discernment is indicated by a move from the dominant pattern of saying they have lots of favourite books and authors towards identifying a single favourite. More of those taking part have a new favourite book after completing the SRC than those who did not take part. This move is stronger among heavy readers but is not a function of weight of reading as there was no corresponding movement for heavy readers not taking part. The youngest participants (4-6yrs) are the most likely to have a new favourite author after summer.

Although children are optimistic that their reading improves or stays the same over the summer, younger children (4-6s) show a dramatic decline in awareness of who writes the books if they do not do the SRC. From the same starting point, the number of non-participants **not** aware of the authors went up by over 40% while for participating children the proportion fell by a third (to 40% and 16% respectively).

The increased confidence of participants is also noted by school contacts who remarked on them being able to talk to others about their reading; *"Those taking part like to talk about it in assembly at the start of term"* and *"Can tell [participants] were involved – talking about it and asking about it"*.

Overall, there were few differences between participants and non-participants in their response to characters and ideas. One difference is that more participants learnt about characters with different lives from them in the last book they read after the summer than did non-participants. However, for this and other associations, the impact on the youngest participants was much more significant and in some areas further gains were made by 7-9s as a result of taking part (notably their increased awareness of characters with different lives and of learning something new).

Similarly reporting of emotional responses was relatively stable across the sample, but more of the 4-6s who took part were excited by their last book than non-participants and they were more interested in the characters.

(See Tables 25 – 27)

As well as increased identification that you can learn something from a book in a passive way, there are indications that participants are able both to apply what they learn *"The more they read the better they are at other subjects"* and to appreciate that they can use books actively as a source of information; *"Kids taking part in the challenge have researched some of their 'Summer Holiday Challenge' [school specific activity] whilst in the library"*.

Whilst increased library knowledge was not overtly covered in the children's questionnaire, school contacts noted this as a benefit: *"Often these children [participants] are the ones who bring in resources and books for topic work which they have researched in the library"*

and they report that those taking part are; *"More aware of what they can get from libraries"* and *"Have a better knowledge of the local library"*.

Creative Reading:

The consultation document noted that to explore fully the breadth and depth of children's imaginative response to texts an appropriate range of techniques (visualisation, role play, prediction activities etc.) is required. It was not possible to investigate this fully within the context of this research. Instead, some evidence of response was elicited by focusing on children's response to character; whether they understand them to be good or bad, and whether they are able to say whether they thought a book was good or bad and give reasons which show discrimination.

Participating younger children become more discriminating in their reasons for considering a book good or bad; 60% vs. 49% mention the story/ character/ content (compared with 43% vs. 39% before summer)

More participants (both boys and girls) are able to relate why they think it's a good or bad book to how it makes them feel after the summer than they were before and vs. non-participants (12% vs. 8% pre summer 17% vs. 10% post summer). After summer, twice as many boys who took part cited how the book made them feel as a reason for thinking it was a good/bad book (9% vs. 18% (and vs. 11% non-participants))

There is no change in the proportions agreeing that their last book contained good and bad characters or told them something they didn't know before and no difference between those taking part and not on these attributes and for "about a character I'd like to be". On this latter attribute both groups agreed less that this applied to their last book after the summer.

Book and Author Knowledge:

Children who take part in the SRC read more than those who do not; 73% of participants read 6 or more books compared with just 30% of non-participants. The SRC also means children read more widely. Participants have more experiences with both books and authors they have not read before, in terms of both the absolute numbers and the share that new reads take of their total over the summer; 3 in 10 non-participants had read half or more of their books before compared with only 9% or participants. (Tables 7 - 9)

The SRC contributes significantly to younger children maintaining awareness of who writes the books. Before the summer, around three quarters of those aged 4-6 know who writes the books, post summer the knowledge of participants is strengthened to 84% whilst non-participants have lost ground with only 60% being author aware. Across all age groups, 20% of non-participants do not know who writes the books they read as against only 5% of participants. (Table 9)

They also develop a deeper connection with their favourites, reading more books by their favourite authors, and make new associations, reading more books by an author they have not read before. (Tables 9 – 11)

Even heavy reading non-participants do not have as many new book and new author experiences as those taking part in the Challenge. That is, 33% of their books were by authors new to them compared with 43% of the books of heavy reading participants.

Impact Measured by the GLOs

The Inspiring Learning for All Generic Learning Outcomes (GLOs) have been used to evaluate the impact of the SRC on participating children.

- ➢ **GLO 1: Knowledge and understanding**
- ➢ **GLO 2: Skills**
- ➢ **GLO 3: Attitudes**
- ➢ **GLO 4: Enjoyment & Creativity**
- ➢ **GLO 5: Behaviour**

(See further information on GLOs)

There are powerful outcomes from the SRC under each of the GLO areas.

Participating children enjoy the SRC and in turn are enjoying reading and enjoying visiting the library (GLO4).

They read more, visit the library more, do the challenge again and continue to want to do the Challenge (GLO5).

As a result of taking part they are using more skills in choosing books and evaluating them (GLO2) and their knowledge of books and authors is broadened (GLO1)

Consequently, participating children are more confident and feel the challenge makes a positive difference to their reading (GLO3).

GLO 1: Knowledge and Understanding

As discussed above, participation in the SRC expands book and author knowledge as a result of children reading a larger and more varied selection of books. Almost 9 out of 10 participants had new author experiences compared to only 2 out of 3 non-participants. As their awareness of the range of books and authors expands participating children find new favourites.

(See Tables 7 – 11)

GLO 2: Skills

Participating in the SRC maintains reading ability over the summer; *"An excellent way of sustaining reading levels whilst not in school"*. *"You can see [non-participants] skills have regressed and they are not motivated in the same way"*.

The Challenge helps children to develop critical thinking skills in relation to books and school contacts report that these children apply the skills they have developed in other areas; *"The more they read the better they are at other subjects"*.

Children are using more skills in choosing books; *"Make their own choices [of books]"* and evaluating them. They become more discriminating in their reasons for considering a book good or bad and find new favourites in the books and authors they read.

(See Tables 12 – 13) *[also Tables 9 – 11]*

GLO 3: Attitudes

Children who do the SRC are more confident in their reading ability and believe that the Challenge has made them a better reader. This is attributable to the combination of activities offered with the SRC and not only the number of books read: that is, heavy readers who do not take part do not show as strong an increase in confidence as those who

do. *"Confidence and self esteem are enhanced through achieving the Challenge and receiving the medals".*

(See Tables 14 – 16)

Attitudes to the SRC itself are positive with high levels of enthusiasm for taking part and for taking part again next year. Indeed, this is confirmed by the high proportion of participants who have taken part previously and almost universal desire to take part again. Such continued involvement with reading for pleasure helps to promote a lifelong interest in reading; *"[Participants are] on their way to becoming life long readers".*

(See Tables 17 – 18)

GLO 4: Enjoyment, Inspiration & Creativity

The SRC inspires children to take part and they find it a hugely enjoyable experience. Reading the books is the most motivating aspects of the SRC (Table 18) and the Challenge helps children to enjoy reading more; *"Gets children to enjoy reading".* School contacts take this further and associate it with *"Developing a love of books, stories and reading".*

Taking part encourages children to experiment with their reading repertoire and be innovative in choosing books and authors that are new to them. (Tables 7 – 11)

It should also be noted that the National Curriculum recognises reading as a creative activity in itself and that by reading more widely, participating children are exercising this aspect of creativity more fully than non-participants.

(See Tables 20 – 21)

GLO 5: Behaviour

The SRC motivates children to take part and, once they have done so, to take part again the following year (Table 17).

There are clear behavioural differences over the summer between these children and non-participants.

A key outcome of the Impact Study is evidence that participating children read more books. (Table 7 – 8)

Children evaluate the number of books they read proportionally to their quantity. 29% heaviest readers thought the total number of books they read over summer was a lot compared to 13% of light readers. Participants, who tend to be heavier readers, differ from non-participants (lighter readers) to a similar extent (24% participants 19% non-participants). More non-participants thought they hadn't read a lot of books (21% vs. 28%).

In contrast, the better a child's reading ability, the less likely they are to consider the number of books they read a lot (19% of "excellent/very good" readers vs. 26% others) and the more likely they are to have found it very easy to read their books (36% vs. 28%)

Taking part in the SRC leads library members to visit more frequently over the summer. Indeed, almost 7 out of 10 library users who didn't take the Challenge did not visit the library at all over the summer.

(See Table 22)

Benefits for Schools

School contacts perceive positive differences between children who do the SRC and those who do not. They appreciate that children taking part read more over the summer and recognise the benefits that this has on children's reading skills and levels of enthusiasm: *"[The SRC is] an excellent way of sustaining reading levels whilst not in school". "[Those taking part] maintain reading age / level for the Autumn Term, [those not] get rusty and may lose interest"*.

Further, teachers make a direct connection between the increased volume of reading generated by the SRC and improved performance in other areas; *"The more they read the better they are at other subjects"*.

Children who participate in the SRC develop skills which they are able to apply to their school work; *"Often [participants] are the ones who bring in resources and books for topic work that they have researched in the library"*. The knowledge and understanding of participants is therefore increased not only by the Challenge itself but is further enriched by exercising the skills that they learnt when taking part.

It is, therefore, a logical consequence that the Challenge has a beneficial impact on the confidence of children who take part; *"Confidence / self esteem are enhanced through achieving the Challenge and receiving the medals"*. (Table 16)

Participating children bring the positive qualities they have developed doing the SRC into the classroom. They are *"more mature"*; *"have a more enthusiastic attitude"* and are *"ready to learn"*. Teachers report that they are able to achieve more because the SRC *"Improves children's ability to stick to a task"* and that *"[Those who take part] are more settled, stable and have a higher work ethos"*.

The enjoyable nature of the Challenge and increased confidence it gives participants has a further beneficial effect on communication as illustrated by; *"Those taking part like to talk about it at the start of term"*.

Benefits for Libraries

The process of conducting this research in schools has highlighted potential benefits to the libraries of working more closely with schools. In the schools sampled, the research process has increased the profile of the SRC among staff, parents and children. More than 3 out of 4 children interviewed before the summer were keen to take part in the Challenge and 60% of those interested actually went on to do so. (Table 2)

For libraries, working with schools is an efficient means to access potentially large groups of target children and increase footfall during the summer. Library members taking part in the SRC obviously go to library during the holiday and on average they make 5 visits. In contrast, two thirds of those who claim to be library users pre summer, did not go at all during the summer and, of those who did, their visits were fewer than participants at 3.5. (Table 22)

There is also evidence that participation in the SRC will have a longer term impact on library usage so helping the libraries retain users. Participants come back to do the SRC year on year: 96% of those taking part this year would do so again and although there is no data for how they have used the service in between, 69% of those who did the SRC in 2005 took part again this year. (Table 17)

School contacts saw library members returning to take the SRC and participants using the library for other purposes. This research is unable to conclusively reinforce the new members figures reported by the Library Authorities because the majority of participants have done the SRC in previous years and therefore were already library members. However, school contacts report that the SRC encourages non-members to join; *"Some have joined the library that wouldn't have done otherwise"*, and there is evidence of new members among ethnic participants which suggests the SRC could be what attracted them to the library initially.

School contacts support TRA in reporting a belief that feel that library knowledge and awareness increases as a result of taking part in the SRC. Participants are; *"More aware of what they can get from libraries"* and *"Have a better knowledge of the local library"*. (Table 22)

Considerations for Future Development of the SRC

The research has identified a number of messages for consideration when planning the future development and materials for the SRC.

1.   Forge Partnerships between Libraries and Schools

There is a demand from schools for activities which offer the benefits of the SRC and establishing closer links with the Challenge would save schools effort in organising their own projects:

"Try to prevent the detrimental effect [of the summer holidays] by introducing bridging projects for children to complete from one class to another"

From the perspective of the libraries, closer interaction with schools would stimulate increased uptake and completion.

1.1   Improve Awareness of the Challenge in Schools

When children know about the SRC they want to take part. Working with schools gives libraries efficient access to large numbers of eligible children and is a powerful method of increasing the participation rate for the Challenge.

Schools that have accepted the SRC as a beneficial activity for their children are likely to be prepared to use there own resources to promote the Challenge in addition to the efforts of the librarians. As an example of what can be achieved, the most committed school in the survey ran the SRC as a school activity. This school engaged support from parents by including information about the SRC in its newsletters (distributed 4-5 times per year) and communicated with the children via posters in the classrooms as well as via the librarian's assembly talk. As a result, 97% of the children interviewed wanted to take part compared with the overall average of 78% and 88% started the Reading Mission.

The school itself can have a strong influence on the outcome of the SRC. Participation and completion rates both vary enormously between the schools surveyed.

In terms of uptake of the SRC, some of the surveyed schools noted higher participation rates this year and attributed this to the higher profile of the Challenge in the school this year. They also cited *"More promotional material"* as a reason for better participation levels.

Typically promotion in the schools is conducted via an assembly talk to all children lasting 15-20 minutes and display of posters. School contacts suggested, where this is not

currently employed, the use of PowerPoint slides and / or more visual aids would improve the impact of the talk and ensure all children are able to see what is on offer.

Taking information about the Challenge into individual classrooms is also expected to add to the efficacy of the assembly talk. More posters and small posters which can be put up in classrooms are requested. It is noted that talks to individual classes would have greater impact than a talk at a general assembly. It is recognised that this would require appreciably greater library resource. A pragmatic intermediate approach would be to supplement the main assembly talk with a session with the Reception classes (see consideration 2 below).

Teachers are keen to build the Challenge into their activities. The ideal scenario, as they see it, would be for schools to be informed of the general theme well in advance so they can start talking to the children about the subject. This would be followed with posters (in advance of the librarians visit) and finally the visit itself.

Wider (and more costly) publicity would also be appreciated, such as author visits to schools, a national advertising campaign and mentions on children's TV programmes.

1.2   Follow up after the SRC

The completion rate is increased by activities which follow up the SRC in schools after the summer. This is demonstrated by the higher completion figure seen among schools surveyed than reported nationally by the Library Authorities (65% vs. 52%).

As with uptake of the Challenge, completion rates vary between schools and those schools with the highest completion rates conducted complementary activities including:
 ➢ *"Fancy dress reading assembly in September after the summer"*
 ➢ *"Sharing other children's experiences in the classrooms"*
 ➢ *"Those taking part like to talk about it in assembly at the start of term"*
(Table 3)

Activities such as: follow up visits from librarians to schools after the summer, producing activity boards / books etc., holding medal ceremonies in schools etc. would reinforce the sense of achievement children gain from completing the Challenge; *"All are keen to show their new certificates and medal to the class"*, increase completion rates, promote awareness for the next year and strengthen partnerships between libraries and schools.

(See Table 28)

2.   Focus Resources to Maximise Reach to Younger Children

A key finding is that once children are involved in the SRC, they are likely to continue year on year. With limited resources, their most efficient deployment would be in directing them towards reaching the maximum number of younger children.

3.   Strengthen Offering for Older Children and Boys

The SRC has a relative weakness in its appeal to boys and older children. Generally these groups are less enthusiastic about taking part. For those of them that take the Challenge, enjoyment is somewhat less and fewer complete.

The Reading Mission theme was recognised by school contacts as enhancing the appeal of the SRC for the upper end of the age range but it is considered critical that efforts to attract older children and boys do not to compromise appeal to younger children; *"The focus on spying is a bit more Infant friendly but the theme is a bit old for the very young"*.

A range of activities and rewards from which children can choose those which appeal and are at the right level for them could address this issue. Suggestions from school contacts focus on incentives to take part and the provision of prizes to motivate children. (Table 28)

4.   Widen Appeal so ALL Children can Participate

As part of the 'Every Child Matters' ethos TRA wants to ensure that every child has the opportunity to take part if they so choose.

The first step to achieving this is to increase awareness among children and working with schools is an efficient means to achieve this (as discussed in consideration 1.1 above).

Once aware, children outside the current reach of the scheme may require further support and motivation to take part. Again, working with schools offers potential to meet this need in an efficient manner by providing peer support for previous non-participants. One of the few ways in which non-participating children will come to appreciate that the SRC is enjoyable is from communication with enthusiastic participants. Activating a "buddy" system with participants introducing the Challenge to new starters would extend the reach of the challenge to more children.

Support from parents is also key in ensuring all children can take part and this is discussed in consideration 5 below.

Whilst the research was set up to provide a wide base containing less able / keen readers as participants and non-participants, the profile of those taking part indicates that fewer of those undertaking the SRC are less able or less keen readers (Table 14 / 21). It can be argued that those who take part are the children who would be reading anyway. It is therefore crucial that the challenge is appealing and accessible to the less able / keen readers.

> ➤ *"Ones who read anyway are the ones who do the Mission"*
> ➤ *"Helps those who already read well, however, those who are poor at reading tend not to take part"*
> ➤ *"Children who take part are motivated anyway, it's not going to motivate non-readers"*

5.   Actively Engage Parents

It is necessary for parents to buy into the concept of the SRC to ensure children participate: if both parents and children are interested then the participation rate is high (2/3rds), this is twice as good as when only one party is interested. (Table 17)

5.1   Direct Promotion to Parents

As with their children, the SRC is appealing to parents when they are made aware of it: 78% of those who returned their consent forms said their child was likely to take part.

There is scope for promoting the SRC more strongly to parents. This is a role in which schools could work with libraries. School contacts recognise the importance of parental involvement and commitment; *"Get a commitment from parents that their children will take part"* and suggest sending information home to parents via letters in addition to the bookmark children are given at the assembly visit. By communicating the benefits of the SRC to more parents, more children would take part. Further means to involve parents

would be to *"invite them to the assembly"* or to *"hold an evening promotion about the library in school"*, followed up with *"personal contact for children and parents who are less likely to take part"*.

5.2   Encourage Increased Involvement from Parents

Parental support encourages participation and it is also a key factor in influencing completion: *"They are bothered to do it as long as the parents encourage them. The difference between the kids who started is the encouragement from home"*

Children need to be taken to the library and to receive encouragement to complete the SRC and it is *"A big help if parents are on board"*.

School contacts also a benefit on completion from obtaining commitment to the SRC from parents: *"It maybe that if the parents said they would do it on the questionnaires they felt more obliged to carry it through"*.

Benefits in parent / child relationships are also noted as a result of taking part in the SRC; *"Involvement of fathers taking sons to library"* and *"Quality time with parents"*.

5.3   Provide Information for Parents to Help Children get the most from the SRC

For some children there is a need for greater support in order to motivate them to complete the Challenge. There may be a role for the SRC in helping parents encourage their child to read by conducting parent and child activities as part of the SRC and by promoting discussion, play and activities at home about the books read.

6.   Reduce Commitment to Personal Library Visits

Insufficient access to the library is a factor in non-participation and in drop out from the SRC. Those who complete the Challenge make an average of 5 visits. This compares with a single visit for non-participants, two thirds of whom did not visit the library at all over the summer. (Table 22)

The behavioural change required in order for such families to complete the SRC is significant and is likely to be a barrier for increasing uptake and participation.

(See Table 19)

It is suggested that TRA consider ways to allow children with limited access to the library to complete the SRC in fewer visits, perhaps by offering a selection of "after book" activities online. It is acknowledged that children experiencing the Challenge in this way will have restricted in library experiences and possibly less opportunity to library knowledge than current participants but these children will be visiting the library more than they would without the Challenge and therefore both the children and the libraries will benefit.

7.   Increase Children's Perception of Talking about Books

Perceptions of participating children are that they talked about their last book after the summer less at home and with friends than they did their last book before the summer.

(See Table 24)

It is perhaps not surprising that children communicate less with friends about the last book they read post summer as they will not have seen their friends as often as when they are in school. It may also be that, at the end of the Challenge, they are talking more about

completing it than they are their last book as school contacts note that they *"Can tell they [participants] were involved – talking about it and asking about it"* and *"Those taking part like to talk about it in assembly at the start of term"*.

A further consideration is that the last book read before the summer may have been talked about in a more formal way with as part of a requirement for school e.g. part of a home-work activity or a class book. The act of talking about the book would, therefore, be emphasised in the minds of the children.

The important point to note, however, is that children *perceive* they are talking about books less at the end of the summer and this apparent isolation of children is something for the SRC to consider.

This issue could be addressed by incorporating discussion of the books read into the tasks and activities of the SRC to keep up communication about books over the summer.

The "buddy" system, as suggested in consideration 4 above, would also work to address this need as children could be encouraged to talk to their buddy about their books.

APPENDIX

Evidence

Table 1 - Sample Information on Participating Schools

School	Authority	Region	Authority Type
St Bernadettes	North Tyneside	North	Metropolitan
Dichard Dees	North Tyneside	North	Metropolitan
New Brighton	Wirral	North	Metropolitan
Grove Street	Wirral	North	Metropolitan
Dallow	Luton	East	Unitary
Wauld	Luton	East	Unitary
H. Park	Essex	East	English County
Lyons Hall	Essex	East	English County
Frome Park/C. Court	South Gloucestershire	South West	Unitary
Staple Hill	South Gloucestershire	South West	Unitary
Bridport	Dorset	South West	English County
Shaftsbury	Dorset	South West	English County

N.B. Frome Park Infant and Cranleigh Court Junior are grouped as one school

product perceptions

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Table 2 - Participation

Anticipated	Base	Pre-Summer 821 %
Likely to Take Part		78%
Unlikely to Take Part		22%

Actual	Base	Post-Summer 704 %	
Took Part		51	} 100%
Didn't Take Part		49	
Completed		33	} 100%* *Including 2% Non-response
Took Part / Didn't Complete		16	

Relationship	Base	Post-Summer 704 %
Likely Pre / Took Part		47
Unlikly Pre / Took Part		4
Likely Pre / Didn't		31
Unlikely Pre / Didn't		18

product perceptions

Table 3 - Participation & Completion Rates by School

Pink = relatively low % Blue = relatively high % Indicative only	Base	% Started	% of those taking already completed	% of those taking who have / will complete
Across all schools	**704**	**51**	**50**	**65**
School A	64	88	66	75
School B	26	65	59	59
School C	64	58	8	68
School D	73	57	78	83
School E	72	51	6	24
School F	72	51	89	92
School G	77	49	74	76
School H	45	44	50	50
School I	45	42	37	47
School J	61	39	17	33
School K	76	39	33	77
School L	29	4	100	100

N.B. Data ranked in terms of % Started

product perceptions

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Table 4 - Sample Profile

➤ **The pre and post summer sample contained a good mix of year groups and regions**

	Pre Summer			Post Summer			
	Total	Likely	Unlikely	Total	Started	Completed	Didn't Take Part
Base:	821	637	184	704	356	233	343
	%	%	%	%	%	%	%
Authority Types							
English Counties	36	30	55	34	31	36	37
Metropolitan	33	38	17	34	38	30	31
Unitary	31	32	28	31	31	35	32
Region							
Luton	13	15	7	14	15	18	13
Essex	17	16	20	14	12	15	16
South Gloucester	18	17	21	17	16	16	19
Dorset	19	14	36	20	19	21	21
North Tyneside	16	19	7	15	21	22	10
Wirral	17	19	10	19	17	7	21
Yr Group							
Reception	10	9	14	10	8	8	12
Year 1	13	13	14	13	13	12	13
Year 2	17	17	17	18	19	18	17
Year 3	16	16	13	17	19	19	15
Year 4	17	18	13	17	19	20	17
Year 5	16	16	15	18	17	17	18
Year 6	11	9	15	7	6	6	7

product perceptions
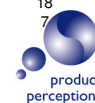
Table 5 - Sample Profile

> The sample contained a good mix gender and analysable sub group data concerning other ethnic origin

	Pre Summer			Post Summer			
							Didn't
	Total	Likely	Unlikely	Total	Started	Completed	Take Part
Base:	821	637	184	704	356	233	343
	%	%	%	%	%	%	%
Gender							
Boys	47	45	53	47	42	40	53
Girls	53	55	47	53	58	60	47
Ethnic Origin							
White	87	85	94	86	85	82	87
Other	13	15	6	14	15	18	13

product
perceptions

Table 6 - Sample Profile

	Pre Summer			Post Summer			
							Didn't
	Total	Likely	Unlikely	Total	Started	Completed	Take Part
Base:	821	637	184	704	356	233	343
	%	%	%	%	%	%	%
Likelihood to take part							
Likely	78	100	-	78	92	92	63
Unlikely	22	-	100	22	8	8	37
Used the library pre							
Yes	82	86	67	82	93	94	71
Pre-Enjoyment of reading							
A lot	72	76	56	71	78	80	65
A lot / a bit	90	93	81	90	94	94	86
Pre- Reading ability							
Excellent	31	33	25	31	35	35	27
Excellent / very good	64	66	58	64	69	70	59

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perceptions

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Table 7 - Book and Author Experiences

More Books:
- 73% of participants read 6 or more books compared with just 30% of non-participants

More New Book & Author Experiences:
- 6/10 participants read all new books vs. 4/10 who didn't take part
- 30% of non-participants had read half or more of their books before vs. 9% of participants
- 1 in 3 non -participants did not have any new author experiences, in contrast, 87% of participants experimented
- Even heavy reading* non-participants do not have as many new book and author experiences as heavy reading participants. For example, 43% of books read by heavy reading participants were by new authors as opposed to 33% read by those who read heavily but didn't do the challenge.

Teacher Observations:
- School contacts feel that those taking part "have a better knowledge of different texts" and that the SRC "Widens breadth / types of books read"

  * Heavy Readers are defined as those who read 6 or more books over the summer

product perceptions

Table 8 - Books Read Over the Holidays

Base:	Total 704	Took part 356	Completed 233	Didn't take part 343
Modal number of books read over Summer	6	6	6	4 and 1
Mean number of book read over summer	8.2	9.1	10.4	7.3
mean no' of books read before	2.3	1.9	2.0	2.9
mean no' of books read by a favourite author	2.0	2.3	2.8	1.5
mean no' of books by a new author	3.5	4.1	4.8	2.9
As a proportion				
proportion of books read before	28%	21%	19%	40%
proportion of books read by a favourite author	24%	25%	27%	21%
proportion of books by a new author	43%	45%	46%	40%

= sig lower vs participants = sig higher vs participants
= directionally lower vs participants = directionally higher vs participants

product perceptions

Table 9 - New Favourite Books and Authors

New Experiences Lead to More Discrimination:
➢ Half of those taking part have a new favourite book after completing the SRC compared to 4 in 10 who did not take part (directionally different at the 90%cl)

➢ The youngest children taking part (4-6yrs) are the most likely to have a new favourite author after summer
   ❍ Pre: 18% of 4-6 yr olds had a single favourite (46% 7-9, 44% 10-12)
   ❍ Post: 27% of 4-6 yr olds had a single favourite (52%, 46% of the other two groups respectively)

Increased Author Awareness:
➢ 1 in 5 of those not taking part are unaware who writes the books vs. 1 in 20 who took part and completed
➢ The difference in this pre – post summer is dramatic among younger children
   ❍ Pre-summer, 28% of 4-6 year old non-participants don't know who writes the books, post summer this **increases** to 40%, Whereas among participants the proportion **decreases** from 24% to 16%.
   ❍ 4-6 year olds who did not take part are less likely to have a favourite after the summer than before (17% vs. 7%) while the reverse is true for participants (18% vs. 27%)
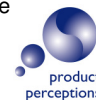
Table 10 – Favourite Authors and Books Pre – Post Summer

➢ **A move from lots of favourites to 1 favourite in participants between pre and post summer indicates that the SRC increases discrimination skills**

	Pre-Summer		Post-Summer	
	Took part	Didn't take part	Took part	Didn't take part
Base:	356	343	356	343
	%	%	%	%
Favourite Books				
1 favourite	33	38	40	42
Lots of favourites	62	56	54	50
No favourite	4	6	6	8
Favourite Author				
1 favourite	39	32	45	35
Lots of favourites	45	38	37	31
No favourite	8	14	12	14
Don't know who writes the books	8	16	7	20

■ = sig lower vs pre   ■ = sig higher vs pre
▨ = directionally lower vs pre   ▨ = directionally higher vs pre

Table 11 - Favourite Authors and Books Pre – Post Summer Heavy & Light Readers

➤ **Increased Discrimination (move from many favourites to 1) is not simply a function of weight of reading (i.e. Heavy reading non-participants do not show a significant change to 1 favourite over the summer)**

	Pre-Summer		Post Summer	
	Took part	**Didn't**	**Took part**	**Didn't**
Base:	Heavy *260* %	Heavy *98* %	Heavy *260* %	Heavy *98* %
Favourite Books				
1 favourite	31	42	42	46
Lots of favourites	65	54	52	49
No favourite	3	4	6	5
Favourite Author				
1 favourite	40	42	47	42
Lots of favourites	46	37	36	34
No favourite	8	13	12	9
Don't know who writes the books	6	8	5	15

■ = sig lower vs pre ▨ = directionally lower vs pre

■ = sig higher vs pre ▨ = directionally higher vs pre

product perceptions

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Table 12 - Who Chose Last Book / Reasons for Choice
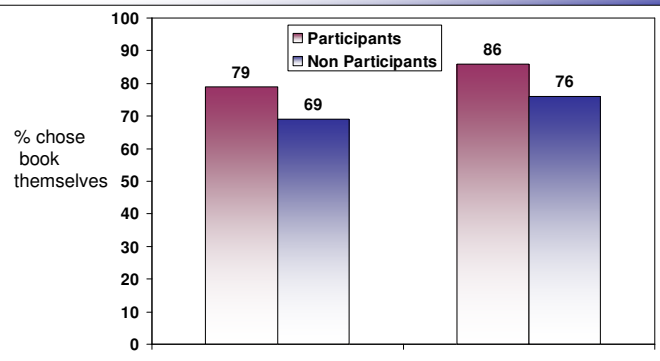
% chose book themselves

Legend: Participants, Non Participants

Pre Summer: Participants 79, Non Participants 69
Post Summer: Participants 86, Non Participants 76

	Pre-Summer		Post-Summer	
	Took part	Didn't take part	Took part	Didn't take part
Base: Those choosing book themselves	*281* %	*238* %	*306* %	*257* %
Reason for choosing book				
Like the title	21	18	17	9
Liked picture on cover	49	45	46	44
Someone told me it was good	4	8	3	4
Read others in series	12	4	8	5
Read others by author	12	6	10	7
Blurb sounded good	15	14	22	10
Another reason	26	31	24	33
DK	3	5	5	8

product perceptions

Table 13 – Development of Skills

Greater Discrimination Skills:

➢ More than twice as many participants chose their book according to the blurb rather than the aesthetics of the cover compared to non-participants (2 in 10 vs. 1 in 10) when before summer they were equal at 1 in 7

➢ Participating younger children become more discriminating in their reasons for considering a book good or bad; 60% vs. 49% mention the story/character/content (compared with 43% vs. 39% pre summer)

➢ More participants (boys and girls) are able to relate why they think it's a good or bad book to how it makes them feel after the summer than they were before and vs. non-participants (12% vs. 8% pre-summer, 17% vs. 10% post summer)

➢ After summer, twice as many boys who took part cited how the book made them feel as a reason for thinking it was a good/bad book (9% vs. 18% (and vs. 11% non-participants))

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perceptions

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Table 14 – Perceived Reading Ability

➢ **Those taking part are more confident in their ability than non participants**
➢ **The SRC does not improve perceived reading ability among participants**

Participants					Top 2 Box %	ms
Pre Summer	3	28	34	35	69	4.0
Post Summer	3	25	39	33	72	4.0

Non Participants						
Pre Summer	1	4	36	32	27	59	3.8
Post Summer	6	38	35	22	56	3.7
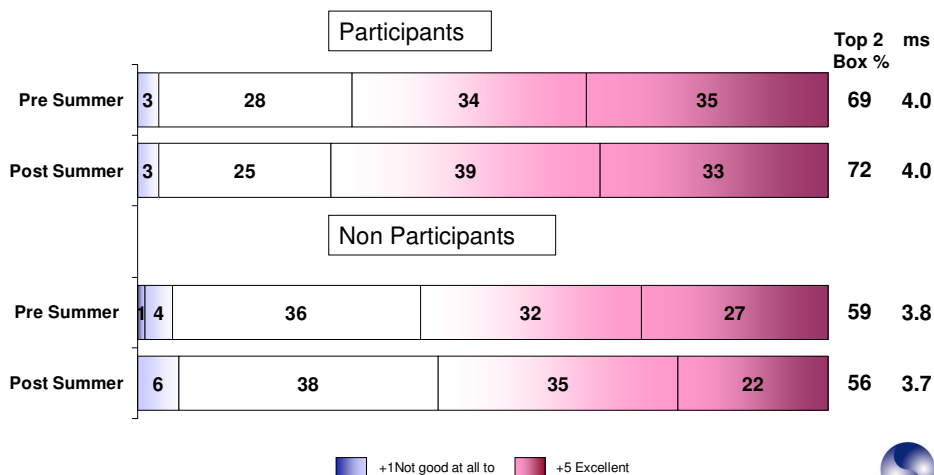
+1Not good at all to   +5 Excellent

Base: Participants – 356, Non-participants - 343

Q12/15

product
perceptions

Table 15 – Perceived Improvement in Reading Ability

> Participants as a group tended to feel that their reading had improved by a bigger margin than non participants after the summer holidays

				Top 2 Box %	ms

Participants

| Post Summer | 20 | 36 | 44 | 80 | 4.2 |

Non Participants

| Post Summer | 1 | 31 | 41 | 28 | 69 | 4.0 |

+A lot worse   +5 A lot better
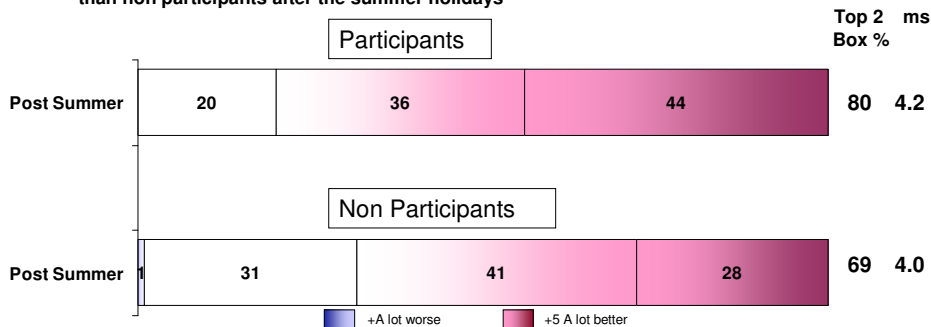
Base: Participants – 356, Non-participants - 343

> 77% of children taking part who felt they were not good at all, not very good at all or only quite good readers pre summer felt their reading had got better over the summer. This compares to 69% of those not taking part
> Heavy readers who do not take part do not show as strong an increase in confidence as those who do (50% vs. 37%)

Q16

product perceptions

Table 16 – Teachers Perceived Improvement

The SRC Improves Reading Standards:
> *"[The SRC develops]A better standard of reading"*
> *"Those taking part have really come on in their reading in September"*

The SRC Sustains Reading Levels:
> *"[The SRC is] an excellent way of sustaining reading levels whilst not in school".*
> *"[Those taking part] maintain reading age / level for the Autumn Term, [those not] get rusty and may lose interest".*
> *"[Taking Part] helps maintain reading skills at a time when the school is not involved"*
> *"You can see their [non-participants] skills have regressed and they are not motivated in the same way"*

The SRC Improves General Performance:
> *"The more they read the better they are at other subjects".*
> *"Often [participants] are the ones who bring in resources and books for topic work that they have researched in the library".*
> *"[The SRC] Improves children's ability to stick to a task"*

The SRC Improves Working Attitudes & Behaviour:
> *" [Participants are] more mature"*
> *"have a more enthusiastic attitude"*
> *" [Participants are] ready to learn".*
> *"[Those who take part] are more settled, stable and have a higher work ethos".*

The SRC Improves Confidence:
> *"Confidence / self esteem are enhanced through achieving the Challenge and receiving the medals".*
> *"Those taking part like to talk about it at the start of term".*

product perceptions

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Table 17 – Enthusiasm for SRC

SRC Inspires Children to Participate:
- 77% of children wanted to join the SRC (60% of these went on to do so)
- 96% of those taking part said they would do so again
- 89% of those who said they took part in 2005 wanted to take part again in 2006 and 69% joined up for the SRC

SRC is Appealing to Parents
- 78% of those who returned their consent forms said their child was likely to take part

Participation More Likely with Parental Involvement:
- 76% of children and their parents were both keen
- 10% were keen children with reluctant parents
- 4% were reluctant children with keen parents
- 9% of children and their parents were both reluctant

Girls are More Enthusiastic than Boys:
- 80% of girls interviewed were likely pre summer vs. 75% of boys
- 56% of girls interviewed post summer took part vs. 45% of boys
- 68% of girls starting completed vs. 62% of boys
- Of those completing the SRC 60% were girls and 40% were boys

Table 18 – Reasons for Being Likely to Participate

	Children who think they will take part
Base:	635
	%
I want to read the books	45
It will make me a better reader/be good for my reading	19
I want to get the medal	10
I want to collect the stickers	8
I want to get a Mission pack	6
I want to go on the website	0
Something else	48
Don't know	3

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Table 19 – Reasons for Being Unlikely to Participate

➢ **Approximately 1 in 5 of those who said they were unlikely to take part did so because they believed they were unable to access the programme.**

	Children who think don't think they will take part
Base:	103
	%
I won't be here/I'm going away on holiday	18
I'd like doing other things better	15
I don't like reading much	9
There's no-one who can take me to the library	3
It looks stupid	2
I'm too old for it/it's too young for me	2
It looks boring	1
It's too much like school	0
Something else	45
Don't know	9

product perceptions

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Table 20 – Enjoyment of SRC

Overall SRC is Very Enjoyable:
➢ 93% of those who took part said that the enjoyed the SRC 'a bit' or 'a lot'
➢ Almost 8 in 10 said that they enjoyed the SRC 'a lot'
➢ Only 2% stated any negative response to the enjoyment of the programme

Younger Children & Girls Enjoy Challenge Most:
➢ Enjoy a lot: 86% 4-6 years, 77% 7-9, 68% 10 – 12
                 81% Girls, 72% Boys

	Participants				Top 2 Box %	ms
Post Summer	2	5	16	77	93	4.7

+1 Not At All   to   +5 A Lot

Base: 356

Q12/15

product perceptions
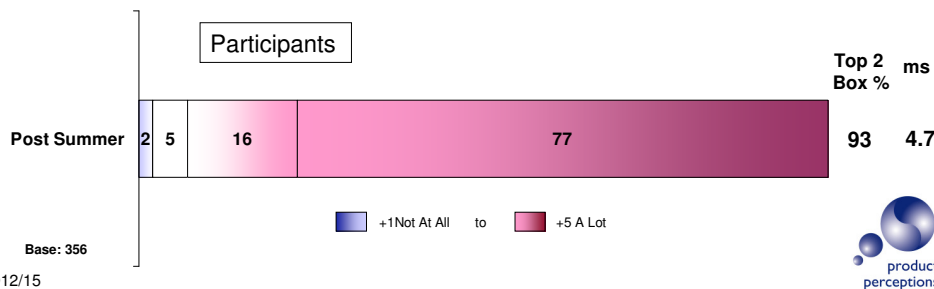
Table 21 – Enjoyment of Reading in General

- **Participants tend to enjoy reading more than those who did not take part**
- **Enjoyment levels remain the same from pre-post summer for both groups**
- **However school feedback suggests the SRC *'Gets children to enjoy reading'***

Participants

		Top 2 Box %	ms
Pre Summer	1 1 4 17 78	94	4.7
Post Summer	1 1 9 14 76	90	4.6

Non Participants

		Top 2 Box %	ms
Pre Summer	1 5 8 21 65	86	4.4
Post Summer	1 3 11 23 62	85	4.4

+1 Not at all   to   +5 A lot

Base: Participants – 356, Non-participants - 343

Q1/Q14

product perceptions
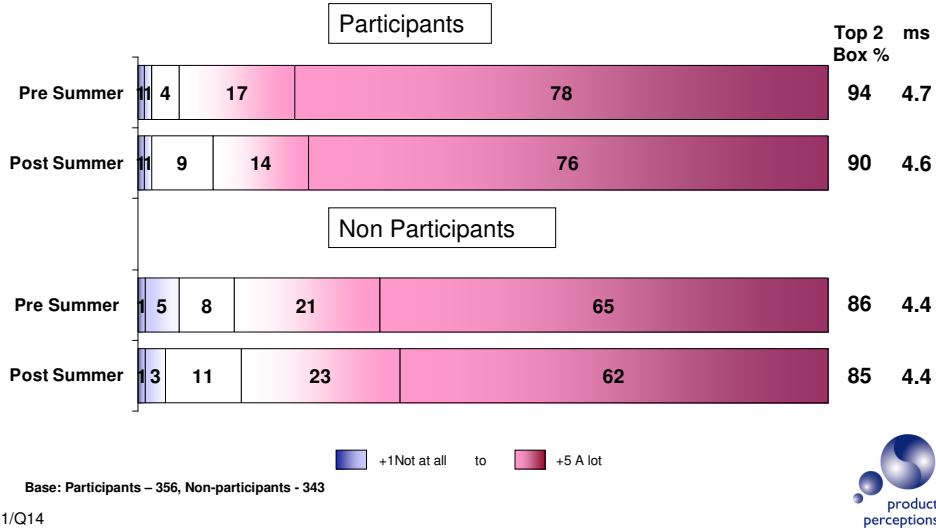
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Table 22 – Library Visits

Pre SRC Library Usage:
- 93% of children claimed to have already been library users at pre-summer interviews
- Note: This is subject to substantial over claim as is highlighted by the fact that 2/3 of those who claimed to be library users pre-summer didn't visit the library during the summer

SRC Increases Summer Library Usage:
- Those doing the SRC visited the library 5 times on average over the summer.
- 67% of those who didn't take part didn't visit the library at all
  - Of those who did, their average amount of visits was lower than participants at just 3.5

Teacher Observations:
- Participants are "more aware of what they can get from the library"
- Participants "have a better knowledge of the local library"
- The SRC " encourages [participants] to be library users as adults"
- Some Participants "have joined the library who wouldn't have done otherwise"
- Some Participants "weren't library members before"

product perceptions

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Table 23 – Discussion / Character / Emotion Data Consideration

Discussion / Action Response of Last Book
- There is no quantitative data suggesting that the SRC improves communication
- Non participants appear to talk about books at home more than participants post summer. Both groups were less likely to have talked to a friend about their last book after the summer
- It is perhaps not surprising that children communicate less with friends about the last book they read post summer
- It is also important to note that the last book read before the summer may have been talked about in a more formal way with parents.

Character / Idea Response to Last Book
- In the last book they read after summer, the proportion of participants who learnt about characters with different lives from them increased from pre summer. This may be indicative of participants becoming more discriminating
- Both participants and non-participants are less likely to want to be like a character in their last book after the summer. This may indicate a more discriminating attitude, but can not be attributed to the SRC as it applies to participants and non participants alike.
- Whilst there was no significant change in the proportion of either group who learnt something they didn't know before from pre to post summer, the gap between the two groups becomes significant post summer, with more of those taking part saying they learnt something new than those who didn't take part.

Emotional Responses to Last Book
- There are no significant pre to post summer shifts amongst either group

product perceptions

Table 24 – Discussion / Action Responses to Last Book: Pre / Post Summer

	Pre-Summer		Post-Summer	
	Took part	Didn't take part	Took part	Didn't take part
Base:	*356*	*343*	*356*	*343*
	%	*%*	*%*	*%*
% saying yes to…..				
Talked to Mum / Dad / Someone at home about it	67	50	58	47
I talked to a friend about	49	46	37	36
Thought about it after I finished reading it	84	76	82	73
Wrote / drew / played games about it with my friends or on my own	42	42	34	40

= sig lower vs pre	= sig higher vs pre
= directionally lower vs pre	= directionally higher vs pre

product perceptions

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Table 25 – Character / Idea Response to Last Book: Pre / Post Summer

	Pre-Summer		Post-Summer	
		Didn't take		Didn't
	Took part	part	Took part	take part
Base:	356	343	356	343
	%	%	%	%
% saying yes to…..				
About characters with different lives from me	78	71	85	74
About a character I'd like to be	60	57	53	50
About good and bad characters	68	71	69	68
Told me something I didn't know before	64	57	62	52
A book that would have been too hard for me before the summer	-	-	23	25

= sig lower vs pre = sig higher vs pre
= directionally lower vs pre = directionally higher vs pre

product perceptions

Table 26 – Character / Idea Response to Last Book: Pre / Post Summer: by Age

	Pre-Summer				Post Summer			
	4 - 6 year olds		7 - 9 year olds		4 - 6 year olds		7 - 9 year olds	
	Took Part	Didn't	Took Part	Didn't	Took Part	Didn't	Took Part	Didn't
Base:	83	96	200	169	83	96	200	169
	%	%	%	%	%	%	%	%
% saying yes to…..								
About characters with different lives from me	76	64	75	73	83	60	85	75
About a character I'd like to be	69	71	61	56	61	55	54	51
About good and bad characters	57	70	71	70	59	62	73	67
Told me something I didn't know before	60	55	66	59	64	51	64	54
A book that would have been too hard for me before the summer	-	-	-	-	31	33	24	24

= sig lower vs took part = sig higher vs took part
= directionally lower vs took part = directionally higher vs took part

product perceptions

Table 27 – Emotional Responses to Last Book: Pre / Post Summer

	Pre-Summer		Post-Summer	
	Took part	Didn't take part	Took part	Didn't take part
Base:	*356*	*343*	*356*	*343*
	%	%	%	%
% saying yes to…..				
Made me laugh	67	64	68	59
Made me cry	5	5	4	5
Made me feel scared	15	11	12	14
Made me feel excited	85	81	82	76
Made me interested in the characters	94	89	93	88

➢ 76% of participating 4 – 6 year olds were excited by the last book they read after the summer vs. 63% of 4 – 6 year old non-participants (90% cl)
➢ 93% of participating 4 – 6 year olds were interested in the characters of the last book they read after the summer vs. 80% of 4 – 6 year old non-participants (95% cl)

[red]	= sig lower vs pre	[green]	= sig higher vs pre
[hatched red]	= directionally lower vs pre	[light green]	= directionally higher vs pre

product perceptions
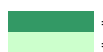
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Table 28 – Suggestion for Improved Promotion From School Contacts

➢ *Start earlier in the year*
➢ *Get posters up earlier so we can start talking about it*
➢ *Smaller posters which can be put up in all the classrooms*
➢ *More posters*
➢ *"More promotional material" was given as a reason for better participation rate this year*
➢ *Higher profile (as this year) increases participation rates*
➢ *Promotion in schools was conducted via assembly talks lasting 15-20minutes*
➢ *Talks to individual classes would more effective than an assembly talk*
➢ *Use more visual aids in assembly*
➢ *Use modern methods to present (e.g. PowerPoint) so all children can see*
➢ *Author visits to schools*
➢ *More links between school and library*
➢ *Know the themes in advance so we can talk to the children about it*
➢ *Reminders for staff as this is a very busy time of year*
➢ *Personal contact for children and parents who are less likely to take part*
➢ *Get parental involvement (perhaps invite them to the assembly)*
➢ *Evening promotion about library in school*
➢ *Letters home for parents*
➢ *Prizes would motivate some children*
➢ *More incentives to take part*
➢ *Advertising campaign / mentions on children's TV programmes*

product perceptions

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Methodology - Further Details & Discussion

The research method was designed to deliver against the stated objectives. It was required to provide robust evidence for advocacy to the education sector and a sound basis for review of the Challenge offering.

The approach adopted was therefore a quantitative evaluation conducted among children with qualitative input from key literacy staff.

The research was conducted in schools before and after the summer break among children both likely and unlikely to take part in the SRC.

1.   Pre and Post Summer Evaluation

The national impact study of 2003 provided valid and reliable information of the ways in which the SRC has inspired children in 2003. This has been extremely valuable to TRA for advocacy.

To obtain greater depth of understanding of the difference the SRC has made to participants, research was required which includes interviewing before as well as after the Challenge.

It was anticipated that this methodology, which provides a starting point against which to measure such differences, may not show as significant an increase as that based on post activity perceptions alone. However, a pre-post method was selected as it is a more reliable indicator of the impact on participants.

2.   Control Group

A pre-post method would be a reliable indicator of the impact on participants but in itself does not provide a context against which to compare the effect on participants, i.e. the effect of the summer holiday on the reading of non-participants.

Had the study focused solely on the impact on participants it would have made an inherent assumption that participants are the same as non-participants. There is no evidence from which to ascertain the accuracy of this assumption but anecdotal evidence suggests the reverse; i.e. that the Challenge attracts children who are already more positive to reading.

Evidence which clarifies this position would provide a more accurate understanding of the true role of the SRC for children. Therefore, the test design included both children interested in the Challenge following the librarian's visit as well as those who did not intend to take part.

The 'Test' sample was comprised of children interested in the Challenge following the librarian's visit to demonstrate the impact of The Reading Mission on these children's reading from before to after the summer holidays, while the 'Control' cell was comprised of children who did not intend to take part in The Reading Mission.

As well as providing the context for the difference that the SRC makes to participants, the 'Control' cell also contributed to a broader understanding of library usage and participation in the SRC. It was anticipated that the latter would be valuable to the subsequent review of SRC materials.

3.   Interviewing in Schools

Interviewers worked in each school before the summer holiday, with the same interviewers returning to each school after the summer.

This approach was chosen for several reasons:

➢ Conducting the research in the school context made the results more meaningful to schools, who are a key audience for the findings.

➢ Access to teachers from schools which took part, meaning that the participant findings could be related to the opinions of teachers.

➢ The same children could be interviewed both pre and post summer, in the same place.

➢ Access was provided to a concentrated group of children, which generated larger sample sizes for less financial investment than many other methods.

4.   Interviewing Children

When interviewing children, several factors need to be taken into account. Children have a limited and different vocabulary, less life experience and a shorter attention span. As a result, questionnaires and interview structure were designed with children in mind. Questions were kept simple, and were easy to understand without being patronising. In addition, the questions were understandable across the age range of participants, so that all children could be asked the same questions in order to show progression across the sample.

Consent from a responsible adult is required to allow children to participate in research. Although a teacher qualifies as a responsible adult, consent was requested from a parent or guardian as this is best practice. This request contained sufficient information of the nature of the research for the responsible adult to make an informed decision. Following the initial request for consent, follow-up slips were sent out in order to increase the response rate. In total, 21% of the school role received permission to be interviewed. (Highest return rate 67% vs. lowest 5%).

Data collection was conducted by interviewers with a CRB clearance with a Certificate of Enhanced Disclosure.

5.   Data Collection Methods

A face to face interview was considered to be most appropriate. This enabled more detailed and difficult information to be gathered from children than would a self-completion questionnaire.

This does not have the weakness of a self completion approach, which can produce a sample bias towards those more keen to complete, for example, in the TRA SRC West Sussex Dissertation, the self completion method produced a notably lower proportion of boys than both administered questionnaires and the Reading Maze survey. Such bias could be expected to be more prevalent at the post summer stage and would impact on the validity of the results.

Children in Year 6 changed schools over the summer and so contacting them again posed a challenge.

Excluding these children from the study was considered, however, this was not ideal as it would have meant losing information on their participation and impact. Visits were also considered to the schools to which the majority of children had moved; however, this would have been very inefficient in terms of both cost and effort.

It was instead decided to contact these children by telephone for their post summer interview. The children were advised of this at their pre summer interview and given the opportunity to decline if they felt uncomfortable.

Any test effect that may have occurred from this alternative data collection method will be equal in the test and control groups and therefore has not biased the overall results. Additionally, the pre-post drop off effect was no greater than between other year groups.

6.   Questionnaire

Where possible, the children's questionnaire contained closed questions, helping to minimise costs. Previous work by Product Perceptions and by TRA has provided a wealth of data which enabled comprehensive pre-coded answer lists to be developed for most question areas.

Criteria were used from The Summer Reading Challenge: Supporting Children's Development (See Appendix for Consultation Paper) to help establish questions which would allow evaluation of the areas of reading competence and strands for progression.

The literacy framework was examined in order to establish the content of the questionnaire, as well as to determine in which way questions should be asked in order to assess the effect of the Challenge on children.

Each interview lasted no more than 10 minutes.

7.   Piloting

The children's questionnaire was piloted prior to the survey commencing, in order to ensure that it was manageable and would provide the required information.

An informal pilot was carried out on several children, both younger and older, to ensure that no issues were present with the questionnaire length or understanding, with the questionnaire fine-tuned as a result of the piloting.

8.   Semi Structured Interviews with literacy staff

In addition to the interviews with children, a short, semi-structured interview (20-30 minutes) was conducted with one key worker from each nominated school to find out more about the SRC within that school. Again, this was conducted both before and after the summer holiday.

This was to provide background information about the role of the SRC in the school and perceptions of its impact.

9. Timings

Interviews were carried out pre-summer between 27th June and 13th July, and post summer between the 8th and 15th September 2006.

10. Incentives

A gift of £200 of books was given to schools as an incentive to compensate for their efforts and any disruption that having interviewers on the premises may cause.

In addition, a small token was given to participating children. This consisted of a pencil case pre, and a pencil post summer.

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GLOs in More Detail

The Inspiring Learning for All Generic Learning Outcomes (GLOs) are:

INCREASE IN KNOWLEDGE AND UNDERSTANDING (GLO 1)
- *Learning new facts or information, or using prior knowledge in new ways*
- *Coming to a deeper understanding*
- *Knowing 'what' or knowing 'about'*

INCREASE IN SKILLS (GLO2)
- *Being able to do new things*
- *Knowing 'how'*
- *Skills are described in many different ways and include intellectual, social, emotional and physical skills*

CHANGE IN ATTITUDES AND VALUES (GLO3)
- *Change in feelings, perceptions, opinions about ourselves, other people and things, and the wider world*
- *Having reasons for actions, or personal viewpoints*
- *Empathy, capacity for tolerance, or lack of these*
- *Increased motivation*

EVIDENCE OF ENJOYMENT, INSPIRATION, CREATIVITY (GLO4)
- *Evidence of having fun, being surprised while using a library, museum or archive.*
- *Evidence of innovative thoughts, actions or things*
- *Evidence of exploration, experimentation and making*

EVIDENCE OF ACTIVITY, MODIFIED BEHAVIOUR, PROGRESSION (GLO5)
- *These may be observed, remembered or intended*
- *This includes what people do, did, or intend to do*
- *Evidence or change in the way people balance and manage their lives, including their work, study or family contexts*

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Interpretation of Findings

Incorporating the GLO's

The GLOs are an evaluation tool. As such, the first stage in incorporating the GLOs was to clearly specify the objectives of the SRC. Taking each GLO in turn, the anticipated outcomes that would be expected if the objective had been achieved are listed below:

Summary of SRC Impact vs. GLOs

- Promotes awareness of people and cultures outside participants own lives
- Enables participants to identify elements of their own experience and relate to them
- Imparts new information
- Develops emotional skills

1. Knowledge & Understanding

- Ensures children read over the summer holiday
- Encourages more reading than would otherwise occur
- Introduces new reading experiences
- Increases library membership

5. Activity Behaviour & Progression

Outcomes

2. Skills

- Aids development of library use skills
- Develops key literacy skills
- Motivates communication
- Promotes critical thinking

4. Enjoyment, Inspiration, Creativity

- Is enjoyable and enhances enjoyment of reading
- Encourages experimentation and broadens reading horizons
- Generates new connections
- Stimulates ideas and actions

3. Attitudes & Values

- Instils confidence
- Motivates continued reading
- Promotes positive feelings about the library
- Drives commitment to library usage and the SRC

Having agreed the outcomes sought, the evidence required to achieve each outcome was identified and the data collection tools designed to ensure that the required evidence was provided.

Once the data was collected it underwent thorough preliminary consideration to determine which key claims / benefits of the SRC could be supported (and not supported). Detailed interpretation and analysis of the findings followed to summarise the benefits of the SRC to schools, pupils and libraries and areas for future consideration for the development of the SRC and its materials.

Incorporating the Literacy Framework

The document 'Summer Reading Challenge: Supporting Children's Development' identified strand 8; 'Engaging with and Responding to Texts' as the main strand pertinent to the SRC. There are some relevance aspects under strands 1. Speaking, 2. Listening and Responding, 5. Word Recognition, and 7. Understanding and Interpreting Texts.

- ➢ For strand 8, Engaging with and Responding to Texts, evidence of impact was gained in the following areas:
  - o On children's attitudes to reading in terms of independence, confidence, enjoyment and reflexivity.
  - o On children's creative reading, in terms of imaginative response and engagement with text
  - o On children's book and author knowledge, in terms of extending the reading repertoire, understanding writers purposes and viewpoint.

- ➢ For the other areas, information was collected on the exposure to books, sharing of books and wider range of books experienced through taking part in the SRC and how these contribute to children's development.

Consultation Paper For The Reading Agency

Summer Reading Challenge: Supporting Children's Reading Development

A consultation paper for THE READING AGENCY

May 2006

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The Brief

The purpose of this consultation document is to:

o   Identify information that will help teachers, head teachers and literacy co-ordinators make informed decisions about participation in the SRC and to help them understand how involvement will enhance children's reading.

o   To identify relevant standards that teachers are working to with reference to the *National Curriculum* and *National Literacy Framework*, showing how the SRC supports these

Context

The way to get children reading is to leave the library door open …"
Terry Pratchett

The PIRLS and PISA comparative studies of international literacy standards (2003) provide evidence that children in England (Scotland, Wales and Ireland are detailed separately) enjoy significant success in reading, performing third highest in the scale of reading competence with only Sweden and the Netherlands scoring higher. However, these reports also indicate that children in England are amongst the lowest in expressing personal enjoyment from their reading, making it imperative that reading for purpose and pleasure are prioritised in the education agenda. *Excellence and Enjoyment: a strategy for primary schools* (2003) recognises that to achieve the best educational results schools must work with parents and the community and think about education in terms of extending activity beyond the normal school day. Furthermore, it emphasizes the importance of out of school activities in instilling pleasure in learning and in supporting the achievement of high standards. Libraries and schools are ideal partners for working together to raise children's achievement: '*It has been demonstrated that when teachers and librarians work together, students achieve higher levels of literacy, reading….*' UNESCO/IFLA School library manifesto (2000). Specifically libraries enable children to read in their own time, at their own pace and in their own way, providing resources to meet their reading needs at all ages and at all stages of their development thus complementing the emphasis on literacy skills detailed in the school curriculum.

The National Literacy Framework (revised 2006: in consultation phase) identifies 3 key strands for **Reading**. The third strand, '**Engaging with and responding to texts**' most closely fits with the intended aims of the SRC, 'to develop confident readers' and 'to promote the cultural impact of the library'. The National Curriculum programme of study for English **EN2, Reading** requires that children engage with a wide range of texts in order to develop their knowledge, skills and understanding. It is evident that the SRC can also contribute to this aim providing opportunities for sustained reading of a diverse range of texts.

Following from the curriculum context outlined above, it is recommended that the following areas of reading competence, which are linked to the National Curriculum programmes of study for reading and National Literacy Framework strands for progression, are used in advocacy to the education sector and in evaluating the impact of the SRC on children's reading:

A.   ATTITUDE TO READING: independence, confidence, enjoyment and reflexivity
B.   CREATIVE READING: imaginative response and engagement with texts
C.   BOOK and AUTHOR KNOWLEDGE: extending the reading repertoire, understanding writers purposes and viewpoints
D.   LIBRARY KNOWLEDGE

These areas build on the successes of the SRC, which have been identified through the 2003 evaluation. In moving forward with the education sector it is suggested that emphasis is given to the impact on these specific attributes of reading and library usage and less on the response to the SRC as an enjoyable activity.

A. ATTITUDE TO READING: independence, confidence, enjoyment and reflexivity

Links to the New Literacy Framework statements for progression	
Foundation	return to favourite books
Year 1	select books for personal reading and give choices
Year 2	read whole books on their own
Year 3	share and compare reasons for reading preferences and extend range of books read
Year 4	read extensively favourite authors or genres and experiment with other text types
Year 5	reflect on reading habits and preferences and plan personal reading goals
Year 6	read extensively and discuss personal reading with other including reading groups
Progression	
Into Y7	read a range of fiction texts independently as the basis for developing critical reflection and personal response

Evidence that can be used in advocacy to the education sector and demonstrating successful impact on children's reading competence:

The following aspects of reading provide some evidence of a developing positive attitude to reading:

1. How children make their choices: their awareness of different sources of advice and the extent to which they use them. Older children can be expected to know and make use of a wider range of sources e.g.:
    a. advice from parents, librarians, other children,
    b. reviews in magazines,
    c. television tie-in,
    d. online reviews
    e. reviews available in the library
    f. independent choice
    g. awareness and use of a range of sources

2. Children's awareness of their reading preferences e.g.:
    a. Being able to identify favourite authors,
    b. Or poets,
    c. Or illustrators
    d. Or genres.

3. The extent to which children are able to articulate their preferences e.g.:
    a. Can they explain an interest in genre?
    b. Can they describe a preference for one author rather than another with increasing sophistication, so that older children might, for instance, be able to talk about why they prefer Eoin Colfer's *Artemis Fowl* Books to Anthony Horowitz's *Alex Rider* series?
    c. Can they talk about being able to find oneself in a book and the impact this has on them as readers and as people?
    d. Are they aware of belonging to a community of readers and the extent to which this might shape their preferences: reading what others are reading for the shared enjoyment

4. Children's willingness to engage in reading outside the scope of their preferences:
    a. trying something new
    b. being able to explain how the decision to try something new was explained

5. The confidence with which children are able to talk with others about their reading:
    a. A willingness to discuss their reading
    b. articulating how talking with others affects response and engagement

6. Ability to identify personal purposes for reading e.g.:
    a. Entertainment
    b. Vicarious experience
    c. Emotional need
    d. Increase knowledge and understanding

B. CREATIVE READING: Respond imaginatively, using different strategies to engage with texts

Links to the new Literacy Framework statements for progression	
Year 1	Visualise and comment on events, characters and ideas, making imaginative links to own experiences
Year 2	Engage with books through exploring and enacting interpretations
Year 3	Empathise with characters and debate moral dilemmas portrayed in texts
Year 4	Interrogate texts to deepen and clarify understanding and response
Year 5	Compare the usefulness of techniques e.g. visualisation, prediction, empathy, in exploring the meaning of texts
Year 6	Sustain engagement with longer texts, using different techniques to make the book come alive

Evidence that can be used in advocacy to the education sector and demonstrating successful impact on children's reading competence:

Evidence of the range of responses *beyond the personal* that children are able to demonstrate and an awareness of techniques that can help refine a response. In the context of the Summer Reading Challenge it may be possible to elicit information about the range of responses but unless a range of techniques for refining response (e.g. visualisation, role-play, prediction activities) is built into the activity, it may not be appropriate to extend questions to areas focussing on techniques and strategies for developing a response to reading. The following aspects of reading provide some evidence of response:

1. Children's response to character e.g.:
    a. identifying good and bad characters,
    b. understanding that characters can be complex,
    c. being able to understand events from a particular characters' point of view - empathise
    d. understanding how characters develop in stories
    e. identifying from whose point of view events are focalised

2. Prediction e.g:
    a. using cataphoric (forward looking) cues to understand what might happen next in the story,
    b. being able to articulate predictions

3. Evidence of an enquiring attitude to reading e.g.
    a. Asking questions about reading/asking an adult another child for clarification
    b. self-questioning as a means of making sense of a text when reading
    c. knowing that you can change your mind about characters, events while you are reading

4. The ability to evaluate what has been read e.g.
    a. to confidently express whether a book is a 'good' or 'bad' giving reasons
    b. to be able to say whether the latest book written by a favourite author compares well to others that have been read and back up ideas with reasons

5. The oldest and most able readers will be able to make an aesthetic judgements e.g.

a. to comment on a writers' effective use of judgement

b. to appreciate for example the way in which a book is structured

C. BOOK AND AUTHOR KNOWLEDGE: extending the reading repertoire, writers' purposes and viewpoints

Links to the National Curriculum and Literacy Framework

The National Curriculum requires pupils to read a diverse range of texts, which at KS1 include:
-   Stories and poems with familiar settings and those based on imaginary or fantasy worlds
-   Stories, plays or poems by significant children's authors
-   Retellings of traditional folk and fairy stories
-   Stories and poems from a range of cultures
-   Stories and poems with patterned and predictable language
-   Challenging stories and poems (length and vocabulary)

At KS2 the list is extended with the inclusion of:
-   Range of modern fiction
-   Range of modern poetry
-   Classic poetry
-   Myths and legends
-   Playscripts *(need group reading activities for productive encounters)*

Links to the National Literacy Framework statements for progression

Year 1   Distinguish between fiction and non-fiction texts and the different purposes for reading them

Year 4   Explore why and how writers write, including face-to-face and online contact with authors

Year 5   Compare how writers from different times and places present experiences

Progression

into year 7   explore the notion of literary heritages and understand why some texts have been particularly influential or significant

Evidence that can be used in advocacy to the education sector and demonstrating successful impact on children's reading competence:

While the *National Curriculum* indicates a range of texts and the *Literacy Framework* specifies which texts are to be read at specific times, the Summer Reading Challenge offers the ideal opportunity for children to extend their range of independent reading. Demonstration of breadth of reading through evaluation of the SRC will support the education agenda for the development of wide personal reading. The following aspects of reading are evidence of wider reading:

1. Increased experience with the range of books available
   a. A selection of fiction, non-fiction, poetry, magazine, onscreen reading material including websites
   b. Range of fiction, range of non-fiction, range of poetry

2. Familiarity with authors, poets and illustrators
   a. Ability to name authors, poets and illustrators other than 'favourite' and an increasing awareness of the types of books associated with them
   b. Older children will be able to discuss the concerns and viewpoints expressed by some authors

D. LIBRARY KNOWLEDGE

Though use of the public library service is not explicitly mentioned in the National Curriculum or the revised *Literacy Framework*, a clear rationale is outlined in *Excellence and Enjoyment* (see above)

1. Evidence of a positive attitude to libraries
   a. Being able to express personal feelings about visiting the library

2. Knowledge about what libraries offer
   a. Being able to state some of the services offered by the library e.g. book and other media loans, storytelling session

3. Awareness of how to use a library for a range of purposes
   a. How to search for a book and other resources
   b. Knowledge of who can help in the library

Taking it further

In addition to recognising the valuable contribution that the SRC makes to children's developing reading competence, further dialogue with schools might open up possibilities for increased partnership work. For example, regular library visits, regular displays of children's book based work in public libraries, follow-up in school from SRC e.g. child produced displays of 'the books we read and enjoyed this summer'.

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Questionnaires

Following is a copy of each of the four questionnaires used in this research. As discussed, teachers and pupils were surveyed both before and after the summer.

1) Pupil Pre-Summer Questionnaire (6 Pages)

2) Pupil Post-Summer Questionnaire (8 Pages)

3) Teacher Pre-Summer Questionnaire (4 Pages)

4) Teacher Post Summer Questionnaire (2 Pages)

June 2006

RESPONDENT No. (101-104)

CARD (105-106): 01

Project Mission

BEFORE SUMMER HOLIDAY QUESTIONNAIRE v04

Job No. 250977

product perceptions

BEFORE STARTING:
CHECK YOU HAVE A SIGNED CONSENT FORM FOR THIS CHILD AND ATTACH IT TO THIS QUESTIONNAIRE
CHECK THAT THE INTEREST IN TAKING PART IN THE READING MISSION ON THE FORM MATCHES THE SCHOOL TYPE

Respondent's Full Name_____

Address_____

_____

Post Code: _____ Telephone Number _____

Interview Date _____ Interviewer's name _____ I.D. #_____ (107-111)

Time Interview Began _____ Ended _____ Interview length_____ (112,113)

I declare that this interview has been carried out strictly in accordance with your specification and has been conducted within the MRS Code of Conduct with a person unknown to me.	Interviewer's signature.	Checked by supervisor

LIBRARY AUTHORITY / REGION (114)
North Tyneside .....North East................................1
Wirral ....North West...............................2
Luton ....East of England 3
Essex...................East of England 4
Gloucester ....South West.............................5
South Glos...........South West.............................6
Dorset..................South West.............................7

AUTHORITY TYPE (115)
English Counties.....................................1
Metropolitan..2
Unitary 3

SCHOOL YEAR (116)
Reception 1
Year 1...2
Year 2...3
Year 3...4
Year 4...5
Year 5...6
Year 6...7

AGE LAST BIRTHDAY (117) (118)

Write age in box............................
Must be between 04 and 12

GENDER (119)
Boy 1
Girl...2

ETHNIC ORGIN (120)
White 1
Mixed...2
Asian / Asian British 3
Black / Black British...............................4
Other (incl. Chinese) 5

SCHOOL TYPE (121)
Test 1
Control..2

INTRODUCTION

Hello, my name is .... I work for a company called Product Perceptions and we find out what people think about things. I'd like to talk to you about reading. Will you tell me what you think about reading?

Yes 1	*Continue*
No 2	**Close**

_____

Q1   How much do you like reading?
        SHOW CARD A / READ OUT…

A lot	A bit	Don't mind it	Not much	Not at all

Ring one code only................................ 1 .... 2............3 .... 4............5   (122)

_____

Q2   How good a reader do you think you are?
        SHOW CARD B / READ OUT…Is your reading…?

Excellent	Very good	Quite good	Not very good	Not good at all

Ring one code only................................ 1 .... 2............3 .... 4............5   (123)

_____

Q3   Some people have books they like more than others, do you have a favourite **book**?
        SHOW CARD C / READ OUT…Would you say…?
        Ring one code only

(124)

There is one book I like best of all..................................... 1
There are lots of books I like a lot 2
There isn't a book I like a lot 3

_____

Q4   And what about the people who write the books, do you have a favourite **author**?
        SHOW CARD D / READ OUT…Would you say…?
        Ring one code only

(125)

There is one author I like best of all 1
There are lots of authors I like a lot................................... 2
There isn't an author I like a lot 3
I don't know who writes the books.................................... 4

_____

Can you think which book was the last one you finished reading?
[PAUSE, PROBE IF NECESSARY]
I would like you to tell me some things about that book.
Q5a   Did you choose that book for yourself or was it given or lent to you by someone else?
        Ring one code only

(126)

I chose it myself 1   *Ask Q5b*
It was given / lent by someone else 2   *Go to Q6*

_____

ASK THOSE SAID THEY CHOSE THEIR BOOK AT Q5a
Q5b   What was the main thing about that book that made you choose it?
       DO NOT PROMPT. Ring all mentioned

(127)

I liked the title... 1
I liked the picture on the cover 2
Someone told me it was good.. 3
I've read other books in that series 4
I've read other books by that author................................. 5
The blurb on the cover sounded good............................... 6
Another reason *(write in*
_____*)* 7
Don't know / can't give a reason 8

_____

ASK ALL
Q6   Which, if any, of these things did that book make you feel?
      Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	Yes	No	Don't know	
…..It made me laugh	1	2	3	(128)
…..It made me cry	1	2	3	(129)
…..It made me feel scared	1	2	3	(130)
…..It made me feel excited	1	2	3	(131)
…..It made me feel interested in the characters (or information)	1	2	3	(132)

_____

Q7   And was it / did it…?
      Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	Yes	No	Don't know	
…..about characters with different lives from me	1	2	3	(133)
…..about a character I'd like to be	1	2	3	(134)
…..about good characters and bad characters	1	2	3	(135
…..tell me something I didn't know before	1	2	3	(136)
				skip (137)

_____

Q8a   How good or bad did you think that book was?
       SHOW CARD E / READ OUT…Was it…?

	Very good	Quite good	Not very good	Bad	
Ring one code only	1	2	3	4	(138)

Q8b And why do you think it was a *(insert answer to Q8a)* book?
DO NOT PROMPT. Ring all the codes which sum up the answers

(139)

Because I liked / disliked it 1

Any mention of story / characters / content 2
Any mention of how the book made them feel................... 3
Any comment about the quality of writing / illustration 4
Any comparison with another book 5

Any other reason *(write in*
_____*)* 6
Don't know / can't say 7

Q9 Did you do any of these things for this book?
Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	Yes	No	Don't know	
…..I talked to my mum or dad or someone at home about it *(yes to any)*	1	2	3	(140)
…..I talked to a friend about it	1	2	3	(141)
…..I thought about it after I'd finished reading it	1	2	3	(142)
…..I wrote or drew or played games about it with friends or on my own *(yes to any)*	1	2	3	(143)

Q10 Can you tell me where your local library is?
(NB not school library. Refer to briefing instructions for details of correct descriptions.)
Ring one code only

(144)

Any correct descriptions *(write in where*
_____*)* 1

Don't know 2

Q11a Do you go to your local library?
Ring one code only

(145)

Yes .... 1 *Ask Q11b*
No .... 2 *Go to Q12*

ASK THOSE WHO SAY "YES" THEY GO TO THE LIBRARY AT Q11a

Q11b How much do you like visiting the local library?
SHOW CARD F / READ OUT…

	A lot	A bit	Don't mind it	Not much	Not at all
Ring one code only	1	2	3	4	5	(146)

ASK ALL

Q12 How much reading do you think you will do over the school holiday. Do you think it will be less, more or about the same as now?
Ring one code only

(147)

Less... 1
About the same... 2
More 3
Don't know... 4

_____

Q13a Recently, a librarian came and talked to you about The Reading Mission. Do you think you will take part in The Reading Mission this summer?
Ring one code only

(148)

Yes .... 1 _Ask Q13b_
No... 2 _Ask Q13c_
Don't know .... 3 _Go to Q14_

_____

ASK THOSE WHO SAY "YES" AT Q13a

Q13b Why do you want to take part in The Reading Mission?
DO NOT PROMPT. Ring all mentioned

(149)

I want to get the medal...................................... 1
I want to collect the stickers 2
I want to get a Mission pack _(or puzzles or pen)_ 3
I want to read the books.................................... 4
I want to go on the website 5
It will make me a better reader / be good for my reading... 6
Something else (_write in details_
_____) .... 7 _Go to Q14_

_____

ASK THOSE WHO SAY "NO" AT Q13a

Q13c Why don't you want to take part in The Reading Mission?
DO NOT PROMPT. Ring all mentioned

(150)

I'd like doing other things better 1

It looks boring.. 2

It looks stupid 3

I'm too old for it / it's too young for me........................ 4

I don't like reading much 5

It's too much like school 6

There's no-one who can take me to the library 7

I'll won't be here / I'm going away on holiday 8

Something else (_write in details_
_____) 9

ASK ALL

Q14   Did you take part in the Reading Voyage last summer?

	Yes	No

Ring one code only.. 1 2   (151)

_____

SAY:

Thank you. Have a great summer holiday and I will talk to you again in the autumn term.

REFER TO FRONT PAGE, IF CHILD IS IN YEAR 6 SAY:

You will be in a new school in the new term so you won't be here when I come back. I would like to talk to you on the telephone instead. Is that OK?

Yes 1   *Check telephone number & close*

No.. 2   *Close*

Thank and give Gift

September 2006	**Project Mission**	Job No. 250977
RESPONDENT No. (201-204)		
	AFTER SUMMER HOLIDAY QUESTIONNAIRE v05	**product perceptions**
CARD (205-206): 02		

Respondent's Full Name _____

Post Code: _____ Telephone Number _____

Interview Date_____ Interviewer's name _____ I.D. # _____ (207-211)

Time Interview Began _____ Ended_____ Interview length_____ (212,213)

I declare that this interview has been carried out strictly in accordance with your specification and has been conducted within the MRS Code of Conduct with a person unknown to me.	Interviewer's signature.	Checked by supervisor

INTRODUCTION
Hello again, I'd like to talk to you some more about reading.

Q15   How many books did you read during the summer?
*Include **all** books which were finished or are still being read*

(214-216) *Write the Number in the box*

Include books from home, the library, shops and all other sources
If a child has read the same book twice, count as 2 books

Q16   Was it easy or hard for you to read that many books?
Ring one code only
SHOW CARD G / READ OUT

(217)
Very hard.. 1
Quite hard.. 2
Quite easy 3
Very easy 4

Q17   Is this a lot of books for you, a normal number or not many?
Ring one code only

(218)
A lot... 1
A normal number 2
Not many 3

Q18a Some people have books they like more than others, do you have a favourite **book**?
SHOW CARD H / READ OUT…Would you say…?
Ring one code only

(219)

There is one book I like best of all.................................... 1 *Ask Q4b*

There are lots of books I like a lot 2
There isn't a book I like a lot .... 3 *Go to Q5a*

ASK THOSE WITH ONE FAVOURITE (Q4a CODE 1)
Q18b Was this your favourite before your school holiday or is it a new favourite?
Ring one code only

(220)

Same favourite as before school holiday 1
New favourite 2

_____

ASK ALL
Q19a And what about the people who write the books, do you have a favourite **author**?
SHOW CARD I / READ OUT…Would you say…?
Ring one code only

(221)

There is one author I like best of all .... 1 *Ask Q5b*

There are lots of authors I like a lot................................. 2
There isn't an author I like a lot.. 3
I don't know who writes the books .... 4 *Go to Q6*

ASK THOSE WITH ONE FAVOURITE (Q5a CODE 1)
Q19b Was this your favourite before your school holiday or is it a new favourite?
Ring one code only

(222)

Same favourite as before school holiday 1
New favourite 2

_____

ASK ALL
Q20 Out of the *(READ OUT NUMBER AT Q1)* books you read
in your school holiday, how many…

a …had you read before?
Write the number in the box   (223-225)

b …were by your favourite author?
Write the number in the box   (226-228)

c …were by an author you had never read before?
Write the number in the box   (229-231)

Q21   Did you go to the library this summer?

(232)

Yes 1   Ask Q8
No 2   Go to Q9

ASK THOSE WHO VISITED LIBRARY OVER THE SUMMER (Q7 CODE 1)

(233-235)

Q22   How many times did you go to the library over the summer?   *Write the Number in the box*

ASK ALL
Q23   Did you take part in the Reading Mission this summer?
      Ring one code only

(236)

Yes 1   *Ask Q10-12*

No 2   *Go to Q13*

ASK ALL WHO DID THE READING MISSION (Q9 CODE 1)
Q24   Did you finish the Reading Mission and get the certificate?
      Ring one code only

(237)

Yes 1
No 2
Not yet 3

Q25   How many books did you read in the Reading Mission?
      Write the number in the box

(238-240)

Q26   How much did you enjoy doing The Reading Mission?
      SHOW CARD J / READ OUT…

A lot   A bit   Didn't mind it   Not much   Not at all

Ring one code only .... 1 .... 2 .... 3 .... 4 5   (241)

ASK ALL

Q27   Would you like to take part in the Reading Challenge next summer?

	Yes	**No**	
Ring one code only	1	2	(242)

_____

Q28   How much do you like reading?
SHOW CARD K / READ OUT…

	A lot	**A bit**	**Don't mind it**	**Not much**	**Not at all**	
Ring one code only	1	2	3	4	5	(243)

Q29   How good a reader do you think you are?
SHOW CARD L / READ OUT…Is your reading..?

	Excellent	**Very good**	**Quite good**	**Not very good**	**Not good at all**	
Ring one code only	1	2	3	4	5	(244)

_____

Q30   What difference do you think the school holiday has made to your reading?
SHOW CARD M / READ OUT…Is your reading…?

	A lot better	**A bit better**	**Not much different**	**A bit worse**	**A lot worse**	
Ring one code only	1	2	3	4	5	(245)

_____

Can you think which book was the last one you finished reading?
[PAUSE, PROBE IF NECESSARY]
I would like you to tell me some things about that book.
Q31a   Did you choose that book for yourself or was it given or lent to you by someone else?
Ring one code only

(246)

I chose it myself.. 1   *Ask Q31b*
It was given / lent by someone else 2   *Go to Q18*

ASK THOSE WHO SAID THEY CHOSE THEIR BOOK (Q31a CODE 1)

Q31b   What was the main thing about that book that made you choose it?
        DO NOT PROMPT. Ring all mentioned

                                                                    (247)
            I liked the title 1
            I liked the picture on the cover 2
            Someone told me it was good.. 3
            I've read other books in that series 4
            I've read other books by that author................................. 5
            The blurb on the cover sounded good 6
            Another reason *(write in*
            _____*)*................................... 7
            Don't know / can't give a reason 8

ASK ALL

Q32   Which, if any, of these things did that book make you feel?
        Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	Yes	No	Don't know	
…..It made me laugh	1	2	3	(248)
…..It made me cry	1	2	3	(249)
…..It made me feel scared	1	2	3	(250)
…..It made me feel excited...	1	2	3	(251)
…..It made me feel interested in the characters	1	2	3	(252)

Q33   And was it / did it…?
        Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	Yes	No	Don't know	
…..about characters with different lives from me..................	1	2	3	(253)
…..about a character I'd like to be	1	2	3	(254)
…..about good characters and bad characters	1	2	3	(255)
…..tell me something I didn't know before............................	1	2	3	(256)
…..a book that would have been too hard for me before the school holiday	1	2	3	(257)

Q34a   How good or bad did you think that book was?
        SHOW CARD N / READ OUT…Was it…?

	Very good	Quite good	Not very good	Bad	
Ring one code only	1	2	3	4	(258)

Q34b And why do you think it was a *(insert answer to Q20a)* book?
DO NOT PROMPT. Ring all the codes which sum up the answers

(259)

Because I liked / disliked it.. 1

Any mention of story / characters / content 2
Any mention of how the book made them feel 3
Any comment about the quality of writing / illustration....... 4
Any comparison with another book 5

Any other reason *(write in*
_____*)* 6
Don't know / can't say.. 7

Q35 Did you do any of these things for this book?
Rotate order of reading out. Tick start. Ring one code for each statement

Tick Start	*Yes*	*No*	*Don't know*	
…..I talked to my mum or dad or someone at home about it *(yes to any)*..	1	2	3	(260)
…..I talked to a friend about it	1	2	3	(261)
…..I thought about it after I'd finished reading it	1	2	3	(262)
…..I wrote or drew or played games about it with friends or on my own *(yes to any)*.......................................	1	2	3	(263)

Thank and give Gift

June 2006		Project Mission	Job No. 250977

RESPONDENT No. (101-104)

CARD (105-106): 01

**SCHOOL CONTACT
BEFORE SUMMER HOLIDAY
QUESTIONNAIRE
v02**

product perceptions

Respondent's Full Name_____

School Name: _____ Telephone Number _____

Interview Date _____ Interviewer's name _____ I.D. #_____ (107-111)

Time Interview Began _____ Ended _____ Interview length_____ (112,113)

I declare that this interview has been carried out strictly in accordance with your specification and has been conducted within the MRS Code of Conduct with a person unknown to me.	Interviewer's signature.	Checked by supervisor

INTRODUCTION
Hello, my name is .... from Product Perceptions. We have been commissioned by The Reading Agency to carrying out some research on reading, the effect of the summer holidays and of the Summer Reading Challenge.
_____

Respondent Details:
First, can I just check that you are responsible for literacy and reading promotion?

Yes .... 1 *Continue*
No.. 2 ***Close and ask for alternative respondent***

Job Title: _____

School Details:
Q1 School Type: Primary / Infant / Junior

Q2 Mission Research: Test School / Control School

Q3 Number of Children:

Q4 What kind of background do they come from?

Q5 What is the ethnic mix?

Q6   What range of reading abilities do they cover…
       (ask one or both as applicable for school)

       What proportion of Year 2's achieve levels 1: _____% 2 _____% 3 _____%

       What proportion of Year 6's achieve levels 3: _____% 4 _____% 5 _____%

School Connection with Summer Reading Challenge
Q7   When did the school start to be involved with the Summer Reading Challenge?

Q8   Why did you get involved with it? (If they do not consider they are involved, why not?)

Q9   How has the school's involvement changed over time?

Q10   What proportion of children took part in the Challenge last year?
       if known, how many…
          -   Started?

          -   Completed?

Q11   How do you expect this to change this year?

       If different,
       Why do you expect it to be different this year?

Q12   What do you see as the role of the Summer Reading Challenge for your school?
       How useful do you consider it is?

Q13   What differences, if any, do you anticipate between those children who take part in the Summer Reading Challenge and those who don't?

Q14   What impact do you consider the summer break has on children's reading?

Q15   In what ways do the children who take part in the Summer Reading Challenge differ from those who don't when they come back to school after the summer break?

Q16   What impact do you think the Summer Reading Challenge has on the children who take part?

Promotion of The Reading Mission in the school
Q17   How has The Reading Mission been promoted in your school this year?
      How else?

Q18   *If there was a talk in assembly*
        How long did the talk last?

        What did it cover?

        How well do you think it worked?

            Why?

            What was good about it?

            How do you think it could have been more effective?

Q19   What else was done to promote The Reading Mission?

Q20   In what ways could the number of children taking part be increased?

Q21   What suggestions do you have for improving it's promotion?

Selection of children to participate in the test
Q22   Please will you tell me how the children were selected to take part in the research from
        the forms their parents sent back?
        *(Specifically…*Who did it? One person or several class teachers? Children spread across
        year group or from a single class?)

Thank and Close

Project Mission

RESPONDENT No. (101-104)

**SCHOOL CONTACT
AFTER SUMMER HOLIDAY
QUESTIONNAIRE
v01**

**product
perceptions**

CARD (105-106): 01

Respondent's Full Name_____

School Name: _____ Telephone Number _____

Interview Date _____ Interviewer's name _____ I.D. #_____ (107-111)

Time Interview Began _____ Ended _____ Interview length_____ (112,113)

I declare that this interview has been carried out strictly in accordance with your specification and has been conducted within the MRS Code of Conduct with a person unknown to me.	Interviewer's signature.	Checked by supervisor

INTERVIEWER:
MAKE SURE RESPONDENT IS THE SAME PERSON WHO COMPLETED THE PRE SUMMER QUESTIONNAIRE

INTRODUCTION
Hello, my name is .... from Product Perceptions. I like to ask you a few more questions about the effect of the summer holidays on children's reading and of the Summer Reading Challenge.
_____

Q1   What proportion of children took part in the Challenge this year?
      if known, how many
            -    Started?

            -    Completed?

Q2   How does this compare with what you expected?

Q3   *If different,*
      Why do you think this was different?

Q4   What differences, if any, were there between those children who started the Summer Reading Challenge and those who didn't?

Q5   In what ways do the children who take part in the Summer Reading Challenge differ from those who don't when they come back to school after the summer break?

Q6   What impact do you think the Summer Reading Challenge had on the children who took part?

Thank and Close

Back