

Appendices

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Appendix One: Copy of online survey

Booktime 2012-2013 teacher survey

Your role

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

Please select one option only.

(Single code) – Force a response before moving on

Ask: ALL

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

About Booktime

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

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

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

Image of Booktime pack appears here

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

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

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

(Multi code – unless the final code is selected)

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

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

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

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

Please select all that apply

(Multi code)

Ask: If selected final code at Q3

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

The Booktime books

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

(Single code for each book)

Images of books appear here

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

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

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

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

(Single code for each statement and book)

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

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

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

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

Additional resources provided by Booktime

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

(Single code for each resource)

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

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

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

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

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

(Single code for each statement)

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

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

The Booktime website

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

PDF activity sheets

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

PDF session ideas

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

Interactive Storybook

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

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

'Have some fun' games

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

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

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

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

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

Impact of Booktime

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

Please select all that apply, for each activity.

(Multi code)

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

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

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

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

(Multi code)

Ask: ALL

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

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

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

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

(Single code)

Ask: ALL

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

- Highly successful
- Successful
- Partially successful
- Unsuccessful

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

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

Open response

Ask: ALL

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

(Multi-code)

Ask: ALL

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

Reading in your school

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

(Single code)

Ask: ALL

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

- None of the above

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

(Multi-code)

Ask: ALL

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

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

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

(Single code)

Ask: ALL

- Yes
- No
- Don't know

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

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

Ask: ALL

- Lack of resources
- Lack of support from senior management

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

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

(Single code)

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

- Highly successful
- Successful
- Partially successful
- Unsuccessful

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

(Single code for each option)

Ask: ALL

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

Classroom activities

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

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

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

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

Digital resources

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

(Single-code for each digital resource)

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

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

Appendix Two: Copy of interview schedule

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

Interview number:

Position/title:

Date of interview:

Key to job titles

RT: Reception teacher

LC: Literacy Co-ordinator

HT: Headteacher/Deputy Headteacher

EY: Early Years Foundation Stage Leader/Manager

Introduction

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

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

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

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

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

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

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

Consent for recording – Yes/No

Do you have any questions before I start?

***: Priority question**

Start of interview

ALL: Introduction

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

1. RT/LC/EY: The Booktime books

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

– Question/s	– What are your views on the two books?
– Prompts/notes	<ul style="list-style-type: none"> – The Tale of a Naughty Little Rabbit – Tim's Din – General perceptions of the books, – Appearance/content/thoughts around suitability/appropriateness, – Children's reactions, parent's reactions/feedback – View on above points for each book specifically.

– Question/s	– Did you use the Booktime books, and if so, in what way?
– Prompt/notes	<ul style="list-style-type: none"> – Reading as a class, individual reading, homework, discussions, involvement of local library etc. – *Ensure they describe how the books were given out – whether this involved parents, libraries etc*. – Feedback on the two books individually, whether they were used differently.

– Question/s	<ul style="list-style-type: none"> – *Are there any ways in which you used the books which worked particularly well? – Did they, or the resources/session ideas, inspire any new ideas or activities? If yes: any examples?*
– Prompts/notes	<ul style="list-style-type: none"> – Teaching methods and activities in class. – Also: was Booktime seen as an opportunity to inspire enthusiasm around books and reading?

2. ALL: Booktime Resources

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

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

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

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

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

3. ALL: Perceptions of success and impact of Booktime

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

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

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

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

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

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

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

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

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

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

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

5. ALL: Engaging parents/carers

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

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

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

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

6. ALL: Concluding questions:

Finally, to conclude the interview...

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

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

Appendix Three: Full set of frequency tables

Table Q1

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

Due to rounding, percentages may not sum to 100.

Source: Q1 Booktime online survey

Table Q2

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

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

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

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

Source: Q2 Booktime online survey

Table Q3

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

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

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

A filter question: all those who answered [(Q2_6=0)].

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

Source: Q3 Booktime online survey

Table Q4

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

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

A filter question: all those who answered [Q3_10=1].

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

Source: Q4 Booktime online survey

Table Q5A

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

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

N = 1229

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered $[(Q1=1 \text{ OR } Q1=5) \ \& \ Q2_6=0]$.

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

Source: Q5 Booktime online survey

Table Q5B

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

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

N = 1229

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered $[(Q1=1 \text{ OR } Q1=5) \ \& \ Q2_6=0]$.

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

Source: Q5 Booktime online survey

Table Q6A

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

N = 1229

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered [(Q1=1OR Q1= 5) & Q2_6=0].

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

Source: Q6 Booktime online survey

Table Q6A4

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

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

Table Q6A4

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

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

Due to rounding, percentages may not sum to 100.

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

Source: Q6 Booktime online survey

Table Q6B

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

Table Q6B

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

A filter question: all those who answered [(Q1=1OR Q1= 5) & Q2_6=0].

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

Source: Q6 Booktime online survey

Table Q6B4

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

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

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered [filter1=1].

Source: Q6 Booktime online survey

Table Q7A

Which of the following Booktime resources have you used?

The Booktime Website...

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

Due to rounding, percentages may not sum to 100.

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

Source: Q7 Booktime online survey

Table Q7

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

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q7 Booktime online survey

Table Q8A

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

The Booktime Website...

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q8 Booktime online survey

Table Q8B

PDF Activity Sheets...

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

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

N = 179

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q8 Booktime online survey

Table Q8C

PDF Session Ideas...

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

N = 179

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q8 Booktime online survey

Table Q8D**Interactive Storybook...**

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

N = 179

*A series of single response questions.**Due to rounding percentages may not sum to 100.**A filter question: all those who answered [(Q7D=1 OR Q7D=2)].**A total of 178 respondents gave at least one response to these questions.**Source: Q8 Booktime online survey***Table Q8E****'Have Some Fun' Games...**

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

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q8 Booktime online survey

Table Q9

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

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

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

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

Source: Q9 Booktime online survey

Table Q10A

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

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

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

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

A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2_6=0)].

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

Source: Q10 Booktime online survey

Table Q10B

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

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

A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2_6=0)].

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

Source: Q10 Booktime online survey

Table Q10C

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

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

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

A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2_6=0)].

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

Source: Q10 Booktime online survey

Table Q10D

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

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

A filter question: all those who answered [((Q1=1OR Q1= 5) & Q2_6=0)].

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

Source: Q10 Booktime online survey

Table Q11

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

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

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

A filter question: all those who answered [(Q2_6=0)].

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

Source: Q11 Booktime online survey

Table Q12A

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

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered [Q2_6=0].

Source: Q12A Booktime online survey

Table Q14

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

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

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

Source: Q14 Booktime online survey

Table Q15

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

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

Due to rounding, percentages may not sum to 100.

Source: Q15 Booktime online survey

Table Q16A

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

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

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

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

Source: Q16 Booktime online survey

Table Q16B,

Those with a school library only...

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

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

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

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

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

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

Table Q17

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

	N	%
Yes	1443	87
No	75	5
Don't know	126	8
No response	12	1
Total	1656	100

Due to rounding, percentages may not sum to 100.

Source: Q17 Booktime online survey

Table Q18

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

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

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

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

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

Source: Q18 Booktime online survey

Table Q19

Overall, how would you rate your school's success in supporting reading for pleasure?

	N	%
Highly successful	340	21
Successful	921	58
Partially successful	323	20
Unsuccessful	1	0
No response	4	0
Total	1589	100

Due to rounding, percentages may not sum to 100.

A filter question: all those who answered [Q18_8<>1].

Source: Q19 Booktime online survey

Table Q20

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

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

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

Source: Q20 Booktime online survey

Table Q21

What barriers, if any, prevent you from dedicating time to books and reading for pleasure in the classroom?

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

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

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

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

Source: Q21 Booktime online survey

Table Q22

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

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

A series of single response questions.

Due to rounding percentages may not sum to 100.

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

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

Source: Q22 Booktime online survey

Appendix Four: Details on cross-tabulations

Please note, throughout this Appendix:

0 = indicates respondents not selecting that option

1 = indicates respondents selecting that option

Free school meals

FSM and impacts (Q11)

Table 1. FSM and increased frequency of shared reading at home (Q11_4)

Descriptives

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

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

ANOVA

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

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

FSM and strategies to support reading for pleasure (Q16A)

Table 2. FSM and reading chapters from a longer book over several days (Q16A_3)

Descriptives

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

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

ANOVA

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

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

Table 3. FSM and engaging with parents/carers about the benefits of reading with their children (Q16A_6)

Descriptives

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

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

ANOVA

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

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

Table 4. FSM and encouraging children to write book reviews (Q16A_8)

Descriptives

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

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

ANOVA

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

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

FSM and challenges to supporting reading for pleasure

Table 5. FSM and difficulty engaging with parents/carers (Q18_4)

Descriptives

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

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

ANOVA

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

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

Table 6. FSM and difficulty engaging with children (Q18_5)**Descriptives**

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

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

ANOVA

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

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

Table 7. FSM and lack of time (Q18_6)**Descriptives**

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

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

ANOVA

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

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

Table 8. FSM and ‘I have not experienced any challenges’ (Q18_7)

Descriptives

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

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

ANOVA

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

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

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

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

Descriptives

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

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

ANOVA

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

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

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

Table 10. FSM and ‘a lack of time generally’ (Q21_4)

Descriptives

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

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

ANOVA

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

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

Table 11. FSM and ‘children do not associate books and reading for pleasure’ (Q21_3)**Descriptives**

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

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

ANOVA

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

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

School library

Having a school library and success at supporting reading for pleasure

Table 12. Having a school library and success at supporting reading for pleasure (Q15_1 and Q19)

Case Processing Summary

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

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

		Overall, how would you rate your school success in supporting reading for pleasure?			Total
		Partially successful or unsuccessful	Highly successful or successful		
Does your school have a school library?	No	Count 196	Count 761	Count 957	
		% within Overall, how would you rate your school success in supporting reading for pleasure? 60.3%	% within Overall, how would you rate your school success in supporting reading for pleasure? 60.0%	% within Overall, how would you rate your school success in supporting reading for pleasure? 60.0%	
	Yes	Count 129	Count 508	Count 637	
		% within Overall, how would you rate your school success in supporting reading for pleasure? 39.7%	% within Overall, how would you rate your school success in supporting reading for pleasure? 40.0%	% within Overall, how would you rate your school success in supporting reading for pleasure? 40.0%	
Total		Count 325	Count 1269	Count 1594	
		% within Overall, how would you rate your school success in supporting reading for pleasure? 100.0%	% within Overall, how would you rate your school success in supporting reading for pleasure? 100.0%	% within Overall, how would you rate your school success in supporting reading for pleasure? 100.0%	

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.002	.018	.111	.911
N of Valid Cases		1594			

a. Not assuming the null hypothesis.

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

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

Table 13. School library and 'lack of resources' (Q15_1 and Q18_1)

Case Processing Summary						
	N	Valid		Missing		Cases Total
		Percent	N	Percent	N	Percent
Does your school have a school library? * Lack of resources	1636	98.8%	20	1.2%	1656	100.0%

Does your school have a school library? * Lack of resources Crosstabulation					
		Lack of resources			Total
		0	1		
Does your school have a school library?	No	Count	668	310	978
		% within Lack of resources	57.3%	65.8%	59.8%
	Yes	Count	497	161	658
		% within Lack of resources	42.7%	34.2%	40.2%
Total	Count	1165	471	1636	
	% within Lack of resources	100.0%	100.0%	100.0%	

Symmetric Measures					
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	-.076	.023	-3.167	.002
N of Valid Cases		1636			

a. Not assuming the null hypothesis.

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

How the books were gifted and impact

Table 14. Books given out after sharing and increased children's enjoyment of reading (Q2_1 and Q11_1)

Case Processing Summary						
	N	Valid		Missing		Cases Total
		Percent	N	Percent	N	Percent
Given out to children in class after sharing one or both of the books * Increased children's enjoyment of reading	1272	98.0%	26	2.0%	1298	100.0%

Given out to children in class after sharing one or both of the books * Increased children's enjoyment of reading Crosstabulation					
		Increased children's enjoyment of reading			Total
		0	1		
Given out to children in class after sharing one or both of the books	0	Count	140	204	344
		% within Increased children's enjoyment of reading	34.1%	23.7%	27.0%
	1	Count	271	657	928
		% within Increased children's enjoyment of reading	65.9%	76.3%	73.0%
Total	Count	411	861	1272	
	% within Increased children's enjoyment of reading	100.0%	100.0%	100.0%	

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.108	.029	3.894	.000
N of Valid Cases		1272			

a. Not assuming the null hypothesis.

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

Table 15. Books given out after sharing and impact on communication and language development (Q2_1 and Q11_6)

Case Processing Summary

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

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

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

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.065	.021	3.099	.002
N of Valid Cases		1272			

a. Not assuming the null hypothesis.

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

Table 16. Books given out after sharing and impact on social and emotional development (Q2_1 and Q11_7)

Case Processing Summary

	Valid		Missing		Cases Total	
	N	Percent	N	Percent	N	Percent
Given out to children in class after sharing one or both of the books * Impact on children's personal, social and emotional development	1272	98.0%	26	2.0%	1298	100.0%

Given out to children in class after sharing one or both of the books * Impact on children's personal, social and emotional development Crosstabulation

		Impact on children's personal, social and emotional development		
		0	1	Total
Given out to children in class after sharing one or both of the books	0	Count 289 % within Impact on children's personal, social and emotional development 29.3%	55 19.2%	344 27.0%
	1	Count 696 % within Impact on children's personal, social and emotional development 70.7%	232 80.8%	928 73.0%
Total		Count 985 % within Impact on children's personal, social and emotional development 100.0%	287 100.0%	1272 100.0%

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.057	.016	3.415	.001
N of Valid Cases		1272			

a. Not assuming the null hypothesis.

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

Table 17. Books given out after sharing and impact on development of literacy skills (Q2_1 and Q11_8)

Case Processing Summary

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

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

		Impact on children's development of literacy skills			
		0	1	Total	
Given out to children in class after sharing one or both of the books	0	Count	231	113	344
		% within Impact on children's development of literacy skills	30.2%	22.3%	27.0%
	1	Count	535	393	928
		% within Impact on children's development of literacy skills	69.8%	77.7%	73.0%
Total	Count	766	506	1272	
	% within Impact on children's development of literacy skills	100.0%	100.0%	100.0%	

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.069	.022	3.075	.002
N of Valid Cases		1272			

a. Not assuming the null hypothesis.

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

Table 18. Books given out after sharing and supporting children and families through the key transition point of starting primary school (Q2_1 and Q11_9)

Case Processing Summary

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

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

		Supporting children and their families through the key transition point of starting primary school			
		0	1	Total	
Given out to children in class after sharing one or both of the books	0	Count	236	108	344
		% within Supporting children and their families through the key transition point of starting primary school	29.8%	22.5%	27.0%
	1	Count	557	371	928
		% within Supporting children and their families through the key transition point of starting primary school	70.2%	77.5%	73.0%
Total	Count	793	479	1272	
	% within Supporting children and their families through the key transition point of starting primary school	100.0%	100.0%	100.0%	

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.061	.021	2.806	.005
N of Valid Cases		1272			

a. Not assuming the null hypothesis.

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

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

Table 19. Books given out after sharing and success of Booktime (Q2_1 and Q12)

Case Processing Summary

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

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

		How would you rate the success of Booktime in your school?			Total
		Count	Partially successful or unsuccessful	Highly successful or successful	
Given out to children in class after sharing one or both of the books	0	93	45.8%	23.7%	351
	1	110	54.2%	76.3%	942
Total		203	100.0%	1090	1293

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	.171	.029	6.514	.000
N of Valid Cases		1293			

a. Not assuming the null hypothesis.

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

Awareness raising strategies and impact

Table 20. 'None of the above' and increased frequency of shared reading at home (Q3_10 and Q11_4)

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

None of the above * Increased frequency of shared reading at home Crosstabulation						
		Increased frequency of shared reading at home			Total	
		0		1	Total	
None of the above	0	Count	471	560	1031	
		% within Increased frequency of shared reading at home	75.7%	86.6%	81.2%	
None of the above	1	Count	151	87	238	
		% within Increased frequency of shared reading at home	24.3%	13.4%	18.8%	
Total		Count	622	647	1269	
		% within Increased frequency of shared reading at home	100.0%	100.0%	100.0%	

Symmetric Measures						
		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.	
Measure of Agreement	Kappa	-.107	.022	-4.941	.000	
N of Valid Cases		1269				

a. Not assuming the null hypothesis.

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

Table 21. None of the above and supporting children and families through the key transition point of starting primary school (Q3_10 and Q11_9)

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

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

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

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	-.076	.024	-3.038	.002
N of Valid Cases		1269			

a. Not assuming the null hypothesis.

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

Table 22. None of the above and increasing parent'/carers' confidence about reading with their children (Q3_10 and Q11_10)

Case Processing Summary

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

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

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

Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Measure of Agreement	Kappa	-.120	.024	-4.573	.000
N of Valid Cases		1269			

a. Not assuming the null hypothesis.

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

Appendix Five: Contextual details on sample

Free School Meals (FSM) proportions:

Descriptive Statistics

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

Number of Reception pupils:

Descriptive Statistics

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

Total number of pupils:

Descriptive Statistics

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

Region:

Government Office Region

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

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

Sex of pupils:

schsex

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

Religion:

denom

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