RENAISSANCE®

*What Kids Are Reading and How

4,914 UK schools

1,057,720 children

20,674,121 books read

251,754,013,327 words read

ADVENTURES
Funny Stories
FOOTBALL
All about Nature
ANCIENT HISTORY
The Graphic Novel
Fairy Tales
The Great Classic Novel
HORROR STORIES
Myths and Legends
Vol. 3 Wizard Wars
Funny Family

The Book-Reading Behaviours of Pupils in British and Irish Schools

An independent study by Professor Keith Topping, Professor of Educational and Social Research, School of Education, University of Dundee

RENAISSANCE
Accelerated Reader™

whatkidsarereading.co.uk

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*Foreword

Writing for children today, my overriding aim is to make reading a pleasure. This takes many forms, but central to all should be the ability to step out of one's own life, transported into the experiences of others – whether fictional or true – before returning to the present with an enriched, broader sense of how the world turns and one's place in it.

A pleasurable book, like a gripping movie or compulsive game, can manipulate our sense of time. The process feels effortless, and time seems to freeze, yet the reader can often be occupied for an hour or more without distraction. The human pleasure of making hours pass without much effort, but satisfyingly, is great indeed.

This mental and physical state of reading – calm, focused and attentive, is increasingly hard to attain in our digitally distracted world, and today's children face many competing demands on their time. Some will enjoy reading more than others, but every child should be given the space and freedom to develop powers of concentration, stillness and deep thought. For without these life skills, they may find the multiple, complex challenges of their personal and professional lives that inevitably lie ahead harder to navigate.

That's why I'm proud to have my books listed in Renaissance Learning's Accelerated Reader programme, which helps so many children discover the joy of reading. Their success will always derive, in part, from promoting a wide range of books. Young readers, whatever their gender or cultural or socio-economic background, deserve stories in which they can recognise versions of their own lived experience. Equally, society benefits from a literature which exposes developing minds to worlds they are less familiar with, as we try to raise an empathetic, constructive, and collaborative next generation.

And perhaps, looking at the many varied titles in this report, that is the greatest pleasure reading offers. We read alone in order that we may all come together.

Piers Torday

Piers Torday's first book for children, *The Last Wild*, was shortlisted for the Waterstones Children's Book Prize and nominated for the Carnegie Medal. His second book, *The Dark Wild*, won the Guardian Children's Fiction Prize. His other books include *The Wild Beyond*, *There May Be a Castle* and *The Lost Magician*.

He visits schools and libraries all over the UK, discussing reading for pleasure with both pupils and teachers. A volunteer reading helper with Coram Beanstalk, he is also a trustee of the Ministry of Stories, which enables children from deprived backgrounds to harness the power of their imaginations.

*Introduction

For over 10 years, this study – the largest of its kind – has reported on the book-reading habits of schoolchildren from across the UK and Ireland.

In fact, the reading habits of more than 1,000,000 children from almost 5,000 schools have been analysed and, again, the numbers are impressive. Over the last academic year, these children read 20,674,121 books and an incredible 251,754,013,327 words.

As ever, Professor Topping's research provides unique insight into the literary trends across year group, gender, non-fiction classification and ability. However, in this 2019 edition we also look at data on how children are reading.

In particular, we have introduced new measures such as Estimated Engaged Reading Time (ERT) and Student Growth Percentile (SGP) that provide insight on the role that reading practice can have on reading achievement. In other words, the more time spent on reading practice at the right level, the better a student performs, regardless of their ability or stage of education.

Of course, whilst reading achievement is important, the report also underlines the significance of reading motivation and reading for pleasure – something at Renaissance we have always sought to promote. It is interesting to note that the 'favourite books' were generally read with a better level of comprehension, often despite the text being of greater difficulty.

The report also confirms that reading time has a direct bearing on vocabulary expansion, and there is a fascinating chart that shows the stark contrast between students who read for more than 30 minutes a day, and those reading for only half that time.

Finally, I would like to thank Professor Topping and all the schools and authors who have contributed to this report, which I hope that you find both interesting and informative.

James Bell

Director of Professional Services – International Renaissance

Part A: How Kids Are Reading

Average Percent Correct

The most effective indicator of quality of implementation is Average Percent Correct (APC) – the extent to which pupils score highly on book quizzes. Renaissance recommends that pupils score at 85% or higher if they are to really benefit from the programme.

Student Growth Percentile (SGP) is a score derived from the Star computer-based norm-referenced reading test, which on a pre-post basis gives an indication of the growth in reading achievement during the academic year. It is percentile-based and has an average of 50 (maximum 100; minimum 1).

Figure 1 shows the relationship for each year between the lower, middle and upper thirds of students in relation to their SGP scores and their APC on quizzes (Table 3 gives more detail). In all years except for 11 and 12 there is a consistent pattern whereby the lowest APC scores are associated with the lowest SGP scores, the highest with the highest SGP scores, and the middle APC scores associated with the middle SGP scores. Obviously, implementation quality makes a big difference! In years 11 and 12 only about 400 pupils participated and they tended to read books well below their expected level of reading difficulty. This accounts for the rather odd data in these years.

Estimated Engaged Reading Time

Another indication of implementation quality is given by Estimated Engaged Reading Time (ERT). ERT is derived from Accelerated Reader points. For each Reading Practice Quiz taken by a student, Accelerated Reader points are calculated based on the length and difficulty of the book and the student's performance (i.e., number of items correct) on the quiz. These points are then used to calculate an estimate of ERT, thus:

$$\text{AR points earned} = \left(\frac{10 + \text{ATOS Book level}}{10}\right) \times \left(\frac{\text{words in book}}{10}\right)$$
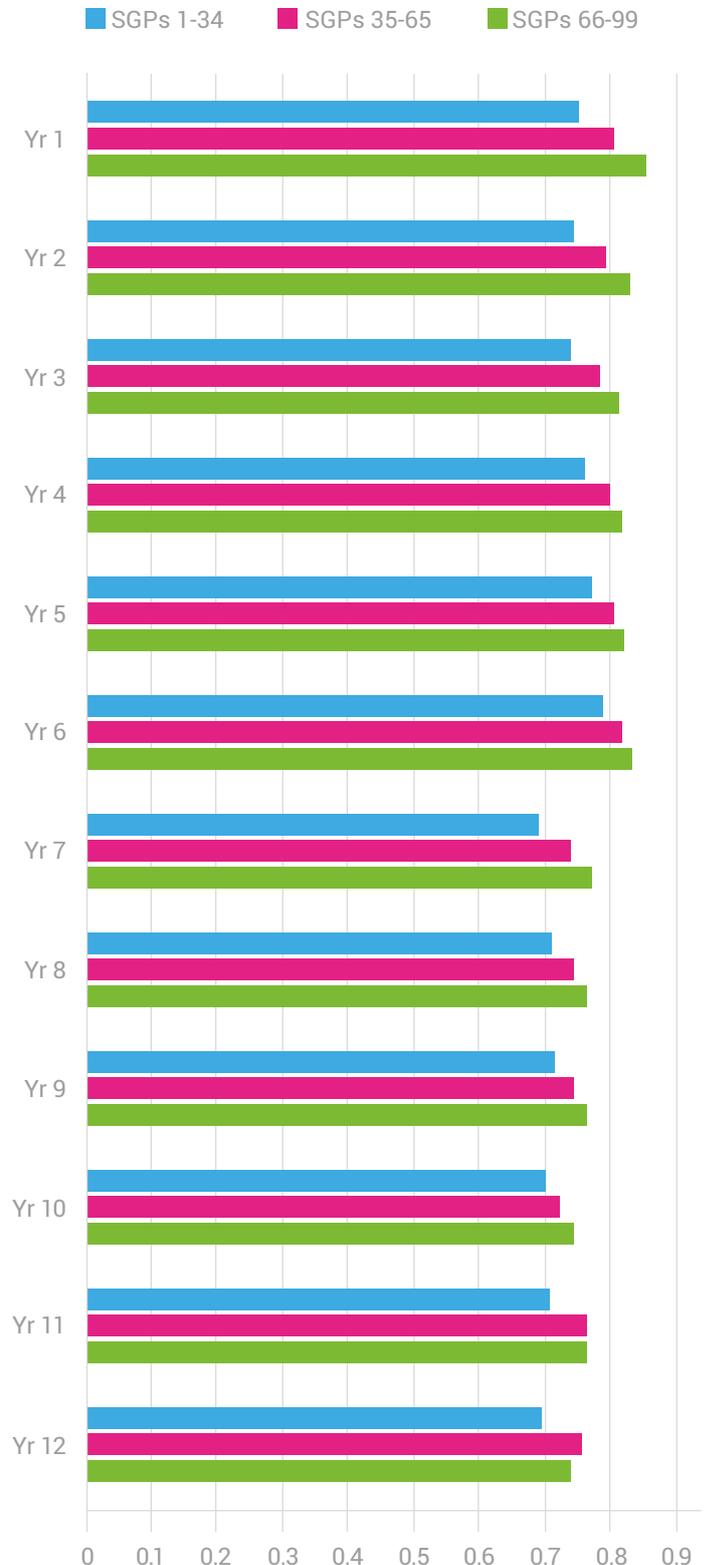
Figure 1: All Students; APC by SGP group

Then,

$$\text{Engaged Reading Time (minutes)} = \frac{(\text{AR points earned}) \times (\text{minutes per point value})}{\text{school days}}$$

If ERT is low, we might expect less growth in attainment; if it is high, we would expect more. Distributing SGP High, SGP Low and SGP Average pupils by ERT we find the following (Figure 2):

A pattern emerges which is very similar to that for APCs (with the same eccentricities for years 11 and 12) (Table 3 gives more detail). The lowest ERT scores are associated with the lowest SGP scores, the highest with the highest SGP scores, and the middle ERT scores associated with the middle SGP scores. More reading time in school leads to higher reading attainment. Implementation quality does indeed make a big difference!

Engaged Reading Time and Cumulative Words Read

If we graph the cumulative number of words read by ERT, we see further evidence of the impact of time spent reading. Figure 3 shows the difference between 15 minutes of ERT, 15–29 minutes of ERT and ERT of 30+ minutes (Table 4 gives more detail, including showing that in the upper years there was generally little time given to reading).

Figure 2: All students, ERT by SGP group
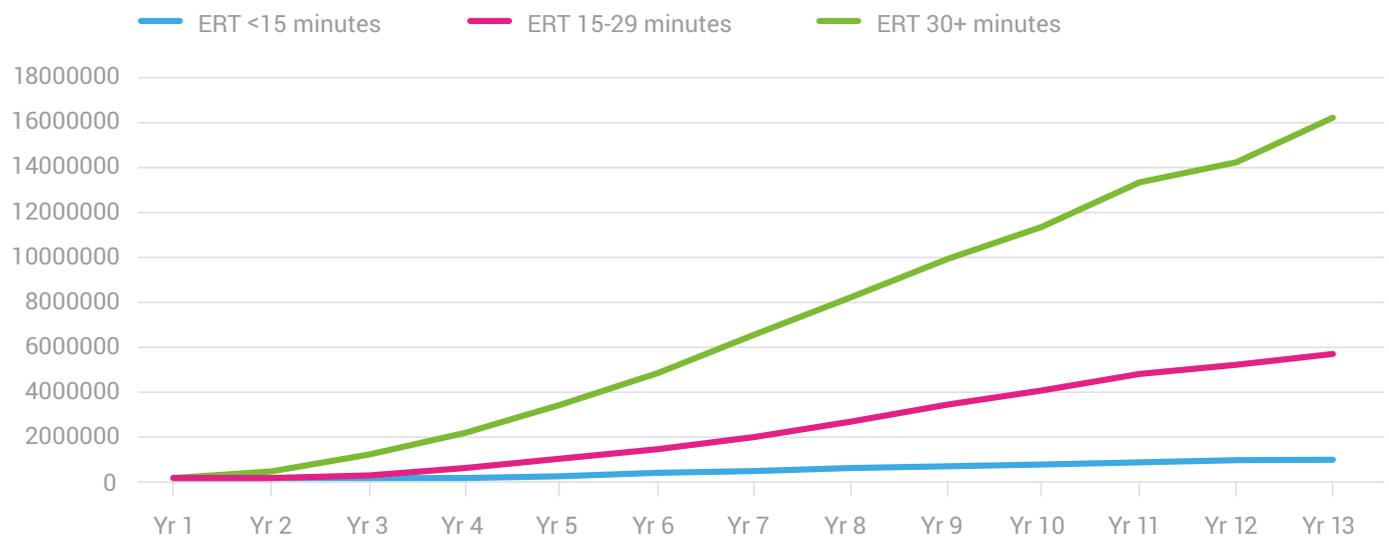
Figure 3: Cumulative number of words read, by ERT

Quizzes Passed

When it comes to Quizzes Passed, a similar pattern to APC and ERT exists, with years 11 and 12 again rather eccentric (see Figure 4). However, the difference between high and low SGP is less pronounced for years 8, 9 and 10.

Struggling Readers

When we look at the data for Struggling Readers (defined as the lowest quartile – 25% – of readers on Star SGP) (Figure 5), a similar picture is evident for APC, ERT and Quizzes Passed, again with oddities in years 11 and 12 (further detail in Table 5).
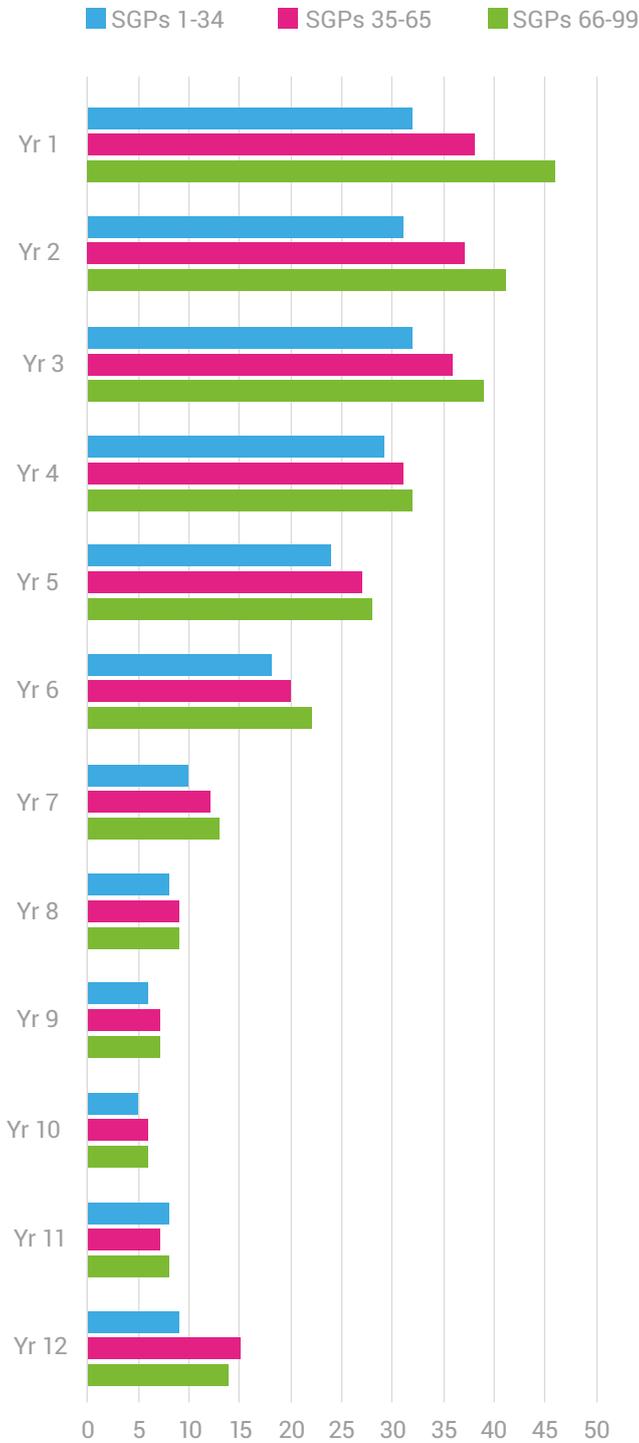
Figure 4: All Students; Quizzes Passed by SGP group
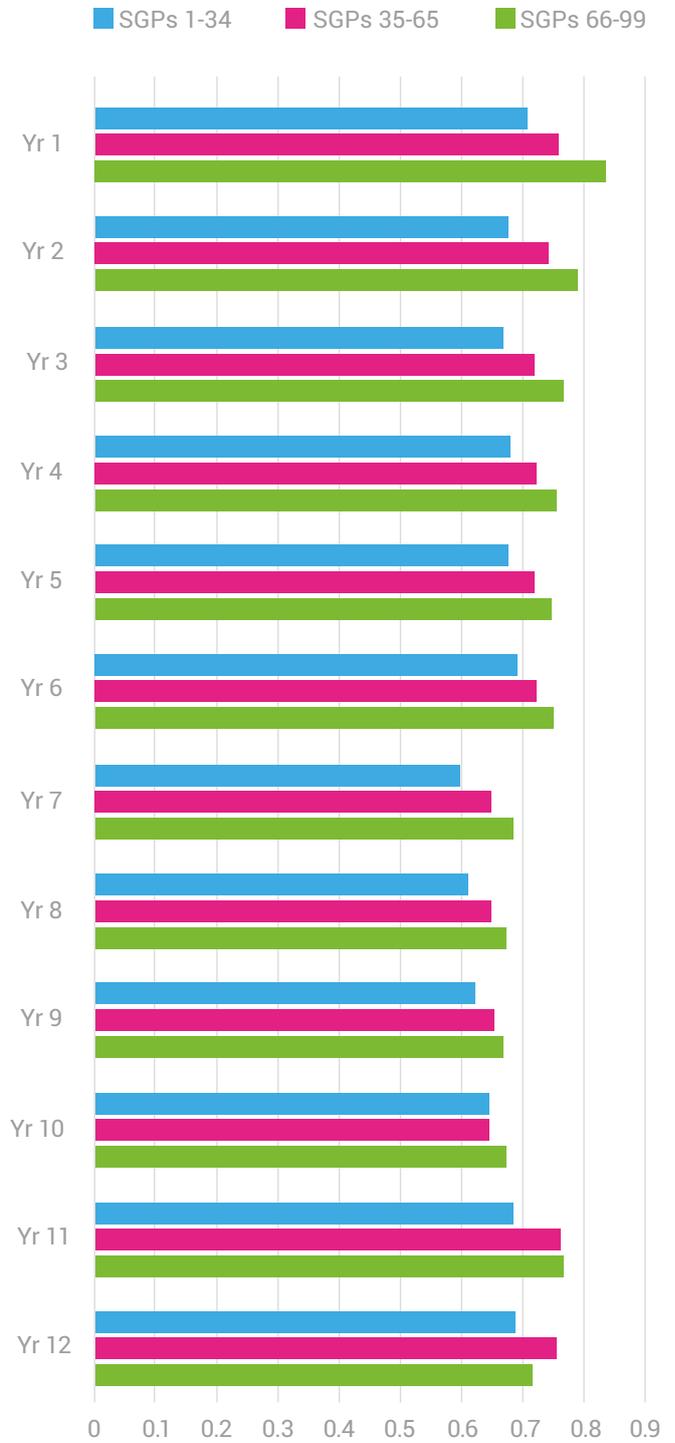
Figure 5: Struggling readers; APC by SGP group

Figure 6: Struggling readers; ERT by SGP group

Again, further detail will be found in Table 5.
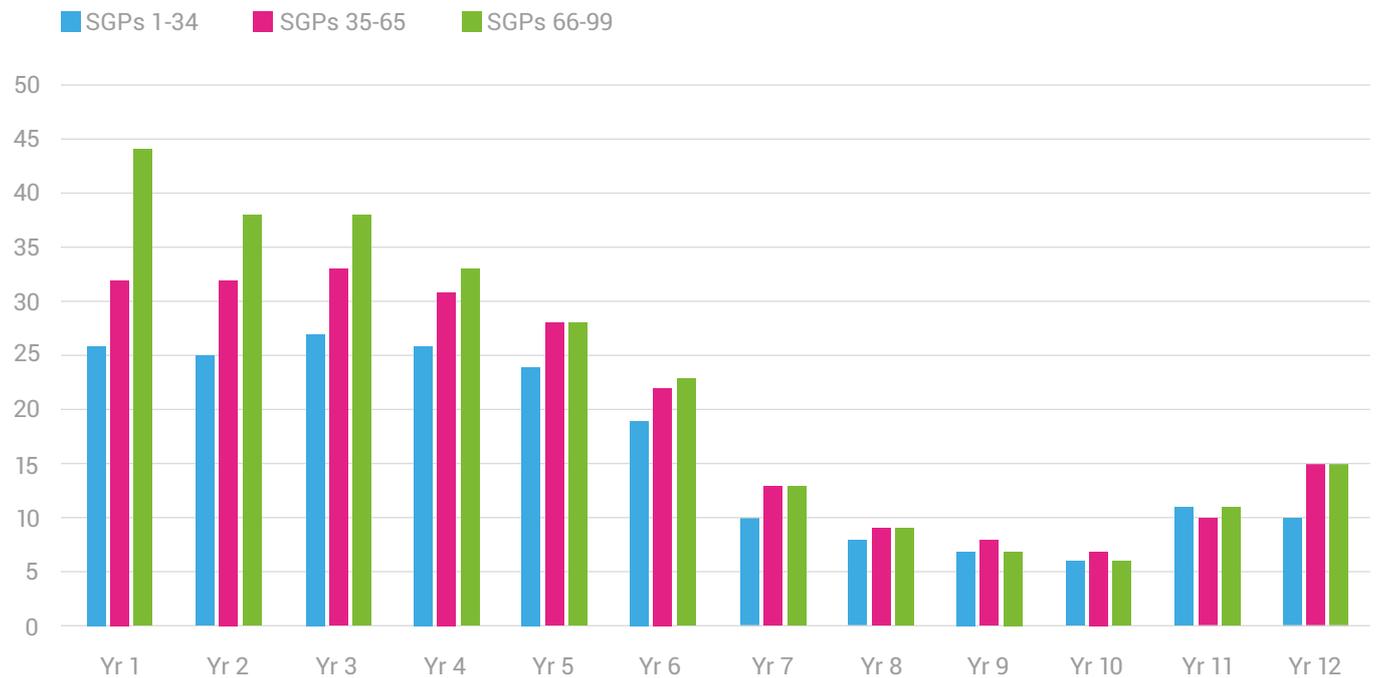
Figure 7: Struggling readers: Quizzes Passed by SGP group

Only in Quizzes Passed do we see the eccentricity in years 11 and 12 come down to years 9 and 10.

Zone of Proximal Development

Turning now to the Zone of Proximal Development (ZPD): this is the difficulty level of a text which has just enough challenge to promote reading growth in pupils. If reading is done at a level below the ZPD, little or no growth in attainment is likely to occur, although the pupil is likely to score highly on the quiz. Similarly, if reading is done at a level above the ZPD, in theory the text will be too hard and no growth in achievement will occur. The range of numerical values for each pupil in each year is derived from the Star norm-referenced reading test.

Given the ZPD for each child, we can establish how many books were read that were below the ZPD and how many were above it (and of course how many were within it). Figure 8 shows the pattern (further detail in Table 6).

It is evident that there is an increasing tendency to read books which are below ZPD as pupils progress into and through secondary school, coupled with a decline in the tendency to read books above the ZPD. Paradoxically, secondary pupils read more books within their ZPD, but this is because they do not read so many above their ZPD.

Considering the APC of books read below, at or above the ZPD, we find as follows (Figure 9).

As expected, books below ZPD almost uniformly had a high APC (except for year 12). Regarding books within the ZPD, APC was higher in primary school than secondary school. However, even within primary school APC was rarely reaching the recommended level. As soon as pupils moved to secondary school APC fell away rapidly and even below-ZPD books were not quizzed on to the 85% level.
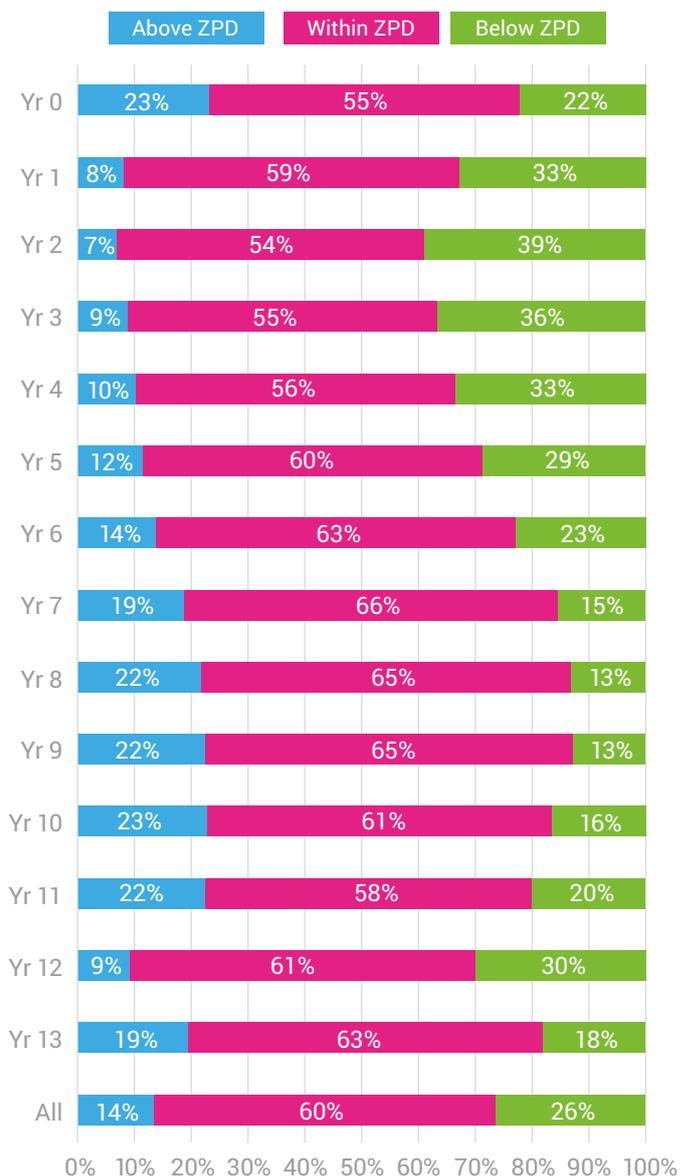
Figure 8: Percent of Quizzes taken that are above/within/below a student's ZPD
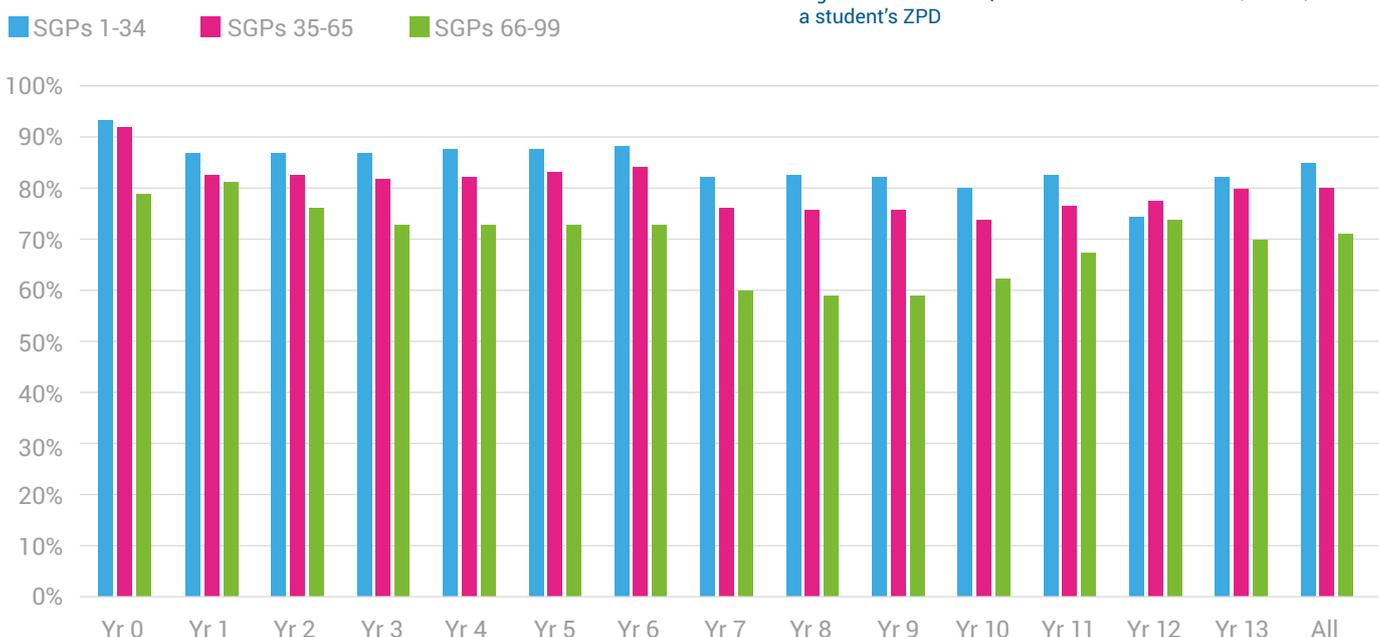
Figure 9: APC of Quizzes taken that are above/within/below a student's ZPD

How Kids Are Reading: Summary

Overall, then, the pattern is very clear. For all readers, high levels of implementation in terms of APC, ERT and Quizzes Passed are associated with high levels of reading achievement throughout the year, while low levels of implementation are associated with low levels of achievement. The only exception is years 11 and 12, where only a few students tended to read books that were very easy for them. ERT in terms of minutes allocated to reading showed a very strong relationship with number of words read. Much of this was also true for struggling readers, although for Quizzes Passed there were more oddities in the data for years 9 and 10. Pupils read with accuracy within their ZPD at primary school but at secondary school tended to read below their ZPD but not with any improvement in accuracy. Nonetheless, the notion of ZPD is a useful one in investigating implementation quality.

"We've found that Accelerated Reader has had a very marked influence on behaviour. The children read between lessons, making the transitions between lessons seamless, when previously this may have been when most problem behaviour occurred.

"We know that we need to create autonomous, lifelong learners. Accelerated Reader, with its ability to diagnose, group, track, monitor, praise, stretch and challenge is a time-efficient, child-friendly tool for effectively answering the question 'How will we teach reading?' The answer is, partly through Accelerated Reader."

– Jim Matthews, Principal and
Catherine Magee, P6 Teacher
St Comgall's Primary School,
County Antrim

*Part B: What Kids Are Reading

Books Kids Are Reading Most Often: Overall Picture

Many more children participated in this research compared to last year's report (1,057,720 compared to 963,678 − 10% more). Participant numbers have now exceeded the million mark. As in previous years, boys were again slightly more likely to feature than girls (462,520 cf. 444,325; 150,875 genders unknown). Total quizzes taken (= books read) was 20,674,121 as compared to 18,044,078 last year (15% more). So, while more children were participating, participating children were also quizzing on more books.

By far the largest number of quizzes overall were taken by Year 7 pupils (3,820,128) in the first year of secondary school. However, Years 3−5 in primary school were also high on this factor (3,374,893, 3,371,286, 3,164,895 respectively). Last year, Year 8 was high on this factor, but now Year 6 and Year 8 are about equal (2,210,706 and 2,257,458 respectively, which is as high as last year). It seems as if much of the increase in pupil numbers this year has come from primary schools.

Pupils steadily read more books each year in the first three years, reaching a peak in Year 3 at 37 books. After this the number of books read per year steadily declined. As older pupils read longer and harder books, this would be expected to a large extent. In Years 12 and 13 the number of books read increases again a little, but the numbers of pupils contributing data at this age was small. A similar trajectory is shown by the average number of quizzes passed. Last year suggested a continued growth in use of AR in secondary schools, but this year suggests more growth in primary schools.

Average book difficulty rises as pupils get older, but not in proportion to the rate at which the pupils should be improving in reading. As in many previous years, book difficulty rose steeply through the primary school, rose much less steeply from Year 7 through Year 9, then declined after that. However, although difficulty level rises sharply each year in primary school, it does not rise very much in the first years of secondary school (years 7−8). It declines in Years 10−13, when you will recall children suddenly start reading somewhat more books − but it appears that these are at an easy level. There is still considerable room for improvement here. Older pupils in Years 10−13 are still reading books at the same level of difficulty or easier than upper primary pupils.

It is still the case that if the older readers challenged themselves more, better reading outcomes could be anticipated. Against this has to be set the tendency for AR to move out of the mainstream in the later years of secondary school, generally being used as an intervention resource.

Average Percent Correct (APC) on quizzes taken was in every year lower than that recommended by the software manufacturers. Pupils in primary schools showed a higher APC than pupils in secondary schools − they were reading books with greater comprehension. The highest APC was in the last two years of primary school, but in the first year of secondary school it fell sharply and plateaued throughout secondary school. This is the same picture as in many previous years.

The effectiveness with which pupils are taking quizzes again seems worrying: 20,674,121 were taken but only 16,972,349 passed (82%), exactly the same as last year. However, the APC figure is depressed by the inclusion of quizzes which were not passed. If only those quizzes which were passed are considered, the APC holds up to the 85% level recommended.

Pupils read a total of 251,754,013,327 words, considerably more than the 193,163,631,338 words reported last year (30% more), showing a larger increase than last year. This is indeed impressive. The average total words read also rose from 238,115 last year to 230,712 this year (3% increase; a larger increase than last year).

Both these figures suggest that pupils were tending to read longer books containing more words (but not necessarily harder books). Pupil numbers in Year 1 are smaller than other years but still amount to 12,506. However, in Years 12−13 numbers are even smaller, so some caution is needed in interpreting the figures. Overall, the pattern of quizzes taken and passed is as good as or more favourable than in the previous year.

We can now ask what books children in each year read most often, while simultaneously considering the difficulty level of those books and differences in reading habits between the genders.

Books Kids Are Reading Most Often: By Year

Year 1

As in the last six years, in Year 1 Roderick Hunt performed impressively, with 18 of the 20 choices in the overall category (see Table 7), one more than last year. *Village in the Snow* and *Castle Adventure* were the most popular books with both boys and girls. However, Julia Donaldson and Michael Rosen had very highly placed books for both boys and girls, just as last year, with Julia Donaldson somewhat more popular with girls than boys (although *The Gruffalo* was popular with both boys and girls). This pattern of choice was essentially similar to last year. Girls read Julia Donaldson's *Tara's Party*, *Paula the Vet* and *Queen Anneena's Feast* more than boys, who found *The Go-Kart Race* and *Robin Hood* more to their liking – perhaps somewhat gendered preferences.

Concerning difficulty (ATOS), boys stayed the same as last year (1.6), whereas girls declined slightly (to 1.5 from 1.6), but this difference is probably of little statistical significance (in UK terms Year 2.6). Pupils were generally reading at one and a half years above their chronological age or natural reading ability. APC was high and equal for both boys and girls (90%), just as last year. The APC was high even on some books of high readability for Year 1. Overall, these pupils were reading these books successfully, ahead of the recommendations of the software producers.

Readers will notice that the gender-specific books are somewhat different from the general rankings – this is partially because there was a number of "gender unassigned" pupils, where this information was not provided by the schools.

Year 2

In Year 2, *The Gruffalo* is again uniformly top for both boys and girls (as in the past four years), but now it is accompanied (for both boys and girls) by *The Gruffalo's Child*. *Owl Babies*, *We're Going on a Bear Hunt* and *Peace at Last* are also popular with both boys and girls (as last year). Again, Roderick Hunt does very well with six books overall (as last year), more popular with boys (nine books, one less than last year). *Stick Man* and *Room on the Broom* have consolidated their position, and two new books also by Julia Donaldson appear for the first time: *A Squash and a Squeeze* and *The Smartest Giant in Town* (see table 8).

ATOS was 2.1 for boys (the same as previous years), but for girls it was again considerably higher at 2.6 (2.7 last year). This sustained increase in ATOS is to be welcomed, but it is a pity the boys did not show a similar gain. Thus, boys were reading on average slightly over a year above their chronological age, while girls were reading a year and a half above their chronological age. Boys had an average APC of 89% (the same as last year) while for girls it was 91% (a slight decrease on last year). Thus, boys were tending to read easier books but still not reading them as accurately as girls. Again, the APC was high even on some books of high readability for Year 2.

Julia Donaldson
Author of *The Gruffalo*,
The Gruffalo's Child and many more

Year 1
Village in the Snow
Roderick Hunt

Year 2
The Grufallo
Julia Donaldson

Roderick Hunt
Author of the *Biff and Chip* and
The Magic Key series

Year 3

For Year 3, there was much agreement between boys and girls about the best four books: *The Magic Finger*, *The Gruffalo*, *Don't Be Horrid Henry* and *The Twits*, just as in previous years. Roald Dahl's *Fantastic Mr Fox* was also highly placed, just as last year, again joined by *George's Marvellous Medicine*. Overall, Roald Dahl has five books in the table (just as in previous years). *The Gruffalo's Child*, *Room on a Broom* and *Stick Man* also feature here, together with newer books *A Squash and a Squeeze* and *The Smartest Giant in Town*, all by Julia Donaldson. Francesca Simon has four books in her *Horrid Henry* series (just as in previous years) (see Table 9). The increase in numbers of pupils quizzing in this year does not seem to have brought about any change in preferences.

The difficulty level is high, and as high for girls (3.1) as boys (3.1) (as in previous years) (overall 4.1 converted to UK years). Children were reading books over a year above their actual Year level. APC showed boys at 89% (as in previous years) and girls 90% (as in previous years).

Year 4

In Year 4, again there was much agreement between boys and girls about the top books: *The Twits* was highest for both boys and girls, followed by *The Magic Finger*, *George's Marvellous Medicine* and *Fantastic Mr Fox* – all Roald Dahl books, much as in previous years. Dahl's *Esio Trot* was also highly placed, especially for girls (as in previous years). Below this, Jeff Kinney had eight *Diary of a Wimpy Kid* books (the same as in previous years) and David Walliams had six (two more than last year) (see Table 10).

In this year, boys (ATOS 4.8 as last year) were reading harder books than girls (4.5, as last year). Children were reading at or over a year and a half above their chronological age. This is a particularly striking outcome at this age. APC was similar for boys (90%) and girls (91%), satisfactorily high and the same as last year.

Year 5

Jeff Kinney and David Walliams dominate the Year 5 table. New books by Walliams (*Bad Dad*) and Kinney (*The Getaway*) appear in the chart for the first time at number one and two (Table 11). Popular titles were mostly Jeff Kinney books (eleven in the overall chart, as last year), although these were slightly less popular with girls. David Walliams increased his influence with seven books (up from six last year). Roald Dahl with two books (one less than last year) made up the remaining places.

The overall difficulty level was 4.9 for boys and girls, just as in previous years (equivalent to 5.9 in UK equivalents). Pupils were still reading almost a year above their chronological age. In Year 5, boys (91%) and girls (92%) performed well in term of sustaining APC (both the same as last year). Boys had one book quizzing below the 85% criterion, as last year, while girls did not have any (as last year).

Year 6

In Year 6, David Walliams tops the chart with *Bad Dad* (his new book), closely followed by Kinney with his new book *The Getaway*. Walliams seems to be a little more popular with girls. Kinney (12 books – one up from last year) and Walliams (seven books, one less than last year) dominate the chart. R. J. Palacio's *Wonder* appears in the chart for the first time (although more popular with girls), and this book is popular in later years too. Boys and girls generally were reading substantially the same books (Table 12).

Year 6 pupils show much the same average difficulty as last year, with boys sustaining their ATOS scores to remain on a par with girls (both 5.1, UK equivalent 6.1). Boys (92%) and girls (93%) still have high average percent correct, with both boys and girls the same as last year. Neither boys nor girls were reading any book in the top 20 below the recommended APC level, as last year. Pupils in this year were reading very slightly above their chronological age. This is the last year at which pupils are reading at or above their actual age level.

Year 3
The Magic Finger
Roald Dahl

Year 4
The Twits
Roald Dahl

David Walliams
Author of *Bad Dad*
and *Gangsta Granny*

Years 5 & 6
Bad Dad
David Walliams

Year 7
Gangsta Granny
David Walliams

Year 7

Year 7 is the first secondary year (except in Scotland).

Again, there is a tendency for boys to prefer Kinney while girls prefer Walliams. *Gangsta Granny* by David Walliams is the top book overall, and Walliams has six further books in the list (as last year). Kinney has eleven books in high places overall (as last year), but is less popular with girls (appearing six times, one less than last year). R. J. Palacio's *Wonder* is highly placed for girls. Dahl has one (one less than last year). Zoe Sugg has disappeared entirely (Table 13).

Two books for boys and two for girls have an APC of less than 85%, the same as last year. Average APC remains satisfactory (89% for boys and for girls 89%, much as last year). The difficulty of books averages 5.0 (6.0 in UK terms) for both boys and girls, the same as last year, but still suggesting these pupils are reading at over a year below their chronological age.

Year 8

Year 8 is the second secondary year (first year in Scotland).

Choices by boys and girls begin to diverge more markedly at this age. Last year girls liked Zoe Sugg, but this year she has disappeared completely. Instead David Walliams has nine books in the girls' list, while R. J. Palacio's *Wonder* appears in a high place for girls. Suzanne Collins' *Hunger Games* and John Boyne's *The Boy in the Striped Pyjamas* reappear, highly placed for girls but less so for boys. Dahl, J. K. Rowling and John Steinbeck also appear for girls. Boys have Jeff Kinney books in the first 12 places (compared to 11 last year). Boys also have four David Walliams books in the top 20 (as last year) (Table 14).

Overall APC was 88% for both boys and girls. For boys this was a considerable improvement on the 83% of last year, which was below the 85% criterion. Girls had four books below the 85% criterion, boys had three. For average ATOS, the overall figure was 5.2 for boys and 5.0 for girls, a reversal of the situation from last year. Pupils were reading two years below their chronological ages.

Years 9–11

As numbers of pupils are smaller for Years 9–11, these years have been combined.

John Steinbeck's *Of Mice and Men* remains very popular with both boys and girls, being top of the list for both (as in previous years). *An Inspector Calls* by J. B. Priestley is also popular with both boys and girls. Beyond this, Jeff Kinney books remain the preoccupation of boys (with the interesting exceptions of Orwell's *Animal Farm* and Willy Russell's *Blood Brothers*). Jeff Kinney has twelve books in the boys' list (one more than last year), but none in the girls' list. For girls, Zoe Sugg appears at 12 and 20, but this is much lower than last year and she does not appear in the boys' list. *Everything Everything* by Nicola Yoon rises in the girls' list, as does R. J. Palacio's *Wonder*. John Boyne's *The Boy in the Striped Pyjamas* appears (somewhat mysteriously) more popular with girls.

J. K. Rowling sustains her reappearance for girls with three books, and as J. K. Rowling books are harder this may have affected the other results. David Walliams has two in the boys' and three in the girls' list. Suzanne Collins remains popular with both boys and girls, as does Willy Russell with *Blood Brothers* and even Roald Dahl with *Charlie and the Chocolate Factory*. No non-fiction book has appeared in any of these charts (table 15). Traditionalists will be pleased to see Charles Dickens' *A Christmas Carol* appear in the girls' list.

On average overall, these pupils were reading at least three years below their chronological age. ATOS was 5.2 for boys and girls (much as last year). APC was 88% for boys and girls, much as last year. Boys had three books which did not meet the 85% criterion (one less than last year), while girls also had three (as last year).

John Steinbeck
Author of *Of Mice and Men* and many other classics

Years 9 – 11
Of Mice and Men
John Steinbeck

Year 8
Diary of a Wimpy Kid: The Getaway
Jeff Kinney

Jeff Kinney
Author of the *Diary of a Wimpy Kid* series

*Popularity of Authors

Jeff Kinney

▼ -2
58

Books including:
Diary of a Wimpy Kid: The Getaway

David Walliams

▲ +4
35
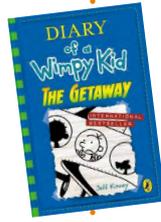
Books including:
Gangsta Granny,
Bad Dad

Roderick Hunt

0
24
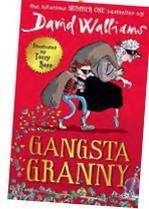
Books including:
Village in the Snow,
Castle Adventure

Roald Dahl

▼ -3
17

Books including:
The Magic Finger,
The Twits

Julia Donaldson

▼ -1
13

Books including:
The Gruffalo,
The Gruffalo's Child

Francesca Simon

0
5

Books including:
Don't Be Horrid, Henry!

R. J. Palacio

New
4

Books including:
Wonder

Overall Popularity of Authors and Books

Considering those authors mentioned more than once in the overall top 20 in each year group, we find they aggregate as follows (see Table 16).

Jeff Kinney remains the most popular author with a slightly reduced number of mentions (58). Again, David Walliams is at number two, increasing to 35 mentions from 31 last year. Roderick Hunt is at number three, the same as last year at 24 mentions, but of course his books are all for young children. Roald Dahl is at number four, although his mentions are down again to 17 from 20 last year. Julia Donaldson stays at number five, and her mentions now total 13 (one down from last year). Francesca Simon stays at number six, with the same number of mentions. At seventh, R. J. Palacio is a new author entrant with *Wonder*. J. K. Rowling has declined slightly but sustains her re-emergence (2). Further down the list are authors who are familiar from previous years: John Boyne, Suzanne Collins, Judith Kerr, Michael Rosen and Dr. Seuss. Zoe Sugg has disappeared, continuing her decline.

In the past we have also provided tables for the most popular books in primary schools and in secondary schools. We have not done that this year as there was not much difference between the two tables. In primary schools, Roald Dahl, David Walliams and Jeff Kinney were the most popular. In secondary schools David Walliams and Jeff Kinney were the most popular.

Key:

▲ +1 — More mentions than last year

15 — Total number of mentions

0 — Same number of mentions as last year

New — New entrant

▼ -1 — Less mentions than last year

Highest New Entrants by Year

Year 1

The list includes nine books by Phil Roxbee Cox (Table 17). Clearly Cox has something readers like. Top of the list, however, is Michael Rosen with *Mad in the Back*. Other authors featuring more than once are Michelle Hasselius and Beth Bracken.

Average ATOS was 1.6 and average APC was 89%. Thus, difficulty of these books was one and a half years above the chronological age of the pupils. Four of them were not read to the 85% accuracy criterion.

Year 2

This year also has an unfamiliar look to it (Table 18). Again, Michael Rosen is top with *Mad in the Back*. Then come six books by James Noble and five by Steve Cole. Claire Llewellyn has two.

Average ATOS was 3.2 and average APC was 88%. Thus, difficulty of these books was much higher – over two years above the chronological age of the pupils. Nonetheless, overall, they were being read with much the same degree of accuracy. However, four of the books were not read to the 85% accuracy criterion.

Year 3

David Walliams is top with his new book *Bad Dad*. Likewise, Jeff Kinney is next with his new book. After that Steve Cole (six books) and James Noble (five books) dominate the list. You have to admire their productivity. Dav Pilkey and Alan MacDonald have two books each (Table 19).

Average ATOS was 3.6, only a little above Year 2. Nonetheless, these pupils were reading at a year and a half above their chronological age. APC was 87%. Again, books not reaching the 85% criterion numbered four.

Year 4

Walliams and Kinney maintain their position at the top of this year also (and Walliams has another book in this list). Dav Pilkey has three books, while James Noble, Liz Pichon and Tom Fletcher all have two (table 20).

Average ATOS was 3.9, only a little above Year 3. These pupils were reading at nine months above their chronological age. APC was 90%. Only one book was below the 85% criterion.

Year 5

Yet again, the new books from Walliams and Kinney were top. Dav Pilkey had three, while Liz Pichon, Tom Fletcher, Pamela Butchart and Andy Griffiths all had two (Table 21).

Average ATOS was 4.4, only a little above Year 4. So, children were reading these books at a level of difficulty about six months above their chronological age. APC was 92% and no books were below the 85% criterion.

Year 6

Yet again, the new books from Walliams and Kinney were top. Liz Pichon, Pamela Butchart, Jacqueline Wilson and Dav Pilkey had two books each (table 22).

The average ATOS was 4.7 (indicating these children were reading almost six months below their chronological age). APC was 93%, a high level of accuracy but on these relatively easy books. No books fell below the 85% criterion.

"Choice is particularly important when we talk about reading for pleasure. If we want to foster that genuine enthusiasm and engagement, we need books that together speak to every single child, no matter their background, age or interests. I'm no expert but it feels like we're now moving in the right direction. I see Children's Literature expanding outwards like the vines on an old house."

– Matt Oldfield, Author

Year 7

Yet again, the new books from Walliams and Kinney were top, although their positions have been reversed and Kinney is now first. Jacqueline Wilson had two books. Otherwise there was more variation in this list than in previous ones (Table 23).

Average ATOS was 4.7, indicating no increase in difficulty from the previous year. Children were reading at one and a half years below their chronological age. APC was 92% – high as one might expect with relatively easy books. One book fell below the 85% criterion.

Year 8

Yet again, the new books from Walliams and Kinney were top, again with Kinney first. Again, Jacqueline Wilson had two books. Otherwise, again there was variation in this list (Table 24).

Average ATOS was 4.9, a slight increase from the previous year, but of course the children were one year older. Thus, they were reading at over two years behind their chronological age. APC was 94%. The APC continues to rise as the books become easier in relation to the age of the children. No book fell below the 85% criterion.

Years 9–11

Yet again, the new books from Walliams and Kinney were top, again with Kinney first. Otherwise, no author had more than one book in the list, indicating even more variation – beyond Walliams and Kinney, of course.

Average ATOS was 4.8, indicating these children were reading at a level of difficulty over three years below their chronological age. APC was 94%. No book fell below the 85% criterion.

Summary

From Year 3 right through to Years 9–11, the new books from Walliams and Kinney were top, in one order or another. This is rather depressing, especially as these authors figure very little in the Favourite Books category. However, below this there was much more variation. James Noble, Steve Cole, Dav Pilkey, Jacqueline Wilson, Liz Pichon, Pamela Butchart, Tom Fletcher, Andy Griffiths, Alan MacDonald, Phil Roxbee Cox, Michelle Hasselius and Beth Bracken are all names that teachers should be looking out for – and perhaps ordering their new books for the school library. Other authors who appear only once in a single table but do so in several tables will also be found in Table 26: Most Popular High Entrants 2019.

Comparing performance on these new entrant books to performance on all books, in Year 2 the New Entrants had a relatively very high level of difficulty (ATOS), and in Year 3 still had a high level of difficulty. However, in Year 4 the general list had a much higher level of difficulty, and this was sustained over the next years, although the degree of it declined each year. Overall then, only in Years 2 and 3 were the New Entrants more difficult than the general list of books, implying that in general reading new books does not lead to an increase in difficulty, except perhaps in Years 2 and 3.

This finding is of interest when we compare it to the outcomes for Favourite Books (see later) where the difficulty level is much higher and the accuracy rates still high, especially in the primary school. This suggests that reading new books is not necessarily a good strategy if the aim is to increase reading achievement – but reading favourite books is.

*Most Popular New Entrants

1 Steve Cole	1 James Noble	3 David Walliams	3 Dav Pilkey
5 Liz Pichon	6 Phil Roxbee Cox	7 Jacqueline Wilson	8 Jeff Kinney
10 David Baddiel	10 Pamela Butchart	10 Tom Fletcher	10 Andy Griffiths

Books High-Achieving Kids Read Most Often

In this section we consider the books read by high achieving readers − defined as books read by pupils who scored at or above the 75th percentile on the Star Reading test. This is a change in criterion from last year, so last year's results and these are not strictly comparable. As in previous years, numbers in the lowest and the highest years were insufficient, so Years 1−2 and 10−13 are excluded. The books preferred by the most able readers were of interest. Did they show a different pattern from regular readers, and how did the children sustain a high difficulty level, especially in the later years?

Year 3

In previous years this list was dominated by Roald Dahl, and this is now even more the case, with Dahl holding the first eight positions and having one other book in the top 20. David Walliams and Jeff Kinney, with five books each, share most of the remining space (Table 27). This is a much more even balance than last year.

The quiz results show that these young children manage to read these books with high comprehension. The average ATOS difficulty was 4.6, a reduction from previous years (e.g. 5.1 in 2018). Nonetheless, the pupils were reading two and a half years above their chronological age. The APC was 92% for all books, very slightly lower than last year. All books were above the 85% criterion.

Year 4

Kinney sustains his position as the most dominant author, having eleven books, the same as last year. Walliams has further improved his presence with seven books (five last year). Dahl has re-entered with two books but J. K. Rowling has disappeared (Table 28).

The average ATOS difficulty equivalent was 5.1, considerably lower than the 5.5 last year. Nonetheless, these pupils were reading more than two years above their chronological age. APC was 94%. All books were above the 85% criterion.

Year 5

David Walliams has the top book and five other books, representing a considerable increase from last year, back to the position of two years ago. Jeff Kinney has twelve books in the list (an increase from eleven last year). This popularity is perhaps slightly unfortunate, since the ATOS for most of the Kinney and Walliams books is below the average for this table. It would be good if these books were more popular with younger pupils and less popular with these pupils. J. K. Rowling has two books (a decline from six last year), and as these books are of high difficulty this is particularly disappointing (Table 29).

The average ATOS difficulty equivalent is 5.3 (5.8 last year) (UK years 6.3), indicating these pupils were reading almost one and a half years above their actual Year (although their ability was about two years above). The APC figures are high; each book well above 85% and the average 94% (the same as last year).

Year 6

The list continues to be dominated by Walliams and Kinney, their new books occupying the first two places. Walliams has four other books in the list, improving his position from last year and regaining his position of two years ago. Jeff Kinney has ten mentions, one more than last year. J. K. Rowling has four mentions, a decline from last year (Table 30). R. J. Palacio is at number five with *Wonder*.

In Year 6 we see only a little increase in difficulty; the pupils in this year are reading at only the 5.5 level, lower than last year. This is six months over their chronological age. APC remains high at 94% (as last year), with no book falling below the 85% criterion.

R. J. Palacio
Author of *Wonder*
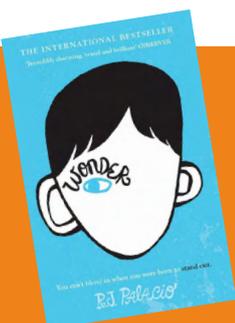
Book Spotlight: *Wonder*

Wonder is the tale of a 10-year-old boy, Auggie Pullman, with a rare facial birth disfigurement. Having been home-schooled all his life, his parents decide he should start fifth grade at the local middle school.

But his first foray into school life isn't so much about what he looks like and more about how people react to him. He encounters cruelty as well as kindness.

Wonder is an emotional, important story that explores fundamental truths about how we react to difference.

Year 7

Walliams is top and has four other books in the list, an improvement over last year. Jeff Kinney has nine books in the list, one more than last year, but in lower positions. Rowling is still a considerable force, with four books in the top 20 (although this is a substantial decline from the previous year) (Table 31). R. J. Palacio's *Wonder* is at number four.

The average ATOS has declined from last year to 5.4 (5.7 last year), indicating that these pupils who are able to read at least two years above their age are actually reading six months below their age. APC was 91% (slightly decreased from last year), declining but still satisfactorily high. One book fell below the 85% criterion.

Year 8

Suzanne Collins retains the number one position, but she now has only one other book in the list (two last year). Kinney has five books, a considerable increase from last year (one book). J. K. Rowling has four books, less than last year but the same as the year before that. R. J. Palacio's *Wonder* is at number five. Zoe Sugg has disappeared (Table 32).

The difficulty of books read declined to 5.4, lower than last year but similar to the year before. These pupils were reading a year and a half below their actual Year (although their ability was at least two years above). APC declined from the previous year to 90% (92% before), with one book having an APC below 85%.

Year 9

Of Mice and Men remained top, but its readability is quite low. Suzanne Collins has two books but they are widely scattered across the top 20. J. K. Rowling sustains her resurgence with six books, although this is less than last year. Suzanne Collins has two books but they are widely scattered across the top 20. George Orwell's *Animal Farm* has sustained its position, noteworthy as it has such high readability. Nicola Yoon's *Everything Everything* sustains its position. R. J. Palacio's *Wonder* is also in the table (Table 33).

In Year 9, ATOS has sustained from last year at 5.8 (UK 6.8). Pupils were reading more than two years below their chronological age, when their ability was to read two years above it. APC average was 90% (slightly down on last year) and two books were below the 85% criterion.

Summary

Jeff Kinney easily tops the books read by high achieving readers list with 52 mentions, an increase on last year. David Walliams is now in second place, with 28 mentions, many more than last year. Third comes J. K. Rowling with 20 mentions, many fewer than last year. Fourth is Roald Dahl with 10 mentions (the same as last year). Suzanne Collins comes next with four mentions – down again on last year (10). R. J. Palacio also has four mentions.

Difficulty of books shows considerable decline, but of course we are not able to compare directly with last year's results as the criterion for inclusion has changed. Prior to last year there had been a change for the better, so perhaps we should not be too concerned about the apparent decline in ATOS levels in this year's results. But while younger children read well above their chronological age, older children (even those with high reading ability) read well below it. APC in general was adequate – although this is perhaps not surprising when the difficulty of books is still low compared to chronological age, as was the case in the upper years.

*Authors high-achieving kids read most often

+1
52
Jeff Kinney
Books including: *Diary of a Wimpy Kid: The Getaway*

+15
28
David Walliams
Books including: *Gangsta Granny*, *Bad Dad*

-24
20
J. K. Rowling
Books including: *Harry Potter and the Chamber of Secrets*

Key:

15 Total number of mentions

+1 More mentions than last year

-1 Less mentions than last year

Books Struggling Readers Read Most Often

In this section we consider the books read by struggling readers – defined as books read by pupils who scored at or below the 25th percentile on the Star Reading test. This is a change in criterion from last year, so last year's results and these are not strictly comparable.
As in previous years, numbers in the lowest and the highest years were insufficient, so Years 1−4 and 10−13 are excluded. The books preferred by struggling readers were of interest. Did they show a different pattern from regular readers, and how did these children sustain interest, especially in the later years?

Year 5

Francesca Simon had nine books in this list. Julia Donaldson had five, while Roald Dahl had four. Roderick Hunt had disappeared from the list, doubtless a result of the changed (and less selective) selection criterion eliminating his very easy readers. His former pre-eminence has been replaced by Francesca Simon. Many of these books were also chosen by readers of average ability at a lower age level (Table 34).

Average APC was 85% (down from 88% last year). ATOS difficulty averaged 3.3, much higher than last year, which again may be accounted for by the changed selection system. Seven books did not reach the 85% criterion, again much higher than last year. Pupils were reading about six months below their chronological age, whereas in fact they would be expected to be much lower than this. The high difficulty of books may partially account for the high number not read to the 85% criterion.

Year 6

In Year 6 Jeff Kinney had nine books, and was the dominant force. Roald Dahl had five books but so did David Walliams. This pattern reflects the choices of younger children with better reading ability. Dahl maintained his position compared to last year but Francesca Simon has given way to Jeff Kinney (Table 35).

Average APC was 87% (slightly higher than last year). Four books fell below the 85% criterion (many fewer than last year). ATOS difficulty level averaged 4.7 (UK 5.7), a considerable increase from last year. These pupils were reading at three months below their chronological age, much higher than one would expect.

Year 7

This Year is of course the first secondary year in England, Wales and Northern Ireland. Jeff Kinney again did well with nine books. Walliams was next with five books. Roald Dahl had three books. Kinney and Walliams both improved their position compared to last year (Table 36).

The average difficulty was ATOS 4.6 (UK 5.6), showing a very large increase from last year, but not actually any higher than the difficulty for the year before that. This suggests these pupils were reading at a level one and a half years below their chronological age, which is about what one might expect. It may be that teachers and librarians are responding to the call to encourage raising the difficulty level of books. The average APC was 85%, slightly lower than last year. Six books were under the 85% criterion (compared to seven last year). It seems that reading harder books has had an effect on quality of understanding.

Year 8

Jeff Kinney had eleven books, the same as last year, including the top book and the five after that. David Walliams had five books (one more than last year). Roald Dahl had two books, as last year. Many of these books also feature in average reader lists for younger and more able pupils (Table 37).

Difficulty has been sustained at 5.1 (UK 6.1), as last year. However, this increase was still at something of a cost – APC was only 84% (as last year) – below the 85% criterion level, if only just. Eight books did not reach the 85% criterion (compared to nine last year). Nonetheless, the relationship between book difficulty and APC is not a straightforward one – there is no obvious correlation between them in this list. Some books of high difficulty have been read with comprehension. Thus, these pupils were reading two years behind their chronological age.

Year 9

Jeff Kinney has eleven books (the same as last year). David Walliams has five books, an improvement on three last year. Roald Dahl has two books (one last year). Many of these books appear for average readers at a lower age level (Table 38).

Difficulty averaged 5.1 (UK 6.1), the same as last year. APC was 85%, slightly lower than last year. Six books were below the 85% criterion (one less than last year). Pupils were reading three years below their actual age, which was one year further behind what might have been expected.

Summary

Only in Year 7 were pupils reading at around the expected level. Above this in Years 8–9 they were reading below their expected level. However, in Years 5–6 they were reading at above their expected level. Overall APC was consistent throughout the Years at around 85%, which suggests the pupils were not reading these books with much accuracy. This is confirmed by the number of books in each year falling below the 85% criterion, which was generally between six and eight.

This finding is similar to last year's, even though the selection criterion has changed. Additionally, the relationship between book difficulty and APC is not a straightforward one – while some easier books are read with higher comprehension, others are not. Some quite hard books are read with comprehension by this group of delayed readers. This should lead teachers to investigate patterns of motivation which bring about this phenomenon.

"The highlight of my morning is students coming in and asking if they can quiz. The excitement when we discuss different books, narratives and vocabulary all stems from Accelerated Reader. I couldn't imagine a school without it!"

– Year 5 Teacher
Manor Leas Junior Academy,
Lincoln

Francesca Simon
Author of the *Horrid Henry* series
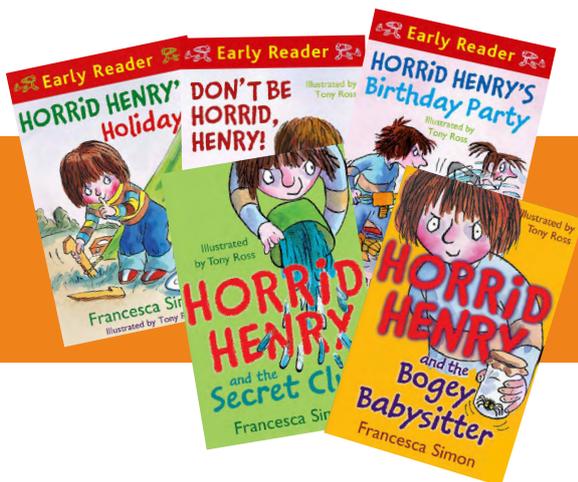
For 25 years now Henry has been entertaining children the world over. In addition to spawning a successful television show, an opera of 'The Monstrous Child' is soon to open.
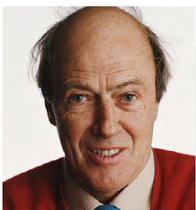
Road Dahl
Beloved author of *Charlie and the Chocoloate Factory, Matilda, James and the Giant Peach* and many other classic children's books

Most Read Non-Fiction Books

Almost all the books in these lists are fiction – storybooks. Children like fiction, but they also like non-fiction. We know that boys in particular are interested in non-fiction. So why is it that so many fiction books are chosen? Is it something to do with the reading preferences of school teachers and librarians, who might tend to encourage pupils to read fiction but not non-fiction? This is likely to result in higher performance by girls, who are known to favour fiction. Is this a gendered preference, so that the predominantly female primary school teachers and the half of secondary school teachers who are female prefer fiction and are unconsciously promoting fiction at the expense of non-fiction and thereby disadvantaging boys? A contentious point. Of course, Accelerated Reader is neutral on this matter, as it offers quizzes on a great many non-fiction books.

Year 3

The top book was again by Claire Llewellyn, as last year. Mick Gowar and Chloe Rhodes had two books each, as last year. However, Anne Rooney had all but disappeared (one book). Otherwise every author was different, much as last year. Many were old favourites from last year. A number of the books were nature books (Table 39).

Two books were slightly below the 85% criterion, much better than last year. The average APC was 89% (slightly increased from last year). ATOS was 2.9 (UK 3.9), slightly increased from last year, indicating these pupils were reading books almost a year above their chronological age.

Year 4

Mick Gowar had three books; Chloe Rhodes and Anne Rooney two each. This represented improvement by Gowar and decline by Rooney. Otherwise all authors were different. The emphasis on nature themes has declined a little from previous years. There is little sense of book titles being likely to be favoured by boys or girls (Table 40).

Average APC was 88%, the same as last year. This year just one of these books were below the 85% criterion, an improvement on last year. Difficulty was 3.3 (UK 4.3), slightly higher than last year, indicating that these books were pretty much on a par with the pupils' natural reading ability.

Year 5

Roald Dahl again topped the list with *Boy: Tales of Childhood*. This book has high readability but was read with high comprehension. He also had another book in the list. Anne Rooney had four books in the list (an improvement from last year). Mick Gowar and Jillian Powell each had two (Table 41).

Average APC was 88% (slightly down from last year). Only two of these books were below the 85% criterion, as last year. Average ATOS was down to 3.8 (UK 4.8), so these pupils were reading books just slightly below their natural ability. There seemed no correlation between difficulty and APC – some very difficult books were read with accuracy, and vice versa.

Year 6

Roald Dahl held two high places. Mick Gowar had three and Becca Heddle two. Topics were very mixed (Table 42).

ATOS showed a slight rise to 5.3 (after a dramatic rise in 2018) (UK equivalent 6.3). Thus, pupils were reading slightly above their age level. Five books were below the 85% criterion, one less than last year. Average APC was 87% (the same as last year).

Year 3
Dragon Hunter
Claire Llewellyn
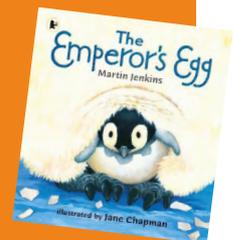
Year 4
The Emperor's Egg
Martin Jenkins

Years 5, 6, 7 & 8
Boy: Tales of Childhood
Roald Dahl
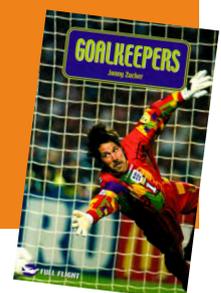
Year 9
Goalkeepers
Jonny Zucker

Year 7

Year 7 is the first secondary year. Roald Dahl's *Boy* is still on top. A major shift in content from the primary years is apparent with seven books by Roy Apps on male sporting heroes (the same as last year) – although he does now have one book on Jessica Ennis. Anne Rooney again has four books. Jonny Zucker has two books (as last year), as does Danny Pearson (not in the chart last year). Eleven of these books have a male-oriented theme – strong evidence of a male preference (up from ten last year). Only one has evidence of likely female preference. Why should this become so prominent so immediately after transfer to secondary school? (see Table 43).

The average ATOS was 4.1 (UK 5.1) (slightly down from last year) – indicating pupils were reading almost two years below their natural ability. Two books were below the 85% criterion (one down from last year). APC was 89% (slightly up from last year). These are not encouraging results when these books are so easy for the pupils.

Year 8

Roald Dahl was again top of the list. Roy Apps had eight books (down from nine), largely about male sportsmen. Jonny Zucker again had four books, mainly about male football. Danny Pearson had two. Many of these books (14) seem male-oriented (as last year) (Table 44).

Three books fell below the 85% criterion, one less than last year. APC was at 88% (as last year). ATOS was at 4.6 (UK 5.6) (falling from 4.8 the year before). Year 8 shows many similarities to Year 7. Thus, these pupils were reading at more than two years behind their chronological age.

Year 9

Jonny Zucker had five books – one more than last year, including the top book. Roy Apps had three books (many fewer than the six of last year). Danny Pearson had two. Nine of these books had a male-oriented theme, down from 13 last year (Table 45).

Average ATOS was 4.9 (UK 5.9), slightly up from last year. This means that these pupils were reading at three years below their ability. Four books were below the 85% criterion, two less than last year. Average APC was 88%, slightly increased from last year.

Summary

Year 3 were reading a year above their chronological age, and with adequate comprehension. Year 4 were reading at their chronological age, but with better comprehension. In Year 5 comprehension was as good as the previous year and the pupils were still reading at almost their chronological age. In Year 6 pupils were reading books slightly above their chronological age. However, quality of comprehension had declined somewhat.

At Year 7 (secondary level) everything changed. Pupils were now reading two years behind their chronological age, albeit with a fair degree of accuracy. There was strong evidence of a male-oriented sports theme, but few countervailing books for girls. In Year 8 pupils were reading more than two years behind their age, with moderate accuracy. The male-dominated texts continued to feature. In Year 9 the male theme continued, and difficulty was almost the same as the previous year, which meant these pupils were reading three years behind their chronological age. The number of books not read to the criterion of 85% was again high – it seemed that non-fiction books were not read or understood as carefully as the fiction books.

Book Spotlight: *Boy: Tales of Childhood*

Roald Dahl's bestselling autobiography is full of hilarious anecdotes about his childhood and school days. As a boy, all sorts of things happened to Roald Dahl – some are funny, some are painful, some are unpleasant, but all of them are true.

Voting for Favourite Books

Children complete quizzes on books to assess their understanding, but can also vote for books in terms of whether they enjoyed the book or not. Of course, degree of understanding is not the same as personal preference, and the two measures should not be confused. The voting system enables pupils to select one of four ratings of a book: One of the best books I have ever read; A very good book; An OK book and Not a good book.

These four ratings are used to generate an Average Book Rating, which is then weighted taking into account issues such as a minimum number of votes, the overall number of votes cast for a particular book, and the context of ratings in that particular Year.

Year 1

Numbers of pupils responding in this Year are low, so the findings are scattered and results may not be reliable. None of these books were in this list last year. Four of them were newly published and the rest had shot in from very distant positions. Jay Dale had three books (none last year) and Beverley Randell two (none last year). Most of these books are a wonderful celebration of novelty and child initiative. There is a brief reappearance of Roderick Hunt, but only with two books. The authors are very diverse. Given the amount of change from year to year at this level, teachers and librarians have a major task in terms of their time and the funds available in updating book resources. It indicates that librarians need very up-to-date information about children's preferences if they are to be able to respond to child motivations (Table 46).

Average ATOS was 1.5 (UK equivalent 2.5), a decline from last year (1.9), which was in turn a decline on the year before, indicating the pupils were reading at a level one and a half years above their chronological age. Were they reading these books accurately? Average APC was 90% (increased from last year). Two books fell below the 85% criterion (as last year) – one was a hard book and one was relatively easy. So overall the answer is yes.

*The voting system based on 4-star rating

★★★★ One of the best books I have ever read

★★★☆ A very good book

★★☆☆ An OK book

★☆☆☆ Not a good book

Year 2

Year 2 numbers responding were again quite low, so results again should not be taken as reliable. J. K. Rowling had two books. David Walliams had two books (one less than last year). Liz Pichon, Dav Pilkey and Daisy Meadows all had two. Many of the rest had suddenly appeared in this list, emerging from relative obscurity. Only one was in this list last year. The authors were again very diverse (Table 47).

The average ATOS rating was 4.3 (UK 5.3), a huge increase in difficulty. Last year's figure was 2.9. So, these children were reading books more than three years above their chronological age. Average APC was 89% (only slightly decreased from 91% last year, perhaps surprising in view of the large gain in difficulty). Five books fell below the 85% criterion (compared to three last year). One of Rowling's books with an ATOS of 6.8 was read with 91% accuracy.

Year 3

In this Year the numbers are larger and the data considerably more reliable. J. K. Rowling has seven books in the list, including five of the top six, consolidating her rise from last year. Jacqueline Wilson had five books, an increase from last year. Tom Fletcher and Cressida Cowell had two books each. David Walliams had disappeared (Table 48).

The average ATOS rating was 5.5, a substantial increase from last year (UK Years 6.5). These books were three and a half years harder than the chronological age of the pupils. Average APC was 90%, the same as last year, despite the rise in difficulty. No book fell below the 85% criterion (better than last year).

Year 4

J. K. Rowling again had a big presence with five of the top six and a further two books. Rick Riordan improved considerably, going from two books last year to six books in this. Half of the books were new to the list (Table 49).

The average ATOS rating was 5.7, the same as last year (UK Years 6.7). These pupils were reading nearly three years above their chronological age. Average APC was 93% (slightly higher than last year). No book fell below the 85% criterion, as compared to one last year.

Year 5

Rick Riordan has nine books – a major improvement on last year (three books). Chris Colfer had two, including the book topping the table. J. K. Rowling declined to only one book (Table 50). Zoe Sugg had disappeared. Only four of these books appeared in last year's table.

The average ATOS rating was 5.6, the same as last year (UK Years 6.6). These books were a year and a half harder than the children's chronological age. No book fell below the 85% criterion (better than last year). Average APC was 94% (up from 92% last year).

Year 6

J. K. Rowling again makes one appearance at the top of the list. The next four places are occupied by Rick Riordan, although this represents a decline from seven books last year. There are also two books each by Robert Muchamore, Christopher Paolini and Tui T. Sutherland. Derek Landy had disappeared (Table 51).

The average ATOS rating was 5.5, an increase from last year (5.4) (UK Years 6.5). These pupils were reading six months above their actual age. No book fell below the 85% criterion (as last year). Average APC was 94%, the same as last year.

Year 7

Christopher Paolini had four books in the list, as last year. Sarah J. Maas also had four. Erin Hunter had two (Table 52). Only seven books had appeared in the list in the previous year.

The average ATOS rating was 6.1, an increase on last year (UK Years 7.1). In the first year of secondary school, these pupils were reading books which were at their chronological age level. The decline in difficulty continued. Average APC was 93% (the same as last year) and no book fell below the 85% criterion (as in the last year).

Year 8

Four books by Sarah J. Maas appeared, and her new one took the top spot. Two books by Taran Matharu also figured here, one of them new. Cassandra Clare had two books. Rick Riordan reappeared with two books. Will Hill had disappeared (Table 53).

The average ATOS rating was 5.8 (declining from 6.2 last year) (UK Years 6.8). These books were over a year less difficult than chronological age. No book fell below the 85% criterion (as last year). Average APC was 94% (the same as last year). Despite the decline in difficulty books were still being read with the same level of comprehension.

Years 9–11

Sarah J. Mass had seven books in the list, including the top spot with her new book. Christopher Paolini had two books, as did Erin Hunter. J. R. R. Tolkien's *The Fellowship of the Ring* made an appearance, as did *A Game of Thrones* by George R. R. Martin. Cassandra Clare and Rick Riordan had declined to one book each (Table 54).

None of these books was below the 85% criterion (as last year) and the average APC was 94% (as last year). The average ATOS rating was 6.0, an increase on last year (5.4) (UK Years 7.0), but still only slightly above the difficulty recorded by Year 8 pupils. These books were over two years easier than chronological age.

We should bear in mind that the reading age needed to read *The Times* is 12.7 years, so if Year 10 pupils were reading *The Times*, they would still be reading 3.3 years below their proper reading level. On the other hand, it could be said that one of the purposes of AR is not to offer relaxed reading as from a newspaper, but to accelerate pupils' growth in reading.

Christopher Paolini
Author of the
Inheritance series

Book Spotlight: Inheritance

Inheritance is the fourth book in the series. Eragon and his dragon, Saphira, having spent months in training and battle, face the evil King Galbatorix in order to restore justice to Alagaesia, but worry they are not strong enough to defeat him.

Summary

In the primary years, children are reading very difficult books with a high degree of success − it is wonderful what reading motivating books does for children. In Years 1−6 children are reading favourite books generally at far above their chronological ability, but generally still maintaining a high rate of success in terms of high APC, albeit with some failure in Year 1 and Year 2 to meet required standards of accuracy.

Overall Rick Riordan had the most mentions (19), with J. K. Rowling coming second (18), a reversal of last year's positions. Jacqueline Wilson surged back into this list with six. Christopher Paolini, Cressida Cowell, and Chris Colfer came next on four, the last two being new to this list. Tom Fletcher and Dav Pilkey came next with three each, again both new to this list.

Sarah J. Maas has disappeared (but re-appears in the secondary list, see below). Others who were in last year's list have also disappeared (e.g. Zoe Sugg). Strikingly, Jeff Kinney does not appear, and David Walliams has only two books. Why are children reading books in the regular quiz lists they do not prefer? Possibly because they only know their favourites after the book has been read. But this does not explain pupils returning to read endless Jeff Kinney books, presumably on the basis that they "like the author".

However, there is a marked difference in Year 7 (the year of secondary transfer). At this point favoured books were no longer above chronological age, but at chronological age, and in ensuing years the difficulty of books plateaued or declined. This is the same picture as last year, but with some increase in difficulty. It seems that transfer to secondary school has a striking effect even on highly motivated readers. There is some good news, however, in that difficulty has improved while comprehension has stayed high.

Sarah J. Maas did well with 14 mentions. Christopher Paolini was well behind with seven, while Erin Hunter made a strong showing with five. Cassandra Clare and Rick Riordan were next with four. Ernest Cline, Tarau Matharu and Marissa Meyer were next with three each, all newcomers to this list.

Sarah J. Maas
Author of *A Court of Wings and Ruin*

*Favourite books

Yr 1
All About Animals in Winter
Martha E. H. Rustard

Yr 2
Olive and the Bad Mood
Tor Freeman
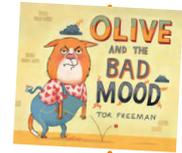
Yr 3
Harry Potter and the Philosopher's Stone
J. K. Rowling

Yr 4
Mistletoe and Murder
Robin Stevens

Yr 5
The Land of Stories: Worlds Collide
Chris Colfer

Yr 6
Harry Potter and the Deathly Hallows
J. K. Rowling

Yr 7
Ready Player One
Ernest Cline

Yr 8
A Court of Wings and Ruin
Sarah J. Maas

Yrs 9-11
A Court of Wings and Ruin
Sarah J. Maas

A Court of Wings and Ruin is the third volume of the #1 New York Times bestselling *A Court of Thorns and Roses* series. It is an action-packed fantasy with a romantic narrative throughout the trilogy.

Most Popular Titles in Primary and Secondary

We can now look at the most popular titles overall in terms of their being voted for as favourite books within the age ranges of Primary and Secondary schools (Tables 55 and 56).

In Primary, compared to last year, J. K. Rowling returns to the top seven places with her difficult books. Rick Riordan newly enters and so does Anthony Horowitz with two new books. Jeff Kinney and David Walliams have disappeared.

While J. K. Rowling showed resurgence in the primary list, she declined in the secondary list to one book, although this was at the top by a large margin. Alex Bell's *Frozen Charlotte* rose to number two. The rest are all new entrants. Rick Riordan, Cassandra Clare and Christopher Paolini all had two books each. Ernest Cline and Becky Albertalli also showed considerable popularity. Ernest Cline and Christopher Paolini show much the same level of difficulty as J. K. Rowling, but the other authors are well below this, underlying how secondary pupils under-challenge themselves.

*Most Popular Titles

Primary

1 Harry Potter and the Philosopher's Stone
J. K. Rowling

2 Harry Potter and the Chamber of Secrets
J. K. Rowling

3 Harry Potter and the Prisoner of Azkaban
J. K. Rowling

Secondary

1 Harry Potter and the Deathly Hallows
J. K. Rowling

2 Frozen Charlotte
Alex Bell

3 Ready Player One
Ernest Cline

Regional Variation in Reading Habits

As last year, we report on Regional Variations for England, Wales, Scotland, Northern Ireland and the Republic of Ireland. However, we only report Year 1 for England, where the numbers are high enough to give some confidence to the findings. Year 2 includes England, Scotland, Northern Ireland and the Republic of Ireland (but not Wales). From Year 3 all countries are included.

Year 1

In Year 1 (in England only) Roderick Hunt was unsurprisingly the main author with 18 books. Julia Donaldson and Michael Rosen had one book each, but otherwise it was wall-to-wall Roderick Hunt. Difficulty levels were high, suggesting these children were reading at more than a year and a half above their chronological age. This was being done with good comprehension, as APC was 90%. As last year, one book was below the 85% criterion (by no means the hardest) (Table 57).

Year 2

The Gruffalo (Julia Donaldson) did well in all four regions. *The Gruffalo's Child* did well in the UK but not in Ireland. Northern Ireland seemed particularly keen on Roderick Hunt, while other regions were more diverse. Scotland seemed to like Francesca Simon books, while the Republic of Ireland liked Roald Dahl (which has doubtless pushed up difficulty there).

The highest difficulty was in England (2.5), while difficulty in Ireland declined (to 2.1) from last year. Scotland's difficulty was similar to England's (2.4), while Northern Ireland's difficulty declined even further (1.3) (although this was only the case in these early years). This range of difficulty is striking, with over a year difference between top and bottom. Furthermore, we know that Northern Ireland generally have good reading test results, so we do not expect this finding to persist in later years. APC in all four regions was similar (90%−92%) (Table 58).

Year 3

Roald Dahl's *The Magic Finger* did well in all five regions. *The Gruffalo* also did well everywhere but Ireland, where Jeff Kinney (whose readability is high for this age of child) was much more frequent. Roald Dahl also featured lower down in England, Northern Ireland and Scotland.

APC was at 89%–91% for all regions – a more satisfactory outlook for Scotland than last year. However, the difficulty of books was on a par for England and Scotland (3.1–3.2), but much lower for Northern Ireland (2.7) and much higher for Ireland (4.7). It is beginning to look as if children are introduced to hard books much earlier in Ireland, and much later in Northern Ireland. However, Wales has the lowest level of difficulty (2.6) (Table 59).

Year 4

In England, Northern Ireland, Scotland and Wales, Roald Dahl dominated. However, this was not true of Ireland, where Jeff Kinney and David Walliams were much more prominent. In Scotland David Walliams was again particularly popular (Table 60).

England and Scotland had a high level of difficulty (4.8, 4.6) and were beginning to catch up Ireland (5.0), while difficulty in Northern Ireland (3.5) and Wales (3.2) remained low. In Wales difficulty was declining. Children in Ireland were reading two years above their chronological age, with England and Scotland not far behind. Children in Northern Ireland and Wales were still reading at six months above their age. APC was similar across all five regions (0.89–0.92).

Year 5

Ireland and to a lesser degree England and Scotland persisted with Kinney and Walliams, while Northern Ireland and Wales still had more interest in Dahl. This was much as it was last year (Table 61).

The ATOS difficulty for all regions except Wales was now similar (4.8–5.1), although Wales had improved to 4.5. In Wales pupils were reading six months above their chronological age, whereas in the other regions they were reading a year above their chronological age. APC was broadly similar (89%–93%), although again Wales was lowest and Ireland highest.

Year 6

David Walliams and Jeff Kinney were a favourite choice in all regions, much as last year. However, Wales was still more attached to Roald Dahl books (Table 62).

Difficulty in all regions was very similar (ATOS 5.1–5.2), although a little lower in Wales (4.9). APC was also similar in all regions (0.92–0.93), a considerable increase for Wales. Children in all regions were reading at their chronological age.

Year 7

This is the first year of secondary school, except in Scotland, so we could expect interesting differences. However, just as last year again Jeff Kinney and David Walliams were the most popular authors in all regions, with Roald Dahl occupying some of the lower places. R. J. Palacio's book *Wonder* seemed particularly popular in Scotland and the Republic of Ireland, while Northern Ireland continued to love the book *Under the Hawthorn Tree* by Marita Conlon-McKenna, which is in first place there (Table 63).

Difficulty was much the same across all five regions (5.0 – 5.3). This was about a year behind chronological age. Fortunately, Wales had caught up on difficulty. APC ranged from 88% (England) to 93% (Northern Ireland). The fact that Scottish pupils were still in primary school did not seem to have protected them from this decline.

Year 8

Jeff Kinney and David Walliams remained the most popular authors across all regions (including the Republic of Ireland), punctuated by occasional books by other authors (Table 64). R. J. Palacio's *Wonder* again did well.

ATOS difficulty was again much the same across all five regions (5.0–5.2). Thus, children were reading books two years behind their chronological ages across all regions. APC settled a bit lower, at 87% to 88%.

Years 9–11

Of Mice and Men by John Steinbeck was top in England, Wales and Ireland. Jeff Kinney and David Walliams were still popular in all regions, but many authors featured in the chart – including R. J. Palacio, John Boyne, J. K. Rowling, Roald Dahl, Willy Russell and Suzanne Collins (Table 65). Scotland loved *Buddy* by Nigel Hinton and *Skellig* by David Almond; number one and two there but hardly featuring in any other region.

ATOS difficulty for England, Northern Ireland, Scotland and Wales was similar (5.1–5.3), and similar to the previous year, but it was markedly lower for Ireland (4.5) (although this may have been because of relatively small numbers). Children were reading at least three years behind their chronological age, and worse in Ireland. APC was similar at 86%–88%, a further decline from last year. Northern Ireland was again the lowest.

Summary

Three main features stand out from the foregoing.

Firstly, the striking slump in difficulty at transfer to secondary school is very marked in all regions, including the Republic of Ireland. Book difficulty plateaus after secondary transfer. The fact that pupils in Scotland are still in primary school does not protect them from this slump. In Year 6 pupils are reading at their chronological age. In Year 7 pupils are suddenly a year behind their chronological age, in Year 8 two years behind, and in Years 9–11 at least three years behind.

Secondly, there are striking differences in reading teaching at primary level between Northern Ireland and the Republic of Ireland. In the Republic there is much emphasis on reading hard books in lower primary, which the children seem to manage with high levels of comprehension. In Northern Ireland, levels of difficulty are much lower. However, by the time secondary education comes around (or even upper primary), these differences seem to have been levelled out and children are reading material at pretty much the same level of difficulty.

Thirdly, Wales does badly compared to the other four regions. Its level of difficulty stays lower for longer, and its APC is often uncomfortably low as well, particularly at primary school level. Primary teachers in Wales are in need of in-service training to encourage them to encourage their children to be more proactive.

Northern Ireland

Republic of Ireland

Scotland

Wales

England

*Executive Summary

In this report, the results from 4,914 schools in the UK and Ireland who use Accelerated Reader was analysed; over 33,000 quizzes are available through the software. This year over one million pupils (1,057,720) read over twenty million (20,674,121) books between them. Pupils read 251,754,013,327 words – a dizzying amount! As in previous years, boys were slightly more likely to feature than girls. While more students were participating, they were also quizzing on more books per pupil. Although many more schools were using AR, the predominant trend was for schools owning AR to use it with more pupils in the school.

The largest number of quizzes per year was taken by Year 7 pupils (3,820,128) and Year 8 was also high on this factor (2,257,458). However, Years 3–5 in primary had 3,374,893, 3,371,286 and 3,164,895 pupils respectively, so overall the primary years used AR more than secondary. This year saw a surge in primary pupils using AR, so the picture is now reversed from what it was before.

The Regional summary table showed that the majority of pupils using AR were in England, with a high proportion in relation to population in Northern Ireland, and lesser numbers consecutively in Scotland and Wales.

The Republic of Ireland had the smallest numbers, and were also small in relation to population.

Pupils steadily read more books each year in the first three years, reaching a peak in Year 3 at 37 books. After this the number of books read per year steadily declined. As older pupils read longer and harder books, this would be expected to a large extent.

Average book difficulty rose as pupils got older in the primary school, but plateaued in the secondary school. Older pupils in Years 9–13 were still reading the same difficulty of books as upper primary pupils. Figure 10 illustrates this.

Quality of comprehension (APC) tended to rise in primary school, but declined in secondary school (see Figure 11). Pupils in primary schools showed a higher APC than pupils in secondary schools – they were reading books with greater comprehension. The highest APC was in the last two years of primary school, but in the first year of secondary school and beyond it fell sharply.
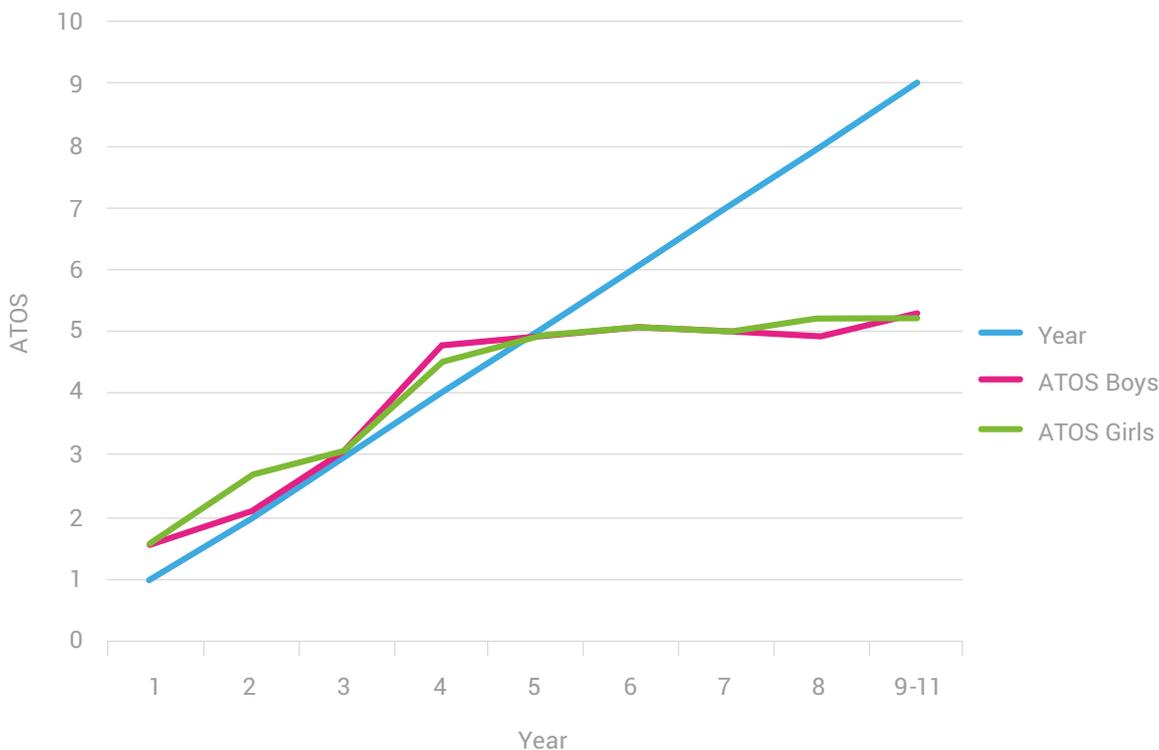
Figure 10: ATOS over Years 1 – 9-11

Regarding "How Kids Are Reading", this year this report widened to include evidence on quality of implementation – how well the pupils actually used AR in terms of their APC, ERT and Quizzes Passed. Star Assessments computer-based norm-referenced reading test results were compared with these AR outcomes.

The relationship for each year between the lower, middle and upper thirds of students in relation to their SGP scores and their APC on quizzes showed that better implementation in terms of higher APC was related to higher attainment in terms of SGP (except for Years 11 and 12).

A measure of Engaged Reading Time (ERT) was related to reading attainment, and the same pattern emerged – higher ERT was associated with higher attainment. A graph of the cumulative number of words read by ERT added further weight to this finding. The relationship between number of quizzes passed and attainment again followed a similar positive pattern (with the same eccentricities in years 11 and 12). A similar picture emerged for struggling readers in relation to APC, ERT and Quizzes Passed.

Turning to Zone of Proximal Development (ZPD), it was clear that primary pupils read more books above their ZPD while secondary pupils read more books below their ZPD.

However, the primary pupils did this with greater accuracy than the secondary pupils! Considering the APC of books read below, at or above the ZPD, as soon as pupils moved to secondary school APC fell away rapidly and even below-ZPD books were not quizzed on to the 85% level.

Now considering "What Kids Are Reading", Jeff Kinney remained the most popular author (58 mentions). David Walliams was again at number two, increasing to 35 mentions. Roderick Hunt was at number three (24), the same as last year, but of course his books are all for young children. Roald Dahl was at number four (down again to 17 from 20). Julia Donaldson and Francesca Simon were at five and six, much as last year. At seventh, R. J. Palacio was a new entrant with *Wonder*.

This year we also investigated highly rated New Entrants – books that had not been in our tables before – so that teachers could have an idea of what was coming up to inform their book ordering. The new books from Walliams and Kinney were top; rather depressing, especially as these authors figure very little in the Favourite Books category. However, below this there was much more variety: James Noble, Steve Cole, Dav Pilkey, Jacqueline Wilson, Liz Pichon, Pamela Butchart, Tom Fletcher, Andy Griffiths, Alan MacDonald, Phil Roxbee Cox, Michelle Hasselius and Beth Bracken are all names that teachers should be looking out for.
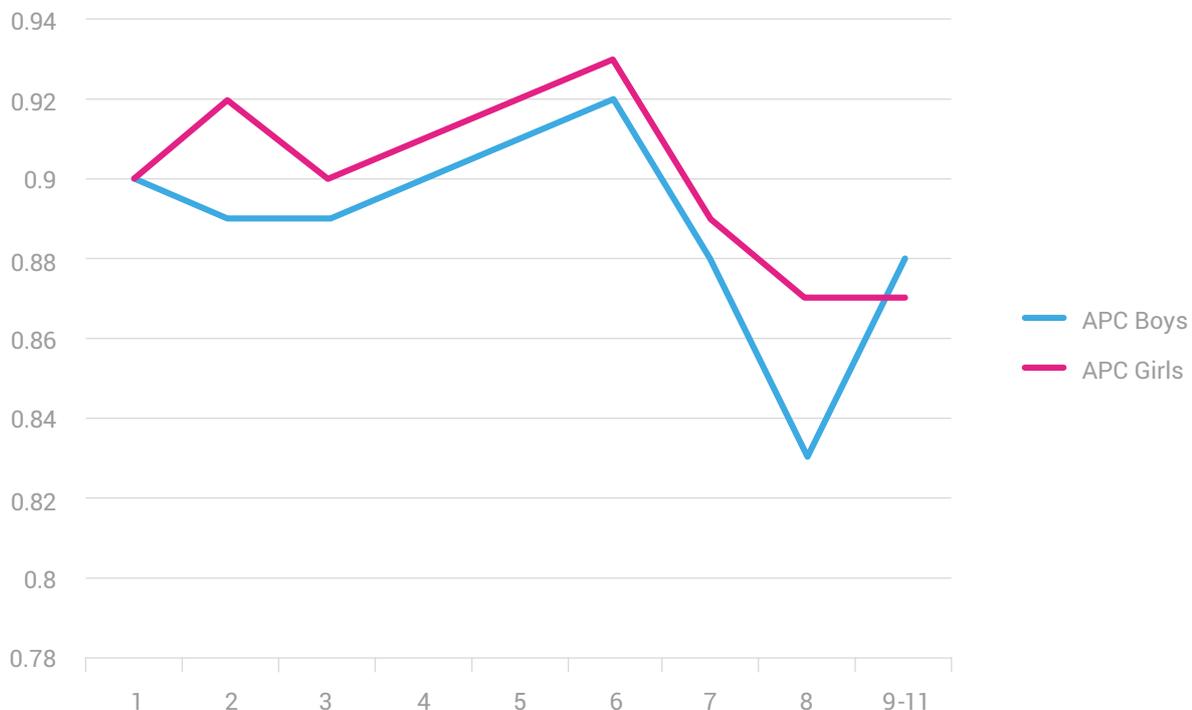
Figure 11: APC over Years 1 – 9-11

However, in general these new books were no more difficult that older ones. If we compare this to outcomes for Favourite Books – where the difficulty level is much higher and the accuracy rates still high, especially in primary school – it appears that reading new books is not necessarily a good strategy if the aim is to increase reading achievement, but reading favourite books is.

We then considered Books High-Achieving Kids Read Most Often – defining High-Achieving as pupils who scored at or above the 75th percentile on the Star Reading Test. This is a change in criterion from last year, so last year's results and these are not strictly comparable. These readers largely read the same books as older pupils with average reading ability – Kinney, Walliams, Rowling and Dahl. Again, while younger children read well above their chronological age, older children (even those with high reading ability) read well below it.

We then considered the Books Struggling Kids Read Most Often – defining Struggling as pupils who scored at or below the 25th percentile on the Star Reading Test. This is a change in criterion from last year, so last year's results and these are not strictly comparable. In Years 5–6 the pupils were reading at or above their expected level, in Year 7 at their expected level, and beyond that below their expected level. Overall APC was consistent at around 85%, which suggests the pupils were not reading these books with much accuracy. This is confirmed by the number of books in each year falling below the 85% criterion, which was generally between six and eight. The relationship between book difficulty and APC was not a straightforward one – while some easier books were read with higher comprehension, others were not. Some quite hard books were read with comprehension by this group of delayed readers. This should lead teachers to investigate patterns of motivation which bring about this phenomenon.

Turning to Most Read Non-Fiction, in primary children were reading above their chronological age but with good comprehension. At Year 7 (secondary level) everything changed. Pupils were now reading two years behind their chronological age. This increased by a year each year. Through Years 7–9 there was strong evidence of a male-oriented sports theme, but few countervailing books for girls. The number of books not read to the criterion of 85% was again high – non-fiction books were not read or understood as carefully as the fiction books.

After completing a quiz, pupils have the opportunity to vote for favourite books. In Years 1–6 children were reading favourite books generally at far above their chronological ability, but still maintaining a high rate of success in terms of high APC, albeit with some failure in Year 1 and Year 2 to meet required standards of accuracy. At primary level Rick Riordan and J. K. Rowling dominated the list of favourites. Jeff Kinney did not appear, and David Walliams had only two books. However, there was a marked difference in Year 7, when favoured books were no longer above chronological age but at chronological age, and in ensuing years the difficulty of books plateaued or declined. It seems that transfer to secondary school had a striking effect even on highly motivated readers. In the secondary list Sarah J. Maas did well with 14 mentions.

Considering overall Most Popular Titles, in Primary J. K. Rowling returned to the top seven places with her difficult books. Rick Riordan newly entered and so did Anthony Horowitz with two new books. Jeff Kinney and David Walliams had disappeared. J. K. Rowling declined in the secondary list to one book, although this was at the top by a large margin. Alex Bell's *Frozen Charlotte* rose to number two. The rest were all new entrants: Rick Riordan, Cassandra Clare and Christopher Paolini all had two books each.

Analysis of Regional Variation in Reading Habits leads to three main conclusions. Firstly, the striking slump in difficulty at transfer to secondary school was very marked in all regions, including the Republic of Ireland. Secondly, there were striking differences in reading teaching at primary level between Northern Ireland and the Republic of Ireland. In the Republic there was much emphasis on reading hard books in lower primary, which was managed with high levels of comprehension. In Northern Ireland, levels of difficulty were much lower. However, by the time secondary education came around (or even upper primary), these differences seemed to have been levelled out. Thirdly, Wales did badly compared to the other four regions. Its level of difficulty stayed lower for longer, and its APC was often uncomfortably low as well, particularly at primary school level. Primary teachers in Wales were in need of in-service training to encourage them to encourage their children to be more proactive.

*Recommendations

Well, there is more good news than bad news. In particular, there is a strong relationship between quality of implementation of AR and reading achievement on the Star Reading test. The better AR is implemented, the higher the reading achievement. Recommendations for the future seem clear.

Pupils should be encouraged to: pass all quizzes; sustain a higher level of challenge in their reading on transfer to secondary school; and sustain Average Percent Correct at or above the 85% level on every book. Teachers should be aware of the very different pupil preferences for reading over time and the marked differences in preferences in secondary fiction and non-fiction between boys and girls (although not necessarily encouraging them!).

Even high-achieving readers need encouragement to sustain high challenge in their reading, especially in secondary. Struggling readers are seriously under-challenged in secondary, but their level of accuracy is low as well. Boys might profess more interest in non-fiction but need encouragement to read it carefully. Books popular with children should guide school purchasing decisions in the future, with a greater emphasis on higher readability books in secondary.

The take-home messages of this report

1   There is a marked downturn in difficulty of books at secondary transfer. Although there are some signs that schools are addressing these issues, more needs to be done. Even though the books are easier in relation to age, there is also a decline in accuracy of reading. Secondary teachers and librarians need to get better at encouraging children to pay attention to the feedback AR gives them.

2   This downturn in difficulty even includes favourite books which are read at much higher levels of difficulty with successful understanding in primary. Pupils need to be encouraged to aim higher with the difficulty of books.

3   High-ability readers and struggling readers are also seriously under-challenged in secondary school – here again encouragement to aim higher with difficulty is needed.

4   Non-fiction readers are also seriously under-challenged, especially in secondary school where boys choose male-dominated books. Encouragement to aim higher with difficulty and for boys to choose a wider range of books is needed.

5   In addition to exhortations from teachers, the peer group are a powerful resource. The lists of favourite books need to be made available to children, who should be encouraged to make their own recommendations for favourite books to their classmates, giving reasons for their choices and indicating the readability level of the book.

6   If the Republic of Ireland could sustain the high level of difficulty read in the early years of primary through upper primary and into secondary, their profile would look much stronger. If Northern Ireland could begin in lower primary with as hard books as the Republic, their profile would look much stronger.

7   Primary teachers in Wales are in need of more information or in-service training to encourage them to encourage their children to be more proactive in terms of difficulty and quality of comprehension.

8   The relationship between book difficulty and APC is not a straightforward one – while some easier books are read with higher comprehension, others are not. Some quite hard books are read with comprehension. Teachers should be aware of this and investigate the patterns of motivation which bring about this phenomenon.

Reflections on Reading

Alan Nolan

Alan Nolan is a comic book writer, graphic designer and artist. He is the author and illustrator of *Sam Hannigan's Woof Week*, *Conor's Caveman*, *Fintan's Fifteen*, *The Big Break Detectives Casebook* and the *Murder Can Be Fatal* mysteries for young readers. *Sam Hannigan and the Last Dodo*, and Alan's World Book Day 2019 adventure, *Sam Hannigan's Rock Star Granny*, will both be published in March 2019. Born in Dublin, he studied at the National College of Art and Design. He lives in County Wicklow with his family.

When I was a kid I lived in a house that was jam-packed with books.

My dad was a big book lover and had bookshelves, bookcases and book-boxes in every room of the house – the kitchen, the living-cum-dining room, the bedrooms, the loo – and each bookshelf, bookcase and book-box was crammed full of books. There were books about the First World War, books about the Second World War, books about Native American tribes, old Beano and Dandy annuals, Dale Carnegie self-help books for budding entrepreneurs – my father had what you might call an eclectic palette when it came to reading.

My sister and I would build forts out of the books. We'd build steps so we could reach the books on the higher shelves. When we were fighting, which was quite often, we'd build a dividing wall made out of books down the centre of our living room so we wouldn't have to look at each other. But most of all, we would read them.

I started to read before I learned to read – the first of my dad's books that hooked me were the Beano annuals; before I went to school and learned how to read words, I would sit with a pile of annuals and read the stories from panel to panel, gazing at every detail of the pictures. Soon Dad was bringing home Asterix and Tintin books for me to gaze at. I didn't have much of a clue as to what was actually happening, but I made up my own stories to fit the sequential pictures as I went along. Soon I began copying the pictures and making my own comics.

Although we lived in a tiny terraced house in Windy Arbour, we somehow crammed in my mum, dad and sister, as well as my granny, my great-granny and my grand-aunt. To this day I have no idea where they all slept. My great-granny, Nanny Gigg, used to joke that if she wanted to scratch her nose she had to open a window so her elbow wouldn't break through the glass. My greats- and grands- were, to a woman, all fantastic readers and storytellers, and myself and my sister were sent to sleep each night with either olden-day schoolchildren tales (Nanny Gigg), horror stories (granny Lizzie Bunn) or tips for upcoming horse races (great-aunt Georgie). They passed on a love of books to my sister and I much the same way as they had passed it on my dad decades before.

I have done my best to pass on my love of books to my own kids, and in this respect I am ably abetted by my wife who reads three times as much as I do. My own house is not as jam-packed with books as my father's was, but it's getting there.

One day, I hope my own kids will pass on the love of reading to their children. And in this world of Netflix and Kindles and tablets and FitBits, they can rest assured that I will be there for future family members, just like my greats- and grands- were for me!

But if my kids are reading this, give it a few years yet, eh chaps?
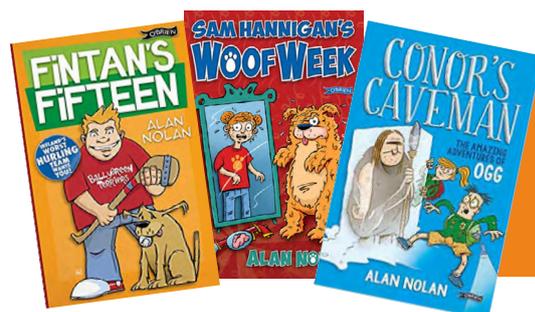
*Reflections on Reading

Matt Oldfield

Matt Oldfield writes the *Ultimate Football Heroes* and *Classic Football Heroes* series (John Blake Publishing) with his brother Tom. These fun, action-packed biographies are perfect for football-mad kids aged 7-12. The books tell the life-stories of the biggest and best footballers in the world, including Ronaldo, Messi and Neymar, and their incredible journeys from childhood fan to superstar professional player. Matt also works with schools and organisations such as the National Literacy Trust and the National Football Museum to deliver football-based literacy workshops.

When I visit primary schools, I often start by asking, 'Why do we read?' It's hardly an earth-shattering question, I know, but you can always rely on children to come up with interesting responses. In amongst 'you can learn new words' and 'it makes you smarter', there are usually suggestions about information, imagination, and, eventually, fun. I guess fun is the answer that I'm looking for, but what I'm really trying to show the children is the range of answers, both for why we read, and also for what we read. Variety is the spice of life, and, for me, one of the greatest joys of reading. As someone sage once said, 'If you don't like to read, you just haven't found the right book.'

Choice is particularly important when we talk about reading for pleasure. If we want to foster that genuine enthusiasm and engagement, we need books that together speak to every single child, no matter their background, age or interests. I'm no expert but it feels like we're now moving in the right direction. I see children's literature expanding outwards like the vines on an old house.

Publisher 'Knights Of', for example, are doing amazing work to promote diversity in the world of fiction. If you haven't checked out their titles online, or at their bookshop in Brixton, then you really should. And then there's my area, non-fiction. Growing up in the 90s, children's non-fiction for me meant Horrible Histories, Dorling Kindersley and the Guinness Book of Records.

Now, it means beautiful books about everything from astronomy to zoology, and engaging life stories of everyone from Alan Turing to Zaha Hadid. Now, who wouldn't want to read those for pleasure?

There's still scope for ingenious new ideas, too. Take the recent 'Roy of the Rovers' project, for example, where one book was published as a traditional novel and the other as a graphic novel. That kind of cross-formatting can really benefit reluctant readers. Books can be enjoyed by turning a page, scrolling a tablet screen, or even streaming an audio version. And that's just books. There are so many other ways to read: magazines, newspapers, comics, websites.

I think the challenge now is making the most of all that variety. With so much choice at their fingertips, where does a child start their reading journey? That's where all the teachers, librarians, authors, book bloggers, parents and guardians of the world unite. I wouldn't be a reader or a writer today if it wasn't for those people, and I still see them at every school I visit. They're the 'enthusiasts' that Roald Dahl urged us all to be, who understand the importance of reading and 'hug it, love it and above all become passionate about it. Lukewarm is no good.'

So, I might be a bit biased, but to me, the future of children's reading looks more exciting than ever.

*Reflections on Reading

Fear of books

When I started secondary school we were tested. It was decided that my grasp of the English language was so weak that I would not be allowed to study GCSE English Literature or French. There was one reason for this.

My fear of reading.

I didn't like thick books. I didn't like long impenetrable pages of text with no breaks or paragraphs. I would lose the thread. I would lose my place. I would lose my will to live. And I knew that I was stupid.

My mum had been gently trying to encourage me to read for pleasure for years and was desperate to help me. Not only because I was struggling with school, but because she knew that reading brings pleasure and empathy, confidence and happiness. But, it was only when I became increasingly interested in football that she found a way in.

She gave up encouraging me to read books and used newspapers and magazines about football. Short texts with lots of paragraph breaks. An accessible style that wasn't overly literary. A subject I cared about enough to want to try.

That's when things changed for me.

I am published by Barrington Stoke now. Barrington Stoke's books are short. The text is often broken up into smaller paragraphs. The books are written in an accessible style that does not put less confident readers off. They are about popular subjects.

That coincidence is not lost on me.

Tom Palmer
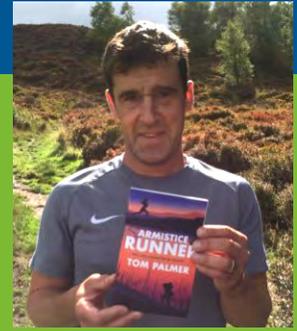
Tom Palmer is the author of 40 children's books about sport and history. His most recent books are *Armistice Runner*, which has been shortlisted for three children's book awards and the new *Roy of the Rovers* football series for age 9+.

www.tompalmer.co.uk

www.barringtonstoke.co.uk

I strongly believe that if there had been a librarian or teacher at my school who had known about Barrington Stoke and what they do I might have had a better chance of getting into reading sooner. But Barrington Stoke books did not exist then.

They do now.

There are children in your school who have a fear of reading.

When I write I think about what sort of a reader I was when I was nine, ten, eleven, twelve and I write about what I would have wanted to read and in a style that I would have enjoyed reading.

I think about the fear of reading and what Barrington Stoke and its authors do about it.
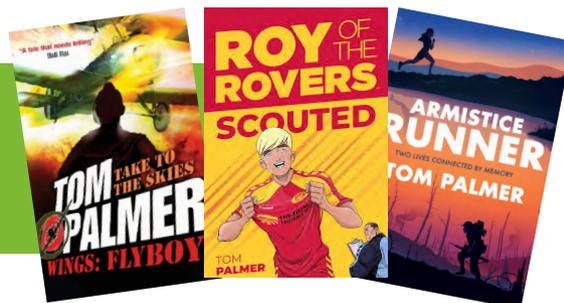
*Reflections on Reading

Mick Inkpen

Mick Inkpen is one of today's most popular picture book author/illustrators and the famous creator of both *Kipper* and *Wibbly Pig*. Mick has won the Children's Book Award for *Threadbear* and the British Book Award twice, for *Penguin Small* and *Lullabyhullaballoo*. *Kipper* won a BAFTA for Best Animated Film. The year 2019 sees the 30th Anniversary of Kipper's debut appearance in *The Blue Balloon*.

Sugar Hits and Cuckoo Chicks

I was watching TV the other day; 'The Secret Life of 4 Year Olds'. As an experiment, three children were each given a tablet to play with. From that moment every bit of physical movement, apart from the press or swipe of a finger ceased. Even the smell of marshmallows and dipping chocolate could not get the kids to look up from their screens.

It set me wondering why such powerful alchemy has not already seen the demise of the picture book. I have a vested interest of course, but even so I think there are good reasons to believe that the picture book will survive. I'm less certain about printed adult fiction, although that also seems to be holding up in the face of the touch screen.

Why do I single out picture books? Because in their case the medium which carries the storytelling really matters. A novel is squiggles on a page. In a very real sense it is already virtual. It springs to life in the merging of the writer's and readers' shared imagination. It doesn't, therefore, really matter what medium carries the story so long as the device is thought of fondly. And that depends on it being so efficient that it can be ignored, effectively disappearing as the imagined world of the story comes into view.

Picture books are different. They have two different kinds of squiggles; the words and the pictures. And these have fixed spatial relationships to each other and to the page turns. These graphic relationships form an important part of the storytelling. The stories are anchored to the book itself.

When the blue balloon turns into rainbow colours at the end of the story, that is not an imagined event. It is a concrete event fixed by the illustration. In fact, to a small child, the story is the book. It might live in a special place on the bookshelf or be lost under the sofa, but it is not floating somewhere in the digital ether. It is real.

So the story binds to the book and is entire and discrete. It cannot be added to or subtracted from. And unlike an event on a tablet it does not have to rent a timeshare of the screen until one of a million alternative choices replaces it. This physical reality gives it heft which translates into value, both as a commercial object and in the mind of the child, where at best it assumes special status.

A story lovingly crafted into the pages of a picture book will only take a few minutes to read, but it will be read repeatedly. It will hopefully become a little dog-eared. It will somehow gain value over time.

▶

But surely digital media would elevate *The Blue Balloon*? It could open up all kinds of interactivity, virtually expanding the reach of the book's pull-out pages? Yes it could. It could introduce animation. And sound. It could offer alternative endings. It could teach children their colours. It could fill each virtual page with buttons to press. It could do a million exciting things that 'add value'. In fact, if it didn't offer all that excitement how would it compete with the digital games on the same device?

But that is the point. Throughout human history stories have mirrored the course of real life, each offering only one linear reality; no optional endings and no distractions. A story's primary purpose and its central appeal has always been to relate what happened next. The experience is as familiar to us as the oxygen we breathe and so we take it for granted. But it relies on a fragile contract between the storyteller and the reader. 'You sit down and listen — and I will tell you what happened'.

Suspended disbelief requires a certain quietness. Interactivity taken to the extreme of offering alternative outcomes and reader input usurps the authority of the storyteller and severs that strange and primal bond. It destroys story. I think that is at least part of the reason why tablets are not the automatic replacement for picture books that they first seemed.

But I have one huge caveat. Touch screens are brilliant. Dazzlingly so. Their user-friendliness is devastatingly solicitous. They are sugar hits. They are attention seekers. They are time gobblers. Given the choice children will pretty much always choose them over anything else. It is entirely possible that, like cuckoo chicks, they will elbow out picture books along with exercise and much else besides, simply by eating up time.

So like marshmallows and dipping chocolate they need to be rationed. For storytelling with pictures, let children be mesmerised by the picture book, not by the touch screen. Then when the story comes to an end there will be no endless stream of swipes and presses clamouring for attention. And it will be time for bed.

School Spotlight

Ballyvaughan National School
County Clare, Ireland

Renaissance Awards Winner: Top Performing Primary School in Republic of Ireland for 2018

Principal, Loretta Gray talks about the positive experiences Accelerated Reader has created for her children and staff:

Ballyvaughan NS is a small, two-teacher school in North Clare. We have been implementing Accelerated Reader here since 2014. All children from 1st to 6th Class are registered on the programme.

Accelerated Reader has created many positive experiences from children and staff, and it has certainly enhanced the reading culture in the school. Our Board of Management invest in library materials every year to ensure we have a current stock of suitable books. Teachers incorporate library time into every school day. All children read independently at their level and teachers ensure they progress through these levels. It's an enjoyable approach to guided reading for all.

Book quizzes are completed during class time and children record their results in their reading log which is also a communication tool for parents.

Teachers also emphasise that reading is non-competitive. There are incentives for children when they read their target and teachers have also implemented a Millionaire Reader incentive scheme. This is hugely motivating especially for the older children. And while younger children are still developing their 'word attack' skills, Accelerated Reader also develops their comprehension skills simultaneously. This makes the programme so worthwhile.

Accelerated Reader provides clear and quantifiable reports on each individual child. These show progression.

Some testimonials from the children themselves:

"I love Accelerated Reader. It makes reading more enjoyable. My favourite author is JK Rowling!"
— Eleanor Costello, 2nd Class

"I love Accelerated Reader because it motivates me to read more and to get to my target. It is something I enjoy doing."
— Odhrán O Connor, 6th Class

"I am enjoying Accelerated Reader so far. I am learning lots of new vocabulary from fascinating books. My favourite author is Michael Morpurgo."
— Thomas Deely, 5th Class

*School Spotlight

Harlaw Academy
Aberdeen, Scotland

Renaissance Awards Winner: Top Performing Secondary School in Scotland for 2018

Library Resource Coordinator, Alison Üstün, shares her school's experiences of using Accelerated Reader:

Harlaw Academy is a state secondary school with a roll of approx. 890 pupils. Our school intake includes pupils from across the city from a wide variety of economic and ethnic backgrounds, including many EAL pupils. Many of our pupils have targeted support.

Our school has been using Accelerated Reader since 2012. As the years have gone by, staff have become more comfortable and familiar with Accelerated Reader and Star Reading and are able to more effectively monitor pupils, using reports in their planning and in guiding and working with pupils to help them set their own targets and find a book they will enjoy reading. Pupils subsequently give their reading more importance and actually read the books they borrow.

Our stats speak for themselves:

Year	Quizzes Taken	Words Read
2012-13	1,383	N/A
2013-14	1,694	28,221,728
2014-15	2,628	71,718,482
2015-16	2,547	106,955,690
2016-17	3,058	124,756,731
2017-18	2,965	127,192,647

S1 and S2 pupils read for the first ten minutes of English classes and have a full 50-minute reading period in the library once a week. In other departments across the school pupils are allowed to read at the end of the period if they have finished their class work – which is a great incentive.

If pupils get 100% in a book quiz they write their name on a sticker and put it up on our AR Star board. And best of all, they get a chocolate! At the end of each term, AR league tables are created for each year group. Classes are awarded points for the number of quizzes they have passed, the points they have earned, their word count and their participation. There is a lot of competition between classes to be the end-of-year reading champions!

Pupils also battle it out to be on the Top Quizzers and the Top Word Count lists. Last year we had a total of 26 word millionaires, which was a wonderful achievement. Our top quizzers are rewarded with a cinema trip – attending an Into Film screening in November and a screening at a local cinema in June. They're very popular trips.

This year several classes have focussed on reading more non-fiction and have set targets as part of the First Minister's Reading Challenge. A section of bookshelves has been dedicated to non-fiction books, with AR quizzes making it much easier for pupils to find suitable non-fiction books and promoting the books within the library. The Star Reading results of the classes involved has been impressive so far, ahead of their chronological growth by several months.

There hasn't been much change in our pupils' top reading choices in 2018-19. The most-quizzed book so far this year has been *Gangsta Granny*, with eight other David Walliams titles making our top 50 books. Very popular with our football fans are Tom and Matt Oldfield's *Football Heroes* series. Jeff Kinney's *Diary of a Wimpy Kid* series are the most popular books in our library, with 12 books in our top 20, including eight in our top 10! Roald Dahl, Liz Pichon, Suzanne Collins, Rick Riordan, Lemony Snicket and J. K. Rowling make our school's top 50 too.

School Spotlight

Manor Leas Junior Academy
Lincoln, East Midlands

Renaissance Awards Winner: Most Creative Primary Reading Celebration and Project Manager or Team of the Year for 2018

Assistant Head Teacher, Chelsea Sandbrook, talks about the impact of Accelerated Reader at her school:

When we started our journey with Accelerated Reader in March 2016, we never would have predicted the radical and transformative changes that would initiate a total shift in culture at Manor Leas Junior Academy. We are a three-form entry Junior School in Lincolnshire, a county consistently performing below national expectations in end-of-KS2 assessments, and, more recently, identified by the DfE as a 'Category 5' area. We knew our children had all the potential to achieve, but we couldn't find the bottleneck; what was it we could change that would enable our pupils to thrive?

Looking back, it was obvious really. The majority of our children were not fluent, independent readers and didn't have the stamina required in order to access vocabulary-rich texts. And so our mission was simple: develop an irresistible, high-expectation approach to reading. And that's just what we did with Accelerated Reader.

"The highlight of my morning is students coming in and asking if they can quiz. The excitement when we discuss different books, narratives and vocabulary all stems from Accelerated Reader.

I couldn't imagine a school without it!"

— Robert Belt, Year 5 Teacher

The leadership team made reading the priority. Reading for 30 minutes each night became the main focus of homework and we developed simple but effective strategies for rewarding effort in reading. The culture shifted almost immediately, and books became the hot topic of discussion, rather than a chore. Our staff have fully supported this change, with teachers joining in and discussing the books that they are reading with their classes. Each half term we lead a massive assembly for the whole school which celebrates all aspects of pupil achievement in reading. From bouncing beach balls around the hall, awarding Word Millionaires with tiny plastic spoons (and an ice cream party!), to our more recent 'Teacher Bush Tucker Trial Challenge,' we keep the children enthused and motivated to improve their reading through praise and celebration. Our pupils are often found with their noses in books, capturing every possible moment to read. They walk around the school with stacks of books they've found in the library that they are keen to try or share with their friends. These small, yet powerful, images illuminate the influence that Accelerated Reader has had thus far.

This year, David Walliams, Liz Pichon and Jeff Kinney are the most popular authors across the school. Year 6 pupils have particularly enjoyed R. J. Palacios' *Wonder*, Year 5 liked Piers Torday's *There May Be a Castle*, Year 4 loved Kieran Larwood's *Podkin One-Ear*, and Year 3 adored *Pugs of the Frozen North* by Philip Reeve.

At Manor Leas Junior Academy, each and every child reads and reads often. So much so that parents often wonder what on earth we're bribing them with! But no, our children aren't being bribed: they actually enjoy reading and the adventures that they go on when reading a book. They understand that beach balls are fun and ice cream is tasty, but reading will give them the best possible chance to succeed.

Some testimonials from staff:

"When Year 3s come into the school, there is a mixture of reading abilities and attitudes. But it has been clear since the introduction of AR that the children are very motivated to read. They thoroughly enjoy seeing how much they understand the books they read. It's wonderful to see the children 'trade' good stories, offering opinions and recommendations. Several parents have commented that their children are now much more avid readers than they were previously and now have a purpose for reading. Children enjoy their reading stickers celebrating their 80-100% success rate and encourage each other to 'prove their answers' using the texts to support.

"AR has raised the profile of comprehension of books children can read independently and has shown clearly where children need further support. Encouraging children to challenge themselves with words read, time spent reading or accuracy of understanding is fantastic, and being able to track information at the push of a button is hugely supportive."

– Jo Denny, Year 3 Teacher

"Accelerated Reader has brought our previously dusty and unused library to life.Our children can hold conversations about characters, adventures and make recommendations. It really has revolutionised reading in our school. The only problem is our books wear out!"

– Hannah Watson, Year 3 Teacher

"I have found a huge shift in pupils' preferences for the books they choose: having a library full of books from a range of current, up-to-date authors means the children are reading a much wider range. Accelerated Reader certainly has a positive impact on the children's reading habits: reading books suitable for their age definitely increases their confidence. It's also great to see how often children, of all ages, are using the library. The reading culture in school has improved greatly – on the whole, children have a love for reading and often express this. My class get so excited when new books are added to the library that they often race to get hold of them!"

– Danielle Collishaw, Year 6 Teacher

School Spotlight

Minster in Sheppey Primary School
Sheerness, Kent

Renaissance Awards Winner: Top Performing Primary School in England for 2018

Assistant Head Teacher and Literacy Leader, Michelle Jeffery, explains the effect that the introduction of Accelerated Reader has had on attitudes towards reading at her school:

We've always found that students are reading well at our school. However, there were some questions over comprehension skills. In an attempt to further develop our students' understanding of what they were reading, we decided to invest in Accelerated Reader. Our headteacher had used this programme at her previous school, and knew it could give us a deeper insight into our students' reading habits and be an effective launch pad for us to measure and improve their comprehension skills.

At our school, fiction books are particularly popular, but we ensure we monitor every pupil's reading to ensure they read an appropriate balance of fiction and non-fiction texts. Favourite authors at our school include David Walliams, Jacqueline Wilson and Roald Dahl, and the popular books are *Diary of a Wimpy Kid*, *Tom Gates* and *Dog Man*.

We have a 'Wish List' where the students request books for us to buy, as well as a 'Coming Soon' poster where students can sign up to be first on the list for when the new books arrive! We like to celebrate our students as much as we can, so we reward students who have read the most books and words with t-shirts and badges, which they love.

Since we implemented Accelerated Reader, our reading data has gone through the roof. We continue to promote a variety of challenges, incentives and rewards to keep the profile of Accelerated Reader high. Across our school, in each year group, more than 90% of students achieve their age-related expectations or above in reading, with an impressive 40% achieving greater depth, exceeding expectations for their chronological age.

Every class at our school is a Renaissance Master Class, and we're very proud to be a Master School too.

Since we started using AR, the reading culture at our school has changed dramatically. We found that reading is much more tangible, and students are visibly walking around reading. Our library is now a much busier and more popular place for students. Even in between classes, students can be found with their nose in a book. We can safely say that Accelerated Reader has made a great impact at our school.

*School Spotlight

Oasis Academy Wintringham
Grimsby, North East

Renaissance Awards Winner: Most Creative Secondary Reading Celebration for 2018

LRC Manager, Anne Spencer, talks about the positive impact that Accelerated Reader has had on her school library:

Oasis Academy Wintringham is a secondary school with over 850 students on roll. It is part of the Oasis Community Learning Trust. Here at OAW, we have been using Accelerated Reader since 2008. It was originally introduced to combat low attainment and literacy levels with Year 7 and 8 students. But our school partnership with Renaissance meant that it really took off, and we now use it with Years 7, 8 and 9.

Each week, our students have a one-hour reading lesson in the LRC, a 30-minute reading lesson in the classroom, 30 minutes where the teacher reads aloud, focussing on comprehension skills, and two 20-minute reading sessions during tutor time.

At first, we thought there would be a lot of resistance from the students but the vast majority of them are fully on board. Small attainable targets and rewards have helped students build up their confidence in reading and embrace it. As well as class and individual competitions, our students are rewarded for reaching their targets, for significant engaged reading time, and for becoming word millionaires.

The LRC has undergone a dramatic change due to Accelerated Reader – now our books are colour-coded and ordered by level. Our themed displays now include competitions that support AR: for example, the Harry Potter-themed display included things like a class points competition with an aim to get on the Hogwarts Express to Hogwarts, a class average percentage-correct competition that guided students through the Forbidden Forest, and an individual points competition that led to scoring a goal through the Quidditch hoop!

The displays always generate discussion and the students are actively involved. The LRC is a very popular place where students come to read, relax and complete home learning.

The students' choices of books change throughout the year, with some of our potentially reluctant readers initially reading Mr Men books and, after gaining points and confidence, moving on to books by authors like Roald Dahl and David Walliams, and *Diary of a Wimpy Kid* and *Harry Potter*. We've noticed that TV shows like '13 Reasons Why', 'Pretty Little Liars' and 'Vampire Diaries' have influenced students' book choices too, helping them reach out and try other genres and authors. The 30-minute teacher-led reading session has also encouraged students to try more challenging books like *The Boy in the Striped Pyjamas* and *Goodnight Mr Tom*.

Our Academy has undergone a fundamental change in attitude to reading since using Accelerated Reader, and has developed a reading culture that is deeply embedded in all areas of the Academy. As the students have to carry a book as part of their equipment, any potential stigma around reading has disappeared and you often see students reading at break and at lunchtime.

School Spotlight

St Comgall's Primary School
County Antrim, Northern Ireland

Renaissance Awards Winner: Top Performing Primary School in Northern Ireland for 2018

Principal, Jim Matthews and Primary 6 Teacher, Catherine Magee, discuss their school's approach to reading following their implementation of Accelerated Reader:

We're a primary school in Antrim, Northern Ireland, with 539 pupils on roll. We know that the mission statement of Renaissance is to accelerate learning for all, and our school is very much living out this vision! Over a number of years our internal data in literacy and reading has improved, and a number of factors contribute to this success in academic pupil performance. Accelerated Reader is certainly one of them!

Across the school we recognise that reading for pleasure is crucial, and we've worked hard to embed a positive reading culture in the school. By ritualising daily reading time, and through a number of initiatives and practices, we have fostered enthusiasm and passion for reading, right from our emergent readers in Primary 1.

It's not enough just to teach the mechanics of reading (although we do this in a very comprehensive way). Instead, it's vital to help students discover the joy and excitement that unfolds with the turn of each page. As Primary 6 pupil Patryk Orzechowski describes it, "It's fun when you feel that you're inside the book." This intrinsic joy from reading is one thing that has made AR so positive in our school. The other part is the extrinsic joy of quizzing, which yields praise, satisfaction, motivation and competition!

We use AR to praise our pupils and acknowledge their efforts both locally in the classroom and publicly in assemblies. Verbal and tangible praise has helps students sustain their efforts, and fuels their desire to reach even higher heights! Many classrooms have creative, interactive displays which visually track pupil progress towards achieving the termly points target.

There are also termly assemblies which celebrate, through certificates and book vouchers, our Word Millionaires and children who have read with nearly 100% comprehension. Photos of our reading "celebrities" are displayed in the school environment as well as being published in the school newsletter.

We involve parents through a reading log which ensures effective, clear lines of communication, and, coupled with the Home Connect facility, this makes reading habits, frequency of reading and progress very transparent. We invite parents in for an information session on the process of Accelerated Reading and suggest how they can promote independent reading at home.

We've found that AR has had a very marked influence on behaviour. The children read between lessons, making the transitions between lessons seamless, when previously this may have been when most problem behaviour occurred.

We know that we need to create autonomous, lifelong learners. Accelerated Reader, with its ability to diagnose, group, track, monitor, praise, stretch and challenge is a time-efficient, child-friendly tool for effectively answering the question "How will we teach reading?" The answer is, partly through Accelerated Reader.

*School Spotlight

Whitehill Primary School
Gravesend, Kent

Renaissance Awards Shortlisted: Most Creative Primary Reading Celebration for 2018

AR Administrator, Heidi Baillieu explains how literacy standards are improving all over her school with the help of Accelerated Reader:

We are a three-form entry primary school with 732 children on our register. Three years ago, our then-headteacher left the school and Malcolm Moaby, the associate headteacher at Gravesend Grammar School, stepped in as acting headteacher. He noticed immediately that we had very low reading results for end of key stage assessments in both KS1 and KS2. The pupils' attitudes towards reading were also quite negative. This wasn't helped by the fact that the resources for reading were very limited and dated, and pupils did not have access to books at an appropriate level for their reading age. Mr Moaby brought Accelerated Reader into the school to support both the children's attitudes towards reading and our assessment of reading.

Three years on, and Whitehill Primary School's reading looks very different indeed. And when Mr Moaby returned to Gravesend Grammar School, Mr Adam Lowing took over as our new headteacher. Having seen the positive attitude the children now have towards their reading, and the valuable assessment tool that Accelerated Reader and Star Reading provide, thankfully he decided to continue our contract with Renaissance!

Three years ago, we had a wonderful library space. It contained books, but they were dull and uninteresting to the children, so it wasn't a library at all. Today, that same library space is the heart of the school – it's a hive of buzzing activity where children and adults alike come to read, learn and have fun! Staff from other schools visit us here at Whitehill to see how our library is structured. We're very lucky to have such a well-stocked Accelerated Reader library, and it's growing every day.

There used to be hundreds of books stored all over the school in boxes and never used. But because Accelerated Reader supports thousands of books on its vast database of quizzes, by simply labelling the books so that children could identify the book level and interest level on Accelerated Reader many of our previously hidden books were bought into action. We didn't have to spend a fortune stocking our library; we simply used the best of our existing books and topped it up with new popular reads.

Accelerated Reader is credited with being the main reason for the impressive progress in reading at the school. The positive impact that Accelerated Reader and Star Reading has had on the assessment of reading has meant that no child can slip through the net: every child is monitored and supported at their individual ability. From a teacher's point of view this is a huge asset. From the child's point of view, because they have free choice of what they read within their ZPD, they enjoy the books they're reading. We have now timetabled twenty-five minutes of daily reading time in the classroom, but in addition to this there has also been a marked improvement in the children taking their books home to read in their own spare time. The children are taking ownership of their reading and enjoying the experience.

Literacy standards are improving all over the school. However, the huge improvement in children's reading ages and ZPDs is amazing to see. Parents, teachers and children are all so enthusiastic about the improvements and progress we are making through Accelerated Reader.

*About the Report & Data

For more than a decade, the annual What Kids Are Reading report, independently authored by Professor Keith Topping, has used data available from Renaissance Accelerated Reader™ to provide teachers, librarians, families and communities with insights into students' reading habits.

Accelerated Reader (AR) is currently used in thousands of schools across the UK and Ireland, and many more globally. It is a research-based programme that provides unparalleled insight into independent reading practice, personalised target-setting tool and quiz-based activities designed to span a variety of literacy skills and text types.

How Accelerated Reader works

For independent reading, the teacher or librarian first sets personalised reading targets for each student, using insights from Renaissance Star Reading™ and focussing on key factors for successful reading practice: quantity (time spent reading), quality (comprehension) and difficulty (text complexity). Students then select and read a book from within their Zone of Proximal Development (ZPD); once they are finished, they complete a short online Accelerated Reader practice quiz on their comprehension of the book, which also records the number of words read.

With quizzes for over 33,000 fiction and non-fiction titles and hundreds more added every month, AR offers a vast array of reading options to suit every age, interest and ability. In addition, a book discover shelf within Accelerated Reader provides personalised suggestions to help students find their next great read.

AR keeps track of all aspects of book reading – from the titles of the books and book readability levels, to the quiz scores – whilst also providing immediate feedback on each quiz to the students, teachers and even their parents. It also does this for all quizzes combined. This formative feedback helps teachers shape subsequent reading instruction, guide individual pupils and motivate children to continue reading. AR is thus an accurate and efficient continuous progress-monitoring system that monitors both quantity and quality of individual book-reading.

Renaissance Home Connect™ is one of the features of Accelerated Reader that allows parents and guardians to monitor what their children are reading and quizzing in school.
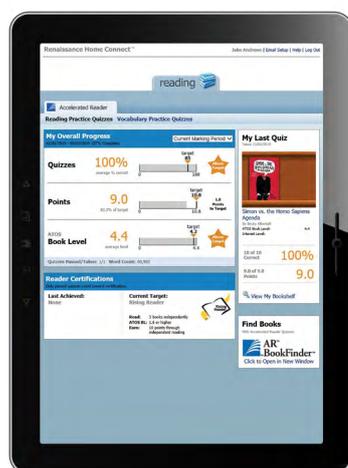
Accelerated Reader Quizzes

Originally launched in 1986, Accelerated Reader has become one of the most popular and heavily-researched reading practice programmes in the world. While AR has been developed over the last thirty years, the basic three-step approach (read a book – take a quiz – get instant feedback) has not changed. In order to engage students of all ages and abilities, a selection of 3, 5, 10 or 20 question quizzes are available depending on the length of the book, and some include a 'recorded voice' option for those learning to read or who speak English as an additional language. Of the 33,000 titles already quizzed for AR, many are Reading Practice quizzes designed to test comprehension. However, Literacy Skills and Vocabulary Practice quizzes are also available on many books, and there is even a facility for teachers to make their own quizzes.

To take a sample Reading Practice, Literacy Skills or Vocabulary Practice Quiz, visit:
www.renlearn.co.uk/takeaquiz
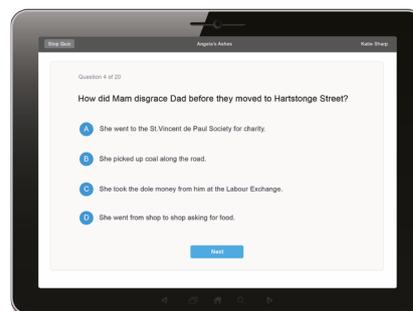
Reading Practice Quiz
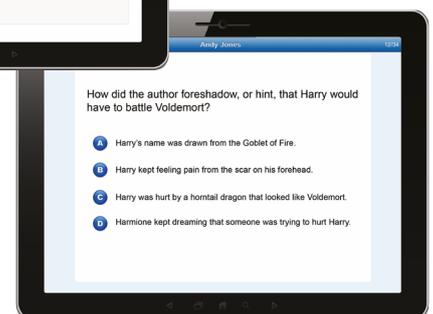
Literacy Skills Quiz

Renaissance's online book-searching tool, Accelerated Reader Bookfinder™ (**www.arbookfind.co.uk**), which is publicly available to all who have a love of reading, makes book selection easy for students (as well as teachers, parents and librarians) by providing descriptions about each book for which an AR quiz is available as well as having specialised search tools so pupils can, for example, identify award-winning books or match particular interests in other areas.

Separately, Accelerated Reader Bookguide™ can be used by teachers to create recommended reading lists. This allows student choice, but with guided assistance from the teacher via specially assigned keycodes, to enable students to access a set list of books from within AR Bookfinder.

While it is true that Accelerated Reader helps teachers by efficiently managing all the details of student reading practice, for pupils it fosters the vital connection between students and books: that love of reading that it is so critical to students' development. Research-based AR Best Practices recommend not only that pupils read books at appropriate levels of challenge and interest but also be given choice in what they read. It is likely that pupils will frequently be assigned books to read as part of the core curriculum at their school, but it should be just as likely that students are able to choose to read books about topics, characters, locations and so forth that are of interest to them.
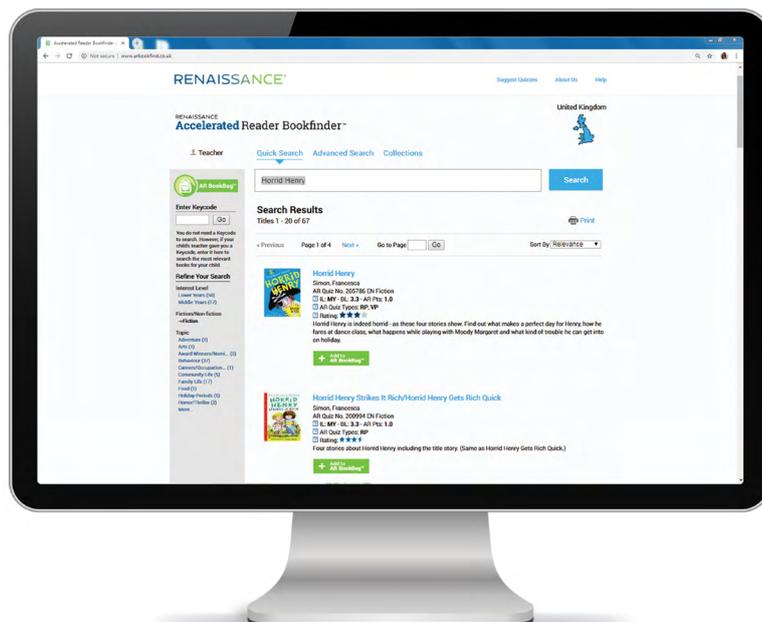
Accelerated Reader Bookfinder

Once pupils learn to read, having choice over what they read is motivational, not to mention essential, so that they learn to love to read. Indeed, we encourage students to read a wide variety of texts – even though research shows that students make the most progress when they read suitably challenging books, they should not be discouraged from also selecting easier or more difficult texts, or materials that haven't been quizzed for AR. As a guide, we suggest that at least 60% of what a student reads is quizzed and falls within their ZPD.

Text Complexity

The book difficulty level is determined by the ATOS formula. This is marked on the book, so pupils can make sure that they are choosing books that are not too easy or too hard – challenging without causing frustration. ATOS uses four factors to determine readability: average sentence length, average word length, word difficulty level and the total number of words in the book. The entire book is scanned and the formula applied to the whole book - not a small sample of text as with other formulae. ATOS can be applied to all publications. In order to relate the ATOS levels to the British system, 1 would have to be added to bring the difficulty level up to English, Welsh and Northern Irish Years and 2 added to bring it up to Scottish P years. The interpretation takes this into account.

To illustrate this point, ATOS was applied to about 30 text samples from some common UK publications. Interestingly these common periodicals were not as different in terms of their average readability as might have been expected, but the range of readability of items within each one was considerable. An exception was 'Hello' magazine, which had many text samples within a narrow range of readability, as if its policy was to constrain readability deliberately. 'The Economist' had consistently high readability text. The differences in size of text sample were also interesting – 'The Sun' had some shorter but also some longer pieces while 'Hello' texts were even more varied.

The difficulty or text complexity of any piece of writing can be established using the online ATOS Analyser, available at: **www.renlearn.co.uk/atos**

Accelerated Reader Best Practices

AR is used by thousands of teachers in the UK because it saves time, motivates students to read and is more reliable and accurate than traditional methods of tracking pupil book reading. AR Best Practices are research-based recommendations that educators learn through Renaissance Learning professional development services to ensure that teachers make the most of the wealth of data AR provides. This may require changes in teacher, classroom and even school practices. More time for in-school reading, establishing individualised target setting and careful monitoring of pupil reading comprehension are often required. Renaissance Learning recommends 30 minutes of daily independent reading practice for primary schools and 20 minutes of daily independent reading practice for secondary schools.

Renaissance Learning strongly recommends AR Best Practices to ensure fidelity of implementation so that pupils benefit from reading practice to the greatest extent possible. Extensive research has shown it is not just the quantity of reading or time spent reading that helps pupils read well and become well read. It is also the quality or how carefully – with what level of comprehension – they read. The more carefully pupils read, the more they comprehend and the more their reading practice leads to improved reading achievement.

The research base for AR is large and diverse and has been positively reviewed by groups such as the Florida Center for Reading Research and the California Learning Resource Network. To date, more than 184 research studies and independent reviews have been published on AR, including independent reports by the Education Endowment Foundation and National Literacy Trust in the UK and almost 100 UK school case studies, with at least 31 articles appearing in peer-reviewed journals.

Publication	Reading Age	Range	Based on Word Count
The Economist	13.6	12.0 – 15.2	500 – 2,000 words
The Times	12.7	11.0 – 15.1	500 – 800 words
The Daily Mail	12.0	9.1 – 14.2	450 – 700 words
The Sun	11.5	9.7 – 13.3	350 – 1,000 words
Hello Magazine	11.4	9.5 – 13.3	250 – 2,000 words

Other Data Used in This Report:

Estimated Engaged Reading Time (ERT)

Accelerated Reader provides ERT as a metric for quantity of student reading. Estimated engaged reading time is derived from Accelerated Reader points. For each Reading Practice Quiz taken by a student, AR points are calculated based on the length of the book and the students' performance (i.e. number of items correct) on the quiz. These points are then used to calculate an estimate of ERT (in computing ERT, the minutes per point value is based on a student's score from the Star Reading test, a norm-referenced, standardised measure of general reading achievement).

$$\text{Engaged Reading Time} = \frac{(\text{AR points earned}) \times (\text{minutes per point value})}{\text{school days}}$$

As opposed to allocated time, this calculation provides an estimate of engaged reading time, which research has shown is more useful for predicting academic learning. ERT is a subset of allocated reading time; thus, it is almost always less than the scheduled reading time. Any number of factors can prevent readers from fully engaging with the text for 100% of the scheduled time. Students may need more time to find their book, get distracted or have trouble focusing. For these reasons alone, the more time they spend engaged with a text is often less than the time scheduled for reading.

Student Growth Percentile (SGP)

The SGP measure, developed by Dr Damian Betebenner, provides the latest in growth projections. It is calculated for students who have taken at least two Star tests (a current test and a prior test) within at least two different testing windows (Autumn, Spring or Summer). The current test is the most recent test the student has taken in the most recent window that the student has tested in within the last 18 months. The prior test(s) are from the most recent SGP test window before the one that the current test falls in.

SGP utilises the historical growth trajectories of Star examinees to map out what the range of potential growth trajectories for each student will lead to, including what growth is necessary for each student to reach/maintain proficiency. The SGP is updated regularly so that students' projections are based upon the most recent data available.

To learn more about SGP, visit:
www.renlearn.co.uk/sgp

Zone of Proximal Development (ZPD)

This is a term borrowed from psychologist Lev Vygotsky. In Accelerated Reader, the ZPD is a range of ATOS book levels that are not too challenging and not too easy – depending on a student's reading level. Although ZPD itself is not entered or calculated in Accelerated Reader, it is a key component of successful reading practice and target setting.

*About the Author

Keith Topping is Professor of Educational and Social Research at Dundee University. His published works are approaching 400 (books, chapters, peer reviewed journal papers and distance learning packages), with translations into 12 languages. Prior to entering Higher Education, he worked for a number of Local Education Authorities and for Social Services and Health. Keith's own main research focus is Peer Learning (including peer tutoring, cooperative learning and peer assessment) and other forms of non-professional tutoring (e.g. by parents, assistants or volunteers) – in core skills (e.g. reading, spelling, writing, thinking skills, science, mathematics, information technology) and across subject boundaries, in all sectors and contexts of education and lifelong learning. He also has interests in computer aided assessment and formative assessment.

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> – Richard Slade, Headteacher
> Plumcroft Primary School

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*Appendices

Table 1: Books Kids Are Reading Most Often: Overall Summary

Year	Pupils	Total Quizzes Taken	Average Quizzes Taken	Total Quizzes Passed	Average Quizzes Passed	Average Book Level	Total Words Read	Average Total Words Read	Average % Correct on Quizzes Taken
1	12,506	313,086	25	277,454	22.2	2	189,779,048	15,175	79%
2	42,207	1,377,647	32.6	1,186,261	28.1	2.6	1,648,969,064	39,068	78%
3	92,124	3,374,893	36.6	2,829,821	30.7	3	9,251,545,005	100,424	77%
4	105,118	3,371,286	32.1	2,849,892	27.1	3.4	19,432,865,564	184,868	78%
5	116,517	3,164,895	27.2	2,700,477	23.2	3.9	33,628,152,131	288,614	79%
6	108,439	2,210,706	20.4	1,907,196	17.6	4.2	37,105,155,429	342,241	80%
7	269,388	3,820,128	14.2	2,907,735	10.8	4.3	78,096,498,501	290,017	73%
8	213,689	2,257,458	10.6	1,717,812	8	4.4	52,914,389,767	247,677	73%
9	82,380	680,808	8.3	518,058	6.3	4.5	17,330,593,111	210,683	73%
10	11,683	79,399	6.8	58,786	5	4.3	1,810,521,672	155,063	71%
11	2,819	15,183	5.4	11,831	4.2	3.8	247,320,134	92,318	73%
12	386	3,883	10.1	3,056	7.9	3.4	30,147,855	78,103	71%
13	464	4,749	10.2	3,970	8.6	3.4	68,076,046	146,715	74%

Schools: 4,914

Table 2: Total and Average Quizzes taken and passed by Region

Year	Total Pupils	England	Northern Ireland	Scotland	Wales	Republic of Ireland
1	10,958	10,311	43	498	106	904
2	33,290	31,262	616	1,167	245	1,250
3	71,912	64,658	3,779	3,002	473	2,075
4	85,430	71,611	8,778	4,456	585	2,368
5	95,920	78,956	11,032	5,065	867	2,399
6	87,811	71,902	10,389	4,690	830	2,403
7	265,234	242,200	9,200	5,969	7,865	2,511
8	208,208	190,746	8,216	3,241	6,005	2,287
9	87,652	77,779	5,873	1,319	2,681	1,008
10	12,861	10,296	2,391	94	80	278
11	3,625	3,518	56	15	36	71
12	351	309	27	3	12	7
13	426	377	38	5	6	4
Total	963,678	853,925	60,438	29,524	19,791	17,565

Table 3: APC and ERT for all students with SGP 1−34, 35−65 and 65+

	SGPs 1−34			SGPs 35−65			SGPs 66−99		
Year	Pupils	APC	ERT	Pupils	APC	ERT	Pupils	APC	ERT
1	829	75%	9.779177	868	80%	11.49556	1,193	85%	13.79255
2	7,292	74%	9.048724	6,727	79%	11.04142	8,006	83%	12.27639
3	21,869	74%	10.54923	19,545	78%	12.56767	22,047	81%	14.26338
4	25,019	76%	12.62369	22,100	79%	14.50795	25,592	81%	16.17019
5	27,567	77%	14.59917	24,709	80%	17.1099	27,829	82%	19.53294
6	20,971	79%	14.58617	18,217	81%	16.93459	20,348	83%	19.16765
7	67,332	69%	9.070106	59,811	74%	11.34369	68,697	77%	14.01465
8	50,065	71%	7.857848	45,396	74%	9.129764	51,951	76%	10.31476
9	18,155	71%	6.452925	16,036	74%	7.521099	18,590	76%	8.634716
10	1,940	70%	5.091629	1,663	72%	5.773791	1,943	74%	6.748216
11	115	71%	4.931312	103	76%	5.168702	176	76%	3.958509
12	77	69%	2.92006	49	76%	4.710895	37	74%	5.85792

Table 4: Cumulative Words Read and ERT

	Low ERT (<15 minutes)			Average ERT (15−29 minutes)			High ERT (30+ minutes)		
Year	Average Words Read	Cumulative words	Students	Average Words Read	Cumulative words	Students	Average Words Read	Cumulative words	Students
1	11,507	11,507	5971	48,714	868	0.803039	145,489	145,489	197
2	23,776	35,283	27,079	100,236	6,727	0.790852	310,841	456,330	1,047
3	45,292	80,575	61,967	182,505	19,545	0.782496	707,491	1,163,821	4,679
4	69,787	150,362	66,726	286,972	22,100	0.794968	1,002,518	2,166,339	8,478
5	95,368	245,730	68,186	382,955	24,709	0.803746	1,240,330	3,406,669	13,841
6	118,008	363,738	61,032	469,221	18,217	0.815200	1,417,357	4,824,026	12,700
7	116,755	480,493	189,698	584,600	59,811	0.739822	1,697,037	6,521,063	19,337
8	120,540	601,033	156,105	651,688	45,396	0.745225	1,704,334	8,225,397	9,880
9	116,555	717,588	61,040	691,393	16,036	0.744293	1,685,150	9,910,547	2,618
10	95,524	813,112	7,730	685,074	1,663	0.724800	1,526,956	11,437,503	215
11	71,853	884,965	1,222	736,848	103	0.762980	1,974,868	13,412,371	14
12	42,445	927,410	228	414,796	49	0.757204	869,137	14,281,508	5
13	31,179	958,589	276	480,752	5,715,754	7	1,972,598	16,254,106	5

Table 5: APC and ERT for struggling students (percentile rank <25) with SGP 1−34, 35−65 and 65+

Year	SGPs 1−34			SGPs 35−65			SGPs 66−99		
	Pupils	APC	ERT	Pupils	APC	ERT	Pupils	APC	ERT
1	291	71%	8.265579	295	76%	10.051510	419	84%	13.11270
2	3,171	68%	7.563790	2,976	74%	9.573723	3,187	79%	11.03512
3	7,342	67%	8.068793	6,440	72%	9.620586	6,980	77%	11.26941
4	7,070	68%	8.130037	6,053	72%	9.412189	6,794	75%	10.63379
5	6,750	68%	8.137454	5,855	72%	9.588680	6,553	74%	10.89500
6	4,960	69%	8.055162	4,094	72%	9.390254	4,751	75%	10.87682
7	15,431	60%	4.572608	13,186	65%	5.638016	15,379	68%	6.758570
8	11,916	61%	3.983449	10,693	65%	4.769902	12,118	67%	5.224667
9	4,648	62%	3.776736	3,901	65%	4.335459	4,224	67%	4.859210
10	582	64%	3.322620	453	65%	3.452686	535	67%	3.516654
11	61	68%	3.892014	48	76%	5.746739	91	77%	3.361579
12	64	69%	3.204299	46	75%	4.819778	31	71%	5.209358

Table 6: Quizzes Passed and APC below, within and above ZPD

Year	Below ZPD		Within ZPD		Above ZPD		Percent of Quizzes		
	Quizzes	APC	Quizzes	APC	Quizzes	APC	Below ZPD	Within ZPD	Above ZPD
0	19	93%	45	92%	18	79%	23%	55%	22%
1	19270	87%	143267	83%	78730	81%	8%	59%	33%
2	86054	87%	669665	83%	476847	76%	7%	54%	39%
3	277010	87%	1761746	82%	1166354	73%	9%	55%	36%
4	325213	88%	1792020	82%	1062018	73%	10%	56%	33%
5	343106	88%	1776993	83%	854401	73%	12%	60%	29%
6	271640	88%	1269025	84%	461734	73%	14%	63%	23%
7	659964	82%	2326984	76%	538463	60%	19%	66%	15%
8	442766	83%	1330950	76%	265219	59%	22%	65%	13%
9	134765	82%	391524	76%	75270	59%	22%	65%	13%
10	14049	80%	37681	74%	10149	62%	23%	61%	16%
11	1966	83%	5124	77%	1727	67%	22%	58%	20%
12	270	74%	1835	77%	884	74%	9%	61%	30%
13	682	82%	2203	80%	633	69%	19%	63%	18%
ALL	2576774	85%	11509062	80%	4992447	71%	14%	60%	26%

Table 7: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 1

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS		Prior Ranking	Book Title, Author, ATOS		Prior Ranking	Book Title, Author, ATOS
1	1	Village in the Snow Roderick Hunt, 1.5		4	Castle Adventure Roderick Hunt, 1.5		4	Village in the Snow Roderick Hunt, 1.5
2	2	Castle Adventure Roderick Hunt, 1.5		1	Village in the Snow Roderick Hunt, 1.5		1	Castle Adventure Roderick Hunt, 1.5
3	7	The Magic Key Roderick Hunt, 1.3		3	The Dragon Tree Roderick Hunt, 1.2		3	The Magic Key Roderick Hunt, 1.3
4	3	The Dragon Tree Roderick Hunt, 1.2		7	Land of the Dinosaurs Roderick Hunt, 2.0		7	Gran Roderick Hunt, 1.4
5	5	The Secret Room Roderick Hunt, 1.1		9	The Magic Key Roderick Hunt, 1.3		9	We're Going on a Bear Hunt Michael J. Rosen, 1.3
6	8	In the Garden Roderick Hunt, 1.8		2	The Secret Room Roderick Hunt, 1.1		2	The Dragon Tree Roderick Hunt, 1.2
7	11	Kipper and the Giant Roderick Hunt, 2.0		11	In the Garden Roderick Hunt, 1.8		11	The Gruffalo Julia Donaldson, 2.3
8	15	Land of the Dinosaurs Roderick Hunt, 2.0		14	Kipper and the Giant Roderick Hunt, 2.0		14	Kipper and the Giant Roderick Hunt, 2.0
9	14	Gran Roderick Hunt, 1.4		15	The Outing Roderick Hunt, 2.0		15	The Secret Room Roderick Hunt, 1.1
10	4	The Gruffalo Julia Donaldson, 2.3		6	Pirate Adventure Roderick Hunt, 1.4		6	Tara's Party Julia Donaldson, 1.4
11	9	Pirate Adventure Roderick Hunt, 1.4		5	The Gruffalo Julia Donaldson, 2.3		5	In the Garden Roderick Hunt, 1.8
12	6	We're Going on a Bear Hunt Michael Rosen, 1.3		17	Gran Roderick Hunt, 1.4		17	Pirate Adventure Roderick Hunt, 1.4
13	10	A Fright in the Night Roderick Hunt, 1.8		18	The New House Roderick Hunt, 0.9		13	The Play Roderick Hunt, 1.0
14	12	The Outing Roderick Hunt, 2.0		13	The Play Roderick Hunt, 1.0		14	A Fright in the Night Roderick Hunt, 1.8
15	16	The Play Roderick Hunt, 1.0		16	The Storm Roderick Hunt, 1.0		37	Paula the Vet Julia Donaldson, 2.3
16	21	The New House Roderick Hunt, 0.9		12	A Fright in the Night Roderick Hunt, 1.8		10	The Outing Roderick Hunt, 2.0
17	22	The Storm Roderick Hunt, 1.0		19	Robin Hood Roderick Hunt, 2.2		28	Land of the Dinosaurs Roderick Hunt, 2.0
18	13	Robin Hood Roderick Hunt, 2.2		8	We're Going on a Bear Hunt Michael J. Rosen, 1.3		21	The New House Roderick Hunt, 0.9
19	19	Noah's Ark Adventure Roderick Hunt, 1.7		25	Noah's Ark Adventure Roderick Hunt, 1.7		24	The Storm Roderick Hunt, 1.0
20	17	A Monster Mistake Roderick Hunt, 1.6		20	The Go-kart Race Roderick Hunt, 1.9		36	Queen Anneena's Feast Julia Donaldson, 1.5

Table 8: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 2

		Overall		Boys		Girls
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS
1	1	The Gruffalo Julia Donaldson, 2.3	1	Castle Adventure Roderick Hunt, 1.5	1	Village in the Snow Roderick Hunt, 1.5
2	2	The Gruffalo's Child Julia Donaldson, 2.5	2	Village in the Snow Roderick Hunt, 1.5	2	Castle Adventure Roderick Hunt, 1.5
3	3	Owl Babies Martin Waddell, 2.4	4	The Dragon Tree Roderick Hunt, 1.2	3	The Magic Key Roderick Hunt, 1.3
4	4	We're Going on a Bear Hunt Michael J. Rosen, 1.3	6	Land of the Dinosaurs Roderick Hunt, 2.0	4	Gran Roderick Hunt, 1.4
5	5	Peace at Last Jill Murphy, 1.9	11	The Magic Key Roderick Hunt, 1.3	5	We're Going on a Bear Hunt Michael J. Rosen, 1.3
6	9	A Squash and a Squeeze Julia Donaldson, 2.8	7	The Secret Room Roderick Hunt, 1.1	8	The Dragon Tree Roderick Hunt, 1.2
7	6	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	3	In the Garden Roderick Hunt, 1.8	9	The Gruffalo Julia Donaldson, 2.3
8	11	Lost in the Jungle Roderick Hunt, 2.3	8	Kipper and the Giant Roderick Hunt, 2.0	10	Kipper and the Giant Roderick Hunt, 2.0
9	14	The Smartest Giant in Town Julia Donaldson, 3.4	5	The Outing Roderick Hunt, 2.0	12	The Secret Room Roderick Hunt, 1.1
10	15	Stick Man Julia Donaldson, 2.8	19	Pirate Adventure Roderick Hunt, 1.4	7	Tara's Party Julia Donaldson, 1.4
11	8	Robin Hood Roderick Hunt, 2.2	12	The Gruffalo Julia Donaldson, 2.3	11	In the Garden Roderick Hunt, 1.8
12	20	The Tiger Who Came to Tea Judith Kerr, 3.2	14	Gran Roderick Hunt, 1.4	16	Pirate Adventure Roderick Hunt, 1.4
13	10	Room on the Broom Julia Donaldson, 3.7	9	The New House Roderick Hunt, 0.9	6	The Play Roderick Hunt, 1.0
14	7	The Magic Finger Roald Dahl, 3.1	13	The Play Roderick Hunt, 1.0	23	A Fright in the Night Roderick Hunt, 1.8
15	17	Red Planet Roderick Hunt, 2.4	20	The Storm Roderick Hunt, 1.0	15	Paula the Vet Julia Donaldson, 2.3
16	19	Land of the Dinosaurs Roderick Hunt, 2.0	24	A Fright in the Night Roderick Hunt, 1.8	14	The Outing Roderick Hunt, 2.0
17	16	Kipper and the Giant Roderick Hunt, 2.0	33	Robin Hood Roderick Hunt, 2.2	21	Land of the Dinosaurs Roderick Hunt, 2.0
18	12	The Very Hungry Caterpillar Eric Carle, 2.9	10	We're Going on a Bear Hunt Michael J. Rosen, 1.3	25	The New House Roderick Hunt, 0.9
19	22	The Cat in the Hat Dr. Seuss, 2.1	23	Noah's Ark Adventure Roderick Hunt, 1.7	22	The Storm Roderick Hunt, 1.0
20	21	Village in the Snow Roderick Hunt, 1.5	16	The Go-kart Race Roderick Hunt, 1.9	18	Queen Anneena's Feast Julia Donaldson, 1.5

Table 9: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 3

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS		Prior Ranking	Book Title, Author, ATOS	
1	1	The Magic Finger Roald Dahl, 3.1	2	The Gruffalo Julia Donaldson, 2.3		1	The Magic Finger Roald Dahl, 3.1	
2	2	The Gruffalo Julia Donaldson, 2.3	1	The Magic Finger Roald Dahl, 3.1		2	The Gruffalo Julia Donaldson, 2.3	
3	3	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	3	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3		3	The Twits Roald Dahl, 4.4	
4	4	The Twits Roald Dahl, 4.4	4	Fantastic Mr Fox Roald Dahl, 4.1		5	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	
5	6	Fantastic Mr Fox Roald Dahl, 4.1	5	The Twits Roald Dahl, 4.4		6	Room on the Broom Julia Donaldson, 3.7	
6	5	George's Marvellous Medicine Roald Dahl, 4.0	7	The Gruffalo's Child Julia Donaldson, 2.5		4	George's Marvellous Medicine Roald Dahl, 4.0	
7	7	The Gruffalo's Child Julia Donaldson, 2.5	6	George's Marvellous Medicine Roald Dahl, 4.0		9	The Gruffalo's Child Julia Donaldson, 2.5	
8	8	Room on the Broom Julia Donaldson, 3.7	8	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8		8	The Smartest Giant in Town Julia Donaldson, 3.4	
9	10	The Smartest Giant in Town Julia Donaldson, 3.4	9	Room on the Broom Julia Donaldson, 3.7		7	Fantastic Mr Fox Roald Dahl, 4.1	
10	42	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3	15	Stick Man Julia Donaldson, 2.8		29	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3	
11	9	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8	19	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8		12	The Tiger Who Came to Tea Judith Kerr, 3.2	
12	12	Stick Man Julia Donaldson, 2.8	13	The Smartest Giant in Town Julia Donaldson, 3.4		15	Stick Man Julia Donaldson, 2.8	
13	14	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8	10	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9		13	A Squash and a Squeeze Julia Donaldson, 2.8	
14	15	A Squash and a Squeeze Julia Donaldson, 2.8	61	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3		10	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8	
15	18	The Tiger Who Came to Tea Judith Kerr, 3.2	11	Horrid Henry and the Bogey Babysitter Francesca Simon, 3.2		17	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8	
16	16	Funnybones Janet Ahlberg, 3.6	14	Horrid Henry and the Secret Club Francesca Simon, 3.2		14	Funnybones Janet Ahlberg, 3.6	
17	13	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9	18	Horrid Henry's Stinkbomb Francesca Simon, 3.2		11	Owl Babies Martin Waddell, 2.4	
18	19	The Cat in the Hat Dr. Seuss, 2.1	16	Horrid Henry and the Football Fiend Francesca Simon, 3.6		22	The Cat in the Hat Dr. Seuss, 2.1	
19	11	Owl Babies Martin Waddell, 2.4	25	The Cat in the Hat Dr. Seuss, 2.1		18	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9	
20	17	Esio Trot Roald Dahl, 4.4	20	Horrid Henry Meets the Queen Francesca Simon, 3.2		16	Esio Trot Roald Dahl, 4.4	

Table 10: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 4

Rank	Prior Ranking	Book Title, Author, ATOS (Overall)	Prior Ranking	Book Title, Author, ATOS (Boys)	Prior Ranking	Book Title, Author, ATOS (Girls)
		Overall		**Boys**		**Girls**
1	1	The Twits Roald Dahl, 4.4	1	The Twits Roald Dahl, 4.4	1	The Twits Roald Dahl, 4.4
2	2	George's Marvellous Medicine Roald Dahl, 4.0	2	Fantastic Mr Fox Roald Dahl, 4.1	2	The Magic Finger Roald Dahl, 3.1
3	3	The Magic Finger Roald Dahl, 3.1	5	Diary of a Wimpy Kid Jeff Kinney, 5.2	3	George's Marvellous Medicine Roald Dahl, 4.0
4	4	Fantastic Mr Fox Roald Dahl, 4.1	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	6	Gangsta Granny David Walliams, 4.9
5	7	Gangsta Granny David Walliams, 4.9	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	4	Fantastic Mr Fox Roald Dahl, 4.1
6	5	Diary of a Wimpy Kid Jeff Kinney, 5.2	3	George's Marvellous Medicine Roald Dahl, 4.0	5	Esio Trot Roald Dahl, 4.4
7	10	Billionaire Boy David Walliams, 4.1	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	10	Billionaire Boy David Walliams, 4.1
8	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	4	The Magic Finger Roald Dahl, 3.1	23	Ratburger David Walliams, 5.0
9	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	8	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	8	The Boy in the Dress David Walliams, 4.2
10	6	Esio Trot Roald Dahl, 4.4	9	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	13	Demon Dentist David Walliams, 4.8
11	NULL	Bad Dad David Walliams, 4.2	NULL	Bad Dad David Walliams, 4.2	NULL	Bad Dad David Walliams, 4.2
12	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	14	Gangsta Granny David Walliams, 4.9	15	Mr Stink David Walliams, 4.7
13	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	9	Diary of a Wimpy Kid Jeff Kinney, 5.2
14	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	12	Billionaire Boy David Walliams, 4.1	11	Charlie and the Chocolate Factory Roald Dahl, 4.8
15	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	15	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	14	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
16	16	The Boy in the Dress David Walliams, 4.2	17	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	12	Awful Auntie David Walliams, 5.0
17	30	Ratburger David Walliams, 5.0	16	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	20	The Giraffe and the Pelly and Me Roald Dahl, 4.7
18	15	Charlie and the Chocolate Factory Roald Dahl, 4.8	18	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	22	The Gruffalo Julia Donaldson, 2.3
19	21	Demon Dentist David Walliams, 4.8	13	Esio Trot Roald Dahl, 4.4	18	The Storm Roderick Hunt, 1.0
20	18	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	49	The Adventures of Captain Underpants Dav Pilkey, 4.3	17	Queen Anneena's Feast Julia Donaldson, 1.5

Table 11: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 5

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS		Prior Ranking	Book Title, Author, ATOS	
1	NULL	Bad Dad, David Walliams, 4.2	NULL	Diary of a Wimpy Kid: The Getaway, Jeff Kinney, 5.4		3	Gangsta Granny, David Walliams, 4.9	
2	NULL	Diary of a Wimpy Kid: The Getaway, Jeff Kinney, 5.4	1	Diary of a Wimpy Kid, Jeff Kinney, 5.2		NULL	Bad Dad, David Walliams, 4.2	
3	1	Diary of a Wimpy Kid, Jeff Kinney, 5.2	NULL	Bad Dad, David Walliams, 4.2		2	The Twits, Roald Dahl, 4.4	
4	5	Gangsta Granny, David Walliams, 4.9	4	Diary of a Wimpy Kid: Dog Days, Jeff Kinney, 5.2		16	Ratburger, David Walliams, 5.0	
5	6	Diary of a Wimpy Kid: Dog Days, Jeff Kinney, 5.2	2	Diary of a Wimpy Kid: Rodrick Rules, Jeff Kinney, 5.2		4	Billionaire Boy, David Walliams, 4.1	
6	4	Diary of a Wimpy Kid: Rodrick Rules, Jeff Kinney, 5.2	5	Diary of a Wimpy Kid: The Long Haul, Jeff Kinney, 5.4		5	Diary of a Wimpy Kid, Jeff Kinney, 5.2	
7	8	Diary of a Wimpy Kid: The Long Haul, Jeff Kinney, 5.4	9	Diary of a Wimpy Kid: Old School, Jeff Kinney, 5.6		6	The Boy in the Dress, David Walliams, 4.2	
8	7	Billionaire Boy, David Walliams, 4.1	6	Diary of a Wimpy Kid: The Last Straw, Jeff Kinney, 5.4		10	Diary of a Wimpy Kid: Rodrick Rules, Jeff Kinney, 5.2	
9	10	Diary of a Wimpy Kid: The Ugly Truth, Jeff Kinney, 5.5	7	Diary of a Wimpy Kid: The Ugly Truth, Jeff Kinney, 5.5		11	Diary of a Wimpy Kid: Dog Days, Jeff Kinney, 5.2	
10	9	Diary of a Wimpy Kid: The Last Straw, Jeff Kinney, 5.4	8	Diary of a Wimpy Kid: Hard Luck, Jeff Kinney, 5.5		9	Demon Dentist, David Walliams, 4.8	
11	3	Bad Dad, David Walliams, 4.2	10	Diary of a Wimpy Kid: Cabin Fever, Jeff Kinney, 5.8		12	Mr. Stink, David Walliams, 4.7	
12	15	The Twits, Roald Dahl, 4.4	14	Gangsta Granny, David Walliams, 4.9		14	Diary of a Wimpy Kid: The Ugly Truth, Jeff Kinney, 5.5	
13	12	Diary of a Wimpy Kid: Old School, Jeff Kinney, 5.6	11	Billionaire Boy, David Walliams, 4.1		13	Awful Auntie, David Walliams, 5.0	
14	13	Diary of a Wimpy Kid: Cabin Fever, Jeff Kinney, 5.8	12	Diary of a Wimpy Kid: The Third Wheel, Jeff Kinney, 5.6		19	Diary of a Wimpy Kid: The Long Haul, Jeff Kinney, 5.4	
15	25	Ratburger, David Walliams, 5.0	3	Diary of a Wimpy Kid: Double Down, Jeff Kinney, 5.6		NULL	Diary of a Wimpy Kid: The Getaway, Jeff Kinney, 5.4	
16	18	Diary of a Wimpy Kid: The Third Wheel, Jeff Kinney, 5.6	13	The Twits, Roald Dahl, 4.4		7	George's Marvellous Medicine, Roald Dahl, 4.0	
17	16	The Boy in the Dress, David Walliams, 4.2	27	Ratburger, David Walliams, 5.0		18	Diary of a Wimpy Kid: The Last Straw, Jeff Kinney, 5.4	
18	19	Demon Dentist, David Walliams, 4.8	18	The Boy in the Dress, David Walliams, 4.2		20	Diary of a Wimpy Kid: Cabin Fever, Jeff Kinney, 5.8	
19	23	Mr. Stink, David Walliams, 4.7	16	Fantastic Mr Fox, Roald Dahl, 4.1		22	Diary of a Wimpy Kid: Hard Luck, Jeff Kinney, 5.5	
20	14	George's Marvellous Medicine, Roald Dahl, 4.0	19	The Brilliant World of Tom Gates, Liz Pichon, 4.0		27	Diary of a Wimpy Kid: Old School, Jeff Kinney, 5.6	

Table 12: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 6

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS		
1	NULL	Bad Dad David Walliams, 4.2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	NULL	Bad Dad David Walliams, 4.2		
2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	NULL	Bad Dad David Walliams, 4.2	2	Gangsta Granny David Walliams, 4.9		
3	4	Gangsta Granny David Walliams, 4.9	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4		
4	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	4	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	17	Ratburger David Walliams, 5.0		
5	6	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	4	The Boy in the Dress David Walliams, 4.2		
6	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	6	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	8	Billionaire Boy David Walliams, 4.1		
7	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	9	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	7	Diary of a Wimpy Kid Jeff Kinney, 5.2		
8	8	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	8	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	5	Awful Auntie David Walliams, 5.0		
9	13	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	10	Mr. Stink David Walliams, 4.7		
10	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	7	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	9	Demon Dentist David Walliams, 4.8		
11	11	Billionaire Boy David Walliams, 4.1	11	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	12	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2		
12	9	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	13	Gangsta Granny David Walliams, 4.9	71	Wonder R. J. Palacio, 4.8		
13	20	Ratburger David Walliams, 5.0	1	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6	11	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2		
14	10	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	12	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5		
15	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	14	Billionaire Boy David Walliams, 4.1	170	The World's Worst Children 2 David Walliams, 4.7		
16	15	The Boy in the Dress David Walliams, 4.2	19	Ratburger David Walliams, 5.0	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4		
17	2	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6	15	The Boy in the Dress David Walliams, 4.2	15	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8		
18	17	Demon Dentist David Walliams, 4.8	17	Demon Dentist David Walliams, 4.8	21	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6		
19	19	Mr. Stink David Walliams, 4.7	20	The Brilliant World of Tom Gates Liz Pichon, 4.0	19	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4		
20	62	Wonder R. J. Palacio, 4.8	183	The World's Worst Children 2 David Walliams, 4.7	1	The Midnight Gang David Walliams, 4.4		

Table 13: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 7

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS
1	1	Gangsta Granny David Walliams, 4.9	2	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	1	Gangsta Granny David Walliams, 4.9
2	2	Diary of a Wimpy Kid Jeff Kinney, 5.2	1	Diary of a Wimpy Kid Jeff Kinney, 5.2	57	Wonder R. J. Palacio, 4.8
3	3	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	2	The Boy in the Dress David Walliams, 4.2
4	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	3	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	3	Mr. Stink David Walliams, 4.7
5	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	5	Billionaire Boy David Walliams, 4.1
6	7	Billionaire Boy David Walliams, 4.1	4	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	16	Ratburger David Walliams, 5.0
7	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	9	Gangsta Granny David Walliams, 4.9	7	Awful Auntie David Walliams, 5.0
8	9	The Boy in the Dress David Walliams, 4.2	7	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	6	Charlie and the Chocolate Factory Roald Dahl, 4.8
9	6	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	6	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	8	The Twits Roald Dahl, 4.4
10	45	Wonder R. J. Palacio, 4.8	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	9	Demon Dentist David Walliams, 4.8
11	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	13	Billionaire Boy David Walliams, 4.1	NULL	Bad Dad David Walliams, 4.2
12	8	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	11	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	10	Diary of a Wimpy Kid Jeff Kinney, 5.2
13	13	Mr. Stink David Walliams, 4.7	8	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6	14	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
14	21	Ratburger David Walliams, 5.0	12	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	11	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
15	12	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	NULL	Bad Dad David Walliams, 4.2	20	Harry Potter and the Philosopher's Stone, J.K. Rowling, 6.0
16	NULL	Bad Dad David Walliams, 4.2	14	The Boy in the Dress David Walliams, 4.2	12	The Midnight Gang David Walliams, 4.4
17	14	Charlie and the Chocolate Factory Roald Dahl, 4.8	15	Charlie and the Chocolate Factory Roald Dahl, 4.8	15	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
18	15	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	21	Ratburger David Walliams, 5.0	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
19	16	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	17	Mr. Stink David Walliams, 4.7	24	The Boy in the Striped Pyjamas John Boyne, 5.8
20	17	Demon Dentist David Walliams, 4.8	18	Demon Dentist David Walliams, 4.8	18	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5

Table 14: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 8

		Overall		Boys		Girls
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS
1	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	5	Gangsta Granny David Walliams, 4.9
2	6	Gangsta Granny David Walliams, 4.9	3	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	49	Wonder R. J. Palacio, 4.8
3	4	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	4	Diary of a Wimpy Kid Jeff Kinney, 5.2	2	The Boy in the Striped Pyjamas John Boyne, 5.8
4	3	The Boy in the Striped Pyjamas John Boyne, 5.8	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	6	The Boy in the Dress David Walliams, 4.2
5	5	Diary of a Wimpy Kid Jeff Kinney, 5.2	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	8	Mr. Stink David Walliams, 4.7
6	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	7	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	7	The Hunger Games Suzanne Collins, 5.3
7	11	Billionaire Boy David Walliams, 4.1	6	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	31	Ratburger David Walliams, 5.0
8	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	8	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	9	Charlie and the Chocolate Factory Roald Dahl, 4.8
9	15	The Boy in the Dress David Walliams, 4.2	14	Gangsta Granny David Walliams, 4.9	11	Billionaire Boy David Walliams, 4.1
10	8	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	9	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	34	Everything, Everything Nicola Yoon, 4.4
11	13	The Hunger Games Suzanne Collins, 5.3	10	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	17	Awful Auntie David Walliams, 5.0
12	NULL	Bad Dad David Walliams, 4.2	11	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	NULL	Bad Dad David Walliams, 4.2
13	55	Wonder R. J. Palacio, 4.8	13	Billionaire Boy David Walliams, 4.1	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
14	9	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	12	The Boy in the Striped Pyjamas John Boyne, 5.8	16	The Twits Roald Dahl, 4.4
15	12	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	1	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6	14	Diary of a Wimpy Kid Jeff Kinney, 5.2
16	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	NULL	Bad Dad David Walliams, 4.2	18	Harry Potter and the Philosopher's Stone, J.K. Rowling, 6.0
17	14	Charlie and the Chocolate Factory Roald Dahl, 4.8	22	Of Mice and Men John Steinbeck, 4.5	27	Of Mice and Men John Steinbeck, 4.5
18	31	Ratburger David Walliams, 5.0	17	The Hunger Games Suzanne Collins, 5.3	21	Demon Dentist David Walliams, 4.8
19	19	Mr. Stink David Walliams, 4.7	18	The Boy in the Dress David Walliams, 4.2	15	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
20	30	Of Mice and Men John Steinbeck, 4.5	16	Charlie and the Chocolate Factory Roald Dahl, 4.8	13	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2

Table 15: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 9-11

	Overall			Boys			Girls	
Rank	Prior Ranking	Book Title, Author, ATOS	Rank	Prior Ranking	Book Title, Author, ATOS	Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Of Mice and Men John Steinbeck, 4.5		1	Of Mice and Men John Steinbeck, 4.5		1	Of Mice and Men John Steinbeck, 4.5
2	2	An Inspector Calls J.B. Priestley, 5.0		NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4		9	Everything, Everything Nicola Yoon, 4.4
3	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4		3	An Inspector Calls J.B. Priestley, 5.0		5	An Inspector Calls J.B. Priestley, 5.0
4	3	The Hunger Games Suzanne Collins, 5.3		7	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4		46	Wonder R. J. Palacio, 4.8
5	63	Wonder R. J. Palacio, 4.8		6	Diary of a Wimpy Kid Jeff Kinney, 5.2		7	The Hunger Games Suzanne Collins, 5.3
6	19	Gangsta Granny David Walliams, 4.9		5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2		6	The Fault in Our Stars John Green, 5.5
7	35	Everything, Everything Nicola Yoon, 4.4		8	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2		11	Harry Potter and the Philosopher's Stone, J.K. Rowling, 6.0
8	9	Diary of a Wimpy Kid Jeff Kinney, 5.2		13	The Hunger Games Suzanne Collins, 5.3		16	Gangsta Granny David Walliams, 4.9
9	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2		10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4		21	Thirteen Reasons Why Jay Asher, 3.9
10	6	The Boy in the Striped Pyjamas John Boyne, 5.8		4	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6		8	The Boy in the Striped Pyjamas John Boyne, 5.8
11	8	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4		2	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6		12	Charlie and the Chocolate Factory Roald Dahl, 4.8
12	10	Charlie and the Chocolate Factory Roald Dahl, 4.8		9	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5		4	Girl Online: The First Novel by Zoella Zoe Sugg, 4.7
13	11	Harry Potter and the Philosopher's Stone, J.K. Rowling, 6.0		11	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5		13	Harry Potter and the Chamber of Secrets, J.K. Rowling, 6.0
14	26	Animal Farm George Orwell, 7.3		21	Animal Farm George Orwell, 7.3		20	Blood Brothers Willy Russell, 4.1
15	12	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2		20	Gangsta Granny David Walliams, 4.9		18	Harry Potter and the Prisoner of Azkaban, J.K. Rowling, 6.7
16	25	Billionaire Boy David Walliams, 4.1		12	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8		19	Mr. Stink David Walliams, 4.7
17	23	Blood Brothers Willy Russell, 4.1		14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6		31	Animal Farm George Orwell, 7.3
18	17	Harry Potter and the Chamber of Secrets, J.K. Rowling, 6.0		19	Billionaire Boy David Walliams, 4.1		22	The Boy in the Dress David Walliams, 4.2
19	5	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6		17	Blood Brothers Willy Russell, 4.1		32	A Christmas Carol (Unabridged) Charles Dickens, 6.7
20	22	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5		18	Charlie and the Chocolate Factory Roald Dahl, 4.8		3	Girl Online: On Tour Zoe Sugg, 5.5

Table 16: Most Popular Authors Overall: 2017, 2018 and 2019

Rank	2017 Author	2018 Author	2019 Author
1	Jeff Kinney (55)	Jeff Kinney (60)	Jeff Kinney (58)
2	David Walliams (31)	David Walliams (31)	David Walliams (35)
3	Roderick Hunt (25)	Roderick Hunt (24)	Roderick Hunt (24)
4	Roald Dahl (23)	Roald Dahl (20)	Roald Dahl (17)
5	Julia Donaldson (13)	Julia Donaldson (14)	Julia Donaldson (13)
6	Francesca Simon (6)	Francesca Simon (5)	Francesca Simon (5)
7=	Zoe Sugg (4)	J. K. Rowling (3)	**R. J. Palacio (4)**
		Martin Waddell (3)	
8=	Eric Carle (3)	John Boyne (2)	John Boyne (2)
8=	Martin Waddell (3)	Suzanne Collins (2)	Suzanne Collins (2)
8=		Judith Kerr (2)	Judith Kerr (2)
8=		Jill Murphy (2)	Michael Rosen (2)
8=		Michael Rosen (2)	J. K. Rowling (2)
8=		Dr. Seuss (2)	Dr. Seuss (2)
8=		Zoe Sugg (2)	John Steinbeck (2)
8=			Martin Waddell (2)
9=	John Boyne (2)		
9=	Suzanne Collins (2)		
9=	John Green (2)		
9=	Judith Kerr (2)		
9=	Jill Murphy (2)		
9=	Michael Rosen (2)		
9=	Dr Seuss (2)		
9=			
10			

Number of mentions in brackets. Names new for 2019 are emboldened.

Table 17: Highest New Entrants: Year 1

Rank	Book Title, Author, ATOS
1	Mad in the Back Michael Rosen, 1.5
2	Shark in the Park Phil Roxbee Cox, 1.0
3	Rainbows Anita Loughrey, 2.2
4	Ducks Michelle Hasselius, 1.9
5	Fox on a Box Phil Roxbee Cox, 1.0
6	Supertato Veggies Assemble Sue Hendra, 2.4
7	Big Pig on a Dig Phil Roxbee Cox, 0.8
8	Grow a Pumpkin Claire Llewellyn, 3.1
9	Not Without My Whale (Early Reader) Billy Coughlan, 1.5
10	Ted in a Red Bed Phil Roxbee Cox, 0.9
11	Henry Helps Wash the Car Beth Bracken, 1.5
12	Sam Sheep Can't Sleep Phil Roxbee Cox, 0.9
13	Yawning in Assembly John Townsend, 2.6
14	Henry Helps in the Garden Beth Bracken, 1.4
15	Toad Makes a Road Phil Roxbee Cox, 1.2
16	Hen's Pens Phil Roxbee Cox, 1.1
17	Fat Cat on a Mat Phil Roxbee Cox, 1.1
18	Sheep Michelle Hasselius, 2.1
19	Mouse Moves House Phil Roxbee Cox, 1.1
20	Oi Goat! Kes Gray, 2.0

Table 18: Highest New Entrants: Year 2

Rank	Book Title, Author, ATOS
1	Mad in the Back Michael Rosen, 1.5
2	Giraffes Can't Dance Giles Andreae, 3.8
3	Fear Forest Steve Cole, 3.3
4	Spaceship Graveyard Steve Cole, 3.2
5	The Deadly Cave James Noble, 3.5
6	The Contest James Noble, 3.7
7	Swamp Crash Steve Cole, 3.3
8	Rainbows Anita Loughrey, 2.2
9	The Cave of Life Steve Cole, 3.4
10	Yawning in Assembly John Townsend, 2.6
11	Oi Dog! Kes Gray, 2.0
12	Olympic Dreams Claire Llewellyn, 3.4
13	Grumptus Attack James Noble, 3.5
14	Attack of the Giant Meeb Steve Cole, 3.3
15	Space Hunt James Noble, 3.4
16	Supertato Veggies Assemble Sue Hendra, 2.4
17	Save the World! Steve Cole, 3.9
18	The Mines of Moxor James Noble, 3.8
19	Grow a Pumpkin Claire Llewellyn, 3.1
20	Return to Exis Tony Bradman, 3.8

Table 19: Highest New Entrants: Year 3

Rank	Book Title, Author, ATOS
1	Bad Dad David Walliams, 4.2
2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	Dog Man Dav Pilkey, 2.6
4	Giraffes Can't Dance Giles Andreae, 3.8
5	The Deadly Cave James Noble, 3.5
6	Epic Adventure (Kind of) Liz Pichon, 3.9
7	The Contest James Noble, 3.7
8	Swamp Crash Steve Cole, 3.3
9	Spaceship Graveyard Steve Cole, 3.2
10	Dog Man Unleashed Dav Pilkey, 2.5
11	Fear Forest Steve Cole, 3.3
12	Return to Exis Tony Bradman, 3.8
13	Space Hunt James Noble, 3.4
14	Save the World! Steve Cole, 3.9
15	Dirty Bertie: Jackpot! Alan MacDonald, 3.4
16	The Mines of Moxor James Noble, 3.8
17	Grumptus Attack James Noble, 3.5
18	Attack of the Giant Meeb Steve Cole, 3.3
19	The Cave of Life Steve Cole, 3.4
20	Dirty Bertie: Zombie! Alan MacDonald, 3.1

Table 20: Highest New Entrants: Year 4

Rank	Book Title, Author, ATOS
1	Bad Dad David Walliams, 4.2
2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	Epic Adventure (Kind of) Liz Pichon, 3.9
4	Dog Man Dav Pilkey, 2.6
5	Dog Man Unleashed Dav Pilkey, 2.5
6	The 91-Storey Treehouse Andy Griffiths, 3.6
7	The World's Worst Children 3 David Walliams, 4.5
8	Crush Catastrophe Rachel Renée Russell, 4.5
9	Birthday Boy David Baddiel, 4.4
10	Dirty Bertie: Jackpot! Alan MacDonald, 3.4
11	Dog Man: A Tale of Two Kitties Dav Pilkey, 2.3
12	There's a Werewolf in my Tent! Pamela Butchart, 5.6
13	The Deadly Cave James Noble, 3.5
14	The Contest James Noble, 3.7
15	Brain Freeze Tom Fletcher, 4.7
16	Terry's Dumb Dot Story: A Treehouse Tale Andy Griffiths, 3.1
17	Horrid Henry and the Fangmangler (Early Reader) Francesca Simon, 3.4
18	Biscuits, Bands and Very Big Plans Liz Pichon, 3.9
19	Giraffes Can't Dance Giles Andreae, 3.8
20	The Creakers Tom Fletcher, 5.2

Table 21: Highest New Entrants: Year 5

Rank	Book Title, Author, ATOS
1	Bad Dad David Walliams, 4.2
2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	Epic Adventure (Kind of) Liz Pichon, 3.9
4	Crush Catastrophe Rachel Renée Russell, 4.5
5	Dog Man Dav Pilkey, 2.6
6	Birthday Boy David Baddiel, 4.4
7	The World's Worst Children 3 David Walliams, 4.5
8	Wave Me Goodbye Jacqueline Wilson, 4.6
9	Dog Man Unleashed Dav Pilkey, 2.5
10	There's a Werewolf in my Tent! Pamela Butchart, 5.6
11	The 91-Storey Treehouse Andy Griffiths, 3.6
12	Biscuits, Bands and Very Big Plans Liz Pichon, 3.9
13	The Creakers Tom Fletcher, 5.2
14	The Wizards of Once Cressida Cowell, 6.5
15	The Explorer Katherine Rundell, 4.5
16	Dog Man: A Tale of Two Kitties Dav Pilkey, 2.3
17	The Baby Brother from Outer Space! Pamela Butchart, 5.3
18	Kid Normal Greg James, 6.2
19	Brain Freeze Tom Fletcher, 4.7
20	Terry's Dumb Dot Story: A Treehouse Tale Andy Griffiths, 3.1

Table 22: Highest New Entrants: Year 6

Rank	Book Title, Author, ATOS
1	Bad Dad David Walliams, 4.2
2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	Epic Adventure (Kind of) Liz Pichon, 3.9
4	Crush Catastrophe Rachel Renée Russell, 4.5
5	Birthday Boy David Baddiel, 4.4
6	Wave Me Goodbye Jacqueline Wilson, 4.6
7	Dog Man Dav Pilkey, 2.6
8	There's a Werewolf in my Tent! Pamela Butchart, 5.6
9	The Wizards of Once Cressida Cowell, 6.5
10	Never Say Die Anthony Horowitz, 5.4
11	The World's Worst Children 3 David Walliams, 4.5
12	Letters from the Lighthouse Emma Carroll, 4.9
13	Dog Man Unleashed Dav Pilkey, 2.5
14	The 91-Storey Treehouse Andy Griffiths, 3.6
15	The Creakers Tom Fletcher, 5.2
16	Barry Loser and the Birthday Billions Jim Smith, 4.7
17	Biscuits, Bands and Very Big Plans Liz Pichon, 3.9
18	The Baby Brother from Outer Space! Pamela Butchart, 5.3
19	Kid Normal Greg James, 6.2
20	Hetty Feather's Christmas Jacqueline Wilson, 5.4

Table 23: Highest New Entrants: Year 7

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
2	Bad Dad David Walliams, 4.2
3	Epic Adventure (Kind of) Liz Pichon, 3.9
4	Crush Catastrophe Rachel Renée Russell, 4.5
5	Wave Me Goodbye Jacqueline Wilson, 4.6
6	Birthday Boy David Baddiel, 4.4
7	Never Say Die Anthony Horowitz, 5.4
8	Hetty Feather's Christmas Jacqueline Wilson, 5.4
9	Magnus Chase and the Ship of the Dead Rick Riordan, 5.1
10	One of Us Is Lying Karen M. McManus, 5.1
11	Stargazing for Beginners Jenny McLachlan, 4.8
12	Dog Man Dav Pilkey, 2.6
13	A Place Called Perfect Helena Duggan, 5.0
14	S.C.R.E.A.M.: The Mummy's Revenge Andrew Beasley, 5.7
15	The World's Worst Children 3 David Walliams, 4.5
16	Running on the Roof of the World Jess Butterworth, 4.1
17	The Wizards of Once Cressida Cowell, 6.5
18	Letters from the Lighthouse Emma Carroll, 4.9
19	The Explorer Katherine Rundell, 4.5
20	I Have No Secrets Penny Joelson, 4.1

Table 24: Highest New Entrants: Year 8

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
2	Bad Dad David Walliams, 4.2
3	One of Us Is Lying Karen M. McManus, 5.1
4	Epic Adventure (Kind of) Liz Pichon, 3.9
5	Crush Catastrophe Rachel Renée Russell, 4.5
6	Wave Me Goodbye Jacqueline Wilson, 4.6
7	Never Say Die Anthony Horowitz, 5.4
8	Magnus Chase and the Ship of the Dead Rick Riordan, 5.1
9	Stargazing for Beginners Jenny McLachlan, 4.8
10	Birthday Boy David Baddiel, 4.4
11	Hetty Feather's Christmas Jacqueline Wilson, 5.4
12	I Have No Secrets Penny Joelson, 4.1
13	Rook Anthony McGowan, 4.3
14	After the Fire Will Hill, 5.8
15	Turtles All the Way Down John Green, 5.6
16	Charlotte Says Alex Bell, 5.9
17	Running on the Roof of the World Jess Butterworth, 4.1
18	Ink Alice Broadway, 5.4
19	Wed Wabbit Lissa Evans, 6.0
20	Resurrection Derek Landy, 4.7

Table 25: Highest New Entrants: Years 9-11

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
2	Bad Dad David Walliams, 4.2
3	One of Us Is Lying Karen M. McManus, 5.1
4	Never Say Die Anthony Horowitz, 5.4
5	Epic Adventure (Kind of) Liz Pichon, 3.9
6	Turtles All the Way Down John Green, 5.6
7	Wave Me Goodbye Jacqueline Wilson, 4.6
8	Crush Catastrophe Rachel Renée Russell, 4.5
9	Magnus Chase and the Ship of the Dead Rick Riordan, 5.1
10	It Only Happens in the Movies Holly Bourne, 4.6
11	After the Fire Will Hill, 5.8
12	We Come Apart Sarah Crossan, 4.0
13	Stargazing for Beginners Jenny McLachlan, 4.8
14	Release Patrick Ness, 5.0
15	Letters to the Lost Brigid Kemmerer, 4.1
16	The Start of Me and You Emery Lord, 4.8
17	Perfect Cecelia Ahern, 5.2
18	Resurrection Derek Landy, 4.7
19	A Quiet Kind of Thunder Sara Barnard, 4.4
20	Ink Alice Broadway, 5.4

Table 26: Most Popular New Entrants 2019

Rank	2019 Author
1=	Steve Cole (12)
1=	James Noble (12)
3=	Dav Pilkey (11)
3=	David Walliams (11)
5	Liz Pichon (10)
6	Phil Roxbee Cox (9)
7	Jacqueline Wilson (8)
8	Jeff Kinney (7)
9	Rachel Renee Russell (6)
10=	David Baddiel (5)
10=	Pamela Butchart (5)
10=	Tom Fletcher (5)
10=	Andy Griffiths (5)

Number of mentions in brackets.
Names new for 2020 will be emboldened.

Table 27: High-Achieving Top 20 Preferences: Year 3

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	The Twits Roald Dahl, 4.4
2	2	Fantastic Mr Fox Roald Dahl, 4.1
3	3	George's Marvellous Medicine Roald Dahl, 4.0
4	38	The Magic Finger Roald Dahl, 3.1
5	9	Esio Trot Roald Dahl, 4.4
6	7	The Giraffe and the Pelly and Me Roald Dahl, 4.7
7	4	Charlie and the Chocolate Factory Roald Dahl, 4.8
8	37	The Enormous Crocodile Roald Dahl, 4.0
9	6	Gangsta Granny David Walliams, 4.9
10	14	Billionaire Boy David Walliams, 4.1
11	8	Diary of a Wimpy Kid Jeff Kinney, 5.2
12	15	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
13	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
14	83	Room on the Broom Julia Donaldson, 3.7
15	30	The Boy in the Dress David Walliams, 4.2
16	11	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
17	27	Mr. Stink David Walliams, 4.7
18	10	Matilda Roald Dahl, 5.0
19	29	Ratburger David Walliams, 5.0
20	13	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5

Table 28: High-Achieving Top 20 Preferences: Year 4

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Diary of a Wimpy Kid Jeff Kinney, 5.2
2	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
3	6	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
4	NULL	Bad Dad David Walliams, 4.2
5	13	Gangsta Granny David Walliams, 4.9
6	3	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
7	7	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
8	27	The Twits Roald Dahl, 4.4
9	8	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
10	11	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
11	22	Billionaire Boy David Walliams, 4.1
12	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
13	14	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
14	10	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
15	19	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
16	18	Ratburger David Walliams, 5.0
17	17	Demon Dentist David Walliams, 4.8
18	20	Awful Auntie David Walliams, 5.0
19	38	Fantastic Mr Fox Roald Dahl, 4.1
20	24	Mr. Stink David Walliams, 4.7

Table 29: High-Achieving Top 20 Preferences: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	Bad Dad David Walliams, 4.2
2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	7	Diary of a Wimpy Kid Jeff Kinney, 5.2
4	16	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
5	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
6	11	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
7	10	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
8	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
9	20	Gangsta Granny David Walliams, 4.9
10	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
11	18	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
12	14	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
13	17	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
14	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
15	24	Ratburger David Walliams, 5.0
16	25	Billionaire Boy David Walliams, 4.1
17	22	Awful Auntie David Walliams, 5.0
18	2	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
19	4	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5
20	23	Demon Dentist David Walliams, 4.8

Table 30: High-Achieving Top 20 Preferences: Year 6

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	Bad Dad David Walliams, 4.2
2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
4	5	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
5	35	Wonder R.J. Palacio, 4.8
6	6	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
7	12	Diary of a Wimpy Kid Jeff Kinney, 5.2
8	24	Gangsta Granny David Walliams, 4.9
9	15	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
10	16	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
11	20	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
12	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
13	4	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
14	14	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
15	22	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
16	28	Ratburger David Walliams, 5.0
17	19	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
18	17	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
19	215	The World's Worst Children 2 David Walliams, 4.7
20	18	Awful Auntie David Walliams, 5.0

Table 31: High-Achieving Top 20 Preferences: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	12	Gangsta Granny David Walliams, 4.9
2	6	Diary of a Wimpy Kid Jeff Kinney, 5.2
3	2	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
4	38	Wonder R.J. Palacio, 4.8
5	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
6	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
7	11	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
8	3	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
9	21	Billionaire Boy David Walliams, 4.1
10	NULL	Bad Dad David Walliams, 4.2
11	16	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
12	4	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
13	15	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
14	1	The Hunger Games Suzanne Collins, 5.3
15	18	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
16	17	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
17	40	Ratburger David Walliams, 5.0
18	19	Awful Auntie David Walliams, 5.0
19	5	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
20	23	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5

Table 32: High-Achieving Top 20 Preferences: Year 8

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	The Hunger Games Suzanne Collins, 5.3
2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
4	6	The Boy in the Striped Pyjamas John Boyne, 5.8
5	52	Wonder R.J. Palacio, 4.8
6	41	Gangsta Granny David Walliams, 4.9
7	4	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
8	5	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
9	23	Diary of a Wimpy Kid Jeff Kinney, 5.2
10	NULL	Bad Dad David Walliams, 4.2
11	22	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
12	7	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
13	31	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
14	15	Private Peaceful Michael Morpurgo, 5.2
15	28	Of Mice and Men John Steinbeck, 4.5
16	35	Billionaire Boy David Walliams, 4.1
17	8	Catching Fire Suzanne Collins, 5.3
18	11	The Maze Runner James Dashner, 5.3
19	82	Ratburger David Walliams, 5.0
20	37	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2

Table 33: High-Achieving Top 20 Preferences: Year 9

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Of Mice and Men John Steinbeck, 4.5
2	3	The Hunger Games Suzanne Collins, 5.3
3	21	An Inspector Calls J.B. Priestley, 5.0
4	14	Everything, Everything Nicola Yoon, 4.4
5	4	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
6	11	Animal Farm George Orwell, 7.3
7	5	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
8	6	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
9	79	Wonder R.J. Palacio, 4.8
10	19	The Fault in Our Stars John Green, 5.5
11	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
12	7	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
13	9	The Maze Runner James Dashner, 5.3
14	18	Catching Fire Suzanne Collins, 5.3
15	29	The Boy in the Striped Pyjamas John Boyne, 5.8
16	8	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
17	13	Harry Potter and the Half-Blood Prince J.K. Rowling, 7.2
18	10	Divergent Veronica Roth, 4.8
19	144	Gangsta Granny David Walliams, 4.9
20	56	Diary of a Wimpy Kid Jeff Kinney, 5.2

Table 34: Books Struggling Readers Read Most Often: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	34	The Magic Finger Roald Dahl, 3.1
2	1	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3
3	2	The Gruffalo Julia Donaldson, 2.3
4	14	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8
5	77	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8
6	158	The Twits Roald Dahl, 4.4
7	38	Horrid Henry's Car Journey (Early Reader) Francesca Simon, 2.6
8	56	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9
9	295	George's Marvellous Medicine Roald Dahl, 4.0
10	464	Horrid Henry and the Secret Club Francesca Simon, 3.2
11	200	Room on the Broom Julia Donaldson, 3.7
12	54	Stick Man Julia Donaldson, 2.8
13	433	Fantastic Mr Fox Roald Dahl, 4.1
14	501	Horrid Henry and the Bogey Babysitter Francesca Simon, 3.2
15	120	The Smartest Giant in Town Julia Donaldson, 3.4
16	401	Horrid Henry Meets the Queen Francesca Simon, 3.2
17	465	Horrid Henry Francesca Simon, 3.3
18	13	The Gruffalo's Child Julia Donaldson, 2.5
19	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
20	463	Gangsta Granny David Walliams, 4.9

Table 35: Books Struggling Readers Read Most Often: Year 6

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	The Magic Finger Roald Dahl, 3.1
2	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	20	Gangsta Granny David Walliams, 4.9
4	42	Billionaire Boy David Walliams, 4.1
5	4	The Twits Roald Dahl, 4.4
6	18	Diary of a Wimpy Kid Jeff Kinney, 5.2
7	37	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
8	44	The Boy in the Dress David Walliams, 4.2
9	45	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
10	9	George's Marvellous Medicine Roald Dahl, 4.0
11	NULL	Bad Dad David Walliams, 4.2
12	10	Fantastic Mr Fox Roald Dahl, 4.1
13	25	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
14	48	The Brilliant World of Tom Gates Liz Pichon, 4.0
15	51	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
16	70	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
17	88	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
18	19	Esio Trot Roald Dahl, 4.4
19	196	Ratburger David Walliams, 5.0
20	90	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5

Table 36: Books Struggling Readers Read Most Often: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	2	Gangsta Granny David Walliams, 4.9
2	5	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
3	7	The Twits Roald Dahl, 4.4
4	16	The Boy in the Dress David Walliams, 4.2
5	19	Billionaire Boy David Walliams, 4.1
6	4	Diary of a Wimpy Kid Jeff Kinney, 5.2
7	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
8	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
9	11	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
10	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
11	27	Charlie and the Chocolate Factory Roald Dahl, 4.8
12	39	Mr. Stink David Walliams, 4.7
13	24	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
14	13	The Magic Finger Roald Dahl, 3.1
15	32	The Brilliant World of Tom Gates Liz Pichon, 4.0
16	3	Deadly Custard Sue Graves, 2.6
17	34	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
18	42	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
19	1	Boffin Boy and the Forest of the Ninja David Orme, 2.5
20	228	Ratburger David Walliams, 5.0

Table 37: Books Struggling Readers Read Most Often: Year 8

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
2	8	Gangsta Granny David Walliams, 4.9
3	1	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
4	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
5	3	Diary of a Wimpy Kid Jeff Kinney, 5.2
6	7	The Boy in the Striped Pyjamas John Boyne, 5.8
7	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
8	9	The Twits Roald Dahl, 4.4
9	6	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
10	13	Billionaire Boy David Walliams, 4.1
11	12	The Boy in the Dress David Walliams, 4.2
12	11	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
13	10	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
14	22	Of Mice and Men John Steinbeck, 4.5
15	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
16	15	Charlie and the Chocolate Factory Roald Dahl, 4.8
17	16	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
18	17	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
19	32	Ratburger David Walliams, 5.0
20	20	Mr. Stink David Walliams, 4.7

Table 38: Books Struggling Readers Read Most Often: Year 9

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Of Mice and Men John Steinbeck, 4.5
2	9	An Inspector Calls J.B. Priestley, 5.0
3	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
4	18	Gangsta Granny David Walliams, 4.9
5	2	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
6	21	The Twits Roald Dahl, 4.4
7	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
8	6	Diary of a Wimpy Kid Jeff Kinney, 5.2
9	11	Charlie and the Chocolate Factory Roald Dahl, 4.8
10	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
11	5	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
12	8	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
13	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
14	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
15	19	The Boy in the Dress David Walliams, 4.2
16	15	Billionaire Boy David Walliams, 4.1
17	25	Romeo and Juliet Andrew Matthews, 5.2
18	13	The Boy in the Striped Pyjamas John Boyne, 5.8
19	3	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5
20	22	Mr. Stink David Walliams, 4.7

Table 39: Non-fiction Books Read Most Often: Year 3

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Dragon Hunter Claire Llewellyn, 2.7
2	4	When Animals Invade Chloe Rhodes, 2.4
3	2	Finding Things John Malam, 3.1
4	17	A Visit to the Farm Michael Morpurgo, 2.8
5	5	Body Invaders Jane Penrose, 2.3
6	6	Things That Sting Brian Birchall, 3.4
7	3	Rubbish! Chloe Rhodes, 2.6
8	18	Animal Magic Mick Gowar, 1.9
9	22	Animals in War Jillian Powell, 2.9
10	11	Think of an Eel Karen Wallace, 3.5
11	8	Cool Buildings Mick Gowar, 3.4
12	37	The Sun and the Moon Paul Shipton, 1.9
13	9	World's Fastest Anne Rooney, 1.8
14	24	The Emperor's Egg Martin Jenkins, 4.1
15	7	Tigers in Trouble Louise Spilsbury, 2.3
16	26	Growing Frogs Vivian French, 3.5
17	29	Fire Jessie Toms, 3.4
18	10	Look Closer Alison Blank, 2.7
19	39	Castles Maggie Freeman, 3.3
20	28	What Do You Want to Be? Shilo Berry, 3.6

Table 40: Non-fiction Books Read Most Often: Year 4

Rank	Prior Ranking	Book Title, Author, ATOS
1	3	The Emperor's Egg Martin Jenkins, 4.1
2	10	Animals in War Jillian Powell, 2.9
3	5	Things That Sting Brian Birchall, 3.4
4	40	A Visit to the Farm Michael Morpurgo, 2.8
5	4	Boy: Tales of Childhood Roald Dahl, 6.0
6	1	Finding Things John Malam, 3.1
7	2	Dragon Hunter Claire Llewellyn, 2.7
8	14	When Animals Invade Chloe Rhodes, 2.4
9	7	Cool Buildings Mick Gowar, 3.4
10	8	Rubbish! Chloe Rhodes, 2.6
11	32	Think of an Eel Karen Wallace, 3.5
12	12	What Do You Want to Be? Shilo Berry, 3.6
13	6	Growing Frogs Vivian French, 3.5
14	17	Big Blue Whale Nicola Davie, 4.2
15	30	Safe Behind a Mask Mick Gowar, 4.6
16	11	Bizarre Buildings Anne Rooney, 2.4
17	9	Body Invaders Jane Penrose, 2.3
18	13	Wacky Sports Anne Rooney, 2.4
19	35	Look Closer Alison Blank, 2.7
20	42	Wall Soldier Mick Gowar, 3.7

Table 41: Non-fiction Books Read Most Often: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Boy: Tales of Childhood Roald Dahl, 6.0
2	4	Animals in War Jillian Powell, 2.9
3	2	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
4	6	Going Solo Roald Dahl, 6.1
5	3	Safe Behind a Mask Mick Gowar, 4.6
6	10	The Emperor's Egg Martin Jenkins, 4.1
7	16	Bizarre Buildings Anne Rooney, 2.4
8	33	Wacky Sports Anne Rooney, 2.4
9	5	Cool Buildings Mick Gowar, 3.4
10	15	Weird Little Monsters Nic Bishop, 4.7
11	13	Crazy Food Anne Rooney, 2.5
12	43	Things That Sting Brian Birchall, 3.4
13	26	Growing Up in Wartime Jillian Powell, 3.0
14	29	Growing Frogs Vivian French, 3.5
15	23	Big Blue Whale Nicola Davies, 4.2
16	22	World's Deadliest Creatures Anna Claybourne, 2.4
17	9	Diamonds Max Nichols, 4.1
18	7	The Tower of London Becca Heddle, 4.5
19	12	The Beautiful Team Haydn Middleton, 4.0
20	42	World's Fastest Anne Rooney, 1.8

Table 42: Non-fiction Books Read Most Often: Year 6

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Boy: Tales of Childhood Roald Dahl, 6.0
2	3	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
3	2	Going Solo Roald Dahl, 6.1
4	4	Jacky Daydream Jacqueline Wilson, 6.2
5	7	Safe Behind a Mask Mick Gowar, 4.6
6	26	Animals in War Jillian Powell, 2.9
7	5	Hard Work Sarah Fleming, 5.2
8	34	Escape from Colditz Jane Penrose, 6.0
9	14	The Flick of a Switch Chris Oxlade, 5.3
10	76	The Frightful First World War Terry Deary, 6.3
11	9	The Tower of London Becca Heddle, 4.5
12	31	The Emperor's Egg Martin Jenkins, 4.1
13	24	The Beautiful Team Haydn Middleton, 4.0
14	93	Explosions Becca Heddle, 6.4
15	64	Survival Eli Francis, 4.3
16	35	Survival Handbook Claire Llewellyn, 5.1
17	13	How to Shock Your Parents Mick Gowar, 5.8
18	27	Escaping Slavery Mick Gowar, 5.6
19	120	Reach for the Skies Sarah Fleming, 6.4
20	28	War Children Fiona Macdonald, 5.1

Table 43: Non-fiction Books Read Most Often: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Boy: Tales of Childhood Roald Dahl, 6.0
2	2	Wayne Rooney Roy Apps, 4.3
3	8	World's Fastest Anne Rooney, 1.8
4	3	Jessica Ennis/Jessica Ennis-Hill Roy Apps, 4.5
5	5	Goalkeepers Jonny Zucker, 4.5
6	6	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
7	139	Leo Messi Roy Apps, 4.5
8	4	David Beckham Roy Apps, 3.8
9	9	Lewis Hamilton Roy Apps, 3.9
10	12	Super Animals Anne Rooney, 1.9
11	13	Movie Monsters Danny Pearson, 4.5
12	7	Andy Murray Roy Apps, 4.2
13	17	Wacky Sports Anne Rooney, 2.4
14	14	Football Paul May, 3.8
15	10	Mo Farah Roy Apps, 4.8
16	35	James Bond Danny Pearson, 4.9
17	30	Smile Raina Telgemeier, 2.6
18	19	Zombies on the Loose Anne Rooney, 3.9
19	16	Goal Scorers Jonny Zucker, 4.7
20	36	Body Art Alison Hawes, 4.2

Table 44: Non-fiction Books Read Most Often: Year 8

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Boy: Tales of Childhood Roald Dahl, 6.0
2	2	Wayne Rooney Roy Apps, 4.3
3	120	Leo Messi Roy Apps, 4.5
4	3	Jessica Ennis/Jessica Ennis-Hill Roy Apps, 4.5
5	5	Goalkeepers Jonny Zucker, 4.5
6	6	Football Paul May, 3.8
7	7	Mo Farah Roy Apps, 4.8
8	21	World's Fastest Anne Rooney, 1.8
9	20	Dangerous Stunts Jonny Zucker, 5.6
10	4	Andy Murray Roy Apps, 4.2
11	16	Midfield Heroes Jonny Zucker, 4.8
12	8	Football Andy Smith, 6.6
13	10	Movie Monsters Danny Pearson, 4.5
14	13	Daredevils Alison Hawes, 4.5
15	9	David Beckham Roy Apps, 3.8
16	23	James Bond Danny Pearson, 4.9
17	12	Lewis Hamilton Roy Apps, 3.9
18	19	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
19	15	Goal Scorers Jonny Zucker, 4.7
20	11	Bradley Wiggins Roy Apps, 4.2

Table 45: Non-fiction Books Read Most Often: Year 9

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Goalkeepers Jonny Zucker, 4.5
2	2	Wayne Rooney Roy Apps, 4.3
3	120	Leo Messi Roy Apps, 4.5
4	3	Movie Monsters Danny Pearson, 4.5
5	5	Goal Scorers Jonny Zucker, 4.7
6	6	Football Paul May, 3.8
7	7	Boy: Tales of Childhood Roald Dahl, 6.0
8	21	Shocking Con Tricks Jonny Zucker, 5.1
9	20	Midfield Heroes Jonny Zucker, 4.8
10	4	Football Andy Smith, 6.6
11	16	Jessica Ennis/Jessica Ennis-Hill Roy Apps, 4.5
12	8	Haunted Britain Daniel Blythe, 5.6
13	10	Daredevils Alison Hawes, 4.5
14	13	Dangerous Stunts Jonny Zucker, 5.6
15	9	Plague and Pox John Townsend, 5.1
16	23	Fighter Planes Cavan Scott, 4.8
17	12	James Bond Danny Pearson, 4.9
18	19	Freshwater Predators Craig Allen, 5.4
19	15	Hidden Treasure Alison Hawes, 5.0
20	11	Theo Walcott Andy Croft, 4.0

Table 46: Voting on Favourite Books: Year 1

Rank	Prior Ranking	Book Title, Author, ATOS
1	1150	All About Animals in Winter Martha E. H. Rustad, 1
2	2002	Wonders of the World Moana Ashley, 3.4
3	654	Shoe Baby Joyce Dunbar, 2
4	3531	Mrs Pot's Animal Shelter Jay Dale, 1.2
5	2533	The New Baby Beverley Randell, 0.8
6	2798	Don't Worry, Douglas! David Melling, 1.6
7	3660	Sleepy Little Caterpillar Anne Giulieri, 1.5
8	1961	Little Miss Chatterbox Roger Hargreaves, 3.3
9	NULL	Bibble and the Bubbles (Early Reader) Alice Hemming, 1.6
10	2304	Kangaroos Beverley Randell, 2.9
11	NULL	Got a Job? Roderick Hunt, 1
12	744	Floppy and the Skateboard Roderick Hunt, 1.2
13	790	Two Old Pirates Jay Dale, 1.8
14	1625	There Is a Bird on Your Head! Mo Willems, 1
15	NULL	Mr Top Goes to the Zoo Jay Dale, 1.4
16	612	The Gingerbread Micro Man Danny Waddell, 1
17	NULL	The Flea Market Joy Cowley, 1.1
18	603	Animal Quiz Julia Donaldson, 1.3
19	1663	Cat and Dog in a Mess Shoo Rayner, 0.4
20	567	Best Bird Laura Hambleton, 0.4

Table 47: Voting on Favourite Books: Year 2

Rank	Prior Ranking	Book Title, Author, ATOS
1	5284	Olive and the Bad Mood Tor Freeman, 1.6
2	75	The Christmasaurus Tom Fletcher, 5.8
3	6118	Captain Underpants and the Terrifying Return of Tippy Tinkletrousers Dav Pilkey, 5.1
4	81	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
5	293	The BFG Roald Dahl, 4.8
6	18	The Brilliant World of Tom Gates Liz Pichon, 4
7	93	Frankie Saves Christmas Frank Lampard, 4.3
8	472	Ratburger David Walliams, 5
9	487	Phoebe the Fashion Fairy Daisy Meadows, 4.5
10	414	Who's That Banging on the Ceiling? Colin McNaughton, 2.1
11	NULL	Lost in the Storm Holly Webb, 5
12	523	Big Cats Deborah Chancellor, 1.3
13	2599	Captain Underpants and the Invasion... Incredibly Naughty Cafeteria Ladies from Outer Space Dav Pilkey, 4.4
14	692	Captain Underpants and the Wrath of the Wicked Wedgie Woman Dav Pilkey, 4.4
15	22	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
16	2886	Layla the Candyfloss Fairy Daisy Meadows, 4.2
17	1291	Best Friends Jacqueline Wilson, 4.5
18	33	Excellent Excuses (And Other Good Stuff) Liz Pichon, 3.9
19	23	Awful Auntie David Walliams, 5
20	3215	The 78-Storey Treehouse Andy Griffiths, 3.5

Table 48: Voting on Favourite Books: Year 3

Rank	Prior Ranking	Book Title, Author, ATOS
1	108	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
2	5	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
3	6	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
4	7	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
5	182	The Christmasaurus Tom Fletcher, 5.8
6	9	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
7	13	Puppy Love Rachel Renée Russell, 4.3
8	1	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
9	NULL	The Creakers Tom Fletcher, 5.2
10	17	Hetty Feather Jacqueline Wilson, 5.1
11	1436	Cookie Jacqueline Wilson, 4.4
12	238	Harry Potter and the Cursed Child J.K. Rowling, 3.9
13	343	Katy Jacqueline Wilson, 4.9
14	29	How to Seize a Dragon's Jewel Cressida Cowell, 6.5
15	NULL	The Explorer Katherine Rundell, 4.5
16	NULL	Ginger the Stray Kitten Holly Webb, 4.3
17	369	Queenie Jacqueline Wilson, 4.9
18	30	How to Betray a Dragon's Hero Cressida Cowell, 6.2
19	595	Middle School: Save Rafe! James Patterson, 4.1
20	417	Four Children and It Jacqueline Wilson, 4.8

Table 49: Voting on Favourite Books: Year 4

Rank	Prior Ranking	Book Title, Author, ATOS
1	601	Mistletoe and Murder Robin Stevens, 5
2	1	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
3	2	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
4	3	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
5	4	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
6	5	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
7	503	Jolly Foul Play Robin Stevens, 5.3
8	7	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
9	31	The Land of Stories: A Grimm Warning Chris Colfer, 5.8
10	108	Harry Potter and the Cursed Child J.K. Rowling, 3.9
11	NULL	The Wizards of Once Cressida Cowell, 6.5
12	140	Percy Jackson and the Last Olympian Rick Riordan, 4.3
13	163	How to Fight a Dragon's Fury Cressida Cowell, 6.9
14	15	The Lost Hero Rick Riordan, 4.5
15	232	The Son of Neptune Rick Riordan, 4.7
16	21	The House of Hades Rick Riordan, 4.8
17	19	The Mark of Athena Rick Riordan, 4.8
18	12	Quest for Justice Sean Fay Wolfe, 6.9
19	27	The Blood of Olympus Rick Riordan, 5.2
20	211	Skills from Brazil Dan Freedman, 5.6

Table 50: Voting on Favourite Books: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	The Land of Stories: Worlds Collide Chris Colfer, 6.1
2	853	The Last Ever After Soman Chainani, 6.2
3	3	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
4	47	Percy Jackson and the Last Olympian Rick Riordan, 4.3
5	58	The Lost Hero Rick Riordan, 4.5
6	62	Scorpia Rising Anthony Horowitz, 5.6
7	67	The Son of Neptune Rick Riordan, 4.7
8	4	The Mark of Athena Rick Riordan, 4.8
9	8	The Blood of Olympus Rick Riordan, 5.2
10	64	Catching Fire Suzanne Collins, 5.3
11	78	Percy Jackson and the Greek Gods Rick Riordan, 5.6
12	121	Magnus Chase and the Hammer of Thor Rick Riordan, 5.1
13	NULL	Magnus Chase and the Ship of the Dead RickRiordan, 5.1
14	NULL	Nevermoor: The Trials of Morrigan Crow Jessica Townsend, 5.6
15	26	Inheritance Christopher Paolini, 7.5
16	122	The Serpent's Shadow Rick Riordan, 4.8
17	12	Quest for Justice Sean Fay Wolfe, 6.9
18	169	The Lost Twin Sophie Cleverly, 4.9
19	161	The Land of Stories: The Enchantress Returns Chris Colfer, 5.3
20	21	The Amber Spyglass Philip Pullman, 6.7

Table 51: Voting on Favourite Books: Year 6

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
2	2	The Lost Hero Rick Riordan, 4.5
3	4	The Mark of Athena Rick Riordan, 4.8
4	5	The House of Hades Rick Riordan, 4.8
5	7	The Blood of Olympus Rick Riordan, 5.2
6	81	The Recruit Robert Muchamore, 4.5
7	8	Class A Robert Muchamore, 5
8	366	Spirit Walker Michelle Paver, 4.8
9	265	Fear: A Gone Novel Michael Grant, 4.3
10	181	The Fever Code James Dashner, 5.3
11	18	Brisingr Christopher Paolini, 7.8
12	2318	Forever Geek Holly Smale, 5.7
13	20	Dowsing the Dead Ali Sparkes, 5.2
14	NULL	Ready Player One Ernest Cline, 6.7
15	27	Inheritance Christopher Paolini, 7.5
16	207	The Land of Stories: Beyond the Kingdoms Chris Colfer, 5.3
17	24	The Last Ever After Soman Chainani, 6.2
18	1427	The Dragonet Prophecy Tui T. Sutherland, 5
19	582	Young Samurai: The Ring of Fire Chris Bradford, 6.1
20	NULL	The Hidden Kingdom Tui T. Sutherland, 5.1

Table 52: Voting on Favourite Books: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	742	Ready Player One Ernest Cline, 6.7
2	NULL	The Battlemage Taran Matharu, 6.7
3	39	Queen of Shadows Sarah J. Maas, 6
4	35	The Da Vinci Code Dan Brown, 6.4
5	89	The Assassin's Blade Sarah J. Maas, 6.1
6	4	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
7	105	Winter Marissa Meyer, 5.9
8	7	Frozen Charlotte Alex Bell, 5.3
9	NULL	Magnus Chase and the Ship of the Dead Rick Riordan, 5.1
10	8	Eragon Christopher Paolini, 5.6
11	330	A Court of Mist and Fury Sarah J. Maas, 5.9
12	121	Forest of Secrets Erin Hunter, 5.8
13	13	Eldest Christopher Paolini, 7
14	NULL	A Court of Wings and Ruin Sarah J. Maas, 5.5
15	15	Brisingr Christopher Paolini, 7.8
16	141	The Darkest Hour Erin Hunter, 6.3
17	NULL	The Book of Dust: La Belle Sauvage Philip Pullman, 5.4
18	1	Inheritance Christopher Paolini, 7.5
19	162	The Rise of Nine Pittacus Lore, 4.8
20	20	City of Heavenly Fire Cassandra Clare, 5.8

Table 53: Voting on Favourite Books: Year 8

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	A Court of Wings and Ruin Sarah J. Maas, 5.5
2	132	Winter Marissa Meyer, 5.9
3	2675	Ready Player One Ernest Cline, 6.7
4	9	The Inquisition Taran Matharu, 6.7
5	4	Inheritance Christopher Paolini, 7.5
6	471	United as One Pittacus Lore, 5.3
7	70	Queen of Shadows Sarah J. Maas, 6
8	NULL	The Battlemage Taran Matharu, 6.7
9	1	A Court of Mist and Fury Sarah J. Maas, 5.9
10	6	Empire of Storms Sarah J. Maas, 6.2
11	13	A Dangerous Path Erin Hunter, 5.9
12	128	The New Patrol Andy McNab, 5.4
13	381	The Earth Is Singing Vanessa Curtis, 5.4
14	260	Crooked Kingdom Leigh Bardugo, 5.6
15	24	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
16	2	Frozen Charlotte Alex Bell, 5.3
17	30	City of Ashes Cassandra Clare, 5
18	32	The Mark of Athena Rick Riordan, 4.8
19	33	City of Glass Cassandra Clare, 5.3
20	203	Magnus Chase and the Sword of Summer Rick Riordan, 4.8

Table 54: Voting on Favourite Books: Year 9-11

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	A Court of Wings and Ruin Sarah J. Maas, 5.5
2	5	Inheritance Christopher Paolini, 7.5
3	20	The Blood of Olympus Rick Riordan, 5.2
4	122	Monsters of Men Patrick Ness, 5.6
5	1	A Court of Mist and Fury Sarah J. Maas, 5.9
6	4	Queen of Shadows Sarah J. Maas, 6.0
7	178	The Assassin's Blade Sarah J. Maas, 6.1
8	1440	The Heir Kiera Cass, 4.8
9	10	A Game of Thrones George R.R. Martin, 5.5
10	NULL	Ready Player One Ernest Cline, 6.7
11	15	Clockwork Prince Cassandra Clare, 5.7
12	199	Forest of Secrets Erin Hunter, 5.8
13	99	Crown of Midnight Sarah J. Maas, 6.1
14	274	The Fellowship of the Ring J.R.R. Tolkien, 6.1
15	28	A Court of Thorns and Roses Sarah J. Maas, 6.1
16	100	Winter Marissa Meyer, 5.9
17	200	Into the Wild Erin Hunter, 5.6
18	27	Heir of Fire Sarah J. Maas, 6.4
19	312	The Da Vinci Code Dan Brown, 6.4
20	29	Eldest Christopher Paolini, 7.0

Table 55: Favourite Books within Primary Schools

Rank	Book (Position last year in brackets)	Author	Number of Times Voted For
1	Harry Potter & the Philosopher's Stone (3)	J. K. Rowling	9,866
2	Harry Potter & the Chamber of Secrets (2)	J. K. Rowling	8,144
3	Harry Potter & the Prisoner of Azkaban (4)	J. K. Rowling	7,269
4	Harry Potter & the Goblet of Fire (6)	J. K. Rowling	5.831
5	Harry Potter & the Deathly Hallows (7)	J. K. Rowling	5,375
6	Harry Potter & the Order of the Phoenix (8)	J. K. Rowling	4,683
7	Harry Potter and the Half Blood Prince (9)	J. K. Rowling	2,831
8	Percy Jackson and the Last Olympian	Rick Riordan	2,206
9	Scorpia Rising	Anthony Horowitz	2,044
10	Point Blanc	Anthony Horowitz	2,022

Table 56: Favourite Books within Secondary Schools

Rank	Book (Position last year in brackets)	Author	Number of Times Voted For
1	Harry Potter & the Deathly Hallows (1)	J. K. Rowling	7,821
2	Frozen Charlotte (7)	Alex Bell	1,756
3	Ready Player One	Ernest Cline	1,481
4	Magnus Chase and the Ship of the Dead	Rick Riordan	1,381
5	Eragon	Christopher Paolini	956
6	City of Ashes	Cassandra Clare	755
7	The Mark of Athena	Rick Riordan	741
8	City of Heavenly Fire	Cassandra Clare	674
9	Simon vs. the Homo Sapiens Agenda	Becky Albertalli	671
10	Inheritance	Christopher Paolini	637

Table 57: Variation in Reading by Region: Year 1

England		
Rank	**Book Title**	**Author**
1	Village in the Snow	Roderick Hunt
2	Castle Adventure	Roderick Hunt
3	The Secret Room	Roderick Hunt
4	The Magic Key	Roderick Hunt
5	The Dragon Tree	Roderick Hunt
6	In the Garden	Roderick Hunt
7	Kipper and the Giant	Roderick Hunt
8	Gran	Roderick Hunt
9	Land of the Dinosaurs	Roderick Hunt
10	The Gruffalo	Julia Donaldson
11	Pirate Adventure	Roderick Hunt
12	A Fright in the Night	Roderick Hunt
13	The Play	Roderick Hunt
14	We're Going on a Bear Hunt	Michael J. Rosen
15	The Outing	Roderick Hunt
16	The New House	Roderick Hunt
17	The Storm	Roderick Hunt
18	Noah's Ark Adventure	Roderick Hunt
19	Robin Hood	Roderick Hunt
20	A Monster Mistake	Roderick Hunt

Average ATOS and APC (2018 in brackets):
England ATOS 1.6 (1.6), APC 90% (90%)

Table 58: Variation in Reading by Region: Year 2

	England		Scotland		Northern Ireland		Republic of Ireland	
Rank	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author
1	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	Husky Adventure	Roderick Hunt	The Gruffalo	Julia Donaldson
2	The Gruffalo's Child	Julia Donaldson	The Gruffalo's Child	Julia Donaldson	Pirate Adventure	Roderick Hunt	Hungry Floppy	Roderick Hunt
3	Owl Babies	Martin Waddell	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Play	Roderick Hunt	The Magic Finger	Roald Dahl
4	Peace at Last	Jill Murphy	The Magic Finger	Roald Dahl	Please, Mr. Panda	Steve Antony	Green Eggs and Ham	Dr. Seuss
5	We're Going on a Bear Hunt	Michael J. Rosen	What the Ladybird Heard	Julia Donaldson	Castle Adventure	Roderick Hunt	Mr. Brown Can Moo! Can You?	Dr. Seuss
6	A Squash and a Squeeze	Julia Donaldson	The Smartest Giant in Town	Julia Donaldson	Come In!	Roderick Hunt	Looking After Gran	Roderick Hunt
7	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	The Storm	Roderick Hunt	Pip and the Little Monkey	Roderick Hunt
8	Lost in the Jungle	Roderick Hunt	The Very Hungry Caterpillar	Eric Carle	Robin Hood	Roderick Hunt	Ice City	Roderick Hunt
9	The Smartest Giant in Town	Julia Donaldson	Rotten Apples	Roderick Hunt	Gran	Roderick Hunt	Horrid Henry's Underpants	Francesca Simon
10	The Tiger Who Came to Tea	Judith Kerr	Aliens Love Underpants	Claire Freedman	Hungry Floppy	Roderick Hunt	Save Pudding Wood	Roderick Hunt
11	Stick Man	Julia Donaldson	Lost in the Jungle	Roderick Hunt	The New House	Roderick Hunt	We're Going on a Bear Hunt	Michael J. Rosen
12	Robin Hood	Roderick Hunt	Village in the Snow	Roderick Hunt	No Milk Today	Julia Donaldson	Lost and Found	Oliver Jeffers
13	Room on the Broom	Julia Donaldson	Horrid Henry's Holiday (Early Reader)	Francesca Simon	The Secret Room	Roderick Hunt	Seasick	Roderick Hunt
14	The Magic Finger	Roald Dahl	The Cat in the Hat	Dr. Seuss	The Dragon Tree	Roderick Hunt	Please, Mr. Panda	Steve Antony
15	Kipper and the Giant	Roderick Hunt	Horrid Henry Tricks the Tooth Fairy (Early Reader)	Francesca Simon	A Fright in the Night	Roderick Hunt	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
16	Land of the Dinosaurs	Roderick Hunt	Green Eggs and Ham	Dr. Seuss	The Gruffalo	Julia Donaldson	Uncle Max	Roderick Hunt
17	Red Planet	Roderick Hunt	Peace at Last	Jill Murphy	Poor Old Mum!	Roderick Hunt	Dolphin Rescue	Roderick Hunt
18	The Very Hungry Caterpillar	Eric Carle	Monkey Puzzle	Julia Donaldson	Land of the Dinosaurs	Roderick Hunt	Fantastic Mr Fox	Roald Dahl
19	The Cat in the Hat	Dr. Seuss	Room on the Broom	Julia Donaldson	Egg Fried Rice	Roderick Hunt	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
20	Village in the Snow	Roderick Hunt	Gran	Roderick Hunt	Pet Cat, Big Cat	Alison Hawes	Husky Adventure	Roderick Hunt

Average ATOS and APC (2018 in brackets):
England ATOS 2.5 (1.6), APC 90% (90%)
Scotland ATOS 2.4 (2.3), APC 91% (90%)
Northern Ireland ATOS 1.3 (1.7), APC 92% (90%)
Republic of Ireland ATOS 2.1 (2.8), APC 91% (91%)

Table 59: Variation in Reading by Region: Year 3

Rank	England		Scotland		Northern Ireland		Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author
1	The Magic Finger	Roald Dahl	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	The Gruffalo's Child	Julia Donaldson	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
2	The Gruffalo	Julia Donaldson	The Magic Finger	Roald Dahl	Stick Man	Julia Donaldson	The Gruffalo	Julia Donaldson	Bad Dad	David Walliams
3	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Twits	Roald Dahl	The Gruffalo's Child	Julia Donaldson	The Smartest Giant in Town	Julia Donaldson	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
4	The Twits	Roald Dahl	Fantastic Mr Fox	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
5	Fantastic Mr Fox	Roald Dahl	The Gruffalo's Child	Julia Donaldson	The Magic Finger	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Twits	Roald Dahl
6	George's Marvellous Medicine	Roald Dahl	George's Marvellous Medicine	Roald Dahl	The Lost Key	Roderick Hunt	Room on the Broom	Julia Donaldson	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
7	Room on the Broom	Julia Donaldson	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	We're Going on a Bear Hunt	Michael J. Rosen	The Snail and the Whale	Julia Donaldson	Gangsta Granny	David Walliams
8	The Gruffalo's Child	Julia Donaldson	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Red Planet	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Fantastic Mr Fox	Roald Dahl
9	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Green Eggs and Ham	Dr. Seuss	The Twits	Roald Dahl	Aliens Love Underpants	Claire Freedman	The Magic Finger	Roald Dahl
10	The Smartest Giant in Town	Julia Donaldson	Room on the Broom	Julia Donaldson	The Kidnappers	Roderick Hunt	Fox in Socks	Dr. Seuss	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
11	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Stick Man	Julia Donaldson	The Flying Carpet	Roderick Hunt	Land of the Dinosaurs	Roderick Hunt	Billionaire Boy	David Walliams
12	Stick Man	Julia Donaldson	The Cat in the Hat	Dr. Seuss	Room on the Broom	Julia Donaldson	Horrid Henry's Car Journey (Early Reader)	Francesca Simon	Diary of a Wimpy Kid	Jeff Kinney
13	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Horrid Henry Meets the Queen	Francesca Simon	A Squash and a Squeeze	Julia Donaldson	The Jigsaw Puzzle	Roderick Hunt	Diary of a Wimpy Kid: Old School	Jeff Kinney
14	The Tiger Who Came to Tea	Judith Kerr	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	A Day in London	Roderick Hunt	Lost in the Jungle	Roderick Hunt	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
15	A Squash and a Squeeze	Julia Donaldson	Owl Babies	Martin Waddell	The Bully	Roderick Hunt	We're Going on a Bear Hunt	Michael J. Rosen	Horrid Henry and the Bogey Babysitter	Francesca Simon
16	Funnybones	Janet Ahlberg	Esio Trot	Roald Dahl	Robin Hood	Roderick Hunt	Gorilla	Anthony Browne	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
17	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	Billionaire Boy	David Walliams	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Superdog	Roderick Hunt	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
18	The Cat in the Hat	Dr. Seuss	Charlie and the Chocolate Factory	Roald Dahl	The Rainbow Machine	Roderick Hunt	Five Minutes' Peace	Jill Murphy	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
19	Owl Babies	Martin Waddell	Aliens Love Underpants	Claire Freedman	Victorian Adventure	Roderick Hunt	Red Planet	Roderick Hunt	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
20	Esio Trot	Roald Dahl	Horrid Henry and the Bogey Babysitter	Francesca Simon	George's Marvellous Medicine	Roald Dahl	Chinese Adventure	Roderick Hunt	Horrid Henry's Nits	Francesca Simon

Average ATOS and APC (2018 in brackets):
England ATOS 3.1 (3.1), APC 89% (89%)
Scotland ATOS 3.2 (3.2), APC 89% (85%)
Northern Ireland ATOS 2.7 (2.4), APC 89% (90%)
Wales ATOS 2.6, APC 89%
Republic of Ireland ATOS 4.7 (4.6), APC 91% (93%)

Table 60: Variation in Reading by Region: Year 4

Rank	England		Scotland		Northern Ireland		Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author
1	The Twits	Roald Dahl	The Magic Finger	Roald Dahl	The Magic Finger	Roald Dahl	The Smartest Giant in Town	Julia Donaldson	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
2	George's Marvellous Medicine	Roald Dahl	The Twits	Roald Dahl	The Twits	Roald Dahl	The Magic Finger	Roald Dahl	Bad Dad	David Walliams
3	Fantastic Mr Fox	Roald Dahl	George's Marvellous Medicine	Roald Dahl	George's Marvellous Medicine	Roald Dahl	George's Marvellous Medicine	Roald Dahl	Gangsta Granny	David Walliams
4	Gangsta Granny	David Walliams	Billionaire Boy	David Walliams	Fantastic Mr Fox	Roald Dahl	The Twits	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
5	Diary of a Wimpy Kid	Jeff Kinney	Bad Dad	David Walliams	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Room on the Broom	Julia Donaldson	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
6	The Magic Finger	Roald Dahl	Fantastic Mr Fox	Roald Dahl	The Gruffalo	Julia Donaldson	The Enormous Crocodile	Roald Dahl	Billionaire Boy	David Walliams
7	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Gangsta Granny	David Walliams	The Cat in the Hat	Dr. Seuss	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
8	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
9	Billionaire Boy	David Walliams	Gangsta Granny	David Walliams	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Diary of a Wimpy Kid	Jeff Kinney
10	Esio Trot	Roald Dahl	Demon Dentist	David Walliams	Stick Man	Julia Donaldson	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
11	Bad Dad	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	The Gruffalo	Julia Donaldson	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
12	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Esio Trot	Roald Dahl	Horrid Henry and the Mega-Mean Time Machine	Francesca Simon	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
13	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Horrid Henry's Car Journey (Early Reader)	Francesca Simon	Green Eggs and Ham	Dr. Seuss	The Boy in the Dress	David Walliams
14	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Gruffalo	Julia Donaldson	Room on the Broom	Julia Donaldson	Moody Margaret's School (Early Reader)	Francesca Simon	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
15	The Boy in the Dress	David Walliams	Ratburger	David Walliams	A Squash and a Squeeze	Julia Donaldson	Aliens Love Underpants	Claire Freedman	Ratburger	David Walliams
16	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Gruffalo's Child	Julia Donaldson	Esio Trot	Roald Dahl	The World's Worst Children 2	David Walliams
17	Ratburger	David Walliams	Awful Auntie	David Walliams	Billionaire Boy	David Walliams	Harry and the Bucketful of Dinosaurs	Ian Whybrow	The Twits	Roald Dahl
18	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Horrid Henry's Haunted House	Francesca Simon	Awful Auntie	David Walliams
19	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Land of the Dinosaurs	Roderick Hunt	Demon Dentist	David Walliams
20	Demon Dentist	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Horrid Henry and the Secret Club	Francesca Simon	Charlie Cook's Favourite Book	Julia Donaldson	Mr. Stink	David Walliams

Average ATOS and APC (2018 in brackets):
England, ATOS 4.8 (4.8), APC 90% (91%)
Scotland ATOS 4.6 (4.8), APC 91% (92%)
Northern Ireland ATOS 3.5 (3.4), APC 90% (89%)
Wales ATOS 3.2 (3.5), APC 90% (90%)
Republic of Ireland ATOS 5.0 (5.0), APC 93% (91%)

Table 61: Variation in Reading by Region: Year 5

	England		Scotland		Northern Ireland		Wales		Republic of Ireland	
Rank	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author
1	Bad Dad	David Walliams	Bad Dad	David Walliams	Gangsta Granny	David Walliams	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
2	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Bad Dad	David Walliams	George's Marvellous Medicine	Roald Dahl	Bad Dad	David Walliams
3	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	The Twits	Roald Dahl	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
4	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Gangsta Granny	David Walliams
5	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Billionaire Boy	David Walliams	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
6	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Twits	Roald Dahl	Billionaire Boy	David Walliams	The Smartest Giant in Town	Julia Donaldson	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
7	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Gangsta Granny	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
8	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
9	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
10	Billionaire Boy	David Walliams	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Under the Hawthorn Tree	Marita Conlon-McKenna
11	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Horrid Henry's Haunted House	Francesca Simon	Billionaire Boy	David Walliams
12	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Adventures of Captain Underpants	Dav Pilkey	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
13	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Enormous Crocodile	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
14	Ratburger	David Walliams	Ratburger	David Walliams	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
15	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Mr. Stink	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney
16	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
17	The Boy in the Dress	David Walliams	The Boy in the Dress	David Walliams	Ratburger	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Boy in the Dress	David Walliams
18	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Room on the Broom	Julia Donaldson	Demon Dentist	David Walliams
19	Demon Dentist	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Esio Trot	Roald Dahl	Esio Trot	Roald Dahl	The World's Worst Children 2	David Walliams
20	Mr. Stink	David Walliams	The World's Worst Children 2	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Billionaire Boy	David Walliams	Ratburger	David Walliams

Average ATOS and APC (2018 in brackets):
England, ATOS 5.1 (5.0), APC 92% (92%)
Scotland, ATOS 5.0 (4.9), APC 92% (92%)
Northern Ireland, ATOS 4.8 (4.8), APC 92% (92%)
Wales ATOS 4.5 (4.2), APC 90% (89%)
Republic of Ireland ATOS 5.1 (5.1), APC 93% (93%)

Table 62: Variation in Reading by Region: Year 6

Rank	England Book Title	England Author	Scotland Book Title	Scotland Author	Northern Ireland Book Title	Northern Ireland Author	Wales Book Title	Wales Author	Republic of Ireland Book Title	Republic of Ireland Author
1	Bad Dad	David Walliams	Bad Dad	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Fantastic Mr Fox	Roald Dahl	Bad Dad	David Walliams
2	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Bad Dad	David Walliams	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
3	Gangsta Granny	David Walliams	Wonder	R.J. Palacio	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Wonder	R.J. Palacio
4	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Esio Trot	Roald Dahl	Diary of a Wimpy Kid: Old School	Jeff Kinney
5	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Gangsta Granny	David Walliams
6	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
7	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Twits	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
8	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	The World's Worst Children 2	David Walliams
9	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Billionaire Boy	David Walliams	The Giraffe and the Pelly and Me	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
10	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
11	Billionaire Boy	David Walliams	Gangsta Granny	David Walliams	The World's Worst Children 2	David Walliams	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
12	Ratburger	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Holes	Louis Sachar
13	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
14	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
15	The Boy in the Dress	David Walliams	Awful Auntie	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
16	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	The Adventures of Captain Underpants	Dav Pilkey	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
17	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Ratburger	David Walliams	Demon Dentist	David Walliams	Bad Dad	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling
18	Wonder	R.J. Palacio	Demon Dentist	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney	The Boy in the Dress	David Walliams	Billionaire Boy	David Walliams
19	Demon Dentist	David Walliams	The Twits	Roald Dahl	The Boy in the Dress	David Walliams	Gangsta Granny	David Walliams	Ratburger	David Walliams
20	Mr. Stink	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Mr. Stink	David Walliams	Captain Underpants and the Attack of the Talking Toilets	Dav Pilkey	Diary of a Wimpy Kid: Dog Days	Jeff Kinney

Average ATOS and APC (2018 in brackets):
England ATOS 5.1 (5.1), APC 92% (92%)
Scotland ATOS 5.1 (5.2), APC 93% (93%)
Northern Ireland ATOS 5.1 (5.1), APC 935 (93%)
Wales ATOS 4.9 (4.8), APC 93% (85%)
Republic of Ireland ATOS 5.2 (5.3), APC 92% (92%)

Table 63: Variation in Reading by Region: Year 7

Rank	England Book Title	Author	Scotland Book Title	Author	Northern Ireland Book Title	Author	Wales Book Title	Author	Republic of Ireland Book Title	Author
1	Gangsta Granny	David Walliams	Wonder	R.J. Palacio	Under the Hawthorn Tree	Marita Conlon-McKenna	Gangsta Granny	David Walliams	Wonder	R.J. Palacio
2	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Bad Dad	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
3	Diary of a Wimpy Kid	Jeff Kinney	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Billionaire Boy	David Walliams	Bad Dad	David Walliams
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Bad Dad	David Walliams	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne
5	Billionaire Boy	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
6	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The World's Worst Children 2	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Gangsta Granny	David Walliams
7	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney
8	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Holes	Louis Sachar
9	Diary of a Wimpy Kid: Old School	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
10	Wonder	R.J. Palacio	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Twits	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
11	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Private Peaceful	Michael Morpurgo
12	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
13	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Boy in the Dress	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
14	Ratburger	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
15	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
16	Charlie and the Chocolate Factory	Roald Dahl	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Ratburger	David Walliams
17	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
18	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne	Awful Auntie	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
19	Bad Dad	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Demon Dentist	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
20	Demon Dentist	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Demon Dentist	David Walliams	Bad Dad	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling

Average ATOS and APC (2018 in brackets):
England ATOS 5.1 (5.1), APC 88% (88%)
Scotland ATOS 5.1 (5.2), APC 90% (91%)
Northern Ireland ATOS 5.1 (5.1), APC 93% (93%)
Wales ATOS 5.0 (5.1), APC 89% (89%)
Republic of Ireland ATOS 5.3 (5.3), APC 90% (90%)

Table 64: Variation in Reading by Region: Year 8

Rank	England Book Title	Author	Scotland Book Title	Author	Northern Ireland Book Title	Author	Wales Book Title	Author	Republic of Ireland Book Title	Author
1	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Wonder	R.J. Palacio
2	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Wonder	R.J. Palacio	Holes	Louis Sachar	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
3	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Gangsta Granny	David Walliams	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
4	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Mr. Stink	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Bad Dad	David Walliams
5	Diary of a Wimpy Kid	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
6	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	After Tomorrow	Gillian Cross
7	Billionaire Boy	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Ratburger	David Walliams	A Monster Calls	Patrick Ness
8	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
9	The Hunger Games	Suzanne Collins	Wonder	R.J. Palacio	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
10	Of Mice and Men	John Steinbeck	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Gangsta Granny	David Walliams
11	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Hunger Games	Suzanne Collins	Rose Blanche	Roberto Innocenti
12	Diary of a Wimpy Kid: Old School	Jeff Kinney	Private Peaceful	Michael Morpurgo	Diary of a Wimpy Kid	Jeff Kinney	Mr. Stink	David Walliams	Private Peaceful	Michael Morpurgo
13	Bad Dad	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Bad Dad	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Holes	Louis Sachar
14	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Demon Dentist	David Walliams	The Twits	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
15	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Boy in the Dress	David Walliams	Ratburger	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
16	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Mr. Stink	David Walliams	The Twits	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
17	Wonder	R.J. Palacio	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Awful Auntie	David Walliams	Bad Dad	David Walliams	The Boy in the Striped Pyjamas	John Boyne
18	Charlie and the Chocolate Factory	Roald Dahl	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney
19	Ratburger	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
20	Mr. Stink	David Walliams	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Billionaire Boy	David Walliams

Average ATOS and APC (2018 in brackets):
England ATOS 5.0 (5.2), APC 88% (88%)
Scotland ATOS 5.2 (5.2), APC 87% (87%)
Northern Ireland ATOS 5.0 (5.1), APC 88% (89%)
Wales ATOS 5.1 (5.1), APC 88% (87%)
Republic of Ireland ATOS 5.0 (5.2), APC 88% (90%)

Table 65: Variation in Reading by Region: Years 9-11

	England		Scotland		Northern Ireland		Wales		Republic of Ireland	
Rank	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author	Book Title	Author
1	Of Mice and Men	John Steinbeck	Buddy	Nigel Hinton	Wonder	R.J. Palacio	Of Mice and Men	John Steinbeck	Of Mice and Men	John Steinbeck
2	An Inspector Calls	J.B. Priestley	Skellig	David Almond	The Boy in the Striped Pyjamas	John Boyne	The Boy in the Striped Pyjamas	John Boyne	Once	Morris Gleitzman
3	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Wonder	R.J. Palacio
4	The Hunger Games	Suzanne Collins	A Monster Calls	Patrick Ness	Private Peaceful	Michael Morpurgo	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Stone Cold	Robert Swindells
5	Animal Farm	George Orwell	Harry Potter and the Philosopher's Stone	J.K. Rowling	Charlie and the Chocolate Factory	Roald Dahl	Everything, Everything	Nicola Yoon	The Dare	John Boyne
6	Everything, Everything	Nicola Yoon	Holes	Louis Sachar	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
7	Blood Brothers	Willy Russell	Of Mice and Men	John Steinbeck	Billionaire Boy	David Walliams	My Sister Lives on the Mantelpiece	Annabel Pitcher	Outsiders	S. E. Hinton
8	Diary of a Wimpy Kid	Jeff Kinney	Private Peaceful	Michael Morpurgo	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Blood Brothers	Willy Russell
9	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Stone Cold	Robert Swindells	Diary of a Wimpy Kid	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
10	Gangsta Granny	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Mr. Stink	David Walliams	The Hunger Games	Suzanne Collins	Chalkline	Jane Mitchell
11	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Curious Incident of the Dog in the Night-Time	Mark Haddon	Until Proven Guilty	Nigel Hinton
12	Harry Potter and the Philosopher's Stone	J.K. Rowling	Wonder	R.J. Palacio	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	Buddy	Nigel Hinton
13	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Holes	Louis Sachar	The Fault in Our Stars	John Green	Then	Morris Gleitzman
14	A Christmas Carol (Unabridged)	Charles Dickens	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling
15	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Everything, Everything	Nicola Yoon	The Boy in the Dress	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Under the Hawthorn Tree	Marita Conlon-McKenna
16	Wonder	R.J. Palacio	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Bad Dad	David Walliams	Refugee Boy	Benjamin Zephaniah	Face in the Crowd	Paul Blum
17	Diary of a Wimpy Kid: Old School	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling	Harry Potter and the Philosopher's Stone	J.K. Rowling	Harry Potter and the Chamber of Secrets	J.K. Rowling	2 Die 4	Nigel Hinton
18	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Twits	Roald Dahl	Johnny Delgado: Private Detective	Kevin Brooks
19	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	The Twits	Roald Dahl	Billionaire Boy	David Walliams	To Kill a Mockingbird	Harper Lee
20	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Harry Potter and the Goblet of Fire	J.K. Rowling	The Cliff	Sue Graves

Average ATOS and APC (2018 in brackets):
England ATOS 5.3 (5.2), APC 87% (89%)
Scotland ATOS 5.2 (5.1), APC 87% (89%)
Northern Ireland ATOS 5.1 (5.2), APC 86% (85%)
Wales ATOS 5.4 (5.2), APC 88% (90%)
Republic of Ireland ATOS 4.5 (4.6), APC 88% (89%)

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