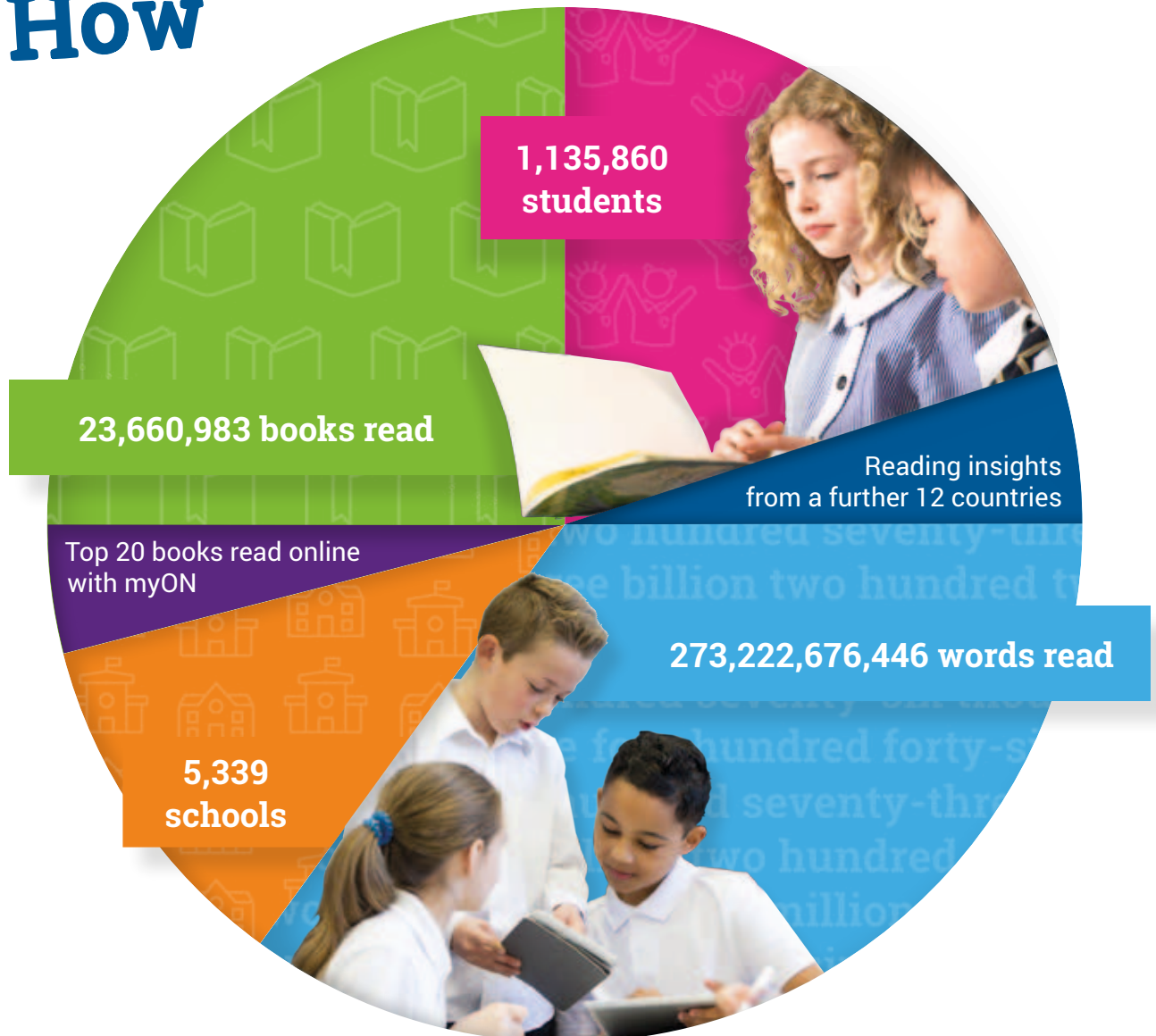


*What Kids Are Reading

and
How



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

An independent study by Professor Keith Topping, Professor of Educational and Social Research, University of Dundee, with contributions from Dr. Christina Clark, Head of Research, and Irene Picton, Research Manager, National Literacy Trust

What and How Kids Are Reading:
The Book-Reading Behaviours of Pupils in British and Irish Schools 2020

An independent study by:
Professor Keith Topping, Professor of Educational and Social Research, School of Education, University of Dundee
(https://en.wikipedia.org/wiki/Keith_James_Topping)

and

Dr Christina Clark, Head of Research, and Irene Picton, Research Manager, National Literacy Trust
(<https://literacytrust.org.uk>).

Dr Topping did the analysis for and wrote much of this report, while the National Literacy Trust section involved analysis and writing by Dr Christina Clark and Irene Picton.

2020 edition

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*Foreword

As a literacy researcher who is interested in increasing young people's motivation and engagement in reading, I am acutely aware of the benefits of reading, specifically book reading, for language and literacy development. Children and adolescents who read more books have better reading and spelling skills, better language and vocabulary, and greater general knowledge. Therefore, increasing book reading among young people is so important! However, as we all know, books offer the reader so much more than this....

Over the last decade I've spent much of my time focused on understanding why children and adolescents choose to read (or not read) books, how this relates to their reading choices/skill, and what leads children and adolescents to engage deeply with the books that they read.

From our large-scale questionnaire studies to the smaller-scale interviews we have carried out with children and adolescents, it is clear that their reading motivation (why they choose to read) drives their reading choices (what they choose to read). For many, book reading offers an immersive experience; an opportunity to explore fictional worlds or spend time with new or familiar fictional friends. For these children and young people, reading offers an opportunity for absorption and escapism. Others read because books bring happiness, laughter or an opportunity to connect with friends. Some choose books that will give them a thrill, while others see reading as a time to relax. Reading also offers opportunities to develop empathy, see things from others' perspectives, learn about new topics or pursue favourite interests.

When reading about the favourite books and authors in this report, it was clear how so many of the books mentioned were offering young people these experiences. It was also genuinely wonderful to learn that book reading is on the increase for children and young people who are using Accelerated Reader. As always, in this edition of the What (and How) Kids Are Reading report you'll learn about children's and adolescents' favourite books, favourite authors and those they are reading/quizzing on most frequently. From this, we can see that there is a strong trend towards fiction book reading among students of all ages and quite a restricted range of books being read.

Dr Sarah McGeown



Sarah McGeown is a Senior Lecturer in Development Psychology at the University of Edinburgh. Her research focuses on early reading acquisition and encouraging motivation and engagement in reading. She has an interest in participatory research approaches and mixed methods research.

You can learn more about her research here: www.growingupareader.education.ed.ac.uk and here: www.readresearch.education.ed.ac.uk.

In 2019, McGeown co-founded the LALco network to promote conversation and collaboration between teachers and researchers to optimally support children's and adolescents' language and literacy development.

To learn more, visit: www.lalco.org.uk

It's also clear that when established and popular authors bring new books out, these quickly become very popular, despite efforts by many teachers to broaden young people's reading choices!

In terms of new additions to this report, in the 2020 edition, the National Literacy Trust share their research findings comparing students who are, and are not, using Accelerated Reader (AR). Among other things, this independent research shows that a higher percentage of children and adolescents using AR report greater reading enjoyment and more daily reading during their own time. Furthermore, AR appears to be particularly beneficial at supporting reading enjoyment among boys and secondary school pupils; groups that we know are often particularly hard to reach.

Another new addition to the 2020 report is the inclusion of data from myON, a digital literacy platform which provides students with easy access to digital books. Indeed, as our ways of reading and learning are evolving, it's important to find alternative ways to connect children and adolescents with books, and all the wonderful and varied experiences they have to offer!

*Welcome

Each year, this report gets bigger – and the 12th edition of What (and How) Kids Are Reading is no exception. Not only do we have more data than ever from Accelerated Reader on the reading habits and preferences of ever-growing numbers of students from more and more schools – but also additional insights from Star Reading, myON and the National Literacy Trust.

As opposed to book sales or library loans, this remains the only significant study into the books read by students of all ages and abilities from across the country – over an entire academic year.

We should not forget, however, that the report and associated awards is ultimately a celebration of books and reading. It's therefore gratifying to see the research in this year's report again confirms the importance and benefits of reading enjoyment.

James Bell

Director of Professional Services, Renaissance UK



Finally, I would like to thank all the contributors – especially Professor Keith Topping, Dr Sarah McGeown, and Dr Christina Clark and Irene Picton for sharing insights from the National Literacy Trust's Annual Literacy Survey.



*Introduction

The title of this report is “What and How Kids Are Reading”. The first part is devoted to further analysis of whether pupils who implement AR better (in terms of higher Average Percent Correct on quizzes) have higher pre-post outcome scores on the norm-referenced Star Reading test than do pupils with lower APC scores. This indicates to what extent quality of implementation of AR is the key to better reading achievement. We also include a number of other analyses which are of interest regarding implementation.

The second part reports the books most read by pupils in each year, in some cases divided into boys and girls so readers can see what the gender differences were. It describes popularity of authors and lists new entrant books which were not available the previous year. It goes on to report most read books for high ability readers and for low ability readers. It investigates non-fiction reading as a matter of special interest. Then it explores “favourite” books – those voted for after reading as the most interesting. Regional variations in book choice are then discussed.

New features for this year are the following sections. The first is an analysis of the relationship between exposure to AR and attitudes to reading, completed by the National Literacy Trust. Does AR improve or decrease attitudes to reading? Further analysis addresses the relationship between AR use, reading attitudes and reading ability as measured by an independent test. The second is on books read with myON – the digital reading platform that launched in the UK last March and allows students to read online and offline at home and in school. It will be interesting to see whether the difficulty of books read and/or the accuracy of reading is any different with such online reading. The third is an exploration of the most popular books in countries other than the UK and the USA.

Are these the same or different to the UK and USA, and are they different for readers with English as a first language and English a second or other language?

In 2020 we report that Accelerated Reader was used in 5,339 schools in the UK and the Republic of Ireland (9% more than last year) and over 38,000 quizzes were available. This report summarises the efforts of 1,135,860 pupils (7% more than last year) who read 23,660,983 books (14% more than last year) and took their quizzes between August 1, 2018 and July 31, 2019 in schools (see table 1 in the Appendix).

The largest number of quizzes per year was taken by Year 3 pupils (4,112,063) and Year 4 was also high on this factor (4,009,568). This is a reversal from last year, when the highest number of quizzes were taken by Year 7 pupils (now 3,695,443).

The Regional summary table (table 2 in the Appendix) shows 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 (some pupils failed to indicate their region when taking the test, so numbers here are lower than in the previous summary table). The Republic of Ireland had the smallest numbers, and were also small in relation to population.



Data on books read using myON is included for the first time in this year's report

*Part A: How Kids Are Reading

Section One: Implementation Quality and Effectiveness

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.

Star Reading Scores

Star Reading generates outcome scores for individuals: the Scaled Score (from 1 to 1400), the Normed Score (the position of an individual in relation to a norm population, with an average of 100), and the Percentile Rank (the percentage of cases that are at or below a score). Table 3 in the Appendix gives the average on these measures for all students who had both a Star Reading score and AR data.

Years 11 and 12 show very small numbers using AR and the low scores on all three measures suggest that these pupils are of very low reading ability – they do not fit the previous pattern and are anomalous. The previous Years 1-10 do however show a very clear pattern on all measures. **AR pupils start below average, then increase in each Year to achieve normality in Year 5. From Year 7 they continue to increase in performance every Year (until Year 11).**

Student Growth Percentile

Student Growth Percentile (SGP) is another 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 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 4 in the Appendix gives more detail). **In all years 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!

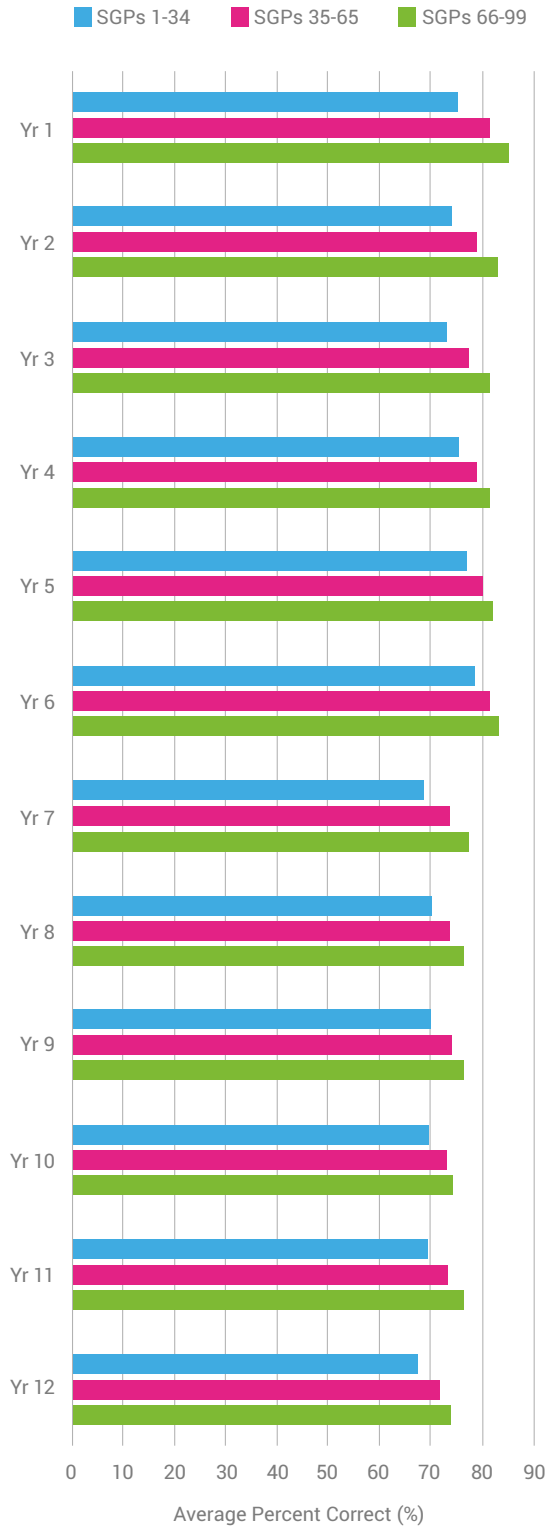


Figure 1: All Students; APC by SGP group

Engaged Reading Time

Another indication of implementation quality is given by 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 students' performance (i.e., number of items correct) on the quiz. These points are then used to calculate an estimate of ERT, thus:

$$\begin{aligned}
 &\text{AR points earned} \\
 &= \\
 &\left(\frac{10 + \text{ATOS Book level}}{10} \right) \\
 &\times \\
 &\left(\frac{\text{words in book}}{10} \right)
 \end{aligned}$$

Then,

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

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 (Table 5 in the Appendix give 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!

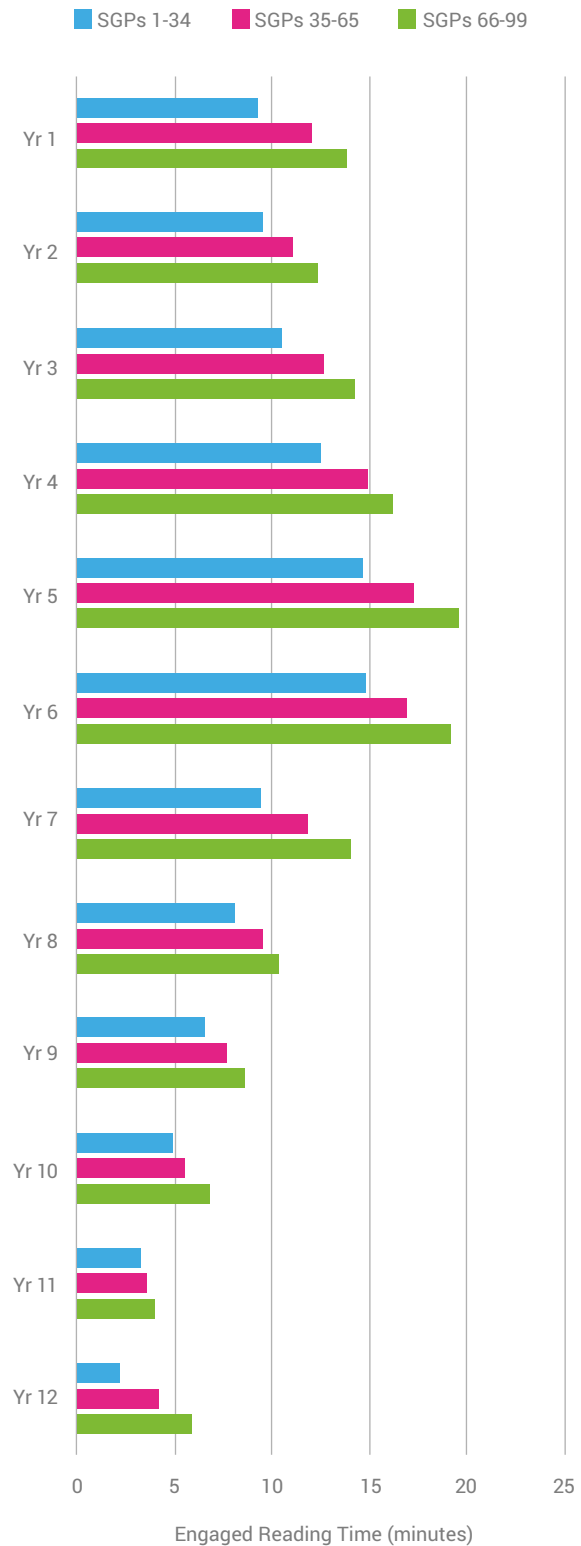


Figure 2: All Students; ERT by SGP group

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 – the more time is allocated to reading, the greater is the number of words read. Figure 3 shows the difference between 15 minutes of ERT, 15-29 minutes of ERT and ERT of 30+ minutes (Table 5 in the Appendix give more detail, including showing that in the upper years there was generally little time given to reading).

Quizzes Passed

When it comes to Quizzes Passed, a similar pattern to APC and ERT (above) exists, with only year 12 slightly eccentric (see Figure 4). **The more time is allocated to reading, the greater the number of quizzes passed.**

Struggling Readers

When we look at the data for Struggling Readers (defined as the lowest quartile - 25% - of readers on Star SGP), a similar picture is evident for APC, ERT and Quizzes Passed (Figures 5, 6 and 7) (further detail in Table 6 in the Appendix). **For struggling readers, the higher the APC the higher is the SGP score. The higher the amount of Engaged Reading Time, the higher is the SGP score.** The higher the number of Quizzes Passed, the higher is the SGP score. In Figure 6 we see a slight oddity in Year 11. Again, further detail will be found in Table 6. Although the same pattern is present from Years 1-8, SGP Group makes no difference in Year 9, and higher SGPs are associated with fewer books read rather than more (perhaps harder books took longer to read). However, the normal pattern reasserts itself in Year 12.

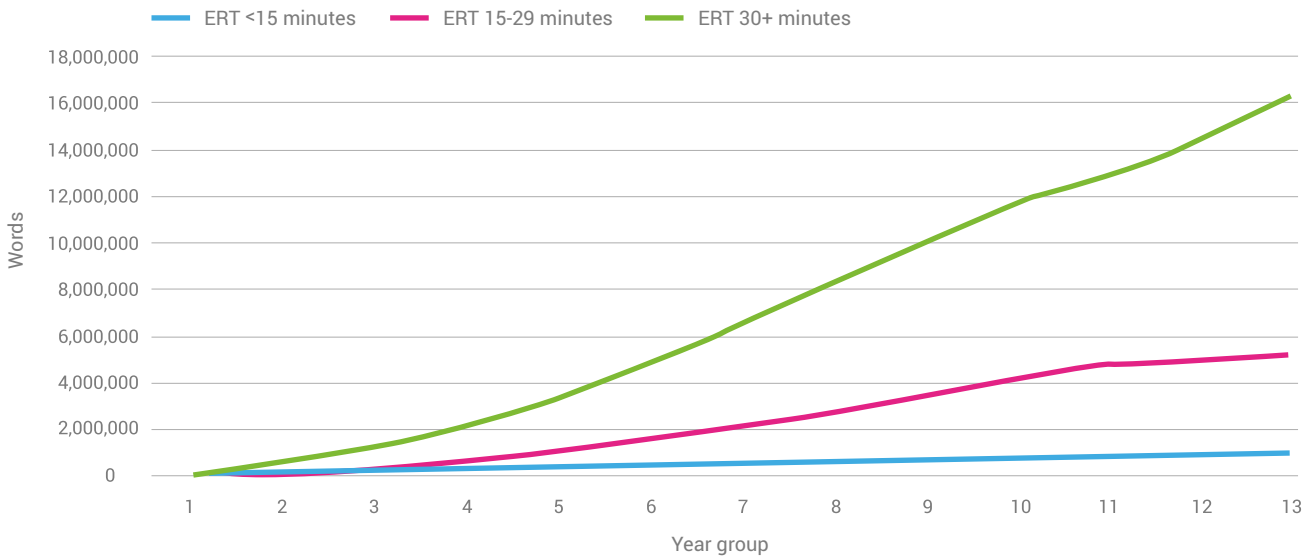


Figure 3: Cumulative number of words read, by ERT

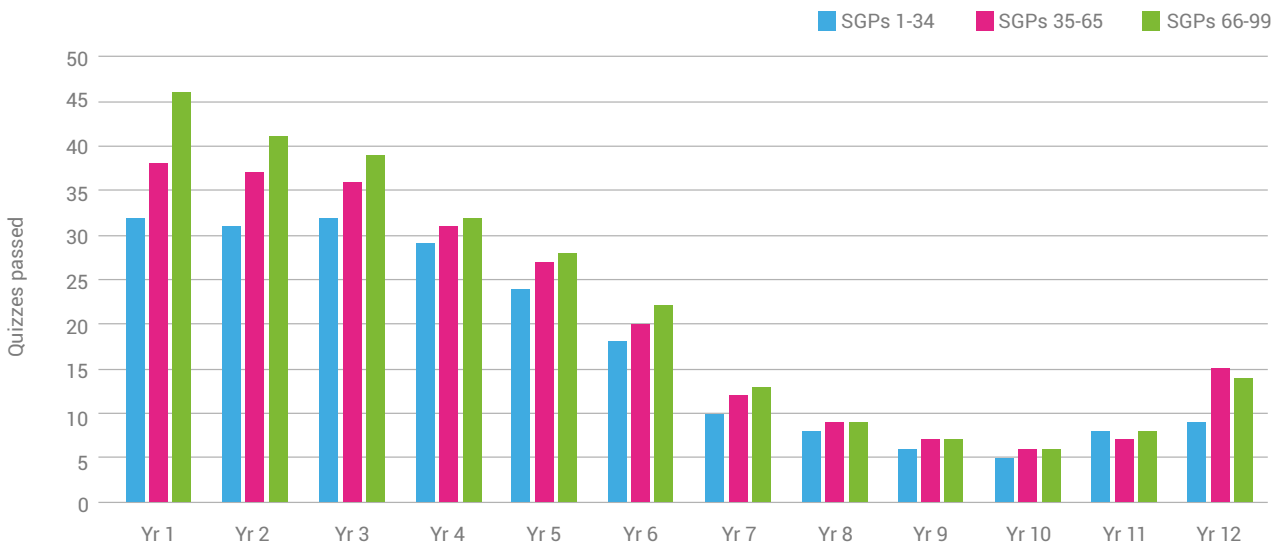


Figure 4: All Students; Quizzes Passed by SGP group

Key for graphs below: SGP 1-34 SGP 35-65 SGP 66-99

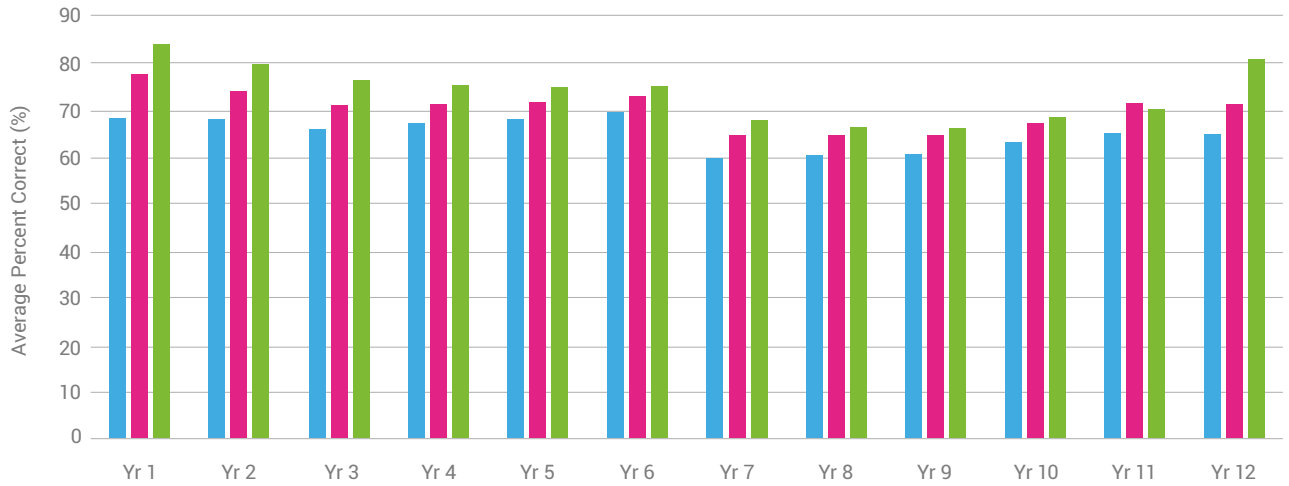


Figure 5: Struggling readers; APC by SGP group

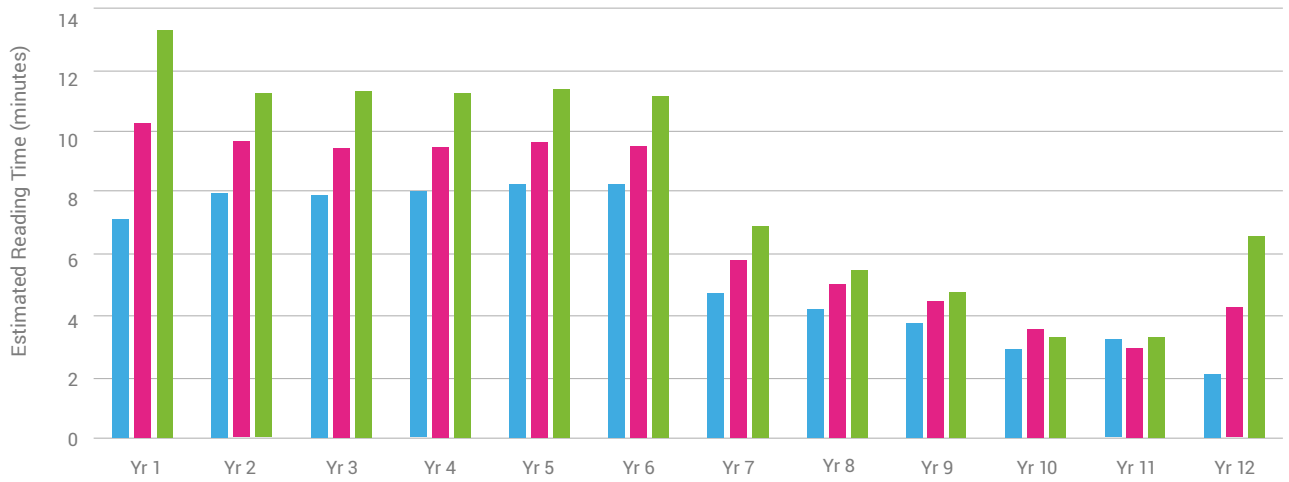


Figure 6: Struggling readers; ERT by SGP group

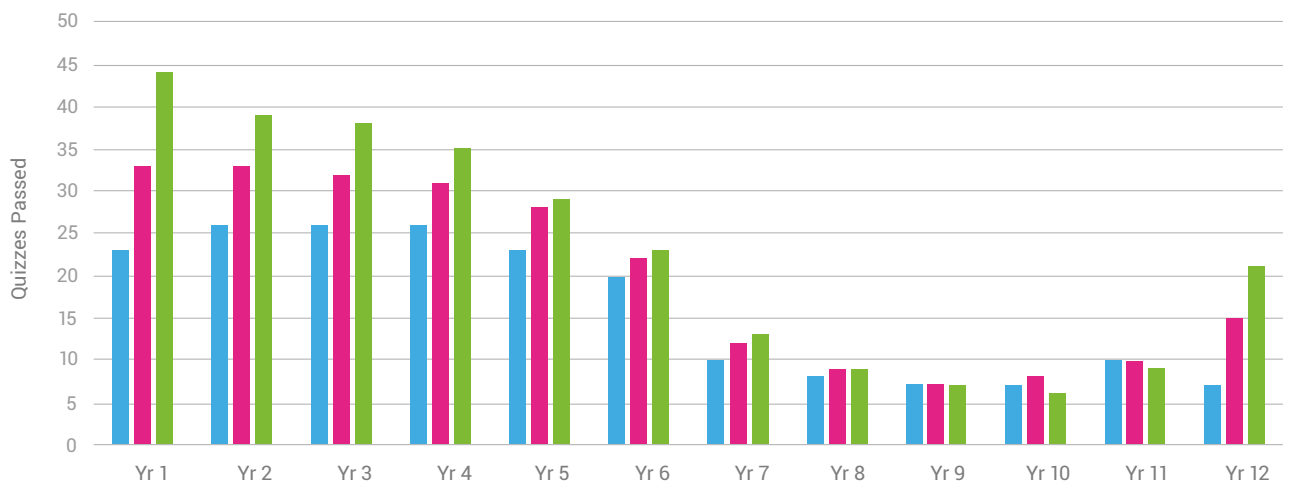


Figure 7: Struggling readers: Quizzes Passed by SGP group

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 7 in the Appendix).

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):

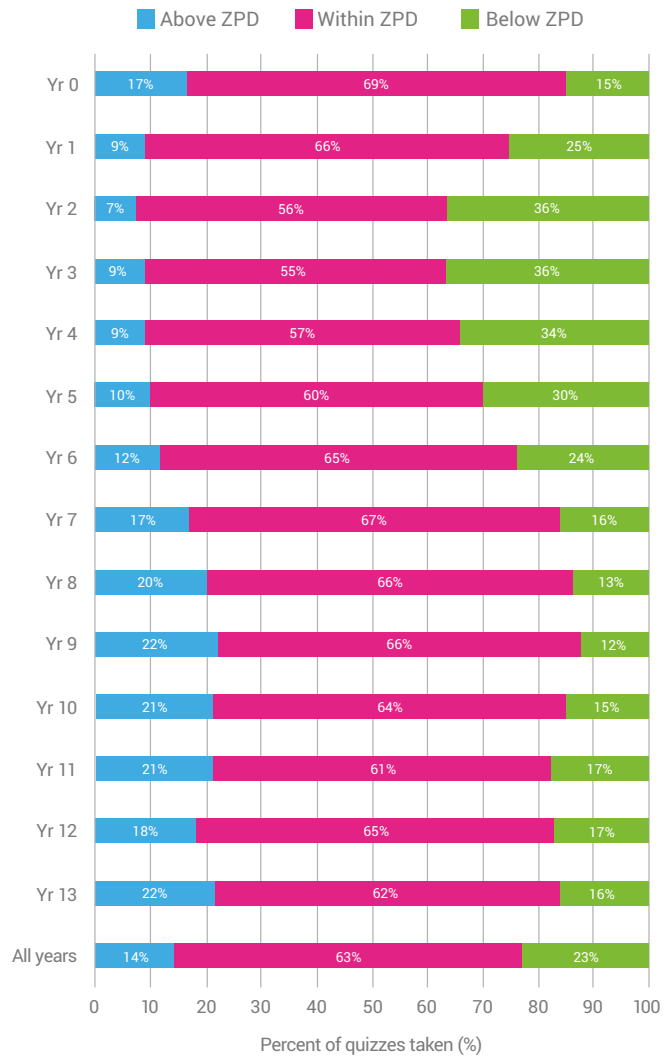


Figure 8: Percent of Quizzes taken that are above/within/below a student's ZPD

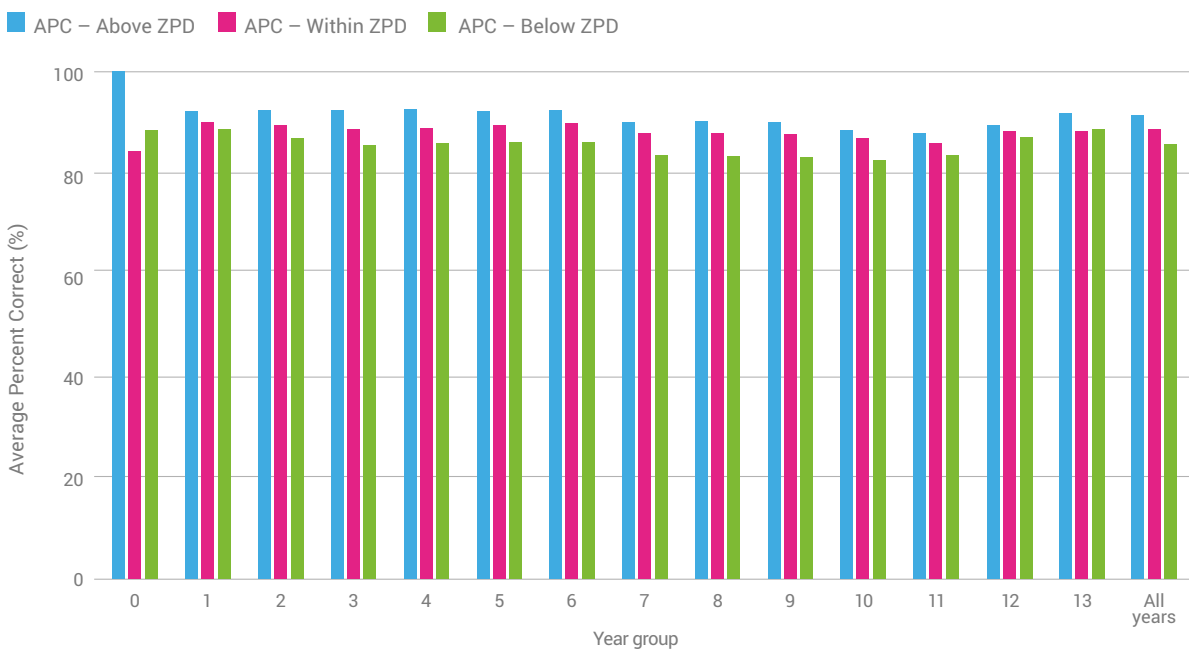


Figure 9: APC of Quizzes taken that are above/within/below a student's ZPD

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. 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. Books read tended to be read with accuracy if below ZPD, with less accuracy if within ZPD, and with even less accuracy if above ZPD. However, much of this reading was still beyond the 85% rate. This is an improvement from last year. The notion of ZPD is a useful one in investigating implementation quality.

*School Spotlight

St Aidan's

"I would recommend the Accelerated Reader programme very highly to other schools. The results are fantastic and the evidence that it provides is very valuable."

**Martina Flynn, JCSP Librarian
St. Aidan's Community School, Dublin**

Situated in Dublin, Ireland, St. Aidan's Community School implemented Star Reading and Accelerated Reader in 2016, seeing significant results.

"I find that boys tend to be more reluctant readers but since Accelerated Reader, we've seen them get more confidence reading books, enjoying the quizzes and even getting 100% correct in the comprehension quizzes.

This year the programme is very much embedded into the English curriculum, the students and teachers are engaged with it, and the results are fantastic."

Watch the video at:
renlearn.co.uk/st-aidans



Section Two: AR, Attitudes to Reading and Reading Skill

By Dr Christina Clark, Head of Research and Irene Picton, Research Manager at the National Literacy Trust

The Annual Literacy Survey

The National Literacy Trust began asking children and young people about their reading habits in 2005. Acknowledging the importance of yearly trend data, we established our Annual Literacy Survey in 2010, which tracks UK children and young people's reading and writing enjoyment, attitudes and behaviours year-on-year. In the current survey, 56,905 children and young people aged 9 to 18 in around 300 schools in the UK participated. These schools were often those focusing on developing literacy from a somewhat limited baseline (and this is supported by the overall low engagement scores for reading that they exhibit). The data show that focusing on interventions that promote reading for pleasure today is still important, particularly as we also know that reading for enjoyment is related to a wealth of other outcomes, both academically as well as in terms of mental wellbeing (Clark & Teravainen-Goff, 2018).

Accelerated Reader and Reading for Enjoyment

To what extent does our data indicate that AR promotes reading for enjoyment? While our survey isn't set up to test causality, it does allow us to look at relationships, and our survey allows us to compare to compare pupils who have used AR with those who haven't across a number of reading outcomes.

In the survey, 18,149 (31.9%) of pupils told us that they had used AR, while 26,740 (47.0%) didn't – the remaining 12,016 (21.1%) weren't sure. There was no difference in terms of gender or socio-economic background between those who had used AR or not. However, there were differences in terms of age. In the KS4 (Key Stage 4) cohort (aged 14 to 16) the number of pupils who did not use AR was significantly bigger. This reflects the fact that AR is mainly used by KS2 (Key Stage 2 – aged 7-11) and KS3 (Key Stage 3 – aged 11-14) pupils.

Comparing those that have used Accelerated Reader with those who haven't, we find that more pupils who have used AR say that they enjoy reading than their peers who haven't (see Figure 10).

Indeed, AR might be particularly beneficial in supporting reading for pleasure for boys and older pupils. As can be seen in Figure 11, more boys who have used AR say that they enjoy reading compared with their peers who haven't used AR, while difference between girls who use or don't use AR is much less pronounced.



Figure 10: Percentage of AR and non-AR pupils who enjoy reading (either very much or quite a lot)



Figure 12: Percentage of AR and non-AR pupils who read daily in their free time

Similarly, while there is no difference in reading enjoyment between KS2 pupils who use or don't use AR, more KS3 and KS4 pupils who use AR say that they enjoy reading compared with their peers who don't use AR. Finally, pupils who use AR are more likely to say that they enjoy reading regardless of their socio-economic background.

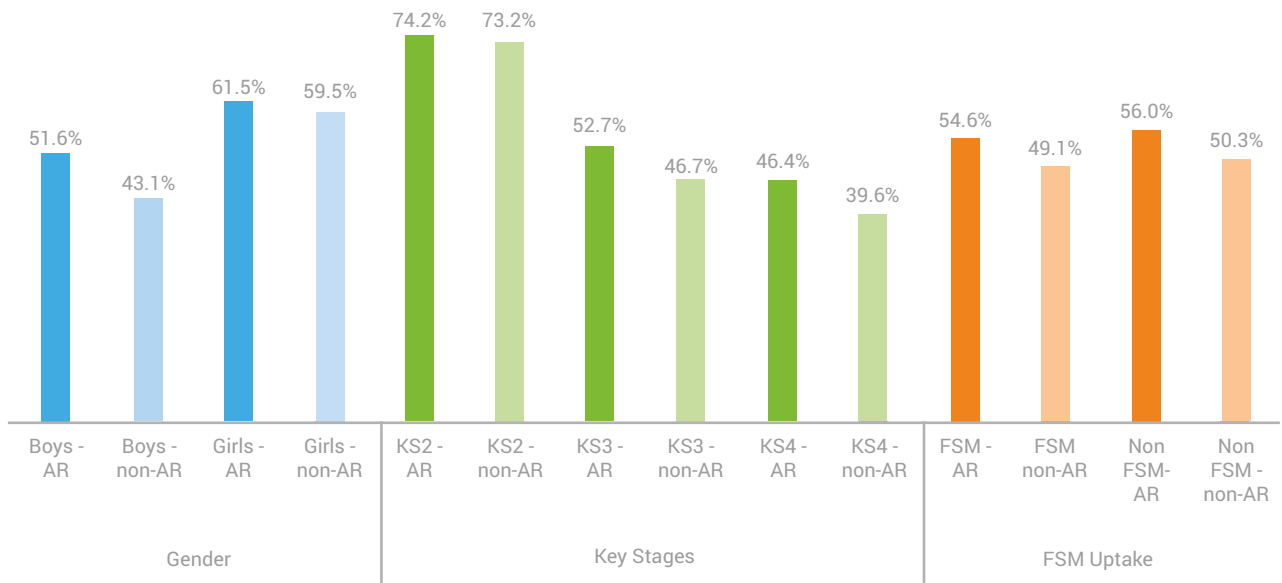


Figure 11: Percentage of AR and non-AR pupils who enjoy reading by gender, key stage and FSM

Not only do more pupils who use AR enjoy reading, more also read daily in their free time compared with their peers who don't use AR (see Figure 12).

AR may support daily reading in pupils' free time regardless of their demographic background. As shown in Figure 13, more boys who use AR say that they read daily in their free time compared with boys who don't use AR.

However, this time, the same is true for girls: more girls who use AR say that they read in their free time compared with girls who don't use AR. Similarly, more pupils who say that they use AR say that they read daily in their free time compared with their peers, irrespective of which key stage they are in or their socio-economic status.

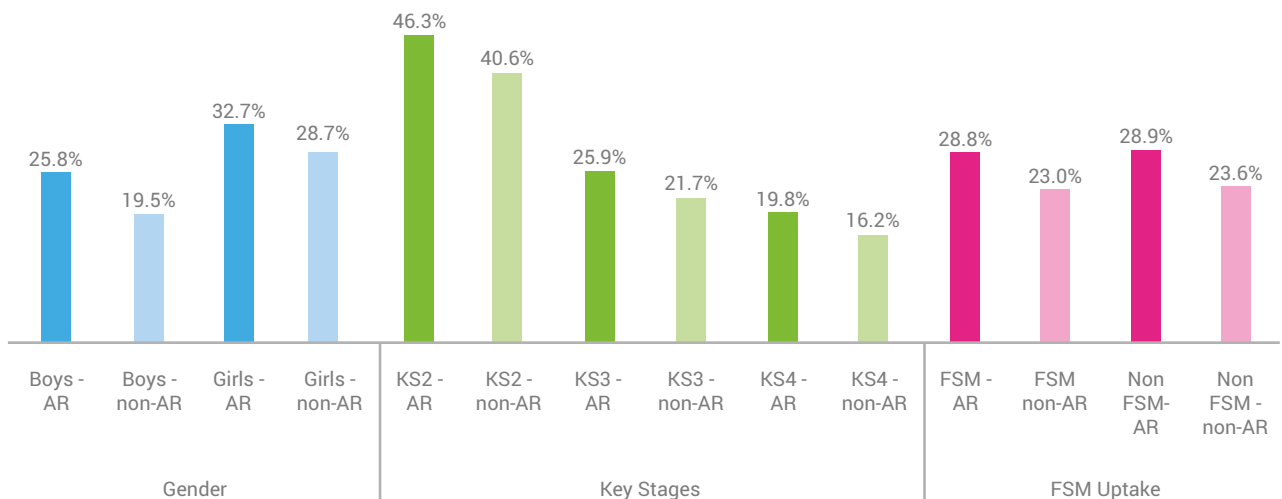


Figure 13: Percentage of AR and non-AR pupils who read daily in their free time by gender, key stage and FSM uptake

The survey also asked children and young people about their attitudes towards reading, requiring them to indicate their agreement or disagreement with seven statements (I cannot find things to read that interest me (reverse scored); I only read when I have to (reverse scored); Reading is cool; If I am a good reader it means that I'll get a better job when I grow up; There are lots of things I want to read; I carry on reading even when I find it difficult; I would be happy to get a book as a present). To explore how reading attitudes are related to whether or not pupils use AR, we created a single variable composed of responses to these seven statements by summing responses. Responses that disagreed with a statement were given a score of 1, those that were neutral were scored 2 and those that agreed with a statement scored 3, for a maximum of 21 available points across our seven statements. Therefore, a higher score indicates more positive attitudes towards reading.

We then divided the sample into quartiles to represent those who had poor reading attitudes (bottom quartile), those who had average reading attitudes (the two middle quartiles) and those who had positive reading attitudes (top quartile). (Quartiles look at the distribution of responses and divide those into four roughly equal parts. The first quartile is the number below which lies the bottom 25 percent of data. The second quartile has 50 percent of the data below it. The third quartile has 75 percent of the data below it and the top 25 percent of the data above it.) In our study, the quartile scores are divided into the following four groups: bottom = 0-12.99; lower and upper middle = 13 to 18.99; top = 19 - 21. We combined the two middle quartiles into one for the following analyses as responses in the middle quartiles were not sufficiently different to be represented separately.

Fewer pupils who use AR have negative attitudes towards reading compared with their peers who don't use AR (see Figure 14). While taking part in AR seems to be related to more positive attitudes towards reading, the relationship between AR and reading attitudes is more complex as there is little difference at the top end of the quartile that represents positive attitudes towards reading between those who use AR and those who don't.

Fewer boys who use AR have negative attitudes towards reading compared with boys who don't use AR (see Figure 15). While the same is true for girls, the differences between the two groups is much smaller. There is little difference between those who use AR and those who don't in terms of their reading attitudes at KS2. However, fewer KS3 and KS4 pupils who use AR have negative attitudes towards reading compared with their peers who don't use AR.

Key to Figure 14 & 15:

- Bottom Quartile/poor reading attitudes
- Middle Quartile/average reading attitudes
- Top Quartile/positive reading attitudes

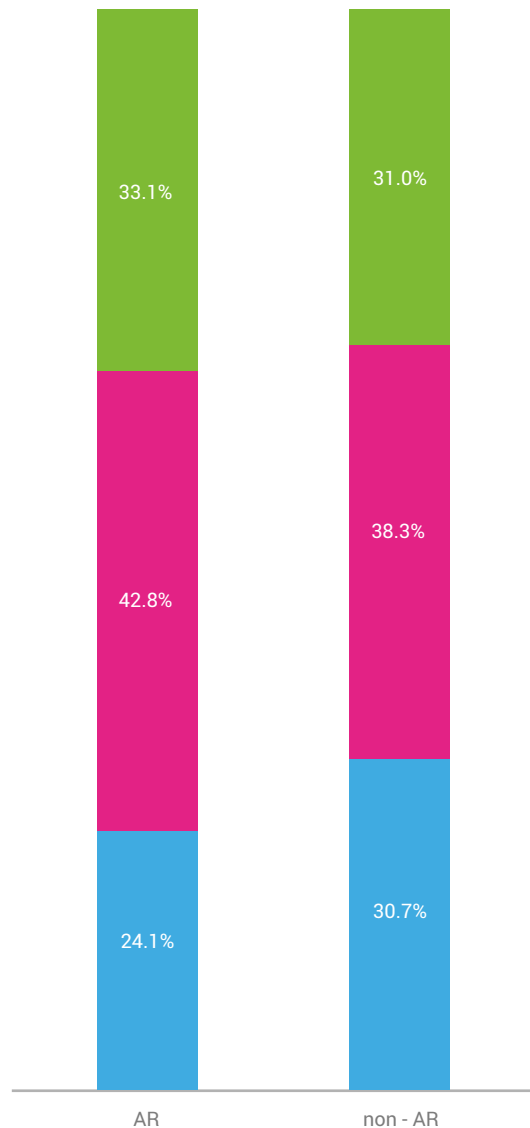


Figure 14: Reading attitude quartiles by whether or not pupils use AR

Lastly, the relationship with FSM uptake is the same: fewer pupils who use AR have negative reading attitudes compared with their peers, regardless of socio-economic status.

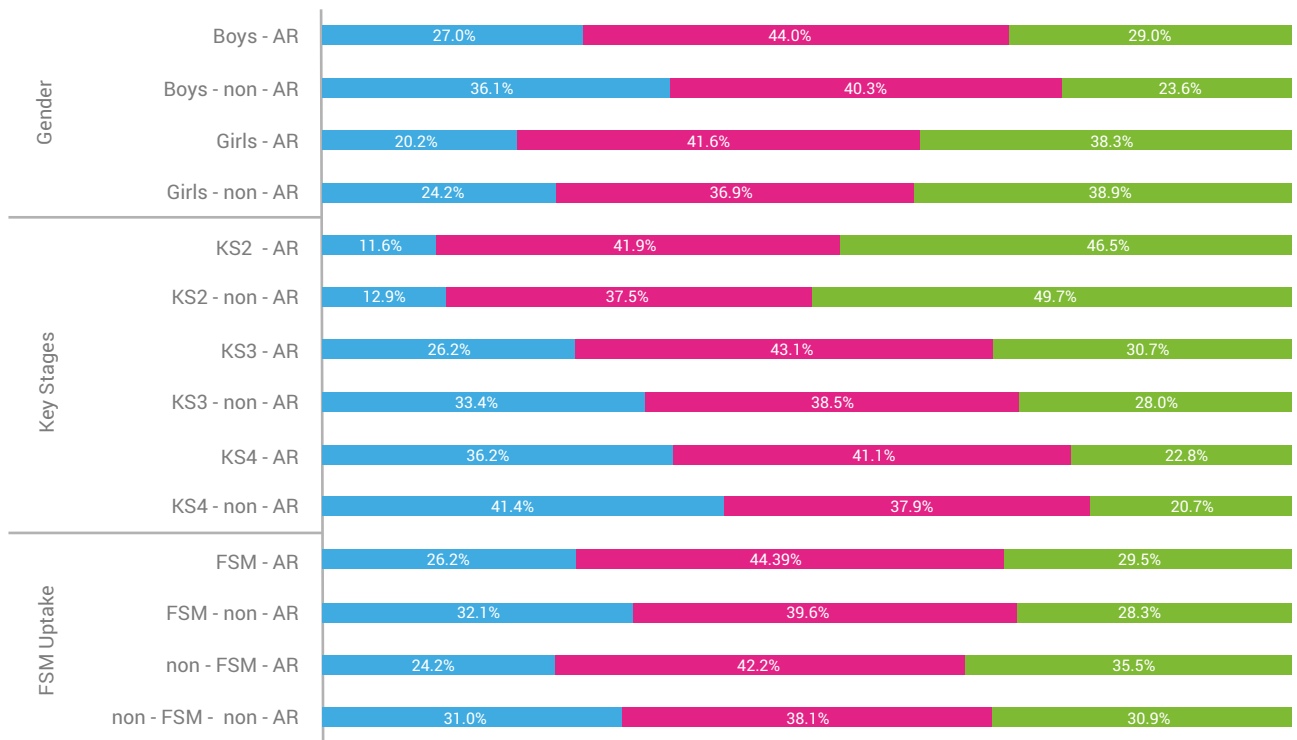
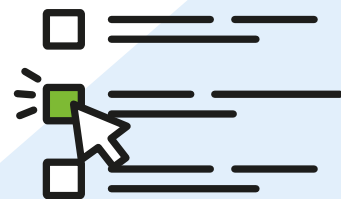


Figure 15: Reading attitude quartiles by whether or not pupils use AR by gender, key stage and FSM

Summary

In sum, we can see that comparing self-reported reading enjoyment, behaviour and attitudes in children who do, and do not, take part in Accelerated Reader indicates that more pupils who use AR say that they enjoy reading, and more read daily in their free time compared with their peers. This suggests that AR may support reading enjoyment, particularly among boys and older pupils, while it supports daily reading in children regardless of age, gender and socio-economic background. These findings also extended to reading attitudes, with fewer boys and older children using AR showing negative attitudes compared to those that don't. As reading enjoyment levels are lower in these older age groups, it may therefore be particularly valuable to offer the AR intervention beyond KS2.



“Pupils who use Accelerated Reader are more likely to say that they enjoy reading regardless of their socio-economic background.”

The Link to Reading Skill

We also had reading skill data for 712 pupils aged 11 to 14 from 12 schools, which allowed us to explore the link between reading enjoyment, reading frequency and reading skill. For this part of the study we worked with schools who all used the same reading skill measure, namely Star Reading (www.renlearn.co.uk/star-reading).

Star Reading provides standardised reading scores that take into account children's ages and are easily interpretable. Like most other normed tests, it is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is 15. This means that children who have standardised scores of 85-115 fall within the average reading skills band, while children who score below 85 have below average reading skills and children who score above 115 have above average reading skills.

As most of the pupils for whom we had Star Reading Data also used AR, our data did not allow us to compare reading skills between children who did and did not take part in AR. However, exploring these associations allowed us to demonstrate links between reading enjoyment and frequency and reading ability. Our findings show that there was a positive relationship ($r = .417$, $p < 0.001$) between young people's overall reading score and their reading enjoyment, with those who report higher levels of reading enjoyment also scoring more highly in the reading test.

This association is also seen in the differences in reading enjoyment based on the overall reading score. As shown by Figure 16, young people who enjoyed reading ($N = 427$) had higher average reading scores than children who didn't enjoy reading ($N = 285$).

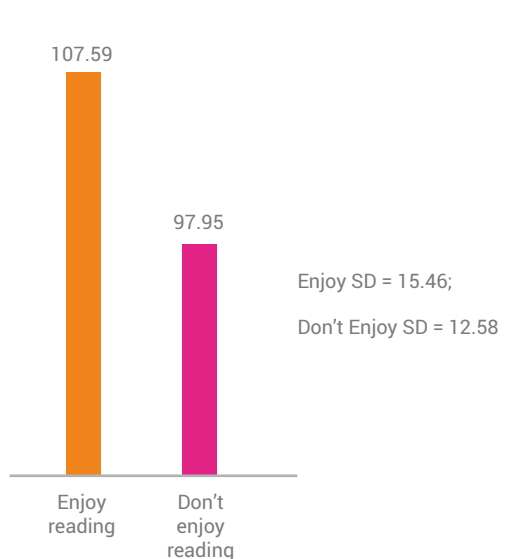


Figure 16: Average (mean) age-standardised reading score by whether or not young people aged 11 to 14 enjoy reading

To further compare pupils with different reading scores, we divided them into three groups based on their score: having a below average score (< 85), an average score (85 to 115) and an above average reading score (> 115). As Table 8 shows (in the Appendix), twice as many young people who didn't enjoy reading read below the average expected for their age compared with their peers who enjoy reading. Conversely, nearly four times as many young people who enjoy reading read above the expected level compared with their peers who don't enjoy reading.

Not only enjoyment is linked to reading skill, but so is reading frequency. Our findings show that there is also a positive, albeit weak, relationship ($r = .286$, $p < 0.001$) between young people's overall reading score and their reading frequency, suggesting that those who score more highly in the reading tests also report reading more frequently. (The correlation coefficient r indicates the strength and the direction of the relationship. Positive values indicate a positive linear relationship and negative values indicate a negative linear relationship. Typically values between 0 and .3 are considered as weak, between .3 and .7 as moderate and higher than .7 as strong.) Indeed, as can be seen in Figure 17, young people who read daily ($N = 213$) had higher average reading scores than children who didn't read daily ($N = 499$).

Looking at this differently, Table 9 (in the Appendix) shows that twice as many young people who don't read daily read below the average expected for their age compared with their peers who read daily. Conversely, nearly three times as many young people who read daily read above the expected level compared with their peers who don't read daily.

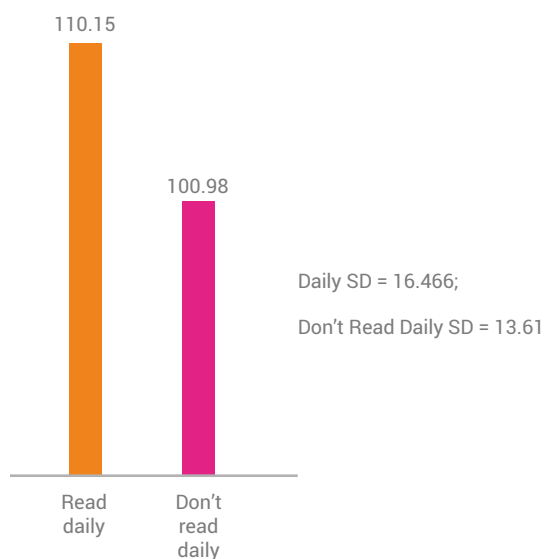


Figure 17: Average (mean) age-standardised reading score by whether or not young people aged 11 to 14 read daily

*School Spotlight

Holyrood

Figure 18 shows that young people who think positively about reading (N = 365) had higher average reading scores than children who held more negative attitudes towards reading (N = 319).



Figure 18: Average (mean) age-standardised reading score by whether or not young people aged 11-14 think positively about reading or not

Table 10 (in the Appendix) shows that twice as many young people who have negative attitudes towards reading read below the average expected for their age compared with their peers who think positively about reading. Conversely, over twice as many young people who have positive reading attitudes read above the expected level compared with their peers who don't think about reading positively.

Reference

Clark, C., & Teravainen-Goff, A. (2018). Mental wellbeing, reading and writing: How children and young people's mental wellbeing is related to their reading and writing experiences. London: National Literacy Trust. ERIC Document Reproduction number ED593894. Available at <https://eric.ed.gov/?id=ED593894>.

“Since Accelerated Reader, I’ve noticed an improvement in my reading ability. I’ve tried different authors and new genres, and it’s made me want to read a wider variety of books.”

Year 7 Pupil
Holyrood RC Secondary School,
Scotland



“Star Reading reports have allowed us to see where students are starting at the beginning of the year and where they’ll end up at the end, as well as continual assessment throughout. This has allowed us to gauge, along with the classroom teaching, which students are progressing well and which need additional support.”

Learn more at: renlearn.co.uk/holyrood

*Part B: What Kids Are Reading

Section One: Books Kids Are Reading Most Often

Overall Picture

Total quizzes taken (= books read) was 23,660,983 as compared to 20,674,121 last year (14% more), much as last year. So, while 7% more children were participating, they were also quizzing on more books. As in previous years, boys were again slightly more likely to feature than girls (487,966 cf. 469,426; 178,468 gender unknown). Refer to Table 1 in the Appendix.

Last year, by far the largest number of quizzes overall were taken by Year 7 pupils in the first year of secondary school. This number is now 3,998,790 quizzes/books. However, **Year 7 has now been overtaken by pupils in Years 3 and 4**, who read 4,112,063 and 4,009,568 books respectively. Year 5 was also high at 3,695,443 books. Year 6 is now higher than Year 8 (about the same last year). **It seems as if much of the increase in pupil numbers this year has come from primary schools, even more so than last year.**

Pupils steadily read more books each year in the first three years, reaching a peak in Year 3 at 37 books, as last year. 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 (but see below). **Pupils in primary schools consistently showed a much higher APC (76% to 79%) than pupils in secondary schools (70% to 73%) – they were reading books with greater comprehension.** In the first year of secondary school APC fell sharply and plateaued throughout the secondary school. This is a worse picture than in previous years.

The effectiveness with which pupils are taking quizzes again seems worrying: 23,660,983 were taken but only 19,278,489 passed (81%), much the same as last year. Pupils read a total of 273,222,676,446 words, considerably more than the 251,754,013,327 words reported last year (9% more), showing a smaller increase than last year. This is nonetheless impressive. The average total words read also rose from 238,115 last year to 240,599 this year (a smaller increase than in the previous year – 1%). Pupil numbers in Year 1 are smaller than other years but still amount to 14,692. However, in Years 10-13 numbers are even smaller, so some caution is needed in interpreting the figures.

We can now ask is what books do children in each year read most often overall, 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

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.

Year 1

As in the last seven years, in Year 1 Roderick Hunt performed impressively, with 17 of the 20 choices in the overall category (see Table 11 in the Appendix), one less than last year. *Village in the Snow* was the most popular books with both boys and girls. However, both Julia Donaldson and Michael Rosen strengthened their positions, with highly placed books for both boys and girls. Girls had slightly more varied choices, and read Julia Donaldson’s *Tara’s Party* and Eileen Browne’s *Handa’s Surprise* more than boys.

Concerning difficulty (ATOS), boys stayed the same as last year (1.6), whereas girls rose slightly to 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 (0.90), just as last year. The APC was high even on many books of high readability for this Year. Overall, these pupils were reading these books successfully, ahead of the recommendations of the software producers.

Year 2

In Year 2, *The Gruffalo* is again uniformly top for both boys and girls (as in the past five years), but now it is accompanied in very high places (for both boys and girls) by *The Gruffalo’s Child*. Donaldson’s other relatively new books have also risen in the list: *The Smartest Giant in Town* and *A Squash and a Squeeze*, while *Stick Man* and *Room on the Broom* are also present. Martin Waddell’s *Owl Babies*, Michael J. Rosen’s *We’re Going on a Bear Hunt*, Jill Murphy’s *Peace at Last*, and Francesca Simon’s *Don’t Be Horrid, Henry!* were also very popular with both boys and girls (as last year). Boys had eight Roderick Hunt books while girls only had four (see table 12).

ATOS was 2.3 for boys (higher than last year), and for girls it was higher at 2.5 (2.6 last year), so girls were less far ahead of boys. The increase for boys is to be welcomed. Thus, boys were reading on average well 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 0.90 (0.89 last year) while for girls it was 0.91 (as last year). Again, the APC was high even on some books of high readability for this Year.

Year 3

For Year 3, there was much agreement between boys and girls about the best four books: *The Magic Finger* (Dahl), *The Gruffalo* (Donaldson), *Don’t Be Horrid Henry* (Simon) and *The Twits* (Dahl), 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 had five books in the table (just as in previous years). Julia Donaldson has six books in the overall list, including *The Gruffalo’s Child*, *Room on a Broom* and *Stick Man*, *A Squash and a Squeeze* and *The Smartest Giant in Town*. Francesca Simon has four books in her *Horrid Henry* series (just as in previous years) (see table 13). There were few differences between boys and girls. The increase in numbers of pupils quizzing in this year does not seem to have brought about any change in preferences.

The difficulty level was high for both boys and girls at 3.2 (UK years 4.2), slightly higher than in previous years (3.1). Children were reading books over a year above their actual Year level. APC showed boys at 0.89 (as in previous years) and girls 0.90 (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. Below this, Jeff Kinney had ten *Diary of a Wimpy Kid* books (two more than previous years) and David Walliams had four (two less than last year) (see table 14).

In Year 4, boys had increased their difficulty level to 5.0 (4.8 last year) while girls had not (4.5, as last year). Boys were reading at two years above their chronological age and girls a year and a half above their chronological age. This marked gender difference is particularly striking. APC was similar for boys (0.90) and girls (0.91), satisfactorily high and the same as last year.

For the past five years Julia Donaldson and Axel Scheffler’s classic children’s book has topped the charts among girls and boys in Year 2



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 15). 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 5.0 for both boys and girls, a slight increase from previous years (equivalent to 6.0 in UK equivalents). Pupils were still reading almost a year above their chronological age. Boys (0.91) and girls (0.92) performed well in term of sustaining APC (both the same as last year). Both boys and girls had one book quizzing below the 85% criterion (as last year for boys; girls did not have any last year).

Year 6

In Year 6, Kinney and Walliams again top the chart with their new books. Walliams seems to be more popular with girls. Kinney (13 books – one up from last year) and Walliams (seven books, as last year, including another new book) dominate the chart. Boys and girls were still generally reading the same books (table 16).

Year 6 pupils show much the same average difficulty as last year, with boys increasing their ATOS scores to 5.2, while girls stayed the same at 5.0 (UK equivalent 6.2; 6.0). Boys (0.92) and girls (0.92) still have high average percent correct, with both boys the same and girls slightly lower than 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 at or very slightly above their chronological age. This is the last year at which pupils are reading at or above their natural age level.

R.J. Palacio's *Wonder* is particularly popular among both boys and girls in Year 7



Year 7

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

Again, there is a tendency for boys to prefer Kinney (boys 13, girls 6) while girls prefer Walliams (boys 5, girls 8). *Gangsta Granny* by David Walliams is the top book overall (as last year). R. J. Palacio's *Wonder* has arrived for both boys and girls. Dahl has one (as last year) (table 17). J. K. Rowling has returned as a presence for girls (two books).

Average APC has reduced for both boys and girls, to 0.88 and 0.87 respectively, and this is becoming less satisfactory (0.89 for boys and for girls 0.89 last year). The difficulty of books has increased a little, especially for boys, to 5.2 (5.1 for girls) (6.2, 6.1 in UK terms, but still suggesting these pupils were reading at almost a year below their chronological age. Three books for boys and two for girls had an APC of less than 85% (two each last year).

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. Boys have Jeff Kinney books in the first 13 places (compared to 12 last year), while David Walliams is down to two (table 18). Girls show more variation, with seven Walliams books (nine last year); J. K. Rowling also reappearing with two books. R. J. Palacio's *Wonder* appears in a high place for girls.

For average ATOS, the overall figure was 5.3 for boys (5.2 last year, UK equivalent 6.2) and 5.1 for girls (5.0 last year), so some small signs of improvement. Pupils were reading almost two years below their chronological ages. Overall APC was 0.87 for boys and 0.86 for girls (down from .088 for both last year). Girls had five books below the 85% criterion (four last year), boys had two (three last year).

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 (as last year, being second in the list for both). Beyond this, Jeff Kinney books remain the preoccupation of boys (with the interesting exception of Orwell's *Animal Farm*). Jeff Kinney has ten books in the boys' list (two less than last year), but none in the girls' list. David Walliams has two in the boys' and three in the girls' list (as last year). John Boyne's *The Boy in the Striped Pyjamas* appears. J. K. Rowling has returned for both boys and girls (although more so for girls). *Romeo and Juliet* by Andrew Matthews is a new entrant for both boys and girls. *The Hate U Give* by Angie Thomas and *To All the Boys I've Loved Before* by Jenny Han are new entrants for girls (table 19).

On average overall, these pupils were reading at least three years below their chronological age. ATOS was 5.3 for boys (a slight increase from 5.2 last year) and 5.2 for girls (as last year). APC was 0.87 for boys and girls, a slight decrease for both (0.88 last year). Boys had five books which did not meet the 85% criterion (three last year), while girls had six books (three last year).

*School Spotlight

Plumcroft

“Renaissance’s literacy tools have completely transformed the environment at our school, and we have successfully made reading an integral part of the school’s ethos.”

**Richard Slade, Headteacher
Plumcroft Primary School, London**



Plumcroft Primary School in Greenwich has around 830 pupils, and trust the Complete Literacy Solution including of Star Assessments, Accelerated Reader and myON, to achieve their literacy goals.

“With the integration of Renaissance products we have successfully created a culture of reading for pleasure at Plumcroft Primary School. Students are reading books that are appropriately challenging for them and have access to an extensive amount of choice across both physical and digital platforms.

Learn more at:
renlearn.co.uk/plumcroft

Section Two: Popularity of Authors

Overall Popularity of Authors

Considering those authors mentioned more than once in the Overall top 20 in each year group, we find they aggregate as follows (see Table 20 in the Appendix). Overall, there is very little change in the list of top authors overall, and the authors stay in the same positions. Kinney has increased somewhat, while Walliams has declined somewhat. Roderick Hunt is at number three, almost the same as last year at 23 mentions, but of course his books are all for young children. Roald Dahl is at number four, although his mentions are down again to 16 from 17 last year. Julia Donaldson stays at number five, and her mentions now total 14 (one up from last year). Francesca Simon stays at number six, with the same number of mentions (5). R. J. Palacio sustains her recent arrival. J. K. Rowling 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. There were no new entrants this year.

The Primary table of Most Popular Authors (see Table 21 in the Appendix) is headed by Jeff Kinney, followed by David Walliams and Roderick Hunt. Roderick Hunt, Julia Donaldson, Francesca Simon, Judith Kerr, Michael Rosen, Dr. Seuss and Martin Waddell are all purely primary authors, while Jeff Kinney, David Walliams and Roald Dahl are both primary and secondary.

The Secondary table of Most Popular Authors (see Table 22 in the Appendix) is again headed by Jeff Kinney, followed by David Walliams and then Roald Dahl. Secondary only popular authors include R. J. Palacio, John Boyne, Suzanne Collins, J. K. Rowling, John Steinbeck, Mark Haddon, Andrew Mathews, George Orwell and J. B. Priestley.

Key	
15	Total number of mentions
+1	More mentions than last year
=	Same number of mentions as last year
-1	Less mentions than last year

Popularity of Authors

+6 64		Jeff Kinney Books including: <i>Diary of a Wimpy Kid:</i> <i>The Getaway</i>
-4 31		David Walliams Books including: <i>Gangsta Granny,</i> <i>Bad Dad</i>
-1 23		Roderick Hunt Books including: <i>Village in the Snow,</i> <i>Castle Adventure</i>
-1 16		Roald Dahl Books including: <i>The Magic Finger,</i> <i>The Twits</i>
+1 14		Julia Donaldson Books including: <i>The Gruffalo,</i> <i>The Gruffalo's Child</i>
= 5		Francesca Simon Books including: <i>Don't Be Horrid, Henry!</i>
-1 4		R. J. Palacio Books including: <i>Wonder</i>

Section Three: Highest New Entrants

Highest New Entrants by Year

In these tables we include data for Years 1-2 and Years 9-11. The books featured here include a large number of new books just published, but they may also include books which appeared some time ago but never made it into our lists until now.

Year 1

The list includes only one book by Phil Roxbee Cox (table 23 in the Appendix), in contrast to the nine last year, but that one is in top position. Interestingly, Julia Donaldson appears with two new books. Others authors featuring more than once are Sally Brash and Russell Punter.

Average ATOS was 1.9, an increase on last year. Thus, difficulty of these books was almost two years above the chronological age of the pupils. One of them was not read to the 85% accuracy criterion (better than last year). Average APC was 0.92, again an increase over last year. Thus, these pupils were reading more difficult books but also making fewer comprehension mistakes on the associated quiz.

Year 2

This year also has an unfamiliar look to it (table 24). Julia Donaldson has three new books including the top one. Two new David Walliams books are not far behind.

Average ATOS was 2.7 (much lower than last year) and average APC was 0.90 (higher than last year, as might be expected with easier books. Nonetheless, the difficulty of these books was about a year and a half above their chronological age. Two of the books were not read to the 85% accuracy criterion – better than last year, again as might be expected with easier books.

Year 3

David Walliams takes the top two places with his new books *Fing* and *The Ice Monster*. These are followed by three new books by Jeff Kinney. Julia Donaldson has three, while Dav Pilkey and Francesca Simon have two (table 25).

Average ATOS was 3.5, much as last year but now well above Year 2. These pupils were reading at a year and a half above their chronological age. However, APC had risen from last year, to 0.89. Only one book did not reach the 85% criterion, much better than last year.

Year 4

Kinney and Walliams maintain their position at the top of this year with new books (Kinney has three and Walliams two). Dav Pilkey, Jim Smith and Julia Donaldson all have two new books in the list (table 26).

Average ATOS was 4.2, higher than last year. Nonetheless APC had stayed high at 0.90. These pupils were reading at over a year above their chronological age. Two books were below the 85% criterion.

Year 5

Yet again, the new books from Walliams and Kinney were top (Kinney had three and Walliams two, as before). Dav Pilkey and Jim Smith had two each (table 27).

Average ATOS was 4.4, much as last year and only a little above Year 4. So, these children were reading books at a level of difficulty less than six months above their chronological age. APC was 0.91, very similar to last year. Two books were below the 85% criterion, worse than last year.

Year 6

Yet again, the new books from Walliams and Kinney were top (Kinney three, Walliams two). Jacqueline Wilson and Jim Smith had two books each (table 28).

The average ATOS was 4.6, much as last year, indicating these children were reading almost six months below their chronological age. APC was again 0.93 (as last year), a high level of accuracy but on these relatively easy books. Nonetheless, one book fell below the 85% criterion.



David Walliams is the biggest selling children's author to have started writing since the year 2000. His books have been translated into over 53 languages, and he's sold over 35 million worldwide!

Year 7

Yet again, the new books from Walliams and Kinney were top (Kinney had three books, Walliams two). Jacqueline Wilson had two books. Otherwise there was more variation in this list than in previous ones (table 29).

Average ATOS was 4.9, indicating some increase in difficulty from the previous year. Children were reading at about one year below their chronological age. APC was 0.91, similar to last year – high as one might expect with relatively easy books. However, two books fell below the 85% criterion.

Year 8

Yet again, the new books from Walliams and Kinney were top (Kinney three, Walliams two). Again, Jacqueline Wilson had two books. Otherwise, again there was variation in this list (table 30).

Average ATOS was 4.8, actually slightly less than Year 7 and similar to 2019, but of course the children were one year older. Thus, they were reading at over two years behind their chronological age. Alarming, APC was 0.91, a considerable fall from 2019, and three books fell below the 85% criterion, a marked increase from 2019.














One non-fiction book appears here (*Lukaku: From the Playground to the Pitch* by Matt Oldfield), but mysteriously is not in the non-fiction list (it must have been mis-classified).

Year 9-11

Yet again, the new books from Walliams and Kinney were top (Kinney three books, Walliams two). Jacqueline Wilson again had two new books. Otherwise, no author had more than one book in the list, indicating even more variation (Table 31).

Average ATOS was 4.9, slightly higher than last year, indicating these children were reading at a level of difficulty over three years below their chronological age. APC was 0.92, less than last year. One book fell below the 85% criterion.

Most Popular New Entrants . . .

1	Jeff Kinney	
2	David Walliams	
3	Jacqueline Wilson	
=	Julia Donaldson	
4	Dav Pilkey	
5	Francesca Simon	
6	Liz Pichon	
7	Rachel Renee Russell	
=	Jim Smith	
8	David Baddiel	
=	Andy Griffiths	
9	Sophie Anderson	
=	Onjali Q. Rauf	

*School Spotlight

Mission Grove

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 (see below). However, below this there was more variation, with Jacqueline Wilson, Dav Pilkey, Jim Smith, Julia Donaldson, Francesca Simon, Julia Donaldson, Sally Brash and Russell Hunter being 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 32 in the Appendix: Most Popular High Entrants 2020.

The difficulty of the new books was in each year similar to that of the established lists. Thus, in general reading new books does not lead to an increase in difficulty. 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.

Two other features are of note. Books by Walliams and Kinney are read by very young children, when their difficulty presents a real challenge. Unfortunately, they continue to be read up until very advanced ages, when their difficulty is no longer at all appropriate. Secondly, there is little correlation between a book's difficulty and the comprehension with which it is read. Hard books are often read with high levels of comprehension at all ages.

“As a teacher, it’s definitely reduced my workload. It takes around 20 minutes to do a Star test!”

**Rhianne Stevens, Y2 Teacher
Mission Grove School, London**

Mission Grove School is a primary school in Walthamstow Forest, London: they implemented Star Reading in 2017.

“It takes 20 minutes to do a Star test, so within a morning the whole class can be assessed. The data is all within one place. I could just click a couple of times and pull up the report for individual children and what their weaknesses and their strengths are, or look at the whole class or specific groups of children.

It’s had a massive impact, not just from us changing the way that we deliver our curriculum, but how we run our school day.”



Watch the video at:
renlearn.co.uk/mission-grove

Section Four: Books High-Achieving Kids Read Most Often

Books High-Achieving Kids Read Most Often By Year

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. 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

As in previous years this list was dominated by Roald Dahl, with Dahl holding the first seven positions and having a further book in the list. David Walliams and Jeff Kinney with five books each share most of the remaining space, just as last year (table 33).

The quiz results show that these young children manage to read these books with high comprehension. The average ATOS difficulty was 4.5, similar to last year. Pupils were reading two and a half years above their chronological age. Nonetheless, the Average Percent Correct was 0.92 for all books, the same as last year. One book was below the 85% criterion.

Year 4

Kinney sustains his position as the most dominant author, having 12 books, one more than last year. Walliams has five books (seven last year). Dahl has two books, as last year. J. K. Rowling has returned (table 34).

The average ATOS difficulty equivalent was 5.2, slightly higher than last year. These pupils were reading more than two years above their chronological age. APC was 0.93, similar to last year. One book was below the 85% criterion.

Year 5

Jeff Kinney has 13 books in the list (an increase from 12 last year), and dominates the first ten places in the list. David Walliams has four (a decline from six last year, and these are in lower positions also). 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 three books (an increase from two last year), and as these books are of high difficulty this is to be welcomed (table 35).

The average ATOS difficulty equivalent is 5.4, slightly higher than last year (UK years 6.4), 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 0.93 (similar to last year).

Year 6

The list continues to be dominated by Kinney and Walliams, their new books occupying the first two places. Kinney is especially dominant (with 11 mentions in the list). Walliams has declined to two books (from five last year). J. K. Rowling has five mentions, one more than last year (table 36).

In Year 6 we see only a little increase in difficulty; the pupils in this year are reading at only the ATOS 5.6 level, similar to last year. This is six months above their chronological age. APC remains high at 0.93 (similar to last year), no book falling below the 85% criterion.

Year 7

R. J. Palacio's *Wonder* tops the list, and is growing in popularity. Walliams has reduced to three books (five last year). Jeff Kinney has eleven books in the list, two more than last year. Rowling is still a considerable force, with four books in the top 20 (as last year) (table 37).

The average ATOS has increased slightly from last year to 5.5, but still 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 0.90 (slightly decreased from last year), declining but still satisfactorily high. Three books fell below the 85% criterion, a sharp increase.

Year 8

Suzanne Collins retains the number one position, with one other book in the list (as last year). Kinney has six books, one more than last year. Walliams has two books. J. K. Rowling has five books, one more than last year. R. J. Palacio's *Wonder* is sustaining its position at number six (table 38).

The difficulty of books read was 5.5, 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 further from the previous year to 0.89. Three books had an APC below 85%, a sharp increase from the previous year.

Year 9

Of Mice and Men remained top, but its readability is quite low. At number two is a J. B. Priestley book, with a little higher readability. Suzanne Collins comes next (with a further book in the list), followed by Orwell's *Animal Farm*, with notably high readability. J. K. Rowling sustains her resurgence with five books, one less than last year. Of interest is Jenny Han's *To All the Boys I've Loved Before*, which has shot into this list from complete obscurity. R. J. Palacio's *Wonder* is also in the table (table 39).

In Year 9, ATOS has reduced from last year at 5.6 (UK 6.6). Pupils were reading two and a half years below their chronological age, when their ability was to read two years above it. APC average was 0.91 (slightly up from last year), and one book was below the 85% criterion.

Summary

Jeff Kinney easily tops the books read by high achieving readers list with 58 mentions, an increase on last year. J. K. Rowling is now in second place, with 23 mentions, three more than last year. David Walliams is now in third place with 17 mentions, a sharp decline from last year. Fourth is Roald Dahl with 14 mentions, a considerable increase from 10 last year. Collins comes next with four mentions – the same as last year. R. J. Palacio has three mentions.

The difficulty of books has stayed much the same as last year, with perhaps some slight improvement. 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



Jeff Kinney

Books including:
Diary of a Wimpy Kid
The Getaway



J. K. Rowling

Books including:
Harry Potter and the Chamber of Secrets



David Walliams

Books including:
Gangsta Granny,
Bad Dad

Key:

15 Total number of mentions



More mentions than last year



Less mentions than last year

Section Five: Books Struggling Readers Read Most Often

Books Struggling Readers Read Most Often By Year

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. As in the previous year, 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

The table is dominated by Simon, Dahl and Donaldson. Francesca Simon had nine books in this list. While Julia Donaldson and Roald Dahl had four. Many of these books were also chosen by readers of average ability at a lower age level (table 40).

Average APC was 0.85 (the same as last year). ATOS difficulty averaged 3.2, sustaining the rise from the previous year. Seven books did not reach the 85% criterion, just the same as the previous 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

This list is dominated by Kinney, Dahl and Walliams. In Year 6 Jeff Kinney had ten books (one more than last year), and was the dominant force. Roald Dahl had four books (five last year). David Walliams had three books (four last year). This pattern reflects the choices of younger children with better reading ability (table 41).

Average APC was 0.87 (the same as last year). Three books fell below the 85% criterion (one less than last year). ATOS difficulty level averaged 4.7 (U.K. 5.7), the same as 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. The list is dominated by Kinney, Walliams and Dahl. Jeff Kinney again did well with ten books (nine last year). Walliams was next with five books (as last year). Roald Dahl had three books (as last year) (table 42).

The average difficulty was ATOS 5.0 (UK 6.0), a further very large increase from last year. This suggests these pupils were reading at a level one year below their chronological age, which is a little higher than 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 0.83, slightly lower than last year. Nine books were under the 85% criterion (compared to six last year). It seems that reading harder books has had an effect on quality of understanding.

Year 8

This list is again dominated by Kinney, with Walliams and Dahl some way behind. Jeff Kinney had eleven books, the same as last year, but not quite in such strong positions as last year. David Walliams had four books (one fewer 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 43).

Difficulty has been sustained at 5.1 (UK 6.1), as last year. Thus, these pupils were reading two years behind their chronological age, which is more or less what one might expect. However, this was at something of a cost – APC was only 0.84 (as last year) - below the 85% criterion level, if only just. Eight books did not reach the 85% criterion (as 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.

Year 9

This list is again dominated by Kinney, with Walliams and Dahl some way behind.

Jeff Kinney had eight books (whereas he had 11 last year – an interesting decline). David Walliams had three books (five last year). Roald Dahl has two books (as last year). There was a little more variation in this list than in previous years, however. Many of these books appear for average readers at a lower age level (table 44).

Difficulty averaged 5.0 (UK 6.0), slightly less than last year. Pupils were reading three years below their actual age, which was one year further behind what might have been expected. APC was 0.84, slightly lower than last year. Eight books were below the 85% criterion (two more than last year).

Summary

In Years 5 and 7 these children were reading only a year behind their chronological age, and in Year 6 it was only three months behind their chronological age. This suggests they were reading books at quite a high level of difficulty. However, APC was very low (as low as 0.83), although in Year 6 when they were reading the hardest books APC was also the highest (0.85). Many books were not read to the 85% criterion. However, beyond this in Years 8 and 9, books read were much less difficult in relation to chronological age, but the APC was still low (0.84). So, accuracy of reading did not appear to be directly related to book difficulty.

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 relationship between book difficulty and APC is not a straightforward one”

Section Six: Most Read Non-Fiction Books

Most Read Non-fiction Books By Year

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 by Michael Morpurgo. Claire Llewellyn, Mick Gowar and Chloe Rhodes had two books each, as last year. 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 45).

ATOS was 2.7 (UK 3.7), slightly decreased from last year, indicating these pupils were reading books almost a year above their chronological age. The average APC was 0.87 (also slightly increased from last year). Four books were below the 85% criterion, an increase on last year.

Year 4

Mick Gowar and Chloe Rhodes had two books in this list, as did relative newcomer Alison Blank. Otherwise all authors were different. The emphasis on nature themes has declined a little from the previous year. There is little sense of book titles being likely to be favoured by boys or girls (table 46).

Difficulty was 3.4 (UK 4.4), slightly higher than last year, indicating that the difficulty of these books was slightly above with the pupils' natural reading ability. Average APC was 0.88, the same as last year. This year two of these books were below the 85% criterion, one more than last year.

Year 5

Roald Dahl again topped the list with *Boy: Tales of Childhood*. This book has high readability but was read with high comprehension. Mick Gowar had two books, but all the rest were by different authors (table 47). Matt Oldfield appeared out of the blue with one of his football books.

Average ATOS was markedly increased to 4.3 (UK 5.3), so these pupils were reading books just a little above their natural ability. Average APC was 0.87 (slightly down from last year). However, four of these books were below the 85% criterion, as compared to two last year. 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. Matt Oldfield had three football books and Tom Oldfield had another – all new to the list. Mick Gowar had two and Jane Penrose two. Topics were very mixed (table 48).

ATOS showed a further rise to 5.5 (UK equivalent 6.5). Thus, pupils were reading six months above their age level. Average APC was 0.86 (slightly less than last year). Four books were below the 85% criterion, one less than last year.

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 five books by Roy Apps on male sporting heroes (the same as last year) – although he does now have one book on Jessica Ennis. Apps is now joined by the Oldfields with their football books – Matt with three books and Tom with one. Anne Rooney has three books, offering some light relief from football. **Twelve of these books have a male-oriented theme – strong evidence of a male preference. Only two have evidence of likely female preference. Why should this become so prominent so immediately after transfer to secondary school?** (see table 49).

The average ATOS was 4.2 (UK 5.2) (slightly up from last year) - indicating pupils were reading almost two years below their natural ability. Six books were below the 85% criterion (compared to two last year). APC was 0.87 (slightly down 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. Beyond this the Oldfields' books on football were the most popular – three for Matt and two for Tom. Roy Apps had three books (many fewer than last year, as he is being squeezed by the Oldfields). Jonny Zucker had three books. Even more of these books (14) seem male-oriented (as last year) (table 50).

ATOS was 4.8 (UK 5.8) (higher than 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. APC was at 0.86 (slightly lower than last year). Six books fell below the 85% criterion, much worse than the previous year.

Years 9-11

The newly arrived Oldfields had five books (Matt had three, Tom two). Jonny Zucker had four books – one fewer than last year), including the top book. Roy Apps had two books (three last year). Danny Pearson had two. Thirteen of these books had a male-oriented theme, up from nine last year (table 51).

Average ATOS was 5.0 (UK 6.0), slightly up from last year. These pupils were reading at three years below their ability. Average APC was 0.85, considerably reduced from last year. Eleven books were below the 85% criterion, compared to four last year.

Summary

Years 3 to 6 were reading at a level of difficulty from a few months to a year above their chronological age, and with adequate comprehension (although several books were not read to the 85% criterion). In Year 7 (secondary level) everything changed. Instead of reading six months above their chronological age level as in Year 6, pupils were now reading two years behind their chronological age with more books not read to the 85% criterion. Year 8 echoed this. There was strong evidence of a male-oriented sports theme, but few countervailing books for girls. In Year 9 the male theme continued and difficulty of books read 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 even higher (11) – it seemed that non-fiction books were not read or understood as carefully as the fiction books.





Section Seven: Voting for Favourite Books

Favourite Books by Year

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.

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 1

Numbers of pupils responding in this Year are low, so the findings are scattered and results may not be reliable. Only one of these books was in this list last year. Five of them were newly published and the rest had shot in from very distant positions. The top book was *A Very Strange Creature* by Ronda Armitage. There was a brief appearance of Roderick Hunt, but only with two books. Most of these books are a wonderful celebration of novelty and child initiative. 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 52).

Average ATOS was 1.4 (UK equivalent 2.4), a further small decline from last year, 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 0.92 (increased from last year). One book fell below the 85% criterion, compared to two last year. So overall the answer is "yes".

Year 2

Year 2 numbers responding were again quite low, so results again should not be taken as reliable. Daisy Meadows had three books and was top of the list. J. K. Rowling, David Walliams and Dav Pilkey all had two books. Many of the rest had suddenly appeared in this list, emerging from relative obscurity. Only two were in this list last year. The authors were again very diverse (table 53). The appearance of an Enid Blyton book is interesting (and this is repeated later – see below).

The average ATOS rating was 3.9 (UK 4.9), a major reduction in difficulty from last year. However, these children were reading books almost three years above their chronological age. Average APC was 0.90 (slightly increased from last year, although given the reduction in difficulty one might have expected it to be larger). Four books fell below the 85% criterion (compared to five last year).

Year 3

This Year the numbers are larger and the data considerably more reliable. J. K. Rowling had four highly placed books in the list, including the top book, but this was a slipping back from last year. Cressida Cowell had three books (table 54). Otherwise the authors were quite various.

The average ATOS rating was 5.6, sustaining last year's figure (UK Years 6.6). These books were three and a half years harder than the chronological age of the pupils. Average APC was 0.91, actually slightly increased from last year. No book fell below the 85% criterion (as last year).

Year 4

This list was dominated by Rowling and Riordan. J. K. Rowling again had a big presence with seven highly placed (as last year). Rick Riordan had five books (one fewer than last year). Seven of the books were new to the list (table 55).

The average ATOS rating was 5.7, the same as last year (UK Years 6.7). These pupils were reading almost three years above their chronological age. Average APC was 0.91 (slightly lower than last year). No book fell below the 85% criterion, as last year.

Year 5

J. K. Rowling takes the first three places in this list, a resurgence for her. Rick Riordan had seven books, although this is two fewer than last year. Chris Colfer had three (one more than last year). Erin Hunter had two (table 56). Only six 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. Average APC was 0.94 (as last year). No book fell below the 85% criterion (as last year).

Year 6

Chris Colfer is top of the list. Stephenie Meyer has three books (a considerable achievement for a relative newcomer to these lists). Christopher Paolini, Ransom Riggs and Soman Chainani had two books each. Tolkien made an interesting appearance with a relatively high readability book. Rick Riordan had disappeared (table 57).

The average ATOS rating was 5.8, a further increase from last year (UK Years 6.8). These pupils were reading almost a year above their actual age. Average APC was 0.94, the same as last year. No book fell below the 85% criterion (as last year).

Year 7

This list was dominated by Erin Hunter, who had nine books in it. Rick Riordan had two (including the two top books), Christopher Paolini had two (less than last year) and Derek Landy had two (table 58). Sarah Maas had disappeared. Only seven books had appeared in the list in the previous year.

The average ATOS rating was 5.9, a decrease from last year (UK Years 6.9). 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 0.92 (slightly less than last year) and no book fell below the 85% criterion (as last year).

Favourite books

Yr 1

A Very Strange Creature

Ronda Armitage



Yr 2

Tess the Sea Turtle Fairy

Daisy Meadows



Yr 3

Harry Potter and the Philosopher's Stone

J. K. Rowling



Yr 4

The Land of Stories: A Grimm Warning

Chris Colfer



Yr 5

Harry Potter and the Prisoner of Azkaban

J. K. Rowling



Yr 6

The Land of Stories: A Grimm Warning

Chris Colfer



Yr 7

The Blood of Olympus

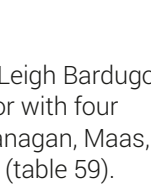
Rick Riordan



Yr 8

Crooked Kingdom

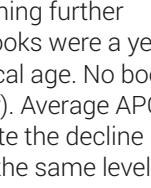
Leigh Bardugo



Yrs 9-11

Ready Player One

Ernest Cline



Year 8

The top book was *Crooked Kingdom* by Leigh Bardugo. Erin Hunter was again the leading author with four books, a considerable improvement. Flanagan, Maas, Matharu and Riordan all had two books (table 59).

The average ATOS rating was 5.6 (declining further from last year) (UK Years 6.6). These books were a year and a half less difficult than chronological age. No book fell below the 85% criterion (as last year). Average APC was 0.94 (the same as last year). Despite the decline in difficulty books were still being read at the same level of comprehension.

Years 9-11

Top of the list was Ernest Cline with *Ready Player One*. However, the list was dominated by Sarah J Mass with eight books (one more than last year) and Cassandra Clare with six books (a major improvement from last year). *A Game of Thrones* by George R. R. Martin made an appearance (table 60).

None of these books was below the 85% criterion (as last year) and the average APC was 0.94 (as last year). The average ATOS rating was 5.7, a decrease on last year (UK Years 6.7), and only slightly above the difficulty recorded by Year 8 pupils. These books were over two and a half years easier than chronological age.

Summary

Overall Rick Riordan and Erin Hunter had most mentions (17), with J. K. Rowling coming third (18). Then comes Sarah J Maas with eleven books. After this come Colfer and Clare with six books each. Then Paolini with five books. Meyer, Riggs and Cowell come next with four books each. Then come Landy, Meadows and Walliams with three. Jacqueline Wilson has disappeared. Strikingly, Jeff Kinney does not appear, and David Walliams has only three 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".

In the primary years, children were 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 were reading favourite books at far above their chronological ability, but generally still maintaining a high rate of success in terms of high APC.

There was a marked difference in Year 7 (the year of secondary transfer). At this point the difficulty of favoured books was no longer well above chronological age, but at chronological age, and in ensuing years the difficulty of books declined sharply. In Year 8 books were 1.5 years behind chronological age and in Years 9-11 2.1 years behind. This is the same picture as last year. It seems that transfer to secondary school has a striking effect even on highly motivated readers. There is some good news, however, in that comprehension has stayed high.

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, the purpose of AR is not to offer relaxed reading as from a newspaper, but to accelerate pupils' growth in reading.

Favourite Books in Primary and Secondary Schools

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 61 and 62).

In Primary, J. K. Rowling is still in the top seven places with her difficult books, with a considerable increase in number of readings for the highest of them. Rachel Rene Russell is a new entrant at number eight with *Birthday Drama*. Suzanne Collins has experienced some increase in readings and comes in at number nine. Anthony Horowitz is still at number ten with *Point Blanc*, although his other book has disappeared. Jeff Kinney and David Walliams are not present.

In Secondary, Rick Riordan is in top spot with *The Blood of Olympus*. Alex Bell and Ernest Cline are in the next two spots, as last year (Cline to be welcomed as his book is of high readability - other authors are well below this, underlying how secondary pupils under-challenge themselves). The rest are all new entrants, except for Christopher Paolini's *Inheritance*. Riordan, Paolini and Hunter have two books each. While J. K. Rowling showed resurgence in the primary list, she has disappeared from the secondary list.

Most Popular Titles

Primary

- 1 **Harry Potter and the Prisoner of Azkaban**
J. K. Rowling
- 2 **Harry Potter and the Philosopher's Stone**
J. K. Rowling
- 3 **Harry Potter and the Goblet of Fire**
J. K. Rowling



Secondary

- 1 **The Blood of Olympus**
Rick Riordan
- 2 **Ready Player One**
Ernest Cline
- 3 **Frozen Charlotte**
Alex Bell



Section Eight: Regional Variation in Reading Habits

Regional Variation in Book Choices by Year

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 and the Republic of Ireland, where the numbers are high enough to give some confidence to the findings. From Year 2 all countries are included.

Year 1

In Year 1 in England Roderick Hunt was the main author with 18 books. This contrasted sharply with the Republic of Ireland, which showed much greater variety – only seven books by Roderick Hunt, two by Francesca Simon and two by Dav Pilkey (Table 63 In the Appendix).

Difficulty levels were high, suggesting English children were reading a year and a half above their chronological age (average ATOS 1.6), while Irish children were reading two years above their chronological age (average ATOS 2.1). Even more interesting, while comprehension in the UK was good (0.90), in Ireland it was exceptionally good (0.92), even on harder books. England had one book below the 85% criterion, while Ireland had two.

Year 2

The Gruffalo (Julia Donaldson) did well in all regions except Wales, unlike *The Gruffalo's Child*, which did well everywhere. England, Scotland and Northern Ireland were keen on Julia Donaldson, while Ireland tended to like Francesca Simon and Wales were more diverse (Table 64).

The level of difficulty of books was identical in England, Scotland and Ireland (2.5, UK equivalent 3.5), suggesting these children were reading a year and half above their chronological ages. Wales lagged behind (2.0), although even here children were reading a year above their chronological age. Northern Ireland appeared the lowest (1.3), although even this was slightly above chronological age, and as we shall see, Northern Ireland more than catches up later. Despite these differences in difficulty, levels of accurate comprehension (APC) were broadly similar in all regions.

Year 3

Roald Dahl's *The Magic Finger* did well in all five regions. A mix of Dahl and Julia Donaldson was common to England, Scotland and Northern Ireland. However, Wales still read a lot of Roderick Hunt books (of low readability), while Ireland had begun reading Jeff Kinney books (with a higher level of readability).

England and Scotland had similar average ATOS scores (3.2, UK equivalent 4.2, indicating these children were reading at over a year above their chronological age). However, Ireland had stormed away with an ATOS of 4.8 (UK equivalent 5.8), indicating Irish children were reading at almost three years ahead of their chronological age (and increased their comprehension accuracy as well). Northern Ireland was now slightly ahead of Wales, with both regions having children reading at about six months above chronological age. Other regions showed a slight decline in comprehension accuracy, but it was still holding up well (table 65).

Year 4

In England, Northern Ireland and Scotland, Roald Dahl dominated, followed by Kinney and Walliams. However, this was not true of Ireland, where Dahl was less prominent and Jeff Kinney and David Walliams were much more prominent. Wales showed greater diversity of book choice (table 66).

England, Scotland and Ireland were again similar in difficulty of books read (ATOS 4.8 – 5.1), indicating children reading at two years ahead of their chronological age. However, Northern Ireland still lagged behind (3.4) and Wales even further behind (3.1), both scores declining a little from last year. Quality of comprehension was highest in Ireland (0.93), followed by England and Scotland (0.90-0.91). Despite reading easier books, Northern Ireland and Wales also lagged behind on quality of comprehension (0.88-0.89).

Year 5

Ireland, England and Scotland read many books by Kinney and Walliams, while Northern Ireland and Wales still had more interest in Dahl. This was much as it was last year (table 67).

England, Scotland and Ireland now had the same level of difficulty (5.1, UK equivalent 6.1), indicating children were reading slightly over a year above their chronological age. Northern Ireland had now almost caught up at 4.9, while Wales still lagged behind at 3.9 (indicating Welsh children were reading at slightly below their chronological age). Wales also had the lowest level of quality of comprehension, although all were acceptable (0.91-0.92).

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 68).

Northern Ireland and even Wales had now caught up with the same level of difficulty as other regions (5.0-5.2, UK equivalent 6.1). However, this meant that in Year 6 all regions were reading books of a difficulty level only on a par with their chronological age. Comprehension quality was also similar across all regions (0.91-0.93).

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. Roald Dahl has now virtually disappeared. R. J. Palacio's book *Wonder* seemed popular in England, Scotland and the Republic of Ireland, while Northern Ireland continued to love the book *Under the Hawthorn Tree* by Marita Conlon-McKenna, although even this has been superseded in first place by Jeff Kinney (table 69).

Difficulty was much the same across all five regions (5.0 – 5.2, UK equivalent 6.1). This was about a year behind chronological age. Fortunately, Wales had sustained its catch-up on difficulty. Northern Ireland and the Republic of Ireland showed good levels on comprehension quality, but in other regions this was more disappointing. 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 70). R. J. Palacio's *Wonder* again did well. A couple of Dahl books reappeared and J. K. Rowling put in an appearance.

ATOS difficulty was again much the same across all five regions (5.0-5.2, UK equivalent 6.1). Thus, difficulty continued to plateau (as it had done since Year 6), meaning that as each chronological year passed, the children fell a further year behind in their reading. Comprehension quality was the same in all regions, but lower again at 0.87.

Years 9-11

Of Mice and Men by John Steinbeck was top in England, Scotland and Ireland. England also liked Orwell's *Animal Farm* and even Charles Dickens' *A Christmas Carol*. Jeff Kinney and David Walliams were still popular in all regions. J. K. Rowling made more of an appearance. Otherwise there was more variety in this chart than in previous Years (table 71).

England showed a slight rise in difficulty level, but other regions stayed on the plateau, meaning children were now reading at least three years behind their chronological age. In Wales, the difficulty level had decline to 4.5 (three and a half years behind). Despite the low levels of difficulty, comprehension quality had declined even further (0.85–0.87).

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.

Section Nine: myON and Other Countries

Top 20 Books Read with myON

myON is student-centred, personalised digital literacy platform that offers every student unlimited access to a library of digital books, a dictionary and writing tools. It works both alone and in conjunction with Star Reading (which of course can be administered multiply as it is item-banked) and Accelerated Reader to further personalise book choice. At the moment, students can access up to 5,600 enhanced digital texts, with audio support and other literacy tools. myON is available 24/7 online and offline, and so can support reading at home as well as school, or any other place the pupil happens to be.

myON was introduced in the UK in March 2019 and consequently the numbers of students yielding data overall is small at the moment. Consequently, we have not attempted to give details for each Year separately at this stage, or give separate lists for boys and girls. However, in editions of this guide in future years, we expect to be able to do this.

In Table 72 in the Appendix, it is clear that the top titles are quite different from those in the regular lists, and those in the Favourite lists. Some authors appear frequently, so there are three books by Thomas Kingsley Troupe and two by each of Emma Carlson Berne (including the top one), Mary Colson, Kate McMullen and J. A. Darke. None of these authors appear in the regular lists. Partially this is due to the much smaller number of titles available on myON at the moment, but it may be that reading digitally encourages children to read completely new books and authors.

The average ATOS is 3.8, compared to the UK average for all years of 3.6, so there is some initial evidence that reading digitally has the effect of raising the challenge level for children, which is something we have been trying to do for a long time, especially in the case of secondary aged children.



AR in Countries Other Than the UK and USA

A: In Countries Where English is the First Language

This sub-section will investigate patterns of reading in Australia and Canada. It will do this by examining the overall top 20 books in the Year or Grade groupings K-2, 3-5, 6-8, and 9-12. First Australia will be examined, and then Canada.

Australia

Overall, Australia had 46,687 pupils in 267 schools.

In Australia, the K-2 group shows some similarities to books read in the UK, but books by Dr Seuss are much more frequent and authors not read that much in the UK are Sally Rippin and Nick Bland, and to a lesser extent Pamela Allen, P. D. Eastman, Mem Fox, , Jackie French and Aaron Blabey (see Table 73 in the Appendix). There is no sign of Roderick Hunt.

Average ATOS was 2.2 (cf. the UK at 3.0) and Average APC was .90 (cf. the UK at 0.91). Thus, Australian K-2 pupils were reading at a level of difficulty well below the UK, while having a similar level of comprehension quality on these easier books.

The Year 3-5 group in Australia read many books by Jeff Kinney and relatively few by Roald Dahl (Table 74). Books by Andy Griffiths were read much more frequently in Australia. There are several books by Anh Do in this list which do not appear in the UK.

Average ATOS was 4.5 (cf. the UK at 5.3), while Average APC was 0.92 (cf. the UK at 0.91). Thus, in this year grouping also, pupils in Australia were reading at a lower level of difficulty than the UK, while having the same level of comprehension quality on these easier books.

In year group 6-8 in Australia, Jeff Kinney was by far the most popular author. R. J. Palacio's *Wonder* and Louis Sachar's *Holes* did well here, as in the UK (Table 75). J. K. Rowling made three appearances, but Roald Dahl only one. Andy Griffiths was again more popular in Australia than in the UK. David Walliams did not appear, as he does in the UK.

Average ATOS was 5.3 (compared to the UK 5.8) and Average APC was .89 (as in the UK). Thus, the UK was still reading harder books than Australia (although the gap was narrowing), and Australia was not reading these easier books at any higher level of comprehension than the UK.

Jeff Kinney still appeared in the top books for 9-12 years in Australia, together with Suzanne Collins *Hunger Games* books (Table 76). As in the UK, R. J. Palacio, J. K. Rowling, John Boyne, James Dashner and John Green also appeared. However, there were also authors here relatively unfamiliar in the UK: Zana Fraillon, Andy Mulligan, Robert Newton, Steven Herrick, Joeming Dunn and Shaun Tan. Edgar Allen Poe also made a surprise high appearance with *The Tell-Tale Heart*.

Average ATOS was 5.3 (the same as the UK) and Average APC was 0.88 (almost the same as the UK).

Summary

Overall, Australia seemed to have much lower difficulty than the UK in the elementary school years, but in high school began to catch up and eventually did. Despite this, Australian pupils did not seem to read with any better level of comprehension accuracy.

Canada

Overall Canada had data from 40,397 students in 152 schools.

Years K-2 in Canada are completely unlike the UK, with only one Dr Seuss book showing any commonality (Table 77). Tedd Arnold had nine books in this list. Mo Willems had five books and James Dean had three, including the number one.

Average ATOS was 1.3 (cf. the UK 3.0) and Average APC was 0.93 (cf. the UK 0.91). Thus, Canadian K-2 pupils were reading much easier books than UK students, but managing a slightly higher level of comprehension on these much easier books.

For the Years 3-5 age group in Canada, the top 20 list is dominated by Jeff Kinney, with Dav Pilkey coming second with six books including the number one (Table 78). In the UK, Dav Pilkey is highly regarded in the favourite books list (ratings of books after they have been read), but does not feature that much in the regular lists. Raina Telgemeier also appears; not common in UK lists.

Average ATOS was 4.4 (cf. the UK 5.3) and Average APC was 0.91 (the same as in the UK). Thus, Canadian pupils were reading much easier books than pupils in the UK, while only maintaining the same comprehension quality on them.

Table 79 for Years 6-8 is again dominated by Jeff Kinney (who had 10 books). R. J. Palacio again does well, and J. K. Rowling had two books in the list. Rick Riordan appears, who does well in the favourites list in the UK but less well in the regular lists. Names which will be less familiar in the UK are S. E. Hinton, Deborah Ellis, Gary Paulsen, Lois Lowry and Rodman Philbrick.

Average ATOS was 5.4 (cf. the UK 5.8) and Average APC was 0.90 (cf. the UK 0.89). Thus, Canadian pupils were still reading easier books than pupils in the UK (although they were catching up), but not showing any higher quality of comprehension on these easier books.

In Canada for Years 9-12, J. K. Rowling has five books (see Table 80), but surprisingly William Shakespeare has two books of difficulty even exceeding J. K. Rowling (not at all like the UK, where Shakespeare might be considered to be more at home). Jenny Han has the top book (also liked in the UK) and also another one. *To Kill a Mockingbird* appears, as it does in the UK. Other names familiar to the UK are Suzanne Collins, Veronica Roth, Angie Thomas, R.J. Palacio and James Dashner. Names unfamiliar to the UK are Ben Mikaelson, Elie Wiesel, Laurie Halse Anderson and Judy Fong Bates. Ray Bradbury's *Fahrenheit 451* appears (also not in the top 20 in the UK).

Average ATOS was 5.8 (cf. the UK, where Years 6-8 had an average ATOS of 5.8 but Years 9-12 had an ATOS of only 5.3) and Average APC was .89 (the UK was again lower at .87). Thus, despite the UK's superiority in the lower years, at Years 9-12 Canadian pupils were reading harder books at a slightly higher level of comprehension accuracy. The presence of two very hard books by Shakespeare had certainly boosted the ATOS here.

Summary

In Year groups K-2, 3-5 and 6-8 Canadian pupils were similar to Australian pupils, reading easier books than UK pupils but at much the same comprehension quality levels. However, in Years 9-12 this changed, and Canadian pupils were reading harder books than pupils in the UK yet at higher levels of comprehension quality. This perhaps suggests that while in the UK it seems that only weaker readers are still engaged with AR, in Canada pupils with all levels of reading ability are still engaged with AR.

B: In Countries Where English is Not the First Language

For countries where English is not the first language, pupils are reading books in English in order to develop their English reading skills as a second or additional language. This clearly is not the same as for children in countries where English is spoken as the first language (like Australia and Canada), so it is much more difficult to make sensible comparisons. However, for comparison purposes, in the UK, data was available on 1,135,860 pupils in 5,339 schools with an average ATOS of 3.6 and an average APC of 0.75. In these other countries, numbers of pupil are quite low at the moment, so all year/grade groups have been combined. In the future we are more likely to be able to disentangle the Years/Grades.

China

In China data were available on 3,224 pupils. The average ATOS was 3.6 (similar to the UK) and the average APC was 0.71 (lower than the UK) (Table 81 in the Appendix).

ESL pupils in China read much the same books as pupils in the UK, but with different priorities among them. Roald Dahl does best with ten books. However, Kinney does not dominate to the same extent and David Walliams is nowhere to be found. Among the hard books, J. K. Rowling has three books in the list. Among the easy books, Hunt and Waddell feature, but only once. The oddity is Alan MacDonald with one book.

Egypt

In Egypt data were available on 4,483 pupils (Table 82). The average ATOS was 3.9 (higher than the UK) but the average APC was 0.67 (much lower than the UK). This suggests these pupils were tending to read books that were too hard for them.

Egypt showed much more variation in difficulty than the UK, from easy Roderick Hunt books (of which there are seven) through to the difficult *The Lady, or the Tiger?* by Frank Stockton, which does not appear in the UK. Other difficult books which do not appear in the UK are *Tobermory* by Saki, *The Ransom of Red Chief* by O. Henry and *The Monkey's Paw* by W. W. Jacobs. H. G. Wells' *The Time Machine* appears here and in the UK. In terms of somewhat easier books, Kinney has five and Dahl two.

Hong Kong

In Hong Kong data were available on 1,811 pupils (Table 83). The average ATOS was 5.3 (much higher than the UK) and the average APC was 0.77 (also higher than the UK).

Hong Kong has some similarity to the UK, with a number of difficult books, four of which are by J. K. Rowling (but also note *The Hobbit* by Tolkien and *The Lion, the Witch and the Wardrobe* by C. S. Lewis. Roald Dahl has three books. Dav Pilkey has two easy books in this list. John Burningham's *The Magic Bed* appears here but not in the UK. Its high performance is probably due to having more very hard books than some other countries.

Iraq

In Iraq data were available on 4,203 pupils (Table 84). The average ATOS was 3.2 (lower than the UK) and the average APC was 0.64 (much lower than the UK).

Books chosen in Iraq were most unusual, and characterised by all being by different authors and all being overwhelmingly easy. Not a single one appears in the regular lists for UK pupils. The highest ATOS is 4.6 for *Bat in the Dining Room* by Crescent Dragonwagon.

Malaysia

In Malaysia data were available on 2,173 pupils (Table 85). The average ATOS was 4.1 (higher than the UK) and the average APC was 0.76 (about the same as the UK).

Pupils in Malaysia choose books very similar to the UK. Kinney had 11 books, J. K. Rowling had three hard books and Dahl had two. Walliams made an appearance with two books. There are no very easy books in this list.

Mexico

In Mexico data were available on 2,706 pupils (Table 86). The average ATOS was 3.9 (higher than the UK) and the average APC was 0.71 (lower than the UK).

Pupils in Mexico choose Jeff Kinney (nine books, much as the UK), but also choose eight very easy books by Tedd Arnold, who does not appear in the UK (although he looks like Mexico's answer to Roderick Hunt). There are also two easy books by Raina Telgemeier, who does not appear in the UK.

Northern Mariana Islands

The Northern Mariana Islands are 14 islands in the north-west Pacific Ocean near to Guam. The total population is about 53,000. In the Northern Mariana Islands data were available on 4,483 pupils. This is an extraordinarily high proportion of the school population (Table 87).

The average ATOS was 4.1 (higher than the UK) and the average APC was 0.74 (about the same as the UK).

The Northern Mariana Islands show an interestingly different pattern of choice. There are eight books by Jeff Kinney, much as in the UK. Beyond this, however, choices are very various and show little connection to what is popular in the UK. There are two books by Doreen Cronin, who does not appear in the UK. The Kinney books seem to be the hardest in this list, which suggests it is lacking in even harder books.

Qatar

In Qatar data were available on 2,537 pupils (Table 88). The average ATOS was 3.6 (similar to the UK) but the average APC was 0.79 (higher than the UK).

Qatar pupils choose books very much in line with UK pupil choices. Jeff Kinney has seven books, David Walliams has five, and Roald Dahl two. There are easy books by Lisa Wheeler and Ann Tompert which do not appear in the UK. There are not many very hard books, the hardest being one by J. K. Rowling.

Spain

In Spain data were available on 3,194 pupils (Table 89). The average ATOS was 3.7 (similar to the UK) and the average APC was 0.79 (higher than the UK).

Pupils in Spain preferred a large number of easy books by Roderick Hunt (twelve of his books were selected). Jeff Kinney had four books and David Walliams two. Again, J. K. Rowling provided the only real difficulty, with only one book.

United Arab Emirates

In the UAE data were available on 19,917 pupils (Table 90). The average ATOS was 4.2 (much higher than the UK) but the average APC was 0.75 (the same as the UK).

Pupils in the UAE showed a similar pattern of choice to pupils in the UK. Jeff Kinney had 13 books, and David Walliams two. Roald Dahl had two books, but again, J. K. Rowling provided the only real difficulty, with one book.

Summary

There are relatively small numbers of pupils yielding data in some of these countries, and of course we cannot be sure that the pupils are in any way comparable. It may also be that small pupil numbers suggest pupils come from a small number of schools, which may not of course be typical of schools in that country.

Despite this, it appears that Hong Kong does particularly well, being above ordinary (i.e. non-ESL) pupils in the UK on both difficulty and comprehension quality. Qatar and Spain are equal to the UK on difficulty but above the UK on comprehension. The UAE, Northern Mariana Islands and Malaysia are above the UK on difficulty but equal to the UK on comprehension. Both of these outcomes represent good performance. Less happily, Egypt and Mexico are above the UK on ATOS but below the UK on comprehension. Even less happily, China is equal to the UK on ATOS but below the UK on comprehension. Most unhappily, Iraq is below the UK on both ATOS and comprehension.

In some but not all countries, the pattern of book choice was similar to the UK, with Kinney, Walliams, Hunt and Dahl popular (e.g., Qatar, UAE, Malaysia, China). China favoured Roald Dahl rather than Kinney or Walliams and had a number of harder books. Hong Kong had more hard books than any other country and consequently did best in performance. Julia Donaldson and Francesca Simon were not at all popular in these "other" countries, as they were in the UK. Nonetheless, within these overall similar choices there often lurked considerable variation from the UK.

Then there were countries partly in line with the UK. The Northern Mariana Islands were partly in line with the UK but outside this showed very various choices. Mexico chose many Kinney books, but also some very various choices. Spain chose very many easy Roderick Hunt books. Egypt also chose many easy Hunt books, but also some very hard books. Some countries were however quite far removed from the UK. The most unusual was Iraq, where pupils chose a great variety of books which did not appear in the UK lists and which were all very easy.

*Executive Summary

This report is unusual in that it contains three new features: (1) Data analysed and reported by the National Literacy Trust on the link between attitudes to reading, AR and tested reading ability; (2) Data on use of the digital reading and assessment device myON; (3) Data from 12 additional countries to add to that from the UK and the Republic of Ireland (the USA publishes its own WKAR report).

Accelerated Reader use continues to grow and it is now used in 5,339 schools in the UK and the Republic of Ireland and over 38,000 quizzes are available.

This year well over one million pupils (1,135,860) read well over twenty million (23,660,983) books. Pupils read 273,222,676,446 words – a startling 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.

The largest number of quizzes per year was taken by Year 3 pupils (4,112,063) and Year 4 was also high on this factor (4,009,568). There is a reversal from last year, when the highest number of quizzes were taken by Year 7 pupils (now 3,695,443). Overall, primary schools used SR more than secondary schools. Much of the increase in pupil numbers this year has come from primary schools, even more so than last year.

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 (ATOS) rose as pupils got older in the primary school, but plateaued in the secondary school. In fact, this plateau started earlier this year, beginning in the later years of the primary school. Older pupils in secondary school were still reading the same difficulty of books as upper primary pupils. Figure 18 illustrates this.

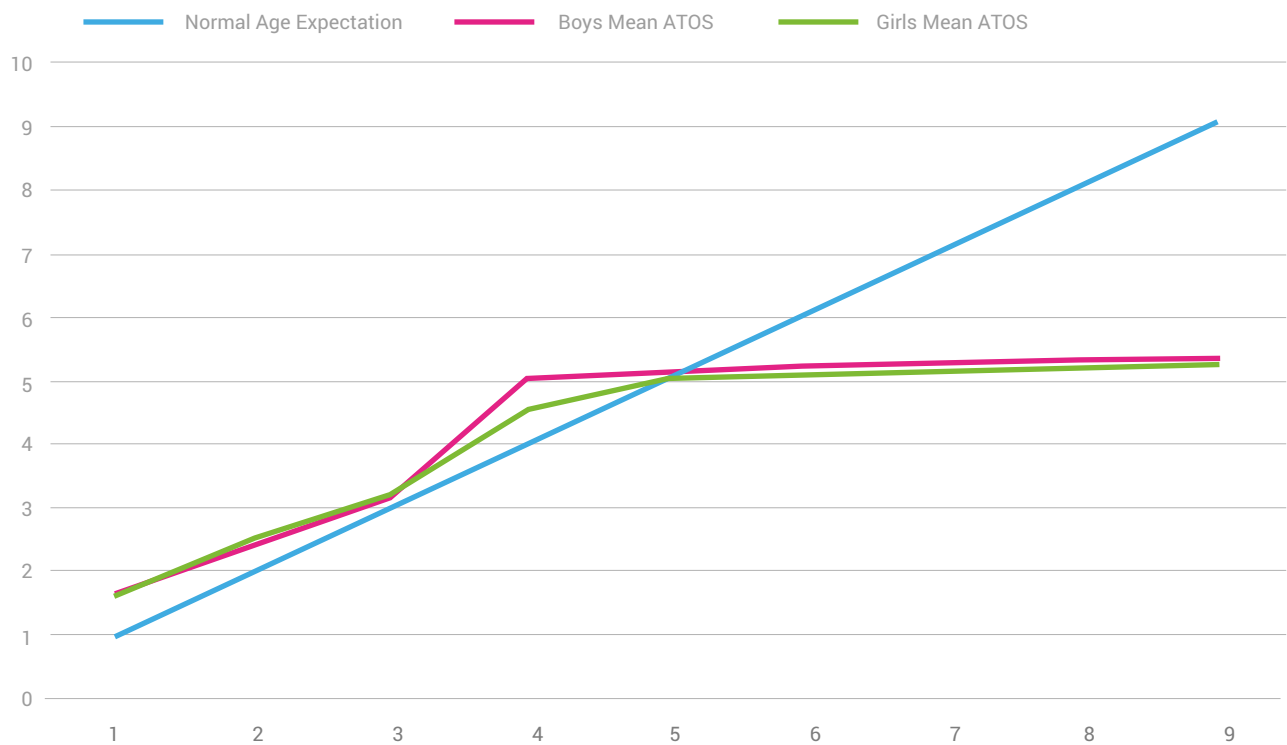


Figure 19: ATOS for Boys and Girls over Years 1-9-11

Quality of comprehension (APC) rose in the primary school, but declined in the secondary school (see Figure 19). Average Percent Correct (APC) on quizzes taken was in every year lower than that recommended by the software manufacturers. Pupils in primary schools consistently showed a much higher APC (76% to 79%) than pupils in secondary schools (70% to 73%) – 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. Remember this is despite secondary pupils reading books that were only as easy as the primary school pupils.

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

Years 1-10 show a very clear pattern on Star Reading. AR pupils start below average, then increase in each Year to achieve normality in Year 5. From Year 7 they continue to increase in performance every Year.

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 (this year including Years 11 and 12).

A measure of Engaged Reading Time 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 (this year including 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.

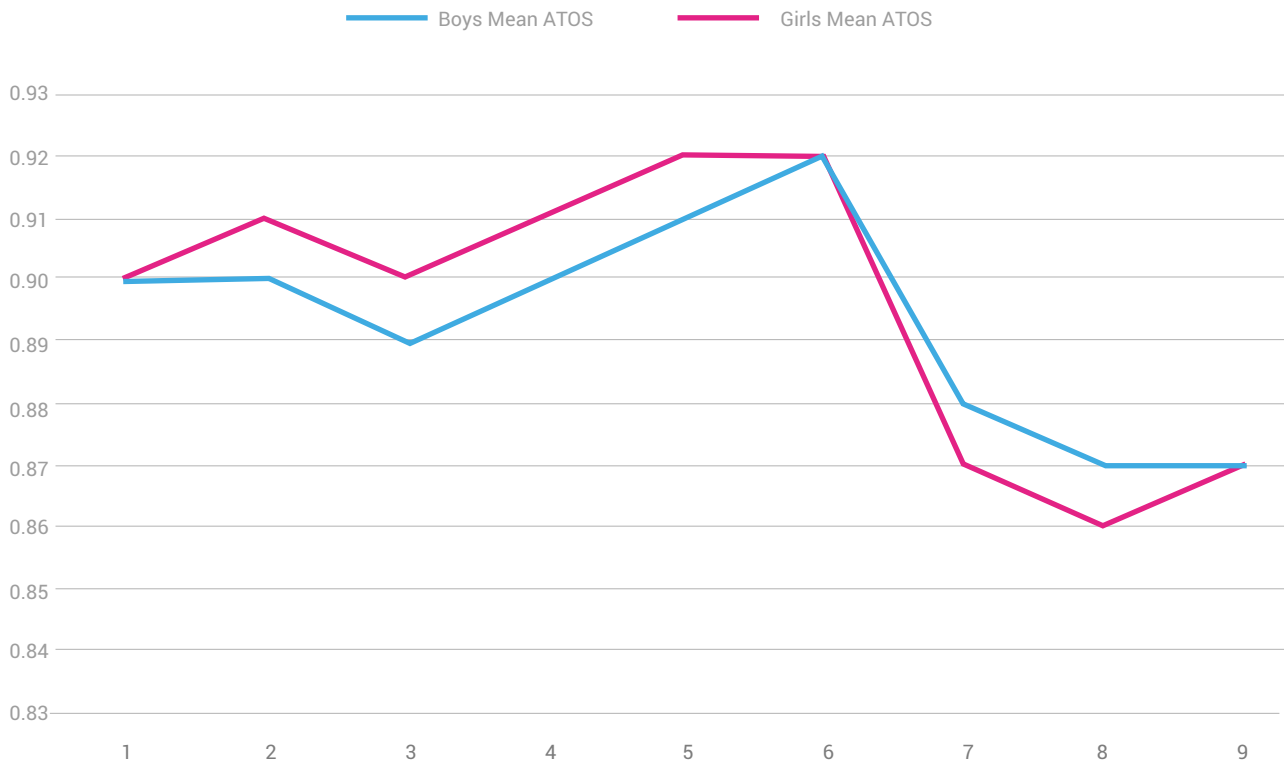


Figure 20: Mean APC for Boys and Girls over Years 1 to 9-11

The National Literacy Trust's (NLT) Annual Literacy Survey began in 2010. It tracks children's reading enjoyment and attitudes. Currently, 56,905 children aged 9-18 in 300 schools participated. AR was used by 32% of pupils, while 47% did not (gender or socio-economic status were the same). It was mainly used by KS2 (Key Stage 2 – aged 7-11) and KS3 (Key Stage 3 – aged 11-14) pupils. More AR pupils said they enjoy reading than their peers who did not, and for the AR children this was from all socio-economic backgrounds. This was particularly true of boys and of secondary age pupils. More AR pupils (both boys and girls) read daily in their free time than non-AR pupils. Pupils who used AR had more positive attitudes to reading compared to non-AR pupils (although this was less true for the most positive reading attitudes), and this was true for all socio-economic backgrounds. AR boys had more positive attitudes towards reading than non-AR boys.

Reading ability data was available for 712 pupils aged 11-14 from 12 schools. There was a positive relationship between pupil's reading ability and their reading enjoyment. Twice as many pupils who didn't enjoy reading read below average compared with their peers who enjoyed reading. Conversely, four times as many pupils who enjoyed reading read above average compared with their peers who didn't enjoy reading. Those who scored higher on the reading tests also read daily much more. Twice as many pupils who didn't read daily were below average in ability compared to others who read daily. Conversely, nearly three times as many pupils who read daily read above average compared to others who didn't read daily. Pupils who thought positively about reading had higher reading ability scores than other children. Twice as many pupils with negative attitudes to reading read below average compared with their peers who thought positively about reading. Conversely, over twice as many pupils with positive reading attitudes read above the average compared with their peers who did not think positively about reading.

Now considering "What Kids Are Reading", Jeff Kinney remained the most popular author (increasing to 64 mentions). David Walliams was again at number two, decreasing to 31 mentions. Roderick Hunt was at number three (23), almost the same as last year, but of course his books are all for young children. Roald Dahl was at number four (the same as last year at 16). Julia Donaldson and Francesca Simon were at five and six, much as last year. At seventh was R. J. Palacio with *Wonder*. Kinney, Walliams, Hunt, Dahl, Donaldson and Simon were in that order in the Primary table, but the Secondary table had Kinney, Walliams and Dahl followed by Palacio, Boyne, Collins and Rowling.

New Entrants are books that had not been in our tables before – so that teachers can have an idea of what is 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. Then came Jacqueline Wilson, Julia Donaldson and Francesca Simon, again well-known names. After that there was much more variety: Dav Pilkey, Jim Smith, Sally Brash, Russell Hunter, David Baddiel, Andy Griffiths, Sophie Anderson and Onjali Q. Raúf are all names that teachers should be looking out for. However, in general these new books were no more difficult than 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 the 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.

Two other features are of note. Books by Walliams and Kinney are read by very young children, when their difficulty presents a real challenge. Unfortunately, they continue to be read up until very advanced ages, when their difficulty is no longer at all appropriate. Secondly, there is little correlation between a book's difficulty and the comprehension with which it is read. Hard books are often read with high levels of comprehension at all ages.

We then considered Books High-Achieving Kids Read Most Often – defining High-Achieving as books read by pupils who scored at or above the 75th percentile on the Star Reading test. These readers largely read the same books as older pupils with average reading ability – Kinney, J. K. Rowling, Walliams and Dahl. Collins and Palacio came next. 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 books read by pupils who scored at or below the 25th percentile on the Star Reading test. In Year 6 children were reading only three months behind their chronological age – i.e., at a high level of difficulty for these weaker readers. However, APC was low (0.87) and three books were below the 85% criterion. In the first secondary year difficulty was not much higher but comprehension quality was lower (APC was 0.83 and nine books were below the 85% criterion). The relationship between book difficulty and APC was not a straightforward one – while some easier books were read with higher comprehension, others were not.

In Non-fiction books, there was strong evidence in the first year of secondary of a male-oriented sports theme, but few countervailing books for girls. Why should this become so prominent so immediately after transfer to secondary school? Difficulty was low - pupils were reading almost two years below their natural ability. APC was 0.87 but six books were below the 85% criterion (and this increased to 11 books in Year 9). Thus, non-fiction books were not read or understood as well as fiction books (although even that was poor in secondary).

After completing a quiz, pupils have the opportunity to Vote for Favourite Books. In Years 1-6 children were reading favourite books at far above their chronological ability, but generally still maintaining a high rate of success in terms of high APC – it is wonderful what reading motivating books does for children. There was a marked difference in Year 7 - the difficulty of favoured books was at chronological age, and in ensuing years the difficulty of books declined sharply. This is the same picture as last year. It seems that transfer to secondary school has a striking negative effect even on highly motivated readers. However, comprehension stayed relatively high.

In Primary, J. K. Rowling was in the top seven places with her difficult books. Rachel Rene Russell was a new entrant. In Secondary, Rick Riordan was in top spot with *The Blood of Olympus*. Alex Bell and Ernst Cline were in the next two spots, as last year (Cline to be welcomed as his book is of high readability). Riordan, Paolini and Hunter had two books each. This represents considerable decline from last year for Riordan and Sarah J Maas. Jeff Kinney and David Walliams are not present in either list. 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.

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 again 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 of secondary education 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.

myON is a tablet – a personal literacy platform that offers every student unlimited access to a digital library of books and the opportunity to do an AR test online when the book is finished. It can obviously support reading out of school. The number of titles available is limited at the moment (but increasing), and the top titles are quite different from those in the regular lists, and those in the Favourite lists. There are three books by Thomas Kingsley Troupe and two by each of Emma

Carlson Berne (including the top one), Mary Colson, Kate McMullen and J. A. Darke. The average ATOS is 3.8, compared to the UK average for all years of 3.6, so there is some initial evidence that reading digitally has the effect of raising the challenge level for children.

In considering countries other than the UK and Ireland (and of course the USA), we looked first at countries where English is the first language (Australia and Canada). In Australia pupils preferred Dr Seuss, Andy Griffiths and Anh Do (the latter not appearing in UK lists). Secondary lists looked more like UK secondary lists. Australia seemed to have much lower difficulty than the UK in the elementary school years, but in high school began to catch up and eventually did. Despite this, Australian pupils did not seem to read with any better level of comprehension accuracy.

In Canada, Tedd Arnold and Dav Pilkey were much more favoured than in the UK (the former not appearing in UK lists). Kinney appeared. However, much as in Australia, lower difficulty compared to the UK was not coupled with better comprehension. However, in Years 9-12 the difficulty rose markedly (including books by J. K. Rowling and William Shakespeare) and difficulty was above the level of the UK. This suggests that while in the UK only weaker readers are still engaged with AR, in Canada pupils with all levels of reading ability are still so engaged.

Then we looked at ten countries where English was not the first language but a Second or Other Language, and AR was being used by pupils learning English and practising by reading books in English. There were relatively small numbers of pupils yielding data in some of these countries, and of course we cannot be sure that the pupils are in any way comparable to the UK.

It appears that Hong Kong does particularly well, being above ordinary (i.e. non-ESOL) pupils in the UK on both difficulty and comprehension quality. Qatar and Spain are equal to the UK on difficulty but above the UK on comprehension. The UAE, Northern Mariana Islands and Malaysia are above the UK on difficulty but equal to the UK on comprehension. All of these outcomes represent good performance. Less happily, Egypt and Mexico are above the UK on ATOS but below the UK on comprehension. Even less happily, China is equal to the UK on ATOS but below the UK on comprehension. Most unhappily, Iraq is below the UK on both ATOS and comprehension. In some but not all countries, the pattern of book choice was similar to the UK, with Kinney, Walliams, Hunt and Dahl popular (e.g., Qatar, UAE, Malaysia, China). Hong Kong had more hard books than any other country. Other countries were partly similar to the UK but outside of this showed more variety. Iraq was the strangest with many books not represented in the UK lists.

*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 will be reading achievement. In addition, the more years AR is implemented, the greater will be the increase in reading scores.

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 more 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 are thus:

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 applies to favourite books which in primary are read at much higher levels of difficulty with successful understanding. Pupils need to be encouraged to aim higher with the difficulty of books in secondary.
3. The NLT data show that AR use was associated with more positive reading attitudes and reading more in free time, irrespective of socio-economic status and especially for boys and secondary age pupils. Changing reading attitudes may affect reading behavior long after pupils have left school. Practitioners could particularly target AR on secondary age boys.
4. The NLT data also show that pupil's reading ability was related to their reading enjoyment, reading daily and having positive attitudes to reading. Although the direction of causality is uncertain, this suggests that improving enjoyment, frequency and attitude to reading can result in better reading ability. Teachers might wish to target improvements in these "softer" aspects of pupil's reading in order to raise reading ability.
5. High-ability readers and struggling readers are also seriously under-challenged in the secondary school – here again encouragement to aim higher with difficulty is needed.
6. 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.
7. 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.
8. 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.
9. 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.
10. 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.
11. The digital myON development appears to be a promising innovation which has the potential to raise levels of challenge. At the moment the titles are limited and different from the regular UK lists, but this will change as more titles become available. We should and will revisit the myON data in future years and offer a more detailed analysis.
12. The data shows that Australia and Canada have lower levels of difficulty in primary than the UK, while at secondary Australia is similar to the UK and Canada higher in difficulty than the UK. This suggests that in both Australia and Canada a higher level of challenge in primary would be helpful.

*About the Report and Data

How it Works

Traditional methods to account for and manage book reading (reading logs, journals, parent reports of their child's reading, oral and written book reports) take much teacher time to moderate and are not reliable as they are essentially subjective.

Accelerated Reader (AR) is currently used in thousands of UK schools. It was designed to make the job of managing book reading easier and more reliable whilst also motivating pupils to read more books for pleasure. Pupils read books of their individual choice and then take AR computer quizzes to check if they have understood what they have read. In the UK over 38,000 quizzes are currently available and approximately 2,500 are developed and added each year. There are quizzes on most of the books children are likely to want to read, both fiction and non-fiction, from the most popular books such as the *Harry Potter* series to classics such as *Pride and Prejudice*. In addition to the reading practice quizzes, there are vocabulary practice quizzes that test a child's understanding of particular words, and also literacy skills quizzes that analyse 24 different areas of higher order thinking skills.

AR keeps track of all aspects of pupil book reading - for example, titles of the books, book readability levels and quiz scores. AR gives immediate feedback on each quiz to the children and to teachers, administrators and 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.

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.

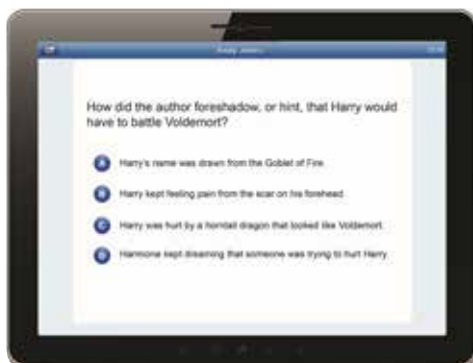
To illustrate this point, ATOS was applied to about 30 text samples from some common UK publications. Interestingly these common periodicals were not as different in terms of their average readability as might have been expected, but the range of readability of items within each one was considerable. 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.



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

More About Accelerated Reader

Accelerated Reader (AR) is a personalised practice and daily progress-monitoring system that helps teachers accurately and efficiently monitor pupil progress in quality (comprehension), quantity and difficulty of books read. Introduced in 1986, Accelerated Reader has become one of the most popular educational software programs in the world. While AR has become increasingly sophisticated over the years, its basic three-step approach has not changed: First, a pupil reads a book either at school or at home. Next, the pupil takes a computerised quiz of 5, 10, or 20 questions depending on the length of the book. Then, the pupil and teacher receive immediate feedback with reports detailing books read, number of words read, book reading level and level of comprehension (percent correct on the quiz). Currently there are AR quizzes for more than 38,000 books, so pupils can read and take a quiz for the majority of the popular books available in their school or public libraries. AR also includes quizzes to assess vocabulary and literacy skills along with voice quizzes for struggling or emergent readers.



Literacy Skills Quiz



Reading Practice Quiz

What Makes Accelerated Reader Special

Renaissance Learning's online book-searching tool, AR BookFinder (www.arbookfind.co.uk), which is publicly available to all who have a love of reading, makes book selection easy for pupils (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.

AR Book Guide can be used by teachers to create recommended reading lists. This allows pupil choice, but with guided assistance from the teacher via specially assigned keycodes, to enable pupils to access a set list of books from within AR BookFinder.



Accelerated Reader Bookfinder

While it is true that Accelerated Reader helps teachers by efficiently managing all the details of pupil reading practice, for pupils it fosters the vital connection between pupils and books: that love of reading that it is so critical to pupils' 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 pupils are able to choose to read books about topics, characters, locations and so forth that are of interest to them. 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.

Accelerated Reader Best Practices

AR is used by thousands of teachers in the UK because it saves time, motivates pupils 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 150 research studies and independent reviews have been published on AR, including an independent report by the Specialist Schools and Academies Trust in the UK and over 70 UK school case studies, with at least 20 articles appearing in peer-reviewed journals.

The ATOS Book Readability Level

Accelerated Reader uses the ATOS readability formula to measure the text difficulty of each book for which a quiz is available. The ATOS readability level helps pupils, teachers and parents with the book selection process. Using ATOS, pupils can find books to read within their reading achievement range - books that are neither too easy nor too hard that will challenge them without causing frustration or loss of motivation. ATOS uses four factors to measure a book's readability level: average sentence length, average word length in number of letters, word difficulty level and total number of words in the book. To calculate a book's ATOS score, the entire book is scanned into a computer. The readability level is based on the full book rather than a 100-word sample sometimes used to measure readability by makers of other formulas.



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.

*About the Authors



Keith Topping is Professor of Educational and Social Research at Dundee University, and researches all over the world. He has 400 published works (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) in core skills and across subject boundaries, in all sectors and contexts of education/lifelong learning. He also has interests in computer aided assessment.

Further details at https://en.wikipedia.org/wiki/Keith_James_Topping.

Dr Christina Clark is Head of Research and Irene Picton is Research Manager at the National Literacy Trust.

Further details at <https://literacytrust.org.uk/about-us/staff/>

*Reflections on Reading

I grew up in India in the 1970s and 80s. As a child, I read in three languages. I read everything I could get my hands on - books, magazines, poetry from English readers of older kids, from Readers Digest a neighbour had stacked up and comics from the library which was an hour's bus ride away.

The more I read, the wider the world opened up. During a time when books were the only windows through which I could look out, I was constantly looking out. Culturally most things I read in English had no relationship to my real world – whether it was Enid Blyton's mysteries in woods and coves or Nancy Drew solving crimes in Hawaii, they were all fantastical. Even the one amazing adventure Kaziranga Trails by Arup Kumar Dutta, was set in a forest reserve, in the North East of India. I was fascinated with non-fiction too – encyclopaedia, biographies, atlases – I pored over them trying to make sense of the world and people who did amazing things. The stories I read were magical and completely unrelatable in many ways – but immersive and emotionally close in other ways.

Encouraged by my mother's love of improv and creating new characters on stage, fermented with loads of stories from epics and folklore my grandmother told me and inspired by all the books I had read, I imagined. I imagined new creatures on ancient trees, going around the world in a hot-air balloon and solving mysteries for ancient kings. My most favourite school work was "Fill in the blanks to complete the story." I'd ask for more such exercises, annoying my classmates.

I remember missing home-time once and no one could find me. My ride had left me behind after a failed search. My dad walked the two miles to school knowing where to find me – in the library, behind a shelf, completely lost in a book.

But for a shy awkward girl like me, writing came easily. I expressed myself in words – just like all the authors I've been reading. I wrote poems, essays, stories, diaries, political commentary and letters to the editor. I liked turning the words into phrases, I liked word play and jokes, I liked hiding meaning inside words and that love of language came from reading.

As part of Bloomsbury's Young Readers series, Soundar tells the story of Manju, a girl who uses a magic lamp to find the perfect present for her mum

Chitra Soundar



Chitra Soundar is a closet clown, consummate liar, writer, teacher and storyteller. As a kid, she has danced in a Bollywood movie, acted on stage with her neighbourhood friends and disliked Maths because it never added up. Chitra grew up on a wholesome diet of stories from Indian myths and epics. Born in the coastal city Chennai, in India, she now lives in London, England. Chitra is an active supporter of reading for pleasure and inclusivity in publishing. She hangs out in schools, libraries and bookshops making up stories with children and regaling everyone with tales from her books and her childhood. She's regularly invited to national and international literary festivals like Jaipur Lit Fest, Imagine, Wayword and Hay amongst others.

Reading to me has been more than a window to imagination or a door to walk through into another world. It has been that magical flying carriage made of flowers from the Indian epic Ramayana, that takes me to places I want to go, be a different person for a few hours or days, and have front-row seats to amazing adventures.

And that's what I tell children I meet during school visits. The craft of decoding words is not easy for everyone. But when they work at it and get hold of that magical key, they can take off in the magical flying carriage to wherever their imagination can take them.



*Reflections on Reading

My earliest memory of becoming a reader is of finding books – finding them in cupboards, in boxes in attics, or on the shelves of other people's bookcases. I was given books too, of course – picture books as a small child, and later on the trusty tomes that adults feel are important – but it was in the stories I discovered for myself that I found my love of reading.

We don't own the things we are given in quite the same way as we own the things we gain for ourselves. I have no memory of my grandmother giving me books as such, but she was a librarian. For several years my school day ended with a walk to my local library, to wait for the end of Granny's working day and the lift home that came with it. I have no memory of my grandmother giving me books, therefore, except all the books in the library. And the time to lie on the library rug looking at them and reading. Thinking about it, the books snaffled from home cupboards and attic boxes were often hers too (many of them tatty ex-library stock but still perfectly readable).

It's too much to expect every child to have a librarian in the family, but easy access to a school library is surely the next best thing. The ability to run your finger along the spines of books and pull out one that takes your fancy is worth as much as a recommendation from a reading list. But to do that you need well-stocked bookshelves in places where children are, and someone to curate them. This is how a young reader might discover a book they had never heard of before but which could change their lives forever. The Mermonkey that doles out books in my novel *Malamander* – "not the book you want, nor even the book you expect, but quite possibly the book you need" – was inspired by moments like these. Sadly, it's also too much to expect every child to have a ghastly, mechanical, book-dispensing monkey-fish in the home, but that's rather more forgivable.



Thomas Taylor



Thomas Taylor is an award-winning author-illustrator for children. He illustrated the cover for the very first *Harry Potter and the Philosopher's Stone* and has since gone on to write and illustrate several picture books and young novels; most recently he illustrated *Scarlett Hart: Monster Hunter*, written by Marcus Sedgwick. The first book, *Malamander*, in the Legends of Eerie-on-Sea sequence, was published to huge acclaim in 2019.

He lives on the south coast of England and can be found on Facebook and Twitter: @ThomasHTaylor

As a writer, I'm a great believer in not just giving the reader "4" when you can give them "2 + 2", and let them find that 4 for themselves. Reading is only a passive activity if the writer forgets to leave things for the reader to do. No one wants to be spoon-fed a story, not when they could "a-ha!" their way through it instead, getting to know the characters not just by what the writer says about them directly but also by what can be deduced. I like collecting sea glass and beach fossils, but I don't want them to be handed to me, I want to beachcomb for them myself. Just as I wanted to discover my own books in my grandmother's library, all those years ago.

Malamander is a delightful, fast-paced adventure. Its setting is a wonderfully eerie seaside town which is home to the mystery of a legendary fish-man creature

*Reflections on Reading

Books have always played a huge part in my life, right from when I was a little girl. I especially loved picture books (and still do!) I loved poring over the pictures – anything with a lot of detail.

I had a large collection of Beatrix Potter books and very much wanted to live in her world, and also loved the Brambly Hedge books by Jill Barklem. I also remember reading *The Tiger Who Came to Tea* by Judith Kerr a lot, and *The Very Hungry Caterpillar* by Eric Carle. And, of course, anything by Janet and Allan Ahlberg!

Even though picture books have always been a huge source of inspiration, I never thought I would one day become an author myself. I first expressed my artistic talents by drawing on my parents' freshly emulsioned walls, though they quickly dissuaded me from this medium and pointed me towards paper and pencil instead!

I eventually went on to study illustration at art school, but it wasn't until I joined an agency that I was given the confidence to believe in myself and began writing my own books. One source of early inspiration for me was my choice of desk spaces as I began my career as an author-illustrator. For a while I worked in an unused space above a London Library, and then later in an old Victorian print house.

I think picture books can play a massive positive role in young children's development. As soon as children start nursery or school, they are thrust from their world at home into an environment where they are forced to play, work and socialize with other children and I believe that picture books can help with this transition. It is certainly something I have tried to facilitate in my own books, which all have underlying messages around themes such as sharing, teamwork, joining in, friendship and being considerate of others.

In Katy Hudson's charming picture books we meet a tortoise whose friends convince him to stay awake for the winter, and a greedy rabbit who wants all the carrots

Katy Hudson



Katy Hudson grew up in Middlesbrough, England, and started her illustration career as a small child on freshly painted walls around the house! Her parents quickly dissuaded her from using this medium and encouraged her to draw with pencil and paper instead. The idea stuck (the pencil was updated to an inkpot in some cases), and after some lovely time at Art College and a degree in illustration, Katy is now a freelance illustrator living and working in South London. Her debut author/illustrated picture book "Bear and Duck" was published to starred review from Kirkus Review. Her subsequent books "Too Many Carrots" and "A Loud Winter's Nap" went on to top the bestsellers list in the US. Her third book in the series "The Golden Acorn" published last July was followed by "The Perfect Birthday Recipe" in 2020.

www.katyhudson.co.uk

I had my own little girl in 2019, so my desk now resides in the corner of her bedroom with a side view of her cot and a brilliant selection of children's books at my fingertips! I can't think of a greater source of future inspiration than that.



*Reflections on Reading

I used to think I had the best job in the world. After all, how many careers are there where you're paid to imagine yourself being present as dramatic events from the past unfold? But that's what a writer of historical fiction does. Now though, I've just enjoyed an even more fascinating experience – writing alternative historical fiction.

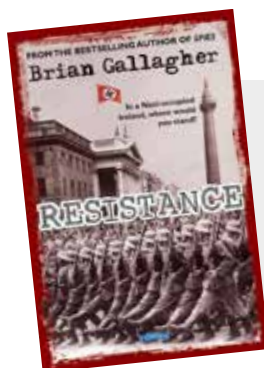
Like many people, I have a strong interest in the Second World War, during which my latest novel, *RESISTANCE*, is set. But while all the historical details in that story are accurate, I took a big imaginative leap, and set the story in an Ireland that is under brutal Nazi occupation.

Fortunately for the Irish people, Operation Green – an actual plan drawn up by the Germans to invade Ireland – was never carried out. But it was still an intriguing experience for me to imagine a Europe in which both Britain and Ireland had fallen to the Nazis.

As a writer, few things beat the thrill of sitting down to plan a new book and choosing what exciting period from the past you're going to pick. With *RESISTANCE* this was more exciting than usual – though also more challenging – with the need to make up not just characters and plot, but also to create a parallel universe in which imagined history unfolds side by side with real historical events.

It's a tricky balance to strike, especially when dealing with real people whose personalities mustn't be changed merely to suit the writer's plot needs. Having said that, a certain amount of artistic licence is required, as for example in *RESISTANCE* where I have Winston Churchill leading a government-in-exile in Canada, and Eamon de Valera leading an Irish government-in-exile in America, both of which seemed to me like credible outcomes in the event of a Nazi invasion.

I'm sometimes asked what's the hardest part of writing historical fiction. That's easily answered - facing the blank page each morning. (Just like it's the hardest part of writing any kind of fiction.) And what's the best part? That's easy too – the sheer fun of stepping into a time machine every day, and going back to a point in history that you find fascinating.



Brian Gallagher



Brian Gallagher was born in Dublin. He is a full-time writer whose plays and short stories have been produced in Ireland, Britain and Canada. He has worked extensively in radio and television, writing many dramas and documentaries. Brian is the author of four adult novels, and his other books of historical fiction for young readers are *One Good Turn and Friend or Foe* – both set in Dublin in 1916; *Stormclouds*, which takes place in Northern Ireland during the turbulent summer of 1969; *Secrets and Shadows*, a spy novel that begins with the North Strand bombings during the Second World War; *Taking Sides*, about the Irish Civil War; *Across the Divide*, set during the 1913 Lockout, *Arrivals*, set between modern and early-twentieth-century Ontario; and *Pawns* and its sequel, *Spies*, set during Ireland's War of Independence.

Brian lives with his family in Dublin.

Research is vitally important to me in creating a convincing world within a novel. So when writing about the past - imagined or real - I want to know not only what people really cared about, but also what songs they were singing then, what kind of food they were eating, what were the hit films and books of the day. I want to immerse myself in that world so that the reader too can travel back and see things through the eyes of my fictional characters.

And so, having done my research, created my characters, and worked out my plot, all that remains is to go back in time - and start writing the book...

Brian's latest book, *Resistance*, imagines an alternative history where Ireland is invaded by the Nazis in 1943

*Reflections on Reading

I don't remember not reading. It always seemed to be something that was a part of what I did. What else was there to do in your bedroom? What else was there to do in the bath?

I spent a lot of time in my local public library in Horsham. My dad always had two jobs when I was growing up. He was a milkman in the morning (up at 3 o'clock and off out to load his float, come rain or shine – an example of fastidious work ethic that put me off work for life (I did go and help him for my first Saturday job, but I always joined him partway through his round)) and, during a certain period of time, a cleaner in the evening, cleaning a dentist's.

Sometimes (once a week? more often, less often? If only there was anyone left to ask) he would take me with him, and drop me off at the library and pick me up on his way home. (The library must've had a late night, I guess, so maybe once a week sounds right.)

I read my way through all the books. I distinctly remember reading Terence Dicks and Nancy Drew and Hardy Boys books, and novels by Douglas Hill, but also Bobby Brewster books. It was all of those, but also the whole of the non-fiction shelf. This was the time of Usborne's finest guides, not just to the Unexplained and the Paranormal and How to be a Spy, but also of general knowledge and history and sex education. Without knowing the word I was autodidacting.

In fact, that was a word I learnt much later. I can remember reading Sartre's *Nausea* around the time I was at university and there was a recurring character in there called The Autodidact. I assumed it was some minor functionary (like a Notary, another of those French things that we don't seem to have). I couldn't tell you when I discovered the real meaning.

I'm slightly surprised I didn't come across it as a teenager, since I spent so many evenings lying on my bed reading the dictionary (in between Tolkien and Fighting Fantasy books and Roleplaying Game manuals and, rarely, things for school (I have always been terrible at reading anything I've been told to read, from school onwards, which would explain my rather middling philosophy degree)). Words seemed endlessly interesting, how they lead one to the next, how they are all around us.

Words are how we find out about one another, and if you don't particularly enjoy getting them from talking to real live people, then books (and now so many other places that weren't around when I was a kid) are the perfect source.

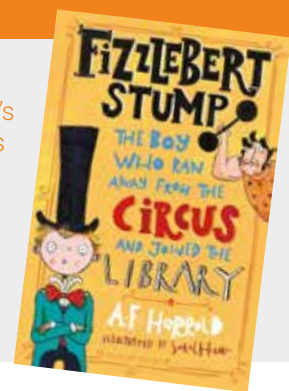
A.F. Harrold



A.F. Harrold is an English poet. He writes and performs for adults and children, in cabaret and in schools, in bars and in basements, in fields and indoors. He was Glastonbury Festival Website's Poet-In-Residence in 2008, and Poet-In-Residence at Cheltenham Literature Festival in 2010. He won the Cheltenham All Stars Slam Championship in 2007 and has had his work on BBC Radio 4, Radio 3 and BBC7. He is active in schools work, running workshops and slams and doing performances at ungodly hours of the morning, and has published several collections of poetry. He is the owner of many books, a handful of hats, a few good ideas and one beard.

www.bloomsbury.com/author/af-harrold

In this, the first of Fizzlebert's comical adventures, he runs away from the circus to join a library but soon finds himself kidnapped by two crazed pensioners!



It is through sharing words that we share ourselves, and books are the best way (sometimes the only way) to hear what the dead and distant have to say.

We need to keep listening.

*Reflections on Reading

My first memory of books is being taken to the town library by my first teacher at school. The librarian showed us around the children's section and read us *The Very Hungry Caterpillar*. It was a revelation for me, like a thousand doors of possibility all opening at once; here were books that you could borrow for free and so many of them! My primary school, Manor Hall Infants, clearly placed developing a love of books high on their agenda: nothing sings of the importance of books like a head teacher who reads a story to the children during every assembly, and Mrs Fitzsimmons did this. I was entranced by her daily readings of the *My Naughty Little Sister* stories (written by Dorothy Edwards and illustrated by Shirley Hughes), books I went on to share with my own children.

At the same school, when I was six, one of my teachers read *Rebecca's World* by Terry Nation, a book that changed everything for me. I can still see the pink fog as though I was stepping into the story alongside Rebecca as she embarked on an adventure in a strange new world. I realised then that imagination was like having a superpower; through story you can go anywhere and make anything possible. I knew that one day I wanted to create stories, to build worlds beyond the confines of our own, where I could journey beyond what is, and imagine what could be. My parents didn't read us bedtime stories, so these experiences of books within school were crucial to me developing a love of story.

My middle school continued the theme, with the head teacher telling real-life stories and anecdotes of his childhood, and a particularly vibrant punk teacher who did the most incredible voices for the Roald Dahl characters. By then, I had discovered the archive of childhood annuals in my grandma's attic playroom, and I would sneak up there at any opportunity to read. My mum noticed my love of books and they began to appear in my Christmas stocking and birthday presents, a particular favourite being *Chocky* by John Wyndham which ignited a love of sci-fi.



Vashti Hardy



Vashti Hardy is the critically acclaimed author of fantasy adventure stories. Her debut *Brightstorm* was shortlisted for the Waterstones Children's Book Prize and Books Are My Bag Awards, and selected to be Booksellers Association Children's Book of the Season. *Brightstorm* won the West Sussex Children's Story Book Award. *Wildspark* is currently shortlisted for the Blue Peter Book Awards.

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In secondary school, it's common for teenagers to become less inclined to visit the school library and pick up a book, and I was no different, becoming more interested in modifying my school uniform to match the latest fashion! Again, it was a teacher that made the difference. One English lesson, Mr Dunham, brought in a box of his own YA books and said something along these lines, "These are books that aren't on the curriculum, but I've read them and think they are pretty good. If you'd like to have a look and borrow one, just take it." So I took a look and borrowed one, then another, and again my interest in books was sparked.

I'm certain I wouldn't be an author now without the brilliant educators in my life who were there fanning the flame of reading in my direction all the way. I, for one, will be forever grateful.

The plucky *Brightstorm* twins and their scheming aunt Eudora Vane find themselves racing each other once again, this time to the Eastern Isles to find missing explorer Ermitage Wigglesworth. He's nowhere to be found – until they stumble upon a land that doesn't want to be discovered...

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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	14,692	380,039	25.9	335,388	22.8	2	241,661,536	16,449	79%
2	49,994	1,715,390	34.3	1,468,478	29.4	2.6	2,038,058,888	40,766	78%
3	109,860	4,112,063	37.4	3,402,772	31	3	11,351,189,227	103,325	76%
4	121,548	4,009,568	33	3,368,436	27.7	3.4	23,137,386,955	190,357	78%
5	132,655	3,695,443	27.9	3,128,226	23.6	3.9	38,793,438,951	292,440	78%
6	127,381	2,681,354	21	2,299,523	18.1	4.2	44,468,804,239	349,108	79%
7	274,573	3,998,790	14.6	2,997,161	10.9	4.3	81,293,573,549	296,126	72%
8	213,527	2,325,791	10.9	1,727,670	8.1	4.4	53,837,869,430	252,211	72%
9	78,117	657,189	8.4	487,034	6.2	4.5	16,327,319,100	209,214	72%
10	10,132	62,516	6.2	45,971	4.5	4.3	1,449,919,466	143,998	71%
11	2,502	14,434	5.8	10,881	4.3	3.7	200,006,328	80,259	72%
12	421	4,006	9.5	3,244	7.7	3.2	33,379,604	79,286	70%
13	458	4,400	9.6	3,705	8.1	3.6	50,069,173	109,321	73%

Schools: 5,339

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

Year	Total Pupils	England	Northern Ireland	Scotland	Wales	Republic of Ireland
1	14,674	13,915	26	560	173	1,035
2	49,774	46,477	748	1,986	563	1,237
3	109,566	97,947	5,124	5,258	1,237	2,576
4	121,158	101,902	11,100	6,683	1,237	3,497
5	132,247	108,984	14,226	7,362	1,675	3,631
6	126,941	103,328	14,468	7,487	1,678	3,524
7	273,686	246,110	10,538	8,838	8,200	3,001
8	212,860	193,022	7,555	5,528	6,755	3,341
9	77,594	66,702	5,392	2,116	3,384	1,324
10	10,125	7,426	2,383	274	42	251
11	2,501	2,380	27	87	7	165
12	420	345	16	53	6	126
13	458	401	49	7	1	24
Total	1,132,004	988,9398,939	71,652	46,239	25,174	23,732

Table 3: Mean Scaled Score, Normed Score and Percentile Rank by Year

Year	N	Mean Scaled Score	Mean Normed Score	Mean Percentile Rank
1	3522	138.06	92.49	35.02
2	30,378	168.62	94.64	39.65
3	81,985	257.48	96.97	45.58
4	90,419	355.27	98.42	48.87
5	96,774	450.28	99.25	50.22
6	69,111	547.30	99.88	51.05
7	203,127	625.88	100.33	52.18
8	152,509	701.64	100.81	52.86
9	59,846	760.10	101.14	53.82
10	8617	783.31	101.16	54.28
11	726	649.10	95.50	42.49
12	222	479.45	74.08	22.41

Table 4: APC and ERT for all students with SGP 1–34, 35–65 and 65+

Year	SGPs 1–34			SGPs 35–65			SGPs 66–99		
	Students	APC	ERT	Students	APC	ERT	Students	APC	ERT
1	949	75%	9.1748	1,026	81%	12.02864	1,193	85%	13.79255
2	8,987	74%	9.543997	8,535	79%	11.0411	8,006	83%	12.27639
3	26,543	73%	10.50468	23,983	77%	12.61253	22,047	81%	14.26338
4	29,813	76%	12.42895	26,609	79%	14.91044	25,592	82%	16.17019
5	32,811	77%	14.6381	28,846	80%	17.23914	27,829	82%	19.53294
6	23,431	79%	14.7395	20,396	81%	16.83787	20,348	83%	19.16765
7	64,629	69%	9.335294	57,657	74%	11.83701	68,697	77%	14.01465
8	47,640	70%	8.07505	41,547	74%	9.488329	51,951	76%	10.31476
9	16,177	70%	6.488299	13,847	74%	7.681626	18,590	76%	8.634716
10	1,552	70%	4.859252	1,339	73%	5.562639	1,943	74%	6.748216
11	129	69%	3.24941	138	73%	3.600695	176	76%	3.958509
12	69	67%	2.190016	48	72%	12.67133	37	74%	5.85792

Table 5: Cumulative Words Read and ERT

Year	Low ERT (<15 minutes)			Average ERT (15–29 minutes)			High ERT (30+ minutes)		
	Average Words Read	Cumulative words	Students	Average Words Read	Cumulative words	Students	Average Words Read	Cumulative words	Students
1	13,066	13,066	6848				129,119	129,119	284
2	24,094	37,160	32598	96,348	149,500	6,693	320,118	449,237	1,410
3	44,639	81,799	73665	182,649	332,149	18,636	705,237	1,154,474	5,992
4	69,486	151,285	77624	285,763	617,912	21,414	1,004,213	2,158,687	10,619
5	95,750	247,035	77617	379,145	997,057	24,750	1,236,760	3,395,447	16,174
6	118,672	365,707	72903	468,864	1,465,921	21,865	1,414,922	4,810,369	15,522
7	119,128	484,835	190823	587,277	2,053,198	31,883	1,690,559	6,500,928	20,092
8	12,177	606,611	155552	658,314	2,711,512	19,727	1,708,808	8,209,736	10,283
9	119,357	725,968	58219	695,567	3,407,079	5,628	1,695,036	9,904,772	2,362
10	91,155	817,123	6319	693,791	4,100,870	446	1,742,687	11,647,459	115
11	75,659	892,782	1015	661,311	4,762,181	41	1,186,037	12,833,496	7
12	40,939	933,721	227	119,121	4,881,302	6	1,480,283	14,313,779	3
13	35,376	969,097	277	315,070	5,196,372	9	1,987,539	16,301,318	2

Table 6: 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		
	Students	APC	ERT	Students	APC	ERT	Students	APC	ERT
1	282	68%	7.151535	342	77%	10.24404	472	83%	13.29735
2	4004	68%	8.018572	3779	74%	9.664933	4341	80%	11.25752
3	9338	66%	7.913772	8171	71%	9.466565	8862	76%	11.31316
4	8349	67%	8.073535	7159	71%	9.507391	8007	75%	11.24985
5	8083	68%	8.287378	6935	71%	9.659868	7347	74%	11.36824
6	5642	70%	8.280337	4748	73%	9.544616	5497	75%	11.16631
7	14673	60%	4.755398	12216	64%	5.829922	14645	68%	6.938808
8	11327	60%	4.228552	9649	64%	5.049429	11241	66%	5.522706
9	4002	61%	3.775057	3189	64%	4.459833	3625	66%	4.767328
10	465	63%	2.911132	405	67%	3.586179	392	68%	3.331987
11	73	65%	3.213685	69	71%	2.951163	86	70%	3.316012
12	52	65%	2.091602	40	71%	4.273441	40	81%	6.594132

Table 7: 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	1	100%	12	84%	8	88%	17%	69%	15%
1	20968	92%	153000	90%	78017	88%	9%	66%	25%
2	100100	92%	740600	89%	499971	87%	7%	56%	36%
3	319208	92%	1825113	89%	1107494	85%	9%	55%	36%
4	379438	92%	1862567	89%	969918	86%	9%	57%	34%
5	390932	92%	1808314	89%	756741	86%	10%	60%	30%
6	325821	92%	1365993	90%	426096	86%	12%	65%	24%
7	615082	90%	1839174	88%	305615	84%	17%	67%	16%
8	396897	90%	1030550	88%	144506	83%	20%	66%	13%
9	113775	90%	281648	88%	37635	83%	22%	64%	12%
10	8731	88%	21339	87%	3889	82%	21%	61%	15%
11	1395	88%	3791	86%	1102	84%	21%	65%	17%
12	390	89%	1600	88%	333	87%	18%	62%	17%
13	349	92%	1932	88%	624	89%	22%	62%	16%
ALL	2673087	91%	10935633	89%	4331949	86%	14%	63%	23%

Table 8: Reading Skill by Whether or Not Young People aged 11 to 14 Enjoy Reading

	Below expected level	At expected level	Above expected level
Enjoy reading	6.1%	63.8%	30.1%
Don't enjoy reading	15.1%	76.8%	8.1%

Table 9: Reading Skill by Whether or Not Young People aged 11 to 14 Read Daily

	Below expected level	At expected level	Above expected level
Read daily	6.1%	56.3%	37.6%
Don't read daily	11.2%	74.5%	14.2%

Table 10: Reading Skill by Whether or Not Young People Aged 11 to 14 Think Positively About Reading

	Below expected level	At expected level	Above expected level
Have positive reading attitudes	6.3%	64.7%	29.0%
Have negative reading attitudes	11.6%	75.3%	13.2%

Table 11: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 1

Rank	Overall		Boys		Girls	
	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	2	Village in the Snow Roderick Hunt, 1.5	1	Village in the Snow Roderick Hunt, 1.5
2	10	The Gruffalo Julia Donaldson, 2.3	1	Castle Adventure Roderick Hunt, 1.5	7	The Gruffalo Julia Donaldson, 2.3
3	2	Castle Adventure Roderick Hunt, 1.5	11	The Gruffalo Julia Donaldson, 2.3	2	Castle Adventure Roderick Hunt, 1.5
4	3	The Magic Key Roderick Hunt, 1.3	4	Land of the Dinosaurs Roderick Hunt, 2.0	5	We're Going on a Bear Hunt Michael J. Rosen, 1.3
5	12	We're Going on a Bear Hunt Michael J. Rosen, 1.3	5	The Magic Key Roderick Hunt, 1.3	3	The Magic Key Roderick Hunt, 1.3
6	7	Kipper and the Giant Roderick Hunt, 2.0	8	Kipper and the Giant Roderick Hunt, 2.0	4	Gran Roderick Hunt, 1.4
7	9	Gran Roderick Hunt, 1.4	10	Pirate Adventure Roderick Hunt, 1.4	11	In the Garden Roderick Hunt, 1.8
8	4	The Dragon Tree Roderick Hunt, 1.2	17	Robin Hood Roderick Hunt, 2.2	8	Kipper and the Giant Roderick Hunt, 2.0
9	5	The Secret Room Roderick Hunt, 1.1	12	Gran Roderick Hunt, 1.4	9	The Secret Room Roderick Hunt, 1.1
10	8	Land of the Dinosaurs Roderick Hunt, 2.0	3	The Dragon Tree Roderick Hunt, 1.2	6	The Dragon Tree Roderick Hunt, 1.2
11	6	In the Garden Roderick Hunt, 1.8	6	The Secret Room Roderick Hunt, 1.1	28	Peace at Last Julia Donaldson, 1.9
12	11	Pirate Adventure Roderick Hunt, 1.4	18	We're Going on a Bear Hunt Michael J. Rosen, 1.3	23	Robin Hood Roderick Hunt, 2.2
13	18	Robin Hood Roderick Hunt, 2.2	7	In the Garden Roderick Hunt, 1.8	14	A Fright in the Night Roderick Hunt, 1.8
14	14	The Outing Roderick Hunt, 2.0	9	The Outing Roderick Hunt, 2.0	16	The Outing Roderick Hunt, 2.0
15	13	A Fright in the Night Roderick Hunt, 1.8	22	Lost in the Jungle Roderick Hunt, 2.3	13	The Play Roderick Hunt, 1.0
16	16	The New House Roderick Hunt, 0.9	13	The New House Roderick Hunt, 0.9	10	Tara's Party Julia Donaldson, 1.4
17	15	The Play Roderick Hunt, 1.0	15	The Storm Roderick Hunt, 1.0	12	Pirate Adventure Roderick Hunt, 1.4
18	24	Peace at Last Julia Donaldson, 1.9	14	The Play Roderick Hunt, 1.0	18	The New House Roderick Hunt, 0.9
19	17	The Storm Roderick Hunt, 1.0	25	A New Classroom Roderick Hunt, 1.7	17	Land of the Dinosaurs Roderick Hunt, 2.0
20	21	A New Classroom Roderick Hunt, 1.7	33	Peace at Last Julia Donaldson, 1.91	46	Handa's Surprise Eileen Browne, 1.7

Table 12: 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	The Gruffalo Julia Donaldson, 2.3	1	The Gruffalo Julia Donaldson, 2.3	
2	2	The Gruffalo's Child Julia Donaldson, 2.5	2	The Gruffalo's Child Julia Donaldson, 2.5	2	Owl Babies Martin Waddell, 2.4	
3	3	Owl Babies Martin Waddell, 2.4	4	Land of the Dinosaurs Roderick Hunt, 2.0	3	The Gruffalo's Child Julia Donaldson, 2.5	
4	9	The Smartest Giant in Town Julia Donaldson, 3.4	6	Robin Hood Roderick Hunt, 2.2	8	The Smartest Giant in Town Julia Donaldson, 3.4	
5	6	A Squash and a Squeeze Julia Donaldson, 2.8	3	Owl Babies Martin Waddell, 2.4	7	The Tiger Who Came to Tea Judith Kerr, 3.2	
6	5	Peace at Last Jill Murphy, 1.9	5	Red Planet Roderick Hunt, 2.4	6	A Squash and a Squeeze Julia Donaldson, 2.8	
7	4	We're Going on a Bear Hunt Michael J. Rosen, 1.3	8	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	5	Peace at Last Jill Murphy, 1.9	
8	11	Robin Hood Roderick Hunt, 2.2	13	Kipper and the Giant Roderick Hunt, 2.0	4	We're Going on a Bear Hunt Michael J. Rosen, 1.3	
9	12	The Tiger Who Came to Tea Judith Kerr, 3.2	11	Lost in the Jungle Roderick Hunt, 2.3	15	Robin Hood Roderick Hunt, 2.2	
10	7	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	17	The Smartest Giant in Town Julia Donaldson, 3.4	10	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3	
11	8	Lost in the Jungle Roderick Hunt, 2.3	10	Stick Man Julia Donaldson, 2.8	9	Room on the Broom Julia Donaldson, 3.7	
12	16	Land of the Dinosaurs Roderick Hunt, 2.0	7	We're Going on a Bear Hunt Michael J. Rosen, 1.3	13	The Magic Finger Roald Dahl, 3.1	
13	15	Red Planet Roderick Hunt, 2.4	9	Peace at Last Jill Murphy, 1.9	14	Lost in the Jungle Roderick Hunt, 2.3	
14	14	The Magic Finger Roald Dahl, 3.1	18	The Outing Roderick Hunt, 2.0	11	The Very Hungry Caterpillar Eric Carle, 2.9	
15	17	Kipper and the Giant Roderick Hunt, 2.0	28	Viking Adventure Roderick Hunt, 2.5	17	The Cat in the Hat Dr. Seuss, 2.1	
16	10	Stick Man Julia Donaldson, 2.8	12	Village in the Snow Roderick Hunt, 1.5	22	Five Minutes' Peace Jill Murphy, 2.4	
17	13	Room on the Broom Julia Donaldson, 3.7	30	The Lost Key Roderick Hunt, 2.7	16	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3	
18	22	The Outing Roderick Hunt, 2.0	24	The Magic Finger Roald Dahl, 3.1	12	Stick Man Julia Donaldson, 2.8	
19	18	The Very Hungry Caterpillar Eric Carle, 2.9	16	A Squash and a Squeeze Julia Donaldson, 2.8	25	The Outing Roderick Hunt, 2.0	
20	19	The Cat in the Hat Dr. Seuss, 2.1	15	The Kidnappers Roderick Hunt, 2.4	24	Kipper and the Giant Roderick Hunt, 2.0	

Table 13: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 3

Rank	Overall		Boys		Girls	
	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	1	The Gruffalo Julia Donaldson, 2.3	1	The Magic Finger Roald Dahl, 3.1
2	2	The Gruffalo Julia Donaldson, 2.3	2	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	4	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3
4	4	The Twits Roald Dahl, 4.4	5	The Twits Roald Dahl, 4.4	5	Room on the Broom Julia Donaldson, 3.7
5	8	Room on the Broom Julia Donaldson, 3.7	4	Fantastic Mr Fox Roald Dahl, 4.1	3	The Twits Roald Dahl, 4.
6	5	Fantastic Mr Fox Roald Dahl, 4.1	6	The Gruffalo's Child Julia Donaldson, 2.5	11	The Tiger Who Came to Tea Judith Kerr, 3.2
7	7	The Gruffalo's Child Julia Donaldson, 2.5	7	George's Marvellous Medicine Roald Dahl, 4.0	8	The Smartest Giant in Town Julia Donaldson, 3.4
8	6	George's Marvellous Medicine Roald Dahl, 4.0	9	Room on the Broom Julia Donaldson, 3.7	6	George's Marvellous Medicine Roald Dahl, 4.0
9	9	The Smartest Giant in Town Julia Donaldson, 3.4	12	The Smartest Giant in Town Julia Donaldson, 3.4	7	The Gruffalo's Child Julia Donaldson, 2.
10	15	The Tiger Who Came to Tea Judith Kerr, 3.2	10	Stick Man Julia Donaldson, 2.8	9	Fantastic Mr Fox Roald Dahl, 4.1
11	11	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8	8	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8	13	A Squash and a Squeeze Julia Donaldson, 2.8
12	12	Stick Man Julia Donaldson, 2.8	11	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8	10	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3
13	14	A Squash and a Squeeze Julia Donaldson, 2.8	22	Funnybones Janet Ahlberg, 3.6	15	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8
14	13	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8	21	A Squash and a Squeeze Julia Donaldson, 2.8	14	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8
15	10	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3	19	The Cat in the Hat Dr. Seuss, 2.1	12	Stick Man Julia Donaldson, 2.8
16	16	Funnybones Janet Ahlberg, 3.6	14	Hairy Maclary from Donaldson's Dairy Lynley Dodd, 3.3	17	Owl Babies Martin Waddell, 2.4
17	18	The Cat in the Hat Dr. Seuss, 2.1	13	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9	16	Funnybones Janet Ahlberg, 3.6
18	19	Owl Babies Martin Waddell, 2.4	31	The Enormous Crocodile Roald Dahl, 4.0	18	The Cat in the Hat Dr. Seuss, 2.1
19	20	Esio Trot Roald Dahl, 4.4	17	Horrid Henry's Stinkbomb Francesca Simon, 3.2	29	Charlie Cook's Favourite Book Julia Donaldson, 3.4
20	17	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9	15	Horrid Henry and the Bogey Babysitter Francesca Simon, 3.2	20	Esio Trot Roald Dahl, 4.4

Table 14: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 4

		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 Twits Roald Dahl, 4.4	2	Fantastic Mr Fox Roald Dahl, 4.1	1	The Twits Roald Dahl, 4.4
2	2	George's Marvellous Medicine Roald Dahl, 4.0	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	3	George's Marvellous Medicine Roald Dahl, 4.0
3	3	The Magic Finger Roald Dahl, 3.1	6	George's Marvellous Medicine Roald Dahl, 4.0	2	The Magic Finger Roald Dahl, 3.1
4	4	Fantastic Mr Fox Roald Dahl, 4.1	1	The Twits Roald Dahl, 4.4	4	Gangsta Granny David Walliams, 4.9
5	5	Gangsta Granny David Walliams, 4.9	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	5	Fantastic Mr Fox Roald Dahl, 4.1
6	6	Diary of a Wimpy Kid Jeff Kinney, 5.2	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	6	Esio Trot Roald Dahl, 4.4
7	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	8	The Magic Finger Roald Dahl, 3.1	7	Billionaire Boy David Walliams, 4.1
8	7	Billionaire Boy David Walliams, 4.1	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	9	The Boy in the Dress David Walliams, 4.2
9	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	13	Diary of a Wimpy Kid Jeff Kinney, 5.2
10	10	Esio Trot Roald Dahl, 4.4	12	Gangsta Granny David Walliams, 4.9	10	Demon Dentist David Walliams, 4.8
11	13	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	14	Billionaire Boy David Walliams, 4.1	27	The Midnight Gang David Walliams, 4.4
12	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	9	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	16	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
13	16	The Boy in the Dress David Walliams, 4.2	16	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	8	Ratburger David Walliams, 5.0
14	18	Charlie and the Chocolate Factory Roald Dahl, 4.8	13	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	14	Charlie and the Chocolate Factory Roald Dahl, 4.8
15	21	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	15	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	15	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
16	12	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, .4	17	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	12	Mr. Stink David Walliams, 4.7
17	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	4	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	NULL	Fing David Walliams, 4.2
18	20	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	18	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	18	Room on the Broom Julia Donaldson, 3.7
19	19	Demon Dentist David Walliams, 4.8	21	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	23	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
20	22	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.	25	The Brilliant World of Tom Gates Liz Pichon, 4.0	21	The Brilliant World of Tom Gates Liz Pichon, 4.0

Table 15: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 5

Rank	Overall		Boys		Girls	
	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 Meltdown Jeff Kinney, 5.5	NULL	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	1	Gangsta Granny David Walliams, 4.9
2	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	2	Diary of a Wimpy Kid Jeff Kinney, 5.2	5	Billionaire Boy David Walliams, 4.1
3	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	6	Diary of a Wimpy Kid Jeff Kinney, 5.2
4	4	Gangsta Granny David Walliams, 4.9	4	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	3	The Twits Roald Dahl, 4.4
5	5	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	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
6	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	6	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	7	The Boy in the Dress David Walliams, 4.2
7	9	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	9	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
8	8	Billionaire Boy David Walliams, 4.1	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	4	Ratburger David Walliams, 5.0
9	7	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	7	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	NULL	The Ice Monster David Walliams, 4.3
10	12	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	10	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	23	The Midnight Gang David Walliams, 4.4
11	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	11	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	12	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
12	14	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	NULL	Fing David Walliams, 4.2
13	NULL	The Ice Monster David Walliams, 4.3	15	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	11	Mr. Stink David Walliams, 4.7
14	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	13	Billionaire Boy David Walliams, 4.1	17	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
15	16	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	12	Gangsta Granny David Walliams, 4.9	10	Demon Dentist David Walliams, 4.8
16	11	The Twits Roald Dahl, 4.4	NULL	The Ice Monster David Walliams, 4.3	14	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
17	21	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	16	The Twits Roald Dahl, 4.4	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
18	17	The Boy in the Dress David Walliams, 4.2	20	The Brilliant World of Tom Gates Liz Pichon, 4.0	18	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
19	15	Ratburger David Walliams, 5.0	18	The Boy in the Dress David Walliams, 4.2	22	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
20	NULL	Fing David Walliams, 4.2	19	Fantastic Mr Fox Roald Dahl, 4.1	19	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5

Table 16: 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	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.54	NULL	The Ice Monster David Walliams, 4.3
2	NULL	The Ice Monster David Walliams, 4.3	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
3	4	Diary of a Wimpy Kid Jeff Kinney, 5.2	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	2	Gangsta Granny David Walliams, 4.9
4	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	NULL	The Ice Monster David Walliams, 4.3	7	Diary of a Wimpy Kid Jeff Kinney, 5.2
5	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	4	Ratburger David Walliams, 5.0
6	8	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	6	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	11	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
7	3	Gangsta Granny David Walliams, 4.9	7	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	13	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
8	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	8	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
9	5	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	9	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	5	The Boy in the Dress David Walliams, 4.2
10	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	4	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	6	Billionaire Boy David Walliams, 4.1
11	14	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	10	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	NULL	Fing David Walliams, 4.2
12	9	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	11	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	12	Wonder R. J. Palacio, 4.8
13	12	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	20	The Midnight Gang David Walliams, 4.4
14	15	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	13	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	16	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
15	11	Billionaire Boy David Walliams, 4.1	12	Gangsta Granny David Walliams, 4.9	21	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
16	17	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	15	Billionaire Boy David Walliams, 4.1	17	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
17	13	Ratburger David Walliams, 5.0	17	The Boy in the Dress David Walliams, 4.2	10	Demon Dentist David Walliams, 4.8
18	16	The Boy in the Dress David Walliams, 4.2	16	Ratburger David Walliams, 5.0	19	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
19	NULL	Fing David Walliams, 4.2	NULL	Fing David Walliams, 4.2	9	Mr. Stink David Walliams, 4.7
20	25	The Midnight Gang David Walliams, 4.4	22	Harry Potter and the Philosopher's Stone J. K. Rowling, 6.0	23	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6

Table 17: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 7

Rank	Overall		Boys		Girls	
	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	3	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	1	Gangsta Granny David Walliams, 4.9
2	5	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	2	Diary of a Wimpy Kid Jeff Kinney, 5.2	2	Wonder R. J. Palacio, 4.8
3	10	Wonder R.J. Palacio, 4.8	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	3	The Boy in the Dress David Walliams, 4.2
4	2	Diary of a Wimpy Kid Jeff Kinney, 5.2	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	4	Mr. Stink David Walliams, 4.7
5	6	Billionaire Boy David Walliams, 4.1	1	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	5	Billionaire Boy David Walliams, 4.1
6	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	7	Gangsta Granny David Walliams, 4.9	6	Ratburger David Walliams, 5.0
7	3	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	16	The Midnight Gang David Walliams, 4.4
8	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	6	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	8	Charlie and the Chocolate Factory Roald Dahl, 4.8
9	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	9	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	12	Diary of a Wimpy Kid Jeff Kinney, 5.2
10	8	The Boy in the Dress David Walliams, 4.2	8	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	15	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
11	9	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	18	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
12	13	Mr. Stink David Walliams, 4.7	11	Billionaire Boy David Walliams, 4.1	7	Awful Auntie David Walliams, 5.0
13	12	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	13	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.6	9	The Twits Roald Dahl, 4.4
14	11	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	12	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	10	Demon Dentist David Walliams, 4.8
15	15	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	14	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
16	17	Charlie and the Chocolate Factory Roald Dahl, 4.8	22	Wonder R.J. Palacio, 4.8	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
17	14	Ratburger David Walliams, 5.0	16	The Boy in the Dress David Walliams, 4.2	19	The Boy in the Striped Pyjamas John Boyne, 5.8
18	19	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	17	Charlie and the Chocolate Factory Roald Dahl, 4.8	17	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
19	18	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	18	Ratburger David Walliams, 5.0	21	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
20	22	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	19	Mr. Stink David Walliams, 4.7	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5

Table 18: 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	2	Gangsta Granny David Walliams, 4.9	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	1	Gangsta Granny David Walliams, 4.9	
2	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	2	Wonder R. J. Palacio, 4.8	
3	20	Of Mice and Men John Steinbeck, 4.5	3	Diary of a Wimpy Kid Jeff Kinney, 5.2	3	The Boy in the Striped Pyjamas John Boyne, 5.8	
4	4	The Boy in the Striped Pyjamas John Boyne, 5.8	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	4	The Boy in the Dress David Walliams, 4.2	
5	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	9	Gangsta Granny David Walliams, 4.9	5	Mr. Stink David Walliams, 4.7	
6	13	Wonder R.J. Palacio, 4.8	17	Of Mice and Men John Steinbeck, 4.5	17	Of Mice and Men John Steinbeck, 4.5	
7	5	Diary of a Wimpy Kid Jeff Kinney, 5.2	2	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	8	Charlie and the Chocolate Factory Roald Dahl, 4.8	
8	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	6	The Hunger Games Suzanne Collins, 5.3	
9	7	Billionaire Boy David Walliams, 4.1	7	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	9	Billionaire Boy David Walliams, 4.1	
10	3	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	8	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	7	Ratburger David Walliams, 5.0	
11	8	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	6	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	16	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0	
12	17	Charlie and the Chocolate Factory Roald Dahl, 4.8	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	14	The Twits Roald Dahl, 4.4	
13	9	The Boy in the Dress David Walliams, 4.2	13	Billionaire Boy David Walliams, 4.1	34	The Midnight Gang David Walliams, 4.4	
14	11	The Hunger Games Suzanne Collins, 5.3	15	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5	22	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7	
15	19	Mr. Stink David Walliams, 4.7	11	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5	
16	10	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	12	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6	23	Private Peaceful Michael Morpurgo, 5.2	
17	16	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	14	The Boy in the Striped Pyjamas John Boyne, 5.8	20	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	
18	15	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	20	Charlie and the Chocolate Factory Roald Dahl, 4.8	15	Diary of a Wimpy Kid Jeff Kinney, 5.2	
19	14	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	18	The Hunger Games Suzanne Collins, 5.3	13	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	
20	18	Ratburger David Walliams, 5.0	22	Private Peaceful Michael Morpurgo, 5.2	11	Awful Auntie David Walliams, 5.0	

Table 19: 20 Most Read Titles and Book Difficulty for Boys and Girls Year 9-11

Overall		Boys		Girls		
Rank	Prior Ranking	Book Title, Author, ATOS	Prior Ranking	Book Title, Author, ATOS	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	3	An Inspector Calls J.B. Priestley, 5.0	3	An Inspector Calls J.B. Priestley, 5.0
3	10	The Boy in the Striped Pyjamas John Boyne, 5.8	NULL	Diary of a Wimpy Kid: The Meltedown Jeff Kinney, 5.5	4	Wonder R.J. Palacio, 4.8
4	NULL	Diary of a Wimpy Kid: The Meltedown Jeff Kinney, 5.5	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	993	To All the Boys I've Loved Before Jenny Han, 4.2
5	5	Wonder R. J. Palacio, 4.8	5	Diary of a Wimpy Kid Jeff Kinney, 5.2	6	The Fault in Our Stars John Green, 5.5
6	4	The Hunger Games Suzanne Collins, 5.3	14	Animal Farm George Orwell, 7.3	10	The Boy in the Striped Pyjamas John Boyne, 5.8
7	6	Gangsta Granny David Walliams, 4.9	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	5	The Hunger Games Suzanne Collins, 5.3
8	3	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4	15	Gangsta Granny David Walliams, 4.9	8	Gangsta Granny David Walliams, 4.9
9	14	Animal Farm George Orwell, 7.3	8	The Hunger Games Suzanne Collins, 5.3	11	Charlie and the Chocolate Factory Roald Dahl, 4.8
10	12	Charlie and the Chocolate Factory Roald Dahl, 4.8	20	Charlie and the Chocolate Factory Roald Dahl, 4.8	92	The Hate U Give Angie Thomas, 3.9
11	13	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	7	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
12	8	Diary of a Wimpy Kid Jeff Kinney, 5.2	21	The Boy in the Striped Pyjamas John Boyne, 5.8	37	Romeo and Juliet Andrew Matthews, 5.2
13	38	Romeo and Juliet Andrew Matthews, 5.2	12	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5	17	Animal Farm George Orwell, 7.3
14	9	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2	9	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4	2	Everything, Everything Nicola Yoon, 4.4
15	18	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7	4	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4	13	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
16	16	Billionaire Boy David Walliams, 4.1	10	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6	30	One of Us Is Lying Karen M. McManus, 5.1
17	15	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2	18	Billionaire Boy David Walliams, 4.1	18	Animal Farm George Orwell, 7.3
18	39	The Curious Incident of the Dog in the Night-Time Mark Haddon, 5.4	41	Romeo and Juliet Andrew Matthews, 5.2	16	Mr. Stink David Walliams, 4.7
19	25	The Boy in the Dress David Walliams, 4.2	25	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0	36	The Curious Incident of the Dog in the Night-Time Mark Haddon, 5.4
20	24	Mr. Stink David Walliams, 4.7	13	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5	15	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7

Table 20: Most Popular Authors Overall: 2017, 2018 and 2019

Rank	2018 Author	2019 Author	2020 Author
1	Jeff Kinney (60)	Jeff Kinney (58)	Jeff Kinney (64)
2	David Walliams (31)	David Walliams (35)	David Walliams (31)
3	Roderick Hunt (24)	Roderick Hunt (24)	Roderick Hunt (23)
4	Roald Dahl (20)	Roald Dahl (17)	Roald Dahl (16)
5	Julia Donaldson (14)	Julia Donaldson (13)	Julia Donaldson (14)
6	Francesca Simon (5)	Francesca Simon (5)	Francesca Simon (5)
7=	J. K. Rowling (3)	R. J. Palacio (4)	R. J. Palacio (4)
	Martin Waddell (3)		
8=	John Boyne (2)	John Boyne (2)	John Boyne (2)
8=	Suzanne Collins (2)	Suzanne Collins (2)	Suzanne Collins (2)
8=	Judith Kerr (2)	Judith Kerr (2)	Judith Kerr (2)
8=	Jill Murphy (2)	Michael Rosen (2)	Michael Rosen (2)
8=	Michael Rosen (2)	J. K. Rowling (2)	J. K. Rowling (2)
8=	Dr. Seuss (2)	Dr. Seuss (2)	Dr. Seuss (2)
8=	Zoe Sugg (2)	John Steinbeck (2)	John Steinbeck (2)
8=		Martin Waddell (2)	Martin Waddell (2)
9			
10			

Number of mentions in brackets.

**Table 21: Most Popular Authors
Primary: 2020**

Rank	2020 Author
1	Jeff Kinney (36)
2	David Walliams (17)
3	Roderick Hunt (23)
4	Roald Dahl (13)
5	Julia Donaldson (14)
6	Francesca Simon (5)
7=	Judith Kerr (2)
7=	Michael Rosen (2)
7=	Dr. Seuss (2)
7=	Martin Waddell (2)

**Table 22: Most Popular Authors
Secondary: 2020**

Rank	2020 Author
1	Jeff Kinney (28)
2	David Walliams (14)
3	Roald Dahl (3)
4	R. J. Palacio (3)
5=	John Boyne (2)
5=	Suzanne Collins (2)
5=	J. K. Rowling (2)
5=	John Steinbeck (2)
6=	Mark Haddon (1)
6=	Andrew Mathews (1)
6=	George Orwell (1)
6=	J. B. Priestley (1)

**Table 23: Highest New Entrants:
Year 1**

Rank	Book Title, Author, ATOS
1	Ted's Shed Phil Roxbee Cox, 1.5
2	Catching the Moon Mal Peet, 1.8
3	Dinosaur Firefighters Sarah McIntrye, 2.6
4	Birds in the Garden Sally Brash, 1.6
5	The New Room Anne Giulieri, 1.2
6	Zog and the Flying Doctors Julia Donaldson, 3.8
7	Giraffe in the Bath Russell Punter, 1.8
8	The Ragged School Claire Llewellyn, 2.8
9	The Scarecrows' Wedding Julia Donaldson, 3.4
10	Kim Helps Out Jay Dale, 1.3
11	Ten Little Bookworms Mike Brownlow, 1.9
12	Ape's Great Escape Russell Punter, 1.6
13	Mole in a Hole Lesley Sims, 1.4
14	The Pond Kelly Gaffney, 0.9
15	Elephants Sally Brash, 1.6
16	Blast Off to the Moon Michaela Morgan, 2.1
17	Farmer Pat and the Brown Pony Jay Dale, 1.0
18	The Hundred and One Dalmatians: Cruella and Cadpig Peter Bentley, 2.1
19	The Pop Puffin Jill Atkins, 1.5
20	Llamas in Pyjamas Russell Punter, 1.6

**Table 24: Highest New Entrants:
Year 2**

Rank	Book Title, Author, ATOS
1	The Ugly Five Julia Donaldson, 3.7
2	Dinosaur Firefighters Sarah McIntrye, 2.6
3	Fing David Walliams, 4.2
4	Mack and the Missing Cheese Chae Strathie, 2.8
5	The Scarecrows' Wedding Julia Donaldson, 3.4
6	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
7	Zog and the Flying Doctors Julia Donaldson, 3.
8	The Ice Monster David Walliams, 4.3
9	Supertato: Veggies in the Valley of Doom Sue Hendra, 3.0
10	Ted's Shed Phil Roxbee Cox, 1.5
11	Not Yet a Yeti Lou Treleaven, 2.4
12	Catching the Moon Mal Peet, 1.8
13	The Ragged School Claire Llewellyn, 2.8
14	The Rainforest at Night Nic Bishop, 2.3
15	Oi Duck-Billed Platypus! Kes Gray, 2.6
16	Let's Go to Mars! Janice Marriott, 3.5
17	Go Away! and Let's Make a Rocket Elizabeth Dale, 0.7
18	The 104-Storey Treehouse Andy Griffiths, 3.4
19	The Enormous Turnip Katie Daynes, 2.2
20	Viv the Vet and Top Dog Katie Dale, 0.8

**Table 25: Highest New Entrants:
Year 3**

Rank	Book Title, Author, ATOS
1	Fing David Walliams, 4.2
2	The Ice Monster David Walliams, 4.3
3	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
4	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
5	What Monster? Liz Pichon, 3.9
6	The Ugly Five Julia Donaldson, 3.7
7	The 104-Storey Treehouse Andy Griffiths, 3.4
8	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
9	Dog Man: Brawl of the Wild Dav Pilkey, 2.6
10	Zog and the Flying Doctors Julia Donaldson, 3.8
11	Mack and the Missing Cheese Chae Strathie, 2.8
12	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
13	Horrid Henry's Hike Francesca Simon, 3.1
14	Supertato: Veggies in the Valley of Doom Sue Hendra, 3.0
15	The Scarecrows' Wedding Julia Donaldson, 3.4
16	Horrid Henry's Haunted House (Early Reader) Francesca Simon, 3.2
17	Dilly the Dinosaur Tony Bradman, 3.8
18	Dead End Michael Dahl, 2.7
19	Dinosaur Firefighters Sarah McIntyre, 2.6
20	Catching the Moon Mal Peet, 1.8

**Table 26: Highest New Entrants:
Year 4**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	Fing David Walliams, 4.2
3	The Ice Monster David Walliams, 4.3
4	What Monster? Liz Pichon, 3.9
5	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
6	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
7	The 104-Storey Treehouse Andy Griffiths, 3.4
8	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
9	Head Kid David Baddiel, 4.4
10	Birthday Drama! Rachel Renee Russell, 4.7
11	Dog Man: Brawl of the Wild Dav Pilkey, 2.6
12	Horrid Henry's Hike Francesca Simon, 3.1
13	My Mum Tracy Beaker Jacqueline Wilson, 4.5
14	The Ugly Five Julia Donaldson, 3.7
15	The Boy at the Back of the Class Onjali Q. Raúf, 5.4
16	Barry Loser is the Best at Football NOT! Jim Smith, 4.9
17	Barry Loser: Worst School Trip Ever Jim Smith, 5.2
18	Horrid Henry's Haunted House (Early Reader) Francesca Simon, 3.2
19	Zog and the Flying Doctors Julia Donaldson, 3.8
20	There's a Yeti in the Playground! Pamela Butchart, 5.3

**Table 27: Highest New Entrants:
Year 5**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	The Ice Monster David Walliams, 4.3
3	Fing David Walliams, 4.2
4	What Monster? Liz Pichon, 3.9
5	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
6	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
7	Head Kid David Baddiel, 4.4
8	Birthday Drama! Rachel Renee Russell, 4.7
9	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
10	The 104-Storey Treehouse Andy Griffiths, 3.4
11	My Mum Tracy Beaker Jacqueline Wilson, 4.5
12	The Boy at the Back of the Class Onjali Q. Raúf, 5.4
13	Dog Man: Brawl of the Wild Dav Pilkey, 2.6
14	Barry Loser: Worst School Trip Ever Jim Smith, 5.2
15	Barry Loser is the Best at Football NOT! Jim Smith, 4.9
16	Horrid Henry's Hike Francesca Simon, 3.1
17	The Wizards of Once: Twice Magic Cressida Cowell, 6.8
18	There's a Yeti in the Playground! Pamela Butchart, 5.3
19	Rose Rivers Jacqueline Wilson, 5.2
20	The Ugly Five Julia Donaldson, 3.7

**Table 28: Highest New Entrants:
Year 6**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	The Ice Monster David Walliams, 4.3
3	Fing David Walliams, 4.2
4	What Monster? Liz Pichon, 3.9
5	Head Kid David Baddiel, 4.4
6	Birthday Drama! Rachel Renee Russell, 4.7
7	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
8	My Mum Tracy Beaker Jacqueline Wilson, 4.5
9	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
10	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
11	The Boy at the Back of the Class Onjali Q. Raúf, 5.4
12	The 104-Storey Treehouse Andy Griffiths, 3.4
13	The Wizards of Once: Twice Magic Cressida Cowell, 6.8
14	Rose Rivers Jacqueline Wilson, 5.2
15	Barry Loser: Worst School Trip Ever Jim Smith, 5.2
16	Barry Loser is the Best at Football NOT! Jim Smith, 4.9
17	Death in the Spotlight Robin Stevens, 5.6
18	Horrid Henry's Hike Francesca Simon, 3.1
19	Dog Man: Brawl of the Wild Dav Pilkey, 2.6
20	The House with Chicken Legs Sophie Anderson, 5.0

**Table 29: Highest New Entrants:
Year 7**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	The Ice Monster David Walliams, 4.3
3	Fing David Walliams, 4.2
4	What Monster? Liz Pichon, 3.9
5	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
6	Birthday Drama! Rachel Renee Russell, 4.7
7	Head Kid David Baddiel, 4.4
8	My Mum Tracy Beaker Jacqueline Wilson, 4.5
9	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
10	Bus Stop Baby Fleur Hitchcock, 4.4
11	The House with Chicken Legs Sophie Anderson, 5.0
12	Rose Rivers Jacqueline Wilson, 5.2
13	Death in the Spotlight Robin Stevens, 5.6
14	The Boy at the Back of the Class Onjali Q. Raúf, 5.4
15	Accidental Superstar/Katie Cox Goes Viral Marianne Levy, 4.4
16	Dog Man: Lord of the Fleas Dav Pilkey, 2.6
17	Horrid Henry's Hike Francesca Simon, 3.1
18	Boy 87 Ele Fountain, 4.8
19	The Wizards of Once: Twice Magic Cressida Cowell, 6.8
20	Percy Jackson and the Singer of Apollo Rick Riordan, 4.7

**Table 30: Highest New Entrants:
Year 8**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	The Ice Monster David Walliams, 4.3
3	Fing David Walliams, 4.2
4	What Monster? Liz Pichon, 3.9
5	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
6	Birthday Drama! Rachel Renee Russell, 4.7
7	The House with Chicken Legs Sophie Anderson, 5.0
8	My Mum Tracy Beaker Jacqueline Wilson, 4.5
9	Head Kid David Baddiel, 4.4
10	Death in the Spotlight Robin Stevens, 5.6
11	Rose Rivers Jacqueline Wilson, 5.2
12	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5.0
13	Two Can Keep a Secret Karen M. McManus, 5.0
14	Boy 87 Ele Fountain, 4.8
15	Lukaku: From the Playground to the Pitch Matt Oldfield, 4.9
16	The Poet X Elizabeth Acevedo, 5.2
17	The Darkest Minds Alexandra Bracken, 5.7
18	Horrid Henry's Hike Francesca Simon, 3.1
19	Nought Forever Malorie Blackman, 4.3
20	The Land of Neverendings Kate Saunders, 5.1

**Table 31: Highest New Entrants:
Years 9-11**

Rank	Book Title, Author, ATOS
1	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	The Ice Monster David Walliams, 4.3
3	Fing David Walliams, 4.2
4	What Monster? Liz Pichon, 3.9
5	Two Can Keep a Secret Karen M. McManus, 5.0
6	Diary of Greg Heffley's Best Friend Jeff Kinney, 4.7
7	The Darkest Minds Alexandra Bracken, 5.7
8	The House with Chicken Legs Sophie Anderson, 5.0
9	Rose Rivers Jacqueline Wilson, 5.2
10	Your Turn to Die Sue Wallman, 4.8
11	My Mum Tracy Beaker Jacqueline Wilson, 4.5
12	Birthday Drama! Rachel Renee Russell, 4.7
13	Bodyguard: Fugitive Chris Bradford, 6.4
14	Death in the Spotlight Robin Stevens, 5.6
15	Lukaku: From the Playground to the Pitch Matt Oldfield, 4.9
16	Boy 87 Ele Fountain, 4.8
17	On the Come Up Angie Thomas, 3.8
18	The Extinction Trials S.M. Wilson, 4.8
19	Midnight Derek Landy, 4.6
20	The Poet X Elizabeth Acevedo, 5.2

**Table 32: Overall Most Popular New Entrants
2019 and 2020**

Rank	2019 Author	2020 Author
1=	Steve Cole (12)	Jeff Kinney (20)
1=	James Noble (12)	
2=	Dav Pilkey (11)	David Walliams (16)
2=	David Walliams (11)	
3=	Liz Pichon (10)	Jacqueline Wilson (11)
		Julia Donaldson (11)
4	Phil Roxbee Cox (9)	Dav Pilkey (10)
5	Jacqueline Wilson (8)	Francesca Simon (8)
6	Jeff Kinney (7)	Liz Pichon (7)
7=	Rachel Renee Russell (6)	Rachel Renee Russell (6)
7=		Jim Smith (6)
8=	David Baddiel (5)	David Baddiel (5)
8=	Pamela Butchart (5)	Andy Griffiths (5)
8=	Tom Fletcher (5)	
8=	Andy Griffiths (5)	
9=		Sophie Anderson (4)
9=		Onjali Q. Raúf (4)

Number of mentions in brackets.

Table 33: 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	5	Esio Trot Roald Dahl, 4.4
5	4	The Magic Finger Roald Dahl, 3.1
6	7	Charlie and the Chocolate Factory Roald Dahl, 4.8
7	6	The Giraffe and the Pelly and Me Roald Dahl, 4.7
8	10	Billionaire Boy David Walliams, 4.1
9	8	The Enormous Crocodile Roald Dahl, 4.0
10	9	Gangsta Granny David Walliams, 4.9
11	11	Diary of a Wimpy Kid Jeff Kinney, 5.2
12	13	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
13	14	Room on the Broom Julia Donaldson, 3.7
14	12	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
15	15	The Boy in the Dress David Walliams, 4.2
16	16	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
17	31	The Midnight Gang David Walliams, 4.4
18	20	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
19	NULL	Fing David Walliams, 4.2
20	NULL	The Ice Monster David Walliams, 4.3

Table 34: 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	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
3	3	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
4	6	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
5	7	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
6	5	Gangsta Granny David Walliams, 4.9
7	8	The Twits Roald Dahl, 4.4
8	9	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
9	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
10	NULL	The Ice Monster David Walliams, 4.3
11	11	Billionaire Boy David Walliams, 4.1
12	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
13	15	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
14	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
15	10	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
16	17	Demon Dentist David Walliams, 4.8
17	16	Ratburger David Walliams, 5.0
18	25	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
19	21	George's Marvellous Medicine Roald Dahl, 4.0
20	12	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4

Table 35: High-Achieving Top 20 Preferences: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	NULL	The Ice Monster David Walliams, 4.3
3	3	Diary of a Wimpy Kid Jeff Kinney, 5.2
4	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
5	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
6	6	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
7	8	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
8	4	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
9	13	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
10	10	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
11	12	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
12	11	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
13	14	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
14	9	Gangsta Granny David Walliams, 4.9
15	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
16	NULL	Fing David Walliams, 4.2
17	18	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
18	19	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5
19	16	Billionaire Boy David Walliams, 4.1
20	22	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7

Table 36: High-Achieving Top 20 Preferences: Year 6

Rank	Prior Ranking	Book Title, Author, ATOS
1	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
2	NULL	The Ice Monster David Walliams, 4.3
3	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
4	4	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
5	6	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
6	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
7	7	Diary of a Wimpy Kid Jeff Kinney, 5.2
8	13	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
9	11	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
10	9	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8
11	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
12	18	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
13	14	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
14	21	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney, 5.6
15	15	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	12	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
18	NULL	Fing David Walliams, 4.2
19	25	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
20	5	Wonder R.J. Palacio, 4.8

Table 37: High-Achieving Top 20 Preferences: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	4	Wonder R.J. Palacio, 4.8
2	1	Gangsta Granny David Walliams, 4.9
3	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
4	6	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
5	2	Diary of a Wimpy Kid Jeff Kinney, 5.2
6	8	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
7	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
8	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
9	12	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
10	9	Billionaire Boy David Walliams, 4.1
11	5	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
12	11	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
13	19	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
14	14	The Hunger Games Suzanne Collins, 5.3
15	15	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
16	16	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
17	13	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
18	20	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
19	23	Mr. Stink David Walliams, 4.7
20	21	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney, 5.8

Table 38: 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 Meltdown Jeff Kinney, 5.5
3	7	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
4	3	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
5	4	The Boy in the Striped Pyjamas John Boyne, 5.8
6	5	Wonder R.J. Palacio, 4.8
7	15	Of Mice and Men John Steinbeck, 4.5
8	6	Gangsta Granny David Walliams, 4.9
9	8	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
10	12	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
11	9	Diary of a Wimpy Kid Jeff Kinney, 5.2
12	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
13	17	Catching Fire Suzanne Collins, 5.3
14	11	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
15	16	Billionaire Boy David Walliams, 4.1
16	14	Private Peaceful Michael Morpurgo, 5.2
17	23	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
18	20	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
19	21	Charlie and the Chocolate Factory Roald Dahl, 4.8
20	25	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4

Table 39: 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	An Inspector Calls J.B. Priestley, 5.0
3	2	The Hunger Games Suzanne Collins, 5.3
4	6	Animal Farm George Orwell, 7.3
5	5	Harry Potter and the Philosopher's Stone J.K. Rowling, 6.0
6	7	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
7	15	The Boy in the Striped Pyjamas John Boyne, 5.8
8	8	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
9	9	Wonder R.J. Palacio, 4.8
10	10	The Fault in Our Stars John Green, 5.5
11	12	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
12	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
13	13	The Maze Runner James Dashner, 5.3
14	22	One of Us Is Lying Karen M. McManus, 5.1
15	1210	To All the Boys I've Loved Before Jenny Han, 4.2
16	24	The Curious Incident of the Dog in the Night-Time Mark Haddon, 5.4
17	14	Catching Fire Suzanne Collins, 5.3
18	16	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
19	86	The Hate U Give Angie Thomas, 3.9
20	11	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4

Table 40: Books Struggling Readers Read Most Often: Year 5

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	The Magic Finger Roald Dahl, 3.1
2	2	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3
3	3	The Gruffalo Julia Donaldson, 2.3
4	5	Horrid Henry's Birthday Party (Early Reader) Francesca Simon, 2.8
5	4	Horrid Henry's Holiday (Early Reader) Francesca Simon, 2.8
6	6	The Twits Roald Dahl, 4.4
7	7	Horrid Henry's Car Journey (Early Reader) Francesca Simon, 2.6
8	18	The Gruffalo's Child Julia Donaldson, 2.5
9	10	Horrid Henry and the Secret Club Francesca Simon, 3.2
10	8	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon, 2.9
11	15	The Smartest Giant in Town Julia Donaldson, 3.4
12	9	George's Marvellous Medicine Roald Dahl, 4.0
13	11	Room on the Broom Julia Donaldson, 3.7
14	14	Horrid Henry and the Bogey Babysitter Francesca Simon, 3.2
15	13	Fantastic Mr Fox Roald Dahl, 4.1
16	20	Gangsta Granny David Walliams, 4.9
17	17	Horrid Henry Francesca Simon, 3.3
18	21	The Tiger Who Came to Tea Judith Kerr, 3.2
19	26	The Cat in the Hat Dr. Seuss, 2.1
20	16	Horrid Henry Meets the Queen Francesca Simon, 3.2

Table 41: 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 Meltdown Jeff Kinney, 5.5
3	5	The Twits Roald Dahl, 4.4
4	3	Gangsta Granny David Walliams, 4.9
5	4	Billionaire Boy David Walliams, 4.1
6	6	Diary of a Wimpy Kid Jeff Kinney, 5.2
7	8	The Boy in the Dress David Walliams, 4.2
8	12	Fantastic Mr Fox Roald Dahl, 4.1
9	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
10	10	George's Marvellous Medicine Roald Dahl, 4.0
11	7	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
12	13	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
13	2	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
14	15	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
15	14	The Brilliant World of Tom Gates Liz Pichon, 4.0
16	16	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
17	20	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
18	17	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
19	21	Don't Be Horrid, Henry! (Early Reader) Francesca Simon, 2.3
20	37	Wonder R.J. Palacio, 4.8

Table 42: Books Struggling Readers Read Most Often: Year 7

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Gangsta Granny David Walliams, 4.9
2	7	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
3	6	Diary of a Wimpy Kid Jeff Kinney, 5.2
4	5	Billionaire Boy David Walliams, 4.1
5	4	The Boy in the Dress David Walliams, 4.2
6	42	Wonder R.J. Palacio, 4.8
7	2	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
8	3	The Twits Roald Dahl, 4.4
9	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
10	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
11	9	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
12	10	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
13	11	Charlie and the Chocolate Factory Roald Dahl, 4.8
14	12	Mr. Stink David Walliams, 4.7
15	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
16	17	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
17	18	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
18	26	The Boy in the Striped Pyjamas John Boyne, 5.8
19	14	The Magic Finger Roald Dahl, 3.1
20	20	Ratburger David Walliams, 5.0

Table 43: Books Struggling Readers Read Most Often: Year 8

Rank	Prior Ranking	Book Title, Author, ATOS
1	2	Gangsta Granny David Walliams, 4.9
2	14	Of Mice and Men John Steinbeck, 4.5
3	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
4	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
5	5	Diary of a Wimpy Kid Jeff Kinney, 5.2
6	6	The Boy in the Striped Pyjamas John Boyne, 5.8
7	11	The Boy in the Dress David Walliams, 4.2
8	16	Charlie and the Chocolate Factory Roald Dahl, 4.8
9	3	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
10	8	The Twits Roald Dahl, 4.4
11	4	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
12	10	Billionaire Boy David Walliams, 4.1
13	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
14	9	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
15	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
16	20	Mr. Stink David Walliams, 4.7
17	15	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney, 5.5
18	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney, 5.4
19	42	Wonder R.J. Palacio, 4.8
20	23	Mr. Stink David Walliams, 4.7

Table 44: 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	2	An Inspector Calls J.B. Priestley, 5.0
3	3	Diary of a Wimpy Kid: The Getaway Jeff Kinney, 5.4
4	18	The Boy in the Striped Pyjamas John Boyne, 5.8
5	NULL	Diary of a Wimpy Kid: The Meltdown Jeff Kinney, 5.5
6	9	Charlie and the Chocolate Factory Roald Dahl, 4.8
7	8	Diary of a Wimpy Kid Jeff Kinney, 5.2
8	17	Romeo and Juliet Andrew Matthews, 5.2
9	6	The Twits Roald Dahl, 4.4
10	4	Gangsta Granny David Walliams, 4.9
11	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney, 5.2
12	5	Diary of a Wimpy Kid: The Long Haul Jeff Kinney, 5.4
13	11	Diary of a Wimpy Kid: Old School Jeff Kinney, 5.6
14	15	The Boy in the Dress David Walliams, 4.2
15	16	Billionaire Boy David Walliams, 4.1
16	10	Diary of a Wimpy Kid: Dog Days Jeff Kinney, 5.2
17	12	Diary of a Wimpy Kid: Hard Luck Jeff Kinney, 5.5
18	24	Wonder R.J. Palacio, 4.8
19	20	Mr. Stink David Walliams, 4.7
20	19	Diary of a Wimpy Kid: Double Down Jeff Kinney, 5.5

Table 45: Non-fiction Books Read Most Often: Year 3

Rank	Prior Ranking	Book Title, Author, ATOS
1	4	A Visit to the Farm Michael Morpurgo, 2.8
2	2	When Animals Invade Chloe Rhodes, 2.4
3	1	Dragon Hunter Claire Llewellyn, 2.7
4	5	Body Invaders Jane Penrose, 2.3
5	3	Finding Things John Malam, 3.1
6	6	Things That Sting Brian Birchall, 3.4
7	11	Cool Buildings Mick Gowar, 3.4
8	7	Rubbish! Chloe Rhodes, 2.6
9	9	Animals in War Jillian Powell, 2.9
10	8	Animal Magic Mick Gowar, 1.9
11	27	Atlantic Adventure Michael Perham, 3.2
12	18	Look Closer Alison Blank, 2.7
13	23	The Water Cycle Steve Parker, 2.9
14	36	On the Wing Claire Llewellyn, 2.1
15	10	Think of an Eel Karen Wallace, 3.5
16	14	The Emperor's Egg Martin Jenkins, 4.1
17	12	The Sun and the Moon Paul Shipton, 1.9
18	211	Letter to Sam Jay Dale, 1.8
19	176	Owls Anne Giulieri, 1.6
20	15	Tigers in Trouble Louise Spilsbury, 2.3

Table 46: Non-fiction Books Read Most Often: Year 4

Rank	Prior Ranking	Book Title, Author, ATOS
1	2	Animals in War Jillian Powell, 2.9
2	3	Things That Sting Brian Birchall, 3.4
3	1	The Emperor's Egg Martin Jenkins, 4.1
4	8	When Animals Invade Chloe Rhodes, 2.4
5	7	Dragon Hunter Claire Llewellyn, 2.7
6	5	Boy: Tales of Childhood Roald Dahl, 6.0
7	9	Cool Buildings Mick Gowar, 3.4
8	4	A Visit to the Farm Michael Morpurgo, 2.8
9	10	Rubbish! Chloe Rhodes, 2.6
10	12	What Do You Want to Be? Shilo Berry, 3.6
11	6	Finding Things John Malam, 3.1
12	43	Let's Play and Other Things Animals Say Alison Blank, 3.6
13	24	Castles Maggie Freeman, 3.3
14	14	Big Blue Whale Nicola Davie, 4.2
15	34	Sport Then and Now Shilo Berry, 3.4
16	11	Think of an Eel Karen Wallace, 3.5
17	18	Wacky Sports Anne Rooney, 2.4
18	21	Diamonds Max Nichols, 4.1
19	19	Look Closer Alison Blank, 2.7
20	15	Safe Behind a Mask Mick Gowar, 4.6

Table 47: 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	2	Animals in War Jillian Powell, 2.9
3	3	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
4	6	The Emperor's Egg Martin Jenkins, 4.1
5	4	Going Solo Roald Dahl, 6.1
6	10	Weird Little Monsters Nic Bishop, 4.7
7	5	Safe Behind a Mask Mick Gowar, 4.6
8	15	Big Blue Whale Nicola Davies, 4.2
9	27	What Happened to the Dinosaurs? Jon Hughes, 5.5
10	12	Things That Sting Brian Birchall, 3.4
11	21	Finding Things John Malam, 3.1
12	8	Wacky Sports Anne Rooney, 2.4
13	9	Cool Buildings Mick Gowar, 3.4
14	64	Let's Play and Other Things Animals Say Alison Blank, 3.6
15	17	Diamonds Max Nichols, 4.1
16	4639	Kane: From the Playground to the Pitch Matt Oldfield, 5.0
17	142	Poo and Puke Eaters of the Animal World Jody Sullivan Rake, 3.4
18	56	Oceans Alive Angie Belcher, 5.1
19	23	Amazing Paint! Becca Heddle, 4.4
20	49	Football Spy I.C. Tallent, 4.1

Table 48: 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	2	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
3	3	Going Solo Roald Dahl, 6.1
4	5805	Kane: From the Playground to the Pitch Matt Oldfield, 5.0
5	2068	Ronaldo: From the Playground to the Pitch Matt Oldfield, 5.3
6	8	Escape from Colditz Jane Penrose, 6.0
7	18	Escaping Slavery Mick Gowar, 5.6
8	4	Jacky Daydream Jacqueline Wilson, 6.2
9	5	Safe Behind a Mask Mick Gowar, 4.6
10	9	The Flick of a Switch Chris Oxlade, 5.3
11	24	Kings of the Wild Jonathan Scott, 5.2
12	11	The Tower of London Becca Heddle, 4.5
13	94	It's Your Call Haydn Middleton, 5.7
14	25	The Spy's Secret Handbook Jane Penrose, 5.9
15	46	Oceans Alive Angie Belcher, 5.1
16	1176	Messi: From the Playground to the Pitch Matt Oldfield, 5.2
17	7	Hard Work Sarah Fleming, 5.2
18	149	Gareth Bale: The Boy Who Became a Galáctico: From the Playground to the Pitch Tom Oldfield, 5.7
19	10	The Frightful First World War Terry Deary, 6.3
20	29	What Happened to the Dinosaurs? Jon Hughes, 5.5

Table 49: 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	7	Leo Messi Roy Apps, 4.5
3	2	Wayne Rooney Roy Apps, 4.3
4	3	World's Fastest Anne Rooney, 1.8
5	3628	Kane: From the Playground to the Pitch Matt Oldfield, 5.0
6	459	Ronaldo: From the Playground to the Pitch Matt Oldfield, 5.3
7	5	Goalkeepers Jonny Zucker, 4.5
8	17	Smile Raina Telgemeier, 2.6
9	14	Football Paul May, 3.8
10	4	Jessica Ennis/Jessica Ennis-Hill Roy Apps, 4.5
11	57	Gareth Bale: The Boy Who Became a Galáctico: From the Playground to the Pitch Tom Oldfield, 5.7
12	20	Body Art Alison Hawes, 4.2
13	306	Messi: From the Playground to the Pitch Matt Oldfield, 5.2
14	6	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood Jeff Kinney, 6.5
15	10	Super Animals Anne Rooney, 1.9
16	21	Sisters Raina Telgemeier, 2.4
17	13	Wacky Sports Anne Rooney, 2.4
18	11	Movie Monsters Danny Pearson, 4.5
19	8	David Beckham Roy Apps, 3.8
20	99	Cristiano Ronaldo Roy Apps, 4.5

Table 50: 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	6	Football Paul May, 3.8
3	3	Leo Messi Roy Apps, 4.5
4	2	Wayne Rooney Roy Apps, 4.3
5	614	Ronaldo: From the Playground to the Pitch Matt Oldfield, 5.3
6	4405	Kane: From the Playground to the Pitch Matt Oldfield, 5.0
7	73	Gareth Bale: The Boy Who Became a Galáctico: From the Playground to the Pitch Tom Oldfield, 5.7
8	5	Goalkeepers Jonny Zucker, 4.5
9	23	Body Art Alison Hawes, 4.2
10	408	Messi: From the Playground to the Pitch Matt Oldfield, 5.2
11	4	Jessica Ennis/Jessica Ennis-Hill Roy Apps, 4.5
12	12	Football Andy Smith, 6.6
13	28	Sherlock Holmes Tony Lee, 4.8
14	11	Midfield Heroes Jonny Zucker, 4.8
15	13	Movie Monsters Danny Pearson, 4.5
16	8	World's Fastest Anne Rooney, 1.8
17	19	Goal Scorers Jonny Zucker, 4.7
18	26	Fighter Planes Cavan Scott, 4.8
19	16	James Bond Danny Pearson, 4.9
20	146	Eden Hazard: The Boy in Blue: From the Playground to the Pitch Tom Oldfield, 5.6

Table 51: Non-fiction Books Read Most Often: Year 9

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Goalkeepers Jonny Zucker, 4.5
2	6	Football Paul May, 3.8
3	3	Leo Messi Roy Apps, 4.5
4	5	Goal Scorers Jonny Zucker, 4.7
5	10	Football Andy Smith, 6.6
6	31	Body Art Alison Hawes, 4.2
7	4	Movie Monsters Danny Pearson, 4.5
8	9	Midfield Heroes Jonny Zucker, 4.8
9	2	Wayne Rooney Roy Apps, 4.3
10	746	Ronaldo: From the Playground to the Pitch Matt Oldfield, 5.3
11	7	Boy: Tales of Childhood Roald Dahl, 6.0
12	18	Freshwater Predators Craig Allen, 5.4
13	NULL	Kane: From the Playground to the Pitch Matt Oldfield, 5.0
14	63	Gareth Bale: The Boy Who Became a Galáctico: From the Playground to the Pitch Tom Oldfield, 5.7
15	28	Sherlock Holmes Tony Lee, 4.8
16	8	Shocking Con Tricks Jonny Zucker, 5.1
17	17	James Bond Danny Pearson, 4.9
18	570	Messi: From the Playground to the Pitch Matt Oldfield, 5.2
19	213	Eden Hazard: The Boy in Blue: From the Playground to the Pitch Tom Oldfield, 5.6
20	65	Rock Bands JH Rice, 4.7

Table 52: Voting on Favourite Books: Year 1

Rank	Prior Ranking	Book Title, Author, ATOS
1	1461	A Very Strange Creature Ronda Armitage, 1.9
2	764	Say Cheese! John Parker, 1.8
3	1416	Fox on a Box Phil Roxbee Cox, 1
4	1755	My Big, Big Kick Jack Gabolinscy, 1.9
5	1297	Baby Dinosaur Can Play Jay Dale, 1.2
6	NULL	Go Away! and Let's Make a Rocket Elizabeth Dale, 0.7
7	NULL	Find Me a Tiger Lynley Dodd, 2.6
8	355	Cleo and Caspar Stella Blackstone, 0.7
9	32	The Seal Pup Roderick Hunt, 1.4
10	157	I Want My Hat Back Jon Klassen, 1
11	383	Top Dog Laura Hambleton, 0.7
12	256	Mop Top Sue Graves, 0.9
13	16	The Gingerbread Micro Man Danny Waddell, 1
14	NULL	The Big Dog and the Little Cat Anne Giulieri, 0.8
15	NULL	Gus and the Tin of Ham Jill Atkins, 1.1
16	3434	Are We Lost? Adam Guillain, 0.8
17	49	Kitchen Disco Clare Foges, 3.2
18	485	Queen of the Waves Roderick Hunt, 1.9
19	NULL	Tyrannosaurus Rex Tammy Gagne, 2.6
20	182	New Glasses for Max Annette Smith, 1.6

**Table 53: Voting on Favourite Books:
Year 2**

Rank	Prior Ranking	Book Title, Author, ATOS
1	107	Tess the Sea Turtle Fairy Daisy Meadows, 4.6
2	NULL	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5
3	NULL	The Pet Keeper Fairies Daisy Meadows, 2.4
4	240	The Adventures of Captain Underpants Dav Pilkey, 4.3
5	229	Mara the Meerkat Fairy Daisy Meadows, 4.5
6	6027	Let's Look at Eyes Simona Sideri, 2.1
7	NULL	A Place for Pluto Stef Wade, 3.1
8	1794	Dogs Clive Harper, 1.7
9	316	Demon Dentist David Walliams, 4.8
10	303	Bad Dad David Walliams, 4.2
11	14	Captain Underpants and the Wrath of the Wicked Wedgie Woman Dav Pilkey, 4.4
12	15	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
13	1124	When It Snows Richard Collingridge, 2.4
14	8975	Stealth the Ghost Panther Adam Blade, 5.1
15	NULL	Show Time! Tracey West, 3.5
16	551	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
17	25	Everything's Amazing (sort of) Liz Pichon, 4.1
18	465	The Magic Faraway Tree (modern edition) Enid Blyton, 4.1
19	NULL	Winnie and Wilbur Meet Santa Valerie Thomas, 3.1
20	6751	The T-Shirt Triplets Hazel Edwards, 1.9

**Table 54: Voting on Favourite Books:
Year 3**

Rank	Prior Ranking	Book Title, Author, ATOS
1	1	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
2	NULL	The Great Chocoplot Chris Callaghan, 5.5
3	3	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
4	NULL	The 104-Storey Treehouse Andy Griffiths, 3.4
5	5	The Christmasaurus Tom Fletcher, 5.8
6	6	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
7	NULL	Diary of an Awesome Friendly Kid: Rowley Jefferson's Journal Jeff Kinney, 5
8	8	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
9	138	How to Speak Dragonese Cressida Cowell, 6.5
10	31	Tracks of the Tiger Bear Grylls, 5.2
11	583	Lily Pad Lake Rosie Banks, 4.6
12	173	How to Cheat a Dragon's Curse Cressida Cowell, 6.8
13	NULL	The Boy at the Back of the Class Onjali Q. Raúf, 5.4
14	143	Lost in the Snow Holly Webb, 4.6
15	NULL	Birthday Drama! Rachel Renee Russell, 4.7
16	158	Five Go to Smuggler's Top Enid Blyton, 4.6
17	1033	Percy Jackson and the Sea of Monsters Rick Riordan, 4.6
18	10	Hetty Feather Jacqueline Wilson, 5.1
19	176	How to Twist a Dragon's Tale Cressida Cowell, 6.9
20	3744	The Wide Window Lemony Snicket, 6.3

**Table 55: Voting on Favourite Books:
Year 4**

Rank	Prior Ranking	Book Title, Author, ATOS
1	9	The Land of Stories: A Grimm Warning Chris Colfer, 5.8
2	1701	A Dangerous Path Erin Hunter, 5.9
3	2	Harry Potter and the Philosopher's Stone J.K. Rowling, 6
4	3	Harry Potter and the Chamber of Secrets J.K. Rowling, 6.7
5	4	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
6	5	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
7	6	Harry Potter and the Order of the Phoenix J.K. Rowling, 7.2
8	107	Harry Potter and the Half-Blood Prince J.K. Rowling, 7.2
9	8	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
10	NULL	Birthday Drama! Rachel Renee Russell, 4.7
11	225	Podkin One-Ear/The Legend of Podkin One-Ear Kieran Larwood, 5.5
12	14	The Lost Hero Rick Riordan, 4.5
13	15	The Son of Neptune Rick Riordan, 4.7
14	NULL	The Wicked Tricks of Till Owlyglass Michael Rosen, 4.7
15	17	The Mark of Athena Rick Riordan, 4.8
16	224	Scorpia Rising Anthony Horowitz, 5.6
17	NULL	The World's Worst Teachers David Walliams, 4.3
18	16	The House of Hades Rick Riordan, 4.8
19	19	The Blood of Olympus Rick Riordan, 5.2
20	20	Skills from Brazil Dan Freedman, 5.6

**Table 56: Voting on Favourite Books:
Year 5**

Rank	Prior Ranking	Book Title, Author, ATOS
1	60	Harry Potter and the Prisoner of Azkaban J.K. Rowling, 6.7
2	61	Harry Potter and the Goblet of Fire J.K. Rowling, 6.8
3	3	Harry Potter and the Deathly Hallows J.K. Rowling, 6.9
4	96	How to Fight a Dragon's Fury Cressida Cowell, 6.9
5	7	The Son of Neptune Rick Riordan, 4.7
6	8	The Mark of Athena Rick Riordan, 4.8
7	102	The House of Hades Rick Riordan, 4.8
8	9	The Blood of Olympus Rick Riordan, 5.2
9	108	Never Say Die Anthony Horowitz, 5.4
10	119	The Red Pyramid Rick Riordan, 4.5
11	NULL	Death in the Spotlight Robin Stevens, 5.6
12	163	The Land of Stories: The Wishing Spell Chris Colfer, 5
13	144	The Throne of Fire Rick Riordan, 4.8
14	19	The Land of Stories: The Enchantress Returns Chris Colfer, 5.3
15	24	Forest of Secrets Erin Hunter, 5.8
16	NULL	Wundersmith: The Calling of Morrigan Crow Jessica Townsend, 6
17	1	The Land of Stories: Worlds Collide Chris Colfer, 6.1
18	226	The Recruit Robert Muchamore, 4.5
19	229	Demigods and Magicians Rick Riordan, 5.1
20	220	Rising Storm Erin Hunter, 6.1

**Table 57: Voting on Favourite Books:
Year 6**

Rank	Prior Ranking	Book Title, Author, ATOS
1	141	The Land of Stories: A Grimm Warning Chris Colfer, 5.8
2	128	Twilight Stephenie Meyer, 4.9
3	11	Brisinqr Christopher Paolini, 7.8
4	15	Inheritance Christopher Paolini, 7.5
5	135	Stirring the Storm Ali Sparkes, 5.4
6	17	The Last Ever After Soman Chainani, 6.2
7	NULL	Quests for Glory Soman Chainani, 5.8
8	148	Hollow City: The Second Novel of Miss Peregrine's Peculiar Children Ransom Riggs, 5.7
9	177	The Mysterious Benedict Society Trenton Lee Stewart, 5.6
10	198	The Revenge of Seven Pittacus Lore, 5.7
11	2854	Demon Road Derek Landy, 4.5
12	NULL	The Gift of Dark Hollow Kieran Larwood, 5.5
13	231	The Return of the King J.R.R. Tolkien, 6.2
14	749	Breaking Dawn Stephenie Meyer, 4.8
15	181	Library of Souls: The Third Novel of Miss Peregrine's Peculiar Children Ransom Riggs, 5.6
16	669	My Friend the Enemy Dan Smith, 4.7
17	528	The Short Second Life of Bree Tanner. An Eclipse Novella Stephenie Meyer, 4.8
18	NULL	Herobrine's Message: Book Three: Part Two Sean Fay Wolfe, 7.5
19	1416	The Burning Bridge John Flanagan, 6.3
20	NULL	The Fourth Apprentice Erin Hunter, 5.4

**Table 58: Voting on Favourite Books:
Year 7**

Rank	Prior Ranking	Book Title, Author, ATOS
1	72	The Blood of Olympus Rick Riordan, 5.2
2	9	Magnus Chase and the Ship of the Dead Rick Riordan, 5.1
3	1	Ready Player One Ernest Cline, 6.7
4	91	Into the Wild Erin Hunter, 5.6
5	12	Forest of Secrets Erin Hunter, 5.8
6	112	The Dying of the Light Derek Landy, 4.7
7	111	Rising Storm Erin Hunter, 6.1
8	16	The Darkest Hour Erin Hunter, 6.3
9	123	Resurrection Derek Landy, 4.7
10	15	Brisinqr Christopher Paolini, 7.8
11	18	Inheritance Christopher Paolini, 7.5
12	113	Breaking Dawn Stephenie Meyer, 4.8
13	21	A Dangerous Path Erin Hunter, 5.9
14	269	A Darkling Plain Philip Reeve, 6.7
15	124	Library of Souls: The Third Novel of Miss Peregrine's Peculiar Children Ransom Riggs, 5.6
16	171	Starlight Erin Hunter, 5.9
17	2	The Battlemage Taran Matharu, 6.7
18	172	Sunset Erin Hunter, 5.5
19	192	The Sight Erin Hunter, 4.9
20	180	Twilight Erin Hunter, 5.5

**Table 59: Voting on Favourite Books:
Year 8**

Rank	Prior Ranking	Book Title, Author, ATOS
1	14	Crooked Kingdom Leigh Bardugo, 5.6
2	8	The Battlemage Taran Matharu, 6.7
3	NULL	Five Nights at Freddy's: The Twisted Ones Scott Cawthon, 5.2
4	NULL	The Last Hope Erin Hunter, 4
5	3248	Alone: Could You Survive? D.J. Brazier, 6.5
6	266	The Kings of Clonmel John Flanagan, 6.1
7	91	Twilight Erin Hunter, 5.5
8	303	Sunset Erin Hunter, 5.5
9	16	Frozen Charlotte Alex Bell, 5.3
10	268	The Land of Stories: Worlds Collide Chris Colfer, 6.1
11	381	Always and Forever, Lara Jean Jenny Han, 4.5
12	3	Ready Player One Ernest Cline, 6.7
13	163	The Blood of Olympus Rick Riordan, 5.2
14	NULL	Sunrise Erin Hunter, 5.26
15	29	Throne of Glass Sarah J. Maas, 5.7
16	1300	The Burning Maze Rick Riordan, 5.3
17	834	The Sorcerer in the North John Flanagan, 6.2
18	31	Kingdom of the Wicked Derek Landy, 4.4
19	42	The Novice Taran Matharu, 6.5
20	51	Crown of Midnight Sarah J. Maas, 6.1

**Table 60: Voting on Favourite Books:
Year 9-11**

Rank	Prior Ranking	Book Title, Author, ATOS
1	10	Ready Player One Ernest Cline, 6.7
2	13	Crown of Midnight Sarah J. Maas, 6.1
3	27	Empire of Storms Sarah J. Maas, 6.2
4	6	Queen of Shadows Sarah J. Maas, 6.0
5	1	A Court of Wings and Ruin Sarah J. Maas, 5.5
6	NULL	Kingdom of Ash Sarah J. Maas, 5.5
7	9	A Game of Thrones George R.R. Martin, 5.5
8	211	Throne of Glass Sarah J. Maas, 5.7
9	72	The House of Hades Rick Riordan, 4.8
10	195	City of Lost Souls Cassandra Clare, 5.1
11	63	City of Heavenly Fire Cassandra Clare, 5.8
12	11	Clockwork Prince Cassandra Clare, 5.7
13	69	Clockwork Princess Cassandra Clare, 6.1
14	18	Heir of Fire Sarah J. Maas, 6.4
15	5	A Court of Mist and Fury Sarah J. Maas, 5.9
16	20	Eldest Christopher Paolini, 7.0
17	17	Into the Wild Erin Hunter, 5.6
18	603	Straight Outta Crongton Alex Wheatle, 4.1
19	79	Lady Midnight Cassandra Clare, 5.3
20	31	Lord of Shadows Cassandra Clare, 5.5

Table 61: Favourite Books within Primary Schools

Rank	Book (Position last year in brackets)	Author	Number of Times Voted For
1	Harry Potter & the Prisoner of Azkaban (3)	J. K. Rowling	13,626
2	Harry Potter & the Philosopher's Stone (1)	J. K. Rowling	12,032
3	Harry Potter & the Goblet of Fire (4)	J. K. Rowling	10,598
4	Harry Potter & the Chamber of Secrets (2)	J. K. Rowling	8,935
5	Harry Potter & the Order of the Pheonix (6)	J. K. Rowling	5,949
6	Harry Potter & the Deathly Hallows (5)	J. K. Rowling	5,767
7	Harry Potter and the Half Blood Prince (7)	J. K. Rowling	4,696
8	Birthday Drama	Rachel Rene Russell	2,966
9	The Hunger Games	Suzanne Collins	2,003
10	Point Blanc (10)	Anthony Horowitz	2,002

Table 62: Favourite Books within Secondary Schools

Rank	Book (Position last year in brackets)	Author	Number of Times Voted For
1	The Blood of Olympus	Rick Riordan	1,694
2	Ready Player One (3)	Ernest Cline	1,574
3	Frozen Charlotte (2)	Alex Bell	817
4	The Dying of the Light	Derek Landy	785
5	Forest of Secrets	Erin Hunter	784
6	Brisingr	Christopher Paolini	724
7	Magnus Chase & the Ship of the Dead	Rick Riordan	703
8	Always and Forever, Lara Jean	Jenny Han	693
9	Inheritance (10)	Christopher Paolini	688
10	Into the Wild	Erin Hunter	588

Table 63: Variation in Reading by Region: Year 1

England			Republic of Ireland	
Rank	Book Title	Author	Book Title	Author
1	Village in the Snow	Roderick Hunt	Private Peaceful	Michael Morpurgo
2	The Gruffalo	Julia Donaldson	Don't be Horrid, Henry! (Early Reader)	Francesca Simon
3	Castle Adventure	Roderick Hunt	Wonder	R.J. Palacio
4	The Magic Key	Roderick Hunt	Please, Mr.Panda	Steve Antony
5	We're Going on a Bear Hunt	Michael J. Rosen	The Gruffalo	Julia Donaldson
6	Kipper and the Giant	Roderick Hunt	Gran	Roderick Hunt
7	Gran	Roderick Hunt	Horrid Henry's Holiday (Early Reader)	Francesca Simon
8	The Dragon Tree	Roderick Hunt	Not Now, Bernard	David McKee
9	Land of the Dinosaurs	Roderick Hunt	A Fright in the Night	Roderick Hunt
10	The Secret Room	Roderick Hunt	Poor Old Mum!	Roderick Hunt
11	In the Garden	Roderick Hunt	Dog Man	Dav Pilkey
12	Pirate Adventure	Roderick Hunt	Bill's Baggy Trousers	Susan Gates
13	Robin Hood	Roderick Hunt	To the Moon	Jay Dale
14	The Outing	Roderick Hunt	Dolphin Rescue	Roderick Hunt
15	A Fright in the Night	Roderick Hunt	Seasick	Roderick Hunt
16	The New House	Roderick Hunt	Little Rabbit Foo Foo	Michael Rosen
17	The Play	Roderick Hunt	Dog Man Unleashed	Dav Pilkey
18	Peace at Last	Jill Murphy	Adam's Car	Roderick Hunt
19	The Storm	Roderick Hunt	Robin Hood	Roderick Hunt
20	A New Classroom	Roderick Hunt	Handa's Surprise	Roderick Hunt

Average ATOS and APC (2019 in brackets):

England ATOS 1.6 (1.6), APC 0.90 (0.90)

Republic of Ireland ATOS 2.1, APC 0.92

Table 64: Variation in Reading by Region: Year 2

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 Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	We're Going on a Bear Hunt	Michael J. Rosen	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon
2	The Gruffalo's Child	Julia Donaldson	The Gruffalo's Child	Julia Donaldson	Pet Cat, Big Cat	Alison Hawes	Peace at Last	Jill Murphy	Horrid Henry's Holiday (Early Reader)	Francesca Simon
3	Owl Babies	Martin Waddell	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Sam and the Nut	Sheryl Webster	Green Eggs and Ham	Dr. Seuss	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
4	The Smartest Giant in Town	Julia Donaldson	We're Going on a Bear Hunt	Michael J. Rosen	Gran	Roderick Hunt	Owl Babies	Martin Waddell	The Gruffalo	Julia Donaldson
5	A Squash and a Squeeze	Julia Donaldson	Stick Man	Julia Donaldson	The Magic Key	Roderick Hunt	Suddenly!	Colin McNaughton	The Cat in the Hat	Dr. Seuss
6	Peace at Last	Jill Murphy	The Magic Finger	Roald Dahl	Robin Hood	Roderick Hunt	You and Me, Little Bear	Martin Waddell	The Twits	Roald Dahl
7	Robin Hood	Roderick Hunt	The Very Hungry Caterpillar	Eric Carle	The Snowman	Roderick Hunt	Five Minutes' Peace	Jill Murphy	The Gruffalo's Child	Julia Donaldson
8	The Tiger Who Came to Tea	Judith Kerr	Green Eggs and Ham	Dr. Seuss	Castle Adventure	Roderick Hunt	Land of the Dinosaurs	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon
9	We're Going on a Bear Hunt	Michael J. Rosen	Owl Babies	Martin Waddell	The Big Match	Julia Donaldson	Handa's Surprise	Eileen Browne	Horrid Henry's Car Journey (Early Reader)	Francesca Simon
10	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Monkey Puzzle	Julia Donaldson	Pirate Adventure	Roderick Hunt	The Gruffalo's Child	Julia Donaldson	Kipper and the Giant	Roderick Hunt
11	Lost in the Jungle	Roderick Hunt	Room on the Broom	Julia Donaldson	The Outing	Roderick Hunt	A Quiet Night In	Jill Murphy	Dragon Danger	Roderick Hunt
12	Red Planet	Roderick Hunt	The Smartest Giant in Town	Julia Donaldson	A Cat in the Tree	Roderick Hunt	Robin Hood	Roderick Hunt	Horrid Henry and the Demon Dinner Lady (Early Reader)	Francesca Simon
13	Land of the Dinosaurs	Roderick Hunt	A Squash and a Squeeze	Julia Donaldson	The Gruffalo's Child	Julia Donaldson	The Tiger Who Came to Tea	Judith Kerr	The Magic Finger	Roald Dahl
14	The Magic Finger	Roald Dahl	Lost in the Jungle	Roderick Hunt	The New House	Roderick Hunt	The Giant and the Frippit	Linda Strachan	Stick Man	Julia Donaldson
15	Room on the Broom	Julia Donaldson	What the Ladybird Heard	Julia Donaldson	A New Dog	Roderick Hunt	Guess How Much I Love You	Sam McBratney	Lost in the Jungle	Roderick Hunt
16	Kipper and the Giant	Roderick Hunt	In the Garden	Roderick Hunt	Whatever Next!	Jill Murphy	To the Moon	Jay Dale	The Raft Race	Roderick Hunt
17	Stick Man	Julia Donaldson	A Day in London	Roderick Hunt	Kipper and the Giant	Roderick Hunt	The Singing Bird	Monica Hughes	The Lions and the Buffaloes	Beverley Randell
18	The Outing	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	At the Pool	Roderick Hunt	A Fright in the Night	Roderick Hunt	The Rainbow Machine	Roderick Hunt
19	The Very Hungry Caterpillar	Eric Carle	Red Planet	Roderick Hunt	At the Seaside	Roderick Hunt	A Monster Mistake	Roderick Hunt	Christmas Adventure	Roderick Hunt
20	The Cat in the Hat	Dr. Seuss	Viking Adventure	Roderick Hunt	The Play	Roderick Hunt	Animal Feet	Greg Pyers	Owl Babies	Martin Waddell

Average ATOS and APC (2019 in brackets):

England ATOS 2.5 (2.5), APC 0.90 (0.90)

Scotland ATOS 2.5 (2.4), APC 0.89 (0.91)

Northern Ireland ATOS 1.3 (1.3), APC 0.92 (0.92)

Wales ATOS 2.0, APC 0.89

Republic of Ireland ATOS 2.5 (2.1), APC 0.90 (0.91)

Table 65: Variation in Reading by Region: Year 3

	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	The Magic Finger	Roald Dahl	George's Marvellous Medicine	Roald Dahl	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	The Twits	Roald Dahl
2	The Gruffalo	Julia Donaldson	The Magic Finger	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
3	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Twits	Roald Dahl	The Gruffalo's Child	Julia Donaldson	The Kidnappers	Roderick Hunt	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
4	The Twits	Roald Dahl	The Gruffalo	Julia Donaldson	The Magic Finger	Roald Dahl	The Gruffalo's Child	Julia Donaldson	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
5	Room on the Broom	Julia Donaldson	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Stick Man	Julia Donaldson	Five Minutes' Peace	Jill Murphy	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
6	Fantastic Mr Fox	Roald Dahl	Stick Man	Julia Donaldson	Room on the Broom	Julia Donaldson	Room on the Broom	Julia Donaldson	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
7	George's Marvellous Medicine	Roald Dahl	Fantastic Mr Fox	Roald Dahl	The Kidnappers	Roderick Hunt	Land of the Dinosaurs	Roderick Hunt	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
8	The Gruffalo's Child	Julia Donaldson	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	The Lost Key	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	Diary of a Wimpy Kid: Roderick Rules	Jeff Kinney
9	The Smartest Giant in Town	Julia Donaldson	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	Red Planet	Roderick Hunt	Horrid Henry's Car Journey (Early Reader)	Francesca Simon	The Magic Finger	Roald Dahl
10	The Tiger Who Came to Tea	Judith Kerr	Green Eggs and Ham	Dr. Seuss	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	A Day in London	Roderick Hunt	Diary of a Wimpy Kid: Old School	Jeff Kinney
11	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	The Gruffalo's Child	Julia Donaldson	We're Going on a Bear Hunt	Michael J. Rosen	Christmas Adventure	Roderick Hunt	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
12	Horrid Henry's Holiday (Early Reader)	Francesca Simon	The Cat in the Hat	Dr. Seuss	Lost in the Jungle	Roderick Hunt	The Outing	Roderick Hunt	George's Marvellous Medicine	Roald Dahl
13	A Squash and a Squeeze	Julia Donaldson	Horrid Henry's Holiday (Early Reader)	Francesca Simon	The Rainbow Machine	Roderick Hunt	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
14	Stick Man	Julia Donaldson	Room on the Broom	Julia Donaldson	A Day in London	Roderick Hunt	Kipper and the Giant	Roderick Hunt	Diary of a Wimpy Kid	Jeff Kinney
15	Funnybones	Janet Ahlberg	Esio Trot	Roald Dahl	Fantastic Mr Fox	Roald Dahl	The Emergency	Mike Poulton	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
16	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	The Enormous Crocodile	Roald Dahl	Viking Adventure	Roderick Hunt	A Squash and a Squeeze	Julia Donaldson	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
17	The Cat in the Hat	Dr. Seuss	Charlie and the Chocolate Factory	Roald Dahl	A Squash and a Squeeze	Julia Donaldson	The Flying Carpet	Roderick Hunt	Fantastic Mr Fox	Roald Dahl
18	Owl Babies	Martin Waddell	What the Ladybird Heard	Julia Donaldson	The Broken Roof	Roderick Hunt	Aliens Love Underpants	Claire Freedman	Diary of a Wimpy Kid: Double Down	Jeff Kinney
19	Esio Trot	Roald Dahl	Gangsta Granny	David Walliams	The Very Hungry Caterpillar	Eric Carle	Robin Hood	Roderick Hunt	Gangsta Granny	David Walliams
20	The Enormous Crocodile	Roald Dahl	Monkey Puzzle	Julia Donaldson	The Flying Carpet	Roderick Hunt	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon

Average ATOS and APC (2019 in brackets):

England ATOS 3.2 (3.1), APC 0.90 (0.89)

Scotland ATOS 3.2 (3.2), APC 0.89 (0.89)

Northern Ireland ATOS 2.7 (2.7), APC 0.89 (0.89)

Wales ATOS 2.6 (2.6), APC 0.88 (0.89)

Republic of Ireland ATOS 4.8 (4.7), APC 0.92 (0.91)

Table 66: 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	Fantastic Mr Fox	Roald Dahl	The Twits	Roald Dahl	The Magic Finger	Roald Dahl	Horrid Henry Gets Rich Quick (Early Reader)	Jeff Kinney
2	George's Marvellous Medicine	Roald Dahl	The Twits	Roald Dahl	The Magic Finger	Roald Dahl	Room on the Broom	Julia Donaldson	The Ice Monster	David Walliams
3	Gangsta Granny	David Walliams	George's Marvellous Medicine	Roald Dahl	George's Marvellous Medicine	Roald Dahl	Green Eggs and Ham	Roald Dahl	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
4	Fantastic Mr Fox	Roald Dahl	Gangsta Granny	David Walliams	The Gruffalo	Julia Donaldson	The Smartest Giant in Town	Julia Donaldson	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
5	The Magic Finger	Roald Dahl	The Magic Finger	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
6	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Fantastic Mr Fox	Roald Dahl	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
7	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Horrid Henry's Car Journey (Early Reader)	Francesca Simon	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
8	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Esio Trot	Roald Dahl	The Emergency	Mike Poulton	Diary of a Wimpy Kid: Old School	Jeff Kinney
9	Billionaire Boy	David Walliams	Billionaire Boy	David Walliams	The Gruffalo's Child	Julia Donaldson	The Treasure Chest	Roderick Hunt	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
10	Esio Trot	Roald Dahl	Charlie and the Chocolate Factory	Roald Dahl	Stick Man	Julia Donaldson	The Boss Dog of Blossom Street	Rita Ray	Billionaire Boy	David Walliams
11	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
12	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Mr. Stink	David Walliams	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon	Lost in the Jungle	Roderick Hunt	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
13	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Gangsta Granny	David Walliams	Funnybones	Janet Ahlberg	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
14	Charlie and the Chocolate Factory	Roald Dahl	The Ice Monster	David Walliams	Room on the Broom	Julia Donaldson	The Flying Carpet	Roderick Hunt	Gangsta Granny	David Walliams
15	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Billionaire Boy	David Walliams	Horrid Henry and the Bogey Babysitter	Francesca Simon	Diary of a Wimpy Kid: Double Down	Jeff Kinney
16	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	A Squash and a Squeeze	Julia Donaldson	Amy the Hedgehog Girl	John Coldwell	The Twits	Roald Dahl
17	Demon Dentist	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Horrid Henry and the Secret Club	Francesca Simon	The Lost Key	Roderick Hunt	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
18	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	The Kidnappers	Roderick Hunt	The Boy in the Dress	David Walliams
19	Diary of a Wimpy Kid: Old School	Jeff Kinney	The Boy in the Dress	David Walliams	Horrid Henry's Car Journey (Early Reader)	Francesca Simon	The Holiday	Roderick Hunt	Mr. Stink	David Walliams
20	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	The Smartest Giant in Town	Julia Donaldson	Fantastic Mr Fox	Roald Dahl	Bad Dad	David Walliams

Average ATOS and APC (2019 in brackets):

England ATOS 4.9 (4.8), APC 0.90 (0.90)

Scotland ATOS 4.8 (4.6), APC 0.91 (0.91)

Northern Ireland ATOS 3.4 (3.5), APC 0.89 (0.90)

Wales ATOS 3.1 (3.2), APC 0.88 (0.90)

Republic of Ireland ATOS 5.1 (5.0), APC 0.93 (0.93)

Table 67: 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	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	The Twits	Roald Dahl	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
2	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	The Twits	Roald Dahl	The Ice Monster	David Walliams
3	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
4	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Fantastic Mr	Roald Dahl	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
5	Gangsta Granny	David Walliams	The Twits	Roald Dahl	George's Marvellous Medicine	Roald Dahl	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney
6	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Billionaire Boy	David Walliams	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Diary of a Wimpy Kid	Jeff Kinney
7	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Ice Monster	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Can't You Sleep, Little Bear?	Martin Waddell	Gangsta Granny	David Walliams
8	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Magic Finger	Roald Dahl	The Brilliant World of Tom Gates	Liz Pichon	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
9	Billionaire Boy	David Walliams	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
10	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Esio Trot	Roald Dahl	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
11	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	The Emergency	Mike Poulton	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
12	The Ice Monster	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Billionaire Boy	David Walliams
13	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Holiday	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
14	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Tom Gates Is Absolutely Fantastic (at Some Things)	Liz Pichon	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
15	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Lost in the Jungle	Roderick Hunt	Diary of a Wimpy Kid: Double Down	Jeff Kinney
16	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Giraffe and the Pelly and Me	John Coldwell	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
17	The Twits	Roald Dahl	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	The Lost Key	Roderick Hunt	The Boy in the Dress	David Walliams
18	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	The Ice Monster	David Walliams	Charlie and the Chocolate Factory	Roald Dahl	Bad Dad	David Walliams
19	Ratburger	David Walliams	The Boy in the Dress	David Walliams	Mr. Stink	David Walliams	Horrid Henry's Haunted House	Francesca Simon	Demon Dentist	David Walliams
20	The Midnight Gang	David Walliams	Fantastic Mr Fox	Roald Dahl	Charlie and the Chocolate Factory	Roald Dahl	The King of the Birds	Malachy Doyle	Under the Hawthorn Tree	Marita Conlon-McKenna

Average ATOS and APC (2019 in brackets):

England ATOS 5.1 (5.1), APC 0.91 (0.92)

Scotland ATOS 5.1 (5.0), APC 0.92 (0.92)

Northern Ireland ATOS 4.9 (4.8), APC 0.91 (0.92)

Wales ATOS 3.9 (4.5), APC 0.90 (0.90)

Republic of Ireland ATOS 5.1 (5.1), APC 0.91 (0.93)

Table 68: Variation in Reading by Region: Year 6

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	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Wonder	R.J. Palacio	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Horrid Henry Gets Rich Quick (Early Reader)	Jeff Kinney
2	The Ice Monster	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	The Ice Monster	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Ice Monster	David Walliams
3	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	The Twits	Roald Dahl	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
5	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
6	Diary of a Wimpy Kid: Dog Days	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: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
7	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
8	Diary of a Wimpy Kid: The Getaway	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: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney
9	Diary of a Wimpy Kid: Old School	Jeff Kinney	The Ice Monster	David Walliams	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
10	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	The Giraffe and the Pelly and Me	Roald Dahl	Billionaire Boy	David Walliams
11	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Esio Trot	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
12	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
13	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
14	Diary of a Wimpy Kid: The Third Wheel	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams
15	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Billionaire Boy	David Walliams	Ratburger	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney
16	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Fing	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	The Twits	Roald Dahl
17	The Boy in the Dress	David Walliams	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
18	Ratburger	David Walliams	Ratburger	David Walliams	Ratburger	David Walliams	The Ice Monster	David Walliams	The Boy in the Dress	David Walliams
19	The Midnight Gang	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Demon Dentist	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Mr. Stink	David Walliams
20	Wonder	R.J. Palacio	Holes	Louis Sachar	The Boy in the Dress	David Walliams	The Adventures of Captain Underpants	Dav Pilkey	Bad Dad	David Walliams

Average ATOS and APC (2019 in brackets):

England ATOS 5.1 (5.1), APC 0.92 (0.92)

Scotland ATOS 5.1 (5.1), APC 0.91 (0.93)

Northern Ireland ATOS 5.1 (5.1), APC 0.93 (0.93)

Wales ATOS 5.0 (4.9), APC 0.93 (0.93)

Republic of Ireland ATOS 5.2 (5.2), APC 0.92 (0.92)

Table 69: Variation in Reading by Region: Year 7

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

Average ATOS and APC (2019 in brackets):

England ATOS 5.2 (5.1), APC 0.88 (0.88)

Scotland ATOS 5.1 (5.1), APC 0.88 (0.90)

Northern Ireland ATOS 5.2 (5.1), APC 0.92 (0.93)

Wales ATOS 5.1 (5.0), APC 0.88 (0.89)

Republic of Ireland ATOS 5.1 (5.3), APC 0.91 (0.90)

Table 70: Variation in Reading by Region: Year 8

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	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Wonder	R.J. Palacio
2	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Wonder	R.J. Palacio	Wonder	R.J. Palacio	Holes	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
3	Of Mice and Men	John Steinbeck	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
4	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
5	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Charlie and the Chocolate Factory	Roald Dahl	Private Peaceful	Michael Morpurgo	The Boy in the Striped Pyjamas	John Boyne
6	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Mr. Stink	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
7	Wonder	R.J. Palacio	The Boy in the Striped Pyjamas	John Boyne	The Boy in the Dress	David Walliams	Wonder	R.J. Palacio	Gangsta Granny	David Walliams
8	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling
9	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Getaway	David Walliams	Ratburger	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
10	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Once	Morris Gleitzman
11	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Billionaire Boy	David Walliams	Private Peaceful	Michael Morpurgo
12	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Ratburger	David Walliams	The Midnight Gang	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
13	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	The Hunger Games	Suzanne Collins
14	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: Old School	Jeff Kinney	Demon Dentist	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Under the Hawthorn Tree	Marita Conlon-McKenna
15	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	The Outsiders	S.E. Hinton
16	Diary of a Wimpy Kid: The Last Straw	Roald Dahl	Diary of a Wimpy Kid: The Last Straw	David Walliams	Bad Dad	David Walliams	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
17	Mr. Stink	David Walliams	The Boy in the Dress	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	The Dare	John Boyne
18	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Awful Auntie	David Walliams	Mr. Stink	David Walliams	A Monster Calls	Patrick Ness
19	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Twits	Roald Dahl	The Boy in the Striped Pyjamas	John Boyne	The Boy in the Striped Pyjamas	John Boyne	Girl, Missing	Sophie Mckenzie
20	Private Peaceful	Michael Morpurgo	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Twits	Roald Dahl	The Twits	Roald Dahl	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney

Average ATOS and APC (2019 in brackets):

England ATOS 5.1 (5.0), APC 0.87 (0.88)

Scotland ATOS 5.2 (5.2), APC 0.87 (0.87)

Northern Ireland ATOS 5.0 (5.0), APC 0.87 (0.88)

Wales ATOS 5.1 (5.1), APC 0.87 (0.88)

Republic of Ireland ATOS 5.1 (5.0), APC 0.87 (0.88)

Table 71: Variation in Reading by Region: Year 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	Of Mice and Men	John Steinbeck	The Boy in the Striped Pyjamas	John Boyne	Stone Cold	Robert Swindells	Of Mice and Men	John Steinbeck
2	An Inspector Calls	J.B. Priestley	Diary of a Wimpy Kid	Jeff Kinney	Wonder	R.J. Palacio	Of Mice and Men	John Steinbeck	Once	Morris Gleitzman
3	Animal Farm	George Orwell	The Boy in the Dress	David Walliams	Gangsta Granny	David Walliams	The Boy in the Striped Pyjamas	John Boyne	Wonder	R.J. Palacio
4	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Buddy	Nigel Hinton	Harry Potter and the Philosopher's Stone	J.K. Rowling	The Hunger Games	Suzanne Collins	Chalkline	Jane Mitchell
5	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Charlie and the Chocolate Factory	Roald Dahl	The Outsiders	S.E. Hinton
6	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Noughts and Crosses	Malorie Blackman	Private Peaceful	Michael Morpurgo	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
7	Wonder	R.J. Palacio	Billionaire Boy	David Walliams	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
8	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
9	Romeo and Juliet	Andrew Matthews	The Boy in the Striped Pyjamas	John Boyne	Holes	Louis Sachar	Gangsta Granny	David Walliams	Johnny Delgado: Private Detective	Kevin Brooks
10	Charlie and the Chocolate Factory	Roald Dahl	The Tulip Touch	Anne Fine	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
11	The Boy in the Striped Pyjamas	John Boyne	Harry Potter and the Chamber of Secrets	J.K. Rowling	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
12	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	The Dark Fire of Doom	Peter Lancett	Bend It Like Beckham	Narinder Dhani
13	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Dare	John Boyne
14	Blood Brothers	Willy Russell	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	The Boy in the Dress	David Walliams	Meet Steve Sharp	H.L. Dube	Until Proven Guilty	Nigel Hinton
15	The Curious Incident of the Dog in the Night-Time	Mark Haddon	The Twits	Roald Dahl	Mr. Stink	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling	The Weight of Water	Sarah Crossan
16	Harry Potter and the Chamber of Secrets	J.K. Rowling	Harry Potter and the Philosopher's Stone	J.K. Rowling	The Hunger Games	Suzanne Collins	My Swordhand Is Singing	Marcus Sedgwick	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
17	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	To All the Boys I've Loved Before	Jenny Han	Blood Brothers	Willy Russell
18	A Christmas Carol (Unabridged)	Charles Dickens	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling
19	Billionaire Boy	David Walliams	Private Peaceful	Michael Morpurgo	Unique	Alison Allen-Gray	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
20	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Ratburger	David Walliams	The Dark Never Hides	Peter Lancett	The Boy in the Striped Pyjamas	John Boyne

Average ATOS and APC (2019 in brackets):

England ATOS 5.4 (5.3), APC 0.86 (0.87)

Scotland ATOS 5.2 (5.2), APC 0.87 (0.87)

Northern Ireland ATOS 5.2 (5.1), APC 0.85 (0.86)

Wales ATOS 4.5 (5.4), APC 0.87 (0.88)

Republic of Ireland ATOS 5.0 (4.5), APC 0.87 (0.88)

Table 72: Top 20 books read with myON

Rank	Title	Author	ATOS
1	Ballet Bullies	Emma Carlson Berne	3.6
2	The Legend of the Zombie	Thomas Kingsley Troupe	4
3	Volleyball Victory	Leigh McDonald	4.3
4	Victory Vault	Emma Carlson Berne	3.9
5	The Grin in the Dark	J. A. Darke	4.3
6	The Truth about Dogs: What Dogs Do When You're Not Looking	Mary Colson	2.4
7	Encountering Ghosts: Eyewitness Accounts	Mari Bolte	3.9
8	Say Cheese, Medusa!	Kate McMullan	3.8
9	The Truth about Hamsters: What Hamsters Do When You're Not Looking	Mary Colson	2.5
10	Do Not Watch	J. A. Darke	4.8
11	Gold Medal Swim	Thomas Kingsley Troupe	3.6
12	The Mummy at Midnight	Steve Brezenoff	3.5
13	The Legend of Bigfoot	Thomas Kingsley Troupe	3.4
14	Haunted Objects From Around the World	Megan Cooley Peterson	4.8
15	Hit the Road Helen!	Kate McMullan	4
16	Nice Shot, Cupid!	Kate McMullan	4
17	Striker Assist	Scott Welvaert	3.9
18	The Sinking of the Titanic	Matt Doeden	3.8
19	Blood in the Library	Michael Dahl	3.3
20	Doubles Trouble	Blake Hoena	4

Table 73: Most Popular Books by Age Grouping in Australia: Years K-2

Group Years K-2					
Rank	No. of students	Book Title	Author	ATOS	APC
1	125	Green Eggs and Ham	Dr. Seuss	1.5	91%
2	118	Who Sank the Boat?	Pamela Allen	2.4	90%
3	108	The Cat in the Hat	Dr. Seuss	2.1	91%
4	107	Hop on Pop	Dr. Seuss	1.5	90%
5	86	Are You My Mother?	P.D. Eastman	1.6	93%
6	84	The Gruffalo	Julia Donaldson	2.3	92%
7	80	The Very Cranky Bear	Nick Bland	2.9	94%
8	74	The Very Hungry Caterpillar	Eric Carle	2.9	92%
9	70	Hairy Maclary's Bone	Lynley Dodd	2.5	84%
10	69	Hattie and the Fox	Mem Fox	1.8	89%
11	68	One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss	1.7	77%
12	66	The Worry Monsters	Sally Rippin	2.8	92%
13	66	Diary of a Wombat	Jackie French	2.5	88%
14	64	Pig the Pug	Aaron Blabey	1.7	93%
15	63	The Very Itchy Bear	Nick Bland	2.1	91%
16	62	Fox in Socks	Dr. Seuss	2.1	88%
17	61	The Bad Butterfly	Sally Rippin	2.9	95%
18	61	The Birthday Mix-Up	Sally Rippin	2.6	94%
19	61	We're Going on a Bear Hunt	Michael J. Rosen	1.3	93%
20	61	There's a Wocket in My Pocket!	Dr. Seuss	2.1	89%

Average ATOS = 2.2
Average APC = .90

Table 74: Most Popular Books by Age Grouping in Australia: Years 3-5

Group Years 3-5					
Rank	No. of students	Book Title	Author	ATOS	APC
1	2056	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	93%
2	1691	WeirDo	Anh Do	3.4	89%
3	1655	Diary of a Wimpy Kid	Jeff Kinney	5.2	89%
4	1615	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	93%
5	1595	WeirDo 2: Even Weirder!	Jeff Kinney	3.2	92%
6	1564	The 13-Storey Treehouse	Andy Griffiths	3.9	93%
7	1551	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	90%
8	1539	The 26-Storey Treehouse	Andy Griffiths	4.4	91%
9	1526	The 91-Storey Treehouse	Andy Griffiths	3.6	92%
10	1472	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	92%
11	1465	WeirDo 5: Totally Weird!	Anh Do	3.1	91%
12	1423	The 78-Storey Treehouse	Andy Griffiths	3.5	93%
13	1410	The Twits	Roald Dahl	4.4	92%
14	1395	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	93%
15	1391	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8	87%
16	1374	The 52-Storey Treehouse	Andy Griffiths	3.7	93%
17	1367	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	93%
18	1352	WeirDo 3: Extra Weird!	Anh Do	2.9	91%
19	1330	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	94%
20	1323	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6	94%

Average ATOS = 4.5
Average APC = 0.92**Table 75: Most Popular Books by Age Grouping in Australia: Years 6-8**

Group Years 6-8					
Rank	No. of students	Book Title	Author	ATOS	APC
1	2168	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	94%
2	2081	Wonder	R.J. Palacio	4.8	85%
3	1485	Diary of a Wimpy Kid	Jeff Kinney	5.2	88%
4	1459	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	89%
5	1389	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	91%
6	1277	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	92%
7	1216	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6	93%
8	1204	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	92%
9	1182	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	91%
10	1154	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	94%
11	1137	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	86%
12	1102	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8	88%
13	1100	Holes	Louis Sachar	4.6	82%
14	1072	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	86%
15	1069	Diary of a Wimpy Kid: Double Down	Jeff Kinney	5.5	92%
16	1065	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6	90%
17	924	Charlie and the Chocolate Factory	Roald Dahl	4.8	79%
18	892	The 13-Storey Treehouse	Andy Griffiths	3.9	92%
19	885	The 91-Storey Treehouse	Andy Griffiths	3.6	91%
20	874	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7	88%

Average ATOS = 5.3
Average APC = .89

Table 76: Most Popular Books by Age Grouping in Australia: Years 9-12

Group Years 9-12					
Rank	No. of students	Book Title	Author	ATOS	APC
1	238	The Hunger Games	Suzanne Collins	5.3	88%
2	168	The Tell-Tale Heart	Edgar Allan Poe	7.3	84%
3	141	The Bone Sparrow	Zana Fraillon	4.9	87%
4	140	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	94%
5	138	Wonder	R.J. Palacio	4.8	85%
6	135	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	85%
7	120	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	87%
8	119	Trash	Andy Mulligan	5.1	90%
9	118	Runner	Robert Newton	4.5	94%
10	118	The Simple Gift	Steven Herrick	5.3	93%
11	118	The Tell-Tale Heart	Joeming Dunn	3.9	86%
12	116	Diary of a Wimpy Kid	Jeff Kinney	5.2	86%
13	115	The Boy in the Striped Pyjamas	John Boyne	5.8	90%
14	108	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	86%
15	108	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	84%
16	107	The Maze Runner	James Dashner	5.3	90%
17	104	The Lost Thing	Shaun Tan	3.6	94%
18	104	Catching Fire	Suzanne Collins	5.3	89%
19	104	The Fault in Our Stars	John Green	5.5	84%
20	102	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	90%

Average ATOS = 5.3
Average APC = .88

Table 77: Most Popular Books by Age Grouping in Canada: Years K-2

Group Years K-2					
Rank	No. of students	Book Title	Author	ATOS	APC
1	410	Pete the Cat: A Pet for Pete	James Dean	1.7	94%
2	409	Hi! Fly Guy	Tedd Arnold	1.5	92%
3	381	There Was an Old Lady Who Swallowed Fly Guy	Tedd Arnold	1.6	91%
4	378	Green Eggs and Ham	Dr. Seuss	1.5	95%
5	372	Pete the Cat: Too Cool for School	Kimberly Dean	1.3	96%
6	346	Happy Pig Day!	Mo Willems	0.7	88%
7	345	Fly Guy vs. the Flyswatter!	Tedd Arnold	2.1	94%
8	344	Pete the Cat: Pete's Big Lunch	James Dean	1.2	94%
9	342	I'm a Frog!	Mo Willems	1.1	96%
10	341	Shoo, Fly Guy!	Tedd Arnold	1.7	89%
11	322	Buzz Boy and Fly Guy	Tedd Arnold	1.3	92%
12	321	Pete the Cat: Pete at the Beach	James Dean	1.3	93%
13	320	Hooray for Fly Guy!	Tedd Arnold	1.6	92%
14	319	A Big Guy Took My Ball!	Mo Willems	1	95%
15	319	My Friend Is Sad	Mo Willems	0.7	93%
16	310	I Spy Fly Guy!	Tedd Arnold	1.5	92%
17	306	Biscuit Goes to School	Alyssa Satin Capucilli	0.9	95%
18	300	Let's Go for a Drive!	Mo Willems	1	98%
19	297	Fly Guy and the Frankenfly	Tedd Arnold	1.6	93%
20	295	Fly Guy Meets Fly Girl!	Tedd Arnold	1.4	88%

Average ATOS = 1.3
Average APC = 0.93

Table 78: Most Popular Books by Age Grouping in Canada: Years 3-5

Group Years 3-5					
Rank	No. of students	Book Title	Author	ATOS	APC
1	1638	Dog Man: Lord of the Fleas	Dav Pilkey	2.6	92%
2	1620	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5	93%
3	1240	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	93%
4	1197	Dog Man	Dav Pilkey	2.6	93%
5	1146	Dog Man and Cat Kid	Dav Pilkey	2.6	91%
6	1141	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	89%
7	1118	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	93%
8	1106	Dog Man Unleashed	Dav Pilkey	2.5	87%
9	1095	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	94%
10	1083	Dog Man: A Tale of Two Kitties	Dav Pilkey	2.3	92%
11	1065	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	92%
12	1064	Diary of a Wimpy Kid	Jeff Kinney	5.2	89%
13	1034	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	94%
14	1025	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6	94%
15	1011	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	92%
16	1000	Dog Man: Brawl of the Wild	Tedd Arnold	2.6	90%
17	982	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6	90%
18	962	Diary of a Wimpy Kid: Double Down	Jeff Kinney	5.5	93%
19	962	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8	87%
20	938	Smile	Raina Telgemeier	2.6	91%

Average ATOS = 4.4
Average APC = 0.91**Table 79: Most Popular Books by Age Grouping in Canada: Years 6-8**

Group Years 3-5					
Rank	No. of students	Book Title	Author	ATOS	APC
1	1281	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5	94%
2	961	The Outsiders	S.E. Hinton	4.7	83%
3	943	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	93%
4	884	Wonder	R.J. Palacio	4.8	84%
5	836	The Breadwinner	Deborah Ellis	4.5	91%
6	714	Hatchet	Gary Paulsen	5.7	88%
7	706	The Giver	Lois Lowry	5.7	94%
8	686	Diary of a Wimpy Kid	Jeff Kinney	5.2	88%
9	679	The Hunger Games	Suzanne Collins	5.3	91%
10	662	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	87%
11	607	Freak the Mighty/The Mighty	Rodman Philbrick	5.5	90%
12	602	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	90%
13	588	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	93%
14	581	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	87%
15	578	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6	94%
16	567	Diary of a Wimpy Kid: The Last Straw	Tedd Arnold	5.4	91%
17	566	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	92%
18	550	Diary of a Wimpy Kid: Double Down	Jeff Kinney	5.5	91%
19	545	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	87%
20	542	The Lightning Thief	Rick Riordan	4.7	91%

Average ATOS = 5.4
Average APC = 0.90

Table 80: Most Popular Books by Age Grouping in Canada: Years 9-12

Group Years 9-12					
Rank	No. of students	Book Title	Author	ATOS	APC
1	242	To All the Boys I've Loved Before	Jenny Han	4.2	88%
2	189	Touching Spirit Bear	Ben Mikaelson	5.3	92%
3	165	Night	Elie Wiesel	4.8	83%
4	164	Speak	Laurie Halse Anderson	4.5	86%
5	157	Midnight at the Dragon Café	Judy Fong Bates	6	92%
6	152	The Hunger Games	Suzanne Collins	5.3	86%
7	140	Divergent	Veronica Roth	4.8	90%
8	137	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8	94%
9	134	The Hate U Give	Angie Thomas	3.9	93%
10	130	Wonder	R.J. Palacio	4.8	84%
11	124	P.S. I Still Love You	Jenny Han	4.3	97%
12	120	The Maze Runner	James Dashner	5.3	92%
13	117	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	87%
14	114	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7	90%
15	113	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	86%
16	111	Romeo and Juliet	William Shakespeare	8.6	80%
17	108	To Kill a Mockingbird	Harper Lee	5.6	83%
18	97	Harry Potter and the Order of the Phoenix	J.K. Rowling	7.2	92%
19	95	Fahrenheit 451	Ray Bradbury	5.2	84%
20	94	The Merchant of Venice	William Shakespeare	9.4	93%

Average ATOS = 5.8
Average APC = .89

Table 81: Most Popular Books in China

Rank	Title	Author	ATOS
1	Charlie and the Chocolate Factory	Roald Dahl	4.8
2	Wonder	R.J. Palacio	4.8
3	The Magic Finger	Roald Dahl	3.1
4	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
5	Esio Trot	Roald Dahl	4.4
6	Diary of a Wimpy Kid	Jeff Kinney	5.2
7	Fantastic Mr Fox	Roald Dahl	4.1
8	Matilda	Roald Dahl	5
9	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
10	George's Marvellous Medicine	Roald Dahl	4
11	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
12	Storm Castle	Roderick Hunt	2.6
13	The Twits	Roald Dahl	4.4
14	The Witches	Roald Dahl	4.7
15	The Wrong Letter	Alan MacDonald	2.7
16	James and the Giant Peach	Roald Dahl	4.8
17	The Hunger Games	Suzanne Collins	5.3
18	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
19	The BFG	Roald Dahl	4.8
20	The Ghost Ship	Martin Waddell	3

Table 82: Most Popular Books in Egypt

Rank	Title	Author	ATOS
1	Tobermorey	Saki	7.6
2	The Ransom of Red Chief	O. Henry	6.4
3	The Time Machine (Unabridged)	H.G. Wells	7.4
4	Victorian Adventure	Roderick Hunt	2.4
5	Charlie and the Chocolate Factory	Roald Dahl	4.8
6	Superdog	Roderick Hunt	2.5
7	The Lady, or the Tiger?	Frank Stockton	8.6
8	Matilda	Roald Dahl	5
9	The Monkey's Paw	W.W. Jacobs	6.5
10	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
11	Survival Adventure	Roderick Hunt	2.7
12	Viking Adventure	Roderick Hunt	2.5
13	Diary of a Wimpy Kid	Jeff Kinney	5.2
14	The Litter Queen	Roderick Hunt	3
15	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
16	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
17	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
18	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
19	The Kidnappers	Roderick Hunt	2.4
20	The Rainbow Machine	Roderick Hunt	2.6

Table 83: Most Popular Books in Hong Kong

Rank	Title	Author	ATOS
1	Wonder	R.J. Palacio	4.8
2	Holes	Louis Sachar	4.6
3	The Lion, the Witch and the Wardrobe (Unabridged)	C.S. Lewis	5.7
4	Charlie and the Chocolate Factory	Roald Dahl	4.8
5	Charlotte's Web	E.B. White	4.4
6	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
7	Diary of a Wimpy Kid	Jeff Kinney	5.2
8	Number the Stars	Lois Lowry	4.5
9	The Lightning Thief	Rick Riordan	4.7
10	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
11	Dog Man: Lord of the Fleas	Dav Pilkey	2.6
12	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
13	Matilda	Roald Dahl	5
14	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
15	The Magic Bed	John Burningham	3.4
16	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8
17	The BFG	Roald Dahl	4.8
18	Dog Man	Dav Pilkey	2.6
19	The Hobbit, or, There and Back Again	J.R.R. Tolkien	6.6
20	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9

Table 84: Most Popular Books in Iraq

Rank	Title	Author	ATOS
1	Class Two at the Zoo	Julia Jarman	3
2	Bunny Party	Rosemary Wells	2.8
3	The Art Lesson	Tomie De Paola	3.6
4	Boy on the Brink	David McPhail	4
5	Belinda the Ballerina	Amy Young	3.1
6	Beverly Billingsly Takes the Cake	Alexander Stadler	3.5
7	Man on the Moon: A Day in the Life of Bob	Simon Bartram	3.7
8	How I Learned Geography	Uri Shulevitz	4.4
9	Big Moon Tortilla	Joy Cowley	3.8
10	The Bones of Fred McFee	Eve Bunting	3.1
11	Bedtime Mouse	Sandol Stoddard	2.7
12	Down the Road	Alice Schertle	3.4
13	Bat in the Dining Room	Crescent Dragonwagon	4.6
14	Someday Is Not a Day of the Week	Denise Brennan-Nelson	2.9
15	The Biggest Soap	Carole Lexa Schaefer	3.2
16	Before I Was Your Mother	Kathryn Lasky	3.9
17	Daisy Comes Home	Jan Brett	3.8
18	Arthur's Halloween	Marc Brown	2.8
19	The Frog Prince (My 1st Classic Story)	Eric Blair	2.6
20	Snow White	Roberto Piumini	3.9

Table 85: Most Popular Books in Malaysia

Rank	Title	Author	ATOS
1	Diary of a Wimpy Kid	Jeff Kinney	5.2
2	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
3	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
4	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
5	Wonder	R.J. Palacio	4.8
6	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
7	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
8	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
9	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
10	The Boy in the Dress	David Walliams	4.2
11	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
12	Private Peaceful	Michael Morpurgo	5.2
13	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
14	Charlie and the Chocolate Factory	Roald Dahl	4.8
15	Gangsta Granny	David Walliams	4.9
16	Matilda	Roald Dahl	5
17	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6
18	Diary of a Wimpy Kid: Double Down	Jeff Kinney	5.5
19	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
20	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5

Table 86: Most Popular Books in Mexico

Rank	Title	Author	ATOS
1	Diary of a Wimpy Kid	Jeff Kinney	5.2
2	Super Fly Guy	Tedd Arnold	1.7
3	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
4	Shoo, Fly Guy!	Tedd Arnold	1.7
5	Fly Guy vs. the Flyswatter!	Tedd Arnold	2.1
6	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
7	Number the Stars	Lois Lowry	4.5
8	Ride, Fly Guy, Ride!	Tedd Arnold	2
9	Fly Guy Meets Fly Girl!	Tedd Arnold	1.4
10	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
11	Fly Guy and the Frankenfly	Tedd Arnold	1.6
12	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5
13	Smile	Raina Telgemeier	2.6
14	Hi! Fly Guy	Tedd Arnold	1.5
15	Buzz Boy and Fly Guy	Tedd Arnold	1.3
16	Sisters	Raina Telgemeier	2.4
17	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
18	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
19	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
20	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6

Table 87: Most Popular Books in Northern Mariana Islands

Rank	Title	Author	ATOS
1	A Fine, Fine School	Sharon Creech	3.3
2	The Trial of Cardigan Jones	Tim Egan	3.4
3	Pop's Bridge	Eve Bunting	3.4
4	Destiny's Gift	Natasha Anastasia Tarpley	4
5	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
6	Diary of a Wimpy Kid	Jeff Kinney	5.2
7	Diary of a Spider	Doreen Cronin	2.5
8	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
9	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
10	Dogs	Jennifer Blizin Gillis	1.6
11	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
12	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
13	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5
14	Bat Loves the Night	Nicola Davies	3.4
15	My Family	George Ancona	3
16	Click, Clack, Moo: Cows That Type	Doreen Cronin	2.3
17	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6
18	What Do Illustrators Do?	Eileen Christelow	3.7
19	Teacher's Pets	Dayle Ann Dodds	3
20	If You Give a Mouse a Cookie	Laura Numeroff	2.7

Table 88: Most Popular Books in Qatar

Rank	Title	Author	ATOS
1	Holes	Louis Sachar	4.6
2	Charlie and the Chocolate Factory	Roald Dahl	4.8
3	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
4	Diary of a Wimpy Kid	Jeff Kinney	5.2
5	Matilda	Roald Dahl	5
6	Yes! No. (Maybe...)	Liz Pichon	3.8
7	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
8	Gangsta Granny	David Walliams	4.9
9	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
10	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
11	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
12	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
13	The World's Worst Children	David Walliams	5.3
14	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6
15	The Midnight Gang	David Walliams	4.4
16	Mr. Stink	David Walliams	4.7
17	Jazz Baby	Lisa Wheeler	1.2
18	Wonder	R.J. Palacio	4.8
19	Just a Little Bit	Ann Tompert	2.7
20	The World's Worst Children 2	David Walliams	4.7

Table 89: Most Popular Books in Spain

Rank	Title	Author	ATOS
1	Billionaire Boy	David Walliams	4.1
2	Diary of a Wimpy Kid	Jeff Kinney	5.2
3	The Kidnappers	Roderick Hunt	2.4
4	The Magic Finger	Roald Dahl	3.1
5	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
6	A Day in London	Roderick Hunt	2.7
7	Viking Adventure	Roderick Hunt	2.5
8	The Rainbow Machine	Roderick Hunt	2.6
9	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
10	The Litter Queen	Roderick Hunt	3
11	The Flying Carpet	Roderick Hunt	2.6
12	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
13	Victorian Adventure	Roderick Hunt	2.4
14	Gangsta Granny	David Walliams	4.9
15	Green Island	Roderick Hunt	2.8
16	Christmas Adventure	Roderick Hunt	2.1
17	Storm Castle	Roderick Hunt	2.6
18	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
19	The Treasure Chest	Roderick Hunt	2.5
20	Robin Hood	Roderick Hunt	2.2

Table 90: Most Popular Books in the United Arab Emirates

Rank	Title	Author	ATOS
1	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
2	Diary of a Wimpy Kid	Jeff Kinney	5.2
3	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
4	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
5	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
6	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
7	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
8	Charlie and the Chocolate Factory	Roald Dahl	4.8
9	Wonder	R.J. Palacio	4.8
10	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
11	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
12	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
13	Matilda	Roald Dahl	5
14	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
15	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6
16	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5
17	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6
18	Billionaire Boy	David Walliams	4.1
19	Diary of a Wimpy Kid: Double Down	Jeff Kinney	5.5
20	Gangsta Granny	David Walliams	4.9

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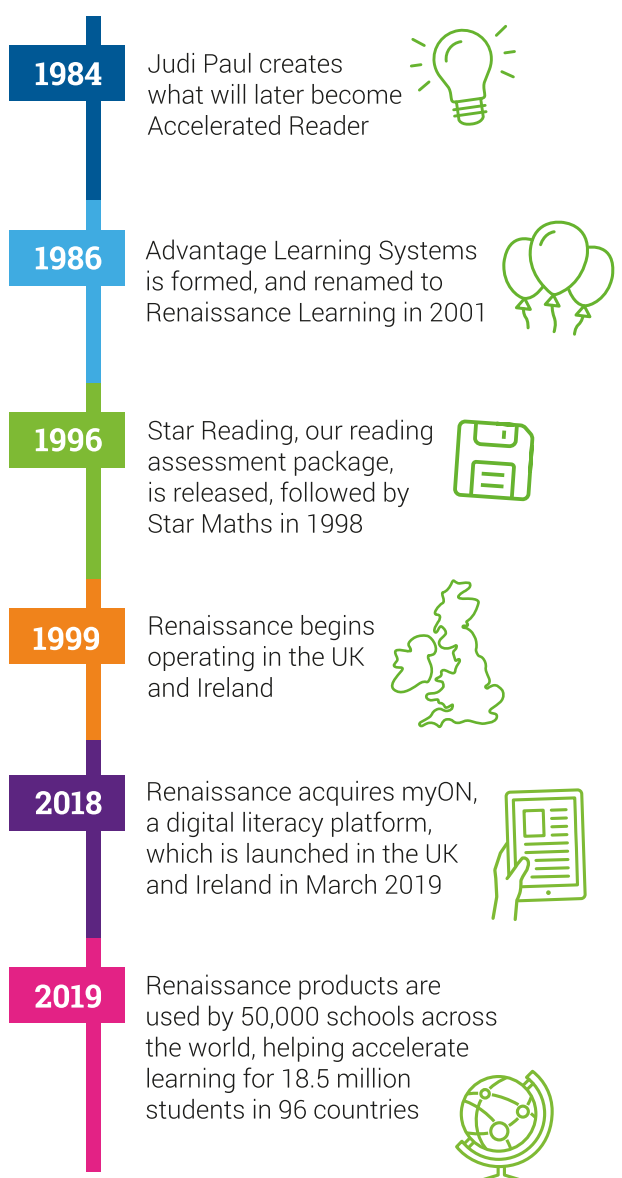
Wisconsin, 1984

Judi Paul wanted her four children to love reading as much as she did. For her, reading had always been a source of joy, but her children didn't seem to share the same passion. So one afternoon in 1984, Judi curated a list of her favourite classic novels, with a points-system based on difficulty and length, to inspire her children. To ensure that her children were comprehending what they were reading, she wrote multiple-choice questions for each novel rewarding her children when they answered questions correctly. This is how Renaissance Accelerated Reader was born – from a mother trying to spark a love of reading in her children.

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