

Renaissance

What and How Kids Are Reading

2023 EDITION



The Book-Reading Behaviours of Pupils

An independent study by Keith Topping, Professor of Educational and Social Research, University of Dundee, with contributions from the National Literacy Trust, and data from Renaissance Star Reading, myON and Accelerated Reader

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An independent study by:
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and

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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, Irene Picton and Aimee Cole.

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Foreword

Assessing Attitude to Reading

By Alison Tarrant, CEO, School Library Association

The annual What Kids Are Reading report always provides interesting insights and this year is no different. The backdrop of the educational landscape has remained challenging, with high levels of absences, a cost-of-living crisis, and an unsettled workforce.

This backdrop makes creating a vibrant and inclusive reading culture more important, but also more challenging. The multitude of research around the benefits of reading for pleasure is hard to ignore – they include increased vocabulary acquisition, higher levels of wellbeing, readers are more articulate, and the reading habit is more important for educational success than the family's socio-economic status¹.

These benefits have an increased spotlight on them while schools are dealing with the repercussions of the pandemic, but schools also need to remain mindful of the Matthew effect. Cunningham and Stanovich² found that: "Reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage. Furthermore, these consequences are reciprocal and exponential". This is hugely significant for the implementation of reading in schools when paired with the concept of the Matthew Effect – those that have more, get more. Schools need to carefully consider their overall reading strategy to ensure that all children have the opportunity to read for pleasure. Sometimes it can be the case that schools are so focused on levels, interventions, and progress that the 'pleasure' aspect gets lost for some pupils; but it is likely to be those pupils who need to find the fun in reading who lose that opportunity. Assessing attitude to reading can open doors to better understanding reading motivations and barriers and allow for better engagement in reading³.

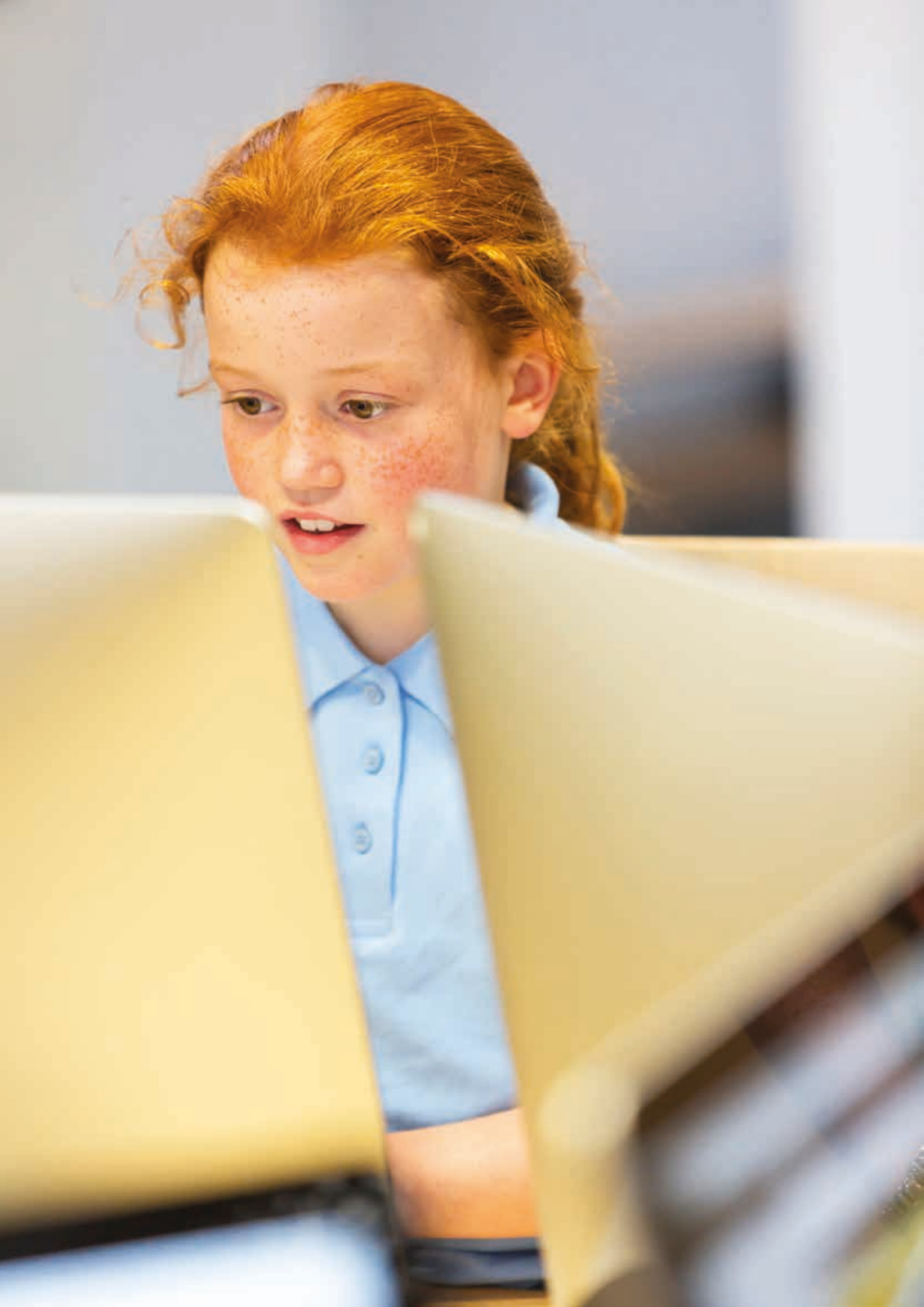
The Open University researched children's reading habits and found that over half (56%) said their preferred way to choose the next book was simply to look at the shelves, and only 14% said they'd ask an adult⁴. We need to be empowering children to find books which engage and excite them, by explicitly teaching browsing techniques and explaining the thought processes behind choosing a book – and showing that all readers have criteria by which they choose and reject books. A highly developed reader does not read everything without ciphering out the items which aren't a good match for them – and yet in schools that important part can be overlooked and go unexplained.

Every school in the UK, regardless of its reading provision, should be aiming to build a reading culture which is inclusive of the whole school community – all staff, parents/carers, and other community organisations. It must be built on respect for choice and enthusiasm for reading, learning, and growing as individuals. It requires a knowledge of the pupils, a broad variety of resources and, importantly, an honest appraisal of what 'reading' is.

I would encourage schools to read this report and reflect on their reading culture; where are the areas which can be strengthened? Who are the reading role models for each cohort of pupils? Are all the staff community involved? When is reading aloud happening and why? What messages about reading are going home? Answering these questions will be a solid starting point to ensure that every child experiences a reading culture which allows them to reap all the benefits of reading for pleasure and maximise their long-term outcomes.

Alison Tarrant is the Chief Executive of the School Library Association and is Co-Chair of the Great School Libraries campaign. Alison was named a Bookseller Rising Star in 2018. As a school librarian she set up a library in a new school, was on the middle management team and held roles as Gifted and Talented Co-ordinator and a form tutor. She was on the Honour List for the SLA School Librarian of the Year in 2016.





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Welcome

Celebrating 15 years of What Kids Are Reading

By Joan Mill, Group Managing Director,
Renaissance International



I am delighted to welcome you to the 15th What Kids Are Reading – our most comprehensive report to date on the books read and enjoyed by children of all ages from across the UK, Ireland, and many other countries we serve.

By drawing on data from Star Reading, Accelerated Reader and myON – with additional insights from the National Literacy Trust’s Annual Literacy Survey – we offer an unrivalled view of the reading habits and attitudes of almost 1.3 million students.

Looking back over the previous editions, some trends emerge – notably the importance of giving students at every stage of their education not only time to read, but time to read for pleasure. It is interesting to see how attitudes towards books and reading have dipped compared to the lockdown periods – perhaps because it allowed children more time to read?

Also of note, compared to previous years, is the emergence of authors such as Alice Oseman – a prominent star of BookTok – alongside established favourites like Julia Donaldson and Jeff Kinney. Maybe the reading role models that Alison cites in her Foreword are as likely to be found on platforms like BookTok as they are in school or the community at large – food for thought!

Finally, I would like to thank all the contributors who made this report possible, especially: Professor Keith Topping, Dr Christina Clark, Irene Picton and Alison Tarrant. Special thanks also to our dedicated Content team, who tirelessly read and quiz hundreds of books each month for the benefit of Accelerated Reader users everywhere.

Here’s to the next 15 years!



Joan Mill
Group Managing Director
Renaissance International

In her role of Group Managing Director, Joan oversees the strategy and support for over 10,000 schools internationally, including government pilots of Renaissance practice and assessment solutions in the UAE, Oman, and other countries. Since she joined Renaissance in 2022 the company has won several high-profile industry awards, including ‘company of the year’.

Joan's favourite childhood books:

The Wind in the Willows

Kenneth Grahame
BL 8.4, Middle Years

Matilda

Roald Dahl
BL 5.0, Middle Years

The Tempest

William Shakespeare
BL 9.0, Upper Years



Executive Summary

This year schools have been again working under severe pressure from Covid-19, with a high number of pupils failing to attend school, but there has been no clear pattern nationally, so we cannot take this into account. This year we have again dropped the analyses of books read by high ability readers and low ability readers, as these were too predictable.

In 2023 we report that Accelerated Reader (AR) was used in 6,422 schools in the UK and the Republic of Ireland (6% more than last year) by 1,282,647 pupils (18% more than last year) and 41,500 quizzes were available. This was an upsurge after student numbers declined a little last year. AR pupils read 27,265,657 books (24% more than last year). Thus, **more schools were involved than last year, the number of pupils involved was greater, and they read distinctly more books.** Total Words Read was 268,586,656,671 – an enormous number and a 19% increase over last year. The Average Book Difficulty Level (ATOS) was 3.6 (as last year), and the Average Percent Correct (APC) was 0.73 on all Quizzes taken (a little lower than last year), but this would be higher on Quizzes actually passed, which was 84%.

Average book difficulty rose as pupils became older, but not in proportion to the rate at which the pupils should have been improving in reading. The Average Book Difficulty Level was 3.6. **Average Book Difficulty rose until Year 9, then declined steadily thereafter, even though the older pupils should have been reading harder books. Throughout secondary school pupils were still reading books at almost the same level of difficulty as upper primary pupils.**

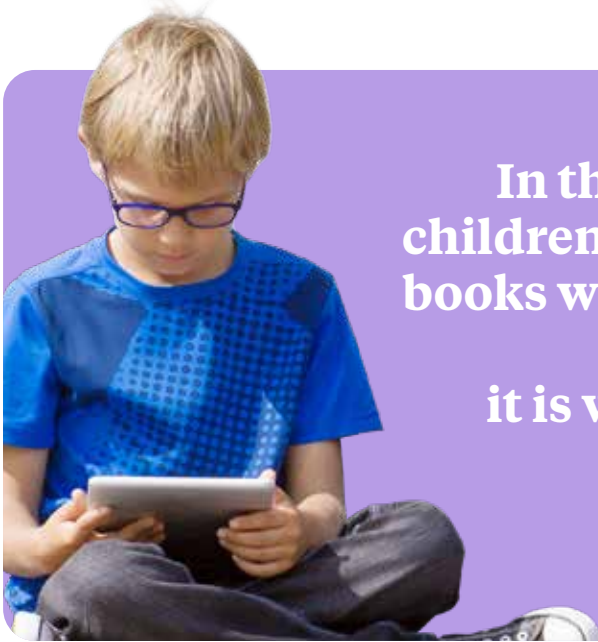
Quality of comprehension (APC) started high in the primary school, but fell sharply on entry to the secondary school and plateaued at the lower level. Pupils in primary schools consistently showed a much higher APC (74% to 80%) than pupils in secondary schools (65% to 71%). However, these **primary figures were not as good as last year.** Remember this is despite secondary pupils reading books that were only as easy as those the primary school pupils were reading.

Primary schools (58%) used AR considerably more than secondary schools (42%), but this discrepancy had reduced by several percentage points from the previous year. Slightly more males than females featured. **Northern Ireland had by far the highest proportion of AR using pupils in relation to the size of the school population (22% - an increase over last year),** followed by England (14% - an increase over last year). In Northern Ireland more than one in five pupils was using AR. **Wales also showed an increase.**

**More reading time
in school leads to
higher reading
attainment**

Considering the relationship between AR and reading performance on the Star Reading test, **Years 1-10 showed a very clear pattern on Star Reading, and all show Star scores above average. In all years there was a consistent pattern of the lowest APC scores being associated with the lowest reading scores, the highest with the highest reading scores, and the middle scores with the middle reading scores** – even more striking than last year. More accurate reading comprehension of books produces more competent readers on tests.

Engaged Reading Time seems to be an even more powerful predictor of Star Reading Scores. The lowest ERT scores are associated with the lowest reading scores, the highest with the highest reading scores, and the middle ERT scores associated with the middle reading scores. **More reading time in school leads to higher reading attainment.**



**In the primary year groups,
children were reading very difficult
books with a high degree of success**

**—
it is wonderful what reading
motivating books
does for children.**

The National Literacy Trust's (NLT) report on Reading Enjoyment and the Link with AR found that Reading **enjoyment levels** had reached a 15-year-low in early 2020, before **increasing to their second highest point since 2005 during the first spring lockdown** of that year. However, these gains had eroded entirely by 2022. Now, **fewer than half (48%) of children and young people said that they enjoyed reading either very much or quite a lot**. Reading enjoyment was particularly poor for children and young people from disadvantaged backgrounds, and boys within this group. There were also increased gaps between the percentage of boys and girls who said they enjoyed reading, and between children who did and did not receive free school meals (FSMs). **More boys using AR said they enjoyed reading compared with boys who did not use AR.**

Now considering "What Kids Are Reading", there was little change in favourite authors in Primary, except Julia Donaldson became more popular and Roderick Hunt declined. Kinney, Walliams and Dahl remained popular. J. K. Rowling re-emerged and gained some traction. **Overall, Kinney and Walliams remain top and second top of the list, which changed little. The overall Secondary table of Most Popular Authors was again headed by Jeff Kinney, now followed by David Walliams, with J. K. Rowling third. After this comes Alice Oseman, especially favoured by girls.** In Years 9-10 Orwell and Steinbeck appeared again.

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 in high places in many years. This much as last year and rather depressing, especially as these authors figure very little in the Favourite Books category and continue to be read up until very advanced ages, when their difficulty is no longer at all appropriate. Below this, authors include Simon Mugford, Nathan Bryon, Alice Oseman, Andy Griffiths, Marcus Rashford, Joanne Nadin and Maria Isabel Sánchez Vegara. These new books were generally read with a higher degree of reading comprehension, which is encouraging.

In non-fiction book reading, **Years 5 and 6 showed some sign of improvement** and pupils in Years 1-6 were reading at least at their chronological age. However, in **secondary year groups performance fell away dramatically**. From Year 7, the difficulty of books fell even further behind with each year group, while APC remained much the same. **The football theme, which may have been male-oriented, came back strongly this year.** Secondary non-fiction books were not read or understood as carefully as the fiction books.

After completing a quiz, pupils have the opportunity to **Vote for Favourite Books**. In order of preference, the most favourite authors were Rick Riordan, Erin Hunter, J. K. Rowling with her high readability books, Alice Oseman with her (largely) low readability books and Derek Landy.

Strikingly, Jeff Kinney does not appear at all and David Walliams has only one entry. In the primary year groups, children were reading very difficult books with a high degree of success – it is wonderful what reading motivating books does for children. However, from Year 7 the difficulty of favoured books declined sharply. It seems that transfer to secondary school has a striking effect even on highly motivated readers.

Analysis of Regional Variation in Reading Habits in the UK leads to three main conclusions. Firstly, **the striking slump in difficulty at transfer to secondary school is again very marked in all regions.** Secondly, there are again **striking differences in reading teaching at primary level between Northern Ireland and the Republic of Ireland.** Thirdly, **Wales does well this year, particularly in the upper age ranges.**



myON⁵ can operate on a variety of platforms and is an electronic reader giving every student access to a digital library of books and the opportunity to do an AR test online. Currently there are over 8,000 digital books, with audio support and other literacy tools. Thus, myON can support reading at home as well as school. The top myON titles are quite different from those in the regular book lists, and those in the Favourite lists. **Use of myON is mostly in Years 2 through 7, and there were also relatively high numbers of users of myON in preschool and nursery settings,** where presumably there is more use of the audio support features. **The numbers of pupils using myON had increased substantially (by 53%),** but the number of books read had not increased nearly so much (by 19%). Hours spent reading myON increased by 21%, but the average time spent reading myON was 3.71 hours, a sharp decline from last year's 5.16 hours. The average number of books this year was 18 compared to 25 last year. In terms of difficulty, **Preschool through Year 3 showed high difficulty possibly supported by audiobooks, while for Years 3 through 8 difficulty was below paper book difficulty, and this gap was larger than last year.**

The majority of reading time was during the day within school (67% of the total). Compared to last year, it seems that **pupils are tending to use myON even more within school time rather than their own free time,** a rather troubling tendency. **The amount of non-fiction read on myON is much greater than the amount of fiction read in regular books. Hours read with audio support were 41% of all books.** It is possible for the class teacher to restrict the audio narration feature, but it seems clear that many teachers are not using this function.

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/New Zealand and Canada). Overall, **Australia/New Zealand had higher book difficulty than the UK, but about the same reading comprehension (APC).** However, in Years 9 through 12 the reading difficulty had declined sharply this year, although APC stayed the same. **In Canada, most pupils read books harder than UK pupils but tended to understand them better.** Again, in Years 9 through 12 book difficulty declined substantially. Then we looked at 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. This clearly is not the same as for children in countries where English is spoken as the first language (like Australia and Canada). Particularly in China and Korea, the reading is often done in connection with private tutoring or "cramming" establishments which operate after school and/or at the weekend, so comparisons are even more complicated. This year's figures for China were not available. This year **most countries had increased the number of pupils participating,** while only two had reduced. ATOS variously went up, down or stayed the same, but in many cases, **ATOS remained higher than in the UK. For APC, most countries showed a decline. Nonetheless, about as many countries were above the UK for APC as below.** In some countries the pattern of book choice was similar to the UK, and these books were generally of high readability (although one must question their cultural appropriateness). However, other countries were quite far removed from the UK.

Another development was the publication of a book by Professor Keith Topping, the principal author of this report, which focuses heavily on Accelerated Reader: *Improving reading comprehension of self-chosen books through computer assessment and feedback: Best practices from research.* Topping, K. J. (2022)⁶

Introduction

The title of this report is 'What and How Kids Are Reading', as in many previous years. This year we again find that schools have been working under severe pressure from COVID-19, but the pattern of openings and closures has been very erratic from place to place, and there is a problem with pupils who have just stopped going to school. Consequently, there has been no clear pattern nationally, and we have not been able to provide data for in and out of lockdown as we did last year.

This year we have again dropped the analyses of books read by high-ability readers and low-ability readers. We were finding that these were entirely predictable, the low-ability readers tending to read books read by younger readers and the high-ability readers tending to read books read by older readers. However, there are, again some minor additions of relatively new elements. The regional analysis is now complemented by a figure showing what books are distinctive and characteristic of each region. The myON section now gives data on other variables and on news articles read as well as books.

Another development is the publication of a book by Professor Keith Topping, the principal author of this report, which focuses heavily on Accelerated Reader. In *Improving reading comprehension of self-chosen books through computer assessment and feedback: Best practices from research*, the author analyses independent research studies and describes best practices on quality implementation to enhance effectiveness. He explains the evidence base for the programmes in a comprehensible way and addresses many common questions, such as "Does it work?", "How should it be implemented to make it work?", and "Is it cheaper and more efficient in teacher time than what we were doing before?" He also discusses best practices for using the assessment data, for tailoring implementation in primary vs. secondary schools, and for working with disadvantaged students. Appropriate for teachers, literacy coaches, curriculum leaders, and other stakeholders, the book provides a strong research foundation and easily accessible information to help fine-tune understanding of the programme, enabling more successful implementation in schools and classrooms.

Professor Keith Topping discusses best practices for using assessment data, tailoring implementation in schools, and working with disadvantaged students

The first part of this report 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 Assessment than do pupils with lower APC scores. This indicates to what extent the 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. As last year, this year we sustain and deepen our analysis of attitudes to reading, with work carried out by the National Literacy Trust.

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 the popularity of authors and lists new entrant books which were not available the previous year. 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.

Additionally, we sustain and deepen our analysis of books read with myON – the digital device that enables students to read a book of their choice anywhere and then, if they wish, take the quiz on it online on the same platform.

Accelerated Reader is used in about 100 countries around the world. Consequently, we also sustain and deepen our analysis 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 as a second or other language?

Overall Findings

In 2023 we report that Accelerated Reader was used in 6,422 schools in the UK and the Republic of Ireland (6% more than last year). This increase from last year is a little smaller than the year before. About 41,500 quizzes were available. This report summarises the efforts of 1,282,647 pupils (18% more than last year, increasing considerably more than the number of schools). This suggests that although there were more schools, all schools used AR with more pupils than previously.

AR pupils read 27,265,657 books (24% more than last year), suggesting the pupils involved read even more books per pupil than in previous years. Pupils took their quizzes between 1st August 2021 and 31st July 2022 in schools (see Table 1 in the Appendix). Thus, **the number of schools increased a little, the number of pupils increased considerably more, and the number of books read increased even more.**

Many pupils did not enter their gender, but of those that did, 496,163 (49%) were female and 515,957 (51%) were male, the proportions being just as last year. **Primary schools (743,726 pupils, 58%) used AR considerably more than secondary schools (538,920, 42%),** but this discrepancy had reduced by several percentage points from the previous year. Numbers using AR had substantially relatively increased in secondary schools in relation to primary schools, but AR users in primary schools were still more numerous than those in secondary.

As last year, **the largest number of quizzes per year was taken by Year 3 pupils** (5,447,366 - a 17% increase, not quite so large as last year) and Year 4 was also high on this factor (5,281,368 - increased by 15%). Year 3 pupils also read the largest number of books – 37.4 on average (a 7% increase on last year), with an average of 30.7 quizzes passed.



Schools
6,422



Students
1,282,647



Books Read & Quizzed
27,265,657



Words Read
268,586,656,671

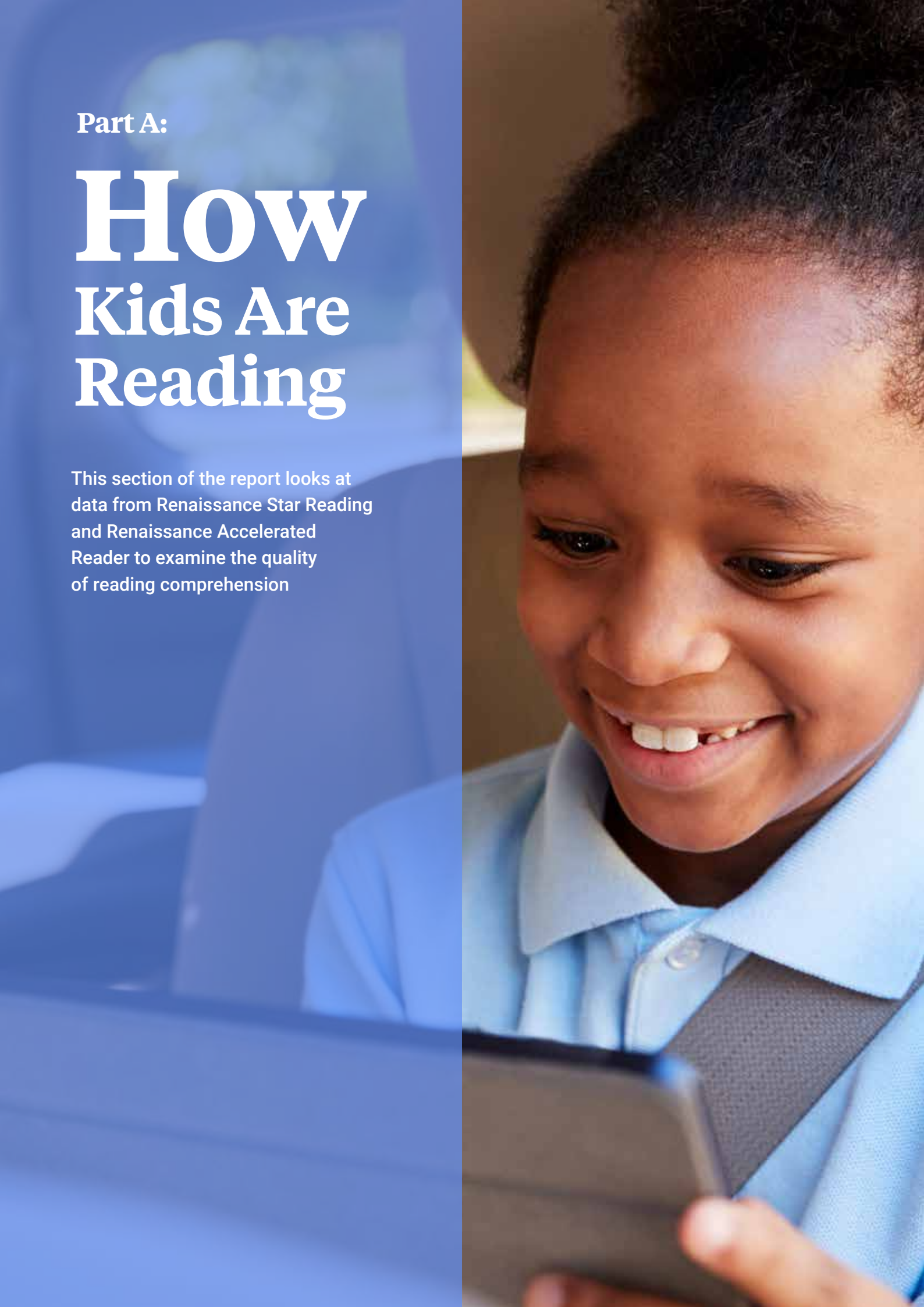
The total number of words read was 268,586,656,671 – an enormous number and a 19% increase over last year. The Average Book Difficulty Level (ATOS) was 3.6 (as last year), and the Average Percent Correct 0.73 on all quizzes taken (a little lower than last year), but this would be higher on quizzes actually passed, which was 84%.

Table 2 in the Appendix indicates pupils quizzing by year and region, showing that the largest number of pupils using AR is unsurprisingly in England. However, **Northern Ireland had by far the highest proportion of pupils using AR in relation to the size of the school population (22% – an increase over last year), followed by England (14% – an increase over last year). This means that in Northern Ireland more than one in five pupils is using AR.** After this, Scotland and the Republic of Ireland are about equal with 4%-5%, but Wales has significantly increased the number of pupils participating, and their proportion has risen to 7%. Remember also that these figures are somewhat uncertain estimates as not all pupils indicated in which region they were.

Part A:

How Kids Are Reading

This section of the report looks at data from Renaissance Star Reading and Renaissance Accelerated Reader to examine the quality of reading comprehension



Section One: Implementation Quality and Effectiveness

The most effective indicator of quality of implementation and indeed of quality of reading comprehension 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 generates outcome scores for individuals: The Scaled Score (from 1 to 1400) and the Percentile Rank (the percentage of scores that fall at or below a certain observation). Table 3 in the Appendix gives the average on these measures for all students who had both a Star Reading score and AR data. Last year we distinguished between students who had an Autumn Star test and those who had an Autumn and Spring Star test. This year we found that the difference between these groups was negligible, and so we only report data for the larger number of students with an Autumn test.

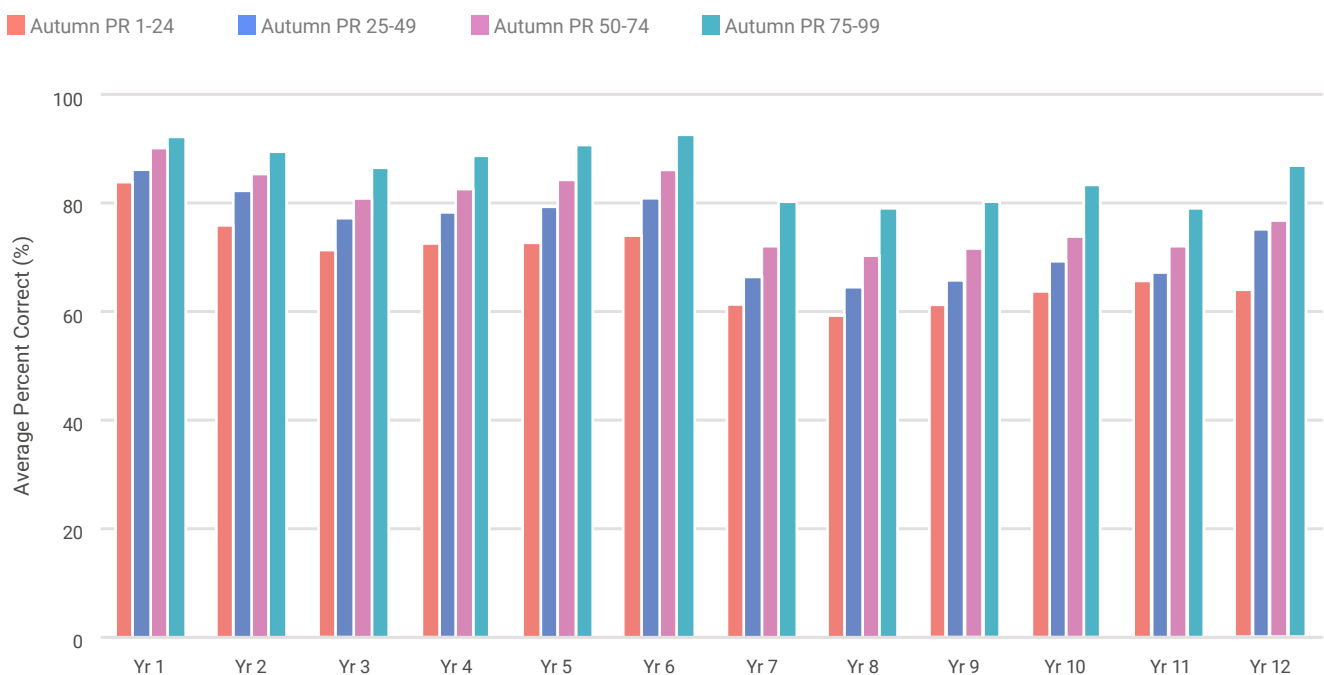
Of 1,097,410 pupils with Star scores, Years 11 through 13 show very small numbers using AR and there are low scores on all three measures, suggesting these do not fit the pattern and are anomalous. Years 1-10 do however

show a very clear pattern on all measures, and all show Star scores above average, i.e., above the 50th percentile. This is a much more consistent pattern than in the previous years (Table 3 in the Appendix).

For the remainder of this section of the analysis, students' Star Reading scores are divided into quartiles: Percentile 1-24, Percentile 25-49, Percentile 50-74, and Percentile 75-100 (percentiles are a score at or below which a given percentage fall of the distribution falls). The four groups are used to give an indication of the relationship of other factors to the reading performance of the students.

Figure 1 shows the relationship for each year between the quartiles of students in relation to their Star Reading 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 reading scores, the highest with the highest reading scores, and the middle APC scores associated with the middle reading scores.** Obviously, implementation quality makes a big difference!

Figure 1: All Students: APC by Reading Score Quartile 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. Investigating quartiles of student reading scores and relating them to ERT we find that ERT is in every year highly related to reading performance (Figure 2). Year 12 featured small numbers of students and is somewhat unreliable.

A pattern emerges which is very similar to that for APCs (Table 5 in the Appendix gives more detail), but Engaged Reading Time seems to be an even more powerful predictor of Star Reading Scores. **The lowest ERT scores are associated with the lowest reading scores, the highest with the highest reading scores, and the middle ERT scores associated with the middle reading scores. More reading time in school leads to higher reading attainment.** Implementation quality does indeed make a big difference!

Engaged Reading Time and Cumulative Words Read

If we graph the cumulative number of words read by ERT, we see further evidence of the impact of time spent reading – **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 gives more detail, including showing that especially in the upper years there was generally little time given to reading).

Figure 2: All Students, ERT by Reading Score Quartile

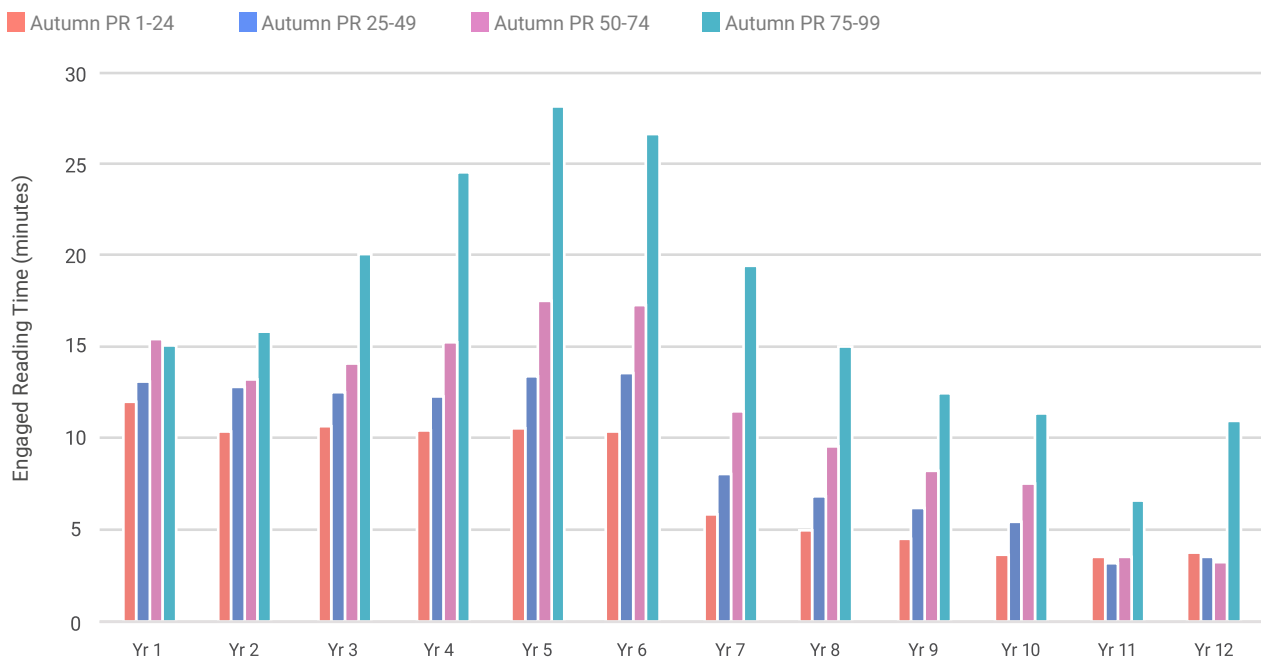
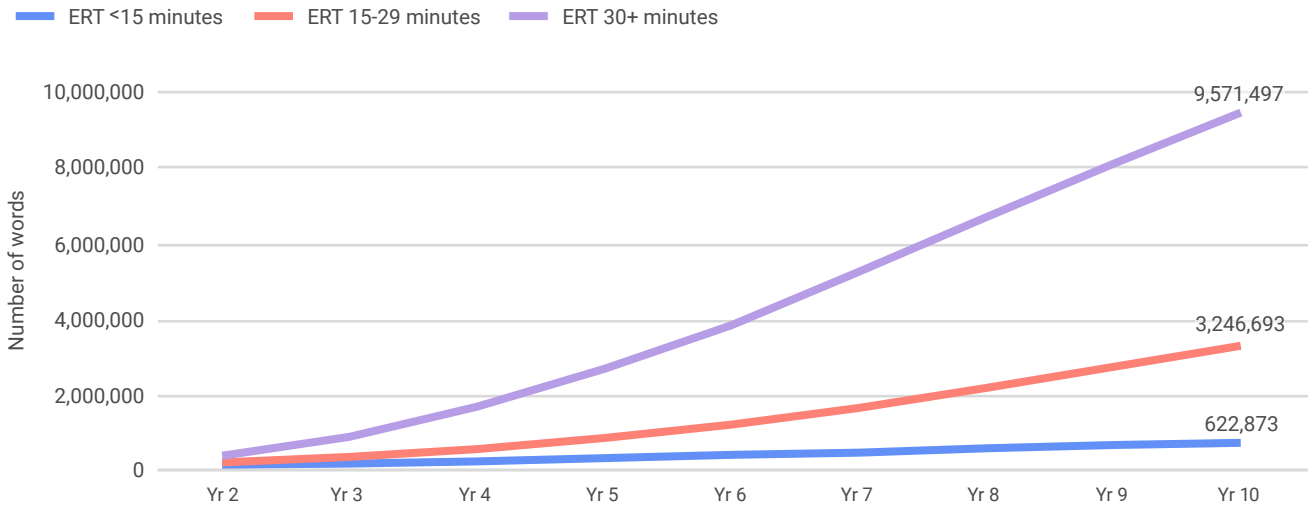


Figure 3: Cumulative Number of Words Read, By ERT



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 4 shows the pattern.

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 5): Books read below ZPD were read more accurately, while books read within ZPD were read less accurately but still generally within the recommended rate of 85%. Even books above ZPD were generally read at the 85% rate, especially in the younger Years.

Figure 4: Percent of Quizzes Taken That Are Above/Within/Below A Student's ZPD

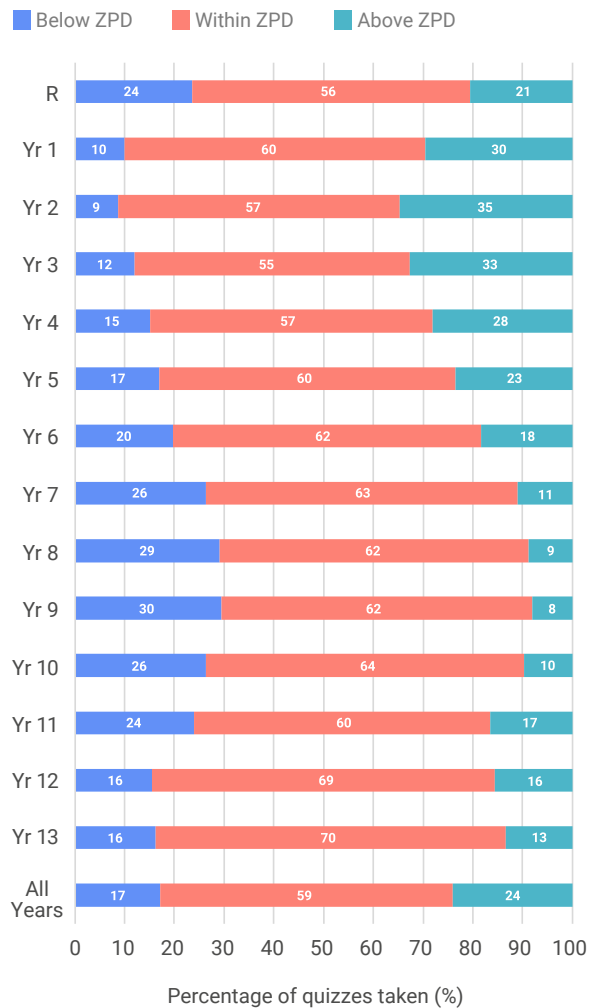
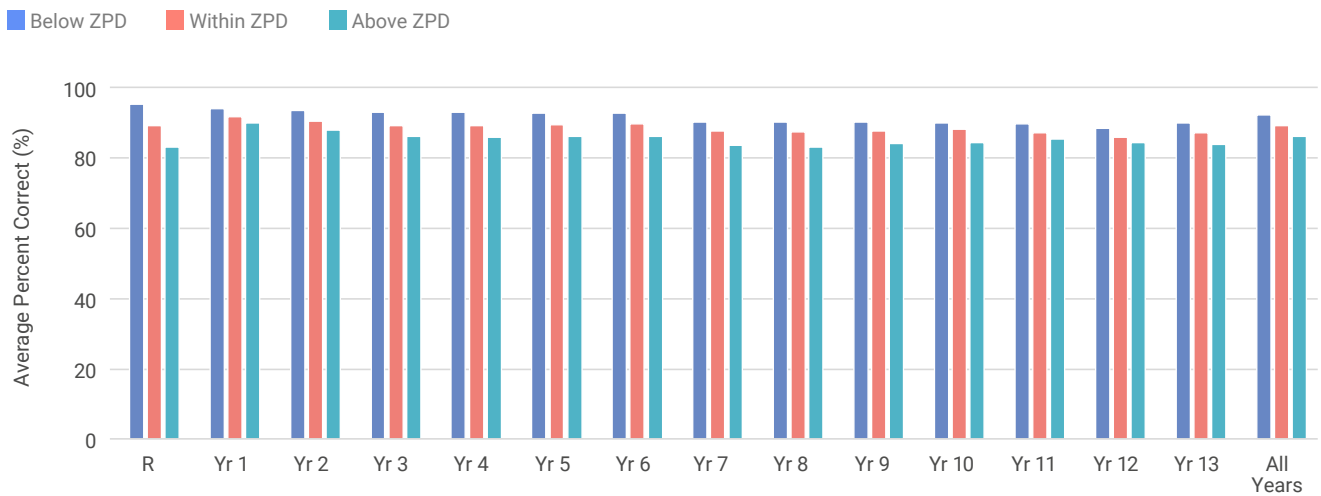


Figure 5: APC of Quizzes Taken That Are Above/Within/Below A Student's ZPD



Summary

Overall, the pattern is very clear. For all readers, high levels of implementation in terms of APC and ERT 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. 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 the reading below or at ZPD was still beyond the 85% rate, much as last year. The notion of ZPD is a useful one in investigating implementation quality.



Section Two: Reading and the Link with Accelerated Reader

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

The National Literacy Trust has been asking children and young people about their reading habits since 2005, giving unparalleled insight into changes in reading enjoyment, attitudes and behaviour over time. In recent years, our Annual Literacy Survey has shed light on children and young people's reading engagement before, during and after educational disruption relating to the COVID-19 pandemic. Notably, reading enjoyment levels had reached a 15-year-low in early 2020, before increasing to their second highest point since 2005 during the first spring lockdown of that year.

Reading enjoyment levels continue to decrease following lockdown

Children's comments suggested that having extra time to read during school closures had (re)engaged many of them with reading for pleasure. However, those gains had eroded entirely by 2022, as fewer children and young people told us they enjoyed reading and read daily in their free time compared with the previous two years, and many of the years before. Reading enjoyment was particularly poor for children and young people from disadvantaged backgrounds, and boys within this group.

Reading Enjoyment

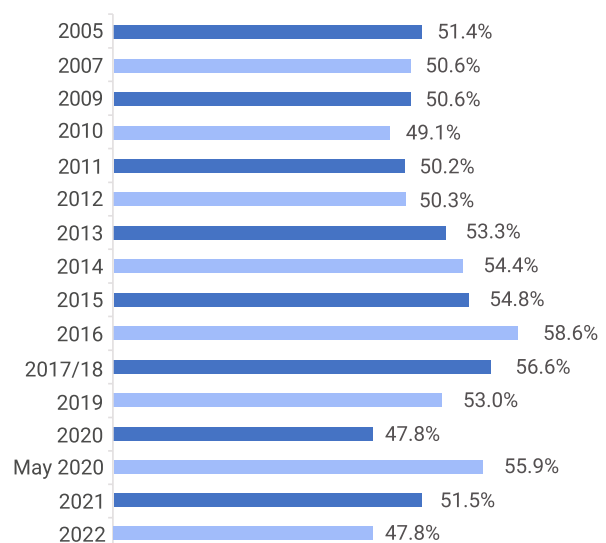
In England, Scotland and Wales, 62,149 children and young people aged 8 to 18 from 327 schools participated in our online survey between January and the end of March 2022. Discouragingly, the data indicated that reading enjoyment levels continued to decrease following the initial lift seen during the first lockdown, with fewer than half (47.8%) of children and young people saying that they enjoyed reading either very much or quite a lot in 2022.

Indeed, levels of reading enjoyment in 2022 had dropped back to a level last seen in early 2020, the joint lowest since we began surveying children and young people in 2005 (see Figure 6).

There were also increased gaps between the percentage of boys and girls who said they enjoyed reading, and between children who did and did not receive free school meals (FSMs). We typically find that more girls than boys say they enjoy reading, and this was the case in 2022, with 54.9% of girls saying this compared with 45.6% of boys. However, the percentage-point-gap between girls' and boys' reading enjoyment has increased considerably in recent years, from 2.9 percentage points in 2020 to 9.3 percentage points in 2022. It will be essential to monitor this trend in the coming years to ensure all children are supported and encouraged to read for enjoyment.

Similarly, fewer children and young people who received FSMs said they enjoyed reading compared with those who didn't (43.8% vs 48.8%), and again, the percentage-point-gap between FSM and non-FSM pupils has more than doubled from 2.1 percentage points in 2020 to 5.0 percentage points in 2022. The group of most concern is boys who received FSMs, just 2 in 5 (39.8%) of whom said they enjoyed reading, a decrease of 6.5 percentage points since 2020.

Figure 6: Percentage of Respondents Aged 8 to 18 Enjoying Reading Either Very Much or Quite a Lot from 2005 to 2021

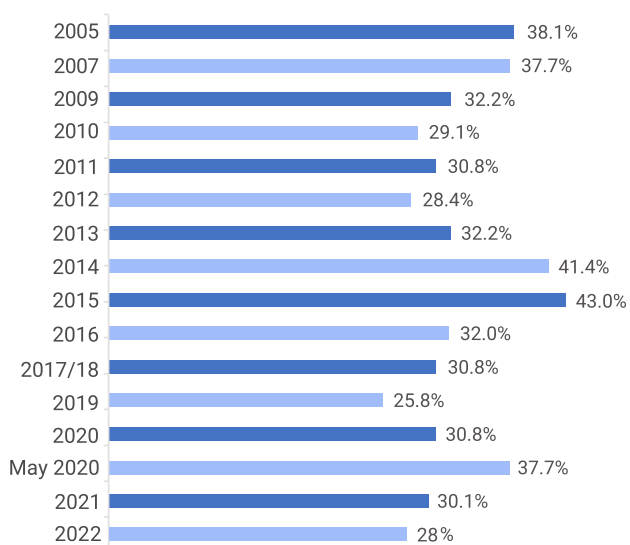


Reading Frequency

Daily reading levels were also a cause for concern. Fewer than 3 in 10 (28%) children and young people aged 8 to 18 said that they read something in their free time daily, the second-lowest level since 2005 (see Figure 7). This compares with 37.7% of children and young people who said they read something daily in their free time in spring 2020, indicating that any gains observed during school closures relating to the pandemic were not sustained once children and young people returned to school.

Differences in reading frequency could also be seen by gender and whether or not children and young people received FSMs. More girls than boys said they read in their free time daily (34.3% vs 26.5%), and the gender gap in daily reading has nearly doubled in recent years (from 4.6 percentage points in 2019 to 7.8 percentage points in 2022). At the same time, fewer children who received FSMs than those who did not report reading daily (24.7% vs 28.9%), although the FSM gap in daily reading increased only slightly (from 3.2 percentage points in 2019 to 4.2 percentage points in 2022). Looking at gender and FSM combined, 1 in 3 (32.6%) girls who do not receive FSMs read daily, while just 1 in 5 (20.6%) boys who received FSMs did so. It is worth restating that reading enjoyment and daily reading are linked; of children and young people who say they enjoy reading, half (48.5%) read daily compared with 1 in 11 (9.3%) of those who do not enjoy reading.

Figure 7: Percentage of Respondents Aged 8 to 18 Reading Daily from 2005 to 2022



Engagement with Audiobooks

We have also been tracking children and young people's engagement with audiobooks and podcasts for a few years now, and nearly 2 in 5 (37.5%) children and young people aged 8 to 18 said they enjoyed listening to audio either very much or quite a lot. However, this percentage is lower than the one from the year before, when 43% said that they enjoyed listening to audio.

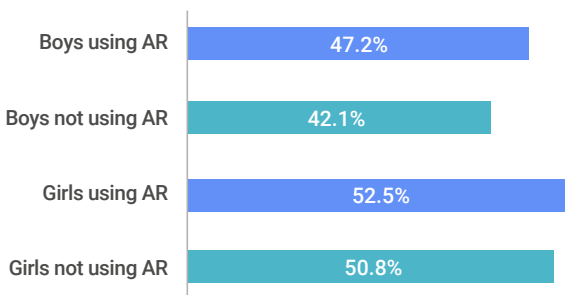
Our data seems to suggest that listening to audio can level out the gender differences we often see in other aspects of literacy. For example, as shown above, more girls than boys enjoyed reading, while the gender difference in listening enjoyment is much less pronounced (boys: 38.3% vs girls: 36.2%). Listening to audio is also a way into reading for many children and young people, with 1 in 4 (24.6%) telling us that listening to an audiobook or podcast got them interested in reading books on paper and on screen.



Accelerated Reader and Reading Enjoyment

Twenty-six percent (n = 16,157) children and young people aged 8 to 14 told us they had been using AR. While only slightly more children and young people aged 8 to 14 who used AR in 2022 told us that they enjoyed reading, compared with their peers who did not use AR (50.6% vs 47.1%), our data suggest that AR may be a beneficial tool to support the reading enjoyment of boys. More boys who use AR said that they enjoyed reading compared with boys who didn't use AR, with a 5.1 percentage point gap between them (see Figure 8). While more girls who used AR also said that they enjoyed reading compared with girls who didn't use AR, the gap between them was much smaller (1.7 percentage points).

Figure 8: Percentage of Respondents Aged 8 to 14 Who Enjoyed Reading in 2021 by Gender and Whether or Not They Use AR



However, differences in reading enjoyment between children and young people who did and didn't use AR did not translate into greater reading frequency, with only a marginal gap in daily reading between these groups (26% of AR users said they read daily compared with 24% of their peers who did not use AR).

A look at children and young people's reading enjoyment over the last two decades shows that the percentage who report enjoying reading tends to hover at around the 50% mark. Levels climbed gradually from 2010 onwards, reaching a peak in 2016 when nearly 3 in 5 (58.6%) children and young people said they enjoyed reading. Levels then started falling again, reaching the lowest point in 2020, just before the pandemic hit. Sadly, the growth in reading enjoyment that we saw when children had more time to read was not sustained when schools returned, and percentages have since dropped back to a pre-pandemic low.



Accelerated Reader may be a beneficial tool to support boys' reading enjoyment

Equally concerning are the recent increases in gaps between boys' and girls' reading enjoyment, and that of children who do and do not receive FSMs. The pattern is, sadly, similar for reading frequency, with daily reading levels in 2022 at their second lowest point since we started asking children and young people about this in 2005, and again, on a downward trend since a brief pandemic peak.

While reading enjoyment and frequency may have picked up during 2020 as children spent more time at home, studies also show that educational disruption had a particularly detrimental effect on the reading attainment of children from lower-income homes. In 2022, the government set ambitious targets for increasing the percentage of children leaving primary schools reading at the level expected of their age. Taken together with the findings above, it is clear that efforts to encourage reading and support reading enjoyment in all children, but especially boys and those receiving FSMs, must be redoubled. It is also clear that much more must be done to support children and young people with the lowest levels of reading enjoyment, recognising the role that families, schools and the wider community have to play in ensuring this downward trend does not extend into future years.

Part B:

What Kids Are Reading

This section of the report examines data from Renaissance Accelerated Reader and myON to identify the books read by all students throughout the 2020-21 school year



#RenaissanceSpace

See Every Student: Our Commitment to Representation in Reading

By the UK Quiz-Writing Content team at Renaissance

At Renaissance, Diversity Equity and Inclusion (DEI) is at the heart of the work we do to accelerate learning for all. The books selected for Accelerated Reader quizzes feed into this mission.

Curators are regularly keeping an eye out for newly-published books of a diverse nature. They also select books from awards such as the Diverse Book Awards, the Jhalak Prize, Little Rebels Award, and the Adrien Prize. Historic dates throughout the calendar year such as Black History Month, LGBT+ History Month and Autism Acceptance Month are also important factors in selecting books. Each month, the team aims to have about 20% of quizzes on books with topics such as LGBTQ+ issues, different races and religions, neurodiversity, and mental health to make sure underrepresented and marginalised communities are promoted in our content.

It is not just on the product side of things where DEI is important. The company also fosters an inclusive environment within our workplace. We have an Inclusion Council whose mission it is to champion DEI through inclusive hiring practices, events celebrating different communities as well as making sure we have inclusive content across our product ranges at Renaissance. Lastly, we have Employee Resource Groups in which employees can form networks to encourage more inclusive practices with the organisation. These include but aren't limited to: The Renbow Alliance for LGBT+ employees, The Black Employee Network and Growing and Including Neurodiversity (GAIN).

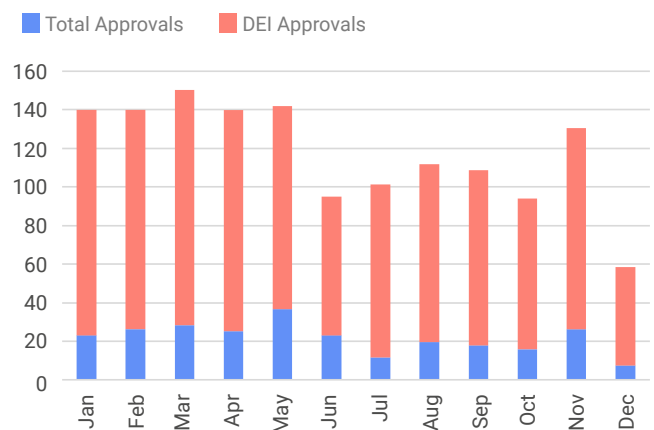
An important way of expanding our book collection is by seeking books from publishers who specialise in multicultural content and voices. In 2022, we published 1,417 new quizzes (the equivalent of one person reading almost four books every single day), 19% of which contain DEI content, featuring characters and themes representing various ethnic and cultural backgrounds, the LGBTQ+ community, and disabled people.

Below you can see a total breakdown of the number of fiction and non-fiction DEI titles quizzed for Accelerated Reader:

DEI books quizzed: 267, or 19%

- DEI Fiction: 224
- DEI Non-Fiction: 43
- 84%/16% split F/NF

Figure 9: Total Number of Quizzes Published in 2022



We take pride in the progress we have made to ensure that the books selected for Accelerated Reader are reflective of those who are reading them. The practices and guidelines we've adopted in recent years seek to enforce inclusivity across all content so that it is appropriate for all readers. We acknowledge that we still have more to do in order to tackle the complex issues of inequality. We are committed to working collectively amongst Publishers, Authors, Illustrators, Teachers, and School Leaders to enforce change across the Education sector. It is then that we can truly establish a representative and equitable system.

Section One:

Books Kids Are Reading Most Often

Overall Picture

This report summarises the efforts of **1,282,647 pupils** (18% more than last year, reversing the small decline of the previous year, doubtless affected by the pandemic) in **6,422 schools** in the UK and the Republic of Ireland (6% more than last year). They read **27,265,657 books** (24% more than last year) and took their quizzes between August 1, 2021 and July 31, 2022 (see Table 1 in the Appendix). Thus, more schools were involved than last year, but the number of pupils increased even more, and the number of books read increased to an even greater extent.

Primary schools (743,726 pupils, 58%) used AR considerably more than secondary schools (538,920, 42%), but this discrepancy had reduced by several percentage points from the previous year. Numbers using AR had substantially increased in secondary schools in relation to primary schools, but AR users in primary schools were still more numerous than those in secondary.

As last year, the largest number of quizzes per year was taken by Year 3 pupils (5,447,366 - a 17% increase, not quite so large as last year) and Year 4 was also high on this factor (5,281,368 - increased by 15%, again not quite so large as last year). Year 3 pupils also read the largest number of books – 37.4 on average (a 7% increase on last year).

The number of quizzes taken increased by 24% to 27,265,657, while quizzes passed were 22,213,761, a 21% increase (both substantially higher than last year). Consequently, the total Words Read was 268,586,656,671 – an enormous number and a 19% increase over last year – a much higher increase than previously. Consequently, the Average Number of Words Read rose, but only a little (1%) to 209,713.

The Average Book Difficulty Level (ATOS) was 3.6 (as last year), and the Average Percent Correct 0.73 on all Quizzes taken (a little lower than last year), but this would be higher on Quizzes actually passed, which was 84%.

Pupils steadily read more books each year in the first three years, reaching a peak in Year 3 at 37.4 35 books (7% more than last year), again indicating a return to more normal levels. 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. A similar trajectory is shown by the average number of quizzes passed.

As in many previous years, average book difficulty rose as pupils became older, but not in proportion to the rate at which the pupils should have been improving in reading. The Average Book Level was 3.6. **Average Book Difficulty rose until Year 9, then declined steadily thereafter, even though the older pupils should have been reading harder books.** Even the rise in the lower years was not in proportion to the increasing age of the pupils.



Pupils in primary schools consistently showed a much higher APC than pupils in secondary schools — they were reading books with greater comprehension

However, the fact that this decline started later this year was encouraging, since in previous years it had begun earlier. **Nonetheless, throughout secondary school pupils were still reading books at almost the same level of difficulty as 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, more generally being used as an intervention resource.

Many pupils did not enter their gender, but of those that did, 496,163 (49%) were female and 515,957 (51%) were male, the proportions being just as last year. As in previous years, boys were again slightly more likely to feature than girls (51% vs. 49% - girls 496,163, boys 515,957, gender not stated 270,527, see Table 1 in the Appendix).

Average Percent Correct (APC) on quizzes taken was in every year lower than that recommended by the software manufacturers. However, **pupils in primary schools consistently showed a much higher APC (76% to 80% - average 78%) than pupils in secondary schools (65% to 71% - average 69%) – they were reading books with greater comprehension.** However, the percentage correct has slightly declined overall in both primary and secondary schools.

The effectiveness with which pupils were taking quizzes again seems worrying: 27,265,657 were taken but only 22,213,761 were passed (81%, a decline from 84% the previous year).

Pupils read a total of 268,586,656,671 words, a 19% increase over the previous year, which featured a 3% decline. This is impressive. However, the average total words read increased 202,317 last year to 209,713, but this was only an increase of 1%, compared to an increase of 3% the previous year.

The Regional summary table (Table 2 in the Appendix) again unsurprisingly shows that the majority of pupils using AR were in England, with a very high proportion in relation to population in Northern Ireland (22%), with lesser numbers in Wales (although the percentage in Wales had increased substantially this year to 7%), and even lesser roughly similar numbers in Scotland and Northern Ireland (4%-5%) (note that some pupils failed to indicate their region when taking the test, and this tendency was more evident this year).

Total pupils for whom region was known showed a small decline (11%) from previous years. Remember that these are declines in numbers of pupils reporting their region, not in numbers of pupils participating in AR.

We can now ask 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 were a number of "gender unassigned" pupils.

Year 1

Compared to previous years, overall, Roderick Hunt declined slightly to 12 books (the same as two years ago), and Julia Donaldson sustained her presence with three books (see Table 6 in the Appendix). As last year, Donaldson's *The Gruffalo* was the most popular book for both boys and girls, and her *The Gruffalo's Child* was also highly placed for both genders. Michael Rosen also remained popular. Concerning difficulty (ATOS), the average was 1.8, very similar to last year. Pupils were generally reading over one and a half years above their chronological age or natural reading ability. APC had stabilised at 0.91 (virtually the same as last year), so despite the books tending to be harder they were being read with a good level of accuracy. The APC was high even on many books of high readability for this year group. Overall, these pupils were reading these books very successfully, beyond the recommendations of the software producers.



To celebrate its 25th anniversary in 2014, *We're Going on a Bear Hunt* was the subject of a Guinness World Record for 'Largest Reading Lesson' with a book-reading attended by 1,500 children, and an additional 30,000 listeners online.

Year 2

In Year 2, *The Gruffalo* was again uniformly top for both boys and girls (as in the past six years), accompanied in second place (for both boys and girls) by *The Gruffalo's Child*, just as last year. Donaldson had seven books in the top 20 (just as last year) and she dominated the upper echelons of the list, just as last year. Martin Waddell's *Owl Babies*, Michael J. Rosen's *We're Going on a Bear Hunt*, Judith Kerr's *The Tiger Who Came to Tea*, Jill Murphy's *Peace at Last* and Roald Dahl's *The Magic Finger* were all popular. Roderick Hunt had declined from six books last year to only three lower in the overall top 20. Overall Average ATOS was 2.6, just as last year (Table 7). Both boys and girls were reading a year and a half above their chronological age. Average overall APC was 0.91, just as last year. Again, the APC was high even on some books of high readability for this year group.

Year 3

Year 3 was again dominated by Julia Donaldson, with seven books in the top 20, just as last year. Top place for both boys and girls was a competition between her *The Gruffalo* and Dahl's *The Magic Finger*. Roald Dahl had five books (just as in previous years) and Francesca Simon had four books (one more than in previous years). Roderick Hunt had no books (see Table 8). There were few differences between boys and girls. The difficulty level was high for both boys and girls at 3.2 (UK years 4.2), just as in previous years. Children were reading books over a year above their actual year level. Overall APC was very slightly down at 0.89, similar for boys and girls and similar to previous years.

Year 4

Year 4 was something of a battle between Roald Dahl and Jeff Kinney. Dahl had taken the top four places the previous year, but this year had six books in the top 20 (not seven as last year). Jeff Kinney had eleven *Diary of a Wimpy Kid* books (seven in previous years). David Walliams had declined from five last year to two books this year (see table 9). Again, there was much agreement between boys and girls about the top books. Average difficulty level ATOS was 4.8 (4.6 last year). The APC was 0.90, much the same as last year.



Year 5

Overall, Jeff Kinney (14 books, two more than last year) dominates the table, with a sprinkling of David Walliams (three books, one less than last year) and Roald Dahl (three books) lower down (see Table 10). Walliams books were slightly more popular with girls and Kinney books slightly less popular. A new book by Kinney (*Diary of a Wimpy Kid: Big Shot*) appeared in the chart for the first time. The overall difficulty level was 5.1 for both boys and girls, just as in previous years (equivalent to 6.1 in the UK). Pupils were still reading a year above their chronological age. APC was sustained at 0.91, much as last year.

Year 6

In Year 6, Kinney dominates (15 books, three more than last year, including the top 12 books). David Walliams has three books, one less than last year. Again, Walliams seems to be more popular with girls. Otherwise, boys and girls were still generally reading the same books (Table 11). The re-emergence of J. K. Rowling (as last year) is interesting. Year 6 pupils show much the same average difficulty as last year, the overall average being 5.3. Pupils in this year were reading very slightly above their chronological age. This is the last year at which pupils are reading at or above their natural age level. Likewise, both boys and girls still have high average percent correct (0.91), much as last year.

Year 7

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

Year 7 is again dominated by Kinney (12 books, three more than last year) and Walliams (three books, two less than last year), but J. K. Rowling remains a force with two books (four last year). Alice Oseman's *Heartstopper Volume 1* is a striking new entry, particularly favoured by girls. However, this book and its associated volumes are of very low readability, and unlikely to be developing reading skills in pupils of this age. There was an even more marked tendency for boys to prefer Kinney than last year (boys 16, girls 4, much as last year), while girls preferred Walliams (boys 1, girls 5), as last year, but with a weaker tendency. R. J. Palacio's *Wonder* was again more popular with girls than boys (Table 12). Average APC has stayed much the same as last year at 0.88. The difficulty of books has also stayed much the same as last year at 5.2 (6.2 in UK terms), still suggesting these pupils were reading at almost a year below their chronological age. Four books had an APC of less than the recommended 85% (as last year).

Alice Oseman's *Heartstopper* Volume 1

is a striking new entry for Year 7s, particularly favoured by girls. However, this book is of a low readability and unlikely to be developing reading skills in pupils of this age



Year 8

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

Choices by boys and girls begin to diverge more markedly at this age (Table 13). The boys' list is topped by Kinney, but the girls' list is topped by Alice Oseman. J. K. Rowling features (especially for girls) but no longer tops the lists. Boys have 12 Jeff Kinney books (one more than last year), while David Walliams has two (as last year). Girls show more variation, with three Oseman books, including the top book (new entrants this year), five Walliams books (as last year) and four Kinney books (up from none last year). John Boyne's *The Boy in the Striped Pyjamas* appears for both boys and girls. Orwell and Steinbeck now feature more prominently, and Collins and Dahl also feature.

For overall average ATOS, the figure was 5.1, significantly lower than last year (5.5). Pupils were reading almost two years below their chronological ages. Overall average APC was 0.87 for both boys and girls (as last year). Three books were below the 85% criterion, compared to four last year.

Year 9-11

As numbers of pupils are smaller for Years 9-11, these year groups 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). George Orwell's *Animal Farm* is highly placed (as last year), but more popular with boys than girls. *An Inspector Calls* by J. B. Priestley is also popular with both boys and girls (as last year).

J. K. Rowling sustains her re-emergence with four books (down from six last year), for both boys and girls (Table 14). Suzanne Collins' *The Hunger Games* has sustained its reappearance for both boys and girls. Jeff Kinney has eight books in the boys' list (five last year), but none in the girls' list (just as last year). Even Walliams now has only one book in the girls' list. ATOS was 5.2 for both boys and girls, markedly down from last year (5.6). Thus, on average overall, these pupils were reading almost four years below their chronological age. APC was 0.89 for both boys and girls. Three books did not meet the 85% criterion (as compared to two last year).

Section Two: Popularity of Authors

Overall Popularity of Authors











This year we have changed the method of measuring popularity somewhat. Two years ago, instead of merely counting mentions in the previous tables (a somewhat crude measure), we counted the number of reads of the book (which is arguably more accurate). However, we only did this for the top 20 books. This year we have done this for the top 40 books, which should give a more accurate measure.

Nonetheless, the order of most popular authors has not changed that much (see Table 15 in the Appendix). Kinney and Walliams remain top and second top of the list. Beyond this, Dahl, Rowling, Donaldson and Hunt stay much the same as last year, in that order. Simon and Palacio move a little, but the striking new entrant is Alice Oseman. Collins also creeps back into the list.

The Primary table of Most Popular Authors (Table 16) contains all the same authors as the list last year: only the order of them has changed slightly. Kinney and Walliams head the list and Dahl has fallen to third place. Donaldson, Hunt and Rowling remain in almost the same places after this. These are followed by Kerr, Waddell, Sachar and Palacio, in that order.

The Secondary table of Most Popular Authors (Table 17) is again headed by Jeff Kinney, then David Walliams, with J. K. Rowling slipping to third place. After this comes new entrant Alice Oseman, who has had a major impact in the popularity stakes, especially with girls. Beyond this, Dahl, Palacio and Collins are in much the same places as last year. Steinbeck and Orwell remain in the list (as last year), as does John Boyne.

Top 10 Most Popular Authors

- 1  Jeff Kinney
- 2  David Walliams
- 3  Julia Donaldson
- 4  Roald Dahl
- 5  J. K. Rowling
- 6  Roderick Hunt
- 7  R. J. Palacio
- 8  Francesca Simon
- 9  John Steinbeck
- 10  Louis Sachar

#RenaissanceSpace

School Spotlight: Cleeve Meadow School and Kirton Primary



RENAISSANCE
Awards

The 7th annual Renaissance Awards last December shone a fascinating light on the innovative and creative ways schools across the country are promoting reading enjoyment and achievement with Renaissance solutions such as Accelerated Reader.

A recording of the full event can be found on the Renaissance website, but here are some words from two of the winners that particularly impressed the judges.

Cleeve Meadow School

Tracy Simmons, Specialist Teacher

"Cleeve Meadow School is a specialist provision school supporting students with moderate learning difficulties and additional needs. Often our pupils arrive in Year 7 experiencing low self-esteem and with little interest in reading. It can be challenging to find age-appropriate books for secondary pupils with low reading ages, but using Accelerated Reader as part of our wider reading programme has been transformational for our pupils. We have been able to create our own quizzes, phonics books, comics, modules and even our own reading material to ensure that every one of our students can access and be part of the programme. Our whole school has made great strides this year in supporting our pupils with their reading and it has been fantastic to see their reading skills and confidence grow. We were delighted to win the Celebration & Achievement Award at the Renaissance Awards this year and I couldn't be more proud of the students and staff alike. I would definitely recommend Accelerated Reader to other schools; it's a fantastic programme that helps us to deliver a tailored reading plan for every student."

Kirton Primary

Nicky Donley, Executive Headteacher

"At Kirton Primary, a third of our pupils have special educational needs (SEN) and over 20% have English as an additional language. We see the fact our pupils face additional challenges as even more of a reason to ensure each child reaches their full potential. Accelerated Reader has played a significant role in this journey, supporting our children to read more independently and to develop a love of reading both at school and at home in their own time. It complements our teaching and learning ethos at Kirton and our staff and pupils thoroughly enjoy using it. The programme works seamlessly alongside our existing initiatives such as our 'School High Street'. Pupils complete quizzes to earn our school currency 'Kirts', which they can then spend in our Shop, Bank, Café, Post Office and Market Stall. We were delighted to win the Creativity & Innovation Award at the Renaissance Awards this year. The results speak for themselves and we have been in the top 2% of schools for progress in England for six years in a row."

Open to all schools in the UK, Ireland, Europe, China and the MENA region, the Renaissance Awards was set up to celebrate the creativity, success and achievement of schools and individuals in reading, assessment, and mathematics over an academic year. More information on how to take part can be found on the Renaissance website.

Section Three: Highest New Entrants

Highest New Entrants By Year

In these tables we include data for Years 1-8 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 features two books by Nathan Bryon, but the other books are all by different authors. The list also features new books by Donaldson, Walliams and Kinney. This is very different from last year, when Fran Manushkin and Daniel Nunn had many books (Table 18). All but three of these are new authors for this year. Average ATOS was 2.5, a substantial increase on last year. Thus, difficulty of these books was two and a half years above the chronological age of the pupils. Average APC was 0.93, a little less than last year, unsurprising in view of the much-increased difficulty.

Year 2

Nathan Bryon had the top two books, and David Walliams and Sue Hendra also had two books. Rowling, Kinney and Donaldson also featured with one book each (Table 19). Average ATOS was 3.6 (similar to last year) and average APC was 0.90 (the same as last year). The difficulty of these books was about two and a half years above the children's chronological age. All but one book were read above the 85% accuracy criterion – better than last year.

Year 3

Walliams had three books in this list, Nathan Bryon had two books, and Simon Mugford had two non-fiction books about football. Rowling, Donaldson and Kinney also featured with one book (Table 20). Average ATOS was 4.2, higher than last year. These pupils were reading at more than two years above their chronological age. However, APC was much the same as last year at 0.89. Two books were above the 85% criterion, worse than last year.



The highest new entrants are formed of both newly-published books and older titles that never previously broke the top 20 lists

Year 4

David Walliams had three books in this list, as did Simon Mugford with his non-fiction books about football. Dav Pilkey had two books. Jeff Kinney had one book, but that was top of the list (Table 21). Rowling also featured. Average ATOS was 4.5, the same as last year. APC declined a little, to 0.90. These pupils were reading at a year and a half above their chronological age. Two books were below the 85% criterion, worse than last year.

Year 5

David Walliams had three books in this list, but Kinney's single book was again top. Mugford had two books and Maria Isabel Sánchez Vegara also had two. Rowling again featured, and Marcus Rashford made an appearance with his *You Are a Champion* (Table 22). Average ATOS was 4.7, the same as last year. So, these children were reading books at a level of difficulty more than six months above their chronological age. APC was 0.91, reduced from last year. One book was below the 85% criterion, worse than last year.

Year 6

Jeff Kinney had the top book again, but no other. David Walliams had three in very high places. Mugford and Vegara again had two each (Table 23). Rowling and Rashford again featured. The average ATOS was 4.9, increased from last year, indicating these children were reading almost at their chronological age. APC had, however, reduced to 0.91, a lower level of accuracy on these relatively easy books. However, one book fell below the 85% criterion, worse than last year.

Year 7

Jeff Kinney had three books including the top book, while David Walliams had two (Table 24), together with two from Holly Jackson. Average ATOS was 4.9, again substantially increased from last year. Children were reading at about one year below their chronological age. However, APC stayed the same at 0.93. No book fell below the 85% criterion, an improvement on last year.

Year 8

Yet again, Kinney had the top book, while Mugford had three books lower down. Walliams' two books were close behind. Rowling and Rashford featured again. Oseman made an appearance with *Heartstopper Volume 4* (Table 25). Average ATOS was 4.8, much as last year. But, less than that for Year 7, although the children were one year older. Thus, they were reading more than two years behind their chronological age. APC was 0.91, much as last year. One book fell below the 85% criterion, an improvement on last year.

Years 9-11

Colleen Hoover was top of the list with *It Ends with Us*, displacing Kinney to third in the list (Table 26). Alice Oseman had three books in the list, two of which were books of higher readability than her *Heartstopper* series – a welcome development. Walliams and Jennifer Lynn Branes both had two books. Rowling, Rashford and Mugford also featured with one book. Average ATOS was 4.6, lower than last year and lower than for Year 8, indicating these children were reading at a level of difficulty well over three years below their chronological age. APC was 0.91, much as last year. Three books fell below the 85% criterion, worse than last year.



The difficulty of the new books was in each year a little above that of the regular lists. Hard books are often read with high levels of comprehension at all ages

Summary

From Year 4 right through to Years 9-11, the new books from Walliams and Kinney were in high places, 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 other names that teachers should be looking out for – and perhaps ordering their new books for the school library. The appearance of higher readability books from Oseman and Rashford were particularly welcome.

In Years 2 and 3, and 6 and 7, the average level of difficulty had risen substantially, but these harder books were generally being read with a good degree of reading comprehension (APC). These were indeed impressive findings. However, older children had not increased in the same way.

Other authors who appear only once in a single table but do so in several tables will also be found in Table 27 in the Appendix: Most Popular High Entrants 2023. Among the overall popular new entrants for 2023, Walliams is top, and Kinney and Rowling are in high positions, as they were in previous years. Pilkey and Pichon now appear lower down the list than in the previous year. Tom Fletcher has held his position. However, the number of most popular new entrants is substantial, and includes Mugford, Bryon, Oseman, Griffiths (although he was in the 2021 list), Rashford, Nadin and Sánchez Vegara.

The difficulty of the new books was in each year a little above that of the regular lists. Thus, in general reading new books does not lead to much 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 are 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. Similarly, Alice Oseman's *Heartstopper* series are of very low readability but seem to be of an interest level for older children, but for whom they are far too easy. Fortunately, Oseman has also produced some books of higher readability. 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.

Section Four:

Most Read Non-Fiction Books

Most Read Non-Fiction Books by Year

Almost all the books in the above 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

Chloe Rhodes had two books (as last year) and so did Claire Llewellyn, but all other books had different authors. The authors were generally very different to last year, except for Chloe Rhodes. Half of the books were nature books (Table 28). ATOS was 2.7 (UK 3.7), much as last year, indicating these pupils were reading books almost a year above their chronological age. The average APC was 0.88 (somewhat reduced from last year). Four books were below the 85% criterion, a significant reduction from last year.

Year 4

Mary Colson had two books (just as last year), as did Jonathan Scott. Otherwise, all authors were different. Again, nature themes were even more common. There was little sense of book titles being likely to be favoured by boys or girls (Table 29). Difficulty was 3.0 (UK 4.0), down from last year, indicating that the difficulty of these books was at the pupils' natural average reading ability. Average APC was 0.90 and had risen a little from last year. This year two of these books were below the 85% criterion, slightly worse than last year.

Year 5

This list was dominated by Isabel Sánchez Vegara, who had ten books. However, the top position was held by Catherine Chambers, who also had two other books. No-one had more than one book (Table 30). Average ATOS increased sharply (returning to previous levels) decreased sharply to 4.4 (UK 5.4), so these pupils were reading books six months above their chronological age. At the same time, average APC rose to 0.91. One book was below the 85% criterion, an improvement on last year. There seemed to be little correlation between difficulty and APC – some very difficult books were read with accuracy, and vice versa.



The authors were generally very different to last year, while nature themes proved particularly popular

Year 6

The list was dominated by Isabel Sánchez Vegara, who had nine books. Top was Roald Dahl's "Boy: Tales of Childhood". Matt Oldfield had three books about football, Lisbeth Kaiser had two and Thomas Kingsley Troupe also had two. Kinney had one entry and Marcus Rashford appeared. Some emphasis on football had returned, and nature and science books had been largely displaced by biographies (Vegara's work) (Table 31). ATOS rose sharply again to 2001 levels at 5.0 (UK equivalent 6.0). Thus, pupils were reading at their age level. Average APC was 0.90 (rising further from last year). One book was below the 85% criterion, much better than last year.

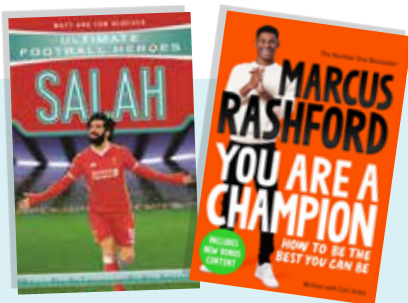
Year 7

Roald Dahl's *Boy* is again on top, just as in previous years. Otherwise, fourteen of the books were about football, which is a return to 2001 levels.

Eight of these were by Matt Oldfield, three by Tom Oldfield (both more than last year), and one each by Roy Apps, Paul May and Simon Mugford. Marcus Rashford also appeared. Of course, we cannot assume that all readers of these books are boys, as women's football has gained considerable prominence in recent years. Raina Telgemeier again had two books, offering some light relief from football (see Table 32). The average ATOS was 4.7 (UK 5.7) (much as last year) - indicating pupils were reading slightly more than one year below their natural ability. APC was 0.81 (and had declined further this year, and this average is below the 85% criterion). This year 16 books were below the 85% criterion; worse than last year. These are not encouraging results when these books are so easy for the pupils.

Year 8

Dahl has slipped from the top of this list, which is now headed by Matt Oldfield with a football book. Indeed, there is a torrent of football books – eleven from Matt Oldfield, three from Tom Oldfield, and one from Paul May, Andy Smith and Roy Apps. This football orientation is much the same as last year (Table 33). However, there were occasional signs of broader inclinations, in Malala Yousafzai's autobiography. ATOS was 5.4 (UK 6.4) (up a little from last year). Thus, these pupils were reading at a year and a half behind their chronological age. Average APC was at 0.79 (even lower than last year, and even further below the 85% criterion). This year 19 books fell below the 85% criterion, even worse than last year.



The football theme, which may have been male-oriented, came back strongly this year after having waned a little in the previous year

Year 9

As for Year 8, football again dominated – Matt Oldfield had nine books (up from six last year), Tom Oldfield three (up from two), Johnny Zucker three (up from two), and Paul May, Andy Smith and Roy Apps one (much as last year). Eighteen books were about football (up from 12 last year). Again, we have to ask if this reflects male preference, or not (Table 34). The other authors were Rashford and (astonishingly) Anne Frank. Average ATOS was 5.2 (UK 6.2), much as last year. These pupils were reading at almost three years below their ability. Average APC was 0.80, much reduced from last year, so the quality of comprehension even on these easy books had declined. Eighteen books were below the 85% criterion, worse than last year.

Years 5 and 6 showed some sign of improvement, but it seems that secondary non-fiction books were not read or understood as carefully as the fiction books

Summary

In non-fiction books, Years 5 and 6 showed some sign of improvement. Overall, however, pupils in primary school (Years 1-6) were reading at least at their chronological age. In primary schools, APC was satisfactory and relatively few books fell below the 85% criterion. However, in secondary this was not at all true, and performance fell away dramatically. From Year 7, the difficulty of books fell even further behind with each Year, while APC remained much the same. However, from Year 7 onwards a very large number of books were not read to the 85% criterion. The football theme, which may have been male-oriented, came back strongly this year after having waned a little in the previous year. It seems that secondary non-fiction books were not read or understood as carefully as the fiction books.

Section Five: 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*.

The voting system based on a 4-star system

	One of the best books I have ever read
	A very good book
	An OK book
	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.

**J. K. Rowling's
fairy tale novel**

***The Christmas Pig*
was published in 2021, received
positive critical reviews and
emerged as a bestseller**



Year 1

Numbers of pupils responding in this year group are low, so results may not be reliable. Many books had not appeared the year before. However, the top book was *The Space Race* by Jenny Jinks, who had another book in the list. Jay Dale also had two books in the list. The other authors were very diverse (Table 35). 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. Average ATOS was 1.7 (UK equivalent 2.7 - 3.2), a substantial decline on the previous year, indicating the pupils were reading at more than a year and a half above their chronological age. Were they reading these books accurately? Average APC was 0.93, an increase on the previous year, doubtless resulting from the books being easier. One book fell below the 85% criterion, compared to three last year. Nonetheless, the answer overall is "yes".

Year 2

Year 2 numbers responding were again quite low, so results again should not be taken as reliable. J. K. Rowling had re-appeared with five books (four books in this list two years ago). Other authors were again very diverse. All but two of these books had appeared in this list before, unlike last year when many of the books were new to the list (Table 36). The average ATOS rating was 4.0 (UK 5.0), a huge increase from the previous year. These children were reading books three years above their chronological age. Average APC had declined to 0.90 (0.93 last year), hardly surprising given the difficulty of the books, but this was still an acceptably high figure. Two books fell below the 85% criterion (none last year).

Year 3

In Year 3 the numbers are larger and the data considerably more reliable. J. K. Rowling had eight books in the top nine places, including the new book *The Christmas Pig*, marking another major resurgence. Rick Riordan had two books, as did Jenny McLachlan and Katie Tsang. Other authors were very various (Table 37). The average ATOS rating was 5.5, a further increase from the previous year (UK Years 6.5). These books were nearly three and a half years harder than the chronological age of the pupils. Average APC was 0.90, down a little from the previous year. No book fell below the 85% criterion (as compared to one last year).

Year 4

Rick Riordan returned to this list with a vengeance, having 11 books in it. No other author had more than one book. Many books were new to the list (although not new books) (Table 38). The average ATOS rating was 5.2, substantially lower than last year (UK Years 6.2). These pupils were reading more than two years above their chronological age. Average APC was 0.94, just as last year. No books fell below the 85% criterion, just as last year.

Year 5

J. K. Rowling had the top book, but Erin Hunter had seven books in this list (two more than last year), while Rick Riordan had five (three more than last year). Sophie Cleverley had two (Table 39). The average ATOS rating was 5.4, slightly down on last year (UK Years 6.4). These books were a year and a half harder than the children's chronological age. Average APC was 0.95 (much as last year). No book fell below the 85% criterion (as last year).

Year 6

Christopher Paolini's *Inheritance* was top, and he had another book in the list, but it was dominated by Derek Landy with seven books. Alice Oseman and Taran Matharu also had two books each. Chris Colfer had disappeared (Table 40). The average ATOS rating was 5.1, a substantial decline from last year (UK Years 6.1). These pupils were reading almost at their actual age. Average APC was 0.94, just the same as last year. No book fell below the 85% criterion (as last year).

Year 7

Erin Hunter was a major presence with five books. Christopher Paolini and Derek Landy both had three books each. Taran Matharu, Sarah Maas and Scott Cawthon both had two books each (Table 41). The average ATOS rating was 5.8, a further dramatic decrease from last year (UK Years 6.8). In the first year of secondary school, these pupils were reading books which were only slightly below their chronological age level. Despite this, the average APC was 0.93 (much the same as last year) and no book fell below the 85% criterion (one last year).

Inheritance is the fourth and final novel in *The Inheritance Cycle*, a tetralogy of young adult fantasy novels written by American author Christopher Paolini



Year 8

Alice Oseman had five books, but four of these were of very low readability. Erin Hunter had four books (two more than last year), Scott Cawthon and Leigh Bardugo two (in the latter case including the top book) (Table 42). The average ATOS rating was 4.8 (another marked decrease from last year) (UK Years 5.8), doubtless reflecting Alice Oseman's low readability contribution. These books were more than two years less difficult than chronological age. Nonetheless, the average APC was 0.92 (much the same as last year). One book fell below the 85% criterion (as last year).

Years 9-11

Alice Oseman had five books (many of very low readability). Leigh Bardugo, Holly Jackson, Sarah Maas and Cassandra Clare had two books each (Table 43), a return for the last two authors. The average ATOS rating was 4.7, a further enormous decrease on last year (UK Years 5.7), and less than the difficulty recorded by Year 8 pupils. These books were at least three and a half years easier than chronological age. The average APC was 0.94, a small increase from last year (0.92). None of these books were below the 85% criterion (one last year).



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 44, 45). The total number of books voted for as Favourite Books has increased this year, as schools and pupils return to a degree of normality.

In primary schools (Table 44), J. K. Rowling had five of the top six places with her difficult books, better than last year but not quite so good as the year before. Rowling's books have far more reads than any coming below. This was punctuated by a new arrival, Katie Kirby's *The Extremely Embarrassing Life of Lottie Brook*. Although this book did not have many mentions, it was read by a large number of pupils in the Years where it did appear. This was then followed by four books by Rick Riordan (a considerable comeback for Riordan). Collins and Hunter had disappeared. Jeff Kinney and David Walliams were not present.

In secondary schools (Table 45), the rise of Alice Oseman to the top four places was conspicuous, in all cases with her low readability books (although she also writes higher readability books). Below this, Holly Jackson had two books. Colleen Hoover, Hajime Isayama and Taran Matharu were all new names to the list, the first two not having many mentions but high numbers of reads in the Years in which they appeared. Rick Riordan only appeared once (a substantial decline from last year). Holly Jackson had disappeared (but was in the Primary list). Even beyond the Alice Oseman books, many of these books are of relatively low readability, underlying how secondary pupils under-challenge themselves. Jeff Kinney and David Walliams were not present.



For the second year in a row, *Harry Potter and the Deathly Hallows* by J. K. Rowling has been voted the favourite book in primary schools. *Heartstopper Volume One* by Alice Oseman has risen from being 10th last year, to favourite this year in secondary schools

Summary

Overall, Rick Riordan had the most mentions (19). Erin Hunter came second with 18 mentions, having declined just a little. The top two had just changed positions. Third was J. K. Rowling with her high readability books (15 mentions), while fourth was Alice Oseman (12) with her (largely) low readability books, both substantial improvements over last year. Fifth was Derek Landy (11). After that numbers of mentions were considerably less. Christopher Paolini returned to the list in sixth place (6), and Taran Matharu was next (5). Sarah J Maas (a significant return), Cassandra Clare, Scott Cawthon and Leigh Bardugo were joint together in next place (4). Holly Jackson and Katie Tsang were joint next with three mentions. Cressida Cowell and Chris Colfer had virtually disappeared. Strikingly, Jeff Kinney does not appear at all and David Walliams has only one entry, in Year 2. 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, and in ensuing years the difficulty of books declined sharply. This is even more so than last year. It seems that the transfer to secondary school has a striking effect even on highly motivated readers. There is some good news, however, in that comprehension stayed relatively 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 offer accountable reading and accelerate pupils' growth in reading.

#RenaissanceSpace

Meet the UK Content Team

By the UK Quiz-Writing Content team at Renaissance

We would like to introduce you to the small but dynamic team who create the quizzes for our Accelerated Reader program. In 2022, they produced 1,417 new quizzes, the equivalent of reading 4 books every single day of the year. Of these, 267 quizzes (19%) were for DEI titles. Their mission is to ensure that every child, wherever they are in the world, will find quizzes on books they can recognise themselves in, and in recent years the team has been working hard to grow the diverse content of the AR catalogue. The team is proud of the fact that the work they do has such a profound impact in terms of motivating children to read. Read on to discover what books inspired them as children! By the way, this team hasn't changed a bit since their childhood!



Krista, Senior Editor

I'm skilled in writing and editing all levels of quizzes, including the lowest, very tricky 3-question quizzes. As a Senior Editor, I primarily edit quizzes but there are always times when I need to contribute some of my own. This year, I've

enjoyed passing on my knowledge, helping in the training of two new editorial assistants. I also devote time to quiz maintenance, bringing old quizzes up to current writing and content appropriateness standards.

I grew up in the age before the Internet was popular (yes, I'm that old). Connecting to different worlds had to be done through the magic of books. Adventure stories like Gary Paulsen's *Hatchet* or Cynthia Rylant's *Goosberry Park* utterly enthralled me. Though it was historical fiction that truly fostered my passion for reading. In *The Watsons Go to Birmingham* – 1963 by Christopher Paul Curtis, I connected deeply with the wonderful and funny Watson family, having also grown up in the frozen Midwest. But Curtis's story not only taught me about the American Civil Rights Movement but how to feel compassion for lives different than my own.



Laura, Senior Editor

As well as writing and editing, this year I've had the pleasure of organising the quiz writer training of two new editorial assistants. That's a responsibility as well as a pleasure because there is an art to writing a true comprehension quiz. Luckily with the support of my colleague Krista, we are watching our newbies flourish and develop a love for the role.

It was actually before I started school that I began collecting *Mr Men* books. I think the appeal was the wonderful, striking illustrations – of course – and also the cheerful, humorous storylines. These books were one of a few series I had begun collecting, and it was around that time that I started telling people that when I grew up, I was going to be a librarian. And indeed, I did go on to work in libraries for a few years before trying my hand at writing and editing Accelerated Reader quizzes. In this capacity, I have enjoyed creating quizzes for the newer *Mr Men* stories – particularly the *Doctor Who Mr Men* books. So, almost as predicted, I have been working with books for a while now, and thoroughly enjoying it – though in a way a much younger me couldn't have imagined!



Peter, Editor

My role is primarily focused on editing and writing new quizzes – in 2022, I read a total of 369 books – but I also work on quiz maintenance and am one of the team's voices on social media, creating the weekly emoji teaser game. Over the last few years I have been involved in the implementation of a new software application to manage our work, replacing a several-decades-old tool, and have helped train my teammates in its use.

As I child I loved the *Biggles* stories (and still do!). These boy's own adventures follow James Bigglesworth, who joins the Royal Flying Corps (later Royal Air Force) as an underage 17-year-old in 1916 and enjoys a flying career that includes spy capers, gold heists and political revolutions stretching into the Cold War. Written by a former RAF officer, these books chart the development of military aviation and are filled with technical details and historical trivia, making them a great option for readers who tend to prefer non-fiction. A few years ago, I could even identify some aircraft at the RAF Museum based on the descriptions and cover art from these!



Kerry, Editor

For my job, I edit quizzes as well as create quiz content. My specialty area is nonfiction, and I'm always on the lookout for books that support the curriculum. In addition to that, I work on quiz maintenance, paying particularly close attention

to content appropriateness. In recent years, a set of guidelines was developed to ensure that no bias or harmful language is included in the quizzes. That's why we've begun to do maintenance on older quizzes, to review and update them to today's standards.

I loved Judith Kerr's *Mog* series as a young child and remember carrying it back and forth to reception in my blue book bag. I always felt so bad that the Thomases blamed everything on poor Mog, but she often ended up saving the day!



Lisa, Editorial Assistant

I only began my career with Renaissance this year as an editorial assistant. In that capacity I'm learning how to write true comprehension quizzes. Don't think you just read a book and throw some questions

together! Most of my time is spent reading books, and then planning and writing new quizzes, but along with my fellow editorial assistant I localise quizzes from the US, too. Further, I'm also involved with the monthly DEI blog posts the team publishes.

Growing up I was always surrounded by books and simply loved losing myself in the stories between the pages. I have always especially enjoyed anything fantastical - the more witches, mermaids or fairies the better! One of the first series I remember reading one book after the other of was *The Little Vampire* by Angela Sommer-Bodenburg - a series that follows a young vampire through normal day to day struggles. Other books I have absolutely loved are *The Neverending Story* by Michael Ende - a story in a story that became famous worldwide after it was made into a film - and the *Inkheart* trilogy by Cornelia Funke. I clearly remember the day my dad came home with a signed copy of the first book of the series after having met the author - I felt so special. All of these - and so many other - books have sparked not only my love for reading but also my interest in how books come to be and how they affect their readers.



Lucy, Editorial Assistant

I'm new to the Content Team this year so I'm still learning the art of quiz writing. Each week, I read books and write new quizzes, but I also localise quizzes written by the US team. We're always on the lookout

for books the US has quizzed first, but we make sure to get the UK editions of the books to review the quizzes and anglicise them. I also help put together the Content Team's monthly DEI blog posts in which we share books we love on any particular DEI topic. On average, I read about five books a week, which my younger self would find absolutely astonishing!

As a kid, I loved to read, but it took me a while to get into longer chapter books. I just loved the illustrations that came with picture books! Once I did branch out, some of my favourite books were the *Junie B Jones* series. Each book had me laughing out loud, and I felt like I could identify with Junie B. When I got a little bit older, my favourite book was *Esperanza Rising*. I loved learning about experiences that were vastly different from my own. This book also inspired me to learn to speak Spanish!



Lee, Senior Content Assistant

My role is getting books onto our system, ready for our quiz writers. This involves entering basic information about the book and proofreading the text to give the

book its levels that customers see on AR Bookfind. I also occasionally contribute to blogs for the Renaissance website. An example of this is highlighting books we've quizzed on neurodiversity for Autism Acceptance Week. As an autistic person, inclusion is very important to me. So I am also on the company's Inclusion Council to help make sure the way we work and our products are inclusive of people from different backgrounds and ability levels. I also co-chair a neurodiverse Employee Resource Group within the company to help make our organisation more inclusive of neurodiverse people.

Although I tend to read more non-fiction books these days, as a child one of my favourite series of books was *Goosebumps*. Although most of the books focused on scary monsters, one of my favourite was *Don't Go to Sleep*. This told the story of a boy who started going to sleep in the guest room of his house and then woke up in a different reality every day. As an autistic person I can sometimes find constant change difficult. So this story fascinated me and got me thinking how I would react if this happened to me. For any child interested in Science Fiction, Fantasy or Horror, I highly recommend this series of books.



Cecelia, Managing Editor

I can think of few better jobs than overseeing the day-to-day running of the Content Department for Renaissance UK. I was part of the first freelance quiz writing team here in the UK so I've watched this

company grow from strength to strength. And what a joy that has been! The only downside of my current role is that I don't have the time to read many of the texts that pass through the department any more!

Looking at that schoolgirl picture of myself I can tell you that my interests at the time were music (mad for Elvis), swimming, my dog (a Scottie called MacDuff), cycling (my main means of transport), and best of all losing myself in a good book. *Little Woman* was a particular favourite, but my real passion was for *Nancy Drew*. I collected 45 books in the series, my favourite being Number 22, *The Clue in the Crumbling Wall*. There was mystery and intrigue galore as Nancy explored the ruins of Heath Castle with the aid of her two best buddies for clues to the disappearance of a dancer. This series fostered my love of the mystery genre, and this book in particular is probably why I still love visiting castles and ruins to this very day. By the way I still have the collection. My daughter grew up with them too, and rarely does a year go by when I don't return to an adventure of this daring girl detective. This was the series that made me think girls could do anything – and usually better than boys!



Section Six: Regional Variation in Reading Habits

Before we report on regional variation in book choices overall (which of course have many similarities), we would like to look at books in each region which are distinctive to that region at that time, either because no other region reads the book or because other regions read the book much less frequently or at other times. We will do this for primary schools and for secondary schools as book choices are different between these sectors. First, the primary sector:

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. The numbers in Wales are quite small so some of the choices in Wales are probably over-influenced by a few schools.

Figure 10: Characteristic Books for Each Region: Primary



Year 1

There are relatively small numbers in Year 1, especially in Wales, so some of the choices might seem eccentric. Julia Donaldson was top in two countries with the same book. Roderick Hunt had been pushed down the lists in England and Northern Ireland by other books, but was still a strong presence at the top of the lists for Scotland, Wales and the Republic of Ireland. Northern Ireland sustained this idiosyncrasy to the end of the list. Wales had gone from having almost no Roderick Hunt to having a lot of him (Table 46 in the Appendix).

Difficulty levels were high for English, Scottish and Northern Irish children, but especially for the latter, who were reading from a year and a half to more than three years above their chronological age (average ATOS 1.7, 2.2, 3.3 respectively, the last two having increased from last year). The Republic of Ireland had increased substantially to a much healthier 2.2 (equivalent 3.2), indicating reading at over two years above chronological age. However, while Wales had increased very little at 1.2 (1.1 last year), even in Wales pupils were reading books more than one year above their chronological age.

Quality of Reading Comprehension in England, Scotland and Northern Ireland was good but had declined a little in every case (Average APC 0.9, 0.88, 0.92 respectively) – note that Northern Ireland had high APC despite the high difficulty. In the Republic of Ireland reading comprehension had declined a little (to 0.91), but in Wales it had declined a lot (from 0.96 to 0.90). England had one book below the 85% criterion (none last year), Wales had three books (none last year), Scotland had five (one last year), Northern Ireland two (none last year) and the Republic of Ireland one (none last year). Clearly, there had been a decline across regions in this factor.

Year 2

The Gruffalo (Julia Donaldson) was again top in all regions except Wales (where it came seventh), as was *The Gruffalo's Child*. England and Scotland had a variety of books in the top ten, while Northern Ireland and Wales tended to favour Roderick Hunt, with the Republic of Ireland favouring Dav Pilkey (Table 47).

Book difficulty was again highest in the Republic of Ireland, having risen further to 2.9, followed by England at 2.6 (an increase), while Scotland stayed the same (2.4). Wales had declined a little to 1.7, but Northern Ireland had declined substantially to 1.3 (from 1.9). Northern Ireland seems even more characterised by relatively low levels of difficulty at the beginning, but the children more than catch up later. Republic of Ireland children were reading almost two years ahead of their chronological age, while English and Scottish children were a year and a half ahead. Welsh children were half a year ahead, and even Northern Ireland were reading slightly ahead of their chronological age. Quality of reading comprehension (APC) was similar in many countries (approximately 0.90), but had increased a little in Northern Ireland and decreased more substantially in Wales. Wales had three books below the 86% criterion, Scotland two (other regions none).

Year 3

Julia Donaldson's *The Gruffalo* did well in England, Scotland and Northern Ireland (as last year), but the Republic of Ireland was already preferring Dav Pilkey books. Roald Dahl also featured strongly elsewhere (especially in England and Scotland), as last year. A mix of Dahl and Julia Donaldson was common to England, Scotland and Northern Ireland, as last year. However, Wales still read a lot of Roderick Hunt books (of low readability), as last year (Table 48).

As last year, the Republic of Ireland led the regions with an ATOS of 4.0 (UK equivalent 5.0), down from 4.4, but with pupils still reading at two years above their chronological age. England (3.3) and Scotland (3.0) came next, reading at a year or more above chronological age. Northern Ireland was quite a bit lower (declining from 2.6 to 2.5), half a year above chronological age. Wales was lowest with 2.3, an improvement and slightly above chronological age. Quality of reading comprehension (APC) was similar across all countries at about 0.90, despite the differences in book difficulty. Only Scotland had one book below the 85% criterion.

Year 4

In Year 4 Jeff Kinney began to make an appearance, and England and Scotland featured a mix of Dahl and Kinney, while the Republic of Ireland went completely for Kinney. Northern Ireland mixed Dahl and Donaldson, while Wales still clung to Roderick Hunt (Table 49).

The Republic of Ireland again led the way in difficulty of books read (ATOS 5.2), indicating children reading more than two years ahead of their chronological age, and being particularly good on reading comprehension, just as last year. Scotland and England lagged a little way behind (4.8, 4.9), in both cases increasing a little. Northern Ireland lagged further behind (3.6), and had further declined a little from last year, but children were still reading half a year ahead of their chronological age. Wales was worst (2.5, as last year), and pupils were still reading six months behind their chronological age. Despite these variations in book difficulty, reading comprehension (APC) was similar across all countries (about 0.90). Scotland had one book below the 85% criterion and Wales had four.

Teachers in Wales seem to be more proactive in seeking out harder books for pupils

Year 5

England, Scotland and especially the Republic of Ireland read many books by Kinney, while Northern Ireland intermixed Kinney with Dahl, as did Wales to a lesser extent (Table 50). However, the choices in Wales again departed from the overall norm – a number of graphic novels were read.

England, Scotland and Ireland were now at the same level of difficulty (5.0 – 5.2; UK equivalent 6.1), just as last year with a small increase across the board, indicating children were reading slightly over a year above their chronological age. Northern Ireland was at the same level, having increased somewhat (ATOS 5.0), and Wales showed a very substantial improvement, from 3.1 to 4.0. Welsh children were reading at their chronological age. Quality of reading comprehension remained high in England, Scotland, Northern Ireland and the Republic of Ireland (0.91 - 0.93), and was only a little lower in Wales (but on very easy books). No books were below the 85% criterion, a better result than last year.

Year 6

Jeff Kinney reigned supreme in Northern Ireland and Wales, whereas in other regions (especially Scotland) his dominance was somewhat punctuated by other books, and Louis Sachar's *Holes* and R. J. Palacio's *Wonder* appeared frequently in high places. David Walliams had declined towards the bottom of the list. However, Wales chose a couple of books by Thomas Kingsley Troupe and one graphic novel, but otherwise shared the Kinney focus (Table 51).

England, Scotland, Northern Ireland and the Republic of Ireland showed very similar levels of book difficulty (5.3 – 5.4, just as last year), with some slight increase, children reading a little above their chronological age. Wales' decline last year to 3.8 was spectacularly reversed and reached 5.0, indicating Welsh pupils were reading at their chronological age. Despite this, standards of reading comprehension (APC) were good across all countries (0.91 – 0.93). Scotland and the Republic of Ireland both had one book below the 85% criterion (as last year), while Wales had two (one less than last year).

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, except for the Republic of Ireland, which showed a wider range of books. Wales stayed more in line with other countries. R. J. Palacio's *Wonder*, John Boyne's *The Boy in the Striped Pyjamas* and J. K. Rowling all made frequent appearances. Roald Dahl had now disappeared. Northern Ireland continued to love the book *Under the Hawthorn Tree* by Marita Conlon-McKenna (Table 52).

Difficulty was much the same across all five regions (5.1 – 5.4, UK equivalent 6.3). This is approaching a year behind chronological age. Fortunately, Wales showed an ability to catch up. Northern Ireland and the Republic of Ireland showed good levels on comprehension quality (0.93 – 0.91), but in other regions this was more disappointing (0.87 – 0.88), just as last year. The fact that Scottish pupils were still in primary school did not seem to have protected them from this decline. England had five books below the 85% criterion, Scotland and Wales each had four (in Scotland's case a considerable improvement), while the Republic of Ireland had one and Northern Ireland none.

Figure 11: Characteristic Books for Each Region: Secondary



Year 8

Jeff Kinney and David Walliams remained the most popular authors across all regions, but many other authors also featured (Table 53), including (again) R. J. Palacio's *Wonder*, John Boyne's *The Boy in the Striped Pyjamas*, J. K. Rowling and Louis Sachar's *Holes*. Orwell's *Animal Farm* and Steinbeck's *Of Mice and Men* also appeared, much as last year. A couple of Dahl books reappeared.

The Republic of Ireland had the highest book difficulty (5.5, down somewhat), while England and Northern Ireland were the same at 5.3 (UK equivalent 6.3), while Scotland had declined to 5.0. These pupils were reading at a year and a half behind their chronological age, or more. Wales at 5.1 had crept ahead of Scotland, and Welsh pupils were three years behind. 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 similar in all regions (0.85 – 0.88), lower in Scotland at 0.85. These figures had declined slightly from last year. Scotland had nine books below the 85% criterion (more than last year), Wales had five (less than last year), Northern Ireland four books, the Republic of Ireland three and England two (considerably less than last year).

Years 9-11

Of Mice and Men by John Steinbeck was again top in England, Scotland and Wales (and it was second in the Republic of Ireland). Scotland and Northern Ireland still clung on to Jeff Kinney in lower places. Walliams had all but disappeared (Table 54). Northern Ireland sustained its re-acquaintance with J. K. Rowling. Otherwise, choices were quite diverse.

Northern Ireland again had the highest difficulty level (5.5, reduced a little from 5.7). England and Scotland had both declined a little in difficulty level (to 5.3 and 5.2), meaning children were reading at least almost three years below their chronological age. However, the Republic of Ireland showed a large gain to overcome the decline of last year, and was back to 5.0 from 4.5. Wales was 5.1, much the same as last year. Despite the low levels of difficulty, comprehension quality had stayed much the same across all regions (0.88 – 0.89). Wales and the Republic of Ireland both had five books below the 85% criterion, while England had four, Northern Ireland had three (worse than last year) and Scotland had two (much improved from last year).

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 of Ireland 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 at this stage 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 has done badly in the past in comparison to the other four regions, but there is good news in these data, particularly in the upper age ranges. Graphic novels seem to be less of a feature this year, which may have something to do with it. Quality of reading comprehension is quite high throughout the age range, although Wales is still a little behind other regions. These are promising signs that teachers in Wales are encouraging their pupils to be more proactive in seeking out harder books.

**The striking slump
in difficulty at
transfer to secondary
school is very marked
in all regions.**

**Book difficulty
plateaus after
secondary transfer.**



Section Seven: myON

myON is a student-centred, electronic reader or personalised literacy platform that offers every student unlimited access to an enhanced digital library of books. It can be accessed from more or less any device the pupil chooses. Students can call up books, decide which they want to read, read them, complete the AR quiz on them (if available), and even link the results of the Star Reading test. At the moment students can access over 9,000 digital books, with audio support and other literacy tools. The number of books available continues to grow each year. 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 also offers news articles, and this year we also report on these.

myON was introduced in the UK in March 2019 so the numbers of students yielding data overall is small at the moment but growing rapidly. In previous years we combined the data for all Years (grades), but now feel able to give Top 20 books by Year. The number of students in each Year in 2023 is given in Table 55 .

Use of myON is mostly in Years 2 through 7, i.e., from lower primary through to the first year of secondary school, where the percentage of students ranges from 12% to 15% in each year group. Numbers begin to decline from Year 8. A feature of interest are the relatively high numbers of users of myON in preschool and nursery settings, where presumably there is more use of the audio support features of myON.

Students can access over 9,000 digital books, with audio support and other literacy tools

Top 20 Books Read with myON

Table 56 in the Appendix gives the top 20 titles for each year group. It is clear that in every year group, the top titles are quite different from those in the regular book lists, and those in the Favourite lists. It may be that reading digitally encourages children to read completely new books and authors.

However, in terms of difficulty, for preschool and nursery, ATOS was high, which might reflect the heavy use of audiobook facilities with this age range. For Years 1 through 3, ATOS for myON was also higher than for paper books, which might again reflect some use of audiobooks, but may also reflect greater enthusiasm and willingness to challenge themselves. We hope to explore this further next year. In Years 4 and 5, myON difficulty was rising, but paper books were ahead on difficulty (although beginning to plateau). In Years 6 through 8, myON difficulty had plateaued at around 4.2 while paper books had plateaued at the higher level of 5.2. From Year 9 the numbers of

**D. L. Green's
Zeke Meeks series is
very popular from
Year 2 through Year 5**



pupils were too small to make generalisations. Thus, preschool through Year 3 showed high difficulty possibly supported by audiobooks, and for Years 3 through 8 myON difficulty was below paper book difficulty, and this gap was larger than last year. This further decline from the previous year may be because a number of these books were graphic novels, which tended to have lower readability.

In preschool, seven books were in the *Henry Helps* series. In nursery, four books were in the *Monster Truck* series, four were in the *Little Lizard* series and three were in the *Animal Grows Up* series. In Year 1, there were three *Animal Grows Up* books and two in the *Stories Around the World* series. Year 2 saw the first appearance of the *Zeke Meeks* series (four books), two *Hidden Picture Puzzles* books, two *Animal Grows Up* books and two in the *What Animals Do When You Are Not Looking* series.

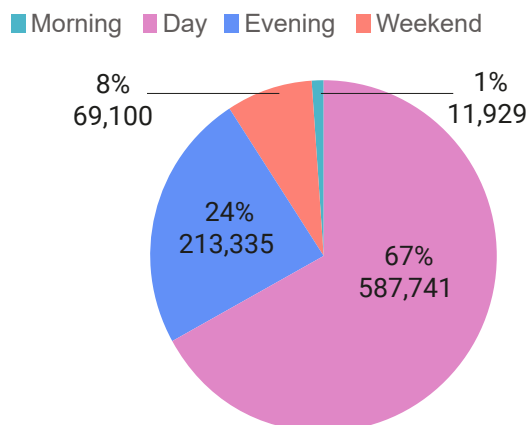
Year 3 was dominated by *Zeke Meeks* (nine books) and two *Hidden Picture Puzzles* books. Year 4 was even more dominated by *Zeke Meeks* with 13 books. In Year 5 the *Zeke Meeks* influence began to decline (four books), and there were also two in the *Survival Stories* series and three specifically sub-titled *Graphic Novel* (although many other books were also graphic novels). In Year 6 there was much more variety, with two books in the *Haunted* series. In Year 7 there were four books in the *Mermaid's Journey* series, but otherwise considerable variety. Some classic titles were beginning to appear, such as *A Christmas Carol*, *The Wizard of Oz* and *Peter Pan*. In Year 8 there were three *Mermaid's Journey* books and in Year 9 four. *Treasure Island* and *Dracula* also appeared. The remaining year groups had too few numbers for books to be identified, but it is worth noting that one book had an ATOS of 9.6, so clearly there are difficult books among the myON menus, although this level of reading difficulty is still not sufficient to read *The Sun* newspaper or *Hello Magazine* with understanding.

Frequency of Use of myON

The number of pupils using myON rose from 155,883 to 237,996 (a 53% increase, even bigger than the 46% last year). The average grade of pupils was 4.63. From 2022 to 2023, the number of hours spent reading myON increased from 726,296 hours to 882,104 hours (a 21% increase). Thus, although the numbers of pupils using myON had increased substantially, the number of books read had not increased nearly so much, perhaps suggesting some pupils were not as engaged as was the case with pupils last year.

The number of books accessed was 7,823,615, a 32% increase over last year's 5,908,471, but of course

Figure 12: Location of myON Reading 2022 (hours per location)



some of those accessed were merely scanned and the pupil decided not to read them. The number of books completed was 4,288,254 (an increase of 19% over last year's 3,600,440, a considerably lower percentage than the increased number of pupils). Likewise, the average time spent reading myON was 3.71 hours, a sharp decline from last year's 5.16 hours. The average number of books read per pupil last year was 25, now in 2023 substantially declined to 18, despite the increase in the number of books available on the myON platform.

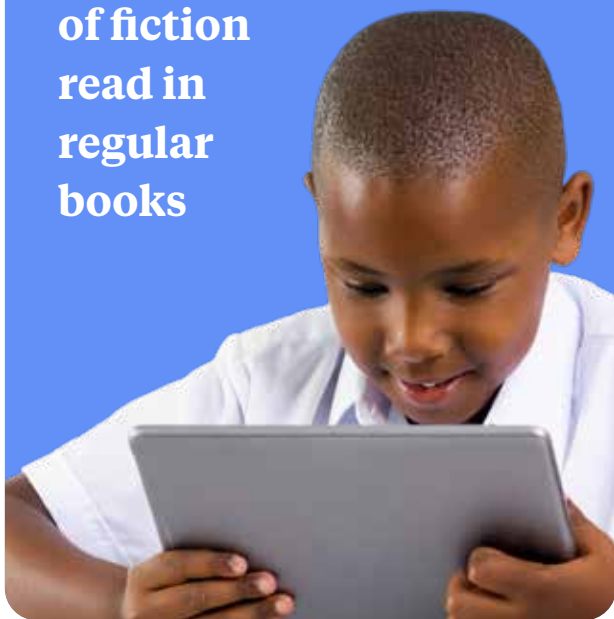
So, when do students choose to read with myON? From Figure 12 we see that the majority of reading time is during the day within school (587,741 hours, 66.63% of total, average per pupil 2.47 hours, an increase from last year of 31% in reading hours from 447,221 hours, but a decline of 52% in average number of hours per pupil from 3.18 hours).

In the morning reading time was 11,929 hours (1.35% of the total, c.f. 9,257 hours last year, a 29% increase on last year, but with an average per pupil of 0.05 hours, an increase in proportion of total reading time from 1% but a decline from an average 0.07 hours last year).

After school reading time was 213,335 hours (24.18% of the total, c.f. 203,967 hours last year, a proportional increase of 4.59% in hours with an average per pupil of 0.90 hours, a decline of 38% from 1.45 hours last year).

Only 69,100 hours were at the weekend (a proportional increase of 4.93% from last year from 65,855 hours, 7.83% of the total, but only 0.29 hours per pupil, as compared to 0.47 hours last year, a decline of 38.30%).

The amount of non-fiction read on myON is much greater than the amount of fiction read in regular books



So, it appears that whether reading is completed before school, during school, after school or at the weekend, pupils spend less time reading than last year. This is irrespective of the vastly increased numbers of pupils using myON. In terms of proportional allocation of reading time to different parts of the day/week, during the school day has seen by far the greatest proportional increase in hours, with reading in the morning seeing the smallest.

Thus 294,364 hours (33%, compared to 38% last year) are out of school time, with 587,741 (67%, compared to 62% last year) in school time (total reading time 882,105 hours, an increase of 21% on last year). This reflects the extent to which myON is extending the reading behaviour of students beyond school. However, compared to last year, it seems that pupils are tending to use myON even more within school time rather than their own free time, which is a rather troubling tendency. This might be a result of the pandemic easing, but one would hope that reading out of school time would sustain rather than decline.

Non-fiction, Audio Narration, and News Articles

Turning now to the amount of non-fiction read on myON, we find that non-fiction reading amounted to 447,389 hours with an average of 1.88 hours per pupil, which was 50.72% of all reading. This compares to 357,124 hours last year, with an average per pupil of 2.73 hours, which was of course considerably higher, 49% of total hours reading. Thus, as last year, the amount of non-fiction read on myON is much greater than the amount of fiction read in regular books.

Many of the books in myON can be read with the assistance of audio narration. This was principally intended for very young readers. However, we see that the hours read with audio were 360,977, this representing 40.92% of all books, with an average per pupil of 1.52 hours. Compared to last year the percentage was slightly down (43% last year), but the amount of time spent reading books with audio was markedly down compared to last year (2.23 hours). It is possible for the class teacher to change/restrict the audio narration feature by 'always on', 'always off' or 'weekends only' for the whole school, a class/group of pupils or an individual pupil. However, given the very high proportion of audio narrated books, it seems clear that many teachers are not using this function, and many children are responding by doing what is easiest for them. Next year we hope to offer an analysis of audio book usage by grade.

myON also features short news articles as well as complete books, tailored to be of interest to school children. A number of these refer to major events in the world, while others cater more directly for a younger audience. Previously we have listed the top news articles read, but this feature did not prove very accessible to readers, so we have discontinued it.

More news articles were read this year, up from 39,665 articles (average per pupil 0.25 articles) to 62,531 articles (a 57.65% increase, but only a slight increase in average per pupil to 0.26 articles). However, these news articles were not very popular – only 2,580 hours were spent reading them (although this was a 19.56% increase on the 2,158 hours last year, the average hours per pupil spent reading articles declined from 0.44 hours last year to 0.01 hours this year).

Summary

In every year group, the top titles are quite different from those in the regular book lists and the Favourite lists. In terms of difficulty, preschool through Year 3 showed high difficulty possibly supported by audiobooks, while for Years 3 through 8 difficulty was below paper book difficulty, and this gap was larger than last year. This further decline from the previous year may be because a number of these books were graphic novels, which tended to have lower readability.

The number of pupils using myON rose from 155,883 to 237,996 (a 53% increase, even bigger than the 46% last year). The total number of hours spent reading myON increased from 726,296 hours to 882,104 hours (a 21% increase). Although the numbers of pupils using myON had increased substantially, the number of books read had not increased nearly so much. The number of books completed was 4,288,254 (an increase of 19% over last year's 3,600,440, a considerably lower percentage than the increased number of pupils. Likewise, the average time spent reading myON was 3.71 hours, a sharp decline from last year's 5.16 hours. The average number of books this year was 18 compared to 25 last year.

The majority of reading time is during the day within school (587,741 hours, 66.63% of the total). After school reading time was 213,335 hours (24.18% of the total). It seems pupils do little reading in the morning or at the weekend. Compared to last year, it seems that pupils are tending to use myON even more within school time rather than their own free time, a rather troubling tendency.

Non-fiction reading amounted to 447,389 hours, which was 50.72% of all reading. The amount of non-fiction read on myON is much greater than the amount of fiction read in regular books. Hours read with audio support were 360,977, 40.9% of all books. However, the amount of time spent reading books with audio was markedly down compared to last year (2.23 hours). More news articles were read this year, up from 39,665 articles to 62,531 articles (a 57.7% increase), but only a slight increase in average per pupil to 0.26 articles).



#RenaissanceSpace

Reflections on Reading

By Kay Tinsley, Director of Teaching and Learning at TKAT

The first book I remember falling in love with was *Watership Down* by Richard Adams. I was around seven years old at the time I discovered it, and instantly fell in love. I was so invested in the tale of the rabbits who had to escape the ruins of their home in search of a new one. It had themes of hope, resurrection and new life. It was a story of sacrifice but also of overcoming adversity and working together for the common good. *Watership Down* has stuck with me throughout my adult life.

As an English teacher, it's safe to say that I have always had a love for literature. As a young child, reading was not just a skill – it was a method of escape. With my head buried in a book, I was able to transport myself to different places and meet different people. I believe that every child should be given the gift that is reading. This belief is fundamental to all of the work we do at TKAT and forms part of our mission to be a trust that services the poorest children in our communities.

I think my first ever memory of having an impact on a child through reading was back when I started teaching. I had a child in my class who had told me how her brother had gotten a D for his English GCSE and I was determined to help her to do better and reach her full potential. When she was in year 8, I really focused on reading with her and encouraged her to invest her time in reading as much as she could. Not only did this help her to develop fundamental skills and vocabulary needed to pass her exams, but it also gave her much more than this. I realised this when she told me “reading has given me the gift of being transported into other worlds”. This is when it dawned on me that I’m teaching so much more than a skill here, but a superpower.

This is one of many events throughout my teaching career that has allowed me to see that reading is a gift. Research from the National Literacy Trust found that almost one in five children in England between the ages of five and eight do not have access to books at home. A book gifting scheme is something I had done with previous schools I’ve worked at, so when I suggested to Renaissance and Laburnum House the idea of gifting books to pupils throughout TKAT, I was delighted by their

extremely generous donation of over 1,500 books to pupils in our school. Together we selected Sarah Hagger-Holt’s *Proud of Me* to gift our pupils because we wanted a story that would connect our students to the notion of family and enable them to see themselves represented in the text while learning about different kinds of families.

The students have been so genuinely grateful upon receipt of their free book, with some of our teachers reporting their class cheered with joy about the news they would be receiving their very own book to keep. We have received lots of positive feedback and testimonials from both teachers and students about the book scheme and it has played an important role in our mission to serve the poorest children in our community.

Kay Tinsley is an English teacher and the Director of Teaching and Learning at TKAT (The Kemnal Academies Trust). Before joining TKAT she worked in a variety of different contexts, many deprived, to secure school improvement. Kay has over 27 years of experience in teaching and educational leadership and is currently researching for her PhD in Education at Sussex University, focused on the reading and teaching of poetry in schools. She is dedicated to ensuring that all children within the TKAT family possess the superpower that is reading.

Kay's favourite childhood book:

Watership Down
Richard Adams
BL 6.2, Upper Years



Section Eight:

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/New Zealand 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 and New Zealand will be examined, and then Canada.

Australia and New Zealand

Overall, Australia and New Zealand had 67,221 participating children in 440 schools (431 in Australia and nine in New Zealand) (compared to 66,403 pupils - 1% more - in 430 schools in Australia/New Zealand last year) (Table 57). This is not such large growth as the previous year, when about 15% more children in about 16% more schools participated. Pupils took 1,099,834 quizzes (only slightly more than last year) and passed 910,885 (83%) of them (84% last year). Total words read were 17,271,156,025 (1% more). **Average ATOS was 3.8 (much as the previous year and higher than the UK), but average APC was only 75% (the same as the UK and the same as last year).**

In Australia and New Zealand, the K-2 group shows few similarities to books read in the UK. Aaron Blabey is the most mentioned author with five books (just as last year). Ahn Do had declined from eight to four books, the same as Dr Seuss (see Table 58 in the Appendix). There was no sign of Roderick Hunt. Average ATOS was 2.5 (up slightly from last year) and Average APC was 0.90 (down slightly from last year). So Australian and New Zealand K-2 pupils read at about the same level of reading difficulty as the UK but show higher levels of reading comprehension (APC). These pupils were reading at almost a year and a half above their chronological age.

In the top 20 books in the Year 3-5 group in Australia/New Zealand, Jeff Kinney was the most popular with 12 books (11 last year) (Table 59). Ahn Do had three books overall (four last year), Aaron Blabey had two (including the top book) and Dav Pilkey also had two. Average ATOS was 4.4 (just as last year) and APC 0.91 (slightly down on last year). These pupils were reading at almost a year and a half above their chronological age. Difficulty and reading comprehension were both above the UK.

In year group 6-8 in Australia/New Zealand, Jeff Kinney was by far the most popular author, with 14 books in the top 20 (one more than last year) (Table 60). J. K. Rowling had three books, one less than last year. David Walliams did not appear. Average ATOS was 5.4 (down from 5.6) and Average APC was 0.90, just as last year. These pupils were reading at six months below their chronological age. Thus, Australia/New Zealand were reading books harder than the UK and with a higher level of reading comprehension. However, they showed the same plateau in reading difficulty as was evident in the UK, APC declining sharply on entry to secondary school.

Australia/New Zealand had a higher book difficulty than the UK, but about the same reading comprehension



In year group 9-12 in Australia/New Zealand, Colleen Hoover was top with *It Ends with Us*. J. K. Rowling had four books in the list (up from two last year), while Jeff Kinney had two (as last year) (Table 61). However, there were several other authors here, many relatively unfamiliar in the UK: e.g., Andy Mulligan, Mem Fox, Helen Cox Cannons. Average ATOS was 4.9, showing a sharp decline from 5.5, much lower than for the 6–8-year group (above), and the plateau in reading difficulty had become a decline. However, APC was stable at 0.89 and higher than for the UK. These pupils were reading four years or more below their chronological age.

Summary

Overall, Australia/New Zealand had higher book difficulty than the UK, but about the same reading comprehension (APC). At Years K-2 Australia/New Zealand showed the same ATOS as the UK but a higher level of reading comprehension (APC). At Years 3-5 and 6-8 Australia/New Zealand showed higher ATOS and APC than the UK, stable since last year. However, in Years 9-12 the reading difficulty had declined sharply this year, although APC stayed the same. The same plateau in reading difficulty was evident once pupils passed to secondary school. Some chosen books were the same as the UK (e.g., Kinney, Rowling), but others were quite different.

Canada

This year Canada had 23,929 students (11% more) from 174 schools (23% more), which was a substantial increase from the year before (Table 62). However, it is clear that the use of AR is again increasing rapidly in Canada. Quizzes taken were 610,979 (up 11%) and quizzes passed 534,941 (up 9%) (and 88% of quizzes taken, just as last year). Total words read were 9,485,638,704 (up by 11%). Average ATOS was 4.0, a small decline on the previous year, while average APC was 0.82 (the same as last year).

Years K-2 in Canada are completely unlike the UK (Table 63). Mo Willems had ten books, including the top book (none last year), Alyssa Satin Capucilli had three books (seven last year), and James Dean three (four last year). Average ATOS was 1.2 (down slightly from last year), so these pupils were reading books over a year above their chronological age. The Average APC was 0.94, having risen slightly. Thus, Canadian K-2 pupils were reading easier books than UK students, but managing a higher level of comprehension on these easier books.

In Canada, pupils with all levels of reading ability are engaged with Accelerated Reader

For the Years 3-5 age group in Canada, the top 20 list was dominated by Jeff Kinney (ten books including the top one), with Dav Pilkey relegated to second place with seven books (nine last year) (Table 64). Raina Telgemeier had three books. Average ATOS was 4.0 (much as last year) and Average APC was 0.90 (much as last year). These pupils were reading books just over a year above their chronological age. Thus, these Canadian pupils were reading books that were harder than pupils in the UK, while showing better comprehension quality on them.

Years 6-8 was again dominated by Jeff Kinney (who had the top book and ten books overall – three more than last year). J. K. Rowling had three books, as last year (Table 65). Average ATOS was 5.4 (just as last year, and considerably higher than the UK) and Average APC was 0.90 (as last year, and again higher than the UK). These pupils were reading books six months below their chronological age. Thus, Canadian pupils were reading books of greater difficulty than pupils in the UK, and showing high rates of reading comprehension on these books.

In Canada for Years 9-12, Suzanne Collins was top with *The Hunger Games*. J. K. Rowling had two books, one less than last year (see Table 66). Otherwise, all authors only had a single book on the list. Author names unfamiliar to the UK were Ben Mikaelson, Elie Wiesel, Jason Reynolds and Ben Philippe. F. Scott Fitzgerald's *The Great Gatsby* appeared. Average ATOS was 5.2 (substantially lower than last year) and Average APC was 0.92 (slightly up on last year). Both of these were better than the UK. Nonetheless, these pupils were reading books three and a half years below their chronological age.

Summary

In K-2, Canadian pupils read easier books than UK pupils but understood them better, just as last year. In Years 3-5, 6-8 and 9-12, Canadian pupils read books harder than UK pupils but tended to understand them better, although in Years 9-12 the book difficulty had declined substantially. This suggests that while in later secondary in the UK, mainly weaker readers are still engaged with AR, whereas 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. Particularly in China and Korea, the reading is often done in connection with private tutoring or “cramming” establishments which operate after school and/or at the weekend, so comparisons are even more complicated. 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. For comparison purposes, in the UK data the average ATOS was 3.6 and the average APC was 0.75.

In China no data were available as China had chosen to collect data on a different time scale. For comparison purposes, we repeat the data for China for 2022. There were 6,377 pupils, a considerable increase on the previous year. The average ATOS was 3.4, a large decrease on last year, and now lower than the UK, and the average APC was also lower at 0.73 (much as last year) (Table 67). Thus, in 2022 ESL pupils in China read easier books than UK school pupils, but did not understand them as well. The latter might have been expected. ESL pupils in China read much the same books as pupils in the UK, but with different priorities among them. Among the high readability books, Roald Dahl had seven books (including the top book), Dav Pilkey had five (a considerable increase) and J. K. Rowling had three. Kinney was down to one book from three last year. David Walliams was nowhere to be found. However, one wonders about the cultural appropriateness of these books.

Egypt

In Egypt data were available on 3,604 pupils, a 14% increase on last year (Table 68). The average ATOS was 2.4, a slight decline from the previous year, and now well below the UK's 3.6. The average APC was 0.79 (a little lower than last year but holding up). Egypt featured a large number of graphic novels by such as Shelley Swanson Sateren (including the top book) and Michael Dahl, but the book difficulty had nonetheless risen. As last year, Egypt showed much more variation in difficulty than the UK, from a book at ATOS 0.5 through to high readability books by

ESL pupils in China read much the same books as pupils in the UK



Roald Dahl. Shelley Swanson Sateren had three books, including the top book, and Cari Meister also had three books, including the second top book. Michael Dahl, Roald Dahl, Melissa Higgins, Christianne C. Jones and Amanda F. Doering all had two books. Roderick Hunt and Jeff Kinney had still disappeared.

Hong Kong

In Hong Kong data were available on 2032 pupils, 30% more than last year (Table 69). The average ATOS had increased substantially to 5.5, and this was well ahead of the UK. The average APC had however declined substantially to 0.77 (0.81 last year), still slightly higher than the UK, although this was on easier books. The Hong Kong top 20 had a number of difficult books (e.g., *The Raven* by Edgar Allen Poe, and only two were of lower readability. Top was *White Bird: A Wonder Story* by R. J. Palacio, not noted in other countries. Jeff Kinney and J. K. Rowling had four books each, an increase for both of them. Otherwise, all authors were different. Hong Kong's high performance might be due to having more very hard books than some other countries.

Malaysia

In Malaysia data were available on 2339 pupils, 9% fewer than last year (Table 70). The average ATOS was 5.6, much the same as last year's 5.7, and substantially higher than the UK. The average APC was 0.79 (having declined a little). Pupils in Malaysia choose books very similar to the UK. Kinney had six books (much reduced from last year) and J K Rowling had seven books including the top three in the list (much the same as last year). Roald Dahl had three lower down (two last year). There was no sign of Walliams. There were no very easy books in this list.

Mexico

In Mexico, data were available on 1,396 students (a further 16% reduction from the previous year of 1,660) (Table 71). The average ATOS was 2.5 (a further decline from last year's 3.3 and now lower than the UK). APC had declined a little to 0.73, despite the low difficulty of the books, which was lower than the UK. Difficulty of books varied from Adria F. Klein's *Max Goes to School* at ATOS 1.0 to Jeff Kinney's *Diary of a Wimpy Kid* at ATOS 5.2, although not quite as various as last year. The top book was *Stella Díaz Has Something to Say* by Angela Dominguez. Jacklyn Williams had four books (none last year), while Adria F. Klein, Sarah L. Schuette and Eric Blair all had three. J. K. Rowling and Christianne C. Jones had disappeared.

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 3,563 students (a 22% increase on the previous year). This is an extraordinarily high proportion of the school population (Table 72). The average ATOS was 3.9 (greatly increased from 3.2 last year and now higher than the UK) but the average APC was 0.75 (considerably reduced on these harder books and now the same as the UK). There were five books from Jeff Kinney (compared to two last year), but apart from this all authors were diverse, with considerable differences from UK book choices.

Qatar

Spain and the UAE did well on both ATOS and APC, sustaining their position as the most successful countries



In Qatar data were available on 4,343 pupils (a 99% increase on last year, reinstating a pandemic slump) (Table 73). However, average ATOS had declined to 2.8 (from 4.1 the previous year) (now lower than the UK), but the average APC had further declined to 0.67 (from 0.76 last year), and was now lower than the UK). Readability of books varied considerably, from 1.3 to 4.8. The graphic novels of Michael Dahl and others featured heavily. Michael Dahl had four books and Adria F. Klein two. However, other choices were very various.

Spain

In Spain data were available on 3,320 pupils (28% more than last year's 2,586) (Table 74), again reflecting post-pandemic rebound. The average ATOS was 5.2 (much as last year, and much higher than the UK) and the average APC was 0.80 (much as last year and higher than the UK). Pupils in Spain chose books very like the UK. Jeff Kinney had the top book and nine books overall (a considerable increase), while David Walliams had three books (as last year) and J. K. Rowling had two (having declined considerably).

United Arab Emirates

In the UAE data were available on 25,564 pupils (19% more than last year) (Table 75). The average ATOS was 5.2 (a little lower than last year but much higher than the UK), and the average APC was 0.74 (just as last year and much the same as the UK). Pupils in the UAE again showed a similar pattern of choice to pupils in the UK. Jeff Kinney had nine books (just as last year), this year including the top book. J. K. Rowling had five books (sustaining her position). Roald Dahl had two books, as last year, and Dav Pilkey also had two books.

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, either with groups in other countries or with the UK. The small pupil numbers suggest pupils come from a small number of schools or tutorial centres, which may not of course be typical of schools in that country. This year most countries had increased the number of pupils participating, while only two had reduced (Mexico and Malaysia). This may reflect an encouraging bounce-back from the pandemic challenges.

Last year only two countries showed an increased ATOS and two other countries sustained the same ATOS. This year the picture is similar although the countries may have changed in their category. Two countries showed a big increase in ATOS, three stayed about the same, one showed a slight decline and two showed a big decline (Mexico and Qatar). However, in many cases ATOS remained higher than in the UK (albeit in the UK on a much larger number of schools). Five countries had ATOS higher than the UK (Hong Kong, Northern Mariana Islands, Spain, the United Arab Emirates and Malaysia), while three had ATOS lower than the UK (Egypt, Mexico and Qatar). This is similar to last year except the Northern Mariana Islands had gone up and Qatar had gone down.

The picture for APC was less positive. Only two countries (Spain and UAE) had stayed the same, three countries showed a slight decline (Egypt, Malaysia, Mexico) and three countries showed a big decline (Hong Kong, Northern Mariana Islands, Qatar). Countries above the UK for reading comprehension (APC) included Malaysia, Hong Kong, the UAE and Spain, while the Northern Mariana Islands were the same as the UK. Countries below the UK were Egypt, Mexico and Qatar.

Thus, only Spain and the UAE did well on both ATOS and APC, sustaining their position as the most successful of the “other” countries. Malaysia did well on ATOS but was weaker on APC. Hong Kong and the North Mariana Islands did well on one factor (ATOS), but not the other (APC).

In some countries such as Spain, the UAE and Malaysia, the pattern of book choice was similar to the UK, with Kinney, J. K. Rowling and Dahl popular. These books were generally of high readability and consequently these countries did best in performance (although one must question the cultural appropriateness of the books). Nonetheless, within these overall similar choices there often lurked considerable variation from the UK. Some countries were however quite far removed from the UK.



Overall Summary

Accelerated Reader use continues to grow and it is now used in about 100 countries worldwide and in 6,422 schools in the UK and the Republic of Ireland (an increase of 6% over last year), where over 41,496 quizzes are available.

Despite the ongoing pandemic, this year **well over one million pupils participated in AR** (1,282,647 pupils (18% more than last year, increasing proportionately more than the number of schools increased). This was an upsurge after student numbers declined a little last year.

Pupils read 27,265,657 books (24% more than last year), a bigger increase than last year. Thus, **more schools were involved than last year, the number of pupils involved was greater, and they read distinctly more books** (see Table 1 in the Appendix). Primary schools (743,726 pupils, 58% used AR considerably more than secondary schools (538,920, 42%), but this discrepancy had reduced by several percentage points from the previous year.

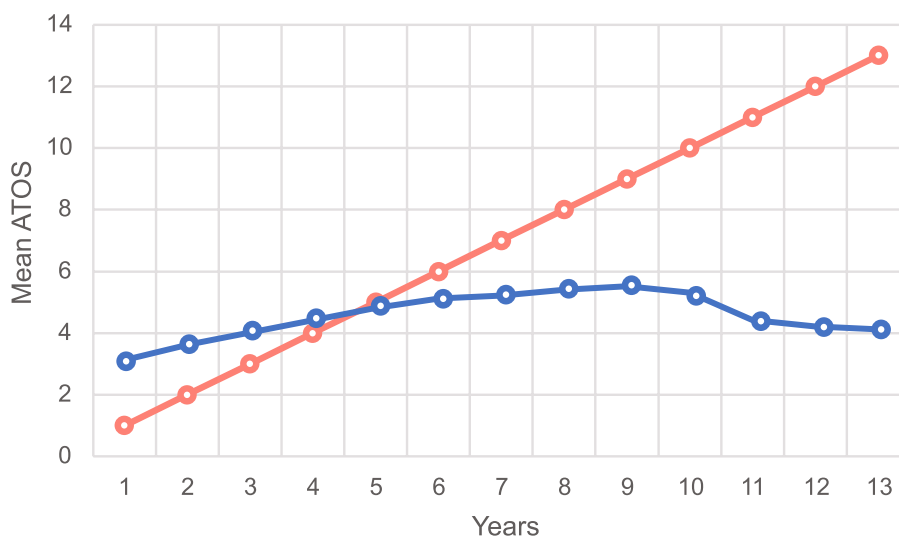
The total Words Read was 268,586,656,671 – an enormous number and a 19% increase over last year. The Average Book Difficulty Level (ATOS) was 3.6 (as last year), and the Average Percent Correct was 0.73 on all Quizzes taken (a little lower than last year), but this would be higher on Quizzes actually passed, which was 84% (as last year - almost at the 85% pass criterion specified by the manufacturers as optimum).

As last year, **the largest number of quizzes per year was taken by Year 3 pupils** (a 17% increase) and Year 4 was also high on this factor (increased by 15%). Year 3 pupils also read the largest number of books – 37.4 on average (a 7% increase on last year), with an average of 30.7 quizzes passed. After this the number of books read per year steadily declined. As older pupils read longer and harder books but fewer of them, this would be expected.

As in many previous years, average book difficulty rose as pupils became older, but not in proportion to the rate at which the pupils should have been improving in reading. The Average Book Level was 3.6. **Average Book Difficulty rose until Year 9, then declined steadily thereafter, even though the older pupils should have been reading harder books** (see Figure 13). Even the rise in the lower years was not in proportion to the increasing age of the pupils. **Throughout secondary school pupils were still reading books at almost the same level of difficulty as upper primary pupils.**

Quality of comprehension (APC) Started high then plateaued in the primary school, but fell sharply on entry to the secondary school and plateaued at the lower level (see Figure 14). Average Percent Correct (APC) on quizzes taken was in every year lower than that recommended by the software manufacturers (although on quizzes passed this rose to 84% - much nearer the required criterion).

Figure 13: Actual and Expected ATOS over Years



Pupils in primary schools consistently showed a much higher APC (74% to 80%) than pupils in secondary schools (71% to 65%) – they were reading books with greater comprehension. However, these primary figures were not as good as last year. In the first year of secondary school APC fell sharply. Remember this is despite secondary pupils reading books that were only as easy as those the primary school pupils were reading.

Regarding gender, 49% were female and 51% male, just as last year. **Primary schools used AR considerably more than secondary schools (58% vs. 42%),** but this discrepancy had reduced by several percentage points from the previous year.

The largest number of AR using pupils was unsurprisingly in England (Table 2). However, Northern Ireland had by far the highest proportion of AR using pupils in relation to the size of the school population (22% - an increase over last year), followed by England (14% - an increase over last year). This means that in Northern Ireland more than one in five pupils were using AR. After this, Scotland and the Republic of Ireland were about equal with 4%-5%, but Wales had significantly increased the number of pupils participating (risen to 7%).

Years 1-10 showed a very clear pattern on Star Reading, and all show Star scores above average (Table 3).

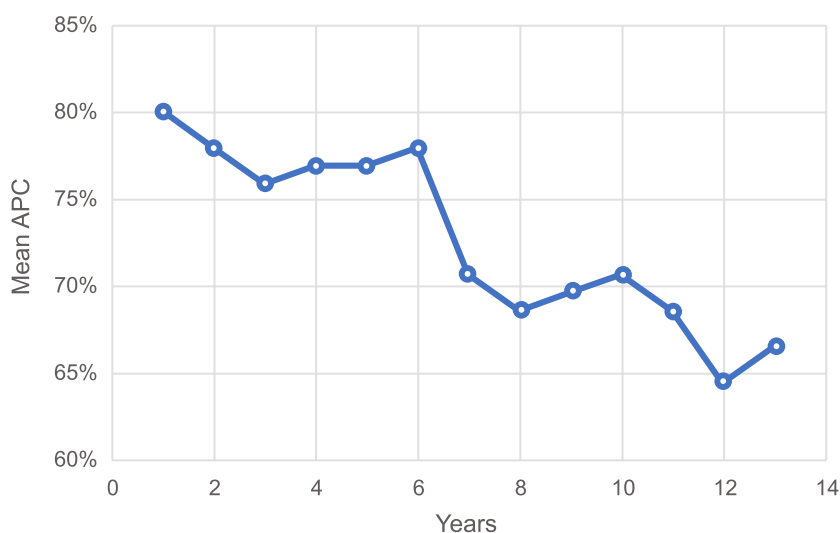
In all years there was a consistent pattern whereby the lowest APC scores were associated with the lowest reading scores, the highest with the highest reading scores, and the middle APC scores associated with the middle reading scores. Obviously, implementation quality makes a big difference!

Engaged Reading Time seems to be an even more powerful predictor of Star Reading scores. The lowest ERT scores are associated with the lowest reading scores, the highest with the highest reading scores, and the middle ERT scores associated with the middle reading scores. More reading time in school leads to higher reading attainment. Implementation quality does indeed make a big difference!

There was an increasing tendency to read books which were below ZPD as pupils progressed 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.

Turning to *Reading and the Link with AR* by the National Literacy Trust (NLT), their Annual Literacy Survey began in 2005, tracking children's reading enjoyment and attitudes. Reading enjoyment levels had reached a 15-year-low in early 2020, before increasing to their second highest point since 2005 during the first spring lockdown of that year. Children's comments suggested that having extra time to read during school closures had (re)engaged many of them with reading for pleasure. The gains had eroded entirely by 2022, as fewer children and young people told us they enjoyed reading and read daily in their free time compared with the previous two years. Now, fewer than half (47.8%) of children and young people said that they enjoyed reading either very much or quite a lot. Reading enjoyment was particularly poor for children and young people from disadvantaged backgrounds, and boys within this group.

Figure 14: Mean APC Over Years



There were also increased gaps between the percentage of boys and girls who said they enjoyed reading, and between children who did and did not receive free school meals (FSMs). The percentage-point-gap between girls' and boys' reading enjoyment increased considerably in recent years. Fewer children who received FSMs said they enjoyed reading compared with those who didn't (43.8% vs 48.8%), and the percentage-point-gap between FSM and non-FSM pupils more than doubled. Fewer than 3 in 10 (28%) children and young people aged 8 to 18 said that they read something in their free time daily, the second-lowest level since 2005.

Young people's engagement with audiobooks and podcasts is of interest. Nearly 2 in 5 (37.5%) children and young people aged 8 to 18 said they enjoyed listening to audio either very much or quite a lot. However, this percentage is lower than the one from the year before (43%).

Slightly more children who used AR in 2022 said they enjoyed reading, compared with their peers who did not use AR, but AR may be a beneficial to support the reading enjoyment of boys. More boys using AR said they enjoyed reading compared with boys who did not use AR.

Now considering "What Kids Are Reading", in the early Years Julia Donaldson consolidated her high status while Ronald Hunt declined somewhat. By Year 3, Donaldson had been joined by Roald Dahl and Francesca Simon. In Year 4, Jeff Kinney appeared and battled with Roald Dahl. In Year 5, David Walliams declined a little, but Kinney became more dominant. Kinney was even more dominant in Year 6, and J. K. Rowling re-emerged. The pattern continued in Year 7, with Rowling becoming more prominent. Alice Oseman's *Heartstopper Volume 1* was a striking new entry. Boys tended to prefer Kinney while girls preferred Walliams. In Year 8 Alice Oseman became the top book for girls. In Years 9-10 Orwell and Steinbeck appear, and Rowling sustains her re-mergence.

Overall, most popular authors have not changed much. In primary, Kinney and Walliams remain top and second top of the list. Beyond this, Dahl, Rowling, Donaldson and Hunt stay much the same. In secondary, Kinney, then David Walliams, then J. K. Rowling. After this comes new entrant Alice Oseman, with a major impact in the popularity stakes, especially with girls. Beyond this, Dahl, Palacio and Collins are in much the same places as last year.

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. From Year 4 right through to Years 9-11, the new books from Walliams and Kinney were in high places, in one order or another. This much as last year and is rather depressing, especially as these authors figure very little in the Favourite Books category (see below). Below this there was more variety, with Fran Manushkin, Dav Pilkey, Jody Rake, Liz Pichon and Holly Jackson being names that teachers should be looking out for. **These new books were a little more difficult than the regular list of books, and were generally read with a higher degree of reading comprehension**, which is encouraging. There was little correlation between a book's difficulty and the comprehension with which it is read. Hard books were often read with high levels of comprehension at all ages.

**More news articles
were read on myON
this year**

Among the overall popular new entrants for 2023, Walliams is top, and Kinney and Rowling are in high positions, as they were in previous years. Pilkey and Pichon now appear lower down the list than in the previous year. The number of most popular new entrants is a substantial, and includes Simon Mugford, Nathan Bryon, Alice Oseman, Andy Griffiths, Marcus Rashford, Joanne Nadin and Maria Isabel Sánchez Vegara. The difficulty of the new books was in each year only a little above that of the regular lists. Thus, **reading new books is not necessarily a good strategy if the aim is to increase reading achievement – but reading favourite books is.**

In non-fiction books, Years 5 and 6 showed some sign of improvement and pupils in years 1-6 were reading at least at their chronological age. APC was satisfactory and relatively few books fell below the 85% criterion. However, in secondary this was not at all true, and performance fell away dramatically. From Year 7, the difficulty of books fell

Nearly 2 in 5 children and young people aged 8 to 18 said they enjoyed listening to audiobooks and podcasts

even further behind with each Year, while APC remained much the same. From Year 7 onwards a very large number of books were not read to the 85% criterion. The football theme, which may have been male-oriented, came back strongly this year after having waned a little in the previous year. It seems that secondary non-fiction books were not read or understood as carefully as the fiction books.

After completing a quiz, pupils have the opportunity to vote for favourite books. Overall, Rick Riordan had most mentions (19) and Erin Hunter came second (18). Third was J. K. Rowling with her high readability books (15), while fourth was Alice Oseman (12) with her (largely) low readability books, both substantial improvements over last year. Fifth was Derek Landy (11). After that numbers of mentions was considerably less. Strikingly, Jeff Kinney does not appear at all and David Walliams has only one entry. 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. 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, and in ensuing years the difficulty of books declined sharply. This is even more so than last year.

Analysis of regional variation in reading habits leads to three main conclusions. Firstly, the striking slump in difficulty at transfer to secondary school is again very marked in all regions, including the Republic of Ireland. The fact that pupils in Scotland are still in primary school does not protect them from this slump. Secondly, there are again 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 children manage with high levels of comprehension. In Northern Ireland, levels of difficulty at this stage 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 the same level of difficulty. Thirdly, Wales has done badly in the past in comparison to the other four regions, but there is good news in these data, particularly in the upper age ranges. Graphic novels seem to be less of a feature this year, which may have something to do with it. Quality of reading comprehension is quite high throughout the age range, although Wales is still a little behind other regions. These are promising signs that teachers in Wales are encouraging their pupils to be more proactive in seeking out harder books.

In every grade, the top titles read on myON are quite different from those in the regular book lists and the Favourite lists. In terms of difficulty, Preschool through Year 3 showed high difficulty possibly supported by audiobooks, while for Years 3 through 8 difficulty was below paper book difficulty, and this gap was larger than last year. The total number of hours spent reading myON increased from 726,296 hours to 882,104 hours (a 21% increase). Although the numbers of pupils using myON had increased substantially (by 53%), the number of books read had not increased nearly so much (by 19%).





Most countries had increased the number of pupils participating. This may reflect an encouraging bounce-back from the pandemic challenges

Hours spent reading myON increased by 21%, but the average time spent reading myON was 3.71 hours, a sharp decline from last year's 5.16 hours. The average number of books this year was 18 compared to 25 last year.

The majority of reading time was during the day within school (67% of the total). It seems pupils do little reading in the morning or at the weekend. **Compared to last year, it seems that pupils are tending to use myON even more within school time rather than their own free time**, a rather troubling tendency. Non-fiction reading amounted to 51% of all reading. **The amount of non-fiction read on myON is much greater than the amount of fiction read in regular books.** Hours read with audio support were 360,977, 41% of all books. However, the amount of time spent reading books with audio was markedly down compared to last year (2.23 hours). More news articles were read this year (a 58% increase), but only a slight increase in average per pupil to 0.26 articles.

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/New Zealand and Canada). Overall, **Australia/New Zealand had higher book difficulty than the UK, but about the same reading comprehension (APC)**. At Years K-2 Australia/New Zealand showed the same ATOS as the UK but a higher level of reading comprehension (APC). At Years 3-5 and 6-8 Australia/New Zealand showed higher ATOS and APC than the UK, stable since last year. However, in Years 9-12 the reading difficulty had declined sharply this year, although APC stayed the same. The same plateau in reading difficulty was evident once pupils passed to secondary school. In Canada, most pupils read books harder than UK pupils but tended to understand them better. In K-2, the books were easier books than in the UK but pupils understood them better, just as last year. In Years 9-12 book difficulty declined substantially.

Then we looked at 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. 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. Particularly in China and Korea, the reading is often done in connection with private tutoring or "cramming" establishments which operate after school and/or at the weekend, so comparisons are even more complicated. There were relatively small numbers of pupils yielding data in some of these countries, so all year/grade groups have been combined, and of course we cannot be sure that the pupils are in any way comparable to the UK. This year figures for China were not available.

This year most countries had increased the number of pupils participating, while only two had reduced (Mexico and Malaysia). This may reflect an encouraging bounce-back from the pandemic challenges. Two countries showed a big increase in ATOS, three stayed about the same, one showed a slight decline and two showed a big decline (Mexico and Qatar). However, in many cases ATOS remained higher than in the UK (albeit in the UK on a much larger number of schools). For APC, only two countries (Spain and UAE) had stayed the same, three countries showed a slight decline (Egypt, Malaysia, Mexico) and three countries showed a big decline (Hong Kong, Northern Marana Islands, Qatar). About as many countries were above the UK for APC as below. In some countries such as Spain, the UAE and Malaysia, the pattern of book choice was similar to the UK, with Kinney, J. K. Rowling and Dahl popular. These books were generally of high readability and consequently these countries did best in performance (although one must question the cultural appropriateness of the books). However, other countries were quite far removed from the UK.

Recommendations

1. AR use is associated with higher tested reading performance. Schools should make clear to pupils that more reading practice at an appropriate level of difficulty improves their reading performance, which consequent effects on later life.
2. Higher quality of reading comprehension (APC) was associated with higher tested reading performance. Schools should repeatedly make clear to pupils that care in comprehension when reading pays dividends not just in AR but also in life.
3. More Engaged Reading Time is associated with higher tested reading performance. Schools should consider making more time available in school for reading, but also encourage reading outside of school by loaning out books and using electronic devices such as myON.
4. Book difficulty plateaued in the secondary school (while improving in the primary school). Secondary schools need to continue to make efforts to encourage pupils to read harder books. Secondary pupils were reading books that were only as easy as those the primary school pupils were reading, and this should be made clear to them.
5. Analysis of Regional Variation in Reading Habits showed that the striking slump in difficulty at transfer to secondary school was very marked in all regions. This needs addressing by schools in all regions.
6. Voting for Favourite Books led to choices quite different from the regular book authors, including Rick Riordan, Erin Hunter, J. K. Rowling with her high readability books, Alice Oseman with her (largely) low readability books and Derek Landy. Jeff Kinney and David Walliams were not present. 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.
7. Regarding New Entrants, lesser-read authors such as Fran Manushkin, Dav Pilkey, Jody Rake, Liz Pichon and Holly Jackson should be promoted by schools. In general, these new books were a little more difficult than older ones.
8. Schools need to encourage pupils to use myON at all times of the week, rather than just during school time.
9. The difficulty of books read on myON had reduced; a trend that needs reversing. Graphic novels feature both on myON and in the regular book lists, but often they were of low readability. Graphic novels of higher readability are required, and teachers should take care that pupils are not substituting graphic novels for harder regular books.
10. The audio narration feature in myON might be accessed too readily by pupils, leading to no improvement in comprehension. Teachers should consider turning this off, for classes, specific pupils, or specific books.
11. Secondary non-fiction books were not read or understood as carefully as the fiction books, so schools should make clear (especially to boys) that if they think they are reading non-fiction books carefully, they are probably wrong.
12. Non-fiction book reading in secondary was again more dominated by football books. As women's football has become more popular in recent years, this question could be explored in discussion with pupils.
13. Northern Ireland had the highest proportion of AR using pupils in relation to the size of the school population (at least one in five pupils). Schools and education managers should consider what in Northern Ireland is creating this high level of take-up and see if they can replicate it locally.
14. The differences between Northern Ireland and the Republic of Ireland are striking, but it is not clear if improving either weak sector would lead to an overall improvement in performance. This could be experimented with by curious schools.
15. Wales did much better this year, especially in secondary. It seems more information and in-service training for primary schools in Wales is needed.
16. In Australia, pupils were reading harder books than pupils in the UK but at the same level of comprehension, while in Canada pupils were reading harder books than pupils in the UK yet at higher levels of comprehension quality. Schools in other countries might seek to replicate these effects.

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 41,000 quizzes are currently available and thousands more are 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.

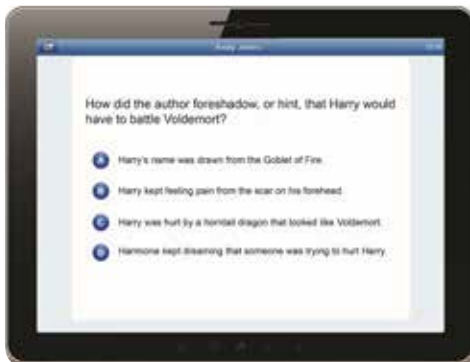
To illustrate this point, ATOS was applied to about 30 text samples from some common UK publications. Interestingly these common periodicals were not as different in terms of their average readability as might have been expected, but the range of readability of items within each one was considerable. 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 3, 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 over 41,000 AR reading practice, literacy skills and vocabulary practice quizzes available, 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 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 with many 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. Try it for yourself at:

www.renlearn.co.uk/ATOS



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.

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4. <https://www.sla.org.uk/childrens-reading-choices>
5. Find out more about myON here: <https://www.renlearn.co.uk/products/myon-by-renaissance/>
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To order the book in the UK, go to:

<https://www.amazon.co.uk/Improving-Comprehension-Self-Chosen-Computer-Assessment/dp/1032076208/>

To order the book in the USA, go to:

<https://www.amazon.com/Improving-Comprehension-Self-Chosen-Computer-Assessment/dp/1032076208/>

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Order Professor Keith Topping's latest book (also available on Amazon):

<https://www.routledge.com/Improving-Reading-Comprehension-of-Self-Chosen-Books-Through-Computer-Assessment/Topping/p/book/9781032076201>

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

Part C: Appendix



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

Year	Pupils	Male	Female	Not Given	Total Quizzes Taken	Average Quizzes Taken	Total Quizzes Passed	Average Quizzes Passed	Average Book Level (ATOS)	Total Words Read	Average Total Words Read	Average Percent Correct on Quizzes Taken
1	13,096	4,989	4,980	3,127	282,290	21.6	249,743	19.1	2.1	222,998,438	17,042	80%
2	65,501	24,362	24,060	17,079	2,005,211	30.6	1,719,717	26.3	2.6	2,493,516,668	38,078	78%
3	145,787	53,406	54,065	38,316	5,447,366	37.4	4,481,345	30.7	3	14,533,478,191	99,706	76%
4	164,787	63,197	64,724	36,866	5,281,368	32	4,403,083	26.7	3.4	29,170,326,136	177,033	77%
5	179,708	70,873	72,966	35,869	4,758,957	26.5	3,992,738	22.2	3.8	47,114,748,045	262,195	77%
6	174,847	68,640	70,655	35,552	3,561,502	20.4	3,018,369	17.3	4.1	53,136,666,659	303,942	78%
7	244,079	94,356	99,720	50,003	3,157,095	12.9	2,346,679	9.6	4.2	60,043,143,129	246,450	71%
8	199,988	79,244	83,783	36,961	2,021,995	10.1	1,453,130	7.3	4.4	43,980,133,950	220,524	69%
9	82,051	32,628	35,469	13,954	662,621	8.1	483,555	5.9	4.5	16,074,662,638	197,365	70%
10	9,736	3,504	4,071	2,161	65,367	6.7	48,864	5	4.3	1,620,147,386	168,747	71%
11	2,181	681	1,068	432	14,136	6.5	10,657	4.9	3.4	138,486,745	65,664	69%
12	464	138	224	102	4,378	9.4	3,208	6.9	3.2	29,874,150	64,383	65%
13	422	145	172	105	3,371	8	2,673	6.3	3.1	28,474,536	67,475	67%
Total	1,282,647	496,163	515,957	270,527	27,265,657		22,213,761			268,586,656,671	209,713	

Schools: 6,422

Min: 65%

Max: 80%

Avg: 73%

Table 2: Pupils Quizzing by Year and Region

Year	Total Pupils	England	Northern Ireland	Scotland	Wales	Republic of Ireland	Unknown
1	13,096	10,895	243	381	195	1,038	1,382
2	65,501	51,867	831	1,941	518	2,014	10,344
3	145,787	110,904	5,108	4,923	1,120	4,467	23,732
4	164,787	118,561	12,461	6,606	1,500	5,764	25,659
5	179,708	128,971	15,426	7,318	1,657	6,180	26,336
6	174,847	124,927	15,892	7,616	1,666	6,252	24,746
7	244,079	205,429	12,402	7,416	8,365	4,973	10,467
8	199,988	175,027	5,167	4,124	7,629	4,249	8,041
9	82,051	69,411	3,437	1,529	3,610	2,335	4,064
10	9,736	6,464	1,938	217	302	431	815
11	2,181	1,666	64	46	56	98	349
12	464	284	52	18	3	29	107
13	422	307	54	8	0	13	53
Total	1,282,647	1,004,713	73,075	42,143	26,621	37,843	136,095

Table 3: Student Numbers, Mean Star Scaled Score and Percentile Rank by Year

Year	Number of Students	Star Mean Scaled Score	Mean Percentile Rank
Year 1	2,509	134	59
Year 2	37,481	182	52
Year 3	125,202	260	51
Year 4	145,196	361	52
Year 5	160,828	458	52
Year 6	158,399	557	52
Year 7	217,706	628	53
Year 8	173,019	709	53
Year 9	68,157	765	54
Year 10	6,969	773	52
Year 11	1,374	611	35
Year 12	328	422	20
Year 13	242	405	19
Total	1,097,410		

Average Scaled Score = 482

Average Percentile Rank = 46, but generally above 50 with Years 11-13 disproportionately low

Table 4: Quizzes Taken and Passed, APC and ERT for All Students of All Quartiles

Students with Fall Percentile Rank between 1 and 24					
Year	Students	Quizzes Taken	Quizzes Passed	APC	ERT
1	439	33	29	0.781801	11.79678443
2	8,872	33	26	0.717927	10.19896312
3	31,214	37	27	0.685693	10.49938041
4	32,395	34	25	0.689209	10.24639659
5	33,713	30	22	0.683938	10.33945608
6	33,433	23	18	0.688808	10.19244962
7	44,225	14	9	0.611947	5.729682166
8	34,583	11	7	0.595248	4.896993236
9	13,335	9	6	0.609253	4.451651537
10	1,612	9	6	0.625275	3.548051243
11	651	9	7	0.660017	3.451108256
12	226	10	7	0.614938	3.709681256
Students with Fall Percentile Rank between 25 and 49					
1	508	37	32	0.803547	12.87538375
2	8,028	40	34	0.777494	12.60029782
3	25,200	41	33	0.741343	12.31636607
4	29,701	34	28	0.742819	12.08907811
5	35,534	28	22	0.745675	13.14575456
6	34,966	20	17	0.753518	13.32110351
7	46,407	12	8	0.662365	7.896034202
8	37,014	10	6	0.647377	6.701029645
9	14,261	8	5	0.654189	6.106383718
10	1,341	6	4	0.678696	5.338635667
11	255	4	3	0.675468	3.102144345
12	62	8	6	0.722903	3.477265689

Table 4: Quizzes Taken and Passed, APC and ERT for All Students of All Quartiles (continued)

Students with Fall Percentile Rank between 50 and 74					
Year	Students	Quizzes Taken	Quizzes Passed	APC	ERT
1	586	43	39	0.840459	15.17449762
2	8,515	41	36	0.80707	13.00925963
3	30,628	41	35	0.776112	13.8658634
4	38,772	33	28	0.78397	14.9926365
5	43,988	26	22	0.792076	17.21529656
6	44,145	19	16	0.801093	16.96204516
7	61,998	12	9	0.717918	11.27520912
8	46,565	9	7	0.707232	9.362705633
9	18,736	7	5	0.71277	8.083800194
10	1,772	6	4	0.724813	7.370184969
11	229	4	3	0.724215	3.447821123
12	19	7	6	0.737842	3.163653653
Students with Fall Percentile Rank between 75 and 99					
1	976	42	39	0.860188	14.81034194
2	12,066	42	38	0.846209	15.53951395
3	38,160	39	35	0.83083	19.72628026
4	44,328	31	29	0.842013	24.11272081
5	47,593	26	24	0.852977	27.67191834
6	45,855	20	18	0.861498	26.17358373
7	65,076	14	12	0.799991	19.1073075
8	54,857	10	9	0.79396	14.77934532
9	21,825	8	7	0.798596	12.25982064
10	2,244	6	6	0.817068	11.15006484
11	239	5	4	0.793109	6.505071413
12	21	8	7	0.834904	10.74214513

Table 5: Cumulative Words Read and ERT

Year	Low ERT (<15 minutes)			Average ERT (15-29 minutes)			High ERT (30+ minutes)		
	Students	Average Words Read	Cumulative Words	Students	Average Words Read	Cumulative Words	Students	Average Words Read	Cumulative Words
2	38,917	18,856	18,856	9,514	75,776	75,776	3,316	251,446	251,446
3	90,476	34,559	53,415	29,340	136,086	211,862	13,377	523,777	775,223
4	100,300	53,618	107,033	31,429	218,175	430,037	20,011	799,656	1,574,879
5	104,608	73,162	180,195	34,242	299,048	729,085	26,872	1,029,579	2,604,458
6	102,118	90,225	270,420	30,568	369,661	1,098,746	24,930	1,192,253	3,796,711
7	169,171	87,935	358,355	26,593	466,465	1,565,211	20,190	1,438,290	5,235,001
8	144,315	91,545	449,900	17,948	536,076	2,101,287	11,969	1,501,802	6,736,803
9	58,647	90,965	540,865	6,273	568,151	2,669,438	3,799	1,456,032	8,192,835
10	5,658	82,008	622,873	551	577,255	3,246,693	318	1,378,662	9,571,497

Books Kids Are Reading Most Often: 20 Most Read Titles for Boys and Girls in Years 1-11: Tables 6-14

Table 6: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 1

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	The Gruffalo Julia Donaldson	2.3	1	The Gruffalo Julia Donaldson	2.3	1	The Gruffalo Julia Donaldson	2.3
2	9	Peace at Last Jill Murphy	1.9	4	Land of the Dinosaurs Roderick Hunt	2.0	5	Peace at Last Jill Murphy	1.9
3	2	Village in the Snow Roderick Hunt	1.5	3	Village in the Snow Roderick Hunt	1.5	3	Village in the Snow Roderick Hunt	1.5
4	12	Land of the Dinosaurs Roderick Hunt	2.0	2	Castle Adventure Roderick Hunt	1.5	7	Castle Adventure Roderick Hunt	1.5
5	4	We're Going on a Bear Hunt Michael J. Rosen	1.3	10	The Gruffalo's Child Julia Donaldson	2.5	4	We're Going on a Bear Hunt Michael J. Rosen	1.3
6	3	Castle Adventure Roderick Hunt	1.5	9	We're Going on a Bear Hunt Michael J. Rosen	1.3	19	Land of the Dinosaurs Roderick Hunt	2.0
7	5	The Gruffalo's Child Julia Donaldson	2.5	20	Peace at Last Jill Murphy	1.9	32	Handa's Surprise Eileen Browne	1.7
8	11	Kipper and the Giant Roderick Hunt	2.0	6	Kipper and the Giant Roderick Hunt	2.0	21	Hungry Floppy Roderick Hunt	1.6
9	13	Robin Hood Roderick Hunt	2.2	22	Hungry Floppy Roderick Hunt	1.6	10	Kipper and the Giant Roderick Hunt	2.0
10	15	Monkey Puzzle Julia Donaldson	1.8	16	Trapped! Roderick Hunt	1.7	12	Monkey Puzzle Julia Donaldson	1.8
11	19	Hungry Floppy Roderick Hunt	1.6	15	Monkey Puzzle Julia Donaldson	1.8	9	The Magic Key Roderick Hunt	1.3
12	7	The Magic Key Roderick Hunt	1.3	5	Pirate Adventure Roderick Hunt	1.4	15	Robin Hood Roderick Hunt	2.2
13	17	The Dragon Tree Roderick Hunt	1.2	21	The Secret Room Roderick Hunt	1.1	2	The Gruffalo's Child Julia Donaldson	2.5
14	10	The Outing Roderick Hunt	1.2	7	The Magic Key Roderick Hunt	1.3	14	In the Garden Roderick Hunt	1.8
15	16	In the Garden Roderick Hunt	1.8	17	The Dragon Tree Roderick Hunt	1.2	23	A Fright in the Night Roderick Hunt	1.8
16	33	Handa's Surprise Eileen Browne	1.7	13	Robin Hood Roderick Hunt	2.2	6	Gran Roderick Hunt	1.4
17	8	Pirate Adventure Roderick Hunt	1.4	50	Handa's Surprise Eileen Browne	1.7	60	The Shiny Key Roderick Hunt	2.1
18	6	Gran Roderick Hunt	1.4	18	In the Garden Roderick Hunt	1.8	8	The Outing Roderick Hunt	1.2
19	38	Owl Babies Martin Waddell	2.4	11	Gran Roderick Hunt	1.4	18	The Dragon Tree Roderick Hunt	1.2
20	29	Lost in the Jungle Roderick Hunt	2.3	19	Husky Adventure Roderick Hunt	1.6	27	The Upside-Down Browns Julia Donaldson	1.6

Average ATOS 1.8 (1.7) previous year's result in brackets

Average APC 0.91 (0.92) previous year's result in brackets

Table 7: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 2

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
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	The Gruffalo's Child Julia Donaldson	2.5
3	3	Owl Babies Martin Waddell	2.4	6	Owl Babies Martin Waddell	2.4	4	Owl Babies Martin Waddell	2.4
4	4	A Squash and a Squeeze Julia Donaldson	2.8	8	Stick Man Julia Donaldson	2.8	9	The Tiger Who Came to Tea Judith Kerr	3.2
5	5	The Tiger Who Came to Tea Judith Kerr	3.2	11	A Squash and a Squeeze Julia Donaldson	2.8	3	A Squash and a Squeeze Julia Donaldson	2.8
6	6	The Smartest Giant in Town Julia Donaldson	3.4	4	The Smartest Giant in Town Julia Donaldson	3.4	5	Room on the Broom Julia Donaldson	3.7
7	7	Room on the Broom Julia Donaldson	3.7	49	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3	6	The Smartest Giant in Town Julia Donaldson	3.4
8	9	Stick Man Julia Donaldson	2.8	3	Land of the Dinosaurs Roderick Hunt	2.0	11	Peace at Last Jill Murphy	1.9
9	10	The Magic Finger Roald Dahl	3.1	16	Room on the Broom Julia Donaldson	3.7	8	Stick Man Julia Donaldson	2.8
10	8	Peace at Last Jill Murphy	1.9	5	Robin Hood Roderick Hunt	2.2	14	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3
11	19	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3	15	The Magic Finger Roald Dahl	3.1	7	We're Going on a Bear Hunt Michael J. Rosen	1.3
12	43	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3	17	The Tiger Who Came to Tea Judith Kerr	3.2	10	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3
13	12	We're Going on a Bear Hunt Michael J. Rosen	1.3	22	Aliens Love Underpants Claire Freedman	2.9	13	The Magic Finger Roald Dahl	3.1
14	13	Monkey Puzzle Julia Donaldson	1.8	10	Red Planet Roderick Hunt	2.4	12	Monkey Puzzle Julia Donaldson	1.8
15	11	Robin Hood Roderick Hunt	2.2	18	We're Going on a Bear Hunt Michael J. Rosen	1.3	17	Five Minutes' Peace Jill Murphy	2.4
16	15	Lost in the Jungle Roderick Hunt	2.3	14	Peace at Last Jill Murphy	1.9	16	Robin Hood Roderick Hunt	2.2
17	22	Aliens Love Underpants Claire Freedman	2.9	12	Lost in the Jungle Roderick Hunt	2.3	19	Lost in the Jungle Roderick Hunt	2.3
18	14	Land of the Dinosaurs Roderick Hunt	2.0	9	Monkey Puzzle Julia Donaldson	1.8	15	What the Ladybird Heard Julia Donaldson	2.0
19	26	The Very Hungry Caterpillar Eric Carle	2.9	32	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3	25	The Very Hungry Caterpillar Eric Carle	2.9
20	21	Five Minutes' Peace Jill Murphy	2.4	7	Kipper and the Giant Roderick Hunt	2.0	23	The Magic Key Roderick Hunt	2.7

Average ATOS 2.6 (2.6)

Average APC 0.91 (0.91)

Table 8: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 3

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	The Gruffalo Julia Donaldson	2.3	1	The Gruffalo Julia Donaldson	2.3	1	The Magic Finger Roald Dahl	3.1
2	2	The Magic Finger Roald Dahl	3.1	2	The Gruffalo's Child Julia Donaldson	2.5	2	The Gruffalo Julia Donaldson	2.3
3	4	The Twits Roald Dahl	4.4	6	Owl Babies Martin Waddell	2.4	4	Room on the Broom Julia Donaldson	3.7
4	3	The Gruffalo's Child Julia Donaldson	2.5	8	Stick Man Julia Donaldson	2.8	9	The Tiger Who Came to Tea Judith Kerr	3.2
5	7	Room on the Broom Julia Donaldson	3.7	11	A Squash and a Squeeze Julia Donaldson	2.8	3	The Twits Roald Dahl	4.4
6	6	George's Marvellous Medicine Roald Dahl	4.0	4	The Smartest Giant in Town Julia Donaldson	3.4	5	The Gruffalo's Child Julia Donaldson	2.5
7	10	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3	49	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3	6	George's Marvellous Medicine Roald Dahl	4.0
8	5	Fantastic Mr Fox Roald Dahl	4.1	3	Land of the Dinosaurs Roderick Hunt	2.0	11	Don't Be Horrid, Henry! (Early Reader) Francesca Simon	2.3
9	12	The Tiger Who Came to Tea Judith Kerr	3.2	16	Room on the Broom Julia Donaldson	3.7	8	The Smartest Giant in Town Julia Donaldson	3.4
10	8	The Smartest Giant in Town Julia Donaldson	3.4	5	Robin Hood Roderick Hunt	2.2	14	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3
11	9	Stick Man Julia Donaldson	2.8	15	The Magic Finger Roald Dahl	3.1	7	Fantastic Mr Fox Roald Dahl	4.1
12	14	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3	17	The Tiger Who Came to Tea Judith Kerr	3.2	10	A Squash and a Squeeze Julia Donaldson	2.8
13	11	A Squash and a Squeeze Julia Donaldson	2.8	22	Aliens Love Underpants Claire Freedman	2.9	13	Owl Babies Martin Waddell	2.4
14	15	The Snail and the Whale Julia Donaldson	4.0	10	Red Planet Roderick Hunt	2.4	12	Stick Man Julia Donaldson	2.8
15	17	Horrid Henry's Holiday (Early Reader) Francesca Simon	2.8	18	We're Going on a Bear Hunt Michael J. Rosen	1.3	17	Funnybones Janet Ahlberg	3.6
16	16	Owl Babies Martin Waddell	2.4	14	Peace at Last Jill Murphy	1.9	16	The Snail and the Whale Julia Donaldson	4.0
17	18	Funnybones Janet Ahlberg	3.6	12	Lost in the Jungle Roderick Hunt	2.3	19	Horrid Henry's Holiday (Early Reader) Francesca Simon	2.8
18	13	Esio Trot Roald Dahl	4.4	9	Monkey Puzzle Julia Donaldson	1.8	15	Esio Trot Roald Dahl	4.4
19	19	Horrid Henry's Birthday Party (Early Reader) Francesca Simon	2.8	32	Hairy Maclary from Donaldson's Dairy Lynley Dodd	3.3	25	Charlie Cook's Favourite Book Julia Donaldson	3.4
20	33	Horrid Henry Gets Rich Quick (Early Reader) Francesca Simon	2.9	7	Kipper and the Giant Roderick Hunt	2.0	23	Horrid Henry's Birthday Party (Early Reader) Francesca Simon	2.8

Average ATOS 3.2 (3.2)
Average APC 0.89 (0.90)

Table 9: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 4

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	The Twits Roald Dahl	4.4	5	Diary of a Wimpy Kid Jeff Kinney	5.2	1	The Twits Roald Dahl	4.4
2	5	Diary of a Wimpy Kid Jeff Kinney	5.2	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	2	The Magic Finger Roald Dahl	3.1
3	3	George's Marvellous Medicine Roald Dahl	4.0	8	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	3	George's Marvellous Medicine Roald Dahl	4.0
4	2	The Magic Finger Roald Dahl	3.1	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	4	Fantastic Mr Fox Roald Dahl	4.1
5	4	Fantastic Mr Fox Roald Dahl	4.1	2	The Twits Roald Dahl	4.4	8	Diary of a Wimpy Kid Jeff Kinney	5.2
6	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	1	Fantastic Mr Fox Roald Dahl	4.1	5	Esio Trot Roald Dahl	4.4
7	11	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	3	George's Marvellous Medicine Roald Dahl	4.0	6	Gangsta Granny David Walliams	4.9
8	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	4	The Magic Finger Roald Dahl	3.1	14	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2
9	7	Gangsta Granny David Walliams	4.9	10	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	17	Room on the Broom Julia Donaldson	3.7
10	6	Esio Trot Roald Dahl	4.4	11	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	16	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2
11	18	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	17	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	7	Charlie and the Chocolate Factory Roald Dahl	4.8
12	13	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	15	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	21	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4
13	9	Billionaire Boy David Walliams	4.1	16	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	9	Billionaire Boy David Walliams	4.1
14	20	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	18	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	15	The Gruffalo Julia Donaldson	2.3
15	14	The Gruffalo Julia Donaldson	2.3	21	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	23	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5
16	24	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	9	Billionaire Boy David Walliams	4.1	26	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5
17	10	Charlie and the Chocolate Factory Roald Dahl	4.8	12	Gangsta Granny David Walliams	4.9	12	Demon Dentist David Walliams	4.8
18	21	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	20	The Gruffalo Julia Donaldson	2.3	11	The Boy in the Dress David Walliams	4.2
19	25	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	25	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	34	The Tiger Who Came to Tea Judith Kerr	3.2
20	28	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	14	Charlie and the Chocolate Factory Roald Dahl	4.8	27	The Smartest Giant in Town Julia Donaldson	3.4

Average ATOS 3.2 (3.2), Average APC 0.89 (0.90)

Table 10: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 5

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	Diary of a Wimpy Kid Jeff Kinney	5.2	1	Diary of a Wimpy Kid Jeff Kinney	5.2	3	Diary of a Wimpy Kid Jeff Kinney	5.2
2	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	2	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	6	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2
3	3	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	3	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	7	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2
4	5	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	4	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	2	Gangsta Granny David Walliams	4.9
5	7	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	7	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	11	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5
6	8	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	5	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	12	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4
7	10	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	10	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	17	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5
8	17	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	8	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	25	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6
9	13	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	9	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	1	The Twits Roald Dahl	4.4
10	12	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	11	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	18	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8
11	18	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	13	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	24	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4
12	6	Gangsta Granny David Walliams	4.9	17	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	27	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6
13	24	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	28	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4
14	4	The Twits Roald Dahl	4.4	18	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	8	The Boy in the Dress David Walliams	4.2
15	9	Billionaire Boy David Walliams	4.1	12	Gangsta Granny David Walliams	4.9	9	Billionaire Boy David Walliams	4.1
16	26	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	21	Diary of a Wimpy Kid: Wrecking Ball Jeff Kinney	5.5	4	George's Marvellous Medicine Roald Dahl	4.0
17	11	George's Marvellous Medicine Roald Dahl	4.0	14	Billionaire Boy David Walliams	4.1	32	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5
18	19	The Boy in the Dress David Walliams	4.2	6	Diary of a Wimpy Kid: The Deep End Jeff Kinney	5.4	10	Demon Dentist David Walliams	4.8
19	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	16	The Twits Roald Dahl	4.4	5	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0
20	15	Fantastic Mr Fox Roald Dahl	4.1	19	Fantastic Mr Fox Roald Dahl	4.1	13	Mr. Stink David Walliams	4.7

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

Table 11: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 6

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	Diary of a Wimpy Kid Jeff Kinney	5.2	2	Diary of a Wimpy Kid Jeff Kinney	5.2	5	Diary of a Wimpy Kid Jeff Kinney	5.2
2	3	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	3	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	9	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2
3	5	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	4	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2
4	9	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	2	Gangsta Granny David Walliams	4.9
5	6	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	7	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	11	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5
6	13	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	6	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	17	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4
7	12	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	11	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	18	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5
8	14	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	8	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	14	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8
9	11	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	10	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	3	Holes Louis Sachar	4.6
10	16	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	12	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	20	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6
11	17	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	9	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	15	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4
12	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	14	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	26	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6
13	4	Holes Louis Sachar	4.6	15	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	28	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4
14	7	Gangsta Granny David Walliams	4.9	5	Holes Louis Sachar	4.6	1	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0
15	23	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	17	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	4	Wonder R.J. Palacio	4.8
16	24	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	20	Diary of a Wimpy Kid: Wrecking Ball Jeff Kinney	5.5	34	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5
17	NULL	Gangsta Granny Strikes Again David Walliams	4.3	16	Gangsta Granny David Walliams	4.9	10	The Boy in the Dress David Walliams	4.2
18	8	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	1	Diary of a Wimpy Kid: The Deep End Jeff Kinney	5.4	NULL	Gangsta Granny Strikes Again David Walliams	4.3
19	18	Billionaire Boy David Walliams	4.1	18	Billionaire Boy David Walliams	4.1	22	Demon Dentist David Walliams	4.8
20	32	Diary of a Wimpy Kid: Wrecking Ball Jeff Kinney	5.5	NULL	Gangsta Granny Strikes Again David Walliams	4.3	12	Ratburger David Walliams	5.0

Average ATOS 5.3 (5.2), Average APC 0.91 (0.91)

Table 12: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 7

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	1	Gangsta Granny David Walliams	4.9	2	Diary of a Wimpy Kid Jeff Kinney	5.2	246	Heartstopper Volume 1 Alice Oseman	2.5
2	4	Diary of a Wimpy Kid Jeff Kinney	5.2	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	1	Gangsta Granny David Walliams	4.9
3	3	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	5	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	2	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0
4	8	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	6	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	4	Wonder R.J. Palacio	4.8
5	2	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	3	Gangsta Granny David Walliams	4.9	332	Heartstopper Volume 2 Alice Oseman	2.6
6	11	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	4	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	3	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7
7	6	Wonder R.J. Palacio	4.8	10	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	13	Diary of a Wimpy Kid Jeff Kinney	5.2
8	16	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	11	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	7	The Boy in the Dress David Walliams	4.2
9	5	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	12	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	6	Mr. Stink David Walliams	4.7
10	15	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	14	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	15	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4
11	10	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	13	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	8	Billionaire Boy David Walliams	4.1
12	21	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	7	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	10	Charlie and the Chocolate Factory Roald Dahl	4.8
13	7	Billionaire Boy David Walliams	4.1	17	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	20	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2
14	19	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	18	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	5	Harry Potter and the Prisoner of Azkaban J.K. Rowling	6.7
15	373	Heartstopper Volume 1 Alice Oseman	2.5	9	Billionaire Boy David Walliams	4.1	21	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2
16	28	Diary of a Wimpy Kid: The Third Wheel Jeff Kinney	5.6	8	Diary of a Wimpy Kid: The Deep End Jeff Kinney	5.4	9	Harry Potter and the Goblet of Fire J.K. Rowling	6.8
17	24	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	15	Diary of a Wimpy Kid: Wrecking Ball Jeff Kinney	5.5	11	Ratburger David Walliams	5.0
18	27	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	14	The Hunger Games Suzanne Collins	5.3
19	17	Charlie and the Chocolate Factory Roald Dahl	4.8	16	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	460	Heartstopper Volume 3 Alice Oseman	2.7
20	14	The Boy in the Dress David Walliams	4.2	19	Diary of a Wimpy Kid: Double Down Jeff Kinney	5.5	18	The Twits Roald Dahl	4.4

Average ATOS 5.2 (5.3), Average APC 0.88 (0.88)

Table 13: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Year 8

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
1	2	Animal Farm George Orwell	7.3	6	Diary of a Wimpy Kid Jeff Kinney	5.2	246	Heartstopper Volume 1 Alice Oseman	2.5
2	3	Gangsta Granny David Walliams	4.9	1	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	1	Gangsta Granny David Walliams	4.9
3	247	Heartstopper Volume 1 Alice Oseman	2.5	3	Animal Farm George Orwell	7.3	2	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0
4	12	Diary of a Wimpy Kid Jeff Kinney	5.2	7	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	4	Wonder R.J. Palacio	4.8
5	6	The Hunger Games Suzanne Collins	5.3	5	Gangsta Granny David Walliams	4.9	332	Heartstopper Volume 2 Alice Oseman	2.6
6	8	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	11	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	3	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7
7	14	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	14	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	13	Diary of a Wimpy Kid Jeff Kinney	5.2
8	1	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	18	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	7	The Boy in the Dress David Walliams	4.2
9	5	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	10	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	6	Mr. Stink David Walliams	4.7
10	9	The Boy in the Striped Pyjamas John Boyne	5.8	16	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	15	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4
11	4	Of Mice and Men John Steinbeck	4.5	19	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	8	Billionaire Boy David Walliams	4.1
12	11	Wonder R.J. Palacio	4.8	2	Of Mice and Men John Steinbeck	4.5	10	Charlie and the Chocolate Factory Roald Dahl	4.8
13	20	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	17	Diary of a Wimpy Kid: Old School Jeff Kinney	5.6	20	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2
14	23	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	12	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	5	Harry Potter and the Prisoner of Azkaban J.K. Rowling	6.7
15	24	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	8	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	21	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2
16	357	Heartstopper Volume 2 Alice Oseman	2.6	9	The Hunger Games Suzanne Collins	5.3	9	Harry Potter and the Goblet of Fire J.K. Rowling	6.8
17	28	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	NULL	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6	11	Ratburger David Walliams	5.0
18	31	One of Us Is Lying Karen M. McManus	5.1	13	The Boy in the Striped Pyjamas John Boyne	5.8	14	The Hunger Games Suzanne Collins	5.3
19	13	Billionaire Boy David Walliams	4.1	15	Billionaire Boy David Walliams	4.1	460	Heartstopper Volume 3 Alice Oseman	2.7
20	22	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	24	Diary of a Wimpy Kid: Cabin Fever Jeff Kinney	5.8	18	The Twits Roald Dahl	4.4

Average ATOS 5.1 (5.5), Average APC 0.87 (0.87)

Table 14: 20 Most Read Titles and Book Difficulty Overall and for Boys and Girls Years 9-11

Rank	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS	Prior Ranking	Book Title, Author	ATOS
Overall				Boys			Girls		
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	3	Animal Farm George Orwell	7.3	2	Animal Farm George Orwell	7.3	85	Heartstopper Volume 1 Alice Oseman	2.5
3	2	An Inspector Calls J.B. Priestley	5.0	3	An Inspector Calls J.B. Priestley	5.0	6	One of Us Is Lying Karen M. McManus	5.1
4	135	Heartstopper Volume 1 Alice Oseman	2.5	6	Diary of a Wimpy Kid Jeff Kinney	5.2	NULL	It Ends with Us Colleen Hoover	4.6
5	6	The Hunger Games Suzanne Collins	5.3	11	Diary of a Wimpy Kid: The Getaway Jeff Kinney	5.4	16	They Both Die at the End Adam Silvera	5.5
6	11	One of Us Is Lying Karen M. McManus	5.1	18	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	8	Animal Farm George Orwell	7.3
7	NULL	It Ends with Us Colleen Hoover	4.6	15	The Hunger Games Suzanne Collins	5.3	125	Heartstopper Volume 2 Alice Oseman	2.6
8	5	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7	NULL	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	5	The Hunger Games Suzanne Collins	5.3
9	41	They Both Die at the End Adam Silvera	5.5	25	Diary of a Wimpy Kid: Dog Days Jeff Kinney	5.2	3	An Inspector Calls J.B. Priestley	5.0
10	4	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	5	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0	21	A Good Girl's Guide to Murder Holly Jackson	5.4
11	8	Harry Potter and the Goblet of Fire J.K. Rowling	6.8	7	Blood Brothers Willy Russell	4.1	161	Heartstopper Volume 3 Alice Oseman	2.7
12	15	Gangsta Granny David Walliams	4.9	23	Gangsta Granny David Walliams	4.9	4	Harry Potter and the Chamber of Secrets J.K. Rowling	6.7
13	25	Diary of a Wimpy Kid Jeff Kinney	5.2	30	Harry Potter and the Goblet of Fire J.K. Rowling	6.8	18	Wonder R.J. Palacio	4.8
14	194	Heartstopper Volume 2 Alice Oseman	2.6	41	Diary of a Wimpy Kid: The Last Straw Jeff Kinney	5.4	9	Harry Potter and the Goblet of Fire J.K. Rowling	6.8
15	7	Harry Potter and the Prisoner of Azkaban J.K. Rowling	6.7	9	Diary of a Wimpy Kid: Hard Luck Jeff Kinney	5.5	2	Harry Potter and the Philosopher's Stone J.K. Rowling	6.0
16	17	Romeo and Juliet Andrew Matthews	5.2	8	Diary of a Wimpy Kid: The Ugly Truth Jeff Kinney	5.5	25	Gangsta Granny David Walliams	4.9
17	14	The Boy in the Striped Pyjamas John Boyne	5.8	35	Romeo and Juliet Andrew Matthews	5.2	28	Romeo and Juliet Andrew Matthews	5.2
18	9	Blood Brothers Willy Russell	4.1	29	Diary of a Wimpy Kid: The Long Haul Jeff Kinney	5.4	7	Harry Potter and the Prisoner of Azkaban J.K. Rowling	6.7
19	20	Wonder R.J. Palacio	4.8	33	Harry Potter and the Half-Blood Prince J.K. Rowling	7.2	NULL	Heartstopper Volume 4 Alice Oseman	2.9
20	32	Diary of a Wimpy Kid: Rodrick Rules Jeff Kinney	5.2	28	Diary of a Wimpy Kid: The Meltdown Jeff Kinney	5.5	13	Blood Brothers Willy Russell	4.1

Average ATOS 5.2 (5.6), Average APC 0.89 (0.89)

Table 15: Most Popular Authors Overall: 2023, 2022 and 2021

Rank	2023 Author	2022 Author	2021 Author
1	Jeff Kinney (630,736)	Jeff Kinney (307,200)	Jeff Kinney (58)
2	David Walliams (265,233)	David Walliams (140,891)	David Walliams (31)
3	Roald Dahl (195,875)	Roald Dahl (116,531)	Julia Donaldson (24)
4	J K Rowling (129,621)	J. K. Rowling (83,522)	Roderick Hunt (18)
5	Julia Donaldson (107,727)	Julia Donaldson (65,557)	Roald Dahl (16)
6	Roderick Hunt (48,277)	Roderick Hunt (21,604)	
7	Francesca Simon (37,164)	R. J. Palacio (19,843)	J. K. Rowling (6)
8	Alice Oseman (30,925)	Francesca Simon (12,223)	Francesca Simon (4)
			Judith Kerr (3)
9	R. J. Palacio (23,637)		R. J. Palacio (2)
9			Suzanne Collins (2)
9			Michael Rosen (2)
9		John Steinbeck (11,986)	John Steinbeck (2)
10	Suzanne Collins (16,170)	Louis Sachar (8,210)	

Number of reads in brackets, for 2023 from top 40 books, for 2022 from top 20 books. For 2021 number of mentions in brackets. Names new for 2023 from 2022 are emboldened.

Table 16: Most Popular Authors Primary: 2023, 2022 and 2021

Rank	2023 Author	2022 Author	2021 Author
1	Jeff Kinney (394,052)	Jeff Kinney (223,713)	Jeff Kinney (30)
2	David Walliams (173, 521)	Roald Dahl (106,759)	Julia Donaldson (24)
3	Roald Dahl (171,666)	David Walliams (86,071)	David Walliams (19)
4	Julia Donaldson (107,727)	Julia Donaldson (65,557)	Roderick Hunt (18)
5	Roderick Hunt (48,277)	J K Rowling (21,833)	Roald Dahl (14)
6	J K Rowling (41,105)	Roderick Hunt (21,604)	
7	Francesca Simon (37,164)	Francesca Simon (12,223)	Francesca Simon (4)
8	Judith Kerr (13,036)	Louis Sachar (8,210)	Judith Kerr (3)
9	Martin Waddell (10,182)	R J Palacio (7,194)	Michael Rosen (2)
10	Louis Sachar (8,975)	Judith Kerr (6,960)	
11	R J Palacio (6,615)	Martin Waddell (6,508)	Martin Waddell (2)

Number of reads in brackets, for 2023 from top 40 books, for 2022 from top 20 books. For 2021 number of mentions in brackets. Names new for 2023 are emboldened.

Table 17: Most Popular Authors Secondary: 2023, 2022 and 2021

Rank	2023 Author	2022 Author	2021 Author
1	Jeff Kinney (236,685)	Jeff Kinney (83,487)	Jeff Kinney (28)
2	David Walliams (91,712)	J. K. Rowling (61,689)	David Walliams (12)
3	J K Rowling (88,516)	David Walliams (54,820)	J. K. Rowling (5)
4	Alice Oseman (30,925)	R. J. Palacio (12, 649)	Roald Dahl (2)
5	Roald Dahl (24,209)	John Steinbeck 11,986)	R. J. Palacio (2)
6	R J Palacio (17,022)	Roald Dahl (9,772)	John Boyne (2)
7	Suzanne Collins (16,710)	George Orwell (6,827)	Suzanne Collins (2)
8	John Steinbeck (14,960)	Suzanne Collins (6,017)	John Steinbeck (2)
9	John Boyne (13,716)	John Boyne (4,779)	George Orwell (1)
			J. B. Priestley (1)
	George Orwell (11,245)	J. B. Priestley (2,020)	
			Andrew Mathews (1)
		George Orwell (1)	George Orwell (1)
10	J. B. Priestley (2,020)	J. B. Priestley (1)	J. B. Priestley (1)

Number of reads in brackets, for 2023 from top 40 books, for 2022 from top 20 books. For 2021 number of mentions in brackets. Names new for 2023 are emboldened.

Table 18: Highest New Entrants: Year 1

Rank	Book Title Author	ATOS
1	Chick-a-boo! Amanda Brandon	0.9
2	When Cucumber Lost His Cool Michelle Robinson	2.6
3	Rocket Rules Nathan Bryon	2.6
4	Dinosaurs in Wellies Lou Treleven	1.7
5	Park Shark Jenny Moore	1.2
6	The Land in the Jar Emilie Dufresne	1.5
7	Hey Duggee: The World Book Day Badge Studio AKA	2.0
8	Supertato: Bubbly Troubly Sue Hendra	3.0
9	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
10	Orla and Midnight Wing Kelby Twyman	1.5
11	Monster Mayhem Katie Dale	1.8
12	The Viking Who Liked Icing Lu Fraser	3.1
13	Too Much Stuff! Emily Gravett	4.0
14	Astro Cat Clare Helen Welsh	1.0
15	Clean Up! Nathan Bryon	3.6
16	The Dinosaur Who Ran The Store Russell Punter	2.1
17	The Hospital Dog Julia Donaldson	2.7
18	Megamonster David Walliams	4.2
19	Tip Tap Sam and Not a Nut Jenny Moore	0.6
20	The Secret of Black Rock Joe Todd-Stanton	3.9

Average ATOS 2.5 (1.6) previous year's result in brackets
Average APC 0.93 (0.95) previous year's result in brackets

Table 19: Highest New Entrants: Year 2

Rank	Book Title Author	ATOS
1	Clean Up! Nathan Bryon	3.6
2	Rocket Rules Nathan Bryon	2.6
3	The Secret of Black Rock Joe Todd-Stanton	3.9
4	Greta and the Giants Zoë Tucker	3.2
5	Supertato: Bubbly Troubly Sue Hendra	3.0
6	The Invisible Tom Percival	3.1
7	Gangsta Granny Strikes Again David Walliams	4.3
8	Megamonster David Walliams	4.2
9	A Bad King Is a Sad Thing Julian Gough	3.4
10	We're Going to Find the Monster Malorie Blackman	2.9
11	The Christmas Pig J.K. Rowling	5.9
12	Let's Play, Daddy Bear! Dawn McNiff	2.5
13	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
14	The Christmasaurus and the Naughty List Tom Fletcher	6.2
15	Firefighter Kayla Fran Manushkin	2.3
16	Supertato: Night of the Living Veg Sue Hendra	3.0
17	The Hospital Dog Julia Donaldson	2.7
18	Jemima the Pig and the 127 Acorns Michael Morpurgo	4.3
19	The 143-Storey Tree House Andy Griffiths	3.4
20	Park Shark Jenny Moore	1.2

Average ATOS 3.6 (3.6)
Average APC 0.90 (0.90)

Table 20: Highest New Entrants: Year 3

Rank	Book Title Author	ATOS
1	Gangsta Granny Strikes Again David Walliams	4.3
2	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
3	Megamonster David Walliams	4.2
4	The Christmas Pig J.K. Rowling	5.9
5	The World's Worst Pets David Walliams	4.0
6	The Christmasaurus and the Naughty List Tom Fletcher	6.2
7	Clean Up! Nathan Bryon	3.6
8	Random Acts of Fun Liz Pichon	3.9
9	The 143-Storey Tree House Andy Griffiths	3.4
10	Cat Kid Comic Club: Perspectives Dav Pilkey	2.6
11	The Secret of Black Rock Joe Todd-Stanton	3.9
12	Greta and the Giants Zoë Tucker	3.2
13	The Worst Class in the World in Danger! Joanna Nadin	5.8
14	The Tin Forest Helen Ward	2.9
15	The Invisible Tom Percival	3.1
16	The Wizard and Me: More Misadventures of Bubbles the Guinea Pig Simon Farnaby	3.9
17	Messi Rules Simon Mugford	5.0
18	The Last Bear Hannah Gold	5.6
19	Rocket Rules Nathan Bryon	2.6
20	Ronaldo Rules Simon Mugford	4.6

Average ATOS 4.2 (3.86)
Average APC 0.89 (0.91)

Table 21: Highest New Entrants: Year 4

Rank	Book Title Author	ATOS
1	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
2	Gangsta Granny Strikes Again David Walliams	4.3
3	Megamonster David Walliams	4.2
4	The Christmas Pig J.K. Rowling	5.9
5	The World's Worst Pets David Walliams	4.0
6	The Christmasaurus and the Naughty List Tom Fletcher	6.2
7	Random Acts of Fun Liz Pichon	3.9
8	Cat Kid Comic Club: Perspectives Dav Pilkey	2.6
9	The 143-Storey Tree House Andy Griffiths	3.4
10	The Last Bear Hannah Gold	5.6
11	Clean Up! Nathan Bryon	3.6
12	Ronaldo Rules Simon Mugford	4.6
13	Messi Rules Simon Mugford	5.0
14	A Monster Ate My Packed Lunch! Pamela Butchart	5.3
15	The Boy Who Got Accidentally Famous David Baddiel	4.4
16	The Wizard and Me: More Misadventures of Bubbles the Guinea Pig Simon Farnaby	3.9
17	Beowulf Rob Lloyd Jones	4.1
18	Mbappé Rules Simon Mugford	5.0
19	Rocket Rules Nathan Bryon	2.6
20	Cat Kid Comic Club: On Purpose Dav Pilkey	2.4

Average ATOS 4.5 (4.5)
Average APC 0.90 (0.93)

Table 22: Highest New Entrants: Year 5

Rank	Book Title Author	ATOS
1	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
2	Gangsta Granny Strikes Again David Walliams	4.3
3	Megamonster David Walliams	4.2
4	The Christmas Pig J.K. Rowling	5.9
5	The Christmasaurus and the Naughty List Tom Fletcher	6.2
6	The World's Worst Pets David Walliams	4.0
7	Random Acts of Fun Liz Pichon	3.9
8	The Boy Who Got Accidentally Famous David Baddiel	4.4
9	The 143-Storey Tree House Andy Griffiths	3.4
10	The Extremely Embarrassing Life of Lottie Brooks Katie Kirby	4.9
11	The Last Bear Hannah Gold	5.6
12	The Worst Class in the World in Danger! Joanna Nadin	5.8
13	Cat Kid Comic Club: Perspectives Dav Pilkey	2.6
14	You Are a Champion: How to Be the Best You Can Be Marcus Rashford	5.9
15	The Lion Above the Door Onjali Q. Raúf	5.5
16	A Monster Ate My Packed Lunch! Pamela Butchart	5.3
17	Stevie Wonder Maria Isabel Sánchez Vegara	2.7
18	Ronaldo Rules Simon Mugford	4.6
19	Messi Rules Simon Mugford	5.0
20	Malala Yousafzai Maria Isabel Sánchez Vegara	4.9

Average ATOS 4.7 (4.7)
Average APC 0.91 (0.94)

Table 23: Highest New Entrants: Year 6

Rank	Book Title Author	ATOS
1	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
2	Gangsta Granny Strikes Again David Walliams	4.3
3	Megamonster David Walliams	4.2
4	The Christmas Pig J.K. Rowling	5.9
5	The Christmasaurus and the Naughty List Tom Fletcher	6.2
6	Random Acts of Fun Liz Pichon	3.9
7	The World's Worst Pets David Walliams	4.0
8	The Extremely Embarrassing Life of Lottie Brooks Katie Kirby	4.9
9	When the Sky Falls Phil Earle	5.4
10	The Lion Above the Door Onjali Q. Raúf	5.5
11	You Are a Champion: How to Be the Best You Can Be Marcus Rashford	5.9
12	The Boy Who Got Accidentally Famous David Baddiel	4.4
13	The Last Bear Hannah Gold	5.6
14	The 143-Storey Tree House Andy Griffiths	3.4
15	Malala Yousafzai Maria Isabel Sánchez Vegara	4.9
16	A Monster Ate My Packed Lunch! Pamela Butchart	5.3
17	Ronaldo Rules Simon Mugford	4.6
18	Stevie Wonder Maria Isabel Sánchez Vegara	2.7
19	Messi Rules Simon Mugford	5.0
20	Once Upon a Crime Robin Stevens	5.6

Average ATOS 4.9 (4.6)
Average APC 0.91 (0.94)

Table 24: Highest New Entrants: Year 7

Rank	Book Title Author	ATOS
1	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
2	Gangsta Granny Strikes Again David Walliams	4.3
3	Heartstopper Volume 4 Alice Oseman	2.9
4	Megamonster David Walliams	4.2
5	You Are a Champion: How to Be the Best You Can Be Marcus Rashford	5.9
6	Attack on Titan Hajime Isayama	3.5
7	The Extremely Embarrassing Life of Lottie Brooks Katie Kirby	4.9
8	The Christmas Pig J.K. Rowling	5.9
9	Boy, Missing Sophie McKenzie	4.0
10	Random Acts of Fun Liz Pichon	3.9
11	The Christmasaurus and the Naughty List Tom Fletcher	6.2
12	It Ends with Us Colleen Hoover	4.6
13	Messi Rules Simon Mugford	5.0
14	When the Sky Falls Phil Earle	5.4
15	Ronaldo Rules Simon Mugford	4.6
16	Mbappé Rules Simon Mugford	5.0
17	The Worst Class in the World in Danger! Joanna Nadin	5.8
18	The World's Worst Pets David Walliams	4.0
19	As Good as Dead Holly Jackson	5.2
20	Fire Boy J.M. Joseph	4.7

Average ATOS 4.8 (4.9)
Average APC 0.89 (0.93)

Table 25: Highest New Entrants: Year 8

Rank	Book Title Author	ATOS
1	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
2	Heartstopper Volume 4 Alice Oseman	2.9
3	It Ends with Us Colleen Hoover	4.6
4	Gangsta Granny Strikes Again David Walliams	4.3
5	As Good as Dead Holly Jackson	5.2
6	Megamonster David Walliams	4.2
7	You Are a Champion: How to Be the Best You Can Be Marcus Rashford	5.9
8	Attack on Titan Hajime Isayama	3.5
9	Boy, Missing Sophie McKenzie	4.0
10	You'll Be the Death of Me Karen M. McManus	5.1
11	Girl in Pieces Kathleen Glasgow	5.0
12	The Inheritance Games Jennifer Lynn Barnes	4.7
13	Nick and Charlie: A Heartstopper novella Alice Oseman	4.7
14	When the Sky Falls Phil Earle	5.4
15	Messi Rules Simon Mugford	5.0
16	Once Upon a Crime Robin Stevens	5.6
17	Ace of Spades Faridah Abíké-Íyímídé	5.1
18	The Christmas Pig J.K. Rowling	5.9
19	The Girls I've Been Tess Sharpe	4.7
20	Ronaldo Rules Simon Mugford	4.6

Average ATOS 4.8 (4.5)
Average APC 0.91 (0.92)

Table 26: Highest New Entrants: Years 9-11

Rank	Book Title Author	ATOS
1	It Ends with Us Colleen Hoover	4.6
2	Heartstopper Volume 4 Alice Oseman	2.9
3	Diary of a Wimpy Kid: Big Shot Jeff Kinney	5.6
4	As Good as Dead Holly Jackson	5.2
5	Attack on Titan Hajime Isayama	3.5
6	Gangsta Granny Strikes Again David Walliams	4.3
7	You'll Be the Death of Me Karen M. McManus	5.1
8	Girl in Pieces Kathleen Glasgow	5.0
9	The Inheritance Games Jennifer Lynn Barnes	4.7
10	Ace of Spades Faridah Ābiké-Íyímídé	5.1
11	You Are a Champion: How to Be the Best You Can Be Marcus Rashford	5.9
12	Megamonster David Walliams	4.2
13	Loveless Alice Oseman	4.9
14	Nick and Charlie: A Heartstopper novella Alice Oseman	4.7
15	The Girls I've Been Tess Sharpe	4.7
16	The Midnight Library Matt Haig	5.2
17	Boy, Missing Sophie McKenzie	4.0
18	The Hawthorne Legacy Jennifer Lynn Barnes	4.7
19	Boruto: Naruto Next Generations: Volume 1 Ukyo Kodachi	3.0
20	Messi Rules Simon Mugford	5.0

Average ATOS 4.6 (4.8)

Average APC 0.91 (0.92)

Table 27: Overall Most Popular New Entrants 2023, 2022 and 2021

Rank	2023 Author	2022 Author	2021 Author
1=	David Walliams (22)	Jeff Kinney (18)	David Walliams (16)
1=			Dav Pilkey (16)
2	Simon Mugford (11)	David Walliams (16)	Liz Pichon (13)
3	Jeff Kinney (8)	Dav Pilkey (15)	Jeff Kinney (8)
4	J K Rowling (7)	Fran Manushkin (14)	Andy Griffiths (7)
4=	Nathan Bryon (7)		
5		Liz Pichon (8)	Rachel Renee Russell (6)
5			David Baddiel (6)
5			Matt Oldfield (6)
6	Alice Oseman (6)	Tom Fletcher (6)	Robin Stevens (5)
6	Tom Fletcher (6)		Amanda Doering Tourville (5)
7		Jody S. Rake (7)	Jacqueline Wilson (4)
7			Cressida Cowell (4)
7			Tom Fletcher (4)
7			Steven Butler (4)
7			Christianne C Jones (4)
7			Sue Hendra (4)
8=	Andy Griffiths (5)	J. K. Rowling (6)	
8=	Liz Pichon (5)	Daniel Nunn (6)	
8=	Marcus Rashford (5)		
10=	Joanne Nadin (4)	David Baddiel (5)	
10=	Dav Pilkey (4)	Holly Jackson (5)	
10=	Maria Isabel Sánchez Vegara (4)	Onjali Q. Raúf (5)	
10=		Robin Stevens (5)	

Number of mentions in brackets. Names new for 2022 are emboldened.

Most Read Non-Fiction Books: Top 20 Titles in Years 3 – 9: Tables 28-34

Table 28: 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	7	When Animals Invade	Chloe Rhodes	2.4
3	16	Finding Things	John Malam	3.1
4	6	Dragon Hunter	Claire Llewellyn	2.7
5	12	Big Cat Babies	Jonathan Scott	2.1
6	20	Rubbish!	Chloe Rhodes	2.6
7	47	Big Cats	Sharnika Blacker	2.0
8	31	Atlantic Adventure	Michael Perham	3.2
9	55	Cool Buildings	Mick Gowar	3.4
10	44	Looking After the Ocean	Jay Dale	2.0
11	25	Things That Sting	Brian Birchall	3.4
12	22	Body Invaders	Jane Penrose	2.3
13	30	Look Closer	Alison Blank	2.7
14	37	Castles	Maggie Freeman	3.3
15	33	A Letter to New Zealand	Alison Hawes	3.1
16	32	On the Wing	Claire Llewellyn	2.1
17	34	Were They Real?	Scoular Anderson	3.3
18	56	Fly Facts	Janice Marriott	2.7
19	50	Swimming with Dolphins	Angie and Andy Belcher	2.9
20	46	Puppy School Newsletter	Kelly Gaffney	1.8

Average ATOS 2.7 (2.8) previous year's result in brackets

Average APC 0.88 (0.90) previous year's result in brackets

Table 29: Non-Fiction Books Read Most Often: Year 4

Rank	Prior Ranking	Book Title	Author	ATOS
1	1	The Truth About Dogs: What Dogs Do When You're Not Looking	Mary Colson	2.4
2	17	A Visit to the Farm	Michael Morpurgo	2.8
3	26	Finding Things	John Malam	3.1
4	52	Cool Buildings	Mick Gowar	3.4
5	29	When and Why Did the Horse Fly? Knowing and Using Question Words	Cari Meister	1.8
6	64	The Emperor's Egg	Martin Jenkins	4.1
7	2	The Truth About Hamsters: What Hamsters Do When You're Not Looking	Mary Colson	2.5
8	40	Things That Sting	Brian Birchall	3.4
9	38	A Letter to New Zealand	Alison Hawes	3.1
10	28	Dragon Hunter	Claire Llewellyn	2.7
11	58	Let's Play and Other Things Animals Say	Alison Blank	3.6
12	33	When Animals Invade	Chloe Rhodes	2.4
13	47	Castles	Maggie Freeman	3.3
14	46	Atlantic Adventure	Michael Perham	3.2
15	12	The Loch Ness Monster	Catherine Chambers	3.2
16	75	Animals in War	Jillian Powell	2.9
17	466	David Attenborough	Isabel Sánchez Vegara	5.3
18	74	Looking After the Ocean	Jay Dale	2.0
19	44	Big Cat Babies	Jonathan Scott	2.1
20	97	Africa's Big Three	Jonathan Scott	3.6

Average ATOS 3.0 (3.3)
Average APC 0.90 (0.88)

Table 30: Non-Fiction Books Read Most Often: Year 5

Rank	Prior Ranking	Book Title	Author	ATOS
1	1	The Loch Ness Monster	Catherine Chambers	3.2
2	6	Boy: Tales of Childhood	Roald Dahl	6.0
3	54	David Attenborough	Isabel Sánchez Vegara	5.3
4	2	Bigfoot	Catherine Chambers	3.1
5	3	Count Dracula	Catherine Chambers	3.3
6	135	Rosa Parks	Lisbeth Kaiser	4.6
7	112	Stephen Hawking	Isabel Sánchez Vegara	5.0
8	176	Anne Frank	Isabel Sánchez Vegara	4.5
9	4	The Truth About Dogs: What Dogs Do When You're Not Looking	Mary Colson	2.4
10	263	Martin Luther King Jr.	Isabel Sánchez Vegara	5.2
11	5	The Truth About Hamsters: What Hamsters Do When You're Not Looking	Mary Colson	2.5
12	64	Ronaldo: From the Playground to the Pitch	Matt Oldfield	5.3
13	29	What Happened to the Dinosaurs?	Jon Hughes	5.5
14	285	Mahatma Gandhi	Isabel Sánchez Vegara	5.1
15	141	Marie Curie	Isabel Sánchez Vegara	5.0
16	408	Coco Chanel	Isabel Sánchez Vegara	3.9
17	209	Amelia Earhart	Isabel Sánchez Vegara	4.2
18	174	Ada Lovelace	Isabel Sánchez Vegara	4.2
19	113	Muhammad Ali	Isabel Sánchez Vegara	4.8
20	58	Safe Behind a Mask	Mick Gowar	4.6

Average ATOS 4.4 (3.5)
Average APC 0.91 (0.89)

Table 31: Non-Fiction Books Read Most Often: Year 6

Rank	Prior Ranking	Book Title	Author	ATOS
1	3	Boy: Tales of Childhood	Roald Dahl	6.0
2	2	The Legend of the Bermuda Triangle	Thomas Kingsley Troupe	4.0
3	1	The Legend of Bigfoot	Thomas Kingsley Troupe	3.4
4	27	Anne Frank	Isabel Sánchez Vegara	4.5
5	68	David Attenborough	Isabel Sánchez Vegara	5.3
6	23	Ronaldo: From the Playground to the Pitch	Matt Oldfield	5.3
7	87	Stephen Hawking	Isabel Sánchez Vegara	5.0
8	59	Rosa Parks	Lisbeth Kaiser	4.6
9	32	Messi: From the Playground to the Pitch	Matt Oldfield	5.2
10	77	Muhammad Ali	Isabel Sánchez Vegara	4.8
11	105	Martin Luther King Jr.	Isabel Sánchez Vegara	5.2
12	43	Kane: From the Playground to the Pitch	Matt Oldfield	5.0
13	NULL	You Are a Champion: How to Be the Best You Can Be	Marcus Rashford	5.9
14	19	The Wimpy Kid Movie Diary: How Greg Heffley Went Hollywood	Jeff Kinney	6.5
15	236	Marie Curie	Isabel Sánchez Vegara	5.0
16	256	Coco Chanel	Isabel Sánchez Vegara	3.9
17	111	Ada Lovelace	Isabel Sánchez Vegara	4.2
18	202	Emmeline Pankhurst	Lisbeth Kaiser	4.7
19	384	Pelé	Maria Isabel Sánchez Vegara	5.2
20	21	What Happened to the Dinosaurs?	Jon Hughes	5.5

Average ATOS 5.0 (4.1)
Average APC 0.90 (0.88)

Table 32: Non-Fiction Books Read Most Often: Year 7

Rank	Prior Ranking	Book Title	Author	ATOS
1	1	Boy: Tales of Childhood	Roald Dahl	6.0
2	2	Ronaldo: From the Playground to the Pitch	Matt Oldfield	5.3
3	3	Messi: From the Playground to the Pitch	Matt Oldfield	5.2
4	4	Kane: From the Playground to the Pitch	Matt Oldfield	5.0
5	NULL	You Are a Champion: How to Be the Best You Can Be	Marcus Rashford	5.9
6	7	Smile	Raina Telgemeier	2.6
7	6	Neymar: From the Playground to the Pitch	Matt Oldfield	5.2
8	24	Guts	Raina Telgemeier	2.6
9	13	Salah: From the Playground to the Pitch	Matt Oldfield	5.5
10	14	Sisters	Raina Telgemeier	2.4
11	11	Football	Paul May	3.8
12	20	Leo Messi	Roy Apps	4.5
13	8	Mbappe: From the Playground to the Pitch	Matt Oldfield	5.3
14	10	Gareth Bale: The Boy Who Became a Galáctico/Bale: From the Playground to the Pitch	Tom Oldfield	5.7
15	36	De Bruyne: From the Playground to the Pitch	Matt Oldfield	5.4
16	29	World's Fastest	Anne Rooney	1.8
17	25	Luis Suarez: El Pistolero/Suarez: From the Playground to the Pitch	Tom Oldfield	5.0
18	21	Paul Pogba: Pogboom / Pogba: From the Playground to the Pitch	Matt Oldfield	5.5
19	NULL	Messi Rules	Simon Mugford	5.0
20	33	Raheem Sterling: Young Lion/Sterling: From the Playground to the Pitch	Tom Oldfield	5.7

Average ATOS 4.7 (4.8)

Average APC 0.81 (0.83)

Table 33: Non-Fiction Books Read Most Often: Year 8

Rank	Prior Ranking	Book Title	Author	ATOS
1	2	Ronaldo: From the Playground to the Pitch	Matt Oldfield	5.3
2	5	Messi: From the Playground to the Pitch	Matt Oldfield	5.2
3	3	Kane: From the Playground to the Pitch	Matt Oldfield	5.0
4	7	Malala: The Girl Who Stood Up for Education and Changed the World/I Am Malala/How One Girl Stood Up for Education and Changed the World	Malala Yousafzai	5.9
5	4	Football	Paul May	3.8
6	NULL	You Are a Champion: How to Be the Best You Can Be	Marcus Rashford	5.9
7	6	Neymar: From the Playground to the Pitch	Matt Oldfield	5.2
8	11	Leo Messi	Roy Apps	4.5
9	1	Boy: Tales of Childhood	Roald Dahl	6.0
10	8	Gareth Bale: The Boy Who Became a Galáctico/Bale: From the Playground to the Pitch	Tom Oldfield	5.7
11	10	Salah: From the Playground to the Pitch	Matt Oldfield	5.5
12	9	Mbappe: From the Playground to the Pitch	Matt Oldfield	5.3
13	33	De Gea: From the Playground to the Pitch	Matt Oldfield	5.1
14	19	Raheem Sterling: Young Lion/Sterling: From the Playground to the Pitch	Tom Oldfield	5.7
15	12	Football	Andy Smith	6.6
16	17	Lukaku: From the Playground to the Pitch	Matt Oldfield	4.9
17	29	Luis Suarez: El Pistolero/Suarez: From the Playground to the Pitch	Tom Oldfield	5.0
18	13	Paul Pogba: Pogboom / Pogba: From the Playground to the Pitch	Matt Oldfield	5.5
19	24	Mane: From the Playground to the Pitch	Matt Oldfield	5.5
20	30	De Bruyne: From the Playground to the Pitch	Matt Oldfield	5.4

Average ATOS 5.4 (5.2)
Average APC 0.79 (0.81)

Table 34: Non-Fiction Books Read Most Often: Year 9

Rank	Prior Ranking	Book Title	Author	ATOS
1	2	Ronaldo: From the Playground to the Pitch	Matt Oldfield	5.3
2	4	Football	Paul May	3.8
3	6	Kane: From the Playground to the Pitch	Matt Oldfield	5.0
4	15	Goalkeepers	Jonny Zucker	4.5
5	7	Messi: From the Playground to the Pitch	Matt Oldfield	5.2
6	27	Leo Messi	Roy Apps	4.5
7	NULL	You Are a Champion: How to Be the Best You Can Be	Marcus Rashford	5.9
8	11	Football	Andy Smith	6.6
9	18	Goal Scorers	Jonny Zucker	4.5
10	19	Neymar: From the Playground to the Pitch	Matt Oldfield	5.2
11	17	Salah: From the Playground to the Pitch	Matt Oldfield	5.5
12	24	The Diary of a Young Girl	Anne Frank	6.5
13	9	Gareth Bale: The Boy Who Became a Galáctico/Bale: From the Playground to the Pitch	Tom Oldfield	5.7
14	31	Mbappe: From the Playground to the Pitch	Matt Oldfield	5.3
15	43	Paul Pogba: Pogboom / Pogba: From the Playground to the Pitch	Matt Oldfield	5.5
16	53	Luis Suarez: El Pistolero/Suarez: From the Playground to the Pitch	Tom Oldfield	5.0
17	36	De Gea: From the Playground to the Pitch	Matt Oldfield	5.1
18	76	Midfield Heroes	Jonny Zucker	4.8
19	14	Raheem Sterling: Young Lion/Sterling: From the Playground to the Pitch	Tom Oldfield	5.7
20	63	Lukaku: From the Playground to the Pitch	Matt Oldfield	4.9

Average ATOS 5.2 (5.3)
Average APC 0.80 (0.85)

Voting for Favourite Books: Top 20 Titles in Years 1 – 11; Tables 35-43

Table 35: Voting on Favourite Books: Year 1

Rank	Prior Ranking	Book Title	Author	ATOS
1	517	The Space Race	Jenny Jinks	1.0
2	858	I Can Help	Anthony Robinson	0.6
3	662	The Mad Pug	Barbara Catchpole	0.5
4	NULL	Buzz Off, Bee!	Jenny Jinks	0.9
5	1722	Out!	Roderick Hunt	0.9
6	42	The Clam	Tami Reis-Frankfort	1.1
7	203	Puppy School Newsletter	Kelly Gaffney	1.8
8	1237	Bananas in My Tummy	Jay Dale	1.1
9	2394	Pond Food	John Townsend	1.0
10	4711	Big Machines Rescue!	Catherine Veitch	2.8
11	2898	Daisy Takes a Swim	Pam Holden	2.4
12	NULL	Flutter, Butterfly!	Shelby Alinsky	1.2
13	3677	The Long Journey Home	David Bedford	2.1
14	328	Farmer Pat and the Brown Pony	Jay Dale	1.0
15	2584	Mr. Snow	Roger Hargreaves	3.9
16	431	Albert and Sarah Jane	Malachy Doyle	2.9
17	3536	Mr Crocodile	Korky Paul	3.6
18	2638	Animal Communication	Abbie Dunne	1.7
19	3900	Maisy Goes to the Museum	Lucy Cousins	2.3
20	1355	Night-time Noises	Jay Dale	1.1

Average ATOS 1.7 (2.2) previous year's result in brackets

Average APC 0.93 (0.90) previous year's result in brackets

Table 36: Voting on Favourite Books: Year 2

Rank	Prior Ranking	Book Title	Author	ATOS
1	3450	The Explorer	Katherine Rundell	4.5
2	13204	My Mum	Mary Auld	2.2
3	462	Harry Potter and the Order of the Phoenix	J.K. Rowling	7.2
4	166	Harry Potter and the Philosopher's Stone	J.K. Rowling	6.0
5	206	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
6	NULL	Grimwood	Nadia Shireen	4.3
7	NULL	Isadora Moon Gets in Trouble	Harriet Muncaster	3.8
8	1	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
9	690	Toto the Ninja Cat and the Incredible Cheese Heist	Dermot O'Leary	5.7
10	8705	The Blow-away Kite	Pamela Gates	1.9
11	6284	Kangaroos	Sara Louise Kras	1.8
12	1079	Dear Dork	Rachel Renée Russell	4.5
13	12	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8
14	9	Captain Underpants and the Wrath of the Wicked Wedgie Woman	Dav Pilkey	4.4
15	1036	The Whistle Tooth	Alan Trussell-Cullen	1.0
16	5197	My Creepy-Crawly Camping Adventure!	Betty G. Birney	3.3
17	463	Animals in Spring	Kathryn Clay	0.9
18	12556	I Wish!	Sue Graves	1.9
19	5	Code Name Bananas	David Walliams	4.3
20	2119	Honey for Baby Bear	Beverley Randell	1.1

Average ATOS 4.0 (1.7)
Average APC 0.90 (0.93)

Table 37: Voting on Favourite Books: Year 3

Rank	Prior Ranking	Book Title	Author	ATOS
1	30	Clover Moon	Jacqueline Wilson	5.0
2	52	Harry Potter and the Philosopher's Stone	J.K. Rowling	6.0
3	61	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
4	1	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
5	80	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8
6	93	Harry Potter and the Order of the Phoenix	J.K. Rowling	7.2
7	NULL	The Christmas Pig	J.K. Rowling	5.9
8	100	Harry Potter and the Half-Blood Prince	J.K. Rowling	7.2
9	2	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9
10	139	The Land of Roar	Jenny McLachlan	4.8
11	NULL	Cat Kid Comic Club: On Purpose	Dav Pilkey	2.4
12	149	Percy Jackson and the Last Olympian	Rick Riordan	4.3
13	124	The Explorer	Katherine Rundell	4.5
14	283	Dragon Mountain	Katie Tsang	4.8
15	5977	Julius Zebra: Bundle with the Britons	Gary Northfield	4.6
16	10	The Lost Hero	Rick Riordan	4.5
17	6	Into the Wild	Erin Hunter	5.6
18	14	Return to Roar	Jenny McLachlan	4.7
19	5	How to Fight a Dragon's Fury	Cressida Cowell	6.9
20	NULL	Dragon Legend	Katie Tsang	5.0

Average ATOS 5.5 (5.2)
Average APC 0.90 (0.92)

Table 38: Voting on Favourite Books: Year 4

Rank	Prior Ranking	Book Title	Author	ATOS
1	1537	Running the Risk	Ali Sparkes	5.5
2	4	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9
3	94	Percy Jackson and the Sea of Monsters	Rick Riordan	4.6
4	410	Moonrise	Erin Hunter	5.8
5	101	Percy Jackson and the Last Olympian	Rick Riordan	4.3
6	134	The Lost Hero	Rick Riordan	4.5
7	157	The Mark of Athena	Rick Riordan	4.8
8	7	The Wizards of Once: Never and Forever	Cressida Cowell	7.1
9	185	The House of Hades	Rick Riordan	4.8
10	NULL	The Extremely Embarrassing Life of Lottie Brooks	Katie Kirby	4.9
11	199	The Blood of Olympus	Rick Riordan	5.2
12	1010	The Runaway Girls	Jacqueline Wilson	5.1
13	929	The Hidden Oracle	Rick Riordan	5.1
14	1035	The Red Pyramid	Rick Riordan	4.5
15	242	Percy Jackson and the Greek Gods	Rick Riordan	5.6
16	NULL	Amari and the Night Brothers	B.B. Alston	4.9
17	1	The Land of Stories: The Enchantress Returns	Chris Colfer	5.3
18	1051	Magnus Chase and the Sword of Summer	Rick Riordan	4.8
19	1033	The Dark Prophecy	Rick Riordan	5.3
20	215	A Pinch of Magic	Michelle Harrison	4.9

Average ATOS 5.2 (5.9)

Average APC 0.94 (0.94)

Table 39: Voting on Favourite Books: Year 5

Rank	Prior Ranking	Book Title	Author	ATOS
1	3	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9
2	NULL	The Extremely Embarrassing Life of Lottie Brooks	Katie Kirby	4.9
3	103	The Son of Neptune	Rick Riordan	4.7
4	110	The Mark of Athena	Rick Riordan	4.8
5	115	The House of Hades	Rick Riordan	4.8
6	10	The Whispers in the Walls	Sophie Cleverly	4.6
7	5	The Blood of Olympus	Rick Riordan	5.2
8	14	Forest of Secrets	Erin Hunter	5.8
9	17	Rising Storm	Erin Hunter	6.1
10	16	The Curse in the Candlelight	Sophie Cleverly	4.7
11	21	A Dangerous Path	Erin Hunter	5.9
12	150	The Burning Maze	Rick Riordan	5.3
13	15	The Tower of Nero	Rick Riordan	5.5
14	1308	Class A	Robert Muchamore	5.0
15	251	Dawn	Erin Hunter	5.1
16	202	Mortal Coil	Derek Landy	4.7
17	266	Starlight	Erin Hunter	5.9
18	203	The Land of Stories: Worlds Collide	Chris Colfer	6.1
19	28	Sunset	Erin Hunter	5.5
20	26	Twilight	Erin Hunter	5.5

Average ATOS 5.4 (5.6)
Average APC 0.95 (0.94)

Table 40: Voting on Favourite Books: Year 6

Rank	Prior Ranking	Book Title	Author	ATOS
1	151	Inheritance	Christopher Paolini	7.5
2	303	The Battlemage	Taran Matharu	6.7
3	13	Ready Player One	Ernest Cline	6.7
4	774	Heartstopper Volume 3	Alice Oseman	2.7
5	NULL	Heartstopper Volume 4	Alice Oseman	2.9
6	104	The Last Secret	Sophie Cleverly	4.7
7	86	Death Bringer	Derek Landy	4.3
8	95	Kingdom of the Wicked	Derek Landy	4.4
9	105	Last Stand of Dead Men	Derek Landy	4.6
10	116	Eldest (English)	Christopher Paolini	7.0
11	121	The Dying of the Light	Derek Landy	4.7
12	4947	Shipwreck Island	Struan Murray	4.8
13	630	Anna at War	Helen Peters	4.7
14	146	Resurrection	Derek Landy	4.7
15	1413	Dead or Alive	Derek Landy	5.0
16	161	Bedlam	Derek Landy	4.6
17	228	The Novice	Taran Matharu	6.5
18	NULL	Dragon City	Katie Tsang	5.2
19	155	Seasons of War	Derek Landy	4.7
20	150	Oblivion	Anthony Horowitz	5.3

Average ATOS 5.1 (5.5)
Average APC 0.94 (0.94)

Table 41: Voting on Favourite Books: Year 7

Rank	Prior Ranking	Book Title	Author	ATOS
1	702	Everblaze	Shannon Messenger	5.6
2	2	Heartstopper Volume 3	Alice Oseman	2.7
3	415	Queen of Shadows	Sarah J. Maas	6.0
4	9	The Blood of Olympus	Rick Riordan	5.2
5	15	Five Nights at Freddy's: Fazbear Frights: Into the Pit	Scott Cawthon	5.2
6	19	Into the Wild	Erin Hunter	5.6
7	173	Forest of Secrets	Erin Hunter	5.8
8	215	Five Nights at Freddy's: The Silver Eyes: The Graphic Novel	Scott Cawthon	2.4
9	184	Rising Storm	Erin Hunter	6.1
10	22	The Novice	Taran Matharu	6.5
11	NULL	Until the End	Derek Landy	5.3
12	26	The Darkest Hour	Erin Hunter	6.3
13	36	A Dangerous Path	Erin Hunter	5.9
14	23	Eldest (English)	Christopher Paolini	7.0
15	191	Last Stand of Dead Men	Derek Landy	4.6
16	20	Ready Player One	Ernest Cline	6.7
17	29	Brisinr (English)	Christopher Paolini	7.8
18	198	Empire of Storms	Sarah J. Maas	6.2
19	33	Inheritance	Christopher Paolini	7.5
20	40	The Battlemage	Taran Matharu	6.7

Average ATOS 5.8 (5.1)
Average APC 0.93 (0.93)

Table 42: Voting on Favourite Books: Year 8

Rank	Prior Ranking	Book Title	Author	ATOS
1	8	Crooked Kingdom	Leigh Bardugo	5.6
2	82	Rising Storm	Erin Hunter	6.1
3	22	A Dangerous Path	Erin Hunter	5.9
4	474	Long Shadows	Erin Hunter	5.3
5	361	The Martian	Andy Weir	5.4
6	25	The Sight	Erin Hunter	4.9
7	40	Heartstopper Volume 1	Alice Oseman	2.5
8	6	Heartstopper Volume 2	Alice Oseman	2.6
9	1	Heartstopper Volume 3	Alice Oseman	2.7
10	NULL	Heartstopper Volume 4	Alice Oseman	2.9
11	NULL	It Ends with Us	Colleen Hoover	4.6
12	NULL	As Good as Dead	Holly Jackson	5.2
13	NULL	Attack on Titan	Hajime Isayama	3.5
14	39	Five Nights at Freddy's: Fazbear Frights: Into the Pit	Scott Cawthon	5.2
15	44	Six of Crows	Leigh Bardugo	5.5
16	52	The Novice	Taran Matharu	6.5
17	325	Ignite Me	Tahereh Mafi	4.1
18	7	Five Nights at Freddy's: The Silver Eyes (Scholastic Inc.)	Scott Cawthon	5.6
19	5	Ready Player One	Ernest Cline	6.7
20	394	Radio Silence	Alice Oseman	5.0

Average ATOS 4.8 (5.2)

Average APC 0.92 (0.93)

Table 43: Voting on Favourite Books: Years 9-11

Rank	Prior Ranking	Book Title	Author	ATOS
1	129	Ignite Me	Tahereh Mafi	4.1
2	13	Crooked Kingdom	Leigh Bardugo	5.6
3	52	Heartstopper Volume 1	Alice Oseman	2.5
4	1	Heartstopper Volume 2	Alice Oseman	2.6
5	7	A Good Girl's Guide to Murder	Holly Jackson	5.4
6	2	Heartstopper Volume 3	Alice Oseman	2.7
7	NULL	Heartstopper Volume 4	Alice Oseman	2.9
8	NULL	As Good as Dead	Holly Jackson	5.2
9	NULL	Attack on Titan	Hajime Isayama	3.5
10	9	The Song of Achilles	Madeline Miller	4.7
11	50	Six of Crows	Leigh Bardugo	5.5
12	530	Solitaire	Alice Oseman	4.6
13	93	Clockwork Prince	Cassandra Clare	5.7
14	79	The Queen of Nothing	Holly Black	5.3
15	118	Kingdom of Ash	Sarah J Maas	5.5
16	284	Clockwork Princess	Cassandra Clare	6.1
17	448	Siege	Chris Ryan	4.6
18	83	A Court of Wings and Ruin	Sarah J. Maas	5.5
19	105	The Throne of Fire	Rick Riordan	4.8
20	47	Inheritance	Christopher Paolini	7.5

Average ATOS 4.7 (5.1)
Average APC 0.94 (0.92)

Table 44: Favourite Books within Primary Schools

Rank	Book (Position last year in brackets if in list)	Author	Number of Times Voted For
1	Harry Potter & the Deathly Hallows (1)	J. K. Rowling	3983
2	Harry Potter & the Philosopher's Stone	J. K. Rowling	1991
3	Harry Potter & the Chamber of Secrets	J. K. Rowling	1441
4	Harry Potter & the Prisoner of Azkaban (1)	J. K. Rowling	1179
5	The Extremely Embarrassing Life of Lottie Brooks	Katie Kirby	935
6	Harry Potter and the Goblet of Fire	J. K. Rowling	879
7	The Mark of Athena	Rick Riordan	841
8	The House of Hades	Rick Riordan	774
9	Percy Jackson and the Last Olympian	Rick Riordan	754
10	Blood of Olympus (6)	Rick Riordan	670

Table 45: Favourite Books within Secondary Schools

Rank	Book (Position last year in brackets if in list)	Author	Number of Times Voted For
1	Heartstopper Volume 1 (10)	Alice Oseman	9,609
2	Heartstopper Volume 3 (8)	Alice Oseman	8,752
3	Heartstopper Volume 2 (5)	Alice Oseman	6,821
4	Heartstopper Volume 4	Alice Oseman	3,930
5	It Ends With Us	Colleen Hoover	2,591
6	As Good As Dead	Holly Jackson	1,700
7	Attack On Titan	Hajime Isayama	1,406
8	A Good Girl's Guide to Murder (1)	Holly Jackson	1,301
9	Blood of Olympus (4)	Rick Riordan	903
10	The Novice	Taran Matharu	737

Regional Variation in Reading Habits: Top 20 Titles in Years 1 – 11: Tables 46-54

Table 46: Variation in Reading by Region: Year 1

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	The Gruffalo	Julia Donaldson	The Kidnappers	Roderick Hunt	Leaves Fall Down: Learning About Autumn Leaves	Lisa Bullard
2	Peace at Last	Jill Murphy	Victorian Adventure	Roderick Hunt	Wonder	R.J. Palacio
3	Village in the Snow	Roderick Hunt	The Lost Key	Roderick Hunt	Pet Costume Party: A Pet Club Story	Gwendolyn Hooks
4	We're Going on a Bear Hunt	Michael J. Rosen	Viking Adventure	Roderick Hunt	War Horse	Michael Morpurgo
5	Land of the Dinosaurs	Roderick Hunt	The Rainbow Machine	Roderick Hunt	Wes Gets a Pet	Susan Blackaby
6	The Gruffalo's Child	Julia Donaldson	A Day in London	Roderick Hunt	Diary of a Wimpy Kid	Jeff Kinney
7	Castle Adventure	Roderick Hunt	Chinese Adventure	Roderick Hunt	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
8	Kipper and the Giant	Roderick Hunt	We're Going on a Bear Hunt	Michael J. Rosen	Keeping You Healthy: A Book About Doctors	Ann Owen
9	Monkey Puzzle	Julia Donaldson	The Treasure Chest	Roderick Hunt	Henry Helps with the Dog	Beth Bracken
10	Hungry Floppy	Roderick Hunt	The Broken Roof	Roderick Hunt	I See Spring	Charles Ghigna
11	Robin Hood	Roderick Hunt	Red Planet	Roderick Hunt	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
12	In the Garden	Roderick Hunt	Roman Adventure	Roderick Hunt	The Hunger Games	Suzanne Collins
13	The Dragon Tree	Roderick Hunt	The Outing	Roderick Hunt	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
14	The Magic Key	Roderick Hunt	Superdog	Roderick Hunt	The Twits	Roald Dahl
15	Handa's Surprise	Eileen Browne	The Litter Queen	Roderick Hunt	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
16	The Shiny Key	Roderick Hunt	The Dragon Tree	Roderick Hunt	Henry Helps Plant a Garden	Beth Bracken
17	The Secret Room	Roderick Hunt	The Bully	Roderick Hunt	Sunny Bumps the Drum	Susan Blackaby
18	Husky Adventure	Roderick Hunt	Pocket Money	Roderick Hunt	Henry Helps with Dinner (myON edition)	Beth Bracken
19	Pirate Adventure	Roderick Hunt	House for Sale	Roderick Hunt	Mr. Stink	David Walliams
20	Trapped!	Roderick Hunt	Gran	Roderick Hunt	Hank Hammer	Adria Klein

Table 46: Variation in Reading by Region: Year 1 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Handa's Surprise	Eileen Browne	The Gruffalo	Julia Donaldson
2	The New Baby	Roderick Hunt	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
3	At the Seaside	Roderick Hunt	Dragon Danger	Roderick Hunt
4	We're Going on a Bear Hunt	Michael J. Rosen	Hungry Floppy	Roderick Hunt
5	Kipper the Clown	Roderick Hunt	Looking After Gran	Roderick Hunt
6	Vanishing Cream	Roderick Hunt	Husky Adventure	Roderick Hunt
7	The Magic Key	Roderick Hunt	The Gruffalo's Child	Julia Donaldson
8	By the Stream	Roderick Hunt	Owl Babies	Martin Waddell
9	Nobody Wanted to Play	Roderick Hunt	The Tiger Who Came to Tea	Judith Kerr
10	The Jumble Sale	Roderick Hunt	The Spaceship	Roderick Hunt
11	Floppy's Bath	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon
12	The Barbecue	Roderick Hunt	The Upside-Down Browns	Julia Donaldson
13	Village in the Snow	Roderick Hunt	Tara's Party	Julia Donaldson
14	Strawberry Jam	Roderick Hunt	The Magic Finger	Roald Dahl
15	Floppy the Hero	Roderick Hunt	Usman's Books	Julia Donaldson
16	It's Not Fair	Roderick Hunt	Buddy	Nigel Hinton
17	Kipper's Idea	Roderick Hunt	Paula the Vet	Julia Donaldson
18	Underground Adventure	Roderick Hunt	Horrid Henry's Holiday (Early Reader)	Francesca Simon
19	A Fright in the Night	Roderick Hunt	Horrid Henry's Car Journey (Early Reader)	Francesca Simon
20	The Broken Roof	Roderick Hunt	Jack and the Giants	Julia Donaldson

Average ATOS and APC (2022 in brackets):

England ATOS 1.7 (1.7), APC 0.90 (0.92)

Scotland ATOS 2.2 (2.0), APC 0.88 (0.90)

Northern Ireland ATOS 3.3 (3.0), APC 0.92 (0.95)

Wales ATOS 1.2 (1.1), APC 0.90 (0.96)

Republic of Ireland ATOS 2.2 (1.5), APC 0.91 (0.93)

Table 47: Variation in Reading by Region: Year 2

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson	The Gruffalo	Julia Donaldson
2	The Gruffalo's Child	Julia Donaldson	The Gruffalo's Child	Julia Donaldson	By the Stream	Roderick Hunt
3	Owl Babies	Martin Waddell	Owl Babies	Martin Waddell	The Rope Swing	Roderick Hunt
4	The Smartest Giant in Town	Julia Donaldson	The Very Hungry Caterpillar	Eric Carle	On the Sand	Roderick Hunt
5	A Squash and a Squeeze	Julia Donaldson	A Squash and a Squeeze	Julia Donaldson	Gran	Roderick Hunt
6	The Tiger Who Came to Tea	Judith Kerr	The Cat in the Hat	Dr. Seuss	Kipper and the Giant	Roderick Hunt
7	Stick Man	Julia Donaldson	The Magic Finger	Roald Dahl	The Outing	Roderick Hunt
8	Room on the Broom	Julia Donaldson	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	The Dragon Tree	Roderick Hunt
9	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	We're Going on a Bear Hunt	Michael J. Rosen	A Squash and a Squeeze	Julia Donaldson
10	Peace at Last	Jill Murphy	Kipper and the Giant	Roderick Hunt	Village in the Snow	Roderick Hunt
11	The Magic Finger	Roald Dahl	Monkey Puzzle	Julia Donaldson	A New Dog	Roderick Hunt
12	We're Going on a Bear Hunt	Michael J. Rosen	Stick Man	Julia Donaldson	A Cat in the Tree	Roderick Hunt
13	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Aliens Love Underpants	Claire Freedman	Trapped!	Roderick Hunt
14	Robin Hood	Roderick Hunt	In the Garden	Roderick Hunt	The Gruffalo's Child	Julia Donaldson
15	Monkey Puzzle	Julia Donaldson	What the Ladybird Heard	Julia Donaldson	Spots!	Roderick Hunt
16	Lost in the Jungle	Roderick Hunt	Green Eggs and Ham	Dr. Seuss	Missing!	Roderick Hunt
17	Aliens Love Underpants	Claire Freedman	Red Planet	Roderick Hunt	Nobody Wanted to Play	Roderick Hunt
18	Land of the Dinosaurs	Roderick Hunt	Peace at Last	Jill Murphy	The Red Coat	Roderick Hunt
19	The Very Hungry Caterpillar	Eric Carle	Victorian Adventure	Roderick Hunt	The Kidnappers	Roderick Hunt
20	Five Minutes' Peace	Jill Murphy	Room on the Broom	Julia Donaldson	Dragon Danger	Roderick Hunt

Table 47: Variation in Reading by Region: Year 2 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Castle Adventure	Jill Murphy	The Gruffalo	Julia Donaldson
2	Five Minutes' Peace	Roderick Hunt	Dog Man	Dav Pilkey
3	In the Garden	Julia Donaldson	The Magic Finger	Roald Dahl
4	The Gruffalo's Child	Roderick Hunt	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
5	Roman Adventure	Roderick Hunt	Dog Man Unleashed	Dav Pilkey
6	Spots!	Julia Donaldson	Dog Man: Lord of the Fleas	Dav Pilkey
7	The Gruffalo	Roderick Hunt	The Smartest Giant in Town	Julia Donaldson
8	The Magic Key	Roderick Hunt	Dog Man: Brawl of the Wild	Dav Pilkey
9	A Fright in the Night	Roderick Hunt	Fantastic Mr Fox	Roald Dahl
10	The Go-kart Race	Roderick Hunt	The Twits	Roald Dahl
11	Kipper's Birthday	David McKee	The Gruffalo's Child	Julia Donaldson
12	Elmer and Wilbur	Martin Waddell	Horrid Henry's Holiday (Early Reader)	Francesca Simon
13	Kind Emma	Roderick Hunt	Dog Man: A Tale of Two Kitties	Dav Pilkey
14	Gran	Eileen Browne	Dog Man: Grime and Punishment	Dav Pilkey
15	Handa's Surprise	Roderick Hunt	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon
16	Village in the Snow	Roderick Hunt	Room on the Broom	Julia Donaldson
17	A New Dog	Roderick Hunt	Dog Man and Cat Kid	Dav Pilkey
18	The Wedding	Roderick Hunt	Horrid Henry Meets the Queen (Early Reader)	Francesca Simon
19	Superdog	Roderick Hunt	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon
20	The Lost Key	Martin Waddell	Stick Man	Julia Donaldson

Average ATOS and APC (2022 in brackets):

England ATOS 2.6 (2.4), APC 0.91 (0.91)

Scotland ATOS 2.4 (2.4), APC 0.89 (0.90)

Northern Ireland ATOS 1.3 (1.9), APC 0.94 (0.92)

Table 48: Variation in Reading by Region: Year 3

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	The Gruffalo	Julia Donaldson	The Magic Finger	Roald Dahl	The Gruffalo	Julia Donaldson
2	The Magic Finger	Roald Dahl	George's Marvellous Medicine	Roald Dahl	The Gruffalo's Child	Julia Donaldson
3	The Twits	Roald Dahl	The Gruffalo	Julia Donaldson	Stick Man	Julia Donaldson
4	The Gruffalo's Child	Julia Donaldson	The Twits	Roald Dahl	Room on the Broom	Julia Donaldson
5	Room on the Broom	Julia Donaldson	Fantastic Mr Fox	Roald Dahl	The Magic Finger	Roald Dahl
6	George's Marvellous Medicine	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Kipper and the Giant	Roderick Hunt
7	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon	Stick Man	Julia Donaldson	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
8	The Tiger Who Came to Tea	Judith Kerr	The Gruffalo's Child	Julia Donaldson	The Kidnappers	Roderick Hunt
9	Fantastic Mr Fox	Roald Dahl	Dog Man	Dav Pilkey	Robin Hood	Roderick Hunt
10	The Smartest Giant in Town	Julia Donaldson	The Smartest Giant in Town	Julia Donaldson	The Twits	Roald Dahl
11	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	The Tiger Who Came to Tea	Judith Kerr	The Flying Carpet	Roderick Hunt
12	Stick Man	Julia Donaldson	The Day the Crayons Quit	Drew Daywalt	Land of the Dinosaurs	Roderick Hunt
13	A Squash and a Squeeze	Julia Donaldson	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Lost in the Jungle	Roderick Hunt
14	The Snail and the Whale	Julia Donaldson	Esio Trot	Roald Dahl	The Rainbow Machine	Roderick Hunt
15	Funnybones	Janet Ahlberg	Room on the Broom	Julia Donaldson	Viking Adventure	Roderick Hunt
16	Horrid Henry's Holiday (Early Reader)	Francesca Simon	Owl Babies	Martin Waddell	The Outing	Roderick Hunt
17	Owl Babies	Martin Waddell	Horrid Henry	Francesca Simon	Red Planet	Roderick Hunt
18	Esio Trot	Roald Dahl	Zog	Julia Donaldson	In the Garden	Roderick Hunt
19	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon	The Very Hungry Caterpillar	Eric Carle	The Broken Roof	Roderick Hunt
20	Charlie Cook's Favourite Book	Julia Donaldson	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Superdog	Roderick Hunt

Table 48: Variation in Reading by Region: Year 3 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Robin Hood	Roderick Hunt	The Twits	Roald Dahl
2	All in One Piece	Jill Murphy	Dog Man	Dav Pilkey
3	A Squash and a Squeeze	Julia Donaldson	Dog Man: Brawl of the Wild	Dav Pilkey
4	Fantastic Mr Fox	Roald Dahl	Dog Man: Lord of the Fleas	Dav Pilkey
5	Three Blind Mice Team Up with the Three Little Pigs	Paul Harrison	Diary of a Wimpy Kid	Jeff Kinney
6	The Shiny Key	Roderick Hunt	Dog Man: A Tale of Two Kitties	Dav Pilkey
7	Land of the Dinosaurs	Roderick Hunt	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
8	We're Going on a Bear Hunt	Michael J. Rosen	Dog Man Unleashed	Dav Pilkey
9	Red Planet	Roderick Hunt	Dog Man and Cat Kid	Dav Pilkey
10	The Truth About Dogs: What Dogs Do When You're Not Looking	Mary Colson	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
11	The Litter Queen	Roderick Hunt	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
12	Sugar Hero	Michael Dahl	Fantastic Mr Fox	Roald Dahl
13	Christmas Adventure	Roderick Hunt	The Gruffalo	Julia Donaldson
14	Kipper and the Giant	Roderick Hunt	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
15	Honeybees	Lisa J. Amstutz	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
16	A Tiger Grows Up	Anastasia Suen	Dog Man: Mothering Heights	Dav Pilkey
17	In the Garden	Roderick Hunt	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
18	The New House	Roderick Hunt	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
19	The Kidnappers	Roderick Hunt	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
20	Lost in the Jungle	Roderick Hunt	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney

Average ATOS and APC (2022 in brackets):

England ATOS 3.3 (3.2), APC 0.90 (0.91)

Scotland ATOS 3.0 (3.0), APC 0.90 (0.89)

Northern Ireland ATOS 2.5 (2.6), APC 0.90 (0.91)

Wales ATOS 2.3 (2.1), APC 0.89 (0.91)

Republic of Ireland ATOS 4.0 (4.4), APC 0.91 (0.92)

Table 49: Variation in Reading by Region: Year 4

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	The Gruffalo	Julia Donaldson
2	The Twits	Roald Dahl	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	The Twits	Roald Dahl
3	George's Marvellous Medicine	Roald Dahl	George's Marvellous Medicine	Roald Dahl	Fantastic Mr Fox	Roald Dahl
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Fantastic Mr Fox	Roald Dahl	The Magic Finger	Roald Dahl
5	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	George's Marvellous Medicine	Roald Dahl
6	The Magic Finger	Roald Dahl	The Twits	Roald Dahl	Don't Be Horrid, Henry! (Early Reader)	Francesca Simon
7	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	The Gruffalo	Julia Donaldson	The Gruffalo's Child	Julia Donaldson
8	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Room on the Broom	Julia Donaldson
9	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	The Magic Finger	Roald Dahl	A Squash and a Squeeze	Julia Donaldson
10	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	The Smartest Giant in Town	Julia Donaldson
11	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Stick Man	Julia Donaldson
12	Esio Trot	Roald Dahl	Diary of a Wimpy Kid: Old School	Jeff Kinney	Esio Trot	Roald Dahl
13	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
14	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Gangsta Granny	David Walliams
15	Billionaire Boy	David Walliams	Billionaire Boy	David Walliams	Horrid Henry Gets Rich Quick (Early Reader)	Francesca Simon
16	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny	David Walliams	Horrid Henry's Birthday Party (Early Reader)	Francesca Simon
17	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Horrid Henry's Holiday (Early Reader)	Francesca Simon
18	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
19	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	The Brilliant World of Tom Gates	Liz Pichon	Dog Man	Dav Pilkey
20	The 13-Storey Treehouse	Andy Griffiths	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney

Table 49: Variation in Reading by Region: Year 4 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	The Shiny Key	Roderick Hunt	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
2	Robin Hood	Roderick Hunt	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
3	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid	Jeff Kinney
4	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
5	The Outing	Roderick Hunt	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
6	The Treasure Chest	Roderick Hunt	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
7	Harry and the Bucketful of Dinosaurs	Ian Whybrow	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
8	The Truth About Hamsters: What Hamsters Do When You're Not Looking	Mary Colson	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
9	Land of the Dinosaurs	Roderick Hunt	Gangsta Granny	David Walliams
10	Owl Babies	Martin Waddell	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
11	Village in the Snow	Roderick Hunt	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
12	The Smartest Giant in Town	Julia Donaldson	Diary of a Wimpy Kid: Old School	Jeff Kinney
13	The Laughing Princess	Roderick Hunt	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
14	The Hunt for Gold	Roderick Hunt	The Twits	Roald Dahl
15	How the Leopard Got His Spots	Shoo Rayner	Dog Man	Dav Pilkey
16	Castle Adventure	Roderick Hunt	Diary of a Wimpy Kid: Double Down	Jeff Kinney
17	Christmas Adventure	Roderick Hunt	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney
18	Rocky and Daisy Go Home	Melinda Melton Crow	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
19	Rotten Apples	Roderick Hunt	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
20	The Gruffalo	Julia Donaldson	Fantastic Mr Fox	Roald Dahl

Average ATOS and APC (2021 in brackets):

England ATOS 4.9 (4.7), APC 0.91 (0.91)

Scotland ATOS 4.8 (4.6), APC 0.90 (0.91)

Northern Ireland ATOS 3.6 (3.8), APC 0.90 (0.91)

Wales ATOS 2.5 (2.5), APC 0.89 (0.91)

Republic of Ireland ATOS 5.2 (5.1), APC 0.92 (0.93)

Table 50: Variation in Reading by Region: Year 5

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
2	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	George's Marvellous Medicine	Roald Dahl
3	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
4	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
5	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	The Twits	Roald Dahl
6	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Fantastic Mr Fox	Roald Dahl
7	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney	The Magic Finger	Roald Dahl
8	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
9	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: The Ugly Truth	Jeff Kinney
10	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
11	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Gangsta Granny	David Walliams
12	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
13	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney
14	The Twits	Roald Dahl	The Boy at the Back of the Class	Onjali Q. Raúf	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
15	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
16	Billionaire Boy	David Walliams	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
17	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Billionaire Boy	David Walliams
18	The Boy in the Dress	David Walliams	The Boy in the Dress	David Walliams	Diary of a Wimpy Kid: Double Down	Jeff Kinney
19	The Brilliant World of Tom Gates	Liz Pichon	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
20	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	Diary of a Wimpy Kid: Big Shot	Jeff Kinney

Table 50: Variation in Reading by Region: Year 5 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Fantastic Mr Fox	Roald Dahl	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
2	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
3	The Magic Finger	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
4	Room on the Broom	Julia Donaldson	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
5	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
6	Hairy Maclary from Donaldson's Dairy	Lynley Dodd	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
7	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
8	Ninja-rella: A Graphic Novel	Joey Comeau	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
9	The Tooth Fairy	Catherine Chambers	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
10	Harry and the Bucketful of Dinosaurs	Ian Whybrow	Diary of a Wimpy Kid: Old School	Jeff Kinney
11	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
12	Goth Girl and the Ghost of a Mouse	Chris Riddell	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
13	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
14	George's Marvellous Medicine	Roald Dahl	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney
15	The Loch Ness Monster	Catherine Chambers	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
16	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
17	Victorian Adventure	Roderick Hunt	Gangsta Granny	David Walliams
18	The Hunt for Gold	Roderick Hunt	The Twits	Roald Dahl
19	Carnivores	James Benefield	Billionaire Boy	David Walliams
20	Diary of a Wimpy Kid	Jeff Kinney	Gangsta Granny Strikes Again	David Walliams

Average ATOS and APC (2022 in brackets):

England ATOS 5.2 (5.1), APC 0.91 (0.92)

Scotland ATOS 5.2 (5.0), APC 0.91 (0.91)

Northern Ireland ATOS 5.0 (4.8), APC 0.92 (0.92)

Wales ATOS 4.0 (3.1), APC 0.91 (0.91)

Republic of Ireland ATOS 5.3 (5.1), APC 0.93 (0.93)

Table 51: Variation in Reading by Region: Year 6

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	Diary of a Wimpy Kid	Jeff Kinney	Wonder	R.J. Palacio	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
2	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
3	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
4	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Holes	Louis Sachar	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
5	Holes	Louis Sachar	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
6	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
7	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
8	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
9	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Gangsta Granny	David Walliams
10	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
11	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
12	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney
13	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
14	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny Strikes Again	David Walliams
15	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
16	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
17	Harry Potter and the Philosopher's Stone	J.K. Rowling	Gangsta Granny	David Walliams	Danny, the Champion of the World	Roald Dahl
18	Gangsta Granny Strikes Again	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
19	Billionaire Boy	David Walliams	The Boy at the Back of the Class	Onjali Q. Raúf	Billionaire Boy	David Walliams
20	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney

Table 51: Variation in Reading by Region: Year 6 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
2	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
3	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
4	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Holes	Louis Sachar
5	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
6	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Wonder	R.J. Palacio
7	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
8	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
9	Diary of a Wimpy Kid: Dog Days	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: Hard Luck	Jeff Kinney
11	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
12	The Lion, the Witch and the Wardrobe (Unabridged)	C.S. Lewis	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
13	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney
14	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
15	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney
16	The Legend of Bigfoot	Thomas Kingsley Troupe	Diary of a Wimpy Kid: Double Down	Jeff Kinney
17	Fantastic Mr Fox	Roald Dahl	Gangsta Granny	David Walliams
18	The 1918 Flu Pandemic	Katherine Krohn	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
19	Ninja-rella: A Graphic Novel	Joey Comeau	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
20	The Legend of the Vampire	Thomas Kingsley Troupe	The Boy in the Striped Pyjamas	John Boyne

Average ATOS and APC (2022 in brackets):

England ATOS 5.3 (5.2), APC 0.91 (0.921)

Scotland ATOS 5.4 (5.3), APC 0.91 (0.91)

Northern Ireland ATOS 5.3 (5.2), APC 0.93 (0.92)

Wales ATOS 5.0 (3.8), APC 0.92 (0.91)

Republic of Ireland ATOS 5.4 (5.34), APC 0.92 (0.92)

Table 52: Variation in Reading by Region: Year 7

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	Gangsta Granny	David Walliams	Diary of a Wimpy Kid	Jeff Kinney	Under the Hawthorn Tree	Marita Conlon-McKenna
2	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
3	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
4	Harry Potter and the Philosopher's Stone	J.K. Rowling	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
5	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
6	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
7	Wonder	R.J. Palacio	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
8	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
9	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
10	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
11	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Holes	Louis Sachar	Diary of a Wimpy Kid: Old School	Jeff Kinney
12	Heartstopper Volume 1	Alice Oseman	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny Strikes Again	David Walliams
13	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
14	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney	Gangsta Granny	David Walliams
15	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
16	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
17	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	A Kind of Spark	Elle McNicoll	Diary of a Wimpy Kid: Double Down	Jeff Kinney
18	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney
19	The Boy in the Dress	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
20	Diary of a Wimpy Kid: Old School	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Wonder	R.J. Palacio

Table 52: Variation in Reading by Region: Year 7 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Diary of a Wimpy Kid	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne
2	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
3	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Holes	Louis Sachar
4	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid	Jeff Kinney
5	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Wonder	R.J. Palacio
6	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
7	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
8	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
9	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
10	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
11	Ratburger	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
12	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
13	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
14	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
15	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney
16	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
17	Heartstopper Volume 1	Alice Oseman	Diary of a Wimpy Kid: Old School	Jeff Kinney
18	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: Double Down	Jeff Kinney
19	Diary of a Wimpy Kid: Old School	Jeff Kinney	Gangsta Granny	David Walliams
20	The Boy in the Dress	David Walliams	Harry Potter and the Philosopher's Stone	J.K. Rowling

Average ATOS and APC (2021 in brackets):

England ATOS 5.2 (5.3), APC 0.87 (0.87)

Scotland ATOS 5.3 (5.4), APC 0.88 (0.89)

Northern Ireland ATOS 5.3 (5.3), APC 0.93 (0.92)

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

Republic of Ireland ATOS 5.4 (5.4), APC 0.91 (0.91)

Table 53: Variation in Reading by Region: Year 8

Rank	England		Scotland		Northern Ireland	
	Book Title	Author	Book Title	Author	Book Title	Author
1	Animal Farm	George Orwell	Harry Potter and the Philosopher's Stone	J.K. Rowling	Gangsta Granny	David Walliams
2	Gangsta Granny	David Walliams	Coraline	Neil Gaiman	Diary of a Wimpy Kid	Jeff Kinney
3	Heartstopper Volume 1	Alice Oseman	Diary of a Wimpy Kid	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling
4	Diary of a Wimpy Kid	Jeff Kinney	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
5	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
6	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Heartstopper Volume 1	Alice Oseman	The Boy in the Striped Pyjamas	John Boyne
7	Of Mice and Men	John Steinbeck	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling
8	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
9	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Wonder	R.J. Palacio
10	Harry Potter and the Philosopher's Stone	J.K. Rowling	Billionaire Boy	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
11	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Holes	Louis Sachar
12	One of Us Is Lying	Karen M. McManus	The Hunger Games	Suzanne Collins	Diary of a Wimpy Kid: Big Shot	Jeff Kinney
13	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: The Deep End	Jeff Kinney
14	Wonder	R.J. Palacio	Charlie and the Chocolate Factory	Roald Dahl	Charlie and the Chocolate Factory	Roald Dahl
15	Heartstopper Volume 2	Alice Oseman	Heartstopper Volume 2	Alice Oseman	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
16	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
17	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Ratburger	David Walliams	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
18	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling	Billionaire Boy	David Walliams
19	Harry Potter and the Goblet of Fire	J.K. Rowling	Wonder	R.J. Palacio	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
20	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	Diary of a Wimpy Kid: Old School	Jeff Kinney

Table 53: Variation in Reading by Region: Year 8 (continued)

Rank	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Wonder	R.J. Palacio	Wonder	R.J. Palacio
2	Gangsta Granny	David Walliams	Private Peaceful	Michael Morpurgo
3	Diary of a Wimpy Kid	Jeff Kinney	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	The Boy in the Striped Pyjamas	John Boyne
5	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
6	Billionaire Boy	David Walliams	Girl, Missing	Sophie Mckenzie
7	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid	Jeff Kinney
8	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
9	Heartstopper Volume 1	Alice Oseman	Harry Potter and the Philosopher's Stone	J.K. Rowling
10	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
11	Harry Potter and the Chamber of Secrets	J.K. Rowling	Once	Morris Gleitzman
12	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney
13	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney
14	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Harry Potter and the Prisoner of Azkaban	J.K. Rowling
15	Private Peaceful	Michael Morpurgo	Gangsta Granny	David Walliams
16	Harry Potter and the Philosopher's Stone	J.K. Rowling	Harry Potter and the Goblet of Fire	J.K. Rowling
17	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling
18	Charlie and the Chocolate Factory	Roald Dahl	Harry Potter and the Order of the Phoenix	J.K. Rowling
19	Mr. Stink	David Walliams	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney
20	The Twits	Roald Dahl	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney

Average ATOS and APC (2022 in brackets):

England ATOS 5.3 (5.5), APC 0.88 (0.86)

Scotland ATOS 5.0 (5.4), APC 0.85 (0.85)

Northern Ireland ATOS 5.3 (5.4), APC 0.88 (0.89)

Wales ATOS 5.1 (5.0), APC 0.87 (0.87)

Republic of Ireland ATOS 5.5 (5.8), APC 0.88 (0.88)

Table 54: Variation in Reading by Region: Years 9-11

Rank	England		Scotland		Northern Ireland	
	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
2	Animal Farm	George Orwell	Buddy	Nigel Hinton	Gangsta Granny	David Walliams
3	An Inspector Calls	J.B. Priestley	Freak the Mighty	Rodman Philbrick	The Hunger Games	Suzanne Collins
4	Heartstopper Volume 1	Alice Oseman	Diary of a Wimpy Kid	Jeff Kinney	Harry Potter and the Chamber of Secrets	J.K. Rowling
5	One of Us Is Lying	Karen M. McManus	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Harry Potter and the Philosopher's Stone	J.K. Rowling
6	The Hunger Games	Suzanne Collins	One of Us Is Lying	Karen M. McManus	Diary of a Wimpy Kid	Jeff Kinney
7	It Ends with Us	Colleen Hoover	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	Harry Potter and the Goblet of Fire	J.K. Rowling
8	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	Private Peaceful	Michael Morpurgo
9	They Both Die at the End	Adam Silvera	Holes	Louis Sachar	Wonder	R.J. Palacio
10	Romeo and Juliet	Andrew Matthews	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
11	Harry Potter and the Goblet of Fire	J.K. Rowling	My Sister Lives on the Mantelpiece	Annabel Pitcher	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
12	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	Harry Potter and the Prisoner of Azkaban	J.K. Rowling
13	Blood Brothers	Willy Russell	Heartstopper Volume 1	Alice Oseman	Harry Potter and the Order of the Phoenix	J.K. Rowling
14	Gangsta Granny	David Walliams	Gangsta Granny	David Walliams	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
15	Heartstopper Volume 2	Alice Oseman	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney
16	Diary of a Wimpy Kid	Jeff Kinney	The Hunger Games	Suzanne Collins	Heartstopper Volume 1	Alice Oseman
17	Noughts and Crosses	Malorie Blackman	They Both Die at the End	Adam Silvera	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
18	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	Harry Potter and the Chamber of Secrets	J.K. Rowling	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney
19	The Woman in Black	Susan Hill	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	Harry Potter and the Half-Blood Prince	J.K. Rowling
20	The Boy in the Striped Pyjamas	John Boyne	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	Billionaire Boy	David Walliams

Table 54: Variation in Reading by Region: Years 9-11 (continued)

	Wales		Republic of Ireland	
	Book Title	Author	Book Title	Author
1	Of Mice and Men	John Steinbeck	Once	Morris Gleitzman
2	Stone Cold	Robert Swindells	Of Mice and Men	John Steinbeck
3	Romeo and Juliet	Martin Powell	Wonder	R.J. Palacio
4	Animal Farm	George Orwell	One of Us Is Lying	Karen M. McManus
5	An Inspector Calls	J.B. Priestley	Trash	Andy Mulligan
6	Where the World Ends	Geraldine McCaughrean	The Outsiders	S.E. Hinton
7	Blood Brothers	Willy Russell	Muhammad Ali	Isabel Sánchez Vegara
8	The Hunger Games	Suzanne Collins	The Boy in the Striped Pyjamas	John Boyne
9	They Both Die at the End	Adam Silvera	Harry Potter and the Philosopher's Stone	J.K. Rowling
10	Harry Potter and the Chamber of Secrets	J.K. Rowling	The Hunger Games	Suzanne Collins
11	Harry Potter and the Philosopher's Stone	J.K. Rowling	Diary of a Wimpy Kid: The Getaway	Jeff Kinney
12	Diary of a Wimpy Kid	Jeff Kinney	Rosa Parks	Lisbeth Kaiser
13	It Ends with Us	Colleen Hoover	Heartstopper Volume 1	Alice Oseman
14	One of Us Is Lying	Karen M. McManus	Anne Frank	Isabel Sánchez Vegara
15	Heroes	Robert Cormier	Harry Potter and the Chamber of Secrets	J.K. Rowling
16	Cold Keep	James Lovegrove	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney
17	Heartstopper Volume 1	Alice Oseman	They Both Die at the End	Adam Silvera
18	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	Diary of a Wimpy Kid: Dog Days	Jeff Kinney
19	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney
20	Charlie and the Chocolate Factory	Roald Dahl	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney

Average ATOS and APC (2021 in brackets):

England ATOS 5.3 (5.6), APC 0.88 (0.88)

Scotland ATOS 5.2 (5.4), APC 0.89 (0.88)

Northern Ireland ATOS 5.5 (5.7), APC 0.89 (0.90)

Wales ATOS 5.1 (5.2), APC 0.88 (0.89)

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

Table 55: Number of Students Using myOn in Each Grade

Year/Grade	Number of Students	Percentage of Students
Pre-Kindergarten (Preschool)	1689	0.71%
Kindergarten (Nursery)	5272	2.22%
1	13713	5.76%
2	31105	13.09%
3	34144	14.37%
4	36672	15.43%
5	29511	12.42%
6	34999	14.73%
7	28885	12.16%
8	15493	6.52%
9	4008	1.69%
10	1606	0.68%
11	337	0.14%
12	188	0.08%
Total	237996	100%

Top 20 Books Read with myON from Preschool – Year 11: Tables 56a-56n

Table 56a: Top 20 Books Read with myON in Preschool (Pre-Kindergarten)

Rank	Title	Times Read	ATOS
1	Henry Help+D2:F21s with the Dog	242	1.1
2	Penguin Moves Out of the Antarctic	155	2.3
3	Owl Moves Out of the Forest	141	2.2
4	Duck Goes Potty	304	NULL
5	Henry Helps with the Baby	235	1.7
6	Nap Time for Kitty	316	NULL
7	Henry Helps with Dinner	243	1.1
8	Henry Helps Clean His Room	207	1.3
9	Henry Helps Make Cookies	184	1.4
10	I See Autumn	193	1.3
11	Bear Says "Thank You"	261	NULL
12	Little Elephant Listens	240	NULL
13	Read All About Cats	44	3.3
14	I See Winter	182	1.3
15	Penguin Says "Please"	252	NULL
16	Henry Helps Wash the Car	209	1.5
17	Henry Helps with Laundry	161	1.5
18	Big Sisters Are the Best	95	1.5
19	Do Bees Make Butter?: A Book About Things Animals Make	61	2.9
20	Ho Ho Ho	236	NULL

Mean ATOS: 1.7

Table 56b: Top 20 Books Read with myON in Nursery (Kindergarten)

Rank	Title	Times Read	ATOS
1	Colossal Course!: A Monster Truck Myth	88	3.5
2	Quest for the Unicorn's Horn	344	1.9
3	A Jaguar Grows Up	423	3.5
4	A Tiger Grows Up	403	3.0
5	Gas Guzzler!: A Monster Truck Myth	62	3.6
6	Speed Dash: A Monster Truck Myth	67	3.3
7	Little Lizard's New Pet	1026	0.7
8	The Messy One	468	2.0
9	Terrible, Awful, Horrible Manners!	416	1.7
10	Underworld Clash: A Monster Truck Myth	67	3.3
11	Let's Paint the Garage!	791	1.1
12	Maybe When I'm Bigger	474	1.8
13	Eleanore Won't Share	351	2.4
14	A Lion Grows Up	286	3.1
15	Little Lizard's New Bike	718	1.1
16	My Day: Morning, Noon, and Night	286	2.5
17	Little Lizard's Big Party	778	0.8
18	The Legend of the Zombie	208	4.0
19	Little Lizard's New Friend	676	0.7
20	The Long Train Ride	593	1.0

Mean ATOS: 2.3

Table 56c: Top 20 books read with myON in Year 1

Rank	Title	Times Read	ATOS
1	Art-Rageous	36	4.2
2	A Jaguar Grows Up	1261	3.5
3	The Great and Powerful	51	3.9
4	The Legend of the Zombie	1039	4
5	A Tiger Grows Up	1278	3
6	Colossal Course!: A Monster Truck Myth	217	3.5
7	Max and Zoe: Too Many Tricks	1182	1.9
8	Nature Calls	27	4.1
9	Rapunzel Stories Around the World: 3 Beloved Tales	421	3.9
10	Christmas Chaos: Hidden Picture Puzzles	234	NULL
11	Fearless Freddie	71	3.4
12	Dancing Queen	37	3.7
13	A Lion Grows Up	938	3.1
14	Spelling Queen	35	3.4
15	Clues in the Attic	872	1.9
16	Cinderella Stories Around the World: 4 Beloved Tales	287	3.9
17	Let's Paint the Garage!	1623	1.1
18	The Truth About Unicorns	443	3.8
19	Test Drive: A Robot and Rico Story	901	1.7
20	Out and About at the Dentist	375	3.9

Mean ATOS = 3.3

Paper books ATOS = 1.8

Table 56d: Top 20 books read with myON in Year 2

Rank	Title	Times Read	ATOS
1	Sugar Hero	4594	2.0
2	The Marshmallow Mermaid	4226	2.1
3	The Evil Echo	3851	2.2
4	Art-Rageous	162	4.2
5	The Green Queen of Mean	3631	2.7
6	The Legend of the Zombie	3127	4.0
7	A Jaguar Grows Up	3276	3.5
8	Zeke Meeks vs His Big Phony Cousin	238	3.4
9	The Great and Powerful	138	3.9
10	Zeke Meeks vs the Horrifying TV-Turnoff Week	247	3.3
11	Christmas Chaos: Hidden Picture Puzzles	788	NULL
12	Zeke Meeks vs the No-Fun Fund-Raiser	232	3.3
13	Nature Calls	80	4.1
14	Swamp Sting!	1512	2.5
15	The Truth about Hamsters: What Hamsters Do When You're Not Looking	2194	2.5
16	Zoo Hideout: Hidden Picture Puzzles	537	NULL
17	A Tiger Grows Up	2689	3.0
18	Buzz Beaker vs Dracula: A Buzz Beaker Brainstorm	1821	2.5
19	The Truth about Dogs: What Dogs Do When You're Not Looking	1993	2.4
20	Zeke Meeks vs the Gruesome Girls	209	3.1

Mean ATOS = 3.0

Paper books ATOS = 2.6

Table 56e: Top 20 books read with myON in Year 3

Rank	Title	Times Read	ATOS
1	Sugar Hero	4137	2.0
2	Zeke Meeks vs His Big Phony Cousin	483	3.4
3	The Evil Echo	3622	2.2
4	The Marshmallow Mermaid	3810	2.1
5	Zeke Meeks vs the Horrifying TV-Turnoff Week	514	3.3
6	Zeke Meeks vs the No-Fun Fund-Raiser	463	3.3
7	Zeke Meeks vs the Gruesome Girls	477	3.1
8	The Green Queen of Mean	3424	2.7
9	Ninja-rella: A Graphic Novel	3170	3.0
10	Zeke Meeks vs the Super Stressful Talent Show	374	3.2
11	Zeke Meeks vs the Stinky Soccer Team	425	3.4
12	The Legend of the Zombie	3435	4.0
13	Zeke Meeks vs the Big Blah-rific Birthday	391	3.4
14	Zoo Hideout: Hidden Picture Puzzles	552	NULL
15	Art-Rageous	135	4.2
16	Snow White and the Seven Robots: A Graphic Novel	1437	3.2
17	Swamp Sting!	2104	2.5
18	Christmas Chaos: Hidden Picture Puzzles	695	NULL
19	Zeke Meeks vs the Crummy Class Play	361	3.3
20	Zeke Meeks vs the Horrendous Halloween	351	3.3

Mean ATOS = 3.1

Paper books ATOS = 3.2

Table 56f: Top 20 books read with myON in Year 4

Rank	Title	Times Read	ATOS
1	Zeke Meeks vs His Big Phony Cousin	4594	2.0
2	Zeke Meeks vs the Horrifying TV-Turnoff Week	4226	2.1
3	Zeke Meeks vs the No-Fun Fund-Raiser	3851	2.2
4	Zeke Meeks vs the Gruesome Girls	162	4.2
5	Zeke Meeks vs the Stinky Soccer Team	3631	2.7
6	Zeke Meeks vs the Stinkin' Science Fair	3127	4.0
7	Zeke Meeks vs the Big Blah-rific Birthday	3276	3.5
8	Zeke Meeks vs the Horrendous Halloween	238	3.4
9	Christmas Chaos: Hidden Picture Puzzles	138	3.9
10	Zeke Meeks vs the Super Stressful Talent Show	247	3.3
11	The Evil Echo	788	NULL
12	Zeke Meeks vs the Crummy Class Play	232	3.3
13	Zeke Meeks vs the Mother's Day Meltdown	80	4.1
14	Sugar Hero	1512	2.5
15	Molly and the Twin Towers: A 9/11 Survival Story	2194	2.5
16	Zeke Meeks vs the Pain-in-the-Neck Pets	537	NULL
17	Zeke Meeks vs the Putrid Puppet Pals	2689	3.0
18	The Marshmallow Mermaid	1821	2.5
19	Tiger Moth: Attack of the Zom-Bees!	1993	2.4
20	Ninja-rella: A Graphic Novel	209	3.1

Mean ATOS = 3.2

Paper books ATOS = 4.8

Table 56g: Top 20 books read with myON in Year 5

Rank	Title	Times Read	ATOS
1	Molly and the Twin Towers: A 9/11 Survival Story	315	4.2
2	Hettie and the London Blitz: A World War II Survival Story	350	4.2
3	The Grin in the Dark	307	4.3
4	Trapped Behind Nazi Lines	68	6.5
5	Volleyball Victory	554	4.3
6	Do Not Watch	167	4.8
7	Karate Countdown	530	3.1
8	Zeke Meeks vs His Big Phony Cousin	299	3.4
9	Zeke Meeks vs the Horrifying TV-Turnoff Week	338	3.3
10	The Legend of the Bermuda Triangle	3357	4.0
11	Football Spirit	458	3.2
12	Zeke Meeks vs the Stinky Soccer Team	320	3.4
13	The Legend of Bigfoot	3173	3.4
14	Zeke Meeks vs the Gruesome Girls	306	3.1
15	Snow White and the Seven Robots: A Graphic Novel	1265	3.2
16	Ninja-rella: A Graphic Novel	2376	3.0
17	Cycling Champion	479	4.2
18	Sugar Hero	2435	2.0
19	Football Shake-Up	470	NULL
20	Sleeping Beauty, Magic Master: A Graphic Novel	1710	2.7

Mean ATOS = 3.7

Paper books ATOS = 5.1

Table 56h: Top 20 books read with myON in Year 6

Rank	Title	Times Read	ATOS
1	The Grin in the Dark	1242	4.3
2	Olivia Bitter, Spooked-Out Sitter!	231	3.6
3	Have a Hot Time, Hades!	232	3.8
4	Do Not Watch	362	4.8
5	The Screaming Bridge	349	4.6
6	A Christmas Carol	613	3.6
7	Get to Work, Hercules!	89	3.7
8	Fade to Black	205	4.6
9	Tech Fury	198	4.6
10	Impact: The Story of the September 11 Terrorist Attacks	165	4.8
11	Attack of the Mud Creatures	177	4.7
12	Haunted Hotels Around the World	798	5.0
13	Haunted Objects from Around the World	683	4.8
14	Say Cheese, Medusa!	69	3.8
15	The Prisoners of the Thirteenth Floor	102	4.1
16	The Three Musketeers	316	3.0
17	Karate Countdown	279	3.1
18	S.M.A.R.T.S. and the Poison Plates	73	4.7
19	Stop that Bull, Theseus!	68	3.6
20	Nice Shot, Cupid!	72	4.2

Mean ATOS = 4.2

Paper books ATOS = 5.3

Table 56i: Top 20 books read with myON in Year 7

Rank	Title	Times Read	ATOS
1	Have a Hot Time, Hades!	203	3.8
2	Olivia Bitter, Spooked-Out Sitter!	133	3.6
3	Impact: The Story of the September 11 Terrorist Attacks	254	4.8
4	The Grin in the Dark	247	4.3
5	Get to Work, Hercules!	100	3.7
6	The Sighting: A Mermaid's Journey	99	3.4
7	Muhammad Ali: American Champion	1069	3.8
8	Into the Storm: A Mermaid's Journey	84	3.2
9	Say Cheese, Medusa!	68	3.8
10	Dracula	508	2.6
11	Do Not Watch	120	4.8
12	Neptune's Trident: A Mermaid's Journey	72	3.3
13	Stop that Bull, Theseus!	71	3.6
14	Fighting Phantoms	128	5.5
15	The Wonderful Wizard of Oz	38	7.0
16	Peter Pan	23	7.2
17	The Adventures of Hercules	315	3.7
18	A Christmas Carol	315	3.6
19	Theseus and the Minotaur	364	3.1
20	Fire and Ice: A Mermaid's Journey	64	3.4

Mean ATOS = 4.1

Paper books ATOS = 5.2

Table 56j: Top 20 books read with myON in Year 8

Rank	Title	Times Read	ATOS
1	Have a Hot Time, Hades!	158	3.8
2	Get to Work, Hercules!	92	3.7
3	Impact: The Story of the September 11 Terrorist Attacks	210	4.8
4	The Sighting: A Mermaid's Journey	101	3.4
5	Muhammad Ali: American Champion	885	3.8
6	Into the Storm: A Mermaid's Journey	67	3.2
7	Stop that Bull, Theseus!	53	3.6
8	A Christmas Carol	21	6.7
9	Say Cheese, Medusa!	38	3.8
10	Fighting Phantoms	91	5.5
11	Design Destiny	82	5.1
12	Neptune's Trident: A Mermaid's Journey	53	3.3
13	Why Is There Life on Earth? (Express)	212	5.4
14	The Mummy at Midnight	203	3.5
15	Phone Home, Persephone!	53	3.8
16	Hit the Road Helen!	28	4.2
17	The Curse of Raven Lake	200	3.8
18	A Christmas Carol	216	3.6
19	Tragedy in Dallas	131	6.3
20	Runway Rundown	41	4.7

Mean ATOS = 4.3

Paper books ATOS = 5.1

Table 56k: Top 20 books read with myON in Year 9

Rank	Title	Times Read	ATOS
1	Impact: The Story of the September 11 Terrorist Attacks	43	4.8
2	Have a Hot Time, Hades!	19	3.8
3	Into the Storm: A Mermaid's Journey	15	3.2
4	Muhammad Ali: American Champion	202	3.8
5	The Sighting: A Mermaid's Journey	12	3.4
6	Get to Work, Hercules!	15	3.7
7	Neptune's Trident: A Mermaid's Journey	13	3.3
8	Dracula	1	6.6
9	A Christmas Carol	25	3.6
10	Nice Shot, Cupid!	5	4.2
11	Werewolf High	25	3.1
12	The Mummy at Midnight	32	3.5
13	Treasure Island	1	8.3
14	Phone Home, Persephone!	7	3.8
15	Say Cheese, Medusa!	6	3.8
16	Hit the Road Helen!	6	4.2
17	What Are the Issues With Genetic Technology?	12	7.4
18	Design Destiny	13	5.1
19	Fire and Ice: A Mermaid's Journey	8	3.4
20	Keep a Lid on It, Pandora!	8	3.4

Mean ATOS = 4.3

Paper books ATOS = 5.2

Table 56: Top 20 books read with myON in Year 10

Rank	Title	Times Read	ATOS
1	Stories of Women in World War II: We Can Do It!	5	6.5
2	Dracula	1	6.6
3	Macbeth	23	3.3
4	Muhammad Ali: American Champion	9	3.8
5	The Sighting: A Mermaid's Journey	2	3.4
6	The Mexican-American War	1	7.3
7	A Christmas Carol	9	3.6
8	Adaptation and Survival	3	5.0
9	Blizzard!: A Survive! Story	11	3.1
10	The Mummy at Midnight	9	3.5
11	Stories of Women in the 1960s: Fighting for Freedom	2	7.4
12	The Ride That Was Really Haunted	6	NULL
13	Full Moon Horror	6	3.0
14	What Do We Know About the Solar System? (Express)	6	4.9
15	A World After Fossil Fuels	3	7.4
16	Neptune's Trident: A Mermaid's Journey	2	3.3
17	Skyfall	3	3.9
18	A Christmas Carol	1	6.7
19	Tuner Cars	12	5.3
20	What Do We Know About Stars and Galaxies? (Express)	6	5.1

Mean ATOS = 4.9

Paper books ATOS = 5.2

Table 56m: Top 20 books read with myON in Year 11

Rank	Title	Times Read	ATOS
1	Elisabeth and the Unwanted Advice	5	4.8
2	Stories of Women in World War II: We Can Do It!	6	6.5
3	Hit the Road Helen!	1	4.2
4	Stories of Women in the 1960s: Fighting for Freedom	2	7.4
5	Stories of Women's Suffrage: Votes for Women!	1	7.5
6	Scorching Supercars	12	5.6
7	The Wind in the Willows	14	2.4
8	The Picture of Dorian Gray: A Graphic Novel	5	3.2
9	The Mummy at Midnight	7	3.5
10	Brooke's Big Decision: #8	3	5.0
11	A World After Fossil Fuels	2	7.4
12	Around the World in Eighty Days	1	9.6
13	Second Shot	5	4.9
14	Pet Psychic	3	3.7
15	Stories of Women During the Industrial Revolution: Changing Roles, Changing Lives	3	6.9
16	Lucky Soccer Save	2	3.9
17	101 Ways to Be Smart About Money	1	7.0
18	Werewolf High	7	3.1
19	Realm of Ghosts	8	3.8
20	Power Play	4	4.2

Mean ATOS = 5.2

Paper books ATOS = 5.2

Table 56n: Top 20 books read with myON in Year 12

Rank	Title	Times Read	ATOS
1	Lions	7	4.8
2	Cool Crosby	4	3.4
3	The Picture of Dorian Gray: A Graphic Novel	1	3.2
4	Day of Infamy: The Story of the Attack on Pearl Harbor	2	6.3
5	Stories of Women in the 1960s: Fighting for Freedom	2	7.4
6	The Sighting: A Mermaid's Journey	1	3.4
7	Dwayne Johnson	1	5.5
8	Second Shot	3	4.9
9	Undertaker: Life of the Dead Man	1	5.5
10	Fire and Ice: A Mermaid's Journey	1	3.4
11	Drooling Dudley	3	3.3
12	Food Chains and Webs	1	6.5
13	Manners Matter in the Classroom	1	2.5
14	Kaitlyn and the Competition	1	4.2
15	Manners at a Friend's House	1	2.6
16	The Lonely Existence of Asteroids and Comets	3	5.8
17	Werewolf High	1	3.1
18	Black Beauty	2	3.0
19	When Volcanoes Erupt!	6	5.6
20	Basement of the Undead	1	3.3

Mean ATOS = 4.4

Paper books ATOS = 5.2

Table 57: Summary Data for Australia and New Zealand Years 1-12

Year	Total Students	Total Quizzes Taken	Total Quizzes Passed	Total Words Read	Average APC	Average ATOS
K	33	533	452	336,655	80%	1.9
1	436	9,689	8,274	15,813,399	77%	2.3
2	2,568	70,951	58,519	226,430,849	75%	2.7
3	7,578	241,291	198,233	1,561,045,876	77%	3.2
4	9,245	246,484	208,171	2,770,259,361	78%	3.6
5	9,966	208,081	176,864	3,884,544,808	79%	4.0
6	9,156	143,453	123,365	3,596,447,697	80%	4.3
7	11,742	96,695	73,824	2,593,523,362	73%	4.4
8	10,664	57,569	44,293	1,735,975,297	72%	4.5
9	4,342	19,930	15,104	695,217,387	72%	4.6
10	1,368	5,165	3,832	176,145,469	72%	4.9
11	134	486	375	15,464,001	70%	4.9
12	22	40	31	288,519	64%	3.7
Total	67,221	1,099,834	910,885	17,271,156,025		

Data from 67,221 (66,404) students at 440 (430) schools, 431 (422) in Australia and 9 (8) in New Zealand
 Previous year in brackets
 Average ATOS 3.8 (3.9)
 Average APC 0.75 (0.75)

Table 58: Most Popular Books by Age Grouping in Australia and New Zealand: Years K-2

Rank	Number of students	Book Title	Author	ATOS	APC
1	130	Green Eggs and Ham	Dr. Seuss	1.5	92%
2	122	The Cat in the Hat	Dr. Seuss	2.1	90%
3	120	The Bad Guys	Aaron Blabey	2.4	87%
4	117	Dog Man	Dav Pilkey	2.6	93%
5	115	Hotdog!	Anh Do	2.7	89%
6	112	The Very Cranky Bear	Nick Bland	2.9	89%
7	108	Hotdog! Party Time!	Anh Do	3.1	89%
8	106	Pig the Pug	Aaron Blabey	1.7	95%
9	93	WeirDo 5: Totally Weird!	Anh Do	3.1	90%
10	92	The Gruffalo	Julia Donaldson	2.3	92%
11	91	Dog Man: Grime and Punishment	Dav Pilkey	2.5	91%
12	91	The Very Brave Bear	Nick Bland	3	86%
13	91	The Bad Guys in Mission Unpluckable	Aaron Blabey	2.4	85%
14	89	The Bad Guys in Attack of the Zittens	Aaron Blabey	2.5	88%
15	89	One Fish, Two Fish, Red Fish, Blue Fish	Dr. Seuss	1.7	85%
16	88	Pig the Grub	Aaron Blabey	2.4	94%
17	88	Hop on Pop	Dr. Seuss	1.5	91%
18	87	The Very Hungry Caterpillar	Eric Carle	2.9	97%
19	87	Possum Magic	Mem Fox	3	92%
20	87	WeirDo 3: Extra Weird!	Anh Do	2.9	90%

Previous year in brackets
Average ATOS = 2.5 (2.4)
Average APC = 0.90 (0.91)

Table 59: Most Popular Books by Age Grouping in Australia and New Zealand: Years 3-5

Rank	Number of students	Book Title	Author	ATOS	APC
1	1687	The Bad Guys	Aaron Blabey	2.4	90%
2	1644	WeirDo	Anh Do	3.4	89%
3	1552	Diary of a Wimpy Kid	Jeff Kinney	5.2	88%
4	1542	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	92%
5	1510	Dog Man	Dav Pilkey	2.6	91%
6	1497	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	89%
7	1489	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	93%
8	1439	WeirDo 2: Even Weirder!	Anh Do	3.2	91%
9	1408	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	91%
10	1395	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	91%
11	1384	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	91%
12	1365	Dog Man Unleashed	Dav Pilkey	2.5	88%
13	1347	The 13-Storey Treehouse	Andy Griffiths	3.9	92%
14	1339	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5	91%
15	1329	Pig the Pug	Aaron Blabey	1.7	95%
16	1314	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	5.6	90%
17	1310	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	94%
18	1295	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6	90%
19	1287	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8	87%
20	1276	WeirDo 5: Totally Weird!	Anh Do	3.1	90%

Average ATOS = 4.4 (4.4)

Average APC = 0.91 (0.92)

Table 60: Most Popular Books by Age Grouping in Australia and New Zealand: Years 6-8

Rank	Number of students	Book Title	Author	ATOS	APC
1	1550	Diary of a Wimpy Kid	Jeff Kinney	5.2	88%
2	1415	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	92%
3	1404	Wonder	R.J. Palacio	4.8	83%
4	1326	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	88%
5	1226	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	85%
6	1199	Pig the Pug	Aaron Blabey	1.7	96%
7	1197	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	91%
8	1171	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	5.6	90%
9	1148	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	92%
10	1134	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5	91%
11	1133	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	91%
12	1125	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	86%
13	1082	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	93%
14	1073	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	94%
15	1022	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6	90%
16	1013	The Hunger Games	Suzanne Collins	5.3	90%
17	1009	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8	86%
18	983	Diary of a Wimpy Kid: Old School	Jeff Kinney	5.6	93%
19	968	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8	93%
20	952	Diary of a Wimpy Kid: The Deep End	Jeff Kinney	5.4	96%

Average ATOS = 5.4 (5.6)

Average APC = 0.90 (0.90)

Table 61: Most Popular Books by Age Grouping in Australia and New Zealand: Years 9-12

Rank	Number of students	Book Title	Author	ATOS	APC
1	235	It Ends with Us	Colleen Hoover	4.6	93%
2	230	The Boy in the Striped Pyjamas	John Boyne	5.8	91%
3	227	Trash	Andy Mulligan	5.1	89%
4	219	The Hunger Games	Suzanne Collins	5.3	88%
5	210	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	85%
6	191	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	87%
7	188	Wonder	R.J. Palacio	4.8	79%
8	159	Heartstopper Volume 1	Alice Oseman	2.5	97%
9	159	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7	87%
10	158	Pig the Pug	Aaron Blabey	1.7	94%
11	152	Possum Magic	Mem Fox	3	98%
12	152	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	89%
13	152	Diary of a Wimpy Kid	Jeff Kinney	5.2	84%
14	148	Remembrance Day and the Poppy	Helen Cox Cannons	4.3	95%
15	144	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8	93%
16	137	The Outsiders	S.E. Hinton	4.7	76%
17	136	Percy Jackson and the Lightning Thief	Rick Riordan	4.5	87%
18	133	One of Us Is Lying	Karen M. McManus	5.1	93%
19	131	The Maze Runner	James Dashner	5.3	88%
20	126	The Summer I Turned Pretty	Jenny Han	4.1	89%

Average ATOS = 4.9 (5.5)
Average APC = 0.89 (0.89)

Table 62: Summary Data for Canada Years 1-12

Grade	Total Students	Total Quizzes Taken	Total Quizzes Passed	Total Words Read	Average APC	Average ATOS
1	818	28,709	26,890	17,202,127	86%	1.8
2	1,956	106,485	95,861	160,236,796	83%	2.3
3	2,848	126,814	108,889	658,490,325	80%	3
4	3,643	120,417	104,140	1,335,287,270	80%	3.5
5	3,486	97,442	84,874	1,843,612,411	80%	3.8
6	3,179	59,510	51,915	1,871,849,939	80%	4.2
7	2,601	34,734	30,172	1,453,770,525	80%	4.5
8	2,048	21,016	18,218	1,159,967,142	79%	4.7
9	1,810	10,931	9,766	634,450,087	82%	4.6
10	1,231	3,936	3,357	271,002,998	83%	5.1
11	220	722	643	60,638,681	83%	5.5
12	89	263	216	19,130,403	82%	5.5
Total	23,929	610,979	534,941	9,485,638,704		

Data from 23,929 (21,480) students at 174 schools

Overall Average ATOS 4.0 (4.2)

Overall Average APC 0.82 (0.82)

Table 63: Most Popular Books by Age Grouping in Canada: Years K-2

Rank	Number of students	Book Title	Author	ATOS	APC
1	211	I'm a Frog!	Mo Willems	1.1	97%
2	210	My New Friend Is So Fun!	Mo Willems	1.1	97%
3	196	Pete the Cat: Too Cool for School	Kimberly Dean	1.3	98%
4	186	A Big Guy Took My Ball!	Mo Willems	1	97%
5	186	Biscuit Goes to School	Alyssa Satin Capucilli	0.9	96%
6	184	Let's Go for a Drive!	Mo Willems	1	97%
7	183	Waiting Is Not Easy!	Mo Willems	0.9	93%
8	182	Pete the Cat: A Pet for Pete	James Dean	1.7	95%
9	182	Pete the Cat: Pete's Big Lunch	James Dean	1.2	95%
10	176	Happy Pig Day!	Mo Willems	0.7	89%
11	164	I Really Like Slop!	Mo Willems	1	96%
12	162	Biscuit Finds a Friend	Alyssa Satin Capucilli	0.8	91%
13	161	I Am Invited to a Party!	Mo Willems	0.7	95%
14	161	Should I Share My Ice Cream?	Mo Willems	1.1	91%
15	159	Can I Play Too?	Mo Willems	0.6	93%
16	158	Pete the Cat: Pete at the Beach	James Dean	1.3	93%
17	158	If You Take a Mouse to School	Laura Numeroff	2.4	92%
18	157	Biscuit	Alyssa Satin Capucilli	1.4	91%
19	156	We Are in a Book!	Mo Willems	0.9	96%
20	155	If You Give a Pig a Pancake	Laura Numeroff	2.5	94%

Average ATOS = 1.2 (1.3)

Average APC = 0.94 (0.93)

Table 64: Most Popular Books by Age Grouping in Canada: Year 3-5

Rank	Number of students	Book Title	Author	ATOS	APC
1	765	Diary of a Wimpy Kid	Jeff Kinney	5.2	88%
2	748	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	5.6	89%
3	734	Dog Man: Mothering Heights	Dav Pilkey	2.6	94%
4	684	Dog Man	Dav Pilkey	2.6	90%
5	679	Dog Man Unleashed	Dav Pilkey	2.5	85%
6	674	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	88%
7	666	Dog Man: Fetch-22	Dav Pilkey	2.7	91%
8	659	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	92%
9	655	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	91%
10	645	Dog Man: Lord of the Fleas	Dav Pilkey	2.6	90%
11	637	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	92%
12	634	Dog Man: Brawl of the Wild	Dav Pilkey	2.6	88%
13	628	Smile	Raina Telgemeier	2.6	90%
14	627	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5	93%
15	617	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	91%
16	612	Guts	Raina Telgemeier	2.6	91%
17	610	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6	89%
18	607	Dog Man: Grime and Punishment	Dav Pilkey	2.5	93%
19	600	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4	94%
20	599	Sisters	Raina Telgemeier	2.4	85%

Average ATOS = 4.0 (4.1)

Average APC = 0.90 (0.91)

Table 65: Most Popular Books by Age Grouping in Canada: Year 6-8

Rank	Number of students	Book Title	Author	ATOS	APC
1	475	Diary of a Wimpy Kid: Big Shot	Jeff Kinney	5.6	92%
2	443	The Giver	Lois Lowry	5.7	94%
3	422	The Lightning Thief	Rick Riordan	4.7	92%
4	390	The Breadwinner	Deborah Ellis	4.5	90%
5	388	The Hunger Games	Suzanne Collins	5.3	90%
6	381	Hatchet	Gary Paulsen	5.7	89%
7	368	The Outsiders	S.E. Hinton	4.7	84%
8	358	Diary of a Wimpy Kid	Jeff Kinney	5.2	86%
9	351	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4	92%
10	336	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7	86%
11	330	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5	90%
12	326	Wonder	R.J. Palacio	4.8	83%
13	325	Diary of a Wimpy Kid: The Deep End	Jeff Kinney	5.4	95%
14	322	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2	90%
15	320	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	87%
16	314	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5	91%
17	313	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2	88%
18	307	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8	93%
19	293	Diary of a Wimpy Kid: Wrecking Ball	Jeff Kinney	5.5	90%
20	287	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4	90%

Average ATOS = 5.4 (5.4)
Average APC = 0.90 (0.90)

Table 66: Most Popular Books by Age Grouping in Canada: Years 9-12

Rank	Number of students	Book Title	Author	ATOS	APC
1	181	The Hunger Games	Suzanne Collins	5.3	90%
2	138	It Ends with Us	Colleen Hoover	4.6	96%
3	114	Touching Spirit Bear	Ben Mikaelson	5.3	91%
4	110	The Hate U Give	Angie Thomas	3.9	84%
5	98	The Lightning Thief	Rick Riordan	4.7	93%
6	94	Wonder	R.J. Palacio	4.8	93%
7	85	A Good Girl's Guide to Murder	Holly Jackson	5.4	96%
8	79	The Fault in Our Stars	John Green	5.5	93%
9	79	The Maze Runner	James Dashner	5.3	92%
10	75	Divergent	Veronica Roth	4.8	93%
11	73	Harry Potter and the Philosopher's Stone	J.K. Rowling	6	91%
12	70	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8	95%
13	70	The Great Gatsby	F. Scott Fitzgerald	7.3	89%
14	67	Twilight	Stephenie Meyer	4.9	92%
15	65	The Inheritance Games	Jennifer Lynn Barnes	4.7	97%
16	65	One of Us Is Lying	Karen M. McManus	5.1	94%
17	65	Night	Elie Wiesel	4.8	81%
18	63	Long Way Down	Jason Reynolds	4.3	92%
19	61	The Cruel Prince	Holly Black	5.3	98%
20	60	The Field Guide to the North American Teenager	Ben Philippe	5.9	95%

Average ATOS = 5.2 (5.6)
Average APC = 0.92 (0.91)

Table 68: Most Popular Books in Egypt

Rank	Title	Author	ATOS
1	Max and Zoe Celebrate Mother's Day	Shelley Swanson Sateren	0.5
2	Buzz Beaker and the Super Fast Car	Cari Meister	0.5
3	The Marshmallow Mermaid	Michael Dahl	0.5
4	Charlie and the Chocolate Factory	Roald Dahl	5.0
5	Rocky and Daisy Go Home	Melinda Melton Crow	0.5
6	Buzz Beaker and the Race to School	Cari Meister	0.5
7	Sugar Hero	Michael Dahl	0.5
8	Pushing Isn't Funny: What to Do About Physical Bullying	Melissa Higgins	0.5
9	Insults Aren't Funny: What to Do About Verbal Bullying	Amanda F. Doering	0.5
10	Teasing Isn't Funny: What to Do About Emotional Bullying	Melissa Higgins	0.5
11	Back to School	Christianne C. Jones	0.5
12	Max and Zoe: The Science Fair	Shelley Swanson Sateren	0.5
13	Max and Zoe: The Very Best Art Project	Shelley Swanson Sateren	0.5
14	Joey's First Day	Christianne C. Jones	0.5
15	Sometimes Jokes Aren't Funny: What to Do About Hidden Bullying	Amanda F. Doering	0.5
16	Ooze Slingers from Outer Space	Blake A. Hoena	0.5
17	Community Helpers at School	Mari Schuh	0.5
18	Matilda (English)	Roald Dahl	6.0
19	Ninja-rella: A Graphic Novel	Joey Comeau	0.5
20	Buzz Beaker and the Speed Secret	Cari Meister	0.5

Average ATOS: 2.4 (2.6) previous year in brackets

3,604 students (3,169)

Quizzes Taken: 65,526 (45,273)

Overall Average APC (all grades, all books): 0.79 (0.81)

Table 69: Most Popular Books in Hong Kong

Rank	Title	Author	ATOS
1	White Bird: A Wonder Story	R.J. Palacio	3.5
2	Number the Stars	Lois Lowry	4.5
3	The Breadwinner	Deborah Ellis	4.5
4	The Lightning Thief	Rick Riordan	4.7
5	The Fifty-First Dragon	Heywood Broun	5.8
6	Kids Speak Out About Inequality	Chris Schwab	4.0
7	Diary of a Wimpy Kid	Jeff Kinney	5.2
8	The Giver	Lois Lowry	5.7
9	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
10	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
11	Hey There, Stink Bug!	Leslie Bulion	5.5
12	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9
13	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
14	Harry Potter and the Philosopher's Stone	J.K. Rowling	6.0
15	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
16	The Raven	Edgar Allan Poe	7.1
17	Matilda (English)	Roald Dahl	5.0
18	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
19	The Wave	Todd Strasser	5.2
20	The Pearl	John Steinbeck	7.1

Average ATOS: 5.5 (4.8)

2032 students (1563) previous year in brackets

Quizzes Taken: 25,414 (45,273)

Overall Average APC (all grades, all books): 0.77 (0.81)

Table 70: Most Popular Books in Malaysia

Rank	Title	Author	ATOS
1	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
2	Harry Potter and the Philosopher's Stone	J.K. Rowling	6.0
3	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
4	Matilda (English)	J.K. Rowling	5.0
5	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8
6	Harry Potter and the Deathly Hallows	Roald Dahl	6.9
7	Diary of a Wimpy Kid	Jeff Kinney	5.2
8	Harry Potter and the Order of the Phoenix	J.K. Rowling	7.2
9	Wonder	R.J. Palacio	4.8
10	Percy Jackson and the Lightning Thief	Rick Riordan	4.5
11	Harry Potter and the Half-Blood Prince	J.K. Rowling	7.2
12	Charlie and the Chocolate Factory	Roald Dahl	4.8
13	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
14	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
15	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
16	The BFG	Roald Dahl	4.8
17	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
18	Billionaire Boy	David Walliams	4.1
19	Holes	Louis Sachar	4.6
20	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5

Average ATOS: 5.6 (5.7)

2339 students (2550) previous year in brackets

Quizzes Taken: 49,427 (61,111)

Overall Average APC (all grades, all books): 0.79 (0.81)

Table 71: Most Popular Books in Mexico

Rank	Title	Author	ATOS
1	Stella Díaz Has Something to Say	Angela Dominguez	4.2
2	Scaredy Squirrel	Mélanie Watt	3.6
3	Belling the Cat: A Retelling of Aesop's Fable	Eric Blair	2.4
4	Animals in Fall	Martha E. H. Rustad	1.2
5	The Donkey in the Lion's Skin: A Retelling of Aesop's Fable	Eric Blair	2.6
6	The Boy Who Cried Wolf: A Retelling of Aesop's Fable	Eric Blair	2.2
7	The Fox and the Grapes: A Retelling of Aesop's Fable	Mark White	1.9
8	Yellow: Seeing Yellow All Around Us	Sarah L. Schuette	1.9
9	Happy Halloween, Gus!	Jacklyn Williams	3.0
10	Rosie Revere, Engineer	Andrea Beaty	4.2
11	Diary of a Wimpy Kid	Jeff Kinney	5.2
12	Happy Valentine's Day, Gus!	Jacklyn Williams	2.9
13	Max Goes to the Barber	Adria F. Klein	1.6
14	The Library	Blake A. Hoena	1.7
15	Blue: Seeing Blue All Around Us	Sarah L. Schuette	2.2
16	Max Goes to School	Adria F. Klein	1.0
17	Orange	Sarah L. Schuette	2.2
18	Max Goes to the Doctor	Adria F. Klein	1.3
19	Happy Birthday, Gus!	Jacklyn Williams	2.9
20	Merry Christmas, Gus!	Jacklyn Williams	2.7

Average ATOS: 2.5 (3.3)

1396 students (1660) previous year in brackets

Quizzes Taken: 36,266 (45,558)

Overall Average APC (all grades, all books): 0.73 (0.76)

Table 72: Most Popular Books in the Northern Mariana Islands

Rank	Title	Author	ATOS
1	A Fine, Fine School	Sharon Creech	3.3
2	Tops & Bottoms	Janet Stevens	3.2
3	Diary of a Wimpy Kid	Jeff Kinney	5.2
4	The Trial of Cardigan Jones	Tim Egan	3.4
5	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
6	The Bad Seed	Jory John	2.0
7	Click, Clack, Moo: Cows That Type	Doreen Cronin	2.3
8	The Very Hungry Caterpillar	Eric Carle	2.9
9	Yonder Mountain: A Cherokee Legend	Robert H. Bushyhead	3.8
10	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
11	Young Thomas Edison	Michael Dooling	4.7
12	Kamishibai Man	Allen Say	3.3
13	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
14	The Legend of Rock Paper Scissors	Drew Daywalt	3.9
15	Scaredy Squirrel Makes a Friend	Mélanie Watt	3.0
16	Bat Loves the Night	Nicola Davies	3.4
17	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
18	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5
19	Destiny's Gift	Natasha Anastasia Tarpley	4.0
20	The Ugly Vegetables	Grace Lin	3.1

Average ATOS: 3.9 (3.2)

3,563 students (2,915) previous year in brackets

Quizzes Taken: 105,625 (55,948)

Overall Average APC (all grades, all books): 0.75 (0.80)

Table 73: Most Popular Books in Qatar

Rank	Title	Author	ATOS
1	Ninja-rella: A Graphic Novel	Joey Comeau	3
2	Sugar Hero	Michael Dahl	2
3	Sleeping Beauty, Magic Master	Stephanie Peters	2.7
4	The Marshmallow Mermaid	Michael Dahl	2.1
5	Sugar Hero	Michael Dahl	2
6	The 1918 Flu Pandemic	Katherine Krohn	4.6
7	Ali Baba and the Forty Thieves	Matthew K. Manning	2.6
8	Max Celebrates Ramadan	Adria F. Worsham	2
9	The Evil Echo	Michael Dahl	2.2
10	Snow White and the Seven Robots: A Graphic Novel	Louise Simonson	3.2
11	The Monster of Lake Lobo	Scott Nickel	2.6
12	Holes	Louis Sachar	4.6
13	Wonder	R.J. Palacio	4.8
14	Buzz Beaker vs Dracula	Scott Nickel	2.5
15	Super Billy Goats Gruff: A Graphic Novel	Sean Tulien	2.4
16	Red Riding Hood, Superhero: A Graphic Novel	Otis Frampton	3.4
17	The Legend of the Bermuda Triangle	Thomas Kingsley Troupe	4
18	Max Stays Overnight	Adria F. Klein	1.4
19	Max Goes to the Zoo	Adria F. Klein	1.9
20	Just Try It	Christianne C. Jones	1.3

Average ATOS: 2.8 (4.1)

4,343 students (2,186) previous year in brackets

Quizzes Taken: 76,074 (24,585)

Overall Average APC (all grades, all books): 0.67 (0.76)

Table 74: Most Popular Books in Spain

Rank	Title	Author	ATOS
1	Diary of a Wimpy Kid	Jeff Kinney	5.2
2	Harry Potter and the Philosopher's Stone	J.K. Rowling	6.0
3	Holes	Louis Sachar	4.6
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
5	Wonder	R.J. Palacio	4.8
6	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
7	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
8	Billionaire Boy	David Walliams	4.1
9	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
10	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
11	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
12	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
13	Gangsta Granny	David Walliams	4.9
14	Charlie and the Chocolate Factory	Roald Dahl	4.8
15	The Hunger Games	Suzanne Collins	5.3
16	Demon Dentist	David Walliams	4.8
17	The 13-Storey Treehouse	Andy Griffiths	3.9
18	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
19	The Boy in the Striped Pyjamas	John Boyne	5.8
20	Diary of a Wimpy Kid: The Third Wheel	Jeff Kinney	5.6

Average ATOS: 5.2 (5.1)

3,320 students (2,586) previous year in brackets

Quizzes Taken: 63,470 (48,393)

Overall Average APC (all grades, all books): 0.80 (0.81)

Table 75: Most Popular Books in the United Arab Emirates

Rank	Title	Author	ATOS
1	Diary of a Wimpy Kid	Jeff Kinney	5.2
2	Harry Potter and the Philosopher's Stone	J.K. Rowling	6
3	Harry Potter and the Chamber of Secrets	J.K. Rowling	6.7
4	Diary of a Wimpy Kid: Rodrick Rules	Jeff Kinney	5.2
5	Charlie and the Chocolate Factory	Roald Dahl	4.8
6	Diary of a Wimpy Kid: The Getaway	Jeff Kinney	5.4
7	Matilda (English)	Roald Dahl	5
8	Diary of a Wimpy Kid: Dog Days	Jeff Kinney	5.2
9	Dog Man	Dav Pilkey	2.6
10	Harry Potter and the Prisoner of Azkaban	J.K. Rowling	6.7
11	Diary of a Wimpy Kid: The Meltdown	Jeff Kinney	5.5
12	Diary of a Wimpy Kid: The Last Straw	Jeff Kinney	5.4
13	Harry Potter and the Deathly Hallows	J.K. Rowling	6.9
14	Diary of a Wimpy Kid: The Long Haul	Jeff Kinney	5.4
15	Diary of a Wimpy Kid: Hard Luck	Jeff Kinney	5.5
16	Harry Potter and the Goblet of Fire	J.K. Rowling	6.8
17	The Marshmallow Mermaid	Michael Dahl	2.1
18	Diary of a Wimpy Kid: Cabin Fever	Jeff Kinney	5.8
19	Diary of a Wimpy Kid: The Ugly Truth	Jeff Kinney	5.5
20	Dog Man Unleashed	Dav Pilkey	2.5

Average ATOS: 5.2 (5.5)

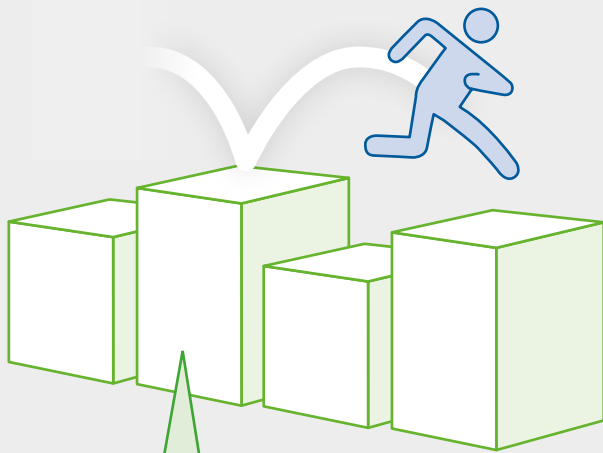
25,564 students (21,515) previous year in brackets

Quizzes Taken: 575,623 (597,218)

Overall Average APC (all grades, all books): 0.74 (0.74)

What are they, and how can they help educators?

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Domain: Analysis and Comparison

Focus Skill: Integrate information on a topic from several nonfiction texts to develop a base of knowledge on a subject.



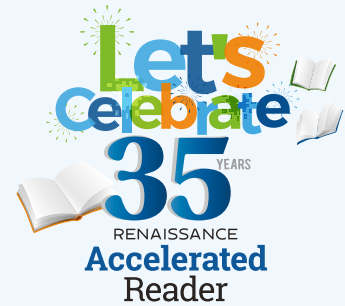
The Undeclared
Kwame Alexander
2.6, LY



Martin's Dream Day
Kitty Kelley
5.7, LY



Claudette Colvin: Twice Toward Justice
Phillip Hoose
6.8, MY



Judi Paul, a voracious reader and passionate educator, was well versed in teaching strategies but was searching for a way to spark a love of reading in her children. Then inspiration struck at her kitchen table.

1984



Judi realised **her kids needed motivation**, so she began to curate a list of classic novels and write multiple-choice questions for each one. She focused on the main ideas and themes throughout each book to ensure her kids were reading them cover to cover and understanding what they read.

1986



As reading enthusiasm grew in her home, word spread to a local school and the quizzes were tried in the classroom. Judi's husband Terry quickly transformed the quizzes into software, and **Accelerated Reader and the company now known as Renaissance were born**.

Today



Accelerated Reader has evolved into a **sophisticated, research-based programme** that equips teachers with unparalleled insight and actionable data on independent reading practice.



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