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A Letter from Scholastic

With the new school year now underway, the nation’s schools return to serving the millions of young minds settling into their classrooms, including 300,000 pre-schoolers. As educators, parents, and as a community, we want each child to succeed, and literacy is an important key to academic achievement. Yet, we recognise the struggle to keep kids engaged with reading in a world of increasing distraction, and one in which many enter school already behind. So, what can you do to help?

To answer that question, we are thrilled to share with you the inaugural edition of Scholastic Australia’s *Kids & Family Reading Report*™—a study of Australian children’s and parents’ attitudes and behaviours toward reading for pleasure. The study examines the significance of reading independently for fun at school, what impacts frequent reading, the importance of reading aloud to children of all ages, and the books children want most to read.

It is not a mystery that the more children read, the better readers they become, and the better readers they become, the more they enjoy reading. It’s a tried-and-true premise. To that end, we asked: what makes children frequent readers? Independent reading at school, parental involvement at home, and the power of book choice are vital in this regard.

Children who are given time for independent reading at school—many of whom wish it would happen more often—are more likely to be reading currently and frequently, more likely to say reading books for fun is important, and more likely to enjoy reading, compared with those who are not. We found similar patterns among children whose principals encourage reading for fun. However, the report found only 44% of children say they have an opportunity to read independently in school as a class or school, and far fewer (16%) are given the chance to do this every or almost every school day. Having these opportunities to read in school is particularly important for older children, who are the least likely to be given the time to do so.

A powerful call to families is also found in the *Kids & Family Reading Report*. Our research shows that having parents who are reading role models is crucial for older children; for younger kids, using specific strategies such as limiting screen time and making reading a routine encourages reading books for fun. What is even more important? Read-aloud time.

Across all ages, frequently reading aloud to kids is a powerful predictor that children will become frequent readers, and kids love it. Nearly nine in 10 children say they love(d) or like(d) being read aloud to a lot, with the main reason being that it is a
special time with their parents. Among kids aged 6–8 whose parents have stopped reading aloud to them, half wish their parents had continued. And we found that you can never start early enough: while 59% of parents with children aged 0–5 years say they started reading aloud to their children before age one, only 26% say they began before the age of 3 months.

Finally, we heard loud and clear from our nation’s children that they want the power of choice. More than 90% agree that “my favourite books are the ones that I have picked out myself,” and 89% say, “I am more likely to finish reading a book that I have picked out myself.” Above all, kids want books that make them laugh, and it is encouraging to learn that many children “feel proud and have a sense of accomplishment when I finish reading a book.”

For more than 45 years, Scholastic Australia has partnered with Australian schools to help children learn to read, love to read, and find the books that inspire them. We’ve also held steadfastly to our belief that independent reading for pleasure is a critical part of a child’s learning and growth, and that we as a community can affect positive and lasting reading habits. It is our fervent hope that you find this report useful and will share the data to build a strong national movement in support of independent reading both at school and home. There are accessible actions we can all take so that we can get more kids reading, and kids reading more: provide access to books at all times; be a reading role model; read aloud; encourage independent reading; and allow children the freedom to choose books they want to read.

Finding the right book at the right time can light an emotional spark within children that motivates them to read more, understand more and read joyfully. When that happens, the world opens and everything becomes possible. We can think of no better gift, and together we can build a country of readers.

Sincerely,

David Peagram
Managing Director,
Scholastic Australia & New Zealand
Key Findings

In late 2015, Scholastic, in conjunction with YouGov, conducted a survey to explore family attitudes and behaviours in Australia around reading books for fun. The key findings of this research, based on a nationally representative sample of 1,748 parents and children, including 358 parents of children aged 0–5; 695 parents of children aged 6–17; plus one child aged 6–17 from the same household, are as follows:

The State of Kids & Reading

- More than half of children aged 6–17 (58%) believe reading books for fun is extremely or very important and 60% of kids also say they love reading books for fun or like it a lot. (Pages 10 & 12)

- Just over one-third of children aged 6–17 (37%) report they are frequent readers, with kids aged 6–8 being the most likely to read 5–7 days a week. (Page 9)

- As children grow older, reading competes with many screen-related activities, and 75% of parents with kids aged 6–17 agree: “I wish my child would do more things that did not involve screen time.” (Pages 17 & 18)

- Across ages, three-quarters of children (76%) say they know they should read more books for fun; a similar number of parents (78%) wish their child would read more books for fun. (Page 19)

SPOTLIGHT: What Makes Frequent Readers

- Frequent readers, those who read books for fun 5–7 days a week, differ substantially from infrequent readers—those who read books for fun less than one day a week. For instance, 91% of frequent readers are currently reading at least one book for fun, while 80% of infrequent readers haven’t read a book for fun in a while. (Page 23)

- There are three dynamics that are among the most powerful predictors of reading frequency for children aged 6–17:
  - How often a child is read books aloud
  - A child’s reading enjoyment
  - A child’s knowledge of their reading level (Page 20)
For children aged 6–11, additional predictors of reading frequency include where they read books for fun, parental involvement in encouraging reading, and how early they started being read books aloud. (Page 21)

For children aged 12–17, additional predictors of reading frequency include having parents who are frequent readers, the belief that reading books for fun is important, and in-school opportunities to talk about, find and read books. (Page 22)

**Reading Aloud at Home**

- Across ages, the overwhelming majority of children (86%) say they love(d) being read books aloud at home or like(d) it a lot—the main reason being because it is a special time with parents. (Pages 26 & 27)

- More than half of children aged 0–5 (57%) are read aloud to at home 5–7 days a week. This frequency declines to four in 10 kids aged 6–8 (41%), and continues to decrease with age. (Page 31)

- Of those children aged 6–8 whose parents no longer read books aloud at home, half (51%) did not want their parents to stop. (Page 30)

**SPOTLIGHT: Reading with Kids from Birth**

- Nearly six in 10 parents of children aged 0–5 (59%) say they started reading books aloud to their child before age one, while only 26% say they began before the age of three months. (Page 32)

- Just under half of parents with children aged 0–5 (47%) received the advice that children should be read aloud to from birth, most commonly from friends and family; however, only one-quarter of parents (26%) from the lowest-income households received this advice vs. 65% in the highest-income households. (Pages 33 & 34)
Key Findings

Reading in School

- Opportunities to read independently as a class rarely happen frequently and decrease with age. One-third of children aged 6–17 (34%) say they have the opportunity to read a book of their choice independently as a class, but only 14% do so every or almost every day. (Pages 42 & 41)

- Children aged 6–17 who are given time for independent reading at school are more likely to be reading currently and frequently, and are more likely to enjoy reading books for fun and believe it is important compared with those who are not; this is especially true for older children. (Pages 45 & 46)

- Two-thirds of children aged 6–17 (66%) say that at least a few times a year, their principal encourages reading books for fun, with principals providing the most frequent encouragement to kids younger than age 12. (Page 48)

- Children whose principals encourage reading books for fun are more likely than those without encouragement from their principal to read frequently, to think reading is important, and to love reading books for fun or like it a lot. (Page 49)

SPOTLIGHT: Kids’ Use of Their Reading Level

- More than half of children in years 1–12 (56%) have been told their reading level in either the current or prior school year, and nine in 10 of these kids (89%) have used their reading level to pick out books. (Page 51)

- About half of children in years 1–12 (48%) say that when they use their reading level to pick books, they choose above and below their reading level in equal measure. Among kids in years 4–12, the most common reason they choose these books is because the topic interests them. (Pages 52, 53 & 54)
What Kids Want in Books

▶ An overwhelming majority of kids aged 6–17 agree that their favourite books—and the ones they are most likely to finish—are the ones they pick out themselves. (Page 56)

▶ Above all, children aged 6–17 want books that make them laugh, and what parents want in books for children is often the same as what kids want for themselves. (Pages 63 & 65)

▶ Nearly three-quarters of kids aged 6–17 (74%) say they would read more if they could find more books that they like. (Page 57)

▶ Libraries, school book fairs and book club catalogues, and bookshops are the leading sources children aged 6–17 use to find books to read for fun. Parents also frequently turn to libraries and bookshops to find books for their child to read for fun, followed by the school book fair or book club catalogue. (Pages 60 & 61)

SPOTLIGHT: Print Books in a Digital World

▶ One-third of children aged 6–17 (33%) have read an ebook, with kids aged 12–17 being the most likely to have done so. (Page 71)

▶ The majority of children aged 6–17 (79%) agree they will always want to read print books, even though there are ebooks available. (Page 76)
More than six in 10 children aged 6–17 (64%) say they are currently reading at least one book for fun, with younger kids being more likely to say this than older kids.

**Whether Children Are Currently Reading Books for Fun**
Base: Children Aged 6–17

- **Total Kids**: 64%
- **Not currently reading a book for fun, but just finished one**: 23%
- **Haven’t read a book for fun in a while**: 14%

**Aged 6–8**
- Currently reading a book for fun: 77%
- Not currently reading a book for fun, but just finished one: 74%
- Haven’t read a book for fun in a while: 59%

**Aged 12–14**
- Currently reading a book for fun: 59%
- Not currently reading a book for fun, but just finished one: 41%

QK10. Which best describes you?
Overall, just over one-third of children (37%) report they are frequent readers, with kids aged 6–8 being the most likely to read 5–7 days a week (61%).

**Frequency with Which Children Read Books for Fun**
*Base: Children Aged 6–17*

- **Frequent readers (read books for fun 5–7 days a week)**: 61%
- **Moderately frequent readers (read books for fun 1–4 days a week)**: 43%
- **Infrequent readers (read books for fun less than one day a week)**: 25%

QK7a. How many days a week do you read [ADDED FOR KIDS AGED 6–8: or look at] books for fun?
While nine in 10 parents of children aged 6–17 say it is extremely or very important for their child to read books for fun, 58% of kids say the same.

“I always enjoyed reading as a child and found it a wonderful way to use my imagination. It also helps to solve issues kids have today, depending on which books kids read.”

– Mother, 15-year-old boy, New South Wales – Regional

Parents’ and Children’s Views on the Importance of Child Reading Books for Fun
Base: Parents of Children Aged 6–17 (Left) and Children Aged 6–17 (Right)

QP3. How important is it to you that your child reads books for fun?

QP4. How important is it to you to read [ADDED FOR KIDS AGED 6–8: or look at] books for fun?

NOTE: Among parents of kids aged 6–17, 8% say it is a little important that their child read books for fun; 1% say it is not important. Among kids aged 6–17, 30% say reading is a little important; 13% say it is not important.
Children’s views on the importance of reading books for fun declines with age.

Children’s Views on the Importance of Reading Books for Fun
Base: Children Aged 6–17

QK4. How important is it to you to read [ADDED FOR KIDS AGED 6–8: or look at] books for fun? This means reading books that are not part of your schoolwork or homework [ADDED FOR KIDS AGED 6–8: and could mean reading by yourself or with someone else].

“Reading is important because every area of life and every subject at school has reading activities.”
— 15-year-old girl, New South Wales – Regional
Similarly, 74% of children aged 6–8 say they love reading books for fun or like it a lot, yet this reading enjoyment decreases with age.

“Reading is fun and exciting. I get to use my imagination and learn new words.”
—7-year-old boy, Victoria – Metro
Four in 10 children (40%) think kids their age should be reading books for fun 5–7 days a week.

Frequency with Which Children Feel Kids Their Age Should Read Books for Fun
Base: Children Aged 6–17

<table>
<thead>
<tr>
<th>Age Group</th>
<th>5–7 days a week</th>
<th>1–4 days a week</th>
<th>Less often than once a week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 6–8</td>
<td>63%</td>
<td>47%</td>
<td>10%</td>
</tr>
<tr>
<td>Aged 9–11</td>
<td>33%</td>
<td>40%</td>
<td>27%</td>
</tr>
<tr>
<td>Aged 12–14</td>
<td>33%</td>
<td>47%</td>
<td>20%</td>
</tr>
<tr>
<td>Aged 15–17</td>
<td>17%</td>
<td>40%</td>
<td>43%</td>
</tr>
</tbody>
</table>

QK7c. How many days a week do you think kids/people your age should read books for fun?

“I just really love it and can’t stop when I start a book, but with high school, I just don’t have as much time to do it.”
— 14-year-old girl, Queensland – Regional
“Reading makes me feel happy and peaceful. I can imagine being the character in the book.”
— 8-year-old girl, New South Wales – Regional

Children feel strong computer and strong reading skills are among the most important skills they should have. Parents, by a fairly wide margin, perceive strong reading skills as the most important skills for their children to have.

Parents’ and Children’s Views on the Three Most Important Skills Kids Should Have
Base: Parents of Children Aged 6–17 (Left) and Children Aged 6–17 (Right)

QP47. In your opinion, of the following list, which three skills are the most important for your child to have?

<table>
<thead>
<tr>
<th>Parents</th>
<th>Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong reading skills</td>
<td>66%</td>
</tr>
<tr>
<td>Strong social skills</td>
<td>57%</td>
</tr>
<tr>
<td>Strong critical thinking skills</td>
<td>54%</td>
</tr>
<tr>
<td>Strong maths skills</td>
<td>44%</td>
</tr>
<tr>
<td>Strong writing skills</td>
<td>39%</td>
</tr>
<tr>
<td>Strong computer skills</td>
<td>25%</td>
</tr>
<tr>
<td>Strong physical or athletic skills</td>
<td>12%</td>
</tr>
</tbody>
</table>

QK13. In your opinion, of the following list, which three skills are the most important for you to have?
Younger children are more likely than older children to value strong reading, writing, and maths skills, while the likelihood to say strong social and critical thinking skills are important increases with age.

QK13. In your opinion, of the following list, which three skills are the most important for you to have?

**NOTE:** Items with key differences shown in chart.
More than half of children (52%) consider themselves good readers, while fewer than two in 10 say they have trouble reading or that reading is hard for them (17%).

—I have always enjoyed reading and the more I read, the better my reading skills are getting.”—16-year-old boy, Victoria – Metro
As children grow older, reading competes with many activities.

**Percentage of Children Who Do Activities 5–7 Days a Week**

*Base: Children Aged 6–17*

<table>
<thead>
<tr>
<th>Activity</th>
<th>Aged 6–8</th>
<th>Aged 9–11</th>
<th>Aged 12–14</th>
<th>Aged 15–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read books for fun</td>
<td>61%</td>
<td>43%</td>
<td>27%</td>
<td>17%</td>
</tr>
<tr>
<td>Use a mobile to text or talk</td>
<td>42%</td>
<td>65%</td>
<td>8%</td>
<td>71%</td>
</tr>
<tr>
<td>Visit social networking sites like Instagram, Facebook, Twitter, etc.</td>
<td>2%</td>
<td>7%</td>
<td>3%</td>
<td>8%</td>
</tr>
<tr>
<td>Use a smartphone/other handheld device for going online</td>
<td>13%</td>
<td>15%</td>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td>Go online using a computer for fun, not for school</td>
<td>31%</td>
<td>52%</td>
<td>65%</td>
<td></td>
</tr>
<tr>
<td>Watch videos on YouTube</td>
<td>23%</td>
<td>29%</td>
<td>40%</td>
<td>37%</td>
</tr>
<tr>
<td>Play games or apps on any kind of electronic device</td>
<td>39%</td>
<td>35%</td>
<td>37%</td>
<td></td>
</tr>
</tbody>
</table>

QK2b. Now we’d like to know how many days in a week you do each of these activities. Please check one box under the column that best describes how often you do each activity in a typical week.

*NOTE: Items with key differences shown in chart.*

“I have a very busy schedule with sport training and study. I do still find reading to be very relaxing.”
— 14-year-old girl, New South Wales – Regional
Parents are concerned about the amount of time their children spend on screen-related activities, particularly parents of kids aged 12–14.

Percentage of Parents Who Feel Their Children Spend Too Much Time on Each Activity
Base: Parents of Children Aged 6–17 Who Do Each Activity

QP1. For each activity, please say whether you think your child spends way too much time, too much time, not enough time or if you are OK with the amount of time he/she spends on the activity.

NOTE: Items with key differences shown in chart.
*Data not shown for parents with kids aged 6–8 when base size is too small.
Just over three-quarters of parents (78%) agree they wish their child would read more books for fun; a similar number of kids (76%), across ages, say they know they should read more books for fun.

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“Reading is a good pastime. It helps you relax and at the same time exercise the brain.”
— Mother, 14-year-old boy, New South Wales – Regional

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QP35. Please indicate whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with each of the following statements.

QK15. Please say whether you agree a lot, agree a little, disagree a little or disagree a lot with each of the following statements.
**SPOTLIGHT:**

**What Makes Frequent Readers**

There are three dynamics that are among the most powerful predictors of reading frequency for children aged 6–17.

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**Top Predictors of Reading Frequency**

**Base: Children Aged 6–17**

- **How Often Children Are Read Books Aloud**
  - Aged 6–11: 40% (Frequent) 8% (Infrequent)
  - Aged 12–17: 28% (Frequent) 0% (Infrequent)

- **Children’s Reading Enjoyment**
  - Aged 6–11: 90% (Frequent) 9% (Infrequent)
  - Aged 12–17: 94% (Frequent) 11% (Infrequent)

- **Child’s Knowledge of Reading Level**
  - Aged 6–11: 73% (Frequent) 54% (Infrequent)
  - Aged 12–17: 61% (Frequent) 30% (Infrequent)

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*NOTE: Regression analysis was used to construct two models to predict children’s reading frequency, one each among children aged 6–11 and 12–17. The data shown above are among frequent readers (children who read books for fun 5–7 days a week) and infrequent readers (those who read books for fun less than one day a week). Data in this and the next two charts are generally presented in the order of their importance to the regression model.*

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“I think that reading is a great thing for kids and even adults. I love reading because I can just read without really worrying about what’s going on around me.”

— 11-year-old boy, New South Wales – Regional
Additional predictors of reading frequency for children aged 6–11 include where they read books for fun, parental involvement in encouraging reading, and how early they started being read books aloud.

### Additional Predictors of Reading Frequency

*Base: Children Aged 6–11*

<table>
<thead>
<tr>
<th>Predictor</th>
<th>Frequent readers (%)</th>
<th>Infrequent readers (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child reads mostly out of school</td>
<td>61%</td>
<td>31%</td>
</tr>
<tr>
<td>Parent encourages reading through parenting strategies*</td>
<td>74%</td>
<td>49%</td>
</tr>
<tr>
<td>Parent reports starting to read books aloud to child before age one</td>
<td>52%</td>
<td>37%</td>
</tr>
<tr>
<td>Child frequently uses reading level to pick out books</td>
<td>54%</td>
<td>38%</td>
</tr>
<tr>
<td>Child wants books that ‘have characters that look like me’</td>
<td>26%</td>
<td>15%</td>
</tr>
</tbody>
</table>

*NOTE: Data in this chart are part of the regression model for children aged 6–11.*

* ‘Parenting strategies’ is a net of “put limits on the amount of screen time my child gets,” “build reading into his/her daily routine or schedule,” “read the same books as my child so I can talk with him/her about the books,” and “reward my child for reading books.”

— Mother, 11-year-old girl, Tasmania
“Reading broadens the mind and helps make the learning process easier so I can become knowledgeable while having fun.”
—12-year-old girl, Queensland – Regional

For children aged 12–17, additional predictors of reading frequency include having parents who are frequent readers, the belief that reading books for fun is important, and in-school opportunities to talk about, find and read books.

**Additional Predictors of Reading Frequency**
**Base: Children Aged 12–17**

- **Parent reports being a frequent reader**: 60% frequent readers, 19% infrequent readers
- **Child believes reading books for fun is extremely or very important**: 92% frequent readers, 7% infrequent readers
- **Child’s teacher gives frequent opportunities for class to talk about books they’ve read for fun**: 32% frequent readers, 10% infrequent readers
- **Child uses school book fair/book club catalogue to find books to read for fun (Net)**: 25% frequent readers, 21% infrequent readers
- **Child gets an opportunity during the school day to read a book of their choice**: 67% frequent readers, 19% infrequent readers
- **Child wants books that ‘teach me something new’**: 44% frequent readers, 29% infrequent readers

*NOTE: Data in this chart are part of the regression model for children aged 12–17. The net item combines “school book fair” and “school book club catalogue” responses.*
The total number of books read annually by frequent readers is dramatically higher than the number read by infrequent readers, especially among children aged 12–17.

Average Number of Books Children Have Read in the Past Year

Base: Children Aged 6–17

<table>
<thead>
<tr>
<th>Base: Children Aged 6–17</th>
<th>Frequent readers</th>
<th>Infrequent readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aged 6–11</strong></td>
<td>45.6</td>
<td>17.1</td>
</tr>
<tr>
<td><strong>Aged 12–17</strong></td>
<td>25.8</td>
<td>4.1</td>
</tr>
</tbody>
</table>

QK20a/b. About how many books have you read in the past year?

NOTE: This question asks about reading books in general, not just "reading books for fun."

80% of infrequent readers aged 6–17 “haven’t read a book for fun in a while”, while 91% of frequent readers are currently reading at least one book for fun.
Parents of infrequent readers are more likely to say they need help finding books their child likes compared with parents of frequent readers.

Parents’ Agreement with Statement: “I need help finding books my child likes”
Base: Parents of Children Aged 6–17

QP35. Please indicate whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with each of the following statements.

NOTE: 40% of parents with frequent readers disagree somewhat and 27% disagree strongly; 36% of parents with infrequent readers disagree somewhat and 17% disagree strongly.
What Makes Frequent Readers: The Most Powerful Predictors

For each age group shown, frequent readers are more likely than infrequent readers to:

**Kids Aged 12–17**
- Have parents who are frequent readers
- Strongly believe reading books for fun is important
- Have teachers who give opportunities to talk with classmates about books read for fun
- Use a school book fair or book club catalogue to find books
- Have the opportunity to read independently during the school day
- Want books that “teach me something new”
- Read mostly out of school
- Have parents who encourage reading books for fun in specific ways (learn how on page 20)
- Have been read aloud to before age one
- Frequently use their reading level to pick out books
- Want books that “have characters that look like me”

**Kids Aged 6–17**
- Have parents who read them books aloud 5–7 days a week
- Say they love reading books for fun or like it a lot
- Have been told their reading level

**Kids Aged 6–11**

To determine what predicts kids’ reading frequency, more than 130 measures were included in a regression analysis.
SECTION II:
Reading Aloud at Home

Across all ages, the overwhelming majority of children (86%) say they love(d) being read books aloud at home or like(d) it a lot.

Degree to Which Children Enjoy(ed) Being Read Books Aloud at Home
Base: Children Aged 6–17 Who Are or Were Read Books Aloud at Home

<table>
<thead>
<tr>
<th>Age Group</th>
<th>I love(d) it</th>
<th>I like(d) it a lot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>86%</td>
<td>43%</td>
</tr>
<tr>
<td>Aged 6–8</td>
<td>87%</td>
<td>44%</td>
</tr>
<tr>
<td>Aged 9–11</td>
<td>86%</td>
<td>39%</td>
</tr>
<tr>
<td>Aged 12–14</td>
<td>83%</td>
<td>47%</td>
</tr>
<tr>
<td>Aged 15–17</td>
<td>86%</td>
<td>41%</td>
</tr>
</tbody>
</table>

QK25a. Do you like it when you are read books aloud at home? OR Did you like being read books aloud at home when you were younger?

NOTE: Data in this chart are among the 87% of kids who are or were read books aloud at home. Among children aged 6–17, 13% say they like(d) being read to aloud a little; 1% say they do/did not like it at all.
The top reason children say they enjoy being read aloud to is because it’s a special time with their parents.

Reasons Kids Enjoy(ed) Being Read Aloud to at Home
Base: Children Aged 6–17 Who Are or Were Read Books Aloud at Home and Love(d) or Like(d) it a Lot

- It is/was a special time with my parent: 76%
- Reading together is/was fun: 63%
- It is/was relaxing to be read to before I go/went to sleep: 56%
- I get/got to listen to books that might be/may have been too hard for me to read on my own: 47%
- I like(d) to hear the different voices the person reading to me uses/used: 40%
- I get/got to talk about the books with the person reading to me: 36%
- I like(d) not having to do the reading by myself: 30%

QK25b. Which of these, if any, are reasons you like(d) being read aloud to at home?

NOTE: Data in this chart are among the 75% of kids who report they are or were read books aloud at home and who love(d) it or like(d) it a lot.
Overall, more than eight in 10 parents (84%) say their children are read books aloud at home before age 6, mainly because they wanted their child to enjoy books.

"When she was little, I used to have a pile of about 20 books I would read to her at bedtime. It was really lovely to sit cuddled up and read together."
— Mother, 15-year-old girl, South Australia – Metro

84% of parents started reading books aloud at home before their child turned 6

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wanted my child to enjoy books</td>
<td>73%</td>
</tr>
<tr>
<td>Wanted my child to develop vocabulary and language skills</td>
<td>66%</td>
</tr>
<tr>
<td>Wanted my child to start learning about letters and words</td>
<td>56%</td>
</tr>
<tr>
<td>Wanted to create a bedtime routine</td>
<td>56%</td>
</tr>
<tr>
<td>Wanted another way to bond with my child</td>
<td>51%</td>
</tr>
</tbody>
</table>

QP25. Thinking back, how old was your child when he/she first started being read books aloud at home by you or another family member?

QP24. Which of the following are among the main reasons you (or another family member) started reading books aloud to your child? Base for question results is the 84% of parents with kids who were read aloud to at home before age 6.

NOTE: Top five items are shown in chart.
One in five parents of children aged 6–17 (20%) stopped reading aloud to their child before age 9, most often citing reasons related to their child being able to read independently.

Percentage of Parents Who Say Their Child Stopped Being Read Books Aloud at Home Before Age 9 and Reasons Reading Aloud Stopped

Base: Parents of Children Aged 6–17

- My child was old enough to read on his/her own (67%)
- My child wanted to read independently (61%)
- I wanted to promote independent reading (40%)

QP29. How old was your child when reading books aloud to him/her at home stopped?

QP28. Think back to when your child stopped being read aloud to, which of these are reasons why reading aloud stopped? Base for question results is the 20% of parents with kids who stopped being read aloud to at home before age 9.

NOTE: Top three items are shown in chart.
Among children aged 6–11 whose parents no longer read books aloud at home, more than one-third (36%) did not want their parents to stop.

Percentage of Children Who Say They “Wanted Reading Aloud to Continue”
Base: Children Aged 6–11 Who Were Read Books Aloud at Home

36% ▶

QK26. When your parent or family member stopped reading to you, were you ready for it to stop, did you want it to continue or did you not really care either way?

NOTE: Data in this chart are among the 59% of kids aged 6–11 (48% aged 6–8, 72% aged 9–11) who say they are no longer read books aloud at home.
More than half of children aged 0–5 (57%) are read aloud to at home 5–7 days a week. This declines to four in 10 kids aged 6–8 (41%), and one in 10 kids aged 9–11 (10%).

Frequency with Which Parents Say Their Child Is Read Books Aloud at Home
Base: Parents of Children Aged 0–17

Parents of Kids in Each Age Group

QP19. Overall, considering all the people in your family (including yourself) who read books aloud to your child, how often are books currently read aloud to him/her in your home?

“It’s a good way to build imagination and let your child just be a child and enjoy a book for what it is.”
— Mother, 2-year-old girl, Queensland – Metro
Near six in 10 parents of children aged 0–5 (59%) say they started reading aloud to their child before age one, while only 26% say they began under the age of three months.

Age of Child When Reading Books Aloud at Home Started
Base: Parents of Children Aged 0–5

- 26% Less than 3 months
- 26% 3 to less than 6 months
- 13% 6 months to less than one year
- 14% One to less than two years
- 10% Two years or older
- 20% Child is/was not read to

QP25. Thinking back, how old was your child when he/she first started being read books aloud at home by you or another family member?
Just under half of parents with children aged 0–5 (47%) received the advice that children should be read aloud to from birth; yet only about one-quarter of parents from the lowest-income households (26%) received this advice.

Percentage of Parents Who Received Advice That Children Should Be Read Aloud to from Birth
Base: Parents of Children Aged 0–5

QP52. Thinking back to when your child was a baby, did you hear, read or receive advice that your child should be read aloud to from birth?

“Reading aloud is a good bonding experience as well as learning experience.”
— Mother, 2-year-old girl, Queensland – Metro
Among parents who received advice that children should be read aloud to from birth, the most common source of this advice was friends and family.

**Sources of Advice That Children Should Be Read Aloud to from Birth**

Base: Parents of Children Aged 0–5 Who Received This Advice When Their Child Was a Baby

- Friends and family (Net): 48%
- Parenting books: 38%
- Websites or blogs: 36%
- Parenting classes: 27%
- Parenting magazines: 26%
- Hospital or delivery staff when my child was born: 17%

QP53. Which of the following were sources of the advice to read aloud from birth?

**NOTE:** Data in this chart are among the 47% of parents with children aged 0–5 who received advice to read aloud from birth when their child was a baby. The net item combines four items: “child’s grandparents,” “other parents,” “teachers I know” and “other relatives/friends.” Top six items are shown in chart.
Parents say that talking in general and reading books aloud to children are top ways to develop a child’s language skills.

Percentage of Parents Who Say Each Is Extremely/Very Important in Developing Child’s Language Skills
Base: Parents of Children Aged 0–5

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk together, in general</td>
<td>98%</td>
</tr>
<tr>
<td>Read children’s books aloud</td>
<td>97%</td>
</tr>
<tr>
<td>Talk about books with your child</td>
<td>93%</td>
</tr>
<tr>
<td>Sing songs</td>
<td>91%</td>
</tr>
<tr>
<td>Read signs, labels, etc. during daily activities</td>
<td>89%</td>
</tr>
</tbody>
</table>

"It helped me establish which words were which and what they meant. My mum would explain the meaning of a word if I didn’t know it and it helped me develop a great vocabulary.”
— 12-year-old girl, Victoria – Metro

NOTE: Top five items are shown in chart.
**SPOTLIGHT: Reading with Kids from Birth**

Activities like playing video games, watching videos on YouTube or using digital devices and apps are deemed far less important in developing language skills.

Percentage of Parents Who Say Each Is Extremely/Very Important in Developing Child’s Language Skills  
Base: Parents of Children Aged 0–5

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use educational apps</td>
<td>58%</td>
</tr>
<tr>
<td>Use electronic educational toys and games</td>
<td>56%</td>
</tr>
<tr>
<td>Use interactive ebooks on a digital device</td>
<td>43%</td>
</tr>
<tr>
<td>Watch videos on YouTube</td>
<td>23%</td>
</tr>
<tr>
<td>Play video games</td>
<td>20%</td>
</tr>
</tbody>
</table>

QP6. How important do you think it is to do each of the following with your children in order to develop his/her language skills?

*NOTE: Bottom five items shown in chart.*

“I think it is good for him to be taken away from everyday life and to use his imagination to enter the world and emotions of the character. He also needs to realise fun can involve lots of things, not just playing games or using the iPad.”  
— Mother, 5-year-old boy, South Australia – Metro
Considering the activities cited by parents as the most important to develop their child’s language skills, in many cases these experiences are not happening 5–7 days a week.

**Comparison of Parents’ Views on the Importance of Activities to Develop Child’s Language Skills and Whether Each Activity Happens at Home 5–7 Days a Week**

*Base: Parents of Children Aged 0–5*

- **Talk together, in general**: 98% Extremely/Very important, 83% Child experiences each 5–7 days a week
- **Read children’s books aloud**: 97% Extremely/Very important, 57% Child experiences each 5–7 days a week
- **Talk about books with your child**: 93% Extremely/Very important, 41% Child experiences each 5–7 days a week
- **Sing songs**: 91% Extremely/Very important, 59% Child experiences each 5–7 days a week
- **Read signs, labels, etc. during daily activities**: 89% Extremely/Very important, 47% Child experiences each 5–7 days a week

QP6. How important do you think it is to do each of the following with your child in order to develop his/her language skills?

QP36. Thinking about activities your child might participate in or do at home, about how many days a week, if any, is each of these experienced by your child at home?

*NOTE: Top five items based on importance are shown in chart.*

“He likes the bedtime story routine. We often miss a couple days due to normal things that come up, but I try at least 5–6 days a week to have myself or my eldest son read to the young ones.”

— Mother, 5-year-old boy, Queensland – Metro
Parents of children aged 0–5 say developing vocabulary and language skills and using their imagination are the top benefits they want their kids to gain from reading books for fun.

Percentage of Parents Who Say Each Is a Top Benefit They Want Their Child to Get from Reading Books for Fun

Base: Parents of Children Aged 0–5

- Developing vocabulary and language skills: 77%
- Using his/her imagination: 76%
- Becoming excited about reading: 66%
- Spending time away from technology: 57%
- Being successful in school: 52%

QP4. When you think about the benefits of reading books for fun, which of the following are the top benefits you most want your child to get from reading books for fun as your child grows up?

NOTE: Top five items are shown in chart.

“Reading expands his mind, vocabulary and concept of what is in the world around the house and in the wider world.”
— Mother, 4-year-old boy, Victoria – Metro
Read Aloud: Start Early & Keep Going

Percentage of Kids Aged 0–11 Who Are Read Books Aloud 5–7 Days a Week:

- **57%** Kids Aged 0–2
- **56%** Kids Aged 3–5
- **41%** Kids Aged 6–8
- **10%** Kids Aged 9–11

Among parents of kids aged 0–5

- **47% RECEIVED ADVICE** that children should be read aloud to from birth

Parents of Kids Aged 0–5 Started Reading Aloud to Their Child:

- **26%** Before age one
- **65%** Among the highest-income households
- **59%** Among the lowest-income households

Among kids aged 6–17

- **86% ENJOY(ED) BEING READ ALOUD TO AT HOME** because:
  - **76%** It’s a special time with my parent
  - **63%** Reading together is fun
  - **56%** It’s relaxing to be read to before I go to sleep

Among kids aged 6–8 who are no longer read aloud to at home

- **51% WISH IT HAD CONTINUED**
SECTION III: Reading in School

While half of children (52%) say they read books for fun mostly out of school, one-quarter (25%) say they read at home and school about equally, and 9% say they read for fun mostly in school.

Where Children Read Books for Fun
Base: Children Aged 6–17

- Mostly in school: 14%
- About the same amount at home and in school: 25%
- Mostly out of school: 52%
- Do not read books for fun: 9%

QK9. Where do you read books for fun?
Some children have opportunities to read a book of their choice independently during the school day—usually as a class—yet these experiences rarely happen every or almost every school day.

**Frequency with Which Children Read a Book of Their Choice Independently in School as a Class, During Available Free Time and as a School**

Base: Children Aged 6–17

- **Reading as a Class**
  - Every or almost every school day: 34%
  - 2–3 times a week: 14%
  - 2–3 times a month or less often: 17%
  - Never: 3%

- **Reading on Own Time**
  - Every or almost every school day: 21%
  - 2–3 times a week: 6%
  - 2–3 times a month or less often: 10%
  - Never: 5%

- **Reading as a School**
  - Every or almost every school day: 14%
  - 2–3 times a week: 8%
  - 2–3 times a month or less often: 4%
  - Never: 8%

QK33a/b. During the school day is there a time when you read a book of your choice independently (not including textbooks)? If yes, which situation applies?

QK34. How often does each situation apply?

“I love independent reading when I pick a really good book to read.”

—11-year-old boy, Victoria – Metro
Children aged 6–11 are the most likely to read a book of their choice as a class, while kids aged 12 and older are the least likely to have any time for independent reading at school.

“I think there needs to be more reading time at school. It is great that their day is full but unless they can read, they are always going to be a bit behind.”
— Mother, 8-year-old boy, ACT
Overall, children who read independently with their class or school feel more positively (64%) than negatively (33%) about this experience, and say that they wish they could do this more often.

How Children Feel About Independent Reading Time at School
Base: Children Aged 6–17 Who Read Independently with Their Class or School at a Certain Time

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wish we would do this more often</td>
<td>40%</td>
</tr>
<tr>
<td>It’s one of my favourite parts of the school day</td>
<td>40%</td>
</tr>
<tr>
<td>I’m usually distracted and don’t spend much time reading</td>
<td>20%</td>
</tr>
<tr>
<td>I’m usually really bored</td>
<td>13%</td>
</tr>
<tr>
<td>I wish we would do this less often</td>
<td>11%</td>
</tr>
</tbody>
</table>

64% Positive Items
33% Negative Items

QK36. Which of these, if any, describe how you feel about independent reading at school (when you do this as a class or school)?

NOTE: Data in this chart are among the 44% of kids who read independently with their class or school at a certain time.

“There are so many different stories that I would not have heard of if I didn’t read.”
— 15-year-old boy, New South Wales – Regional
Girls are more likely to enjoy independent reading at school: 73% of girls cited positive views compared with 56% of boys.

How Children Feel About Independent Reading Time at School
Base: Children Aged 6–17 Who Read Independently with Their Class or School at a Certain Time

QK36. Which of these, if any, describe how you feel about independent reading at school (when you do this as a class or school)?

“I love to learn and laugh and be inspired by books.”
— 10-year-old girl, Victoria – Metro
Children who are given time for independent reading at school are more likely to be reading currently and frequently, more likely to enjoy reading books for fun and believe it is important, compared with those who are not.

Children’s Behaviours and Views on Reading Books for Fun
Base: Children Aged 6–17

![Bar chart showing children's behaviors and views on reading books for fun.]

“Books can give me fulfillment and passion. When I read, it makes the time enjoyable and I get very involved in my book a lot of the time.”
— 17-year-old girl, Queensland – Regional

NOTE: Data shown are from multiple questions and highlight select differences between children who do and do not read as a class or school.
Reading in school has a greater impact on older children’s views and behaviours around reading books for fun.

Children’s Behaviours and Views on Reading Books for Fun
Base: Children Aged 6–17

NOTE: Data shown are from multiple questions and highlight select differences between children who do and do not read as a class or school.
Three-quarters of children (76%) say that at least a few times a year, their class is given time to talk about the books they have read for fun, but far fewer say this happens a few times a week or every day (35%).

How Often Children Are Given Time to Talk About the Books They Have Read for Fun
Base: Children Aged 6–17

- 89% every day
- 84% a few times a week
- 69% a few times a month
- 61% a few times a year
- 15% never
- 5% never

QK38b. How often does your teacher give your class time to talk about the books you and your classmates have read for fun? This means books that are not part of your schoolwork or homework.

“Reading connects me to my friends and we have something to talk about.”
— 14-year-old girl, Victoria – Metro
Overall, two-thirds of children (66%) say that at least a few times a year, their principal encourages reading books for fun, with principals providing the most frequent encouragement to kids younger than age 12.

“I love to read so I can learn more.”
— 6-year-old girl, Queensland – Metro
Children whose principal encourages reading books for fun are more likely than those without encouragement from their principal to read frequently, to think reading is important and to love reading books for fun or like it a lot.

"Reading means everything to me and is educational in every way."
— 6-year-old girl, Victoria – Metro

NOTE: Data shown are from multiple questions and highlight select differences between children who do and do not receive encouragement from their principal to read books for fun.
When considering reading books aloud in class, 76% of children say this happens at least a few times a year, but just four in 10 (40%) say reading aloud in class happens a few times a week or every day, most commonly among younger kids.

How Often Class Reads Books Aloud Together
Base: Children Aged 6–17

76% say they read books aloud with their class.
SPOTLIGHT: Kids’ Use of Their Reading Level

More than half of children in years 1–12 (56%) have been told their reading level in either the current or prior school year, and nine in 10 of these kids (89%) have used their reading level to pick out books.

Percentage of Children Who Have Been Told Their Reading Level and Frequency with Which They Use Their Reading Level to Pick Books
Base: Children in Years 1–12

- 56% of kids in years 1–12 have been told their reading level this or last year
- 11% All of the time
- 12% Most of the time
- 37% Some of the time
- 22% Not that often
- 17% Never

QK39a. In this or the past school year, has your school or teacher told you your reading level? 15% of kids responded they were “not sure” if they were told their reading level; 29% responded “no.”

QK40. When you pick out books to read for fun, how often, if at all, do you use your reading level to pick out books? Base for question results is the 56% of kids in years 1–12 who have been told their reading level this year or last year.

“If I read more, I get to learn new words and improve my thinking. I can use the right words when I try to describe something and I love it.”
— 10-year-old girl, Victoria – Metro
When children use their reading level to pick books, about half (48%) say they pick books above and below their reading level in equal measure; one-third (33%) usually pick books above their reading level, while 6% usually pick below-level books.

How Children Use Their Reading Level to Choose Books
Base: Children in Years 1–12 Who Have Been Told Their Reading Level and Have Used It to Pick Books

QK42a. When you use your reading level to pick out books, which best describes the books you choose?

NOTE: Data in this chart are among the 51% of kids in years 1–12 who have been told their reading level and have used it to pick books.
The most common reasons children in years 4–12 choose books above their reading level are to read about topics they know a lot about and to challenge themselves.

Children’s Reasons for Choosing Books Above Reading Level
Base: Children in Years 4–12 Who Choose Books Above Their Reading Level

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The book is about something I’m interested in and I already know a lot about the topic</td>
<td>53%</td>
</tr>
<tr>
<td>I want to challenge myself</td>
<td>43%</td>
</tr>
<tr>
<td>I see the movie and then want to read the book</td>
<td>37%</td>
</tr>
<tr>
<td>The book is around the house and I just pick it up</td>
<td>27%</td>
</tr>
<tr>
<td>The book is part of a series that was read aloud to me to start and I want to continue</td>
<td>26%</td>
</tr>
<tr>
<td>Other people I know are reading it</td>
<td>23%</td>
</tr>
<tr>
<td>I can’t find books that I like at my level</td>
<td>17%</td>
</tr>
<tr>
<td>The book is on a recommended school reading list</td>
<td>15%</td>
</tr>
</tbody>
</table>

QK42c. Which of the following, if any, are reasons you choose books that are above your reading level?

NOTE: Data in this chart are among the 37% of kids in years 4–12 who have been told their reading level, have used it to pick books and have chosen books above their reading level. Question not asked of kids aged 6–8.
The most common reasons kids in years 4–12 choose books below their reading level are to read about topics that interest them and to re-read favourite books.

Children’s Reasons for Choosing Books Below Reading Level
Base: Children in Years 4–12 Who Choose Books Below Their Reading Level

- The book is about something I’m interested in: 61%
- It’s a favourite book that I enjoy reading again and again: 42%
- The book is part of a series I started when I was younger and I want to see what happens: 32%
- I see the movie and then want to read the book: 31%
- I can’t find books that I like at my level: 21%
- The book is around the house and I just pick it up: 20%
- I don’t want to have to work hard at reading: 16%
- Other people I know are reading it: 15%

QK42b. Which of the following, if any, are reasons you choose books that are below your reading level?

NOTE: Data in this chart are among the 25% of kids in years 4–12 who have been told their reading level, have used it to pick books and have chosen books below their reading level. Question not asked of kids aged 6–8.
The Power of Independent Reading In School

44% Kids Aged 6–17
say their class or school has a
DESIGNATED TIME DURING THE
SCHOOL DAY TO READ A BOOK
of their choice independently
ONLY 16% do this every or almost every school day

61% Kids Aged 6–11

27% Kids Aged 12–17
These opportunities
DECREASE WITH AGE

64% Kids Aged 6–17
who read independently as a class or school
say it’s one of their favourite parts of the day or
WISH IT WOULD HAPPEN MORE OFTEN

69% vs. 53%
69% vs. 49%
54% vs. 30%
52% vs. 26%

% of kids with opportunities to read independently
as a class or school during the school day

Children who are given time for independent reading at school are more likely than those who are not to:

- Be currently reading a book for fun
- Love or like reading books for fun a lot
- Agree that reading books for fun is extremely or very important
- Feel kids their age should read books for fun 5–7 days a week
- Be frequent readers, reading books for fun 5–7 days a week
SECTION IV: What Kids Want in Books

Children of all age groups agree: their favourite books—and the ones they are most likely to finish—are the ones they pick out themselves.

Children’s Agreement with Statements
Base: Children Aged 6–17

- “My favourite books are the ones that I have picked out myself”
  - Aged 6–8: 93%
  - Aged 9–11: 91%
  - Aged 12–14: 90%
  - Aged 15–17: 92%
  - Total Kids: 91%

- “I am more likely to finish reading a book that I have picked out myself”
  - Aged 6–8: 91%
  - Aged 9–11: 89%
  - Aged 12–14: 86%
  - Aged 15–17: 90%
  - Total Kids: 89%

QK15. Please tell me whether you agree a lot, agree a little, disagree a little, or disagree a lot with each of the following statements.
Across all ages—but particularly among children aged 6–8—a majority of kids (74%) say they would read more if they could find more books that they like.

Children’s Agreement with Statement: “I would read more if I could find more books that I like”
Base: Children Aged 6–17

Aged 6–8
Aged 9–11
Aged 12–14
Aged 15–17

80% 74% 70% 71%

QK15. Please say whether you agree a lot, agree a little, disagree a little, or disagree a lot with each of the following statements.
Nearly four in 10 parents (38%) agree that their child has trouble finding books he or she likes, especially as their child grows older.

**Parents’ Agreement with Statement:**
“My child has trouble finding books he/she likes”

*Base: Parents of Children Aged 6–17*

Q035. Please indicate whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with each of the following statements.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Agree Strongly</th>
<th>Agree Somewhat</th>
<th>Disagree Somewhat</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 6–8</td>
<td>30%</td>
<td>31%</td>
<td>48%</td>
<td>45%</td>
</tr>
<tr>
<td>Aged 9–11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 12–14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aged 15–17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“I find it hard to find a good book to read and also have trouble staying focused.”
— 17-year-old boy, Victoria – Metro
Further, 40% of parents agree they need help finding books their child likes, with parents of kids aged 12–14 feeling this the most strongly.

Parents’ Agreement with Statement: “I need help finding books my child likes”
Base: Parents of Children Aged 6–17

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 6–8</td>
<td>37%</td>
</tr>
<tr>
<td>Aged 9–11</td>
<td>36%</td>
</tr>
<tr>
<td>Aged 12–14</td>
<td>47%</td>
</tr>
<tr>
<td>Aged 15–17</td>
<td>40%</td>
</tr>
</tbody>
</table>

QP35. Please indicate whether you agree strongly, agree somewhat, disagree somewhat or disagree strongly with each of the following statements.

“Reading is my own personal passion. I love and enjoy it so much, and learn so much from it that I want my children to feel the same way that I do.”
— Mother, 13-year-old boy, New South Wales – Metro
Libraries, and school book fairs and book club catalogues, along with bookshops, are the leading sources children aged 6–11 use to find books to read for fun. While these sources remain important, as kids grow older, more begin to look online to find books.

**Sources Children Use to Find Books to Read for Fun**

*Base: Children Aged 6–17*

<table>
<thead>
<tr>
<th>Source</th>
<th>Aged 6–11</th>
<th>Aged 12–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>78%</td>
<td>55%</td>
</tr>
<tr>
<td>School book fair/book club catalogue (Net)</td>
<td>56%</td>
<td>30%</td>
</tr>
<tr>
<td>Bookshop</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td>School reading list or website</td>
<td>21%</td>
<td>17%</td>
</tr>
<tr>
<td>Websites that sell or recommend books</td>
<td>7%</td>
<td>23%</td>
</tr>
<tr>
<td>Social media (like Facebook, Pinterest, Instagram)</td>
<td>2%</td>
<td>17%</td>
</tr>
</tbody>
</table>

**Total**

- **67%** Total
- **43%** Total
- **40%** Total
- **19%** Total
- **15%** Total
- **10%** Total

QK44. Which of the following sources do you use to find books to read for fun?

*NOTE: The net item combines “school book fair” and “school book club catalogue.” Top six items are shown in chart.*

“Bring children to the library every now and then, including story time, and they start to love to go to the library.”

—Mother, 9-year-old girl, New South Wales – Metro
Similarly, libraries and bookshops are the most common sources parents use when looking for books for their child to read for fun, followed by the school book fair and book club catalogue. Parents of children younger than 12 are the most likely to use libraries, as well as school book fairs and book club catalogues.

“Reading is strongly encouraged at our local school. The librarian is a fanatic on books and helps the students very much.”
— Father, 10-year-old girl, Queensland – Regional

Sources Parents Use to Help Find Books for Their Child to Read
Base: Parents of Children Aged 6–17

QP44. Which of the following sources do you use to find books for your child to read for fun?

NOTE: The net item combines "school book fair” and "school book club catalogue." Top six items are shown in chart.
Children commonly turn to their parents when they need ideas about which books to read for fun.

People From Whom Children Get Ideas About Which Books to Read for Fun

<table>
<thead>
<tr>
<th>Source</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents (Net)</td>
<td>72%</td>
</tr>
<tr>
<td>Teacher</td>
<td>47%</td>
</tr>
<tr>
<td>Friends</td>
<td>47%</td>
</tr>
<tr>
<td>School librarian</td>
<td>33%</td>
</tr>
<tr>
<td>Brothers, sisters, cousins</td>
<td>28%</td>
</tr>
<tr>
<td>Grandparents</td>
<td>16%</td>
</tr>
<tr>
<td>Public librarian</td>
<td>14%</td>
</tr>
<tr>
<td>Other grown-ups/adults</td>
<td>10%</td>
</tr>
</tbody>
</table>

QK43. Please choose all of the people from whom you get ideas about which books to read for fun. Like we’ve mentioned before, this means books that are not part of your schoolwork or homework.

NOTE: The net item combines “mum” and “dad.”
Above all, children want books that make them laugh.

Things Children Look for When Picking Out a Book to Read for Fun

Base: Children Aged 6–17

<table>
<thead>
<tr>
<th>Feature</th>
<th>Base Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make me laugh</td>
<td>61%</td>
</tr>
<tr>
<td>Let me use my imagination</td>
<td>51%</td>
</tr>
<tr>
<td>Have characters I wish I could be like</td>
<td>44%</td>
</tr>
<tr>
<td>Tell a made-up story (fiction)</td>
<td>41%</td>
</tr>
<tr>
<td>Have a mystery or problem to solve</td>
<td>40%</td>
</tr>
<tr>
<td>Teach me something new</td>
<td>38%</td>
</tr>
<tr>
<td>Let me forget about real life for a while</td>
<td>27%</td>
</tr>
<tr>
<td>Tell a true story (nonfiction)</td>
<td>27%</td>
</tr>
<tr>
<td>Are a little scary</td>
<td>25%</td>
</tr>
<tr>
<td>Are about things I experience in my life</td>
<td>20%</td>
</tr>
<tr>
<td>Have characters that look like me</td>
<td>18%</td>
</tr>
<tr>
<td>Have characters who are in love</td>
<td>18%</td>
</tr>
</tbody>
</table>

QK16. What do you look for when picking out a book for fun? Please select all that apply, as long as they are true for you.

*Full item text read: “Have characters I wish I could be like because they’re smart, strong or brave.”

“I love books’ adventures, characters and story lines. They can be happy, funny, silly, sad, scary or just weird.”
—11-year-old girl, Western Australia – Metro
What children want in books varies by age.

Things Children Look for When Picking Out a Book to Read for Fun
Base: Children Aged 6–17

<table>
<thead>
<tr>
<th>Item</th>
<th>Aged 6–11</th>
<th>Aged 12–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make me laugh</td>
<td>67%</td>
<td>54%</td>
</tr>
<tr>
<td>Let me use my imagination</td>
<td>55%</td>
<td>47%</td>
</tr>
<tr>
<td>Have characters I wish I could be like*</td>
<td>51%</td>
<td>38%</td>
</tr>
<tr>
<td>Tell a made-up story (fiction)</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>Teach me something new</td>
<td>41%</td>
<td>35%</td>
</tr>
<tr>
<td>Have a mystery or problem to solve</td>
<td>38%</td>
<td>42%</td>
</tr>
<tr>
<td>Have characters that look like me</td>
<td>23%</td>
<td>14%</td>
</tr>
<tr>
<td>Are a little scary</td>
<td>23%</td>
<td>28%</td>
</tr>
<tr>
<td>Tell a true story (nonfiction)</td>
<td>22%</td>
<td>32%</td>
</tr>
<tr>
<td>Let me forget about real life for a while</td>
<td>18%</td>
<td>35%</td>
</tr>
<tr>
<td>Have characters who are in love</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Are about things I experience in my life</td>
<td>15%</td>
<td>24%</td>
</tr>
</tbody>
</table>

QK16. What do you look for when picking out a book for fun? Please select all that apply, as long as they are true for you.

*Full item text read: “Have characters I wish I could be like because they’re smart, strong or brave.”
Parents often want in books for their children the same things as kids want for themselves.

Comparison of Things Children Want in Books to Things Parents Want in Books for Their Kids
Base: Children Aged 6–17 and Parents of Children Aged 6–17

QK16. What do you look for when picking out a book for fun?
QP37. Which of the following are the types of books you need help finding/wish there were more of for your child?

NOTE: Items that are in-kind between the parents’ and kids’ survey are shown in chart.

*Full item text read: “Have characters I wish I could be like because they’re smart, strong or brave.”
Parents are most likely to encourage their child to read by making print books accessible and giving books as gifts.

### Things Parents Do to Encourage Their Child to Read Books for Fun
**Base: Parents of Children Aged 6–17**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always have print books in home</td>
<td>51%</td>
</tr>
<tr>
<td>Give books as gifts</td>
<td>51%</td>
</tr>
<tr>
<td>Let my child choose books from school book fair/book club catalogue (Net)</td>
<td>46%</td>
</tr>
<tr>
<td>Suggest books that I think my child will enjoy</td>
<td>42%</td>
</tr>
<tr>
<td>Take my child to the library to browse books</td>
<td>40%</td>
</tr>
<tr>
<td>Take my child to the bookshop to browse books</td>
<td>35%</td>
</tr>
<tr>
<td>Build reading into my child’s routine</td>
<td>28%</td>
</tr>
<tr>
<td>Put limits on screen time</td>
<td>27%</td>
</tr>
<tr>
<td>Use book-based movies or TV shows to get my child interested in books</td>
<td>24%</td>
</tr>
<tr>
<td>Read the same books so my child and I can talk about the books</td>
<td>17%</td>
</tr>
<tr>
<td>Reward my child for reading books</td>
<td>14%</td>
</tr>
<tr>
<td>Work with my child’s teacher to find books</td>
<td>13%</td>
</tr>
<tr>
<td>Make ebooks available</td>
<td>12%</td>
</tr>
</tbody>
</table>

**QP39. Which of the following do you currently do to encourage your child to read books for fun?**

*NOTE: The net item combines “school book fair” and “school book club catalogue.”*
Children whose parents encourage reading by always making print books available are more likely to be currently and frequently reading a book for fun, to love or like reading books for fun a lot, and to think kids their age should be reading frequently.

Children’s Behaviours and Views on Reading Books for Fun

Base: Children Aged 6–17

- Children whose parents always make print books available
- Children whose parents do not always make print books available

- Are currently reading a book for fun: 68% vs. 64%
- Love or like reading books for fun a lot: 57% vs. 57%
- Feel kids their age should read books for fun 5–7 days a week: 47% vs. 33%
- Read books for fun 5–7 days a week: 43% vs. 31%

NOTE: Data shown are from multiple questions and highlight select differences between children whose parents do and do not always make print books available.

“I enjoy time alone when it’s just me and the book.”

—16-year-old girl, New South Wales – Metro
“After I’ve read a book I can recommend it to one of my friends and then we can talk about it. I think that it’s a great skill for children to have because they will need to be able to read for pretty much their whole entire life.”

– 11-year-old boy, New South Wales – Regional

Children whose parents use the school book fair or book club catalogue to encourage reading books for fun are more likely to be currently reading a book for fun, to enjoy reading, to think reading is important, and to read books for fun frequently.

Children’s Behaviours and Views on Reading Books for Fun
Base: Children Aged 6–17

- Feel reading books for fun is extremely/very important
- Are currently reading a book for fun
- Love or like reading books for fun a lot
- Feel reading books for fun is extremely/very important
- Feel kids their age should read books for fun 5–7 days a week
- Read books for fun 5–7 days a week

NOTE: Data shown are from multiple questions and highlight select differences between children who do and do not have parents who use the school book fair/book club catalogue to encourage reading books for fun.
As children grow older, parents are less likely to engage in activities that encourage reading.

Things Parents Do to Encourage Their Child to Read Books for Fun
Base: Parents of Children Aged 6–17

QP39. Which of the following do you currently do to encourage your child to read books for fun?

“It’s a bit harder to get her motivated to read these days than in the past.”
— Father, 9-year-old girl, Victoria – Metro
Parents of older children are more likely to say they do not have a preference as to whether their kids read books for fun in print vs. ebooks. However, seven in 10 parents of children aged 6–11 (72%) prefer that their kids read in print.

Parents’ Book Preferences for Their Child: Print Books vs. eBooks
Base: Parents of Children Aged 6–17

QP16. How would you prefer your child read books for fun?

61% Prefer print books
33% Prefer ebooks
6% No preference

Aged 6–8: 72% Prefer print books, 6% Prefer ebooks, 4% No preference
Aged 9–11: 68% Prefer print books, 4% Prefer ebooks, 9% No preference
Aged 12–14: 49% Prefer print books, 4% Prefer ebooks, 9% No preference
Aged 15–17: 55% Prefer print books, 4% Prefer ebooks, 4% No preference
One-third of children (33%) have read an ebook, with kids aged 12–17 being most likely to have done so.

“Digital devices will hopefully let him choose more books as he can do this whenever he wants to.”
—Father, 12-year-old boy, Queensland – Regional
**SPOTLIGHT:** Print Books in a Digital World

Children are mostly reading ebooks at home.

**Places Children Read eBooks**
Base: Children Aged 6–17

- At home: 25%
- At school: 10%
- At the library: 6%
- On transport to/from school or sport: 5%
- At a friend’s house: 4%
- At an after-school club: 2%

QK28. When you read ebooks, do you read them...
Half of children who read ebooks (51%) say that most of the books they read for fun are in print, but more than one-third (37%) read about half ebooks and half print books.

How Children Read Books for Fun
Base: Children Aged 6–17 Who Have Read an eBook

QK29a. Which of the following best describes the books you read for fun?

NOTE: Data in this chart are among the 33% of kids who have read an ebook.

“She readily seeks out books, both on the laptop and printed.”
— Grandfather, 14 year-old girl, Queensland – Metro
One-quarter of children who have read an ebook (26%) say they are reading more books since starting to read digitally. Girls and kids aged 6–8 are the most likely to say this.

Impact Reading eBooks Has Had on the Amount of Books Children Read
Base: Children Aged 6–17 Who Have Read an eBook

QK30. Since starting to read ebooks, are you now reading more books, fewer books, or the same amount of books? (Please think about ebooks and print books when answering this question).

NOTE: Data in this chart are among the 33% of kids who have read an ebook.
More than half of children who have read ebooks (55%) prefer to read print books, with 6–8 year olds being the most likely to feel this way. Boys are less likely than girls to prefer print books.

How Children Prefer to Read Books: Print vs. eBooks
Base: Children Aged 6–17 Who Have Read an eBook

QK29b. In general, would you rather read...

NOTE: Data in this chart are among the 33% of kids who have read an ebook.
The majority of children (79%) agree they will always want to read print books, even though there are ebooks available.

Children’s Agreement with Statement: “I’ll always want to read books printed on paper even though there are ebooks available”

Base: Children Aged 6–17
Among children who have not read an ebook, four in 10 (39%) express interest in reading an ebook, with younger kids being more interested than older children.

**Interest in Reading eBooks**
Base: Children Aged 6–17 Who Have Not Read an eBook

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged 6–8</td>
<td>57%</td>
</tr>
<tr>
<td>Aged 9–11</td>
<td>42%</td>
</tr>
<tr>
<td>Aged 12–14</td>
<td>27%</td>
</tr>
<tr>
<td>Aged 15–17</td>
<td>24%</td>
</tr>
</tbody>
</table>

QK6b. Are you interested in reading ebooks (ADDED FOR KIDS AGED 6–8: or stories) on any of the types of electronic devices mentioned in the last question?

*NOTE: Data in this chart are among the 67% of kids who have not read an ebook.*
Home libraries are predominantly composed of print books, many of which are children’s books. In homes with ebooks, half of parents (51%) say the ebook collection is mostly books for adults.

---

“My daughter reads both ebooks and print books, but prefers hardcover books and likes to collect book series. She has many bookcases!”

— Mother, 14-year-old girl, Victoria – Metro

---

**Average Number of Print and eBooks in Home**

Base: Parents of Children Aged 6–17

<table>
<thead>
<tr>
<th>Print books</th>
<th>eBooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>159</td>
<td>43</td>
</tr>
</tbody>
</table>

**Percentage of Children’s vs. Adult Books in Home**

Base: Parents of Children Aged 6–17 Who Say There Are Print Books and eBooks in Their Home

- Mostly adult books: 22%
- An even mix of both: 53%
- Mostly children’s books: 25%

**QP54.** How many print books are in your home?

**QP55.** How many ebooks does your family own?

**QP56.** Which describes your print book collection best?

**QP57.** Which describes your ebook collection best?
# What Kids Want In Books

When Reading for Fun, Kids Aged 6–17 Say

**THEY WANT BOOKS THAT:**

<table>
<thead>
<tr>
<th>Prevalence</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>Make me laugh</td>
</tr>
<tr>
<td>41%</td>
<td>Tell a made-up story</td>
</tr>
<tr>
<td>51%</td>
<td>Let me use my imagination</td>
</tr>
<tr>
<td>40%</td>
<td>Have a mystery or problem to solve</td>
</tr>
<tr>
<td>38%</td>
<td>Teach me something new</td>
</tr>
<tr>
<td>44%</td>
<td>Have characters I wish I could be like because they’re smart, strong or brave</td>
</tr>
<tr>
<td>91%</td>
<td>My favourite books are the ones I have picked out myself</td>
</tr>
</tbody>
</table>

**Kids Aged 6–8**
- Are more likely than older kids to want: books that have smart, strong or brave characters

**Kids Aged 9–11**
- Are more likely than younger kids to want: books that have a mystery or problem to solve

**Kids Aged 12–14**
- Are more likely than younger kids to want: books about things they experience in their life

**Kids Aged 15–17**
- Are more likely than younger kids to want: books that tell a true story

**Favourites**

- Kids Aged 6–8: The Treehouse Books, Roald Dahl, Diary of a Wimpy Kid
- Kids Aged 12–14: The Hunger Games, Harry Potter, Diary of a Wimpy Kid
- Kids Aged 15–17: Harry Potter, The Hunger Games, Detective Books
Study Methodology

- The study was managed and fielded by YouGov, using their panel of Australia-based respondents.

- The sample consisted of parents with children aged 6–17 who first completed a series of questions before passing the survey on to one randomly selected child in the target age range. Additionally, a sample of parents with children aged 0–5 completed the parent-focused portion of the survey.

- 695 pairs of children and adults from the same household completed the survey, along with 358 parents of children aged 0–5.

- The survey was fielded between November 19, 2015 and November 27, 2015.

- Final data on children’s age, gender, along with household characteristics (including region and income) were examined against data from the Australian Bureau of Statistics. Sample balancing was applied to adjust household income to further enhance sample representativeness.
APPENDIX A:

Additional Study Methodology

- Some survey language was modified in age-appropriate ways to ensure comprehension among children aged 6–8.

- Children aged 6–8 were not asked some survey questions also due to comprehension limitations and limitations on the length of a survey appropriate for 6–8 year olds.

- Parents were invited to help young children read the survey but were asked to allow children to independently answer all questions. At the end of the survey, children were asked to record the degree to which a parent helped them with the survey. Consistent with prior research, an analysis comparing the responses of children with and without parental involvement showed no significant differences.

- Virtually all (95%) adults interviewed were the parent or stepparent of the child interviewed. Therefore, throughout this report, we refer to adult respondents as “parents.”

- Data may not sum to 100% due to rounding.
### Demographics of the Sample

<table>
<thead>
<tr>
<th>Age of Child Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6–8</td>
<td>26%</td>
</tr>
<tr>
<td>9–11</td>
<td>24%</td>
</tr>
<tr>
<td>12–14</td>
<td>25%</td>
</tr>
<tr>
<td>15–17</td>
<td>25%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender of Child Respondents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Aged 6–17</td>
<td>50%</td>
</tr>
<tr>
<td>Girls Aged 6–17</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship of Adult Respondent to Child</th>
<th>Parents of 0–17 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent (Net)</td>
<td>95%</td>
</tr>
<tr>
<td>Mother</td>
<td>62%</td>
</tr>
<tr>
<td>Father</td>
<td>31%</td>
</tr>
<tr>
<td>Stepmother</td>
<td>1%</td>
</tr>
<tr>
<td>Stepfather</td>
<td>1%</td>
</tr>
<tr>
<td>Other Guardian (Net)</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Household Income</th>
<th>Parents of 0–17 Year Olds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than $40K</td>
<td>12%</td>
</tr>
<tr>
<td>$40K–$60K</td>
<td>13%</td>
</tr>
<tr>
<td>$61K–&lt;$99K</td>
<td>22%</td>
</tr>
<tr>
<td>$100K–$150K</td>
<td>28%</td>
</tr>
<tr>
<td>$150K–$250K</td>
<td>14%</td>
</tr>
<tr>
<td>$250K+</td>
<td>4%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>8%</td>
</tr>
<tr>
<td>Median</td>
<td>$80K</td>
</tr>
</tbody>
</table>
### APPENDIX C:

#### Subgroup Sample Sizes

<table>
<thead>
<tr>
<th>Age of Child Respondents</th>
<th>Total</th>
<th>6–8</th>
<th>9–11</th>
<th>12–14</th>
<th>15–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>695</td>
<td>177</td>
<td>175</td>
<td>169</td>
<td>174</td>
</tr>
<tr>
<td>6–8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9–11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12–14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15–17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender of Child Respondents</th>
<th>Boys Aged 6–17</th>
<th>Girls Aged 6–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Aged 6–17</td>
<td>349</td>
<td></td>
</tr>
<tr>
<td>Girls Aged 6–17</td>
<td>346</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age of Child Respondents within Gender</th>
<th>Total</th>
<th>6–8</th>
<th>9–11</th>
<th>12–14</th>
<th>15–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Aged 6–8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Aged 6–8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Aged 9–11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Aged 9–11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Aged 12–14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Aged 12–14</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys Aged 15–17</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls Aged 15–17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age of Child that Parents Answered About</th>
<th>Total</th>
<th>6–8</th>
<th>9–11</th>
<th>12–14</th>
<th>15–17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents of Children Aged 0–17</td>
<td>1,053</td>
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<tr>
<td>Parents of Children Aged 0–5</td>
<td>358</td>
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<tr>
<td>Parents of Children Aged 0–2</td>
<td>180</td>
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<tr>
<td>Parents of Children Aged 3–5</td>
<td>178</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Parents of Children Aged 6–17</td>
<td>695</td>
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</tbody>
</table>
## Subgroup Sample Sizes (continued)

### Reading Frequency of Child Aged 6–17

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Readers (read books for fun 5–7 days a week)</td>
<td>245</td>
</tr>
<tr>
<td>Moderately Frequent Readers (read books for fun 1–4 days a week)</td>
<td>279</td>
</tr>
<tr>
<td>Infrequent Readers (read books for fun less than 1 day a week)</td>
<td>171</td>
</tr>
</tbody>
</table>

### Reading Frequency of Child Within Age

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequent Readers Aged 6–11</td>
<td>177</td>
</tr>
<tr>
<td>Infrequent Readers Aged 6–11</td>
<td>39</td>
</tr>
<tr>
<td>Frequent Readers Aged 12–17</td>
<td>68</td>
</tr>
<tr>
<td>Infrequent Readers Aged 12–17</td>
<td>132</td>
</tr>
</tbody>
</table>

### Children Aged 6–17 Who Read Independently with Their Class or School

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>308</td>
</tr>
<tr>
<td>Boys</td>
<td>156</td>
</tr>
<tr>
<td>Girls</td>
<td>152</td>
</tr>
</tbody>
</table>

### Children Aged 6–17 Who Have Read an eBook

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>221</td>
</tr>
<tr>
<td>6–8</td>
<td>42</td>
</tr>
<tr>
<td>9–11</td>
<td>42</td>
</tr>
<tr>
<td>12–14</td>
<td>71</td>
</tr>
<tr>
<td>15–17</td>
<td>66</td>
</tr>
</tbody>
</table>
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