

RESEARCH INTO RAP



“Reading for pleasure is more important for children’s cognitive development than their parents’ level of education and is a more powerful factor in life achievement than socio-economic background.”

[Sullivan and Brown (2013) Social inequalities in cognitive scores at age 16: The role of reading IOE]

“Reading extensively and for pleasure can foster the development of stronger reading habits and increase literacy skills at a greater rate than through formal literacy lessons.”

[Hilhorst, S, et al. (2018) A Society of Readers Demos p. 26]

“Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one’s own and others’ identities.”

“Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations.”

“Regular readers for pleasure reported fewer feelings of stress and depression than non- readers.”

[Billington, J, (2015) Reading between the Lines: the Benefits of Reading for Pleasure, University of Liverpool]

[reading_for_pleasure.pdf](#) (**[publishing.service.gov.uk](#)**) - Research evidence on reading for pleasure

[Education standards research team, DfE May 2012]

[The reading framework - teaching the foundations of literacy](#) (**[publishing.service.gov.uk](#)**) The reading framework: Teaching the foundations of literacy, [DfE July 2021]

<https://www.nate.org.uk/wp-content/uploads/2020/03/4-Reading-Communities-Teresa-Cremin.pdf> Summary of the Teachers as Readers research 2019