



# An Evaluation of the *First News* Reading Package

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*Words for life*

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## Executive Summary

The National Literacy Trust was commissioned by *First News* to conduct an evaluation of how taking part in *First News* activities in school affects pupils' reading skills and attitudes towards reading, as well as their attitudes to newspapers, the news, and current affairs. The study took place between February and July 2015 with a sample of over 500 pupils, primarily in Year 4 and Year 5. The evaluation focused on changes in reading skills, measured with the digital version of the New Group Reading Test, and also looked at attitudinal changes towards newspapers, via an online quantitative survey. Both were administered before and after *First News* activities were delivered in class over eight weeks.

Findings were positive, with progression in both skills and attitudes. Participating children's reading progressed significantly over the eight-week period of the activity, increasing from an average standard score of 113.16 to an average standard score of 115.32. Pupils showed particular gains in reading comprehension and inferential skills over the course of the activities.

Likewise, significant changes occurred in attitudes and behaviours: children are more likely to read newspapers in their free time post-survey (42%) than pre-survey (28%) and they are more likely to read newspapers than children from the national sample (National Literacy Trust's annual literacy survey 2014). Furthermore, *First News* has become the favourite newspaper of 72% of pupils post-survey (among pupils who do have a favourite newspaper). Three in four children who have completed *First News* activities in school think newspapers are interesting and more than half think they are fun; boys in particular find newspapers fun after the project (55%). The project also seems to have boosted children's perceptions of their own skills: pre-survey only about half the sample agreed with the statement: "I can read and understand a whole newspaper article", while this increased to 62% post-survey.

The changes in the overall sample are reflected in sub-groups by gender, native language and year group. No significant changes seem to have occurred in more general attitudes to reading, although the matter begs more exploration.

Finally, the evaluation seems to suggest that the *First News* intervention can initiate broader behavioural changes among the children when it comes to reading. Not only do pupils read and enjoy newspapers more than they did before taking part in *First News* activities, but they also seem to read more of other materials, notably non-fiction. These encouraging findings may be further supported by a longitudinal study.

## Introduction

### *First News*

*First News* is the UK's only newspaper for children and young people. It boasts a weekly readership of 2,042,199 seven to 14-year-olds. The newspaper was launched in May 2006 and is published by Newsbridge.

*First News* aspires to raise the profile of children's views and opinions in society. Produced in traditional, full-colour newspaper format, it currently engages children in over 10,000 schools and 25,000 homes with the news and issues of the day. *First News* firmly believes that getting children into the habit of reading and learning about the world around them from an early age encourages awareness that will stand them in good stead for the rest of their lives. In addition, in its *First News Reading Package*, downloadable reading activities related to weekly newspaper stories, support schools in developing students' reading skills and interests.

Designed to be easily integrated into schools' guided reading programmes, these teaching resources help KS1, KS2 and KS3 teachers engage pupils and support their reading development with real, relevant non-fiction texts. Each week, differentiated sets of activities make news stories more accessible and deepen all pupils' understanding.

Each set includes comprehension questions that focus on specific news stories, quizzes to enable pupils to uncover fascinating facts and information in the newspaper, and a news puzzle to develop understanding of vocabulary in context. A weekly debate resource focuses on a topical dilemma in one of the week's stories, with additional background information, opposing viewpoints and discussion questions to support pupils to explore the issue and develop informed opinions.

### Evaluation Methodology

The National Literacy Trust was commissioned by *First News* to conduct an evaluation of how taking part in *First News* activities in school affects pupils' attitudes to newspapers, the news and the media, as well as their attitudes towards reading and their reading skills.

The evaluation consisted of an online quantitative survey administered before and after *First News* activities in class, and an online reading test (New Group Reading Test, digital version), which provides standardised reading scores as well as a breakdown of specific skills related to sentence completion and reading comprehension.

The classroom activities lasted for approximately eight weeks, and about 12 weeks elapsed between pre- and post-surveys and tests. In total 515 children were surveyed at pre-stage and 445 post-project. 514 pupils took the reading test before *First News* activities started and 419 pupils completed the reading test at post-project stage. The evaluation was conducted in eight primary schools in England, although only seven participated in the reading tests. The study took place between February and July 2015.

The survey is available in Annex A.

## Findings

The findings of the evaluation are generally very positive: the participating pupils demonstrate more positive attitudes to newspapers at post-survey, as well as progression in their reading attainment. This section will first give some general background about the surveyed children's demographic characteristics. Secondly, we will describe changes in reading attainment and finally, we will take a detailed look at the children's reported attitudes and behaviours.

### Demographics

Table 1 shows that the evaluation suffered from some attrition between pre- and post-surveys and reading tests. It should be mentioned that several schools experienced severe difficulties in completing the online reading tests and that data collection overall proved challenging, as it often is with primary schools.

*Table 1: Total number of children at each time point*

Pre-reading test	514
Post-reading test	419
Pre-attitudinal survey	515
Post-attitudinal survey	445

The following data relate to demographic information that was captured in the attitudinal surveys as demographic information was lacking from a large number of the attainment tests and therefore could not be recorded accurately.

The pre- and post-samples are identical in terms of gender ( $\chi^2 = 0.017$ ,  $df = 1$ ,  $p = .985$ ) with an almost equal balance of boys and girls (see Table 2). The study sample is consistent with national averages where girls represent 49% of primary school pupils<sup>1</sup>.

*Table 2: Gender pre- and post-project*

	Boy	Girl
PRE	51%	49%
POST	51%	49%

Table 3 shows that the post sample has a significantly higher percentage of children who say that they speak English as an additional language ( $\chi^2 = 7.223$ ,  $df = 1$ ,  $p = .007$ ). The range of languages is very varied, with Tamil, Urdu, Russian and Romanian-speaking children in addition to those who speak French or Spanish at home.

It is worth noting that the question asked was "Do you speak a language at home that isn't English?" and it is therefore possible that some pupils may have included languages that they speak casually at home and may not in fact have English as an additional language.

*Table 3: English as an additional language pre- and post-project*

	EAL	Non-EAL
PRE	40%	60%
POST	49%	51%

A minority of pupils receive free school meals (FSM) in the participating schools (see Table 4). There was no significant difference between the percentage of pupils who receive FSM in pre- and post-survey samples ( $\chi^2 = 0.141$ ,  $df = 1$ ,  $p = .707$ ). Our percentages of FSM pupils are below the national average of 17% of pupils on FSM between five and 10 years old<sup>2</sup>.

<sup>1</sup> Department for Education, *Schools, pupils and their characteristics: January 2015*, published June 2015

<sup>2</sup> *Ibid*

Table 4: Free school meals pre- and post-project

	FSM	Non-FSM
PRE	11%	89%
POST	12%	88%

The evaluation was mainly intended to observe responses to *First News* among children in Year 4 and Year 5. The sample also includes a negligible number of Year 3 pupils (see Table 5). We will therefore focus on Year 4, Year 5 and Year 6, although unfortunately the Year 6 group is fairly small compared with the Year 4 and Year 5 groups.

The sample changed significantly between pre and post-surveys, with more Year 4 students and fewer Year 5 students in the post-survey ( $\chi^2 = 21.093$ ,  $df = 5$ ,  $p = .001$ ).

Table 5: Year groups pre- and post-project

	Year 3	Year 4	Year 5	Year 6
PRE	1%	30%	55%	14%
POST	1%	42%	42%	15%

Table 6 shows that the predominant ethnic group in the sample is White (58% of children) followed by Asian (19%) and Black (10%).

Table 6: Ethnicity

White - British	48%
Asian or Asian British - Indian	8%
Black or Black British - African	5%
White - Irish	5%
White - any other background	4%
Asian or Asian British - Pakistani	4%
Asian or Asian British - Bangladeshi	4%
Mixed - White and Asian	3%
Black or Black British - Caribbean	3%
Mixed - another other mixed race background	2%
Asian or Asian British - any other Asian background	2%
Black or Black British - any other Black background	2%
White - Roma	1%
Mixed - White and Black Caribbean	1%
Mixed - White and Black African	1%
Asian or Asian British - Chinese	1%
Arab or Arab British	1%
Any other ethnic background	4%

## Progress in Reading Attainment

*First News* strives to raise pupils' awareness of the wider world through reading and discussing stories in the newspaper, and more widely of news and current affairs. In addition, participation in a *First News* project is intended to raise pupils' attainment in reading and writing, improving children's basic literacy skills to help them perform better in school. The evaluation therefore measured the targeted pupil's reading skills before and after they participated in *First News* activities.

Pre- and post-activity (matched) attainment data were available for 358 children. The New Group Reading Test (NGRT) provides standardised reading scores that take children's age into account and are easily interpretable. Like most other educational skill tests, it is standardised so that the average score is 100, while the spread of the scores (the standard deviation) is set for 15. This means that children who have standardised scores of 85-115 fall within the "average" reading skills band, while children who score below 85 have "below average" reading skills and children who score above 115 have "above average" reading skills.

Table 7 shows that our sample of children contained only a small percentage at pre-test who scored below average. Instead, there was an equal percentage of children who were either average or above average. The sample therefore already contained a substantial percentage of children who read above the level expected for their age. Table 7 also shows that at post-test, more children were within the above average band.

Table 7: Children's reading scores relative to age norms pre- and post-project

	Below average (<85)	Average (85-115)	Above average (> 115)
Pre-test	7.3% (N = 26)	46.6% (N = 167)	46.1% (N = 165)
Post-test	5.3% (N = 19)	42.5% (N = 152)	52.2% (N = 187)

Indeed, children's reading progressed significantly<sup>3</sup> over the eight-week period of the project, increasing from an average standard score of 113.16 (SD = 18.292) to an average standard score of 115.32 (SD = 17.63). Since the scores are age standardised, the change in reading skills cannot simply be due to maturation and it appears that *First News* participants have made more progress than expected over the duration of the intervention.

To provide context for the increase in mean standard scores, the NGRT also provides national curriculum levels, indicating that participating children's reading went up on average by half a sublevel over the course of the eight-week project (M = 0.54; SD = 2.21).

There is also some indication that some aspects of reading have improved more than others over the course of the activity. While there was no significant<sup>4</sup> change in children's ability to complete sentences (testing children's word knowledge, knowledge of sentence structure and knowledge of grammatical features), there was a significant<sup>5</sup> improvement in children's passage comprehension over that time period, indicating that children's inferential knowledge and deduction skills have increased during the two months of the project.

<sup>3</sup> Paired samples t-test:  $t(357) = -4.587, p = .000$

<sup>4</sup> Wilcoxon signed ranks test:  $Z = -1.901, p = .057$ ; M pre = 6.59 (SD = 2.134), M post = 6.71 (SD = 2.12)

<sup>5</sup> Wilcoxon signed ranks test:  $Z = -4.277, p = .000$ ; M pre = 6.26 (SD = 1.994), M post = 6.57 (SD 1.938);

## Positive Changes in Attitudes and Behaviours Towards Newspapers

The general response to *First News* from a clear majority of children is very positive. 62% of children at post-survey say that they enjoyed discussing and debating stories they found in *First News*. When asked if they would like to say anything about *First News* at the end of the post-surveys, children highlight the fact that the newspaper is fun, interesting, easy to read and understand, very informative and above all, they appreciate the fact that it is aimed at children and made relevant to and appropriate for them<sup>6</sup>.

The analysis of the children's responses from the pre- and post-attitudinal surveys reveals that the outcomes of *First News* go beyond the pupils' direct enjoyment of activities to create positive changes in attitudes and behaviours towards newspapers.

The activities using *First News* significantly increased the number of children who say that they have a favourite newspaper. Before the beginning of the activities only 1 child in 4 said that they had a favourite newspaper but at the end of the project that percentage had nearly doubled to 45.7% (see Table 8).

Table 8: "Do you have a favourite newspaper?" pre- and post-project

	Yes	No
PRE	26.9%	73.1%
POST	45.7%	54.3%

The favourite newspaper is, of course, *First News* (see Table 9). Of those who said that they have a favourite newspaper, 40% (i.e.11% of the overall sample) knew and loved the paper before they took part in the specific school activities. However, the percentage of pupils who say that *First News* is their favourite newspaper nearly doubled as a result of taking part in this project, increasing to 72% (i.e. 33% of the total sample). *The Sun* and *Metro* remain the second and third favourite newspapers among participating children, although this is the case to a lesser extent in the post-survey.

Table 9: "What is your favourite newspaper?" pre- and post-project

PRE		POST	
<i>First News</i>	40%	<i>First News</i>	72%
<i>The Sun</i>	11%	<i>The Sun</i>	6%
<i>Metro</i>	10%	<i>Metro</i>	4%
Local news	7%	<i>Daily Mail</i>	4%
<i>The Times</i>	7%	<i>The Times</i>	2%
<i>The Guardian</i>	5%	Sports newspapers	2%
<i>Daily Mail</i>	4%	<i>The Guardian</i>	2%
Wildlife and animals	2%	<i>The Daily Telegraph</i>	1%
Sports newspapers	1%	Local news	1%
<i>The Daily Telegraph</i>	1%	Wildlife and animals	1%
Other	9%	Other	6%
I don't know	3%		

More generally, there was some very positive feedback on *First News* both from pupils and teachers. Pupils appreciated the fact that the newspaper is aimed at children, particularly as newspapers normally targets adults. They were also impressed by how interesting and informative the newspapers are, and generally found the activities a lot of fun (see Annexes for more details on children's feedback).

<sup>6</sup> The full detail of children's responses is available in the Annexes.

Feedback from teachers was also very positive:

*“My group of SEN/low ability children really benefited from reading the newspapers and the activities linked with them. The teacher-led session provided them with in-depth discussion about different articles. They were then enthusiastic to carry out the individual activities each day. I noticed a big change in their confidence towards reading.”*

*“I would definitely recommend using First News to my other teacher friends. As a school, we have decided to subscribe to First News for next September so we can continue to use it within our 'Book Club' sessions.”*

Pupils were asked to select from a list materials that they read outside class. Table 10 shows that the percentage of children who read newspapers in their free time increased by 50% within the eight-week period, from 28% to 42%.

The fact that more children read newspapers outside class as a result of the project also means that newspapers have risen up the ranks of popular reading materials. At post-survey, newspapers have risen from sixth place to third place in the list of materials that children read outside class, after fiction or short stories and non-fiction.

There have also been some increases in other reading materials over the eight-week period. However, only a few of these changes are statistically significant (indicated in red). For example, the project might have sparked an interest for non-fiction as well (40% vs. 48%). It is less easy to explain why there would be an increase in children who say they read lyrics or messages on social networking sites in their free time, and yet both categories can boast significant increases. Overall, Table 10 suggests that children who participated in *First News* activities read a wider range of materials after the project than before.

Table 10: Ranking of materials read in free time pre- and post-project<sup>7</sup>

PRE		POST	
Fiction or short stories	53%	Fiction or short stories	58%
Non-fiction	40%	Non-fiction	48%
Magazines	39%	<b>Newspapers</b>	<b>42%</b>
Comics or graphic novels	34%	Magazines	42%
Lyrics	30%	Comics or graphic novels	39%
<b>Newspapers</b>	<b>28%</b>	Lyrics	<b>38%</b>
Text messages	25%	Text messages	28%
Poems	24%	Poems	28%
Emails	19%	Emails	23%
Books or texts not in English	13%	Books or texts not in English	17%
Ebooks	12%	Websites and blogs	16%
Websites and blogs	12%	Instant messages	15%
Instant messages	11%	Social networking sites	<b>15%</b>
Manuals or instructions	9%	Manuals or instructions	13%
Social networking sites	8%	Ebooks	11%
Twitter	2%	Twitter	4%

Table 11 shows how KS2 pupils responded to the same question in the National Literacy Trust’s annual literacy survey in 2014. In the national sample, only three in 10 children read newspapers in their free time (29%). This is similar to responses of *First News* pupils in the pre-survey (28%).

<sup>7</sup> Percentages indicated in red indicate a statistically significant change between pre- and post-surveys.

Therefore, not only do more *First News* children read newspapers after the eight-week project than before, but they are also more likely to read newspapers than other KS2 pupils in the UK after completion of the activities.

*Table 11: Materials read outside class from annual literacy survey 2014 for KS2 pupils*

Text messages	59%
Fiction or short stories	53%
Websites	51%
Magazines	50%
Lyrics	48%
Non-fiction	41%
Emails	40.5%
Instant messages	36%
Social networking sites	35%
Comics or graphic novels	34%
<b>Newspapers</b>	<b>29%</b>
Poems	26%
Books or texts not in English	18.5%
Manuals or instructions	18%
Blogs	18%
Ebooks	16%
Twitter	13%

More evidence demonstrating the shift in attitudes is outlined in Tables 12 and 13. Children were asked to which extent they would agree or disagree with statements expressing opinions about newspapers. Two statements stand out where pupils' responses differed significantly between pre- and post-project. More pupils at post-survey strongly agreed with the statement: "I think reading the newspaper makes me smarter", rising from 19% to 26%, that is three children in five (see Table 12). In addition, there also is an increase in the percentage of children who disagree with the statement: "Newspapers are not for kids", from 65% at pre-survey to 78% at post-survey (see Table 13).

*Table 12: "I think reading the newspaper makes me smarter" pre- and post-project*

	I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
PRE	<b>18.6%</b>	<b>36.6%</b>	29.1%	10.3%	5.5%
POST	<b>26.1%</b>	<b>32.8%</b>	27.6%	7.8%	5.7%

*Table 13: "Newspapers are not for kids" pre- and post-project*

	I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
PRE	4.2%	6.3%	24.2%	<b>27.8%</b>	<b>37.5%</b>
POST	5.7%	3.1%	13.9%	<b>28.7%</b>	<b>48.6%</b>

There have also been some significant shifts in the adjectives children use to describe newspapers (see Table 14). Three-quarters of children at post-survey find newspapers interesting, an increase of 16 percentage points from pre-project levels. Likewise, significantly more pupils think reading newspapers is fun, easy, surprising and informative. The percentage of children who think newspapers are boring has decreased from 17% to 10%, and those who had no opinions about newspapers ("I don't think anything about newspapers") has halved, decreasing from 10% to 4% of the sample.

At post-survey, "fun" has gone up to second place to characterise reading newspapers, while it was only in fifth position at pre-survey.

Table 14: Ranking of terms to describe newspapers pre- and post-project<sup>8</sup>

PRE		POST	
Interesting	58%	Interesting	74%
Ok	46%	Fun	53%
Informative	41%	Informative	48%
Surprising	34%	Surprising	45%
Fun	32%	Ok	42%
Easy	22%	Easy	36%
Boring	17%	Boring	10%
Hard	11%	Hard	8%
Not cool	10%	Not cool	8%
I don't think anything	10%	Nerdy	5%
Nerdy	5%	I don't think anything	4%

There is some suggestion that children's attitudes to news more widely might have changed as a result of the project. Overall, there was a significant difference between children's responses between pre- and post-survey. The post-survey shows a clear increase in the percentage of pupils who strongly disagree with the statement: "I don't care about the news" (see Table 15), rising from 44% to 53%. Overall more than three in four children who have completed the project would disagree with the statement.

Table 15: "I don't care about the news" pre- and post-project

	I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
PRE	4.0%	4.2%	18.2%	29.8%	<b>43.8%</b>
POST	4.3%	3.3%	14.2%	25.3%	<b>52.9%</b>

There was a significant difference in the percentage of children who debate newspaper stories with others as a result of the project. Almost half the surveyed pupils (45%) say that they like discussing and debating stories from the newspapers with friends and family, as opposed to only 38% before the project.

Table 16: "I like discussing and debating stories from the newspaper with my friends or my family" pre- and post-project.

	I strongly agree	I agree	Neither agree nor disagree	I strongly disagree	I disagree
PRE	<b>13.7%</b>	<b>24.1%</b>	26.6%	16.9%	18.7%
POST	<b>16.3%</b>	<b>28.5%</b>	26.9%	17.0%	11.3%

Children were also asked about their comprehension skills with regard to newspapers with the statement: "I can read and understand a whole newspaper article". Results are mixed at pre-survey, with only half the sample agreeing with the statement, the other half apparently unsure about its capacity in the matter. In the post-survey, the percentage of pupils who agree with the statement increases to 62%. Overall, the difference in attitudes between pre- and post-survey is statistically significant.

Table 17: "I can read and understand a whole newspaper article" pre- and post-project

	I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
PRE	<b>21.3%</b>	<b>29.3%</b>	28.5%	13.6%	7.3%
POST	<b>29.1%</b>	<b>32.5%</b>	26.0%	6.8%	5.6%

<sup>8</sup> Percentages indicated in red indicate a statistically significant change between pre- and post-surveys.

When children were asked where their family find out about the news, a significantly greater percentage of children post-survey said that their parents/carers follow the news on TV compared with before (77% vs. 70%). A significant difference can also be measured in the children who said they do not know whether or not their parents or carers follow the news (from 10% to 6.5%). It may suggest that while doing *First News* activities in class, children have grown more aware of their parents or carers following the news at home.

Table 18: Sources of news information used by parents or carers pre- and post-project

	Yes, on TV	In the newspapers	On the radio	Online	No, they don't	I don't know
PRE	70%	55.5%	39%	27%	1%	10%
POST	77%	55.5%	42%	32%	2%	6.5%

Table 19 shows that the participating children are a lot more likely post-survey to say they find out about the news from reading newspapers than they were at pre-survey (63% vs 51%), so that newspapers become the second source of information behind TV.

None of the other changes are statistically significant except for the increase in the percentage of pupils who say they hear about the news from their teacher, an increase from 20% to 31%, which probably reflects the fact that the *First News* activities they participated in took place in class with their teachers.

Table 19: Sources of news information for children pre- and post-project

	TV	Radio	Newspapers	Online	Family	Friends	Teacher	Nothing
PRE	77%	44.5%	51%	26%	40%	33%	20%	3%
POST	71.5%	41%	63%	24.5%	43%	39%	31%	2%

## A look at changes by gender

Overall, boys and girls tend to display similar attitudes to newspapers, with very comparable responses to most questions and no statistically significant differences.

However, although not statistically significant, some discrepancies do appear between boys and girls when asked which terms they would use to qualify reading newspapers: boys are more likely than girls to consider newspapers fun at post-survey (55% vs. 51%), while girls are more likely to consider them informative (55% vs. 43%). The top three terms selected to describe reading newspapers remain interesting, fun and informative, although more boys than girls find newspapers interesting (73% vs. 60%).

Children of both genders have progressed in finding newspapers easy to read and the difference pre- and post-survey is significant for both groups.

The percentages highlighted in red in Table 19 reveal significant changes at pre- and post-stages within the boy sample and the girl sample rather than statistical differences between boys and girls.

Table 20: Ranking of terms to describe newspapers by gender pre- and post-project

	Boys			Girls	
	PRE	POST		PRE	POST
Interesting	56%	73%	Interesting	64%	60%
Fun	31%	55%	Informative	45%	55%
Informative	38%	43%	Fun	32%	51%
Surprising	33%	40%	Surprising	34.5%	45%

Ok	43.5%	39%	Ok	48%	44%
Easy	24%	37%	Easy	20%	34%
Boring	18%	11%	Boring	16%	10%
Not cool	14%	9%	Hard	8%	8%
Hard	14%	8%	Not cool	6%	6.5%
Nerdy	7%	5%	Nerdy	4%	5%
I don't think anything	10%	4%	I don't think anything	11%	5%

Both boys and girls are more likely to read newspapers outside class after the project (see Table 20) with girls even more likely than boys to do so (45% vs. 39%) although this difference is not significant. Yet newspapers rank as only the fifth reading material for girls while it is fourth for boys. Besides non-fiction, which both groups are more likely to read in their free time than newspapers, boys tend to read graphic novels or comics while girls read song lyrics and magazines. Both boys and girls prefer to read fiction or short stories, however only girls show a statistically significant increase in the percentage reading fiction after the project (11 percentage point increase for girls vs. half a percentage point for boys).

Table 21 shows that girls are more likely than boys to read a range of materials outside class, which is consistent with findings from the National Literacy Trust's annual literacy survey in 2014<sup>9</sup>. In addition to newspapers, boys are significantly more likely to read messages on social networking sites post-survey. By contrast, girls are significantly more likely to read a range of materials post-survey compared with pre-survey, including fiction, lyrics, non-fiction and poems as well as newspapers.

*Table 21: Ranking of materials read outside class by gender pre- and post-project*

Boys			Girls		
	PRE	POST		PRE	POST
Fiction or short stories	52.5%	53%	Fiction or short stories	53%	64%
Non-fiction	47%	53%	Lyrics	42%	55%
Comics or graphic novels	45%	44%	Non-fiction	33%	49%
<b>Newspapers</b>	<b>27.5%</b>	<b>39%</b>	Magazines	40%	46.5%
Magazines	39%	37.5%	<b>Newspapers</b>	<b>29%</b>	<b>45%</b>
Lyrics	18%	23%	Text messages	35%	39%
Poems	21%	21%	Poems	27%	37%
Emails	19%	18%	Comics or graphic novels	24%	33%
Text messages	16%	17%	Emails	20%	28%
Books or texts not in English	11%	14%	Instant messages	15%	22%
Websites and blogs	11%	12.5%	Books or texts not in English	16%	21%
Ebooks	11%	9%	Websites and blogs	13%	20.5%
Social networking sites	7%	14%	Social networking sites	10%	17%
Manuals or instructions	13%	14%	Ebooks	14%	12%
Instant messages	7%	9%	Manuals or instructions	5%	12%
Twitter	2%	4.50%	Twitter	3%	3%

<sup>9</sup> More girls than boys read text messages, lyrics, fiction, magazines, websites, emails, instant messages, social networking messages, poems, blogs, books in foreign languages and ebooks.

## A look at differences by English as an additional language (EAL)

The difference between EAL pupils and those who speak English as a native language are likewise not striking for most items in the surveys but do come out when looking at how children qualify reading newspapers. As before, however, only the differences within subgroups before and after the project are statistically significant; differences between EAL and non-EAL pupils are presented as they suggest interesting trends, but are not statistically significant.

Table 21 highlights changes at pre- and post-stages for each group (EAL vs. native speakers): both groups are more likely to consider newspapers interesting and fun at post-survey than at pre-survey, which is consistent with the overall sample.

The top two descriptions of newspapers are the same for both EAL and non-EAL pupils: interesting and fun. However, 61% of EAL pupils say reading the newspaper is fun as opposed to only 48% of non-EAL pupils. It is noteworthy that a clear majority of EAL pupils already found newspapers interesting at pre-survey (70%) and therefore only those pupils who speak English as a native language show statistically significant progression from pre- to post-stages (51% to 73%).

EAL pupils are also more likely than their peers to find reading a newspaper easy (42% vs. 29%) and informative or surprising (55% vs. 42% and 52% vs. 39%). EAL pupils show a significant progression on all three terms having completed the project, which is not the case for non-EAL children.

Nonetheless, a statistically significant progression can be observed among non-EAL pupils before and after their participation in the *First News* project concerning the percentage of children who find newspapers interesting, fun, easy and boring and among EAL pupils who qualify newspapers as fun, informative, surprising and easy.

Table 22: Ranking of terms to describe newspapers by EAL pre- and post-project

EAL			Non-EAL		
	PRE	POST		PRE	POST
Interesting	70%	76%	Interesting	51%	73%
Fun	41%	61%	Fun	27%	48%
Informative	45%	55%	Ok	48%	43%
Surprising	38%	52%	Informative	39.5%	42%
Easy	27%	42%	Surprising	31%	39%
Ok	42%	40%	Easy	19%	29%
Boring	14%	11%	Boring	18%	11%
Not cool	9%	9%	Hard	12%	9%
Nerdy	4%	7%	Not cool	10%	6%
Hard	9%	7%	Nerdy	5%	4%
I don't think anything	6%	4.5%	I don't think anything	12.5%	4%

As can be seen in Table 23, both EAL and non-EAL pupils read fiction and non-fiction above all other types of reading materials. However, EAL pupils are more likely to read both than their non-EAL peers.

Both EAL and other pupils are more likely to read newspapers in their free time than they were before taking part in the project, a difference which is statistically significant at pre- and post-survey. EAL pupils are slightly but not significantly more likely to read newspapers in their free time (46% vs. 40%), ranking newspapers as the third type of material they would read outside class, whereas non-EAL pupils would read magazines over newspapers. Once again, however, comparisons between EAL and non-EAL groups are not statistically significant. They may indicate trends that could be further investigated with a larger sample and more in-depth research.

Table 23: Ranking of materials read outside class by EAL pre- and post-project

EAL			NON-EAL		
	PRE	POST		PRE	POST
Fiction or short stories	48%	63%	Fiction or short stories	57%	58%
Non-fiction	46%	53%	Non-fiction	36.5%	46%
<b>Newspapers</b>	<b>32%</b>	<b>46%</b>	Magazines	38%	46%
Comics or graphic novels	42%	44%	<b>Newspapers</b>	<b>26%</b>	<b>40%</b>
Lyrics	31.5%	41%	Comics or graphic novels	30%	36%
Magazines	41%	41%	Lyrics	29%	32%
Poems	31.5%	38%	Text messages	25%	29%
Text messages	25%	30%	Emails	22%	23%
Books or texts not in English	21%	25%	Poems	19%	21%
Emails	17%	23%	Social networking sites	9%	14%
Websites and blogs	14%	21%	Websites and blogs	11%	12.5%
Instant messages	14%	19%	Instant messages	10%	12.5%
Social networking sites	9%	17%	Manuals or instructions	8%	12.5%
Ebooks	14%	13%	Books or texts not in English	7%	11%
Manuals or instructions	11%	13%	Ebooks	11.5%	10%
Twitter	3%	4.5%	Twitter	1%	3%

## Differences in attitudes by year group

A detailed look at year groups yields more interesting variations between children than gender or language spoken at home. We have chosen to ignore Year 3 as well as Year 8 and Year 9 due to the very small sample size. Results for Year 6 children are included in the following tables, although they do not appear to be statistically significant, which is possibly due to the limited size of the sample (134 pupils).

Differences that are statistically significant between pre- and post-surveys are highlighted in red and all three year groups are presented in the same table to offer an opportunity for comparisons, although comparisons between year groups are not statistically significant.

Tables 23 and 24 suggest that Year 5 pupils have benefited from the *First News* activities the most. The number of Year 4 pupils who disagree with the statement: “Newspapers are not for kids” increases from 68% before taking part in the project to 75% after taking part, while the percentage of Year 5 children increases from 64% to 80%. Likewise, Year 5 pupils show the greatest increase in the number who disagree with the statement: “I don’t care about the news” (from 74% to 81%).

Table 24: “Newspapers are not for kids” by year group pre-and post-project

		I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
Year 4	PRE	5.8%	5.8%	21.0%	26.8%	40.6%
	POST	8.6%	1.2%	14.7%	23.3%	52.1%
Year 5	PRE	4.1%	5.9%	26.4%	26.4%	37.2%
	POST	4.1%	2.9%	12.8%	33.1%	47.1%
Year 6	PRE	1.4%	4.3%	23.2%	36.2%	34.8%
	POST	3.6%	5.5%	16.4%	27.3%	47.3%

Table 25: “I don’t care about the news” by year group pre-and post-project

		I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
Year 4	PRE	5.8%	8.8%	15.3%	16.8%	53.3%
	POST	7.9%	3.9%	13.8%	19.7%	54.6%
Year 5	PRE	2.4%	3.2%	21.2%	35.6%	37.6%
	POST	1.8%	1.8%	15.2%	28.0%	53%
Year 6	PRE	2.9%	0%	13.2%	33.8%	50%
	POST	2%	2%	15.7%	31.4%	49%

Year 4 and Year 5 pupils have clearly benefited from the project since they are more likely than before to consider newspapers interesting (approximately three-quarters of both samples). Year 4 children are more likely than their Year 5 peers to say that reading the newspaper is fun (60% vs. 53%). In Year 5 there is a statistically significant decrease in the percentage of pupils who think newspapers are boring and hard.

Table 26: Ranking of terms to describe newspapers by year group pre-and post-project

Y4			Y5			Y6		
	PRE	POST		PRE	POST		PRE	POST
Interesting	58.5%	72%	Interesting	58%	77%	Interesting	59%	73%
Fun	42%	60%	Fun	28%	53%	Informative	59%	56%
Surprising	30%	51%	Informative	43%	47%	Ok	43%	47%
Informative	30%	49%	Surprising	36%	45%	Fun	26%	33%
Ok	41.5%	44%	Ok	49.5%	38%	Easy	24%	33%
Easy	18%	37%	Easy	23%	36%	Surprising	39%	31%
Boring	14%	11%	Boring	18%	8%	Boring	13%	17%
Hard	12%	10%	Not cool	10%	5%	Hard	11%	12.5%
Not cool	12%	10%	Hard	10%	4%	Not cool	4%	9%
Nerdy	5%	5%	Nerdy	6%	3%	I don't think anything	13%	9%
I don't think anything	8%	4%	I don't think anything	10%	3%	Nerdy	3%	8%

As before, there are not many significant differences between children according to year group when looking at the behaviours they report in relation to newspapers or the news in general. However, Year 5 pupils have progressed in their newspaper reading skills, or at least in the confidence they have in these skills, since more pupils agree with the statement: "I can read and understand a whole newspaper article" in the post-survey (from 48% to 63%).

Table 27: "I can read and understand a whole newspaper article" by year group pre- and post-project

		I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
Year 4	PRE	28.3%	23.9%	26.1%	13.8%	8.0%
	POST	32.5%	29.4%	20.9%	9.2%	8.0%
Year 5	PRE	17.0%	30.9%	32.1%	14.0%	6.0%
	POST	25.0%	38.1%	28.6%	4.8%	3.6%
Year 6	PRE	21.7%	34.8%	24.6%	11.6%	7.2%
	POST	28.3%	34.0%	30.2%	3.8%	3.8%

Table 27 below demonstrates that Year 5 pupils might have made the most of *First News* since newspapers now rank fourth in the list of materials read outside class, while they are in fifth position for Year 4 and Year 6 pupils. Furthermore, the percentage of pupils who choose to read newspapers in their free time has increased by more than 50% in Year 5. Nonetheless, they would still prefer to read fiction, non-fiction or comics.

The increase is also significant for Year 4 students who have gone from 22% reading newspapers outside class to 41% after taking part in the project, a jump by 85%. Interestingly, Year 4 pupils are more likely to read non-fiction over the course of the *First News* activities and at post-survey, with slightly over half the sample (51%) reading non-fiction in their spare time.

Table 28: Ranking of materials read outside class by year group pre- and post-project

Y4			Y5			Y6		
	PRE	POST		PRE	POST		PRE	POST
Fiction or short stories	44%	56%	Fiction or short stories	56%	67%	Fiction or short stories	63%	50%
Non-fiction	36%	51%	Non-fiction	40%	49%	Non-fiction	49%	42%
Magazines	33%	44%	Comics or graphic novels	36%	45.5%	Text messages	41%	47%
Lyrics	30%	43%	<b>Newspapers</b>	27%	45.5%	Comics or graphic novels	41%	36%
<b>Newspapers</b>	22%	41%	Magazines	39%	44%	<b>Newspapers</b>	44%	34%
Poems	30%	38%	Lyrics	29.5%	36%	Emails	27%	34%
Comics or graphic novels	28%	33%	Text messages	28%	28%	Lyrics	31%	33%
Text messages	13%	23%	Poems	20%	27%	Magazines	50%	30%
Books or texts not in English	14%	21.5%	Emails	21.5%	24%	Instant messages	21%	25%
Emails	12%	17.5%	Websites and blogs	11%	22%	Social networking sites	16%	20%
Websites and blogs	12%	14%	Social networking sites	8%	19%	Books or texts not in English	20%	12.5%
Ebooks	9%	12%	Manuals or instructions	9.5%	17%	Websites and blogs	16%	12.5%
Instant messages	5%	12%	Instant messages	12%	16.5%	Ebooks	23%	11%
Manuals or instructions	7.50%	11%	Books or texts not in English	12%	15%	Manuals or instructions	13%	8%
Social networking sites	5%	10%	Ebooks	12%	10%	Poems	23%	6%
Twitter	3%	4%	Twitter	1%	3%	Twitter	4%	6%

## The specific case of struggling pupils in a *First News* booster club

A sub-section of our sample were involved in additional activities outside class – the booster club. These children were chosen by the teacher either because they were deemed to be struggling with reading<sup>10</sup> or because they were gifted and talented. In both cases, teachers felt that either group could benefit from further activities.

The useable data from our sample of booster club children who were chosen to take part because they struggle with reading was small (returned pre-surveys: 30, returned post-surveys: 27), so any conclusions based on this sample ought to be made with caution. We have, however, included some of the findings from these children because they show some interesting changes over time and it would be interesting to see whether they can be replicated with a larger sample in the future.

Although there was no significant increase in booster club children reading newspapers outside class as a result of taking part in the project (pre: 40.0%; post: 40.7%), they were significantly more likely to think that newspapers are interesting at the end of project (pre: 43.3%, post: 70.4%). They were also more likely to say in the post-survey that newspapers are fun (40.6% vs. 63.0%) and informative (26.7% vs. 37.0%), although these changes were not statistically significant.

There is some indication that the project and the booster club has made children more aware of how informative newspapers are and has made them more willing to discuss newspaper stories with others. For example, children were significantly more likely to agree with the statement: “By reading a newspaper, I find out things about the world that I wouldn’t otherwise know” at the end of project (72.4% vs. 80.2%). The booster club children were also significantly more likely to agree with the statement: “I like discussing and debating stories from the newspaper with my friends or my family” over the course of the project, increasing from 34.5% at pre-survey to 61.5% at post-survey.

So, while the project and the booster club hasn’t translated into an actual behaviour change, it has shifted attitudes towards newspapers among struggling readers and has made them more willing to discuss newspaper stories with family and friends.

It should be noted that similar analyses for the subgroup of gifted and talented readers yielded no significant differences over the eight-week project.

## More general changes in attitudes to reading

There is not a lot of evidence from this study that *First News* has significantly shifted children’s attitudes towards reading in general. Most comparisons between pre- and post-survey do not yield any statistically significant results, except for the number of children who disagree with the statement: “I would feel embarrassed if my friends saw me reading outside class”. At the end of eight weeks of *First News*, four out of five pupils disagree or strongly disagree with this statement.

Table 29: “I would feel embarrassed if my friends saw me reading outside class” pre- and post-project

	I strongly agree	I agree	Neither agree nor disagree	I disagree	I strongly disagree
PRE	4.7%	5.7%	13.8%	<b>27.9%</b>	<b>47.8%</b>
POST	2.1%	4.9%	9.3%	<b>26.6%</b>	<b>57.2%</b>

A more in-depth investigation with a larger number of children would be needed to find out whether this trend could be confirmed.

<sup>10</sup> Reading attainment data were available for nine of these pupils who were deemed to be struggling with reading. While the sample is too small to explore skills changes over the two-month project, it might be worth noting that only one pupil of the nine was identified as reading below average on the attainment tests before the beginning of the project. The remaining eight were reading at the level expected for their age.

## Conclusion

In conclusion, the evaluation suggests that participation in *First News* activities in school positively impacts children's reading skills, notably reading comprehension, as well as their attitudes to newspapers. As one child eloquently puts it: "*First News changed my thinking about news and that it is always boring.*" It is possible that the "crazy but true" section of *First News* has made a big difference in how a lot of children view newspapers<sup>11</sup>. Regardless of gender, age or native language, all children have grown to find newspapers interesting. More boys than girls tend to find them fun, although there is little difference between boys and girls in general. It does appear that *First News* was more successful with children in Year 4 and Year 5 than those in Year 6, but the Year 6 sample is fairly small, which makes it difficult to draw conclusions on the changes and their lack of statistical significance.

Further investigation of age differences and year groups with a larger sample size might yield interesting information about which age groups benefit the most from *First News* and why. Likewise, attitudes to reading in general, rather than newspapers only, could be investigated further. This study did not yield any statistically significant results when asking children whether or not they agreed with statements such as "reading is cool", "I'm proud that I'm a reader", or "I find it hard to find things to read that interest me". It is therefore not possible from this evaluation to conclude that *First News* affects children's attitudes to reading, but this leaves room for additional research that is conducted over a longer period of time to see whether changes in behaviours and attitudes in relation to newspapers lead to wider reading after a period of time. It would also be prudent to include a control group of children in any future study to help draw out further the impact of *First News* activities on children's reading motivation and skills.

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<sup>11</sup> See favourite section table in the annex

## Annexes

### Annex A: Pre- and post-attitudinal survey

1	How old are you?	
2	What year are you in at school?	
3	Are you in a <i>First News</i> booster club?	
4	If yes, please write your first name and last name	
5	Are you a boy or a girl?	
6	How much do you agree or disagree with the following?	Reading is cool
		I would feel embarrassed if my friends saw me reading outside class
		I find it hard to find things to read that interest me
		I'm proud that I'm a reader
		I think reading is just a school thing
7	I think newspapers are...	not cool
		interesting
		ok
		fun
		easy
		hard
		boring
		surprising
		informative
		nerdy
I don't think anything about newspapers		
8	On a scale from 1 to 10, how good a reader do you think you are?	
9	How confident a reader are you?	Not at all confident
		Not too confident
		Confident
		Very confident
10	How much do you enjoy reading?	Not at all
		A bit
		Quite a lot
		Very much
11	Do you have a favourite book or story?	Yes/no/which one?
12	Do you have a favourite newspaper?	Yes/no/which one?
13	Which of these do you read outside class or in your free reading time at least once a month?	non-fiction
		instant messages
		poems
		fiction or short stories
		newspapers
		ebooks
		website blogs
		text messages
		books or texts in a language other than English
		social networking site messages
		comics or graphic novels
Twitter		
magazines		

		manuals/instructions
		song lyrics
		emails
14	What's your favourite section in a newspaper?	headlines
		entertainment news
		your news
		animals and science
		comics
		world news
		crazy but true
		home news
		sports
		other
		I don't have a favourite section
15	Do you talk about the news with your family?	Yes, often
		yes, sometimes
		No, rarely
		No, never
16	Do you talk about the news with your friends?	Yes, often
		Yes, sometimes
		No, rarely
		No, never
17	Did you enjoy discussing and debating stories you found in <i>First News</i> ?	Yes
		No
		Tell us more!
18	How do you find out about the news?	from watching TV
		from listening to the radio
		from reading newspapers
		I read some online
		from talking with my family
		from talking with my friends
		from my teacher
I don't hear about the news at all		
19	I think reading newspapers makes me smarter	Agree/disagree
	Newspapers are not for kids	Agree/disagree
	Reading the newspaper makes me more aware of the world around me	Agree/disagree
	I don't care about the news	Agree/disagree
	I can read and understand a whole newspaper article	Agree/disagree
20	Do you have access to newspapers at home?	Yes/no - which ones?
21	Do your parents follow the news?	Yes, on TV
		Yes, they read newspapers
		Yes, on the radio
		Yes, online
		No, they don't
		I don't know
22	Is there anything else you'd like to tell us about what you think of <i>First News</i> ?	open
23	Do you speak a language at home other than English?	Yes/No (which one?)
24	Are you on free school meals?	Yes
		No
		Don't know
		Rather not say

25	Which of these best describe you?	White - British
		White - Irish
		White - traveller of Irish heritage
		White - Roma
		White - any other background
		Mixed - White and Black Caribbean
		Mixed - White and Black African
		Mixed - White and Asian
		Mixed - another other mixed race background
		Asian or Asian British - Indian
		Asian or Asian British - Pakistani
		Asian or Asian British - Bangladeshi
		Asian or Asian British - Chinese
		Asian or Asian British - any other Asian background
		Black or Black British - Caribbean
		Black or Black British - African
		Black or Black British - any other Black background
Arab		
Any other ethnic background		

*Highlighted in yellow, the questions from the post-survey only.*

## Annex B: Is there anything else you'd like to tell us about what you think of First News?

Good for kids	first news are good for kids	
	first news is a great childrens newspaper and gives me so much information.	
	First news is a very good way to get kids with top stories and there thoughts on them	
	First News is an interesting newspaper that gives lots of interesting sources of information	
	First news is very good because it is child freindly	
	i like it because not many newspapers are for children	
	I like the idea of a news paper for kids	
	I like the idea of first news as many kids think that the news paper is for adults and are not interesting	
	I think first news is fo all ages unlike the others with inappropriate things in them.	
	I think it is a good idea to do a children's newspaper as it cuts out all the really boring and inappropriate stuff	
	I think first news is good because it from gives children a chance to read news papers and learn a lot	
	I think I would recommend this to kids	
	I think it is nice that Nicky cox made a news paper for children	
	i think its an intresting thing for kids. some people think its just for adults but first news make news for kids	
	I think that First News is very helpful. It explains the news in a child friendly way!	
	I think that first news can help children and older people to read the same newspaper.	
	It is for all ages which is really good and rarely happens in other newspapers	
	It is a brilliant newspaper especially for kids.	
	It is a fun kiddy* newspaper	
	IT IS A VERY GOOD NEWSPAPER COMPANY FOR KIDS	
	it is very child friendly	
	I think it's a great way of making kids want to read the news!	
	That it. Is news but more for kids	
	I think it might be the best news paper for kids. It is really awesome to read it. I like its facts.	
	It's really good for children who don't want to or don't understand the adult newspapers.	
	I think First News is a great news paper because it is child friendly and sometimes articles in the adult newspapers are not good for children	
	Well it was a very good idea to make a kids newspaper because kids want out about the world but some adult newspaps are not appropriate for kids.	
	The things I would like to tell you about first news is that it is a god newspaper for children.	
	Easy to understand	i like first news beacause its easer to understand
		I like reading because before I read first news i didn't like newspapers because when I read adult newspapers I don't understand
I love the interesting stories and I feel comfortable on reading everything on the newspaper		
It's really easy to understand.		
Interesting	Yes beacause it gives intresting facts	
	they always tell us intresting things every time they have something to say	
	I like the first news news papers because there are intresting	
	First news can be interesting and fun!!	
	First news has every single section and all of them are interesting	
	I like reading first news because there are interesting things to read and its easy to understand	

	I sometime find it interesting
	i think it is reaiiy intresting and mind blowing
	I think that First News is an excellent idea and I also think that it is interesting to read.
	I think that first news is great because none of the facts are boring an they all interest me
	I think that first news was rally good because it had really interesting story's
	It has very interesting stories!!!!!!!
	is intersting and also it got lots of information
	It is interesting
	It is interesting and fun
	It is interesting and it helps people to understand more things
	it is interesting to learn new things and find out stuff you didnt know before
	it is very intresting
	It is very intresting and easy to read. It always has shocking and funny stories.
	It is very informative and interesting.I enjoy reading about different things.
	it is very interesting because they are for children and for adults and we can understand them as we read.
	I think First News is great. It is really interesting.
	It's for children and it tells you interesting stories.
	It's interesting and enjoyable I can discuss it with my friends.
	its intresting
	Its really interesting
	Its very intresting and very funny sometimes
	that are intresting
Fun	i think it is really fun
	I find it interesting and some fun.
	Fun!!!!
	I think first news is a great idea because it makes children more interested in news and it makes news fun
	I think it is a really fun informative way of finding out about what happens around us
	First news is really fun to read and it tells me a lot about the news
	I think it's fun reading all the news papers because it sometimes tells you stuff that you don't already know
	it is fun about the puzzle
	It is fun and easy for children to understand
	It is fun and exciting and I would incorage other people to read it.
	It is fun and interesting
	it is fun and it is sutable for children
	It is fun reading and I like all the story's that have interesting facts !!!
	it is fun to read and helps me learn
	It is funny and helpful for my knowledge.
	it is FUN
	It is really fun to read
	It's fun
	It's fun and interesting
	It's fun and it's also interesting as you can find out more about around the world
	it's fun to read
	It's really fun and informative and I recommend it to all the kids who have the opportunity to read
	It's really fun and you can hear about things that you otherwise wouldn't know.
	It's super fun
	It's very very fun
	First news is a really fun newspaper makers because newspapers are fun but people think it can be boring
	It's a very fun newspaper to read and it helps me understand more about what's

	going on in the world
	its fun
	ITS FUN
	its fun and interesting
	its fun and its got lots of fun info and has lots of games
	Its fun because I like all the different articles. There are lots of different sections for you to read.
	yes because it all ways makes me laugh
	the entertainment section is quite fun to read
	i think first news is realy entertaining to me because it is fun to read first news.
Informative	I like that it gives me loads of news.
	I find a lot out by reading it.
	I love the way it suprires me
	I tells me information I didn't know
	I personally think First news is a great newspaper because it tells you about things that are happening in the world
	It has news what I never knew
	It is extremely factual
	IT made me realise what was going on around the world
	it is so interesting because it tell us different things.
	It is very good and there is a lot of things to read about
	It's a very enjoyable paper and tells you lots about the world and what's going on.
	It's amazing and it helps me find out more about what's going on in the world
	reading newspapers expands your knowledge of what is happening across the world.
	Reading the News makes me knowledgable .
	I think it is very fun because I can find out things I never knew before
	I think it makes us more aware of what's going on around the world
	it realy helps me and it will help my knolage
	There is lots of stuff in it
	That you can find out about the world
	yes i think it is great to read and it has lots of information in it.
	yes i think it will tell me clear information to tell everyone
	You learn a lot of new things and the articles aren't boring
	The first news is cool and a good way to read interesting fact about what goes on in the world
	The First News is very exitening and it tells you alt of things that you probley would not find on a regular newspaper
	It tells me creative things and tells me about theme parks in Spain and more
Generally very good	First news is AWSOME!!!
	All I can say there is fun activities and fantastic news!
	First News is very engaging, and I always like their stories!
	Fists news is amazing and I love paper boy
	Firsy News changed my thinking about news and that it is always boring.
	i love it
	I think that it is very entertaining.
	i think first newsis very intresting because it is diffrent to other news paper
	I think it is a very good newspaper that children can read at home and at school.
	I think it is cool to be a firstnews person because they do fun things and I used to be one.
	I liked it because it was different to other subjects.
	it is a brilliant newspaper article and can sometimes can be something to do when your bored.
	it is a great news paper andi realy like it
	it is amazing
	it is cool



## Annex C: Favourite section

What is your favourite section in a newspaper?										
	Headlines	Entertainment news	Your news	Animals and science	Comics	World news	Crazy but true	Home news	Sports	I don't have a favourite section
PRE	15	15	2	68	58	34	69	6	133	71
	3.2%	3.2%	0.4%	14.4%	12.3%	7.2%	14.6%	1.3%	28.2%	15.1%
POST	8	23	4	58	34	29	89	3	94	57
	2.0%	5.8%	1.0%	<b>14.5%</b>	8.5%	7.3%	<b>22.3%</b>	0.8%	<b>23.6%</b>	<b>14.3%</b>

The favourite sections at post-survey are Sports (24%), Crazy But true (22%) and Animals and science (14.5%). A remaining 14% of pupils do not have a favourite section. This does not represent a dramatic change from the pre-survey change, although the sports section seems to have lost a few fans (from 28% to 24%).