ENRICHING READING FOR PLEASURE:
THE CILIP CARNEGIE AND KATE GREENAWAY SHADOWING SCHEME
EXECUTIVE SUMMARY

INTRODUCTION

In 2011 the Chartered Institute for Library and Information Professionals (CILIP) commissioned a project to investigate the CILIP Carnegie and Kate Greenaway Shadowing Scheme. The research was funded by Carnegie UK Trust, who also sponsor the Shadowing Scheme. This scheme encourages and supports children and young people in 'shadowing' the judging of two prestigious children's book awards: the Carnegie Medal, awarded annually to the writer of an outstanding book for children; and the Kate Greenaway Medal, awarded annually for distinguished illustration in a book for children. Working in shadowing groups, young people read, discuss and engage in activities on books short-listed for one or both awards, and can then compare their views with those of the judges.

The research and evaluation project was planned in the context of persistent evidence suggesting that children in England and Scotland continue to find less pleasure in reading than many of their peers in other countries (Twist et al, 2003; 2007). In the 2006 Progress in International Reading Literacy Study (PIRLS) both countries experienced: a significant decrease in the number of 11 year olds who expressed highly positive attitudes toward reading, a reduction in the number who reported reading stories or novels outside school daily, and an increase in those reporting only reading such fiction once or twice a month (Twist et al., 2007). These results are largely in line with other studies such as the Programme for International Student Assessment (PISA) (OECD, 2009), which shows a continued deterioration in enjoyment of reading. Although in the 2011 PIRLS (Twist et al., 2012), enjoyment in and motivation for reading had improved, nonetheless, a fifth of those surveyed in 2011 responded that they did not like reading. This represents cause for concern, not least because as PISA has shown:

Being a frequent reader is more of an advantage than having well educated parents. Finding ways to engage students in reading may be one of the most effective ways to leverage social change. (OECD, 2002: 3)

The CILIP Carnegie and Kate Greenaway Shadowing Scheme, established in the early 1990s, aims to encourage reading for pleasure with a focus on high-quality fiction. Every year, during the summer term, thousands of young people gather in schools, public libraries and other reading environments to engage in shadowing activities, leading up to the Carnegie and Kate Greenaway award ceremony in June when the winners are announced.

AIMS OF THE RESEARCH AND EVALUATION PROJECT

Led by CILIP and undertaken by researchers from the Open University, the project (2011-2012) sought to explore the value and impact of the Shadowing Scheme. Aims included:

- Documenting the characteristics of groups and the geographical distribution of the scheme;
- Documenting shadowing practices in a sample of case study groups considered to be 'hard-to-reach' (i.e. groups in particular geographical areas, and with particular kinds of membership, that were not well represented in shadowing);
- Identifying the benefits of the scheme to shadowing group members;
- Identifying the roles and practices of effective shadowing group leaders;
- Considering the effectiveness of shadowing as an advocacy tool for school librarians; Making recommendations to inform the future development of the scheme.

METHODOLOGY

In order to explore the potential of the Shadowing Scheme, build on previous evaluations and make recommendations, the project drew both on quantitative evidence (e.g. documenting shadowing patterns at national level) and qualitative evidence (documenting practices in shadowing groups working in diverse contexts). Across two research phases (2011 and 2012), the evaluation and research methods included:

- *Analysis of a subset of 1423 'web active' groups during 2011 - drawn from the CILIP database of registered groups and providing demographic information on groups and their membership;*
- *Analysis of evaluation reports/previous data sets – a review of surveys of group leaders and young people undertaken by CILIP and others in 2004, 2007, 2008, 2009 and 2010;*
- *Analysis of young people's on-line voices – evidence from responses to two online shadowing activities: 'Have your say' and 'Ask the author';*
- *Semi-structured interviews (face-to-face, telephone and e-mail) of a sample of 31 group leaders – representing a geographical spread of groups (at least one group in each CILIP region in England and in Scotland and Wales) and some diversity in group membership and group activity;*
- *Group visits – visits to a sample of 10 groups to observe shadowing in practice.*

Group visits included six case study groups with which the researchers worked more closely, these were designed to reflect some 'hard-to-reach' characteristics identified in the analysis of the CILIP database (i.e. groups in particular geographical areas, and with particular kinds of membership, that were not well represented in shadowing). Most groups were visited three times during the 2012 shadowing period. All were based in state schools (five secondary, one primary). They included groups in different regions; mixed gender groups (two with more boys than girls); mixed age groups; mixed ability groups, one with low ability in literacy; and groups with a range of cultural backgrounds. Detailed evidence of shadowing practices, and the views of shadowing participants, was collected from:

- *Observations, field notes and audio-recordings of group meetings;*
- *In two secondary school groups, complementary observations and field notes of literary discussion in English lessons;*
- *Mapping of the group's meeting space and members' positions within this;*
- *Interviews with group leaders and other adults attending meetings;*
- *Group interviews with the young people who were members of these groups.*

PROJECT FINDINGS

Group characteristics

Of the subset of 1423 'web-active' groups examined, the majority meet in schools (93%), the remainder in other contexts, mostly local libraries. Of school groups, many more meet in secondary than in primary schools, with group members predominantly in the 11-14 age range. Some groups include both primary and secondary schools. 75% of the group leaders are librarians, 22% are teachers (particularly in primary schools), a few other adults run the scheme in schools or other centres.

Many more groups shadow the Carnegie Medal than the Kate Greenaway Medal (67% shadow only Carnegie, 16% shadow only Kate Greenaway, 18% shadow both awards). This pattern is consistent with the greater number of secondary school groups. Sometimes, particularly in the primary phase, shadowing is integrated into the curriculum, but most groups are extracurricular. Such groups are voluntary, often meeting weekly at lunchtime, in morning tutor group sessions or after school. The national average size for groups is 20.

There is a geographical imbalance in the distribution of groups: 37% are based in London and the south-east of England. Numbers are low in the east of England, and decrease progressively away from the south-east: the north-east of England comprises 3.5% of the total. Numbers are low in Scotland (5.9%), Wales (2.6%) and Ireland (0.5%)[1].

Follow-up interviews with group leaders suggest that voluntary groups involve many more girls than boys, in tune with national trends on gender and reading (Clark and Burke, 2012). Such groups are made up of keen readers. In the main, these are also more assured readers, though some additionally involve less experienced readers and several are mixed-ability and/or mixed-age.

Given the potential membership, it is clear that shadowing is a minority activity, undertaken with a small proportion of the school population, except when it is integrated into the curriculum.

Shadowing practices

Interview and observation data provide information on shadowing practices, indicating that discussion of the short-listed books is the principal activity undertaken by these groups. Other activities include short focused engagement in games and quizzes (e.g. Carnegie Bingo), reading aloud and reflecting on self-chosen extracts, writing reviews, and carrying out activities on the shadowing website, e.g. uploading reviews, blogging, watching and discussing clips of authors/illustrators. More extended engagement was also documented and included for example making collages, doing drama, making a video of a group's views on a text, meeting a judge who visited the school and Skyping an author. In settings where shadowing is integrated into the curriculum, more extensive activities are often undertaken, for example less experienced literacy learners visiting younger classes to read aloud a shortlisted book, and literacy work focusing on character, plot and setting. In some contexts, multi-school events take place with performances or shared discussions in local settings. These sometimes involve parents.

Shadowing practices are planned in response to the needs of particular groups/members. The scheme itself is flexible and can be tailored to the interests, ages and abilities of diverse sets of young readers, including groups that are seen to be 'hard to reach'.

Benefits of the scheme to shadowing group members

Both the young people involved in shadowing and their group leaders place high value on the scheme and its dedicated website. Other adults who participate, such as parent helpers and English teachers, also hold the scheme in high regard. This collective commitment is underpinned by the pleasure of engagement in the scheme and by a commonly held perspective that there are multiple benefits for the young people involved. These are seen to include:

- *Increased pleasure and enjoyment in reading*
- *An enhanced desire to read*
- *Wider reading repertoires, and an introduction to new genres and authors*
- *Engagement in high quality texts and other resources (e.g. videos on the shadowing website)*
- *Increased confidence in voicing views about texts*
- *The potential for learning through dialogue*
- *Skills of discussion and debate*
- *Skills of interpretation and analysis*
- *A wider cultural and historical awareness*
- *Working with a wider than usual range of young people in school (e.g. in mixed-age/-ability groups)*
- *A commitment to and interest in writing reviews, the quality of which is likely to be influenced by the shadowing scheme*
- *The development of a strong reading community and positive reader-to-reader relationships between group members and between young people and adults*

These benefits are of particular significance in contexts in which reading for pleasure may not otherwise enjoy high social status (e.g. with readers seen as 'boffins' or 'geeks'). Group leaders and members commented that they would prefer some account to be taken of group members' views in the award process: most are currently unaware of the group member vote feature on the website.

Group members consistently drew favourable comparisons between reading in extracurricular shadowing groups and in English lessons. These were also recognised and commented upon by the group leaders and some of the English teachers involved. In comparison to English lessons, shadowing is characterised by lack of pressure, a supportive atmosphere, a sense of community and less demarcated group leader-member relationships. The choice of texts, time to talk and the absence of assessment as a driving force appear to make for a different and more positive experience in the eyes of the young group members *(see also Figure 1)*. These contrasts are worthy of further investigation and debate.

CURRICULAR READING IN ENGLISH	EXTRACURRICULAR SHADOWING GROUPS
Improved performance	Increased pleasure in reading
Set texts/reading practices	Greater choice in texts/practices
Text analysis	Personal response
Writing assessed; teacher as audience	Non-assessed writing; for other readers
Teacher-framed discussion	More open discussion
Adult as educator/assessor	Adult as (more experienced) co-reader
Formality/hierarchy in physical/ social arrangements	Informality/lack of hierarchy in physical/ social arrangements
Possible challenges re reader as 'boffin'	Increased security as a reader
Sense of conformity	Sense of community
System/school reading	Lifelong readers

Figure I. Perceived contrasts between reading in English lessons and reading in extracurricular shadowing groups

Roles and practices of effective shadowing group leaders

The group leaders visited and observed are skilled at building young people's desire to read, contributing to their reading lives and learning opportunities. They employ a number of strategies for this, including:

- *Creating a respectful, friendly and trusting atmosphere in which young people feel safe to voice opinions;*
- *Judiciously using their literary knowledge to make connections, comparisons and recommendations;*
- *Making strong and relaxed, and often non-hierarchical reader-to-reader relationships with group members;*
- *Facilitating group discussion: balancing intervention to ask questions or extend members' understandings, and remaining silent to allow time for thinking and member-led debate;*
- *Attending to group members' autonomy as readers and recognising the conditions in which they read (e.g. acknowledging school pressures, offering choice and not setting a predetermined pace);*
- *Making good use of the website and encouraging readers to write book reviews.*
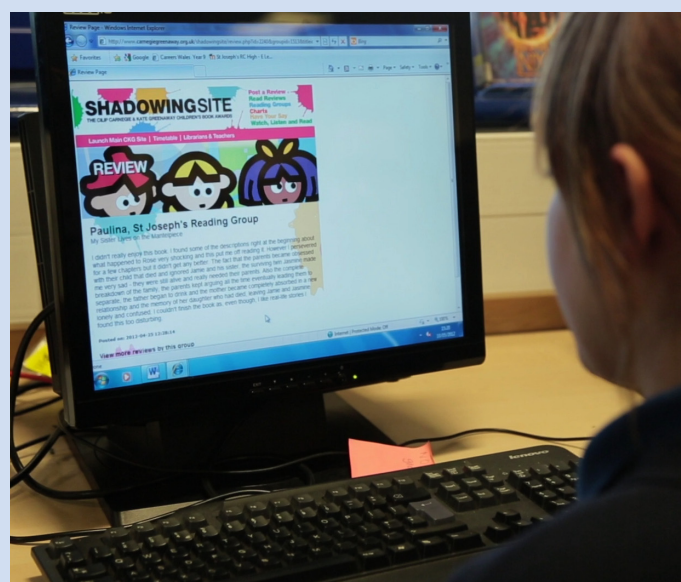
Effectiveness of shadowing as an advocacy tool for school librarians

There is considerable variation in the extent to which the Shadowing Scheme is profiled in schools and the wider community. Whilst some group leaders advertise the scheme widely, not all make public the results, nor share the work of their groups with parents, the English Department, the school senior management team or governors. It may be that group leaders under-rate the significance of their own role in the development of reading for pleasure in children and young people, and that the pressure of the 'standards' agenda in schools also adversely affects the situation. Additionally, there appears to be a lack of clarity about who is responsible for leading the development of young people's reading for pleasure, particularly in the secondary phase. Whilst the OECD (2002) data on reading has unequivocally shown that *'the will influences the skill'*, the profession itself may be less aware of the ways in which reading for pleasure positively impacts upon young people's attainment, achievement, dispositions towards reading and desire to read.

IMPLICATIONS AND RECOMMENDATIONS

This research demonstrates that the CILIP Carnegie and Kate Greenaway Shadowing Scheme, led predominantly by librarians in schools, benefits the young readers it involves. However there are still many young people who do not take part either because their school is not involved or because they do not choose to, or are unable to participate in a school group. In responding to concerns about the decline in young people's desire to read, Ofsted (2012) argue that all schools need to profile reading for pleasure more explicitly and in a planned manner. The Shadowing Scheme represents one effective way forward in this regard.

If the scheme is to expand and enhance the scale of its national and local contribution to reading for pleasure in the UK, it is recommended that:

- *The benefits of the scheme to group members and the potential benefits to the wider reading culture of schools are more widely and more effectively publicised.*
- *The distinctive skills of the group leaders, who are mainly librarians, are profiled, such that these are more widely recognised and utilised by English departments, school leadership teams and policy makers.*

- *The group member vote feature on the shadowing site is expanded and the Award Criteria foregrounded in the process.*
- *The potential of the CILIP Kate Greenaway Medal in primary schools is promoted to encourage greater participation in this sector.*
- *Specific 'hard-to-reach' geographical areas and under-represented groups (such as boys or less assured readers) are strategically targeted by CILIP and by schools.*
- *A new group of shadowing champions (e.g. from the Youth Libraries Group or local librarians) are cultivated to support targeted promotional activities.*
- *Links are made with Initial Teacher Education institutions to involve trainee teachers in shadowing and in becoming ambassadors of the scheme.*
- *Strategic alliances with other reading-related and professional organisations are extended in order to develop a coherent approach to reading for pleasure nationally; those responsible for this agenda in schools are identified and supported.*

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[1] The extent of these differences cannot be explained by population differences between regions, or related factors such as differences in the number of schools that might host school shadowing groups.

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MORE INFORMATION

For the full report see the CILIP website at **www.cilip.org.uk/shadowingresearch** or Carnegie UK Trust **www.carnegieuktrust.org.uk**

For toolkit and case study videos of shadowing groups in action see **www.ckg.org.uk/shadowingvideos**

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