

**An Investigation of the use made of the Carnegie
Children's Book Award in the promotion of
reading for enjoyment and increased
literacy standards in schools.**

A study submitted in partial fulfilment
of the requirements for the degree of
Master of Arts in Librarianship

at

THE UNIVERSITY OF SHEFFIELD

By

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September 2004

Abstract

This study grew from a discussion relating to falling literacy standards in many schools and the problems facing teachers in the attempts to combat this trend. The importance of reading for pleasure was recognised, together with the need for collaborative efforts to promote reading among children if any form of success is to be achieved. The use of book awards in the promotion of reading and, more especially, the Carnegie Children's Book Award, established by the Library Association as a measure of quality, was established as a useful area of study to illuminate the possibilities of combining literacy standards and reading for pleasure.

The research begins with an assessment of the existing Carnegie Shadowing Scheme; its benefits and disadvantages to both teachers/librarians and children. An examination of the curriculum is then made, looking at the way in which the Award is currently used in the classroom and its potential for future use. The study then looks in more detail at reading motivation, discussing how children can be made into readers and the problems of attracting those individuals who are traditionally 'non-readers'. The final area of analysis concerns the importance of partnerships, both internal and external to the school, in the promotion of reading.

A qualitative approach was adopted for the study, to gain as much detail as possible about the opinions of the individuals involved. Individual schools were used as small case studies. Collection of data was undertaken through preliminary questionnaires, followed by a focus group discussion, or individual interviews.

The study concludes that book awards, such as Carnegie, can offer a vital platform from which to bridge the current divide between reading for literacy attainment targets and reading for pleasure. It suggests that reading for pleasure is the key to increased literacy levels and that only those individuals who have learnt to read for pleasure will go on to the highest level of achievement. Thus, current emphasis on attainment, at the expense of pleasure, is severely misguided. Reading is an activity which impacts all areas of life and the importance of partnerships in its promotion should not be ignored. The study suggests that the Carnegie Award has significant potential in the resolution of these problems – a potential which needs to be creatively realised.

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Acknowledgements

This dissertation would not have been possible without the help of those individuals across Sheffield who agreed to discuss their experiences of the Carnegie Shadowing Scheme with me. I hope I have expressed their opinions accurately. I would like to thank my tutor, Ms Briony Train, for her support and Mrs Julia Perkins for her help in checking the text; though any mistakes remain my own.

1 Introduction

Literacy is a necessity; reading is (or ought to be) the most universal and easily accessible of pleasures. (Hattersley, 1998; 50)

Reading is a vital life skill in the modern world. The attainment of reading proficiency is thus one of the most important goals to strive for. The earlier in life this skill is mastered, the easier the task will be. It is therefore essential to equip a child with the tools of basic reading, from which they can progress to a higher level, at the earliest age. The importance of reading proficiency has been recognised for many years, yet falling standards have led to renewed efforts to try and improve literacy levels in the school environment. The introduction of the primary school literacy hour is a reflection of this commitment, allowing dedicated classroom time for the improvement of reading skills as a priority of school life. Nevertheless, many pupils still arrive at secondary school with a reading level well below their chronological age. Low reading standards are often associated with low standards of living (Fisher, 2002), but this is not always the case.

1.1 *Creating Reading Individuals*

There are two very important factors which need to be considered when discussing reading ability; factors which are often overlooked by those preoccupied with the attainment of set targets. The first is the importance of reading in the home. It has been shown that children who fail to develop reading proficiency at an early age are up to six times more likely to experience difficulties with reading at school (Graves, 1996). In many ways, reading education at school can only build on the foundation already laid – there is simply not enough time to devote the individual attention needed by a child to construct these foundations from scratch. Fisher (2002) maintains that time should always be made to read stories aloud to children from an early age, even if this means sacrificing some other activity. Children need to experience the pleasure of being lost in a book if they are to progress to become proficient reading individuals, and it is the responsibility of parents and other adults involved in the home life to provide this pleasure.

This enjoyment of reading is the second main factor in the promotion of higher standards. Until children have learnt to read for pleasure there can be no substantial increase in proficiency levels. The experience of enjoyment from a book fuels a desire for higher achievement, so that a wider variety of books can be contemplated. For the individual who only reads as a prescribed activity, this drive is absent and reading levels will never progress beyond the most basic required. Interest and enjoyment are the key to unlocking the reading world. There will always be those individuals who find reading difficult, but unless there is enjoyment in the reading experience, they will be locked in a wheel of failure and consequent frustration, from which there is no escape.

As has already been suggested, the primary place for learning to read for enjoyment is the home. The importance of example should not be overlooked. Those children raised in a home surrounded by books, with parents who read avidly, both for information and to feed the imagination, are likely to be the individuals with high reading ability, who can then pass on their passion for books to their own children. Nevertheless, a growing number of children now arrive at school without this willingness and openness to read; the increasing demands on time in the home having squeezed out the book. The lack of time to instil a love for books in the classroom means that for many of these individuals, reading will only ever be a compulsory chore, one more target to be attained. The philosophy of ‘I can read now’ and therefore can stop reading books and, even more worryingly, the cry of ‘but why do I need to read?’ is on the increase.

1.2 *Professional Involvement*

If we accept firstly, that there is simply not enough time to create ‘reading individuals’ in the classroom, but merely to extend existing knowledge, and secondly, that children continue to arrive at school without the key to a reading future, then it follows that the task of introducing children to reading for pleasure must fall to another party. The logical candidate for this position is the school librarian. A well stocked library and an enthusiastic librarian can open a whole new world to the child who arrives at school from an environment where the book is

absent. The effective running of reading groups during lunchtime, or after school, can be a lifeline for children, offering previously unknown treasures and creating the elusive enthusiasm. There are two qualifications to this dream scenario however.

The first, is the lack of library provision in many schools. The standard of the school library is subject to enormous variety. Some schools are fortunate enough to have a full-time qualified librarian in post, while others are forced to offer a severely limited service through lack of professional experience. The library is not simply an add-on service, but a vital element of a successful school. Creating this awareness is not always easy, especially when the library is seen to be a convenient place to send troublemakers during lesson time, or as a light airy space in which to hold a meeting. Although the library is there to serve the school community, it is important that it retains its place as a library and not simply an extra room housing a few books. Combined with these problems is the lack of resources and the pitiful library budget given to many schools. It is often a challenge for the librarian to provide books to attract keen readers, let alone provide a wide enough range of material to appeal to the 'non-reader'. The librarian often has to fight to establish and maintain the library in a place of relevance and importance to the school community.

The second qualification relates to the partnerships that exist within the school. Whilst the librarian can undoubtedly play a part in encouraging reading for pleasure, it is not a solo activity. Support needs to be given by teachers to promote awareness of the library and encourage its use, both during lesson time and outside school hours. Similarly, it is vital to build partnerships with parents to nurture newly found reading habits. However committed the librarian, they can only ever hope to spend a small fraction of time with each individual child. Learning to read and creating a love of reading is a partnership activity which, demands input from the individual child, the teacher in the classroom, the school library, the home, and indeed the whole community.

1.3 *Promotional Aids*

The small amount of time available to spend with an individual child means that it is important to promote the library to as many people as possible at the same time. As such, group sessions are a valuable way of reaching as many individuals as possible. They are also an invaluable way of offering encouragement, by allowing children to inspire each other and share their reading experiences. One way of organising such initiatives is to form reading clubs, during which children can read titles of their own choice. Children often enjoy reading the same book and then comparing opinions, and a particularly useful way of choosing such material is to read recommendations or nominations/winners of book awards. The library profession has a particular commitment to this area of reading development, organising its own children's book awards – the Carnegie and Kate Greenaway Medals. The organisers claim that these medals offer quality literature, which can be enjoyed outside the curriculum; thus creating an increased enthusiasm for reading in general.

The shadowing project worked well because it was non-curricular; nothing to do with that you *ought* to be doing. (Taylor *et al.* 1997; 86)

The commitment to this vision is realised through the development of the shadowing scheme for the Awards, which offers a structure around which to use these medals in the library setting.

The success of such initiatives however, is highly dependent on the use which is made of them. If they exist in isolation they become yet one more link in a fragmented chain, where each element aims to increase reading development, yet only ever reaches a few individuals. In order to foster a reading culture and disseminate reading as a pastime of pleasure and enjoyment, there has to be a concerted effort to link the elements of this chain together. A basic reading proficiency is necessary to enable reading for pleasure, yet ironically the enjoyment of reading, or at least the potential for enjoyment, is also the foundational basis for higher reading standards. It is therefore important that initiatives such as book

awards are used to their full potential as part of this joined up approach, to create a generation who appreciate the enjoyment which can only be gained from being lost in a good book.

1.4 *The Context of the Study*

This study was conceived as a result of discussion relating to the problems of literacy levels in schools and the falling numbers of children who read for pleasure. Based on the acceptance that reading for pleasure is a key element in higher literacy standards, it aims to discover how successful links between the two concepts can be forged. The Carnegie Book Award was chosen as a medium through which enjoyment and attainment could be studied in a working relationship; drawing on its choice of ‘quality’ literature to be read for enjoyment.

The research will demand an examination of existing practices relating to the running of the Award by CILIP and its current place in the wider school curriculum. Some understanding of current Government practices relating to the advancement of literacy in schools will also be needed to assess future uses for the Award. It should result in a series of recommendations for ways in which the Award can be used more proactively in the curriculum, to encourage reading among children of all backgrounds. This general overview can be subdivided into four specific objectives for the research:

- To examine the benefits of involvement in the shadowing scheme for both teachers and children (including any reasons for non-involvement).
- To explore the promotion of the Award and engagement with the shortlisted titles as part of the school curriculum.
- To investigate the impact of the Award on reading motivation and literacy levels, particularly focusing on ways to encourage ‘non-readers’.
- To identify the importance of partnerships in the promotion of reading.

These points will form the basis of analysis for this study and generate a framework around which the research can be presented.

2 Methodology

2.1 *Proposed Methodology*

The scope of the topic to be considered in this research is extensive and necessitates careful consideration of a suitable methodology. The relatively short time scale governing the research, dictates that it will not be possible to carry out extensive quantitative analysis at any kind of meaningful level. Research already undertaken by CILIP, concerning the Carnegie Award, relies heavily on quantitative data collected from a large number of individuals from many different sectors across the country, supplemented by written comments from questionnaires (Taylor, 1999; CILIP 2003). It therefore makes sense for this research project to concentrate primarily on gathering qualitative data from a small number of case studies, where individuals can be interviewed face-to-face. Rather than simply repeating already identified trends, this will allow selected issues to be considered in more depth, providing insight into some of the problems already highlighted by these previous studies (Patton, 1990). By concentrating on a small geographical area it will also allow a basic external evaluation to validate some of the findings which have been reported by CILIP. Added to this, in order to address the objectives of this research in a competent way, it will be necessary to collect data which can illustrate individual opinions and perceptions and allow comparison with more fixed factual data.

Case studies are recognised as a reliable way of illuminating the general problem, by looking at the particular in more detail (Denscombe, 1998). There is some danger of distortion, as it is difficult to cross check information, but by conducting several small studies it is hoped to reduce this risk (Bell, 1999). In addition, the research by CILIP provides a general contextual framework against which these studies can be seen (Rudestam & Newton, 1992). Such studies allow a combination of research methods to be implemented: the use of triangulation, as a form of comparative analysis, acknowledges that in such research there is often no single point of truth. The use of qualitative and quantitative data however, makes for good research, allowing verification of results between the two methods of collection, thus increasing overall validity (Patton, 1990; Denscombe, 1998).

The sample will be drawn from individual schools. As transport costs are an issue for such a small scale project, these will be chosen on the basis of geographical proximity. Although this element of convenience does pose questions of validity, it is acceptable if the alternatives are equally viable (Denscombe, 1998). In this instance this is so, as the criteria for choice is based upon participation with the Carnegie Award, rather than on particular geographical location.

Initial data collection will begin with a short questionnaire, to create a general overview of the problem and provide a basis for more in-depth research. Interviews will then be conducted to give an insight into the opinions and emotions behind the factual data of the questionnaires. Combining these two approaches will avoid conclusions based exclusively on either fact or opinion; thus creating a greater understanding of the issues involved. The problems of generalising from individual case studies are recognised, but by providing background detail for the studies, the reader will be left to make their own judgement on the suitability of generalisation (Bell, 1999; Denscombe, 1998). Even if such generalisation is not possible, the case study will illuminate factors relating to these particular instances, which will be valuable in the wider debate. As Patton (1990) suggests, the emphasis of a qualitative study is on illumination and understanding, rather than on prediction and generalisation.

2.2 *Methods of Investigation*

The investigation will begin with an examination of the relevant literature to identify key concerns. It is hoped to supplement this with the professional input of members of the Youth Libraries Group of CILIP (YLG) and individuals involved in the organisation of the Awards. In order to facilitate comparisons of experience, at least two different schools which take part in the shadowing scheme will be studied. If time allows, it would also be useful to consider the experience of a school which is not involved with the Awards, though this may not be possible.

2.2.1 *Questionnaires:* The collection of data will begin with a structured questionnaire to gain a broad outline of the problem. There will be two distinct questionnaires, one aimed at teachers and school librarians and one aimed at the children involved with the Awards, thus accommodating the differing areas of knowledge of these two groups.¹

The first of these will provide basic factual data and give an opportunity for the individual to indicate his/her willingness to be interviewed in more detail. The latter questionnaire may prove to be the only means of collecting data from the children, as the timeframe of the school year may not allow for additional in-depth interviews. There will thus be a section of closed questions to ensure that the basic elements of important data are supplied, and also a section of more open questions to allow for some indication of opinions and feelings. It is important to remember however, that long questionnaires can be off-putting and result in a low response rate (Patton, 1990; Denscombe, 1998) and this is likely to be particularly pertinent in the case of children, who often have a short attention span. By conducting the questionnaires in class time, subject to teacher approval, it is hoped to maximise the response rate. The questionnaires will be piloted to ensure that all questions are clear and that the time taken for completion is realistic. Although the sample is likely to be relatively small, it is the richness of the information gathered which will be of most importance (Patton, 1990).

2.2.2 *Interviews:* Interviews with consenting teachers and librarians will allow the collection of more detailed data, relating to the issues identified by the questionnaires. The questions will be planned to allow as much openness as possible, thus facilitating full expression of individual opinions, without predefining the outcome (Patton, 1990). At the same time, a plan of essential items to be covered will be drawn up, to ensure that the interview does not result in interesting, but non-relevant, discussion.² This semi-structured approach is recognised as particularly important for a small scale project where interviews are unlikely to be able to be repeated (Patton, 1990). Field notes will be taken at each interview, though a

¹ See Appendix One, p. 67.

² See Appendix Two, p. 69.

recording will also be made, subject to the consent of the interviewee. Due to time restrictions it may not be possible to transcribe each interview fully, but the recording will allow key points to be checked and direct quotations to be verified where necessary (Patton, 1990).

2.3 *Problems of Practical Application*

The necessity of the evolution of a research project is clearly recognised in the literature (O'Donoghue & Haynes, 1997; Gorman & Clayton, 1997) and it proved necessary to make adjustments to the proposed methodology as circumstances dictated. A list of six shadowing groups in Sheffield was supplied by CILIP. The initial remit of this research was to look at both the Carnegie and Kate Greenaway Awards, as they are run by CILIP from the same organisational basis. However, it was discovered that the shadowing groups in Sheffield did not read for both Awards, but only for Carnegie. The Greenaway Award was originally included with the hope that it would provide insight into its use with children of low reading ability. However, the concentration of the schools on Carnegie dictated that this study should also concentrate on this area. Given the limited time for the research, it was not felt possible to conduct what could rapidly have become two separate areas of study.

The groups were contacted by e-mail, explaining the dissertation project and asking if they would be willing to take part in a short questionnaire and follow up interview. Of these six groups, five were secondary schools in the Sheffield area and the final group was run by the Schools Library Service. Two of these schools failed to respond, despite repeated e-mail and telephone contact. One further school had found it impractical to run a shadowing group this year, despite having registered with the scheme, but the librarian agreed to an interview to discuss the process as experienced in previous years. The remaining two schools agreed to participate with the research, though both groups proved to be relatively small. At the first of these, four pupils were involved in the reading group run by the school librarian at lunchtime. At the second, eight pupils were involved in a group, run by the librarian in conjunction with a member of the English department: four of these were present when the visit to the school was carried out. Questionnaires were left for the other

four, but failed to be returned. An interview was arranged with a representative member of the Schools Library Service, who also provided a contact with another school librarian, agreeable to completing an e-mail questionnaire, though it was too late to talk to any pupils.

The problems experienced in gaining participation with this research, and the delays encountered in being informed of the inability of some schools to participate, dictated that it was not possible to include groups outside Sheffield in the research. In addition, the groups run by the schools which were willing to participate only included a very small number of children and were run by one individual, rather than a combined school effort. Thus, what was always a relatively small sample, was further reduced in size.

2.4 *Background Details for Case Studies*

	School A	School B	School C	School D	Other
Questionnaires (Pupils)	4	4	0	0	0
Interviews (Pupils)	4	4	0	0	0
Questionnaires (Teachers/Librarians)	1	2	1	1	1
Interviews (Teachers/Librarians)	1	2	0	1	1

School A: A comprehensive school with approximately 1100 pupils from a wide variety of backgrounds. A considerable number of pupils go on to university, while many arrive at the school with a reading age as low as eight years of age.

School B: The largest comprehensive school, (1300 under 16s and 300 6th form) taking students from up to 40 catchment areas across the city. There is a real range of abilities, but the bulk of the students involved in Carnegie are middle-class, female and very few are from ethnic minorities.

School C: An independent all girls school, where consequently literacy levels are far higher than a non-selective school.

School D: A comprehensive school situated in a poor area of the city with very poor literacy levels: 60% of students are regarded as having reading ages below their chronological age; about 20 pupils out of 300 have reading ages well above chronological age in Year 7.

2.5 *Some Solutions*

In order to try and obviate the impact of these problems for the research, it was decided to alter the methodology slightly. Firstly, as such a small number of pupils were involved, it was possible to follow the questionnaire with a short focus group, to discuss some of the major themes of reading and motivation among young people. Such group interviews are particularly helpful to reveal consensus, but by allowing individuals to challenge one another a greater richness of data is collected (Denscombe, 1998). Had the sample size been larger, this form of discussion would not have been possible and some valuable opinions would have been lost.

Secondly, some particularly pertinent comments were found among the reviews which had been submitted to the CILIP website by shadowing groups across the country, and these have therefore been included to supplement the data from the schools which were visited. One of the schools visited also provided copies of some of the reviews written by their pupils.³

Thirdly, as the collection of data was delayed, the interviews with the librarians/teachers were conducted immediately after the questionnaire. Whilst this did not allow for analysis of the questionnaire responses before the interview, it was felt that it was the best way to ensure participation, rather than attempting to arrange a further meeting. It did mean however, that the individuals involved could expand on their questionnaire responses while they were still fresh in the mind.

In addition, observational visits to the bookshops in the centre of Sheffield and to the Central Public Library were conducted, to assess the prominence of the Carnegie Award in these settings. Finally, where the results of this study were of direct relevance to the research undertaken by CILIP these were taken into consideration.

³ See Appendix Four, p.73.

Time constraints meant that it was not possible to carry out any evaluation in a school which chose not to participate with the Award. It is therefore necessary to remember that there is a certain amount of bias to the results of this study from these 'non-respondents' (Denscombe, 1998). Although there are many possible reasons for a school choosing not to participate in the Award scheme, it is likely that a significant proportion of these schools will be those who do not view the Award as having any great beneficial impact, particularly in the area of promoting reading and increasing literacy levels; an opinion which is of some considerable relevance to this project.

Due to the small amount of quantitative data collected, it was decided not to present the findings in graphical form, but merely to use them as an overview, to supplement the qualitative findings. Basic descriptive statistics are acceptable in small scale research, and prevent any distortion of fact which may arise by suggesting percentages based on such a small sample (Denscombe, 1998; Bell, 1999). In order to preserve the anonymity of those who took part in this research no individual will be referred to by name; simply as 'librarian' or 'pupil'. Similarly, schools will be referred to by letter: 'School A'. The results will be categorised using themes based on the aims of the dissertation. Such categorisation enables constant comparison and the identification of key trends (Glaser & Strauss in Rudestam & Newton, 1992).

As the sample sizes were considerably reduced from initial estimates it becomes even more difficult to make generalisations from the results collected. However, it does mean that the individuals involved with the study could be interviewed in more detail, thus allowing a more in-depth case study approach. There are no fixed rules governing sample size in such research and often the information richness of the cases studied is the more important aspect (Denscombe, 1998). As the potential for generalisation is already reduced in qualitative studies it is not necessary to look at as many cases (Patton, 1990). Despite its size the study still raises important issues which could be used as the basis for subsequent studies undertaken on a larger scale.

3 Literature Review

The literature relating to this topic of research is immense, nevertheless, several key themes of particular relevance, can be identified.

3.1 *Reading and Literacy Standards*

Concern has grown in recent years over dropping standards of reading and literacy among children, despite continued increase in the availability and range of children's books. Children's publishing has probably never been so strong.

In terms of quality and originality of writing, illustrations and production, UK children's book publishing has long led the world and the industry is viewed with envy. (Elkin, 1996; 98)

Language proficiency is recognised as a key skill (Graves *et al.*, 1996) and the present Government has made education one of its main focus areas, concentrating particularly on literacy levels. The *National literacy strategy framework for teaching* (DfES, 1997a; 1997b) details set literacy targets for teachers to try and raise standards. The then Minister for Education, David Blunkett, firmly believed that the responsibility for improvement rested with the teacher:

To learn well, pupils must be inspired, challenged and engaged.
(DfES, 1997b)

The year 1998 was designated a 'National Year of Reading', attempting to generate widespread support for the literacy initiative.

It will be a crusade to promote reading and to engage the help of everyone – parents and grandparents, schools and employers, libraries and booksellers, local authorities and LEAs – in a national effort to raise standards of literacy. (DfES, 1998)

The Government stated that by 2002, 80% of 11 year olds should reach the expected literacy standards for their age. Despite these commendable targets however, legitimate concerns remain that Government policy is too prescriptive to deliver long-term success (Cox, 1998; Fisher, 2002). A new culture of targets is not enough (Heeks, 2000).

The highly restrictive nature of the literacy targets makes it difficult to incorporate extra activities, such as book awards, into the specified curriculum. The language of Government framework is in real danger of stifling individual teacher input:

You are expected to select texts and writing tasks within this range... Teachers should try to keep to an hour each day and avoid stretching out the time. This helps to keep a sense of urgency and pace. (DfES, 1997a)

Considerable benefits emerge from the recommended shared reading sessions, particularly in introducing children to texts beyond their own reading level; however teachers also need freedom to mediate the curriculum, to respond to the needs of the individual child (Fisher, 2002). Spink (1989) writes of the inspirational influence of his own English teacher who ‘defied the dictatorial syllabus’ and read to them from his own favourite books, such as *Kidnapped* and *Tom Sawyer*.

In the process he showed us the deep and personal pleasure that comes with the bringing together of the right book and the right reader. (Spink, 1989: xi)

It is this kind of influence which makes a lasting impression – the enthusiasm of example is profoundly important (Chambers, 1973). The necessity of a target standard is accepted, but needs to be held in careful balance with teacher independence. The books that children read significantly affect their personal and social development, not just their literacy levels (BNB Research Fund, 1994).

3.2 *Reading for Pleasure*

Introducing target standards is not sufficient to tackle the problem of imbuing the reading experience with pleasure. Only if enjoyment is nurtured, will reading adults for the future be created.

... the debate about standards is not the one we should be having. We should be looking at how we can encourage the reluctant reader, support the less experienced reader and stretch the eager reader, building in all of them a sense that reading is a pleasure not a pain. (Packwood, 1994; 28)

It is recognised that adults who enjoy reading are likely to have enjoyed reading as children, while those adults who do not read are the individuals who never learned to do so for pleasure (Hutchison, 1992; Glancy in Lonsdale, 2000; Lessing, 1998). Trevor Dickinson,⁴ among others, believes that, although it appears that Government initiatives may have led to limited improvement in literacy levels among children, such prescriptive measures remove much of the enjoyment from reading: reading for pleasure is increasingly rare.

...children need access to a wide range of meaningful and stimulating reading materials to move beyond the mechanics to the joys of wider reading. (Elkin & Lonsdale, 1996; 5)

This lack of enjoyment creates serious difficulties in the creation of reading individuals. One often ignored problem is the development of reading among ‘non-readers’. Many promotional events succeed in encouraging existing readers to read more widely, or create a temporary willingness, but it is far more difficult to introduce a ‘non-reader’ to the long-term pleasures of reading. The CILIP report *Start with the Child* (2002) recognises that too much focus is placed on the needs of current library users, while non-users are often ignored; but it offers few practical solutions. Spink (1989; 46) believes it is vitally important to support such children who, ‘start unmotivated and soon associate learning to read with failure and frustration’. Although children now have a wide choice of books and authors, the encouragement of wider reading is sadly lacking. A recent newspaper report (Warman, 2004), suggests that although books such as *Harry Potter* may be popular, they fail to hold their audience; children will come back to read the next book, but will not expand their reading. Despite *Harry Potter* the teenage book market has not grown since 1997 – a worrying trend. Equally disturbing figures from the Public Lending Right (2004) surveys, indicate that the top twenty most borrowed children’s titles in Public Libraries are all written by Jacqueline Wilson and R.L. Stine. Tucker (1991) suggests that, while there has been an increase in quality literature, this does not always equate with popularity among children.

⁴ This was a comment made in a lecture given by Trevor Dickinson (ex. HM school inspector) in the Department of Information Studies at the University of Sheffield on 2nd April 2004, entitled ‘Creating the reading adult: the promotion and encouragement of children’s reading’.

3.3 *The Role of the Profession*

The crucial element, often overlooked by the literature, is the link between the school curriculum and the information profession (Heeks, 2000). The Department of National Heritage (1995) in its report, *Investing in children*, examined the problem from a library provision perspective, but made no link to the teaching of literacy in schools. For many, the library is a provider of books, while the school is seen as the teacher of reading skills (Denham, 2000). However, unless pleasure can be introduced at the learning stage there is no incentive for the child to expand their reading – it remains simply a compulsory task which has to be completed. The Government focuses on formal teaching and the attainment of targets, but there is a need to recognise and cater for the wider reading of children (CILIP, 2002; 42-3).

The school library has a long established commitment to encourage reading (Lonsdale, 2000) and therefore has a responsibility to address this imbalance. Ofsted (in Harrison, 1999) claimed that a good school library could have a significant impact on a school's literacy standards and the motivation for reading outside school. The CILIP (2002) report, *Start with the Child*, identifies the crucial importance of reading beyond the curriculum:

Books inspire their imagination, help them grow emotionally and develop their understanding of the world and their place in the local and global community, past and present. (CILIP, 2002: 9)

It highlights the problems of encouraging children to read and identifies the need for partnerships between the different stakeholders in this area. Writers such as Esson & Tyerman (1991), Blanshard (1997), Heeks (2000) and Byatt (1992) believe that partnerships between the public library and the school library, as well as those between publishers, bookseller, libraries and education are of great importance. However, such partnerships remain scarce: statistics compiled by Loughborough University (Creaser & Maynard, 2003) reveal no standard level of library provision, with the input from Schools Library Services varying enormously.⁵ Interestingly, in

⁵ In Sheffield 98% of schools are recorded as being served by the SLS, while in other areas of the country there is no SLS available.

the children's public library only 2% of the budget is allocated to special promotions and activities (Creaser & Maynard, 2003; 120). If this pattern is mirrored in school libraries it could offer some explanation for the problems encountered in encouraging children to read for pleasure.

The Library Association and particularly the School Libraries Group (SLG) have produced several guideline documents, to provide assistance in the promotion of the school library and the running of a successful book event (Dubber & Scott, 2000; De Sáez, 2000; Kinnell, 1994). Book events are one of the best ways to encourage reading, as shown with the success of the Summer Reading Challenge. This is now the largest national reading promotion for 4-11 year olds and is believed to make a real difference to children's reading confidence, skill, enjoyment and motivation.

[A book event] is the perfect opportunity to stimulate a love of books and reading... well organised book events can bring books, reading and libraries alive to children and students in a way that little else can do. (Dubber & Scott, 2000; 4)

Despite these views however, the most important partnership, which is often overlooked, is the promotion of a 'reading culture', encompassing both school and home:

...those whose parents read and who have lived in a family and social environment in which people read, read themselves. (Apeji, 2002: 28)

People learn to read by example and Apeji maintains that in the growing number of homes where reading is not a prominent feature, the importance of reading for pleasure at school is increased enormously. If this is so, the librarian must be conversant with the curriculum so that the library can be an integrated part of the learning process; though it is never a substitute for the home. It is important to get children to come willingly – many may not like reading, but few do not like hearing a story (Chambers, 1973) and can often enjoy books beyond their reading ability.

3.4 *Carnegie & Greenaway Awards*

The Carnegie and Greenaway Children's Book Awards are a demonstration of the way in which the profession seeks to help practically in the area of reading for pleasure (Tilke, 2002). A recent assessment (Taylor, 1999) was largely complimentary, suggesting the Awards stimulate independent reading, with children reading more books than usual. To some extent this is an obvious result of the shadowing scheme, though no mention is made of whether this increase is sustained, or whether children revert to their normal habits. Taylor (1999: 5) claims that:

The shadowing scheme is having a significant impact on the encouragement of reading for pleasure.

However, this is a difficult point to quantify, particularly as the survey did not involve children. A significant aspect, which is not mentioned, is that many schools ask for children to volunteer to take part in the shadowing scheme, thus necessitating an existing interest in reading. A far more important benefit, which needs examination, is the attraction of the Award to 'non-readers'.

The more recent consultation report (CILIP, 2003), looks at future developments for the Carnegie Award. The report was open to librarians, educationalists, authors, publishers, shadowing group leaders and other individuals linked to the Award. It looks at issues relating to the timing and organisation of the Award, the current categories and the involvement of children in the process. The results make for interesting reading and illustrate the huge range and diversity of opinion concerning these topics.

One of the problems often cited with regard to the Carnegie Award is that many of the shortlisted books are only available in hardback format, making them too expensive to allow schools to purchase multiple copies. Elkin (1996) points out that it is the growth in affordable paperback titles which has done much to increase the number of child readers. Many bookshops have now reduced their stockholding of hardback children's books, while children will borrow in paperback what they would not touch in hardback (Hill, 1973). The Carnegie Award is therefore attached to an increasingly small part of the market.

3.5 *Quality versus Popularity*

The fact that the Carnegie Award is judged solely by the profession brings into sharp relief a significant debate in the literature over whether to respond to the preferences of the child, or to attempt to extend reading habits (Lonsdale, 1996; Barker, 1998). The CILIP (2003) report demonstrated sharp divisions over the involvement of children and the judging by professionals. Whilst the judging by librarians was felt to be a major strength of the Award, there was also considerable pressure for more involvement of children with the nomination and judging process, and greater publicity of the choice made by the children. There is a real battle between quality and popularity; what Hutchison (1992) terms ‘books of all time’ and ‘books of the hour’.

Convincing arguments can be made for the need for quality – children, after all, need to be guided in their choices.

Good quality texts can provide the key to motivating children with a range of different abilities. (Fisher, 2002; 133)

However, writers such as Chambers (1973) and Cunningham (1998) believe that children should not be stopped from reading books deemed to be of inferior quality.

The pleasure principle is the one that should guide the recommendations we make to children. (Chambers, 1973; 67)

Chambers maintains it is better to read something, rather than nothing, and that children should be left to roam unhindered, rather than directed too strongly towards acceptable books. Only the individual reader can know which books are psychologically and emotionally beneficial to them (BNB Research Fund, 1994) and it is the freedom of this choice which creates enthusiastic readers. The quality of the reading experience relates as much to what the reader brings to the book as to the quality of the text itself (Spink, 1989).

In contrast, Hoggart believes we should not be afraid to make judgements about quality.

People do not like the fact that some books are poor and others better... So we invent myths to make it all sound easy... Such as “It doesn’t matter what you read. At least you will have started, even if on trash. You can move on from there to better things...” Have you ever met anybody who has made that splendid progress?
(Hoggart, 1998: 63-4)

An additional recent factor is the number of children’s books which now find their way onto adult reading lists and the Carnegie shortlist is often dominated by these ‘crossover’ books (CILIP, 2004b; Tucker, 1981). Hill (1973) maintains that there is no justification for choosing a children’s book, based on the enjoyment of adults, whatever its literary merits. C.S. Lewis however, believed more positively in these ‘crossover’ works:

No book is really worth reading at the age of ten which is not equally (and often far more) worth reading at the age of fifty – except of course, books of information. The only imaginative works we ought to grow out of are those which it would have been better not to have read at all. (in Leeson, 1985)

3.6 *Book Awards versus Real Needs*

The importance of a wide audience for a book should not be underestimated, otherwise, however highly the book is valued by a few, it will become increasingly less viable (Leeson, 1985). Survival depends on the ability to win new readers through variety.

Morrow (1993: 107) claims that:

What singles out the Medals from the other children’s book awards is the long, careful selection procedure which involves librarians, teachers, parents and children all over the UK.

She perhaps fails to emphasise clearly enough, that these groups do not have an equal weighting. In response to the criticism that the Carnegie Award fails to recognise its target audience and consequently rewards books that will not be popular with children she claims:

... the selection procedure is so thorough that it can safely be said that professionalism prevailed throughout the awards.

This does not really answer the problem however, as the criticism is based on the fact that professional opinion is preferred above that of the child. Nevertheless, there will always be those such as Waterstone (1992) who claims:

I love prizes and don't mind how unfair they are.

Despite their value as a guide to the thousands of books published each year, there are real problems behind the use of book awards. Eddleston (2001) concluded in a study of the effects of literary prizes that there were in fact too many prizes which resulted in misconceptions and diluted benefits; even questioning whether people actually read the literary fiction of the prize winners. Such doubts are not new, but if book awards, such as Carnegie, are to become something more valuable than a mere cover sticker of recommendation and go some way towards bridging the gap between reading standards and reading enjoyment, it is important to ensure that the personal view of Mark Twain does not become a chilling prediction:

A classic is a book that everyone feels they ought to have read, but no one wants to read.

The potential of book awards needs to be channelled creatively to ensure the classics of the future are not identified by their place on an unread shelf.

4 The Carnegie Award: A Background

4.1 *The Creation of the Award*

The Carnegie Medal, held by many to be the country's top children's book prize (Reynolds, 2004), was established by the Library Association in 1936 in memory of the philanthropist Andrew Carnegie (1835-1919). It was the first, and for a long time remained the only, British children's book award. Originally devised to raise declining standards in children's books, it is still awarded annually to the writer of an outstanding children's book. Despite the creation in recent years of other children's book awards, the Carnegie Medal remains the only award to be selected solely by professional librarians. The winner is presented with a gold medal and £500 worth of books to donate to a library of their choice.

4.2 *The Shadowing Scheme*

The level of professional involvement in the Award is something of which the organisers are justifiably proud, ensuring, as it does, the highest of standards. Remaining true to its conception, the Award searches for a title that will become an enduring 'classic' of the future.⁶ One of the 2004 judges stated:

... the judging panel is not afraid to reward quality rather than sales figures or marketing hype. (CILIP, 2004a)

However, this professional concentration has led to criticism that the Award is often out of touch with the realities of children's reading, leading to the choice of a 'worthy', though obscure winner, which is unlikely to generate mass appeal. To address this problem, by increasing child involvement, a shadowing scheme was created.

The scheme encourages children to form reading groups, usually through their school. These groups are invited to read the shortlisted books, assess them against the criteria used by the judges and choose their own 'winner'. Although the choices have no bearing on the eventual Award winner, it does promote a feeling of involvement among participating children, encouraging them to think critically about

⁶ For a list of previous winners, see Appendix Three, p. 71.

good quality literature. The scheme has generally been welcomed, although there is still considerable division among those who believe the professional nature of the Award should be upheld as one of its greatest strengths, and those who would value a more open approach, with greater involvement of children in the final judging process (CILIP, 2003).

4.3 *Resources*

The dedicated website to support the shadowing scheme provides resources for the groups and information about shortlisted authors. Groups are encouraged to register on the site, to set up their own home page and to submit book reviews. Registered groups receive automatic information about the shortlist and the announcement of the winners.

Practical suggestions for the running of the shadowing groups include:

- Meet together regularly to read the books and discuss opinions.
- Use the message board to exchange ideas with other groups.
- Meet with other groups in the area to vote for favourite titles.
- Competitions for best reviews, quizzes.
- Drama – performing scenes from the books.

The shadowing scheme is also seen as a useful way of gaining media coverage for the Award. Detailed publicity hints are given, relating to how to involve the local media and offering instructions for the structuring of press releases. Resources, such as bookmarks, membership cards and logos, are made available for promotion of individual groups, and the shadowing scheme as a whole. All registered groups receive a banner style poster featuring the shortlisted titles.

To assist with the supply of shortlisted titles Public Libraries and Schools Library Services provide loan copies of the books whenever they are available, although it is advised to contact them well in advance to take advantage of this service. Alternatively, the official book supplier for the scheme, Peters Bookselling Services, supplies shortlisted titles at special discount, as soon as possible after the shortlist announcement.

4.4 *Eligibility for the Award*

To be eligible for the Award, a book must be written in English and have been published in the UK originally for children and young people. There is no restriction on the category of the book, and books by previous medal winners are also eligible.

CILIP (2004a) states that:

The book that wins the Carnegie Medal should be a book of outstanding literary quality. The whole work should provide pleasure, not merely from the surface enjoyment of a good read, but also the deeper subconscious satisfaction of having gone through a vicarious, but at the time of reading, a **real** experience that is retained afterwards.

4.5 *Judging Criteria*

Plot

- Is it well-constructed?
- Does the author appear in control of the plot, making definite and positive decisions about the direction events take and the conclusions they reach?
- Do the events happen, not necessarily logically, but acceptably, within the limits set by the theme?
- Is the final resolution of the plot credible in relation to the rest of the book?

Characterisation

- Are the characters believable and convincing?
- Are they well-rounded, and do they develop during the course of the book?
- Do they interact with each other convincingly?
- Are the characters' behaviour and patterns of speech consistent with their known background and environment?
- Do they act consistently in character throughout the book?
- How effectively are the characters revealed through narration, dialogue, action, inner dialogue and through the thoughts, reactions and responses of others?

Style

- Is the style (or styles) appropriate to the subject and theme?
- How successfully has the author created mood, and how appropriate is it to the theme?
- Do dialogue and narrative work effectively together?
- How effective is the author's use of literary techniques and conventions?
- How effective is the author's use of language in conveying setting, atmosphere, characters, action etc.?
- Where rhyme or rhythm are used, is their use accomplished and imaginative?
- Where factual information is presented, is this accurate and clear?

4.6 *Selection*

The Award selection process is organised by the Youth Libraries Group (YLG), with twelve of their members forming the judging panel. Nominations for books, published during the previous year, are put forward by local authorities, regional branches, special interest groups and individual CILIP members for an end of February deadline. It is then the responsibility of the judges to read and assess the titles, usually between 30 and 40, producing a shortlist for announcement in April/May. These titles are then re-read and a winner is announced at a ceremony in July.

4.7 *The Scheme in Sheffield*

The official shadowing scheme is run in two ways in Sheffield. Some secondary schools run the scheme individually; five being independently registered with CILIP this year. A further 13-16 take part through the Schools Library Service (SLS), which has coordinated the scheme since 2000, organising registration and administration. They provide sets of the shortlisted books for loan to schools and offer discount rate for the purchase of further copies. After the announcement of the winner, they organise an event with the winning author in the autumn, where children can read their book reviews and take part in drama and activities relating to the book. About 350 children from across Yorkshire take part in this event.

In addition, the scheme has also been used in Sheffield primary schools. The Award is run by the Education Action Zone (EAZ) and the SLS. It is funded through the ‘gifted and talented’ money given to schools as a way of stretching the most able pupils. Gifted Year 6 pupils are chosen by teachers to undertake critical work, during the autumn term, on the winner of the previous July. Around 13 schools take part, involving approximately 169 children. These children have their critical skills hugely developed, where otherwise there is not the available time and investment.

4.8 *The 2003 (2004) Carnegie Shortlist*

David Almond, *The Fire Eaters*

Jennifer Donnelly, *A Gathering Light*

Mark Haddon, *The Curious Incident of the Dog in the Night-time*

Elizabeth Laird, *The Garbage King*

Michael Morpurgo, *Private Peaceful*

Linda Newbury, *Sisterland*

4.9 *The Winner*

The winner of the 2003 prize, Jennifer Donnelly’s, *A Gathering Light*, was announced at a ceremony in London on 9th July, with high praise from the judges:

Although this was an incredibly strong and diverse shortlist, one compelling novel swept all before it... *A Gathering Light* was a book that triumphantly met all the Carnegie criteria... It is beautifully constructed and extremely well written and the characters are extraordinarily well drawn and thoroughly engaging. This is a multi-layered novel of great subtlety... (CILIP, 2004a)

4.10 *The Children’s Choice*

The titles voted for by the Shadowing Groups (CILIP, 2004a) were as follows:

- 1) *Private Peaceful* (175 votes)
- 2) *The Curious Incident of the Dog in the Night-time* (119 votes)
- 3) *A Gathering Light* (24 votes)

5 An Assessment of the Shadowing Scheme

Recent reports commissioned by CILIP, have covered in some detail, the strengths and weaknesses of the Carnegie shadowing scheme as it is currently run (Taylor, 1999; CILIP, 2003). However, it was still felt to be beneficial to discuss with the individuals involved in this study, their perceptions of the Award.

5.1 *Award Strengths*

CILIP (2001) claim the Award:

...acts as a great incentive for readers of all ages. It kick starts reluctant readers and those who are more able, but may have lost the reading habit. It encourages children to try new authors and new types of books..

Increased enthusiasm for reading was highlighted by Taylor (1999) and the motivational impact of the Award was clearly identified by several respondents as one of its main advantages:

Some of the books are ones that the kids would never choose in a hundred years, but if they do read them they enjoy them.

(Librarian – School A)

Book awards raise the profile of certain books and allow students the chance to try books they may not normally aim for. (Teacher – School B)

The use of the award for Year 6 pupils through the EAZ has given a real opportunity to provide a focus to stretch the more gifted kids.

(SLS)

One particular advantage is the national focus of the Award, which it was felt was attractive and encouraged children to feel important, while also ensuring efficient running of the shadowing scheme.

It's good that it is done on a national scale – the children like it when they hear about it on the TV or in the newspapers. (Teacher – School B)

The national scheme means that there is an efficient infrastructure in place, which means time can be used effectively. (SLS)

This was seen as particularly important, given the sheer amount of activities which have to be fitted into school life.

The structure of the Award is also seen as a strength:

I enjoy the variety of books and the guide criteria for judging the books. I feel this gives the girls a feeling for looking at the books critically... (Librarian – School C)

The Carnegie Award ceremony lets students meet writers and become inspired to write or to read more – we should do more of this. (Librarian – School B)

Encouraging children to participate in a group activity and feel involved, by writing reviews, was highly valued, as it removed some of the barriers imposed by ability and background circumstances.

It provides a focus on what are considered to be the necessary elements of ‘good literature’ and although not all children are able to tackle the books, it still provides food for thought. (SLS)

It creates a ‘community’ of readers all over the city/country, all reading together. (Librarian – School D)

The SLS commented that the Award was run in a powerful and professional manner, with its open nature being a particular strength.

The award is adaptable to different groups and different levels, allowing individual groups to do their own thing within the central coordination structure provided by the SLS. (SLS)

5.2 *Award Weaknesses*

Despite this praise however, there were also some negative comments. Firstly, the nature of the Award could paradoxically become a barrier to participation by killing enjoyment of reading, if children became over-faced with the material. The titles selected for the Award were felt to be potentially useful in promoting universal enjoyment of books among individuals of all abilities, but primarily stretched and encouraged already able readers.

It's easier to encourage weaker readers with the Sheffield Children's Award, because the books are easier. Carnegie tends to be more adult books that they can't cope with. (Librarian – School A)

It's always girls – able and talented girls – that get involved. We never have many boys. (Teacher – School B)

Exceptions to this trend, were acknowledged however, with some weaker readers benefiting from the Award.

I had one weak reader who tried all the books and enjoyed them, which really surprised me. He even asked me to order the sequel to one of them. (Librarian – School A)

This individual was clearly a particular success story.

One area of real disappointment was the lack of child involvement in the voting procedure. Taylor (1999) highlighted this as an area of concern, but suggested that for every individual who advocated increased involvement, another was equally convinced that one of the main strengths of the Award was the choice of a winner by professional librarians. Despite the considerable variation in the level of child involvement suggested, greater publicity of the children's choice was clearly agreed upon.⁷ From this study however, it seems that, whilst both sides of the problem

⁷ This was recognised in the recent consultation report (CILIP, 2003) and seems to have been acted upon, though not all respondents in this study were aware of the capacity for children to vote for their winner online.

could be appreciated, the disappointment of the children was of real concern:

The children get very disappointed about their votes not really counting for anything – the whole sense of ownership which we are always encouraged to promote is denied. (Teacher – School B)

Our students all have their own views about the books and would enjoy having an influence on the decision. (Librarian – School B)

The one area which is disappointing, is the fact that the girls doing the shadowing can't influence the result. (Librarian – School C)

The failure of the Award to engage children in a meaningful way was seen as a real problem, leading to a sense of exclusion. One individual felt that this could be particularly damaging and that if pupils were to be encouraged to find enjoyment in reading, they needed to feel a recognised and valued part of the literary community.

They just end up pressing their noses against the glass of the literary world, without ever getting inside. (Teacher – School B)

There were also more practical organisational problems which were encountered, most of which were also identified by Taylor (1999):

Another problem with Carnegie is that usually the books are all hardback, so very expensive and I can only afford one set... which limits the amount of children that take part. (Librarian – School A)

The children don't really have enough time to read the books. The time between the list being announced and the winners being chosen is too short. (Librarian – School B)

It comes at the wrong time really as once the shortlist is announced we are on Easter holidays, then by the time I order the books it's too late for the girls to read them all before the winner is announced. (Librarian – School C)

[The award] comes at a time when there is no money left in the school budget, so I can only buy one copy of each title, usually out of my own pocket. (Librarian – School D)

5.3 *Available Resources*

One particular area of comment concerned the support and resources available from CILIP. In general, it seemed that without the support of the SLS the Award probably would not run in many schools, as respondents felt they were very much left to their own devices by CILIP. It was pointed out that, with so many other things to try and fit in to a limited time, the Carnegie Award generally suffered in being sidelined, as it was not constantly brought to their attention.

We really are left on our own with Carnegie. The SLS hasn't been able to help this year and they usually organise a lot of it for us. We are often still reading the Carnegie books after the winner has been announced. (Librarian – School A)

The SLS usually organise a meeting, which reminds me to get a group together, but this year they didn't do and it all got a bit delayed.⁸ (Teacher – School B)

One area of particular concern was the electronic format of the resources on offer.

There aren't really that many resources. They seem to forget that not all kids have access to a computer. It would be really nice to have something on paper. We get the paper questionnaire when it is all finished, but it would be nice to have a flyer at the beginning that we could give out. We only get a couple of posters. There's always a launch in Birmingham, but we only ever receive the invitation a few days before the event and there is never enough time to organise a group to go down. (Teacher – School B)

In general however it was felt that the website was a success.

The website is very exciting – we can just give the children the link and then they can go off and look at it for themselves.
(Librarian – School B)

I like the website, it's really good, but I haven't used it enough.
(Librarian – School A)

⁸ This was due to a flood at the Bannerdale Centre, where the SLS is based.

The website reviews are good – the girls enjoy reading the reviews from other schools. (Librarian – School C)

The fact that groups can e-mail each other through the site is one way of encouraging non-readers to participate through a computer based activity. (SLS)

There is a definite reluctance to use the website to its full potential, particularly the facility for posting book reviews. A small random sample, taken from the website, revealed only a tiny proportion of the schools registered on the site actually placed reviews.

Letter of Alphabet	Total number of groups	Groups placing reviews	Percentage
A	83	14	16.87
H	122	20	16.39
Q	13	3	23.08
T	134	26	19.4
TOTAL	352	63	17.9 (average)

5.4 *The Sheffield Children's Book Award*

One of the main issues raised by this study was the precedence of the local Sheffield Children's Book Award on participation with the Carnegie Award. The timeframe of the awards overlaps and, as the Sheffield Award begins before Carnegie, it tends to take much of the focus.

My major problem in using the Award is the timing... in April my Sheffield Children's Book Awards is already running with the Y7-Y8... It is a real shame, as the one time I managed to do it the girls loved it. But, the fact that I am already running one book award scheme at the same time makes it doubly difficult. (Librarian – School C)

Carnegie tends to play second fiddle to the Sheffield Book Award... Carnegie books tend to come too late and we don't have enough time. With the Sheffield Award we get the books in March/April and don't vote until July... I know I should do more with the Carnegie Award and do some of the things we do for the Sheffield Book Award. (Librarian – School A)

There just isn't time to fit everything in. We do the Sheffield Book Award which lasts for quite a long time and then Carnegie just gets tagged on the end. I know we should do it, but there is always so much to do. (Teacher – School B)

It was not just timing that influenced this concentration on the Sheffield Award, but also the nature of the Award itself. It was felt that the Sheffield Award was generally more successful in encouraging wider participation among all reading abilities.

We tend to take part in the Sheffield Children's Book Award more as the books are easier and the timing is better, so more children take part. (Librarian – School A)

Similarly, the involvement of the children in choosing the winner was seen as a major advantage of the Sheffield Award.

In essence Carnegie is not the children's choice, as is the Sheffield Book Award and so it is usually seen as a bonus – part of a strategy of reading development which backs up the Sheffield Award.
(SLS)

Viewing the Carnegie Award as a bonus is perhaps not the best use for the scheme, although concentration on the local award is understandable. As the awards are very different in their focus and target audience, it would be advantageous to use the two schemes in conjunction, to provide the most well rounded effort to encourage reading for pleasure. One librarian did state that on the occasions when the same title had appeared on the two shortlists, the awards fit well together, as it means that some pupils will already have read one of the titles for the Carnegie Award. Encouragingly, the SLS is looking to use Carnegie to widen the success of the Sheffield Award in promoting reading development.

It would be good to involve children in the voting if you could guarantee that they had read all the titles and were not voting as a big gang heavily influenced by peer pressure. The Sheffield Award allows the children to make their choice – I think there is value in having the two running alongside each other in a complementary way. (SLS)

5.5 *The Children's Views*

The children were equally divided in their assessment of the Award. Those individuals who were surveyed were unanimous in their support for the shadowing scheme and all respondents stated that they enjoyed reading books for the shortlist. Six pupils would like to have more involvement with the judging process, while one was unsure and one individual did not want more involvement, though no reason was given for this.

Asked to comment on what they enjoyed most about the Award, responses included:

I like the feeling knowing that I have joined in. I also like giving my views on the books afterwards. (Pupil – School A)

I think it is important to have enough time to read as many books as you can. (Pupil – School A)

Happy. Part of the group. Excited. My own opinion is expressed about the book I like. (Pupil – School A)

It gives you the chance to say what you feel about books. (Pupil – School B)

Asked, in contrast, whether there was anything they disliked about the Award:

I don't like the way a book is singled out, but that's the way awards go...I hate the part that everyone chooses the same books. (Pupil – School B)

I think they should have more of a variety of books. They are 99% of the time 'reality' serious books and other types don't ever get a look in. The thought of the awards is always good, but more variety please. (Pupil – School B)

Generally the children seem to enjoy taking part in the shadowing scheme, however, one of the main frustrations is that while they are encouraged to express their views these have no bearing on the eventual result. Some of the comments after the announcement of the winner are particularly passionate, and substantiate the view of one of the teachers, that a 'token' involvement causes more damage to children than previous years of non-involvement. There seems to be a clear feeling, whether or not it is grounded in reality, that the judges pay no attention to what children look for in a book.

This book is the worst ever - it has no shape and no plot. How could it win? I have nothing more to say about this. (Website review)

I CAN'T BELIEVE THAT THIS WON.
NO WAY IS IT BETTER THAN EITHER PRIVATE PEACEFUL
OR CURIOUS INCIDENT. -WHAT ARE THE JUDGES ON_??
(Website review)

I was really surprised that it won the prize, if the Judges had taken into account some of the shadowing groups choices, I think Private Peaceful would have won. (Website review)

I'm amazed that it even got to the shortlist, let alone being currently in the lead. Who chooses the books for the shortlist? Whoever it is must be an adult because kids don't read books like this! It's all BORING BORING BORING BORING B O R I N G! Gaaaaah.
I'm done. (Website review)

I'm really surprised this book won because if it was aimed at 13-14 year olds who read. They failed miserably. If it was aimed at someone who has an IQ of 199, 8 GCSE's and reads the Financial Times for laughs, they are on to a direct winner... (Website review)

The judges are aware of the potential discrepancy between their choice and the views of the children, but they believe this is a result of individual differences of opinion, rather than a failure on their behalf in the choice of the winner. An official statement on the website, to justify their choice, stated:

Of course, it is in the very nature of all book awards that some people will be overjoyed that their favourite book won, while others will be disappointed that theirs didn't... Reading the reviews posted on the shadowing website, it is fascinating to see just how divided opinions are for all the books on both shortlists – for every reader who feels that book A is the worst book they have ever read, there is another reader for whom it is the best! (CILIP, 2004a)

5.6 *Summary*

- Strengths: Motivation for reading.
Encouragement for wider reading.
National focus.
Group participation.
- Weaknesses: Elitism – appealing to already able-readers.
Timing and expense of books.
Lack of involvement of children in the voting.

There is a clear potential for the Award to be used in the promotion of reading, nevertheless there are real questions which need to be asked about its perceived elitism. If there is no sense of ownership of the Award by children, then much of the potential for good is lost. The professional standard of the choice is only of relevance if its benefits can be perceived by all. The problem is perhaps less obvious in Sheffield, given the prominence of the local children's award, as a children's choice, although it could cause serious damage in other circumstances. All schemes have strengths and weaknesses, but it is important that these weaknesses are addressed and are not allowed to hide behind, or even obscure the strengths.

6 The Carnegie Award and the Curriculum

The Government has placed considerable emphasis in recent years on the importance of the curriculum in raising literacy standards. Despite some success, it is generally recognised that there is room for additional initiatives to further this drive for improved standards. Given the links of the Carnegie Award with standards of children's literature, it seems useful to consider whether it could be used in conjunction with the existing curriculum to achieve this greater aim. Consequently, this study examines whether it would be practical to incorporate the Award into the curriculum and secondly, whether such a plan would be beneficial.

6.1 *Existing Practice*

The schools considered in the study all indicated that there was no existing structure to utilise the shadowing of the Award in English lessons, by reading the shortlisted titles in a classroom context. This is despite the findings of Taylor (1999) that the scheme works well in the classroom. Generally the Award is run as a separate initiative, usually organised through the library. In one school the Award was incorporated into an existing reading group, meeting throughout the year, while another school created a special group of volunteers who had participated in the Sheffield Children's Book Award, or individuals recommended by English teachers.

This lack of coordination seemed to be the result of the absence of an organised implementation structure, rather than an unwillingness to use the Award in this way. One respondent stated that the Award had been used with some success in the past as a basis for structuring paired or shared reading, but that this was only for a limited period in the summer term, and was merely seen as an 'extra' activity. The application of the Award in primary schools in Sheffield does indicate however, that there is real potential for it to be used to supplement the existing curriculum. It is possible, with thoughtful planning, to model schemes of work around the material of the Award. Although in primary schools this is only used with high achievers, because of the age range of the material, there is scope for wider use at secondary level.

The majority of respondents stated that they would like to find some way of incorporating the Award into the main school curriculum to give it extra status and open it to a larger number of pupils; though they were unclear how this could be achieved. Using the Award in this way would introduce an element of enjoyment, while at the same time continuing existing initiatives to raise standards.

It would be a really good idea to include the Award in the curriculum. (SLS)

I feel this gives the girls a feeling for looking at the books critically, and not only developing their critical judgement but starting to feel like genuine reviewers. (Librarian – School B)

One individual did question the advisability of this approach however, feeling that it was perhaps a good thing to keep the Award as a voluntary activity, free from the compulsory nature of the curriculum.

I feel...that there is value in keeping award shadowing etc. as something special rather than part of a lesson. (Librarian – School C)

This view, it should be noted, was based on an independent school, where the respondent acknowledged that there were not the same problems with literacy levels as other schools.

6.2 *Curriculum Structure*

When asked why the Award was not used as part of the curriculum, despite the perceived advantages, two main reasons were given. The first was the structure of the curriculum. All respondents stated that there simply was not enough time to fit the Award into lessons, as every available moment was already allocated.

The demands on the curriculum are so enormous that we just can't fit anything else in. (Teacher – School B)

[Lessons] are already so crowded it can't really be included.
(Librarian – School C)

The curriculum is very restrictive, especially with emphasis on league tables. We spend ages on KS3 SATS, and as the results were poor this year, even more time will be spent next year trying to get the grades up. (Librarian – School D)

The demands of the curriculum were also seen to have a negative impact on the way in which the library was used during English lessons:

The curriculum is very tight – teachers don't send the children to the library any more because there isn't time. (Librarian – School A)

We don't even have reading lessons anymore and classes don't get sent to the library to choose books. (Librarian – School B)

The lack of time given over to reading for pleasure in lessons was a particular concern of all those interviewed.

Reading for pleasure is just killed by the curriculum. (Teacher – School B)

Serious doubt was expressed over the restrictive content of the English curriculum.

We don't even read a novel at Key Stage 3 anymore... all we do now is a novella and two plays, one of which is Shakespeare. The government produce this huge anthology of between 18 and 36 poems and there just isn't time to do anything else. It is completely restrictive. (Teacher – School B)

KS3 novels are chosen by the English Department, but KS4 is all GCSE set texts, and it is really KS4 pupils you need to read Carnegie novels. (Librarian – School D)

One individual suggested that the emphasis of the curriculum is severely misguided and that while it may improve awareness of more complicated concepts, it fails to build a foundation of the basics.

The literacy hour teaches children to 'feature spot', but they can't do the basic things like punctuation – they can tell me what a simile is, but they can't spell it! (Teacher – School B)

This opinion was substantiated by another individual, who believed that the problems began at junior level:

The curriculum is too crowded in Junior schools - not enough time doing slow, one-to-one, constant repetition of teaching of reading. The literacy hour does 'bites' and dissection; not enough time on just reading for pleasure, or reading a text from beginning to end straight through. (Librarian – School D)

These views suggest that if a child has not learnt to read for pleasure by the time they reach secondary school, they will find it increasingly difficult to do so, as all respondents recognised that there are now so many claims on a child's time.

It was generally agreed that reading for pleasure is something which it is vital for pupils to master if they are ever to progress to higher levels of literacy. Unless enjoyment can be fostered, then literacy will only ever be seen as a series of compulsory targets to be met. By failing to address this need for enjoyment, the curriculum set down by the government is in serious danger of trying to build a tower of prowess without a firm foundation.

There's a huge emphasis on the push to encourage children to be writers, but we miss out the building platform of getting them to be readers. (Teacher – School B)

The respondent from the independent school, where the curriculum does not have to be so religiously adhered to, suggested that here full advantage is taken of the ability to individually tailor lessons, which cover generally, but not identically, the same ground. The flexibility to respond to individual student needs is greatly missed by teachers and precludes the continuance of some very successful independent initiatives to encourage reading.

We used to do a shared reading programme, where an able reader was paired with a weaker reader and they read a book together. It used to work really well, but we don't even do that any more. (Librarian – School B)

Interestingly, one of the members of the SLS suggested that the failure to include the Award in the curriculum was more the responsibility of the teachers than the government.

The curriculum does allow space for enjoyment, but a lot of teachers don't take advantage of this – it's so much easier to stick to the recommended texts, and as well as that, most of the Carnegie books are new titles. You have to be a particularly creative teacher to take advantage of it. (SLS)

The suggestion was that, because the curriculum imposes such a specific list of fixed targets, it is easier and safer to use the recommended texts, which cover these elements, rather than selecting independent material which then has to be carefully tailored to meet the prescribed criteria. This indicates that if some structured teaching material could be devised to apply to books from outside the government agreed list, they could be used with success. One respondent suggested that the Award could be used as a pointer to set texts for the future, as many staff have great difficulty in choosing these. The same individual went on to suggest that the Award could be included:

...if you can find a teacher willing to have a go. [It] gives teachers a chance to do some work with something different, but would need lots of resources and ideas for lessons and activities.
(Librarian – School D)

6.3 *The Award Level*

The second reason why the Award was not used in the curriculum concerned the level of the books. All schools tended to choose the most able students to participate with the scheme and it was felt that forcing less-able pupils to read these books could be counter productive, adding to their already heavy workload. Where it was felt to be of most benefit was with higher ability students, where pleasure could be incorporated at the same time as expanding and challenging existing literary ability. This approach seems to run counter to the ethos of a comprehensive schooling system. What is needed is a way of reading such books with all pupils, with subsequent activities varied according to ability. One respondent from the SLS described how at one of their celebration days, a group of special needs children,

who would not have been able to read the winning book on their own, nevertheless derived great pleasure from listening to reviews, watching drama and hearing talks associated with the book. The same individual also pointed out that the Award does not have to be confined to English lessons – literacy is a cross-subject necessity.

The Award doesn't just have to be used in English lessons though; a lot of the material is particularly relevant to PSHE. Beverly Naidoo's book produced some very beneficial activities around the area of race discrimination. It's a case of incorporating it into standard frameworks. (SLS)

6.4 *The Children's View*

One respondent having questioned whether the Award was better left as something special for pupils to do outside lessons, it was decided to seek the opinions of some of the pupils, to determine their feelings concerning reading for pleasure and the school curriculum.

All respondents stated clearly that there was not enough opportunity to read for pleasure at school. Reading in class was seen as something which has to be done and the term 'enjoyable' was never used in the same sentence.

It just becomes a task – I read for pleasure at home, not at school.
(Pupil – School B)

Some children clearly attributed this to the fact that the books read in class are always analysed in great detail.

Essays put you under pressure – I just want to read! (Pupil – School B)

It would be nice to read for pleasure in class, but I don't like being timed. Then you get the question sheets at the end and that spoils everything – reading is supposed to be fun. (Pupil – School B)

One individual questioned the whole concept of such analysis.

I'm sure authors don't write their work meaning for it to be analysed all the time, but teachers make you analyse everything – even the significance of this pen! (Pupil – School B)

Clearly, to suggest that all analysis should be removed from English lessons is far from the ideal. However, equally apparent, is that the balance between the elements of study for advancement and enjoyment is not ideal. There is no reason why the two concepts should be mutually exclusive. One particularly perceptive individual recognised the importance of reading for enjoyment as a basis from which to move to advancement.

I think it is important to read for pleasure, especially at GCSE. It helps you to widen your vocabulary and helps with the short story, but you don't get to do it. (Pupil – School A)

We haven't had a set book since year 9 and the set books are never any good anyway. They are always old and boring. We should be allowed to read new things. (Pupil – School A)

The Carnegie Award and other book awards offer quality as well as 'newness', and are perhaps one way around the fact that all pupils do not like to read the same book. A choice of titles is provided, but the exercise can be structured centrally around the shadowing scheme, allowing discussion of ideas. Taylor (1999) identified that the Award helped students to look more closely at books and encouraged them to articulate their thoughts. Several pupils stated that being able to share ideas about the books they had read was one of the aspects that they liked most about the Award. Most of these views were clearly based around aspects of quality and content and not just limited to whether they liked or disliked the book. The pupils seemed very willing to undertake 'analysis' in this setting, where they had been almost unanimously reluctant to do so in the context of the set books provided

by the curriculum. The writing of book reviews for the Carnegie titles was highly popular and of a good analytical standard.⁹ However, in schools at the lower end of the academic spectrum, one librarian commented that:

getting pupils to write reviews is like proverbial blood from stone.
(Librarian – School D)

Despite agreeing that there was not enough time given to reading for pleasure in class, there was a surprising lack of enthusiasm for group reading in a class context. Only one individual stated that they liked reading books collectively in class: one was unsure, while the remaining six were firmly of the opinion that reading in class was not an enjoyable experience. The reasons for this opinion were varied. Some were related to the inadequacy of the setting and the time.

You get an hour for reading but by the time you get started it is nearly time to finish and people make too much noise. (Pupil – School B)

Some were concerned with the speed of the reading – a considerable factor, as most of the respondents here were deemed to be able readers.

Reading in class is boring! You aren't allowed to read on ahead, but we read it too slow. (Pupil – School B)

This lack of enthusiasm, it soon became apparent, was based on previous experience, rather than on an inherent dislike of group reading. When the issue was discussed in focus groups, with suggestions for making reading as a group enjoyable, the pupils went on to indicate some interesting ways of establishing reading as a pleasurable class activity, regardless of ability.

One of the teachers does different accents and that's really good...
(Pupil – School B)

It's nice if you can listen to it on a special tape. (Pupil – School B)

Group reading would be really good, especially if you get to act it out. You get into the characters more and remember it better.
(Pupil – School A)

⁹ See Appendix Four, p. 73, for some of these reviews.

Despite these suggestions however, there was a strong consensus that part of what made the Carnegie Award special was the ability to choose to take part and thus read with like-minded individuals.

It's nice to volunteer for the Carnegie because then you know people really want to do it. (Pupil – School B)

One way around this difficulty may be to use the Award in both the curriculum and in voluntary reading groups to harvest the benefits of both approaches.

6.5 *Summary*

There is a general consensus that there is not enough reading for pleasure in the curriculum and that the absence of such enjoyment may prevent the attainment of higher levels of literacy advancement. Government targets continue to place increasingly stifling controls on the creative process, and some new initiative is clearly needed. The Carnegie Award goes some way to marrying the two elements of quality and enjoyment, at the same time ensuring that the library is established as an integrated part of the learning processes of the school. The use of the Award in such a way however, requires careful planning in order to ensure that it is not simply subsumed by the existing curriculum layout and stripped of all pleasure. There is no reason why a popular book cannot be used as a class reader (Leeson, 1995) – analysis of a book which has been enjoyed is always more successful than that of a book which has been read as a chore – but the process is one of sensitive balance.

7 Reading Motivation and Literacy

The motivation for reading can be seen as a key element in the attainment of higher literacy levels. Those individuals who enjoy reading are more likely to progress to more challenging material, yet this enjoyment is increasingly lacking. In order to understand the factors behind reading motivation and the impact of the Carnegie Award in this area, it is useful to have some understanding of the factors which attract a child to a book, encouraging them to read.

7.1 *A Good Book*

One of the key features of a good book is a feeling of suspense and involvement with the story.

I had to read on, I had to find out what happened I couldn't put it down. It had me captivated from the first word right down to the last one in the epilogue and Author's note. I wanted it to go on and on and never stop. (Website review)

I know a book is good by how much time I spend reading it. If I go and read it in my room instead of watching TV then it is a good book. (Pupil – School A)

The ending gripped me and put images into my head I will never forget. (Website review)

Nevertheless, although involvement with the story is valued by most readers, a certain element of escapism is also appreciated; the stories must not be too real, though the characters must be believable:

There was too much real-life story (Website review, referring to *The Curious Incident...*)

Children are very discerning in their expectations of a book, identifying factors of description, originality and inspiring imagery. Many require the book to make them think for themselves – they are clearly not afraid of being stretched as they read.

I could not let go of this book for ages and I felt the book made me think. (Website review)

This book has another story to tell behind the actual story.
(Website review)

They also demand a high writing standard.

He also kept saying he said, she said, then I said, and after a while it got very boring. (Website review)

It reveals information in layers and not all at once, which is a clever way of grasping the readers. (Website review)

This suggests that reading high quality literature for awards such as Carnegie is enjoyable and encourages children to think critically about writing style, which in turn impacts more generally on their own literacy levels.

Higher expectation is to be found of authors whose work has previously been read: if one book has been enjoyable, there is an assumption that another will also be.

I would have thought that an author like Mark Haddon could have produced a much better book. (Website review)

Five pupils stated that reading for the Award encouraged them to try books by new authors; three were unsure whether it did, but there were no negative responses. This trend to read other books by the same author then continues to widen reading habits.

I would like to read another of Mark Haddon's books. (Website review)

If I've read a book by an author I like, then I will look for something else by the same author – I've read all ten of *A series of unfortunate events*. (Pupil – School B)

Clearly, book awards are a good way of encouraging children to expand their reading habits, by introducing them to books that they may not normally choose for themselves. Most children stated they were more likely to read a book if it had been nominated for the Carnegie Award:

When I first heard about *The Curious Incident of the Dog in the Night-time* I thought 'Great – another boring book with a boring story line by an author I have never heard of.' But I was wrong. From the very first page I was pulled in, like a hook had flown out from the pages and pulled me in – refusing to let me go until I had finished. (Website review)

This isn't the sort of book I would normally read, but I saw it had won another award and thought I'd give it a go. (Website review)

It helps me choose which books to read and so I read more interesting books. (Pupil – School A)

You get to read things you might not normally read. I'm a fantasy addict, but I enjoy other books too and the awards give you a chance to sample the cream. (Pupil – School B)

Awards can replace personal recommendations, which most children identified as the main way of choosing a book. However, reading set titles for an Award can also have a negative impact on the reading experience of a child:

I didn't actually finish it because it felt more like a chore to read it rather than out of enjoyment. (Website review)

In some ways the physical aspects of the book are as significant as the actual content, although they can be misleading. They have a huge bearing on the choice of an individual book from among a crowd of others; they also have the potential to add to the reading experience.

I didn't really enjoy this book as much as I thought I would as I thought the cover for it looked really attractive. (Website review)

The cover images, provided by 'The Imperial War Museum', really help to set the scene in your head of the latter part of the story. (Website review)

The font and paper used for this novel seem to be for those used in books predominantly for adults, hence making the reader feel mature. (Website review)

I think the cover attracts your eye to the book, but then you look at the blurb on the back to find out what it is about. I don't pick up a book unless the cover is good. (Pupil – School A)

Most children recognise that individuals have different preferences and that what they think of as a 'good' book is not necessarily what others would choose. *Private Peaceful* was a clear favourite from the shortlisted titles among the boys who participated.

The book is not really suitable for those who enjoy action or adventure stories as it is quite slow-paced. However if you are looking for a book that is slow and easy to read then it is alright. (Website review)

I know plenty of people who hated this book, but I really liked it. (Pupil – School B)

7.2 *Lasting Motivation*

One of the key questions of this research was whether book awards, such as Carnegie, have a lasting bearing on literacy levels and reading motivation of participants, or whether they catch a specific audience for a designated time, who then simply fade away once the organisation of the scheme is removed. In some ways this is a very difficult concept to measure, but the responses from this study offer some illumination.

Some children who usually don't read too much have asked for sequels: more books by the same author. (Librarian – School A)

Students rise to the challenge of more demanding texts. (Teacher – School B)

Promotion of reading and literacy through book awards is good... Carnegie does encourage children to read things they wouldn't normally, which is an excellent thing. Children get excited about book awards. (SLS)

Taylor (1999) claimed that the Award has a positive impact on encouraging children to read more widely and has ‘a significant impact on reading for pleasure’. However, she gives no indication of whether this increase was sustained, and the schools in this study suggested that the Award tends to attract those children who are already readers. Whilst it may encourage these children to read more, it does little to attract those children who are ‘non-readers’.

The kids who take part in the scheme tend to be keen readers anyway. You tend to pick good readers who will read the books quickly AND return them to you. It’s the only way to do it really – if we had more money and time we could target the weaker readers. (Librarian – School A)

The kids who take part are those who are already reading. We have tried! Tom Palmer the football writer came in and did activities in the library. We got lots of boys in and they kept coming for a few weeks and then we never saw them again. (Librarian – School B)

I choose the readers for awards based on past history of reading, borrowing and returning, so they are readers already. It just gives an opportunity to make them feel special and to give them rewards – a trip out to an award ceremony or to meet an author. (Librarian – School D)

One of the main reasons for this failure to attract non-readers can be seen in the Carnegie emphasis on choosing ‘classic’ for the future, which is not necessarily appealing to a child who has already erected a barrier against the pleasures of reading. This was contrasted with the Sheffield Children’s Book Award which has a more popular appeal; children who have followed this award at primary school are often keen to continue doing so at secondary level.

The level of the Carnegie Award means that it won’t attract children if they are not already readers. The Sheffield Book Award is more useful for that as it is more accessible and fun. (SLS)

Carnegie does tend to be 'worthy' and out of touch. The Sheffield Book Award makes an effort to pick what kids will read. It's a people's vote and it is often surprising to see what wins – they are certainly not classics. (Librarian – School A)

There was support for Carnegie to choose a title of literary merit to nurture the enthusiasm of existing readers.

Because there are so many book awards around there is room for the Carnegie to choose a classic. It is important to have a classic, something that will last forever. Not all kids will read them, but those who do will love them. (Librarian – School B)

However, the importance of creating a love of reading among those who would not normally read for themselves was also recognised and felt to be difficult if the Award becomes exclusive in nature.

It's good to have a 'classic', but you have to be careful not to be elitist – it has to be achievable if the kids are to improve. (Teacher – School B)

Children and adults need access to the best in children's literature, but the librarian has to put in a lot of work moving pupils from Wilson up the literary steps to the classics. (Librarian – School D)

7.3 *Quality v Popularity*

There is a general acceptance that motivating children to read, particularly in the short time available at school, is not easy. Carnegie concentrates on a work of quality, thus supporting the argument that children should be encouraged to read to expand themselves.

Sometimes you look at the lists and you think, I'll never get them to read these, but then they surprise you. (Librarian – School B)

It introduces the best of children's literature; pupils are introduced to authors/books they would never normally read. Most pupils are unwilling to try anything that isn't Jacqueline Wilson or J.K. Rowling. (Librarian – School D)

Nevertheless, the majority of respondents placed far more value on the child reading something that interests them, whatever format that might take.

You have to know what is out there and try and pick a book that you think they might like. Ask them what they like. For a reluctant reader it is good if they read any book. Non-fiction works well with boys. Even boys who can't read very well will look at the *Guinness Book of Records*. (Librarian – School A)

You have to find something they are interested in, particularly with boys. There's an assumption that it has to be fiction, but it shouldn't have to be. Boys often like reading the newspaper and that's fine – at least they are reading. (Librarian – School B)

It was felt that book awards could be a good way to expand horizons.

There are always kids who just get stuck on the same thing, like Jacqueline Wilson. It is good that they read something, but it would be better if they could expand their horizons. (Librarian – School A)

However, motivation involves a more pro-active approach than simply making books available.

It's really hard to motivate them – I usually read a cliff-hanger from a book and then say if they want to find out what happens they can borrow it from me. (Teacher – School B)

I choose books for them – they love this, as choosing books is so difficult when you don't read – but you have to know your clients. (Librarian – School D)

Encouraging children to read is a long process and something which cannot be rushed. A child has to find something they enjoy reading, before they can be moved on.

During the first term I just try to encourage them to find an author they enjoy within the school library, the next term I try to encourage them to read a new author and we talk about which books other girls within the class have enjoyed and what they would recommend. (Librarian – School C)

It really does depend on where the kid is at, as to what you should encourage them to read – it is a process of encouragement and moving on. We shouldn't get too hung up on merit; it is the interest level, rather than the text that matters – kids will move on naturally. (SLS)

Access to as many titles as possible - picture books, easy reads, non-fiction, formula novels, complete drivel, anything. Anne Fine says there are no non-readers, only those who haven't found the right book yet. Somehow we have to show that reading is cool; get the bad boys with the street cred on board. (Librarian – School D)

Book awards were seen to be a valuable inspiration for this process:

I often look at previous year's Sheffield Children's Book Award winners, and Carnegie nominations. I read out the opening few paragraphs and talk about the blurbs, they always end up with a reservations list! (Librarian – School C)

Book awards are a really good way to motivate children to read, especially if they are based on reward – that is why the Summer Reading Scheme has proved to be such a success. (SLS)

7.4 *The Children's View*

The children believed the Carnegie Award had a mixed impact on encouraging non-readers:

Carnegie doesn't always help because a lot of people just think 'O books – boring!'. But then some of my friends when they saw that I was getting out of lessons wished that they had joined in too. (Pupil – School B)

Carnegie can put people off because some of the books are quite hard and you have to read them fast. (Pupil – School B)

It is good though because a lot of people don't get chance to read in their spare time and with Carnegie you can borrow a book and then express your own opinions. (Pupil – School A)

In general, it was thought that book awards may encourage reading, but significantly this was more in the context of missing lessons, rather than increased reading. Nevertheless, it was thought that this might lead to something more.

Get them to come to things that get them out of school work. If they start reading for an award then they might carry on afterwards. (Pupil – School A)

The emphasis was clearly on finding something that could be enjoyed, whatever that was.

You don't read unless you can find something in the beginning that you really like. (Pupil – School B)

7.5 *Summary*

Clearly, book awards have a valuable place in creating motivation for reading. This is especially true among those individuals who already read; the books of quality chosen by the Carnegie Award are valued by these children, challenging their own reading level and encouraging them to try new materials. It is much harder to motivate a 'non-reader', but book awards can be useful, provided they are part of a wider initiative, with obvious benefits. In this instance, awards such as Carnegie, are perhaps of more value to the teacher/librarian as a focus for promotion, rather than the child. It is important in the first place to identify something a child wants to read, but subsequently, a quality award can play a large part in encouraging further reading and can have obvious benefits for literacy levels. Pleasure in reading is the key to increased achievement, but this enjoyment is an individual experience, which needs to be carefully nurtured.

8 The Importance of Partnerships

The importance of partnerships in the bid to increase reading and literacy among children should not be underestimated. It was one of the key planks for success of the Government's National Year of Reading. It is generally recognised that the limited time spent by an individual child at school is not sufficient to satisfy all their educational needs, consequently, within school there are a variety of services on offer to supplement the classroom experience. Book awards, such as Carnegie, offer one way of linking the various stakeholders into a cohesive partnership to promote the vital skill of reading. Two main areas of partnership were focused on during this study. Firstly, partnerships within the school environment, between the library and across departments. Secondly, partnerships formed outside the school confines. Taylor (1999) identified the importance of partnerships with the SLS and the Public Library service, suggesting that the shadowing scheme provided opportunities for stronger partnerships.

8.1 *Internal Partnerships*

The schools which were visited each had different experiences of the reality of partnerships within the school, though all were equally convinced of their value. At one school there was a small partnership between the library and the English department, with joint involvement in the lunchtime reading club. However, Carnegie involved only part of this group and the shadowing scheme was run solely by the librarian. At a second school there was a much stronger partnership with one individual in the English department designated as liaison with the library. Significantly, it was this member of the English department who took overall responsibility for the shadowing scheme, though the activity was run through the library. Here, the importance of partnerships in the promotion of reading was fully acknowledged:

We need to have more 'joined up' thinking – it works really well, but there isn't enough of it. (Teacher – School B)

In one school the encouragement of reading and literacy was seen as a cross-departmental responsibility, with each department required to undertake a project to this end. In Science, for example, students were required to complete a piece of work researching and then writing about a famous scientist. This recognition of the importance of reading is badly needed and may be crucial in encouraging reading among individuals, by finding a topic of particular interest. The encouragement of reading needs to be embraced by the whole school, not just the library or the English Department; a concept which one individual realised.

I provide constant coffee and biscuits to entice staff in to be seen reading... and recommend books for them to read first, before the kids get hold of them, such as the *Horrible Sciences*.
(Librarian – School D)

8.2 *External Partners*

8.2.1 *SLS*: In forging partnerships outside the confines of the individual school the Schools Library Service was seen to be a key player. Sheffield is a particularly good example of how beneficial such partnerships can be, by linking small initiatives on a much wider scale. Sets of shortlisted books are loaned and schools can take advantage of the discounts offered through bulk buying to purchase extra copies. The scheme was created as a direct response to a real need and thus operates with considerable success.

We began the scheme as a response to primary schools' requests to help them plan Carnegie strategy and especially help them to use 'Gifted and Talented' funding in an enterprising way. Then we expanded it to a coordinating role for some of the secondary schools in Sheffield. (SLS)

By working on such a large scale it allows for the involvement of other outside organisations to support and promote the initiative.

We work and are financially supported by South-East Sheffield Education Action Zone, by Sheffield United Football Club, by Sheffield Education Literacy Advisers and by the public library service. (SLS)

The appreciation felt by the schools for the help given to them by the SLS was very obvious.

I can't afford to buy lots of books, but the SLS usually provide us with a complete set, which is a big help. (Librarian – School B)

We couldn't survive without the Schools Library Service.
(Librarian – School A)

Nevertheless, the success of such partnerships can also cause real problems if for any reason they fail:

The Schools Library Service usually coordinate it for us, but they had a flood this year, so we have had to do it ourselves, which makes it harder. (Librarian – School A)

8.2.2 *Public Library:* The link with the SLS was the only real partnership to be found in evidence in Sheffield. The public library make no official effort to promote the Carnegie Award. One of the members of staff on duty in the children's library, in response to the question 'Do you do anything to promote the Carnegie Book Award?' stated:

...not especially...we tend to focus on the Sheffield Children's Book Award with it being local. Obviously if we were sent a poster we would put it up, but we don't do anything special to promote the books.

Whilst involvement with the local Award is understandable, the complete absence of any promotion for Carnegie, which is so closely linked to the library world, is hard to condone and misses out on the valuable opportunity to create links between the school library and the public library. These links are often absent, even among the most committed readers. Whilst all the children interviewed stated that they read for pleasure at home, only five borrowed books from their local public library. Despite the absence of any real links, the school librarians all saw the benefits of such partnerships:

Sheffield Public Library sometimes gets the authors in and joint events would be nice. We do advertise things taking place at the public library over summer, but that is as far as it goes. (Librarian – School A)

The lack of partnerships is in stark contrast to the running of the Sheffield Book Award, which involves people all across Sheffield.

The Sheffield Children's Book Award is definitely run on the basis of joined up thinking. This kind of initiative should be better developed – there should be more joined up and focused thinking between the public library and schools. (SLS)

The need for partnerships to expand the resources available to children was seen as very real and something which was not tackled in any definite way.

The school library is too small for some children – I used the book awards to keep them interested, telling them that there would be new books to read and it makes them feel included. (Librarian – School A)

The same librarian stated that it would be really useful if some kind of initiative could be put in place through which she could take some of her pupils and introduce them to the resources available at the public library. She suggested that collaboration over a book award such as Carnegie may offer a useful tool to enable this to be done.

8.2.3 *Bookshops:* There was a similar lack of involvement with any of the main bookshops in the city centre. Several observational visits failed to find any promotion of the Carnegie Award. Indeed, the only evidence of any recognition of book awards was the occasional sticker on the front of a book to distinguish an award winner. This lack of involvement was perceived as a definite drawback by the schools, but was largely seen to be the result of a difference in agenda and motivation. The essence of good partnerships is in the ability to put aside these differing perspectives in order to work for a common goal; in this case the promotion of reading for enjoyment among children.

Partnerships with bookshops would be great. We did have discussions with a bookshop down the road, but of course they are preoccupied with coming in and selling books to the kids.
(Librarian – School B)

8.2.4 *Other Schools:* One teacher also suggested the importance of links with other schools and saw the Carnegie Award as an ideal opportunity to foster such links. Once again however, the element of time for such initiatives was seen to be the main barrier.

It would be great if the schools in Sheffield could get together so that the children from the various groups could talk about the books, but there is never enough time. You can't keep taking children out of lessons and there is only so much that can be fitted in after school. (Teacher – School B)

8.2.5 *Parents:* Despite the importance of such cooperation and its potential for good, the main partnership which was deemed to be crucial was that with parents. Children are only at school for a limited time and the importance of an example and an environment in which to read outside school was seen as vital. It was generally felt that partnerships with parents could not be overestimated and should be promoted far more than they currently are. The 'national' nature of the Carnegie Award means that it is an ideal tool for the creation of these partnerships – it is not something which is contained within a school environment, or in the home, but something which can be used to transcend these boundaries.

You can lead them to books, but if they don't have an interest and the support at home then they won't read – they need a model to follow. (Teacher – School B)

We definitely should have more contact with parents. (Librarian – School A)

I have done sessions with parents: 'Encouraging your child to read'. (Librarian – School D)

The importance of having a model at home was keenly felt by the children, as were the advantages of reading at home, where there is generally more scope for one-to-one help with difficulties.

Reading at home really helps my dyslexic brother. (Pupil – School B)

If you have people in your house who read then it encourages you. (Pupil – School B)

If your parents don't read to you then you get behind in your reading and then you will get embarrassed because you can only read the easy books. (Pupil – School A)

Reading lots at home helps you with your school work. You can develop things in your mind and think about things. (Pupil – School A)

One perceptive individual stated that reading at home should be stressed far more than it currently is, as many people don't see its importance. This prompted other individuals to comment on the importance of having a reading environment which is natural, suggesting that people are not just 'born' as readers.

We're bookaholics at my house, but if you have a home where there aren't any books around then you can't get addicted to them can you? You aren't going to pick up a car manual to read! (Pupil – School B)

Your parents are like idols; if you see them reading then you will want to read too. (Pupil – School A)

If your parents read to you then you will read to your kids. (Pupil – School A)

8.3 *Summary*

Reading is an activity which cannot be confined to a particular time or place, but pervades all aspects of daily life. The importance of partnerships in promoting reading is clear. One of the crucial links is that between the home and the school, in order to create a reading culture. Though essential, this partnership can be expanded through links with local services, such as the Public Library and local bookshops. A quality book award, such as Carnegie, provides an ideal platform from which to build these relationships, by helping to transcend the differences in motivation and amalgamate the differing interests into one unified whole, working towards the promotion of reading for pleasure and increased advancement.

9 Recommendations & Conclusions

The findings of this study are necessarily varied, based as they are on individual opinion and affected by the circumstances of the various schools represented. Nevertheless, they raise some interesting points concerning the practical application of the Carnegie Award within the school setting, and the impact which the Award has on the reading motivation of an individual child, together with the consequences for literacy levels.

9.1 *The Structure of the Award*

Concerns over the timing of the Award were identified in the CILIP (2003) report and were confirmed by this study (see 5.2). The general feeling from the CILIP reports was that it would be difficult to alter the timing and, given the pressures of the school timetable, it seems likely that the Award would always be in competition with some other activity. However, the problem cannot be ignored. One solution, which may go some way to addressing the problem, would be for the YLG in each area to coordinate a scheme with participating schools, perhaps through the public library, which would ensure that reading for the Award could continue even during school holidays and so was not restricted by the school terms. In this way children would be given greater opportunity to read for the Award and so may be more inclined to join in.

The cost of the titles was also a major concern for the shadowing leaders. In recent years the number of hardback titles on the shortlist has been reduced, but clearly those which remain still cause problems. It may be beneficial to consider removing hardback titles from the shortlist altogether. This could be done by relaxing the criteria for the title to have been published in the last year, to allow for the timeframe of paperback editions. Hardback titles could thus be 'held over' from one year's list to the next. Although this may initially disrupt the system of selection, the practice would soon become established and would be worth considering, if it ensured more children participated in the scheme.

9.2 *Website Promotion*

The website for the Award was generally considered by the teachers/librarians to be of a high level, yet this study suggests it is not used to its full potential (see 5.3). There needs to be a concerted effort to promote the resource so that important information is not overlooked. There was a concern that very few 'paper' resources were available. One way around this would be to allow shadowing groups to choose to receive their information in paper format. Bookmarks to promote the website could also be produced to remind individuals of the resources on offer. Basic information on how to submit reviews would also be helpful to ensure that those individuals who are not highly computer literate can still use the resource.

9.3 *Weak Readers*

One particular area of concern was that the Award only really targets able readers, because of the level of the material and the time in which it has to be read (see 6.3). There was also a general feeling that boys were not as attracted to the award as girls. CILIP have considered adding extra categories to the Award, but one simple method to combat this problem would be to ensure that in each shortlist there is a range of material, with at least one shorter title, so that the weaker reader is not over-faced, and a title more likely to appeal to boys. *Private Peaceful* on this year's shortlist was an example of the latter and was clearly appreciated by those boys who submitted reviews on the website. If the decision was taken to develop extra categories then it would be important to ensure that one of these was not obviously for lower achievers, as this in itself could damage their reading motivation.

The study clearly reinforced the premise that creating enthusiasm for reading is one of the most important aspects of addressing the problem of literacy standards, and therefore the enthusiasm created by the Carnegie Award in the able reader needs to be directed, in an innovative manner, towards the weaker reader. The opportunity offered by the Award for group reading of a title is one way of achieving this.

9.4 *The Involvement of Children in the Voting*

The involvement of children in voting for the Award winner remains as much of a contentious issue in this study as in the CILIP (2003) report and it is difficult to see a consensus being reached, as both views have their merits (see 7.3). One recommendation which may go some way towards bridging the gap would be to allow children to act in an ‘advisory’ capacity to the judges. In this way the judges could be seen to consider the views of children in a more concrete way, while at the same time preventing the Award being biased by the peer pressure of child voting. Clearly, it would not be possible for the judges to talk to every child involved with the scheme, but a system of rotation could easily be devised. Each year a different region could be selected, and the shadowing groups within this area could vote for an individual from each group to attend a meeting with the judges, to put forward the ‘case’ for their favourite title. Alternatively, each of the twelve judges could be assigned a different region to visit, from which to canvas opinion.

9.5 *Links to Local Awards*

Another possible solution to the problem of the involvement of children, particularly in Sheffield, would be to link with a local book award. These local awards tend to be more of a children’s choice and if the two were run together, the benefits of a ‘popular opinion’ and a ‘quality’ Award could both be enjoyed. Links with a local award would also allow some of the infrastructure of the two awards to be overlapped, thus ensuring more success. If the aim of both awards is to encourage wider reading then they should not be run in isolation, but joined in a unified approach.

9.6 *The School Curriculum*

The benefits of linking the Award with the curriculum have been clearly highlighted by this study, especially as a medium for introducing enjoyment of reading in the classroom (see 7.4). However, the pressures faced by teaching staff mean that many do not have the time to apply the targets of the curriculum to texts outside the recommended lists. There is therefore a need for detailed guidelines relating to the titles for the Carnegie Award to allow them to be used in this way. Such guidelines would need careful consideration, particularly to ensure that they

could be applied to children with a range of abilities. It would make sense to issue them for the winner of the previous year's Award in time for the new school year, in a similar way to the use of the Award in Sheffield with the Year 6 pupils.

Concerns that the Award may lose some of its enjoyment value by becoming compulsory could be assuaged by reading one title from the shortlist as a group exercise for class enjoyment, while those children who wished could sign up to take part in the shadowing scheme more comprehensively outside the classroom. Even 20 minutes out of weekly lesson time to read for pleasure, if organised creatively, could have a huge impact, not only on motivation for leisure reading, but also on attitudes towards material for the curriculum. By giving up this time in class, non-readers could also be reached by the Award and perhaps become inspired to join in further.

9.7 *Partnerships*

The final area of recommendation, which has already been alluded to, is the need for partnerships. This was highlighted in the CILIP (2003) report and the potential for the Award to develop these links was recognised. Nevertheless, if the Sheffield example is in any way typical, these partnerships are conspicuous by their absence (see 8.2). At present, the Award is targeted primarily through schools, but this needs to be extended to include parents, the local library, local bookshops and other potential contributors. The Award already has a national focus and thus offers a perfect opportunity to forge links between these various stakeholders, to create a more coordinated effort towards the improvement of reading. The added credibility and quality assurance given by the association of the Award with the professional body of CILIP should be used to advantage to prove, at the highest levels of policy making, its potential value in the context of the school curriculum. Independent initiatives, whilst valuable, lose much of their potential impact if they remain in isolation. The Carnegie Award offers an independent platform on which differences of individual motivation can be laid aside in the pursuit of a larger cause and there is a real need for it to be promoted as such.

9.8 *Areas of Further Study*

- A study examining what would be needed in guidelines to incorporate the Award into the existing curriculum and the practical feasibilities of such an initiative.
- More in-depth research into the methods needed to promote reading to the non-reader, to give guidance for those in the school setting.
- A practical study assessing the working of an effective partnership in the area of reading promotion, with recommendations for the successful creation of such links.
- An examination of the potential for developing closer links in areas where a local book award is already in existence, to ensure the two work in unison, rather than conflict.

9.9 *Final Thoughts*

By identifying the strengths of the Carnegie Award, it is hoped that this study prompts a greater awareness of the potential of the Award to be used in the commitment to the improvement of reading standards. In highlighting possible areas of improvement, care has been taken to suggest practical solutions, which could lead to immediate benefits, as well as more long-term initiatives, in an effort to encourage those in positions of influence to realise the value of utilising the Awards in the curriculum. Whilst standards are important, it is vital that the pursuit of literacy levels does not create a desert of reading, devoid of the life-giving water of enjoyment. Only with the promotion of enjoyment can the effective creation of reading individuals for the future be achieved.

Interview Schedule: Teachers/Librarians

Assessment of the shadowing scheme

- Strengths and weaknesses of the scheme (for both teachers and pupils).
- The effectiveness in involving children.
- Support given by CILIP e.g. resources made available.
- Thoughts on the shadowing website – (do you submit reviews?)

The Award and the curriculum

- Can the award be incorporated in the curriculum? (e.g. as part of English lessons)
- Is it valuable to use book awards in this way?
- How restrictive is the curriculum? Is this good or bad?

Impact on motivation and literacy

- General comments on literacy levels.
- Why might levels be falling, despite increase in the children's book market?
- Does the award affect reading motivation in the long-term, or only temporarily?
- Is it important that the award chooses a 'classic'?
- How do you motivate children to read, especially 'non-readers'?

The importance of partnerships

- How important are partnerships within school to encourage reading e.g. between staff in different departments?
- How important are partnerships outside school to encourage reading e.g. with parents, local bookshops, the public library?

Interview Schedule: Children

How do you choose a book? (Front cover, review on back cover, recommendations)

How would you encourage a friend who doesn't read?

Is there enough reading for pleasure at school?

- would it make a difference to English lessons if there was?

How important is it to read at home as well as at school?

Do you stick to the same authors, or do you like to try new ones?

How do you tell if a book is good?

Carnegie Award Winners 1936-2003

- 2003 Jennifer Donnelly, *A Gathering Light* (Bloomsbury Children's Books)
- 2002 Sharon Creech, *Ruby Holler* (Bloomsbury Children's Books)
- 2001 Terry Pratchett, *The Amazing Maurice and his Educated Rodents* (Doubleday)
- 2000 Beverley Naidoo, *The Other Side of Truth* (Puffin)
- 1999 Aidan Chambers, *Postcards From No Man's Land* (Bodley Head)
- 1998 David Almond, *Skellig* (Hodder Children's Books)
- 1997 Tim Bowler, *River Boy* (OUP)
- 1996 Melvin Burgess, *Junk* (Andersen Press)
- 1995 Philip Pullman, *His Dark Materials: Book 1 Northern Lights* (Scholastic)
- 1994 Theresa Breslin, *Whispers in the Graveyard* (Methuen)
- 1993 Robert Swindells, *Stone Cold* (H Hamilton)
- 1992 Anne Fine, *Flour Babies* (H Hamilton)
- 1991 Berlie Doherty, *Dear Nobody* (H Hamilton)
- 1990 Gillian Cross, *Wolf* (OUP)
- 1989 Anne Fine, *Goggle-eyes* (H Hamilton)
- 1988 Geraldine McCaughrean, *A Pack of Lies* (OUP)
- 1987 Susan Price, *The Ghost Drum* (Faber)
- 1986 Berlie Doherty, *Granny was a Buffer Girl* (Methuen)
- 1985 Kevin Crossley-Holland, *Storm* (Heinemann)
- 1984 Margaret Mahy, *The Changeover* (Dent)
- 1983 Jan Mark, *Handles* (Kestrel)
- 1982 Margaret Mahy, *The Haunting* (Dent)
- 1981 Robert Westall, *The Scarecrows* (Chatto & Windus)
- 1980 Peter Dickinson, *City of Gold* (Gollancz)
- 1979 Peter Dickinson, *Tulku* (Gollancz)
- 1978 David Rees, *The Exeter Blitz* (H Hamilton)
- 1977 Gene Kemp, *The Turbulent Term of Tyke Tiler* (Faber)
- 1976 Jan Mark, *Thunder and Lightnings* (Kestrel)
- 1975 Robert Westall, *The Machine Gunners* (Macmillan)
- 1974 Mollie Hunter, *The Stronghold* (H Hamilton)
- 1973 Penelope Lively, *The Ghost of Thomas Kempe* (Heinemann)
- 1972 Richard Adams, *Watership Down* (Rex Collings)
- 1971 Ivan Southall, *Josh* (Angus & Robertson)

- 1970 Leon Garfield & Edward Blishen, *The God Beneath the Sea* (Longman)
- 1969 Kathleen Peyton, *The Edge of the Cloud* (OUP)
- 1968 Rosemary Harris, *The Moon in the Cloud* (Faber)
- 1967 Alan Garner, *The Owl Service* (Collins)
- 1966 Prize withheld as no book considered suitable
- 1965 Philip Turner, *The Grange at High Force* (OUP)
- 1964 Sheena Porter, *Nordy Bank* (OUP)
- 1963 Hester Burton, *Time of Trial* (OUP)
- 1962 Pauline Clarke, *The Twelve and the Genii* (Faber)
- 1961 Lucy M. Boston, *A Stranger at Green Knowe* (Faber)
- 1960 Dr I. W. Cornwall, *The Making of Man* (Phoenix House)
- 1959 Rosemary Sutcliff, *The Lantern Bearers* (OUP)
- 1958 Philippa Pearce, *Tom's Midnight Garden* (OUP)
- 1957 William Mayne, *A Grass Rope* (OUP)
- 1956 C. S. Lewis, *The Last Battle* (Bodley Head)
- 1955 Eleanor Farjeon, *The Little Bookroom* (OUP)
- 1954 Ronald Welch (Felton Ronald Oliver), *Knight Crusader* (OUP)
- 1953 Edward Osmond, *A Valley Grows Up*
- 1952 Mary Norton, *The Borrowers* (Dent)
- 1951 Cynthia Harnett, *The Woolpack* (Methuen)
- 1950 Elfrida Vipont Foulds, *The Lark on the Wing* (OUP)
- 1949 Agnes Allen, *The Story of Your Home* (Faber)
- 1948 Richard Armstrong, *Sea Change* (Dent)
- 1947 Walter De La Mare, *Collected Stories for Children*
- 1946 Elizabeth Goudge, *The Little White Horse* (University of London Press)
- 1945 Prize withheld as no book considered suitable
- 1944 Eric Linklater, *The Wind on the Moon* (Macmillan)
- 1943 Prize withheld as no book considered suitable
- 1942 'BB' (D. J. Watkins-Pitchford), *The Little Grey Men* (Eyre & Spottiswoode)
- 1941 Mary Treadgold, *We Couldn't Leave Dinah* (Cape)
- 1940 Kitty Barne, *Visitors from London* (Dent)
- 1939 Eleanor Doorly, *Radium Woman* (Heinemann)
- 1938 Noel Streatfield, *The Circus is Coming* (Dent)
- 1937 Eve Garnett, *The Family from One End Street* (Muller)
- 1936 Arthur Ransome, *Pigeon Post* (Cape)

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