

Inspire a Love
of Reading



Helen Hastle
Regional Director (South UK)

Delivered directly
to the child at
home

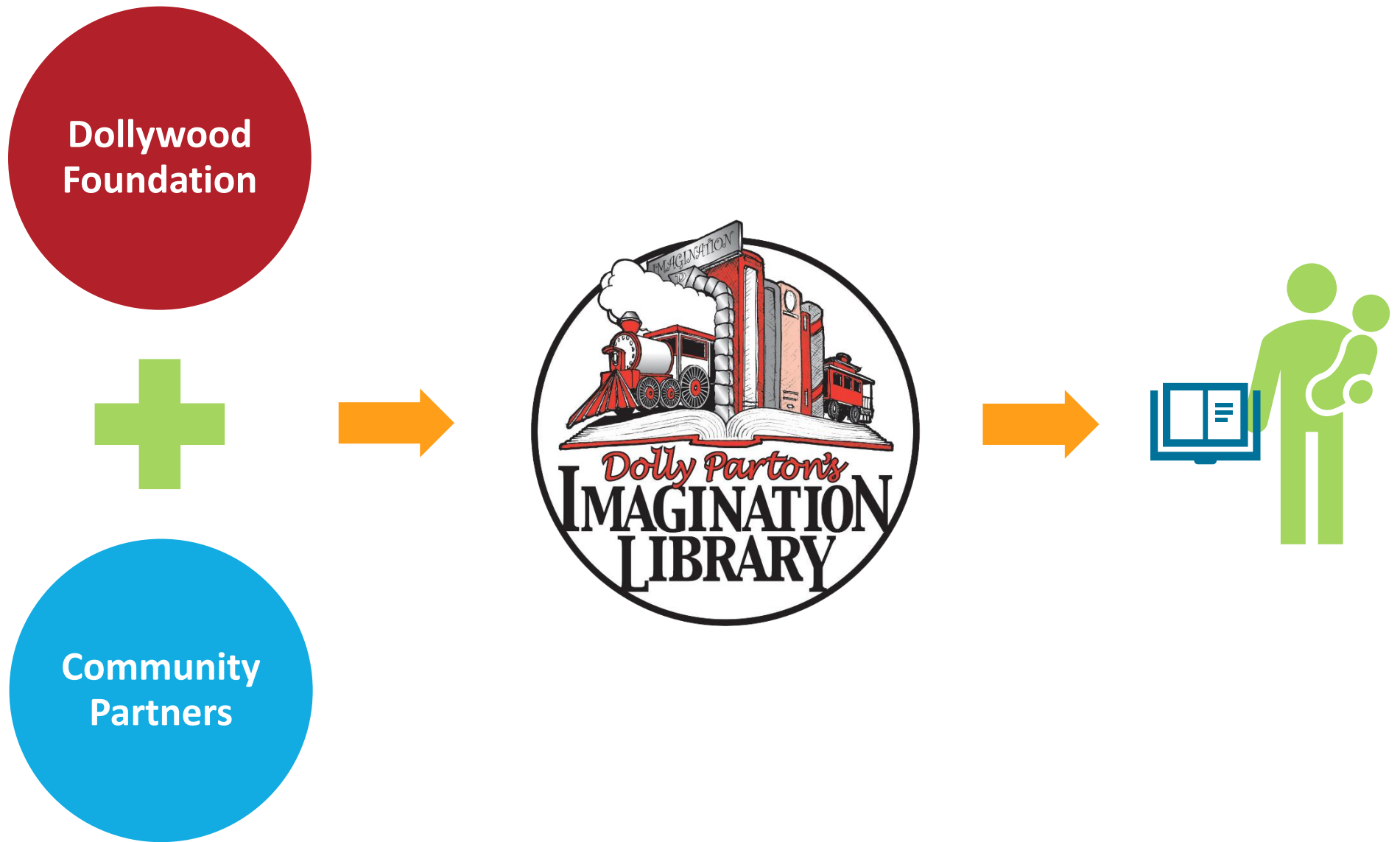
Arrive through the
post every month

A collection of 60
carefully chosen
books

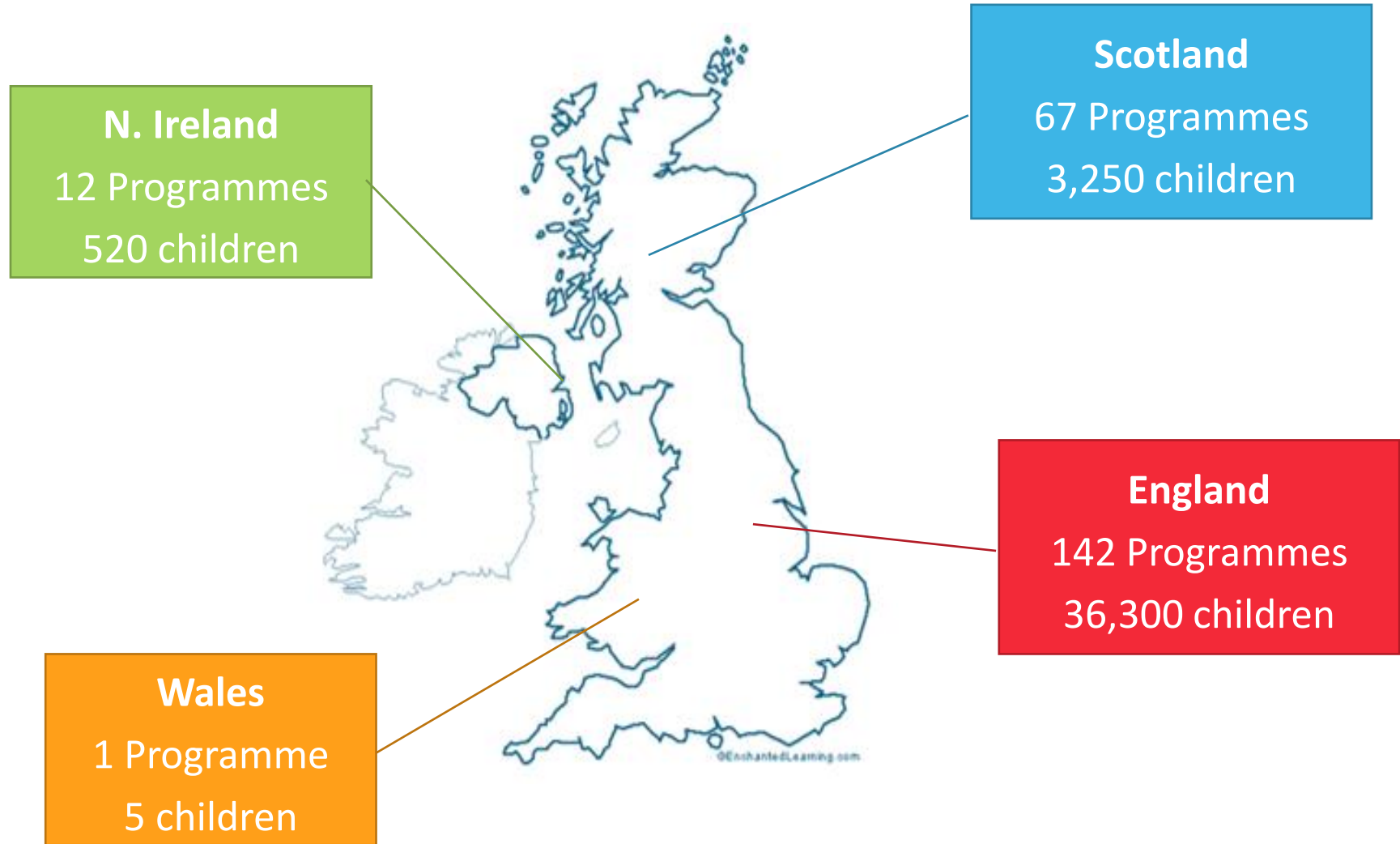
Available for
children from
birth until age five



HOW IT WORKS



UK PARTNERS



Nov 2020



“ You can never
get enough books
into the hands of
enough children.

”
Dolly

Importance of book ownership & reading is not new...

The single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school.

National Commission on Reading, 1985

Children who have not already developed some basic literacy practices when they enter school are three to four times more likely to drop out in later years.

National Adult Literacy Survey, 1993

Most of the reading problems faced by today's adolescents and adults are the result of problems that might have been avoided or resolved in their early childhood years.


National Research Council, 2000

Owning as few as 20 books = higher levels of education

OECD, 2002

1 in 3 children do not own a book. 80% of young people who read at, or above expected level for their age had books of their own.


National Literacy Trust 2011



Research shows that parental engagement with children's learning - even from the earliest days - is important for children's long term achievements. Simple things - conversations, singing songs, reading books together - support children's language development and early reading skills

Dr Janet Goodall, Swansea University 2020



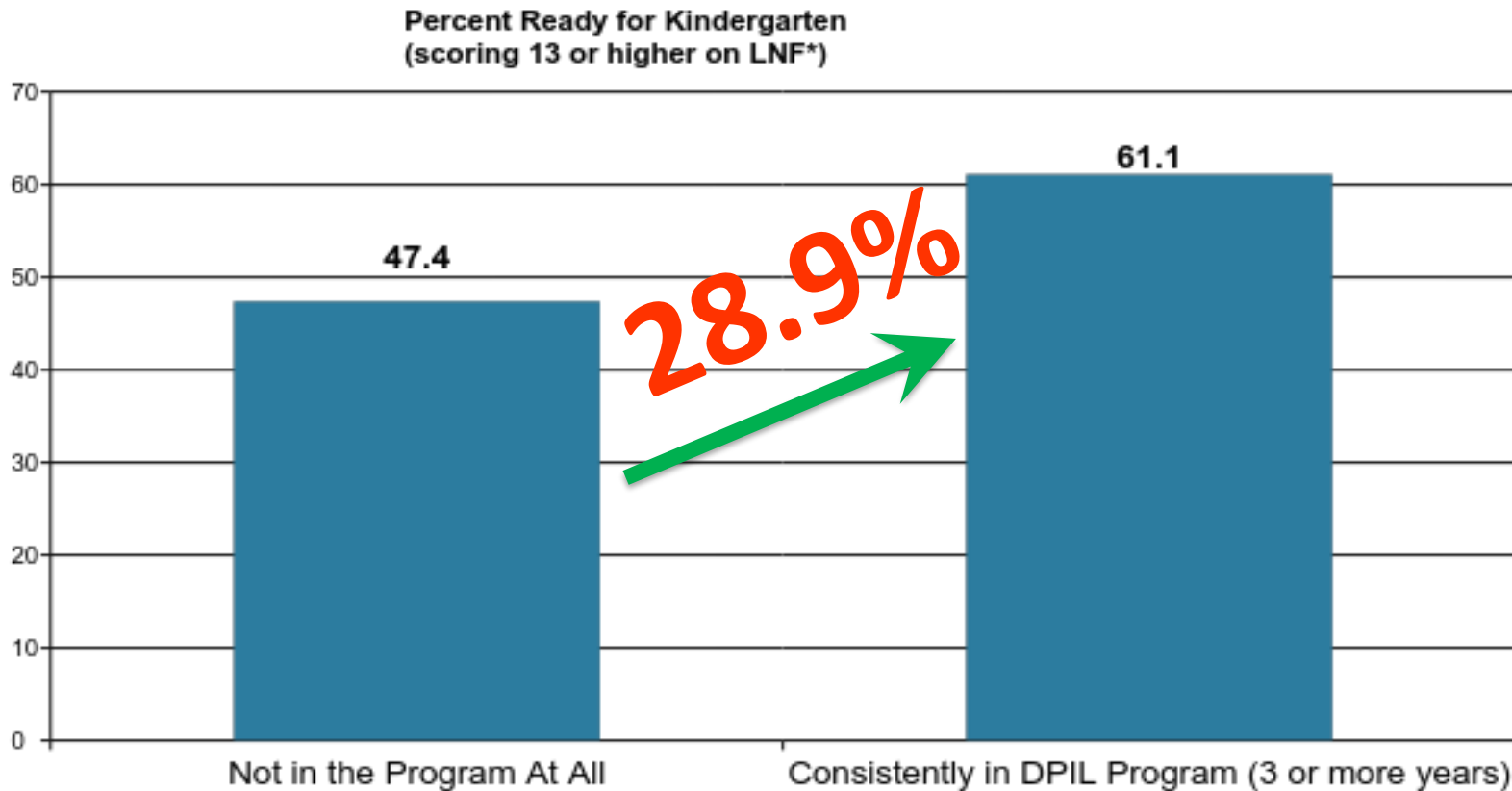


If we already know that having access to books has an impact on children's interest in reading and literacy development, we shouldn't have to keep evidencing that over and over again.

Steven Marwick, Director, Evaluation Support Scotland



Research from the USA: Kindergarten Readiness



For those consistently enrolled in the program (i.e. 3-4 years of the 5 year program), 28.9% more children were ready for kindergarten.

Dr F Ridzi, Department of Sociology, Le Moyne College and the Central New York Community Foundation, Syracuse, New York

Frequency of reading is more important than socio-economic status in predicting children's language growth. Our existing partners see the benefit of the Imagination Library in addressing the poverty-related attainment gap.

Home Learning Environment	EYFS	Year 1
Parents inspired to read more with their children	Parents inspired to read more with their children	Produces lasting impact on learning at school
<div>95%</div> <div>of families read every day since receiving the books</div> <div>43%</div> <div>of families have started using the public library more</div> <div>96%</div> <div>agree the programme has encouraged their child to enjoy reading and develop a love of books</div>	<div>22%</div> <div>increase in children achieving 'Good Level of Development'</div> <div>70%</div> <div>of boys achieved a GLD compared to 56% for boys not receiving books</div>	<div>84%</div> <div>met the expected standard in phonics screening test compared to 76% who were not registered</div> <div>Data for 2018 from North Lincolnshire Council. Figures rounded to nearest whole number.</div>





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