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Supported Reading for Pleasure

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What Do Children Want to Read? A Case Study of How One Primary School Library Supported Reading for Pleasure

Abstract

In a landscape where children report that they enjoy reading less, parents, educators and policymakers are increasingly concerned about how to engage children in reading for pleasure. School libraries are core spaces for encouraging reading for pleasure. This mixed-methods case study examines the reading choices and preferences of students in one primary school to understand what children read, how their reading tastes change across the primary years and how the school library supports their reading for pleasure. Findings showed a shift in children's reading tastes across the years as they mature in their reading and interests. Children engage in repeated reading and the multiple reading of many books, series books and comics remain popular, and recommendations are a key strategy for children to discover new reads. Two key priorities for school libraries keen to promote reading for pleasure emerge: building a contemporary book collection in school libraries that is interesting to children's similar and diverse tastes and creating opportunities for children to find new materials to pique their interest in reading.

Keywords: primary school libraries, children reading preferences, reading for pleasure, series books, comics and graphic novels

Research has consistently shown that independent or leisure reading is closely related to a wide range of educational, social, and personal benefits, including increased vocabulary, reading proficiency, academic achievement, mental and later digital literacies proficiency (Clark & Teravainen-Goff, 2018; Cunningham & Stanovich, 1998; Notten & Becker, 2017; Schleicher, 2018). Children are likely to read more independently when they have choice (Miller, 2009), find reading materials that are interesting and enjoy the reading experience (Cremin et al., 2014). Motivating students to *want* to read (Afflerbach & Harrison, 2017) is thus crucial to students developing a reading habit.

In this article, we share findings from a study on the reading habits of children in one primary school library to better understand their reading tastes and changes across the years. Having a ready source of reading materials for self-selection is more likely to result in quality and engaged reading experiences for children, especially those with fewer resources at home (Fisher & Frey, 2018). But how can librarians know what children want to read? How do they cater to the changing tastes of individual students as they grow older? Understanding what children want to read from their perspectives (Erickson et al., 2020; McGeown et al., 2020) helps librarians with the tasks of selecting, stocking, and recommending books to motivate children's independent reading for pleasure.

Literature Review: Children's Changing Tastes and Trends

Improvement in children's reading fluency in early primary years leads to increasing proficiency. Chall's (1983) stages of reading development suggest that young children around 7-8 years old tend to read simple, familiar stories and selections. As they gain mastery, they tend to use reading to learn new ideas and knowledge from the ages of 9-13 years old. More recently, van Bergen et al. (2020) highlighted that the quantity of children's reading matters most as they shift from learning to read to reading to learn. In other words, extensive print

exposure works together with students' developing reading skills to motivate further reading that support comprehension and fluency. Moreover, whether children see themselves as readers or not is also tied to their perception of their own proficiency (McGeown et al., 2020). Creating the right environment to support children's development of positive reading identities is crucial to motivating their continued and engaged reading (Afflerbach & Harrison, 2017).

Children report having difficulty finding books (YouGov, 2020) so having teachers and adults who are able to recommend books can encourage them to read more. Understanding how children's tastes in books and ways of reading shift is important knowledge. In J.A. Appleyard's (1990) classic work, *Becoming a Reader,* he notes that reading is a tool for children to discover more about the world around them between the ages of 6-12. They thus prefer adventure books, with predictable narrative structures and identifiable heroes and villains. While seemingly repetitive, these stories allow the child to gather new experiences within familiar structures. Children also identify with characters in the same age range who experience similar struggles (de Rijke, 2021; Nikolajeva, 2014). As children grow older, they may become developmentally more ready to explore new topics and kinds of books or find books they used to read less interesting or relevant (Appleyard, 1990; McGeown et al., 2020).

Surveys of children's reading choices have highlighted the role of series books and contemporary titles to promote frequent reading. Besides offering familiarity of plots and characters (Jones, 2015; Mackay, 1990), series books allow children opportunities to talk about books, creating a social presence around books (Cremin et al., 2014). More recently, the 2020 Scholastic U.S. survey of children's reading highlighted that graphics and comics are liked by both frequent and infrequent readers (YouGov, 2020).

Teachers and librarians need to be reminded that what was popular in their student days might differ for students from a different generation. For example, in a 1995 survey in the U.K., Hall and Coles (1997) note that the most popular titles in the U.K. were mostly series books such as the *Babysitter Club Series* by Ann M. Martin and *The Famous Five* by Enid Blyton. Roald Dahl was the most popular writer, followed by Enid Blyton and Judy Blume, which were contemporary books of that time. However, in a 2016 survey conducted by the U.K. National Literacy Trust, the most popular contemporary books included *Diary of a Wimpy Kid, Harry Potter, Tom Gates, Percy Jackson, Alex Rider* and *Dork Diaries* (Clark & Teravainen, 2017). While *Asterix* was the only comic mentioned in the 1995 survey, manga titles such as *Naruto* and *Pokemon* were included in the 2016 survey, reflecting changing publishing contexts and children's access to varied translated works.

Given that primary school years are when children make the crucial switch from reading to learn to learning to read, providing rich literacy environments in school can support their transition towards identifying as readers. Access to books through school is particularly cruicial for students who may not come from print-rich homes (Clark & Teravainen, 2018; Neuman & Moland, 2019). Teachers and librarians who know what children want to read for pleasure are able to use this knowledge to provide appropriate and interesting books to support their students' changing reading proficiencies, tastes and interests as they mature.

An Ideal School Library

To find out about what and how children like to read, we conducted a mixed-methods case study is situated in Notts Junior School Library (pseudonyms used) at an International School in Singapore. International schools cater largely to non-Singaporeans, with a few exceptions and do not follow the Singapore national curriculum. The school population is

diverse with most of the students coming from the United Kingdom, Europe, Asia and Australia.

The Junior School library serves Year 3 to Year 6 students (7 to 11-years-old). The library is staffed by a qualified teacher librarian and 2 library assistants who help serve library patrons including students, teachers, and parents. The students come to the library for a 45-minute lesson once a week. These lessons allow for guided borrowing time as well as mini lessons to promote new literature and to develop information literacy skills. The library is open before school, during break periods and after school, and many students choose to visit multiple times a week.

Unlike government school libraries in Singapore which are not staffed by qualified librarians and have smaller collections, the Notts library is extremely well-resourced. It has a print collection of over 16,000 titles, including titles in large print, illustrated chapter books, books in a variety of languages and audio books. The school also has an eBook and audio book library with 5,500 titles and various digital subscriptions. By providing an example of how children are motivated to read in a well-resourced school, we hope the study can inspire policymakers and educators to dedicate resources and manpower to their school libraries.

Materials and Methods

The participants in this study were 7 to 11-year-old students. Out of 876 enrolled students, 761 participated and completed the online survey, yielding a response rate of 84%. Participants were made up of 178 7-to-8-year-olds, 148 8-to-9-year-olds, 206 9-to-10-year-olds, and 206 10-to-11-year-olds. For this article, we focused on an open-ended question that asked about students' favourite titles and reasons for their choice: What is your best title read this year and why?

Using Excel Spreadsheet, we first extracted the book titles and cleaned up the titles by ensuring consistent spelling and removing any spaces and punctuation. The total numbers were then tabulated to extract the top titles. The data was then coded a second time for the reason the children picked it as their favorite book.

Focus group discussions (FGD) were conducted with 24 students to explore the findings in the survey and extend our understanding of the students' reading choices, changes in their reading habits across the years and their perception of how the school library supported their reading. We asked teachers to help us select three frequent readers and three less frequent reader from each year, possessing a range of reading proficiencies and interests. Holistic coding was applied in the initial stage of the FGD coding to categorize the data and surface key ideas. This was followed by focused coding to generate key themes emerging from the data (Saldaña, 2021).

Finally, we also referred to the library loan rates 2021 to understand the children's library borrowing preferences and corroborated the data with the survey and interview data. These library loan rates looked at which books were the most frequently borrowed and how many times they had been loaned out.

What Exactly Do Children Want to Read?

Series Books and Graphic Novels

Data from the library loan rates showed that 73,709 books were borrowed over the course of the year. This worked out as an average of 84 loans per student, demonstrating a well-used library. Junior fiction and graphic novels were the top preferred formats. Of the top 50 books borrowed over the year, 84% of the titles were series books and 94% of the titles were published 2015 or later, showing that children prefer series books and contemporary titles.

Series reading, whether in comic or novel form, is a way for children to feed their reading desire as their familiarity with the characters and format of a series (McGeown et. al., 2020) ensured they were more likely to achieve an enjoyable outcome from their time invested in reading. Series books seem to be made for "devouring" (Mackey, 1990), with books comprising characters similar in age to the potential readers, facing plausible struggles (even when the situations may be fantastical depending on the series) and of a reasonable length to consume.

The open-ended question showed that series books topped student's best reads (Table 1). *Harry Potter* (48), *Alex Rider* (30), *Wonder* (21), *Keeper of the Lost Cities* (19) and *Dog Man* (18) were listed as the top five reads and only *Wonder* is not part of a series, though it has accompanying reads.

Insert Table 1. Students' Top Titles by Year.

The children's self-declared interests are consistent with the top loans in the school library as almost all the titles or authors listed as students' favorite books rank in the top 50 books borrowed from the school library.

Series books and graphic novels also top the list, as with school loan rates. The graphic novel, *Mr Wolf's Class Book 1* by Aron Nels Steinke, a favourite with 7- to 8-year-olds, was loaned out 244 times in the year of the study. Raina Telgemeier and Gale Galligan (*The Babysitter's Club*), Dav Pilkey (*Dog Man*) and Ben Clanton (*Narwal and Jelly* series), all graphic novels that run in a series, were some of the top listed authors. The children also enjoyed reading books by the same authors, for example *Rooftoppers* and *The Explorer* are both by Katherine Rundell. Non-fiction series titles such as *Weird but True* and *Fake News*

were also in the top borrowed list, suggesting that while children seem to like fiction most, non-fiction titles are also appealing.

The library loan rates also support the observation that children want more graphic novels, with the percentage of graphic novels collection borrowed increasing from 3% in 2017 to 17% in 2021, despite graphic novels comprising a smaller percentage of the entire book collection (Table 2).

Insert Table 2. Graphic Novel Collection and Loans.

At Notts library, the library staff conduct an annual survey to identify most popular reads and have a book suggestion box for students to recommend titles, which they almost always purchase. This is one way to ensure that the book collection development supports student reading for pleasure.

Contemporary and High-Quality Literature

While series books and graphic novels are popular, students do read widely in this school, with over 269 different titles listed as favorite titles. Titles such as *When Stars are Scattered, The Boy who Swam with Piranhas, The Haunting of Aveline Jones*, and *How to Train Your Dragon* received only one vote, highlighting that children have varied reading tastes.

Three of the top titles (*Alex Rider, Rooftoppers* and *Wonder*) are books that are read and studied in detail by students aged 9 to 11. These books are read and studied as part of the English curriculum and teachers create a whole curriculum that delves deeply into these books and includes drama activities as well as a range of literature response activities.

Students who struggled to read these books are also supported by teachers and encouraged to use the audiobook version, large print versions or using the eBook.

That students all had to read these books and then a significant number of them chose these titles as their favorite book of the year, is a positive outcome. In the open-ended response, several students cited *Wonder* as the best book of the year in the survey because they found the book interesting and were able to learn lessons from it.

> "I know that I am obsessed with this book [*Wonder*] and some of my classmates are sick of me going on and on about it but I think that it is an amazing book because it teaches us all so much about friendships and interacting with one and other but most of all it teaches us about kindness. That is why *Wonder* is a book embedded in my heart."

Stocking the school library with a wide variety of titles allows students to discover titles that may not be mainstream and as easily discoverable as popular series titles. Furthermore, embedding high-quality literature into the curriculum can help students find interesting books they might not have otherwise heard about from their friends, providing them with opportunities to widen their reading diet.

Different Genres appeal at different ages

Favorite titles change across the years. For example, while *Harry Potter* ranks as the top book for students aged 7 to 9, it moves to a lower position for older students. The table also shows overlapping favorites across the years, with *The Babysitters Club* becoming less popular across the years, and completely dropping out of the list for many 11-year-olds. Favourites of older students included series books with older characters such as *Percy Jackson*, hence reflecting children's changing preferences for older protagonists.

To help students find their favourite genres, the library added genre stickers to the spines of all fiction books to aid in discovering new titles. The genres were chosen carefully to match the ages of the students. For example: adventure, fantasy, realistic fiction, humor, historical fiction, scary and animals. Students were invited to help decide book genres: would Harry Potter be considered fantasy or adventure?

Changing Tastes Across the Years

Along with genre and title changes, children's reasons for their favorite reads also shifted across the different age groups (Table 3).

Insert Table 3. Students' Reasons for their Best Title of the Year

The following are some quotes from the children for their top ranked books across the years.

a. Action/Adventure: "*Alice Miranda in Paris* because it is adventurous and mysterious and curious and makes you want to read on" (9-year-old)

b. Funny: " I like to read *Dog Man* because it is a funny comic book" (8-year-old)

c. Interesting OR informative: "*Ronald Reagan: An American Life*, because I like reading through biographies but this was interesting because I got to read about his presidency which was really fun!" (11-year-old)

d. Relatable/Familiar: "*Malory Towers* because it is like real life, I feel more comfortable thinking that there are people like me in the world." (8-year-old)

e. Mystery/Suspense: "*Murder Most Unladylike* because it is a murder mystery and those books are my favourite." (11-year-old)

We found that older students' reading tastes shifted towards realistic fiction and Young Adult titles. The move towards realistic fiction is supported by loan rate statistics: From the top 20 favourite books for each age group, realistic fiction comprised 25% of the titles in year 6, compared to 10% or less in the other year groups.

Representative of the voices of 11-year-olds who participated in the FGD, Noah explains that the transition from 10 to 11-years-old is "a much bigger step than any of the other years". He explains how his definition of "interesting" and "boring" had changed as he matured.

> … as you get older, you're more mature and those younger people will prefer to have say fantasy cause it's not real, and it's like magic and it's really interesting. But for realistic fiction, it's all realistic stuff and young people are like 'it's kind of boring'…but as we get older… we look at realistic fiction for inspiration, or something that we do in our daily lives. (Noah, 11-year-old)

Children's reading needs are driven not just by their improvement in reading proficiencies but also their emotional needs. Books can contribute to children's wellbeing (Clark & Teravainen-Goff, 2018) by providing safe spaces for exploration (Appleyard, 1990). Ensuring the library has books that deal with difficult issues and books that are of interest to older children is one way to ensure children can access to suitable books to support their social-emotional needs.

What are Children's Pleasure Reading Habits?

Developing Reading Proficiencies

Students' perception of their identities as readers are related to their perception of their reading proficiencies, and students who see themselves as skilled readers are more likely identify as readers and be motivated to read more (McGeown et al., 2020; van Bergen et al.,

2020). Younger students aged 7 to 9 were more likely to explain that they had moved on to "longer books" and stopped reading books that they had previously liked. As the following quotes show, students use word length, book lengths and more complex genres as ways to describe their reading development.

I still read the *Dog Man* books but I don't read that many picture books anymore. (Ben, 8-year-old)

I was reading shorter books in Year Three but now I'm reading really long books… in Year Three, I really liked short books about like animals and adventure and sports and now I really like mystery books, fantasy, adventure, historical fiction, and realistic fiction (Harry, 9-year-old)

Stocking the library with age-appropriate books as well as books of varying levels allow student choice to explore different kinds of texts and build their confidence as readers. Knowing that some children may choose books by cover or thickness (Merga & Roni, 2017) means that librarians and teachers can stock books that may seem slim but require higher levels of reading proficiency or maturity to bridge the students' reading tastes and proficiencies. This allows the students to feel confident about handling these books on their own. As the students become more assured readers, they may be encouraged to step out of their comfort zone to try books that seem different or more difficult.

The Pleasure of Re-reading

The pleasure of re-reading (Spacks, 2011) or repeat reading (Merga & Roni, 2017) was a reading experience shared by many of the children.

I read *Keeper of the Lost Cities* a long, not a long time ago, but I finished this series

probably at the beginning of Year 5, and I've reread it like I think seven times now.

It's a really good series... It's something I can read over and over and over again.

(Sophia, 10-year-old)

Re-reading is sometimes discouraged by well-meaning parents or teachers, but this study found this is important to many children. Having found a good read, children remember the pleasurable experience and choose to repeat the experience by re-reading the book. Re-reading also allows the children a chance for a more immersive and critical reading, as they discover new details and can respond more deeply to the story upon re-reading (Mackey, 1993). Foreknowledge is part of the pleasure of re-reading, allowing readers to connect with previous emotional responses and enriching the reading experience through "accretion: knowledge of what is to come changes speculation about outcomes to speculations about meaning" (Spacks, 2011, p. 137), resulting in more intense excitement in subsequent reading experiences.

Emotional attachments to books are important motivators (McGeown et. al., 2020), and educators can recommend books titles that may help the child recreate the experience of reading his or her favorite book and allow for circling back to familiar books during classroom or school reading. Allowing students to re-read familiar favourites as a way of relaxing may be another way to support the development of positive attitudes towards reading.

Reading Multiple Books

Children like to hold on to multiple books and read more than one book at any time. Having access to a variety of books on hand was helpful for their continued reading as they could pick the book that suited their mood anytime. While all the children interviewed

preferred using print to devices for reading, some shared that they would use their parents'

Kindle, a home subscription to EPIC (a free online book subscription service), Borrow Box

(the school eBook and audiobook platform) or the Singapore National Library Board eBooks

services for quick access to books.

> I was reading three books at once because I didn't want to read this book and then not
>
> have time for the others. I finished one and now I'm still reading two... (Emilia, 9-
>
> year-old)

Having access to many possible interesting titles at home or school, allowing children

to move quickly from one book to another book, or pick up a new title or even re-read an old

title ensures children can move seamlessly from one book to another book (whether in print

or digitally). This facilitates a state of flow (Csikszentmihalyi 2008), where children can stay

immersed in the pleasurable reading experience.

Discovering New Reads

To maintain the flow, discovering new books or new authors is crucial. Students who

were avid readers actively looked for books, but less frequent readers also talked about series

that they followed and chance discoveries of new titles from friends or in the library in our

FGD sessions. Kyle, who follows a manga series, *One Piece*, shared about how he became

immersed in his *One Piece* community, which included his older brother and his friends in

school.

> I like anime, especially *One Piece*... I'm already on volume 15, there are 98 volumes.
>
> My brother started reading volumes 1, 2, and 3... A lot of people in the class next to
>
> us read it. And now... all my friends, want to read it. (Kyle, 10-year-old)

Similarly, Zoey got started on the *Percy Jackson* series after hearing about the book from her friend.

…my friend Randell was the one who said, 'you should read *Percy Jackson*, I think you'll really like it.' So I read the first one. I got it from the library and then I went to Popular [bookstore] and got the second one and that's what I'm reading now. (Zoey, 10-year-old)

The school library is an important space of discovery for new reading material. Children can find new books and get recommendations during library periods or self-initiated library visits. Kyle (10-year-old) mentioned that he had read the whole Harry Potter series at home but found "*The Cursed Child*, which I think is a new book" from the library and enjoyed reading the playscript.

In the Notts Library, themed displays and posters are rotated to promote various books and activities, such as "I loved Harry Potter, what should I read next?". Library activities during library lessons include 'book tasting activities' where books from the same genre are put into baskets for students to spend a few minutes with each basket. This way, they have the opportunity and time to read the blurbs and first pages of different titles to find new reads.

Insert Figure 1. What Should I Read Next Poster?

Ensuring the library is well-stocked with many books provides children with opportunities to find fresh reads. A constant supply of new purchases and regular book

recommendations to students through advertising new books or curated titles can also draw students' attention to different titles to pique their interest in reading.

The Social Experience of Reading

From the FGD, it was clear that reading is very much a social experience, where children discuss the characters and plot and exchange books within like-minded communities (Fisher & Frey, 2018). It was not just friends but also family members, teachers and librarians who encouraged reading. For example, Miles (11-year-old) would "ask [my] sister if she can recommend any [books] for me" when he was bored. Charlie (9-year-old) shared that he chose to read a book recommended by his teacher and many students listed books recommended books on the *Red Dot Book Awards*, an annual reading list organized by The International School Libraries Network in Singapore, as their favourite title.

Librarians from many international schools come together to read, select and vote for books for the Red Dot List. An International School Readers Cup is organized, where students compete to answer questions about the books and participate in reading activities related to the books. Working collaboratively is one way for teachers and librarians to support each other in the common task of encouraging engaged reading.

The library period was also essential for students to browse and find new books. By dedicating 45 minutes each week for library periods, Notts Primary committed to giving students space to read. During these periods, the children were able to have time to browse, get recommendations from peers, teacher and librarians and engage in conversations about books.

> I usually take both [novels and comics]. Some library days I take comics, like the Simpsons. I really enjoy those ones. (Harry, 8-year-old)

The library data also showed that author talks result in increased readership for an author's books. Organizing talks to generate interest and hype around titles is also a useful strategy to create "buzz" around books. Rather than setting assignments where students are compelled to complete book reports to justify their reading, literature circles, fun quizzes and book talks are some ways that reading activities can be made more enjoyable and inspirational.

Reading Ahead

When I first came into this library, I was so happy because I love books so much and when I saw how much bigger this library was. I was really happy… I looked for many books and I **found** most of the series I like here. Lena kept on recommending me *Keeper of the Lost Cities*, and then one day I **found** it on the shelves, and it became my favorite series of all time. I also **found** *The Series of Unfortunate Events* books here. And *Murder Most Unladylike*. I used to read a lot and it's over in the junior fictions [Sofia points to a section of the library], so I was really happy with this library, and I like it a lot. (Sofia, 10-year-old)

Educators need to consider how they can create opportunities for children to "find" books to read, as the above quote from Sofia shows. It is commonly known that children are motivated to read when they find books that are interesting to them, have choice and can find age-appropriate and high-interest reading materials, but teachers and educators may have less knowledge about what children like to read for pleasure and how their tastes change as they mature. By focusing on what children and loan statistics say about what children like to read and how they read, this study highlights the changing nature of children's reading preferences and habits between the ages of 7 to 11.

We provide a list of recommendations to help librarians and teachers build up their school library to motivate their students to read more and enjoy reading.

1. Teachers and librarians need to constantly update their current knowledge about books. Knowledge about contemporary series books, graphic novels, classics, and high-quality children's books help librarians to curate their library collections to attract children's interest in reading these books and teachers to make informed recommendations for each child.

2. Knowing the personal needs and interests of individual students is important in order for teachers and librarians to make targeted recommendations. Personalising recommendations can motivate students to give the books a try.

3. Knowing that students may read below or above their reading level means that the range of reading materials should cater to a wider age and proficiency range so that children have options to choose what they can and want to read. Help students choose books at their reading levels but also allow students to read below or above their reading levels as ways to explore and enjoy reading.

4. Children have varied reading tastes and are willing to try new titles. Stock the library with popular as well as other diverse, but equally important books, to extend children's reading diets. Consider cultural context and ensure that the collection is attentive to the needs of students in the school and country.

5. Children find new reads through discovery. Making new titles visible through display or recommendation and curating collections to foreground some collections can call students' attention to them. Well-placed and large signages can direct students to their preferred genres and library tours and activities can acquaint students with where and how to find books they like.

6. Quantity is as important as quality. Children like to re-read books and hold on to multiple books. Make sure they have access to books they like and introduce them

to other ways to find books when they are out of school, through public libraries
or e-resources.

7. Create opportunities for conversations around books. Organise book clubs, author
   talks and programmes that allow children to talk about their favourite books.
   Regular book recommendations by peers, teachers and librarians can help students
   discover new reads.

In Notts Junior School where the children were supported with a well-stocked library with constantly updated reading resources, the children were able to find many book titles to interest them. Regular library periods, attention to updating the book collection and organizing programming ensured that new titles were also visible for students to discover. Even students who seemed to be infrequent readers painted a picture of regular reading when interviewed.

Some children may come from "book deserts" (Neuman & Moland, 2019), homes and communities lacking reading resources, and have fewer opportunities to learn effective book choosing strategies, whether in print or online, from homes or peers. Furthermore, children from low-SES homes are likely to have fewer books and lack home resources for reading, especially during the COVID-19 pandemic, contributing to learning loss akin to the summer reading loss (Sun et al., 2021; Soulen & Tedrow, 2021). Ensuring a rich book collection in the library, together with the assistance of a qualified teacher-librarian (Merga & Roni, 2017) and knowledgeable teachers (Cremin et. al., 2014), can increase chances of children discovering books that can be enjoyed.

The chance to discover new reads is key to a child's continued engagement in self-initiated independent reading. Ensuring that the school library is a book oasis where children can refresh themselves with interesting books is one way to support children's reading enjoyment. Knowing what children like to read and how children read differently at different

ages is one way that teachers and librarians can begin to help children want to read, and in the process read more.

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The authors declare that they have no known conflict of interest for this paper.

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Tables

Table 1. Students' Top Titles by Year.

No.	Year 3	Year 4	Year 5	Year 6
1	Harry Potter	Harry Potter	Alex Rider	Rooftoppers
2	Dog Man	Amulet	Keeper Of The Lost Cities	Wonder
3	Diary Of A Wimpy Kid	Diary Of A Wimpy Kid	Wonder	Harry Potter
4	Mr Wolf's Class	Alex Rider	The Explorer	The Explorer
5	Minecraft	Percy Jackson And The Olympians	Harry Potter	Keeper Of The Lost Cities
6	The Baby Sitters Club	A Daisy Story	Code Name Bananas	Life Of A Cactus
7	The Bad Guys	Bunny Vs Monkey	Nevermoor	Alex Rider
8	Weird But True	Dog Man	Percy Jackson And The Olympians	Nevermoor
9	Tom Gates	Keeper Of The Lost Cities	Skulduggery Pleasant	Rain Reign
10	Beatrice Zinker	Narwhal and Jelly	Tom Gates	The Heroes Of Olympus
11	Mr Penguin	Smile	Treehouse	A Series Of Unfortunate Events
12	Narwhal and Jelly	The Baby Sitters Club	A Tale Of Magic	Divergent
13	Captain Underpants	Treehouse	Diary Of A Wimpy Kid	Front Desk
14	CatKid Comic Club	Weird But True	Dog Man	Percy Jackson And The Olympians
15	Dragon Realm	A Series Of Unfortunate Events	Kensy And Max	Save Me A Seat
16	Hilo	Diary Of A Minecraft Zombie	Life Of A Cactus	Skulduggery Pleasant
17	Kensy and Max	Drama	The Baby Sitters Club	Treehouse
18	Lunch Lady	Emily Windsnap	The Land of Stones	A Tale Of Magic
19	Malory Towers	Fake News	The Terrible Two	Code Name Bananas
20	Smile	Goth Girl	Demon Slayer	Murder Most Unladylike

Table 2. Graphic Novel Collection and Loans.

Year	Percentage of Collection	Graphic Novels Borrowed
2017	3%	5%
2018	3.5%	9%
2019	5%	12%
2020	5.5%	15%
2021	6.5%	17%

Table 3. Students' Reasons for their Best Title of the Year

Year 3	Year 4	Year 5	Year 6
Funny (28.2%)	Action/Adventure (19.8%)	Action/Adventure (21.3%)	Action/Adventure (18.6%)
Action / Adventure (12.7%)	Funny (18.1%)	Funny (14.9%) AND Interesting (14.9%)	Interesting (12.4%)
Relatable or familiar (11.8%)	Interesting (9.48%) AND Learnt new information from the book (9.48%)	Mystery/Suspense (7.09%)	Mystery/Suspense (9.94%)

Figures

Figure 1. What Should I Read Next Poster?

Figure Captions

Figure 1. What Should I Read Next Poster?