

## Boys' Literacy

### Breaking down the barriers



**Strategic question:** Why do boys in some year groups continue to underachieve in reading and writing and what needs to be done to close this gap?

**Rationale and Evidence:** Spring term data 2018 shows that although boys continue to make Expected progress their attainment in reading and writing is still significantly lower than girls particularly in Reception and Year 2 and Year 3. Some of the boys in these cohorts have other barriers to learning such as SEN which also needs to be carefully unpicked and targeted. Discussions with some boys in these year groups suggest that some of the children lack confidence and they are put off by the difficulty of the texts as they move through the school. The children expressed real enthusiasm for 'Free Writing' opportunities.

**SLT Lead: Katy Taylor, Kate Purbrick and Hazel Brown**

**Research**

- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/183399/DFE-RR238.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf)
- <https://educationblog.oup.com/primary/engaging-boys-in-literacy>
- [https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/Preparing\\_Literacy\\_Guidance\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/Preparing_Literacy_Guidance_2018.pdf)
- [https://www.savethechildren.org.uk/content/dam/global/reports/The\\_Lost\\_Boys\\_Report.pdf](https://www.savethechildren.org.uk/content/dam/global/reports/The_Lost_Boys_Report.pdf)
- <https://www.bristol.ac.uk/media-library/sites/education/documents/bristol-working-papers-in-education/Understanding%20the%20Gender%20Gap%20working%20paper.pdf>

Strategic aim	Key tasks	Lead Person/ People	Accountabilities, timescales and measureable milestones						Desired impact	Evidence (Process, Product, Outcomes)		
			T1	T2	T3	T4	T5	T6				
BL1. Ensure boys make greater progress in their reading and writing through the use of specific pedagogical strategies	<ul style="list-style-type: none"> <li>a. INSET PDM to introduce the gender issue and discuss pertinent research.</li> <li>b. Identify target children in each year group/class and produce a narrative focusing on other significant barriers</li> <li>c. Analyse assessment grids and identify specific areas/ assessment statements to focus on</li> <li>d. Monitor the progress and attainment of target children every six weeks</li> <li>e. PDM to train teaching and support staff in Precision Teaching</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>Phase Leaders</li> <li>Phase Leaders</li> <li>Phase Leaders/AHTs Inclusion</li> </ul>	a. INSET 04.09.18	b. 04.09.18	c. 21.09.18	d. 29.10.18	d. 08.01.19	d. 25.02.19	d. 23.04.19	d. 03.06.19	<ul style="list-style-type: none"> <li>a, b and c - Staff have an increased awareness of who our target children are and strategies to address the gap</li> <li>d -Boys are seen to make greater progress, thus increasing their attainment</li> <li>e and f -Staff are trained in appropriate teaching strategies which are then personalised to children's needs</li> </ul>	<ul style="list-style-type: none"> <li>PDM Slides and handouts</li> <li>Progress meeting information</li> <li>Data Reports</li> <li>Free Writing evident in books</li> </ul>

	<p>f. Investigate, cost and implement the iXL online learning programme for English</p> <p>g. PDM to develop staff's skills and knowledge delivering 'Talk for Writing' and drama techniques</p> <p>h. Embed the implementation of 'Free Write' as part of the teaching sequence</p> <p>i. PDM to support EYFS staff to incorporate 'Planning in the moment' into the EYFS curriculum</p> <p>j. Establish 'Role Play' areas in the EYFS outdoor environment and in the Year 1 transition area</p> <p>k. Develop curriculum to include increased opportunities for children to write, perform and present for real purposes</p> <p>l. Ensure progression in the teaching of phonics from the EYFS through to Yr 3</p> <p>m. Introduce 1: 1 iPads in year 4 and 5 and investigate effective ways to use this technology to support the writing process</p>	<p>AHTs Inclusion AHTs</p> <p>English Team</p> <p>English Team</p> <p>MG/KB</p> <p>KP/KT/AC</p> <p>English Team and RG</p> <p>English Team</p> <p>AJ and ND</p>	<p>f. 19.10.18</p>						<p>g - Staff feel confident in planning lessons to support Talk for Writing and dramatic strategies are clearly evident in the teaching sequence</p> <p>h - 'Free Writing' is part of the children's regular writing diet and they are excited about it</p> <p>i- EYFS staff feel empowered to regularly incorporate 'Planning in the Moment' into the planning cycle and (Kate P?)</p> <p>j and k – Boys' conversational language in meaningful contexts is increased and will increase their ability to access further reading and writing</p> <p>k -Children's confidence in presenting to an audience is increased</p> <p>l - All children will have secure phonics knowledge by the end of Year 3</p>	<p>Established 'Role Play' areas</p> <p>Lesson observations and learning walks</p> <p>Medium term plans</p> <p>Staff confidence questionnaire</p>	
<p>BL2. Involve and engage all stakeholders in planning and teaching to ensure boys develop a love of literacy</p>	<p>a. Devise a questionnaire to audit children's views about reading and writing. Analyse and identify any similarities and differences between boys and girls</p> <p>b. Devise a questionnaire to audit parents' views on boys' literacy</p> <p>c. Allocate money to update class libraries, involving all children in choosing texts</p> <p>d. Teachers to further develop Inquiry cycle questioning to include children's choice of writing genre for specific units</p> <p>e. Plan parent workshops to support boys' reading and writing</p>	<p>English Team</p> <p>English Team</p> <p>English Team / class teachers Phase Leaders</p> <p>English Team</p>		<p>a. 10.12.18</p> <p>b. 10.12.18</p>					<p>a - School can base resourcing on children's preferences ensuring boys are well catered for</p> <p>b - Staff to have a more holistic understanding of community attitudes towards reading and writing</p> <p>c – Children, particularly boys, will read more regularly with enthusiasm</p> <p>d -Children are more engaged with writing</p> <p>e - Parents of targeted boys will feel empowered to support their children's learning</p>	<p>Analysis of questionnaires</p> <p>Range of books in classrooms</p> <p>Medium Term Planning</p> <p>Parent workshop slides and handouts</p> <p>Parent evaluation forms</p>	
<p>BL3. Build on current systems and procedures to ensure</p>	<p>a. Purchase new banded books for EYFS/Year 1</p> <p>b. Re-organise KS1 library</p> <p>c. Re-organise LKS2 library and establish clear lending system</p> <p>d. English leaders to establish links with</p>	<p>English Team</p> <p>KP and AC KT and RG</p> <p>English Team</p>							<p>a. 15.02.19</p> <p>b, c. 06.04.19</p>	<p>a - EYFS/Year 1 children will have a good supply of books to read from in a banded progression</p> <p>b, c and d – Library areas will be inviting and engaging,</p>	<p>Clearly organised library systems</p> <p>Library visits</p>

children have appropriate access to quality texts	<p>local libraries and set up visits for children in KS1 and lower KS2</p> <p>e. Inclusion leaders to invest in dyslexia-friendly books for older children</p> <p>f. Re-establish Kindles as a means of supporting reading in Lower KS2</p> <p>g. Raise the profile of Reading and Home Learning Journals with staff and parents</p> <p>h. Strategically plan for reading events across the whole school, e.g., World Book Day, Roald Dahl day</p>	<p>Inclusion AHTs KT</p> <p>English Team</p> <p>English Team</p>	<p>19.10.18</p> <p>g. 21.09.18</p> <p>h. 19.10.18</p>	f. 14.12.19	e. 15.02.19				<p>used meaningfully and children will understand their purpose</p> <p>e - Older dyslexic children will have books they are proud to read publicly</p> <p>f – Regular use of Kindles across KS2 will increase reader confidence amongst low-attaining boys</p> <p>g - Home Learning Journals will be a meaningful home/school communication tool for all children</p> <p>h – The profile of readings and books will be raised across the school</p>	<p>Learning walks and lesson observations</p> <p>Home Learning journals</p> <p>Whole school reading events - flyers etc.</p>
BL4. Increase boys' positive perception of themselves as readers and writers to close the progress gap	<p>a. Establish 'Peer-to-Peer' reading sessions on a regular basis across the whole school</p> <p>b. Plan opportunities for male role models to support with literacy e.g. Dads' reading sessions, male teachers,</p> <p>c. Plan in Storytelling opportunities every term</p> <p>d. Establish termly writing competitions</p> <p>e. Support children's innovations in reading and writing</p> <p>f. Questionnaire to illicit children's perceptions (BL2a) at the start of the year and the end</p>	<p>Phase Leaders</p> <p>English Team</p> <p>English Team</p> <p>English Team All staff</p> <p>English Team</p>	<p>b. 19.10.18</p> <p>d, e 19.10.18</p> <p>f. 19.10.18</p>	c. 14.12.18	d, e 15.02.19	c. 06.04.19	a. 24.05.19	c. July 19  July 19	<p>a - Children across the school will have reading role models and will speak positively about reading</p> <p>b - Children will see a wide range of role models enjoying reading</p> <p>c - Children will link writing and storytelling with enjoyment</p> <p>d - Boys will enjoy writing for real purposes and will engage more with the competitive aspects</p> <p>e - Children will be given the time and space to perform or present their ideas for reading and writing</p>	<p>Pupil voice – questionnaire</p> <p>Evidence in books and Learning walks</p> <p>Assemblies and performances</p> <p>Competition entries</p>