



Baselining Young People's Literacy in Middlesbrough in 2012

**Christina Clark
National Literacy Trust**

2013

Words for life

Registered address: National Literacy Trust, 68 South Lambeth Road, London SW8 1RL
t: 020 7587 1842 **f:** 020 7587 1411 | contact@literacytrust.org.uk | www.literacytrust.org.uk

Registered charity no. 1116260 and company limited by guarantee no. 5836486 registered in England and Wales and registered charity in Scotland no. SCO 42944.
Patron: HRH The Duchess of Cornwall

About the National Literacy Trust

We are the only national charity dedicated to raising literacy levels in the UK. Our research and analysis make us the leading authority on literacy. We run projects in the poorest communities, campaign to make literacy a priority for politicians and parents, and support schools.

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

Copyright

© National Literacy Trust 2013. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Clark, C. (2013). Baseline Young People's Literacy in Middlesbrough. Findings from the 2012 National Literacy Trust's annual survey. London: National Literacy Trust.

We will consider requests to use extracts or data from this publication provided that you:

- Acknowledge that the content is the work of the National Literacy Trust and provide appropriate references in any publications or accompanying publicity;
- State that any views expressed are yours and not necessarily those of the National Literacy Trust.

Acknowledgements

We would like to thank the pupils and staff at the following schools without whom this study would not have been possible:

Abingdon Primary School; Acklam Grange School; Archibald Primary School; Ashdale; Berwick Hills Primary School; Breckon Hill Primary School; Easterside Primary School; Green Lane Primary School; Hemlington Hall Primary School; Kader Primary School; The King's Academy; Lingfield Primary School; Linthorpe Community Primary School; Macmillan Academy; Marton Manor Primary School; Newham Bridge Primary School; North Ormesby Primary School; Pallister Park Primary School; Park End Primary School; Pennyman Primary Academy; Rose Wood Academy; Prince Bishop School; Sacred Heart Primary School; St Gerard's RC Primary School; Thornton Academy of Dance

Table of contents

Acknowledgements	3
Tables and figures	5
Introduction	7
Key findings.....	8
Areas that need improvement.....	8
General findings	8
Reading	8
Writing	9
Communication skills	9
Boys vs. girls	10
Reading	10
Writing	11
Communication skills	11
Socioeconomic background.....	11
Reading	11
Writing	12
Communication skills	12
Key Stage	13
Reading	13
Writing	14
Communication skills	14
The biggest challenge – Teenage boys.....	15
Ethnic background.....	15
Reading	15
Writing	16
Communication skills	16
Young People’s Literacy in Middlesbrough in 2012 – Data tables	17
Young people’s enjoyment of reading	18
How often young people read outside class.....	19
How long young people read for	21
Types of materials read outside class	22
Book genres young people read	25
Having a favourite book.....	27
Young people’s reading opportunities	28
Young people’s attitudes towards reading.....	30
Young People’s Literacy in Middlesbrough in 2012 – Writing data tables	42
Young people’s enjoyment of writing.....	43
How often young people write outside class	44
Types of materials written outside class.....	46
Young people’s attitudes towards writing.....	49
Young People’s Literacy in Middlesbrough in 2012 – Communication data tables	61
Young people’s understanding of what communication skills are	62
Young people’s communication confidence	63
Young people’s attitudes towards communication skills	67
Appendix A: An introduction to the annual literacy survey.....	72

Tables and figures

Table 1: Enjoyment of reading in 2012 for Middlesbrough and broken down by demographic background	18
Table 2: Reading frequency in 2012 for Middlesbrough and broken down by demographic background	19
Table 3: Reading length in 2012 for Middlesbrough and broken down by demographic background	21
Table 4: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 1)	22
Table 4 continued: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 2).....	23
Table 4 continued: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 3).....	24
Table 5: Book genres young people like reading in 2012 for Middlesbrough and broken down by demographic background (Part 1)	25
Table 5 continued: Book genres young people like reading in 2012 for Middlesbrough and broken down by demographic background (Part 2)	26
Table 6: Having a favourite book in 2012 for Middlesbrough and broken down by demographic background	27
Table 7: Young people getting a book as present, having been to a library and a bookshop in 2012 for Middlesbrough and broken down by demographic background	28
Table 8.1: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – The more I read, the better I become.....	30
Table 8.2: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I prefer watching TV to reading.....	31
Table 8.3: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I don't need reading in my everyday life.....	32
Table 8.4: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – Reading is more for girls than boys.....	33
Table 8.5: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – Reading is cool.....	34
Table 8.6: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I don't read as well as other pupils in my class	35
Table 8.7: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I only read when I have to.....	36
Table 8.8: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I cannot find things to read that interest me	37
Table 8.9: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I would be embarrassed if my friends saw me read	38
Table 8.10: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – My parents don't care if I read or not	39
Table 9: School library usage in 2012 for Middlesbrough and broken down by demographic background	40
Table 10: Public library usage in 2012 for Middlesbrough and broken down by demographic background	41
Table 11: Enjoyment of writing in 2012 for Middlesbrough and broken down by demographic background	43
Table 12: Writing frequency in 2012 for Middlesbrough and broken down by demographic background	44
Table 13: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 1)	46
Table 13 continued: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 2).....	47
Table 13 continued: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 3).....	48

Table 14.1: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – The more I write, the better my writing gets	49
Table 14.2: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Writing is more fun when you can choose the topic	50
Table 14.3: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – A pupil who writes well gets better marks	51
Table 14.4: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – It is easier to read than it is to write.....	52
Table 14.5: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – If I am good at writing, I'll get a better job.....	53
Table 14.6: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I have trouble deciding what to write.....	54
Table 14.7: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Compared to others, I am a good writer.....	55
Table 14.8: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Girls tend to enjoy writing more than boys	56
Table 14.9: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Writing is cool.....	57
Table 14.10: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I write in “txt” speak in class.....	58
Table 14.11: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I would be embarrassed if friends saw me write.....	59
Table 14.12: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – If you can use a spellchecker there is no point in learning grammar/spelling.....	60
Table 15: What does it mean to have good communication skills in 2012 for Middlesbrough and broken down by demographic background.....	62
Table 16.1: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Putting up hand in class.....	63
Table 16.2: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Joining in class discussions.....	64
Table 16.3: Communication confidence in 2012 for Middlesbrough sample and broken down by demographic background – Speaking in front of a group.....	65
Table 16.4: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Working in a team.....	66
Table 17.1: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Important skills.....	67
Table 17.2: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Social situations.....	68
Table 17.3: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Job.....	69
Table 17.4: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – People often take good communication skills for granted.....	70
Table 17.5: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Judge.....	71

Introduction

This report presents baseline information about the degree to which children and young people in Middlesbrough enjoy reading and writing, how often they engage in reading and writing, what types of materials they read and write and how they feel about reading and writing. It also outlines baseline information about their confidence in their own communication skills and how they feel about communication skills generally. To contextualise the information about children's and young people's literacy in Middlesbrough, their responses are compared with a sample taken from our wider national survey that has been matched to Middlesbrough's general profile in terms of gender and free school meal uptake.

Middlesbrough is an area where literacy levels and the demand for literacy skills are amongst the lowest in the country. Low literacy in Middlesbrough is exacerbating the impact of government cuts, increasing inequality and poverty and undermining employability, at the same time as community resources in the area (such as libraries, family learning and early years services) are coming under threat. GCSE results in Middlesbrough also fall consistently below the UK average. For example, in 2012 only 47% of children in Middlesbrough left school with five GCSEs at grades A*-C, including English and maths - well below the UK average of 58.6%.

We believe that we can promote reading and increase access to resources across Middlesbrough through our hub by bringing together partners at strategic, operational and community levels. The hub will enable us to impact positively on Middlesbrough's literacy levels by driving as many resources as possible into Middlesbrough, and by working with a wide range of organisations which have reach to the most disengaged and disadvantaged communities. The hub will catalyse improvement in Middlesbrough through excellent practice, innovative interventions and imaginative campaigning.

Key findings

Overall, 3,427 children and young people from 25 schools within the Middlesbrough local authority participated in the National Literacy Trust's annual literacy survey in November / December 2012 (see Appendix A for more information on the annual literacy survey). As many boys as girls took part (boys: 49.7%; girls: 50.3%). Reflecting the socioeconomic reality within the local authority, the sample contains more children and young people who say that they receive free school meals (25.8% compared to 16.7% nationally).

While the national sample of the annual literacy survey (in which nearly 35,000 children and young people participated in 2012) contains more young people from Key Stage 3 (aged 11 to 14), the Middlesbrough sample is made up of more Key Stage 2 pupils (aged 8 to 11). In line with the national sample, the majority of children and young people say that they come from White ethnic backgrounds (79%), with 14.2% coming from Asian ethnic backgrounds, 4.7% coming from Mixed ethnic backgrounds and 2.1% coming from Black ethnic backgrounds. Overall, 17.4% of children and young people from the Middlesbrough sample say that they speak a language other than English at home, which is slightly lower than the percentage found in the national sample (16.5%).

Our previous research has highlighted the impact of age and free school meal (FSM) uptake on young people's levels of enjoyment, behaviour and views, and the differences in terms of age and FSM uptake of the Middlesbrough sample therefore mean that comparisons with the findings from the national sample would not be meaningful. Instead, comparisons were then made to a sample that had been matched in terms of age and FSM uptake. Only a few significant differences from that matched sample were found and they are reported in this report.

Areas that need improvement

- Focus attention on improving attitudes towards, and the image of, reading and writing amongst young people in Middlesbrough.
- Focus attention on boys. In line with previous research, boys in Middlesbrough do not enjoy reading or writing as much as girls, don't read and write as often and think more negatively about it. Why does this matter? Because existing research also shows that there is a link between those "softer" outcomes and actual skills.
- Focus attention on the communication confidence of girls.
- Focus attention on older pupils, particularly those in KS4.

General findings

Reading

- Just over half (53.8%) of young people in Middlesbrough enjoy reading either very much or quite a lot. However, 1 child in 10 does not enjoy reading at all (see Table 1).
- Over a quarter (28.1%) of young people in Middlesbrough read every day, while another 28.3% read several times a week (see Table 2). However, nearly a quarter of young people (24.5%) also said that they rarely read, with 9.3% saying that they never read.
- Nearly half (48.3%) of young people in Middlesbrough read for 20 minutes or less (see Table 3). However, nearly a quarter of young people (22.7%) say that when they read they read for one hour or longer.

- When asked what types of materials they read outside class at least once a month, most young people say that they read text messages (60.6%), followed by magazines (53.2%) and websites (48.8%). 4 in 10 (41%) say that they read fiction.
- When asked more specifically what genres of fiction they tend to read if they read fiction, most young people from Middlesbrough said that they read adventure books, followed by horror and crime stories.
- 2 in 3 young people in Middlesbrough (66.3%) say that they have a favourite book or story, a proportion that is slightly lower than that found in the matched sample where 72.4% of children and young people say that they have a favourite book or story.
- 8 in 10 young people (79.3%) say that they have been given a book as a present. Again, this proportion is slightly lower than that found in the matched sample, where 83.5% of young people say that they have been given a book as a present. 4 in 5 (75.2%) of young people in Middlesbrough have been to a bookshop, while nearly 9 in 10 (89.2%) have been to a library.
- Asking about library use more generally, nearly 2 in 3 (62.3%) say they use their school library. However, 7% say that they don't have a school library. Only 4 in 10 (41.4%) say they use their public/local library.
- Attitudes towards reading need to be improved in Middlesbrough. For example, fewer than half (43.6%) of young people agree that "reading is cool". Also, 1 in 3 (31.8%) read only if they have to, while 1 in 5 (22.2%) agree that they don't need reading in their everyday life – a proportion that is slightly higher than that found in the matched sample, where 18.6% of children and young people agreed with this statement. Nearly 1 in 4 (24.1%) would be embarrassed if their friends saw them read, which again is a slightly higher proportion than that found in the matched sample, where 19.8% agreed with this statement. Nearly 3 in 10 also agreed that their parents don't care if they read or not.

Writing

- Less than half of young people in Middlesbrough (47.2%) say that they enjoy writing either very much or quite a lot. 13.1% do not enjoy writing at all.
- Just over a quarter of young people in Middlesbrough (26.3%) say that they write something that isn't for school every day. However, nearly a quarter (23.9%) also say they rarely or never write something that isn't for school.
- Technology-based writing dominates the writing that young people engage in outside school, with 65.8% saying that they write text messages, followed by 47.5% who write messages on social networking sites and 41.3% who write instant messages. Looking at non-technology-based writing, 33.1% say they write notes, while 28.8% write lyrics.
- Attitudes towards writing need to be improved. While the majority of children and young people in Middlesbrough see a link between their behaviour and their skills (with most agreeing that the more they write, the better they become), only 57.7% of young people see a link between their quality of writing and their future job prospects – a proportion that is slightly lower than that found in the matched sample, where 61.2% of young people agreed with the statement. Also, only 37.5% of young people in Middlesbrough agree that writing is cool, while another 26.7% believe that you don't have to worry about your spelling when there are things like spellcheck.

Communication skills

- When asked what they think people mean when they talk about "good communication skills", most young people in Middlesbrough think this refers to having good listening skills (77.2%) and good speaking skills (76.1%).
- Generally, children and young people in Middlesbrough feel confident in their communication skills. Overall, 81.2% feel either very confident or confident putting up their hand in class, 76.3% feel very confident or confident joining in class discussions,

64.8% feel very confident or confident speaking in front of the class and 89% feel very confident or confident working as a team.

- Generally, children and young people in Middlesbrough hold positive attitudes towards communication skills. 78.9% of young people agree with the statement that good communication skills are some of the most important skills to have, and 86.7% agree that good communications skills will help them get a job. 75.7% also agree that having good communication skills boosts their confidence in social situations. However, most young people (58.0%) also agree that most people take good communication skills for granted.

Boys vs. girls

As is the case in the national sample, gender is the most influential background variable in the Middlesbrough sample and many of the findings here mirror those that are discussed at a national level (see http://www.literacytrust.org.uk/policy/nlt_policy/boys_reading_commission).

Reading

- Girls are significantly more like to enjoy reading than boys, with 3 in 5 (59.9%) saying that they enjoy reading either very much or quite a lot compared with half (47.6%) of boys. Overall, nearly twice as many boys as girls say they don't enjoy reading at all (13.9% vs. 6.4%).
- A third of girls (33%) say that they read daily compared to only a quarter of boys (23.1%). By contrast, nearly three times as many boys as girls say that they never read (13.2% vs. 5.4%).
- Boys tend to read for shorter periods of time. For example, only a fifth (19.7%) of girls say that they read for up to 10 minutes when they read compared to a quarter of boys (25.6%).
- Girls and boys read different materials outside class. More girls than boys say that they read technology-based formats such as text messages, messages on social networking sites, emails and instant messages. This cannot simply be explained by girls having greater access to computers or the internet than boys: the survey also showed that roughly the same proportion of boys and girls say that they either own a computer (boys 78.1%; girls 81.0%), have access to one (boys 95.7%; girls 96.5%) or have internet at home (boys 96.6%; girls 96.5%). In addition to technology-based materials, girls also read more "traditional" texts, such as fiction and poems as well as magazines and lyrics. By contrast, more boys than girls say that they read non-fiction, newspapers, comics and manuals.
- More girls than boys say that they have a favourite book or story (71.6% vs. 60.9%).
- Girls also think more positively about reading than boys. More girls than boys agreed with the statement that "reading is cool", while more boys than girls agreed with the statements that "I prefer watching TV to reading", "I only read when I have to" and "I cannot find things to read that interest me". More boys than girls also subscribed to a gendered view of reading, with 22.9% of boys agreeing that "reading is more for girls than boys" compared with only 15.7% of girls. Overall, more boys than girls also agreed that they don't need reading in their everyday lives (26.7% vs. 17.8%).
- Generally girls have more reading opportunities than boys. Girls are more likely than boys to say that they have been given a book as a present (83.2% vs. 75.3%), that they have been to a bookshop (81.5% vs. 68.6%) and have been to a library (93.2% vs. 85.1%). Girls are also more likely to use their school library (64.9% vs. 59.7%) and their public library (45.1% vs. 37.7%).

Writing

Not only are girls more enthusiastic than boys about reading, they are also more enthusiastic about writing. The differences outlined in this report mirror those trends found at a national level.

- Girls enjoy writing more than boys, with 55.8% of girls enjoying writing either very much or quite a lot compared with only 38.5% of boys. By contrast, twice as many boys as girls say that they don't enjoy writing at all (18.9% vs. 7.5%).
- Girls also write more frequently outside class, with 32.4% of girls saying that they write outside class every day compared with only 20.1% of boys. Indeed, boys are twice as likely as girls to say that they never or rarely write outside class (33.3% vs. 16.5%).
- Compared to boys, girls tend to write more technology-based formats such as emails, text messages and messages on social networking sites. As outlined earlier, this is not simply explained by girls having greater access to computers or the internet than boys; roughly the same proportion of boys and girls say that they either own a computer (boys 78.1%; girls 81.0%), have access to one (boys 95.7%; girls 96.5%) or have internet at home (boys 96.6%; girls 96.5%). Regardless of technology, girls are more likely to write in different formats compared with boys. For example, nearly twice as many girls as boys say that they write lyrics and poems outside school, while nearly three times as many girls as boys say that they write in a diary.
- Girls not only enjoy writing more and write more often, they also think more positively about writing than boys, with more boys than girls agreeing with the statement that they would be embarrassed if their friends saw them write outside class.

Communication skills

- Boys are more confident speakers than girls. For example, more boys than girls feel either very confident or confident putting up their hand in class (86.6% vs. 76.1%), feel either very confident or confident joining in class discussions (83.0% vs. 70.9%) and feel either very confident or confident speaking in front of a group (69.5% vs. 60.7%).
- Girls and boys shared very similar views on communication skills. However, boys were more likely than girls to agree with the statement that people often take good communication skills for granted (62.5% vs. 53.7%).

Socioeconomic background

Reading

- Unlike national trends or the matched sample, young people in Middlesbrough who receive free school meals (our proxy indicator of socioeconomic background) are slightly more likely to enjoy reading than young people who do not receive FSMs (55.5% vs. 52.9%).
- Young people who receive FSMs are more likely to say that they have a favourite book or story compared with young people who do not receive FSMs (70.6% vs. 65%).
- Again, unlike national trends or findings from the national sample, slightly more young people in Middlesbrough who receive FSMs read daily compared with young people who do not receive FSMs (29.5% vs. 27.3%).
- Compared to pupils who do not receive FSMs, pupils who receive FSMs tend to read for shorter bursts of time. However, over a fifth of young people who receive FSMs (22.4%) say that they read for one hour or longer at a time, which is only a marginally smaller percentage than young people who do not receive meals who read for this length of time (23.6%).
- While young people who receive FSMs are slightly more likely to enjoy reading and to read more frequently, a slightly greater proportion of young people who receive FSMs read for shorter periods of time compared with young people who do not receive FSMs.

- More young people who do not receive FSMs compared with those who do say that they read technology-based materials outside class. Some of the internet-based reading differences can, at least in part, be explained by a differing access to computers (FSM pupils 95.7%; non-FSM pupils 96.5%) and the internet at home (FSM pupils 91.2%; non-FSM pupils 97.4%). Similarly, the difference in reading text messages can at least in part be explained by differences in mobile phone ownership, with a greater proportion of young people who do not receive FSMs saying that they own a mobile phone compared with young people who receive FSMs (85.9% vs. 79.9%). In line with previous national findings, young people who receive FSMs are more likely to read poems outside class than young people who do not receive FSMs (25.0% vs. 15.7%).
- Slightly fewer pupils who receive FSMs compared with pupils who do not receive FSMs say that they have been given a book as a present (89.0% vs. 90.1%) or have been to a bookshop (73.5% vs. 76.8%). However, young people who receive FSMs are more likely to say that they use their school library (68.8% vs. 60.8%) and their public/local library (50.6% vs. 37.4%).
- The relationship between FSM uptake and attitudes towards reading is more complex and ambivalent. Although more young people who receive FSMs compared with those who do not receive FSMs agree that “reading is cool” (48.8% vs. 40.8%), more young people who receive FSMs agree with the statement that they don’t need reading in their everyday life (27.1% vs. 20.3%). More young people who receive FSMs also agree with the statement that their parents don’t care if they read or not (35.5% vs. 26.3%).

Writing

- Contrary to previous studies, the national survey as well as the matched sample, young people who receive FSMs in Middlesbrough are slightly more likely to enjoy writing than young people who do not receive FSMs (51.1% vs. 46.2%).
- In line with previous studies, young people who receive FSMs are also slightly more likely to write outside class daily compared with those who do not receive FSMs (31.0% vs. 24.9%).
- There were also some notable differences in terms of the types of writing young people do outside class, with those who do not receive FSMs engaging in more technology-based writing – most notably text messaging – compared with those who receive FSMs. Some of the internet-based writing can, at least in part, be explained by a differing access to computers as outlined above with respect to reading. By contrast, more young people who receive FSMs write lyrics, letters and poems outside class compared with young people who do not receive FSMs.
- In terms of writing attitudes, the picture is not as straightforward. For example, more young people who receive FSMs agree with the statement that they would be embarrassed if my friends saw them write. However, they also agree that “writing is cool” and “If I am good at writing, I’ll get a better job”.

Communication skills

- Significantly more pupils who do not receive FSMs compared with those who receive FSMs said that having good communication skills means being good at talking and listening. Conversely, significantly more young people who receive FSMs compared with those who don’t receive them said that having good communication skills means being good at ICT.
- Generally, young people who receive FSMs feel more confident in their communication skills than young people who do not receive FSMs. For example, more young people who receive FSMs feel very confident putting up their hand in class, joining in group discussions and speaking in front of a group.

- There were very few differences between young people who receive FSMs and those who do not in the degree to which they agreed or disagreed with statements assessing their attitudes towards good communication skills. The two statements that showed some variation related to good communication skills affording more confidence in social situations and people being judged by the words and phrases they use, with slightly more young people who do not receive FSMs agreeing with these statements than young people who receive FSMs.

Key Stage

Reading

In line with previous research and the national picture, pupils in KS2 (aged 8 to 11) are more enthusiastic about reading than their counterparts in KS3 (aged 11 to 14) or KS4 (aged 14 to 16). KS4 pupils present a particular challenge when it comes to their enjoyment of reading, their reading behaviour and their attitudes towards reading.

- Nearly twice as many KS2 pupils as KS4 pupils say that they enjoy reading either very much or quite a lot (68% vs. 35.7%). Conversely, nearly three times as many pupils in KS3 and KS4 say that they don't enjoy reading at all compared with pupils in KS2.
- Twice as many KS2 as KS3 or KS4 pupils say that they read outside class every day (36.9% vs. 19.6% vs. 16.5%). More KS2 than KS3 or KS4 pupils also say that they read a few times a week. By contrast, KS4 pupils are three times as likely and KS3 pupils are twice as likely as KS2 pupils to say that they rarely or never read (42.6% vs. 31.4% vs. 13.7%).
- Although KS2 pupils read more frequently than KS3 or KS4 pupils, they read for shorter periods of time. For example, 28.3% of KS2 pupils read for up to 10 minutes at a time compared with 18.2% of KS3 and 14.4% of KS4 pupils.
- Young people choose to read very different materials outside class depending on their age, with young people in KS4, and to a lesser extent KS3, choosing to engage in more technology-based reading materials than pupils in KS2. These differences can to some extent be explained by differing access to technology. For example, more KS4 and KS3 than KS2 pupils say that they have their own computer (90.0% vs. 85.7% vs. 71.8%) as well as their own mobile phone (92.4% vs. 92.6% vs. 74.2%). Slightly more KS3 and KS4 than KS2 pupils also report having access to a computer at home (98.5% vs. 98.6% vs. 93.8%). However, similar proportions of pupils report having the internet at home. While technology-based materials dominate older pupils' reading choices outside class, KS2 pupils are more "traditional" in their reading consumption, with their top four choices being fiction, magazines, non-fiction and poems.
- A significantly greater proportion of KS2 than KS3 and KS4 pupils say that they have a favourite book or story (79.2% vs. 56.6% vs. 48%).
- KS2 pupils also report greater reading opportunities than their older counterparts, with 82.1% of KS2 pupils saying that they have been given a book as a present compared with 78.6% of KS3 pupils and 73.3% of KS4 pupils. More KS2 pupils (77.8%) also say that they have been to a bookshop than KS3 (74.0%) and KS4 (70.4%).
- KS3 pupils (73.7%) are more likely to say that they use their school library compared with KS2 (64.3%) and KS4 pupils (40.2%). However, 11.9% of KS2 pupils say that they don't have a school library compared with 0.9% of KS3 and 1.4% of KS4 pupils. By contrast, a significantly greater proportion of KS2 than KS3 and KS4 pupils say that they use their local library (56.9% vs. 30.6% and 16.9%).
- KS4 pupils, and to some extent KS3 pupils, are considerably less likely than KS2 pupils to hold positive attitudes towards reading. They are less likely than their younger counterparts to believe in the adage that practice makes perfect as they are less likely to

agree that “the more I read, the better I become”. KS4 pupils are also nearly four times less likely than KS2 pupils to agree that “reading is cool”. By contrast, KS2 pupils are more likely to subscribe to gender stereotypes around reading, with nearly twice as many agreeing that “reading is more for girls than boys” than their older counterparts.

Writing

- The differences among the three Key Stages in terms of their enjoyment of writing are staggering. Only 9.4% of KS4 and 10.2% of KS3 pupils say that they enjoy writing very much. Compare this to 26.8% of KS2 pupils who say that they find writing very enjoyable. Overall, only 33% of KS4 pupils and 38.4% of KS3 pupils said that they enjoy writing either very much or quite a lot compared to 57.1% of KS2 pupils.
- While the differences in terms of writing enjoyment are huge, the differences in terms of writing frequency are noticeably smaller, with 27.6% of KS2 pupils, 26.5% of KS3 and 22.9% of KS4 pupils saying that they write something not for school on a daily basis.
- KS4 pupils, and to some extent KS3 pupils, are also considerably less likely than KS2 pupils to buy into the power of writing. They are less likely than their younger counterparts to believe in the adage that practice makes perfect as they are less likely to agree that “the more I write, the better my writing gets”. They are also considerably less likely than their younger counterparts to agree that “If I am good at writing, I will get a better job”. KS4 pupils are also nearly three times less likely than KS2 pupils to agree that “writing is cool”.

Communication skills

- There were clear differences amongst pupils from the different Key Stages in what they consider to be good communication skills, with more KS3 and 4 than KS2 pupils thinking that having good communication skills means being good at talking (KS2 68.7%, KS3 84.4%, KS4 84.4%) and listening (KS2 72.5%, KS3 83.6%, KS4 81.8%). By contrast, KS2 pupils were more likely than their older counterparts to believe that having good communication skills means being good at reading (KS2 56.0%, KS3 42.1%, KS4 39.8%) and writing (KS2 50.3%, KS3 44.1%, KS4 41.1%). Nearly twice as many KS2 as KS3 and KS4 pupils also believe that having good communication skills means being good at ICT (KS2 5.8%, KS3 28.1%, KS4 28.8%).
- KS2 pupils are more confident in their own communication skills than KS3 or KS4 pupils. For example, a greater proportion of KS2 pupils feel very confident putting their hands up in class (KS2 54.1%, KS3 35.6%, KS4 36.2%), joining in group discussions (KS2 47.9%, KS3 33.2%, KS4 32.2%), speaking in front of a group (KS2 40.9%, KS3 25.6%, KS4 23.8%), and working as part of a team (KS2 62.3%, KS3 44.2%, KS4 45.8%).
- While young pupils feel more confident in their communication skills, older pupils tend to have better attitudes towards speaking and listening than younger ones. For example, more KS3 and KS4 than KS2 pupils agree with the statements that good communication skills give them confidence in social situations (KS2 71.9%, KS3 79.3%, KS4 80.5%), and that good communication skills will help them get a better job (KS2 84.3%, KS3 88.4%, KS4 90.4%). However, a greater proportion of KS3 and KS4 pupils also agree with the statements that people often take good communication skills for granted (KS2 54.6%, KS3 61.3%, KS4 61.8%), and that people judge you by the words and phrases you use (KS2 42.3%, KS3 62.1%, KS4 67.3%).

The biggest challenge – Teenage boys

Boys tend to enjoy reading and writing less, read and write less often and think less positively about it than girls. Similarly, older pupils tend to be more disengaged from reading and writing in terms of enjoyment and attitudes when compared to younger pupils. However, when one combines gender and Key Stages in the analyses, it becomes evident that teenage boys, particularly those in KS4, present a particular problem with reading and writing.

- Only 26.9% of boys in KS4 say that they enjoy reading either very much or quite a lot. This is half the number of KS2 boys who say that they enjoy reading (62.2%). This is also nearly half the number of girls in KS4 (45%) who enjoy reading either very much or quite a lot.
- Teenage boys also read less frequently than their younger counterparts, with nearly 3 in 10 KS2 boys (29.7%) saying that they read every day compared with only 1 in 8 KS4 boys (13.1%).
- Older boys engage in more technology-based reading than KS2 pupils, while KS2 pupils are more likely than their older counterparts to read the more “traditional” materials, such as fiction, poems and non-fiction.
- Teenage boys also think less positively about reading than younger boys. For example, only 16.8% of boys in KS4 agree with the statement that “reading is cool” compared with 54.4% of boys in KS2.
- Boys in KS2 are three times as likely to say that they use their school library than KS4 boys (52.1% vs. 15.0%).

Some of these relationships between age, gender and reading are also found with respect to writing.

- Nearly half as many KS4 as KS2 boys say that they enjoy writing (26.9% vs. 47.8%)
- Interestingly, there are no significant differences in the proportion of boys in KS2, KS3 and KS4 and their daily writing frequency (20.1%, 20.1% and 20%).
- Older boys are more likely to engage in technology-based writing than KS2 boys, but that relationship is possibly mediated to some degree by differing access to technology in the home as described earlier.
- Teenage boys also think less positively about writing compared with younger boys. For example, only 16.7% of boys in KS4 agree that “writing is cool” compared with 45.3% of boys in KS2. KS2 boys are also more likely than older pupils to see the link between their writing skills and their ability to get a job (67.2% of KS2 boys compared with 53.6% of KS3 boys and 44.4% of KS4 boys).

Ethnic background

Although the tables below include information broken down by ethnic background for completeness sake, it should be noted that certain ethnic background categories contain only a few participants and any inferences based on these data therefore ought to be made with caution.

Reading

- Unlike the national sample where young people from Black ethnic backgrounds tend to enjoy reading more, read more often and think more positively about reading than young people from other ethnic backgrounds, young people from Black ethnic backgrounds in Middlesbrough tend to enjoy reading less (Black 46.3%, White 52.7%; Mixed 59.0%; Asian 58.6%), read daily less often (Black 20.9%, White 28.3%; Mixed 28.2%; Asian 28.6%) and are less likely to have a favourite book (Black 63.8%, White 67.1%; Mixed

67.6%; Asian 64.3%). Young people from Black ethnic backgrounds are also more likely to have more negative attitudes towards reading than young people from other ethnic backgrounds. For example, nearly twice as many young people from Black ethnic backgrounds agree that they don't need reading in their daily lives compared with young people from the other ethnic backgrounds (Black 34.9%, White 22.4%; Mixed 17.8%; Asian 18.4%).

Writing

- While young people from Black backgrounds tend to be more disengaged from reading than young people from other backgrounds, the same is not true when it comes to writing. Indeed, young people from White backgrounds are least likely to enjoy writing (White 44.9%, Mixed 57.0%, Asian 54.1%; Black 53.9%) and to write daily less often (White 24.8%, Mixed 32.2%, Asian 32.4%; Black 25.8%). The relationship between attitudes towards writing and ethnic background is complex. For example, while fewer young people from White backgrounds agree that writing is “cool” (White 34.9%, Mixed 45.5%, Asian 45.0%; Black 45.7%), young people from Black ethnic backgrounds are more likely to agree that they write “txt” speak at school (Black 30.2%, White 13.9%, Mixed 19.9%; Asian 14.7%) and would be embarrassed if their friends saw them write (Black 29.3%, White 17.1%, Mixed 16.4%; Asian 15.6%). Young people from Black backgrounds also tend to agree more with the statement that you don't need to worry about spelling and grammar when you can use a spellchecker (Black 37.5%, White 26.4%, Mixed 33.1%; Asian 25.0%).

Communication skills

- Young people from Black ethnic backgrounds tend to feel more confident in their communication skills than young people from other ethnic backgrounds. For example, nearly twice as many young people from Black ethnic backgrounds compared with those from other ethnic backgrounds feel very confident joining in class discussions (Black 69.5%, White 39.4%, Mixed 45.5%; Asian 41.9%) and speaking in front of a group (Black 58.3%, White 31.7%, Mixed 40.6%; Asian 34.5%).
- Fewer young people from Black than from the other ethnic backgrounds agree that communication skills are important to get a good job (Black 79.4%, White 87.3%, Mixed 86.0%; Asian 85.3%), while fewer young people from Asian ethnic backgrounds agree that people take good communication skills for granted (Asian 51.6%, White 58.6%, Mixed 60.0%; Black 66.7%) and that people judge you by the words and phrases you use (Asian 48.3%, White 53.7%, Mixed 59.3%; Black 57.9%).

Young People's Literacy in Middlesbrough in 2012 – Data tables

The following pages contain the information for each of our reading questions in tables. Each table contains information pertaining to the sample as a whole (top purple row) as well as broken down by demographic background – gender, Key Stage, free school meal (FSM) uptake and ethnic background. The shaded areas at the bottom of the table contain information where two demographic background variables have been combined to provide a more detailed look into particular subgroups of young people.

Please note that due to rounding, the data in the tables do not necessarily add up to 100 per cent exactly.

Young people's enjoyment of reading

Table 1: Enjoyment of reading in 2012 for Middlesbrough and broken down by demographic background

How much do you enjoy reading?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
	%	%	%	%	%
All (N = 3,427)	26.2	27.6	53.8	36.0	10.1
Boys (N = 1,704)	22.3	25.3	47.6	38.5	13.9
Girls (N = 1,723)	30.0	29.9	59.9	33.6	6.4
KS2 (N = 1,771)	36.8	31.2	68.0	26.2	5.8
KS3 (N = 976)	15.7	24.8	40.5	45.9	13.6
KS4 (N = 659)	13.2	22.5	35.7	47.9	16.3
FSM (N = 876)	30.9	24.6	55.5	35.8	8.7
Non-FSM (N = 2,212)	23.6	29.3	52.9	36.9	10.1
White (N = 2,502)	25.4	27.3	52.7	36.7	10.6
Mixed (N = 149)	26.8	32.2	59.0	36.9	4.0
Asian (N = 448)	28.2	30.4	58.6	33.8	7.6
Black (N = 67)	28.4	17.9	46.3	34.8	19.4
Boys – KS2 (N = 890)	31.5	30.7	62.2	29.4	8.4
Girls – KS2 (N = 881)	42.1	31.6	73.7	22.9	3.3
Boys – KS3 (N = 467)	13.9	20.8	34.7	47.6	17.6
Girls – KS3 (N = 509)	17.3	28.5	45.8	45.3	9.8
Boys – KS4 (N = 335)	9.3	17.6	26.9	50.1	23.0
Girls – KS4 (N = 324)	17.4	27.6	45.0	45.7	9.3
Boys – FSM (N = 453)	26.5	20.4	46.9	41.2	11.9
Girls – FSM (N = 423)	35.5	29.1	64.6	30.1	5.2
Boys – Non-FSM (N = 1,077)	20.3	28.2	48.5	37.2	14.3
Girls – Non-FSM (N = 1,135)	26.8	30.4	57.2	36.6	6.2
Boys – White (N = 1,234)	21.1	24.6	45.7	39.5	14.8
Girls – White (N = 1,268)	29.6	30.0	59.6	34.0	6.5
Boys – Mixed (N = 65)	23.1	36.9	60.0	32.3	7.7
Girls – Mixed (N = 84)	29.8	28.6	58.3	40.8	1.2
Boys – Asian (N = 211)	28.0	29.9	57.9	33.2	9.6
Girls – Asian (N = 237)	28.4	30.9	59.3	34.3	6.4
Boys – Black (N = 41)	17.1	14.6	31.7	41.5	26.8
Girls – Black (N = 26)	46.2	23.1	69.3	23.1	7.7

How often young people read outside class

Table 2: Reading frequency in 2012 for Middlesbrough and broken down by demographic background

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
All (N = 3,427)	28.1	28.3	10.4	6.1	2.7	15.2	9.3
Boys (N = 1,704)	23.1	26.8	10.3	6.0	3.9	16.8	13.2
Girls (N = 1,723)	33.0	29.7	10.6	6.2	1.6	13.5	5.4
KS2 (N = 1,771)	36.9	33.5	9.6	4.5	1.5	8.2	5.5
KS3 (N = 976)	19.6	24.2	13.2	7.7	3.9	20.6	10.8
KS4 (N = 659)	16.5	20.2	8.6	7.7	4.2	25.9	16.7
FSM (N = 876)	29.5	29.6	11.2	4.5	1.8	13.5	10.8
Non-FSM (N = 2,212)	27.3	27.9	10.3	6.8	3.1	16.2	8.4
White (N = 2,502)	28.3	27.3	10.6	6.4	2.6	15.7	9.2
Mixed (N = 149)	28.2	32.9	9.4	6.0	3.4	16.1	4.0
Asian (N = 448)	28.6	30.6	10.5	4.7	3.1	12.9	9.8
Black (N = 67)	20.9	32.8	9.0	3.0	3.0	14.9	16.4
Boys – KS2 (N = 890)	29.7	33.6	10.7	4.9	2.2	10.5	8.3
Girls – KS2 (N = 881)	44.3	33.4	8.5	4.1	0.8	6.0	3.0
Boys – KS3 (N = 467)	17.6	21.2	10.7	6.6	5.8	22.9	15.2
Girls – KS3 (N = 509)	21.5	27.0	15.6	8.7	2.2	18.5	6.7
Boys – KS4 (N = 335)	13.1	16.4	8.7	7.8	5.7	25.4	23.0
Girls – KS4 (N = 324)	20.1	24.1	8.6	7.7	2.8	26.5	10.2
Boys – FSM (N = 453)	21.9	27.6	11.5	6.0	2.2	16.3	14.6
Girls – FSM (N = 423)	37.6	31.7	10.9	2.8	1.4	10.4	5.2
Boys – Non-FSM (N = 1,077)	23.7	26.6	9.9	5.9	4.5	17.5	12.0
Girls – Non-FSM (N = 1,135)	30.7	29.1	10.7	7.7	1.8	15.1	5.0
Boys – White (N = 1,234)	22.6	25.6	10.5	6.6	3.6	17.8	13.2
Girls – White (N = 1,268)	33.8	28.9	10.6	6.2	1.7	13.6	5.2
Boys – Mixed (N = 65)	26.2	26.2	10.8	7.7	3.1	18.5	7.7
Girls – Mixed (N = 84)	29.8	38.1	8.6	4.8	3.6	14.3	1.2
Boys – Asian (N = 211)	26.1	29.4	9.5	3.3	5.7	12.3	13.7

How often do you read outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
All (N = 3,427)	28.1	28.3	10.4	6.1	2.7	15.2	9.3
Girls – Asian (N = 237)	30.8	31.2	11.4	5.9	0.8	13.5	6.3
Boys – Black (N = 41)	12.2	31.7	7.3	2.4	4.9	14.6	26.8
Girls – Black (N = 26)	34.6	34.6	11.5	3.8	0.0	15.4	0.0

How long young people read for

Table 3: Reading length in 2012 for Middlesbrough and broken down by demographic background

	<i>I don't read</i>	<i>Up to 10 min</i>	<i>Up to 20 min</i>	<i>Up to 30 min</i>	<i>About 1 hour</i>	<i>Longer than 1 hour</i>
	%	%	%	%	%	%
All (N = 3,427)	6.9	22.7	25.6	22.2	12.4	10.3
Boys (N = 1,704)	9.3	25.6	24.9	20.8	10.7	8.6
Girls (N = 1,723)	4.5	19.7	26.2	23.6	14.0	12.0
KS2 (N = 1,771)	3.8	28.3	25.8	21.5	10.8	9.8
KS3 (N = 976)	8.7	18.2	24.3	24.9	13.5	10.4
KS4 (N = 659)	12.2	14.4	27.2	20.0	14.8	11.5
FSM (N = 876)	7.0	27.2	23.9	19.6	11.3	11.1
Non-FSM (N = 2,212)	6.3	19.6	26.6	23.8	13.3	10.3
White (N = 2,502)	6.7	22.0	25.7	22.9	12.1	10.6
Mixed (N = 149)	2.1	25.5	22.8	24.8	15.2	9.7
Asian (N = 448)	7.9	21.1	27.0	20.2	14.8	9.0
Black (N = 67)	13.6	22.7	22.7	19.7	13.6	7.6
Boys – KS2 (N = 890)	5.0	32.0	23.9	20.8	9.2	9.0
Girls – KS2 (N = 881)	2.5	24.5	27.7	22.2	12.5	10.5
Boys – KS3 (N = 467)	11.4	20.0	25.4	22.6	12.5	8.0
Girls – KS3 (N = 509)	6.2	16.5	23.3	27.1	14.3	12.5
Boys – KS4 (N = 335)	17.5	16.9	27.1	18.7	11.7	8.1
Girls – KS4 (N = 324)	6.8	11.8	27.2	21.4	18.0	14.9
Boys – FSM (N = 453)	10.1	31.7	20.7	17.8	9.4	10.3
Girls – FSM (N = 423)	3.6	22.3	27.4	21.5	13.3	11.9
Boys – Non-FSM (N = 1,077)	8.7	21.7	27.0	22.4	12.2	8.0
Girls – Non-FSM (N = 1,135)	4.1	17.7	26.2	25.2	14.3	12.5
Boys – White (N = 1,234)	9.2	24.6	25.7	21.8	10.2	8.5
Girls – White (N = 1,268)	4.2	19.4	25.8	24.1	13.8	12.6
Boys – Mixed (N = 65)	3.2	25.4	25.4	25.4	14.3	6.3
Girls – Mixed (N = 84)	1.2	25.6	20.7	24.4	15.9	12.2
Boys – Asian (N = 211)	10.5	25.7	22.9	17.1	15.7	8.1
Girls – Asian (N = 237)	5.5	17.0	30.6	23.0	14.0	9.8
Boys – Black (N = 41)	22.5	25.0	22.5	15.0	7.5	7.5
Girls – Black (N = 26)	0	19.2	23.1	26.9	23.1	7.7

Types of materials read outside class

Table 4: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Magazines</i>	<i>Websites</i>	<i>Social networking sites</i>	<i>Fiction</i>	<i>Emails</i>
	%	%	%	%	%	%
All	60.6	53.2	48.8	45.8	41.0	35.3
Boys	54.2	38.8	46.6	42.0	36.0	36.4
Girls	67.0	67.3	51.1	49.6	45.9	34.2
KS2	44.4	48.6	36.1	27.2	45.6	25.9
KS3	76.4	60.8	60.1	60.3	36.5	44.1
KS4	81.0	54.8	66.2	74.7	35.2	47.5
FSM	49.7	47.7	40.1	37.3	38.0	28.2
Non-FSM	67.8	56.5	54.0	51.3	42.0	40.1
White	62.5	55.3	49.3	48.5	40.8	35.6
Mixed	64.4	53.7	55.7	47.7	48.3	41.6
Asian	57.6	50.7	52.9	42.9	45.5	37.7
Black	56.7	49.3	40.3	26.9	29.9	31.3
Boys – KS2	38.3	37.6	34.5	26.7	40.2	27.0
Girls – KS2	50.5	59.7	37.7	27.7	51.0	24.7
Boys – KS3	69.0	44.3	55.9	52.2	33.2	44.8
Girls – KS3	83.3	75.8	64.0	67.8	39.5	43.4
Boys – KS4	76.1	34.6	65.4	69.0	28.7	50.1
Girls – KS4	86.1	75.6	67.0	80.6	42.0	44.8
Boys – FSM	45.5	34.0	38.9	36.4	32.2	30.9
Girls – FSM	54.1	62.4	41.4	38.3	44.2	25.3
Boys – Non-FSM	60.6	42.0	51.2	46.2	37.4	40.8
Girls – Non-FSM	74.5	70.3	56.7	56.1	46.3	39.6
Boys – White	55.1	39.7	46.2	42.9	34.9	36.1
Girls – White	69.8	70.4	52.4	53.9	46.5	35.0
Boys – Mixed	67.7	43.1	64.6	55.4	49.2	50.8
Girls – Mixed	61.9	61.9	48.8	41.7	47.6	34.5
Boys – Asian	53.6	38.4	51.2	43.6	41.7	41.2
Girls – Asian	61.2	61.6	54.4	42.2	48.9	34.6
Boys – Black	43.9	36.6	36.6	26.8	22.0	24.4
Girls – Black	76.9	69.2	46.2	26.9	42.3	42.3

Table 4 continued: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 2)

	<i>Lyrics</i>	<i>Instant messages</i>	<i>Non-Fiction</i>	<i>Newspaper</i>	<i>Comics</i>	<i>Poems</i>
	%	%	%	%	%	%
All	44.9	36.2	31.7	27.6	24.3	19.0
Boys	30.9	31.5	31.9	29.5	31.0	13.8
Girls	58.7	40.9	31.6	25.7	17.7	24.1
KS2	41.7	20.7	36.4	25.3	29.0	29.5
KS3	49.6	49.5	28.1	28.3	22.2	9.2
KS4	47.2	58.1	24.9	32.3	15.0	5.8
FSM	45.1	28.0	31.7	26.7	24.9	25.0
Non-FSM	45.4	41.3	32.0	28.4	24.0	15.7
White	46.1	37.0	31.7	27.3	24.5	16.5
Mixed	52.3	40.9	34.9	33.6	24.8	28.9
Asian	44.6	40.6	33.9	28.1	26.6	26.6
Black	43.3	22.4	32.8	37.3	20.9	22.4
Boys – KS2	28.5	18.2	36.3	23.9	35.4	21.2
Girls – KS2	55.2	23.3	36.4	26.7	22.5	32.8
Boys – KS3	34.5	41.3	29.1	32.8	32.5	6.9
Girls – KS3	63.5	57.0	27.1	24.2	12.8	11.4
Boys – KS4	33.1	52.8	24.5	39.1	17.3	4.2
Girls – KS4	61.7	63.8	25.3	25.3	12.7	7.4
Boys – FSM	33.6	25.4	29.1	24.7	30.5	17.7
Girls – FSM	57.4	30.7	34.5	28.8	18.9	32.9
Boys – Non-FSM	29.9	35.3	33.9	32.1	31.6	12.2
Girls – Non-FSM	60.1	47.0	30.2	24.8	16.8	19.1
Boys – White	30.1	31.0	32.3	29.7	31.6	12.1
Girls – White	61.7	42.7	31.2	24.9	17.5	20.9
Boys – Mixed	49.2	43.1	38.5	38.5	29.2	23.1
Girls – Mixed	54.8	39.3	32.1	29.8	21.4	33.3
Boys – Asian	32.7	39.3	32.2	24.6	33.6	18.5
Girls – Asian	55.3	41.8	35.4	31.2	20.3	33.8
Boys – Black	39.0	17.1	26.8	39.0	22.0	14.6
Girls – Black	50.0	30.8	42.3	34.6	19.2	34.6

Table 4 continued: Types of materials read at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 3)

	<i>Twitter</i>	<i>Blogs</i>	<i>EAL materials</i>	<i>Manuals</i>	<i>eBooks</i>
	%	%	%	%	%
All	26.2	15.9	13.2	12.5	11.4
Boys	24.3	14.0	11.1	14.7	10.1
Girls	28.1	17.8	15.3	10.3	12.8
KS2	12.3	11.7	14.3	10.0	12.1
KS3	34.2	21.1	11.8	14.2	10.9
KS4	51.4	19.4	12.0	15.9	10.2
FSM	19.7	12.1	11.9	9.8	10.8
Non-FSM	30.0	17.9	13.7	13.7	11.8
White	28.3	15.7	9.9	12.0	11.5
Mixed	27.5	24.8	21.5	18.8	12.1
Asian	19.6	18.1	28.3	15.8	11.6
Black	23.9	19.4	17.9	13.4	10.4
Boys – KS2	12.6	10.8	11.7	11.9	10.8
Girls – KS2	11.9	12.7	17.0	8.1	13.4
Boys – KS3	30.6	17.3	10.1	16.9	9.4
Girls – KS3	37.5	24.6	13.4	11.8	12.2
Boys – KS4	46.5	18.2	10.4	18.2	8.7
Girls – KS4	56.5	20.7	13.6	13.6	11.7
Boys – FSM	18.5	13.5	11.0	10.8	11.3
Girls – FSM	21.0	10.6	12.8	8.7	10.4
Boys – Non-FSM	27.9	14.8	11.1	16.7	9.7
Girls – Non-FSM	31.9	20.9	16.1	10.8	13.7
Boys – White	25.4	13.0	8.5	14.6	9.9
Girls – White	31.2	18.3	11.3	9.5	13.0
Boys – Mixed	35.4	23.1	20.0	24.6	9.2
Girls – Mixed	21.4	26.2	22.6	14.3	14.3
Boys – Asian	18.5	19.9	20.9	18.5	11.4
Girls – Asian	20.7	16.5	35.0	13.5	11.8
Boys – Black	26.8	19.5	19.5	9.8	7.3
Girls – Black	19.2	19.2	15.4	19.2	15.4

Book genres young people read

Table 5: Book genres young people like reading in 2012 for Middlesbrough and broken down by demographic background (Part 1)

	<i>Adventure</i>	<i>Crime</i>	<i>Comedy</i>	<i>Horror</i>	<i>War/spy stories</i>
	%	%	%	%	%
All	55.3	30.3	53.9	46.8	29.6
Boys	52.3	32.8	55.4	45.4	41.3
Girls	58.2	27.8	52.4	48.2	18.2
KS2	61.2	31.2	51.0	51.7	32.2
KS3	49.8	30.7	60.1	44.7	28.6
KS4	48.1	26.7	52.5	36.7	24.3
FSM	51.7	30.3	51.4	50.6	28.4
Non-FSM	56.8	30.9	56.7	45.4	30.3
White	55.3	29.0	55.5	45.4	28.9
Mixed	58.4	34.2	55.0	49.0	40.3
Asian	59.4	38.8	52.2	55.8	32.1
Black	49.3	29.9	47.8	46.3	32.8
Boys – KS2	56.6	34.8	53.0	52.8	42.8
Girls – KS2	65.8	27.6	48.9	550.5	21.5
Boys – KS3	49.7	33.4	60.6	39.2	42.4
Girls – KS3	49.9	28.3	59.7	49.7	15.9
Boys – KS4	45.1	26.0	54.6	33.7	35.5
Girls – KS4	51.2	27.5	50.3	39.8	12.7
Boys – FSM	46.4	31.8	52.8	48.1	38.0
Girls – FSM	57.4	28.6	49.9	53.2	18.2
Boys – Non-FSM	55.5	34.4	58.5	44.4	43.4
Girls – Non-FSM	58.1	27.7	55.1	46.4	18.0
Boys – White	52.4	31.4	56.6	43.6	40.8
Girls – White	58.2	26.6	54.4	47.1	17.4
Boys – Mixed	63.1	41.5	60.0	52.3	60.0
Girls – Mixed	54.8	28.6	51.2	46.4	25.0
Boys – Asian	54.5	39.3	54.5	52.1	44.1
Girls – Asian	63.7	38.4	50.2	59.1	21.5
Boys – Black	43.9	31.7	48.8	51.2	36.6
Girls – Black	57.7	26.9	46.2	38.5	26.9

Table 5 continued: Book genres young people like reading in 2012 for Middlesbrough and broken down by demographic background (Part 2)

	<i>Science fiction</i>	<i>Romance</i>	<i>Animal stories</i>	<i>Sport stories</i>
	%	%	%	%
All	22.1	24.9	21.6	24.9
Boys	23.6	6.3	14.3	38.2
Girls	20.6	43.4	28.7	11.8
KS2	22.0	18.3	30.7	29.0
KS3	21.4	29.4	13.9	21.3
KS4	23.2	36.0	8.5	18.5
FSM	21.3	21.5	24.7	24.4
Non-FSM	22.3	27.6	19.7	24.8
White	21.8	26.5	21.8	24.1
Mixed	23.5	24.2	27.5	32.9
Asian	26.8	21.4	18.3	28.6
Black	14.9	22.4	16.4	26.9
Boys – KS2	22.2	7.3	20.9	41.2
Girls – KS2	21.8	29.4	40.5	16.7
Boys – KS3	24.4	4.3	8.1	37.5
Girls – KS3	18.7	52.5	19.3	6.5
Boys – KS4	25.7	6.0	5.4	30.4
Girls – KS4	20.7	67.0	11.7	6.2
Boys – FSM	20.8	8.4	16.6	33.6
Girls – FSM	22.0	35.5	33.3	14.7
Boys – Non-FSM	24.3	5.0	12.7	40.6
Girls – Non-FSM	20.4	49.0	26.3	9.9
Boys – White	23.3	5.8	13.5	37.2
Girls – White	20.3	46.8	29.8	11.3
Boys – Mixed	23.1	12.3	18.5	55.4
Girls – Mixed	23.8	33.3	34.5	15.5
Boys – Asian	29.4	7.1	16.1	46.4
Girls – Asian	24.5	34.2	20.3	12.7
Boys – Black	17.1	12.2	14.6	31.7
Girls – Black	11.5	38.5	19.2	19.2

Having a favourite book

Table 6: Having a favourite book in 2012 for Middlesbrough and broken down by demographic background

	Yes %	No %	Not sure %
All (N = 3,427)	66.3	25.3	8.4
Boys (N = 1,704)	60.9	30.3	8.8
Girls (N = 1,723)	71.6	20.4	8.0
KS2 (N = 1,771)	79.2	14.1	6.6
KS3 (N = 976)	56.6	34.7	8.7
KS4 (N = 659)	48.0	39.6	12.3
FSM (N = 876)	70.6	23.1	6.3
Non-FSM (N = 2,212)	65.0	26.5	8.6
White (N = 2,502)	67.1	24.6	8.4
Mixed (N = 149)	67.6	26.2	6.2
Asian (N = 448)	64.3	26.6	9.1
Black (N = 67)	63.5	30.2	6.3
Boys – KS2 (N = 890)	73.3	18.4	8.2
Girls – KS2 (N = 881)	85.1	9.9	5.0
Boys – KS3 (N = 467)	52.0	39.5	8.6
Girls – KS3 (N = 509)	60.8	30.3	8.8
Boys – KS4 (N = 335)	41.9	47.2	10.9
Girls – KS4 (N = 324)	54.2	32.0	13.8
Boys – FSM (N = 453)	64.8	28.6	6.6
Girls – FSM (N = 423)	76.7	17.3	6.0
Boys – Non-FSM (N = 1,077)	59.9	31.1	9.1
Girls – Non-FSM (N = 1,125)	69.7	22.2	8.1
Boys – White (N = 1,234)	61.4	30.1	8.5
Girls – White (N = 1,268)	72.4	19.3	8.3
Boys – Mixed (N = 65)	57.8	31.3	10.9
Girls – Mixed (N = 84)	75.3	22.2	2.5
Boys – Asian (N = 211)	62.3	29.9	8.8
Girls – Asian (N = 237)	66.1	24.6	9.4
Boys – Black (N = 41)	54.1	37.8	8.1
Girls – Black (N = 26)	76.4	19.2	3.8

Young people's reading opportunities

Table 7: Young people getting a book as present, having been to a library and a bookshop in 2012 for Middlesbrough and broken down by demographic background

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes %	No %	Not sure %	Yes %	No %	Not sure %	Yes %	No %	Not sure %
All (N = 3,427)	79.3	18.8	5.9	89.2	8.0	2.7	75.2	17.8	7.1
Boys (N = 1,704)	75.3	18.8	5.9	85.1	11.3	3.6	68.6	22.3	9.2
Girls (N = 1,723)	83.2	10.2	6.7	93.2	4.9	1.8	81.5	13.4	5.0
KS2 (N = 1,771)	82.1	11.2	6.6	88.8	8.1	3.1	77.8	14.5	7.7
KS3 (N = 976)	78.6	14.5	6.8	92.0	5.8	2.1	74.0	19.0	7.0
KS4 (N = 659)	73.3	22.0	4.7	86.3	11.0	2.7	70.4	24.2	5.5
FSM (N = 876)	78.6	16.0	5.4	89.0	8.8	2.2	73.5	19.6	6.9
Non-FSM (N = 2,212)	80.6	13.6	5.7	90.1	7.5	2.3	76.8	16.7	6.6
White (N = 2,502)	82.1	13.1	4.8	89.2	8.4	2.4	75.7	17.6	6.7
Mixed (N = 149)	78.8	13.1	8.0	90.1	5.7	4.3	83.9	8.8	7.3
Asian (N = 448)	71.6	17.8	10.6	92.8	4.7	2.6	74.5	18.5	7.1
Black (N = 67)	60.0	25.0	15.0	80.0	12.3	7.7	67.7	22.6	9.7
Boys – KS2 (N = 890)	78.8	15.2	5.9	84.6	11.5	3.8	71.7	18.3	10.0
Girls – KS2 (N = 881)	85.3	7.3	7.3	92.9	4.7	2.4	84.0	10.6	5.4
Boys – KS3 (N = 467)	75.9	17.5	6.7	89.1	8.2	2.7	68.7	22.7	8.6
Girls – KS3 (N = 509)	81.1	11.9	7.0	94.7	3.7	1.6	78.7	15.7	5.6
Boys – KS4 (N = 335)	65.9	29.2	4.9	80.9	14.6	4.5	60.9	31.1	8.0
Girls – KS4 (N = 324)	80.7	14.8	4.5	91.5	7.6	0.9	79.7	17.4	3.0
Boys – FSM (N = 453)	72.9	22.1	5.0	85.9	11.4	2.7	65.3	25.8	8.9
Girls – FSM (N = 423)	84.3	9.9	5.8	92.2	6.1	1.8	81.9	13.2	4.9
Boys – Non-FSM (N = 1,077)	77.8	16.9	5.3	85.9	10.7	3.4	71.1	19.8	9.1
Girls – Non-FSM (N = 1,135)	83.2	10.7	6.1	94.1	4.5	1.4	81.9	13.8	4.3
Boys – White (N = 1,234)	77.5	17.9	4.6	85.3	11.6	3.2	69.0	22.3	8.8
Girls – White (N = 1,268)	86.4	8.6	5.0	92.9	5.3	1.7	82.1	13.1	4.8
Boys – Mixed (N = 65)	77.8	15.9	6.3	83.9	8.1	8.1	80.6	9.7	9.7
Girls – Mixed (N = 84)	79.7	10.8	9.5	94.9	3.8	1.3	86.7	8.0	5.3
Boys – Asian (N = 211)	71.9	17.7	10.4	89.6	7.4	3.0	72.9	18.8	8.3
Girls – Asian	71.4	17.9	10.7	95.6	2.2	2.2	75.8	18.3	5.9

	<i>I have been given a book as a present</i>			<i>I have been to a library</i>			<i>I have been to a bookshop</i>		
	Yes	No	Not sure	Yes	No	Not sure	Yes	No	Not sure
	%	%	%	%	%	%	%	%	%
All (N = 3,427)	79.3	18.8	5.9	89.2	8.0	2.7	75.2	17.8	7.1
(N = 237)									
Boys – Black (N = 41)	45.7	34.3	20.0	72.5	17.5	10.0	56.8	29.7	13.5
Girls – Black (N = 26)	80.0	12.0	8.0	92.0	4.0	4.0	84.0	12.0	4.0

Young people's attitudes towards reading

Table 8.1: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – The more I read, the better I become

The more I read, the better I become				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	80.8	8.9	6.9	3.3
Boys (N = 1,704)	79.0	8.5	9.1	3.4
Girls (N = 1,723)	82.5	9.3	4.8	3.3
KS2 (N = 1,771)	88.1	3.3	5.2	3.3
KS3 (N = 976)	77.9	11.7	7.2	3.2
KS4 (N = 659)	66.5	19.3	10.8	3.5
FSM (N = 876)	83.3	6.8	7.2	2.8
Non-FSM (N = 2,212)	80.6	10.2	6.4	2.8
White (N = 2,502)	80.4	9.5	6.8	3.2
Mixed (N = 149)	84.3	8.6	5.0	2.1
Asian (N = 448)	84.1	6.9	6.2	2.8
Black (N = 67)	72.8	4.8	11.1	6.3
Boys – KS2 (N = 890)	86.3	3.5	6.6	3.6
Girls – KS2 (N = 881)	90.0	3.2	3.8	3.0
Boys – KS3 (N = 467)	74.9	12.8	9.6	2.7
Girls – KS3 (N = 509)	80.6	10.7	5.1	3.6
Boys – KS4 (N = 335)	66.7	15.6	14.6	3.2
Girls – KS4 (N = 324)	66.2	23.0	6.9	3.8
Boys – FSM (N = 453)	81.5	6.2	8.7	3.5
Girls – FSM (N = 423)	85.1	7.3	5.6	2.0
Boys – Non-FSM (N = 1,077)	79.2	9.4	8.7	2.7
Girls – Non-FSM (N = 1,125)	81.8	10.8	4.4	3.0
Boys – White (N = 1,234)	78.9	8.8	9.2	3.1
Girls – White (N = 1,268)	81.9	10.1	4.7	3.3
Boys – Mixed (N = 65)	80.6	11.3	6.5	1.6
Girls – Mixed (N = 84)	87.2	6.4	3.8	2.6
Boys – Asian (N = 211)	82.4	7.8	6.4	3.4
Girls – Asian (N = 237)	85.7	6.1	6.1	2.2
Boys – Black (N = 41)	73.7	0.0	18.4	7.9
Girls – Black (N = 26)	84.0	12.0	0.0	4.0

Table 8.2: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I prefer watching TV to reading

I prefer watching TV to reading				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	54.8	20.6	18.5	6.1
Boys (N = 1,704)	43.1	17.6	13.4	5.4
Girls (N = 1,723)	46.2	23.6	23.4	6.8
KS2 (N = 1,771)	45.6	20.8	25.2	8.4
KS3 (N = 976)	63.2	21.2	11.5	4.2
KS4 (N = 659)	65.4	19.7	11.8	3.2
FSM (N = 876)	52.1	17.7	23.1	7.1
Non-FSM (N = 2,212)	57.1	21.8	16.2	4.8
White (N = 2,502)	55.4	21.1	18.0	5.4
Mixed (N = 149)	56.9	21.2	15.3	6.6
Asian (N = 448)	52.7	18.7	21.5	7.0
Black (N = 67)	57.1	9.5	17.4	15.9
Boys – KS2 (N = 890)	56.5	19.3	17.2	7.0
Girls – KS2 (N = 881)	34.8	22.3	33.2	9.8
Boys – KS3 (N = 467)	71.3	16.3	8.0	4.5
Girls – KS3 (N = 509)	55.8	25.6	14.5	4.0
Boys – KS4 (N = 335)	71.2	15.5	10.8	2.5
Girls – KS4 (N = 324)	59.4	24.0	12.8	3.8
Boys – FSM (N = 453)	62.5	14.8	16.5	6.2
Girls – FSM (N = 423)	41.4	20.7	29.8	8.1
Boys – Non-FSM (N = 1,077)	66.0	18.6	11.4	3.9
Girls – Non-FSM (N = 1,125)	48.8	24.9	20.7	5.6
Boys – White (N = 1,234)	64.9	18.0	12.4	4.7
Girls – White (N = 1,268)	46.1	24.4	23.5	6.0
Boys – Mixed (N = 65)	64.5	24.2	8.1	3.2
Girls – Mixed (N = 84)	50.7	18.7	21.3	9.3
Boys – Asian (N = 211)	59.7	15.3	18.4	6.6
Girls – Asian (N = 237)	46.8	21.6	24.2	7.4
Boys – Black (N = 41)	63.2	7.9	18.4	10.5
Girls – Black (N = 26)	48.0	12.0	16.0	24.0

Table 8.3: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I don't need reading in my everyday life

I don't need reading in my everyday life				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	22.2	15.9	56.7	5.2
Boys (N = 1,704)	26.7	16.1	52.3	4.8
Girls (N = 1,723)	17.8	15.9	56.7	5.2
KS2 (N = 1,771)	21.8	13.2	58.3	6.7
KS3 (N = 976)	21.9	17.7	56.6	3.7
KS4 (N = 659)	23.1	20.5	52.9	3.5
FSM (N = 876)	27.1	14.7	52.6	5.7
Non-FSM (N = 2,212)	20.3	16.5	58.9	4.2
White (N = 2,502)	22.4	16.0	56.7	4.9
Mixed (N = 149)	17.0	24.1	57.5	1.4
Asian (N = 448)	18.4	14.4	61.9	5.4
Black (N = 67)	34.9	9.5	46.0	9.5
Boys – KS2 (N = 890)	25.5	13.8	54.1	6.6
Girls – KS2 (N = 881)	18.2	12.5	62.4	6.9
Boys – KS3 (N = 467)	26.1	15.8	55.2	2.9
Girls – KS3 (N = 509)	18.2	19.4	57.9	4.5
Boys – KS4 (N = 335)	30.6	22.4	44.2	2.8
Girls – KS4 (N = 324)	15.5	18.7	61.7	4.1
Boys – FSM (N = 453)	32.7	15.2	47.1	5.1
Girls – FSM (N = 423)	21.5	14.1	58.1	6.3
Boys – Non-FSM (N = 1,077)	25.3	16.3	54.5	3.9
Girls – Non-FSM (N = 1,125)	15.8	16.6	63.1	4.5
Boys – White (N = 1,234)	26.9	16.5	52.2	4.4
Girls – White (N = 1,268)	18.0	15.6	61.1	5.3
Boys – Mixed (N = 65)	23.8	25.4	50.8	0.0
Girls – Mixed (N = 84)	11.5	23.1	62.8	2.6
Boys – Asian (N = 211)	21.1	13.1	60.3	5.5
Girls – Asian (N = 237)	15.9	15.5	63.3	5.3
Boys – Black (N = 41)	40.0	10.0	37.5	12.5
Girls – Black (N = 26)	26.1	8.7	60.9	4.3

Table 8.4: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – Reading is more for girls than boys

Reading is more for girls than boys				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	19.2	18.6	54.8	7.4
Boys (N = 1,704)	22.9	18.5	51.4	7.2
Girls (N = 1,723)	15.7	18.5	58.1	7.6
KS2 (N = 1,771)	21.0	15.4	55.0	8.7
KS3 (N = 976)	17.2	21.7	54.4	6.7
KS4 (N = 659)	16.7	22.4	55.4	5.4
FSM (N = 876)	23.6	17.7	51.0	7.7
Non-FSM (N = 2,212)	17.0	19.6	52.0	6.4
White (N = 2,502)	18.9	19.2	55.3	6.7
Mixed (N = 149)	23.4	17.5	57.3	5.8
Asian (N = 448)	16.1	16.6	56.6	10.7
Black (N = 67)	30.0	15.0	45.0	10.0
Boys – KS2 (N = 890)	22.7	15.3	53.8	8.2
Girls – KS2 (N = 881)	19.2	15.5	56.1	9.2
Boys – KS3 (N = 467)	22.2	22.2	48.1	7.5
Girls – KS3 (N = 509)	12.7	21.3	60.0	6.0
Boys – KS4 (N = 335)	23.0	21.7	50.6	4.7
Girls – KS4 (N = 324)	10.5	23.2	60.3	6.0
Boys – FSM (N = 453)	27.6	15.2	49.4	7.8
Girls – FSM (N = 423)	19.6	20.2	52.6	7.6
Boys – Non-FSM (N = 1,077)	20.7	20.2	52.7	6.4
Girls – Non-FSM (N = 1,125)	13.5	19.1	61.1	6.4
Boys – White (N = 1,234)	23.5	19.2	50.8	6.5
Girls – White (N = 1,268)	14.4	19.2	59.5	6.9
Boys – Mixed (N = 65)	21.3	21.3	54.1	3.3
Girls – Mixed (N = 84)	25.0	14.5	52.6	7.9
Boys – Asian (N = 211)	19.1	14.6	55.3	11.1
Girls – Asian (N = 237)	13.5	18.3	57.8	10.4
Boys – Black (N = 41)	32.4	18.9	37.8	10.8
Girls – Black (N = 26)	26.1	8.7	56.5	8.7

Table 8.5: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – Reading is cool

Reading is cool				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	43.6	24.9	25.7	5.7
Boys (N = 1,704)	37.6	25.2	32.0	5.2
Girls (N = 1,723)	49.3	24.6	19.7	6.3
KS2 (N = 1,771)	61.1	16.4	17.5	5.0
KS3 (N = 976)	26.9	32.3	33.4	7.3
KS4 (N = 659)	23.7	36.0	35.3	5.1
FSM (N = 876)	48.8	21.6	23.9	5.6
Non-FSM (N = 2,212)	40.8	27.3	26.6	5.3
White (N = 2,502)	41.9	25.6	26.7	5.7
Mixed (N = 149)	50.4	19.1	24.9	5.7
Asian (N = 448)	47.3	25.4	22.6	4.7
Black (N = 67)	48.3	14.1	28.1	9.4
Boys – KS2 (N = 890)	54.4	18.8	22.4	4.5
Girls – KS2 (N = 881)	67.8	14.0	12.7	5.5
Boys – KS3 (N = 467)	22.1	31.2	40.0	6.8
Girls – KS3 (N = 509)	31.3	33.3	27.6	7.9
Boys – KS4 (N = 335)	16.8	33.7	44.8	4.8
Girls – KS4 (N = 324)	30.5	38.4	25.7	5.4
Boys – FSM (N = 453)	41.6	21.2	31.7	5.5
Girls – FSM (N = 423)	56.2	21.9	16.1	5.8
Boys – Non-FSM (N = 1,077)	35.4	28.1	31.9	4.6
Girls – Non-FSM (N = 1,125)	45.9	26.6	21.7	5.9
Boys – White (N = 1,234)	35.3	26.4	33.2	5.1
Girls – White (N = 1,268)	48.3	24.8	20.5	6.4
Boys – Mixed (N = 65)	43.8	18.8	34.4	3.1
Girls – Mixed (N = 84)	55.8	19.5	16.9	7.8
Boys – Asian (N = 211)	45.7	21.8	28.4	4.1
Girls – Asian (N = 237)	48.7	28.4	17.7	5.2
Boys – Black (N = 41)	47.5	10.0	32.5	10.0
Girls – Black (N = 26)	50.0	20.8	20.8	8.3

Table 8.6: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I don't read as well as other pupils in my class

I don't read as well as other pupils in my class				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	31.8	13.5	38.2	11.5
Boys (N = 1,704)	34.5	14.8	41.3	9.4
Girls (N = 1,723)	29.4	17.6	42.8	10.8
KS2 (N = 1,771)	34.8	13.8	39.7	11.6
KS3 (N = 976)	28.3	20.3	42.1	9.3
KS4 (N = 659)	29.4	15.9	47.4	7.3
FSM (N = 876)	38.8	14.3	36.6	10.3
Non-FSM (N = 2,212)	28.8	17.4	44.7	9.0
White (N = 2,502)	32.7	16.8	40.4	10.2
Mixed (N = 149)	26.4	14.3	50.7	8.6
Asian (N = 448)	22.8	15.9	51.2	10.2
Black (N = 67)	37.1	6.5	43.6	12.9
Boys – KS2 (N = 890)	36.8	13.5	30.2	11.5
Girls – KS2 (N = 881)	32.7	14.2	41.3	11.0
Boys – KS3 (N = 467)	33.3	16.3	42.5	7.8
Girls – KS3 (N = 509)	23.8	23.8	41.7	10.6
Boys – KS4 (N = 335)	29.8	15.9	48.3	6.0
Girls – KS4 (N = 324)	28.8	16.0	46.5	8.7
Boys – FSM (N = 453)	44.4	12.3	33.3	10.0
Girls – FSM (N = 423)	33.3	16.3	40.0	10.5
Boys – Non-FSM (N = 1,077)	29.8	16.5	45.5	8.2
Girls – Non-FSM (N = 1,125)	27.9	18.3	44.0	9.8
Boys – White (N = 1,234)	35.5	15.2	39.7	9.5
Girls – White (N = 1,268)	29.9	18.3	41.0	10.7
Boys – Mixed (N = 65)	30.6	9.7	53.2	6.5
Girls – Mixed (N = 84)	23.1	17.9	48.7	10.3
Boys – Asian (N = 211)	24.6	16.9	49.7	8.7
Girls – Asian (N = 237)	21.1	15.0	52.4	11.5
Boys – Black (N = 41)	41.0	2.6	41.0	15.4
Girls – Black (N = 26)	30.4	13.0	47.8	8.7

Table 8.7: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I only read when I have to

I only read when I have to				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	31.8	13.3	51.8	3.2
Boys (N = 1,704)	39.3	12.9	45.0	2.8
Girls (N = 1,723)	24.4	13.6	58.4	3.5
KS2 (N = 1,771)	26.0	10.1	59.9	4.1
KS3 (N = 976)	34.0	17.5	46.1	2.4
KS4 (N = 659)	42.4	15.3	40.4	1.9
FSM (N = 876)	33.9	12.7	50.5	2.9
Non-FSM (N = 2,212)	30.5	13.6	53.6	2.2
White (N = 2,502)	32.3	13.5	51.6	2.6
Mixed (N = 149)	27.9	15.7	53.5	2.9
Asian (N = 448)	30.3	11.4	54.3	4.0
Black (N = 67)	40.7	8.5	40.6	10.2
Boys – KS2 (N = 890)	33.8	9.9	52.8	3.5
Girls – KS2 (N = 881)	18.2	10.2	66.9	4.7
Boys – KS3 (N = 467)	40.6	15.8	41.1	2.5
Girls – KS3 (N = 509)	28.0	18.9	50.7	2.4
Boys – KS4 (N = 335)	50.8	16.5	31.4	1.3
Girls – KS4 (N = 324)	34.1	14.0	49.4	2.5
Boys – FSM (N = 453)	40.4	13.6	43.4	2.5
Girls – FSM (N = 423)	27.4	11.7	57.6	3.3
Boys – Non-FSM (N = 1,077)	37.9	12.6	47.6	2.0
Girls – Non-FSM (N = 1,125)	23.5	14.6	59.4	2.5
Boys – White (N = 1,234)	40.8	13.5	43.2	2.5
Girls – White (N = 1,268)	24.0	13.5	59.8	2.7
Boys – Mixed (N = 65)	28.6	17.5	50.8	3.2
Girls – Mixed (N = 84)	27.3	14.3	55.8	2.6
Boys – Asian (N = 211)	36.4	7.6	53.0	3.0
Girls – Asian (N = 237)	25.1	14.7	55.4	4.8
Boys – Black (N = 41)	52.8	8.3	30.6	8.3
Girls – Black (N = 26)	21.7	8.7	56.5	13.0

Table 8.8: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I cannot find things to read that interest me

I cannot find things to read that interest me				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	29.0	14.5	51.0	5.5
Boys (N = 1,704)	33.8	14.6	46.5	5.1
Girls (N = 1,723)	24.3	14.4	55.5	5.8
KS2 (N = 1,771)	24.0	11.0	56.8	8.2
KS3 (N = 976)	33.5	18.7	44.8	3.0
KS4 (N = 659)	34.5	16.9	46.2	2.4
FSM (N = 876)	30.7	15.6	46.9	6.7
Non-FSM (N = 2,212)	27.7	14.8	53.5	4.1
White (N = 2,502)	29.2	14.4	51.5	4.9
Mixed (N = 149)	24.6	18.8	50.0	6.5
Asian (N = 448)	27.1	13.7	53.8	5.4
Black (N = 67)	40.6	11.9	35.6	11.9
Boys – KS2 (N = 890)	25.2	11.5	53.2	7.1
Girls – KS2 (N = 881)	19.9	10.5	60.4	9.2
Boys – KS3 (N = 467)	39.2	17.0	40.4	3.4
Girls – KS3 (N = 509)	28.4	20.2	48.8	2.6
Boys – KS4 (N = 335)	40.1	18.9	38.8	2.2
Girls – KS4 (N = 324)	29.1	14.9	53.5	2.5
Boys – FSM (N = 453)	36.4	16.0	40.7	6.9
Girls – FSM (N = 423)	25.1	15.2	53.0	6.6
Boys – Non-FSM (N = 1,077)	31.8	15.0	49.6	3.7
Girls – Non-FSM (N = 1,125)	23.8	14.6	57.2	4.5
Boys – White (N = 1,234)	35.0	14.1	46.4	4.5
Girls – White (N = 1,268)	26.6	14.6	56.6	5.3
Boys – Mixed (N = 65)	17.7	19.4	56.5	6.5
Girls – Mixed (N = 84)	30.3	18.4	44.7	6.6
Boys – Asian (N = 211)	29.5	14.6	52.0	4.0
Girls – Asian (N = 237)	25.2	12.8	55.3	6.6
Boys – Black (N = 41)	48.6	16.2	21.6	13.5
Girls – Black (N = 26)	27.3	4.5	59.1	9.1

Table 8.9: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – I would be embarrassed if my friends saw me read

I would be embarrassed if my friends saw me read				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	24.1	12.5	57.2	6.3
Boys (N = 1,704)	25.8	12.0	55.3	6.9
Girls (N = 1,723)	22.5	12.9	59.0	5.6
KS2 (N = 1,771)	19.8	8.8	63.9	7.5
KS3 (N = 976)	31.4	14.5	49.2	5.2
KS4 (N = 659)	24.0	18.8	52.6	4.6
FSM (N = 876)	25.9	11.9	55.8	6.4
Non-FSM (N = 2,212)	23.3	12.7	58.7	5.2
White (N = 2,502)	24.9	12.7	56.5	5.9
Mixed (N = 149)	25.6	13.5	55.3	5.7
Asian (N = 448)	16.9	10.9	65.6	6.7
Black (N = 67)	30.6	14.5	43.6	11.3
Boys – KS2 (N = 890)	20.6	8.6	62.0	8.8
Girls – KS2 (N = 881)	19.1	9.0	65.7	6.2
Boys – KS3 (N = 467)	33.6	12.5	48.8	5.1
Girls – KS3 (N = 509)	29.4	48.8	48.9	5.3
Boys – KS4 (N = 335)	27.7	20.4	47.5	4.4
Girls – KS4 (N = 324)	20.3	17.1	57.8	4.8
Boys – FSM (N = 453)	28.4	11.2	53.1	7.2
Girls – FSM (N = 423)	23.4	12.6	58.5	5.5
Boys – Non-FSM (N = 1,077)	24.0	12.8	57.3	5.9
Girls – Non-FSM (N = 1,125)	22.6	12.7	60.1	4.6
Boys – White (N = 1,234)	27.1	12.8	53.5	6.6
Girls – White (N = 1,268)	22.7	12.7	59.3	5.3
Boys – Mixed (N = 65)	22.2	11.1	63.5	3.2
Girls – Mixed (N = 84)	28.2	15.4	48.7	7.7
Boys – Asian (N = 211)	17.8	9.4	65.3	7.4
Girls – Asian (N = 237)	16.0	12.1	65.8	6.1
Boys – Black (N = 41)	35.9	7.7	46.2	10.3
Girls – Black (N = 26)	21.7	26.1	39.1	13.0

Table 8.10: Attitudes towards reading in 2012 for Middlesbrough and broken down by demographic background – My parents don't care if I read or not

My parents don't care if I read or not				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Don't know %</i>
All (N = 3,427)	29.3	15.1	46.0	9.6
Boys (N = 1,704)	30.7	14.6	45.6	9.1
Girls (N = 1,723)	28.0	15.7	46.3	10.0
KS2 (N = 1,771)	30.2	9.0	50.1	10.6
KS3 (N = 976)	27.7	18.6	43.9	9.7
KS4 (N = 659)	29.5	25.2	38.3	7.0
FSM (N = 876)	35.5	12.3	42.8	9.5
Non-FSM (N = 2,212)	26.3	16.9	47.9	8.9
White (N = 2,502)	29.8	15.5	45.1	9.6
Mixed (N = 149)	29.1	17.7	46.8	6.4
Asian (N = 448)	26.8	13.4	52.8	7.0
Black (N = 67)	30.0	6.7	46.7	16.7
Boys – KS2 (N = 890)	32.0	8.9	49.1	9.9
Girls – KS2 (N = 881)	28.4	9.1	51.2	11.3
Boys – KS3 (N = 467)	29.2	17.2	43.3	10.3
Girls – KS3 (N = 509)	26.2	20.0	44.6	9.3
Boys – KS4 (N = 335)	30.0	24.6	39.6	5.8
Girls – KS4 (N = 324)	29.0	25.9	36.9	8.2
Boys – FSM (N = 453)	38.1	12.9	40.4	8.6
Girls – FSM (N = 423)	32.8	11.6	45.2	10.4
Boys – Non-FSM (N = 1,077)	27.4	15.7	48.4	8.4
Girls – Non-FSM (N = 1,125)	25.3	17.9	47.4	9.4
Boys – White (N = 1,234)	31.5	15.0	44.4	9.1
Girls – White (N = 1,268)	28.1	15.9	45.9	10.0
Boys – Mixed (N = 65)	25.0	18.8	53.1	3.1
Girls – Mixed (N = 84)	32.5	16.9	41.6	9.1
Boys – Asian (N = 211)	28.7	11.3	52.8	7.2
Girls – Asian (N = 237)	25.1	15.2	52.8	6.9
Boys – Black (N = 41)	39.5	5.3	42.1	13.2
Girls – Black (N = 26)	13.6	9.1	54.5	22.7

Table 9: School library usage in 2012 for Middlesbrough and broken down by demographic background

Do you use your school library?			
	Yes	No	We don't have a school library
	%	%	%
All (N = 3,427)	62.3	30.9	6.7
Boys (N = 1,704)	59.7	32.7	7.6
Girls (N = 1,723)	64.9	29.2	5.9
KS2 (N = 1,771)	64.3	23.8	11.9
KS3 (N = 976)	73.7	25.4	0.9
KS4 (N = 659)	40.2	58.3	1.4
FSM (N = 876)	68.8	25.8	5.4
Non-FSM (N = 2,212)	60.8	32.7	7.0
White (N = 2,502)	61.2	32.9	5.9
Mixed (N = 149)	68.7	25.9	5.4
Asian (N = 448)	68.6	21.3	10.2
Black (N = 67)	64.6	27.7	7.7
Boys – KS2 (N = 890)	60.1	26.9	13.0
Girls – KS2 (N = 881)	68.7	20.4	18.8
Boys – KS3 (N = 467)	72.9	26.0	1.1
Girls – KS3 (N = 509)	74.3	24.9	0.8
Boys – KS4 (N = 335)	40.2	57.6	2.2
Girls – KS4 (N = 324)	40.3	59.1	0.6
Boys – FSM (N = 453)	64.8	26.6	5.6
Girls – FSM (N = 423)	73.5	21.2	5.4
Boys – Non-FSM (N = 1,077)	58.2	33.3	8.5
Girls – Non-FSM (N = 1,125)	62.2	32.3	5.5
Boys – White (N = 1,234)	59.0	31.0	7.0
Girls – White (N = 1,268)	63.3	31.9	4.8
Boys – Mixed (N = 65)	64.1	31.3	4.7
Girls – Mixed (N = 84)	72.8	21.0	6.2
Boys – Asian (N = 211)	67.0	23.3	9.7
Girls – Asian (N = 237)	70.2	19.1	10.6
Boys – Black (N = 41)	57.5	35.0	7.5
Girls – Black (N = 26)	75.0	16.7	8.3

Table 10: Public library usage in 2012 for Middlesbrough and broken down by demographic background

Do you use your public library?			
	Yes %	No %	Not sure %
All (N = 3,427)	41.4	50.7	7.9
Boys (N = 1,704)	37.7	55.0	7.5
Girls (N = 1,723)	45.1	46.6	8.3
KS2 (N = 1,771)	56.9	32.3	10.8
KS3 (N = 976)	30.6	63.7	5.7
KS4 (N = 659)	16.9	80.0	3.1
FSM (N = 876)	50.6	40.1	9.3
Non-FSM (N = 2,212)	37.4	56.0	6.5
White (N = 2,502)	39.1	53.7	7.2
Mixed (N = 149)	50.0	45.2	4.8
Asian (N = 448)	53.9	37.0	9.1
Black (N = 67)	43.1	44.6	12.3
Boys – KS2 (N = 890)	52.7	36.9	10.4
Girls – KS2 (N = 881)	60.9	28.0	11.2
Boys – KS3 (N = 467)	26.0	69.6	4.4
Girls – KS3 (N = 509)	34.9	58.0	7.1
Boys – KS4 (N = 335)	15.0	81.6	3.4
Girls – KS4 (N = 324)	18.8	78.4	2.8
Boys – FSM (N = 453)	46.0	46.2	7.7
Girls – FSM (N = 423)	55.4	33.9	10.7
Boys – Non-FSM (N = 1,077)	34.6	59.2	6.7
Girls – Non-FSM (N = 1,125)	40.6	53.1	6.3
Boys – White (N = 1,234)	35.6	57.2	7.1
Girls – White (N = 1,268)	42.5	50.3	7.2
Boys – Mixed (N = 65)	45.3	51.6	3.1
Girls – Mixed (N = 84)	53.8	40.0	6.3
Boys – Asian (N = 211)	49.3	42.9	7.8
Girls – Asian (N = 237)	57.7	32.1	10.3
Boys – Black (N = 41)	33.3	51.3	15.4
Girls – Black (N = 26)	60.0	32.0	8.0

Young people's enjoyment of writing

Table 11: Enjoyment of writing in 2012 for Middlesbrough and broken down by demographic background

How much do you enjoy writing?					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
	%	%	%	%	%
All (N = 3,427)	18.7	28.6	47.2	39.7	13.1
Boys (N = 1,704)	14.8	23.7	38.5	42.7	18.9
Girls (N = 1,723)	22.5	33.3	55.8	36.7	7.5
KS2 (N = 1,771)	26.8	30.3	57.1	32.9	10.0
KS3 (N = 976)	10.2	28.2	38.4	46.6	15.0
KS4 (N = 659)	9.4	24.4	33.8	47.7	18.5
FSM (N = 876)	25.2	25.9	51.1	37.2	11.7
Non-FSM (N = 2,212)	15.5	30.7	46.2	40.5	13.3
White (N = 2,502)	17.1	27.8	44.9	41.3	13.8
Mixed (N = 149)	24.8	32.2	57.0	32.9	10.1
Asian (N = 448)	20.8	33.3	54.1	35.3	10.6
Black (N = 67)	23.1	30.8	53.9	30.8	15.4
Boys – KS2 (N = 890)	22.1	25.7	47.8	37.7	14.5
Girls – KS2 (N = 881)	31.5	34.8	66.3	28.1	5.5
Boys – KS3 (N = 467)	6.6	22.7	29.3	49.6	21.2
Girls – KS3 (N = 509)	13.5	33.2	46.7	43.9	9.3
Boys – KS4 (N = 335)	6.6	20.3	26.9	46.3	26.9
Girls – KS4 (N = 324)	12.2	28.5	40.7	49.2	10.0
Boys – FSM (N = 453)	23.8	20.4	44.2	38.2	17.6
Girls – FSM (N = 423)	26.6	31.6	58.2	36.2	5.6
Boys – Non-FSM (N = 1,077)	11.0	25.6	36.6	44.7	18.6
Girls – Non-FSM (N = 1,135)	19.8	35.4	55.2	36.5	8.4
Boys – White (N = 1,234)	12.5	22.4	34.9	45.0	20.1
Girls – White (N = 1,268)	21.6	32.9	54.5	37.8	7.7
Boys – Mixed (N = 65)	16.9	29.2	46.1	38.5	15.4
Girls – Mixed (N = 84)	31.0	34.5	65.5	28.6	6.0
Boys – Asian (N = 211)	19.8	30.9	50.7	34.8	14.5
Girls – Asian (N = 237)	21.7	35.2	56.9	35.7	7.2
Boys – Black (N = 41)	25.0	22.5	47.5	32.5	20.0
Girls – Black (N = 26)	20.0	44.0	64.0	28.0	8.0

How often young people write outside class

Table 12: Writing frequency in 2012 for Middlesbrough and broken down by demographic background

How often do you write outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
All (N = 3,427)	26.3	29.0	11.3	6.7	2.9	16.0	7.9
Boys (N = 1,704)	20.1	24.8	12.8	8.0	3.0	20.0	11.3
Girls (N = 1,723)	32.4	33.2	9.8	5.4	2.7	12.0	4.5
KS2 (N = 1,771)	27.6	30.2	11.6	6.5	2.6	13.1	8.3
KS3 (N = 976)	26.5	29.1	11.1	7.3	3.8	16.1	6.1
KS4 (N = 659)	22.9	25.9	10.7	6.0	2.2	23.5	8.9
FSM (N = 876)	31.0	27.9	11.3	4.4	2.6	13.8	9.0
Non-FSM (N = 2,212)	24.9	30.3	11.0	7.7	3.0	16.4	6.7
White (N = 2,502)	24.8	28.6	11.5	7.0	3.0	17.3	7.7
Mixed (N = 149)	32.2	31.5	6.7	5.4	4.7	14.1	5.4
Asian (N = 448)	32.4	31.5	11.0	5.1	2.7	9.4	7.8
Black (N = 67)	25.8	27.3	10.6	3.0	1.1	18.2	13.6
Boys – KS2 (N = 890)	20.1	24.1	14.6	8.4	2.8	17.8	12.2
Girls – KS2 (N = 881)	35.0	36.3	8.7	4.6	2.5	8.5	4.5
Boys – KS3 (N = 467)	20.1	26.8	11.9	8.4	4.1	19.9	8.7
Girls – KS3 (N = 509)	32.4	31.2	10.3	6.2	3.6	12.5	3.8
Boys – KS4 (N = 335)	20.0	23.8	9.4	5.9	2.2	26.9	11.9
Girls – KS4 (N = 324)	25.8	28.0	11.9	6.0	2.2	20.1	6.0
Boys – FSM (N = 453)	22.4	24.0	13.6	4.6	3.0	18.4	14.1
Girls – FSM (N = 423)	40.1	32.1	8.9	4.1	2.2	8.9	3.6
Boys – Non-FSM (N = 1,077)	19.7	26.1	11.9	9.4	3.3	20.1	9.4
Girls – Non-FSM (N = 1,135)	29.8	34.3	10.1	6.0	2.7	12.9	4.2
Boys – White (N = 1,234)	18.6	23.9	13.0	8.4	3.5	21.4	11.2
Girls – White (N = 1,268)	30.9	33.1	10.1	5.6	2.5	13.3	4.4
Boys – Mixed (N = 65)	26.2	30.8	9.2	7.7	1.5	16.9	7.7
Girls – Mixed (N = 84)	36.9	32.1	4.8	3.6	7.1	11.9	3.6
Boys – Asian (N = 211)	25.7	28.6	11.9	7.1	1.9	13.8	11.0
Girls – Asian (N = 237)	38.4	34.2	10.1	3.4	3.4	5.5	5.1

How often do you write outside class?							
	<i>Every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
	%	%	%	%	%	%	%
All (N = 3,427)	26.3	29.0	11.3	6.7	2.9	16.0	7.9
Boys – Black (N = 41)	20.0	25.0	15.0	2.5	2.5	20.0	15.0
Girls – Black (N = 26)	34.6	30.8	3.8	3.8	0.0	15.4	11.5

Types of materials written outside class

Table 13: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Messages on social networking sites</i>	<i>Instant messages</i>	<i>Emails</i>	<i>Notes</i>	<i>Lyrics</i>
	%	%	%	%	%	%
All	65.8	47.5	41.3	36.0	33.1	28.8
Boys	59.4	44.6	37.1	36.3	24.9	18.7
Girls	72.1	50.4	45.4	35.6	41.2	38.8
KS2	50.8	30.1	25.9	29.6	33.0	32.8
KS3	82.1	63.6	55.7	43.3	34.9	28.4
KS4	82.5	71.0	61.5	42.3	30.7	19.1
FSM	57.4	41.0	34.2	32.1	33.2	35.4
Non-FSM	71.5	52.1	46.2	38.8	33.7	26.4
White	69.5	52.0	43.2	36.5	33.5	29.7
Mixed	68.5	49.7	47.0	41.6	42.3	39.6
Asian	65.4	42.2	44.2	42.2	37.3	26.1
Black	53.7	35.8	32.8	38.8	29.9	46.3
Boys – KS2	44.7	30.7	22.7	30.8	25.7	20.1
Girls – KS2	57.0	29.5	29.2	28.5	40.3	45.6
Boys – KS3	76.2	59.1	49.3	42.8	25.1	19.7
Girls – KS3	87.4	67.8	61.7	43.8	44.0	36.3
Boys – KS4	75.2	62.1	58.5	42.4	22.4	14.0
Girls – KS4	90.1	80.2	64.5	42.3	39.2	24.4
Boys – FSM	51.2	40.4	31.3	33.3	23.0	23.2
Girls – FSM	64.1	41.6	37.4	30.7	44.2	45.5
Boys – Non-FSM	64.9	48.3	41.2	38.7	26.1	17.0
Girls – Non-FSM	77.8	55.7	51.0	38.9	40.9	35.3
Boys – White	62.3	48.1	38.0	36.9	24.2	18.3
Girls – White	76.6	55.8	48.3	36.2	42.4	40.7
Boys – Mixed	70.8	63.1	53.8	49.2	40.0	35.4
Girls – Mixed	66.7	39.3	41.7	35.7	44.0	42.9
Boys – Asian	63.0	43.1	43.1	44.1	28.9	17.5
Girls – Asian	67.8	41.4	45.1	40.5	44.7	33.8
Boys – Black	43.9	31.7	34.1	36.6	24.4	39.0
Girls – Black	69.2	42.3	30.8	42.3	38.5	57.7

Table 13 continued: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 2)

	<i>Letters</i>	<i>Twitter</i>	<i>Diary</i>	<i>Fiction and short stories</i>	<i>Poems</i>	<i>Blogs</i>
	%	%	%	%	%	%
All	27.5	26.2	22.4	21.9	17.6	14.0
Boys	24.4	24.9	10.4	16.9	13.4	13.1
Girls	30.6	27.6	34.2	26.8	21.6	14.9
KS2	36.5	12.6	29.8	33.0	26.9	12.7
KS3	21.0	35.2	17.0	34.9	9.5	15.4
KS4	13.8	50.1	10.6	30.7	4.9	15.8
FSM	33.6	22.1	25.8	33.2	25.3	13.7
Non-FSM	24.7	29.3	20.8	33.7	13.6	14.7
White	27.6	29.2	21.1	33.5	16.6	13.9
Mixed	34.9	26.8	32.2	42.3	24.2	20.1
Asian	31.0	20.3	30.4	37.3	22.3	16.3
Black	34.3	23.9	31.3	29.9	28.4	22.4
Boys – KS2	31.7	13.6	14.3	22.2	20.2	12.0
Girls – KS2	41.4	11.6	45.4	35.2	33.6	13.4
Boys – KS3	20.3	33.2	7.1	13.3	7.3	13.7
Girls – KS3	21.6	37.1	26.1	20.8	11.6	16.9
Boys – KS4	11.6	44.2	4.5	8.4	4.2	15.5
Girls – KS4	16.0	56.2	17.0	13.9	5.6	16.0
Boys – FSM	28.5	20.8	12.6	18.5	19.0	14.6
Girls – FSM	39.0	23.6	40.0	28.8	32.2	12.8
Boys – Non-FSM	22.9	28.0	9.4	16.9	10.9	12.9
Girls – Non-FSM	26.3	30.6	31.4	25.6	16.1	16.4
Boys – White	24.9	27.1	9.1	17.0	12.5	12.8
Girls – White	30.2	31.2	32.9	27.2	20.6	14.9
Boys – Mixed	33.8	35.4	13.8	26.2	15.4	23.1
Girls – Mixed	35.7	20.2	46.4	27.4	31.0	17.9
Boys – Asian	26.1	20.4	16.6	18.0	19.4	15.2
Girls – Asian	35.4	20.3	42.6	32.9	24.9	17.3
Boys – Black	26.8	26.8	22.0	12.2	17.1	22.0
Girls – Black	46.2	19.2	46.2	19.2	46.2	23.1

Table 13 continued: Types of materials written at least once a month in 2012 for Middlesbrough and broken down by demographic background (Part 3)

	<i>Essays</i>	<i>Reviews</i>
	%	%
All	11.3	11.1
Boys	10.3	11.1
Girls	12.2	11.1
KS2	7.5	13.5
KS3	13.2	9.2
KS4	18.7	7.7
FSM	10.7	11.1
Non-FSM	12.2	11.2
White	11.4	10.4
Mixed	12.8	15.4
Asian	14.5	16.1
Black	16.4	14.9
Boys – KS2	6.7	12.4
Girls – KS2	8.3	14.6
Boys – KS3	13.1	10.7
Girls – KS3	13.4	7.9
Boys – KS4	16.4	8.4
Girls – KS4	21.0	7.1
Boys – FSM	9.1	9.1
Girls – FSM	12.5	13.2
Boys – Non-FSM	11.7	12.3
Girls – Non-FSM	12.7	10.2
Boys – White	10.2	10.9
Girls – White	12.5	9.9
Boys – Mixed	15.4	16.9
Girls – Mixed	10.7	14.3
Boys – Asian	14.2	13.3
Girls – Asian	14.8	18.6
Boys – Black	12.2	14.6
Girls – Black	23.1	15.4

Young people's attitudes towards writing

Table 14.1: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – The more I write, the better my writing gets

The more I write, the better my writing gets				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	80.6	9.2	7.1	3.1
Boys (N = 1,704)	78.4	10.3	8.6	2.7
Girls (N = 1,723)	82.6	8.2	5.8	3.4
KS2 (N = 1,771)	87.3	4.8	4.8	3.1
KS3 (N = 976)	76.2	12.9	8.5	2.4
KS4 (N = 659)	69.6	15.1	11.2	4.1
FSM (N = 876)	83.6	6.5	5.9	3.9
Non-FSM (N = 2,212)	80.2	10.2	7.3	2.3
White (N = 2,502)	80.8	9.5	7.2	2.6
Mixed (N = 149)	77.4	9.9	7.8	5.0
Asian (N = 448)	84.1	5.1	7.0	3.9
Black (N = 67)	74.5	15.3	6.8	3.4
Boys – KS2 (N = 890)	86.9	5.1	5.6	2.5
Girls – KS2 (N = 881)	87.8	4.6	4.0	3.7
Boys – KS3 (N = 467)	73.2	14.9	9.7	2.3
Girls – KS3 (N = 509)	79.1	11.1	7.4	2.5
Boys – KS4 (N = 335)	64.5	16.9	14.5	4.1
Girls – KS4 (N = 324)	74.4	13.3	8.1	4.2
Boys – FSM (N = 453)	80.7	7.1	7.7	4.5
Girls – FSM (N = 423)	86.5	5.9	4.3	3.3
Boys – Non-FSM (N = 1,077)	78.2	11.3	8.7	1.7
Girls – Non-FSM (N = 1,135)	82.0	9.2	6.0	2.8
Boys – White (N = 1,234)	78.6	10.4	8.7	2.2
Girls – White (N = 1,268)	82.7	8.6	5.7	3.0
Boys – Mixed (N = 65)	77.4	9.7	11.3	1.6
Girls – Mixed (N = 84)	77.2	10.1	5.1	7.6
Boys – Asian (N = 211)	80.7	6.9	7.4	5.0
Girls – Asian (N = 237)	87.0	3.5	6.5	3.0
Boys – Black (N = 41)	70.6	17.6	8.8	2.9
Girls – Black (N = 26)	80.0	12.0	4.0	4.0

Table 14.2: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Writing is more fun when you can choose the topic

Writing is more fun when you can choose the topic				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	76.2	11.4	7.7	4.7
Boys (N = 1,704)	75.9	11.3	8.4	4.3
Girls (N = 1,723)	76.5	11.4	6.9	5.0
KS2 (N = 1,771)	77.4	8.5	8.8	5.3
KS3 (N = 976)	77.8	12.3	6.0	4.0
KS4 (N = 659)	70.1	17.9	7.3	4.1
FSM (N = 876)	74.7	10.1	9.8	5.4
Non-FSM (N = 2,212)	77.9	11.7	6.7	3.6
White (N = 2,502)	77.2	11.5	7.2	4.0
Mixed (N = 149)	75.6	14.0	5.6	4.9
Asian (N = 448)	73.6	11.2	8.4	6.8
Black (N = 67)	69.5	6.8	15.3	8.5
Boys – KS2 (N = 890)	77.5	8.3	9.8	4.4
Girls – KS2 (N = 881)	77.3	8.6	7.9	6.2
Boys – KS3 (N = 467)	78.8	10.8	6.3	4.1
Girls – KS3 (N = 509)	76.8	13.6	5.7	3.9
Boys – KS4 (N = 335)	67.6	20.1	7.7	4.7
Girls – KS4 (N = 324)	73.8	15.9	6.8	3.6
Boys – FSM (N = 453)	76.5	8.3	9.8	5.4
Girls – FSM (N = 423)	72.5	11.9	9.8	5.4
Boys – Non-FSM (N = 1,077)	77.5	12.1	7.4	3.0
Girls – Non-FSM (N = 1,135)	78.4	11.4	6.0	4.2
Boys – White (N = 1,234)	77.2	11.5	7.7	3.5
Girls – White (N = 1,268)	77.2	11.5	6.8	4.6
Boys – Mixed (N = 65)	79.7	9.4	4.7	6.3
Girls – Mixed (N = 84)	72.2	17.7	6.3	3.8
Boys – Asian (N = 211)	71.5	11.0	10.0	7.5
Girls – Asian (N = 237)	75.5	11.4	7.0	6.1
Boys – Black (N = 41)	68.6	8.6	14.3	8.6
Girls – Black (N = 26)	70.8	4.2	16.7	8.3

Table 14.3: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – A pupil who writes well gets better marks

A pupil who writes well gets better marks				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	59.7	18.1	14.9	7.3
Boys (N = 1,704)	63.6	15.5	14.5	6.3
Girls (N = 1,723)	56.0	20.5	15.3	8.3
KS2 (N = 1,771)	62.1	13.1	16.1	8.7
KS3 (N = 976)	57.0	22.3	14.9	5.8
KS4 (N = 659)	57.4	24.5	11.7	6.4
FSM (N = 876)	60.0	15.9	16.6	7.5
Non-FSM (N = 2,212)	60.3	19.8	13.8	6.1
White (N = 2,502)	59.3	18.7	14.8	7.2
Mixed (N = 149)	60.3	22.7	12.8	4.3
Asian (N = 448)	60.4	16.1	15.6	7.8
Black (N = 67)	62.7	10.2	13.6	13.6
Boys – KS2 (N = 890)	67.2	11.7	13.8	7.3
Girls – KS2 (N = 881)	57.2	14.4	18.4	10.0
Boys – KS3 (N = 467)	59.9	17.8	17.3	5.0
Girls – KS3 (N = 509)	54.4	26.4	12.6	6.6
Boys – KS4 (N = 335)	59.6	22.5	11.9	6.0
Girls – KS4 (N = 324)	55.3	26.4	11.6	6.8
Boys – FSM (N = 453)	64.4	12.7	15.3	7.8
Girls – FSM (N = 423)	55.6	19.1	17.8	7.5
Boys – Non-FSM (N = 1,077)	64.3	17.2	13.3	5.1
Girls – Non-FSM (N = 1,135)	56.6	22.2	14.1	7.1
Boys – White (N = 1,234)	63.7	15.4	14.7	6.3
Girls – White (N = 1,268)	55.3	21.7	14.9	8.1
Boys – Mixed (N = 65)	58.7	22.2	15.9	3.2
Girls – Mixed (N = 84)	61.5	23.1	10.3	5.1
Boys – Asian (N = 211)	63.7	15.9	13.9	6.5
Girls – Asian (N = 237)	57.7	16.2	17.1	9.0
Boys – Black (N = 41)	64.9	8.2	13.5	13.5
Girls – Black (N = 26)	59.1	13.6	13.6	13.6

Table 14.4: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – It is easier to read than it is to write

It is easier to read than it is to write				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	54.2	24.7	15.0	6.1
Boys (N = 1,704)	60.0	21.4	13.2	5.5
Girls (N = 1,723)	48.8	27.9	16.8	6.6
KS2 (N = 1,771)	56.3	24.3	15.0	7.4
KS3 (N = 976)	55.7	24.5	15.3	4.4
KS4 (N = 659)	47.2	33.8	14.2	4.7
FSM (N = 876)	55.2	21.5	16.6	6.6
Non-FSM (N = 2,212)	54.0	26.7	14.4	4.9
White (N = 2,502)	54.4	25.0	14.6	5.9
Mixed (N = 149)	57.0	22.7	15.6	4.3
Asian (N = 448)	54.0	25.6	15.2	5.3
Black (N = 67)	56.7	21.7	15.0	6.7
Boys – KS2 (N = 890)	65.7	16.7	11.5	6.1
Girls – KS2 (N = 881)	47.2	25.7	18.4	8.8
Boys – KS3 (N = 467)	60.2	20.9	14.8	4.1
Girls – KS3 (N = 509)	51.6	27.8	15.8	4.7
Boys – KS4 (N = 335)	45.4	34.1	14.6	6.0
Girls – KS4 (N = 324)	49.0	33.5	13.9	3.5
Boys – FSM (N = 453)	63.8	18.6	13.4	4.2
Girls – FSM (N = 423)	46.9	24.4	19.7	9.0
Boys – Non-FSM (N = 1,077)	58.8	23.3	12.9	5.1
Girls – Non-FSM (N = 1,135)	49.7	29.9	15.6	4.7
Boys – White (N = 1,234)	61.1	20.9	12.8	5.2
Girls – White (N = 1,268)	48.1	28.9	16.4	6.6
Boys – Mixed (N = 65)	62.9	17.7	14.5	4.8
Girls – Mixed (N = 84)	53.2	26.6	16.5	3.8
Boys – Asian (N = 211)	56.9	24.8	12.9	5.4
Girls – Asian (N = 237)	51.3	26.3	17.2	5.2
Boys – Black (N = 41)	62.2	21.6	13.5	2.7
Girls – Black (N = 26)	47.8	21.7	17.4	13.0

Table 14.5: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – If I am good at writing, I'll get a better job

If I am good at writing, I'll get a better job				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	57.5	21.5	13.1	7.9
Boys (N = 1,704)	58.8	20.3	14.5	6.3
Girls (N = 1,723)	56.2	22.7	11.8	9.4
KS2 (N = 1,771)	65.4	14.3	11.6	8.7
KS3 (N = 976)	52.1	28.3	12.2	7.5
KS4 (N = 659)	45.3	29.7	18.4	6.6
FSM (N = 876)	63.5	17.5	10.7	8.2
Non-FSM (N = 2,212)	54.9	24.2	13.9	7.0
White (N = 2,502)	56.9	22.1	13.4	7.7
Mixed (N = 149)	60.9	21.7	9.1	8.4
Asian (N = 448)	58.6	19.9	14.2	7.4
Black (N = 67)	58.2	23.6	5.5	12.7
Boys – KS2 (N = 890)	67.2	13.3	12.4	7.2
Girls – KS2 (N = 881)	63.7	15.3	10.9	10.1
Boys – KS3 (N = 467)	53.6	26.5	14.0	5.9
Girls – KS3 (N = 509)	50.6	29.9	10.5	9.0
Boys – KS4 (N = 335)	44.4	29.6	20.9	5.1
Girls – KS4 (N = 324)	46.2	29.8	16.0	8.0
Boys – FSM (N = 453)	65.4	17.3	8.9	8.4
Girls – FSM (N = 423)	61.8	17.7	12.6	7.9
Boys – Non-FSM (N = 1,077)	56.2	22.7	15.9	5.1
Girls – Non-FSM (N = 1,135)	53.6	25.6	12.0	8.8
Boys – White (N = 1,234)	58.2	20.0	15.2	6.6
Girls – White (N = 1,268)	55.6	24.0	11.6	8.8
Boys – Mixed (N = 65)	58.7	27.0	11.1	3.2
Girls – Mixed (N = 84)	62.5	17.8	7.5	12.5
Boys – Asian (N = 211)	61.2	20.4	12.9	5.5
Girls – Asian (N = 237)	56.3	19.5	15.2	9.1
Boys – Black (N = 41)	60.6	21.2	9.1	9.1
Girls – Black (N = 26)	54.5	27.3	0.0	18.2

Table 14.6: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I have trouble deciding what to write

I have trouble deciding what to write				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	46.2	21.4	27.1	5.3
Boys (N = 1,704)	46.8	20.7	27.4	5.0
Girls (N = 1,723)	45.7	22.0	26.8	5.6
KS2 (N = 1,771)	46.0	17.8	29.1	7.1
KS3 (N = 976)	47.1	23.7	26.0	3.1
KS4 (N = 659)	45.3	27.3	23.7	3.8
FSM (N = 876)	50.9	17.9	31.7	5.7
Non-FSM (N = 2,212)	44.0	23.1	28.3	4.6
White (N = 2,502)	48.1	21.0	25.7	5.2
Mixed (N = 149)	45.0	23.9	28.2	2.9
Asian (N = 448)	37.5	23.8	33.6	5.1
Black (N = 67)	43.1	19.0	29.3	8.6
Boys – KS2 (N = 890)	48.3	16.8	28.1	6.8
Girls – KS2 (N = 881)	43.7	18.8	30.1	7.4
Boys – KS3 (N = 467)	49.0	22.1	26.4	2.5
Girls – KS3 (N = 509)	45.5	25.1	25.7	3.7
Boys – KS4 (N = 335)	39.3	29.2	27.5	4.0
Girls – KS4 (N = 324)	51.1	25.4	19.9	3.6
Boys – FSM (N = 453)	53.1	17.1	24.4	5.4
Girls – FSM (N = 423)	48.8	18.6	26.5	6.0
Boys – Non-FSM (N = 1,077)	44.2	22.4	29.1	4.3
Girls – Non-FSM (N = 1,135)	43.7	23.8	27.7	4.8
Boys – White (N = 1,234)	49.0	20.4	25.7	4.9
Girls – White (N = 1,268)	47.2	21.5	25.7	5.6
Boys – Mixed (N = 65)	42.2	29.7	26.6	1.6
Girls – Mixed (N = 84)	47.3	18.9	29.7	4.1
Boys – Asian (N = 211)	37.8	20.4	36.3	5.5
Girls – Asian (N = 237)	37.3	26.8	31.1	4.8
Boys – Black (N = 41)	42.9	20.0	28.6	8.6
Girls – Black (N = 26)	43.5	17.4	30.4	8.7

Table 14.7: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Compared to others, I am a good writer

Compared to others, I am a good writer				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	41.2	30.4	17.3	11.1
Boys (N = 1,704)	43.8	28.9	18.8	8.5
Girls (N = 1,723)	38.8	31.9	15.9	13.5
KS2 (N = 1,771)	47.9	22.8	16.7	12.5
KS3 (N = 976)	33.1	38.0	18.7	10.2
KS4 (N = 659)	36.4	38.5	16.3	8.9
FSM (N = 876)	44.4	26.2	18.3	11.0
Non-FSM (N = 2,212)	40.9	32.8	16.2	10.0
White (N = 2,502)	39.1	31.4	18.5	11.0
Mixed (N = 149)	53.1	26.2	12.5	8.3
Asian (N = 448)	47.3	28.4	13.3	11.0
Black (N = 67)	44.8	25.9	12.0	17.2
Boys – KS2 (N = 890)	48.5	23.7	18.2	9.6
Girls – KS2 (N = 881)	47.4	22.0	15.2	15.4
Boys – KS3 (N = 467)	34.5	35.8	21.4	8.3
Girls – KS3 (N = 509)	31.8	40.0	16.2	11.9
Boys – KS4 (N = 335)	45.5	32.7	15.5	6.4
Girls – KS4 (N = 324)	27.7	44.1	17.0	11.3
Boys – FSM (N = 453)	45.7	25.5	20.7	8.1
Girls – FSM (N = 423)	43.0	27.0	16.0	13.9
Boys – Non-FSM (N = 1,077)	44.7	30.7	16.6	8.0
Girls – Non-FSM (N = 1,135)	37.5	34.8	15.9	11.8
Boys – White (N = 1,234)	41.2	29.4	20.7	8.7
Girls – White (N = 1,268)	37.1	33.4	16.4	13.2
Boys – Mixed (N = 65)	54.7	28.1	15.6	11.6
Girls – Mixed (N = 84)	51.9	24.7	9.9	13.6
Boys – Asian (N = 211)	52.3	27.1	12.1	8.5
Girls – Asian (N = 237)	43.0	29.6	14.3	13.0
Boys – Black (N = 41)	45.7	34.3	5.7	14.3
Girls – Black (N = 26)	43.5	13.0	21.7	21.7

Table 14.8: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Girls tend to enjoy writing more than boys

Girls tend to enjoy writing more than boys				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	32.1	25.0	30.9	12.0
Boys (N = 1,704)	36.6	24.1	27.9	11.4
Girls (N = 1,723)	27.7	25.9	33.8	12.6
KS2 (N = 1,771)	34.8	19.8	31.9	13.5
KS3 (N = 976)	30.7	29.1	28.3	11.9
KS4 (N = 659)	26.8	32.5	32.5	8.3
FSM (N = 876)	36.0	20.7	30.4	12.9
Non-FSM (N = 2,212)	30.0	27.5	31.5	11.0
White (N = 2,502)	32.6	24.9	30.7	11.8
Mixed (N = 149)	35.4	23.4	28.4	12.8
Asian (N = 448)	27.2	26.3	35.1	11.4
Black (N = 67)	36.7	26.7	18.4	18.3
Boys – KS2 (N = 890)	39.3	18.9	30.0	11.8
Girls – KS2 (N = 881)	30.5	20.7	33.7	15.1
Boys – KS3 (N = 467)	35.3	27.6	24.7	12.4
Girls – KS3 (N = 509)	26.5	30.4	31.6	11.4
Boys – KS4 (N = 335)	31.5	32.9	26.8	8.7
Girls – KS4 (N = 324)	22.1	32.1	38.0	7.8
Boys – FSM (N = 453)	40.8	18.1	27.7	13.3
Girls – FSM (N = 423)	31.4	23.1	33.0	12.5
Boys – Non-FSM (N = 1,077)	34.1	27.1	28.4	10.4
Girls – Non-FSM (N = 1,135)	26.4	27.8	34.4	11.5
Boys – White (N = 1,234)	37.9	23.9	27.3	11.0
Girls – White (N = 1,268)	27.7	26.0	33.9	12.5
Boys – Mixed (N = 65)	34.9	27.0	23.8	14.3
Girls – Mixed (N = 84)	35.9	20.5	32.1	11.5
Boys – Asian (N = 211)	31.5	23.5	34.0	11.0
Girls – Asian (N = 237)	23.5	28.7	36.1	11.7
Boys – Black (N = 41)	38.9	36.1	11.1	13.9
Girls – Black (N = 26)	33.3	12.5	29.2	25.0

Table 14.9: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – Writing is cool

Writing is cool				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	37.5	30.7	25.8	6.0
Boys (N = 1,704)	32.7	29.6	32.0	5.6
Girls (N = 1,723)	42.0	31.7	19.9	6.4
KS2 (N = 1,771)	52.7	21.0	20.2	6.2
KS3 (N = 976)	23.2	37.5	33.2	6.1
KS4 (N = 659)	19.5	45.8	29.2	5.5
FSM (N = 876)	45.7	24.1	24.6	5.5
Non-FSM (N = 2,212)	33.8	34.6	25.9	5.7
White (N = 2,502)	34.9	31.7	27.3	6.2
Mixed (N = 149)	45.5	30.1	21.0	3.5
Asian (N = 448)	45.0	30.4	19.3	5.3
Black (N = 67)	45.7	23.7	22.1	8.5
Boys – KS2 (N = 890)	45.3	22.7	25.9	6.0
Girls – KS2 (N = 881)	59.8	19.4	14.5	6.3
Boys – KS3 (N = 467)	21.0	34.6	39.8	4.5
Girls – KS3 (N = 509)	25.3	40.1	27.1	7.5
Boys – KS4 (N = 335)	16.7	40.5	36.5	6.4
Girls – KS4 (N = 324)	22.2	51.0	22.2	4.6
Boys – FSM (N = 453)	40.9	21.2	32.6	5.2
Girls – FSM (N = 423)	50.4	27.0	16.8	5.9
Boys – Non-FSM (N = 1,077)	29.1	34.4	31.1	5.4
Girls – Non-FSM (N = 1,135)	38.2	34.8	21.2	5.9
Boys – White (N = 1,234)	29.2	30.8	34.0	6.0
Girls – White (N = 1,268)	40.2	32.6	20.9	6.3
Boys – Mixed (N = 65)	39.7	31.7	27.0	1.6
Girls – Mixed (N = 84)	50.0	28.7	16.3	5.0
Boys – Asian (N = 211)	45.5	26.7	23.8	4.0
Girls – Asian (N = 237)	44.5	33.6	15.3	6.6
Boys – Black (N = 41)	42.9	25.7	25.7	5.7
Girls – Black (N = 26)	50.0	20.8	16.7	12.5

Table 14.10: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I write in “txt” speak in class

I write in "txt" speak in class				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	14.8	26.8	58.8	15.0
Boys (N = 1,704)	17.5	11.6	54.6	16.3
Girls (N = 1,723)	14.8	11.3	62.7	13.7
KS2 (N = 1,771)	19.4	11.4	45.8	23.6
KS3 (N = 976)	12.4	13.2	66.4	8.0
KS4 (N = 659)	7.0	9.0	80.3	3.6
FSM (N = 876)	21.1	10.4	48.3	20.2
Non-FSM (N = 2,212)	12.5	11.6	65.1	10.7
White (N = 2,502)	13.9	11.0	61.2	13.9
Mixed (N = 149)	19.9	11.3	52.5	16.3
Asian (N = 448)	14.7	13.3	53.6	18.3
Black (N = 67)	30.2	20.8	28.3	20.8
Boys – KS2 (N = 890)	22.2	11.1	42.8	23.9
Girls – KS2 (N = 881)	16.5	11.7	48.7	23.2
Boys – KS3 (N = 467)	15.3	12.5	61.5	10.7
Girls – KS3 (N = 509)	9.9	13.8	70.8	5.5
Boys – KS4 (N = 335)	9.0	11.7	74.6	4.7
Girls – KS4 (N = 324)	5.2	6.5	85.6	2.6
Boys – FSM (N = 453)	25.3	10.8	43.0	20.8
Girls – FSM (N = 423)	17.0	9.9	53.5	19.6
Boys – Non-FSM (N = 1,077)	15.5	11.3	61.2	12.0
Girls – Non-FSM (N = 1,135)	9.9	11.9	68.7	9.5
Boys – White (N = 1,234)	16.5	11.1	56.8	15.5
Girls – White (N = 1,268)	11.4	11.0	65.4	12.2
Boys – Mixed (N = 65)	25.0	10.9	51.6	12.5
Girls – Mixed (N = 84)	15.6	11.7	53.2	19.5
Boys – Asian (N = 211)	16.8	13.7	48.7	20.8
Girls – Asian (N = 237)	13.0	13.0	57.8	16.1
Boys – Black (N = 41)	27.3	21.2	33.3	18.2
Girls – Black (N = 26)	35.0	20.0	20.0	25.0

Table 14.11: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – I would be embarrassed if friends saw me write

I would be embarrassed if friends saw me write				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	17.2	15.5	61.0	6.2
Boys (N = 1,704)	20.6	16.8	56.0	6.5
Girls (N = 1,723)	14.0	14.2	65.8	5.9
KS2 (N = 1,771)	17.7	10.2	64.9	7.2
KS3 (N = 976)	19.0	20.7	55.4	4.9
KS4 (N = 659)	13.3	21.4	59.8	5.6
FSM (N = 876)	18.3	12.4	61.9	7.3
Non-FSM (N = 2,212)	16.2	17.1	61.4	5.2
White (N = 2,502)	17.1	16.0	60.9	6.1
Mixed (N = 149)	16.4	19.3	59.2	5.0
Asian (N = 448)	15.6	11.9	66.3	6.3
Black (N = 67)	29.3	20.7	41.4	8.0
Boys – KS2 (N = 890)	20.8	12.1	59.6	7.5
Girls – KS2 (N = 881)	14.7	8.3	70.1	6.9
Boys – KS3 (N = 467)	22.2	20.9	51.9	4.9
Girls – KS3 (N = 509)	16.0	20.5	58.5	4.9
Boys – KS4 (N = 335)	17.3	23.3	53.0	6.3
Girls – KS4 (N = 324)	9.3	19.6	66.3	4.8
Boys – FSM (N = 453)	23.2	14.2	55.1	7.4
Girls – FSM (N = 423)	13.5	10.6	68.6	7.3
Boys – Non-FSM (N = 1,077)	19.0	18.1	57.2	5.6
Girls – Non-FSM (N = 1,135)	13.8	16.1	65.3	4.8
Boys – White (N = 1,234)	21.3	17.5	54.5	6.8
Girls – White (N = 1,268)	13.0	14.6	66.9	5.6
Boys – Mixed (N = 65)	12.7	27.0	58.7	1.6
Girls – Mixed (N = 84)	19.8	13.0	59.7	7.8
Boys – Asian (N = 211)	18.1	10.1	64.8	7.0
Girls – Asian (N = 237)	13.4	13.4	67.5	5.6
Boys – Black (N = 41)	22.9	22.9	45.7	8.5
Girls – Black (N = 26)	39.1	17.4	34.8	8.7

Table 14.12: Attitudes towards writing in 2012 for Middlesbrough and broken down by demographic background – If you can use a spellchecker there is no point in learning grammar/spelling

Spellcheck				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	26.7	41.8	48.9	9.3
Boys (N = 1,704)	31.9	15.2	43.9	9.2
Girls (N = 1,723)	21.9	15.1	53.7	9.4
KS2 (N = 1,771)	28.1	11.4	46.5	14.9
KS3 (N = 976)	25.9	18.7	51.3	4.2
KS4 (N = 659)	24.5	15.1	51.9	4.4
FSM (N = 876)	30.8	14.3	44.2	10.7
Non-FSM (N = 2,212)	25.5	15.9	51.4	7.1
White (N = 2,502)	26.4	15.5	49.3	8.7
Mixed (N = 149)	33.1	13.7	47.4	5.8
Asian (N = 448)	25.0	11.8	52.8	10.4
Black (N = 67)	37.5	16.1	30.4	16.1
Boys – KS2 (N = 890)	32.8	11.5	41.8	13.9
Girls – KS2 (N = 881)	23.6	11.3	50.9	14.2
Boys – KS3 (N = 467)	32.0	18.6	45.5	3.9
Girls – KS3 (N = 509)	20.3	18.7	56.5	4.5
Boys – KS4 (N = 335)	29.4	19.4	46.5	4.7
Girls – KS4 (N = 324)	19.7	19.0	57.2	4.2
Boys – FSM (N = 453)	35.2	15.1	38.6	11.1
Girls – FSM (N = 423)	26.4	13.6	49.7	10.2
Boys – Non-FSM (N = 1,077)	30.5	15.7	47.0	6.8
Girls – Non-FSM (N = 1,135)	20.9	16.1	55.5	7.4
Boys – White (N = 1,234)	32.5	15.0	43.9	8.6
Girls – White (N = 1,268)	20.7	16.0	54.5	8.8
Boys – Mixed (N = 65)	36.5	11.1	47.6	4.8
Girls – Mixed (N = 84)	30.3	15.8	47.4	6.6
Boys – Asian (N = 211)	26.0	14.5	47.0	12.5
Girls – Asian (N = 237)	24.1	9.5	57.8	8.6
Boys – Black (N = 41)	48.5	15.2	27.3	9.1
Girls – Black (N = 26)	21.7	17.4	34.8	26.1

Young People's Literacy in Middlesbrough in 2012 – Communication data tables

Young people's understanding of what communication skills are

Table 15: What does it mean to have good communication skills in 2012 for Middlesbrough and broken down by demographic background

	<i>Being good at listening</i>	<i>Being good at speaking</i>	<i>Being good at reading</i>	<i>Being good at writing</i>	<i>Being good at ICT</i>
	%	%	%	%	%
All	77.2	76.1	48.8	46.7	37.4
Boys	73.2	75.1	47.1	44.8	39.7
Girls	81.2	77.1	50.4	48.6	35.0
KS2	72.5	68.7	56.0	50.3	45.8
KS3	83.6	84.4	42.1	44.1	28.1
KS4	81.8	84.4	39.8	41.1	28.7
FSM	72.0	70.5	49.9	47.8	44.9
Non-FSM	81.0	79.9	48.9	46.9	33.8
White	81.7	79.9	49.3	47.3	37.1
Mixed	81.2	80.5	55.0	59.1	41.6
Asian	81.0	81.9	59.2	54.7	47.6
Black	61.2	67.2	55.2	41.8	37.3
Boys – KS2	69.1	69.1	52.7	46.3	47.2
Girls – KS2	75.6	66.3	59.3	54.4	44.4
Boys – KS3	80.3	82.7	42.0	43.7	29.8
Girls – KS3	86.6	86.1	42.2	44.4	26.5
Boys – KS4	75.2	81.2	39.4	42.4	33.7
Girls – KS4	88.6	87.7	40.1	39.8	23.5
Boys – FSM	68.2	69.8	47.7	43.5	45.9
Girls – FSM	76.1	71.4	52.2	52.5	43.7
Boys – Non-FSM	76.9	78.3	47.5	46.1	37.0
Girls – Non-FSM	84.9	81.5	50.2	47.7	30.8
Boys – White	78.4	79.6	48.5	45.9	39.7
Girls – White	84.9	80.2	50.0	48.7	34.5
Boys – Mixed	84.6	86.2	55.4	60.0	43.1
Girls – Mixed	78.6	76.2	54.8	58.3	40.5
Boys – Asian	75.8	81.5	55.9	53.1	52.6
Girls – Asian	85.7	82.3	62.0	56.1	42.2
Boys – Black	56.1	58.5	48.8	29.3	39.0
Girls – Black	69.2	80.8	65.4	61.5	34.6

Young people's communication confidence

Table 16.1: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Putting up hand in class

Putting up your hand in class				
	<i>Very confident %</i>	<i>Confident %</i>	<i>Not very confident %</i>	<i>Not at all confident %</i>
All (N = 3,427)	45.0	36.2	15.1	3.7
Boys (N = 1,704)	50.5	36.1	10.6	2.8
Girls (N = 1,723)	39.8	36.3	19.3	4.5
KS2 (N = 1,771)	54.1	30.4	12.3	3.1
KS3 (N = 976)	35.6	42.2	18.0	4.2
KS4 (N = 659)	36.2	41.9	17.8	4.2
FSM (N = 876)	51.6	31.3	13.1	4.0
Non-FSM (N = 2,212)	42.8	38.4	15.6	3.2
White (N = 2,502)	44.6	36.6	15.2	3.7
Mixed (N = 149)	53.5	35.4	9.7	1.4
Asian (N = 448)	43.1	36.1	16.7	4.4
Black (N = 67)	66.7	23.3	6.7	3.3
Boys – KS2 (N = 890)	56.3	30.2	10.7	2.8
Girls – KS2 (N = 881)	51.9	30.6	13.9	3.5
Boys – KS3 (N = 467)	42.7	43.2	11.6	2.5
Girls – KS3 (N = 509)	29.1	41.3	23.8	5.7
Boys – KS4 (N = 335)	47.2	40.9	8.9	3.0
Girls – KS4 (N = 324)	25.4	42.8	26.4	5.5
Boys – FSM (N = 453)	54.0	32.8	10.6	2.6
Girls – FSM (N = 423)	49.2	29.7	15.6	5.5
Boys – Non-FSM (N = 1,077)	49.6	37.8	10.0	2.5
Girls – Non-FSM (N = 1,135)	36.4	38.9	20.8	3.9
Boys – White (N = 1,234)	50.1	37.0	10.4	2.6
Girls – White (N = 1,268)	39.3	36.2	19.8	4.7
Boys – Mixed (N = 65)	58.5	35.4	6.2	0.0
Girls – Mixed (N = 84)	49.4	35.4	12.7	2.5
Boys – Asian (N = 211)	50.7	33.8	11.9	3.5
Girls – Asian (N = 237)	36.4	38.1	20.3	5.2
Boys – Black (N = 41)	58.3	27.8	8.3	5.6
Girls – Black (N = 26)	79.2	16.7	4.2	0.0

Table 16.2: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Joining in class discussions

Joining in class discussions				
	<i>Very confident %</i>	<i>Confident %</i>	<i>Not very confident %</i>	<i>Not at all confident %</i>
All (N = 3,427)	40.5	36.3	18.8	4.5
Boys (N = 1,704)	45.8	37.2	13.3	3.6
Girls (N = 1,723)	35.4	35.5	23.9	5.2
KS2 (N = 1,771)	47.9	33.2	15.0	3.8
KS3 (N = 976)	33.2	40.4	21.5	4.9
KS4 (N = 659)	32.2	38.3	24.5	5.1
FSM (N = 876)	44.8	32.0	18.3	4.8
Non-FSM (N = 2,212)	39.0	38.4	18.9	3.8
White (N = 2,502)	39.4	36.2	19.8	4.6
Mixed (N = 149)	45.5	40.0	13.8	0.7
Asian (N = 448)	41.9	38.0	16.1	3.9
Black (N = 67)	69.5	16.9	8.5	5.1
Boys – KS2 (N = 890)	49.0	32.9	14.3	3.8
Girls – KS2 (N = 881)	46.9	33.6	15.8	3.8
Boys – KS3 (N = 467)	41.0	43.5	12.4	3.2
Girls – KS3 (N = 509)	26.2	37.7	29.6	6.5
Boys – KS4 (N = 335)	44.1	40.1	12.7	3.0
Girls – KS4 (N = 324)	20.6	36.5	35.8	7.1
Boys – FSM (N = 453)	47.5	34.6	14.4	3.4
Girls – FSM (N = 423)	42.2	29.4	22.1	6.3
Boys – Non-FSM (N = 1,077)	46.2	38.6	12.4	2.8
Girls – Non-FSM (N = 1,135)	32.3	38.2	24.8	4.7
Boys – White (N = 1,234)	44.5	37.8	14.1	3.5
Girls – White (N = 1,268)	34.5	34.5	25.3	5.6
Boys – Mixed (N = 65)	55.4	36.9	7.7	0.0
Girls – Mixed (N = 84)	37.5	42.5	18.8	1.3
Boys – Asian (N = 211)	49.8	35.5	11.8	3.0
Girls – Asian (N = 237)	35.1	40.3	19.9	4.8
Boys – Black (N = 41)	60.0	22.9	8.6	8.6
Girls – Black (N = 26)	83.3	8.3	8.3	0.0

Table 16.3: Communication confidence in 2012 for Middlesbrough sample and broken down by demographic background – Speaking in front of a group

Speaking in front of a group				
	<i>Very confident %</i>	<i>Confident %</i>	<i>Not very confident %</i>	<i>Not at all confident %</i>
All (N = 3,427)	32.9	31.9	25.7	9.5
Boys (N = 1,704)	36.9	32.6	23.1	7.5
Girls (N = 1,723)	29.1	31.6	28.2	11.4
KS2 (N = 1,771)	40.9	29.5	22.3	7.4
KS3 (N = 976)	25.6	35.1	28.0	11.3
KS4 (N = 659)	23.8	33.2	31.4	11.7
FSM (N = 876)	38.8	27.0	25.3	8.8
Non-FSM (N = 2,212)	30.5	34.2	26.3	8.9
White (N = 2,502)	31.7	31.9	26.2	10.3
Mixed (N = 149)	40.6	32.2	21.7	5.6
Asian (N = 448)	34.5	34.5	25.6	5.5
Black (N = 67)	58.3	11.7	18.3	11.7
Boys – KS2 (N = 890)	41.8	29.5	21.3	7.4
Girls – KS2 (N = 881)	39.9	29.4	23.2	7.5
Boys – KS3 (N = 467)	32.1	35.9	23.4	8.5
Girls – KS3 (N = 509)	19.6	34.3	32.2	13.9
Boys – KS4 (N = 335)	31.3	36.0	27.3	5.4
Girls – KS4 (N = 324)	16.7	30.4	35.3	17.6
Boys – FSM (N = 453)	42.3	25.6	25.1	7.0
Girls – FSM (N = 423)	35.4	28.4	25.6	10.6
Boys – Non-FSM (N = 1,077)	35.3	35.9	22.6	6.2
Girls – Non-FSM (N = 1,135)	26.1	32.7	29.7	11.5
Boys – White (N = 1,234)	35.1	33.3	24.1	7.5
Girls – White (N = 1,268)	28.4	30.6	28.1	12.9
Boys – Mixed (N = 65)	47.7	30.8	16.9	4.6
Girls – Mixed (N = 84)	34.6	33.3	25.6	6.4
Boys – Asian (N = 211)	39.5	33.7	21.5	5.4
Girls – Asian (N = 237)	30.0	35.2	29.2	5.6
Boys – Black (N = 41)	58.3	11.1	13.9	16.7
Girls – Black (N = 26)	58.3	12.5	25.0	4.2

Table 16.4: Communication confidence in 2012 for Middlesbrough and broken down by demographic background – Working in a team

Working in a team				
	<i>Very confident %</i>	<i>Confident %</i>	<i>Not very confident %</i>	<i>Not at all confident %</i>
All (N = 3,427)	53.7	35.3	8.4	2.6
Boys (N = 1,704)	59.4	31.1	7.2	2.4
Girls (N = 1,723)	48.3	39.3	9.6	2.7
KS2 (N = 1,771)	62.3	27.3	8.1	2.4
KS3 (N = 976)	44.2	43.3	9.3	3.2
KS4 (N = 659)	45.8	44.5	7.8	2.0
FSM (N = 876)	55.6	31.3	9.5	3.7
Non-FSM (N = 2,212)	52.5	37.9	7.8	1.7
White (N = 2,502)	53.3	36.1	8.2	2.5
Mixed (N = 149)	61.4	29.0	7.6	2.1
Asian (N = 448)	52.3	35.7	9.3	2.7
Black (N = 67)	72.1	16.4	6.6	4.9
Boys – KS2 (N = 890)	65.7	24.8	7.4	2.1
Girls – KS2 (N = 881)	58.9	29.8	8.7	2.6
Boys – KS3 (N = 467)	51.1	38.6	7.6	2.7
Girls – KS3 (N = 509)	37.9	47.7	10.8	3.7
Boys – KS4 (N = 335)	54.8	37.2	5.6	2.3
Girls – KS4 (N = 324)	37.1	51.4	9.9	1.6
Boys – FSM (N = 453)	60.3	27.3	9.0	3.4
Girls – FSM (N = 423)	50.9	35.2	9.9	4.1
Boys – Non-FSM (N = 1,077)	58.4	33.5	6.6	1.5
Girls – Non-FSM (N = 1,135)	47.1	41.9	9.0	1.9
Boys – White (N = 1,234)	59.1	31.7	6.9	2.3
Girls – White (N = 1,268)	47.7	40.3	9.5	2.6
Boys – Mixed (N = 65)	66.2	26.2	7.7	0.0
Girls – Mixed (N = 84)	57.5	31.3	7.5	3.8
Boys – Asian (N = 211)	60.4	30.0	7.7	1.9
Girls – Asian (N = 237)	45.1	40.9	10.6	3.4
Boys – Black (N = 41)	64.9	18.9	8.1	8.1
Girls – Black (N = 26)	83.3	12.5	4.2	0.0

Young people's attitudes towards communication skills

Table 17.1: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Important skills

Good communication skills are some of the most important skills to have				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	78.9	10.7	3.7	6.7
Boys (N = 1,704)	79.0	10.6	4.3	6.0
Girls (N = 1,723)	78.8	10.7	3.1	7.4
KS2 (N = 1,771)	77.1	9.1	4.1	9.7
KS3 (N = 976)	80.5	11.8	3.0	4.6
KS4 (N = 659)	81.1	12.9	3.6	2.3
FSM (N = 876)	76.6	10.2	4.4	8.9
Non-FSM (N = 2,212)	80.2	11.5	3.2	5.1
White (N = 2,502)	78.8	11.2	3.6	6.4
Mixed (N = 149)	82.6	8.7	2.2	6.5
Asian (N = 448)	80.2	7.8	4.4	7.6
Black (N = 67)	81.0	6.9	6.9	5.2
Boys – KS2 (N = 890)	78.8	8.6	4.0	8.6
Girls – KS2 (N = 881)	75.3	9.6	4.3	10.8
Boys – KS3 (N = 467)	79.7	11.2	5.0	4.1
Girls – KS3 (N = 509)	81.2	12.4	1.2	5.1
Boys – KS4 (N = 335)	78.6	15.3	4.1	2.0
Girls – KS4 (N = 324)	83.5	10.6	3.2	2.6
Boys – FSM (N = 453)	77.2	10.3	4.5	8.0
Girls – FSM (N = 423)	75.9	10.0	4.2	9.8
Boys – Non-FSM (N = 1,077)	79.9	11.5	4.0	4.6
Girls – Non-FSM (N = 1,135)	80.4	11.4	2.2	5.6
Boys – White (N = 1,234)	78.9	11.2	4.3	5.6
Girls – White (N = 1,268)	78.7	11.2	2.9	7.1
Boys – Mixed (N = 65)	90.1	6.6	1.6	1.6
Girls – Mixed (N = 84)	76.7	10.4	2.6	10.4
Boys – Asian (N = 211)	78.7	7.4	5.5	8.4
Girls – Asian (N = 237)	81.6	8.2	3.4	6.9
Boys – Black (N = 41)	77.2	8.6	8.6	5.7
Girls – Black (N = 26)	87.3	4.3	4.3	4.3

Table 17.2: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Social situations

Good communication skills give me more confidence in social situations				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	75.7	10.3	4.3	9.6
Boys (N = 1,704)	75.4	11.2	4.9	8.5
Girls (N = 1,723)	76.0	9.4	3.8	10.8
KS2 (N = 1,771)	71.9	8.5	4.9	14.8
KS3 (N = 976)	79.3	11.7	3.7	5.2
KS4 (N = 659)	80.5	12.9	3.6	3.0
FSM (N = 876)	72.0	10.7	4.0	13.3
Non-FSM (N = 2,212)	78.7	10.2	4.1	7.0
White (N = 2,502)	75.8	10.3	4.6	9.3
Mixed (N = 149)	81.1	10.5	2.1	6.3
Asian (N = 448)	77.1	9.0	3.2	10.6
Black (N = 67)	75.0	8.9	8.9	7.1
Boys – KS2 (N = 890)	73.2	9.1	5.0	12.7
Girls – KS2 (N = 881)	70.6	7.8	4.8	16.8
Boys – KS3 (N = 467)	78.0	12.0	5.0	5.0
Girls – KS3 (N = 509)	80.5	11.4	3.6	5.5
Boys – KS4 (N = 335)	77.7	15.6	4.4	2.4
Girls – KS4 (N = 324)	83.2	10.3	2.9	3.5
Boys – FSM (N = 453)	74.1	11.0	4.1	10.7
Girls – FSM (N = 423)	69.8	10.4	3.9	15.9
Boys – Non-FSM (N = 1,077)	76.9	11.8	4.6	6.6
Girls – Non-FSM (N = 1,135)	80.3	8.7	3.6	7.4
Boys – White (N = 1,234)	75.8	11.3	5.0	8.0
Girls – White (N = 1,268)	75.8	9.4	4.2	10.6
Boys – Mixed (N = 65)	82.8	10.9	1.6	4.7
Girls – Mixed (N = 84)	79.7	10.1	2.5	7.6
Boys – Asian (N = 211)	74.4	9.4	5.5	10.8
Girls – Asian (N = 237)	79.5	8.7	1.3	10.5
Boys – Black (N = 41)	81.8	9.1	6.0	3.0
Girls – Black (N = 26)	65.2	8.7	13.0	13.0

Table 17.3: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Job

Good communication skills are important to get a job				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	86.7	6.3	2.5	4.5
Boys (N = 1,704)	85.4	7.2	3.0	4.4
Girls (N = 1,723)	88.0	5.5	2.0	4.5
KS2 (N = 1,771)	84.3	6.1	3.4	6.2
KS3 (N = 976)	88.4	7.1	1.4	3.1
KS4 (N = 659)	90.4	5.8	1.7	2.1
FSM (N = 876)	85.0	7.5	2.4	5.1
Non-FSM (N = 2,212)	88.4	6.0	2.1	3.4
White (N = 2,502)	87.3	6.2	2.2	4.3
Mixed (N = 149)	86.0	6.3	2.8	4.9
Asian (N = 448)	85.3	6.2	3.7	4.8
Black (N = 67)	79.4	7.9	6.3	6.3
Boys – KS2 (N = 890)	83.8	6.4	3.7	6.2
Girls – KS2 (N = 881)	84.8	5.7	3.2	6.2
Boys – KS3 (N = 467)	87.1	7.4	2.5	2.9
Girls – KS3 (N = 509)	89.6	6.7	0.4	3.3
Boys – KS4 (N = 335)	87.0	9.2	1.7	2.1
Girls – KS4 (N = 324)	93.6	2.6	1.6	2.2
Boys – FSM (N = 453)	83.1	9.5	2.3	5.4
Girls – FSM (N = 423)	86.9	5.4	2.9	4.9
Boys – Non-FSM (N = 1,077)	87.4	6.4	2.8	3.3
Girls – Non-FSM (N = 1,135)	89.4	5.7	2.5	3.5
Boys – White (N = 1,234)	85.9	7.1	2.9	4.1
Girls – White (N = 1,268)	88.6	5.3	2.6	4.5
Boys – Mixed (N = 65)	87.3	7.9	1.6	3.2
Girls – Mixed (N = 84)	85.0	5.0	3.8	6.3
Boys – Asian (N = 211)	83.7	5.9	4.5	5.9
Girls – Asian (N = 237)	86.8	6.4	3.0	3.8
Boys – Black (N = 41)	81.1	8.1	5.4	5.4
Girls – Black (N = 26)	76.9	7.7	7.6	7.7

Table 17.4: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – People often take good communication skills for granted

People often take good communication skills for granted				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	58.0	19.7	6.6	15.7
Boys (N = 1,704)	62.5	17.4	6.3	13.8
Girls (N = 1,723)	53.7	21.9	6.9	17.5
KS2 (N = 1,771)	54.6	16.2	7.6	21.6
KS3 (N = 976)	61.3	22.0	5.4	11.3
KS4 (N = 659)	61.8	25.3	5.7	7.2
FSM (N = 876)	58.9	15.9	7.0	18.2
Non-FSM (N = 2,212)	59.1	21.6	6.5	12.8
White (N = 2,502)	58.6	19.2	6.9	15.2
Mixed (N = 149)	60.0	22.1	2.9	15.0
Asian (N = 448)	54.6	22.5	5.8	17.1
Black (N = 67)	66.7	15.8	7.0	10.5
Boys – KS2 (N = 890)	59.7	14.9	6.6	18.8
Girls – KS2 (N = 881)	49.7	17.5	8.6	24.2
Boys – KS3 (N = 467)	65.4	18.8	6.2	9.6
Girls – KS3 (N = 509)	57.6	24.9	4.7	12.9
Boys – KS4 (N = 335)	65.3	22.4	5.1	7.1
Girls – KS4 (N = 324)	58.5	28.1	6.3	7.2
Boys – FSM (N = 453)	64.7	12.5	5.0	17.8
Girls – FSM (N = 423)	53.3	19.2	8.8	18.7
Boys – Non-FSM (N = 1,077)	62.6	19.7	6.5	11.2
Girls – Non-FSM (N = 1,135)	55.9	23.4	6.4	14.3
Boys – White (N = 1,234)	62.9	17.3	6.4	13.4
Girls – White (N = 1,268)	54.4	21.0	7.4	17.0
Boys – Mixed (N = 65)	71.0	17.7	3.2	8.1
Girls – Mixed (N = 84)	51.2	25.6	2.6	20.5
Boys – Asian (N = 211)	57.8	17.1	6.5	18.6
Girls – Asian (N = 237)	51.9	27.0	5.2	15.9
Boys – Black (N = 41)	75.8	12.1	6.0	6.1
Girls – Black (N = 26)	54.1	20.8	8.3	16.7

Table 17.5: Attitudes towards communication skills in 2012 for Middlesbrough and broken down by demographic background – Judge

People judge you by the words and phrases you use				
	<i>Overall agreement %</i>	<i>Neither agree nor disagree %</i>	<i>Overall disagreement %</i>	<i>Not sure %</i>
All (N = 3,427)	53.1	18.8	16.3	11.8
Boys (N = 1,704)	54.2	19.2	15.9	10.7
Girls (N = 1,723)	52.1	18.4	16.7	12.8
KS2 (N = 1,771)	42.3	17.3	23.2	17.3
KS3 (N = 976)	62.1	20.8	10.5	6.5
KS4 (N = 659)	67.3	19.7	7.5	5.5
FSM (N = 876)	50.9	16.6	18.8	13.7
Non-FSM (N = 2,212)	55.8	19.8	15.2	9.2
White (N = 2,502)	53.7	18.5	16.6	11.1
Mixed (N = 149)	59.3	20.0	13.6	7.1
Asian (N = 448)	48.3	21.0	16.1	14.7
Black (N = 67)	57.9	15.8	7.0	19.3
Boys – KS2 (N = 890)	45.7	17.2	22.0	15.1
Girls – KS2 (N = 881)	38.9	17.3	24.4	19.4
Boys – KS3 (N = 467)	62.5	21.6	9.3	6.6
Girls – KS3 (N = 509)	61.8	20.1	11.6	6.5
Boys – KS4 (N = 335)	63.8	21.2	9.5	5.5
Girls – KS4 (N = 324)	70.7	18.4	5.6	5.5
Boys – FSM (N = 453)	53.5	18.0	15.6	13.0
Girls – FSM (N = 423)	48.2	15.2	22.1	14.4
Boys – Non-FSM (N = 1,077)	56.1	19.7	15.6	8.6
Girls – Non-FSM (N = 1,135)	55.5	19.9	14.8	9.7
Boys – White (N = 1,234)	55.0	18.5	15.7	10.8
Girls – White (N = 1,268)	52.5	18.6	17.3	11.5
Boys – Mixed (N = 65)	58.8	25.4	14.3	11.6
Girls – Mixed (N = 84)	59.8	15.6	13.0	11.7
Boys – Asian (N = 211)	49.0	21.4	18.4	11.2
Girls – Asian (N = 237)	47.6	20.6	14.2	17.6
Boys – Black (N = 41)	55.9	20.6	5.8	17.6
Girls – Black (N = 26)	60.9	8.7	8.6	21.7

Appendix A: An introduction to the annual literacy survey

We have been surveying children and young people on all sorts of literacy matters since 2005. This has given us great insight into the views and attitudes of youngsters on reading, writing, speaking and listening skills, home resources, role models, perception of themselves as readers as well as technology use.

However, what is still lacking in the attitudinal landscape in the UK is annual data on how young people feel about literacy to help us build a continuous picture of their attitudes year-on-year. It is the purpose of the National Literacy Trust annual literacy survey to plug this gap in the evidence base.

Combining previous National Literacy Trust survey topics, the annual literacy survey explores young people's attitudes towards reading, writing and communication skills as well as their technology use. More specifically, the key objectives of the annual literacy survey are to explore:

- Whether young people enjoy reading, how good they think they are at reading, how often they read and for how long, what type of materials they read outside class, how many books they have in the home and what they think about reading.
- Whether young people enjoy writing, how good a writer they think they are, what makes a good writer, what types of materials they write and what they think about writing.
- What they consider to be good communication skills, how they feel about them and how important they are to succeed.

Two additional areas were included in the second annual literacy survey, which are family involvement in reading and young people's perceptions of themselves as readers.

In addition to exploring children's and young people's attitudes towards reading, writing and communication, we will also explore their link to attainment in a subsample of pupils for whom attainment data are available.

These objectives were further broken down into a number of questions. These included the following:

- Do reading enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do writing enjoyment, behaviour and attitudes differ according to gender, age, socioeconomic and ethnic background?
- Do attitudes towards communication skills and their perceived importance differ according to gender, age, socioeconomic and ethnic background?