



SLAUGHTER AND MAY

# Children's and Young People's Writing in 2013

## Findings from the National Literacy Trust's annual literacy survey

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2014

*Words for life*

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## Table of contents

|  |    |
|--|----|
| Acknowledgements .....   | 3  |
| Tables and figures .....   | 5  |
| Young people's writing in 2013 .....   | 7  |
| A look at some key issues in 2013 .....  | 8  |
| Girls are more enthusiastic about writing than boys .....  | 9  |
| More attention needs to be paid to Key Stage 4 pupils .....  | 11 |
| Doubly disadvantaged? .....  | 13 |
| Linking writing and socioeconomic background (using free school meal uptake as a proxy indicator).....     | 14 |
| Young people from White backgrounds are the most disengaged with writing .....                             | 15 |
| Linking enjoyment of writing, writing frequency and attitudes towards writing with writing attainment..... | 16 |
| Young people and writing in 2013 – Data tables .....   | 20 |
| Young people's enjoyment of writing.....   | 21 |
| Young people's self-perceived writing ability.....   | 22 |
| Young people's writing frequency .....   | 23 |
| Young people's formats of writing.....   | 25 |
| Young people's attitudes towards writing.....  | 27 |
| Young people and writing in 2013 – Attainment data .....   | 39 |
| Writing attainment and young people's enjoyment of writing.....  | 39 |
| Writing attainment and young people's self-perceived writing ability .....                                 | 40 |
| Writing attainment and young people's writing frequency .....  | 40 |
| Writing attainment and young people's writing formats .....  | 41 |
| Writing attainment and young people's attitudes towards writing .....                                      | 43 |
| Young people and writing in 2013 – Comparisons 2010 to 2013.....   | 46 |
| Enjoyment of writing – Comparative analyses 2010 to 2013.....  | 46 |
| Self-perceived writing ability – Comparative analyses 2010 to 2013.....                                    | 46 |
| Writing frequency – Comparative analyses 2010 to 2013 .....  | 47 |
| Types of writing outside class – Comparative analyses 2010 to 2013.....                                    | 48 |
| Attitudes towards writing – Comparative analyses 2010 to 2013 .....  | 48 |
| Appendix A: An introduction to the annual literacy survey .....  | 50 |
| Appendix B: Methodology.....   | 51 |
| Participation rate.....  | 51 |
| Appendix C: Sample characteristics .....   | 52 |

## Tables and figures

|   |    |
|---|----|
| Table 1: Enjoyment of writing and writing attainment in 2013 (N = 11,056).....  | 16 |
| Table 2: Writing frequency and writing attainment in 2013 (N = 11,056).....   | 16 |
| Table 3: Percentage agreement and disagreement with attitudinal items and writing attainment in 2013 (N = 11,065).....  | 17 |
| Table 4: Comparing young people who enjoy writing and those who do not in terms of their writing frequency and self-perceived writing ability in 2013.....  | 19 |
| Table 5: Comparing young people who enjoy writing and those who do not in terms of their attitudes towards writing in 2013 .....  | 19 |
| Table 6: Enjoyment of writing for whole sample in 2013 and broken down by demographic background .....  | 21 |
| Table 7: Self-reported writing ability for sample as a whole in 2013 and broken down by demographic background .....  | 22 |
| Table 8: Writing frequency outside class in 2013 for whole sample and broken down by demographic background .....   | 23 |
| Table 9: Formats of writing in 2013 for whole sample and broken down by demographic background (Part 1).....  | 25 |
| Table 9: Formats of writing in 2013 for whole sample and broken down by demographic background (Part 2).....  | 26 |
| Table 10.1: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – The more I write, the better my writing gets .....                                     | 27 |
| Table 10.2: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Writing is more fun when you can choose the topic .....                                | 28 |
| Table 10.3: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – A pupil who writes well gets better marks .....  | 29 |
| Table 10.4: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – It is easier to read than it is to write.....  | 30 |
| Table 10.5: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – If I am good at writing, I'll get a better job.....                                    | 31 |
| Table 10.6: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I have trouble deciding what to write.....   | 32 |
| Table 10.7: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Compared to others, I am a good writer.....  | 33 |
| Table 10.8: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Writing is cool.....   | 34 |
| Table 10.9: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Girls tend to enjoy writing more than boys .....                                       | 35 |
| Table 10.10: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – If you can use a spellchecker there is no point in learning spelling and grammar..... | 36 |
| Table 10.11: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I write in "txt" speak in class.....  | 37 |
| Table 10.12: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I would be embarrassed if friends saw me write.....                                   | 38 |
| Table 11: Enjoyment of writing and writing attainment in 2013 (N = 11,065).....   | 39 |
| Table 12: Writing attainment and enjoyment of writing in 2013 (N = 11,065) .....  | 40 |
| Table 13: Self-perceived writing ability and writing attainment in 2013 (N = 11,065).....   | 40 |
| Table 14: Writing attainment and self-perceived writing ability in 2013 (N = 11,065).....   | 40 |
| Table 15: Writing frequency and writing attainment in 2013 (N = 13,065) .....   | 41 |
| Table 16: Writing attainment and writing frequency (N = 11,065).....  | 41 |
| Table 17: Types of material written outside class at least once a month and writing attainment in 2013 (N = 11,065) .....   | 42 |
| Table 18: Writing attainment and formats written outside class at least once a month in 2013 (N = 11,065).....  | 42 |
| Table 19: Percentage agreement and disagreement with attitudinal items and writing attainment in 2013 (N = 11,065).....   | 43 |

|  |    |
|--|----|
| Table 20: Writing attainment and attitudes towards writing in 2013 (N = 11,065).....                               | 45 |
| Table C1: Ethnic background .....  | 52 |
| Figure 1: Proportion of children and young people who enjoy writing in 2010 to 2013 .....                          | 8  |
| Figure 2: Proportion of children and young people who write daily outside class in 2010 to 2013 .....              | 8  |
| Figure 3: % agreement with attitudes towards writing statements in 2010 to 2013 .....                              | 9  |
| Figure 4: Enjoyment of writing by gender in 2010 to 2013 .....   | 10 |
| Figure 5: Proportion of boys and girls who write daily outside class in 2010 to 2013 .....                         | 10 |
| Figure 6: Proportion of children and young people who enjoy writing in 2010 to 2013 by key stage .....             | 11 |
| Figure 7: Proportion of children and young people who write daily outside class in 2010 to 2013 by key stage ..... | 12 |
| Figure 8: Access to technology by key stage in 2013 .....  | 13 |
| Figure 9: Proportion of boys across the key stages who enjoy writing in 2012 to 2013 by key stage .....            | 13 |
| Figure 10: Levels of writing enjoyment by FSM uptake in 2010 to 2013 .....   | 14 |
| Figure 11: Enjoyment of writing in 2010 to 2012 .....  | 46 |
| Figure 12: Self-perceived writing ability in 2010 to 2013 .....  | 47 |
| Figure 13: Writing frequency in 2010 to 2013 .....   | 47 |
| Figure 14: Types of writing in 2010 to 2013 .....  | 48 |
| Figure 15: % agreement with attitudes towards writing statements in 2010 to 2013 .....                             | 49 |

## Young people's writing in 2013

This report outlines findings that relate to writing, taken from our fourth annual literacy survey<sup>1</sup>, which we conducted in November/December 2013. 29,422 children and young people aged 8 to 16 participated.

Our annual survey provides us with a regular opportunity to explore the centrality of writing in young people's lives. More specifically, it explores how much young people enjoy writing, how good they think they are, how often they write, what types of materials they write and how they feel about writing. For information about findings from our 2012 annual literacy survey see:

[http://www.literacytrust.org.uk/assets/0001/9245/Young\\_people\\_s\\_writing\\_2012.pdf](http://www.literacytrust.org.uk/assets/0001/9245/Young_people_s_writing_2012.pdf).

Some of the key findings for 2013 include:

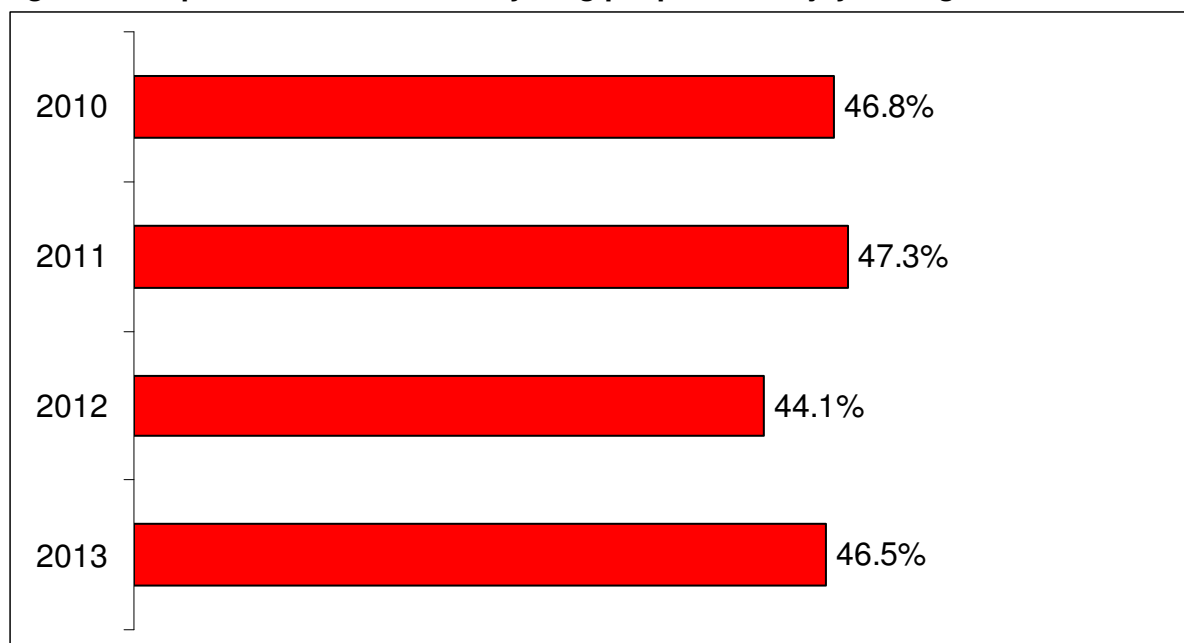
- 46.5% of children and young people enjoy writing either “very much” or “quite a lot”; 13.8% of children and young people do not enjoy writing at all (see **Table 6, p. 21**). Slightly more children and young people enjoy writing in 2013 compared with 2012 (see **Figure 1, p. 8**).
- 84.4% of children and young people rate themselves as either average (51.1%) or very good (33.3%) writers (see **Table 7, p. 22**).
- 26.4% of children and young people write outside class every day, with another 28.0% writing something a few times a week. However, 24.6% of children and young people say that they rarely or never write outside class (see **Table 8, p. 23**). The proportion of children and young people who write something that isn't for school daily outside class has remained unchanged over the past four years (see **Figure 2, p. 8**).
- Technology-based formats such as text messages (75.6%) and messages on social networking sites (52.7%) are most commonly written outside class by a large margin, followed by emails (48.2%) and instant messages (46.4%). Notes (38.0%) and lyrics (26.4%) are the most frequently written non-technology formats (see **Table 9, pp. 25**).
- Most children and young people thought positively about writing (see **Tables 10.1 to 10.12, pp. 27**). For example, 82.1% agree that “the more I write, the better my writing gets” and 78.6% agree that “writing is more fun when you can choose the topic”. However, only 31.9% of children and young people agree that “writing is cool”, while a quarter (24.9%) of children and young people agree that “if you can use a spellchecker there is no point in learning spelling and grammar”. Nearly 1 in 6 (15.5%) of children and young people agree that “I would be embarrassed if friends saw me write”. Interestingly, only 6 in 10 (58.9%) children and young people see a link between their writing skill and their future job prospects. Overall, slightly more children and young people in 2013 feel more positive about writing than in 2012 (see **Figure 3, p. 9**).
- Children and young people who enjoy writing very much are seven times more likely to write above the level expected for their age compared with children and young people who do not enjoy writing at all (48.5% vs. 6.6%). Similarly, young people who write outside school daily are four times more likely to be writing above the expected level for their age compared with young people who never write outside school.

<sup>1</sup> For more information about our annual literacy survey see **Appendix A**

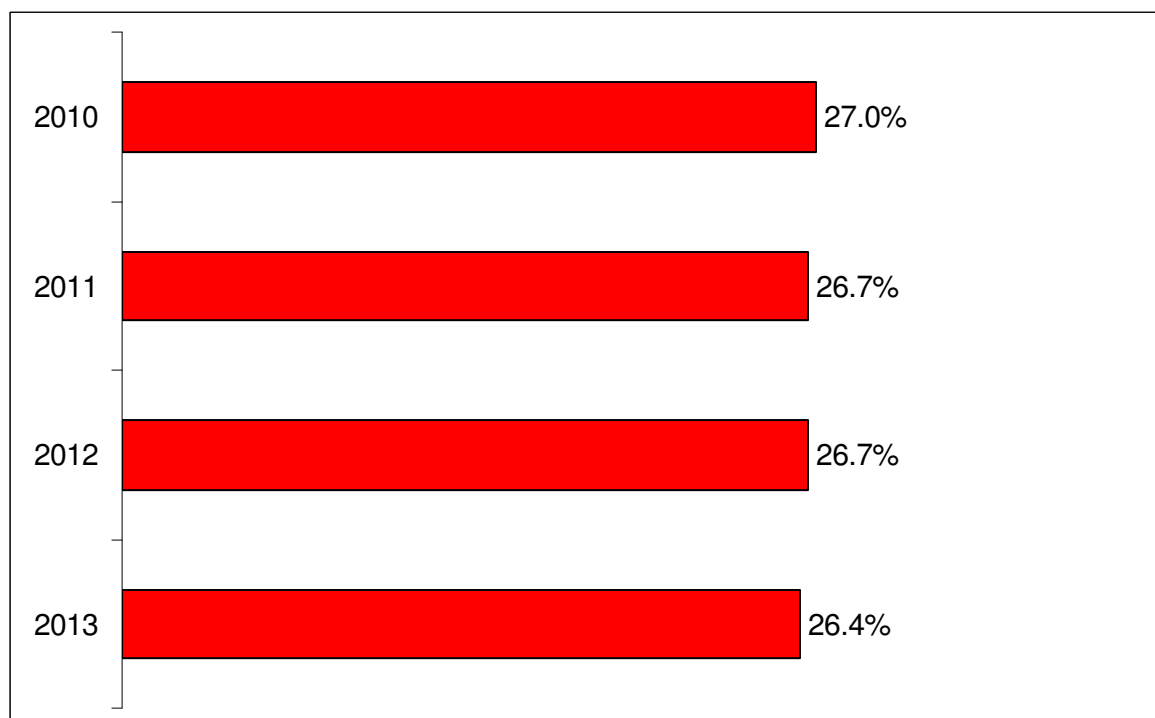
## A look at some key issues in 2013

**Figures 1** and **2<sup>2</sup>** show that while the proportion of children and young people who write outside class daily has remained stable since 2011, levels of enjoyment of writing have been much more variable. While fewer children and young people enjoyed writing in 2012 compared with previous years, 2013 showed an increase in the proportion of children who enjoyed writing either very much or quite a lot.

**Figure 1: Proportion of children and young people who enjoy writing in 2010 to 2013**



**Figure 2: Proportion of children and young people who write daily outside class in 2010 to 2013**

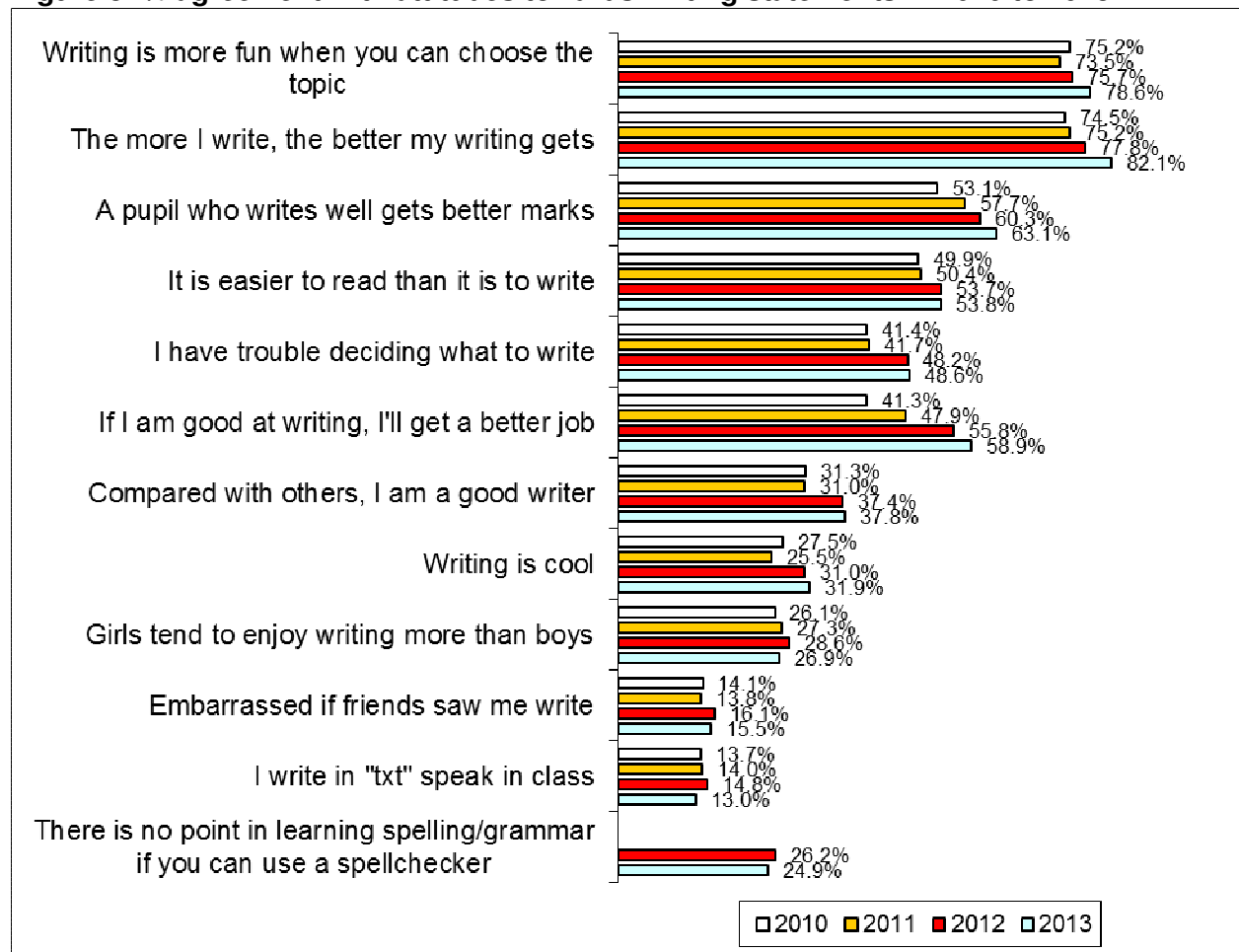


<sup>2</sup> For more trend analyses see Figures 11 to 15 on pp. 46



Not only have levels of writing enjoyment increased in 2013, but there have also been some shifts in attitudes towards writing (see **Figure 3**). For example, a slightly greater proportion of children and young people in 2013 compared with the previous years agree with the statements that if they are good at writing, they will get a better job or that writing is cool, while slightly fewer agree that they would be embarrassed if their friends saw them read.

**Figure 3: % agreement with attitudes towards writing statements in 2010 to 2013**

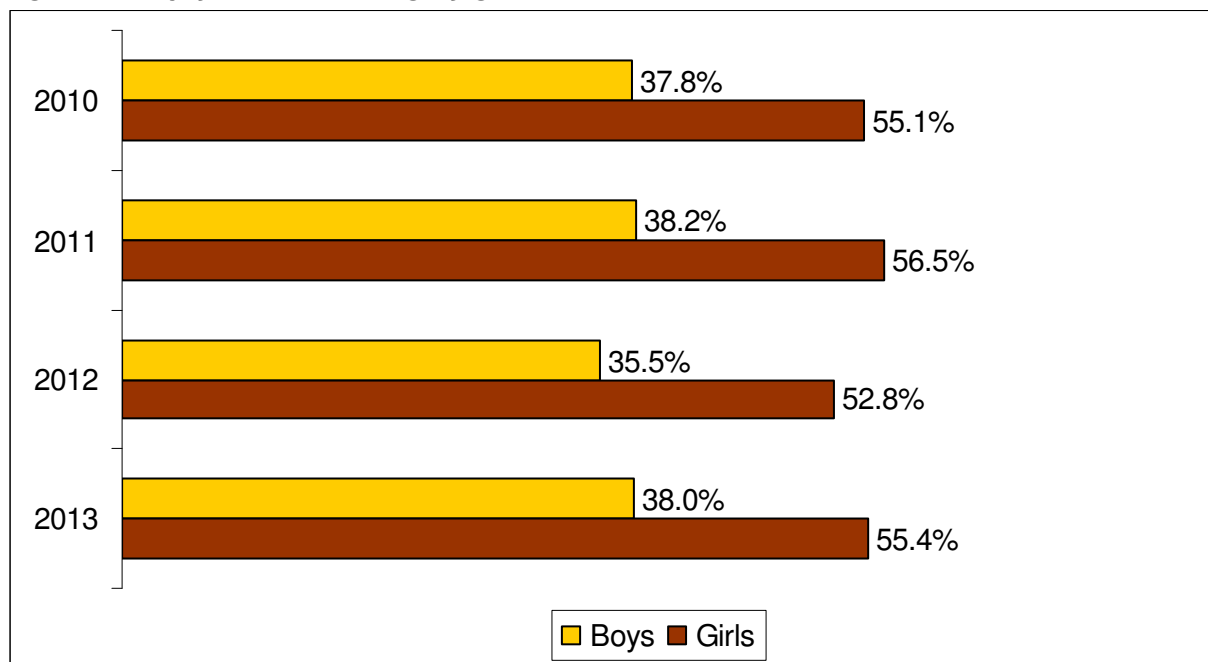


### Girls are more enthusiastic about writing than boys

More girls than boys enjoy writing either very much or quite a lot (55.4% vs. 38.6%). Indeed, nearly twice as many girls as boys say they enjoy writing very much (20.9% vs. 12.3%). By contrast, boys are twice as likely as girls to say that they don't enjoy writing at all (19.2% vs. 8.2%).

**Figure 4** shows that fewer boys and girls enjoyed writing in 2012 than in the previous two years. However, 2013 showed an improvement in enjoyment levels for both boys and girls. Of the three comparison years, the gap between boys and girls in terms of their enjoyment of writing was widest in 2011 (18.3 percentage point difference). In 2012, the gender gap in enjoyment of writing narrowed slightly from an 18.3 percentage point difference in 2011 to a 17.3 percentage point difference. That gender gap remained largely unchanged in 2013 (17.4 percentage point difference).

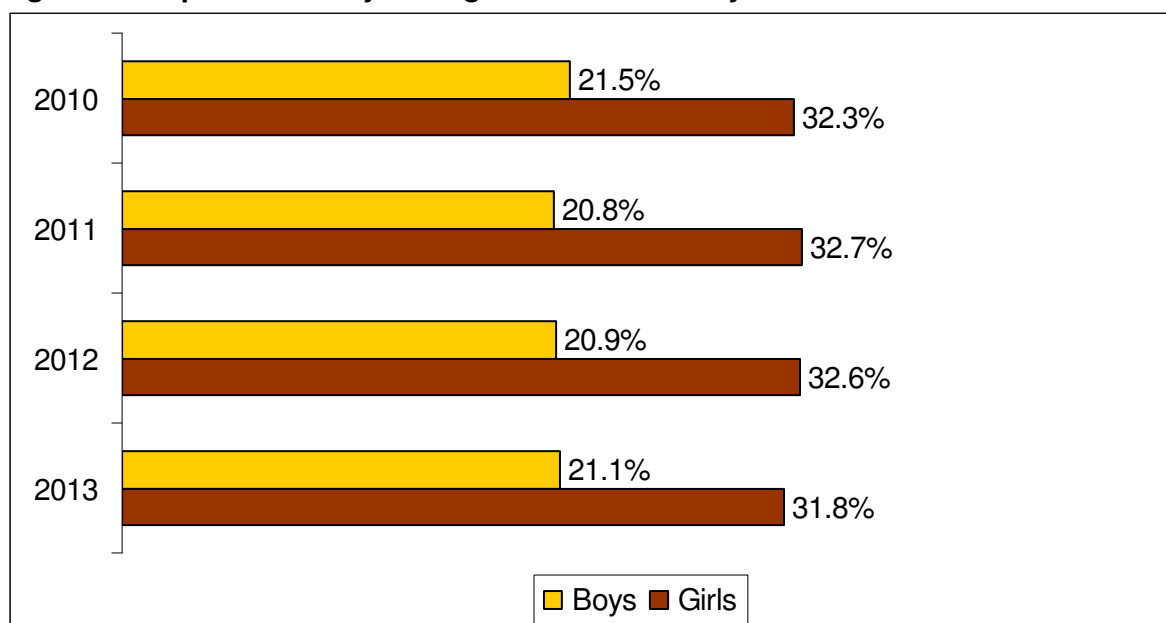
**Figure 4: Enjoyment of writing by gender in 2010 to 2013**



Girls not only enjoy writing considerably more than boys but also write more frequently outside class, with 31.8% of girls in 2013 saying that they write outside class every day compared with only 21.1% of boys. Indeed, boys are twice as likely as girls to say that they never write outside class (8.7% vs. 4.2%).

**Figure 5** shows that the proportion of boys who write daily outside class has remained relatively unchanged compared with 2011. However, 2013 showed a slight decrease in the proportion of girls who say that they write something that isn't for school daily. This means that the gender gap in daily writing has narrowed in 2013, reducing from a 11.7 percentage point difference in 2012 to a 10.7 percentage point difference. The gender gap is now equivalent to that found in 2010 (10.8 percentage point difference).

**Figure 5: Proportion of boys and girls who write daily outside class in 2010 to 2013**



Compared with boys, girls tend to write more technology-based formats such as text messages (80.6% vs. 71.0%), messages on social networking sites (56.3% vs. 49.5%) and instant messages (51.2% vs. 41.9%).

These gender differences cannot be explained by access to technology. Our survey also shows that roughly the same proportion of boys and girls say they either own a computer (boys 73.2%; girls 72.3%), have access to one at home (boys 96.2%; girls 97.2%) or have the internet at home (boys 97.2%; girls 97.1%). Similar proportions of boys and girls also say that they have a mobile phone (boys 85.9%; girls 89.1%) or have a profile on a social networking site (boys 72.7%; girls 74.5%).

Regardless of technology, girls are more likely to write a variety of formats compared with boys. For example, twice as many girls as boys say that they write lyrics (37.6% vs. 15.6%), notes (47.5% vs. 29.0%) and poems (19.1% vs. 10.2%) outside school, while three times as many girls as boys say that they write in a diary (33.7% vs. 11.0%).

Finally, girls also think more positively about some aspects of writing than boys. For example, boys seem to be more concerned about the image of themselves as writers, with more boys than girls agreeing with the statements that they would be embarrassed if their friends saw them write outside class (18.5% vs. 12.3%) and that girls tend to enjoy writing more than boys (32.1% vs. 21.4%). Fewer boys than girls agree that writing is cool (27.0% vs. 36.9%). However, slightly more boys than girls agree that if they are good at writing, they will get a better job (60.9% vs. 56.7%).

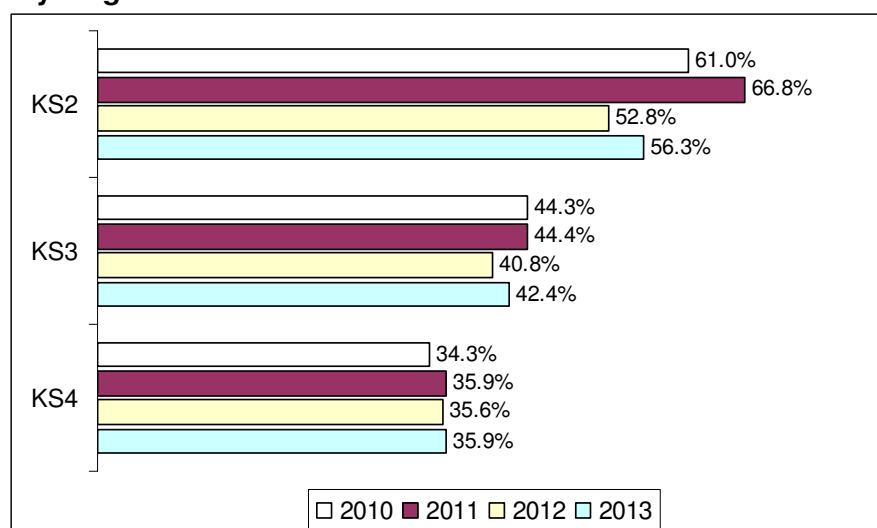
### More attention needs to be paid to Key Stage 4 pupils

Findings from our 2012 survey published last year showed that KS4 pupils (aged 14 to 16) and, to a lesser extent, KS3 pupils (aged 11 to 14) continue to pose a particular problem when it comes to enjoyment of writing and attitudes towards writing. This is still the case in 2013.

Only 1 in 10 KS4 and KS3 pupils in 2013 say that they enjoy writing very much compared with nearly 1 in 4 KS2 pupils (aged 8 to 11). Overall only 35.9% of KS4 pupils and 42.4% of KS3 pupils said that they enjoy writing either very much or quite a lot compared with 56.3% of KS2 pupils.

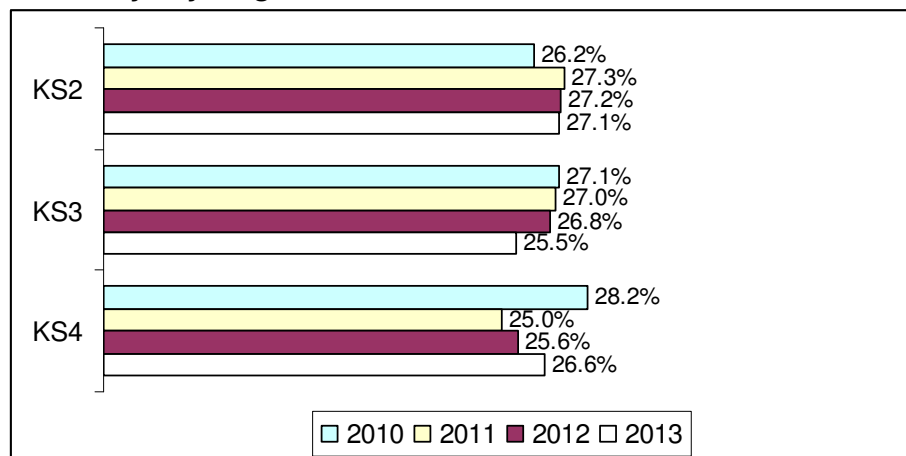
While KS2 pupils are more likely to enjoy writing than their older counterparts, levels of writing enjoyment for KS2 pupils have been more erratic over the years compared with those of KS3 and KS4 pupils. While fewer KS2 pupils enjoyed writing in 2012 compared with the previous two years (see **Figure 6**), levels have risen again in 2013 – rising comparatively more (3.5 percentage points) than levels for KS3 (1.6 percentage points) and KS4 pupils (0.3 percentage points).

**Figure 6: Proportion of children and young people who enjoy writing in 2010 to 2013 by key stage**



By contrast, **Figure 7** shows that levels of daily writing have remained much more constant over the years for KS2 and KS3 while levels have been more changeable for KS4 pupils.

**Figure 7: Proportion of children and young people who write daily outside class in 2010 to 2013 by key stage**



Children and young people choose to write very different formats outside class depending on their age, with young people in KS4, and to a lesser extent KS3 pupils, choosing to engage in more technology-based writing compared with pupils in KS2.

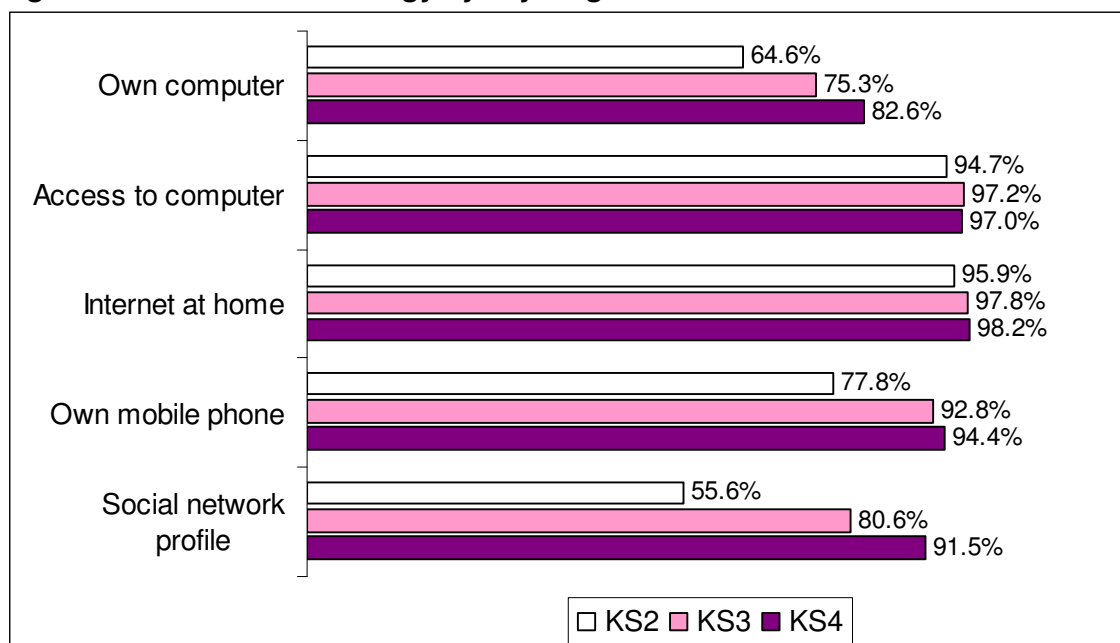
For example, 85.0% of KS4 pupils say that they write text messages compared with 82.2% of KS3 pupils and 63.8% KS2 pupils. Similarly, 72.1% of KS4 pupils say that they write messages on social networking sites compared with 59.0% of KS3 pupils and only 36.2% of KS2 pupils. While technology-based formats dominate older pupils' writing choices outside class, KS2 pupils are more traditional in their writing. For example, 38.3% of KS2 pupils write letters outside class compared with only 25.2% of KS3 and 19.0% of KS4 pupils. Also, three times as many KS2 as KS4 pupils say that they write poems outside class (22.9% vs. 7.8%), while twice as many write lyrics (38.3% vs. 19.0%), fiction/short stories (30.6% vs. 14.3%) and in a diary (29.7% vs. 14.4%).

These differences can in part be explained by access to technology, albeit not by access to computers. **Figure 8** overleaf shows that although considerably more KS4 and KS3 than KS2 pupils say they have their own computer, similar proportions of pupils report the ability to access a computer in the home irrespective of key stage. A similar proportion of young people also report having the internet at home.

While access to computers and the internet in itself cannot explain why older pupils write more technology-based materials than younger pupils, access to mobile phones (reading text messages) and having a profile on a social networking site provide some pointers. Nearly all KS3 and KS4 pupils reported having a mobile phone compared with 8 in 10 KS2 pupils.

Similarly, while 9 in 10 KS4 pupils and 8 in 10 KS3 pupils say that they have their own profile on a social networking site, 6 in 10 KS2 pupils in 2013 say they have a profile. This difference may be at least partly explained by some social networking sites having a minimum age requirement. For example, Facebook and Bebo do not permit young people under 13 to register. However, young people are clearly finding ways around these restrictions and there are a number of social networking sites that now target the younger market, which may explain the high number of KS2 pupils who say that they have a social networking site profile.

**Figure 8: Access to technology by key stage in 2013**



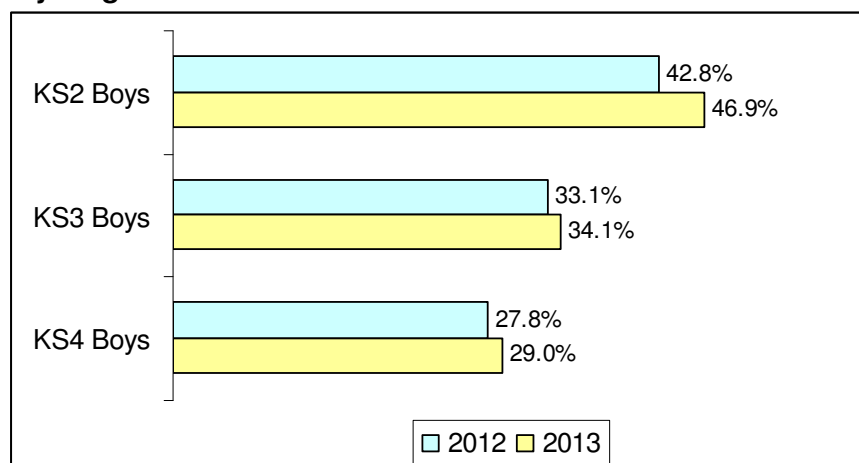
KS4 pupils, and to some extent KS3 pupils, are also considerably less likely than KS2 pupils to buy into the power of writing. They are less likely than their younger counterparts to believe in the adage that practice makes perfect as they are less likely to agree that “the more I write, the better my writing gets” (75.1% vs. 81.1% vs. 86.8%). 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”, with only half of KS4 (48.9%) compared with 6 in 10 KS3 (59.2%) and KS2 (63.4%) pupils agreeing with that statement. KS4 and KS3 pupils are also half as likely as KS2 pupils to agree that “writing is cool” (20.1% vs. 25.4% vs. 45.0%). KS4 pupils are also slightly more likely than KS3 and KS2 pupils to agree that they have trouble deciding what to write (53.4% vs. 47.6% vs. 47.3%).

### **Doubly disadvantaged?**

As we have outlined in our previous reports, boys in KS4 present a particular problem with writing engagement and this is something that remains true in 2013.

Only 3 in 10 boys (29.0%) in KS4 say that they enjoy writing either very much or quite a lot. This is nearly half the number of KS2 boys who say that they enjoy writing (46.9%). **Figure 9** shows that while levels of enjoyment have improved for boys across the key stages, boys in KS2 show the biggest rise, increasing by 4.1 percentage points in the past year.

**Figure 9: Proportion of boys across the key stages who enjoy writing in 2012 to 2013 by key stage**



The image of writing as an acceptable activity continues to be a particular issue for older boys. Only 17.1% of boys in KS4 agree with the statement that “writing is cool” compared with 37.7% of boys in KS2.

### Linking writing and socioeconomic background (using free school meal uptake as a proxy indicator)

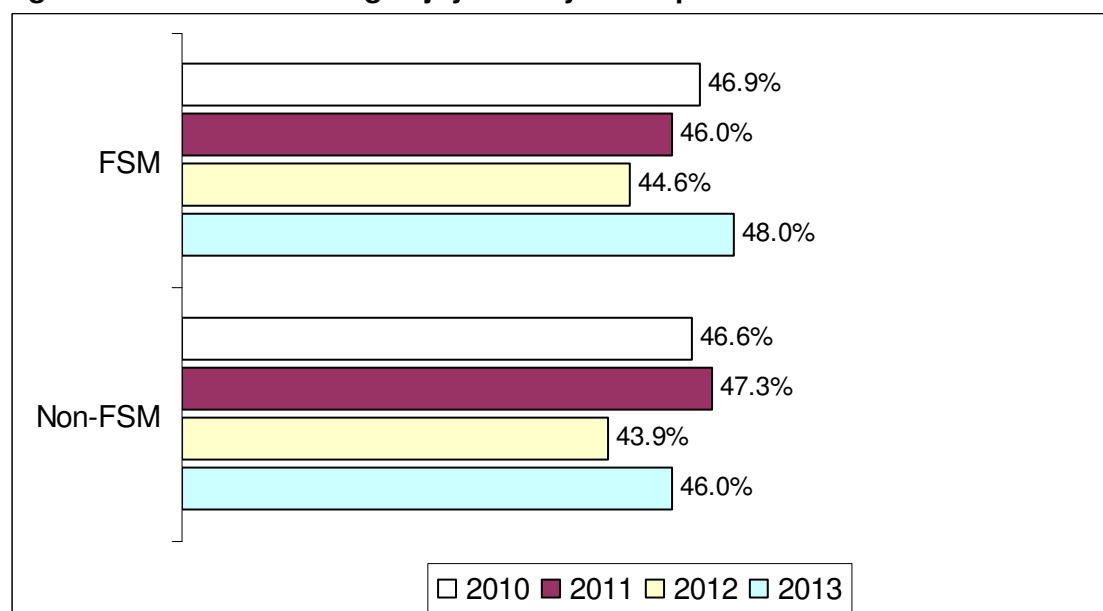
National curriculum test results show that the writing of young people who receive free school meals (FSMs) continues to lag behind those who do not receive FSMs, at age 7 (end of Key Stage 1), age 11 (end of Key Stage 2) and age 14 (end of Key Stage 3).

As already outlined in our previous reports on children’s and young people’s writing, the relationships between writing and writing enjoyment, behaviour and attitudes are complex.

Firstly, the difference in terms of young people’s enjoyment of writing by FSM uptake are small (FSM pupils 48.0%; non-FSM pupils 46.0%). While historically the differences in the degree to which young people who receive FSMs and those who do not receive FSMs enjoy writing have been very small, **Figure 10** shows that there have been subtle changes since 2011.

While non-FSM pupils were marginally more likely than FSM pupils to enjoy writing in 2011, slightly more FSM pupils than non-FSM pupils enjoyed writing in 2012. This dynamic continues into 2013, with the gap between the two groups widening. Overall, the gap in writing enjoyment between the two groups had halved between 2011 and 2012, decreasing from a 1.3 percentage point difference in 2011 to a 0.7 percentage point difference in 2012. This was because of a larger drop in enjoyment among non-FSM pupils rather than any increase in enjoyment among FSM pupils. However, because there was a larger increase in enjoyment among FSM pupils (3.4 percentage points) than among non-FSM pupils (2.1 percentage points) in 2013, the gap between the two groups increased to 2 percentage points between 2012 and 2013.

**Figure 10: Levels of writing enjoyment by FSM uptake in 2010 to 2013**



Some differences exist in relation to writing frequency, with young people who receive FSMs being slightly more likely to write outside class daily compared with those who do not receive FSMs (29.1% vs. 25.8%).

While slightly more children and young people who receive FSMs enjoy writing and write daily outside class, they also tend to be less confident about their writing. While roughly the same proportion of young people who receive FSMs and those who do not rate themselves as average writers, young people who receive FSMs are more likely to rate themselves as not very good writers compared with those who do not receive FSMs (22.2% vs. 14.3%).

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 (text messages: FSM 65.7%, non-FSM 75.2%). Some of the differences in technology-based writing can, at least in part, be explained by a differing access to computers (FSM pupils 93.9%; non-FSM pupils 97.8%) and the internet (FSM pupils 93.2%; non-FSM pupils 98.0%) at home as well as slight differences in mobile phone ownership (FSM 86.7%; non-FSM 90.1%). Overall, more young people who receive FSMs write lyrics (FSM 32.3%; non-FSM 25.5%), letters (FSM 29.5%; non-FSM 24.7%) and poems (FSM 18.5; non-FSM 11.5%) 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 that girls enjoy writing more than boys (FSM 33.0%; non-FSM 27.3%) and agree that if they can use a spellchecker then there is no need for them to learn spelling and grammar (FSM 31.5%; non-FSM 24.8%). However, they are also more likely to agree that writing is cool (FSM 37.6%; non-FSM 29.2%) and “If I am good at writing, I’ll get a better job” (FSM 66.0%; non-FSM 55.0%). And despite finding that fewer young people who receive FSMs say that they write text messages outside class compared with young people who do not receive FSMs, they are more likely to agree that “I write ‘txt’ speak in class” (FSM 22.3%; non-FSM 12.8%).

On the one hand, it is encouraging that young people’s enjoyment of writing, unlike their enjoyment of reading<sup>3</sup>, is by all accounts not hugely affected by their socioeconomic background. However, young people eligible for FSMs are significantly less confident about their own writing ability than other young people, despite engaging in writing more often than young people who do not receive FSMs. For some reason, enjoyment and greater practice is not translating into higher confidence or higher attainment (see p.15) in this instance; going forward we will attempt to explore the degree to which writing attainment of FSM pupils and non-FSM pupils is differently influenced by enjoyment, behaviour and attitudes, and what other factors might be of importance.

### **Young people from White backgrounds are the most disengaged with writing**

The relationships between writing and ethnic background are complex, and we need to keep in mind that our crude categorisation (made necessary for comparison purposes) undoubtedly hides some important differences within ethnic backgrounds.

With the above caution in mind, it appears that, compared with young people from other ethnic backgrounds, young people from White backgrounds enjoy writing less (White 45.5%; Mixed 51.3%; Asian 56.3%; Black 50.5%), and write daily less often (White 25.6%; Mixed 27.9%; Asian 30.3%; Black 33.2%).

They are also more likely to agree that they have trouble deciding what to write (White 49.8%; Mixed 41.9%; Asian 41.5%; Black 46.0%). By contrast, they are less likely to agree with the statement that compared with others, they are a good writer (White 37.1%; Mixed 42.3%; Asian 42.1%; Black 47.5%). Overall, only 3 in 10 (30.2%) of children from White backgrounds believe that writing is cool compared with 4 in 10 children of Mixed (36.1%), Asian (41.2%) or Black (41.2%) ethnic backgrounds. Young people from White and Mixed backgrounds are also less

<sup>3</sup> Clark (2014). Children and Young People’s Reading in 2013: Findings from the National Literacy Trust annual survey. London: National Literacy Trust. [http://www.literacytrust.org.uk/assets/0002/3432/Young\\_people\\_s\\_reading\\_2013.pdf](http://www.literacytrust.org.uk/assets/0002/3432/Young_people_s_reading_2013.pdf)



likely to make a link between writing skills and future employment opportunities (White 58.5%; Mixed 57.9%; Asian 62.7%; Black 62.8%).

However, while more young people from White backgrounds write text messages in a month than young people from other ethnic backgrounds (White 80.3%; Mixed 76.0%; Asian 69.5%; Black 74.3%), they also are less likely to say that they use “txt” speak in class (White 12.1%; Mixed 13.3%; Asian 16.4%; Black 21.4%).

Overall, as already evidenced in 2012, young people from Black and Asian backgrounds enjoy writing the most, rate themselves as the best writers, write more frequently and write a greater variety of formats.

### Linking enjoyment of writing, writing frequency and attitudes towards writing with writing attainment

Our analysis shows that there are clear relationships between enjoyment, attitudes and writing attainment.

Children and young people who enjoy writing very much are seven times more likely to write above the level expected for their age compared with children and young people who do not enjoy writing at all (48.4% vs. 6.6%; see **Table 1**). By contrast, nine times as many children and young people who do not enjoy writing at all write below the expected level compared with those who enjoy writing very much (44.3% vs. 4.7%)<sup>4</sup>.

**Table 1: Enjoyment of writing and writing attainment in 2013 (N = 11,056)**

|                    | <i>Below<br/>expected level<br/>%</i> | <i>At<br/>expected level<br/>%</i> | <i>Above<br/>expected level<br/>%</i> |
|--------------------|---------------------------------------|------------------------------------|---------------------------------------|
| <b>Very much</b>   | 4.7                                   | 46.9                               | 48.4                                  |
| <b>Quite a lot</b> | 6.1                                   | 76.5                               | 17.4                                  |
| <b>A bit</b>       | 17.3                                  | 76.5                               | 6.2                                   |
| <b>Not at all</b>  | 44.3                                  | 49.1                               | 6.6                                   |

Similarly, young people who write outside school daily are four times more likely to be writing above the expected level for their age compared with young people who never write outside school (see **Table 2**). While 26.6% of young people who write every day write above the level expected for their age, only 6 to 8% of young people who write rarely or never write at this level. Overall, a third of those who never write outside class write below the level expected for their age.

**Table 2: Writing frequency and writing attainment in 2013 (N = 11,056)**

|                           | <i>Below<br/>expected level<br/>%</i> | <i>At<br/>expected level<br/>%</i> | <i>Above<br/>expected level<br/>%</i> |
|---------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| <b>Every day</b>          | 10.7                                  | 62.8                               | 26.6                                  |
| <b>A few times a week</b> | 12.1                                  | 71.6                               | 16.3                                  |

<sup>4</sup> For more information on our attainment data and for an alternative look at the link with attainment see Attainment Data section on p. 39



|                     | Below<br>expected level<br>% | At<br>expected level<br>% | Above<br>expected level<br>% |
|---------------------|------------------------------|---------------------------|------------------------------|
| About once a week   | 14.0                         | 74.0                      | 12.1                         |
| A few times a month | 12.6                         | 74.6                      | 12.8                         |
| About once a month  | 16.1                         | 74.1                      | 9.8                          |
| Rarely              | 23.6                         | 68.3                      | 8.2                          |
| Never               | 34.8                         | 58.8                      | 6.5                          |

Young people who hold more positive attitudes towards writing are also the ones who are more likely to write at or above the level expected for their age compared with those who hold more negative attitudes (see **Table 3**).

**Table 3: Percentage agreement and disagreement with attitudinal items and writing attainment in 2013 (N = 11,065)**

|   |              | Below<br>expected level<br>% | At<br>expected level<br>% | Above<br>expected level<br>% |
|---|--------------|------------------------------|---------------------------|------------------------------|
| <b>The more I write, the better my writing gets</b>                         | Agreement    | 12.1                         | 70.2                      | 17.7                         |
|   | Disagreement | 39.3                         | 48.9                      | 11.8                         |
| <b>Writing is more fun when you can choose the topic</b>                    | Agreement    | 13.0                         | 69.5                      | 17.5                         |
|   | Disagreement | 30.0                         | 56.0                      | 14.0                         |
| <b>A pupil who writes well gets better marks</b>                            | Agreement    | 14.8                         | 67.9                      | 17.3                         |
|   | Disagreement | 17.3                         | 65.7                      | 17.0                         |
| <b>It is easier to read than it is to write</b>                             | Agreement    | 17.8                         | 69.3                      | 12.9                         |
|   | Disagreement | 14.6                         | 63.9                      | 21.5                         |
| <b>If I'm good at writing it means I'll get a better job when I grow up</b> | Agreement    | 13.3                         | 67.5                      | 19.2                         |
|   | Disagreement | 23.6                         | 64.1                      | 12.3                         |
| <b>I have trouble deciding what to write</b>                                | Agreement    | 21.7                         | 67.2                      | 11.0                         |
|   | Disagreement | 7.0                          | 63.6                      | 29.4                         |
| <b>Compared with others, I am a good writer</b>                             | Agreement    | 5.1                          | 62.4                      | 32.5                         |
|   | Disagreement | 46.3                         | 50.8                      | 2.9                          |
| <b>Girls tend to enjoy writing more than boys</b>                           | Agreement    | 18.6                         | 63.8                      | 17.6                         |

|  |              | Below<br>expected level<br>% | At<br>expected level<br>% | Above<br>expected level<br>% |
|--|--------------|------------------------------|---------------------------|------------------------------|
| Disagreement   |              | 12.3                         | 69.9                      | 17.8                         |
| Writing is cool  | Agreement    | 8.5                          | 62.0                      | 29.5                         |
|  | Disagreement | 27.2                         | 63.3                      | 9.4                          |
| I write in "txt" speak in class  | Agreement    | 23.2                         | 58.0                      | 18.7                         |
|  | Disagreement | 12.1                         | 71.0                      | 16.9                         |
| I would be embarrassed if friends saw me write                                   | Agreement    | 23.7                         | 60.1                      | 16.2                         |
|  | Disagreement | 12.2                         | 69.1                      | 18.7                         |
| If you can use a spellchecker there is no point in learning spelling and grammar | Agreement    | 20.7                         | 62.7                      | 16.6                         |
|  | Disagreement | 11.4                         | 71.0                      | 17.4                         |

Please note that while enjoyment, habits and attitudes are each related to writing attainment, our research design can make no inference about causality: that is, higher attainment may lead to greater writing enjoyment, more frequent writing or more positive writing attitudes; or alternatively higher writing enjoyment, more frequent writing or more positive writing attitudes may lead to higher attainment. Indeed, the relationship might be cyclical. We have set up a longitudinal subsample within our annual literacy survey, which will hopefully give us more information about the direction of associations in the future.

However, regardless of the possible direction of these associations, it is clear that young people who do not enjoy writing, who do not write very often and who, perhaps as a result, do not have good attitudes towards writing are more likely to miss out on the benefits, including better skills and better life opportunities.

There are also clear relationships between enjoyment, behaviour and attitudes. There is a positive relationship between writing enjoyment and writing frequency ( $r = .377$ ), with young people who enjoy writing also writing more frequently. Young people who enjoy writing are less likely to see themselves as not very good writers ( $r = -.449$ ). There is also a positive link between writing enjoyment and attitudes towards writing ( $r = .401$ ) with young people who enjoy writing more also being the ones who think positively about writing.

**Table 4** illustrates this in more detail. Twice as many young people who enjoy writing say that they write outside school every day compared with those who do not enjoy writing. Conversely, four times as many young people who do not enjoy writing say that they rarely or never write outside school.

Young people who do not enjoy writing are also 10 times more likely to rate themselves as not very good writers compared with young people who enjoy writing.

**Table 4: Comparing young people who enjoy writing and those who do not in terms of their writing frequency and self-perceived writing ability in 2013**

|  | <i>Write every day<br/>%</i> | <i>Write rarely or never<br/>%</i> | <i>Not a very good writer<br/>%</i> | <i>Average writer<br/>%</i> | <i>Very good writer<br/>%</i> |
|--|------------------------------|------------------------------------|-------------------------------------|-----------------------------|-------------------------------|
| <b>Enjoy writing either very much or quite a lot</b><br>(N = 13,223) | 35.4                         | 10.6                               | 3.1                                 | 40.4                        | 46.5                          |
| <b>Enjoy writing only a bit or not at all</b><br>(N = 15,198)        | 18.4                         | 36.8                               | 30.8                                | 66.0                        | 3.2                           |

**Table 5** shows that there is also a link with attitudes towards writing. Over half of young people who enjoy writing agree that writing is cool compared with only 8.2% of young people who do not enjoy writing. Two-thirds of young people who enjoy writing are also more likely to agree that they will get a better job if they are good at writing compared with only half of children and young people who do not enjoy writing. Conversely, nearly twice as many children and young people who do not enjoy writing compared with those who enjoy writing agree that they would be embarrassed if their friends saw them write.

**Table 5: Comparing young people who enjoy writing and those who do not in terms of their attitudes towards writing in 2013**

|  | <i>Writing is cool</i> |                       | <i>If I am good at writing, I'll get a better job</i> |                       | <i>I would be embarrassed if my friends saw me write</i> |                       |
|--|------------------------|-----------------------|---|-----------------------|--|-----------------------|
|  | <i>Agree<br/>%</i>     | <i>Disagree<br/>%</i> | <i>Agree<br/>%</i>                                    | <i>Disagree<br/>%</i> | <i>Agree<br/>%</i>                                       | <i>Disagree<br/>%</i> |
| <b>Enjoy writing either very much or quite a lot</b><br>(N = 13,223) | 54.6                   | 8.2                   | 66.2  | 7.3                   | 11.7   | 69.9                  |
| <b>Enjoy writing only a bit or not at all</b><br>(N = 15,198)        | 12.1                   | 40.2                  | 52.5  | 13.2                  | 18.1   | 51.5                  |

## Young people and writing in 2013 – Data tables

The following pages contain the data tables for each of our writing questions. 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<sup>5</sup>. 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 in a row.

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<sup>5</sup> See **Appendix B** and **C** for more information on the demographic breakdown of our 2013 sample

## Young people's enjoyment of writing

**Table 6: Enjoyment of writing for whole sample in 2013 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> |
|                                    | %                | %                  | %                        | %            | %                 |
| <b>All (N = 29,422)</b>            | <b>16.5%</b>     | <b>30.0%</b>       | <b>46.5%</b>             | <b>39.7%</b> | <b>13.8%</b>      |
| <b>Boys (N = 15,015)</b>           | 12.3%            | 25.7%              | 38.0%                    | 42.8%        | 19.2%             |
| <b>Girls (N = 14,407)</b>          | 20.9%            | 34.5%              | 55.4%                    | 36.4%        | 8.2%              |
| <b>KS2 (N = 10,995)</b>            | 23.1%            | 33.2%              | 56.3%                    | 33.8%        | 9.9%              |
| <b>KS3 (N = 12,818)</b>            | 13.0%            | 29.4%              | 42.4%                    | 43.0%        | 14.5%             |
| <b>KS4 (N = 5,528)</b>             | 10.6%            | 25.3%              | 35.9%                    | 43.9%        | 20.2%             |
| <b>FSM (N = 3,634)</b>             | 19.9%            | 28.1%              | 48.0%                    | 39.0%        | 13.0%             |
| <b>Non-FSM (N = 23,865)</b>        | 15.6%            | 30.4%              | 46.0%                    | 40.2%        | 13.8%             |
| <b>White (N = 22,361)</b>          | 15.7%            | 29.8%              | 45.5%                    | 40.5%        | 14.1%             |
| <b>Mixed (N = 1,311)</b>           | 18.8%            | 32.5%              | 51.3%                    | 36.8%        | 11.9%             |
| <b>Asian (N = 2,209)</b>           | 20.5%            | 35.8%              | 56.3%                    | 34.5%        | 9.2%              |
| <b>Black (N = 668)</b>             | 21.4%            | 29.1%              | 50.5%                    | 34.2%        | 15.3%             |
| <b>Boys: KS2 (N = 5,563)</b>       | 18.1%            | 28.8%              | 46.9%                    | 39.3%        | 13.8%             |
| <b>Girls: KS2 (N = 5,381)</b>      | 28.2%            | 37.8%              | 66.0%                    | 28.2%        | 5.9%              |
| <b>Boys: KS3 (N = 6,460)</b>       | 9.2%             | 24.9%              | 34.1%                    | 45.3%        | 20.6%             |
| <b>Girls: KS3 (N = 6,311)</b>      | 17.0%            | 34.1%              | 51.1%                    | 40.7%        | 8.2%              |
| <b>Boys: KS4 (N = 2,875)</b>       | 7.0%             | 22.0%              | 29.0%                    | 44.3%        | 26.8%             |
| <b>Girls: KS4 (N = 2,611)</b>      | 14.5%            | 28.7%              | 43.2%                    | 43.6%        | 13.1%             |
| <b>Boys: FSM (N = 1,835)</b>       | 15.2%            | 23.9%              | 39.1%                    | 42.9%        | 17.9%             |
| <b>Girls: FSM (N = 1,783)</b>      | 24.4%            | 32.1%              | 56.5%                    | 35.3%        | 8.2%              |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 11.1%            | 26.3%              | 37.4%                    | 43.3%        | 19.2%             |
| <b>Girls: Non-FSM (N = 11,742)</b> | 20.1%            | 34.7%              | 54.8%                    | 37.0%        | 8.2%              |
| <b>Boys: White (N = 11,225)</b>    | 11.3%            | 25.1%              | 36.4%                    | 43.8%        | 19.7%             |
| <b>Girls: White (N = 11,042)</b>   | 20.1%            | 34.5%              | 54.6%                    | 37.1%        | 8.2%              |
| <b>Boys: Mixed (N = 658)</b>       | 15.3%            | 26.3%              | 41.6%                    | 42.6%        | 15.8%             |
| <b>Girls: Mixed (N = 646)</b>      | 21.8%            | 38.9%              | 60.7%                    | 31.3%        | 8.0%              |
| <b>Boys: Asian (N = 1,201)</b>     | 16.4%            | 33.1%              | 49.5%                    | 37.6%        | 12.8%             |
| <b>Girls: Asian (N = 994)</b>      | 25.5%            | 38.9%              | 64.4%                    | 30.8%        | 4.9%              |
| <b>Boys: Black (N = 372)</b>       | 19.2%            | 25.8%              | 45.0%                    | 34.6%        | 20.3%             |
| <b>Girls: Black (N = 288)</b>      | 23.3%            | 34.1%              | 57.4%                    | 33.7%        | 9.0%              |

## Young people's self-perceived writing ability

**Table 7: Self-reported writing ability for sample as a whole in 2013 and broken down by demographic background**

| How good a writer do you think you are? |                                    |                            |                              |
|---|------------------------------------|----------------------------|------------------------------|
|   | <i>Not a very good writer</i><br>% | <i>Average writer</i><br>% | <i>Very good writer</i><br>% |
| <b>All (N = 29,422)</b>                 | <b>15.6%</b>                       | <b>51.1%</b>               | <b>33.3%</b>                 |
| <b>Boys (N = 15,015)</b>                | 17.7%                              | 52.1%                      | 30.2%                        |
| <b>Girls (N = 14,407)</b>               | 13.4%                              | 49.9%                      | 36.7%                        |
| <b>KS2 (N = 10,995)</b>                 | 15.5%                              | 47.9%                      | 36.7%                        |
| <b>KS3 (N = 12,818)</b>                 | 15.4%                              | 53.2%                      | 31.4%                        |
| <b>KS4 (N = 5,528)</b>                  | 16.3%                              | 52.9%                      | 30.8%                        |
| <b>FSM (N = 3,634)</b>                  | 22.2%                              | 48.7%                      | 29.1%                        |
| <b>Non-FSM (N = 23,865)</b>             | 14.3%                              | 51.6%                      | 34.1%                        |
| <b>White (N = 22,361)</b>               | 15.4%                              | 51.8%                      | 32.8%                        |
| <b>Mixed (N = 1,311)</b>                | 16.5%                              | 46.1%                      | 37.4%                        |
| <b>Asian (N = 2,209)</b>                | 12.7%                              | 50.8%                      | 36.6%                        |
| <b>Black (N = 668)</b>                  | 16.4%                              | 38.9%                      | 44.7%                        |
| <b>Boys: KS2 (N = 5,563)</b>            | 18.3%                              | 49.4%                      | 32.3%                        |
| <b>Girls: KS2 (N = 5,381)</b>           | 12.6%                              | 46.2%                      | 41.2%                        |
| <b>Boys: KS3 (N = 6,460)</b>            | 17.4%                              | 54.2%                      | 28.4%                        |
| <b>Girls: KS3 (N = 6,311)</b>           | 13.4%                              | 52.2%                      | 34.4%                        |
| <b>Boys: KS4 (N = 2,875)</b>            | 17.3%                              | 53.0%                      | 29.7%                        |
| <b>Girls: KS4 (N = 2,611)</b>           | 15.3%                              | 52.6%                      | 32.1%                        |
| <b>Boys: FSM (N = 1,835)</b>            | 25.0%                              | 48.1%                      | 26.9%                        |
| <b>Girls: FSM (N = 1,783)</b>           | 19.5%                              | 49.3%                      | 31.2%                        |
| <b>Boys: Non-FSM (N = 12,021)</b>       | 16.3%                              | 53.1%                      | 30.6%                        |
| <b>Girls: Non-FSM (N = 11,742)</b>      | 12.4%                              | 50.0%                      | 37.6%                        |
| <b>Boys: White (N = 11,225)</b>         | 17.9%                              | 52.7%                      | 29.5%                        |
| <b>Girls: White (N = 11,042)</b>        | 12.8%                              | 51.0%                      | 36.2%                        |
| <b>Boys: Mixed (N = 658)</b>            | 17.7%                              | 48.4%                      | 33.9%                        |
| <b>Girls: Mixed (N = 646)</b>           | 15.2%                              | 43.9%                      | 40.9%                        |
| <b>Boys: Asian (N = 1,201)</b>          | 14.3%                              | 50.9%                      | 34.8%                        |
| <b>Girls: Asian (N = 994)</b>           | 10.7%                              | 50.1%                      | 39.2%                        |
| <b>Boys: Black (N = 372)</b>            | 15.7%                              | 40.5%                      | 43.8%                        |
| <b>Girls: Black (N = 288)</b>           | 17.8%                              | 35.9%                      | 46.3%                        |

## Young people's writing frequency

**Table 8: Writing frequency outside class in 2013 for whole sample and broken down by demographic background**

| How often do you write outside class (not counting the stuff you write for school)? |                  |                           |                          |                            |                           |               |              |
|---|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|   | <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> |
|   | %                | %                         | %                        | %                          | %                         | %             | %            |
| <b>All (N = 29,422)</b>   | <b>26.4%</b>     | <b>28.0%</b>              | <b>9.6%</b>              | <b>7.9%</b>                | <b>3.5%</b>               | <b>18.1%</b>  | <b>6.5%</b>  |
| <b>Boys (N = 15,015)</b>  | 21.1%            | 26.2%                     | 9.8%                     | 8.1%                       | 4.1%                      | 22.0%         | 8.7%         |
| <b>Girls (N = 14,407)</b>   | 31.8%            | 30.0%                     | 9.4%                     | 7.7%                       | 2.8%                      | 14.2%         | 4.2%         |
| <b>KS2 (N = 10,995)</b>   | 27.1%            | 30.4%                     | 10.2%                    | 8.3%                       | 3.3%                      | 15.3%         | 5.3%         |
| <b>KS3 (N = 12,818)</b>   | 25.5%            | 27.7%                     | 9.8%                     | 8.1%                       | 3.7%                      | 18.7%         | 6.4%         |
| <b>KS4 (N = 5,528)</b>  | 26.6%            | 24.1%                     | 7.7%                     | 6.7%                       | 3.3%                      | 22.7%         | 8.9%         |
| <b>FSM (N = 3,634)</b>  | 29.1%            | 28.9%                     | 9.0%                     | 7.1%                       | 2.7%                      | 16.5%         | 6.7%         |
| <b>Non-FSM (N = 23,865)</b>   | 25.8%            | 28.2%                     | 9.6%                     | 8.2%                       | 3.6%                      | 18.5%         | 6.2%         |
| <b>White (N = 22,361)</b>   | 25.6%            | 27.9%                     | 9.9%                     | 8.1%                       | 3.5%                      | 18.9%         | 6.1%         |
| <b>Mixed (N = 1,311)</b>  | 27.9%            | 30.6%                     | 9.2%                     | 6.3%                       | 3.6%                      | 16.1%         | 6.2%         |
| <b>Asian (N = 2,209)</b>  | 30.3%            | 33.2%                     | 9.6%                     | 7.4%                       | 2.3%                      | 10.5%         | 6.7%         |
| <b>Black (N = 668)</b>  | 33.2%            | 23.5%                     | 6.5%                     | 7.5%                       | 3.8%                      | 16.4%         | 9.0%         |
| <b>Boys: KS2 (N = 5,563)</b>  | 20.8%            | 27.3%                     | 11.3%                    | 8.9%                       | 3.9%                      | 20.4%         | 7.4%         |
| <b>Girls: KS2 (N = 5,381)</b>   | 33.6%            | 33.7%                     | 9.0%                     | 7.8%                       | 2.7%                      | 10.1%         | 3.1%         |
| <b>Boys: KS3 (N = 6,460)</b>  | 19.9%            | 26.3%                     | 9.5%                     | 8.6%                       | 4.4%                      | 22.5%         | 8.8%         |
| <b>Girls: KS3 (N = 6,311)</b>   | 31.4%            | 29.3%                     | 10.2%                    | 7.6%                       | 2.9%                      | 14.8%         | 3.8%         |
| <b>Boys: KS4 (N = 2,875)</b>  | 24.2%            | 23.5%                     | 7.5%                     | 5.8%                       | 4.1%                      | 24.3%         | 10.7%        |
| <b>Girls: KS4 (N = 2,611)</b>   | 29.1%            | 24.6%                     | 7.9%                     | 7.7%                       | 2.6%                      | 21.0%         | 7.1%         |
| <b>Boys: FSM (N = 1,835)</b>  | 22.8%            | 27.5%                     | 9.5%                     | 8.0%                       | 2.7%                      | 20.0%         | 9.3%         |
| <b>Girls: FSM (N = 1,783)</b>   | 35.6%            | 30.3%                     | 8.4%                     | 6.3%                       | 2.6%                      | 12.8%         | 4.0%         |
| <b>Boys: Non-FSM (N = 12,021)</b>   | 20.7%            | 26.3%                     | 9.7%                     | 8.4%                       | 4.3%                      | 22.3%         | 8.2%         |
| <b>Girls: Non-FSM (N = 11,742)</b>  | 30.9%            | 30.1%                     | 9.5%                     | 7.9%                       | 2.9%                      | 14.5%         | 4.1%         |
| <b>Boys: White (N = 11,225)</b>   | 20.2%            | 26.0%                     | 10.0%                    | 8.3%                       | 4.3%                      | 22.9%         | 8.3%         |
| <b>Girls: White (N = 11,042)</b>  | 31.0%            | 29.7%                     | 9.8%                     | 7.9%                       | 2.8%                      | 14.8%         | 3.9%         |
| <b>Boys: Mixed (N = 658)</b>  | 22.1%            | 29.2%                     | 9.6%                     | 6.4%                       | 3.8%                      | 21.0%         | 7.9%         |
| <b>Girls: Mixed (N = 646)</b>   | 33.6%            | 32.1%                     | 8.7%                     | 6.4%                       | 3.4%                      | 11.3%         | 4.5%         |
| <b>Boys: Asian</b>  | 26.2%            | 31.3%                     | 9.9%                     | 8.6%                       | 2.6%                      | 12.8%         | 8.5%         |

| How often do you write outside class (not counting the stuff you write for school)? |                  |                           |                          |                            |                           |               |              |
|---|------------------|---------------------------|--------------------------|----------------------------|---------------------------|---------------|--------------|
|   | <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> |
|   | %                | %                         | %                        | %                          | %                         | %             | %            |
| <b>All (N = 29,422)</b>   | <b>26.4%</b>     | <b>28.0%</b>              | <b>9.6%</b>              | <b>7.9%</b>                | <b>3.5%</b>               | <b>18.1%</b>  | <b>6.5%</b>  |
| (N = 1,201)   |                  |                           |                          |                            |                           |               |              |
| <b>Girls: Asian</b><br>(N = 994)  | 35.0%            | 35.3%                     | 9.3%                     | 6.1%                       | 1.9%                      | 7.9%          | 4.4%         |
| <b>Boys: Black</b><br>(N = 372)   | 29.9%            | 20.4%                     | 6.3%                     | 9.8%                       | 3.5%                      | 19.0%         | 11.1%        |
| <b>Girls: Black</b><br>(N = 288)  | 37.8%            | 28.1%                     | 5.2%                     | 4.9%                       | 3.8%                      | 13.5%         | 6.6%         |



## Young people's formats of writing

**Table 9: Formats of writing in 2013 for whole sample and broken down by demographic background (Part 1)**

| What do you write outside class at least once a month (not counting stuff you write for school)? |                      |                                   |               |                         |              |                |               |
|--|----------------------|-----------------------------------|---------------|-------------------------|--------------|----------------|---------------|
|  | <i>Text messages</i> | <i>Social networking messages</i> | <i>Emails</i> | <i>Instant messages</i> | <i>Notes</i> | <i>Twitter</i> | <i>Lyrics</i> |
|  | %                    | %                                 | %             | %                       | %            | %              | %             |
| <b>All</b>   | <b>75.6%</b>         | <b>52.7%</b>                      | <b>48.2%</b>  | <b>46.4%</b>            | <b>38.0%</b> | <b>25.9%</b>   | <b>26.4%</b>  |
| <b>Boys</b>  | 71.0%                | 49.5%                             | 47.3%         | 41.9%                   | 29.0%        | 24.5%          | 15.6%         |
| <b>Girls</b>   | 80.6%                | 56.3%                             | 49.4%         | 51.2%                   | 47.5%        | 27.6%          | 37.6%         |
| <b>KS2</b>   | 63.8%                | 36.2%                             | 41.5%         | 33.1%                   | 39.1%        | 13.8%          | 31.4%         |
| <b>KS3</b>   | 82.2%                | 59.0%                             | 50.9%         | 52.4%                   | 38.6%        | 28.0%          | 25.5%         |
| <b>KS4</b>   | 85.0%                | 72.1%                             | 56.2%         | 59.9%                   | 34.9%        | 45.5%          | 18.5%         |
| <b>FSM</b>   | 65.5%                | 50.6%                             | 41.7%         | 39.2%                   | 35.4%        | 24.8%          | 33.2%         |
| <b>Non-FSM</b>   | 78.5%                | 54.2%                             | 50.3%         | 48.6%                   | 38.8%        | 26.5%          | 25.2%         |
| <b>White</b>   | 80.3%                | 56.4%                             | 50.3%         | 48.5%                   | 40.1%        | 27.2%          | 27.2%         |
| <b>Mixed</b>   | 76.0%                | 53.9%                             | 51.6%         | 49.6%                   | 37.5%        | 29.3%          | 29.3%         |
| <b>Asian</b>   | 69.5%                | 46.9%                             | 52.7%         | 46.2%                   | 37.0%        | 21.8%          | 24.6%         |
| <b>Black</b>   | 74.3%                | 49.6%                             | 45.7%         | 52.1%                   | 41.2%        | 33.2%          | 36.5%         |
| <b>Boys – KS2</b>  | 58.9%                | 34.7%                             | 40.4%         | 30.3%                   | 31.4%        | 15.6%          | 18.5%         |
| <b>Girls – KS2</b>   | 69.1%                | 37.7%                             | 42.8%         | 35.9%                   | 47.1%        | 12.1%          | 44.7%         |
| <b>Boys – KS3</b>  | 77.8%                | 54.3%                             | 49.5%         | 46.2%                   | 27.9%        | 25.8%          | 14.8%         |
| <b>Girls – KS3</b>   | 87.0%                | 63.9%                             | 52.4%         | 58.8%                   | 49.5%        | 30.4%          | 36.5%         |
| <b>Boys – KS4</b>  | 80.5%                | 67.7%                             | 56.0%         | 55.4%                   | 26.8%        | 39.0%          | 12.1%         |
| <b>Girls – KS4</b>   | 90.0%                | 77.2%                             | 56.8%         | 64.8%                   | 44.0%        | 52.9%          | 25.6%         |
| <b>Boys – FSM</b>  | 59.7%                | 47.8%                             | 41.5%         | 36.1%                   | 26.8%        | 22.3%          | 19.6%         |
| <b>Girls – FSM</b>   | 71.7%                | 53.7%                             | 42.0%         | 42.3%                   | 44.2%        | 27.5%          | 47.2%         |
| <b>Boys – Non-FSM</b>  | 74.1%                | 51.0%                             | 49.3%         | 44.0%                   | 29.5%        | 25.1%          | 14.7%         |
| <b>Girls – Non-FSM</b>   | 83.1%                | 57.5%                             | 51.4%         | 53.3%                   | 48.4%        | 28.0%          | 35.9%         |
| <b>Boys – White</b>  | 75.4%                | 52.2%                             | 49.4%         | 43.1%                   | 30.3%        | 25.2%          | 15.7%         |
| <b>Girls – White</b>   | 85.3%                | 60.6%                             | 51.4%         | 54.1%                   | 50.1%        | 29.3%          | 38.9%         |
| <b>Boys – Mixed</b>  | 71.1%                | 50.9%                             | 50.9%         | 48.0%                   | 30.1%        | 26.9%          | 19.1%         |
| <b>Girls – Mixed</b>   | 81.3%                | 57.3%                             | 52.3%         | 51.7%                   | 44.9%        | 32.0%          | 39.5%         |
| <b>Boys – Asian</b>  | 67.6%                | 49.1%                             | 53.9%         | 44.8%                   | 29.9%        | 22.6%          | 16.1%         |
| <b>Girls – Asian</b>   | 72.3%                | 44.5%                             | 51.4%         | 47.8%                   | 45.6%        | 20.9%          | 34.9%         |
| <b>Boys – Black</b>  | 71.8%                | 50.3%                             | 40.3%         | 53.5%                   | 31.7%        | 34.9%          | 25.3%         |
| <b>Girls – Black</b>   | 77.4%                | 49.0%                             | 53.5%         | 50.3%                   | 53.8%        | 31.3%          | 50.7%         |

**Table 9: Formats of writing in 2013 for whole sample and broken down by demographic background (Part 2)**

|                        | <i>Letters</i> | <i>Fiction</i> | <i>Diary</i> | <i>Poems</i> | <i>Blogs</i> | <i>Essays</i> | <i>Reviews</i> |
|------------------------|----------------|----------------|--------------|--------------|--------------|---------------|----------------|
|                        | %              | %              | %            | %            | %            | %             | %              |
| <b>All</b>             | <b>29.0%</b>   | <b>23.3%</b>   | <b>22.1%</b> | <b>14.6%</b> | <b>13.1%</b> | <b>15.6%</b>  | <b>11.4%</b>   |
| <b>Boys</b>            | 25.1%          | 19.0%          | 11.0%        | 10.2%        | 11.8%        | 14.9%         | 11.8%          |
| <b>Girls</b>           | 33.1%          | 27.9%          | 33.7%        | 19.1%        | 14.6%        | 16.3%         | 11.2%          |
| <b>KS2</b>             | 38.3%          | 30.6%          | 29.7%        | 22.9%        | 14.8%        | 9.3%          | 13.3%          |
| <b>KS3</b>             | 25.2%          | 20.9%          | 18.9%        | 9.9%         | 11.5%        | 16.6%         | 10.9%          |
| <b>KS4</b>             | 19.0%          | 14.3%          | 14.4%        | 7.8%         | 13.2%        | 25.7%         | 9.1%           |
| <b>FSM</b>             | 33.5%          | 25.0%          | 26.4%        | 21.4%        | 14.3%        | 11.4%         | 12.7%          |
| <b>Non-FSM</b>         | 27.8%          | 22.7%          | 21.2%        | 12.8%        | 12.7%        | 16.4%         | 11.1%          |
| <b>White</b>           | 29.3%          | 23.5%          | 22.1%        | 14.2%        | 13.6%        | 15.4%         | 11.1%          |
| <b>Mixed</b>           | 32.3%          | 25.7%          | 28.2%        | 18.3%        | 14.4%        | 16.5%         | 15.9%          |
| <b>Asian</b>           | 33.2%          | 28.9%          | 27.3%        | 19.6%        | 12.6%        | 20.3%         | 15.1%          |
| <b>Black</b>           | 39.4%          | 29.3%          | 29.5%        | 22.5%        | 19.0%        | 28.7%         | 19.9%          |
| <b>Boys – KS2</b>      | 32.9%          | 25.7%          | 16.4%        | 16.5%        | 14.5%        | 9.0%          | 12.6%          |
| <b>Girls – KS2</b>     | 43.9%          | 35.7%          | 43.4%        | 29.6%        | 15.2%        | 9.7%          | 14.1%          |
| <b>Boys – KS3</b>      | 22.3%          | 16.7%          | 8.6%         | 6.4%         | 10.0%        | 15.7%         | 11.7%          |
| <b>Girls – KS3</b>     | 28.2%          | 25.3%          | 29.5%        | 13.4%        | 13.2%        | 17.6%         | 10.1%          |
| <b>Boys – KS4</b>      | 15.9%          | 11.2%          | 5.7%         | 5.4%         | 10.2%        | 24.5%         | 10.4%          |
| <b>Girls – KS4</b>     | 22.4%          | 17.5%          | 24.0%        | 10.6%        | 16.7%        | 27.2%         | 7.8%           |
| <b>Boys – FSM</b>      | 28.2%          | 20.4%          | 14.2%        | 16.1%        | 11.8%        | 9.9%          | 13.3%          |
| <b>Girls – FSM</b>     | 38.8%          | 29.6%          | 39.0%        | 26.8%        | 16.8%        | 13.0%         | 12.0%          |
| <b>Boys – Non-FSM</b>  | 24.4%          | 18.6%          | 10.1%        | 8.7%         | 11.3%        | 16.1%         | 11.5%          |
| <b>Girls – Non-FSM</b> | 31.4%          | 26.9%          | 32.5%        | 17.1%        | 14.2%        | 16.8%         | 10.7%          |
| <b>Boys – White</b>    | 25.2%          | 19.0%          | 10.8%        | 9.9%         | 12.0%        | 15.1%         | 11.5%          |
| <b>Girls – White</b>   | 33.4%          | 28.1%          | 33.6%        | 18.6%        | 15.2%        | 15.8%         | 10.8%          |
| <b>Boys – Mixed</b>    | 27.8%          | 21.6%          | 14.1%        | 13.4%        | 12.8%        | 15.3%         | 18.4%          |
| <b>Girls – Mixed</b>   | 36.8%          | 29.7%          | 42.3%        | 23.1%        | 16.3%        | 17.8%         | 13.5%          |
| <b>Boys – Asian</b>    | 28.6%          | 23.6%          | 14.7%        | 13.3%        | 11.2%        | 19.0%         | 13.8%          |
| <b>Girls – Asian</b>   | 38.9%          | 35.2%          | 42.2%        | 27.2%        | 14.4%        | 22.1%         | 16.8%          |
| <b>Boys – Black</b>    | 35.5%          | 23.1%          | 15.6%        | 16.1%        | 19.9%        | 23.1%         | 19.6%          |
| <b>Girls – Black</b>   | 44.4%          | 37.8%          | 47.2%        | 30.6%        | 18.1%        | 36.5%         | 20.5%          |

## Young people's attitudes towards writing

**Table 10.1: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – The more I write, the better my writing gets**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>82.1%</b>                       | <b>9.8%</b>                                 | <b>5.0%</b>                           | <b>3.0%</b>           |
| <b>Boys (N = 15,015)</b>           | 81.1%                              | 10.0%                                       | 5.9%                                  | 3.0%                  |
| <b>Girls (N = 14,407)</b>          | 83.2%                              | 9.6%  | 4.2%                                  | 3.0%                  |
| <b>KS2 (N = 10,995)</b>            | 86.8%                              | 6.4%  | 3.8%                                  | 2.9%                  |
| <b>KS3 (N = 12,818)</b>            | 81.1%                              | 10.8%                                       | 5.0%                                  | 3.1%                  |
| <b>KS4 (N = 5,528)</b>             | 75.1%                              | 14.4%                                       | 7.5%                                  | 2.9%                  |
| <b>FSM (N = 3,634)</b>             | 81.2%                              | 9.4%  | 5.8%                                  | 3.6%                  |
| <b>Non-FSM (N = 23,865)</b>        | 82.7%                              | 9.7%  | 4.9%                                  | 2.7%                  |
| <b>White (N = 22,361)</b>          | 82.1%                              | 10.1%                                       | 5.0%                                  | 2.8%                  |
| <b>Mixed (N = 1,311)</b>           | 83.9%                              | 8.5%  | 4.7%                                  | 2.9%                  |
| <b>Asian (N = 2,209)</b>           | 85.6%                              | 6.8%  | 4.3%                                  | 3.2%                  |
| <b>Black (N = 668)</b>             | 81.7%                              | 5.8%  | 7.2%                                  | 5.3%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 86.0%                              | 6.6%  | 4.4%                                  | 2.9%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 87.6%                              | 6.2%  | 3.3%                                  | 2.9%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 81.2%                              | 10.5%                                       | 5.4%                                  | 2.9%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 81.0%                              | 11.2%                                       | 4.4%                                  | 3.4%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 71.2%                              | 15.8%                                       | 9.7%                                  | 3.3%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 79.3%                              | 12.9%                                       | 5.3%                                  | 2.5%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 80.7%                              | 9.3%  | 6.6%                                  | 3.3%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 81.6%                              | 9.5%  | 5.0%                                  | 3.9%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 81.6%                              | 9.9%  | 5.9%                                  | 2.6%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 83.9%                              | 9.4%  | 3.9%                                  | 2.8%                  |
| <b>Boys: White (N = 11,225)</b>    | 81.0%                              | 10.3%                                       | 6.0%                                  | 2.7%                  |
| <b>Girls: White (N = 11,042)</b>   | 83.2%                              | 9.9%  | 4.1%                                  | 2.8%                  |
| <b>Boys: Mixed (N = 658)</b>       | 83.0%                              | 8.7%  | 5.6%                                  | 2.7%                  |
| <b>Girls: Mixed (N = 646)</b>      | 85.1%                              | 8.1%  | 3.5%                                  | 3.2%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 84.7%                              | 7.7%  | 4.7%                                  | 3.0%                  |
| <b>Girls: Asian (N = 994)</b>      | 86.7%                              | 5.9%  | 3.9%                                  | 3.5%                  |
| <b>Boys: Black (N = 372)</b>       | 82.7%                              | 4.5%  | 7.4%                                  | 5.4%                  |
| <b>Girls: Black (N = 288)</b>      | 80.5%                              | 7.1%  | 7.1%                                  | 5.3%                  |

**Table 10.2: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Writing is more fun when you can choose the topic**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>78.6%</b>                       | <b>12.2%</b>                                | <b>5.5%</b>                           | <b>3.5%</b>           |
| <b>Boys (N = 15,015)</b>           | 78.1%                              | 12.0%                                       | 6.1%                                  | 3.9%                  |
| <b>Girls (N = 14,407)</b>          | 79.2%                              | 12.5%                                       | 5.2%                                  | 3.1%                  |
| <b>KS2 (N = 10,995)</b>            | 80.8%                              | 9.7%  | 5.5%                                  | 4.0%                  |
| <b>KS3 (N = 12,818)</b>            | 79.8%                              | 12.1%                                       | 5.0%                                  | 3.2%                  |
| <b>KS4 (N = 5,528)</b>             | 71.7%                              | 17.8%                                       | 7.2%                                  | 3.2%                  |
| <b>FSM (N = 3,634)</b>             | 76.4%                              | 11.8%                                       | 6.6%                                  | 5.3%                  |
| <b>Non-FSM (N = 23,865)</b>        | 79.5%                              | 12.3%                                       | 5.3%                                  | 2.9%                  |
| <b>White (N = 22,361)</b>          | 79.3%                              | 12.3%                                       | 5.4%                                  | 3.1%                  |
| <b>Mixed (N = 1,311)</b>           | 78.8%                              | 11.8%                                       | 6.0%                                  | 3.4%                  |
| <b>Asian (N = 2,209)</b>           | 76.3%                              | 11.9%                                       | 6.5%                                  | 5.3%                  |
| <b>Black (N = 668)</b>             | 80.1%                              | 8.8%  | 5.6%                                  | 5.6%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 80.2%                              | 9.4%  | 6.2%                                  | 4.1%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 81.3%                              | 10.1%                                       | 4.7%                                  | 3.9%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 79.6%                              | 11.4%                                       | 5.4%                                  | 3.7%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 80.0%                              | 12.7%                                       | 4.6%                                  | 2.7%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 70.8%                              | 18.3%                                       | 7.2%                                  | 3.8%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 72.6%                              | 17.5%                                       | 7.2%                                  | 2.7%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 76.4%                              | 11.6%                                       | 6.8%                                  | 5.2%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 76.2%                              | 12.0%                                       | 6.4%                                  | 5.4%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 79.0%                              | 12.2%                                       | 5.7%                                  | 3.1%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 80.1%                              | 12.5%                                       | 4.8%                                  | 2.6%                  |
| <b>Boys: White (N = 11,225)</b>    | 78.9%                              | 11.9%                                       | 5.8%                                  | 3.4%                  |
| <b>Girls: White (N = 11,042)</b>   | 79.6%                              | 12.7%                                       | 5.0%                                  | 2.7%                  |
| <b>Boys: Mixed (N = 658)</b>       | 77.3%                              | 12.5%                                       | 6.4%                                  | 3.8%                  |
| <b>Girls: Mixed (N = 646)</b>      | 80.5%                              | 11.1%                                       | 5.4%                                  | 3.0%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 76.1%                              | 11.3%                                       | 6.9%                                  | 5.7%                  |
| <b>Girls: Asian (N = 994)</b>      | 76.5%                              | 12.8%                                       | 5.9%                                  | 4.9%                  |
| <b>Boys: Black (N = 372)</b>       | 79.4%                              | 9.7%  | 5.4%                                  | 5.4%                  |
| <b>Girls: Black (N = 288)</b>      | 80.8%                              | 7.4%  | 5.9%                                  | 5.9%                  |

**Table 10.3: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – A pupil who writes well gets better marks**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>63.1%</b>                       | <b>20.3%</b>                                | <b>9.9%</b>                           | <b>6.8%</b>           |
| <b>Boys (N = 15,015)</b>           | 66.0%                              | 18.4%                                       | 9.7%                                  | 5.8%                  |
| <b>Girls (N = 14,407)</b>          | 60.0%                              | 22.2%                                       | 10.0%                                 | 7.8%                  |
| <b>KS2 (N = 10,995)</b>            | 63.0%                              | 18.4%                                       | 10.4%                                 | 8.2%                  |
| <b>KS3 (N = 12,818)</b>            | 62.5%                              | 21.3%                                       | 9.5%                                  | 6.6%                  |
| <b>KS4 (N = 5,528)</b>             | 64.7%                              | 21.7%                                       | 9.3%                                  | 4.4%                  |
| <b>FSM (N = 3,634)</b>             | 63.2%                              | 18.4%                                       | 11.4%                                 | 7.0%                  |
| <b>Non-FSM (N = 23,865)</b>        | 63.4%                              | 20.7%                                       | 9.5%                                  | 6.3%                  |
| <b>White (N = 22,361)</b>          | 63.1%                              | 20.7%                                       | 9.8%                                  | 6.4%                  |
| <b>Mixed (N = 1,311)</b>           | 63.1%                              | 21.3%                                       | 8.6%                                  | 7.0%                  |
| <b>Asian (N = 2,209)</b>           | 64.5%                              | 16.7%                                       | 10.1%                                 | 8.7%                  |
| <b>Black (N = 668)</b>             | 65.3%                              | 15.5%                                       | 10.7%                                 | 8.5%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 67.0%                              | 16.9%                                       | 9.3%                                  | 6.8%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 58.8%                              | 20.1%                                       | 11.6%                                 | 9.6%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 65.7%                              | 19.0%                                       | 9.5%                                  | 5.7%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 59.2%                              | 23.8%                                       | 9.5%                                  | 7.5%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 65.0%                              | 20.2%                                       | 10.6%                                 | 4.1%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 64.3%                              | 23.1%                                       | 7.9%                                  | 4.7%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 66.6%                              | 17.0%                                       | 10.8%                                 | 5.7%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 59.6%                              | 20.0%                                       | 12.1%                                 | 8.3%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 66.5%                              | 18.7%                                       | 9.5%                                  | 5.3%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 60.3%                              | 22.8%                                       | 9.5%                                  | 7.3%                  |
| <b>Boys: White (N = 11,225)</b>    | 66.2%                              | 18.8%                                       | 9.7%                                  | 5.3%                  |
| <b>Girls: White (N = 11,042)</b>   | 60.0%                              | 22.7%                                       | 9.9%                                  | 7.5%                  |
| <b>Boys: Mixed (N = 658)</b>       | 66.1%                              | 20.0%                                       | 9.4%                                  | 4.5%                  |
| <b>Girls: Mixed (N = 646)</b>      | 60.1%                              | 22.8%                                       | 7.5%                                  | 9.6%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 65.0%                              | 16.7%                                       | 9.9%                                  | 8.4%                  |
| <b>Girls: Asian (N = 994)</b>      | 63.6%                              | 16.9%                                       | 10.3%                                 | 9.2%                  |
| <b>Boys: Black (N = 372)</b>       | 67.4%                              | 15.4%                                       | 7.1%                                  | 10.0%                 |
| <b>Girls: Black (N = 288)</b>      | 62.5%                              | 15.7%                                       | 15.4%                                 | 6.4%                  |

**Table 10.4: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – It is easier to read than it is to write**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>53.8%</b>                       | <b>25.2%</b>                                | <b>15.-%</b>                          | <b>5.9%</b>           |
| <b>Boys (N = 15,015)</b>           | 59.6%                              | 22.0%                                       | 13.4%                                 | 5.0%                  |
| <b>Girls (N = 14,407)</b>          | 47.9%                              | 28.5%                                       | 16.6%                                 | 6.9%                  |
| <b>KS2 (N = 10,995)</b>            | 56.1%                              | 22.3%                                       | 14.3%                                 | 7.3%                  |
| <b>KS3 (N = 12,818)</b>            | 52.7%                              | 27.2%                                       | 14.5%                                 | 5.5%                  |
| <b>KS4 (N = 5,528)</b>             | 52.1%                              | 26.5%                                       | 17.3%                                 | 4.0%                  |
| <b>FSM (N = 3,634)</b>             | 54.0%                              | 22.1%                                       | 17.2%                                 | 6.7%                  |
| <b>Non-FSM (N = 23,865)</b>        | 54.0%                              | 25.8%                                       | 14.7%                                 | 5.5%                  |
| <b>White (N = 22,361)</b>          | 53.8%                              | 25.7%                                       | 15.0%                                 | 5.5%                  |
| <b>Mixed (N = 1,311)</b>           | 51.5%                              | 25.5%                                       | 17.4%                                 | 5.6%                  |
| <b>Asian (N = 2,209)</b>           | 58.0%                              | 22.0%                                       | 13.2%                                 | 6.9%                  |
| <b>Black (N = 668)</b>             | 53.4%                              | 24.3%                                       | 15.2%                                 | 7.1%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 63.7%                              | 17.4%                                       | 13.2%                                 | 5.8%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 48.2%                              | 27.5%                                       | 15.4%                                 | 8.8%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 58.6%                              | 23.7%                                       | 13.1%                                 | 4.7%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 46.9%                              | 30.7%                                       | 15.9%                                 | 6.4%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 54.4%                              | 27.2%                                       | 14.5%                                 | 3.9%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 49.7%                              | 25.6%                                       | 20.5%                                 | 4.2%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 60.3%                              | 19.7%                                       | 15.0%                                 | 4.9%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 47.9%                              | 24.6%                                       | 19.2%                                 | 8.3%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 59.7%                              | 22.6%                                       | 13.1%                                 | 4.6%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 48.2%                              | 29.0%                                       | 16.3%                                 | 6.4%                  |
| <b>Boys: White (N = 11,225)</b>    | 60.2%                              | 21.8%                                       | 13.4%                                 | 4.5%                  |
| <b>Girls: White (N = 11,042)</b>   | 47.4%                              | 29.4%                                       | 16.6%                                 | 6.5%                  |
| <b>Boys: Mixed (N = 658)</b>       | 54.6%                              | 25.0%                                       | 15.9%                                 | 4.6%                  |
| <b>Girls: Mixed (N = 646)</b>      | 48.2%                              | 26.3%                                       | 18.8%                                 | 6.7%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 61.7%                              | 21.0%                                       | 11.7%                                 | 5.5%                  |
| <b>Girls: Asian (N = 994)</b>      | 53.1%                              | 23.4%                                       | 14.9%                                 | 8.7%                  |
| <b>Boys: Black (N = 372)</b>       | 53.4%                              | 24.0%                                       | 16.0%                                 | 6.6%                  |
| <b>Girls: Black (N = 288)</b>      | 52.8%                              | 24.8%                                       | 14.5%                                 | 7.8%                  |

**Table 10.5: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – If I am good at writing, I'll get a better job**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>58.9%</b>                       | <b>23.8%</b>                                | <b>10.4%</b>                          | <b>6.9%</b>           |
| <b>Boys (N = 15,015)</b>           | 60.9%                              | 21.8%                                       | 11.0%                                 | 6.3%                  |
| <b>Girls (N = 14,407)</b>          | 56.7%                              | 25.9%                                       | 9.8%                                  | 7.6%                  |
| <b>KS2 (N = 10,995)</b>            | 63.4%                              | 20.0%                                       | 8.7%                                  | 7.9%                  |
| <b>KS3 (N = 12,818)</b>            | 59.2%                              | 24.1%                                       | 10.1%                                 | 6.6%                  |
| <b>KS4 (N = 5,528)</b>             | 48.9%                              | 31.0%                                       | 14.6%                                 | 5.6%                  |
| <b>FSM (N = 3,634)</b>             | 63.9%                              | 17.7%                                       | 11.0%                                 | 7.4%                  |
| <b>Non-FSM (N = 23,865)</b>        | 58.5%                              | 24.9%                                       | 10.3%                                 | 6.3%                  |
| <b>White (N = 22,361)</b>          | 58.5%                              | 24.5%                                       | 10.5%                                 | 6.5%                  |
| <b>Mixed (N = 1,311)</b>           | 57.9%                              | 24.9%                                       | 10.9%                                 | 6.3%                  |
| <b>Asian (N = 2,209)</b>           | 62.7%                              | 19.3%                                       | 9.4%                                  | 8.5%                  |
| <b>Black (N = 668)</b>             | 62.8%                              | 18.1%                                       | 8.9%                                  | 10.3%                 |
| <b>Boys: KS2 (N = 5,563)</b>       | 65.8%                              | 18.6%                                       | 8.6%                                  | 6.9%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 60.8%                              | 21.4%                                       | 8.7%                                  | 9.0%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 61.8%                              | 21.6%                                       | 10.5%                                 | 6.2%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 56.5%                              | 26.7%                                       | 9.7%                                  | 7.0%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 49.2%                              | 28.8%                                       | 16.8%                                 | 5.2%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 48.6%                              | 33.1%                                       | 12.2%                                 | 6.0%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 65.9%                              | 16.5%                                       | 11.1%                                 | 6.5%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 61.8%                              | 19.0%                                       | 10.9%                                 | 8.3%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 60.6%                              | 22.7%                                       | 11.1%                                 | 5.6%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 56.3%                              | 27.2%                                       | 9.5%                                  | 7.0%                  |
| <b>Boys: White (N = 11,225)</b>    | 60.9%                              | 22.2%                                       | 11.0%                                 | 5.8%                  |
| <b>Girls: White (N = 11,042)</b>   | 56.1%                              | 26.7%                                       | 9.9%                                  | 7.2%                  |
| <b>Boys: Mixed (N = 658)</b>       | 58.8%                              | 23.8%                                       | 11.4%                                 | 5.9%                  |
| <b>Girls: Mixed (N = 646)</b>      | 56.9%                              | 26.1%                                       | 10.3%                                 | 6.8%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 62.4%                              | 18.9%                                       | 10.1%                                 | 8.6%                  |
| <b>Girls: Asian (N = 994)</b>      | 62.7%                              | 20.0%                                       | 8.7%                                  | 8.6%                  |
| <b>Boys: Black (N = 372)</b>       | 62.3%                              | 16.1%                                       | 12.2%                                 | 9.3%                  |
| <b>Girls: Black (N = 288)</b>      | 62.5%                              | 20.8%                                       | 4.9%                                  | 11.7%                 |

**Table 10.6: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I have trouble deciding what to write**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>48.6%</b>                       | <b>24.9%</b>                                | <b>22.1%</b>                          | <b>4.4%</b>           |
| <b>Boys (N = 15,015)</b>           | 49.0%                              | 24.4%                                       | 22.3%                                 | 4.3%                  |
| <b>Girls (N = 14,407)</b>          | 48.2%                              | 25.5%                                       | 21.8%                                 | 4.6%                  |
| <b>KS2 (N = 10,995)</b>            | 47.3%                              | 23.4%                                       | 24.1%                                 | 5.2%                  |
| <b>KS3 (N = 12,818)</b>            | 47.6%                              | 26.1%                                       | 22.4%                                 | 3.9%                  |
| <b>KS4 (N = 5,528)</b>             | 53.4%                              | 25.2%                                       | 17.4%                                 | 4.0%                  |
| <b>FSM (N = 3,634)</b>             | 52.6%                              | 20.5%                                       | 21.6%                                 | 5.3%                  |
| <b>Non-FSM (N = 23,865)</b>        | 48.1%                              | 25.7%                                       | 22.2%                                 | 4.0%                  |
| <b>White (N = 22,361)</b>          | 49.8%                              | 24.7%                                       | 21.3%                                 | 4.2%                  |
| <b>Mixed (N = 1,311)</b>           | 41.9%                              | 27.7%                                       | 26.8%                                 | 3.6%                  |
| <b>Asian (N = 2,209)</b>           | 41.5%                              | 26.0%                                       | 26.9%                                 | 5.6%                  |
| <b>Black (N = 668)</b>             | 46.0%                              | 19.5%                                       | 29.8%                                 | 4.6%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 50.1%                              | 22.4%                                       | 23.1%                                 | 4.5%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 44.4%                              | 24.6%                                       | 25.1%                                 | 5.9%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 46.9%                              | 25.8%                                       | 23.2%                                 | 4.0%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 48.2%                              | 26.5%                                       | 21.5%                                 | 3.8%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 51.3%                              | 25.4%                                       | 18.7%                                 | 4.6%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 55.7%                              | 25.1%                                       | 15.8%                                 | 3.3%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 51.6%                              | 20.5%                                       | 22.8%                                 | 5.1%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 53.3%                              | 20.5%                                       | 20.5%                                 | 5.6%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 48.4%                              | 25.3%                                       | 22.6%                                 | 3.8%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 47.7%                              | 26.3%                                       | 21.8%                                 | 4.2%                  |
| <b>Boys: White (N = 11,225)</b>    | 50.4%                              | 24.2%                                       | 21.4%                                 | 4.0%                  |
| <b>Girls: White (N = 11,042)</b>   | 49.2%                              | 25.4%                                       | 21.1%                                 | 4.3%                  |
| <b>Boys: Mixed (N = 658)</b>       | 40.4%                              | 28.7%                                       | 28.0%                                 | 2.9%                  |
| <b>Girls: Mixed (N = 646)</b>      | 43.4%                              | 27.1%                                       | 25.2%                                 | 4.4%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 43.4%                              | 25.6%                                       | 26.0%                                 | 5.0%                  |
| <b>Girls: Asian (N = 994)</b>      | 38.8%                              | 26.7%                                       | 28.3%                                 | 6.2%                  |
| <b>Boys: Black (N = 372)</b>       | 44.4%                              | 19.9%                                       | 30.1%                                 | 5.6%                  |
| <b>Girls: Black (N = 288)</b>      | 47.0%                              | 19.6%                                       | 29.9%                                 | 3.6%                  |



**Table 10.7: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Compared to others, I am a good writer**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>37.8%</b>                       | <b>33.1%</b>                                | <b>18.3%</b>                          | <b>10.8%</b>          |
| <b>Boys (N = 15,015)</b>           | 39.6%                              | 32.3%                                       | 19.2%                                 | 9.0%                  |
| <b>Girls (N = 14,407)</b>          | 36.0%                              | 34.0%                                       | 17.3%                                 | 12.7%                 |
| <b>KS2 (N = 10,995)</b>            | 43.9%                              | 28.4%                                       | 15.8%                                 | 11.9%                 |
| <b>KS3 (N = 12,818)</b>            | 34.6%                              | 35.8%                                       | 18.8%                                 | 10.8%                 |
| <b>KS4 (N = 5,528)</b>             | 33.1%                              | 36.3%                                       | 21.9%                                 | 8.7%                  |
| <b>FSM (N = 3,634)</b>             | 40.7%                              | 28.5%                                       | 20.1%                                 | 10.7%                 |
| <b>Non-FSM (N = 23,865)</b>        | 37.3%                              | 34.2%                                       | 18.0%                                 | 10.4%                 |
| <b>White (N = 22,361)</b>          | 37.1%                              | 33.7%                                       | 18.8%                                 | 10.4%                 |
| <b>Mixed (N = 1,311)</b>           | 42.3%                              | 31.2%                                       | 15.3%                                 | 11.2%                 |
| <b>Asian (N = 2,209)</b>           | 42.1%                              | 32.6%                                       | 12.6%                                 | 12.7%                 |
| <b>Black (N = 668)</b>             | 47.5%                              | 23.5%                                       | 18.9%                                 | 10.1%                 |
| <b>Boys: KS2 (N = 5,563)</b>       | 44.3%                              | 28.4%                                       | 17.6%                                 | 9.7%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 43.3%                              | 28.6%                                       | 13.9%                                 | 14.2%                 |
| <b>Boys: KS3 (N = 6,460)</b>       | 36.8%                              | 34.6%                                       | 19.8%                                 | 8.8%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 32.3%                              | 37.2%                                       | 17.7%                                 | 12.9%                 |
| <b>Boys: KS4 (N = 2,875)</b>       | 36.2%                              | 35.0%                                       | 20.8%                                 | 7.9%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 29.6%                              | 37.7%                                       | 23.2%                                 | 9.5%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 41.4%                              | 27.4%                                       | 21.4%                                 | 9.7%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 40.1%                              | 29.7%                                       | 18.7%                                 | 11.6%                 |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 39.2%                              | 33.5%                                       | 19.0%                                 | 8.3%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 35.3%                              | 35.1%                                       | 17.0%                                 | 12.6%                 |
| <b>Boys: White (N = 11,225)</b>    | 38.9%                              | 32.6%                                       | 20.1%                                 | 8.4%                  |
| <b>Girls: White (N = 11,042)</b>   | 35.1%                              | 34.8%                                       | 17.5%                                 | 12.5%                 |
| <b>Boys: Mixed (N = 658)</b>       | 43.7%                              | 30.9%                                       | 14.7%                                 | 10.7%                 |
| <b>Girls: Mixed (N = 646)</b>      | 40.9%                              | 31.8%                                       | 15.7%                                 | 11.6%                 |
| <b>Boys: Asian (N = 1,201)</b>     | 43.5%                              | 32.5%                                       | 13.0%                                 | 11.0%                 |
| <b>Girls: Asian (N = 994)</b>      | 40.2%                              | 32.8%                                       | 12.2%                                 | 14.8%                 |
| <b>Boys: Black (N = 372)</b>       | 46.4%                              | 23.6%                                       | 20.2%                                 | 9.7%                  |
| <b>Girls: Black (N = 288)</b>      | 48.2%                              | 23.6%                                       | 17.4%                                 | 10.9%                 |

**Table 10.8: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Writing is cool**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>31.9%</b>                       | <b>36.8%</b>                                | <b>25.3%</b>                          | <b>6.8%</b>           |
| <b>Boys (N = 15,015)</b>           | 27.0%                              | 36.3%                                       | 31.2%                                 | 5.4%                  |
| <b>Girls (N = 14,407)</b>          | 36.9%                              | 37.5%                                       | 19.1%                                 | 6.6%                  |
| <b>KS2 (N = 10,995)</b>            | 45.0%                              | 28.0%                                       | 21.1%                                 | 5.9%                  |
| <b>KS3 (N = 12,818)</b>            | 25.4%                              | 40.2%                                       | 28.1%                                 | 6.3%                  |
| <b>KS4 (N = 5,528)</b>             | 20.1%                              | 47.1%                                       | 27.2%                                 | 5.6%                  |
| <b>FSM (N = 3,634)</b>             | 40.8%                              | 28.4%                                       | 25.0%                                 | 5.8%                  |
| <b>Non-FSM (N = 23,865)</b>        | 29.8%                              | 38.8%                                       | 25.5%                                 | 5.9%                  |
| <b>White (N = 22,361)</b>          | 30.2%                              | 37.8%                                       | 26.4%                                 | 5.6%                  |
| <b>Mixed (N = 1,311)</b>           | 36.1%                              | 35.4%                                       | 22.1%                                 | 6.4%                  |
| <b>Asian (N = 2,209)</b>           | 41.2%                              | 33.4%                                       | 18.0%                                 | 7.3%                  |
| <b>Black (N = 668)</b>             | 41.2%                              | 27.7%                                       | 21.9%                                 | 9.2%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 37.7%                              | 29.4%                                       | 27.8%                                 | 5.1%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 52.4%                              | 26.6%                                       | 14.3%                                 | 6.7%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 21.7%                              | 39.3%                                       | 33.4%                                 | 5.5%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 29.1%                              | 41.2%                                       | 22.6%                                 | 7.0%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 17.1%                              | 43.6%                                       | 33.4%                                 | 5.9%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 23.3%                              | 50.9%                                       | 20.5%                                 | 5.3%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 34.9%                              | 30.1%                                       | 29.5%                                 | 5.5%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 46.5%                              | 26.9%                                       | 20.5%                                 | 6.1%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 25.2%                              | 38.0%                                       | 31.6%                                 | 5.2%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 34.6%                              | 39.6%                                       | 19.2%                                 | 6.6%                  |
| <b>Boys: White (N = 11,225)</b>    | 25.2%                              | 37.1%                                       | 33.0%                                 | 4.8%                  |
| <b>Girls: White (N = 11,042)</b>   | 35.3%                              | 38.6%                                       | 19.6%                                 | 6.5%                  |
| <b>Boys: Mixed (N = 658)</b>       | 31.3%                              | 37.2%                                       | 25.0%                                 | 6.4%                  |
| <b>Girls: Mixed (N = 646)</b>      | 40.8%                              | 33.7%                                       | 19.1%                                 | 6.4%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 37.2%                              | 33.1%                                       | 21.8%                                 | 8.0%                  |
| <b>Girls: Asian (N = 994)</b>      | 45.8%                              | 34.2%                                       | 13.4%                                 | 6.6%                  |
| <b>Boys: Black (N = 372)</b>       | 35.4%                              | 27.7%                                       | 26.5%                                 | 10.4%                 |
| <b>Girls: Black (N = 288)</b>      | 47.8%                              | 28.1%                                       | 16.2%                                 | 7.9%                  |

**Table 10.9: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – Girls tend to enjoy writing more than boys**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>26.9%</b>                       | <b>28.5%</b>                                | <b>34.0%</b>                          | <b>10.6%</b>          |
| <b>Boys (N = 15,015)</b>           | 32.1%                              | 27.3%                                       | 30.4%                                 | 10.2%                 |
| <b>Girls (N = 14,407)</b>          | 21.4%                              | 29.9%                                       | 37.7%                                 | 11.1%                 |
| <b>KS2 (N = 10,995)</b>            | 29.9%                              | 24.6%                                       | 34.5%                                 | 11.0%                 |
| <b>KS3 (N = 12,818)</b>            | 25.4%                              | 29.8%                                       | 33.9%                                 | 10.8%                 |
| <b>KS4 (N = 5,528)</b>             | 23.8%                              | 33.7%                                       | 33.0%                                 | 9.5%                  |
| <b>FSM (N = 3,634)</b>             | 34.7%                              | 23.7%                                       | 30.3%                                 | 11.2%                 |
| <b>Non-FSM (N = 23,865)</b>        | 25.3%                              | 29.7%                                       | 34.9%                                 | 10.2%                 |
| <b>White (N = 22,361)</b>          | 26.4%                              | 29.2%                                       | 34.4%                                 | 10.0%                 |
| <b>Mixed (N = 1,311)</b>           | 27.7%                              | 26.7%                                       | 34.0%                                 | 11.5%                 |
| <b>Asian (N = 2,209)</b>           | 28.5%                              | 24.4%                                       | 33.7%                                 | 13.3%                 |
| <b>Black (N = 668)</b>             | 30.4%                              | 24.8%                                       | 30.8%                                 | 14.0%                 |
| <b>Boys: KS2 (N = 5,563)</b>       | 34.1%                              | 22.3%                                       | 33.5%                                 | 10.2%                 |
| <b>Girls: KS2 (N = 5,381)</b>      | 25.7%                              | 27.0%                                       | 35.6%                                 | 11.7%                 |
| <b>Boys: KS3 (N = 6,460)</b>       | 31.5%                              | 29.0%                                       | 28.8%                                 | 10.6%                 |
| <b>Girls: KS3 (N = 6,311)</b>      | 19.1%                              | 30.7%                                       | 39.1%                                 | 11.1%                 |
| <b>Boys: KS4 (N = 2,875)</b>       | 29.7%                              | 33.4%                                       | 27.8%                                 | 9.1%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 17.5%                              | 34.2%                                       | 38.2%                                 | 10.1%                 |
| <b>Boys: FSM (N = 1,835)</b>       | 40.1%                              | 23.3%                                       | 26.1%                                 | 10.5%                 |
| <b>Girls: FSM (N = 1,783)</b>      | 29.6%                              | 24.2%                                       | 34.4%                                 | 11.8%                 |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 30.5%                              | 28.4%                                       | 31.4%                                 | 9.7%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 19.8%                              | 31.1%                                       | 38.4%                                 | 10.7%                 |
| <b>Boys: White (N = 11,225)</b>    | 32.0%                              | 27.9%                                       | 30.8%                                 | 9.3%                  |
| <b>Girls: White (N = 11,042)</b>   | 20.8%                              | 30.6%                                       | 37.9%                                 | 10.7%                 |
| <b>Boys: Mixed (N = 658)</b>       | 33.0%                              | 25.8%                                       | 30.1%                                 | 11.1%                 |
| <b>Girls: Mixed (N = 646)</b>      | 22.8%                              | 27.6%                                       | 37.7%                                 | 11.9%                 |
| <b>Boys: Asian (N = 1,201)</b>     | 30.8%                              | 25.3%                                       | 29.8%                                 | 14.1%                 |
| <b>Girls: Asian (N = 994)</b>      | 25.5%                              | 23.5%                                       | 38.5%                                 | 12.4%                 |
| <b>Boys: Black (N = 372)</b>       | 38.3%                              | 22.5%                                       | 24.2%                                 | 15.0%                 |
| <b>Girls: Black (N = 288)</b>      | 19.9%                              | 27.8%                                       | 39.1%                                 | 13.2%                 |

**Table 10.10: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – If you can use a spellchecker there is no point in learning spelling and grammar**

|                                    | <i>Overall agreement<br/>%</i> | <i>Neither agree nor disagree<br/>%</i> | <i>Overall disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|--------------------------------|---|-----------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>24.9%</b>                   | <b>16.3%</b>                            | <b>52.3%</b>                      | <b>6.5%</b>           |
| <b>Boys (N = 15,015)</b>           | 28.5%                          | 16.0%                                   | 48.7%                             | 6.8%                  |
| <b>Girls (N = 14,407)</b>          | 21.2%                          | 16.7%                                   | 56.0%                             | 6.1%                  |
| <b>KS2 (N = 10,995)</b>            | 26.8%                          | 14.8%                                   | 49.0%                             | 9.3%                  |
| <b>KS3 (N = 12,818)</b>            | 24.9%                          | 17.2%                                   | 52.6%                             | 5.4%                  |
| <b>KS4 (N = 5,528)</b>             | 21.0%                          | 17.2%                                   | 58.5%                             | 3.3%                  |
| <b>FSM (N = 3,634)</b>             | 31.3%                          | 16.7%                                   | 42.9%                             | 9.0%                  |
| <b>Non-FSM (N = 23,865)</b>        | 23.7%                          | 16.3%                                   | 54.6%                             | 5.4%                  |
| <b>White (N = 22,361)</b>          | 24.5%                          | 16.2%                                   | 53.3%                             | 6.0%                  |
| <b>Mixed (N = 1,311)</b>           | 24.5%                          | 17.0%                                   | 51.1%                             | 7.4%                  |
| <b>Asian (N = 2,209)</b>           | 26.6%                          | 16.4%                                   | 49.1%                             | 7.9%                  |
| <b>Black (N = 668)</b>             | 30.1%                          | 11.0%                                   | 51.7%                             | 7.2%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 30.3%                          | 14.8%                                   | 45.5%                             | 9.4%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 23.2%                          | 14.9%                                   | 52.8%                             | 9.1%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 28.4%                          | 16.9%                                   | 48.9%                             | 5.8%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 21.1%                          | 17.6%                                   | 56.4%                             | 5.0%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 24.5%                          | 16.1%                                   | 55.5%                             | 4.0%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 17.5%                          | 18.3%                                   | 61.7%                             | 2.6%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 35.5%                          | 17.2%                                   | 38.6%                             | 8.8%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 27.2%                          | 16.4%                                   | 47.3%                             | 9.1%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 27.1%                          | 15.8%                                   | 51.4%                             | 5.7%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 20.2%                          | 16.7%                                   | 58.0%                             | 5.1%                  |
| <b>Boys: White (N = 11,225)</b>    | 28.0%                          | 16.0%                                   | 49.6%                             | 6.4%                  |
| <b>Girls: White (N = 11,042)</b>   | 20.9%                          | 16.4%                                   | 57.1%                             | 5.6%                  |
| <b>Boys: Mixed (N = 658)</b>       | 27.9%                          | 15.6%                                   | 48.5%                             | 8.0%                  |
| <b>Girls: Mixed (N = 646)</b>      | 20.8%                          | 18.6%                                   | 53.8%                             | 6.9%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 29.8%                          | 15.2%                                   | 47.4%                             | 7.6%                  |
| <b>Girls: Asian (N = 994)</b>      | 22.7%                          | 17.6%                                   | 51.4%                             | 8.3%                  |
| <b>Boys: Black (N = 372)</b>       | 31.8%                          | 9.7%                                    | 50.4%                             | 8.0%                  |
| <b>Girls: Black (N = 288)</b>      | 26.8%                          | 12.9%                                   | 53.9%                             | 6.4%                  |

**Table 10.11: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I write in “txt” speak in class**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>13.0%</b>                       | <b>12.5%</b>                                | <b>63.5%</b>                          | <b>11.1%</b>          |
| <b>Boys (N = 15,015)</b>           | 14.6%                              | 13.2%                                       | 59.9%                                 | 12.3%                 |
| <b>Girls (N = 14,407)</b>          | 11.3%                              | 11.7%                                       | 67.2%                                 | 9.8%                  |
| <b>KS2 (N = 10,995)</b>            | 15.2%                              | 12.6%                                       | 55.2%                                 | 17.0%                 |
| <b>KS3 (N = 12,818)</b>            | 12.3%                              | 13.4%                                       | 65.8%                                 | 8.6%                  |
| <b>KS4 (N = 5,528)</b>             | 9.7%                               | 9.9%  | 75.0%                                 | 5.3%                  |
| <b>FSM (N = 3,634)</b>             | 22.0%                              | 16.2%                                       | 48.4%                                 | 13.4%                 |
| <b>Non-FSM (N = 23,865)</b>        | 11.2%                              | 11.8%                                       | 67.2%                                 | 9.8%                  |
| <b>White (N = 22,361)</b>          | 12.1%                              | 12.2%                                       | 65.6%                                 | 10.2%                 |
| <b>Mixed (N = 1,311)</b>           | 13.3%                              | 11.3%                                       | 61.2%                                 | 14.3%                 |
| <b>Asian (N = 2,209)</b>           | 16.4%                              | 15.0%                                       | 53.8%                                 | 14.8%                 |
| <b>Black (N = 668)</b>             | 21.4%                              | 10.2%                                       | 55.8%                                 | 12.6%                 |
| <b>Boys: KS2 (N = 5,563)</b>       | 17.5%                              | 12.9%                                       | 51.9%                                 | 17.8%                 |
| <b>Girls: KS2 (N = 5,381)</b>      | 12.9%                              | 12.4%                                       | 58.7%                                 | 16.0%                 |
| <b>Boys: KS3 (N = 6,460)</b>       | 13.8%                              | 14.2%                                       | 61.5%                                 | 10.5%                 |
| <b>Girls: KS3 (N = 6,311)</b>      | 10.7%                              | 12.5%                                       | 70.2%                                 | 6.6%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 10.1%                              | 11.4%                                       | 72.8%                                 | 5.7%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 9.3%                               | 8.3%  | 77.5%                                 | 4.9%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 23.9%                              | 18.7%                                       | 43.6%                                 | 13.7%                 |
| <b>Girls: FSM (N = 1,783)</b>      | 20.2%                              | 13.8%                                       | 52.9%                                 | 13.0%                 |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 12.7%                              | 12.4%                                       | 63.8%                                 | 11.2%                 |
| <b>Girls: Non-FSM (N = 11,742)</b> | 9.6%                               | 11.2%                                       | 70.7%                                 | 8.5%                  |
| <b>Boys: White (N = 11,225)</b>    | 13.8%                              | 12.8%                                       | 62.1%                                 | 11.3%                 |
| <b>Girls: White (N = 11,042)</b>   | 10.3%                              | 11.5%                                       | 69.2%                                 | 9.0%                  |
| <b>Boys: Mixed (N = 658)</b>       | 14.0%                              | 13.9%                                       | 56.9%                                 | 15.2%                 |
| <b>Girls: Mixed (N = 646)</b>      | 12.6%                              | 8.8%  | 65.4%                                 | 13.1%                 |
| <b>Boys: Asian (N = 1,201)</b>     | 16.7%                              | 15.5%                                       | 51.9%                                 | 16.0%                 |
| <b>Girls: Asian (N = 994)</b>      | 16.0%                              | 14.3%                                       | 56.4%                                 | 13.3%                 |
| <b>Boys: Black (N = 372)</b>       | 25.9%                              | 10.2%                                       | 50.9%                                 | 13.1%                 |
| <b>Girls: Black (N = 288)</b>      | 15.8%                              | 10.1%                                       | 61.9%                                 | 12.2%                 |

**Table 10.12: Attitudes towards writing in 2013 for whole sample and broken down by demographic background – I would be embarrassed if friends saw me write**

|                                    | <i>Overall<br/>agreement<br/>%</i> | <i>Neither agree nor<br/>disagree<br/>%</i> | <i>Overall<br/>disagreement<br/>%</i> | <i>Not sure<br/>%</i> |
|------------------------------------|------------------------------------|---|---------------------------------------|-----------------------|
| <b>All (N = 29,422)</b>            | <b>15.5%</b>                       | <b>19.1%</b>                                | <b>60.0%</b>                          | <b>5.4%</b>           |
| <b>Boys (N = 15,015)</b>           | 18.5%                              | 20.1%                                       | 55.3%                                 | 6.1%                  |
| <b>Girls (N = 14,407)</b>          | 12.3%                              | 18.0%                                       | 64.9%                                 | 4.8%                  |
| <b>KS2 (N = 10,995)</b>            | 15.9%                              | 15.0%                                       | 62.7%                                 | 6.3%                  |
| <b>KS3 (N = 12,818)</b>            | 15.3%                              | 21.1%                                       | 58.6%                                 | 5.1%                  |
| <b>KS4 (N = 5,528)</b>             | 14.8%                              | 22.8%                                       | 58.0%                                 | 4.4%                  |
| <b>FSM (N = 3,634)</b>             | 17.8%                              | 16.2%                                       | 60.5%                                 | 5.5%                  |
| <b>Non-FSM (N = 23,865)</b>        | 14.8%                              | 19.8%                                       | 60.5%                                 | 5.0%                  |
| <b>White (N = 22,361)</b>          | 15.6%                              | 19.8%                                       | 59.4%                                 | 5.2%                  |
| <b>Mixed (N = 1,311)</b>           | 14.5%                              | 16.6%                                       | 63.8%                                 | 5.1%                  |
| <b>Asian (N = 2,209)</b>           | 12.3%                              | 15.2%                                       | 67.3%                                 | 5.2%                  |
| <b>Black (N = 668)</b>             | 15.1%                              | 14.3%                                       | 63.2%                                 | 7.4%                  |
| <b>Boys: KS2 (N = 5,563)</b>       | 19.0%                              | 16.3%                                       | 57.6%                                 | 7.1%                  |
| <b>Girls: KS2 (N = 5,381)</b>      | 12.6%                              | 13.8%                                       | 68.1%                                 | 5.5%                  |
| <b>Boys: KS3 (N = 6,460)</b>       | 18.5%                              | 22.0%                                       | 54.1%                                 | 5.4%                  |
| <b>Girls: KS3 (N = 6,311)</b>      | 12.0%                              | 20.0%                                       | 63.2%                                 | 4.8%                  |
| <b>Boys: KS4 (N = 2,875)</b>       | 17.3%                              | 23.3%                                       | 53.8%                                 | 5.6%                  |
| <b>Girls: KS4 (N = 2,611)</b>      | 12.2%                              | 22.0%                                       | 62.6%                                 | 3.2%                  |
| <b>Boys: FSM (N = 1,835)</b>       | 20.7%                              | 17.1%                                       | 56.3%                                 | 5.9%                  |
| <b>Girls: FSM (N = 1,783)</b>      | 15.0%                              | 15.4%                                       | 64.5%                                 | 5.1%                  |
| <b>Boys: Non-FSM (N = 12,021)</b>  | 17.7%                              | 20.9%                                       | 56.0%                                 | 5.4%                  |
| <b>Girls: Non-FSM (N = 11,742)</b> | 11.8%                              | 18.6%                                       | 65.1%                                 | 4.5%                  |
| <b>Boys: White (N = 11,225)</b>    | 18.7%                              | 20.7%                                       | 54.9%                                 | 5.7%                  |
| <b>Girls: White (N = 11,042)</b>   | 12.5%                              | 18.8%                                       | 64.0%                                 | 4.7%                  |
| <b>Boys: Mixed (N = 658)</b>       | 16.5%                              | 18.6%                                       | 58.8%                                 | 6.1%                  |
| <b>Girls: Mixed (N = 646)</b>      | 12.5%                              | 14.7%                                       | 68.6%                                 | 4.2%                  |
| <b>Boys: Asian (N = 1,201)</b>     | 15.3%                              | 17.0%                                       | 61.4%                                 | 6.3%                  |
| <b>Girls: Asian (N = 994)</b>      | 8.5%                               | 13.1%                                       | 74.5%                                 | 4.0%                  |
| <b>Boys: Black (N = 372)</b>       | 17.4%                              | 12.6%                                       | 60.3%                                 | 9.7%                  |
| <b>Girls: Black (N = 288)</b>      | 11.4%                              | 16.4%                                       | 67.5%                                 | 4.6%                  |

## Young people and writing in 2013 – Attainment data

Attainment data for writing for 2013 were available for 11,065 **KS2** pupils (aged 8 to 11 in our sample) and **KS3** pupils (aged 11 to 14). Since our attainment data contained a varied set of levels and spanned young people aged 9 to 14, we standardised the data to form three crude categories to be applied to all ages: below expected level for their age, at expected level for their age and above expected level for their age.

In 2013, 8 in 10 young people (84.4%) write at either the expected level for their age (67.8%) or above the expected level for their age (16.6%). However, 1 in 6 (15.6%) write below the expected level for their age. Overall, writing attainment in this sample is in line with the national averages (85% achieved the expected level in writing at KS1 and 83% achieved the expected level in writing at KS2 in 2013).

The relationships with writing attainment are displayed in two ways. The first table in each section takes the writing variable as a starting point and explores how it is related to writing attainment. The second table in each section then takes the writing attainment categories as a starting point and explores how each are related to the writing variable.

### Writing attainment and young people's enjoyment of writing

**Tables 11 and 12** show that there is a clear relationship between writing attainment and enjoyment of writing.

Children and young people who enjoy writing very much are seven times more likely to write above the level expected for their age compared with children and young people who do not enjoy writing at all (48.4% vs. 6.6%; see **Table 11**). By contrast, nine times as many children and young people who do not enjoy writing at all write below the expected level compared with those who enjoy writing very much (44.3% vs. 4.7%)<sup>6</sup>.

**Table 11: Enjoyment of writing and writing attainment in 2013 (N = 11,065)**

|                    | <i>Below<br/>expected level<br/>%</i> | <i>At<br/>expected level<br/>%</i> | <i>Above<br/>expected level<br/>%</i> |
|--------------------|---------------------------------------|------------------------------------|---------------------------------------|
| <b>Very much</b>   | 4.7                                   | 46.9                               | 48.4                                  |
| <b>Quite a lot</b> | 6.1                                   | 76.5                               | 17.4                                  |
| <b>A bit</b>       | 17.3                                  | 76.5                               | 6.2                                   |
| <b>Not at all</b>  | 44.3                                  | 49.1                               | 6.6                                   |

Similarly, of those young people who write below the expected level for their age over two-fifths enjoy writing a bit, while another two-fifths don't enjoy writing at all (see **Table 12**). Only 5% of young people who write below the expected level enjoy writing very much compared with nearly 10 times as many young people who write above the expected level for their age. Overall, nearly 80% of young people who write above the expected level for their age enjoy writing either very much or quite a lot. However, 15.0% only enjoy writing a bit, while 5.5% of those who write above the expected level do not enjoy writing at all.

<sup>6</sup> For more information on our attainment data and for an alternative look at the link with attainment see Attainment Data section on p. 37

**Table 12: Writing attainment and enjoyment of writing in 2013 (N = 11,065)**

|                             | <i>Very much</i><br>% | <i>Quite a lot</i><br>% | <i>A bit</i><br>% | <i>Not at all</i><br>% |
|-----------------------------|-----------------------|-------------------------|-------------------|------------------------|
| <b>Below expected level</b> | 5.0                   | 11.8                    | 43.9              | 39.3                   |
| <b>At expected level</b>    | 11.4                  | 33.8                    | 44.8              | 10.0                   |
| <b>Above expected level</b> | 48.1                  | 31.5                    | 15.0              | 5.5                    |

### Writing attainment and young people's self-perceived writing ability

**Table 13** shows that children's and young people's own perceptions of their writing ability generally tend to mirror their actual writing attainment. Of those who did not rate themselves as very good writers, 7 in 10 write below the level expected for their age, while 1 in 3 actually write at the expected level. Over half of young people who rate themselves as very good writers write above the expected level for their age, while 46.7% write at the level expected for their age.

**Table 13: Self-perceived writing ability and writing attainment in 2013 (N = 11,065)**

|                               | <i>Below expected level</i><br>% | <i>At expected level</i><br>% | <i>Above expected level</i><br>% |
|-------------------------------|----------------------------------|-------------------------------|----------------------------------|
| <b>Not a very good writer</b> | 69.9                             | 29.3                          | 0.8                              |
| <b>Average writer</b>         | 27.1                             | 64.8                          | 8.1                              |
| <b>Very good writer</b>       | 1.0                              | 46.7                          | 52.3                             |

Similarly, **Table 14** shows that young people who write below the expected level for their age are more likely to say that they are not a very good writer, and those who write at or above the expected level are more likely to say that they are average or very good writers.

**Table 14: Writing attainment and self-perceived writing ability in 2013 (N = 11,065)**

|   | <i>Not a very good writer</i><br>% | <i>Average writer</i><br>% | <i>Very good writer</i><br>% |
|---|------------------------------------|----------------------------|------------------------------|
| <b>Below expected level for their age</b> | 56.1                               | 41.4                       | 2.5                          |
| <b>At expected level for their age</b>    | 4.4                                | 77.1                       | 18.5                         |
| <b>Above expected level for their age</b> | 0.9                                | 19.5                       | 79.6                         |

### Writing attainment and young people's writing frequency

Young people's writing skills are related to the frequency with which they write.

**Table 15** shows that children and young people who write outside school daily are four times more likely to be writing above the expected level for their age compared with young people who never write outside school. While 26.6% of young people who write every day write above



the level expected for their age, only 6 to 8% of young people who write rarely or never write at that level. Overall, a third of those who never write outside class write below the level expected for their age.

**Table 15: Writing frequency and writing attainment in 2013 (N = 13,065)**

|                     | Below<br>expected level<br>% | At<br>expected level<br>% | Above<br>expected level<br>% |
|---------------------|------------------------------|---------------------------|------------------------------|
| Every day           | 10.7                         | 62.8                      | 26.6                         |
| A few times a week  | 12.1                         | 71.6                      | 16.3                         |
| About once a week   | 14.0                         | 74.0                      | 12.1                         |
| A few times a month | 12.6                         | 74.6                      | 12.8                         |
| About once a month  | 16.1                         | 74.1                      | 9.8                          |
| Rarely              | 23.6                         | 68.3                      | 8.2                          |
| Never               | 34.8                         | 58.8                      | 6.5                          |

Similarly, **Table 16** shows that twice as many young people who write above the expected level write every day compared with young people who write below the expected level for their age. Conversely, young people who write below the expected level for their age were three times more likely to say that they rarely or never write (41.8%) compared with young people who write above the level expected for their age (14.9%).

**Table 16: Writing attainment and writing frequency (N = 11,065)**

|                         | Every day<br>% | Few times<br>a week<br>% | Once a<br>week<br>% | Few times<br>a month<br>% | Once a<br>month<br>% | Rarely<br>% | Never<br>% |
|-------------------------|----------------|--------------------------|---------------------|---------------------------|----------------------|-------------|------------|
| Below<br>expected level | 18.0           | 21.7                     | 8.6                 | 6.4                       | 3.6                  | 27.4        | 14.4       |
| At expected<br>level    | 24.4           | 29.6                     | 10.4                | 8.7                       | 3.8                  | 18.3        | 4.7        |
| Above<br>expected level | 42.2           | 27.6                     | 7.0                 | 6.1                       | 2.1                  | 8.9         | 6.0        |

### Writing attainment and young people's writing formats

**Table 17** shows that there are certain types of material that were associated with higher writing attainment. These are writing poems, fiction and reviews outside class as well as keeping a diary.

**Table 17: Types of material written outside class at least once a month and writing attainment in 2013 (N = 11,065)**

|                                       | <i>Below<br/>expected level<br/>%</i> | <i>At<br/>expected level<br/>%</i> | <i>Above<br/>expected level<br/>%</i> |
|---------------------------------------|---------------------------------------|------------------------------------|---------------------------------------|
| <b>Text messages</b>                  | 14.3                                  | 70.2                               | 15.6                                  |
| <b>Social networking<br/>messages</b> | 14.4                                  | 70.1                               | 15.4                                  |
| <b>Emails</b>                         | 13.2                                  | 69.3                               | 17.5                                  |
| <b>Instant messages</b>               | 13.8                                  | 70.1                               | 16.4                                  |
| <b>Notes</b>                          | 11.2                                  | 68.6                               | 20.2                                  |
| <b>Letters</b>                        | 12.7                                  | 64.1                               | 23.2                                  |
| <b>Lyrics</b>                         | 13.1                                  | 64.1                               | 22.8                                  |
| <b>Fiction</b>                        | 8.5                                   | 63.7                               | 27.4                                  |
| <b>Diary</b>                          | 11.6                                  | 63.9                               | 24.4                                  |
| <b>Poems</b>                          | 12.0                                  | 56.8                               | 31.3                                  |
| <b>Blogs</b>                          | 14.2                                  | 61.9                               | 23.9                                  |
| <b>Essays</b>                         | 9.4                                   | 68.0                               | 22.5                                  |
| <b>Reviews</b>                        | 11.3                                  | 61.3                               | 27.4                                  |
| <b>Twitter</b>                        | 15.0                                  | 68.6                               | 16.4                                  |

Similarly, **Table 18** shows that young people who write above the level expected for their age are nearly twice as likely to say that they write notes, letters, lyrics, blogs, essays and reviews as young people who write below their expected level, and three times as likely to say that they write fiction, poems and write in a diary outside class.

**Table 18: Writing attainment and formats written outside class at least once a month in 2013 (N = 11,065)**

|                                 | <i>Text<br/>messages</i> | <i>Social<br/>network<br/>messages</i> | <i>Emails</i> | <i>Instant<br/>messages</i> | <i>Notes</i> | <i>Letters</i> | <i>Lyrics</i> |
|---------------------------------|--------------------------|--|---------------|-----------------------------|--------------|----------------|---------------|
| <b>Below expected<br/>level</b> | 71.3                     | 50.4                                   | 42.0          | 41.5                        | 28.1         | 24.2           | 22.8          |
| <b>At expected level</b>        | 80.9                     | 56.4                                   | 51.0          | 49.5                        | 39.7         | 28.3           | 25.8          |
| <b>Above expected<br/>level</b> | 73.3                     | 50.7                                   | 52.5          | 47.3                        | 47.8         | 41.8           | 37.4          |

|                             | <i>Fiction</i> | <i>Diary</i> | <i>Poems</i> | <i>Blogs</i> | <i>Essays</i> | <i>Reviews</i> | <i>Twitter</i> |
|-----------------------------|----------------|--------------|--------------|--------------|---------------|----------------|----------------|
| <b>Below expected level</b> | 13.1           | 17.0         | 11.5         | 12.3         | 9.7           | 8.5            | 25.7           |
| <b>At expected level</b>    | 22.6           | 21.5         | 12.6         | 12.3         | 16.1          | 10.7           | 27.1           |
| <b>Above expected level</b> | 40.3           | 33.6         | 28.3         | 19.4         | 21.8          | 19.5           | 26.8           |

### Writing attainment and young people's attitudes towards writing

**Table 19** shows that young people who hold more positive attitudes towards reading are also the ones who are more likely to read at or above the expected level for their age. For example, a greater proportion of those who agree with the statements: "Writing is more fun when you can choose the topic", "The more I write, the better my writing gets", "Compared with others I am a good writer" and "Writing is cool" write above the level expected for their age compared with those who disagree with these statements.

Conversely, a greater proportion of those who agree with the statements: "I have trouble deciding what to write", "I would be embarrassed if friends saw me write" and "I write in 'txt' speak in class" write below the level expected for their age compared with those who disagree with those statements.

**Table 19: Percentage agreement and disagreement with attitudinal items and writing attainment in 2013 (N = 11,065)**

|   |              | Below expected level % | At expected level % | Above expected level % |
|---|--------------|------------------------|---------------------|------------------------|
| <b>The more I write, the better my writing gets</b>                         | Agreement    | 12.1                   | 70.2                | 17.7                   |
|   | Disagreement | 39.3                   | 48.9                | 11.8                   |
| <b>Writing is more fun when you can choose the topic</b>                    | Agreement    | 13.0                   | 69.5                | 17.5                   |
|   | Disagreement | 30.0                   | 56.0                | 14.0                   |
| <b>A pupil who writes well gets better marks</b>                            | Agreement    | 14.8                   | 67.9                | 17.3                   |
|   | Disagreement | 17.3                   | 65.7                | 17.0                   |
| <b>It is easier to read than it is to write</b>                             | Agreement    | 17.8                   | 69.3                | 12.9                   |
|   | Disagreement | 14.6                   | 63.9                | 21.5                   |
| <b>If I'm good at writing it means I'll get a better job when I grow up</b> | Agreement    | 13.3                   | 67.5                | 19.2                   |
|   | Disagreement | 23.6                   | 64.1                | 12.3                   |
| <b>I have trouble deciding what to write</b>                                | Agreement    | 21.7                   | 67.2                | 11.0                   |
|   | Disagreement | 7.0                    | 63.6                | 29.4                   |
| <b>Compared with others, I am a good writer</b>                             | Agreement    | 5.1                    | 62.4                | 32.5                   |

|   |              | Below<br>expected level<br>% | At<br>expected level<br>% | Above<br>expected level<br>% |
|---|--------------|------------------------------|---------------------------|------------------------------|
|   | Disagreement | 46.3                         | 50.8                      | 2.9                          |
| <b>Girls tend to enjoy writing more than boys</b>                                       | Agreement    | 18.6                         | 63.8                      | 17.6                         |
|   | Disagreement | 12.3                         | 69.9                      | 17.8                         |
| <b>Writing is cool</b>  | Agreement    | 8.5                          | 62.0                      | 29.5                         |
|   | Disagreement | 27.2                         | 63.3                      | 9.4                          |
| <b>I write in "txt" speak in class</b>  | Agreement    | 23.2                         | 58.0                      | 18.7                         |
|   | Disagreement | 12.1                         | 71.0                      | 16.9                         |
| <b>I would be embarrassed if friends saw me write</b>                                   | Agreement    | 23.7                         | 60.1                      | 16.2                         |
|   | Disagreement | 12.2                         | 69.1                      | 18.7                         |
| <b>If you can use a spellchecker there is no point in learning spelling and grammar</b> | Agreement    | 20.7                         | 62.7                      | 16.6                         |
|   | Disagreement | 11.4                         | 71.0                      | 17.4                         |

Similarly, **Table 20** shows that young people who write above the expected level for their age are more likely than young people who write below the expected level to agree with the statements: "The more I write, the better my writing gets", "Writing is more fun when you can choose the topic", "A pupil who writes well gets better marks", "If I am good at writing, I will get a better job", "Compared with others, I am a good writer" and "Writing is cool". By contrast, young people who write below the expected level were more likely than those who write above the expected level to agree with the statements: "It is easier to read than it is to write", "I have trouble deciding what to write" and "I would be embarrassed if my friends saw me write".

**Table 20: Writing attainment and attitudes towards writing in 2013 (N = 11,065)**

|                             | The more I write, the better my writing gets |                 | Writing is more fun when you can choose the topic |                 | A pupil who writes well gets better marks |                 | It is easier to read than it is to write |                 |
|-----------------------------|--|-----------------|---|-----------------|---|-----------------|--|-----------------|
|                             | <i>Agree</i>                                 | <i>Disagree</i> | <i>Agree</i>                                      | <i>Disagree</i> | <i>Agree</i>                              | <i>Disagree</i> | <i>Agree</i>                             | <i>Disagree</i> |
| <b>Below expected level</b> | 64.9   | 12.8            | 67.0  | 11.0            | 61.0                                      | 11.2            | 62.4                                     | 14.2            |
| <b>At expected level</b>    | 84.5   | 3.6             | 80.2  | 4.6             | 62.8                                      | 9.5             | 54.7                                     | 14.1            |
| <b>Above expected level</b> | 88.4   | 3.6             | 83.1  | 4.7             | 66.1                                      | 10.1            | 42.0                                     | 19.6            |

|                             | Being good at writing means I'll get a better job |                 | I have trouble deciding what to write |                 | Compared with others, I am a good writer |                 | Girls tend to enjoy writing more than boys |                 |
|-----------------------------|---|-----------------|---------------------------------------|-----------------|--|-----------------|--|-----------------|
|                             | <i>Agree</i>                                      | <i>Disagree</i> | <i>Agree</i>                          | <i>Disagree</i> | <i>Agree</i>                             | <i>Disagree</i> | <i>Agree</i>                               | <i>Disagree</i> |
| <b>Below expected level</b> | 51.0  | 16.0            | 68.6                                  | 10.0            | 12.6                                     | 55.1            | 32.8                                       | 27.5            |
| <b>At expected level</b>    | 58.3  | 9.8             | 47.9                                  | 20.6            | 34.6                                     | 13.6            | 25.1                                       | 34.8            |
| <b>Above expected level</b> | 68.4  | 7.8             | 32.8                                  | 39.7            | 74.5                                     | 3.2             | 28.6                                       | 36.7            |

|                             | Writing is cool |                 | I write in "txt" speak in class |                 | I would be embarrassed if friends saw me write |                 | If you can use a spellchecker there is no point in learning spelling and grammar |                 |
|-----------------------------|-----------------|-----------------|---------------------------------|-----------------|--|-----------------|--|-----------------|
|                             | <i>Agree</i>    | <i>Disagree</i> | <i>Agree</i>                    | <i>Disagree</i> | <i>Agree</i>                                   | <i>Disagree</i> | <i>Agree</i>   | <i>Disagree</i> |
| <b>Below expected level</b> | 17.8            | 45.2            | 19.6                            | 50.2            | 23.9   | 47.8            | 33.6   | 39.0            |
| <b>At expected level</b>    | 28.9            | 23.5            | 11.0                            | 66.1            | 13.6   | 60.8            | 22.9   | 54.4            |
| <b>Above expected level</b> | 56.8            | 14.4            | 14.7                            | 65.2            | 15.1   | 68.1            | 25.1   | 55.9            |

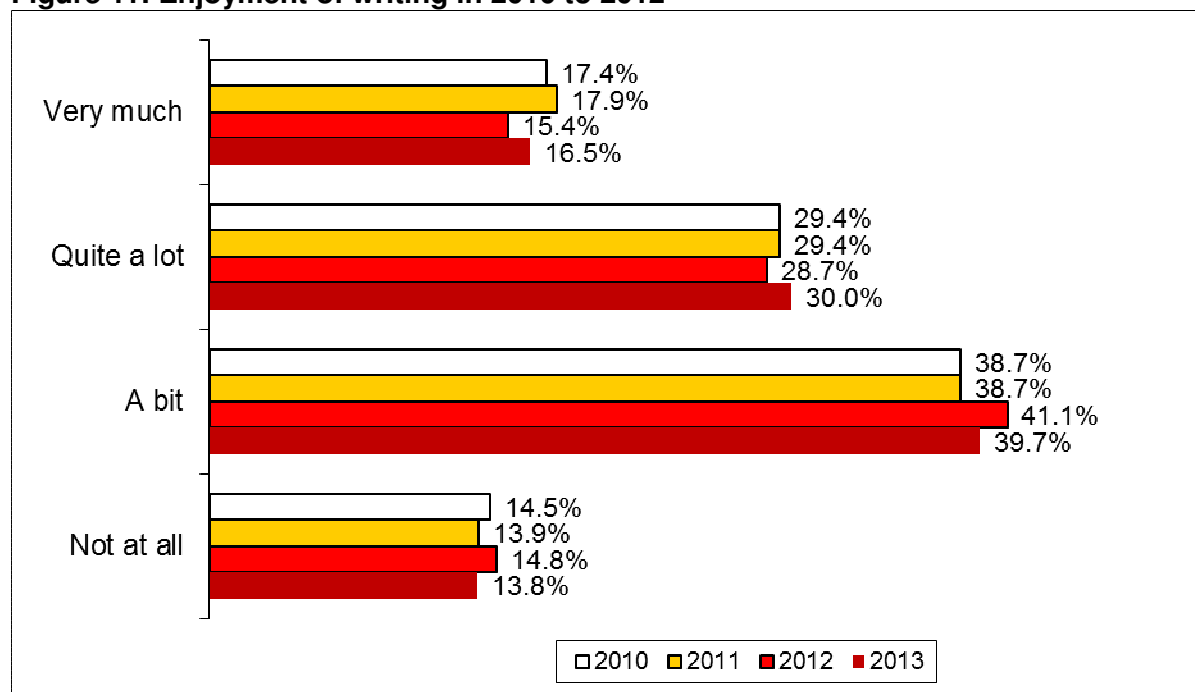
## Young people and writing in 2013 – Comparisons 2010 to 2013

This section provides information in graph form to compare broad level data for the sample as a whole from 2013 with the equivalent data from 2010, 2011 and 2012.

### Enjoyment of writing – Comparative analyses 2010 to 2013

**Figure 11** shows that the degree to which young people enjoy writing had remained relatively unchanged between 2010 and 2011. In 2012, the proportion of young people who enjoyed writing “very much” decreased by 2.5 percentage points in 2012. Conversely, the proportion of young people who enjoyed writing “a bit” increased by roughly the same amount in 2012. In 2013, a slightly greater proportion of children and young people enjoyed writing either very much or quite a lot.

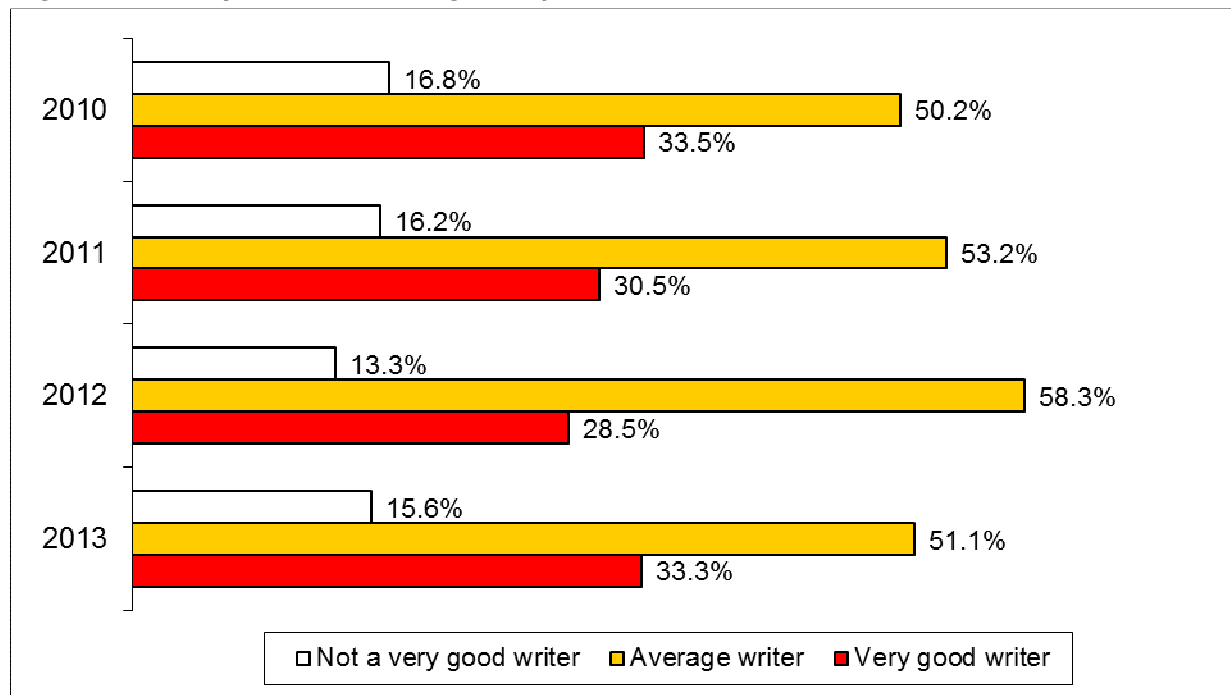
**Figure 11: Enjoyment of writing in 2010 to 2012**



### Self-perceived writing ability – Comparative analyses 2010 to 2013

**Figure 12** shows that in 2013 slightly more children and young people saw themselves as “very good writers” compared with 2012. Similarly, a slightly greater proportion of young people also saw themselves as a “not very good writer” in 2013 compared with 2012.

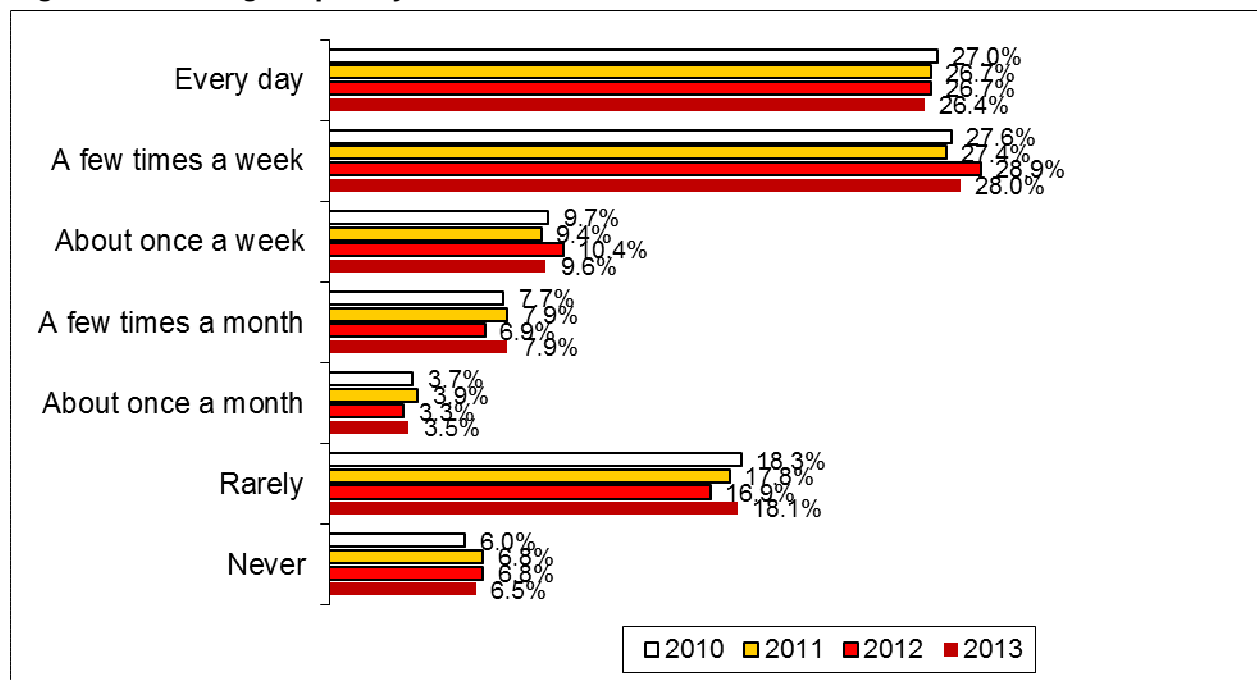
**Figure 12: Self-perceived writing ability in 2010 to 2013**



### Writing frequency – Comparative analyses 2010 to 2013

**Figure 13** shows that in 2013 slightly fewer children and young people wrote something that isn't for school at least once a week. Conversely, more young people wrote something outside class that was not homework only "a few times a month" and "rarely" compared with young people in 2012.

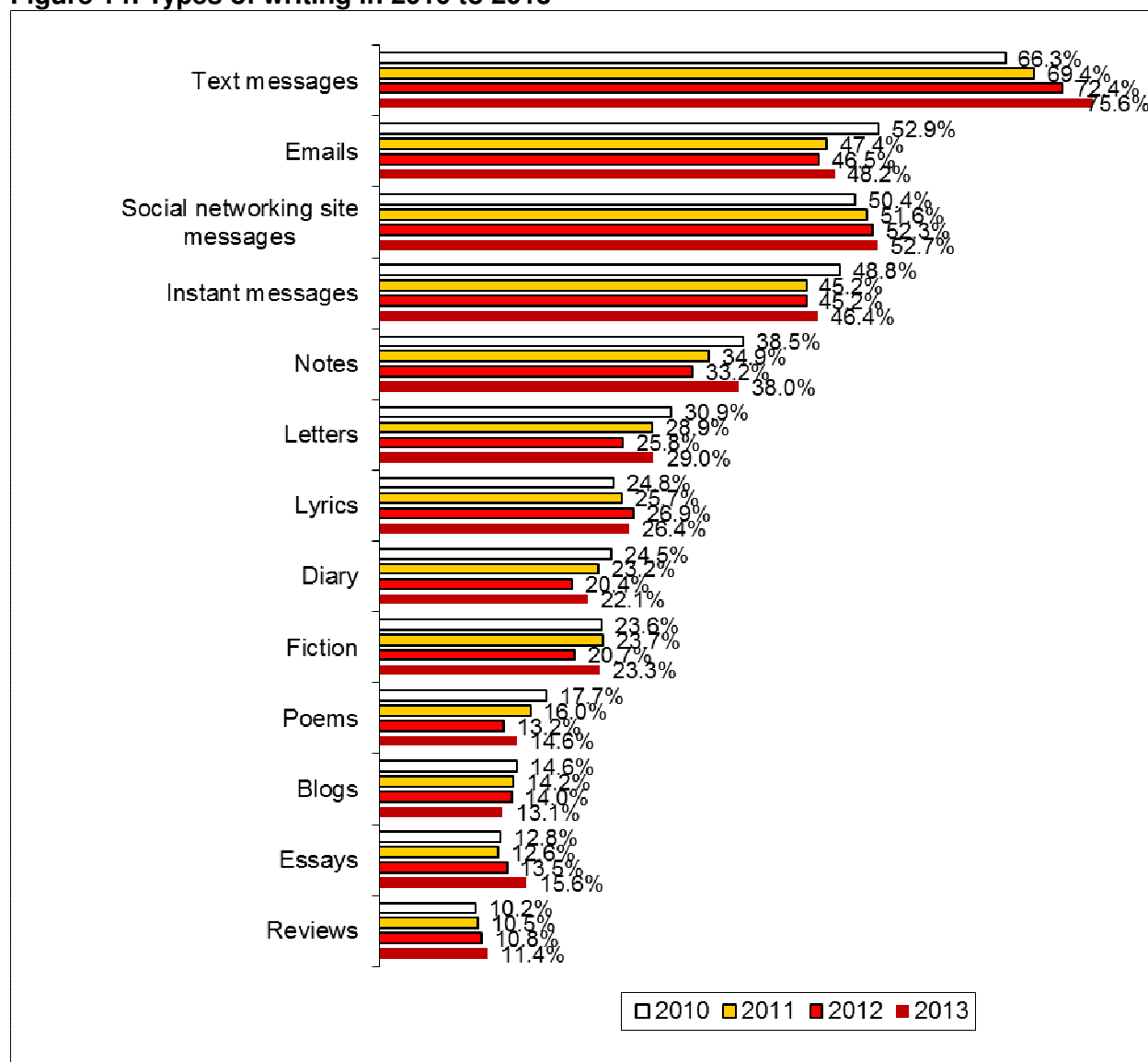
**Figure 13: Writing frequency in 2010 to 2013**



## Types of writing outside class – Comparative analyses 2010 to 2013

There were some noticeable changes in the types of writing done by young people outside class between 2012 and 2013. **Figure 14** shows that young people in 2013 were slightly more likely to say that they write text messages, messages on social networking sites and instant messages compared with 2012. More children and young people also wrote notes and letters outside class in 2013 compared with 2012.

**Figure 14: Types of writing in 2010 to 2013**

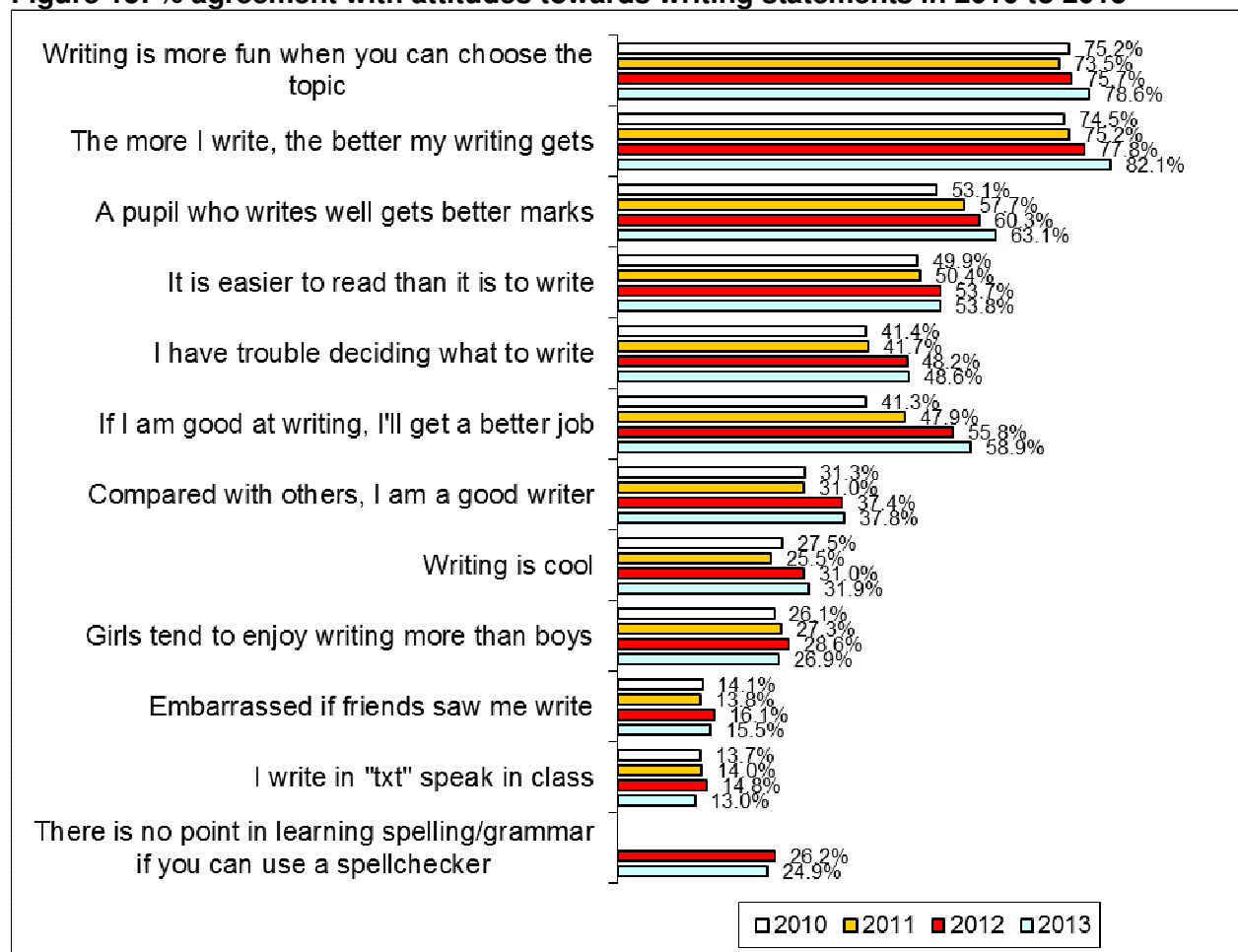


## Attitudes towards writing – Comparative analyses 2010 to 2013

**Figure 15 (overleaf)** For example, a slightly greater proportion of children and young people in 2013 compared with the previous years agree with the statements that if they are good at writing, they will get a better job or that writing is cool, while slightly fewer agree that they would be embarrassed if their friends saw them read.



**Figure 15: % agreement with attitudes towards writing statements in 2010 to 2013**



## 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 children's and young people's views and attitudes on reading, writing, speaking and listening skills, home resources, role models and their 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's 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 aspirations. 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.

One additional area was included in the fourth annual literacy survey, namely questions addressing children's and young people's values and aspirations and the role that literacy plays in these.

In addition to exploring children's and young people's attitudes towards reading, writing and communication, we 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?

## Appendix B: Methodology

An invitation to participate in this online survey was sent out in National Literacy Trust newsletters at the beginning of September 2013. Schools were invited to express their interest to participate in one of three surveys:

- 1) A simple survey (without attainment data or name field)
- 2) An amended survey with two attainment questions for pupils to fill in
- 3) An amended survey with a name field and schools were asked to send us the reading and writing attainment data for participating pupils

The basic online survey consisted of 37 questions exploring young people's background, reading and writing enjoyment, behaviour and attitudes towards communication skills as well as questions to explore children's and young people's employment aspirations (the latter questions were a special focus for the 2013 survey).

Due to the complexity of the questions and some concepts, the decision was made to restrict the age range of participating pupils to upper KS2 (9 to 11 years) and older. However, some schools felt that their 8-year-olds would be capable of completing the survey.

227 schools expressed an interest in taking part in one of the three surveys. A link to the online survey alongside guidance notes for teachers was emailed to the schools at the beginning of November. The survey was online between 11 November and 13 December 2013. It took an average of 25 minutes for young people to complete the survey. Schools were offered a school-specific summary report as an incentive to take part.

### Participation rate

Of the 227 schools that had originally expressed an interest to take part, 128 schools participated in our online survey – a participation rate of 56%.

## Appendix C: Sample characteristics

Overall, 29,422 young people participated in this survey in November/December 2013. There was a nearly equal gender split in the sample, with 51.0% of respondents being boys (N = 15,015) and 49.0% girls (N = 14,407).

To investigate the impact of age, three broad categories were identified according to key stages: KS2, KS3 and KS4. The KS2 category (37.5%, N = 10,995) refers to pupils aged 8 to 11, KS3 (43.7%, N = 12,818) refers to pupils aged 11 to 14, while KS4 (18.8%, N = 5,528) applies to pupils aged 14 to 16. Although some young people aged 17 (N = 113, 0.4%) and 18 (N = 115, 0.4%) took part too, the sample was too small and they are therefore not part of the analyses by key stage.

The percentage of pupils who receive free school meals (FSM), which is frequently used in educational research as a crude indicator of socioeconomic background, was 13.2%. The percentage of FSM uptake in this study is below the national average (17.1%).

When asked how they would describe their ethnic background, most pupils said that they were White British (78.4%). The second and third most frequent ethnic categories in this sample were Asian or Asian British Pakistani (3.5%) and White other (3.2%). See **Table C1** for a full breakdown of ethnic background. Please note that 10.3% (N = 3,042) of the sample chose not to answer this question. Overall, the ethnic make-up of this sample is representative of that found nationally<sup>7</sup>.

**Table C1: Ethnic background**

|   | <b>%</b>    | <b>N</b>      |
|---|-------------|---------------|
| <b>White British</b>                      | 78.4        | 20,825        |
| <b>White Irish</b>                        | 1.6         | 428           |
| <b>White Traveller</b>                    | 0.3         | 83            |
| <b>White Romany</b>                       | 0.6         | 172           |
| <b>White other</b>                        | 3.2         | 853           |
| <b>White Total</b>                        | <b>84.2</b> | <b>22,361</b> |
| <b>Mixed White and Black Caribbean</b>    | 1.1         | 285           |
| <b>Mixed White and Black African</b>      | 0.6         | 153           |
| <b>Mixed White and Asian</b>              | 1.3         | 339           |
| <b>Mixed other</b>                        | 2.0         | 534           |
| <b>Mixed Total</b>                        | <b>4.9</b>  | <b>1,311</b>  |
| <b>Asian or Asian British Indian</b>      | 1.9         | 499           |
| <b>Asian or Asian British Pakistani</b>   | 3.5         | 918           |
| <b>Asian or Asian British Bangladeshi</b> | 1.5         | 418           |
| <b>Asian or Asian British Chinese</b>     | 0.6         | 159           |
| <b>Asian or Asian British Other</b>       | 0.8         | 215           |

<sup>7</sup> <http://media.education.gov.uk/assets/files/pdf/s/sfr10-2012.pdf>

|                        | <b>%</b>   | <b>N</b>     |
|------------------------|------------|--------------|
| <b>Asian Total</b>     | <b>8.3</b> | <b>2,209</b> |
| <b>Black Caribbean</b> | 0.6        | 172          |
| <b>Black African</b>   | 1.3        | 348          |
| <b>Black other</b>     | 0.6        | 148          |
| <b>Black Total</b>     | <b>2.5</b> | <b>668</b>   |

(based on N = 26,549)

To make comparisons by ethnic group meaningful, we combined the subcategories to form White, Mixed, Asian and Black background categories. While this crude categorisation undoubtedly hides some important differences within ethnic backgrounds, it allowed for general differences to be obtained at this stage.

### **Regional breakdown**

97 were schools from England, nine from Wales, seven from Scotland and five from Northern Ireland. Nine international English-speaking schools with a UK curriculum also took part. However, data from these international schools are not included in the analyses in this report.