



Children's and Young People's Writing in Bradford 2015: Evidence from seven schools

Anne Teravainen
National Literacy Trust

2016

Words for life

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

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

About the National Literacy Trust

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

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

Copyright

© National Literacy Trust 2016. You may report on findings or statistics included in this report if you accredit them to the National Literacy Trust.

Suggested reference for this report is: Teravainen, A. (2016). Children's and Young People's Writing in Bradford 2015: Evidence from seven schools. London: National Literacy Trust.

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

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

Acknowledgements

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

Dixons Allerton Academy, Dixons Marchbank Primary School, Hanson Academy, Low Moor CofE Primary School, Newby Primary School, Oakbank School, Rainbow Primary School.

Table of contents

Acknowledgements	3
Table of contents.....	4
Tables and figures.....	5
Introduction	8
Description of the 2015 Bradford sample	9
Statistical information.....	9
Summary of key findings	10
Writing in our Bradford sample in 2015.....	10
A closer look at KS2 (pupils aged 8 to 11) over time.....	10
A closer look at KS3 (pupils aged 11 to 14)	10
General findings	10
Gender	11
Socioeconomic background.....	11
EAL background	11
National and regional comparison.....	12
A closer look at White and Pakistani pupils.....	12
White boys vs. Pakistani boys	12
White FSM pupils vs. Pakistani FSM pupils	12
What next?	13
Writing in our Bradford sample in 2015.....	14
A closer look at Key Stage 2: Comparisons between 2014 and 2015.....	16
A closer look at Key Stage 3.....	18
General findings	18
Gender differences	21
Differences by socioeconomic background.....	23
EAL background	23
KS3: National and regional comparisons	24
A comparison of White and Pakistani pupils.....	25
Opportunities for improvement	26
2015 Data tables	27
KS2 writing tables.....	28
KS3 writing tables.....	32
White and Pakistani pupils' writing tables	43

Tables and figures

Figure 1: Writing enjoyment in the Bradford sample, Yorkshire and Humber and the wider national sample	14
Figure 2: Percentage of children and young people who write daily outside class in the Bradford sample, Yorkshire and Humber and the wider national sample	14
Figure 3: % agreement with attitudes towards writing statements in the Bradford sample, Yorkshire and Humber and the national sample	15
Figure 4: KS2 pupils' writing frequency in 2014 and 2015	16
Figure 5: Formats written at least once a month by KS2 pupils in 2014 and 2015	17
Figure 6: KS3 pupils' writing enjoyment.....	18
Figure 7: Writing frequency of KS3 pupils.....	19
Figure 8: Formats written at least once a month by KS3 pupils	19
Figure 9: Agreement with attitudes towards writing statements by KS3 pupils	20
Figure 10: What do KS3 pupils think makes someone a good writer?	20
Figure 11: KS3 writing enjoyment by gender	21
Figure 12: KS3 writing frequency by gender.....	21
Figure 13: Formats written at least once a month by gender	22
Table 1: KS2 pupils' enjoyment of writing in 2014 and 2015.....	28
Table 2: On a scale of 1 to 10, how good a writer do you think you are?	28
Table 3: KS2 pupils' writing frequency in 2014 and 2015.....	28
Table 4: Types of formats written at least once a month in 2014 and 2015 by KS2 pupils (Part 1)	28
Table 5.1: Attitudes towards writing in 2014 and 2015 by KS2 pupils – The more I write, the better my writing gets	29
Table 5.2: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I have trouble deciding what to write	29
Table 5.3: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Girls tend to enjoy writing more than boys	29
Table 5.4: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is cool	29
Table 5.5: Attitudes towards writing in 2014 and 2015 by KS2 pupils – A pupil who writes well gets better marks than someone who doesn't	30
Table 5.6: Attitudes towards writing in 2014 and 2015 by KS2 pupils – It is easier to read than it is to write.....	30
Table 5.7: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is more fun when you can choose the topic.....	30
Table 5.8: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I would feel embarrassed if my friends saw me writing outside class.....	30
Table 5.9: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Compared to others, I am a good writer.....	30
Table 5.10: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If I am good at writing I will get a better job when I grow up	31
Table 5.11: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I write in “txt” speak in class.....	31
Table 5.12: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If you can use a spellchecker there is no point in learning spelling and grammar	31
Table 6: Enjoyment of writing in 2015 by KS3 pupils and broken down by demographic background	32
Table 7: On a scale of 1 to 10, how good a writer do you think you are?	32
Table 8: Writing frequency in 2015 by KS3 pupils broken down by demographic background	33
Table 9: Types of formats written at least once a month in 2015 by KS3 pupils broken down by demographic background (Part 1)	33

Table 10.1: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – The more I write, the better my writing gets.....	35
Table 10.2: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I have trouble deciding what to write	35
Table 10.3: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Girls tend to enjoy writing more than boys	36
Table 10.4: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is cool	36
Table 10.5: Attitudes towards writing in 2014 and 2015 by KS2 pupils – A pupil who writes well gets better marks than someone who doesn't	37
Table 10.6: Attitudes towards writing in 2014 and 2015 by KS2 pupils – It is easier to read than it is to write	37
Table 10.7: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is more fun when you can choose the topic	38
Table 10.8: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I would feel embarrassed if my friends saw me writing outside class.....	38
Table 10.9: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Compared to others, I am a good writer.....	39
Table 10.10: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If I am good at writing I will get a better job when I grow up.....	39
Table 10.11: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I write in “txt” speak in class.....	40
Table 10.12: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If you can use a spellchecker there is no point in learning spelling and grammar	40
Table 11: What makes someone a good writer? (Part 1).....	41
Table 12: Do you write anything in your free time that you don't share with anyone else?	42
Table 13: If you said yes, how often do you write something in your free time that you don't share with others?	42
Table 14: Enjoyment of writing in 2015 by White and Pakistani pupils.....	43
Table 15: On a scale of 1 to 10, how good a writer do you think you are?	43
Table 16: Writing frequency in 2015 by White and Pakistani pupils	43
Table 17: Types of formats written at least once a month in 2015 by White and Pakistani pupils (Part 1)	44
Table 18.1: Attitudes towards writing in 2015 by White and Pakistani pupils – The more I write, the better my writing gets	44
Table 18.2: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I have trouble deciding what to write	45
Table 18.3: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Girls tend to enjoy writing more than boys	45
Table 18.4: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is cool	45
Table 18.5: Attitudes towards writing in 2014 and 2015 by KS2 pupils – A pupil who writes well gets better marks than someone who doesn't	46
Table 18.6: Attitudes towards writing in 2014 and 2015 by KS2 pupils – It is easier to read than it is to write	46
Table 18.7: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is more fun when you can choose the topic	46
Table 18.8: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I would feel embarrassed if my friends saw me writing outside class.....	47
Table 18.9: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Compared to others, I am a good writer.....	47
Table 18.10: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If I am good at writing I will get a better job when I grow up.....	47
Table 18.11: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I write in “txt” speak in class.....	48
Table 18.12: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If you can use a spellchecker there is no point in learning spelling and grammar	48

Table 19: What makes someone a good writer? (Part 1)	48
Table 20: Do you write anything in your free time that you don't share with anyone else?	49
Table 21: If you said yes, how often do you write something in your free time that you don't share with others?	49

Introduction

The National Literacy Trust Hub in Bradford launched in October 2014 with the Bradford Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and seriously impacting on people's lives. The Hub enables Bradford's public services to work together in new ways with a wide range of local and national partners including voluntary and community groups, businesses, health, education and cultural organisations to develop literacy support for specific target audiences as well as the wider community. Following an audit and consultation process to identify the greatest unmet need, a range of programmes, events and activities are being delivered aimed at teenage boys, dads and male carers and children with English as an additional language to raise literacy levels and to improve their life chances, employability and well-being. Writing levels, confidence and attitudes among teenage boys are a major focus of the Hub's work.

Some examples of the work in the Hub include encouraging reading for enjoyment through local campaigns and events such as the annual Reading Parade in Girlington, and encouraging barbers to have children read to them as they get a haircut. The Hub also recruits volunteer dads and male carers from the community to become 'Parent Champions', who support their own children's literacy and also encourage other dads and male carers to take a more active role in their children's development. The Hub works with local role models in Bradford FC, Bradford Bulls, Yorkshire Cricket Club and local boxing star, Tasif Khan, to tap into the motivational power of sports and advocates the importance of literacy via school visits, events and a Father's Day 'reading selfie' campaign. The Hub has also developed poetry programmes and resources, organised visits from local poets and launched poetry writing competitions to improve attitudes to writing and raise confidence in performing written work. Competition winners have the opportunity to see their work published in the local paper and displayed on buses. In addition, the National Literacy Trust's Premier League Reading Stars programme runs in primary and secondary schools to improve attitudes to reading among boys through the motivational power of football.

The purpose of this report is to give an overview of writing in our Bradford sample after one year as a National Literacy Trust Hub. The report presents information about the degree to which children and young people enjoy writing, how often they engage in writing, what types of material they write and how they feel about writing. The report is divided into four main sections:

- The first part outlines levels of writing enjoyment, writing frequency and attitudes towards writing in the Bradford sample as a whole and compares them to regional and national samples.
- The second part compares Key Stage 2 (KS2; aged 8 to 11) pupils' writing in 2014 and 2015.
- The third part outlines information about Key Stage 3 (KS3; aged 11 to 14) pupils' writing in general and differences by gender, socioeconomic background and EAL background. Comparisons of KS3 data between 2014 and 2015 were not possible due to a very small number of respondents in this age group in 2014 (N = 103). This section also compares KS3 pupils in the Bradford sample with their peers in Yorkshire and Humber and a wider national sample.
- Finally, the report outlines differences based on ethnic background, more specifically differences between free school meal (FSM) pupils and boys from White and Pakistani backgrounds. This section combines information from all pupils who took part in 2015.

The report shows that there are still literacy challenges to be addressed in participating Bradford schools. Young people generally do not enjoy writing, with just over a fifth writing daily outside class, and they are less confident writers than readers. On the other hand, KS3 pupils in the

Bradford sample write more frequently than their peers in the regional and national samples and are more confident writers than KS3 pupils in the national sample. Moreover, KS2 pupils in the Bradford sample write more outside class in 2015 than their peers in 2014 and see writing as less of a gendered activity.

Description of the 2015 Bradford sample

1,172 pupils from seven schools within the Bradford local authority participated in the National Literacy Trust's literacy survey in October to November 2015. Most participants in the sample are KS3 pupils (N= 903), followed by KS2 (N= 130) and KS5 pupils (N= 126). The sample also included a few KS4 pupils (N= 13).

Please note that because of the relatively low number of participants and schools, it might not be possible to generalise the results presented in this report for the area as a whole.

Statistical information

We report the findings from statistical analyses in footnotes. Most of our data is ordinal and not normally distributed, i.e. it is skewed in one direction. We therefore mostly, but not exclusively, use non-parametric analyses. Where possible, we also report relevant effect sizes.

As part of the statistical analyses we report whether or not a finding is 'statistically significant'. If a difference or relationship is statistically significant then the likelihood is not more than 1 in 20 (5%, using the 0.05 p-value) that it would happen by chance. We can therefore be relatively confident that it is meaningful. Please note that for comparisons with the larger national sample, we use a more stringent significance level of 0.001.

Summary of key findings

Writing in our Bradford sample in 2015

- Only 45.8% of children and young people in our Bradford sample enjoyed writing either very much or quite a lot in 2015. 40.6% say that they only enjoy writing a bit, while 13.6% say that they do not enjoy writing at all.
 - No difference in writing enjoyment exists between children and young people in the Bradford sample, regional and national samples.
- Only 1 child in 4 (24.1%) in the Bradford sample writes daily outside class. 31.8% write a few times a week, while 11.2% write about once a week outside class. However, 1 child in 6 (16.8%) in our Bradford sample rarely or never writes outside class.
 - More children and young people in our Bradford sample write daily compared with their peers in the regional and national samples (24.1% vs. Yorkshire and Humber 20.1%; national 20.6%).
- In general, attitudes towards writing in our Bradford sample are not overly positive: for example, only 39.8% agree that writing is cool. However, some positive attitudes can be observed; for example, 81.6% agree that the more they write, the better their writing gets.
 - There is no difference in attitudes to writing among pupils in the Bradford sample and the regional and national samples.

A closer look at KS2 (pupils aged 8 to 11) over time

- There was no difference in KS2 pupils' writing enjoyment or writing confidence between 2014 and 2015.
- KS2 pupils' writing frequency between 2014 and 2015 has increased significantly. More children in 2015 than in 2014 write outside class every day or almost every day (27.3% vs. 23.8%).
- There has also been a significant increase in some of the formats that KS2 pupils write. Compared with 2014, more pupils in 2015 write letters (48.5% vs. 33.9%), emails (25.4% vs. 15.7%) and reviews (16.9% vs. 7.7%).
- KS2 pupils' attitudes have not changed significantly between 2014 and 2015.

A closer look at KS3 (pupils aged 11 to 14)

General findings

- Only 4 in 10 (43.5%) KS3 pupils enjoy writing very much or quite a lot. 14.3% of KS3 pupils do not enjoy writing at all.
- In terms of their writing confidence, 39.5% of KS3 pupils in Bradford rate themselves as "very good" writers.
- 21.8% of KS3 pupils write outside class every day or almost every day. A further 30.8% write outside class a few times a week. However, a quarter (24.5%) rarely or never write outside class.
- The most popular formats written by KS3 pupils are technology based: text messages (67.9%), social networking sites (44.7%) and instant messages (40.9%). Other popular formats include posters (35.2%), notes to other people (29.9%) and letters (25.5%).

- Nearly half (46.9%) of KS3 pupils do some writing in their free time that they do not share with anyone else. 12.8% write something every day that they do not share with others.
- Overall, KS3 pupils' attitudes towards writing are not positive. For example, only 36.1% of pupils agree that writing is cool and 25.8% feel that girls tend to enjoy writing more than boys. However, 65.1% agree that if they are good at writing, it means they will get a better job in the future.
- When asked what they think makes someone a good writer, most KS3 pupils believe that a good writer uses punctuation correctly (71.0%), enjoys writing (70.0%) and uses his or her imagination (67.0%).

Gender

- More KS3 girls than boys enjoy writing (52.2% vs. 36.9%) and nearly twice as many KS3 boys as girls say that they do not enjoy writing at all (18.9% vs. 10.5%).
- KS3 girls are more confident writers. 44.8% of KS3 girls rate themselves as very good writers compared with just 35.1% of boys.
- KS3 girls also write more frequently outside class than boys: 26.1% of KS3 girls write outside class every day or almost every day compared with just 18.2% of KS3 boys.
- KS3 girls and boys favour different writing formats. For example, more KS3 girls than boys write song lyrics (35.8% vs. 16.1%), a diary or journal (33.5% vs. 12.4%) and letters (31.0% vs. 20.9%), while more KS3 boys write emails (41.6% vs. 32.2%), on Twitter (19.9% vs. 12.6%) and code (15.1% vs. 8.3%).
- KS3 girls and boys do not differ in their attitudes towards writing.
- More KS3 girls than boys do some writing in their free time that they do not share with anyone (59.2% vs. 36.9%).
- KS3 boys and girls differ in what they think makes someone a good writer. For example, more girls than boys feel that checking their work makes someone a good writer (69.3% vs. 62.5%) while more boys than girls agree that knowing how to type makes someone a good writer (30.3% vs. 24.2%).

Socioeconomic background

- There were no significant differences between FSM and non-FSM KS3 pupils in the degree to which they enjoy writing, how often they write outside class, their writing confidence or their attitudes towards writing.
- More FSM than non-FSM KS3 pupils write song lyrics (35.6% vs. 20.5%), letters (35.1% vs. 22.8%), short stories or fiction (26.2% vs. 18.8%), notes to other people (36.6% vs. 28.8%), poems (22.0% vs. 11.6%) and posters (44.5% vs. 32.3%).
- There is no difference in the proportion of FSM and non-FSM pupils who write something they do not share with anyone else.
- More FSM than non-FSM pupils feel that enjoying writing makes someone a good writer (77.5% vs. 68.4%).

EAL background

- There were no significant differences between KS3 EAL and non-EAL pupils in the degree to which they enjoy writing, how often they write outside class, their writing confidence or their attitudes towards writing.
- EAL and non-EAL KS3 pupils differ from each other in terms of the formats they write. More non-EAL KS3 pupils write on social networking sites (50.0% vs. 37.9%) and song

lyrics (27.5% vs. 21.4%) whereas more EAL KS3 pupils write a diary or journal (25.1% vs. 19.3%) and poems (17.3% vs. 12.5%).

- There is no difference in the proportion of EAL and non-EAL pupils who write something in their free time they do not share with anyone else.
- More non-EAL than EAL pupils feel that using punctuation correctly and using their imagination makes someone a good writer (74.2% vs. 67.1% and 70.1% vs. 63.8% respectively).

National and regional comparison

- There is no significant difference in writing enjoyment between KS3 pupils in our Bradford sample and the national and Yorkshire and Humber samples.
- Compared with their peers in the regional and national samples, KS3 pupils in the Bradford sample write more frequently: 52.6% write every day or few times a week compared with 44.1% in the national sample and 39.7% in the regional sample.
- Pupils in the Bradford sample are more confident writers than their peers in the national sample: 39.4% of KS3 pupils in the Bradford sample rate themselves as “very good” writers compared with 31.0% of pupils in the national sample
- KS3 pupils in the Bradford sample, national and regional samples write in different formats. More pupils in the national and regional samples write emails (national 44.3%; Yorkshire and Humber 48.6% vs. Bradford 37.4%) and text messages (national 76.3%; Yorkshire and Humber 79.0% vs. Bradford 67.9%), while more KS3 pupils in our Bradford sample write poems (14.2% vs. Yorkshire and Humber 9.0%; national 10.6%).
- There is no difference in attitudes to writing among KS3 pupils in the Bradford sample and the national and regional samples.

A closer look at White and Pakistani pupils

White boys vs. Pakistani boys

- More boys from a Pakistani background enjoy writing very much or quite a lot compared with those from a White background (44.4% vs. 36.8%).
- There were no differences in the writing frequency or writing confidence between boys from White and Pakistani backgrounds.
- More boys from a White background write on Twitter (21.5% vs. 12.3%) and write instant messages (47.2% vs. 33.2%) while more boys from a Pakistani background write PowerPoint presentations (33.2% vs. 23.8%) and a diary or journal (17.1% vs. 9.3%). These differences can possibly be explained by differing access to technology: more White boys have a smartphone of their own (76.6% vs. 66.1) while more Pakistani boys have a computer or laptop of their own (76.3% vs. 66.8%).
- There is no difference in writing attitudes between White and Pakistani boys.
- A similar proportion of boys from White and Pakistani backgrounds write something in their free time that they do not share with anyone else.
- Compared with boys from a White background, more boys from a Pakistani background feel that reading a lot makes someone a good writer (74.7% vs. 64.5%).

White FSM pupils vs. Pakistani FSM pupils

- There was no difference between White FSM pupils and Pakistani FSM pupils in their enjoyment of writing, their writing frequency or their writing confidence.

- More White FSM pupils write poems (30.3% vs. 18.0%) while more Pakistani FSM pupils write a diary or journal (31.3% vs. 22.5%).
- No difference exists between FSM pupils from White and Pakistani backgrounds in their attitudes towards writing.
- A similar proportion of FSM pupils from White and Pakistani backgrounds write something in their free time that they do not share with anyone else.
- Significantly more White FSM pupils feel that trying things out makes someone a good writer (57.3% vs. 39.3%), while more Pakistani FSM pupils agree that using your imagination makes you a good writer (77.0% vs. 61.8%).

What next?

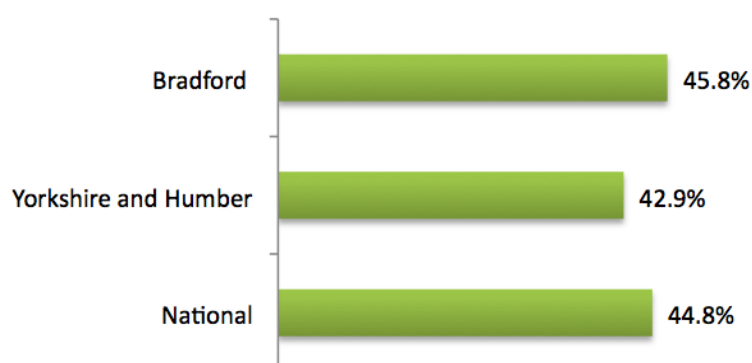
- Focus on promoting writing enjoyment and writing outside class.
- Focus on promoting writing confidence.
- Focus on promoting positive attitudes towards writing.
- Focus particularly on improving boys' writing enjoyment, writing frequency and confidence.

Writing in our Bradford sample in 2015

Only 45.8% of children and young people in the 2015 Bradford sample enjoy writing either very much or quite a lot; 40.6% only enjoy writing a bit, while 13.6% say they do not enjoy writing at all.

Figure 1 compares children's and young people's writing enjoyment in the Bradford sample with their peers in the region and nationally, and shows that marginally more children and young people enjoy writing in our Bradford sample. However, these differences were not statistically significant¹.

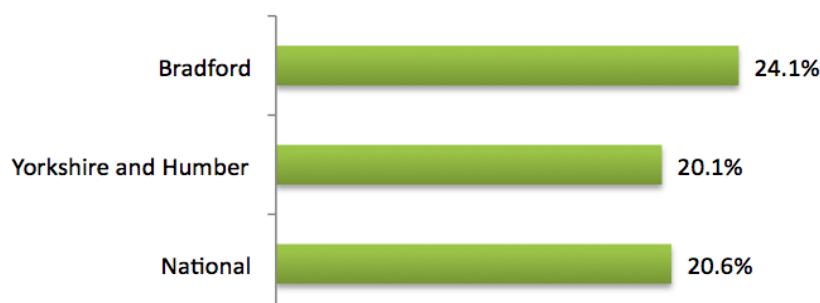
Figure 1: Writing enjoyment in the Bradford sample, Yorkshire and Humber and the wider national sample



Only a quarter (24.1%) of children and young people in our Bradford sample say that they write daily outside class. 31.8% write a few times a week, while 11.2% write about once a week outside class. However, 16.8% of children and young people in the Bradford sample rarely or never write outside class.

Children and young people in our Bradford sample differed significantly in their writing frequency from their peers in the national and regional samples². **Figure 2** illustrates these differences in percentages with respect to daily writing, and shows that more children and young people in our Bradford sample write something every day outside class compared with their peers.

Figure 2: Percentage of children and young people who write daily outside class in the Bradford sample, Yorkshire and Humber and the wider national sample



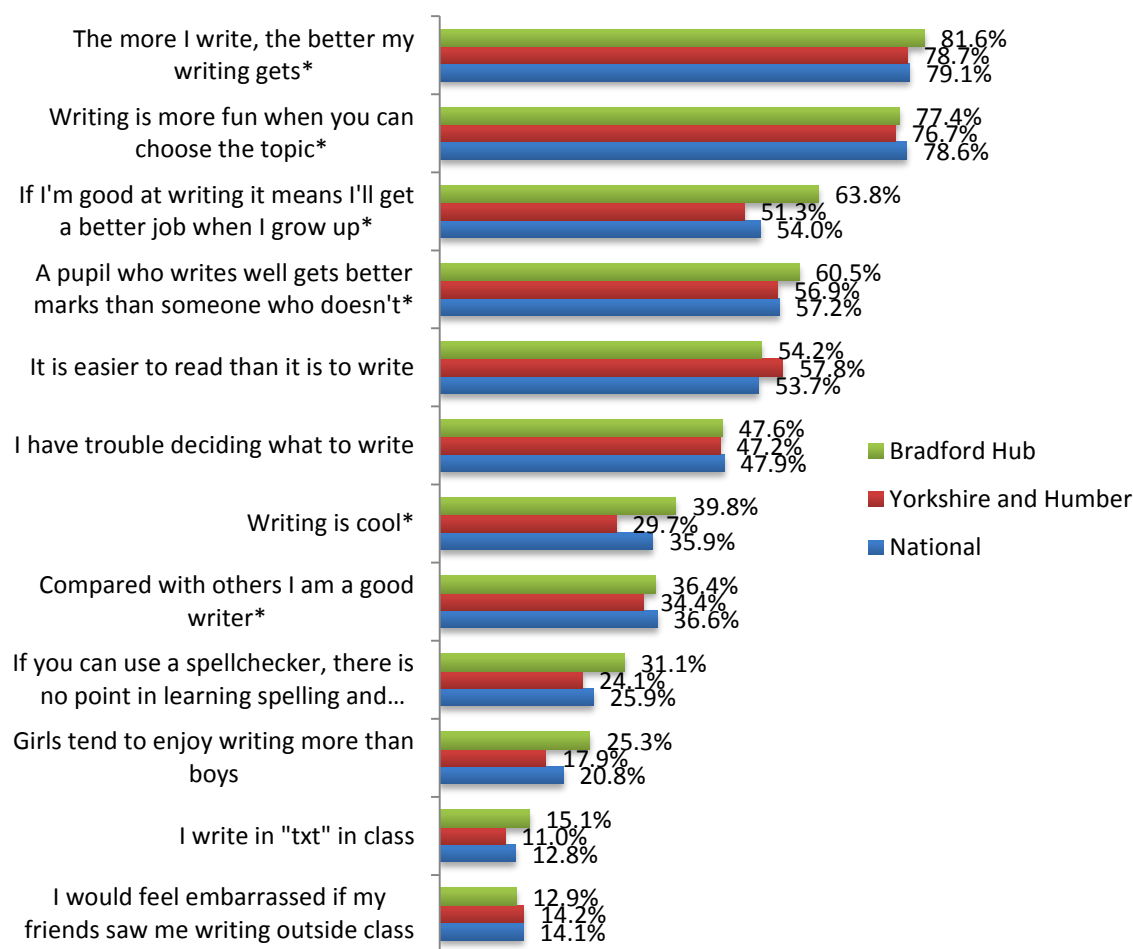
¹ Bradford-national: $p = .920$, Bradford-Yorkshire and Humber: $p = .430$

² Bradford: $Mdn = 2$; national: $Mdn = 3$; Mann-Whitney $U(30,127) = 14815879.00$, $z = -6.359$, $p = .000$, $r = .037$; Bradford: $Mdn = 2$; Yorkshire and Humber: $Mdn = 3$; Mann-Whitney $U(2,166) = 515171.500$, $z = -4.869$, $p = .000$, $r = .105$

In general, children's and young people's attitudes towards writing in our Bradford sample are not overly positive. For example, over half (54.2%) agree that it is easier to read than it is to write and only 39.8% agree that writing is cool. However, a majority (81.6%) of children and young people agree that the more they write, the better their writing gets.

There is no difference in attitudes to writing among pupils in the Bradford sample and the regional and national samples^{3 4}. **Figure 3** illustrates agreement with attitudinal items in percentages in the Bradford, regional and national samples and Yorkshire and Humber, and shows that samples differ from each other only marginally.

Figure 3: % agreement with attitudes towards writing statements in the Bradford sample, Yorkshire and Humber and the national sample



* indicates items combined in the scale

³ A principal component analysis with direct oblimin rotation showed that the 12 attitudinal items loaded on 3 factors. However, when items were combined into scales to reflect those factors, only one Cronbach's alpha was acceptable (.687). Therefore only one scale was created that contained the following 6 items: Compared to others I am a good writer; The more I write the better I become; Writing is more fun when you can choose the topic; Writing is cool; If I write well I will get a better job; A pupil who writes well gets better marks.

⁴ Bradford-national: $p = .708$; Bradford-Yorkshire and Humber: $p = .110$

A closer look at Key Stage 2: Comparisons between 2014 and 2015

This section compares data from KS2 pupils (aged 8 to 11) in 2014 (N = 313) and 2015 (N = 130). Due to the small sample size in each group, the results should be interpreted with caution. This section shows that over the past year writing frequency has increased while writing enjoyment, confidence and attitudes have remained relatively stable.

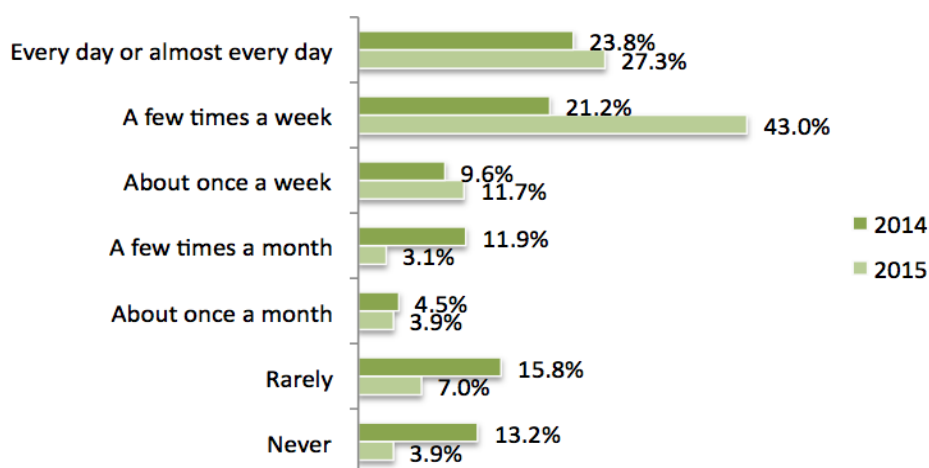
The KS2 samples in 2014 and 2015 contain more girls than boys (2014: girls: 54.6%; boys: 45.4%; 2015: girls 51.2%; boys 48.8%); however, the percentage in the samples is not significantly different⁵. The 2014 sample includes significantly more FSM and EAL pupils than the sample in 2015⁶ (2014 FSM: 39.2% vs. 2015 FSM: 26.3%; 2014 EAL: 72.1% vs. 2015 EAL: 58.7%).

~~~~~

KS2 pupils in 2015 **enjoy writing** as much as their peers in 2014<sup>7</sup>: in terms of percentages, 67.2% of pupils in 2014 and 61.4% in 2015 said they enjoy writing either very much or quite a lot. Similarly, they are as confident in their writing as in 2014<sup>8</sup>: 50.8% of pupils in 2015 considered themselves very good writers compared with 44.1% in 2014<sup>9</sup>.

KS2 pupils' **writing frequency** between 2014 and 2015 has increased<sup>10</sup>. **Figure 4** outlines this change in percentages and shows that compared with 2014, more children in 2015 write outside class every day or almost every day (27.3% vs. 23.8%), while the percentage of children who write a few times a week has doubled (43.0% vs. 21.2%). By contrast, while 29.0% of children in 2014 said they rarely or never write outside class, this decreases to only 10.9% in 2015.

**Figure 4: KS2 pupils' writing frequency in 2014 and 2015**



<sup>5</sup>  $\chi^2 (1, N=431) = .406, p = .524$

<sup>6</sup> FSM:  $\chi^2 (1, N=379) = 5.830, p = .016, \Phi = .124$ ; EAL:  $\chi^2 (1, N=391) = 6.964, p = .008, \Phi = .133$

<sup>7</sup>  $p = .621$

<sup>8</sup>  $p = .380$

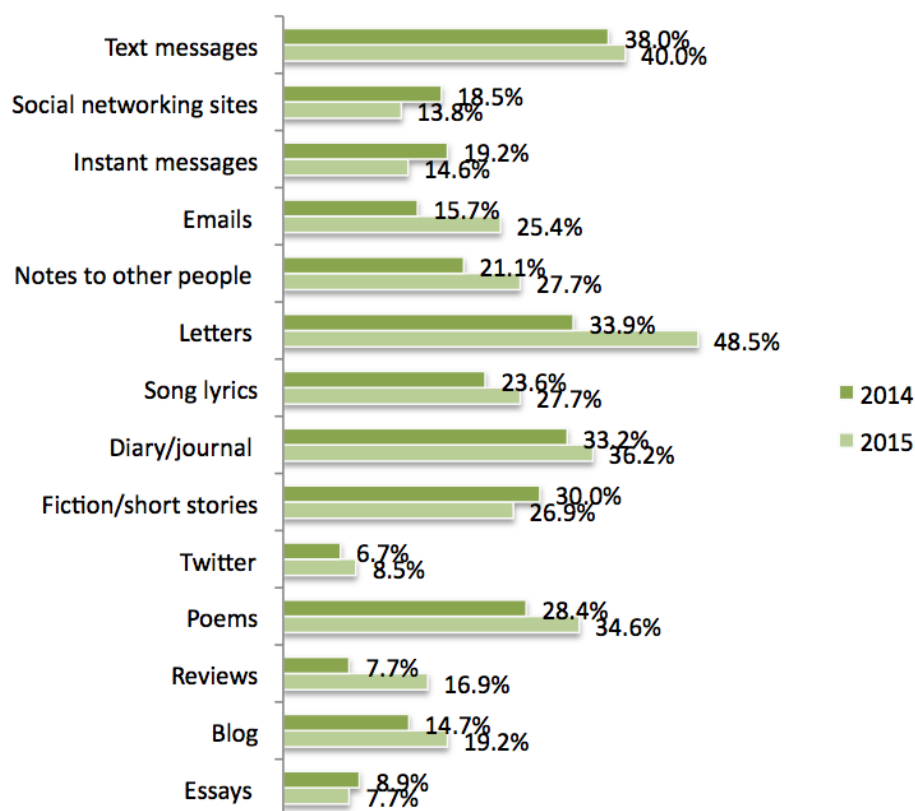
<sup>9</sup> Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good. Answers were grouped as 1-3 not very good, 4-7 average, 8-10 very good.

<sup>10</sup> 2014:  $Mdn = 3$ ; 2015:  $Mdn = 2$ ; Mann-Whitney U (439) = 14991.000,  $z = -4.154, p = .000, r = .198$



As **Figure 5** shows, there were only a few differences in the **formats** written by KS2 pupils at least once a month between 2014 and 2015. In 2015, significantly more KS2 pupils write emails (25.4% vs. 15.7%), letters (48.5% vs. 33.9%) and reviews (16.9% vs. 7.7%)<sup>11</sup>.

**Figure 5: Formats written at least once a month by KS2 pupils in 2014 and 2015**



There is no significant difference in writing **attitudes** between KS2 pupils in 2014 and 2015<sup>12 13</sup>. However, some responses towards individual attitude statements have changed in the past year. For example, the number of pupils who see writing as a gendered activity has nearly halved (42.2 vs. 21.9%).

<sup>11</sup> Emails:  $\chi^2(1, N=443)=5.765, p=.016, \Phi=-.114$ ; letters:  $\chi^2(1, N=443)=8.293, p=.004, \Phi=-.137$ ; reviews:  $\chi^2(1, N=443)=8.455, p=.004, \Phi=-.138$

<sup>12</sup> A principal component analysis with direct oblimin rotation showed that the 12 attitudinal items loaded on 3 factors. However, when items were combined into scales to reflect those factors, only one Cronbach's alpha was acceptable (.695). Therefore only one scale was created that contained the following 6 items: Compared to others I am a good writer; The more I write the better I become; Writing is more fun when you can choose the topic; Writing is cool; If I write well I will get a better job; A pupil who writes well gets better marks.

<sup>13</sup>  $p=.077$

## A closer look at Key Stage 3

This section presents both general results from 2015 for KS3 pupils (aged 11 to 14; N= 903) and broken down by demographic background. The results show that there is scope for improvement in young people's writing enjoyment, frequency, confidence and attitudes.

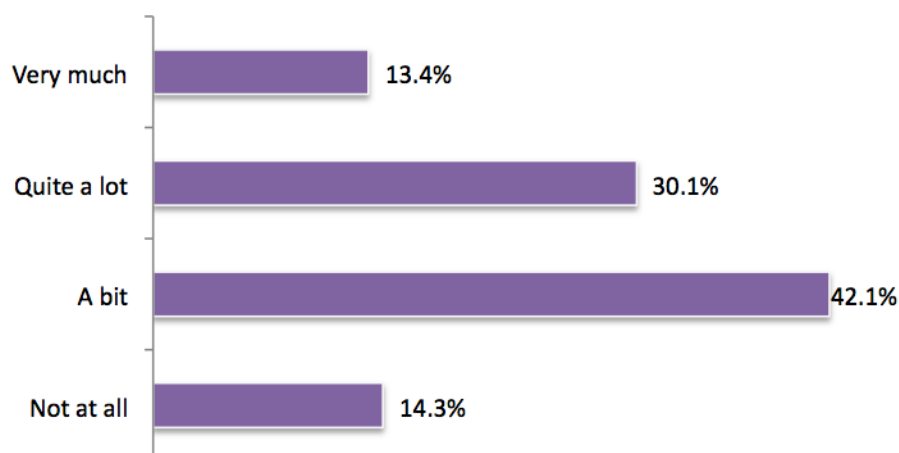
The KS3 sample includes more boys than girls (boys: 55.8%; girls: 44.2%). 24.1% of the pupils reported that they receive FSMs (compared with 14.9% nationally<sup>14</sup>). The majority of young people come from a White background (49.4%), with 42.9% from an Asian background, 6.6% from a mixed ethnic background and 1.1% from a Black background. Overall, 40.5% of KS3 pupils in the Bradford sample speak a language other than English at home.

~~~~~

General findings

4 in 10 (43.5%) KS3 pupils **enjoy writing** very much or quite a lot (see **Figure 6**). This is just slightly less than the percentage of pupils who enjoy reading (44.7%). However, 14.3% of KS3 pupils do not enjoy writing at all.

Figure 6: KS3 pupils' writing enjoyment



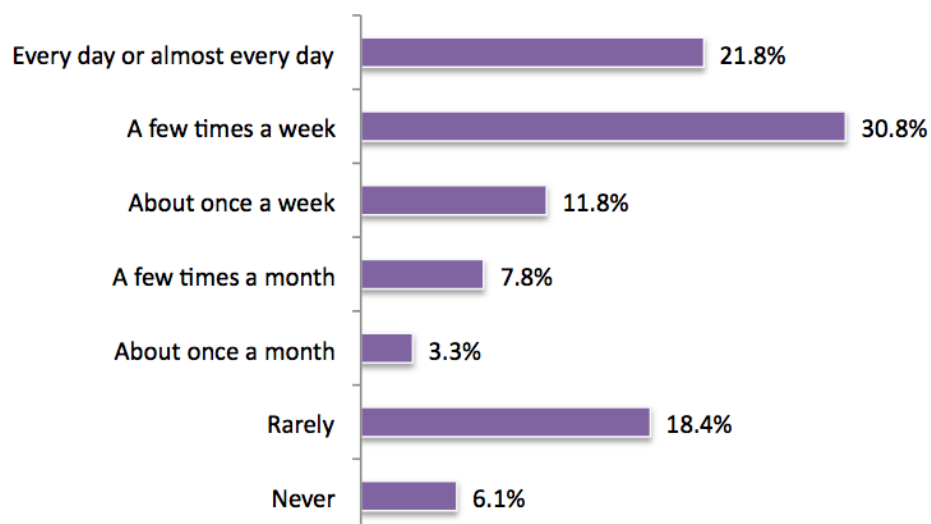
KS3 pupils' **writing confidence** could be improved, especially in comparison to reading confidence. 39.5% of KS3 pupils in Bradford rate themselves as "very good" writers while 52.7% of pupils rate themselves as "very good" readers¹⁵.

As **Figure 7** shows, 21.8% of KS3 pupils **write outside** class every day or almost every day. This is significantly lower than the number of pupils who read outside class daily (30.1%). Although 30.8% write a few times a week outside class, nearly a quarter (24.5%) rarely or never write outside class.

¹⁴ % of pupils aged 11 to 15 known to be eligible and claiming free school meals in state-funded secondary schools. Department for Education (2015). *Schools, pupils and their characteristics: January 2015*. Retrieved from <https://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2015>

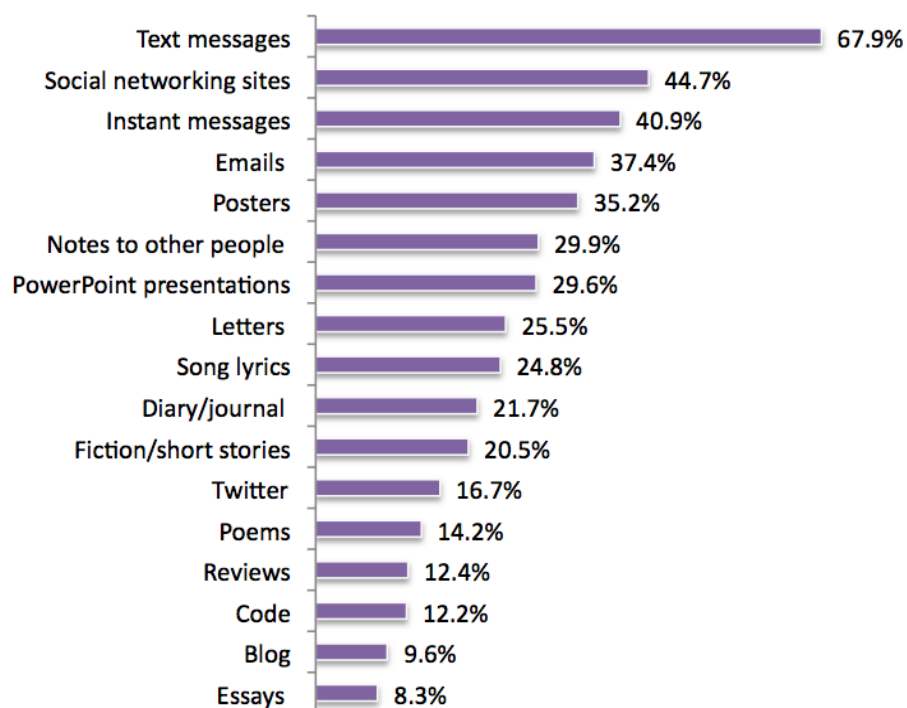
¹⁵ Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good, answers were grouped as 1-3 not very good, 4-7 average, 8-10 very good.

Figure 7: Writing frequency of KS3 pupils



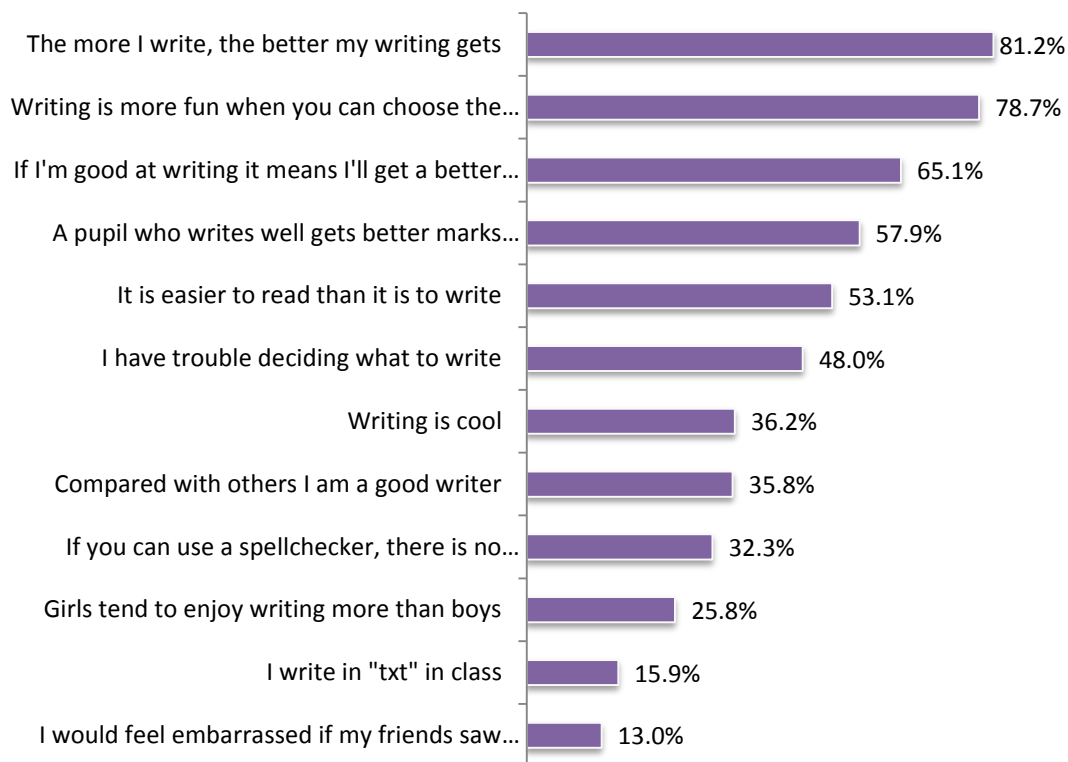
The most popular **formats** written by KS3 pupils are technology-based (see **Figure 8**): text messages (67.9%), social networking sites (44.7%) and instant messages (40.9%). The most popular non-technology based formats are posters (35.2%), notes to other people (29.9%) and letters (25.5%).

Figure 8: Formats written at least once a month by KS3 pupils



KS3 pupils' attitudes towards writing are generally not positive (see **Figure 9**). Only 36.2% of pupils agree that writing is cool, 35.8% feel that compared to others they are good writers and just under a third (32.3%) agree that if you can use a spellchecker, there is no point in learning spelling and grammar. In addition, a quarter (25.8%) feel that girls tend to enjoy writing more than boys. However, 65.1% agree that if they are good at writing, it means they will get a better job in the future.

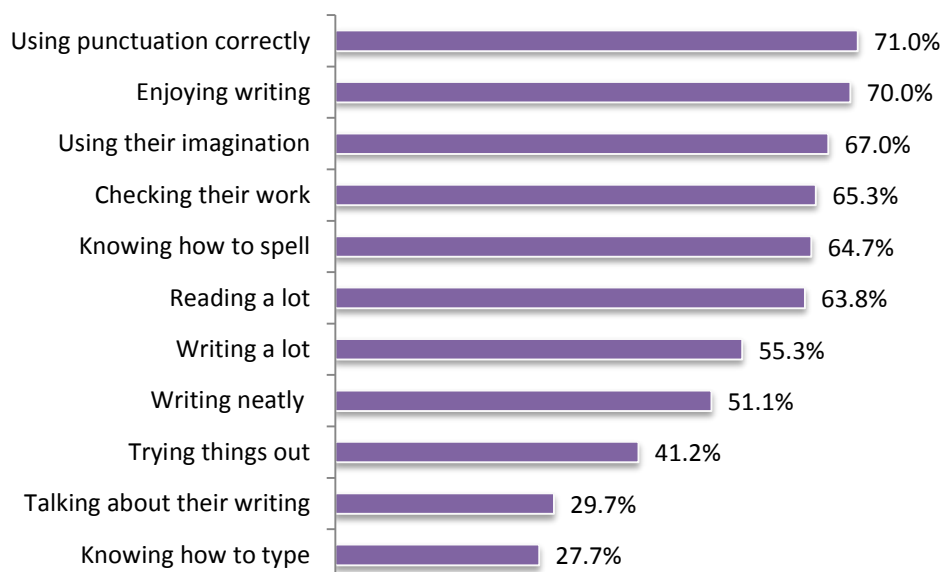
Figure 9: Agreement with attitudes towards writing statements by KS3 pupils



Nearly half (46.9%) of KS3 pupils do some writing in their free time that they do not share with anyone else – 12.8% every day and 32.9% a few times a week.

When asked what they think makes someone a good writer, most KS3 pupils believe that a good writer uses punctuation correctly (71.0%), enjoys writing (70.0%) and uses their imagination (67.0%; see **Figure 10**).

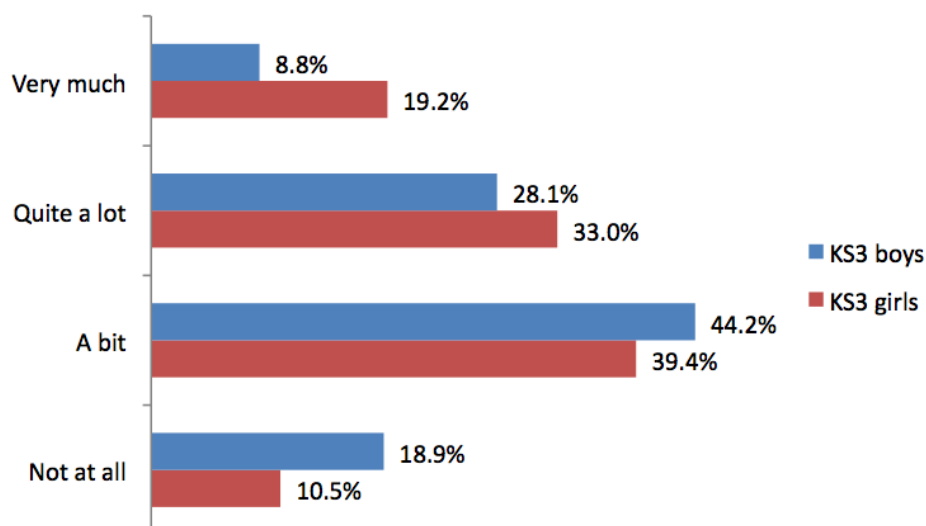
Figure 10: What do KS3 pupils think makes someone a good writer?



Gender differences

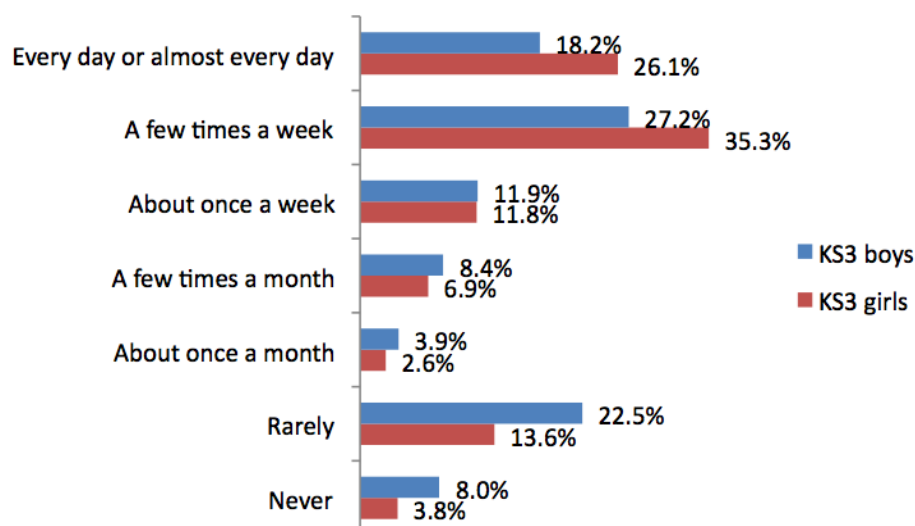
Significantly more KS3 girls than boys **enjoy writing**¹⁶: 52.2% of KS3 girls say that they enjoy writing either very much or quite a lot compared with just 36.9% of KS3 boys. Similarly, 18.9% of KS3 boys do not enjoy writing at all compared with 10.5% of KS3 girls (see **Figure 11**).

Figure 11: KS3 writing enjoyment by gender



KS3 girls also **write more often** outside class¹⁷. **Figure 12** outlines the difference in percentages and shows that 26.1% of KS3 girls write outside class every day or almost every day compared with just 18.2% of KS3 boys. Similarly, 3 in 10 (30.5%) KS3 boys say they rarely or never write outside class compared to 17.4% of KS3 girls.

Figure 12: KS3 writing frequency by gender



In addition to writing enjoyment and frequency, KS3 girls are also **more confident** writers¹⁸. 44.8% of KS3 girls rate themselves as very good writers compared with just 35.1% of boys¹⁹.

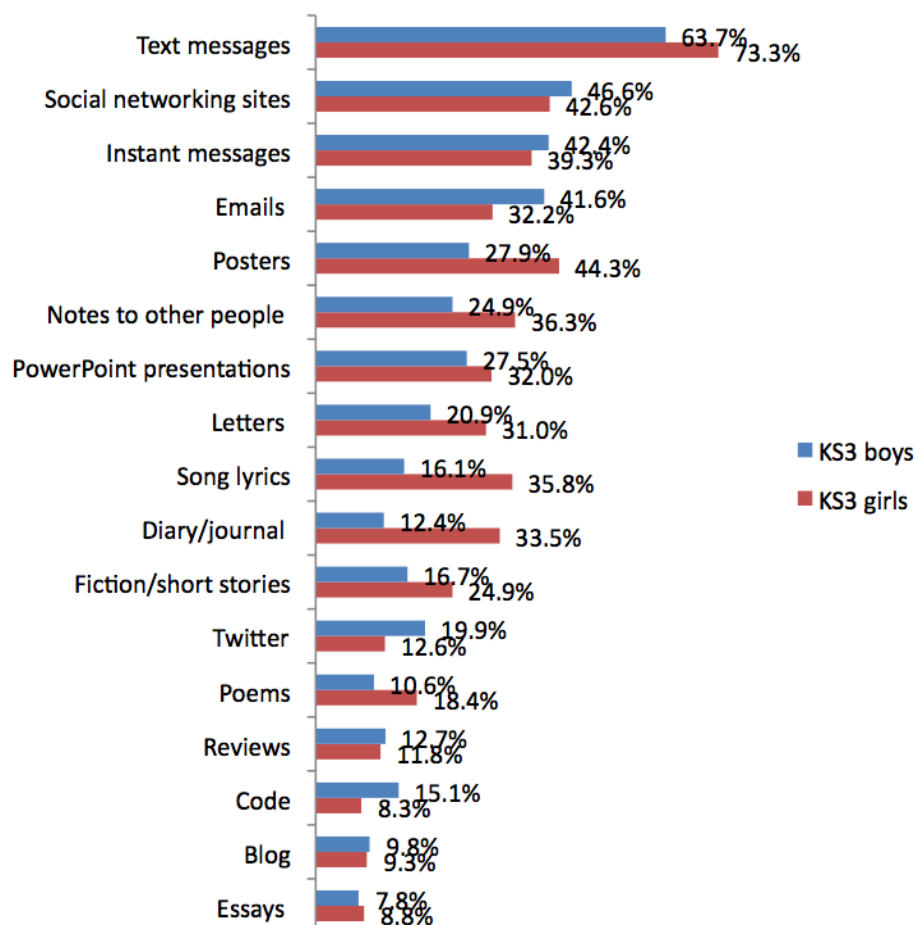
¹⁶ Girls: Mdn= 2; boys: Mdn= 3; Mann-Whitney U (882)= 75312.000, z= -5.824, p= .000, r= .196

¹⁷ Girls: Mdn= 2; boys: Mdn= 3; Mann-Whitney U (880)= 76940.000, z= -5.105, p= .000, r= .172

¹⁸ Girls: Mdn= 2; boys: Mdn= 2; Mann-Whitney U (883)= 84854.500, z= -3.380, p= .001, r= .114

As **Figure 13** shows, KS3 girls and boys also write in different **formats**. More KS3 girls than boys write song lyrics (35.8% vs. 16.1%), a diary or journal (33.5% vs. 12.4%), letters (31.0% vs. 20.9%), text messages (73.3% vs. 63.7%), notes to other people (36.3% vs. 24.9%), posters (44.3% vs. 27.9%), short stories or fiction (24.9% vs. 16.7%) and poems (18.4% vs. 10.6%)²⁰. On the other hand, more KS3 boys than girls write emails (41.6% vs. 32.2%), on Twitter (19.9% vs. 12.6%) and code (15.1% vs. 8.3%)²¹.

Figure 13: Formats written at least once a month by gender



KS3 boys and girls do not differ significantly in their **attitudes** towards writing^{22 23}.

¹⁹ Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good, answers were grouped as 1-3 not very good, 4-7 average, 8-10 very good.

²⁰ Song lyrics: $\chi^2(1, N=899)=45.811, p=.000, \Phi=-.226$; diary: $\chi^2(1, N=899)=58.384, p=.000, \Phi=-.255$; letters: $\chi^2(1, N=899)=11.866, p=.001, \Phi=-.115$; text messages: $\chi^2(1, N=899)=9.295, p=.002, \Phi=-.102$; notes: $\chi^2(1, N=899)=13.671, p=.000, \Phi=-.123$; posters: $\chi^2(1, N=899)=26.298, p=.000, \Phi=-.171$; short stories: $\chi^2(1, N=899)=9.203, p=.002, \Phi=-.101$; poems: $\chi^2(1, N=899)=11.278, p=.001, \Phi=-.112$

²¹ Emails: $\chi^2(1, N=899)=8.344, p=.004, \Phi=.096$; Twitter: $\chi^2(1, N=899)=8.559, p=.003, \Phi=.098$; code: $\chi^2(1, N=899)=9.698, p=.002, \Phi=.104$

²² A principal component analysis with direct oblimin rotation showed that the 12 attitudinal items loaded on 3 factors. However, when items were combined into scales to reflect those factors, combining all 12 attitudinal items resulted in the most acceptable Cronbach alpha (.746). Therefore the items included in the scale are: The more I write the better my writing gets; If I'm good at writing, it means I'll get a better job when I grow up; Compared with others I am a good writer; A pupil who writes well gets better marks; Writing is cool; Writing is more fun when you can choose a topic; I write in "txt" speak in class – reverse coded, I have trouble deciding what to write – reverse coded, Reading is easier than writing – reverse coded, Girls tend to enjoy writing more than boys – reverse coded, I would feel embarrassed if my friends saw me write – reverse coded, If you can use a spellchecker, there is no point in learning spelling and grammar – reverse coded.

²³ $p=.424$

Significantly more KS3 girls than boys say that they do some writing in their free time that they do not share with anyone else (59.2% vs. 36.9%)²⁴. They also write more frequently²⁵: 15.5% say they write something they do not share with anyone every day compared with only 10.3% of KS3 boys.

KS3 boys and girls differ in what they think makes someone a good writer. More girls feel that checking their work and using their imagination makes someone a good writer (69.3% vs. 62.5% and 73.6% vs. 62.0% respectively) while more boys feel that knowing how to type makes someone a good writer (30.3% vs. 24.2%)²⁶.

Differences by socioeconomic background²⁷

There were no significant differences between KS3 FSM and non-FSM pupils in the degree to which they enjoy writing, how often they write outside class, their writing confidence or their attitudes towards writing²⁸. For example, 48.5% of FSM pupils and 43.5% of non-FSM pupils enjoy writing very much or quite a lot and 23.1% of FSM and 22.5% of non-FSM pupils write daily outside class.

There are only a few differences in KS3 pupils' writing behaviour based on their socioeconomic background. Pupils differ in terms of some of the formats they write at least once a month but interestingly, the difference exists only in formats that are not technology-based²⁹. More FSM pupils in KS3 write song lyrics (35.6% vs. 20.5%), letters (35.1% vs. 22.8%), short stories or fiction (26.2% vs. 18.8%), notes to other people (36.6% vs. 28.8%), poems (22.0% vs. 11.6%) and posters (44.5% vs. 32.3%).

There is no difference in the proportion of FSM and non-FSM pupils who write something in their free time that they do not share with anyone else³⁰.

More FSM pupils feel that enjoying writing makes someone a good writer (77.5% vs. 68.4%)³¹.

EAL background

This section explores differences between children and young people who speak a language other than English at home and those who do not (EAL and non-EAL pupils). There were no significant differences between KS3 EAL and non-EAL pupils in the degree to which they enjoy writing, how often they write outside class, how confident they are in writing or their attitudes towards writing³². For example, 45.7% of EAL and 42.4% of non-EAL pupils enjoy reading very much or quite a lot and 22.8% of EAL and 21.6% of non-EAL pupils read daily outside class.

²⁴ χ^2 (1, N= 823)= 40.684, p= .000, Phi= -.222

²⁵ Girls: Mdn= 2; boys: Mdn= 3; Mann-Whitney U (554)= 29285.000; z= -4.906, p= .000, r= .208

²⁶ Checks his/her work: χ^2 (1, N= 899)= 4.431, p= .035, Phi= -.070; using his/her imagination: χ^2 (1, N= 899)= 13.506, p= .000, Phi= -.123; knowing how to type: χ^2 (1, N= 899)= 4.126, p= .042, Phi= .068

²⁷ Using FSM uptake as a proxy

²⁸ Enjoyment: p= .139; frequency: p= .396; confidence: p= .119; attitudes: FSM: M= 2.83; SD= .668; non-FSM: M= 2.93; SD= .813; t(747)= -1.460, p= .145.

²⁹ Song lyrics: χ^2 (1, N= 792)= 18.145, p= .000, Phi= .151; letters: χ^2 (1, N= 792)= 11.435, p= .001, Phi= .120; short stories: χ^2 (1, N= 792)= 4.824, p= .028, Phi= .078; notes: χ^2 (1, N= 792)= 4.214, p= .040, Phi= .073; poems: χ^2 (1, N= 792)= 12.768, p= .000, Phi= .127; posters: χ^2 (1, N= 792)= 9.490, p= .002, Phi= .109

³⁰ P= .079

³¹ χ^2 (1, N= 792)= 5.781, p= .016, Phi= .085

³² Enjoyment: p= .446; frequency: p= .930; confidence: p= .773; attitudes: p= .704

The only difference in KS3 pupils' writing behaviour based on their EAL background appears in terms of formats. More non-EAL KS3 pupils write on social networking sites (50.0% vs. 37.9%) and song lyrics (27.5% vs. 21.4%)³³ whereas more EAL KS3 pupils write a diary or journal (25.1% vs. 19.3%) and poems (17.3% vs. 12.5%)³⁴.

There is no difference in the proportion of EAL and non-EAL pupils who write something in their free time that they do not share with anyone else³⁵.

More non-EAL pupils feel that using punctuation correctly and using their imagination makes someone a good writer³⁶ (74.2% vs. 67.1% and 70.1% vs. 63.8% respectively).

KS3: National and regional comparisons

There is no significant difference in writing enjoyment between KS3 pupils in our Bradford sample and the national and Yorkshire and Humber samples in general³⁷. In terms of percentages, 43.5% of KS3 pupils in the Bradford sample, 41.0% in the national sample and 38.6% in Yorkshire and Humber enjoy writing very much or quite a lot.

Compared with their peers in the regional and national samples, KS3 pupils in the Bradford sample write more frequently³⁸: 52.6% of KS3 pupils in the Bradford sample write every day or a few times a week compared with 44.1% in the national and 39.7% in the regional samples.

While no difference exists in writing confidence between the sample of pupils in Bradford and the pupils in the regional sample³⁹, pupils in the Bradford sample are more confident writers than their peers in the national sample⁴⁰. 39.4% of KS3 pupils in the Bradford sample rate themselves as "very good" writers compared with just 31.0% of pupils in the national sample⁴¹.

KS3 pupils in the Bradford sample also write different types of formats from the national sample. KS3 pupils in the national sample write more emails (44.3% vs. 37.4%), text messages (76.3% vs. 67.9%), essays (12.2% vs. 8.3%), notes to other people (35.6% vs. 29.9%) and instant messages (52.1% vs. 40.9%)⁴² whereas more KS3 pupils in the Bradford sample write poems (14.2% vs. 10.6%) and posters (35.2% vs. 26.6%)⁴³.

KS3 pupils in the Bradford sample differ from their peers in the rest of the region in terms of formats they write outside class. More KS3 pupils in Yorkshire and Humber write on social networking sites (55.9% vs. 44.7%), emails (48.6% vs. 37.4%), text messages (79.0% vs. 67.9%), essays (13.4% vs. 8.3%), notes to other people (38.4% vs. 29.9%) and instant

³³ Social networking sites: $\chi^2(1, N=887)=12.672, p=.000, \Phi=-.120$; song lyrics: $\chi^2(1, N=887)=4.119, p=.042, \Phi=-.068$

³⁴ Diary: $\chi^2(1, N=887)=4.168, p=.041, \Phi=.069$; poems: $\chi^2(1, N=887)=3.938, p=.047, \Phi=.067$

³⁵ $p=.866$

³⁶ Using punctuation correctly: $\chi^2(1, N=887)=5.289, p=.021, \Phi=-.077$; using his/her imagination: $\chi^2(1, N=887)=3.853, p=.050, \Phi=-.066$

³⁷ Bradford-national: $p=.300$; Bradford-Yorkshire and Humber: $p=.062$

³⁸ Bradford: $Mdn=2$; national: $Mdn=3$; Mann-Whitney U (19,140)=7403300.500, $z=-3.801, p=.000, r=.027$; Bradford: $Mdn=2$; Yorkshire and Humber: $Mdn=3$; Mann-Whitney U (1,687)=312573.000, $z=-4.351, p=.000, r=.106$

³⁹ $p=.104$

⁴⁰ Bradford: $Mdn=2$; national: $Mdn=2$; Mann-Whitney U (19,209)=7483756.500, $z=3.931, p=.000, r=.024$

⁴¹ Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good, answers were grouped as 1-3 not very good, 4-7 average, 8-10 very good.

⁴² Emails: $\chi^2(1, N=20,512)=15.934, p=.000, \Phi=-.028$; text messages: $\chi^2(1, N=20,512)=30.387, p=.000, \Phi=-.038$; essays: $\chi^2(1, N=20,512)=12.811, p=.000, \Phi=-.025$; notes: $\chi^2(1, N=20,512)=11.665, p=.001, \Phi=-.024$; instant messages: $\chi^2(1, N=20,512)=43.322, p=.000, \Phi=-.046$

⁴³ Poems: $\chi^2(1, N=20,512)=11.095, p=.001, \Phi=.023$; posters: $\chi^2(1, N=20,512)=32.358, p=.000, \Phi=.040$

messages (58.9% vs. 40.9%)⁴⁴ whereas more KS3 pupils in the Bradford sample write song lyrics (24.8% vs. 20.7%), a diary or journal (21.7% vs. 15.9%), reviews (12.4% vs. 7.5%), poems (14.2% vs. 9.0%) and posters (35.2% vs. 22.5%)⁴⁵.

There is no difference in attitudes to writing among KS3 pupils in the Bradford sample and the national and regional samples⁴⁶.

A comparison of White and Pakistani pupils

The National Literacy Trust Hub in Bradford has a specific focus on children from a Pakistani background, particularly on boys as they tend to perform less well than their peers. Therefore, this section compares FSM pupils and boys from White and Pakistani backgrounds. For this purpose all participants were included in the analysis.

It has to be noted that the number of participants in these groups is small (White FSM N= 89; Pakistani FSM N= 61; White boys N= 214; Pakistani boys N=187). Therefore, no generalisations should be made based on the data. Very few statistically significant differences appeared in the data; however this section highlights some findings that may be of interest.

White boys vs. Pakistani boys

More boys from a Pakistani background enjoy writing very much or quite a lot compared those from a White background (44.4% vs. 36.8%).

There is no difference in the writing frequency or confidence between boys from White and Pakistani backgrounds⁴⁷.

Boys from different ethnic backgrounds differ in terms of formats they write outside class at least once a month. Significantly more boys from a White background write on Twitter (21.5% vs. 12.3%) and instant messages (47.2% vs. 33.2%) while significantly more boys from a Pakistani background write PowerPoint presentations (33.2% vs. 23.8%) and a diary or journal (17.1% vs. 9.3%)⁴⁸. These differences can possibly be explained by differing access to technology: more White boys have a smartphone of their own (76.6% vs. 66.1%) which is more suitable for writing on Twitter and instant messages, while more Pakistani boys have a computer or laptop of their own (76.3% vs. 66.8%)⁴⁹, more suitable for writing PowerPoint presentations.

There is no difference in writing attitudes between White and Pakistani boys⁵⁰.

A similar proportion of boys from White and Pakistani backgrounds write something in their free time that they do not share with anyone else⁵¹.

⁴⁴ Social networking sites: $\chi^2(1, N= 1,761)= 22.509, p= .000, \Phi= -.113$; emails: $\chi^2(1, N= 1,761)= 22.142, p= .000, \Phi= -.112$; text messages: $\chi^2(1, N= 1,761)= 26.555, p= .000, \Phi= -.123$; essays: $\chi^2(1, N= 1,761)= 12.372, p= .000, \Phi= -.084$; notes: $\chi^2(1, N= 1,761)= 13.661, p= .000, \Phi= -.088$; instant messages: $\chi^2(1, N= 1,761)= 57.031, p= .000, \Phi= -.180$

⁴⁵ Song lyrics: $\chi^2(1, N= 1,761)= 4.247, p= .039, \Phi= .049$; diary: $\chi^2(1, N= 1,761)= 9.765, p= .002, \Phi= .074$; reviews: $\chi^2(1, N= 1,761)= 11.948, p= .001, \Phi= .082$; poems: $\chi^2(1, N= 1,761)= 11.281, p= .001, \Phi= .080$; posters: $\chi^2(1, N= 1,761)= 35.102, p= .000, \Phi= .141$

⁴⁶ Bradford-national: $p= .251$; Bradford-Yorkshire and Humber: $p= .139$

⁴⁷ Frequency: $p= .446$; confidence: $p= .561$

⁴⁸ Twitter: $\chi^2(1, N= 400)= 5.811, p= .016, \Phi= .121$; instant messages: $\chi^2(1, N= 400)= 7.921, p= .005, \Phi= .141$; PowerPoint presentations: $\chi^2(1, N= 400)= 3.966, p= .046, \Phi= -.100$; diary: $\chi^2(1, N= 400)= 5.434, p= .020, \Phi= -.117$

⁴⁹ Smartphone: $\chi^2(1, N= 379)= 5.115, p= .024, \Phi= .116$; computer/laptop: $\chi^2(1, N= 372)= 4.047, p= .044, \Phi= -.104$

⁵⁰ $p= .161$

⁵¹ $p= .654$

Boys from different ethnic backgrounds generally do not differ in their perception of what makes a good writer; however, more boys from a Pakistani background feel that reading a lot makes someone a good writer⁵² compared with boys from a White background (74.7% vs. 64.5%).

White FSM pupils vs. Pakistani FSM pupils

No significant difference exists between pupils in writing enjoyment (White FSM 49.4%; Pakistani FSM 55.0%), frequency (writing daily: White FSM 26.1%; Pakistani FSM 30.0%) or confidence⁵³.

More White FSM pupils write poems (30.3% vs. 18.0%) while more Pakistani FSM pupils write a diary or journal (31.3% vs. 22.5%).

There is no difference in attitudes towards writing among FSM pupils from White and Pakistani backgrounds⁵⁴ ⁵⁵ and a similar proportion of FSM pupils from different ethnic backgrounds write something in their free time that they do not share with anyone else⁵⁶.

Significantly more White FSM pupils feel that trying things out makes someone a good writer compared with Pakistani FSM pupils (57.3% vs. 39.3%). On the other hand, more Pakistani FSM pupils agree that using your imagination makes you a good writer (77.0% vs. 61.8%)⁵⁷.

Opportunities for improvement

- Focus on promoting writing enjoyment and writing outside class.
- Pupils are less confident in writing than reading; therefore focus on promoting writing confidence.
- Focus on promoting positive attitudes towards writing.
- Focus in particular on improving boys' writing enjoyment, writing frequency and confidence.

⁵² $\chi^2(1, N=400)=4.905, p=.027, \Phi=-.111$

⁵³ Enjoyment: $p=.654$; frequency: $p=.656$; confidence: $p=.277$

⁵⁴ A principal component analysis with direct oblimin rotation showed that the 12 attitudinal items loaded on 3 factors. However, when items were combined into scales to reflect those factors, combining all 12 attitudinal items resulted in the most acceptable Cronbach alpha (.751). Therefore the items included in the scale are: The more I write the better my writing gets; If I'm good at writing, it means I'll get a better job when I grow up; Compared to others I am a good writer; A pupil who writes well gets better marks; Writing is cool; Writing is more fun when you can choose a topic; I write in "txt" speak in class – reverse coded, I have trouble deciding what to write – reverse coded, Reading is easier than writing – reverse coded, Girls tend to enjoy writing more than boys – reverse coded, I would feel embarrassed if my friends saw me write – reverse coded, If you can use a spellchecker, there is no point in learning spelling and grammar – reverse coded.

⁵⁵ $p=.410$

⁵⁶ $p=.631$

⁵⁷ Trying things out: $\chi^2(1, N=150)=4.669, p=.031, \Phi=.176$; using his/her imagination: $\chi^2(1, N=150)=3.869, p=.049, \Phi=-.161$

2015 Data tables

The following pages contain the information for each of our questions in tables. For KS2, tables contain information from pupils in 2014 and 2015. For KS3, each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background, EAL background and ethnic background. The tables relating to White and Pakistani FSM pupils and boys include all pupils who took part in 2015.

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

KS2 writing tables

Table 1: KS2 pupils' enjoyment of writing in 2014 and 2015

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>
2014 (N= 313)	28.4%	33.0%	61.4%	31.4%	7.2%
2015 (N= 130)	25.0%	42.2%	67.2%	28.9%	3.9%

Table 2: On a scale of 1 to 10, how good a writer do you think you are?

	<i>1 Not very good</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 Average</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10 Very good</i>
2014 (N= 313)	3.6%	2.0%	2.3%	4.6%	21.7%	12.2%	9.5%	11.5%	7.9%	24.7%
2015 (N= 130)	4.8%	3.2%	2.4%	4.0%	16.7%	4.8%	13.5%	17.5%	18.3%	15.1%

Table 3: KS2 pupils' writing frequency in 2014 and 2015

How often do you write outside class?

	<i>Every day or almost 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>
2014 (N= 313)	23.8%	21.2%	9.6%	11.9%	4.5%	15.8%	13.2%
2015 (N= 130)	27.3%	43.0%	11.7%	3.1%	3.9%	7.0%	3.9%

Table 4: Types of formats written at least once a month in 2014 and 2015 by KS2 pupils (Part 1)

	<i>Text messages</i>	<i>Emails</i>	<i>Short stories/fiction</i>	<i>Song lyrics</i>	<i>Letters</i>
2014 (N= 313)	38.0%	15.7%	30.0%	23.6%	33.9%
2015 (N= 130)	40.0%	25.4%	26.9%	27.7%	48.5%

Table 4 continued: Types of formats written at least once a month in 2014 and 2015 by KS2 pupils (Part 2)

	<i>Social networking sites</i>	<i>Poems</i>	<i>Diary/journal</i>	<i>Notes to other people</i>	<i>Instant messages</i>
2014 (N= 313)	18.5%	28.4%	33.2%	21.1%	19.2%
2015 (N= 130)	13.8%	34.6%	36.2%	27.7%	14.6%

Table 4 continued: Types of formats written at least once a month in 2014 and 2015 by KS2 pupils (Part 3)

	<i>On Twitter</i>	<i>Essays</i>	<i>Blog</i>	<i>Reviews</i>
2014 (N= 313)	6.7%	8.9%	14.7%	7.7%
2015 (N= 130)	8.5%	7.7%	19.2%	16.9%

Table 5.1: Attitudes towards writing in 2014 and 2015 by KS2 pupils – The more I write, the better my writing gets

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	58.9%	28.9%	87.9%	5.4%	2.5%	0.7%	3.2%	3.6%
2015 (N= 130)	53.9%	34.8%	88.7%	3.5%	2.6%	0.0%	2.6%	5.2%

Table 5.2: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I have trouble deciding what to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	15.9%	31.9%	47.8%	14.8%	15.9%	14.8%	30.7%	6.7%
2015 (N= 130)	19.3%	31.6%	50.9%	14.9%	21.1%	7.0%	28.1%	6.1%

Table 5.3: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Girls tend to enjoy writing more than boys

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	25.8%	16.4%	42.2%	20.0%	11.3%	13.5%	24.7%	13.1%
2015 (N= 130)	14.9%	7.0%	21.9%	10.5%	23.7%	25.4%	49.1%	18.4%

Table 5.4: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is cool

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	27.7%	30.9%	58.6%	15.5%	8.3%	11.2%	19.4%	6.5%
2015 (N= 130)	23.0%	35.4%	58.4%	15.9%	9.7%	5.3%	15.0%	10.6%

Table 5.5: Attitudes towards writing in 2014 and 2015 by KS2 pupils – A pupil who writes well gets better marks than someone who doesn't

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	49.1%	23.6%	72.7%	7.6%	6.2%	3.6%	9.8%	9.8%
2015 (N= 130)	31.0%	42.2%	73.3%	5.2%	6.0%	6.9%	12.9%	8.6%

Table 5.6: Attitudes towards writing in 2014 and 2015 by KS2 pupils – It is easier to read than it is to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	37.0%	28.6%	65.6%	12.3%	6.5%	7.6%	14.1%	8.0%
2015 (N= 130)	38.2%	29.1%	67.3%	10.0%	6.4%	3.6%	10.0%	12.7%

Table 5.7: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Writing is more fun when you can choose the topic

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	46.4%	29.9%	76.3%	9.4%	5.8%	3.2%	9.0%	5.4%
2015 (N= 130)	44.7%	30.7%	75.4%	7.9%	5.3%	2.6%	7.9%	8.8%

Table 5.8: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I would feel embarrassed if my friends saw me writing outside class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	10.0%	6.8%	16.7%	12.1%	24.9%	39.1%	64.1%	7.1%
2015 (N= 130)	6.0%	7.8%	13.8%	2.6%	33.6%	42.2%	75.9%	7.8%

Table 5.9: Attitudes towards writing in 2014 and 2015 by KS2 pupils – Compared to others, I am a good writer

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	25.8%	33.9%	59.8%	16.6%	11.4%	2.2%	13.7%	10.0%
2015 (N= 130)	16.7%	28.9%	45.6%	21.1%	12.3%	1.8%	14.0%	19.3%

Table 5.10: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If I am good at writing I will get a better job when I grow up

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	45.6%	22.6%	68.2%	12.4%	3.2%	4.6%	7.8%	11.7%
2015 (N= 130)	30.1%	38.1%	68.1%	8.8%	4.4%	2.7%	7.1%	15.9%

Table 5.11: Attitudes towards writing in 2014 and 2015 by KS2 pupils – I write in “txt” speak in class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	14.3%	12.0%	26.3%	10.9%	15.8%	19.9%	35.7%	27.1%
2015 (N= 130)	10.7%	7.1%	17.9%	6.2%	30.4%	22.3%	52.7%	23.2%

Table 5.12: Attitudes towards writing in 2014 and 2015 by KS2 pupils – If you can use a spellchecker there is no point in learning spelling and grammar

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
2014 (N= 313)	22.1%	14.6%	36.7%	13.9%	19.6%	15.7%	35.2%	14.2%
2015 (N= 130)	15.9%	18.6%	34.5%	5.3%	26.5%	22.1%	48.7%	11.5%

KS3 writing tables

Table 6: Enjoyment of writing in 2015 by KS3 pupils and broken down by demographic background

<i>How much do you enjoy writing?</i>					
	<i>Very much</i>	<i>Quite a lot</i>	<i>Overall enjoyment</i>	<i>A bit</i>	<i>Not at all</i>
All (N= 903)	13.4%	30.1%	43.5%	42.1%	14.3%
Boys (N= 502)	8.8%	28.1%	36.9%	44.2%	18.9%
Girls (N= 397)	19.2%	33.0%	52.2%	39.4%	8.4%
FSM (N= 191)	17.6%	30.9%	48.5%	39.4%	12.2%
Non-FSM (N=601)	12.8%	30.7%	43.5%	42.1%	14.4%
EAL (N= 359)	14.2%	31.5%	45.7%	40.1%	14.2%
Non-EAL (N=528)	13.1%	29.3%	42.4%	43.2%	14.3%
White (N= 352)	14.9%	27.7%	42.6%	43.4%	14.0%
Mixed (N= 47)	17.0%	25.5%	42.5%	36.2%	21.3%
Asian (N= 306)	13.6%	33.9%	47.5%	40.5%	12.0%
Black (N= 8)	25.0%	37.5%	62.5%	25.0%	12.5%

Table 7: On a scale of 1 to 10, how good a writer do you think you are?

	<i>1 Not very good</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 Average</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10 Very good</i>
All (N=903)	3.5%	3.2%	3.0%	4.5%	17.8%	10.2%	18.3%	19.5%	11.1%	8.9%
Boys (N=502)	4.7%	3.5%	3.9%	4.5%	19.2%	9.6%	19.6%	19.0%	8.6%	7.6%
Girls (N=397)	2.0%	2.8%	2.0%	4.6%	16.0%	10.9%	16.8%	20.1%	14.2%	10.4%
FSM (N=191)	3.2%	1.6%	6.5%	4.3%	18.4%	14.6%	14.6%	14.6%	10.3%	11.9%
Non-FSM (N=601)	2.7%	3.2%	2.2%	3.9%	18.0%	9.1%	18.9%	21.7%	12.0%	8.4%
EAL (N=359)	4.0%	3.1%	2.6%	6.0%	15.7%	11.4%	18.2%	17.1%	12.3%	9.7%
Non-EAL (N=528)	3.1%	3.3%	3.5%	3.7%	18.9%	9.2%	18.1%	21.0%	10.6%	8.7%
White (N=352)	2.3%	3.1%	4.9%	4.9%	16.3%	9.1%	17.4%	22.3%	11.1%	8.6%
Mixed (N=47)	6.4%	2.1%	4.3%	4.3%	17.0%	10.6%	25.5%	17.0%	4.3%	8.5%
Asian (N=306)	4.3%	2.0%	0.7%	3.0%	17.5%	10.9%	17.5%	20.2%	15.6%	8.3%
Black (N=8)	0.0%	0.0%	0.0%	12.5%	25.0%	12.5%	0.0%	12.5%	12.5%	25.0%

Table 8: Writing frequency in 2015 by KS3 pupils broken down by demographic background

<i>How often do you write outside class?</i>							
	<i>Every day or almost every day</i>	<i>A few times a week</i>	<i>About once a week</i>	<i>A few times a month</i>	<i>About once a month</i>	<i>Rarely</i>	<i>Never</i>
All (N= 903)	21.8%	30.8%	11.8%	7.8%	3.3%	18.4%	6.1%
Boys (N= 502)	18.2%	27.2%	11.9%	8.4%	3.9%	22.5%	8.0%
Girls (N= 397)	26.1%	35.3%	11.8%	6.9%	2.6%	13.6%	3.8%
FSM (N= 191)	23.1%	28.0%	11.8%	7.0%	2.7%	18.3%	9.1%
Non-FSM (N= 601)	22.5%	31.2%	12.2%	8.1%	3.9%	17.1%	4.9%
EAL (N= 359)	22.8%	31.1%	10.8%	7.4%	2.6%	16.8%	8.5%
Non-EAL (N= 528)	21.6%	30.9%	12.2%	8.1%	3.3%	20.1%	3.9%
White (N= 352)	26.9%	27.7%	10.6%	6.9%	4.0%	19.1%	4.9%
Mixed (N= 47)	17.4%	37.0%	2.2%	13.0%	4.3%	19.6%	6.5%
Asian (N= 306)	18.4%	34.8%	13.4%	8.2%	3.3%	15.4%	6.6%
Black (N= 8)	25.0%	25.0%	12.5%	0.0%	0.0%	37.5%	0.0%

Table 9: Types of formats written at least once a month in 2015 by KS3 pupils broken down by demographic background (Part 1)

	<i>Text messages</i>	<i>Emails</i>	<i>Short stories/fiction</i>	<i>Song lyrics</i>	<i>Letters</i>	<i>Code</i>
All (N= 903)	67.9%	37.4%	20.5%	24.8%	25.5%	12.2%
Boys (N= 502)	63.7%	41.6%	16.7%	16.1%	20.9%	15.1%
Girls (N= 397)	73.3%	32.2%	24.9%	35.8%	31.0%	8.3%
FSM (N= 191)	68.6%	41.4%	26.2%	35.6%	35.1%	13.1%
Non-FSM (N= 601)	68.2%	36.8%	18.8%	20.5%	22.8%	12.3%
EAL (N= 359)	65.7%	40.7%	18.7%	21.4%	25.3%	13.1%
Non-EAL (N= 528)	69.7%	35.8%	22.2%	27.5%	25.9%	11.7%
White (N= 352)	74.4%	38.9%	23.0%	30.4%	30.7%	11.4%
Mixed (N= 47)	74.5%	46.8%	14.9%	25.5%	19.1%	21.3%
Asian (N= 306)	66.7%	41.5%	19.3%	19.0%	20.6%	11.4%
Black (N= 8)	50.0%	25.0%	62.5%	37.5%	50.0%	25.0%

Table 9 continued: Types of formats written at least once a month in 2015 by KS3 pupils broken down by demographic background (Part 2)

	<i>Social networking sites</i>	<i>Poems</i>	<i>Diary/journal</i>	<i>Notes to other people</i>	<i>Instant messages</i>	<i>Posters</i>
All (N= 903)	44.7%	14.2%	21.7%	29.9%	40.9%	35.2%
Boys (N= 502)	46.6%	10.6%	12.4%	24.9%	42.2%	27.9%
Girls (N= 397)	42.6%	18.4%	33.5%	36.3%	39.3%	44.3%
FSM (N= 191)	42.9%	22.0%	26.7%	36.6%	38.2%	44.5%
Non-FSM (N= 601)	45.4%	11.6%	21.0%	28.8%	43.4%	32.3%
EAL (N= 359)	37.9%	17.3%	25.1%	27.3%	38.2%	37.9%
Non-EAL (N= 528)	50.0%	12.5%	19.3%	32.4%	43.4%	33.7%
White (N= 352)	52.6%	12.8%	21.0%	34.7%	47.2%	36.1%
Mixed (N= 47)	53.2%	14.9%	25.5%	27.7%	48.9%	34.0%
Asian (N= 306)	38.2%	12.4%	22.2%	28.1%	35.0%	35.6%
Black (N= 8)	62.5%	25.0%	12.5%	25.0%	37.5%	37.5%

Table 9 continued: Types of formats written at least once a month in 2015 by KS3 pupils broken down by demographic background (Part 3)

	<i>Twitter</i>	<i>PowerPoint presentations</i>	<i>Essays</i>	<i>Blog</i>	<i>Reviews</i>
All (N= 903)	16.7%	29.6%	8.3%	9.6%	12.4%
Boys (N= 502)	19.9%	27.5%	7.8%	9.8%	12.7%
Girls (N= 397)	12.6%	32.0%	8.8%	9.3%	11.8%
FSM (N= 191)	20.4%	31.4%	7.9%	9.4%	10.5%
Non-FSM (N= 601)	16.1%	29.1%	8.5%	9.7%	13.0%
EAL (N= 359)	17.0%	31.8%	8.9%	10.6%	13.4%
Non-EAL (N= 528)	16.9%	28.0%	8.0%	9.3%	11.7%
White (N= 352)	19.6%	27.8%	8.8%	11.9%	10.5%
Mixed (N= 47)	36.2%	29.8%	12.8%	17.0%	12.8%
Asian (N= 306)	13.4%	31.7%	7.5%	6.5%	13.4%
Black (N= 8)	12.5%	25.0%	0.0%	12.5%	25.0%

Table 10.1: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – The more I write, the better my writing gets

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	44.1%	37.1%	81.2%	8.6%	2.5%	2.5%	5.0%	5.1%
Boys (N= 502)	45.5%	34.2%	79.7%	10.2%	2.0%	4.2%	6.2%	4.0%
Girls (N= 397)	42.9%	40.4%	83.3%	6.5%	3.2%	0.5%	3.7%	6.5%
FSM (N= 191)	47.5%	34.8%	82.3%	9.9%	1.7%	3.3%	5.0%	2.8%
Non-FSM (N= 601)	42.5%	38.0%	80.5%	8.6%	3.1%	2.2%	5.3%	5.7%
EAL (N= 359)	48.1%	34.9%	83.0%	7.7%	1.5%	3.7%	5.2%	4.0%
Non-EAL (N= 528)	41.5%	38.4%	79.9%	9.4%	3.3%	1.6%	4.9%	5.7%
White (N= 352)	41.2%	39.1%	80.3%	10.1%	3.2%	2.3%	5.5%	4.1%
Mixed (N= 47)	37.8%	46.7%	84.5%	6.7%	2.2%	2.2%	4.4%	4.4%
Asian (N= 306)	53.4%	32.3%	85.7%	6.5%	1.4%	2.4%	3.8%	4.1%
Black (N= 8)	57.1%	28.6%	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%

Table 10.2: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – I have trouble deciding what to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	15.6%	32.4%	48.0%	22.0%	15.8%	6.2%	22.0%	8.0%
Boys (N= 502)	16.4%	31.7%	48.1%	23.1%	15.3%	7.0%	22.3%	6.6%
Girls (N= 397)	14.6%	33.7%	48.3%	20.2%	16.6%	5.2%	21.8%	9.7%
FSM (N= 191)	16.2%	36.9%	53.1%	17.3%	16.2%	8.4%	24.6%	5.0%
Non-FSM (N= 601)	15.8%	31.0%	46.8%	22.9%	16.3%	5.5%	21.8%	8.6%
EAL (N= 359)	14.0%	30.5%	44.5%	21.8%	19.6%	6.2%	25.8%	7.8%
Non-EAL (N= 528)	16.8%	33.8%	50.6%	22.3%	13.3%	5.9%	19.2%	7.8%
White (N= 352)	17.9%	37.1%	55.0%	19.1%	13.8%	6.5%	20.3%	5.6%
Mixed (N= 47)	15.2%	41.3%	56.5%	17.4%	10.9%	10.9%	21.8%	4.3%
Asian (N= 306)	12.5%	28.6%	41.1%	26.3%	20.2%	4.7%	24.9%	7.7%
Black (N= 8)	28.6%	42.9%	71.5%	14.3%	14.3%	0.0%	14.3%	0.0%

Table 10.3: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – Girls tend to enjoy writing more than boys

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	11.6%	14.2%	25.8%	22.3%	19.6%	16.3%	35.9%	16.1%
Boys (N= 502)	15.0%	16.3%	31.3%	22.5%	17.4%	14.8%	32.2%	13.9%
Girls (N= 397)	7.4%	11.2%	18.6%	22.1%	22.4%	18.3%	40.7%	18.6%
FSM (N= 191)	15.6%	14.5%	30.1%	17.9%	25.1%	14.5%	39.6%	12.3%
Non-FSM (N= 601)	9.5%	13.7%	23.2%	23.2%	18.6%	18.3%	36.9%	16.6%
EAL (N= 359)	14.5%	16.0%	30.5%	22.0%	15.4%	14.2%	29.6%	17.9%
Non-EAL (N= 528)	9.6%	13.3%	22.9%	22.2%	22.0%	18.2%	40.2%	14.7%
White (N= 352)	10.0%	12.1%	22.1%	24.8%	23.0%	18.9%	41.9%	11.2%
Mixed (N= 47)	23.4%	10.6%	34.0%	21.3%	17.0%	12.8%	29.8%	14.9%
Asian (N= 306)	11.3%	14.3%	25.6%	20.5%	19.5%	16.0%	35.5%	18.4%
Black (N= 8)	14.3%	42.9%	57.2%	28.6%	0.0%	14.3%	14.3%	0.0%

Table 10.4: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – Writing is cool

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	13.6%	22.6%	36.2%	30.2%	12.6%	10.6%	23.2%	10.5%
Boys (N= 502)	11.9%	20.4%	32.3%	30.6%	13.9%	13.9%	27.8%	9.4%
Girls (N= 397)	15.8%	25.2%	41.0%	29.6%	11.1%	6.6%	17.7%	11.6%
FSM (N= 191)	17.6%	27.3%	44.9%	26.1%	13.6%	7.4%	21.0%	8.0%
Non-FSM (N= 601)	12.2%	21.1%	33.3%	32.4%	13.0%	11.1%	24.1%	10.2%
EAL (N= 359)	14.7%	26.2%	40.9%	25.2%	12.5%	9.9%	22.4%	11.5%
Non-EAL (N= 528)	13.2%	20.0%	33.2%	33.7%	12.6%	10.7%	23.3%	9.7%
White (N= 352)	14.5%	18.4%	32.9%	33.8%	13.4%	12.8%	26.2%	7.1%
Mixed (N= 47)	12.8%	12.8%	25.6%	29.8%	19.1%	12.8%	31.9%	12.8%
Asian (N= 306)	13.8%	27.9%	41.7%	27.2%	11.4%	7.2%	18.6%	12.4%
Black (N= 8)	33.3%	16.7%	50.0%	50.0%	0.0%	0.0%	0.0%	0.0%

Table 10.5: Attitudes towards writing in 2015 by KS3 pupils broken down by demographic background – A pupil who writes well gets better marks than someone who doesn't

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	25.7%	32.2%	57.9%	19.8%	7.5%	4.7%	12.2%	10.0%
Boys (N= 502)	29.1%	33.5%	62.6%	18.8%	6.3%	5.5%	11.8%	6.8%
Girls (N= 397)	21.5%	30.7%	52.2%	21.2%	8.7%	3.8%	12.5%	14.1%
FSM (N= 191)	28.8%	31.5%	60.3%	19.0%	7.1%	4.3%	11.4%	9.2%
Non-FSM (N= 601)	23.6%	33.3%	56.9%	20.1%	7.9%	5.1%	13.0%	10.1%
EAL (N= 359)	31.6%	35.3%	66.9%	13.0%	5.6%	5.0%	10.5%	9.6%
Non-EAL (N= 528)	22.0%	29.9%	51.9%	24.2%	9.0%	4.5%	13.5%	10.4%
White (N= 352)	22.5%	29.2%	51.7%	25.7%	9.9%	5.0%	14.9%	7.6%
Mixed (N= 47)	17.4%	34.8%	52.2%	23.9%	4.3%	6.5%	10.8%	13.0%
Asian (N= 306)	31.4%	35.5%	66.9%	14.2%	6.4%	3.7%	10.1%	8.8%
Black (N= 8)	28.6%	42.9%	71.5%	14.3%	0.0%	14.3%	14.3%	0.0%

Table 10.6: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – It is easier to read than it is to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	26.0%	27.1%	53.1%	20.9%	10.0%	5.5%	15.5%	10.5%
Boys (N= 502)	32.2%	27.8%	60.0%	17.0%	10.2%	4.9%	15.1%	7.9%
Girls (N= 397)	18.3%	26.5%	44.8%	26.0%	9.6%	6.3%	15.9%	13.4%
FSM (N= 191)	25.8%	24.2%	50.0%	21.9%	11.8%	7.3%	19.1%	9.0%
Non-FSM (N= 601)	25.5%	27.6%	53.1%	21.2%	10.0%	4.6%	14.6%	11.1%
EAL (N= 359)	24.6%	30.8%	55.4%	20.6%	7.5%	5.9%	13.4%	10.6%
Non-EAL (N= 528)	26.5%	24.4%	50.9%	21.4%	11.9%	5.3%	17.2%	10.5%
White (N= 352)	27.6%	23.4%	51.0%	21.1%	13.1%	5.0%	18.1%	9.8%
Mixed (N= 47)	23.9%	34.8%	58.7%	21.7%	10.9%	4.3%	15.2%	4.3%
Asian (N= 306)	26.4%	29.7%	56.1%	20.9%	8.1%	5.1%	13.2%	9.8%
Black (N= 8)	0.0%	28.6%	28.6%	42.9%	14.3%	0.0%	14.3%	14.3%

Table 10.7: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – Writing is more fun when you can choose the topic

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	40.1%	38.6%	78.7%	9.6%	4.9%	2.1%	7.0%	4.8%
Boys (N= 502)	43.3%	32.9%	76.2%	11.7%	4.6%	2.6%	7.2%	4.9%
Girls (N= 397)	36.3%	45.6%	81.9%	7.1%	4.9%	1.4%	6.3%	4.6%
FSM (N= 191)	38.9%	37.2%	76.1%	11.1%	7.2%	2.2%	9.4%	3.3%
Non-FSM (N= 601)	40.1%	39.2%	79.3%	9.2%	3.9%	2.4%	6.3%	5.3%
EAL (N= 359)	33.2%	41.0%	74.2%	12.4%	5.3%	3.4%	8.7%	4.7%
Non-EAL (N= 528)	45.2%	36.6%	81.8%	7.8%	4.5%	1.0%	5.5%	4.9%
White (N= 352)	46.9%	36.1%	83.0%	8.8%	3.8%	1.5%	5.3%	2.9%
Mixed (N= 47)	41.3%	41.3%	82.6%	6.5%	8.7%	0.0%	8.7%	2.2%
Asian (N= 306)	37.2%	39.9%	77.1%	9.9%	5.8%	2.7%	8.5%	4.4%
Black (N= 8)	57.1%	28.6%	85.7%	14.3%	0.0%	0.0%	0.0%	0.0%

Table 10.8: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – I would feel embarrassed if my friends saw me writing outside class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	6.5%	6.5%	13.0%	12.7%	29.9%	35.2%	65.1%	9.1%
Boys (N= 502)	7.3%	6.8%	14.1%	14.5%	28.8%	33.8%	62.6%	8.8%
Girls (N= 397)	5.5%	6.3%	11.8%	10.7%	31.1%	36.9%	68.0%	9.6%
FSM (N= 191)	8.2%	7.7%	15.9%	12.1%	33.0%	35.2%	68.2%	3.8%
Non-FSM (N= 601)	5.5%	6.2%	11.7%	13.2%	29.3%	35.8%	65.1%	10.1%
EAL (N= 359)	6.2%	5.9%	12.1%	12.3%	29.3%	36.1%	65.4%	10.2%
Non-EAL (N= 528)	6.8%	6.8%	13.6%	12.9%	30.8%	34.5%	65.3%	8.2%
White (N= 352)	8.2%	6.5%	14.7%	15.0%	31.1%	32.3%	63.4%	7.0%
Mixed (N= 47)	11.1%	6.7%	17.8%	17.8%	26.7%	33.3%	60.0%	4.4%
Asian (N= 306)	4.4%	4.7%	9.1%	9.7%	30.2%	41.3%	71.5%	9.7%
Black (N= 8)	0.0%	25.0%	25.0%	0.0%	0.0%	75.0%	75.0%	0.0%

Table 10.9: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – Compared to others, I am a good writer

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	10.6%	25.2%	35.8%	29.9%	10.9%	6.8%	17.7%	16.7%
Boys (N= 502)	11.5%	25.7%	37.2%	31.1%	9.8%	7.2%	17.0%	14.8%
Girls (N= 397)	9.6%	24.5%	34.1%	28.3%	12.1%	6.3%	18.4%	19.2%
FSM (N= 191)	11.2%	27.4%	38.6%	28.5%	13.4%	6.7%	20.1%	12.8%
Non-FSM (N= 601)	11.5%	23.3%	34.8%	31.1%	10.6%	6.9%	17.5%	16.6%
EAL (N= 359)	14.2%	24.5%	38.7%	27.2%	8.7%	5.3%	14.0%	20.1%
Non-EAL (N= 528)	8.6%	25.7%	34.3%	31.0%	12.4%	7.7%	20.1%	14.7%
White (N= 352)	10.3%	22.4%	32.7%	31.5%	15.0%	8.5%	23.5%	12.4%
Mixed (N= 47)	8.7%	26.1%	34.8%	28.3%	13.0%	8.7%	21.7%	15.2%
Asian (N= 306)	12.5%	28.7%	41.2%	27.4%	7.4%	3.7%	11.1%	20.3%
Black (N= 8)	0.0%	42.9%	42.9%	42.9%	0.0%	14.3%	14.3%	0.0%

Table 10.10: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – If I am good at writing I will get a better job when I grow up

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	28.7%	36.4%	65.1%	15.2%	5.1%	3.1%	8.2%	11.5%
Boys (N= 502)	29.2%	35.7%	64.9%	16.4%	5.3%	3.7%	9.0%	9.6%
Girls (N= 397)	28.3%	37.0%	65.3%	13.9%	4.9%	2.4%	7.3%	13.6%
FSM (N= 191)	28.6%	40.5%	69.1%	14.1%	6.5%	2.2%	8.7%	8.1%
Non-FSM (N= 601)	27.8%	35.5%	63.3%	16.0%	4.2%	3.9%	8.1%	12.7%
EAL (N= 359)	33.2%	35.4%	68.6%	12.9%	4.6%	3.7%	8.3%	10.2%
Non-EAL (N= 528)	25.4%	36.9%	62.3%	17.0%	5.5%	2.9%	8.4%	12.3%
White (N= 352)	27.9%	37.5%	65.4%	16.4%	5.3%	3.2%	8.5%	9.7%
Mixed (N= 47)	20.0%	40.0%	60.0%	24.4%	4.4%	6.7%	11.1%	4.4%
Asian (N= 306)	32.0%	35.4%	67.4%	12.6%	3.7%	3.7%	7.4%	12.6%
Black (N= 8)	42.9%	42.9%	85.8%	14.3%	0.0%	0.0%	0.0%	0.0%

Table 10.11: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – I write in “txt” speak in class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	5.1%	10.8%	15.9%	15.3%	20.9%	27.0%	47.9%	20.9%
Boys (N= 502)	5.4%	12.0%	17.4%	15.4%	19.0%	26.3%	45.3%	21.8%
Girls (N= 397)	4.7%	9.4%	14.1%	15.0%	23.1%	28.1%	51.2%	19.7%
FSM (N= 191)	7.3%	15.1%	22.4%	12.8%	25.7%	22.3%	48.0%	16.8%
Non-FSM (N= 601)	4.3%	9.4%	13.7%	15.8%	18.4%	30.3%	48.7%	21.8%
EAL (N= 359)	5.7%	12.0%	17.7%	16.7%	19.6%	22.4%	42.0%	23.7%
Non-EAL (N= 528)	4.8%	10.1%	14.9%	14.3%	21.7%	30.5%	52.2%	18.5%
White (N= 352)	6.0%	10.2%	16.2%	11.7%	22.8%	34.2%	57.0%	15.0%
Mixed (N= 47)	6.7%	13.3%	20.0%	20.0%	17.8%	15.6%	33.4%	26.7%
Asian (N= 306)	3.8%	8.5%	12.3%	16.4%	19.1%	28.3%	47.4%	23.9%
Black (N= 8)	0.0%	57.1%	57.1%	28.6%	0.0%	14.3%	14.3%	0.0%

Table 10.12: Attitudes towards reading in 2015 by KS3 pupils broken down by demographic background – If you can use a spellchecker there is no point in learning spelling and grammar

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
All (N= 903)	15.1%	17.2%	32.3%	14.3%	22.7%	20.8%	43.5%	9.9%
Boys (N= 502)	18.3%	15.9%	34.2%	14.1%	23.3%	18.9%	42.2%	9.6%
Girls (N= 397)	10.9%	19.1%	30.0%	14.7%	21.8%	23.4%	45.2%	10.1%
FSM (N= 191)	17.1%	17.1%	34.2%	14.9%	27.1%	14.9%	42.0%	8.8%
Non-FSM (N= 601)	15.2%	16.3%	31.5%	14.3%	21.1%	24.1%	45.2%	8.9%
EAL (N= 359)	15.8%	18.0%	33.8%	15.8%	21.4%	19.2%	40.6%	9.9%
Non-EAL (N= 528)	14.6%	16.4%	31.0%	13.6%	23.3%	22.5%	45.8%	9.5%
White (N= 352)	15.1%	15.1%	30.2%	13.9%	22.6%	25.8%	48.4%	7.5%
Mixed (N= 47)	15.2%	21.7%	36.9%	17.4%	21.7%	8.7%	30.4%	15.2%
Asian (N= 306)	15.2%	17.8%	33.0%	14.8%	24.9%	18.5%	43.4%	8.8%
Black (N= 8)	12.5%	12.5%	25.0%	50.0%	0.0%	12.5%	12.5%	12.5%

Table 11: What makes someone a good writer? (Part 1)

	<i>Writes a lot</i>	<i>Enjoys writing</i>	<i>Reads a lot</i>	<i>Talks about his/her writing</i>	<i>Uses punctuation correctly</i>	<i>Knows how to type</i>
All (N= 903)	55.3%	70.0%	63.8%	29.7%	71.0%	27.7%
Boys (N= 502)	56.4%	69.7%	62.9%	30.1%	70.5%	30.3%
Girls (N= 397)	53.9%	70.5%	65.0%	29.2%	72.0%	24.2%
FSM (N= 191)	60.2%	77.5%	67.5%	34.6%	70.7%	30.4%
Non-FSM (N= 601)	52.6%	68.4%	63.4%	28.6%	72.5%	26.0%
EAL (N= 359)	56.3%	66.9%	63.2%	29.0%	67.1%	29.8%
Non-EAL (N= 528)	54.7%	72.7%	64.2%	30.3%	74.2%	26.1%
White (N= 352)	57.1%	78.1%	64.5%	33.2%	78.4%	31.0%
Mixed (N= 47)	63.8%	74.5%	74.5%	34.0%	68.1%	38.3%
Asian (N= 306)	62.4%	76.5%	74.8%	32.4%	80.1%	28.1%
Black (N= 8)	50.0%	62.5%	50.0%	75.0%	37.5%	12.5%

Table 11 continued: What makes someone a good writer? (Part 2)

	<i>Uses his/her imagination</i>	<i>Knows how to spell</i>	<i>Tries things out</i>	<i>Writes neatly</i>	<i>Checks his/her work</i>
All (N= 903)	67.0%	64.7%	41.2%	51.1%	65.3%
Boys (N= 502)	62.0%	64.9%	39.4%	52.0%	62.5%
Girls (N= 397)	73.6%	64.7%	43.3%	50.1%	69.3%
FSM (N= 191)	66.5%	69.6%	44.5%	53.9%	65.4%
Non-FSM (N= 601)	68.4%	64.6%	41.8%	50.9%	66.9%
EAL (N= 359)	63.8%	62.4%	39.6%	54.6%	62.4%
Non-EAL (N= 528)	70.1%	66.9%	43.2%	48.5%	67.6%
White (N= 352)	71.9%	71.6%	49.7%	53.1%	71.0%
Mixed (N= 47)	63.8%	70.2%	36.2%	55.3%	68.1%
Asian (N= 306)	77.1%	71.9%	43.1%	57.8%	73.2%
Black (N= 8)	62.5%	62.5%	25.0%	25.0%	75.0%

Table 12: Do you write anything in your free time that you don't share with anyone else?

	Yes	No
All (N= 903)	46.9%	53.1%
Boys (N= 502)	36.9%	63.1%
Girls (N= 397)	59.2%	40.8%
FSM (N= 191)	53.2%	46.8%
Non-FSM (N= 601)	45.8%	54.2%
EAL (N= 359)	47.4%	52.6%
Non-EAL (N= 528)	46.7%	53.3%
White (N= 352)	49.7%	50.3%
Mixed (N= 47)	34.8%	65.2%
Asian (N= 306)	45.5%	54.5%
Black (N= 8)	85.7%	14.3%

Table 13: If you said yes, how often do you write something in your free time that you don't share with others?

	<i>Every day</i>	<i>A few times a week</i>	<i>Once a week</i>	<i>A few times a month</i>	<i>Once a month</i>	<i>Less frequently than once a month</i>
All (N= 903)	12.8%	32.9%	16.0%	14.6%	5.4%	18.3%
Boys (N= 502)	10.3%	27.9%	12.8%	16.6%	7.2%	25.2%
Girls (N= 397)	15.5%	37.9%	19.7%	12.5%	3.4%	11.0%
FSM (N= 191)	15.4%	33.8%	14.6%	16.9%	3.8%	15.4%
Non-FSM (N= 601)	10.7%	34.2%	16.0%	14.6%	6.1%	18.5%
EAL (N= 359)	11.8%	32.6%	14.9%	16.3%	6.8%	17.6%
Non-EAL (N= 528)	13.8%	33.0%	16.5%	13.8%	4.6%	18.3%
White (N= 352)	15.7%	36.2%	15.7%	9.8%	5.1%	17.4%
Mixed (N= 47)	14.3%	25.0%	14.3%	17.9%	3.6%	25.0%
Asian (N= 306)	7.9%	34.2%	14.9%	19.3%	5.9%	17.8%
Black (N= 8)	33.3%	16.7%	16.7%	0.0%	16.7%	16.7%

White and Pakistani pupils' writing tables

Table 14: Enjoyment of writing in 2015 by White and Pakistani pupils

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>
White FSM (N=89)	21.3%	28.1%	49.4%	38.2%	12.4%
Pakistani FSM (N= 61)	25.0%	30.0%	55.0%	30.0%	15.0%
White boys (N=214)	10.4%	26.4%	36.8%	43.4%	19.8%
Pakistani boys (N= 187)	11.3%	32.8%	44.1%	41.4%	14.5%

Table 15: On a scale of 1 to 10, how good a writer do you think you are?

	<i>1 Not very good</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 Average</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10 Very good</i>
White FSM (N=89)	2.2%	3.4%	7.9%	5.6%	19.1%	11.2%	13.5%	12.4%	9.0%	15.7%
Pakistani FSM (N=61)	6.8%	0.0%	3.4%	0.0%	20.3%	11.9%	11.9%	16.9%	18.6%	10.2%
White boys (N=214)	4.7%	3.3%	4.7%	6.6%	16.0%	8.5%	17.0%	22.6%	9.0%	7.5%
Pakistani boys (N=187)	3.2%	3.8%	2.2%	1.6%	18.9%	10.8%	19.5%	18.9%	9.7%	11.4%

Table 16: Writing frequency in 2015 by White and Pakistani pupils

How often do you read outside class?

	<i>Every day or almost 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>
White FSM (N=89)	26.1%	35.2%	6.8%	4.5%	2.3%	17.0%	8.0%
Pakistani FSM (N=61)	30.0%	21.7%	10.0%	8.3%	1.7%	16.7%	11.7%
White boys (N=214)	23.0%	24.4%	10.3%	6.6%	4.7%	23.9%	7.0%
Pakistani boys (N=187)	19.3%	33.2%	13.9%	5.9%	3.7%	15.5%	8.6%

Table 17: Types of formats written at least once a month in 2015 by White and Pakistani pupils (Part 1)

	<i>Text messages</i>	<i>Emails</i>	<i>Short stories/fiction</i>	<i>Song lyrics</i>	<i>Letters</i>	<i>Code</i>
White FSM (N=89)	67.4%	43.8%	28.1%	41.6%	38.2%	11.2%
Pakistani FSM (N= 61)	70.5%	49.2%	26.2%	34.4%	36.1%	8.2%
White boys (N=214)	68.7%	40.7%	20.6%	19.6%	25.2%	14.5%
Pakistani boys (N= 187)	66.8%	45.5%	17.1%	13.9%	20.9%	13.9%

Table 17 continued: Types of formats written at least once a month in 2015 by White and Pakistani pupils (Part 2)

	<i>Social networking sites</i>	<i>Poems</i>	<i>Diary/journal</i>	<i>Notes for other people</i>	<i>Instant messages</i>	<i>Posters</i>
White FSM (N=89)	43.8%	30.3%	22.5%	40.4%	38.2%	42.7%
Pakistani FSM (N= 61)	39.3%	18.0%	31.1%	32.8%	36.1%	37.7%
White boys (N=214)	47.7%	9.3%	9.3%	28.0%	47.2%	26.2%
Pakistani boys (N=187)	41.7%	12.8%	17.1%	21.4%	33.2%	28.9%

Table 17 continued: Types of formats written at least once a month in 2015 by White and Pakistani pupils (Part 3)

	<i>On Twitter</i>	<i>PowerPoint presentations</i>	<i>Essays</i>	<i>Blog</i>	<i>Reviews</i>
White FSM (N=89)	18.0%	32.6%	11.2%	11.2%	9.0%
Pakistani FSM (N= 61)	21.3%	36.1%	13.1%	9.8%	14.8%
White boys (N=214)	21.5%	23.8%	8.9%	9.8%	10.3%
Pakistani boys (N= 187)	12.3%	33.2%	12.3%	8.6%	15.0%

Table 18.1: Attitudes towards writing in 2015 by White and Pakistani pupils – The more I write, the better my writing gets

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	43.5%	34.1%	77.6%	14.1%	3.5%	3.5%	7.0%	1.2%
Pakistani FSM (N= 61)	53.4%	34.5%	87.9%	5.2%	0.0%	5.2%	5.2%	1.7%
White boys (N=214)	42.2%	40.7%	82.9%	8.8%	2.9%	3.4%	6.3%	2.0%
Pakistani boys (N= 187)	48.9%	32.6%	81.5%	9.0%	1.1%	3.4%	4.5%	5.1%

Table 18.2: Attitudes towards writing in 2015 by White and Pakistani pupils – I have trouble deciding what to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	19.3%	37.3%	56.6%	14.5%	19.3%	4.8%	24.1%	4.8%
Pakistani FSM (N= 61)	10.3%	32.8%	43.1%	22.4%	20.7%	6.9%	27.6%	6.9%
White boys (N=214)	20.1%	33.3%	53.4%	19.1%	15.7%	7.8%	23.5%	3.9%
Pakistani boys (N= 187)	14.9%	29.3%	44.2%	27.6%	16.0%	4.4%	20.4%	7.7%

Table 18.3: Attitudes towards writing in 2015 by White and Pakistani pupils – Girls tend to enjoy writing more than boys

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	16.0%	9.9%	25.9%	23.5%	25.9%	16.0%	41.9%	8.6%
Pakistani FSM (N= 61)	13.8%	19.0%	32.8%	13.8%	25.9%	13.8%	39.7%	13.8%
White boys (N=214)	13.3%	14.3%	27.6%	22.7%	22.2%	19.2%	41.4%	8.4%
Pakistani boys (N= 187)	17.6%	16.5%	34.1%	22.2%	13.1%	15.3%	28.4%	15.3%

Table 18.4: Attitudes towards writing in 2015 by White and Pakistani pupils – Writing is cool

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	20.7%	29.3%	50.0%	19.5%	14.6%	8.5%	23.1%	7.3%
Pakistani FSM (N= 61)	22.0%	40.7%	62.7%	13.6%	11.9%	6.8%	18.7%	5.1%
White boys (N=214)	12.1%	17.2%	29.3%	31.8%	14.6%	16.7%	31.3%	7.6%
Pakistani boys (N= 187)	14.9%	27.6%	42.5%	31.0%	8.6%	7.5%	16.1%	10.3%

Table 18.5: Attitudes towards writing in 2015 by White and Pakistani pupils – A pupil who writes well gets better marks than someone who doesn't

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	30.6%	31.8%	62.4%	22.4%	8.2%	2.4%	10.6%	4.7%
Pakistani FSM (N= 61)	30.0%	46.7%	76.7%	5.0%	6.7%	1.7%	8.4%	10.0%
White boys (N=214)	26.9%	34.8%	61.7%	21.4%	8.5%	5.0%	13.5%	3.5%
Pakistani boys (N= 187)	29.8%	39.9%	69.7%	14.0%	4.5%	5.6%	10.1%	6.2%

Table 18.6: Attitudes towards writing in 2015 by White and Pakistani pupils – It is easier to read than it is to write

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	31.7%	18.3%	50.0%	22.0%	14.6%	6.1%	20.7%	7.3%
Pakistani FSM (N= 61)	19.0%	25.9%	44.9%	19.0%	15.5%	8.6%	24.1%	12.1%
White boys (N=214)	34.2%	24.1%	58.3%	18.1%	13.1%	3.5%	16.6%	7.0%
Pakistani boys (N= 187)	31.8%	31.8%	63.6%	15.3%	6.8%	5.7%	12.5%	8.5%

Table 18.7: Attitudes towards writing in 2015 by White and Pakistani pupils – Writing is more fun when you can choose the topic

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	44.7%	32.9%	77.6%	11.8%	8.2%	1.2%	9.4%	1.2%
Pakistani FSM (N= 61)	32.8%	39.7%	72.5%	13.8%	1.7%	3.4%	5.1%	8.6%
White boys (N=214)	52.0%	31.9%	83.9%	9.8%	2.9%	1.0%	3.9%	2.5%
Pakistani boys (N= 187)	41.6%	31.5%	73.1%	13.5%	5.1%	2.2%	7.3%	6.2%

Table 18.8: Attitudes towards writing in 2015 by White and Pakistani pupils – I would feel embarrassed if my friends saw me writing outside class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	8.2%	8.2%	16.4%	12.9%	36.5%	30.6%	67.1%	3.5%
Pakistani FSM (N= 61)	8.2%	9.8%	18.0%	8.2%	27.9%	37.7%	65.6%	8.2%
White boys (N=214)	9.4%	8.9%	18.3%	12.8%	31.5%	31.0%	62.5%	6.4%
Pakistani boys (N= 187)	5.0%	2.2%	7.2%	16.1%	26.1%	40.6%	66.7%	10.0%

Table 18.9: Attitudes towards writing in 2015 by White and Pakistani pupils – Compared to others, I am a good writer

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	12.3%	25.9%	38.4%	28.4%	17.3%	6.2%	23.5%	9.9%
Pakistani FSM (N= 61)	10.0%	35.0%	45.0%	20.0%	8.3%	5.0%	13.3%	21.7%
White boys (N=214)	12.7%	23.0%	35.7%	31.4%	15.2%	8.8%	24.0%	8.8%
Pakistani boys (N= 187)	12.2%	30.0%	42.2%	28.9%	5.6%	3.3%	8.9%	20.0%

Table 18.10: Attitudes towards writing in 2015 by White and Pakistani pupils – If I am good at writing I will get a better job when I grow up

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	28.9%	39.8%	68.7%	15.7%	4.8%	2.4%	7.2%	8.4%
Pakistani FSM (N= 61)	30.0%	45.0%	75.0%	10.0%	6.7%	3.3%	10.0%	5.0%
White boys (N=214)	29.0%	41.0%	70.0%	13.0%	6.0%	3.5%	9.5%	7.5%
Pakistani boys (N= 187)	28.2%	35.0%	63.2%	14.7%	4.5%	4.5%	9.0%	13.0%

Table 18.11: Attitudes towards writing in 2015 by White and Pakistani pupils – I write in “txt” speak in class

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	8.5%	12.2%	20.7%	13.4%	31.7%	28.0%	59.7%	6.1%
Pakistani FSM (N= 61)	8.3%	15.0%	23.3%	8.3%	23.3%	25.0%	48.3%	20.0%
White boys (N=214)	6.2%	12.4%	18.6%	9.8%	21.1%	35.6%	56.7%	14.9%
Pakistani boys (N= 187)	6.9%	7.4%	14.3%	14.9%	21.1%	24.6%	45.7%	25.1%

Table 18.12: Attitudes towards writing in 2015 by White and Pakistani pupils – If you can use a spellchecker there is no point in learning spelling and grammar

	<i>Strongly agree</i>	<i>Agree</i>	<i>Overall agreement</i>	<i>Neither agree nor disagree</i>	<i>Disagree</i>	<i>Strongly disagree</i>	<i>Overall disagreement</i>	<i>Don't know</i>
White FSM (N=89)	20.5%	18.1%	38.6%	13.3%	26.5%	15.7%	42.2%	6.0%
Pakistani FSM (N= 61)	11.9%	16.9%	28.8%	18.6%	30.5%	16.9%	47.4%	5.1%
White boys (N=214)	19.2%	16.3%	35.5%	10.8%	25.6%	22.7%	48.3%	5.4%
Pakistani boys (N= 187)	16.0%	17.1%	33.1%	13.8%	24.3%	18.8%	43.1%	9.9%

Table 19: What makes someone a good writer? (Part 1)

	<i>Writes a lot</i>	<i>Enjoys writing</i>	<i>Reads a lot</i>	<i>Talks about his/her writing</i>	<i>Uses punctuation correctly</i>	<i>Knows how to type</i>
White FSM (N=89)	64.0%	79.8%	66.3%	42.7%	75.3%	38.2%
Pakistani FSM (N= 61)	57.4%	70.5%	75.4%	36.1%	72.1%	26.2%
White boys (N=214)	62.1%	78.0%	64.5%	33.6%	76.6%	31.8%
Pakistani boys (N= 187)	64.7%	76.5%	74.9%	36.4%	74.3%	30.5%

Table 19 continued: What makes someone a good writer? (Part 2)

	<i>Uses his/her imagination</i>	<i>Knows how to spell</i>	<i>Tries things out</i>	<i>Writes neatly</i>	<i>Checks his/her work</i>
White FSM (N=89)	61.8%	68.5%	57.3%	60.7%	67.4%
Pakistani FSM (N= 61)	77.0%	70.5%	39.3%	49.2%	72.1%
White boys (N=214)	67.3%	72.4%	45.8%	52.3%	67.8%
Pakistani boys (N= 187)	71.1%	71.7%	42.2%	61.0%	66.8%

Table 20: Do you write anything in your free time that you don't share with anyone else?

	Yes	No
White FSM (N=89)	55.1%	44.9%
Pakistani FSM (N= 61)	59.0%	41.0%
White boys (N=214)	41.2%	58.8%
Pakistani boys (N= 187)	38.8%	61.2%

Table 21: If you said yes, how often do you write something in your free time that you don't share with others?

	<i>Every day</i>	<i>A few times a week</i>	<i>Once a week</i>	<i>A few times a month</i>	<i>Once a month</i>	<i>Less frequently than once a month</i>
White FSM (N=89)	24.2%	41.9%	9.7%	12.9%	1.6%	9.7%
Pakistani FSM (N=61)	22.7%	38.6%	11.4%	13.6%	2.3%	11.4%
White boys (N=214)	13.5%	26.3%	12.0%	15.8%	7.5%	24.8%
Pakistani boys (N=187)	10.8%	30.8%	13.3%	18.3%	5.8%	20.8%