



KS2 Pupils' Writing in Peterborough 2015

Evidence from eight schools

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Words for life

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Introduction

The National Literacy Trust Hub in Peterborough launched in October 2014 with the Peterborough Literacy Campaign to create long-term change in areas of the district where low levels of literacy are entrenched, intergenerational and impacting on people's lives. The Hub enables Peterborough'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 provide literacy support to specific target audiences as well as the wider community. A range of programmes, events and activities are being delivered, aimed at early years children, Year 3 children with English as an additional language (EAL) and children transitioning between primary and secondary school, to raise literacy levels and improve their life chances, employability and well-being.

The National Literacy Trust Hub in Peterborough is working in partnership with Peterborough City Council to raise literacy levels across the city. Some examples of the work in the Hub include embedding literacy support and resources within the community through various initiatives and campaigns such as the Peterborough Walk and Talk Trail Quiz, launched with Vivacity, which encourages families to explore their city centre's local museum, art gallery and architecture and to join their library; the summer Pop-Up Literacy Shop, which took over an empty unit on the high street and helped more than 1,200 people with their literacy questions and concerns; and a campaign to encourage barbers and hairdressers to have children read aloud to them as they get a haircut. In addition, all Peterborough's schools have been provided with free access to the National Literacy Trust Network, which provides literacy leaders with tools, resources and inspiration, funded by the Esmée Fairbairn Foundation. The Hub has also formed partnerships with a range of organisations and businesses including the Peterborough Phantoms, Stagecoach bus company, City College and HM Prison, who support work including a dads' reading selfie competition, city-wide poetry competitions, inspiring storytelling events, distributing free books and encouraging hard-to-reach families to get involved with literacy programmes, raising the profile of reading in support of our media campaign www.peterboroughliteracy.co.uk. The Hub has distributed £10,000 worth of books through various programmes and provided a Peterborough school with a £15,000 library makeover in partnership with the School Library Association and BookSpace.

The purpose of this report is to give an overview of writing in our Peterborough 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 three main sections:

- The first part outlines topline information about Key Stage 2 (KS2; aged 8 to 11) pupils' writing in the Peterborough sample and highlights differences by gender, socioeconomic background and EAL background.
- The second part compares KS2 pupils' writing in 2015 with data we collected in 2014.
- The third part compares KS2 pupils' writing in our Peterborough sample with their peers in the governmental region of the East of England and the wider national sample.

Overall the findings of this report are positive: the majority of KS2 pupils in our Peterborough sample enjoy writing and enjoy writing more than their peers in the regional sample. They are confident writers and have positive attitudes towards writing. Moreover, writing enjoyment, confidence and attitudes have increased over the past year.

However, this report also shows that there are literacy challenges in our sample of Peterborough schools that need to be addressed. Although pupils enjoy writing, they enjoy it less than reading. Moreover, only a quarter write daily outside class.

Description of the 2015 Peterborough sample

Overall, 954 pupils from eight schools within the Peterborough local authority participated in the National Literacy Trust's literacy survey in November/December 2015. Nearly all of the participants in the sample are KS2 pupils (N= 950). The sample also included a few KS3 pupils (N= 3) and 1 KS4 pupil; however, due to the low number, these were excluded from the analyses.

Please note that because of the relatively low number of participants and schools, it may 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 the 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

KS2 writing in our Peterborough sample in 2015

- Two thirds (65.6%) of KS2 pupils in our Peterborough sample enjoy writing either very much or quite a lot. 28.0% enjoy writing a bit, while 6.4% do not enjoy writing at all.
- Only a quarter (24.3%) of pupils in our sample write daily outside class. 26.2% of pupils write a few times a week, while another quarter (25.5%) rarely or never write outside class.
- KS2 pupils in our sample are quite confident writers. Nearly 4 in 10 (38.3%) rate themselves as very good writers.
- The most popular formats written by pupils in our sample are posters (43.3%), letters (42.2%) and text messages (26.5%).
- Pupils in our sample generally have positive attitudes towards writing. For example, the majority (87.8%) agree that the more they write, the better their writing gets and 67.7% agree that writing is cool. However, 17.2% would be embarrassed if their friends saw them writing outside class.
- Most children in our sample (72.8%) feel that enjoying writing makes someone a good writer. In addition, many feel that a good writer uses punctuation correctly (65.5%), knows how to spell (64.7%) and reads a lot (64.0%).
- The majority (61.1%) of KS2 pupils in our sample write something they do not share with anyone else. 23.0% write something they do not share with anyone else every day.

Gender

- Significantly more KS2 girls than boys in our sample enjoy writing, with 74.2% of girls enjoying writing either very much or quite a lot compared with 56.9% of boys.
- KS2 girls also write more frequently outside class: 29.5% of girls write something outside class every day or almost every day compared with 19.8% of boys.
- In addition to writing enjoyment and frequency, girls are also more confident writers. 42.3% of girls consider themselves to be very good writers compared with 34.2% of boys.
- There are some differences in the types of formats KS2 girls and boys write outside class. Girls are more likely than boys to write posters (52.5% vs. 34.85%), letters (47.8% vs. 37.2%) and poems (45.3% vs. 25.8%). Boys write more code (21.5% vs. 10.5%) and on Twitter (13.2% vs. 5.1%).
- There is no difference between KS2 girls and boys in their attitudes towards writing.
- KS2 girls and boys in our sample have somewhat different perceptions of what makes someone a good writer. More girls say that a good writer writes a lot (66.7% vs. 57.9%), enjoys writing (79.2% vs. 67.7%) and uses their imagination (63.6% vs. 55.9%).
- More girls than boys write something in their free time that they don't share with anyone else (66.1% vs. 56.4%).

Socioeconomic background

- There were no significant differences by free school meal (FSM) uptake in terms of KS2 pupils' writing enjoyment, writing frequency, confidence or attitudes towards writing.
- Pupils write different types of formats based on their socioeconomic background. For example, more non-FSM pupils write PowerPoint presentations (30.8% vs. 21.2%), text messages (39.0% vs. 28.0%) and posters (47.1% vs. 36.5%).
- FSM and non-FSM KS2 pupils differ in their perception of what makes someone a good writer. For example, more non-FSM pupils feel that writing a lot and enjoying writing

makes someone a good writer compared with FSM pupils (65.0% vs. 54.0% and 76.3% vs. 65.6% respectively).

- There is no difference in the percentage of FSM and non-FSM pupils who write something that they don't share with anyone else.

EAL background

- There is no difference between EAL and non-EAL pupils in their writing enjoyment, writing confidence or their attitudes towards writing.
- More EAL pupils write daily. 27.2% of them say that they write something outside class every day or almost every day compared with 21.9% of non-EAL pupils.
- EAL and non-EAL pupils write in similar types of formats; however, more EAL pupils write instant messages (22.0% vs. 16.0%).
- There is no difference between EAL and non-EAL pupils in their perception of what makes someone a good writer or in the percentage of pupils who write something they don't share with anyone.

Yearly comparisons 2014/15

- More KS2 pupils in 2015 enjoy writing than in 2014. 65.6% of pupils in 2015 enjoy writing either very much or quite a lot compared with 59.0% of pupils in 2014.
- There is no difference in writing frequency between KS2 pupils in 2014 and 2015 (20.5% of KS2 pupils in 2014 and 24.3% in 2015 write daily outside class).
- Writing confidence has increased from the previous year. 38.3% of KS2 pupils in 2015 rate themselves as very good writers compared with 29.9% of pupils in 2014.
- Children in the 2015 sample write different formats compared with 2014. For example, more children in 2014 write messages on social networking sites while more children in 2015 write poems (35.1% vs. 28.4%).
- Children's attitudes towards writing have improved in 2015 compared with 2014. For example, more children in 2015 agree that writing is cool (67.7% vs. 49.4%), and that if they are good writers they will get a better job when they grow up (66.9% vs. 60.0%).

National and regional comparison

- There is no difference in writing enjoyment and frequency between our Peterborough sample of KS2 pupils and the national sample. Similarly, KS2 pupils in our Peterborough sample do not differ from their peers in the East of England in their writing frequency. However, pupils in the Peterborough sample enjoy writing more than their peers in the East of England (65.6% vs. 55.3%).
- KS2 pupils in the Peterborough sample do not differ from the national sample in writing confidence; however, they are more confident writers than their peers in the regional sample: 38.3% of them rate themselves as very good writers compared with 22.9% of pupils in the East of England.
- Our sample of KS2 pupils in Peterborough differs slightly from national sample in terms of the formats they write at least once a month outside class. For example, more pupils in our Peterborough sample write letters (42.2% vs. 36.8%) while more pupils in the national sample write text messages (42.5% vs. 36.5%). KS2 pupils in our Peterborough sample also differ from their peers in the regional sample in terms of the formats they write. For instance, more pupils in our Peterborough sample write poems (35.1% vs. 28.5%) while more pupils in the East of England write messages on social networking sites (23.9% vs. 17.3%).

- There is no difference in attitudes towards writing between KS2 pupils in our Peterborough sample and the national and regional samples.

What next?

- Focus on promoting writing daily outside class among KS2 pupils
- Focus particularly on promoting writing enjoyment, frequency and confidence among boys
- Focus on non-EAL pupils' writing frequency

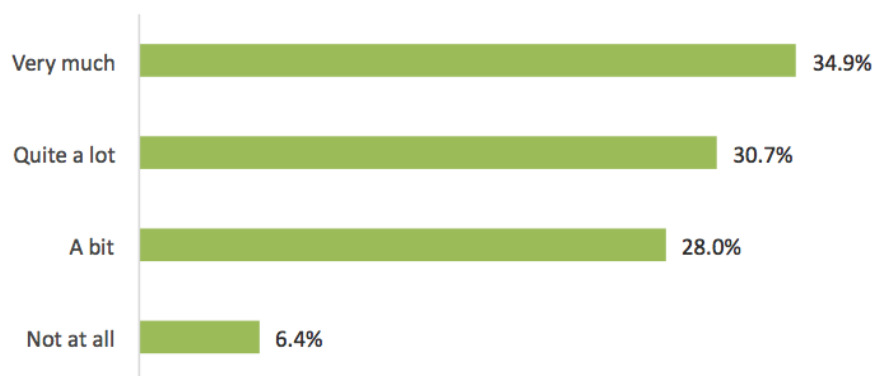
KS2 writing in our Peterborough sample in 2015

This section presents information about the writing of KS2 pupils' (N = 950) in our Peterborough sample - in general and by subgroups (gender, socioeconomic background, EAL background and ethnic background). It gives information about how much children enjoy writing, how often they write, what they write and how they feel about writing.

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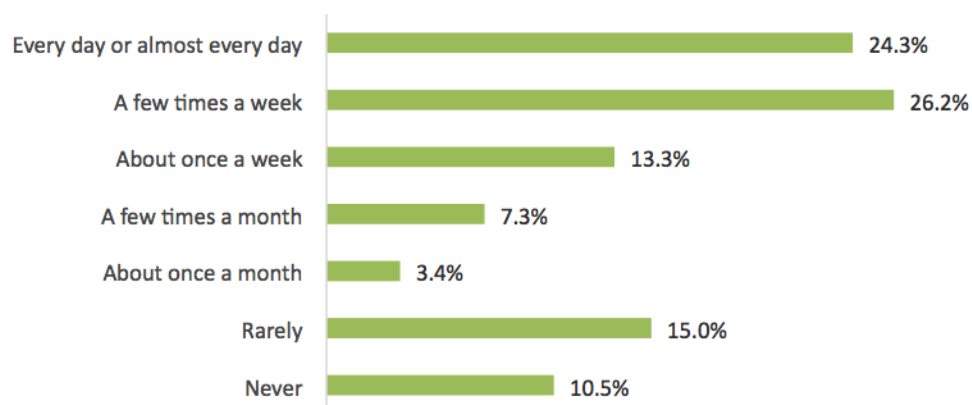
Two-thirds (65.6%) of KS2 (aged 8 to 11) pupils in our Peterborough sample **enjoy writing** either very much or quite a lot as **Figure 1** shows. However, they are significantly more likely to enjoy reading than they are to enjoy writing (73.8% vs. 65.6%)<sup>1</sup>. A further 28.0% enjoy writing a bit, while 6.4% don't enjoy writing at all.

**Figure 1: KS2 pupils' writing enjoyment in 2015**



Only a quarter (24.3%) of pupils in the Peterborough sample **write daily** outside class (see **Figure 2**). 26.2% of pupils write a few times a week while another quarter (25.5%) rarely or never write outside class.

**Figure 2: KS2 pupils' writing frequency in 2015**



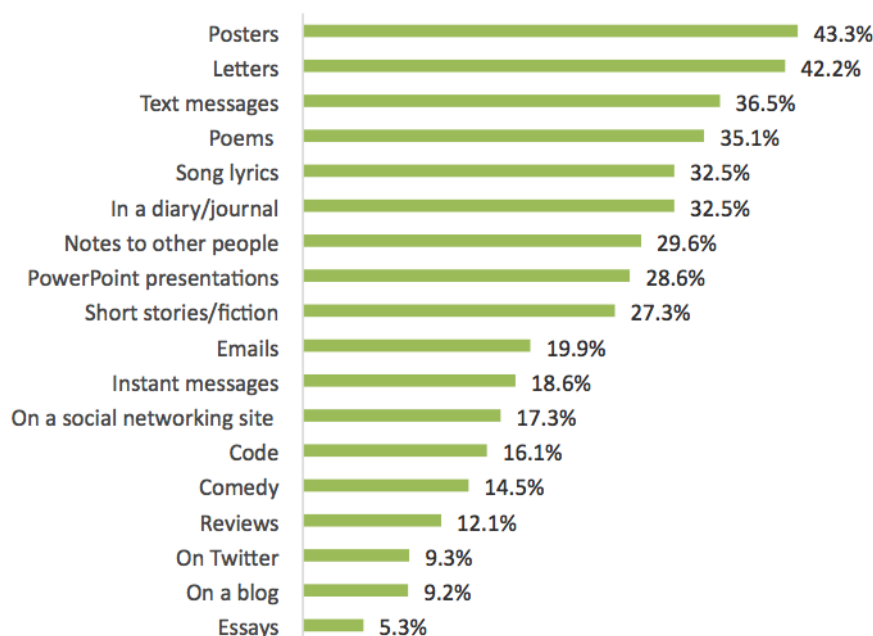
KS2 pupils are quite confident writers. Nearly 4 in 10 (38.3%) rate themselves as very good writers<sup>2</sup>.

<sup>1</sup> A Wilcoxon Signed-Ranks Test indicated that the median reading enjoyment ranks were statistically significantly higher than the median writing enjoyment ranks: reading: Mdn= 2; writing: Mdn= 2; T(918)= 48350.000, z= -5.276, p< .001, r= .174

<sup>2</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, 4-8 average, 9-10 very good.

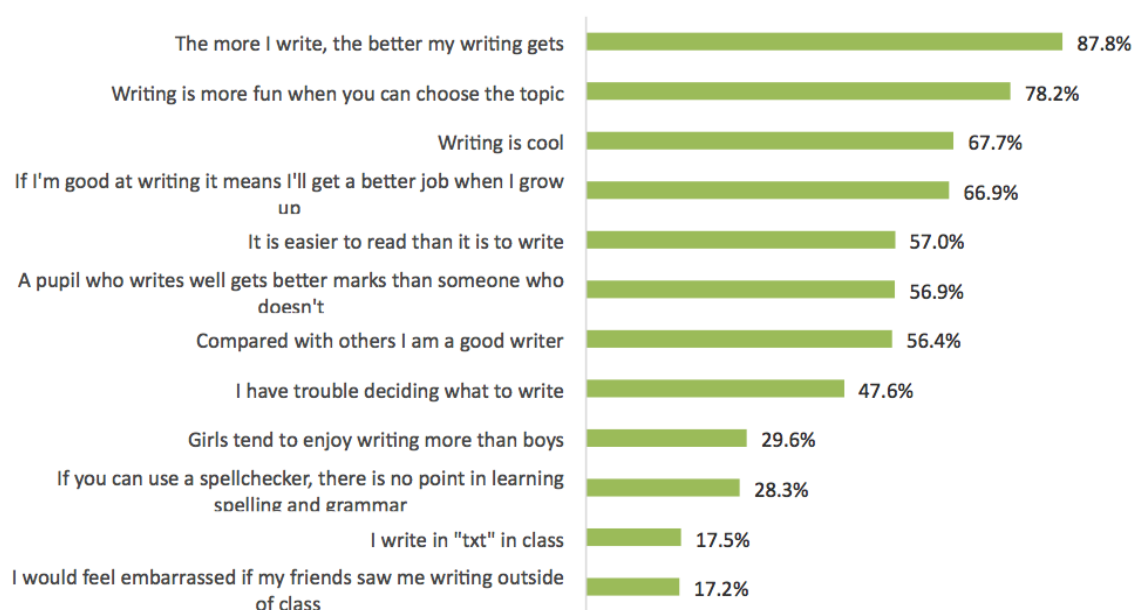
As **Figure 3** shows, the most popular **formats** written by KS2 pupils in 2015 were posters (43.3%), letters (42.2%) and text messages (26.5%).

**Figure 3: Most popular formats written by KS2 pupils in 2015**



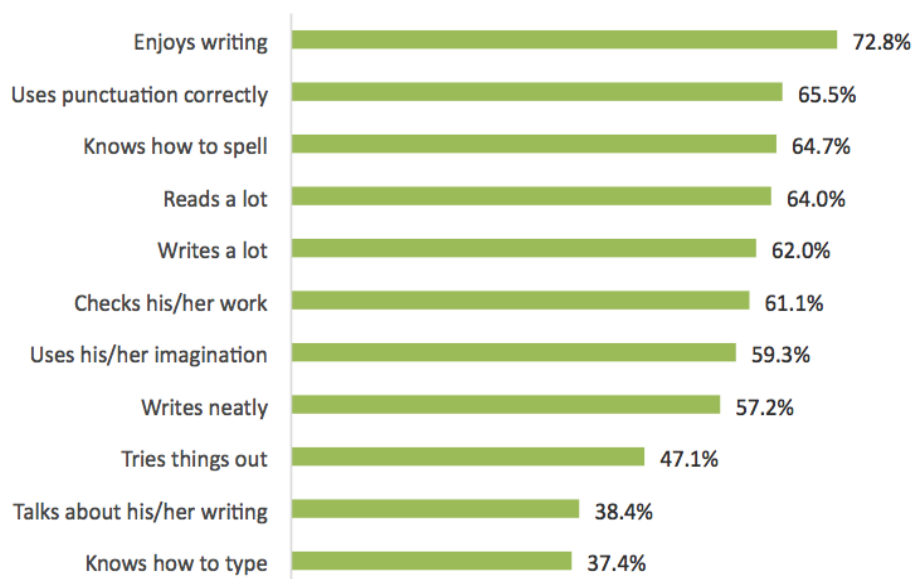
KS2 pupils generally have positive **attitudes** towards writing (see **Figure 4**). The majority agree that the more they write, the better their writing gets (87.8%) and that writing is more fun when you can choose the topic (78.2%). In addition, children in our sample see the value of writing for their future success, as 66.9% of them agree that if they are good at writing, they will get a better job when they grow up. 67.7% also agree that writing is cool. However, 57.0% agree that it is easier to read than it is to write, and nearly half (47.6%) agree that they have trouble deciding what to write. Moreover, 17.2% would be embarrassed if their friends saw them writing outside class.

**Figure 4: Attitudes towards writing by KS2 pupils**



Most children in our Peterborough sample (72.8%) feel that enjoying writing makes someone a good writer (see **Figure 5**). In addition, many KS2 pupils feel that a good writer uses punctuation correctly (65.5%), knows how to spell (64.7%) and reads a lot (64.0%).

**Figure 5: KS2 pupils' perceptions of what makes someone a good writer**

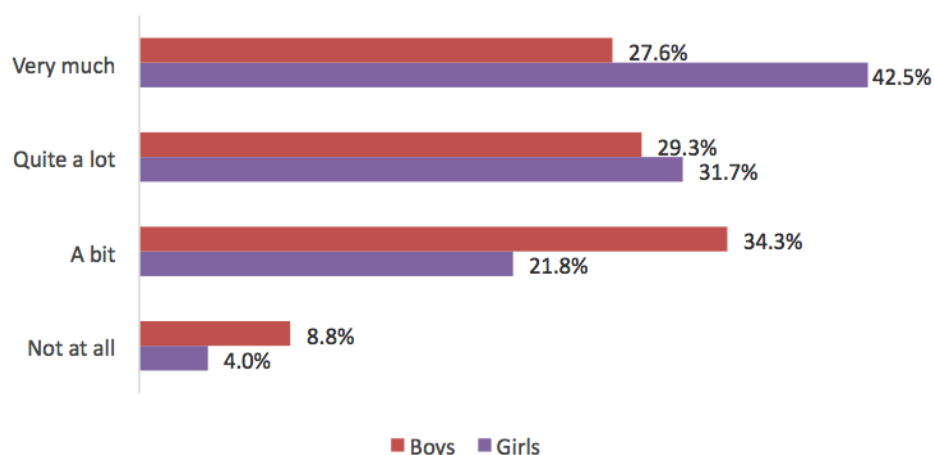


The majority (61.1%) of KS2 pupils in our sample write something they don't share with anyone else. 23.0% write something they don't share with anyone else every day and 27.9% write something they don't they share with anyone else a few times a week.

## Gender differences

Significantly more KS2 girls in our sample enjoy writing (see **Figure 6**)<sup>3</sup>. In terms of percentages, 74.2% of girls enjoy writing either very much or quite a lot compared with 56.9% of boys. Similarly, only 4.0% of girls don't enjoy writing at all compared with 8.8% of boys.

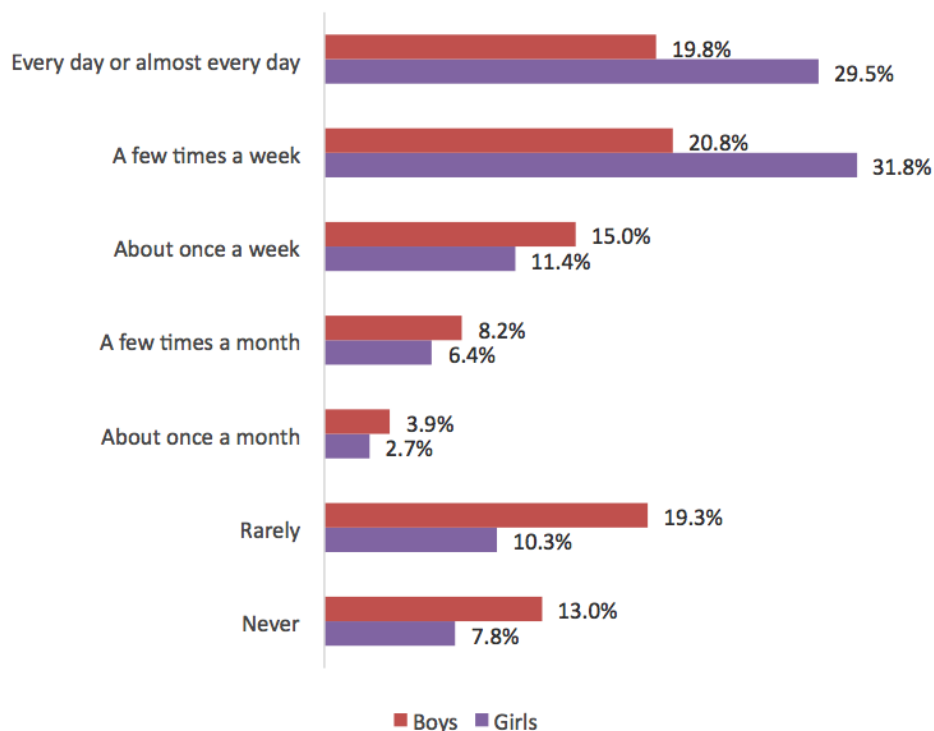
**Figure 6: Writing enjoyment by gender**



<sup>3</sup> Girls: Mdn= 2; Boys: Mdn= 2; Mann-Whitney U (923)= 83520.000, z= -5.925, p< .001, r= .195

KS2 girls also write more frequently outside class<sup>4</sup>. As **Figure 7** shows, 29.5% of girls write something outside class every day or almost every day compared with 19.8% of boys. 32.3% of boys rarely or never write outside class, while only 18.1% of girls say that they rarely or never write outside class.

**Figure 7: Writing frequency by gender**



Not only do more girls enjoy writing and write more frequently, girls are also more confident writers<sup>5</sup> than boys. 42.3% of girls consider themselves to be very good writers compared with only 34.2% of boys<sup>6</sup>.

There were some differences in the types of formats that KS2 girls and boys write outside class (see **Figure 8**). For example, girls are more likely than boys to write posters (52.5% vs. 34.85), letters (47.8% vs. 37.2%), song lyrics (44.9% vs. 20.9%), PowerPoint presentations (34.4% vs. 23.4%), poems (45.3% vs. 25.8%) and in a diary or journal (46.0% vs. 20.3%)<sup>7</sup>. By contrast, more boys than girls say that they write code (21.5% vs. 10.5%) and on Twitter (13.2% vs. 5.1%)<sup>8</sup>.

<sup>4</sup> Girls: Mdn= 2; Boys: Mdn= 3; Mann-Whitney U (923)= 82557.500, z= -5.963, p< .001, r= .196

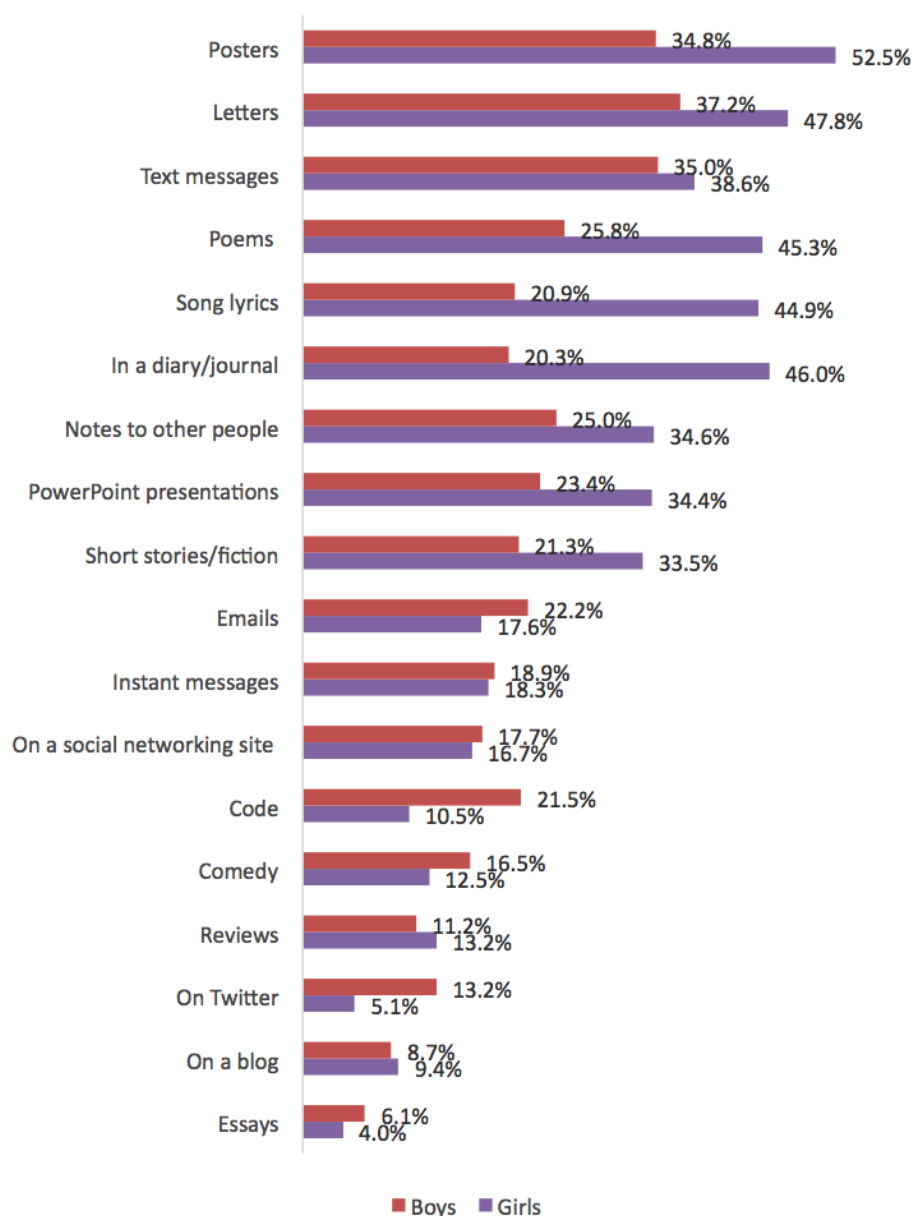
<sup>5</sup> Girls: Mdn= 2; Boys: Mdn= 2; Mann-Whitney U (925)= 94980.000, z= -3.276, p= .001, r= .108

<sup>6</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, 4-8 average, 9-10 very good.

<sup>7</sup> Posters:  $\chi^2(1, N= 940)= 29.937$ , p< .001, Phi= -.178; letters:  $\chi^2(1, N= 940)= 10.744$ , p= .001, Phi= -.107; song lyrics:  $\chi^2(1, N= 940)= 61.371$ , p< .001, Phi= -.256; PowerPoint:  $\chi^2(1, N= 940)= 13.892$ , p< .001, Phi= -.122; poems:  $\chi^2(1, N= 940)= 39.136$ , p< .001, Phi= -.204; diary/journal:  $\chi^2(1, N= 940)= 70.302$ , p< .001, Phi= -.273

<sup>8</sup> Code:  $\chi^2(1, N= 940)= 21.024$ , p< .001, Phi= .150; Twitter:  $\chi^2(1, N= 940)= 18.030$ , p< .001, Phi= .138

**Figure 8: Materials written at least once a month by gender**



There is no difference between KS2 girls and boys in their attitudes towards writing<sup>910</sup>.

KS2 girls and boys in our Peterborough sample have somewhat different perceptions of what makes someone a good writer. More girls say that a good writer writes a lot (66.7% vs. 57.9%), enjoys writing (79.2% vs. 67.7%) and uses their imagination (63.6% vs. 55.9%)<sup>11</sup>.

More girls than boys write something in their free time that they don't share with anyone else (66.1% vs. 56.4%)<sup>12</sup>.

<sup>9</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 combining loading on one of the factors resulted in an acceptable Cronbach's alpha (.689). Therefore the following six items were included in the scale: 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 the topic

<sup>10</sup>  $p = .757$

<sup>11</sup> Writes a lot:  $\chi^2(1, N = 940) = 7.742, p = .005, \Phi = -.091$ ; enjoys writing:  $\chi^2(1, N = 940) = 15.965, p < .001, \Phi = -.130$ ; uses his/her imagination:  $\chi^2(1, N = 940) = 5.805, p = .016, \Phi = -.079$

<sup>12</sup>  $\chi^2(1, N = 890) = 8.798, p = .003, \Phi = -.099$

## Differences by socioeconomic background<sup>13</sup>

There are no differences in KS2 pupils' writing enjoyment, writing frequency or confidence based on their socioeconomic background<sup>14</sup>. For example, 67.4% of non-FSM pupils and 65.4% of FSM pupils enjoy writing either very much or quite a lot.

There are also no differences in KS2 pupils' attitudes towards writing based on their socioeconomic background<sup>15</sup>.

More non-FSM than FSM pupils write PowerPoint presentations (30.8% vs. 21.2%), posters (47.1% vs. 36.5%), instant messages (20.4% vs. 11.6%), text messages (39.0% vs. 28.0%) and emails (22.4% vs. 13.8%)<sup>16</sup>. These differences can be at least partly explained by differing access to computers and the internet. More non-FSM than FSM pupils say that they have access to a computer or laptop (84.6% vs. 76.9%) and the internet (93.6% vs. 86.0%) at home<sup>17</sup>.

KS2 pupils differ in their perception of what makes someone a good writer based on socioeconomic background. Compared with FSM pupils, more non-FSM pupils feel that writing a lot (65.0% vs. 54.0%), enjoying writing (76.3% vs. 65.6%) and using one's imagination (62.8% vs. 54.0%) make someone a good writer. Moreover, they feel that good writer knows how to spell (67.6% vs. 58.7%) and uses punctuation correctly (69.3% vs. 60.3%)<sup>18</sup>.

There is no difference in the proportion of FSM and non-FSM pupils who write something that they don't share with anyone else<sup>19</sup>. However, more FSM pupils who write something they don't share with anyone else write daily compared with non-FSM pupils (36.3% vs. 20.8%)<sup>20</sup>.

## EAL background

This section reports any differences between children and young people who do and do not speak a language other than English at home (EAL and non-EAL pupils). There are no differences in writing enjoyment, writing confidence or attitudes towards writing<sup>21</sup>. For example, 67.9% of EAL pupils and 63.6% of non-EAL pupils enjoy writing very much or quite a lot.

Although there is no difference in writing enjoyment, more EAL pupils write daily<sup>22</sup>. 27.2% say that they write something outside class every day or almost every day compared with 21.9% of non-EAL pupils.

EAL and non-EAL pupils write largely similar types of formats; however, more EAL pupils write instant messages (22.0% vs. 16.0%)<sup>23</sup>.

There is no difference between EAL and non-EAL pupils in their perception of what makes someone a good writer or in the proportion who write something they don't share with anyone<sup>24</sup>.

<sup>13</sup> Using FSM uptake as a proxy

<sup>14</sup> Enjoyment:  $p = .652$ ; frequency:  $p = .128$ ; confidence:  $p = .755$

<sup>15</sup>  $p = .133$

<sup>16</sup> PowerPoint:  $\chi^2(1, N = 864) = 6.720, p = .010, \Phi = -.088$ ; posters:  $\chi^2(1, N = 864) = 6.713, p = .010, \Phi = -.088$ ; instant messages:  $\chi^2(1, N = 864) = 7.585, p = .006, \Phi = -.094$ ; text messages:  $\chi^2(1, N = 864) = 7.591, p = .006, \Phi = -.094$ ; emails:  $\chi^2(1, N = 864) = 6.726, p = .010, \Phi = -.088$

<sup>17</sup> Computer:  $\chi^2(1, N = 755) = 5.236, p = .022, \Phi = -.083$ ; internet:  $\chi^2(1, N = 767) = 9.902, p = .002, \Phi = -.144$

<sup>18</sup> Writing a lot:  $\chi^2(1, N = 864) = 7.728, p = .005, \Phi = -.095$ ; enjoying writing:  $\chi^2(1, N = 864) = 8.757, p = .003, \Phi = -.101$ ; using his/her imagination:  $\chi^2(1, N = 864) = 4.852, p = .028, \Phi = -.075$ ; knowing how to spell:  $\chi^2(1, N = 864) = 5.098, p = .024, \Phi = -.077$ ; using punctuation correctly:  $\chi^2(1, N = 864) = 5.459, p = .019, \Phi = -.079$

<sup>19</sup>  $p = .794$

<sup>20</sup> FSM:  $Mdn = 2$ ; non-FSM:  $Mdn = 3$ ; Mann-Whitney U (517) = 19310.500,  $z = -2.561, p = .010, r = .113$

<sup>21</sup> Enjoyment:  $p = .052$ ; confidence:  $p = .993$ ; attitudes:  $p = .699$

<sup>22</sup> EAL:  $Mdn = 2$ ; non-EAL:  $Mdn = 3$ ; Mann-Whitney U (903) = 92632.500,  $z = -2.101, p = .036, r = .070$

<sup>23</sup>  $\chi^2(1, N = 920) = 5.305, p = .021, \Phi = .076$



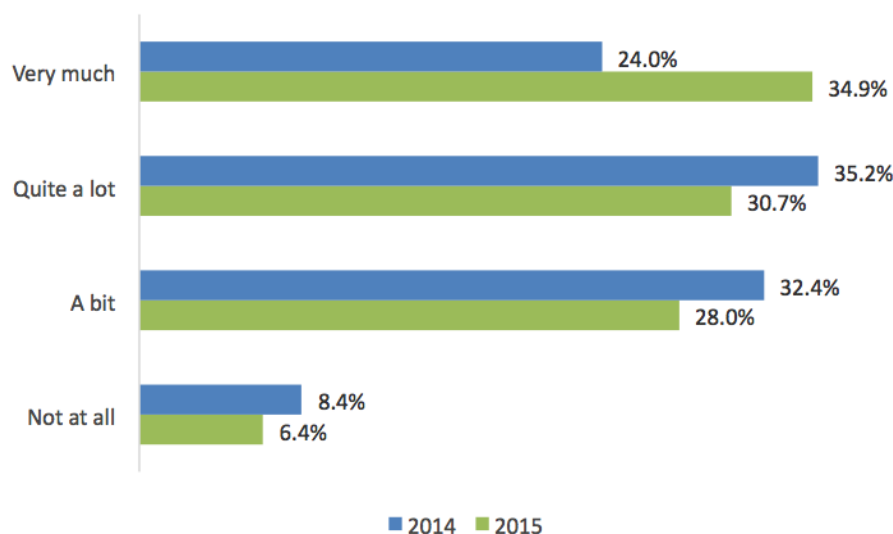
## KS2 writing 2014/15

This section compares data from KS2 pupils in 2014 (N= 517) and 2015 (N= 950). The sample in 2014 contains more girls than boys while the 2015 sample contains more boys than girls (2014: girls 54.8%; boys 45.3%; 2015: girls 47.7%; boys 52.3%). The percentage in the samples is significantly different<sup>25</sup>. The samples do not differ in the proportion of FSM pupils (2014: 21.9%; 2015: 21.9%)<sup>26</sup>; however, the 2014 sample contains more EAL pupils than the 2015 sample<sup>27</sup> (2014: 59.4%; 2015: 44.5%)<sup>28</sup>.

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More KS2 pupils in 2015 enjoy writing²⁹. As **Figure 9** shows, 65.6% of pupils in 2015 enjoy writing very much or quite a lot compared with just 59.0% of pupils in 2014.

Figure 9: KS2 pupils' writing enjoyment in 2014 and 2015



Even though writing enjoyment has increased, writing frequency has remained the same³⁰. For example, 20.5% of KS2 pupils in 2014 and 24.3% in 2015 write daily outside class.

Writing confidence in 2015 has also increased from the previous year³¹. 38.3% of KS2 pupils in 2015 rate themselves as very good writers compared with 29.9% of pupils in 2014³².

Children in the 2015 sample write different formats from the 2014 sample. More children in 2014 write messages on social networking sites (22.8% vs. 17.3%), text messages (47.0% vs. 36.5%) and instant messages (23.2% vs. 18.6%)³³ while more children in 2015 write poems (35.1% vs. 28.4%)³⁴.

²⁴ $p = .598$

²⁵ $\chi^2 (1, N=1,453) = 6.723, p = .010; \Phi = -.068$

²⁶ $p = .980$

²⁷ FSM: $\chi^2 (1, N=379) = 5.830, p = .016, \Phi = .124$; EAL: $\chi^2 (1, N=391) = 6.964, p = .008, \Phi = .133$

²⁸ $\chi^2 (1, N=1,423) = 29.217, p < .001; \Phi = .143$

²⁹ 2014: Mdn= 2; 2015: Mdn= 2; Mann-Whitney U (1,444)= 211081.500; $z = -3.804; p < .001; r = .100$

³⁰ $p = .559$

³¹ 2014: Mdn= 2; 2015: Mdn= 2; Mann-Whitney U (1,446)= 220339.000; $z = -2.790; p = .005; r = .073$

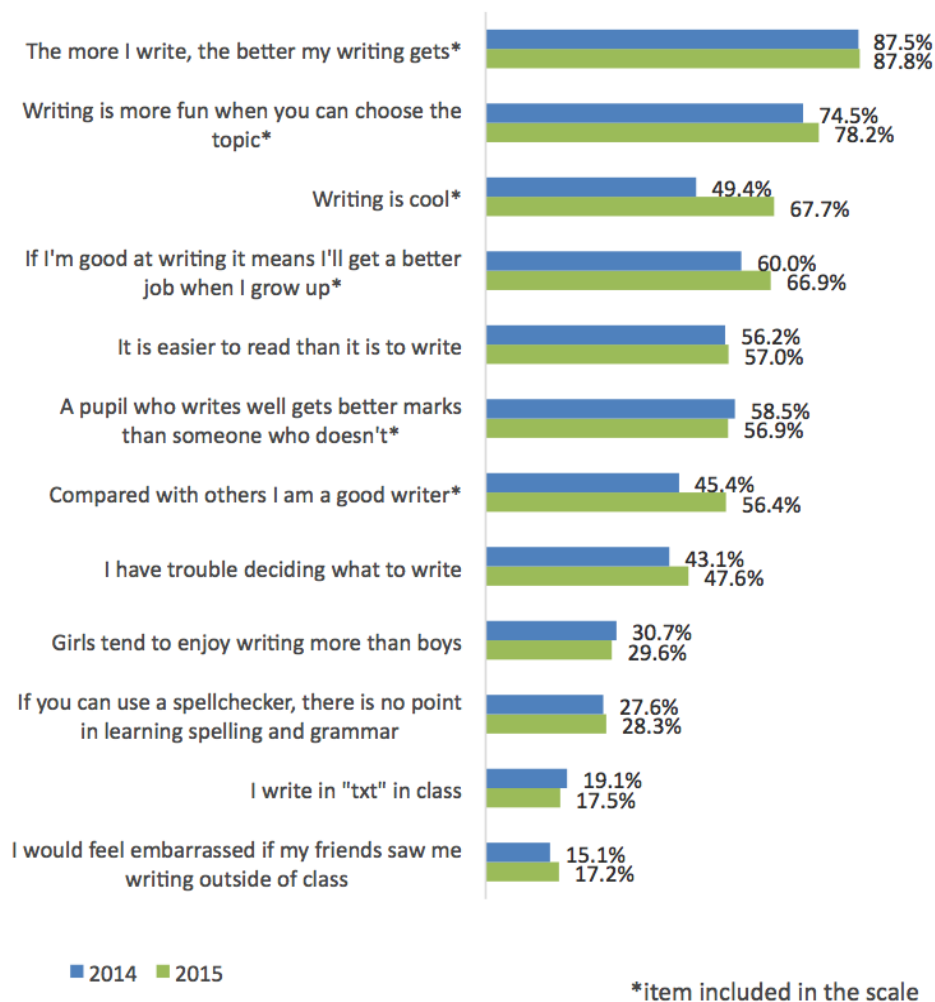
³² Pupils were asked to rate themselves on a scale from 1 to 10 where 1 was not very good and 10 very good, answers were grouped as 1-3 not very good, 4-8 average, 9-10 very good.

³³ Messages on social networking sites: $\chi^2 (1, N= 1,467) = 6.667, p = .010, \Phi = .067$; text messages: $\chi^2 (1, N= 1,467) = 15.281, p < .001, \Phi = .102$; instant messages: $\chi^2 (1, N= 1,467) = 4.348, p = .037, \Phi = .054$

³⁴ $\chi^2 (1, N= 920) = 6.664, p = .010, \Phi = -.067$

Children's attitudes towards writing have improved from 2014 (see **Figure 10**)^{35 36}. For example, considerably more children in 2015 agree that writing is cool (67.7% vs. 49.4%), that compared to others they are good writers (56.4% vs. 45.4%) and that if they are good readers they will get a better job when they grow up (66.9% vs. 60.0%).

Figure 10: KS2 pupils' attitudes towards writing in 2014 and 2015



³⁵ 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 items loading on one of the factors resulted in acceptable Cronbach's alpha (.682). Therefore 6 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 the topic

³⁶ 2014: M= 2.56, SD= .945; 2015: M= 2.37, SD= .984; $t(1,431)= 3.534$, $p< .001$, Cohen's $d= .202$

How do KS2 pupils in our Peterborough sample compare with their peers in the national and regional samples?

This section compares data from KS2 pupils in our Peterborough sample (N= 950), the national sample (N= 6,110) and the East of England governmental region (N= 515). All the samples contain more boys than girls (Peterborough: boys 52.3%; girls 47.7%; national: boys 51.0%; girls 49.0%; East of England: boys 54.8%; girls 45.2%) and the percentages in the samples are not significantly different³⁷. The Peterborough sample and the national sample contain a similar proportion of FSM pupils (Peterborough 21.9%; national 22.7%)³⁸; however, the sample in Peterborough contains significantly more FSM pupils than the East of England sample (21.9% vs. 8.4%)³⁹. The Peterborough sample also contains significantly more EAL pupils than the national and East of England samples (44.5% vs. national 29.9%; East of England 22.8%)⁴⁰.

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Pupils in our Peterborough sample do not differ from their peers in the national sample in writing enjoyment, frequency, confidence or attitudes<sup>41 42</sup>.

The only differences between the pupils in our Peterborough and the national sample appear in terms of the formats they write at least once a month outside class. For example, more pupils in the Peterborough sample write letters (42.2% vs. 36.8%) and posters (43.3% vs. 34.9%)<sup>43</sup>. On the other hand, more pupils in the national sample write text messages (42.5% vs. 36.5%) and on a blog (13.3% vs. 9.2%)<sup>44</sup>. These differences might in part be explained by differing access to technology: more KS2 pupils in the national sample have access to a computer or laptop (86.7% vs. 82.4%), own a tablet (80.0% vs. 75.4%) and own a smartphone (44.6% vs. 36.5%)<sup>45</sup>.

Pupils in the Peterborough sample enjoy writing more than their peers in the East of England (65.6% vs. 55.3%)<sup>46</sup> and they are also more confident writers<sup>47 48</sup>: 38.3% rate themselves as very good writers compared with 22.9% of pupils in the East of England. However, there is no difference in the proportion of pupils who write daily outside class or in their attitudes towards writing<sup>49</sup>.

KS2 pupils in our Peterborough sample also differ from their peers in the regional sample in terms of the formats they write. More pupils in our Peterborough sample write poems (35.1% vs. 28.5%) and posters (43.3% vs. 35.7%)<sup>50</sup>. On the other hand, more pupils in the East of England write messages on social networking sites (23.9% vs. 17.3%), emails (34.6% vs. 19.9%), text

<sup>37</sup> Peterborough-national:  $p = .442$ ; Peterborough-East of England:  $p = .371$

<sup>38</sup>  $p = .587$

<sup>39</sup>  $\chi^2 (1, N=1,343) = 39.850, p < .001, \Phi = .172$

<sup>40</sup> Peterborough-national:  $\chi^2 (1, N= 6,747) = 77.372, p < .001, \Phi = .107$ ; Peterborough-East of England:  $\chi^2 (1, N=1,415) = 64.665, p < .001, \Phi = .214$

<sup>41</sup> Enjoyment:  $p = .060$ ; frequency:  $p = .070$ ; confidence:  $p = .002$ ; attitudes:  $p = .693$

<sup>42</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 items loading on one of the factors resulted in an acceptable Cronbach's alpha (.667). Therefore 6 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 the topic

<sup>43</sup> Letters:  $\chi^2 (1, N= 7,060) = 10.233, p = .001, \Phi = .038$ ; posters:  $\chi^2 (1, N= 7,060) = 24.787, p < .001, \Phi = .059$

<sup>44</sup> Text messages:  $\chi^2 (1, N= 7,060) = 12.150, p < .001, \Phi = -.041$ ; on a blog:  $\chi^2 (1, N= 7,060) = 12.631, p < .001, \Phi = -.042$

<sup>45</sup> Computer:  $\chi^2 (1, N= 5,496) = 10.317, p = .001, \Phi = -.043$ ; tablet:  $\chi^2 (1, N= 5,508) = 9.098, p = .003, \Phi = -.041$ ; smartphone:  $\chi^2 (1, N= 5,160) = 17.962, p < .001, \Phi = -.059$

<sup>46</sup> Peterborough:  $Mdn = 2$ ; East of England:  $Mdn = 2$ ; Mann-Whitney  $U (1,404) = 183969.500; z = -5.248; p < .001; r = .140$

<sup>47</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, 4-8 average, 9-10 very good.

<sup>48</sup> Peterborough:  $Mdn = 2$ ; East of England:  $Mdn = 2$ ; Mann-Whitney  $U (1,410) = 189082.000; z = -5.248; p < .001; r = .140$

<sup>49</sup> Frequency:  $p = .552$ ; attitudes:  $p = .051$

<sup>50</sup>  $\chi^2 (1, N= 1,465) = 6.432, p = .011, \Phi = .066$ ; posters:  $\chi^2 (1, N= 1,465) = 7.861, p = .005, \Phi = .073$

messages (50.7% vs. 36.5%), notes to other people (37.9% vs. 29.6%), instant messages (29.5% vs. 18.6%) and code (21.7% vs. 16.1%)<sup>51</sup>. As with the differences in the national sample, these differences can in part be explained by differing access to formats: more pupils in the East of England have access to a computer or laptop (92.5% vs. 82.4%) and the internet (95.4% vs. 91.5%)<sup>52</sup>.

## Opportunities for improvement

- Focus on promoting writing daily outside class to KS2 pupils
- Focus particularly on promoting writing enjoyment, frequency and confidence to boys
- Focus on non-EAL pupils' writing frequency

<sup>51</sup> Messages on social networking sites:  $\chi^2(1, N=1,465)=9.292, p=.002, \Phi=-.080$ ; emails:  $\chi^2(1, N=1,465)=38.270, p<.001, \Phi=-.162$ ; text messages:  $\chi^2(1, N=1,465)=27.555, p<.001, \Phi=-.137$ ; notes to other people:  $\chi^2(1, N=1,465)=10.451, p=.001, \Phi=-.084$ ; instant messages:  $\chi^2(1, N=1,465)=22.714, p<.001, \Phi=-.125$ ; code:  $\chi^2(1, N=1,465)=7.176, p=.007, \Phi=-.070$

<sup>52</sup> Computer:  $\chi^2(1, N=1,245)=23.207, p<.001, \Phi=-.137$ ; internet:  $\chi^2(1, N=1,266)=6.357, p=.012, \Phi=-.071$

## 2015 data tables

The following pages contain the information for each of our questions in tables. Each table contains information pertaining to the sample as a whole (top row) as well as broken down by demographic background – gender, socioeconomic background and EAL background.

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

**Table 1: Enjoyment of writing in 2015 by KS2 pupils 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> |
| <b>All (N= 950)</b>                   | <b>34.9%</b>     | <b>30.7%</b>       | <b>65.6%</b>             | <b>28.0%</b> | <b>6.4%</b>       |
| <b>Boys (N= 492)</b>                  | 27.6%            | 29.3%              | <b>56.9%</b>             | 34.3%        | 8.8%              |
| <b>Girls (N= 448)</b>                 | 42.5%            | 31.7%              | <b>74.2%</b>             | 21.8%        | 4.0%              |
| <b>FSM (N= 189)</b>                   | 41.2%            | 24.2%              | <b>65.4%</b>             | 25.3%        | 9.3%              |
| <b>Non-FSM (N=675)</b>                | 34.2%            | 33.2%              | <b>67.4%</b>             | 27.0%        | 5.6%              |
| <b>EAL (N= 409)</b>                   | 39.3%            | 28.6%              | <b>67.9%</b>             | 24.4%        | 7.7%              |
| <b>Non-EAL (N=511)</b>                | 31.1%            | 32.5%              | <b>63.6%</b>             | 31.1%        | 5.4%              |

**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> |
|------------------------|------------------------|-------------|-------------|-------------|------------------|-------------|--------------|--------------|--------------|---------------------|
| <b>All (N= 950)</b>    | <b>3.3%</b>            | <b>2.1%</b> | <b>1.9%</b> | <b>5.3%</b> | <b>15.0%</b>     | <b>8.9%</b> | <b>11.7%</b> | <b>13.5%</b> | <b>12.3%</b> | <b>26.0%</b>        |
| <b>Boys (N= 492)</b>   | 4.8%                   | 2.5%        | 2.9%        | 5.6%        | 16.1%            | 10.1%       | 10.6%        | 13.3%        | 10.6%        | 23.6%               |
| <b>Girls (N= 448)</b>  | 1.8%                   | 1.8%        | 0.9%        | 5.2%        | 13.8%            | 7.7%        | 12.7%        | 13.8%        | 14.3%        | 28.1%               |
| <b>FSM (N= 189)</b>    | 3.8%                   | 3.8%        | 2.7%        | 3.8%        | 14.3%            | 5.5%        | 10.4%        | 13.7%        | 12.1%        | 29.7%               |
| <b>Non-FSM (N=675)</b> | 2.8%                   | 1.5%        | 1.8%        | 5.1%        | 15.1%            | 10.5%       | 12.7%        | 12.9%        | 12.0%        | 25.5%               |
| <b>EAL (N= 409)</b>    | 2.5%                   | 2.0%        | 2.7%        | 5.7%        | 14.0%            | 11.2%       | 13.0%        | 11.2%        | 10.7%        | 26.9%               |
| <b>Non-EAL (N=511)</b> | 3.8%                   | 2.4%        | 1.4%        | 5.0%        | 16.1%            | 6.9%        | 11.1%        | 15.5%        | 13.5%        | 24.4%               |

**Table 3: Writing frequency in 2015 by KS2 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> |
| <b>All (N= 950)</b>                          | <b>24.3%</b>                         | <b>26.2%</b>              | <b>13.3%</b>             | <b>7.3%</b>                | <b>3.4%</b>               | <b>15.0%</b>  | <b>10.5%</b> |
| <b>Boys (N= 492)</b>                         | 19.8%                                | 20.8%                     | 15.0%                    | 8.2%                       | 3.9%                      | 19.3%         | 13.0%        |
| <b>Girls (N= 448)</b>                        | 29.5%                                | 31.8%                     | 11.4%                    | 6.4%                       | 2.7%                      | 10.3%         | 7.8%         |
| <b>FSM (N= 189)</b>                          | 25.8%                                | 23.1%                     | 10.8%                    | 5.4%                       | 3.8%                      | 10.2%         | 21.0%        |
| <b>Non-FSM (N=675)</b>                       | 23.7%                                | 28.2%                     | 13.7%                    | 8.1%                       | 3.3%                      | 15.6%         | 7.4%         |
| <b>EAL (N= 409)</b>                          | 27.2%                                | 26.7%                     | 14.0%                    | 5.0%                       | 3.5%                      | 13.7%         | 10.0%        |
| <b>Non-EAL (N=511)</b>                       | 21.9%                                | 25.7%                     | 12.7%                    | 8.6%                       | 3.6%                      | 16.7%         | 10.8%        |

**Table 4: Types of formats written at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 1)**

|                        | <i>Text messages</i> | <i>On social networking sites</i> | <i>Letters</i> | <i>Song lyrics</i> | <i>Emails</i> | <i>Diary/journal</i> |
|------------------------|----------------------|-----------------------------------|----------------|--------------------|---------------|----------------------|
| <b>All (N= 950)</b>    | <b>36.5%</b>         | <b>17.3%</b>                      | <b>42.2%</b>   | <b>32.5%</b>       | <b>19.9%</b>  | <b>32.5%</b>         |
| <b>Boys (N= 492)</b>   | 35.0%                | 17.7%                             | 37.2%          | 20.9%              | 22.2%         | 20.3%                |
| <b>Girls (N= 448)</b>  | 38.6%                | 16.7%                             | 47.8%          | 44.9%              | 17.6%         | 46.0%                |
| <b>FSM (N= 189)</b>    | 28.0%                | 17.5%                             | 40.2%          | 30.2%              | 13.8%         | 28.0%                |
| <b>Non-FSM (N=675)</b> | 39.0%                | 17.2%                             | 44.1%          | 33.9%              | 22.4%         | 35.6%                |
| <b>EAL (N= 409)</b>    | 33.7%                | 19.3%                             | 44.0%          | 32.3%              | 21.8%         | 33.0%                |
| <b>Non-EAL (N=511)</b> | 39.1%                | 15.7%                             | 41.1%          | 32.5%              | 19.0%         | 32.7%                |

**Table 4 continued: Types of formats written at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 2)**

|                        | <i>Short stories/fiction</i> | <i>Poems</i> | <i>Posters</i> | <i>PowerPoint presentations</i> | <i>Notes to other people</i> | <i>Instant messages</i> |
|------------------------|------------------------------|--------------|----------------|---------------------------------|------------------------------|-------------------------|
| <b>All (N= 950)</b>    | <b>27.3%</b>                 | <b>35.1%</b> | <b>43.3%</b>   | <b>28.6%</b>                    | <b>29.6%</b>                 | <b>18.6%</b>            |
| <b>Boys (N= 492)</b>   | 21.3%                        | 25.8%        | 34.8%          | 23.4%                           | 25.0%                        | 18.9%                   |
| <b>Girls (N= 448)</b>  | 33.5%                        | 45.3%        | 52.5%          | 34.4%                           | 34.6%                        | 18.3%                   |
| <b>FSM (N= 189)</b>    | 24.3%                        | 32.3%        | 36.5%          | 21.2%                           | 28.6%                        | 11.6%                   |
| <b>Non-FSM (N=675)</b> | 29.6%                        | 36.3%        | 47.1%          | 30.8%                           | 30.7%                        | 20.4%                   |
| <b>EAL (N= 409)</b>    | 26.9%                        | 37.9%        | 42.3%          | 28.4%                           | 28.6%                        | 22.0%                   |
| <b>Non-EAL (N=511)</b> | 28.0%                        | 32.5%        | 43.8%          | 29.2%                           | 30.7%                        | 16.0%                   |

**Table 4 continued: Types of formats read at least once a month in 2015 by KS2 pupils broken down by demographic background (Part 3)**

|                        | <i>On Twitter</i> | <i>Code</i>  | <i>Comedy</i> | <i>On a blog</i> | <i>Essays</i> | <i>Reviews</i> |
|------------------------|-------------------|--------------|---------------|------------------|---------------|----------------|
| <b>All (N= 950)</b>    | <b>9.3%</b>       | <b>16.1%</b> | <b>14.5%</b>  | <b>9.2%</b>      | <b>5.3%</b>   | <b>12.1%</b>   |
| <b>Boys (N= 492)</b>   | 13.2%             | 21.5%        | 16.5%         | 8.7%             | 6.1%          | 11.2%          |
| <b>Girls (N= 448)</b>  | 5.1%              | 10.5%        | 12.5%         | 9.4%             | 4.0%          | 13.2%          |
| <b>FSM (N= 189)</b>    | 9.5%              | 13.2%        | 11.1%         | 7.4%             | 4.2%          | 10.6%          |
| <b>Non-FSM (N=675)</b> | 9.3%              | 17.9%        | 15.6%         | 9.8%             | 5.8%          | 13.0%          |
| <b>EAL (N= 409)</b>    | 11.2%             | 18.6%        | 14.7%         | 10.5%            | 5.4%          | 13.9%          |
| <b>Non-EAL (N=511)</b> | 8.0%              | 14.1%        | 14.7%         | 8.4%             | 5.3%          | 10.6%          |

**Table 5.1: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>15.9%</b>          | <b>31.7%</b> | <b>47.6%</b>             | <b>15.8%</b>                      | <b>18.7%</b>    | <b>10.2%</b>             | <b>28.9%</b>                | <b>7.8%</b>       |
| <b>Boys (N= 492)</b>   | 18.5%                 | 30.1%        | <b>48.6%</b>             | 15.8%                             | 18.3%           | 11.9%                    | <b>30.2%</b>                | 5.5%              |
| <b>Girls (N= 448)</b>  | 13.0%                 | 32.9%        | <b>45.9%</b>             | 15.9%                             | 19.5%           | 8.4%                     | <b>27.9%</b>                | 10.3%             |
| <b>FSM (N= 189)</b>    | 22.7%                 | 38.0%        | <b>60.7%</b>             | 12.9%                             | 13.5%           | 4.9%                     | <b>18.4%</b>                | 8.0%              |
| <b>Non-FSM (N=675)</b> | 14.3%                 | 30.4%        | <b>44.7%</b>             | 16.2%                             | 20.9%           | 10.7%                    | <b>31.6%</b>                | 7.5%              |
| <b>EAL (N= 409)</b>    | 14.5%                 | 32.0%        | <b>46.5%</b>             | 13.7%                             | 22.3%           | 10.2%                    | <b>32.5%</b>                | 7.3%              |
| <b>Non-EAL (N=511)</b> | 16.9%                 | 31.3%        | <b>48.2%</b>             | 17.6%                             | 15.8%           | 10.5%                    | <b>26.3%</b>                | 7.9%              |

**Table 5.2: Attitudes towards writing in 2015 by KS2 pupils broken down by demographic background – Compared with 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>21.1%</b>          | <b>35.3%</b> | <b>56.4%</b>             | <b>15.8%</b>                      | <b>8.0%</b>     | <b>5.0%</b>              | <b>13.0%</b>                | <b>14.8%</b>      |
| <b>Boys (N= 492)</b>   | 22.8%                 | 34.3%        | <b>57.1%</b>             | 14.3%                             | 9.0%            | 5.8%                     | <b>14.8%</b>                | 13.8%             |
| <b>Girls (N= 448)</b>  | 18.5%                 | 36.5%        | <b>55.0%</b>             | 17.7%                             | 7.0%            | 4.3%                     | <b>11.3%</b>                | 16.1%             |
| <b>FSM (N= 189)</b>    | 23.6%                 | 31.7%        | <b>55.3%</b>             | 13.7%                             | 9.3%            | 4.3%                     | <b>13.6%</b>                | 17.4%             |
| <b>Non-FSM (N=675)</b> | 20.3%                 | 37.5%        | <b>57.8%</b>             | 15.4%                             | 8.4%            | 4.7%                     | <b>13.1%</b>                | 13.8%             |
| <b>EAL (N= 409)</b>    | 21.6%                 | 35.1%        | <b>56.7%</b>             | 14.8%                             | 7.4%            | 5.2%                     | <b>12.6%</b>                | 15.9%             |
| <b>Non-EAL (N=511)</b> | 20.1%                 | 35.5%        | <b>55.6%</b>             | 17.1%                             | 8.5%            | 4.9%                     | <b>13.4%</b>                | 13.9%             |

**Table 5.3: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>29.8%</b>          | <b>27.1%</b> | <b>56.9%</b>             | <b>13.5%</b>                      | <b>12.2%</b>    | <b>3.8%</b>              | <b>16.0%</b>                | <b>13.5%</b>      |
| <b>Boys (N= 492)</b>   | 33.2%                 | 27.3%        | <b>60.5%</b>             | 13.1%                             | 10.8%           | 4.5%                     | <b>15.3%</b>                | 11.1%             |
| <b>Girls (N= 448)</b>  | 26.3%                 | 27.0%        | <b>53.3%</b>             | 13.7%                             | 14.0%           | 3.1%                     | <b>17.1%</b>                | 15.9%             |
| <b>FSM (N= 189)</b>    | 27.4%                 | 31.1%        | <b>58.5%</b>             | 9.8%                              | 11.6%           | 3.7%                     | <b>15.3%</b>                | 16.5%             |
| <b>Non-FSM (N=675)</b> | 31.1%                 | 26.8%        | <b>57.9%</b>             | 13.5%                             | 12.7%           | 3.7%                     | <b>16.4%</b>                | 12.3%             |
| <b>EAL (N= 409)</b>    | 32.1%                 | 26.6%        | <b>58.7%</b>             | 10.1%                             | 12.2%           | 4.1%                     | <b>16.3%</b>                | 14.9%             |
| <b>Non-EAL (N=511)</b> | 27.7%                 | 28.1%        | <b>55.8%</b>             | 16.3%                             | 12.3%           | 3.6%                     | <b>15.9%</b>                | 12.1%             |



**Table 5.4: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>56.5%</b>          | <b>31.3%</b> | <b>87.8%</b>             | <b>3.5%</b>                       | <b>2.8%</b>     | <b>1.5%</b>              | <b>4.3%</b>                 | <b>4.5%</b>       |
| <b>Boys (N= 492)</b>   | 56.0%                 | 28.9%        | <b>84.9%</b>             | 5.0%                              | 3.4%            | 1.8%                     | <b>5.2%</b>                 | 5.0%              |
| <b>Girls (N= 448)</b>  | 56.4%                 | 34.3%        | <b>90.7%</b>             | 1.9%                              | 2.1%            | 1.2%                     | <b>3.3%</b>                 | 4.0%              |
| <b>FSM (N= 189)</b>    | 53.6%                 | 34.5%        | <b>88.1%</b>             | 1.2%                              | 3.6%            | 0.6%                     | <b>4.2%</b>                 | 6.5%              |
| <b>Non-FSM (N=675)</b> | 58.3%                 | 30.1%        | <b>88.4%</b>             | 4.0%                              | 2.5%            | 1.3%                     | <b>3.8%</b>                 | 3.8%              |
| <b>EAL (N= 409)</b>    | 58.4%                 | 28.4%        | <b>86.8%</b>             | 3.5%                              | 2.7%            | 2.1%                     | <b>4.8%</b>                 | 4.8%              |
| <b>Non-EAL (N=511)</b> | 55.3%                 | 33.7%        | <b>89.0%</b>             | 3.6%                              | 2.5%            | 0.6%                     | <b>3.1%</b>                 | 4.2%              |

**Table 5.5: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>46.2%</b>          | <b>32.0%</b> | <b>78.2%</b>             | <b>7.1%</b>                       | <b>5.5%</b>     | <b>2.6%</b>              | <b>8.1%</b>                 | <b>6.6%</b>       |
| <b>Boys (N= 492)</b>   | 47.0%                 | 30.6%        | <b>77.6%</b>             | 7.4%                              | 5.6%            | 3.1%                     | <b>8.7%</b>                 | 6.3%              |
| <b>Girls (N= 448)</b>  | 44.8%                 | 33.6%        | <b>78.4%</b>             | 6.9%                              | 5.5%            | 2.1%                     | <b>7.6%</b>                 | 7.1%              |
| <b>FSM (N= 189)</b>    | 44.6%                 | 33.3%        | <b>77.9%</b>             | 6.0%                              | 6.0%            | 1.2%                     | <b>7.2%</b>                 | 8.9%              |
| <b>Non-FSM (N=675)</b> | 47.2%                 | 32.4%        | <b>79.6%</b>             | 6.5%                              | 5.4%            | 3.0%                     | <b>8.4%</b>                 | 5.5%              |
| <b>EAL (N= 409)</b>    | 43.3%                 | 34.2%        | <b>77.5%</b>             | 8.0%                              | 4.8%            | 2.9%                     | <b>7.7%</b>                 | 6.7%              |
| <b>Non-EAL (N=511)</b> | 49.1%                 | 29.8%        | <b>78.9%</b>             | 6.7%                              | 5.9%            | 2.3%                     | <b>8.2%</b>                 | 6.3%              |

**Table 5.6: Attitudes towards reading in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>14.1%</b>          | <b>15.5%</b> | <b>29.6%</b>             | <b>16.1%</b>                      | <b>19.7%</b>    | <b>21.1%</b>             | <b>40.8%</b>                | <b>13.4%</b>      |
| <b>Boys (N= 492)</b>   | 14.4%                 | 12.8%        | <b>27.2%</b>             | 16.2%                             | 18.9%           | 23.4%                    | <b>42.3%</b>                | 14.2%             |
| <b>Girls (N= 448)</b>  | 13.4%                 | 18.4%        | <b>31.8%</b>             | 16.3%                             | 20.8%           | 18.4%                    | <b>39.2%</b>                | 12.7%             |
| <b>FSM (N= 189)</b>    | 14.2%                 | 17.9%        | <b>32.1%</b>             | 18.5%                             | 20.4%           | 16.7%                    | <b>37.1%</b>                | 12.3%             |
| <b>Non-FSM (N=675)</b> | 14.5%                 | 14.8%        | <b>29.3%</b>             | 14.4%                             | 19.9%           | 23.0%                    | <b>42.9%</b>                | 13.4%             |
| <b>EAL (N= 409)</b>    | 14.2%                 | 17.1%        | <b>31.3%</b>             | 15.2%                             | 19.5%           | 20.1%                    | <b>39.6%</b>                | 13.9%             |
| <b>Non-EAL (N=511)</b> | 14.4%                 | 14.4%        | <b>28.8%</b>             | 16.3%                             | 19.7%           | 22.0%                    | <b>41.7%</b>                | 13.1%             |

**Table 5.7: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>30.4%</b>          | <b>26.6%</b> | <b>57.0%</b>             | <b>17.7%</b>                      | <b>9.1%</b>     | <b>5.9%</b>              | <b>15.0%</b>                | <b>10.3%</b>      |
| <b>Boys (N= 492)</b>   | 35.8%                 | 25.9%        | <b>61.7%</b>             | 16.3%                             | 7.7%            | 6.1%                     | <b>13.8%</b>                | 8.2%              |
| <b>Girls (N= 448)</b>  | 24.7%                 | 27.6%        | <b>52.3%</b>             | 19.1%                             | 10.2%           | 5.6%                     | <b>15.8%</b>                | 12.8%             |
| <b>FSM (N= 189)</b>    | 25.3%                 | 25.9%        | <b>51.2%</b>             | 13.6%                             | 14.2%           | 7.4%                     | <b>21.6%</b>                | 13.6%             |
| <b>Non-FSM (N=675)</b> | 31.5%                 | 27.8%        | <b>59.3%</b>             | 18.4%                             | 7.8%            | 5.3%                     | <b>13.1%</b>                | 9.1%              |
| <b>EAL (N= 409)</b>    | 29.3%                 | 29.3%        | <b>58.6%</b>             | 20.1%                             | 7.3%            | 6.0%                     | <b>13.3%</b>                | 8.1%              |
| <b>Non-EAL (N=511)</b> | 31.0%                 | 24.1%        | <b>55.1%</b>             | 16.2%                             | 10.5%           | 6.0%                     | <b>16.5%</b>                | 12.2%             |

**Table 5.8: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>32.6%</b>          | <b>35.1%</b> | <b>67.7%</b>             | <b>11.9%</b>                      | <b>7.1%</b>     | <b>6.2%</b>              | <b>13.3%</b>                | <b>7.0%</b>       |
| <b>Boys (N= 492)</b>   | 30.2%                 | 29.9%        | <b>60.1%</b>             | 15.0%                             | 8.8%            | 9.1%                     | <b>17.9%</b>                | 7.0%              |
| <b>Girls (N= 448)</b>  | 34.8%                 | 40.7%        | <b>75.5%</b>             | 8.8%                              | 5.5%            | 3.3%                     | <b>8.8%</b>                 | 6.9%              |
| <b>FSM (N= 189)</b>    | 34.2%                 | 32.9%        | <b>67.1%</b>             | 13.7%                             | 7.5%            | 3.7%                     | <b>11.2%</b>                | 8.1%              |
| <b>Non-FSM (N=675)</b> | 33.3%                 | 36.2%        | <b>69.5%</b>             | 11.1%                             | 6.5%            | 6.6%                     | <b>13.1%</b>                | 6.3%              |
| <b>EAL (N= 409)</b>    | 34.4%                 | 34.7%        | <b>69.1%</b>             | 11.0%                             | 4.6%            | 7.5%                     | <b>12.1%</b>                | 7.8%              |
| <b>Non-EAL (N=511)</b> | 31.2%                 | 35.0%        | <b>66.2%</b>             | 12.7%                             | 9.3%            | 5.3%                     | <b>14.6%</b>                | 6.5%              |

**Table 5.9: Attitudes towards writing in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>8.4%</b>           | <b>8.8%</b>  | <b>17.2%</b>             | <b>6.9%</b>                       | <b>30.9%</b>    | <b>37.2%</b>             | <b>68.1%</b>                | <b>7.8%</b>       |
| <b>Boys (N= 492)</b>   | 10.2%                 | 10.2%        | <b>20.4%</b>             | 7.2%                              | 27.5%           | 37.0%                    | <b>64.5%</b>                | 7.9%              |
| <b>Girls (N= 448)</b>  | 6.7%                  | 7.2%         | <b>13.9%</b>             | 6.7%                              | 34.2%           | 37.6%                    | <b>71.8%</b>                | 7.7%              |
| <b>FSM (N= 189)</b>    | 8.4%                  | 12.7%        | <b>21.1%</b>             | 7.8%                              | 26.5%           | 34.3%                    | <b>60.8%</b>                | 10.2%             |
| <b>Non-FSM (N=675)</b> | 7.5%                  | 8.1%         | <b>15.6%</b>             | 5.6%                              | 33.0%           | 38.8%                    | <b>71.8%</b>                | 7.0%              |
| <b>EAL (N= 409)</b>    | 8.0%                  | 10.6%        | <b>18.6%</b>             | 5.9%                              | 31.4%           | 35.1%                    | <b>66.5%</b>                | 9.0%              |
| <b>Non-EAL (N=511)</b> | 8.6%                  | 7.3%         | <b>15.9%</b>             | 7.3%                              | 30.2%           | 39.6%                    | <b>69.8%</b>                | 7.1%              |

**Table 5.10: Attitudes towards reading in 2015 by KS2 pupils broken down by demographic background – If I'm good at writing it means I'll 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>38.4%</b>          | <b>28.5%</b> | <b>66.9%</b>             | <b>11.4%</b>                      | <b>7.3%</b>     | <b>2.4%</b>              | <b>9.7%</b>                 | <b>12.0%</b>      |
| <b>Boys (N= 492)</b>   | 39.5%                 | 29.3%        | <b>68.8%</b>             | 11.4%                             | 7.7%            | 2.0%                     | <b>9.7%</b>                 | 10.0%             |
| <b>Girls (N= 448)</b>  | 37.2%                 | 27.7%        | <b>64.9%</b>             | 11.7%                             | 6.7%            | 2.6%                     | <b>9.3%</b>                 | 14.1%             |
| <b>FSM (N= 189)</b>    | 41.5%                 | 28.0%        | <b>69.5%</b>             | 7.9%                              | 7.9%            | 0.6%                     | <b>8.5%</b>                 | 14.0%             |
| <b>Non-FSM (N=675)</b> | 38.7%                 | 29.5%        | <b>68.2%</b>             | 11.9%                             | 6.5%            | 2.7%                     | <b>9.2%</b>                 | 10.7%             |
| <b>EAL (N= 409)</b>    | 43.4%                 | 25.7%        | <b>69.1%</b>             | 9.8%                              | 5.3%            | 2.6%                     | <b>7.9%</b>                 | 13.2%             |
| <b>Non-EAL (N=511)</b> | 34.5%                 | 31.3%        | <b>65.8%</b>             | 12.7%                             | 8.2%            | 2.4%                     | <b>10.6%</b>                | 10.9%             |

**Table 5.11: Attitudes towards reading in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>8.6%</b>           | <b>8.9%</b>  | <b>17.5%</b>             | <b>12.6%</b>                      | <b>18.1%</b>    | <b>23.6%</b>             | <b>41.7%</b>                | <b>28.2%</b>      |
| <b>Boys (N= 492)</b>   | 11.1%                 | 10.8%        | <b>21.9%</b>             | 13.8%                             | 15.4%           | 21.0%                    | <b>36.4%</b>                | 27.9%             |
| <b>Girls (N= 448)</b>  | 6.1%                  | 7.1%         | <b>13.2%</b>             | 10.9%                             | 20.7%           | 26.8%                    | <b>47.5%</b>                | 28.5%             |
| <b>FSM (N= 189)</b>    | 11.2%                 | 11.2%        | <b>22.4%</b>             | 10.6%                             | 16.2%           | 25.6%                    | <b>41.8%</b>                | 25.0%             |
| <b>Non-FSM (N=675)</b> | 8.0%                  | 8.6%         | <b>16.6%</b>             | 12.3%                             | 19.0%           | 23.5%                    | <b>42.5%</b>                | 28.6%             |
| <b>EAL (N= 409)</b>    | 8.7%                  | 11.1%        | <b>19.8%</b>             | 12.5%                             | 19.0%           | 20.9%                    | <b>39.9%</b>                | 27.9%             |
| <b>Non-EAL (N=511)</b> | 8.3%                  | 7.0%         | <b>15.3%</b>             | 12.3%                             | 18.0%           | 25.9%                    | <b>43.9%</b>                | 28.5%             |

**Table 5.12: Attitudes towards reading in 2015 by KS2 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> |
|------------------------|-----------------------|--------------|--------------------------|-----------------------------------|-----------------|--------------------------|-----------------------------|-------------------|
| <b>All (N= 950)</b>    | <b>14.2%</b>          | <b>14.1%</b> | <b>28.3%</b>             | <b>11.5%</b>                      | <b>23.4%</b>    | <b>18.6%</b>             | <b>42.0%</b>                | <b>18.2%</b>      |
| <b>Boys (N= 492)</b>   | 17.8%                 | 14.4%        | <b>32.2%</b>             | 13.9%                             | 21.2%           | 15.5%                    | <b>36.7%</b>                | 17.3%             |
| <b>Girls (N= 448)</b>  | 9.9%                  | 13.8%        | <b>23.7%</b>             | 9.2%                              | 25.7%           | 22.3%                    | <b>48.0%</b>                | 19.1%             |
| <b>FSM (N= 189)</b>    | 13.5%                 | 15.3%        | <b>28.8%</b>             | 14.1%                             | 19.6%           | 17.2%                    | <b>36.8%</b>                | 20.2%             |
| <b>Non-FSM (N=675)</b> | 14.3%                 | 13.2%        | <b>27.5%</b>             | 9.5%                              | 25.4%           | 19.8%                    | <b>45.2%</b>                | 17.8%             |
| <b>EAL (N= 409)</b>    | 12.9%                 | 16.1%        | <b>29.0%</b>             | 10.7%                             | 23.3%           | 15.5%                    | <b>38.8%</b>                | 21.4%             |
| <b>Non-EAL (N=511)</b> | 15.1%                 | 12.5%        | <b>27.6%</b>             | 11.6%                             | 23.7%           | 22.0%                    | <b>45.7%</b>                | 15.1%             |

**Table 6: What do you think makes someone a good writer?**

|                        | <i>Writing a lot</i> | <i>Enjoying writing</i> | <i>Reading a lot</i> | <i>Talking about his/her writing</i> | <i>Using his/her imagination</i> | <i>Knowing how to spell</i> |
|------------------------|----------------------|-------------------------|----------------------|--------------------------------------|----------------------------------|-----------------------------|
| <b>All (N= 950)</b>    | <b>62.0%</b>         | <b>72.8%</b>            | <b>64.0%</b>         | <b>38.4%</b>                         | <b>59.3%</b>                     | <b>64.7%</b>                |
| <b>Boys (N= 492)</b>   | 57.9%                | 67.7%                   | 61.6%                | 37.6%                                | 55.9%                            | 63.4%                       |
| <b>Girls (N= 448)</b>  | 66.7%                | 79.2%                   | 67.4%                | 39.5%                                | 63.6%                            | 66.5%                       |
| <b>FSM (N= 189)</b>    | 54.0%                | 65.6%                   | 62.4%                | 37.0%                                | 54.0%                            | 58.7%                       |
| <b>Non-FSM (N=675)</b> | 65.0%                | 76.3%                   | 66.8%                | 40.4%                                | 62.8%                            | 67.6%                       |
| <b>EAL (N= 409)</b>    | 63.6%                | 71.6%                   | 66.5%                | 39.1%                                | 58.2%                            | 63.8%                       |
| <b>Non-EAL (N=511)</b> | 61.1%                | 74.8%                   | 63.0%                | 38.7%                                | 61.6%                            | 66.7%                       |

**Table 6 continued: What do you think makes someone a good writer? (Part 2)**

|                        | <i>Trying things out</i> | <i>Writing neatly</i> | <i>Using punctuation correctly</i> | <i>Knowing how to type</i> | <i>Checking his/her work</i> |
|------------------------|--------------------------|-----------------------|------------------------------------|----------------------------|------------------------------|
| <b>All (N= 950)</b>    | <b>47.1%</b>             | <b>57.2%</b>          | <b>65.5%</b>                       | <b>37.4%</b>               | <b>61.1%</b>                 |
| <b>Boys (N= 492)</b>   | 45.9%                    | 57.7%                 | 65.7%                              | 38.4%                      | 59.3%                        |
| <b>Girls (N= 448)</b>  | 48.4%                    | 56.9%                 | 65.6%                              | 35.9%                      | 63.8%                        |
| <b>FSM (N= 189)</b>    | 44.4%                    | 56.1%                 | 60.3%                              | 32.8%                      | 58.7%                        |
| <b>Non-FSM (N=675)</b> | 49.5%                    | 59.3%                 | 69.3%                              | 39.0%                      | 64.0%                        |
| <b>EAL (N= 409)</b>    | 45.0%                    | 58.2%                 | 64.3%                              | 35.0%                      | 59.2%                        |
| <b>Non-EAL (N=511)</b> | 49.5%                    | 56.8%                 | 67.5%                              | 39.5%                      | 64.0%                        |

**Table 7: Do you do any writing in your free time that you don't share with anyone else?**

|                        | <b>Yes</b>   | <b>No</b>    |
|------------------------|--------------|--------------|
| <b>All (N= 950)</b>    | <b>61.1%</b> | <b>38.9%</b> |
| <b>Boys (N= 492)</b>   | 56.4%        | 43.6%        |
| <b>Girls (N= 448)</b>  | 66.1%        | 33.9%        |
| <b>FSM (N= 189)</b>    | 61.2%        | 38.8%        |
| <b>Non-FSM (N=675)</b> | 62.3%        | 37.7%        |
| <b>EAL (N= 409)</b>    | 61.8%        | 38.2%        |
| <b>Non-EAL (N=511)</b> | 60.0%        | 40.0%        |

**Table 8: How often do you write something that you don't share with others in your free time?**

|                        | <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> |
|------------------------|------------------|---------------------------|--------------------|----------------------------|---------------------|------------------------------------------|
| <b>All (N= 950)</b>    | <b>23.0%</b>     | <b>27.9%</b>              | <b>14.9%</b>       | <b>13.7%</b>               | <b>7.4%</b>         | <b>13.1%</b>                             |
| <b>Boys (N= 492)</b>   | 21.6%            | 25.0%                     | 14.0%              | 15.9%                      | 8.7%                | 14.8%                                    |
| <b>Girls (N= 448)</b>  | 24.0%            | 30.7%                     | 16.0%              | 11.8%                      | 5.9%                | 11.5%                                    |
| <b>FSM (N= 189)</b>    | 36.3%            | 23.9%                     | 11.5%              | 12.4%                      | 5.3%                | 10.6%                                    |
| <b>Non-FSM (N=675)</b> | 20.8%            | 29.0%                     | 16.3%              | 13.6%                      | 7.9%                | 12.4%                                    |
| <b>EAL (N= 409)</b>    | 24.7%            | 29.2%                     | 14.4%              | 11.9%                      | 6.6%                | 13.2%                                    |
| <b>Non-EAL (N=511)</b> | 21.6%            | 26.0%                     | 16.1%              | 14.4%                      | 8.6%                | 13.4%                                    |