

## **BOYS' LITERACY ATTAINMENT: RESEARCH AND RELATED PRACTICE**

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The Scottish Attainment Challenge will focus and accelerate targeted improvement activity in literacy, numeracy and health and wellbeing in specific areas of Scotland. It will also support and complement the broader range of initiatives and programmes to ensure that all of Scotland's children and young people reach their full potential.

<http://vasan.co/Scottish-Attainment-Challenge-Education-Scotland.pdf>

### **Reading for Pleasure A Research Overview ERIC**

For example, research with children has shown that reading for pleasure is positively linked with the following literacy-related benefits: reading attainment and writing ability (OECD, 2000) for reading that is done

<http://vasan.co/Reading-for-Pleasure--A-Research-Overview-ERIC.pdf>

### **A practical guide to improving boys literacy skills**

research on how boys learn to read and write and the most effective instructional approaches and strategies for helping boys enjoy learning to read and write well. We suggest that you review the list of Strategies for Success in the table of contents to pinpoint those areas most relevant to your immediate needs, and read the rest as time permits and need dictates. The guide is designed

<http://vasan.co/A-practical-guide-to-improving-boys--literacy-skills.pdf>

### **Gender issues in school What works to improve**

Reviews of the research evidence suggest that there are two key areas that are important for educators seeking to improve boys engagement with and attainment in literacy, the construction of gender difference and the organisation of the English and literacy curriculum. Various rationales have been put forward to explain gender differences in achievement, including: natural differences

<http://vasan.co/Gender-issues-in-school---What-works-to-improve--.pdf>

### **DfE Literacy and Numeracy Catch up Strategies**

Annex 1: Research methodology 29. 3 . Introduction This paper reviews catch-up strategies and interventions which are intended for low-attaining pupils in literacy or numeracy at the end of key stage 2. This includes interventions which have been trialled with low-attaining year 7 pupils, or interventions which have been trialled and proved successful with younger or older pupils that may be

<http://vasan.co/DfE-Literacy-and-Numeracy-Catch-up-Strategies.pdf>

### **Reading to Young Children A Head Start in Life**

The research sets out to explore the connections between parents Literacy and Numeracy (NAPLAN) tests for both Reading and Numeracy in Year 3 (age 8 to 9). These differences in reading and cognitive skills are not related to the child's family background or home environment but are the direct result of how frequently they have been read to prior to starting school. 1 . Introduction

<http://vasan.co/Reading-to-Young-Children--A-Head-Start-in-Life.pdf>

### **Boys Reading Commission National Literacy Trust**

Research consistently shows boys reading lags behind girls. The All-Party Parliamentary Group on

Literacy s Boys' Reading Commission was a joint venture with the National Literacy Trust from January to June 2012.

<http://vasan.co/Boys--Reading-Commission-National-Literacy-Trust.pdf>

### **Economics of Education Review Eric Hanushek**

that both the policy questions and the research questions are closely related to the measurement of human capital with school attainment. Recent evidence on the role of cognitive skills in promoting economic growth provides an explanation for the uncertain influence of human capital on growth. The impact of human capital becomes strong when the focus turns to the role of school quality

<http://vasan.co/Economics-of-Education-Review-Eric-Hanushek.pdf>

### **Education Literacy rate**

Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations

<http://vasan.co/Education-Literacy-rate.pdf>

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