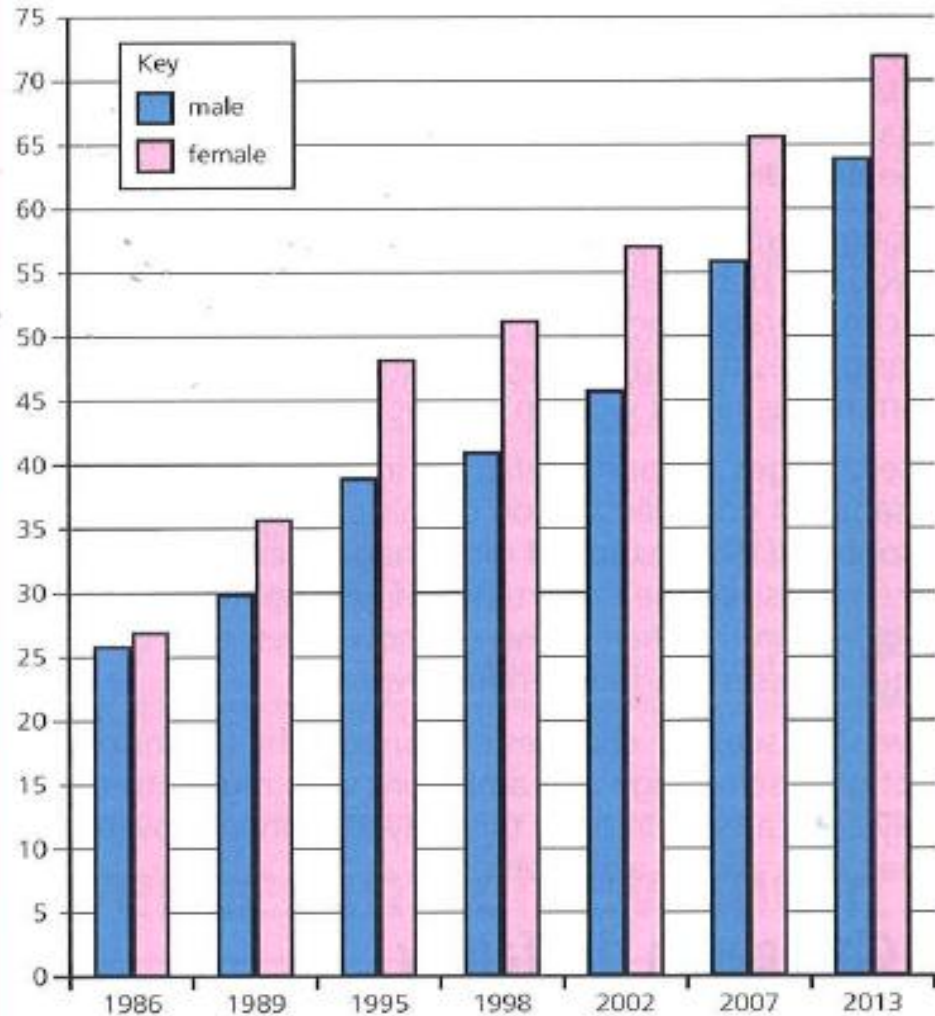


A group of five young people are captured in a moment of pure joy, jumping high into the air on a lush green lawn. They are all holding up white papers or certificates, suggesting a celebration of an achievement. The background is filled with dense green foliage, creating a vibrant and natural setting. The overall mood is one of triumph and happiness.

Helping my son to achieve

Figure 2.6: Percentage of pupils achieving five or more GCSE grades A*-C or equivalent, 1986 to 2013: by gender



Source: DfES (2007), JCQ (2013)

Notice the three main trends that the graph shows...

Girls ahead of boys...

Widening gender gap...

Boys & girls improving!

What do we know?

Key Stage 1

GCSE

AS and A Level

Girls

At GCSE the gender gap stands at approximately
10%





Explaining the gender gap

Boys' literacy and language skills...

2005, 57% girls enjoyed reading; 46% boys.

2011, 57% girls enjoyed reading; 44% boys.

Approximately 36% girls read daily; 26% boys

The logo for the National Literacy Trust, featuring the text "National Literacy Trust" in white on a dark red background, with a white horizontal line below the text. The logo is set against a background of overlapping, semi-transparent colored squares in shades of purple, pink, and yellow.

National
Literacy
Trust

A photograph of two young men sitting on a grassy field. The man in the foreground is wearing a brown t-shirt and blue jeans, sitting cross-legged and looking down at a green book. The man in the background is wearing a dark grey t-shirt and blue jeans, also looking at the book. The background shows a clear blue sky and some greenery.

What can I do to help?

Developing literacy skills...

Who reads?

When does reading take place?

Are distractions avoided?

What is read? Boy-friendly?



Developing communication skills...



Download from
Dreamstime.com

This watermarked comp image is for previewing purposes only.



id 20597264

© Serhiy Kobayakov | Dreamstime.com





Girls' leisure time



Boys' leisure time

**Balanced leisure time...
Encourage and model talking...
Encourage and model good listening...**



Boys and HW

Is there an established routine?

When? Where?

Supplies and resources?

Goals and deadlines clearly identified & enforced

When can monitoring & checking occur?

Is the relevance clear?

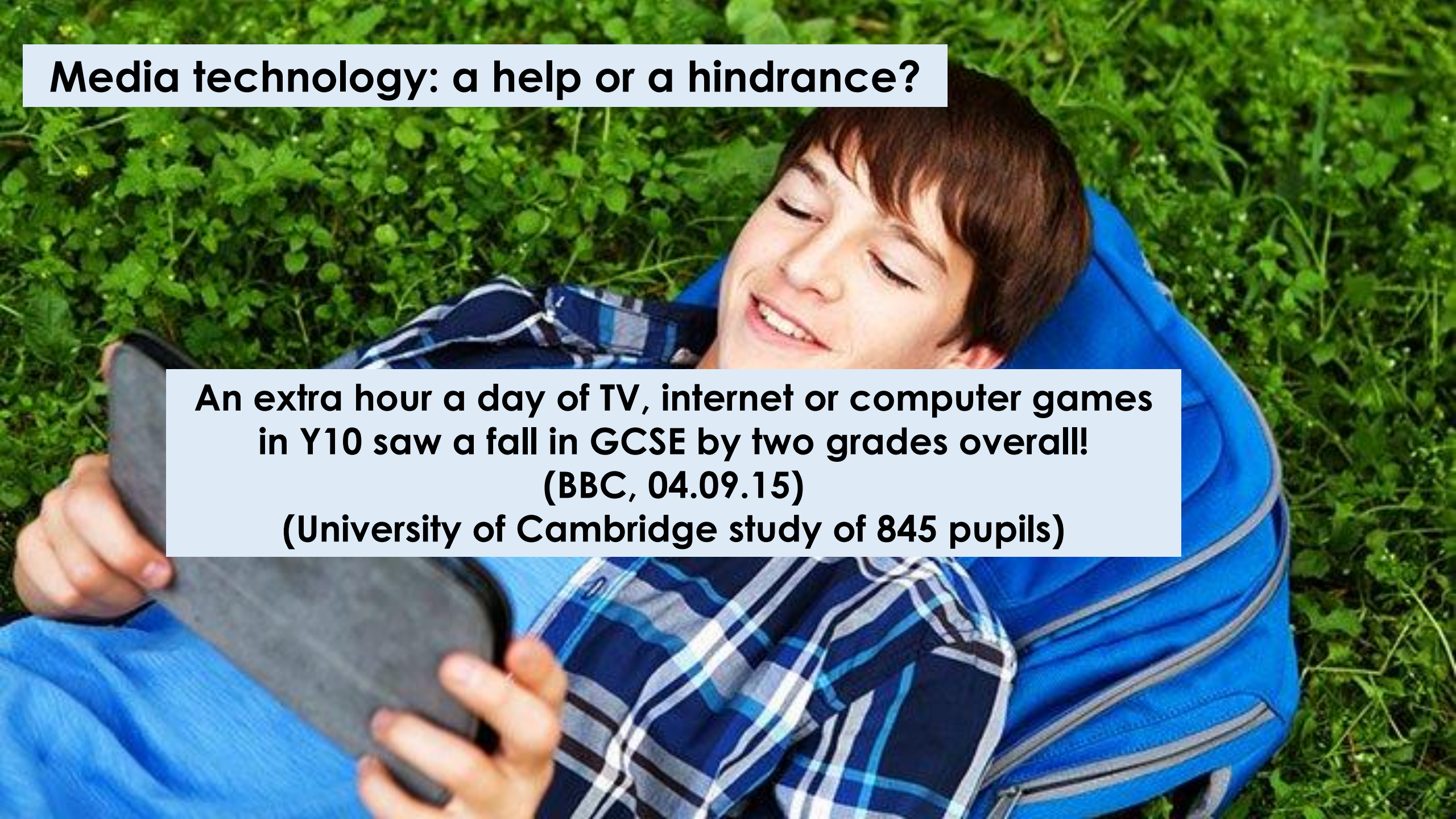
Does your son feel accountable for his work?

Incentives?

Praise, re-affirm the benefits...

Media technology: a help or a hindrance?

**An extra hour a day of TV, internet or computer games
in Y10 saw a fall in GCSE by two grades overall!
(BBC, 04.09.15)
(University of Cambridge study of 845 pupils)**





Media technology: a help or a hindrance?

Don't ban...

Does your son learn something?

Opportunities to ask questions & learn more?

Opportunities to express himself?

Opportunities to motivate and build self-esteem?

Model good habits...

What are we doing in school?

Working hard to close the gaps...

Resources to appeal to boys' interests...

Frequent feedback...

Tackling stereotypes...

Allowing a competitive element to learning when suitable...



A group of five young people are captured in a moment of pure joy, jumping high in the air on a lush green lawn. They are all holding up white papers or certificates, suggesting a celebration of an achievement. The background is filled with dense green foliage, creating a vibrant and natural setting. The overall mood is one of triumph and happiness.

**“High achievement always takes place in the
framework of high expectations”
(Charles Kettering)**