



Blackpool's Literacy Strategy

BBLG

Literacy for life - A journey of joy, discovery and understanding

A place-based approach to improving literacy, oracy
and digital communication in Blackpool 2020-2030

A localised approach is needed to improve literacy and life expectancy in England

- Improving local literacy levels could raise life expectancy in the most deprived wards in England by reducing inequalities in health and socioeconomic circumstances:
 - Compared to people with poor literacy skills, those with good literacy skills are less likely to exhibit poor health behaviours, have lower incomes or live in more deprived communities – all of which are risk factors to longevity.
- Inequalities in literacy and life expectancy are related to geographic community and solutions therefore need to be tailored to meet local need and built on local assets.

Literacy and Life Expectancy - National Literacy Trust 2018



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When teachers know more about children's literature and children's reading practices beyond school, they widen what counts as 'reading' in their classrooms, and authentically recognise diversity in texts and readers. Our research has shown that this, responsively combined with the Reading for Pleasure pedagogy, makes a positive impact on children's reading for pleasure.

Professor Teresa Cremin, The Open University

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Billington (2015) undertook a UK-wide study exploring the benefits reported by adults regularly reading for pleasure. The study surveyed 4,000 individuals from diverse demographics through an online poll consisting of fourteen questions designed to elicit participants' perception of their general mood, well-being and levels of social interaction in relation to reading. The findings indicated that reading for pleasure is positively associated with a greater sense of community, a stronger feeling of social inclusion, a stronger ability to enjoy social occasions, and enhanced openness and talkativeness.

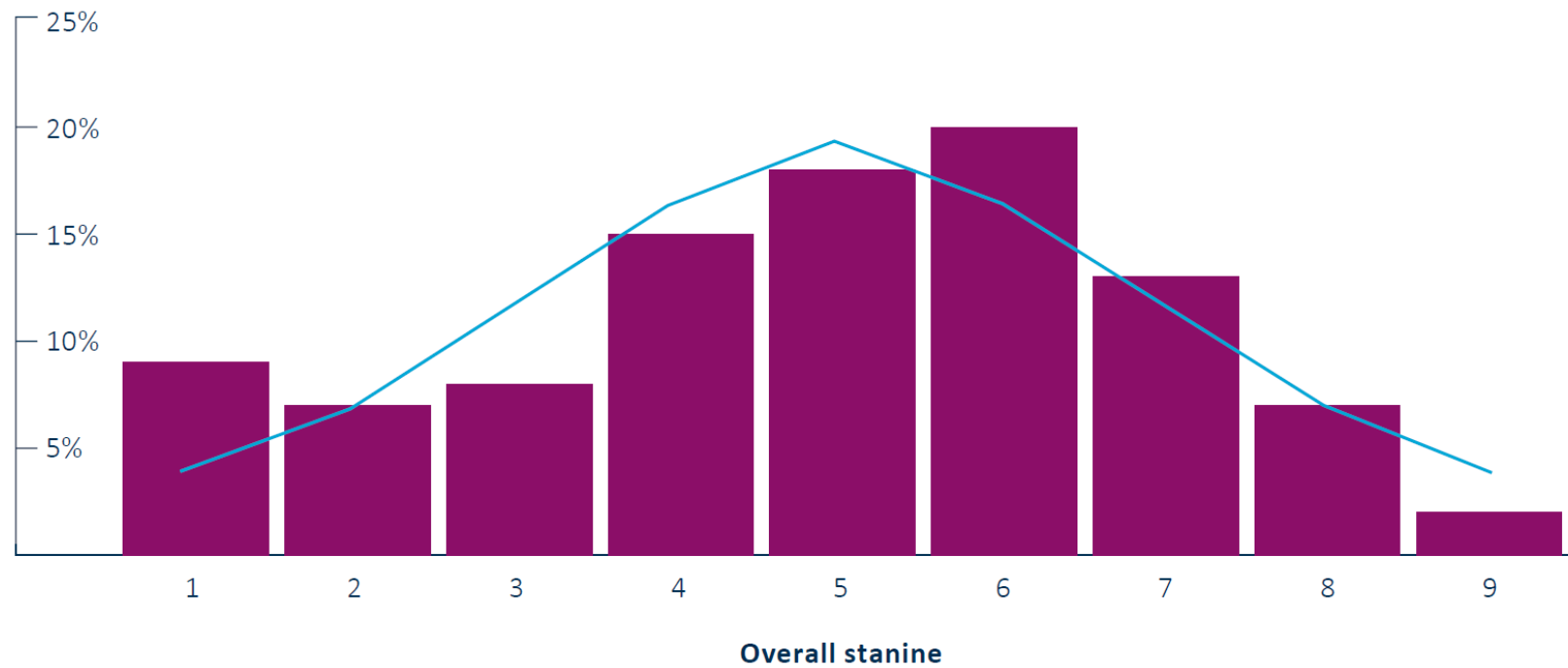
The Reading Agency Literature Review: The impact of reading for pleasure and empowerment June 2015

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- At the Early Years Foundation Stage 67.9% of children achieved a 'good level of development'.
 - At the end of Key Stage 2, 67% of pupils achieved the expected standard in reading, writing and mathematics.
 - By Key Stage 4 however just 47.8% of pupils achieved a 9-4 pass in English and maths (national 59.8%) and 9-5 pass rate was 26.3% (national 40.1%).

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- Teenagers who read for pleasure every day understood 26% more words than those who never read at all in their spare time.
 - Teenagers from book-loving homes knew 42% more words than their peers who had grown up with few books.
 - Better readers can articulate more clearly.
 - Better articulation leads to a better expression of feelings, moods and knowledge.
 - Better articulation leads to less frustration in articulation which often leads to poor behaviour and anti social behaviour.

GL assessment overall reading stanines for Blackpool secondary schools (Year 7 pupils) 2020

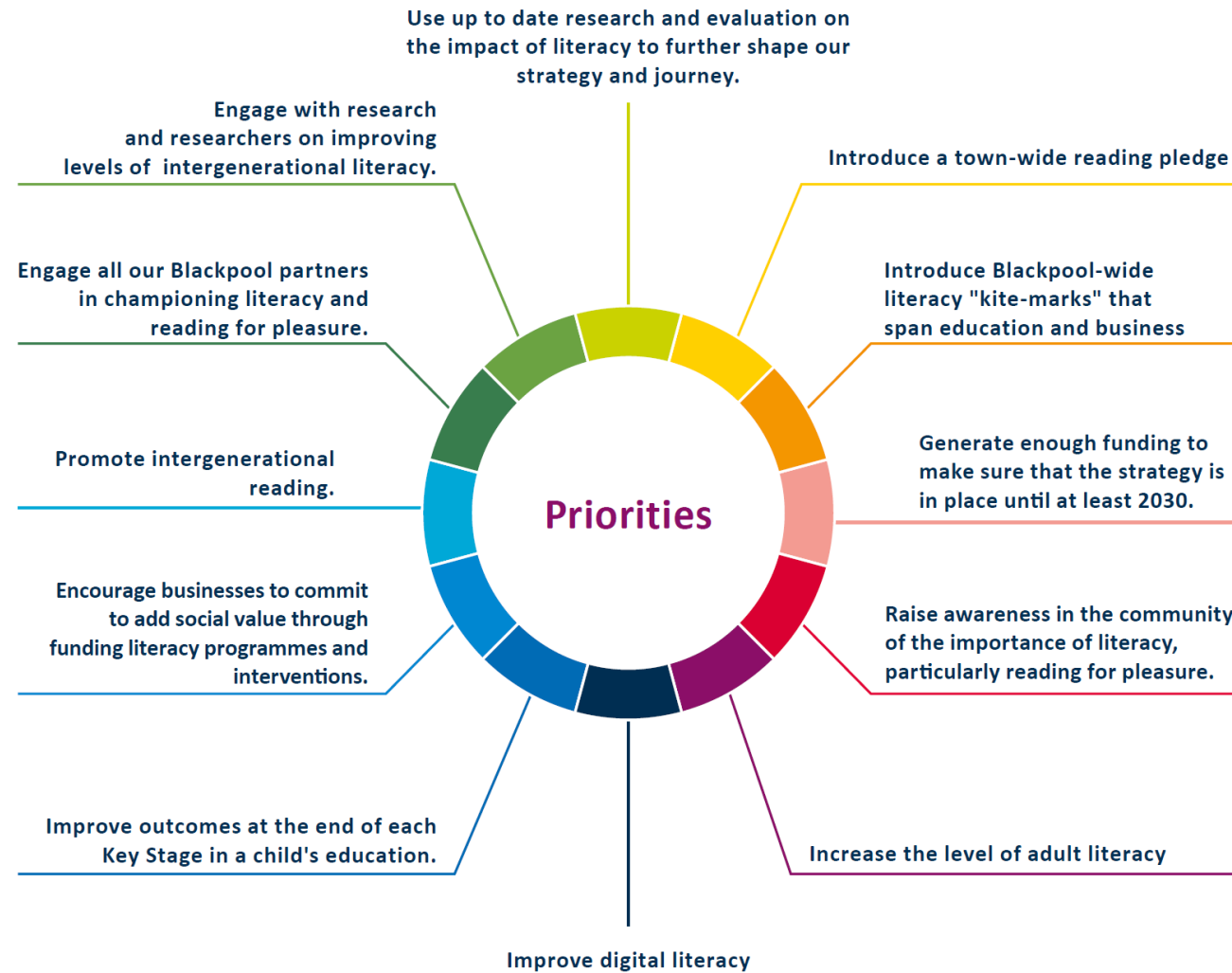


A significant element of this strategy is the notion that "you are never too old to learn" and therefore there are also significant key performance indicators related to adult literacy levels.

We must, therefore, strive to raise the level of adult literacy in Blackpool so that it is at least in-line with national averages.

The table below (figure 2) shows that Blackpool has a greater proportion of adults that do not have an Entry Level 1 qualification in English than Lancashire and the North West and people in Blackpool are statistically less likely to have a qualification in English at L2 or above compared to Lancashire and the North West.

2011 Council Ward Name	EL1 and below	EL2	EL3	L1	L2 and above
Blackpool	5.4%	2.5%	9.3%	31.4%	51.4%
Lancashire-14	5.0%	2.3%	8.6%	30.3%	53.8%
England	5.0%	2.1%	7.9%	28.5%	56.5%



Our town-wide literacy targets

- Children receive speech and language support at the right time, without unnecessary delay.
- At least 80% of all pupils must meet the end of Key Stage 1 expected levels of performance relating to literacy.
- At least 70% of disadvantaged pupils must meet the end of Key Stage 1 expected levels of performance relating to literacy.
- At least 80% of pupils must meet the end of Key Stage 2 expected levels of performance relating to literacy.
- At least 70% of disadvantaged pupils must meet the end of Key Stage 2 expected levels of performance relating to literacy
- At GCSE level at least 70% of all pupils must achieve a Grade 4 or above in English.

The Blackpool 30 Challenge



Blackpool Literacy Pledge

As part of the vision for the future of the town we invite you to commit to you and or your organisation to the following:

You

- I will promote literacy and oracy with all those I meet and live with
- I will lead by example so I will set myself a reading challenge per week and will let others know about it and when I achieve it
- I will encourage all young people and children I have regular contact with to read often and I will, if appropriate, accompany them to the library
- I will consider undertaking training on how better to support children and young people in literacy and oracy

Your organisation

- I will promote literacy and oracy with all those I work with to ensure Blackpool becomes a better place to live, work and play.
- I will encourage the company and/or people I work with to create a plan for encouraging the employees and their families to read more for pleasure
- I will encourage my employer to emphasise the enjoyment of reading in a public space
- I will use Blackpool's Literacy Logo on all communications from the business



LITERACY IS

EVERYBODY'S RESPONSIBILITY!



What can the BBLG do to support
Blackpool's Literacy Strategy?