

Boys Development in the EYFS

Emma George and Julie Clarke



Introductions



Emma George

- EYFS practitioner for 20 years
- Assistant headteacher with responsibility for EYFS and EYFS SENDCo
- Large KMBC primary school - 78 place nursery, 2 form entry R-Y6
- Previously seconded to Edge Hill University to deliver on their EYFS teaching course
- Previously a Specialist Leader of Education for EYFS with the National College

Julie Clarke

- EYFS practitioner for 15 years
- Reception class teacher at present
- Member of the leadership team with responsibility for EYFS, KS1, RE and pastoral care
- Always taught in Knowsley schools
- No nursery so we have outstanding and robust transition procedures in place
- 4 children of my own - 2 girls and 2 boys so extensive experience of the gender differences

Aims of the workshop



- We aim to identify barriers in learning for boys.
- We will facilitate opportunities to share ideas on how to close the gender gap and reflect on good practice.
- We will look at the current data for boy's development both locally and nationally.

IDENTIFY

FACILITATE

SHARE IDEAS

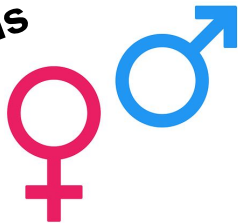
REFLECT

So... what do you notice about boys v girls in your setting?

Discuss

Share thoughts

**Differences between
boys and girls**



Potential barriers



So... what do you notice about boys v girls in your setting?

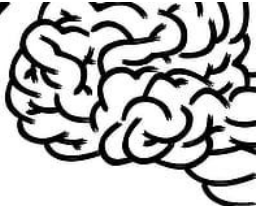


Possible barriers and reasons

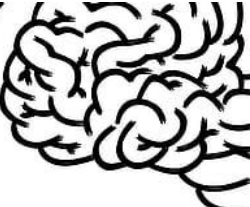


- Mismatch of teaching and learning styles to boys' preferred ways of working
- Lack of male role models
- Lack of independent skills
- Poor speaking and listening skills
- Poorly developed fine motor and gross motor skills
- Struggles with self regulation
- Lower self esteem
- Gender bias - how we speak to boy v girls and the play opportunities we give them


Boys brains



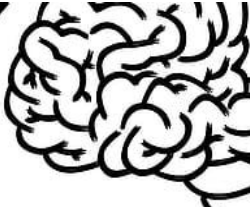
Studies show that male brains are wired differently to female brains.




Boys are hands-on learners. They learn best by moving, climbing, touching, building and taking things apart. When boys move, their brain wakes up and they will react physically to everything around them.



Boys skeletal development can be delayed by up to 2 years which can impact their writing skills and pencil control.



Science tells us that when boys are in the womb they get a surge of testosterone which makes them more impulsive in the early years.

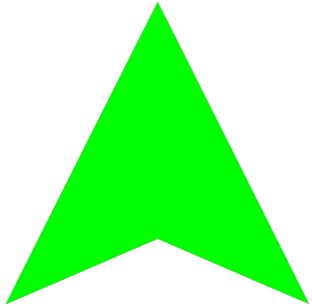


Boys prefer concentrating on one thing at a time, so let them finish one activity properly before starting another.

True or false



Game time



stand up for true

sit down for false



1/4 of boys in England start Reception class struggling to speak in a full sentence or follow instructions.

True



False

Children who start behind will never catch up.

True



False

Boys are more likely to calm themselves than girls.

True



False

46.5% of boys indicated that they enjoyed reading “quite a lot”, compared with 60.3% of girls.

True



False

Boys underperform in all education levels and country income groups in reading.

True



False

White British boys comprise nearly half of all low achievers, with boys generally outnumbering girls by 20%.

True



False

41% of summer born boys have been identified as having SEND at some point before Y7.

True



False

The normal attention span for a 4 year old is 10 minutes.

True



False

25% of boys on free school meals, do not meet the standard to listen to simple instructions and answer "how" and "why" questions.

True



False

The Knowsley picture - the gender gap, EYFSP

The gap between boys' and girls' performance at EYFSP is wider in Knowsley than nationally, as we can see in the table below.

	% of girls expected KMBC	% of girls expected National	% of boys expected KMBC	% of boys expected National	Gender gap KMBC	Gender gap National
2022	66.3%	72%	50.6%	58.7%	15.7%	13.3%
2019	76.2%	78.4%	59.7%	65.5%	16.5%	12.9%
2018	74.9%	78.5%	61.9%	65%	13%	13.5%

The impact of the pandemic on early years children is multi-layered and the full impact will emerge as time progresses.

Comparison with Knowsley and National picture.

Area of Learning	% of girls expected KMBC	% of girls expected national	% of boys expected KMBC	% of boys expected national	Gap between boys and girls KMBC
GLD	66.3%	72%	50.6%	58.7	15.7%
Communication & Language	80.7%	84.9%	66.4%	74.4%	14.3%
PSED	87.5%	89.1%	71.8%	77.2%	15.7%
PD	89.7%	91.6%	73.5%	78.4%	16.2%
Literacy	67.6%	74.4%	53.3%	62%	14.3%
Mathematics	73.1%	78.7%	65.5%	73.3%	7.6%
Understanding the World	79.4%	84%	67.3%	75.4%	12.1%
Expressive Arts and Design	88.4%	91.2%	72.4%	78.1%	16%

The Knowsley picture - the gender gap, Y1 phonics



Phonics Benchmark

2022

Estab. No.	Estab. Name	Cohort	Mark						APS	Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40		Q	A	D	WT	WA
-	Local Authority	1,917	3.0%	14.9%	6.2%	6.7%	29.8%	39.3%	30.2	0.0%	0.5%	2.5%	27.9%	69.1%
	Female	926	2.2%	11.8%	6.2%	6.6%	32.3%	41.0%	31.4	0.0%	0.3%	1.8%	24.5%	73.3%
	Male	991	3.8%	17.9%	6.3%	6.9%	27.4%	37.7%	29.1	0.0%	0.7%	3.1%	31.0%	65.2%

73.3% girls passed phonic screening at Y1

65.2% boys passed phonics screening at Y1

This is out of 1917 pupils and it was a boy heavy year

Ideas - what do you do / what can you do to support boys development?

Expressive arts
and design

Physical development

Personal, social and
emotional
development

Anything else?



So... what do you do / what can you do to support boys development?



Parental involvement



Boys, more than girls, are likely to learn many of their lessons from experience rather than being told. This can be make parenting them challenging, particularly if parents/carers don't have an appetite for risk! Boys are more likely to be visual learners and generally need a reason to learn.

A child's brain has its most dramatic growth period from birth until the age of 5.

- Share the stark facts with parents/carers. Knowsley/National data.
- Encourage a male figure to come!
- Share the range of reasons boys might underachieve e.g.
 - Lack of independence when they start school
 - The fact that boys and girls develop fine motors skills at different rates.
 - The fact that girls tend to use more language in play from an early age and have a positive approach to reading.
- Encourage them to become involved with school.
- Promote speaking and listening skills e.g. eating a meal around the table together.

Prize time...



Finally, we will leave you with this...



[watch](#)