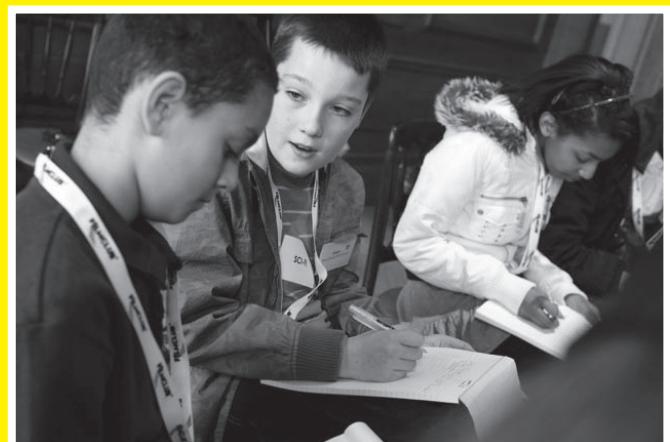


Case study: Bradford City of Film

Integrating film into the primary literacy curriculum to raise boys' achievement in writing

The National Media Museum, Education Bradford and the BFI collaborated in 2010 to use film and filmmaking to raise standards in boys' writing.

Lead literacy practitioners and primary teachers were trained to use short films and film clips to develop boys' writing. In a second phase, the project developed boys' writing further through the creation of films. Schools also encouraged a wider range of viewing, by establishing film clubs and participating in National Schools Film Week. Delivered under the umbrella of Bradford's UNESCO City of Film status, the project also leveraged £30,000 from Education Bradford.



The project encouraged film literacy in the classroom - as an exciting and enticing tool for developing pupils' overall literacy and enhancing their learning. It used a BFI CPD model for embedding film literacy into the primary curriculum:

- The BFI trained lead practitioners in Bradford.
- 15 lead primary literacy practitioners then trained their paired schoolteachers.
- Short films were the focus of the training sessions with a full programme of film literacy approaches and strategies given to the lead practitioners and teachers to choose from when implementing in the classroom.

Impact on pupils

Across the 15 participating schools, standards of boys' writing improved as a result of integrating film into literacy learning.

"Westbourne Primary is in the Manningham area of Bradford which has a high level of deprivation. The vast majority of children speak English as an additional language. Due to these socio-economic and cultural factors, the majority of children who enter the nursery at Westbourne are well below national average. At the end of the project, it was clear to see that more children in Year 1 (aged 5–6) were achieving levels 1a and 1b much quicker in both reading and writing. Children were motivated to write. Children's imagination, vocabulary and own expectations of what can be achieved with writing were all improved."

Teacher

"At the beginning of the year many of the boys were reluctant to write, found it difficult to concentrate during writing activities, had poor sentence structure and vocabulary and wrote very little. With this project, all children, particularly boys, were engaged and had good ideas during oral work. They enjoyed orally rehearsing how to put the words together and many boys finished first!"

Year 3 Teacher

"The motivation of the children and attitude towards their work was enhanced. All children kept a diary at the end of each session; each session had a different literacy focus. By the end of the project the children were confident users of the cameras and were able to take the role of the teacher in order to teach the girls how to use the cameras. The final report produced by the children was of a much higher level than initial teacher assessment indicated. They were given time to practice their sentences and were experts in editing and peer evaluations."

Teacher

"All of the children were engaged by the subject matter, boys and girls alike. The boys were particularly motivated to write, and loved the monster theme [in Beowulf]. The children extended their range of vocabulary and descriptive language as a result of the visual stimulus. Making the films at the end gave them a real purpose for writing their play scripts...having a visual starting point made it much easier for the children to visualise what they were writing about. We did a lot of work on character and setting description before any extended writing, which meant the children were already full of ideas. The subject matter really appealed to the children and when it was eventually time to write their own endings to the story, they could not wait to write about Beowulf defeating Grendel. The script writing and filming also gave the children the chance to see their words being acted out, which led to a lot of editing and improving of writing."

Teacher

"I have written a report for our Governors to show how effective the project was - the standards of the children's work was much improved when compared to the beginning of the year. They really enjoyed it and were engaged."

Teacher

"There was a positive response from the boys, and all said they enjoyed Literacy. Some of the boys made a lot of progress, and several are now performing on a level with the higher achieving girls."

Teacher

"Boys engagement increased. They were motivated to write longer pieces of work that made sense and held the readers' attention. The case study included 5 boys, four of whom have made accelerated progress in writing in Year 3 and moved from Level 1b to L2b – their speaking and listening skills improved, as they have had to learn to listen to each other...the boys wanted to write and were proud of their pieces of extended writing."

Teacher

"It has encouraged team building and children of lower levels have had the peer support they needed in order to gain confidence and value within a group. For EAL pupils the use of the camera opens up many opportunities for speaking and listening activities."

Teacher

Teachers' pedagogic practice

"I used the iPad app Angel Boy and had pre-prepared inferential questions on web-based sticky notes so that the children could answer the comprehension questions on their iPads. The students found it difficult to answer the questions directly, so we had a good discussion about this problem with the children and their teacher. Answering the question became a focus for the children for upcoming preparation for Key Stage 2 SATS."

Philip Webb, Literacy Consultant

"It was fun. The children enjoyed it and I enjoyed it."

Teacher

Long-term legacy

Literacy Consultant Philip Webb has created a free online resource for any teacher to use to support their film and media teaching in the primary classroom:

<https://schools.educationbradford.com/Schools/CMSPage.aspx?mid=1661>

More case studies and details of the classroom practice are contained in a blog on the project:

<http://medialiteracy.primaryblogger.co.uk/>

Summary of the benefits of using film in education

- Motivates boys and girls, acting as a stimulus for reading and writing
- Encourages maintained enthusiasm for literacy learning
- Encourages pupils to become confident readers and writers
- Develops pupils' literacy – improves the quality of writing and increases attainment in reading, listening and speaking
- Motivates reluctant writers and levels gender differences

Facts and Figures

- 15 lead primary literacy practitioners trained their paired schoolteachers
- 15 participating schools
- £30,000 investment from Education Bradford