



PARLIAMENTARY QUESTION NO. 37
Answered on 2 October 2026
Second Meeting 2026-2027 Session – Third Sitting

PARLIAMENTARY QUESTION
ASKED BY

MR. ROY TATUM
ELECTED MEMBER FOR RED BAY

TO

HON. ROLSTON M. ANGLIN
MINISTER OF FINANCE & ECONOMIC DEVELOPMENT AND
EDUCATION & TRAINING

QUESTION:

Can the Honourable Minister say what targeted measures is the Government taking to improve boys' reading and writing attainment in primary schools to narrow the reported attainment gap between boys and girls?

ANSWER:

Mister Speaker, the Government recognises the gender gap in primary reading and writing attainment and the need for focused action to improve outcomes for boys.

Our current emphasis is on teaching approaches that support stronger engagement and independence. These include clear modelling, oral rehearsal, purposeful reading and writing tasks, explicit vocabulary and sentence work, effective feedback, and regular opportunities for students to practise, refine and improve their work. These approaches benefit all students but can be targeted more intensively where assessment evidence shows that boys' outcomes require additional support.

Schools are also using disaggregated attainment and assessment data to identify where gender gaps are emerging and, importantly, the individual students and specific areas of literacy requiring additional support. This allows schools to provide targeted small-group or individual intervention and to monitor whether students are making the expected progress.

Mister Speaker, we also recognise that this is an area in which we need to strengthen our understanding of what works most effectively for boys in our context. The Ministry and DES will therefore undertake further research and review international evidence and best practice to help inform our next steps and determine whether additional targeted approaches should be introduced across Government primary schools.

For the 2026–27 academic year, our focus is therefore twofold: to continue strengthening the quality of literacy teaching and targeted intervention already taking place, while using the evidence available to us—both locally and internationally—to develop a more informed approach to narrowing the gender gap.

Progress will continue to be monitored through school-level assessment and intervention data and system-level analysis of attainment by gender. This will allow us to identify where the gap is narrowing, where it persists and where further targeted action is required.

Mister Speaker, our objective is to ensure that boys who are not achieving at the expected level are identified early, receive the right support, and are given every opportunity to become confident, independent readers and writers.