National Literacy Trust 25 years

Changing life stories

#Literacy25

1993 – 2018

State of the Nation and Impact Report 2016/2017











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About the National Literacy Trust

We are an independent charity that transforms lives through literacy. We focus on working with children in disadvantaged areas where we can have the biggest impact. We believe that literacy is a vital element of action against poverty, and that improving reading, writing, speaking and listening skills boosts life chances and increases employability and earning potential. We run literacy projects in deprived communities and we support schools and early years settings to deliver outstanding literacy provision. Our research and analysis make us the leading authority on literacy and drive our interventions. We campaign to make literacy a priority for politicians and parents. Early action on literacy can turn around a child's future and our work is focused on those critical moments in literacy development where we can make the greatest impact. Our mission is to equip disadvantaged young people with the literacy skills they need to get a job and to be successful in life.

Our impact in 2016/17

- We directly supported the literacy of 108,198 children through our programmes.
- We supported literacy in 3,685 schools and 143 early years settings.
- We launched Stoke Reads to tackle low literacy in Stoke-on-Trent and Read North East to address literacy levels in the region.
- Work in our National Literacy Trust Hubs in Middlesbrough, Bradford and Peterborough went from strength to strength.
- We engaged 51 businesses with the literacy challenge through our Vision for Literacy Business Pledge.
- 39,411 children and young people took part in our annual literacy survey and we released four research reports with the findings.
- Our campaigning had a media reach of 201m and an equivalent advertising value of £4.1m. Our Twitter followers reached 50k and our Facebook Likes rose to 9,180.







National Literacy Trust

25 years

Changing life stories

1993–2018

The National Literacy Trust was launched in October 1993 with Sir Simon Hornby as Chair, Baroness Usha Prashar as Chair of the Executive Committee and Neil McClelland as our Director. In our 25 years we have directly supported the literacy of two million children and seen a 22% increase in the numbers of children achieving a good level of English at GCSE. Literacy has been established as a national policy priority, communities are joining the campaign and to date we have raised £10 million from businesses to tackle poor literacy.

1993

National Literacy Trust launched with Neil McClelland OBE as Director



1994

1st edition of our quarterly journal Literacy Today

1995

1st national conference: Literacy in the North West

1996

Reading is Fundamental launched

1997

National conference Literacy: Family and Community

Newcastle Literacy Collaborative launched

1998

Launch of the first National Year of Reading

1999

Annual National Literacy Trust Conference launched

2000

National Reading Campaign and Reading Champions launched

2001

All Books for Children early years and libraries partnership launched with Starbucks

2002

Partnership with the Basic Skills Agency and National Support Project launched

Reading the Game launched

2003

National Literacy Trust 10th anniversary

Talk To Your Baby launched

2004

Publication of Literacy and Social Inclusion – the Policy Challenge

British Land becomes a corporate partner

2005



Amanda Jordan OBE becomes our Chair

Partnerships with World Wrestling Entertainment and the English Cricket Board





National Literacy Trust



We are incredibly grateful to have had so many people share in our journey. The support of our corporate, public and third sector partners, along with thousands of brilliant teachers and dedicated literacy professionals has been crucial to our success. We very much look forward to working with many more partners over the decades to come to change the life stories of even more children, giving them a route out of poverty.

2006

Reading Connects launched

Premier League Reading Stars launched

2007

Family Reading Campaign launched



Jonathan Douglas becomes Director

2008

Our 15th anniversary and launch of second National Year of reading

1st UK literacy policy scoping published

2009

National Year of Reading results in 2.3m new library members

Manifesto for Literacy launched

2010

HRH The Duchess of Cornwall becomes our Patron



The Rt Hon. The Baroness Prashar CBE becomes President



2011

Campaigning for Hello, the National Year of Communication

Government funding lost, new business model and Network launched

2012

All-Party Parliamentary Literacy Group founded

Words for Life launched

Parliamentary commission on boys' reading published

2013

APPLG commission on Youth Literacy and Employability published

Our first National Literacy Trust Hub launched in Middlesbrough

We celebrate our 20th anniversary

2014

Dame Julia Cleverdon DCVO CBE becomes our Chair



National Literacy Trust Hubs launched in Bradford and Peterborough

Vision for Literacy 2025 manifesto launched with cross-party support

We placed 51 BookBenches across London

2015

Books Unlocked reaches 80K prisoners through National Prison Radio

Our Annual Literacy Survey finds levels of reading enjoyment and frequency in children are at record high

2016

Launch of Vision for Literacy Business Pledge

Read Manchester launched

We gave away over 50 million books with partner McDonald's

2017

New Hub in Stoke-on-Trent and Read North East campaign launched

New literacy vulnerabilty predictor launched through the APPLG

Andy McNab wins the first Ruth Rendell Award

2018

We celebrate our 25th anniversary





Introduction



The UK has faced a number of significant economic and political changes in the past year. Key to establishing the success of the nation in the future are its skill levels, particularly those in disadvantaged areas. This year the National Literacy Trust has led the campaign focusing on those communities and geographical locations which are most likely to be left behind. These places, where we have established National Literacy Trust Hubs, are the most challenging places in the UK, but also the most fruitful in which to work. Here we can see the direct benefit of our work as we witness the gap being closed in school readiness in Middlesbrough and the increase in writing skills for teenage boys in Bradford, where we are very grateful to Morrisons for joining our campaign. Lives can, and are being turned around and this gives me hope for the future of the nation.

It is an honour to be Chair of the National Literacy Trust as it moves into its 25th anniversary year, 2018. In the past 12 months we have seen significant shifts in the economic and political landscape in not just the UK, but also the world, which have been led by democratic decisions. However these decisions have not always been underpinned by the skills that people need to determine whether the news they are being fed is true or fake. The National Literacy Trust feels that it has a significant role to play, not only in raising attainment, but also by increasing engagement with the informed democratic process. It is fantastic to see that we are putting literacy at the heart of debate about global democracy as we tackle the relationship between fake news and critical literacy in our new Parliamentary commission.

The literacy challenge has never been so acute, however we have never been in such a strong position with our partnerships to address that challenge.

I am particularly grateful to HRH The Duchess of Cornwall for her patronage of the National Literacy Trust, and for giving us such unequivocal and passionate support.

Julia Cleverdon

Dame Julia Cleverdon DCVO CBE
Chair



The National Literacy Trust has three key approaches to tackling the literacy challenge. We are thrilled this year that in all three of these areas we have seen significant development. In our research and policy work we have developed a new measure of literacy vulnerability through our partnership with Experian. We uncovered the statistics allowing us and MPs and policymakers to focus our attention on the communities in most need, and we have engaged 60 MPs with the findings. In our work with schools we have built on the strength which we have in the primary sector.

Knowing that our 16 to 24-year-olds have the lowest literacy skills of any group within society, we have developed a new schools approach through the Literacy for Life programme with the support of the JJ Charitable Trust, Ormiston Academies and Aldridge Academies. The programme transforms the literacy skills of teenagers so they can enter the job market having built on the foundations that we know are being laid so well at primary level.

In terms of our work with communities, it has been exciting to launch our Hub in Stoke-on-Trent, a diverse community of six towns, each with their own stories, demonstrating that communities can work together to raise literacy levels. This summer we celebrated reading in Manchester with a city-wide trail of 58 book-shaped benches, designed by local children and community groups.

The literacy challenge in the UK which we were formed to address 25 years ago still sits at the heart of social inequality, however it presents in increasingly challenging ways. The digital environment which we now inhabit means that we now need to not only restate our mission, but also redefine what literacy means in a new digital society.

Jonathan Douglas

Jonathan Douglas
Director

Supporting literacy in the early years

The evidence in England

The Early Years Foundation Stage sets learning and development goals for children from birth to five years old and is assessed by practitioners in all schools and early years settings. During the early years, communication and language form the foundations upon which future literacy skills are built.

Secretary of State for Education, Justine Greening, announced in October 2016 that the Early Years Foundation Stage would remain in place for 2017/18, pending the outcome of a consultation on primary assessment launched in early 2017.

Fig 1: Early Years Foundation Stage: % children reaching the expected level or above in communication and language and literacy attainment by gender and eligibility for free school meals (FSM) in 2015/16

	Listening and attention	Understanding	Speaking	Reading	Writing
All	86.3	85.9	85.1	77	72.6
Boys	81.8	81.9	80.9	71.7	65.9
Girls	91	90.2	89.6	82.7	79.7
FSM	77	77	76	63	58
Non-FSM	88	87	87	79	75

- Boys are less likely than girls to reach the expected level across the range of literacy skills.
- Writing appears to be the most challenging literacy skill for all pupils.
- At this early age, FSM children already lag behind their more privileged peers in all of these learning goals.

Fig 2: Early Years Foundation Stage: % children reaching the expected level or above in communication and language and literacy - trends over time

	Communication and language	Literacy
2013/14	77.1	66.2
2014/15	80.3	70.1
2015/16	81.6	72.1

- Despite large inequalities shown in the previous table, overall there has been a steady increase in the percentage of children reaching the expected level in both communication and language, and literacy skills since 2013, but this improvement slowed between 2015 and 2016.

The evidence in Scotland, Wales and Northern Ireland

Scotland: Scotland's Curriculum for Excellence begins in P1, when children are aged five. In 2016, teachers carried out interim assessments ahead of new standardised tests which will be introduced at the end of P1 in 2017-18; 81% of children achieved the expected level in reading and 78% in writing.

Wales: Children aged three to seven in Wales follow the Foundation Phase curriculum and are assessed in language, literacy and communication skills at the beginning and end of the phase.

NI: Children aged four to six in Northern Ireland follow the Foundation Stage curriculum and are assessed in language and literacy. The assessments are ongoing and based on teacher observation.

Supporting literacy in the early years

Our impact

We helped 860 parents support their child's language and early literacy development

We ran **Early Words Together** with early years settings across England to support parents in making changes to their home learning environment to help their child's language and early literacy skills develop. We trained 117 teachers and early years staff to deliver the programme in over 52 schools and settings.

Our LiteracyApps guide helped parents choose apps that support early literacy

Our new online app guide was developed in collaboration with parents, teachers and academics and lists 100 apps, carefully selected using a quality framework, that support the early language and communication skills of children under five: **literacyapps.org**.

Our resources gave practitioners the confidence to use technology

As part of our Helping Early Language and Literacy Outcomes (HELLO) programme, funded by the Department for Education, we published advice, video case studies on technology usage, planning templates and activity sheets to give practitioners the necessary tools to support children's learning in this digital age.

We explored early language in a connected world at our 13th Talk To Your Baby conference

Our 2017 conference was held in March and highlighted the key roles communication and language play in improving the life chances of children. Drawing on new research and practice, our presenters spoke on parent–child interaction, practice in settings and community-wide approaches to increasing language and talk in the early years.




MARCUS PFISTER
THE RAINBOW FISH

Research and campaigning

April 2016: "New research highlights a gulf in reading enjoyment and attitudes between primary and secondary school pupils"

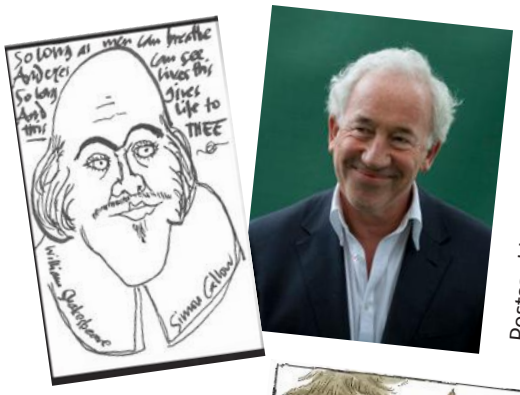
The National Literacy Trust's sixth annual literacy survey of 32,569 children and young people revealed the depth of the gulf in reading enjoyment between primary and secondary schoolers. *Children's and Young People's Reading in 2015* found that just 40.2% of Key Stage 4 pupils (ages 14 to 16) said they enjoy reading either very much or quite a lot, versus 72.6% of Key Stage 2 pupils (ages 8 to 11) surveyed. Widespread coverage appeared in education titles including *TES*, *Teach Primary*, *Teach Secondary* and *Schools Week*, as well as on local radio.

June 2016: "Early years practitioners need more confidence in using technology to develop children's literacy"

Our third annual early years literacy survey of parents and practitioners, in conjunction with Pearson, showed that 97% of families now own tablets or smartphones. However, *The Use of Technology to Support Literacy in the Early Years* report found fewer practitioners used touchscreens to share stories in 2015 (40.8%) than in 2014 (49.1%) and only half (55.1%) are confident doing so, compared with 82.2% who are confident using books to share stories. Broadcast coverage included *Sky News Radio*, *LBC* and *Talk Radio* and parenting coverage included a campaign on Mumsnet.

September 2016: "*Gruffalo Hamlet* among fundraising Shakespeare cards designed by stars"

Our fundraising campaign Card to the Bard featured more than 40 unique postcards inspired by Shakespeare and designed by famous actors, authors and artists. These included Antony Gormley, Julie Walters, Axel Scheffler and Simon Callow. Inspired by Shakespeare, the signed postcards featured in an image gallery on the *Guardian* website and raised thousands of pounds for the charity at auction.



Postcard by Simon Callow



Postcard by Axel Scheffler

Words for Life

64,000 users accessed our website **wordsforlife.org.uk** for developmental milestones, tips and resources to help their children develop literacy and communication skills.



November 2016: "A sharp drop in children's writing outside school prompts new call for focus on writing for enjoyment"

Based on our sixth annual literacy survey, *Children's and Young People's Writing in 2015* found that just a fifth of pupils write daily outside the classroom, a drop from a quarter in 2014. We called for a new focus on writing for enjoyment from the government and the education sector. Extensive coverage of our research included *Sky News*, *ITV Good Morning Britain,* the *Daily Mail*, *Daily Mirror* and a host of parenting and trade titles.

December 2016: "New research reveals that children who write a diary do better at school than their peers"

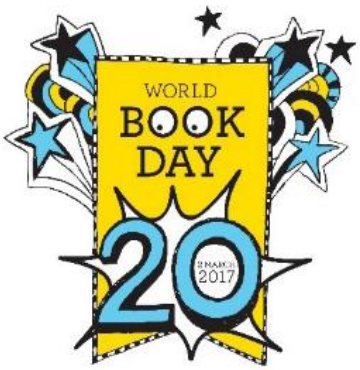
Our report, *Children and Young People's Diary Writing* in 2015, found that children who keep diaries are almost twice as likely to write above the level for their age as children who do not keep a diary. Author Jacqueline Wilson supported the media launch, which was a lead story on *BBC Breakfast* and also featured on the *BBC News* website, *Channel 5 News* and BBC radio stations, along with extensive regional coverage through the Press Association.



February 2017: "86% of English constituencies have entrenched problems with literacy"

We worked with data experts Experian to create a brand new measure of literacy vulnerability which enabled us to pinpoint the areas in England which are most at risk of having serious literacy problems, and therefore most in need of support. Such was the depth of our data analysis that we were able to measure literacy vulnerability right down to parliamentary constituency and electoral ward level. We reached over 21 million people through our work with the media, launching the story on *BBC London News*, *BBC News* and in the *Evening Standard*. We also secured coverage across national and local radio. Following our launch of the data in Parliament, we gained widespread local media coverage featuring MPs who pledged to address literacy issues in their constituency.

March 2017: "A quarter of the UK's eight to 11-year-old children would not own a book without World Book Day"



Our research sat at the heart of the media story launched to celebrate 20 years of World Book Day. We found that, last year, a quarter of eight to 11-year-olds said they used their World Book Day token to buy the first book they had ever owned. Our research was covered in the *New Statesman*, *The Bookseller* and *BBC Radio Scotland*, and we gave interviews to a wealth of regional BBC radio stations, local newspapers and education publications.

Learning to read and write

The evidence in England

In 2016, primary school pupils were assessed against the more challenging curriculum which was introduced in 2014. Results are no longer reported as levels, with these being replaced by new expected standards.

Schools worked hard to implement the new Key Stage 1 and Key Stage 2 SATs tests in 2016, despite a raft of challenges and difficulties that were beyond their control.

Key Stage 1, 2016

The interim frameworks for teacher assessment were used by teachers to assess whether a pupil had met the new, higher expected standard. The expected standard has also been raised to be higher than the old Level 2 (broadly similar to an old level 2b), so figures for 2016 are not comparable to those for earlier years.

The phonics screening check was introduced in 2012 for all Year 1 pupils (typically aged six) to measure children's ability to decode phonetically.

Fig 3: % children reaching the expected standard in reading, writing and phonics at the end of Year 1 by gender and free school meals in 2015/16

	Reading	Writing	Phonics
All	74	65	81
Boys	70	59	77
Girls	78	73	84
FSM	60	50	69
Non-FSM	77	68	83

- Girls continue to outperform boys in all literacy skills. Against the new expected standard, the largest difference in attainment by gender continues to be in writing, with a gap of 14 percentage points.
- The percentage of pupils reaching the expected standard in phonics increased between 2015 and 2016.

Key Stage 2, 2016

The new curriculum was assessed by new tests and interim frameworks for teacher assessment. The expected standard in the tests is a scaled score of 100 or above.

To reach (or exceed) the expected standard, a pupil must achieve a score of 100 (or more) in reading and mathematics tests and a teacher assessment outcome of 'reaching the expected standard' or 'working at a greater depth' in writing. The new expected standards were designed to be broadly similar but are not equivalent to an old Level 4b.

Fig 4: % pupils reaching the expected standard in reading, writing, grammar, punctuation and spelling at the end of Year 6 by gender and free school meals

	Reading	Writing	Grammar, punctuation and spelling
All	66	74	72
Boys	62	68	68
Girls	70	81	78
FSM	49	59	57
Non-FSM	69	77	75

- Trends from KS1 continue. Girls continue to outperform boys in reading, grammar, punctuation and spelling and writing, with the largest gap being in writing.
- Unusually, pupils performed more poorly in reading than in other areas. This is likely to be due to the test paper for which the 'pass mark' was only 21/50, suggesting that pupils found it too difficult. It is likely that this trend will reverse in 2017.

Fig 5: % children reaching the expected level in reading, writing, grammar, punctuation and spelling at the end of Year 6 – trends by year

	Reading	Writing	Grammar, punctuation and spelling
2014	89	85	76
2015	89	87	80
2016	66	74	72

- Due to the curriculum and assessment changes, it is not possible to compare 2016 results with previous years.
- We will need to see whether the results of the 2016 reading test, in which pupils fared less well than they had done traditionally, is an anomaly.

Fig 6: % children visiting a library in the last year – *Taking Part 2015/16: Annual Child Report* (DCMS)

	Aged 5-10	Aged 11-15
2013/14	67.1	74.1
2014/15	67.7	73.6
2015/16	61.9	70.4

- Young people aged 11 to 15 are more likely to visit a library than younger children aged 5 to 11.
- There was a significant decrease in the percentage of children aged 5 to 10 visiting libraries in 2014/15. This trend was mirrored among 11 to 15-year-olds, although the decrease was not as pronounced.

The evidence in Scotland, Wales and Northern Ireland

Scotland: Children in Scotland complete seven years of primary school, from P1 to P7 (the equivalent of reception to Year 7 in England). 2016 was the last year in which pupils completed the Scottish Survey of Literacy and Numeracy at the end of P4 and P7. Year on year, reading levels have remained steady for both P4 (78% in 2015 vs. 77% in 2016) and P7 (88% in 2015 and 2016) pupils, whilst writing levels have declined for both (64% in 2015 to 62% in 2016 for P4 pupils; and 68% in 2015 to 65% in 2016 for P7 pupils).

Wales: Pupils are assessed at the end of the Foundation Phase curriculum (Year 2) in Wales. In both 2015 and 2016, 88% of children achieved the expected standard in English language, literacy and communication skills. Pupils also take National Reading tests at the end of every school year in primary education, from Year 2 to Year 6. In 2016, 84.2% of pupils achieved good levels of reading across all year groups, slightly up from 83.8% in 2015.

NI: Pupils take Level of Progression tests at the end of Key Stage 1 (Year 4) and Key Stage 2 (Year 7). In 2016, 86.3% of pupils achieved the expected standard in communication skills at the end of Key Stage 1, down from 88.7% in 2015. However, results remained consistent for pupils at the end of Key Stage 2, with 77% of pupils achieving the expected standard in communication skills in 2015 and 76.3% in 2016.

Learning to read and write

Our impact

We helped thousands of teachers improve literacy outcomes

We provided training to 389 teachers from across 183 different schools, including preparing non-literacy specialists to meet the challenges of the new GCSE specifications and helping Key Stage 2 teachers boost their reading comprehension teaching – one of the key challenges highlighted by the last set of SATs results.

Participant, High Wycombe:

> *"This course has been inspiring! It is one of the only courses I have attended where I have come away with ideas after each session."*

We supplied tools, resources and inspiration to 2,780 National Literacy Trust members.

Our Annual Literacy Review and Guide helped teachers evaluate and plan their literacy provision. Other popular membership resources included a primary to secondary transition resource and resources designed with literacy as the springboard to develop parental engagement and community building and promote a shared love of reading.

We took teachers to cultural venues to share best practice



We brought National Literacy Trust members together in eight places across the UK including castles, theatres and museums in Liverpool, Cardiff, Manchester and London to share information and resources and inspire them.

Meeting attendees:

> *"This was my first meeting and I found the contacts and information of great value."*

> *"As I have just become Literacy Lead at school I needed a starting point. To have everything together in one place is extremely helpful for me."*

> *"Great ideas shared! Very useful and informative."*



We inspired reluctant readers through freestyle football

We launched Skills Academy, an innovative reading intervention using football tricks to boost the reading skills and motivation of secondary school students. The programme proved extremely successful for the Year 8s at Robert Clack School in London.



English teacher **Amanda Holland**:

> *"The students... took a reading test at the start of the programme and one at the end. The results were amazing – every single student had progressed in reading age."*

Our Premier League Primary Stars resources got thousands of pupils reading

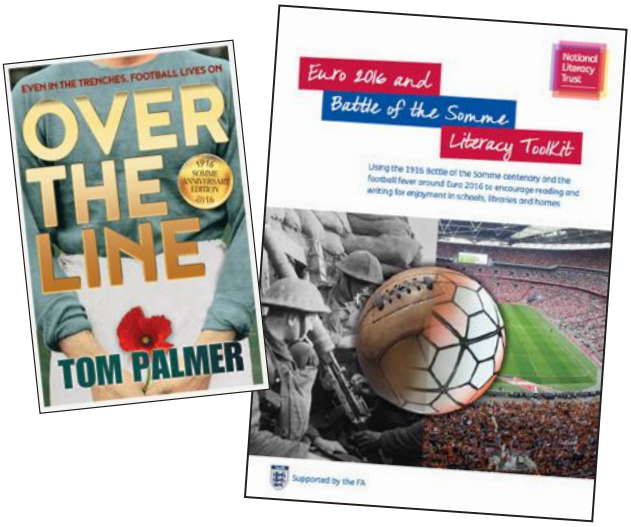
Our partnership with the Premier League continued as we wrote 122 high-quality English resources for the new Primary Stars programme. 30,000 free books were given to primary schools across the country as part of the work.

Amy Lutton, teacher at Charlotte Sharman Primary School:

> *"Premier League Reading Stars... had a huge impact on home reading in my class. At the beginning of the year just 16% were reading at home 4+ times a week. Now, it is an amazing 85%."*

We told a daily story to thousands of schools

We celebrated the Euro 2016 football tournament and commemorated the centenary of the Battle of the Somme with a gripping, live serial story. *Over the Line 2016* by Tom Palmer unfolded in 16 daily chapters, incorporating material from the matches as they took place. The chapters were downloaded over 23,000 times by schools across the UK and beyond.



Sarah Brand, teacher and English coordinator at St George's CE Primary School in Swadlincote, Derbyshire used the live story with her Year 3 and 4 classes:

> *"They absolutely loved the story and enjoyed the football and war themes in particular. It has definitely inspired them to read more and we even booked a trip to some trenches in Staffordshire because of the story."*

Enjoying reading and writing

The evidence

Fig 7: % young people who enjoy reading either very much or quite a lot in 2005 to 2016

- We recorded the highest ever level of reading enjoyment in 2016, with nearly 3 children in 5 saying that they enjoy reading either very much or quite a lot. Overall, there has been a 14% increase in the number of children and young people who say that they enjoy reading since we started measuring children's reading enjoyment in 2005.

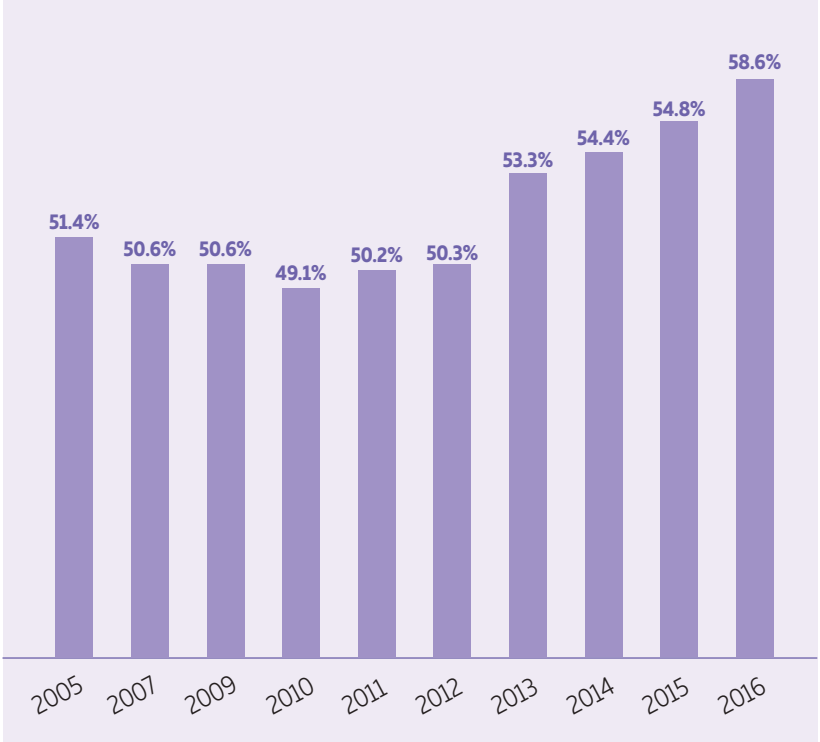


Fig 8: Enjoying reading either very much or quite a lot in 2016 – demographic breakdown

- More girls than boys enjoyed reading in 2016, continuing a historical trend we have seen in our data since 2005.
- Nearly twice as many children aged 8 to 11 as those aged 14 to 16 say that they enjoy reading.
- Pupils from White ethnic backgrounds are least likely to say that they enjoy reading.

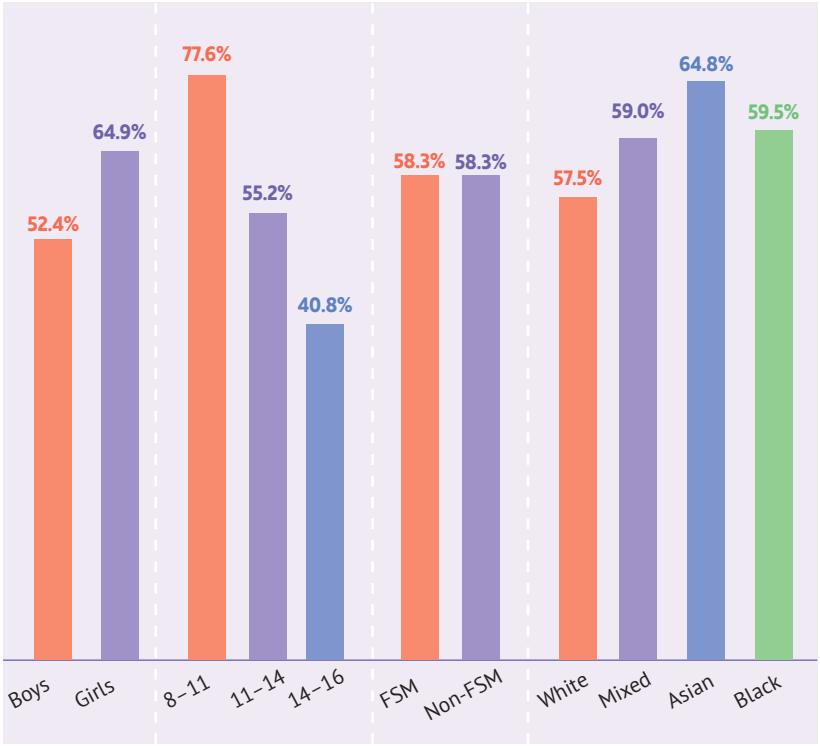
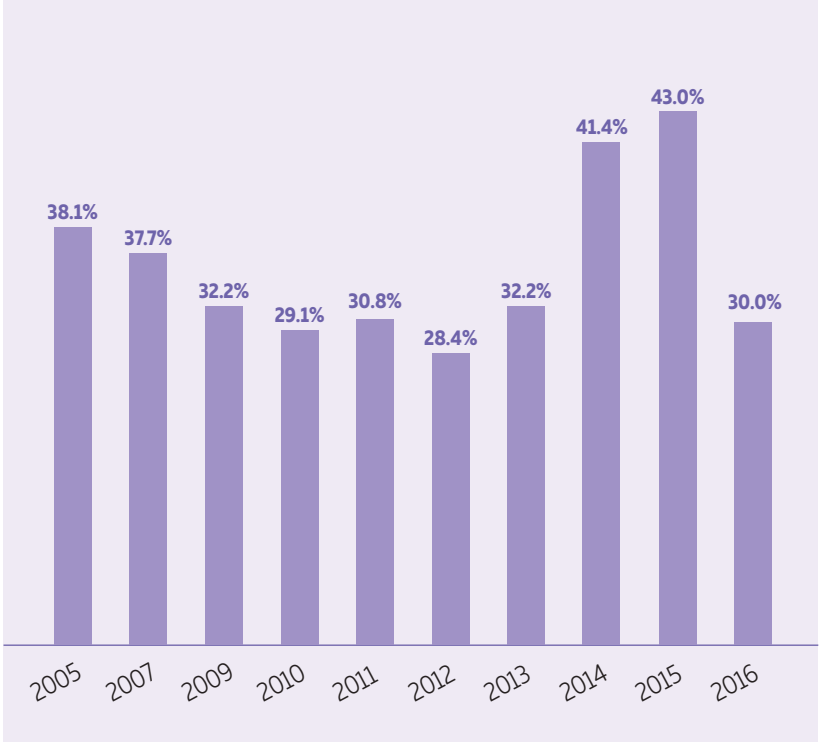


Fig 9: % children and young people who read daily outside class in 2005 to 2016

- The percentage of children and young people who say that they read outside class on a daily basis has declined in the past year, dropping back to a level we last evidenced in 2013.
- While we evidenced an increase in daily reading levels between 2014 and 2015, our data shows that daily reading levels dropped by 11 percentage points to 32%[1] between 2015 and 2016.



[1] The difference in children's frequency of reading between 2015 and 2016 was statistically significant, p <.001

Fig 10: % children and young people who read daily outside class in 2016 – demographic breakdown

- More girls than boys read daily outside class.
- Twice as many children aged 8 to 11 as those aged 14 to 16 said that they read daily in their free time.
- Pupils who do not receive free school meals (FSM) were more likely to say that they read daily outside class than their peers who receive free meals.
- Pupils from White and Black ethnic backgrounds were least likely to say that they read daily outside class.

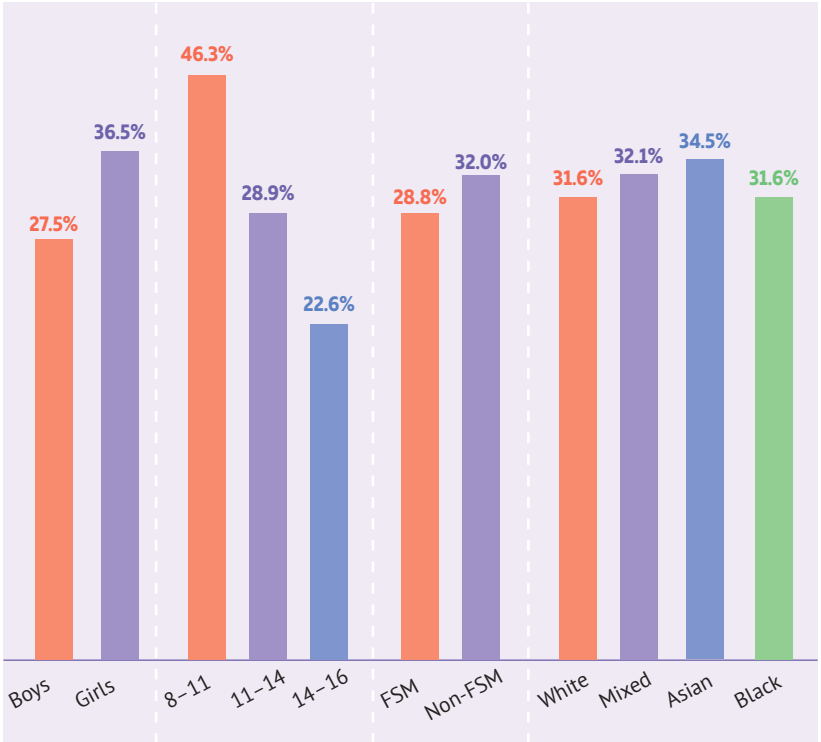
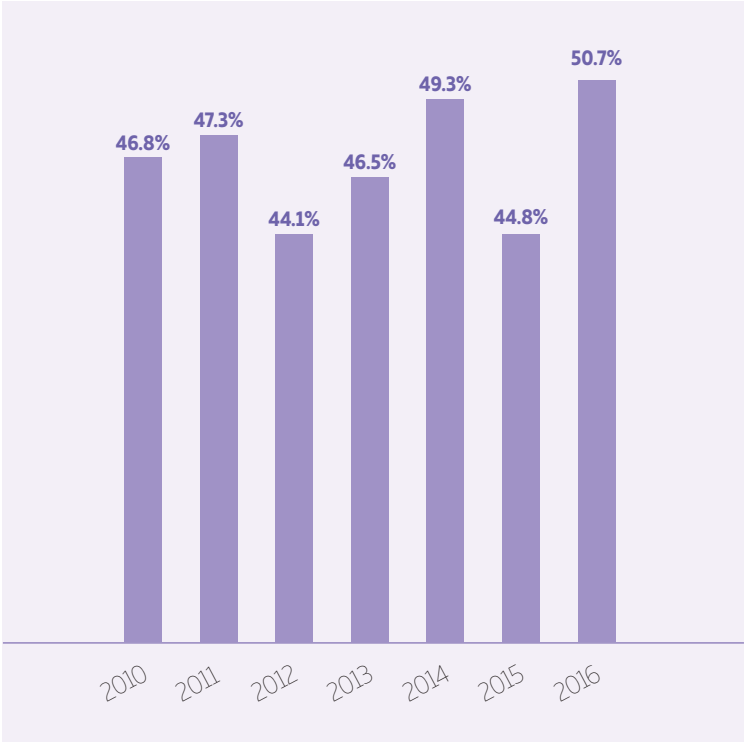


Fig 11: % young people who enjoy writing either very much or quite a lot in 2010 to 2016

- More children and young people in 2016 said that they enjoy writing compared with other years measured[2]. Overall, the percentage of children and young people who enjoy writing either very much or quite a lot has increased by 5.9 percentage points since 2015, bringing levels back to slightly above those found in 2014. Indeed, writing enjoyment levels are at their highest level now than have been since we started asking children and young people in 2010.



[2] This is despite the fact that our 2015 (N = 24,143) and 2016 (N = 29,163) samples are comparable in terms of gender (boys 47.9% vs. 50%), free school meal uptake (14.3% vs. 12.8%), age (aged 8 to 11: 21.7% vs. 23.5%; aged 11 to 14: 65.1% vs. 60.5%; aged 14 to 16: 13.2% vs. 15.9%) and ethnic background (White: 76.4% vs. 73.1%; Mixed: 6.1% vs. 6.3%; Asian: 13.2% vs. 14.3%; Black: 4.4% vs. 6.3%). The difference over time is significant even when those demographic variables are controlled for: $F(1,53300) = 214.841$, $p < 0.001$, $R2 = 0.094$

Fig 12: Comparing enjoyment of reading and writing from 2010 to 2016

Levels of both writing and reading enjoyment have increased in the last year. Last year, the gap between reading and writing levels was at its widest point since 2010, namely at 10 percentage points. As writing enjoyment levels increased more than reading enjoyment levels in 2016, the gap has now narrowed to a 7.9 percentage point difference.

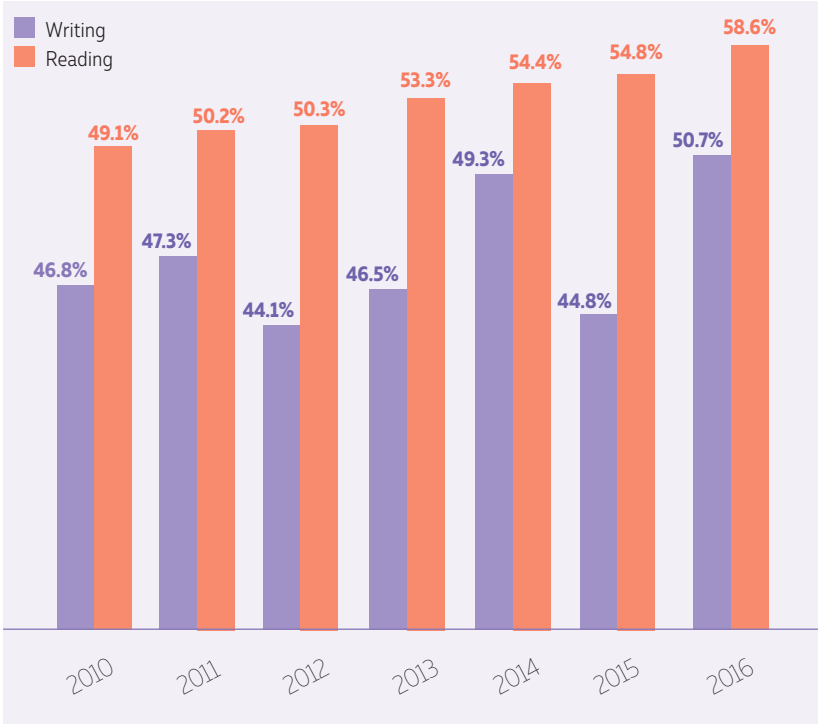


Fig 13: Enjoying writing either very much or quite a lot in 2016 – demographic breakdown

- More girls than boys say that they enjoy writing.
- Nearly twice as many children aged 8 to 11 as those aged 14 to 16 say that they enjoy writing.
- More FSM pupils than non-FSM pupils say that they enjoy writing.
- Pupils from White ethnic backgrounds are the least likely to say that they enjoy writing.

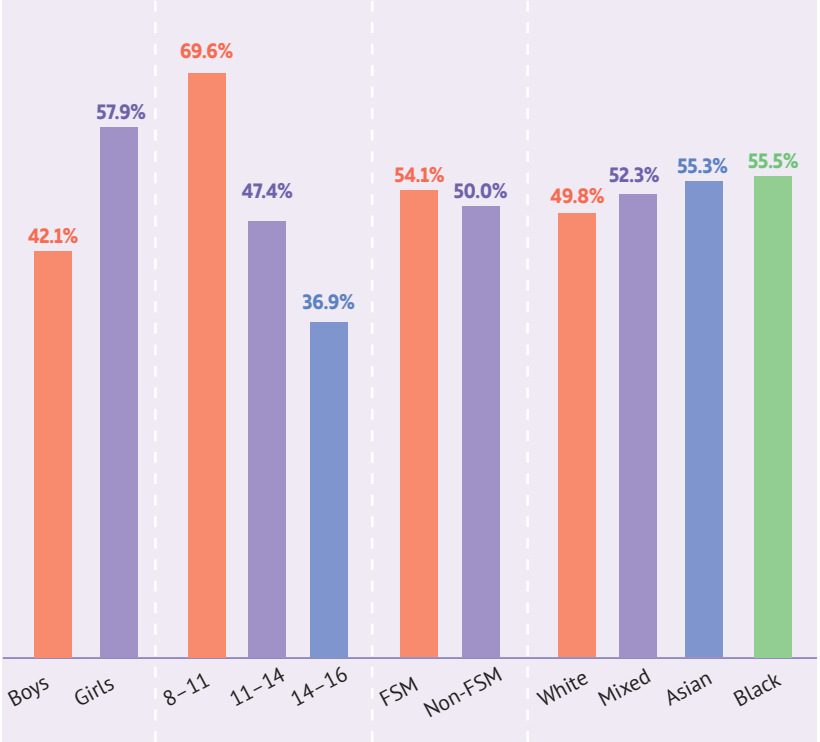


Fig 14: % children and young people who write daily in their free time in 2010 to 2016

- Since we started measuring writing frequency as part of the Annual Literacy Survey in 2010, the percentage of children and young people who write daily outside class had remained relatively stable, with just over a quarter of children and young people saying that they write something outside class daily.
- However, in 2015 there was a significant change in the frequency with which children and young people write outside class, with fewer children and young people in 2015 writing as frequently as their peers in 2014.
- This trend continues in 2016, when less than 1 child in 5 said that they write something that isn't for school outside class. Overall, the number of children who write something in their free time has decreased by 30.4% between 2010 and 2016.

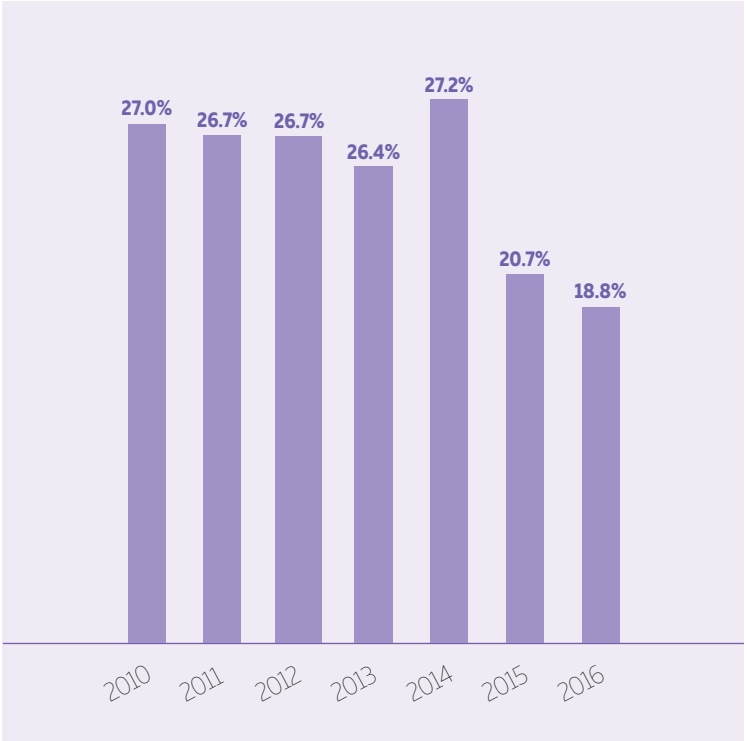


Fig 15: Comparing daily writing and reading levels in 2010 to 2016

- Both daily reading and writing levels decreased from 2015 to 2016. As daily reading levels decreased more markedly than daily writing levels, the gap between daily reading and writing levels decreased from a 22.3 percentage point difference in 2015 to a difference of 13.2 percentage points in 2016.

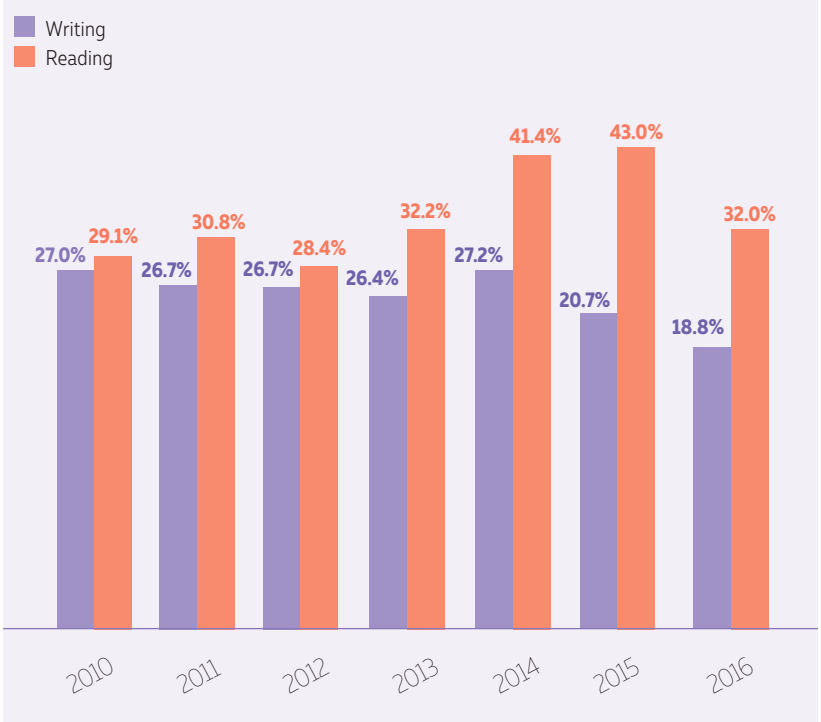


Fig 16: % children and young people who write daily outside class in 2016 – demographic breakdown

- More girls than boys write something daily in their free time.
- More pupils aged 8 to 11 than those aged 11 to 14 or aged 14 to 16 write something daily.
- FSM pupils are more likely to write something daily in their free time than non-FSM pupils, which is a reversal of what we see in terms of daily reading.
- Pupils from White ethnic backgrounds are least likely to say that they write daily in their free time.

Data from the National Literacy Trust's *Children's and Young People's Reading in 2016* and *Children's and Young People's Writing in 2016*.



We celebrated midsummer with authors, volunteers, partners and supporters

In June 2016 we held our inaugural summer party at Hachette UK's spectacular roof terrace in London. Authors, volunteers, partners and supporters of our work came together to celebrate Midsummer Night in the 400th anniversary year of Shakespeare's death.

We were delighted to be joined by our ambassador Cressida Cowell who gave an inspirational speech. She highlighted the importance of equipping young people with the literacy skills they need to succeed and urged guests to support the cause.



Cressida Cowell, National Literacy Trust Ambassador



Author/illustrator Steve Antony and Shakespearean characters



Chris Riddell, Children's Laureate 2015–17



Author Stephen Kelman and wife Uzma

Enjoying reading and writing

Our impact

1,423 pupils went through a time machine and told us their stories

Our Descriptosaurus competition challenged Year 6 pupils to produce 350 words of descriptive writing set in the past, present or future. 100% of participating schools that responded found the task to be enjoyable, engaging, relevant and age appropriate, while 96% of schools felt that the competition had increased pupils' motivation to write.

Teacher feedback:

> *"This was a really great competition that enabled some Year 6 children who found writing difficult to really engage with writing."*

> *"It was the perfect task idea as we were able to link it to the Scheme of Work for each year group and class."*



We gifted 54,000 books to 19,500 children to get them to enjoy reading

After participating in our Young Readers Programme, 93.1% of teachers said their pupils' enjoyment of reading had increased as a result. King's Oak Primary School participated in the project, taking part in craft activities and storytelling. Pupils learnt ways to choose books they will enjoy and had the chance to select three free books to keep. Lucy, mother of nine-year-old Tom who took part in the project, said:

> *"The books that you have given Tom have been an absolute joy! Tom is reading non-stop. Long may it last!"*





We took 900 pupils to cultural venues to inspire poetry writing

We delivered teacher training to improve teaching of poetry in 32 schools across Greater London. We took pupils to venues such as the Museum of London, the Barbican Centre and the Tower of London and organised school visits from professional poets. 95% of teachers reported that their students enjoy writing poetry more as a result of the project and 100% of teachers stated that they would use school visits differently now, and that they would consider working with cultural venues to promote literacy again in the future.

A participating pupil said:

> *"I love writing more! I like writing more now because it's kind of inspired me."*

We inspired children to create 3,500 new jokes!

We partnered with BBC Learning, Comic Relief and *Blue Peter* to launch a new comedy writing competition that encouraged six to 12-year-olds to have a giggle in the classroom and write three funny, original and creative jokes. Teachers downloaded over four thousand resources on comedy writing and the competition winners saw their jokes performed live on a special Red Nose Day *Blue Peter* programme.



Supporting secondary schools

The evidence in England

Fig 17: GCSE English – GCSE and equivalent attainment by pupil characteristics, 2015/2016 (DfE) Pupils achieving A*-C in English

	All	Boys	Girls
2013/14	73	65	80
2014/15	75	67	82
2015/16	73	65	80

- The percentage of pupils achieving A*-C in GCSE English decreased in 2015/16, back to 2013/14 levels.
- Girls continue to do better than boys (65% vs. 80%) but the gender gap remained the same as 2014 (15 percentage points).

Fig 18: % pupils achieving 5 A*-C GCSEs including English and maths, by pupil characteristics, 2015/16 (FSM and all other pupils)

	FSM	All other pupils
2013/14	33.5	60.5
2014/15	33.1	60.9
2015/16	33.4	61.1

- The percentage of FSM pupils achieving 5 A*-C, including English and maths, is significantly lower than for all other pupils (33.4% vs. 61.1%).
- The gap has widened slightly since 2013/14.

The evidence in Scotland, Wales and Northern Ireland

Scotland: 2016 was the last year in which pupils in S2 completed the Scottish Survey of Literacy and Numeracy. In 2016, reading levels improved slightly for pupils at the end of S2 (80% in 2015 vs. 82% in 2016) whilst writing levels declined significantly (55% in 2015 vs. 49% in 2016).

Building on the Higher and National 5, a new Advanced Higher English qualification (equivalent to a GCSE in English language) was introduced in 2016, with an A-C attainment rate of 80.9%. At National 5, 86.8% of pupils achieved an A-C grade in English, consistent with 2015 results (87%).

Wales: Pupils in Wales take National Reading tests at the end of Years 7, 8 and 9. In 2016, 83.2% of pupils achieved good levels of reading across all year groups, consistent with results in 2015 (83.1%).

In 2016, 69.3% of pupils at the end of Year 11 achieved an A*-C grade in GCSE English (for each pupil, the best grade from English language or English literature is taken); a slight increase on 68.6% in 2015.

NI: Pupils take Levels of Progression tests at the end of Key Stage 3 (Year 10). In 2016, 77.2% of pupils achieved the expected standard of communication skills at the end of Key Stage 3, rising steadily from 75.2% in 2015.

In 2016, 77.8% of pupils at the end of Year 12 achieved an A*-C grade in GCSE English language, up from 75.8% in 2015.

Our impact

We helped 5,698 pupils develop the skills to understand academic language



Our three-year pilot programme Literacy for Life, funded by the JJ Charitable Trust, was designed to help pupils develop the literacy skills to succeed in all subjects at school and in their future lives. Delivered in six secondary schools, a total of 995 teachers undertook high-quality training on the literacy requirements of their subject area. The six pilot schools have now put literacy at the heart of their curriculum. This has had a significant impact, improving both teachers' and pupils' attitudes to literacy and creating a lasting change in ethos. New training based on the programme was delivered in more than 80 schools across the country to help more disadvantaged students become confident communicators.

Head of Science, Brighton Aldridge Academy:

> *"I have never been at a school where there has been such an intense focus on literacy... I am simply overwhelmed by the impact on students. It is incredible. We will certainly continue at this pace."*

Ormiston Forge Academy moved from 'Requires Improvement' to 'Good' over the duration of the programme,with Ofsted (March 2016) stating:

> *"The school has made significant improvements since the last inspection and pupils are now making good progress across a range of subjects [...] The school has successfully developed pupils' literacy skills across the curriculum."*



We gave disadvantaged teenagers the communication skills they need to be successful in the workplace

We worked with business volunteers across the country to inspire secondary students and give them the tools for business communication required in the world of work. Three Middlesbrough businesses worked with Year 9 students at Trinity Catholic College to boost their confidence in their abilities and raise their aspirations. **Teacher John O'Boyle** said:

> *"Pupils have really come out of their shells over the weeks and are now feeling less daunted about the world of employment. One of the volunteers enjoyed working with the students so much that he offered pupils the opportunity to do work experience at his business!"*



Policy and partnership campaigning

All-Party Parliamentary Group on Literacy

In February 2017 we launched new analysis on the literacy need in England at an event of the Literacy APPG in the House of Commons. Experian analysed data on the social factors most closely linked with low literacy to create a literacy vulnerability score for every electoral ward and parliamentary constituency in England, revealing that 86% of constituencies in England contain at least one ward at risk of serious literacy problems. Every MP in England was sent an MP pack with a breakdown of their constituency's literacy vulnerability score to help them respond to the literacy challenges in their area. We engaged 10% of all English MPs with the research and the data has fuelled our conversations around opportunity areas both at Department for Education and local level.



Jonathan Douglas, Director, National Literacy Trust; Stephen McPartland, MP, Chair of APPG 2015–17; Matthew Dunn MD, Targeting, Experian

Raising awareness of National Literacy Trust Hubs

With the Department for Education's Opportunity Area initiative shining a light on the importance of local area approaches to boosting social mobility, we hosted a visit from DfE Director, Hardip Begol, to our Middlesbrough Hub in February 2017. Impressed by our track record, he wanted to see the Hub in action and met with a range of stakeholders to discuss how to build effective partnerships around literacy. Lucy Powell MP also visited our Bradford Hub in April 2016 to hear more about our work around engaging dads in the local community. She commented on how good it was to see the joint working between Bradford Council, the National Literacy Trust and partners to raise the game on literacy.

We inspired 51 businesses to prioritise literacy



Our second year of the Vision for Literacy Business Pledge saw 51 businesses signing up to take action to promote literacy within their workforce, their local community and at national level. The Pledge was developed through the National Literacy Forum, with the support of KPMG. New signatories including Facebook, Amazon, Experian and the Football Association joined businesses like Costa Coffee, Sainsbury's and British Land, who re-signed the Pledge in 2017.

Read On. Get On.



We took on the secretariat of the Read On. Get On. (ROGO) campaign in England. Working in coalition with Save the Children, Teach First, the Publishers Association, BookTrust, the National Association of Headteachers, The Reading Agency and the Society of Chief Librarians, we launched the ROGO strategy at a joint meeting of the Literacy and Publishers All-Party Parliamentary Groups. The key focus is the need to consistently measure children's reading year on year to ensure that every child reads well when they leave primary school at the age of 11.

Ruth Rendell Award

The inaugural Ruth Rendell Award was awarded to bestselling author and former soldier Andy McNab, on 6 December at the All-Party Parliamentary Writers' Group Winter Reception. The Award was launched in February 2016 in memory of the novelist Ruth Rendell, who was a great supporter of the National Literacy Trust. It was launched in partnership with the Authors' Licensing and Collecting Society, to celebrate the author or writer who has done the most to raise literacy levels in the UK.



Ruth Rendell's son Simon Rendell speaks at the awards ceremony



"I'm delighted and very proud to be receiving this award. The literacy work I do is deeply personal. Had it not been for the education I received from the army as a 17-year-old, when I had the literacy of a nine-year-old, I wouldn't be where I am today. Receiving this award gives me even more incentive to get out there and make sure that as many people as possible are helped to achieve, and change their lives for the better."

Andy McNab

Community action

National Literacy Trust Hubs and local campaigns

Our Hubs bring together local partners to tackle literacy issues in communities across the UK where low levels of literacy are seriously impacting on people's lives. In November 2016 we launched our fourth Hub in Stoke-on-Trent, adding to our established Hubs in Middlesbrough, Peterborough and Bradford. We also run the Read Manchester campaign in partnership with Manchester City Council.

We work with local businesses, health, education and cultural organisations to help raise literacy levels in our Hub areas. Our approach is different in each place we work because every community has different needs and this is the best way to create long-lasting change.

We gave 2,000 books to families in Stoke-on-Trent

We launched the Stoke Reads campaign with an event at intu Potteries shopping centre in Stoke-on-Trent in February 2017. We gave away 2,000 books to families as well as reading tips and bookmarks. Children enjoyed storytelling sessions and parents were encouraged to share their family reading selfies on social media with #StokeReads.



We inspired young people to write poetry in Bradford

We helped foster a love of writing among pupils in Bradford and boost attainment. The project resulted in the percentage of Year 6 pupils at the expected level of writing increasing from 46% to 92%. Our Stories fostered a love of poetry in children through visits from local role models, music workshops and cultural visits.

Pupil Katie, aged 12:

> *"Before starting this programme, I thought poetry was boring and confusing. Now, after meeting people who use it to express their identity, I actually enjoy writing in my spare time and I'm not worried about reading my poems aloud in front of an audience."*

Our work in Middlesbrough was recognised at a charity awards ceremony

We were delighted to be highly commended at the Third Sector's Business Charity Awards for our work with Middlesbrough Council's Public Health department and Bliss. We were recognised for our neonatal project at James Cook University Hospital, where we have distributed literacy packs to new parents to encourage them to make reading with their children a priority from the day they are born.

We launched a campaign to boost literacy in the North East

In March 2017, we launched Read North East, a new campaign to boost children's literacy levels in the North East of England. Working with the North East Literacy Forum, Read North East is led by us and supported by Penguin Random House UK, the Education Endowment Foundation and Greggs PLC.

We turned an empty shop in Peterborough into a pop-up literacy hub

In summer 2016 we transformed an empty shop unit on Peterborough's high street into a hive of exciting literacy activity. In partnership with City College Peterborough and Peterborough City Council, the space was visited by more than 2,840 children, parents and members of the community. Over 6,000 books were given to families, who enjoyed storytelling and arts and craft activities.

Robina Rashad, mother to four children:

> *"We really enjoyed visiting this fun space every week which allowed us to spend quality time together sharing stories and taking part in the great selection of activities."*



We gave every tram passenger in Manchester a free book

As part of our Read Manchester campaign with Manchester City Council, we partnered with Transport for Greater Manchester to give commuters free books on World Book Day 2017. Every tram on the Metrolink network was filled with books for adults and children to take home and share with friends and family. Books were also available for Metrolink customers to collect at Manchester Central Library throughout the day.

We unlocked books for prisoners, young offenders, students and community reading groups in 43 settings



Funded by the Booker Prize Foundation since 2012, our reading initiative Books Unlocked offers prisoners and young offenders the opportunity to read, discuss and own Man Booker Prize-shortlisted titles. We work with National Prison Radio (NPR), who serialise the audiobooks of featured titles into daily instalments for a potential audience of 80,000 across England and Wales.

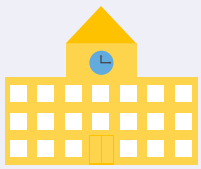
Participant, HMP Birmingham:

> *"I think it is a brilliant project and a valuable one not just for prisoners who already read but for those who are starting. It contributes towards personal wellbeing and for many a sense of peace …"*

Man Booker Prize-shortlisted authors Jim Crace, David Mitchell and Stephen Kelman all visited prison reading groups in 2016/17 as well as five authors recording interviews with NPR. We extended our partnership with NPR so that Books Unlocked is now on air all year round. In addition to the books we distribute to reading groups, NPR sent out the 1,000th book to a listener writing in to request a copy.

Work with us

Help us tackle the UK literacy challenge through our work



Schools and early years settings: resources, motivation, interventions and support for whole schools, teachers and students



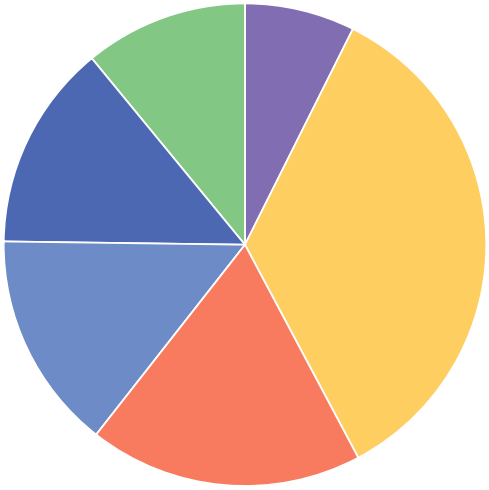


Campaigning: research and annual surveys, high street and consumer media campaigns, policy activity including All-Party Parliamentary Group on Literacy



Communities: National Literacy Trust Hubs and long-term support for families through the activation of the whole community including businesses, schools and community groups

Sources of income

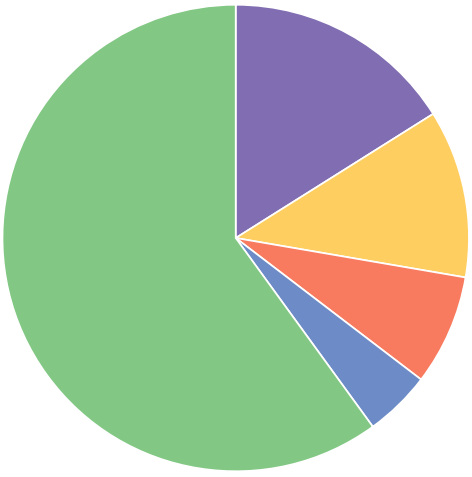


Individuals	7.31%
Corporates	35.49%
Trusts and foundations	18.18%
Other donations	14.49%
Trading activities	13.70%
Government	10.84%

Donate to the National Literacy Trust

For every pound you give, 84% is spent directly on our activities to raise the profile of literacy with employers, government and schools and to help more families and young people living in disadvantaged areas of the UK. 16% is spent on development.

Costs of generating funds	16.07%
Website, publications, policy analysis and research	11.64%
Literacy training and consultancy	7.67%
Membership and competitions	4.62%
Programmes	60.00%



Corporate partnerships

Working with the National Literacy Trust brings real benefits to business and we would be delighted to discuss how we might work with you. We are proud to develop partnerships that transform lives through literacy and there are lots of ways we can work together. For example, you could:

- Become a signatory of the Vision for Literacy Business Pledge: visit **www.literacytrust.org.uk/businesspledge**.
- Choose the National Literacy Trust as your Charity of the Year partner and bring your employees together to raise money, have fun and make a difference.
- Support one of our programmes and engage your employees in inspirational volunteering opportunities in your local community.
- Sponsor our respected research programme and show your commitment to tackling the UK's literacy crisis.
- Develop a brand alignment and campaign to reach parents with vital literacy messages.

If you are interested in becoming a corporate partner, or would like more information, please contact **neil.grogan@literacytrust.org.uk**.

Our corporate supporters

National reach through innovative partnerships

With McDonald's we have given over 50 million books to children

Our activity with McDonald's included a partnership with Penguin Books to distribute 11 million copies of Jeff Kinney's *Diary of A Wimpy Kid* with McDonald's Happy Meals. This took the total number of books given out to families through our work with McDonald's to 55 million!



Boots Opticians and Pennies

As part of Boots Opticians' commitment to improving child literacy they introduced Pennies, the digital charity box, to their practices. The money donated by customers gives children across the country the opportunity to find books they enjoy, and to understand that reading can offer them a better future. One school in London which took part in the programme enjoyed book swaps and a 'spooky sleepover', where children were encouraged to read by torchlight. As a result, teachers now read to their classes for at least 10 minutes every day.



Cleary Gottlieb made Year 9 students Junior Associates for the day

As part of City Giving Day in September 2016 Cleary Gottlieb hosted a Words for Work taster session at their offices and staged an elaborate office tour with 30 Year 9 students from Twickenham Academy. The students became Junior Associates for the day and had to use their communication and literacy skills to visit various departments across the firm and complete their very own case. The day was capped off with a visit by the Rt Hon. The Lord Mountevans, former Lord Mayor of the City of London, who joined the debrief and heard from students who had been inspired to study law in the future.



With Amazon we turned more than 1,800 pupils into published authors

Working with new partner Amazon we piloted Young Storyteller, an initiative which gives teachers resources to help encourage students to write creatively. These stories are then compiled into anthologies and published using Kindle Direct Publishing. 94% of teachers reported that students had a better sense of themselves as writers and 100% of teachers had noticed increased enthusiasm for writing.



Participating teachers:

> *"The children were thrilled to think that their writing would be in a book which would be for sale on Amazon. All the children worked hard on their plans, drafts and editing to make sure their work was the best it could possibly be."*

> *"My school is in a very deprived catchment and aspirations are low. This project has allowed them to see that they can be authors."*

Individual supporters

Individual supporters are essential to our work, and as an independent charity we rely on the generosity of those who go out of their way to raise and donate much needed funds. We have a fantastic range of events and activities for everyone to get involved, from Arctic adventures to holding Tales and Teapots parties. To find out how you can help us continue our work visit **literacytrust.org.uk/support**.

Over 1,000 supporters showed their stripes to fundraise for us

We held our 5th annual *Where's Wally?* fun run on Clapham Common, London. Supporters ran five or 10 kilometres while children ran a one-kilometre race and enjoyed fairground rides and live music. To find out more about our annual March fun run visit **literacytrust.org.uk/WheresWally**.



With thanks

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Dee Templeton
Susan Ann Wilson

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