



Change your story

Beyond the Sentence

Supporting literacy within the criminal justice system

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Introduction

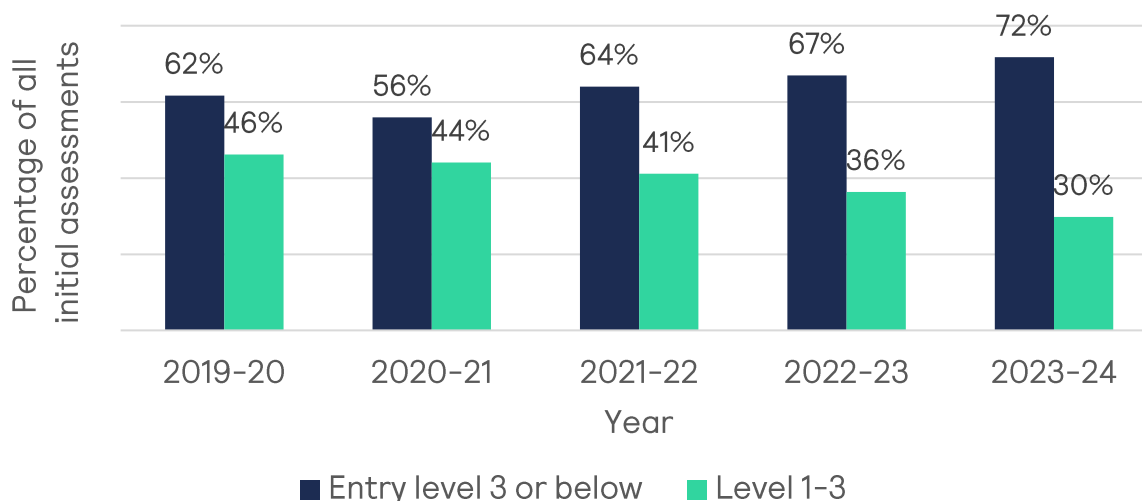
Literacy levels in prisons in England

The National Literacy Trust first explored literacy levels in the prison population in 2008 and revisited the issue in 2014 through its *Literacy Changes Lives* series ([Clark & Dugdale, 2008](#); [Morrisroe, 2014](#)). At that time, nearly half (48%) of people in prison had reading skills below Entry Level 3¹, indicating potential difficulty with everyday tasks such as reading a medication label or completing a form. A similar percentage (47%) reported having no formal qualifications. These findings emerged during a period when the UK was still recovering from the financial crisis, and when the labour market was beginning to shift, with an increasing number of jobs requiring degree-level qualifications ([Morrisroe, 2014](#)).

In the years since, the prison system has faced mounting challenges, including the impact of the COVID-19 pandemic and unprecedented levels of overcrowding ([House of Lords Library, 2024](#)). Against this backdrop, literacy levels among new entrants to prison have deteriorated further, with 71% assessed at or below Entry Level 3 in English ([Ministry of Justice, 2024](#); see Figure 1). Almost half (47%) of the adult prison population in the UK had no qualifications upon entry to prison ([Prison Reform Trust, 2025](#)) while participation in English education within prisons remains below pre-pandemic levels ([Ministry of Justice, 2020; 2024](#)), raising concerns about the system's ability to meet growing need. These challenges are also prevalent among young people with experience of the criminal justice system: 37% of young people with a custodial sentence were at the expected level for English and maths by the end of Key Stage 2, compared with 72% of young people with no criminal convictions ([Office for National Statistics, 2022](#)).

¹ English, Welsh and Northern Irish prison initial assessment grades range from Entry Level 1-3 up to Level 8. Entry Levels are classed as functional skills: Level 2 is equivalent to GCSE grades A*-C, while Level 8 is equivalent to a doctorate.

Figure 1. English initial assessment results on entry to prison from 2019 to 2024



Calculated from UK Government [prison education and accredited programme statistics](#)

Persistent challenges in prison education: A decade of reviews

In the last decade, the UK Government has commissioned two reviews and the Office for Standards in Education (Ofsted) has produced three reports examining education in prisons and Young Offender Institutions (YOIs). The Coates Review, published in 2016, recommended a suite of improvements to the prison education system (Coates, 2016). The review highlighted challenges faced by prison learners, such as a high proportion of Special Educational Needs or Disabilities (SEND) and limited digital infrastructure, including internet access. As a result, prison governors gained more control and accountability for the curriculum in their prisons, the funding mechanism for prison education was updated, personalised Individual Learning Plans were introduced, and an assessment tool for identifying Learning Difficulties and Disabilities (LDDs) was developed (Prisoner Learning Alliance, 2019; House of Commons Education Committee, 2022). However, six years later, many of these new developments had not been carried out uniformly across the prison estate, and tools for identifying LDDs were found not to be fit for purpose (House of Commons Education Committee, 2022).

In their 2022 review focusing on reading education in prisons, Ofsted noted little improvement since their last review 14 years prior, highlighting many of the same issues raised in the Coates Review (Ofsted, 2022). For example, potential learners were incentivised to prioritise work over education as the rate of pay was higher.

Likewise, the curriculum was too focused on passing qualifications, namely Level 1 English functional skills, rather than improving reading ability or reading for pleasure. The authors recommended that ‘Governors should lead a whole-prison approach to reading that facilitates reading for pleasure, purpose and rehabilitation.’ One year later they were disappointed at the slow rate of progress ([Ofsted, 2023](#)), although by 2024 all prisons had implemented a reading strategy ([Prison Reform Trust, 2025](#)).

In Ofsted’s 2023 annual report they found that of the 43 prisons and YOIs inspected, only four were judged ‘good’ while 20 ‘required improvement’ and 19 were ‘inadequate’. More than half (23) had seen their standards decline compared with the previous year ([Ofsted, 2023](#)). Recently, Ofsted also published a report focusing specifically on YOIs. The report, entitled ‘A decade of declining quality of education in young offender institutions’ described serious concerns. For example, severe staff shortages meant young people were not allowed out of their cells for sufficient time to facilitate effective education ([Ofsted, 2024](#)), which is also the case in adult prisons. In some cases, young people were only allowed out for 30 minutes a day. This is a common theme across the prison estate, highlighting how logistical failures have knock-on effects for learning and wellbeing.

Benefits of literacy education in prisons

Many studies have looked at the relationship between prison education, employment and re-offending. Participating in education while in prison has been linked to increased employability and lower rates of re-offending ([Justice Data Labs, 2021](#); [MoJ, 2018](#); [MoJ and DfE, 2017](#); [Davis et al., 2013](#)). Interestingly, it was found that just taking part in education, regardless of whether a qualification was achieved, was sufficient to see these impacts. Furthermore, if prison learners did re-offend, their sentence was on average 120 days shorter than their original sentence, whilst those who did not participate in education had longer sentences if they offended a second time ([MoJ and DfE, 2017](#)). These studies have also found positive impacts for the public purse, arguing that benefits from investment in prison education, such as increased earnings upon release and reduced re-offending, outweigh the costs ([Collins, 2024](#); [MoJ, 2018](#); [Davis et al., 2013](#)).

At the same time, focusing on literacy education solely as a means to improve employment post-release risks overlooking the broader value of education for

prison learners, including its role in building confidence, self-worth and a sense of purpose. This was recognised by the House of Commons Education Committee (2022), which recommended to Government that:

“Prison education must be understood in broader terms than just improving the employability of a prisoner [...] Education has a value in itself, developing the person as whole.”

One of the ways to achieve this is to provide a wide-ranging educational offer that includes creative programmes, such as drama and theatre courses, music writing and recording, clothes making, creative-writing classes, and reading groups. A growing body of evidence is beginning to demonstrate the benefits of creative programmes for emotional wellbeing, fostering stronger relationships and creating a new self-image away from a criminal identity (Hughes, 2005; Meekums and Daniel, 2011; Tett et al., 2012; Burrowes et al. 2013; Cheliotis and Jordanoska, 2016; Arts Council England, 2018; Littman and Sliva, 2022; Lanskey et al, 2024; Mansfield et al, 2024).

“The arts are one route towards engaging prisoners when they have had negative experience of traditional classroom subjects, or struggle with self-esteem and communication.” (Coates, 2016)

Using creativity to support literacy in prisons

Literacy support, especially for those with the lowest literacy levels, can be life changing and enable participants to obtain qualifications that help them gain employment or progress to higher education (see e.g. case studies from Ofsted, 2022 and Prison Education Trust, 2025). Literacy-specific creative initiatives have also been recorded to have wider benefits on participants’ wellbeing both in the UK and internationally. For example, an evaluation of a creative-writing programme in New South Wales, Australia, working with Aboriginal and Torres Strait Islander participants found improvements in self-esteem, confidence and wellbeing, as well as strengthening (re)engagement with their culture (Marchetti, 2020). Similarly, creative-writing sessions in a high-security prison in the US were found to provide the participants an opportunity to reckon with, and take responsibility for, their past actions (Appleman, 2013).

Closer to home, the *Write to be Heard* programme, commissioned by the National Offender Management Service (NOMS), targeted people in prison who do not typically engage in formal education. The programme included creative-writing workshops, National Prison Radio programmes and a writing competition. The evaluation of the programme by the Institute of Education found that it not only increased participants' confidence in their literacy skills but also improved social skills, fostered stronger connections, and facilitated the re-imagining of a new non-criminal identity ([Hurry et al., 2014](#)). Similarly, creative-writing sessions facilitated by prison Writers in Residence were able to engage reluctant writers who were not taking part in formal education and enabled participants to explore themes such as remorse, with some saying this had helped them rediscover their moral compass ([O'Keeffe and Albertson, 2012](#)). The prison educator, NOVUS, also trialled incorporating classics education into their English curriculum covering oracy and rhetoric, emotional intelligence, and philosophy and ethics, through which benefits for social cohesion and wellbeing were observed ([NOVUS, 2025](#)).

Similarly to writing programmes, reading initiatives in prison can help participants develop their literacy skills while providing a space to explore new ideas and perspectives with others. For example, in The Reader's *Get Into Reading* programme, in which groups read aloud with each other, participants and deliverers described the importance of the programme as a form of therapy: "Shared reading demonstrably made available a safe space to think personally and inwardly about serious human or personal issues, encouraging mindfulness while overcoming isolation." ([Billington, 2011](#).)

National Literacy Trust prison programmes and their benefits

The National Literacy Trust delivers a range of creative literacy programmes in prisons and Young Offender Institutions across England and Wales. Falling outside of formal education, our programmes are well positioned to target learners who may be reluctant to participate in conventional learning environments. The

programmes are tailored to the needs of the participants, spanning reading for pleasure, creative writing, reading and/or writing with family members, and podcast making. In addition, the programmes use trauma-informed approaches to ensure that safety, choice, empowerment, collaboration and trustworthiness are at the heart of session design and interactions with participants.

Sessions funded through the **Literacy Innovation Fund (LIF)** by the Ministry of Justice offer literacy-enrichment activities tailored to each setting. Activities delivered under LIF include creative writing, lyric writing, book discussions, storytelling sessions led by visiting writers and artists, and bespoke on-wing activity for various cohorts. **New Chapters** provides creative-writing workshops, often led by individuals with lived experience of the criminal justice system, offering relatable role models and the opportunity for participants to explore their creative voice in an accessible environment. **Readconnect** focuses on storytelling sessions to strengthen family bonds and enhance oral literacy skills. **Books Unlocked** distributes Booker Prize-winning books to reading groups and individuals in prisons, encouraging reading for pleasure and providing access to high-quality literature. **Inside Stories with Audible** introduces young people in custody to podcasting, teaching creative writing, scripting, recording and editing to promote self-expression and digital literacy skills.

Key benefits of National Literacy Trust programmes in prisons

Evaluation data collected from 2,291 participants across our programmes between 2021 and 2025 show that creative-literacy programmes in prisons and YOIs can have a transformative impact on participants. The programmes foster their reading and writing behaviours, confidence and creative expression, while also offering wider benefits for their motivation to engage in education and plan their future, boosting their social and emotional wellbeing and improving their family connections.

Changes in participants' literacy behaviours and confidence in their skills

After taking part in the National Literacy Trust creative-literacy programmes in prisons and YOIs:

- Nearly 3 in 4 (72%) participants felt encouraged to read more²
- Nearly 9 in 10 (86%) participants felt encouraged to write more³

This inspiration to engage in reading and writing more was also reflected in participants' comments. Many described their intention to continue reading or writing in their own time. For some, the programmes sparked a brand-new interest in reading and writing. For others, they were an opportunity to rediscover or expand their interest.

“Having never really [been] a reader I do not have a favourite author, story type or character, so for the Books Unlocked to suggest books is great. I now actively set aside some quiet time to focus on the book and really enjoy doing so. Thanks again!”
(Books Unlocked participant, HMP Oakwood)

“I was a lazy reader and never finished books but now I look forward to reading and talking about my reads!” (Books Unlocked participant, HMP Isle of Wight – Albany)

“[Participants] went away and read the book within hours of [the facilitator] leaving, encouraging them to read literature they would not necessarily think to pick up and look at usually.” (HMP Humber staff member)

“[My favourite part was] learning how to write better. I’ve found a new love for writing.” (LIF participant, HMP Humber)

“Haven’t written anything creative in like a couple years (since last sentence) but after this I’m leaving feeling inspired & motivated which I haven’t felt in a long time.”
(LIF participant, HMP Guys Marsh)

Encouragingly, the programmes also created a supportive space for participants to build their reading and writing skills and to grow in confidence. For example:

² Combines participant responses collected as part of LIF, New Chapters and Books Unlocked (n = 771). Please note that the question is asked slightly differently in Books Unlocked, which asks respondents to think whether they read more, the same or less after taking part, and New Chapters and LIF where participants are asked whether the programme encouraged them to read more.

³ Combines participant responses collected as part of LIF and New Chapters (n = 1,355).

- 9 in 10 (89%) participants felt more confident or better able⁴ to express themselves in writing⁵ after the writing workshops.
- Nearly 1 in 2 (45%) felt more confident in their reading skills⁶ after taking part in reading-focused activities.

This boost in confidence and skills was also echoed in participants' own reflections, where many spoke about the new skills and confidence they had developed:

"Reading has improved my reading skills and understanding various words authors use. I enjoy having the chance to explore books I wouldn't buy and read on the outside." (Books Unlocked participant, HMP Isle of Wight)

"Since receiving my free books I have become a more confident reader + writer." (Books Unlocked participant, HMP New Hall)

"This session has made me feel more confident about my writing and being a writer." (Readconnect participant, HMP Downview)

"Being given the skills to write and the confidence to say out loud [was what I most liked about the session]." (LIF participant, HMP Elmley)

Benefits for participants' creative expression

In addition to literacy benefits, it is clear the programmes supported participants' ability to express their thoughts and feelings. For example, 86% of those who participated in writing workshops reported that the sessions made them feel their story was worth sharing⁷.

The opportunity for creative expression and discussing their thoughts and feelings was also a clear theme in the feedback forms collected after the writing sessions:

"I felt like the session made me more confident in expressing how I feel." (New Chapters participant, HMP Isis)

⁴ Please note that the question is asked slightly differently in LIF ("feel more able to express yourself in writing") and New Chapters ("feel more confident to express yourself in writing").

⁵ Combines participant responses as part of LIF and New Chapters (n = 1,347)

⁶ Responses collected from Books Unlocked (n = 312)

⁷ Combines participant responses as part of LIF and New Chapters (n = 1,343)

“Fantastic chance to express yourself in an environment often starved of expressive opportunity.” (LIF participant, HMP Leeds)

“It made me open up my feelings and share it with others and understanding about others’ situations in prison. Also it make me think about life after jail and writing things down.” (LIF participant, HMP Humber)

Increased motivation to engage in education and plan their future

Participation in the programmes often served as a turning point, encouraging participants to reflect on their lives and start planning for a more positive future. After taking part, 9 in 10 (89%) felt that the programmes:

- Inspired them to engage with other education opportunities in their setting⁸
- Inspired them to think about their future more⁹

This sense of future reflection was also a strong theme in participants’ feedback:

“We was able to speak free with open minds listening. This made me think about my future and my current situation more.” (New Chapters participant, HMP Aylesbury)

“DD Armstrong has helped me to think about what to write if I was to write my own story. His story was very inspiring and has encouraged me to be better and follow my dreams.” (New Chapters participant, HMP YO1 Swinfen Hall)

“This whole experience has reinforced my life’s directions at the moment. It supports my dreams and goals.” (LIF participant, HMP Guys Marsh)

“I enjoyed the fact that I could change my life after prison.” (LIF participant, HMP Humber)

“The [participants] enjoyed hearing experiences from the guest speaker/s which they could relate to ... It fostered hope and an optimism towards success that previously was not seen on the recovery wing.” (HMP Humber staff member)

⁸ Responses collected from LIF (n = 910)

⁹ Combines participants from LIF and New Chapters (n = 1,341)

Benefits for social and emotional wellbeing

A closer look at major themes emerging from the participants' comments shows that the programmes provided meaningful support for social and emotional wellbeing. Many of the participants specifically highlighted their improved wellbeing as a benefit of participating, and some gave specific examples of how the sessions gave them a sense of calm and a moment of escapism in an environment that is often challenging.

"Reading in prison is the most effective 'escapism' that I know. When the book is good enough I am completely immersed and unaware of external situations." (Books Unlocked participant, HMP Rye Hill)

"The session was [insightful] and informative for me... and let me escape the wall of the prison by talking about stuff." (New Chapters participant, HMP Brixton)

"I enjoyed learning new skills and the group was calming and welcoming." (LIF participant, HMP Askham Grange)

"Raymond had such a calming influence in the space today. His guidance was impeccable." (New Chapters participant, HMP Grendon/Springhill)

The programmes also played a valuable role in supporting participants' wellbeing by creating opportunities for social connection. The session enabled participants to bond with others in the group, fostering a sense of belonging and mutual support.

"Interacting and feeling safe to be silly, I feel it connected our group and broke some walls." (Readconnect participant, HMP Downview)

"I loved learning and hearing everybody's stories I also enjoyed the connection." (LIF participant, HMP Humber)

"Great to read, talk and then pass on the book I've read. Find myself discussing book stories with people." (Books Unlocked participant, HMP Oakwood)

"Everyone got talking about themselves and really opened up to each other, which helped me" (LIF participant, HMP Humber)

Improved family connections

Literacy development through storytelling and creative writing not only benefits individuals in custody but can also strengthen family connections. Following participation in the storytelling sessions, more than 9 in 10 (94%) participants felt:

- More confident to read with their child(ren)¹⁰
- More confident in supporting their child(ren)'s learning through storytelling and reading¹¹

Participants shared how the sessions helped them develop practical storytelling skills they could use during story time with their children. Many also spoke about how the sessions helped them feel a stronger bond with their families, reinforcing their sense of connection and purpose beyond the prison walls.

“I liked learning how to write a story. I’m going to continue to write for my son. I think it will really help us to bond and make new bridges as he is autistic, so thank you for a new skill.” (LIF participant, HMP Leeds)

“This really helped me connect and strengthen family ties.” (Readconnect participant, HMP Swaleside)

“I liked being creative and loved getting poems, riddles and ideas I can share with my daughter.” (Readconnect participant, HMP Downview)

Policy recommendations

First steps for change

The evidence above makes it clear that the current prison education system does not work – prison leavers need the tools in place to build successful futures. This is

¹⁰ Combines responses from those participating in storytelling workshops as part of LIF and Readconnect (n = 252)

¹¹ Combines responses from those participating in storytelling workshops as part of LIF and Readconnect (n = 251)

something we are committed to at the National Literacy Trust and our programmes are designed to deliver.

Reform and investment into literacy enrichment in prisons is key to breaking down barriers to opportunities, improving wellbeing, reducing re-offending rates, preventing future crimes, promoting social cohesion and fostering rehabilitation, thereby making our streets and communities safer.

As a result, we recommend these first steps for change:

- 1. Commitment to – and expansion of – creative literacy programmes across the estate**
- 2. Introduction of Learning Passports so that educational progress is not lost, enabling individuals to reach higher levels of learning**
- 3. Equal pay for education and work activities**
- 4. Reform screening practices for literacy and SEND**
- 5. Modernise digital infrastructure for literacy and media education**

Commitment to – and expansion of – creative literacy programmes across the estate

Many people in prison are excluded from formal education and lack access to meaningful, engaging learning opportunities. Without targeted support, individuals often miss the chance to develop the literacy skills needed for rehabilitation and reintegration. Additionally, although it is a statutory requirement for prisons to have libraries, these spaces are often neglected, under-resourced, outdated and not fit for purpose. Time available to access prison libraries is often limited and not prioritised by operational staff, which impacts independent learning and personal development.

Funding and integrating high-quality literacy enrichment programmes – such as writing workshops, shared reading and podcasting – into the education offering across all prisons and Young Offender Institutions (YOIs) could be highly effective in reaching those disengaged from traditional education, improving confidence, emotional wellbeing and motivation to continue learning.

These programmes should be supported by well-stocked prison libraries, with resources regularly updated to reflect the diverse interests and needs of prisoners. Libraries provide safe, stimulating environments for independent study and personal growth.

Introduction of Learning Passports so that educational progress is not lost, enabling individuals to reach higher levels of learning

Too often, education is disrupted when prisoners are transferred or released, leading to fragmented learning and lost progress. Without a consistent record, literacy and communication needs may go unidentified, and opportunities for personalised support are missed – undermining rehabilitation and successful reintegration. Additionally, the prison estate currently lacks access to individuals' past education records, SEND status or qualifications, meaning literacy and communication needs often go unidentified. Currently, people in prison must consent to sharing information like qualification progress between institutions, a process many do not understand or realise they need to give permission for. As a result, education plans are not continued consistently, which undermines learning opportunities and rehabilitative support.

Introducing Learning Passports that track a prison learner's educational history, literacy level and learning needs from entry into custody through to probation and community reintegration would help ensure individuals receive the support they need and are incentivised to ensure that literacy and learning needs are identified early, and that support continues even if a learner moves location.

To achieve this, firstly, we recommend that legislation is amended to allow an individual's full educational history, qualifications and SEND status to be made accessible to the prison estate through an automatic transfer from the National Pupil Database. This information could be used to help develop an individual's personal learning plan. These records should be embedded into individual's digital case files, with standardised processes to ensure continuity between prison education, probation and community services.

Secondly, we recommend that these plans are based on the individual's own educational baseline rather than national averages to reflect the importance of an individual's progress and journey. This would also allow more prisoners to progress to higher-level qualifications (i.e., beyond Level 2) by avoiding repeated restarts,

providing a clearer pathway to advanced education and supporting them to reach their full educational potential.

Improving the literacy skills of the prison population would help them thrive when they reintegrate into society. A nationally standardised, transferable learning record would ensure early identification of needs and continuity of support, which would improve efficiency in achieving this goal.

Equal pay for education and work activities

Currently, education is paid less than work in prisons, which does not promote incentives for people to engage in learning. As a result, individuals often choose higher-paid work roles over education, even when they could benefit from improving their literacy and skills.

Ensuring equal pay for education and work activities within prisons would ensure that people are not penalised for choosing to learn. Standardising education pay rates across the prison estate, and reviewing incentive structures, could better support participation in learning.

Pay parity would send a clear message that education is just as valuable as work in supporting rehabilitation. Removing the financial barrier to learning would encourage greater uptake in education, enabling more people in prison to develop the literacy and skills they need to reintegrate successfully. Monitoring the impact of this change could also help refine and strengthen policy over time.

By implementing these recommendations, policymakers and practitioners can create a supportive environment that empowers individuals to learn and thrive. Reforming and investing in literacy education in prisons demonstrates a commitment to breaking down barriers to opportunities, improving wellbeing, reducing re-offending rates, and recognising the critical role literacy enrichment has to play in rehabilitation.

Reform screening practices for literacy and SEND

Current literacy screening in prisons is inconsistent and often limited to those who choose education, excluding individuals in work roles. As a result, many people with low literacy or Special Educational Needs and Disabilities (SEND) go unidentified and unsupported, undermining efforts to provide effective rehabilitation.

Additionally, screening often occurs as soon as an individual enters the prison estate, which is often a time of heightened stress and anxiety, or withdrawal from substances on which they may be dependent.

Introducing mandatory but inclusive literacy screening for all, regardless of their role or educational choices, would enable prison staff to ensure individuals get the help and support they need. Individuals should also be given time to settle into their new environment before undergoing literacy screening.

It is critical that screening tools are accessible and adapted for low-literacy learners, and reasonable adjustments and support are provided to help individuals complete assessments where necessary.

The results from these screening tests should be added to Learning Passports to ensure they are transferable across institutions and into probation. Sharing assessment data securely across prisons and probation allows for sustained educational progress and better rehabilitation outcomes.

Modernise digital infrastructure for literacy and media education

Digital exclusion in custody reinforces inequality and limits opportunities for rehabilitation. People in prison are often denied access to the digital tools and knowledge needed to navigate today's world, leaving them unprepared for life after release. Without education in areas like online safety, AI, misinformation and radicalisation, they remain vulnerable to manipulation and disconnection from modern society.

Improving digital infrastructure in prisons by providing secure supervised access to educational platforms would enable the embedding of digital and media literacy – covering essential topics such as online safety, AI, misinformation and radicalisation – into education opportunities.

Enabling people in prison to develop these skills through controlled access to digital-learning tools supports their reintegration, reduces vulnerability to harmful ideologies, and equips them for the demands of today's digital society. To achieve this, we recommend the development of secure digital-education platforms aligned with prison safety standards, ensuring digital literacy becomes a core part of rehabilitation and education in custody.

Conclusion

This report has shown that despite a decade of reviews and reforms, prison education continues to face systemic challenges that limit access to high-quality learning opportunities. Ofsted inspections reveal a concerning decline in educational standards across the prison estate at a time when the majority of people in prison continue to experience challenges with their literacy and many are still incentivised to choose work over education due to pay disparities.

National Literacy Trust programmes, ranging from creative writing and storytelling to podcasting and reading groups, are designed to provide accessible opportunities to learning for those who might have disengaged from traditional education environments. Support is tailored to the needs of the participants, using trauma-informed approaches to ensure that interactions with participants are built on safety, choice, empowerment, collaboration and trustworthiness. By fostering creativity and self-expression, these programmes help participants to engage in reading and writing, building their literacy confidence and creative expression, while also offering wider benefits for their motivation to engage in education and plan for their future. The programmes also help them develop their social and emotional wellbeing and nurture family connections.

Investing in high-quality literacy education across the prison system is key to breaking down barriers to opportunities and building a more humane, effective and inclusive system that encourages positive change.

About the National Literacy Trust

Our charity is dedicated to improving the reading, writing, speaking and listening skills of those who need it most, giving them the best possible chance of success in school, work and life. We run Literacy Hubs and campaigns in communities where low levels of literacy and social mobility are seriously impacting people's lives. We support schools and early years settings to deliver outstanding literacy provision, and we campaign to make literacy a priority for politicians, businesses and parents. Our research and analysis make us the leading authority on literacy and drive our interventions.

Literacy is a vital element of action against poverty and our work changes life stories.

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