National Literacy Trust

Change your story

Annual Report 2024–25

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Letter from the Chair

The mission of our charity is to address inequality and grow prosperity by increasing literacy levels across the UK. When our own research shows that only 34% of children and young people are reading for pleasure, it is our duty is to call this out as a crisis, challenging the futures of a generation and the ambitions of our nation, and to lead action to address it.

Working with the new Government, the publishing industry, our charity partners, libraries, schools and colleges and the business community, we are proud to have been commissioned by the Secretary of State for Education to lead a National Year of Reading in 2026 as a response to this crisis.

This campaign will build on the momentum of significant achievement and growth in the impact and reach of the National Literacy Trust. The past year has seen us launch Early Words Matter, our 5 year campaign to work with a quarter of a million children in our Hub areas, to support their early literacy and language. We have now created over 1,500 new libraries for primary schools, training members of staff to run them. And, crucially, our intensive work in our Hub areas has demonstrated that the decline in reading is not inevitable.

Our Hub areas are bucking the national trend with reading levels up to 22% higher than the national average. An extraordinary achievement in the poorest communities which have traditionally lagged significantly behind.

I am incredibly grateful to all our supporters who are enabling us to address the challenge with such vigour and impact. For the over 100 businesses who commit their support to our mission in the Literacy Business Pledge, backed by KPMG. To the Trusts and Foundations who play such a vital role in our work – particularly the Julia Rausing Trust and the Foyle Foundation for their support for Libraries for Primaries. To the Arts Council and the DfE for their deep understanding and support for our mission.

It has been an honour to celebrate our achievements with our Patron, Her Majesty The Queen, welcoming her to our Hubs, from Middlesbrough to Bradford, and to the schools which have benefited from Libraries for Primaries. Our Patron's commitment inspires and encourages us.

I would also like to thank my fellow trustees and the executive team and our 1,500 volunteers across the UK, whose enthusiasm powers our work and changes stories in some of the UK's most disadvantaged but most exciting communities.

Joanna Prior
Chair

Date: 29 September 2025

Our mission

We empower people from disadvantaged communities with the literacy skills they need to succeed in life

Literacy changes everything. It gives you power to shape your future. It's the key to knowledge, confidence and inspiration. It's better results at school and leads to better jobs. If you grow up without the tools to communicate, without books to read or the skills to write, it's harder to get where you want to go

We're a charity helping people overcome these challenges and change their life chances through the power of words – reading, writing, speaking and listening. From first words, through school days to training, jobs and beyond. This is a big issue – 1 in 6 adults have very low levels of literacy in the UK today. It is also concentrated in the poorest communities. We support these communities, where as many as one in three people have low levels of literacy.

As well as the foundation of personal success, literacy is also a national priority. It sits at the heart of our nation's economic success and sustainability, driving social mobility and the challenge of regional inequality. The National Literacy Trust leads the national campaign to raise awareness of the issue and find solutions. We aim to break the relationship between low literacy and poverty to give a new generation the skills to fulfil their opportunities.

We are proud to be a dynamic and fastmoving organisation, and we think creatively about how to inspire and engage people with literacy. Partnerships of all kinds are at the heart of our approach and they're how we have most impact. We are proud to work in partnership with 9,015 schools, and over 90 businesses, and are grateful for the support of writers, illustrators, poets and the skilled teams of 40 publishers.

We base everything we do on sound evidence and we aim to provide cutting-edge research on all aspects of literacy. From exploring the relationship between technology and literacy, to investigating the impact of role models on reading, to understanding the impact of the pandemic on young children's language skills.

Our values and beliefs

The National Literacy Trust's values are well understood and embedded in the charity's culture, our induction, appraisals and staff development and are the guiding principles for the way in which we are effective.

We are **focused** on our impact with the people who need us most: helping them change their life chances through the power of words.

It's in our DNA to be **enterprising**: we make a difference because we are willing to do things differently.

We make change happen together; by **connecting** with others, we can do so much more.

We are **respectful** to everyone we work with, valuing each person's unique contribution.

Our commitment to equity, equality, diversity and inclusion

The foundation of our strategy is our shared commitment to **equity, equality, inclusion and diversity**. Our mission to increase literacy levels is fundamentally about addressing inequality. We know that **becoming a more diverse and inclusive charity, better at listening to and working with communities, is key to increasing our impact and fulfilling our mission.**

Our programmes and campaigns are focused on the needs of children, families, adults and groups who are most likely to experience injustice and exclusion. By working with community consultation groups in all our Hub areas, we develop approaches based on the many strengths and unique qualities each community has – languages, stories, experiences, skills and knowledge.

Our mission is to break the link between literacy and socio-economic inequality. Poverty is the major driver and effect of low literacy in the UK. But we know that other characteristics can make it harder for people from poorer communities to develop strong literacy skills.

We take this challenge seriously: We have an EDI action plan which is discussed by our trustees at each board meeting. We monitor and set targets to improve the diversity and inclusivity of staff and trustees. Our CEO chairs our EDI working group. There is regular training for staff in recognising and addressing unconscious bias.

Our commitment to the environment

We are passionate about sustainable development and the creation of communities that have the literacy skills to thrive, supporting both current and future generations. But a sustainable community is also defined by its relationship to the environment. So, it is essential that we operate in an environmentally responsible way. In 2022 we became a distributed organisation, allowing team members to live in their own communities, and conducting our meetings and management activities online. This supports communities across the UK and minimises travel requirements. We also aim to improve our contribution to environmental sustainability through our programmes and support the delivery of environmental messages and actions – for instance, through our Eco Literacy Champions project.

Our impact in numbers

Breakthrough One:

17,644
Reach

6,518
Engagement

17,219
Books Distributed

Breakthrough Two:

1,778,056
Reach

1,575,198
Engagement

540,322
Books Distributed

Breakthrough Three:

80,000
Reach

1,2260
Engagement

7,168
Books Distributed

Our strategy

Poverty leads to low literacy: by the time a child is 10.5 months old communication delay linked to poverty can already be detected. This lays the foundation for a lifelong pattern of literacy inequality impacting on earnings, health and wellbeing. But this is not inevitable – with support for children, families, schools and prisons this pattern can be broken. But we need to act now. If we can respond promptly and at scale, we can stop childhood experiences of poverty from having a lifelong and even intergenerational impact. We can create new opportunities, allow individuals to fulfil their potential and create new dynamics of social mobility.

The pandemic exacerbated the challenge. Its impact on literacy was worst for disadvantaged pupils in deprived areas (with a secondary pupils learning loss of 2.7 months in reading) and on preschool children's early language development.

The Cost of Living Crisis and the legacy of the pandemic, increases the scale of need for the National Literacy Trust's work and its urgency.

But it also increases our potential impact.

How we made change happen in 2024/25

We know that the literacy challenge is complicated. Literacy is intergenerational; it is closely related to inequality; particular communities and particular characteristics make it more likely that you will have low levels of literacy. Our approach, therefore, is sophisticated and evidence-based. In the past year we have worked in four ways to empower people with literacy skills to succeed in life.

We directly supported literacy skills and building confidence.

From parents not sure how to talk to their baby, teenagers finding reading boring or adults facing life challenges without literacy skills we supported people with information, digital content, classes, free books, encouragement and our knowledge and expertise.

We helped professionals increase the quality of literacy provision.

We supported and inspired early years practitioners, teachers, librarians, tutors and professionals on the frontline. They are our nation's literacy heroes and the greatest resource the UK has. We are proud to work with them and learn from them, offer them evidence-based approaches, free resources and celebrate their achievements.

We stood side by side with communities to tackle literacy inequality.

We lead 20 impactful Literacy Hubs – long term literacy action partnerships on the ground, driven by the communities themselves, in the places with the worst experiences of literacy and poverty in the UK. Our local teams worked in partnership with these communities to change stories.

We influenced leadership and policy to create lasting change.

National and local government policy determines how education is delivered. We worked to ensure literacy is a priority and influence policy using our insights and experience. We also worked with leaders in the business community. As employers, through their markets and as corporate citizens, businesses have a key role to play in our mission.

Our 30th anniversary

In 2024 we celebrated the 30th anniversary of the foundation of the National Literacy Trust which we celebrated with a Birthday Party, hosted by our Patron, Her Majesty The Queen, at Clarence House.

Over 60 of our Literacy Champions, volunteers from the communities we work with were the guests of honour at the celebration, joining staff, trustees and supporters of the National Literacy Trust to mark three decades of championing literacy within some of the UK's most disadvantaged communities. It was a great honour to welcome our President, Baroness Usher Prashar, who was one of the founders of our charity.

In our first 30 years

We have inspired and empowered over **5 million** children

We have worked with nearly **17,000** schools

We've gifted a staggering **528,303** books in the last year alone!

In the last year we've reached **9,834** parents of under-5s

Our research: A wake up call to the nation

In November 2024 we published research which revealed that just 1 in 3 (34.6%) children and young people aged 8 to 18 enjoyed reading in their free time in 2024.

This was the lowest levels ever recorded, enjoyment levels having **decreased by 8.8 percentage points over the past year alone.**

We know that reading for pleasure is a vital literacy activity, strongly linked to academic attainment, we also know that it can drive social mobility, as a more powerful determining factor in young people's futures than their socio-economic background.

Our findings demonstrated a challenge to the future life chances of our children and young people and the new Government's commitment to opportunities and economic growth. Before publication, ministers and key civil servants at the DfE had been fully briefed. On the day of publication, Rachel Reeves was briefed on the research in a creative industries roundtable at No 11 Downing Street. Media interest was intense and there was a strong and popular appetite for action.

A Publishers All Party Parliamentary Group was held for MPs and Lords to discuss the results at which Baroness Rebuck proposed a National Year of Reading in response to the data. Her recommendation was subsequently adopted by the Secretary of State for Education who has commissioned the National Literacy Trust to lead the 2026 campaign.

In 2026 the National Year of Reading will be a massive government-backed campaign, mobilising all sectors of society in a common mission, to engage more and especially young people in reading, to boost their quality of life now and create new opportunities in their futures.

Breakthrough 1: Literacy to grow

Every child starts school with language and communication skills ready to grow and learn at school.

Early years speech, language and communication is the foundation of all literacy. **Yet in September 2024, 30.8% of children started school without the early literacy, language and communication skills required. For children from more disadvantaged backgrounds the number increased to 47.1%.**

Children who struggle with language at age 5 are five times more likely not to reach the expected level in reading and writing at age 11. From this point inequalities in earnings and health can accurately be projected.

This inequality is a result of children not having access to high quality childcare and early education opportunities and resources in the home and early parenting behaviours

In 2024 we published research which shows the growing scale of this challenge for children born into the Pandemic and the cost of living crisis:

Only 78.1% of parents said they had chatted to their child at least once a day in the last week. In 2019 the level was 90.3%.

56.0% parents played together with their child at least once a day in the last week. This compares to 76.2% in 2019.

50.5% parents said they had read with their child daily in 2024 compared to 66.% in 2019.

Our 5 year campaign, **Early Words Matter**, which we launched in 2024, is our response to this challenge. We will be supporting the early language and literacy development of 250,000 children and young people in 20 of the most disadvantaged areas with resources and support for parents and children, evidence-based intervention and training for early years settings and local partnership work to strengthen leadership and systems around early literacy.

In the first year of Early Words Matter we have focused on five areas. One of these areas is Sandwell where our local team launched a new resource, the Little Moments Together card, with a magical under 2's event 'Storytelling with Sandy the Bear' at Morrison's Wednesbury Cafe. We were joined by SinglePoint Family Hub Oldbury, who provided family support and Transport for West Midlands who were handing out a one month free bus pass to families to enable them to participate in sessions. Children enjoyed storytelling and nursery rhymes while we were able to talk to the adults about early literacy. We also visited local nurseries and Family Hubs to directly support families in their stay and play sessions.

Early Words Matter is already impacting on parents and children in these communities:

> **I never read with them at home, they always get distracted or wreck the book. It's easier to do other things, I'm so glad you read a couple of stories with them.**
>
> ***- Parent***

> **Thank you so much for the opportunity of the programme. We loved it. We learnt something new every week and we didn't know the importance of reading to our children and we are grateful. We didn't have books read to us when we were younger so we didn't know this was important and now on a bedtime my wife always does a story and my children go to bed with a story.**
>
> ***- Family attending Family Hub event South Tyneside***

> **We have thoroughly enjoyed working with the programme. We feel that It has begun to flourish, we have loved expanding on the messages & activities to demonstrate & adapt to the families needs, it has been fun and wonderful to see the progress & confidence increase with both the parent & child, engaging & empowering the parents is so important. Giving out the lovely books & resources is the icing on the cake!**
>
> ***- FWT Practitioner, Birmingham***

> **The rhymes have really helped with their speech. They pick books they like and engage more now. The group atmosphere has given me and my kids friends also.**
>
> ***- Mother of 1 and 3 year old***

At the heart of **Early Words Matter** are evidence-based interventions that are rigorously developed, tested and evaluated. The recent evaluation of the programme for Under 2s showed that:

- **90%** of parents reported a positive change in their knowledge of the ways to talk and interact with their child and **78%** reported positive change in their confidence to visit the local library, children's centre or nursery.
- There was improved early speech and language skills of children and improved personal and social skills of the children.

> **Their child was completely non-verbal at the start of the 5-week project. The parent reported having a go at several of the activities at home each week and trying to use the language that they had seen modelled in the sessions, finding opportunities for giving the child both spoken language and signing. By the end of the 5 weeks, the child was noticeably babbling at the sessions and the parent reported that is was even more at home. The parent was thrilled by rapid development and continues to engage with other services locally and is now trying to attend Rhyme Time at least once a month.**
>
> ***- FWT feedback from a facilitator, Hampshire***

We have taken our commitment to supporting early language and literacy in the Government's Family Hub network, where we are training and developing staff in the Hubs and providing resources for them to use with Families. This has had an transformatory impact on the Family Hub teams.

Within a year:

92%

have a better understanding of how to support early language and the home learning environment since working with us

82%

have reached new families within their local community since working with us

99%

agree that the resources provided are relevant and useful for families

Breakthrough 2: Literacy to learn

Literacy to learn. Every young person, wherever they grow up, leaves school with literacy skills for life

Literacy is the key to education and is crucial in successfully navigating life. Literacy levels determine employment options, earnings, the ability to participate in democracy and even health outcomes. It's not just about acquiring literacy skills, it's also about personally engaging with them – enjoying reading at 15 has a greater impact on your school grades than your parents' social class. Yet enjoying reading amongst young people is at an all time low. This is creating inequality, limiting opportunities and undermining social mobility. However, this decline is not inevitable and it is inspiring to see the poorest communities, where we are working in depth, bucking the trend with up to 22% higher levels of reading for pleasure than across the rest of the UK.

We are committed to ensuring that every young person leaves school with the literacy skills they need to fulfil their potential. This means offering consistent support for their reading, writing and speaking and listening skills throughout their education.

In the last year we worked with 9,229 settings nationally to ensure to address our goal.

We have worked directly with young people through initiative such as the **National Reading Champions Quiz** which celebrates the book knowledge of star readers aimed 10 to 14 each year. In early 2025 545 schools registered 2725 students to take part in the competition, 23 regional heats were held culminating in the National Grand Final. In total 1725 questions were asked during 69 hours of quizzing. And the star readers loved it!

Our Young Readers Programme was the UK's first reading for pleasure programme and it is still working with children who are the least likely to own books and enjoy reading.

> **We have three children from the same family who are about to be made homeless. With this initiative we have seen the enthusiasm of the three children in getting to choose and keep three new books each. The enjoyment they have shown and willingness to discuss books and reading has grown each time.**
>
> ***– Teacher, Amazon Young Readers Programme***

11,994 teachers have attended our training and conferences this year across the United Kingdom, supporting the way in which they teach literacy from early years to post-16.

"The training gave some good strategies to engage all learners, no matter their level of literacy"

"It gave me lots of ideas to use in the classroom and the confidence to deliver it"

National reading celebrations

We first developed our national online reading events during the pandemic and they remain important moments to unite schools from across the country in the celebration of reading at important moments:

In **Refugee Week** activity, we ran two live events for schools. 40,000 students signed up to our event with Michael Rosen. We also had a live BSL Interpreter. **16,000 6-9-year-olds** joined our event with writers Steven Chatterton and Mark Arrigo.

On **World Book Day Book** **608,783 pupils** registered for "The Great Big Footy & Booky Quiz" and we estimate we were watched by half the schools in the UK.

Our **Remembrance Live Assembly** event was delivered to **90,634 pupils at 1,497 schools.**

> **Thank you so much for a wonderful experience for our students on Monday as part of your work with the NLT. I watched with our Y7&8 students and it was amazing for them hearing Michael Rosen's personal stories about home/ refuge, family, loss, life, love. So many students here could identify with that.**

Connecting stories

As well as our national programmes, our work with schools has particularly focused on our partner communities, where the National Literacy Trust has teams on the ground. 14 of these have been part of **Connecting Stories** which promotes reading for pleasure through school and community partnerships. Supported by Arts Council England and a national coalition of 46 publishers, Connecting Stories engages new readers through multiple contact points delivered with schools and community partners and by training and supporting teachers with resources, skills and interventions.

In **Doncaster** amongst a year-long programme highlights have included the holiday events the innovative Snacks and Stories Club, developed in partnership with Greggs in where our team also hosted a Storytelling Festival for 1,400 children from 24 schools.

In **Stoke** a highlight was the summer of park events, with six storytelling festivals in parks across the six towns of Stoke-on-Trent inspiring families to develop a love of literacy. Community organisations volunteered their time, including Family Hubs, Staffordshire Fire Service, Port Vale and Stoke City Football Clubs. Creators, storytellers, authors and poets, face painters, a magician, a bouncy castle, singing princess, and workshops based around story stones, engaged 6,060 people and as a result there were 255 children signed up to the summer reading challenge and 513 new library members.

Evaluation of the impact of sustained programmes of engagement, across these 14 areas show:

- **Higher levels of children reading for pleasure than the rest of the country – Children in these (some of the poorest wards in the UK) are now up to 22% more likely to be reading for pleasure** and 22% more likely to use a public library.
- **Stronger support from parents for their children's reading** – 83% more parents and carers are aware of how to support their children's literacy and 78% more know about local literacy activities than national levels.
- **Improved attainment in local primary schools** – schools in these areas with results significantly below national average are now reporting **an 8.6 percentage point improvement in Key Stage Two attainment.** Meaning they are now in line with the national average and putting their children on a pathway to success.
- **Increased community engagement** – 1,400 volunteers are leading this work **56% of these are themselves drawn from the most disadvantaged wards (IMD 1-3)**

For any community this data would be impressive, but the wards targeted by this work are the most disadvantaged in the UK which until now had the lowest reading and literacy rates. The programme has reversed this inequality.

"It was so brilliant to see Bangladeshi children and food featuring in a story and an interactive event like this one. My family really enjoyed the session, and my 8-month-old loved the mess play and making the Bhorta – she ate the whole thing!"

– Read North East (event with author)

"He never read books before, he always struggled," said Reham's mum "But since he started this club, I've noticed a real difference. He reads 2 or 3 pages a night now with his dad; I was really shocked. This club has made a huge difference. He just comes to me with a book"

Libraries for Primaries

Our Libraries for Primaries campaign is working to ensure that every school has a school library. 1 in 7 primary schools don't have a library, the number is significantly higher in disadvantaged areas. When books are an unaffordable luxury for many families, not having a school library means that many children never get to develop a reading habit.

In partnership with Arts Council England and publishers, the campaign installs new libraries in primary schools, prioritising schools in disadvantaged communities. The collections are carefully curated to include books which reflect the diversity of contemporary life. Vitally, we also train members of staff to manage the new library, to make sure it is used by pupils and families, that pupil librarians are recruited and trained and that the library is a platform to create a new culture of reading across the whole of the school.

May 2024 was a milestone moment for Libraries for Primaries, when Her Majesty the Queen opened the 1000th new school library as part of the campaign. A third of a million children have now benefited from the programme. The celebration at Morelands Primary School in Islington was attended by writers and illustrators who support the campaign. Joseph Coelho, the Children's Laureate, wrote a poem to celebrate the occasion and we invited pupil librarians from every school we have worked with to participate in a national online poetry workshop.

By the end of the year, we had delivered another 500 more libraires in all four nations.

Our inaugural Inclusive Libraries conference took place at the start of September 2024, in Leeds and London as part of our Libraries for Primaries campaign. Reading is an important tool to develop empathy and support education around racism. Our conferences empowered school librarians to champion unheard voices, and provide a safe space for young people to explore cultures, identities and intersectionality, so that they feel included and celebrated. Hundreds of school librarians attended and took part in our Inclusive Library Webinars.

One of the key findings of the evaluation of Libraries for Primaries is that teachers taking part in the programme feel more equipped to talk about diversity, equity and inclusion in the classroom.

Breakthrough 3: Literacy to thrive

Everyone leaving the criminal justice system has improved literacy skills to help them thrive.

1 in 6 adults in England have very low levels of literacy, in Scotland this figure is as high as 1 in 4. This group is not equally spread across society but is focused on disadvantaged communities. The prison population has particularly low levels of literacy and around 90% of young people in custody have been excluded from school in the past. Recent data from the Ministry of Justice shows that 61% of adult prisoners have literacy levels below Level 1. By working in the criminal justice system, we can reach large numbers of people with low literacy who face significant challenges in other areas of their life, we can learn from them about how best to engage people in reading and writing and we can see how literacy really does change life stories.

In 2024/25 we expanded and deepened our work in order to reach more women, men and young people in prison, as well as supporting families in the community with a family member in prison.

We delivered 152 workshops across 14 prisons, reaching 1,080 participants. We have reached a potential audience of 80,000 through our National Prison Radio audiobooks, and have donated 2,222 books across the prison estate.

> **The great books that you send are priceless and bring me reads that I wouldn't usually seek out**
>
> ***- Participant, HMP Dovegate***
>
> **Having the opportunity to speak at length with a published author was fantastic Viktoria is an inspiration.**
>
> ***- Attendee, HMP East Sutton Park***

We worked on a large scale programme supported by the Ministry of Justice in 6 prisons to engage people in reading and writing.

- **53% of participants in this programme had a literacy level below Level 1**
- **99% rated the session they attended as 'good' or 'excellent'**
- **79% said the session inspired them to write more**
- **89% said the session made them feel more able to express themselves in writing**
- **84% said the session inspired them to engage with other education opportunities in their setting**
- **We expanded our work with young offenders, rolling out New Chapters to reach 50% of under 18s in custody.**
- **93% rated the workshop as either excellent or good**
- **98% rated their experience with the author as excellent or good**
- **100% said the workshop inspired them to think about their future more**
- **98% said the workshop made them feel better in general**
- **98% said the session made them feel that their story is worth sharing**
- **97% felt the workshop made them enjoy writing more**
- **95% reported it encouraged them to read more**

From a former Books Unlocked participant who has now been released and we support in the community:

> Hello to Books Unlocked, I just want to say a massive thank you for being part of my story. I now own over 20 books, own a kindle, am part of a book club and regularly find peace within the library. I found a new love with you, and I will be forever grateful. So will my Goodreads challenge! I adore reading now, the cathartic feeling I get just cannot be matched unless I am up a mountain somewhere. I hike, by the way, not lost! You gave me hope when I had very little and I will be forever grateful.

> I liked the chatting, thinking skills, and the writing staff were very good. We need more stuff like this in jail.
>
> *- Participant, HMP Leeds*

> Really made me think about how I ended up where I am now and where I want to getback to.

> It was fabulous.
>
> *-Participant, HMP Askham Grange*

Legal information

The Trustees present their annual report, together with the financial statements of the charity for the year ended 31 March 2025.

The financial statements comply with the Companies Act 2006, the trust deed and Accounting and Reporting by Charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102).

Reference and administrative details

The Trustees and advisers currently in office or who served during the year were as follows:

TRUSTEES

Joanna Prior (Chair)

Matthew Bradbury

Louise Doughty (appointed 27 February 2025)

Gabrielle Huddart (appointed 22 October 2024)

Brad Keast (appointed on 7 May 2025)

Catherine Rose (appointed on 01 June 2025)

Kersten England

Ben Fletcher

Rachel Hopcroft (appointed on 20 May 2024)

Hilary Ineomo-Marcus (appointed 20 May 2024)

Professor Michelle Money (previously Shaw)

Natasha McMullen (resigned on 27 February 2025)

Lara White (Treasurer) (resigned on 27 February 2025)

Professor Clare Wood (resigned on 27 February 2025)

PATRON

Her Majesty The Queen

PRESIDENT

Baroness Prashar of Runnymede

VICE PRESIDENTS

Amanda Jordan OBE
Julia Cleverdon DCVO CBE

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COMPANY SECRETARY

Catherine Hardwick

About The National Literacy Trust

The National Literacy Trust is an independent charity that empowers children, young people, and adults with the literacy skills they need to succeed.

Literacy changes everything. It gives you the tools to get the most out of life, and the power to shape your future. It opens the door to the life you want. But low literacy is inextricably linked to poverty. Over the last 30 years, we have continued to work with people who need us the most, supporting schools, families and communities on a local and national level.

National Literacy Trust

Change your story

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