National Literacy Trust

Change your story

In partnership with

GO ALL IN.

National Year of Reading 2026

Soundtrack your story

KS2/P4–P7
Classroom storytelling project with storyteller, rapper and author Alim Kamara

National Storytelling Week

Contents

To celebrate **National Storytelling Week 2026**, the **National Literacy Trust**, supported by **Amazon**, has created a variety of storytelling activities and a live storytelling workshop with storyteller, rapper and author **Alim Kamara**, for KS2/P4-P7 classrooms to inspire a love of story creation and storytelling through music.

Project aims

To inspire a love of storytelling, reading and writing for pleasure.

National Storytelling Week celebrates the power of stories through oral storytelling, reading and writing for pleasure. Through an interactive workshop led by Alim Kamara, supported by engaging classroom resources, pupils will have the opportunity to explore and develop their storytelling and creative writing skills, culminating in writing a narrative in the form of a rap.

Children and young people's enjoyment of reading and writing is currently at crisis point. Our latest research highlights a deepening disengagement from writing for pleasure - only 1 in 4 (26.6%) children and young people now say that they enjoy writing in their free time, a figure that has almost halved over the past 15 years. Yet, findings also indicate clear gateways into writing, particularly when young people have the freedom to choose their own topics, respond to inspiring prompts or draw from personal experiences.

Exploring stories through music and lyrics has emerged as an effective way to re-engage young people with reading and writing for pleasure. Our research shows that slightly more than 3 in 5 (60.7%) children and young people aged 8-18 regularly read song lyrics digitally. Interestingly, even among those who say they don't enjoy reading, many still choose to engage with lyrics, with the same percentage (60.7%) reporting that they read song lyrics on a screen in their free time. Similarly, writing can attract children and young people when it aligns with their interests in music or personal storytelling. Writing song lyrics is especially popular, with slightly less than 1 in 5 (17.8%) reporting that they write lyrics on a screen at least once a month.

At a time when young people's enjoyment of reading and writing is at its lowest, National Storytelling Week offers a powerful opportunity to reconnect them with the creative spark that transforms writing into a pleasurable act. Pupils are supported to experience writing as a fun and imaginative process. By working with a professional storyteller like Alim Kamara, they gain insight into the author's own craft and are encouraged to see storytelling as a meaningful form of self-expression and creativity.

How to use the resource

1. **Attend the virtual workshop** on Tuesday 3 February (11.00–11.45am) with storyteller and rapper Alim Kamara (sign up here), whose storytelling champions positivity and self-worth.
2. **This resource builds on Alim's workshop,** exploring how to use rap as a creative tool to help children reflect on who they are and who they might imagine themselves to be.
3. **Use the activities below** to build a storytelling project throughout the week, either during dedicated literacy time or by setting aside time outside your regular timetable. The sessions are flexible and can be adapted to fit the needs of a school timetable and of your pupils.
4. **Encourage creativity** by inviting pupils to experiment with sound, rhythm and language, as they create a story using the medium of rap. Build on the workshop activities to spark their imagination.

Place your pupils' ideas at the centre by following their interests to guide the storytelling activities and shape the project.

Project learning objectives

By the end of this learning sequence, pupils will:

- Experience the joy of story creation and storytelling with a professional storyteller and rapper
- Explore, rhythm, rhyme and plot through a range of oracy and writing opportunities
- Create a story told through the medium of rap and lyric-writing

See Appendix 11 for Curriculum links.

Soundtrack your story: activities

Throughout the week pupils will create a story/rap exploring the question: **"What if I were a superhero?"** or **"What would the superhero version of me be like?"**

But here is the twist, by the end of the writing journey, they will realise that the superhero version of themselves is not imaginary, it is who they already are. **Be sure to not reveal this part until pupils have finished their writing.** This idea draws on Alim's work on positivity and self-worth.

Using elements of biographical and fantasy writing, they will explore the powerful connection between rap and storytelling, discovering how rhythm and rhyme can be used to express identity, build self-esteem and celebrate the qualities that make them unique.

Suggested sequence

Session	Focus
1	Introduction to National Storytelling Week
2	Online workshop with Alim Kamara (Tuesday 3 February 2026 at 11am)
3	Vocabulary generation
4	Writing a rap to tell a story
5	Editing and performing
6	Publishing

Preparation

Create a display of fiction and non-fiction books which focus on the themes of music, confidence and superheroes see *Appendix 1.* Display the texts so that pupils can read independently to support them in developing language and making links.

Prepare a space in the classroom to collect vocabulary, ideas and responses, perhaps using a working wall, as you deliver the activities.

Introduction to National Storytelling Week

Explain that pupils are going to be taking part in a very exciting workshop with professional storyteller and rapper Alim Kamara and learning how to create their very own song.

To get pupils excited and ready for National Storytelling Week, try this quick activity:

1. Listen to *Have You Got What It Takes* by Alim Kamara and while pupils are listening invite them to write down their favourite words from the song or to free-write using that song as a prompt.
2. After, pupils may like to create a mind map of all the songs they like to listen to. Together you could make a class playlist, building on *Appendix 2.*

Vocabulary generation

Aim/focus:

To generate vocabulary to support my storytelling rap.

Teacher notes:

Begin by sharing the focus of this week's storytelling. The storytelling genre is both biographical and fantasy writing, via the medium of rap. Make it clear that although they are writing a rap, the rap must tell a story. You may wish to refer to Alim's example in the workshop to illustrate this point.

Activities:

1. To warm up, play a quick-fire game. Display the lyrics from Alim's song, 'ABC Song': *Today, I decided to pick a good feeling...* and ask pupils to complete it. For example, 'Today, I decided to pick a good feeling...I picked joy and told myself today is going to be great!' The lyrics to the 'ABC Song' can be found in *Appendix 3.*
2. Take time to discuss these feelings and explore the concepts of self-worth and self-esteem.
3. Provide them with the template in *Appendix 4* (The 'I am' alphabet) and ask them to complete this list with whatever comes to mind. Remind them that in Alim's song 'ABC Song', his lyrics are, *'A!' I am AWESOME! 'B' I am BEAUTIFUL. 'C!' I am CAPABLE!".*
4. Take suggestions from the class to create a class word bank of qualities to refer to during the week.
5. Invite them to pick their top three qualities that they admire in themselves (for example, 'kind', 'joyful' and 'creative').
6. Explore their top three qualities further using 'Personality islands' *Appendix 5* to provide examples e.g., draw a picture of them being 'kind' or describe a time they felt 'joyful'.

Writing a rap to tell a story

Aim/focus:

To write and tell a story through rap.

Teacher notes:

When teaching this part of the sequence, emphasise the narrative structure. Although the pupils are writing a rap, make it clear that rap is often a personal story, but it is told through rhythm and rhyme. Remind them of what Alim explained in his workshop, that rap stands for Rhythm and Poetry.

Encourage children to follow a beginning, middle and end structure. For example:

- **Beginning**: the daydream of imagining being a superhero.
- **Middle:** exploring the powers they would have and how they would be used.
- **End:** realising they already have those powers in real life.

This structure mirrors classic storytelling arcs and gives their rap a clear journey.

Activities:

1. To warm up, invite pupils to take part in a free-writing/stream of consciousness activity. **How to free-write** is a great video explaining what free-writing is. Allow pupils to write about anything they want to; the idea is there is not right or wrong, it is simply about the act of writing and putting pen to paper. Display the following sentence starter on the board and allow pupils to write whatever comes to their mind. *'A real-life superhero is...'* Ask them to circle their favourite words to add to the class word bank.
2. After the warmup, explain that they will be using the ideas and words created in the vocabulary session ('I am' alphabet and Personality islands) to create a narrative that imagines themselves as a superhero.
3. Explain that you want them to focus on real-life powers that relate to the qualities they explored in the previous session. For example, rather than focusing on the power of flight or superstrength, they could focus on the power of kindness, joy or creativity.
4. Explore the idea of a story mountain (a concept they may be familiar with) and model how to plan the story. See *Appendix 6* for an example.
5. Introduce a structured rhyming activity to support pupils in developing a rich bank of rhyming vocabulary for their storytelling rap. Select a theme/word relevant to the story, such as kindness. Draw a four-by-four grid on the board or provide pupils with a printed version. In the first column, list four words associated with the theme (e.g., help, friend, smile, good).
6. Guide pupils to fill in the remaining columns with words that rhyme with each of the theme words. This technique helps pupils generate a wide range of rhyming options, making it easier for them to craft creative and cohesive lyrics. See *Appendix 7* for an example and template.
7. Support pupils to transform their plans into storytelling raps.

Choose from one of the three modelling approaches below. You could demonstrate one method for the whole class or differentiate by assigning specific methods to groups. This ensures that each group receives appropriate scaffolding while engaging creatively with narrative structure through rhythm and poetry.

Option 1: Beats and bars

Demonstrate how to start writing a rap using a '4 box beat grid'. Firstly, draw on Alim's advice and explain that:

- **Raps have beats**
- **Typically, in rap, there are four beats in a bar**
- **Try counting: 1-2-3-4 → that is one bar**
- **Try this too: clap-clap-clap-clap → that is one bar**

Explain that a useful way to understand this concept is by using the '4 box beat grid'; this method allows rappers to fit words into those beats like a rhythm puzzle. For example, this bar: *I have the power of kindness*.

Bar - I have the power of kindness.			
Beat 1	**Beat 2**	**Beat 3**	**Beat 4**
I have	*the power*	*of*	*kindness.*

Here is a helpful video about what beats and bars are. Offer pupils the '4 box beat grid' *(Appendix 8)* to scaffold their rap writing, breaking it into sections to tell different parts of the story.

Option 2: Rhyme schemes

Share Alim's 'Money runs the world' found in *Appendix 9* to look at how raps use rhyming schemes. Model turning your story mountain plan into a rap/poem by using classic rhyme schemes like ABCC, AABB or ABAB.

For example:

I got up, threw on a jacket, went out for a stroll,
To clear my head, find some space, climb out of this hole.
I looked to the left, kids laughing in the park,
I looked to the right, dogs barking, full of spark.

Verse 1

I wandered on through and found a bench by a tree,
Sat down, took a breath, just let myself be.
Then I started to drift, lost in a superhero dream,
What would I be? What would my powers mean?

Verse 2

I'd need the power of kindness, to help bring a smile,
And joy to lift hearts that've been low for a while.
A hero needs to be creative, to solve any puzzle,
Like knowing just what to do when someone's in trouble.

Chorus

And so on...

Be sure to tell a story when modelling. Each part of the story mountain could be a verse in the rap. Challenge pupils to create a repeated chorus.

Option 3: Call-and-response

Introduce pupils to the idea of call-and-response, a fun and interactive way to build a rap collaboratively. Explain that in call-and-response, one person (or group) says a line (the "call"), and the other responds with a rhyming or related line (the "response"). This mirrors the back-and-forth style often found in rap battles or performances.

Model an example:

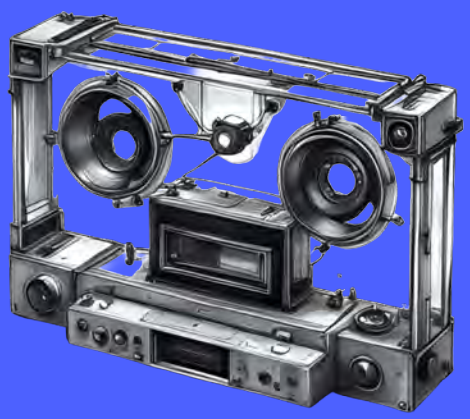
Call: "I woke up strong, ready for the day,"

Response: "Put on my cape, I'm on my way!"

This method works well in pairs or small groups and can be supported by an additional adult, if available. It encourages pupils to focus on rhythm, rhyme and performance in a low-pressure, collaborative setting.

To support, pre-write the 'call' lines and have pupils generate the 'responses', either independently, in pairs or in groups. This is especially helpful for pupils who may find open-ended writing challenging, as it offers structure while still allowing for creativity and engagement.

Whatever method you choose, you may wish to include some mistakes to model how to edit in the next part of the sequence.



Further possible writing outcomes

Personal Narrative

- Write rap verses about their own lives.

Character Raps

- Create a rap in the voice of a character (superhero, animal, historical figure etc.).

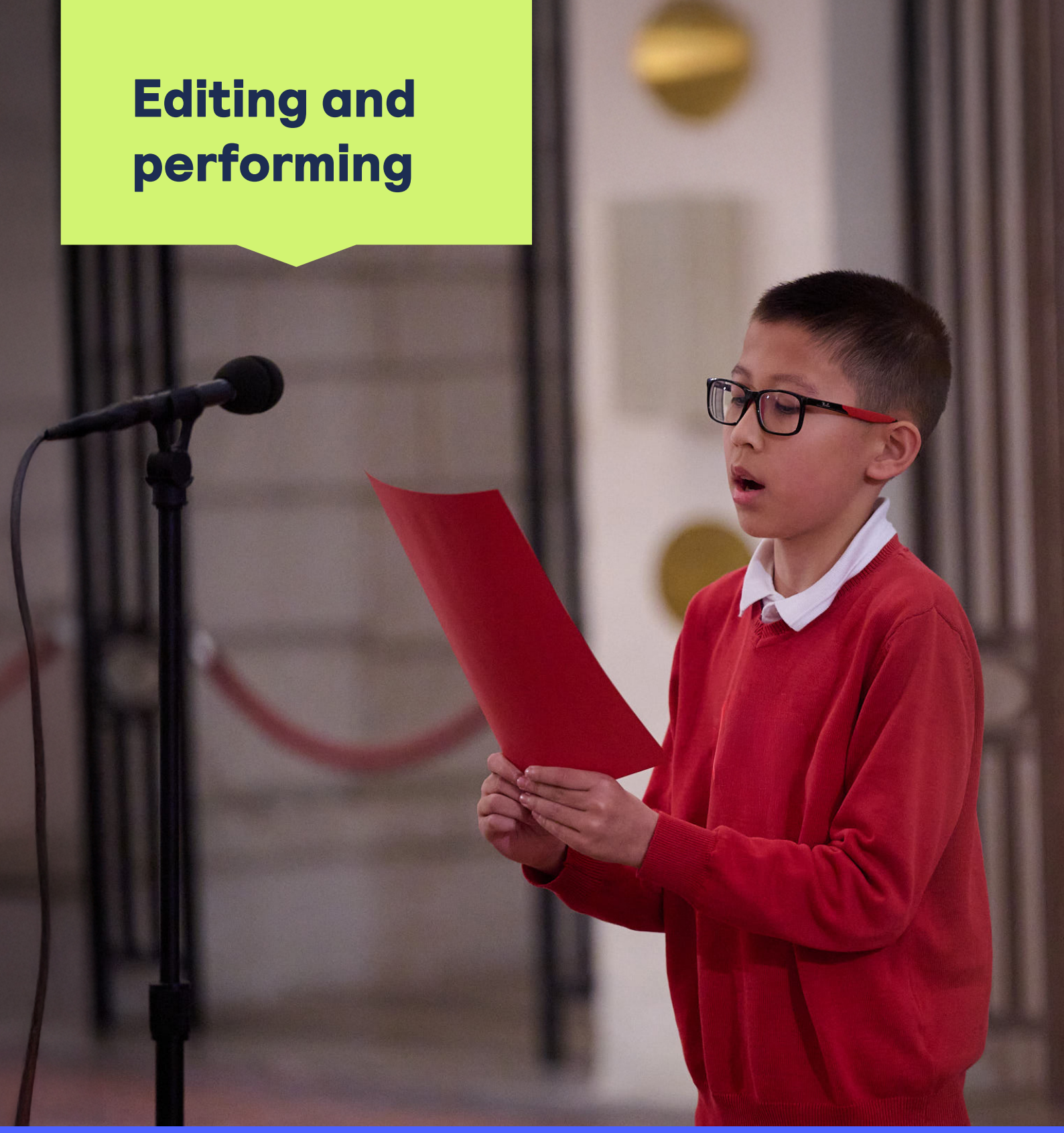
Message Raps

- Write a rap with a moral e.g., kindness, anti-bullying, perseverance.

Collaborative Class Rap

- Small groups contribute verses to one longer rap story.

Editing and performing



Aim/focus:

To edit my rap and perform it.

Teacher notes:

This is an opportunity to model editing the rap, perhaps referring to the mistakes you made on purpose previously, to illustrate editing for better rhythm, flow and rhyme.

This is also a great opportunity to model and reflect whether your rap is actually telling a story, by involving the children to identify key parts in the narrative.

Activity:

1. Explore and watch some rap performances such as, MC Grammar rapping The Gruffalo story. Although the content is for younger pupils, it is a fun performance to break the ice and get excited by, before the children try their own. You could watch this performance by a 10-Year-Old on The Voice (0:00-1:00 and 3:25-4:49). Be sure to explain to your pupils they do not need to rap this fast (!). Share ideas about what makes the performances engaging.
2. Invite each group or individual to perform their rap aloud to the class or in small groups. Encourage expressive delivery, where pupils should focus on rhythm, clarity and confidence.
3. Ask the audience to listen for flow, rhyme and message. What is the narrative?
4. Facilitate a short feedback session by displaying prompts like:
    - **What worked well?**
    - **Where could the rhythm or rhyme be clearer?**
    - **Did the message/story come across clearly?**
5. Consider making audio or video recordings to encourage self-reflection and peer-to-peer feedback. Provide a self-assessment toolkit *(Appendix 9)*.
6. Provide time for pupils to revise their lyrics based on feedback. Encourage them to experiment with new lines, improve rhymes or clarify meaning. Support with rhyme dictionaries if needed and encourage pupils to refer to their rhyming lists created earlier in the sequence.
7. Invite pupils to perform their updated version, celebrating the improvements and progress they have made.

Take a moment to revisit this week's question: **"What if I were a superhero?"** or **"What would the superhero version of me be like?"**.

Have the children realised they are and can be the everyday superheroes? Have they realised that the superhero version of themselves is not imaginary, it is already who they are?

Check out and share the performance toolkit on the next page with your pupils.

Alim's tip:

Look out for **VE-BRAP**
(Voice, Eye Contact, Body Language, Rhythm & Flow, Audience, Presence/ Confidence).

How to remember it:
Use your thumb and first finger to make a "V" sign to the side, then snap your fingers together with your thumb and second finger (the old-school "that was wicked!" gesture).

Performance toolkit

Adapt this toolkit according to the age group you teach and the needs of your pupils.

Voice

- Make sure you are speaking clearly so everyone can hear your words.
- Use expression by changing your tone to match the mood of your rap.
- Project your voice, this means make sure you are heard. You do not need to shout, but make sure your voice fills the room.

Body language

- Face your audience when performing and stand tall, shoulders back and chin up!
- Use your hands to help you tell the story or help you remember the rhythm.
- Moving your body a little can bring your story to life too.

Eye contact

- When you can, look up from where you are reading.
- Do not worry if you cannot or do not want to make eye contact with your audience, just look in that direction.
- However, if you are comfortable, look at your audience, as it can help them feel engaged and have confidence in you.

Rhythm and flow

- To help keep the flow and beat, you could nod your head, tap your foot or click your fingers.
- Try not to rush, pause where you need to and take a breath.

Confidence

- Believe in yourself and your abilities!
- Let your personality shine through when performing.
- If you make a mistake, keep going and show your resilient side!

Purpose and audience

- Think about why you are performing: to entertain, inspire or share a message?
- Consider who you are performing for; your classmates, teachers or a wider audience: How that might shape your tone, style or message?

Publishing

Celebrate all the hard work your pupils have done by publishing their work. This could be a class anthology, or you may like to try one of the following ideas:

Video performances

Record each pupil or group performing their rap and then edit the videos into a class showcase. Invite parents and carers to come for a viewing after school or share on the school website.

Live performance

After practicing in class and using the performance toolkit to refine pupil performances, host a rap assembly or a poetry jam to showcase your pupils' work.

Create an album

Record each pupil or group performing their rap and then edit the tracks into a class album. Pupils could create a collaborative album cover too.

Interactive rap gallery

Hold a rap gallery in class by recording pupil performances on separate devices (if possible) and leave these on desks with headphones for another class or parents to come and listen to. Leave post it notes next to the devices for people to leave messages of positivity about the raps they have listened to.

These are just some ideas to publish and showcase your pupils work. You may have an amazing idea of your own!

At the end of National Storytelling Week 2026 Share your work with us!

As part of this storytelling project, supported by **Amazon**, pupils can share their work with us and Amazon employees, for the chance to have it published in a specially curated anthology. The anthology will feature writing inspired by the theme *Soundtrack your story*, in celebration of **National Storytelling Week 2026**.

To submit your students' work, and to read the submission guidelines, please visit the National Storytelling Week KS2 resources page.

Appendix 1

Supporting book recommendations

Books written by Alim Kamara

Bars for Days

It's Okay to Be Scared

Books featuring superheroes

Solving Crimes is NOT my Superpower
Nathanael Lessore (Author), Simran Diamond Singh (Illustrator)

The Final Year
Matt Goodfellow (Author)

The Onyeka Series
Tola Okogwu (Author)

My Brother is a Superhero
David Solomans (Author)

The Boy With Wings
Lenny Henry (Author)

Kid Normal and the Rogue Heroes
Greg James (Author)

Here Come the Superheroes: Raps and Rhymes to Save the Galaxy
Neal Zetter (Author), Chris White (Illustrator)

Non-fiction

Around the World in 80 Musical Instruments
Nancy Dickmann (Author), Sue Downing (Illustrator)

Where Are All The Black Female Composers? The Ultimate Fun Facts Guide
Nathan Holder (Author)

100 Things to Know About Music
Usborne Books

Make Some Noise: The Mind-Blowing Guide to All Things Music by the World's Funniest Band
The Horne Section

A History of Music
David Schweitzer and Mary Richards (Authors)

Books exploring music

Skylar and the K-Pop Headteacher
Luan Goldie (Author)

The Piano at the Station
Helen Rutter (Author)

The World of Music... And how it moves us
Nathan Holder (Author)

The Adventures of Rap Kid
MC Grammar (Author)

Kofi and the Rap Battle Summer
Jeffrey Boakye (Author)

The Sound of Everything
Rebecca Henry (Author)

Naeli and the Secret Song
Jasbinder Bilan (Author)

Once Upon a Tune
James Mayhew (Author)

The Song Walker
Zillah Bethell (Author)

Can You Feel the Noise?
Stewart Foster (Author)

Sonam and the Silence
Eddie Ayres (Author), Ronak Taher (Illustrator)

Raising the Roof
Jack Pepper (Author), Michele Bruttomesso (Illustrator)

Appendix 2

Supporting playlist

Clean tracks for the classroom

Clean Up Song (Hip-Hop)

MC Grammar – Educational Rap Songs

U Can't Touch This – M.C. Hammer

Gecko – Take A Look Around

Tell The World - Lecrae

For other clean rap songs and guidance see: 35 Best Clean Rap Songs for School: Teacher-Approved Playlist (2024) - All Axess

Instrumental music

Hip Hop Instrumental Beats Mix | 90 Min Chill Hop Playlist | Live OMA Covers

Instrumental Pop Music for the Classroom

Brian Eno, Laraaji - Ambient 3 : Meditations

Relaxing Piano Covers of Musicals

Appendix 3

ABC Song by Alim Kamara

Ayo

Peace to the listeners

It's your boy with no filters

I got a song for the winners

As long as you get up and keep going

Zinc sulphide - when it's dark - you're still glowing

Today I decided to pick a good feeling

Looked in the mirror like "Hey, good looking"

My ingredients: good words, get cooking

Don't this vibe make you wanna just move something?

I should be realistic? No way

I cannot limit my dreams to backstage

Hands over my ears when negative plays

Treat it like germs - uh, get away

Give me good news and I'll high jump

Give me bad news, we might cry some

Be there for your friends when it's heavy, son

Now you got you a team - we should do lunch

Flipping it to positive, we did it!

They say I'm vibrant these days, well lit

You heard "You ain't good enough" - bruh, it's a lie

Reason you get it wrong: so you learn to get it right

Come join the tribe that's giving it a go

The weather might be rocky and you're sitting in a boat

Hold on tight for your life, what a ride!

The story goes: you battled doubt and survived

What an adventure, worthy contender

Heart mender, chill out my anger

I had a temper, growling monster!

My mentor said "You gotta breathe, brother"

May you find peace and eat good ice cream

Catch a train, see the horses on evergreen

True friends keep it real, but they're not mean

Around here we inspire - come join the team

Chorus

A - I are awesome

B - I are beautiful

C - I are capable

Put your mind to it, Apply the ABC

A - We are awesome

B - We are beautiful

C - We are capable

Put your mind to it, Apply the ABC

Bridge x

believe in you, do you believe in yourself? Yeah!

When life hits you down, will you get up? Yeah!

You're braver and smarter than you know!

But you gotta put in the work - are you ready? Yeah

Appendix 4

‘I am’ alphabet

I AM...

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

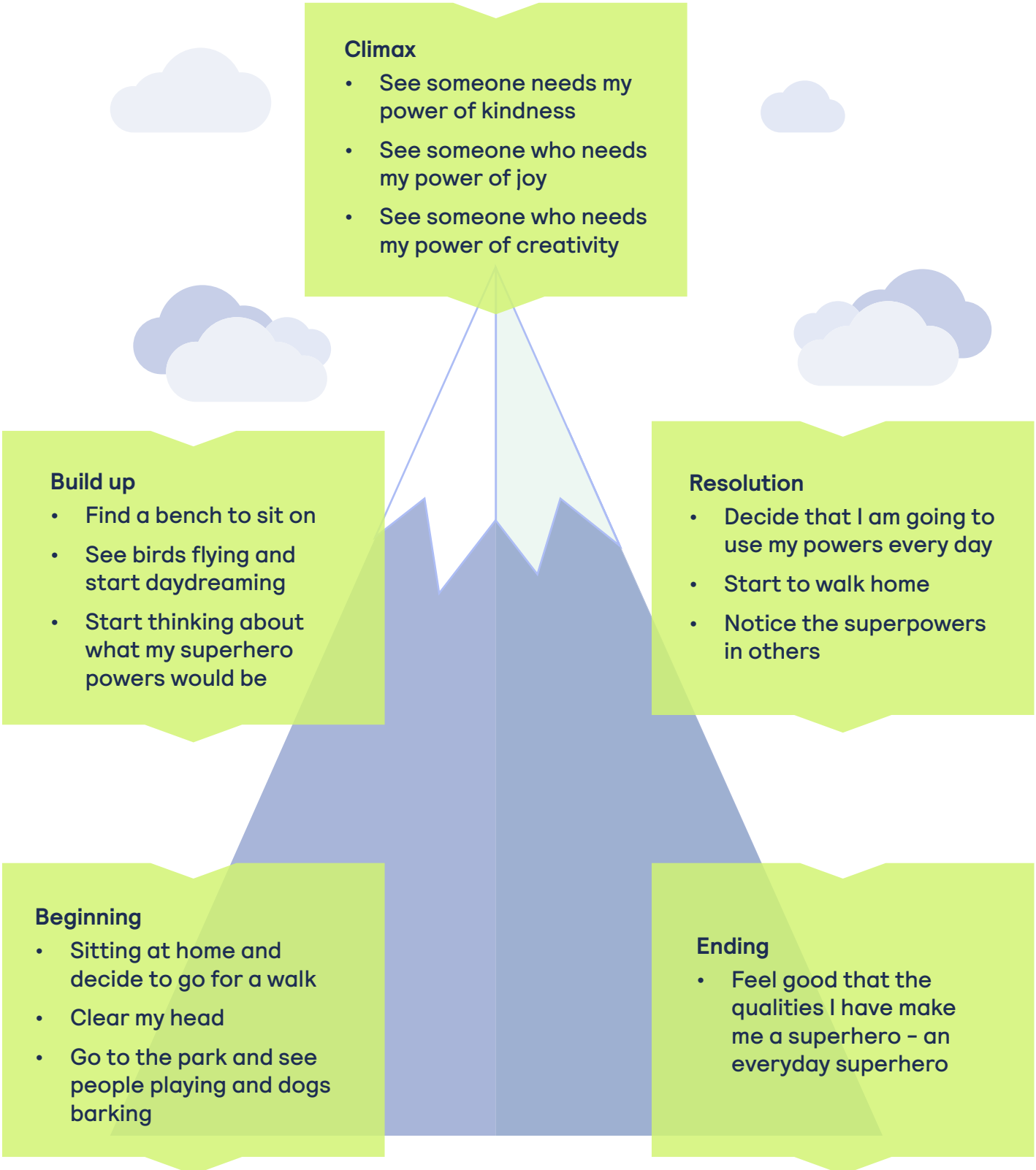
Z

Appendix 5

Personality Islands

Appendix 6

Example of story mountain



Each part of the mountain can be a verse in the rap.
Then challenge your pupils to create a chorus that is repeated.

Appendix 7

Rhyming grid

Example – Theme: kindness (remember near rhymes count!)

help	yelp	shelf	self
friend	send	bend	lend
smile	tile	while	dial
good	should	would	hood

Now you try!

Appendix 8

4 box beat grid

BAR			
BEAT 1	**BEAT 2**	**BEAT 3**	**BEAT 4**

Appendix 9

Money runs the world by Alim Kamara

I got pocket money
but my pocket had a hole
The money ran down my leg
And then started to roll
This coin was in a hurry,
where's it tryna go?
I need to buy bread
are you dumb bro?
Why's it going round
and round In a circle
Now I'm chasing
the cash looking cockoo
My neighbour came
And said are you cool dude?
I looked up and that was a boo-boo
I should've never looked away
Just to greet you?
But then he would have thought
That's so rude
But now the money gone,
what am I gonna do?
I looked down,
And I guess it got tired too
Cos the money was sleeping
On a horse shoe.

Appendix 10

Self-assessment checklist example

Tick the boxes that match your performance:

What to Check		My Notes
☐	**Rhythm** Did I keep a steady beat throughout my rap?	
☐	**Flow** Did my words fit smoothly with the beat?	
☐	**Rhyme** Did I use rhyming words that made sense?	
☐	**Clear message** Did my rap tell a clear story or share a strong message?	
☐	**Expression** Did I use my voice and face to show emotion?	
☐	**Teamwork** If I worked with others, did we take turns and support each other?	
☐	**Confidence** Did I speak clearly and try my best?	

What I'm proud of:

What I want to work on next time:

Appendix 11

Curriculum links

England

Taken from the English programmes of study: key stage 2, from the National Curriculum in England Years 3 and 4: writing composition

Pupils should be taught to

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
  - discussing and recording ideas.
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - in narratives, creating settings, characters and plot.

Years 5 and 6: writing composition

Pupils should be taught to:

- plan their writing by:
  - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
  - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes and guidance for key stage two (non-statutory)

Pupils should have the opportunity to:

- understand, through being shown these [activities], the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting and re-reading to check their meaning is clear, including doing so as the writing develops.

Wales

Taken from the Area of Learning and Experience: Languages, Literacy and Communication, in the Curriculum for Wales

Progression step three

Literature fires imagination and inspires creativity.

- I can use my imagination and can experiment with language to create my own literature.
- I can retell stories creatively.

Scotland

Taken from the Literacy and English Experiences and Outcomes, Curriculum for Excellence

Second level

Listening and talking

- When I engage with others, I can respond in ways appropriate to my role, show that I value others' contributions and use these to build on thinking. LIT 2-02a
- I am developing confidence when engaging with others within and beyond my place of learning. I can communicate in a clear, expressive way and I am learning to select and organise resources independently. LIT 2-10a

Writing

- I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 2-20a

Northern Ireland

Taken from The Northern Ireland Curriculum Primary, Key Stages 1 and 2 (years 3, 4, 5 and 6)

Language and literacy – Key stage one

Talking and listening

- Tell their own stories based on personal experiences and imagination.
- Express thoughts, feelings and opinions in response to personal experiences, imaginary situations, literature, media and curricular topics and activities.

Writing

- Talk about and plan what they are going to write.
- Express thoughts, feelings and opinions in imaginative and factual writing.

Language and literacy – Key stage two

Talking and listening

- Tell, retell and interpret stories based on memories, personal experiences, literature, imagination and the content of the curriculum.
- Participate in group and class discussions for a variety of curricular purposes.
- Describe and talk about real experiences and imaginary situations and about people, places, events and artefacts.

Writing

- Use the skills of planning, revising and redrafting to improve their writing, including that which they have composed digitally.
- Express thoughts, feelings and opinions in imaginative and factual writing.

National Literacy Trust

Change your story

About the National Literacy Trust

Literacy changes everything. It opens the door to the life you want. It's the key to knowledge, confidence and inspiration. It's better results at school, and better jobs. If you grow up without the tools to communicate, without books to read or opportunities 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.

Together, we're helping people change their stories.

literacytrust.org.uk

/nationalliteracytrust

@Literacy_Trust

@Literacy_Trust

Sign up to our newsletter:
literacytrust.org.uk/newsletter

The National Literacy Trust is a registered charity no. 1116260 and a company limited by guarantee no. 5836486 registered in England and Wales and a registered charity in Scotland no. SC042944. Registered address: 68 South Lambeth Road, London SW8 1RL.