



Change your story

Parents' use of AI to support literacy at home in 2026

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Since late 2022, a growing body of research has explored the implications of generative AI for work and education, including our own studies on how AI is influencing learning and literacy among children, young people and teachers. By comparison, less is known about how AI is used within the home, particularly how parents and children may engage with it together as part of everyday family life.

This report addresses that gap by exploring how families are using AI at home. It sits alongside our companion studies of children and young people and of teachers, forming part of a wider programme of research that aims to provide a comprehensive picture of AI engagement in 2026.

How we explored the use of AI in the home

This report draws on findings from a nationally representative online survey of 3,073 parents and carers of children aged 5 to 18 in the UK, which was conducted in February 2026 by Savanta on behalf of the National Literacy Trust. Respondents were recruited through Savanta's online research panel and screened to ensure they were aged 18 or over and had at least one child aged 5 to 18 living in their household. Parents were asked to answer questions about one child aged 5 to 18, typically the child whose birthday was most recent if more than one child fell within this age range.

As this report draws on parents' accounts, all findings reflect parent-reported perspectives rather than children's self-reported experiences. Throughout this report, children and parents who identify as having a special educational need or disability (SEND) are described using parent-reported disability status.

In this survey, parents were asked two questions about AI use, one about using AI for activities with their child¹ and the other about their attitudes towards AI².

What this report shows

Our survey shows that many families in the UK are including generative AI in some aspects of learning, literacy and other activities at home. While around 1 in 2 parents did not use AI as a family at all, the remainder reported using it with their child in some capacity, whether to help with homework, answer questions and support learning beyond school tasks. AI was also being used by some parents as part of creative activities, such as generating images or stories together, particularly among families with younger children.

¹ 'How, if at all, are you using generative AI (e.g. ChatGPT, Dall-E, Google Gemini) as a family?'

² 'How much do you agree with the following statements about generative AI?'

However, parents' views of AI were mixed and, in some cases, ambivalent. While many recognised the potential for AI to support learning, curiosity and literacy, slightly more parents said they would prefer their child not to use AI than those who were happy for them to do so. Many had concerns about potential inaccuracy, bias and harmful content, and a notable minority of parents lacked confidence around helping their child with AI. There was also strong support for schools to play a role in helping children understand AI. Differences in use, confidence and attitudes were particularly marked by household income and parent gender, suggesting these have considerable influence on how families engage with AI at home.

Key findings

In 2026, many families reported using generative AI in the home in some capacity

Most families reported using AI with their child in some way, especially parents of younger children, with educational activities being the most common.

- 1 in 3 (32.2%) parents said they did not use AI as a family at home, with the remaining 2 in 3 (67.8%) using it in some capacity.
- Among all parents, the most-cited reasons for using AI as a family included helping with homework (28.7%), answering their child's questions (24.6%) and supporting wider learning outside of homework (24.0%).
 - More parents of young people aged 12 to 15 said they had used AI to help their child with homework (33.7%) and learn outside of homework (25.7%) than parents of children in other age groups
- Some families also reported using AI for creative purposes, such as making images or pictures (23.1%), writing stories together (11.5%), or for learning more about their cultural background (8.8%).
 - More parents of children aged 5 to 7 than parents of children in other age groups reported using AI to make images or pictures (27.6%) and write stories together (17.9%).

Many parents were open to the potential benefits of AI for supporting curiosity, literacy and creativity

- Parents were most likely to associate AI with helping to answer their child's questions, with more than 3 in 5 (63.5%) in our sample agreeing that AI could act as a source of knowledge. Around half felt that AI could help improve their child's literacy skills (53.1%), support their child's ability to work independently (52.4%) or spark their creativity (47.0%).
 - Regardless of their child's age, a similar percentage of parents believed AI could answer their child's questions or help their child to

learn independently. However, more parents of younger children felt AI could be beneficial for creativity, with 1 in 2 (49.3%) parents of those aged 5 to 7 believing this compared with 38.0% of parents of those aged 16 to 18.

However, parents' views on their child's use of AI were divided. Some parents lacked confidence about helping their child with AI, and most felt children should be taught about it at school

While many parents may have felt AI could potentially support learning, slightly more said they preferred their child not to use AI tools than were happy for their child to use them.

- 35.9% agreed that 'AI is not something I want my child to use', while 1 in 3 (32.9%) disagreed.
 - This varied by the age of the child, with 2 in 5 parents of children aged 5 to 7 (41.6%) not wanting their child to use AI, compared with 3 in 10 (31.4%) parents of young people aged 16 to 18.
- Almost half (46.5%) of parents felt AI might give their child biased, inaccurate or harmful information, although 1 in 5 (19.7%) did not believe this. Differences by age of child were marginal.
- While half (50.0%) of parents told us that they felt confident helping their child with AI, more than 1 in 5 (21.7%) did not feel confident in this area.
 - Confidence in helping children with AI decreased with the age of the child. Half of parents of those aged 5 to 7 (54.2%) reported feeling confident, but this decreased to 2 in 5 parents of those aged 16 to 18 (42.5%).
- More than 3 in 5 (62.5%) parents said that they wanted AI to be taught about in school, with less than 1 in 6 (14.1%) disagreeing. Agreement varied very little by age of child.

Parents' use of, attitudes towards and confidence around helping their child with AI varied by gender and household income levels

Fathers and higher-income parents reported using AI most frequently together with their child. They also felt more positively about the potential benefits of AI and were more confident about helping their child with AI.

- More fathers than mothers reported using AI to support their child's learning outside homework (27.3% vs 20.8%), for creative activities such as making stories (14.1% vs 8.9%), and for learning more about family culture (11.4% vs 6.2%).

- Fathers were also more optimistic about the potential benefits of AI. For example, 3 in 5 (60.4%) felt that AI could improve their child's literacy skills compared with less than half of mothers (46.0%).
- While almost 3 in 5 fathers (58.2%) felt confident in their ability to support their child's use of AI, this decreased to just 2 in 5 mothers (42.1%).
- Substantial gaps in use and attitudes were seen between families with the lowest (under £20,000) and highest (over £100,000) household incomes.
 - Nearly three times as many parents in the lowest-income households said they did not use AI compared with the highest-income households (43.0% vs 14.9%), while twice as many of those with the highest income used AI to help with homework (40.8% vs 21.6%) or for learning outside of homework (42.3% vs 17.6%).
 - Similar differences were seen in perceptions of the benefits of AI, with half (48.1%) of parents with the lowest incomes feeling that AI could answer their child's questions, compared with 82.5% of parents from the highest-income homes.
 - While 4 in 5 high-income families (80.0%) reported that they felt confident supporting their child with AI, this decreased to fewer than 3 in 10 (31.0%) parents in lower-income households.
- Around 2 in 5 parents (43.6%) with children they identified as having a disability reported feeling confident supporting their child to use AI, compared with just over half of other parents (51.6%).

These findings highlight that when using AI at home as a family, parents most often report using it to help with homework, answer their child's questions and generate images together. However, while many parents appeared open to the potential benefits of AI for supporting their child's learning and literacy, a slightly higher percentage said they preferred their child not to use AI than were happy for their child to use it. This may suggest some sense of conflict, at least in relation to children's independent or unsupervised use of these tools.

Relatedly, while more parents reported feeling confident than not confident about helping their child with AI, far fewer parents from lower-income homes felt confident in this area, and a substantial percentage of parents overall agreed that children should be taught about AI in school. Wider differences in AI use and attitudes by both parent gender and household income were also marked, with fathers and parents in higher-income homes reporting greater use and feeling

more positive about the potential benefits of AI overall than mothers and parents from lower-income homes.

Overall, these findings show that use of, and attitudes towards, AI at home varies by parent gender and household income, especially in relation to confidence when helping children with AI. Parents with the lowest confidence may benefit from greater support and information to help their child learn about AI, and to allow them to make informed decisions about whether and how to use these tools as family.

How AI fits into family life

To better understand whether and how families may be using AI at home, we explored the activities for which families might use AI, the perceived benefits of using AI, and parents' confidence in helping their child use AI. Together, these findings help to build a picture of how some families may or may not be using AI in relation to activities they enjoy at home.

What families use AI for

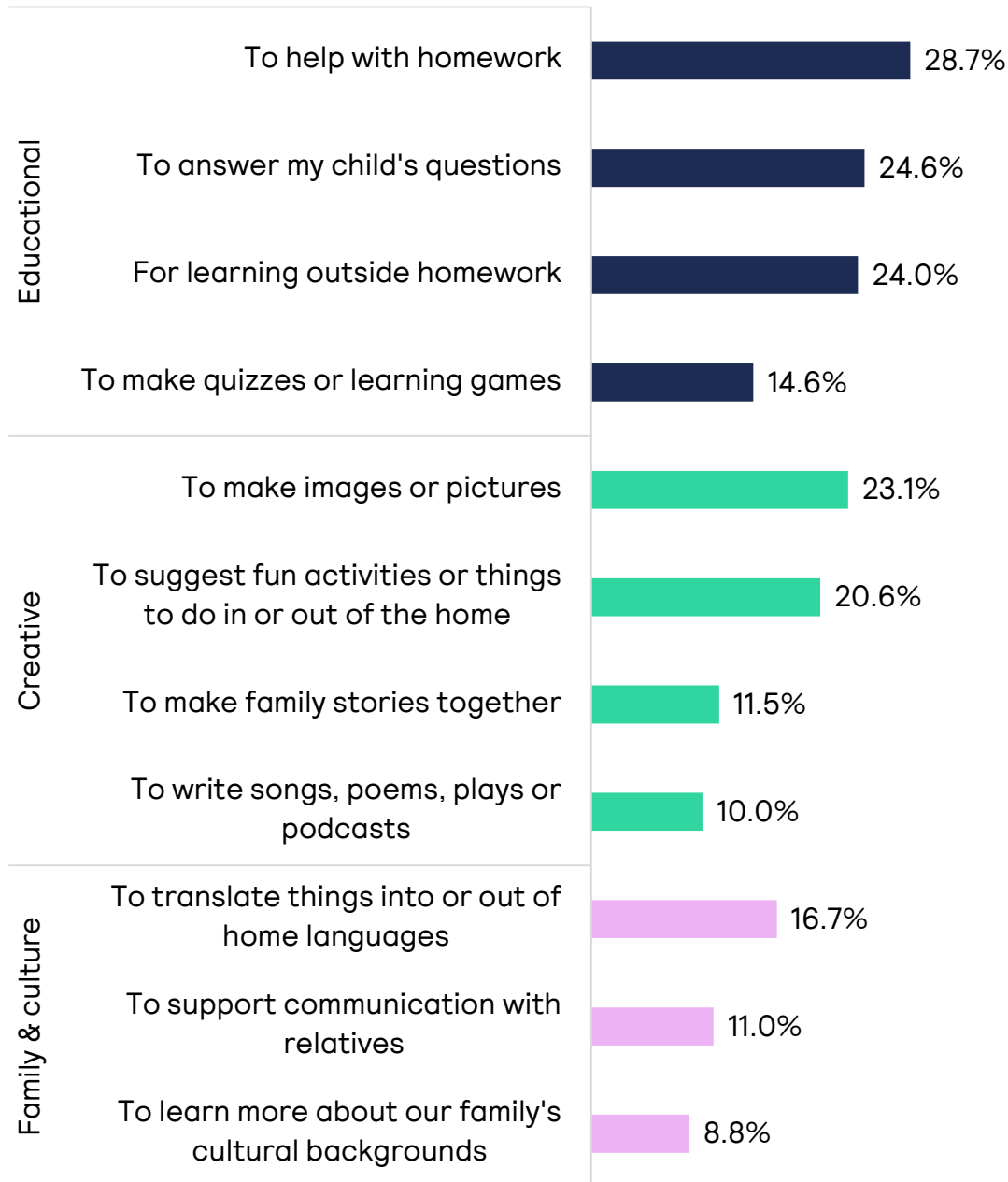
1 in 3 (32.2%) parents with children aged 5 to 18 who took part in our survey said that they did not use AI at home as a family. The remaining 67.8% used AI across a diverse range of activities, from learning and creativity to communication and cultural connection (see Figure 1; parents could select all that applied).

Using AI to support learning and curiosity was the most-cited reason given by families for using AI together. Across the whole sample, nearly 3 in 10 parents said they used AI to help with homework, while 1 in 4 used it either to answer their child's questions or to support learning beyond homework.

Creative and recreational uses were also common. Almost 1 in 4 parents said they had used AI to make images or pictures, while 1 in 5 used it to suggest fun activities to do together, either in or outside the home. Some parents also reported using AI for more literacy-focused creative activities, with 1 in 9 reporting using it to make stories together and 1 in 10 to write songs, poems, plays or podcasts as a family.

While fewer families used AI to support communication and cultural connection, around 1 in 6 parents said they used AI to translate things in and out of home languages, 1 in 9 had used it to support communication with relatives, and 1 in 11 told us they had used AI to learn more about their cultural background.

Figure 1: Activities that parents report using AI for as a family



There was some variation in how families used AI depending on the age of the child (see Table 1). Across most activities, more parents of younger children used AI together as a family, with participation declining as children got older. Although within this overall pattern, there were differences depending on the activity.

For example, more parents of children aged 5 to 7 and 8 to 11 said they had used AI with their child for creative and exploratory activities, such as making images, stories and quizzes. In contrast, more parents of children aged 12 to 15 used AI with

their child to support homework, indicating more task-focused use once children entered secondary school. Fewer parents of older teenagers aged 16 to 18 used AI together as a family across most activities, indicating that shared use became less common as children got older.

Table 1: Activities that parents report using AI for as a family in 2026 by age of child

	Child aged 5 to 7	Child aged 8 to 11	Child aged 12 to 15	Child aged 16 to 18
To help with homework	26.5%	27.4%	33.7%	23.9%
To answer my child's questions	24.7%	26.0%	26.5%	17.9%
For learning outside homework	25.0%	24.6%	25.7%	17.9%
To make quizzes	18.5%	15.7%	14.3%	8.0%
To make images	27.6%	26.0%	22.0%	14.3%
To suggest fun activities	24.1%	21.9%	20.8%	12.9%
To write stories together	17.9%	11.4%	10.0%	5.8%
To write songs	12.8%	9.8%	10.4%	5.8%
To translate from home languages	20.6%	16.1%	16.9%	11.9%
To support communication with relatives	16.1%	11.1%	9.6%	6.4%
To learn more about family culture	11.9%	9.5%	8.2%	4.2%
We don't use generative AI as a family	26.3%	31.5%	30.3%	45.1%

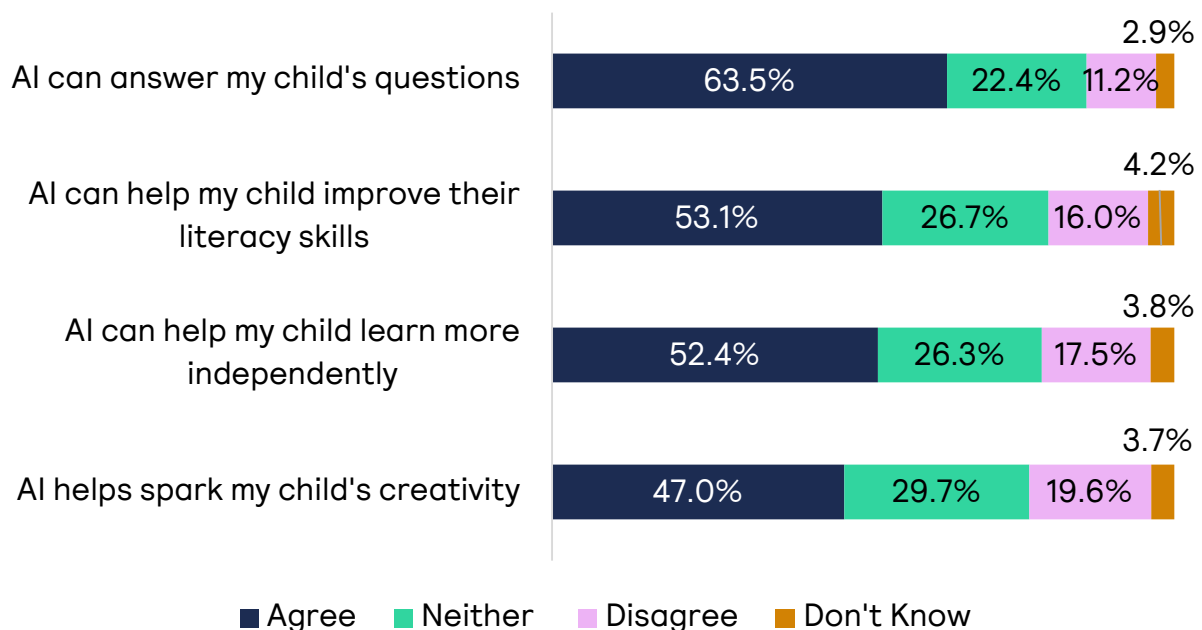
Parents' perceptions of the potential benefits of using AI as a family

When considering the potential benefits of AI, many parents appeared to hold positive or pragmatic views about the role AI could play in supporting their child's learning, curiosity and creativity (see Figure 2).

Parents were most positive about AI's ability to answer their child's questions, with more than 3 in 5 agreeing it could do this and only around 1 in 10 disagreeing. More than half of parents also agreed that AI could help improve their child's literacy skills and support them to learn more independently.

Views were somewhat more mixed in relation to creativity. While almost half of parents agreed that AI could help spark their child's creativity, around 3 in 10 neither agreed nor disagreed, and around 1 in 5 disagreed.

Figure 2: Parents' perceptions of the benefits of AI use for their child in 2026



As shown in Table 2, there was some variation in parents' views of the potential benefits of AI by the age of their child. A similar percentage of parents believed AI could answer their child's questions or help their child to learn independently regardless of their child's age. However, more parents of younger children felt AI could be beneficial for creativity, with half (49.3%) of parents with children aged 5 to 7 believing this compared with 38.0% of parents of children aged 16 to 18.

Table 2: Parents' perceptions of the potential benefits of AI use at home in 2026 by age of child

AI can....	Child aged 5 to 7	Child aged 8 to 11	Child aged 12 to 15	Child aged 16 to 18
... answer my child's questions	66.4%	61.1%	64.2%	62.2%
... help my child improve their literacy skills	54.9%	52.8%	56.3%	44.7%
... help my child learn more	52.2%	52.3%	54.0%	49.3%
... help spark my child's creativity	49.3%	49.5%	47.6%	38.0%

Parents' wider attitudes to AI

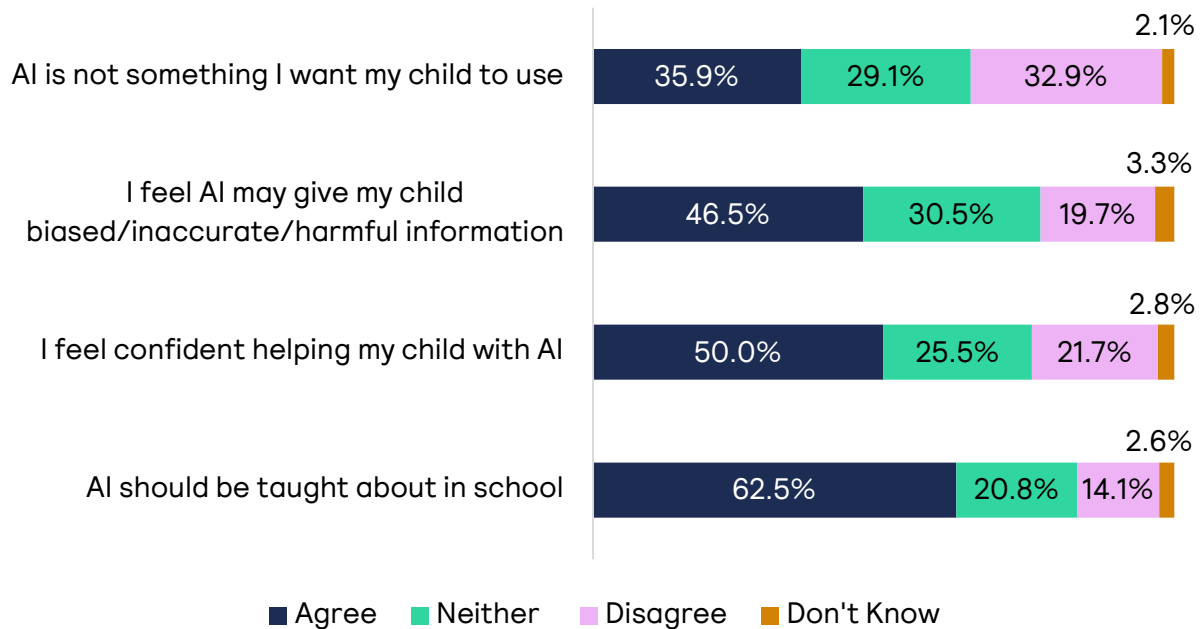
While many parents identified some potential benefits relating to using AI with their child, they also had concerns about using AI at home, especially without the appropriate knowledge base and support for doing so.

As shown in Figure 3, parents' broader feelings about their child's use of AI were mixed. For example, while more than 1 in 3 said AI was not something they wanted their child to use, almost as many disagreed or felt neutral about this. In addition, almost half of parents felt that AI could give their child biased, inaccurate or harmful information, with fewer than 1 in 5 disagreeing.

Finally, while half of parents said they felt confident helping their child with AI, 1 in 5 did not, and there was substantial agreement that children should be informed about AI, with 3 in 5 saying AI should be taught in school.

While the data available did not allow for further analysis of why some parents may not want their child to use AI, these findings show that many parents were concerned about the accuracy and safety of AI outputs, while a smaller group of parents had low confidence in helping their child with AI. At the same time, a substantial percentage believed their child would benefit from learning about AI in school, indicating that many felt their child should be informed on this topic.

Figure 3: Parents' wider attitudes towards AI in 2026



As shown in Table 3, the clearest differences in wider attitudes by age of child related to whether parents wanted their child to use AI, with more parents of younger children saying they did not want their child to use AI (2 in 5 parents of those aged 5 to 7 compared with 3 in 10 parents of those aged 16 to 18). However, fewer parents of older teenagers expressed confidence helping their child with AI compared with parents of younger children. There were fewer age variations in relation to concerns that AI may give children inaccurate information, and support for teaching children about AI in school, which were reported at broadly similar levels across age groups.

Table 3: Parents' agreement with statements about AI by age of child

	Child aged 5 to 7	Child aged 8 to 11	Child aged 12 to 15	Child aged 16 to 18
AI is not something I want my child to use	41.6%	37.0%	33.5%	31.4%
AI may give my child inaccurate information	46.4%	47.9%	44.9%	47.3%
I feel confident helping my child with AI	54.2%	49.2%	51.6%	42.5%
AI should be taught in school	62.1%	61.0%	63.8%	63.0%

How AI use varies across families

Finally, to better understand how AI has been integrated into family life, we also looked at engagement through the lens of selected background characteristics: parents' gender, household income and child's (parent-reported) special educational needs and disabilities (SEND). The following sections highlight differences that emerged across these groups.

Differences in AI use and attitudes by parents' gender

Regardless of the gender of their child, parents report similar levels of AI use in the household, as well as having similar perceptions of the benefits and limitations of AI. However, there were more differences in these areas depending on the gender of the parent. Overall, fathers seemed more open to the potential benefits of using AI to support home activities with their child, while mothers appeared more apprehensive about the potential drawbacks.

Fathers used AI with their child more frequently than mothers, and were more optimistic about the benefits

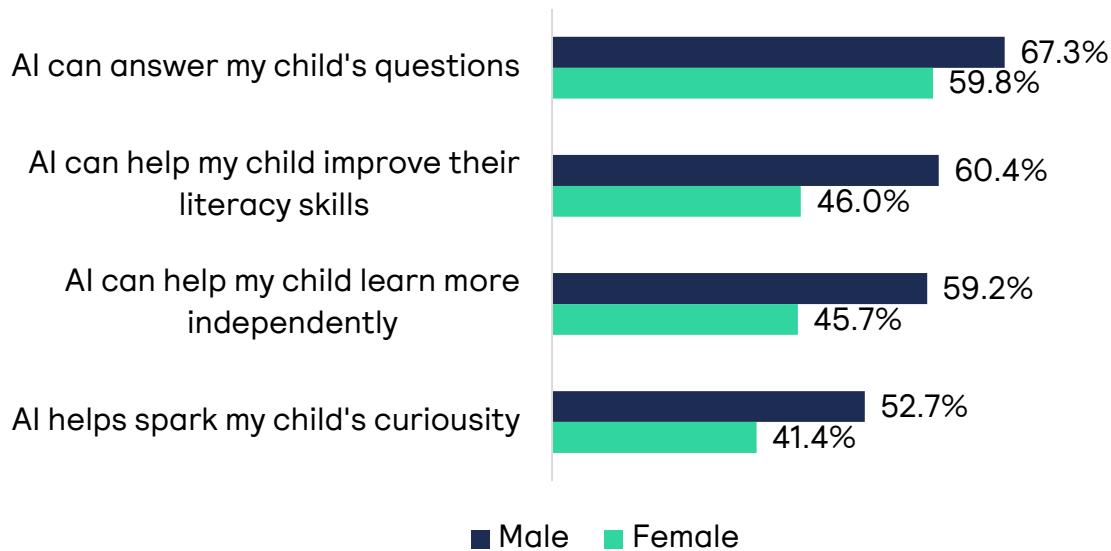
Overall, reflecting wider research (see, e.g., [Duffer & Simperl, 2026](#); [Otis et al., 2025](#)), fathers reported using AI with their child more frequently than mothers in some areas (see Table 4). For example, more reported using AI for learning outside homework and for creative activities such as making stories and writing songs together. However, the biggest differences related to using AI for translating and learning more about their culture, with almost twice as many fathers using it for this than mothers.

Table 4: Activities that parents report using AI for as a family by parent gender

	Male	Female
To help with homework	29.9%	27.5%
To answer my child's questions	24.2%	24.9%
For learning outside homework	27.3%	20.8%
To make quizzes	16.5%	12.7%
To make images	25.1%	21.2%
To suggest fun activities	20.9%	20.3%
To make stories together	14.1%	8.9%
To write songs	11.7%	8.4%
To translate from home languages	19.5%	14.0%
To support communication with relatives	13.7%	8.4%
To learn more about family culture	11.4%	6.2%
We don't use generative AI as a family	28.8%	35.4%

Bigger differences were seen in relation to attitudes to using AI than in use itself, with more fathers than mothers believing in the potential benefits of AI for their child's learning (see Figure 4). Fathers were most keen on the potential of AI as a source of knowledge, with over 2 in 3 fathers agreeing that AI could help answer their child's questions, compared with 3 in 5 mothers. Even larger differences were seen in relation to the potential for AI to support literacy (a difference of 14.4 percentage points) and in supporting independent learning (13.5 percentage points).

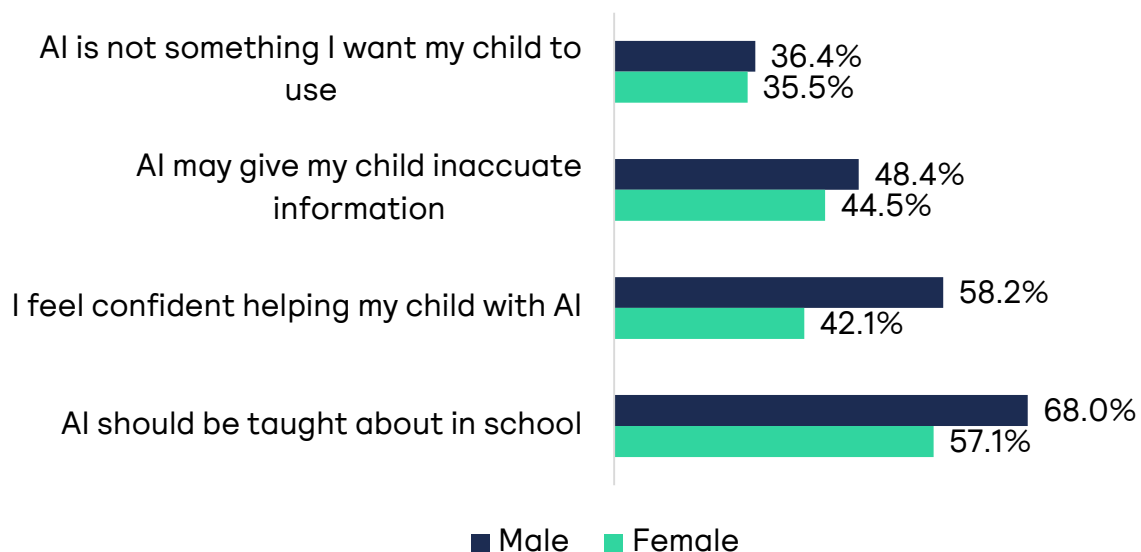
Figure 4: Parents' perceptions of the benefits of AI use for their child by parent gender



Compared with fathers, mothers held more cautious attitudes towards AI and felt less confident about supporting their child with AI

Fathers' responses tended to be more polarised than mothers in relation to wider attitudes about AI (Figure 5), particularly relating to confidence and whether children should be taught about AI at school. For example, 3 in 5 fathers, compared with 2 in 5 mothers, felt confident helping their child with AI, and 7 in 10 fathers agreed AI should be taught at school compared with 3 in 5 mothers.

Figure 5: Wider attitudes to AI in 2026 by parent gender



Differences in AI use and attitudes by household income

As shown in Table 5, far fewer families with higher household incomes said they did not use AI at home as a family. For example, while around 2 in 5 families with incomes below £20,000 (43.0%) said that they did not use AI, this decreased to just 1 in 7 families with incomes over £100,000 (14.9%).

The highest-income families reported wider use of AI and more saw it as an aid for their child's learning

A greater number of higher- than lower-income parents reported using AI at home as a family across all suggested activities, especially those in households with the highest income levels (see Table 5). The biggest gaps in using AI for activities between the lowest and highest income groups was seen in using AI for education, such as helping with homework (a gap of 19.2 percentage points) and learning outside of homework (a gap of 24.7 percentage points).

Table 5: Activities that parents report using AI for as a family by household income level

	Below £20,000	£20,000 – £39,999	£40,000 – £74,999	£75,000 – £99,999	£100,000+
We don't use generative AI as a family	43.0%	36.1%	31.3%	26.7%	14.9%
To help with homework	21.6%	25.1%	29.2%	34.7%	40.8%
To answer my child's questions	16.4%	21.3%	28.1%	26.7%	31.5%
For learning outside homework	17.6%	18.8%	23.7%	29.8%	42.3%
To make quizzes	10.6%	11.8%	13.4%	18.6%	27.6%
To make images	17.6%	20.5%	21.7%	24.2%	40.6%
To suggest fun activities	13.6%	17.9%	20.0%	21.4%	37.7%
To write stories together	8.0%	10.1%	9.2%	15.1%	23.4%
To write songs	7.5%	8.6%	8.6%	13.7%	18.3%
To translate from home languages	9.9%	13.2%	15.9%	22.1%	32.4%

To support communication with relatives	5.6%	8.9%	10.3%	14.4%	22.3%
To learn more about family culture	5.4%	7.7%	7.3%	11.6%	17.7%

Parents' agreement that AI could support their child's learning and development also increased with household income (see Table 6). The clearest pattern was seen for whether parents felt AI could answer their child's questions, with agreement ranging from around half of families with incomes below £20,000 to more than 4 in 5 families with incomes above £100,000. Similar income-related trends were evident for perceptions that AI could help improve literacy skills, support independent learning and spark creativity, where agreement among the highest-income households was around 40 percentage points higher than among the lowest-income households.

Table 6: Parents' perceptions of the benefits of AI use for their child by household income

AI can....	Below £20,000	£20,000 – £39,999	£40,000 – £74,999	£75,000 – £99,999	£100,000+
... answer my child's questions	48.1%	58.3%	66.0%	71.6%	82.5%
... help my child improve their literacy skills	38.0%	49.9%	51.9%	60.0%	78.0%
... help my child learn more independently	35.7%	47.7%	53.1%	58.2%	78.6%
... help spark my child's creativity	31.7%	44.0%	45.3%	54.7%	72.1%

Lower-income families were more cautious and less confident helping their child with AI

Parents' wider attitudes towards AI also differed by household income (see Table 7). Parents' preferences for their child not to use AI decreased by income level, with 2 in 5 of those in the lowest-income homes saying this compared with 3 in 10 parents in the highest-income homes. At the same time, confidence in helping children with AI increased with household income, with 3 in 10 parents in households with income below £20,000 feeling confident compared with 4 in 5 in households

with income above £100,000. Support for teaching children about AI in school also increased across income groups. In contrast, concerns that AI may give children inaccurate information were reported at broadly similar levels across household incomes.

Table 7: Parents' agreement with statements about AI by household income

	Below £20,000	£20,000 – £39,999	£40,000 – £74,999	£75,000 – £99,999	£100,000+
AI is not something I want my child to	39.0%	38.0%	35.9%	30.5%	30.7%
AI may give my child inaccurate information	41.3%	46.8%	47.6%	48.8%	46.5%
I feel confident helping my child with AI	31.0%	45.0%	49.4%	60.7%	80.0%
AI should be taught in school	45.3%	57.0%	64.9%	73.7%	82.5%

Differences in AI use and attitudes among parents with children identified as having a disability

Parents of children who they identified as having a special educational need or disability (SEND)³ mostly reported similar levels of AI use with their child, and similar perceptions of some of the benefits of using AI as parents of children not identified in this way. However, there were some differences in their attitudes and confidence supporting their child with AI. For example, slightly more parents of children without disabilities agreed with the potential benefits of AI, in as much as more parents of children without disabilities agreed that AI could develop their child's literacy skills (54.5%), compared with parents of children with disabilities (47.1%). However, just 2 in 5 parents (43.6%) of a child with a disability reported feeling confident supporting their child with AI, compared with half (51.6%) of parents of children not reported as having a disability. This suggests that this group of parents could benefit from greater support around understanding how to use AI with their child, should they want to do so.

³ Parents with children they identified as having one or more disabilities: n = 505

Discussion

Overall, this report provides new insights into the ways in which generative AI is being used in the home. It focuses on how parental engagement, attitudes and confidence influence the use of these tools as part of family life across the UK.

In 2026, our survey found that while 1 in 3 parents did not use AI at home as a family, many others did so in at least some capacity, whether as a home-learning resource, as part of creative activities or to help their child connect with their culture. For parents of younger children, using AI for creative activities was more popular, while parents of older age groups reported using it to help with homework. Reflecting these reported uses, across the sample, many parents had positive perceptions of the potential benefits of AI (DfE), which is also reflected in some wider research on parents' attitudes to AI, although some studies show more reticence (see, e.g., [Lake et al., 2026](#)).

Reflecting the uncertainty seen in wider research (see, e.g., [Hashem et al., 2025](#)), parents' broader attitudes towards their child's use of AI were more mixed, with fairly equal percentages agreeing, disagreeing or being unsure of whether they wanted their child to use AI. While more parents of the youngest children preferred their child not to use AI, fewer parents of children in older age groups felt confident when it came to helping their child with AI. There was also more support for, than against, teaching children about AI in school, suggesting many parents felt their child should be informed on this topic.

Within the limited scope of our survey, a clear finding was that differences in AI use and attitudes varied considerably by the gender of the parent and household income. Differences in relation to the latter were stark, with many more parents in lower-income households saying they did not use AI as a family compared with parents in higher-income homes. Conversely, many more higher-income parents reported high use and confidence levels, believing in the potential for AI to support their child's learning and literacy. Lower-income families, on the other hand, were less confident in their ability to support their child with AI, and this was also true for parents of children with a disability.

Alongside these differences, overall levels of concern around inaccurate, biased and harmful information may also, in part, explain why some parents didn't use AI as a family or preferred their child not to use it. Our research with young people and teachers shows that use of generative AI to support learning and literacy is growing rapidly, but that this is happening alongside increasing concern about its impact on thinking, self-expression, and reading and writing stamina, as well as

ongoing worries about ethics and environmental impact. These concerns may also be shared by some parents.

Our findings suggest a need for targeted support for parents who lack confidence and resources to give them the information and skills they need to help them make decisions about how they want their child to interact with AI, if at all. However, while there is an appetite among many parents for schools to teach children about AI, our teacher survey found that just 3 in 10 teachers had received formal training on AI in 2026, which will clearly affect their ability to meet these expectations. This emphasises the shared responsibility for supporting families among industry, policymakers and third-sector organisations alongside educational settings, and we hope that this brief survey, as well as our broader research, will help inform future resources and directions.

Appendix 1

Parent gender	Mothers	50.6%
	Fathers	49.3%
Parent age	18–29	13.0%
	30–39	30.8%
	40–49	29.3%
	50–59	19.4%
	60+	7.5%
Parent SEND	Identify as disabled	28.2%
	Do not identify as disabled	69.1%
Child gender	Girls	47.5%
	Boys	52.2%
Child age	5–7	22.4%
	8–11	28.2%
	12–15	33.3%
	16–18	16.2%
Child SEND	Identify as disabled	16.4%
	Do not identify as disabled	80.9%
Household income	Very low (<£20,000)	13.9%
	Low (£20,000–£39,999)	32.2%
	Medium (£40,000–£74,999)	33.1%
	High (£75,000–£99,999)	9.3%
	Very high (>£100,000)	11.6%
Education	No formal education	1.2%
	Primary school	1.2%
	Secondary school or equivalent	43.1%
	University degree or equivalent	31.7%
	Higher university degree or equivalent	21.3%
Ethnicity	White	81.5%
	Black	8.4%
	Asian	5.8%
	Mixed	4.1%
	Other	1.1%
UK region (by nation)	England	85.5%
	Wales	4.5%
	Scotland	7.6%
	Northern Ireland	2.4%
England region	North East	4.6%
	North West	13.9%
	Yorkshire and Humberside	10.2%
	East Midlands	9.2%
	West Midlands	11.3%
	South East	15.1%
	South West	8.4%
	East of England	11.3%
	London	16.1%

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.

Visit www.literacytrust.org.uk to find out more, donate or sign up for a free email newsletter. You can also find us on Facebook and follow us on Twitter.

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