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Teachers' use of generative AI to support literacy in 2025

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This report aims to update and broaden our understanding of teachers' experiences of teaching reading and writing as the capabilities of generative AI expand and improve.

As part of our ongoing research considering what it means to be literate in the digital age[1], we have been exploring how generative AI tools might influence, or even redefine, literacy since early 2023. Our first reports, published in the summer of 2024, used data from our Annual Literacy Survey to explore children, young people and teachers' attitudes and behaviour around using AI to support literacy[2]. This report builds on our earlier findings by looking in more detail at teachers' use of AI to support writing and reading, while also exploring frontline perspectives on the benefits and drawbacks of generative AI for literacy to guide our future work in this area.

When ChatGPT-3 launched in late 2022, early projections around the impact of generative AI focused more on its potential to boost young people's academic progress (such as through more personalised and adaptive learning) than how it might support teachers. More recently (and perhaps reflecting broader concerns around 'screen time'), the discourse has become more nuanced. In early 2025, Education Secretary Bridget Phillipson suggested that, in an educational context, AI was "… less about how children and young people use technology, and more about how we support staff to use it to deliver a better education for children".[3]

Against a background of these wider debates, in 2025 our findings show that the gap between teachers' and young people's use of generative AI has narrowed, although more young people still report using these tools than those who educate them. At the same time, our findings indicate increasing concerns about young people's use of AI, from academic integrity to perceptions of the value of developing writing and reading skills in the age of AI.

Teachers' use of generative AI to support literacy in 2025

This report shares findings from our 2025 survey of nearly 3,000 teachers from schools across the UK who answered questions about generative AI as part of a wider survey of

[1] https://literacytrust.org.uk/information/what-is-literacy/literacy-and-digital-technology/

[2] https://literacytrust.org.uk/research-services/research-reports/children-young-people-and-teachers-use-of-generative-ai-to-support-literacy-in-2024/

[3] https://www.theguardian.com/technology/2025/mar/31/bridget-phillipson-eyes-ais-potential-to-free-up-teachers-time

literacy provision in their school[4]. We were also able to compare some findings with data from 1,286 teachers in 2023 and 1,508 teachers in 2024.

Teachers' overall awareness and use of generative AI

In 2025, awareness of generative AI among teachers was almost universal, with 98.4% saying they had heard of it. The percentage of teachers who said they had used AI has doubled since 2023, rising from 3 in 10 (31.0%) to 3 in 5 (58.0%) in 2025, and more teachers also report using it regularly:

- In previous years, many more secondary than primary teachers told us they had used generative AI. However, this gap narrowed in 2025, mainly as more primary teachers reported using it than in previous years (53.3% vs 61.0% of secondary teachers).
- Of teachers who had used AI, more used it frequently in 2025 compared with 2024[5]. For example, daily use increased from 3.4% to 8.8%, and almost twice as many teachers reported using it a couple of times a week (19.1% vs 10.6%). Conversely, just 1 in 5 (19.7%) said they rarely or never used it in 2025, compared with 1 in 3 (34.1%) who said this in 2024.

Teachers' use of generative AI to support writing and reading in 2025

Teachers who used generative AI at least once a month were asked whether – and how – they used it to support both their own and their pupils' writing practices:

- More teachers told us they had used AI to create lesson resources, generate model answers or adapt or differentiate content in 2025 compared with 2024[6]. For example, while 1 in 4 (26.7%) used AI to create quizzes or comprehension tests in 2024, this increased to almost 1 in 2 (46.4%) in 2025.
- Many also reported using AI for tasks including writing letters to parents (21.5%) and modelling different writing styles for pupils (20.7%) in 2025. Just 1 in 20 (5.5%) said they hadn't used AI to support their writing at all.
- As with young people, fewer teachers reported using generative AI to support reading activities. Almost nine times as many teachers told us they didn't use AI for reading at all, compared with those who didn't use it for writing (47.5% vs 5.5%).
- However, the percentage who had used it to summarise documents or reports in 2025 was higher than last year, with 3 in 10 (31.4%) using AI to do this compared with fewer than 1 in 5 (18.9%) in 2024[7].

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[4] Overall survey n = 2, 908; number answering questions about AI: n = 2,895. We use 'teachers' here as a shorthand to cover any professional working in a school, including librarians and teaching assistants as well as support staff, all of whom were invited to complete the survey. First school/infants school n = 57, Primary school/junior school n = 809, Middle school n = 38. Secondary school/high school/upper school n = 1,796, Sixth form or other post-16 setting n = 56, All-through school n = 59, Other/not answered n = 89/4.

[5] We did not ask about frequency of use in 2023

[6] We did not ask about use for specific purposes in 2023

[7] We did not ask about this in 2023

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Teachers' attitudes to using generative AI in 2025

Alongside the promise of generative AI to increase productivity and reduce workload, there are concerns about its potential impacts on critical thinking and creativity:

- The number of teachers worried about their pupils using generative AI has increased year on year. More than 2 in 5 (45.2%) teachers said they were worried about this in 2025, an increase of 7.5 percentage points since 2023.
- More than half (51.4%) of teachers were concerned about the impact of generative AI on young people's engagement with learning in 2025.
- An even higher percentage of teachers were worried about the impact of generative AI on literacy. 2 in 3 (66.5%) believed that AI might decrease the perceived value of developing writing skills, and 1 in 2 (48.6%) thought that it might have a negative impact on the value of developing reading skills. Comments included: "*One child told me they didn't need to learn to write as a computer would do it for them when they left school*."
- As in 2024, findings suggested a keen sense of the co-existing benefits and drawbacks of generative AI. For example, while 2 in 3 (65.2%) teachers agreed that AI could model good writing skills, 2 in 5 (43.1%) also felt it would have a negative impact on children's writing skills overall.
- By contrast, only 3 in 10 teachers believed that AI could support pupils to read (29.4%) and write (28.1%) independently. Indeed, many felt the opposite, with one teacher sharing: "*I am worried that … people (not just students) are becoming too reliant on AI and this is lowering our reading comprehension and writing abilities.*"
- Nearly 9 in 10 (86.2%) teachers agreed that students should be taught to engage critically with generative AI tools. Moreover, 3 in 5 (58.3%) felt that students who weren't supported to use generative AI effectively would be at a disadvantage in the future workplace.
- 2 in 3 (66.9%) teachers felt they needed more training, support and resources to use generative AI effectively, and not just for their own benefit, with comments including: *"Teachers need training, so they can guide students as to the best ways to utilise these tools."* Just 3 in 10 (30.8%) teachers had received training from their school on using generative AI, while 1 in 2 (48.9%) said they had found their own support or training on how to use AI tools.

These findings update and broaden our understanding of teaching literacy in the age of AI. Evidence of increasing use of generative AI to support writing and reading related to everyday teaching practice is set against a background of conflicting feelings about its impact on young people's learning and literacy. Growing concerns around how generative AI is affecting how literacy skills are valued and enacted join existing issues around academic integrity, critical thinking and intrinsic motivation to learn. In response, most teachers feel it is important that they and their students learn about effective and reflective use of generative AI (with one teacher stating: *"The curriculum needs to reflect the change in society."*). More thought must also be given to how messages around the transformative

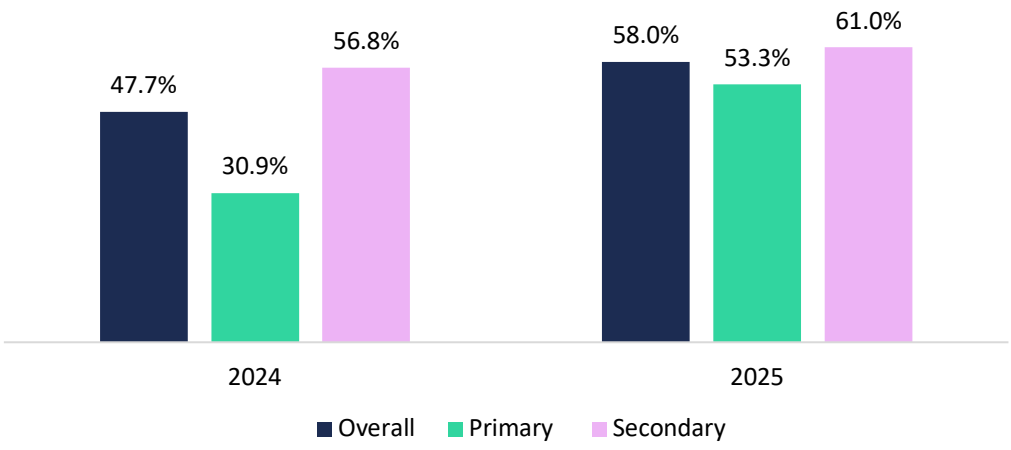
power of generative AI are tempered with evidence around how strong literacy skills remain essential to its effective and reflective use, and to emphasise the value of learning and exploring information critically for oneself.

Teachers' use of generative AI to support literacy in 2025

We first asked teachers about their awareness and use of generative AI early in 2023 (in the months following the launch of ChatGPT-3 in November 2022). At that time, just 1 in 3 teachers said they had heard of generative AI, and, of those who had heard of it, 3 in 10 (31.0%) had used it. Within a year, levels of awareness of AI had increased to 87.5%, with half (47.7%) of teachers saying they had used it by 2024. In 2025, we found that awareness of generative AI is near universal, with almost all (98.4%)[8] teachers saying they had heard of it and 3 in 5 (58.0%)[9] saying they had used it.

More teachers working in secondary than in primary settings told us they had used AI in our earlier surveys. However, as shown in Figure 1, the gap has narrowed in 2025, with a higher number of primary teachers using it narrowing the gap from 25.9 percentage points in 2024 to just 7.7 percentage points in 2025.

Figure 1: Percentage of teachers who had used generative AI in 2024 and 2025 by phase

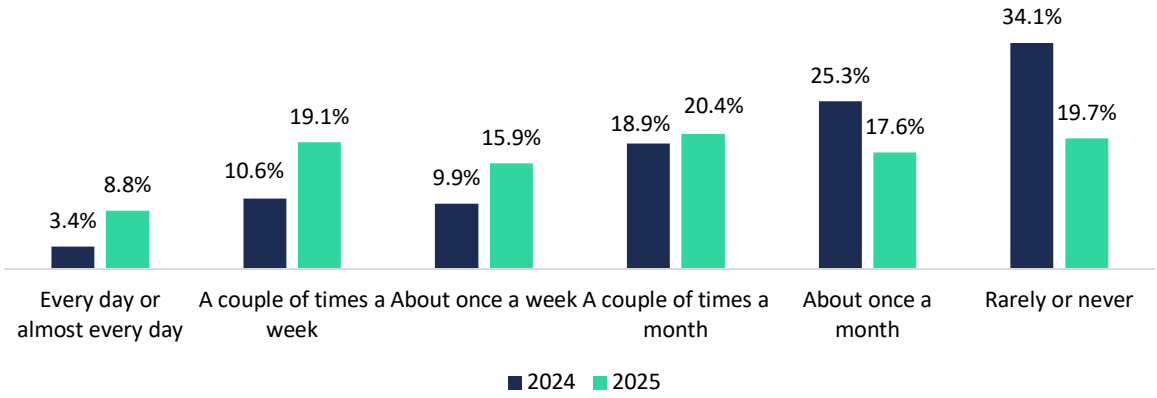


[8] n = 2,848
[9] n = 1,652

Frequency of use of generative AI in 2025

We didn't ask about frequency of use of generative AI in 2023 but, in 2024, we found that while half of teachers reported having used AI, few used it with any frequency. For example, just 3.4% of teachers used it daily, while 1 in 3 said they used it 'rarely or never', suggesting many had simply tried it out (see Figure 2). In 2025, more teachers reported using generative AI daily, with 1 in 11 (8.8%) doing so, while just 1 in 5 (19.7%) said they used it 'rarely or never'[10]. This suggests some consolidation of use over the last year.

Figure 2: Frequency of use of generative AI for teachers in 2024 and 2025



Teachers' motivations for using generative AI in 2025

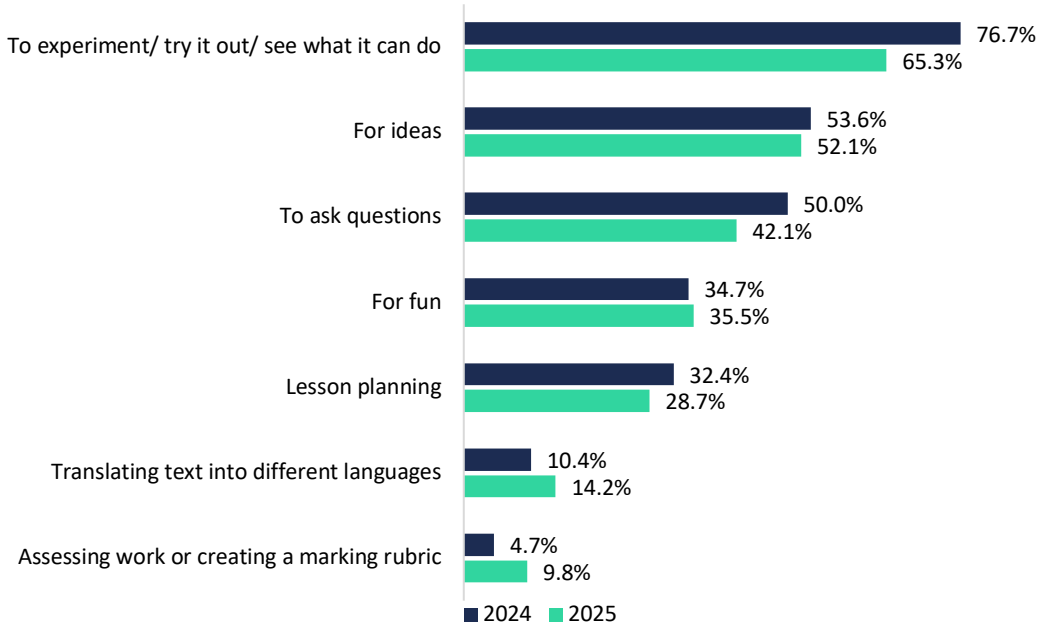
Teachers who told us that they used generative AI at least once a month[11] were invited to tell us about their reasons for doing so. As Figure 3 shows, curiosity remained the most popular reason for using generative AI, with 2 in 3 teachers saying they'd used it to experiment, trying it out to see what it could do. Using AI for inspiration was also popular, with around 1 in 2 teachers using it for ideas, while asking questions was the third most popular use.

We didn't ask about specific purposes for using AI in 2023, but we can see that while a similar percentage of teachers reported using generative AI for fun in 2025, slightly fewer teachers reported using it for most of the broad purposes suggested in 2025 compared with 2024. A higher number used it for translating text into different languages and assessing work or creating a marking rubric.

[10] This is similar to findings in other surveys (see, e.g., Pearson [2025], *Pearson School Report*, which found that just 1 in 5 teachers in their sample said they didn't use AI [p.78]).
[11] n = 1,351

Despite a growing number of tools available to support lesson planning, marginally fewer of the teachers in our survey told us they'd used generative AI for this reason in 2025 compared with 2024.

Figure 3: Teachers' motivations for using generative AI in 2025



Of teachers who gave other reasons for using generative AI, most mentioned image creation or creating or refining code (e.g. "*I teach computer science, so I use it often.*"). Other uses included generating explanations of historical or scientific concepts and career and professional development (such as planning presentations or crafting personal statements). Some teachers told us they had developed their own AI agents or bots with specific skills (e.g. "*I've created an AI tutor that asks students questions and responds to their answers.*").

Comparing teachers' and young people's reasons for using generative AI

We also asked young people aged 13 to 18 about their motivations for using generative AI in 2025[12]. While most of the options suggested were different for teachers and young people, of those that were the same, some notable differences could be seen in motivation for using these tools. For example, more teachers than young people reported using generative AI for inspiration (52.1% vs 40.3%). However, many more young people than teachers said they used generative AI for curiosity, with 61.2% using it to ask questions compared with 42.1% of

[12] See Picton et al. (2025), *Children and young people's use of generative AI to support literacy in 2025*

teachers; and for entertainment, with 1 in 2 (52.8%) young people using it for fun compared with 1 in 3 (35.5%) teachers.

Using generative AI to support writing in 2025

AI tools offer a variety of potential support for teachers, including everything from lesson and resource planning and learning assessment to administrative tasks such as writing reports and letters to parents. Saving teachers time and reducing their workload are important topics of research in this area[13]. Indeed, Education Secretary Bridget Phillipson stated that the current focus on AI in education is "… less about how children and young people use technology, and more about how we support staff to use it to deliver a better education for children. I think that's where the biggest potential exists".[14]

It has further been suggested that generative AI is *"more than anything, a technology of writing"*[15] and a growing number of studies are exploring the ways in which generative AI tools are being used by students to support various aspects of the writing process, such as planning, drafting and revising their work[16]. We asked teachers who told us they used generative AI at least once a month about how they used generative AI to support their own and their pupils' writing practices in 2025, and we were able to compare some answers with a more limited set of questions asked in 2024. These more detailed questions provided greater insight into how some teachers were using AI tools for various aspects of writing to support their teaching practice.

While slightly fewer teachers told us they were using generative AI to support lesson planning in 2025 (Figure 3), the percentage who said they had used it to create lesson resources, content, quizzes or comprehension tests increased considerably in 2025 (see Figure 4). Indeed, almost twice as many teachers said they'd used generative AI to make quizzes in 2025. Increases were smaller in relation to generating model answers or adapting or differentiating content to suit different abilities, and there was little difference in the percentage using generative AI to write stories or poems or to demonstrate low-quality output or misinformation to students. However, overall, these findings indicate that teachers are becoming more familiar with the range of capabilities of generative AI tools to support their teaching.

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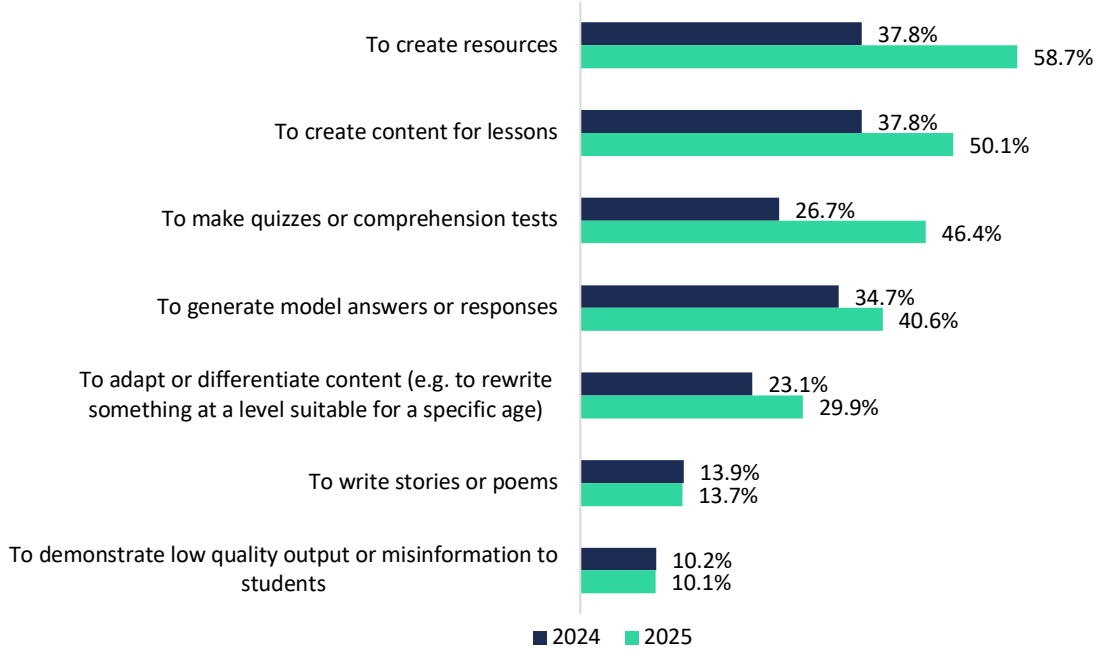
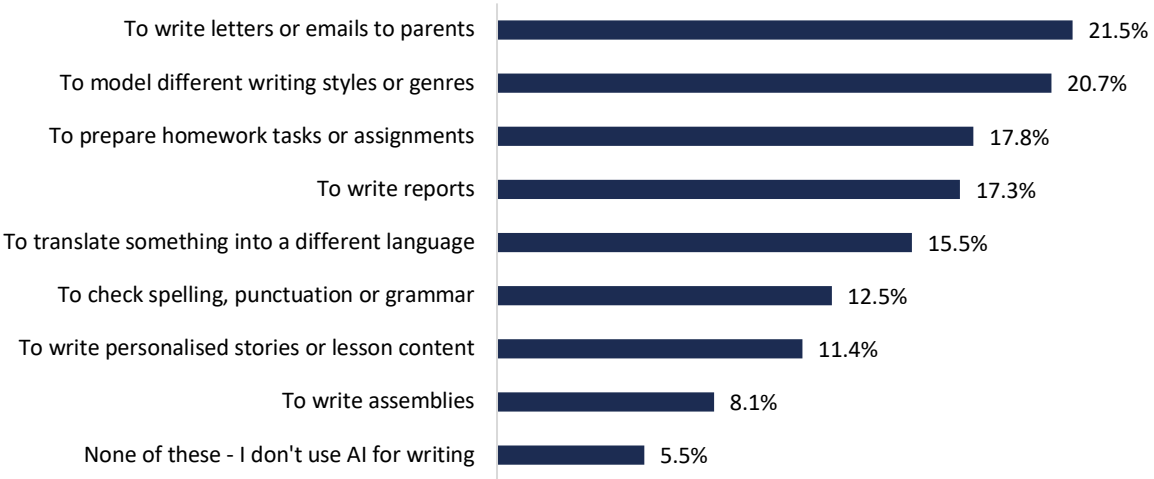
[13] Education Endowment Foundation (2024). *ChatGPT in lesson preparation—Teacher Choices trial*.
[14] https://www.theguardian.com/technology/2025/mar/31/bridget-phillipson-eyes-ais-potential-to-free-up-teachers-time
[15] Kalantzis, M. & Cope, B. (2024). *Literacy in the Time of Artificial Intelligence*
[16] See, e.g., Cummings, R. E., Monroe, S. M. & Watkins, M. (2024). Generative AI in first-year writing: An early analysis of affordances, limitations, and a framework for the future. *Computers and Composition*, *71*, 102827; Levine, S., Beck, S. W., Mah, C., Phalen, L. & PIttman, J. (2025). How do students use ChatGPT as a writing support? *Journal of Adolescent & Adult Literacy*, *68*(5), Article 5.

Figure 4: Teachers' use of generative AI to support writing in 2024 and 2025



Looking at a broader range of writing activities in 2025, Figure 5 shows that around 1 in 5 teachers report using generative AI for tasks such as writing to parents, modelling different writing styles, preparing homework tasks and writing reports. 1 in 6 had used it to translate something into a different language. Fewer teachers reported using AI for checking spelling and grammar, writing personalised content or assemblies. Notably, only 1 in 20 teachers told us they hadn't used generative AI for writing at all, emphasising that almost all had used AI tools to support at least one writing task for themselves or their students.

Figure 5: Teachers' use of generative AI to support wider writing purposes in 2025



Teachers were also invited to comment on any other uses of generative AI to support writing, and several mentioned using it to create textual or visual prompts for creative writing, EAL and SEN resources, for policy and report templates, meeting agendas, social media posts, and as a speech-to-text tool. Comments also referred to the capabilities of generative AI compared with search engines:

> To get some knowledge and understanding … other than [searching], for example asking it to explain the differences between two treaties.

> To explain how my topic links to careers.

> Writing to explain complex or sensitive issues.

> To ask me questions for my own creative thinking.

Other comments also suggested a prescriptive or reflective use of generative AI:

> I only use it for ideas to do with lessons and questions. I never take something directly from AI.

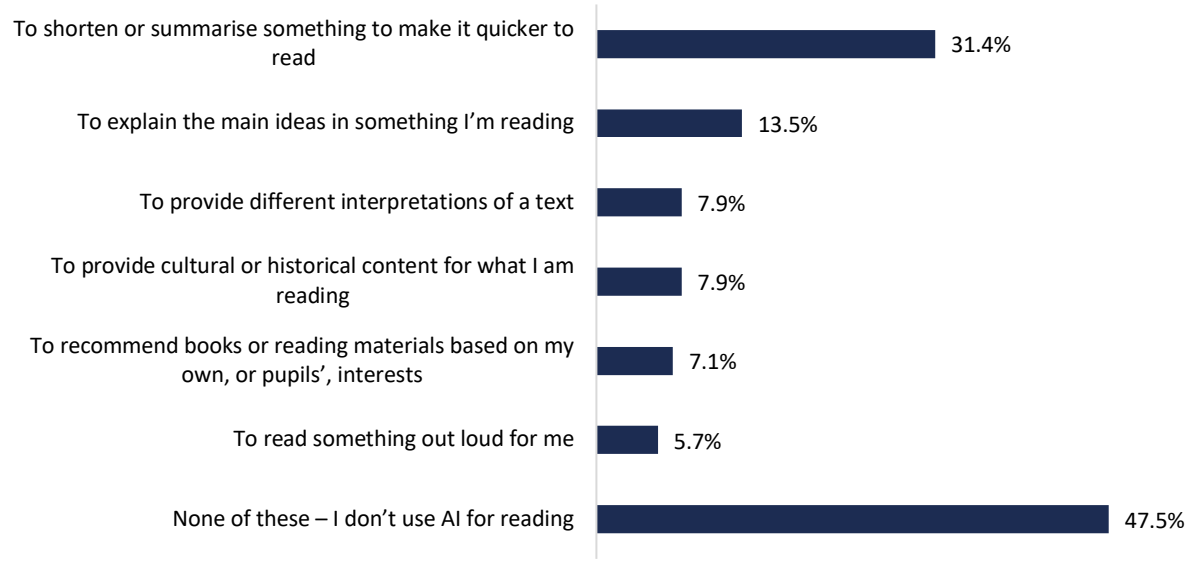
> To check what it could do in a literature class in terms of analysis. Disappointing results I must say.

Using generative AI to support reading in 2025

Alongside the multitude of writing-related tasks that may potentially be supported by generative AI, teaching may also require a variety or reading-related activities, many of which are time-consuming. Many AI tools (e.g. ChatGPT, Claude, CoPilot and Google NotebookLM) can provide a near-instant overview of a new framework, report or curriculum update, for example, allowing a quick assessment of whether a more focused reading would be beneficial.

However, far fewer teachers reported using generative AI to support reading than writing tasks in both 2024 and 2025. For example, in 2024 fewer than 1 in 5 (18.9%) teachers said they had used generative AI to summarise documents, reports or other text. While this had increased to more than 3 in 10 in 2025 (see Figure 6), only a small percentage of teachers reported using generative AI for other reading-related tasks, such as explaining the main ideas in something they were reading, providing different interpretations of a text, or for cultural or historical context. Just 1 in 14 had used generative AI for reading recommendations based on their own or their pupils' interests, and fewest had used it to read something aloud. Almost nine times as many teachers said they didn't use AI for reading at all compared with the number who hadn't used it for writing (47.5% vs 5.5%).

Figure 6: Teachers' use of generative AI to support reading in 2025



Teachers' comments most often referred to using generative AI to support pupils' reading, such as creating comprehension questions or adapting texts for different age groups (i.e. age-appropriate texts) and reading abilities, as well as EAL or SEN children. This echoes wider research, which has found that 64% teachers felt generative AI can develop materials for students with additional learning needs[17]. Other teachers had used it to find similar books to support a topic or even to create podcasts based on academic topics, a feature of one generative AI platform that can also summarise documents.

Teachers' attitudes to using generative AI in 2024

Alongside the promise of generative AI to increase productivity and reduce workload, concerns about its potential negative impacts feature regularly in academic, media and public debate. Issues range from the impact of generative AI on children's cognitive development, creativity and critical thinking to the purpose of education itself[18].

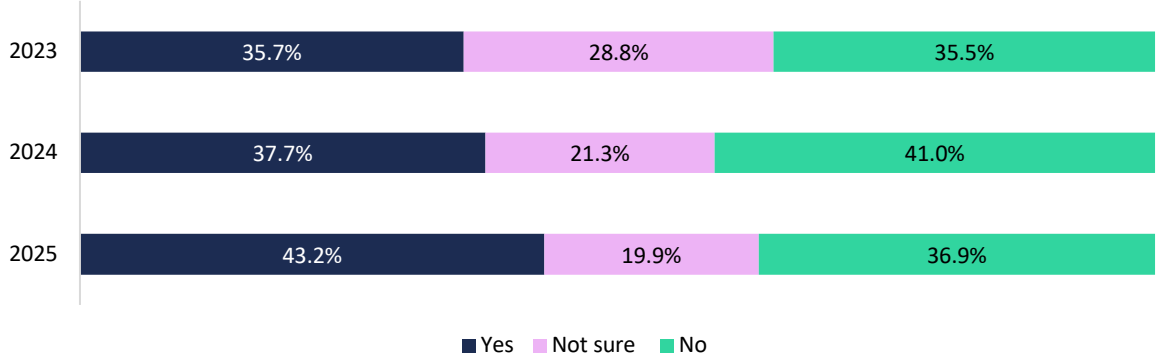
In 2025, we were keen to consider teachers' perspectives on some of these issues to contextualise our data on their own use of generative AI to support their own, and their pupils', learning. Teachers were invited to agree or disagree with a series of attitudinal statements and, optionally, to comment further on why they were, or were not, concerned about generative AI. 312 teachers chose to share comments, with responses spanning topics ranging from academic integrity, critical thinking and engagement with learning to

[17] Alan Turing Institute. (2025). *Understanding the Impacts of Generative AI Use on Children*.
[18] See, e.g., Gerlich, M. (2025). *AI Tools in Society: Impacts on Cognitive Offloading and the Future of Critical Thinking*.

authenticity, creativity and the use of technology in education. Representative comments from those who gave permission for them to be shared are included throughout this report.

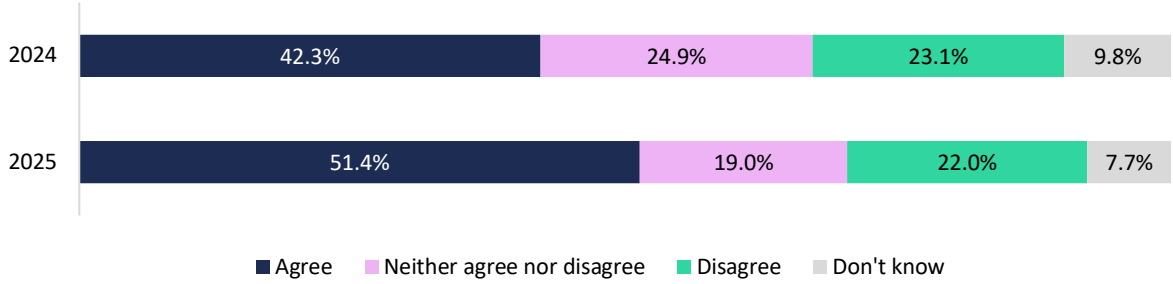
Our research with young people aged 13 to 18 found that 2 in 3 (66.5%) reported using generative AI in 2025[19]. We have asked teachers if they are worried about pupils using generative AI since our first survey on this topic in 2023. As shown in Figure 7, the percentage of teachers who are worried about this has increased year on year, with more than 2 in 5 being worried in 2025, an increase of 7.5 percentage points over the last two years.

Figure 7: Are you worried about your pupils using generative AI?



The rising levels of concern may be explained, in part, by the high percentage of teachers who are worried about the overall impact of generative AI on young people's learning, with a particular emphasis on their literacy development. For example, in 2025 more than 1 in 2 teachers told us they were concerned about the impact of generative AI on young people's engagement with learning, an increase of 9.1 percentage points compared with 2024 (Figure 8).

Figure 8: Teachers' agreement that *"Generative AI might decrease children's engagement with learning"* in 2024 and 2025



[19] Picton et al. (2025) Children and young people's use of generative AI to support literacy in 2025. National Literacy Trust

Concerns around the impact of generative AI on engagement with learning
Comments suggested that teachers' concerns about the impact of generative AI on young people's engagement with learning included worries about the potential for growing dependence on AI leading to decreasing effort, motivation and skills:

> I think it is de-skilling students, they are using it for quick wins and not understanding the value of independent thought or writing.

> Apathy is strong. Distraction is prevalent. They might not benefit from another piece of technology that reduces the amount that they exercise their minds.

Several made an important distinction between students using AI as a replacement rather than a support for learning:

> I am worried they will become dependent on the AI program to do things for them instead of having the creativity or ability to think for themselves. I'm worried that they will not learn how to use it alongside their own work, instead opting to use it on its own.

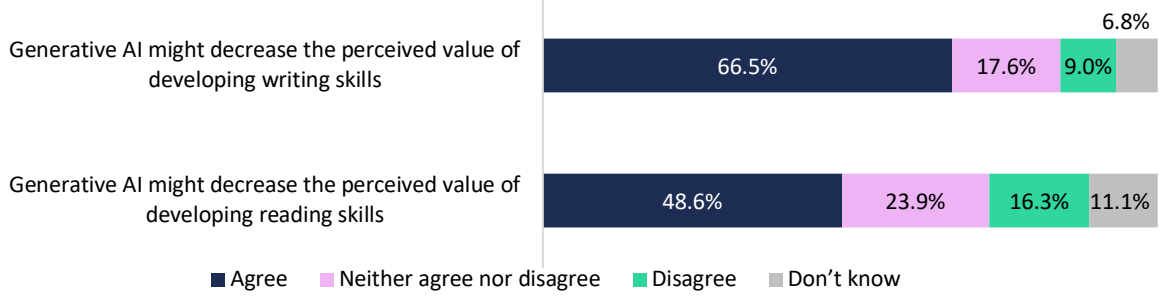
Some teachers reflected that the students most in need of learning support may be those most likely to use AI as a replacement, whereas their more confident peers appeared more attuned to the implications of using it this way:

> At least if they use generative AI, their content might be marginally accurate or worthwhile. Students that use AI instead of doing work themselves are, as a general rule, students who would do little to no work of value anyway. Students who are capable of doing work well, are smart enough to know that using AI would be a self-defeating move.

Concerns around the impact of generative AI on literacy

In 2025, we were also interested in focusing on teachers' feelings about the potential impact of generative AI on young people's literacy. As shown in Figure 9, 2 in 3 teachers believed generative AI might decrease the perceived value of developing writing skills, and 1 in 2 felt it could decrease the perceived value of developing reading skills.

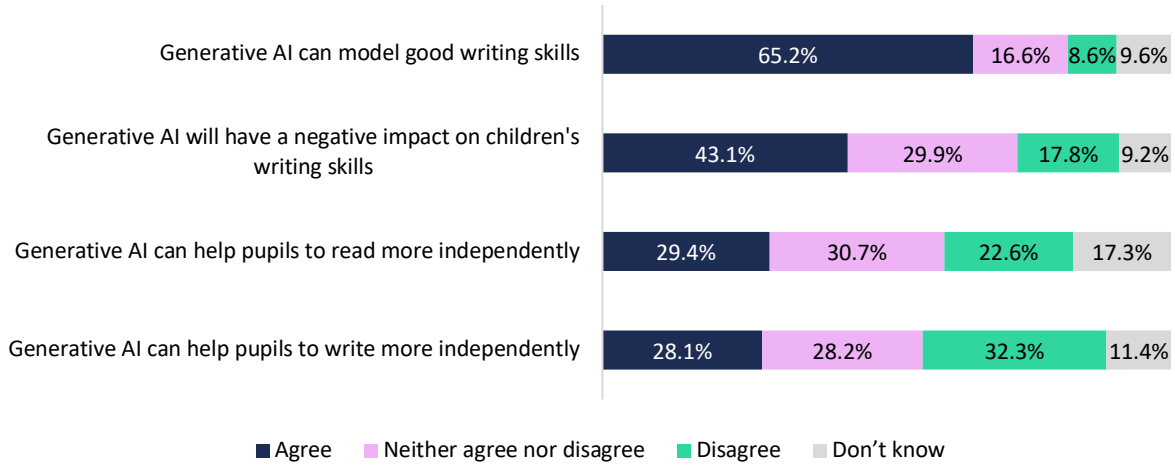
Figure 9: Teachers' concerns about the impact of generative AI on the perceived value of developing literacy skills in 2025



As in 2024, findings suggest a keen sense of the co-existing benefits and drawbacks of generative AI for literacy. As shown in Figure 10, while 2 in 3 teachers agreed that AI could model good writing skills, 2 in 5 also felt it would have a negative impact on children's writing skills overall (this represents a slight decrease from 2024 when 48.9% agreed).

However, feelings about the potential for generative AI to support more autonomous reading and writing were far more equivocal, with only 3 in 10 teachers believing these tools could support students to read and write independently. This mirrors young people's low levels of agreement with the statement: 'When I use AI for writing or reading, I feel more independent.' Just 1 in 6 (15.5%) young people agreed with this, compared with 1 in 3 (34.2%) who disagreed[20].

Figure 10: Teachers' views on the impact of generative AI on reading and writing in 2025



Some comments shed more light on the experiences behind these concerns, indicating that some worries about the negative impact of generative AI on literacy were, even at this early stage, based on evidence:

One child told me that they didn't need to learn to write as a computer would do it for them when they left school.

[They] try to use it instead of writing for themselves – [I] haven't had a class yet that hasn't tried to use it instead of writing for themselves.

[They] have previously entered library writing competitions with AI-written stories. This makes me reluctant to run competitions … and sad that they would choose to cheat rather than have fun writing.

[20] Picton et al. (2025), Young people's use of generative AI to support literacy in 2025, National Literacy Trust

Some teachers were concerned about the impact of AI on the interaction between literacy, authenticity and creativity:

> Students using AI for creative writing tasks is a concern because they assume the AI work is better than their own authentic voice; they also think that they have created it themselves.

> I am concerned that it will be seen as a short cut to avoid the hard thinking required of being creative. I also think it massively downgrades the skill of being able to write effectively for a specific audience and purpose.

Other comments expressed more general, and even existential, concerns about the potential future risks of generative AI use on developing literacy skills:

> I am worried that AI can potentially be hindering people's ability to read and write on their own – meaning, people (not just students) are becoming too reliant on AI and this is lowering our reading comprehension and writing abilities.

> [It] contributes to the growing issue of students lacking stamina and concentration when reading and writing. If they can't think for themselves regarding ... interpreting a text, we are not preparing them for the future…

> I am concerned that writing will become obsolete in the way that manual navigation has largely been taken over by digital navigation.

At the same time, there was some recognition of the co-existing benefits and drawbacks of generative AI tools, depending on how they were employed:

> If they read back and edit what they've created I think it actually helps their literacy. Also, we can give assessments where they don't have access to AI, so they know that if they want to do well they cannot rely on generative AI. So it's fine if its use is managed.

> … if misinformation is provided, they will learn to not depend on it in the future. Additionally, I think students who engage with AI, often thoroughly edit/fact check the information and rely more on the provided structure. I think this is quite acceptable framework and supports their revision.

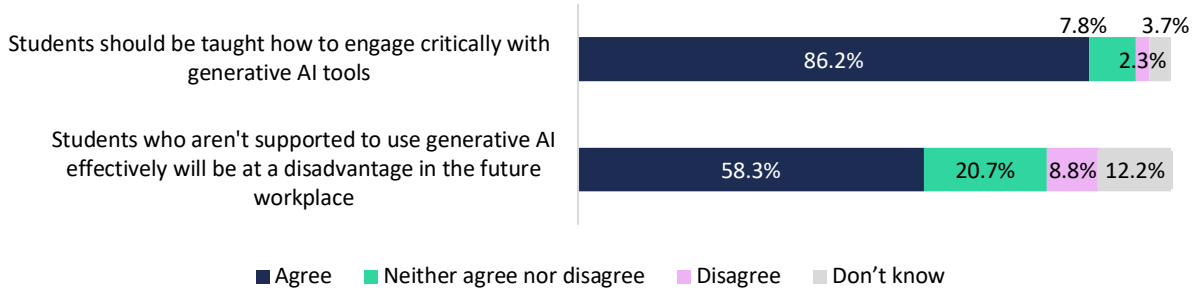
Taken together, these findings suggest that more thought should be given to how messages around the transformative power of generative AI should be tempered with messages about the value of strong literacy skills in ensuring the most effective and reflective use of these tools. In addition, they suggest that more could be done to consider how the promise of this new technology, particularly for young people who may lack access to adults able to support their learning at home, might be better fulfilled.

Teachers' attitudes around supporting young people to use generative AI to support literacy, learning and employability

Learning to engage critically with AI outputs is an important skill, as many platforms may be subject to hallucinations, confabulation and misinformation. However, with an already packed curriculum with little space or resources to support young people to use generative AI effectively, we wanted to gather teachers' views on the overall principle of supporting students' critical engagement with generative AI.

As shown in Figure 11, in 2025 nearly 9 in 10 teachers agreed that students should be taught to engage critically with generative AI tools, a slight increase compared with 2024 when 4 in 5 (82.0%) agreed with this. In addition, 3 in 5 agreed that students who weren't supported to use generative AI effectively would be at a disadvantage in the future workplace.

Figure 11: Teachers' views on supporting students to engage critically with generative AI in 2025



A perceived lack of critical engagement with generative AI among students was one of the most prominent themes emerging from our analysis of teachers' comments. Many noted that students' lack of knowledge, poor digital reading skills (such as discerning what information is important) and broader critical digital literacy presented important challenges to their ability to evaluate AI outputs:

I think it is only a useful tool if you have the baseline knowledge on a topic already. Pupils also lack the ability to scan through a text and find the information of interest.

There is an expectation that AI can give them what they want and so there is no reason to fact check, read it, edit it or do anything further with it. Students do not understand that not understanding what they are generating is an issue.

The need to support young people

Alongside the high number of comments expressing serious concerns about young people's uncritical use of generative AI, many teachers were pragmatic about the need for schools to support young people to learn how to use these tools effectively:

It is so vast and unlimited. On one hand, it can be misused for plagiarism or shallow learning. On the other, it's a powerful tool for creativity, brainstorming, and gaining deeper

understanding. The key is teaching students how to use it ethically and critically rather than banning it outright.

Some comments focused on specific areas such as prompt engineering or planning, with some teachers providing students with practical experience of working with generative AI in these areas to produce work of higher quality:

... this tool can be used to create a better understanding of how to use it as an advantage to learning. Students that are using AI are asked to re-read the content and restructure it into their own words and by doing that process, they do learn from it. Repetition is key and asking AI the right kind of questions yields better, more constructive answers.

Notably, some teachers described how they had already changed their teaching practice to encourage more creative and critical interactions with generative AI:

I have adapted my teaching to embrace AI so that students can use it positively for learning and not negatively out of laziness. I no longer set essays as homework since they could too easily come back generated artificially, instead I set research tasks and the essays are done in class.

Many comments presented a broader perspective on how new developments in generative AI should be approached in education, to ensure young people leave school with the skills and knowledge they need to thrive:

AI is not new technology. The issue is what we are assessing and how we are assessing. We are already training them to seek out AI information (i.e. Google) and regurgitate it – so this is the issue that needs fixing, rather than the use of it.

I feel AI will become a big part of people's lives in future years. I think personally we need to support pupils with using technology and to effectively and safely access technological advancements.

It is part of our world now and the children's. Therefore, I think we have an obligation to teach the children how it can support their learning and use it to enhance their work but not write it for them.

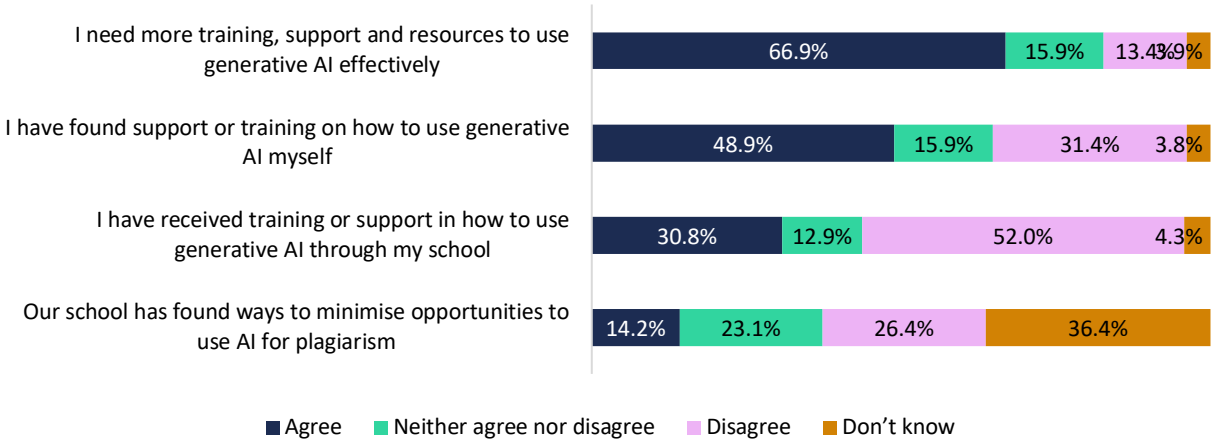
There is no teaching of [AI] and the curriculum needs to reflect the change in society.

Teachers' training and school policy

It is difficult for teachers to support young people if they don't themselves know how generative AI might best be used to support literacy and learning. We therefore asked teachers about their own training and school policies around generative AI use. As shown in Figure 12, in 2025, 2 in 3 teachers felt they needed more training, support and resources to use AI effectively. This represents a slight decrease compared with 2024 when 3 in 4 (75.3%) said this. However, this is unlikely to be related to increased availability of formal training on generative AI, as just 3 in 10 teachers said they had received training from their school in this area, while 1 in 2 had found their own support or training on how to use AI. In addition, just

1 in 7 teachers told us that their school had found ways to minimise opportunities for students to use AI for plagiarism.

Figure 12: Teachers' perceptions of generative AI in relation to training and school policy in 2025



This low percentage is particularly concerning, with some evidence of educators feeling demoralised by the increasing presence of obviously AI-generated work21. This was a strong theme emerging from teachers' comments related to academic integrity, with many sharing their frustration at receiving AI-generated work, or simply not being sure what had and had not been the students' own work:

> I am an English teacher and this is a HUGE concern for us at the moment. We are seeing more and more examples of AI work and it worries me that for all the ones that we are catching, how many are we missing? The impact on a pupil's creativity and being self-sufficient in their learning is terrifying.

> It is … causing a huge problem with verifying coursework or any independent assessed homework.

Several teachers explained why they felt greater teacher training was important, both for their own practice and to support their students:

> It is the way of the digital world now and we, as teachers, need to keep up with it as much as the students do. We need to embrace it and use it to our advantage.

> Teachers need training, so that they can guide students as to the best ways to utilise these tools.

[21] Livingstone, V. (2024) *I Quit Teaching Because of ChatGPT*. Time

Taken together, these findings suggest that, in a time when digital tools can provide an increasing sense of instant access to knowledge, urgent attention should be paid to considering the intrinsic value of learning and exploring information critically for oneself.

Summary and discussion

This report provides insights into how teachers' use of generative AI to support literacy has changed over the last year, and, together with a companion report[22], how this compares with young people's AI use and attitudes. Findings show a narrowing gap in AI use between primary and secondary teachers and increasing use of generative AI to support a variety of writing and reading tasks linked with everyday teaching practice. Notably, recent research found higher levels of use among teachers in private schools compared with state schools, suggesting inequalities in access to the benefits of AI tools for these purposes[23]. However, in our sample, increasing use of AI for school-related purposes was set against a background of conflicting feelings about the benefits and drawbacks of generative AI, especially in relation to young people's learning and literacy.

Over the last year, interest in generative AI in education has often focused on its potential for decreasing teachers' workloads and, while this is understandable, less attention has been paid to supporting young people to use generative AI tools effectively. Other research has found that only 9% of teachers currently feel confident teaching students how to use AI[24]. Academics and educational policymakers should continue to build on existing support and resources offered to teachers[25] by defining ethical and pedagogical boundaries for AI use in schools, and, recognising that many young people are using generative AI with little support or guidance, help teachers to develop expectations for student engagement, including around critical evaluation, citation and co-creation.

As this report shows, this is an area of increasing concern for many of the teachers we surveyed. Generative AI has brought issues around academic integrity, critical thinking and intrinsic motivation to learn to the fore for many on the frontline of education. A sense of instant access to not just knowledge, but its synthesis and analysis, means that the value of exploring and evaluating information for oneself needs increasing attention. Most of the

[22] See Picton, I. & Clark, C., Children and young people's use of generative AI to support literacy in 2024, London: National Literacy Trust

[23] Latham, K. & Montacute, R. (2025). *Artificial Advantage? AI in the classroom and the inequality gap*. Sutton Trust.

[24] Pearson (2025) *Pearson School Report 2025*

[25] See, e.g., Department for Education, Using AI in education settings: support materials; https://teachingwithchatgpt.org.uk/ (used in Education Endowment Foundation. 2024, *ChatGPT in lesson preparation—Teacher Choices trial*. EEF.

teachers in our survey agreed that all young people should be taught how to use these tools to support, rather than supplant, learning.

Many teachers are also concerned about the impact of these new tools on students' literacy, including their writing motivation, reading comprehension and stamina, and, more broadly, on the perceived value of developing writing and reading skills at all. Much has been said about the potentially transformative power of AI for personalising the learning experience, and those seeking to address educational inequality might have hoped these new tools could help young people who lack access to adults able to support their learning outside school. However, comparatively few teachers agreed that generative AI was helping their students to write and read independently, suggesting that more could be done to ensure the promise of this new technology might be better fulfilled.

More thought must also be given to how messages around the transformative power of generative AI should be tempered with evidence around how strong literacy skills remain essential to its effective and reflective use, and, in a time when digital tools provide an increasing sense of instant access to knowledge, to emphasise the value of learning and exploring information critically for oneself. As the evidence base improves, it is important to consider whether – and how – generative AI might be meaningfully integrated into writing instruction, especially for disengaged or struggling young writers. The challenge will be to harness AI's potential to support writing while preserving the core values of originality, creativity and persistence that make writing a transformative tool for learning and personal growth. Similar consideration must be given to using AI to support reading.

Informed by a decade of research exploring interactions between literacy and technology, this research contributes to our work contemplating the future of literacy education, with an aim of ensuring that all young people develop the literacy skills they need to thrive in work and in life. As generative-AI tools become more pervasive and their capabilities expand and improve, we hope that our ongoing research in this area will contribute to the growing evidence base on the changing literacy skills needed to participate in education, employment and life. In the next stage of our research, we hope to explore the themes arising from this survey in more depth by speaking directly with young people, teachers and librarians. We will also seek to contextualise these conversations with the views and perspectives of academics and industry experts. Findings will inform evidence-based recommendations for the development of practical training, programmes and resources for schools to support the development of skills in working effectively with AI.

About the National Literacy Trust

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

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

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