

Partners In Literacy

Changing lives through literacy

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literacy and participation

- Most severe form of social exclusion is inability to be heard
- Engagement in modern world almost entirely dependent on literacy skills
- Increasing ability of communication confers increasing levels of power
- At the most extreme, the lowest rung on the social class ladder is prisoners with learning difficulties

If you have poor literacy you are

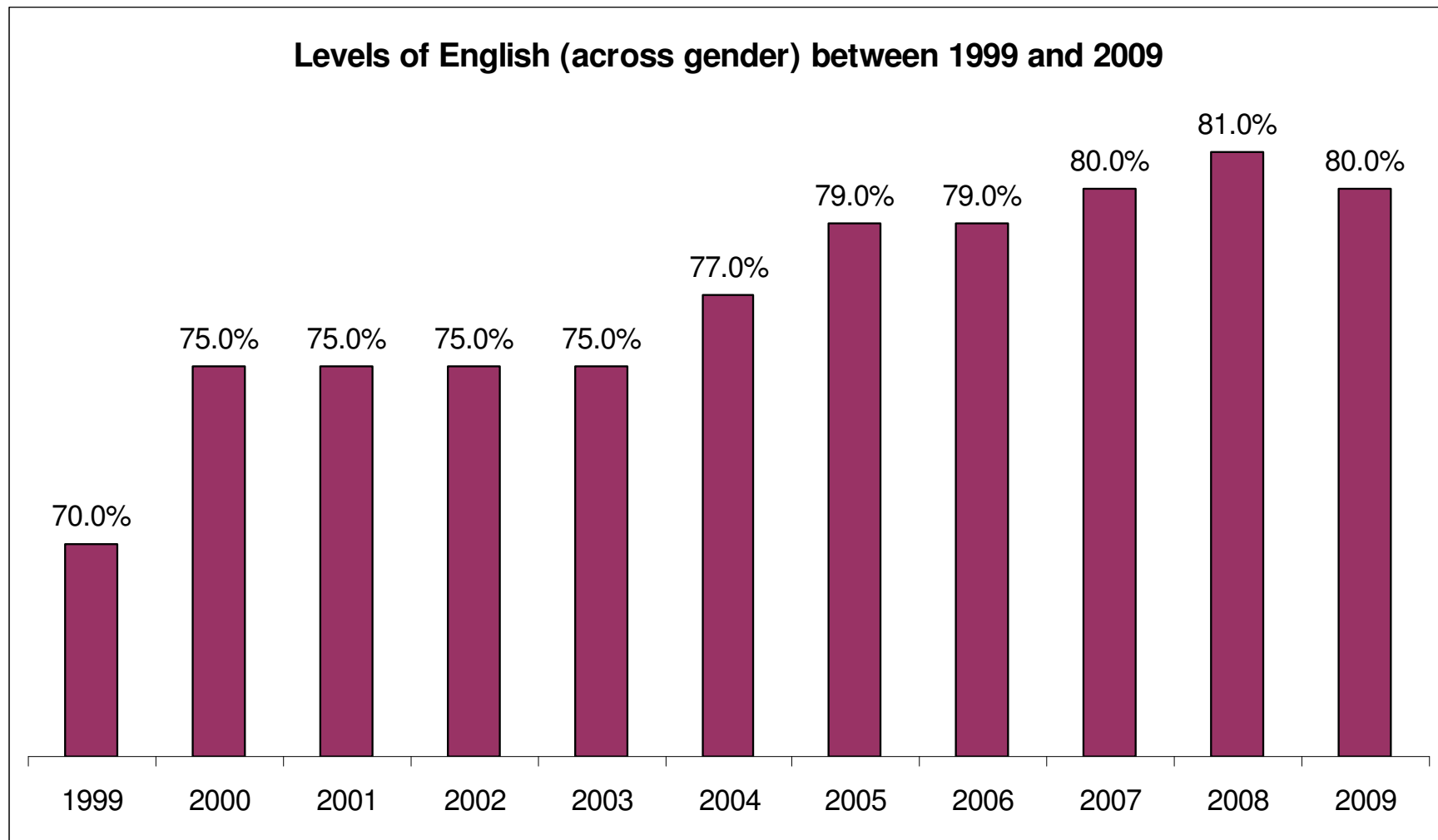
- **More likely to live in a non-working household**
 - 22% of men and 30% of women with literacy below entry level 2 live in nonworking households.
- **Less likely to have children**
 - Individuals with low levels of literacy are more likely to lead solitary lives without any children.
- **Less likely to own your own home**
 - A modest rise in literacy level sees the likelihood of a man owning their own house rise from 40% to 78%.
- **More likely to live in overcrowded housing**
 - Individuals with low literacy levels are more likely to live in overcrowded housing with reduced access to technology.
- **More likely to experience divorce**
 - A literate family is less likely to experience divorce, as divorce rates amongst those with high literacy are low, and significantly lower than those with poor literacy skills.

Reading is important because...

- The groups least likely to vote in elections are the groups with the lowest literacy levels
- 69% of voters are more likely to vote for a party with a strong commitment to literacy

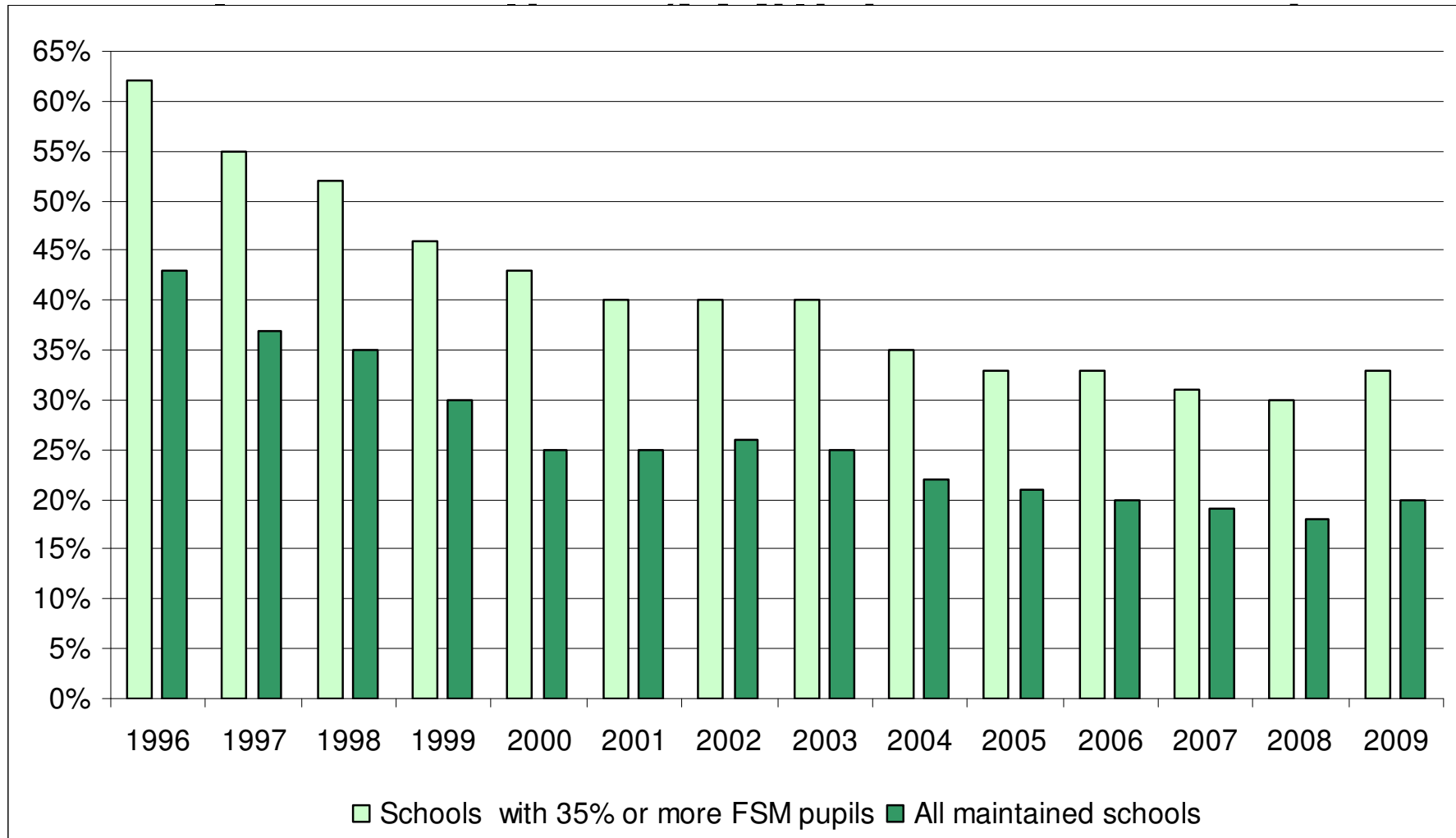
Reading Rights

Only 50% of men and women with very low literacy agreed that they were “satisfied with life so far” compared with between 75-80% for all other literacy levels.



Early progress, but now a plateau





Progress on child poverty also stalled

Reading: KS 2 level 4

	1998	2003
Boys	75%	82%
Girls	82%	87%

Enjoying Reading at Year 6

	1998	2003
Boys	70%	55%
Girls	85%	75%

International Comparisons

The “long tail” of underachievement

Relative to other countries surveyed annually as part of the Progress in International Reading Literacy survey, England has larger than average proportion of pupils achieving above average and below average.

Partners in Literacy



Why family reading matters

- Parental involvement is the most important determinant of language development
- Parents' interest in reading is a more powerful force than social class, family size and level of parental education
- The earlier parents become involved the more powerful the impact
- Even at 16 parental interest in a child's reading is the single greatest predictor of achievement

What's happening

Year 1

- 4 trail blazers

- Derbyshire, Knowsley, Wiltshire and Sheffield

- 9 partners

- Year 2

- 21 partner Local Authorities

- Support from DfE, DCMS, DIUS, BIS, CLG and No 10

- Coordinator in each authority

- National team supporting and guiding the project

- Rigorous evaluation of process and outcomes

Partners in Literacy – the approach

- Create a strategic approach and a strong community-focused vision
- Research why the families who will benefit most are not engaging with literacy support
- Develop multi-agency partnerships to answer their needs with refreshed services
- Monitor outcomes and maintain dialogue

In each authority

- A coordinator
- A champion
- A partnership
- A strategy
- All focused on the needs of the families who need it most

The Outcomes of Partners in Literacy

- Improved speech, language and school readiness
- Increased school achievement
- Roots back into training and employment
- Resilient communities
- Increased reach and efficiency of local service delivery

PiL in Derbyshire

- The vital role of ROWA in brokering partnerships and being the advocate of learners
- The willingness of the project to look at changing services to meet the needs of learners – not just changing their promotion

What next..?

Parents want

their children to read

but

- ◆ didn't know how to encourage reading
- ◆ lacked confidence
- ◆ didn't think it was their job

Parents want

- Literacy resources; games, activities, pens, paper, craft materials
- ideas to grow their strengths; e.g. story telling
- very local help, possibly peer support
- encouragement, to build confidence
- relevant activities,
- access at physical, social and psychological levels

Non-literacy professionals want

- ✓ information /advice,
- ✓ Support from their starting point,
 - ✓ confidence,
 - ✓ permission,
- ✓ resources for first steps interventions,
 - ✓ confident sign posting,
 - ✓ more options for families

Can we work better together?

Taken time to learn about each others jobs,
motives and targets

Good news Literacy is win:win.

skills → bonding

enthusiasm → cohesion

confidence → participation

For example:

The story of the health visitor and broader definition of a thriving baby

Length

Weight

+

Learning

linked to Bookstart, children's centres,
libraries

For example

The story of the Family Intervention Project workers,

- The literacy backpacks became tools for bonding and confidence building **AND** increased reading friendly activities

Proposal

- A 'LAA' literacy vision, shared by partners
- Workforce development to implement shared aims
- Broaden community options to support literacy
- Monitor, evaluate and learn