



2021 – 2022 highlights

learn to  
love to  
read

Helping children  
learn to love to read

## ***A local, community-based approach to helping children learn to love to read***

We are delighted to share our annual impact report, outlining the need for our work and our approach to meeting that need.

Because that need has never been greater. 'The Cracks in our Foundations' report, released in February 2023 by the Centre for Social Justice, says: 'Just 32% of teachers working in schools in the areas of highest deprivation were confident that most of their pupils would meet targets in numeracy and literacy skills development this academic year, compared to 51% in more affluent schools'. A major piece of research published by the Education Endowment Foundation (EEF) in November 2022 indicated that: 'schools which already face huge challenges are now faced with a large number of very low attaining pupils, particularly in reading, who have suffered most at the hands of the pandemic'. And new research from the National Literacy Trust shows the impact that the cost-of-living crisis is having on children's literacy: 'We know that experiencing poverty and financial strain impacts children's literacy – with families not being able to afford books and having less time and energy to spend reading, writing, and talking to their children at home.'

Learn to Love to Read is a local charity, working in the London borough of Wandsworth, that supports children who are finding learning to read challenging or who are at risk of starting school poorly prepared for learning to read. This year has been a time of significant change for us as an organisation, coming out of the trauma of COVID-19, with all the adaptations to our service that required, and with a key member of our staff moving on.

For this reason we felt the time was perfect to carry out a three-month strategic review of our work in early 2022 (funded by the Wimbledon Foundation), with the expert help of a consultant from the Foundation for Social Improvement. We refined our vision – 'every child a reader' – and defined our values: embedded in the local community; serving the whole family; providing continuity of support; targeting the greatest need, and committed to quality delivery and measuring impact. Through this review, we ended the academic year 2021 to 2022 with new staff recruited and significantly increased capacity, ready to develop longer-term relationships with local families and extend our reach further in the most disadvantaged areas of Wandsworth.

We are proud to be able to share the achievements of this academic year with you. If this report inspires you to think about partnering with us as we move forward, we would love to hear from you.

**TERESA HARRIS**

*Founder, Learn to Love to Read*





## The need

- In 2022, 25% of children left primary school unable to read at the government's required standard.
- 33% of children finishing Key Stage 1 did not meet the expected levels in reading.
- 1 in 4 children aged 5 to 8 years say they don't enjoy reading.
- Targeted intervention with Early Years and Key Stage 1 pupils, and their parents, is key to helping children who are at risk of not meeting expectations in their reading.



## Activities



- L2L2R forms partnerships with local primary schools who identify children who are below expected levels for reading.
- L2L2R recruits and trains suitable reading volunteers.
- Volunteers read with children weekly for 20–25 minutes, either in school or virtually via Zoom.
- Face-to-face and online Early Years literacy classes are run for children aged 2 to 4 years, referred by partner schools, children's centres, local charities and social care professionals.

# Theory of change

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## Outputs

- Volunteers read with children weekly for 20–25 minutes.
- 66 volunteers.
- 7 volunteer training sessions run for 53 new volunteers.
- 170 children supported across 8 schools.
- 104 families attended 13 sets of Early Years literacy classes



## Outcomes

- Children show progress in their reading skills.
- Children show increased desire to engage with reading through improved attitude and concentration.
- Children's self-confidence in their reading abilities and enjoyment of reading grows.
- Parents' understanding of the importance of their support, and confidence in their ability to help their children's learning, increase.
- Babies and toddlers are introduced to vital early literacy skills.



## Impact

- Children start school better prepared for learning to read.
- Children close the attainment gap between themselves and their peers.
- Children are not disadvantaged at secondary school and in future life by having low literacy levels.
- Children develop a lifelong love of reading.
- Parents are more confident and motivated to support their children's ongoing learning.



# 2021-2022 highlights



## One-to-one reading support

In the academic year 2021-22, L2L2R volunteers supported 170 children with their reading across eight partner schools in Wandsworth, both face to face and virtually.

- Teachers reported 81% of children receiving one-to-one reading support from an L2L2R volunteer showed an improvement in their reading ability.
- According to their teachers, 98% of children were more confident readers by the end of the year.
- Volunteer feedback showed more than twice the number of children scoring 5/6 or 6/6 for reading progress and attainment at the end of the year, compared to the start of the year.
- All parents who responded to our survey said the virtual reading sessions had made their child a better reader.
- All parents surveyed reported that the virtual sessions helped them support their child's own reading.

“

*I've learnt many ways to incorporate playing, singing, chatting and reading with my children into our everyday lives, without it feeling forced or boring.*  
- Early Years parent

”

## Early Years

In the academic year 2021-22, L2L2R ran 52 Early Years literacy classes across 13 sets of four classes. Run in conjunction with our partner schools and local charities, Home-Start Wandsworth and CARAS, classes were delivered over Zoom and face-to-face (for the first time since 2020).

- 104 families engaged with the sessions, with 81% of families attending half or more of their set of 4 classes.
- 88% of parents who provided feedback felt they better understood the importance of chatting, playing, singing and reading with their child in developing early literacy skills as a result of the classes.
- 75% of parents who provided feedback felt more confident helping their children learn at home.

“

*It has turned my child from someone who hated picking up a book to someone who actively looks to read ... whether it be a road sign, an advertisement or a newspaper.*  
- Reading support parent

”



# 2021-2022 highlights



## Volunteers

L2L2R trains all its volunteers in how best to support children's reading in schools. In 2021-22 we ran seven volunteer training sessions for 53 new volunteers.

- 66 volunteers supporting children in school and virtually.
- 93% of volunteers who gave feedback felt their work had been fulfilling and satisfying.
- 98% of volunteers surveyed would recommend volunteering with L2L2R to others.

“

*I'm so glad I found out about L2L2R  
and only wish I had sooner!*  
- Volunteer

”



“

*Whilst [the training session] was over Zoom  
I still felt like I learnt everything I needed to  
and it was an engaging session.*  
- Volunteer

”



“

*[I] have been with L2L2R for  
approximately four years ... the best  
part for me is enjoying the company  
of my readers and the uniqueness of  
their personalities. It is so important to  
celebrate the small achievements  
that are made week to week because  
these are the little steps that lead to  
the ultimate goal of the children  
loving to read.*  
- Volunteer

”

# Our thanks

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We'd like to thank everyone who has financially supported our work, and especially those grant-making bodies that have maintained that support across a number of years. Without your funding we could not achieve any of the work described in this document.



We are also extremely grateful to the individuals who support us on a monthly basis. Their regular unrestricted donations give us the security and flexibility to continue to develop our work.

# Get involved

## Donate

If you'd like to make a donation to help us continue to support children's reading in Wandsworth, please visit [www.learn2love2read.org.uk/pages/11-donate](http://www.learn2love2read.org.uk/pages/11-donate) or contact Matilda Tuke at [matilda@l2l2r.org](mailto:matilda@l2l2r.org).

## Volunteer

If you're interested in becoming an L2L2R reading volunteer, you can find information and apply online here: [www.learn2love2read.org.uk/pages/4-volunteer](http://www.learn2love2read.org.uk/pages/4-volunteer) or contact Matilda Tuke at [matilda@l2l2r.org](mailto:matilda@l2l2r.org) with any questions.

## Partner with us

If your organisation would like find out more about how we might work together please visit: [www.learn2love2read.org.uk/pages/3-partner-with-us](http://www.learn2love2read.org.uk/pages/3-partner-with-us) or get in touch with Tara Coffin at [tara@l2l2r.org](mailto:tara@l2l2r.org).

If you work with disadvantaged families in Wandsworth in any capacity we would love to hear from you!

Find us: @learn2love2read



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[www.learn2love2read.org.uk](http://www.learn2love2read.org.uk)

