Havering Literacy Strategy

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Foreword to the Havering Literacy Strategy

"It would have been possible, for example, to say Big Brother is ungood. But this statement, which to an orthodox ear merely conveyed a self-evident absurdity, could not have been sustained by reasoned argument, because the necessary words were not available."

George Orwell, "Nineteen Eighty Four".

As George Orwell realised, the English language (indeed any language) can be used to oppress us. It can be used to control and constrain, to instil hatred, division and fear.

Equally English can be used to inspire, to enlighten, to develop and communicate new understanding, to open up new friendships and to speculate on new possibilities.

The English language is the way in which we make our individual emotions, reactions, fears, hopes and opinions public, and so it is important to our health, as well as to our culture, education and economy. Weak English can result in tension and frustration within individuals who feel unable to express their concerns or unable to assimilate information. In society as a whole it weakens our ability to communicate with one another, without which we have no society. In the modern world new methods of communication and sources of information online mean that we are more dependent on our knowledge of English than ever before if we are to assess and assimilate it, for us to use it rather than those who write it controlling and manipulating us.

Understanding English is essential to our freedom and democracy, to society and our ability to have a shared future. It is central to our being able to make our own choices, and it is pivotal to the joy which we can get from the world and people around us.

Levels of English literacy have many different implications for society, culture, education and our relationship to our environment, and a number of different agencies develop and promote it. I am delighted to introduce this first Literacy Strategy for Havering, to co-ordinate that work, and to promote the richest possible understanding of English for the benefit of all.

Cllr. Andrew Curtin
Cabinet Member for Culture, Towns and Communities

1. Introduction

Our Vision for Literacy:

'For all in Havering to enjoy and feel confident in the English Language'

1.1 Purpose of the Literacy Strategy

Havering's Literacy Strategy is seen as the first step towards better coordination of work to support literacy development in our community.

It is an over-arching strategy with input from many organisations across the borough, recognising that there is already a great deal of good work being done by various partners to improve literacy, but that we can extend the reach and improve the effectiveness of this provision by working together with a more coordinated approach.

1.2 What do we mean by 'literacy'?

The most common understanding of literacy is "a set of tangible skills, particularly reading, writing, speaking and listening".

A literate person is one that can "communicate effectively with others and understand written information".

1.3 Focus on English

The focus of this strategy is for 'all in Havering to enjoy and feel confident in the English Language'. This deliberate focus on English is because this is the language of the environment in which we all exist and relate to one another. A common language is important in terms of promoting social harmony: "language is the means by which we can diffuse controversies, offer compromises, explain our point of view, in the hope of finding common ground" ('Civitas', 2011).

Recent studies looking at the effect of globalisation and inward migration, suggest that English language proficiency is one of the key factors in supporting social integration and community cohesion for settled immigrants and new economic migrants[1]. English language proficiency is also important in an economic context, i.e. helping migrants to gain and progress in employment. This is particularly true of jobs where the ability to communicate in English is an essential pre-requisite for being able to do the job effectively (e.g. for teachers, doctors, members of the police force, etc). In fact there are very few jobs where there is not a requirement to speak, read or write in English.

Being able to speak English is very important in terms of learning and academic achievement, with a sound grasp of English being essential if students are to achieve academic qualifications in English and other subject areas, such as History and Geography.

A basic command of conversational English is now a part of the process associated with acquiring British Citizenship, so it is becoming increasingly important for immigrants to be able to speak English before they can try to become British citizens.

It is also the case that ensuring that all people, or as many people as possible, can speak English, will reduce the financial burden on those public bodies who believe they currently need to provide

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[1] Commission on Integration and Cohesion (2007), Our Shared Future, London: Commission on Integration and Cohesion.

translators and translate written information into other languages, to ensure that all communities have equal access to benefits and services. Although such translation costs are not significant in relative terms, there are nevertheless financial arguments in favour of being proactive in ensuring people can read English so that translation services are not required (and associated costs are not incurred).

Although the focus of this strategy is on English, it is important to recognise the need for communities to continue to celebrate their rich cultural traditions, including the continued use of their mother tongue, in addition to English. In fact there is evidence to show that young children benefit from speaking more than one language and this should be encouraged. There are plenty of opportunities for learning other languages in the borough, as part of primary and secondary education, and through adult provision provided by the Adult College, Europa Centre and others.

It is important to stress that this strategy does not seek to undermine the cultural traditions of the different communities living in Havering; rather it seeks to ensure that all of the individuals from those communities can celebrate their culture, but also achieve their potential and become full members of society, which is reliant to a large degree on being able to speak English. Whilst positively welcoming the advantages of a diverse community, it is also important to ensure a shared environment where all members of the wider community can communicate with each other and have equal access and engagement within society, without barriers. This Literacy Strategy proposes that this can be best achieved by ensuring that all people in Havering are able to enjoy and feel confident in the English language.

For more information see section: 'Proficiency in English Language'.

1.4   Scope and Target Audience

At the very outset, it is important to note that this strategy is not about assuming everybody needs or wants to improve their literacy levels, but rather offering the opportunity to improve.

The strategy outlines why literacy is important, not only to individuals, but to the borough as a whole. However, it is also recognised that many people live fulfilling lives, contributing in every way to their community, whilst still having low literacy levels. This strategy is aimed at improving the literacy levels of those who would benefit from such support, whilst ensuring that everyone has a 'functional level' of literacy.

Whilst we aim to make literacy support available to all who want and/or need it, there are limited resources and it is necessary to prioritise key target groups for some actions.

Some of the organisations involved in the strategy deliver, and will continue to deliver, literacy to people of all ages and backgrounds – a universal offer. Others focus on a specific age group or identified need.

It needs to be recognised that priorities will change as literacy develops across the borough, so the action plan reflects the need to look beyond the initial themed groups, so that information can be gathered now to inform the next tranche of work.

1.5   Literacy is everyone's responsibility

Achieving our vision for 'all in Havering to enjoy and feel confident in the English Language' will require coordinated involvement from a wide range of statutory and non-statutory agencies, within the public, private and voluntary and community sectors.

Building a literate borough will take much more than just focusing on improving statutory provision; it will need to extend into the home environment by empowering and supporting parents

to take a role in their children's literacy development, and it will require all organisations working with the public to increase their awareness – to be able to identify literacy needs and confidently signpost people to get support.

The message is that 'literacy is everyone's responsibility' and everyone has a part to play. Working together is essential to extend the reach of literacy support within tightening resources, we need to pool resources and utilise partner agencies as trusted intermediaries to access hard to reach groups.

1.6   Governance

Given the long-term commitment required to drive forward literacy improvements a Havering Literacy Strategy Working Group has been established. The group will work together, and bring on board others, to improve both universal and targeted services, to identify gaps and opportunities, to develop new services where appropriate to meet local need, and to extend the reach of existing services to priority groups by working in partnership with other agencies.

The Havering Library Service is taking the lead role in the development of the strategy. Resources have been allocated within the Library Service to create a new post to drive forward the implementation of this strategy and associated action plan.

1.7   Link to Living Ambition and other key strategies

By raising literacy levels in our community, through the actions in this action plan, we will be fundamentally supporting the overarching objective of Havering's Community Strategy - Living Ambition: "to deliver a better quality of life for residents in the Borough".

The vision and actions within this Literacy Strategy are also strongly linked to the achievement of goals and objectives outlined in a range of local strategies and plans, including (but not exclusively) the following:

- Corporate Strategy 2011-14 and Corporate Plan
- Culture Strategy
- Library Strategy
- Library Digital Strategy
- Arts Strategy
- Community Learning Strategy
- Learning and Achievement Service Plan
- Children and Young People's Plan
- Health and Wellbeing Strategy
- Volunteering and Engagement Strategy
- Child Poverty Strategy
- Equality in Service Provision Policy
- Financial Inclusion Strategy
- Play Strategy
- Youth Strategy

The Having Music Hub 3 year Action Plan deals with "music literacy", so it is not covered in this Literacy Strategy.

1.8   IT Literacy and the Digital Age

Technology is driving rapid changes, with individuals being able to communicate faster and in more ways than ever before. Television, the internet, and other new forms of communication are often criticised as being detrimental to young people, and a hindrance to their literacy. However, their influence is more likely to grow than decline, and online/digital media can also provide important assistance in learning. For example, technological advances have revolutionised learning for many with dyslexia and other literacy difficulties, and are increasingly applied universally to support literacy education.[2]

Shifts in technology and the requirements these place on IT literacy skills have lead to concerns about a digital divide between those who have the access and knowledge to utilise new technologies and others who do not. As both access and understanding are precursors for participation there are two distinct groups of people who are often left out – i) those without the financial means to afford computer or internet connection, and ii) those lacking understanding and/or confidence in using technology and the internet.

Libraries and other informal learning settings have a central role to play in ensuring universal access to technology and supporting people in how to confidently and effectively support it, for example through the provision of free IT and internet access in Libraries.

The digital agenda is both a challenge and an opportunity for Havering, but the co-existence of digital and print based forms present a special challenge, with users wanting to access books and information in different ways.

There is an added significance of the 'digital age' for libraries as it can be seen as both a challenge and opportunity for their long term sustainability and the care of their more traditional collections.

In Havering the Library Service has embraced the opportunities presented by new digital technologies, for example through the introduction of the new 24hr Virtual Library and the multitude of resources now available online, including e-books, audio books, e-learning course, online newspapers and reference material, citizenship test, driving theory test, and much more.

The Libraries are also responding to the explosion in the range of new devices which have meant resources and services need to be available in a variety of formats, to ensure that we do not lose the momentum when working with all groups to raise literacy levels.

The influence of computers, laptops, tablets and smart phones is covered further in the section that considers "Young People 11-19" (section 5.3) but we recognise that this influence is increasingly having an impact on all ages, including "Children 5-11" (section 5.2) and even some very young children aged below 5 (i.e. the Early Years category covered in section 5.1).

The role of the Libraries in responding to the 'digital age' is also covered in greater depth in the Libraries Digital Strategy (in draft form at time of writing).

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[2] www.literacytrust.org.uk/policy/nlt_policy/815_the_future_of_literacy_in_the_digital_age

2.   The Importance of Literacy

2.1   Why do we need literacy skills?

Research has shown that poor literacy skills can be part of a vicious cycle of factors that lead to disadvantage and poverty of opportunity.

Literacy has tangible relationships with many aspects of a person's life, not just educational attainment, but also economic well-being, aspirations, family circumstances, physical and mental health as well as civic / cultural participation. Low literacy levels continue to be associated with economically disadvantaged pupils and families.

Key Facts

Research by the National Literacy Trust reveals that:
- 1 in 6 adults in UK have literacy skills lower than expected of an 11 year old
- 41 per cent of employers are concerned about their employees' basic literacy skills
- There is growing concern over language skills at school entry
- On average disadvantaged students are twice as likely to be among the poorest performers in reading compared to better-off pupils[3]
- 70% of pupils permanently excluded from school have difficulties in basic literacy skills

People with low literacy levels are **more likely to**:
- Be frustrated and misunderstood
- Be depressed (for women, five times more likely)
- Find school difficult and much of the curriculum inaccessible
- Earn less than many other people

People with low literacy levels are **less likely to**:
- Fulfil their potential or realise their aspirations
- Have formal qualifications
- Find job opportunities or get promoted
- Feel confident about helping their children or others to read and write
- Participate fully in society

2.2   Why should we invest in literacy?

There is a strong case for investment in literacy as a means to enable and empower people to be more active, productive citizens, to help create stronger, sustainable local communities and to improve quality of life by helping people to enjoy life to the full.

Socio-economic background, and many other factors, may be outside the control of an individual. However, for many, addressing literacy skills is a key first step in beginning to address, and help to overcome, other related factors that lock individuals into a cycle of disadvantage.

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[3] www.literacytrust.org.uk/news/5213_disadvantaged_pupils_twice_as_likely_to_be_poor_readers

2.3 Literacy and Wellbeing

There is a great value of reading in supporting health and well-being outcomes. Recreational reading exercises the imagination, gives access to information and provides opportunities for relaxation, enjoyment and social interaction[4]. Reading also empowers the individual, promotes personal development, supports self-expression and personal choice and results in creative independent learners who have an understanding of self, of others and of wider social issues.

Reading has a significant role to play in combating some of the causes of illness, improving health and keeping people well by contributing to a general sense of well-being. Reading can reduce stress levels by up to 67% and social activities based on reading, such as reading groups, promote well-being, combat isolation, and help bring people closer together in communities. Books can also help with more serious mental health issues such as dementia with evidence suggesting that reading can reduce the level of dementia by 35%[5].

Poor literacy skills can present a barrier to participation in society and accessing opportunities. In that respect, literacy skills help people to access opportunities which contribute to their wellbeing and make them 'feel good', such as:
- Connecting – connect with people around you
- Being Active – physical activity
- Taking Notice – catch sight of the beautiful
- Keeping Learning – try something new
- Giving – do something nice for a friend or a stranger, look out, not in!

This list above is described as the 'five ways to wellbeing' (produced by NEF - New Economics Foundation)[6]. These 'ways to wellbeing' also offer potential structure for literacy development initiatives, linking literacy learning into activities which are fun and enjoyable.

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[4] Hicks, D. (2003) 'Reading and health mapping research project', prepared for Arts Council by the Reading Agency.
[5] www.goscl.com/a-chapter-a-day-keeps-the-doctor-away
[6] www.neweconomics.org/projects/entry/five-ways-to-well-being

3.   Reasons for Low Literacy

It is important to distinguish between the different reasons why people of all ages struggle with their literacy. It is important because the needs and desired outcomes for each of these people may be also very different.

Some people have specific Learning Disabilities which account for their low literacy levels, others have poor literacy due to cultural, societal or educational reasons, and some may have disaffection to learning and/or low aspirations.

There are numerous influences on an individual's literacy development, as the diagram below illustrates:
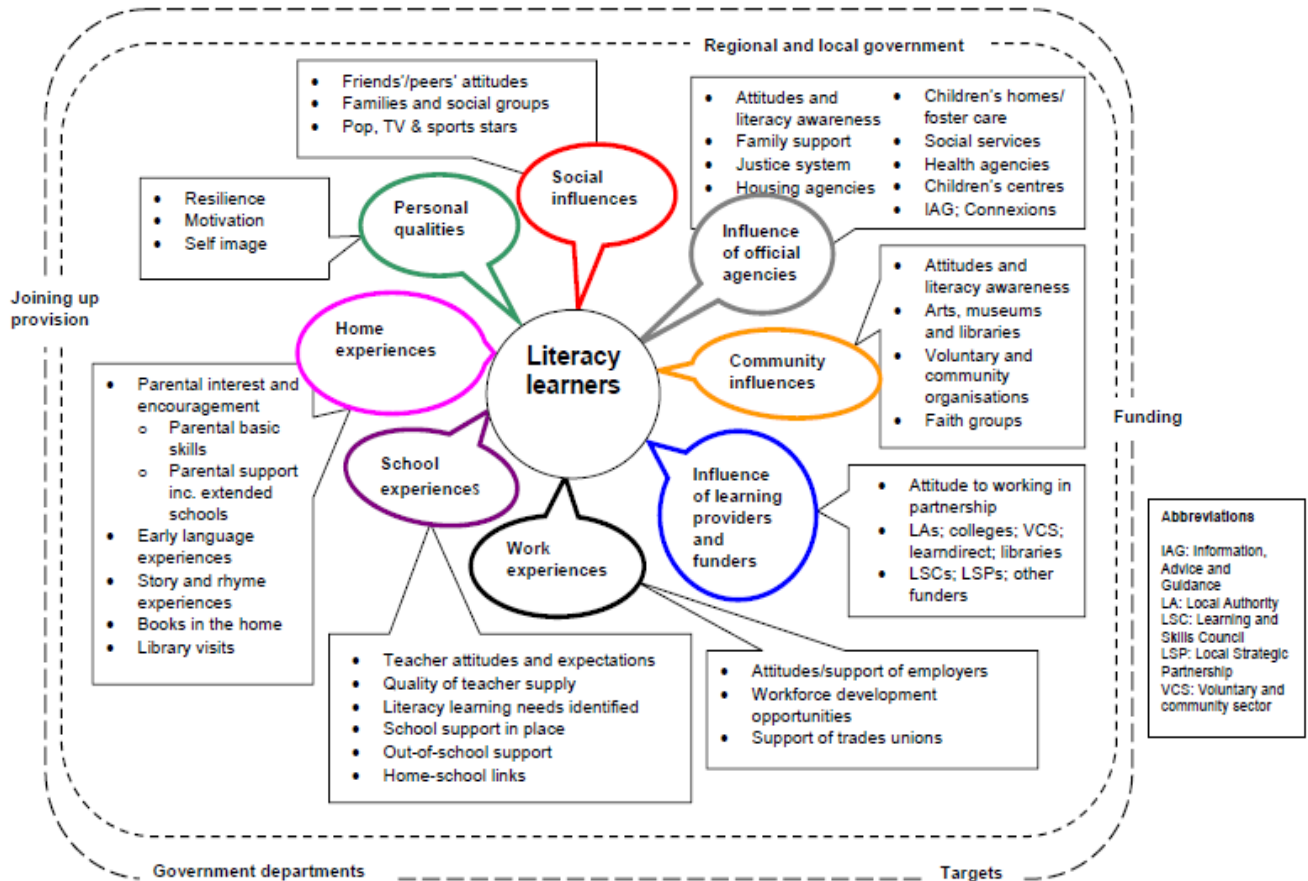
FIG. 1 - Diagram showing the influences on an individual's literacy development

3.1   What can affect someone's literacy and ability to learn to read? [7]

Where a child (or adult) has difficulty reading, it is important to try to identify the reasons as early as possible, as the sort of help that is needed differs dramatically, and evidence suggests that early intervention is key.

For example, the kind of help which a child needs to overcome problems in 'making sense of the sounds' generated by letters or letter combinations is very different from that needed by a child who has 'visual' problems reading.

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[7] www.booktrust.org.uk/books-and-reading/children/bookmark/articles-and-resources/reading-and-literacy-conditions-that-affect-reading/

An article from Booktrust[8] states *"Each of us learns to read at our own pace. The journey involved in learning to read (and continuing to develop as a confident and enthusiastic reader) is often a bumpy one".*

However, some people have more serious difficulty with the process than others; in some cases, there are specific reasons why a child is having trouble with reading – and alternative forms of help may be needed.

3.1.1 Learning and Reading Disabilities

There are many reasons why someone may have difficulty reading or learning to read. Sometimes a specific disability or disorder may affect their reading, either mildly or severely.

Serious reading difficulties or disabilities can affect anyone, including children and adults who are extremely intelligent, motivated and educated.

In general the term **'reading disability'** is used to describe any condition that affects certain parts of the brain which are responsible for making sense of words and/or sounds.

This is different from a **'learning disability'** - although most learning disabilities will also in turn affect the person's ability to learn to read.

There are also other disabilities or conditions which may affect a person's reading. Some of the most common include:

- Dyslexia
- Speech and Language Disorders
- Processing Problems
- Developmental Disabilities
- Attention Deficit/Hyperactivity Disorder (ADD/ADHD)
- Visual Impairment
- Hearing Impairment

3.1.2 Visual Impairment

In 2002 the Royal National Institute for the Blind (RNIB) launched their 'Right to Read' campaign[9], alongside the release of two reports which highlighted the discrimination suffered by people who have problems with their sight. The campaign was successful in raising awareness about this barrier and led to a greater provision of books in Braille, audio and large print to be provided for the visually impaired in schools and public libraries, however there is still further to go.

There are more than 1,100 residents registered as being blind or partially sighted in Havering[10]. Although not all people will be registered with the Council and modelled data estimates that within just the 65+yrs bracket alone over 5,200 Havering residents have a moderate or severe visual impairment[11].

The RNIB estimate that one in eight of us in the UK can't enjoy standard print, because we have sight problems, dyslexia, or disability that makes it difficult for us to hold a book or turn a page. They also estimate that over 20,000 blind and partially sighted children are being affected, by not getting textbooks in a format they can read.

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[8] http://www.booktrust.org.uk/books-and-reading/children/bookmark/articles-and-resources/reading-and-literacy-conditions-that-affect-reading/
[9] http://www.rnib.org.uk/getinvolved/campaign/accesstoinformation/righttoread/Pages/righttoread.aspx
[10] Havering JSNA 2011/12, Chapter 10: Supporting Vulnerable Adults and Older People
[11] Projected Level of Need for Older People in Havering, POPPI, (2012). www.poppi.org.uk

Interesting the RNIB describe how 'the digital revolution' is opening a new chapter in the world of books. E-books can give the reader the flexibility to adjust the format to their individual requirements, and e-book reading devices are becoming more sophisticated, with enhanced accessibility features.

Havering Libraries are signed up to the RNIB's 6 step programme which outlines a number of actions which libraries can take to make their services accessible to blind and partially sighted people. These include having a dedicated "champion" providing access to large print and audio books and having a strategy in place for provision of access technology.

3.1.3   People for whom English isn't a first language

The population of Havering is the least ethnically diverse in London, but it is becoming more diverse. Some estimates predict the current percentage of Black, Asian & Minority Ethnic (BAME) residents could grow 21% by 2016 and 40% by 2021[12].
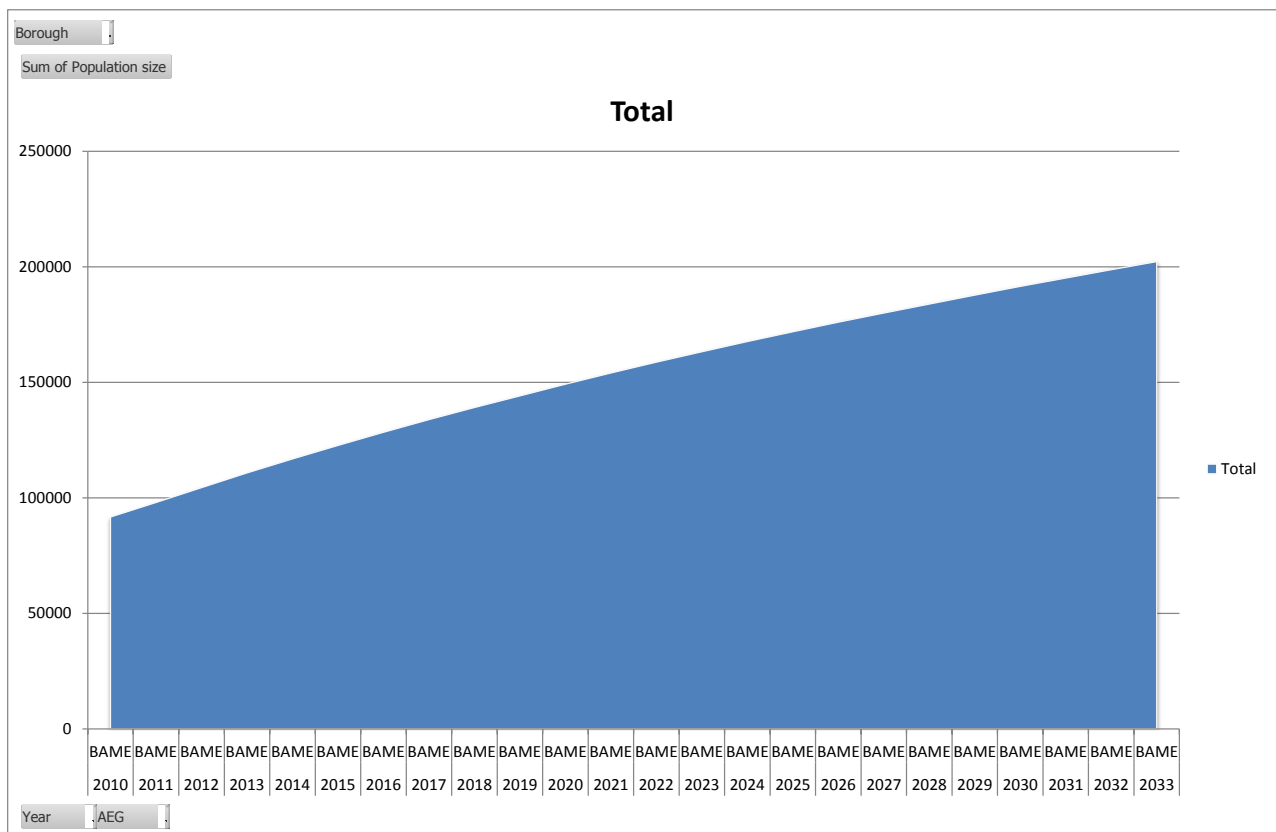
FIG 2. GLA data showing predicted increase in Havering's BAME population

The highest ethnic diversity in Havering is amongst young people, with 23% of school pupils in 2011 coming from non-white ethnic backgrounds, primarily Black African descent.

The number of overseas nationals registering to work who live in Havering has increased by 41.5% over the last five years, with Nigerian, Polish and Indian nationals being the predominant groups.

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[12] Projected Ethnicity Growth in Havering, London & Outer London Boroughs 2011-2021. Round Population Group Projections, Greater London Authority, 2010 (14).

How the Literacy Strategy can respond

The changing demographics of our borough indicate an increasing need for English as an Additional Language (EAL) provision, which the Council and partners will be responding to through the following agencies:

- The Europa Centre provides after-school/Saturday morning EAL lessons for young learners throughout the academic year, and private tuition for individuals of all ages.

- Adult College – At present the college offers EAL conversation classes at a full cost provision rate. These are small classes aimed at building learners' confidence and basic speaking ability centred around; employment, dealing with schools, health issues and social cohesion. Havering College Family Learning have also been delivering EAL within schools for both parents and children. These again are short courses to help build up vocabulary base and aid social cohesion within and outside of the school environment

- Havering Library Service – Libraries provide EAL provision through their online Transparent Language courses. There are currently 20 free EAL courses available 24/7.

Whilst it has been noted that the focus of this strategy is on promoting literacy in the English language, in the case of children with parents for whom English isn't their first language, it is also important to support their bi-lingual development.

Research shows that in the early stages a child reading in their first language can profoundly accelerate their development of reading ability in their second language[13]. This is because both reading skills and the pleasure of reading can transfer from language to language, and also because reading provides knowledge which makes second-language texts more comprehensible. There have also been recent studies to suggest that children who grow up in bilingual settings have increased attentive focus and cognition over single language children[14].

Furthermore, EAL pupils who neglect their mother tongue can sometimes suffer from problems of identity loss or alienation from their parents, and from their grandparents or other family members.

One of the ways we can support children in EAL families is through the provision of dual language material (books that have "mother tongue" and English alongside each other on a page). These books support EAL parents to help their children's literacy development. They can still benefit from the valuable experience of book sharing with their child, whilst encouraging their child to follow along the English Language part of the story. Without the option of this material some parents wouldn't be able to read with their child and the literacy benefits of book sharing from an early age would be lost. Havering Libraries provide dual language stock to support EAL families.

Library staff have also noticed that some parents/carers come to pre-school activities with limited English and sharing in the rhymes and songs helps them to improve their English language skills which they can then share with their children.

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[13] Krashen, S. (2004) The Power of Reading: Insights from the Research. Heinemann. Portsmouth.
[14] www.psychologytoday.com/blog/radical-teaching/201211/bilingual-brains-smarter-faster

4.   Context of literacy in Havering

4.1   Demographic Profile – Overview

At the time of writing, there are approximately 240,000 people living in Havering, with population projections predicting a 5% increase by the end of this strategy (2015) and a 13% increase by 2021.[15]

An ageing population

The 2011 census calculated the average age for residents in Havering as 40 – the highest average age in London and above the England average. 17.9% of residents were over 65 and 2.6% were over 85. The percentage of older people is due to increase significantly over the next few years. In 2011 there were 1,937 people over 90, by the end of this strategy (2015) there will be 2,496, and by 2021 there will be 3,297 (a 70% increase).

Increasing children and young people

The 2011 census found 5.8% of Havering's population were under 5s – the lowest in London (though set to increase by 15% in 2015 and by 23% in 2021). The 5-9 bracket is currently about average for London, but is set to increase significantly over the next few years (from 13,307 in 2011 to 15,157 in 2015 and 18,424 in 2021 – a 38% increase).

An estimated 19% of children are thought to live in poverty in Havering, 27% live in lone-parent families, and approximately 400 families have been categorised as having multiple complex needs, with a further 2,000 families categorised as 'barely coping'.

Ethnicity

The population of Havering is the least ethnically diverse in London, but it is becoming more diverse. The number of overseas nationals registering to work who live in Havering has increased by 41.5% over the last five years, with Nigerian, Polish and Indian nationals being the predominant groups. The highest ethnic diversity in Havering is amongst young people, with 23% of school pupils in 2011 coming from non-white ethnic backgrounds, primarily Black African descent. Some estimates predict the current percentage of Black, Asian and Minority Ethnic (BAME) residents could grow 21% by 2016 and 40% by 2021[16].

Disability

Approximately 17.5% of working age residents in Havering are disabled[17]. Of these 65+ residents with a limiting long term illness, 7,742 also live alone[18]. The JSNA (Joint Strategic Needs Assessment) states that this number of disabled people in Havering may increase by 7% over the next ten years, while the number of adults with learning disabilities may increase by the same amount.

Deprivation

Although overall Havering is not a highly deprived area, there are inequalities and pockets of deprivation within which low literacy may be a prevalent issue. The Indices of Multiple Deprivation (IMD) combines information about topics such as housing, health and economic circumstances to give an overall indication of the levels of deprivation experienced by people in a local area.

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[15] Interim 2011-based Subnational Population Projections

[16] Projected Ethnicity Growth in Havering, London & Outer London Boroughs 2011-2021. Round Population Group Projections, Greater London Authority, 2010 (14)

[17] Working Age People with Disabilities, Annual Population Survey: Department for Work and Pensions, (2012).

[18] Residents Aged 65+, Living Alone with LTLI, POPPI, (2012). Available online at www.poppi.org.uk

Gooshays, Heaton and South Hornchurch are the most deprived wards in Havering and as such may merit a specific focus to address low literacy in addition to some areas of Romford Town, namely West Romford.

Customer Insight (MOSAIC) data suggests that there are currently above average numbers of children and young people of all ages in Havering in the following social group: Benefit dependent families and singles in social housing, who have low incomes, high levels of deprivation and generally have poor health. Given the strong link between deprivation and low literacy, this presents a particular challenge for Havering.

How the Literacy Strategy needs to respond

The literacy strategy will respond to demographic changes evident in the borough. In particular, to ensure:
- there is sufficient capacity to address the needs of a larger cohort of children and young people (see sections in action plan relating to children and young people)
- that future provision is able to support a more culturally diverse community and an increasing number of people with low proficiency in the English language (see sections 3.1.2 and 4.2)

One of the actions within this literacy strategy will be to utilise customer insight data in order to:
- better target the literacy 'offer' to those most likely to be in need
- review the extent to which this most in need group currently engages in the range of positive literacy activities available across the borough and across providers

Results from the above will enable us to assess our current effectiveness and 'reach' into the communities most in need of support. It will also enable us to develop better ways of targeting support.

4.2   Proficiency in English Language

In Havering 95.4% of usual residents[19] aged 3 and over speak English (including English or Welsh in Wales) as a main language and 4.6% do not speak English as a main language. This is compared to 7.7% in England and Wales and 22.1% in London not having English as a main language.

The table below details ward level 2011 Census data in terms of those who do not speak English as a main language, but may well speak English very well/well, and those who do not speak English or cannot speak English well.

Romford Town ward (9.13%) is the most diverse speaking ward, followed by Brooklands (8.65%) and Heaton (5.57%) in terms of English not being the main language and either not speaking English or not speaking English well.

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[19] Usual resident is anyone who, on census day, was in UK/Havering and had stayed or intended to stay in the UK/Havering for a period of 12 months or more, or had a permanent UK/Havering address and was outside the UK/Havering and intended to be outside the UK/Havering for less than 12 months

Ward	Main Language is Not English		Main Language is Not English - Either no English or cannot speak English well	
	Count	Count as a %	Count	Count as a %
Brooklands	1232	**8.65%**	170	**1.19%**
Cranham	290	2.38%	38	0.31%
Elm Park	590	4.88%	96	0.79%
Emerson Park	486	4.16%	76	0.65%
Gooshays	696	4.96%	91	0.65%
Hacton	365	3.05%	80	0.67%
Harold Wood	549	4.50%	67	0.55%
Havering Park	490	3.91%	71	0.57%
Heaton	672	**5.57%**	124	**1.03%**
Hylands	401	3.18%	75	0.60%
Mawneys	560	4.50%	73	0.59%
Pettits	375	2.98%	59	0.47%
Rainham and Wennington	594	4.94%	96	0.80%
Romford Town	1386	**9.13%**	231	**1.52%**
South Hornchurch	674	5.16%	109	0.83%
Squirrel's Heath	437	3.43%	62	0.49%
St Andrew's	411	3.17%	77	0.59%
Upminster	253	2.02%	37	0.30%

Table 1: Languages other than English in Havering

Language (2011 Census)

After English the five most spoken languages by count and percentage for Havering are:
- Lithuanian (980, 0.4%)
- Polish (829, 0.4%)
- Panjabi / Punjabi (595, 0.3 %)
- Bengali - with Sylheti and Chatgaya (490, 0.2%)
- Tagalog/Filipino (430, 0.2%)

The top three wards in Havering for:

Lithuanian	• Romford Town • Brooklands • Heaton
Polish	• Romford Town • Gooshays • Brooklands
Panjabi / Punjabi	• Rainham and Wennington • Emerson Park • Pettits
Bengali (with Sylheti and Chatgaya)	• Brooklands • Romford Town • Elm Park
Tagalog / Filipino	• Brooklands • Romford Town • Gooshays

Table 2: Top Three Wards for Five Most Spoken Languages

In comparison, the five most spoken languages in England & Wales and London are:

England & Wales – 5 most spoken languages:	London – 5 most spoken languages:
• Polish • Urdu • Panjabi / Punjabi • Bengali - with Sylheti and Chatgaya • Gujarati	• Polish • Bengali - with Sylheti and Chatgaya • Gujarati • French • Urdu

Table 3: Top Five Most Spoken Languages in London and England & Wales

In addition, it should be recognised that not all people communicate with spoken language. Havering has a small community of people who use British Sign Language (BSL) as their form of communication. Havering has specialist staff within schools to support pupils with a hearing impairment and the Library service are seeking to enhance their provision for this community.

4.3 Socio-economic profile of our community

4.3.1 Economic inclusion
- Three quarters (76% or 116,100) of working age people in Havering are economically active, and 70% (106,800) are employed.
- Nearly a quarter of the working-age population (24% or 37,300 people) are economically inactive
- The working age population (males aged 16 - 64 and females aged 16 - 60) is estimated to grow by 5% by 2016 and by nearly 12% by 2026. This means there will be 7,400 more residents of working age by 2016 (increasing from 147,900 in 2011 to 155,300 in 2016)
- While 83% (62,300) of working-age men and 68% (53,800) of working-age women are economically active, 78% (58,300) of working-age men and 62% (48,600) of working-age women are employed.

4.3.2 Earnings
- In 2010 the weekly average (mean) earning rate for people living in the area was £536.9, which was slightly higher than the weekly average for England (£497.5) but much lower than the weekly average for London (£633.9).
- In 2010 the weekly median earning rate for people living in the area was £494, which was higher than the weekly median for England (£411.5) but lower than the weekly median for London (£521.7).

4.3.3 Qualifications
- In Havering 15.6% of working age adults have no qualifications, which equates to 23,800 people[20]. This is higher than the London rate of 9.89% and across England 11.1%.
- This is likely to mean that a high proportion of adults are currently below Level 1 skills[21] in literacy and as such may not be able to read and fully understand bus or train timetables, or check the pay and deductions on a wage slip.

4.3.4 Social inclusion
- 13% (18,875 people) of the working-age population in Havering were claiming benefits, which is slightly lower than the average for London (14%) and England (14%). Of these, almost 39% (7,370 people) of benefit claimants receive Incapacity Benefits, over a quarter

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[20] Havering Data Intelligence Hub. Data from Annual Population Survey 2010.
[21] Level 1 is equivalent to GCSE grades D-G

(26% or 4,690 people) receive Job Seekers Allowance and 8% (1,535) receive Carers Allowance
- 53% (10,030 people) of working-age benefit claimants are women, compared to 47% (8,845) men who are working-age claimants

4.3.5 Housing and Homelessness
- Havering's household composition is mainly pensioners and married couples with dependent children.
- There are 52% (38,000) of households in Havering where all adults are working and 17% (12,000) of households where no adults are working. These rates are similar to the average for London and England
- 11% (10,059) of households in Havering are living in poor conditions: do not have central heating and/or live in overcrowded housing
- The majority of lone parents in Havering are women (92% or 4,756 female lone parents), compared to 8% (426) male lone parents

4.3.6 Child poverty
- In 2009 19% of Havering children were estimated to be living in poverty, although the rate varies considerably across the Borough (see Table 1) with the rate within some small areas reaching as much as 50%.
- 27% of children live in lone parent families and 19% of children live in out-of-work families, this in turn increases the likelihood that they will suffer from reduced social mobility and poor life chances.
- As of 2012 a total of 4,814 pupils are eligible for the Pupil Premium (assessed on deprivation) which aims to raise achievement amongst disadvantaged children and young people.
- Furthermore, when looking at the overall change in child poverty between 2006 and 2009, Havering showed an overall increase in the proportion of children living in poverty, whereas most other London boroughs showed a decrease.

Local Authority and wards	Percentage of children in poverty
Havering	**19%**
Gooshays	36%
Heaton	32%
Havering Park	30%
South Hornchurch	25%
Elm Park	22%
Brooklands	22%
Rainham and Wennington	20%
Romford Town	20%
Harold Wood	19%
Mawneys	18%
Hylands	12%
St Andrew's	12%
Squirrel's Heath	12%
Hacton	12%
Pettits	11%
Cranham	10%
Emerson Park	7%
Upminster	6%

Table 4: Havering Child Poverty Rates by Ward

Children who grow up in poverty[22] are more likely to do worse on a number of outcomes, including literacy, wider education and health. Children from poorer backgrounds also face much less advantageous 'early childhood caring environments' than children from better-off families.

Current government policy sees entrenched poverty as resting on low achievement, low aspiration and lack of employment. Literacy has a vital role to play in addressing all of these. Research shows that literacy skills do not just enable educational attainment; they underpin strong family relationships, better health choices and an individual's capacity (and confidence) to gain employment (National Literacy Trust 2011)[23].

Frank Field's Report, 'The Foundation Years: preventing poor children becoming poor adults'[24] highlights the importance of an effective Early Years policy to ensure that children, up to the age of 5, are not disadvantaged by their background. The report argues that the best way to improve 'life chances' is to provide high quality, integrated services aimed at supporting parents and improving the abilities of children within the poorest homes.

This Literacy Strategy supports the objectives of Havering's Child Poverty Strategy 2010-2020 through the delivery of a targeted approach that aims to address educational failure and combat worklessness.

This strategy also recognises the important role that parents can play in breaking the cycle of poverty through addressing their own literacy skills and raising their awareness of the hugely important role they play in developing their children's education and outcomes.

Effective targeting of resources and multi-agency working will enable this strategy to deliver literacy interventions to those families and children requiring the greatest support in order to achieve stronger education and health outcomes.

4.3.7 Young People who are NEET (not in employment, education or training)

- Unemployment among young people in Havering has historically been lower than the London and England averages, and this is still the case currently.
- In 2010, 5.2% of all 16-18 year olds in Havering were not in education, employment or training compared to 5.75% across London and 6.92% nationally[25].
- In May 2010 there were over 400 young people aged 13-19 (or aged up to 25 with a learning disability) who were not in education training or employment (NEET).
- The largest proportion of NEETs were residents of Gooshays, Romford Town and Mawneys wards.

This Literacy Strategy will contribute to efforts to reduce the number of young people not in education, training or employment by working to raise aspirations and improve literacy levels within schools. This will support their transition into the labour market and empower them to realise their career aspirations.

Literacy skills play an important part in terms of employability and wages. Bynner and Parsons (2006) found that men and women with poor literacy had the lowest levels of full-time employment at the age of 30. Studies generally show a marked disparity in levels of literacy and employment rates.

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[22] Children are classified as being in poverty if they live in families in receipt of out of work benefits or in receipt of in-work tax credits where their reported income is less than 60 per cent of median income.
[23] National Literacy Trust (2011)- 'Literacy: A route to addressing child poverty?'. National Literacy Trust Research Review. October 2011.
[24] HM Government (2010)- 'The Foundation Years: preventing poor children becoming poor adults
The report of the Independent Review on Poverty and Life Chances'. Frank Field
[25] Local Economic Assessment, London Borough of Havering, 2010

The prevalence of poor literacy is reflected in the attitudes of employers, who for a variety of reasons are worried about their employees' functional skills – i.e. the skills that allow individuals to work confidently, effectively and independently in everyday life[26].

Reassuringly, the likelihood of economic disadvantage is reversible if an employee has training to improve their functional skills. Research also shows that even when controlling for other characteristics, improving literacy skills to Level 1 increases the likelihood of employment by about 5 percentage points. It also increases wages by 7 percentage points[27].

At a borough-wide level improving functional skills of adults can contribute directly to efforts to improve Havering's economic competitiveness by supporting the growth of existing businesses and attracting new business through a more skilled and confident workforce.

4.3.8 Aspirations

Whilst not measurable in the same way as the above community data, poor literacy rates and low aspirations can become a vicious circle that feed into each other and contribute towards fewer life opportunities. An individual's aspirations can influence a variety of areas of their lives, including economic issues such as career development and progression.

Aspirations are also hugely important because the cycle of underachievement that low aspirations causes is too often passed on to the next generation, where poor literacy and low aspirations are replicated.

This Literacy Strategy aims to help break this cycle through a combination of effective early intervention for children and young people as well as targeted support for adults across the borough regardless of working status.

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[26] www.skillsforlifenetwork.com/article/functional-skills/3946
[27] Layard, R., McIntosh, S., and Vignoles, A. (2002). Britain's Record on Skills. CEE Discussion Paper 23.

5.   Themed Groups and Action Plans

Literacy is important for everyone's aspirations and the growth of the whole community within Havering, and we will continue to offer literacy support to all. However, there is a need for the purpose of this strategy and associated action plan to identify themed groups for action. This Literacy Strategy Action Plan looks at the following:

- **Early Years (0-4 Years)**
- **Children 5-11 Years**
- **Young People 11-19 Years**
- **Adults with Low Literacy**

It is important to note that this strategy and action plan is only a starting point. The ambition and eventual scope of partners is far wider than the above key themes and the strategy will engage additional partners in order to take forward further themes in a future phase, for example establishing working groups to look in more detail at the additional specific needs of groups such as Looked After Children, Older People, Vulnerable Adults and others.

5.1   Early Years (0 to 4 years)

5.1.1   Context

Speech, language and communication progress in the early years is strongly linked to outcomes in child cognitive ability, literacy, social and emotional development, and child behaviour (Dockrell et al 2008). Children's language skills at two years of age are a key predictor of their performance on entry to the education system.

Yet evidence suggests in excess of 50% of children go to school without the communication skills they need (particularly children from socio-economically disadvantaged populations)[28].

These children who have speech and language skills that are significantly lower than those of other children of the same age require access to early years' provision, which is specifically designed to meet their language learning needs, and they may also benefit from specific targeted intervention at key points in their development.

This strategy recognises the importance of supporting children and families at preschool stage in order to increase the achievement of early learning goals and facilitate the transition to primary school (i.e. school readiness).

How literacy is acquired

Children acquire reading skills by first acquiring words – listening and speaking. Reading is then encouraged by children finding an association with the "funny squiggles" on the page and the words they know. This is known as the decoding phase.

We learn to read (or 'decode') through both lexical and sub-lexical cognitive processes:
- Sub-lexical reading involves teaching reading by associating characters or groups of characters with sounds or by using phonics learning and teaching methodology.
- Lexical reading involves acquiring words or phrases without attention to the characters or groups of characters that compose them or by using 'whole language' learning and teaching methodology.

There has been ongoing debate about how best to teach this decoding, with sub-lexical phonics being particularly popular at the present time. Within this it is important to make use of 'decodable texts', i.e. reading schemes. It is not, however, enough to be able to merely decode the words, we also need to be able to make sense of them, both in and out of context – this aspect is reading comprehension.

Role of parents and carers (including grandparents and the wider family)

Parents and carers play a pivotal role in their children's education and literacy is one of the areas where parents / carers have the resources to hand (such as books or other reading materials) to become involved and to make a significant difference. In addition to reading with their children, parents / carers can also show them that they value reading as a worthwhile activity by encouraging them to read and by reading themselves.[29] Reading for pleasure has been revealed as the most important indicator of the future success of a child.[30]

A significant area of concern is that fathers are far less likely to support their children's reading. Far fewer fathers than mothers encourage their children to read, with one in three fathers giving

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[28] Lock, A., Ginsborg, J. & Peers, I. (2002)- 'Development and disadvantage: implications for the early years and beyond'. and, I CAN (2006)- 'The Cost to the Nation of Children's Poor Communication'

[29] www.literacytrust.org.uk/assets/0001/5794/Reading_-_Family_2011_-_Family_Matters_-_Final.pdf

[30] OECD (2002). Reading for change: Performance and engagement across countries.
Results from PISA 2000. New York: Organisation for Economic Cooperation and Development.

no reading encouragement to their children at all. Mothers are twice as likely to be seen reading by their child than fathers, with one third of dads never seen with a book, newspaper or magazine. This is concerning because research shows that children who are encouraged to read by their parents are achieving higher reading levels at school, and those who see their parents reading think more positively about reading than those who don't.

Within libraries we see this trend reflected with far fewer males than females having library membership – this is an area of work that Libraries have recently targeted by holding specific events for men and there are plans to continue work in this area.

Role of 'play'

This strategy also acknowledges the important role of 'play' in supporting early literacy development. It will link into the new Play Strategy (which is currently in development) to strengthen the provision of structured and fun play opportunities for children and promote quality play in the home environment as an integral part of efforts to develop early literacy.

Play in the preschool years has the potential to provide young children with a highly engaging and meaningful context for learning the essential early literacy concepts and skills[31]:

- First, as a symbolic activity, pretend play allows children to develop and refine their capacities to use symbols, to represent experience, and to construct imaginary worlds, capacities they will draw on when they begin to write and read.
- Second, as an orientation or approach to experience, play can make the various roles and activities of people who read and write more meaningful and hence more accessible to young children.

5.1.2 Havering's Performance

The most recent Early Years Foundation Stage data reveals that up to 2010 Havering's performance was ahead of both London and national averages, although there was no accompanying step change in the proportion of children achieving at least 78 points (measure of achievement and school readiness) by the time they reach the age of 5 years (see Table 5).

Over the same period the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest has been consistently less than the rates for London and the national average and remains so (Table 6).

Consequently although in the context of performance at a national and London wide level Havering has performed well, further effort is required to continue to raise standards for all children within Early Years settings and sustain the progress made in narrowing the gap.

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the PSE and CLL scales, that child is deemed to be reaching a good level of overall achievement. This measure is used to assess the progress made by Local Authorities in improving outcomes (a duty placed by the Childcare Act of 2006).

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[31] Christie, J.F. & K.A. Roskos (2009)- 'Play's Potential in Early Literacy Development'. Encyclopedia on Early Childhood Development

	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Local Authorities							
Havering	60	56	55	55	56	60	59
Regions							
London	43	39	43	46	50	55	60
National							
England	48	45	46	49	52	56	59

Table 5: Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal, Social and Emotional Development and Communication, Language and Literacy.

	2005	**2006**	**2007**	**2008**	**2009**	**2010**	**2011**
Local Authorities							
Havering	31.3	34.7	30.9	33.5	27.9	28.7	27.1
Regions							
London	40.9	40.6	39	36.8	35.1	33.6	32
National							
England	38.9	38.3	37.2	35.6	33.9	32.7	31.4

Table 6: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest

5.1.3 Existing Service Provision

Foundation Years & Independent Advice Service (*FYIAS)*

The Foundation Years & Independent Advice Service (FYIAS) provides comprehensive advice and support to private, voluntary and independent providers (childminders, day nurseries, playgroups, pre-schools, crèches, out of school clubs and holiday schemes) in the borough.

The service is responsible for:
• The development and implementation of the Early Years Foundation Stage;
• Transition to Primary School – Readiness for School;
• Ensuring access to sufficient high quality early years provision;
• Improving the quality of the Early Years Workforce;
• Exploring options for allowing parents greater flexibility to use their early education entitlement;
• Development of the extension of the education entitlement for disadvantaged 2 year olds; and
• Developing access and inclusion and supporting families of children with Special Educational Needs.

Library Service

Havering Libraries have a strong focus on early literacy development, recognising that a good library needs to provide good quality books and more to parents and children. It is well known that children's language development lays the foundation for their literacy development, and pre-school activities held in Havering libraries actively supports this.

In Havering we currently have 35% of children under 5 who have a library card, and we are building on this with an automatic membership scheme focused in areas of higher deprivation. There is a clear link that reading with your children is one of the first steps towards breaking

intergenerational cycles of low achievement and poverty and in Havering we see this as a key target area of work.

The Library Service is working in partnership with Langtons Registrars to join all new babies, born in the borough, to our Libraries. In the pilot period 856 babies were given a free library card and this resulted in 1,425 books being issued to this group. Due to the success of the pilot, this arrangement is now continuing as 'business as usual'.

Havering Libraries run regular pre-school activities including:
- Baby Bounce sessions from 0 to 18 months, which assist in early language development and help combat social isolation for new parents.
  - At theses sessions babies and parents / carers learn words and actions to favourite nursery rhymes. At present these are run from 6 branch libraries.
  - The average attendance is between 70 and 80 people at larger branches.
- Wiggle and Giggle for 18 months to 3 years, further supports the development of speech, language and fine motor skills.
  - These sessions run in 2 branch libraries and involve action songs and rhymes.
  - Around 40 people attend the sessions at Upminster Library.
- Read and Rhyme for age 3 to 5 years works with young children to improve concentration and listening skills which then improve their school readiness.
  - These sessions include stories and rhymes and are run from 8 of branch libraries.
  - The average attendance is approximately 15 to 20 people per session.

Havering Libraries also run workshops with parents/carers, child minders and other early years professionals on 'how to read to your children' and 'how to instil a life long love of reading in your child'. Dedicated staff give advice to parents/carers on selecting books appropriate to their child's stage of development, they also provide all child minders with a free concessionary library card.

Havering has a Reader Development Team who visits all nurseries and pre-school settings in the borough to encourage library membership and use. Libraries provide free loan collections to pre-schools and host visits for them at their local library.

Key to the continued delivery of pre-school activities in Libraries and elsewhere is the provision of trained staff supported by a pool of trained volunteers (where appropriate) that are able to support a range of literacy activities. This will provide additional capacity for statutory partners and enable the strategy to extend its reach into a wider range of settings and local communities.

5.1.4 Key Objectives
- To ensure that children from disadvantaged areas and vulnerable families achieve the same Communication, Literacy and Language outcomes at the end of the Foundation Stage as all other children.
- To provide all Early Years staff with the skills and confidence to effectively support reading.
- To increase the take-up of literacy activities by families within target areas.
- To increase the proportion of parents from target areas regularly reading with their child at home.

5.1.5 Indicators of Success
- Minimise achievement gap in Early Years Foundation Stage.
- % of children with good level of achievement in Early Years Foundation Stage.
- Number of families from target areas engaging in library literacy activities.
- Number of families reporting to read with their children at the 2 year check conducted by health visitors.

5.1.6 Priority Actions Early Years

Objective	Actions	Lead
1. To maximise the use of local volunteers to support literacy during Early Years Stage.	• Work with HAVCO to keep their data base updated with volunteer opportunities to support reading and literacy development at Foundation Stage. • Establish link to 'Active Living' to support recruitment of older volunteers. • Promote literacy opportunities through the Romford Library Volunteer Shop and HAVCO.	**Library Service**
	• Establish a link with Youth Services to support the recruitment of young volunteers.	**Libraries Youth Service HAVCO**
2. Support the Early Years Workforce through the delivery of training and guidance in order to improve the quality and effectiveness of literacy interventions.	• Undertake audit of Early Years workforce to identify training needs. • Establish programme of training and professional development opportunities for Early Years staff to support delivery of literacy activities. • Engage with parent and toddler groups and child-minder networks to promote training opportunities.	**Foundation Years & Independent Advice Service & Library Service**
3. Deliver a programme of creative and fun activities and events that support children's literacy and communication development and increase participation by families from target areas.	• Develop a programme of literacy orientated activities to be delivered by staff and volunteers. • Develop engagement strategy in particular to increase participation within identified target areas. • Complete research with participating families in order to assess the impact of the activity on their attitudes and behaviours.	**Library Service Havering Play Partnership & Adult College**
4. To ensure that families are referred to library activities for pre-school children to combat social isolation and encourage language and literacy development from an early age.	• Review existing referral arrangements and frequency of referral from relevant services. • Continue to register all babies at birth and ensure new parents are giving the 'library pack'. • Establish links to Home-Start Havering to encourage participation by supported families.	**Library Service & Adult College**

Objective	Actions	Lead
5. **To ensure that families with young children engaged through the Troubled Families programme are supported through family literacy provision.**	• Review the approach to assessing literacy needs and support provision through the Troubled Families programme. • Deliver a bespoke programme of family literacy activities integrated into the existing intervention plan.	**Children's Services in partnership with Adult College**
6. **To increase the proportion of children in Havering with active library membership**	• Extend the approach of automatically registered children with library membership at birth and review how this will work with other ages. • Target lapsed borrowers to re-engage them with the service • Work with First Steps playgroup to enhance the library offer for children with disabilities. • Ensure appropriate stock available for blind / visually impaired children and parents.	**Library Service**
7. **To increase the awareness of reading at home amongst parents with young children**	• Establish a campaign highlighting the importance of reading with your child. • To promote positive stories of reading with your child at home through media outlets, including local newspapers, JC Decaux boards, social media and Libraries e-newsletter.	**Library Service**
8. **To provide families with information about a range of literacy support services and activities in the Borough**	• Enable partner organisations to add information on relevant services and support to Bookstart Packs. • Link opportunities to Community Learning page in development.	**FYIAS** **ALL**
9. **To maximise the impact of existing book gifting programmes**	• To include a question about reading at home as part of the 2 year check undertaken by health visitors. • To promote activities in libraries such as Baby Bounce, Wiggle and Giggle and Read and Rhyme at 2 year checks undertaken by health visitors.	**NHS Trust** **Library Service**
10. **To increase awareness of existing provision for those with English as a Second Language**	• Promote online foreign language courses (EAL). • Signpost to specialist EAL courses in the borough.	**Library Service** **Adult College**

6.2   Children 5-11 years

6.2.1   Context

With Havering's performance at all key stages above national averages, the literacy strategy will focus on narrowing the gap to ensure that effective support is provided to all children within the Borough who are identified as achieving below average scores for literacy.

In order to support school literacy attainment and create lifelong readers, approaches to develop and strengthen reading cultures inside and outside of schools are required that are able to motivate and incentivise pupils to continue reading for enjoyment.

The strategy will work with schools to improve the quality and use of school and public libraries, to support teachers and teaching assistants to ensure that they have an up to date knowledge of reading materials that will appeal to disengaged readers and expand the delivery of a range of creative literacy activities that are enable to engage and encourage parents and carers to support the literacy of their children at home.

Linking into the Culture Strategy, Sub-Strategies and Youth Strategy, this Literacy Strategy will also support the increase in the proportion of children engaging with culture in Havering in order to provide children with high quality, exciting and innovative learning activities and experiences that can support literacy development and build their confidence. This will also enable children to raise their literacy levels outside of school.

6.2.2   Havering Performance

The majority of primary schools in Havering are performing above the national average for the proportion of pupils achieving the expected levels (Level 4) in English at Key Stage 2 (see Table 7).

However continued efforts are required to narrow the gap between the higher achieving and the lowest and to remove the relationship between underachievement and social deprivation. The strategy will also provide a focus on targeting and supporting schools performing below expected levels.

In addition further work is required to identify and stretch above average and gifted and talented pupils through the delivery of targeted literacy activities in partnership with the library service.

School	Expected level (%)	School	Expected level (%)
Dame Tipping Church of England Primary School	100	Branfil Primary School	85
Scotts Primary School	100	Hylands Primary School	85
Ardleigh Green Junior School	99	The James Oglethorpe Primary School	85
La Salette Catholic Primary School	97	Brady Primary School	84
Nelmes Primary School	97	Clockhouse Primary School	84
The R J Mitchell Primary School	97	Crownfield Junior School	84
St Joseph's Catholic Primary	97	St Alban's Catholic Primary	84

School		School	
Harold Wood Primary School	96	Elm Park Primary School	83
Pyrgo Priory School	96	Scargill Junior School	83
Upminster Junior School	96	St Patrick's Catholic Primary School	83
Rise Park Junior School	95	Benhurst Primary School	82
Towers Junior School	95	Langtons Junior School	82
St Edward's Church of England Primary School	94	The Mawney School	82
Hacton Primary School	92	Hilldene Primary School	81
Engayne Primary School	91	Newtons Primary School	80
St Mary's Catholic Primary School	90	Suttons Primary School	79
St Ursula's RC Junior School	90	Mead Primary School	75
Whybridge Junior School	88	Parklands Junior School	75
Wykeham Primary School	88	Rainham Village Primary School	75
Gidea Park Primary School	87	Parsonage Farm Primary School	74
St Peter's Catholic Primary School	87	Pinewood Primary School	73
Brookside Junior School	86	Broadford Primary School	66
Crowlands Primary School	86		
Harold Court Primary School	86		

Table 7: Achievement of Expected Levels (Level 4) in English at Key Stage 2

6.2.3 Existing Service Provision

Schools / Primary Education

The Havering School Improvement Services (HSIS) is the traded arm of Havering's School Improvement Team. Support for literacy and English is available from Early Years, through to primary and secondary phase education. The service provides a range of courses, network meetings for literacy/English leaders, and also in-school consultancy.

The Ethnic Minority Achievement (EMA) team within HSIS provide specialist training, advice and support to primary and secondary schools in relation to the progress and achievement of learners from a Minority Ethnic background, especially those with EAL.

 Library Service

The Library Service is working with the Arts Council, DfE and DCMS as part of the pilot group for 'automatic membership' which provides all children a card for their local library. Havering's focus has been on joining all reception age children within 10 pilot schools. In January 2013 they joined 738 children. They identified that 31% of these children already had a library ticket, however in areas of higher deprivation in the borough this was as low as 14%, with more affluent areas at 50%. Positively, they also identified that where the Reader Development Team had been visiting schools the existing membership was as high as 58%.

Children make up a 20% of Library users in Havering (data from Library Management System 2013). Nine out of the ten top borrowed authors in Havering Libraries are children's authors (SmartSM March 2013).

Havering Libraries offer a range of initiatives targeted at children, including:

- The Summer Reading Challenge: This is a national initiative which encourages children to read over the summer and to share their opinions on their reading with somebody else, thereby checking and aiding comprehension, and increasing their enjoyment in reading.

- Reading Buddies: Volunteers who support children with their school reading books. This means that children who need additional support (for whatever reason) are matched with a volunteer who will help them in their reading. This has proved very successful with achievement of the children being raised.

- Events and activities: Extensive and varied range of events and activities to encourage children to visit and use their local library.

- Schools Library Service: Libraries work with schools to support their school library provision.

- Reader Development Team: The team visit all schools in the borough promoting libraries and literacy. They also offer curriculum based library visits

- Homework Help: Trained staff offer homework help using a range of on-line and physical resources. Libraries run session for parents to help them support their children's homework and literacy development.

- Chatterbooks Reading Groups: Reading groups aimed at 7-11 year olds at four locations in the borough aimed at reading for pleasure.

- Partnership Working: The Library Service works with a number of key partners including Arts Council, YMCA, Reading Agency and volunteers to deliver programmes aimed at supporting literacy.

Adult College

- Family English, Maths and Language courses have been running in schools and children's centres throughout the borough, again focusing on the core skills not only to up skill the parents/carers but also enabling and empowering them to better support their children, which in turn is looking at breaking the cycle of under achievement.

6.2.4 Objectives

- To improve provision and outcomes in targeted schools.
- To narrow the achievement gap in English between Free School Meal and non-Free School Meal pupils.
- To develop reading cultures in schools and provide incentives for pupils to continue reading.
- To ensure that learning to speak confidently and listen attentively is at the core of all teaching and learning.
- To improve the engagement of parents and carers to support the literacy development and achievement of pupils.
- To encourage male role models to support literacy
- To encourage young role models to support literacy

6.2.5 Indicators of Success

- All primary schools have a whole school reading approach.
- Key Stage 1 and Key Stage 2 assessment scores.
- All schools have a quality and well used school library.
- Achievement gap between FSM and non-FSM pupils – reduce the gap.
- Number of children from target areas actively using the library service.
- % of children reporting to enjoy reading and regularly read at home.
- Number of children from target deprived communities participating in the Summer Reading Challenge.
- More engaged male and young role models.

6.2.6 Priority Actions, Children 5-11 Years

Objective	Actions	Lead Partner
11. To support the improvement of the quality and use of school libraries in order to increase children's enjoyment of reading and encourage reading for pleasure at home.	• Provide advice and support to Havering Primary Schools. • Facilitate Primary Library Meetings. • Ensure information sharing takes place and promotes good quality services with suggestions for change as appropriate.	**Library Service**
12. To improve the capacity and skills of Teaching Assistants to support children's speech and language development and encourage reading for pleasure.	• Review the use of Teaching Assistants in primary schools to support literacy and encourage reading for pleasure.	**Schools**
	• In partnership with the library service, deliver a workshop for Teaching Assistants to support their literacy role in schools.	**Schools and Library Service**
	• Ensure that all primary schools support the Summer Reading Challenge. Encourage Teaching Assistants to promote parental involvement in reading to local families, particularly highlighting the role of male role models.	**Schools and Library Service**
	• Increase parental engagement in the Summer Reading Challenge through liaison with local community and voluntary sector organisations.	**Library Service, Schools and Voluntary Sector**
13. To increase the number of children participating in the Summer Reading Challenge.	• Encourage all uniformed groups to complete their reading/book badges at their local library.	**Library Service**
	• Increase parental engagement in the Summer Reading Challenge through liaison with local community and voluntary sector organisations.	**Library Service**
14. To increase awareness of existing provision for those with English as a Second Language	• Promote online foreign language courses. • Signpost to specialist language courses in the borough.	**Library Service Adult College EMA Team**

Objective	Actions	Lead Partner
15. Ensure that children in most need are supported and that those identified as Gifted and Talented are stretched.	• Increase the number of children engaging in the Summer Reading Challenge from identified schools performing under the expected levels in English. • Ensure Reading Scheme "Oxford Reading Tree" materials are available in all libraries.	**Library Service**
16. To ensure buy-in from Head Teachers in order to facilitate the engagement of schools as a key partner in the literacy strategy.	• Identify Head Teachers to be ambassadors for the strategy. • Evidence the positive impact of engagement in community literacy activities and family literacy for school attainment. • Ensure all schools have adopted a whole school approach to reading, supported by membership of the Library Service.	**Havering School Improvement Service, Schools and Library Service**
17. To improve the coordination and use of reading volunteers in schools.	• Undertake an audit across primary schools and Library Service to benchmark the use of reading volunteers and identify different models of delivery. • Convene a meeting of literacy leads to explore the impact of reading volunteers on pupil's literacy development and enjoyment of reading. • Produce guidance for primary schools on the use of reading volunteers including information on key providers and their associated cost.	**Schools, HSIS and Library Service**
18. To re-engage reluctant or disengaging readers.	• Review existing practice used in schools and community settings to engage reluctant readers. • Establish a plan to identify reluctant readers in school and deliver a reading intervention appropriate to the child (i.e. taking account of gender). • Ensure young role models are available to promote literacy in libraries.	**Schools and Library Service**

19. To engage with children with Special Educational Needs and their parents	• Work with partners in the council and voluntary sectors to establish literacy needs and how we can support them within Libraries. • Market the use of libraries. • Extend and promote the use of Bag Books. • Ensure Reader Development Team know basic sign language i.e. greetings and finger spelling. • Provide specialist Summer Reading Challenge material for Visually Impaired Children. • Provide BSL signed Summer Reading Challenge Sessions in at least one library.	**Library Service**
20. Ensure all schools engage with Public Library Services	• Ensure new schools are targeted with the same provision as State Funded Schools.	**Library Service**
21. Looked After Children	• Work with Social Services and care providers to provide library services to Looked After Children.	**Library Service**
22. Learning Difficulties	• Work with LD to identify support for children and adults with LD – this could include specific bookstock for people with Dyslexia.	**Library Service**
23. Encourage and develop male role models	• Work with local groups to encourage men to promote reading to their children. • Recruit young male volunteers to promote literacy to the community.	**Library Service and Voluntary Sector**

6.3 Supporting Young People 11-19 years

6.3.1 Summary

At secondary school level the challenge for young people, and for their teachers and parents, is that they become literate enough to access the curriculum during their secondary schooling and to progress into further education, training or employment. There is also a need to keep young people engaged with reading for pleasure in an environment where there are competing distractions.

All partners have an important role to play to help support young people with the choices they will have to make about traditional or vocational qualifications. This should also include work based learning and work based routes to gaining higher-level qualifications. In addition, it is important to encourage young people to continue to read for pleasure given the link between teenagers reading and their achievement in school.

Good reading, writing, speaking and listening skills are essential to enable pupils to achieve their potential and are also key skills that are valued by employers. Educational aspirations at an early age have a significant impact on the future success of a young person.

Research conducted in 2007 on the profile of adults with entry level literacy or numeracy highlighted that those who did not like school were far more likely to have low literacy skills at age 34[32]. These negative attitudes towards school transfer into a generally negative attitude towards learning that may prevent an individual from continuing their education post 16. It should be noted that the negative attitudes towards education may themselves be based on problems with basic skills needs in the first place. An additional factor that needs to be recognised is a lack of stimulation at school which can result in boredom and subsequent disengagement and underachievement.

In terms of raising aspirations and highlighting the importance and relevance of literacy, partners have an important role to play. Even at the age of 16 parental interest in a child's reading is the single greatest predictor of achievement[33]. Parental involvement in secondary schools is not as well developed as it is in the early years and so an effective literacy strategy should provide opportunities for parents to actively engage in their child's reading, writing, speaking and listening skills. Local partners should also be identified who could provide motivation, interest, expertise or other support to meet the needs and interests of all young people, including those who have disengaged, or are at risk of disengaging, with reading. In particular this may include forging partnerships between local schools and business leaders to showcase the importance of speaking and listening in the workplace, as well as using creative practitioners (storytellers, authors and poets) to inspire and encourage young people to read for pleasure.

Reading and Digital Technology

Efforts to motivate and encourage young people to read also have to recognise the competing pressures on young people's leisure time as well as responding to the challenges and opportunities presented by digital media. Technology-based formats, such as text messages, websites and messages on social networking sites are the most commonly read materials outside of class[34].

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[32] Parsons, S. and Bynner, J. (2007)- 'Illuminating Disadvantage: Profiling the experiences of adults with Entry Level Literacy or Numeracy over the life course'. London: NRDC.

[33] National Literacy Trust (2001)- 'Local authorities improving life chances A review of a new approach to raising literacy levels

[34] National Literacy Trust (2011) - 'Children's and Young People's Reading Today Findings from the 2011 National Literacy Trust's annual survey'.

New approaches that embrace digital technology (in particular e-books) and the use of social media should be explored to facilitate engagement of children in recognition of the changing ways in which new generations engage with reading and literature.

Research from National Literacy Trust shows that those young people who read the more traditional materials such as fiction, poems and non-fiction, are more likely to read above the level expected for their age compared with those who read text messages, websites and the like[35]. However, interestingly eBooks are also associated with a higher proportion of above average readers.

Young people who read above the expected level are more likely to read paper-based materials as well as read on an e-Reader compared with young people who read below the level expected for their age. Most young people (62%) say that they read paper-based materials as well as at least one technology-based medium. So, reading paper based as well as technology-based texts affords an advantage in terms of attainment compared with just reading paper-based texts (although only a slight difference) and reading just technology-based texts.

	Below Expected Level (%)	At Expected Level (%)	Above Expected Level (%)
Text Messages	12	73.5	14.5
Magazines	10.5	73	16.5
Websites	9.9	73.3	16.8
Social networking messages	10.5	74.3	15.2
Fiction	6.8	72.6	20.7
Emails	10.8	72.5	16.6
Lyrics	10.7	71.7	17.6
Instant Messages	10.6	73.9	15.4
Non-fiction	6.9	71.5	21.6
Newspapers	8.7	72.2	19.1
Comics	9.7	68.0	22.3
Poems	9.4	65.3	25.2
Blogs	9.8	68.7	21.6
EAL	8.3	67.1	24.6
Manuals	7.7	70.2	22.1
eBooks	9.4	59.8	30.8

Table 7: Use of paper-based and technology-based materials

Building on the demand for new technologies the Library Service provide e-books as a free download which can be read on tablets, phones or computers. They also provide free access to Zinio (online magazines), access to newspapers online, and a range of other digital learning resources, all available to download free, 24/7, from the Virtual Library.

Libraries are already leading the way with this work and can act as a conduit for literacy in the digital arena. The Library Service is developing a Libraries Digital Strategy which explores this further.

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[35] www.literacytrust.org.uk/assets/0001/4543/Young_people_s_reading_FINAL_REPORT.pdf

6.3.2 Havering Performance

At a national level the percentage of pupils making expected progress between Key Stage 2 and Key Stage 4 in English in 2011 was 71%. In Havering the majority of schools are performing above this level with only five schools currently performing at or under the national rate (see Table 5).

Continued efforts are required to target support at schools that are falling below this level. In addition we need to specifically target pupils performing below expected levels and to narrow the performance gap between children eligible for Free School Meals and those that are not.

Consistent with the approach adopted at primary level further work is required to identify and stretch gifted and talented pupils through the delivery of targeted literacy activities in partnership with the library service. In addition support should be provided to school based staff to provide them with an up-to-date knowledge of reading materials that will appeal to disengaged readers.

School Name	% pupils making expected progress	% achieving 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs	
	English	2011	2010
England - all schools	NA	59%	54%
England - state funded schools only	72%	58%	55%
Havering Local Authority	75%	64%	62%
Havering Schools:			
Sacred Heart of Mary Girls' School	98%	89%	82%
Coopers' Company and Coborn School	89%	88%	96%
Chafford School, Specialist Business & Enterprise College	84%	65%	65%
The Albany, A Business and Enterprise College	81%	65%	55%
Emerson Park School	80%	72%	54%
Frances Bardsley School for Girls	80%	66%	67%
Gaynes School	79%	66%	66%
Redden Court School	78%	52%	58%
Campion School	77%	81%	79%
Hall Mead School	75%	72%	76%
Sanders Draper School and Specialist Science College	74%	58%	61%
Abbs Cross School and Arts College	73%	66%	67%
Brittons School and Technology College	72%	53%	45%
St Edward's Church of England School & Sixth Form College	71%	69%	70%
Marshalls Park School	68%	57%	54%
Royal Liberty School	60%	42%	43%
Bower Park School	58%	48%	37%
Drapers' Academy	48%	36%	NA
Immanuel School	NP	57%	83%
Raphael Independent School	NP	83%	89%

Table 8: Achievement of Expected Progress in English between Key Stage 2 and 4 in English

6.3.3   Existing Service Provision

Schools/Secondary Provision:

The Havering School Improvement Services (HSIS) is the traded arm of Havering's School Improvement Team. Support for literacy and English is available from Early Years, through to primary and secondary phase education. The service provides a range of courses, network meetings for literacy/English leaders, and also in-school consultancy

The Ethnic Minority Achievement (EMA) team within HSIS provide specialist training, advice and support to primary and secondary schools in relation to the progress and achievement of learners from a Minority Ethnic background, especially those with EAL.

Youth Service:

'Creating Brighter Futures' is the new Youth Strategy for the borough, which sets out a shift from the static idea of a 'youth service' to a broader approach to 'delivering services for young people' in a way that is 'collaborative, creative, sustainable and effective' with a wider mix of delivery, education and facilitation. The Youth Service's work with young people will be person-centred and focused on the co-production of services within the Council and with partners in the private, public, voluntary and community sector.

The Youth service already provides a wide range of learning opportunities through sports, culture, arts, media and informal learning opportunities. Youth workers work in neighbourhoods across the borough to support young people's personal development and in particular the assets within the new 'Assets Framework' which young people need to be 'safe, social and successful'. The importance of literacy is in one way or another central to the achievement of all these assets, for example 'communication' and 'confidence', and supporting young people in their education, success in employment, and their health and wellbeing.

Young people will be involved developing a programme to support media activity in the libraries and in particular developing films for the libraries television system and managing content displayed to the public. In addition libraries will be central points of contact for young people for a range of things including information advice and guidance.

Library Service:

The library currently provides:
- A collection of book stock
- Virtual Library
- Study Space
- Free access to computers and free Wi-Fi
- Work experience
- Employment
- Volunteering opportunities
- Teen Zones
- Reading Group
- Poetry Slams
- Reading buddies
- Excluded children space
- Links to Pupil Referral Unit
- Outreach programmes
- Range of events and activities
- Support and training for Secondary School Librarians

Havering FHE College:

Havering College of Further and Higher Education, provides a range of services including:
- Adult Literacy entry provision
- Pre-entry reading programme
- Adult English and Functional Skills English Entry, Level 1, Level 2
- IT courses with embedded literacy
- Literacy workshops for adults on employability courses

6.3.4 Objectives
- To deliver effective interventions to support young people achieving below the expected levels of progress in English between Key Stage 2 and Key Stage 4.
- To develop reading cultures in schools and provide school based staff with an up-to-date knowledge of appropriate reading material to inspire young people.
- To raise awareness of the importance of good literacy skills in the workplace.
- To encourage participation in positive literacy activities through the use of a peer mentoring approach.

6.3.5 Indicators of success
- KS4 assessment scores
- Number of young people from target areas actively using the library service
- % of young people reporting to enjoy reading and regularly read at home (data derived from NLT School Omnibus Survey which is conducted annually)

6.3.6 Priority Actions, Young People 11-19 years

Objective	Actions	Lead Partner
23. To establish a baseline of young people's reading habits and attitudes to reading	• Administer a survey of children and young people across all secondary schools and academies in Havering.	**Schools and Library Service**
	• Convene a workshop of key partners to review survey findings and establish a multi-agency response.	
24. To ensure school resources are used effectively to raise the achievement of young people below expected standards in English.	• Provide guidance for schools in the effective use of the Pupil Premium to support young people achieving below the expected levels in English.	**Havering School Improvement Service**
	• Convene School Literacy Leads to showcase effective practice and share learning.	
25. To engage young people in a project that highlights the importance of literacy skills in the workplace	• Engage with Youth Services and Havering Chamber of Commerce and Industry to explore models of bringing business leaders into libraries to showcase the importance of literacy.	**Library Service in partnership with Havering Chamber of Commerce and Industry**
	• Pilot project with 5 schools and assess impact of the project on young people's attitudes to literacy and awareness of the importance of literacy in the workplace.	
26. To engage young people in positive literacy activities outside of the classroom	• Establish reading groups and activities for target groups including the use of peer mentors and reading volunteers (including MyVoice UK and Poetry at heart).	**Havering Youth Support Service and Libraries**
	• Roll-out the Arts Award scheme to all Libraries based on the successful pilot delivered in Rainham Library.	**Library Service**
	• Ensure the new libraries at Harold Hill and Rainham have a strong focus on literacy and engage with local community to deliver high quality literacy provision.	**Library Service**
27. Ensure schools engage with Public Libraries	• Ensure new schools are targeted with the same provision as State Funded Schools	**Library Service**
	• Maintain targeted provision for special needs schools delivered by Reader Development	
28. Engage boy / men with positive literacy role models	• Produce audience development plan for boys and men.	**Library Service**

29. To increase awareness of existing provision for those with English as a Second Language	• Promote online foreign language courses • Signpost to accredited language courses in the borough	**Library Service** **Adult College** **EMA Team**
30. Sign post and deliver literacy in a positive manner	• To investigate potential for engaging with creative industries in Havering to sign post and deliver literacy in a positive manner	**Library Service**

6.4　Supporting Adults with low literacy

6.4.1　Summary

Adults with low literacy skills are defined as those who experience problems with basic literacy and wider communication skills.

The importance of raising adult literacy levels will be reflected in the Borough's Employment and Skills Plan and is also recognised in the Health and Wellbeing Strategy.

Community Learning

Community learning approaches provide informal learning opportunities for families and individuals. They take place in a variety of community settings, and demonstrate the opportunities learning provides and the benefits of literacy skills to people's lives. Such approaches recognise that to change an individual's perception of themselves as a learner can take time.

The draft strategy for Community Learning in Havering recognises the value of informal adult learning in transforming lives and bringing communities together. This literacy strategy also recognises that for adults with low skills or a personal bad experience of formal education, an informal approach can provide a way for them to engage in learning opportunities which can lead to their progression on to accredited opportunities[36].

Effective partnership working will help to develop a co-ordinated way of reaching out to learners and embedding literacy into projects that are relevant, while clearly connecting this with employment and skills development opportunities. Engaging those with low literacy will enable them to realise the social and economic benefits of learning throughout their lives.

6.4.2　Havering Performance

A recent review conducted by the Community Learning Operational Group showed that there were about 5,000 participants on community learning courses run by the five council providers[37] with more than half paying fees.

Providers have worked, over the last few years, on making the provision more cost effective and responsive to community needs. In areas with low literacy levels there is a need for further actions to increase take up of opportunities provided. This will require the development of partnerships with a range of statutory and non-statutory services working with adults and families where low literacy is likely to be an issue. Investment may be required to resource new approaches to marketing opportunities to under-represented groups within community learning provision, in particular using the Council's existing Customer Insight tool as well as more effective use of social media which is very well established in libraries.

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[36] This approach is consistent with the themes outlined in The Learning Revolution White Paper published by The Department for Innovation, Universities and Skills in 2009.
[37] Havering Library Service, Adult College, Health and Sports Development, Fairkytes Arts Centre and the Europa Centre.

6.4.3 Existing Service Provision

Library Service

Libraries already provide a high percentage of the Informal Adult Learning Opportunities in the borough. These are not only offered in the library, but also via our 24/7 online services. In addition we provide:
- Quick Reads book stock
- Quick Reads Reading Groups
- Six Book Challenge
- Adult reading mentors
- Employment
- Staff support for vulnerable customers

Adult College

Offer a range of literacy classes. Courses include bite sized units to ensure that learners work on the areas that they need to and not a generic one size fits all. Reading, writing and speaking and listening are offered throughout.

The college actively engaging with clients from Job Centre Plus, via their Employability courses, who have low literacy levels and offering support as well as progression on to the formal courses.

6.4.4 Objectives

- To increase the take up of informal learning opportunities by adults from targeted deprived communities.
- To increase the number of adults in employment supported to achieve a Level 2 qualification.
- To improve the identification of adults with low literacy through training of frontline staff and more effective referral systems by frontline staff working with adults/families with low literacy.

6.4.5 Indicators

- Maximise % achieving Level 2 qualification by the age of 19
- Increase number of adult learning courses delivered
- Increase number of new adult learners undertaking 'learner responsive' courses
- Increase % of working age adults achieving functional literacy and numeracy
- Increase % of workforce adults qualified to at least Level 2
- Increase number of adults from target areas accessing informal adult learning

6.4.6 Priority Actions, Supporting Adults with Low Literacy

Objective	Actions	Lead Partner
31. To work with schools to raised the skills of Teaching Assistants across the Borough where appropriate	• All Teaching Assistants in Havering to be assessed for literacy and numeracy.	**Adult College**
32. To raise awareness of the importance of literacy and train frontline staff to identify those with low literacy and signpost them to available support where appropriate	• Delivery literacy awareness training for frontline staff across a range of services/organisations. • Improve update of Skills for Life courses through effective partnership working with the community and voluntary sector.	**Library Service, Adult College and Voluntary Sector**
33. To support the workforce in Havering in achieving qualifications to at least Level 2, where appropriate	• Promote the Skills for Life offer to employers through a campaign delivered by the Chamber of Commerce and Industry. • Review model of delivering Skills for Life courses in order to facilitate access and uptake by Havering employers/staff.	**Havering Chamber of Commerce and Industry & Council Community Learning Providers & Havering FHE & private providers i.e. TLE**
34. To build reading confidence and motivation amongst adults who find reading difficult	• Promote participation in the Six Book Challenge through key employers and housing providers. • Facilitate access to books through engagement with key services working with adults. • Increase adult active library members from target communities through effective promotion and local advocacy. • Support adults with low literacy or who are EAL through introduction of Adult Reading Mentors programme.	**Library Service**

Objective	Actions	Lead Partner
35. To increase the role of the public library service in supporting health, wellbeing and social care in Havering	• Engage with the Health and Wellbeing Board to outline the importance of literacy to achieving positive health and social care outcomes. • Establish a 'Books on Prescription' scheme to help people with common mental health problems, such as anxiety, depression, phobias and eating disorders. • Develop Digital Health Hubs in Libraries. • Continue to provide and promote Health and Wellbeing Corners in all libraries. • Promote Health and Wellbeing resources including audio and e-books.	**Library Service and NHS Trust**
36. To increase awareness of existing provision for those with English as a Second Language	• Promote online foreign language courses. • Signpost to specialised language courses in the borough.	**Library Service Adult College**
37. To increase the role of the public library service in supporting adults with learning disabilities	• Work with partners to identify support for adults with Learning Disabilities – including provision of appropriate resources for people with Dyslexia and pilot reading / discussion group for adults with additional needs	**Library Service**
38. To increase the role of the public library service in supporting adults with disabilities	• Work with partners to identify support for adults with disabilities. • Work with Romford Association for the Deaf to pilot a deaf reading group.	**Library Service**
39. Engage men with positive literacy role models	• Produce audience development plan for men, especially focussing on Fathers supporting their children's literacy development.	**Library Service Adult College**