



UNITED KINGDOM AND EUROPE
WORLD LITERACY FOUNDATION

ANNUAL REPORT

2025-2026

Creating Readers, Building
Confidence, Strengthening
Communities

www.ukreads.com

www.worldliteracyfoundation.com





Content

1. Why Literacy Matters
2. 2025-2026 At a Glance
3. East London Literacy Impacts
4. Evaluation: What Teachers Told Us
5. Case Studies
6. Pen Pal Programme
7. Storybox and Storybox Plus Workshops
8. Family Storytime — Liverpool
9. Empowering Parents and Caregivers
10. Youth Ambassador Programme
11. Volunteers
12. Part of a Global Literacy Movement
13. Our Plans for Next Year
14. Meet the Trustees
15. Meet the UK Read Team
16. Thank You

1. Why Literacy Matters

Literacy is the foundation of everything. Without it, children cannot access education, adults struggle to participate fully in society, and entire communities are left behind. The evidence is clear and the need is urgent.

1 in 4

Children leave primary school in England unable to read well (Department for Education, 2024)

11 Months

The literacy gap between disadvantaged children and their peers by age 7 (Education Endowment Foundation)

62%

Of young people from low-income backgrounds in our target areas affected by low literacy

30%

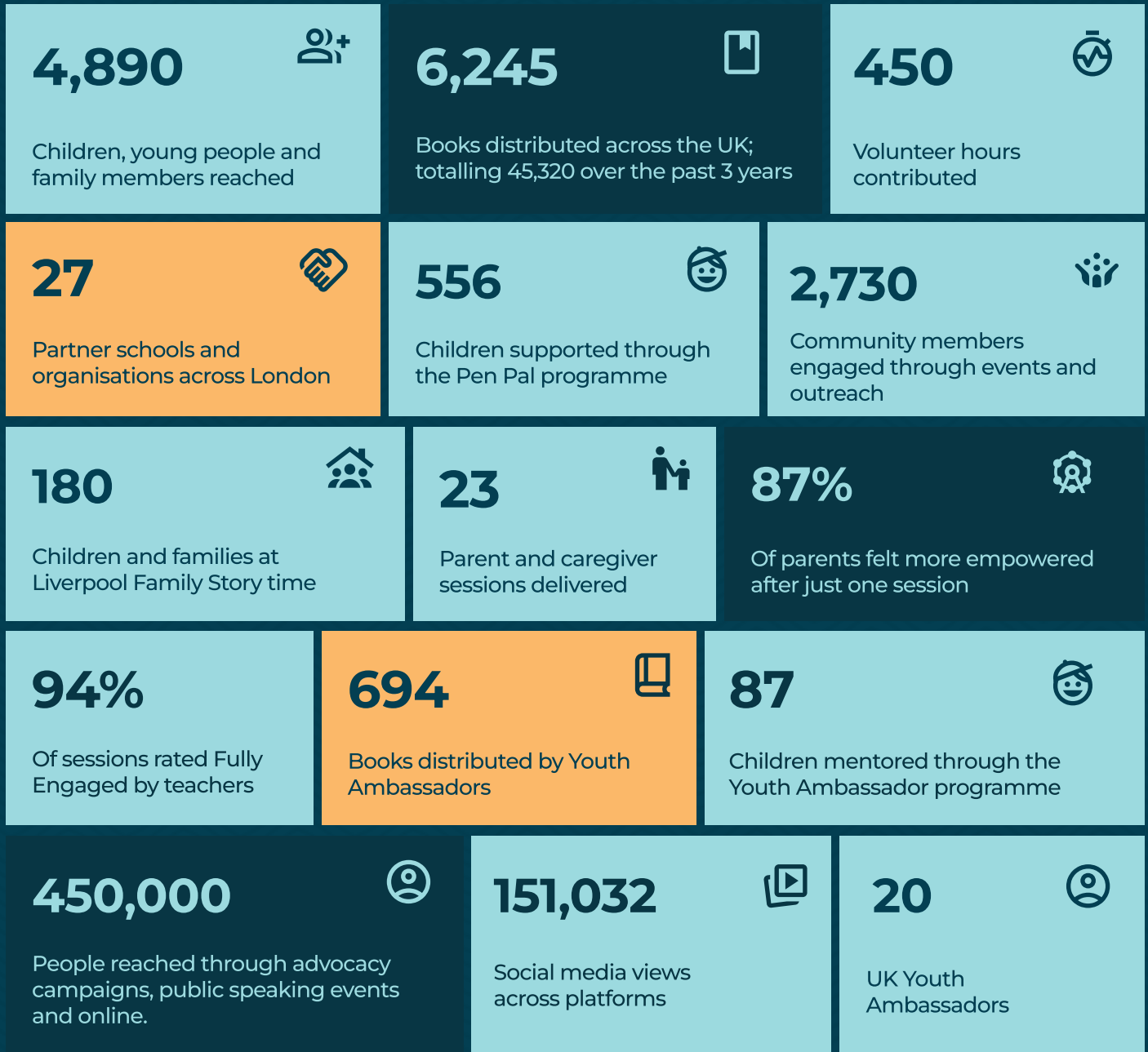
Of children in our target areas do not own a single book

Family literacy is equally important. When parents and caregivers read with their children, the benefits extend beyond literacy - strengthening relationships, building confidence and supporting children's emotional wellbeing.

UK Reads exists to change the story. Through school programmes, family literacy sessions, book distribution, and community partnerships, we ensure more children have access to books, skilled support and the joy of reading.



2. 2025-2026 At a Glance



Where We Reached

In 2025, UK Reads distributed books and delivered programmes across the UK. London remained our largest area of impact, with significant reach also in Manchester, Birmingham, Liverpool, Exeter and a number of smaller cities, towns and communities across England.





3. East London Literacy Impacts

Funded by the Mercers' Company | Year Three

Now in its third year, the East London Literacy Impacts programme is a sustained, community-led literacy intervention working across 11 schools in Hackney, Newham and Tower Hamlets. The programme targets children and young people aged 11–16 from diverse, low-income backgrounds — communities where low literacy levels affect up to 62% of young people and where up to 30% of children do not own a single book.

The programme delivers four interconnected strands of support: Storybox workshops, Pen Pal sessions, book distribution, parent literacy sessions. Together, these create a holistic intervention that builds reading confidence, oracy skills and a genuine love of literacy — in school, at home and across the community.

Partner schools include Eastlea Community School, School 21, Rokeby School, Waterside Academy, Clapton Girls' Academy, St Paul's with St Michael's, St Paul's Way School and four additional East London secondary schools.

2025–2026 Programme Reach

11

Partner schools across Hackney, Newham and Tower Hamlets

343

Children and young people supported

54

Storybox workshop sessions delivered

52

Pen Pal sessions delivered

1,042

Books distributed through the programme

286

Pen Pal letters sent to partner schools in Nigeria

Who We Reach

Approximately 85% of beneficiaries come from low-income families. Around 10% are students with Special Educational Needs and Disabilities (SEND). Approximately 45% of beneficiaries come from Black minority communities. The programme is designed to reach the most underserved and marginalised young people across East London, with each school receiving a tailored intervention.



Programme Outcomes

97% — Of children reported enjoying reading and writing more since participating

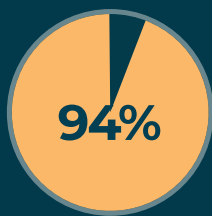
89% — Of teachers would recommend the programme to other schools

95% — Of young people reported a positive impact on their reading confidence

82% — Of teachers noted an increase in academic achievement within English literacy

4. Evaluation: What Teachers Told Us

Across 2025–2026, teachers completed 38 post-workshop evaluation forms across our partner schools. The data demonstrates consistently high engagement, strong facilitator impact and clear benefits for literacy and oracy development.



Of sessions rated Fully Engaged by teachers



Of schools would recommend UK Reads to other schools

Teacher Feedback

"Collaborating with UK Reads has been a great experience — particularly in connecting our sessions with inspiring authors who truly bring literacy to life. This partnership has been instrumental in breaking down barriers for reluctant readers and writers, as children were able to see themselves reflected in the creative process. Hearing directly from authors helped children realise that storytelling is accessible, transforming writing from a daunting task into an exciting form of self-expression."

— Sarah Gannon, Teacher, Liverpool

"Absolutely phenomenal! Amber lit up the whole room today and the boys were buzzing with excitement. Her connection with the students is just magic. They relax with her, they rise with her, and they genuinely thrive in her presence."

— Jemma Luke, Teacher

"The students grew so much in confidence reading aloud over the course of the sessions. Small groups meant they felt safe to try — and they did."

— Jennifer Holden, Teacher

What Students Said

"I didn't know reading could be this funny. I felt like a real detective."

— Year 6 student

"Funny stories are better because they make everyone laugh together."

— Year 8 student



5. Case Studies

Case Study 1: "I didn't think I was a reader now I help other children read"

Age 12 | Mason | UK Reads school programme

Background

This pupil joined the programme with very low reading confidence and a history of avoiding anything that looked like a book. His teachers described him as bright, imaginative and full of ideas — but he often masked his difficulties with humour or distraction. At the start of the programme, he was reading below age expectations and struggled with stamina, decoding and self-belief.

The Challenge

During early sessions he often said things like "I'm not good at reading , it's just not my thing." Engaging him required patience, creativity and a sustained relationship with facilitators who understood what he needed.

The Intervention

Through the UK Reads programme, he received regular Storybox workshops delivered by UK Reads facilitators, access to carefully chosen books pitched at the right level, and consistent encouragement to take small, visible risks with reading. The sessions used drama, debate and paired reading to make literacy feel active and social rather than solitary and threatening.

Outcomes

As the weeks progressed, he began to experience small but significant wins — reading a full page without stopping, choosing a book independently, volunteering to read aloud with humour and energy. A turning point came during a paired reading activity when he read a character voice with such energy that the whole group applauded. Afterwards he said quietly: "I didn't know I could do that."

From that moment, his confidence grew rapidly. He began arriving early to sessions, requesting new vocabulary challenges and recommending books to peers. By the end of the programme he had met age-related expectations and become a visible champion for reading across the school.

He is now a Reading Ambassador, helping younger pupils choose books and modelling the joy of reading he once thought was out of reach.

You know what it is, Miss - you believed I could be a reader, so I started believing it too."

— **Student**



Case Study 2: "My voice got bigger"

Age 7 | Aisha | UK Reads school programme

Background

This pupil joined the programme with a gentle, thoughtful presence, but her teachers were increasingly concerned about her oracy development. She struggled to express herself verbally in class, avoided reading aloud and communicated in short, quiet responses. Her teacher described her as "a child with so much inside her, but no confidence to let it out." Her family could not afford to buy books at home, meaning she had little exposure to reading outside school.

The Challenge

At the start of the programme she would whisper, "Miss, can you read it instead? I don't want to get it wrong," and would physically shrink when it was her turn. Her reading level hovered just below age expectations, but the deeper challenge was her belief that her voice did not belong in the room.

The Intervention

UK Reads facilitators introduced gentle, playful oracy scaffolds — echo reading, shared lines, rhythm-based reading, character voice warm-ups and low-pressure opportunities to speak. The sessions were built around safety, consistency and joy, with the same facilitators returning week after week to build a genuine relationship with this pupil.

Outcomes

She began to take tiny steps forward. First a word. Then a sentence. Then a whole paragraph. One afternoon, after reading a tricky page with expression and flow, she looked up and said: "Miss - wait, did I actually just do that? I didn't even stop!"

A week later she arrived practically buzzing. Before sitting down she said: "Amber, you'll never guess what! I went home and read the book to my little brother who's three and my mum - and my mum said she's really proud of me!"

By the middle of the programme she was volunteering to read first, encouraging others and speaking with a clarity and confidence her teachers had never seen before. Near the end of the programme her oracy had transformed. She was reading aloud with expression, contributing to discussions and communicating her ideas with pride.

"I love when you come here because I actually feel braver every week — like my voice got bigger. People actually want to know my ideas."

— Student



6. Pen Pal Programme

The Pen Pal programme connects young people across the UK with peers at partner schools in Nigeria, giving students a real and purposeful audience for their writing. Exchanging letters across continents develops writing skills, reading comprehension, cultural curiosity and communication confidence.



Many students who disengage from classroom writing tasks find their voice through the Pen Pal exchange. Writing to a real person — someone who will read their words, respond to their questions and share their own life in return — transforms the experience of literacy.

556 — Children supported through the Pen Pal programme

286 — Letters sent to partner schools in Nigeria

"We have already been talking about creating a whole display wall for the Pen Pal letters — the work has been nothing short of outstanding."

—Mr. Nicolas Walkden, Teacher

7. Storybox and Storybox Plus Workshops

Storybox (Early year - KS2) and Storybox Plus (KS3 & 4) are UK Reads' signature workshop programmes, delivered in schools and community settings across the country. Each session is designed to make reading and storytelling feel exciting, relevant and worth a young person's time combining books, drama, debate, oracy activities and hands-on creative tasks in a way that no standard lesson can replicate.

Every session is delivered by our trained facilitator team, who bring skill, warmth and consistency to every school they work in. Facilitators get to know each group - who needs a quiet word of encouragement, who will shine given the right prompt, who has never volunteered to read aloud before but might today. That knowledge, built over weeks and months, is what makes the difference.

Key Outcomes

Oracy

Students develop the confidence to speak in front of peers, articulate ideas clearly and engage in structured debate. Many arrive in sessions reluctant to contribute; by the end of a programme, the same students are leading discussions and reading aloud with energy and expression.

Reading Comprehension

Through repeated engagement with texts — reading aloud, responding to questions, exploring character and plot through drama — students build the skills to understand, analyse and connect with what they read. Teachers consistently report improvements in how students approach reading in their wider lessons.

Confidence

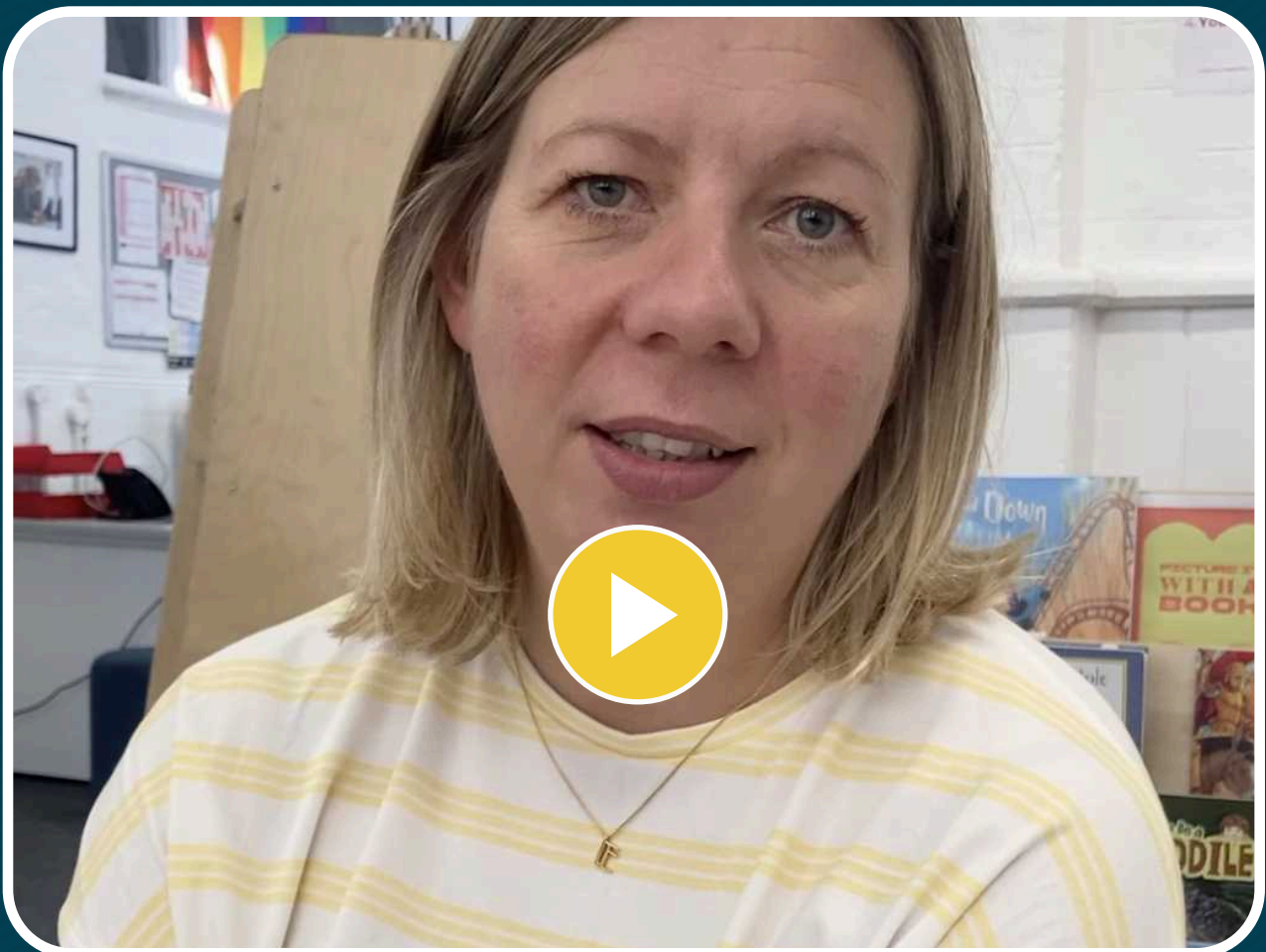
The Storybox environment is deliberately low-pressure and high-energy. Students are encouraged to take risks, make mistakes and try again. Over the course of a programme, this creates a visible shift — young people who once shrank from participation begin to take up space, offer ideas and back themselves.

Enjoyment

Perhaps the most important outcome of all. When young people enjoy reading, everything else follows. Our facilitators choose books that surprise, entertain and resonate — and the results speak for themselves.

"The content is perfectly matched to their ability and interest. Our students carry around the books that you gave out at the end — it is so wonderful."

— **Amy Turner, Teacher**



8. Family Storytime — Liverpool

In partnership with the Vignette Collection, UK Reads delivered Family Storytime events for KS1 and KS2 families in Liverpool. The events brought author-led workshops and family literacy activities to communities where access to such experiences can make a real and lasting difference.

The partnership forms part of Vignette Collection's wider social impact initiative focused on supporting communities through literacy and education. At the heart of each event was a simple but powerful belief: when families read together, they grow together.

180 — Children and family members participated

5/5 — Average parent rating across all feedback categories

What Families Said

"My granddaughters really enjoyed the morning and Harry the Mouse — and the host's energy is absolutely amazing. She wants us to read Harry later at home!"

— **Grandparent, KS1 Family Storytime, Liverpool**

"My children absolutely loved this literacy event. I was worried about my son staying focused but the host and authors fully engaged with the children, especially the author of Lamby and the Liver Bird. The whole event was inspirational. The organisers were very friendly, professional and gave parents useful advice. I am looking forward to future events and I am more motivated to support my children with their literacy skills."

— **Parent, KS2 Family Storytime, Liverpool**



9. Empowering Parents and Caregivers

Parents and caregivers are children's first and most important teachers. In 2025, UK Reads delivered 23 sessions for parents and caregivers — online and in person — covering storytelling, oracy, early literacy and building a reading-rich home. Sessions were designed to be practical, accessible and welcoming, recognising that many parents feel unsure about how to support their child's literacy at home.

23 ——— Parent and caregiver sessions delivered

87% ——— Of parents felt more empowered after attending just one session

Some of the session titles delivered in 2025

01	Igniting Curiosity	Empowering Children with Current Affairs Through Literacy, Oracy and Journalism
02	Beyond Words	Enriching Language Input and Fostering a Love for Narrative Skills at Home
03	Homegrown Readers and Writers	Crafting a Literacy-Rich Environment for Your Children
04	The Joy of Storytelling	Enhancing Children's Reading Enjoyment and Crafting Magical Storytimes at Home

05

Using Technology to Strengthen Parent-Child Relationships Through Literacy

06

Empowering Early Communication

Supporting Families to Understand, Connect and Celebrate Children's Voices

07

Turning Pages Together

Building a Literacy-Rich Home

08

Read, Speak, Grow

Strategies for Enriching Your Home's Language Environment

09

Talk It Out

Creative Conversations and Games for Building Oracy Confidence

10

Reading Made Easy

Practical Solutions for Stronger Literacy Skills

11

The Brain on Books

How Reading Fuels Development and Growth

12

Poetry in Our Pockets

Everyday Writing for Families

10. Youth Ambassador Programme

In 2025, 20 young people from the UK joined 600 others from across the globe and chose to use their time differently. They were supported through six modules that developed their leadership and advocacy skills.

They became literacy advocates and World Literacy Foundation Youth Ambassadors, distributing books, mentoring younger children, and running campaigns that reached thousands of people.

Young people have the power to change their communities. This year's Youth Ambassadors proved it.

20

UK Youth Ambassadors

6

Structured learning modules delivered

694

Books distributed by Youth Ambassadors

87

Children supported through mentoring and reading support



11. Volunteers

Behind every session, every event and every book distribution are people who give their time freely because they believe in the power of reading. Our volunteers are teachers, parents, professionals and passionate readers — united by the conviction that every child deserves access to books and the joy of literacy.

450

Volunteer hours contributed across all programmes in 2025



12. Part of a Global Literacy Movement

While UK Reads is making a meaningful impact across the United Kingdom, the work of the World Literacy Foundation extends far beyond our borders. We are proud to be part of a global network of literacy initiatives that share resources, research, and a common mission: ensuring every child, everywhere, has access to the transformative power and joy of reading.

USA Reads — United States

In 2025, USA Reads reached 15,530 families, distributed 19,875 books, and mobilised 130 Youth Ambassadors across 145 communities. From hospitals and laundromats to summer camps and schools, the programme is helping bring books and literacy opportunities directly to children and families where they are needed most.



Sun Books — Nigeria, Kenya & Uganda

In 2025, the Sun Books program reached 120,000 children with low literacy levels across Nigeria, Kenya, and Uganda. Our e-learning platform carries 700 children's books in 130 languages, accessible by computer, phone, or tablet. For schools without reliable electricity, we provided solar panels so the platform could actually reach the children who needed it most. Every child, regardless of where they were born, deserves access to books in their own language. Sun Books makes that possible.



Aprende Leyendo — Colombia

In Manizales, Colombia, 70% of children can't read a simple text. The Aprende Leyendo Foundation, an initiative of World Literacy Foundation, spent 2025 inside two of the city's low-income communities running weekly reading clubs, book exchanges, and tutoring sessions. Five volunteers. 2,500 children. Sitting with them, reading with them, week after week.



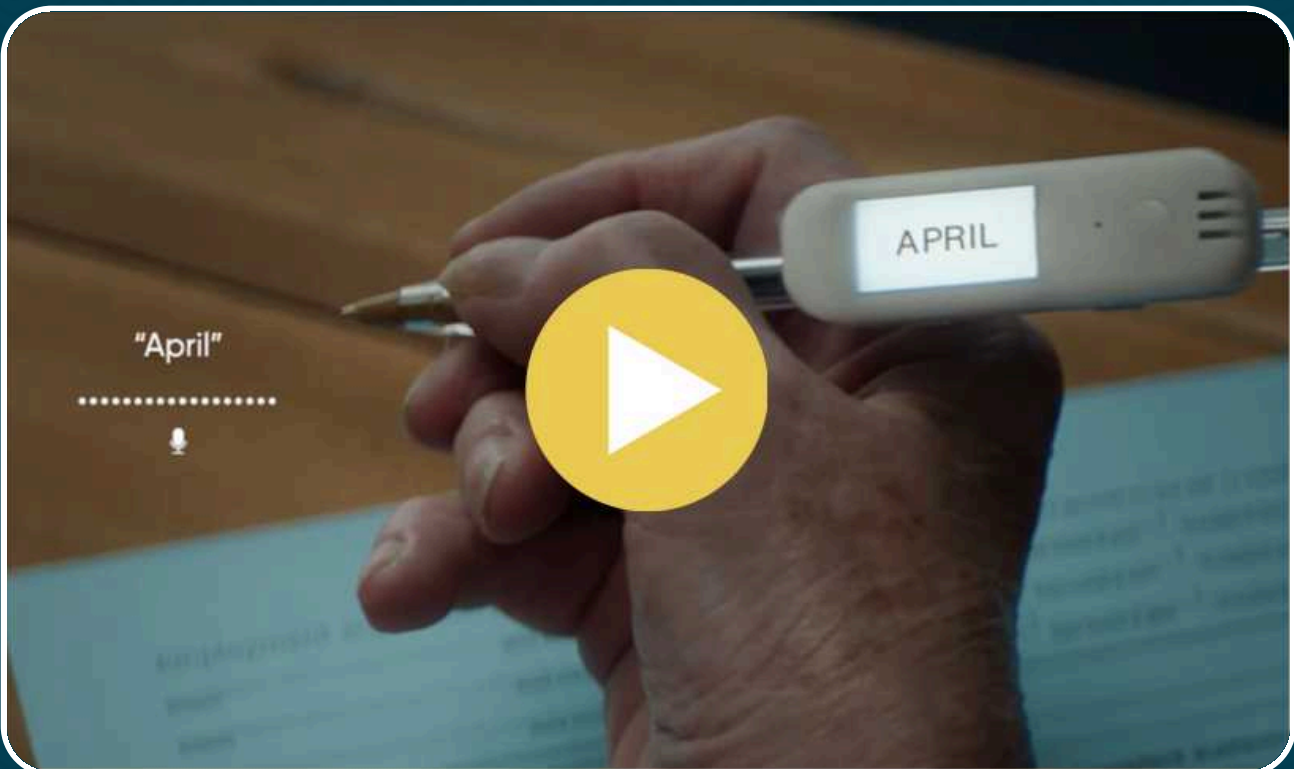
The Literacy Pen

Most of us have never thought about what it would mean to write something for the very first time: to say a sentence out loud and watch it become words on a page, in your own voice. For millions of people who have never been able to write, that moment changes everything.

The Literacy Pen uses voice dictation to help people who can't yet write do exactly that: speak what they mean and watch it appear. In 2025, the first distribution reached communities in the USA, Asia, and Africa.

"The Literacy Pen gave me a new sense of life and the ability to communicate like never before." — Arjun, India

We're now in Phase Two, with a goal of reaching 40,000 people globally through a second manufacturing run later this year.



World Literacy Summit 2025 — Oxford, UK

In April 2025, 600 of the world's leading literacy experts spent three days together at the World Literacy Summit, organized by World Literacy Foundation. 240 came from the US literacy sector and 360 came from around the world, bringing research, programs, and hard-won experience from more than 50 countries.

At the center of every conversation was one question: can artificial intelligence help end illiteracy, and if so, how do we make sure it reaches the people who need it most? The answers that come out of that room shape the funding decisions, the programs, and the policy work of the decade ahead



13. Our Plans for Next Year

Priority 1: Strengthen Literacy Support and Reading Engagement

While strengthening literacy support in schools, we will create more opportunities for children to engage with books through community events, family activities, and creative literacy experiences that inspire a lifelong love of reading.

Priority 2: Grow Strategic Partnerships

Strengthen existing partnerships with schools, funders, and community organisations, while developing new collaborations that expand access to literacy support and create opportunities for sustainable growth.

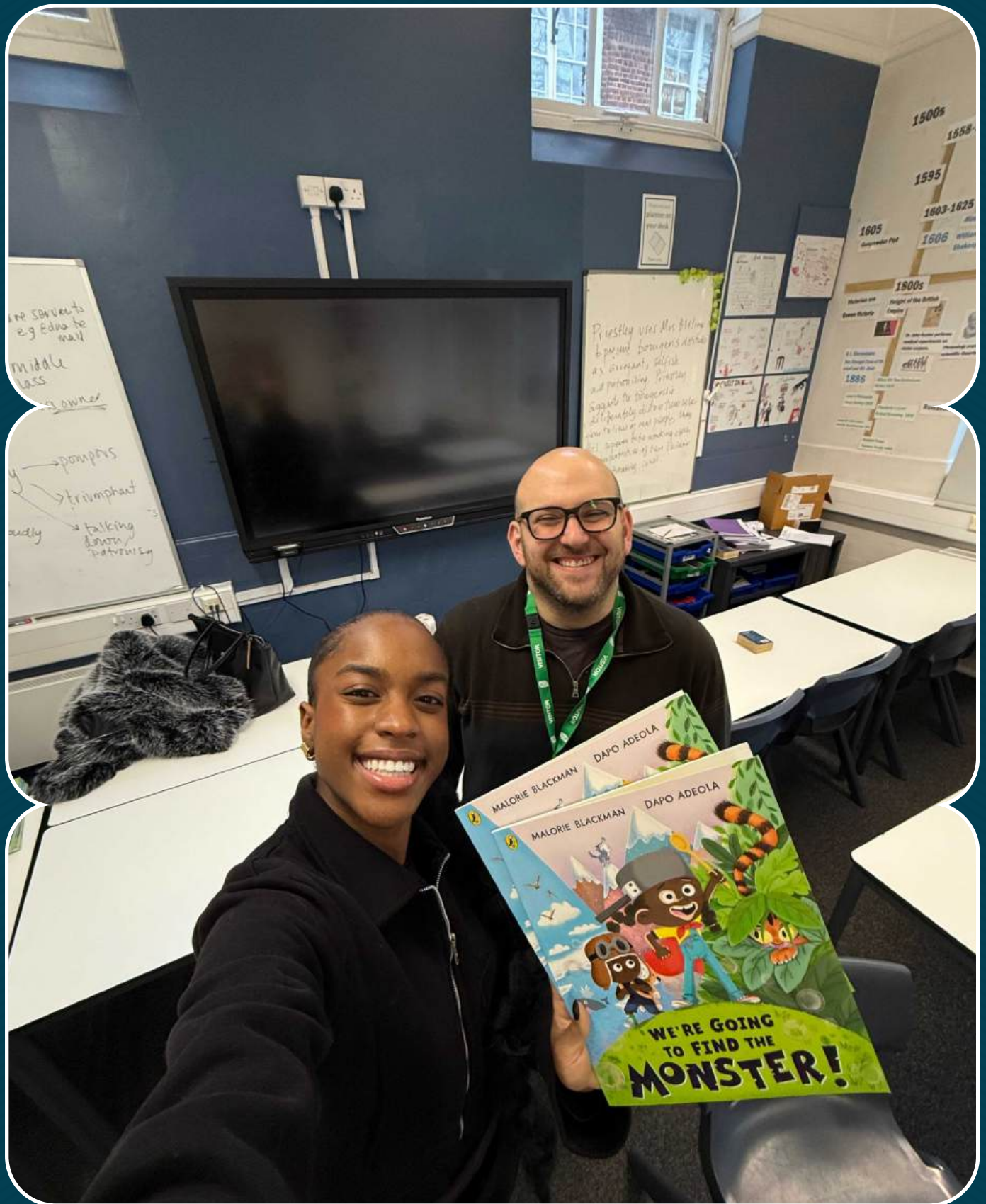
Priority 3: Deepen Community Impact

Build on our established programmes in East London by responding to community needs, supporting more families in the early years, and ensuring our activities deliver meaningful outcomes for children.

Priority 4: Inspire a Lifelong Love of Reading

Increase access to books and reading experiences through book distribution, family literacy activities, and community events, helping more children discover the enjoyment, confidence, and opportunities that reading can bring.





14. Meet our Trustees Members



Andrew Kay

CEO WORLD LITERACY
FOUNDATION



Dr Donald Green

PRESIDENT GORDON
STATE COLLEGE



Dr Anthony Cree, OAM

WORLD LITERACY
COUNCIL



Molly Ness, PhD

ADVOCATE FOR LITERACY,
AUTHOR, RESEARCHER, AND
CLINICIAN



Frank Schulenburg

EXECUTIVE DIRECTOR
WIKI EDUCATION
FOUNDATION



Ms Julia Paterson

CO-FOUNDER GREAT
WRAP



Ms Samantha Sida

DIRECTOR AND CO-FOUNDER
LIMITED SPACE INC



Ms Angelica Correa

MIGRANT ADVOCATE

15. Meet The UK Reads Team



Naomi Nwagboso
SENIOR MANAGER



Kitsy Kinane
PROGRAMME MANAGER



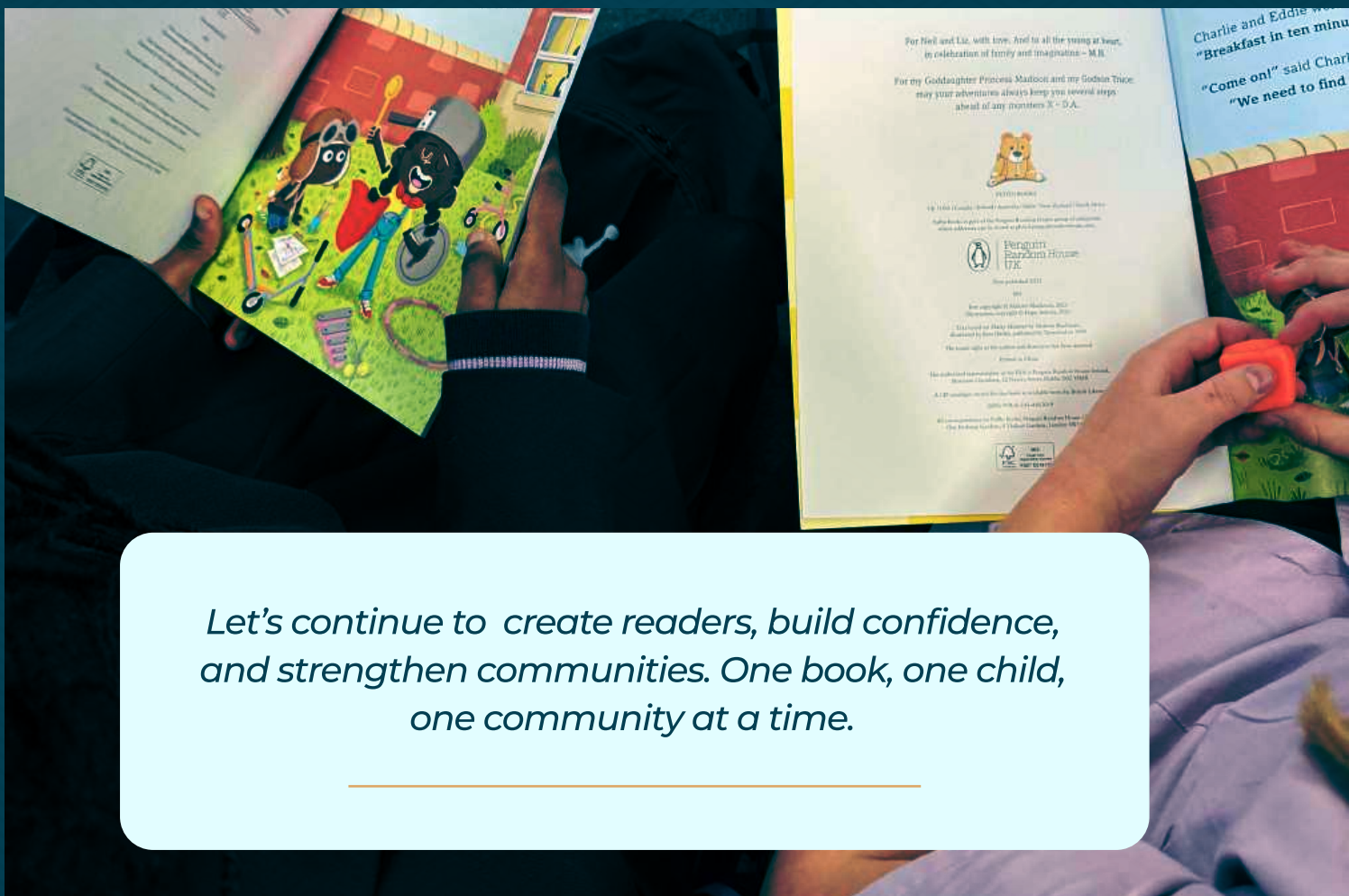
Amber Ogunsanya Williams
COMMUNITY, DELIVERY &
CREATIVE LEARNING LEAD

16. Thank you

None of what you have read in this report happens by accident. It happens because of people — people who show up, who give their time, who open their doors, who believe that a child with a book in their hands has a better chance at life.

Thank you to everyone who has contributed to UK Reads this year, including our funders, partners, schools, facilitators, volunteers, Youth Ambassadors, families, and children.

Your support, collaboration, and commitment have enabled us to reach and inspire more children with literacy opportunities, provide access to books, and deliver programmes that encourage reading and learning. We are grateful for the role each of you has played in making this work possible.



Let's continue to create readers, build confidence, and strengthen communities. One book, one child, one community at a time.

United Kingdom & Europe World Literacy Foundation

United Kingdom & Europe World Literacy Foundation
TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE PERIOD ENDED 30 April 2026

Registered office:

Suite 225, 46 Eversholt Street
London, England, NW1 1DA

Charity Registration No: 1154264
Company number: 8475669

REPORT OF THE TRUSTEES

For the year ended 30 April 2026

OUR OBJECTIVES

Principal goals and activities of **United Kingdom & Europe World Literacy Foundation**

We are dedicated to transforming the lives of the world's most disadvantaged children by focusing on literacy and education. We implement sustainable programs which aim to raise literacy standards and give individuals every possible chance to receive a quality education; promoting and teaching literacy in early childhood years is not only key to success at school but also later in life.

STRUCTURE, GOVERNANCE AND MANAGEMENT

No Changes were made during the reporting period.

We believe we build trust by acting ethically, with integrity and fairness, to do the right thing. Our leadership sets the tone from the top and this mindset is reinforced by our culture and values: to act with integrity, make a difference, care, work together and reimagine the possible.

Achievements in 2025-26

- We have distributed an estimated 45,320 children's books.
- Expanded tailored literacy support services to engage more children across in East London and 7 region areas
- We reached over 450,000 people with educational messages through social media, online and in-person public speaking engagements.
- Provisions established to offer support to 6500 parents and caregivers annually through literacy advocacy sessions, empowering families and building community awareness.
- We received 450 hours of volunteerism during 2025-26

Further details are outlined in the Annual Report.

CONSTITUTION

No Changes were made during the reporting period.

United Kingdom & Europe World Literacy Foundation is a Charity (registered number 1154264). Charitable status was granted on 18 October 2013. The Charity is a company limited by guarantee (registered number 8475669). The registered office is at Suite 225, 46 Eversholt Street, London NW1 1DA

RISK MANAGEMENT

The Trustees have an ongoing policy of reviewing, identifying, and mitigating the operational, financial, and strategic risks to which the charity is exposed in the UK and around the world. A risk register is maintained, which identifies all significant risks and proposes actions to be taken to reduce the charity's exposure as appropriate. The management team reviews the risk register regularly during the year, which is formally presented to the Trustees on an annual basis. Risks are appraised through a combination of likelihood of occurrence and potential impact, with actions agreed that reduce residual risk to an acceptable level.

BOARD OF TRUSTEES

The appointment of Trustees is governed by the Trust Deed. The Board of Trustees is required to monitor the affairs and the general business of the Charity and meets as required.

The following Trustees held office during the year to 30 of April 2026 and up to date of this report:

- Darryn Keneally**, Trustee Chair, Big Brothers Big Sisters. (Appointed 01 January 2019)
Dr Donald Green, Deputy Chair, President Gordon College (Appointed 05 April 2013 and re-elected 05 May 2022)
Mr Andrew Kay, Trustee, Secretary/Treasurer (Appointed 01 September 2013 and Re-elected on 05 May 2021)
Dr Tony Cree, Trustee OAM (appointed 11 February 2020) Chair-World Literacy Council, Educated at Oxford University, Dr. Cree has held and continues to hold a range of senior academic positions
Ms Julia Paterson, Trustee, (Appointed 11 February 2020)
Co founder of a global social enterprise called GreatWrap.co
Ms Samantha Sida, Trustee (Appointed 11 April 2022)
Co-founder and Director of the OOH UK media company Limited Space

Note:

Andrew Kay, CEO & Founder of World Literacy Foundation International serves as a honorary role to United Kingdom & Europe World Literacy Foundation.

RESERVES POLICY

The Trustees have approved a reserves policy to maintain unrestricted reserves at a level sufficient to support the core activities of the organisation for a minimum of 3 months. This level of reserves is deemed prudent by the Trustees, to ensure that the work and services of the organisation can be planned with some certainty. This policy is reviewed by the Trustees on an annual basis. At year end the organisation is still working towards meeting this minimum threshold. The Trustees will continue to monitor the reserves position closely over the coming year.

The General Reserve Fund of £43,928 represents the £14,257.00 is unrestricted reserves of the charity arising from past operating results. The Restricted Reserves of £29,961.00 represent the unspent balances remaining from grants which are allocated for specific projects in 2025/26.

TRUSTEES' RESPONSIBILITIES

The Trustees are required to prepare financial statements for each financial period which give a true and fair view of the state of the affairs of the Charity and of the surplus or deficit for that period. As the United Kingdom & Europe World Literacy continues to develop and grow, the Trustees have agreed to adopt the UK Statement of Recommended Practice – Accounting by Charities in future accounting years. These accounts for the period ending 30 April 2026 have been prepared in accordance with special provisions relating to small companies within Part 15 of the Companies Act 2006.

In preparing the financial statements, the Trustees are required to:

- state suitable accounting policies and then apply them consistently,
- Observe the methods and principles of the Statement of Recommended Practice for accounting and reporting for charities,
- make judgments and estimates that are reasonable and prudent,
- state whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the financial statements, and
- Prepare the financial statements on a going concern basis unless it is inappropriate to presume that the charity will continue in business.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and enable them to ensure that the financial statements comply with the Charities Act 2011, The Charity (accounts and Reports) Regulations 2008, the provisions of the governing document and SORP (FRS10). They are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and irregularities.

By order of the Board

Andrew Glenn Kay Trustee 13 May 2026



United Kingdom & Europe World Literacy Foundation

Independent examiners' report

I report on the accounts of United Kingdom & Europe World Literacy Foundation for the period ended April 30, 2026.

This Report is made solely to the trustees as a body, in accordance with the charities Act 2011. My examination has been undertaken so that I might state to the trustee those matters I am required to state to them in an independent examiner's report and for no other purpose. To the fullest extent permitted by law, I do not accept or assume responsibility to anyone other than the charity and the trustee as a body, for my examination, for this report, or for the opinions I have formed.

My examination was carried out in accordance with the General Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts and seeking explanations from you as trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit and consequently no opinion is given as to whether the accounts present a "true and fair view", and the report is limited to those matters set out in the statement below.

Independent examiner's statement

In connection with my examination, no matter has come to my attention,

(1) which gives me reasonable cause to believe that in, any material respect, the requirements:

- to keep accounting records in accordance with section 130 of the Charities Act, and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the charities Act have not been met; or

(2) to which, in our opinion, attention should be drawn to enable a proper understanding of the accounts to be reached.

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant

Professional member registration 210666

Institute of Public Accountants

0412 068 427/accounting@thevillagroup.com.au

VILLA & CO - Louis Accounting Services

Office: Suite 390, 44 Lakeview Drive, Scoresby Vic 3179/Australia

Postal address: PO Box 1061, Mountain Gate, Vic 3156

13 May 2026

World Literacy Foundation UK, also trading as UK Reads.

Chair's Statement

For the Year Ended 30 April 2026

Literacy is the capacity to read, write, speak, and listen effectively, enabling us to communicate and understand the world around us. In the UK, 7.1 million people have 'very poor literacy skills.' Adults lacking these fundamental skills face barriers in the job market and struggle to support their children's learning.

Our primary focus is on developing foundational literacy skills among children from deprived backgrounds. In 2026, we identified that 68% of children from low-income families do not own a single book, and 58% are struggling to read. At UK Reads, we are dedicated to closing this literacy gap.

We hosted the World Literacy Summit at Oxford University from April 6-9, 2026, which attracted 450 literacy specialists from 52 countries. During this event, our group collaborated to form and sign the Oxford Declaration, promoting research sharing and cooperation within the global literacy community.

Our achievements in 2025-26 would not have been possible without the generous support of funders, donors, partners, and our dedicated team. For this, I express my deepest gratitude. I also extend a heartfelt thank you to my fellow Trustees, who provide their professional expertise and governance skills to steer the organization.

In conclusion, the efforts and support of everyone involved have been crucial in making a significant social impact.

We remain committed to bridging the literacy gap and improving the lives of countless individuals through our ongoing initiatives and collaborations.

Darryn Keneally
Chair

United Kingdom & Europe World Literacy Foundation
Statement of Financial Activities
For the year ended 30th April 2026

	30/04/2026	30/04/2025
	£	£
Turnover		
Trust and Foundation	91,960.51	74,254.00
Online	4,394.63	8,450.95
General	123,337.73	78,459.50
UK Summit 2025	9,000.00	18,460.00
Total turnover	<u>228,692.87</u>	<u>179,624.45</u>
Expenditure		
Administration/Fees	2,671.41	5,410.63
Bank charges		-
Research/Evaluation		-
Fundraising	60.00	60.00
Direct Project Costs	170,277.33	138,960.69
Project Development Cost	19,500.00	18,440.09
Salary on costs		-
Accounting Fees		-
Wages/Salaries	69,843.29	43,292.67
Total expenses	<u>262,352.03</u>	<u>206,164.08</u>
Result for the Financial Year	<u>- 33,659.16</u>	<u>- 26,539.63</u>

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant

Professional member registration 210666

Institute of Public Accountants

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VILLA & CO - Louis Accounting Services

Office: Suite 390, 44 Lakeview Drive, Scoresby Vic 3179/Australia

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United Kingdom & Europe World Literacy Foundation
Balance Sheet
Detailed Balance Sheet as at 30th April 2026

	4/30/2026	4/30/2025
	£ -	£ -
Equity		
Retained Earnings	43,928.28	77,587.44
Total Equity	<u>43,928.28</u>	<u>77,587.44</u>
Represented by:		
Current Assets		
Cash Assets		
Cash at Bank - Current Account	7,467.02	41,126.18
Cash at Bank - Other Funds	-	-
	<u>7,467.02</u>	<u>41,126.18</u>
Total Current Assets	<u>7,467.02</u>	<u>41,126.18</u>
Short Term Loan	-	-
Total Assets	<u>7,467.02</u>	<u>41,126.18</u>
Current Liabilities		
VAT Payable	-	-
Short Term Loan	-	-
Total current liabilities	<u>-</u>	<u>-</u>
Total Liabilities	<u>-</u>	<u>-</u>
Net Assets	<u>7,467.02</u>	<u>41,126.18</u>
Funds of The Charity		
General Reseve Fund	43,928.28	77,587.44
Restricted Funds	-	-
Total Funds as of at 30/04/2026	<u>43,928.28</u>	<u>77,587.44</u>

United Kingdom & Europe World Literacy Foundation

Balance Sheet

Detailed Balance Sheet as at 30th April 2026

	4/30/2026	4/30/2025
	£ -	£ -
Equity		
Retained Earnings	43,928.28	77,587.44
Total Equity	<u>43,928.28</u>	<u>77,587.44</u>
Represented by:		
Current Assets		
Cash Assets		
Cash at Bank - Current Account	7,467.02	41,126.18
Cash at Bank - Other Funds	-	-
	<u>7,467.02</u>	<u>41,126.18</u>
Total Current Assets	<u>7,467.02</u>	<u>41,126.18</u>
Short Term Loan	-	-
Total Assets	<u>7,467.02</u>	<u>41,126.18</u>
Current Liabilities		
VAT Payable	-	-
Short Term Loan	-	-
Total current liabilities	<u>-</u>	<u>-</u>
Total Liabilities	<u>-</u>	<u>-</u>
Net Assets	<u>7,467.02</u>	<u>41,126.18</u>
Funds of The Charity		
General Reseve Fund	43,928.28	77,587.44
Restricted Funds	-	-
Total Funds as of at 30/04/2026	<u>43,928.28</u>	<u>77,587.44</u>

These financial statements must be read in conjunction with the attached Accountant's compilation Report and Notes which form part of these financial statements.

United Kingdom & Europe World Literacy Foundation

Annual Statements give true and fair view of financial performance and position of the company limited by guarantee.

The company is entitled to exemption from audit under Section 477 of the Companies Act 2006 for the year ended 30 April 2026.

The members have not required the company to obtain an audit of its financial statements for the year ended 30 April 2026 in accordance with Section 476 of the Companies Act 2006.

The directors acknowledge their responsibilities for:

- (a) ensuring that the company keeps accounting records which comply with Sections 386 and 387 of the Companies Act 2006 and
- (b) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of each financial year and of its profit or loss for each financial year in accordance with the requirements of Sections 394 and 395 and which otherwise comply with the requirements of the Companies Act 2006 relating to financial statements, so far as applicable to the company.

The financial statements have been prepared in accordance with the micro-entity provisions.

The financial statements were approved by the Trustees on 12 June 2025 and were signed on its behalf by:



Andrew Kay Director/Trustee

13th May 2026

Louis Villanueva

Louis Villanueva / Registered Tax Agent / Public Accountant
Professional member registration 210666
Institute of Public Accountants
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United Kingdom & Europe World Literacy Foundation

NOTES TO THE FINANCIAL STATEMENTS

For the year ended 30 April 2026

1. ACCOUNTING POLICIES

a. BASIS OF PREPARATION OF FINANCIAL STATEMENTS

The financial statements have been prepared in accordance with the charities SORP (FRS 102) – Accounting and Reporting by charities: Statement of Recommended Practice applicable to charities preparing their accounts in accordance with Financial Reporting Standard applicable in the UK Republic of Ireland (FRS 102) (effective 01 January 2015), the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) and the Companies Act 2006

Comparative figures

During the current year, the company has made some activities that have been allocated to expenditures in comparison with previous years where there were no activities.

b. TURNOVER

Turnover represents income from Trust/Foundations grants and other organisations to promote early childhood literacy and education.

c. INCOMING RESOURCES

Income is included in the Statement of Financial Activities (SoFA) when the charity becomes entitled to the resources and the resources have been received.

Grants and donations are included in the SoFA when received.

d. EXPENDITURE AND LIABILITIES

Liabilities are recognised as soon as there is a legal or constructive obligation committing the charity to pay out resources.

e. ACCOUNTING PERIOD

The Financial Statements cover 12 months from 01 May 2025 to 30 April 2026.

2. COMPANY STATUS

United Kingdom & Europe World Literacy Foundation is a registered charity and a company limited by guarantee and consequently does not have share capital.

3. CAPITAL COMMITMENTS

The Trustees are not aware of any capital commitments.

4. CONTINGENT LIABILITIES

The Trustees are not aware of any contingent liabilities.

UK & Europe World Literacy Foundation

Registered Charity No. 1154264

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