

Overview

The All-Party Parliamentary Group on Literacy, in conjunction with the National Literacy Trust, launched the [Commission on Fake News and the Teaching of Critical Literacy in Schools](#) in September 2017. This followed the publication of a new report, *Fake news and critical literacy evidence review*, from the National Literacy Trust which stressed that children and young people in England do not have the critical literacy skills they need to identify fake news.

With children and young people growing up in a globalised world and processing information from a wider variety of sources than ever before, they need the critical literacy skills to navigate the potential pitfalls when consuming news, particularly when using online sources and social media. These skills include recognising the difference between fact and opinion, understanding how authors use language to influence a reader, and making reasoned arguments.

The commission has been gathering evidence from children and young people and teachers through surveys and focus groups. An expert witness session in Parliament will also gather evidence from media companies, teachers, academics and other experts in this field.

Call for evidence

We welcome the submission of evidence from any other organisation or individual who would like to contribute.

All the evidence will be brought together into a final report to be published in summer 2018, with key recommendations for a range of audiences, including government and the education sector.

The deadline for submitting written evidence is **28 February 2018**. Please email your submission to harriet.mccann@literacytrust.org.uk.

Questions

We are seeking your views on the following questions. You do not have to answer every question.

1. What can/should we be doing to improve children and young people's critical literacy and ability to discern fake news stories?
2. Whose role is it to improve students' critical literacy and ability to discern fake news stories? (I.e. academics/educators/commercial organisations/media companies). What support is needed?

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3. What support do teachers already get in terms of developing their own, and pupils', critical literacy skills and what additional support do they need? What are the obstacles to teaching good critical literacy skills?
4. Are new skills and resources needed to deal with the digital news environments? Should there be more of a place in the curriculum for critical literacy suitable for the 21st century?
5. What recommendations would you make to policymakers/commercial organisations/educators on this issue?