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**Reimagining family literacy: exploring the experiences of migrant mothers in third sector spaces**

Migrating mothers are potentially excluded from UK literacy provision due to funding restrictions and strict achievement criteria. The voluntary sector, distinct from formalised educational contexts, opens new potentialities by providing holistic support to families from the outset of their arrival. The sector offers an important space for alternative and collaborative language and literacy pedagogies for those who are potentially isolated. With a social, humanistic learning approach at its roots, family literacy is an emerging educational provision in the sector. This two-year pedagogical ethnographic study took place in two community organisations. Three perspectives of "agency" are analysed: the researcher/teacher; community practitioners; and mothers from diverse migration contexts, who have had little formal literacy input in their home language. Findings from the women are focused on drawing on culturally-specific visual, textual, and oral methods to represent their socially and historically situated experiences of migrancy and literacies. The research aims to support mothers with low literacy skills to ease their transition into further educational and employment opportunities.