



Numeracy and Literacy Workshop 2024

Aims of the session:

- To gain an understanding of **‘WHAT’** Numeracy and Literacy looks like at Victoria Primary School.
- To gain an understanding of **‘HOW’** Numeracy and Literacy is taught at Victoria Primary School.
- To discover ways in which you can help your child at home.

Numeracy in our school

- The basis for our Mathematics and Numeracy curriculum comes from the Curriculum for Wales guidance and documentation.
- To ensure the children at Victoria are provided with a rich and varied curriculum we don't just follow one scheme of work, but instead use a variety of resources and schemes, e.g. White Rose Maths, Numicon.
- Mathematical skills, application of those skills, and reasoning / problem solving form the elements of our weekly numeracy lessons.



What does Numeracy learning look like in VPS?

We teach the children through ...

- songs and rhymes, (even in KS2!)
- dance,
- story,
- role play,
- games and jigsaws,
- craft,
- cooking,
- learning walls,
- digital technology – apps / websites / Google Classroom / Seesaw
- whole class teaching,
- small group activities,
- 1:1 support,
- blended learning,
- continuous and enhanced provision,
- conversations,
- ... and much, much more!

(In both the inside and outdoor learning environments.)

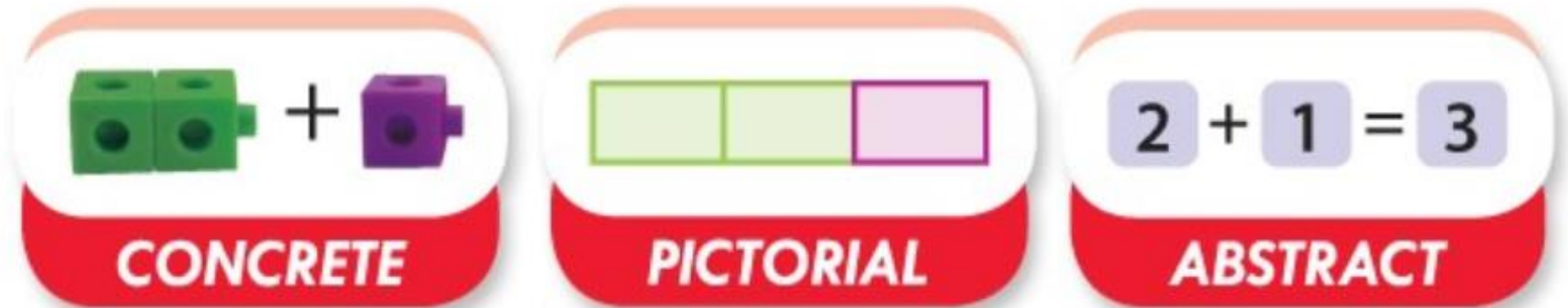




Resources

Resources can often be a powerful tool to support sense making, mathematical thinking and reasoning skills. They help children to practically engage with new learning and support their ability to visualise new concepts and knowledge.

At Victoria we apply a CPA approach to Maths learning which embeds the importance of using physical resources to support learning opportunities.



Concrete

- When starting a new concept whatever the year group or ability of our pupils we use physical objects or practical equipment. These can be physically handled enabling the children to explore different mathematical concepts in a way that is real to our pupils so they can make sense of the Maths rather than dealing with ideas that are abstract.
- Sometimes referred to as Maths manipulatives these can include ordinary household objects e.g., straws, pasta, Lego or specific mathematical resources such as dienes or Numicon.

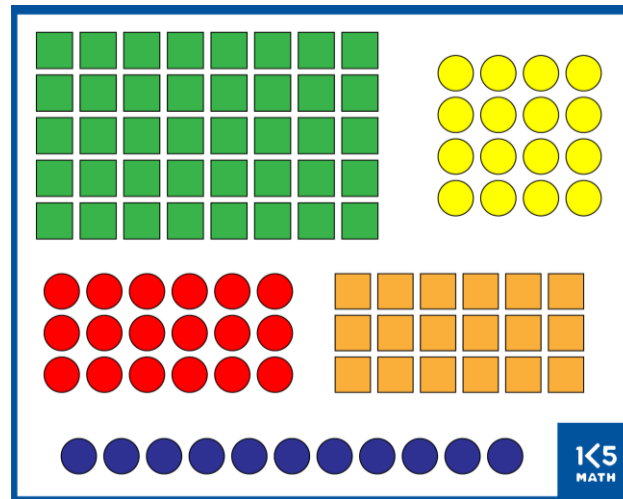


Alternatives to Maths resources!



Pictorial

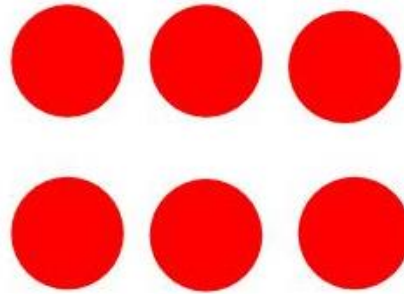
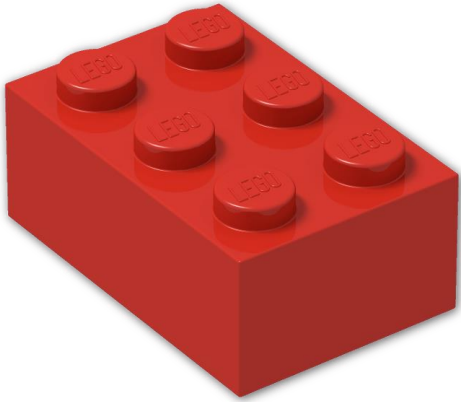
- As our pupils gain confidence and understanding of a concept through using concrete resources they progress to pictorial representations. Although the children are no longer manipulating the physical resource, they are still benefitting from the visual support the resources provide.



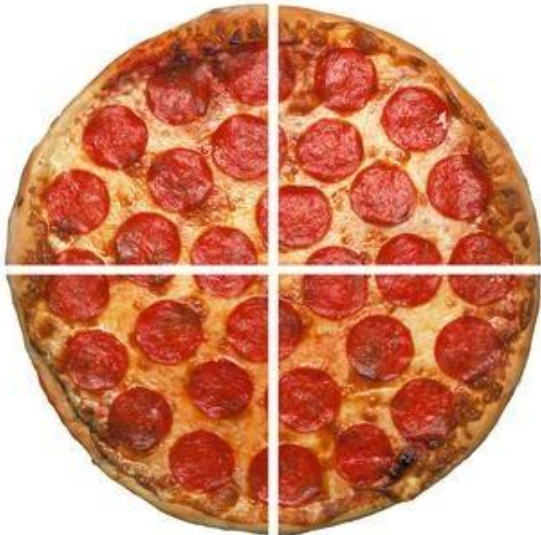
Abstract

- Once the children have a secure understanding of a concept through using concrete resources and visual images, they then move on to the more abstract stage. This is when the children use symbols to solve their problems.
- It is important to note however, that even when the children progress to working abstractly in maths our pupils always have access to concrete and pictorial resources to support them should they need them.

Concrete – Pictorial - Abstract

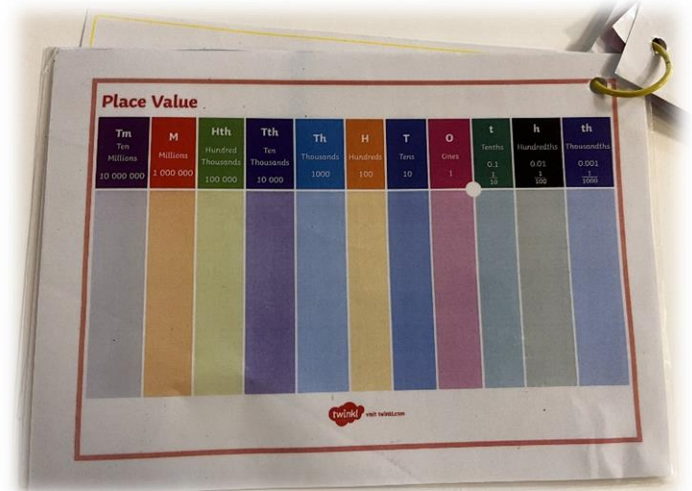
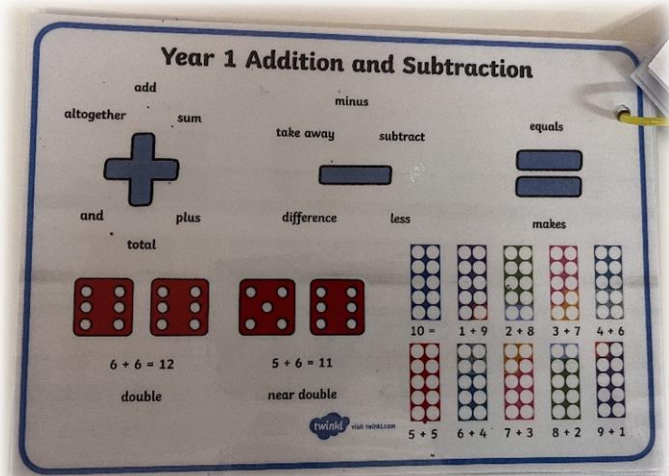
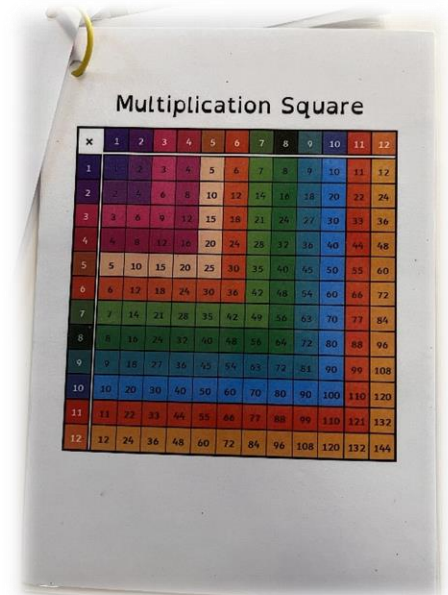
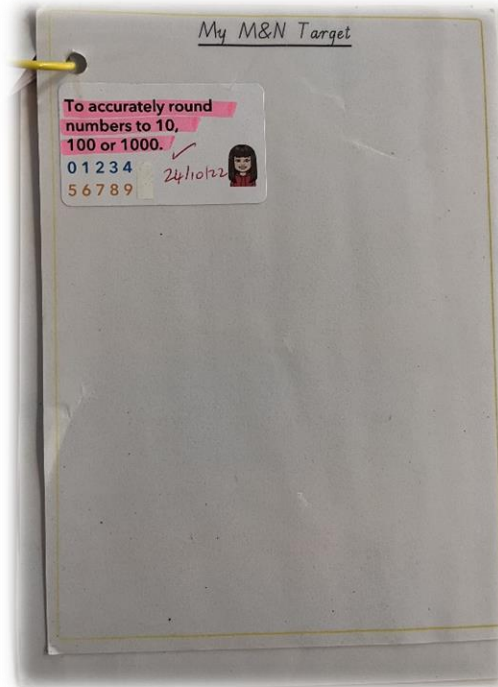
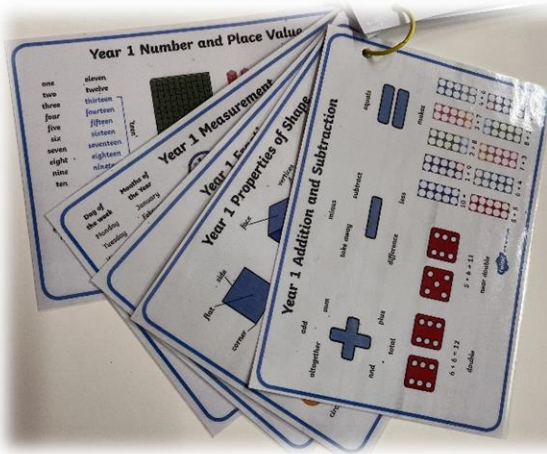


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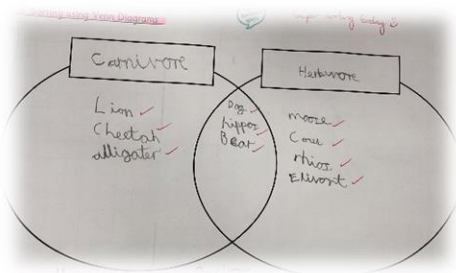
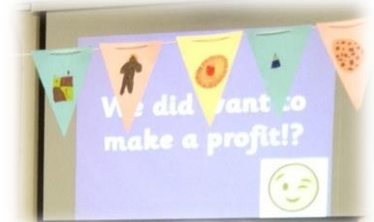
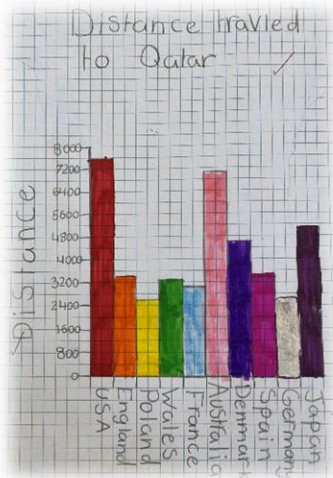
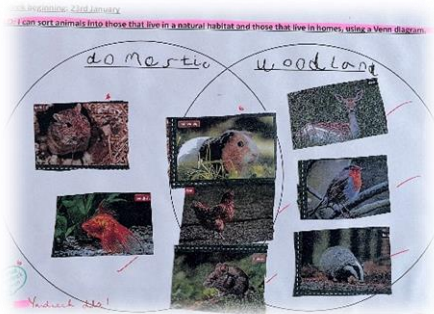
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Toolkits



Cross Curricular Maths

- We apply our maths skills through our termly topics, theme and enterprise weeks.



- Plenty of experience of maths in 'real life' contexts: cooking, telling the time, reading calendars and timetables, enhances and deepens their understanding.

Don't forget outside!

Outdoor play is one of the things that characterises childhood. When using Maths outdoors we don't simply repeat indoor play outside, outdoor play is, by its very nature, different.



How can you help?

- Take away their fears they may have.
- Reassure and praise whenever possible. Positive mindset.
- See mistakes as an opportunity to learn and use them as a discussion point.
- Let them see you using Maths in your everyday routines – portioning meals between the family, chopping vegetables into halves and quarters, looking at the time, paying with money rather than a card.
- Recognise the importance and value of Maths in our everyday lives e.g., managing money and telling the time.



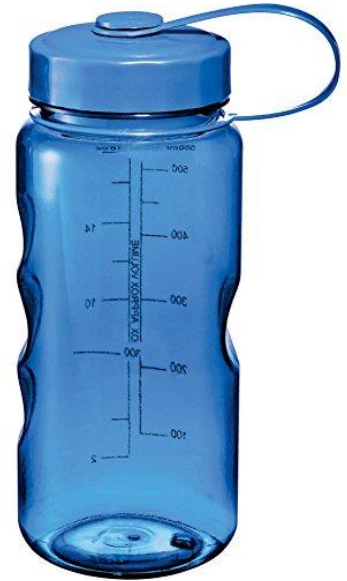
Maths activities you can do at home

- **Counting - steps up the stairs, money into a money box, house numbers etc**
- **Spot numbers in the environment – road signs, microwaves, clocks, number plates etc**
- **Hide numbers around the house or garden for children to find.**
- **Ask children to set the table with enough knives, forks and plates for everyone.**
- **Play games e.g., board games with dice, battle ships, target games.**
- **Play outdoor maths games like hopscotch and skittles. Even better, let children make up their own games and decide how to score points.**
- **Watch Maths based T.V. programmes e.g., Numberblocks - written by maths specialists to model maths concepts and represents number brilliantly. Numberjacks which is excellent for solving problems.**

Maths activities you can do at home

- Read books with maths concepts e.g., The Very Hungry Caterpillar, One is a snail, How big is a million?, Spinderella.
- Deliberately make mistakes. Children need to understand mistakes are normal and everyone makes them e.g., get mixed up when counting, muddle two numbers when ordering them.
- Making a shopping list
- Shopping even if it's pretend so you can use real money
- Cooking – weighing, using a scales, setting the timer
- Sorting coins / counting money
- Using a timer to time 2 minutes teeth cleaning
- Telling the time on a variety of clocks – both analogue and digital
- Using a tape measure or ruler
- Going on a shape hunt
- The list is endless!

Numbers are all around us!

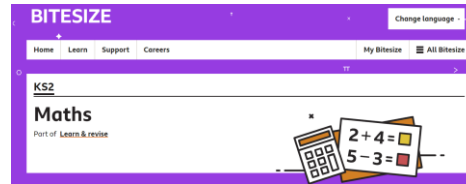


Useful Websites

Cbeebies



BBC Bitesize



Top Marks



Maths Frame



Maths Zone



Reading

Phonics

Shared reading

Guided reading

Independent reading

Focused reading activities

Reading across the curriculum

Class novels and stories



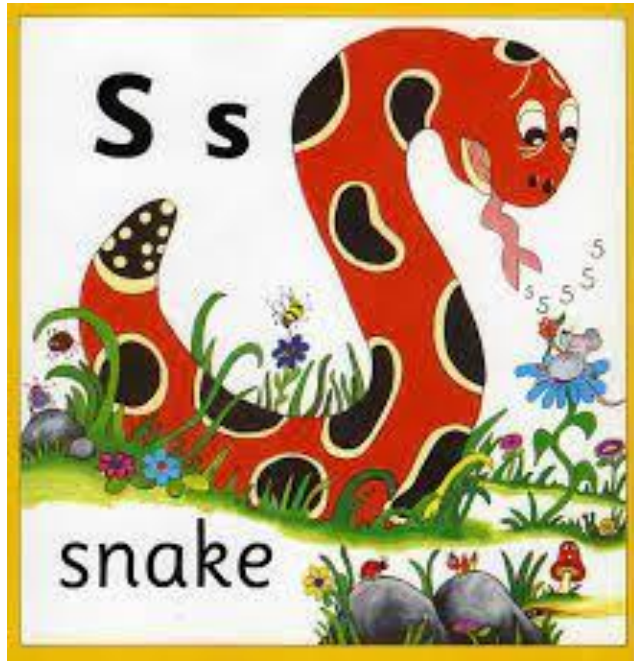
Reading requires two skills

Phonics and Word Recognition

The ability to recognise words presented in and out of context. The ability to blend letter sounds (phonemes) together to read words.

Understanding

The ability to understand the meaning of the words and sentences in a text. The ability to understand the ideas, information, organisation, vocabulary choices and themes in a text. If a child understands what they hear, they will understand the same information when they read.



What are phonics?

- How many letters? 26
- How many sounds (phonemes)? 44
- How many spellings of the sounds (graphemes)? 250

igh



fly high

ie



apple pie

i-e



nice smile

Schwa

It is so important that you model sounds correctly.

How would you say these sounds?

c-a-t

<https://www.youtube.com/watch?v=lwJx1NSineE>

Understanding (Comprehension)

- Finding information on the page.
- Being able to find information that is not on the page. Looking for clues
- Thinking about situations and predicting what might happen.
- Putting yourself in a character's shoes and understanding what is going on from their viewpoint.



How to help your child

Use phonics first.
What sound does the word begin with?
Can you say the sounds in the word?
Blend them together.

Read to the end of the sentence. What would make sense?

What is the text about – what might fit here?

Does it sound right?

Look at the picture. Does it help?

Hearing your child read

Choose

Choose a quiet time and give your child your full attention.

Give

Give support if required using the strategies explained earlier.

Explain

Explain the meaning of new words.

Talk about

Talk about the text using open questions.

Play

Play games using any key words they find difficult.

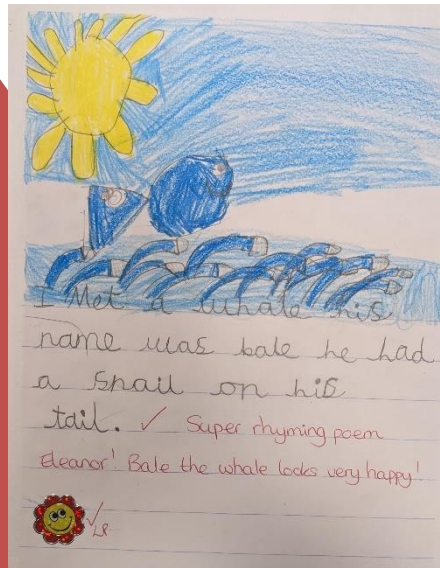


There is
no app
to
replace
your lap

READ TO YOUR
CHILDREN



Writing



Phonics
Modelled writing

Shared writing

Independent Writing

Talk for Writing

Writing across the curriculum

One's a Pona time ther was
HAPPY cloud viliy full of H
and idly but one day a
zcery wich arised and sead
i do not like children that
gros but a littl girl sead
hate wich's that are gros
sead the vittel girl and th
littl girl dsided a eat
the wich and she tolded
wich to Hav a batte
and the wich sead ok
you win i will go* but is
win i will stay and th
the battl began and then
wich got his broom owt
the littl girl got a mo
owt i am going to win
the littl girl no you are
wich i am going

Early Writing



Fine motor

Fred Fingers



High frequency
words



Say it, count the
words

Gross motor

Talk for Writing

A whole school approach

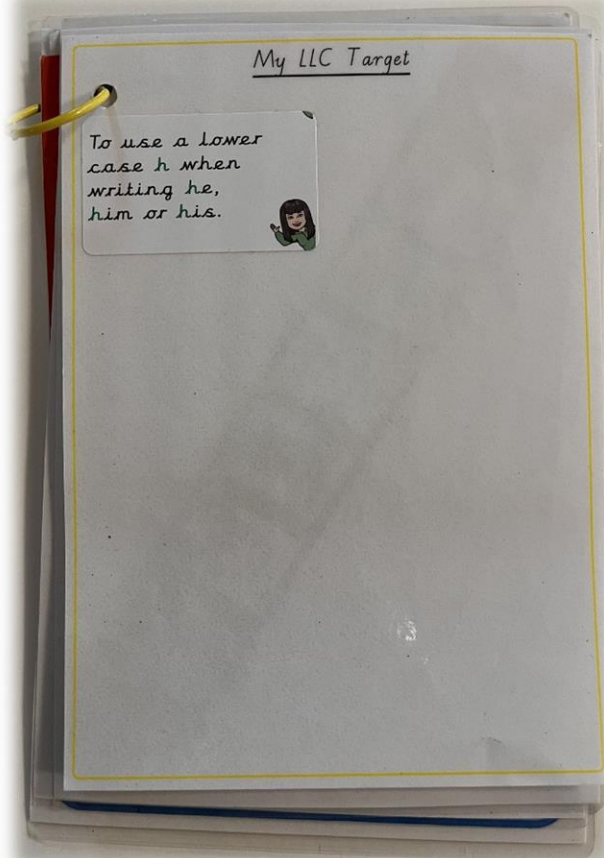
If you can't say it, you can't write it

- **Imitation** – learning a model text
- **Innovation** – making small changes to model text
- **Invention** – writing independently to create their own text.



TalkforWriting

Toolkits



How to support writing at home

Fine motor skills

Gross motor skills

Phonics

Practise key words

Retell familiar stories

Make it fun!

