

Primary Framework for literacy and mathematics: helping children to achieve age-related expectations – securing level 4 by the end of Key Stage 2

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.



Primary

National Strategy

Primary Framework for literacy and mathematics: helping children to achieve age-related expectations – securing level 4 by the end of Key Stage 2

“The renewed primary Framework for literacy and mathematics marks another important step in our drive to raise standards and personalise learning so that all our children can achieve their full potential... and it is in our primary schools that curiosity and enthusiasm for learning are first nurtured and our children develop the confidence to read, to write and to calculate. It is imperative that all our children develop these basic skills to sustain their learning and the confidence to access the curriculum as they move into secondary education.”

Andrew Adonis: Introduction to the primary Framework 2006

What resources are already available?

Primary National Strategy resources are currently available that focus on raising attainment from level 3 to 4. The 2006 *Primary Framework for literacy and mathematics* (www.standards.dfes.gov.uk/primaryframeworks) already includes resources and guidance to help teachers to maximise children's progress across the primary phase. This leaflet provides information about some of the existing resources specifically designed to help teachers in Years 5 and 6, whose children are working at level 3 and may need specific support to reach level 4 by the end of Key Stage 2. These resources offer guidance on planning for and providing this additional support to ensure children achieve age-related expectations by the end of Key Stage 2.

A set of frequently asked questions, with responses that provide specific links and references to a range of resources and supporting materials relevant to teachers in Years 5 and 6, can be found on the back and centre pages of this leaflet. Some of the materials referred to are currently being updated in the light of the renewed Framework and will be available in spring 2007.

Looking ahead

From January 2007 there will be direct links to focused resources on the electronic Framework, initially for Years 5 and 6, looking specifically at securing progress for those children not yet on track to meet national expectations. We would like you to use and comment on these materials. The feedback we receive will enable us to refine and develop further support and guidance to ensure children achieve age-related expectations at the end of Key Stage 2. A set of key teaching materials will also be available to all schools from January on a CD-ROM and will include:

- key resources which have been updated in the light of the renewed Framework;
- revision units;
- guidance on additional targeted support, including booster provision;
- practical teaching resources designed to address key areas of learning, particularly in writing, for advanced learners of EAL – these will be drawn from the recent publication *Learning and teaching for bilingual children in the primary years*;
- ideas for lessons or group activities designed to help children develop the positive learning behaviours needed to support them in becoming active partners in their learning and to overcome self-limiting beliefs – these will include the *Going for goals* materials from *Social and emotional aspects of learning*.

Local support

Your local team of Primary National Strategy consultants will be able to provide further advice and guide you to the latest materials as soon as they become available.

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Headteachers and teachers in Years 5 & 6 in primary and middle schools

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Frequently asked questions: literacy

My children need help with reading comprehension – where can I find useful teaching strategies?

Reading comprehension is an essential part of the reading process and one which is fundamentally reliant on the development of language comprehension and children's decoding skills. The inter-relationship between these two aspects of reading, word recognition and language comprehension, is fully explained in two key documents: *The simple view of reading* and *Developing comprehension*, both of which can be found on the PNS website. A set of materials to help teachers understand the processes involved in reading comprehension (*Understanding Reading Comprehension*, fliers 1, 2 and 3, ref: DfES 1310-2005 to 1312-2005) are specifically designed to identify the knowledge, skills and understanding that children need to develop in order to become fluent and engaged readers, together with the teaching strategies associated with developing these processes. An updated version will be available in spring 2007.

Some of the children need additional support to reach level 4 in both reading and writing – what could we use?

There is a range of support materials which will help you plan for and provide the appropriate teaching, according to your assessment of the children's learning needs. Further literacy support resources (Year 5), including additional 'top-up' units and booster materials for Year 6 children, remain very useful and relevant support materials as you plan for the children who need this additional support. They can be found at:

www.standards.dfes.gov.uk/primary/teachingresources/literacy/nls_booster/year6

Advanced learners of EAL will also need specific support with aspects of writing. Practical ideas can be found in unit 2 of *Learning and teaching for bilingual children in the primary years*, ref: 0013-2006PCK-EN, or at:

www.standards.dfes.gov.uk/primary/publications/inclusion/bi_children/



How can I adjust my planning to help children to revise and consolidate what they have learned?

Guidance on planning, and amending planning to meet the needs of all children, based on assessment for learning, is available in the renewed Framework for all year groups. New revision units will be available early in 2007 and will be of particular use to teachers in Year 6 who want to focus on revising and securing the key literacy learning that children need.

How can I show children how to improve their writing – including making it livelier?

Your understanding of what is involved in the writing process is key to your children's development as writers. Modelling and demonstrating the writing process remains a key teaching strategy, as does your development of the teaching sequence, moving from reading to writing, so that children can experience high-quality texts – fiction and non-fiction – and explore how writers create them, before moving on to create their own writing. Lively, engaging writing depends on a clear sense of purpose and audience and is created through the writer's use of language, the manipulation of sentences and the structuring of the whole text to interest and involve the reader. It is crucial that you identify those aspects of the children's writing that are barriers to lively and engaging writing and then address these in your teaching. You can develop the understanding and knowledge that children need to develop as writers through immersion in a stimulating and interactive language environment. This would include opportunities for a range of talk and planned discussions before writing; the promotion of children's role as language detectives; finding exciting examples of language use and its impact on readers; the creation of 'working walls'; and ICT opportunities in the classroom, where children can translate their thoughts and ideas into exciting and meaningful texts for specified purposes and audiences.

There is a range of PNS materials to support your teaching of writing and many of these resources are hyperlinked to year group planning units in the renewed Framework. They can also be found in the library section of the Framework. The exemplified planning units offer stimulating and relevant ideas and resources for teaching writing, including a strong promotion of the use of ICT to engage and motivate children to see themselves as writers. Some material, including *Teaching writing: support material for text-level objectives*, is being updated and revised versions will be available in early spring 2007.

Frequently asked questions: mathematics

How do I teach children to review how efficient and reliable their methods are and how do I decide if they are ready to learn more refined methods?

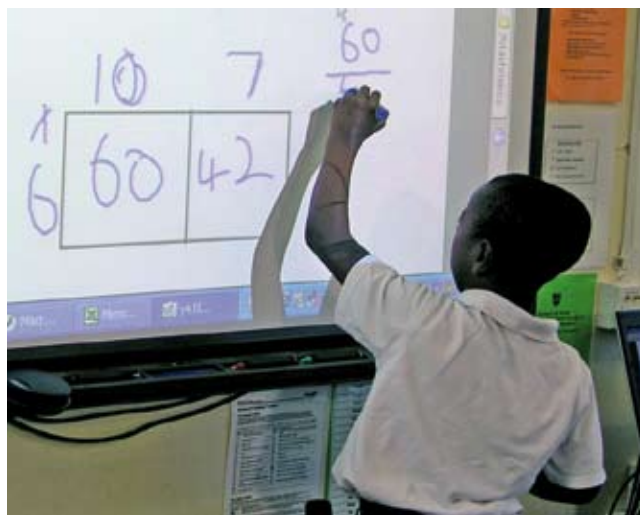
Share different methods and strategies with the children and ask them to use and apply them to carry out different calculations or to solve problems. Ask them which of the methods they understand, to decide if one method is quicker or shorter, if it will always work, or if sometimes it is not needed. Help children to say how a method might be improved, if and when it slows them down, or if they feel they have to use it and why. Introduce some refinements and help them decide if they are an improvement and when and how they could use them for other cases. Encourage children to use the refined method while allowing them to revert back to the safety of an earlier method when they get stuck.

How do I teach children to read and interpret information carefully and accurately from tables, diagrams, graphs and text and to highlight, annotate or jot down notes that will help them?

Give children a table, diagram or graph with no text or numbers included. Discuss possible contexts and scenarios and ask them to generate questions or problems of their own. Use a test question with additional text that includes irrelevant information that children do not need in order to answer the question. Ask children to decide what is useful and important and to explain why, and gradually remove surplus text. Show versions of a problem with diagrams and text rearranged to establish what is the same or different and explain how they read the information using both the text and diagrams. Demonstrate for children how to jot down the key bits of information needed to answer the questions, how to highlight information in tables and how to annotate diagrams and graphs carefully.

What opportunities do my children have to prepare, present, discuss and record explanations, reasoning and conclusions?

Ask children to sit back-to-back and describe to their partner the method their partner has to use to answer a question. The two children discuss how clear the instructions were and then note down the important steps. They share these with other children to get feedback they can use to refine their explanation. Show children a test question that requires an explanation or identification of the method used. Ask children to write down two sets of responses and, with a partner, decide which of the four responses they prefer. Collect examples and identify with the class what a response should include. Demonstrate how to present an explanation, reasons and conclusions. Ask children to prepare similar presentations to a group or to the whole class.



How do I ensure children get regular and frequent opportunities to work independently followed up with groups or whole-class discussion on their strategies, solutions and decisions?

Over a sustained period, in every mathematics lesson, pose five timed mental questions to give children independent practice in responding to test-type mental questions. Follow this up with discussion on how the children answered them, which they found hard to answer in the time available, what they jotted down to help them and what they could do to improve.

Give children three unrelated written questions to answer that draw upon earlier learning. Ask children to work on their own, then to work in groups and swap their solutions, and decide which are correct and why. Discuss the questions, strategies and solutions with the class and identify what further practice is needed.

How do I model for my children when and how to check their methods and solutions and decide if their answers make sense in the context of the question?

Give children a number of questions and possible solutions, some with errors, to check for accuracy. Discuss with the children how they found the errors and how these errors could be corrected. Describe the strategies they might use to check and ask children to apply these to solutions to given questions that are set in context. Give examples of questions involving the interpretation of a display on a calculator in the context of money or measures and questions that require rounding up or down in the context of the question.

How can I demonstrate for children how to find a starting point to help solve a problem and how to develop and review a 'line of attack'?

Present children with questions that do not have an obvious starting point and include numbers with vocabulary such as 'total', 'altogether', 'fewer' and 'share' so that they associate these terms with particular operations. Ask children to find solutions and then discuss in groups how and why they used their strategies. Discuss with the class the different methods and the way children decided on their starting points. Present these methods to the class with new problems and ask children to solve the problems using these methods. Review the approaches used and identify the 'lines of attack'. Give children questions that involve decision-making, the identification of relationships or the key information before the problem can be answered. For example, to find missing numbers in the sequence 2, $_$, $_$, $_$, 14, children need to identify that there are 4 steps and the interval is 12.

Helping children to achieve age-related expectations – securing level 4 by the end of Key Stage 2

Ensuring success for every learner involves:

Identifying where children are

- knowing children's strengths and weaknesses;
- diagnosing the barriers to progress;
- selecting curricular targets which will have the greatest impact on progress and sharing them with children.

Planning

- planning teaching to address identified curricular targets within literacy and mathematics lessons and across the curriculum;
- building in assessment opportunities to monitor children's learning to identify progress against age-related expectations.

Using additional support and targeted resources

- organising additional targeted support, including intervention and booster sessions;
- providing support for revision and opportunities to practise and apply knowledge, skills and understanding to secure children's learning.

Sensible preparation for statutory tests

- ensuring children in Year 6 are used to working independently and under time constraints;
- ensuring children are familiar with what they will be asked to do when undertaking the tests;
- providing support to strengthen motivation and self-esteem for children who lack confidence.

Teaching in Years 5 and 6

I want to use target-setting to help children understand how they can improve – what guidance is available?

The setting of curricular targets, and engaging children and parents in understanding what they mean for the next steps in learning, can play a key part in securing progression in learning and teaching. Look out for new Year 5 and Year 6 curricular target guidance, including a leaflet for parents of Year 6 children. This material will be available on the renewed Framework:

www.standards.dfes.gov.uk/primaryframeworks

and on the CD-ROM from spring 2007.

I want to make the best use of my interactive whiteboard – where can I find a good resource?

ICT offers the opportunity to create an environment where technology can be integrated to enhance teaching and learning. It involves drawing on a range of resources and planning for effective use of these resources to promote and extend opportunities for improving mathematics; reading and writing; and speaking and listening. Guidance on the use of ICT and interactive whiteboards can be found on both the primary Framework website and at:

www.nwnet.org.uk/pages/

Y6-specific question: how do I prepare my children for the end-of-Key Stage tests?

The best preparation for your children is high-quality and inclusive teaching which meets the needs of all learners and supports them in making progress to age-related

expectations. This teaching should be based on a clear and accurate assessment of where children are in their learning. It is important to ensure children know what to expect in the tests and to prepare them appropriately, so that they can show confidently what they understand and can do in the specific context of a national assessment. The following points may be helpful:

- Include sensible preparation for the tests in your teaching – help children to develop confidence in their own knowledge and skills to enable them to achieve success.
- Ensure there are plenty of test questions integrated into lessons.
- Share mark schemes with the children to establish expectations and use these to support peer and self-assessment.
- Plan in order to secure children's understanding.
- Provide opportunities for children to practise timed tasks. For example, ensure mental mathematics questions are timed, emphasising the importance of answering in 5, 10 or 15 seconds; in literacy, 15 minutes' reading and 45 minutes' answering questions; planning and writing in timed conditions for the short and long writing tasks.

Existing guidance on teaching in Year 6 can be found at:

www.standards.dfes.gov.uk/primary/features/primary/supportforyear6

Updated guidance, related to the renewed Framework, will be available on the Framework website early in the spring term.

This publication is available for download from:

www.standards.dfes.gov.uk

www.teachernet.gov.uk/publications

Copies may be available from:

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