

North Yorkshire Local Authority – Mathematics and Reading Projects 2024/25

Following the success of the NYC reading project in 2023/24, the school improvement service is running the project again, with invited schools, and has also invited some schools to join a newly designed mathematics project. The aim for both projects is to support schools and academies across North Yorkshire to improve attainment in mathematics and/or reading at the end of KS2.

The project has the following aspirational objectives:

At school Level

1. To raise your school's end of KS2 attainment in mathematics/reading so that outcomes are at least in-line with the national figure
2. For a target group of Year 6 pupils to attain the expected standard in mathematics/reading
3. For schools to further develop their provision for mathematics/reading

At LA Level

To continue to raise the Local Authority's end of KS2 attainment in mathematics/reading and RWM combined so that overall outcomes are in-line with the national figures, or better.

Access To Project Resources For All NYC Schools And Academies

The project is running from the autumn term until KS2 test week and invited schools will be sharing baseline, mid-year and end of year data for analysis of impact.

The LA is committed to supporting all schools in raising pupil outcomes and is keen to share the resources and information about how they can be used with your year 6 cohort, with all schools and academies across North Yorkshire.

If you have any questions please contact Michele.Hatersley@norhtyorks.gov.uk for mathematics, and Lindsay.Miller@northyorks.gov.uk for reading.

Mathematics Project

The intention is for the resources, which have been developed from past SATs arithmetic and reasoning questions, to be used with a whole class. The project focuses on pupils analysing mathematical information, modelling mathematical relationships and developing accurate vocabulary and language through paired and whole-class discussion. The teacher's role is to use the prompts provided to facilitate, manage and journal the pupils' collective ideas.

The project comprises of:

- 9 blocks to be completed between now and 2nd May 2025.
- Each 'Block' has 8 daily sessions and 1 review focus split across two sessions.
- Blocks are designed to last two weeks.
- Each daily session should be allocated 15 minutes to complete the tasks which become increasingly more challenging over time.
- The daily sessions have an arithmetic focus or a reasoning/problem solving focus.
- The slides are animated to support a progressive structure being used – prompts will be reduced overtime.
- The focus of the sessions is to stimulate mathematical talk and modelling of concepts; answering the specific question is secondary.

Use the questions provided on each slide to prompt discussion about the mathematics within the questions.

- Encourage mathematical talk and the use of a range of mathematical language and vocabulary
- Encourage pupils to draw models
- Collect ideas shared by the pupils so that different approaches can be seen
- Daily questions should be collaborative: a mix of paired and/or small groups alongside a whole-class focus
- Review questions should be completed independently first and then the answers should be shared and discussed

Reading Project

The intention is for the resources to be used with a whole class, but can be used with smaller groups. The project's focus is on developing comprehension, however, these resources are NOT test based. Oracy is at the heart of the project and the sessions are rooted in children's discussions about the extract, evidence required to answer the question and agreeing what the best answer is. The teacher's role is that of facilitator, managing and shaping those discussions.

The resources are based on two-weekly cycles, with 8 days focused on 15-minute daily 'starters' and then 1 or 2 days for the longer comprehension activity.

Starters

Each set of resources includes a powerpoint based on a text, which includes an extract from that text on each slide, with some questions about the text underneath. There are at least 8 slides to use across a two-week period, every day for 8 days. On those 8 days:

- Teacher preparation requires them to read the extract and questions and consider what barriers the children may encounter when answering the questions. Why is this question tricky? Where can you find the evidence? If it is inference, how can you work out the answer? Is there any challenging vocabulary? etc.. There are no set answers provided for the starter sessions.
- Children should be organised into pairs and it is recommended that this pairing is the same for the two-week cycle.
- At the start of the session the teacher reads the extract out loud to the class. This is an opportunity to model prosody, or engage the children in choral reading. Challenging vocabulary may be shared at this time.
- The pupils have a set time (no longer than 5 minutes) to re-read the extract in their pairs, read the question/s and decide upon a shared response, which they need to be prepared to share with the whole class.
- The teacher follows up with a whole class discussion (about 10 minutes) to identify challenges, potential answers, how the evidence was found, importance of a second read, if skimming or scanning could be used as a technique, etc. The teacher should encourage children to build on answers that are provided, or challenge what has been offered. The outcome of the whole class discussion is to agree the best possible answer/s to the questions.

Longer Comprehension

For two days within the two-week cycle, the comprehension resources are used – this could be across two days, or during one longer session. The updated resources for 2024-25 identify if the comprehension should be used before the starters, due to cohesion across the extracts. If it is not stated it should be used afterwards. These resources are in a word document (so the font, margins, etc can be changed) and include a longer extract, a set of questions and a set of answers for the teacher.

- Pupils should complete the comprehension individually and independently, with written answers, within a timed 20 minute session. Some children may be supported with a pre-read, or with support to access the text initially. It may be that for the first few rounds,

they don't all finish the questions within 20 minutes. Doing this session every fortnight aims to build up reading stamina. They have been designed to mirror the amount of reading and number of questions in a KS2 test.

- The children then work in pairs, or threes to discuss some of their answers and where there are discrepancies, come to an agreed response. This session could take about 10-15 minutes.
- The teacher then leads a whole class discussion about the questions where there were challenges and, in a similar way to the starter whole class discussions, unpick how to answer those questions. This is where they could also consider responses according to the number of marks awarded.

The materials are purposefully challenging in order to promote discussion and to identify barriers and consideration of how to formulate the most appropriate response.

If you would like any of the resources sent to you, please contact schoolimprovementservice@northyorks.gov.uk identifying which resources you wish to be sent (mathematics/reading/both).