

# NIACE Family Learning Matters

## Family Numeracy

### INTRODUCTION

This topic paper is for family learning managers and practitioners, to provide an overview of the policy context for, and demonstrate the role of family numeracy in meeting policy objectives, and to share examples of best practice. It will be particularly useful for providers looking to extend their family numeracy provision, or those new to family numeracy. It includes a free family numeracy activity that can be photocopied and used with learners.

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## ADULT SKILLS POLICY

The 2003 *Skills for Life survey*<sup>1</sup> found that 21 per cent of the UK's working age population had numeracy skills below Entry Level 3. Following the government's *Skills for Life Strategy*<sup>2</sup> in 2001, a Public Service Agreement (PSA) target was set for improving adult skills in literacy, numeracy and English for Speakers of Other Languages (ESOL) by 2010. The target was to improve the skills of 2.25 million adults between 2001 and 2010, with two milestones – 0.75 million by 2004 and 1.5 million by 2007.<sup>3</sup> Both the 2004 and 2007 targets were exceeded, and the 2010 target has been achieved two years early.<sup>4</sup> A further target has been set for an additional 1 million adults, including a specific target for 390,000 adults achieving a first Entry Level 3 (or above) numeracy qualification.

The Leitch Review of Skills<sup>5</sup> proposed stretching targets to 95 per cent of adults achieving functional literacy and numeracy (from their 2005 levels of 85 per cent and 79 per cent respectively) by 2020. While the improvement in literacy skills is generally seen as achievable, the extra stretch in the numeracy target is seen as more of a challenge, and it is recognised that a specific drive on adult numeracy is necessary.<sup>6</sup> In March 2008, the government's 'Get On' campaign was launched with a focus on adult numeracy.<sup>7</sup>

## SCHOOLS POLICY

Over the past decade, since the introduction of the National Numeracy Strategy<sup>8</sup> in 1998 and the Primary Strategy<sup>9</sup> in 2003, the percentage of children leaving primary school with Level 4 and above at Key Stage 2 has risen from 59 per cent to over 77 per cent. However, the percentage of those failing to achieve Level 3 has remained consistently at around 6 per cent. In September 2007, the government announced Every Child Counts – a new programme of intensive support and one-to-one tuition in maths, for primary school children who are falling behind.

The Children's Plan<sup>10</sup> set a goal that by 2020, at least 90 per cent of children should achieve the right level for their age in English and Maths. In the new Public Service Agreement targets, PSA 10 (raising the achievement of children and young people) includes several national indicators relating to mathematics and numeracy. The government has accepted the recommendation of the Williams review of mathematics in primary schools,<sup>11</sup> that there should be a maths specialist in every primary school in 10 years. The government has announced an investment of £24 million over 3 years to set up and begin to implement a major training programme for 13,000 existing primary school teachers to become 'maths champions'.

## ISSUES FROM EMPLOYERS

The Leitch Review of Skills stated that skills were the key to economic success for individuals, businesses and the country.

*Productivity is increasingly driven by skills. The ability of firms to succeed in the face of growing international competition depends increasingly on the skilled labour force they can draw from. Skilled workers are better able to adapt to new technologies and market opportunities. Higher levels of skills drive innovation, facilitate investment and improve leadership and management. For innovation to be effectively implemented, businesses must be able to draw on a flexible, skilled workforce.*

There are, however, challenges to the notion that skills are the fundamental driver for economic productivity. Coffield<sup>12</sup> argues that other factors are equally important and that there is a danger in over-inflating the importance of skills.

Numeracy skills are increasingly important in employment and the employment rate of women, in particular, is severely affected by poor numeracy skills.<sup>13</sup> A recent survey by the Institute of Directors<sup>14</sup> found that 60 per cent of its members believed that the numeracy skills of their employees had worsened over the past 10 years.

1 DfES (2003a)

2 DfES (2001)

3 The target defines improvement as movement up a level and the achievement of a first qualification in adult literacy, numeracy or ESOL at Entry Level 3, Level 1 or Level 2. The target measures first achievements only, so if a learner moves their skills up by two levels, only one achievement is counted towards the target, thereby avoiding double counting.

4 *More than 2.5 million adults achieve first qualifications in basic skills* – DIUS press release, 23 June 2008, available from [www.government-skills.gov.uk/news/070708\\_basic\\_skills.asp](http://www.government-skills.gov.uk/news/070708_basic_skills.asp)

5 Leitch (2006)

6 National Audit Office (2008)

7 [www.direct.gov.uk/geton](http://www.direct.gov.uk/geton)

8 DfEE (1998)

9 DfES (2003b)

10 DCSF (2007)

11 Williams (2008)

12 Coffield (2002)

13 Parson and Bynner (2005)

14 Grimston (2008)

## FAMILIES AND NUMERACY

The impact of poor numeracy skills on individuals and their families has been shown to be equal to, if not greater than poor literacy skills. Research shows that men tend to have stronger numeracy skills than women,<sup>15</sup> but that low numeracy skills have a greater effect on women than on men. For men, the combination of poor literacy and numeracy is linked to poorer economic life chances, with more risk of unemployment and low-skilled work. For women, the impact of numeracy alone, regardless of their literacy standard, is linked to poorer economic life chances. Numeracy skills decline if not used in employment, leading to a vicious cycle of low numeracy skills and unemployment/low-skilled employment.<sup>16</sup>

In addition, poor numeracy is linked to low levels of home-ownership, spells of homelessness for women and increased likelihood of being in trouble with authority for men.<sup>17</sup> Women with lower levels of numeracy are also more likely to have children at a younger age and to have more children. Adults with low literacy and numeracy skills are more likely to come from economically disadvantaged backgrounds, to have parents with few or no qualifications, and less likely to have parents who were interested in their education.<sup>18</sup>

Research demonstrates the inter-generational transmission of educational success,<sup>19</sup> as well as the importance of 'family caring' in ensuring that skills and resources are used to the child's benefit.<sup>20</sup> Government research and policy recognises the importance of family background and influence on children's attainment and aspirations.<sup>21</sup> The Williams review<sup>22</sup> identifies parents as a key influencing factor on the development of children's numeracy skills and their attitudes towards learning maths:

*Parents are a child's first and most enduring educators, and their influence cannot be overestimated... It is*

*acknowledged that the overwhelming majority of parents want to do the very best for their children and also recognised that the majority say they expect to need advice or help at some time or another. (Williams, 2008, p 69)*

As has been shown, adults with low numeracy skills tend to be economically disadvantaged and therefore poor numeracy can contribute to familial cycles of deprivation, while improving numeracy skills for both parent/carer and child can help to reverse this cycle. Programmes such as family numeracy can therefore contribute to the Every Child Matters outcome of 'achieve economic wellbeing.' Family numeracy that links with improving financial literacy also contributes to the UK's National Strategy for Financial Capability<sup>23</sup> which aims to support the development of approaches to improving people's knowledge and understanding of personal finance. The Adult Financial Capability Framework<sup>24</sup> details the underpinning numeracy skills needed for building competence and confidence in dealing with finances and the evaluation of the Basic Skills Agency's Financial Literacy projects<sup>25</sup> shows that financial capability/literacy can and does engage learners in literacy, language and numeracy learning. The intergenerational influences on financial attitudes, behaviours and decision-making suggest that families are well suited as 'learning ecologies' to develop skills relevant for both adults and children.<sup>26</sup>

## NUMERACY TEACHING

The National Centre for Excellence in the Teaching of Mathematics (NCETM) was set up in 2006, in response to the recommendations of the Advisory Committee on Mathematics Education (ACME).<sup>27</sup> Its remit is to enhance the professional development for mathematics teachers in all education sectors in England. It has been commissioned by DIUS to develop a National Numeracy for Employability Strategy, in response to the Leitch agenda.

15 Parsons and Bynner (2007)

16 Parsons and Bynner (2005)

17 Parsons and Bynner (2005)

18 Parsons and Bynner (2007)

19 Feinstein *et al.* (2004)

20 Michael (2008)

21 Cabinet Office, Social Exclusion Team (2007) and DfES (2007)

22 Williams (2008)

23 See [www.fsa.gov.uk/financial\\_capability/](http://www.fsa.gov.uk/financial_capability/)

24 BSA/FSA (2006)

25 Rhodes and Coben (2008)

26 See NIACE's *Family Finance Topic Paper* (in press)

27 ACME was established in January 2002, by the Royal Society and the Joint Mathematical Council of the UK

As part of the drive to improve the quality of the teaching workforce in the post-16 sector, being led by Lifelong Learning UK (LLUK), the Sector Skills Council, all new *Skills for Life* teachers appointed from 1 September 2007, are required to hold or acquire a Diploma in Teaching in the Lifelong Learning Sector at Level 5, and a subject specific qualification. Family Learning qualifications will also be available later in 2008 and the LSC recommends that providers should be planning to introduce these. In addition all teachers are required to be registered with the Institute for Learning (IfL) and to conduct 30 hours (or the pro-rata equivalent) continuing professional development per year.

## FAMILY NUMERACY

The 2008/9 Family Programmes guidance demonstrates a clearer and firmer push towards longer courses, with learners achieving up to date national qualifications and a requirement for providers to make a distinction between literacy, numeracy and language when recording and monitoring programmes and achievement. There is a recognition that, although there are more people with numeracy needs, traditionally more family literacy programmes have been offered, and that this may need to change.

Providers and their regional LSCs are expected to set their own anticipated figures for participation and achievement, based on local need. As well as those with numeracy needs, priority groups have been identified which include unemployed people and those on benefits and other groups at risk of social exclusion. An additional pot of £30 million has been made available over the three year period to 2010/11. This Family

Learning Impact Funding (FLIF) has a specific strand for family numeracy. It aims to build the capacity of the workforce, increase the range and flexibility of the learning offer and the number of parents achieving qualifications and progressing. It intends to:

- Increase the demand for numeracy, develop numeracy champions and mentors
- Increase the volume of family numeracy provision in a variety of settings
- Develop fast track training programmes and CPD drawing on the new Family Literacy Language and Numeracy (FLLN) CPD units and increase the number of effective family mathematics and numeracy teachers
- Design and develop exciting family numeracy learning activities for short and standard family numeracy courses
- Identify motivating and challenging on line learning materials for families to access at home
- Work with the National Research and Development Centre for adult literacy and numeracy (NRDC) in 2010 to analyse numeracy outcomes for parents and children
- Increase the number of fathers addressing their numeracy needs.

## FAMILY NUMERACY PROGRAMMES

The LSC funds a range of family numeracy provision, from engagement workshops to standard programmes of 60–72 hours. The emphasis is increasingly on longer courses that lead to learners achieving national qualifications.

LSC-approved Family Numeracy courses 2008/9

Programme name	Children's age range	Parent/carer and child or parent/carer only?	Engagement workshop (2–4 hours)	Introductory (9–13 hours)	Short (30–49 hours)	Standard (60–72 hours)
Family Numeracy	3 years + (school age for short and standard)	Parent/carer and child or parent/carer only	✓		✓	✓
Literacy or Numeracy (Being Healthy)	3 years +	Parent/carer and child or parent/carer only		✓		
Numeracy (Family Finance)	School age	Parent/carer and child or parent/carer only		✓	✓	
Literacy or Numeracy (Keeping up with the Children)	Parents of school age children	Parent/carer only or parent/carer and child	✓	✓	✓	
Combined Literacy/ Language and /or Numeracy	5 years +	Parent/carer and child	✓			✓

There has been very little research carried out to evaluate the efficacy of family numeracy programmes alone. However, the Basic Skills Agency's evaluation of its pilot family numeracy programmes, in 1998,<sup>28</sup> showed a statistical improvement in children's numeracy abilities and increased contact between parents and their children's school. It also debunked the notion that provision for adults' own numeracy development would deter participation, and showed that accreditation rates were high where offered. A follow-up study by Brooks and Hutchison<sup>29</sup> found that improvements continued and that children were more likely to receive support from home and parents to be involved with the school. The 2002 evaluation of Keeping Up with the Children<sup>30</sup> programmes found that parents became more confident in helping their children with maths, and in dealing with the school.

## FINDINGS FROM INSPECTION REPORTS

Although Ofsted inspection reports do not differentiate between provision for family numeracy and FLLN generally, it is possible to identify some key factors for successful family numeracy provision, from inspection reports:

**Effective use of accreditation and testing.** Successful family numeracy provision ensures that learners are encouraged to take accredited courses at the point it is appropriate for them, and that the benefits of accreditation are promoted. The move to accreditation should be seamless and easy for the learner, with immediate access to tests including online testing and practice papers.

**Targeting and identifying learners.** Working in partnership with organisations such as schools, prisons, women's centres, voluntary organisations and children's centres, helps to target particular groups of learners. Good co-ordination between FLLN and Wider Family Learning provision, together with effective assessment, are key to ensuring that learners with numeracy needs are identified and encouraged to move towards appropriate numeracy courses and accreditation.

**Setting challenging targets.** Adults with numeracy needs require support and encouragement, but they also need to be challenged in their work, particularly as they gain confidence. Effective numeracy provision identifies those who need support, but also those who are able to tackle more difficult tasks and activities.

**Emphasis on adult skills development and application outside the classroom.** Successful family learning provision emphasises the adults' learning as well as that of the children. It encourages learners to consider how their numeracy skills can be incorporated into everyday activities, such as weighing recipe ingredients and shopping, as well as their interests such as football coaching.

**Tutor qualifications.** Family numeracy courses should include at least one tutor with the appropriate qualification for teaching numeracy to adults, although they may work alongside school teachers and volunteers.

**Stimulating activities and resources.** Successful family numeracy sessions include a wide variety of interactive fun activities that reflect learners' home cultures.

28 Basic Skills Agency (1998)

29 Brooks and Hutchison (2002a)

30 Brooks *et al.* (2002b)

## EXAMPLES OF GOOD PRACTICE

**Family learning courses take place in a variety of contexts, including primary schools, secondary schools, museums, children's centres and prisons:**

**Cornwall Family Learning** work with both primary and secondary schools in the county, targeting areas of disadvantage. They work closely with school teachers and the county adviser for mathematics to identify pupils who have numeracy needs, as well as with other family services such as health visitors. They find that family numeracy is particularly well received by parents and pupils at secondary school. Whereas provision in primary schools takes place during school hours and consists of separate activities for children and adults followed by a joint activity, in secondary schools it takes place in the evenings, with adults and children working together. The family numeracy tutor is qualified in teaching adults and has a numeracy specialist qualification. He works alongside a school teacher assigned to the group, and together they plan and deliver the course to meet the needs of the group and the school. All the adults have the opportunity to take the national tests, either through the family numeracy course, or through further courses at a later stage, signposted by the tutor and the Information Advice and Guidance (IAG) professional who visits each course.

**Suffolk Family Learning** have been working in partnership with Ormiston Trust to deliver work in prisons. Together they ran a range of workshops and courses, including a 'Keeping Up With the Children' Numeracy course, with an adapted programme and materials developed specifically for the prison context. The course was very successful and the participants were keen to understand how numeracy is taught in schools and to learn some of the terminology so that they could feel more confident in supporting their children and talking to them about their school work. The inclusion of several different fun activities was found to be particularly useful in this context, for keeping the programmes interesting and relevant.

**Norfolk Castle Museum's** Learning Department has worked in partnership with the Norfolk Family Learning team to plan and deliver a nine week family numeracy course, every year since 2006. As an extended course, it is particularly special for the museum, giving them the opportunity to get to know the participants well and to make them

comfortable with the museum environment. In the mornings, adults and children work in separate groups, the adults preparing for the national numeracy test which they have the option to take at the end of the course, and the children improving their numeracy skills with group and individually tailored work. In the afternoons, the families come together and work with museum educators on numeracy themed activities based on and with buildings, galleries and objects from the museum. Activities include working on arithmetic and times tables with a 'Victorian schoolmaster'; collecting and recording data about the numbers of different kinds of amulets, gods and figures in the Egyptian collection; measuring the castle keep using a chain.

**Building good relationships with schools, parents and other partners is key to the successful recruitment of learners:**

**The Gloucestershire FLN team** found that it was vitally important to make sure all relevant managers, head teachers and teaching staff involved were totally clear about the aims, objectives and outcomes of family numeracy programmes. Once these individuals were aware of the positive impact family numeracy could have on both parents' and children's lives, they became useful allies in recruiting parents onto courses. At one infant school, an initial meeting with the head teacher resulted in a consequent meeting with teaching staff who had direct contact with the parents. With an awareness and appreciation of the benefits of family numeracy, these teachers recruited families who would benefit most from the programme. They coupled this personal invitation with the promise of a 'goody bag' (pens, pencils, erasers and small teddy bear) to any family group who signed up and attended. Because of the good relationships that were already in place between the staff and parents, the programme was given the credibility it deserved. Although family numeracy can be a difficult concept to 'sell', they found that, if the subject was initially presented in the context of helping the children, this often led to parents wanting to improve their own skills. In addition, because the aims and objectives of the programme were made very explicit, the adults were aware that the sessions were for them as well as for their children. The team comment that "the strengths of our partnerships, particularly with school heads, children's centre managers, extended services and SHAPE advisers<sup>31</sup> have resulted in many learners attending programmes and re-entering education that otherwise would not have done so."

In response to a needs analysis in the county, **Suffolk Family Learning** have been increasing their family numeracy provision. Their success in recruitment to family numeracy programmes is partly due to the relationships they have established over time with the schools where the courses are run. The schools encourage the parents/carers who most need the course to attend. This whole organisation approach has been important in building the understanding, support and success of the programmes. Recruitment for family numeracy is often built on to other programmes. For example, in some schools where 'Keeping up with the Children' or 'ICT and Family Literacy' is run in the autumn term, family numeracy is offered in the spring term. This approach gains families' interest and builds the initial relationships through other courses before moving on to numeracy.

### Stimulating and fun learning activities in different contexts help to engage learners in family numeracy courses:

**Sunderland Family Learning** engages reluctant learners to FLLN programmes, by demonstrating that learning is not confined to the classroom. They find that making use of alternative learning environments, such as community farms, local shops, supermarkets, wildlife trails, the bowling alley or museums and libraries, enables them to engage learners who may have unhappy memories of previous learning. For example, a pre-prepared visit to a local community farm, with activity sheets and supporting booklet, generates many learning opportunities. Parents and children can explore number bonds to ten (if there were three sheep in the field how many more would the farmer need to have ten? Does the farmer have more cows than sheep?) This type of activity also helps parents and children develop mathematical vocabulary. In this context, there are many examples of two and three-dimensional shapes – bricks, fields, wigwams, tractor wheels, feed containers; and of tessellation – brickwork, paving stones, tiles and chicken wire. Parents and children can estimate distance and then measure it using strides. They can count the numbers of different animals and then produce a simple tally chart. This information can be taken back to the classroom and used during the joint session to produce graphical representations of the data collected.

**Gloucestershire FLLN team** have used the following activity with Year One children and their parents on an intensive family numeracy programme. The theme of the session was 'All about Me' and in previous sessions, the parents had drawn the outline of the children on lining paper. Following this, the family groups were given instructions and diagrams with a sheet to record the measurements of different parts of the body. These recorded measurements were then used to make cardboard 'bones' that were connected together using paper fasteners, resulting in 'life size' skeletons. The families found this great fun, but it also elicited a lot of conversation about metric and imperial units of measurement. It created an effective introduction in the following adult numeracy sessions to measurement, area and volume. By encouraging discussion and collaboration, adults discovered ways of learning numeracy that were often much different to the way they learnt at school. The team found that their practice methods have been aided by their involvement with the South West FLLN Regional Advisers and by attending South West Regional Numeracy Meetings, where best practice can be shared with other managers, practitioners and leading exponents from organisations such as NIACE, LSC and NCETM.

## FAMILY NUMERACY RESOURCES

As family numeracy has developed, a growing range of resources has been created to support it, as well as general numeracy resources that may be useful. The list below is by no means exhaustive, and this topic paper also includes a family numeracy activity (page 11)

Former Basic Skills Agency publications<sup>32</sup>

- *Fun with...* booklets
- *Count and figure it out together pack*
- *Keeping up with the Children lesson plans*
- *Key words dictionary: numeracy*
- *Numeracy – help your children pack* (bilingual)
- *Numeracy – help yourself pack* (bilingual)

Suffolk Family Learning have produced a range of numeracy resource packs<sup>33</sup> including:

- *Calculations*
- *Keeping up with the Children Numeracy*
- *Measure Shape and Space*
- *Playing with Numbers*
- *Practice papers for numeracy tests*
- *Solving problems and handling data*
- *Family Finance*

### Other resources:

- Campaign for Learning – *Shopping around*<sup>34</sup>
- Campaign for Learning – *The shape game*<sup>35</sup>

### Useful websites:

[www.ncetm.org.uk/](http://www.ncetm.org.uk/)

[www.mathsyear2000.org/standards/index.html](http://www.mathsyear2000.org/standards/index.html)

[www.bbc.co.uk/schools/websites/4\\_11/site/numeracy.shtml](http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml)

[www.dcsf.gov.uk/curriculum\\_numeracy/](http://www.dcsf.gov.uk/curriculum_numeracy/)

[www.coolmath.com/](http://www.coolmath.com/)

[www.teachingideas.co.uk/earlyyears/content02numeracy.htm](http://www.teachingideas.co.uk/earlyyears/content02numeracy.htm)

[www.ocean-maths.org.uk/index.htm](http://www.ocean-maths.org.uk/index.htm)

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32. Available from the NIACE website at [www.niace.org.uk](http://www.niace.org.uk)

33. For more information contact [marion.gibbons@educ.suffolkcc.gov.uk](mailto:marion.gibbons@educ.suffolkcc.gov.uk)

34. Available from:

[www.campaignforlearning.org.uk/cfl/assets/documents/Activitiesandworksheets/A4%20Shopping%20Around%20Activity%20Guide.pdf](http://www.campaignforlearning.org.uk/cfl/assets/documents/Activitiesandworksheets/A4%20Shopping%20Around%20Activity%20Guide.pdf)

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This paper was produced by Mandy Thomas, NIACE, October 2008

NIACE has a broad remit to promote lifelong learning opportunities for adults. NIACE works to develop increased participation in education and training, particularly for those who do not have easy access because of class, gender, age, race, language and culture, learning difficulties or disabilities, or insufficient financial resources.

You can find NIACE online at [www.niace.org.uk](http://www.niace.org.uk)

The family learning team at NIACE works to support the development of a broad vision of intergenerational learning opportunities for all families. For more information contact:

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### NIACE FAMILY LEARNING MATTERS TOPIC PAPERS

NIACE family learning Topic Papers aim to support providers on topical and current issues in family learning provision.

#### Topic Paper No 1, June 2007

##### *Reviewing Family Literacy, Language and Numeracy Programmes*

This paper takes the format of a checklist to support providers to review and develop LSC-funded FLLN programmes. It is intended to be used flexibly and to stimulate discussion.

#### Topic Paper No 2, June 2007

##### *The National Occupational Standards for Family Learning and Qualifications for Family Learning Tutors*

This paper is a briefing and update for those interested in (or confused by) national standards and qualifications for family learning tutors.

#### Topic Paper No 3, September 2007

##### *Family Learning to Employment: Raising Aspirations and Gaining Skills*

This Topic Paper is aimed at new practitioners and managers working with families to support progression from family literacy, language and numeracy and wider family learning into education, training and employment.

[www.niace.org.uk/research/family](http://www.niace.org.uk/research/family)

36. Available from <http://publications.teachernet.gov.uk/eOrderingDownload/Williams%20Mathematics.pdf>

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## SOME DICE ACTIVITIES FOR FAMILIES

These activities can be played as a family to develop recognition of some different ways numbers are represented and to practise simple addition and subtractions

### Activity one

You will need:

One dice with dots (make up a dice from the template overleaf, or use a ready-made one)

One base board

Counters

Make up a base board as on page 10. In each of the squares put a number from one to six, either in numerals, 1,2,3,4,5 and 6 or in dots (try to draw them in the same pattern they are on a dice) . The numbers and dots can be in any order.

In pairs, each player rolls the dice and puts a counter on the board on the number they have thrown – the first person to get three numbers in a row either horizontally, vertically or diagonally wins.

### Activity two

You will need two dice (one with numerals and one with dots)

Each player takes a turn to roll both the dice and shouts snap when the dots and numerals represent the same number.

### Activity three

Make up the three dice from the templates overleaf (two with numerals or dots and one with addition and subtraction operations)

Each player takes it in turns to roll all three dice. They then make it into a sum, which they work out through adding or subtracting one number from the other. If it is a subtraction, the smallest number is always the number taken away.

With thanks to Suffolk Family Learning

## Dice templates

Photocopy the dice templates and cut them out. Place the cut-out shape face downwards and fold up at each of the lines. Turn the shape over and put a dab of glue on all the tabs. Join the number 2 (or +) face to the number 4 (or -) face. Fold face numbers 6 and 1 (or – and –) to form a cube.

