

Times Tables

$$5 \times 6 = 30$$

$$3 \times 5 = 15$$

$$4 \times 9 = 36$$

$$2 \times 6 = 12$$

This year in Y3/4 we have taken on a new approach to teaching the times tables. With some guidance from other schools and in particular maths specialists we will now teach tables in the following way.

We will be testing the children at least 5 times week for the rest of the school year, once a day and if possible twice a day.

There are 40 questions in each test. We will give the children 2 minutes for the test. This is an average of 3 seconds per question. Some children will do few initially but the repetition will mean they quickly improve their scores. It is important that they (and we!) know what we are aiming for.

How we will administer the tests:

- The children should work through the questions in order, rather than e.g. spotting all of the 5 x 3s and filling those all in first.
- If they don't know the answer to any individual question, they should look at the fact on the display and copy the answer. [IMPORTANT: We will have the facts they are learning clearly displayed in the classroom. It will take far too long for them to 'cheat' by copying them individually, but equally if they don't know them we DO want the child to be able to see what the answer to a fact is rather than having to skip count to get the answer.]

Once they have done the test we go through it. Here is how we do it:

- The children swap to a different coloured pen.
- We will read the full times table fact. For convention we will say the larger number first whichever way the fact is written so they are only having to learn one sound pattern for each fact. The language is very important. If the question is $3 \times 6 = \underline{\quad}$ we say "Six threes are eighteen" (not "six times three" or "six groups of three", or indeed "three sixes are eighteen").
- They repeat the full times table fact. Watch carefully to check that ESPECIALLY those who you have seen to be slower are saying it out loud. It is important that they hear themselves say the fact. If they haven't completed the fact (or have got it wrong) they should write in the correct answer in their different coloured pen as we go through them).
- For division facts say the following. For $18 \text{ div } 3$, say MMM threes are eighteen, SIX threes are eighteen (at this point write 6 in the answer). Point to the relevant part of the division fact, but SAY THE LEARNT TIMES TABLE FACT.
- The children repeat exactly what we have said.
- We will Say each fact in turn in a rhythmic way, with them repeating it in the same rhythm. We don't break the rhythm to stop and discuss individual facts. It will take just under 3 minutes to go through the test in this way.
- Childre will pick a fact – just one per day they really want to remember for the next test.
- The whole test and review will take about 7 minutes
- Asking the children at any given opportunity a question from the tables they are learning will happen as much as possible – this is geat at home too.

We always, always require the children to say the full fact. If you say "What is 5×3 ?" never accept an answer of 15. Always make the children say "five threes are 15".

We will post on our website pages the times table we are working on and upload the tests so they can be used at home too.