

“What is the Year 4 times tables Test?”

First announced by the Department for Education (DfE) in September 2017, the details of how the times tables test will be laid out was announced on Tuesday 13th November 2018.

The three Rs still reign supreme in the National Curriculum – Reading, wRiting and aRithmetic. Times tables fall under arithmetic. All primary school-aged children are expected to know their times tables up to 12×12 by heart. In fact, they are expected to have mastered their times tables by the end of Year 4.

Until now, there had been no formal measure to judge whether children in England had learnt their times tables or not – with a formal judgement only somewhat made from a child’s Year 6 Maths SATs performance. So, the idea is for the Multiplication Tables Check to be taken towards the end of Year 4 to make sure children are meeting the benchmark of memorising their times tables up to 12×12 before moving up to Upper Key Stage 2 (Year 5 and Year 6).

What is the test's format?

The Multiplication Tables Check has been described as “[an online, on-screen digital assessment](#)” – meaning the children will take the test on a desktop computer, laptop or tablet (such as an iPad) at school.

Children will be given six seconds to answer each of the questions, with a three second blank gap between each question.

The questions will be randomly selected by the testing programme from 121 different options, ranging from $2 \times 2 =$ up to 12×12 . The test’s software has been programmed to show children more questions from the 6, 7, 8, 9 and 12 times tables, as these are trickier times tables focused on more in Years 3 and 4. (The 2s, 5s and 10s are more of a focus in Years 1 and 2.)

<https://www.timestables.co.uk/multiplication-tables-check/>

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

<https://urbrainy.com/mtc>

At St Margaret's we use reading VIPERS. These are a range of reading prompts based on the 2016 reading content domains found in the National Curriculum.

V- vocabulary (2a), **I** -infer (2d), **P** -predict (2e), **E** – explain (2f, 2g, 2h), **R-** retrieve (2b), **S-** summarise (2c)

Reading

2b: Retrieve and record information/identify key details from fiction and non-fiction

- Where/when does the story take place?
- What did s/he/it look like?
- Where did s/he/it live?
- Who are the characters in the book?
- Where in the book would you find...?
- What is happening at this point in the text?
- What happened in the story?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What part of the story do you like best? Find evidence to support your opinion.
- What evidence do you have to justify your opinion?
- Write down 3 things you are told about ... (character/setting/subject of the text)
- What was revealed at (beginning, middle, end, paragraph)
- Which of these statements is true/false?

2d: Make inferences from the text/explain and justify inferences with evidence from the text

1. • What makes you think that?
2. • Which words give you that impression?
3. • How can you tell that...?
4. • Can you explain why...?
5. • Explain what x (phrase with challenging vocabulary) suggests about x.
6. • What does this... word/phrase/sentence... imply about... (character/setting/mood)?
7. Find and copy a group of words which show that...
8. How do these words make the reader feel? How does this paragraph suggest this?
9. How do the descriptions of show that they are
10. How can you tell that.....
11. What impression of do you get from these paragraphs?
12. What voice might these characters use?
13. What was thinking when.....
14. Who is telling the story?

2f: identify / explain how information / narrative content is related and contributes to meaning as a whole

2g: identify / explain how meaning is enhanced through choice of words and phrases

2h: make comparisons within the text

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text.
- Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?