



Year 4 Multiplication Tables Check 2025 Presentation for Parents, Carers & Guardians

We are ACHIEVERS!

We are a COMMUNITY!

We are PROUD!

We are INCLUSIVE!

Important information about multiplication tables check (MTC)

- The MTC determines if Year 4 children can **fluently** recall their multiplication tables.
- They are designed to help schools identify which children require more support to learn their times tables.
- There is no 'pass' rate or threshold which means that, unlike the Phonics Screening Check, children will not be expected to re-sit the check.
- The Department for Education (DfE) will create a report about the overall results across all schools in England, not individual schools.

The test is designed to identify pupils who need support, not as a diagnostic tool to assess the times tables children struggle with.

When the check will take place

- There will be a **2 week window** from **Monday 2nd June 2025 to Friday 13th June 2025** for schools to administer the check.
- There is **no set day** to administer the check and children are not expected to take the check at the same time.
- All eligible Year 4 children in England will be required to take the check.
- The government website (<https://www.gov.uk/government/collections/multiplication-tables-check>) clarifies that the final week (Monday 16th to Friday 20th June) should be only used for any pupils who were absent in the first 2 weeks or if the administration was delayed due to technical difficulties.



How the check is carried out

- The check will be **fully digital**.
- Answers will be entered using a keyboard, by pressing digits using a mouse or using an on-screen number pad.
- Usually, the check will take less than **5 minutes** for each child.
- The children will have **6 seconds** from the time the question appears to input their answer.
- There will be a total of **25 questions** with a **3 second pause** in-between questions.
- There will be **3 practice questions** before the check begins.



Specific arrangements for the check

Some children will be eligible for specific arrangements:

- Children with an EHC plan
- Children who have provisions made in school using the SEND support system.
- Children with behavioural, emotional or social difficulties
- Children with EAL

- Your class teacher will talk to you if this is the case – please wait to be spoken to if this can happen for your child.
- We have been and will continue to discuss as a team and arrange certain access arrangements if we feel this will benefit your child. Eg: Next button pause, font size, remove on-screen pad.
- This needs to be normal practice and ‘try it’ sessions will take place for next week.



The check questions

- Each child will be **randomly assigned** a set of questions. Some questions will be repeated across different checks, but no more than 30% of questions will be repeated in any two checks
- There will only be **multiplication** questions in the check, not division facts.
- The 6, 7, 8, 9 and 12 times tables are **more likely** to be asked.
- Reversal of questions (e.g. 8×6 and 6×8) will not be asked in the same check.
- There will be a maximum of 7 questions from the 2, 5 and 10 times tables.
- Children will not see their individual results when they complete the check.



More information about the questions

The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number in the question. For example, 8×3 would fall within the 8 times table.

5.2.1 Table 1 – Multiplication table limits in the MTC

Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3
5	1	3
6	2	4
7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4



Ways to support times table knowledge

- Count and look for patterns.
- Understand that multiplication is repeated addition.
- Remember that multiplication is commutative.
- Remember that multiplication is the inverse of division.
- Recall and utilise number families.

Use different representations to represent multiplication, such as:

- Concrete manipulatives such as multilink cubes or counters.
- Create pictorial representations such as arrays.



- TTRS is home learning
- Children are given weekly opportunities to practise.
- Y4 are having regular Soundcheck sessions and should have been on at home.
- More emphasis on Times table in class – songs, chanting, games etc.
- Lunch time clubs/ Assembly interventions



How have Y4 done? MOCK TTRS FAKE CHECK

Autumn Term

- IHJS average was 15.66%, Buckinghamshire LEA was 13.73% and National was 13.64%.
- % of pupils who scored 25/25 was 15.25%, Bucks 6.58% and National was 6.35%.

Spring Term

- IHJS average was 18.66%, Buckinghamshire LEA was 17.79% and National was 17.66%.
- % of pupils who scored 25/25 was 21.43%, Bucks 15.99% and National was 17.22%.

Summer Term

- IHJS average was 20.53 %, Buckinghamshire LEA was 19.27 % and National was 19.63%.
- % of pupils who scored 25/25 was 41.38 %, Bucks 21.75% and National was 26.84%.

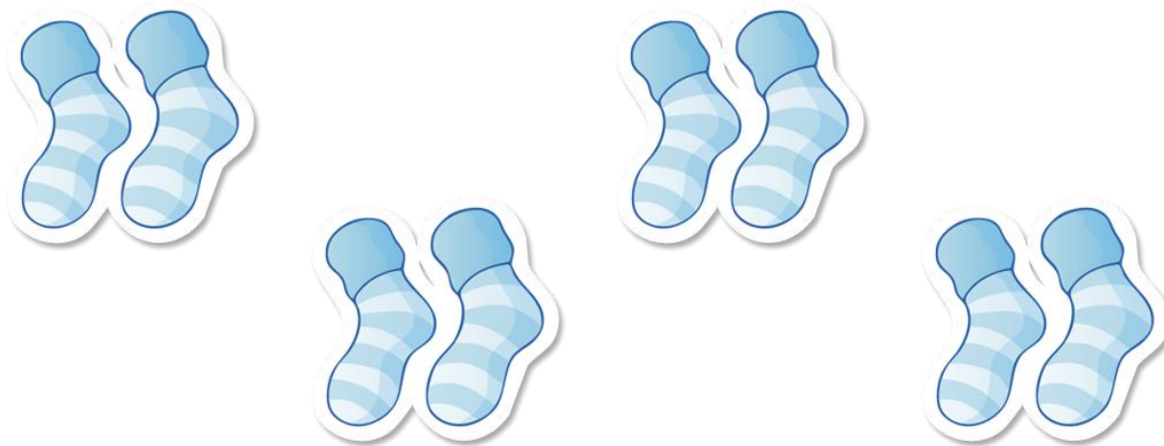


Counting and looking for patterns.

Example: Counting in 2s

2, 4, 6, 8, 10...

- Ensure children have a strong understanding of counting in groups first.
- When children are secure with counting, they can then look for patterns.

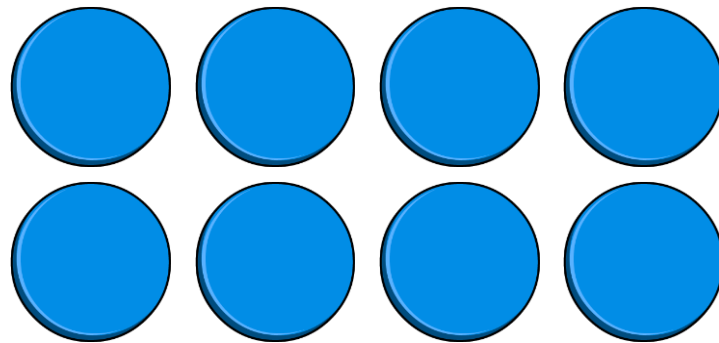


Repeated addition

Knowing that 2×4 is the same as $2 + 2 + 2 + 2$



$$2 + 2 + 2 + 2 = ?$$



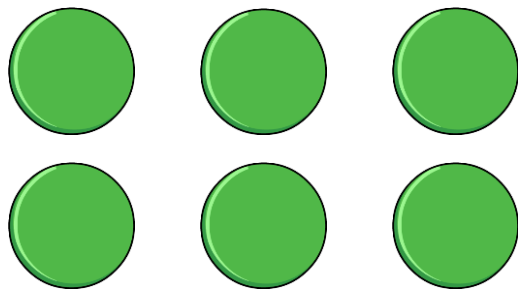
$$2 \times 4 = ?$$



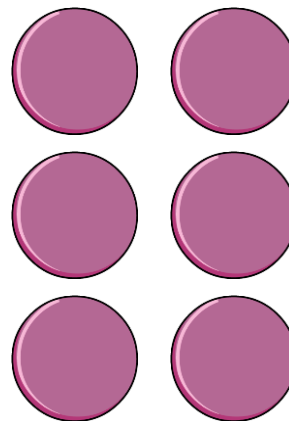
Multiplication is commutative

3×2 is the same as 2×3

Children need to understand that multiplication can be completed in any order to produce the same answer. Sometimes this link needs to be made explicit.



3 lots of 2 = 6



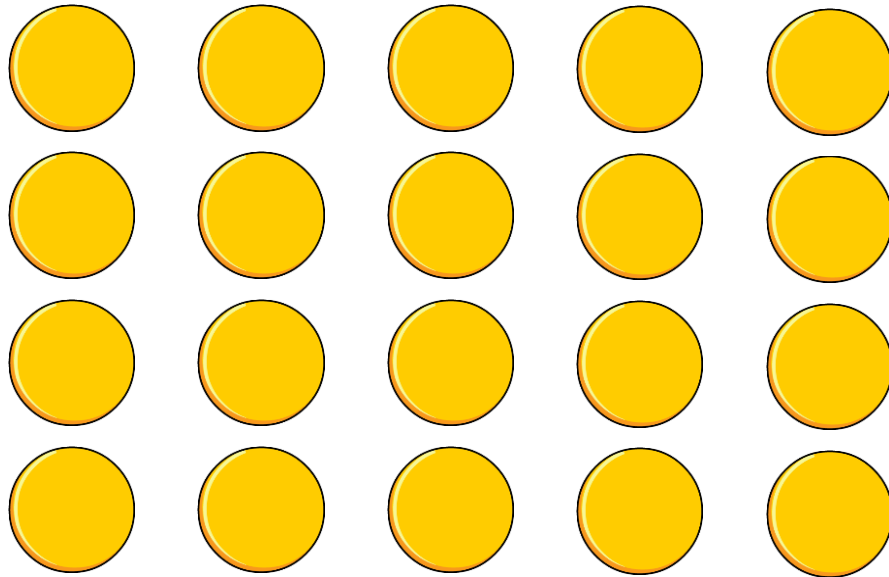
2 lots of 3 = 6



Multiplication is the inverse of division

$20 \div 5 = 4$ can be worked out because $5 \times 4 = 20$

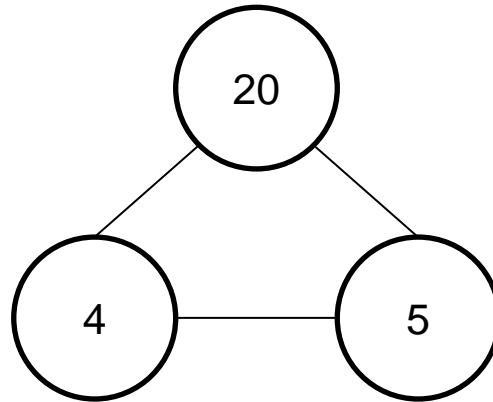
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division.



Number families

$$4 \times 5 = 20, 5 \times 4 = 20, 20 \div 5 = 4, 20 \div 4 = 5$$

Due to their commutative understanding, children should also be able to see whole number families. For many children this will need to be pointed out and discussed.



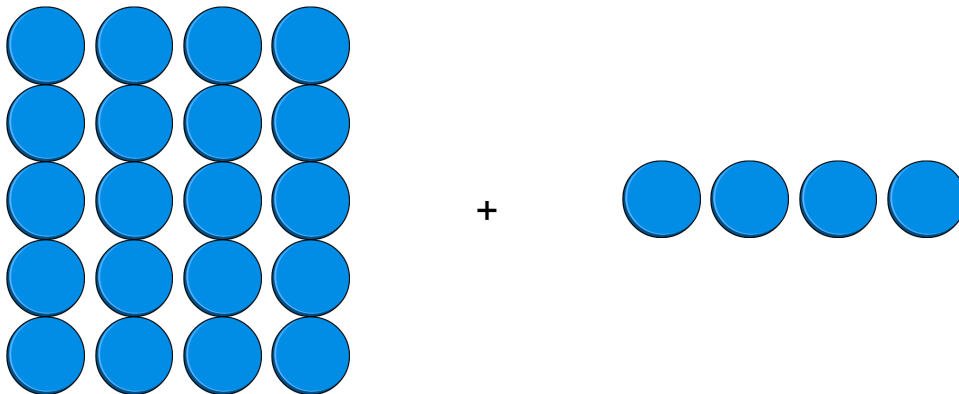
Using known facts

$$4 \times 6 = ?$$

I know $4 \times 5 = 20$

Therefore, $20 + 4 = 24$

By using known facts from 'easier' times tables, children should be able to find answers with increasing speed.



How best to prepare your child for the check

- Remind them that the check should last no more than **5 minutes**.
- If you want to go over times tables, make them fun. TTRS!!
- Ensure your child is completing the expected 6 games a week on Soundcheck. We have been doing this for a long time now and still have a large amount of children not completing the games. It really does help!
- If you have any concerns, talk to your child's teacher.
- **We will try our best to let the first group of children (Tuesday 3rd June) on the last day of term.**
- If your child has any concerns, encourage them to talk to a trusted adult (for example, yourself, their teacher).
- **We will be practising in the last week of term how to log on and adaptations if applicable.**
- Please practice with your child – times tables are the door to Maths!

