



Trinity Primary Times Tables Testing

Each week, children take part in a timed test of their multiplication facts. The children work at a level appropriate for them, and each level builds on the one before. All levels, apart from Zinc, have the facts asked in a random order, emphasising rapid recall. As a guide, children will progress to the next level when their test answers have been error free and completed within 3 minutes for three consecutive weeks (although the exact time can vary slightly with each level).

Below are the 7 test levels:

| Name of level: | Multiplication facts included: | Number of questions: |
|----------------|-------------------------------------|----------------------|
| Zinc | 2 and 10 x tables (in sequence) | 20 |
| Copper | 2 and 10 x tables (Out of sequence) | 20 |
| Nickel | 2,5 and 10 and all facts up to 5x5 | 28 |
| Bronze | 2,3,4,5 and 10 | 36 |
| Silver | 2, 3, 4, 5, 6, 7, 8, 9 and 10 | 45 |
| Gold | 2, 3, 4, 5, 6, 7, 8, 9 and 12 | 46 |
| Platinum | 2 digit multiplication and division | 40 |

Below is a guide to expected and exceeding levels of achievement by the end of each year group:

| Year: | Minimum expected by end of summer term | Exceeding by the end of summer term |
|-------|--|-------------------------------------|
| 2 | Nickel achieved | Bronze achieved |
| 3 | Bronze achieved | Silver achieved |
| 4 | Silver achieved | Gold achieved |
| 5 | Platinum 30+ | Platinum 40+ |
| 6 | Platinum 40+ | Platinum 50+ |

In other words, a child in year 2 should be achieving a minimum of 100% in under 3 minutes on Nickel level.

You can help at home by:

- Practising times tables (especially 2,3,4 and 5 x tables)
- Practising the times tables test booklets (copies are available from your class teacher and will be available on our website shortly)
- Reviewing errors that your child makes and spending time on them
- Using apps e.g. squeeble's times tables to practice
- Help them to make links between other facts and use strategies that they can use (look at the front of the test booklet for ideas) during the test
- Encourage them and offer support if they get stuck on a question after the test
- Once 6 minutes are up, get your child to complete the test using a different coloured pen. It is important that your child does not miss questions out by saying 'I don't know that one!' or 'I don't know my 7 times table!' Help them to use other strategies to solve harder questions as well as practising their tables.

Some approaches to learning these multiplication facts include:

- Practising chanting tables
- Singing tables songs e.g. three is the magic number, schoolhouse rock (available on youtube)
- Using apps (there are lots available for ipad, including squeeble's times table)



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Children working below minimum levels:

- Will receive personalised home learning
- Will be supported in school until they are at or beyond expected levels

A visual model of how the tests systematically build upon prior learning

| X | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

| | | | | |
|-----------------|--------|--------|--------|--------------------|
| Zinc and Copper | | | | |
| Nickel | Nickel | | | |
| Bronze | Bronze | Bronze | | |
| Silver | Silver | Silver | Silver | |
| Gold | Gold | Gold | Gold | Gold (x10 removed) |

The weekly tests are based on two key principles:

1. Facts to be committed to memory are systematically built upon
2. The commutativity of multiplication is constantly reinforced eg. $10 \times 7 = 7 \times 10$