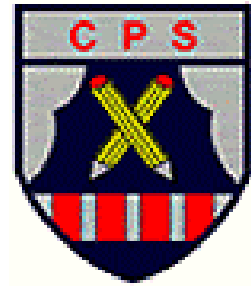


Cheadle Primary School



K.I.R.F.s (Key Instant Recall of Facts)

When learning a times table, please use the suggested structure below:

The example is for the 6 times table but the principle can be applied to any.

1. Fire just **1 x 6**, **2 x 6**, **5 x 6**, **10 x 6** at them first. This will build up on your child's most secure existing table facts
2. Add in **3 x 6**, **4 x 6**, **0 x 6** when step 1 is frequently recalled correctly and instantly
3. Build up with **6 x 6**, **7 x 6**, **8 x 6**
4. When looking at **9 x 6**, **11 x 6** and **12 x 6**, children should:
 - Look at finding **10 x 6** and adjust
 - Be guided to remember what the last 2 numbers were in the sequence they learnt (66, 72)
5. Add in related division facts. For some children, this step can be integrated from step 1 onwards. For others, they will need time to develop recall of multiplication facts first before adding this in.

When giving your child quick fire questions to recall, particularly in the early stages of each multiplication table, ensure s/he is given the opportunity to see the calculation rather than just hear it orally.

Your child should be encouraged to quickly count using their fingers to assist them with prompt questions such as 6×7 .

The National Curriculum expectation is that by the end of Year 4, children are able to recall all 12 tables up to 12×12 .