



Devonshire Primary Academy Mathematics Fluency Policy EYFS to Year 6 2026/2027

“The Best That We Can Be – Devonshire Primary Academy”

1. Vision and Rationale

At Devonshire Primary Academy, mathematical fluency underpins success in reasoning and problem solving. We build secure number sense so pupils think flexibly, efficiently and accurately. Fluency is not just speed; it is the ability to recall key facts, choose efficient strategies, explain patterns and apply knowledge in new contexts.

Fluency means:

- Quick and accurate recall of key number facts
- Efficient and flexible use of mental and written strategies
- Confident application in varied contexts, including reasoning and problem solving

2. Aims

- Develop secure number sense and automaticity from EYFS to Year 6.
- Build efficient mental and written strategies through CPA, representation and structure.
- Ensure consistent progression through the Devonshire fluency spine, LTPs and gap tracker.
- Embed daily practice, retrieval, assessment and responsive keep-up.

3. Implementation Across Key Stages

Year group	Fluency spine priority
EYFS	Subitising, counting, cardinality, comparison and composition.
Year 1	Number bonds within 10 and 20, counting, doubles/halves and early addition/subtraction facts.
Year 2	Secure number bonds, bridging ten, additive fluency, 2, 5 and 10 times tables and early multiplicative thinking.
Year 3	3, 4 and 8 times table and division facts; place value to 1,000 and multiplicative reasoning.
Year 4	All multiplication and division facts to 12 x 12, efficient strategies, scaling and MTC readiness.



Year 5	Large numbers, decimals, fractions and decimal/fraction/percentage connections.
Year 6	Arithmetic efficiency, multi-step application, ratio, proportion and algebraic thinking.

EYFS

Focus: subitising, counting, cardinality, comparison, composition of number, bonds within 5 and 10, and early mathematical language.

Approach: songs/rhymes, rich provision, counting routines, ten frames, fingers, Numicon, cubes, objects, story contexts and playful mathematical talk.

Assessment: formative observation; Development Matters; Reception Baseline informs next steps; early gaps are recorded and revisited through provision and adult-led activities.

Key Stage 1 (Years 1–2)

Focus: Year 1 - number bonds within 10 and 20, counting, doubles/halves, place value and addition/subtraction facts. Year 2 - secure number bonds, bridging ten, additive fluency, 2, 5 and 10 times tables, related division facts and early multiplicative thinking.

Approach: daily fluency starters/games; CPA representations; explicit teaching of mental strategies; structured retrieval; Mastering Number; Numbots; and Oak/NCETM-aligned small steps from the Devonshire LTPs.

Assessment: weekly recall checks; teacher observation; end-of-term fluency snapshots; half-termly gap tracker review for pupils needing keep-up or intervention.

Lower Key Stage 2 (Years 3–4)

Focus: Year 3 - 3, 4 and 8 times tables and related division facts, secure place value to 1,000, additive fluency and multiplicative reasoning. Year 4 - all multiplication and division facts to 12 x 12, efficient mental/written strategies, place value to 10,000, scaling and inverse operations.

Approach: daily fluency; TTRS/Numbots; arrays, equal groups, grouping and inverse structures; responsive arithmetic practice; vocabulary and stem sentences; application to reasoning and problem solving. Year 4 practice supports MTC readiness while keeping understanding central.

Assessment: weekly arithmetic and times table tracking; half-termly gap analysis; gap tracker intervention review; statutory Year 4 MTC.

Upper Key Stage 2 (Years 5–6)

Focus: Year 5 - large numbers, decimals, fractions, decimal/fraction/percentage links and efficient written methods. Year 6 - arithmetic efficiency, multi-step application, ratio and proportion, algebraic thinking, formulae, statistics and SATs readiness.

Approach: regular arithmetic practice; targeted keep-up; cumulative retrieval; reasoning-rich tasks; explicit modelling of efficient methods; and links to Oak/NCETM-aligned LTP small steps.

Assessment: frequent arithmetic checks; fluency gap analysis; intervention impact review; end-of-unit and SATs readiness checks.

4. Daily Fluency Practice

- Minimum 10 minutes daily in addition to maths lessons, or clearly timetabled as a daily maths fluency routine.



- Spiral retrieval of prior content, current unit facts and known gaps from the gap tracker.
- Whole-school structures: Mastering Number, Numbots, TTRS, arithmetic practice, stem sentences and CPA rehearsal.

5. Inclusion and Support

- SEND/EHCP: same mathematical concept wherever possible, supported through CPA, visuals, manipulatives, vocabulary, stem sentences, reduced recording, adult support and overlearning.
- Pre-Key Stage: access the same lesson theme through earlier number ranges, concrete materials, matching, counting, sorting, subitising, simple composition and practical response routes.
- Targeted, time-limited interventions; same-day keep-up where possible; greater depth tasks promote flexibility, generalisation and efficient strategy choice.

6. Monitoring and Evaluation

- Book looks, learning walks and planning reviews check that fluency, retrieval, CPA, reasoning and SEND adaptations are visible.
- Pupil progress meetings use fluency data, MTC/TTRS/Numbots information and the gap tracker to inform teaching and intervention.
- Ongoing CPD on strategy teaching, representations, misconceptions, reasoning and the Devonshire fluency spine.

7. Home–School Partnership

- Simple games and guidance for families linked to year-group priorities: number bonds, counting, doubles/halves, times tables and arithmetic fluency.
- TTRS/Numbots and short home practice routines encourage regular retrieval without replacing conceptual teaching.

Appendix: Full-Page Visuals

Addition Strategies Grid:

Adding 1 Bonds to 10 Adding 10 Bridging/compensating											
Adding 2 Adding 0 Doubles Near doubles											
Y1 facts Y2 facts											
+	0	1	2	3	4	5	6	7	8	9	10
0	0 + 0	0 + 1	0 + 2	0 + 3	0 + 4	0 + 5	0 + 6	0 + 7	0 + 8	0 + 9	0 + 10
1	1 + 0	1 + 1	1 + 2	1 + 3	1 + 4	1 + 5	1 + 6	1 + 7	1 + 8	1 + 9	1 + 10
2	2 + 0	2 + 1	2 + 2	2 + 3	2 + 4	2 + 5	2 + 6	2 + 7	2 + 8	2 + 9	2 + 10
3	3 + 0	3 + 1	3 + 2	3 + 3	3 + 4	3 + 5	3 + 6	3 + 7	3 + 8	3 + 9	3 + 10
4	4 + 0	4 + 1	4 + 2	4 + 3	4 + 4	4 + 5	4 + 6	4 + 7	4 + 8	4 + 9	4 + 10
5	5 + 0	5 + 1	5 + 2	5 + 3	5 + 4	5 + 5	5 + 6	5 + 7	5 + 8	5 + 9	5 + 10
6	6 + 0	6 + 1	6 + 2	6 + 3	6 + 4	6 + 5	6 + 6	6 + 7	6 + 8	6 + 9	6 + 10
7	7 + 0	7 + 1	7 + 2	7 + 3	7 + 4	7 + 5	7 + 6	7 + 7	7 + 8	7 + 9	7 + 10
8	8 + 0	8 + 1	8 + 2	8 + 3	8 + 4	8 + 5	8 + 6	8 + 7	8 + 8	8 + 9	8 + 10
9	9 + 0	9 + 1	9 + 2	9 + 3	9 + 4	9 + 5	9 + 6	9 + 7	9 + 8	9 + 9	9 + 10
10	10 + 0	10 + 1	10 + 2	10 + 3	10 + 4	10 + 5	10 + 6	10 + 7	10 + 8	10 + 9	10 + 10

Multiplication & Division Facts Grid:



Multiplication and division facts

The full set of multiplication calculations that pupils need to be able to solve by automatic recall are shown in the table below. Pupils must also have automatic recall of the corresponding division facts.

1 × 1	1 × 2	1 × 3	1 × 4	1 × 5	1 × 6	1 × 7	1 × 8	1 × 9	1 × 10	1 × 11	1 × 12
2 × 1	2 × 2	2 × 3	2 × 4	2 × 5	2 × 6	2 × 7	2 × 8	2 × 9	2 × 10	2 × 11	2 × 12
3 × 1	3 × 2	3 × 3	3 × 4	3 × 5	3 × 6	3 × 7	3 × 8	3 × 9	3 × 10	3 × 11	3 × 12
4 × 1	4 × 2	4 × 3	4 × 4	4 × 5	4 × 6	4 × 7	4 × 8	4 × 9	4 × 10	4 × 11	4 × 12
5 × 1	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
6 × 1	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11	6 × 12
7 × 1	7 × 2	7 × 3	7 × 4	7 × 5	7 × 6	7 × 7	7 × 8	7 × 9	7 × 10	7 × 11	7 × 12
8 × 1	8 × 2	8 × 3	8 × 4	8 × 5	8 × 6	8 × 7	8 × 8	8 × 9	8 × 10	8 × 11	8 × 12
9 × 1	9 × 2	9 × 3	9 × 4	9 × 5	9 × 6	9 × 7	9 × 8	9 × 9	9 × 10	9 × 11	9 × 12
10 × 1	10 × 2	10 × 3	10 × 4	10 × 5	10 × 6	10 × 7	10 × 8	10 × 9	10 × 10	10 × 11	10 × 12
11 × 1	11 × 2	11 × 3	11 × 4	11 × 5	11 × 6	11 × 7	11 × 8	11 × 9	11 × 10	11 × 11	11 × 12
12 × 1	12 × 2	12 × 3	12 × 4	12 × 5	12 × 6	12 × 7	12 × 8	12 × 9	12 × 10	12 × 11	12 × 12

Pupils must be fluent in these facts by the end of year 4, and this is assessed in the multiplication tables check. Pupils should continue with regular practice through year 5 to secure and maintain fluency.

The 36 most important facts are highlighted in the table. Fluency in these facts should be prioritised because, when coupled with an understanding of commutativity and fluency in the formal written method for multiplication, they enable pupils to multiply any pair of numbers.

The **Factual fluency progression** table at the end of this appendix summarises the order in which pupil should learn these multiplicative number facts. Pupils should learn the multiplication tables in the ‘families’ described in the progression table – making connections between the multiplication tables in each family will enable pupils to develop automatic recall more easily, and provide a deeper understanding of multiplication and division.

Y3 & Y4 Multiplication Facts:

[illegible]

Sign-off and Review

Headteacher Signature: _____ Date: _____

Maths Subject Lead Signature: _____ Date: _____