C.E. PRIMARY SCHOOL



Year 4 Multiplication Tables Check 2026

Presentation for Parents, Carers & Guardians

02/02/2026

Important Information:

- 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.

When the check will take place:

- There will be a 2-week window from Monday 1st June 2026 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.
- We are looking at the children taking the test on W/C 8th June 2025 in the children's classroom in a comfortable environment. **Date will be confirmed closer to the time.**

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:

- Colour contrast;
- Font size adjustment;
- ‘Next’ button (alternative to 3-second pause);
- Removing on-screen number pad;
- An adult to input answers;
- Audio version;
- Audible time alert.

Multiplication check questions:

- Each child will be randomly assigned a set of questions
- There will only be multiplication questions in the check, not division facts.
- The DfE have stated that the 6, 7, 8, 9 and 12 times tables are more likely to be asked.
- Reversal of questions (e.g. 8 x 6 and 6 x 8) will not be asked in the same check.
- Children will not see their individual results when they complete the check.

More information:

The Standards and Testing Agency (STA) state that they are classifying the multiplication tables by the first number in the question. For example, 8 x 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

Reasoning behind the MTC:

Schools will have access to all their pupils' results and the results will be shared with parents and carers, as they would with all national curriculum assessments.

The MTC will be used as a guide for schools. It will give schools important information, allowing those pupils who need additional support to be identified and actioned on ahead of the children taking SATs in Y6.

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 of TTR- soundcheck.
- Use different representations to represent multiplication, such as:
  Concrete manipulatives suck as multilink cubes or counters.
- Create pictorial representations such as arrays.

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.



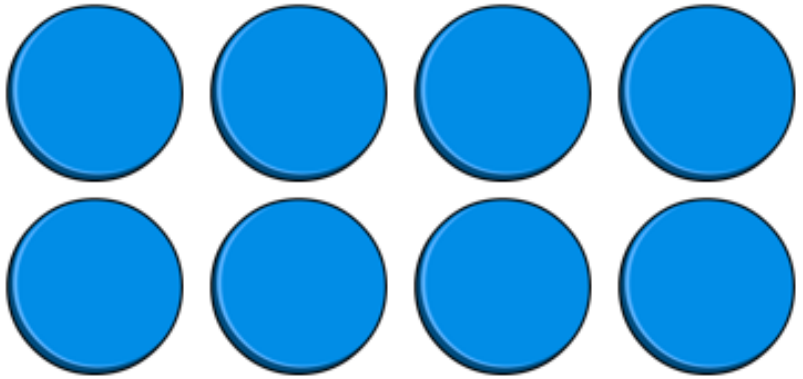
Repeated Addition:

Knowing that 2 x 4 is the same as 2 + 2 + 2 + 2

.



2 + 2 + 2 + 2 = ?

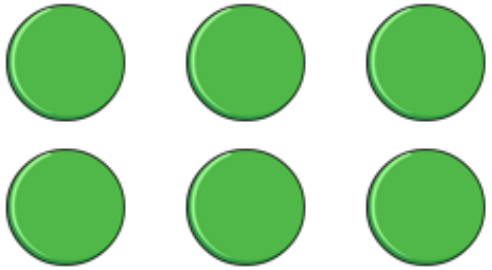


2 x 4 = ?

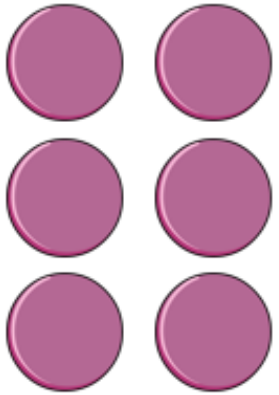
Multiplication is commutative:

3 x 2 is the same as 2 x 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

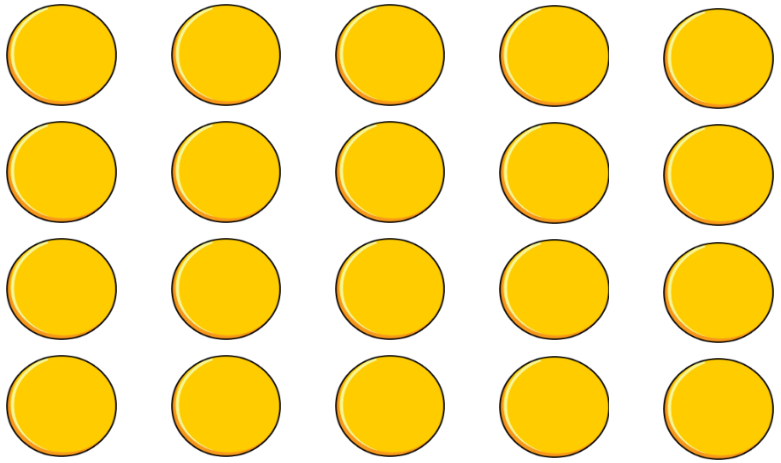


2 lots of 3 = 6

Multiplication is the inverse of division:

20 ÷ 5 = 4 can be worked out because 5 x 4 = 20

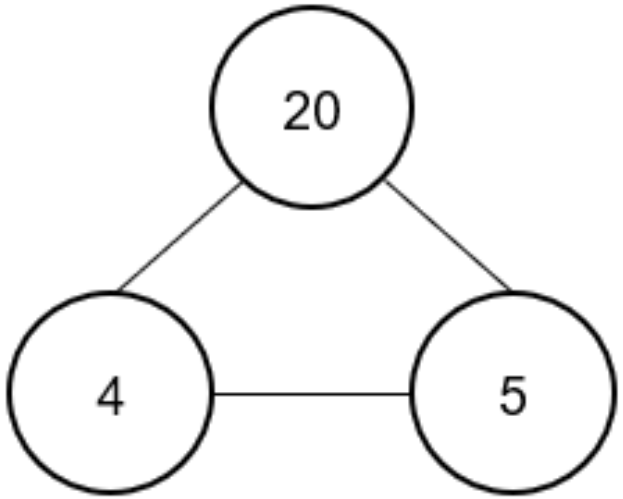
Using pictorial representations (such as arrays) is useful here for children to see the link between multiplication and division. Knowing the division facts can further cement the children's knowledge of multiplication facts.



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.



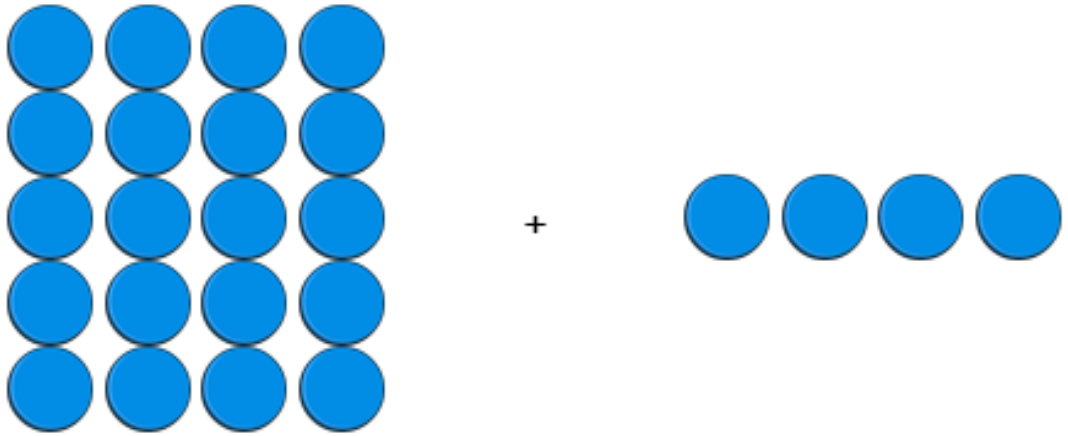
Using known facts:

4 x 6 = ?

I know 4 x 5 = 20

Therefore, 20 + 4 = 24

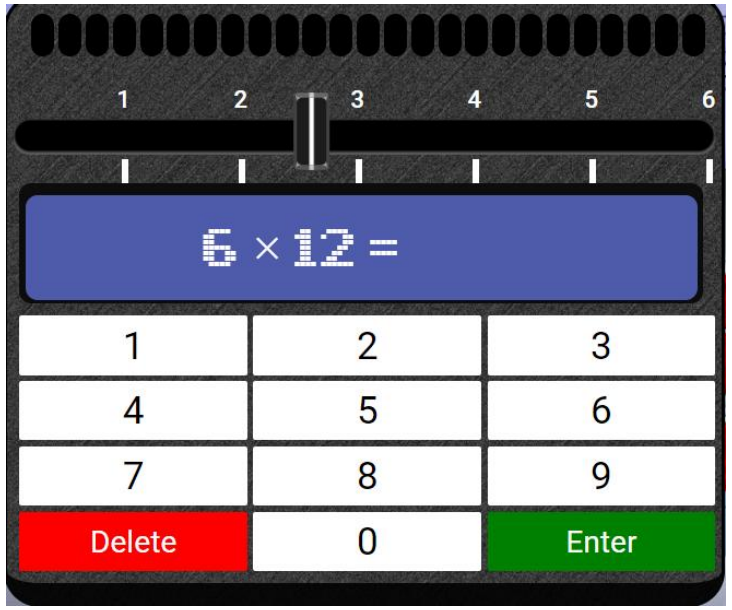
By using known facts from ‘easier’ times tables, children should be able to find answers with increasing speed.



Soundcheck on TTR :

TTR can be accessed through the children's school login and are set up like the multiplication check will be, so is an ideal practice platform.





How best to prepare your child for the check:

Remind them that the check should last no more than 5 minutes.

- Give them time to practise their times tables.
- If you want to go over times tables, make them fun.
- If you have any concerns, talk to your child's teacher.
- If your child has any concerns, encourage them to talk to a trusted adult (for example, yourself or their teacher).

Multiplication tables check: information video – Click on the link to watch a short video of the MTC.