

Effective practice to develop fluency.....

Through discussions we drafted the following lists which could be useful to discuss, or brainstorm, with colleagues. A card sort might be a useful approach.

MUST

- Be regular / often
- Be engaging / exciting
- Be planned
- Be varied
- Be applied
- Be progressive
- Practise skills
- Be repetitive to embed skills
- Include varied activities for the skills
- Be self competitive
- Begin in Foundation Stage
- Apply learning in various ways (inverse)
- Incorporate a range of learning styles (VAK)
- Have understanding
- Use maths language
- Include connections between facts
- Be achievable
- Be at the right pitch

SHOULD

- Be pacey
- Involve the whole group
- Be progressive and follow logical steps
- Boost confidence
- Include visual images
- Make links
- Help pupils to pattern spot
- Highlight gaps
- Be part of home activities
- Link language, models/images, symbols
- Link to visible displays in the classroom to support
- Include some problem solving and reasoning
- Include application in different relevant contexts
- Enable pupils to use what they know to find new information
- Include missing number questions with more than one answer

COULD

- Include context
- Be away from the maths lesson
- Be followed up at home
- Include parent workshops
- Be targeted at individuals
- Be a starter or even a whole lesson
- Be child led
- Be quick (but not always)
- Be timetabled for regular opportunities
- Be linked with a school approach to developing fluency

SHOULD NOT

- Be boring
- Be too long
- Be too hard
- Be overwhelming
- Involve onerous recording
- Be overly competitive
- Be limited to starters in maths lessons
- Affect children's self-esteem
- Be too challenging (must not move on too quickly so pupils become disengaged)
- Be purely class chanting
- Be developed in isolation