



INSTRUCTIONAL GUIDANCE: ADDITION & SUBTRACTION

Review and Practice

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Goal Setting

Purpose

Students build motivation and attention during fluency practice by working towards a clear, achievable personal goal.

Use for

Students who are practising a small set of facts they can already solve accurately.

Teacher note

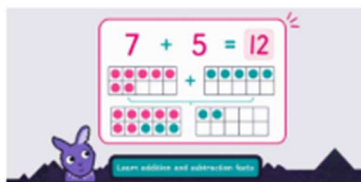
Goals should be private and personal-best focused, not competitive. The aim is to increase correct responses over time while maintaining accuracy.

Example

A student records, "Yesterday I answered 12 facts correctly. Today my goal is 14."

Correction routine

If a student increases speed but loses accuracy, reset the goal around accuracy: "Today your goal is to answer carefully and get all of the practised facts correct."



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Cumulative Review

As facts are mastered, they should continue to be reviewed with reduced frequency. Cumulative review helps students retain facts over time while allowing the teacher to focus most practice on the current fact set.

For example, in a set of 20 review facts, the teacher might include:

Review type	Number of facts
Today's facts	8 facts, such as 4 facts repeated twice
1-day review	2 facts
3-day review	2 facts
7-day review	2 facts
14-day review	2 facts
30-day review	2 facts
60-day review	1 fact
120-day review	1 fact

CUMULATIVE REVIEW SCHEDULE

A little bit each day keeps learning strong.

	TODAY'S FACTS New learning from today.	8
	YESTERDAY / 1-DAY Review yesterday's facts.	2-4
	THIS WEEK / 3-DAY / 7-DAY Review facts from earlier this week.	2-4
	OLDER FACTS Review older facts to keep them strong.	1-2

TEACHER TIP: Adjust the numbers as needed for your class. Consistency and spacing lead to long-term retention!

A simpler classroom version is:

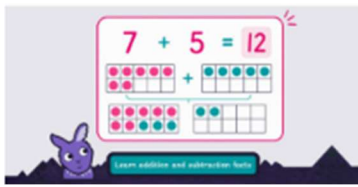
Review type	Number of facts
Today's facts	8 facts, such as 4 facts repeated twice
Yesterday's facts	4 facts
This week's facts	4 facts
This month's facts	2 facts
Older facts	2 facts

Teacher note

Cumulative review should remain accurate and efficient. If older facts are no longer accurate, return them briefly to explicit modelling or supported practice before including them again in fluency review.

Moving review forward

When students are accurate and fluent with a small fact set, reduce the frequency of practice for that set and introduce a new related fact set. Continue to include previously mastered facts in cumulative review so students maintain accuracy, fluency, and retrieval over time.



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Implementation Summary

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- The goal is developing efficient and increasingly fluent addition and subtraction strategies.
- Students need to be able to explain how they solved addition and subtraction problems.
- Previous work on part-part-whole relationships and early place value understanding supports them to do this.
- Progress gradually from smaller, highly familiar number facts to larger calculations and two-digit problems requiring place-value understanding.
- Support students to move beyond counting-by-ones towards efficient mental strategies. As they develop their skills, students will be more likely to use flexible decomposition strategies if they can retrieve a bank of facts from memory.
- Use frequent, daily arithmetic practice sessions initially before moving to less frequent cumulative review.