Number recognition fluency cards

Print at actual size. Choose a small set of items the pupil is ready to practise. Model and teach unfamiliar items before timed assessment.

For each probe, present items in a consistent format, record correct responses and errors separately, and convert totals to responses per minute when the probe is not 60 seconds. Keep accuracy and confidence in mind; never use timed practice to introduce untaught material.

Cut along the cell borders for individual cards, or use the full grid as a practice sheet. Reorder cards between sessions to reduce memorisation of positions.

Ask pupils to say the number shown. Ensure they understand the quantities and place value as well as the written numerals. Do not combine sets until ready.

Set 1 · Numbers 0–10

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

0	1	2	3
4	5	6	7
8	9	10	

Set 2 · Numbers 11–20

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

11	12	13	14
15	16	17	18
19	20		

Set 3 · Two-digit numbers

Use this set on its own. Repeat items only after the pupil has had opportunities for accurate practice.

21	24	27	30
32	35	40	43
46	50	54	58
60	63	67	70
75	80	90	100