

Full report

Emily Hargreaves

Primary | Maths & dyscalculia

This report explores Emily's maths skills, screening signs and support needs, with practical recommendations for school and home.

Assessment completed on **20/09/26**

Knowledge is power



In this report

Results, insights and practical support for Emily.



Results

Scores are shown with their assessment dates, score ranks, percentile ranks and confidence intervals.



Insights

The level of need describes the amount of support Emily may require. The screening indicators are explained separately, alongside strengths and areas of difficulty.



How to support

Recommendations are grouped for the classroom, extra support and home. Choose priorities with Emily, her teachers and parents or carers, then review how well the support is working.

This is a dyscalculia screener, not a diagnosis. A formal assessment is needed to confirm whether Emily has dyscalculia. Consider classroom work, observations and the conditions during testing alongside the results.

Find your section

Results	3
Insights	5
In the classroom	6
Extra support	9
At home	11

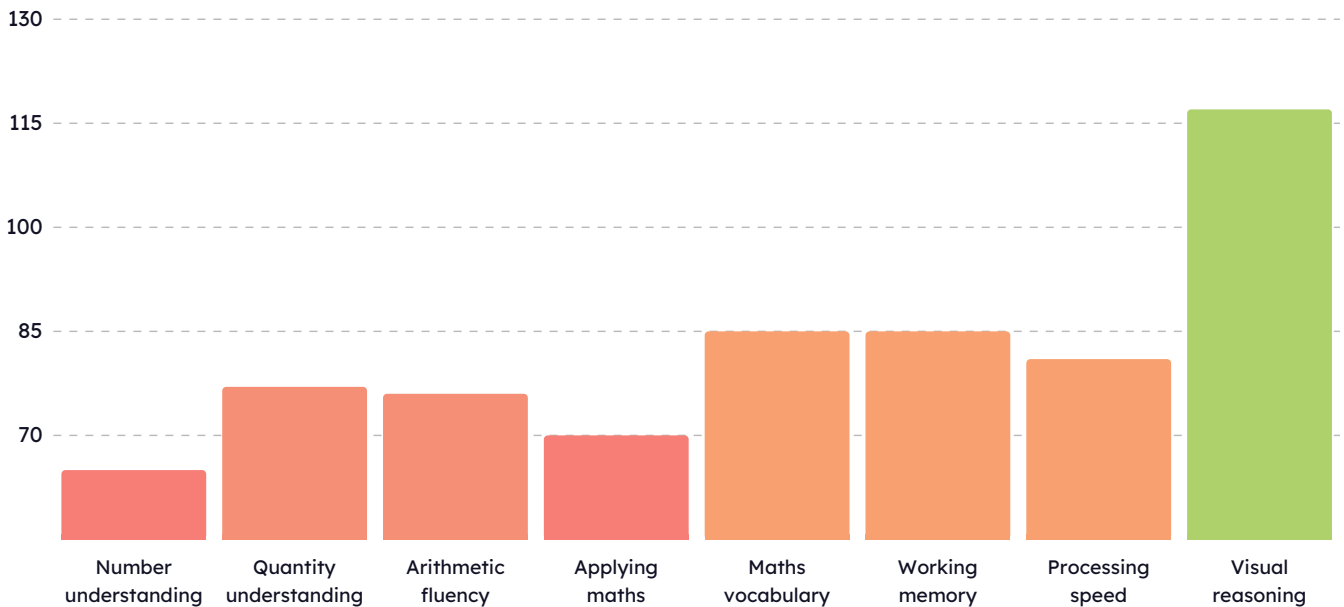


Results

Maths & dyscalculia

[Learn more](#)

Assessment completed 20/09/26



This chart shows Emily's standardised scores in each area assessed. These scores compare her performance with that of children of the same age.

Results

Scores

	Standard score	Score rank	Percentile rank	95% conf. int
Number understanding	65	Very Low	1	60 - 70
Quantity understanding	77	Low	6	70 - 84
Arithmetic fluency	76	Low	5	71 - 81
Applying maths	70	Low	2	63 - 77
Maths vocabulary	85	Low Average	16	76 - 94
Working memory	85	Low Average	16	76 - 94
Processing speed	81	Low	10	74 - 88
Visual reasoning	117	High	87	108 - 126

How to read the scores

Standard score: performance compared with children of the same age.

Score rank: the descriptive band reported for that standard score.

Percentile rank: the percentage of same-age children expected to score lower.

95% confidence interval: the reported range reflecting uncertainty around the score.

Insights

Level of need

[Learn more](#)

Very high

A very high level of need describes significant learning difficulties that may require classroom adjustments, targeted teaching and specialist input. This is Emily's overall rating across completed assessments. Within maths, the main needs concern understanding numbers and quantities, calculation and applying maths.

Maths screening

[Learn more](#)

Signs of dyscalculia

Emily's very low number understanding and low quantity understanding, arithmetic fluency and applying-maths scores form a pattern associated with dyscalculia. Maths vocabulary is low average and visual reasoning is a strength. This is why the report records 'Signs of dyscalculia'. A formal assessment would be needed to confirm whether Emily has dyscalculia.

Strengths and challenges



Number and quantity understanding

[Learn more](#)

Number understanding is very low (65); quantity understanding is low (77). Written numbers and recognising amounts both need support.



Arithmetic fluency and applying maths

[Learn more](#)

Arithmetic fluency (76) and applying maths (70) are low. Retrieving facts, choosing methods and following a plan may be effortful.



Maths vocabulary low average

[Learn more](#)

Maths vocabulary is low average (85). Check Emily's understanding of terms in each task rather than assuming which words are secure.



Working memory low average

[Learn more](#)

Working memory is low average (85) in this report. Keeping intermediate answers and steps visible may help.



Processing speed low

[Learn more](#)

Processing speed is low (81). More thinking time and a manageable amount of practice may help Emily show her understanding.



Visual reasoning high

[Learn more](#)

Visual reasoning is high (117). Concrete models and clear diagrams are useful options to try alongside spoken explanations.

How to support

In the classroom

For the class teacher. Practical strategies for primary lessons.

These suggestions do not all need to be introduced at once. Agree a small number of priorities and keep support consistent across lessons.

Maths

Build and partition numbers before calculating

Activity

Emily's very low number-understanding score suggests concrete models may help.

Use base-ten equipment, place-value counters or a quick drawing to build the number before Emily calculates with it. Ask Emily to partition the number and explain what each digit is worth. Keep this support available across lessons, then move towards drawings and written numbers as the structure becomes secure.

Place numbers on a line before comparing them

Activity

Emily's very low number-understanding score suggests number lines may help.

Use an open number line with a few familiar benchmarks. Model how to place one number, then ask Emily to position and compare others, explaining which benchmark helped. Keep number lines available until Emily can judge size and order more confidently.

Compare different approaches to the same problem

Activity

Emily's lower applying-maths score suggests comparing methods may help.

Show Emily two completed approaches to the same or a similar problem. These could use different valid representations and plans, or one could contain an error. Ask Emily to explain how each person approached the problem, identify what worked and decide which approach she would use. Follow this with a similar problem for Emily to solve.

Plan the problem before calculating

Activity

Emily's lower applying-maths score suggests a short plan may help.

Before Emily begins a problem, use a short set of prompts: What do we know? What are we trying to find? What could we try? How will we check the answer? Ask Emily to say or write a brief plan before calculating. Gradually reduce the prompts as Emily begins to plan independently.

Maths

Mix calculations and choose the method

Activity

Emily's lower arithmetic fluency suggests practice choosing methods may help.

Once Emily can use different calculation methods accurately on her own, include two or three familiar calculation types in the same activity. Before solving each one, ask Emily what the calculation requires and which method Emily will use. Keep the set short and revisit any method that is not yet secure.

Use worked examples, then remove the steps

Activity

Emily's lower arithmetic fluency suggests worked examples may help.

Place a completed example beside a similar calculation. Talk through the example with Emily, then ask Emily to use the same steps to complete the new calculation. Gradually move to examples with some steps missing and then to independent practice. If the same errors return, bring back the completed example for a little longer.

Flash grouped quantities before showing the number

Activity

Emily's lower quantity-understanding score suggests grouped displays may help.

During a starter or worked example, briefly show Emily a structured quantity and ask how many Emily can see and how it is grouped before showing the numeral. Use this occasionally within normal maths teaching and reduce the prompt as recognition becomes quicker.

Prompt grouping before counting

Activity

Emily's lower quantity-understanding score suggests organising groups may help.

When Emily needs to count a set, prompt Emily to organise it into groups of 2, 5 or 10 and record any partial totals. Keep this as a brief reminder unless Emily continues to lose her place or count the same item twice.

Memory & processing speed

Build thinking time into harder tasks

Adjustment

Emily's lower processing speed suggests extra thinking time may help.

Pause after more demanding questions and give Emily a little longer for selected written activities. Where helpful, keep the question visible while she thinks. Allow extra time for more demanding homework, rather than extending every task.

Mark the essential classwork and homework

Adjustment

Emily's lower processing speed may make repeated practice take longer.

Clearly identify the questions Emily should complete first. Choose enough to cover the full learning objective, then add further practice only if time allows. Use the same approach for homework so its length remains reasonable. If homework regularly takes much longer than intended, agree with Emily and her parents or carers which tasks are essential and set a reasonable stopping point.

How to support

Extra support

For the SENCo or specialist staff. Match teaching and programme choices to Emily's assessed gaps, coordinate support and review progress.

Further assessment

Consider a specialist assessment

Further investigation

Further assessment may help clarify Emily's learning needs.

Ask the SENCo to bring together Emily's assessment results, classroom evidence, intervention history, views and information from home. Agree what remains unclear and which professional could help, such as a specialist teacher, educational psychologist or speech and language therapist. Use any further findings to refine support; targeted teaching can continue while assessment is considered.

Maths

Link numerals to quantity

Intervention

Emily's very low number-understanding score suggests targeted teaching may help.

Focus intervention on helping Emily understand written numbers. Ask Emily to build a number using counters or place-value equipment, say it, write it and place it on a number line. Teach place value explicitly and compare numbers that look or sound similar. Keep the quantity model visible at first, then remove it as understanding becomes secure.

Suggested programmes

Every Child Counts: 1stClass@Number 2

Small-group teaching for learners needing further support with Year 2 number expectations. Check that this level matches Emily's assessed gaps.

Maths

Strengthen problem-solving choices

Intervention

Emily's lower applying-maths score suggests targeted problem-solving practice.

Use targeted small-group teaching to help Emily recognise the mathematical relationship in mixed problems rather than rely on keywords. Ask Emily to represent the problem, choose and explain the operation, and use a known fact to work out a nearby one. Review errors to identify whether language, representation or strategy choice caused the difficulty, then practise that stage before returning to mixed classwork.

Secure the missing facts and methods

Intervention

Emily's lower arithmetic fluency suggests focused fact and method practice.

Use a structured small-group intervention for the number facts or calculation methods Emily uses slowly or inconsistently. Model an efficient approach, practise it in short sessions across the week and revisit it through spaced review. Once accuracy is secure, vary the examples and check that Emily uses the method during ordinary class maths.

Suggested programmes

Number Sense Maths

Use Number Facts Fluency for addition and subtraction gaps, or Times Tables Fluency for multiplication and division. Choose the strand from assessment.

How to support

At home

For parents or carers. Simple ways to support Emily at home.

Maths

Use the same number supports as school

Activity

Familiar number models may help Emily connect numerals with quantities.

Ask school which numbers Emily is working on and request a copy of any number line or visual guide they use. During homework, use the same guide alongside coins or small objects to show what each written number represents.

Mark what matters and make a plan

Activity

Emily's lower applying-maths score suggests planning before calculating may help.

During maths homework, ask Emily to say what the question wants, mark the useful information and explain what Emily will do first. Let Emily begin calculating once she has a clear plan. Prompt only if she misses one of these steps.

Say what the calculation means

Activity

Explaining the numbers may help Emily connect a calculation to the problem.

When Emily chooses a calculation during homework, ask what each number represents. For example, in a problem about sharing 24 sweets between six children, 24 is the total, six is the number of groups and the answer is how many each child receives. This helps connect the calculation to the problem.

Keep a worked example beside the homework

Activity

A worked example may help Emily follow a familiar calculation method.

Place one completed example beside a similar homework calculation. Ask Emily to follow the same steps, offering help only when Emily becomes stuck. Gradually reduce the help as the method becomes more familiar.

Maths

Practise a few calculation facts regularly

Activity

Emily's lower arithmetic fluency suggests short, repeated practice may help.

Choose a small set of addition, subtraction or multiplication facts already taught at school. Practise them for three to five minutes using cards, dice or a simple game, two or three times during the week. Focus on accurate answers before introducing any timing.

Compare groups, then count to check

Activity

Emily's lower quantity-understanding score suggests comparing groups may help.

When sharing snacks, sorting toys or setting the table, ask which of two groups has more or less. Let Emily decide first, then count together.

Memory & processing speed

Plan homework in manageable sections

Adjustment

Emily's lower processing speed may make longer tasks more demanding.

Before homework begins, help Emily divide the required work into two or three clear sections. Complete one section at a time and make the finishing point clear. This makes the workload easier to pace without reducing the level of challenge.