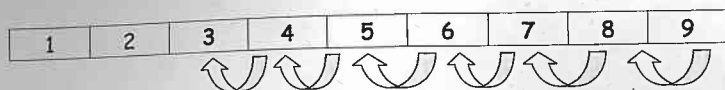# Written Calculation Policy – Subtraction

1. Counting backwards, number rhymes
2. Taking numbers away practically with various objects (up to 10- 1 less)
3. Write a number sentence horizontally
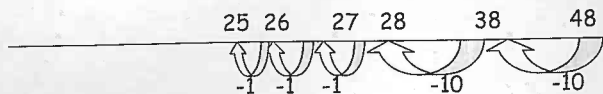4. Using a number line to count backwards (underneath) .

Eg 9-6=

5a. recognise the use of symbols for unknown numbers
5b. Be able to complete number sentences where the missing number is shown by symbols

$$13 - \triangle = 9 \qquad \triangle - 4 = 9 \qquad \triangle - \lozenge = 9$$

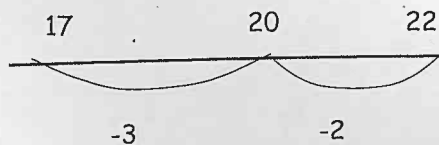Extend to: $13 + 5 = \triangle - 10, \qquad 24 \square 2 \square 22$

6. to count on using the **language of difference (mental method)**

7. Taking a 2 digit number from a 2 digit number using number lines

48-23=

8. Using a number line to bridge through a multiple of 10

eg. 22 – 5 = 17 (counting back)

*(number lines to continue to be used where appropriate) *

9. Introduce partitioning as a mental method and use jottings were appropriate- using expanded layout alongside

10. Horizontal layout using partitioning

563 - 278

	500	60	3	→	400	150	13
-	200	70	8	→	- 200	70	8
	200	80	5				= 285

11. Column method involving no decomposition

```
  563
 -241
  322
```
(start by subtracting the units, then tens, then hundreds)

12. Column method involving decomposition
(start by subtracting the units, then tens, then hundreds)

```
  4 5 1 6 3
 -  2 7 1
      9 2
```