

Help request builder

Suggested: Years 2-6 | Pupil page

Name: _____ Date: _____

Practise describing the task, the sticking point and the help wanted.

Fictional example: "I am drawing the map. I found the gate, but I cannot find B3. Could you show me how to locate that square?" Asking for help is valid at any point; trying alone is not a condition for receiving support.

1. Practise with this scenario: You understand the task, but the printed question is too small to read. What could you say or show?

2. Practise: You have two different instructions and do not know which comes first.

3. For a task of your choice, complete: I am... / I need help with... / Could you...

4. Choose a spoken, written, symbol or other agreed way to make the request.

5. What could you do if the first person is unavailable? Agree a classroom help route.

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Learning focus

Practise describing the task, the sticking point and the help wanted.

Model and use

Model a specific request and respond by giving the requested access or clarification.

Read or explore the example together. Let the learner try the task using an accessible response method, then discuss the reasoning. Use the check below to decide whether to revisit a step.

Answers / review criteria

Open-ended. Example 1: I cannot read this print comfortably. Could I have a larger version or have it read aloud?

Example 2: Which instruction should I do first? Please show me the first step.

Requests should identify useful help without requiring the learner to justify a need or disclose private information.

Agree a reliable accessible route; do not assume every learner can speak or wait without support.

Support

Offer two help symbols or sentence stems and practise during a low-demand task.

Challenge

Compare a general request with a specific one and discuss when either is sufficient.

What to look for

Look for a workable communication route and a helpful adult response, not a test of independent speech.

Print page 1 for the activity; keep page 2 for teaching. Suggested age ranges are selection aids, not curriculum alignment claims. Responses may be spoken, drawn, pointed to, typed or recorded through the learner's usual communication method.