

Everyday support printables

A practical starter pack for school and home • A4 • free to use

Visual timetable • pages 2-6

Day board, 32 picture cards, blank cards and a completed example.

First-then boards • pages 7-9

Two short-sequence boards and a completed example.

Reward charts • pages 10-12

Five-step and ten-step charts and a completed example.

Feelings & support • pages 13-16

Check-in, choice cards, a support plan and a completed example.

Print at 100% on A4 paper. Cut cards on their borders and introduce their meaning together. Adapt words, pictures and photographs to the pupil. These original drawings are visual cues, rather than a standard symbol system. Completed examples are illustrations, not pupil records. Keep essential needs and support available at every stage.

More companion resources: daybydaytools.co.uk

My day

Place the cards in order. Move a card to Finished when the activity ends.

1

2

3

4

5

6

Finished

You can change the plan together when you need to.

Everyday activity cards

Cut around the card borders. Use pictures, objects or your own photos if clearer.



Arrive



Register



Reading



Writing



Maths



Playtime



Snack



Lunch



Toilets



Wash hands



Art



Music



PE



Outdoors



Home



Quiet time

More activity cards

The written label is the main cue. Practise the meaning of each card together.



Story time



Assembly



Small group



Library



Computer



Science



Choose



Help



Change



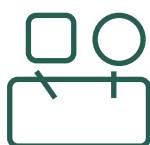
Design



Movement



Water



Tidy up



Calm time



Finished



Talk

Make it personal

Write or draw your own activities. Add photographs before laminating if helpful.

Example: a short morning

COMPLETED EXAMPLE • illustrative only • adapt together for your pupil

The plan

Arrive, put my bag away and read with an adult. Playtime comes next.

How we explain a change

If reading moves later, the adult shows the new order and tells me what will happen.



Arrive



Reading



Playtime

Why this works

Start with a manageable part of the day. Point to each card together and move it to Finished when the activity ends.

First, then...

Keep the steps clear, achievable and agreed together.

First	Then

Place an activity card, photograph or drawing in each space.

Say what will happen, and point to the board as you explain.

Check that the pupil understands; offer support or adjust the step.

Then can be the next activity or a choice, rather than a reward.

Food, water, toilet access, help and needed breaks stay available.

First, then...

Keep the steps clear, achievable and agreed together.

First	Then	Finished

Place an activity card, photograph or drawing in each space.

Say what will happen, and point to the board as you explain.

Check that the pupil understands; offer support or adjust the step.

Then can be the next activity or a choice, rather than a reward.

Food, water, toilet access, help and needed breaks stay available.

Example: first and then

COMPLETED EXAMPLE • illustrative only • adapt together for your pupil

First

Write one sentence with an adult. I can ask for help.

Then

Choose an art activity. The adult tells me when it is ready.

First



Writing

Then



Art

Why this works

First is a clear, supported step. Then is an available next activity.
Needed breaks and help stay available throughout.

My progress chart

5 small steps • agree what success looks like before you begin.

My goal

I am practising: _____

One mark means: _____



1



2



3



4



5

My chosen reward or celebration

Notice effort and progress. Give the agreed mark promptly.

Keep earned marks; adapt the goal if it is too hard.

Never make essential needs or support depend on earning marks.

My progress chart

10 small steps • agree what success looks like before you begin.

My goal

I am practising: _____

One mark means: _____

1

2

3

4

5

6

7

8

9

10

My chosen reward or celebration

Notice effort and progress. Give the agreed mark promptly.

Keep earned marks; adapt the goal if it is too hard.

Never make essential needs or support depend on earning marks.

Example: practising a routine

COMPLETED EXAMPLE • illustrative only • adapt together for your pupil

My goal

Put my reading book in my bag after reading, with a reminder if needed.

One mark means

I put the book away. The adult notices this and adds a mark straight away.

My chosen celebration

After five marks, choose the story we share together.



Why this works

Agree a small observable action. Keep earned marks, and adjust support when the step is difficult.

How am I feeling?

Point, circle, say or draw. You can choose more than one feeling.



Calm



Happy



Worried



Sad



Angry



Tired

Something else / I am not sure

All feelings are welcome. You do not have to explain straight away.

What would help? A person, a quiet space, movement or some time?

Feelings & support cards

Cut out the cards. Offer choices without insisting on a particular response.



Calm



Happy



Worried



Sad



Angry



Tired



Quiet time



Trusted adult



Water



Movement



Help



Time

Things that help me

Complete this together when things feel manageable. Revisit it as needs change.

When I feel...

I might notice...

I can try / I can ask for...

Someone who can help: _____

Adults: listen, give time and agree a helpful next step together.

Example: things that help

COMPLETED EXAMPLE • illustrative only • adapt together for your pupil

When I feel...

Worried before a noisy assembly.

I might notice...

My shoulders feel tight. I want to stay near an adult.

I can try / ask for...

Check the plan, sit near the exit, or use a quieter space with support.

Someone who can help

The adult we agree together before assembly.

Why this works

Treat this as an invitation to communicate. Accept more than one feeling and offer help without requiring an explanation.