05 Say it, then do it

Aim

Use verbal rehearsal or an accessible equivalent.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check.

Model - make the thinking visible

Model repeating "book, then cup" before following "Touch the book, then the cup". A signed or pointed rehearsal is equally valid.

Practise and record

Use items 1-2 for supported practice and items 3-5 for individual attempts. Give each pupil a turn on all five, preventing peer copying. Record the support actually used, including a model on practice items. The session total is a teaching record; formal checks provide the fresh-task comparison.

Suggested answers / success criteria

1. Both in order.
2. Both actions in order.
3. Both in order.
4. Both in order.
5. Both in order.

If pupils struggle

Allow a pupil-selected visual sequence throughout.

Next challenge

Ask which rehearsal strategy was helpful and why.

Classroom link

Pupil chooses a rehearsal strategy for a classroom instruction.

05 Say it, then do it

Name or code: _____ Date: _____

Try the tasks with your adult. You can say, show, sign, point or write your answer. Your adult can help you record it.

1. Touch the paper, then the pencil.

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2. Lift the cup, then put it on the paper.

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3. Touch the ruler, then turn the book over.

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4. Put the counter under the book, then touch the cup.

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5. Lift the pencil, then put it beside the book.

Adult codes for tasks 1-5: ____ ____ ____ ____ ____

Correct: ____ /5 Independent: ____ /5 Useful support: _____