06 Check and consolidate

Aim

Review the strategies and carry out a midpoint check.

Prepare

Have the pupil sheet and relevant materials ready. Revisit one previously taught example; use a different example from any formal check. Use check C before teaching today; replace part of practice.

Model - make the thinking visible

Compare "I guessed" with "I checked the first step". Revisit the hardest earlier position or sequence.

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. Beside cup.
3. Both in order.
4. Both in order.
5. Requests repeat or clarification.

If pupils struggle

Return to a one-action instruction with a visual cue.

Next challenge

Combine two previously secure features.

Classroom link

Teacher notes which cue the pupil uses without an adult reminder.

06 Check and consolidate

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 book, then the ruler.

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2. Put the counter beside the cup.

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3. Lift the pencil, then put it under the paper.

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4. Turn the book over, then touch a counter.

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5. Explain or show what to do if you missed a word.

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

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