11 Choose the right support

Aim

Select a strategy for a new instruction.

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 choosing a visual list for a long task and a repeat request when a word was missed.

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. Visual list or rehearsal.
2. Requests repeat/access adjustment.
3. Ticks or tracks steps.
4. Requests clarification.
5. Matches completed action to instruction.

If pupils struggle

Offer two suitable supports without requiring speech.

Next challenge

Explain when a chosen support would not help.

Classroom link

Record a teacher observation of a pupil-selected support.

11 Choose the right support

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. Three steps are hard to remember. Choose a support.

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2. The room is noisy and you miss a word.

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3. You know the words but lose your place.

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4. You do not know which object is meant.

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5. An instruction is manageable. Show how to check it.

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

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