

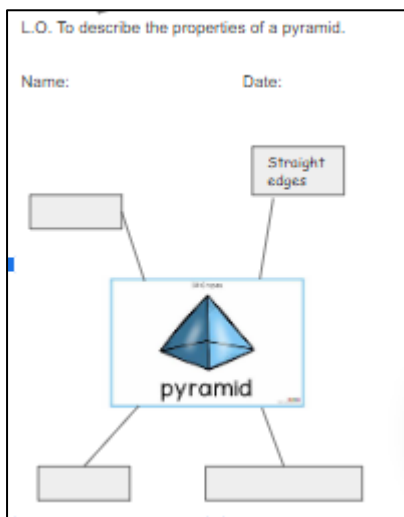
Enabling Instructions – Top Tips



- **Make sure children are paying attention to the speaker before you give instructions**, particularly if instructions are given after a longer teacher input.

- **Ensure children are facing the person talking** and tell them you are going to give an instruction now to focus their attention.

To listen we need to...



- **Provide a visual**, for example, show a picture of the finished product, or model steps using a visualiser. This will support children to know what is expected of them.

- **'Chunk' instructions and use the simplest language possible**, for example, rather than saying *'I'd like you to go to your tables, write your name in the corner of the paper and then start drawing your picture,'* say one step at a time: **Stand up [pause for them to do this] Find your seats [Pause] write your name *here* [Model].**

- **Give instructions in chronological order**, this means saying them in the order it will happen. Rather than saying: *'Before we get our coats, put your books away.'* Say **'First put your books away, next get your coat.'**

- **Explain the meaning of instruction words** such as: *match, describe, compare, explain, label.* Don't presume children understand these tricky words that we use often – display them in the classroom.

- **Target pupils to check their understanding** – who does an adult need to check in with? Can the child repeat back to you what they need to do before they attempt the task?

- If pupils are finding it difficult to follow multi-step instructions, **a home-made task planner could be drawn by an adult on a whiteboard.**

- **Model the first step**, 'talking out loud' as you do it.

