

Design one routine learners can use

Choose one recurring classroom moment. The test is whether the sequence improves access to learning, participation or safety.

START HERE

Routine = the recurring moment and visible actions. A rule states the expectation; a routine gives learners the steps for meeting it. Purpose = what it protects or enables. Review owner = who checks and improves it.

1 Routine name, purpose and review owner

Name the moment and outcome. What does it protect or enable? Who will review it?

2 Context, cue and learner sequence

When does it begin? What stable cue starts three to five visible actions?

3 Model and guided rehearsal

What example and near-miss will adults show? When will learners practise?

4 Access routes

What alternatives support communication, movement, sensory processing, language or memory?

5 Adult actions and shared language

What will adults say or do consistently? Where is adaptation expected?

6 Feedback, repair and re-entry

What private, specific response helps a learner return to the learning?

7 Evidence and learner voice

What shows the routine is useful? What will learners be asked about clarity and fairness?

8 Review and re-teach

When will you review it? What would trigger re-teaching? Which prompts could later fade?

Entry and begin

These notes show the level of detail. Adapt the sequence with learners and remove any step that does not serve learning, access or safety.

WHY IT MATTERS A predictable start reduces repeated instructions. Explicit modelling, rehearsal and review help the sequence become usable and inclusive.

1 Routine name, purpose and review owner

Entry and begin. Helps learners settle and start the retrieval task within three minutes. Review owner: Year 6 teacher.

2 Context, cue and learner sequence

After break, the open door and starter card are the cue. Bag away. Collect book and pencil. Read the starter. Begin or show the help card.

3 Model and guided rehearsal

Model once, then show a near-miss: waiting without opening the book. Rehearse on Monday after break and again after holidays.

4 Access routes

Desk visual with steps 1 to 4. Wider route to trays. Help card instead of public speech. Extra processing time.

5 Adult actions and shared language

At the door: "Bag, book, read, begin." Adults point to the same visual. Adapt the route and response mode when needed.

6 Feedback, repair and re-entry

Private prompt: "Check step 2." Learner shows the help card and starts the part they can do. Rejoin at the next step.

7 Evidence and learner voice

Most learners start with one prompt or fewer. Ask: "Which step is unclear?" and "What would make the start easier?"

8 Review and re-teach

Review Friday 25 September. Re-teach if three learners wait at the same step for two lessons. Fade the timer after two settled weeks.