

What you might see:

You might see a child who:

takes longer to respond (think of their answer) or complete tasks.

may have difficulty completing time-limited tasks.

may say things in a disordered way.

may find it hard to organise their thoughts. This might look like disorganised work on a page or not using space on a page in a typical way.

What you can try:

- Allow extra thinking time after asking questions or giving instructions.
- Give short, clear instructions, broken into small steps.
- Use visual supports (e.g. diagrams, timelines, models) to explain ideas.
- Provide written or visual task plans to support organisation and sequencing.
- Model thinking aloud to show how to approach and solve tasks.
- Reduce the amount of work so pupils can focus on understanding rather than speed.
- Use worked examples to show how to complete tasks.
- Provide sentence starters or scaffolds to support responses.
- Break questions into smaller steps to support thinking.
- Teach memory strategies explicitly, such as chunking, visualisation and mnemonics.
- Encourage pupils to talk through their thinking before answering.
- Use checklists or prompts to support task completion.
- Give opportunities to practise and rehearse learning to build understanding.
- Adapt the pace of teaching so pupils have time to process learning.
- Use consistent routines to reduce thinking load and support processing.
- Pre-teach key concepts and vocabulary to support understanding in lessons.
- Use visual timetables or sequences to show the structure of learning.