

When to move on

Typically, students complete one Teacher Led Activity per week. Do not expect students to be fluent counting after the first activity in a chapter. Students should still progress to the next activity the following week. Fluency with the targeted counting sequence will take all term. Students who are experiencing difficulty should be supported using the ‘a little easier’ differentiation information on the web page for each activity.

Intervention

If at the end of the term a student is still experiencing significant difficulty counting forwards/backwards from any number, they need one extra session each week as per the Intervention Implementation instructions.

Before/After

It is common for students in Foundation to confuse ‘before’ and ‘after’.

- At the end of a counting forwards term check these students can identify ‘one more’, without counting starting at one/ten.
- At the end of a counting backwards term check these students can identify ‘one less’, without counting back from ten/twenty.

Being able to identify one more/less without saying the whole counting sequence is important because it relates to the top two predictors of difficulty.

There can be a range of different reasons for students confusing the terms ‘before’ and ‘after’. Some reasons include language, directional and executive functioning difficulties. Use desk visuals, pointing prompts and pre-loading to support these students to develop fluency with these terms.



