(When pupils are sat on the carpet) “Today we are going to learn how to come to the carpet and go to our tables quickly and quietly. This is important because it ensures we can spend as much time as possible on our learning.”

“I am going to teach you three instructions and show you what I want you to do when I say these instructions. After I have shown you, I might ask another pupil to demonstrate this so make sure you’re listening carefully.”

“When I say ‘one’, please stand.” (Model standing up and remaining on the spot).

“When I say ‘two’, please walk to your space and pull out your chair.” (Model walking calmly to a space and pulling out the chair).

“When I say ‘three’, please sit down and begin your work.” (Model sitting down at the table and beginning some work).

“Now, who can show me what to do?” Ask one pupil to demonstrate what to do whilst I give the instructions.

“One”, (pupil should stand). Provide praise to that pupil if they remember what to do. Ask another pupil to help them if they have forgotten.

“Two”, (pupil should calmly walk to their table and pull out their chair). Provide praise to that pupil if they remember what to do. Ask another pupil to help them if they have forgotten.

“Three”, (pupil should sit down and begin their work). Provide praise to that pupil if they remember what to do. Ask another pupil to help them if they have forgotten.

“Now I am going to ask all of you to do this. Do you think you can do it as well as Zackary? Let’s see! I am looking for calm sensible children. Who will really impress me I wonder?”

“One”, (all pupils should stand). Provide praise to pupils if they remember what to do. Provide gentle prompts and support to pupils who have forgotten.

“Two”, (all pupils should calmly walk to their table and pull out their chair). Provide praise to pupils if they remember what to do. Provide gentle prompts and support to pupils who have forgotten.

“Three”, (all pupils should sit down and begin their work). Provide praise to pupils if they remember what to do. Provide gentle prompts and support to pupils who have forgotten.

Practise as many times as required.