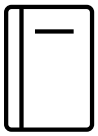
Read the room

Labels that help a visitor

Point, say, draw or ask an adult to write your response.

A-D are adult reference letters. Children do not need to read them.

A



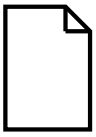
Books

B



Pencils

C



Blank paper

D



Finished work

Which sign helps?

1. Your drawing is finished. Where will you put it? Sign: _____

2. You need paper with nothing written on it. Sign: _____

3. You are returning a book. Sign: _____ Tell someone your clue.

Make one label clearer

4. Two paper trays both say 'Things'. Change one label so a visitor can tell where finished drawings belong. Draw and add words below.

My picture:

My words:

_____

_____

Words in our classroom language: _____

Test with a partner: Could they find the right tray?

☐ Yes ☐ We changed the label and tried again.

Read the room

Teacher key and observation notes

Use with two 25-minute lessons. Read every prompt aloud. Pupils may point, explain orally, draw or dictate. A-D are adult reference letters; children need not read them. Independent handwriting is optional.

Matching key

A. Books -> book basket

B. Pencils -> pencil pot

C. Blank paper -> unused-paper tray

D. Finished work -> finished-work tray

Prompt 1: D. Prompt 2: C. Prompt 3: A. B belongs by the pencil pot.
A child may use the picture, recognised words or the placement as a clue.
Ask which clue helped; pointing is valid evidence.

Repair key: more than one useful answer

For two trays both labelled 'Things', one useful revision is 'Finished work' with a picture of a completed drawing. Keep the unused-paper tray distinct. Accept clear equivalents in the teaching language or another familiar language. Other repair examples: 'Pencils' with a book picture needs a matching pencil picture; 'Paper' alone needs a clearer distinction between the two trays.

Observe the reasoning

Notice whether the child connects a sign to its purpose, gives a clue and changes a confusing label after a partner test. A neat copy alone is not enough. Ask: What did your visitor do? What did you change? Test once more.

Access, language and safety

Use real familiar objects and high-contrast signs; do not depend on colour.
Describe pictures aloud; offer large print, tactile objects and seated testing.
Use home-language words alongside teaching-language words when helpful.
Adults handle cutting and mounting. Do not cover safety or exit signs.
Keep pupil identities and photographs out of public display or sharing.

Curriculum link

NCF for the Foundational Stage (2022), C-10.2: signs, logos and labels; print-rich displays and child-height labels, printed pp. 131-132.
This is an original classroom adaptation, not an official NCERT worksheet.