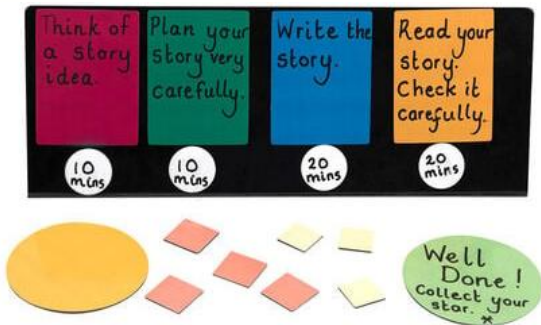


# How to Guide...Task Slicer



## What are they?

The Task Slicing Tool is a visual and tactile support designed to help pupils break larger or complex tasks into smaller, more manageable steps. It provides a structured way to show the sequence of actions needed to complete an activity, using clear visuals and physical interaction to reinforce understanding. Each slice represents a part of the overall task, encouraging pupils to focus on one step at a time and experience a sense of achievement as they progress. The concept mirrors cognitive load and executive functioning research, which highlights that breaking tasks into smaller, concrete stages helps the brain process information more effectively. By making abstract sequences visible and touchable, the Task Slicing Tool transforms “what do I do next?” into something pupils can see, touch and complete.



## Why would it be used?

Many pupils find it hard to hold an entire set of instructions in mind. When a task feels too big or uncertain, the result is often avoidance, distraction, or frustration. The Task Slicing Tool provides clarity. It externalises the thinking process so pupils can see progress and know exactly where they are in a sequence. Breaking a task into smaller components reduces cognitive load and helps maintain motivation. Each completed step offers a small, tangible success, building momentum towards task completion. The design also supports self-monitoring. Pupils can glance at the slices to check their progress, rather than repeatedly seeking reassurance from adults. Over time, this promotes independence and confidence in managing work without continual prompting.



## Who would use them?

This tool is particularly helpful for pupils who struggle with planning, organisation, and task initiation, common challenges for those with executive functioning difficulties, ADHD, Autism, or anxiety-related needs. It also benefits younger learners developing independence, or any pupil who becomes overwhelmed when presented with a long or multi-step task. Teachers and support staff can use it as part of whole-class routines or personalised interventions. For some pupils, the physical act of manipulating the slices reinforces sequencing and transitions between stages; for others, the visible reminder of “what’s next” reduces anxiety and supports emotional regulation.

## How are they used?

Begin by breaking the target task into clear, achievable steps. Label or represent each slice visually, for instance, pictures, key words, or colour codes. Introduce the tool to the pupil, explaining that each slice represents one part of the job and that moving through the slices shows progress. Guide the pupil to focus on just one slice at a time. When a step is complete, they can move the slice aside, flip it, or mark it as “done.” This physical action reinforces progress and provides a natural pause for feedback or self-reflection. Keep the number of steps realistic: too many slices can become visually cluttered. For younger pupils or those easily overwhelmed, begin with two or three steps, then expand as they gain skill and confidence. Review how the tool is working, some pupils may benefit from larger visuals, colour coding, or pairing with verbal prompts; others will quickly internalise the process and need it less often.

## When can they be used?

The Task Slicing Tool can be used across all areas of learning and in home routines. In classrooms, it is ideal for writing, problem-solving, practical projects, or any activity that involves several stages. It can also be part of daily routines, such as organising belongings, transitioning between lessons, or completing homework. For younger children or those new to task sequencing, the tool may be introduced with very simple two- or three-step activities, such as “collect your book, write your name, start the first question.” As confidence builds, the number and complexity of steps can increase. At home, parents might use it for morning routines, packing bags, or bedtime tasks, reinforcing consistency between school and home expectations.

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