



INTERVENTION

Counting
Forwards and Backwards

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

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Progress Sheet [page 3](#)



Counting Forwards and Backwards

(Early Counting and Grouping 1)

RESOURCES: none

As an Intervention, for example, for children who are not yet able to count, recognise and write teen numbers, and children whose understanding of the counting concepts is not at grade Level (for example, children with a learning difficulty or a child new to English, **this could be Implemented 5 times daily in lesson breaks.**

TEACHER INSTRUCTIONS – there are no child instructions for this intervention

1. Count forwards (for example, to at least 10, then 20, or for older children / new arrivals to at least 110, then 1110 - focusing on bridging place values, etc)

- First identify what number the child is able to count forwards to accurately, independently and consistently. NB: If a child counts to 8 but misses 6, they can only count forwards accurately, independently and consistently to 5.
- 10 times a day, for example, in lesson breaks etc, ask the child to 'count forwards to 5 / to 10 / from 6 / from 67 / from 324 to Jenny / Billy / Bonnie' etc (other children in the class).
- Ask Jenny / Billy / Bonnie etc if the child counted correctly.
- As the child demonstrates their capacity to forwards to 5 / 10 / from 6 / from 67 / from 324 accurately, add 1 more number to their range, asking the child to 'count forwards to 6 / 11 / from 7 / from 68 / from 325 to Jenny / Billy / Bonnie'.
- Continue to increase the child's range as they demonstrate their capacity to count, until the child reaches a level that allows them to engage in mathematical investigations / grade level expectation.

2. Count backwards (for example, from numbers between 2 and 10, then 20, or for older children / new arrivals from at least 110, then 1110 - focusing on bridging place values, etc)

- First identify what number the child is able to count backwards from accurately, independently and consistently. NB: If a child counts backwards from 13 but misses 11, they can only count backwards accurately, independently and consistently from 10.
- 10 times a day, for example, in lesson breaks etc, ask the child to 'count backwards from 3 / from 11 / from 62 / from 324 to Jenny / Billy / Bonnie' etc (other children in the class).
- Ask Jenny / Billy / Bonnie etc if the child counted backwards from 10 correctly.
- As the child demonstrates their capacity to count backwards from 3 / from 11 / from 67 / from 324 accurately, add 1 more number to their range, asking the child to 'count backwards from 4 / from 12 / from 63 / from 325 to Jenny / Billy / Bonnie'.
- Continue to increase the child's range as they demonstrate their capacity to count backwards, until the child reaches a level that allows them to engage in mathematical investigations / grade level expectation.

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as:
ASSESSMENT OF LEARNING (SUMMATIVE) – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
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