

My Weekly Starter Planner

A simple starting point for planning, prioritising and building independence

Name: _____

Week beginning: _____

Use this as a starting point. Write down the key things you need to do each day, choose your priority, and tick tasks off as you go. Decorate it and make it your own!

Monday

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Tuesday

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Wednesday

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Thursday

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Friday

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Weekend

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

My priority: _____

Things I Need to Remember

- ☐ _____
- ☐ _____

My Weekly Check-In

Something I managed well:

One thing I'll try differently next week:

Parent Guide

Starting a Planning Habit With Your Child

A starter, not a permanent system

This Weekly Starter Planner introduces planning in a simple, low-pressure way. It is a starting point, not a permanent system. Try it, notice what works, then adapt the sheet, create your own together, or purchase a diary, wall planner, whiteboard or digital tool that better suits your child.

Start small

A planner does not need to be full to be useful. One or two tasks each day may be enough. Keep tasks specific and achievable. For example, replace 'Do homework' with 'Complete Maths questions 1-5'.

Make planning enjoyable for younger children

Give younger children ownership. They might decorate the planner, choose colours, draw pictures next to tasks or add stickers when something is completed. A planner they enjoy using is more useful than a perfectly neat one they ignore.

Let your child do the thinking

Rather than filling everything in for them, ask what they need to do, what they need to remember and which task is most important. Reduce your help gradually as their confidence grows.

Adapt the idea as your child gets older

Younger children can complete it with an adult and use pictures or symbols. Older primary children can write more themselves and choose priorities. Secondary pupils may prefer a school diary, calendar or digital planner. GCSE and A-level students can use more detailed revision planners and should make revision tasks specific.

Supporting children with SEND

There is no need to use every part of the planner. A full page may feel overwhelming for some children, so focus on one or two tasks at a time if needed. Visual symbols, photographs, colour coding, short instructions or planned breaks may help. If writing is a barrier, an adult can write while the child makes the decisions.

From starter sheet to a system that works

After a week or two, ask what your child liked, ignored or found difficult. Would they prefer more space, fewer sections, a wall planner, notebook, purchased planner or phone reminder? Use their answers to find a system that genuinely helps.

Build independence gradually

Begin by filling the planner in together, then move to prompting while your child fills it in, and eventually simply ask whether they have checked their planner. The goal is not perfect organisation; it is to build planning habits and independence.