

## **ADI PART 3 WORKSHEET – LEFT & RIGHT TURNS (KUSC)**

What do we mean by “left and right turns”?

Turning left or right means leaving the main road safely and accurately, using mirrors, signals, positioning, and speed control – while protecting vulnerable road users and obeying priorities.

### **Common contexts:**

Minor side roads  
Busy town streets  
Narrow residential roads  
Turning across oncoming traffic (right turns)  
Poorly marked junctions and hidden bends

### **KNOWLEDGE**

#### **Questions to check knowledge**

What routine should be followed before every turn?  
Where should the car be positioned on approach?  
Who has priority when turning right across traffic?  
What hazards are common on left turns?

#### **Key teaching points**

Use MSPSGL every time:  
Mirrors – interior then appropriate door mirror.  
Signal – in good time, not too early.  
Position – left for left turns; just left of centre for right turns.  
Speed – reduce early and smoothly.  
Gear – choose one that gives control through the turn.  
Look – into the new road, for pedestrians and vehicles.

#### **Specific reminders:**

Left turns: watch for cyclists on your nearside and pedestrians stepping out.  
Right turns: oncoming traffic has priority; wait with wheels straight until safe.  
Time-honoured truth: prepare on the approach – don't sort it out in the turn.

#### **Knowledge red flags**

Doesn't know correct lane/position.  
Thinks indicators alone create priority.  
Forgets pedestrian priority at side roads.  
Unsure about when to commit on right turns.

## **UNDERSTANDING**

### **Questions to explore thinking**

- Why do we slow early rather than braking in the turn?
- Why should the car be straight when waiting to turn right?
  - How can signalling too early confuse others?
- Why do tight left turns often hide pedestrians and cyclists?

### **Concepts to draw out**

- Early preparation = smoother steering and better control.
  - Wheels straight reduce risk if nudged from behind.
  - Signals are communication – they must match intention.
- Turning is not just about your path – it's about what others may do.

### **Understanding red flags**

- Cuts corners without realising the risk.
- Turns wide because speed wasn't reduced early enough.
  - Thinks "if I've signalled, they'll stop."
- Can't explain why a right turn felt rushed or dangerous.

## **SKILL**

- Practical habits to develop
  - Smooth speed reduction before the turn.
  - Steer progressively – no sudden jerks.
  - Look into the new road early.
- Keep tight to the left when turning left; avoid drifting.
- On right turns, judge safe gaps and commit positively when clear.

### **Training exercises**

- Quiet estate → gradually busier roads.
- Left turns with hidden pedestrians and parked cars.
- Right turns across steady traffic – gap judgement drills.
- "See it early" practice: spot turnings sooner and plan.
- Controlled re-positioning if the car goes wide or cuts the corner.

### **Skill red flags**

- Late braking within the turn.
- Cutting corners on right turns.
- Swinging wide on left turns.
- Over-steering, then correcting sharply.
- Misjudging gaps when turning right.

## **CONFIDENCE**

### **Confidence barriers to explore**

- Fear of misjudging traffic while turning right.
- Worry about slowing traffic behind when preparing early.
- Hesitation at busy junctions.
- Over-focus on steering rather than the whole routine.

### **Coaching prompts**

- “What did you see in the new road before you turned?”
- “How did your speed affect your steering?”
- “What made that gap safe to take – or unsafe?”
- “Where could you have planned a little earlier?”

### **Building confidence**

- Practise calm, repeated routines on simple turns first.
- Praise early planning and good gap judgement.
- Teach pupils that waiting for a safer gap is sensible, not weak.
- Break complex turns into steps until they flow naturally.
- Traditional wisdom: steady approach, tidy turn – everything else follows.

### **REFLECTION (for trainee or pupil)**

Think of two left turns and two right turns today.

### **Using KUSC:**

- What did you know about routine and priority?
- What did you understand about risk and timing?
- Which skills went well (or didn't)?
- How confident did you feel – especially on right turns?
- One improvement goal for next lesson:

### **COACHING CHECKLIST FOR TRAINEES**

- Did I identify whether faults were Knowledge, Understanding, Skill, or Confidence?
  - Did I stress early planning and correct positioning?
  - Did I challenge cutting corners and drifting wide?
- Did I link every turn back to safety, courtesy, and test standards?