Scaffolds are only effective if the student has the correct background knowledge needed to then learn a new cognitive strategy. It is important to explain new ideas in the context of what students already know, so before beginning a new task the teacher must identify what the children will need to already know in order to do what is expected, then assess to find out if they have the necessary understanding and plug any gaps that may exist.

Scaffolding needs to be temporary and adjustable. As the learner makes progress within the learning process the amount of scaffolding is reduced. In this way as the learning process progresses the difficulty of the task and the level of responsibility a student takes for the learning is increased. When a teacher feels the student is ready they need to carry out an assessment prior to independent practice taking place. Students should then be given several varied opportunities to apply the learning without the scaffolds.

This document has been created with ideas across the GSP schools

8. Provide scaffolds for different tasks.

The teacher provides temporary support and scaffolds to assist when they are doing a difficult task
A scaffold is a temporary support that is used to assist a learner.
These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter difficult problems.
Providing scaffolds is part of guided practice
Scaffolds include: modelling the steps, thinking aloud by the teacher as they solve the problem, tools, prompts, cue cards check lists, or models. (Page 75-76 Barak Rosenshine's Principles of Instructions)

Scaffolding

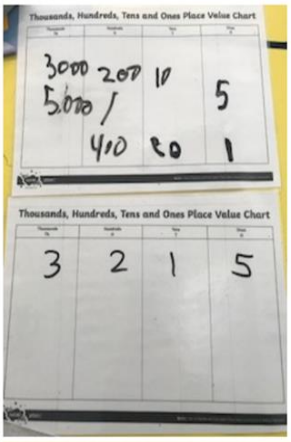
Scaffolding is the support provided by the teacher and/or other students which allows a learner to bridge the gap between their current abilities and their intended learning goal. Scaffolds can be used in the teaching of all skills but are particularly useful or necessary when teaching higher level cognitive strategies. Scaffolding can be seen as a form of mastery coaching, where cognitive supports are given, then gradually withdrawn. It allows all students to gain access to the ideas being taught, to develop their expertise and to make steps towards increasing their fluency and understanding.

Reducing cognitive load

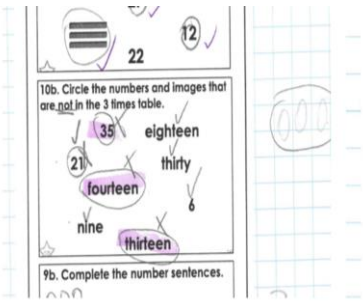
a)	H	T	O			b)	H	T	O			c)	H	T	O
	1	6	3				3	4	5				4	4	5
+	**2**	4	5			+	3	7	2			+	1	6	4
d)	H	T	O			e)	H	T	O			f)	H	T	O
	4	6	5				3	8	5				6	4	5
+	+	4	5			+	4	3	6			+	1	6	7
g)	H	T	O			h)	H	T	O			i)	H	T	O
	3	6	6				3	2	5				3	9	4
+	**1**	4	7			+	1	9	6			+	1	2	7

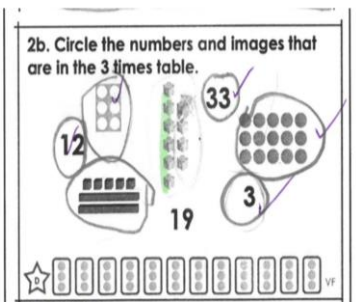
Adding Two 3-Digit Numbers - exchanging - revisit

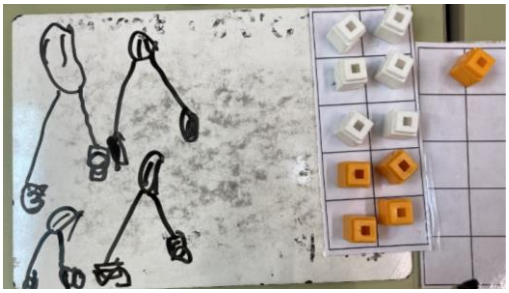
Some children have calculations set out for them already to allow them to focus more on the method/calculation at the start.

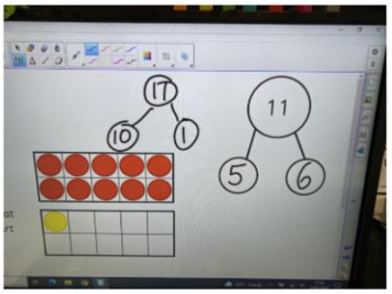


Showing the concept in different ways (visual)





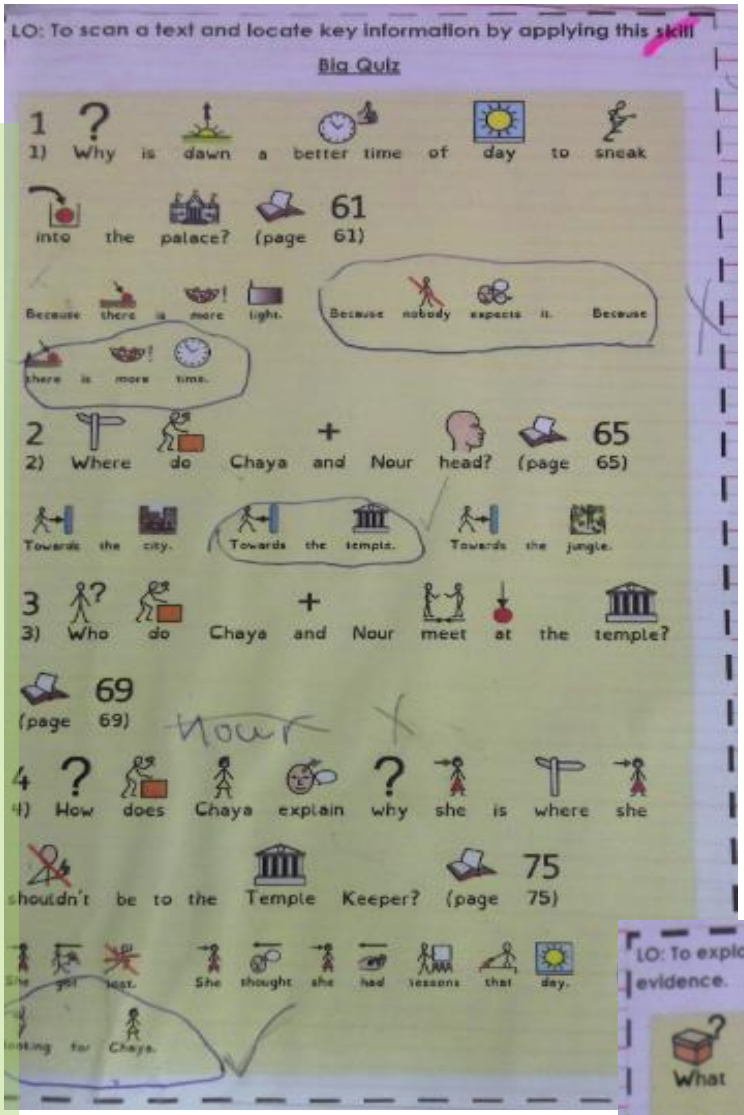




Scaffolding in Reading

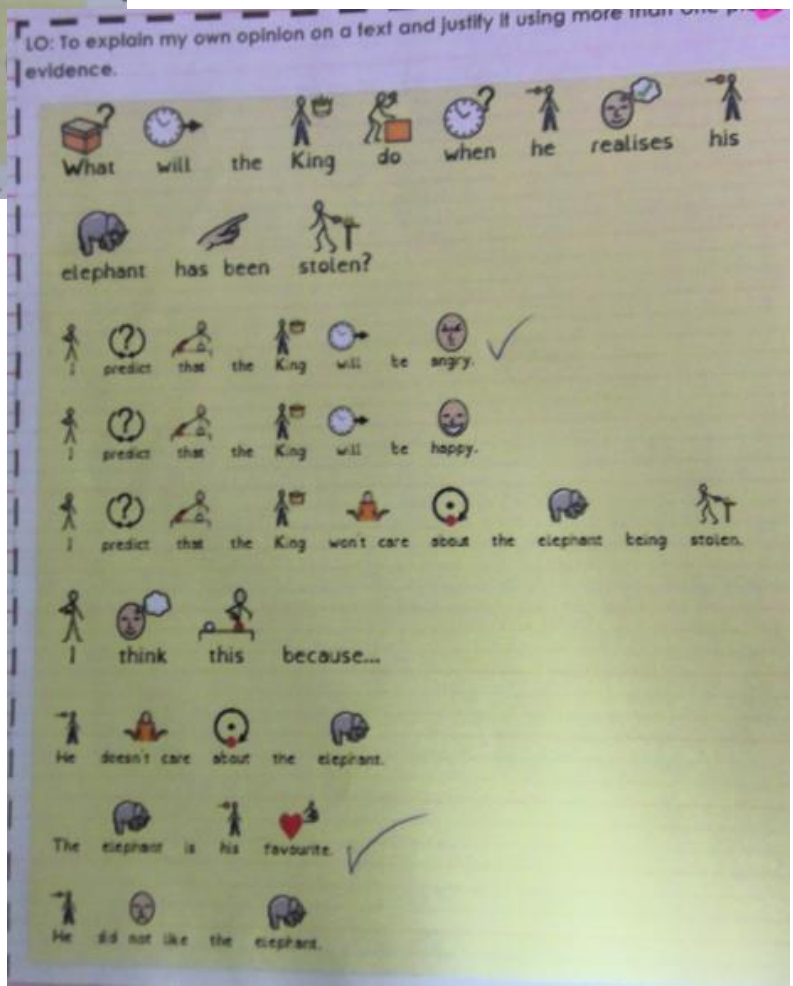
- Book talk
- Pre- reading
- Sending parts of text home for pre reading
- Teaching of key vocabulary
- Vocabulary banks
- Phonics mats
- Paired reading
- Multiple choice questions on retrieval quizzes
- Time to process text if asked to read aloud
- Fluency sessions
- Overlearning of texts
- Background knowledge taught explicitly to lighten the cognitive load Use of visual aids – pictures or charts
- Pause, Ask questions, Pause, Review – checking for understanding.
- VIPERS – vocabulary, inference, prediction, explain, retrieve and sequence
- Use of choral and echo reading to help with prosody and fluency
- WIGIT

Scaffolding in Reading- examples



Use of Widgit

Retrieval Quizzes using Widgit

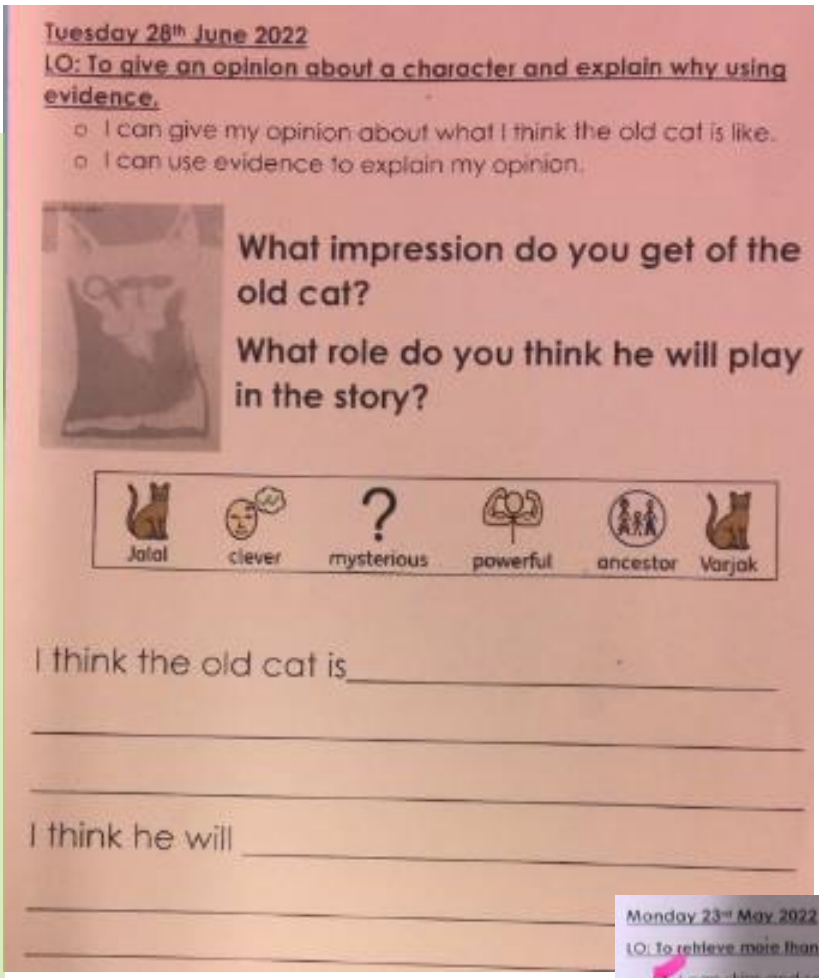


Making predictions

Scanning and selecting Information using Widgit



Using word banks and sentence stems



Tuesday 28th June 2022

LO: To give an opinion about a character and explain why using evidence.

- I can give my opinion about what I think the old cat is like.
- I can use evidence to explain my opinion.

What impression do you get of the old cat?

What role do you think he will play in the story?

Jalal | clever | ? mysterious | powerful | ancestor | Varjak

I think the old cat is _____

_____

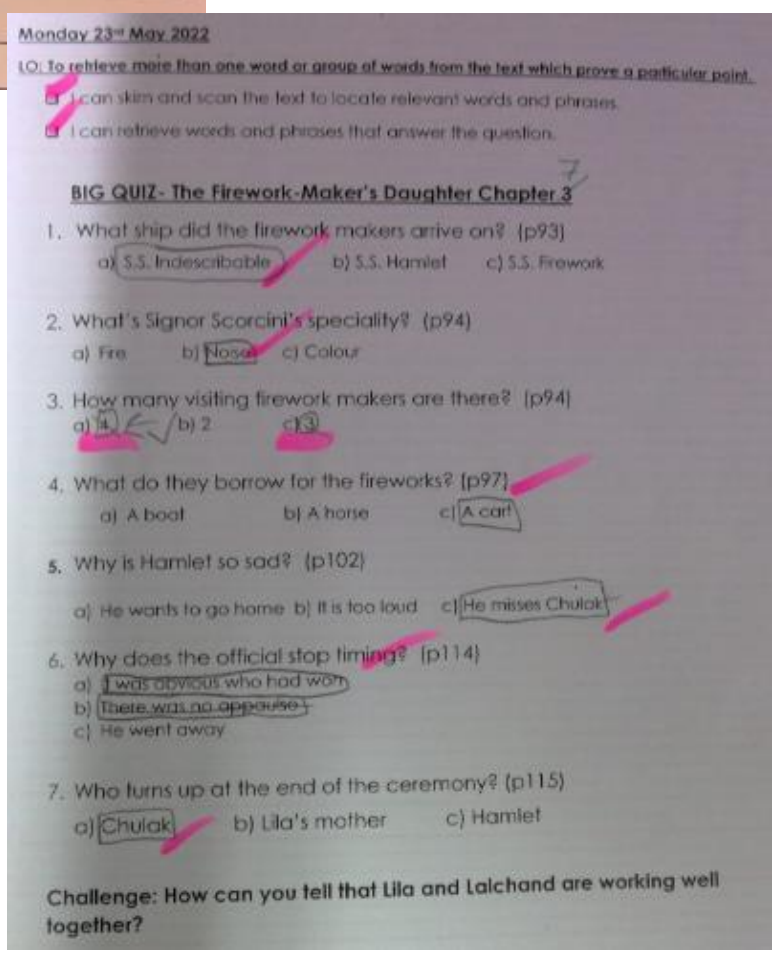
_____

I think he will _____

_____

_____

Using multiple choice answers for retrieval quizzes



Monday 23rd May 2022

LO: To retrieve more than one word or group of words from the text which prove a particular point.

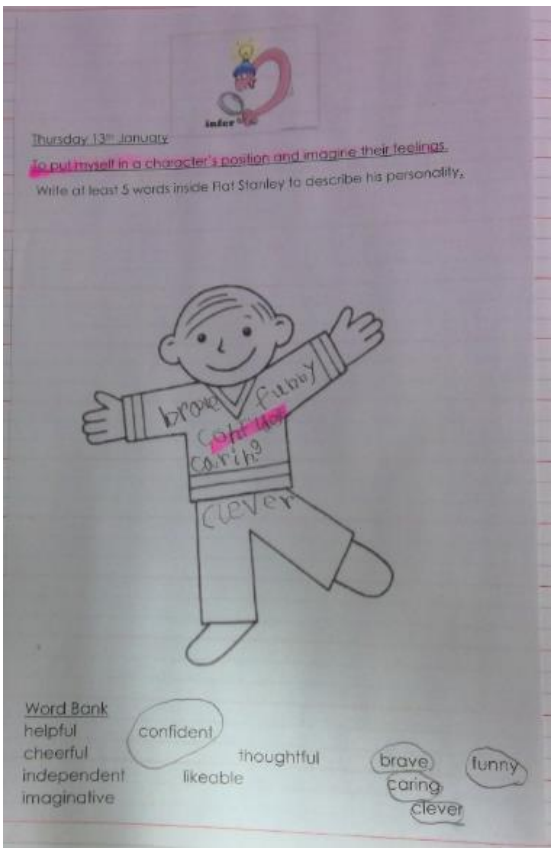
- I can skim and scan the text to locate relevant words and phrases.
- I can retrieve words and phrases that answer the question.

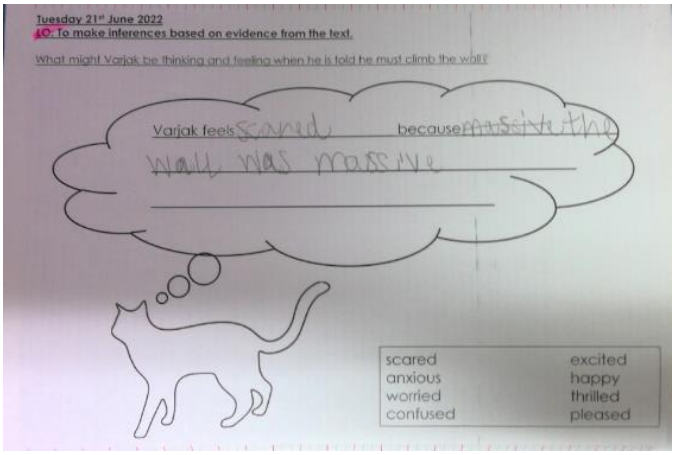
BIG QUIZ- The Firework-Maker's Daughter Chapter 3

1. What ship did the firework makers arrive on? (p93)
   a) S.S. Indescribable b) S.S. Hamlet c) S.S. Firework
2. What's Signor Scorcini's speciality? (p94)
   a) Fire b) Noses c) Colour
3. How many visiting firework makers are there? (p94)
   a) 4 b) 2 c) 3
4. What do they borrow for the fireworks? (p97)
   a) A boat b) A horse c) A cart
5. Why is Hamlet so sad? (p102)
   a) He wants to go home b) It is too loud c) He misses Chulak
6. Why does the official stop timing? (p114)
   a) It was obvious who had won
   b) There was no applause
   c) He went away
7. Who turns up at the end of the ceremony? (p115)
   a) Chulak b) Lila's mother c) Hamlet

Challenge: How can you tell that Lila and Lalchand are working well together?

Use of word banks





Knowledge organisers

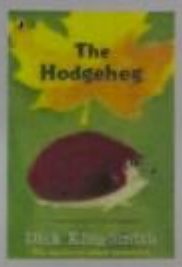
THE HODGEHEG KNOWLEDGE ORGANISER

IMPORTANT INFORMATION

Plot:
The novel tells the story of a hedgehog. His goal is to cross the road and get to the park. But he is involved in several car accidents which lead him to become confused, calling himself a 'hodgeheg'.

Themes:
Determination, road safety, rules and caring for animals.

Setting:
The garden of number 5A and a road.



'You wouldn't be talking about nothing' said Max 'or there wouldn't be any point in talking.'
'They're safe' said Max to himself 'because the noisy monsters aren't allowed up here'

CHARACTERS	
Max	The main character- a hedgehog
Ma and Pa	Max's parents
Uncle B	Max's next-door neighbour
Peony	Max's sister
Pansy	Max's sister
Petunia	Max's sister

Name of book:	The Hodgeheg
Date Published:	1987
Author:	Dick King Smith
Genre:	Story

DISCUSSION POINTS

- Would you describe Max as brave or adventurous?
- What can we learn about road safety from Max?

VOCABULARY	
attempts	Tries to complete something
chaos	Complete confusion
chute	Narrow tube or passage
commanded	Gave an order
courtyard	An open space that is surrounded completely or partly by a building or group of buildings
impressed	Feel respect for someone or something
invention	Useful new device
magnetic	A piece of material that is able to attract certain materials
reorganise	Organise something again
sidekick	Person who helps and spends a lot of time with someone
tinker	Try to repair something

Immersive Reader is available in Word 2019 onwards.

If you click on the view tab, it allows you to use the tool. It will read documents aloud, can change coloured background, use line focus and change documents into any language (which is really useful for schools with EAL children and parents).

Helper Bird

https://www.helperbird.com/

