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These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter difficult problems.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

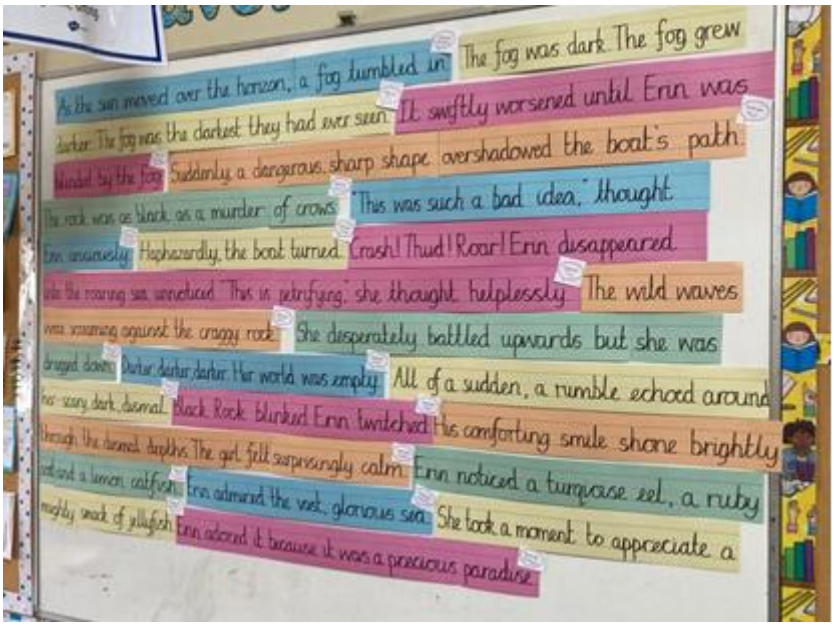
Scaffolding is the support provided by the teacher and/or other students which allows a learner to bridge the gap between their current abilities and their intended learning goal. Scaffolds can be used in the teaching of all skills but are particularly useful or necessary when teaching higher level cognitive 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 Scaffolding can be seen as a form of mastery coaching, where cognitive supports are given, then gradually withdrawn.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.

Scaffolding in writing

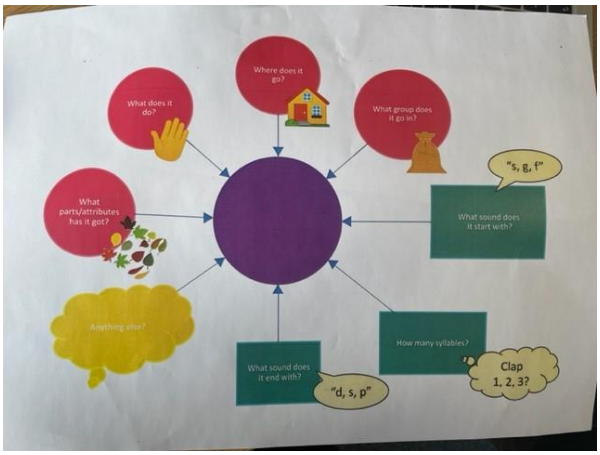
- Widget
- Writing frames that include images to stimulate thinking
- Sentence stems
- Shared vocabulary on working walls and desks
- Sentence openers to help children begin their writing
- Planning frames
- Story maps
- Sense maps
- Laptops
- Talking tins being used by the children
- Slow writes
- Success criteria to follow
- Modelled sentence paragraph examples
- Images/pictures/videos that promote thinking and ideas
- WAGOLLs
- Enlarged text to focus on key paragraphs/features
- Modelled example to support identification of language features
- Boxing up
- Senses maps
- Colourful Semantics
- Clicker 7
- Sentence strips
- Sentence stacking
- Scribe and slice method
- Dual Coding
- Visualiser to show more worked examples, live marking etc
- Scribe and slice
- Helper Bird
- Immersive reader

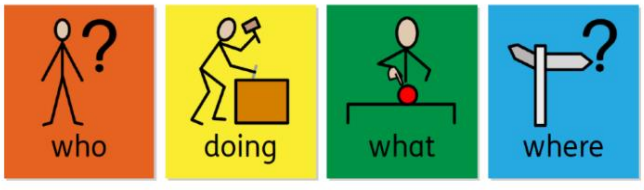
Scaffolding in Writing- examples

Sentence stacking

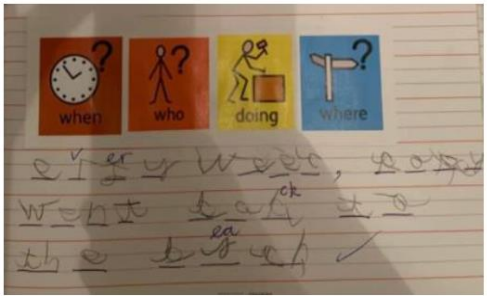


- Colourful semantics





Based on the sentence structure they are expected to write, you can provide widgit prompts using the colourful semantics approach to promote independent sentence construction.





Quickly, she put on her trusty backpack and headed towards the harbour.

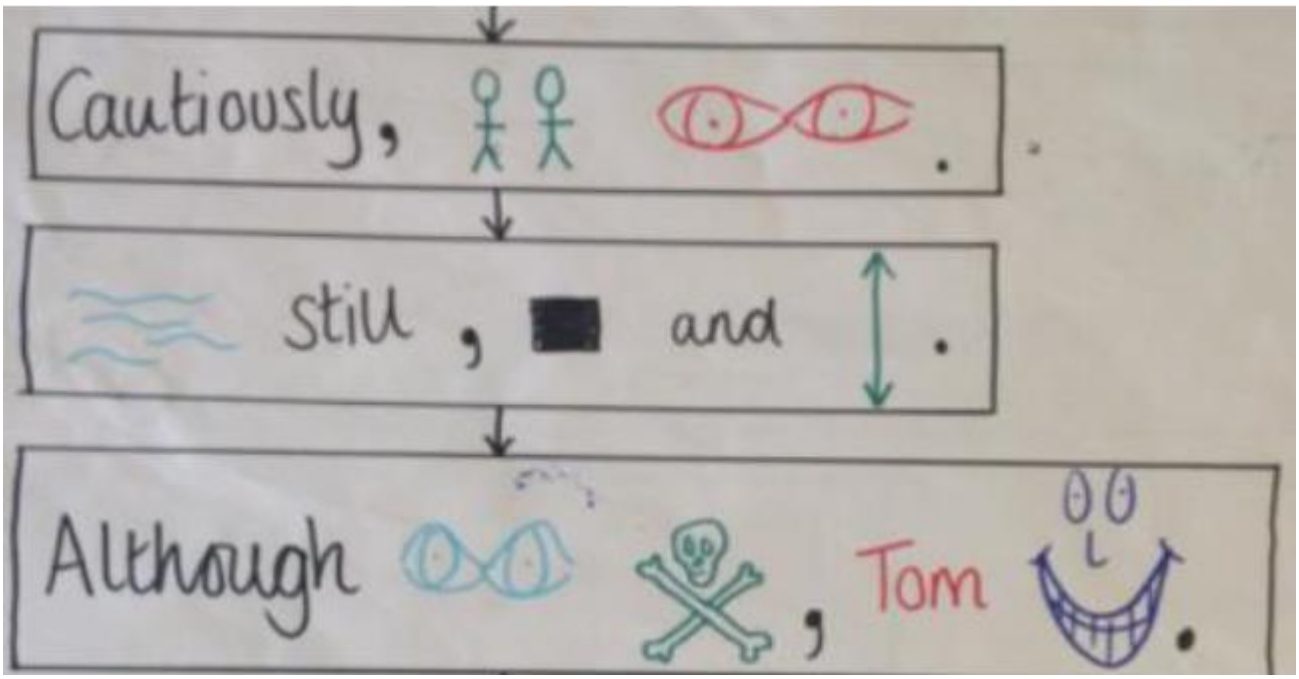






_____, she _____ on her trusty backpack and _____ towards the _____.

- Boxing up sentences



Widget



Lucy _____ towards the lookout tower.

She _____ all the way to the top.

She _____ her neck for a better view.

clambered	scrambled	sped	extended	dashed
lengthened	Lucy ___ to the top of the lookout tower and ____ all the way to the top. She ____ her neck for a better view.			climbed
ascended				strained
craned	sprinted	stretched	raced	accelerated

Suddenly, out of nowhere, a storm came.

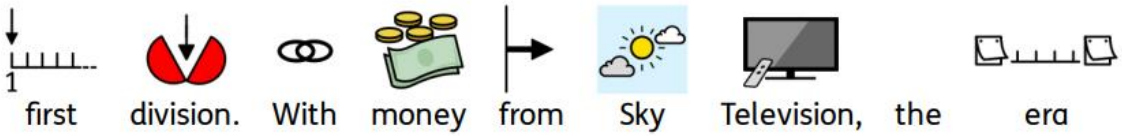
It picked up the boat and tossed it across the ocean.

It screamed loudly.

Cutting up sentences and putting them back together again.

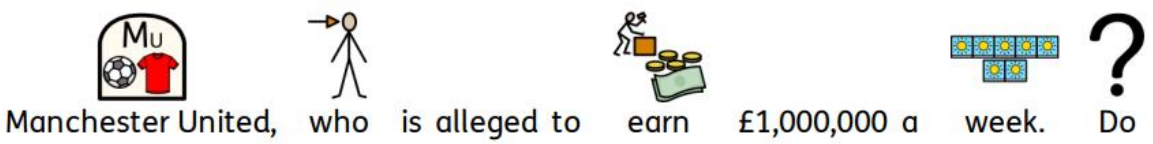

Are
Premier
League
footballers
paid
too much?


The
Premier
League
began
in
1992,
taking
over
from
the
old


first
division.
With
money
from
Sky
Television,
the
era
of


multi-million-pound
transfers
and
huge
wages
for the
players
began.

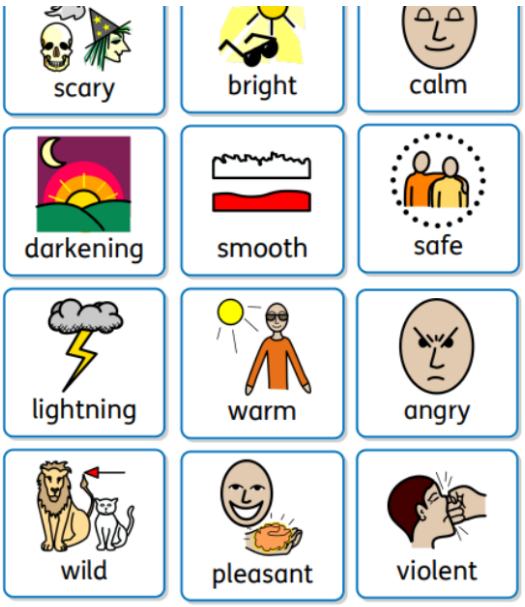

The
highest
earning
Premier
League
footballer
is
Cristiano Ronaldo
of


Manchester United,
who
is alleged to
earn
£1,000,000 a
week.
Do

I can sort vocabulary and make appropriate choices when writing expanded noun phrases.

Words that can be used to describe the storm.

Words that do not describe the storm.



Through evaluating their own and others writing:

- Assess the effectiveness of writing, suggesting improvements
- In evaluation, suggest changes to grammar and vocabulary

Success criteria:

- Fronted adverbials
- Expanded noun phrases
- Similes or metaphors

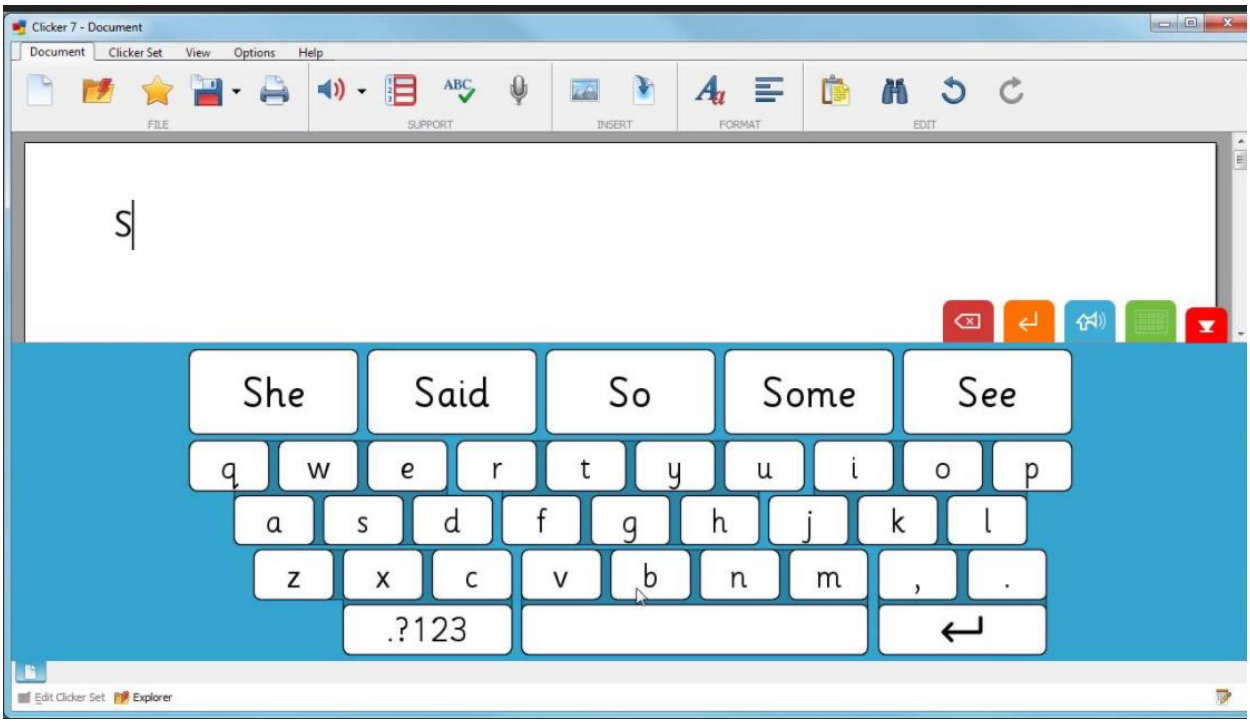
Adjectives to describe the storm

Time phrases (FADs)



Now write your own sentences using the success criteria.

Clicker 7



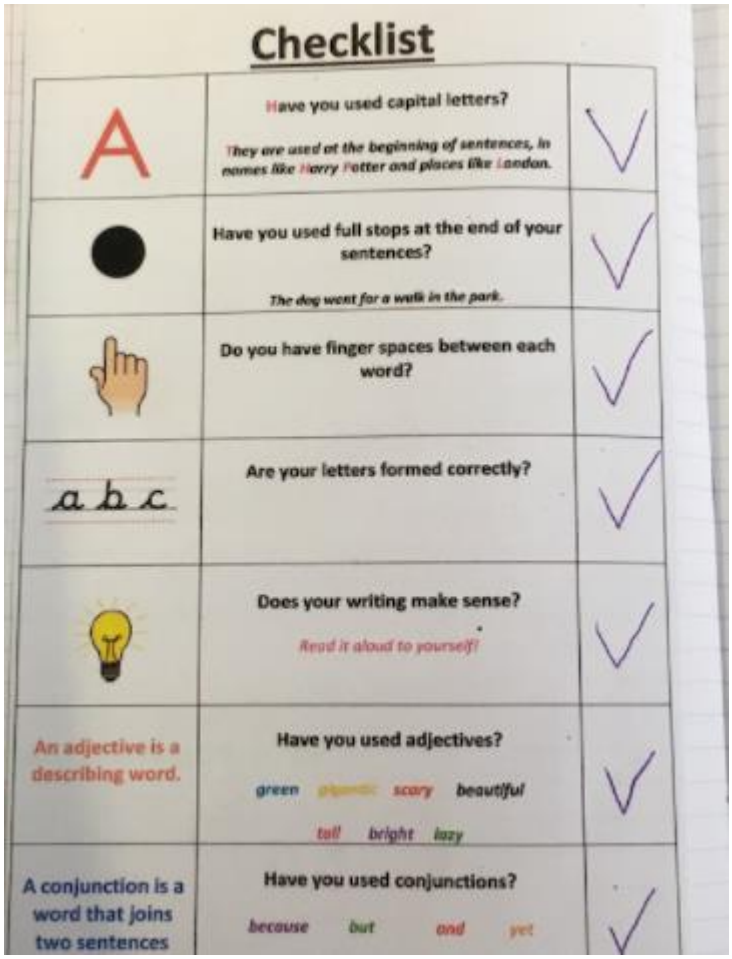
Story maps



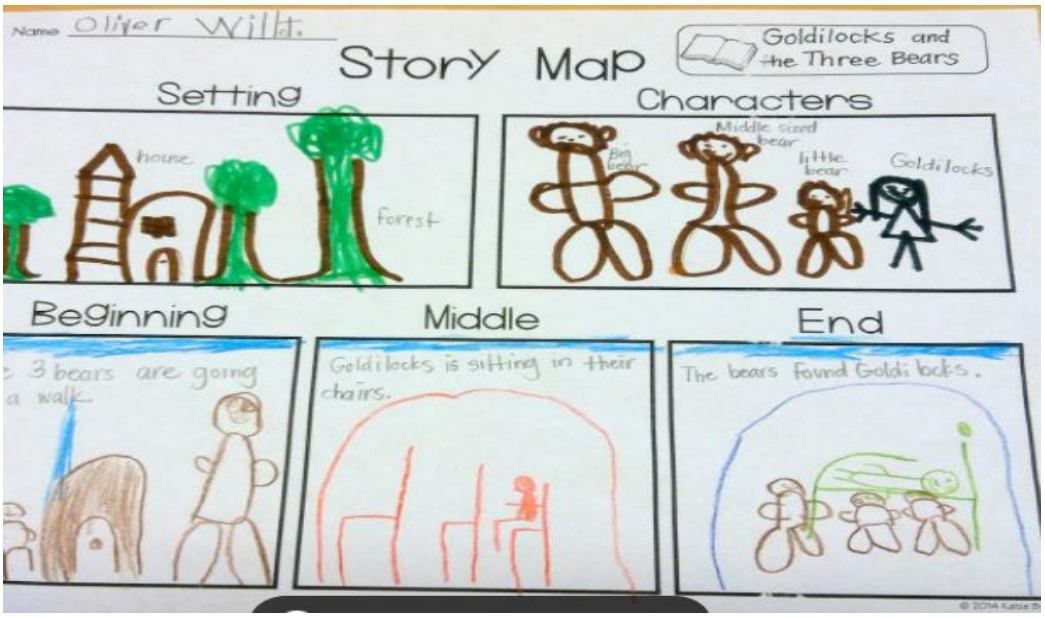
- Word mats

Nouns	Adjectives	Verbs	Adverbs
streets	hideous	staggered	frantically
cobbles	filthy	clutched	wildly
puddles	squalid	sprinted	anxiously
sky	dingy	gasped	without stopping
clouds	narrow	collapsed	urgently
windows	hectic	cackled	rapidly
beggars	leaning	stumbled	hurriedly
smoke	pitch black	skidded	constantly
fog	eerie	huddled	
doorway	crowded	crouched	
wind	illuminated	raced	
lamp	ghostly	rampaged	
moon	slippery		
houses	dangerous		

- Writing check lists



- Story planners



- Scribe and slice (see ATS advice)

https://www.youtube.com/channel/UCYrm2ArgsNRy4kKHf9aPsPQ



- Writing planners/ frames

Diary Entry Planning Sheet (one day)		Check
Paragraph 1 Brief introduction (set the scene)		**Thoughts** **Feelings**
Paragraph 2 Events from morning + lunch		**Thoughts** **Feelings**
Paragraph 3 Events from afternoon + evening		**Thoughts** **Feelings**
Paragraph 4 Home life + reflective questions + looking forward		**Thoughts** **Feelings**

PREVIEW



Talking tins

