

Scaffolding Examples

This is by no means an exhaustive list but gives suggestions in each category of task. Heavy scaffolding should only be used for pupils with severe needs, e.g. the pupil is working well below age expectations, is not engaging at all in a specific subject area etc. The intensity of scaffolding should be withdrawn slowly over time. Not all suggestions will be relevant to all pupils – you may decide to choose a range from different sections or just one or two from one section.

Heavy	Medium	Light
Extended Writing Support		
<p>Sentence starters for every sentence in the paragraphs, allowing the child to add their own sentences on top of these.</p> <p>A summary of what should be included in each paragraph.</p> <p>Examples of supporting quotes and evidence which could be used.</p> <p>A list of key words to be used in each paragraph with definitions.</p> <p>Share detailed success criteria</p>	<p>A choice of sentence starters to choose from for each paragraph.</p> <p>A title for each paragraph is included</p> <p>Page numbers where supporting quotes/evidence can be found.</p> <p>A list of key words to be used.</p> <p>Share shortened success criteria.</p>	<p>A sentence starter to begin each paragraph.</p> <p>Number of paragraphs needed.</p> <p>Names of books or websites where quotes/evidence can be found.</p> <p>Supply a dictionary to look up key terms.</p> <p>Share marks available and get the pupil to work out what they might get marks for.</p>
Research task		
<p>Printed quotes from books/websites to be used.</p> <p>Be very specific about the structure of the piece, break it down into distinct sections, allow the student to hand in parts separately.</p>	<p>A list of websites and page numbers of books to be researched.</p> <p>Allow to hand in first draft and give suggestions of what needs to be added</p> <p>Concept mapping.</p> <p>Use peer reviews of each other's work</p>	<p>Key terms to be put into a Google search and names of books.</p> <p>Allow pupil to guide their own learning by writing 'What I can do' and 'What I need help with' lists.</p> <p>Use a self-assessment sheet</p>

Heavy	Medium	Light
Reading		
<p>The teacher or other pupils should read out loud.</p> <p>The pupil follows using their finger/reading ruler to show they are keeping up.</p> <p>Simplify text and/or simplify it into pictures. Breakdown all metaphors, idioms and analogies</p> <p>Make a skeleton structure of the overall outline of the text and exclude the key content information. Students are asked to predict the main points of the missing paragraphs.</p> <p>Teach key vocabulary terms before reading</p>	<p>Pupil is allowed to read out loud to a one-to-one.</p> <p>Breakdown the text, give prior warning of which part they will be reading out loud and allow the pupil to practise first</p> <p>Reading could be interjected with an explanation after each paragraph or sentence.</p> <p>Display a timeline of events.</p> <p>Keyword definitions/fill the blanks activity</p>	<p>Pupil is given a choice of which part they will be reading out loud.</p> <p>Ask higher order questions while reading to encourage deeper investigation of concepts</p> <p>Key vocabulary and pronunciations are discussed first.</p>
Performing		
<p>Allow pupil to work on solo performances on a one-to-one with an adult only. Over a number of sessions, add additional adults that they trust.</p> <p>Ask the pupil to share their own experience of when they may have felt similar emotions to help them connect the part to their own life.</p> <p>Guided breathing techniques used before performance individually.</p>	<p>Allow pupil to work within a group performance with a smaller or reduced role.</p> <p>Peers model the parts to each other and give feedback.</p> <p>Whole group calming techniques used prior to performance.</p>	<p>Characterisations of the roles are discussed first.</p> <p>Wider storyline is discussed to help place the scene within the surrounding story.</p> <p>Pupils are directed to choose their own calming techniques prior to performance.</p>

Heavy	Medium	Light
Note taking:		
<p>Pupil is given printed notes/slides which then can annotate/colour code.</p> <p>Pupil is told which points are the most important.</p> <p>Pupil is given key words and definitions separately.</p> <p>Teach specific note taking rules, e.g. I want you to condense this paragraph into one short sentence with a key word</p>	<p>Pupil is given a printed chart with the main points as headings so they can see how much they are expected to write for each section.</p> <p>Pupil is given a 'fill the blanks' key word list to add to.</p> <p>The quantity of notes needed is modelled for the first paragraph or section.</p>	<p>Pupil is given headings only.</p> <p>Pupil is given a key word list to add definitions to.</p> <p>Overall expectations given, e.g. 'make notes on one side of A4'.</p>
Project work		
<p>Entire task is broken down into smaller chunks, pupil is given a set of deadlines to work to for each part.</p> <p>Model exemplars of the finished parts.</p>	<p>Mind-map different components of the project</p> <p>Pupil is given up to 3 choices of how to complete their work, e.g. as an essay, survey and graphs, mind-map, poster, model, comic strip etc</p>	<p>List key components and order to complete them in.</p>
Group tasks		
<p>Find out which type of pupils are best to work with, e.g. do not put a pupil with sensory overload issues into a noisy group.</p> <p>Give each member of the group a specific role with specific duties which are written down</p>	<p>Success criteria for separate roles.</p> <p>Visual cues for different roles.</p> <p>Success criteria for separate roles.</p> <p>Pupils with the same role have a group discussion before going back</p>	<p>Success criteria for the whole task.</p> <p>Group discussion of the task as a whole.</p>

Heavy	Medium	Light
Targeted questions		
<p>Inform the individuals of the question/s they will be required to answer.</p> <p>Give them extended individual thinking time</p> <p>Give them time to share with a peer before targeted question given.</p> <p>Allow them to write down answers on whiteboards</p>	<p>Inform the class of the question/s they will be required to answer.</p> <p>Give them individual thinking time</p> <p>Inform the class of the question/s they will be required to answer</p> <p>Give them a selection of sentence starters to choose from.</p>	<p>Put the questions on the board as the pupils walk in.</p>