Inclusion Basics

Scaffolding Strategies

Make the verbal curriculum more visual

➢Provide pictures (avoid animated visual reso

➢Draw and interpret diagrams.

➢Sequence activities using images, or images with text.

➢Match activities using pictures, words, text or a combination of these.
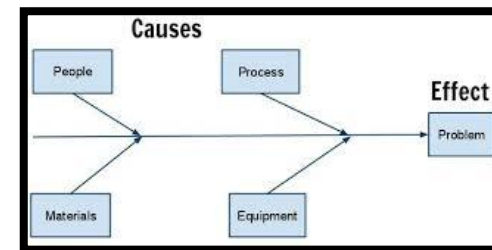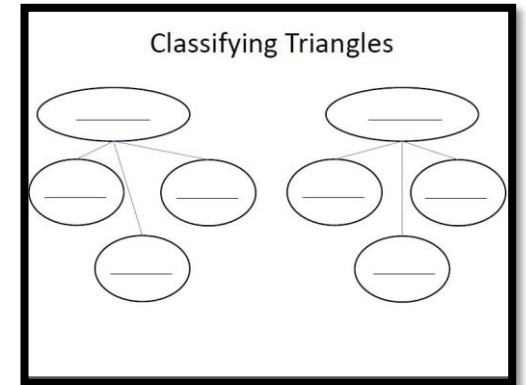
Introduce new vocabulary

➤ Pre-teach words and phrases before starting a new topic;

➤ Flashcards with pictures and/or words or definitions in first language;

➤ Provide a vocabulary bank/box/glossary;

➤ Remind your learners to use Thesauruses to find synonyms and antonyms of new vocabulary;

➤ Remind learners about using their bilingual dictionaries to translate new vocabulary;

➤ Use Word Walls;

Flashcards still work well

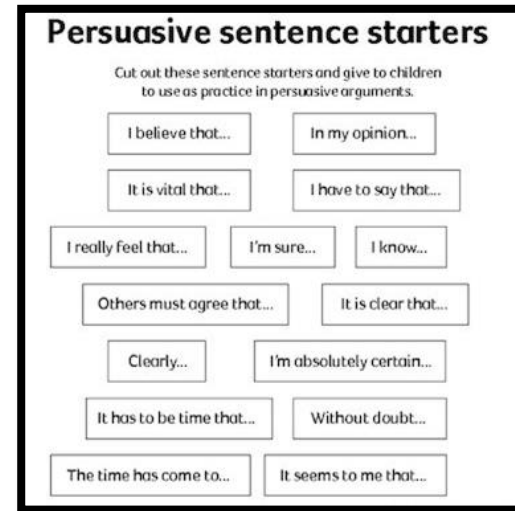# Make the abstract curriculum more concrete

➢table, chart, grid, matrix;

➢Venn diagram, spider diagram, fishbone diagram, etc;

➢bar chart, pie chart, pictogram;

➢pyramid, ladder;

➢cycle, flow chart, timeline;

➢structure/outline for: formal/informal letter, summary, report, article, etc.

➢concept map;

Model the language

Persuasive sentence starters

Cut out these sentence starters and give to children to use as practice in persuasive arguments.

I believe that... | In my opinion...
It is vital that... | I have to say that...
I really feel that... | I'm sure... | I know...
Others must agree that... | It is clear that...
Clearly... | I'm absolutely certain...
It has to be time that... | Without doubt...
The time has come to... | It seems to me that...

- ➢ Provide a model text for a writing task;
- ➢ Use sentence starters as a writing frame;
- ➢ Write down the questions you would like learners to ask during a discussion task;
- ➢ Give learners model sentences to highlight a specific language feature;
- ➢ Use a writing frame to model how a text should be organised;
- ➢ Annotate a text to illustrate how it is structured and/or to point out key features of English;
- ➢ Create a speaking frame which models key vocabulary and language structures;
- ➢ Orally model the specific language chunks you want your learners to use;
- ➢ Recast – respond to a learner by providing a grammatically correct or longer version of what a learner has said.

Ensure learners use bilingual dictionaries

➢ Write key vocabulary on the board to enable the learners to find the words in their dictionaries;

➢ Provide your learners with lists of key vocabulary that will be discussed in your lesson;

➢ Ask learners to keep their dictionaries on their desks and look up new vocabulary;

➢ Ask your learners to highlight/underline new vocabulary in a text and ask for translation;

➢ Get your learners to look up new vocabulary prior to the lesson (homework).

➢ Use of subject-specific books in the first language;

➢ Provide beginner EAL learners with translated lists of key words and phrases;

➢ Encourage learners to compile subject-specific bilingual glossaries when they read new texts (classwork, homework, DEAR);

Activate prior knowledge about a new topic to create a context for the new learning

➤ Use KWL Grid to find out what learners already know about a new topic to be introduced;

➤ Use artefacts, pictures and illustrations

Incorporate collaborative work into lessons

➤ Pair work – match a beginner EAL learner with another learner who speaks the same language;
➤ Group work – mixed ability learners;
➤ Shared tasks, e.g. matching, sorting, ranking, project, presentation – mixed ability learners;

Practical ideas for using scaffolding

➤ Choose the right scaffold for the task;

➤ Use guiding questioning;

➤ Ensure tasks enable you to maintain high challenge in a supportive way;

➤ Establish behaviour expectations before pair/group activities and when there are many learners whose first language is the same;

➤ Use light pastel colours as background colours in your PPT presentation (avoid white background and black font);

➤ Ensure that needs of learners with SEND are catered for (printed PPT, bigger font for visually impaired learners, low level of classroom noise for hearing impaired learners, etc.);

➤ Allow learners to develop their own scaffolding strategies;

Strategies for learners with SEND

Autism Spectrum Condition

Teaching strategies;

➢Teach/use very clear classroom routines.

➢Display classroom rules and routines, illustrated by pictures, which learner can refer to.

➢Try to avoid irony or sarcasm, explain what is meant, there is a tendency for literal understanding.

➢Print out PowerPoint slides or any other material that will be copied from the board.

➢Set tasks with clear goals ("Write three sentences on" rather than "Write about…") and write worksheets in step-by-step form.

➢Use learner's name before asking a question or giving an instruction.

➢Give warnings of any changes to the normal routine of the class/lesson, for example if going to be taught by a cover supervisor or supply teacher.

➢Do not shout.

Moderate Learning Difficulties

Teaching strategies

➢Observe my learning style and differentiate learning and teaching accordingly.

➢Tasks should be set within my capabilities.

➢Ensure tasks have a clear meaning and purpose.

➢Simplify language, repeat words and clarify meanings.

➢Print out power points. I will not be able to copy and try to process what the teacher is saying at the same time.

➢Differentiate questioning as well as teaching. Include lots of praise and encouragement.

Dyslexia
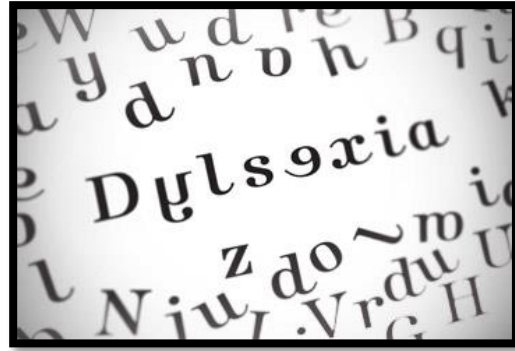
Teaching strategies

➢ Keep instructions to one or two parts only. Chunk sequences of instructions.

➢ Print out the PowerPoints or any notes beforehand to give to learner.

➢ Use century gothic font and a pastel background for power points and worksheets.

➢ Allow 1-2 minutes 'take up time' when giving instructions – this will allow learners to process fully what is required.

➢ Always take time to model tasks and provide an example of the 'finished product' as a way of giving instructions without relying on words.

➢ Ask learner to repeat back instructions to you in their own words – establish a "tell me, show me" routine.

➢ Ensure that learning in every lesson is as multi-sensory as possible –

auditory, visual, kinaesthetic. I prefer 'seeing', 'feeling', 'discussing' and 'doing'

rather than 'listening', 'reading' and 'writing'.

➢ Don't ask learner to read out loud in class. If you do want learner to

read out loud, let them know what they need to practise to read out loud

for next class.

Developmental Co-ordination Disorder

Teaching strategies

➢Print out power points/ notes for learners.

➢Use laptop/ computer where possible.

➢Consider alternatives for recording in class to maximise the learner's potential to participate.

➢Break down tasks into smaller units to be learned.

➢Sit learner by the door; this reduces the opportunity to bump into things in the classroom.

➢In subjects where learners will be handling equipment such as Art, Technology and Science, be aware that the learner may need extra assistance from a peer, LSA or teacher.

➢Celebrate successes – when the learner is successful attribute this to his/her hard work and effort.

ADHD

➢ At the beginning of the lesson, tell the learner what they are going to learn and what your expectations are. Tell them exactly what materials they'll need.

➢ Establish eye contact with the learner.

➢ Keep instructions simple and structured.

➢ Vary the pace and include different kinds of activities. Learners with ADHD do well with competitive games or other activities that are rapid and intense.

➢ Use props, charts, and other visual aids.

➢ Learner may need frequent breaks.

➢ Learner may need to squeeze a rubber ball or tap something that

doesn't make noise as a physical outlet.

➢ Praise learner and give them APs if they had a great lesson.

Strategies for Most Able learners

- Add breadth to tasks: enrichment through a broader range of texts and tasks.
- Give depth to tasks: extension through more detail and complexity.
- Accelerate the pace of learning: tackling objectives earlier.
- Promote independence: flipped learning.
- Ask learners to transform information into a different form after processing e.g. flow chart.
- Support reflection and self-evaluation: Meta-cognition.
- Improve literacy and level of academic vocabulary by offering opportunities to read tabloid articles, journals and A-level text.
- Allow choice and opportunity to be creative. Try to offer more than one way for your learners to show what they know and understand.
- Aim to encourage students to work for extended periods of time without relying on your (teacher's) constant input.
- Incorporate time for class/group discussion.
- Ensure feedback concentrates on areas for improvement and helps the learner develop their evaluative skills.
- Plan activities/resources around higher levels of Bloom's Taxonomy; Evaluation, synthesis and creativity (*refer to Question Mat below*.
- Use '*Stretch & Challenge Toolkit*' to help plan resources to challenge all learners and can be tailored across the curriculum.