

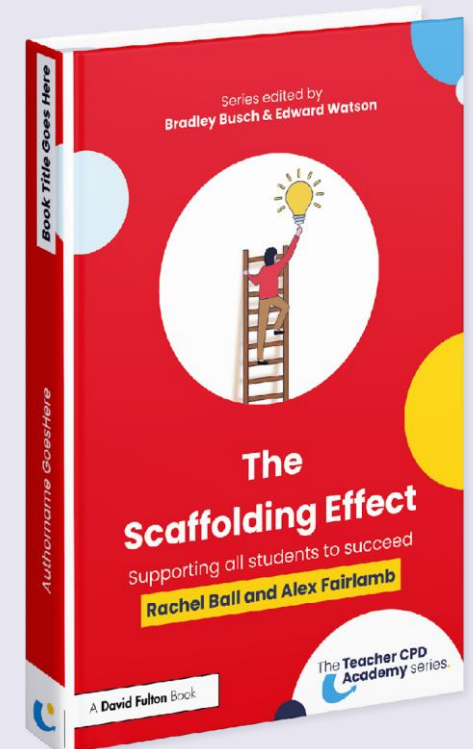
Scaffolding for Success in Literacy and Oracy

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What is scaffolding?



Common language

What is Adaptive Teaching?

Adaptive teaching refers to when teachers make changes to their instruction to meet the needs of all learners.

Jade Pearce (2024)

Micro adaptations
– tier 1 instruction

Macro adaptations –
Person-specific adjustments e.g.
particular type of pen for dyspraxia,
increased font size for visual
impairment

What is Scaffolding?

Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.

**SEN in Mainstream guidance report,
Education Endowment Fund, 2020**



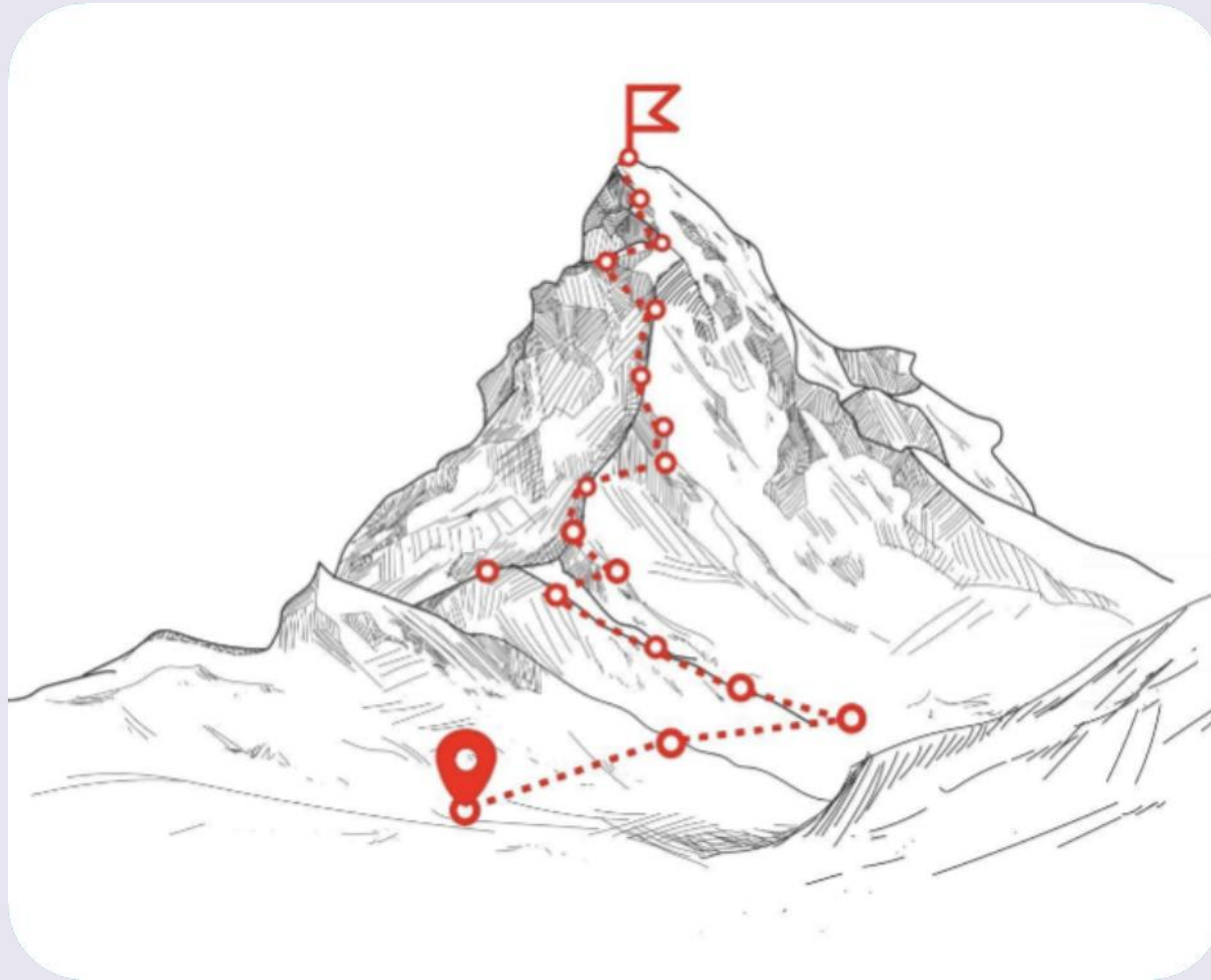
Why scaffolding?



Teacher expectations



The importance of challenge and high expectations for all

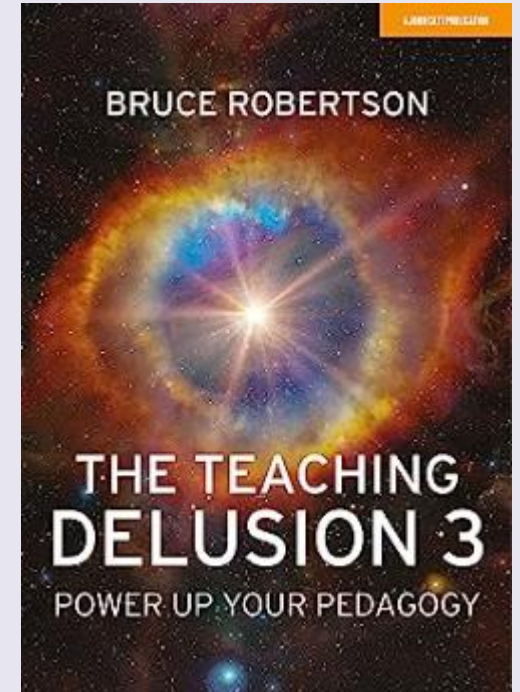


Social Justice

“We want ***all* students to learn *everything*** set out in our curriculum....

This is about social justice and inclusion.

It might take some longer than others, and some might need more support than others, but everyone should be aiming to learn this curriculum in full.”



What is scaffolding?

“A process that enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts.”

Bruner et al, 1976

“Scaffolding is a metaphor for temporary support that is removed when no longer required. It may be visual, verbal or written.”

SEN in Mainstream Guidance Report,
EEF, 2022



Scaffolding in practice

What can it look like in practice?

Visual



Visual scaffolds may support a pupil to know what equipment they need, the steps they need to take or what their work should look like.

For example:

- A task planner
- A list of the steps a pupil needs to take
- Model examples of work
- Images that support vocabulary learning



Verbal



Providing a verbal scaffold may involve reteaching a tricky concept to a group of pupils, or using questioning to identify and address any misconceptions.

- "Let's look at this together..."
- "What have you done before, that will help you with this task?"
- "Don't forget, your work needs to include..."

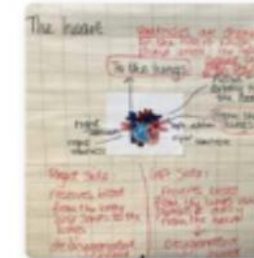


Written



A written scaffold will typically be provided for a pupil to support them with an independent written task. It could be the notes made on the whiteboard during class discussion; it could even be the child's own previous work used to support their recall.

- A word bank
- A writing frame
- Sentence starters



Why focus on scaffolding literacy and oracy?

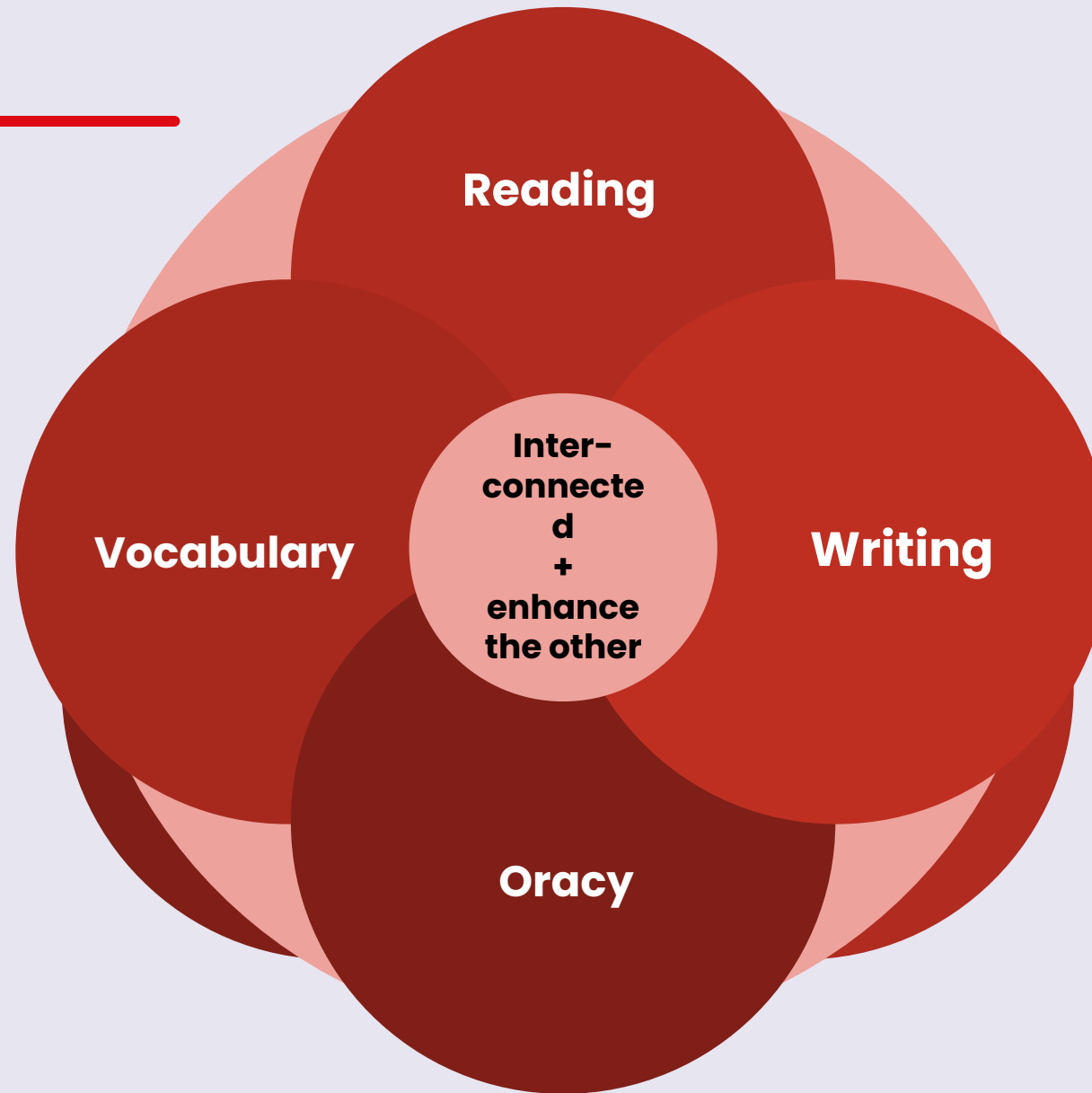


Literacy and Oracy

Two halves of the same walnut



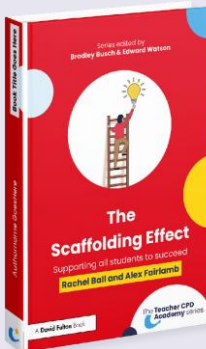
Interplay



Why focus on scaffolding literacy and oracy?

In Sweden...

- “11% of 25–64 year-olds have literacy skills at or below Level 1, which is below the OECD average of 27%.” (Education at a Glance 2025: Sweden)
- “In the latest PISA assessment, 24 percent of ninth-grade students in Sweden did not reach a basic level of reading comprehension...Reading ability among young people is declining, and it is the most vulnerable students who are hardest hit” (Researcher: “The reading gap affects the most vulnerable” | Karolinska Institutet)
- “Native-born adults of native-born parents displayed higher proficiency in literacy than foreign-born adults of foreign-born parents” (Education at a Glance 2025: Sweden)



Why focus on scaffolding literacy and oracy?

In England...

- 2025: 1 in 6 adults in England had low proficiency in literacy, or literacy levels at or below Level 1 (age 5–7) (National Literacy Trust)
- Why this matters: The Guardian Newspaper has a reading age of 14 and the Sun Newspaper has a reading age of 8 ([Public Health news: Health Literacy – South Tyneside Council](#))



Why scaffold literacy and oracy?

- Fundamental right
- 'Gateway to the curriculum' (Rowland)
- Gateway to employment – functional literacy
- Belonging
- Inclusion – underserved students, ensure equity
- Communication: knowledge, skills, concepts, feelings/emotions and wellbeing



“

We are **ALL** teachers of literacy and oracy.

And just like our high expectations of our pupils in terms of developing their subject knowledge and skills, we must also have high expectations of the reading, writing and speaking that **ALL** our students do throughout the entirety of their school career.

”

Fairlamb and Ball, 2025

1. Teacher-led Modelled Reading



Why teacher led-modelled reading?

Scenario A

DEAR in English.

Year 7 students can pick their own text and read in silence for 15 minutes a day during form time.

Scenario B

Popcorn reading.

Year 7 students all read the same text in a History lesson where they are learning about the causes of the American Revolution, and the teacher picks pupils who then take turns to read aloud.

The student who has just finished reading then selects the next student to read aloud and so on.

Depth Study

4.13 Matilda: the forgotten queen

It may not surprise you to learn that between 1066 and 1553 there were no female monarchs in England. Most people in medieval times believed that a monarch should be male. In 1135, all that nearly changed when Princess Matilda, King Henry I's daughter, was named as next in line to the throne. But why wasn't Matilda crowned queen? Who gained control of the country instead of her? Whatever happened to Matilda?

Henry's got no heir!

King Henry I was the son of William the Conqueror. Henry's older brother had been King of England before him until his death in 1100. By 1120, King Henry had been on the throne for 20 years and had two children – a son named William and a daughter named Matilda. His son was next in line to the throne... until disaster struck. On 25 November 1120, 17-year-old William drowned when the boat bringing him back from France sank. It is said that after Henry heard the news, he never smiled again.

Matilda

Background:

- Married a German king when she was 12, lived in Germany for ten years until he died in 1125.
- 26-year-old Matilda then married a 14-year-old French prince. They had three sons – Henry, Geoffrey and William.

Claim to the throne:

- Eldest child of Henry I and her father's choice as heir.
- The barons had sworn to make her queen.

Personality:

- She grew up in Germany and was not familiar with the English way of life.
- She could be rude and didn't make friends easily.



Objectives

- Recall why Matilda thought she should have been crowned queen in 1135.
- Explain the reasons why she wasn't.
- Examine how the struggle between Stephen and Matilda ended.

King Henry was determined that the Crown should remain in his family, so before he died he made all his most powerful barons swear to make his daughter, Matilda, queen after he was gone. But many of them didn't think a woman should be the monarch. When Henry died, they broke their promise, and put the king's nephew, Stephen, on the throne. Look at the fact files for Stephen and Matilda.

Stephen

Background:

- His father was killed fighting abroad when Stephen was just five years old. His mother was the daughter of William the Conqueror.
- He was brought up by his uncle, Henry I, and became a great favourite of the king.
- Henry gave him huge amounts of land. By the time the king died, Stephen was the richest man in England.

Claim to the throne:

- Despite swearing to support his cousin Matilda, Stephen had no intention of doing this.
- He was one of Henry's closest male relatives, and felt the Crown should be his.

Personality:

- Very mild-mannered and good tempered – sometimes accused of being too laid-back.



What happened next?

1 When King Henry I died in 1125, Stephen (who was based in England) raced to London and was crowned king. Matilda, who had been living in France with her French husband, was furious. She gathered together an army. Stephen rewarded his loyal followers, but he was weak and could not control some of the barons. The country was in chaos.



3 Matilda's victory didn't last long. The people of London didn't like her (because she made them pay more taxes) and rose up against her. She had to run away to France for safety... and Stephen was declared king again.

2 Matilda and her supporters landed in England and fierce fighting broke out. In 1141, Matilda's forces captured Stephen and she declared herself 'Lady of the English'.



4 Matilda didn't give up. After more fighting, she and Stephen eventually reached a deal. Stephen would remain King of England – but Matilda's eldest son (Henry) would take over after Stephen's death. So, when Stephen died in 1154, Matilda's son became King Henry II.

▼ **SOURCE A** Monks in the twelfth century wrote about how the barons took control when Stephen was king.

'In the days of this king [Stephen], there was nothing but strife, evil and robbery, for quickly the great men rose against him. When the traitors saw that Stephen was a good humoured, kindly man who inflicted no punishment, they committed all manner of horrible crimes. It grew worse and worse. They took tax, as protection money, from villages. When the wretched people had no more to give, they robbed and burned all the villages.'

▼ **SOURCE B** Written by an unknown monk in the 1100s.

'Matilda sent for the richest men and demanded from them a huge sum of money, not with gentleness but with the voice of authority. They complained they did not have any money left. When the people said this, Matilda, with a very grim look, every trace of a woman's gentleness removed from her face, blazed into unbearable fury.'

Over to You

- 1 Why do you think Henry I named Matilda and not Stephen as heir to England's throne?
- 2 Look at the claims to the throne of both Matilda and Stephen. Suggest reasons why the barons might have wanted Stephen as king, and not Matilda.

Source Analysis

Read Source A.

- 1 According to this source, what happened in England under Stephen's rule?
- 2 In what ways does this source criticise Stephen?

Read Source B.

- 3 Summarise what the writer says about Matilda.
- 4 If you knew that the man who wrote this source supported Stephen and not Matilda, how might this affect your view of what the writer says about her?
- 5 Study Sources A and B. How different are they?

Research

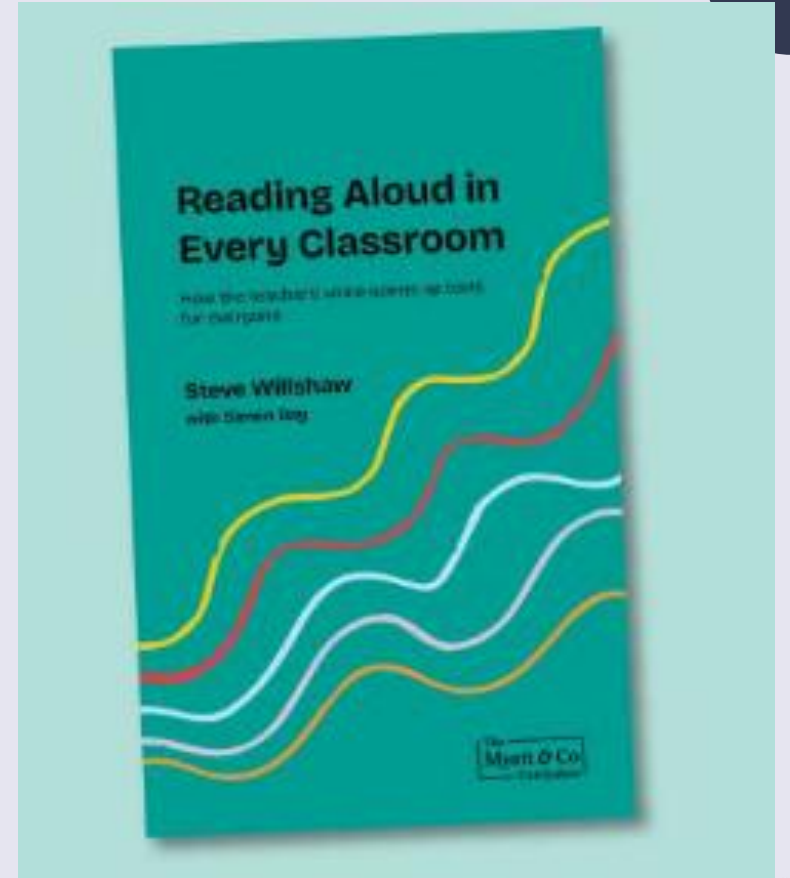
- **Sustained reading instruction (Quigley, 2020)** “For most children, explicit structured and sustained reading instruction – early and for an extended period that spans primary and secondary schools – is essential for success.”
- **Develop strategic reading skills (Afflerbach et al, 2017):** “deliberate, goal-directed attempts to control and modify the reader’s efforts to decode text, understand words, and construct meanings of text support students in developing their reading comprehension and fluency skills”

Ball and Fairlamb,
2025

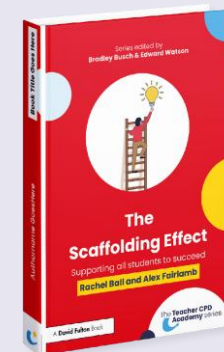


Research

“Teachers can expand students’ reading experiences by reading books that are at a higher reading level than students can read alone. Reading aloud creates natural opportunities for modelling and practising comprehension strategies and reading response.”



Research



Teacher Led Modelled and Reciprocal Reading

The purpose of this is that teachers can:

- Model expert reading
- Model fluency and prosody
- Model the purposeful annotation
- Model the use of keyword lists/banks or glossaries

Bookmark

Predict
(What might happen next?)



- Say: I think that..... because....
- Say: I predict that.... Because....

Knowledge
(What information/facts or inference can I apply to the text?)



Where and how can I apply this to the text?

- Say: I know about.....
- Say: This links to my knowledge of....

Vocabulary
(What new words can I see? Which words are unfamiliar?)



- Say: This word means to....
- Say: What does this word mean?
- Do: Write a list of unfamiliar words

Clarify
(Can I explain what the text means?)



Can I explain the text in different ways?

- Say: The text means....
- Say: What does mean?

Summarise
(What are the main points? What have I learned?)



- Say: The main idea is.....
- Do: Make a bullet point of the words

Bookmark



Effective Questioning

Asking questions about a text helps you to have purpose of reading and deepens your understanding.

- What is going on...?
- Where is...?
- Who will...?
- Why has...?
- Why is... important?
- Why is this happening?
- How are... and ... alike or different?
- What would happen if...?
- What does... mean?
- How will it...?
- What might...?
- Why can...?

Application

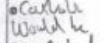
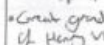
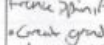
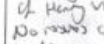
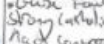
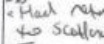
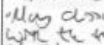
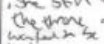
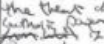
Subtitle and dual code	Directed Reading Reasons she was a threat	Summarise each reason into 3 bullet points
	Mary, Queen of Scots, was a Catholic with a strong claim to the English throne. She was Henry VII's great granddaughter, Elizabeth I's second cousin. There were no issues about her legitimacy.	 Catholic Would be supported by France again.  Great granddaughters of Henry VII. No issues of legitimacy.
	She became Queen of Scotland at six days old after her father, King James V, died. Her mother, Mary of Guise, was from a very powerful Catholic, French, noble family. She married King Francis II of France. This was a Catholic country who Elizabeth had previously had problems with as she had agreed to support the French Protestants in 1562. With French help, Mary could take Elizabeth's throne.	 Queen 6 days old.  Powerful mother. French would help Mary. Mary did not agree.
	In 1560, Elizabeth helped Scotland's Protestant Lords defeat Mary of Guise (ruling Scotland for her daughter). The rebellion ended with the Treaty of Edinburgh in 1560 – it said that Mary, Queen of Scots, would give up her claim to the English throne. Mary did not agree with the treaty. Dec 1560, King Francis II died so Mary returned from France to Scotland. Although she was queen, the Protestant lords controlled the Scottish government. Mary had never approved the Treaty of Edinburgh 1560, so she continued to claim she still had a right to the English throne. She wanted to be named as Elizabeth's heir.	 King Francis died. Never approved the Treaty of England. Didn't want her name in heir. Religious division.
	Elizabeth did not want to name an heir. She was becoming more worried about the threat from foreign Catholic powers (France, Spain) and Catholics in England. If she made her Catholic cousin Mary her heir, it would make religious divisions in England worse OR it might encourage Catholics to try to make Mary the queen of England instead. She could not risk this.	 Religious division.
	Mary married her second husband, Lord Darnley. She gave birth to a son, James. In 1567, Darnley was murdered. Mary was suspected of being involved. The scandal led to the Protestant Scottish Lords rebelling again. They forced Mary to abdicate* in favour of her baby son, James. She was imprisoned but escaped in 1568 and raised an army in an attempt to win back her throne. Mary's forces were defeated and she fled to England, seeking Elizabeth I's help against the rebels.	 She gave birth. Husband died. Imprisoned.
	When Mary fled and arrived in England in 1568, she was a problem for Elizabeth. Elizabeth did not think it was right for anyone to overthrow their monarch BUT she also knew Mary was a threat and had a claim to her throne. She kept Mary under guard until a court was held to hear evidence about the murder of Darnley. Mary disagreed with her being put on trial as she was a monarch. She said she would not offer a plea unless Elizabeth guaranteed that Mary's verdict would be 'innocent'. Elizabeth refused to do this. Elizabeth still had a problem though – she did not want to support the overturning of a monarch but she also did not want to set Mary free as she would then be free to raise an army and threaten Elizabeth's claim to the throne. She stayed a prisoner of Elizabeth's.	 Mary fled. Not right to overthrow. Refused to write. Not setting Mary free.
	In 1569 a plot was hatched against Elizabeth I. The plot was to marry Mary to the Duke of Norfolk (England's most senior noble) who was also a Protestant. This would mean any children they had would be Protestant and they would have a claim to the throne (and it would help solve the problem that Protestants would challenge her being a queen as she was Catholic). However, Elizabeth heard of this plan and it proved how dangerous Mary was – even when she was a prisoner. She was moved to another prison.	 Plot failed. Proved how dangerous Mary was.

FIGURE 5.1 Guided reading of Mary Queen of Scots with examples of a lower attaining student with significant literacy barriers and a higher attaining student, (Fairlamb, 2023) unpublished

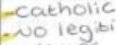
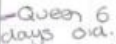
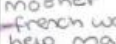
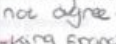
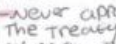
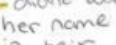
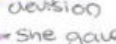
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Application

Strategy	Heavy	Medium	Light
Predictions	Bank of predictions to select from Prediction sentence starters or prediction cues Greater depth of questioning by the teacher around the elaboration of predictions made and why	An example of a prediction Prompts/cues of prediction sentence starters	Create own predictions
Knowledge	In-depth recaps of prior knowledge supported with cues and prompts Graphic organisers with key knowledge to support recapping prior knowledge and processing new information. Gaps are left to support recall and for new information to be added to from the reading Character and/or plot summaries	Recaps of prior knowledge supported with some cues and prompts Prompts of the character's names and/or plot summaries	Recaps of prior knowledge Blank graphic organisers which students build up using recall and add to during their reading

Application

Planning my response

'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.'

How far do you agree? Explain your answer.

You may use the following:

- Tithings
- Trial by Ordeal

You **must** also use information of your own. [16 marks + 4 SPaG]

RUSS the question:

Read, Underline, Summarise, Solve

What period of years is the Middle Ages?

Define 'law enforcement':

Define 'tithings':
Support or challenge statement.

Define 'trial by ordeal':
Support or challenge statement.

FIGURE 5.4 RUSS the question (Fairlamb, 2022), unpublished

Ball and Fairlamb, 2025



Considerations and cautions

- Failure to prepare, is preparing to fail
- Not a monologue and must be responsive
- Gradual release from heavy to light scaffolding
- Respect subject nuances – English, Foreign Languages

1500: Crime and punishment in medieval England

Impact. Explicitly model pulling out

2 The effect of the Norman Conquest on crime and punishment

REVISED

In the years after the Battle of Hastings, King William was faced with controlling 2 million Anglo-Saxons with just 7000 Norman soldiers. Castles appeared all over England and many churches were built or rebuilt in the Norman style. Even the language changed. However, when it came to crime and punishment the Normans also realised the importance of continuity in ensuring control of the population.

Q: Why a problem?

Q: Why continuity? Predict: what will they continue and why?

2.1 Norman laws

- If a Norman was murdered, all the people of that region had to join together and pay an expensive **Murdrum fine**. - & I say, you say
- The majority of Anglo-Saxon laws remained unchanged. Q: Why? Explicitly teach
- The much-hated **Forest Laws** were introduced to protect Norman hunting lands. These effectively prevented ordinary people hunting in the forest.
- Medieval chronicles say that England was a safer and more law-abiding place after the Norman Conquest, perhaps suggesting that there was less crime. Q: did we expect this?

Q: Why comes? Why churches? = impact?

2.2 Norman law enforcement

- The Normans kept the local systems of tithings and the hue and cry (see page 6).

Q: what is the term for hunting on private lands?

Key terms

Battle of Hastings Key 1066 battle in 1066 in which the Normans defeated an Anglo-Saxon army, paving the way for William of Normandy to become King of England.

Forest Laws Trees could no longer be cut down for buildings or fuel. Those living in or near forests were forbidden to own dogs or bows and arrows. Anyone caught hunting deer had their first two fingers chopped off; repeat offenders were blinded. Social differences

Comparisons

History

Life of Sophia Duleep-Singh

1 x 55 minutes lesson as week

Teacher-led modelled
reading with reciprocal
reading

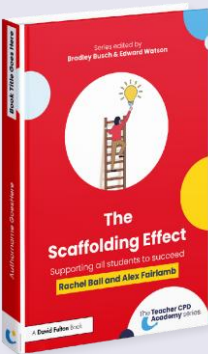
English

An Inspector Calls

5 x 55 minutes lessons a week

Teacher-led modelled reading
followed by either: repeated
reading, paired reading
(stronger reader then weaker
reader)

2. Explicit Vocabulary Instruction



Research

“ ‘Vocabulary is the glue that holds stories, ideas and content together... making comprehension accessible for children.’ ”

(Rupley, Logan and Nichols, 1998/99)



On average, primary school teachers who took part in the survey reported that 49% of Year 1 pupils have a limited vocabulary to the extent that it affects their learning.



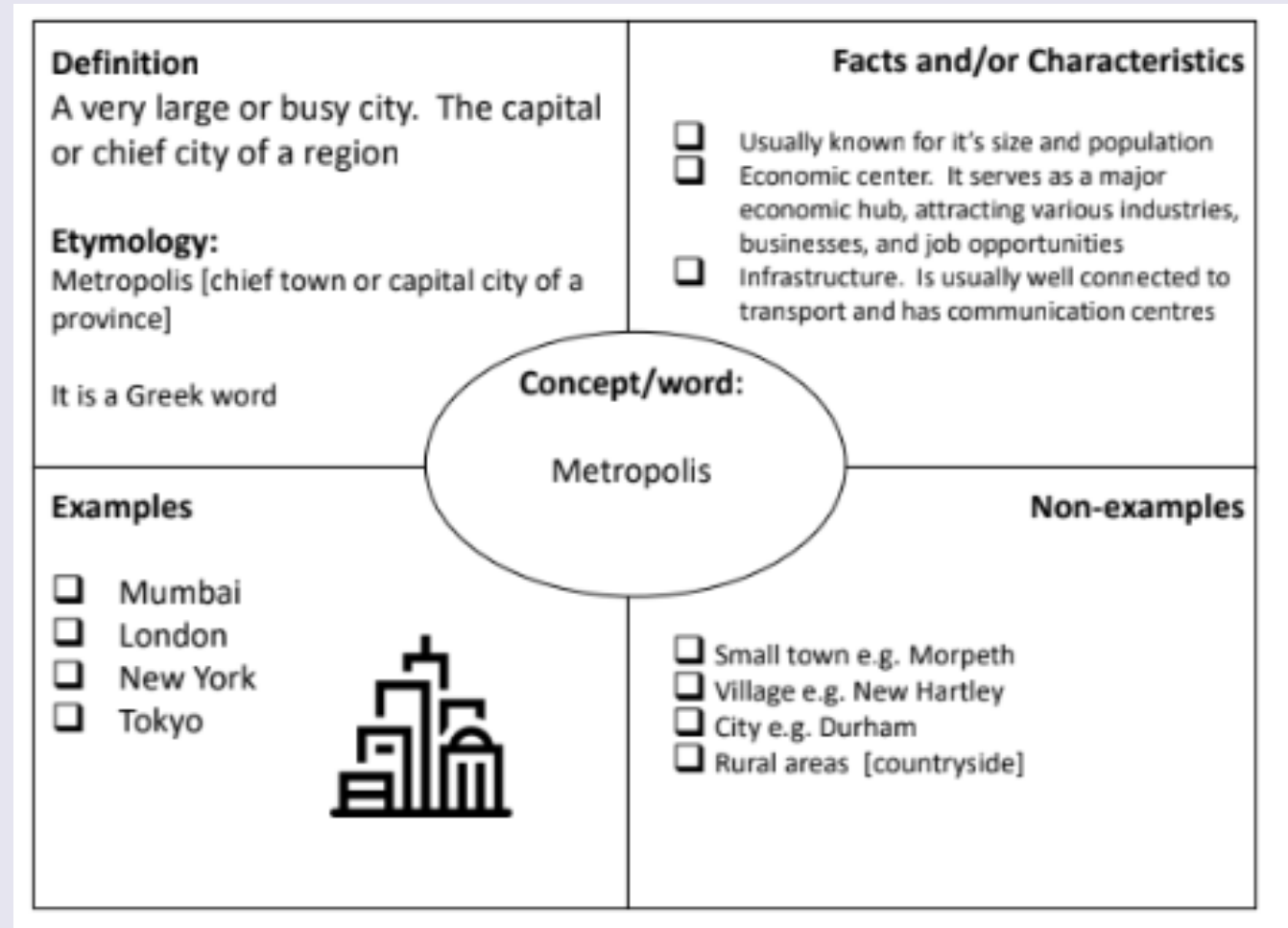
On average, secondary school teachers who took part in the survey reported that 43% of Year 7 pupils have a limited vocabulary to the extent that it affects their learning.

Quigley, 2018

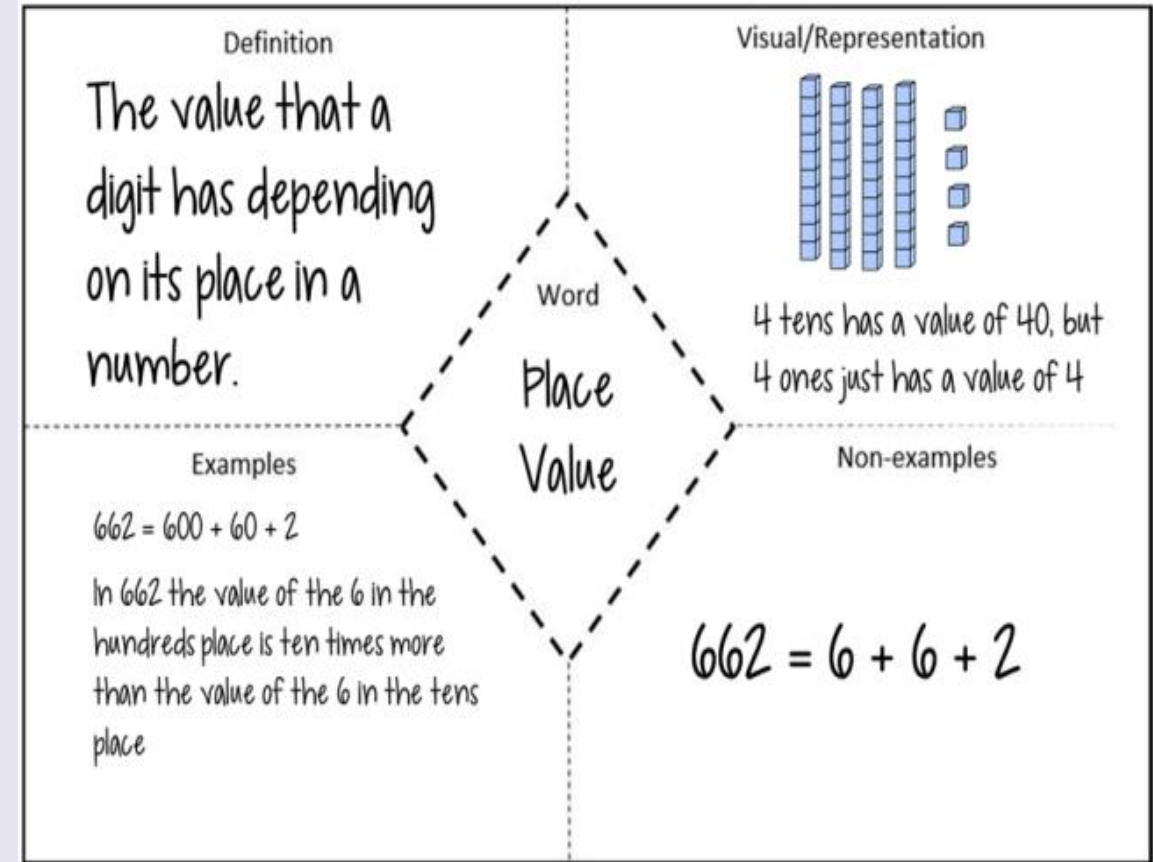
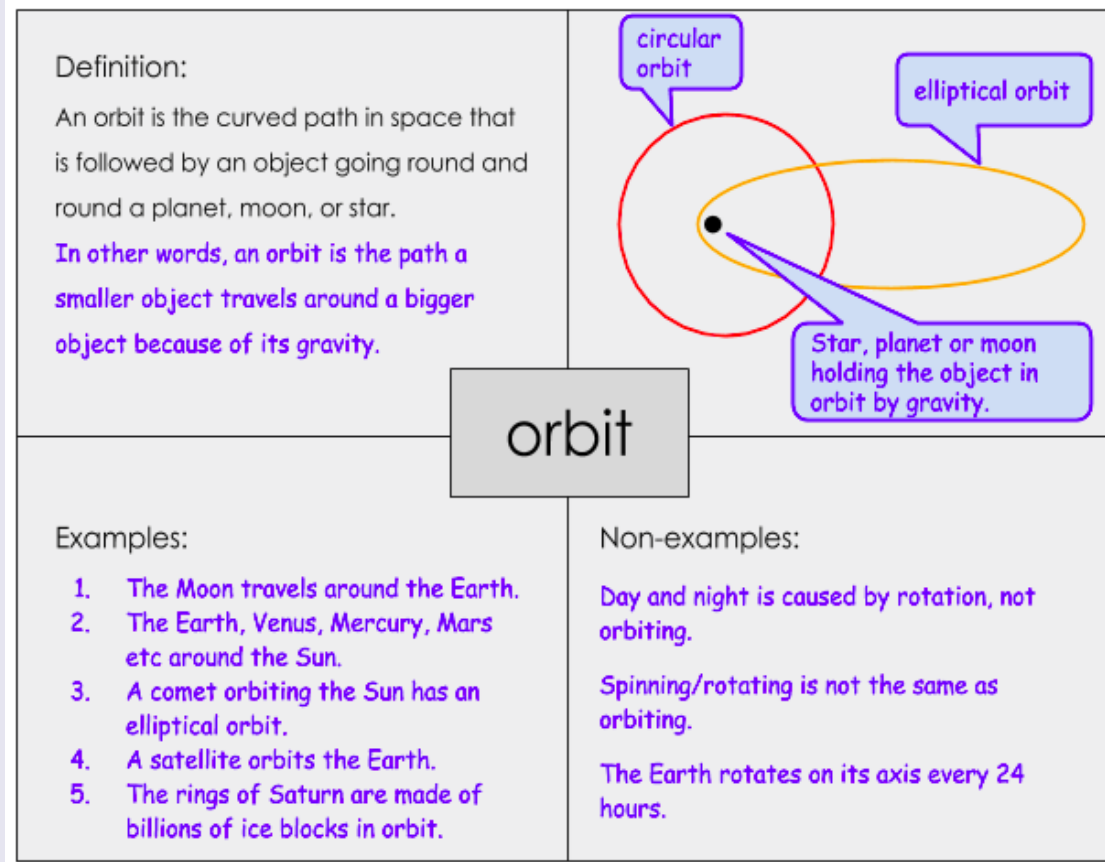


Application

- Storytelling and narratives
- I say, you say
- Definition- Characteristics – Examples – Non-examples
- Etymology
- Four encounters (Nuthall): explicit instruction – read in context – discuss in pairs – write



Applications



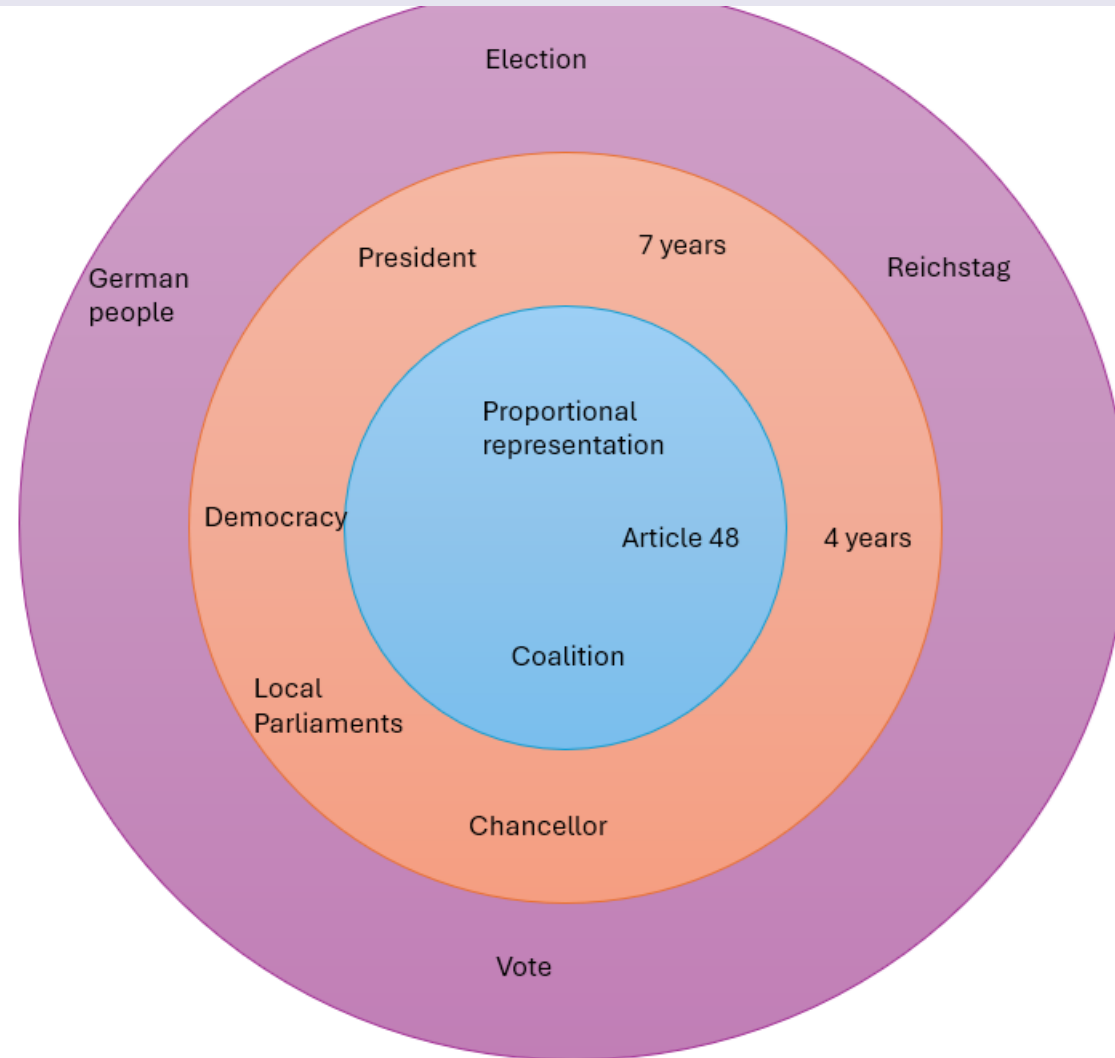
Using a Frayer Model for Math - Math Coach's Corner



Application:

Define the German Constitution
from 1919

Layer 1	
Layer 2	
Layer 3	



		English Lit	English Lang	History	RS	Geography
Year 7						
				Medieval (EQ TBC) and Change of Monarchy	Equality	Geography in your a Map Skills
1		Protagonist	Slueth	Feudal	Faith	Tributary,
2		Exposition	Espionage	Pilgrimage	Theist	watershed,
3		Denouement	Motive	Crusade	Atheist	weathering,
4		Deduce	Alibi	Kingdoms	Agnostic	economic activity,
5		Morality	Unscrupulous	Revolt	Inspiration	quaternary
6				Monarchy		Ordnance Survey,
7				Parliament		relief,
8				Civil War		spot height
9				Dynasty		contour lines,
				Exploration		
Year 8						
		Gothic novel: The Woman in Black	Unseen fiction and non-fiction: The Supernatural	Democracy and Dictatorship (EQ TBC)	Judaism	Geography of Crime/Volcanoes
1		gothic	supernatural	Democracy	Synagogue,	target hardening, ,
2		horror	prejudice	Dictatorship	"The Omnis", ,	arson,
3		foreboding	mystify	Fascism	Shabbat,	discrete data,
4		tension	melancholy	Communism	Kashrut,	continuous data
5		unease	superstitious	Capitalism	Kosher,	magma
					Shema,	lava



2. Considerations and cautions

- Check for malleability
- Frequent encounters
- Purposeful and in context
- Phonics
- Selective

Golden Age Mind Map:

- Definition**
 - A period of great happiness, prosperity, and achievement.
 - When great things are achieved
- Characteristics**
 - Culture (literature, art) improves
 - Living standards improve (education, leisure time)
 - When things get better
 - Improvements
 - Positive progress is made
 - Take steps forward
- Examples**
 - The 21st century has been a golden age in technology, with the creation of the iPhone and 5G.
 - During Stresemann's era in Weimar Germany 1923-29, there was a golden age in culture with new films like Metropolis
- Non-examples**
 - The Great Depression in Weimar Germany – 6 million unemployed, shanty towns set up, crime rocketed

Handwritten Notes:

A 'golden age' means...
a time where there is evidence of great happiness, prosperity and achievement. This joyful period allows for great things to be reached and overall accomplished.

Two characteristics of a golden age are....

- Culture (Literature, Art).
- Living standards improve.

An example of a period where there was a golden age is
One example of a golden age is the 21st Century where there has been a golden age in technology.

Dual coded image
A drawing of a money bag with a dollar sign and the word 'gold' written next to it. Below it, a sequence of stick figures with arrows above them, representing growth or progress, with the numbers 0, 5, 12, 20 written below.



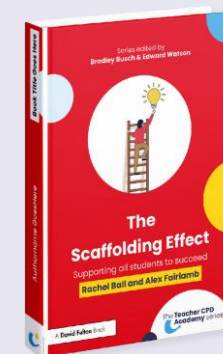
Pause point: Turn and Talk

Do you use teacher-led modelled reading?
Discuss an example where you use this or you can see
potential for using this.

Do you currently explicitly teach vocabulary? How could you
use this strategy?



3. Oracy



4. Research

- **Social justice:** “personal transformation through “exploratory” forms of talk and societal transformation through the cultivation of agency and empowerment.” (Knight, 2023)
- **Impact on disadvantaged students:** “talk also appears to be particularly beneficial for low attaining students and those from disadvantaged backgrounds.” (EEF, 2018)



Research

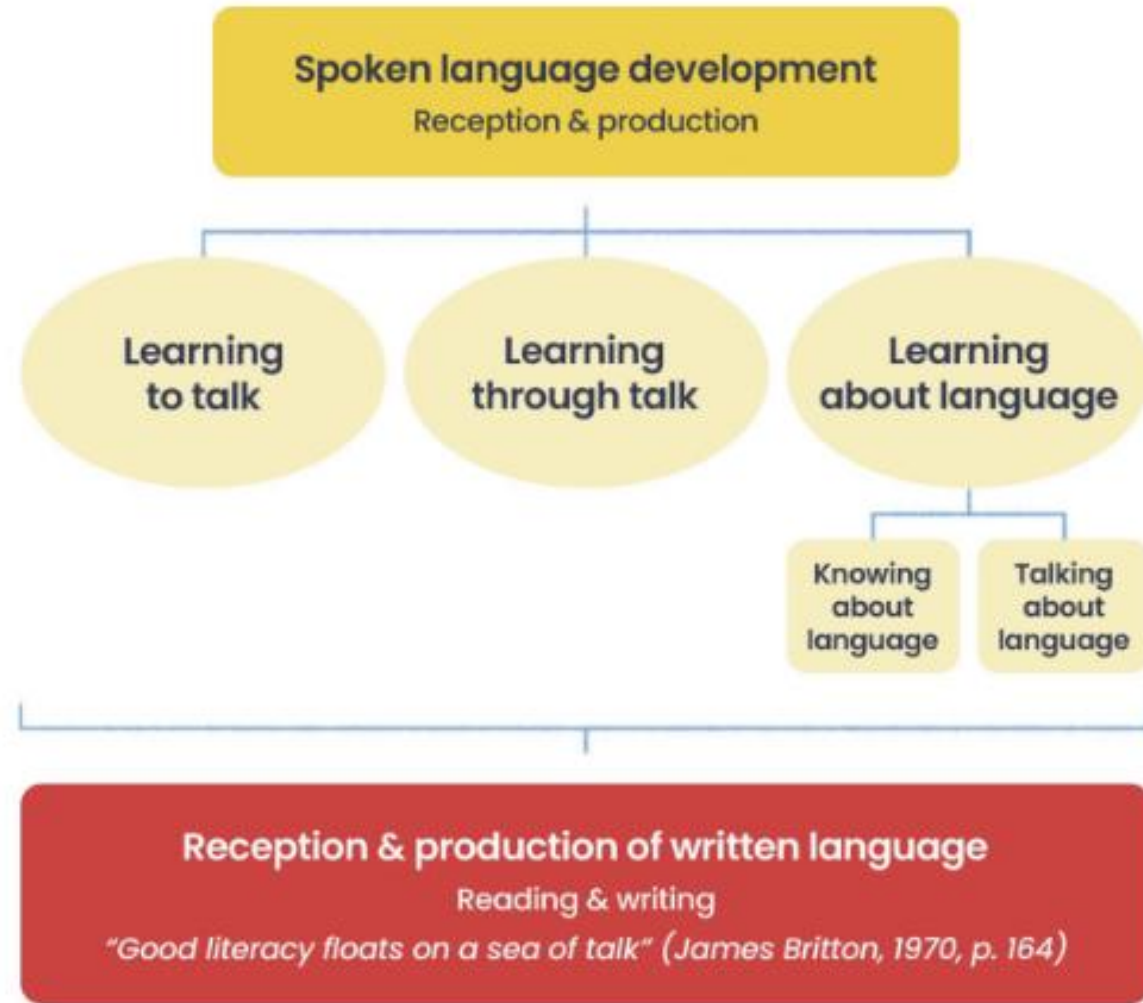


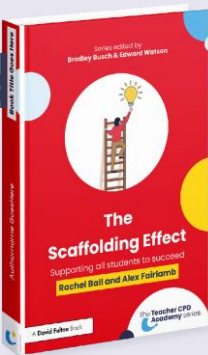
FIGURE 7A.1 The different types of spoken language development



Application: Contracts

For example:

- Respectful listening. No interrupting.
- All eyes on the speaker, bodies turned towards the speaker, pens down, no talking.
- Turn taking.
- Psychological safety; to take responsible risks with ideas, an atmosphere of trust, a culture of error.
- Active participation by contributing ideas and asking questions.
- Ideas can be challenged. However, the challenge is focused on the ideas, not the person.



Oracy in the Disciplines

(Ashbee and Sealy)

Descriptive

“find facts and to make meaning from them; to distil, interpret, reduce or generalise.”

Maths
Science
Sport
Languages

Interpretive

“In interpretive quests, subjective interpretation is valued, truth being sought through reasoned argumentation.”

History
Art
RE/Theology
Literary criticism

Expressive

“seek approval not just from the subject community but also from curators, critics and the interested public.”

Art and Design
Music
Dance

Problem Solving

“problem seeking quest.”

Design Technology
Engineering
Food Nutrition
Computing

Application: Aide-Memoires

- Graphic organisers
- Knowledge organisers
- Flash cards
- Wall displays

Enquiry Question: How far are the developments in the Kingdom of Benin evidence of the West African 'booms' of the fifteenth century? (Green)

Date	Event
900	This when the Kingdom of Benin begins, first known as Igodomigodo. The Ogisios ruled. It was founded in the rainforests of West Africa.
1100	There were struggles for power and the Ogisios lost control of their kingdom
1440	Ewuare became the new Oba of Benin. He built up an army and started winning land. The Benin Walls begin to be built
1460	Benin Walls completed. They are 16,000km long and have moats. They are there to defend the kingdom.
1480s	Oba Ozolua becomes rules. He is known as 'Ozolua the Conqueror'
1486	Trade started with Beni pepper which was sold by Portuguese traders in Belgium.
1504	The fourth warrior king was Oba Esigie. During his reign, the empire reached its largest size.
1514	Esigie set up relationships with the Portuguese, sending ambassadors to Lisbon
1530s	Benin rejects getting involved in the slave trade
1578	Oba Orhogbua ruled
1601	Oba Ehengbuda died. Benin's empire gradually shrank in size.
1680s	Benin becomes involved in the slave trade – the Bight of Benin
1897	The British attack the Kingdom of Benin. The British armies loot Benin Bronzes.



Key Person	Definition
Ogiso [O-gi-so]	The Kings of Igodomigodo
Eweka [Eh-weh-kah]	1400. First Oba, chosen by Oranmiyan
Ewuare [Eh-war-ee]	1440. Rebuilt Benin City and the royal palace. Made changes in administration (palace chiefs, festivals), urban structures,
Esigie [Eh-see-geh]	1504. Expanded his kingdom eastward. Created a school in Edo for the teaching of Portuguese
Idia [Ih-dee-ah]	First great Queen Mother/Iyoba the mother of Esigie. Helped her son defeat his enemies and gain control of the River Niger.
Orhogbua [Orr-uug-bwah]	1551. Empire reached its largest size
Ehengbuda [Eh-he-boodah]	Last of the warrior kings. Died 1401, empire decreased in size after this.
Olaudah Equiano	A former slave who is said to have been from Benin. He wrote an autobiography, <i>The Interesting Narrative of Olaudah Equiano</i> , 1789.
Olfert Dapper	Olfert Dapper was a Dutch geographer. He wrote about Benin in his book titled <i>Africa</i> in 1668 using accounts from sailors

Application: Aide-Memoires

- Cues and prompts on the board
- Photographs, sources or diagrams
- Mini-whiteboards to make notes
- Script or bullet point notes (more suited to presentational)

Think, Pair, Share

What do you think was the most successful way that the Romans developed their way of controlling Roman Britain?
Why?



- Making deals with Kings of different tribes (King Prasutagus, Septimius Severus and his deal with the Picts)
- Crushing rebellions (like Boudica)
- The strength of their army (legions etc.)
- Roads which were paved and straight
- Forts like Arbeia
- Walls like Hadrian's Wall

Speak like an Historian....

I think that the most successful way the Romans kept control of Britain was....

I think this because.....

This would have helped them to keep control as...

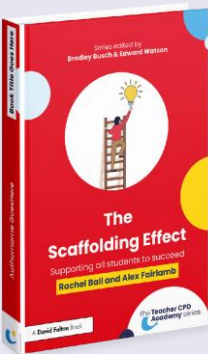


Considerations and cautions

- Whole school culture of oracy e.g. contracts – codify
- Ensure a balance of learning to talk and learning through talk
- Malleable, not robotic (language of expression is upgraded and varied)
- Macro-adaptations: speech, language, and communication needs
- Diverse voices: sensitivity around pronunciation, valuing regional accents vs Standard English, avoiding prescriptive answers which require code-switching (who's lens?)



4. Writing



Research

Writing is Cognitively demanding: “writing involves deciding what to say, which words to use, how to spell them, perhaps how to form the letters, and what order to place the words in – and that’s just at sentence level”
(Hochman & Wexler, 2017)

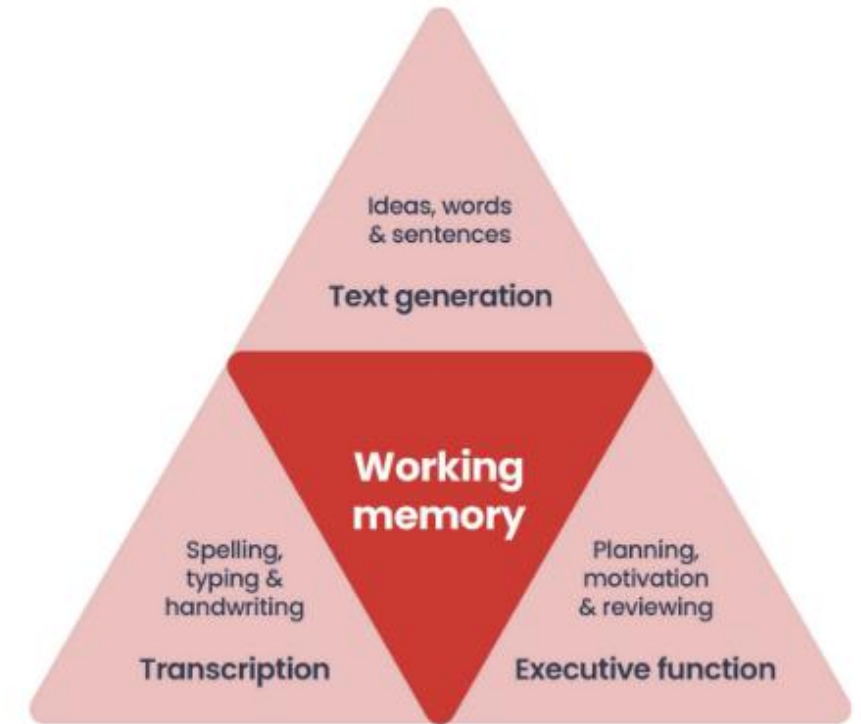


FIGURE 6A.1 The simple view of writing (EEF, 2021)

Experiment

How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8 marks)

(Pearson Edexcel, 2016)



Application: Kernel Sentences

Example 1:

Problem: $2(x+6)=14$

	Jasmine	Maya
Step 1	$2x + 6 = 14$	$2x + 12 = 14$
Step 2	$2x = 8$	$2x = 2$
Answer	$x = 4$	$x = 1$

She made a mistake.

Who: ...*Jasmine*.....

When: ...*Step 1*.....

Why: ...*Didn't distribute 2 to both terms inside ()*.....

Expanded Sentence:

In step 1, Jasmine made a mistake because she
didn't distribute the 2 to both of the terms
inside the parentheses.

[Exhibit 2.2](#)

Source: Copyright © 2017 The Writing Revolution.

Who: Nightingale

When: 1848

How: Notes on Nursing (book)

What: large windows, tiles, separate wards

Why: improve sanitation in hospitals to reduce infection and number of deaths

Expanded sentence: From **1858**, **Nightingale** was massively influential in the development of pavilion plan hospitals as she suggested in her **Notes on Nursing book** that having **larger windows, using tiles as internal materials and having separate wards** would lead to **improved sanitation in hospitals and lower death rates**.



Application: SPO

Single-Paragraph Outline

Name: _____ Date: _____

T.S. _____

1.

2.

3.

4.

C.S. _____

Single-Paragraph Outline

Name: _____ Date: _____

T.S. The Brooklyn Bridge, an iconic structure, is a key feature
of the New York City skyline.

1. East R. connects Manhattan + Bklyn

2. opened 1883 / millions of commuters + tourists

3. free passage → ↑ traffic

4. footpath → walk + bike / avoid traffic

C.S. If you want to see one of the most spectacular views
of the city, make the trip across the Brooklyn Bridge!

Exhibit 4.2

Source: Copyright © 2017 The Writing Revolution.

The Brooklyn Bridge, an iconic structure, is a key feature of the New York City skyline. The span soars over the East River, connecting the boroughs of Manhattan and Brooklyn. Since its opening in 1883, the bridge has been traveled by millions of commuters and tourists. Passage across the bridge is free, so traffic can be high. However, travelers can avoid the traffic by walking or biking between the two boroughs by using the bridge's famous footpath. If you want to see one of the most spectacular views of the city, make the trip across the Brooklyn Bridge!



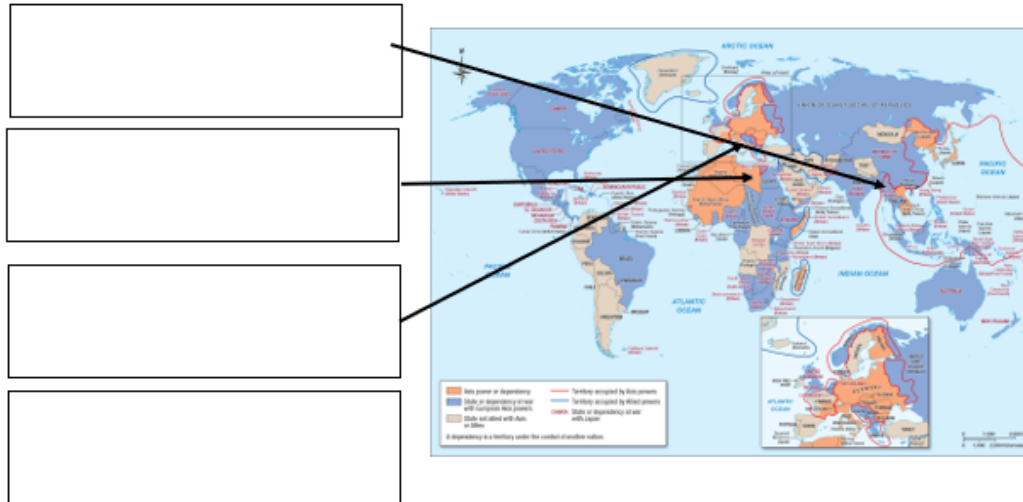
Lesson 4 – How and why did the ‘tide turn’?

Task 1: Retrieval (10 mins)

When did Germany invade Poland?	What is the name of German army?	“Peace in our time” – Chamberlain. Which policy was he talking about?	What ideology did Mussolini have?
What ideology did Stalin have?	Name one of the MAIN causes of WW1	Who was in the Axis powers?	What does Lebensraum mean?
How many men were trapped at Dunkirk?	How many boats were used to rescue the men from Dunkirk?	What amount of reparations was Germany told to pay as part of the Treaty of Versailles?	As a result of the failure to halt the German Army, which country became occupied in June 1940?

Task 2: What was the state of play by 1941?

- Complete the different stages of the war from 1940-41
- Explain why it could be argued that Britain was in danger of losing the war by June 1941



“Britain was in danger of losing the war by June 1941” Explain two reasons why you agree with this view.

Reason 1:

Reason 2:

Eastern Front and the failure of Operation Barbarossa

On 22nd June 1941 Hitler launched ‘Operation ‘Barbarossa’, the invasion of the Soviet Union. Hitler expected a rapid victory. The Soviet army was large, but poorly trained and badly led. The German success in Western Europe boosted their morale and convinced them that their army could invade the USSR. At first, the Germans were very successful hundreds of thousands of Russian soldiers were killed or captured.

However, they soon experienced difficulty:

- the huge distances and the tough terrain meant that the Germans started to struggle.
- Operation Barbarossa had been **delayed** and so they invaded during a **harsh Russian winter**, without the proper supplies for this.
- Hitler also disagreed with his Generals and **delayed the attack on Moscow** to reinforce his troops in the north and south. This meant the Soviets had time to defend their capital, and as the Russian winter took hold, the Germans couldn’t advance any further. **The Soviets counter attacked**. This was Hitler’s first defeat of the war. This was a blow to their morale.

In the summer of 1942, Hitler launched another major offensive into Southern Russia. **Hitler tried to capture Stalingrad** but **Stalin told his army to defend it at all costs**.

- By October most of the city was in German hands, so **Soviet General Zhukov surrounded the city and trapped the German army**.
- Hitler banned them from breaking out but eventually, exhausted and starving to death, the Germans surrendered in February 1943.

After this point, the Germans began to retreat from Russia and the Ukraine.

From September 1941 the Germans had besieged Leningrad (St Petersburg now). By January 1944 they had to end the siege and retreat from Russia.

Throughout 1944, the **Soviets advanced rapidly through the USSR and Poland** heading towards Germany.

Subject Paragraph Outline – Why were the USSR able to turn the tide against the Germany?

Point: The USSR were able to turn the tide against the German Army as the Germans experienced a lot of difficulties during their invasion as Operation Barbarossa began to fail.

Supporting evidence:

- _____
- _____
- _____

Explanation:

This therefore led to the USSR being able to turn the tide against the German army because _____

Application: Because, But, So

Seeds need light to grow because _____.

Seeds need light to grow, but _____.

Seeds need light to grow, so _____.

The critic thought the book was mediocre because _____.

The critic thought the book was mediocre, but _____.

The critic thought the book was mediocre, so _____.

Let's say you're teaching students about American composers and they've recently been learning about George Gershwin. You could use the stem "George Gershwin is considered a musical genius _____." Their response might look like this:

George Gershwin is considered a musical genius because he captured and expressed the spirit of American life in his rhythms, harmonies, and melodies.

George Gershwin is considered a musical genius, but some have criticized him for the structural weaknesses in some of his works.

George Gershwin is a musical genius, so many composers have tried to emulate his style.

Copyright: Writing Revolution

Injection moulding is similar to die casting because _____.

Injection moulding is similar to die casting but, _____.

Injection moulding is similar to die casting so, _____.

Exemplar

Injection moulding is similar to die casting because **molten liquid material is forced in to a mould**

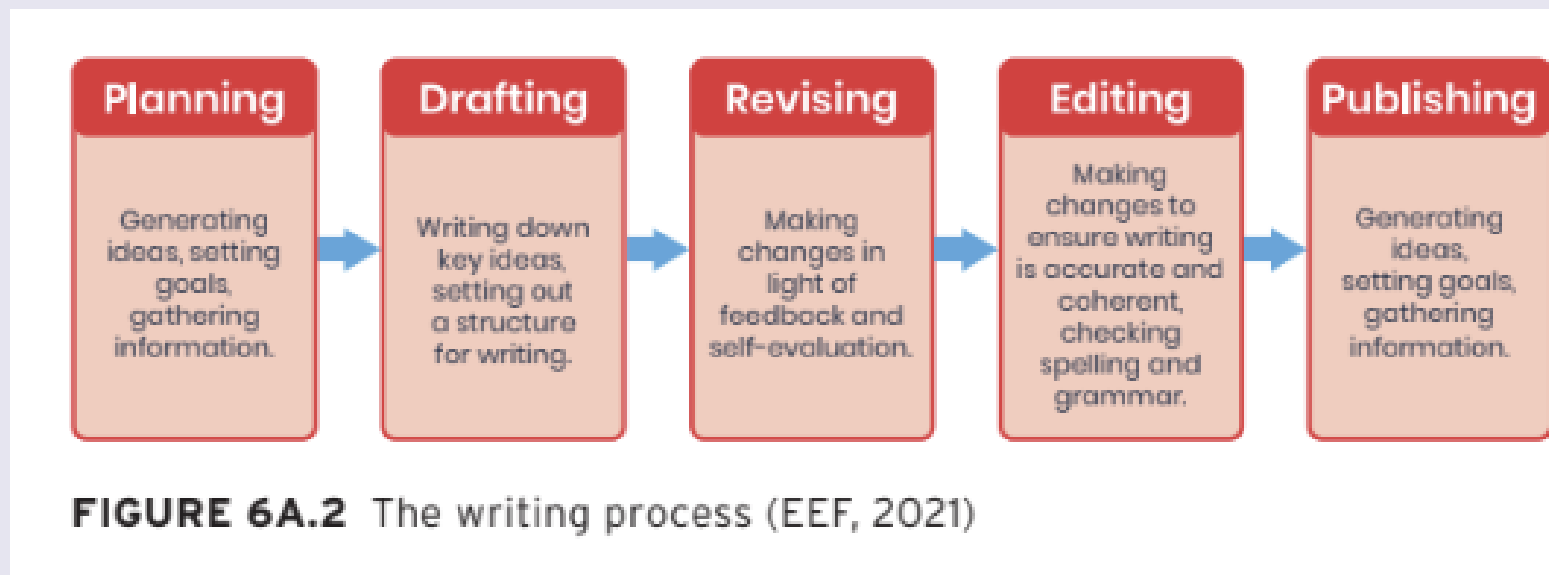
Injection moulding is similar to die casting but, **uses less energy because of the Archimedes screw**

Injection moulding is similar to die casting so, **both are used in mass production**



Considerations and cautions

- Gradual release e.g. I/We/You, live modelling
- Balance of whole school and disciplinary literacy
- Checks for understanding throughout



Comparisons

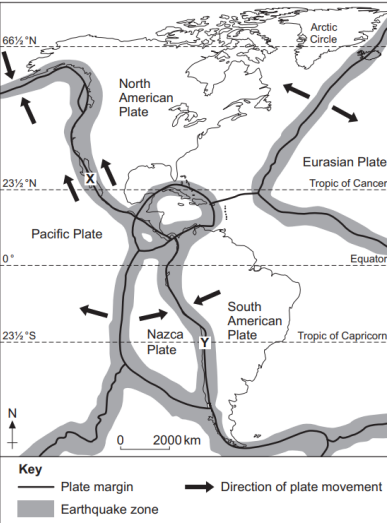
Geography

0 1 . 6

Suggest why earthquakes and volcanic eruptions happen close to the plate margin at Y.

Use **Figure 2** and your own understanding.

Extra space _____



RS

An Inspector Calls

‘There is no proof that
Jesus is the son of God’
(12 marks)

1 mark	Select either: A, B, C or D
2 mark	Two bullet points
4 mark	2 paragraphs - both explained in depth In _____ it states....., which means..... This influences Christians because..... Thus in their lives a Christian would.....because..... Furthermore, in _____ it says which implies... This influences Christians because..... Therefore in their lives a Christian would.....because.....
5 mark	2 paragraphs- both explained in depth + EXPLAINED QUOTE In _____ it states....., which means..... This influences Christians because..... Thus in their lives a Christian would.....because..... Similarly / In contrast, in _____ it says which suggests... This influences Christians because..... Therefore in their lives a Christian would.....because.....
12 mark	At least 3 paragraphs + Conclusion Para 1 – agree point developed with religious knowledge Para 2 – disagree point developed with religious knowledge Para 3 - agree point developed with religious knowledge Para 4 - disagree point developed with religious knowledge Opinion or conclusion with structure from planning sheet My overall opinion is... This is because... Some people may disagree with me and say... However I think they are wrong because... Therefore my opinion is...



Pause point: Turn and Talk

How do you scaffold oracy?

Do you currently scaffold writing?
How could you use these strategies?

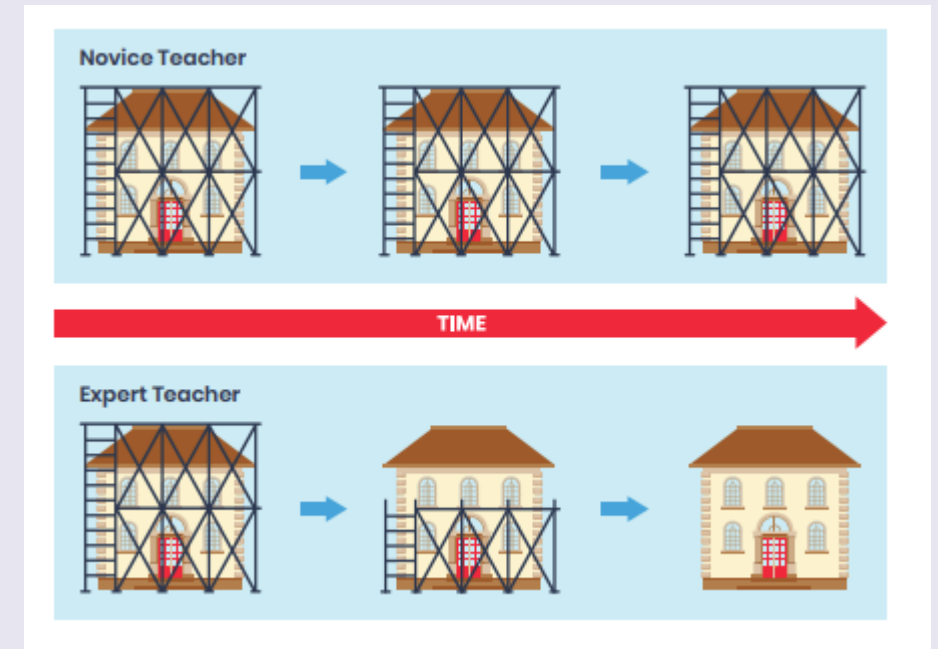




In Summary

Pitfalls of scaffolding

- Don't leave in place too long...
- ...But don't remove too soon!
- Avoid top-down, rigid approaches
- Respect and nurture disciplinary literacy and oracy
- Ensure effective PD with a commitment to threading in time for teachers to actively reflect to plan scaffolds



“ Professional development at school, phase, subject and teacher level is crucial, if schools are to get scaffolding right.

The pursuit is worth the payoff. In an educational landscape which is consistently in a state of flux and with the needs of children broadening year on year, scaffolding is, and shall remain a central tenet of effective teaching that ensures that all students are able to access the curriculum in meaningful ways. ”

Fairlamb and Ball, 2025