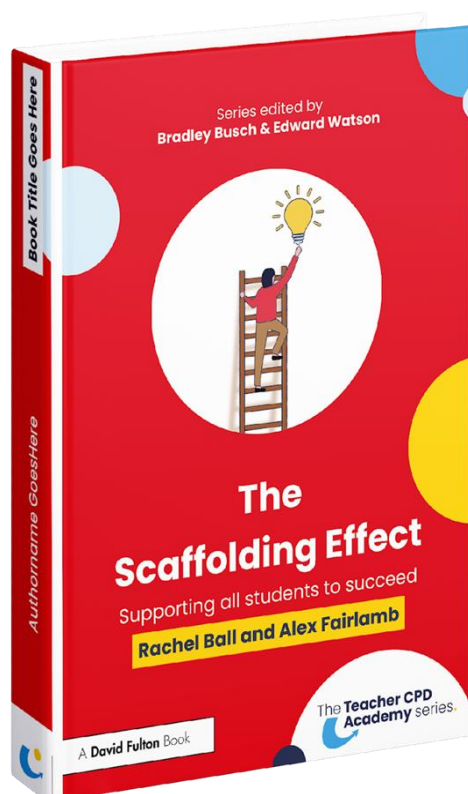


Scaffolding Literacy and Oracy: Supporting all Students to Succeed



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**Södertälje
kommun**

Shared Understanding and Language

What is Adaptive Teaching?	What is Scaffolding?
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	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

Age and Stage Conversion

English Age Stages	Swedish Age Stages
Early Years / Reception Age 3-5 <i>(Children start at varying ages)</i>	Preschool Förskola Age 1-5
Primary Age 4-10 This is broken down into: Key Stage 1 – 5-7 years Key Stage 2 – 7-11	Preschool Class Förskoleklass Age 5-6 Lower Stage Lågstadiet Age 7-10 Some of Middle Stage Mellanstadiet Age 10-13
Secondary Age 11-16	Some of Middle Stage Mellanstadiet Age 10-13 Upper Stage Högstadiet Age 13-16
Sixth Form / College / Post 16-19 Age 16-19 <i>(Optional)</i>	Gymnasium Age 16-19 <i>(Optional)</i>

The Scaffolding Effect

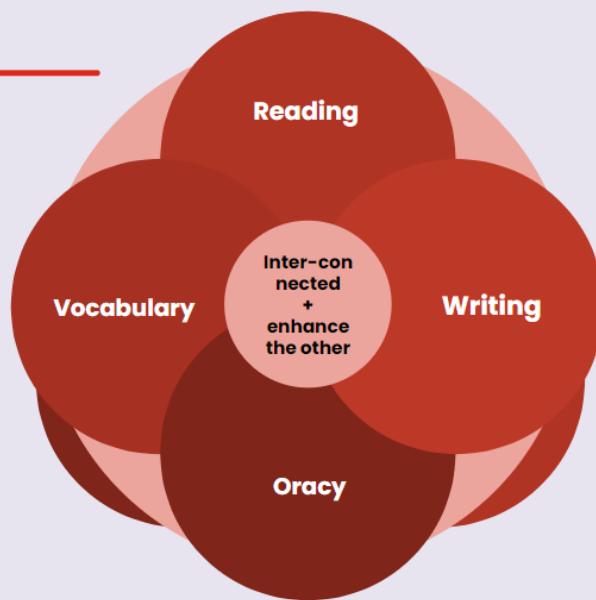


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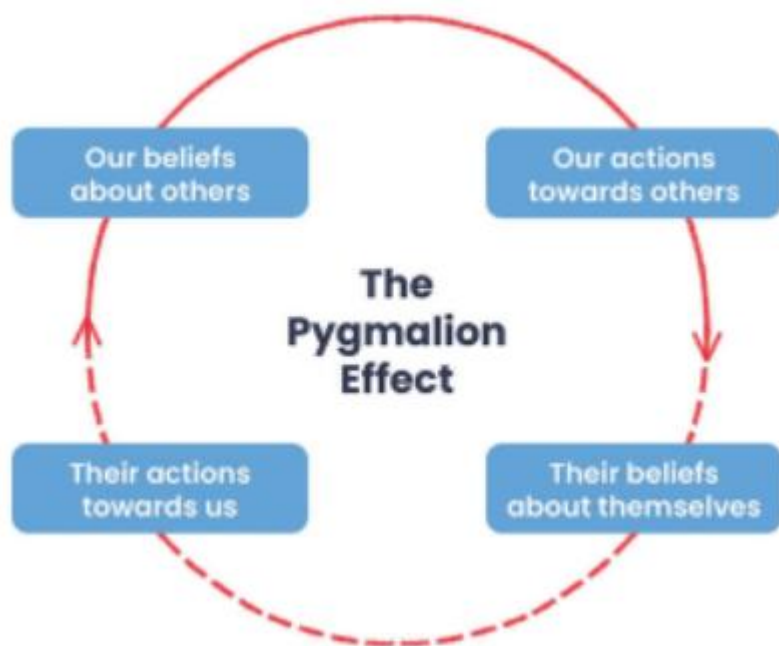


Interplay



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](#))



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



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,
EEF, 2022



What can it look like in practice?

For example:

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.

- 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..."

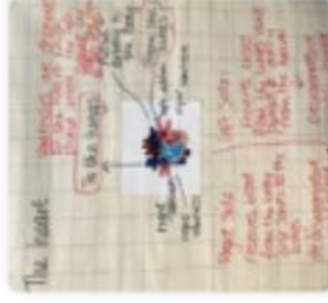


Written



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



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.

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...?

Guided Reading

Reasons she was a threat

Subtle and dual code

Mary, Queen of Scots, was a Catholic with a strong claim to the English throne. She was Henry VI's great granddaughter, Elizabeth's second cousin. There were no issues about her 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.

In 1560, Elizabeth helped Scotland's Protestant Lords defeat Mary of Guise (nursing 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.

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.

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's help against the rebels.

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 overthrowing 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.

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.

Summarise each reason into 3 bullet points

- Catholic which he supplied by France, Spain, Italy, etc.
- Claim to the throne of Henry VIII, no more of legitimacy.
- Claim to the throne of Scotland, which Elizabeth I did not want to name an heir.
- Elizabeth I was becoming more worried about the threat from foreign Catholic powers (France, Spain) and Catholics in England.
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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

FIGURE 5.2 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

2. Explicit Vocabulary Instruction



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.

Definition A very large or busy city. The capital or chief city of a region Etymology: Metropolis [chief town or capital city of a province] It is a Greek word	Facts and/or Characteristics - Usually known for it's size and population - Economic center. It serves as a major economic hub, attracting various industries, businesses, and job opportunities - Infrastructure. Is usually well connected to transport and has communication centres
Examples - Mumbai - London - New York - Tokyo 	Non-examples - Small town e.g. Morpeth - Village e.g. New Hartley - City e.g. Durham - Rural areas [countryside]

Reflection:

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

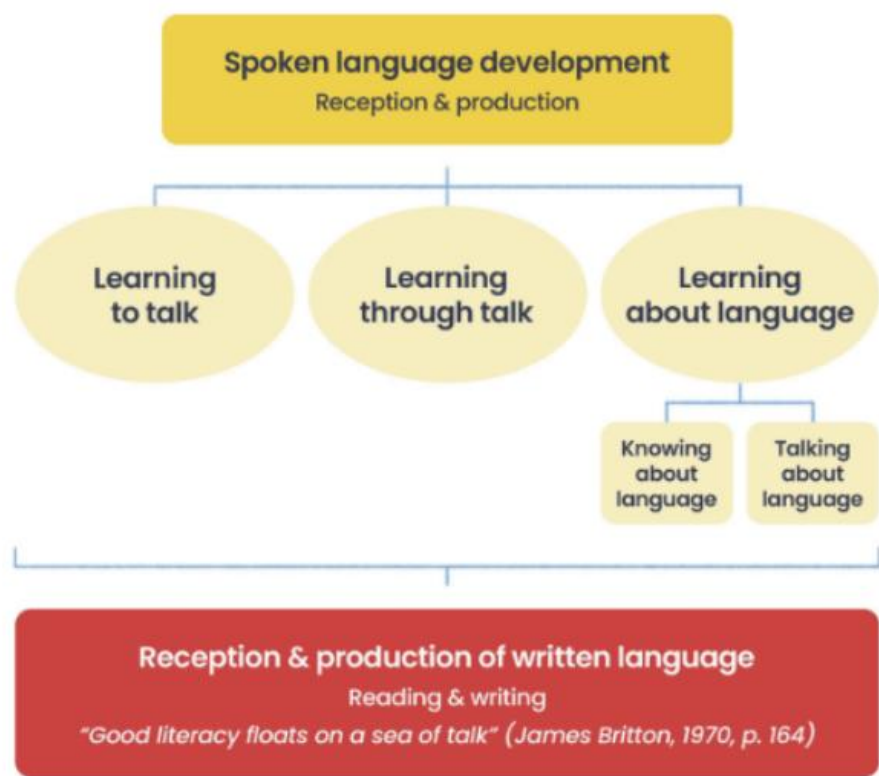


FIGURE 7A.1 The different types of spoken language development

Contracts for purposeful and respectful talk

- 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	Interpretive	Expressive	Problem Solving
“find facts and to make meaning from then; to distil, interpret, reduce or generalise.”	“In interpretive quests, subjective interpretation is valued, truth being sought through reasoned argumentation.”	“seek approval not just from the subject community but also from curators, critics and the interested public.”	“problem seeking quest.”
Maths Science Sport Languages	History Art RE/Theology Literary criticism	Art and Design Music Dance	Design Technology Engineering Food Nutrition Computing

4. Writing

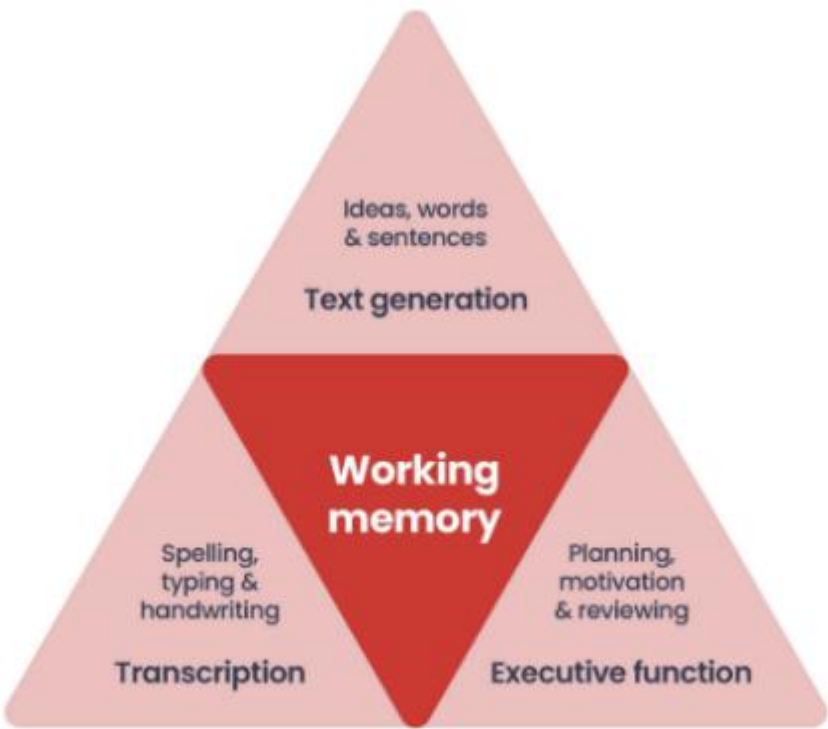


FIGURE 6A.1 The simple view of writing (EEF, 2021)

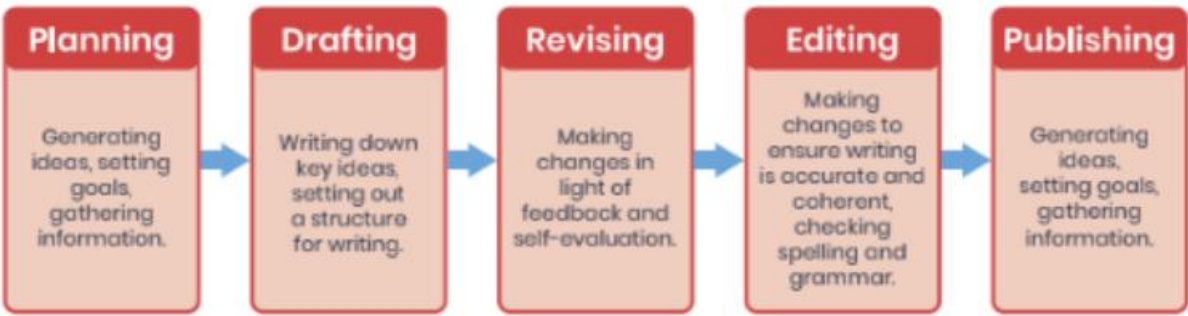


FIGURE 6A.2 The writing process (EEF, 2021)

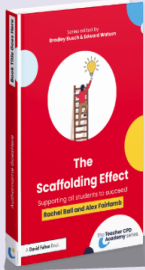
Reflection:
How do you scaffold oracy?

Do you currently scaffold writing?

How could you use these strategies?

The Scaffolding Effect

Supporting All Students to Succeed





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