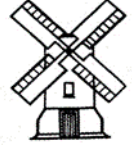


Strategies to Scaffold learning in Science



How can I support pupils with literacy difficulties?

- Provide topical word banks and picture cards that the learner can point or refer to when explaining scientific processes.
- Collate word/picture banks on a mini whiteboard/paper with the learner during the teaching input to support their independent learning activity.
- Scaffold learning to make it accessible for all.

How can I support learners who struggle to retain vocabulary?

- Begin each lesson with a review of the vocabulary previously learnt.
- Provide word banks
- Target language that still needs support
- Refer to language regularly as this will embed the vocabulary and build stronger links and associations.

How can I support learners who struggle with numeracy skills?

- Scaffold learning to make it accessible for.
- Employ manipulatives and resources used in maths to support learning in science.
- Bring abstract concepts to life through concrete resources and comparisons.

How can I support learners who need additional time to develop conceptual understanding?

- Provide pre-teaching opportunities for learners to hear vocabulary prior to the lesson.
- Plan small group teaching opportunities.
- Provide learners with worked examples to use as a model whilst completing independent work.

How can I support learners who struggle with attention?

- Create a working environment that is calming and simple.
- Use preferential seating and proximity to engage all learners.
- Pre-expose learners to the equipment and nature of the lesson to spark engagement and interest.
- Plan movement breaks and classroom jobs for individual learner.

How can I support learners who struggle with change and transition?

- Science doesn't always follow the same lesson format and structure, so prepare learners in advance.
- Use visuals (e.g., now, next, then boards or visual timetables) to segment the lesson into manageable chunks.
- Think about the individual learner – some learners may be motivated if they know something in advance of a lesson. Show them an object, or picture about the lesson.