



EYFS- Adaptive teaching & Scaffolding across the Curriculum

Communication & Language (C&L)	Physical Development (PD)	Personal, Social, Emotional Development (PSED)	Literacy
Scaffolding & adaptation - Plan for talk as the main learning pathway: every session has built-in turn-taking, partner talk, and adult “check-ins”. - Teach and revisit tier 1 and tier 2 vocabulary daily; keep key words “alive” in routines, provision and story time. - Use consistent interaction routines: <i>notice</i> → <i>name</i> → <i>model</i> → <i>invite</i> → <i>extend</i>. - Reduce cognitive load: one new word / idea at a time, repeat it across the day in different contexts. - Make language visible: symbols, photo cues, gesture, objects of reference where helpful (not just displays). - Build listening stamina through micro-bursts: short listen-and-respond moments repeated frequently. - Structure responses: allow pointing, choosing, showing, acting, drawing before expecting spoken sentences. - Embed narration during play (“I can see... I notice... you’re trying...”) to model language patterns. - Rehearse oral language before recording in any area (“Say it, build it, then capture it”). - Use purposeful recasting and expansion (child says a word/phrase; adult upgrades the sentence). - Use and expect children to speak in sentences, supporting them as needed. Where appropriate, children to repeat the sentence modelled by an adult e.g. child says cake, adult models ‘Would you like some cake?’ and expects the child to repeat this. High-quality adult interaction sentence stems “I noticed you... Tell me about that.” “You said _____. I’m going to say it again with a new word: _____.” “Let’s put your idea into a full sentence together...” “Show me what you mean... now let’s name it.”	Scaffolding & adaptation - Teach physical skills through consistent routines: demonstrate → try → repeat → refine. - Use “small wins”: one change at a time (grip, posture, pressure, direction). - Build stamina through short, frequent opportunities rather than long tasks. - Use multi-sensory modelling: show, say, and guide. - Plan for independence: accessible resources and clear “how to” visuals. - Teach tool use explicitly (scissors, pencil, fastenings) with gradual release. - Provide “practice without product”: repetition without outcome pressure. - Embed PD in provision with purposeful access to fine/gross motor opportunities. - Use movement to support attention and regulation across the day. - Use language for body awareness (stretch, balance, steady, control). High-quality adult interaction sentence stems “Watch me first... now you try.” “Let’s slow it down — steady hands.” “Where does your body need to be to help you?” “Try it again — what changed?” “That was tricky. What helped you keep going?” “Let’s practise just this bit.” “I’m noticing your control is improving.” “Which tool helps you best?” “Show me ‘gentle pressure.’” “First ____, then ____.” <i>*See Fine/ Gross motor progression grid.</i> Fine Motor resource examples: - Chunky pencils - Pencil grips - Sloped writing boards - Tweezers, threading, pegboards	Scaffolding & adaptation - Teach behaviour and self-regulation explicitly through routines (arrival, tidy-up, transitions, group time). - Use co-regulation scripts that all adults share (calm, consistent, predictable). - Make expectations visible: <i>what it looks like</i> (model), <i>why it matters</i> (meaning), <i>how to do it</i> (steps). - Build independence using micro-responsibilities that rotate (helper roles, self-service routines). - Support social understanding with structured play invitations (roles, turn cues, start/stop). - Reduce conflict by teaching problem-solving language before you need it. - Plan for success: identify likely “pinch points” and proactively scaffold. - Use reflective talk to build metacognition (“What worked? What will you try next?”). - Use stories and play to develop perspective-taking (“What might they be thinking/feeling?”). - Offer consistent “repair” routines after conflict (restore, re-join, reset). High-quality adult interaction sentence stems “I can see _____. Your body is telling me _____.” “Let’s name the feeling first. I wonder if you feel...?” “What do you need right now: help, space, or a plan?” “Let’s do it together first, then you can try.” “When _____ happens, you can _____.” “Show me ‘ready’. What does your body look like?” “Let’s fix it — what could we say / do next?” “I’m proud of how you kept trying.” “You can choose: _____ or _____.” “Next time, your plan could be...”	Scaffolding & adaptation (transferable across sequences) - Teach through consistent literacy routines (oral rehearsal → model → shared → guided → independent). - Build comprehension through talk first: retell, explain, predict, connect. - Keep decoding and language together: link sounds → words → meaning. - Use repeated exposure to key texts/vocabulary (reread for depth, not just novelty). - Make sentence structure explicit: model a sentence, rehearse it aloud, then capture it. - Use “high-support, low-stakes” writing: drawing/markings as a bridge, with adult scribing when needed. - Provide temporary scaffolds (word banks, prompts, rehearsal) and remove gradually. - Teach handwriting through micro-skills: posture, grip, pattern, directionality. - Build independence with accessible resources (L.W grapheme and handwriting mats. Use tricky word mats) - Keep expectations ambitious: adapt the pathway, not the learning purpose. High-quality adult interaction sentence stems “Let’s say your word/sentence together... again... now write/mark it.” “Which word best fits your meaning?” “Tell me what happened first... then... after that...” “What makes you think that? Show me the part that helped you.” “Let’s read it like a storyteller — with expression.” “I’ll model it once, then we’ll do it together.” “Let’s fix one thing to make it even better.” “What does this word mean? Let’s act it out.” “Say the sounds slowly... now blend.” “I heard a great idea — can you add one detail?” Support for left-handed writers

• “I’m wondering why... What do you think?” • “What’s another way we could say that?” • “First we..., then we... (Let’s say it together.)” • “I heard you say _____. Can you add one more detail?” • “Which one is the best match? What makes you think that?” • “Let’s slow it down — say the sounds / words carefully.”	• Vertical surfaces- Window writing with chalk pens, large sheets taped to the fence, whiteboards at child height • Fine-motor trays: tweezers, pom-poms, threading laces • Pre-writing pattern cards- Zig-zag lines, curly paths, Over-the-top rainbows, caterpillar tracks • Scissors with supports / spring-loaded scissors Gross Motor • Sensory circuits- Jumping on spots, crawling under tunnel, pushing weighted box • Balance paths • Tactile paths, balance beams • Wobble cushions • Obstacle courses • Movement modelling (adult demonstrates first)		• Need to slant the paper the other way (slightly clockwise) • As the hand follows behind the writing it can create smudging / conceal the writing written – teach children to place their fingers / pencil grip slightly higher up the pencil • Difficulties with leaving finger spaces between words is common – provide a finger spacer as a prompt if needed • Ensure the children have enough room to write (nobody sat on their left hand side) • Softer pencils may help if pressure is an issue
SEND-specific scaffolding for this area Communication & Interaction • Use predictable language scripts adults all use (“First... then...”, “I notice...”, “Show me...”). • Provide choice frames to reduce demand (“Is it ____ or ____?” “Do you want ____ or ____?”). • Give extra processing time; avoid repeating lots of words—repeat the key word slowly. • Offer AAC/visual supports as normal tools (not “special” tools). • Adult stem: “You can tell me by pointing / choosing / showing.” • If a child is delayed in speech and language, use the match +1 strategy e.g. child says car, adult might say red car Cognition & Learning • Pre-teach 2–3 key words; revisit them in short bursts throughout the day. • Keep instructions one-step, then add the next step after success. • Use same talk routine daily so working memory isn’t overloaded. • Adult stem: “Let’s do just this part first...” SEMH • Co-regulate first, then language: calm body → calm voice → simple sentence. • Use emotion + need language to support communication in stress.	SEND-specific scaffolding for this area Communication & Interaction • Use gesture + minimal words + visual cue to support understanding. • Adult stem: “Copy me... your turn.” • Model movements visually before expecting copying • Use picture cards for “jump”, “crawl”, “throw”, “stop” • Use simple repeated movement sequences • Pair child with supportive peer Cognition & Learning • Break movement into sequenced steps; repeat daily to automate. • Adult stem: “Same steps every time.” • Use floor arrows to guide direction • Repeat movement sequences daily • Use visual step cards for dressing/undressing SEMH • Remove performance pressure; celebrate effort and persistence. • Adult stem: “You don’t have to get it perfect- you’re practising.” • Offer parallel play activities first • Small-group gross motor sessions • Calm-down movement sequences (wall push, deep breathing)- Use sensory trail. • Non-competitive tasks Sensory & Physical	SEND-specific scaffolding for this area Communication & Interaction • Provide social scripts and rehearse them in calm moments. • Use visual emotion scales with simple language. • Adult stem: “You can use words, signs, or show me.” Cognition & Learning • Break routines into clear steps with consistent prompts. • Rehearse expected behaviours through short, repeated practice. • Adult stem: “Step 1... now step 2...” SEMH • Prioritise felt safety: predictable adult, predictable response, predictable repair. • Offer planned regulation opportunities (movement, quiet space, sensory tool choice). • Adult stem: “I’m here. We’ll get through this together.” Sensory & Physical • Adjust environment: noise, crowding, visual clutter; plan regulation breaks. • Provide alternative participation (stand, sit on chair, edge of group). • Adult stem: “You can join in your way.”	SEND-specific scaffolding for this area Communication & Interaction • Use visuals/gestures to support meaning; accept oral/acted responses. • Adult stem: “Show me your idea first. • Story baskets with real objects • Sequencing cards with photos • Repetitive texts (E.g: <i>Brown Bear</i>, <i>Dear Zoo</i>) • Talking tins for oral rehearsal Cognition & Learning • Reduce quantity, keep concept: fewer sentences, same purpose. • Revisit the same structure repeatedly to secure it. • Real-object sound baskets (“s” = spoon, sock, snake) • High-contrast letter cards • Phonics routines repeated daily • Tracing over highlighter • Dot-to-dot letter formation • Talking tins to support retention SEMH • Supported starts; choice in recording; celebrate risk-taking in writing/reading. • Give choice of mark-making tools • Reduce pressure: allow drawing before writing • Provide a safe adult to whisper-read • Positive reinforcement scripts

- Adult stem: “I can see it feels hard. Let’s breathe, then you can show me.” Sensory & Physical - Positioning matters: face-to-face, close enough, reduce background noise. - Use visual anchors (single image/symbol) rather than busy boards. - Adult stem: “Look here — just this one thing.”	- Adapt tools, seating, surfaces; offer sensory-friendly materials. - Adult stem: “Let’s choose what feels comfortable for your body.” Adaptations: - Provide weighted beanbags - Wobble cushions for carpet - Chunky chinks, thick crayons, triangular pencils, pencil grips - Use textured stepping stones - Adjust lighting for sensory avoiders Motor Supports: - Hand-over-hand prompting - Slanted boards - Spring-loaded scissors		Adult stem: “We’re practising- mistakes help us learn. Child stem: “I can try...” “I feel upset because...” “I need help with...” Sensory & Physical - Chunky crayons, triangular pencils - Slanted writing boards - High-contrast picture books - Cushioned seating - Adapt tools and surfaces; chunk writing time; reduce visual overload. - Adult stem: “Let’s make your workspace calm and clear.” Motor Supports: - Vertical writing surfaces - Hand-over-hand support if needed
Maths Scaffolding & adaptation: - Use concrete → pictorial → early abstract scaffolds to enable full access to the maths curriculum. - Teach in small, carefully sequenced steps; revisit key concepts daily. - Normalise manipulatives as thinking tools for everyone (not an intervention). - Use worked examples that stay visible; children explain the structure not just the answer. - Build automaticity through short, frequent retrieval (subitising, number bonds, pattern spotting). - Plan maths talk: teach comparative language and reasoning explicitly. - Provide structured representations that reduce cognitive load (ten frames, part–whole, number tracks). - Use “same goal, different support”: adjust representation, prompts, adult scaffolding. - Build independence with “help cards” and self-check routines. - Keep tasks meaningful: talk and reasoning as valid evidence of learning. - Mastering Number in reception to build automaticity with key facts. High-quality adult interaction sentence stems	Understanding the World (UTW) Scaffolding & adaptation - Start with children’s lived experience, then widen outward (self → setting → community → world). - Use real objects, photos, and first-hand experiences to anchor abstract ideas. - Teach key concepts repeatedly: change, same/different, before/after, cause/effect, explain. - Build enquiry habits: notice, ask, predict, test, compare, conclude (as language routines). - Make time for sustained shared thinking: adults follow children’s curiosity and deepen it. - Keep vocabulary explicit and revisited frequently. - Use simple sorting/classifying structures to support reasoning. - Use story, talk and role-play as vehicles for understanding culture and time. - Use “I wonder...” prompts and revisit questions over several days. - Capture learning through talk, photos, drawings, shared floor book contributions High-quality adult interaction sentence stems “I wonder why...?” “What do you notice? What’s your evidence?” “What do you predict will happen?”	Expressive arts & design (EAD) Scaffolding & adaptation - Prioritise process: teach skills explicitly (mix, join, shape, build, refine) then allow autonomy. - Provide “ingredients not instructions”: curated materials with clear purpose and vocabulary. - Use step-by-step modelling as an option, not a requirement (copy → adapt → create). - Teach creative vocabulary and revisiting language (texture, line, pattern, rhythm, tempo, loud/quiet). - Plan adult interactions that deepen thinking rather than direct outcomes. - Offer structured roles in collaborative play (director/builder/performer) to support participation. - Use rehearsal and repetition in music/drama to build confidence. - Provide accessible resources so children can select tools independently. - Use “critique” as noticing: what worked, what changed, what next. - Keep imaginative play language-rich: adults join to extend narratives and vocabulary. High-quality adult interaction sentence stems “Tell me about what you’re making.” “What are you trying to achieve? What’s your plan?”	Phonics Whole-Class Adaptive Teaching - Phonics teaching follows Little Wandle with fidelity. - Daily, systematic phonics lessons for all pupils. - Same routine, structure and language used consistently. - Rapid intervention for pupils who need it - Reading books are fully decodable and closely matched. - Consistent routines across all classrooms (through having fidelity to the scheme) - SEND pupils keeping up through phase specific catch up or SEND specific intervention. - Children are taught pronunciation phrases throughout phase 2 and 3. Subject-Specific Scaffolds Little Wandle lesson structure: - Revisit & Review - Teach - Practice - Apply - Sound mats and grapheme charts. - Individual grapheme cards.

• “How do you know?” • “What do you notice about...?” • “Convince me.” • “What stays the same? What changes?” • “Show me using the resources.” • “Let’s compare: more, less, equal.” • “First..., then...” • “I think ___ because ___.” (model then child uses) • “Is there another way?” • “Let’s check.”	• “What stayed the same? What changed?” • “How could we find out?” • “Tell me what you think, then tell me why.” • “What does this remind you of?” • “Let’s compare.” • “What did you find out today?” • “What new word could help us explain this?”	• “What could you change to make it stronger / clearer?” • “I notice you chose ___. What made you choose that?” • “How does it feel / sound / look?” • “What happens if...?” • “Show me another idea.” • “Let’s add a new word to describe it...” • “What will you try next?” • “How can we solve that problem?”	• Sound buttons and phoneme frames. • Oral blending before reading. • Teacher modelling of segmenting and blending aloud. Sentence stems • “<i>The sound is...</i>” • “<i>I can hear ___ sounds.</i>” • “<i>I blend...</i>” • “<i>I segment...</i>” “<i>This word says...</i>”
SEND-specific scaffolding for this area Communication & Interaction • Teach and rehearse key maths words; provide sentence frames. • Use real objects first (fruit, animals, cars) • Visual cue cards: e.g: <i>more, less, same</i> • Adult models counting aloud slowly Cognition & Learning • Overlearn through repetition; keep steps small; same model each time. • Resources used as supports consistently • Adult stem: “Let’s do one example together.” SEMH • Reduce fear of being wrong; emphasise thinking not speed. • Adult stem: “Take your time-maths is reasoning.” Sensory & Physical • Larger tactile resources; movement-based representations. • Reduced-clutter table space • Adult stem: “Let’s make it big so your eyes/hands can track it.”	SEND-specific scaffolding for this area Communication & Interaction • Use visuals/artefacts to support talk; model short sentences then extend. • Photo timelines for “before/after” • Visual sorting boards • Simple question prompts: “What do you see?” “Same or different?” • Adult stem: “Show me, then we’ll name it.” Cognition & Learning • Keep enquiry routine consistent; revisit questions over days to secure concepts. • Feely bags to explore materials • Use of sensory trays to build vocabulary • Classification activities with photos • Adult stem: “Same routine — you’re the explorer.” SEMH • Provide predictable exploration spaces; reduce uncertainty with clear boundaries. • Calm, low-arousal sensory investigations • Predictable routines for group exploration • “I feel safe / not safe” signs for risky play • Adult stem: “You’re safe — we can explore together.” Sensory & Physical • Adjust sensory demands; offer alternative ways to engage (touch/see/handle). • Handle real artefacts instead of images • Use outdoors to reduce sensory overwhelm • Adult stem: “Choose the way that feels comfortable.”	SEND-specific scaffolding for this area Communication & Interaction • Provide choice boards for materials; model descriptive language repeatedly. • Visual sequences • Model describing creations: “I made a ...” • Adult stem: “Point to your choice.” Cognition & Learning • Teach one skill at a time; repeat it across sessions in different contexts. • Step-by-step picture cards • Pre-cut shapes/ images where appropriate • Adult co-creating to build confidence • Repeat the same techniques across the week SEMH • Remove pressure to finish; co-create to build confidence; celebrate experimentation. • Adult co-creating to build confidence • Adult stem: “There’s no wrong way- you’re exploring.” Sensory & Physical • Offer sensory alternatives (texture, tools, noise levels); adapt grips and workspaces. • Provide alternative sensory materials (foam, clay, textured paper) • Offer tools with chunky handles • Reduce sensory overload: quieter area, fewer materials at once • Allow finger painting for tactile input • Adult stem: “Let’s pick what feels okay for your body.”	SEND-specific scaffolding for this area Communication & Interaction • Visual mouth pictures and mirrors using the L.W. pronunciation phrases. • Clear, precise articulation from adults. • Repetition of instructions. • One instruction at a time. Cognition & Learning • Extra practice within the same routine. • Smaller sets of sounds revisited more often. • Immediate feedback. • Keep-up sessions aligned exactly to core teaching. SEMH • High levels of praise and encouragement. • No pressure to perform in front of peers. • Predictable routines build confidence. • Success celebrated frequently. Sensory & Physical • Magnetic letters for tactile input. • Movement-based blending (jumping sounds). • Short, focused sessions. • Flexible seating during practice.