



## KS1- Adaptive teaching & Scaffolding across the Curriculum

| <p style="text-align: center;"><b>English Reading</b></p> <p><b>Whole-Class Adaptive Teaching</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;"><b>English Writing</b></p> <p><b>Whole-Class Adaptive Teaching</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p style="text-align: center;"><b>Phonics</b></p> <p><b>Whole-Class Adaptive Teaching</b></p>                                                                                                                                                                                                                                                                                                                                                                                        | <p style="text-align: center;"><b>Maths</b></p> <p><b>Whole-Class Adaptive Teaching</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p style="text-align: center;"><b>Science</b></p> <p><b>Whole-Class Adaptive Teaching</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <ul style="list-style-type: none"> <li>• All pupils access the same high-quality texts; adaptation is through teaching, not text reduction.</li> <li>• Reading is taught through: <ul style="list-style-type: none"> <li>◦ decoding (phonics)</li> <li>◦ fluency</li> <li>◦ vocabulary</li> <li>◦ comprehension</li> </ul> </li> <li>• Explicit modelling of reading strategies is routine.</li> <li>• Reading sessions are predictable and structured, supporting memory and confidence following the Little Wandle scheme.</li> <li>• Reading for meaning is prioritised over task completion.</li> </ul> | <ul style="list-style-type: none"> <li>• All pupils work towards the same writing purpose and learning objective.</li> <li>• Writing is taught through: <ul style="list-style-type: none"> <li>◦ oral rehearsal</li> <li>◦ shared writing</li> <li>◦ guided practice</li> <li>◦ independent application</li> <li>◦ See writing document for specifics around how writing is taught in each year group.</li> </ul> </li> <li>• Grammar and sentence structure are explicitly taught in context.</li> <li>• Scaffolds are planned and</li> </ul> | <ul style="list-style-type: none"> <li>• Phonics teaching follows Little Wandle with fidelity.</li> <li>• Daily, systematic phonics lessons for all pupils in year one.</li> <li>• Daily spelling lessons for all pupils in year two.</li> <li>• Same routine, structure and language used consistently.</li> <li>• Rapid intervention for pupils who need it</li> <li>• Reading books are fully decodable and closely matched.</li> <li>• Consistent routines across all</li> </ul> | <ul style="list-style-type: none"> <li>• Maths teaching follows White Rose progression, ensuring small, carefully sequenced steps.</li> <li>• Mastering Number is prioritised in EYFS–KS1 to secure fluency, number sense and automaticity.</li> <li>• All pupils work towards the same mathematical goal, with adaptation through: <ul style="list-style-type: none"> <li>◦ representation</li> <li>◦ structure</li> <li>◦ talk</li> </ul> </li> <li>• Mathematical language and reasoning are explicitly taught.</li> <li>• Daily opportunities for retrieval and</li> </ul> | <ul style="list-style-type: none"> <li>• Practical experience before recording.</li> <li>• Repeated enquiry structures.</li> <li>• Talk valued as evidence of learning.</li> </ul> <p><b>Subject-Specific Scaffolds</b></p> <p>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>• Vocabulary mats with images.</li> <li>• Investigation structure prompts.</li> <li>• Visual recording frames.</li> <li>• Teacher modelling scientific talk.</li> <li>• Word banks linked to enquiry type.</li> </ul> |

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| <p><b>Subject-Specific Scaffolds</b></p> <ul style="list-style-type: none"> <li>• Visual story maps and sequencing strips.</li> <li>• Vocabulary mats with images and child-friendly definitions.</li> <li>• Shared reading with teacher “thinking aloud”.</li> <li>• Repeated reading to secure decoding and build fluency.</li> <li>• Paired reading (echo, choral, adult-child).</li> <li>• Comprehension supported through talk before recording.</li> </ul> <p><b>KS1 Sentence stems</b></p> <ul style="list-style-type: none"> <li>• “The story is about...”</li> <li>• “The character feels ___ because...”</li> <li>• “I think this because...”</li> <li>• “First..., then...”</li> <li>• “The word ___ means...”</li> <li>• See assessment grids for specific sentence stems for each year group.</li> </ul> | <p>gradually removed.</p> <ul style="list-style-type: none"> <li>• Ready to write routines.</li> </ul> <p><b>Subject-Specific Scaffolds</b></p> <ul style="list-style-type: none"> <li>• “Say it before you write it” routines.</li> <li>• Sentence starters and sentence stacking.</li> <li>• Writing frames linked to structure (beginning / middle / end).</li> <li>• Word banks linked to topic and genre.</li> <li>• Shared writing with live teacher modelling.</li> <li>• Editing checklists with visuals.</li> <li>• Handwriting mats.</li> </ul> <p><b>Support for left-handed writers</b></p> <ul style="list-style-type: none"> <li>• Need to slant the paper the other</li> </ul> | <p>classrooms (through having fidelity to the scheme)</p> <ul style="list-style-type: none"> <li>• SEND pupils keeping up through Rapid catch up or the Little Wandle SEND programme.</li> </ul> <p><b>Subject-Specific Scaffolds</b></p> <p>Little Wandle lesson structure:</p> <ul style="list-style-type: none"> <li>○ Revisit &amp; Review</li> <li>○ Teach</li> <li>○ Practice</li> <li>○ Apply</li> </ul> <ul style="list-style-type: none"> <li>• Sound mats and grapheme charts.</li> <li>• Sound buttons and phoneme frames.</li> <li>• Oral blending before reading.</li> <li>• Teacher modelling of segmenting and blending aloud.</li> </ul> | <p>overlearning are built in.</p> <ul style="list-style-type: none"> <li>• Manipulatives are normalised and used as thinking tools, not interventions, and are accessible.</li> </ul> <p><b>Subject-Specific Scaffolds</b></p> <ul style="list-style-type: none"> <li>• Concrete apparatus aligned to White Rose models:</li> <li>• counters, cubes, tens frames, numicon</li> <li>• Visual representations:</li> <li>• part-whole models</li> <li>• bar models</li> <li>• number lines</li> </ul> <p><u>Mastering Number routines:</u></p> <ul style="list-style-type: none"> <li>• subitising images</li> <li>• Worked examples kept visible.</li> <li>• Stem sentences explicitly taught and practised daily.</li> <li>• Structured recording templates linked to the model used.</li> <li>• <b>KS1 Sentence stems</b></li> <li>• “I know this because...”</li> <li>• “The whole is...”</li> </ul> | <p><b>Sentence stems</b></p> <ul style="list-style-type: none"> <li>• “I noticed...”</li> <li>• “It changed when...”</li> <li>• “I think this because...”</li> <li>• “The result shows...”</li> </ul> |
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|  | <p>way (slightly clockwise)</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Difficulties with leaving finger spaces between words is common – provide a finger spacer as a prompt if needed</li> <li>• Ensure the children have enough room to write (nobody sat on their left hand side)</li> <li>• Softer pencils may help if pressure is an issue</li> </ul> |  | <ul style="list-style-type: none"> <li>• <i>“The parts are...”</i></li> <li>• <i>“This is the same as...”</i></li> <li>• <i>“First I..., then I...”</i></li> <li>• <i>“I can see ___ groups of ___.”</i></li> </ul> |  |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>KS1 Sentence stems</b> <ul style="list-style-type: none"> <li>• “I am writing to...”</li> <li>• “First..., then...”</li> <li>• “I used the word ___ because...”</li> <li>• “My sentence tells the reader...”</li> <li>• “I can improve my writing by...”</li> <li>• See assessment grids for year group specific sentence stems.</li> </ul>                              |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>SEND-specific scaffolding for this area</b><br><br><b>Communication &amp; Interaction</b> <ul style="list-style-type: none"> <li>• Visual prompts support discussion.</li> <li>• Limited choice questions: <ul style="list-style-type: none"> <li>◦ “Is the character happy or sad?”</li> </ul> </li> <li>• Oral responses accepted instead of written answers.</li> <li>• Adult models and responds using full sentences.</li> </ul> | <b>SEND-specific scaffolding for this area</b><br><br><b>Communication &amp; Interaction</b> <ul style="list-style-type: none"> <li>• Oral rehearsal with in pairs or small groups.</li> <li>• Visual sentence models.</li> <li>• Adults model and expand pupil language.</li> <li>• Choice-based prompts to support expression.</li> </ul> <b>Cognition &amp; Learning</b> | <b>SEND-specific scaffolding for this area</b><br><br><b>Communication &amp; Interaction</b> <ul style="list-style-type: none"> <li>• Visual mouth pictures and mirrors.</li> <li>• Clear, precise articulation from adults.</li> <li>• Repetition of instructions.</li> <li>• One instruction at a time.</li> </ul> <b>Cognition &amp; Learning</b> | <b>SEND-specific scaffolding for this area</b><br><br><b>Communication &amp; Interaction</b> <ul style="list-style-type: none"> <li>• Visual representations always paired with spoken explanation.</li> <li>• Stem sentences rehearsed orally before recording.</li> <li>• Adult models reasoning aloud using correct mathematical language.</li> <li>• Limited choice questions to support expressive language:</li> </ul> | <b>SEND-specific scaffolding for this area</b><br><br><b>Communication &amp; Interaction</b> <ul style="list-style-type: none"> <li>• Visual prompts for explanations.</li> <li>• Adult recasts language.</li> </ul> <b>Cognition &amp; Learning</b> <ul style="list-style-type: none"> <li>• Draw → label → sentence structure.</li> <li>• Reduced writing, same concept.</li> </ul> <b>SEMH</b> |

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| <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>Repeated reading of the same text across sessions.</li> <li>Matching, sequencing and oral retelling used instead of extended writing.</li> <li>Explicit teaching of vocabulary before reading.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>Reading in small, supportive groups.</li> <li>No pressure to read aloud to the whole class or group.</li> <li>Clear routines build confidence.</li> <li>Positive reinforcement focused on effort.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>Clear, uncluttered reading spaces.</li> <li>Overlays or enlarged text if needed.</li> <li>Flexible seating.</li> <li>Movement breaks between reading tasks.</li> </ul> | <ul style="list-style-type: none"> <li>Writing broken into clear steps: <ul style="list-style-type: none"> <li>Plan (oral rehearsal) → sentence → check</li> </ul> </li> <li>Reduced quantity, same learning focus.</li> <li>Writing frames used as temporary support.</li> <li>Repetition of sentence types across lessons.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>Supported starts to reduce anxiety.</li> <li>Choice in how ideas are recorded (spoken, drawn first).</li> <li>Clear success criteria shared.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>Alternative tools: whiteboards, overlays, pencil grips.</li> </ul> | <ul style="list-style-type: none"> <li>Extra practice within the same routine.</li> <li>Smaller sets of sounds revisited more often.</li> <li>Immediate feedback.</li> <li>Keep-up sessions aligned exactly to core teaching.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>High levels of praise and encouragement.</li> <li>No pressure to perform in front of peers.</li> <li>Predictable routines build confidence.</li> <li>Success celebrated frequently.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>Movement-based blending (jumping sounds).</li> <li>Short, focused sessions.</li> </ul> | <ul style="list-style-type: none"> <li>“Is it more or less?”</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>Small steps followed precisely (White Rose structure).</li> <li>Fewer questions with greater repetition and depth.</li> <li>Overlearning through daily Mastering Number routines.</li> <li>Recording adapted but concept unchanged.</li> </ul> <p><b>SEMH:</b></p> <ul style="list-style-type: none"> <li>Maths framed as thinking, not speed.</li> <li>Clear lesson structure reduces anxiety.</li> <li>Adult support used to build confidence before independence.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>Larger, tactile manipulatives.</li> <li>Floor maths using number lines and shapes.</li> <li>Squared paper, overlays or whiteboards.</li> </ul> | <ul style="list-style-type: none"> <li>Predictable investigation routines.</li> <li>Pair work for confidence.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>Real materials.</li> <li>Alternative recording (photos, scribing).</li> </ul> |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Sloped boards or vertical surfaces.</li> <li>• Short writing bursts.</li> <li>• Reduced visual clutter.</li> <li>• In year two a child with physical needs may need to stick to a printed script rather than joining writing.</li> </ul>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Flexible seating during practice.</li> </ul>                                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Flexible seating to support focus and regulation.</li> </ul>                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><b>Computing</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Vocabulary explicitly taught and revisited.</li> <li>• Clear routines reduce cognitive load.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>• Visual algorithms (picture sequences).</li> <li>• Command cards (move, turn, stop).</li> <li>• Teacher modelling on large screen.</li> <li>• Step-by-step checklists.</li> </ul> <p><b>Sentence stems</b></p> | <p><b>History</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Vocabulary explicitly taught and revisited.</li> <li>• Key concepts revisited: past, change, cause.</li> <li>• Timelines / idea of chronology used consistently.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>• Visual timelines with images.</li> </ul> | <p><b>Geography</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Vocabulary explicitly taught and revisited.</li> <li>• Fieldwork planned in to be structured and purposeful.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>• Photo maps and symbols.</li> <li>• Comparison charts.</li> </ul> | <p><b>Music</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Musical elements (pulse, rhythm, pitch) taught explicitly.</li> <li>• Listening, responding and performing equally valued.</li> <li>• Repetition is planned and purposeful.</li> <li>• Participation is prioritised over performance quality.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> | <p><b>Art</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>• Process over product.</li> <li>• Skills explicitly modelled.</li> <li>• Vocabulary taught and reused.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>• Step-by-step visual instructions.</li> <li>• Technique cards.</li> </ul> |

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| <ul style="list-style-type: none"> <li>• “First I...”</li> <li>• “Then the program...”</li> <li>• “I clicked...”</li> <li>• “The computer did...”</li> </ul>                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Artefacts and photographs.</li> <li>• Comparison tables (then/now).</li> <li>• Storytelling and role-play.</li> </ul> <p><b>Sentence stems</b></p> <ul style="list-style-type: none"> <li>• “In the past...”</li> <li>• “This is different because...”</li> <li>• “People used to...”</li> <li>• “This changed when...”</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Word banks for place vocabulary.</li> </ul> <p><b>Sentence stems</b></p> <ul style="list-style-type: none"> <li>• “This place is...”</li> <li>• “I can see...”</li> <li>• “It is the same/different because...”</li> </ul>                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Visual rhythm cards (clap, tap, rest).</li> <li>• Call-and-response songs.</li> <li>• Gesture-based conducting.</li> <li>• Listening grids with symbols.</li> <li>• Sentence stems</li> <li>• “I can hear...”</li> <li>• “The music is fast/slow...”</li> <li>• “It sounds like...”</li> <li>• “I played the...”</li> </ul>                                                                    | <p><b>Sentence stems</b></p> <ul style="list-style-type: none"> <li>• “I used...”</li> <li>• “I chose this because...”</li> <li>• “My picture shows...”</li> </ul>                                                                                                                                       |
| <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual prompts always available.</li> <li>• Adult narrates actions aloud.</li> <li>• Paired work with clear roles.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• One new skill introduced at a time.</li> <li>• Repeated use of same software.</li> </ul> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual prompts for discussion.</li> <li>• Oral rehearsal before recording.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Fewer ideas, deeper focus.</li> <li>• Repeated revisiting of timelines / chronology.</li> </ul> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual maps.</li> <li>• Structured talk frames.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Step-by-step comparisons.</li> <li>• Repeated mapping skills.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Outdoor learning.</li> </ul> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual cues for when to play/stop.</li> <li>• Adult models responses verbally and physically.</li> <li>• Limited choice questions during listening.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Short repeated musical patterns.</li> </ul> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual prompts paired with verbal instructions.</li> <li>• Adult models descriptive language repeatedly.</li> <li>• Choice-based questions: “Did</li> </ul> |

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| <ul style="list-style-type: none"> <li>• Reduced screen clutter.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Small-group or supported access.</li> <li>• Clear expectations and routines.</li> <li>• Adult reassurance during errors.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Alternative input devices.</li> <li>• Screen breaks.</li> <li>• Adjustable seating and posture.</li> </ul> | <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Drama and storytelling.</li> <li>• Collaborative tasks.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Real artefacts.</li> <li>• Visual sources over text.</li> </ul> | <ul style="list-style-type: none"> <li>• Clear routines.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Large maps.</li> <li>• Movement-based learning.</li> </ul> | <ul style="list-style-type: none"> <li>• One musical element focused on per lesson.</li> <li>• Repeated songs across weeks.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Non-performative participation options.</li> <li>• Sitting near adult for reassurance.</li> <li>• Calm transitions in and out of music.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Volume controlled and predictable.</li> <li>• Choice of instruments for sensory comfort.</li> <li>• Movement responses allowed instead of playing.</li> </ul> | <p><i>you press or dab?"</i></p> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• One technique taught at a time.</li> <li>• Repeated use of the same tools across lessons.</li> <li>• Pre-drawn outlines when focus is technique, not drawing.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Emphasis on effort and experimentation .</li> <li>• No requirement to “finish” work.</li> <li>• Adult co-creates alongside child to build confidence.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Chunky handled tools and adapted grips.</li> <li>• Alternative materials for sensory sensitivity.</li> </ul> |
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| <p><b>DT</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>Clear design → make → evaluate structure used every time.</li> <li>Purpose and user explicitly discussed.</li> <li>Same design challenge for all pupils.</li> <li>Practical problem-solving prioritised over recording.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>Visual design plans (pictures instead of writing).</li> <li>Step-by-step making cards.</li> <li>Modelled examples of joins and fixes.</li> <li>Evaluation prompts with visuals.</li> </ul> <p><b>Sentence stems</b></p> <ul style="list-style-type: none"> <li>"My design needs to..."</li> </ul> | <p><b>RE</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>Same religion, concept and key question for all pupils.</li> <li>Vocabulary taught explicitly.</li> <li>Adaptation ensures theological understanding is accessible.</li> <li>World views expressed at a personal level, enabling participation of all.</li> </ul> <p><b>Subject-Specific Scaffolds</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>Bible / religious stories / stories with a theme told with objects,</li> </ul> | <p><b>PSHE</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>PSHE is taught through structured discussion, reflection and lived experience.</li> <li>The Jigsaw approach is followed consistently:<br/><i>Connect → Calm Me → Open My Mind → Tell Me or Show Me → Let Me Learn → Help Me Reflect.</i></li> <li>Same theme, question and learning intention for all pupils.</li> <li>Emotional literacy and self-regulation</li> </ul> | <p><b>P.E</b></p> <p><b>Whole-Class Adaptive Teaching</b></p> <ul style="list-style-type: none"> <li>Skills broken down and taught explicitly.</li> <li>Success criteria focused on personal improvement.</li> <li>Same lesson objective for all pupils.</li> <li>Competition carefully structured or removed where needed.</li> </ul> <p><b>Subject-Specific Scaffolds:</b><br/>Scaffolds teachers use</p> <ul style="list-style-type: none"> <li>Visual movement cards.</li> <li>Adult and peer modelling.</li> <li>Floor markers and boundaries.</li> <li>Step-by-step skill progressions.</li> </ul> <p>Sentence stems</p> <ul style="list-style-type: none"> <li>"I am practising..."</li> <li>"I can improve by..."</li> <li>"I am getting better at..."</li> </ul> |                                                                                    |

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| <ul style="list-style-type: none"> <li>• <i>“I chose ____ because...”</i></li> <li>• <i>“I would change...”</i></li> <li>• <i>“It worked well when...”</i></li> </ul> | <p>images and repetition.</p> <ul style="list-style-type: none"> <li>• Artefacts (Bible, cross, candle, prayer book).</li> <li>• Story maps for religious narratives.</li> <li>• Visual key questions displayed.</li> <li>• Persona dolls used to represent world views of religions.</li> </ul> <p><b>KS1 Sentence stems</b></p> <ul style="list-style-type: none"> <li>• <i>“Many Christians believe...”</i></li> <li>• <i>“This story shows...”</i></li> <li>• <i>“The Bible tells Christians...”</i></li> <li>• <i>“This is important to many Christians because...”</i></li> <li>• <i>“I think this means...”</i></li> </ul> | <p>are explicitly taught.</p> <ul style="list-style-type: none"> <li>• Adaptation focuses on accessing discussion and reflection, not changing content.</li> </ul> <p><b>Subject-Specific Scaffolds:</b></p> <ul style="list-style-type: none"> <li>• Emotion visuals and feeling scales (linked to Jigsaw characters).</li> <li>• Calm-me strategies modelled and practised (breathing, stretching).</li> <li>• Scenario cards with pictures.</li> <li>• Structured talk rules displayed and revisited.</li> <li>• Reflection recorded in varied ways (drawing, symbols, oral).</li> </ul> | <ul style="list-style-type: none"> <li>• <i>“My body is...”</i></li> </ul> |  |
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| <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual planning boards.</li> <li>• Sentence stems displayed during making.</li> <li>• Adult narrates actions during modelling.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Pre-cut materials to reduce load.</li> <li>• Task broken into manageable stages.</li> <li>• Repeated evaluation language across units.</li> </ul> <p><b>SEMH</b></p> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual supports for key vocabulary and concepts.</li> <li>• Adults model language.</li> <li>• Sentence stems used consistently to avoid confusion.</li> <li>• Oral responses accepted instead of written reflection.</li> </ul> <p><b>Cognition &amp; Learning</b></p> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual emotion prompts used consistently.</li> <li>• Sentence stems modelled and repeated.</li> <li>• Adults rephrase pupil responses respectfully.</li> <li>• Turn-taking supported with visual cues.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Concrete, real-life</li> </ul> | <p><b>SEND-specific scaffolding for this area</b></p> <p><b>Communication &amp; Interaction</b></p> <ul style="list-style-type: none"> <li>• Visual cues for instructions.</li> <li>• Short, repeated verbal instructions.</li> <li>• Adult checks understanding physically, not verbally.</li> </ul> <p><b>Cognition &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• Skills practised in isolation before combining.</li> <li>• Repetition across sessions.</li> </ul> |  |

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| <ul style="list-style-type: none"> <li>• Collaborative making to reduce pressure.</li> <li>• Flexible outcomes accepted.</li> <li>• Adult support for frustration management.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Adapted tools (safe scissors, easy-grip joins).</li> <li>• Structured workspaces with clear boundaries.</li> <li>• Reduced materials available at one time.</li> </ul> | <ul style="list-style-type: none"> <li>• One religious concept per lesson or, where there are multiple, this is based on secure prior knowledge</li> <li>• Repetition of stories across sessions.</li> <li>• Use of concrete artefacts to anchor meaning.</li> <li>• Reduced written recording; emphasis on understanding.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Calm, respectful tone in RE lessons.</li> <li>• No pressure to share personal world views – use the persona dolls instead.</li> <li>• Reflection framed as thinking, not self-disclosure.</li> <li>• Safe routines for discussion.</li> </ul> <p><b>Sensory &amp; Physical</b></p> | <p>examples rather than abstract questions.</p> <ul style="list-style-type: none"> <li>• One idea discussed at a time.</li> <li>• Repetition of key vocabulary across sessions.</li> <li>• Reflection supported through visuals rather than writing.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Predictable lesson structure using Jigsaw routines.</li> <li>• Option to pass or respond non-verbally.</li> <li>• Calm spaces available during sensitive discussions.</li> <li>• Emotional regulation strategies revisited before discussion.</li> </ul> <p><b>Sensory &amp; Physical</b></p> | <ul style="list-style-type: none"> <li>• Clear visual success criteria.</li> </ul> <p><b>SEMH</b></p> <ul style="list-style-type: none"> <li>• Parallel play options.</li> <li>• Small-group practice.</li> <li>• Emphasis on effort not outcome.</li> </ul> <p><b>Sensory &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Adapted equipment size/weight.</li> <li>• Reduced noise and visual clutter.</li> <li>• Flexible participation levels.</li> <li>• Emphasis on effort not outcome.</li> </ul> |  |
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|  | <ul style="list-style-type: none"> <li>• Handling artefacts for tactile learners.</li> <li>• Quiet spaces for reflective moments.</li> <li>• Reduced sensory demands during story time.</li> <li>• Alternative seating options.</li> </ul> | <ul style="list-style-type: none"> <li>• Low-arousal environment during PSHE.</li> <li>• Movement breaks after emotionally demanding content.</li> <li>• Sensory tools available during carpet time.</li> <li>• Reduced visual clutter.</li> </ul> |  |  |
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