

Mentor Handout 3.2: Planning effective scaffolds

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| Lesson plan | |
| Class: Year 7 | |
| Date: 23rd September | Teacher: RLM |
| Subject/topic: Descriptive writing | Support staff: Yes |
| Learning objective(s): | |
| <ul style="list-style-type: none"> To write a compelling descriptive passage using a range of adjectives | |
| Lesson structure | |
| <u>Connect the learning (5 mins)</u> | |
| Starter activity with a range of nouns, verbs, adjectives and pronouns. Pupils need to say what each one is. | |
| <u>Do now (10 mins)</u> | |
| Each table has a different picture, e.g. a spooky old house and a deck of adjectives. In groups pupils select which adjectives they think best describe the scene. | |
| <u>Main learning episode and scaffolds (40 mins)</u> | |
| Task: Pupils need to write a compelling passage using a range of adjectives. | |
| <ol style="list-style-type: none"> Pupils choose a setting for their compelling passage – they can use one of the pictures from the Do Now activity or one of their own. Pupils work in Talk Partners to come up with a list of adjectives to describe the setting. They can use the deck of adjectives cards to support. Teacher models a passage of her own. Pupils pick out the adjectives and have to explain what makes them compelling. Teacher and pupils co-create a set of success criteria for the passage. Selected pupils have a writing frame and all pupils have a bank of sentence starters to support them to write the passage. TA is deployed to work with specific pupils. Peer review - pupils swap work with their Talk Partner and review each using the success criteria offering a piece of advice to make the work better. Pupils have some more time to complete their passage. | |
| <u>Plenary (5 mins)</u> | |
| Selected pupils to read out their passage (teacher identifies pupils while they work). Rest of the class have a success criteria tick sheet to mark the work. | |
| Pupils then asked to consider whether what they heard from other pupils has any implications for their own work – are there any adjectives they want to change and make more compelling for example? | |

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