

## Removing scaffolding – Secondary MFL

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Both within a lesson and throughout a series of lessons, it is important that there is a logical progression. This often takes the form of initially presenting new information through explanations and models, practicing new material and skills in a collaborative way and then providing pupils time for independent work. Throughout this process scaffolding should be provided then eventually removed as pupils' knowledge develops and they require a greater level of challenge. To support pupils to be successful in their work, I try to be consistent in the strategies and structures I use to explain key concepts. I find this helps to build pupils confidence and consequently, their motivation.

When teaching pupils how to write in French I break it down into its components parts by first teaching them the key structures that build a basic sentence, then how to extend a simple sentence and finally how to construct paragraphs and extended pieces of writing.

When teaching these components, I initially provide pupils with a scaffold to support their practise. The scaffolds I provide are writing frames to support with sentence structure, and vocabulary prompts to support with translation. Pupils can use the vocabulary prompts to change key components in the writing frame such as adjectives, verbs, connectives and opinions.

During guided and independent practice, pupils use these writing frames and vocabulary prompts to support them to construct their own sentences whilst following the correct grammatical structures.

Over time, I reduce the level of support provided in the writing frame by removing the amount of words or structures given and challenge pupils to recall the structures from their memory which helps to build their learning and independence until eventually, they no longer require writing structures to support them.

What is important to note in this example is that the principle of progression from formulating basic sentences to extending sentences remains the same. Once these structures are stored in pupil's long-term memory, they can recall them and draw upon them when learning about new topics or vocabulary. Using the same writing frames and structures each time, supports all pupils, particularly those who are lower attaining in French, as it allows for increased practice and therefore increased success.