

# Differentiated 'Russian' Scaffolding - STLS

**L1:** Adult led: Child says a sentence, adult draws a line for each LETTER; vowels are in a different colour. Child has Alphabet sheet with highlighted vowel sounds. See Box 1a for further differentiation.

Eg. Child says, "I went to the play park." With the child you count the words—6 words, do this several times if they need it.

1. Draw the corresponding dashes.

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2. Add the colour coded vowel dashes.

**I**      **w** \_ \_ \_      **t** \_      **t** \_ \_      **p** \_ \_ \_      **p** \_ \_ \_      add the full stop at this point.

3. Child fills in the blanks with an adult—child writes or searches for correct letter shapes from a model.

**L1a:** Adult led: Child says a sentence, adult draws a line for each LETTER; vowels are in a different colour. Child has strip with letters from current letter sets they are working on. Eg, Phase 2 sets 1—4. The child only completes words with those sounds in eg ck words or th, sh etc Or you may wish them to consistently write words from the tricky words list or hi frequency words such as went, with etc Eg. Child says, "I went to the play park." With the child you count the words—6 words, do this several times if they need it.

1. Draw the corresponding dashes. Have a strip of their current letter sounds ready to refer to.

**s**   **a**   **t**   **p**   **i**   **n**   **g**   **o**   **ck**      etc.

2. Add the colour coded vowel dashes.

**I**      **w** \_ \_ \_      **t** \_      **t** \_ \_      **p** \_ \_ \_      **p** \_ \_ \_      add the full stop at this point.

3. Child fills in the blanks with an adult—child writes or searches for correct letter shapes from a model.

Class teacher to choose which aspects she wants—consistent spelling of two words, all initial sounds, all final sounds, some vowel sounds, attempts at spelling words with known letter sounds to date etc.

**L2: Adult led: Child says a sentence, adult draws a line for each WORD . Child has Alphabet sheet .**

**Eg. Child says, "I went to the play park." With the child you count the words—6 words, do this several times if they need it.**

**1. Draw the corresponding word dashes**

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**2. Add the Initial sound cues with child saying the sounds**

**I**      **W** —————      **t** ———      **t** —————      **p** —————      **p** —————. **add the full stop at this point.**

**3. Child fills in the blanks with an adult—child writes or searches for correct letter shapes from a model.**

**L3: Adult led: Child says a sentence, adult draws a line for each WORD . Child has Alphabet sheet .**

**Eg. Child says, "I went to the play park." With the child you count the words—6 words, do this several times if they need it.**

**1. Draw the corresponding word dashes**

— ————— ——— ————— ————— —————. **add the full stop at this**

**point.**

**L4: Child led: Child says a sentence and draws a line for each WORD.**

**Eg. Child says, "I went to the play park."**

**1. Child Draws the corresponding word dashes and completes the sentence with or without alphabet sheet.**

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