

CLASSROOM TOOLKIT

CLIL Scaffolding Toolkit

Select, create and remove support for reading, speaking, writing, listening and practical work

Practical planning material for use with the CLIL AI application or independently

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Reading scaffolds

Use when text density, terminology or organisation blocks subject access.

Select what this class needs

CHECK	Add headings and chunk the source into meaningful sections.
CHECK	Pre-teach only essential terms.
CHECK	Use one gist question before detailed questions.
CHECK	Provide a diagram, timeline, flowchart or note grid.
CHECK	Keep the original available for comparison where appropriate.
CHECK	Remove guiding questions when students can navigate the text independently.

Prompt

Create reading scaffolds for this CLIL task. Match each support to a specific language barrier. Keep the subject goal and cognitive demand unchanged. Explain when each support should be reduced or removed.

Speaking scaffolds

Use when students understand more than they can yet explain.

Select what this class needs

CHECK	State the communication function: compare, justify, clarify, challenge or recommend.
CHECK	Provide short sentence frames, not a complete script.
CHECK	Give rehearsal time before public speaking.
CHECK	Use roles that distribute ideas and decisions.
CHECK	Accept imperfect language when subject meaning is clear.
CHECK	Reduce frames as students reuse the language successfully.

Prompt

Create speaking scaffolds for this CLIL task. Match each support to a specific language barrier. Keep the subject goal and cognitive demand unchanged. Explain when each support should be reduced or removed.

Writing scaffolds

Use for explanations, reports, evaluations and technical records.

Select what this class needs

CHECK	Show the structure of the genre.
CHECK	Provide a short model that does not complete the task.
CHECK	Offer linking language for sequence, cause, contrast and evidence.
CHECK	Use a planning grid before full sentences.
CHECK	Separate the content check from the language-editing check.
CHECK	Remove sections of the frame as independence grows.

Prompt

Create writing scaffolds for this CLIL task. Match each support to a specific language barrier. Keep the subject goal and cognitive demand unchanged. Explain when each support should be reduced or removed.

Listening scaffolds

Use for teacher explanation, video, demonstration or text-to-speech.

Select what this class needs

CHECK	Pre-teach names, numbers, units and key terms.
CHECK	Set a purpose before listening.
CHECK	Use a first listen for gist and a second for evidence.
CHECK	Provide a note grid rather than full transcription.
CHECK	Pause at logical points and connect speech to a visual.
CHECK	Check synthetic pronunciation before use.

Prompt

Create listening scaffolds for this CLIL task. Match each support to a specific language barrier. Keep the subject goal and cognitive demand unchanged. Explain when each support should be reduced or removed.

Practical and project scaffolds

Use when language can obstruct safe or accurate task completion.

Select what this class needs

CHECK	Model the process or show a worked example.
CHECK	Use numbered steps with one action per instruction.
CHECK	Highlight safety-critical language.
CHECK	Provide phrases for clarification and reporting a problem.
CHECK	Add a checkpoint before irreversible action.
CHECK	Keep technical decisions with the students where the task requires them.

Prompt

Create practical and project scaffolds for this CLIL task. Match each support to a specific language barrier. Keep the subject goal and cognitive demand unchanged. Explain when each support should be reduced or removed.

Scaffold review

A scaffold is useful only if students use it and can gradually work without it.

Barrier observed What exactly prevented access or participation?	
Scaffold selected What support was introduced?	
Evidence of use How did students use or ignore it?	
Effect on subject challenge Did it improve access without completing the thinking?	
Next step Keep, adapt, reduce or remove?	