

# Build fluencies with graduated support for practice and performance

These scaffolds can be gradually reduced as learners gain confidence and independence (CAST, 2024).

Build learner fluency (ease of showing what I know and can do) by using a range of formative assessments and supportive scaffolds.

Consider how you can utilise a range of supports, such as:

- provide different ways to reach the same goal using varied strategies, skills, or approaches
- provide access to a range of supporters (a buddy in the same class, an older learner, another adult) who can offer support, motivation, and feedback
- offer scaffolds that support learners at different levels and can be gradually removed as independence grows (for example, built-in supports in digital tools)
- provide access to [formative assessment opportunities](#) so learners can check their own progress
- give feedback that is flexible and can be tailored to meet individual learning needs.

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