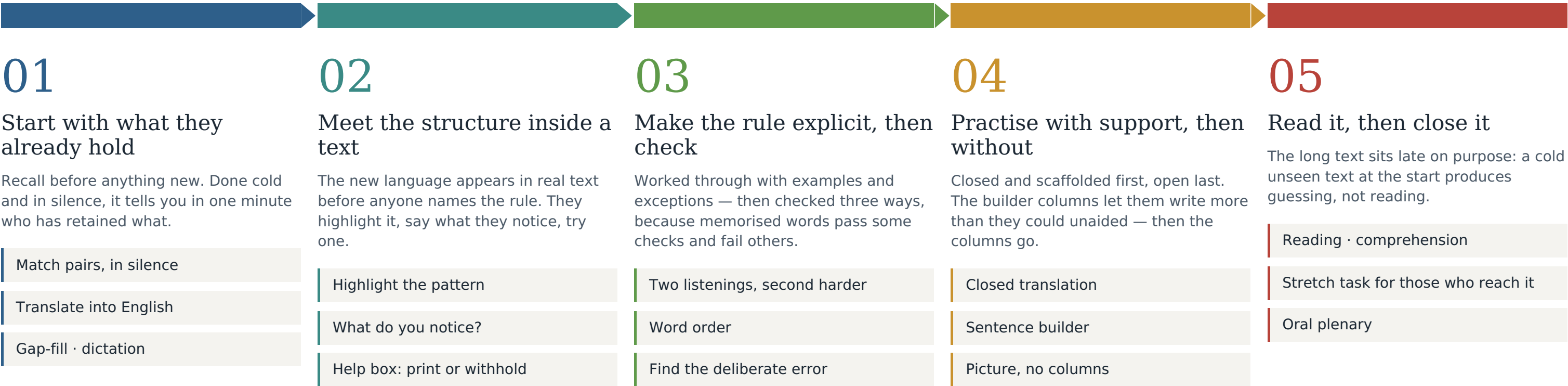


How a lesson fits together

Nineteen activities, ordered the way a language is learned. Stretch the shape across two or three lessons on one topic, or take five activities for a single hour. There is no house method here — only a sequence you can explain.



Four ways to run it — the same nineteen activities

One hour, one focus. Recall, meet, apply, check, close.

1 3 4 16 19

One topic across two lessons. Meet the structure, then read it and produce it. Both lessons close with the plenary.

1 3 4 5 2 7 8 9 6 10 ▶ 11 12 13 17 16 14 15 18 19

One topic across three lessons. The same sheet, opened three times — nothing new to find in between.

1 3 2 4 7 8 ▶ 5 10 9 16 6 14 ▶ 11 12 13 15 18 19

A lesson you are not there for. Everything a cover teacher can set without speaking the language.

1 5 10 11 12 13 18

Reorder them however you like — the numbering never moves, so the dictation is still activity 17 even when you teach it third. The print selector decides which of them reach the desk.

- If someone is watching
- ✓ Retrieval happens first, and it is visible.
 - ✓ New language is modelled before it is practised.
 - ✓ Understanding is checked three ways: in the ear, in word order, against an error.
 - ✓ Scaffolding is deliberate and it comes off.
 - ✓ Feedback is live — every answer is already on the teacher sheet.
 - ✓ Differentiation is by depth, not by worksheet.

Why this shape

Rosenshine's principles describe the same architecture: review prior learning, present in small steps, model, guide practice, check often, scaffold, then release.

Ofsted's languages review accepts there is no single way to teach a language well. This is a sequence, not a method you must adopt.

Rosenshine, Principles of Instruction (2012)
Ofsted, curriculum research review: languages (2021)