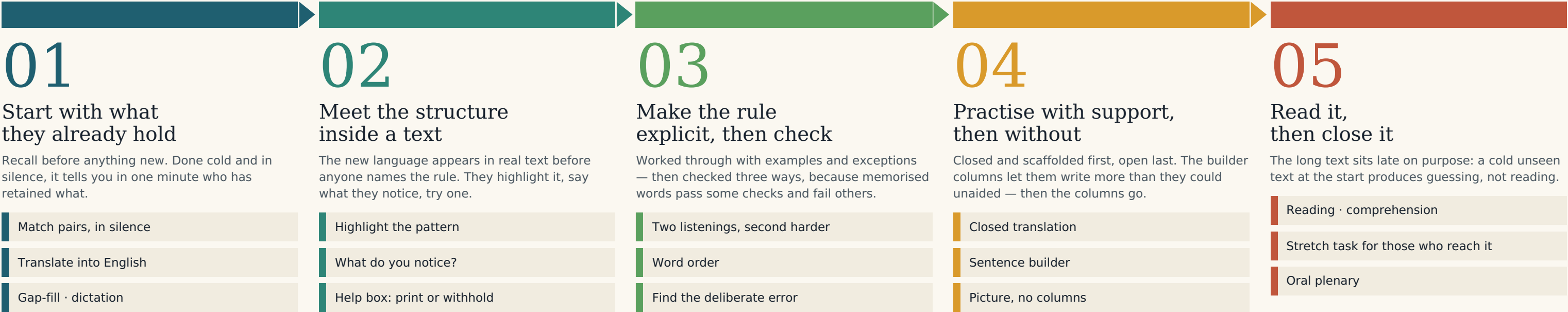


How a lesson fits together

Nineteen activities, ordered the way a language is learned. Stretch the shape across 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.



Three ways to run it — the same nineteen activities

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



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



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



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)

One topic can take you **one lesson or three**. What changes is how far you go — not how long you spend looking for the material.