

# 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.

## 01 Start with what they already hold

Recall before anything new. Done cold and in silence, it tells you in one minute who has retained what.

Match pairs   Translate into English   Gap-fill   Dictation

## 02 Meet the structure inside a text

The new language appears in real text before anyone names the rule. They highlight it, say what they notice, try one.

Highlight the pattern   What do you notice?   Help box: print or withhold

## 03 Make the rule explicit, then check

Worked through with examples and exceptions — then checked three ways, because memorised words pass some checks and fail others.

Two listenings   Word order   Find the deliberate error

## 04 Practise with support, then without

Closed and scaffolded first, open last. The builder columns let them write more than they could unaided — then the columns go.

Closed translation   Sentence builder   Picture, no columns

## 05 Read it, then close it

The long text sits late on purpose: a cold unseen text at the start produces guessing, not reading.

Reading · comprehension   Stretch task   Oral plenary

### Three ways to run it

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

1 3 4 16 19

**One topic across three lessons.** The same sheet, opened three times.

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 the language.

1 5 10 11 12 13 18

### If someone is watching

- ✓ Retrieval happens first, and it is visible.
- ✓ New language is modelled before it is practised.
- ✓ Understanding is checked three ways.
- ✓ Scaffolding is deliberate and it comes off.
- ✓ Feedback is live — every answer is on the teacher sheet.
- ✓ Differentiation is by depth, not by worksheet.

### Why this shape

Rosenshine's principles describe the same architecture: review, 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.

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.