



**Willow Wood Community Primary School**  
**Lesson Design Toolkit – MFL**

1.Retrieval and Retention	<ul style="list-style-type: none"> <li>• Provide a starter that recaps and reviews prior learning and consolidates knowledge e.g. what have you learned yesterday, last week, last topic.</li> <li>• Or provide a starter that piques curiosity and asks as a hook for the upcoming lesson – vocabulary check / quick game etc.</li> </ul>
2.Purpose and Sequencing	<ul style="list-style-type: none"> <li>• Explain the subject you are teaching and the purpose of the lesson and how it fits into the bigger picture; link to possible careers.</li> <li>• Ensure that all children are explicitly aware of the aim of the lesson.</li> <li>• All children should be aiming for the same objective.</li> </ul>
3.High Expectations and Communication	<ul style="list-style-type: none"> <li>• Ensure you ‘teach to the top’ with high and ambitious expectations. Scaffolds must be provided to support learning.</li> <li>• Ensure instructions are concise and communication is clear and that language is positive and encouraging.</li> <li>• Ensure pronunciation is accurate and support children to announce correctly.</li> <li>• Questions need to be targeted and illicit well thought out responses. Make sure you allow thinking time.</li> </ul>
4.Knowledge and Deliberate Practice	<ul style="list-style-type: none"> <li>• Ensure you are explicit about the core knowledge you are teaching to the children and how this will be built on lesson by lesson.</li> <li>• Ensure this is communicated to pupils during the lesson and links throughout the course are explored.</li> <li>• Ensure you are offering and allowing pupils opportunities to practice subject specific skills.</li> </ul>
5.Modelling and Questioning	<ul style="list-style-type: none"> <li>• Ensure new material is presented in small steps and that you are explicitly modelling (including pictorial representations of objects and actions etc) and showing pupils what ‘success’ looks like.</li> <li>• Ensure probing questioning is used to aid critical thinking.</li> <li>• Use explanation, timely intervention and live marking to address misconceptions at the point they are made and there is a drive for whole class understanding.</li> </ul>
6.Literacy and Reading	<ul style="list-style-type: none"> <li>• Ensure that there is an explicit focus on improving and developing vocabulary and literacy.</li> <li>• Use challenging texts and a variety of different reading strategies to aim for all children to be culturally literate.</li> <li>• Encourage and check for new / subject specific / technical vocabulary to be applied to all work.</li> </ul>
7. Metacognition and Self-Regulation	<ul style="list-style-type: none"> <li>• Ensure you are explicit in communicating and teaching effective learning strategies that children can adopt themselves in independent work and at home.</li> <li>• Ensure that you are active in explaining ‘thinking’ to children.</li> <li>• Ensure that when ready, scaffolding is gradually removed to allow children independence.</li> <li>• Ensure lessons are inclusive for all.</li> </ul>
8.Feedback and Review	<ul style="list-style-type: none"> <li>• Ensure feedback is clear and timely. It needs to be manageable, specific and targeted.</li> <li>• Ensure formative assessment is acted upon and that you are constantly aiming to gain as much feedback as possible from children during the lesson.</li> <li>• Ensure that a plenary reviews information from the lesson and indicates next steps (whether that is moving on or consolidation / review work). Identify children for pre or post teaching intervention groups.</li> </ul>