**Introduction**

This assignment intends to provide evidence of a sequential, progressive set of lessons for a year 7 class to be taught in my first placement school in January 2009. The plans draw upon academic reading, university teaching, discussion with colleagues and my own classroom experience. The assignment gives an overview of the school, department and class, followed by the lesson plans and rationales.

The school is a voluntary aided Church of England School with 1009 pupils in the 11-18 age range. The overall effectiveness of the school is satisfactory. The number of pupils with learning difficulties or disabilities is below average and the number of pupils with statements is average. On entry to the school, the overall attainment of pupils is average but the proportion of pupils with higher attainment is low (Ofsted, 2007). The school has 5 pupils with English as an additional language although all speak English fluently.

The MFL department operates on a rotational basis, teaching different languages each year. Year 7 pupils are currently studying either Spanish or German for 3 hours a week.

The department uses the German textbooks ‘Auf Deutsch 1’ (McHab and O’Brien, 1993) and ‘Klartext’ (Marsden and Gobey, 2003). However, the department tends to use the books as a basis for what to teach, rather than as a resource as they are quite outdated. The teachers create the majority of materials themselves. I do try to be aware of the contents of the books as a back-up in case of ICT failure and for useful listening activities.

The tables in the classroom are set out in two sets of 4 rows with 4 pupils to a row. The room is not ideal as there it is very small and there is little scope for altering the table arrangement. However, it does allow for group work in 4s and there is sufficient space for pupils to stand up/sit down during the lesson.

The class for which these lessons have been planned is a mixed ability class of 30 pupils with the majority expected to be working at NC level 5 at the end of KS3. Several pupils in the class have a Special Educational Need (SEN); these needs (along with any differentiated provision) are detailed in the relevant section in the lesson plans. There is currently no Gifted and Talented (G&T) register for year 7 but some pupils are working at a higher level and differentiated activities are provided. One pupils is on the SEN register as he struggles with writing but has advanced linguistic ability in oral work. I include written differentiation work on the days when the non-teaching assistant (NTA) is assigned to scribe for him in the class (2 out of 3) so that he is not held back. According to the results of a survey carried out at the start of the year, 70% of pupils in the class are kinaesthetic learners, although most also show some elements of other learning styles.

The lessons follow the scheme of work (SOW - appendix A) used for year 7/8 (due to the language rotation). The SOW shows KS3 National Curriculum (NC) Framework references for year 8 only. I have included references for year 7 in the lesson plans.

The aim of the three lessons is for pupils to learn how to add time indicators to discussions about their free-time activities (which they have learned previously). I have omitted the 24-hour clock from this sequence as I felt that 3 sequential lessons on telling the time could make pupils lose interest. It can also be useful to re-launch a topic later to reinforce previous learning (ref). I will come back to the 24-hour clock when looking at timetables in lesson 4.[[1]](#footnote-0) Pupils are expected to be working at NC level 3 for all attainment targets by the end of the unit.

Target language (TL) is used in lessons wherever possible to maximise pupil exposure to the language (ref). However, some complex elements of lessons require clarification or explanation in English (ref), which is not to diminish the role of the TL but to ensure that all pupils have understood.

To avoid repetition, rationale given for common parts of lessons (for example, starters and introduction of new language) is not repeated in each rationale and common routines are described below.

Before each lesson, I open any files on the Interactive Whiteboard (IWB), have all other resources available and write the learning objectives, date, weather and title on the board[[2]](#footnote-1). The MFL policy to reinforce the date and weather in every lesson is simple and effective.

Immediately before the lesson begins I display the Einstieg activity on the IWB and put notebooks and exercise books out in each pupil’s place to avoid disruption during the lesson. These routines ensure that pupils arrive into a calm environment and settle quickly. Pupils know that they must get on with the Einstieg as soon as they come in (hence instructions in English so they do not need to ask questions) and any latecomers can easily catch up without missing the presentation of lesson objectives or any new language.

In each lesson I have a copy of the lesson plan available and I check periodically on the pace. If the lesson moves to quickly, pupils become lost and restless and if it moves too slowly, pupils become bored and restless (ref). However, timings given within the lesson are approximate and some activities take longer or less time if the class is disruptive or if there are other interruptions. Pupils tend to take a few minutes to arrive, so an hour-long lesson has around 55 minutes of teaching time - the 10 minutes allocated for the introductory section account for this.

At the end of each lesson pupils are instructed in German to pack away (before or after the plenary), stand up and put their chairs under. The lesson ends formally with the teacher/pupil dialogue “Auf Wiedersehen” and “Auf Wiedersehn Frau X”, after which the pupils are dismissed row by row to prevent behaviour problems (pushing) arising at the door.

1. Four hours are allocated in the scheme of work so the lessons do not form a complete unit. I would have preferred to write this assignment based on a distinct unit of 3 lessons. The scheme of work for term 2 does not provide an opportunity for this. I have to keep to the same topics as the other host teacher with whom I also team-teach a second year 7 class so cannot deviate from the scheme of work. [↑](#footnote-ref-0)
2. Within the lesson plans and rationale, IWB refers to the interactive whiteboard and board refers to the standard whiteboard. [↑](#footnote-ref-1)