



**TEACH  
WEST  
LONDON**

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**Monday 19<sup>th</sup> January 2026**

**Primary Subject Studies**

**Languages**

*Where impact is infinite*

## Session Aims

- To understand what Languages in the KS2 curriculum means.
- To understand the statutory requirements of teaching Languages.
- To know what high quality teaching in Languages looks like.
- To know where to access Languages KS2 resources.
- To know how to develop personal subject knowledge.

# Thames West Language network- meet the team

## NPP (National Priority Project) team



**Eve Althaus**

**NPP Lead for KS3 (French)**

Hi, I'm Eve and I am part of a National Priority Project team focusing on low literacy language learners, their transition from KS2 to KS3 and how we can make language learning more accessible for them.



**Catherine Lyon**

**NPP Lead for KS3 (Spanish)**

¡Hola! My name is Cat, I am the KS3 Spanish lead at Twyford CofE High School and I am delighted to be part of the National Priority Project. We are looking forward to sharing how we can support our lower-literacy learners to make excellent progress in Languages. As Assistant Head of Year of Year 7, I am also particularly passionate about supporting students in their transition from KS2 and helping them to establish excellent learning habits which promote outstanding progress.



**Julia Finucane**

**NPP Lead for KS2 (German)**

Guten Tag! My name is Julia, I am KS3 German coordinator at Ada Lovelace CofE High School and I am incredibly excited to be part of this National Priority Project. As part of my new role as KS2 Lead, I get the opportunity to teach German at our partner school Holy Family Catholic Primary School in Ealing. Together with the Goethe Institut we have developed a whole new curriculum for the Years 3 to 6 and have already started delivering interactive sessions with a communicative focus. I am confident that being able to teach in both environments, primary and secondary education, will provide me with useful insights in supporting students in their transition from primary to secondary school.

# Thames West Language network- National priority project

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- KS2 Languages ( Teaching German at local primary school)
- KS3 progress for students with low literacy and/or low prior attaining students

# Task



- What do you think might be the **aims** of teaching Languages in KS2?
- Why is it important?
- Generate at least 3 responses. Eg) To ....



# KS2 National Curriculum



Department  
for Education

## Languages programmes of study: key stage 2

### National curriculum in England

#### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

#### Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of

- Languages are compulsory at KS2- this can be a modern or ancient foreign language
- **Liberation from insularity**- opening to other cultures, curiosity and understanding of the wider world
- **Express ideas and thoughts** in another language and to understand and respond to its speakers, both in speech and in writing.
- Provide the **foundation** for learning further languages ( KS3) ( hence our own focus on KS2-3 transition)

# Aims of Languages

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understand and respond to spoken and written language from a variety of authentic sources

speak with increasing confidence, fluency and spontaneity

write at varying length, using the variety of grammatical structures that they have learnt

continually improving the accuracy of their pronunciation and intonation

discover and develop an appreciation of a range of writing in the language studied

# MFL KS2: Key subject content

- listen and show understanding by joining in and responding
- explore the patterns and sounds through songs/ rhymes-
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using vocabulary, phrases, basic language structures
- develop accurate pronunciation
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden vocabulary and develop their ability to understand new words
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing Languages – key stage 2 3
- understand basic grammar appropriate to the language being studied



We've colour coded these in 4 categories- what are the categories?

Broadly these cover listening/speaking/reading/writing

## Languages KS2: best practice

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Reflect on your placements so far.

Share examples of best practice in Languages you have observed.

What examples of subject content have you seen delivered?

When have you see the national curriculum aims being delivered?

# Thames West Language network: National curriculum in practice

***Liberation from insularity-*** opening to other cultures, curiosity and understanding of the wider world



# Thames West Language network: National curriculum in practice

- *explore the patterns and sounds through songs/ rhymes- link the spelling, sound and meaning of words*
- Singing assembly with visiting German music teacher, and songs in German class



# Thames West Language network: National curriculum in practice

*discover and develop an appreciation of a range of writing in the language studied*



# Thames West Language network: National curriculum in practice

*speak with increasing confidence, fluency and spontaneity*



- read carefully and show understanding of words, phrases and simple writing.



# Thames West Language network: National curriculum in practice

*engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*



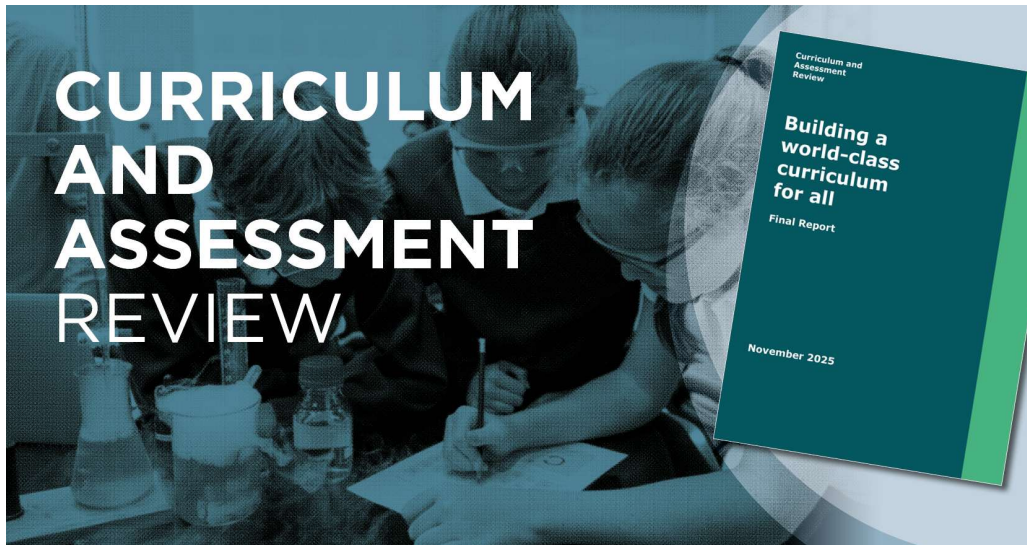
- Play video here: [Video.mp4](#)

# MFL KS2: barriers to best practice



The government's **Curriculum and Assessment review** included KS2 MFL.

It identified barriers for effective KS2 MFL teachers, and shared recommendations. What barriers do you think it identified for effective KS2 MFL teaching?



- Lack of clarity on subject content: 2024 Language Trends Survey showed 80% of primary teachers in state schools in favour of a language specific list of minimum vocabulary and grammar to be covered by the end of Key Stage 2.
- Low subject knowledge/relevant professional development among non-specialist teachers

[Curriculum and Assessment Review final report: Building a world-class curriculum for all](#)

# Curriculum and Assessment review- recommendations

The review recommended:

- Updates the Key Stage 2 Languages Programme of Study to include a clearly defined minimum core content for French, German and Spanish to standardise expectations about what 'substantial progress in one language' looks like.
- Covering commonly occurring phonics, vocabulary, and grammar, this should align closely with the content and teaching approaches at secondary and thus build more securely the foundations of knowledge for success at Key Stage 4 and beyond more securely. This should support a smoother transition into Key Stage 3.
- Wider support to ensure that change is implemented effectively, for example, from Oak National Academy and the National Consortium for Languages Education (NCLE).
- Local authorities, multi-academy trusts and schools should explore the potential benefits of a coordinated approach

# MFL KS2: High quality teaching

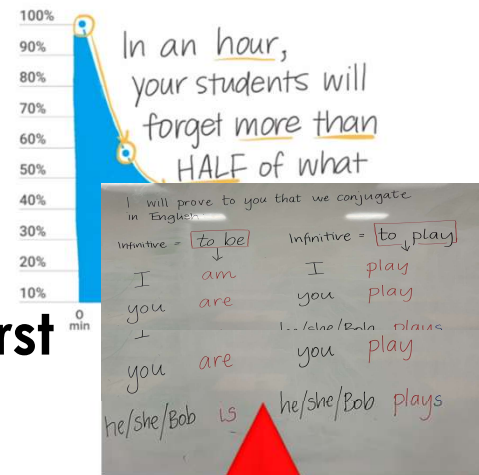
1. Engage recall frequently

2. Establish understanding in English first

3. Facilitate experiences of success

4. Attach difficult concepts to catchy aide-memoires

## THE FORGETTING CURVE







### QUICKFIRE QUESTION

How can we identify an **infinitive** in English?

It usually starts with 'to'

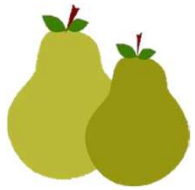
e.g. **to** play, **to** finish, **to** sell

Speaking superhero!

	Masc.	Fem.	Neut.	Pl.
NOM =	der  Dirty	die	das  Dusty	die
ACC =	den  Dainty	die	das  Dusty	die

# Curriculum and Assessment review- recommendations

- One finding from the CAR was the need to support primary teachers with subject specialist pedagogy and content...
- So that is what we will do now, with modelled examples in French, Spanish and German, that could be adapted for another language.



## QUICKFIRE QUESTION

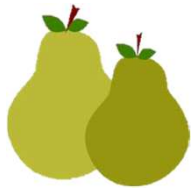


What is an **infinitive verb**?

A **basic** verb

(we don't know **who** is doing the action or **when** it's done)

*Where impact is infinite*



QUICKFIRE QUESTION

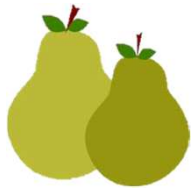


How do you spot an  
**infinitive verb** in English?

Start with **to**

e.g. to play

*Where impact is infinite*



QUICKFIRE QUESTION



How do you spot an  
**infinitive verb** in French?

End with **er/ir/re**

e.g. jouer

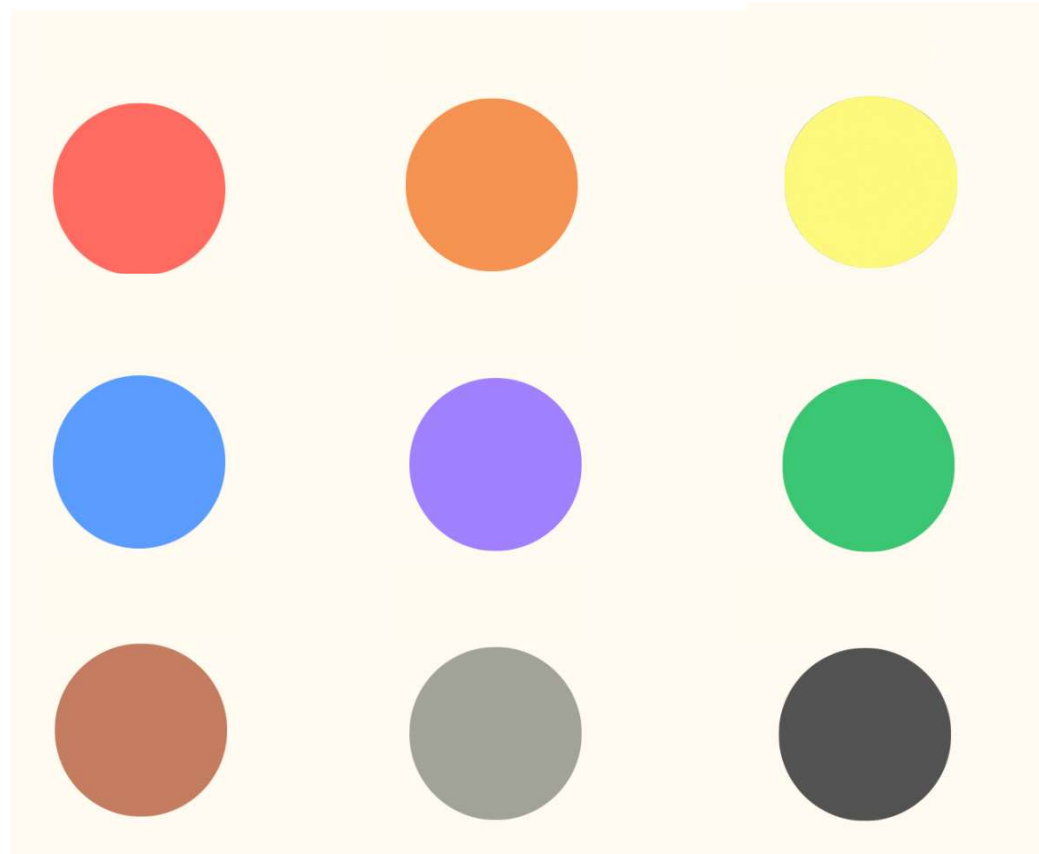
*Where impact is infinite*

# Speaking activities

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding

***Beat the Teacher!***



Class

Madame A

# Speaking activities

Pupils should be taught to:

- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*

*During today's register please answer with the French word for Monday...*

**...LUNDI** (sounds like **"LANDEE"**)

Say it in your **BEST** French accent to be awarded **Speaking Superhero of the Day!**







Speaking  
superhero!

# Catchy aide-memoires


“Je m’appelle, double p, double l”


- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.


- Embedding spellings within rhymes/songs enables students (particularly those with SpaL SEN) to retain patterns aurally rather than visually


	Masc.	Fem.	Neut.	Pl.
NOM =	<u>der</u>  Dirty	<u>die</u>	<u>das</u>  Dusty	<u>die</u>
ACC =	<u>den</u>  Dainty	<u>die</u>	<u>das</u>  Dusty	<u>die</u>


Révisions!


 I → e

 you (s) → es

 he/she/Bob → e

 we → ons

 you (pl) → ez

 they (m/f) → ent

# German modelled example

**Wir sprechen!**

Was isst du und trinkst du zum Frühstück?

Ich esse \_\_\_\_\_ und ich trinke \_\_\_\_\_?

**Toast mit Marmelade**

**Toast mit Käse**

**Müsli mit Milch**

**Toast mit Ei**

**Obst mit Joghurt**

**Milch mit Honig**

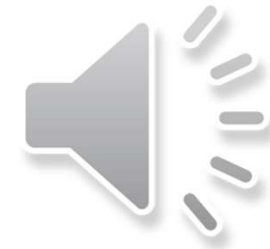
**Tee mit Milch**

**Wasser**

**Imagine**  
Get set, German!

**GOETHE INSTITUT**

Write the foods in German in the order you hear them  
on your mini white board!



2 Marmelade



4 Joghurt



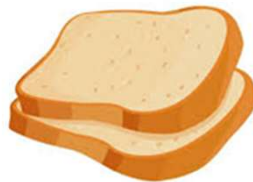
Apfel



Wasser



1  
Toast



3

5

Zum Frühstück esse ich Toast mit Marmelade. Ich esse Joghurt,  
einen Apfel und trinke Wasser.

# Eine Konversation auf Deutsch



Hallo! Was isst du **gern**?





Lecker, aber ich esse **lieber**



Hallo, ich esse **gern**  
Und du?



Ich esse   **nicht gern.**  
Ich esse am **liebsten**



Das schmeckt gut!  
Mein **Lieblingsessen** ist



Lecker!

# Eine Konversation auf Deutsch



Hallo! Was isst du **gern**?



Hallo, ich esse gern \_\_\_\_\_ .  
Und du?

Lecker, aber ich esse **lieber**

\_\_\_\_\_ .



Ich esse \_\_\_\_\_ **nicht gern**.  
Ich esse am **liebsten** \_\_\_\_\_ .



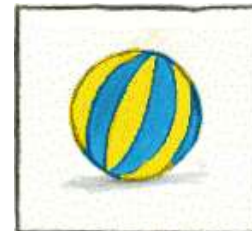
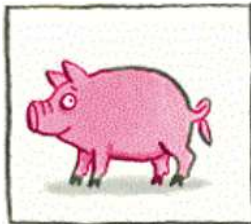
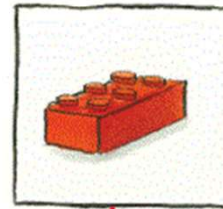
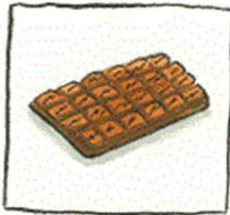
Das schmeckt gut!  
Mein **Lieblingsessen** ist \_\_\_\_\_ .



Lecker!



## Wuschels Objekte Was ist das? What is this?



das Buch

die Schokolade

die Blume

der Ball

der Bleistift

der Legostein

das Schweinchen



### Pronunciation

"ei" like "y" (dry)

"ie" like "ee" (bee)

# Spanish modelled example

## Word chaos

helado

hola

hermano

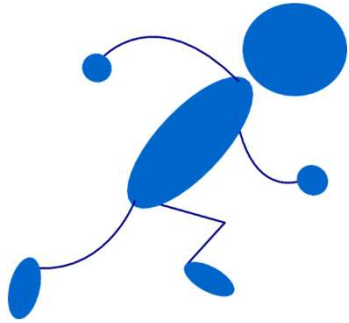
hermosa

hacer

hay

- Play in groups of 3 → 2 players and 1 reader/referee
- The referee reads out the words in a specific order at the beginning of the game
- The players are tasked with repeating the words in the same order
- Every time a player makes a mistake, the other player has a go from the beginning until they run out of the 3 lives they have

correr



cerrar

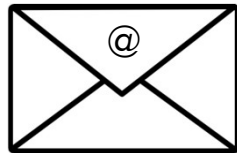


rr



perro

correo



barrio



correcto



correr

rr

barrio

cerrar

perro

correcto

correo

r



pero

caro



seria



r



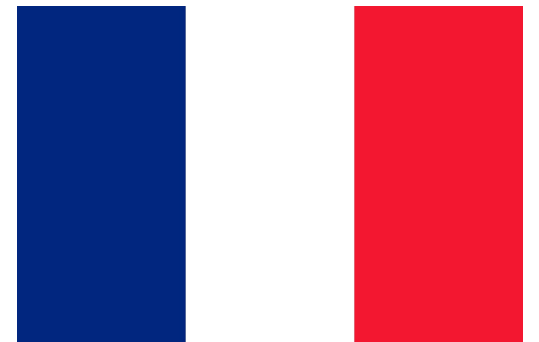
pero

sobre  
[about; on top of]

abro



Francia



caro

abro

seria

r  
pero

Francia

sobre

# ¿r o rr?



1	r	abrir	6	rr	correo
2	r	dar	7	r	seria
3	rr	correcto	8	rr	cerrar
4	rr	perro	9	rr	correr
5	r	pero	10	r	caro

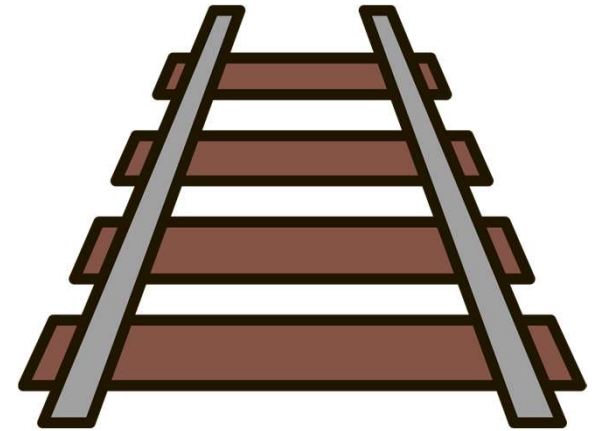
## CHALLENGE

Listen again and write the whole word in Spanish

# ¡Trabalenguas!



"Erre con erre guitarra,  
erre con erre carril,  
rápido ruedan las ruedas  
del ferrocarril."



# Spanish modelled example

## Minimal pairs

¿r o rr?



**CHALLENGE**

Listen again  
and write  
the whole  
word in  
Spanish

1		6	
2		7	
3		8	
4		9	
5		10	

**Bronze** : I can recognise key sounds in Spanish

**Silver** I can practise saying key sounds in Spanish

**Gold**: I can use key sounds to develop my understanding of Spanish



Listen to the phrases

Note down how many times you hear either r or rr

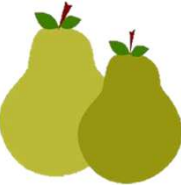
	r	rr	<b>CHALLENGE</b> Dictate the entire sentence
1			Estudiar arte es importante.
2			La señora es seria pero es interesante.
3			Tienes cuatro correctas.
4			El perro es grande y está en Inglaterra.

## Don't say the red words!

In teams of 3-4, take it in turns to read aloud the text. You must say between 3 – 7 words. Avoid saying the red words. If you say a red word, you gain a point. Least points wins!



Hola, soy Daniel. Es la mañana de mi *cumpleaños*, y estoy con mi *hermana*, Camila. Mi hermano, Martín, está aquí también. Mi padre hoy tiene trabajo, pero mi madre está con *nosotros*. Está super alegre. Canta con mi *niña* en español ¡y en *inglés*!



La casa está muy *bonita* porque mi madre pone luces en las *ventanas*. Hay muchos regalos también. Unos son grandes; otros son *pequeños*. Martín está *impaciente*. ¡Quiere un regalo!

**CHALLENGE**

Translate the text into English

# Delayed dictation



E

You will hear your teacher SAY a sentence. You must wait until the penguin crosses the screen before you write it down.

## Pregunto mucho en clase

*I ask a lot in class*



SUPPORT

CHALLENGE

SUPER  
CHALLENGE

M-B-h-l-b-H

Translate into English

Add something you  
don't do

# Delayed dictation



E

You will hear your teacher SAY a sentence. You must wait until the penguin crosses the screen before you write it down.

Quiero estar en un parque

*I want to be in a park*



SUPPORT

CHALLENGE

SUPER  
CHALLENGE

Q-e-e-u-p

Translate into English

Add something you  
would like to do there

# Strategies to support SEND learners in MFL



Think back to your training on adaptive teaching. How could you support SEND learners in Languages?

Some languages may be more problematic for dyslexic learners. Languages such as French and English are less transparent than other languages. This means that the sounds of the language don't match clearly to letter combinations and there are more irregularities in pronunciation and spelling.

Spanish, Italian and German, on the other hand, are much more transparent languages with clear letter-sound correspondence. This makes reading and spelling easier. German has the additional advantage of having a sound system that is very close to English and the two languages share a large number of words. However, dyslexic learners may struggle with other aspects of German such as cases, gender of nouns, multiple consonant combinations, long multisyllabic words and unfamiliar word order.

# Strategies to support SEND learners in MFL

## Strategies to help learning a foreign language

The following strategies may help with learning a foreign language:

- Get to know the sounds of the language – download some recordings from [Forvo.com](https://forvo.com) (a free audio database of language). Listen to the sounds and practise saying them. Practice listening to and saying pairs of words where only one sound is different.
- Use flash cards to help memorise vocabulary. Add pictures, colour and draw shapes around words to associate a word with a visual image or colour.
- Use colour to code grammar, e.g. different colours to distinguish between masculine and feminine nouns or to represent different parts of speech.

# Strategies to support EAL learners in MFL



Think back to your training on EAL learners.  
How could you support EAL learners in Languages?

# Accurate Representations- MFL

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How can we ensure that the KS2 **Languages** classroom is inclusive?

- Encourage connections: What languages do your students speak at home? How can you celebrate these?
- Teach the culture and practices belonging to the target language
- Present real-life examples and voices

# Developing subject knowledge: free MFL resources

## [Our languages and MFL curriculum](#)



0

Myths about teaching can hold you back [Learn why >](#)

Home > Key stage 2 > French



### Key stage 2 French

Take a look at the carefully sequenced units which build knowledge progressively through the curriculum. See how key... [v](#)

#### New fully-sequenced curriculum plan and lesson resources for French.

Download the curriculum plan now to explore the thinking behind our curriculum design.

[Download curriculum plan](#)



#### Filters

##### Year

- All
- Year 3
- Year 4
- Year 5
- Year 6

#### Units (23)

##### French units New

[Full primary curriculum >](#)

Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.

- 1** Me and others: singular 'être' and regular adjectives Year 3 14 lessons [Save](#)

#### Threads

- All
- Adjectives
- Ask and answer spoken

# Developing subject knowledge: free MFL resources

Home > Key Stage 2 > French > Me and others: singular 'être' and regular adjectives




Year 3

## Me and others: singular 'être' and regular adjectives

Download unit 

Share 

New Save 

### Lessons (14)

1

#### The vowels in French: [ɑ] [e] [i]

I can recognise and pronounce the French vowel sounds [ɑ] [e] [i].



1 Slide deck



1 Worksheet



2 Quizzes



1 Video

2

#### Practice with French vowels and verbs for the classroom

I can recognise and understand four important verbs for the classroom.



1 Slide deck



1 Worksheet



2 Quizzes



1 Video

3

#### Greetings: 'je suis' and 'il, elle est'

I can greet my friend and my teacher and I can use 'je suis' and 'elle, il est' to say 'I am' or 'she, he is'.



1 Slide deck



1 Worksheet



2 Quizzes



1 Video

# Developing subject knowledge: free MFL resources

A	B	C	D	E
<b>Year 3 French</b>				
<b>National curriculum statement</b>	Unit 1 <b>Me and others: singular 'être' and regular adjectives</b>	Unit 2 <b>What I and others have: singular 'avoir' and nouns</b>	Unit 3 <b>What I and others do: singular regular -er verbs</b>	Unit 4 <b>Numbers: 'il y a', plural nouns</b>
	<a href="#">Go to unit resources</a>	<a href="#">Go to unit resources</a>	<a href="#">Go to unit resources</a>	<a href="#">Go to unit resources</a>
Understand basic grammar appropriate to the language being studied, including feminine, masculine and neuter forms and the conjugation of high-frequency verbs.	✓	✓	✓	✓
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	✓	✓	✓	✓
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	✓	✓	✓	✓
Listen attentively to spoken language and show understanding by joining in and responding.	✓	✓	✓	✓
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	✓	✓	✓	
Read carefully and show understanding of words, phrases and simple writing.	✓	✓	✓	✓
Understand key features and patterns of the				

# Developing subject knowledge: free MFL resources



0

Sign up

Teac

Myths about teaching can hold you back [Learn why >](#)

[Home >](#) [Key stage 2 >](#) [Spanish](#)



Key stage 2

## Spanish

Take a look at the carefully sequenced units which build knowledge progressively through the curriculum. See how key... [▼](#)

### New fully-sequenced curriculum plan and lesson resources for Spanish.

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#### Filters

Year

- All
- Year 3
- Year 4
- Year 5
- Year 6

#### Units (29)

### Spanish units New

Full primary curriculum [>](#)

Brand-new teaching resources, thoughtfully crafted by teachers for classroom needs.

1

Me and others: 'estar' for location and state

Year 3

10 lessons




Save

#### Threads

- All
- Adjectives
- Ask and answer spoken questions

# Developing subject knowledge: free MFL resources

## ■ [Wuschel Club - Goethe-Institut United Kingdom](#)

<p><b>Club Session 1: Welcome to Earth, Wuschel!</b></p> <p>Getting to know the main protagonists of the Wuschel book and a first introduction to German.</p> <ul style="list-style-type: none"> <li> <a href="#">Lesson Plan (PDF, 2 MB)</a></li> <li> <a href="#">Presentation (PPTX, 1 MB)</a></li> <li> <a href="#">Pronunciation of words (PPTX, 2 MB)</a></li> </ul>	—
<b>Club Session 2: Wuschel's mission</b>	+
<b>Club Session 3: Objects and Colours</b>	+
<b>Club Session 4: Numbers</b>	+
<b>Club Session 5: Foods</b>	+
<b>Club Session 6: Animals</b>	+
<b>Club Session 7: Friends and Family</b>	+

# Developing subject knowledge: personal professional development

NCLE is a national body providing free CPD webinars and resources, including their online interactive CPD portal **language educators online (LEO)**

[Home](#) | [NCLE](#)

Welcome to LEO  
Language Educators Online

Hi, Josephine! 🌟

- AI & EdTech with Joe Dale**  
Edited by B. Holmes  
Explore Courses
- The Expert View**  
Edited by B. Holmes  
Explore Pathway
- Introductory Pathway Curated by Goethe-Institut**  
Explore Pathway
- Languages Leadership**  
System-led change, mentoring, and developing communities of practice  
Explore Courses
- Principled Practice**  
Learning from what works & evidence-based pedagogy for language teachers  
Coming Soon
- Assessing for Success**  
Assessment for/of/as Learning (AFL, Aol, AaL) and the new GCSE  
Explore Courses
- Foundations for Learning**  
Phonology, vocabulary and grammar - meaning making
- Curriculum Development**  
Careful sequencing of language to secure
- Motivation & Engagement**  
Making connections between language learning

## Session Aims

- To understand what Languages in the KS2 curriculum means.
- To understand the statutory requirements of teaching Languages.
- To know what high quality teaching in Languages looks like.
- To know where to access Languages KS2 resources.
- To know how to develop personal subject knowledge.

# Thames West Language Network

## Teach meet feedback form



## Primary ITT RE Subject Studies : Exit Ticket

