



Thames West Language network webinar

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Meet the team

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Thames West Language
Network](#)

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.

Supporting low-literacy learners with writing and reading in languages



Introduction to our NPP:

Our NPP focuses on identifying and mitigating the barriers which low-literacy learners face when learning languages

For starters: What are the challenges you face in your lessons with students with low literacy?

Session objectives:

- To present key findings from our school-based investigations so far
- To identify strategies for improving accessibility of languages education for LL (low literacy) learners, specifically looking at reading and writing
- To share how authentic texts can be sourced and incorporated in lessons

What's in it for you?

- Rich conversation and discussion from MFL practitioners
- Access to shared resources

What will we be asking of you?

- Share your ideas and good practice (and leave brief feedback at the end of the webinar!)

Trust context:

As a Trust, we are committed to Modern Foreign Languages (MFL) at secondary, with 85% of our students completing an MFL qualification at GCSE, attaining well above average progress. At the same time, we have a comprehensive intake, including students with additional literacy needs.

MAT Progress 8 score ?

The academic progress that pupils make from the end of key stage 2 to the end of key stage 4. This is based on 8 qualifications.

The banding for this MAT is 'well above average' because the score is greater than or equal to 0.5, and the entire confidence interval is above 0.

Banding

WELL ABOVE AVERAGE

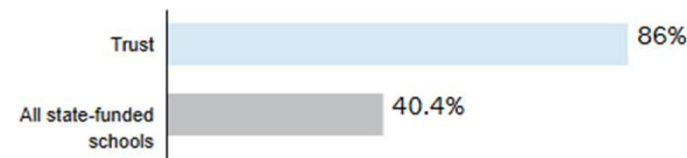
Score

1.11

Entering EBacc ?

A pupil is considered to have entered for the English Baccalaureate if they entered for qualifications in English, maths, sciences, a language and either history or geography.

[View as table](#)



Our focus group

- 3 students (+1 reserve) with the lowest NGRT result (standardised reading test students sit in Y6) from our bottom set Y8 classes – all had below average reading age.

Conducted interviews to:

- gauge their perception of learning languages – do they value it?
- gather baseline data as to their grammar awareness

Student interview results

Student interview responses

- 'Buy in' is high – on average students rated languages as 'quite important'
- All students say they enjoy learning it quite a lot
- Students see a relevance of languages and that they feel positively about using them in the future
- Students rated Reading as the most challenging aspect of language learning
- Students are not consistently using the support box
- Across the board: lack of understanding of metalanguage

Student survey: Meta-language test (Y8FR)

Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is a verb?	a doing word	a doing word	a doing word describing what you would do	a word that would come before the noun in French - what you're doing
Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is an adjective?	not sure	something to describe something	a doing word describing what you would do	a describing verb
Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is a noun?	not sure	a place a person or a thing	not sure	a person place or thing
Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is an infinitive?	base of the verb (he understands but couldn't explain)	words that show you're doing something	not sure	the base form of a verb

Student survey: Meta-language test (Y8FR)

Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
How do you identify an infinitive in English?	starts with "to"	words where the first letter is 'to'	not sure	like 'to work'

Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
How do you identify an infinitive in French?	verbs end differently because of the pronoun	words that end in er/re/ir	ending in -ly	end in -er, -ir, -re

Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is conjugating?	changing the infinitive	turning a word into something to match the sentence	changing it because of the beginning letter of the word	changing an infinitive into an actual word

Student assessment results

Standard assessment performance: Y8 French



**4 Lowest Literacy
students**

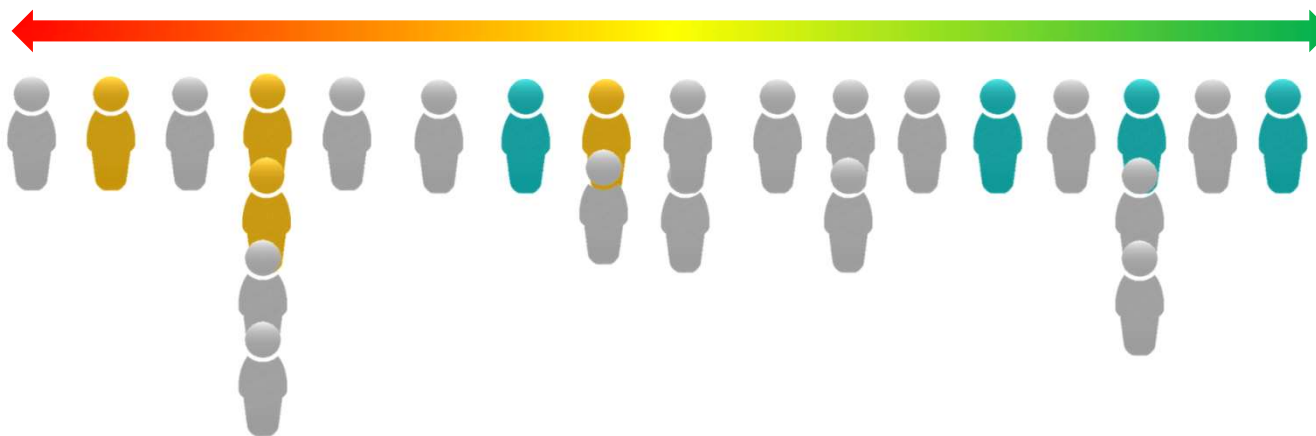


**4 Highest Literacy
students**



**Remaining students
(all at or above Reading age)**

Test scores



Significant disparity categories

HL students **outperformed** **LL** students in majority of categories

Y8 FRENCH

Phonics	Vocabulary	Agreement
4	1	3
4	0	3
6	1	2
5	1	0
7	2	4
4	2	3
10	1	3
8	3	4
4.75	0.75	2
7.25	2	3.5

Y8 SPANISH

Phonics	Meaning	Vocab
4	1	0
6	2	0
5	3	1
2	1	0
7	3	2
3	3	3
4.25	1.75	0.25
5	3	2.5

Highest leverage tweaks

1. Retrieval practice of grammar terminology must be drilled daily

QUICKFIRE QUESTION

How can we identify an
infinitive in French?

It ends with '**er/ir/re**'

e.g. jouer, finir, vendre

QUICKFIRE QUESTION

How can we identify an
infinitive in English?

It usually starts with '**to**'

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

As we continue the project, we will be looking into how languages and literacy are taught at KS2 and identifying ways to embed fundamental metalanguage as thoroughly as possible to ensure a smooth transition to KS3 language learning.

This will enable language teachers at KS3 to introduce notions such as **adjective agreement**, confident that students are secure in core grammatical metalanguage.

Question	LL Student 1	LL Student 2	LL Student 3	LL Student 4
What is an adjective ?	not sure	something to describe something	a doing word describing what you would do	a describing verb

2. Accessible glossary of key grammar terms

Grammar glossary:

subject pronoun = the person doing the action

infinitive = the base form of a verb

conjugating = changing an infinitive to match a subject pronoun

English infinitives: **start with 'to'**

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

Spanish infinitives: **end in**

- **AR** (for example: jugar – to play)
- **ER** (for example: comer – to eat)
- **IR** (for example: escribir – to write)

- As part of grammar drilling, direct students to turn to the back of their book as they answer your questions/to aid pair discussion

3. All students (especially LL) benefit from understanding the processes in English before they grapple with the French

I will prove to you that we conjugate in English:

Infinitive = to be

↓

I	am
you	are
he/she/Bob	is

I will prove to you that we conjugate in English:

Infinitive = <u>to be</u>	Infinitive = <u>to play</u>
↓	↓
I am	I play
you are	you play
he/she/Bob is	he/she/Bob plays

4. Signpost support consistently and consider highest leverage support

- LL seem less able to self-direct towards support



En la maleta... Mrs Organised is going on holiday with Mr Organised. She is talking about the contents of their suitcases. Who has what?
1. Tick 'I have' or 'you have'. 2. Write the object in English.

	I have	you have	Object
1			
2			
3			
4			
5			
6			
7			
8			

SUPPORT

Un libro- a book
Un barco- a boat
Un bolígrafo- a pen
Un gato- a cat
Una cama- a bed
Una moneda- a coin
Una cámara- a camera
Una Bicicleta- a bike

CHALLENGE

Bronze: I can describe what I have

Silver: I can describe what someone else has

Gold: I can use a range of masculine and feminine nouns

What adjectives did you hear?



Lucía is writing messages to her friends. When is the action taking place? Chose the correct option.

	Normalmente	El verano pasado	Where?
1. Aprovecho el tiempo libre			
2. Pinté la pared de la escuela.			
3. Quedo con mis amigos en el centro.			
4. Pasé tiempo con mi familia en la playa.			
5. Bailé en Italia.			
6. Ayudo con unas tareas.			
7. Viajé al extranjero.			
8. Visito el barrio.			

CHALLENGE

B: I can recognise the I form of the past tense

S: I can compare the I form of the past tense and present tense

G: I can say what I did using the preterite tense

Remember:
I- present tense
é- past tense

5. A systematic approach to teaching phonics



Walking dictation

In your row, come up with a name. Your name must be a Spanish word that includes the letter 'u'.

When I call your number, a word I say. Then WALK back to them. They must write down the word on the whiteboard. The team will



Every week we will be looking at key sounds to help you with your Spanish journey.



What sounds did you hear at last week?



SUPPORT

CHALLENGE



This week we will
Read this text
Highlight all the words

¡Hola! ¿Cómo estás? Porque tengo un regalo interesante. Es fantástico. Estoy en el sur de Inglaterra. Es un lugar famoso en el universo. Tengo una pregunta. ¿Tienes una moneda?

Think about the words:
Elefante, idea, tener, interesante, espalda

Read this sentence aloud in Spanish.
What sounds do you know?
Tengo un elefante interesante en mi casa y una cama.

Évitez le trou!



- The aim of the game is to avoid saying words with holes under them.
- Read out the text, taking turns to say 3, 4 or 5 words. Can you avoid the holes?
- Record a point each time your partner says a word with a hole under it.

Noura a **cherché** du gâteau au marché. Elle a **trouvé** du fromage suisse. Elle a emporté du pain au parc pour faire un pique-nique. Elle a **acheté** de l'eau aussi. Au dîner, Amandine a **mangé** du poisson dans un restaurant. Pour le dessert, elle a **partagé** de la glace avec Bilal. À la maison, Amir a **préparé** un plat avec...

Delayed dictation



F

- You will hear a sentence. You have 10 seconds to memorise it. When the penguin has crossed and the sentence disappears you can pick up your pen and write it down.



ABC

ABC

SUPPORT

A B C

CHALLENGE

Translate the sentence

SUPER CHALLENGE

....

6. Deliver instructions and check for understanding orally

- LL student feedback was that the most useful strategy a teacher could use was reading the task out loud - EAL/LL typically stronger with oral comprehension rather than written.

Read these descriptions. The adjective has been missed out. Vote on which adjective you think is missing depending on whether it is a BRAGS adjective that goes before the noun or not.



1. Viens regarder un match de foot dans un stade [_____].

1



bleu ✓



petit

CHALLENGE

Translate the sentence

SUPPORT



Beauty



Rank



Age



Good/Bad



Size/quantity



7. Thoughtful wording/formatting of exam papers

PART B (ARTICLE AND ADJECTIVE AGREEMENT)

Write the Spanish for the English given in brackets. Use the clues to help you. Make sure to change the article or adjective to match the gender of the noun.

1.	Tengo _____ libro (m). (a)
2.	Tiene _____ revista (f). (the)
3.	Tienes _____ tarea (f). (a)

PART B (CATEGORIES)

You will hear 3 French words. What type of word you hear. You will hear each French word

This word is a good example of ...		
e.g.	someone's nationality ☐	a family member ☐
1.	a room ☐	a family member ☐

8. Don't assume prior knowledge/understanding of Tier 2 vocabulary



Ser/Estar in different contexts

In Spanish, there are two ways to say 'they are':

están and son

Use 'están' for location and for state or mood.

Use 'son' for traits.

They are on the beach (location). Están en la playa.

They are bad (trait). Son malos.

Remember!

au (à + le)
à la (à + la)
à l' (à + l' + vowel)
aux (à + les)

S: I can confidently use adjectives in context

G: I can describe a photo

➤ **Questions?**



Authentic texts in KS2 & KS3

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KS2

The Holy Family Catholic Primary School
Ealing

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Authentic text used in lesson



Ein Gedicht lesen
Farbenspiel
von Jürgen Wagner

Grün zu Gelb
Gelb zu Gold
Der Herbst ist allen Farben hold

Gold zu Braun
Braun zu Schwarz
Die Erde hütet ihren Schatz

Schwarz zu Weiß
Weiß zu Braun
Der Winter lässt uns Wunder schau'n

Braun zu Rot
Rot zu Grün
Der Frühling lässt es neu erblüh'n

Grün zu Pink
Pink zu Rot
Der Sommer fährt das Sonnenboot

10

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1. Pre-teaching: Vorwissen aktivieren

Teacher asking:
*Welche Farben
gibt es draußen
im Herbst,
Winter, Frühling,
Sommer?*



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2. **Vocabulary:** Vokabelarbeit im Text

Extracting the colour words from the poem (grün, gelb, gold, Braun, schwarz, weiß, rot, pink) → asking students to draw colour/annotate text



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2. **Vocabulary:** Vokabelarbeit im Text

Extracting the colour words from the poem (grün, gelb, gold, Braun, schwarz, weiß, rot, pink) → asking students to draw colour/annotate text

 
Grün zu Gelb
 
Gelb zu Gold

  
Der Herbst ist allen Farben hold

 
Gold zu Braun
 
Braun zu Schwarz
 
Die Erde hütet ihren Schatz

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2. Vocabulary: Vokabelarbeit im Text

Extracting the colour words from the poem (grün, gelb, gold, Braun, schwarz, weiß, rot, pink) → asking students to draw colour/annotate text



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3. Translation: Lesen und Übersetzen

As a whole class,
reading the
poem line by line,
and trying to
translate each
two-line stanza
into English, using
the pictures on
the PowerPoint

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Farbenspiel

Jürgen Wagner

Grün zu Gelb *Green to yellow*
Gelb zu Gold *yellow to gold*
Der Herbst ist allen Farben hold *Autumn has all the colors*

Gold zu Braun *Gold to brown*
Braun zu Schwarz *brown to black*
Die Erde hütet ihren Schatz *Looks of treasure in autumn.*

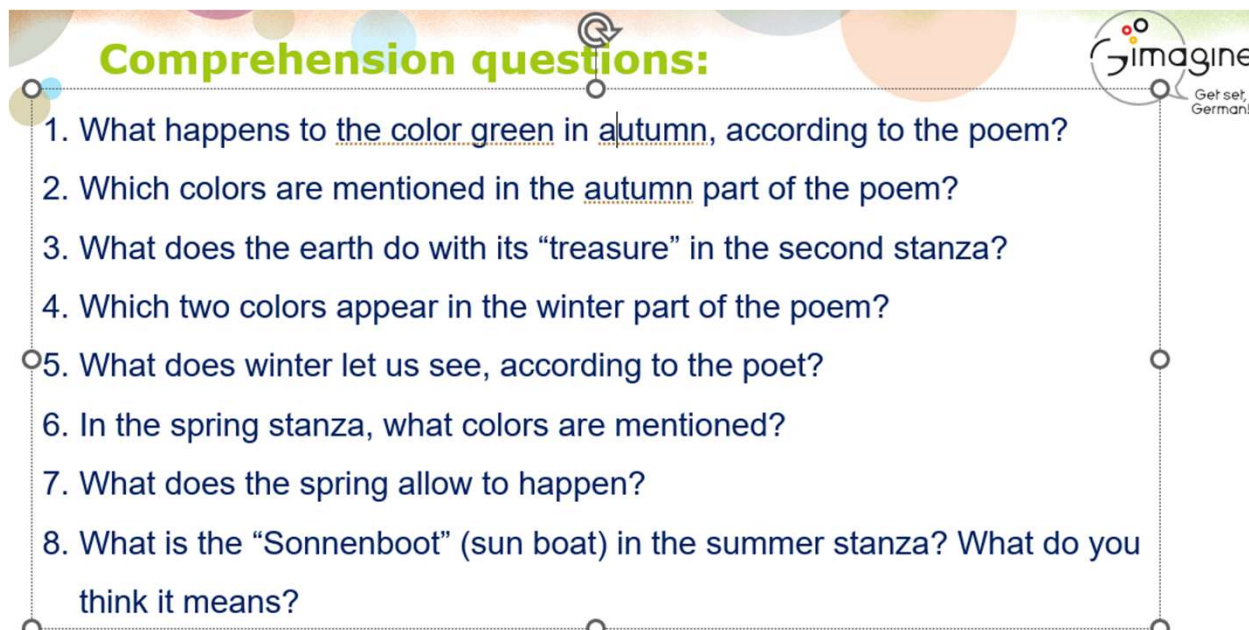
Schwarz zu Weiß *Black to white*
Weiß zu Braun *white to brown*
Der Winter lässt uns Wunder schau'n *winter is full of wonders*

Braun zu Rot *Brown to red*
Rot zu Grün *red to green*
Der Frühling lässt es neu erblüh'n *spring is blooming*

Grün zu Pink *green to pink*
Pink zu Rot *Pink to red*
Der Sommer fährt das Sonnenboot *Summer like a boat moving*

4. Comprehension: Fragen zum Text

Students answer
comprehension
questions in
English



Comprehension questions:

1. What happens to the color green in autumn, according to the poem?
2. Which colors are mentioned in the autumn part of the poem?
3. What does the earth do with its “treasure” in the second stanza?
4. Which two colors appear in the winter part of the poem?
5. What does winter let us see, according to the poet?
6. In the spring stanza, what colors are mentioned?
7. What does the spring allow to happen?
8. What is the “Sonnenboot” (sun boat) in the summer stanza? What do you think it means?

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5. Creative Writing: Das eigene Gedicht

Students write
their own poem
in **German**



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KS3

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Authentic text used in lesson

Der Schnee ist weiß.
Die Lippe rot.
Schwarz das Haar.
Und braun das Brot.

Das Blatt ist grün.
Das Wasser blau.
Bananen gelb.
Elefanten grau.

*from the novel **Katzensprung***

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1. Pre-teaching: Vorwissen aktivieren

Revising
adjective
endings with
definite and
indefinite articles

masculine



der _____ Tisch
(**the** big table)

ein _____ Tisch
(**a** big table)

feminine



die _____ Flasche
(**the** yellow bottle)

eine _____ Flasche
(**a** yellow bottle)

neuter



das _____ Fenster
(**the** small window)

ein _____ Fenster
(**a** small window)

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2. Vocabulary: Vokabelarbeit im Text

Students are highlighting all adjectives in the poem

Farbenspiel

1. Read the poem again on your handout.

2. Highlight all the adjectives.

3. Then put the adjective in front of the noun.

Example:
Der weiße
Schnee



Der Schnee ist **weiß**. Der weiße Schnee,
Die Lippe **rot**. Eine rote Lippe,
Schwarz das Haar. Ein schwarzes Haar.
Und **braun** das Brot. Und das braune Brot.

Das Blatt ist **grün**. Das grüne Blatt
Das Wasser **blau**. Das blaue Wasser
Bananen **gelb**. Gelben Bananen
Elefanten **grau**. Grauen Elefanten

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3. Translation: Lesen und Übersetzen

As a whole
class, reading
the poem and
translating
unknown words
and lines.

Der Schnee ist weiß.
Die Lippe rot.
Schwarz das Haar.
Und braun das Brot.

Das Blatt ist grün.
Das Wasser blau.
Bananen gelb.
Elefanten grau.

*from the novel **Katzensprung***

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4. Production: Grammatik anwenden

Students re-write parts of the poem by putting the adjectives in front of the noun:

Der weiße
Schnee

Farbenspiel

1. Read the poem again on your handout.

2. Highlight all the adjectives.

3. Then put the adjective in front of the noun.

Example:
Der weiße
Schnee

Der Schnee ist weiß. Der weiße Schnee
Die Lippe rot. Die rote Lippe
Schwarz das Haar. Das schwarze Haar
Und braun das Brot. Das braune Brot

Das Blatt ist grün. Das grüne Blatt.
Das Wasser blau. Das blaue Wasser.
Bananen gelb. Die gelben Bananen
Elefanten grau. Die grauen Elefanten

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KS3

Alternative Spanish text

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Néstor Martínez: Colores

La tristeza es roja
El invierno verde
Blanco de luto
Noches amarillas
Negro de la alegría
Tierra rosada
El amor es café
Colores...
algún día
descubriré sus secretos.

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➤ Questions?

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