

Grand Union Language Network Newsletter

June 2026



We're delighted to be back after a short break with positive news about the future of the NCLE language networks and their national priority projects! Funding for another year of support has recently been agreed with the DfE meaning that we can continue to support language teachers and leaders across Solihull, Birmingham and Warwickshire during the 26-27 academic year.

Actions from this month's newsletter:

1. Register for Trent and Tame's **free face-to-face CPD** event taking place on **Monday 29th June** between 9.30 and 15.30. **Do Languages have a PR problem?** [TTLN CPD - Trent and Tame Language Network](#)
2. Take another step forward with **transition**, by preparing your students for their **next language learning steps** in our [transition corner](#).
3. Looking for **creative ideas to inject some life or authentic resources** into your curriculum? Have a look at the [action research projects](#) undertaken by teachers across the NCLE network of schools. Short videos (10 - 12 mins) are available on [LEO](#) giving details about each project.
4. Do you want to raise the profile of all languages in your setting? What about adding some **multi-lingual books to your school's library**. [Find out more about the work Dr Sabine Little is doing at the University of Sheffield](#).
5. Register to attend **Pearson's face-to-face network meeting**, reflecting on the first sitting of the new GCSE. Arthur Terry will be hosting this meeting on **Monday 29th June starting at 4.00pm – 5.30pm**. <https://pearson.cventevents.com/PNB4Nr>

Trent and Tame Secondary CPD Event. Monday 29th June 2026. Time: 9.30am – 3.30pm
The Arthur Terry School, B74 4RZ

Do Languages have a PR problem?

Join secondary colleagues from across the region to:

- Develop a clear, compelling message highlighting the benefits of language learning.
- Identify effective ways to communicate this message to students, parents, and senior leaders.
- Revisit motivation theory and evaluate how well current provision fosters intrinsic motivation for language learning.
- Plan a positive start for Year 7 that builds on prior learning and supports a smooth transition.
- Collaborate with colleagues to create engaging resources for students and parents.

At the end of the day, you'll have the outline of an action plan to win hearts and minds!

Register now: [TTLN CPD - Trent and Tame Language Network](#)

Can't make the date or the location? Let us know by e-mailing ttn@atlp.org.uk. We might be able to run the event again in the Autumn term in a different location!



A message from the National Consortium for Language Education (NCLE)

The National Consortium for Languages Education (NCLE) is proud to announce continued support from the DfE to expand our reach across the regions. During 2026 – 2027, NCLE will be strengthening system leadership for languages through our established and highly effective Strategic Learning Networks (SLNs).

Building on the successful outcomes from our National Priority Projects (NPPs), we will be welcoming new schools to join one of two new Priority Projects focusing on AI and Intercultural Learning centrally led by experts from NCLE and UCL Institute of Education.

Through our evidence-based online learning platform, LEO, Language Educators Online, we will be supporting and developing the introduction of the revised Programme of Study for languages, refreshing and co-constructing our curriculum, working with our innovative and experienced Network Leads. To find out more about NCLE, [join our mailing list](#).



Summer Network event in Birmingham 29 June 2026 | 4:00 pm - 5:30 pm The Arthur Terry School

Join us at our Summer 2026 network event in Birmingham, a face-to-face opportunity for teachers delivering the new Pearson Edexcel GCSE (2024) in French, German and Spanish to come together.

Led by one of our highly experienced Credible Specialists, the session will focus on the new GCSE. Teachers will have time to reflect on the challenges and successes of the first year of teaching the new specification, and to connect with colleagues from local schools to compare approaches, share good practice, and explore future collaboration and partnerships.

We will also use the event to gather feedback on the CPD topics teachers would like to see at future events, alongside our existing national online training programme.

If you would like to attend, please use the registration links below. Spots are limited and will be filled on a first come, first served basis so we encourage early registration to avoid disappointment.

<https://pearson.cventevents.com/PNB4Nr>

Living the Language. 10th June 2026. 9.30 – 16.30 University of Birmingham.

Join the team from the DAAD, the Goethe Institut and Languages for All at the University of Birmingham to explore authentic use of Language in the classroom.

The morning session will provide teachers with an opportunity to immerse themselves in German. Gehen Sie mit uns auf Schnitzeljagd (treasure hunt), untersuchen Sie Spuren, finden Sie Juwelen (German Expert Mentors) und lernen Sie KI-produzierte Lehrer:innen kennen, die Ihnen beim interaktiven Unterricht helfen.

In the afternoon, teachers will be able to discuss strategies for boosting A-Level numbers through collaboration and creative thinking.

[Registration Form: German Network Now Conferences in Liverpool, Birmingham and Nottingham](#)

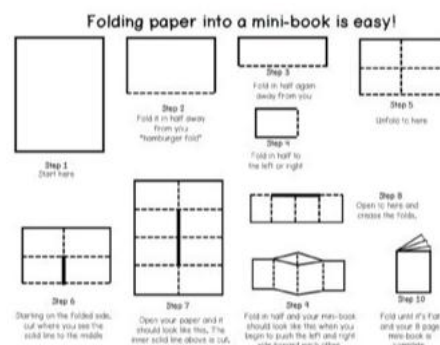
Transition Corner

As we rapidly hurtle towards the end of the academic year, now is the time to take steps with all your learners (regardless of their year group) to prepare them for what's coming next. We often pigeon-hole transition as being something that happens as learners move from primary school to secondary school. In reality, there are transition points every year, just some feel more significant than others!

June's Transition To Do List: In your school:

1. Reflect on this year's learning

Progress can often feel slow in language lessons. Why not take the opportunity at the end of the year to remind learners about everything they've learned. Ask them to create a knowledge organizer or a mini-book with the key sounds, words and grammar rules that will be useful next year. **EBI:** Collect these in, and give them to next year's teacher to be given out in September.



2. Show learners how much they know

Give your learners an opportunity to record themselves speaking in the target language. It might be a short role play with a friend, questions and answers about themselves, or reading aloud a short text or poem.

EBI: Find a way to share this with parents or with their teacher next year.



4. Build on prior learning systematically

We all know how important regular retrieval of prior learning is. This concept is now built into our lessons, often through the starter or 'do now' activity.

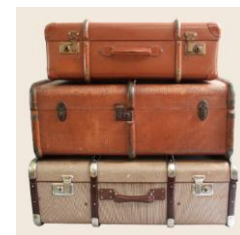
The team at [Primary Language Network](#) are taking this one step further and are currently trialing a 'go forwards' concept, where more significant chunks of prior learning are signposted and practised at the start of a unit of work before then 'going forwards' with new learning.

3. The transition suitcase

Prepare your learners for the journey they are about to make by asking them a series of questions.

- What do you value the most about language learning?
- What do you love the most about your language lessons?
- What's been your most memorable activity this year?
- What your favourite word in the TL?

Learners put something into the suitcase representing the answer to one / all of the questions and the suitcase is passed to their next teacher. **EBI:** Unpacking the suitcase together, could be the first activity in their language lesson in September.



What might this look like?

- Start each unit with a lesson which revisits and practises expected prior knowledge, with clear signposting: "I know you covered this in Year X."
- Reuse familiar images, examples, and explanations across year groups to help learners activate prior knowledge and build upon it.
- Re-share knowledge organisers and sentence builders at the start of a unit, making clear that this is assumed prior learning. Use homework to support retrieval and strengthen long-term retention of this knowledge.

Beyond your school:

In the Spring term we suggested you get in contact with your local primary / secondary schools to start to build relationships with them and to find out about their provision. These conversations might help you to evaluate your current KS2 or KS3 provision. There's still time to do this!

You can find our top tips for setting up the meetings and questions to ask in our [January](#) and [February](#) newsletters.

Questions to ask primary colleagues	Questions to ask secondary colleagues
• Do learners enjoy their language lessons? • Do learners understand why they are learning a language? • Which language(s) do you teach in your setting? • Do learners continue with the same language from year 3 – 6? • Do learners have exposure to any other languages? • Which scheme of work do you follow? • What are the main topics within your scheme of work? • Do you explicitly teach TL phonics? If so, which approach / scheme do you use? • How can we work more collaboratively for the benefit of our learners?	• What do our former students say about their language learning experience in primary school? • What knowledge or skills do you think they bring with them from their primary language learning experience? • Which languages are taught in your setting? • How many hours of provision will students have each week? • What does a typical language lesson involve? • Do you follow a specific scheme of work? • Will students have the opportunity to go on any trips? • How can we work more collaboratively for the benefit of our learners?

Planning for next year?

What's new on LEO?

It's at this time of the year, that language teachers and leaders have some headspace to consider changes to their curriculum provision. If you are looking for some new and innovative ideas to use more authentic resources, or to increase the amount of target language your students are using, the [Erkundungsprojekte videos on LEO](#) might be of interest.

[Click to register for your free LEO account](#)

[Click to go directly to the Erkundungsprojekte pages](#)



Adur: Motivation, Competition and Pupil directed learning
Solent: Increasing motivation through authentic cultural learning
Kinder: Motivation and the use of authentic cultural resources
Brayford: Motivation to speak. Using authentic resources
Beeleigh: The impact of exposure to TL & culture from peer first language users

Language Educators Online



Derwent: Motivation and pupil use of the target language
Etherow: Using technology to support communication with native speakers
Isbourne: Motivation, interlinked listening and speaking activities
Swanswell and Trent and Tame: Student autonomy, 'talking' activities and confidence



Thames West: The link between explicit teaching of grammar, independence and success
Wells: The link between the systematic teaching of grammar and independence
Grand Union: The link between explicit teaching of phonics, confidence and competence
Lakes and Tyne to Tees: Personal relevance through the new GCSE

Promoting reading in all languages

National Consortium
for Languages Education

Swanswell
Language Network

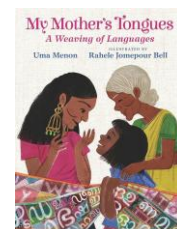


Steph Azarpey

With 2026 marking the [National Year of Reading](#), there is no better time to look at how we can encourage reading in home and heritage languages with our pupils. We know that a student's success in their English education, is largely dependent on their literacy levels in their home language. Further to this, reading is a gateway to culture, history and heritage; all of which need championing and recognition.

What could this look like in my setting?

Books for Keeps have featured an article on [Multilingual children's literature in their most recent BFK edition \(May 2026\)](#). It includes some fantastic titles for all to read, which highlight the wonderfully rich culture that weaves through the UK in the 21st century.



Go All In have created this [guide for promoting reading for our multilingual learners](#)

Professor Sabine Little at the University of Sheffield has done a huge amount of work to promote literacy and reading in HHCL including creating the award winning [Sheffield's Multilingual Children's Library](#). If you'd like to set up something similar in your own setting a [full suite of resources](#) for teachers and librarians is also available.

The Association for Language Learning have shared a [bookmark to encourage reading in home languages](#)

