

Reflecting on the Edexcel Summer 26 GCSE MFL Exams

Listening

↻ TRACYWILLIAMS6 Sep 22, 2026 09:44am

✦ Takeaways from the Examiners Report

1. Students often understood the general gist of a passage but didn't give enough detail to communicate the entire message.
 - Get students to ask themselves "what exactly is this question asking me? Train them to include the whole idea in their answers, rather than just a word they recognise.
2. Are higher numbers secure? Build this into regular retrieval practice. Easy marks if students know them!
3. Listening practice needs to support learners to avoid jumping to conclusions and to think carefully about plausible distractors.

🗨 0

↻ CLAIRE Sep 22, 2026 04:49pm

Speaking and writing

During form time I held small intervention groups for Foundation candidates. We practised giving 3 answers to questions in past, present and future tenses for a year using mini white boards. It definitely made a difference.

❤ (1) 🗨 0

↻ INVISIBLE GECKO Sep 22, 2026 04:02pm

We were able to embed speaking moments in almost each lesson with support (I DO WE DO YOU DO). We then removed support and students were able to debate points

❤ (1) 🗨 0

. Higher - make sure you provide multiple opportunities to use different tenses throughout the conversation to give students the opportunity to show what they know.

I wanted to upload a slide with speaking practice but cannot

Speaking

↻ TRACYWILLIAMS6 Sep 22, 2026 09:45am

✦ Takeaways from the Examiners Report

1. Asking questions remains a significant weakness. Do you learners know the questions words? Can they understand them across different topics? Do they know how to form questions? Can they make lists of questions from an image?
2. Ensure students know what the question is asking them.
 1. What are you going to do / did you do / do you do? - Answer must include an activity.
 2. What do you think of - answer must include an opinion.
 3. What do you like about... - answer must include a positive feature.
 4. What would you like to - answer must be in the conditional tense
3. Don't waste time on the picture task giving opinions. They don't attract any credit.
4. Continue to make explicit phonics teaching a regular part of KS4 lessons - particularly focusing on the harder phoneme / graphemes.
5. Higher - make sure you provide multiple opportunities to use different tenses throughout the conversation to give students the opportunity to show what they know.

6. Encourage higher candidate to slow down during the read aloud. A steady measured pace makes it much easier for the examiner to assess the sound-symbol correspondance.
7. The strongest conversations at higher occurred where teachers responded naturally to what students said. Encourage your most able learners to learn language they can combine to answer lots of different questions. Make time for this in lessons!

0

ANTHOLOGY COLLECTOR Sep 22, 2026 04:33pm

verb rockstars

15 verbs in each year group at KS3 - 45 altogether. Pupils learn the infinitives - we use language nut to support this by creating our own content. Following the infinitives, we then show pupils how to conjugate verbs in 1st person singular in year 7, 3rd person singular in year 8 and 1st person plural in year 9. This allows students to use a wide variety of verbs and crucially to talk about other people.

0

MISS AZARPEY Sep 22, 2026 04:12pm

Responding to unprepared questions

We identified that because this is in 'examiner language', and therefore not as familiar to pupils, it threw them off. I looked at all of the specimen papers, and put in the question stems into AI and summarised the most frequent ones, put them into a wordwheel and used it regularly in class to practice with pupils, to ensure they were familiar.

♥ (1) 0

ANTHOLOGY COLLECTOR Sep 22, 2026 04:02pm

Building opportunities for pupils to practise the read aloud skill as early as possible through active speaking activities aiming to target key phonological issues that may come up in the exam - h, z, j, hard and soft C

♥ (1) 0

The screenshot shows a Padlet Drive board titled "Read Aloud". The main text is in Spanish and describes "Café Crisol" as a beautiful place in the center of Colombia. It mentions the colors of the coffee (red, green, and yellow) and lists some plants, flowers, and animals. There is a small image of a coffee plantation. Below the text, there is a section titled "Palabras para leer" (Words to read) with a list of words: "Café", "Crisol", "rojo", "verde", "amarillo", "negro", "plantas", "flores", "animales", "pequeños", "palabras", "leer", "aloud", "read", "aloud", "read", "aloud".

read aloud example

MISS AZARPEY Sep 22, 2026 04:01pm

PALMS

I've updated this to simplify it so pupils can say more, rather than more complex language. I removed 'action' (present continuous tense) and replaced with 'appearance'

♥ (1) 0



TRACYWILLIAMS6 Sep 22, 2026 01:57pm

Read Aloud

Identification of specific phonemes (rather than recognising a familiar word and knowing how to say it) is the key determiner in the read aloud. Students should expect their to be tricky words. Teachers should make sure there is regular practice of pronouncing the harder words from the vocab lists in their lessons.

0

TRACYWILLIAMS6 Sep 22, 2026 10:18am

Want to build an element of structured / leading to spontaneous talk into every lesson. What about register routines? You could use your bank of starter questions for the unprepared conversation as the stimulus, start with some scaffold on the screen which you gradually remove each lesson. Students turn and talk to each other and you move round the room listening to as many students as you can.

0

What is 'register routine'?

Hier (yesterday)	j'ai (I)	joué sur mon Xbox (played on my Xbox)
Hier soir (yesterday evening)	mon frère et moi avons (my brother and I)	regardé des clips sur Youtube (watched some Youtube videos)
Hier matin (yesterday morning)	ma famille et moi avons (my family and I)	joué du violoncelle (played the cello)

TRACYWILLIAMS6 Sep 22, 2026 10:10am

A great strategy to make sure all of your students get regular 1:1 time with you and feedback on their speaking.

0

Traciean Richards from King Edward VI Handsworth School for Girls shared a great strategy being used in her department, which builds on the concept of intentional monitoring.

Intentional teacher – student interaction

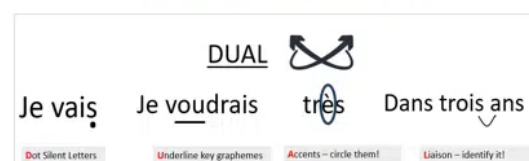
"We each have a clipboard with the names of students in our class and each term we aim to have some individual 'talk time' with all of them. We speak to them whilst pupils are working on a task, it's 2 mins max and we ask them 2 questions linked to the work we are doing. We don't mark or grade the interaction, just tick off that we have spoken to them and then as a department we identify common themes which are cropping up multiple times, pronunciation, grammar problems, questions they can't answer."

TRACYWILLIAMS6 Sep 22, 2026 10:09am

A strategy to support annotation for the read aloud

0

Shelley Walkate shared a strategy to support students to improve their reading aloud through careful annotation.



If anyone knows who created this strategy, please let us know and we'll credit it to the original author!

TRACYWILLIAMS6 Sep 22, 2026 10:06am

Understanding how to 'flip' a question into the start of an answer is a key skill for the exam and for later life! Practise of this needs to be built into as many lessons as possible so it becomes automatic.

0

Claire Bowker from Bishop Walsh shares the work she is doing to encourage spontaneous talk time in her year 10 classroom.

What are the barriers to spontaneous talk?	1. Model how to use the question in your answer.	2. Use mini whiteboards or cold call to practise.
1. Understanding the question.	Use the question to help you start your answer. 1. Switch the subject of the verb Tu aimes le foot? → J'aime le foot.	3. Give your students some input over the questions.
2. Knowing how to start your answer.	2. Possessive pronoun change Ton/ta/tes turns to mon/ma/mes Quelle est ta matière favorite? → Ma matière favorite est.....	4. Let them choose their talk time partner.
3. Including a verb		5. Resist the urge to correct all their errors!
4. Knowing what you actually want to say.		6. Provide repair strategies.

Tu as un influenceur/euse favori(e)?
Tu préfères jouer au sport ou jouer aux jeux vidéo?
Pourquoi?
Qui est ton équipe de foot favorite?
Tu préfères Snapchat ou TikTok?
Pourquoi?

Reading

TRACYWILLIAMS6 Sep 22, 2026 09:57am

Which are the most important words from the vocab lists. In my opinion - the star words! Make sure your students know these words well and draw attention to them wherever you see them!

0

What are the most important words for Year 10 / 11 to focus on learning?

Now is the time to focus on high frequency words which might appear several times on a reading or listening paper regardless of topic. Frequency words, time indicators, prepositions and other non-topic-specific words. At Arthur Terry we call these star words, because they turn your students into super star linguists. They are words like **same, other, late, until, too**. The words that don't fit neatly into topic vocab lists but change the meaning of a sentence.

Writing

TRACYWILLIAMS6 Sep 22, 2026 11:01am

Take aways from the Examiners Report

1. Encourage students to plan the topic specific language they are going to use. This will ensure there is variety in the verbs and structures they are using. Tick them off as they are used and avoid using them again if possible!
2. Never leave a translation gap. Don't know how to say it. Say something similar.
3. Higher Writing. Some candidates lost marks because they didn't answer the precise bullet point. For example - talking about a past activity rather than what they did after school for example. Candidates need to highlight command words and the different elements in the question, rather than writing something that vaguely fits.
4. The strongest written answers added relevant information to develop each bullet point, rather than adding additional information which was linked.
5. This can be done by:
 1. Offering a contrasting opinion
 2. Giving other people's opinions
 3. Adding reasons
 4. Sharing examples
6. Teachers might want to use the framework
 1. Point
 2. Opinion + Reason
 3. Contrasting opinion + Reason
 4. An example or another view.

0

👍 (2) 0

Developing your answers

Hobbies that make you happy

Nadar me hace feliz.

Nadar me hace feliz **ya que me relaja.**

Nadar me hace feliz **ya que me relaja y**
Padlet Drive ⇌ **me chifla competir en concursos.**

⇒ TRACYWILLIAMS6 Sep 22, 2026 02:01pm

Choosing the best question

When choosing a question, encourage students to think about whether the question will allow them to use a range of language. Different verbs. Different adjectives. Different opinions. Pick the one that lends itself to a range of language.

0

⇒ TRACYWILLIAMS6 Sep 22, 2026 10:01am

Being able to use the high frequency verbs accurately is key at all grades. Build a verb fluency routine into your regular retrieval practice. You could also modify it so you identify the 5 most important verbs for each topic area and practise conjugating those verbs regularly. 1st person for a grade 4. 1st and 3rd person for a grade 5. Multiple persons for a grade 7 +

0

Ideas previously shared by Libby Franklin

Focus on a small number of key verbs which can be used in all topic areas. Make sure students are confident using these structures in the past, the present and the future tenses. Provide lots of practice opportunities moving from receptive to productive with mini whiteboard work and turn and talk opportunities.

What are the most important verbs for Year 11 to focus on learning now?

Past	Present	Future
J'ai visité	Je visite	Je vais visiter
J'ai mangé	Je mange	Je vais manger
Je suis allé	Je vais	Je vais aller
J'ai fait	Je fais	Je vais faire
C'était	C'est	Ce sera
Il y avait	Il y a	Il y aura

Encourage your students to write down the verbs they know at the top of their writing paper. They should try to use these verbs regardless of the topic area.

Other reflections

⇒ TRACYWILLIAMS6 Sep 22, 2026 09:46am

📌 Top tips for writing and speaking from the examiners reports

1. For Foundation students – Simple and accurate beats ambitious and inaccurate! Write what you know how to say, not what you want to say.
2. Ensure all students are secure with a number of high frequency verbs across all persons and time frames.
3. Make sure students can accurately link a time indicator with the correct tense. The time indicator alone, doesn't demonstrate a past or future time frame if the verb that follows is wrong! Practice matching time indicators and tenses or get students to spot the error where the time indicator and the verb don't match.
4. Cover every bullet point. Answer the bullet points in order and use a new paragraph for each one. Model how to do this in your lessons.
5. At Higher, the basics need to be secure but there also needs to be enough variety, complexity and flexibility to move into the top bands. A useful way to think about this might be 1. Accuracy. 2. Variety. 3. Complexity.
6. At Higher variety can come through using different time frames alongside one another. For example in Sp using the preterite, the imperfect and possible the perfect together.

0

⇒ TRACYWILLIAMS6 Sep 22, 2026 10:23am

Jonathon Mumford is offering a free programme starting on the 1st October for your year 11 students in French, Spanish and German. It looks amazing! Sign up here. [Sign up to take part in the 30 steps challenge](#)

Full info on this linked in post. [Post](#) | [LinkedIn](#)

0

THE OCTOBER CHALLENGE · FRENCH · SPANISH · GERMAN
30 STEPS TO A GRADE 9
One step a day. Thirty days. Ten minutes. Free.

J MUMFORD TEACHER TRAINING
IMPROVE THE WAY LANGUAGE TEACHERS
STARTS 1 OCTOBER

