Enhancing CLC Explorers

bringing together development, research and practice

Becky Coe - Hitchin Girls' School

Mair Lloyd - Cambridge School Classics Project

CLC Conference · Cambridge, 17th October 2026

Introducing …



Becky Coe

Hitchin Girls' School

Teacher, Researcher



Mair Lloyd

CSCP

Explorer Developer

Comparing …



What Becky found

with



What Mair developed

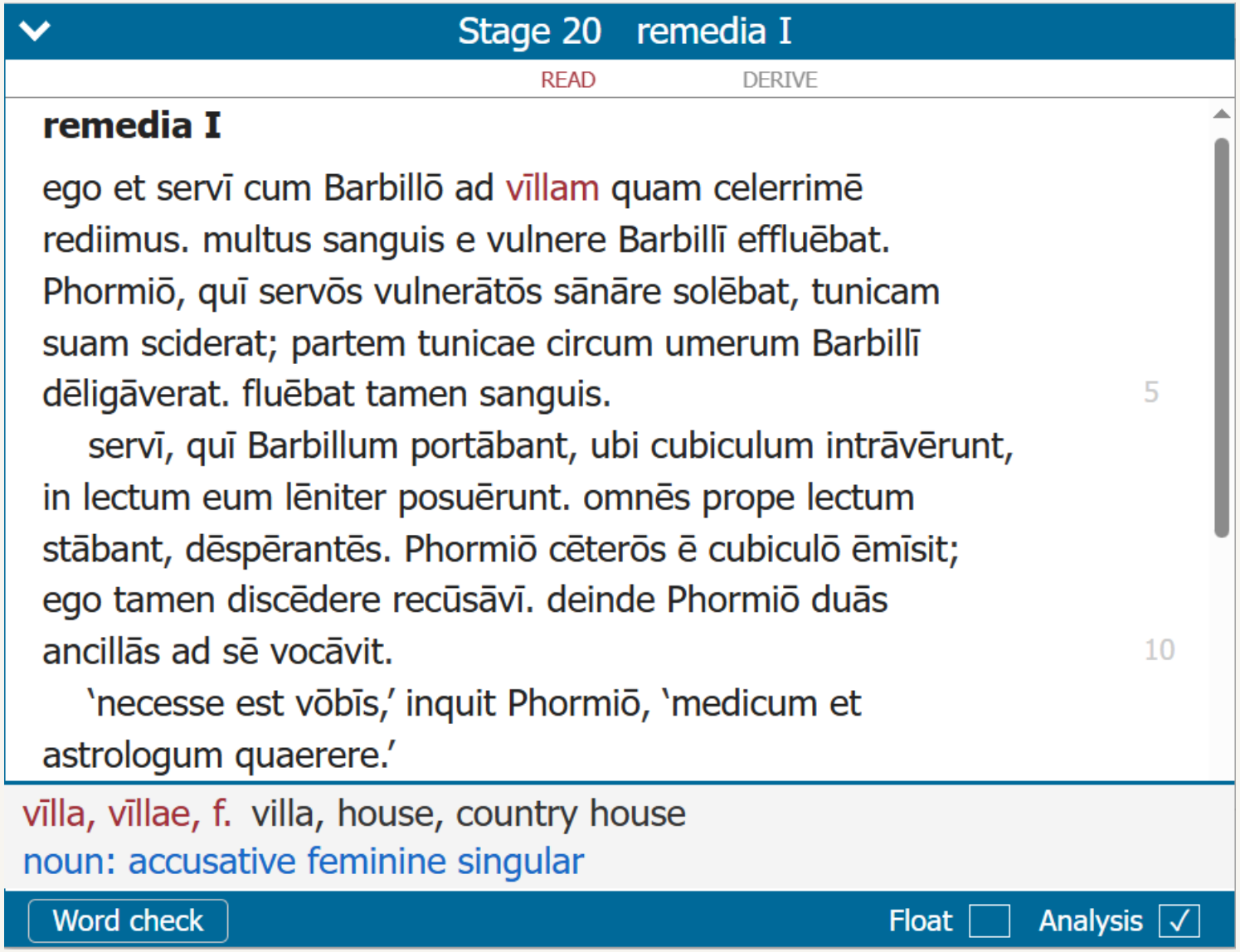
Sharing …





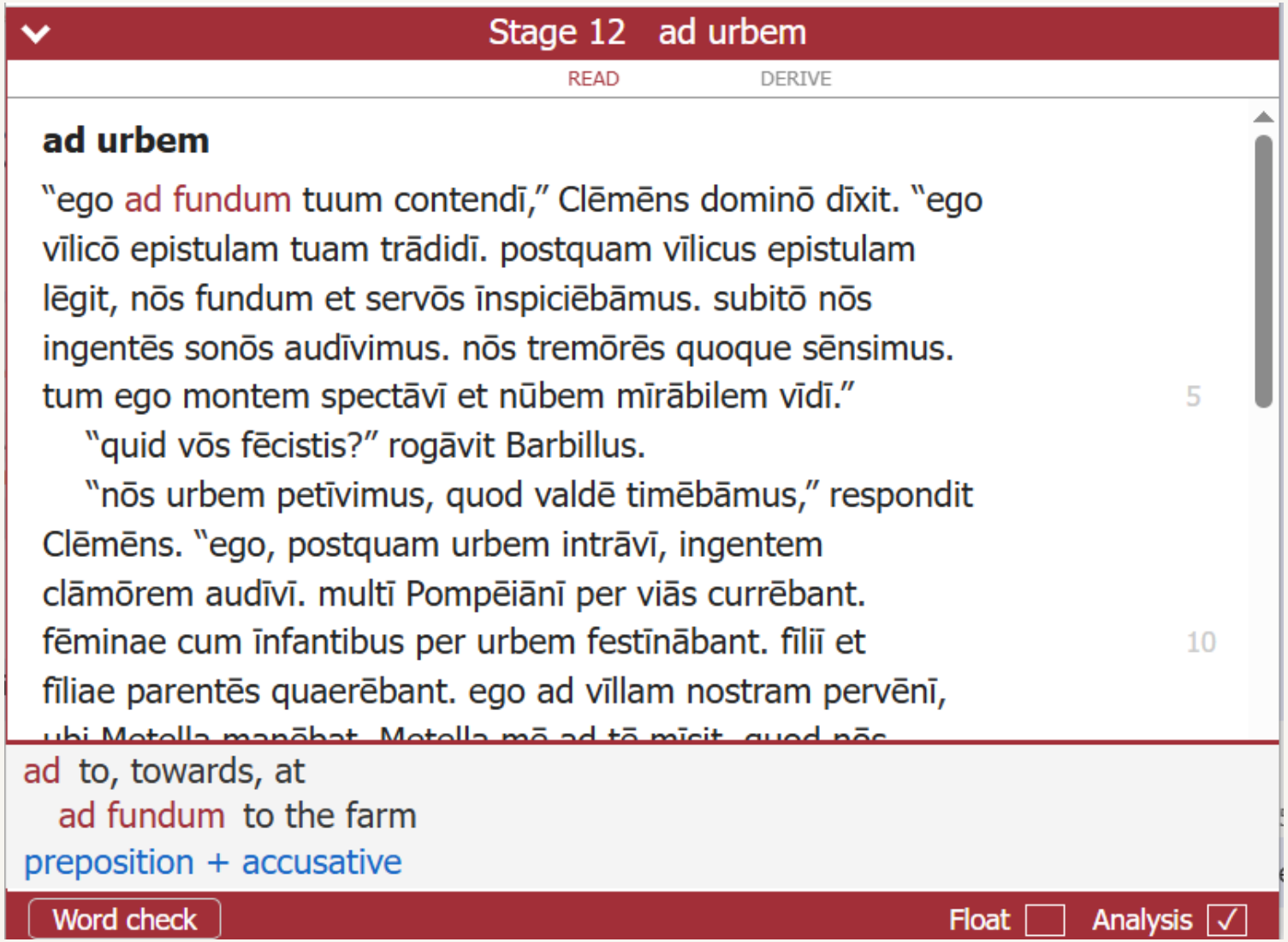
What we have learned from each other!

Explorer essentials – Read option



When the word vīllam is clicked, we see a definition followed by parsing information at the bottom of the screen.

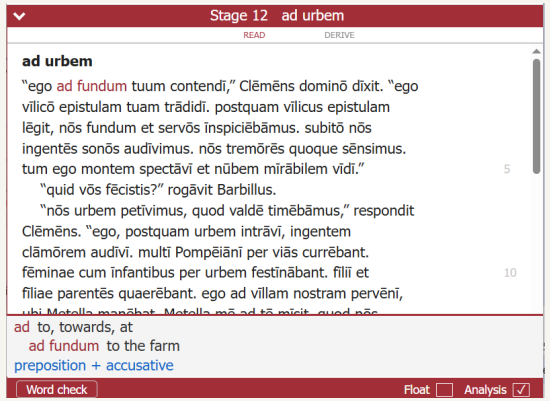
Explorer essentials – Read option



Here only the word **ad** has been clicked

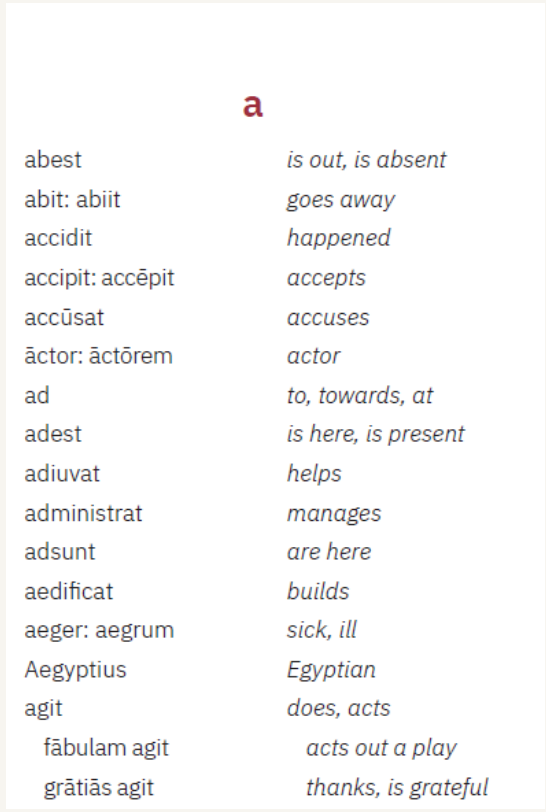
1. Headword and definition
2. Phrase meaning (or other Note)
3. Parsing

Becky's Research 2023



Context

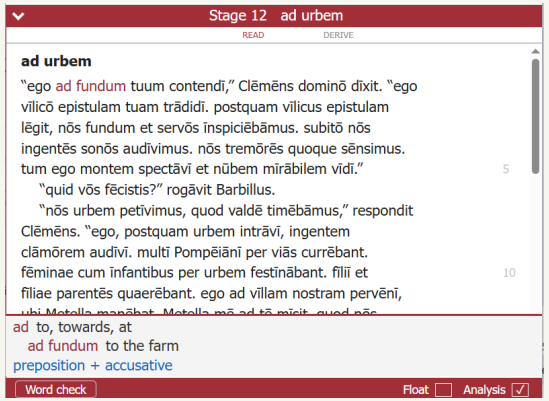
- All girls comprehensive academy in Hertfordshire.
- Two parallel Year 7 groups.
- Both groups of mixed and comparable range of ability and prior attainment according to their CATS data.
- Both groups given 20 minutes to translate a story from Book 1 of The Cambridge Latin Course.
- One group used the Story Explorer and the other the dictionary to aid translation and reading.



a

abest	*is out, is absent*
abit: abiit	*goes away*
accidit	*happened*
accipit: accēpit	*accepts*
accūsat	*accuses*
āctor: āctōrem	*actor*
ad	*to, towards, at*
adest	*is here, is present*
adiuvat	*helps*
administrat	*manages*
adsunt	*are here*
aedificat	*builds*
aeger: aegrum	*sick, ill*
Aegyptius	*Egyptian*
agit	*does, acts*
fābulam agit	*acts out a play*
grātiās agit	*thanks, is grateful*

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Findings

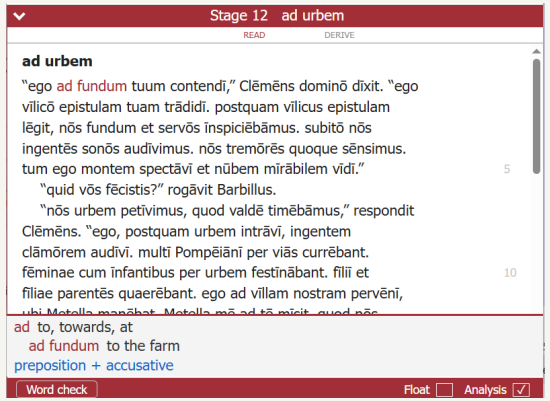
	Completion rate (% of text)
With print dictionary	24%
With Explorer	100%

There was negligible difference between the rate of errors in translation in either group.

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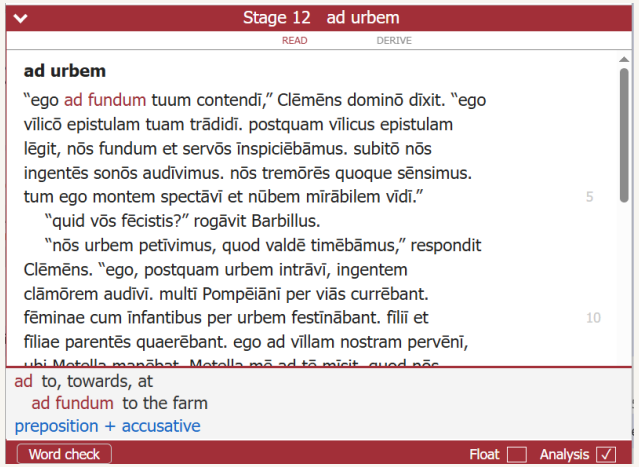
Implications of these results

- The Explorer seems to achieve the aim of saving time looking up words and allowing more time for reading and enjoying the stories.
- Explorers allow for reading more Latin in the time given - former studies identify extensive reading as an effective approach to second language acquisition.
- Motivation is key to pupils' enjoyment of learning and achieving success – think about the motivation of the 76% of pupils who did not complete the translation in the Dictionary class.
- The Explorer is allowing for a much higher rate of completion regardless of prior attainment or barriers to learning and is therefore supporting Adaptive Teaching.

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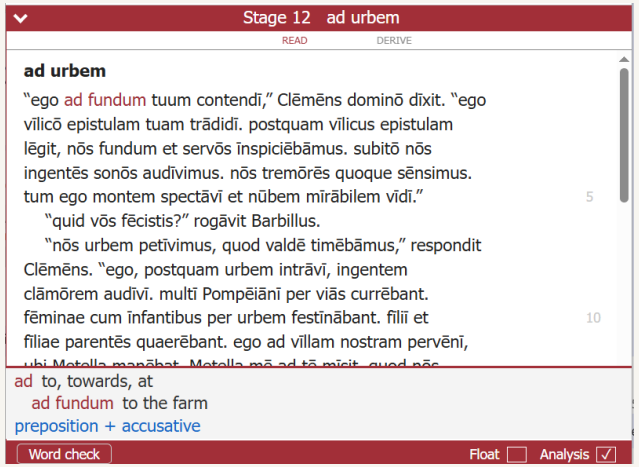


Implications for learners

- The whole class (more or less) completes the story
  - Positive affect
  - Sense of achievement
  - Sense of belonging
  - Willingness to persevere

- Almost every pupil accesses all the words in a story (in context)
  - Greater chances of vocabulary acquisition, through repetition and exposure
  - Greater chances of syntactic understanding, through words in meaningful context
  - Greater understanding of the story and how words together create meaning

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Implications for teaching

- The whole class (+/-) completes the story
  - Completion of task in a set time
  - Time taken is less than that when using a printed dictionary
  - Provides opportunities in the same lesson to comprehend the meaning of the story more deeply

- Almost every pupils accesses all the words in a story (in context)
  - Provides more opportunities to explore grammar (morphology / syntax), and more deeply

Long term impact

Student confidence:

Year 7: All 210 students complete a 14 lesson taster in Latin

Year 8: 99/212 students (5 classes)

Year 9: 46/209 (2 classes)

Year 10: 40 (2 classes)

Year 11: 12

Year 12: 4

Year 13: 0

Current Years 11-13 are still hit by the “Covid effect”

Student success:

GCSE 2026 - 100% 5-9, 77.78% 7-9 (whole school = 82% 5-9, 44.3% 7-9)

A-Level 2026 - 100% A-A* (whole school = 33% A-A*)



So, a key aim for explorers is to help readers understand the story quickly. How can I make that work better?

What about that extra time for morphology / syntax / grammar? Can explorers support that better too?

Becky's Research - 2026

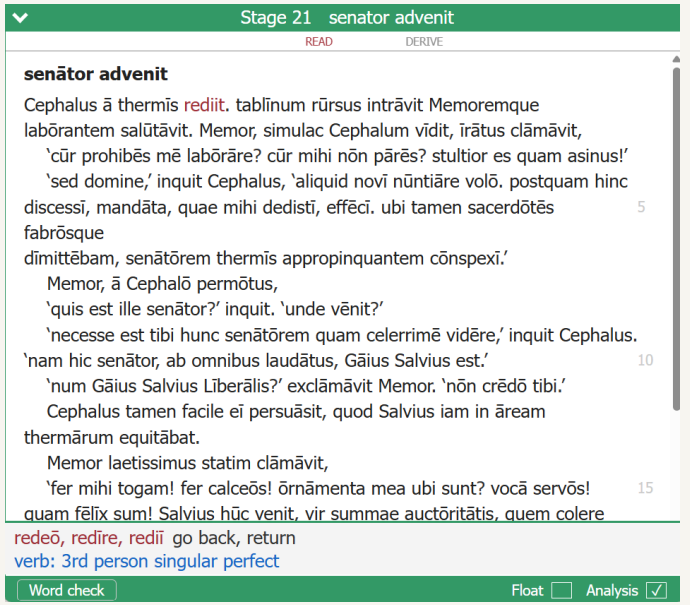
With the 2023 results in mind, I wanted to find out what pupils did and why

- Which words did they look up – and how many times?
- Reasons why they looked up particular words (4 types of 'knowing')
  - Not know the word
  - Recognise the word but not know the meaning
  - Recognise the word, know the meaning, but not in this context
  - Recognise the word, know the particular meaning in this context
- Getting a clearer view of what pupils did I hoped to be able to teach them how and when to use Explorer more effectively

Becky's Research 2026

Context

- All girls comprehensive academy in Hertfordshire.
- One Year 10 class of 12 pupils.
- Mixed ability class as determined by their Minimum Expected Grades (Fischer Family Trust Data) and Current Working Grade (in class assessment data).
- 3 x 10-15 minutes of silent translation from CLC 3 Stages 21-23.
- All pupils allowed to use the story explorer tool as they felt they needed to.
- Following each translation a sample of 6 pupils were interviewed (2 top, 2 middle, 2 bottom prior attaining).



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Methodology

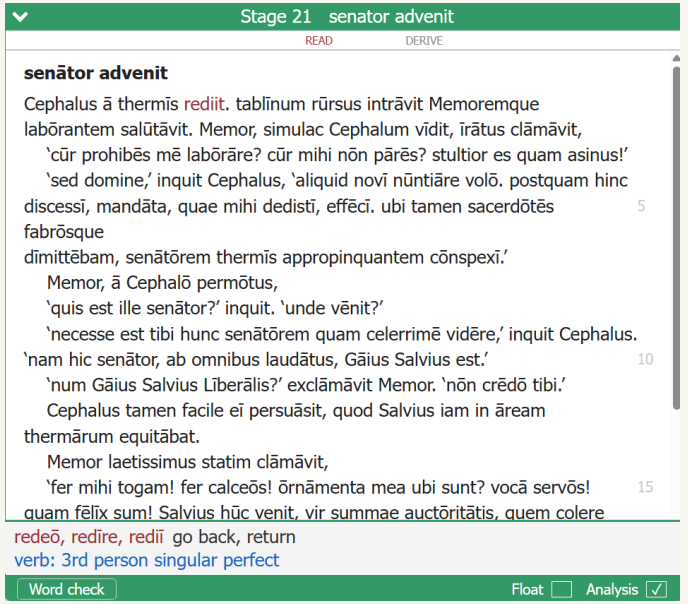
Research was conducted over 3 lessons:

Lesson 1: 14/1 – senator advenit (Stage 21, P.8)

Lesson 2: 04/03 - Britannia perdomita (Stage 23, P.44)

Lesson 3: 13/03 – Modestus (Stage 22, P.25) - yes, they did circle back when revising for the Year 10 Mocks.

Big gap between the first 2 rounds for medical reasons.



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Methodology

- Initially Round One was 15 minutes of translation followed by interviewing 6 pupils to get feedback on the words selected and why they were selected.

- This proved incredibly time consuming and to little gain as they majority of responses from pupils were the same - "I didn't know the word".

- For subsequent rounds translation time was reduced to 10 minutes and pupils completed a form with key questions. This led to a wider range of responses, and I could gather feedback from all 6 pupils rather than running out of time to get feedback from all.

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Questions

- What word did you click?
- Can you remember why you clicked on this word?
- How did the information help you? / What did you do with the information?
- Did the information help you with any other part of the translation or with any other words?

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Further Interview

When results from the form mainly led to checking meanings a new round of interviews brought out:

- Reassurance (thought they knew the word but wanted to double check)
- Using the parsing information (recognised the root, but uncertain of the ending – tense, case etc)
- Unlock the meaning of the sentence as a whole
- Quicker than using the dictionary

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Pupils thoughts

Pupil 1 - ***"I try not to use it too much as I like to challenge myself and work it out for myself. I will use it if I am really stuck or need to check the tense or something."***

Pupil 2 - ***"I click on quite a few words as I am not always confident of the meaning, but most of the time I actually did know it."***

Pupils 3 and 4 - Agreed with Pupil 2 and added that it ***"speeds up translation and makes us feel more confident."***

Pupil 5 - ***"I find it hard to remember all the vocab so it is really helpful and I can finish the story like the rest of the class."***

Pupil 6 - ***"I worry that if I use the tool a lot then the other might think I am stupid. But it does help me go quicker so I can finish the story before we talk about it."***

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Broad conclusions

- Pupils broadly had a positive view of the tool overall - liking the reassurance it gave and the fact it enabled students of all abilities to complete the translation in the time expected by the teacher.

- There was a perception that peers may perceive it as "cheating" or make them look less able than their peers.

- Pupils were aware of the parsing information, and some did make use of it, but use of the explorer was broadly used by most for checking vocab.

Different levels of information are provided at different stages. How might teachers incorporate that in curriculum design and teaching practice?

What parsing information is useful for different types of reading / comprehension task? How might teachers guide pupils to use it?



Digital parsing tools can aid comprehension and contribute to learning language features. How might teachers navigate these different but entwined aims?

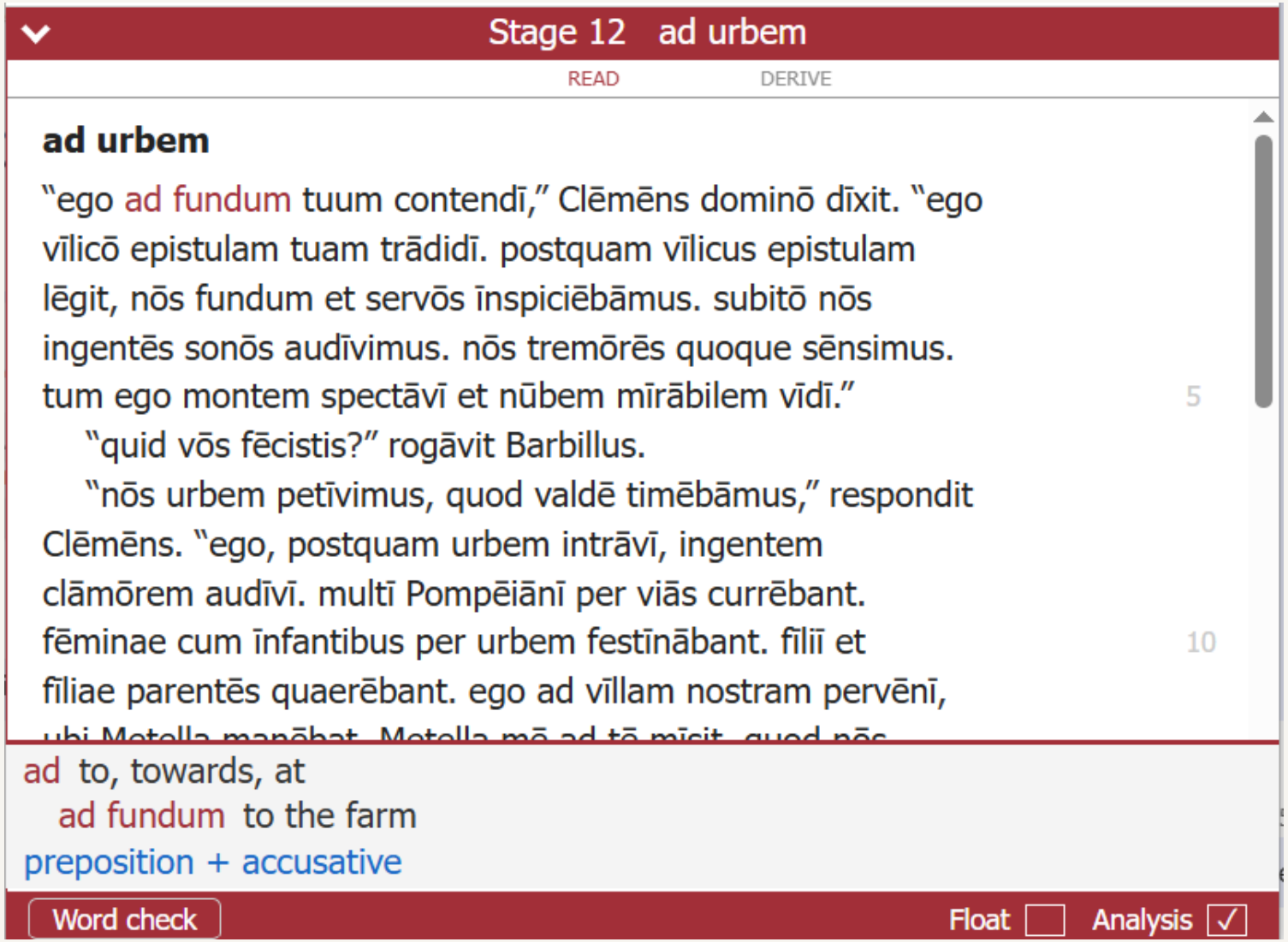
So, generally, explorers are doing a good job of ‘scaffolding’ and building confidence

How can we change perceptions so that explorer use is seen positively?



How can we encourage productive use of parsing information?

Explorer development – Read option



Here only the word **ad** has been clicked

1. Headword and definition
2. Phrase meaning (or other Note)
3. Parsing

Programming conventions

clāmantēs et Memorem absentem vituperantēs. eōs omnēs Cephalus dīmīsit.

vituperō, vituperāre, vituperāvī, vituperātus rebuke, tell off
vituperantēs rebuking, telling off
present participle (accusative masculine plural)

1. Headword and definition	Data driven, can be changed at any point within a story, stage or book
2. Phrase meaning (or other Note)	Data driven, can be changed at any point within a story, stage or book
3. Parsing/Analysis	Governed by javascript code and data - level of detail shown is usually only changed at stage boundaries

Development Principles for language features

Throughout the CLC, grammar items are met in stories **before** they are explained in *About the Language* (or *Building Words* in *Book III*) so …

- Add a note (line 2) to give the meaning of the Latin if 'needed' in stages **before** the grammar item is formally explained. Display notes for one more stage after formal explanation, then **withdraw**.

- Only show parsing terms (line 3) that have already been formally explained in *AtL or BW* (e.g. case, number, tense). First appearance in the stage **after** formal explanation*. Keep displaying after.

*except in **the final stage** of a book when parsing appears in that stage itself.

Explorers supporting the reading method

- Examples
  - Persons of the verb
  - Prepositional phrases

Stage 4
About the language 1

About the language 1

1 In the first three Stages, you met sentences like this:

fīlia ambulat.	mercātor sedet.	amīcus currit.
The daughter walks.	*The merchant sits.*	*The friend runs.*

All of these sentences have a noun (**fīlia**, **mercātor**, **amīcus**) and a word indicating the action of the sentence, known as the **verb**. In the sentences above the verbs are **ambulat**, **sedet**, **currit**.

In all the sentences you met in the first three Stages, the verb ended in **-t**.

2 In Stage 4, you have met sentences with **ego** and **tū**:

ego ambulō.	*I walk.*	**ego** sedeō.	*I sit.*	**ego** currō.	*I run.*
tū ambulās.	*You walk.*	**tū** sedēs.	*You sit.*	**tū** curris.	*You run.*

3 Notice the three different forms of each verb:

ego ambul**ō**.	ego sede**ō**.	ego curr**ō**.
tū ambulā**s**.	tū sedē**s**.	tū curri**s**.
fīlia ambula**t**.	mercātor sede**t**.	amīcus curri**t**.

Notice also that the words **ego** and **tū** are not strictly necessary, since the endings **-ō** and **-s** make it clear that 'I' and 'you' are performing the action of the sentence. The Romans generally used **ego** and **tū** for emphasis.

4 The following example is rather different:

ego **sum** īrātus.	tū **es** īrātus.	amīcus **est** īrātus.
I am angry.	*You are angry.*	*The friend is angry.*

Stage 5: About the language 1

About the language 1

1 In the first four Stages, you have met sentences like these:

fīlia sedet.	amīcus labōrat.
The daughter is sitting.	*The friend is working.*
leō currit.	mercātor dormit.
The lion is running.	*The merchant is sleeping.*

Sentences like these refer to **one** person or thing, and in each sentence the form of both words (the noun and the verb) is said to be **singular**.

2 Sentences which refer to **more than one** person or thing use a different form of the words, known as the **plural**. Compare the singular and plural forms in the following sentences:

singular	*plural*
puella labōrat.	puellae labōrant.
The girl is working.	*The girls are working.*
amīcus rīdet.	amīcī rīdent.
The friend is laughing.	*The friends are laughing.*
leō currit.	leōnēs currunt.
The lion is running.	*The lions are running.*
mercātor dormit.	mercātōrēs dormiunt.
The merchant is sleeping.	*The merchants are sleeping.*

Note that in each of these sentences **both** the noun and the verb show the difference between singular and plural.

Stage 10 About the language

About the language 1

1 In this Stage, you have met sentences with ‘we’ and ‘you’:

nōs labōrāmus.	*We work.*	vōs labōrātis.	*You work.*
nōs currimus.	*We run.*	vōs curritis.	*You run.*

Notice that **vōs labōrātis** and **vōs curritis** are **plural** forms. They are used when ‘you’ refers to more than one person.

2 You have now met the whole of the present tense:

(ego)	portō	*I carry, I am carrying*
(tū)	portās	*you (singular) carry, you are carrying*
	portat	*s/he* carries, s/he* is carrying*
(nōs)	portāmus	*we carry, we are carrying*
(vōs)	portātis	*you (plural) carry, you are carrying*
	portant	*they carry, they are carrying*

* ‘it’ and ‘they’ (singular) are also possible for any ‘s/he’ form of the verb.

3 Notice that **nōs** and **vōs** are not strictly necessary, since the endings **-mus** and **-tis** make it clear that ‘we’ and ‘you’ are being spoken about. The Romans generally used **nōs** and **vōs** only for emphasis.

Persons of the verb – Book II Language Information

Persons and endings

1 The forms of the verb which indicate 'I', 'you' (singular) and 'he', 'she', 'it' or 'they' (singular) are known as the **1st**, **2nd** and **3rd person singular**.

The forms which indicate 'we', 'you' (plural) and 'they' (plural) are known as the **1st**, **2nd** and **3rd person plural**.

The following table summarises the Latin verb endings and the English translations which are used to indicate the different persons:

English		Latin verb ending	
		PRESENT IMPERFECT PLUPERFECT	PERFECT
I	1st person singular	**-ō** or **-m**	**-ī**
you	2nd person singular	**-s**	**-istī**
*s/he**	3rd person singular	**-t**	**-it**
we	1st person plural	**-mus**	**-imus**
you	2nd person plural	**-tis**	**-istis**
they	3rd person plural	**-nt**	**-ērunt**

* 'it' and 'they' (singular) are also possible for any 's/he' form of the verb.

Persons of the verb

stages 1-3

Caecilius ad vīllam revenit et triclīnium intrat. Caecilius fīliam vocat. fīlia ad triclīnium venit. Lūcia pictūram intentē

venit comes

Word check

stage 4

"ecce!" inquit Caecilius. "ego cēram habeō. tū ānulum habēs?"

"ego ānulum habeō," respondet Hermogenēs. "ānulus

habet has

ego ... habeō I have ...

Word check

stage 5

Lucriō: euge! āctōrēs adsunt. ego quoque ad theātrum contendō.

(exit Lucriō.)

contendit hurries

contendō hurry, am hurrying

verb: I

Word check

Pompēiānī Actium nōn spectant. omnēs Pompēiānī

spectat looks at, watches

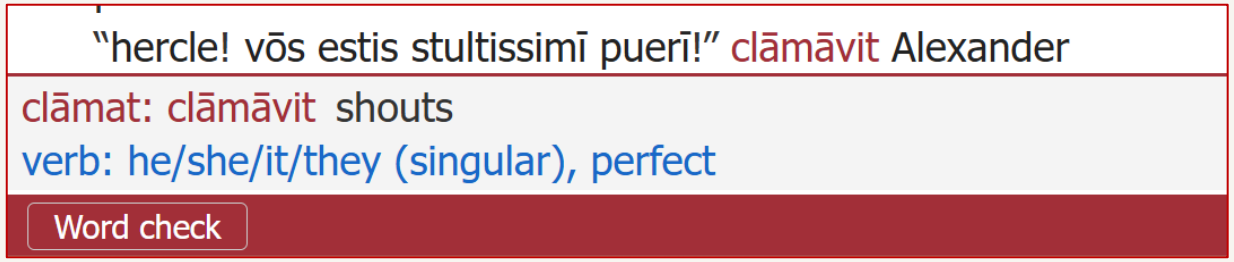
spectant are looking at, are watching

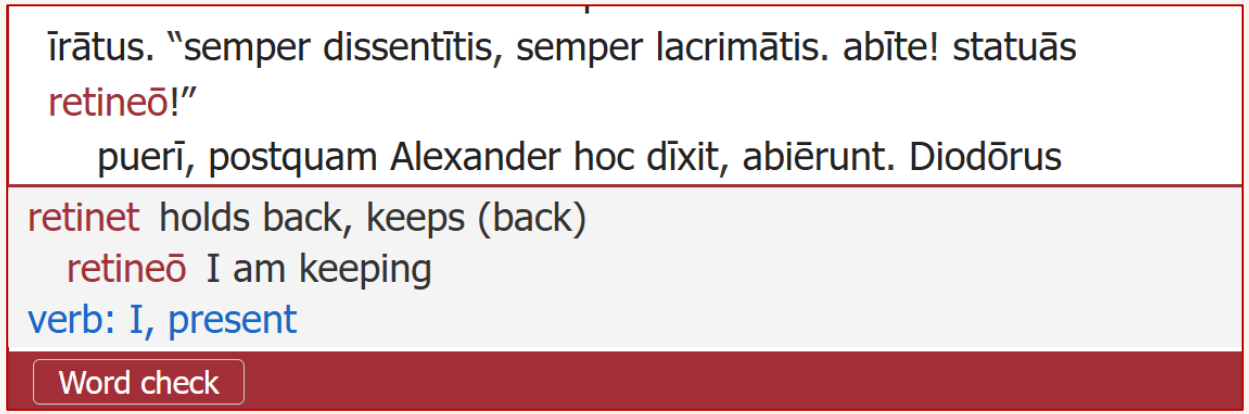
verb: they (plural)

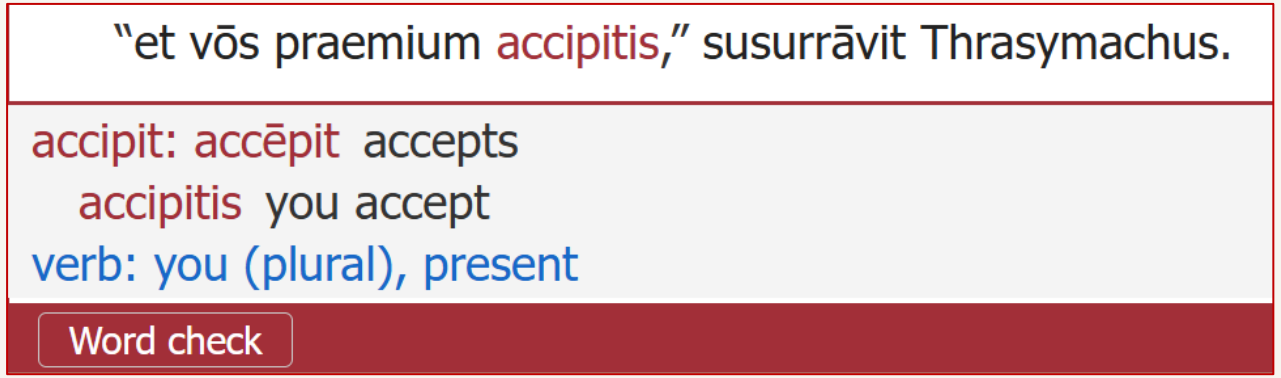
Word check

Persons of the verb

stage 10







Persons of the verb

stage 13

sunt cōnsciī. ego omnibus supplicium iubeō!’

iubeō, iubēre, iussī order
verb: 1st person singular (I) present

Word check

‘pater, tū omnēs servōs convincere nōn potes. ūnus tē vulnerāvit. ūnus igitur est nocēns, cēterī innocentēs.’

possum, posse, potuī can, be able
verb: 2nd person singular (you) present

Word check

stage 21

Salvius: vīta, mī Memor, est plēna rērum difficilium.

faciō, facere, fēcī, factus make, do
verb: 1st person singular perfect

Word check

Prepositional phrases – Stage 11

About the language 2

1 From Stage 1 onwards, you have met phrases of the following kind:

in hortō	**ad** vīllam	**ex** arēnā	**per** viās
in the garden	*to the house*	*out of the arena*	*through the streets*

The words in **bold** are **prepositions**.

2 The prepositions **ad**, **per** and **prope** are used with the accusative case:

ad portum	**per** urbem	**prope** puerōs
to the harbour	*through the town*	*near the boys*

nominative case and **accusative case**: page 123

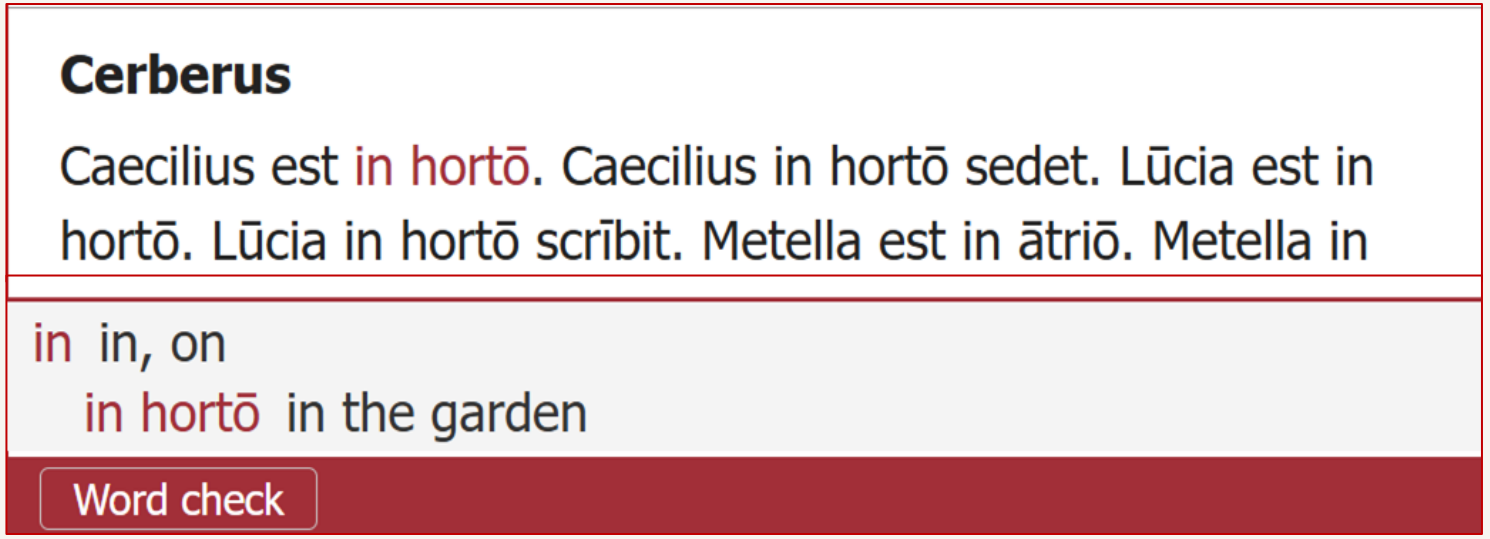
3 The prepositions **cum**, **de**, **ē** and **ex** are used with a different case, known as the ablative:

cum Quīntō	**ē** tabernā	**ex** ātriō	**dē** monte
with Quintus	*out of the shop*	*out of the atrium*	*down from the mountain*

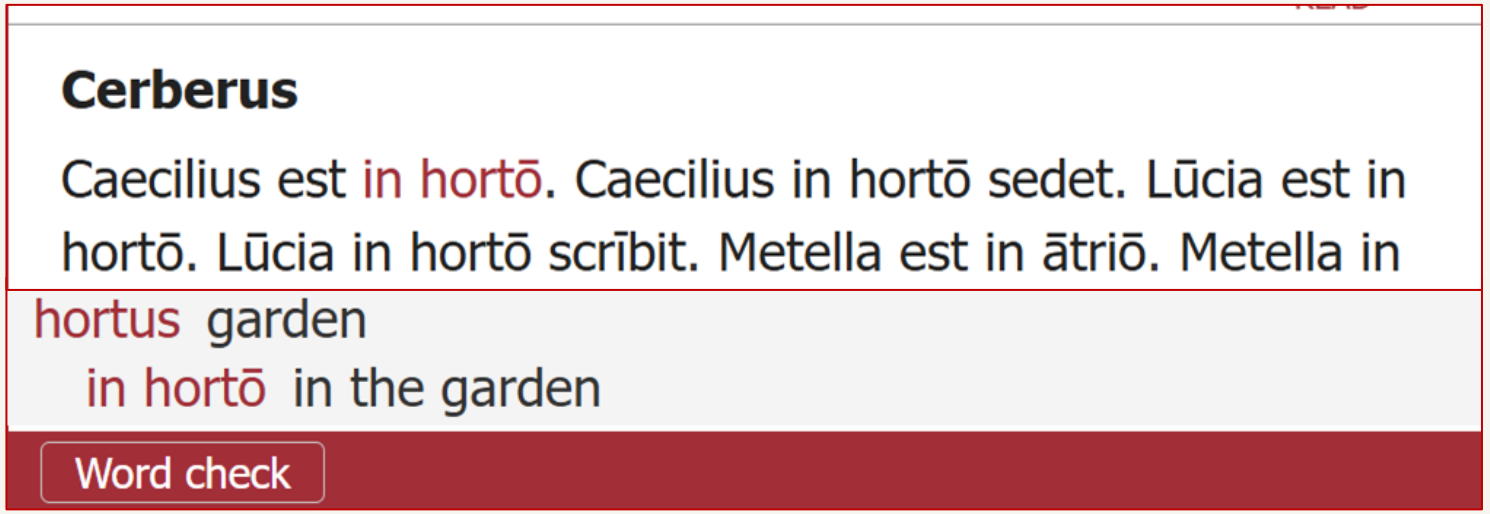
Book I – Stage 11

Prepositional phrases – Stage 1

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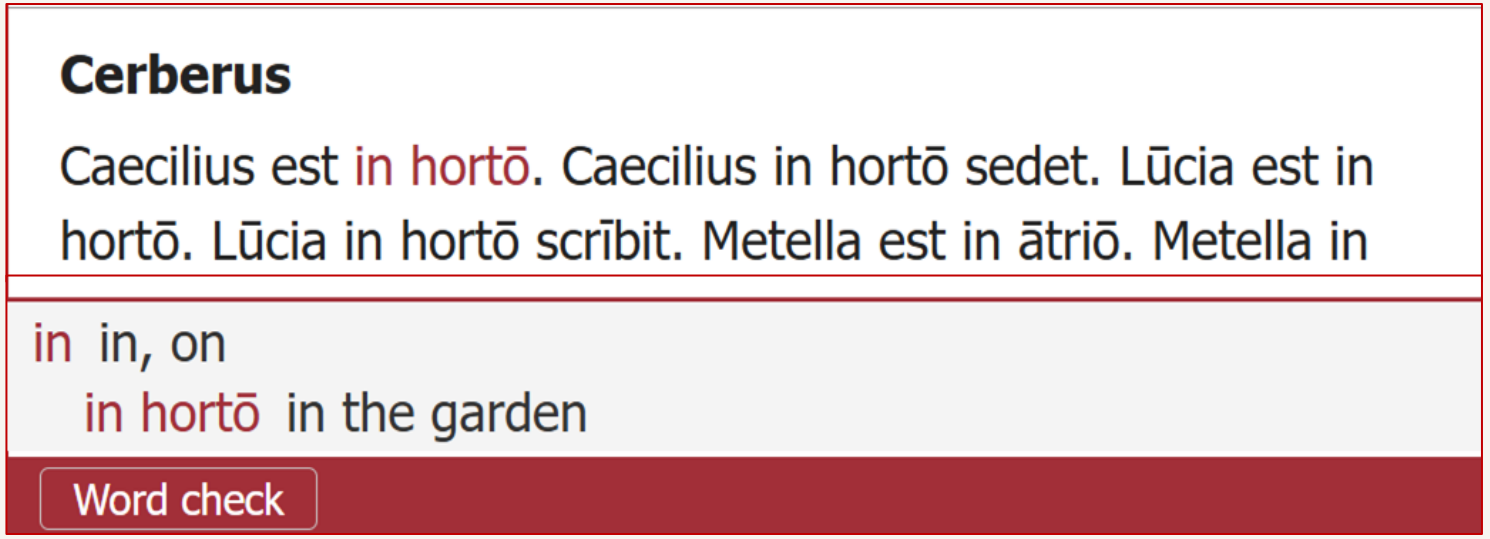


hortō has been clicked

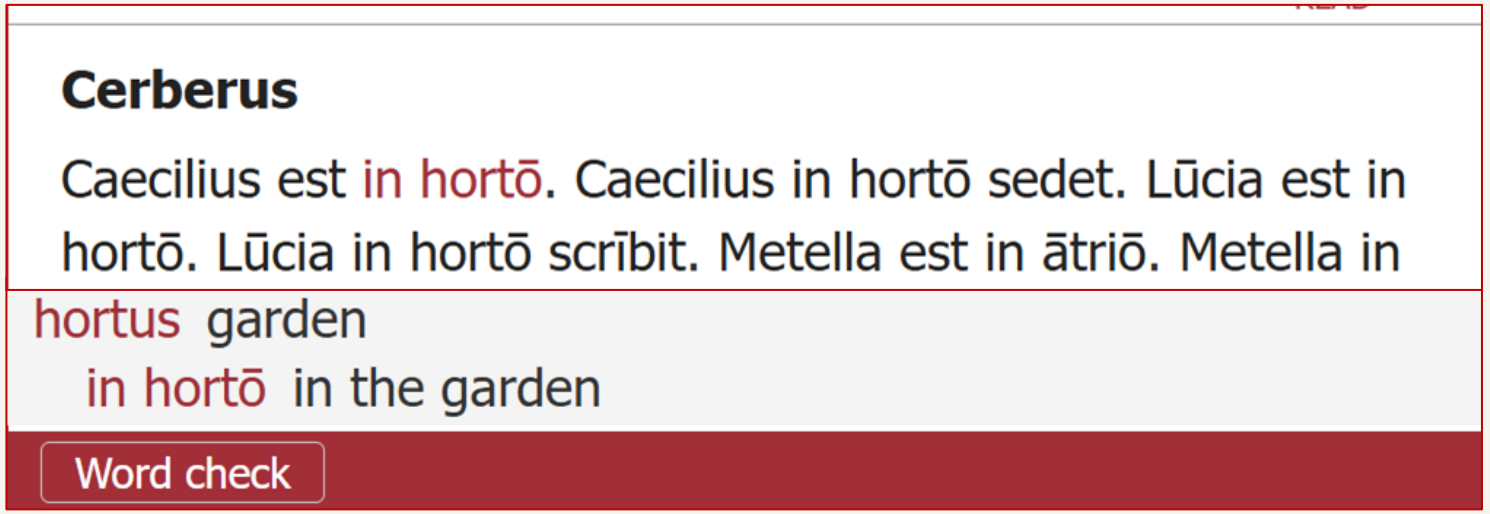


Prepositional phrases – Stage 1

in has been clicked

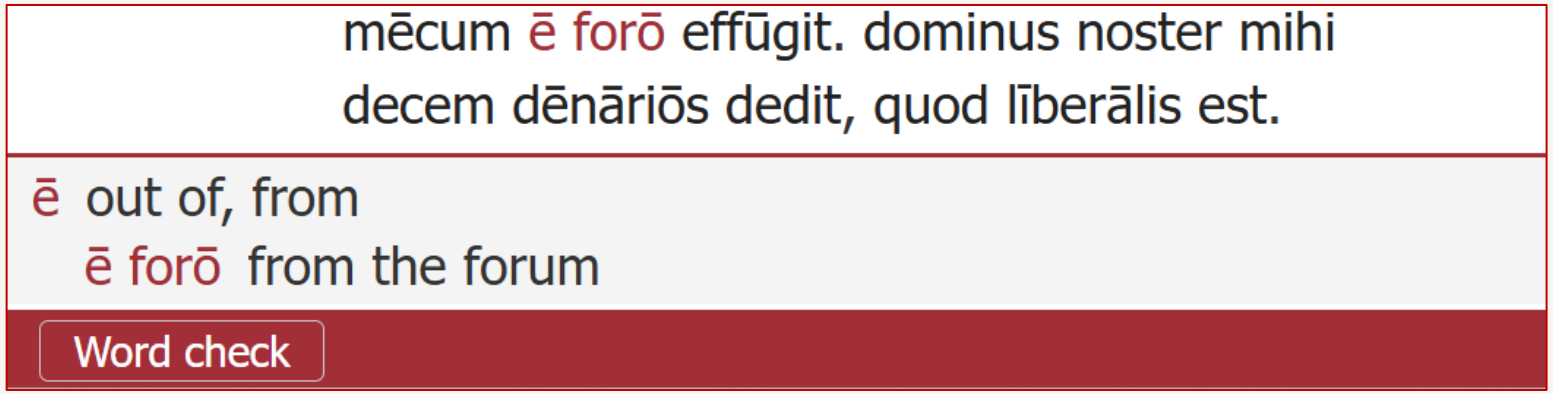


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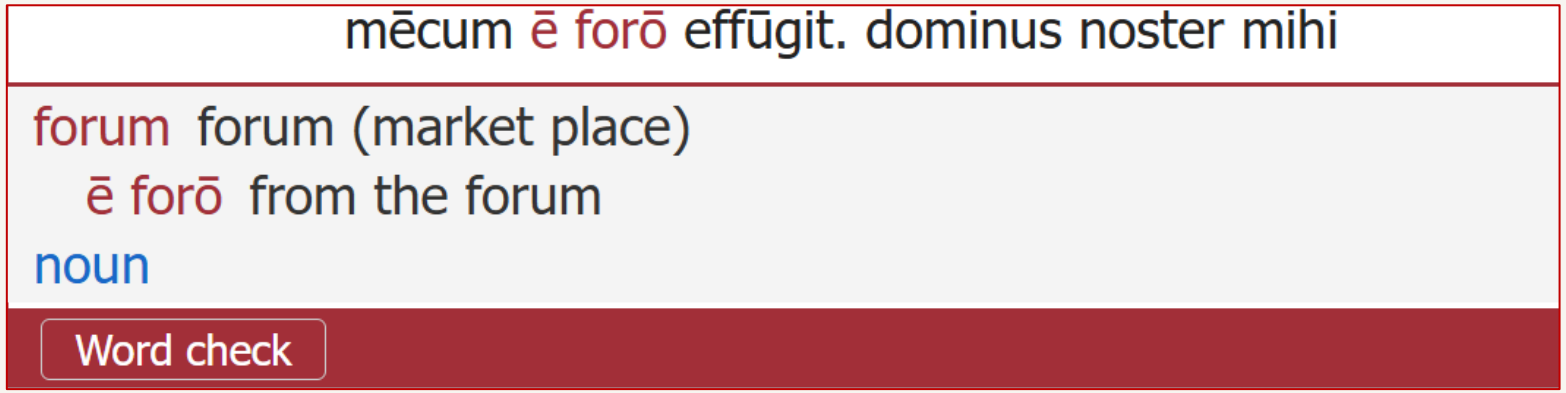


Prepositional phrases – Stage 11

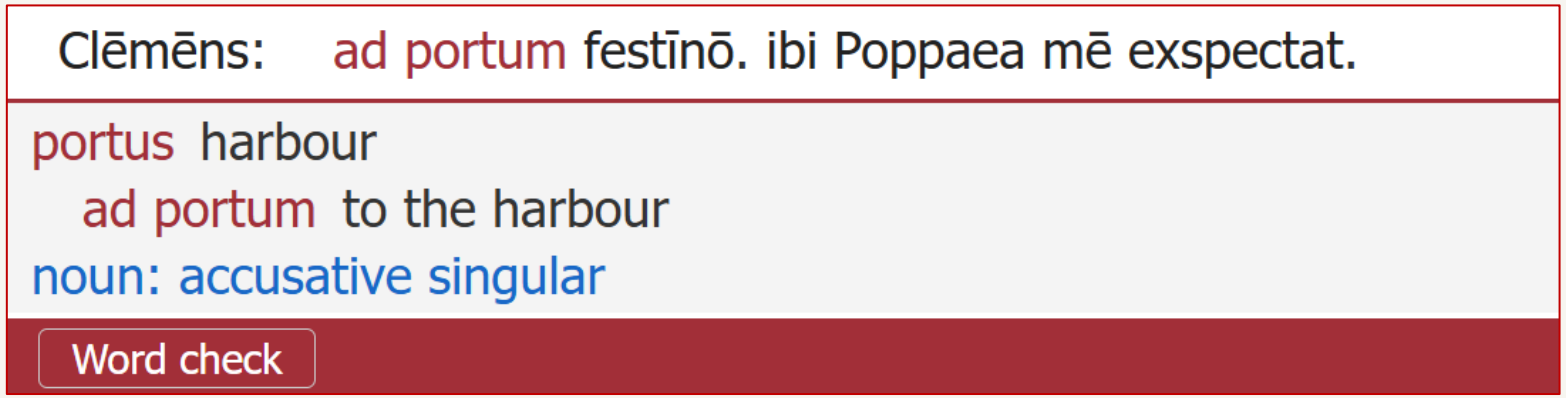
e has been clicked



forō has been clicked



portum has been clicked



Prepositional phrases – Stage 12

ad has been clicked

"nōn intellegō," Caecilius exclāmāvit. "ego Clēmentem ad fundum meum māne mīsī."

ad to, towards, at
ad fundum to the farm
preposition + accusative

Word check

ex has been clicked

"domine, Clēmēns est in ātriō. Clēmēns ex urbe vēnit. Caecilium quaerit," servus Barbillō dīxit.

ex out of, from
ex urbe from the city
preposition + ablative

Word check

urbe has been clicked

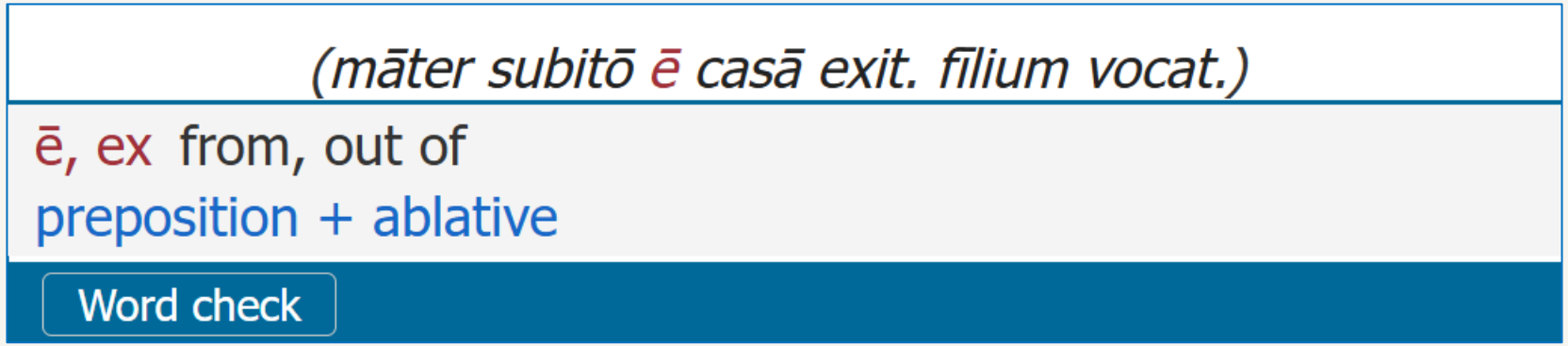
"domine, Clēmēns est in ātriō. Clēmēns ex urbe vēnit. Caecilium quaerit," servus Barbillō dīxit.

urbs: urbem city
ex urbe from the city
noun: ablative singular

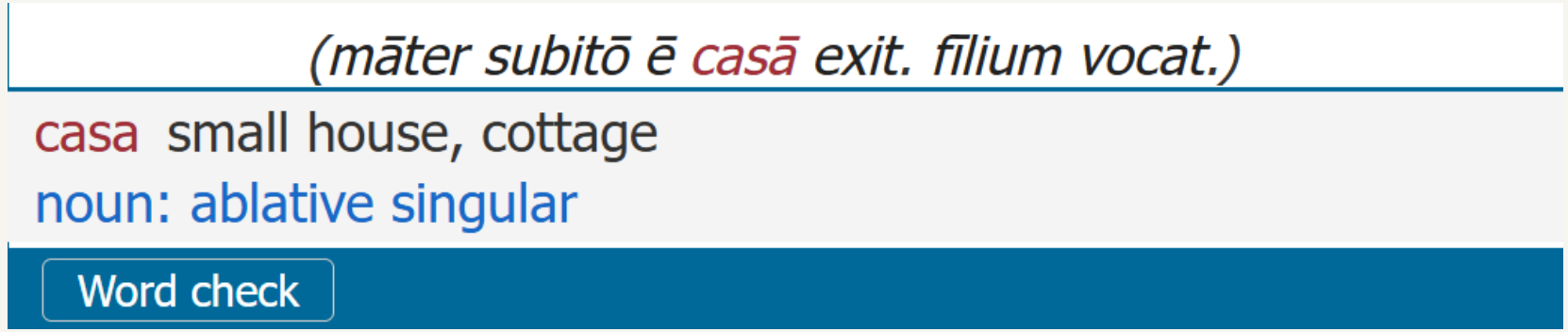
Word check

Prepositional phrases – Stage 13 onward

e has been clicked



casa has been clicked



Prepositional phrases – Stage 14

eās in puteum dēmīsī. ita ad salūtem dēscendī.’

ad to, towards, at

ad salūtem to safety

preposition + accusative

Word check



Explorers supporting the reading method

‘CLC digital activities support [the Reading] approach in three main ways:

1. Scaffolding understanding
2. Complementing explicit explanations
3. Reinforcing prior learning

What more could we do or consider?



Lloyd and Gouldsone, 2025, Branching out with New Editions CUPA Brighter Thinking Blog

What’s next …

