



## French Curriculum: Rationale, Intent, Implementation and Impact

### Rationale

We teach French because:

- All local secondary schools offer French, ensuring smooth transition into KS3.
- Most local primaries also teach French, supporting equity of prior knowledge.
- Early exposure to language learning builds confidence, global awareness and respect for cultural diversity.
- Learning a language strengthens phonics knowledge, grammatical understanding and metacognitive strategies such as using cognates and decoding unfamiliar vocabulary.

### Intent

Our French curriculum aims to ensure pupils:

- Understand and respond to spoken and written French.
- Communicate with increasing confidence, fluency and accuracy.
- Write for a range of purposes using appropriate grammar.
- Develop an appreciation of French language and culture.

Early language foundations from EYFS and KS1—phonics, grammar awareness and vocabulary building—support successful progression into formal French learning in KS2.

### Implementation

- The Kapow French scheme provides a clear, sequenced curriculum.
- A two-year rolling programme supports mixed-age classes and enrichment events.
- Years 3–4 receive 20 minutes of French weekly; Years 5–6 receive one hour fortnightly.



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- Regular, ongoing teaching supports retention and fluency.
- Listening and speaking are prioritised in Years 3–4; reading and writing are developed further from Year 5 onward.
- Pupils use dictionaries to support translation.
- Assessment uses Progression Documents to track attainment.

### Impact

- Pupils can recall and apply previous French learning with accuracy.
- They demonstrate understanding of phonics, vocabulary and grammatical structures.
- Written evidence of progress appears in French books from Year 5.
- Pupils discuss elements of French culture and compare them with British life.
- They apply translation strategies effectively, including using cognates.
- By the end of KS2, pupils develop confidence, enjoyment and motivation for future language learning.