



French Curriculum Impact Statement 2024 -2025

Overall synopsis / developments

In KS2 French, the impact of learning the language includes developing foundational skills in speaking, listening, reading, and writing, as well as an appreciation for French culture and language. Students will gain confidence in their ability to understand and respond to spoken French, construct simple sentences, and begin to appreciate the structure of the language. They will also develop an awareness of French culture and traditions.

Cultural Awareness:

Students will learn about French culture, including traditions, celebrations, food, and landmarks.

They will develop an understanding of the wider world and the value of learning a new language.

They will also be introduced to cognates (words with similar origins in French and English) and near-cognates, which can help them tackle unfamiliar vocabulary.

Overall Impact:

Increased confidence in speaking and understanding French.

A foundation for future language learning in secondary school.

A positive attitude towards learning languages and an appreciation for other cultures.

The ability to use a bilingual dictionary to support their language learning.

An understanding of basic grammar, including masculine and feminine forms and the conjugation of high-frequency verbs.

We cover at least 3 French topics per year (year 4 and 5 complete 4 topics) which follows a good progression for the children to build on, year by year.

Inclusion

We use a wide variety of the available resources to cater our lessons to include all.

Our main aim is to give children the confidence to speak a different language and recognise / recall some key phrases.

The scheme that we use to deliver French (Language Angels) offers a broad selection of resources including songs, videos, pictures and plenty of oral teaching.

Children are given a variety of tasks and challenges to reach the same outcome.

We use any additional adults in the lessons to work with those that may need extra support.

Subject leadership – CPD, Monitoring and Evaluation

Autumn term

- Completed a new action plan for the year ahead.
- Updated the Intent, Implementation and Impact statement.

Highlights / Cultural Capital

Children enjoy using the French in conversations around school. Often during the register / talking to the person that teaches them French.

Pupil Voice (including ambassadors)

- Substantive, Procedural and Disciplinary Knowledge Progression Map was completed.

Spring term

- Completed a subject bid for the year ahead.

Summer

- Completed a book look and had our first French ambassador meeting.

During our French ambassador meeting in Summer 2, the children expressed their enjoyment of learning a new language. They thought the topics we cover are relatable and appropriate, and they can see the progression from year 3 to year 6.

There was an appetite for a day / half a day that we could dedicate towards the subject, to immerse the children more in the culture / food. We will look to implement this during the 2025/26 school year.

Data Overview

Year 3 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Languages	2.2% (2)	2.3% (2)	19.3% (17)	25.0% (22)	52.3% (46)	1.1% (1)	

Year 4 (89 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Languages	2.2% (2)	4.6% (4)	35.6% (31)	16.1% (14)	42.5% (37)	1.1% (1)	

Year 5 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Languages	1.1% (1)		16.9% (15)	28.1% (25)	55.1% (49)		

Year 6 (85 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
Languages	1.2% (1)		13.1% (11)	58.3% (49)	27.4% (23)	1.2% (1)	