Shipham
C of E First School
Inspiring Growth Through Nature and Community



French

Intent, Implementation and Impact statement

Intent

At Shipham First School, our French curriculum is designed to spark joy in language learning and encourage children to become curious, confident, and kind global citizens. In line with our school's vision, we support every child—regardless of background or ability—to develop a lifelong love of learning and an awareness of the wider world.

Through our French curriculum, we aim to:

- **Inspire a Love for Language:** Introduce French in a fun and engaging way, helping children enjoy learning new words, sounds, and cultural traditions.
- **Encourage Communication:** Give pupils the confidence to speak, listen, and join in simple conversations, using French in real and meaningful ways.
- **Explore French Culture:** Help children appreciate the rich traditions, celebrations, and daily life of French-speaking countries, building understanding and respect for different communities.
- **Build Confidence and Curiosity:** Nurture a 'have-a-go' attitude by creating safe opportunities to practise, take risks, and celebrate progress—growing both resilience and enthusiasm.

Implementation

Our approach to teaching French is carefully designed to be accessible, playful, and purposeful for young learners. We focus on building familiarity with the language and laying strong foundations.

• **Bespoke curriculum:** French is compulsory from Year 3, with one lesson a week (45 minutes in most schools, 60 in one), taught by a mix of class teachers and specialists across the Trust. The curriculum is a bespoke, evidence-informed sequence built on the National Curriculum, the Ofsted languages research review (phonics, vocabulary and grammar), ALL primary guidance, EEF guidance and Rosenshine's Principles of Instruction.

• **Lesson structure:** Every lesson opens with phonics (decoding) and transcription (encoding), then retrieval of prior learning, before new content is introduced via focused instruction, guided practice, and independent application - directly mapping onto the Wessex Principles cycle.

• **Assessment:** Formative assessment happens every lesson (circulation, mini-whiteboards, thumbs up/down). Each of the 12 end-of-year assessment statements (one per National Curriculum objective, written for each year, as on the Trust tracker) is judged once a year at a planned checkpoint (HT2, HT4 or HT6), at Developing, Applying or Mastering, using task-specific descriptors. Three phonics progress checks run across the two years.

• **Inclusion:** Every lesson has Class, Adapted and Inclusion work linked to the same objective, with Challenge built into the class work. Adapted is the same work with scaffolding; Inclusion is built around the individual pupil. Pupil-chosen vocabulary (mes mots) supports engagement for every pupil, including disadvantaged pupils and boys.

Impact

We see the impact of our French curriculum through the confidence, enjoyment, and growing global awareness of our pupils.

• **Evidenced, not assumed:** Impact is evaluated through each pupil's level (Developing, Applying, Mastering) for every statement across Year 3 and Year 4, the three phonics progress checks, book scrutiny of dated work, pupil voice and transition evidence.

• **Moderation:** Exemplar work and assessment evidence are kept each term, and a sample of judgements is revisited against the task-specific descriptors, so judgements stay consistent and grounded in the evidence.

• **Ready for the next stage:** By the end of Year 4, pupils have a strong, evidenced foundation in French, a genuine introduction to Year 7 pupils and secondary transition, and - via Tout sur moi - a real, purposeful artefact handed directly to their next teacher.

In summary, French at Shipham First School is about much more than learning a language—it's about building confidence, celebrating curiosity, and helping our pupils see themselves as citizens of a wider, wonderful world.