Introduction

For staff and students at BMS the most important factor underpinning the teaching and learning is keeping the lessons fun, relevant, topic-based, culturally situated and communicative. All students are given the opportunity to visit a country where French is spoken, in all stages of their senior school learning. Students are taught in mixed-ability, broad bands and sets according to their year group and the latest technology is used to enhance the learning experience and give all lessons a modern and up-to-date context. Grammar is delivered across the curriculum in the senior school so the building blocks upon which to base higher level learning are firmly cemented into the process. Students enjoy their lessons, are enthusiastic to go on the trips offered and many students choose to continue with French as their Language GCSE and some to GCE level and university study.

Junior School Year 3 and 4

Junior School pupils are introduced to the language via songs, stories, poetry, games and drama. They learn and practise simple, everyday topic areas such as alphabet, number and colour in a wide variety of contexts. They also enhance and consolidate their understanding from other areas of the curriculum, learning for example how to describe dinosaurs in simple terms, to name parts of the body and to talk about healthy eating. They also find out about the cultural elements of life in a French speaking country via practical activities such as making a carnival mask, creating simple mime activities to accompany the story of the Easter bells, experiencing the traditions accompanying La Fête des Rois etc.

Work in this age group is primarily based around speaking and listening - these skills form our foundations. At this stage, reading and writing tasks are introduced at a simple level, with word searches, crosswords and simple sentence structures supporting their understanding where most appropriate. Each topic area is also supplemented by a French text - usually but not exclusively fiction - and our pupils’ recognition and understanding of the written word is developed with this as a model. It also gives our pupils an opportunity to use their language creatively, creating extra “pages” or “chapters” for the current text.

Junior School Year 5 and 6

Work in these age groups continues with a fundamental speaking and listening base, whilst the written word now becomes a more intrinsic part of their learning. This allows for a greater degree of consolidation and extension and offers more opportunities for independent performance. Simple grammar concepts are introduced and practised. Work continues to embrace cross-curricular areas, with topic areas such as The Earth and Beyond and Les Pays Francophones (supporting Science and Geography) and pupils continue to sing, perform and play games on a regular basis. In Year 6, our pupils begin German and Spanish which allows them an opportunity to develop their general language learning skill base. They are also taught language which will allow them to give opinions and justify them and to express agreement or disagreement with others.
SENIOR SCHOOL YEAR 7 AND 8

In Y7-8 the Studio 1 and 2 courses are supplemented with the interactive Active Teach materials for use with the Interactive Whiteboards in most Modern Languages classrooms. Independent learning is encouraged by using the bespoke Languages websites (Zut!, Linguascoppe, Quizlet) in the Languages Laboratory for one lesson a cycle. The main aim of the Y7-8 curriculum is to encourage enjoyment of the language learning process by using speaking and listening as the main focus for classroom activity. The reading and writing skills are encouraged as much as possible for homework activities. There is an end of year examination in listening, reading, speaking and writing using materials from the Studio 1 and 2 Assessment Packs. Students are invited to go on the cultural and fun trip to either Parc Astérix or Disneyland Paris in the summer term of either Y7 or Y8 to consolidate the learning so far and to enjoy a dynamic French experience together.

SENIOR SCHOOL YEAR 9 TO 11

In Y9 the follow-on Studio 3 is delivered with a far greater focus on teaching grammar and the following tenses are taught and practised: present, past perfect, imperfect, simple future, pure future and conditional tenses. Active Teach and the languages' websites are used for games, embedding the learning and delivering interactive, fun activities. The end of year examinations test all four skills, in preparation for GCSE and are delivered using materials from the Studio3 Assessment Packs.

In Y10-11 the GCSE French Higher for AQA textbook is followed. Regular tests in all skills using both past GCSE tasks and papers every half-term alongside Kerboodle, the on-line interactive course, have been successful ways of delivering a dynamic and up-to-date programme of activities as well as thoroughly preparing students for the examination. The French assistant, works effectively with small groups from all classes in preparation for the controlled oral assessment part of the GCSE and runs the French Support group on Tuesday lunchtimes.

There is a bi-annual linguistic and cultural Trip to Normandy for Y9-11 students and students regularly take part in a French Debating Competition, run at The Perse School, which targets Gifted &Talented pupils particularly in Y10-11.

SIXTH FORM

Y12-13 the co-teachable AQA AS and A Level courses are followed by all students of French using the online website Kerboodle and the Élan Grammar course which embed and develop the students' grammatical knowledge over the two years. All students make excellent progress and take the AS after the first year as their end of year examination. The French language assistant works effectively with individuals and small groups in preparation for the oral assessment part of the AS and A Level examination. The set texts for the cultural topics from 2016 are the novel “L’Étranger” by Albert Camus and the film director Louis Malle’s popular and tragic film “Au revoir les enfants”. There is a bi-annual trip to Paris where students have classes at a language school as well as following a cultural programme and would be expected to speak and interact in French for the whole week. Students regularly study full or part-languages-based degree subjects at university and find jobs in a variety of international sectors using their language skills.
TESTIMONIAL

Chiara Peluso  OBM 2010 - 2012

has recently completed her Economics and Hispanic Studies degree at Nottingham University.

“Choosing to study French and Spanish at A2 Level was an easy decision for me. Many people worry about the difficulties of studying one language, let alone two, but the A2 Level language course at BMS is such that you really develop your spoken, written and oral skills, through learning about cultural aspects related to the country which makes it not only interesting and enjoyable, but also puts you in good stead to study the language at university. For me, one of the most attractive things about learning a language are the opportunities it gives you to travel and immerse yourself in a country’s culture. Furthermore, I have always believed that foreign language skills are a huge asset, and they really differentiate you from other individuals. This drove me to choose to study a degree in Economics with Hispanic Studies at Nottingham University, continuing also with my French studies as an extra-curricular. However, I soon realised that to become fluent in a language, you have to live in the country. This lead me on to the best experience of my education to date; my year abroad in Spain. If you are thinking about taking a year out to go travelling, study a language at university and you can do this as part of your degree. This experience not only nurtures your language skills, but it also develops you as a person and gives you a unique and fascinating topic of conversation, not only with friends, but also with future employers who place great value on this experience. During my year abroad I undertook an internship at the British Chamber of Commerce in Barcelona which then helped me to secure both an internship at PricewaterhouseCoopers (PwC) and Ernst & Young (EY) in London for the summer of 2015. The ability to speak multiple languages really gives you an edge in the business environment due to the relationships you can build with clients overseas. Whilst at PwC, I used my Spanish to translate Goldman Sach’s Annual Report. This skill positively diversified me from the other interns, contributing to the decision to offer me a graduate job in PwC’s Banking and Capital Markets Assurance division in London which started in September 2016.”
**TESTIMONIAL**

**Drew Turner OBM 2009 - 2013**

Drew is currently a Modern Languages' Student at Southampton University studying French, Spanish and Portugese:

“Languages at BMS is an experience and a half. You cannot doubt the support that is on offer in the Department, but the relationships you build with teachers and colleagues alike is what is truly special. My lasting memories of lessons during that time of my BMS career involve painfully loud laughter, a huge surge in self-confidence, and, ultimately, it didn't feel like fruitless hard work. As far as I'm concerned, that's the the winning formula in finding your field of interest.

I was lucky enough to study both French and Spanish up to A2, and went on to study BA Modern Languages (French, Spanish and Portuguese) at the University of Southampton. In fact, I'm writing this from Brazil, where, for my Year Abroad, I'm working full-time as a Community Rugby Coach on the Try Rugby Rio de Janeiro project, on behalf of Premiership Rugby, the British Council, Jaguar Land Rover and SESI.

The beauty of speaking a second language is that it multiplies your options more than any technical qualification can. It's becoming the most sought after skill by employers, and, logically, it's a pretty decent conversation starter, especially if your new acquaintance doesn't speak English.

Don't miss your chance to get involved with something that will springboard you to success.”