

Course description: **Bilingual 10**

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English fluently. We aim to help our CM2 learners by:

- providing opportunities to practise and build on learners' oral English
- developing and extending their literacy (reading and writing) skills
- providing a window into the English-speaking world through literature and culture

To learn more about our approach to bilingualism, you can read our blog article on the subject [here](#).

Approach to Learning

At the British Council, we offer high-quality, effective English teaching to help learners build confidence, become better communicators and prepare for their future, in a safe and inclusive learning environment.

Our teachers are experts in supporting bilingual learners of all ages in their natural use of English. Collaborative activities like debates, projects and role plays are at the heart of our classes, and we draw upon a range of published resources and works of literature to ensure that learners are challenged and inspired. At the primary level, we aim to equip our learners with the skills to read and write independently.

Our syllabus is based upon the UK National Curriculum but adapted around our students' needs. Our courses also focus on the British Council core skills: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Our objectives in Bilingual 10 relate to Years 5 and 6 in the UK National Curriculum. Students began working towards these objectives in Bilingual 9. As a result, not all these topics will be covered in Bilingual 10 alone.

Approach to Assessment

There are no exams, so assessment is continuous. Teachers monitor student work over the course of the year and may set checkpoint tasks for students to complete independently. We communicate with parents in our progress reports and our parent-teacher meetings.

Books

Please make sure you have all the books on the reading list [here](#) before classes begin.

Over the summer, we suggest you do as much reading as possible with your child. Some suggestions for age-appropriate books can be found in our summer reading list on [this page](#).

Learning Objectives

Writing

The writing process

Pupils will write both **fiction** and **non-fiction texts**. These may include science-fiction stories, balanced arguments, poetry and play scripts. Over the year, they may engage in **different aspects of the writing process**, such as planning, drafting, revising, editing and publishing.

Spelling

Pupils will continue to develop an understanding of **word structure** and develop a series of **spelling skills** (e.g. checking spelling and meaning in a dictionary). They will develop their knowledge of **spelling rules** and **phonics** and learn relevant **common exception words** by heart.

Vocabulary, Grammar and Punctuation

Students will consolidate their ability to use **tenses accurately and consistently** to convey meaning, such as using perfect tenses to mark relationships of time and cause. Their language will become **more complex and detailed**, and their use of **punctuation** will support this, such as by using brackets, dashes and commas to indicate parenthesis. Their **vocabulary** will become increasingly varied and rich as they study a range of topics.

Reading

Word Reading

Pupils will **read aloud and alone**, decoding words with increasing fluency and accuracy. They will apply their growing knowledge of **root words, prefixes and suffixes**, both to read aloud and to understand the meaning of new words that they meet.

Comprehension

Students will be exposed to **a range of texts**: fiction (e.g. myths, modern fiction, and books from other cultures and traditions), poetry, plays and non-fiction. They will **engage with texts in various ways** e.g. participate in book discussions and identify themes and conventions. In this way, they will develop **higher-order reading skills** such as drawing inferences, summarising the main ideas and identifying key details.

Speaking and listening

Throughout our Primary Bilingual programme (Bilingual 6-10), students are encouraged to do the following at a level appropriate to their age group:

- speak fluently and automatically with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisation and debates
- participate actively in collaborative conversations, staying on topic and responding to comments
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- use spoken language to develop understanding through hypothesising, imagining and exploring ideas
- select and use appropriate registers for effective communication
- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge