

# Course description: **Bilingual 11**

## Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. We aim to help our 6ème 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 Bilingual Lower Secondary classes (BL11-13) correlate with Key Stage 3 in the UK National Curriculum. In Bilingual 11, students begin working towards the objectives overleaf and will continue this work in BL12 and BL13.

## 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

### Writing skills

Students will begin to **write accurately, fluently, effectively and at length**, for a range of purposes and audiences and using various forms. This may include **essays, stories, scripts, poetry or letters**. They will begin to **summarise and organise material**, using facts to support their arguments, and to **apply their knowledge** of vocabulary, grammar, text structure and literary and rhetorical devices to their writing.

### The writing process

At different points over the year, students will engage in **aspects of the writing process** (planning, drafting, revising, editing and publishing). They will begin to consider how their writing reflects their **intended audiences and purposes**. They will build on their knowledge of grammar, punctuation and spelling from previous years, using this to **amend their writing** to improve coherence and effectiveness.

## Grammar and Vocabulary

Students will consolidate and build on their knowledge of grammar and vocabulary from BL10. They will begin to study the **impact of grammatical features** in texts, drawing on new vocabulary and constructions to achieve effects in their writing and speech. They will grow to know and understand the **differences between spoken and written language**, including differences associated with formal and informal registers and between Standard English and other varieties of English. They will use **Standard English** confidently in their own writing and speech and begin to discuss language with accurate terminology.

## Reading

### Developing an appreciation of reading

Students will read extracts from a **wide range of fiction & non-fiction**, including novels from a range of time periods and of genres, poems & plays. Supported by our Reading Challenge, students will begin to **choose and read books independently** for challenge, interest and enjoyment.

### Understanding increasingly challenging texts independently

Students will learn **new vocabulary**, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries. They will begin to **make inferences** and **refer to evidence** in the text. They will get to know the **purpose, audience and context** of the writing and draw on this knowledge to support comprehension, checking their understanding to make sure that what they have read makes sense.

### Reading critically

Students will grow to know **how language** (e.g. figurative language, vocabulary choice and text structure) **presents meaning**. They will also recognise **a range of poetic conventions** and understand how these have been used. When reading fiction, they will study **setting, plot and characterisation**. They will begin to make comparisons across texts. Students will **study two works of authors in depth**.

## Speaking and listening

Pupils will learn to **speak confidently and effectively**. They will use Standard English confidently in a range of **formal and informal contexts**, such as classroom discussion. They may give short speeches or presentations, expressing their own ideas, and participate in formal debates and structured discussions.

In BL12 and BL13, learners will continue working towards the objectives outlined above.