

Course description: **Bilingual 4**

Approach to Bilingualism

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

- providing opportunities to practise and build on learners' oral English
- developing reading skills by showing how sounds are associated with different letters (phonics)
- reading stories for students to listen and respond to
- providing a window into the English-speaking world through stories, games and songs

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 English teaching to help learners build confidence, become better communicators and prepare for their future in a positive, safe and inclusive learning environment.

Our syllabus is based upon the UK National Curriculum (Early Years Foundation Stage Framework) but adapted around our students' needs. Our teachers use storybooks, songs and chants as a starting point to develop children's social skills, encouraging them to empathise with different characters and develop the values of sharing and tolerance. Discussion work develops students' capacity to understand, recount and respond to the stories, whilst also extending their emergent vocabulary. We make use of various phonics resources, notably the Jolly Phonics programme, to teach the children how to recognise and say the different sounds associated with the letters of English. By the end of the Bilingual Early Years programme, we hope that learners will be beginning to utilise these techniques to read simple words. We also support learners in the development of the motor skills needed for writing.

Above all, we aim to make our classes a fun and engaging environment for our Early Years learners, foregrounding creativity, imagination and play to stimulate their development.

Approach to Assessment

Our teachers assess our Early Years learners' progress informally over the course of the year. 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

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 4, students will have worked towards the following objectives.

Communication, Language and Speaking

- Participating in small group, class and one-to-one discussions offering their own ideas
- Offering explanations for why things might happen with recently introduced vocabulary from stories, non-fiction texts, rhymes and poems when appropriate
- Expressing their ideas and feelings about their experiences using full sentences involving the past, present and future tenses and making use of conjunctions with modelling and support from their teacher
- Offering explanations for why things might happen

Personal, Social and Emotional Development

- Working and playing cooperatively and taking turns with others
- Showing sensitivity to others' needs
- Giving focused attention to what the teacher says, responding appropriately, even when engaged in activities, and showing an ability to follow instructions with several ideas or actions
- Being confident to try new activities and show independence, resilience and perseverance in the face of challenges

Fine Motor Skills and Writing

- Holding a pencil effectively in preparation for fluent writing
- Using small tools (e.g. scissors) and beginning to show accuracy and care when drawing
- Writing recognisable letters, most of which are correctly formed
- Spelling words by identifying sounds in them and representing the sounds with a letter or letters with support

Comprehension

- Demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary with support
- Anticipating, where appropriate, key events in stories
- Using and understanding recently introduced vocabulary during role plays and during discussions about stories, non-fiction texts, rhymes and poems

Word Reading

- Saying a sound for each letter in the alphabet
- Reading words consistent with their phonic knowledge by sound-blending

By the end of Bilingual 4, students will be more familiar with a wide range of books, including fairy stories, myths and legends.