

# Course description: **Bilingual 5**

## Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English fluently. We aim to help our Grande 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, effective English teaching to help learners build confidence, become better communicators and prepare for their future, in a safe and inclusive learning environment.

Our syllabus is based upon the UK National Curriculum and 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 5, students will have begun working towards the following objectives.

## Speaking

- Becoming comfortable using a rich range of vocabulary and language structures to share their ideas.

## Writing, Spelling and Punctuation

- Naming the letters of the alphabet
- Using letter names to distinguish between different spellings of the same sound
- Applying simple spelling rules
- Leaving spaces between words
- Using a capital letter for names of people and places, days of the week and 'I'
- Spelling words containing each of the [40+ phonemes](#) studied
  1. Spelling the days of the week
  2. Spelling some of the following common exception words:

the, a, do, to, today, of, said, says, are, were, was, is, his, has, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our
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## Word Reading

- Beginning to apply phonic knowledge and skills to decode words
- Beginning to respond speedily with the correct sound to graphemes (letters or groups of letters) for [all 40+ phonemes](#), including, where applicable, alternative sounds for graphemes (a letter or a group of letters corresponding to a sound)
- Beginning to read accurately by blending sounds in unfamiliar words

## Comprehension

- Developing pleasure in reading
- Developing their vocabulary and understanding by:
  - listening to and discussing poems, stories and non-fiction at a level beyond that at which they can read independently
  - beginning to link what they read or hear to their own experiences
  - becoming very familiar with key stories, fairy tales and traditional stories, retelling them and considering their particular characteristics
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite some by heart
  - discussing word meanings, linking new meanings to those already known
- Understanding stories they can already read accurately and fluently & those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- Participating in discussions about what is read to them: taking turns and listening to what others say and explaining clearly their own understanding