

Course description: **Bilingual 8**

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English fluently. We aim to help our CE2 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 8 relate to Years 3 and 4 in the UK National Curriculum. Students continue working towards these objectives in Bilingual 9. As a result, not all these topics will be covered in Bilingual 8 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 a series of **fiction** and **non-fiction texts**. These may include traditional tales, reports, poetry and play scripts. Over the year, they will engage in **different aspects of the writing process**: planning, drafting, revising, editing and publishing.

Spelling

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

Vocabulary, Grammar and Punctuation

Students will consolidate their ability to use tenses accurately and consistently, such as contrasting the past simple with other tenses. Their language will become **more complex and cohesive**, and their use of punctuation will support this, e.g. using and punctuating direct speech. Their **vocabulary** will become increasingly varied and rich as they study a range of topics.

Reading

Word Reading

Pupils will learn to decode words with increasing fluency and accuracy. They will apply their knowledge of **word structure** (root words, prefixes and suffixes) to **read aloud and alone**, and understand the meaning of **new words** they meet. They will also read a range of exception words and notice 'unusual' spellings.

Comprehension

Students will be exposed to **a range of texts**: fiction (e.g. fairy stories, myths and legends), poetry, plays, and non-fiction. They will **engage with texts in various ways** e.g. participate in book discussions and retell stories in their own words. In this way, they will develop skills for reading independently and **higher-order reading skills** such as summarising the main ideas and making predictions.

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 conversations, staying on topic and initiating and responding to comments
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- use spoken language to develop understanding through speculating, 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