

Course description

Bilingual Six

Approach to Bilingualism

Our Bilingual Section welcomes students from a wide range of backgrounds who speak English as a first language. We aim to:

- provide opportunities to practise and build on learners' oral English
- develop and extend their literacy (reading and writing)
- provide 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, all in a positive, 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, authentic materials and works of literature to ensure that learners are challenged, engaged and inspired.

Our bilingual courses are designed to reflect the objectives set out in the British National Curriculum. They also focus on the British Council core skills, which we believe are the keys to a successful future: digital literacy, communication and collaboration, creativity and imagination, personal development, citizenship, and critical thinking.

Students are grouped by ability level to help them get the most out of their classes.

Approach to Assessment

Assessment is continuous so there are no exams. Instead, students collect samples of their best work together in a portfolio. This helps their teacher to keep track of students' progress and helps students to reflect upon their own learning. We communicate with parents in our Spring report and during our parent meetings in December.

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 [here](#).

Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 6 students will have worked towards the following objectives.

Writing

- Beginning to write collectively for different purposes (e.g., postcards and stories)
- Beginning to plan what they are going to write as a group by planning or saying it out loud
- Beginning to read aloud what they have written with appropriate intonation to make meaning clear

Spelling and Punctuation

- Beginning to use full stops, capital letters, question marks, commas for lists, and apostrophes
- Beginning to use expanded noun phrases to describe and specify (e.g., the blue butterfly)
- Beginning to use the present and past tenses correctly and consistently
- Beginning to use sentences with different forms (statements, questions, commands, exclamations)
- Learning to segment spoken words into phonemes and representing these by graphemes (a letter or a group of letters corresponding to a sound)
- Spelling many of these graphemes correctly
- Learning new ways of spelling phonemes for which one or more spellings are already known
- Learning some words with each of these spellings
- Learning to spell some more words with contracted forms
- Learning to spell the common exception words below:

door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Word Reading

- Applying phonic knowledge and skills to decode words, with this process becoming automatic and reading becoming fluent as a result
- Reading accurately by blending the sounds in words that contain the graphemes taught
- Reading accurately words of two or more syllables that contain these graphemes
- Reading words containing common suffixes
- Reading further common exception words
- Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension

- Developing pleasure in reading
- Developing their vocabulary and understanding by:
 - listening to, discussing and expressing views about poems, stories and non-fiction at a level beyond that at which they can read independently
 - discussing the sequence of events in books
 - becoming increasingly familiar with stories, fairy stories and traditional tales
 - being introduced to non-fiction texts that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
- Understanding stories, they can already read accurately and fluently and 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
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - 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 and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Speaking

Throughout our primary bilingual programme, 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 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