

Course description

Bilingual Seven

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 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 annual 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 7, students will have begun working towards the following objectives.

Writing

- Planning their writing by studying a model to learn from its structure, vocabulary and grammar
- Creating settings, characters and plots
- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proof reading for spelling and punctuation errors
- Reading aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Spelling

- Using some prefixes and suffixes (see textbooks)
- Spelling a limited number of homophones (e.g., knight / night; sun / son)
- Placing the possessive apostrophe accurately
- Using the first two or three letters of a word to check its spelling in a dictionary
- Writing from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
- Spelling some of the words below that are often misspelt

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women
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Vocabulary, Grammar and Punctuation

- Using the past simple correctly
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using and punctuating direct speech
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if' and 'because'

Word Reading

- Applying their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet
- Reading a range of exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

- Listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference texts
- Reading texts that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of books
- Becoming more familiar with a wide range of texts, including fairy stories, myths and legends, and practising retelling some of these orally

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