

# Exploring Our First-Semester Primary Literature Books

November 2021

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# Session Aims

1. Why use readers
2. Overview of our readers
3. How you can support your child's learning

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# Why we use readers

## 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

<https://www.britishcouncil.fr/blog/our-approach-bilingualism>

www.britishcouncil.fr



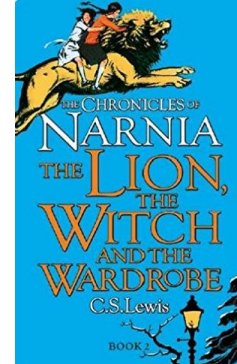
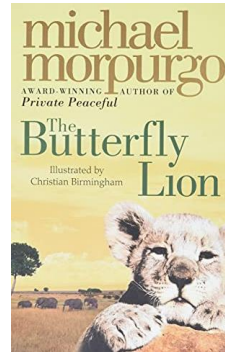
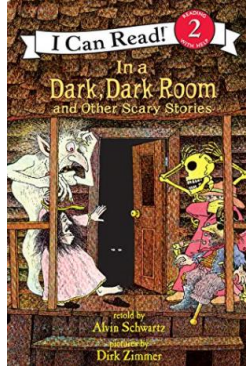
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# Core Skills

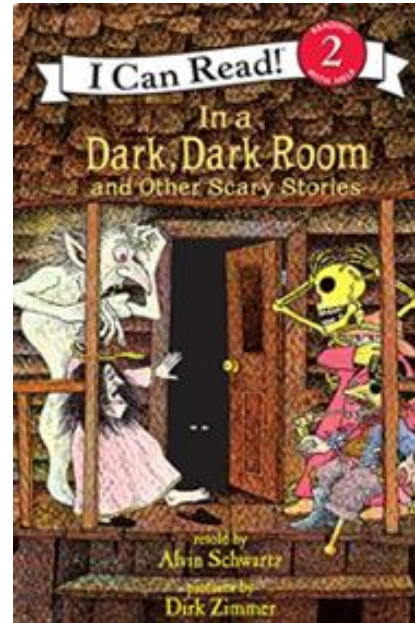
- digital literacy
- communication and collaboration
- creativity and imagination
- personal development
- citizenship
- critical thinking

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# Overview of Our Readers



# Bilingual 6



<https://study-uk.britishcouncil.org>

# 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

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# Bilingual 7

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<https://study-uk.britishcouncil.org>

## 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

### 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

# Bilingual 8



<https://study-uk.britishcouncil.org>

## Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 8, students will have worked 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
- Organising paragraphs around a theme
- Using headings and subheadings as appropriate in non-fiction writing
- 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 a range of prefixes and suffixes (see textbooks)
- Spelling the following homophones:

accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

- Placing the possessive apostrophe accurately in words with regular plurals (e.g., girls', boys') and in words with irregular plurals (e.g., children's)
- 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

### Vocabulary, Grammar and Punctuation

- Using the past simple correctly
- Using the present perfect and past perfect forms of verbs in contrast to the past simple tense
- 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', 'because' and 'although'

### 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

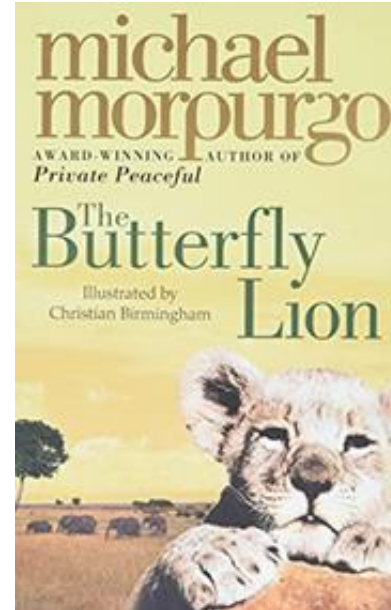
- Listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference texts
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Identifying themes and conventions in a wide range of texts
- 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

# Bilingual 9



<https://study-uk.britishcouncil.org>

# Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 9, students will have begun working towards the following objectives.

## Writing

- Planning their writing with some awareness of audience and purpose
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using further organisational and structural devices to guide the reader (headings, underlining)
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement
- Distinguishing between the language of speech and writing, choosing the best register
- Proof-reading for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

## Spelling

- Using a wider range of prefixes and suffixes (see textbooks)
- Spelling some words with 'silent' letters (e.g., knight, solemn)
- Distinguishing between more homophones (e.g., where and wear) and between other confusing words
- Using dictionaries to check the spelling and meaning of words using the first three letters
- Using a thesaurus
- Spelling some of the words below that are often misspelt:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

## Vocabulary, Grammar and Punctuation

- Consolidating the correct use of the past simple
- Consolidating the correct use of perfect forms of verbs to mark relationships of time and cause
- Recognising vocabulary and structures appropriate to formal speech and writing
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using brackets, dashes or commas to indicate parenthesis

## Word Reading

- Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet

## Comprehension

- Reading more extracts of texts that are structured in different ways
- Reading for a range of purposes
- Increasing their familiarity with a wide range of stories, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

## Speaking

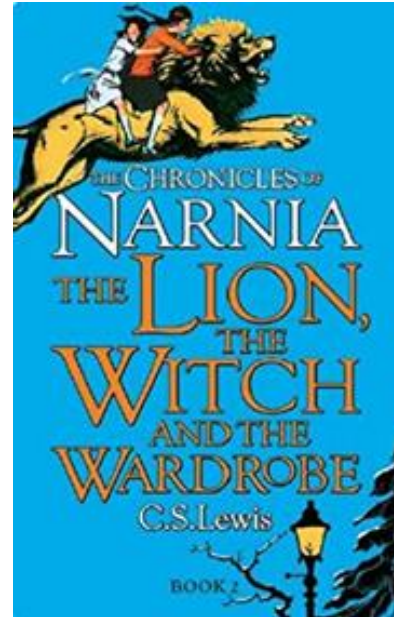
Throughout our primary bilingual programme, students are encouraged to do the following at a level appropriate to their age group:

- speak fluently and automatically with an increasing command of Standard English
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- 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
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- select and use appropriate registers for effective communication
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# Bilingual 10

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<https://study-uk.britishcouncil.org>

# Learning Objectives

Our teachers are experts who tailor their teaching to the specific needs of their students. In general, by the end of Bilingual 10, students will have worked towards the following objectives.

## Writing

- Planning their writing with an awareness of audience and purpose
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Building cohesion within and across paragraphs
- Using further organisational and structural devices to guide the reader (headings, underlining)
- Ensuring the consistent and correct use of tense throughout a piece of writing
- Ensuring correct subject and verb agreement
- Distinguishing between the language of speech and writing by choosing the best register
- Proof-reading for spelling and punctuation errors
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

## Spelling

- Using a wider range of prefixes and suffixes (see textbooks)
- Spelling some words with 'silent' letters (e.g. knock, Wednesday)
- Distinguishing between more homophones (e.g. where and wear) and between other confusing words
- Using dictionaries to check the spelling and meaning of words using the first three letters
- Using a thesaurus
- Spelling the words below that are often misspelt:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

## Vocabulary, Grammar and Punctuation

- Using the past simple correctly
- Using the perfect form of verbs to mark relationships of time and cause
- Recognising vocabulary and structures appropriate to formal speech and writing
- Using passive verbs to affect the presentation of information in a sentence
- Using expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Using commas to clarify meaning or avoid ambiguity in writing
- Using hyphens to avoid ambiguity
- Using semi-colons, colons or dashes to mark boundaries between independent clauses
- Using a colon to introduce a list
- Punctuating bullet points consistently

## 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

## Comprehension

- Reading more extracts of texts that are structured in different ways
- Reading for a range of purposes
- Continuing to increase their familiarity with a wide range of stories, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

## 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
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# How you can support your child's learning

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- Supporting learners with their reading and understanding:

- ✓ Share the effort
- ✓ Encourage 'collaborative talk'
- ✓ Encourage prediction
- ✓ Foster effective reading strategies
- ✓ Lower affective filter
- ✓ Make reading active and fun
- ✓ Ritualised language: explore sounds, rhymes, rhythm
- ✓ Record and review vocabulary

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- Take an interest in their books:
    - ✓ Ask questions about themes and characters
    - ✓ Ask to see their learning portfolios regularly
    - ✓ Encourage imaginative play around the books
    - ✓ Follow up with extra reading and films
    - ✓ Encourage them to take part in the Reading Challenge

# Reading Lists

[www.carnegiegreenaway.org.uk](http://www.carnegiegreenaway.org.uk)

[www.ckg.org.uk/shadowing](http://www.ckg.org.uk/shadowing)

[www.youngculturalcreators.com](http://www.youngculturalcreators.com)

[www.puffin.co.uk](http://www.puffin.co.uk)

<http://www.booktrust.org.uk/books/children/>

[www.britishcouncil.org/home/arts/arts-literature-bibliographies-tbooks.htm](http://www.britishcouncil.org/home/arts/arts-literature-bibliographies-tbooks.htm)

[www.storiesfromtheweb.org/sfwhomepage.htm](http://www.storiesfromtheweb.org/sfwhomepage.htm)

[www.randomhouse.co.uk](http://www.randomhouse.co.uk)

[www.dk.com](http://www.dk.com)

[www.balzac-apesa.org](http://www.balzac-apesa.org)

[www.britishcouncil.fr](http://www.britishcouncil.fr)

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# Thoughts



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# Thank you!

<http://bit.ly/LoveBCFrance>