
Chief Inspector's Bulletin 2026-2027

English in Junior High and High School

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Introduction

Dear English Teachers,

It is my privilege to present you with my first Chief Inspector's Bulletin as Chief Inspector for Junior High and High School English at the Ministry of Education.

This past school year was not an easy one. The conditions for learning were not something all of our students could count on, and many of you, as teachers, as educators, as human beings, showed extraordinary resilience, creativity, and care in continuing to teach meaningfully under challenging circumstances. I am deeply grateful for your dedication, and I do not take it for granted. For our students, too, feeling safe, supported, and a sense of belonging in the classroom is not just nice to have; it is a prerequisite for learning.

As we look ahead to the 2026–2027 school year, I am filled with a sense of purpose and possibility. The programs, initiatives, and resources you will find in this Bulletin reflect a shared commitment to high-quality, meaningful English learning for all students, across all sectors, all levels, and all backgrounds. Curriculum 2020 provides the shared framework that guides all of our work, from the classroom to the inspectorate level, and this Bulletin reflects its principles and priorities.

Our shared focus in the coming year will be on creating active, meaningful learning experiences for all students: engaging with real-life tasks, communicating authentically, and developing as language users. Closing gaps, developing literacy, and ensuring that every student has a genuine pathway to progress remain at the heart of our work, and none of this is possible without teachers continuing to develop their own practice.

This Bulletin brings together the most important information for the coming year, covering the English Portal, professional learning, programs, Bagrut updates, and new publications. I hope you will find it a useful resource.

The English Inspectorate is here to support you, and we look forward to continuing to work together in the year ahead.

Teaching English is important work. It opens doors for students that would otherwise remain closed. Thank you for your commitment to your students and to the profession.

Wishing you a successful and meaningful school year,

Bari Nirenberg
Chief Inspector for Junior High and High School English

Staying Up to Date

Staying up to date with the latest information, resources, and developments in the field is part of every English teacher's professional responsibility. Below you will find the key channels through which the English Inspectorate communicates with teachers, shares updates, and builds community.

English Portal

The [English Inspectorate site](#) is where English teachers can find all the official documents and most updated information. It is important that all English teachers are familiar with the site and the information available. We recommend visiting the site regularly.

Inspectors and National Counselors

Contact information for English inspectors in the districts can be found [here](#).

The list of national counselors, including their areas of responsibility and contact information, is [here](#).

Facebook English Teaching Community

Our Facebook group - [English Teaching Community in Israel](#) - is constantly growing and now has 19,000 members from all over the world sharing ideas, asking questions, and getting answers! On Thursdays, I answer questions from teachers in the Thursday with the Chief thread. If you have a Facebook account, now is the time to join us!

National WhatsApp Announcement Group for Junior High and High School Teachers

Do you want to receive updates in real time? Join the [WhatsApp community](#) for junior high and high school teachers.

Professional Learning

Ongoing professional learning is at the heart of effective teaching. The English Inspectorate is committed to providing teachers with a range of opportunities to develop their practice, deepen their knowledge, and connect with colleagues across the country.

In-Service Courses

The English Inspectorate offers many courses and professional learning communities (PLCs) for teachers, both face-to-face and online via your local pisga, or via a provider such as Matach, Lnet and others. Courses are advertised on the WhatsApp announcement group and through inspectors in the districts.

Customize your learning experience with [Kaveret](#) Mix & Match! Build your own 30-hour program by selecting from a variety of English courses.

ETAI

[ETAI](#) is a voluntary, grassroots organization dedicated to the professional development of English teachers across all sectors and levels of education in Israel. Through local events, regional and national conferences, and its journal The ETAI Forum, it offers teachers professional support, resources, and a community of practice built on shared expertise and mutual encouragement. Affiliated with both IATEFL and TESOL, and working in close cooperation with the Ministry of Education Inspectorate, ETAI connects Israeli English teachers to the broader global profession, keeping them current with the latest research, methodologies, and technology, and promoting excellence in English teaching across the country.

ESRA Teacher Chat

ESRA Teacher Chat is part of ESRA's English Tutoring Program (ETP). It offers non-native speaking English teachers who would like to enhance their English proficiency the opportunity to practice English for free. We hope to be able to offer both a gmul track and a non-gmul track in the coming school year, as we had this year. Take advantage of this wonderful opportunity to improve your English! Details will be available at the beginning of the school year.

Reading and Literacy

Learning English is a journey that begins with building foundational skills and develops through the junior high and high school years toward communicative competence, academic language use, and independent learning. Literacy encompasses more than reading. Writing, too, is a fundamental tool for thinking, learning, and communication, and developing strong writing skills is an integral part of every student's language journey. The resources in this section support students along that journey, ensuring that no student is left behind. For guidance on teaching writing across all levels, see Teaching Writing: A Guidebook in the Programs and Resources section.

Struggling Students

Teaching reading skills to students who are still struggling in junior high can be challenging. On the [Enhancing Literacy](#) page, you can find a link to the English Plus booklet that can help you empower students on their language literacy journey, fostering improved academic achievement. In addition, there are links to the Building Blocks site and other resources to help you create good readers.

Extensive Reading

Extensive reading, also called reading for pleasure, means reading self-selected, level-appropriate texts for enjoyment and general meaning, typically in the form of books: graded readers, digital books, and, for stronger readers, authentic texts in English.

The research base for extensive reading is robust and consistent. Regular reading in English leads to significant gains in vocabulary, reading fluency, writing skills, and overall language proficiency. Beyond these language gains, reading for pleasure builds confidence, empathy, and critical thinking. OECD data show that students who read for enjoyment consistently outperform their peers across all academic measures, and that reading engagement is one of the most powerful ways to close gaps linked to socio-economic background and gender.

It is therefore expected that students read books throughout their junior high and high school years as an integral part of their English studies. Teachers are encouraged to dedicate class time to reading. Even 10 to 15 minutes per lesson, amounting to at least 20 minutes per week, can make a meaningful difference. When students are given choice, access to appropriate materials, and the time and space to read, they become readers. And readers become stronger language learners. You can find ideas for helping students become fluent readers through extensive reading in the Ministry of Education publication, [Reading for Pleasure: A Practical Guide](#).

Teaching Creative Texts in Junior High

Creative texts, which include poems, stories, songs, and more, are an important and often underused resource in the junior high English classroom. They are not just enjoyable; they are powerful vehicles for language acquisition. Unlike non-fictional texts, they invite personal response, emotional engagement, and imaginative exploration. Because there is rarely a single right answer, they create a classroom environment where students feel free to participate, experiment with language, and take risks. At the same time, they offer the same opportunities for vocabulary and grammar learning as any other text type. In short, creative texts are not an add-on to the English classroom; they belong at its heart.

For more information on creative texts and how to incorporate them into your teaching, see [Teaching Creative Texts](#) on the English portal.

Assessment

Assessment is an integral part of the teaching and learning process, encompassing both formative assessment, which informs day-to-day teaching, and summative assessment, which measures student achievement at key points. The tools and information below are designed to help teachers better understand their students' abilities, track progress, and plan their teaching accordingly.

RAMA Internal Assessment Tools

RAMA and the Pedagogical Secretariat are proud to present internal assessment tools for junior high.

On [this page](#), you can find the ACE-7 diagnostic tool, the ASK kit for assessing speaking and more.

[Here](#) you can find AI tools for assessing written and spoken reception, written production and reading fluency.

These tools allow for quick reporting on student status in Hebrew, Arabic, and English, including recommendations for action. Use them to get to know your students' abilities, enhance your teaching, and plan accordingly.

Tnufa

The external Tnufa exam for 9th grade will take place on Tuesday, January 26, 2027.

Programs and Resources

The English Inspectorate offers a wide range of programs and resources to support meaningful English learning across all levels and sectors. The programs below provide structured frameworks for enriching the English classroom, while the resources offer practical tools and materials to support teachers in their day-to-day work.

Programs

720

We are pleased to announce the expansion of Program 720 to additional junior high schools beginning next school year. Developed by the Ministry of Education's Administration of Innovation and Technology, Program 720 is built on the principle of personalization: one shared class goal, one unique learning path for every student. Using a combination of advanced pedagogy and AI-based technology, the program maps each student's preferences, pace, and learning style, and generates a personalized route to help them reach the class target. English has been part of the program from the very beginning, recognizing that language learning is deeply personal. Whether a student thrives through visual content, audio input, independent work, or collaborative tasks, the program adapts accordingly. Following a pilot in schools across the country, Program 720 is now expanding to junior high schools nationwide.

Dig Into Digital

The English Inspectorate offers digital courses on the Moodle platform. These courses provide teachers and students with ready content and tasks that facilitate independent learning with automated instant feedback as well as teacher feedback.

[Dig Into Digital courses for junior high](#) include It's Our Climate, Let's Talk (two courses), and English for Hi-Tech.

[Dig Into Digital for high school](#) includes courses for each of the modules and also speaking courses and Ladders courses.

Debate

Debate enables your students to practice English in an active, effective, and engaging manner, while developing critical thinking and expressive language skills. Schools that participate in the national debate program can purchase extra hours via the Gefen system for the teachers leading the program in their schools. These teachers will be able to train the debate team, practice debate skills, and prepare their 8th and 9th graders for competitions or debate workshops. Further information and registration details will be sent by your regional inspector. We look forward to seeing many schools participating.

The Amal Network, with the support of the U.S. Embassy, has created a [Debate Handbook](#) to assist teachers who are interested in integrating debate activities in their classrooms.

Academization

Now entering its second year, this exciting program offers 5-point English students in 12th grade the opportunity to take academic English language courses in partnership with the Open University, taught in school classrooms by specially trained teachers. The courses replace the G module in the English Bagrut, with an additional 10 bonus points added to the academic grade. Students gain a genuine taste of university-level study, strengthening all four language skills and opening a pathway to higher education, all at no cost to them or their families.

See the [portal](#) for more information.

One2One

One2One is a joint venture between the government of Israel and Enter: The Jewish Peoplehood Alliance. We invite you to a unique cross-border project that will take place in the coming school year (2026-27). Within the suggested framework, Israeli high school students and their peers in the diaspora will have the opportunity to participate in a series of meaningful online meetings. These encounters will encourage the Israeli students to practice their English in an authentic environment and build connections with peers abroad.

For more information and to register, click [here](#).

Interdisciplinary Programs

Financial Management in English and Geo-English are interdisciplinary programs for junior high and high school students, integrating content with English language learning. A wealth of materials can be found [on the portal](#).

Resources

Writing Guidebook

Writing is one of the most important skills we can develop in our students, with implications that reach far beyond the English classroom, into academic success, professional life, and self-expression. The English Inspectorate is pleased to announce the publication of Teaching Writing: A Guidebook, developed with the guidance of renowned ELT expert Professor Penny Ur. The guidebook spans all levels of English language learning, from pre-A1 through B2, and offers practical support for teaching writing across a wide range of genres and text types. It includes guidance on the writing process, spelling and punctuation, assessment tools such as checklists and rubrics, and creative writing forms. Whether you teach junior high or high school, beginner or advanced learners, this guidebook has something for you. It is available [on the portal](#).

Google Gems

The English Inspectorate is working in collaboration with Google to develop a set of AI-powered tools for teachers and for students, known as Gems, designed specifically for the English classroom. The English Inspectorate hopes to have some of these available for you by the beginning of the school year, and we look forward to sharing them with you soon. Stay tuned for updates via the WhatsApp announcement group and the portal.

Textbooks

You must use only approved textbooks in all of your classes. Module practice books are for enrichment and are not approved textbooks. You can find the list of approved books for junior high and high school [here](#). Note that this list also includes supplementary material, which can be used in addition to an approved textbook.

Bagrut Updates

The Bagrut remains an important milestone in every student's English language journey. The following updates are intended to ensure that all teachers are informed of the latest requirements, regulations, and changes for the coming school year.

Literature

The previous school year marked the end of the transition to the newly aligned literature program for Bagrut as outlined in [The Aligned Literature Handbook for 3, 4 and 5 Points](#). All teachers must teach literary texts according to the updated program requirements. In addition, the internal exam option is available only for students in 12th grade and will not be available to anyone after the 2026-2027 school year.

All students in all grades must learn the full literature program:

Module	Requirements
Module B (16383)	2 short stories 1 poem 2 book reports
Module D (16483)	3 short stories 3 poems 4 book reports
Module F (16583)	1 play or novel 3 short stories 2 poems 4 book reports

COBE

Please note the **new regulations** regarding the marking of the 4- and 5-point COBE. Students are required to answer at least one of the questions in Part C of the exam (the clip). If there is no recording for either question in this section or if the recording is completely empty, the student will not be eligible for a grade on the exam.

Gifted Students

As of the 2026-2027 school year, gifted students who are recognized by the Department for Talented and Gifted Students can take the 5-point COBE starting in the winter of 11th grade. Note that permission will not be granted for students to be tested on the COBE before 11th grade.

Mikud

The learning focus (mikud) takes into account the academic challenges faced by students in recent years, together with the desire to maintain the standard and quality of the Bagrut certificate.

The Pedagogical Secretariat has decided that students taking Bagrut exams in the 2026–2027 school year in both the winter and the summer will be tested according to the [mikud published in September 2025](#).

For students taking exams in the 2027–2028 academic year and beyond, there will no longer be mikud.