



Cambridge Assessment
International Education

Curriculum Framework
Cambridge Primary
English as a Second Language 0837



Why choose Cambridge?

Cambridge Assessment International Education prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock learners' potential.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for learners to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with an international education from Cambridge International.

Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at www.cambridgeinternational.org/ISO9001



Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

Introduction.....	2
Stage 1.....	4
Reading	4
Writing	4
Use of English	4
Listening	5
Speaking	5
Stage 2.....	6
Reading	6
Writing	6
Use of English	6
Listening	7
Stage 3.....	9
Reading	9
Writing	9
Use of English	9
Listening	11
Speaking	11
Stage 4.....	12
Reading	12
Writing	12
Use of English	13
Listening	14
Speaking	14
Stage 5.....	15
Reading	15
Writing	15
Use of English	16
Listening	17
Speaking	17
Stage 6.....	18
Reading	18
Writing	18
Use of English	19
Listening	20
Speaking	20

Introduction

Welcome to the Cambridge Primary English as a Second Language Curriculum Framework.

These frameworks provide a comprehensive set of progressive learning objectives for learners of English as a Second Language. They are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners *should be able to do* in English. This framing of learning objectives as a progressive *can-do* sequence should encourage the use of learning-centred, activity-based approaches by teachers in the implementation of the curriculum frameworks.

Learner progression in each strand within the curriculum frameworks is mapped in terms of the common reference levels in the CEFR.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

An indication of the level learners are expected to achieve at the end of each year group is given below. The use of *low*, *mid* and *high* categories reflects the fact that progression across CEFR levels may typically take two or three years in each strand.

	Stage					
	1	2	3	4	5	6
Reading CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Writing CEFR level	working towards A1	Low A1	High A1	Low A2	Mid A2	High A2
Use of English CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Listening CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1
Speaking CEFR level	Low A1	High A1	Low A2	Mid A2	High A2	Low B1

It is envisaged that learners will progress in terms of the CEFR across the Speaking, Listening and Use of English strands in the curriculum at a marginally faster pace. The main reason for this is the primacy of modified oral input in early years second language teaching where learners may not have sufficient literacy skills in their own language to develop English through reading and writing. This can be further complicated for learners whose first languages are non-Roman script languages – involving the mapping of new foreign sounds to equally foreign symbols. Although such early literacy considerations may vary within different learning contexts, what remains constant in the pedagogic approach within the curriculum framework is that the teacher's use of structured talk will be the key facilitating factor in supporting early primary learning and that all learning in the classroom will be characterised by high-quality interaction in which the teacher seeks to encourage the active use of English by learners in completing all tasks. This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking, Listening and Use of English skills across the curriculum.

The assessment framework below is designed to support the implementation of the curriculum framework by providing teachers and learners with motivational end-of-stage goals and to help teachers, learners and parents monitor progress being made. There are end-of-year progression tests for all stages from Stage 3 to Stage 6.

Stage	CEFR level
6	
5	A2
4	
3	A1
2	
1	

The Cambridge Primary English as a Second Language curriculum framework has been reorganised using new codes for 2016 and onwards. The learning objectives have been reorganised under codes that have a direct link to reporting.

As a result of the reorganisation the curriculum framework codes for the Reading, Writing, Use of English and Listening learning objectives have been renumbered and reordered. The curriculum framework codes for the Speaking learning objectives are unchanged for 2016.

The updated codes refer to the following sub-strands:

English as a Second Language – strands, sub-strands and reporting codes		
Strands	Sub-strands	Reporting codes
Reading	• Reading for detail	Rd
	• Reading function	Rf
	• Reading for gist/global meaning	Rg
	• Reading for main idea	Rm
Writing	• Communicative achievement	Wa
	• Content	Wc
	• Organisation	Wo
Use of English	• Collocation	Uc
	• General vocabulary	Ug
	• Grammatical forms	Uf
	• Language range and appropriacy	Ul
	• Sentence structure	Ut
Listening	• Listening for detail	Ld
	• Listening for gist/global meaning	Lg
	• Listening for main idea	Lm
	• Listening for opinion/attitude/feeling	Lo

Uc code (Collocation: words that are typically used together) forms part of **Ug** (General vocabulary). Therefore **Ug** is used to denote both **Uc** and **Ug** learning objectives.

Ul code (Language range and appropriacy) forms part of **Ug** (General vocabulary), **Uf** (Grammatical forms) and **Ut** (Sentence structure). Therefore **Ug**, **Uf** and **Ut** are used to denote **Ul**, **Ug**, **Uf** and **Ut** learning objectives.

Stage 1

Reading

- **1Rd1** Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them
- **1Rg1** Recognise, identify, sound and name the letters of the alphabet
- **1Rg2** Recognise, identify, sound, segment and blend phonemes in individual words
- **1Rg3** Identify and remember high-frequency sound and letter patterns
- **1Rg4** Recognise, identify and sound, with support, familiar words and sentences

Writing

- **1Wa1** Hold a pen/pencil in a comfortable and efficient grip
- **1Wa2** Form higher and lower case letters of regular size and shape
- **1Wa3** Write letters and words in a straight line from left to right with regular spaces between letters and words
- **1Wa4** Copy letters and familiar high frequency words and phrases correctly
- **1Wa5** Copy upper and lower case letters accurately when writing names and places
- **1Wa6** Write familiar words to identify people, places and objects
- **1Wo1** Include a full stop when copying very high-frequency short sentences

Use of English

- **1Uf1** Use imperative forms of common verbs for basic commands and instructions
- **1Uf2** Use common present simple forms [positive, negative, question] to give basic personal information
- **1Uf3** Use common present continuous forms [positive, negative, question] to talk about what is happening now
- **1Uf4** Use *have got* + noun to describe and ask about possessions
- **1Uf5** Use *can/can't* to describe ability
- **1Uf6** Use *have got* to describe possession
- **1Ug1** Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are
- **1Ug2** Use numbers 1–10 to count
- **1Ug3** Use basic adjectives and colours to say what someone/something is or has
- **1Ug4** Use possessive adjectives to describe objects
- **1Ug5** Use basic adverbs of place *here, there*, to say where things are
- **1Ug6** Use basic prepositions of location and position, *at, in, near, next to, on* to describe where people and things are
- **1Ug7** Use prepositions of time: *on, in* to talk about days and time
- **1Ug8** Use *with* to indicate accompaniment
- **1Ug9** Use *for* to indicate recipient
- **1Ug10** Use *Would you like ...* + noun to enquire

- **1Ug11** Use *let's* + verb
- **1Ug12** Use *like* + verb + *-ing* to express likes and dislikes
- **1Ug13** Spell some familiar high-frequency words accurately during guided writing activities
- **1Ug14** Use, with support, a simple picture dictionary
- **1Ug15** Sight read high-frequency words
- **1Ug16** Recognise that some sounds have more than one spelling
- **1Ug17** Write familiar words to identify people, places and objects
- **1Ut1** Use the questions *What colour is it? What now?*
- **1Ut2** Use determiners *a, the, this, these* to indicate what/where something is
- **1Ut3** Use interrogative pronouns *which, what, where* to ask basic questions
- **1Ut4** Use demonstrative pronouns *this, these* to indicate things
- **1Ut5** Use personal subject and object pronouns to give basic personal information
- **1Ut6** Use conjunction *and* to link words and phrases
- **1Ut7** Use *me too* to give short answers

Listening

- **1Ld1** Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics
- **1Ld2** Use contextual clues to predict content in short supported talk on a limited range of general and curricular topics
- **1Ld3** Understand a limited range of short, supported questions which ask for personal information
- **1Ld4** Understand a limited range of short, basic supported classroom instructions
- **1Ld5** Understand a limited range of short supported questions on general and curricular topics
- **1Lg1** Understand very short supported narratives on a limited range of general and curricular topics
- **1Lg2** Recognise the sounds of phonemes and phoneme blends
- **1Lg3** Recognise the names of letters of the alphabet
- **1Lm1** Understand the main points of short, supported talk on a limited range of general and curricular topics

Speaking

- **1S1** Make and respond to basic statements related to personal information
- **1S2** Ask questions in order to find out about a limited range of personal information and classroom routines
- **1S3** Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines
- **1S4** Respond to basic questions on classroom and daily routines
- **1S5** Use words and phrases to describe people and objects
- **1S6** Contribute suitable words and phrases to pair, group and whole class exchanges
- **1S7** Take turns when speaking with others in a limited range of short, basic exchanges
- **1S8** Express basic likes and dislikes

Stage 2

Reading

- **2Rd1** Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics
- **2Rd2** Understand the meaning of simple short sentences on familiar general and curricular topics
- **2Rf1** Read and follow, with support, familiar instructions for classroom activities
- **2Rg1** Recognise, identify and sound, with support, a limited range of language at text level
- **2Rg2** Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment
- **2Rm1** Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them
- **2Rm2** Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues

Writing

- **2Wa1** Plan, write and check, with support, short sentences on familiar topics
- **2Wa2** Begin to use joined-up handwriting in a limited range of written work
- **2Wc1** Write, with support, short sentences which give basic personal information
- **2Wc2** Write short familiar instructions with support from their peers
- **2Wo1** Link with support words or phrases using basic coordinating connectors
- **2Wo2** Include a full stop and question mark during guided writing of short, familiar sentences
- **2Wo3** Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities

Use of English

- **2Uf1** Use imperative forms [positive and negative] to give short instructions
- **2Uf2** Use common simple present forms, including short answer forms and contractions, to give personal information
- **2Uf3** Use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions
- **2Uf4** Use *when* clauses to describe simple present and past actions on personal and familiar topics
- **2Uf5** Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics
- **2Uf6** Use *Have you [ever] been?* to talk about experiences
- **2Uf7** Use *can* to make requests and ask permission and use appropriate responses *here you are, OK*
- **2Uf8** Use *must* to express obligation
- **2Uf9** Use *have + object + infinitive* to talk about obligations

- **2Uf10** Use *will* to talk about future intention
- **2Ug1** Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things
- **2Ug2** Use numbers 1–50 to count
- **2Ug3** Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things
- **2Ug4** Use *-ing* forms *swimming, spelling* as nouns to describe familiar and classroom activities
- **2Ug5** Use adverbs of time and place *now, today, over, there*, to indicate when and where
- **2Ug6** Use common *-ly* adverbs to describe actions
- **2Ug7** Use the adverb *too* to add information
- **2Ug8** Use *What/How about + noun/-ing* to make suggestions
- **2Ug9** Use prepositions of location, position and direction: *at, behind, between, in, in front of, near, next to, on, to* on personal and familiar topics
- **2Ug10** Use prepositions of time: *on, in, at*, to talk about days and times on personal and familiar topics
- **2Ug11** Use *with to* indicate accompaniment and instrument and *for* to indicate recipient on personal and familiar topics
- **2Ug12** Use declarative *what [a/an] + adjective + noun* to show feelings
- **2Ug13** Use *Would you like to ...* to invite and use appropriate responses *yes please, no thanks*
- **2Ug14** Spell a growing number of familiar high-frequency words accurately during guided writing activities
- **2Ug15** Use, with more infrequent support, a simple picture dictionary
- **2Ut1** Use determiners *a, the, some, any, this, these, that* to refer to familiar objects
- **2Ut2** Use *who, what, where, how many* to ask questions on familiar topics
- **2Ut3** Use impersonal *you* in the question: *How do you spell that?*
- **2Ut4** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses
- **2Ut5** Use personal subject and object pronouns, including possessive pronouns *mine, yours* to give basic personal information and describe things
- **2Ut6** Use *there is/are* to make short statements and descriptions
- **2Ut7** Use *so do I* to give short answers
- **2Ut8** Use conjunctions *and, or, but* to link words and phrases

Listening

- **2Ld1** Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics
- **2Ld2** Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics
- **2Ld3** Understand a growing range of short, supported questions which ask for personal information
- **2Ld4** Understand an increased range of short, basic supported classroom instructions
- **2Ld5** Understand an increasing range of short supported questions on general and curricular topics

- **2Lg1** Understand short supported narratives on an increasing range of general and curricular topics
- **2Lg2** Identify initial, middle and final phonemes and blends
- **2Lg3** Recognise words that are spelled out in a limited range of general and curricular topics
- **2Lm1** Understand the main points of short, supported talk on an increasing range of general and curricular topics

Speaking

- **2S1** Make basic statements which provide personal information on a limited range of general topics
- **2S2** Ask questions to find out about an increasing range of personal information
- **2S3** Describe basic present and past actions on a limited range of general and curricular topics
- **2S4** Use basic vocabulary for a limited range of general and curricular topics
- **2S5** Give short, basic descriptions of people and objects
- **2S6** Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges
- **2S7** Take turns when speaking with others in a growing range of short, basic exchanges
- **2S8** Relate very short, basic stories and events on a limited range of general and curricular topics

Stage 3

Reading

- **3Rd1** Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics
- **3Rd2** Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics
- **3Rf1** Read and follow, with some support, familiar instructions for classroom activities
- **3Rg1** Recognise, identify and sound, with support, an increasing range of language at text level
- **3Rg2** Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment
- **3Rg3** Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics
- **3Rg4** Find, with support, books, worksheets and other printed materials in a class or school library according to classification
- **3Rm1** Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues

Writing

- **3Wa1** Plan, write and check sentences, with support, on a limited range of general and curricular topics
- **3Wa2** Write, with support, longer sentences on a limited range of general and curricular topics
- **3Wa3** Use joined-up handwriting in growing range of written work
- **3Wc1** Write, with support, short sentences which describe people, places and objects
- **3Wo1** Link, with some support, sentences using basic coordinating connectors
- **3Wo2** Use full stops, commas, question marks and speech marks at sentence level with some accuracy when writing independently
- **3Wo3** Use upper and lower case letters accurately when writing names, places and short sentences when writing independently

Use of English

- **3Uf1** Use numbers 1–100 to count, use basic quantifiers *many, much, not many, a lot of* on a limited range of general and curricular topics
- **3Uf2** Use common comparative and superlative adjectives to give personal information on a limited range of general and curricular topics
- **3Uf3** Use common comparative and superlative adverbs to describe and compare things ... more quickly ... best on a limited range of general and curricular topics
- **3Uf4** Use imperative forms with direct and indirect object forms to give a short sequence of instructions
- **3Uf5** Use simple present forms on a limited range of general and curricular topics

- **3Uf6** Use simple past regular and irregular forms to describe actions and narrate simple events on a limited range of general and curricular topics
- **3Uf7** Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics
- **3Uf8** Use a limited range of simple perfect forms [regular and irregular] to talk about experiences
- **3Uf9** Use *could* as a past form of *can* on a limited range of general and curricular topics
- **3Uf10** Use *have (got) to/had to* to express obligation on a limited range of general and curricular topics
- **3Uf11** Use *shall* [interrogative] to make offers and *will* to ask about future intention on a limited range of general and curricular topics
- **3Ug1** Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics
- **3Ug2** Use *I think... I know ...* to express basic opinions on a limited range of general and curricular topics
- **3Ug3** Use common adverbs of frequency *never, a lot* on a limited range of general and curricular topics
- **3Ug4** Use adverbs of sequence *first, next, then* and direction *left, right* on a limited range of general and curricular topics
- **3Ug5** Use common prepositions of time *on, in, at, after, before* to state when things happen on a limited range of general and curricular topics
- **3Ug6** Use common prepositions of location, position and direction: *at, above, below, behind, between, in, in front of, inside, near, next to, on opposite, outside, to, under* on a limited range of general and curricular topics
- **3Ug7** Use *from* [origin] and *with/without* [inclusion] on a limited range of general and curricular topics
- **3Ug8** Use *be good at* + noun on a limited range of general and curricular topics
- **3Ug9** Use *go for* + noun on a limited range of general and curricular topics
- **3Ug10** Use *be called* + noun on a limited range of general and curricular topics
- **3Ug11** Use *want/ask someone* to do something on a limited range of general and curricular topics
- **3Ug12** Use *What is/was the weather like?* on a limited range of general and curricular topics
- **3Ug13** Use *What's the matter?* on a limited range of general and curricular topics
- **3Ug14** Spell most familiar high-frequency words accurately during guided writing activities
- **3Ut1** Use determiners including *a, the, some, any, this, these, that, those* to give personal information on a limited range of general and curricular topics
- **3Ut2** Use *who, what, where, how, how many, how much* to ask questions on a limited range of general and curricular topics
- **3Ut3** Use *Why?* to ask for explanations on a limited range of general and curricular topics
- **3Ut4** Use *When?* to ask when something happens/happened on a limited range of general and curricular topics
- **3Ut5** Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics
- **3Ut6** Use direct and indirect personal pronouns in descriptions of events and actions on a limited range of general and curricular topics
- **3Ut7** Use common verbs followed by infinitive verb/verb + *ing* patterns on a limited range of general and curricular topics
- **3Ut8** Begin to use infinitive of purpose on a limited range of general and curricular topics
- **3Ut9** Use conjunction *because* to give reasons on a limited range of general and curricular topics
- **3Ut10** Use defining relative clauses with *which, who, where* to give personal information

Listening

- **3Ld1** Understand most specific information and detail of short, supported talk on a range of general and curricular topics
- **3Ld2** Deduce meaning from context in short, supported talk on a limited range of general and curricular topics
- **3Ld3** Understand a limited range of unsupported basic questions which ask for personal information
- **3Ld4** Understand a short sequence of supported classroom instructions
- **3Ld5** Understand a limited range of unsupported basic questions on general and curricular topics
- **3Lg1** Understand supported narratives on a limited range of general and curricular topics
- **3Lg2** Identify rhyming words
- **3Lm1** Understand the main points of short, supported talk on a range of general and curricular topics
- **3Lo1** Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics

Speaking

- **3S1** Provide basic information about themselves at sentence level on a limited range of general topics
- **3S2** Ask questions to find out general information on a limited range of general and curricular topics
- **3S3** Give an opinion at sentence level on a limited range of general and curricular topics
- **3S4** Use basic vocabulary for an increasing range of general and curricular topics
- **3S5** Organise talk at sentence level using basic connectors on a limited range of general and curricular topics
- **3S6** Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges
- **3S7** Keep interaction going in short, basic exchanges on a limited range of general and curricular topics
- **3S8** Relate basic stories and events on a growing range of general and curricular topics

Stage 4

Reading

- **4Rd1** Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics
- **4Rd2** Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics
- **4Rd3** Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding
- **4Rf1** Read and follow, with limited support, familiar instructions for classroom activities
- **4Rg1** Recognise, identify and sound, with some support, a range of language at text level
- **4Rg2** Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment
- **4Rg3** Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics
- **4Rm1** Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues

Writing

- **4Wa1** Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics
- **4Wa2** Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics
- **4Wa3** Use joined-up handwriting in range of written work across the curriculum with some speed and fluency
- **4Wc1** Write, with support, factual and imaginative descriptions at text level which describe people, places and objects
- **4Wo1** Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics
- **4Wo2** Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently
- **4Wo3** Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics

Use of English

- **4Uf1** Use quantifiers *many, much, a lot of, a few* on a limited range of general and curricular topics
- **4Uf2** Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics
- **4Uf3** Use adverbs of indefinite time *yet, ever, already, always* on a limited range of general and curricular topics
- **4Uf4** Use future forms *will* for predictions and *be going to* to talk about already decided plans on a limited range of general and curricular topics
- **4Uf5** Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics
- **4Uf6** Use adverbs of definite time, *last week, yesterday*, on a limited range of general and curricular topics
- **4Uf7** Use present continuous forms to talk about present activities and with future meaning on a limited range of general and curricular topics
- **4Uf8** Use past continuous forms for background actions on a limited range of general and curricular topics
- **4Uf9** Use *might, may, could* to express possibility on a limited range of general and curricular topics
- **4Uf10** Use *shall* [for suggestions] on a limited range of general and curricular topics
- **4Uf11** Use *if* clauses [in zero conditionals] on a limited range of general and curricular topics
- **4Ug1** Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics
- **4Ug2** Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics
- **4Ug3** Use *be/look/sound/feel/taste/smell like* on a limited range of general and curricular topics
- **4Ug4** Use *be made of* on a limited range of general and curricular topics
- **4Ug5** Use *to make somebody/something + adjective* on a limited range of general and curricular topics
- **4Ug6** Use a growing range of common adverbs [both regular and irregular], simple and comparative forms and adverbs of frequency on a limited range of general and curricular topics
- **4Ug7** Use a limited range of prepositions to talk about time and location on a limited range of general and curricular topics
- **4Ug8** Use prepositions *like* to describe things and *about* to denote topic on a limited range of general and curricular topics
- **4Ug9** Use prepositions of direction *to, into, out, of, from, towards* on a limited range of general and curricular topics
- **4Ug10** Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently
- **4Ut1** Use questions *What time/What else/What next?* on a limited range of general and curricular topics
- **4Ut2** Use determiners including *any, no, each, every* on a limited range of general and curricular topics
- **4Ut3** Use questions, including tag questions, to seek agreement and clarify on a limited range of general and curricular topics
- **4Ut5** Use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing, anything* on a limited range of general and curricular topics
- **4Ut6** Use common verbs followed by infinitive verb/verb + *ing* patterns on a limited range of general and curricular topics
- **4Ut7** Use infinitive of purpose on a limited range of general and curricular topics
- **4Ut8** Use conjunctions *so, if, when, where, before, after* to link parts of sentences on a limited range of general and curricular topics

- **4Ut9** Use *where* clauses on a limited range of general and curricular topics
- **4Ut10** Use *before/after* clauses [with past reference] on a limited range of general and curricular topics
- **4Ut11** Use defining relative clauses with *which, who, that, where* to give details on a limited range of general and curricular topics

Listening

- **4Ld1** Understand most specific information and detail of short, supported talk on a wide range of familiar topics
- **4Ld2** Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics
- **4Ld3** Understand an increasing range of unsupported basic questions which ask for personal information
- **4Ld4** Understand a sequence of supported classroom instructions
- **4Ld5** Understand an increasing range of unsupported basic questions on general and curricular topics
- **4Lg1** Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics
- **4Lg2** Identify rhymes and repetition
- **4Lm1** Understand the main points of supported extended talk on a range of general and curricular topics
- **4Lo1** Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics

Speaking

- **4S1** Provide basic information about themselves and others at sentence level on an increasing range of general topics
- **4S2** Ask questions to find out general information on an increasing range of general and curricular topics
- **4S3** Give an opinion at sentence level on an increasing range of general and curricular topics
- **4S4** Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics
- **4S5** Organise talk at sentence level using connectors on an increasing range of general and curricular topics
- **4S6** Communicate meaning clearly at sentence level during pair, group and whole class exchanges
- **4S7** Keep interaction going in basic exchanges on a growing range of general and curricular topics
- **4S8** Relate basic stories and events on a range of general and curricular topics

Stage 5

Reading

- **5Rd1** Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics
- **5Rd2** Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics
- **5Rd3** Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding
- **5Rf1** Read and follow, with little or no support, familiar instructions for classroom activities
- **5Rg1** Recognise, identify and sound, with little or no support, a wide range of language at text level
- **5Rg2** Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment
- **5Rg3** Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics
- **5Rm1** Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues

Writing

- **5Wa1** Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics
- **5Wa2** Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency
- **5Wc1** Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics
- **5Wc2** Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects
- **5Wo1** Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics
- **5Wo2** Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently
- **5Wo3** Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics

Use of English

- **5Uf1** Use quantifiers including *more, little, few, less, fewer, not as many, not as much* on a growing range of general and curricular topics
- **5Uf2** Use simple perfect forms to express what has happened [indefinite and unfinished past with *for* and *since*] on a growing range of general and curricular topics
- **5Uf3** Use future *will* and *shall* to make offers, promises, predictions on a growing range of general and curricular topics
- **5Uf4** Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics
- **5Uf5** Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics
- **5Uf6** Use modal forms including *mustn't* (prohibition), *need* (necessity), *should* (for advice) on a growing range of general and curricular topics
- **5Ug1** Begin to use basic abstract nouns and compound nouns on a growing range of general and curricular topics
- **5Ug2** Use a growing range of noun phrases describing times and location on a growing range of general and curricular topics
- **5Ug3** Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics
- **5Ug4** Use a growing range of adverbs, including adverbs of degree *too, not enough, quite, rather* on a growing range of general and curricular topics
- **5Ug5** Use pre-verbal, post-verbal and end-position adverbs on a growing range of general and curricular topics
- **5Ug6** Use a growing range of prepositions of time, location and direction on a growing range of general and curricular topics
- **5Ug7** Use *by* and *with* to denote agent and instrument on a growing range of general and curricular topics
- **5Ug8** Use prepositions preceding nouns and adjectives in common prepositional phrases on a growing range of general and curricular topics
- **5Ug9** Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently
- **5Ut1** Use a growing range of determiners including *all, other* on a growing range of general and curricular topics
- **5Ut2** Use questions including questions with *whose, how often, how long* on a growing range of general and curricular topics
- **5Ut3** Use a growing range of tag questions on a growing range of general and curricular topics
- **5Ut4** Use a growing range of personal, demonstrative and quantitative pronouns including *someone, somebody, everybody, no-one* on a growing range of general and curricular topics
- **5Ut5** Use common impersonal structures with *it, there* on a growing range of general and curricular topics
- **5Ut6** Use common verbs followed by infinitive verb/verb + *ing* patterns on a growing range of general and curricular topics
- **5Ut7** Use infinitive of purpose on a growing range of general and curricular topics
- **5Ut8** Use conjunctions *if, where, when, so, and, or, but, because, before, after* to link parts of sentences in short texts on a growing range of general and curricular topics
- **5Ut9** Use subordinate clauses following *think, know, believe, hope, say, tell* on a growing range of general and curricular topics
- **5Ut10** Use subordinate clauses following *sure, certain* on a growing range of general and curricular topics
- **5Ut11** Use a growing range of defining relative clauses with *which, who, that, where* on a growing range of general and curricular topics

Listening

- **5Ld1** Understand most specific information and detail of supported extended talk on a range of general and curricular topics
- **5Ld2** Deduce meaning from context in supported extended talk on a range of general and curricular topics
- **5Ld3** Understand more complex supported questions which ask for personal information
- **5Ld4** Understand longer sequences of supported classroom instructions
- **5Ld5** Understand more complex supported questions on a growing range of general and curricular topics
- **5Lg1** Understand supported narratives, including some extended talk, on a range of general and curricular topics
- **5Lg2** Identify rhymes, repetition and alliteration
- **5Lm1** Understand, with limited support, the main points of extended talk on a range of general and curricular topics
- **5Lo1** Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics

Speaking

- **5S1** Provide basic information about themselves and others at discourse level on a range of general topics
- **5S2** Ask questions to find out general information on a range of general and curricular topics
- **5S3** Give an opinion at discourse level on an increasing range of general and curricular topics
- **5S4** Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics
- **5S5** Organise talk at discourse level using appropriate connectors on a range of general and curricular topics
- **5S6** Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges
- **5S7** Keep interaction going in longer exchanges on a range of general and curricular topics
- **5S8** Relate some extended stories and events on a limited range of general and curricular topics

Stage 6

Reading

- **6Rd1** Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics
- **6Rd2** Understand independently specific information and detail in short, simple texts on a range of general and curricular topics
- **6Rd3** Use independently familiar paper and digital reference resources to check meaning and extend understanding
- **6Rf1** Read and follow independently familiar instructions for classroom activities
- **6Rg1** Recognise, identify and sound independently a wide range of language at text level
- **6Rg2** Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment
- **6Rg3** Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics
- **6Rm1** Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues

Writing

- **6Wa1** Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics
- **6Wa2** Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency
- **6Wc1** Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics
- **6Wc2** Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics
- **6Wo1** Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently
- **6Wo2** Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently
- **6Wo3** Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics

Use of English

- **6Uf1** Use a growing range of quantifiers, cardinal and ordinal numbers and fractions on a range of general and curricular topics
- **6Uf2** Use a range of adverbs [simple and comparative forms] including adverbs of manner
- **6Uf3** Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics
- **6Uf4** Use a growing range of future forms, including be *going to* [predictions based on present evidence] and *will* for predictions on a range of general and curricular topics
- **6Uf5** Use a range of active and passive simple present and past forms and *used to/didn't use to* for past habits/states on a range of general and curricular topics
- **6Uf6** Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics
- **6Uf7** Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics
- **6Uf8** Use a growing range of modal forms including *would* [polite requests], *could* [polite requests], *needn't* [lack of necessity], *should, ought to* [obligation] on a range of general and curricular topics
- **6Uf9** Use *if/unless* in conditional sentences on a range of general and curricular topics
- **6Uf10** Use *if/unless* in zero and first conditional clauses on a range of general and curricular topics
- **6Ug1** Use a limited range of abstract nouns and compound nouns on a range of general and curricular topics
- **6Ug2** Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range of general and curricular topics
- **6Ug3** Use pre-verbal, post-verbal and end-position adverbs on a range of general and curricular topics
- **6Ug4** Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases
- **6Ug5** Begin to use dependent prepositions following adjectives on a range of general and curricular topics
- **6Ug6** Begin to use some common prepositional verbs on a range of general and curricular topics
- **6Ug7** Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently
- **6Ut1** Use double genitive structures: *a friend of theirs*; on a range of general and curricular topics
- **6Ut2** Use a range of determiners including *neither, both* on a range of general and curricular topics
- **6Ut3** Use a growing range of questions including *how far, how many times, what + noun*, on a range of general and curricular topics
- **6Ut4** Use a range of pronouns including relative pronouns *who, which, that, whom, whose*, on a range of general and curricular topics
- **6Ut5** Use the pattern verb + object + infinitive *give/take/send/bring/show + direct/indirect object*
- **6Ut6** Use conjunctions including *while; until, as soon as* in relating narratives on a range of general and curricular topics
- **6Ut7** Use a range of defining and non-defining relative clauses with *which, who, that, whose, whom* on a range of general and curricular topics

Listening

- **6Ld1** Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics
- **6Ld2** Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics
- **6Ld3** Understand more complex unsupported questions which ask for personal information
- **6Ld4** Understand, with little or no support, longer sequences of classroom instructions
- **6Ld5** Understand, with little or no support, more complex questions on a range of general and curricular topics
- **6Lg1** Understand, with little or no support, both short and extended narratives on a range of general and curricular topics
- **6Lg2** Identify rhymes, onomatopoeia and rhythm
- **6Lm1** Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics
- **6Lo1** Recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics

Speaking

- **6S1** Provide detailed information about themselves and others at discourse level on a wide range of general topics
- **6S2** Ask questions to clarify meaning on a range of general and curricular topics
- **6S3** Give an opinion at discourse level on a range of general and curricular topics
- **6S4** Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics
- **6S5** Summarise what others have said on a range of general and curricular topics
- **6S6** Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges
- **6S7** Keep interaction going in longer exchanges on a wide range of general and curricular topics
- **6S8** Relate extended stories and events on a growing range of general and curricular topics

Cambridge Assessment International Education
1 Hills Road, Cambridge, CB1 2EU, United Kingdom
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558
Email: info@cambridgeinternational.org www.cambridgeinternational.org

Copyright © UCLES January 2018



* 0 4 8 9 1 5 9 3 2 4 *