



## Cambridge Primary

# English as a Second Language Curriculum Framework mapping to *English World*

Stage 5	<i>English World 5</i>
<b>Reading</b>	
Recognise, identify and sound, with little or no support, a wide range of language at text level	<b>PB:</b> Welcome Unit <b>WB:</b> all units
Read and follow, with little or no support, familiar instructions for classroom activities	<b>PB:</b> all units <b>WB:</b> all units
Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment	<b>PB:</b> Unit 1 pp22–23; Unit 2 pp30–31; Unit 5 pp58–59; Unit 6 pp66–67
Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues	<b>PB:</b> Unit 3 pp40–41; Unit 7 pp76–77; Unit 10 pp102–103 <b>WB:</b> Unit 1 p3; Unit 3 p23; Unit 4 p33
Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics	<b>PB:</b> Unit 8 pp84–85; Unit 12 pp120–121 <b>WB:</b> Unit 2 p13
Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics	<b>PB:</b> Unit 4 pp48–49; Unit 11 pp112–113
Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics	<b>PB:</b> Unit 4 pp48–49; Unit 11 pp112–113 <b>WB:</b> Unit 6 p53
Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding	<b>PB:</b> Projects 1–6 pp130–135
<b>Writing</b>	
Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics	<b>PB:</b> Unit 5 p64; Unit 8 p90 <b>WB:</b> Unit 1 p9; Unit 2 pp18–19





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Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics	<b>PB:</b> Unit 4 p54; Unit 12 p126 <b>WB:</b> Unit 4 p39
Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects	<b>PB:</b> Unit 1 p28; Unit 2 p36; Unit 7 p82; Unit 12 p108 <b>WB:</b> Unit 3 p29
Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency	<b>PB:</b> all units
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	<b>PB:</b> Unit 3 p46; Unit 11 p118
Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics	<b>PB:</b> Unit 6 p72 <b>WB:</b> Unit 5 p49; Unit 6 p59; Unit 8 p79; Unit 9 p89
Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently	<b>PB:</b> Unit 1 p27; Unit 2 p35; Unit 3 p45; Unit 4 p53; Unit 5 p63; Unit 6 p71; Unit 7 p81; Unit 8 p89; Unit 9 p99; Unit 10 p107
Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently	<b>PB:</b> Unit 9 p100 <b>WB:</b> Unit 1 p8; Unit 9 p87
<b>Use of English</b>	
Begin to use basic abstract nouns and compound nouns;	<b>PB:</b> Unit 7 p81 and developed later (Level 6, Unit 1) <b>WB:</b> Unit 7 p66
use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics	<b>PB:</b> all units <b>WB:</b> all units





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Use quantifiers including <i>more, little, few, less, fewer, not as many, not as much</i> on a growing range of general and curricular topics	<b>PB:</b> Unit 12 p123 <b>WB:</b> Unit 12 p114
Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics	<b>PB:</b> Unit 3 p44 <b>WB:</b> Unit 3 p25
Use a growing range of determiners including <i>all, other</i> on a growing range of general and curricular topics	Levels 3–6
Use questions including questions with <i>whose, how often, how long;</i>	<b>WB:</b> Unit 7 pp64–65
use a growing range of tag questions; on a growing range of general and curricular topics	Developed later (Level 6, Unit 3)
Use a growing range of personal, demonstrative and quantitative pronouns including <i>someone, somebody, everybody, no-one</i> on a growing range of general and curricular topics	Developed earlier (Level 4, Unit 8)
Use simple perfect forms to express what has happened [indefinite and unfinished past with <i>for</i> and <i>since</i> ] on a growing range of general and curricular topics	<b>PB:</b> Unit 4 pp51–52; Unit 5 pp61–62; Unit 7 pp79–80 <b>WB:</b> pp125–126
Use future <i>will</i> and <i>shall</i> to make offers, promises, predictions, on a growing range of general and curricular topics	<b>PB:</b> Welcome Unit pp20–21
Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics	<b>PB:</b> Unit 1 p25; Unit 3 p43; Unit 9 p97 <b>WB:</b> Unit 1 p4; Unit 3 p24; Unit 9 p84; p124; 127
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	<b>PB:</b> Unit 1 p25 <b>WB:</b> Unit 1 p4; p122





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Use common impersonal structures with <i>it, there</i> on a growing range of general and curricular topics	<b>PB:</b> Unit 4 p50
Use a growing range of adverbs, including adverbs of degree <i>too, not enough, quite, rather</i> ; use pre-verbal, post-verbal and end-position adverbs; on a growing range of general and curricular topics	Developed earlier (Level 4, Units 1 and 10) <b>WB:</b> Unit 5 p47; Unit 6 p57
Use modal forms including <i>mustn't</i> (prohibition), <i>need</i> (necessity), <i>should</i> (for advice) on a growing range of general and curricular topics	<b>PB:</b> Unit 3 p34; Unit 9 p98 <b>WB:</b> Unit 9 p85
Use a growing range of prepositions of time, location and direction; use <i>by</i> and <i>with</i> to denote agent and instrument;	Developed earlier (Level 2, Unit 9) <b>PB:</b> Unit 3 p43; Unit 9 p97 <b>WB:</b> Unit 4 p33
use prepositions preceding nouns and adjectives in common prepositional phrases; on a growing range of general and curricular topics	Practised throughout Levels 5 and 6
Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns; use infinitive of purpose; on a growing range of general and curricular topics	<b>PB:</b> Unit 10 p106 <b>WB:</b> Unit 10 p95; Unit 12 p123 <b>PB:</b> Unit 2 p33 <b>WB:</b> Unit 2 p14
Use conjunctions <i>if, when, where, so, and, or, but, because, before, after</i> to link parts of sentences in short texts on a growing range of general and curricular topics	<b>PB:</b> Unit 10 p105 <b>WB:</b> Unit 8 p75





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Use subordinate clauses following <i>think, know, believe, hope, say, tell</i> ;	PB: Unit 11 p115
use subordinate clauses following <i>sure, certain</i> ;	
use a growing range of defining relative clauses with <i>which, who, that, where</i> ; on a growing range of general and curricular topics general and curricular topics	PB: Unit 6 p69 and developed earlier (Level 4, Unit 12) WB: Unit 6 p54
<b>Listening</b>	
Understand longer sequences of supported classroom instructions	PB: all units
Understand more complex supported questions which ask for personal information	PB: Unit 7 p80; Unit 8 p88
Understand more complex supported questions on a growing range of general and curricular topics	PB: all units
Understand, with limited support, the main points of extended talk on a range of general and curricular topics	PB: Unit 9 p98; Unit 10 p106
Understand most specific information and detail of supported, extended talk on a range of general and curricular topics	PB: Unit 3 p47
Deduce meaning from context in supported extended talk on a range of general and curricular topics	PB: Unit 11 p116
Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	PB: Unit 6 p70



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Understand supported narratives, including some extended talk, on a range of general and curricular topics	<b>PB:</b> Unit 1 p29; Unit 2 p37; Unit 3 p47; Unit 4 p55; Unit 5 p65; Unit 6 p73
Identify rhymes, repetition and alliteration	<b>PB:</b> Unit 6 pp66–67
<b>Speaking</b>	
Provide basic information about themselves and others at discourse level on a range of general topics	<b>PB:</b> Unit 1 p26; Unit 7 p80
Ask questions to find out general information on a range of general and curricular topics	<b>PB:</b> Unit 1 p26; Unit 2 p34; Unit 10 p106
Give an opinion at discourse level on an increasing range of general and curricular topics	<b>PB:</b> Unit 3 p44
Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics	<b>PB:</b> Unit 5 p62; Unit 6 p70
Organise talk at discourse level using appropriate connectors on a range of general and curricular topics	<b>PB:</b> Unit 6 p70; Unit 9 p98
Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges	<b>PB:</b> Unit 4 p52
Keep interaction going in longer exchanges on a range of general and curricular topics	<b>PB:</b> Unit 8 p88; Unit 11 p116; Unit 12 p124
Relate some extended stories and events on a limited range of general and curricular topics	<b>PB:</b> Unit 8 p88; Unit 12 p124