



Cambridge Primary

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

Stage 6	<i>English World 6</i>
Reading	
Recognise, identify and sound independently a wide range of language at text level	PB: all units
Read and follow independently familiar instructions for classroom activities	PB: all units
Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment	PB: Unit 3 pp40–41; Unit 4 pp48–49; Unit 9 pp94–95 WB: Unit 4 p33
Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues	PB: Unit 1 pp22–23; Unit 5 pp58–59; Unit 7 pp76–77; Unit 10 pp102–103
Understand independently specific information and detail in short, simple texts on a range of general and curricular topics	PB: Unit 2 pp30–31 WB: Unit 1 p3; Unit 2 p13; Unit 3 p23; Unit 6 p53
Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	PB: Unit 6 pp66–67; Unit 11 pp112–113 WB: Unit 12 p113
Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics	PB: Unit 6 pp66–67; Unit 11 pp112–113 WB: Unit 12 p113
Use independently familiar paper and digital reference resources to check meaning and extend understanding	PB: Projects 1–6 pp130–135
Writing	
Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics	PB: Unit 8 p90 WB: Unit 4 p39, Unit 5 p49; Unit 7 pp68–69





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Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics	PB: Unit 1 p28; Unit 2 p36 WB: Unit 1 p9;
Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics	PB: Unit 5 p62; Unit 12 p126 WB: Unit 12 p119
Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency	PB: all units
Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently	PB: Unit 3 p46; Unit 9 p100
Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	PB: Unit 6 p72; Revision 6 p128; Project 6 p135 WB: Unit 2 p19
Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently	PB: all units WB: Unit 1 p6; Unit 2 p16; Unit 3 p26; Unit 4 p36; Unit 5 p46; Unit 6 p56; Unit 7 p66; Unit 8 p76; Unit 9 p86; Unit 10 p96; Unit 11 p106; Unit 12 p116
Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently	PB: Unit 4 p54; Unit 12 p126 WB: Unit 3 p27, p29; Unit 10 p97
Use of English	
Use a limited range of abstract nouns and compound nouns;	WB: Unit 1 p7
use double genitive structures: <i>a friend of theirs</i> ; on a range of general and curricular topics	





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Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics	Developed earlier (Levels 1–3)
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	Developed earlier (Level 5, Unit 3)
Use a range of determiners including <i>neither, both</i> on a range of general and curricular topics	PB: Unit 8 p88
Use a growing range of questions including <i>how far, how many times, what + noun</i> , on a range of general and curricular topics	PB: all units
Use a range of pronouns including relative pronouns <i>who, which, that, whom, whose</i> , on a range of general and curricular topics	PB: Unit 9 p97; Unit 11 p115 WB: Unit 7 p64; Unit 11 p104
Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics	PB: Unit 3 p43; Unit 10 p105; Unit 12 p123 WB: p124
Use a growing range of future forms including <i>be going to</i> [predictions based on present evidence] and <i>will</i> for predictions on a range of general and curricular topics	PB: Unit 1 p25; Unit 6 p69; Unit 12 p123 WB: Unit 6 p54; Unit 12 p122, p126
Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics	PB: Unit 10 p105; Unit 12 p123 WB: Unit 10 p94; p128
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	PB: Unit 1 p25; Unit 8 p87; Unit 12 p123 WB: Unit 1 p4; Unit 6 p55; Unit 8 p74; Unit 9 p85; p122; p127
Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics	PB: Unit 2 p33; Unit 4 p51 WB: Unit 2 pp14–15; Unit 4 p34



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Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics	Developed earlier (Level 5, Units 1, 3, 5 and 6)
Use a growing range of modal forms including <i>would</i> [polite requests], <i>could</i> [polite requests], <i>needn't</i> [lack of necessity], <i>should</i> , <i>ought to</i> [obligation], on a range of general and curricular topics	PB: Unit 7 p80 WB: Unit 7 p65
Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives; on a range of general and curricular topics	Developed later (Level 8, Unit 9)
Use the pattern verb + object + infinitive <i>give/take/send/bring/show</i> + direct/indirect object; begin to use some common prepositional verbs; on a range of general and curricular topics	PB: Unit 7 p79 WB: Unit 7 p64 Introduced in reading texts in Levels 4–6
Use conjunctions <i>while, until, as soon as</i> in relating narratives; <i>if/unless</i> in conditional sentences; on a range of general and curricular topics	Developed earlier (Level 5, Unit 1) Developed earlier (Level 5, Unit 10)
Use <i>if/unless</i> in zero and first conditional clauses; use a range of defining and non-defining relative clauses with <i>which, who, that, whose, whom</i> ; on a range of general and curricular topics	PB: Unit 5 p61; Unit 11 p115 WB: Unit 5 p44; Unit 11 p104 Developed earlier (Level 5, Unit 10)





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Listening	
Understand, with little or no support, longer sequences of classroom instructions	PB: all units
Understand more complex unsupported questions which ask for personal information	PB: Unit 2 p34
Understand, with little or no support, more complex questions on a range of general and curricular topics	Developed later (Level 7–10)
Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics	PB: Unit 1 p29; Unit 2 p37; Unit 3 p47; Unit 4 p55; Unit 5 p65; Unit 6 p73
Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics	PB: Revision 3 p75; Unit 7 p77
Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics	PB: Unit 7 p83; Unit 8 p91; Unit 9 p101; Unit 10 p109; Unit 11 p119; Unit 12 p127
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	PB: Unit 5 p62
Understand, with little or no support, both short and extended narratives on a range of general and curricular topics	PB: Unit 1 pp22–23; Unit 2 pp30–31; Unit 3 pp40–41; Unit 4 pp48–49; Unit 5 pp58–59
Identify rhymes, onomatopoeia and rhythm	PB: Unit 4 p49, 53



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Speaking	
Provide detailed information about themselves and others at discourse level on a wide range of general topics	PB: Unit 2 p34; Unit 10 p106
Ask questions to clarify meaning on a range of general and curricular topics	PB: Unit 4 p52
Give an opinion at discourse level on a range of general and curricular topics	PB: Unit 1 p26; Unit 5 p62
Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics	PB: Unit 6 p70; Unit 12 p124
Summarise what others have said on a range of general and curricular topics	PB: Unit 3 p33
Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges	PB: Unit 8 p88; Unit 12 p124
Keep interaction going in longer exchanges on a wide range of general and curricular topics	PB: Unit 3 p44; Unit 9 p98
Relate extended stories and events on a growing range of general and curricular topics	PB: Unit 7 p83; Unit 8 p91; Unit 9 p101; Unit 10 p109; Unit 11 p119; Unit 12 p127