



Cambridge Primary

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

Stage 1	<i>English World 1</i>
Reading	
Recognise, identify, sound and name the letters of the alphabet	PB: Welcome Unit, pp5–9, p12, p18 WB: Unit 1 p3; Unit 2 p13
Recognise, identify, sound, segment and blend phonemes in individual words	PB: Unit 1 p29; Unit 2 p37; Unit 3 p45; Unit 4 p55; Unit 5 p63; Unit 6 p71; Unit 7 p81; Unit 8 p89; Unit 9 p97; Unit 10 p107; Unit 11 p115; Unit 12 p123
Identify and remember high-frequency sound and letter patterns	PB: Unit 6 p71; Unit 7 p81; Unit 8 p89; Unit 9 p97; Unit 10 p107; Unit 11 p115; Unit 12 p123
Recognise, identify and sound, with support, familiar words and sentences	PB: Unit 1 p29; Unit 2 p37; Unit 3 p45; Unit 4 p55
Sight read high-frequency words	PB: Welcome Unit; Unit 9 p97 WB: Unit 1 p6; Unit 3 p26
Recognise that some sounds have more than one spelling	Developed later (Levels 2–6; see Spelling Bee Booklet pages 22, 26, 31, 36 and 41.
Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them	PB: Unit 11 p115; Unit 12 p123 WB: Unit 4 p36; Unit 6 p56; Unit 9 p86
Use, with support, a simple picture dictionary	Dictionary: all units
Writing	
Hold a pen/pencil in a comfortable and efficient grip	PB: Welcome Unit p4
Form higher and lower case letters of regular size and shape	PB: Welcome Unit pp5–17 WB: Unit 1 p8; Unit 2 p12, p18





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Write familiar words to identify people, places and objects	PB: Unit 1, p31; Unit 2 p39
Write letters and words in a straight line from left to right with regular spaces between letters and words	PB: Unit 8 p91 WB: Unit 1 p9; Unit 2 p19
Copy letters and familiar high-frequency words and phrases correctly	PB: Unit 3 p47; Unit 4 p57; Unit 5 p65; Unit 9 p99
Copy upper and lower case letters accurately when writing names and places	WB: Unit 4 p38
Spell some familiar high-frequency words accurately during guided writing activities	PB: Unit 2 p39; Unit 7 p83; Unit 8 p91; Unit 11 p117
Include a full stop when copying very high-frequency short sentences	PB: Unit 5 p65; Unit 7 p83; Unit 12 p125 WB: Unit 1 p8; Unit 2 p18
Use of English	
Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are	PB: Unit 4 pp52–53; Unit 5 pp60–61 WB: Unit 5 pp44–45
Use numbers 1–10 to count	PB: Welcome Unit p19; Unit 5 pp60–61; Unit 6 pp70–71 WB: Unit 5 p44
Use basic adjectives and colours to say what someone/something is or has	PB: Unit 3 p42; Unit 6 pp68–69
Use possessive adjectives to describe objects	PB: Unit 8 p87 WB: Unit 8 p72
Use determiners <i>a, the, this, these</i> to indicate what/where something is	PB: Unit 3 p42; Unit 8 p91 WB: Unit 3 p24; Unit 8 p79





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Use interrogative pronouns which, what, where to ask basic questions; use the questions: <i>What colour is it? What now?</i>	PB: Unit 1 p27; Unit 2 p35; Unit 7 p75, 79; Unit 11 p113, 114, 117 WB: Unit 7 p65
Use demonstrative pronouns <i>this, these</i> to indicate things	Developed later (Level 2, Unit 2)
Use personal subject and object pronouns to give basic personal information	PB: Unit 1 p27; Unit 6 p69; Unit 8 p87
Use imperative forms of common verbs for basic commands and instructions	PB: Unit 10 p105, p109 WB: Unit 10 p95; p125
Use common present simple forms [positive, negative, question] to give basic personal information	PB: Unit 1 pp26–27 WB: pp122–123
Use common present continuous forms [positive, negative, question] to talk about what is happening now	PB: Unit 12 WB: Unit 11 p104; Unit 12 p114; p127
Use have got + noun to describe and ask about possessions	PB: Unit 9 p94, p100 WB: Unit 9 p84; p124
Use basic adverbs of place <i>here, there</i> , to say where things are	PB: Unit 7 p79–80
Use <i>can/can't</i> to describe ability;	PB: Unit 10 pp104–105 WB: Unit 10 p94; p126
use <i>have got</i> to describe possession	PB: Unit 8 pp86–87; Unit 9 p94 WB: Unit 8 p74; Unit 9 p84
Use basic prepositions of location and position to describe <i>at, in, near, next to, on</i> to describe where people and things are;	PB: Unit 7 pp78–79, p81; Unit 10 pp106–107 WB: Unit 7 pp64–66



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use prepositions of time: <i>on, in</i> to talk about days and time;	Developed later (Level 2, Unit 5)
use <i>with</i> to indicate accompaniment;	Developed later (Level 3, Unit 4)
use <i>for</i> to indicate recipient	PB: Unit 5 p61
Use would you <i>like</i> + noun, to enquire;	Developed later (Level 3, Unit 10)
use <i>let's</i> + verb;	Developed later (Level 4, Unit 9)
use <i>like</i> + verb + <i>ing</i> to express likes and dislikes	Developed later (Level 3, Unit 6)
Use conjunction <i>and</i> to link words and phrases	PB: Unit 8 pp87–88, p91; Unit 12 p124 WB: Unit 8 p76, 78
Use <i>me too</i> to give short answers	Developed later (<i>too</i> introduced Level 2, Unit 11)
Listening	
Understand a limited range of short, basic, supported classroom instructions	PB: Welcome Unit; all units
Understand a limited range of short supported questions which ask for personal information	PB: Unit 1, p25, p27; Unit 6 p69
Understand a limited range of short supported questions on general and curricular topics	PB: Unit 2 p38 WB: Unit 2 p40



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Understand the main points of short, supported talk on a limited range of general and curricular topics	PB: Unit 10 p108
Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics	PB: Unit 4 p56; Unit 8 p90; Unit 11 p116
Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics	PB: Unit 5 p64
Understand very short supported narratives on a limited range of general and curricular topics	PB: Unit 3 p46; Unit 4 p56; Unit 6 p72, Unit 7 p82; Unit 9 p98
Recognise the names of letters of the alphabet	PB: Welcome Unit pp5–9, p12, p18
Recognise the sounds of phonemes and phoneme blends	PB: Unit 1 p29; Unit 2 p37; Unit 3 p45; Unit 4 p55; Unit 5 p63; Unit 6 p71; Unit 7 p81; Unit 8 p89; Unit 9 p97; Unit 10 p107; Unit 11 p115; Unit 12 p123 WB: Unit 1 p7; Unit 2 p17; Unit 3 p27; Unit 4 p37; Unit 5 p47; Unit 6 p57; Unit 7 p67; Unit 8 p77; Unit 9 p87; Unit 10 p97; Unit 11 p107; Unit 12 p117
Speaking	
Make and respond to basic statements related to personal information	PB: Unit 1 p27; Unit 3 p43; Unit 6 p69; Unit 8 p87; Unit 9 p95
Ask questions in order to find out about a limited range of personal information and classroom routines	PB: Unit 1 p27 WB: p128
Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines	PB: Unit 5 p61; Unit 10 p105





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Stage 1

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Respond to basic questions on classroom and daily routines	PB: Unit 7 p79; Unit 11 p113 WB: Unit 5 p45
Use words and phrases to describe people and objects	PB: Unit 3 p42; Unit 4 p53; Unit 8 p87 WB: Unit 4 p35
Contribute suitable words and phrases to pair, group and whole class exchanges	PB: Unit 12 p121
Take turns when speaking with others in a limited range of short, basic exchanges	PB: Unit 1 p27; Unit 2 p35; Unit 3 p43; Unit 4 p53; Unit 6 p69; Unit 8 p87; Unit 9 p95
Express basic likes and dislikes	PB: Unit 9 p95

