



# Cambridge Primary

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

Stage 3	<i>English World 3</i>
<b>Reading</b>	
Recognise, identify and sound, with support, an increasing range of language at text level	<b>PB:</b> Welcome unit
Read and follow, with some support, familiar instructions for classroom activities	<b>PB:</b> Welcome unit; Unit 4 p49 <b>WB:</b> all units
Read, with support, a limited 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 4 pp48–49; Unit 8 pp82–83 <b>WB:</b> Unit 3 p22; Unit 7 p62; Unit 8 p72
Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues	<b>PB:</b> Unit 1 pp22–23; Unit 4 pp48; Unit 10 pp100–101 <b>WB:</b> Unit 2 p12; Unit 5 p42
Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics	<b>PB:</b> Unit 3 pp38–39; Unit 6 pp64–65; Unit 11 pp108–109 <b>WB:</b> Unit 1 p2; Unit 10 p92
Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics	<b>PB:</b> Unit 5 pp56–57; Unit 9 pp90–91; Unit 12 pp116–117
Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	<b>PB:</b> Unit 5 pp56–57; Unit 9 pp90–91; Unit 12 pp116–117
Find, with support, books, worksheets and other printed materials in a class or school library according to classification	<b>PB:</b> Projects 1, 3, 4 pp47, 99, 125
<b>Writing</b>	
Plan, write and check sentences, with support, on a limited range of general and curricular topics	<b>PB:</b> Unit 1 p29 <b>WB:</b> Unit 1 p9
Write, with support, longer sentences on a limited range of general and curricular topics	<b>PB:</b> Unit 3 p45; Unit 5 p63 <b>WB:</b> Unit 5 p49





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Write, with support, longer sentences on a limited range of general and curricular topics	<b>PB:</b> Unit 3 p45; Unit 5 p63 <b>WB:</b> Unit 5 p49
Write, with support, short sentences which describe people, places and objects	<b>PB:</b> Unit 2 p37; Unit 5 p63 <b>WB:</b> Unit 2 p19
Use joined-up handwriting in a growing range of written work	<b>PB:</b> Welcome unit; Unit 7 p81 <b>WB:</b> all units
Link, with some support, sentences using basic coordinating connectors	<b>PB:</b> Unit 3 p45; Unit 6 p71; Unit 12 p123 <b>WB:</b> Unit 3 p29; Unit 8 p79
Use upper and lower case letters accurately when writing names, places and short sentences when writing independently	<b>WB:</b> Unit 6 p59; Unit 9 p89; Unit 10 p99
Spell most familiar high-frequency words accurately during guided writing activities	<b>PB:</b> Unit 11 p115 <b>WB:</b> Unit 4 p39
Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently	<b>PB:</b> Unit 8 p89; Unit 9 p97; Unit 10 p107 <b>WB:</b> Unit 7 p69; Unit 9 p89; Unit 10 p99; Unit 11 p107
<b>Use of English</b>	
Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics	<b>PB:</b> Welcome unit
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	<b>PB:</b> Welcome unit pp14–15
Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics	<b>PB:</b> Unit 3 p42–43; Unit 9 p94 <b>WB:</b> Unit 3 pp24–25; Unit 9 p84





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Use determiners <i>a, the, some, any, this, these, that, those</i> to give personal information and on a limited range of general and curricular topics	<b>PB:</b> Unit 11 pp112–113 <b>WB:</b> Unit 11 pp104–105
Use <i>who, what, where, how, how many, how much</i> to ask questions on a limited range of general and curricular topics;	<b>PB:</b> Unit 1 p27; Unit 9 p92; Unit 11 pp113 <b>WB:</b> Unit 5 p45; Unit 9 p95
use <i>why</i> to ask for explanations;	<b>PB:</b> Unit 9, p95 <b>WB:</b> Unit 9, p85
use <i>when</i> to ask when something happens/happened;	Developed later (Level 6, Unit 4)
use <i>What is/was the weather like?</i> ;	Developed earlier (Level 1, Unit 11)
use <i>What's the matter?</i>	Developed later (Level 5 Dictionary, p23)
Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics	<b>PB:</b> Unit 5 p61
Use direct and indirect object personal pronouns in descriptions of events and actions on a limited range of general and curricular topics	Developed earlier (Level 2, Unit 11)
Use imperative forms with direct and indirect object forms to give a short sequence of instructions	<b>PB:</b> Welcome Unit pp11, 15; Unit 4 p55
Use simple present forms;	<b>PB:</b> Unit 1 p27; developed earlier (Levels 1 and 2)
use simple past regular and irregular forms to describe actions and narrate simple events; on a limited range of general and curricular topics	<b>PB:</b> Unit 2 p34; Unit 4 p52; Unit 6 p68; Unit 7 p78; Unit 8 p86 <b>WB:</b> Unit 1 pp4–5; Unit 2 pp14–15; pp122–126





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Use present continuous forms to describe events and talk about what is happening now;	PB: Welcome Unit p8
use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics	PB: Unit 10 p104
Use <i>I think... I know...</i> to express basic opinions on a limited range of general and curricular topics;	Developed later (Level 6, Unit 5)
use a limited range of simple perfect forms [regular and irregular] to talk about experiences	Developed later (Level 4, Unit 11)
Use common adverbs of frequency <i>never, a lot</i> ;	Developed earlier (Level 2, Unit 7) and developed later (Level 4, Unit 7)
use adverbs of sequence <i>first, next, then</i> , and direction <i>left, right</i> ;	Developed earlier (Level 2, Unit 11)
use common comparative and superlative adverbs to describe and compare things... <i>more quickly... best</i> ; on a limited range of general and curricular topics	Developed later (Level 4, Unit 3)
Use could as a past form of <i>can</i> ;	Developed later (Level 4, Unit 2)
use have ( <i>got</i> ) <i>to/had to</i> to express obligation;	Developed later (Level 5, Unit 2)
use shall [interrogative] to make offers and <i>will</i> to ask about future intention; on a limited range of general and curricular topics	Developed later (Level 4, Unit 9)



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Use common prepositions of time <i>on, in, at, after, before</i> to state when things happen;	<b>PB:</b> Unit 1 pp22–23, 27
use common prepositions of location, position and direction: <i>at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under</i> ;	Developed earlier (Level 2, Unit 9)
use <i>from</i> [origin] <i>with/without</i> [inclusion];	<b>PB:</b> Unit 4 p50
use <i>be good at</i> + noun;	
use <i>go for</i> + noun; on a limited range of general and curricular topics	
Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns;	<b>PB:</b> Welcome Unit pp10–11; Unit 6 p69 <b>WB:</b> Unit 6 p55
begin to use infinitive of purpose;	Developed later (Level 4, Unit 3)
use <i>want/ask</i> someone to do something;	
use <i>be called</i> + noun; on a limited range of general and curricular topics	Developed later (Level 4, Unit 5)
Use conjunction <i>because</i> to give reasons on a limited range of general and curricular topics	<b>PB:</b> Unit 9 p95 <b>WB:</b> Unit 9 p85
Use defining relative clauses with <i>which, who, where</i> to give personal information	Developed later (Level 5, Unit 6)



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<b>Listening</b>	
Understand a short sequence of supported classroom instructions	<b>PB:</b> Welcome unit
Understand a limited range of unsupported basic questions which ask for personal information	<b>PB:</b> Welcome unit
Understand a limited range of unsupported basic questions on general and curricular topics	<b>PB:</b> Unit 10 p106; Unit 12 p122
Understand the main points of short, supported talk on a range of general and curricular topics	<b>PB:</b> Unit 6 p70
Understand most specific information and detail of short, supported talk on a range of general and curricular topics	<b>PB:</b> Unit 8 p88
Deduce meaning from context in short, supported talk on a limited range of general and curricular topics	<b>PB:</b> Unit 1 p28
Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics	<b>PB:</b> Unit 5 p59
Understand supported narratives on a limited range of general and curricular topics	<b>PB:</b> Unit 7 p80; Unit 9 p96; Unit 11 p114
Identify rhyming words	<b>PB:</b> Unit 7 p81 <b>WB:</b> Unit 7 p69
<b>Speaking</b>	
Provide basic information about themselves at sentence level on a limited range of general topics	<b>PB:</b> Welcome unit



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Ask questions to find out general information on a limited range of general and curricular topics	PB: Unit 1 p27; Unit 5 p61; Unit 6 p69
Give an opinion at sentence level on a limited range of general and curricular topics	PB: Unit 6 p69; Unit 7 p79; Unit 9 p95
Use basic vocabulary for an increasing range of general and curricular topics	PB: Unit 1 p27; Unit 3 p43; Unit 10 p103
Organise talk at sentence level using basic connectors on a limited range of general and curricular topics	PB: Unit p87
Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges	PB: Unit 2 p35
Keep interaction going in short, basic exchanges on a limited range of general and curricular topics	PB: Unit 2 p35
Relate basic stories and events on a growing range of general and curricular topics	PB: Unit 4 p53; Unit 9 p95; Unit 10 p103; Unit 11 p111; Unit 12 p119