



## Cambridge Primary

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

Stage 2	<i>English World 2</i>
<b>Reading</b>	
Recognise, identify and sound, with support, a limited range of language at text level	<b>PB:</b> Unit 1 pp28–29; Unit 3 pp44–45; Unit 4 pp54–55; Unit 5 pp62–63; Unit 6 p70
Read and follow, with support, familiar instructions for classroom activities	<b>PB:</b> Unit 2 pp36–37 <b>WB:</b> Unit 1 p5
Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment	<b>PB:</b> Unit 3 p44; Unit 8 p88 <b>WB:</b> Unit 3 p26; Unit 4 p36
Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues	<b>PB:</b> Unit 7 p80; Unit 10 p106; Unit 12 p122 <b>WB:</b> Unit 5 p46; Unit 6 p56; Unit 9 p86
Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics	<b>PB:</b> Unit 5 pp62–63; Unit 6 pp70–71; Unit 9 p96; Unit 11 p114 <b>WB:</b> Unit 1 p6
Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them	<b>PB:</b> Unit 5 p63; Unit 8 p89; Unit 11 p115; Unit 12 p123
Understand the meaning of simple short sentences on familiar general and curricular topics	<b>PB:</b> Unit 7 p81; Unit 11 p115 <b>WB:</b> Unit 2 p16
Use, with more infrequent support, a simple picture dictionary	<b>Dictionary:</b> all units
<b>Writing</b>	
Plan, write and check, with support, short sentences on familiar topics	<b>PB:</b> Welcome unit; Unit 1 p31; Unit 7 p83; Unit 11 p117



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Write, with support, short sentences which give basic personal information	<b>WB:</b> Unit 5 pp48–49
Write short familiar instructions with support from their peers	<b>WB:</b> Unit 3 pp28–29
Begin to use joined-up handwriting in a limited range of written work	<b>PB:</b> Welcome Unit; Unit 6 p73; Unit 8 p91; Unit 9 p99
Link with support words or phrases using basic coordinating connectors	<b>PB:</b> Unit 8 p91 <b>WB:</b> Unit 8 pp78–79
Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities	<b>PB:</b> Unit 1 p31; Unit 3 p47; Unit 10 p109 <b>WB:</b> Unit 1 pp8–9; Unit 7 pp68–69; Unit 12 p118
Spell a growing number of familiar high-frequency words accurately during guided writing activities	<b>PB:</b> Unit 2 p39; Unit 4 p57; Unit 9 p99; Unit 12 p125
Include a full stop and question mark during guided writing of short, familiar sentences	<b>WB:</b> Unit 2 p18; Unit 4 p38–39; Unit 5 pp48–49
<b>Use of English</b>	
Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things	<b>PB:</b> Welcome unit; Unit 3 p43 <b>WB:</b> Unit 3 p24
Use numbers 1–50 to count	<b>PB:</b> Welcome unit; Unit 6 p72
Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things	<b>PB:</b> Unit 8 p86 <b>WB:</b> Unit 6 p54
Use determiners <i>a, the, some, any, this, these</i> , that to refer to familiar objects	<b>PB:</b> Unit 2 pp34–35 <b>WB:</b> Unit 2 p15





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Use <i>who, what, where, how many</i> to ask questions on familiar topics;	<b>PB:</b> Unit 5 p61; developed earlier (Level 1, Units 5, 7 and 8)
use impersonal <i>you</i> in the question: <i>How do you spell that?</i>	Developed later (Level 4, Unit 12)
Use demonstrative pronouns <i>this, these, that, those</i> and object pronoun <i>one</i> in short statements and responses	<b>PB:</b> Unit 2 pp34–35 <b>WB:</b> Unit 2 p14
Use personal subject and object pronouns, including possessive pronouns <i>mine, yours</i> to give basic personal information and describe things	<b>PB:</b> Unit 6 pp68–69; Unit 10 p104 <b>WB:</b> Unit 6 pp54–55; Unit 8 p74; Unit 10 p94
Use imperative forms [positive and negative] to give short instructions	<b>PB:</b> Unit 10 pp104–105 <b>WB:</b> Unit 10 pp94–95
Use common simple present forms, including short answer forms and contractions, to give personal information;	<b>PB:</b> Unit 3 p42; Unit 4 p52; Unit 5 p60 <b>WB:</b> pp124–125
use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions	<b>PB:</b> Unit 11 p112 <b>WB:</b> pp126–127
Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics	<b>PB:</b> Unit 1 p26 <b>WB:</b> pp122–123
use <i>-ing</i> forms <i>swimming, spelling</i> as nouns to describe familiar and classroom activities	Developed later (Level 3, Unit 6)
Use <i>there is/are</i> to make short statements and descriptions;	<b>PB:</b> Unit 7 p78 <b>WB:</b> Unit 7 p64
use <i>Have you [ever] been?</i> to talk about experiences	Developed later (Level 5, Unit 4)



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Use adverbs of time and place <i>now, today, over, there</i> , to indicate when and where;	<b>PB:</b> Unit 7 p79; developed later (Level 3, Units 1 and 12) <b>WB:</b> Unit 11 p105
use common <i>-ly</i> adverbs to describe actions;	Developed later (Level 5, Unit 1)
use the adverb <i>too</i> to add information	<b>PB:</b> Unit 11 p112–113, p117
Use <i>can</i> to make requests and ask permission and use appropriate responses <i>here you are, OK</i> ;	<b>PB:</b> Unit 6 p69; Unit 10 pp104–105 <b>WB:</b> Unit 12 p116
use <i>must</i> to express obligation;	Developed later (Level 3, Unit 7)
use <i>have + object + infinitive</i> to talk about obligations;	Developed later (Level 5, Unit 2)
use <i>will</i> to talk about future intention;	Developed later (Level 4, Unit 6)
use <i>What/How about + noun/-ing</i> to make suggestions	Developed later (Level 4, Unit 9)
Use prepositions of location, position and direction: <i>at, behind, between, in, in front of, near, next to, on, to</i> ;	<b>PB:</b> Unit 9 p94; Unit 11 p112; Unit 12 p120 <b>WB:</b> Unit 9 p84; Unit 12 p114
use prepositions of time: <i>on, in, at</i> , to talk about days and times;	<b>PB:</b> Unit 5 pp61–65
use <i>with</i> to indicate accompaniment and instrument and <i>for</i> to indicate recipient; on personal and familiar topics	Developed later (Level 3, Unit 4)
Use <i>Would you like to ...</i> to invite and use appropriate responses <i>yes please, no thanks</i> ;	Developed later (Level 3, Unit 10)
use declarative <i>what [a/an] + adjective + noun</i> to show feelings	Developed later (Level 6, Unit 1)





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Use conjunctions <i>and</i> , <i>or</i> , <i>but</i> to link words and phrases	<b>PB:</b> Unit 8 p91; Unit 10 p109 <b>WB:</b> Unit 8 p78; Unit 10 p98
Use <i>when</i> clauses to describe simple present and past actions on personal and familiar topics;	Developed later (Level 4, Unit 4)
use <i>so do I</i> to give short answers	Developed later (Level 6, Unit 8)
<b>Listening</b>	
Understand an increased range of short, basic, supported classroom instructions	<b>PB:</b> Welcome unit; Unit 6 p72
Understand a growing range of short supported questions which ask for personal information	<b>PB:</b> Welcome unit <b>WB:</b> Unit 1 p5
Understand an increasing range of short supported questions on general and curricular topics	<b>PB:</b> Unit 4 p56
Understand the main points of short supported talk on an increasing range of general and curricular topics	<b>PB:</b> Unit 3 p46; Unit 8 p90
Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics	<b>PB:</b> Unit 5 p64; Unit 7 p82; Unit 9 p98; Unit 11 p116
Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics	<b>PB:</b> Unit 10 p108 <b>WB:</b> Unit 4 p35
Understand short, supported narratives on an increasing range of general and curricular topics	<b>PB:</b> Unit 1 p30; Unit 2 p38



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Recognise words that are spelled out in a limited range of general and curricular topics	<b>WB:</b> Unit 1 p7; Unit 2 p17; Unit 3 p27
Identify initial, middle and final phonemes and blends	<b>PB:</b> Unit 12 p124 <b>WB:</b> Unit 5 p47; Unit 6 p57
<b>Speaking</b>	
Make basic statements which provide personal information on a limited range of general topics	<b>PB:</b> Unit 4 p53; Unit 7 p79
Ask questions to find out about an increasing range of personal information	<b>PB:</b> Unit 2 p35; Unit 5 p61; Unit 10 p105
Describe basic present and past actions on a limited range of general and curricular topics	<b>PB:</b> Unit 1 p27; Unit 11 p113
Use basic vocabulary for a limited range of general and curricular topics	<b>PB:</b> Unit 5 p61
Give short, basic descriptions of people and objects	<b>PB:</b> Unit 1 p27
Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges	<b>PB:</b> Unit 6 p69; Unit 8 p87
Take turns when speaking with others in a growing range of short, basic exchanges	<b>PB:</b> Unit 2 p35; Unit 3 p43; Unit 11 p113
Relate very short, basic stories and events on a limited range of general and curricular topics	<b>PB:</b> Unit 9 p95; Unit 12 p121