



## Cambridge Primary

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

Stage 4	<i>English World 4</i>
<b>Reading</b>	
Recognise, identify and sound, with some support, a range of language at text level	<b>PB:</b> Welcome unit
Read and follow, with limited support, familiar instructions for classroom activities	<b>PB:</b> all units <b>WB:</b> all units
Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment	<b>PB:</b> Unit 2 pp30–31; Unit 6 pp64–65; Unit 8 pp82–83; Unit 12 pp116–117 <b>WB:</b> Unit 5 p42; Unit 7 p62
Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues	<b>PB:</b> Unit 1 pp22–23; Unit 7 pp74–75; Unit 10 pp100–101 <b>WB:</b> Unit 2 p12; Unit 4 p32
Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics	<b>PB:</b> Unit 3 pp38–39; Unit 4 pp48–49; Unit 9 pp90–91
Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics	<b>PB:</b> Unit 5 pp56–57; Unit 11 pp108–109
Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics	<b>PB:</b> Unit 5 pp56–57; Unit 11 pp108–109
Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding	<b>PB:</b> Project 3 p99
<b>Writing</b>	
Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics	<b>PB:</b> Unit 4 p55; Unit 5 p63; Unit 6 p71; Unit 10 p107 <b>WB:</b> Unit 7 p69; Unit 8 p78





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Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics	<b>PB:</b> Unit 7 p81; Unit 9 p97
Write, with support, factual and imaginative descriptions at text level which describe people, places and objects	<b>PB:</b> Unit 2 p37; Unit 11 p115; Unit 12 p123 <b>WB:</b> Unit 2 p19; Unit 3 pp28–29
Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency	<b>PB:</b> all units
Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics	<b>PB:</b> Unit 3 p45; Unit 11 p115 <b>WB:</b> Unit 9 p89
Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics	<b>PB:</b> Unit 1 p29 <b>WB:</b> Unit 5 p49
Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently	<b>PB:</b> Welcome unit <b>WB:</b> Unit 1 pp8–9
Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently	<b>PB:</b> Welcome unit <b>WB:</b> Unit 4 p39
<b>Use of English</b>	
Use a growing range of countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of general and curricular topics	<b>PB:</b> Welcome unit
Use quantifiers <i>many</i> , <i>much</i> , <i>a lot of</i> , <i>a few</i> on a limited range of general and curricular topics	<b>PB:</b> Unit 7 p78; Unit 10 p104 <b>WB:</b> Unit 7 p64; Unit 10 p94





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Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics	<b>PB:</b> Unit 1 p27; Unit 3 p42; Unit 6 p69 <b>WB:</b> Unit 3 pp24–25; Unit 6 p55
Use determiners including <i>any, no, each, every</i> on a limited range of general and curricular topics	<b>PB:</b> Welcome Unit pp16–17; Unit 8, p86 <b>WB:</b> Unit 4 p35, Unit 8 p74
Use questions, including tag questions, to seek agreement and clarify;	Developed later (Level 6, Unit 3)
use questions <i>What time/What else/next?</i> on a limited range of general and curricular topics	Developed earlier (Level 3, Unit 1)
Use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing, anything</i> on a limited range of general and curricular topics	<b>PB:</b> Unit 4 p53 <b>WB:</b> Unit 4 p35
Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics	<b>PB:</b> Unit 11 p112 <b>WB:</b> Unit 11 p104
Use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of general and curricular topics	<b>PB:</b> Unit 6 p68 <b>WB:</b> Unit 6 p54
Use simple present forms and simple past regular and irregular forms to describe routines, habits and states on a limited range of general and curricular topics	<b>PB:</b> Unit 1 p26 <b>WB:</b> Unit 1 p4
Use present continuous forms to talk about present activities and with future meaning	Developed later (Level 6, Unit 1)



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Use past continuous forms for background actions on a limited range of general and curricular topics	<b>PB:</b> Unit 5 p60 <b>WB:</b> Unit 5 p44
Use <i>be/look/sound/feel/taste/smell like</i> :	
use <i>be made of</i>	Developed later (Level 5, Unit 3)
use <i>make somebody/something</i> + adjective on a limited range of general and curricular topics	<b>PB:</b> Unit 4 pp48–49
Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency;	Developed later (Level 5, Units 1, 3, 5 and 6) and developed earlier (Level 3, Unit 5)
use adverbs of indefinite time <i>yet, ever, already, always</i> ;	Developed later (Level 5, Units 4 and 5)
use adverbs of definite time: <i>last week, yesterday</i> ; on a limited range of general and curricular topics	Developed earlier (Level 3, Unit 1) and developed later (Level 5, Unit 6)
Use <i>might, may, could</i> to express possibility;	<b>PB:</b> Unit 2 p35; Unit 11 p113 <b>WB:</b> Unit 2 p15; Unit 11 p105
use <i>shall</i> [for suggestions]; on a limited range of general and curricular topics	<b>PB:</b> Unit 9 p95 <b>WB:</b> Unit 9 p85
Use a limited range of prepositions to talk about time and location;	<b>WB:</b> Unit 2 p18, Unit 5 p47, Unit 8 p75
use prepositions <i>like</i> to describe things and <i>about</i> to denote topic;	
use prepositions of direction <i>to, into, out, of, from, towards</i> ; on a limited range of general and curricular topics	Developed earlier (Level 3) and developed later (Level 5, Unit 5)



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Use common verbs followed by infinitive verb/verb + <i>ing</i> patterns;	Developed later (Level 5, Unit 10)
use infinitive of purpose; on a limited range of general and curricular topics	Developed later (Level 5, Unit 2)
Use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of general and curricular topics	<b>WB:</b> Unit 3 p27; Unit 4 p34
Use <i>if</i> clauses (in zero conditionals);	<b>PB:</b> Unit 9 p94; <b>WB:</b> Unit 9 p84 and p90
use <i>where</i> clauses;	<b>PB:</b> Unit 11 p114
use <i>before/after</i> clauses (with past reference);	Developed later (Level 6, Unit 3)
use defining relative clauses with <i>which, who, that, where</i> , to give details; on a limited range of general and curricular topics	<b>PB:</b> Unit 12 pp120–121 and developed later (Level 5, Unit 6) <b>WB:</b> Unit 12 pp114–115
<b>Listening</b>	
Understand a sequence of supported classroom instructions	<b>PB:</b> all units
Understand an increasing range of unsupported basic questions which ask for personal information	<b>PB:</b> all units
Understand an increasing range of unsupported basic questions on general and curricular topics	<b>PB:</b> Unit 3 p44; Unit 10 p106
Understand the main points of supported extended talk on a range of general and curricular topics	<b>PB:</b> Unit 1 p28; Unit 6 p70; Unit 9 p96





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Stage 4	<i>English World 4</i>
Understand most specific information and detail of short, supported talk on a wide range of familiar topics	PB: Unit 4 p54
Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	PB: Unit 8 p88; Unit 11 p114
Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	PB: Unit 7 p80; Unit 12 p122
Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	PB: Unit 2 p36; Unit 5 p62
Identify rhymes and repetition	PB: Unit 7 p80
<b>Speaking</b>	
Provide basic information about themselves and others at sentence level on an increasing range of general topics	PB: Unit 1 p27
Ask questions to find out general information on an increasing range of general and curricular topics	PB: Projects 1–4
Give an opinion at sentence level on an increasing range of general and curricular topics	PB: Unit 6 p67
Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	Developed later (Level 5 WB, Unit 9)
Organise talk at sentence level using connectors on an increasing range of general and curricular topics	PB: Unit 8 p85; Unit 9 p93; Unit 12 p119
Communicate meaning clearly at sentence level during pair, group and whole class exchanges	PB: Unit 3 p41; Unit 7 p77



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### **Stage 4**

### ***English World 4***

Keep interaction going in basic exchanges on a growing range of general and curricular topics	<b>PB:</b> Unit 2 p33; Unit 10 p103
Relate basic stories and events on a range of general and curricular topics	<b>PB:</b> Unit 4 p51; Unit 5 p59; Unit 11 p111

