



Cambridge Primary English as a Second Language Curriculum outline

Cambridge Primary starts learners typically aged 5 to 11 years on an exciting educational journey, setting out what they should be able to do at each stage of their primary education. It develops young learners who are confident, responsible, reflective, innovative and engaged. The programme develops skills and understanding in English, English as a Second Language, mathematics, science and Cambridge Global Perspectives™.

There is a curriculum framework for each Cambridge Primary subject. Each framework is organised into six stages. They reflect the teaching target for each year group and provide comprehensive learning objectives.

We organise the Cambridge Primary English as a Second Language curriculum in five content areas or 'strands'. Each strand is further divided into 'sub-strands'. The framework promotes an enquiry-based approach to learning, develops thinking skills and encourages intellectual engagement.

The five strands are:

- Reading
- Writing
- Use of English
- Listening
- Speaking

The curriculum provides a comprehensive set of progressive learning objectives for learners of English as a Second Language. These are based on the Council of Europe's Common European Framework of Reference (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The framing of learning objectives as a progressive can-do sequence should encourage the use of learning-centred, activity-based approaches by teachers in the implementation of the curriculum frameworks.



The Cambridge Primary English as a Second Language curriculum framework provides a solid foundation for the next stages of education, such as Cambridge Lower Secondary.

Below and on the following pages, you will find examples from the Speaking strand for stages 1, 3 and 5 of the Cambridge Primary English as a Second Language curriculum.

Stage 1

Strand: Speaking

- Make and respond to basic statements related to personal information.
- Ask questions in order to find out about a limited range of personal information and classroom routines.
- Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.
- Respond to basic questions on classroom and daily routines.
- Use words and phrases to describe people and objects.
- Contribute suitable words and phrases to pair, group and whole-class exchanges.
- Take turns when speaking with others in a limited range of short, basic exchanges.
- Express basic likes and dislikes.



Cambridge Assessment English

Our Cambridge Primary English as a Second Language curriculum framework was created by our sister organisation Cambridge Assessment English, the world's leading provider of qualifications for learners and teachers of English.

Stage 3

Strand: Speaking

- Provide basic information about themselves at sentence level on a limited range of general topics.
- Ask questions to find out general information on a limited range of general and curricular topics.
- Give an opinion at sentence level on a limited range of general and curricular topics.
- Use basic vocabulary for an increasing range of general and curricular topics.
- Organise talk at sentence level using basic connectors on a limited range of general and curricular topics.
- Communicate meaning clearly using phrases and simple sentences during pair, group and whole-class exchanges.
- Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.
- Relate basic stories and events on a growing range of general and curricular topics.

Stage 5

Strand: Speaking

- Provide basic information about themselves and others at discourse level on a range of general topics.
- Ask questions to find out general information on a range of general and curricular topics.
- Give an opinion at discourse level on an increasing range of general and curricular topics.
- Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.
- Organise talk at discourse level using appropriate connectors on a range of general and curricular topics.
- Communicate meaning clearly at sentence and discourse level during pair, group and whole-class exchanges.
- Keep interaction going in longer exchanges on a range of general and curricular topics.
- Relate some extended stories and events on a limited range of general and curricular topics.

How can I access the full curriculum framework?

Only schools offering Cambridge Primary can access the full curriculum framework.

- If you are a Cambridge Primary school, you can download the full curriculum framework from our password-protected Cambridge Primary support site.
- If you are a Cambridge school and would like to offer Cambridge Primary, complete and return our *Additional Qualification Types* form.
- If you are not a Cambridge school and would like to find out more about Cambridge Primary, complete our *Expression of Interest* form at www.cambridgeinternational.org/join

Learn more! For details of Cambridge Primary, go to www.cambridgeinternational.org/primary or contact our Customer Services team at info@cambridgeinternational.org or call them on +44 1223 553554.

