Cambridge Primary
English as a Second Language Curriculum Framework
Welcome to the Cambridge Primary English as a Second Language curriculum framework, designed and created by University of Cambridge ESOL Examinations.

These frameworks provide a comprehensive set of progressive learning objectives for learners of English as a Second Language. They are based on the Council of Europe’s Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners’ progression in English. The curriculum frameworks are divided into five strands: Reading, Writing, Use of English, Listening and Speaking. In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. This 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.

Student progression in each strand within the curriculum frameworks is mapped in terms of the common reference levels in the CEFR.

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An indication of the level learners are expected to achieve at the end of each year group is given on page 1. The use of low, mid and high categories reflects the fact that progression across CEFR levels may typically take two or three years in each strand.
It is envisaged that students will progress in terms of the CEFR across the Speaking and Listening and Use of English strands in the curriculum at a marginally faster pace. The main reason for this is the primacy of modified oral input in early years second language teaching where learners may not have sufficient literacy skills in their own language to develop English through reading and writing. This can be further complicated for learners whose first languages are non-Roman script languages – involving the mapping of new foreign sounds to equally foreign symbols. Although such early literacy considerations may vary within different learning contexts, what remains constant in the pedagogic approach within the curriculum framework is that the teacher’s use of structured talk will be the key facilitating factor in supporting early Primary learning and that all learning in the classroom will be characterised by high-quality interaction in which the teacher seeks to encourage the active use of English by learners in completing all tasks. This focus on modified oral input – which enables learners to focus on forms as well as meanings – will support the slightly faster incremental development of Speaking and Listening and Use of English skills across the curriculum.

The assessment framework (see table below) is designed to support the implementation of the curriculum framework by providing teachers and learners with motivational end-of-stage goals and to help teachers, learners and parents monitor progress being made. The assessments at key transition points across the curriculum relate to Cambridge ESOL’s international suite of English language assessments for learners – multi-skilled, externally certificated tests from University of Cambridge ESOL Examinations – and there are end-of-year progression tests for all stages from Stage 3 to Stage 6.

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<th>Stage</th>
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<td>KET for Schools¹</td>
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¹ KET for Schools could be taken at Stage 5 or 6, depending on rate of learner progress
Stage 1

Reading
- Recognise, identify, sound and name the letters of the alphabet
- Recognise, identify, sound, segment and blend phonemes in individual words
- Identify and remember high-frequency sound and letter patterns
- Recognise, identify and sound, with support, familiar words and sentences
- Sight read high-frequency words
- Recognise that some sounds have more than one spelling
- Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them
- Use, with support, a simple picture dictionary

Writing
- Hold a pen/pencil in a comfortable and efficient grip
- Form higher and lower case letters of regular size and shape
- Write familiar words to identify people, places and objects
- Write letters and words in a straight line from left to right with regular spaces between letters and words
- Copy letters and familiar high frequency words and phrases correctly
- Copy upper and lower case letters accurately when writing names and places
- Spell some familiar high-frequency words accurately during guided writing activities
- Include a full stop when copying very high-frequency short sentences

Use of English
- Use common singular nouns, plural nouns [plural ‘s’] and proper names to say what things are
- Use numbers 1–10 to count
- Use basic adjectives and colours to say what someone/something is or has
- Use possessive adjectives to describe objects
- Use determiners a, the, this, these to indicate what/where something is
- Use interrogative pronouns which, what, where to ask basic questions; use the questions: What colour is it? What now?
- Use demonstrative pronouns this, these to indicate things
- Use personal subject and object pronouns to give basic personal information
Use of English (continued)

- Use imperative forms of common verbs for basic commands and instructions
- Use common present simple forms [positive, negative, question] to give basic personal information
- Use common present continuous forms [positive, negative, question] to talk about what is happening now
- Use *have got* + noun to describe and ask about possessions
- Use basic adverbs of place *here, there*, to say where things are
- Use *can/can’t* to describe ability; use *have got* to describe possession
- Use basic prepositions of location and position to describe *at, in, near, next to, on* to describe where people and things are; use prepositions of time: *on, in* to talk about days and time; use *with* to indicate accompaniment; use *for* to indicate recipient
- Use *would you like* + noun, to enquire; use *let’s* + verb; use *like + verb + ing* to express likes and dislikes
- Use conjunction *and* to link words and phrases
- Use *me too* to give short answers

Listening

- Understand a limited range of short, basic, supported classroom instructions
- Understand a limited range of short supported questions which ask for personal information
- Understand a limited range of short supported questions on general and curricular topics
- Understand the main points of short, supported talk on a limited range of general and curricular topics
- Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics
- Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics
- Understand very short supported narratives on a limited range of general and curricular topics
- Recognise the names of letters of the alphabet
- Recognise the sounds of phonemes and phoneme blends
Stage 1

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
Stage 2

Reading
• Recognise, identify and sound, with support, a limited range of language at text level
• Read and follow, with support, familiar instructions for classroom activities
• Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment
• Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues
• Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics
• Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them
• Understand the meaning of simple short sentences on familiar general and curricular topics
• Use, with more infrequent support, a simple picture dictionary

Writing
• Plan, write and check, with support, short sentences on familiar topics
• Write, with support, short sentences which give basic personal information
• Write short familiar instructions with support from their peers
• Begin to use joined-up handwriting in a limited range of written work
• Link with support words or phrases using basic coordinating connectors
• Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities
• Spell a growing number of familiar high-frequency words accurately during guided writing activities
• Include a full stop and question mark during guided writing of short, familiar sentences

Use of English
• Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive ‘s/s’ to name and label things
• Use numbers 1–50 to count
• Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things
• Use determiners a, the, some, any, this, these, that to refer to familiar objects
• Use who, what, where, how many to ask questions on familiar topics; use impersonal you in the question: How do you spell that?
Use of English (continued)

- Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses

- Use personal subject and object pronouns, including possessive pronouns *mine, yours* to give basic personal information and describe things

- Use imperative forms [positive and negative] to give short instructions

- Use common simple present forms, including short answer forms and contractions, to give personal information; use common past simple forms [regular and irregular] to describe actions and narrate simple events including short answer forms and contractions

- Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics; use –*ing* forms *swimming, spelling* as nouns to describe familiar and classroom activities

- Use *there is/are* to make short statements and descriptions; use *Have you [ever] been?* to talk about experiences

- Use adverbs of time and place *now, today, over, there*, to indicate when and where; use common –*ly* adverbs to describe actions; use the adverb *too* to add information

- Use *can* to make requests and ask permission and use appropriate responses *here you are, OK*; use *must* to express obligation; use *have + object + infinitive* to talk about obligations; use *will* to talk about future intention; use *What/How about + noun/-*ing* to make suggestions

- Use prepositions of location, position and direction: *at, behind, between, in, in front of, near, next to, on, to*; use prepositions of time: *on, in, at*, to talk about days and times; use *with* to indicate accompaniment and instrument and *for* to indicate recipient; on personal and familiar topics

- Use *Would you like to …* to invite and use appropriate responses *yes please, no thanks*; use declarative *what [a/an] + adjective + noun* to show feelings

- Use conjunctions *and, or, but* to link words and phrases

- Use *when* clauses to describe simple present and past actions on personal and familiar topics; use *so do I* to give short answers
Stage 2

Listening

• Understand an increased range of short, basic, supported classroom instructions
• Understand a growing range of short supported questions which ask for personal information
• Understand an increasing range of short supported questions on general and curricular topics
• Understand the main points of short supported talk on an increasing range of general and curricular topics
• Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics
• Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics
• Understand short, supported narratives on an increasing range of general and curricular topics
• Recognise words that are spelled out in a limited range of general and curricular topics
• Identify initial, middle and final phonemes and blends

Speaking

• Make basic statements which provide personal information on a limited range of general topics
• Ask questions to find out about an increasing range of personal information
• Describe basic present and past actions on a limited range of general and curricular topics
• Use basic vocabulary for a limited range of general and curricular topics
• Give short, basic descriptions of people and objects
• Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges
• Take turns when speaking with others in a growing range of short, basic exchanges
• Relate very short, basic stories and events on a limited range of general and curricular topics
Reading

- Recognise, identify and sound, with support, an increasing range of language at text level
- Read and follow, with some support, familiar instructions for classroom activities
- Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment
- Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues
- Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics
- Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics
- Find, with support, books, worksheets and other printed materials in a class or school library according to classification

Writing

- Plan, write and check sentences, with support, on a limited range of general and curricular topics
- Write, with support, longer sentences on a limited range of general and curricular topics
- Write, with support, short sentences which describe people, places and objects
- Use joined-up handwriting in a growing range of written work
- Link, with some support, sentences using basic coordinating connectors
- Use upper and lower case letters accurately when writing names, places and short sentences when writing independently
- Spell most familiar high-frequency words accurately during guided writing activities
- Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently

Use of English

- Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics
- 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
- Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics
- Use determiners a, the, some, any, this, these, that, those to give personal information and on a limited range of general and curricular topics
Use of English (continued)

- Use **who, what, where, how, how many, how much** to ask questions on a limited range of general and curricular topics;
  - use **why** to ask for explanations;
  - use **when** to ask when something happens/happened;
  - use **What is/was the weather like?**;
  - use **What’s the matter?**

- Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics

- Use **imperative** forms with direct and indirect object forms to give a short sequence of instructions

- Use **simple present** forms;
  - use **simple past regular and irregular forms** to describe actions and narrate simple events;
  - on a limited range of general and curricular topics

- Use **present continuous** forms to describe events and talk about what is happening now;
  - use **be good at + noun**;
  - use **go for + noun**;
  - on a limited range of general and curricular topics

- Use **I think... I know...** to express basic opinions on a limited range of general and curricular topics;
  - use a limited range of simple perfect forms [regular and irregular] to talk about experiences

- Use common adverbs of frequency **never, a lot**;
  - use **adverbs of sequence first, next, then, and direction left, right**;
  - use common comparative and superlative adverbs to describe and compare things... **more quickly... best**;
  - on a limited range of general and curricular topics

- Use **could** as a past form of **can**;
  - use **have (got) to/had to** to express obligation;
  - use **shall** [interrogative] to make offers and **will** to ask about future intention;
  - on a limited range of general and curricular topics

- Use common prepositions of time **on, in, at, after, before** to state when things happen;
  - use common prepositions of location, position and direction: **at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under**;
  - use **from** [origin] **with** [without] [inclusion];
  - use **be good at + noun**;
  - use **go for + noun**;
  - on a limited range of general and curricular topics
Use of English (continued)

- Use common verbs followed by infinitive verb/verb + ing patterns; begin to use infinitive of purpose; use want/ask someone to do something; use be called + noun; on a limited range of general and curricular topics
- Use conjunction because to give reasons on a limited range of general and curricular topics
- Use defining relative clauses with which, who, where to give personal information

Listening

- Understand a short sequence of supported classroom instructions
- Understand a limited range of unsupported basic questions which ask for personal information
- Understand a limited range of unsupported basic questions on general and curricular topics
- Understand the main points of short, supported talk on a range of general and curricular topics
- Understand most specific information and detail of short, supported talk on a range of general and curricular topics
- Deduce meaning from context in short, supported talk on a limited range of general and curricular topics
- Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics
- Understand supported narratives on a limited range of general and curricular topics
- Identify rhyming words

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 4

Reading

- Recognise, identify and sound, with some support, a range of language at text level
- Read and follow, with limited support, familiar instructions for classroom activities
- Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment
- Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues
- Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics
- Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics
- Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics
- Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding

Writing

- Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics
- Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics
- Write, with support, factual and imaginative descriptions at text level which describe people, places and objects
- Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency
- Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics
- Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics
- Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently
- Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently

Use of English

- 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
- Use quantifiers many, much, a lot of, a few on a limited range of general and curricular topics
Use of English (continued)

- Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics

- Use determiners including any, no, each, every on a limited range of general and curricular topics

- Use questions, including tag questions, to seek agreement and clarify; use questions What time/What else/next? on a limited range of general and curricular topics

- Use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything on a limited range of general and curricular topics

- Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics

- Use future forms will for predictions and be going to to talk about already decided plans on a limited range of general and curricular topics

- 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

- Use present continuous forms to talk about present activities and with future meaning;

- Use past continuous forms for background actions; on a limited range of general and curricular topics

- Use be/look/sound/feel/taste/smell like; use be made of; use make somebody/something + adjective; on a limited range of general and curricular topics

- Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency; use adverbs of indefinite time yet, ever, already, always; use adverbs of definite time: last week, yesterday; on a limited range of general and curricular topics

- Use might, may, could to express possibility; use shall [for suggestions]; on a limited range of general and curricular topics

- Use a limited range of prepositions to talk about time and location; use prepositions like to describe things and about to denote topic; use prepositions of direction to, into, out, of, from, towards; on a limited range of general and curricular topics

- Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a limited range of general and curricular topics
Stage 4

Use of English (continued)

- Use conjunctions *so, if, when, where, before, after* to link parts of sentences on a limited range of general and curricular topics
- Use *if* clauses (in zero conditionals); use *where* clauses; use *before/after* clauses (with past reference); use defining relative clauses with *which, who, that, where* to give details; on a limited range of general and curricular topics

Listening

- Understand a sequence of supported classroom instructions
- Understand an increasing range of unsupported basic questions which ask for personal information
- Understand an increasing range of unsupported basic questions on general and curricular topics
- Understand the main points of supported extended talk on a range of general and curricular topics
- Understand most specific information and detail of short, supported talk on a wide range of familiar topics
- Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics
- Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics
- Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics
- Identify rhymes and repetition

Speaking

- Provide basic information about themselves and others at sentence level on an increasing range of general topics
- Ask questions to find out general information on an increasing range of general and curricular topics
- Give an opinion at sentence level on an increasing range of general and curricular topics
- Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics
- Organise talk at sentence level using connectors on an increasing range of general and curricular topics
- Communicate meaning clearly at sentence level during pair, group and whole class exchanges
- Keep interaction going in basic exchanges on a growing range of general and curricular topics
- Relate basic stories and events on a range of general and curricular topics
Stage 5

Reading
- Recognise, identify and sound, with little or no support, a wide range of language at text level
- Read and follow, with little or no support, familiar instructions for classroom activities
- Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment
- Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues
- Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics
- Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics
- Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics
- Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding

Writing
- Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics
- Write, with support, about factual and imaginative past events, activities and experiences in a paragraph on a limited range of general and curricular topics
- Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects
- Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency
- Link, with little or no support, sentences into a coherent paragraph using a variety of basic connectors on a growing range of general and curricular topics
- Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics
- Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently
- Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently

Use of English
- Begin to use basic abstract nouns and compound nouns; use a growing range of noun phrases describing times and location; on a growing range of general and curricular topics
- Use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of general and curricular topics
Use of English (continued)

- Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics.
- Use a growing range of determiners including all, other on a growing range of general and curricular topics.
- Use questions including questions with whose, how often, how long; use a growing range of tag questions; on a growing range of general and curricular topics.
- Use a growing range of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of general and curricular topics.
- Use simple perfect forms to express what has happened (indefinite and unfinished past with for and since) on a growing range of general and curricular topics.
- Use future will and shall to make offers, promises, predictions, on a growing range of general and curricular topics.
- Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics.
- Use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a growing range of general and curricular topics.
- Use common impersonal structures with it, there on a growing range of general and curricular topics.
- Use a growing range of adverbs, including adverbs of degree too, not enough, quite, rather; use pre-verbal, post-verbal and end-position adverbs; on a growing range of general and curricular topics.
- Use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on a growing range of general and curricular topics.
- Use a growing range of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions preceding nouns and adjectives in common prepositional phrases; on a growing range of general and curricular topics.
- Use common verbs followed by infinitive verb/verb + ing patterns; use infinitive of purpose; on a growing range of general and curricular topics.
- Use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of general and curricular topics.
- Use subordinate clauses following think, know, believe, hope, say, tell; use subordinate clauses following sure, certain; use a growing range of defining relative clauses with which, who, that, where; on a growing range of general and curricular topics.
Stage 5

Listening

- Understand longer sequences of supported classroom instructions
- Understand more complex supported questions which ask for personal information
- Understand more complex supported questions on a growing range of general and curricular topics
- Understand, with limited support, the main points of extended talk on a range of general and curricular topics
- Understand most specific information and detail of supported, extended talk on a range of general and curricular topics
- Deduce meaning from context in supported extended talk on a range of general and curricular topics
- Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics
- Understand supported narratives, including some extended talk, on a range of general and curricular topics
- Identify rhymes, repetition and alliteration

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
Stage 6

Reading

• Recognise, identify and sound independently a wide range of language at text level
• Read and follow independently familiar instructions for classroom activities
• Read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment
• Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues
• Understand independently specific information and detail in short, simple texts on a range of general and curricular topics
• Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics
• Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics
• Use independently familiar paper and digital reference resources to check meaning and extend understanding

Writing

• Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics

Use of English

• Use a limited range of abstract nouns and compound nouns; use double genitive structures: a friend of theirs; on a range of general and curricular topics
• Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics

• Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics
• Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics
• Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency
• Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently
• Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics
• Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently
• Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently
Use of English (continued)

• Use a growing range of participle adjectives and a growing range of adjectives in the correct order in front of nouns on a range general and curricular topics

• Use a range of determiners including neither, both on a range of general and curricular topics

• Use a growing range of questions including how far, how many times, what + noun, on a range of general and curricular topics

• Use a range of pronouns including relative pronouns who, which, that, whom, whose, on a range of general and curricular topics

• Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics

• Use a growing range of future forms including be going to [predictions based on present evidence] and will for predictions on a range of general and curricular topics

• Use a range of active and passive simple present and past forms and used to/didn’t use to for past habits/states on a range of general and curricular topics

• Use present continuous forms with present and future meaning and past continuous forms for background, parallel and interrupted past actions on a range of general and curricular topics

• Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics

• Use a range of adverbs [simple and comparative forms] including adverbs of manner; use pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics

• Use a growing range of modal forms including would [polite requests], could [polite requests], needn’t [lack of necessity], should, ought to [obligation], on a range of general and curricular topics

• Use a growing range of prepositions preceding nouns and adjectives in prepositional phrases; begin to use dependent prepositions following adjectives; on a range of general and curricular topics

• Use the pattern verb + object + infinitive give/take/send/bring/show + direct/indirect object; begin to use some common prepositional verbs; on a range of general and curricular topics

• Use conjunctions while, until, as soon as in relating narratives; if/unless in conditional sentences; on a range of general and curricular topics

• Use if/unless in zero and first conditional clauses; use a range of defining and non-defining relative clauses with which, who, that, whose, whom; on a range of general and curricular topics
Stage 6

Listening

- Understand, with little or no support, longer sequences of classroom instructions
- Understand more complex unsupported questions which ask for personal information
- Understand, with little or no support, more complex questions on a range of general and curricular topics
- Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics
- Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics
- Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics
- Recognise, with little or no support, the attitude or opinion of the speaker(s) in both short and extended talk on a range of general and curricular topics
- Understand, with little or no support, both short and extended narratives on a range of general and curricular topics
- Identify rhymes, onomatopoeia and rhythm

Speaking

- Provide detailed information about themselves and others at discourse level on a wide range of general topics
- Ask questions to clarify meaning on a range of general and curricular topics
- Give an opinion at discourse level on a range of general and curricular topics
- Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics
- Summarise what others have said on a range of general and curricular topics
- Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges
- Keep interaction going in longer exchanges on a wide range of general and curricular topics
- Relate extended stories and events on a growing range of general and curricular topics