

Cambridge Secondary 1

English as a Second Language Curriculum Framework

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Introduction

Welcome to the Cambridge Secondary 1 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.

A1	A2	B1	B2	C1	C2
Basic user		Independent user		Proficient user	

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.

Introduction (continued)

	Stage		
	7	8	9
Reading CEFR level	Low B1	Mid B1	High B1
Writing CEFR level	Low B1	Mid B1	High B1
Use of English CEFR level	Mid B1	High B1	Low B2
Listening CEFR level	Mid B1	High B1	Low B2
Speaking CEFR level	Mid B1	High B1	Low B2

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 7 to Stage 9.

Stage	Assessment	CEFR level
9	PET for Schools ¹	B1
8		
7		

¹ PET for Schools could be taken at Stage 8 or 9, depending on rate of learner progress

Stage 7

Reading

- Understand the main points in texts on a limited range of unfamiliar general and curricular topics, including some extended texts
- Understand specific information in texts on a limited range of unfamiliar general and curricular topics, including some extended texts
- Understand the detail of an argument on a limited range of unfamiliar general and curricular topics, including some extended texts
- Understand implied meaning on a limited range of unfamiliar general and curricular topics, including some extended texts
- Recognise the attitude or opinion of the writer on a limited range of unfamiliar general and curricular topics, including some extended texts
- Deduce meaning from context on a limited range of unfamiliar general and curricular topics, including some extended texts
- Recognise typical features at word, sentence and text level in a limited range of written genres
- Read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics with confidence and enjoyment
- Use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding
- Begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects

Writing

- Brainstorm, plan and draft written work at text level, with some support, on a range of general and curricular topics
- Compose, edit and proofread written work at text level, with some support, on a range of general and curricular topics
- Write, with some support, with moderate grammatical accuracy on a limited range of general and curricular topics
- Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a limited range of written genres on general and curricular topics
- Use, with some support, style and register appropriate to a limited range of written genres on general and curricular topics
- Use appropriate layout for a range of written genres on a growing range of general and curricular topics
- Spell a growing range of high-frequency vocabulary accurately on a range of general and curricular topics
- Punctuate, with accuracy, a growing range of written work on a range of general and curricular topics

Stage 7

Use of English

- Use a growing range of abstract nouns and compound nouns; use a limited range of gerunds as subjects and objects; use a limited range of complex noun phrases; on a variety of general and curricular topics
- Use a range of quantifiers for countable and uncountable nouns including *several, plenty, a large/small number/amount* on a range of general and curricular topics
- Use a growing range of compound adjectives and adjectives as participles and a limited range of comparative structures to indicate degree including *not as...as, much ...than* on a range of general and curricular topics
- Use a range of determiners including *all, half, both [of]* in pre-determiner function on a range of general and curricular topics
- Use a range of questions using a range of different tense and modal forms on a range of general and curricular topics
- Use a range of pronouns including indefinite pronouns *anybody, anyone, anything* and quantitative pronouns *everyone, everything, none, more, less, a few* on a range of general and curricular topics
- Use a growing range of 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 present continuous and present simple with future meaning, on a range of general and curricular topics
- Use a range of active and passive simple present and past forms; use a limited range of causative forms *have/get done*; use a growing range of past perfect simple forms in narrative and reported speech; on a range of general and curricular topics
- Use a growing range of present continuous forms and past continuous, including some passive forms, on a range of general and curricular topics
- Use a growing range of reported speech forms for statements, questions and commands: *say, ask, tell*, including reported requests, on a range of general and curricular topics
- Use a limited range of comparative degree adverb structures *not as quickly as/far less quickly* with regular and irregular adverbs; use a limited range of sentence adverbs including *too, either, also*; use a growing range of pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics
- Use a range of modal forms for a range of functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of general and curricular topics
- Use a range of prepositions preceding nouns and adjectives in prepositional phrases; use prepositions *as, like* to indicate manner; use a growing range of dependent prepositions following adjectives; on a range of general and curricular topics

Stage 7

Use of English (continued)

- Use infinitive forms after a limited range of verbs and adjectives; use gerund forms after a limited range of verbs and prepositions; use a limited range of prepositional verbs and begin to use common phrasal verbs;
on a range of general and curricular topics
- Use a growing range of conjunctions including *since*, *as* to explain reasons and the structures *so ... that*, *such a/... that* in giving explanations on a range of general and curricular topics
- Use *if/unless/if only* in second conditional clauses and *wish [that]* clauses [present reference]; use a range of relative clauses including *why* clauses;
on a range of general and curricular topics

Listening

- Understand, with little or no support, the main points in extended talk on a wide range of general and curricular topics
- Understand, with little or no support, most specific information in extended talk on a wide range of general and curricular topics
- Understand, with little or no support, most of the detail of an argument in extended talk on a wide range of general and curricular topics
- Understand, with little or no support, most of the implied meaning in extended talk on a wide range of general and curricular topics
- Recognise, with little or no support, the opinion of the speaker(s) in extended talk on a wide range of general and curricular topics
- Deduce, with little or no support, meaning from context in extended talk on a wide range of general and curricular topics
- Begin to recognise typical features at word, sentence and text level in a limited range of spoken genres
- Understand extended narratives on a range of general and curricular topics

Stage 7

Speaking

- Use formal and informal registers in their talk on a limited range of general and curricular topics
- Ask questions to clarify meaning on a wide range of general and curricular topics
- Give an opinion, at discourse level, on a range of general and curricular topics
- Respond, with some flexibility, at both sentence and text level, to unexpected comments on a range of general and curricular topics
- Link comments, with some flexibility, to what others say at sentence and discourse level in pair, group and whole class exchanges
- Interact with peers to negotiate classroom tasks
- Use appropriate subject-specific vocabulary and syntax to talk about a limited range of curricular topics

Stage 8

Reading

- Understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts
- Understand specific information in texts on a growing range of unfamiliar general and curricular topics, including some extended texts
- Understand the detail of an argument on a growing range of unfamiliar general and curricular topics, including some extended texts
- Understand implied meaning on a growing range of general and curricular topics, including some extended texts
- Recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts
- Deduce meaning from context on a growing range of unfamiliar general and curricular topics, including some extended texts
- Recognise typical features at word, sentence and text level in a growing range of written genres
- Read a growing range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics with confidence and enjoyment
- Use a growing range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding
- Recognise inconsistencies in argument in short and some extended texts on a limited range of general and curricular subjects

Writing

- Brainstorm, plan and draft written work at text level, with limited support, on a range of general and curricular topics
- Compose, edit and proofread written work at text level, with limited support, on a range of general and curricular topics
- Write, with limited support, with moderate grammatical accuracy on a growing range of general and curricular topics
- Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a growing range of written genres on general and curricular topics
- Use, with limited support, style and register appropriate to a limited range of written genres on general and curricular topics
- Use appropriate layout for a range of written genres on a range of general and curricular topics
- Spell a range of high-frequency vocabulary accurately on a range of general and curricular topics
- Punctuate, with accuracy, a range of written work on a range of general and curricular topics

Stage 8

Use of English

- Use a range of abstract nouns and compound nouns; use a growing range of gerunds as objects and subjects; use a growing range of complex noun phrases; on a range of general and curricular topics
- Use a wide range of quantifiers for countable and uncountable nouns and a growing range of noun structures; use qualifying uncountable nouns *..a piece of.. a bar of ..etc.* on a range of general and curricular topics
- Use a range of compound adjectives and adjectives as participles and a growing range of comparative structures to indicate degree on a range of general and curricular topics
- Use a wide range of determiners and pre-determiner structures on a range of general and curricular topics
- Use a range of questions including questions involving prepositions *at what time, in which direction, from whose* on a range of general and curricular topics
- Use a range of pronouns [relative, demonstrative, indefinite, quantitative]; use a growing range of reflexive pronoun structures; on a range of general and curricular topics
- Use a range of simple perfect forms, including some passive forms, with a growing range of time adverbials on a range of general and curricular topics
- Use a range of future forms, including some passive forms, on a range of general and curricular topics
- Use a wide range of active and passive simple present and past forms; use a growing range of causative forms; use a range of past perfect simple forms in narrative and reported speech on a range of general and curricular topics
- Use a range of present continuous forms and past continuous, including a growing range of passive forms, on a range of general and curricular topics
- Use a range of reported speech forms for statements, questions and commands, including indirect and embedded questions with *know, wonder* on a range of general and curricular topics
- Use a growing range of comparative degree adverb structures with regular and irregular adverbs; use a growing range of sentence adverbs including *as well, though*; use a range of pre-verbal, post-verbal and end-position adverbs; on a range of general and curricular topics
- Use a wide range of modal forms for a range of functions and a limited range of past modal forms, including *should/shouldn't have*, to express regret and criticism on a range of general and curricular topics

Use of English (continued)

- Use a growing range of prepositions preceding nouns and adjectives; use a growing range of dependent prepositions following nouns and adjectives and a limited range of dependent prepositions following verbs;
on a range of general and curricular topics
- Use infinitive forms after a growing range of adjectives and verbs; use gerund forms after a growing range of verbs and prepositions; use a growing range of prepositional verbs and a limited range of phrasal verbs;
on a range of general and curricular topics
- Use a range of conjunctions including *so that*, *(in order) to* to indicate purpose, *although*, *while*, *whereas* to contrast on a range of general and curricular topics
- Use *if only/wish [that]* clauses [past reference]; use a range of relative clauses including with prepositions *from where*, *to whom*;
on a range of general and curricular topics

Listening

- Understand the main points in unsupported extended talk on a wide range of general and curricular topics
- Understand most specific information in unsupported extended talk on a wide range of general and curricular topics
- Understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics
- Understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics
- Recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics
- Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics
- Recognise typical features at word, sentence and text level of a growing range of spoken genres
- Begin to recognise inconsistencies in argument in extended talk on a growing range of general and curricular subjects

Stage 8

Speaking

- Use formal and informal registers in their talk on a growing range of general and curricular topics
- Check the main point or detail of what someone else has said
- Explain and justify their own point of view on a range of general and curricular topics
- Explain advantages and disadvantages of ideas, plans and arrangements on a limited range of general and curricular topics
- Modify their talk in order to compensate for gaps in vocabulary or grammatical knowledge
- Interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks
- Use a growing range of appropriate subject-specific vocabulary and syntax to talk about curricular topics

Stage 9

Reading

- Understand the main points in extended texts on a range of unfamiliar general and curricular topics
- Understand specific information in extended texts on a range of unfamiliar general and curricular topics
- Understand the detail of an argument in extended texts on a range of unfamiliar general and curricular topics
- Understand implied meaning in extended texts on a range of unfamiliar general and curricular topics
- Recognise the attitude or opinion of the writer in extended texts on a range of unfamiliar general and curricular topics
- Deduce meaning from context on a range of unfamiliar general and curricular topics, including some extended texts
- Begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics
- Read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics, with confidence and enjoyment
- Use a range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding
- Recognise inconsistencies in argument in extended texts on a growing range of general and curricular subjects

Writing

- Brainstorm, plan and draft written work at text level, with minimal teacher support, on a range of general and curricular topics
- Compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics
- Write, with minimal support, with moderate grammatical accuracy on a range of general and curricular topics
- Develop coherent arguments, supported when necessary by reasons, examples and evidence, for a range of written genres on general and curricular topics
- Use, with limited support, style and register appropriate to a growing range of written genres on general and curricular topics
- Use appropriate layout for a range of written genres on a wide range of general and curricular topics
- Spell a wide range of high-frequency vocabulary accurately on a wide range of general and curricular topics
- Punctuate, with accuracy, a range of written work on a wide range of general and curricular topics

Stage 9

Use of English

- Use a range of abstract nouns, compound nouns, complex noun phrases and gerunds as subjects and objects on a wide range of general and curricular topics
- Use a wide range of quantifiers for countable and uncountable nouns and a range of structures qualifying uncountable nouns on a wide range of general and curricular topics
- Use a range of compound adjectives, adjectives as participles and comparative structures indicating degree and a growing range of intensifying adjectives on a wide range of general and curricular topics
- Use a wide range of determiners and pre-determiner structures on a wide range of general and curricular topics
- Use a wide range of types of question on a wide range of general and curricular topics
- Use a wide range of pronouns [relative, demonstrative, indefinite, quantitative];
use a range of reflexive pronoun structures;
on a wide range of general and curricular topics
- Use a range of simple perfect active and passive forms with a range of time adverbials ... *so far, lately, all my life*;
use a growing range of perfect continuous forms;
on a wide range of general and curricular topics
- Use a range of future active and passive forms and a growing range of future continuous forms on a wide range of general and curricular topics
- Use a range of active and passive simple present and past forms, causative forms and past perfect simple forms;
use a growing range of past perfect continuous forms in narrative and reported speech;
on a wide range of general and curricular topics
- Use a range of present continuous forms and past continuous [active and passive] on a range of general and curricular topics
- Use a range of reported statements and question forms on a wide range of general and curricular topics
- Use a range of comparative degree adverb structures with regular and irregular adverbs;
use a range of sentence adverbs, including *especially, particularly*;
use a range of pre-verbal, post-verbal and end-position adverbs;
on a wide range of general and curricular topics
- Use a growing range of past modal forms, including *must have, can't have, might have*, to express speculation and deduction about the past on a wide range of general and curricular topics
- Use a range of prepositional phrases preceding nouns and adjectives;
use a range of dependent prepositions following nouns and adjectives and a growing range of prepositions following verbs;
on a wide range of general and curricular topics

Use of English (continued)

- Use infinitive forms after a range of verbs and adjectives; use gerund forms after a range of verbs and prepositions; use a growing range of prepositional and phrasal verbs; on a wide range of general and curricular topics
- Use a range of conjunctions on a wide range of general and curricular topics
- Use *if/if only* in third conditional structures; use a range of relative clauses, including *which* [whole previous clause reference]; on a wide range of general and curricular topics

Listening

- Understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics
- Recognise typical features at word, sentence and text level of a range of spoken genres
- Recognise inconsistencies in argument in extended talk on a range of general and curricular subjects

Stage 9

Speaking

- Use formal and informal language registers in their talk on a range of general and curricular topics
- Speak with a good degree of fluency and accuracy in social interaction with peers and other speakers of English
- Explain and justify their own and others' point of view on a range of general and curricular topics
- Analyse and evaluate the views of others in a growing range of contexts
- Modify language mistakes in their talk which cause misunderstanding
- Interact with peers to make hypotheses about a growing range of general and curricular topics
- Use a range of appropriate subject-specific vocabulary and syntax to talk about curricular topics

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