

Global Stage

Cambridge Primary

English as a Second Language

Mapping

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About Global Stage

Global Stage is a six-level English language and literacy course offering a child-centered approach for children to build the skills they need to become self-directed, inquisitive learners. A unique, dual student book approach brings together a rigorously benchmarked language program with a diverse and engaging literacy program, which together span the Common European Framework of Reference for Languages (CEFR) from levels Pre-A1 to B1+, and therefore Stages 1 to 6 of the Cambridge Primary English as a Second Language curriculum framework.

Global Stage nurtures children to become competent speakers and writers of English, who learn cooperatively and can confidently engage with subject areas across the curriculum. Children are supported in becoming caring, responsible citizens in the 21st century and are empowered to succeed on the global stage.

What Is the Cambridge Primary English as a Second Language (ESL) Curriculum Framework?

The Cambridge Primary English as a Second Language (ESL) curriculum framework comprises a series of descriptions of what primary age students studying English as a second language should be able to achieve within six stages of language learning. Within each stage, the descriptors map what students can be expected to achieve within different skills and language usage strands. These are:

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

The purpose of this curriculum framework is for teachers and parents to be able to see a clear progression in the students' learning path by looking at their actual achievement against the learning objectives set out in the strands for each stage of the framework.

This comprehensive set of progressive learning objectives is based on the Council of Europe's Common European Framework of Reference for Languages (CEFR): at the end of Stage 1 of the Cambridge Primary ESL curriculum framework, a student can be expected to be functioning at a low A1 level of the CEFR, and a student at Stage 6 would be expected to achieve a mix of high A2 and low B1 capabilities as shown in the table below. Students are likely to develop different skills at different paces depending on their cognitive development in their own language. The descriptors in the Cambridge Primary ESL curriculum framework are written to describe these CEFR levels in ways that are closely related to classroom teaching and practice. For more information on the CEFR, see the *Global Stage* CEFR Mapping for each level.

CEFR Skills	Reading	Writing	Use of English	Listening	Speaking
Cambridge ESL					
Stage 1	Working towards A1	Working towards A1	Low A1	Low A1	Low A1
Stage 2	Low A1	Low A1	High A1	High A1	High A1
Stage 3	High A1	High A1	Low A2	Low A2	Low A2
Stage 4	Low A2	Low A2	Mid A2	Mid A2	Mid A2
Stage 5	Mid A2	Mid A2	High A2	High A2	High A2
Stage 6	High A2	High A2	Low B1	Low B1	Low B1

The Cambridge Primary ESL Curriculum Framework and *Global Stage*

The Cambridge Primary ESL curriculum framework is designed to provide teachers and students with motivational end-of-stage objectives and to help the whole teaching community of teachers, students, and parents in monitoring progress. Whether you are planning your courses at school or planning entry assessment for your students, the clear skills' progression in *Global Stage* aligns with the Cambridge framework so that you can keep track of your students' language competences all the way through the learning process.

Global Stage offers students a variety of motivating and engaging tasks for each strand. Each unit helps teachers to focus on the necessary language skills to build on prior language knowledge and to introduce new learning challenges. In this series, each level reflects one of the stages in the curriculum framework and each of the five strands. The students' achievement can be measured within each strand and each stage. The curriculum framework objectives are organized in such a way as to promote a task-based and student-centered approach to language learning.

The table on the next page gives a sample of descriptors for each skills strand in the Cambridge framework which serves as an overview of the progression expected across the stages.

For example, at Level 1 of *Global Stage*, a writing descriptor from Stage 1 of the Cambridge ESL curriculum framework sets out that by the end of Stage 1, students will be able to “Include a full stop when copying very high-frequency short sentences” (1W8). By Level 6 (*Global Stage*) or Stage 6 (Cambridge ESL curriculum framework), the corresponding writing descriptor, sets out that students should be able to “Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently” (6W8).

Writing	
Stage 1	1W8 Include a full stop when copying very high-frequency short sentences.
Stage 6	6W8 Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently.

Sample of descriptors showing expected progression in the Cambridge ESL curriculum framework.

	Reading	Writing	Use of English	Listening	Speaking
Stage 1	1Re5 Sight read high-frequency words	1W8 Include a full stop when copying very high-frequency short sentences.	1U6 Use interrogative pronouns which, what, where to ask basic questions; use the questions: <i>What colour is it? What now?</i>	1L7 Understand very short supported narratives on a limited range of general and curricular topics.	1S6 Contribute suitable words and phrases to pair, group and whole class exchanges.
Stage 2	2Re5 Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics.	2W8 Include a full stop and question mark during guided writing of short, familiar sentences.	2U5 Use <i>who, what, where, how many</i> to ask questions on familiar topics; use impersonal you in the question: <i>How do you spell that?</i>	2L7 Understand short, supported narratives on an increasing range of general and curricular topics.	2S6 Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges.
Stage 3	3Re5 Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics.	3W8 Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.	3Uw4 Use <i>who, what, where, how, how many, how much</i> to ask questions on a limited range of general and curricular topics; use <i>why</i> to ask for explanations; use <i>when</i> to ask <i>when something happens/happened</i> ; use <i>What is/was the weather like?</i> ; use <i>What's the matter?</i>	3L7 Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics.	3S6 Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges.
Stage 4	4Re5 Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics.	4W8 Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently.	4Uw4 Use questions, including tag questions, to seek agreement and clarify; use questions <i>What time/What else/next?</i> ; on a limited range of general and curricular topics.	4L7 Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics.	4S6 Communicate meaning clearly at sentence level during pair, group and whole class exchanges.
Stage 5	5Re5 Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics.	5W8 Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently.	5Uw4 Use questions including questions with <i>whose, how often, how long</i> ; use a growing range of tag questions; on a growing range of general and curricular topics.	5L7 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.	5S6 Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.
Stage 6	6Re5 Understand independently specific information and detail in short, simple texts on a range of general and curricular topics.	6W8 Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently.	6Uw4 Use a growing range of questions including <i>how far, how many times, what + noun</i> , on a range of general and curricular topics.	6L7 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.	6S6 Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges.

How to Use the *Global Stage* Cambridge Primary ESL Maps

The mapping charts on the following pages are arranged by the Cambridge Primary ESL curriculum framework stage, including all the descriptors for that stage and mapped to the corresponding *Global Stage* level. You will see that in most levels, the maps also include descriptors from other stages where these reflect better what students are being taught to do.

Each descriptor within a strand has a reference, the Learning Code, e.g. Re1 (Reading 1), and this is followed by the actual description of the strand, the Objective. The next columns show the unit and page number of the Language Book and/or Literacy Book where there is a correlation between *Global Stage* and the Cambridge Primary ESL Curriculum Framework. Where the descriptor is developed in another *Global Stage* level, the level and unit is shown in *italics*, and where a descriptor from another level is appropriate, it has been included within the corresponding strand.

There are a few places where no correlation is given; this is because the Cambridge Primary ESL curriculum framework is intended primarily for schools where students may learn more than one language or be living in an English-speaking country but have a different mother tongue, while *Global Stage* is intended for learners of English as a Second/Foreign Language around the world. Note that it is expected that students using *Global Stage* will have some previous knowledge of English, so some descriptors in Stage 1 are not actively covered, but are assumed, e.g. letters of the alphabet (1Re1); being able to hold a pen/pencil (1W1).

Note on language variety: As this curriculum framework was developed and designed using British English, the mapping tables use the original British English spelling and phrasing.

Writing			
Learning Code	Objective	Language Book	Literacy Book
IW7	Spell some familiar high-frequency words accurately during guided writing activities.	U1 p. 15 U2 p. 31 U3 p. 46 U4 p. 49, p. 57, p. 58 U9 p. 124 U10 p. 135	U1 p. 23 U2 p. 39 U4 p. 62, p. 70, p. 71 U6 p. 103 U8 p. 121, p. 135
IW8	Include a full stop when copying very high-frequency short sentences.	U1 p. 20, U2 p. 32	
2W1	Plan, write and check, with support, short sentences on familiar topics.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 51, p. 57, p. 58 U5 p. 71, p. 72 U6 p. 83, p. 84 U7 p. 97, p. 98 U8 p. 109, p. 110 U9 p. 123, p. 124 U10 p. 135, p. 136	U5 p. 81 U7 p. 119 U9 p. 143, p. 151 U10 p. 167

Cambridge Primary ESL curriculum framework strand.

Cambridge Primary ESL code: level, strand, objective number.

Cambridge Primary ESL objective description.

Where descriptors from other levels of the Cambridge Primary ESL curriculum framework are relevant, they are highlighted using the *Global Stage* colors.

Global Stage books which actively teach new language and skills.

References to where the objectives are developed in each *Global Stage* book: unit and page(s).

Summary of Coverage of Cambridge Primary ESL Curriculum Framework Stages 1–6 and *Global Stage* Levels 1–6

The Reading Strand

There is a good fit here to text types and general understanding of the detail of texts across both the Language and Literacy Books. If not covered in one, there is likely to be some coverage of the strand descriptor in the other. There is emphasis on the development of basic reading skills for short texts on a limited range of topics in the first two levels. In the third and fourth level, the focus shifts towards the development of comprehension reading skills, with support, to understand some specific information and detail in short, simple texts on a limited range of general and curricular topics. These levels also deal with starting to recognize the difference between fact and opinion or the attitude or opinion of the writer in short, simple texts on a limited range of general and curricular topics. In the last two levels, the key aim is to ensure that students can read independently a range of short simple fiction and non-fiction texts with confidence and enjoyment. They also continue to further develop their comprehension reading skills to understand the main points and specific information of a wide range of short, simple texts on general and curricular topics by using contextual clues. Additionally, they provide plenty of opportunities for students to recognize the difference between fact and opinion or the attitude or opinion of the writer in short, simple texts on a wide range of general and curricular topics.

The Writing Strand

Many useful writing skills are covered in all levels of *Global Stage*, such as, punctuation marks usage, paragraph sequencing, ordering and organizing information with appropriate phrases and layouts. In the initial levels the emphasis is on the use of correct spelling at word level and basic punctuation. In the middle levels they start identifying key parts in a writing model and drafting ideas using key language and punctuation correctly in order to write shorter pieces of writing. And in the last two levels, they use a whole range of connectors and they plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics.

The Use of English Strand

There is a wide range of grammar structures covered in all levels. In the initial levels the focus is on basic parts of speech. In the middle levels the focus shifts towards a wider range of tense usage; and in the last two levels students use a growing range of parts of speech and tenses, recognizing different usages and combining than one tense or structure in different contexts on a range of general and curricular topics.

The Listening Strand

There is a good fit here with the Language Book at each level, particularly around questions and answers, and comprehension of listening tasks in both the audio material and videos. In Levels 1 and 2, the main focus is on understanding the main points of short, supported talk on a limited range of general and curricular topics. In Levels 3 and 4, they start to understand most specific information and detail, and deduce meaning from context in short, supported talk on a wide range of familiar topics. By Levels 5 and 6, students also recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics, and understand supported narratives, including some extended talk, on a range of general and curricular topics.

The Speaking Strand

In the initial levels, speaking production deals mainly with giving short, basic descriptions of people and objects and contributes a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges. In the middle levels students start to extend interaction in basic exchanges on a growing range of general and curricular topics. They also relate basic stories and events on a range of general and curricular topics. By the last two levels, the students can summarize 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, and extend interaction to longer exchanges on a wide range of general and curricular topics. They can also relate extended stories and events on a growing range of general and curricular topics.

Key for Cambridge Primary ESL Curriculum Framework Descriptors

The Objectives for the framework are referenced as Learning Codes: Stage, Strand, and Descriptor. These codes are used in feedback reports on Cambridge Primary Progress Tests. Here are some examples from each of the strands:

IRe1 = Stage 1, Reading, Descriptor 1

IL1 = Stage 1, Listening, Descriptor 1

IWI = Stage 1, Writing, Descriptor 1

ISI = Stage 1, Speaking, Descriptor 1

IUI = Stage 1, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
IRe1	Recognise, identify, sound and name the letters of the alphabet.		
IRe2	Recognise, identify, sound, segment and blend phonemes in individual words.	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	Phonics Review pp. 4–7 U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 70 U5 p. 80 U6 p. 102
IRe3	Identify and remember high-frequency sound and letter patterns.		U7 p. 118 U8 p. 126 U9 p. 150
IRe4	Recognise, identify and sound, with support, familiar words and sentences.		
IRe5	Sight read high-frequency words.	U1 pp. 10–11 U2 pp. 22–23 U3 pp. 36–37 U4 pp. 48–49 U5 pp. 62–63 U6 pp. 74–75 U7 pp. 88–89 U8 pp. 100–101 U9 pp. 114–115 U10 pp. 126–127	U3 p. 47, p. 54 U4 p. 71
IRe6	Recognise that some sounds have more than one spelling.	U1 p. 18 U2 p. 30 U3 p. 44 U9 p. 122 U10 p. 134	U1, p. 16 U2, p. 32 U3 p. 54 U4 p. 70 U5 p. 80

IRe7	Understand the meaning of very simple familiar phrases or sentences on familiar general and curricular topics by rereading them.	U1 p. 12, p. 16, p. 21 U2 p. 24, p. 28, p. 33 U3 p. 38, p. 42, p. 47 U4 p. 50, p. 54, p. 59 U5 p. 64, p. 68, p. 73 U6 p. 76, p. 80, p. 85 U7 p. 90, p. 94, p. 99 U8 p. 102, p. 106, p. 110, p. 111 U9 p. 116, p. 120, p. 125 U10 p. 128, p. 132, p. 137	U2 p. 33 U8 p. 134
IRe8	Use, with support, a simple picture dictionary.	U1 pp. 10–11 U2 pp. 22–23 U3 pp. 36–37 U4 pp. 48–49 U5 pp. 62–63 U6 pp. 74–75 U7 pp. 88–89 U8 pp. 100–101 U9 pp. 114–115 U10 pp. 126–127	
2Re3	Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment.		U1 pp. 10–15, pp. 18–21 U2 pp. 26–31, pp. 34–37 U3 pp. 42–45, pp. 48–53 U4 pp. 58–61, pp. 64–69 U5 pp. 74–79, pp. 82–85 U6 pp. 90–93, pp. 96–101 U7 pp. 106–109, pp. 112–117 U8 pp. 122–125, pp. 128–133 U9 pp. 138–141, pp. 144–149 U10 pp. 154–157, pp. 160–165
2Re4	Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues.		U1 p. 16, p. 22 U2 p. 32, p. 38 U3 p. 43, p. 46, p. 49 U4 p. 62, p. 70 U5 p. 80, p. 86, p. 87 U6 p. 94, p. 102 U7 p. 110, p. 111 U8 p. 123, p. 126, p. 127 U9 p. 142, p. 150, p. 151 U10 p. 158, p. 159, p. 161, p. 166

Writing			
Learning Code	Objective	Language Book	Literacy Book
IW1	Hold a pen/pencil in a comfortable and efficient grip.		
IW2	Form higher and lower case letters of regular size and shape.		
IW3	Write familiar words to identify people, places and objects.	U1 p. 11, p. 19, p. 20, p. 21 U2 p. 23 U3 p. 37, p. 45 U4 p. 49 U5 p. 63 U6 p. 75, p. 83 U7 p. 89 U8 p. 101 U9 p. 115 U10 p. 127	
IW4	Write letters and words in a straight line from left to right with regular spaces between letters and words.	All units	All units
IW5	Copy letters and familiar high-frequency words and phrases correctly.	Language Review pp. 6–7, p. 9 U1 p. 11, p. 15 U2 p. 23, p. 31 U3 p. 37, p. 46 U4 p. 49, p. 57, p. 58 U5 p. 63 U6 p. 75 U7 p. 89 U8 p. 101 U9 p. 115, p. 124 U10 p. 127, p. 135	U4 p. 62, p. 70, p. 71
IW6	Copy upper and lower case letters accurately when writing names and places.	U1 p. 20 U3 p. 46 U7 p. 98	
IW7	Spell some familiar high-frequency words accurately during guided writing activities.	U1 p. 15 U2 p. 31 U3 p. 46 U4 p. 49, p. 57, p. 58 U5 p. 63 U6 p. 75 U7 p. 89 U8 p. 101 U9 p. 124 U10 p. 135	U1 p. 23 U2 p. 39 U4 p. 62, p. 70, p. 71 U6 p. 103 U8 p. 121, p. 135

IW8	Include a full stop when copying very high-frequency short sentences.	U1 p. 20 U2 p. 31, p. 32 U3 p. 45, p. 46 U6 p. 81, p. 83 U7 p. 91, p. 98 U8 p. 107, p. 110 U9 p. 117, p. 123, p. 124 U10 p. 115	
2W1	Plan, write and check, with support, short sentences on familiar topics.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 51, p. 57, p. 58 U5 p. 71, p. 72 U6 p. 83, p. 84 U7 p. 97, p. 98 U8 p. 109, p. 110 U9 p. 123, p. 124 U10 p. 135, p. 136	U5 p. 81 U7 p. 119 U9 p. 143, p. 151 U10 p. 167
2W5	Link with support words or phrases using basic coordinating connectors.	U8 p. 110	
2W8	Include a full stop and question mark during guided writing of short, familiar sentences.	U2 p. 31, p. 32 U3 p. 45, p. 46 U5 p. 69 U6 p. 81, p. 83 U7 p. 91, p. 98 U8 p. 107, p. 110 U9 p. 117, p. 123 U10 p. 135	

Use of English

Learning Code	Objective	Language Book	Literacy Book
IU1	Use common singular nouns, plural nouns [plural 's'] and proper names to say what things are.	U1 p. 11 U2 p. 23, p. 26 U3 p. 37, p. 40 U4 p. 49 U5 p. 63, p. 66 U6 p. 75, p. 78 U7 p. 89, p. 92 U8 p. 101, p. 104 U9 p. 115, p. 118 U10 p. 127, p. 130	
IU2	Use numbers 1–10 to count.	U1 p. 12, p. 19	
IU3	Use basic adjectives and colours to say what someone/something is or has.	Language Review pp. 6–7 U2 p. 12 U3 p. 39, p. 46 U5 p. 64, p. 72	
IU4	Use possessive adjectives to describe objects.	U5 p. 65, p. 72	
IU5	Use determiners <i>a, the, this, these</i> to indicate what/where something is.	U3 p. 39 U9 p. 124	
IU6	Use interrogative pronouns <i>which, what, where</i> to ask basic questions; use the questions: <i>What colour is it? What now?</i>	Language Review p. 8 U1 p. 13, p. 17, p. 19 U2 p. 29, p. 31 U4 p. 55 U6 p. 77 U7 p. 95 U8 p. 103 U9 p. 117, p. 123	
IU7	Use demonstrative pronouns <i>this, these</i> to indicate things.	U1 p. 18 U4 p. 56 U5 p. 70	
IU8	Use personal subject and object pronouns to give basic personal information.	U1 p. 12, p. 13, p. 18	
IU9	Use imperative forms of common verbs for basic commands and instructions.	U7 p. 95	
IU10	Use common present simple forms [positive, negative, question] to give basic personal information.	Language Review p. 9 U1 p. 17 U2 p. 29 U3 p. 39 U6 p. 77, p. 81, p. 84 U8 p. 107 U9 p. 117, p. 121	

IUI1	Use common present continuous forms [positive, negative, question] to talk about what is happening now.	U4 p. 51, p. 55 U7 p. 91	
IUI2	Use <i>have got</i> + noun to describe and ask about possessions.	U1 p. 13	U4 p. 63
IUI3	Use basic adverbs of place <i>here, there</i> , to say where things are.	U5 p. 70	
IUI4	Use <i>can/can't</i> to describe ability; use <i>have got</i> to describe possession.	U1 p. 13 (<i>have got</i>) U3 p. 43 (<i>can/can't</i>)	U4 p. 63 (<i>have got</i>)
IUI5	Use basic prepositions of location and position to describe <i>at, in, near, next to, on</i> to describe where people and things are; use prepositions of time: <i>on, in</i> to talk about days and time; use <i>with</i> to indicate accompaniment; use <i>for</i> to indicate recipient.	U5 p. 69 U6 p. 81, p. 84, p. 85 U8 p. 103 U10 p. 136	
IUI6	Use <i>would you like</i> + noun, to enquire; use <i>let's</i> + verb; use <i>like</i> + verb + <i>ing</i> to express likes and dislikes.	U3 p. 44 (<i>let's</i>) Level 2 U2 p. 30, p. 134 (<i>would you like</i>) Level 3 U6 p. 81 (<i>like</i> + verb + <i>ing</i>)	
IUI7	Use conjunction <i>and</i> to link words and phrases.	U8 p. 110	
IUI8	Use <i>me too</i> to give short answers.	U2 p. 30	
2U7	Use personal subject and object pronouns, including possessive pronouns <i>mine, yours</i> to give basic personal information and describe things.	U10 p. 133 (possessive pronouns)	

Listening			
Learning Code	Objective	Language Book	Literacy Book
IL1	Understand a limited range of short, basic, supported classroom instructions.	Language Review p. 6 U1 pp. 10–11 U2 p. 22	
IL2	Understand a limited range of short supported questions which ask for personal information.	U1 p. 12, pp. 14–15, p. 18 (Video) U2 p. 30 (Video) U3 p. 44 (Video) U9 p. 122 (Video)	
IL3	Understand a limited range of short supported questions on general and curricular topics.	U2 p. 26, p. 27 U3 p. 36, p. 40, p. 41, p. 44 U4 p. 48	
IL4	Understand the main points of short, supported talk on a limited range of general and curricular topics.	U4 pp. 52–53, p. 56 U5 pp. 62–63, pp. 66–67, p. 70 U6 pp. 74–75, pp. 78–79, p. 82 U7 pp. 88–89, pp. 92–93, p. 96 U8 pp. 100–101, pp. 104–105, p. 108 U9 pp. 114–115, pp. 118–119, p. 122 U10 pp. 126–127, pp. 130–131, p. 134	
IL5	Understand some specific information and detail of short, supported talk on a limited range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	
IL6	Use contextual clues to predict content in short, supported talk on a limited range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U5 p. 70 U7 p. 96 U8 p. 108 U10 p. 134	
IL7	Understand very short supported narratives on a limited range of general and curricular topics.	All units	
IL8	Recognise the names of letters of the alphabet.		

IL9	Recognise the sounds of phonemes and phoneme blends.	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	Phonics Review pp. 4–7 U1 p. 16 U2 p. 32 U3 p. 54 U4 p. 70 U5 p. 80 U6 p. 102 U7 p. 118 U8 p. 126 U9 p. 150 U10 pp. 166–167
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Speaking			
Learning Code	Objective	Language Book	Literacy Book
IS1	Make and respond to basic statements related to personal information.	U1 p. 15, p. 19	U1 p. 17 U2 p. 38
IS2	Ask questions in order to find out about a limited range of personal information and classroom routines.	U2 p.25 U8 p. 105	
IS3	Use a limited range of basic words, phrases and sentences related to classroom objects, activities and routines.	U6 p. 79 U8 p. 105, p. 107, p. 109	
IS4	Respond to basic questions on classroom and daily routines.	U6 p. 81 U8 p. 107	
IS5	Use words and phrases to describe people and objects.	U1 p. 15 U4 p. 53 U5 p. 67, p. 71	U1 p. 39 U3 p. 46 U9 p. 150
IS6	Contribute suitable words and phrases to pair, group and whole class exchanges.	U1 pp. 14–15 U2 pp. 26–27 U3 pp. 40–41 U4 pp. 52–53, p. 57 U5 pp. 66–67, p. 65 U6 pp. 78–79, p. 83 U7 pp. 92–93, p. 97 U8 pp. 104–105, p. 109 U9 pp. 118–119, p. 121 U10 pp. 130–131, p. 135	U1 p. 9, p. 16, p. 22, p. 23 U2 p. 25, p. 33 U3 p. 41, p. 55 U4 p. 57 U5 p. 73 U6 p. 89 U7 p. 105 U8 p. 121 U10 p. 166
IS7	Take turns when speaking with others in a limited range of short, basic exchanges.	U2 p. 25 U6 p. 77, p. 83 U7 p. 97 U9 p. 123 U10 p. 135	U3 p. 47, p.54 U4 p. 62, p. 63, p. 70, p. 71 U5 p. 80, p. 81, p. 87 U6 p. 94, p. 95, p. 102 U7 p. 110, p. 111, p. 118, p. 119 U8 p. 126, p. 127, p. 134, p. 135 U9 p. 137, p. 143 U10 p. 153, p. 159
IS8	Express basic likes and dislikes.	U2 p. 25, p. 31 U3 p. 39	U1 p. 39 U5 p. 86 U9 p. 142

Key for Cambridge Primary ESL Curriculum Framework Descriptors

The Objectives for the framework are referenced as Learning Codes: Stage, Strand, and Descriptor. These codes are used in feedback reports on Cambridge Primary Progress Tests. Here are some examples from each of the strands:

2Re1 = Stage 2, Reading, Descriptor 1

2L1 = Stage 2, Listening, Descriptor 1

2W1 = Stage 2, Writing, Descriptor 1

2S1 = Stage 2, Speaking, Descriptor 1

2U1 = Stage 2, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
2Re1	Recognise, identify and sound, with support, a limited range of language at text level.		
2Re2	Read and follow, with support, familiar instructions for classroom activities.	All units	All units
2Re3	Begin to read, with support, very short simple fiction and non-fiction texts with confidence and enjoyment.	U1 p. 12, p. 16, p. 20 U2 p. 24, p. 28, p. 34, p. 35 U3 p. 38, p. 42, p. 46 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76 U7 p. 80, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132	U1 pp. 10–15, pp. 18–21 U2 pp. 26–29, pp. 32–37 U3 pp. 42–45, pp. 48–53 U4 pp. 58–63, pp. 66–69 U5 pp. 74–79, pp. 82–85 U6 pp. 90–95, pp. 98–101 U7 pp. 106–109, pp. 112–117 U8 pp. 122–125, pp. 128–133 U9 pp. 138–143, pp. 146–149 U10 pp. 154–157, pp. 160–165
2Re4	Understand the main points of very short, simple texts on some familiar general and curricular topics by using contextual clues.	U4 p. 58	U1 p. 16 U2 p. 30
2Re5	Understand, with support, some specific information and detail in very short, simple texts on a limited range of general and curricular topics.	U10 p. 136	U1 p. 22, p. 23 U2 p. 31, p. 38 U3 p. 46, p. 47, p. 54 U4 p. 64, p. 65, p. 70, p. 71 U5 p. 80, p. 81, p. 86, p. 87 U6 p. 96, p. 97, p. 102, p. 103 U7 p. 110, p. 111, p. 118, p. 119 U8 p. 126, p. 127, p. 134, p. 135 U9 p. 144, p. 145, p. 150, p. 151 U10 p. 158, p. 159, p. 166, p. 167
2Re6	Understand the meaning of very short, simple texts on familiar general and curricular topics by rereading them.		
2Re7	Understand the meaning of simple short sentences on familiar general and curricular topics.		

2Re8	Use, with more infrequent support, a simple picture dictionary.	U1 p. 10 U2 p. 22 U3 p. 36 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 126	
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Writing

Learning Code	Objective	Language Book	Literacy Book
1W5	Copy letters and familiar high-frequency words and phrases correctly.	U1 p. 11 U2 p. 23, p. 31 U3 p. 37 U4 p. 49 U5 p. 63 U6 p. 75 U7 p. 89 U8 p. 101 U9 p. 115 U10 p. 127	U1 p. 17, p. 22 U2 p. 39 U3 p. 47, p. 55 U5 p. 86 U8 p. 135 U9 p. 145, p. 151 U10 p. 158, p. 166, p. 167
1W7	Spell some familiar high-frequency words accurately during guided writing activities.	U1 p. 11 U2 p. 23, p. 31 U3 p. 37 U4 p. 49 U5 p. 63 U6 p. 75 U7 p. 89 U8 p. 101 U9 p. 115 U10 p. 127	
2W1	Plan, write and check, with support, short sentences on familiar topics.	U1 p. 19 U2 p. 31, p. 32 U3 p. 45 U6 p. 83 U7 p. 97 U9 p. 123 U10 p. 136	U1 p. 17 U2 p. 39 U3 p. 55
2W2	Write, with support, short sentences which give basic personal information.	U4 p. 57 U6 p. 84	
2W3	Write short familiar instructions with support from their peers.		
2W4	Begin to use joined-up handwriting in a limited range of written work.		
2W5	Link with support words or phrases using basic coordinating connectors.	U3 p. 46 U5 p. 72 U8 p. 110 U9 p. 124	
2W6	Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.	U2 p. 32	
2W7	Spell a growing number of familiar high-frequency words accurately during guided writing activities.	U1 p. 11 U4 p. 58 U5 p. 71 U9 p. 124	

2W8	Include a full stop and question mark during guided writing of short, familiar sentences.	U1 p. 20	
3W5	Link, with some support, sentences using basic coordinating connectors.	U9 p. 124	
3W8	Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.	U9 p. 124	

Use of English

Learning Code	Objective	Language Book	Literacy Book
2U1	Use singular nouns, plural nouns – including some common irregular plural forms – and uncountable nouns, genitive 's/s' to name and label things.	U1 p. 11, p. 14 U2 p. 23, p. 26 U3 p. 37, p. 40 U5 p. 63, p. 66 U6 p. 75, p. 78 U7 p. 89, p. 92 U8 p. 101, p. 104 U9 p. 115 U10 p. 127, p. 130 <i>Level 1 U5 (genitive 's/s')</i>	
2U2	Use numbers 1–50 to count.	U2 p. 29, p. 31	
2U3	Use adjectives, including possessive adjectives, on familiar topics to give personal information and describe things.	U5 p. 63, p. 71 U6 p. 75 U8 p. 109, p. 110 U9 p. 118	
2U4	Use determiners <i>a, the, some, any, this, these, that</i> to refer to familiar objects.	U1 p. 19 U2 p. 27 U3 p. 45 U4 p. 55 U6 p. 81 U10 p. 129	
2U5	Use <i>who, what, where, how many</i> to ask questions on familiar topics; use impersonal <i>you</i> in the question: <i>How do you spell that?</i>	U1-10 (All question words) U2 p. 29 (<i>how many</i>)	
2U6	Use demonstrative pronouns <i>this, these, that, those</i> and object pronoun <i>one</i> in short statements and responses.	Language Review p. 8 U9 p. 122	
2U7	Use personal subject and object pronouns, including possessive pronouns <i>mine, yours</i> to give basic personal information and describe things.	Language Review p. 8	
2U8	Use imperative forms [positive and negative] to give short instructions.	U7 p. 98	
2U9	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.	U1 p. 13 U3 p. 39, p. 43 U4 p. 51, p. 55, p. 58 U5 p. 65, p. 69 U9 p. 117, p. 121	
2U10	Use common present continuous forms, including short answers and contractions, to talk about what is happening now on personal and familiar topics; use <i>-ing</i> forms <i>swimming, spelling</i> as nouns to describe familiar and classroom activities.	Language Review p. 8 U1 p. 17 U7 p. 89, p. 96	

2U11	Use <i>there is/are</i> to make short statements and descriptions; use <i>Have you [ever] been?</i> to talk about experiences.	U3 p. 45 (<i>there is/are</i>) Level 4 U6 (<i>Have you [ever] been?</i>)	
2U12	Use adverbs of time and place <i>now, today, over, there</i> , to indicate when and where; use common <i>-ly</i> adverbs to describe actions; use the adverb <i>too</i> to add information.	U1 p.20 U2 p. 23 U7 p.93 U10 p. 135 (<i>today</i>) U10 p. 133 (<i>over</i>) U5 p. 65 U6 p. 75 U10 p. 130 (<i>there</i>) U1 p. 11 U3 p. 44 (<i>too</i>) Level 3 U1 (<i>-ly adverbs</i>)	
2U13	Use <i>can</i> to make requests and ask permission and use appropriate responses <i>here you are, OK</i> ; use <i>must</i> to express obligation; use <i>have + object + infinitive</i> to talk about obligations; use <i>will</i> to talk about future intention; use <i>What/How about + noun/-ing</i> to make suggestions.	U7 p. 95 (<i>can</i>) U2 p. 30 U6 p. 96 (<i>What/How about ...?</i>) Level 4 U4 (<i>must</i>) Level 3 U8 (<i>will</i>)	
2U14	Use prepositions of location, position and direction: <i>at, behind, between, in, in front of, near, next to, on, to</i> ; use prepositions of time: <i>on, in, at</i> , to talk about days and times; use <i>with</i> to indicate accompaniment and instrument and <i>for</i> to indicate recipient; on personal and familiar topics.	U7 p. 91 U10 p. 133	
2U15	Use <i>Would you like to ...</i> to invite and use appropriate responses <i>yes please, no thanks</i> ; use declarative <i>what [a/an] + adjective + noun</i> to show feelings.	U10 p. 127 (<i>what [a/an] + adjective + noun</i>) Level 3 U6 p76 (<i>Would you like to ... ?</i>)	
2U16	Use conjunctions <i>and, or, but</i> to link words and phrases.	U3 p. 46	
2U17	Use <i>when</i> clauses to describe simple present and past actions on personal and familiar topics; use <i>so do I</i> to give short answers.	Level 5 U10	
3Uw2	Use numbers 1–100 to count, use basic quantifiers <i>many, much, not many, a lot of</i> on a limited range of general and curricular topics.	U2 p. 25, p. 29	

3Uw3	Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics.	U6 p. 77, p. 81, p. 84 U8 p. 103, p. 107, p. 110	
3Uw4	Use <i>who, what, where, how, how many, how much</i> to ask questions on a limited range of general and curricular topics; use <i>why</i> to ask for explanations; use <i>when</i> to ask when something happens/happened; use <i>What is/was the weather like?</i> ; use <i>What's the matter?</i>	U1-10 (All question words) U2 p. 29 (<i>How much/many ...?</i>) U10 p. 131 (<i>What's the weather like?</i>) <i>Level 1 U9 (Why?/because)</i> <i>Level 3 U9 (What's the matter?)</i>	
3Uw5	Use common adverbs of frequency <i>never, a lot</i> ; use adverbs of sequence <i>first, next, then</i> , and direction <i>left, right</i> ; use common comparative and superlative adverbs to describe and compare things... <i>more quickly... best</i> ; on a limited range of general and curricular topics.	U1 p. 13 (frequency) U9 p. 124 (sequence) <i>Level 3 U2 (Comparative and superlative adverbs)</i>	
3Ug8	Use conjunction <i>because</i> to give reasons on a limited range of general and curricular topics.	U5 p. 72	
4Uf1	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.	U10 p. 129 (<i>going to</i>) <i>Level 4 U2 (will)</i>	

Listening

Learning Code	Objective	Language Book	Literacy Book
2L1	Understand an increased range of short, basic, supported classroom instructions.	U6 p. 82	
2L2	Understand a growing range of short supported questions which ask for personal information.		
2L3	Understand an increasing range of short supported questions on general and curricular topics.	U1 p. 10, p. 14, p. 15 U2 p. 22, p. 26, p. 27 U3 p. 36 U4 p. 48 U5 p. 63 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 126 U10 p. 134 (Video)	
2L4	Understand the main points of short supported talk on an increasing range of general and curricular topics.	U1 p. 18 (Video) U2 p. 30 (Video) U3 p. 41, p. 44 U4 p. 52, p. 53, p. 56 U5 p. 66, p. 67	
2L5	Understand some specific information and detail of short, supported talk on an increasing range of general and curricular topics.	U5 p. 70 U6 p. 78, p. 79 U7 p. 92, p. 93 U7 p. 96 (Video) U8 p. 104, p. 105, p. 108 U9 p. 114, p. 118, p. 119, p. 122 U10 p. 130, p. 131, p. 134	
2L6	Use contextual clues to predict content and meaning in short supported talk on an increasing range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U8 p. 108 U9 p. 122	
2L7	Understand short, supported narratives on an increasing range of general and curricular topics.	U9 p. 122 (Video)	
2L8	Recognise words that are spelled out in a limited range of general and curricular topics.		

2L9	Identify initial, middle and final phonemes and blends.	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	Phonics Review pp. 4–7 U1 p. 16 U2 p. 38 U3 p. 46 U4 p. 70 U5 p. 86 U6 p. 96 U7 p. 118 U8 p. 134 U9 p. 150 U10 p. 158
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Speaking			
Learning Code	Objective	Language Book	Literacy Book
2S1	Make basic statements which provide personal information on a limited range of general topics.	U1 p. 15, p. 19 U5 p. 67 U10 p. 131	
2S2	Ask questions to find out about an increasing range of personal information.	U1 p. 13 U2 p. 25, p. 29 U4 p. 55 U7 p. 97	
2S3	Describe basic present and past actions on a limited range of general and curricular topics.	U4 p. 53, p. 55, p. 57	
2S4	Use basic vocabulary for a limited range of general and curricular topics.	U2 p. 27 U4 p. 55 U6 p. 83 U7 p. 93	
2S5	Give short, basic descriptions of people and objects.	U3 p. 41 U5 p. 70 U6 p. 79 U8 p. 105 U9 p. 123	
2S6	Contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges.	U1 p. 19 U2 p. 27, p. 31, p. 34, p. 35 U3 p. 45 U5 p. 71	U1 p. 9, p. 16, p. 17, p. 22, p. 23 U2 p. 25, p. 30, p. 31, p. 39 U3 p. 41, p. 46, p. 55 U4 p. 57, p. 64, p. 70, p. 71 U5 p. 73, p. 80, p. 81, p. 87 U6 p. 89, p. 96, p. 97, p. 102, p. 103 U7 p. 105, p. 111, p. 118 U8 p. 121, p. 126, p. 127, p. 134, p. 135 U9 p. 137, p. 144, p. 150, p. 151 U10 p. 153, p. 159, p. 167
2S7	Take turns when speaking with others in a growing range of short, basic exchanges.	U4 p. 55 U7 p. 97 U8 p. 109 U10 p. 135	
2S8	Relate very short, basic stories and events on a limited range of general and curricular topics.	U4 p. 53	

Key for Cambridge Primary ESL Curriculum Framework Descriptors

The Objectives for the framework are referenced as Learning Codes: Stage, Strand, and Descriptor. These codes are used in feedback reports on Cambridge Primary Progress Tests. Here are some examples from each of the strands:

3Re1 = Stage 3, Reading, Descriptor 1

3LI = Stage 3, Listening, Descriptor 1

3WI = Stage 3, Writing, Descriptor 1

3SI = Stage 3, Speaking, Descriptor 1

3UI = Stage 3, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
2Re8	Use, with more infrequent support, a simple picture dictionary.	U1 p. 10 U2 p. 22 U3 p. 36 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 127	
3Re1	Recognise, identify and sound, with support, an increasing range of language at text level.	Language Review pp. 6–9	U1 p. 22 U2 p. 38 U3 p. 54 U4 p. 60 U5 p. 78 U6 p. 102 U7 p. 118 U8 p. 124 U9 p. 142 U10 p. 166
3Re2	Read and follow, with some support, familiar instructions for classroom activities.	All units	All units
3Re3	Read, with support, a limited range of short simple fiction and non-fiction texts with confidence and enjoyment.	U1 p. 12, p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132	U1 pp. 10–15, pp. 18–21 U2 pp. 26–29, pp. 32–37 U3 pp. 42–45, pp. 48–53 U4 pp. 58–59, pp. 62–69 U5 pp. 74–77, pp. 80–85 U6 pp. 90–95, pp. 98–101 U7 pp. 106–111, pp. 114–117 U8 pp. 122–123, pp. 126–133 U9 pp. 138–141, pp. 144–149 U10 pp. 154–157, pp. 160–165

3Re4	Understand the main points of short, simple texts on a limited range of general and curricular topics by using contextual clues.	U1 p. 12, p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132	Literacy Review p. 7 U1 p. 16, p. 17 U2 p. 30, p. 38 U3 p. 46 U9 p. 143
3Re5	Understand, with support, some specific information and detail in short, simple texts on a limited range of general and curricular topics.		U1 p. 22 U2 p. 47 U3 p. 54 U4 p. 60, p. 61, p. 70 U5 p. 78, p. 79, p. 86 U6 p. 96, p. 97, p. 103 U7 p. 112, p. 113, p. 118 U8 p. 124, p. 134 U9 p. 142, p. 143, p. 150, p. 151 U10 p. 158
3Re6	Recognise the difference between fact and opinion in short, simple texts on a limited range of general and curricular topics.		Literacy Review p. 7 U1 p. 23 U10 p. 159
3Re7	Recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics.		U2 p. 31
3Re8	Find, with support, books, worksheets and other printed materials in a class or school library according to classification.		

Writing

Learning Code	Objective	Language Book	Literacy Book
3W1	Plan, write and check sentences, with support, on a limited range of general and curricular topics.	U1 p. 20 U2 p. 31 U3 p. 46 U4 p. 57 U5 p. 71 U6 p. 83, p. 84 U7 p. 97, p. 98 U8 p. 109, p. 110 U9 p. 123, p. 124 U10 p. 135, p. 136	U2 p. 30 U7 p. 113 U8 p. 125 U10 p. 168
3W2	Write, with support, longer sentences on a limited range of general and curricular topics.	U4 p. 58	U3 p. 39, p. 55 U4 p. 61 U6 p. 102, p. 103 U7 p. 112 U8 p. 134 U10 p. 167
3W3	Write, with support, short sentences which describe people, places and objects.	U1 p. 19 U2 p. 29 U3 p. 45 U6 p. 81	U4 p. 71 U5 p. 87 U9 p. 137, p. 150, p. 151
3W4	Use joined-up handwriting in a growing range of written work.		
3W5	Link, with some support, sentences using basic coordinating connectors.	U2 p. 32 U4 p. 58	
3W6	Use upper and lower case letters accurately when writing names, places and short sentences when writing independently.	All units	
3W7	Spell most familiar high-frequency words accurately during guided writing activities.	U1 p. 11, p. 19 U2 p. 23 U3 p. 37, p. 46 U4 p. 49 U5 p. 63 U6 p. 75 U7 p. 89 U8 p. 101 U9 p. 115 U10 p. 128	
3W8	Use full stops, commas, question marks, and speech marks at sentence level with some accuracy when writing independently.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136	

Use of English

Learning Code	Objective	Language Book	Literacy Book
2U13	Use <i>can</i> to make requests and ask permission and use appropriate responses <i>here you are, OK</i> ; use <i>must</i> to express obligation; use <i>have</i> + object + infinitive to talk about obligations; use <i>will</i> to talk about future intention; use <i>What/How about</i> + noun/-ing to make suggestions.	U6 p. 82 (<i>What/How about ...?</i>) U8 p. 107 (<i>will</i>) Level 2 U7 (<i>can</i>) Level 4 U4 (<i>must</i>)	
3Uw1	Use nouns as direct and indirect objects in describing events and actions on a limited range of general and curricular topics.	All units	
3Uw2	Use numbers 1–100 to count, use basic quantifiers <i>many, much, not many, a lot of</i> on a limited range of general and curricular topics.	U3 p. 41 U6 p. 84 (numbers) Level 2 U2 (<i>basic quantifiers</i>)	
3Uw3	Use common comparative and superlative adjectives to give personal information and on a limited range of general and curricular topics.	U2 p. 25 U10 p. 129	
3Ug1	Use determiners <i>a, the, some, any, this, these, that, those</i> to give personal information and on a limited range of general and curricular topics.	Language Review p. 7 U2 p. 25, p. 29 U8 p. 101	
3Uw4	Use <i>who, what, where, how, how many, how much</i> to ask questions on a limited range of general and curricular topics; use <i>why</i> to ask for explanations; use <i>when</i> to ask when something happens/happened; use <i>What is/was the weather like?</i> ; use <i>What's the matter?</i>	All units (All question words) U9 p. 123 (<i>What's the matter?</i>) Level 1 U9 (<i>Why?/because</i>) Level 2 U2 (<i>How much/many ...?</i>) Level 2 U10 (<i>What's the weather like?</i>)	
3Ug2	Use demonstrative pronouns to ask and answer basic questions on personal and familiar topics.	U5 p. 70 U7 p. 95, P. 96 U10 p. 134	
3Ug3	Use direct and indirect object personal pronouns in descriptions of events and actions on a limited range of general and curricular topics.	All units	
3Uf1	Use imperative forms with direct and indirect object forms to give a short sequence of instructions.	U2 p. 32 U10 p. 127	
3Ug4	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.	U1 p. 13 U8 p. 103	
3Ug5	Use present continuous forms to describe events and talk about what is happening now; use present continuous forms to talk about future arrangements; on a limited range of general and curricular topics.	U8 p. 103 (future) Level 1 U4, U7 (<i>happening now</i>)	

3Ug6	Use <i>I think... I know...</i> 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.	U5 p. 71	
3Uw5	Use common adverbs of frequency <i>never, a lot</i> ; use adverbs of sequence <i>first, next, then</i> , and direction <i>left, right</i> ; use common comparative and superlative adverbs to describe and compare things... <i>more quickly... best</i> ; on a limited range of general and curricular topics.	U2 p. 25, p. 29, p. 31 (comparative and superlative adverbs) U2 p. 32 (sequence) Level 2 U1 (frequency)	
3Uf2	Use <i>could</i> as a past form of <i>can</i> ; use <i>have (got) to/had to</i> to express obligation; use <i>shall</i> [interrogative] to make offers and <i>will</i> to ask about future intention; on a limited range of general and curricular topics.	U3 p. 39, p. 133 (<i>have to</i>) U3 p. 43, p. 133 (<i>could</i>) U8 p. 107 (<i>will</i>) Level 5 U8 (<i>had to</i>)	
3Uw6	Use common prepositions of time <i>on, in, at, after, before</i> to state when things happen; use common prepositions of location, position and direction: <i>at, above, below, behind, between, in, in front of, inside, near, next to, on, opposite, outside, to, under</i> ; use <i>from</i> [origin] <i>with/without</i> [inclusion]; use <i>be good at</i> + noun; use <i>go for</i> + noun; on a limited range of general and curricular topics.	U4 p. 51, p. 52, p. 55, p. 58 U8 p. 101, p. 103, p. 105 Level 1 U5, U8 (prepositions of location/position) Level 2 U10 (prepositions of direction)	
3Ug7	Use common verbs followed by infinitive verb/verb + <i>-ing</i> patterns; begin to use infinitive of purpose; use <i>want/ask someone to do something</i> ; use <i>be called</i> + noun; on a limited range of general and curricular topics.	U6 p. 81 Level 5 U4 (infinitive of purpose)	
3Ug8	Use conjunction <i>because</i> to give reasons on a limited range of general and curricular topics.	U1 p. 15, p. 20	
3Ug9	Use defining relative clauses with <i>which, who, where</i> to give personal information.	U7 p. 91, p. 95 (<i>which, who</i>) Level 4 U8 (<i>where</i>)	
4Ug5	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.	U4 p. 51, p. 55 (past continuous) U9 p. 117, p. 121 (past continuous) Level 1 U4, U7 (present continuous: happening now) Level 4 U2 (present continuous: future)	
4Uf1	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.	U5 p. 65, p. 69 Level 4 U2 (<i>will</i>)	

Listening			
Learning Code	Objective	Language Book	Literacy Book
2L9	Identify initial, middle and final phonemes and blends.	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	Phonics Review pp. 4–7
3L1	Understand a short sequence of supported classroom instructions.	All units	All units
3L2	Understand a limited range of unsupported basic questions which ask for personal information.	All units (teaching notes)	All units (teaching notes)
3L3	Understand a limited range of unsupported basic questions on general and curricular topics.	U1 p. 10 U2 p. 22 U3 p. 36 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 127	
3L4	Understand the main points of short, supported talk on a range of general and curricular topics.	U1 p. 14, p. 18 U2 p. 26, p. 30 U3 p. 40, p. 44 U4 p. 52, p. 56 U5 p. 66, p. 70 U6 p. 78, p. 82 U7 p. 92, p. 96 U8 p. 104, p. 108 U9 p. 118, p. 121 U10 p. 130, p. 134	
3L5	Understand most specific information and detail of short, supported talk on a range of general and curricular topics.	U1 p. 15 U2 p. 27 U3 p. 41 U4 p. 53 U5 p. 67 U6 p. 79 U7 p. 93 U8 p. 105 U9 p. 119 U10 p. 131	

3L6	Deduce meaning from context in short, supported talk on a limited range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 18 U2 p. 29 U3 p. 44 U4 p. 56 U6 p. 82 U7 p. 96 U8 p. 108 U9 p. 122 U10 p. 134	
3L7	Recognise the opinion of the speaker(s) in basic, supported talk on a limited range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 18 U4 p. 56 U5 p. 70 U8 p. 108	
3L8	Understand supported narratives on a limited range of general and curricular topics.	All units	
3L9	Identify rhyming words.	<i>Level 1 U4</i>	

Speaking

Learning Code	Objective	Language Book	Literacy Book
3S1	Provide basic information about themselves at sentence level on a limited range of general topics.	U1, p. 15, p. 17 U3 p. 39, p. 41 U4 p. 53, p. 55 U6 p. 79 U9 p. 119	
3S2	Ask questions to find out general information on a limited range of general and curricular topics.	U3 p. 39 U4 p. 55 U5 p. 69 U6 p. 81 U8 p. 103	
3S3	Give an opinion at sentence level on a limited range of general and curricular topics.	U1 p. 15, p. 19 U2 p. 27 U3 p. 41 U5 p. 67, p. 71 U6 p. 79 U8 p. 105 U9 p. 119 U10 p. 131, p. 133	U1 p. 9 U3 p. 54 U7 p. 105 U10 p. 159
3S4	Use basic vocabulary for an increasing range of general and curricular topics.	All units	All units
3S5	Organise a talk at sentence level using basic connectors on a limited range of general and curricular topics.	U2 p. 31 U4 p. 57 U7 p. 97 U8 p. 109 U10 p. 135	
3S6	Communicate meaning clearly using phrases and simple sentences during pair, group and whole class exchanges.	U1 p. 15, p. 19 U2 p. 27, p. 29 U3 p. 39, p. 41, p. 43, p. 45 U4 p. 51, p. 53, p. 55 U5 p. 65, p. 67, p. 69 U6 p. 77, p. 79, p. 81, p. 83 U7 p. 91, p. 93 U8 p. 103, p. 105 U9 p. 117, p. 119, p. 121 U10 p. 131, p. 133	U1 p. 9, p. 16, p. 17, p. 22, p. 23 U2 p. 25, p. 31, p. 39 U3 p. 41, p. 46, p. 47, p. 55 U4 p. 57, p. 60, p. 70, p. 71 U5 p. 73, p. 78, p. 79, p. 87 U6 p. 89, p. 97, p. 102, p. 103 U7 p. 105, p. 118, p. 119, p. 134, p. 135 U8 p. 121, p. 124, p. 134, p. 135 U9 p. 137, p. 142, p. 143, p. 150 U10 p. 153, p. 159, p. 166, p. 167
3S7	Keep interaction going in short, basic exchanges on a limited range of general and curricular topics.	U1 p. 19 U3 p. 45 U9 p. 123	U8 p. 125
3S8	Relate basic stories and events on a growing range of general and curricular topics.	U10 p. 135	

Key for Cambridge Primary ESL Curriculum Framework Descriptors

The Objectives for the framework are referenced as Learning Codes: Stage, Strand, and Descriptor. These codes are used in feedback reports on Cambridge Primary Progress Tests. Here are some examples from each of the strands:

4Re1 = Stage 4, Reading, Descriptor 1

4L1 = Stage 4, Listening, Descriptor 1

4W1 = Stage 4, Writing, Descriptor 1

4S1 = Stage 4, Speaking, Descriptor 1

4Uw1 = Stage 4, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
4Re1	Recognise, identify and sound, with some support, a range of language at text level.	All units	All units
4Re2	Read and follow, with limited support, familiar instructions for classroom activities.	All units	All units
4Re3	Read, with some support, an increasing range of short simple fiction and non-fiction texts with confidence and enjoyment.	U1 p. 12, p. 16 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54 U5 p. 64, p. 68 U6 p. 76, p. 80 U7 p. 90, p. 94 U8 p. 102, p. 106 U9 p. 116, p. 120 U10 p. 128, p. 132	Language Review pp. 4–6 U1 pp. 10–15, pp. 18–21 U2 pp. 26–31, pp. 34–37 U3 pp. 42–45, pp. 48–53 U4 pp. 58–63, pp. 66–69 U5 pp. 74–75, pp. 78–85 U6 pp. 90–95, pp. 98–101 U7 pp. 106–109, pp. 112–117 U8 pp. 122–127, pp. 130–133 U9 pp. 138–143, pp. 146–149 U10 pp. 154–157, pp. 160–165
4Re4	Understand the main points of an increasing range of short, simple texts on general and curricular topics by using contextual clues.		U1 p. 16, p. 22 U2 p. 32, p. 33, p. 38, p. 39 U3 p. 46, p. 47, p. 54 U4 p. 64, p. 70 U5 p. 76 U6 p. 96, p. 97, p. 110 U7 p. 118 U8 p. 128 U9 p. 144, p. 150 U10 p. 158
4Re5	Understand, with little or no support, specific information and detail in short, simple texts on an increasing range of general and curricular topics.		U4 p. 65 U5 p. 86 U6 p. 111 U7 p. 129 U9 p. 145 U10 p. 159, p. 166, p. 167
4Re6	Recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics.		Language Review p. 7 U1 p. 17
4Re7	Recognise the attitude or opinion of the writer in short texts on an increasing range of general and curricular topics.		U5 p. 77
4Re8	Use, with some support, familiar paper and digital reference resources to check meaning and extend understanding.		

Writing			
Learning Code	Objective	Language Book	Literacy Book
4W1	Plan, write, edit and proofread work at text level, with support, on a limited range of general and curricular topics.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 109 U9 p. 123 U10 p. 151	
4W2	Write, with support, a sequence of short sentences in a paragraph on a limited range of general and curricular topics.	U2 p. 31, p. 32 U3 p. 46 U5 p. 72 U6 p. 84 U8 p. 110 U9 p. 124 U10 p. 136	Language Review pp. 4–5 U1 p. 17, p. 23 U2 p. 32 U3 p. 41, p. 45, p. 54 U4 p. 67, p. 71 U5 p. 76 U6 p. 89, p. 96, p. 102 U7 p. 110, p. 119 U8 p. 128 U9 p. 145, p. 151 U10 p. 158
4W3	Write, with support, factual and imaginative descriptions at text level which describe people, places and objects.	U5 p. 72 U7 p. 97 U9 p. 124 U10 p. 136	
4W4	Use joined-up handwriting in a range of written work across the curriculum with some speed and fluency.		
4W5	Link, with some support, sentences into a coherent paragraph using a variety of basic connectors on a limited range of general and curricular topics.	U5 p. 72 U6 p. 84 U9 p. 124	
4W6	Use, with some support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.	U1 p. 20 U2 p. 32 U3 p. 46 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124	

<p>4W7</p>	<p>Spell most high-frequency words accurately for a limited range of familiar general and curricular topics when writing independently.</p>	<p>Language Review pp. 6–9 U1 p. 11, p. 20 U2 p. 23, p. 27, p. 32 U3 p. 37, p. 41, p. 46 U4 p. 49, p. 53 U5 p. 63, p. 67, p. 72 U6 p. 75, p. 79 U7 p. 89, p. 93 U8 p. 101, p. 105 U9 p. 115, p. 119 U10 p. 127, p. 131</p>	<p>Literacy Review pp. 4–7 U1 p. 22 U2 p. 32 U3 p. 46 U4 p. 64 U5 p. 86 U6 p. 96 U7 p. 118 U8 p. 128 U9 p. 150 U10 p. 166</p>
<p>4W8</p>	<p>Punctuate written work at text level on a limited range of general and curricular topics with some accuracy when writing independently.</p>	<p>U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 123 U10 p. 136</p>	

Use of English

Learning Code	Objective	Language Book	Literacy Book
4Uw1	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.	U1 p. 11, p. 15 U2 p. 23, p. 27 U3 p. 41 U4 p. 49, p. 53 U5 p. 63, p. 67 U6 p. 75, p. 79 U7 p. 89, p. 93 U8 p. 101, p. 105 U9 p. 115, p. 119	
4Uw2	Use quantifiers <i>many, much, a lot of, a few</i> on a limited range of general and curricular topics.	U1 p. 13	
4Uw3	Use a growing range of adjectives and comparative and superlative adjectives [both regular and irregular] on a limited range of general and curricular topics.	Language Review p. 9 U1 p. 15, p. 17, p. 20 U3 p. 37, p. 44 U7 p. 91, p. 95 U8 p. 107 U10 p. 131, p. 135, p. 136	
4Ug1	Use determiners including <i>any, no, each, every</i> on a limited range of general and curricular topics.	U1 p. 13	
4Uw4	Use questions, including tag questions, to seek agreement and clarify; use questions <i>What time/What else/next?</i> ; on a limited range of general and curricular topics.	U6 p. 82 U10 p. 129, p. 133	
4Ug2	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.	U1 p. 13 (<i>some, any</i>) Level 5 U1 (<i>something, nothing, anything</i>)	
4Ug3	Use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of general and curricular topics.	U6 p. 77, p. 81 U9 p. 121	
4Uf1	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.	U2 p. 25	
4Ug4	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.	U1–10 (present simple) U1 p. 121 (past simple)	
4Ug5	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.	Language Review p. 8 U2 p. 29 (present continuous) Level 3 U4, U9 (<i>past continuous</i>)	

4Uw5	Use <i>be/look/sound/feel/taste/smell like</i> ; use <i>be made of</i> ; use <i>make somebody/something</i> + adjective; on a limited range of general and curricular topics.	U10 p. 135, p. 136	
4Uw6	Use a growing range of common adverbs [both regular and irregular] simple and comparative forms and adverbs of frequency; use adverbs of indefinite time <i>yet, ever, already, always</i> ; use adverbs of definite time: <i>last week, yesterday</i> ; on a limited range of general and curricular topics.	U8 p. 107 U9 p. 117, p. 121	
4Uf2	Use <i>might, may, could</i> to express possibility; use <i>shall</i> [for suggestions]; on a limited range of general and curricular topics.	U4 p. 55	
4Uw7	Use a limited range of prepositions to talk about time and location; 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.	U2 p. 29 (time) U7 p. 96 (<i>about</i>) U10 p. 134 (<i>like</i>) Level 1 U5, U8 (prepositions of location/position) Level 2 U10 (prepositions of direction)	
4Ug6	Use common verbs followed by infinitive verb/verb + <i>-ing</i> patterns; use infinitive of purpose; on a limited range of general and curricular topics.	Level 3 U6 (infinitive verb / verb + <i>-ing</i> patterns) Level 5 U4 (infinitive of purpose)	
4Ug7	Use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of general and curricular topics.	U3 p. 39, p. 43, p. 46	
4Ug8	Use <i>if</i> clauses (in zero conditionals); use <i>where</i> clauses; use <i>before/after</i> clauses (with past reference); use defining relative clauses with <i>which, who, that, where</i> , to give details; on a limited range of general and curricular topics.	U8 p. 103	
5Uf2	Use modal forms including <i>mustn't</i> (prohibition), <i>need</i> (necessity), <i>should</i> (for advice) on a growing range of general and curricular topics.	U4 p. 51, p. 55	
6Ug4	Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics.	U5 p. 65, p. 69 (<i>used to / didn't use to</i>) Level 5 U7, U8 (passive)	

Listening			
Learning Code	Objective	Language Book	Literacy Book
4L1	Understand a sequence of supported classroom instructions.	All units	
4L2	Understand an increasing range of unsupported basic questions which ask for personal information.	All units (see TB notes)	
4L3	Understand an increasing range of unsupported basic questions on general and curricular topics.	U1 p. 10 U2 p. 22 U3 p. 36 U4 p. 48 U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 126	
4L4	Understand the main points of supported extended talk on a range of general and curricular topics.	U1 pp. 1415, p. 18 U2 pp. 26–27, p. 30 U3 pp. 40–41, p. 44 U4 pp. 52–53, p. 56 U5 pp. 66–67, p. 70 U6 pp. 78–79, p. 82 U7 pp. 92–93, p. 96 U8 pp. 104–105, p. 108 U9 pp. 118–119, p. 122 U10 pp. 130–131, p. 134	
4L5	Understand most specific information and detail of short, supported talk on a wide range of familiar topics.	U1 p. 15 U2 p. 27 U3 p. 41 U5 p. 67 U6 p. 79 U7 p. 93 U8 p. 105 U9 p. 119 U10 p. 131	
4L6	Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U7 p. 95 U8 p. 107 U9 p. 122 U10 p. 133	

4L7	Recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 18 U2 p. 30 U4 p. 56 U8 p. 107 U9 p. 122	
4L8	Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U3 p. 44 U8 p. 107 U9 p. 122	
4L9	Identify rhymes and repetition.		

Speaking			
Learning Code	Objective	Language Book	Literacy Book
4S1	Provide basic information about themselves and others at sentence level on an increasing range of general topics.	U1 p. 19	U1 p. 23 U2 p. 32, p. 33, p. 38, p. 39 U3 p. 54 U4 p. 76 U5 p. 86 U7 p. 119 U8 p. 118 U9 p. 145 U10 p. 159
4S2	Ask questions to find out general information on an increasing range of general and curricular topics.	All units	All units
4S3	Give an opinion at sentence level on an increasing range of general and curricular topics.	U1 pp. 14–15 U2 pp. 26–27 U3 pp. 40–41 U4 pp. 52–53 U5 pp. 66–67 U6 pp. 78–79 U7 pp. 92–93 U8 pp. 104–105 U9 pp. 118–119 U10 pp. 130–131	
4S4	Respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics.	All units	All units
4S5	Organise a talk at sentence level using connectors on an increasing range of general and curricular topics.	U2 p. 31 U3 p. 45 U7 p. 95 U8 p. 109 U9 p. 123	U1 p. 9 U2 p. 25 U3 p. 41 U4 p. 57, p. 70 U5 p. 73 U6 p. 89, 110, p. 111 U7 p. 105 U8 p. 121, p. 135 U9 p. 137, p. 144 U10 p. 153, 158, 166
4S6	Communicate meaning clearly at sentence level during pair, group and whole class exchanges.	U1 p. 19 U4 p. 57 U5 p. 71 U6 p. 83 U10 p. 135	U3 p. 46, p. 55, p. 71 U9 p. 145, p. 150
4S7	Keep interaction going in basic exchanges on a growing range of general and curricular topics.	All units	All units
4S8	Relate basic stories and events on a range of general and curricular topics.		

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5L1 = Stage 5, Listening, Descriptor 1

5W1 = Stage 5, Writing, Descriptor 1

5S1 = Stage 5, Speaking, Descriptor 1

5Uw1 = Stage 5, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
5Re1	Recognise, identify and sound, with little or no support, a wide range of language at text level.		
5Re2	Read and follow, with little or no support, familiar instructions for classroom activities.	All units	All units
5Re3	Read, with little or no support, a range of short simple fiction and non-fiction texts with confidence and enjoyment.	U1 p. 12, p. 16, p. 18 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54, p. 56 U5 p. 68, p. 70, p. 64 U6 p. 76, p. 80, p. 82 U7 p. 90, p. 94, p. 96 U8 p. 102, p. 16, p. 108 U9 p. 117, p. 121, p. 122 U10 p. 128, p. 132, p. 134	U1 pp. 10–15, pp. 18–21 U2 pp. 26–31, pp. 34–37 U3 pp. 42–45, pp. 48–53 U4 pp. 58–59, pp. 62–69 U5 pp. 74–77, pp. 80–85 U6 pp. 90–93, pp. 96–101 U7 pp. 106–111, pp. 114–117 U8 pp. 122–127, pp. 131–133 U9 pp. 137–141, pp. 144–149 U10 pp. 154–157, pp. 160–165
5Re4	Understand the main points of a range of short, simple texts on general and curricular topics by using contextual clues.	U1 p. 12, p. 16, p. 18 U2 p. 24, p. 28 U3 p. 38, p. 42 U4 p. 50, p. 54, p. 56 U5 p. 68, p. 70, p. 64 U6 p. 76, p. 80, p. 82 U7 p. 90, p. 94, p. 96 U8 p. 102, p. 16, p. 108 U9 p. 117, p. 121, p. 122 U10 p. 128, p. 132, p. 134	U7 p. 13, p. 118
5Re5	Understand, with little or no support, specific information and detail in short, simple texts on a range of general and curricular topics.	U2 p. 18 U3 p. 44 U10 p. 134	Language Review pp. 4–7 U1 p. 16, p. 17, p. 22, p. 23 U2 p. 32, p. 33, p. 38, p. 39 U3 p. 46, p. 47, p. 54, p. 55 U4 p. 60, p. 70, p. 71, U5 p. 78, p. 79, p. 86, p. 87 U6 p. 102, p. 103 U7 p. 112 U8 p. 128, p. 129, p. 134, p. 135 U9 p. 142, p. 143, p. 150, p. 151 U10 p. 158, p. 159, p. 166, p. 167
5Re6	Recognise the difference between fact and opinion in short, simple texts on a range of general and curricular topics.		U6 p. 94

5Re7	Recognise the attitude or opinion of the writer in short texts on a range of general and curricular topics.	U4 p. 56 U5 p. 82 U8 p. 108 U9 p. 122	U4 p. 61 U5 p. 79 U6 p. 95 U10 p. 159
5Re8	Use, with little or no support, familiar paper and digital reference resources to check meaning and extend understanding.		

Writing			
Learning Code	Objective	Language Book	Literacy Book
5W1	Plan, write, edit and proofread work at text level, with support, on an increasing range of general and curricular topics	U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 122–123 U10 pp. 134–135	U9 p. 151
5W2	Write, with support, about factual and imaginary past events, activities and experiences in a paragraph on a limited range of general and curricular topics.	U3 pp. 44–45	
5W3	Write, with some support, factual and imaginative descriptions at text level which describe people, places and objects.	U3 pp. 44–45 U4 pp. 56–57 U10 pp. 134–135	U1 p. 23 U2 p. 39 U3 p. 55 U4 p. 71 U6 p. 103 U9 p. 151
5W4	Use joined-up handwriting in a wide range of written work across the curriculum with growing speed and fluency.		
5W5	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.	U2 pp. 30–31 U6 p. 77, p. 83 U7 p. 97 U8 p. 109, p. 110 U9 p. 123 U10 p. 135	
5W6	Use, with little or no support, appropriate layout at text level for a limited range of written genres on familiar general and curricular topics.	U1 p. 19 U2 p. 31 U3 p. 45 U4 p. 57 U5 p. 71 U6 p. 83 U7 p. 97 U8 p. 109 U9 p. 123 U10 p. 135	

5W7	Spell most high-frequency words accurately for a growing range of familiar general and curricular topics when writing independently.	<p>U1 p. 11, pp. 14–15, pp. 18–19 U2 p. 23, pp. 26–27, pp. 30–31 U3 p. 37, pp. 40–41, pp. 44–45 U4 p. 48, pp. 52–53, pp. 56–57 U5 p. 63, pp. 66–67, pp. 70–71 U6 p. 75, pp. 78–79, pp. 82–83 U7 p. 89, pp. 92–93, pp. 96–97 U8 p. 101, pp. 104–105, pp. 108–109 U9 p. 115, pp. 118–119, pp. 121–122 U10 p. 127, pp. 130–131, pp. 134–135</p>	
5W8	Punctuate written work at text level on an increasing range of general and curricular topics with some accuracy when writing independently.	<p>U2 p. 31 U6 p. 77, p. 83 U7 p. 97 U8 p. 109, p. 110 U9 p. 123 U10 p. 135 Process Writing pp. 140–141</p>	<p>Literacy Review pp. 4–7 U1 p. 16, p. 17, p. 22, p. 23 U2 p. 32, p. 33, p. 38, p. 39 U3 p. 41, p. 47, p. 54, p. 55 U4 p. 57, p. 60, p. 61, p. 70, p. 71 U5 p. 78, p. 79, p. 86, p. 87 U6 p. 102, p. 103 U7 p. 105, p. 113, p. 118, p. 119 U8 p. 121, p. 128, p. 129, p. 134, p. 135 U9 p. 137, p. 142, p. 150, p. 151 U10 p. 158, p. 159, p. 166, p. 167</p>

Use of English

Learning Code	Objective	Language Book	Literacy Book
4Uf2	Use <i>might, may, could</i> to express possibility; use <i>shall</i> [for suggestions]; on a limited range of general and curricular topics.	U5 p. 65	
5Uw1	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.	U1 p. 11, p. 15 U2 p. 23, p. 27 U3 p. 37, p. 41 U4 p. 49, p. 53 U5 p. 67 U6 p. 75, p. 79 U7 p. 89, p. 93 U8 p. 101, p. 105 U9 p. 115, p. 119 U10 p. 127, p. 131	U3 p. 54
5Uw2	Use quantifiers including <i>more, little, few, less, fewer, not as many, not as much</i> on a growing range of general and curricular topics.		
5Uw3	Use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of general and curricular topics.	U2 p. 27 U3 p. 44 U4 p. 53, p. 56 U5 p. 63, p. 67, p. 71 U6 p. 79 U7 p. 89 U8 p. 101, p. 107 U9 p. 115, p. 119 U10 p. 127, p. 131	
5Ug1	Use a growing range of determiners including <i>all, other</i> on a growing range of general and curricular topics.		
5Uw4	Use questions including questions with <i>whose, how often, how long</i> ; use a growing range of tag questions; on a growing range of general and curricular topics.	U1 & U2 Review p. 35 U4 p. 55	
5Ug2	Use a growing range of personal, demonstrative and quantitative pronouns including <i>someone, somebody, everybody, no-one</i> on a growing range of general and curricular topics.	U1 p. 17 U9 p. 117	
5Ug3	Use simple perfect forms to express what has happened [indefinite and unfinished past with <i>for</i> and <i>since</i>] on a growing range of general and curricular topics.	Language Review p. 9 U2 p. 25, p. 29	
5Uf1	Use future <i>will</i> and <i>shall</i> to make offers, promises, predictions, on a growing range of general and curricular topics.	Level 3, U8 Level 4, U2	

5Ug4	Use a growing range of present and past simple active and some passive forms on a growing range of general and curricular topics.	U1 p. 13 U7 p. 91 U8 p. 107	
5Ug5	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.	U1 p. 13	
5Ug6	Use common impersonal structures with <i>it, there</i> on a growing range of general and curricular topics.	U3 p. 41 U5 p. 65 U6 p. 81 U9 p. 123	
5Uw5	Use a growing range of adverbs, including adverbs of degree <i>too, not enough, quite, rather</i> ; use pre-verbal, post-verbal and end-position adverbs; on a growing range of general and curricular topics.	U5 p. 69 U6 p. 81 U9 p. 122	U9 p. 150
5Uf2	Use modal forms including <i>mustn't</i> (prohibition), <i>need</i> (necessity), <i>should</i> (for advice) on a growing range of general and curricular topics.	Language Review p. 8	
5Uw6	Use a growing range of prepositions of time, location and direction; use <i>by</i> and <i>with</i> to denote agent and instrument; use prepositions preceding nouns and adjectives in common prepositional phrases; on a growing range of general and curricular topics.	U3 p. 37 (prepositional phrases) U6 p. 84 (<i>with</i>) U7 p. 91 U8 p. 107 (<i>by</i>)	
5Ug7	Use common verbs followed by infinitive verb/verb + <i>-ing</i> patterns; use infinitive of purpose; on a growing range of general and curricular topics.	U4 p. 51 Level 3 U6 (<i>infinitive verb / verb + -ing patterns</i>)	
5Ug8	Use conjunctions <i>if, when, where, so, and, or, but, because, before, after</i> to link parts of sentences in short texts on a growing range of general and curricular topics.	U2 p. 30 U6 p. 77 U8 p. 108, p. 110	
5Ug9	Use subordinate clauses following <i>think, know, believe, hope, say, tell</i> ; use subordinate clauses following <i>sure, certain</i> ; use a growing range of defining relative clauses with <i>which, who, that, where</i> ; on a growing range of general and curricular topics.	U3 p. 39, p. 43 U10 p. 129 Level 3 U7 Level 4 U8 (<i>relative clauses</i>)	
6Uf2	Use a growing range of modal forms including <i>would</i> [polite requests], <i>could</i> [polite requests], <i>needn't</i> [lack of necessity], <i>should, ought to</i> [obligation], on a range of general and curricular topics.	Language Review p. 8 (<i>should</i>) Level 2 U2, U10 Level 3 U7 (<i>would</i>)	
6Ug1	Use a range of determiners including <i>neither, both</i> on a range of general and curricular topics.	U10 p. 133	

6Ug6	Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.	U3 p. 39, p. 43 U10 p. 129	
6Ug9	Use <i>if/unless</i> in zero and first conditional clauses; use a range of defining and non-defining relative clauses with <i>which, who, that, whose, whom</i> ; on a range of general and curricular topics.	U6 p. 77 <i>Level 4 U8 (defining relative clauses)</i> <i>Level 6 U6 (defining and non-defining relative clauses)</i>	

Listening			
Learning Code	Objective	Language Book	Literacy Book
5L1	Understand longer sequences of supported classroom instructions.	All units (see Teacher's Book)	
5L2	Understand more complex supported questions which ask for personal information.		
5L3	Understand more complex supported questions on a growing range of general and curricular topics.	U1 p. 10 U1 p. 20 (Video) U2 p. 22 U3 p. 36 U4 p. 47 U4 p. 58 (Video) U5 p. 62 U6 p. 74 U7 p. 88 U8 p. 100 U9 p. 114 U10 p. 126	
5L4	Understand, with limited support, the main points of extended talk on a range of general and curricular topics	U1 pp. 14–15, p. 20 U2 pp. 26–27, p. 32 U3 pp. 40–41, p. 46 U4 pp. 52–53, p. 58 U5 pp. 66–67, p. 70 U6 pp. 78–79, p. 84 U7 pp. 92–93, p. 98 U8 pp. 104–105, p. 108 U9 pp. 118–119, p. 124 U10 pp. 130–131, p. 136	
5L5	Understand most specific information and detail of supported, extended talk on a range of general and curricular topics.	U1 p. 15 U2 p. 27 U3 p. 41 U4 p. 53 U5 p. 67 U6 p. 79 U7 p. 93 U8 p. 105 U9 p. 119 U10 p. 131	
5L6	Deduce meaning from context in supported extended talk on a range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136	

5L7	Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U2 p. 32 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136	
5L8	Understand supported narratives, including some extended talk, on a range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U2 p. 32 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110	
5L9	Identify rhymes, repetition and alliteration.		

Speaking			
Learning Code	Objective	Language Book	Literacy Book
5S1	Provide basic information about themselves and others at discourse level on a range of general topics.	U1 p. 13 U4 p. 58	
5S2	Ask questions to find out general information on a range of general and curricular topics.	U1 p. 20 U2 p. 25 U4 p. 58 U9 p. 121	
5S3	Give an opinion at discourse level on an increasing range of general and curricular topics.	U1 pp. 14–15 U2 pp. 26–27 U3 pp. 40–41 U4 pp. 52–53 U5 pp. 66–67 U6 pp. 78–79 U7 pp. 92–93 U8 pp. 104–105 U9 pp. 118–119, p. 124 U10 pp. 130–131	
5S4	Respond, with limited flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.	All units	
5S5	Organise talk at discourse level using appropriate connectors on a range of general and curricular topics.	U2 p. 31 U5 p. 71 U6 p. 83 U8 p. 110	
5S6	Communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges.	U1 p. 20 U2 p. 32 U3 p. 46 U4 p. 58 U5 p. 70 U6 p. 84 U7 p. 98 U8 p. 108 U9 p. 124 U10 p. 136	U1 p. 9, p. 23 U2 p. 25 U3 p. 41, p. 55 U4 p. 57, p. 71 U5 p. 73, p. 87 U6 p. 89 U7 p. 105, p. 119 U8 p. 121, p. 135 U9 p. 137, p. 151 U10 p. 153, p. 167
5S7	Keep interaction going in longer exchanges on a range of general and curricular topics.	U1 p. 20 U3 p. 46 U4 p. 58 U6 p. 77 U7 p. 91 U8 p. 103, p. 107 U9 p. 124 U10 p. 133, p. 136	
5S8	Relate some extended stories and events on a limited range of general and curricular topics.	U7 p. 98	

Key for Cambridge Primary ESL Curriculum Framework Descriptors

The Objectives for the framework are referenced as Learning Codes: Stage, Strand, and Descriptor. These codes are used in feedback reports on Cambridge Primary Progress Tests. Here are some examples from each of the strands:

6Re1 = Stage 6, Reading, Descriptor 1

6L1 = Stage 6, Listening, Descriptor 1

6W1 = Stage 6, Writing, Descriptor 1

6S1 = Stage 6, Speaking, Descriptor 1

6Uw1 = Stage 6, Use of English, Descriptor 1

Reading			
Learning Code	Objective	Language Book	Literacy Book
6Re1	Recognise, identify and sound independently a wide range of language at text level.		
6Re2	Read and follow independently familiar instructions for classroom activities.	All units	All units
6Re3	Read independently a range of short simple fiction and nonfiction texts with confidence and enjoyment.	U1 p. 12, p. 16, p. 18 U2 p. 24, p. 28, p. 30 U3 p. 38, p. 42, p. 44 U4 p. 50, p. 54, p. 56 U5 p. 64, p. 68, p. 70 U6 p. 80, p. 82, p. 76 U7 p. 90, p. 96, p. 94 U8 p. 102, p. 105, p. 108 U9 p. 116, p. 120, p. 121 U10 p. 128, p. 132, p. 134	Language Review pp. 4–7 U1 pp. 10–15, pp. 18–21 U2 pp. 26–31, pp. 34–37 U3 pp. 42–47, pp. 52–53 U4 pp. 58–61, pp. 64–69 U5 pp. 74–77, pp. 80–85 U6 pp. 90–93, pp. 94–101 U7 pp. 106–111, pp. 114–117 U8 pp. 122–127, pp. 130–133 U9 pp. 138–141, pp. 144–149 U10 pp. 154–159, pp. 162–165
6Re4	Understand the main points of a wide range of short, simple texts on general and curricular topics by using contextual clues.	U1 p. 12, p. 16, p. 18 U2 p. 24, p. 28, p. 30 U3 p. 38, p. 42, p. 44 U4 p. 50, p. 54, p. 56 U5 p. 64, p. 68, p. 70 U6 p. 80, p. 82, p. 76 U7 p. 90, p. 96, p. 94 U8 p. 102, p. 105, p. 108 U9 p. 116, p. 120, p. 121 U10 p. 128, p. 132, p. 134	U1 p. 16 U2 p. 33 U3 p. 48 U4 p. 62 U5 p. 78 U6 p. 94 U7 p. 112 U8 p. 128 U9 p. 142 U10 p. 160
6Re5	Understand independently specific information and detail in short, simple texts on a range of general and curricular topics.	U1 p. 18 U2 p. 30 U3 p. 44 U4 p. 56 U5 p. 70 U6 p. 82 U8 p. 108 U9 p. 122 U10 p. 133	U1 p. 17 U2 p. 33 U3 p. 49, p. 54 U4 p. 63, p. 70 U5 p. 79, p. 86 U6 p. 95, p. 102 U7 p. 112 U8 p. 129, p. 134, p. 135 U9 p. 143, p. 150, p. 151 U10 p. 161, p. 166, p. 167
6Re6	Recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics.		U1 p. 22

6Re7	Recognise the attitude or opinion of the writer in short texts on a wide range of general and curricular topics.	U7 p. 96 U6 p. 82	
6Re8	Use independently familiar paper and digital reference resources to check meaning and extend understanding.		

Writing			
Learning Code	Objective	Language Book	Literacy Book
6W1	Plan, write, edit and proofread work at text level, with some support, on a range of general and curricular topics.	U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 121–122 U10 pp. 134–135 Process Writing pp. 140–143	U7 p. 119 U8 p. 134
6W2	Write, with some support, about factual and imaginary past events, activities and experiences on a growing range of general and curricular topics.	U5 p. 72 U4 p. 57	
6W3	Write, with some support, about personal feelings and opinions on a limited range of general and curricular topics.	U1 p. 18 U5 p. 70–71 U6 p. 83 U9 p. 123	
6W4	Use joined-up handwriting in all written work across the curriculum with appropriate speed and fluency.		
6W5	Link sentences into coherent text using a variety of basic connectors on a range of general and curricular topics when writing independently.	U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 121–122 U10 pp. 134–135 Process Writing pp. 140–143	
6W6	Use independently appropriate layout at text level for a growing range of written genres on familiar general and curricular topics.	U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 121–122 U10 pp. 134–135 Process Writing pp. 140–143	

<p>6W7</p>	<p>Spell most high-frequency words accurately for a range of familiar general and curricular topics when writing independently.</p>	<p>U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 121–122 U10 pp. 134–135 Process Writing pp. 140–143</p>	
<p>6W8</p>	<p>Punctuate, with some accuracy, written work at text level for a range of general and curricular topics when writing independently</p>	<p>U1 pp. 18–19 U2 pp. 30–31 U3 pp. 44–45 U4 pp. 56–57 U5 pp. 70–71 U6 pp. 82–83 U7 pp. 96–97 U8 pp. 108–109 U9 pp. 121–122 U10 pp. 134–135 Process Writing pp. 140–143</p>	<p>Literacy Review p. 4, p. 7 U1 p. 22, p. 23 U2 p. 32, p. 33, p. 38, p. 39 U3 p. 48, p. 49, p. 54, p. 55 U4 p. 63, p. 70, p. 71 U5 p. 78, p. 79, p. 86, p. 87 U6 p. 102, p. 103 U7 p. 112, p. 113, p. 118, p. 119 U8 p. 121, p. 128, p. 134, p. 135 U9 p. 137, p. 142, p. 143, p. 150, p. 151 U10 p. 160, p. 161, p. 166, p. 167</p>

Use of English

Learning Code	Objective	Language Book	Literacy Book
6Uw1	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.	Language Review p. 7 U1 p. 11, p. 15 U2 p. 23, p. 27 U3 p. 37, p. 41 U4 p. 49, p. 53 U5 p. 63, p. 67 U6 p. 75, p. 79 U7 p. 89, p. 93 U8 p. 101, 105 U9 p. 115, p. 119 U10 p. 127, p. 131	
6Uw2	Use a growing range of quantifiers, cardinal, and ordinal numbers and fractions on a range of general and curricular topics.	U1 p. 18 U2 p. 26 U7 p. 98 U8 p. 101, p. 105, p. 110	
6Uw3	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.	Language Review p. 6, p. 7 U2 p. 27 U3 p. 41 U4 p. 49, p. 56 U5 p. 63, p. 67 U6 p. 79, p. 83 U7 p. 93, p. 96 U8 p. 103, p. 107 U10 p. 131	
6Ug1	Use a range of determiners including <i>neither</i> , <i>both</i> on a range of general and curricular topics.	Language Review p. 8 U2 p. 32, p. 33 U5 p. 73 U6 p. 81, p. 84 U7 p. 99 U10 p. 136, p. 137	
6Uw4	Use a growing range of questions including <i>how far</i> , <i>how many times</i> , <i>what</i> + noun, on a range of general and curricular topics.	U1 p. 20 U2 p. 25 U1&U2 Review p. 35 U3 p. 39, p. 41, p. 46 U3&U4 Review p. 60 U5 p. 67 U6 p. 77, p. 79, p. 81 U7 p. 95 U8 p. 110 U9 p. 121, p. 124 U10 p. 129	
6Ug2	Use a range of pronouns including relative pronouns <i>who</i> , <i>which</i> , <i>that</i> , <i>whom</i> , <i>whose</i> , on a range of general and curricular topics.	U1 p. 14, p. 17 U6 p. 77, p. 81	
6Ug3	Use simple perfect forms to express [recent, indefinite and unfinished] past on a range of general and curricular topics.	Language Review p. 8 U2 p. 25	

6Uf1	Use a growing range of future forms including <i>be going to</i> [predictions based on present evidence] and <i>will</i> for predictions on a range of general and curricular topics.	U10 p. 129, p. 133	
6Ug4	Use a range of active and passive simple present and past forms and <i>used to/didn't use to</i> for past habits/states on a range of general and curricular topics.	Language Review p. 8 U8 p. 103 (passive) Level 4 U5 (<i>used to/didn't use to</i>)	
6Ug5	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.	Language Review p. 9 U1 p. 17 U5 p. 69 U10 p. 133	
6Ug6	Begin to use simple forms of reported speech to report statements and commands on a range of general and curricular topics.	Language Review p. 9 U7 p. 91	
6Uw5	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.	U6 p. 82 U8 p. 107 U10 p. 129	
6Uf2	Use a growing range of modal forms including <i>would</i> [polite requests], <i>could</i> [polite requests], <i>needn't</i> [lack of necessity], <i>should</i> , <i>ought to</i> [obligation], on a range of general and curricular topics.	U4 p. 55 (should) Level 2 U2, U10 Level 3 U7 (<i>would</i>)	
6Uw6	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.	U2 p. 27, p. 32 U3p. 41 U9 p. 115 (prepositional phrases) Level 4 U7 (<i>prepositions following adjectives</i>)	
6Ug7	Use the pattern verb + object + infinitive <i>give/take/send/bring/show</i> + direct/indirect object; begin to use some common prepositional verbs; on a range of general and curricular topics.	U1 p. 20	
6Ug8	Use conjunctions <i>while</i> , <i>until</i> , <i>as soon as</i> in relating narratives; use <i>if/unless</i> in conditional sentences; on a range of general and curricular topics.	U1 p. 13 U3 p. 39 U9 p. 117, p. 121	
6Ug9	Use <i>if/unless</i> in zero and first conditional clauses; use a range of defining and non-defining relative clauses with <i>which</i> , <i>who</i> , <i>that</i> , <i>whose</i> , <i>whom</i> ; on a range of general and curricular topics.	Language Review p. 9 U1 p. 13 U6 p. 81	

Listening			
Learning Code	Objective	Language Book	Literacy Book
6L1	Understand, with little or no support, longer sequences of classroom instructions.	All units	All units
6L2	Understand more complex unsupported questions which ask for personal information.	U7 p. 78 (Video)	
6L3	Understand, with little or no support, more complex questions on a range of general and curricular topics.	U1 p. 10	
6L4	Understand, with little or no support, the main points in both short and extended talk on a range of general and curricular topics.	U1 p. 10, pp. 14–15 U2 pp. 26–27 U3 pp. 40–41 U4 pp. 52–53 U5 pp. 66–67 U6 pp. 78–79 U7 pp. 93–94 U8 pp. 104–105 U9 pp. 118–119 U10 pp. 130–131	
6L5	Understand, with little or no support, specific information and detail in both short and extended talk on a range of general and curricular topics.	U1 p. 15 U2 p. 27 U3 p. 41 U4 p. 53 U5 p. 67 U6 p. 79 U7 p. 94 U8 p. 105 U9 p. 119 U10 p. 131	
6L6	Deduce, with little or no support, meaning from context in both short and extended talk on a range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U1 p. 20 U2 p. 32 U3 p. 72 U4 p. 58 U5 p. 72 U6 p. 84 U7 p. 98 U8 p. 110 U9 p. 124 U10 p. 136	
6L7	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.	See the videos and corresponding activities in the following lessons: U2 p. 32 U3 p. 72	

6L8	Understand, with little or no support, both short and extended narratives on a range of general and curricular topics.	See the videos and corresponding activities in the following lessons: U2 p. 32 U4 p. 58 U7 p. 98	
6L9	Identify rhymes, onomatopoeia and rhythm.		

Speaking			
Learning Code	Objective	Language Book	Literacy Book
6S1	Provide detailed information about themselves and others at discourse level on a wide range of general topics.	U2 p. 25, p. 29 U3 p. 39, p. 43 U5 p. 65 U6 p. 77, p. 81 U7 p. 98 U9 p. 117, p. 121	U1 p. 16, p. 17 U2 p. 38 U3 p. 48, p. 49 U4 p. 70 U5 p. 86 U6 p. 94, p. 95 U7 p. 112 U9 p. 142, p. 151 U10 p. 160, p. 167
6S2	Ask questions to clarify meaning on a range of general and curricular topics.	U1 p. 20 U3 p. 46	U6 p. 89
6S3	Give an opinion at discourse level on a range of general and curricular topics.	U1 pp. 14–15 U2 pp. 26–27 U3 pp. 40–41 U4 pp. 52–53 U5 pp. 66–67 U6 pp. 78–79 U7 pp. 92–93 U8 pp. 104–105 U9 pp. 118–119 U10 pp. 130–131	U4 p. 57 U5 p. 73, p. 74 U8 p. 121 U10 p. 153
6S4	Respond, with increasing flexibility, at both sentence and discourse level to unexpected comments on a range of general and curricular topics.	All units	U1 p. 22 U2 p. 32 U4 p. 71 U5 p. 78 U6 p. 103 U7 p. 113 U8 p. 128, p. 129 U9 p. 150, p. 151
6S5	Summarise what others have said on a range of general and curricular topics.	U2 p. 32 U3 p. 46	
6S6	Link comments to what others say at sentence and discourse level in pair, group and whole class exchanges.	U4 p. 51 U8 p. 110	U1 p. 9 U2 p. 25 U3 p. 41 U4 p. 63, p. 89 U7 p. 105 U9 p. 137 U10 p. 161, p. 167
6S7	Keep interaction going in longer exchanges on a wide range of general and curricular topics.	U1 p. 20 U3 p. 46 U4 p. 55 U5 p. 69 U6 p. 77, p. 84 U7 p. 91, p. 98 U8 p. 103 U9 p. 124	U1 p. 23 U2 p. 39 U3 p. 55 U5 p. 87 U7 p. 118, 119
6S8	Relate extended stories and events on a growing range of general and curricular topics.	U4 p. 57	U4 p. 70