

# Cambridge Primary

## English Curriculum Framework

For Cambridge Primary Checkpoint from 2018  
and Cambridge Primary Progression Tests  
from 2017

Cambridge  
**Primary**



**CAMBRIDGE**  
International Examinations

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### Note on codes

Each learning objective has a unique curriculum framework code, e.g. 5Rw3. These codes appear in the teacher guide, schemes of work and other published resources. The curriculum framework codes include the reporting codes that appear in the feedback reports for the tests, i.e. Rx, Ri, Rw, Rv, Wa, Wt, Wp and Ws.

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## Introduction

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The Cambridge Primary English Curriculum Framework promotes an enquiry-based approach to learning to develop learners' confidence, creativity and intellectual engagement. Designed to be successful in any culture and to promote cross-cultural understanding, this curriculum will enable learners to acquire first language competency in English.

The curriculum framework provides a comprehensive set of progressive learning objectives for English. The learning objectives detail what a learner should know, understand and be able to do in each year of primary education. The Cambridge Primary English Curriculum Framework provides a solid foundation from which learners can work towards study at lower secondary.

Divided into six stages, the curriculum framework covers knowledge, skills and understanding in the three strands, Reading, Writing and Speaking and listening.

Within Reading and Writing learning objectives are grouped in sub-strands which have a direct relationship with the reporting sub-strands of the Checkpoint tests, allowing teachers to link feedback from the tests to teaching. Where applicable, in each sub-strand, learning objectives that relate to only fiction are placed before those relating to non-fiction.

Facilitating skills that have broad application within Reading and Writing are included as learning objectives in the sub-strands *Develop broad reading skills* or *Develop broad writing skills*. These skills are best assessed through teacher-, peer- and self-assessment and are not directly assessed in the Checkpoint tests.

The world-class Cambridge Primary Curriculum is based on international best practice in schools. The curriculum is dedicated to developing learners who are confident, responsible, reflective, innovative and engaged. Each curriculum framework for English, mathematics and science is designed to engage learners in an active and creative learning journey.

# Stage 1

The following genres and text types are recommended at Stage 1:

Fiction and poetry: real-life stories, traditional tales from different cultures, fantasy stories, poetry and plays.

Non-fiction: non-chronological reports, simple recounts, instructions.

## Reading

### Develop broad reading skills

- **1Ro1** Hear, read and write initial letter sounds.
- **1Ro2** Know the name of and most common sound associated with every letter in the English alphabet.
- **1Ro3** Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.
- **1Ro4** Use knowledge of sounds to read and write single syllable words with short vowels.
- **1Ro5** Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. *b-l*, *n-d*.
- **1Ro6** Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.
- **1Ro7** Demonstrate an understanding that one spoken word corresponds with one written word.
- **1Ro8** Join in with reading familiar, simple stories and poems.

- **1Ro9** Know that in English, print is read from left to right and top to bottom.
- **1Ro10** Read a range of common words on sight.
- **1Ro11** Enjoy reading and listening to a range of books, drawing on background information and vocabulary provided.
- **1Ro12** Make links to own experiences.
- **1Ro13** Retell stories, with some appropriate use of story language.
- **1Ro14** Learn and recite simple poems.
- **1Ro15** Join in and extend rhymes and refrains, playing with language patterns.
- **1Ro16** Read aloud independently from simple books.
- **1Ro17** Pause at full stops when reading.
- **1Ro18** Identify sentences in a text.

### Demonstrate understanding of explicit meaning in texts

- **1Rx1** Read labels, lists and captions to find information.

### Demonstrate understanding of implicit meaning in texts

- **1Ri1** Anticipate what happens next in a story.
- **1Ri2** Talk about events in a story and make simple inferences about characters and events to show understanding.

## Stage 1

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **1Rw1** Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.
- **1Rw2** Recognise story elements, e.g. beginning, middle and end.

### Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **1Rv1** Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams.
- **1Rv2** Know the parts of a book, e.g. title page, contents.

## Writing

### Develop broad writing skills

- **1Wo1** Develop a comfortable and efficient pencil grip.
- **1Wo2** Form letters correctly.
- **1Wo3** Know that a capital letter is used for *I*, for proper nouns and for the start of a sentence.
- **1Wo4** Use knowledge of sounds to write simple regular words, and to attempt other words including when writing simple sentences dictated by the teacher from memory.

- **1Wo5** Read own writing aloud and talk about it.
- **1Wo6** Develop strategies to build vocabulary.

### Select and develop content and use register and language appropriate to genre, purpose and audience

- **1Wa1** Write simple storybooks with sentences to caption pictures.
- **1Wa2** Use relevant vocabulary.
- **1Wa3** Record answers to questions, e.g. as lists, charts.
- **1Wa4** Begin to use some formulaic language, e.g. *Once upon a time*.
- **1Wa5** Write for a purpose using some basic features of text type.
- **1Wa6** Write simple information texts with labels, captions, lists, questions and instructions for a purpose.

### Structure and organise ideas coherently using sections or paragraphs

- **1Wt1** Write a sequence of sentences retelling a familiar story or recounting an experience.

### Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **1Wp1** Mark some sentence endings with a full stop.
- **1Wp2** Compose and write a simple sentence with a capital letter and a full stop.

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## Stage 1

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- **1Wp3** Write sentence-like structures which may be joined by *and*.

### Use accurate spelling

- **1Ws1** Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.
- **1Ws2** Spell familiar common words accurately, drawing on sight vocabulary.
- **1Ws3** Use rhyme and relate this to spelling patterns.
- **1Ws4** Recognise common word endings, e.g. *-s*, *-ed* and *-ing*.

### Speaking and listening

- **1SL1** Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.
- **1SL2** Converse audibly with friends, teachers and other adults.
- **1SL3** Show some awareness of the listener through non-verbal communication.
- **1SL4** Answer questions and explain further when asked.
- **1SL5** Speak confidently to a group to share an experience.
- **1SL6** Take turns in speaking.
- **1SL7** Listen to others and respond appropriately.
- **1SL8** Listen carefully to questions and instructions.

- **1SL9** Engage in imaginative play, enacting simple characters or situations.
- **1SL10** Understand that people speak in different ways for different purposes and meanings.

## Stage 2

The following genres and text types are recommended at Stage 2:

Fiction and poetry: real-life stories, traditional tales from different cultures, different stories by the same author, longer stories, poetry and plays.

Non-fiction: non-chronological reports, instructions, explanations, reference texts.

### Reading

#### Develop broad reading skills

- **2Ro1** Learn the different ways in which vowels can be pronounced, e.g. *how, low, apple, apron*.
- **2Ro2** Use phonics as the main method of tackling unfamiliar words.
- **2Ro3** Identify syllables and split familiar compound words into parts.
- **2Ro4** Extend the range of common words recognised on sight.
- **2Ro5** Begin to develop likes and dislikes in reading and listening to stories drawing on background information and vocabulary provided.
- **2Ro6** Read aloud with increased accuracy, fluency and expression.
- **2Ro7** Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.
- **2Ro8** Explore a variety of non-fiction texts on screen.

- **2Ro9** Locate words by initial letter in simple dictionaries, glossaries and indexes.
- **2Ro10** Discuss the meaning of unfamiliar words encountered in reading.

#### Demonstrate understanding of explicit meaning in texts

- **2Rx1** Read and respond to question words, e.g. *what, where, when, who, why*.
- **2Rx2** Read and follow simple instructions, e.g. in a recipe.
- **2Rx3** Find answers to questions by reading a section of text.
- **2Rx4** Find factual information from different formats, e.g. charts, labelled diagrams.

#### Demonstrate understanding of implicit meaning in texts

- **2Ri1** Predict story endings.
- **2Ri2** Identify and describe story settings and characters, recognising that they may be from different times and places.
- **2Ri3** Make simple inferences from the words on the page, e.g. about feelings.

## Stage 2

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **2Rw1** Comment on some vocabulary choices, e.g. adjectives.
- **2Rw2** Talk about what happens at the beginning, in the middle or at the end of a story.
- **2Rw3** Read poems and comment on words and sounds, rhyme and rhythm.

### Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **2Rv1** Show some awareness that texts have different purposes.
- **2Rv2** Identify general features of known text types.

## Writing

### Develop broad writing skills

- **2Wo1** Form letters correctly and consistently.
- **2Wo2** Practise handwriting patterns and the joining of letters.
- **2Wo3** Begin to re-read own writing aloud to check for sense and accuracy.
- **2Wo4** Use simple non-fiction texts as a model for writing.
- **2Wo5** Use the structures of familiar poems and stories in developing own writing.

- **2Wo6** Plan writing through discussion or by speaking aloud.
- **2Wo7** Make simple notes from a selection of non-fiction texts, e.g. listing key words.

### Select and develop content and use register and language appropriate to genre, purpose and audience

- **2Wa1** Develop stories with a setting, characters and a sequence of events.
- **2Wa2** Choose interesting words and phrases, e.g. in describing people and places.
- **2Wa3** Build and use collections of interesting and significant words.
- **2Wa4** Begin to use dialogue in stories.
- **2Wa5** Use features of chosen text type.
- **2Wa6** Write instructions and recount events and experiences.
- **2Wa7** Write simple evaluations of books read.

### Structure and organise ideas coherently using sections or paragraphs

- **2Wt1** Structure a story with a beginning, middle and end.
- **2Wt2** Use the language of time, e.g. *suddenly*, *after that*.
- **2Wt3** Link ideas in sections, grouped by content.
- **2Wt4** Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.

## Stage 2

### Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **2Wp1** Write in clear sentences using capital letters, full stops and question marks.
- **2Wp2** Find alternatives to *and/then* in developing a narrative and connecting ideas.
- **2Wp3** Use mainly simple and compound sentences, with *and/but* to connect ideas. *Because* may begin to be used in a complex sentence.
- **2Wp4** Use the past and present tenses accurately (if not always consistently).
- **2Wp5** Begin to vary sentence openings, e.g. with simple adverbs.
- **2Wp6** Write using a variety of sentence types.

### Use accurate spelling

- **2Ws1** Learn the different common spellings of long vowel phonemes.
- **2Ws2** Apply knowledge of phonemes and spelling patterns in writing independently as well as when writing sentences dictated by the teacher from memory.
- **2Ws3** Secure the spelling of high frequency words and common irregular words.
- **2Ws4** Spell words with common prefixes and suffixes, e.g. *un-, dis-, -ful, -ly*.

### Speaking and listening

- **2SL1** Recount experiences and explore possibilities.
- **2SL2** Explain plans and ideas, extending them in the light of discussion.
- **2SL3** Articulate clearly so that others can hear.
- **2SL4** Vary talk and expression to gain and hold the listener's attention.
- **2SL5** Show awareness of the listener by including relevant details.
- **2SL6** Attempt to express ideas precisely, using a growing vocabulary.
- **2SL7** Listen carefully and respond appropriately, asking questions of others.
- **2SL8** Demonstrate 'attentive listening' and engage with another speaker.
- **2SL9** Extend experiences and ideas through role-play.
- **2SL10** Begin to be aware of ways in which speakers vary talk, e.g. the use of more formal vocabulary and tone of voice.
- **2SL11** Show awareness that speakers use a variety of ways of speaking in different situations and try out different ways of speaking.

## Stage 3

The following genres and text types are recommended at Stage 3:

Fiction and poetry: real life stories, myths and legends, adventure stories, poetry and plays.

Non-fiction: letters, reports, instructions, reference texts.

### Reading

#### Develop broad reading skills\*

- **3Ro1** Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.
- **3Ro2** Read a range of story, poetry and information books and begin to make links between them.
- **3Ro3** Read and comment on different books by the same author.
- **3Ro4** Practise learning and reciting poems.
- **3Ro5** Read aloud with expression to engage the listener.
- **3Ro6** Sustain the reading of 48–64 page books, noting how a text is organised into sections or chapters.
- **3Ro7** Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.
- **3Ro8** Locate information in a non-fiction text using a contents page and index.

\*Broad reading skills are not assessed in the tests.

- **3Ro9** Use IT sources to locate simple information.
- **3Ro10** Read and follow instructions to carry out an activity.
- **3Ro11** Locate books by classification.
- **3Ro12** Read playscripts and dialogue, with awareness of different voices.

#### Demonstrate understanding of explicit meaning in texts

- **3Rx1** Answer questions with some reference to single points in a text.
- **3Rx2** Scan a passage to find specific information and answer questions.
- **3Rx3** Identify the main points or gist of a text.

#### Demonstrate understanding of implicit meaning in texts

- **3Ri1** Begin to infer meanings beyond the literal, e.g. about motives and character.
- **3Ri2** Infer the meaning of unknown words from their context.

## Stage 3

### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **3Rw1** Consider how choice of words can heighten meaning.
- **3Rw2** Consider words that make an impact, e.g. adjectives and powerful verbs.
- **3Rw3** Consider ways that information is set out on a page and on a screen, e.g. lists, charts, bullet points.

### Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts

- **3Rv1** Identify the main purpose of a text.
- **3Rv2** Understand and use the terms 'fact', 'fiction' and 'non-fiction'.
- **3Rv3** Identify different types of stories and typical story themes.

## Writing

### Develop broad writing skills\*

- **3Wo1** Ensure consistency in the size and proportion of letters and the spacing of words.
- **3Wo2** Practise joining letters in handwriting.
- **3Wo3** Build up handwriting speed, fluency and legibility.
- **3Wo4** Use IT to write, edit and present work.

\*Broad writing skills are not assessed in the tests.

- **3Wo5** Identify misspelt words in own writing and keep individual spelling logs.
- **3Wo6** Use reading as a model for writing dialogue.
- **3Wo7** Write simple sentences, dictated by the teacher, from memory.
- **3Wo8** Write simple playscripts based on reading.
- **3Wo9** Use a dictionary or electronic means to find the spelling and meaning of words.
- **3Wo10** Make a record of information drawn from a text, e.g. by completing a chart.

### Select and develop content and use register and language appropriate to genre, purpose and audience

- **3Wa1** Develop descriptions of settings in stories.
- **3Wa2** Write portraits of characters.
- **3Wa3** Choose and compare words to strengthen the impact of writing, including noun phrases.
- **3Wa4** Explore vocabulary for introducing and concluding dialogue, e.g. *said, asked*.
- **3Wa5** Generate synonyms for high frequency words, e.g. *big, little, good*.
- **3Wa6** Establish purpose for writing, using features and style based on model texts.

## Stage 3

- **3Wa7** Write first-person accounts and descriptions based on observation.
- **3Wa8** Write book reviews summarising what a book is about.
- **3Wa9** Write and perform poems, attending to the sound of words.
- **3Wa10** Write letters, notes and messages.

### Structure and organise ideas coherently using sections or paragraphs

- **3Wt1** Develop a range of adverbials to signal the relationship between events.
- **3Wt2** Begin to organise writing in sections or paragraphs in extended stories.
- **3Wt3** Plan main points as a structure for story writing.

### Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **3Wp1** Maintain accurate use of capital letters and full stops in showing sentences and check by reading own writing aloud.
- **3Wp2** Use a wider variety of sentence types including simple, compound and some complex sentences.
- **3Wp3** Continue to improve consistency in the use of tenses.
- **3Wp4** Vary sentence openings, e.g. with adverbials.

- **3Wp5** Recognise the use of the apostrophe to mark omission in shortened words, e.g. *can't*, *don't*.
- **3Wp6** Learn the basic conventions of speech punctuation and begin to use speech marks.
- **3Wp7** Use question marks, exclamation marks and commas in lists.
- **3Wp8** Collect examples of nouns, verbs and adjectives, and use the terms appropriately.
- **3Wp9** Identify pronouns and understand their function in a sentence.
- **3Wp10** Understand that verbs are necessary for meaning in a sentence.
- **3Wp11** Understand pluralisation and use the terms 'singular' and 'plural'.
- **3Wp12** Know irregular forms of common verbs.
- **3Wp13** Ensure grammatical agreement of pronouns and verbs in using standard English.

### Use accurate spelling

- **3Ws1** Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.
- **3Ws2** Explore words that have the same spelling but different meanings (homonyms), e.g. *form*, *wave*.

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## Stage 3

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- **3Ws3** Learn rules for adding *-ing*, *-ed*, *-s* to verbs.
- **3Ws4** Extend earlier work on prefixes and suffixes.
- **3Ws5** Use and spell compound words.
- **3Ws6** Organise words or information alphabetically using first two letters.

### Speaking and listening\*

- **3SL1** Speak clearly and confidently in a range of contexts, including longer speaking turns.
- **3SL2** Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.
- **3SL3** Take turns in discussion, building on what others have said.
- **3SL4** Listen and respond appropriately to others' views and opinions.
- **3SL5** Listen and remember a sequence of instructions.
- **3SL6** Practise to improve performance when reading aloud.
- **3SL7** Begin to adapt movement to create a character in drama.
- **3SL8** Develop sensitivity to ways that others express meaning in their talk and non-verbal communication.

\*Speaking and listening skills are not assessed in the tests.

## Stage 4

The following genres and text types are recommended at Stage 4:

Fiction and poetry: historical stories, stories set in imaginary worlds, stories from other cultures, real life stories with issues/dilemmas, poetry and plays including imagery.

Non-fiction: newspapers and magazines, reference texts, explanations, persuasion including advertisements.

### Reading

#### Develop broad reading skills\*

- **4Ro1** Extend the range of reading.
- **4Ro2** Explore the different processes of reading silently and reading aloud.
- **4Ro3** Read further stories or poems by a favourite writer, and compare them.
- **4Ro4** Use knowledge of punctuation and grammar to read with fluency, understanding and expression.
- **4Ro5** Identify all the punctuation marks and respond to them when reading.
- **4Ro6** Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.
- **4Ro7** Read and perform playscripts, exploring how scenes are built up.

\*Broad reading skills are not assessed in the tests.

- **4Ro8** Express a personal response to a text, and link characters and settings to personal experience.

#### Demonstrate understanding of explicit meaning in texts

- **4Rx1** Retell or paraphrase events from the text in response to questions.
- **4Rx2** Note key words and phrases to identify the main points in a passage.
- **4Rx3** Distinguish between fact and opinion in print and IT sources.
- **4Rx4** Explore explicit meanings in a text.

#### Demonstrate understanding of implicit meaning in texts

- **4Ri1** Investigate how settings and characters are built up from details and identify key words and phrases.
- **4Ri2** Explore implicit meanings in a text.

#### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **4Rw1** Recognise meaning in figurative language.
- **4Rw2** Understand the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. *as ... as a ...*.
- **4Rw3** Understand how expressive and descriptive language creates mood.
- **4Rw4** Identify adverbs and their impact on meaning.

## Stage 4

- **4Rw5** Understand the use of connectives to structure an argument, e.g. *if, although*.
- **4Rw6** Understand how points are ordered to make a coherent argument.
- **4Rw7** Understand the main stages in a story from introduction to resolution.
- **4Rw8** Explore narrative order and the focus on significant events.
- **4Rw9** Understand how paragraphs and chapters are used to organise ideas.
- **4Rw10** Compare and contrast poems and investigate poetic features.
- **4Rw11** Investigate the grammar of different sentences: statements, questions and orders.

### **Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **4Rv1** Identify different types of non-fiction text and their known key features.
- **4Rv2** Read newspaper reports and consider how they engage the reader.
- **4Rv3** Understand how persuasive writing is used to convince a reader.

\*Broad writing skills are not assessed in the tests.

## Writing

### **Develop broad writing skills\***

- **4Wo1** Identify syllabic patterns in multisyllabic words.
- **4Wo2** Explore the layout and presentation of writing, in the context of helping it to fit its purpose.
- **4Wo3** Use joined-up handwriting in all writing.
- **4Wo4** Look for alternatives for overused words and expressions.
- **4Wo5** Make short notes from a text and use these to aid writing.
- **4Wo6** Collect and present information from non-fiction texts.
- **4Wo7** Re-read own writing aloud to check punctuation and grammatical sense.
- **4Wo8** Write sentences, dictated by the teacher, from memory.

### **Select and develop content and use register and language appropriate to genre, purpose and audience**

- **4Wa1** Write character profiles, using detail to capture the reader's imagination.
- **4Wa2** Adopt a viewpoint as a writer, expressing opinions about characters or places.
- **4Wa3** Choose and compare words to strengthen the impact of writing, including some powerful verbs.
- **4Wa4** Use more powerful verbs, e.g. *rushed* instead of *went*.

## Stage 4

- **4Wa5** Explore degrees of intensity in adjectives, e.g. *cold, tepid, warm, hot*.
- **4Wa6** Elaborate on basic information with some detail.
- **4Wa7** Write newspaper-style reports, instructions and non-chronological reports.
- **4Wa8** Show awareness of the reader by adopting an appropriate style or viewpoint.
- **4Wa9** Present an explanation or a point of view in ordered points, e.g. in a letter.
- **4Wa10** Explore alternative openings and endings for stories.
- **4Wa11** Summarise a sentence or a paragraph in a limited number of words.

### **Structure and organise ideas coherently using sections or paragraphs**

- **4Wt1** Explore different ways of planning stories, and write longer stories from plans.
- **4Wt2** Begin to use paragraphs more consistently to organise and sequence ideas.

### **Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects**

- **4Wp1** Use a wider variety of connectives in an increasing range of sentences.
- **4Wp2** Use commas to mark meaning within sentences.
- **4Wp3** Experiment with varying tenses in texts, e.g. in dialogue.
- **4Wp4** Understand past and present tenses and future forms of verbs.
- **4Wp5** Understand all parts of the verb to be and know when to use each one.
- **4Wp6** Use a range of end-of-sentence punctuation with accuracy.
- **4Wp7** Use speech marks and begin to use other associated punctuation.
- **4Wp8** Learn the use of the apostrophe to show possession, e.g. *girl's, girls'*.

### **Use accurate spelling**

- **4Ws1** Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.
- **4Ws2** Investigate spelling patterns; generate and test rules that govern them.

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## Stage 4

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- **4Ws3** Check and correct spellings and identify words that need to be learned.
- **4Ws4** Spell words with common letter strings but different pronunciations, e.g. *tough, through, trough, plough*.
- **4Ws5** Revise rules for spelling words with common inflections, e.g. *-ing, -ed, -s*.
- **4Ws6** Extend earlier work on prefixes and suffixes.
- **4Ws7** Match spelling to meaning when words sound the same (homophones), e.g. *to/two/too, right/write*.
- **4Ws8** Use all the letters in sequence for alphabetical ordering.
- **4Ws9** Build words from other words with similar meanings, e.g. *medical, medicine*.
- **4Ws10** Collect and classify words with common roots, e.g. *invent, prevent*.
- **4SL5** Listen carefully in discussion, contributing relevant comments and questions.
- **4SL6** Adapt the pace and loudness of speaking appropriately when performing or reading aloud.
- **4SL7** Adapt speech and gesture to create a character in drama.
- **4SL8** Comment on different ways that meaning can be expressed in own and others' talk.

### Speaking and listening\*

- **4SL1** Organise ideas in a longer speaking turn to help the listener.
- **4SL2** Vary use of vocabulary and level of detail according to purpose.
- **4SL3** Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.
- **4SL4** Deal politely with opposing points of view.

\*Speaking and listening skills are not assessed in the tests.

## Stage 5

The following genres and text types are recommended at Stage 5:

Fiction and poetry: novels and longer stories, fables, myths and legends, stories from other cultures, older literature including traditional tales, poetry and plays including film narrative and dramatic conventions.

Non-fiction: instructions, recounts (including biography), persuasion.

### Reading

#### Develop broad reading skills\*

- **5Ro1** Skim read to gain an overall sense of a text and scan for specific information.
- **5Ro2** Compare and evaluate the print and film versions of a novel or play.
- **5Ro3** Compare dialogue and dramatic conventions in film narrative.
- **5Ro4** Read and perform narrative poems.
- **5Ro5** Read poems by significant poets and compare style, forms and themes.
- **5Ro6** Investigate the origin and appropriate use of idiomatic phrases.

\*Broad reading skills are not assessed in the tests.

#### Demonstrate understanding of explicit meaning in texts

- **5Rx1** Look for information in non-fiction texts to build on what is already known.
- **5Rx2** Extract key points and group and link ideas.
- **5Rx3** Locate information confidently and efficiently from different sources.

#### Demonstrate understanding of implicit meaning in texts

- **5Ri1** Provide accurate textual reference from more than one point in a story to support answers to questions.
- **5Ri2** Identify the point of view from which a story is told.

#### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **5Rw1** Comment on a writer's use of language and explain reasons for the writer's choices.
- **5Rw2** Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.
- **5Rw3** Discuss metaphorical expressions and figures of speech.
- **5Rw4** Understand clauses within sentences and how they are connected.
- **5Rw5** Compare the structure of different stories.

## Stage 5

- **5Rw6** Understand the difference between direct and reported speech.
- **5Rw7** Learn how dialogue is set out and punctuated.
- **5Rw8** Identify unfamiliar words, explore definitions and use new words in context.
- **5Rw9** Understand the use of impersonal style in explanatory texts.
- **5Rw10** Understand conventions of standard English, e.g. agreement of verbs.

### **Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **5Rv1** Read and evaluate non-fiction texts for purpose, style, clarity and organisation.
- **5Rv2** Explore the features of texts which are about events and experiences, e.g. diaries.
- **5Rv3** Compare writing that informs and persuades.
- **5Rv4** Note the use of persuasive devices, words and phrases in print and other media.
- **5Rv5** Read and identify characteristics of myths, legends and fables.
- **5Rv6** Read widely and explore the features of different fiction genres.
- **5Rv7** Consider how a writer expresses their own point of view, e.g. how characters are presented.

\*Broad writing skills are not assessed in the tests.

## Writing

### **Develop broad writing skills\***

- **5Wo1** Recognise a range of less common letter strings in words which may be pronounced differently.
- **5Wo2** Evaluate own and others' writing.
- **5Wo3** Use dictionaries efficiently and carry out IT spell checks.
- **5Wo4** Make notes for different purposes, using simple abbreviations and writing 'in your own words'.
- **5Wo5** Practise fast, fluent and legible handwriting styles for different purposes.

### **Select and develop content and use register and language appropriate to genre, purpose and audience**

- **5Wa1** Use imagery and figurative language to evoke imaginative response.
- **5Wa2** Maintain a consistent viewpoint when writing.
- **5Wa3** Use a more specialised vocabulary to match the topic.
- **5Wa4** Choose words and phrases carefully to convey feeling and atmosphere.
- **5Wa5** Collect synonyms and opposites and investigate shades of meaning.
- **5Wa6** Use a thesaurus to extend vocabulary and choice of words.

## Stage 5

- **5Wa7** Write non-chronological reports and explanations.
- **5Wa8** Write new scenes or characters into a story, or write from another viewpoint.
- **5Wa9** Draft and write letters for real purposes.
- **5Wa10** Write own versions of legends, myths and fables, using structures from reading.
- **5Wa11** Write a playscript, including production notes to guide performance.
- **5Wa12** Write a commentary on an issue, setting out and justifying a personal view.
- **5Wa13** Record ideas, reflections and predictions about books, e.g. in a reading log.
- **5Wa14** Practise proofreading and editing own writing for clarity and correctness.
- **5Wa15** Review, revise and edit writing in order to improve it, using IT as appropriate.

### **Structure and organise ideas coherently using sections or paragraphs**

- **5Wt1** Map out writing to plan structure, e.g. paragraphs, sections, chapters.
- **5Wt2** Use pronouns, making clear to what or to whom they refer.
- **5Wt3** Begin to establish links between paragraphs using adverbials.

### **Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects**

- **5Wp1** Use an increasing range of subordinating connectives.
- **5Wp2** Combine simple sentences and re-order clauses to make compound and complex sentences.
- **5Wp3** Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.
- **5Wp4** Begin to set out dialogue appropriately, using a range of punctuation.
- **5Wp5** Identify prepositions and use the term preposition.
- **5Wp6** Extend understanding of the use of adverbs to qualify verbs, e.g. in dialogue.
- **5Wp7** Use apostrophes for both possession and shortened forms.
- **5Wp8** Spell and make correct use of possessive pronouns, e.g. *their, theirs, my, mine*.

## Stage 5

### Use accurate spelling

- **5Ws1** Investigate the spelling of word-final unstressed vowels, e.g. the unstressed 'er' at the end of *butter* and unstressed 'ee' at the end of *city*.
- **5Ws2** Learn spelling rules for words ending in *-e* and *-y*, e.g. *take/taking, try/tries*.
- **5Ws3** Know rules for doubling consonants and investigate patterns in the use of single and double consonants, e.g. *-full/-ful*.
- **5Ws4** Use known spellings to work out the spelling of related words.
- **5Ws5** Use effective strategies for learning new spellings and misspelt words.
- **5Ws6** Identify 'silent' vowels in polysyllabic words, e.g. *library, interest*.
- **5Ws7** Investigate spelling patterns for pluralisation, e.g. *-s, -es, -y/-ies, -f/-ves*.
- **5Ws8** Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.
- **5Ws9** Understand ways of creating opposites, e.g. *un-, im-* and comparatives, e.g. *-er, -est*.
- **5Ws10** Understand grammatical homophones, e.g. *they're, their, there*.
- **5Ws11** Identify word roots and derivations to support spelling and vocabulary, e.g. *sign, signal, signature*.

\*Speaking and listening skills are not assessed in the tests.

### Speaking and listening\*

- **5SL1** Shape and organise ideas clearly when speaking to aid the listener.
- **5SL2** Prepare and present an argument to persuade others to adopt a point of view.
- **5SL3** Talk confidently in extended turns and listen purposefully in a range of contexts, responding to guidance about, and feedback on, the quality of contributions.
- **5SL4** Begin to adapt non-verbal gestures and vocabulary to suit content and audience.
- **5SL5** Describe events and convey opinions with increasing clarity and detail.
- **5SL6** Recall and discuss important features of a talk, possibly contributing new ideas.
- **5SL7** Ask questions to develop ideas and extend understanding.
- **5SL8** Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.
- **5SL9** Take different roles and responsibilities within a group.
- **5SL10** Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.
- **5SL11** Begin to discuss how and why language choices vary in different situations.

## Stage 6

The following genres and text types are recommended at Stage 6:

Fiction: various genres including science fiction, extended narratives, stories with flashbacks, poetry and plays including imagery.

Non-fiction: instructions, recounts (including biography and autobiography), diaries, journalistic writing, argument and discussion, formal and impersonal writing.

### Reading

#### Develop broad reading skills\*

- **6Ro1** Articulate personal responses to reading, with close reference to the text.
- **6Ro2** Understand different word classes.
- **6Ro3** Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.

#### Demonstrate understanding of explicit meaning in texts

- **6Rx1** Distinguish between fact and opinion in a range of texts and other media.
- **6Rx2** Paraphrase explicit meanings based on information from more than one point in the text.

\*Broad reading skills are not assessed in the tests.

#### Demonstrate understanding of implicit meaning in texts

- **6Ri1** Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.
- **6Ri2** Look for implicit meanings, and make plausible inferences from more than one point in the text.

#### Explain, comment on and analyse the way writers use stylistic and other features of language and structure in texts

- **6Rw1** Comment on a writer's use of language, demonstrating awareness of its impact on the reader.
- **6Rw2** Explore proverbs, sayings and figurative expressions.
- **6Rw3** Analyse the success of writing in evoking particular moods, e.g. suspense.
- **6Rw4** Begin to show awareness of the impact of a writer's choices of sentence length and structure.
- **6Rw5** Understand the use of conditionals, e.g. to express possibility.
- **6Rw6** Discuss and express preferences in terms of language, style and themes.
- **6Rw7** Understand aspects of narrative structure, e.g. the handling of time.
- **6Rw8** Analyse how paragraphs and chapters are structured and linked.

## Stage 6

- **6Rw9** Read and interpret poems in which meanings are implied or multi-layered.
- **6Rw10** Explore the how poets manipulate and play with words and their sounds.
- **6Rw11** Explore the use of active and passive verbs within a sentence.
- **6Rw12** Understand changes over time in words and expressions and their use.
- **6Rw13** Identify uses of the colon, semi-colon, parenthetical commas, dashes and brackets.

### **Recognise conventions and evaluate viewpoint, purpose, themes and ideas in texts**

- **6Rv1** Recognise key characteristics of a range of non-fiction text types.
- **6Rv2** Understand the conventions of standard English usage in different forms of writing.
- **6Rv3** Understand language conventions and grammatical features of different types of text.
- **6Rv4** Compare the language, style and impact of a range of non-fiction writing.
- **6Rv5** Explore autobiography and biography, and first and third person narration.
- **6Rv6** Identify features of balanced written arguments.

\*Broad writing skills are not assessed in the tests.

- **6Rv7** Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.
- **6Rv8** Begin to develop awareness that the context for which the writer is writing and the context in which the reader is reading can impact on how the text is understood.

## Writing

### **Develop broad writing skills\***

- **6Wo1** Continue to learn words, apply patterns and improve accuracy in spelling.
- **6Wo2** Use handwriting and IT effectively, making appropriate choices of presentation, to prepare writing for publication.
- **6Wo3** Develop a personal handwriting style to write legibly, fluently and with increasing speed, choosing the writing implement that is best suited for a task.

### **Select and develop content and use register and language appropriate to genre, purpose and audience**

- **6Wa1** Establish and maintain a clear viewpoint, with some elaboration of personal voice.
- **6Wa2** Develop some imaginative detail through careful use of vocabulary and style.
- **6Wa3** Explore definitions and shades of meaning and use new words in context.

## Stage 6

- **6Wa4** Use the styles and conventions of journalism to write reports on events.
- **6Wa5** Write a balanced report of a controversial issue.
- **6Wa6** Develop skills of writing biography and autobiography.
- **6Wa7** Adapt the conventions of a text type for a particular purpose.
- **6Wa8** Select appropriate non-fiction style and form to suit specific purposes.
- **6Wa9** Write non-chronological reports linked to work in other subjects.
- **6Wa10** Summarise a passage, chapter or text in a given number of words.
- **6Wa11** Argue a case in writing, developing points logically and convincingly.
- **6Wa12** Use different genres as models for writing.

### Structure and organise ideas coherently using sections or paragraphs

- **6Wt1** Plan plot, characters and structure effectively in writing an extended story.
- **6Wt2** Use paragraphs, sequencing and linking them appropriately to support overall development of the text.
- **6Wt3** Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.

- **6Wt4** Use a range of devices to support cohesion within paragraphs.
- **6Wt5** Use connectives to structure an argument or discussion.

### Use a range of sentence structures and punctuation accurately to convey meaning and create particular effects

- **6Wp1** Use a wide range of connectives to clarify relationships between ideas, e.g. however, therefore, although.
- **6Wp2** Develop grammatical control of complex sentences, manipulating them for effect.
- **6Wp3** Distinguish the main clause and other clauses in a complex sentence.
- **6Wp4** Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.
- **6Wp5** Punctuate speech and use apostrophes accurately.

### Use accurate spelling

- **6Ws1** Learn word endings with different spellings but the same pronunciation, e.g. *-tion, -cian, -sion, -ssion; -ance, -ence*.
- **6Ws2** Use correct choices when representing consonants, e.g. 'ck'/'k'/'ke'/'que'/'ch'; 'ch'/'tch'; 'j'/'dj'/'dje'.
- **6Ws3** Further investigate spelling rules and exceptions, including representing unstressed vowels.

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## Stage 6

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- **6Ws4** Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. *im, in, ir, il; ad, ap, af, al* and knowing when to use double consonants.
- **6Ws5** Know how to transform meaning with prefixes and suffixes.
- **6Ws6** Explore word origins and derivations and the use of words from other languages.
- **6Ws7** Investigate meanings and spellings of connectives.
- **6SL7** Help to move group discussion forward, e.g. by clarifying, summarising.
- **6SL8** Prepare, practise and improve a spoken presentation or performance.
- **6SL9** Convey ideas about characters in drama in different roles and scenarios through deliberate choice of speech, gesture and movement.
- **6SL10** Reflect on variations in speech, and appropriate use of standard English.

### Speaking and listening\*

- **6SL1** Express and explain ideas clearly, making meaning explicit and respond to guidance about, and feedback on, the quality of contributions.
- **6SL2** Use spoken language well to persuade, instruct or make a case, e.g. in a debate.
- **6SL3** Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.
- **6SL4** Structure talk to aid a listener's understanding and engagement.
- **6SL5** Speak confidently in formal and informal contexts.
- **6SL6** Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.

\*Speaking and listening skills are not assessed in the tests.







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