Cambridge Assessment International Education

ISTITUTO COMPRENSIVO STATALE - "SORRENTO"-SORRENTO
Prot. 0006203 del 01/09/2026
I (Entrata)

Curriculum Framework

Cambridge Primary

English as a Second Language 0057

Published in September 2020 for first teaching in September 2021.
Cambridge Primary Progression Tests will be available from 2022.
Cambridge Primary Checkpoint tests will be available from 2023.



Version 3.0

Cambridge Pathway

Why choose Cambridge International?

Cambridge International prepares school students for life, helping them develop an informed curiosity and a lasting passion for learning. We are part of the University of Cambridge.

Our Cambridge Pathway gives students a clear path for educational success from age 5 to 19. Schools can shape the curriculum around how they want students to learn – with a wide range of subjects and flexible ways to offer them. It helps students discover new abilities and a wider world, and gives them skills they need for life so they can thrive throughout their schooling work and life.

Our programmes and qualifications set the global standard for international education. They are created by subject experts, rooted in academic rigour and reflect the latest educational research. They provide a strong platform for students to progress from one stage to the next, and are well supported by teaching and learning resources.

Our mission is to provide educational benefit through provision of international programmes and qualifications for school education and to be the world leader in this field. Together with schools, we develop Cambridge learners who are confident, responsible, reflective, innovative and engaged – equipped for success in the modern world.

Every year, nearly a million Cambridge students from 10 000 schools in 160 countries prepare for their future with the Cambridge Pathway.



Quality management
Cambridge International is committed to providing exceptional quality. In line with this commitment, our quality management system for the provision of international qualifications and education programmes for students aged 5 to 19 is independently certified as meeting the internationally recognised standard, ISO 9001:2015. Learn more at **www.cambridgeinternational.org/ISO9001**

© Cambridge University Press & Assessment 2021

Cambridge Assessment International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.

Cambridge University Press & Assessment retains the copyright on all its publications. Registered centres are permitted to copy material from this booklet for their own internal use. However, we cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within a centre.

Contents

1 Why choose this curriculum framework? 2

Key benefits 2

English or English as a Second Language? 4

Supporting teachers 6

Progression through the Cambridge Pathway 6

Teaching time 6

Assessment 7

2 Curriculum overview 8

Aims 8

Overview of the strands 10

Overview of teaching approaches 12

3 Learning objectives by stage 14

Overview of learning objectives 14

Learning objective codes 14

Stage 1 16

Stage 2 19

Stage 3 23

Stage 4 27

Stage 5 31

Stage 6 35

4 Glossary 39

5 Changes to this curriculum framework 40

Changes to this curriculum framework

For information about changes to this curriculum framework, go to page 40.

The latest curriculum framework is version 3.0, published September 2025.

1 Why choose this curriculum framework?

Key benefits

Cambridge Primary English as a Second Language empowers learners to communicate confidently and effectively and to develop the critical skills needed to respond to a range of information, media and texts. Cambridge Primary English as a Second Language also promotes active learning, develops thinking skills and encourages intellectual engagement. The programme develops a solid foundation for further study of English as a Second Language, and for study through the medium of English.

The structure of the *Cambridge Primary English as a Second Language Curriculum Framework* is designed to support effective teaching of English within and across the primary stages. There is clear progression of reading, writing, speaking and listening skills across the stages.

The curriculum supports an integrated approach to planning and teaching to develop effective communication skills in English. Throughout the curriculum, learners revisit and engage with language at deeper levels and in different contexts.

The learning objectives for learners of English as a Second Language are based on the Council of Europe's Common European Framework of Reference for Languages (CEFR), which is used widely both within and beyond Europe to map learners' progression in English. The CEFR provides an international standard which is widely recognised for describing language ability. Alignment to the CEFR makes it easy for schools and parents to understand the level of the English as a Second Language programme.

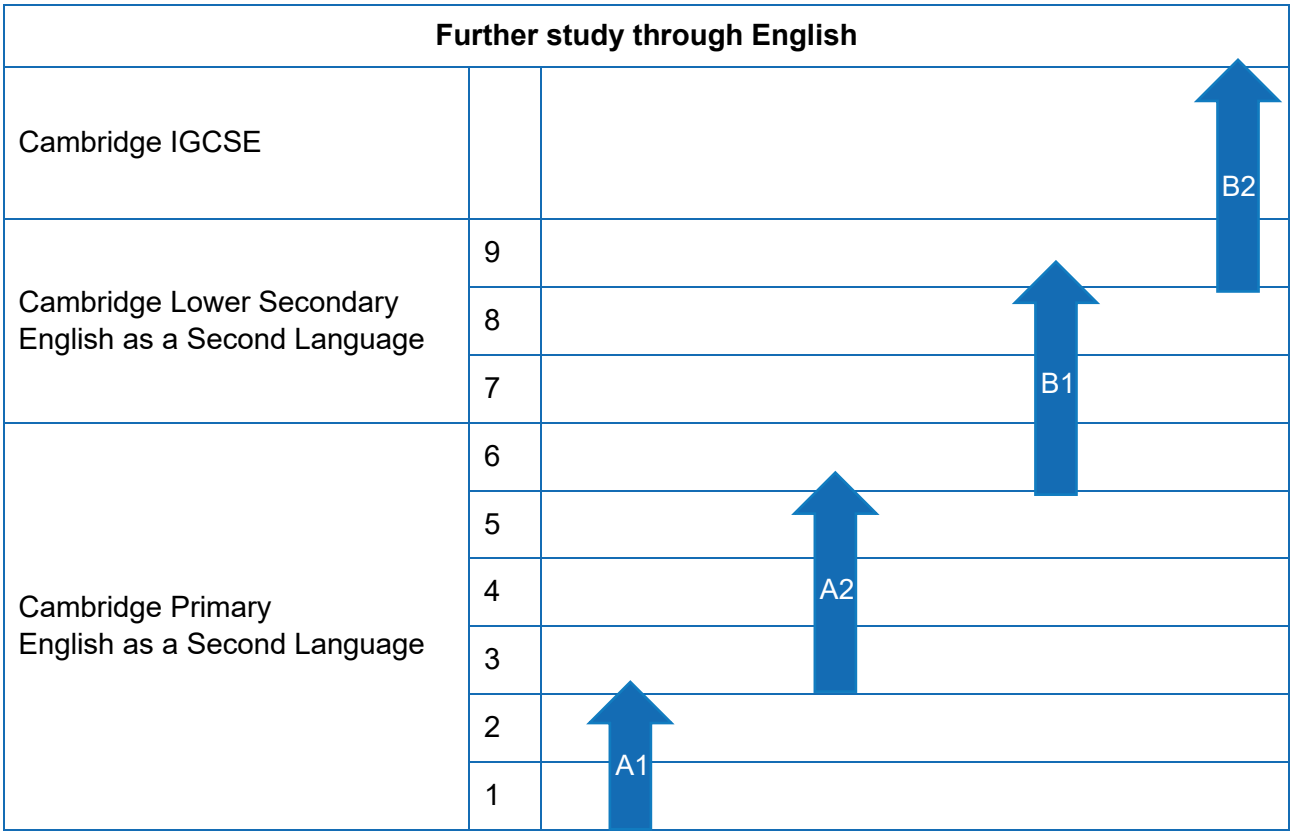
In line with the CEFR, learning outcomes in each strand for each successive stage are defined in terms of what learners should be able to do in English. The framing of learning objectives as a progressive sequence of 'can-do' statements encourages teachers to use learning-centred, activity-based approaches.

Learner progression in each strand within the curriculum framework is mapped in terms of the common reference levels in the CEFR. The CEFR describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language.

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

By identifying aspects of the curriculum which are reflected in the CEFR level descriptors (and specifically the Young Learner descriptors collated for ages 7–10 and 11–15), we provide guidance on how the English as a Second Language curriculum aligns to the CEFR levels.

The alignment of Cambridge Primary and Lower Secondary English as a Second Language to the CEFR is illustrated below. Cambridge Primary and Lower Secondary English as a Second Language programmes provide a solid foundation for the further study of English as a Second Language, and for further study through the medium of English at Cambridge IGCSE™ or O Level and beyond.



The Cambridge Primary programme includes English as well as English as a Second Language curriculum. You should choose the most appropriate curriculum to reflect the context of your learners. The differences between the English and English as a Second Language curricula are outlined on the next page.

English or English as a Second Language?

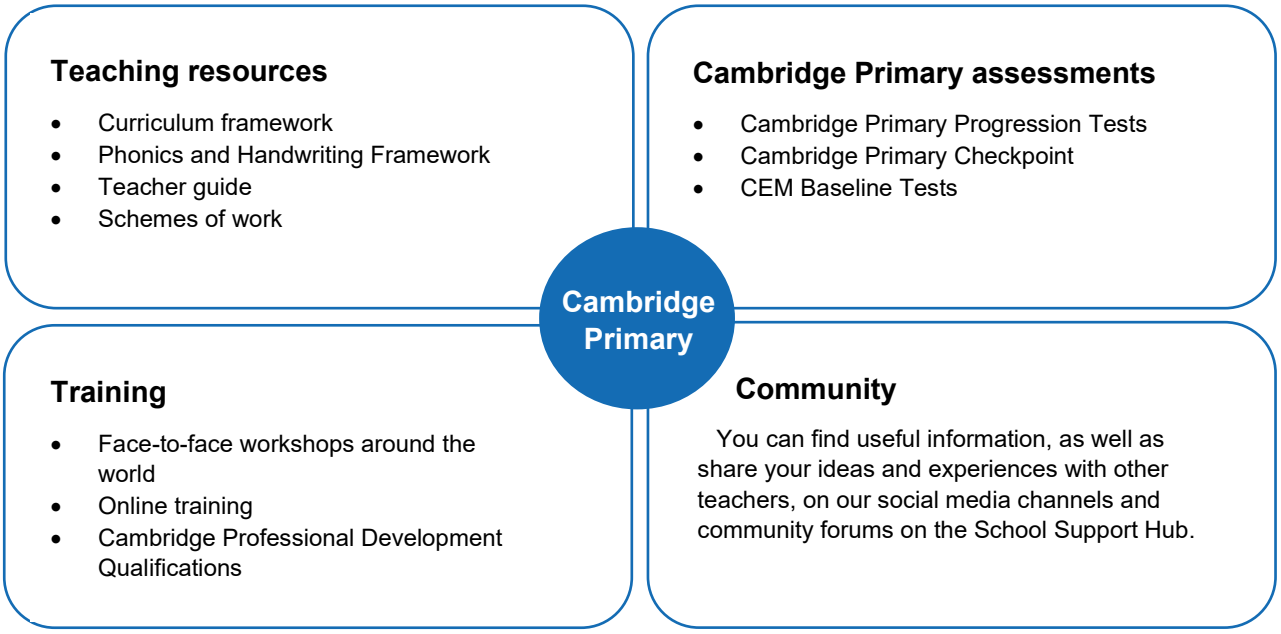
English	English as a Second Language
What prior experience of English do learners need?	
Cambridge Primary English is designed for learners who speak English as a first language: those who either speak English at home or have other significant experience of communicating in English (e.g. at an English-speaking kindergarten). It is expected that when learners start Stage 1 of Cambridge Primary English, they will already have: • well-developed English speaking and listening skills • some experience of reading and writing in English.	Cambridge Primary English as a Second Language is designed for learners who speak a language other than English at home. There is no expectation that learners will have prior experience of English before starting Stage 1 of Cambridge Primary English as a Second Language.
What knowledge, skills and understanding does the subject develop?	
Cambridge Primary English develops: • skilled communicators for a range of different purposes and audiences • competent readers who appreciate a wide range of different texts, including those from different periods and cultures • skills in evaluating and analysing written and spoken language • a solid foundation for the further study of English (as a first language).	Cambridge Primary English as a Second Language develops: • effective use of English for the purposes of practical communication • confidence in reading a range of texts • an awareness of the nature of language and language-learning skills • a solid foundation for the further study of English as a Second Language, and for study through the medium of English. Learning objectives are informed by the Common European Framework of Reference for Languages (CEFR).
How is the curriculum content organised?	
Cambridge Primary English learning objectives are organised into three strands: • Reading • Writing • Speaking and Listening Grammar is embedded within the Reading and Writing strands.	Cambridge Primary English as a Second Language learning objectives are organised into five strands: • Reading • Writing • Speaking • Listening • Use of English

What is assessed in the Cambridge Primary Checkpoint and Progression Tests?	
Cambridge Primary English: • Paper 1 Reading and Writing (non-fiction) • Paper 2 Reading and Writing (fiction) Grammar is assessed within both papers.	Cambridge Primary English as a Second Language: • Paper 1 Reading and Usage • Paper 2 Writing • Paper 3 Listening

Supporting teachers

We provide a wide range of practical resources, detailed guidance, innovative training and professional development so that you can give your learners the best possible experience of Cambridge Primary English as a Second Language.

You will find most of these resources on the School Support Hub. Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for the School Support Hub.



Progression through the Cambridge Pathway

Our primary programme is part of the Cambridge Pathway. This pathway leads seamlessly from primary to secondary and pre-university years. Each step of the pathway builds on the learners' development from the previous one or from other educational systems. This curriculum framework is typically for learners aged 5 to 11, but it may be appropriate to use it for slightly different ages to suit your context.

You can download more information on progression from the School Support Hub.

Teaching time

For guidance, this curriculum framework is based on learners having 4 to 5 hours of English as a Second Language per week (or about 120 to 150 hours per stage). Your actual number of teaching hours may vary according to your context.

Assessment

We provide assessments designed to complement this curriculum framework for Stages 3 to 6. You can find more information on assessing Cambridge Primary English as a Second Language on the School Support Hub.

2 Curriculum overview

Aims

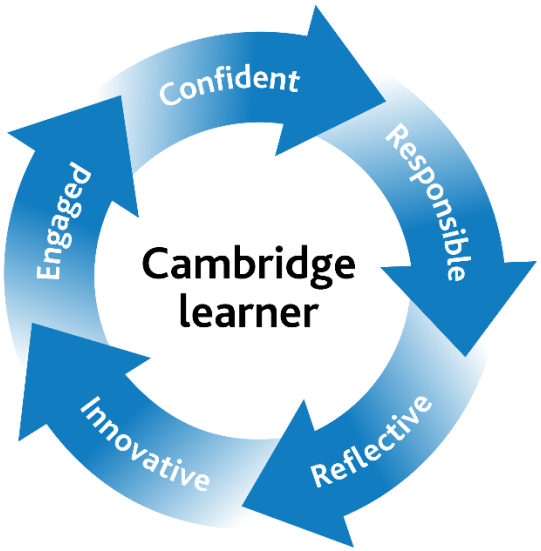
Following the Cambridge Primary programme helps learners to lay the foundations for lifelong learning, including:

- curiosity about the world around them and enthusiasm for learning
- knowledge, understanding and skills that can be applied in and across subjects
- effective and confident communication skills, including in English
- understanding of their personal and local context, as well as having global awareness.

In Cambridge Primary English as a Second Language, learners:

- develop a curiosity about other languages and cultures and how these shape our perceptions of the world
- see themselves as successful language learners
- are able to communicate effectively through the skills of reading, writing, speaking and listening
- become confident in and enjoy reading a range of texts
- develop a solid foundation in the skills required for continued study of English as a Second Language and for study through the medium of English.

The Cambridge approach encourages learners to be:



Cambridge Primary English as a Second Language supports learners to become:

Responsible – Learners take responsibility for their learning, ask questions and look for opportunities to use their linguistic skills to express themselves.

Innovative – Learners actively explore and experiment with new language, making connections (to their own language) to build on what they already know and are able to do.

Confident – Learners develop their reading, writing, speaking and listening to become confident communicators in English. They feel empowered to take risks, try new language, and reflect on and learn from their mistakes.

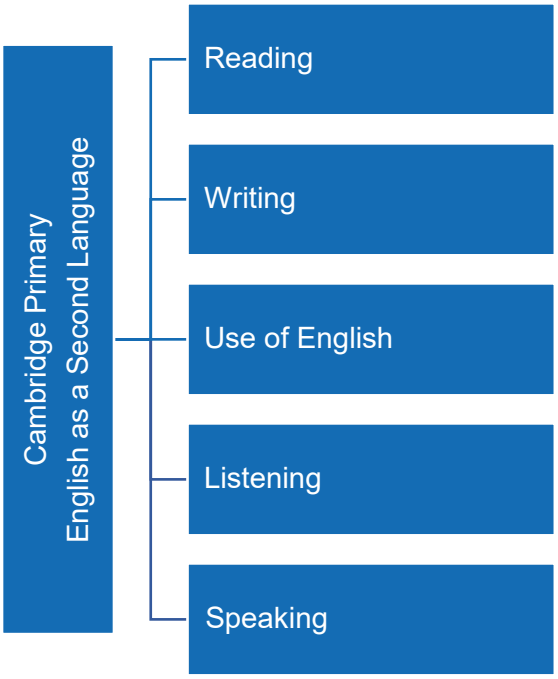
Engaged – Learners are curious about other languages, cultures and perspectives and take opportunities to discover new areas of interest through the medium of English.

Reflective – Learners develop the skills to plan, monitor and evaluate their own learning. They reflect on language learning strategies they have used before to consider how they will approach a new task.

Overview of the strands

This curriculum framework provides a comprehensive set of learning objectives for Cambridge Primary English as a Second Language. These give a structure for teaching and learning and a reference against which learners' attainment and skills development can be checked.

We have divided the learning objectives into five main areas called 'strands' which run through every primary stage: Reading, Writing, Use of English, Listening and Speaking. These five strands and their respective learning objectives work together to support the development of knowledge, skills and understanding. The Use of English strand provides learners with the linguistic features they need to engage with the language receptively (Reading and Listening) and productively (Writing and Speaking).



Each strand is divided into 'sub-strands'. The names for the sub-strands for the Reading and Listening strands are similar. This is to help you to identify links between Reading and Listening skills, and to reflect these in your teaching.

Reading	Listening
Reading for global meaning Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the author is, who the target reader is and the author's purpose.	**Listening for global meaning** Learners develop the ability to understand the main points of short and extended texts. For example, the topic or theme, who the speaker is, who the target audience is and the speaker's purpose.
Reading for detail Learners develop the ability to understand detail in short and extended texts. This includes recognising letters and words, understanding specific information, instructions and questions,	**Listening for detail** Learners develop the ability to understand detail in short and extended texts. This includes recognising sounds, letters and words, understanding specific information, instructions

Reading	Listening
deducing meaning from context, as well as following a line of argument from Stage 6.	and questions, deducing meaning from context, as well as following a line of argument from Stage 6.
Reading for opinion Learners develop the ability to recognise the opinions of the writer(s) in short and extended text.	**Listening for opinion** Learners develop the ability to recognise the opinions of the speaker(s) in short and extended text.

The sub-strands for the Writing and Speaking strands have two similar sub-strands and one distinct sub-strand.

Writing	Speaking
Communicative achievement Learners develop the ability to communicate in writing by forming letters and words, using punctuation, writing sentences with grammatical accuracy and appropriate register, and planning and checking their work.	**Communication** Learners develop the ability to ask for and give information and develop their range and accuracy of vocabulary and grammatical structures.
Organisation Learners develop the ability to use a range of connectives to organise ideas and to use appropriate layout for a variety of written genres.	**Organisation** Learners develop the ability to use connectives in order to organise their ideas and to take turns when speaking effectively initiating, maintaining and concluding interactions.
Content Learners develop the ability to use a range of language to write text for different purposes, using a variety of written genres. Learners also develop the skills to express their opinion.	**Express opinion** Learners develop the ability to express their opinions and feelings.

The sub-strands for the Use of English strand are as follows:

Use of English
Vocabulary Learners develop their knowledge and use of word classes in increasingly complex contexts.
Grammatical forms Learners develop their knowledge and use of grammatical conventions to enable effective communication and understanding.
Sentence structure Learners develop the ability to accurately organise sentences and connect ideas for clarity and coherence.

Overview of teaching approaches

Integrated approach

It is expected that teachers will adopt an integrated approach to planning and teaching English as a Second Language. Each lesson and unit need to provide opportunities for practice of all four skills as well as a focus on one or more learning objectives from the Use of English strand. The Use of English strand provides the linguistic features learners need to engage with the language receptively in the Reading and Listening strands and productively in the Writing and Speaking strands.

Integrating Use of English and the four skills:

- enhances learners' all-round development of communicative competence
- enables teachers to build a lesson around a theme or a topic relevant to the learners
- motivates learners to learn by building more variety into the lesson
- works at the level of realistic communication, where language tasks involve more than one skill
- exposes learners to authentic language
- challenges learners to interact naturally.

This integrated approach can, and should, be implemented from the start of Stage 1. For example, asking and responding to simple questions related to personal information and classroom routines draws on listening and speaking skills as well as an understanding of possessive adjectives and words and phrases to describe people and objects.

As learners move through the stages, previously studied language should be reviewed, extended and integrated into different practice tasks. For example, at Stage 1, learners are introduced to basic connectives such as *and*. At Stage 2, this understanding is extended to include a wider range of connectives and learners begin to integrate connectives into written practice.

Phonics and handwriting

Phonics is a way of teaching reading and spelling based on relating sounds (phonemes) to written letters and groups of letters (graphemes). Phonics understanding is a key skill for literacy in English. Research shows that phonics can be particularly beneficial for children whose home language is not English (see **https://www.cambridge.org/gb/files/8915/8687/2095/CambridgePapers_In_ELT-Phonics__Literacy_minipaper_ONLINE.pdf**). When teaching phonics, it is important to build on children's oral language in their home language, for example, identifying English sounds that might be more challenging for them because they are not present in their home language.

Stage 1 in the Cambridge English as a Second Language Curriculum Framework includes high-level learning objectives for learning to read using a synthetic phonics approach:

- **1Rd.01** Recognise, identify, sound and name the letters of the alphabet.
- **1Rd.02** Recognise, identify and blend sounds in individual words.

Developing a fluent and legible handwriting style enables children to express themselves in written English with confidence and creativity. Letter formation enables children to apply their phonics

knowledge and understanding to writing words. Later, joining letters helps children's understanding of groups of letters that represent single sounds (e.g. ch, sh, ai, ow).

Like phonics, handwriting needs systematic development through regular, dedicated teaching and learning opportunities. Making connections between phonics and handwriting helps to consolidate learner's recall of letter−sound correspondences, supporting both their reading and writing.

There are high-level learning objectives for handwriting across the curriculum framework in Stages 3, 4, 5 and 6:

- **3Wca.01** Use legible handwriting in written work.
- **4Wca.01** Use legible handwriting in written work with some speed and fluency.
- **5Wca.01** Use legible handwriting in written work with increasing speed and fluency.
- **6Wca.01** Use legible handwriting in written work with appropriate speed and fluency.

The Cambridge Phonics and Handwriting Framework provides a recommended structure and order for systematic teaching and learning of phonics and handwriting. It has been developed by phonics and handwriting experts and is informed by evidence and analysis of the English language used by international young learners. This makes it suitable for teaching children with any experience of English and any home language. The Cambridge Phonics and Handwriting resources are specially designed for teaching using the framework.

Teacher support resources

You can find more information and ideas for teaching and learning activities in the *Cambridge Primary English as a Second Language Teacher Guide* and schemes of work available on the School Support Hub.

The teacher guide will support you to plan and deliver lessons using effective teaching and learning approaches.

The scheme of work for each stage of Cambridge Primary English as a Second Language contains:

- suggested units showing how the learning objectives in the curriculum framework can be grouped and ordered
- at least one suggested teaching activity for each learning objective
- sample lesson plans.

You do not need to use the ideas in the schemes of work to teach Cambridge Primary English as a Second Language. They are designed to indicate the types of activities you might use, and the intended depth and breadth of each learning objective. These activities are not designed to fill all the teaching time for each primary stage. You should use other activities with a similar level of difficulty, for example, those from endorsed resources.

We work with a range of publishers to provide high-quality endorsed resources to support our curriculum frameworks. In order to provide choice for Cambridge International Schools, we encourage publishers to develop resources with varying approaches. There is no requirement for endorsed textbooks to follow the teaching order suggested in the Cambridge Primary schemes of work. If a resource is endorsed, you can be confident that all the learning objectives are covered.

3 Learning objectives by stage

Overview of learning objectives

There are learning objectives for each of Stages 1 to 6 and the learning objectives in each stage are unique to that stage.

To enable effective progression in your teaching, you need to be familiar with the progression of skills across stages. This will help you to build on prior learning in every stage. The progression of learning objectives across Stages 1 to 6 is available on the School Support Hub.

The *Cambridge Primary English as a Second Language Curriculum Framework* is not accompanied by a prescriptive list of topics. It is expected that teachers will plan lessons and select topics and resources appropriate to their learners' context. The schemes of work provide example topics to illustrate how teaching might be planned over the six stages.

To support effective development of all skills (reading, writing, speaking and listening) and Use of English, you should try to plan lessons that include learning objectives from more than one strand.

Learning objective codes

Each learning objective has a unique code, e.g. **5Rd.01**. These codes appear in the schemes of work, teacher guide and other Cambridge Primary resources. Each learning objective code includes:

- the stage number, e.g. **5**
- a reporting code that appears in the feedback reports for tests and reflects the sub-strand titles, e.g. **Rd** (see below)
- a number reflecting the order of the learning objectives in the sub-strand for the stage, e.g. **01** is the first learning objective.

Strand	Sub-strand	Example of code
Listening	Listening for global meaning	1Lm.01
	Listening for detail	1Ld.01
	Listening for opinion	3Lo.01
Speaking	Communication	1Sc.01
	Express opinion	2So.01
	Organisation	1Sor.01
Writing	Communicative achievement	1Wca.01
	Organisation	2Wor.01
	Content	1Wc.01
Reading	Reading for global meaning	2Rm.01

Strand	Sub-strand	Example of code
	Reading for detail	1Rd.01
	Reading for opinion	3Ro.01
Use of English	Grammatical forms	1Ug.01
	Vocabulary	1Uv.01
	Sentence structure	1Us.01

Stage 1

Listening

Listening for global meaning

- **1Lm.01** Understand, with support, the main point of short talk.

Listening for detail

- **1Ld.01** Recognise a limited range of simple words that are spelled out slowly and clearly.
- **1Ld.02** Understand, with support, a limited range of short, simple instructions.
- **1Ld.03** Understand, with support, a limited range of short, simple questions which ask for simple information.
- **1Ld.04** Deduce meaning from context, with support, of a limited range of simple words.
- **1Ld.05** Understand, with support, some specific information and detail of short talk.

Speaking

Communication

- **1Sc.01** Give basic information about themselves using simple words and phrases.
- **1Sc.02** Describe people, places and objects, and routine actions and events, using simple words and phrases.
- **1Sc.03** Ask simple questions about classroom routines and to find out a limited range of personal information and respond accordingly.
- **1Sc.04** Reproduce correctly a limited range of sounds in simple, familiar words and phrases.
- **1Sc.05** Produce short, isolated, rehearsed phrases using gesture and signalled requests for help when necessary.
- **1Sc.06** Use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.

Organisation

- **1Sor.01** Link, with support, words and phrases using basic connectives.
- **1Sor.02** Take turns when speaking with others in a limited range of short, basic exchanges.

Writing

Communicative achievement

- **1Wca.01** Write letters and words in a straight line from left to right.
- **1Wca.02** Form upper and lower case letters.
- **1Wca.03** Spell some simple, high-frequency words accurately during guided writing activities.
- **1Wca04** Write familiar words.
- **1Wca.05** Begin to use a limited range of simple grammatical structures, allowing for frequent, basic mistakes.

Content

- **1Wc.01** Write, with support, words and short, simple phrases to give personal and factual information.

Reading

Reading for detail

- **1Rd.01** Recognise, identify, sound and name the letters of the alphabet.
- **1Rd.02** Recognise, identify and blend sounds in individual words.
- **1Rd.03** Understand, with support, simple words and phrases in short, simple, illustrated texts.
- **1Rd.04** Begin to deduce the meaning of a limited range of simple, familiar words, with support, by linking them to pictures.

Use of English

Grammatical forms

- **1Ug.01** Use familiar question words and structures.
- **1Ug.02** Use common present simple forms to give basic personal and factual information.
- **1Ug.03** Use common present continuous forms [positive, negative, question] to talk about present activities.
- **1Ug.04** Use *can/can't* to describe ability.
- **1Ug.05** Use common adjectives, including colours, to say what someone/something is or has.
- **1Ug.06** Use possessive adjectives to describe objects.

Vocabulary

- **1Uv.01** Use cardinal numbers *1–20*.
- **1Uv.02** Use ordinal numbers *1st–10th*.
- **1Uv.03** Use *with* to indicate accompaniment and *for* to indicate recipient.
- **1Uv.04** Use basic prepositions of location and position (e.g. *at, in, near, next to, on*) to describe where people and things are.
- **1Uv.05** Use prepositions of time (e.g. *on, in*) to talk about days and time.
- **1Uv.06** Use common adverbs of place (e.g. *here, there*) to indicate where things are.
- **1Uv.07** Use common singular nouns, plural nouns [plural 's'] and proper nouns to say what things are.

Sentence structure

- **1Us.01** Use articles *a, the* to refer to familiar objects.
- **1Us.02** Use demonstrative pronouns *this, these* to indicate things.
- **1Us.03** Use common personal subject and object pronouns to give simple personal information.
- **1Us.04** Use connective *and* to link words and phrases.
- **1Us.05** Use *like* + *verb* + *ing* to express likes and dislikes.

Stage 2

Listening

Listening for global meaning

- **2Lm.01** Understand, with little or no support, the main point of short talk.

Listening for detail

- **2Ld.01** Understand, with little or no support, a short sequence of familiar instructions.
- **2Ld.02** Understand, with support, a limited range of short questions which ask for simple information.
- **2Ld.03** Deduce meaning from context, with support, of an increasing range of simple words.
- **2Ld.04** Understand, with little or no support, some specific information and detail of short talk.

Speaking

Communication

- **2Sc.01** Give basic information about themselves using phrases and short sentences.
- **2Sc.02** Describe people, places and objects, and routine actions and events, using phrases and short sentences.
- **2Sc.03** Ask questions to find out an increasing range of personal information and respond accordingly.
- **2Sc.04** Pronounce familiar words and phrases so that these can be understood by others with some effort.
- **2Sc.05** Produce simple phrases, pausing to search for expressions and to repair communication.
- **2Sc.06** Use some simple grammatical structures, allowing for frequent, basic mistakes.

Express opinion

- **2So.01** Express, with support, basic feelings.

Organisation

- **2Sor.01** Link, with little or no support, words and phrases using basic connectives.
- **2Sor.02** Take turns when speaking with others in an increasing range of short, basic exchanges.

Writing

Communicative achievement

- **2Wca.01** Write letters and words of consistent size and spacing.
- **2Wca.02** Use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities.
- **2Wca.03** Spell an increasing number of simple, high-frequency words accurately during guided writing activities.
- **2Wca.04** Plan and write phrases and short sentences, with support.
- **2Wca.05** Use some simple grammatical structures, allowing for frequent, basic mistakes.

Organisation

- **2Wor.01** Use basic punctuation (e.g. full stop and question mark) during guided writing of short sentences and questions.
- **2Wor.02** Link, with support, words, phrases and short sentences using basic connectives.

Content

- **2Wc.01** Write, with support, simple phrases to give personal and factual information.
- **2Wc.02** Express, with support, basic feelings.

Reading

Reading for global meaning

- **2Rm.01** Understand, with support, the main point of short, simple texts.
- **2Rm.02** Begin to read, with support, short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **2Rd.01** Recognise, identify and sound, with support, a limited range of words and phrases in short, simple texts.
- **2Rd.02** Understand, with support, some specific information and detail in short, simple, illustrated texts.
- **2Rd.03** Read and follow, with support, a limited range of short, familiar instructions.
- **2Rd.04** Deduce the meaning of an increasing range of simple, familiar words, with support, by linking them to pictures.

Use of English

Grammatical forms

- **2Ug.01** Use question words and structures to ask basic questions.
- **2Ug.02** Use common present simple forms, including short answer forms and contractions, to give personal and factual information.
- **2Ug.03** Use common past simple forms [regular and irregular] to describe actions and narrate simple events, including short answer forms and contractions.
- **2Ug.04** Use common present continuous forms, including short answers and contractions, to talk about present activities.
- **2Ug.05** Use future simple form *will* to talk about future intention.
- **2Ug.06** Use *can* to make requests and ask permission and use appropriate responses (e.g. *here you are, OK*).
- **2Ug.07** Use common adjectives on personal and familiar topics to give personal information and describe things.
- **2Ug.08** Use possessive adjectives to give personal information and describe familiar things.

Vocabulary

- **2Uv.01** Use cardinal numbers *1–100*.
- **2Uv.02** Use ordinal numbers *1st–50th*.
- **2Uv.03** Use *with* to indicate accompaniment and instrument and *for* to indicate recipient.
- **2Uv.04** Use prepositions of location, position and direction (e.g. *behind, between, in, in front of, to*).
- **2Uv.05** Use prepositions of time (e.g. *at*) to talk about days and time.
- **2Uv.06** Use adverbs of definite time (e.g. *now, today, yesterday, last week*).
- **2Uv.07** Use common *-ly* adverbs to describe actions.
- **2Uv.08** Use the adverb *too* to add information.
- **2Uv.09** Use countable and some common uncountable nouns, including some common irregular plural forms, and possessive 's to name and label things.
- **2Uv.10** Use *there is/are* to make short statements and descriptions.
- **2Uv.11** Use impersonal *you* in questions (e.g. *How do you spell that?*).

Sentence structure

- **2Us.01** Use demonstratives *this, that, these, those* to refer to familiar objects.
- **2Us.02** Use demonstrative pronouns *this, these, that, those* and object pronoun *one* in short statements and responses.
- **2Us.03** Use common personal subject and object pronouns, including possessive pronouns (e.g. *mine, yours*), to give simple personal information and describe things.
- **2Us.04** Use connectives (e.g. *but, or, then*) to link words and phrases.

Stage 3

Listening

Listening for global meaning

- **3Lm.01** Understand, with support, some of the main points of short talk.

Listening for detail

- **3Ld.01** Understand a limited range of familiar instructions.
- **3Ld.02** Understand, with little or no support, a limited range of questions which ask for information.
- **3Ld.03** Deduce meaning from context, with support, in short talk.
- **3Ld.04** Understand, with support, most specific information and detail of short talk.

Listening for opinion

- **3Lo.01** Recognise, with support, the opinions of the speaker(s) in short talk.

Speaking

Communication

- **3Sc.01** Give basic information about themselves using sentences.
- **3Sc.02** Describe people, places and objects, and routine actions and events, using sentences.
- **3Sc.03** Ask questions to find out general information on a limited range of topics and respond accordingly.
- **3Sc.04** Give, with support, short, simple instructions.
- **3Sc.05** Pronounce familiar words and phrases so that these can generally be understood by others.
- **3Sc.06** Produce sentences to maintain short exchanges, allowing for noticeable hesitation and false starts.
- **3Sc.07** Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.

Express opinion

- **3So.01** Express, with support, basic opinions and feelings.

Organisation

- **3Sor.01** Link words and phrases using basic connectives.
- **3Sor.02** Initiate and maintain interaction, with support, in a limited range of short exchanges.

Writing

Communicative achievement

- **3Wca.01** Use legible handwriting in written work.
- **3Wca.02** Use upper and lower case letters accurately when writing names, places and short sentences when writing independently.
- **3Wca.03** Spell most simple, high-frequency words accurately during guided writing activities.
- **3Wca.04** Plan, write and check sentences, with support.
- **3Wca.05** Use some simple grammatical structures and sentence patterns correctly, allowing for frequent, basic mistakes.

Organisation

- **3Wor.01** Use basic punctuation (e.g. exclamation mark) with some accuracy during guided writing of sentences.
- **3Wor.02** Link, with little or no support, words, phrases and short sentences using basic connectives.

Content

- **3Wc.01** Write, with support, short, simple instructions.
- **3Wc.02** Write, with support, short sentences which describe people, places and objects, and routine actions and events.
- **3Wc.03** Express, with support, basic opinions and feelings.

Reading

Reading for global meaning

- **3Rm.01** Understand, with little or no support, the main point of short, simple texts.
- **3Rm.02** Read, with support, a limited range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **3Rd.01** Understand, with support, most specific information and detail in short, simple texts.
- **3Rd.02** Read and follow a short sequence of familiar instructions.
- **3Rd.03** Deduce meaning from context, with support, in short, simple, illustrated texts.

Reading for opinion

- **3Ro.01** Recognise, with support, the opinions of the writer(s) in short, simple texts.

Use of English

Grammatical forms

- **3Ug.01** Use question words and structures to ask questions.
- **3Ug.02** Use imperative forms [positive only] of common verbs for simple commands and instructions.
- **3Ug.03** Use present simple forms to describe a limited range of routines, habits and states.
- **3Ug.04** Use past simple regular and irregular forms to describe actions and narrate simple events.
- **3Ug.05** Use present continuous forms to describe events and talk about present activities.
- **3Ug.06** Begin to use present perfect forms [regular and irregular] of common verbs (e.g. *have you [ever] been?*) to talk about experiences.
- **3Ug.07** Use *shall* [interrogative] to make suggestions and *will* to ask about future intention.
- **3Ug.08** Use *must* to express obligation and *could* as a past form of *can*.
- **3Ug.09** Use common adjectives and comparative and superlative adjectives to give personal information and opinions and describe things.

Vocabulary

- **3Uv.01** Use cardinal numbers *1–1000*.
- **3Uv.02** Use *by* and *with* to indicate agent and instrument and *from* [origin] and *with/without* [inclusion].
- **3Uv.03** Use prepositions of location, position and direction (e.g. *above, below, inside, opposite, outside, under*).
- **3Uv.04** Use prepositions of time (e.g. *after, before*) to state when things happen.
- **3Uv.05** Use a range of adverbs of definite time.
- **3Uv.06** Use common adverbs of frequency (e.g. *never, a lot*).

- **3Uv.07** Use common adverbs of sequence (e.g. *first, next, then*) and direction (e.g. *left, right*).
- **3Uv.08** Use adverbs of manner (e.g. *slowly, quietly*).
- **3Uv.09** Use countable nouns as direct and indirect objects.

Sentence structure

- **3Us.01** Use a limited range of quantifiers (e.g. *no, some, any, many, much, a lot of*) to refer to familiar objects.
- **3Us.02** Use common demonstrative pronouns to ask and answer simple questions.
- **3Us.03** Use direct and indirect personal pronouns in descriptions of events and actions.
- **3Us.04** Use connectives (e.g. *because*) to give reasons.
- **3Us.05** Use common verbs followed by infinitive (e.g. *hope to do*) and gerund forms (e.g. *avoid doing*).
- **3Us.06** Begin to use infinitive of purpose.

Stage 4

Listening

Listening for global meaning

- **4Lm.01** Understand, with support, most of the main points of short talk.

Listening for detail

- **4Ld.01** Understand, with support, a range of instructions.
- **4Ld.02** Understand, with support, an increasing range of questions which ask for information.
- **4Ld.03** Deduce meaning from context, with little or no support, in short talk.
- **4Ld.04** Understand, with little or no support, most specific information and detail of short talk.

Listening for opinion

- **4Lo.01** Recognise, with little or no support, the opinions of the speaker(s) in short talk.

Speaking

Communication

- **4Sc.01** Give basic information about themselves and others using a short sequence of sentences.
- **4Sc.02** Describe people, places and objects, and routine past and present actions and events, using a short sequence of sentences.
- **4Sc.03** Ask questions to find out general information on an increasing range of topics and respond accordingly.
- **4Sc.04** Give, with support, a short sequence of instructions.
- **4Sc.05** Pronounce some familiar words and phrases clearly; others may need to ask for repetition from time to time.
- **4Sc.06** Produce a short sequence of sentences to maintain short exchanges, allowing for some hesitation, false starts and reformulation.
- **4Sc.07** Use some simple grammatical structures and sentence patterns correctly, allowing for some basic mistakes.

Express opinion

- **4So.01** Express, with support, opinions and feelings.

Organisation

- **4Sor.01** Link, with support, a short sequence of simple sentences using a limited range of connectives.
- **4Sor.02** Initiate, maintain and conclude interaction, with some support, in an increasing range of exchanges.

Writing

Communicative achievement

- **4Wca.01** Use legible handwriting in written work with some speed and fluency.
- **4Wca.02** Spell most high-frequency words accurately when writing independently.
- **4Wca.03** Plan, write, edit and proofread a short sequence of sentences in a paragraph, with support.
- **4Wca.04** Use some simple grammatical structures and sentence patterns correctly, allowing for some mistakes.

Organisation

- **4Wor.01** Punctuate a sequence of sentences in a paragraph during guided writing with some accuracy.
- **4Wor.02** Link, with support, a short sequence of simple sentences using a limited range of connectives to create a paragraph.
- **4Wor.03** Use, with support, appropriate layout for a limited range of written genres.

Content

- **4Wc.01** Write, with support, a short sequence of instructions.
- **4Wc.02** Write, with support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.
- **4Wc.03** Express, with support, opinions and feelings.

Reading

Reading for global meaning

- **4Rm.01** Understand, with support, some of the main points of short, simple texts.
- **4Rm.02** Read, with support, an increasing range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **4Rd.01** Understand, with little or no support, most specific information and detail in short, simple texts.
- **4Rd.02** Read and follow an increasing range of instructions.
- **4Rd.03** Deduce meaning from context, with little or no support, in short, simple texts.
- **4Rd.04** Explore words with common roots and derivations, including links to words in their first language.

Reading for opinion

- **4Ro.01** Recognise, with little or no support, the opinions of the writer(s) in short, simple texts.

Use of English

Grammatical forms

- **4Ug.01** Begin to use tag questions to seek agreement or clarify.
- **4Ug.02** Use *would you like + noun* to offer and *would you like + verb* to invite and use appropriate responses to invitations, *yes please, no thank you*.
- **4Ug.03** Use imperative forms [positive and negative] of an increasing range of verbs to give a short sequence of commands and instructions.
- **4Ug.04** Use present simple regular and irregular forms to describe routines, habits and states.
- **4Ug.05** Use past simple regular and irregular forms to describe routines, habits and states.
- **4Ug.06** Use present continuous forms with future meaning.
- **4Ug.07** Use past continuous forms for background actions.
- **4Ug.08** Use present perfect forms of common verbs to express what has happened [indefinite time].
- **4Ug.09** Use future forms *will* for predictions and *be going to* to talk about already decided plans.
- **4Ug.10** Use *have [got] to/had to* to express obligation and *might, may, could* to express possibility.
- **4Ug.11** Use an increasing range of adjectives and comparative and superlative adjectives [regular and irregular].

Vocabulary

- **4Uv.01** Use *like* to describe things and *about* to denote topic.
- **4Uv.02** Use prepositions of direction (e.g. *into, out, of, from, towards*).
- **4Uv.03** Use adverbs of indefinite time (e.g. *yet, ever, already, always*).
- **4Uv.04** Use comparative and superlative forms of common adverbs.
- **4Uv.05** Use an increasing range of countable and uncountable nouns.

Sentence structure

- **4Us.01** Use an increasing range of quantifiers (e.g. *each, every, a few, few, a little, little*).
- **4Us.02** Use a limited range of indefinite pronouns (e.g. *some, any, something, nothing, anything*).
- **4Us.03** Use connectives (e.g. *when, before, after, then*) to link parts of sentences.
- **4Us.04** Use defining relative clauses *with which, who, that, where* to give personal information.
- **4Us.05** Use *when/before/after* subordinate clauses to describe simple present and past actions.
- **4Us.06** Use an increasing range of verbs followed by infinitive and gerund forms.
- **4Us.07** Use infinitive of purpose.

Stage 5

Listening

Listening for global meaning

- **5Lm.01** Understand, with little or no support, most of the main points of short talk.

Listening for detail

- **5Ld.01** Understand, with little or no support, a range of instructions.
- **5Ld.02** Understand a range of questions which ask for information.
- **5Ld.03** Deduce meaning from context in short talk.
- **5Ld.04** Understand specific information and detail of short talk.

Listening for opinion

- **5Lo.01** Recognise the opinions of the speaker(s) in short talk.

Speaking

Communication

- **5Sc.01** Give more detailed information about themselves and others using a sequence of sentences.
- **5Sc.02** Describe people, places and objects, and routine past and present actions and events, using a sequence of sentences.
- **5Sc.03** Ask questions to find out general information on a range of topics and respond accordingly.
- **5Sc.04** Give, with little or no support, a short sequence of instructions.
- **5Sc.05** Pronounce familiar words and phrases clearly; others may need to ask for repetition from time to time.
- **5Sc.06** Produce a sequence of sentences to maintain a range of exchanges, allowing for some hesitation, false starts and reformulation.
- **5Sc.07** Use simple grammatical structures and sentence patterns correctly, allowing for occasional, basic mistakes.

Express opinion

- **5So.01** Express, with little or no support, opinions and feelings.

Organisation

- **5Sor.01** Link, with little or no support, a short sequence of simple sentences using an increasing range of connectives.
- **5Sor.02** Initiate, maintain and conclude interaction, with little or no support, in a range of exchanges.

Writing

Communicative achievement

- **5Wca.01** Use legible handwriting in written work with increasing speed and fluency.
- **5Wca.02** Spell high-frequency words accurately on an increasing range of familiar topics when writing independently.
- **5Wca.03** Plan, write, edit and proofread short texts, with support.
- **5Wca.04** Use simple grammatical structures and sentence patterns correctly, allowing for occasional mistakes.

Organisation

- **5Wor.01** Punctuate short texts during guided writing with some accuracy.
- **5Wor.02** Link, with little or no support, a short sequence of sentences using an increasing range of connectives to create a short text organised into paragraphs.
- **5Wor.03** Use, with little or no support, appropriate layout for a limited range of written genres.

Content

- **5Wc.01** Write, with little or no support, a short sequence of instructions.
- **5Wc.02** Write, with little or no support, a short sequence of simple sentences which describe people, places and objects, and routine past and present actions and events.
- **5Wc.03** Express, with little or no support, opinions and feelings.

Reading

Reading for global meaning

- **5Rm.01** Understand, with little or no support, most of the main points of short texts.
- **5Rm.02** Read, with little or no support, a range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **5Rd.01** Understand most specific information and detail in short texts.
- **5Rd.02** Read and follow a range of instructions.
- **5Rd.03** Deduce meaning from context in short texts.
- **5Rd.04** Identify and explore words with common roots and compare their meanings.

Reading for opinion

- **5Ro.01** Recognise the opinions of the writer(s) in short texts.

Use of English

Grammatical forms

- **5Ug.01** Use tag questions to seek agreement or clarify.
- **5Ug.02** Use imperative forms with direct and indirect object forms to give a short sequence of commands and instructions.
- **5Ug.03** Use an increasing range of present simple forms to describe routines, habits and states.
- **5Ug.04** Use an increasing range of past simple forms to describe routines, habits and states.
- **5Ug.05** Use present continuous forms with present and future meaning.
- **5Ug.06** Use past continuous forms for background and interrupted past actions.
- **5Ug.07** Use present perfect forms to express what has happened [indefinite time and unfinished past] with *for* and *since*.
- **5Ug.08** Use an increasing range of future forms, including present continuous and present simple with future meaning.
- **5Ug.09** Begin to use *if* clauses in zero conditionals.
- **5Ug.10** Use modal forms (e.g. *mustn't* [prohibition], *need* [necessity], *would*, *could* [polite requests]).
- **5Ug.11** Use a range of adjectives, including common participle adjectives (e.g. *bored/boring*) and comparative and superlative adjectives in the correct order in front of nouns.

Vocabulary

- **5Uv.01** Begin to use common dependent prepositions following adjectives (e.g. *good at*).
- **5Uv.02** Use a limited range of prepositions preceding nouns.
- **5Uv.03** Use a range of prepositions to talk about time, location, position and direction.

- **5Uv.04** Use a range of adverbs of indefinite time (e.g. *for, since*).
- **5Uv.05** Use comparative and superlative forms with a range of adverbs.
- **5Uv.06** Use adverbs of degree (e.g. *too, not enough, quite, rather*).
- **5Uv.07** Use common abstract nouns and compound nouns.
- **5Uv.08** Use common impersonal structures with *it, there*.

Sentence structure

- **5Us.01** Use a range of quantifiers (e.g. *both, all, less, fewer, not as many, not as much*).
- **5Us.02** Use an increasing range of indefinite pronouns (e.g. *someone, somebody, everybody, no-one*).
- **5Us.03** Use connectives (e.g. *so, when*) in short texts.
- **5Us.04** Use an increasing range of defining relative clauses to give personal information and details.
- **5Us.05** Use subordinate clauses following *sure, certain, think, know, believe, hope*.
- **5Us.06** Use a range of verbs followed by infinitive and gerund forms.

Stage 6

Listening

Listening for global meaning

- **6Lm.01** Understand, with support, most of the main points of short and extended talk.

Listening for detail

- **6Ld.01** Understand a range of instructions.
- **6Ld.02** Understand a range of questions which ask for detailed information.
- **6Ld.03** Deduce meaning from context, with support, in short and extended talk.
- **6Ld.04** Understand, with support, most specific information and detail of short and extended talk.
- **6Ld.05** Understand, with support, most of the detail of an argument in short and extended talk.

Listening for opinion

- **6Lo.01** Recognise, with support, the opinions of the speaker(s) in short and extended talk.

Speaking

Communication

- **6Sc.01** Give detailed information about themselves and others.
- **6Sc.02** Describe people, places and objects, and routine past and present actions and events.
- **6Sc.03** Ask questions to find out information and to clarify meaning on a range of topics and respond accordingly.
- **6Sc.04** Give a sequence of instructions.
- **6Sc.05** Pronounce familiar words and phrases clearly; begin to use intonation and place stress at word, phrase and sentence level appropriately.
- **6Sc.06** Begin to produce and maintain stretches of language comprehensibly, allowing for hesitation and reformulation, especially in longer stretches of free production.
- **6Sc.07** Use grammatical structures correctly, allowing for occasional mistakes.

Express opinion

- **6So.01** Express opinions, feelings and reactions.

Organisation

- **6Sor.01** Link sentences using an increasing range of connectives.
- **6Sor.02** Briefly summarise what others say, with support, in a range of exchanges in order to achieve a shared outcome.

Writing

Communicative achievement

- **6Wca.01** Use legible handwriting in written work with appropriate speed and fluency.
- **6Wca.02** Spell most familiar words accurately on a range of familiar topics when writing independently.
- **6Wca.03** Plan, write, edit and proofread short texts, with little or no support.
- **6Wca.04** Use grammatical structures correctly, allowing for occasional mistakes.

Organisation

- **6Wor.01** Punctuate short texts with some accuracy when writing independently.
- **6Wor.02** Link sentences using an increasing range of connectives to create a short text organised into paragraphs.
- **6Wor.03** Use appropriate layout for a limited range of written genres.

Content

- **6Wc.01** Write a sequence of instructions.
- **6Wc.02** Write, with support, short texts which describe people, places and objects, and routine past and present actions and events.
- **6Wc.03** Express opinions and feelings.

Reading

Reading for global meaning

- **6Rm.01** Understand, with support, most of the main points of short and extended texts.
- **6Rm.02** Read independently a range of short, simple fiction and non-fiction texts with confidence and enjoyment.

Reading for detail

- **6Rd.01** Understand, with support, most specific information and detail in short and extended texts.
- **6Rd.02** Read and follow instructions.

- **6Rd.03** Understand, with support, most of the detail of an argument in short and extended texts.
- **6Rd.04** Deduce meaning from context, with support, in short and extended texts.
- **6Rd.05** Explore common idiomatic phrases and their meanings.

Reading for opinion

- **6Ro.01** Recognise, with support, the opinions of the writer(s) in short and extended texts.

Use of English

Grammatical forms

- **6Ug.01** Use a limited range of verb forms to ask questions to develop ideas and extend understanding.
- **6Ug.02** Use *what/how about* + *noun/-ing* to make suggestions.
- **6Ug.03** Use a range of present simple active forms and begin to use passive forms.
- **6Ug.04** Use a range of past simple active forms for habits and states and begin to use passive forms.
- **6Ug.05** Use an increasing range of present continuous forms with present and future meaning.
- **6Ug.06** Use past continuous forms for background, parallel and interrupted past actions.
- **6Ug.07** Use present perfect forms to express recent, indefinite and unfinished past.
- **6Ug.08** Use a range of future forms, including present continuous and present simple with future meaning.
- **6Ug.09** Begin to use *if* clauses in first conditionals.
- **6Ug.10** Use common prepositional verbs (e.g. *walk away*).
- **6Ug.11** Begin to use simple forms of reported speech to report statements and commands.
- **6Ug.12** Use an increasing range of modal forms (e.g. *needn't* [lack of necessity], *should* [advice], *ought to* [advice/obligation]).
- **6Ug.13** Use an increasing range of participle adjectives and a range of adjectives in the correct order in front of nouns.

Vocabulary

- **6Uv.01** Use common dependent prepositions following adjectives.
- **6Uv.02** Use an increasing range of prepositions preceding nouns.

- **6Uv.03** Use prepositions (e.g. *as, like*) to indicate manner.
- **6Uv.04** Use a wide range of adverbs of definite and indefinite time.
- **6Uv.05** Use comparative and superlative forms with regular and irregular adverbs.
- **6Uv.06** Use collective nouns.
- **6Uv.07** Use a limited range of abstract nouns and compound nouns.

Sentence structure

- **6Us.01** Use a wide range of quantifiers (e.g. *either, neither, both [of], several, plenty*).
- **6Us.02** Use reciprocal pronouns (each other, one another) and a range of indefinite pronouns.
- **6Us.03** Use reflexive pronouns.
- **6Us.04** Use connectives (e.g. *while, until, as soon as*) in short texts.
- **6Us.05** Use an increasing range of defining relative clauses (e.g. with *whose* and *whom*) and begin to use non-defining relative clauses.
- **6Us.06** Use subordinate clauses following *say* and *tell*.
- **6Us.07** Use the patterns verb + object + infinitive (e.g. *have something to do*) and *give/take/send/bring/show* + direct/indirect object.

4 Glossary

This glossary is provided to support your understanding of the content of this curriculum framework. The definitions are intended to be sufficient to guide an informed reader.

Active learning – a classroom approach in which learners are encouraged to 'think hard', rather than passively receive information.

Alignment – agreement, coordination or relation of components.

Authentic language – refers to written or spoken language used in real situations. It may be contrasted with graded teaching material.

Connective – a word used to join together words, phrases or clauses, or to show relationships between sentences. Connectives include conjunctions, adverbs and adverbial phrases (e.g. *I went to the park with my brother **and** sister. We played football **until** it started to rain. **Later that day** we went to the cinema*).

Critical skills – ability to collaborate (work with others), communicate (develop strong reading, writing, listening and language skills), competencies in subject areas and also learning to learn, and critical thinking (ability to gather information and to weigh evidence).

Deduce – arrive at a fact or a conclusion by reasoning; draw as a logical conclusion.

Enhance – further improve or increase.

Explore – to investigate, look for patterns and discuss examples (e.g. in texts) to inform understanding of a concept.

Identify – to locate features (e.g. words from a particular word class) in a text.

Language – the way words and phrases are used and combined to communicate ideas.

Learning objective – statements from the curriculum framework of the expectations of knowledge, understanding and skills that learners will develop; they provide a structure for teaching and learning, and a reference against which to check learners' ability and skills development.

Phonics – a way of teaching reading based on relating sounds (phonemes) to written letters and groups of letters (graphemes).

Scheme of work – support materials for each stage of Cambridge Primary English as a Second language. Each scheme of work contains a suggested long-term plan, a medium-term plan with suggested activities and sample short-term (lesson) plans.

Strand – a collection of learning objectives in the curriculum framework that forms an area of learning.

Sub-strand – sub-sections in the curriculum framework which divide the strands into more specific areas for teaching and learning.

Teacher guide – the document providing support in using the curriculum framework to plan and deliver lessons using effective teaching and learning approaches.

Vocabulary – words and phrases.

5 Changes to this curriculum framework

This curriculum framework has been amended. The latest curriculum framework is version 3.0, published September 2025.

We have added information about phonics and handwriting on pages 12 and 13 to reflect the introduction of the Cambridge Phonics and Handwriting Framework to support your teaching of reading and writing skills.

There may be other minor changes that do not affect teaching and learning.

We are committed to making our documents accessible in accordance with the WCAG 2.1 Standard. We are always looking to improve the accessibility of our documents. If you find any problems or you think we are not meeting accessibility requirements, contact us at **info@cambridgeinternational.org** with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.

Cambridge Assessment International Education
The Triangle Building, Shaftesbury Road,
Cambridge, CB2 8EA, United Kingdom

t: +44 (0)1223 553 554

www.cambridgeinternational.org

© Cambridge University Press & Assessment 2021

1178791558