Cambridge Assessment International Education

Curriculum Framework
Cambridge Lower Secondary
English 0861

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

Cambridge Pathway

Why choose Cambridge International?

Cambridge Assessment International Education 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 international qualifications are recognised by the world's best universities and employers, giving students a wide range of options in their education and career. As a not-for-profit organisation, we devote our resources to delivering high-quality educational programmes that can unlock students' potential.

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 students 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 an international education from Cambridge International.

Quality management

Our systems for managing the provision of international qualifications and education programmes for students aged 5 to 19 are certified as meeting the internationally recognised standard for quality management, ISO 9001:2008. Learn more at **www.cambridgeinternational.org/ISO9001**

Contents

1 Why choose this Curriculum Framework?

Key benefits

Cambridge Lower Secondary English empowers learners in their application of English, and encourages life-long enthusiasm for reading, writing and spoken communication. It develops communication skills in English that learners can apply in everyday situations and in study. It also equips learners with transferrable language skills for interrogating and producing spoken and written texts, and working collaboratively. Together the reading, writing, speaking and listening skills acquired through Cambridge Lower Secondary English support learners' overall intellectual, creative and social development.

The structure of the *Cambridge Lower Secondary English Curriculum Framework* is designed to support effective teaching of English within and across the lower secondary stages. For example, links between reading and writing skills are made explicit in the learning objectives within each stage, and there is clear progression of reading, writing, speaking and listening skills across the stages.

Cambridge Lower Secondary English develops confident and inquisitive readers who enjoy reading for pleasure, and are able to access information from texts and make decisions about its reliability. Reading and discussing a wide range of texts with diverse themes, and from different contexts, supports learners' independent reading choices and their cultural, social and emotional development.

Learners develop speaking and writing skills that enable them to share their understanding, ideas and feelings clearly and accurately in English. By analysing, evaluating and discussing spoken and written texts, learners gain competence in adapting their communication creatively and effectively for different audiences and purposes.

Learners' speaking and listening skills develop beyond simply sharing and gaining information. They also learn how to listen and respond to others effectively in order to achieve shared understanding or goals, and to express themselves creatively through drama.

The Cambridge Lower Secondary Programme includes the English as a Second Language curriculum as well as this English 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:
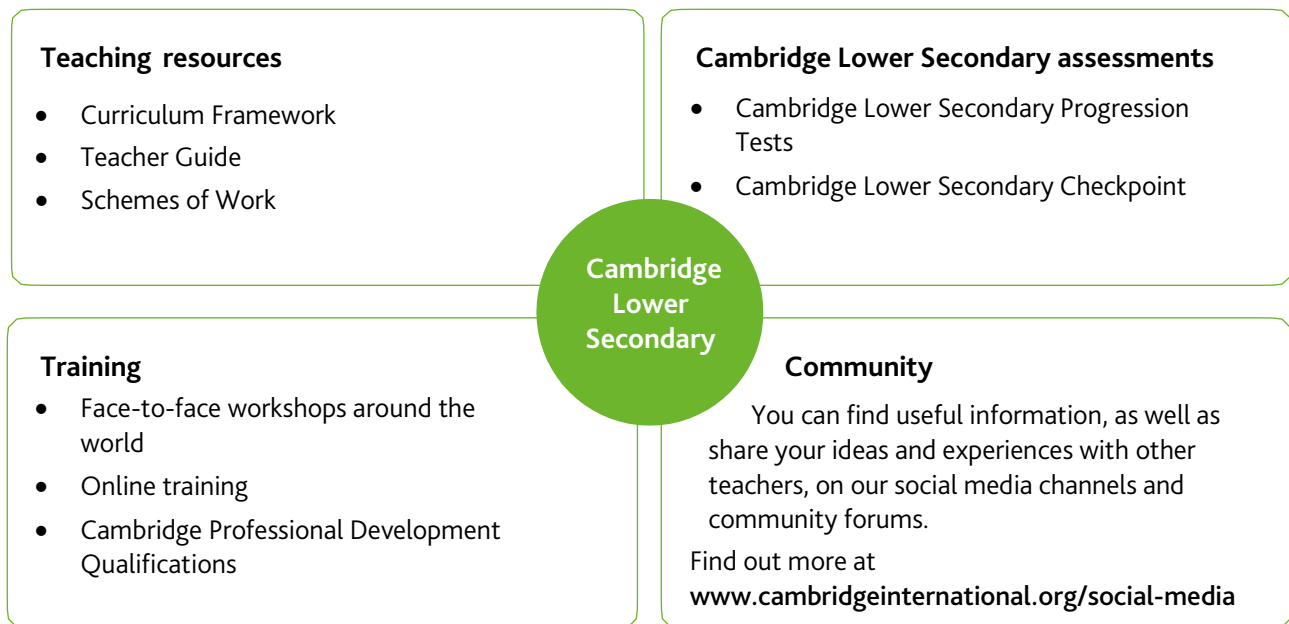
English or English as a Second Language?

English	English as a Second Language
What prior experience of English do learners need?	
Cambridge Lower Secondary 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 primary school). There is an expectation that learners will have studied first language English at primary school.	Cambridge Lower Secondary English as a Second Language is designed for learners who speak a language other than English at home. There is an expectation that learners will have studied English as a Second Language at primary school.
What knowledge, skills and understanding does the subject develop?	
Cambridge Lower Secondary 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 Language, English Literature and Drama.	Cambridge Lower Secondary 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?	
Learning objectives are organised into three strands: • Reading • Writing • Speaking and Listening Grammar is embedded within the Reading and Writing strands.	Learning objectives are organised into five strands: • Reading • Writing • Speaking • Listening • Use of English
What is assessed in the Cambridge Lower Secondary Checkpoint and Progression Tests?	
• Paper 1 Reading and Writing (non-fiction) • Paper 2 Reading and Writing (fiction) Grammar is assessed within both papers.	• 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 Lower Secondary English.

You will find most of these resources on the Cambridge Lower Secondary support site (**https://lowersecondary.cambridgeinternational.org**). Ask the Cambridge coordinator or exams officer in your school if you do not already have a log-in for this support site.

Teaching resources

- Curriculum Framework
- Teacher Guide
- Schemes of Work

Cambridge Lower Secondary assessments

- Cambridge Lower Secondary Progression Tests
- Cambridge Lower Secondary Checkpoint

Cambridge Lower Secondary

Training

- Face-to-face workshops around the world
- Online training
- Cambridge Professional Development Qualifications

Community

You can find useful information, as well as share your ideas and experiences with other teachers, on our social media channels and community forums.

Find out more at **www.cambridgeinternational.org/social-media**

Progression through the Cambridge Pathway

We have designed Cambridge Lower Secondary English to support learners to develop the skills required for success in their lower secondary education and to progress to the next stage of the Cambridge Pathway. The *Curriculum Framework* is typically for learners aged 11 to 14, 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 Cambridge Lower Secondary support site.

Teaching time

For guidance, this *Curriculum Framework* is based on learners having 4 to 5 hours of English 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*. You can find more information on assessing Cambridge Lower Secondary English on the Cambridge Lower Secondary support site.
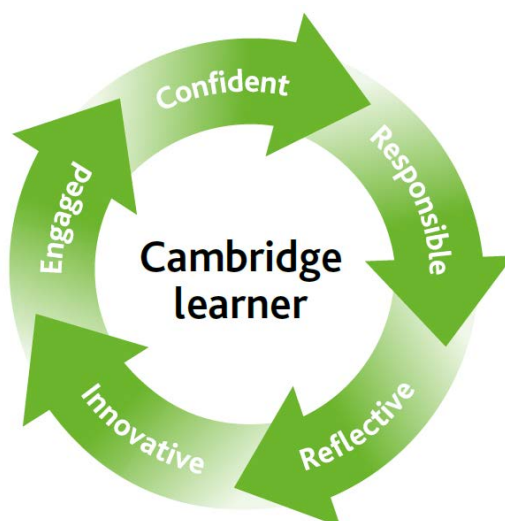
2 Curriculum overview

Aims

Following the Cambridge Lower Secondary 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 Lower Secondary English, learners:

- become confident communicators, able to apply their reading, writing, speaking and listening skills effectively in everyday situations and in studying a range of subjects
- see themselves as readers, engaging with a range of texts for information and for pleasure, including texts from different times and cultures
- see themselves as writers, using the written word clearly and creatively for a range of different audiences and purposes
- develop speaking and listening skills for effective presentation and collaboration, sharing and responding to ideas to achieve a shared understanding or goal
- develop a broad vocabulary and an understanding of how to apply grammar and linguistic conventions appropriately
- develop skills to evaluate spoken and written texts, making decisions about how convincingly they represent different values and opinions.

The Cambridge approach encourages learners to be:

Cambridge Lower Secondary English supports learners to become:

Responsible – Learners take responsibility for their learning, including by choosing texts to read for pleasure. They explore texts to further their knowledge and understanding of different topics, styles and opinions, and to inform their own writing. Learners discuss ideas collaboratively and take joint responsibility for completing group tasks.

Innovative – Learners apply their reading skills flexibly to a range of texts, extracting and evaluating information. They write and speak clearly and creatively, making decisions about how to present their ideas, including appropriate use of technology. In discussions, learners share and build on new ideas, adapting flexibly to new ways of thinking.

Confident – Learners develop the reading, writing, speaking and listening skills needed to become confident communicators. They analyse and evaluate spoken and written texts, communicating their own ideas and opinions, and responding respectfully to the opinions of others. They experiment with their writing and speaking, building confidence in taking risks and learning from experience.
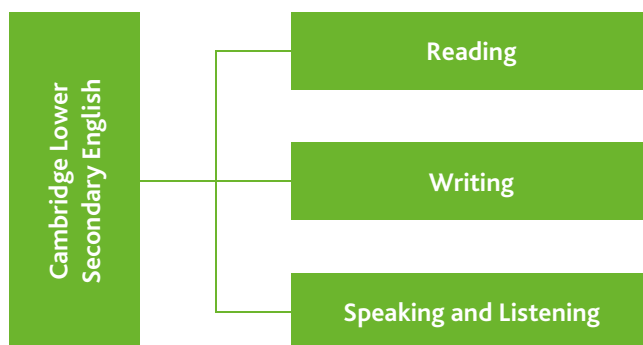
Engaged – Learners are engaged readers, writers, listeners and speakers, able to understand and communicate with English speakers around the world. They are curious about texts with different purposes and contexts, both from their own and other cultures. They are keen to share their ideas and opinions with others, including through sharing text recommendations.

Reflective – Learners reflect on and evaluate their own and others' speaking and writing, identifying areas for improvement and ideas to apply in the future. They develop the speaking skills required to give feedback, and to discuss and refine evaluations. They reflect on what they have read or heard, making connections with their own experiences and judgements about the reliability of sources.

Overview of the strands

This *Curriculum Framework* provides a comprehensive set of learning objectives for Cambridge Lower Secondary English. 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 three main areas called 'strands' which run through every stage. The strand titles reflect the four language skills:

Each strand is divided into 'sub-strands'.

The names for the sub-strands for the Reading and Writing strands are similar. This is to help you to identify links between reading and writing skills, and reflect them in your teaching:

Reading	Writing
Word structure (phonics) This sub-strand appears only in the primary curriculum.	**Word structure (spelling)** Learners develop understanding of spelling strategies, patterns and rules, and apply them in their writing.
Vocabulary and language Learners explore meaning and use of language in texts, broadening their vocabulary and developing appreciation of how writers choose language for effect.	**Vocabulary and language** Learners develop skills in using appropriate and creative vocabulary, and in making language choices for effect.
Grammar and punctuation Learners explore the use, purpose and effect of Standard English grammar and punctuation in texts.	**Grammar and punctuation** Learners develop accurate use of grammar and punctuation in Standard English; they use grammar and punctuation to shape their writing for purpose and effect.
Structure of texts Learners explore how ideas are organised, sequenced and connected in texts for clarity, cohesion and impact.	**Structure of texts** Learners develop skills in organising, sequencing and connecting ideas in their writing for clarity, cohesion and impact.
Interpretation of texts Learners explore how the features of texts relate to their purpose and audience; they develop skills in identifying, communicating and justifying explicit and implicit meanings in texts.	**Creation of texts** Learners develop skills in planning and writing texts for different purposes and audiences.
Appreciation and reflection Learners read for pleasure, broadening their experience of texts; they compare, reflect on and evaluate texts.	**Presentation and reflection** Learners develop skills in choosing and using appropriate ways to present different texts; they reflect on and evaluate their own and others' writing.

The sub-strands for the Speaking and Listening strand are as follows:

Speaking and Listening
Making yourself understood
Learners develop oral skills in presenting information clearly; they organise and adapt their talk for different purposes and audiences.
Showing understanding
Learners develop skills in listening and responding to others.
Group work and discussion
Learners develop skills in collaborating and communicating within a group.
Performance
Learners develop confidence and proficiency in reading aloud, performing drama and giving presentations to an audience.
Reflection and evaluation
Learners develop skills in talking about talk, and in evaluating their own and others' performances.

Overview of teaching approaches

Cambridge Lower Secondary English is designed to be taught using a broad range of activities that promote experience, reflection and improvement. Wherever possible, reading, writing, and speaking and listening should be taught in an integrated way, rather than focusing each lesson on a single skill. Lessons should include regular opportunities for learners to explore and analyse, be creative and collaborate.

To provide learners with an authentic and meaningful learning experience, vocabulary, language, punctuation and grammar activities should focus on recognition and application in context. It is expected that these concepts will be taught and consolidated across all skills (reading, writing, speaking and listening).

You can find more information and ideas for teaching and learning activities in the *Cambridge Lower Secondary English Teacher Guide* and *Schemes of Work* available on the Lower Secondary support site (**https://lowersecondary.cambridgeinternational.org**).

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 Lower Secondary English 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

* a list of subject-specific language that will be useful for your learners

* sample lesson plans.

You do not need to use the ideas in the *Schemes of Work* to teach Cambridge Lower Secondary English. 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 of the teaching time for this 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 Lower Secondary *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 7 to 9. Most of the learning objectives in each stage are unique to that stage. However, some learning objectives require longer to develop fully across a range of contexts. These learning objectives are included in more than one 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 7 to 9 is available on the Lower Secondary support site (**https://lowersecondary.cambridgeinternational.org**).

To support effective development of all skills (reading, writing, speaking and listening), you should try to plan lessons that include learning objectives from more than one strand. The Reading and Writing learning objectives in each sub-strand are arranged next to one another to help you to identify links between them.

Learning objective codes

Each learning objective has a unique code, e.g. **8Rw.01**. These codes appear in the *Schemes of Work*, *Teacher Guide* and other Cambridge Lower Secondary resources. Each learning objective code includes:

- the stage number, e.g. **8**Rw.01

- a reporting code that appears in the feedback reports for tests and reflects the sub-strand titles, e.g. 8**Rw**.01

- a number reflecting the order of the learning objectives in the sub-strand for the stage, e.g. 8Rw.**01**.

Where the same learning objective appears in more than one stage an asterisk is added to the code, for example, *8Rw.01.

You can see the stages in which these recurring learning objectives occur in the progression information on the Cambridge Lower Secondary support site **https://lowersecondary.cambridgeinternational.org**

Texts across Grades 7 to 9

Below is guidance for the fiction, poetry, playscripts and non-fiction that should be covered across Grades 7 to 9. This is not an exhaustive list and learners should experience a broad range of texts in every stage, including texts in print and digital formats.

Fiction

- Fiction, including novels and short stories, from a range of different genres

- Contemporary and classic fiction from different social, cultural and historical contexts, including texts with unfamiliar language

- A range of pre-20th century and contemporary fiction

Poetry

- Different poetic forms, including:

  - o   narrative and non-narrative poetry

  - o   sonnets from different times and cultures (e.g. Shakespearean and Petrarchan)

- Thematic poetry from different times and cultures, and in a range of forms

- Poetry focusing on how structure and language are used together to support meaning

- A selection of poetry from one poet (comparing poems from their oeuvre, considering their voice and thematic choices)

Playscripts

- Drama from different social, cultural and historical contexts, including texts with unfamiliar language

- A range of pre-20th century and contemporary drama

Non-fiction

Texts to persuade, argue, advise, inform, explain, describe, analyse, review, discuss, narrate, entertain.

These should include:

- texts with political language

- texts from different cultures

- biased texts.

The Cambridge Lower Secondary *Schemes of Work* provide guidance on how you might split work on fiction, poetry, playscripts and non-fiction across Grades 7 to 9. The *Schemes of Work* are available on the Lower Secondary support site (**https://lowersecondary.cambridgeinternational.org**).

Stage 7

See the *Texts across Grades 7 to 9* section above for information about the fiction, poetry, playscripts and non-fiction that should be covered across Grades 7 to 9.

Reading

Word structure (phonics)

This sub-strand appears only in the primary curriculum.

Vocabulary and language

- ***7Rv.01** Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- **7Rv.02** Comment on a writer's choice of language, demonstrating an understanding of the impact on the reader.
- **7Rv.03** Describe how linguistic and literary techniques are used to create effects in a specific context, and use accurate terminology, e.g. using terms such as assonance or sibilance to differentiate between types of phonetic repetition.

Grammar and punctuation

- **7Rg.01** Comment on the use of punctuation to create effects, e.g. using an ellipsis to show a cliffhanger.
- **7Rg.02** Show awareness of reasons for using simple, compound, complex and compound-complex sentences.
- **7Rg.03** Comment on how a writer builds up detail through the grammatical structure of their sentences.
- **7Rg.04** Comment on the ways in which a writer uses non-standard English.
- **7Rg.05** Identify differences between formal and informal language.

Writing

Word structure (spelling)

- **7Ww.01** Use known spelling patterns to correctly spell most commonly used words.
- ***7Ww.02** Show understanding of word families, roots, derivations and morphology in spelling.
- **7Ww.03** Use relevant strategies for spelling correctly.

Vocabulary and language

- **7Wv.01** Use language precisely to clarify and extend intended meaning.
- **7Wv.02** Create an effect by using key linguistic and literary techniques.
- ***7Wv.03** Use a range of sources to develop and extend the range of language used in written work.

Grammar and punctuation

- **7Wg.01** Use ellipses, colons, semi-colons, dashes and hyphens, including hyphens for compound adjectives.
- **7Wg.02** Use a range of punctuation accurately to clarify meaning in sentences and dialogue.
- **7Wg.03** Use simple, compound, complex and compound-complex sentences accurately, in a variety of sentence types, to communicate meaning.
- **7Wg.04** Build up detail through the grammatical structure of sentences, e.g. expanding verb phrases.
- **7Wg.05** Use the conventions of standard English consistently in writing.
- **7Wg.06** Use formal and informal registers appropriately according to context, purpose and audience.

Reading

Structure of texts

- **7Rs.01** Comment on the key features of text structure in a range of fiction and non-fiction texts, including poetic forms.
- **7Rs.02** Identify and comment on the variety of ways in which the content of texts can be organised and linked to support the intended purpose, including paragraphs.
- **7Rs.03** Comment on the impact of a writer's choice of connectives and sentence openings on the intended purpose and audience.

Interpretation of texts

- ***7Ri.01** Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.
- ***7Ri.02** Read and discuss a range of non-fiction text types.
- **7Ri.03** Identify and explain the meaning of explicit information from a range of texts.
- **7Ri.04** Use inference and deduction to recognise and explain implicit meanings.
- **7Ri.05** Identify bias in a text.
- **7Ri.06** Collate and summarise ideas and information from a text.
- **7Ri.07** Use a range of reading strategies to extract relevant information from a text, including annotation.
- **7Ri.08** Support and inform personal and critical responses to texts with relevant textual references.
- **7Ri.09** Comment on the different ways in which writers convey theme and the impact on the reader.
- **7Ri.10** Begin to discuss how a writer combines different structural, linguistic and literary features for effect.
- **7Ri.11** Identify and comment on the main ideas, viewpoints and purposes in a text.
- **7Ri.12** Show understanding of how writers create a distinctive voice.

Writing

Structure of texts

- **7Ws.01** Shape the overall structure and sequence of a chosen text to convey the intended purpose accurately.
- **7Ws.02** Use a range of organisational features accurately to link ideas, and clarify and extend meaning.
- **7Ws.03** Use appropriate connectives and sentence openings to clarify connections in writing, e.g. connectives for comparison, sequencing, qualifying.

Creation of texts

- ***7Wc.01** Write confidently in a range of different genres of fiction and types of poems.
- **7Wc.02** Use a range of planning methods to generate, organise and shape ideas.
- **7Wc.03** Use relevant features when writing for a chosen purpose.
- **7Wc.04** Create content to suit a specified audience.
- **7Wc.05** Write to express a personal viewpoint in fiction and non-fiction writing.
- **7Wc.06** Begin to develop distinctive voices, both personal and for different characters.

Reading

Appreciation and reflection

- ***7Ra.01** Enjoy reading a wide range of texts.
- **7Ra.02** Express personal responses to texts, including preferences and opinions, referring back to specific content.
- **7Ra.03** Experiment with the choice of books read, including choosing writers or genres which compare or contrast with previous reading.
- **7Ra.04** Discuss how readers make choices about which texts to read.
- **7Ra.05** Comment on the different ways texts can reflect the social, cultural and historical contexts in which they were written.

Writing

Presentation and reflection

- ***7Wp.01** Sustain a fast, fluent and legible handwriting style.
- **7Wp.02** Use different ways of note-taking when writing for different purposes and use notes to inform writing.
- **7Wp.03** Use different layouts and presentation in a variety of texts (handwritten, printed and onscreen).
- **7Wp.04** Evaluate and edit to improve the accuracy and effectiveness of language, grammar and structure of own and others' writing.

Speaking and Listening

Making yourself understood

- **7SLm.01** Adapt speech, including length, pace and tone, in a range of contexts, showing some awareness of its impact.
- **7SLm.02** Shape talk for clarity and effect, and to engage the listener, in a range of familiar contexts.
- **7SLm.03** Use language to express concrete and abstract ideas and opinions in detail.
- ***7SLm.04** Use non-verbal communication techniques to enhance meaning.
- ***7SLm.05** Adapt communication to create appropriate impact on different audiences.

Showing understanding

- **7SLs.01** Listen, analyse what is heard, and give a reasoned response that draws on a range of sources.

Group work and discussion

- ***7SLg.01** Independently identify and take up group roles as needed, and demonstrate expertise.
- **7SLg.02** Identify points of agreement and disagreement in opposing points of view.
- **7SLg.03** Summarise and develop a discussion, responding sensitively to the range of ideas.
- **7SLg.04** Be sensitive to others when turn-taking, ensuring that the intended outcome of the discussion is achieved.

Performance

- ***7SLp.01** Read aloud with confidence, accuracy and style.
- ***7SLp.02** Show evidence of reading ahead when reading an unseen text aloud.
- **7SLp.03** Show insight into texts and issues through choice of speech, gesture and movement, within drama.
- **7SLp.04** Plan and deliver presentations confidently in a range of contexts, making choices about the most appropriate media.
- **7SLp.05** Plan and deliver a persuasive speech in a familiar context.

Speaking and Listening

Reflection and evaluation

- ***7SLr.01** Evaluate own and others' talk, including giving constructive feedback.
- **7SLr.02** Explain features of communication, showing awareness of the impact of accommodating different purposes and contexts.

Stage 8

See the *Texts across Grades 7 to 9* section above for information about the fiction, poetry, playscripts and non-fiction that should be covered across Grades 7 to 9.

Reading

Word structure (phonics)

This sub-strand appears only in the primary curriculum.

Vocabulary and language

- ***8Rv.01** Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- **8Rv.02** Explain how a writer's choice of language contributes to the intended purpose and overall impact on the reader.
- **8Rv.03** Compare texts from different cultures and times, commenting on the use of language to develop similar themes.
- **8Rv.04** Explain possible interpretations, explicit and implicit, of a writer's use of linguistic and literary techniques, e.g. explaining how hyperbole suggests a character's attitude, or how an oxymoron is used to emphasise a point.

Writing

Word structure (spelling)

- **8Ww.01** Spell most words correctly, including some complex polysyllabic words and unfamiliar words.
- ***8Ww.02** Show understanding of word families, roots, derivations and morphology in spelling.
- **8Ww.03** Use, with confidence, a range of strategies for spelling correctly.

Vocabulary and language

- **8Wv.01** Create and control meaning through precise use of a range and variety of language.
- **8Wv.02** Create effects by using a range of linguistic and literary techniques.
- ***8Wv.03** Use a range of sources to develop and extend the range of language used in written work.

Reading

Grammar and punctuation

- **8Rg.01** Explain how a writer's choice of punctuation can convey shades of meaning.
- **8Rg.02** Explain how a writer uses simple, compound, complex and compound-complex sentences for effect in their writing.
- **8Rg.03** Comment on how a writer builds up detail and conveys shades of meaning through the grammatical structure of their sentences.
- **8Rg.04** Comment on ways in which a writer uses standard and non-standard English for effect.
- **8Rg.05** Comment on the use of formal and informal language in a text and a writer's motivation for making the choice.

Structure of texts

- **8Rs.01** Discuss how a writer uses features of text structure for effect in a range of fiction and non-fiction texts, including poetic forms.
- **8Rs.02** Discuss how a writer organises and links the content of their text for clarity and effect.
- **8Rs.03** Comment on how a writer's choice of connectives and sentence openings clarifies or emphasises connections in a specific context.

Writing

Grammar and punctuation

- **8Wg.01** Use all punctuation accurately and to enhance meaning.
- **8Wg.02** Use simple, compound, complex and compound-complex sentences accurately, beginning to manipulate them for effect on the whole text.
- **8Wg.03** Create detail and convey shades of meaning through the grammatical structure of sentences, e.g. controlling order of clauses.
- **8Wg.04** Use the conventions of standard English in specific contexts for particular effects.
- **8Wg.05** Vary the degrees of formality and informality when making choices of register in writing, according to the identified context, purpose and audience.

Structure of texts

- **8Ws.01** Use features of text structure to demonstrate a sense of linked progression.
- **8Ws.02** Use a range of organisational features to support the intended purpose and audience.
- **8Ws.03** Use carefully chosen connectives and sentence openings to clarify or emphasise connections in writing.

Reading

Interpretation of texts

- ***8Ri.01** Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.
- ***8Ri.02** Read and discuss a range of non-fiction text types.
- **8Ri.03** Identify and discuss the impact of explicit information on the reader.
- **8Ri.04** Comment on a writer's implied meaning and intended effect.
- **8Ri.05** Comment on the impact of bias in a text.
- **8Ri.06** Collate and summarise ideas and information from multiple texts.
- **8Ri.07** Use a range of reading strategies to identify and distinguish between main and subsidiary points in texts.
- **8Ri.08** Use relevant textual references when supporting or disagreeing with a point.
- **8Ri.09** Compare and comment on the textual features used in more than one text to develop similar themes and elicit responses from the reader.
- **8Ri.10** Explain how a writer combines structural, linguistic and literary features for effect.
- **8Ri.11** Trace the development of ideas, viewpoints and purposes through a text and relate these to other texts read.
- **8Ri.12** Discuss the range of techniques writers use to distinguish between different voices.

Appreciation and reflection

- ***8Ra.01** Enjoy reading a wide range of texts.
- **8Ra.02** Express informed personal responses to texts.
- **8Ra.03** Make a reasoned choice when reading for different purposes, including for pleasure.
- **8Ra.04** Explore how different readers choose and respond to texts.
- **8Ra.05** Discuss why certain texts are important within a culture, and show awareness that the context in which a text is written and read affects its meaning.

Writing

Creation of texts

- ***8Wc.01** Write confidently in a range of different genres of fiction and types of poems.
- **8Wc.02** Use the most appropriate approach to planning writing in order to generate, organise and shape ideas.
- **8Wc.03** Use relevant features consistently for a chosen purpose to clarify meaning.
- **8Wc.04** Create content to suit a wide range of audiences.
- **8Wc.05** Use a consistent viewpoint in fiction and non-fiction writing.
- **8Wc.06** Develop distinctive voices, both personal and for different characters.
- **8Wc.07** Begin to combine the use of structural, linguistic and literary features to create a specific effect.

Presentation and reflection

- ***8Wp.01** Sustain a fast, fluent and legible handwriting style.
- **8Wp.02** Use the most appropriate way of note-taking for the identified purpose and use notes to inform writing.
- **8Wp.03** Use specific choices and combinations of layouts and presentation to create particular effects in texts (handwritten, printed and onscreen).
- **8Wp.04** Evaluate and edit to improve the accuracy and effectiveness of language, grammar and structure of a range of different texts.

Speaking and Listening

Making yourself understood

- **8SLm.01** Adapt speech purposefully in a range of familiar and unfamiliar contexts to maximise its impact on the audience.
- **8SLm.02** Sustain an effective organisation of talk in a range of familiar contexts.
- **8SLm.03** Adapt language to express complex ideas and opinions in detail.
- ***8SLm.04** Use non-verbal communication techniques to enhance meaning.
- ***8SLm.05** Adapt communication to create appropriate impact on different audiences.

Showing understanding

- **8SLs.01** Listen, evaluate what is heard, and generate a reasoned response that draws on a range of sources.

Group work and discussion

- ***8SLg.01** Independently identify and take up group roles as needed, and demonstrate expertise.
- ***8SLg.02** Explore points of agreement and disagreement to gain a greater understanding of the issues and meet the needs of the task.
- **8SLg.03** Develop a discussion by synthesising and building on the shared ideas.
- **8SLg.04** Balance the needs of others and the task when turn-taking, showing sensitivity about when to contribute and when to listen.

Performance

- ***8SLp.01** Read aloud with confidence, accuracy and style.
- ***8SLp.02** Show evidence of reading ahead when reading an unseen text aloud.
- **8SLp.03** Demonstrate empathy and understanding of a range of characters through flexible choice of speech, gesture and movement in a dramatic scene.
- ***8SLp.04** Plan and deliver presentations and persuasive speeches confidently in a range of contexts, making choices about the most appropriate media.
- ***8SLp.05** Make decisions about the level of support needed to deliver a speech or presentation, e.g. reading aloud, using notes, visual aids.

Reflection and evaluation

- ***8SLr.01** Evaluate own and others' talk, including giving constructive feedback.
- **8SLr.02** Discuss the meaning and impact of variations when communicating.

Stage 9

See the *Texts across Grades 7 to 9* section above for information about the fiction, poetry, playscripts and non-fiction that should be covered across Grades 7 to 9.

Reading

Word structure (phonics)

This sub-strand appears only in the primary curriculum.

Vocabulary and language

- ***9Rv.01** Deduce the meanings of unfamiliar words in context using a range of strategies, including knowledge of word families, etymology and morphology.
- **9Rv.02** Analyse how language choices contribute to the intended purpose and overall impact on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts, or arguing whether or not the use of highly emotive language in an advertisement is counterproductive to its intended purpose.
- **9Rv.03** Develop precise, perceptive analysis of how linguistic and literary techniques are used, e.g. explaining how euphemisms conceal bias in a political statement, or why a particular idiom is used by a character.

Writing

Word structure (spelling)

- **9Ww.01** Spell correctly, including complex polysyllabic words.
- ***9Ww.02** Show understanding of word families, roots, derivations and morphology in spelling.
- **9Ww.03** Use the most appropriate spelling strategy as necessary.

Vocabulary and language

- **9Wv.01** Make conscious language choices to shape the intended purpose and effect on the reader.
- **9Wv.02** Make conscious use of linguistic and literary techniques to shape the intended meaning and effect.
- ***9Wv.03** Use a range of sources to develop and extend the range of language used in written work.

Reading

Grammar and punctuation

- **9Rg.01** Analyse how the use of rhetorical punctuation can support a writer's intended purpose.
- **9Rg.02** Analyse how a writer manipulates and adapts simple, compound, complex and compound-complex sentences for intended purpose and effect in their writing.
- **9Rg.03** Analyse, in depth and detail, a writer's use of grammatical features and their effects on the overall development of the text.
- **9Rg.04** Analyse the purpose and effect of a writer's choice of formal or informal language in a text.

Structure of texts

- **9Rs.01** Analyse how the structure of a text can be manipulated for effect in a range of fiction and non-fiction texts, including poetic forms.
- **9Rs.02** Evaluate the impact of a writer's choice of organisational and linking features on the intended audience.

Writing

Grammar and punctuation

- **9Wg.01** Use punctuation rhetorically to support the intention of the writing, e.g. using ellipses in a character's dialogue to show nervousness.
- **9Wg.02** Demonstrate control of simple, compound, complex and compound-complex sentences, manipulating and adapting them for intended purpose and effect.
- **9Wg.03** Use grammatical features to shape and craft sentences that contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; use of antithesis, repetition or balance in sentence structure.
- **9Wg.04** Use the conventions of standard English across a range of registers.
- **9Wg.05** Vary the degrees of formality and informality to enhance and emphasise meaning in relation to the context, purpose and audience.

Structure of texts

- **9Ws.01** Experiment with different ways of structuring texts, appropriate for different audiences and purposes.
- **9Ws.02** Use a range of organisational features to achieve particular effects with purpose and audience in mind.

Reading

Interpretation of texts

- ***9Ri.01** Read and discuss a range of fiction genres, poems and playscripts, including the contribution of any visual elements or multimedia.
- ***9Ri.02** Read and discuss a range of non-fiction text types.
- **9Ri.03** Analyse the implications of identified explicit information on the meaning of the rest of a text.
- **9Ri.04** Analyse and explore different layers of meaning within texts, including bias.
- **9Ri.05** Synthesise information from across a single text and multiple texts to develop and strengthen a point.
- **9Ri.06** Select the most appropriate reading strategy to locate and extract information and ideas from a variety of texts.
- **9Ri.07** Use judiciously chosen textual references to develop analysis of texts.
- **9Ri.08** Analyse and respond to the themes in a variety of related texts.
- **9Ri.09** Analyse how a writer uses a combination of features to enhance their intended meaning, e.g. a poet using enjambment to emphasise key language choices.
- **9Ri.10** Analyse and respond to the range of ideas, differing viewpoints and purposes in a variety of related texts.
- **9Ri.11** Read a variety of texts by the same writer and explore how their voice is consistently conveyed across the texts.

Appreciation and reflection

- ***9Ra.01** Enjoy reading a wide range of texts.
- **9Ra.02** Express informed personal responses to texts that take the views of others into consideration.
- **9Ra.03** Give and respond to text recommendations, showing awareness of others' preferences.
- **9Ra.04** Analyse how the meaning of texts is shaped by a reader's preferences and opinions.
- **9Ra.05** Explain how ideas, experiences and values are portrayed in, and affect, the interpretation of texts from different social, cultural and historical contexts.

Writing

Creation of texts

- ***9Wc.01** Write confidently in a range of different genres of fiction and types of poems.
- **9Wc.02** Make an informed choice about whether to plan before writing.
- **9Wc.03** Manipulate features and conventions for a chosen purpose for an intended effect.
- **9Wc.04** Manipulate content for impact on a specified audience.
- **9Wc.05** Establish and sustain a clear and logical viewpoint throughout fiction and non-fiction writing.
- **9Wc.06** Write to express multiple viewpoints.
- **9Wc.07** Establish and sustain distinctive voices, both personal and for different characters.
- **9Wc.08** Combine the use of structural, linguistic and literary features to create a specific effect.

Presentation and reflection

- ***9Wp.01** Sustain a fast, fluent and legible handwriting style.
- **9Wp.02** Make an informed choice about how to present information when making notes, including the use of multiple styles, and use notes to inform writing.
- **9Wp.03** Use the most appropriate text layout and presentation to create impact and engage the audience.
- **9Wp.04** Evaluate and edit to improve the accuracy and effectiveness, in relation to identified purpose and audience, of language, grammar and structure in a range of different texts.

Speaking and Listening

Making yourself understood

- **9SLm.01** Adapt speech judiciously in a range of familiar and unfamiliar contexts to maximise its impact on the audience.
- **9SLm.02** Sustain an effective organisation of talk in a range of familiar and unfamiliar contexts.
- **9SLm.03** Manipulate language to express complex ideas and opinions in detail.
- ***9SLm.04** Use non-verbal communication techniques to enhance meaning.
- ***9SLm.05** Adapt communication to create appropriate impact on different audiences.

Showing understanding

- **9SLs.01** Listen, synthesise what is heard, and generate a reasoned response that draws on a range of sources.

Group work and discussion

- ***9SLg.01** Independently identify and take up group roles as needed, and demonstrate expertise.
- ***9SLg.02** Explore points of agreement and disagreement to gain a greater understanding of the issues and meet the needs of the task.
- **9SLg.03** Shape the direction and content of a discussion with well-judged contributions.
- **9SLg.04** Demonstrate the ability to compromise during turn-taking to prioritise the achievement of the intended outcome of the discussion.

Performance

- ***9SLp.01** Read aloud with confidence, accuracy and style.
- ***9SLp.02** Show evidence of reading ahead when reading an unseen text aloud.
- **9SLp.03** Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.
- ***9SLp.04** Plan and deliver presentations and persuasive speeches confidently in a range of contexts, making choices about the most appropriate media.
- ***9SLp.05** Make decisions about the level of support needed to deliver a speech or presentation, e.g. reading aloud, using notes, visual aids.

Reflection and evaluation

- ***9SLr.01** Evaluate own and others' talk, including giving constructive feedback.
- **9SLr.02** Analyse the meaning and impact of variations in own and others' communication.

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.

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*).

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

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

Learning objectives – 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' attainment and skills development.

Linguistic techniques – specific tools that a writer uses to manipulate their language for effect (e.g. rhetorical questions, sibilance).

Literary techniques – specific devices that a writer uses to enhance the meaning, style and content of their work (e.g. simile, idiom).

Manipulate – use features of a text (e.g. language, grammar, structure) in a skillful way to achieve a particular purpose.

Non-verbal communication – facial expressions, gestures or postures that express our thoughts and feelings, and can be used to enhance our verbal communication (e.g. to show we are listening to a speaker, to show we agree, to indicate visual features that add clarity).

Scheme of Work – support materials for each stage of Cambridge Primary English. Each *Scheme of Work* contains a suggested long-term plan, a medium-term plan with suggested teaching and learning 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.

Summarise – give a short overview of the important points in a text in your own words.

Synthesise – combine important information from more than one text, comparing and contrasting the information and drawing your own conclusions.

Teacher Guide – the document providing support in using the *Curriculum Framework* to plan and deliver lessons using effective teaching and learning approaches.

Text types – different types of written or spoken texts with different purposes (e.g. recount or information text) or formats (e.g. email, letter, diary entry).

Textual references – this includes quotations and general descriptive references to parts of a text.

Vocabulary – words and phrases.

Voice – a distinctive personality that expresses opinions in a text. It includes the author's voice, the voice of a narrator different from the author and the voice of characters within a text.