



Cambridge Assessment  
International Education

Curriculum Framework  
Cambridge Lower Secondary  
English 1111



---

## Why choose Cambridge?

---

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 learners' 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 learners 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 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](http://www.cambridgeinternational.org/ISO9001)



Cambridge Assessment International Education is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which itself is a department of the University of Cambridge.

UCLES 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

---

<b>Introduction.....</b>	<b>2</b>
<b>Stage 7.....</b>	<b>3</b>
Reading	3
Writing	4
Speaking and listening*	5
<b>Stage 8.....</b>	<b>6</b>
Reading	6
Writing	7
Speaking and listening*	8
<b>Stage 9.....</b>	<b>9</b>
Reading	9
Writing	10
Speaking and listening*	11

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

---

## Introduction

---

The Cambridge Lower Secondary English Curriculum Framework promotes an enquiry-based approach to learning to develop learners' confidence, creativity and intellectual engagement. It is designed for learners who have English as a first language and can be used in any cultural context.

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

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

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

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

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

### Note on codes

Each learning objective has a unique curriculum framework code, e.g. 8Ws1. These codes appear in the teacher guide, schemes of work and other published resources. The curriculum framework codes include the reporting codes that appear in the feedback reports for the tests, i.e. Rx, Ri, Rw, Rv, Wa, Wt, Wp and Ws.

## Stage 7

The following genres and text types are recommended at Stage 7:

Fiction and poetry: suspense and horror stories, sci-fi and fantasy novels, contemporary folk and fairy-tales, short stories (including those set in different times and places), older literature (including drama), narrative and non-narrative poems, significant poems from before 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing / writing with bias, news websites.

## Reading

### Develop broad reading skills\*

- **7Ro1** Give an informed personal response to a text and provide some textual reference in support
- **7Ro2** Understand how readers make choices about the texts they like reading, e.g. by author or genre

### Demonstrate understanding of explicit meaning in texts

- **7Rx1** Extract the main points and relevant information from a text or IT source, using a range of strategies such as skimming and scanning
- **7Rx2** Select, collate and summarise ideas from texts, using notes where relevant

### Demonstrate understanding of implicit meaning in texts

- **7Ri1** Use inference and deduction to recognise implicit meanings

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

- **7Rw1** Comment on a writer's use of language, demonstrating an understanding of the implications of their use of vocabulary
- **7Rw2** Identify and describe the effect of writers' and poets' use of literary, rhetorical and grammatical features, including imagery and figurative language
- **7Rw3** Show awareness of poets' use of language and its intended impact on the reader
- **7Rw4** Use the terms 'image', 'simile', 'metaphor', 'onomatopoeia', 'setting' and 'genre' in discussion about texts
- **7Rw5** Comment on the use of formal and informal language and discuss the writer's motivation for making the choice
- **7Rw6** Show awareness of the reasons for using long and short sentences
- **7Rw7** Comment on how the choice of sentences and variety of sentence openings control pace and meaning
- **7Rw8** Explore the variety and range of ways in which the content of texts can be organised, structured and combined

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

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

- **7Rv1** Identify and understand the main ideas, viewpoints, themes and purposes in a text. Support comments by quotation from more than one location in the text
- **7Rv2** Demonstrate understanding of features of narrative and non-narrative texts by explaining and developing these features in their own discussion and writing
- **7Rv3** Understand the different ways texts can reflect the social, cultural and historical contexts in which they were written
- **7Rv4** Explore the range of different ways writers use layout, form and presentation in a variety of texts

## **Writing**

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

- **7Wo1** Practise note-taking using different styles for different purposes
- **7Wo2** Use a dictionary and thesaurus effectively to further develop vocabulary

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

- **7Wa1** Use a range of planning formats or methods to develop different ways of generating, organising and shaping ideas
- **7Wa2** Create an effect by using some of the key linguistic and literary techniques used by writers
- **7Wa3** Begin to develop character and voice in fiction writing
- **7Wa4** Use features and conventions of a wide variety of text types in order to write to inform, explain, describe, argue, persuade and comment
- **7Wa5** Understand and use degrees of formality in a range of texts according to context, purpose and audience
- **7Wa6** Write to express a personal viewpoint
- **7Wa7** Learn a range of vocabulary appropriate to their needs, and use words precisely in speech and writing to clarify and extend meaning and to interest their audience
- **7Wa8** Clarify and extend meaning and create specific effects by using a range of features, e.g. precise and imaginative use of vocabulary
- **7Wa9** Understand the conventions of standard English and how to use them consistently in writing

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

- **7Wt1** Shape the overall organisation, sequence and presentation of a text to convey ideas clearly and effectively
- **7Wt2** Mirror the purpose of the writing by appropriate use of paragraphs and selection of linking words and phrases

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

- **7Wp1** Provide clarity and emphasis in writing, using a variety of sentence lengths, structures and subjects
- **7Wp2** Provide appropriate detail and clarify relationships between setting, characters, themes, plot, etc. by using a range of features, e.g. varying sentence length and structure
- **7Wp3** Use a range of increasingly complex sentence structures to communicate meaning and to give fluency to their writing

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

- **7Wp4** Build up detail and convey shades of meaning through sentence structure, e.g. controlling order of clauses, expanding verb phrases
- **7Wp5** Use correct grammar, including articles, word order and tense in a range of genres and text types
- **7Wp6** Clarify relationships between ideas with an accurate and increased use of connectives
- **7Wp7** Use a wide range of punctuation to make meaning clear, including generally accurate use of commas in complex sentences and dialogue

#### Use accurate spelling

- **7Ws1** Spell correctly most commonly used words with regular patterns
- **7Ws2** Increase knowledge of word families, roots, derivations, morphology and regular spelling patterns

### Speaking and listening\*

- **7SL1** Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade
- **7SL2** Shape talk for clarity and effect and to engage a listener
- **7SL3** Use a range of vocabulary appropriate to context, and use language to clarify meaning and to interest and convince an audience
- **7SL4** Practise speaking fluently and clearly at an appropriate pace and volume
- **7SL5** Develop the ability to listen courteously to others and be sensitive to turn-taking
- **7SL6** Make significant contributions to group discussions, engaging with complex material, making perceptive responses and showing awareness of a speaker's aims
- **7SL7** Work effectively in solo, paired and group assignments, including role-play
- **7SL8** Show insight into texts and issues through choice of speech, gesture and movement, within role-play
- **7SL9** Explain features of own and others' language, showing sensitivity to the impact of varying language for different purposes and situations

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

## Stage 8

The following genres and text types are recommended at Stage 8:

Fiction and poetry: political novels / stories with social issues, myths and legends from around the world, humour, short stories, significant poems and drama from other cultures, poems since 1900.

Non-fiction: contemporary biography, autobiography, letters and diaries, journalistic writing, magazines and newspapers, reports, leaflets.

## Reading

### Develop broad reading skills\*

- **8Ro1** Broaden experience of reading a wide range of texts and express preferences and opinions
- **8Ro2** Explore how different audiences choose and respond to texts
- **8Ro3** Make relevant notes when researching different sources, comparing and contrasting information

### Demonstrate understanding of explicit meaning in texts

- **8Rx1** Identify relevant points, synthesising and summarising ideas from different parts of a text
- **8Rx2** Use a range of reading strategies to find relevant information and main points in texts, distinguishing between fact and opinion where appropriate

### Demonstrate understanding of implicit meaning in texts

- **8Ri1** Comment on implied meaning, e.g. writer's viewpoint, relationships between characters, ironic effect

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

- **8Rw1** Comment on how a writer's use of language contributes to the overall effect on the reader, using appropriate terminology
- **8Rw2** Explore the range, variety and overall effect of literary, rhetorical and grammatical features used by poets and writers of literary and non-literary texts, considering informal or formal style as well as the choice of words to create character
- **8Rw3** Compare poems from different cultures and times, commenting on poets' use of language and imagery to develop similar themes and elicit responses from the reader
- **8Rw4** Explain, using accurate terminology, how language is used to create effect, e.g. personification, figurative language, imagery, patterns and structure in the use of language, use of dialect or informal language
- **8Rw5** Comment on the use of a wide range of punctuation to convey shades of meaning

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

- **8Rv1** Trace the development of a writer's or a poet's ideas, viewpoint and themes through a text and relate these to other texts read
- **8Rv2** Demonstrate understanding of the main features of text structure of each genre and text type studied

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

- **8Rv3** Explore 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
- **8Rv4** Demonstrate understanding of the effects created by features of diaries, magazines and newspaper reports
- **8Rv5** Explain how specific choices and combinations of form, layout and presentation create particular effects

## Writing

### Develop broad writing skills\*

- **8Wo1** Apply editing and proofreading skills to a range of different texts and contexts
- **8Wo2** Extend vocabulary by noting down powerful words in books read

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

- **8Wa1** Identify the most appropriate approach to planning their writing in order to explore, connect and shape ideas
- **8Wa2** Develop ideas to suit a specific audience, purpose and task
- **8Wa3** Develop a consistent viewpoint in non-fiction writing by selecting from techniques and devices used by known writers, and drawing on a range of evidence, opinions, information and purposes
- **8Wa4** Write in a range of forms for a variety of purposes, including:
  - autobiography (to entertain, inform, review or comment)
  - diary entries (to inform, explain, review, comment or explore)
  - leaflets or newspaper reports (to inform)
  - letters (to persuade, entertain, narrate or comment)
  - magazine articles (to describe, review or comment)
  - reports (to review, inform, advise or argue)
  - reviews (to inform, entertain or advise)
  - summaries
- **8Wa5** Draw on knowledge of how and why writers use varying degrees of formality and informality to make appropriate choices of style and register in their own writing
- **8Wa6** Create and control effects by drawing independently on the range and variety of their own vocabulary
- **8Wa7** Understand the significance and importance of conventional standard English and the ways in which writers use non-standard forms in specific contexts for particular effects

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

- **8Wt1** Experiment with different ways of structuring and presenting texts, appropriate for different audiences and purposes
- **8Wt2** Use a range of cohesive devices with audience and purpose in mind

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

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

- **8Wp1** Draw on their knowledge of a variety of sentence lengths and a wide variety of sentence structures, including complex sentences, and apply it to their own writing to make their ideas and intentions clear and create a range of effects
- **8Wp2** Demonstrate controlled use of a variety of simple and complex sentences to achieve purpose and contribute to overall effect
- **8Wp3** Confidently use a range of sentence features to clarify or emphasise meaning, e.g. complex nouns or prepositional phrases
- **8Wp4** Use accurate punctuation including commas, parenthetical commas, colons, semi-colons, dashes and brackets

### Use accurate spelling

- **8Ws1** Spell most words correctly, including some complex polysyllabic words and unfamiliar words
- **8Ws2** Learn the spelling of difficult and commonly misspelt words and develop strategies for correcting spelling

## Speaking and listening\*

- **8SL1** Give short presentations and answer questions, maintaining effective organisation of talk
- **8SL2** Adapt speech, non-verbal gesture and movement to meet an increasing range of demands
- **8SL3** Explore complex ideas and feelings, both succinctly and at length
- **8SL4** Take part in a simple debate following formal rules (proposer, seconder, etc.)
- **8SL5** Engage with more demanding material through perceptive responses to other students' talk, showing awareness of the speaker's aims and extended meanings
- **8SL6** Conduct a discussion, drawing together ideas and promoting effective sharing of ideas
- **8SL7** Work in groups to formulate ideas and plans of action
- **8SL8** Develop skills in solo, paired and group assignments, including role-play and drama
- **8SL9** Help to plan and participate in a brief dramatic scene, demonstrating empathy and understanding of a range of characters through flexible choice of speech, gesture and movement
- **8SL10** Discuss the features of media productions such as news broadcasts, interviews and discussions, analysing meaning and impact of variations in spoken language

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

## Stage 9

The following genres and text types are recommended at Stage 9:

Fiction and poetry: short stories with similar themes for comparison, contemporary stories including dialogue with dialect, novels written through letters or diary accounts, texts from different cultures and traditions, older drama from other cultures, different poetic forms from around the world.

Non-fiction: travel writing, advertising copy, reference books and encyclopedias – both concise and longer texts, reports, leaflets.

## Reading

### Develop broad reading skills\*

- **9Ro1** Discuss their own and others' reading, take account of others' views of what they have read, express informed opinions and make recommendations
- **9Ro2** Make notes using a range of different note-making formats and approaches (including mind-mapping and tabulating) when researching a variety of media
- **9Ro3** Analyse how texts are shaped by audiences' preferences and opinions

### Demonstrate understanding of explicit meaning in texts

- **9Rx1** Select from a range of strategies and use the most appropriate ways to locate, retrieve and compare information and ideas from a variety of texts

### Demonstrate understanding of implicit meaning in texts

- **9Ri1** Develop interpretations of texts, supporting points with detailed textual evidence
- **9Ri2** Use a repertoire of reading strategies to analyse and explore different layers of meaning within texts, including bias

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

- **9Rw1** Show some appreciation of how a writer's language choices contribute to the overall effect on the reader, e.g. demonstrating the effectiveness of imagery in contrasting texts or arguing that the use of highly emotive language in an advertisement is/is not counterproductive in its effect on an audience
- **9Rw2** Analyse in depth and detail a writer's use of literary, rhetorical and grammatical features and their effects on different readers
- **9Rw3** Develop precise, perceptive analysis of how language is used, e.g. explaining how euphemisms conceal bias in a political statement or showing how language use reflects a character's changing emotional state
- **9Rw4** Understand how words are used for different purposes, e.g. to create a tense atmosphere from the beginning, to persuade the reader
- **9Rw5** Recognise ways in which writers use different registers and other methods to communicate with their audience

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

- **9Rw6** Analyse the structures of different poetical forms
- **9Rw7** Demonstrate understanding of the impact of vocabulary on meaning through the selection of appropriate quotations
- **9Rw8** Understand the differences between formal and informal style
- **9Rw9** Analyse how meaning, including attitude, can be conveyed in different ways according to structural and organisational choices

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

- **9Rv1** Analyse and respond to the range of ideas and differing viewpoints, purposes and themes in a variety of related texts
- **9Rv2** Develop an understanding of how ideas, experiences and values are portrayed in texts from different cultures and traditions
- **9Rv3** Demonstrate understanding of the features of a wider range of non-fiction and media texts, e.g. travel writing, advertisement material
- **9Rv4** Analyse how meaning is conveyed differently according to the form, layout and presentation selected by the writer for specific purposes

## Writing

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

- **9Wo1** Use the editing, proofreading and reviewing process, and revise as necessary, to evaluate the effectiveness and likely impact on the reader

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

- **9Wa1** Link a selection of ideas and planning choices explicitly to a clear sense of task, purpose and audience
- **9Wa2** Shape and affect the reader's response through conscious choices and in planned ways by selecting from a wide and varied vocabulary for a range of tasks, purposes and readers
- **9Wa3** Add detail, tension and climax to their narratives by shaping the reader's response through conscious choices from a wide and ambitious vocabulary
- **9Wa4** Establish and sustain character, point of view and voice
- **9Wa5** Establish and sustain a clear and logical viewpoint through the analysis and selection of convincing evidence, opinions and appropriate information
- **9Wa6** Write to analyse, review and comment
- **9Wa7** Write persuasively, e.g. in letters or in the script of a commercial
- **9Wa8** Write arguments with a sense of linked progression
- **9Wa9** Understand ways to deploy a range of formal and informal styles to enhance and emphasise meaning and create a wide range of effects
- **9Wa10** Develop a range of registers and a personal voice
- **9Wa11** Extend range of language and use it appropriately

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

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

- **9Wt1** Select the most appropriate text format, layout and presentation to create impact and engage the reader
- **9Wt2** Shape and craft language within paragraphs, and structure ideas between them, to achieve particular effects with purpose and audience in mind

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

- **9Wp1** Demonstrate control of a wide variety of sentence types used for intended purpose and desired effect
- **9Wp2** Use a range of features to shape and craft sentences that have individual merit and contribute to overall development of the text, e.g. embedded phrases and clauses that support succinct explanation; secure control of complex verb forms; use of antithesis, repetition or balance in sentence structure
- **9Wp3** Understand ways in which writers modify and adapt phrase and sentence structures and conventions to create effects, and how to make such adaptations when appropriate
- **9Wp4** Deploy a range of punctuation and grammatical choices to enhance and emphasise meaning, aid cohesion and create a wide range of effects

**Use accurate spelling**

- **9Ws1** Spell correctly throughout a substantial text, including ambitious or complex polysyllabic words
- **9Ws2** Continue to be aware of spelling errors and correct them

**Speaking and listening\***

- **9SL1** Use speaking and listening as a method of preparing for written assignments, exploring a wide range of subject matter with precision and effect
- **9SL2** Make increasingly significant contributions both as a solo speaker and as a member of a group
- **9SL3** Demonstrate increased personal confidence by managing and manipulating content of spoken presentation and listening
- **9SL4** Question and respond to others, shaping the direction and content of their talk with well-judged contributions
- **9SL5** Work in groups for a variety of purposes, such as taking decisions, planning and organisation
- **9SL6** Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence
- **9SL7** Evaluate meaning and impact of a range of features in own and others' discourse, including broadcast media

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

Cambridge Assessment International Education  
1 Hills Road, Cambridge, CB1 2EU, United Kingdom  
Tel: +44 (0)1223 553554 Fax: +44 (0)1223 553558  
Email: [info@cambridgeinternational.org](mailto:info@cambridgeinternational.org) [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

Copyright © UCLES January 2018



\* 1 5 9 6 6 4 6 2 9 1 \*