



Cambridge Assessment
International Education

Developing English through the Cambridge 5–14 Curriculum

Lauren Harris, Development Manager
Steve Crombie, Product Manager

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- ▶ To explore the Cambridge 5 – 14 curriculum and the support provided for multilingual learners.
- ▶ To understand some of the challenges students face when learning through an additional language (English).
- ▶ To share some practical strategies to support language development in your subject.

With the people on your table, discuss the following questions:

- ▶ Is your school bilingual, or is the language of teaching and learning English only?
- ▶ Do the learners share the same first language or do they have different language backgrounds?
- ▶ Which subjects are considered the most important in your school?
- ▶ What advice would you give to a new teacher at your school?

Cambridge 5 – 14 programme

- ▶ Primary
- ▶ Lower secondary

- ▶ English as a Second Language
- ▶ English (first language)
- ▶ Mathematics
- ▶ Science

- ▶ ICT Starters
- ▶ Global Perspectives

English as a Second Language

	Primary	Lower Secondary
Paper 1: Reading and Usage	40 minutes 30 marks	50 minutes 45 marks
Paper 2: Writing	40 minutes 35 marks	50 minutes 35 marks
Paper 3: Listening	Approx. 25 minutes 20 marks	Approx. 45 minutes 30 marks

Cambridge Primary and Lower Secondary

English (first language)

- ▶ Reading (non-fiction and fiction), Writing

Mathematics

- ▶ Number, Algebra, Geometry, Measure, Handling data

Science

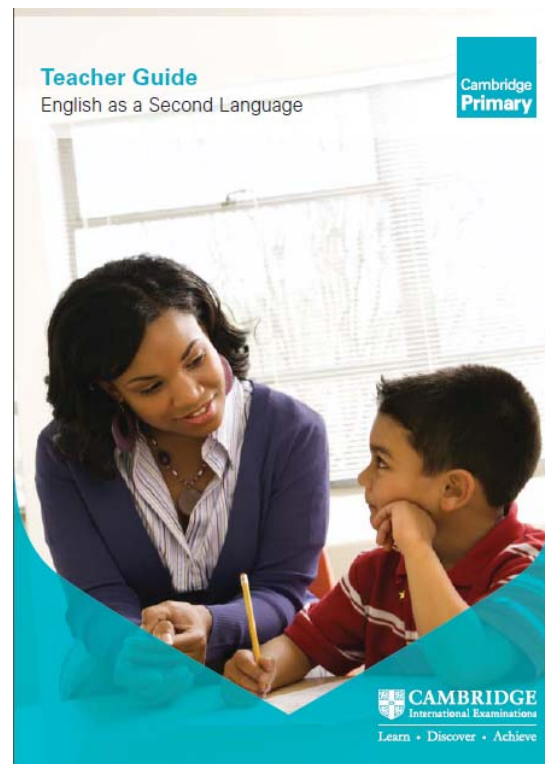
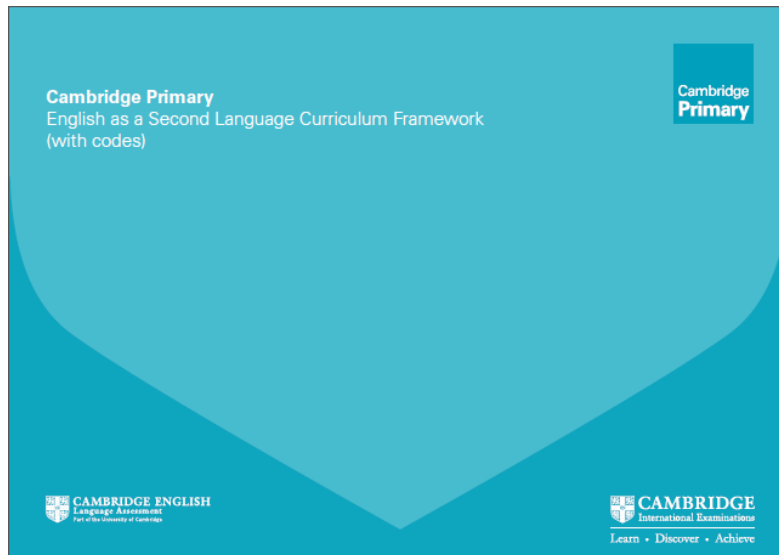
- ▶ Scientific enquiry, Biology, Chemistry, Physics

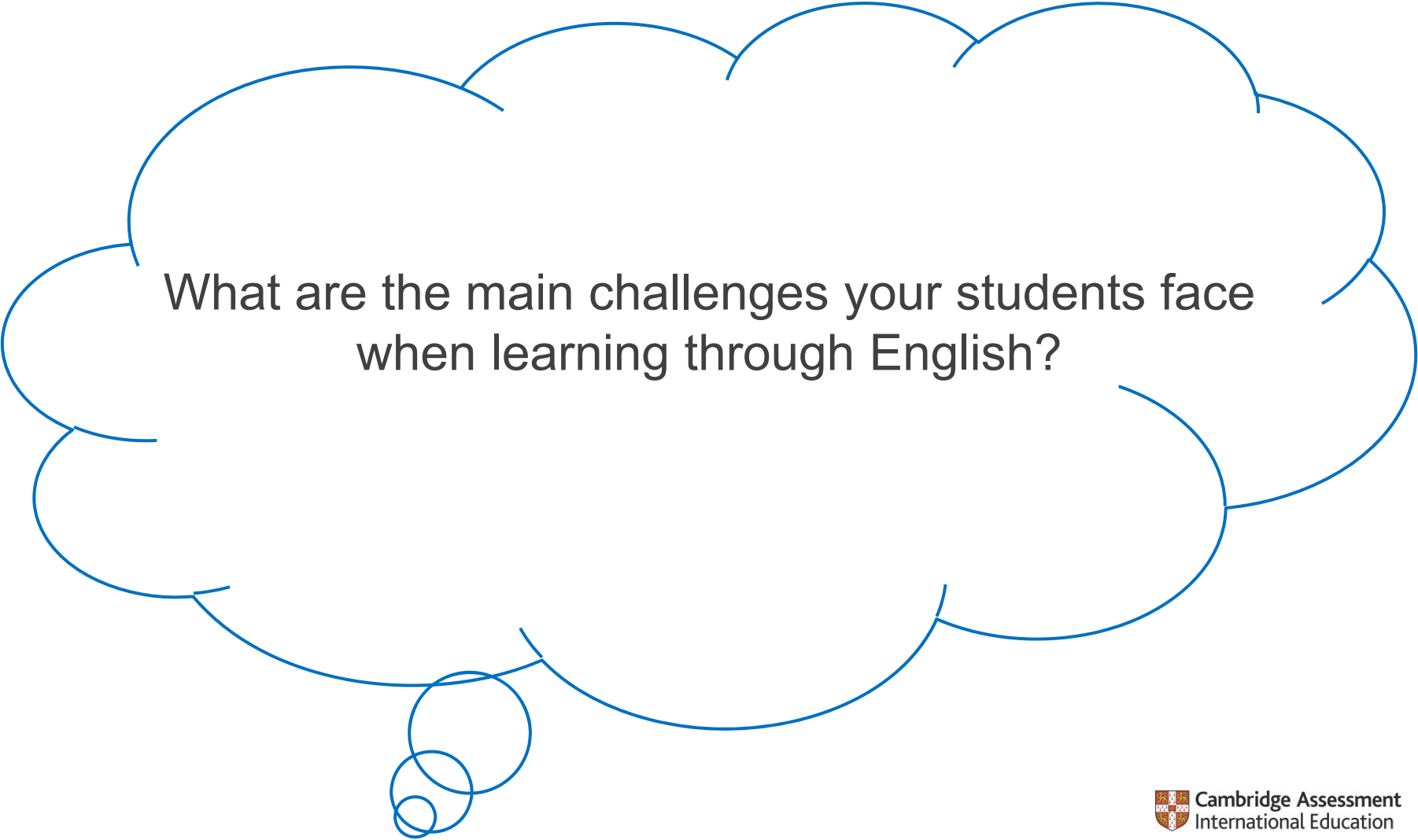

ICT Starters

Global Perspectives

Classroom support

- ▶ Curriculum frameworks
- ▶ Schemes of work
- ▶ Long-, medium- and short-term planning
- ▶ Endorsed resources
- ▶ Online and F2F training
- ▶ CLIL

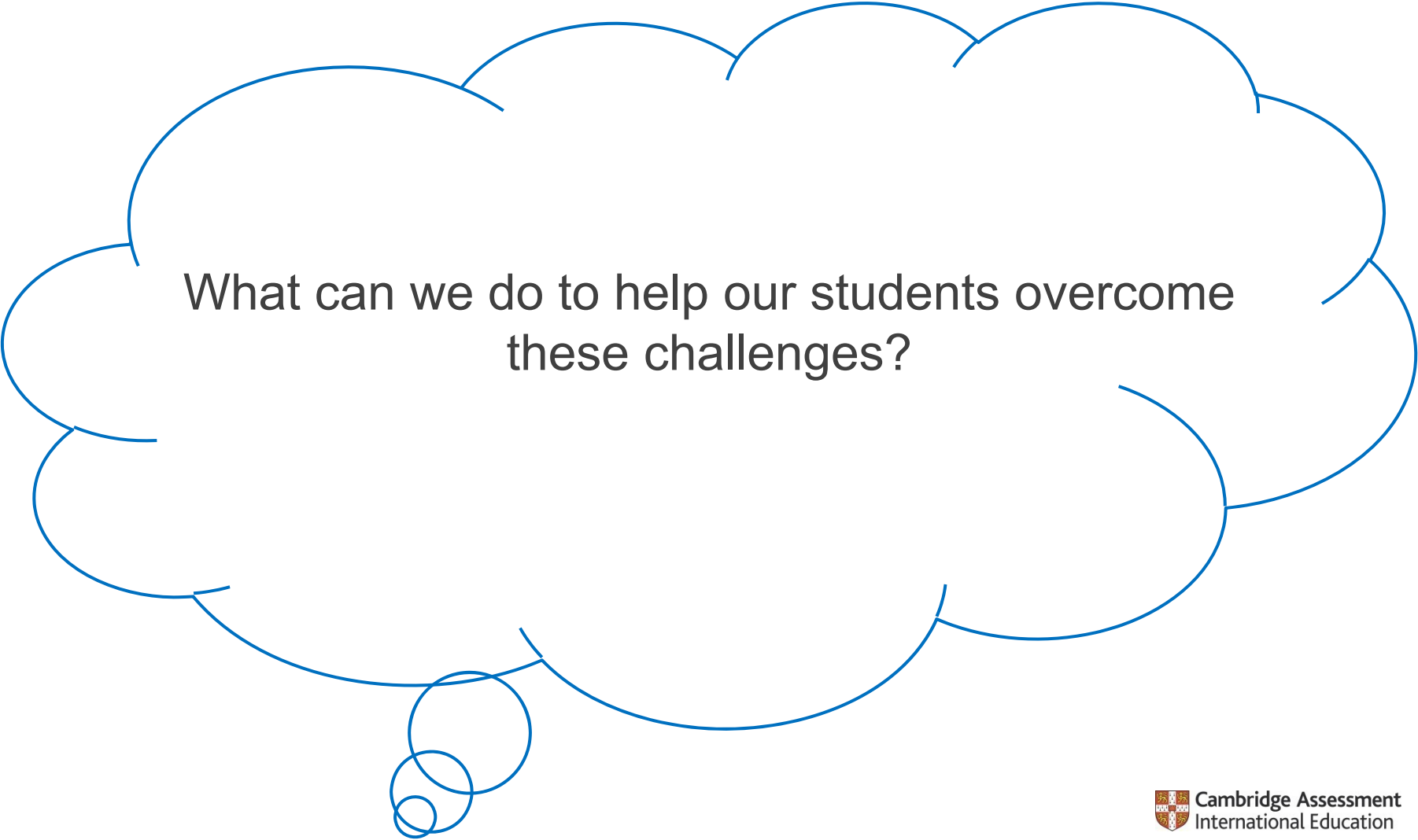





What are the main challenges your students face when learning through English?

What makes language difficult?

- ▶ Complex grammar
- ▶ Length of sentences
- ▶ Difficult vocabulary
- ▶ Subject specific terminology
- ▶ Multi-meaning words
- ▶ Unfamiliar contexts
- ▶ Pronunciation
- ▶ Confidence when expressing ideas verbally
- ▶ ??????



What can we do to help our students overcome these challenges?

Making language visible

- ▶ Matching exercises (word and definition, word and picture)
- ▶ Flashcards (pictures and words, words and definitions)
- ▶ Glossary (bi-lingual glossaries)
- ▶ Graphic organisers (tables, diagrams, flow charts, notebooks)
- ▶ Writing frames and substitution tables
- ▶ Word walls
- ▶ Peer teaching
- ▶ Sharing good practice
- ▶ ...

Substitution tables

Nitric acid Sodium bicarbonate Salt solution Citric acid Sodium hydroxide	is a	strong weak medium strength neutral	acid. alkali. substance.
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Making language visible

“Even teachers teaching through the L1 [first language] need to think about the fact that language is a vehicle for learning as a basic attribute of good pedagogy.”

(Hughes in Mehisto, 2012:96)



Support for bilingual learners

- ▶ Research
- ▶ Publications
- ▶ Case studies
- ▶ Professional Development Qualifications
- ▶ Online resources

learnenglish.britishcouncil.org

www.gamestolearnenglish.com

<https://www.cambridge-community.org.uk/professional-development/gswla/index.html>





Any questions?



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THANK YOU

