



# Oxford English for Cambridge Primary Course Guide

An international approach to language and literacy that covers all objectives in the Cambridge Primary English curriculum framework



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# *Oxford English for Cambridge Primary* is a six-level course which directly supports the LATEST Cambridge Primary English curriculum framework.

- **Clear learning objectives** ensure systematic development of core language and literacy skills
- **Thematic units featuring texts from around the world** provide a fantastic foundation to motivate students, keeping them engaged and building their confidence
- **Cambridge Primary Test Practice Book** facilitates effective revision practice for the Cambridge Primary Checkpoint Test to prepare students for exam success
- **Linked to our celebrated reading schemes *Oxford Reading Tree*, *Project X* and *TreeTops***, allowing you to accurately select levelled readers to further support discrete reading skills

## » **Expert author team**

Our experienced author team is well placed to ensure your Cambridge learners find this course challenging and appealing, helping you to build curious and collaborative thinkers.

Level **1** *Liz Miles* – Experienced educational author and children’s fiction writer.

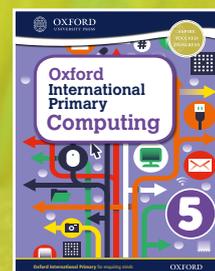
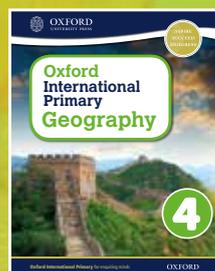
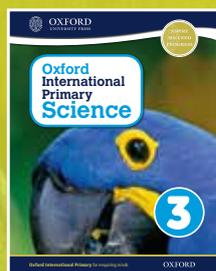
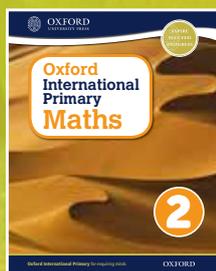
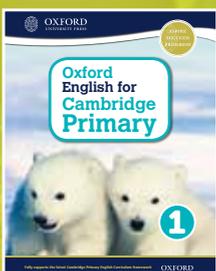
Level **2** *Sarah Snashall* – Ex-primary teacher with broad experience of working in international schools.

Levels **3** and **4** *Izabella Hearn* – Renowned and experienced writer with specialised expertise in English as a foreign language.

Level **5** *Alison Barber* – Examiner and teacher trainer with global reach.

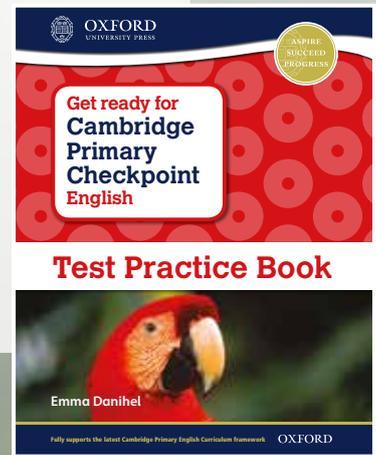
Level **6** *Emma Danihel* – Experienced examiner and author specialising in exam preparation.

Introducing the full suite of levelled primary courses with your multi-cultural classroom in mind.

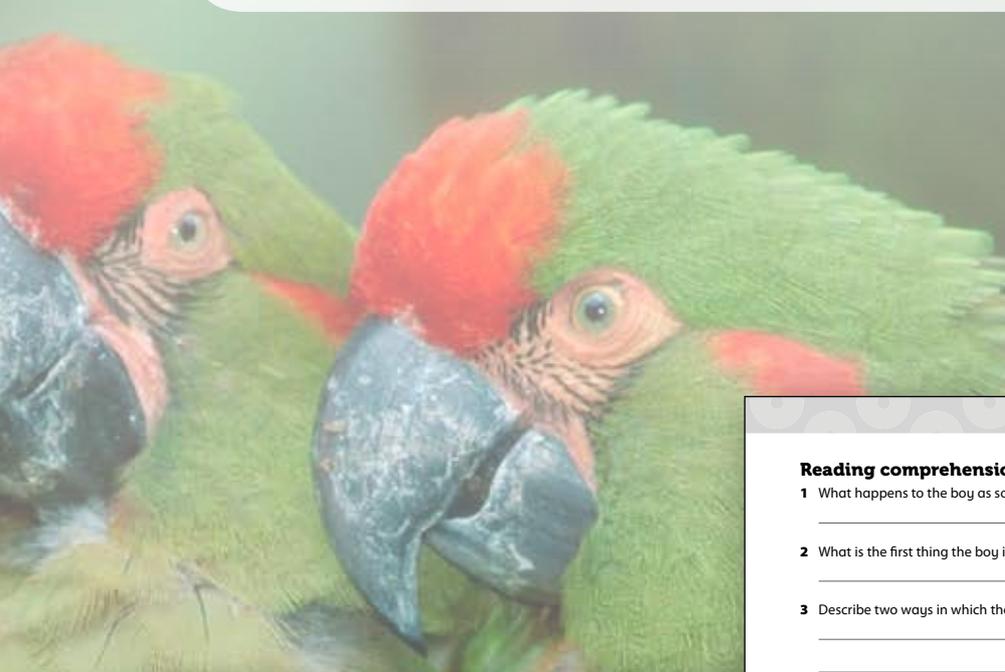


# Prepare your students for Cambridge Primary Checkpoint Test success

Ideal for use in class or at home with parents.



Question content and layout mirror the style of questions in the Cambridge Primary Checkpoint Test.



Reading and writing

## Fiction: character description

**The Storm**  
by Chris Priestley  
(Extract 3)

*The boy opens the door to let the stranger in.*

When I lifed the latch, it was all I could do to prevent myself being pinned to the wall by the violence of the opening door, and the roar of the storm and the sea crashing at the cliffs was such an assault on my senses that it took me a while to fully register the figure standing in the doorway, a flash of lightening throwing him into inky silhouette and almost seeming to shine through him in its intensity ...

'Jonah Thackeray doesn't forget a good turn. Pleased to meet you.'

'Ethan Matthews,' I said, taking the hand he offered, and finding it as cold and wet as a fishmonger's. He was comprehensively soaked, water dripping from him as readily as though he had just climbed from the sea.

'Come in,' I said. You'll catch your death out there.'

'I thank you kindly,' he said, stepping over the threshold, and I put my shoulder to the door and, after a struggle on the stone flags, managed to get it closed and bolted against the storm ...

When I turned to face the stranger, I was surprised to discover that he could not have been very much older than I was - 17 or 18 at most. He was dressed in the uniform of a midshipman (though hatless and in a somewhat old-fashioned style), with a black topcoat with brass buttons, and a white waistcoat and white shirt beneath. A sword hung from his hip.

There was a black silk neckerchief around his throat and the face above was handsome: dark eyes like those of a seabird set in a pale face and framed all about by jet-black hair that snaked downward in shining wet locks. A gold tooth glinted in his broad white smile. Catherine came and stood by me, peering round at him.

'An ...'

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Ensure your learners are prepared for the Cambridge Primary Checkpoint Test with this carefully structured resource, packed with revision activities and practice exercises to boost confidence.

### Reading comprehension

- 1 What happens to the boy as soon as he unlatches the door?  
\_\_\_\_\_ [1]
- 2 What is the first thing the boy is aware of when he opens the door?  
\_\_\_\_\_ [1]
- 3 Describe two ways in which the stranger's entry is made particularly dramatic?  
\_\_\_\_\_  
\_\_\_\_\_ [2]
- 4 What does the stranger's hand feel like to touch? How does the writer make this seem particularly unpleasant?  
\_\_\_\_\_ [2]
- 5 In your notebook, draw an illustration of the stranger. Label his clothes, accessories and facial features, using the description from the text.  
\_\_\_\_\_ [2]
- 6 Whose point of view is the story told from? How do you know?  
\_\_\_\_\_ [1]
- 7 Is the story set in the past or in the present? How do you know?  
\_\_\_\_\_ [1]

### Writing

In your notebook, continue writing your story from page 51.

*A stranger is knocking on the door of your remote cottage in the dead of night.*

*Who is it and what are they doing on the mountain in the middle of a stormy night?*

Here are some ideas to help you:

- How can you create a dramatic entrance for the stranger?
- How are you going to use all the senses (sight, hearing, taste, smell and touch) to describe the storm and the appearance of the stranger?
- Include some figurative language in your description, and use interesting adjectives.
- Include some dialogue in your story.



**Remember!**  
See page 34 for more information about dialogue (direct and indirect speech).

[10]

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#### Reading and writing

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# My Football Counting Rhyme

I kicked my football  
 Once against the wall  
 Twice in the bathroom  
 Three times in the hall  
 Four times in the kitchen  
 Five times at the door  
 Six at my sister  
 Then seven more  
 Eight against the gate  
 Nine against the slide  
 Ten against the greenhouse  
 And then I had to hide!

Paul Cookson



**Word Cloud**  
greenhouse

Student Book 2, Unit 3

## A Read and respond

Re-read **My Football Counting Rhyme**. Tick the box to say whether the sentence is true or false.

## B Read and respond

With a partner, read **On the Playground** and **My Football Rhyme** aloud. Then take it in turns to read out your favourite poem and say which poem you like best and why.

- ▶ He kicked the football six times in the kitchen.
- ▶ The football smashed the greenhouse glass.
- ▶ He had to hide the football.

## C What do you think?

With a partner, read the two poems again, this time clapping along with the beat or rhythm of the words as you read. Do you think the poems have strong rhythms. Which do you think has the strongest?

New vocabulary is highlighted allowing you to lead pre-reading discussions to get learners ready for reading extracts.

Non-fiction Reading

### The biography of Wilma Rudolph a story of determination

In 1960, Wilma Rudolph became the first American woman to win three gold medals at a single Olympic Games.

Born premature on 23 June 1940, in St Bethlehem, Tennessee, the twentieth of 22 children, Wilma was a sickly baby. As a child, she had many diseases, including polio. One result of this was that she developed difficulties with her left leg and had to wear a brace. It was with great determination and the help of physical therapy that she was able to walk without the brace by the age of 9. By the age of 11, she was playing basketball. Later in life, she would say "My doctors told me I would never walk again. My mother told me I would. I believed my mother."

While still at high school, Wilma qualified for the 1956 Summer Olympic Games in Melbourne, Australia. At just 16, she was the youngest member of the American team. She won a Bronze medal for the sprint relay event. After high school, she went to Tennessee State University where she caught the attention of coach Ed Temple. With his help, she became even faster on the track.

At the 1960 Olympics in Rome, she became the first American woman—white or black—to win three gold medals in one Olympics. She won, and set new World Record times in, the 100 metres, the 200 metres, and the 4x100-metre relay. Instantly, she became the most popular athlete of the Rome Games and an international track superstar. She was awarded Associated Press Woman Athlete of the Year in 1960 and 1961.

She retired from international competition soon afterwards and became a teacher and track coach. In 1963, she married Robert Eldridge. They had four children. Sadly, Wilma died of cancer on 12 November 1994. She was just 54 years old.

She is remembered for being one of the fastest women on the track and also as a powerful voice for African Americans and their struggle for equality.

**Word Cloud**  
equality

Glossary

**premature** born too early  
**brace** a metal device giving support

Ensure your learners are exposed to a broad range of authentic texts from around the world covering different genres and text types.

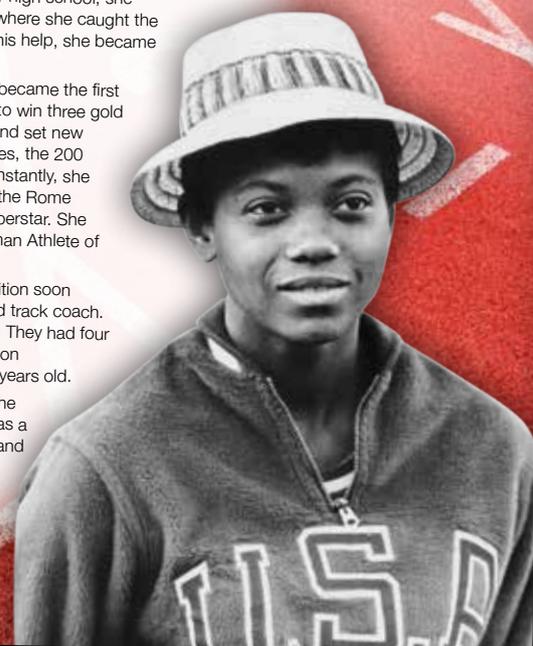
- 1 What is Wilma Rudolph's story about?
- 2 Why was it particularly difficult for her?
- 3 Who helped Wilma Rudolph?

B

- 1 What is the purpose of the opening paragraph?
- 2 In the biography above, match the main theme of the following sub-headings with the text.
  - a rising star
  - retirement
- 3 Listed below are some of the features in the text. Match them with the text.
  - a Important dates
  - b The past tense is used
  - c Written in the third person
  - d Quotations often used
  - e Time connectives
  - f Direct and indirect speech
  - g The writer may give an opinion

C Research a famous person so that you can write a biography.

- Make sure you include:
- ▶ When and where they were born
  - ▶ Their family, parents, and siblings
  - ▶ Their childhood
  - ▶ The major events in their life and why they are famous, successful, or well-known
  - ▶ How these events affected them
  - ▶ How are they remembered?
  - ▶ Any other important information you find out about them.



# 3

## Everyday poems

Read this poem aloud.

I kicked my football  
 Once against the wall  
 Twice in the bathroom  
 Three times in the hall  
  
 Four times in the kitchen  
 Five times at the door  
 Six at my sister  
 Then seven more  
  
 Eight against the gate  
 Nine against the slide  
 Ten against the greenhouse  
 And then I had to hide!

Paul Cookson



Full audio for all stages available online.

Self-assessment and differentiation is integrated into the learning resources.

Workbook 2, Unit 3

### Non-fiction Comprehension

#### Discussion time

Sport can be used to build bridges between people, countries and communities. Discuss why you agree or disagree. Use connectives to order your points and ideas.

#### A Read and respond

Answer these questions about the second verse of the poem.

- Which room does the boy kick the ball in? \_\_\_\_\_
- How many number words can you find in this verse? \_\_\_\_\_

Remember, words that rhyme have the same sound at the end.



#### B Read and respond

- Find three words that rhyme in the first verse and write them here.  
 \_\_\_\_\_
- Which word is repeated three times in verse 3?  
 \_\_\_\_\_

#### C What do you think?

In *My Football Counting Rhyme*, the boy says he had to hide. Why do you think he felt he had to do this? Do you think he was right to hide, or should he have owned up to breaking the glass?

\_\_\_\_\_

\_\_\_\_\_

All student resources follow the Cambridge Primary English scheme of work.

Ball Counting  
 favourite line

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>



### nsion

Who is most famous for?  
 Why is it so impressive that Wilma achieved so much?  
 How did she develop her talent?

What is the purpose of a biography?  
 How are paragraphs used? What is the purpose of the opening paragraph? What is the purpose of the closing paragraph?  
 How are the paragraphs of each of the other paragraphs to one of the paragraphs?

Paragraphs are used to write about a person's life. They are written in chronological order. They are used to describe the person's life and to link ideas and paragraphs. They are used to describe the person's life and to link ideas and paragraphs. They are used to describe the person's life and to link ideas and paragraphs.

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Write a biography about a famous sports person, living or dead.

Write a biography about them. Include information about their life – getting married, their main sporting events etc. How did they become famous? How did they spend their time? How did they spend their time? How did they spend their time?



# Teacher's Guides with CD-ROM

Learning objectives explain the specific focus of each lesson and demonstrate how to assess ability at the end of the lesson.

Plenty of step-by-step guidance and extra resources for teachers including:

- Lesson plans
- Planning and assessment charts
- Photocopy masters
- Child-friendly learning objective powerpoints (Stages 1 and 2)
- Answers

Includes brand new framework codes for the latest Cambridge Primary English syllabus.

## 1 Learning objectives

- (6Rv1) Recognise key characteristics of a range of non-fiction text types.
- (6Rv4) Compare the language, style and impact of a range of non-fiction writing.
- (6Rv5) Explore autobiography and biography, and first and third person narration.

Remember to display the child-friendly learning objectives to the class along with the child-friendly checklist that students can use to assess how well they achieve it.

**We know that we have achieved this because:**

- We can recognise the key features of a biography.
- We know the purpose of a biography.

## 2 Non-fiction Reading notes

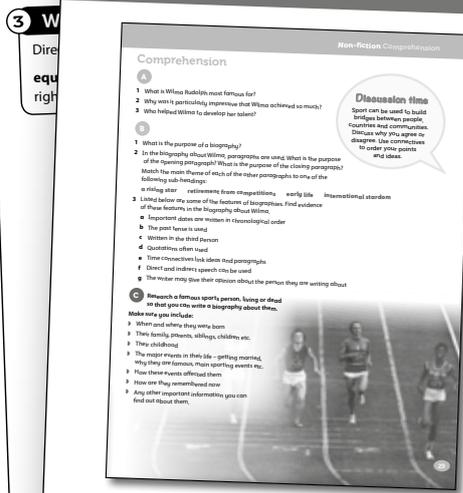
Share a range of biographies with the students. These could be in the form of short books, on-line biographies or in newspapers (i.e. obituaries). **Ask:** What do biographies have in common? Elicit key dates in chronological order, past tense, third person, quotations, time connectives, direct/indirect speech etc.) Display students' ideas on the board.

Introduce Wilma Rudolph. Explain that black people did not have many rights in 1940s America. Although there was some beginning of a movement for Civil Rights the average African American was still facing the daily struggle of oppression. Born, as she was, into such a large family, there would be little money for hospital fees and no government subsidies to pay for treatment.

Before reading the biography, students could research what life was like for an African American growing up in the 1940s in America. Explain that in 1940 there was segregation and black people did not have the same rights as white people. Some people though realised this was wrong and were campaigning for equal rights.

Read the text while students follow in their books. Ask students to list words they are unsure of. Then list these on the board to explain to the whole class.

Read out the Glossary definitions and ask students to locate the terms in the text. Ask students if there are any other words that should go in the Glossary or Word Cloud.



## Non-fiction Comprehension

- 2nd paragraph – early life
  - 3rd paragraph – a rising star
  - 4th paragraph – international stardom
  - 5th paragraph – retirement from competitions
- 3** Elicit students' examples from the text and write these on the board.

**C** Students choose a sports personality, either dead or alive, that they would like to write about. They should research the subject as fully as possible on the Internet and make notes that they can use to write their biographies in a chronological order. Students write their biographies. They could use the examples give B3 to check their work against success criteria.

## 5 Discussion time

Ask students if they think sport is a good way to promote equality and understanding between people of different nationalities or social class? Do sports people make worthy heroes/heroines? Can they think of other sports people who have been exemplary representatives for their country?

Plenty of support and suggestions to help develop writing skills.

## 4 Student Book teaching notes and comprehension answers

Working in pairs, students re-read the extract in order to find evidence for the answers.

- A**
- Answers:**
- 1 Wilma Rudolph is most famous for being the first woman to win three gold medals at a single Olympic Games.
  - 2 It was particularly impressive that Wilma won the three races as she had been unable to walk without a brace when she was a child.
  - 3 Her coach, Ed Temple, helped Wilma to develop her talent.

- B**
- Answers:**
- 1 The purpose of a biography is to describe somebody's life.
  - 2 The purpose of the opening paragraph is to explain who is being written about and why he or she is famous.

Features built-in support for both EAL and ESL learners.

Inquiry and critical thinking skills are practiced and nurtured throughout all six stages.



International Professional Development

Oxford can support you in getting the best from your Cambridge Primary students through inspirational and practical training workshops.

To find out about other events happening near you or to discuss your specific training needs, please contact our dedicated International Training team: [training.international@oup.com](mailto:training.international@oup.com) +44 1865 354520



# Oxford Reading Tree

Proven support for reading matched to the Cambridge Primary English curriculum framework

## Trusted and loved by millions of teachers worldwide

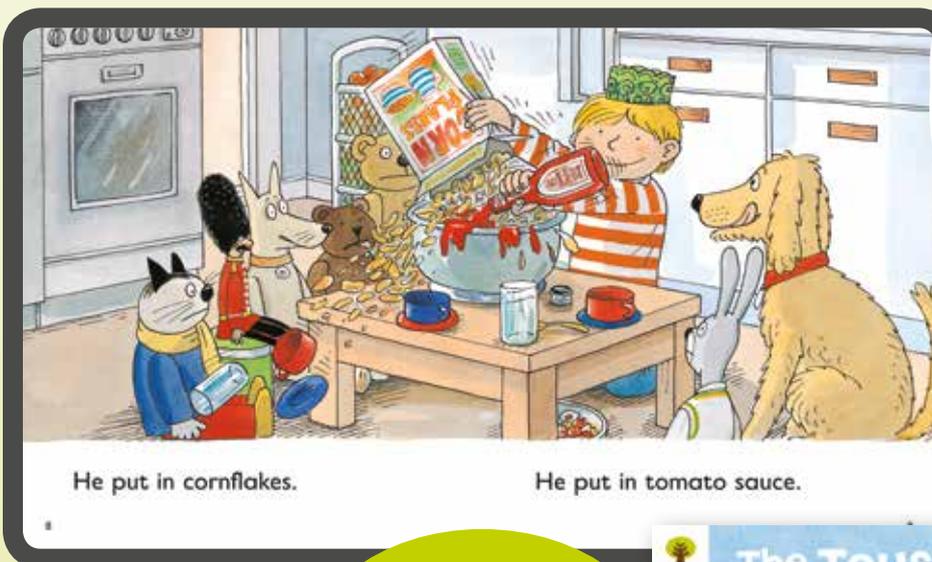
Use *Oxford Reading Tree*, *Project X* or *TreeTops* alongside *Oxford English for Cambridge Primary* to further support the reading strand of the Cambridge Primary English curriculum framework and ensure reading confidence.

- **Carefully levelled using the unique Oxford Reading Levels** allowing you to confidently assess all your learners and match them to the right book to move them on
- **Breadth and variety** – from phonics teaching through to richer reading, your learners will enjoy plenty of opportunity to broaden their reading experience
- **Unique online teaching resource** – find all the teaching support and activities you need including eBooks and full teaching notes on [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)

Helping you with free eBooks, inspirational resources, advice and support



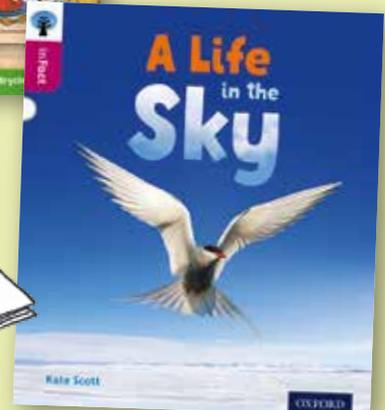
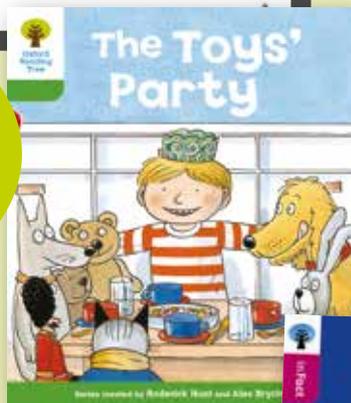
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[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)



He put in cornflakes.

He put in tomato sauce.

Enjoy engaging stories in print format, and eBook format on Oxford OWL



Go to [www.oxfordprimary.com](http://www.oxfordprimary.com) for full details of *Oxford Reading Tree*, *Project X* and *TreeTops*



# Oxford English for Cambridge Primary

Fully supports the **LATEST** Cambridge Primary English curriculum framework  
Audio for poems and extracts provided online

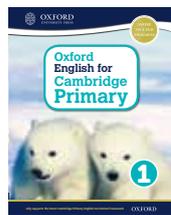
OXFORD READING LEVELS

## STAGE 1

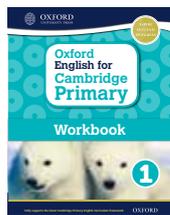
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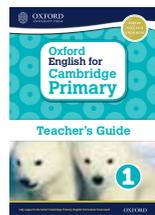
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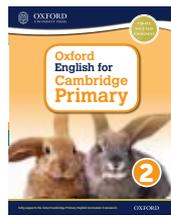
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## STAGE 2

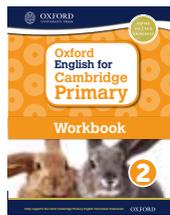
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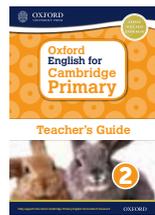
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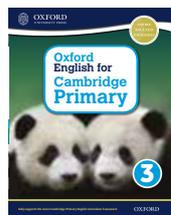
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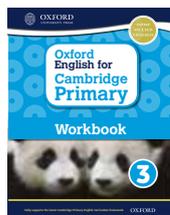
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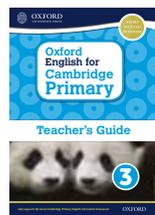
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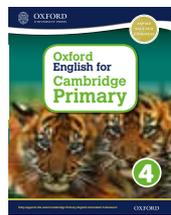
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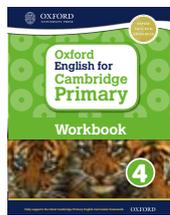
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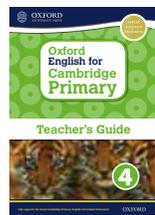
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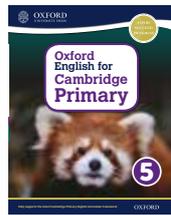
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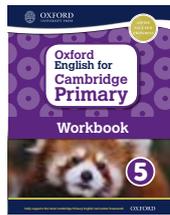
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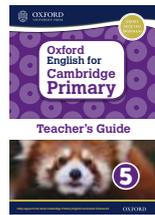
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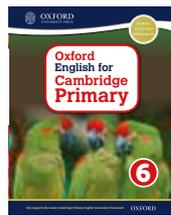
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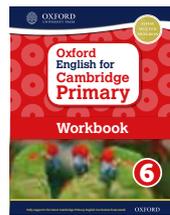
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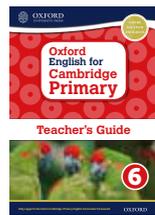
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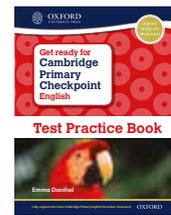
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The reading schemes below further support the reading strand of the Cambridge Primary English curriculum framework and provide richer reading for your pupils.



Oxford Reading Tree

