Developing English through the Cambridge 5–14 Curriculum

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Cambridge Schools Conference
September 2017
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

<table>
<thead>
<tr>
<th></th>
<th>Primary</th>
<th>Lower Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Reading and Usage</td>
<td>40 minutes 30 marks</td>
<td>50 minutes 45 marks</td>
</tr>
<tr>
<td>Paper 2: Writing</td>
<td>40 minutes 35 marks</td>
<td>50 minutes 35 marks</td>
</tr>
<tr>
<td>Paper 3: Listening</td>
<td>Approx. 25 minutes 20 marks</td>
<td>Approx. 45 minutes 30 marks</td>
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</tbody>
</table>
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
- …
<table>
<thead>
<tr>
<th>Nitric acid</th>
<th>is a</th>
<th>strong weak medium strength neutral</th>
<th>acid. alkali. substance.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sodium bicarbonate</td>
<td>Sodium hydroxide</td>
<td>Salt solution</td>
<td>Citric acid</td>
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</tbody>
</table>
“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

[Website links]
learnenglish.britishcouncil.org
www.gamestolearnenglish.com
https://www.cambridge-community.org.uk/professional-development/gswla/index.html
Any questions?
THANK YOU