Welcome to Cambridge Primary Path Second Edition

For a Future Full of Opportunities

On their path through seven levels, young learners encounter a rich variety of language and develop the skills they need to become articulate speakers and writers of English. Authentic material and tasks contextualize the language and encourage children to work collaboratively to explore, solve problems, and think deeply.

Extensive reading, real-world videos, animations, and Big Challenge projects guide children through the Big Questions. Why *do* we need to take care of nature? What *is* a family? How *does* our planet change?

How have we enhanced the course?

For this new edition, we asked teachers what's great about Cambridge Primary Path and how to make it even better. New print and digital features support teaching and learning with more visual material, interactivity, and stimulating challenges.

New Print Features

Oracy Poster Packs	STEAM Projects	Printed Oracy Cue Cards

Oracy Extension Activities

New Digital Features

Grammar Time Animations	Story Time Animations	Kahoots
STEAM Extension Worksheets	Oracy in Action Videos	

Oracy Pack for Teachers with Teacher Training Videos

Three Pillars

Cambridge Primary Path is founded on three key research-based pillars that are fundamental to long-term learning success.

This unique combination of pillars ensures children learn in a fulfilling environment that builds the skills they need to thrive, now and in the future.

Oracy

Literacy-based Approach

Creativity

The skill of communicating confidently in a variety of situations is integral to making the most of life's opportunities. Cambridge Primary Path's oracy syllabus is based on our unique Oracy Framework, developed together with experts from the University of Cambridge. Through observing and practicing oracy in action, students develop the physical, cognitive, and social-emotional skills needed to become effective collaborators and communicators.

Channeling children's natural curiosity gives them the tools to investigate and go beyond learning facts. Authentic fiction and nonfiction texts explore a range of genres and facilitate the development of advanced reading skills, ensuring students are on the path to becoming fully literate in English. As they develop a rich vocabulary through reading, they improve their ability to understand and express thoughts and ideas in a variety of written forms.

Adopting a creative mindset is known to facilitate learning. Activities in Cambridge Primary Path are developed around creativity principles that encourage students to experiment, immerse themselves in tasks, and find the fun in learning about the world. They learn to think critically, solve problems, and express themselves freely. Each child has a Creative Journal to use in their own way and during their own time.

Oracy

What is oracy?

Oracy refers to the skills and behaviors involved in using spoken language to communicate and collaborate effectively. They are not only linguistic skills, but the physical, cognitive, social, and emotional skills we use when listening, speaking, and working together.

Oracy is important because we all need to know how to use talk to think effectively together. For example, actively listening to the opinions of others, taking turns, and using discussion ground rules ensures that group work is effective and truly collaborative. Oracy skills are not specific to any language or culture. Once acquired, they easily transfer to other languages and situations across the curriculum.

The Cambridge Approach to Oracy

The unique Cambridge approach to oracy across our pre-primary, primary, and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The Oracy Cambridge center serves to promote oracy in schools and in wider society by providing training and consultancy, writing government papers, organizing conferences, and publishing numerous handbooks and papers.

Lyn Dawes

Neil Mercer

How is oracy taught?

It's useful to think of oracy as having two aspects. The first concerns a teacher's use of talk (spoken language) in the classroom to enable the interactive process of learning. In other words, the teacher's talk provides a model for children to follow. This is called dialogic teaching.

The second concerns the explicit teaching of spoken language skills to students: helping them learn how to talk. For instance, teachers can show students how to ask effective questions or how to give their opinion. This is called oracy education.

Learning Through Talk
Using talk effectively for teaching and learning

Dialogic Teaching

Learning Through Talk

Learning How to Talk

Learning How to Talk
Developing children's spoken language skills

Oracy Education

What is the Oracy Skills Framework?

Cambridge Primary Path's oracy syllabus is built around our unique **Oracy Skills Framework** developed in collaboration with Neil Mercer of Oracy Cambridge. The framework distinguishes between physical, cognitive, and social-emotional skills and provides can-do statements to measure achievement. Students' oracy proficiency is then

mapped as follows: Foundation (by end of Foundation Level); Apprentice (by end of Level 2); Developing (by end of Level 4); Confident (by end of Level 6).

The Oracy Skills Framework is included in the Oracy Pack for Teachers.

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What are the benefits of oracy?

Life Skills

We need oracy at all ages and in all aspects of our lives, whether it's at school, at home, at work, or in our communities. From a young age, children need to develop oracy skills to give them an advantage in all interactions, whether formal or informal. A range of oracy skills are needed in different situations, including:

- ✓ listening actively
- ✓ recognizing key messages
- ✓ responding appropriately
- ✓ interpreting what someone is saying
- ✓ communicating through speech or through body language

Educational Goals

Research shows that the quality of a child's early language experience is a powerful predictor of future educational achievement. When students work in a group and collaborate, well-designed talk activities encourage active learning in the following ways:

- ✓ Listening actively to the ideas of others helps learners build on their own ideas.
- ✓ Opportunities for questions and discussion encourage children to think critically.
- ✓ Developing ideas through talk provides opportunities for learners to add more to their written answers.
- ✓ Using vocabulary and terminology while speaking develops learners' confidence to use them in their written work.
- ✓ Trying to put their thoughts into words can help learners clarify their own understanding.

Well-being

Research also shows that children who are regularly and actively involved in discussions have more positive attitudes about school.

- ✓ Offering learners more opportunities to engage in discussion will help them improve their social and emotional awareness and lead to better human connections.
- ✓ Understanding how to listen can help form healthier and more respectful relationships in which each person has a voice and each person is prepared to listen.
- ✓ Learners who can express themselves will be better equipped to identify their problems and have the confidence to reach out when they need support.

How has oracy in Cambridge Primary Path Second Edition been expanded?

Cambridge Primary Path's groundbreaking **Oracy Program** has been further enhanced in the Second Edition with printed Cue Cards, Oracy in Action videos, Oracy Posters, Oracy Extension activities, and an Oracy Pack for Teachers.

How do we approach oracy in the course?

1. Establishing Ground Rules

In the first unit of every level, the oracy lesson focuses on establishing general ground rules to be referenced throughout the school year. Ground rules are the outcome of student-centered discussions. They provide a framework for ongoing self- and peer-assessment.

2. Introduction of Oracy Skills

Every unit in *Cambridge Primary Path* focuses on a **specific oracy skill** based on our **Oracy Framework**.

Each oracy skill is presented and demonstrated through an interactive **oracy animation** featuring Oracy Morris and his students.

Liam   Jack   Emma   Kate

Oracy Morris
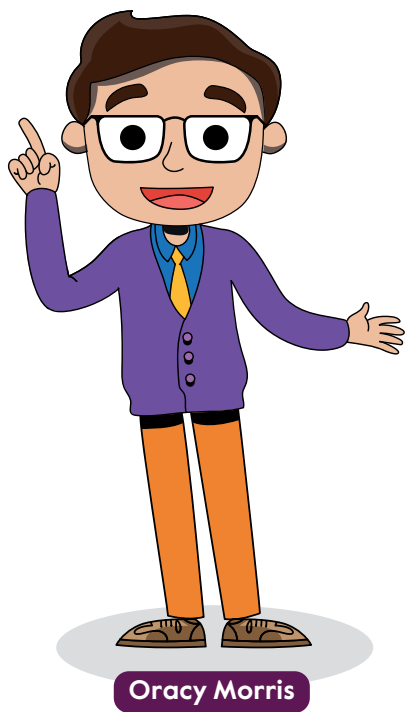
3. Scaffolding for Oracy Practice

Functional language is featured on printed **Cue Cards** that students use to support their practice.

11
In my opinion ...

16
That's a good point.

15
What do you think?

10
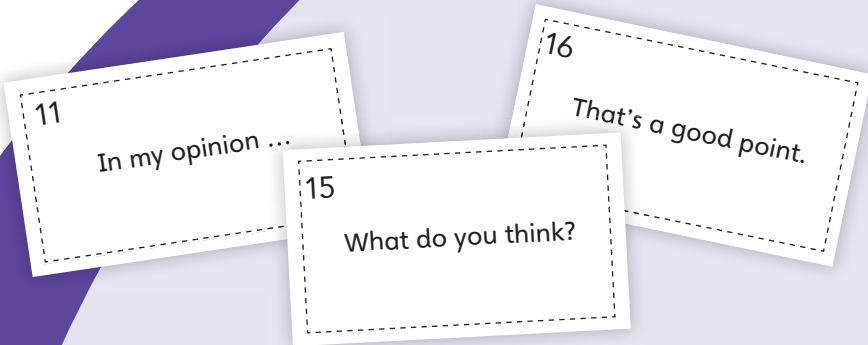
4. Targeted *Oracy Time!* Activities

Students practice the featured oracy skill with activities highlighting real-world topics

5. *Check Your Oracy!* Evaluations

Learners do self- or peer-evaluations upon completion of *Oracy Time!* activities. Frequent evaluations help students become more self-aware of their oracy skills.

6. Oracy Skills Reinforcement

Oracy skills are reinforced throughout the course through **Oracy Reminders** and **Oracy Extensions**.

✓ **Oracy Reminders**, signaled by the animated characters, are sprinkled throughout the Student's Book.

> **Don't forget to ask follow-up questions!**

✓ **Oracy Extensions** in every unit of *Cambridge Primary Path Second Edition Teacher's Edition* extend and solidify students' oracy skills.

> ⭐ **Oracy Extension**
>
> **Talking Point: Sunny days are boring.**
> Review Cue Cards 1–3 and 7–9. Put students into small groups and have them discuss the Talking Point, explaining what they like and don't like about sunny days.

Oracy Resources for Teachers

Oracy Poster Packs feature full-color posters on key topics such as Ground Rules, Talking Points, Self- and Peer-Assessment, and Oracy Roles. Tips and tricks on how to exploit the Oracy Posters are included in the **Oracy Teacher's Pack**.

The **Oracy Pack for Teachers** is a digital resource that offers practical support, including teaching tips and tricks, guided questionnaires, assessment grids, and downloadable content, such as oracy warm-ups and games. This pack includes *Oracy: A Guide for Teachers* and teacher training videos.

7. Oracy Review & Assessment

✓ **Oracy in Action videos** feature unscripted group work and presentations from real *Cambridge Primary Path* classrooms. These videos provide a springboard for students to reflect on their own oracy skills and identify ways to improve.

✓ **Oracy Performance Tasks** are scaffolded collaborative activities, discussions, and presentations that give teachers and students the opportunity to assess progress. There are three performance tasks per level. Downloadable oracy assessment grids facilitate individual and group evaluation.

Literacy

What is the literacy-based approach?

Literacy develops in children's first language when they acquire oral language and then learn to read and write. However, in a second language, children require more support to acquire literacy.

The course's literacy-based approach provides essential language support. First, students **learn to read** in English, mastering phonics, spelling, and expanding their vocabulary. Then, as they learn to dig deeper and think critically about texts, students begin to **read to learn** in English to access information about the world.

How do we approach literacy in Cambridge Primary Path Second Edition?

The core content is built around extended reading. Every unit features a real-world text and a four-page story. This balance between nonfiction and fiction develops well-rounded readers by stretching their knowledge of real-world topics and developing their imagination.

Through the reading texts, students are taught **reading strategies, vocabulary**, **grammar in context, phonics** (Levels 1–3), and **spelling and word patterns** (Levels 3–6).

Reading Strategies

The course equips students with reading strategies so they become better, more confident readers. Each unit focuses on one to two reading strategies, such as comparing and contrasting, summarizing, and identifying the author's purpose. These strategies give students a range of techniques to probe the text's meaning.

Rich Vocabulary

Vocabulary is crucial for reading comprehension. Learners need to understand most of the words in a text to grasp its full meaning. Students also need specialized vocabulary to learn new content. Developing both is central to the course.

Students acquire a rich vocabulary through leveled reading. Each text includes everyday functional vocabulary and content-specific academic words. Key Words are presented and practiced before reading. Students also practice deducing the meaning of words in context.

Phonics, Spelling, and Word Patterns

Phonics instruction helps young readers understand the relationship between graphemes (letters and letter combinations) and phonemes (individual speech sounds). In this way, students learn to decode words and read. As they progress, students master spelling patterns through guided word study.

Grammar in Context

Learners need explicit grammar support to tackle higher-level input in a second language. Students learn best when language is contextualized, so they first see the target grammar in the readings. Each grammar point is supported in the following ways:

- ✓ **Grammar Time animations** introduce the structures in context and provide interactive follow-up activities.
- ✓ The **Activity Book** features two pages of practice per grammar point.
- ✓ The **Grammar and Writing Workbook** contains further practice and reinforcement.

Structured Process Writing

Students read and analyze a range of text types as part of a structured writing program.

- ✓ In the **Student's Book**, students analyze different model text types and genres. **Ready to Write** (Foundation Level), **Learn to Write** (Levels 1–2), and **Improve Your Writing** (Levels 3–6) sections reinforce writing skills, such as capitalization and punctuation.
- ✓ In the **Activity Book**, students progress through a four-step process writing program in which they plan, write, and edit their own texts.
- ✓ The **Grammar and Writing Workbook** provides additional structured writing opportunities.

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How is literacy taught in the course?

In *Cambridge Primary Path Second Edition*, we support budding readers through **dialogic reading**—a student-centered approach in which teachers use questions and prompts to foster an interactive dialogue. Dialogic reading compels students to think critically about the text. Dialogic reading prompts initially come from the teacher, but with practice, students start to ask their own questions when reading independently. In the Teacher's Edition, you'll find questions and prompts to guide students effectively.

How can I enrich my students' learning with more reading and vocabulary?

Cambridge Primary Reading Anthologies are the ideal reading supplement for schools using *Cambridge Primary Path Second Edition.* The beautifully illustrated stories and nonfiction texts align perfectly with Primary Path's nine-unit structure and center around the same Big Questions. That means students have a solid context for the readings. Key Words from Cambridge Primary Path are strategically recycled, and new vocabulary is introduced. Students revisit the reading strategies from Cambridge Primary Path to further strengthen their reading skills.
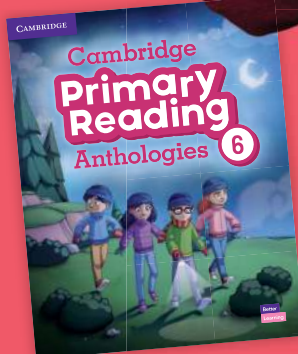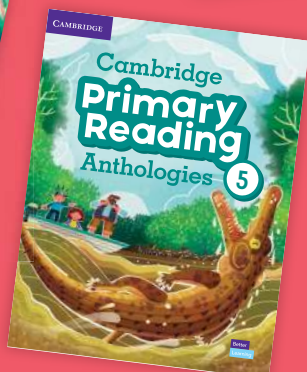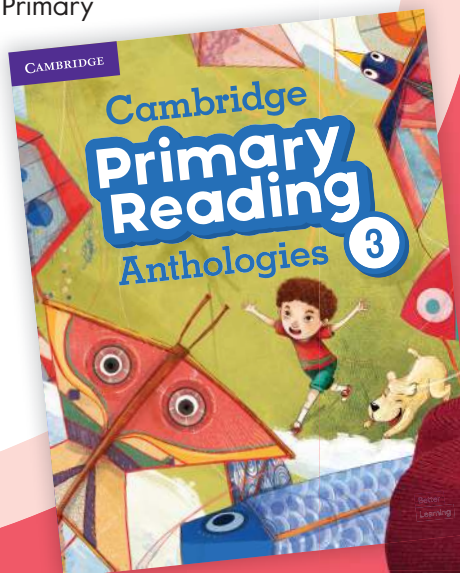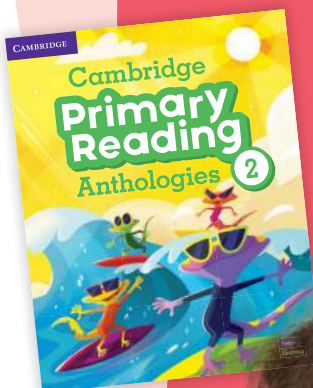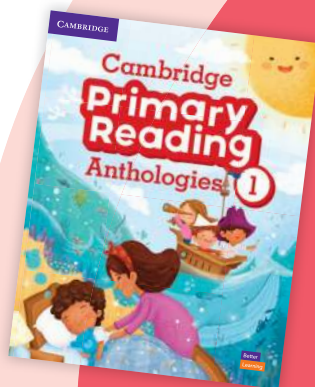
Creativity

What are the benefits of promoting creativity in children?

Learning is about experimenting: trying new things and exploring different perspectives. Adopting a playful, creative mindset helps students become better critical thinkers and innovators.

Students focus, analyze why some things do and don't work, and consider new approaches. They are encouraged to bring their unique perspectives to the table and apply their creative problem-solving skills inside and outside the classroom.

Reasons Building Creativity is Good for Kids

1. Creativity promotes critical thinking, problem-solving, and innovation.

2. Creativity lets kids express themselves.

3. Creativity encourages kids to take risks and learn from their mistakes.

4. Creativity lets kids relax and learn in a different way.

5. Creativity motivates kids to keep learning throughout their lives.

6. Creativity helps kids to focus better.

7. Creativity allows kids to have fun and enjoy tasks!

How do we approach Creativity in Cambridge Primary Path Second Edition?

Cambridge Primary Path is full of activities that nurture students' creativity. These activities, developed by educator and author Paul Drury, are built around the following principles:

1. **Flow:** Concentrating so hard on a task that you become totally immersed and lose track of time.

2. **Focus:** Doing just one thing, without distraction.

3. **Try, Try, and Try Again:** Finding new ways to solve problems and realizing that your mistakes are part of the creative process.

4. **A Different Point of View**: Making the effort to see things in a different way.

5. **Take a Break:** Leaving a task, especially when stuck, and coming back later to consider new possibilities.

6. **Why, Why, Oh Why? (or Questions, Questions, Questions):** Being inquisitive encourages you to be open-minded and consider multiple perspectives.

7. **Start All Over Again:** Starting all over again when you get stuck helps you to understand why something didn't work.

The Creative Journal

This unique component gets students thinking and working creatively in class or at home.

✓ The first two pages of each unit encourage students to manipulate the topics or language in non-conventional ways.

✓ On the third page, a short reading text or new input linked to unit topics highlights real-world situations from an unusual perspective.

✓ On the fourth page, students play with the content and really get their imaginations running!

✓ Creative Blasts every three units provoke bursts of outside-the-box thinking.

There is no right or wrong way to use the Creative Journal, but these recommendations maximize its benefits:

✓ First do some pages in class by displaying the content in Presentation Plus. Once students understand the approach, they'll enjoy using the journal on their own.

✓ Encourage students to personalize their Creative Journal and truly own it. Each page has instructions and examples, but they are not rules. If students want to adapt the activities, all the better—they're being creative!

✓ Some activities can be done quickly, others slowly. In all cases, it's the process that's important, so give students the time to enjoy it.

✓ The activities can be done individually or in pairs/groups and shared in class. Remember, creativity can be a personal matter, so some students may not feel comfortable sharing.

Build Creativity! in the Teacher's Edition

Build Creativity! activities in the Teacher's Edition break the routine and offer further opportunities to develop students' creativity. Use them whenever you see fit.

Creativity in the Classroom

I don't feel very creative! How can I help my learners be creative?

We're all creative, but we might not have much practice! Creativity isn't about being an artist; it's about seeing the world and its challenges in new ways. It's about believing that all problems have solutions and that the real challenge is to discover them. The best thing you can do for your students is to ask them questions and give encouragement: *Why? How? Why don't you try again?*

How can I persuade parents about the importance of creativity?

Parents want their children to be happy and prepared for the future. Developing students' creativity meets those objectives by shaping students into critical thinkers and problem-solvers. Students will learn how to focus, consider different perspectives, and solve puzzles—all while having fun!