

Transitioning from PLSC to iPrimary

This document is designed to help Primary schools moving from the Primary Lower Secondary Curriculum to iPrimary.¹ It indicates iPrimary objectives from Years 3 to 6 that will not have been covered by PLSC by your point of transitioning and may need separate teaching to provide students with a solid base for their learning. The curriculum document will provide further examples of what each objective looks like in practice.

Your Year group	Additional iPrimary objectives to teach	How you can address these
Year 4	<p>Spoken Language</p> <p>Y3: Give brief descriptions using two or more linked sentences.</p> <p>Y3: Participate in discussions when invited to do so by the teacher.</p> <p>Y3: With some guidance, take on the role of a character from a play or other text using some knowledge of conventions.</p>	<p>Encourage students to discuss their weekends, a favourite family member, or activity they have taken part in. This could be for five minutes at the start of each day. Students can listen and respond to each other's descriptions with appropriate questions.</p> <p>When reading a story to the students, ask them to pretend to be a character and encourage them to think about how that character would respond. Ask questions like: <i>How do you feel about that? What did you do next?</i></p>
	<p>Reading</p> <p>Y3: Retell two events from a story or sequence in the correct order.</p>	<p>Ask students to describe their day – what sequence of activities or events led up to the point they are at now? This can be linked to the spoken language discussion above.</p>

¹ PLSC teaching only started from Year 3 so any classes beginning iP from Years 1, 2 or 3 will not require a transition document. Instead teachers should simply be aware that students may require a longer period of learning upon their first encounter with an objective or concept. For Years 1, 2 and 3 teachers should refer to the whole curriculum document to see the learning objectives leading up to their current year group.

	<p>Writing</p> <p>Y3: Use present- and past-tense forms of regular verbs in writing.</p> <p>Y3: Use subject and object pronouns instead of noun/noun phrases.</p>	<p>Help students to become familiar with present and past tense verbs by modelling this in conversation. Ask what they are doing now, and what they <i>have</i> done. Model and correct as needed.</p> <p>Model the use of pronouns and nouns in conversation and in your instructions to the class. Encourage students to use them in their descriptions and discussions.</p>
Year 5	<p>All of Year 4 additional objectives (above) plus:</p> <p>Spoken Language</p> <p>Y4: Present information on a given subject, alone or in a group.</p>	<p>Ask students to be prepared to talk about, for example, their weekend, an interesting activity, or a party they have been to. Give them notice of this so they can prepare a short talk, supported or unsupported by prompts.</p>
	<p>Reading</p> <p>Y4: Identify adverbs of manner and talk about their impact.</p> <p>Y4: Recognise the link between a possessive determiner and a possessive pronoun.</p>	<p>When reading stories or descriptions with students, be sure to point these out and explain how they work.</p> <p>Give example pairs of sentences, e.g. <i>That is <u>my</u> pen</i> and <i>That pen is <u>mine</u></i>, or <i>That is <u>your</u> book</i> and <i>That book is <u>yours</u></i>. Discuss the similarities and links with the students.</p>

	<p>Writing</p> <p>Y4: Write legibly, joining some letters.</p> <p>Y4: Know how to move a word or phrase to improve the sense of a text.</p> <p>Y4: Use possessive determiners accurately in writing.</p> <p>Y4: Use possessive pronouns accurately in writing.</p> <p>Y4: Write sentences showing grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns.</p> <p>Y4: Use a colon to introduce a list.</p>	<p>Remind students of the need for legible handwriting before any piece of writing (no matter how small).</p> <p>Practise moving around any sentences that aren't ordered correctly by cutting and pasting.</p> <p>Model the use of determiners and pronouns for students in shared writing and speech.</p> <p>Ask students to describe what they did at break time or lunch time, individually and as a group, e.g. <i>I <u>was</u> happy the other girls <u>were</u> playing football too.</i></p> <p>Model this use when writing instructions on the board for students.</p>
Year 6	<p>All of Year 5 additional objectives (above) plus:</p> <p>Spoken Language</p> <p>Y5: With support, give a well-structured description or narrative account.</p>	<p>Encourage students to describe a hobby or activity in detail. Students may also describe the plot of a favourite or recently read book.</p>

	<p>Reading</p> <p>Y5: Understand and explain how different text features can convey information.</p>	<p>Read and share non-fiction with students, pointing out text types. Model using contents, index, captions, etc. to find information.</p>
	<p>Writing</p> <p>Y5: Use a range of adverbials, including fronted adverbials, to join ideas.</p> <p>Y5: Use demonstrative determiners appropriately in writing.</p> <p>Y5: Use present- and past-tense forms of all verbs (including progressive, perfect and passive verbs), largely maintaining tense consistency, across a piece of writing.</p> <p>Y5: Use prepositional phrases to add detail to expanded noun phrases.</p> <p>Y5: Use relative pronouns to introduce relative clauses in writing.</p> <p>Y5: Show grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns with some accuracy across a piece of writing.</p>	<p>Model the use of adverbials in writing and in oral descriptions, point out features when sharing stories.</p> <p>Model and encourage students to use <i>these, that, those</i> or <i>this</i> in writing and conversation to modify a noun.</p> <p>Encourage students to discuss hobbies and activities in pairs, then report on their partner's activities to the class. Encourage students to use correct verb forms and tenses and model where necessary.</p> <p>When students describe each other, or each other's activities, encourage and model the use of relative pronouns, e.g. <i>This is Aisha, who is my best friend.</i></p> <p>Model the use of irregular verbs and point them out when they appear in writing. Ask students to play Word Tennis in pairs, where one child begins by saying, e.g. <i>I am running</i>, their partner replies with <i>You are running</i>, then <i>We are running</i> and so on...</p>

	<p>Y5: Use brackets and dashes to show parenthesis, understanding that dashes are the more informal form of punctuation.</p>	<p>Point out the use of brackets and dashes when they occur in fiction. Challenge the students to use them to modify previously written descriptive sentences and talk about the differences in tone.</p>
--	--	---