

Transitioning from Cambridge Assessment International Education (CAIE) to iPrimary

This document is designed to help Primary schools moving from the CAIE Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by CAIE by your point of transitioning and may need separate teaching to provide children 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 2	<p>Speaking</p> <p>Y1: Recognise familiar key words and phrases in short basic descriptions, if spoken slowly and clearly.</p> <p>Y1: Use simple everyday words from taught vocabulary sets.</p>	<p>Have a visible vocabulary board in the classroom where key words and phrases are added each week. Refer to the list and ask students to point to the words when they are used.</p> <p>Use simple English phrases each day. When taking the register, ask simple questions that students have to answer.</p>
	<p>Reading</p> <p>Y1: Match a picture to a word they have read.</p>	<p>Provide key words on cards for students to stick around the classroom. Can they match the name of an object with that object in real life?</p>
	<p>Writing</p> <p>Y1: Copy labels using an onscreen lower-case alphabet.</p> <p>Y1: Use the determiners (articles) 'the' and 'a'/'an'.</p>	<p>When looking at pictures of simple events or activities, ask students to label items and activities within a picture they draw.</p>

Year 3	<p>Speaking</p> <p>Y2: Follow two-step instructions, when these are given slowly and clearly.</p> <p>Y2: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly.</p> <p>Y2: Answer simple questions using rehearsed expressions.</p>	<p>Give simple and consistent instructions and check students have fully understood their meaning before asking them to carry these out. Ask students to repeat instructions aloud.</p> <p>Share basic classroom questions and answers, (for example, <i>Please can I have a pen?</i>) and use these daily with students to reinforce their use.</p>
	<p>Reading</p> <p>Y2: Use picture cues to predict the meaning of unfamiliar words.</p> <p>Y2: Say whether or not a group of words is a sentence.</p> <p>Y2: Identify nouns and verbs in a simple sentence and use the terms 'noun' and 'verb'.</p>	<p>Encourage students to discuss stories in pairs and small groups. Ask them to relate stories to events in their own lives and discuss these as a group.</p> <p>Ask students to discuss sentences and explain what they like about each sentence. Students should explain how they recognise, for example, that something is a description or an instruction.</p>
	<p>Writing</p> <p>Y2: Sequence three pictures and then write a sentence for each to tell a story.</p> <p>Y2: Sequence three pictures and then write a sentence for each to give instructions.</p> <p>Y2: Say a simple sentence and then write it.</p> <p>Y2: Use the correct determiner ('a'/'an', 'the' or 'some') for single and plural nouns in simple sentences.</p>	<p>Ask students to sequence simple stories they have heard, or to describe their leisure activities or something that happened at playtime. Include instructions on how to carry out simple classroom tasks. Students can use pictures and simple sentences, modelling each sentence aloud before writing it down.</p>

	<p>Y2: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>Y2: Use full stops at the end of simple sentences.</p>	<p>Model the proper use of determiners, pronouns, and full stops in shared writing with students. Make mistakes on purpose and ask students to correct them.</p>
Year 4	<p>Speaking</p> <p>Y3: Give brief descriptions using two or more linked sentences.</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>Reading</p> <p>Y3: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion.</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>Y3: Compose and write a sequence of three or more simple or compound sentences.</p> <p>Y3: Select pictures and write simple report texts of up to 100 words.</p> <p>Y3: Reread own writing, improving it at sentence level.</p> <p>Y3: Use correct letter formation in own writing.</p> <p>Y3: Use a range of quantifiers as determiners in writing.</p>	<p>Discuss activities that students have engaged in and write short reports of these activities together, modelling how to create compound sentences.</p> <p>Discuss real life examples and activities with students and plan and carry out shared writing together.</p> <p>Model correct grammar and punctuation in longer writing. When reading to students point out the use of different items of punctuation and the effect they have on how the sentence is read.</p>

	Y3: With support, use upper-case letters and end punctuation correctly when writing dictated sentences.	
Year 5	<p>Speaking</p> <p>Y4: Use a wider range of more descriptive nouns and powerful verbs.</p> <p>Y4: Participate in discussions, building on contributions of previous speakers.</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>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. Encourage students to listen to each other's presentations and ask each other questions about these.</p>
	<p>Reading</p> <p>Y4: Begin to form and explain preferences about types of stories.</p> <p>Y4: Understand the purpose of a wider range of textual features when directly asked to do so.</p>	<p>Discuss favourite stories with students and encourage them to share reasons for preferences.</p> <p>Discuss key language and text features of any shared story, non-fiction text or excerpt. Point out the effect of language and structure choices and discuss these with students.</p>
	<p>Writing</p> <p>Y4: Write short stories (of around 200 words) that include brief descriptions of characters or settings.</p> <p>Y4: Write legibly, joining some letters.</p> <p>Y4: Use possessive determiners accurately in writing.</p> <p>Y4: Use present- and past-tense forms of irregular verbs in writing.</p>	<p>Ensure students have experience of writing longer, sustained stories or reports and know to check and re-read their work.</p> <p>Remind students of the need for legible handwriting before any piece of writing (no matter how small).</p> <p>Model the use of determiners and pronouns for students in shared writing and speech.</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 upper-case and end punctuation correctly when writing dictated sentences unaided.</p> <p>Y4: Use inverted commas in sentences where the speaker is identified at the end of the sentence.</p> <p>Y4: Use commas to separate a list of actions.</p> <p>Y4: Use a colon to introduce a list.</p>	<p>Model correct grammar and punctuation in longer writing. When reading to students point out the use of different items of punctuation and the effect they have on how the sentence is read.</p> <p>Model this use when writing instructions on the board for students.</p>
Year 6	<p>Speaking</p> <p>Y5: Identify the main points of an eight-to-ten minute, well-structured talk on a familiar topic.</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. Encourage students to listen to each other's presentations and ask each other questions about these.</p>

	<p>Reading</p> <p>Y5: Read aloud an unfamiliar text of about 400 words, observing full stops, question marks and speech marks.</p> <p>Y5: Infer a character's responses to events and other characters.</p> <p>Y5: Make predictions based on more obscure evidence in a text.</p> <p>Y5: Understand and explain how different text features can convey information.</p>	<p>When reading stories or descriptions with students, be sure to point out key features and choices that authors have made and discuss their effect. Look at how the text changes if these features are removed/changed.</p> <p>Discuss stories and ask students to make predictions. Encourage students to explain <i>why</i> they think something or to point out evidence for their answers, referring to the text.</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 wider range of nouns and powerful verbs, as well as adjectives and adverbs.</p> <p>Y5: Begin to use paragraphs in longer pieces of writing.</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>Encourage students to edit and improve their writing using the specified features. Provide a checklist for students to follow and point out excellent uses of these features and share them with the whole class. Model their use where needed.</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>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>Y5: Use brackets and dashes to show parenthesis, understanding that dashes are the more informal form of punctuation.</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>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>
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