

Transitioning from National Curriculum to iPrimary

This document is designed to help Primary schools moving from the National Curriculum to iPrimary. It indicates iPrimary objectives that will not have been covered by the National Curriculum 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: Give and request simple personal information using a basic phrase.</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: Sequence three pictures to retell a familiar story or sequence of events.</p> <p>Y1: Read and talk about simple sequences that give information or recount what someone has done.</p>	<p>Ask students to sequence simple stories they have heard, or to describe their leisure activities or something that happened at playtime. Students can use pictures and simple labels.</p>
	<p>Writing</p> <p>Y1: Label pictures using already familiar nouns and verbs.</p> <p>Y1: Write short words that have been learned or sounded out, including own name.</p> <p>Y1: Copy labels using an onscreen lower-case alphabet.</p>	<p>When sequencing simple events or activities, ask students to label items and activities within a picture they draw.</p>

	<p>Y1: Use the determiners (articles) 'the' and 'a'/'an'.</p> <p>Y1: Write everyday verbs as labels.</p> <p>Y1: Use adjectives of colour and size in labels.</p>	
Year 3	<p>Speaking</p> <p>Y2: Understand basic, familiar information given by the teacher, when supported by pictures or if spoken slowly and clearly.</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>Reading</p> <p>Y2: Use picture cues to predict the meaning of unfamiliar words.</p> <p>Y2: Use own experiences to predict what might happen at the end of a short story.</p> <p>Y2: Know that information can be given through photographs and illustrations as well as text.</p> <p>Y2: Read simple instructions and identify key text features.</p> <p>Y2: Say whether or not a group of words is a sentence.</p> <p>Y2: Recognise regular singular and plural forms of nouns.</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, and how they recognise, for example, something is a description or an instruction.</p>
	<p>Writing</p> <p>Y2: Use everyday verbs in simple sentences.</p> <p>Y2: Use the subject pronouns 'I' and 'we' before verbs.</p> <p>Y2: Use correct singular or plural forms of regular nouns.</p>	<p>Help students to become familiar with the correct use of English by modelling this in conversation. Ask what they are doing now, and what they <i>have</i> done. Ask them questions which require the use of plurals in answers. Model and correct as needed.</p>

	Y2: Use full stops at the end of simple sentences.	Model the proper use of full stops in shared writing with students. Make mistakes on purpose and ask students to correct them.
Year 4	<p>Reading</p> <p>Y3: Use contents pages and online menus to locate relevant pages and find requested information.</p> <p>Y3: Use a simple contents page and index to locate information.</p> <p>Y3: Read simple reports and alphabetically organised texts, identifying key text features and beginning to distinguish between fact and opinion.</p> <p>Y3: Identify adjectives in expanded noun phrases and use the term 'adjective'.</p>	<p>Read and share non-fiction with students, pointing out text types. Model using contents, index, captions, etc. to find information.</p> <p>Read sentences aloud, both with and without adjectives and discuss the effect of this word class.</p>
	<p>Writing</p> <p>Y3: Select pictures and write simple report texts of up to 100 words.</p> <p>Y3: Say and then write compound sentences using the coordinating conjunctions 'and' and 'but'.</p> <p>Y3: Use adjectives in expanded noun phrases, in own writing of three or more simple or compound sentences.</p> <p>Y3: Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronoun.</p> <p>Y3: With support, use upper-case letters and end punctuation correctly when writing dictated sentences.</p>	<p>Discuss real life examples and activities with students and plan and carry out shared writing together.</p> <p>Model extending sentences aloud using conjunctions and ask students to identify these in your sentences. Encourage them to share their own sentences.</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>Y3: Use apostrophes in common contractions.</p> <p>Y3: Use commas to separate items in lists of nouns.</p>	
Year 5	<p>Speaking</p> <p>Y4: Use a wider range of more descriptive nouns and powerful verbs.</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>Y4: Retell three or more main events from a story or sequence in the correct order.</p> <p>Y4: Begin to form and explain preferences about types of stories.</p> <p>Y4: Use headings and other features to locate a relevant paragraph.</p> <p>Y4: Understand the purpose of a wider range of textual features when directly asked to do so.</p> <p>Y4: Recognise adverbials of time and the conjunctions 'so' and 'or', and talk about their impact.</p>	<p>Ask students to sequence stories they have heard, or to describe their leisure activities. Students can relate their retelling to a text, or it can be purely oral.</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: Know how to move a word, or phrase to improve the sense of a text.</p> <p>Y4: Use present- and past-tense forms of irregular verbs in writing.</p>	<p>Provide students with sentences. Work together to move a word and discuss how it affects the meaning of a sentence.</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>Y4: Write sentences showing grammatical agreement of irregular verbs (including the verb 'to be') with singular and plural nouns/pronouns.</p> <p>Y4: Use apostrophes to show singular possession.</p> <p>Y4: Use inverted commas in sentences where the speaker is identified at the end of the sentence.</p>	<p>Model the correct use of grammar and punctuation in shared writing and point out its use in shared reading as well.</p>
Year 6	<p>Reading</p> <p>Y5: Identify fronted adverbials and talk about their impact.</p> <p>Y5: Identify adjectives and prepositional phrases used to modify nouns.</p> <p>Y5: Recognise demonstrative determiners and understand how they identify nouns as known.</p> <p>Y5: Infer the meaning of metaphors using context.</p>	<p>When reading stories or descriptions with students, be sure to point these out and explain how they work.</p> <p>Discuss examples encountered in texts and work with students to create their own English language metaphors. Relate these to any experience of metaphor in their own language.</p>
	<p>Writing</p> <p>Y5: Use a wider range of nouns and powerful verbs, as well as adjectives and adverbs.</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 prepositional phrases to add detail to expanded noun phrases.</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>

	Y5: Begin to use paragraphs in longer pieces of writing.	
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