

Transitioning from PLSC to iLowerSecondary

This document is designed to help schools moving from the Primary Lower Secondary Curriculum to iLowerSecondary. It indicates iLowerSecondary objectives from Years 7 to 9 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 iLowerSecondary objectives to teach	How you can address these
Year 8	Reading	
	Y7: Identify and paraphrase key information in a text or in spoken language.	In shared and group reading identify key information and model to students how to find this. Give students short amounts of time to find the answers to simple questions in short texts.
	Y7: Make simple comparisons between two texts.	Read short similar texts compare them. Discuss what is similar and what is different. Discuss who the intended audience is, the writing style and obvious text features such as rhyme or illustrations.
	Writing	
	Y7: Link paragraphs using a limited range of adverbials.	Model joining paragraphs with adverbials. Find examples in texts and stories and share these with the students. Ask them to underline or highlight adverbials and to suggest replacements that would work well.

Year 9	<p>All of Year 8 (above) plus:</p> <p>Reading</p> <p>Y8: Choose age-appropriate texts considering their genre, form and origin, basing decisions on books already read.</p>	<p>Allow students to choose their own books to read and ask them to explain their choices. Ask questions about their preferences and about the genre they have chosen, for example, <i>Why did you choose that book? Have you read books like it before? What do you like about that kind of book? Can you tell me about another book like it?</i></p>
	<p>All of Year 8 (above) plus:</p> <p>Writing</p> <p>Y8: Gather and structure a range of relevant ideas before writing.</p> <p>Y8: Use a balance of single-clause sentences, coordinate and subordinate clauses with confidence.</p>	<p>Model planning writing using a mind map or story map. Take notes about a subject and organise into a beginning, middle and end; or organise into sections like 'character', 'setting', 'problem', 'resolution'. After modelling, ask students to do this with their own writing. Revisit and talk about students' models and how they will help the planning process.</p> <p>Find and share texts and books with the students that use a range of sentence lengths and structures effectively. Point out where different sentence types have been used and discuss their effectiveness for different purposes, for example short simple sentences can convey a sense of urgency.</p>