



Students will read a variety of texts which narrate, describe, explain, argue, persuade and review. The texts will increase in complexity within each paper as well as from Introductory Paper to Paper J, moving from simple texts dealing with familiar subjects and topics to complex texts discussing abstract concepts and using sophisticated language structures.

INTRODUCTORY PAPER			
TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>match a step to an image in a procedure</li> <li>identify the relationship between characters</li> </ul>	<ul style="list-style-type: none"> <li>locate rhyming words in a poem</li> <li>identify simple figurative language</li> </ul>	<ul style="list-style-type: none"> <li>identify a noun, verb or adjective in a text</li> <li>use the correct tense or agreement</li> </ul>	<ul style="list-style-type: none"> <li>find a definition given in the text</li> </ul>
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>restate a writer's idea</li> <li>give an example of an action to show a character trait</li> </ul>	<ul style="list-style-type: none"> <li>explain the meaning of simple figurative language</li> </ul>	<ul style="list-style-type: none"> <li>understand the use of italic font for scientific terms</li> <li>understand a narrative to identify a pronoun referent</li> </ul>	<ul style="list-style-type: none"> <li>interpret the meaning of a word</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>infer a character's feelings from dialogue</li> <li>compare the features of two objects</li> <li>predict the next event in a narrative</li> </ul>	Not tested at this level.	Not tested at this level.	Not tested at this level.

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Paper Introductory = Year 2  
 Paper A = Year 3  
 Paper B = Year 4  
 Paper C = Year 5  
 Paper D = Year 6





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### PAPER A

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>name the point in a narrative when an event took place</li> <li>identify the first, next or last event in a sequence</li> </ul>	<ul style="list-style-type: none"> <li>find a simile in a text</li> <li>identify the text type e.g. diary, poem, recipe</li> </ul>	<ul style="list-style-type: none"> <li>identify a correctly punctuated sentence</li> <li>identify the full form of a contraction</li> </ul>	<ul style="list-style-type: none"> <li>find a definition given in the text</li> </ul>
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>understand a cause-and-effect relationship in a simple process</li> <li>state the main purpose of a text</li> </ul>	<ul style="list-style-type: none"> <li>explain the effect of beginning a text with a joke or question</li> </ul>	<ul style="list-style-type: none"> <li>explain the use of subheadings in a factual text</li> <li>join two sentences with a common conjunction</li> </ul>	<ul style="list-style-type: none"> <li>interpret the meaning of a word</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>analyse a scientific text to identify a crucial piece of information</li> <li>analyse a text to understand the writer's point of view</li> </ul>	Not tested at this level.	Not tested at this level.	Not tested at this level.

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### PAPER B

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>find information in a table or diagram</li> <li>locate the part of an image that matches a description</li> <li>sequence a series of events</li> </ul>	<ul style="list-style-type: none"> <li>name the device or technique used e.g. simile, personification</li> </ul>	<ul style="list-style-type: none"> <li>identify a pronoun referent</li> </ul>	Skills described in the lower papers will be assessed using more complex texts.
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>interpret a character's actions in context</li> <li>summarise a writer's argument</li> </ul>	<ul style="list-style-type: none"> <li>paraphrase figurative language</li> <li>explain the purpose of rhetorical questions in an argument</li> </ul>	<ul style="list-style-type: none"> <li>join two sentences with a conjunction or connective</li> </ul>	<ul style="list-style-type: none"> <li>interpret the meaning of a technical word from context</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>make a judgement about a character's decision</li> <li>contrast the actions of characters in a narrative</li> </ul>	<ul style="list-style-type: none"> <li>analyse the features of a text to identify its genre e.g. narrative, scientific</li> </ul>	Not tested at this level.	Not tested at this level.

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### PAPER C

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>state the topic sentence</li> <li>identify the cause or effect of an event</li> </ul>	<ul style="list-style-type: none"> <li>name the device or technique used e.g. simile, personification</li> </ul>	<ul style="list-style-type: none"> <li>identify correct use of speech punctuation</li> </ul>	Skills described in the lower papers will be assessed using more complex texts.
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>explain the choice of a particular material/equipment in a procedure</li> <li>understand who the audience of a text is</li> </ul>	<ul style="list-style-type: none"> <li>interpret figurative language</li> <li>explain the effect of word choice</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate understanding of agreement or tense to select the correct clause</li> </ul>	<ul style="list-style-type: none"> <li>provide a synonym for a given word</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>infer a character's mood</li> <li>draw conclusions about the outcome of a process or a series of events</li> <li>contrast the reviewer(s)'s judgements of two books</li> </ul>	<ul style="list-style-type: none"> <li>compare the devices or techniques used in a text</li> </ul>	Not tested at this level.	<ul style="list-style-type: none"> <li>find two words with the same meaning in the text</li> </ul>

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### PAPER D

#### TEXT COMPREHENSION

#### WRITER'S CRAFT

#### SYNTAX

#### VOCABULARY

Questions may require students to:

##### IDENTIFY

- restate a writer's opinion
- identify a specific example of a model described in the text

##### IDENTIFY

- identify the purpose of literary or rhetorical devices such as repetition
- recognise the effect of figurative language in a text

##### IDENTIFY

- identify correct use of complex punctuation including colons and semicolons

##### IDENTIFY

Skills described in the lower papers will be assessed using more complex texts.

##### UNDERSTAND/EXPLAIN

- explain the cause or effect of an event
- use information from a text to label a diagram
- explain the main purpose of a paragraph

##### UNDERSTAND/EXPLAIN

- explain how a character or an opinion is developed
- infer the writer's tone

##### UNDERSTAND/EXPLAIN

- explain the use of punctuation such as brackets or colons

##### UNDERSTAND/EXPLAIN

- explain a word which has several different meanings

##### ANALYSE/EVALUATE

- infer the reason for a character's decision in a narrative
- evaluate the aspects of a character or text that are humorous
- infer the theme/s of a narrative

##### ANALYSE/EVALUATE

- infer the reason for including quotations or references to other texts

##### ANALYSE/EVALUATE

Skills described in the lower papers will be assessed using more complex texts.

##### ANALYSE/EVALUATE

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### PAPER E

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>restate a supporting argument</li> </ul>	<ul style="list-style-type: none"> <li>identify more complex literary and rhetorical devices e.g. allusion</li> </ul>	<ul style="list-style-type: none"> <li>replace connectives in the text</li> <li>identify types of clauses e.g. adjectival clause, adverbial clause</li> </ul>	<ul style="list-style-type: none"> <li>recognise relationships in meaning between words in a text</li> </ul>
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>summarise the main idea of a complex text</li> <li>use information from a diagram or table to support a conclusion</li> <li>explain the key on a map</li> </ul>	<ul style="list-style-type: none"> <li>interpret a play on words in the title of a text</li> <li>explain the use of modality in a text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate grammatical knowledge to identify the correct connective or clause to maintain the meaning of a passage</li> <li>understand the use of tense to stage events in a text</li> </ul>	<ul style="list-style-type: none"> <li>interpret the meaning of idiomatic language</li> <li>interpret the meaning of a word in order to provide its antonym</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>analyse how an argument could be more effective</li> <li>infer the central motivation of a character</li> <li>generalise from a text the writer's intention/purpose</li> </ul>	<ul style="list-style-type: none"> <li>analyse the effect of a one-sentence paragraph</li> </ul>	Skills described in the lower papers will be assessed using more complex texts.	Skills described in the lower papers will be assessed using more complex texts.

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### PAPER F

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>identify the setting or an event in a complex poem</li> <li>identify a counter-argument</li> </ul>	<ul style="list-style-type: none"> <li>identify conventions specific to particular text types e.g. reviews</li> </ul>	<ul style="list-style-type: none"> <li>identify modal adjectives, adverbs or nouns in a text</li> </ul>	<ul style="list-style-type: none"> <li>match a word with its contextual usage</li> </ul>
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>provide supporting evidence for an opinion</li> <li>explain a character's reaction to an event</li> </ul>	<ul style="list-style-type: none"> <li>explain the use of historical context in a narrative or an argument</li> </ul>	<ul style="list-style-type: none"> <li>understand the use of hyphenation to join words to build meaning</li> </ul>	<ul style="list-style-type: none"> <li>interpret the meaning of a technical word using its base form</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>compare and contrast points of view in a text</li> <li>understand the whole text to identify assumptions</li> <li>judge the suitability of alternative titles for a text</li> </ul>	<ul style="list-style-type: none"> <li>relate the conclusion of a text to the introduction</li> <li>evaluate the use of modality in a text</li> <li>examine the use of voice and tense in a text to convey meaning</li> </ul>	<p>Skills described in the lower papers will be assessed using more complex texts.</p>	<ul style="list-style-type: none"> <li>analyse the meanings of a group of words to identify the one different in meaning</li> <li>extrapolate from the base form other words from the same semantic family</li> </ul>

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### PAPER G & H

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>	<b>IDENTIFY</b>
<ul style="list-style-type: none"> <li>identify the correct graphical or diagrammatic representation of information</li> <li>identify points of conflict within an argument</li> </ul>	Skills described in the lower papers will be assessed using more complex texts.	Skills described in the lower papers will be assessed using more complex texts.	Skills described in the lower papers will be assessed using more complex texts.
<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>	<b>UNDERSTAND/EXPLAIN</b>
<ul style="list-style-type: none"> <li>draw conclusions about the writer's relationship with the narrator</li> <li>understand a process to identify its salient aspect or feature</li> </ul>	<ul style="list-style-type: none"> <li>explain irony in a text</li> <li>explain how layout can affect meaning in a text</li> </ul>	<ul style="list-style-type: none"> <li>interpret complex referencing within a text</li> </ul>	<ul style="list-style-type: none"> <li>explain the meaning of a word used in a different context</li> <li>interpret jargon</li> </ul>
<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>	<b>ANALYSE/EVALUATE</b>
<ul style="list-style-type: none"> <li>evaluate the writer's relationship with the audience</li> <li>interpret multiple meanings of a title</li> <li>examine why a title or a name might have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>relate the conclusion to the introduction</li> <li>evaluate the use of modality in a text</li> </ul>	Skills described in the lower papers will be assessed using more complex texts.	Skills described in the lower papers will be assessed using more complex texts.

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### PAPER I & J

TEXT COMPREHENSION	WRITER'S CRAFT	SYNTAX	VOCABULARY
<b>Questions may require students to:</b>			
<b>IDENTIFY</b> Skills described in the lower papers will be assessed using more complex texts.	<b>IDENTIFY</b> Skills described in the lower papers will be assessed using more complex texts.	<b>IDENTIFY</b> Skills described in the lower papers will be assessed using more complex texts.	<b>IDENTIFY</b> Skills described in the lower papers will be assessed using more complex texts.
<b>UNDERSTAND/EXPLAIN</b> <ul style="list-style-type: none"> <li>explain the nature of relationships in a narrative</li> </ul>	<b>UNDERSTAND/EXPLAIN</b> <ul style="list-style-type: none"> <li>explain the change in perspective in a text e.g. from first to second person, or from one character to another</li> </ul>	<b>UNDERSTAND/EXPLAIN</b> Skills described in the lower papers will be assessed using more complex texts.	<b>UNDERSTAND/EXPLAIN</b> Skills described in the lower papers will be assessed using more complex texts.
<b>ANALYSE/EVALUATE</b> <ul style="list-style-type: none"> <li> synthesise the ideas from a text to make a new analogy or predict a future outcome</li> <li> evaluate a text to identify its limitation</li> </ul>	<b>ANALYSE/EVALUATE</b> Skills described in the lower papers will be assessed using more complex texts.	<b>ANALYSE/EVALUATE</b> Skills described in the lower papers will be assessed using more complex texts.	<b>ANALYSE/EVALUATE</b> Skills described in the lower papers will be assessed using more complex texts.

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