

Edexcel International Primary Curriculum English

Specification

Edexcel International Award in Primary
English (JEH01)

First examination June 2012

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Acknowledgements

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Authorised by Martin Stretton

Prepared by Phil Myers

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Introduction

Key aims of the International Curriculum

The Edexcel International Curriculum:

- **gives pupils a solid foundation for lifelong learning** with a structured curriculum that provides excellent preparation for eventual further study at International GCSE and GCE A level or equivalent
- **provides an international benchmark of achievement** with externally marked achievement tests and certification at the end of Year 6 to ease the transition to secondary education
- **is easy to implement and administer** with free training and a fully-flexible structure that allows you to teach it alongside other curricula
- **is engaging and up to date** with ideas for lessons and a framework that allows you to embed knowledge creatively
- allows you to track pupils' progress and identify barriers to learning through a variety of age-specific progress and achievement tests
- **offers unrivalled and unique delivery support** with detailed suggestions of published resources embedded within each unit to help you implement the curriculum
- **gives you and your pupils a seamless and cohesive teaching and learning experience** especially when used alongside other Edexcel qualifications for ages 8–19.

Key features and benefits of the achievement test

This test:

- provides pupils with a tangible record of achievement to use when progressing to 11–14 studies, and then on to International GCSE or equivalent
- is externally marked by Edexcel so you can be assured of the level of achievement of your pupils
- complies with rigorous global standards
- provides certification at the end of Year 6.

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Specification at a glance

The Edexcel International Award in Primary English is assessed through an achievement test.

Test	Paper code JEH01/01
<ul style="list-style-type: none">Externally assessedAvailability: June seriesFirst assessment: June 2012	
Overview of test content <ul style="list-style-type: none">Section A: Reading Fiction and Non-FictionSection B: LanguageSection C: Writing	
Overview of assessment <ul style="list-style-type: none">Section A has a total of 40 marks. It addresses reading skills, fiction texts, non-fiction texts, writer's use of language and language use.Section B has a total of 10 marks. It addresses language and consists of grammar and punctuation questions.Section C has a total of 20 marks and consists of a single writing task. It addresses adaptation of form for purpose and audience, text structure, sentence structure, punctuation and spelling.The test duration is 1 hour and 30 minutes.The questions target levels P1, P2 and P3.The questions will target the following content focuses (CFs):<ul style="list-style-type: none">CF2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to textCF3. deduce, infer or interpret information, events or ideas from textsCF4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text levelCF5. explain and comment on writers' use of language, including grammatical and literary features at word and sentence levelCF6. identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	

Award content

This Edexcel International Primary Award in English requires pupils to demonstrate knowledge, understanding and application of the following learning objectives drawn from Year 6 of the International Curriculum. The content amplification also includes aspects of learning from Years 3, 4 and 5.

Reading (Non-fiction)	
Learning objective	Pupils should be able to:
<p>Reading skills</p> <ul style="list-style-type: none"> • Locate and retrieve information efficiently • Use inference to determine meaning • Find and use evidence from the text to support ideas, views and preference • Express a personal response to a text, identifying specific words and phrases to support views • Summarise the content and main points of a piece a text, identifying the key events and ideas 	<p>Reading skills</p> <ul style="list-style-type: none"> • Deploy the skills of skimming and scanning to locate and evaluate information from selected sections and from different points across the text • Use the skills of deduction and inference to tease out implicit points not self-evident in the text, e.g. through using context, structure, words and phrases • Support points of retrieval and inference with evidence from the text • Support response to text with specific words and phrases from the text • Summarise texts, distinguishing main and supporting points
<p>Non-fiction texts</p> <ul style="list-style-type: none"> • Identify the purpose and audience of non-fiction texts • Understand the structural/language/rhetorical features of different types of non-fiction texts • Identify main points/ideas in non-fiction texts • Distinguish between fact and opinion • Distinguish writers' uses of formal and informal language 	<p>Non-fiction texts</p> <ul style="list-style-type: none"> • Identify the purpose of different non-fiction texts in relation to audience and form • Identify the structural/language/rhetorical features deployed in non-fiction texts. Text types covered should include: recount, non-chronological, instruction, information, explanation, report, persuasion, argument, biography, diary • Use retrieval and inference to identify the main points in non-fiction texts • Understand the difference between fact and opinion, e.g. in opinion, the use of modals, unspecific numbers ('millions'), adverbs such as 'just, only, seems' • Understand the main differences between formal and informal language and their differing written/oral contexts

Learning objective	Pupils should be able to:
<p>Writer's use of language</p> <ul style="list-style-type: none"> • Identify and explain the impact of figurative language and poetic devices, e.g. simile, metaphor, personification and how it is used to create images and effects • Explore how writers use language for dramatic and expressive effect • Understand how writers use a variety of sentence types for effect • Identify and comment on parts of speech, e.g. nouns (common, proper, abstract), noun phrases, verbs, adverbs, prepositions, pronouns 	<p>Writer's use of language</p> <ul style="list-style-type: none"> • Identify and comment on figurative language, e.g. simile, metaphor, alliteration, assonance, personification, onomatopoeia • Understand how writers create particular effects, e.g. suspense, excitement, interest, empathy • Understand how writers deploy different sentence types for particular effects, e.g. rhetorical question for an interactive effect; an exclamation for dramatic effect • Identify how a writer's choice of parts of speech can have an impact on meaning and effect

Reading (Fiction)	
Learning objective	Pupils should be able to:
<p>Reading skills</p> <ul style="list-style-type: none"> • Locate and retrieve information efficiently • Use inference to determine meaning • Find and use evidence from the text to support ideas, views and preference • Express a personal response to a text, identifying specific words and phrases to support views • Summarise the content and main points of a piece a text, identifying the key events and ideas 	<p>Reading skills</p> <ul style="list-style-type: none"> • Deploy the skills of skimming and scanning to locate and evaluate information from selected sections and from different points across the text • Use the skills of deduction and inference to tease out implicit points not self-evident in the text, e.g. through using context, structure, words and phrases • Support points of retrieval and inference with evidence from the text • Support response to text with specific words and phrases from the text • Summarise texts, distinguishing main and supporting points
<p>Fiction, poetry, drama</p> <ul style="list-style-type: none"> • Understand and identify key elements of plot • Understand and identify point of view • Identify common themes and describe how they are developed and how they are influenced by characters, setting and plot • Interpret and discuss characters' feelings, behaviour and relationships • Respond imaginatively to character and plot, expressing views and referring back to the text to support views • Identify writer's techniques for creating setting, mood and atmosphere • Identify and describe writer's techniques for conveying feelings and creating suspense • Understand the purpose of dialogue in a story and how dialogue (speech) is presented • Explore how poets create images and moods 	<p>Fiction, poetry, drama</p> <ul style="list-style-type: none"> • Identify key features of plot, i.e. orientation, complication, resolution • Recognise the differences between first and third person narrative, and how a writer's viewpoint can be identified • Know how to identify themes in texts and how they are generally developed in relation to the characters, plot and setting. For example, loneliness, friendship • Understand how writers construct characters through physical features, movement, action, relationships, behaviour • Support retrieval/inferences on character with evidence from the text • Recognise how writers work to create and build up setting, mood and atmosphere, e.g. particular vocabulary, figurative language, rhetorical and linguistic devices • Identify how writers build up suspense and tension, e.g. narrative hooks, shifts in pace, stretching out of narrative time, unexpected noises, extreme weather, interplay of darkness and light

Learning objective	Pupils should be able to:
	<ul style="list-style-type: none"> • Recognise how dialogue can be used to move the action/plot along and convey character • Know how poets can work in particular ways to create effects, e.g. play on language and sound, pattern and rhyme, imagery, form
<p>Writer's use of language</p> <ul style="list-style-type: none"> • Identify and explain the impact of figurative language and poetic devices, e.g. simile, metaphor, alliteration, personification, onomatopoeia, and how it is used to create images and effects • Explore how writers use language for dramatic and expressive effect • Understand how writers use a variety of sentence types for effect • Identify and comment on parts of speech, e.g. nouns (common, proper, abstract), verbs, adverbs, prepositions, pronouns 	<p>Writer's use of language</p> <ul style="list-style-type: none"> • Identify and comment on figurative language, e.g. simile, metaphor, alliteration, assonance, personification • Understand how writers create particular effects through language, e.g. suspense, excitement, interest, empathy • Understand how writers deploy different sentence types for particular effects, e.g. a rhetorical question to suggest suspense an exclamation to heighten drama/emotion • Identify how a writer's choice of parts of speech can have an impact on meaning and effect

Writing (Non-fiction and Fiction)

Learning objective	Pupils should be able to:
<p>Adaptation of form for purpose and audience</p> <ul style="list-style-type: none"> • Choose among different non-fiction text types the right style and form to suit audience and purpose • Write a variety of non-fiction texts, based on texts read • Write an effective story opening and plan and write a story with a suitable ending that resolves issues • Write a story using a read story as a model • Use a mixture of speech, action and description in writing • Write a description of places and settings • Write character portraits based on characters from reading • Write own scripts: narrative and non-narrative • Identify descriptive and expressive language and use in own writing, and experiment with synonyms for precision • Develop vocabulary through reading and make use of new words in own writing 	<p>Adaptation of form for purpose and audience</p> <ul style="list-style-type: none"> • Adapt writing of different non-fiction types to accommodate purpose and audience, e.g. persuade, inform, explain, instruct, recount, report, review • Identify the structural/language/rhetorical features of non-fiction texts from reading and incorporate them in their own writing, e.g. explanation, report, newspaper report, article, instructions, letters (formal and informal), review, diary, biography • Deploy different kinds of beginnings and endings when writing stories • Plan and write a narrative that follows the structure of orientation, complication and resolution, recognising the different kinds of openings (e.g. dialogue, descriptive) and endings (e.g. closed, open) that can be chosen • Mix speech, action and description in writing so that there is interest for the reader. The word 'said' should be varied • Describe places and people within appropriate contexts, e.g. far away, getting closer, different seasons or times of the day • Construct characters through physical/movement/behavioural features • Write play scripts that either follow narrative structure (orientation, complication and resolution) or are issue based, e.g. pollution issue in local community

Learning objective	Pupils should be able to:
	<ul style="list-style-type: none"> • Descriptive/expressive language should be used for emotional/dramatic emphasis, e.g. figures of speech, precise verbs and adjectives, emotive vocabulary, short sentences, listing, ellipsis • Extend vocabulary through various means, e.g. reading, vocabulary notebooks, synonym lists, 'banned' words etc, and use precisely in own writing
<p>Text structure</p> <ul style="list-style-type: none"> • Use paragraphing appropriately to divide and sequence own writing • Develop knowledge and use of different types of connective (e.g. time, opposition, cause and effect, addition) • Understand the organisational features of different language texts • Use paragraphs to understand and map narrative order and story structure • Write an effective story opening 	<p>Text structure</p> <ul style="list-style-type: none"> • Recognise the purpose of paragraphs in organising and sequencing information and ideas, so that there is appropriate development and build up for the reader • Use a range of connecting words and phrases in order to make ideas within and between paragraphs cohesive, recognising that these devices will serve different purposes, e.g. links in time, cause and effect, addition • Identify the different organisational and structural features adapted by different texts and use them appropriately in their own writing e.g. instructions – introductory overview and context, ingredients, step-by-step instructions, reference to state of finished item • Map out story structure in terms of paragraphs and orientation, complication and resolution, with some focus on variations of this, e.g. flashback • Identify different ways of starting stories, e.g. description, dialogue • Identify different ways of ending stories, e.g. closed, open

Learning objective	Pupils should be able to:
<p>Sentence structures and punctuation</p> <ul style="list-style-type: none"> • Experiment with sentence construction: simple, compound and complex • Understand the function of conjunctions and connectives and use them in own writing to link events clearly • Understand the way in which clauses are connected • Write complex sentences and punctuate correctly • Revise the different uses of commas 	<p>Sentence structures and punctuation</p> <ul style="list-style-type: none"> • Identify the structural difference between simple, compound and complex sentences • Identify coordinating conjunctions (and, but, or) and subordinating connectives (what, who, when, which, where, why, that, if, so, then, because, as, although etc) • Vary the position of phrases and clauses in a sentence, e.g. Although I like bread, I do not like butter/I like bread although I do not like butter; Running furiously, I crossed the finishing line; Exhausted and tired, I fell to the floor; With some effort, I picked up the box; Slowly, it came towards me. • Punctuate complex sentences appropriately with a comma to mark off fronted subordinate clauses (<i>Although I like football, I am not keen on tennis.</i>) and parenthetical clauses (e.g. <i>The boy, who was very hungry, gobbled his food.</i>) • Recognise that commas are used for different purposes within a sentence including to mark off: <ul style="list-style-type: none"> – Words and phrases, e.g. <i>I like chocolate, crisps, toffees and nougat; The weather today was light and airy, fresh and invigorating</i> – The contrastive 'but', e.g. <i>'I like football, but not tennis.'</i> – A subordinate clause, e.g. <i>Although it is raining everywhere else, it is dry here</i> – A noun phrase in apposition, e.g. <i>Mrs Jones, 62 years old, was injured in an accident.</i> – Direct address, e.g. <i>Mrs Lovedsay, I like your dress; I think, Class 4, you are not well behaved today.</i> – Tag words, fillers, e.g. <i>Yes, you can come! Oh, I'm not sure about that.</i> – A parenthetical clause, e.g. <i>James, who is a well-behaved boy, picked up all the books that had been dropped.</i>

Learning objective	Pupils should be able to:
	<ul style="list-style-type: none"> – An adverbial phrase, e.g. <i>Yesterday at 4 o'clock, we all went to the party; Slowly, we approached the old oak door.</i> – A connective, e.g. <i>However, there is another point to make.</i> – A non-finite clause, e.g. <i>Panting, I burst over the finishing line; Exhausted and tired, I fell to the ground.</i>
<ul style="list-style-type: none"> • Use punctuation to clarify meaning • Understand the difference between apostrophes of contraction and possession, and use appropriately • Develop knowledge and use of verbs and verb tenses • Write with grammatical agreement of verbs and pronouns • Distinguish between active and passive verbs • Identify and use adverbs showing how a character acts and speaks • Identify adverbs of manner, place and time and use in own writing • Understand the function of adjectives; identify adjectives in reading; use adjectives in writing • Understand adjectives of comparison • Identify and use conditional sentences • Identify and use prepositions • Identify the difference between direct and reported speech and the different punctuation conventions 	<ul style="list-style-type: none"> • Identify and use a range of punctuation marks, recognising their function in clarifying and emphasising meaning for the reader, e.g. full stop, comma, question mark, exclamation mark, parenthetic dashes, brackets • Identify the difference between apostrophes for possession and contraction and use them correctly in their writing • Identify the function of the verb and verb phrase, their integral part in sentence structure, and the necessity for grammatical agreement. There should be additional focus on using precise verbs (e.g. not 'went' but 'trudged, strolled, tottered' etc) and qualification of action/ideas through auxiliaries such as modals, e.g. <i>could, would, may, might, should, can etc</i> • Understand the necessity for grammatical agreement and how to achieve this in their writing • Recognise the difference between active and passive verbs and the place of passive verbs in more formal writing • Identify adverbs of manner, place and time and use them in their writing to qualify the verb appropriately and, in particular, how a character speaks and behaves • Recognise how adjectives (noun phrases) can be used to provide detail for the reader at various points in the sentence, e.g. <i>The old man in the red hat trudged wearily along the long, winding road</i> • Identify the differences between comparative and superlative adjectives and how they can be used to qualify and emphasise, e.g. <i>early/earlier/earliest</i>

Learning objective	Pupils should be able to:
	<ul style="list-style-type: none"> • Identify and use conditional sentence (e.g. <i>If you don't do this, I will be cross</i>) and how they can be used to foreground conditions • Identify and use prepositions correctly • Identify the difference between direct and reported speech and how to set out and punctuate dialogue
<p>Spelling</p> <ul style="list-style-type: none"> • Distinguish between the spellings and meanings of common homophones • Practise spelling tense changes of irregular verbs • Identify and develop knowledge of suffixes • Understand how spellings of adjectives alter when <i>-est</i> is added • Understand how the spelling of verbs changes when <i>-ing</i> is added • Identify and be able to spell common suffixes • Investigate the spelling of words with silent letters • Investigate pluralisation • Know how words change when adding <i>-y</i> • Build on words with similar patterns and meanings to spell new words • Understand how dictionaries can be used to aid spelling 	<p>Spelling</p> <ul style="list-style-type: none"> • Correctly spell common homophones, e.g. there/their/they're; your/you're; waist/waste; peace/piece; coarse/course; brake/break; it's/its; whose/who's; accept/except; sea/see; dear/deer; hear/here; cereal/serial; know/no; sail/sale; flower/flour • Correctly spell irregular verbs, e.g. begin/began/begun; drunk/drank/drink; forget/forgot/forgotten; bring/brought • Correctly spell superlative adjective forms, e.g. greatest, poorest, earliest, driest, noting that words ending in a 'y' change to 'i' before adding the suffix, and that words containing a short vowel before the final consonant double the consonant • Correctly spell words ending in <i>-ing</i>, recognising those that double the consonant and those that do not, e.g. running, skipping, burning, toasting and those that drop the <i>-e</i>, dining, riding. (Words ending in 'e' drop the 'e' before adding <i>-ing</i>; words with a short vowel before the final letter double the final letter) • Correctly spell common suffixes, e.g. ful, able, ible, al, ary, less, ic, cion, tion, sion • Correctly spell words with silent letters, e.g. dumb, ghost • Correctly spell plural forms, noticing that those words ending in 'e' just add 's'; words ending in 'y' add 's' if the final letter is preceded by a vowel. If not, change the 'y' to 'i' and add 'es'. Words ending in 's, x, ch, sh' usually add 'es'.

Learning objective	Pupils should be able to:
	<ul style="list-style-type: none"> • Correctly spell words which originally ended in 'y'. (Most words just add 'y', e.g. <i>fully</i>. Double the consonant if it is preceded by a short vowel, e.g. <i>funny</i>. Words that end in 'e', drop the 'e' to add 'y', e.g. <i>smoky</i>) • Correctly spell words with similar patterns, e.g. <i>right, light; rough, tough; elastic, plastic</i> • Use a range of strategies to remember spellings, e.g. breaking the word into chunks, syllables or words, e.g. <i>bus-i-ness, yes-ter-day, secret-ary, fri-end</i>; mnemonics, e.g. <i>necessary</i> – one collar, two sleeves; collect words with similar letter strings/patterns e.g. <i>light, tight, right</i>; use spelling rules, e.g. pluralisation; use dictionaries

Assessment summary

The Edexcel International Primary Award in English is assessed through an achievement test.

Summary of table of assessment

Test information	Paper code: JEH01/01
Overview of assessment	
<ul style="list-style-type: none">• The achievement test resources will be available for download from the Edexcel website one month before the test. Each text is between 500 and 600 words.• The test comprises three sections:• Section A tests reading skills for a fiction and a non-fiction text.• Section B tests language skills of grammar and punctuation.• Section C tests writing skills.• The test duration is 1 hour and 30 minutes.	

Levels of attainment and weightings

	% in test
Level P1	20-30
Level P2	40-50
Level P3	20-30
TOTAL	100%

Entering your pupils for assessment

Pupil entry

Details of how to enter pupils for this test can be found in Edexcel's *Information Manual*, copies of which are sent to all active Edexcel centres. The information can also be found on Edexcel's website: www.edexcel.com

Access arrangements and special requirements

Edexcel's policy on access arrangements and special considerations for GCE, GCSE, International GCSE, and Entry Level qualifications aims to enhance access to the qualifications for pupils with disabilities and other difficulties without compromising the assessment of skills, knowledge, understanding or competence.

Please see the Edexcel website (www.edexcel.com/sfc) for:

- the Joint Council for Qualifications (JCQ) policy Access Arrangements and Special Considerations, Regulations and Guidance Relating to Pupils who are Eligible for Adjustments in Examinations
- the forms to submit for requests for access arrangements and special considerations
- dates for submission of the forms.

Requests for access arrangements and special considerations must be addressed to:

Special Requirements
Edexcel
One90 High Holborn
London WC1V 7BH

Equality Act 2010

Please see the Edexcel website (www.edexcel.com) for information on the Equality Act 2010.

Assessing your pupils

The first assessment opportunity for this test will take place in the June 2012 series and in each following June series for the lifetime of the test.

Awarding and reporting

The awarding and certification of this test will comply with the requirements of the current GCSE/GCE Code of Practice, which is published by the Office of Qualifications and Examinations Regulation (Ofqual).

The Edexcel International Primary Award in English will be graded as pass or fail and is awarded at three attainment levels:

- P1
- P2
- P3

The first certification opportunity for the Edexcel International Award in Primary English is 2012.

Pass description

Please see *Appendix A: Levels of attainment*. To achieve an award, a pupil must demonstrate the characteristics for the level across both attainment levels for English.

Language of assessment

Assessment of this test will be available in English only. Assessment materials will be published in English only and all work submitted for the test must be produced in English.

Malpractice and plagiarism

For up-to-date advice on malpractice and plagiarism, please refer to the Joint Council for Qualifications *Suspected Malpractice in Examinations: Policies and Procedures* document on the JCQ website www.jcq.org.uk/

Pupil recruitment

Edexcel's access policy concerning recruitment to our qualifications is that:

- they must be available to anyone who is capable of reaching the required standard
- they must be free from barriers that restrict access and progression
- equal opportunities exist for all pupils.

Prior learning

This award builds on the content, knowledge and skills developed in the International Curriculum for English in Years 3, 4 and 5.

Progression

This award supports progression to study of the International Lower Secondary Curriculum Years 6-9.

Support and training

Edexcel support services

Edexcel has a wide range of support services to help you implement this test successfully.

Ask the Expert – to make it easier for you to raise a query with us online, we have merged our **Ask Edexcel** and **Ask the Expert** services.

There is now one easy-to-use web query form that will allow you to ask any question about the delivery or teaching of Edexcel qualifications. You'll get a personal response, from one of our administrative or teaching experts, sent to the email address you provide.

We'll also be doing lots of work to improve the quantity and quality of information in our Frequently Asked Questions (FAQ) database, so you'll be able find answers to many questions you might have by searching before you submit the question to us.

Examzone – The Examzone site is aimed at pupils sitting external examinations and gives information on revision, advice from examiners and guidance on results, including re-marking, re-sitting and progression opportunities. Further services for pupils – many of which will also be of interest to parents – will be available in the near future. Links to this site can be found on the main homepage at www.examzone.co.uk.

Training

A programme of professional development and training courses, covering various aspects of the specification and examination, can be arranged by Edexcel. Full details can be obtained from our website: www.edexcel.com

Appendices

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Appendix A: Levels of attainment

The attainment targets set out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each level. The targets consist of eight levels of increasing difficulty. Each level description describes the types and range of performance that pupils working at that level should characteristically demonstrate.

Level	Attainment target 1: Reading
P1	Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.
P2	In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.
P3/S1	Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level	Attainment target 2: Writing
P1	Pupils' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences– full stops, capital letters and question marks–is used accurately. Handwriting is joined and legible.
P2	Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose of the reader. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly and pupils are beginning to use punctuation within the sentence. Handwriting style is fluent, joined and legible.
P3	Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into paragraphs. Words with complex regular patterns are usually spelled correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, adapted to the range of tasks.

Appendix B: Codes

Type of code	Use of code	Code number
Cash-in codes	The cash-in code is used as an entry code to aggregate the pupil's scores to obtain the overall grade for the test. Centres will need to use the entry codes only when entering pupils for their test.	JEH01
Entry codes	The entry codes are used to: <ul style="list-style-type: none">• enter a pupil for assessment• aggregate the pupil's paper scores to obtain the overall grade for the test.	Please refer to the Edexcel <i>Information Manual</i> , available on the Edexcel website.

Publications Code PL033495 December 2012

For more information on Edexcel and BTEC qualifications please
visit our website: www.edexcel.com

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