



**NEFERTARI INTERNATIONAL SCHOOLS IN OCTOBER
ADMISSION ASSESSMENT OUTLINE
YEAR THREE**

English

Learners should read, write and talk about a wide range of different texts across each stage, including texts in print and digital formats.

The following texts are particularly for students who are going to stage 3

Fiction:

Genres: *Simple stories including those with repetition and rhyme – traditional tales from different cultures; stories with familiar themes; stories by well-known authors*

Poetry: *poems with patterns in sounds and/or structure (e.g. rhyming, repetition); humorous poems*

Non-fiction:

Explanations: *including labelled diagrams*

Information texts: *including those with subheadings, tables, glossaries and indexes*

Reading

A. Word structure (phonics)

- Read words with common prefixes and suffixes, including *un-, dis-, re-, -er, -est, -ly, -y* and *-ful*.
- Read familiar words quickly and accurately, usually without audible sounding and blending.
- Read multi-syllabic and compound words by segmenting them into syllables.
- Extend the range of common words recognised on sight, including homophones and near-homophone.

B. Vocabulary and language

- Identify possible meanings of unfamiliar words encountered in reading.
- Identify and record interesting and significant words from texts to inform own writing.
- Explore and comment on sounds and words in texts, including adjectives.
- Explore different ways of beginning sentences in texts, including using language of time

C. Grammar and punctuation

- Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.
- Explore in texts, and understand, the differences in use of full stops and question marks.
- Explore in texts sentences that contain *and, but, because, if, when*.



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- Explore in texts, and understand, the grammar of commands/instructions and questions.
- Explore in texts examples of nouns and noun phrases, including use of common adjectives and simple quantifiers (e.g. some, most, all).
- Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.

D. Structure of texts

- Explore and recognise the features of text structure in a range of different fiction and non-fiction texts, including simple poems.
- Explore and recognise organisational features that help the reader to find information in texts, including subheadings and labelled diagrams.

E. Interpretation of texts

- Distinguish between fiction and non-fiction texts.
- Read and explore a range of simple stories and poems, including identifying the contribution of any visual elements.
- Identify the characteristics of simple stories.
- Read and explore a range of simple non-fiction text types.
- Describe story settings and characters.
- Predict story endings.
- Make simple inferences based on what is said or done in a text.
- Answer simple questions from reading a short text.
- Answer questions about texts with some explanation of thinking.

F. Appreciation and reflection

- Discuss texts read or heard, including giving reasons for likes and dislikes.

Writing

A. Word structure (spelling)

- Use common irregular plurals, e.g. *mice, sheep*.
- Explore and use verbs with endings *-s, -ed* and *-ing* where no change is needed to the root, and understand the effect on the meaning of a verb of adding these endings.
- Spell some words with common prefixes and suffixes, including *un-, dis-, -er, -est, -ful* and *-ly*.
- Use knowledge of phonemes and spelling patterns to spell a range of common regular words correctly.

B. Vocabulary and language

- Use vocabulary relevant to a familiar topic.
- In story writing, use a range of adjectives to describe characters and settings.
- Begin to vary sentence openings, including using language of time, e.g. *Suddenly ..., That morning ...*



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- Choose and use interesting words and phrases, including to describe people and places.

C. Grammar and punctuation

- Show understanding of punctuation, including speech marks, and simple grammar when re-reading text.
- Explore in texts, and understand, the differences in use of full stops and question marks.
- Explore in texts sentences that contain *and, but, because, if, when*.
- Explore in texts, and understand, the grammar of commands/instructions and questions.
- Explore examples of pronouns in texts, including their purpose and how they agree grammatically with verbs.

D. Grammar and punctuation

- Use capital letters, full stops and question marks correctly in simple sentences.
- Explore and use commas to separate items in lists.
- Include direct speech in writing, using a new line for each speaker.
- Write clear statements, commands/instructions and questions.
- Write simple sentences, and multi-clause sentences using *and, but, or*.
- Write multi-clause sentences using simple connectives, e.g. *because, if, when*.
- Use suffixes *-s, -ing* and *-ed* appropriately for present and past verb forms in sentences.
- Use pronouns in writing, and ensure grammatical agreement of nouns and pronouns with verbs.
- Use common adjectives appropriately in sentences, including simple comparative and superlative forms.

E. Creation of texts

- Include simple descriptions of settings and characters when writing stories.
- Write for a purpose using basic language and features appropriate for the text type.



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Mathematics

2Nc.01 Count objects from 0 to 100.

2Nc.02 Recognise the number of objects presented in unfamiliar patterns up to 10, without counting.

2Nc.03 Estimate the number of objects or people (up to 100).

2Nm.02 Compare values of different combinations of coins or notes.

2Ni.02 Understand and explain the relationship between addition and subtraction.

2Ss.02 Record, organise and represent categorical data. Choose and explain which representation to use in a given situation:

- lists and tables
- Venn and Carroll diagrams
- tally charts
- block graphs and pictograms.