



NEFERTARI INTERNATIONAL SCHOOLS IN OCTOBER
ADMISSION ASSESSMENT OUTLINE
YEAR FIVE

English

Learners should read, write and talk about a wide range of different texts
The following texts are particularly for students who are going to Stage 5:

Fiction:

Genres: *historical stories; fantasy stories; stories about issues and dilemmas*

Poetry: *poems from different times and cultures; poems that use simple imagery*

Plays: *playscripts that show a range of dramatic conventions, e.g. information to set the scene, stage directions, different acts*

Non-fiction:

Recounts: *news and magazine articles; diary entries*

Explanations: *in a range of different formats*

Persuasive texts: *adverts*

Reading

A. Reading for Word structure (phonics)

- Use effective strategies to read unfamiliar words accurately and confidently, including using phonic, morphological and grammatical knowledge, segmenting and contextual information.

B. Reading for Vocabulary and language

- Use context to suggest synonyms for unfamiliar words.
- Explore words with common roots and compare their meanings.
- Explore and comment on how a writer's choice of words, including verbs, strengthens the impact on the reader, e.g. *rushed* instead of *went*.
- Explore and comment on how a writer's choice of words, including adjectives and adverbs, enhances the meaning (shades of meaning).
- Identify and recognise meaning of figurative language in texts, including alliteration and similes, e.g. *as ... as ...*
- Comment on the impact of figurative language in texts, including alliteration and similes.



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C. Reading for Grammar and punctuation

- Use knowledge of punctuation and grammar to read unfamiliar texts with understanding.
- Explore in texts, and understand, the use of commas and apostrophes.
- Explore in texts, and understand, the standard layout and punctuation of direct speech.
- Explore in texts the use of different connectives in multiclaue sentences.
- Identify connectives in texts.
- Explore in texts examples of adverbs and adverbial phrases, including their purposes.
- Explore and understand how past, present and future verb forms are used in texts.
- Explore in texts, and understand, subject-verb agreement.

D. Reading for Structure of texts

- Explore and recognise the key features of text structure in a range of different fiction and non-fiction texts, including poems and playscripts.
- Explore and recognise how ideas are organised in paragraphs and sections.
- Explore and recognise how points are sequenced and linked to develop ideas within and between paragraphs.

E. Reading for Interpretation of texts

- Understand the difference between fiction and non-fiction texts
- Identify, discuss and compare different fiction genres and their typical characteristics.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including how texts persuade the reader.
- Explore explicit meanings in a range of texts.
- Identify key words and phrases that establish the main points in a text.
- Explain how settings and characters are developed, identifying key words and phrases from the story.
- Predict what happens next in a story based on previous events in the story.
- Make inferences from texts, including about story settings and characters.
- Skim to gain an overall sense of a text.
- Locate and use relevant information from a text to answer questions.
- Recognise, compare and contrast the themes and features of texts.



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F. Reading for Appreciation and reflection

- Express personal responses to texts, including linking characters, settings and events to personal experience.

Writing

A. Writing for Word structure (spelling)

- Explore and use spelling patterns for pluralisation, including *-s*, *-es*, *-y/-ies* and *-f/-ves*.
- Spell words with a range of common prefixes and suffixes, including *trans-*, *pre-*, *-ion*, *-ation* and *-ous*.
- Explore and build words with related roots and meanings, e.g. *medical*, *medicine*, *sign*, *signal*, *signature*.
- Spell common homophones correctly to match their grammatical purpose, including *they're*, *their*, *there*.
- Spell words with common letter strings but different pronunciations, e.g. *tough*, *through*, *trough*, *plough*.

B. Writing for Vocabulary and language

- Use specialised vocabulary accurately to match a familiar topic.
- Explore and use alternatives for overused words and phrases.
- Explore shades of meaning in adjectives and adverbs (e.g. *tepid*, *warm*, *hot*), and use them appropriately in own writing.
- Choose and use words (including verbs, e.g. *rushed* instead of *went*) to strengthen the impact of writing.
- Use simple figurative language, including alliteration and similes.

C. Writing for Grammar and punctuation

- Consistently use accurate end-of-sentence punctuation.
- Begin to use commas to make the meaning of sentences clearer.
- Use apostrophes for singular and plural possession.
- Begin to use other punctuation alongside speech marks to punctuate direct speech.
- Write multi-clause sentences using a range of connectives.
- Use past, present and future verb forms accurately.
- Use the verb *to be* accurately, including subject-verb agreement for different verb forms.



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- Use a range of quantifiers appropriately for the context, e.g. *either, neither, both*.
- Use adverbs and adverbial phrases appropriately.

D. Writing for Structure of texts

- Develop a logical sequence of ideas, making relationships between them clear.
- Use paragraphs and sections consistently to organise ideas.
- Use connectives to establish links between paragraphs, e.g. *if, although*.

E. Writing for Creation of texts

- Develop creative writing in a range of different genres of fiction and types of poems.
- Explore and use different ways of planning to inform writing for particular purposes.
- Write character profiles to inform story writing.
- Develop descriptions of settings and characters to capture the reader's imagination.
- Write alternative beginnings and endings for stories.
- Begin to express a viewpoint in fiction through a character's opinions about a setting or other characters.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.

F. Writing for Presentation and reflection

- Use different ways of laying out and presenting texts to suit the purpose and audience.
- Proofread for grammar, spelling and punctuation errors, and make corrections.



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Mathematics

	Counting and sequences
4Nc.01	Count on and count back in steps of constant size: 1-digit numbers, tens, hundreds or thousands, starting from any number, and extending beyond zero to include negative numbers
4Nc.02	Recognise and explain generalisations when adding and subtracting combinations of even and odd numbers.
4Nc.03	Recognise the use of objects, shapes or symbols to represent unknown quantities in addition and subtraction calculations.
4Nc.04	Recognise and extend linear and non-linear sequences, and describe the term-to-term rule.
	Integers and powers
4Ni.01	Read and write number names and whole numbers greater than 1000 and less than 0.
4Ni.02	Estimate, add and subtract whole numbers with up to three digits.
4Ni.04	Know all times tables from 1 to 10.
4Ni.05	Estimate and multiply whole numbers up to 1000 by 1-digit whole numbers.
4Ni.06	Estimate and divide whole numbers up to 100 by 1-digit whole numbers.
4Ni.07	Understand the relationship between multiples and factors.
4Ni.08	Use knowledge of factors and multiples to understand tests of divisibility by 2, 5, 10, 25, 50 and 100.
	Place value, ordering and rounding
4Np.01	Understand and explain that the value of each digit in numbers is determined by its position in that number.
4Np.02	Use knowledge of place value to multiply and divide whole numbers by 10 and 100.



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4Np.03	Compose, decompose and regroup whole numbers.
4Np.04	Understand the relative size of quantities to compare and order positive and negative numbers, using the symbols =, > and <.
4Np.05	Round numbers to the nearest 10, 100, 1000, 10 000 or 100 000.
	Fractions, decimals, percentages, ratio and proportion
4Nf.01	Understand that the more parts a whole is divided into, the smaller the parts become.
4Nf.07	Use knowledge of equivalence to compare and order proper fractions, using the symbols =, > and <.
	Geometry and Measure Time
4Gt.01	Understand the direct relationship between units of time, and convert between them.
4Gt.02	Read and record time accurately in digital notation (12- and 24-hour) and on analogue clocks.
	Geometrical reasoning, shapes and measurements
4Gg.01	Investigate what shapes can be made if two or more shapes are combined, and analyze their properties, including reference to tessellation.
	Statistics and Probability
	Statistics
4Ss.01	Plan and conduct an investigation to answer statistical questions, considering what data to collect (categorical and discrete data).