



**NEFERTARI INTERNATIONAL SCHOOLS IN OCTOBER**  
**ADMISSION ASSESSMENT OUTLINE**  
**GRADE SIX**

## 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 6:**

### **Fiction:**

Genres: stories from different cultures, including fables; classic literature; stories that have also been developed into a play and/or film

Poetry: *poems by significant poets, including classic poetry; narrative poetry*

Plays: *a playscript, book and film of the same story*

### **Non-fiction:**

Persuasive texts: *commentaries and letters giving a personal opinion*

Recounts: *biography*

Information texts that also contain Explanations

## Reading

### **A. Reading for Vocabulary and language**

- Deduce the meanings of unfamiliar words, including using context and knowledge of root words, prefixes and suffixes.
- Explore common idiomatic phrases and their meanings.
- Identify and record interesting and significant words, and synonyms, from texts to inform own writing.
- Comment on a writer's choice of language, including how it conveys feeling and mood.
- Identify figurative language in texts, including metaphors and personification.

### **B. Reading for Grammar and Punctuation**

- Explore in texts, and understand, grammar and punctuation differences between direct and reported speech.
- Recognise different clauses within sentences and the connectives that link them.
- Explore and discuss different types of nouns, including abstract nouns, and how quantifiers relate to countable and uncountable nouns.



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- Explore in texts use of pronouns, including possessive pronouns (e.g. *theirs, mine*), to avoid repetition of nouns while still maintaining clarity.
- Explore how different modal verbs express degrees of possibility, e.g. *should, would, could*.

**C. 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.

**D. Reading for Interpretation of texts**

- Identify, discuss and compare different fiction genres and their typical characteristics.
- Read and explore a range of non-fiction text types.
- Identify, discuss and compare the purposes and features of different non-fiction text types, including evaluating texts for purpose and clarity, and recognising use of personal and impersonal style.
- Explore explicit meanings in a range of texts.
- Extract main points from a text, and group and link ideas.
- Recognise and compare the dramatic conventions of play scripts and films, including how they contribute to the development of characters and settings.
- Explore implicit meanings in a range of texts.
- Make inferences from texts, including about the relationships between story characters.
- Distinguish between fact and opinion in a range of texts.
- Use scanning and skimming appropriately depending on the type of information required.
- Support answers to questions with reference to, or quotations from, one or more points in a text.
- Recognise, compare and contrast the themes, features and language of texts.
- Comment on how a viewpoint is expressed in fiction and nonfiction texts.



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**E. Reading for Appreciation and Reflection**

- Enjoy independent and shared reading of fiction genres, poems, playscripts and non-fiction texts.
- Express personal responses to texts, including predictions, opinions and reflections.

**Writing**

**A. Writing for Word structure (spelling)**

- Spell words with a wide range of common prefixes and suffixes, including understanding ways of creating opposites, e.g. *un-*, *im-*.
- Explore and use accurately words that have the same spelling but different meanings (homonyms), e.g. *wave* (hand gesture, hair curl, sea movement, etc.).
- Explore exceptions to known spelling rules.
- Use effective strategies, including spelling rules and exceptions, and using known spellings to work out the spelling of related words, to spell a range of words correctly.

**B. Writing for Vocabulary and language**

- Use specialised vocabulary accurately to match a familiar topic.
- Explore synonyms and words conveying shades of meaning, and use them accurately in own writing.
- Choose and use words and phrases carefully to convey feeling and mood.
- Use figurative language to evoke an imaginative response from the reader.

**C. Writing for Structure of texts**

- Develop ideas cohesively across longer pieces of writing.
- Organise ideas in paragraphs and sections to achieve an appropriate effect.
- Use organisational features appropriate to the text type, e.g. bulleted and numbered lists.

**D. Writing for Creation of texts**

- Develop creative writing in a range of different genres of fiction and types of poems.



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- Use effective planning to inform the content and structure of writing, e.g. paragraphs or sections.
- Write new scenes or characters into a story; rewrite events from the viewpoint of another character.
- Express a viewpoint in fiction through a character's opinions about a setting or other characters. Write a playscript, including production notes and stage directions to guide performance.
- Develop writing of a range of text types for a specified audience, using appropriate content and language.

**E. Writing for Presentation and Reflection**

- Explore and use different ways of making notes (e.g. bulleted lists, mind maps) and use them to inform writing.
- Proofread for grammar, spelling and punctuation errors, and make corrections.



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## **Mathematics**

### **Counting and sequences**

5Nc.01 Count on and count back in steps of constant size, and extend beyond zero to include negative numbers

5Nc.03 Use the relationship between repeated addition of a constant and multiplication to find any term of a linear sequence.

5Nc.04 Recognize and extend the spatial pattern of square and triangular numbers

### **Integers and powers**

5Ni.04 Estimate and multiply whole numbers up to 1000 by 1-digit or 2-digit whole numbers

5Ni.05 Estimate and divide whole numbers up to 1000 by 1-digit whole numbers

### **Place value, ordering and rounding**

5Np.01 Understand and explain the value of each digit in decimals (tenths and hundredths)

### **Fractions, decimals, percentages, ratio and proportion**

5Nf.02 Understand that proper fractions can act as operators

5Nf.03 Recognise that improper fractions and mixed numbers can have an equivalent value

5Nf.04 Recognise that proper fractions, decimals (one decimal place) and percentages can have equivalent values.

5Nf.08 Understand the relative size of quantities to compare and order numbers with one decimal place, proper fractions with the same denominator and percentages, using the symbols =, > and <

### **Geometrical reasoning, shapes and measurements**

5Gg.01 Identify, describe, classify and sketch isosceles, equilateral or scalene triangles, including reference to angles and symmetrical properties



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**Position and transformations**

5Gp.02 Use knowledge of 2D shapes and coordinates to plot points to form lines and shapes in the first quadrant (with the aid of a grid).

5Gp.03 Translate 2D shapes, identifying the corresponding points between the original and the translated image, on square grids

5Gp.04 Reflect 2D shapes in both horizontal and vertical mirror lines to create patterns on square grids

**Statistics**

5Ss.02 Record, organise and represent categorical, discrete and continuous data. Choose and explain which representation to use in a given situation:

- Venn and Carroll diagrams
- tally charts and frequency tables
- bar charts
- waffle diagrams
- frequency diagrams for continuous data
- line graphs
- dot plots (one dot per data point).