



NEFERTARI INTERNATIONAL SCHOOLS IN CAIRO
BRITISH DIVISION
ADMISSION ASSESSMENT OUTLINE
YEAR SEVEN

ENGLISH

ASSESSING YEAR 6 LEVEL SKILLS

Students should be able to read, write and speak about a wide range of

FICTION

Genres: science fiction; stories with flashbacks; stories by significant children's authors

Poetry: poems with a wide range of different features, for example, themes, imagery, structure

NON-FICTION

Arguments

Persuasive texts: news articles

Recounts: biography and autobiography

READING

a) VOCABULARY & LANGUAGE

- Deduce the meanings of unfamiliar phrases from their context.
- Identify word origins and derivations.
- Identify interesting and significant words, and synonyms, from texts to inform own writing.
- Comment on a writer's choice of language, demonstrating some awareness of the impact on the reader.
- Define figurative expressions, e.g. *as cool as a cucumber*, *crying crocodile tears*.
- Explain how figurative language creates imagery in texts and takes understanding beyond the literal.

b) GRAMMAR & PUNCTUATION

- Know and apply the uses of colons, semicolons, ellipses, parenthetical commas, dashes and brackets.
- Identify the main clause and other clauses (subordinate clauses) in a complex sentence.
- Comment on the impact of a writer's choices of sentence length and structure.
- Answer questions about how different relative pronouns are used in texts to introduce additional detail.
- Active and passive verb forms.
- Comparing narrative and dialogue.
- Explore grammatical features in a range of texts, e.g. verb forms, sentence types, use of different word classes.



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c) STRUCTURE OF TEXTS

- Describe the progression of ideas in a text, including the handling of time (e.g. to manage flashbacks, or events which are presented out of chronological order).
- 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 and linked cohesively across a text, which are presented out of chronological order; use of *however* and *on the other hand* to introduce a new paragraph in a balanced argument.

d) READING FOR INTERPRETATION OF TEXTS

- Identify, and compare the purposes and features of different non-fiction text types, including balanced written arguments.
- Use evidence from more than one point in a story to support predictions about what might happen later in the story.
- Comment on how a writer influences the reaction of readers, including how they present characters and settings, and evoke particular moods (e.g. suspense, anger, excitement).
- Distinguish between fact and opinion in a range of texts.
- Support answers to questions with reference to, or quotations from, one or more points in a text.
- Recognise explicit and implicit ways in which the theme of a text is conveyed.
- Comment on how different viewpoints are expressed in fiction and non-fiction texts.

e) READING FOR APPRECIATION AND REFLECTION

- Express personal responses to texts, including preferences in terms of language, style and themes.
- Comment on how readers might react differently to the same text, depending on where or when they are reading it.

WRITING

a) WORD STRUCTURE (spelling)

- Use words with different suffixes but similar pronunciation,
- Add prefixes and suffixes to root words, and when the root word changes.
- Use familiar homophones and commonly confused words correctly, e.g. *aloud*, *allowed*, *past*, *passed*, *advice*, *advise*, *desert*, *dessert*.



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b) VOCABULARY AND LANGUAGE

- Use words and phrases to convey shades of meaning appropriate to the context.
- Transform meaning with prefixes and suffixes.
- Begin to use figurative language to evoke an imaginative response from the reader.

c) GRAMMAR AND PUNCTUATION

- Use commas, dashes and brackets parenthetically.
- Punctuate direct and reported speech accurately.
- Use punctuation effectively to clarify meaning in complex sentences.
- Use a variety of simple, compound and complex sentences chosen for effect.
- Use active and passive verb forms within sentences.
- Use relative pronouns to introduce additional detail.
- Use the conventions of standard English appropriately in writing, e.g. verb forms, sentence structure, use of different word classes.

d) STRUCTURE OF TEXTS

- Manage the development of an idea across an extended piece of writing, e.g. by linking the end to the beginning.
- Use a range of connectives to link paragraphs and sections clearly and cohesively, e.g. use of *however* and *on the other hand* to introduce counter-arguments in a balanced argument.

e) CREATION OF TEXTS

- Develop creative writing in a range of different genres of fiction and types of poems.
- Writing stories with all the appropriate features.
- Include different viewpoints in fiction, e.g. when writing stories with flashbacks.
- Write a playscript with all the appropriate features
- Develop writing for a purpose.
- Write balanced arguments.

f) PRESENTATION AND REFLECTION

- Develop a personal handwriting style to write legibly, fluently and with appropriate speed.



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USE OF ENGLISH GRAMMATICAL FORMS

- Ask questions to develop ideas and extend understanding.
- Use what/how about + noun/-ing to make suggestions.
- Use a range of present simple active forms and begin to use passive forms.
- Use a range of past simple active forms for habits and states and begin to use passive forms.
- Use an increasing range of present continuous forms with present and future meaning.
- Use past continuous forms for background, parallel and interrupted past actions.
- Use present perfect forms to express recent, indefinite and unfinished past. • 6Ug.08 Use a range of future forms, including present continuous and present simple with future meaning.
- Begin to use if clauses in first conditionals.
- Use common prepositional verbs (e.g. walk away).
- Begin to use simple forms of reported speech to report statements and commands.
- Use an increasing range of modal forms (e.g. needn't [lack of necessity], should [advice], ought to [advice/obligation]).
- Use an increasing range of participle adjectives and a range of adjectives in the correct order in front of nouns.



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MATHEMATICS

Numbers

- Decimal numbers: Place value for numbers up to 3 decimal places, rounding, add, subtract, multiply and divide decimal numbers by whole number
- Find term to term rule in a sequence that extend through zero (negative numbers)
- Find common multiples and factors, divisibility tests
- Use letters to represent numbers (writing expressions)
- Fractions: Simplify, order, equivalent, add, subtract, multiply and divide fractions
- Find percentages of whole numbers, write and simplify ratios
- Multiply and divide whole numbers by a 2-digit number
- Use arithmetic laws to simplify calculations (associative law, order of operations, distributive law and commutative law)

Measures

- Find area and perimeter of triangles using rectangles
- Convert between time intervals expressed as a decimal and mixed units
- Identify the difference between capacity and volume

Geometry

- Identify properties of 2D shapes, parts of a circle, draw a circle using compasses
- Describe rotational symmetry of a shape
- Identify properties of 3D shapes and identify nets of cubes, cuboid, pyramids and prisms
- Measure and draw angles using a protractor
- Calculate the sum of angles in a triangle, on a straight line and around a point

Statistics

- Find mean, mode, median and range of sets of data
- Represent data in bar charts, dot plots, waffle diagram, pie charts, line graphs and scatter graphs