



CHELTENHAM
LADIES'
COLLEGE

BRIEFING PAPER

FOR ENTRY INTO YEAR 7 (LC1): 2024-25
AND
EARLY APPLICATION FOR ENTRY INTO YEAR 9 (LC3): 2025-26

Dear Parents,

The following information is designed to support your daughter in her preparations for sitting the entrance examinations at Cheltenham Ladies' College this October. The syllabuses described in this booklet are based on those set out by the UK government's National Curriculum for England (see links below).

Our entrance testing process comprises of:

- 1) An online Maths assessment
- 2) An adaptive, online Verbal Reasoning assessment
- 3) A written English paper that covers both comprehension/closed text analysis and an extended writing exercise
- 4) Small group interviews and activities
- 5) A review of references and other pertinent information

We hope you and your daughter find the information within this guide useful, but we would like to emphasise a few points about our examinations:

- We look for a girl's potential, especially at 11+, and worry less about what she has been taught to date. In this regard, the most important trait your daughter can show us is *a willingness to engage with questions* even when she is uncertain. She must have a go, wherever possible.
- We assess potential scholars by looking for signs of academic curiosity, articulacy and a keen eye for detail. We discount signs of cramming, rote learning or over-rehearsed performances.
- We would never expect your daughter to have covered and remember everything that appears in this document. She will sit the exams at the beginning of UK Year 6 and this will be taken into consideration when we mark and review her performance.
- The exams (and the metrics they generate) are only one part of our entry assessment process. We like to meet candidates on the Assessment Day to see how they engage in different group tasks and activities. We also consider the views of a girl's present Head Teacher who will be asked to supply a confidential reference.
- We look at the all-round pupil and not just the assessment scores: we do not expect the finished article at 11 years of age – we wish to admit girls with intellectual curiosity, resilience and a willingness to try, and to be not afraid to get things wrong, be that on paper, in the classroom or on the stage or sports field to name but a few areas.

Should you have any observations about this guidance or queries about its contents or about the curriculum at College, please contact us as we would be very happy to help.

Admissions Department
Admissions@cheltladiescollege.org

GUIDE TO THE NATIONAL CURRICULUM

We will examine your daughter on material specified in the English National Curriculum, which can be accessed online at the links below. If your daughter is at school in the UK her teachers should be well advanced in coverage of Key Stage 2 material described here at the time of entrance examinations, and there should be no need for her to have any specific tutoring.

www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study

www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study

www.gov.uk/national-curriculum/key-stage-3-and-4

ENGLISH

Our entrance exam favours candidates who read widely, can make inferences and who are able to write fluently and accurately. A list of books candidates might enjoy, at this age, can be found at the end of this document under the **'Reading Matters'** section.

The elements we consider most important, at this point, in the Key Stage 2 English National Curriculum are summarised below.

Speaking and Listening

Candidates should learn how to:

- speak appropriately in a range of contexts
- listen effectively and respond appropriately to others
- take part in group discussions
- participate in a range of dramatic activities

Reading

Candidates should be encouraged to:

- practise regularly reading aloud
- increase their ability to read more widely and to tackle more lengthy and challenging texts
- engage imaginatively and thoughtfully with what they read

They should begin to:

- reflect on the meaning of texts, analysing and discussing them with others
- use inference and deduction
- make connections between different parts of a text
- recognise features of language, form and genre in literary texts, especially poetry, in order to develop their understanding and appreciation

A range of suitable literature should be studied, including good quality modern fiction, poetry and drama; some long-established children's fiction and classic poetry; texts drawn from a variety of cultures and traditions; myths, legends and traditional stories.

Writing

Candidates should begin to learn:

- that writing is both essential to thinking and learning, and enjoyable in its own right
- to broaden their vocabulary and use words in inventive ways
- to choose form, content and style to suit particular purposes and audiences
- to plan effectively, revise and proof-read
- to construct grammatical sentences in standard English and punctuate them correctly
- to use full stops, question marks and exclamation marks consistently accurately (and, if they have mastered basic punctuation, to punctuate direct speech)
- to paragraph intelligently
- spelling strategies
- to write legibly in a joined-up style, with increasing fluency and speed, and to print neatly where necessary
- to use a dictionary

MATHEMATICS

Candidates may **NOT** use calculators in the online examination. Candidates will need to understand and be able to use the following terms: sum, difference, product, multiple, factor, prime, square, even, odd.

Questions may be set which test the candidates' understanding of the following:

- basic whole number arithmetic (+, -, x, ÷) including order of operations;
- place value: from words to digits and vice versa.
- listing numbers in order of size; e.g. fractions, decimals;
- parts of a whole: equivalence between fractions, decimals and percentages
- simple algebraic substitution
- problems testing the manipulation of simple numbers. For example, "I think of a number, double it, add 6 and the result is 14. What was the number I thought of?"
- simple sequences
- co-ordinates
- plane geometry; quadrilaterals, triangles, including symmetry
- Simple angle properties (e.g. angles in a triangle, in a full turn)
- simple perimeter, area, volume
- money (UK currency)
- time
- metric units: changing, for example, from mm to cm; adding and subtracting
- discrete data: median, mode, mean and range
- probability: scale 0 to 1; listing possible outcomes

Note: There will be a timed Mental Maths section at the beginning of the exam. The assessment will also contain questions testing the candidates' ability to interpret and solve problems in a variety of contexts.

The following are useful general maths resource websites:

<https://corbettmathsprimary.com/content/>

<https://uk.ixl.com/math/>

VERBAL REASONING

Verbal reasoning assesses a pupil's skills and potential as opposed to specific learnt content. Verbal reasoning assesses the ability to evaluate, reason and conceptualise with words and sentences.

Verbal reasoning tests are often used to determine a pupil's critical thinking skills, as well as their ability to use their own knowledge to solve a problem.

There are different types of questions asked in a verbal reasoning exam. Some examples are:

- Spotting letter sequences
- Cracking codes based on letters and numbers
- Following written instructions
- Spotting words within words
- Finding a letter to complete two other words

We are pleased to be working with ATOM Learning this year with regards to our VRQ testing. A link to ATOM's explanation of the Verbal Reasoning test can be found here:

<https://atomlearning.com/blog/11-plus-verbal-reasoning-exam-preparation-guide>

A link to a familiarisation test can be found here:

<https://app.atomlearning.com/public/taster/cheltenham-ladies-college>

READING MATTERS – SUGGESTIONS FOR PUPILS IN YEARS 5 AND 6

At CLC we wish to encourage girls to become enthusiastic readers. We invariably find that those girls who read a great deal have wider vocabularies and a better written style than those who do not, as well as being able to respond in a more sophisticated way to literature. We feel that stories play a vital part in enriching the imagination.

This list is by no means exclusive and certainly not compulsory, but it does contain some ‘good books’ which will provide a common foundation of literary experience on which we can build. It contains a range of titles which are suitable for independent readers in years 5 and 6. It is grouped by category to help you choose; try and read a range of things which are new to you. There is also a list of contemporary works at the end which may be helpful.

I hope you will find some titles here which you really enjoy reading on your own before you come to College; never be afraid to try something different!

Miss G Shakeshaft
Lower College Librarian

Action or Mystery

- The Wolves of Willoughby Chase - Joan Aiken
- Artemis Fowl – Eoin Colfer
- The Diamond of Drury Lane – Julia Golding
- The Wind in the Willows - Kenneth Grahame
- Journey to the River Sea – Eva Ibbotson
- The Sign of the Black Dagger – Joan Lingard
- Truckers – Terry Pratchett *best for older readers*
- Rooftoppers - Katherine Rundell
- Murder most Unladylike – Robin Stevens
- Mystery of the Clockwork Sparrow – Katherine Woodfine

Fantasy & Fairytale

- Alice in Wonderland - Lewis Carroll
- Daughter of the Sea – Berlie Doherty *best for older readers*
- A Bag of Moonshine – Alan Garner
- Blackberry Blue and other Fairy Tales – Jamila Gavin
- The Lion, the Witch and the Wardrobe - C S Lewis
- Harry Potter and the Philosopher’s Stone - J K Rowling
- Who could that be at this Hour? – Lemony Snicket
- The Hobbit – J R R Tolkien

Myths & Legends

- The Little Prince – Antoine de Saint-Exupery
- The Adventures of Robin Hood - Roger Lancelyn Green
- The Usborne Illustrated Odyssey - Homer and Sebastien van Donnich

- Just So Stories – Rudyard Kipling
- Beowulf – Michael Morpurgo best for older readers
- Grimm Tales for Young and Old – Philip Pullman best for older readers
- King Arthur and his Knights of the Round Table - Roger Lancelyn Green
- The Happy Prince and other stories – Oscar Wilde

A long time ago...

- Little Women – Louisa May Alcott
- Letters from the Lighthouse – Emma Carroll
- Once – Morris Gleitzman
- At the Sign of the Sugared Plum – Mary Hooper
- The Roman Mysteries – Caroline Lawrence
- Goodnight Mister Tom – Michelle Magorian
- War Horse – Michael Morpurgo
- Dear Jelly; family letters from the First World War – Sarah Ridley
- Percy Jackson and the Lightning Thief – Rick Riordan
- The Cay – Theodore Taylor best for older readers
- Dancing the Charleston – Jacqueline Wilson
- My name is Victoria, Eliza Rose or Lady Mary - Lucy Worsley

“Just another ordinary day ...”

- Skellig – David Almond
- The Little Princess - Frances Hodgson Burnett
- How to train your dragon series – Cressida Cowell
- Just William - Richmal Crompton
- The Breadwinner – Deborah Ellis
- Flour Babies – Anne Fine
- The Iron Man - Ted Hughes
- Stig of the Dump – Clive King
- Elizabeth Laird – Oranges in No Man’s Land
- The Borrowers - Mary Norton
- The Railway Children - E Nesbit
- Puck of Pook’s Hill - Rudyard Kipling
- Swallows and Amazons - Arthur Ransome
- Ballet Shoes - Noel Streatfeild
- Charlotte’s Web – E B White

Poetry

- Best-Loved Poems – Edited by Neil Philip
- Penguin’s Poems by Heart – Edited by Laura Barber
- Now We Are Six - A A Milne
- A Child’s Garden of Verses - Robert Louis Stevenson
- The Puffin Book of Utterly Brilliant Poetry – Edited by Brian Patten

Other contemporary authors currently enjoyed by girls aged 11-14

- Malorie Blackman
- Tim Bowler
- John Boyne
- Kevin Brooks
- Emma Carroll
- Suzanne Collins
- Gillian Cross
- Peter Dickinson
- Siobhan Dowd
- Neil Gaiman
- Frances Hardinge
- Anthony Horowitz
- Tanya Landman
- Derek Landy
- Andrew Lane
- Geraldine McCaughrean
- Sophie McKenzie
- Robert Muchamore
- Beverly Naidoo
- William Nicolson
- Garth Nix
- R. J. Palacio
- Annabel Pitcher
- Philip Pullman
- Bali Rai
- Celia Rees
- Philip Reeve
- Ransom Riggs
- Meg Rosoff
- Veronica Roth
- Ruta Sepetys
- Polly Shulman
- Lauren St John
- Robert Swindells
- Theresa Tomlinson
- Eleanor Updale
- Robert Westall
- Elizabeth Wein
- Adeline Yen Mah
- Carlos Ruiz Zafon

Once you are at CLC, the Library produces termly and half-termly reading lists to encourage recreational reading, and all of these books *and more* will be found in Lower College Library! We also have lots of information books which can be borrowed at any time to help with prep or just for fun.

Each boarding house also has a comprehensive book collection maintained by us: our aim is that you will always have plenty of ideas about what you want to read next!

If you are still short of ideas try websites such as

www.booktrust.org.uk or
www.lovereadng4kids.co.uk

I hope you are enjoying your current reading book and are already looking forward to whatever you are going to read next!