7+ ASSESSMENTS FOR DAY BOY PLACES
WHAT DO THEY INVOLVE?

On a mutually convenient date during Year 2, boys applying for 7+ (Year 3) day boy places at WCCS sit four written papers.

English

Comprehension and Composition	(1 hour / 50 marks)
Punctuation	(30 mins / 30 marks)
Spelling	(15 mins / 20 marks)

Maths (45 mins / 100 marks)

The papers are designed to be accessible to able boys applying from both the maintained and private sectors. Specimen papers are posted on our website. Details of what boys are expected to know for each are given below.

During the assessment, each boy will also do some reading out loud, and have a brief discussion about his interests and enthusiasms – in and out of school – with the Director of Admissions

WCCS does not set verbal or non-verbal reasoning tests, or IQ tests.

Boys must be registered before they can sit the assessments. You can register your son here.

If you would like any further information, please contact the Director of Admissions, Lucy Freeman

Tel 020 7798 9081 **Email** lfreeman@choirschool.com

7+ ENGLISH ASSESSMENTS – WHAT DO BOYS NEED TO KNOW?

Boys applying for 7+ (Year 3) places at WCCS sit three papers in English.

1. Comprehension and Composition (1 hour / 50 marks)
Boys answer questions on a prose passage taken from a twentieth-century children's classic, appropriate to their age (40 mins / 35 marks). All boys need to demonstrate a literal understanding of the passage; some boys will demonstrate an understanding of how characters are developed through setting, speech and behaviour.

Boys also write a story, using a picture as a prompt (20 mins / 15 marks). They need to show accurate punctuation and paragraphing, and use interesting vocabulary.

2. Punctuation (30 mins / 30 marks)
Boys have to re-write an unpunctuated prose passage. At 7+, boys are expected to know how to use full stops and capital letters.

3. Spelling (15 mins / 20 marks)
Boys have to re-write ten sentences correcting any spelling errors. At 7+, boys are expected to know the following Key Stage 2 English word lists for Years 3 and 4.

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women

7+ MATHS ASSESSMENTS – WHAT DO BOYS NEED TO KNOW?

Boys applying for 7+ (Year 3) places at WCCS sit one 45-minute paper in maths. They need to be familiar with the topics listed below, which largely correspond with the Year 2 programme of the National Curriculum.

NUMBER

Place value

- Boys should know the value of a digit placed in the units and tens columns of a two-digit number
- Boys should be able to write two-digit and three-digit numbers in words and digits
- Boys should be able to organise two-digit and three-digit numbers in order of increasing or decreasing size

Counting

- Boys should be able to count in ones, twos, threes, fours, fives, tens and multiples of 10 and 100
- Boys should be able to recognise odd and even numbers

Addition

- Boys should know the number bonds to 10
- Boys should be able to use a variety of mental methods for addition of single digits, and be familiar with the vocabulary associated with addition
- Boys should be able to add two-digit numbers with any sensible method
- Boys should be able to solve simple word problems that require addition

Subtraction

- Boys should be able to subtract single digits from 10
- Boys should be able to use a variety of mental methods for subtraction, and be familiar with the vocabulary associated with subtraction
- Boys should understand subtraction as the inverse, or opposite of, addition
- Boys should know how to check their answers by inverse operations
- Boys should be able to solve simple word problems that require subtraction

Multiplication

- Boys should understand that multiplication is repeated addition
- Boys should know the terms 'product' and 'multiple', and be able to suggest some multiples of a given number
- Boys should be able to use a variety of mental methods for multiplication, and be familiar with the vocabulary associated with multiplication
- Boys should be able to solve simple word problems that require multiplication
- Boys should know the 2x, 5x and 10x tables (including corresponding division facts)

Division

- Boys should understand that division can be thought of as repeated subtraction, splitting into groups or sharing out
- Boys should be able to divide by repeated subtraction – 'chunking'
- Boys should know that division is the inverse of multiplication
- Boys should be able to solve simple word problems that require division

Sequences

- Boys should know the sequence of even and odd numbers
- Boys should be able to find the rule in a number or pattern sequence, and continue it, or find any missing terms

Fractions

- Boys should understand the link between 'a fraction' of something and 'dividing something' e.g. a quarter of / dividing by 4
- Boys should understand that there are two halves in a whole, and four quarters in a whole
- Boys should understand that two quarters is equivalent to one half
- Boys should be able to find one half or one quarter of a shape or a small number of items

Money

- Boys should know the values of British coins and notes and be able to work out which coins/notes are needed to make a given total
- Boys should be able to use correct notation for writing money
- Boys should be able to convert pounds and pence
- Boys should be able to add and subtract amounts of money, including finding necessary change
- Boys should be able to solve simple word problems involving money

SHAPE, SPACE AND MEASURE

Scales, estimation and rounding

- Boys should be able to read simple scales
- Boys should be able to fill in suitable numbers on an unmarked scale
- Boys should be able to round two-digit numbers to the nearest 10

Measurements

- Boys should know the terms *cm* and *m* and be able to convert them
- Boys should be able to write length measurements using correct notation
- Boys should be able to estimate lengths of everyday objects
- Boys should be able to draw and measure lines accurately (to the nearest centimeter)

Time

- Boys should be able to tell the time to the hour, half-hour or quarter-hour using an analogue clock
- Boys should be able to use digital clock notation, e.g. 10:15
- Boys should be able to write times given in words
- Boys should be able to convert times given in hours into minutes

- Boys should be able to convert times given in minutes to hours and minutes
- Boys should know the relationship between hours, days and weeks
- Boys should be able to solve simple word problems involving time

Angles and direction

- Boys should know the angle description for a full turn, half-turn and quarter-turn
- Boys should be able to identify 90° angles and use the term 'right-angle'
- Boys should know and use the directions clockwise and anti-clockwise

Shapes

- Boys should be able to identify and describe simple 2-D shapes: circles, triangles, square and rectangles
- Boys should be able to sort shapes by their properties – such as number of corners and sides

GENERAL ADVICE

- Boys are expected to show their working when doing written calculations
- Boys are expected to be able to tackle word problems and mathematical reasoning puzzles

END