8+ ASSESSMENTS
WHAT DO THEY INVOLVE?

On a mutually convenient date during Year 3, boys applying for 8+ (Year 4) day boy and chorister places at WCCS sit four written papers. **Places are offered on a first-come-first-served basis; WCCS no longer assesses at 7+ or 8+ *en masse* in January.**

English	
Comprehension and Composition	(1 hour 10 mins / 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 day, 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

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

Boys applying for 8+ (Year 4) day boy and chorister places at WCCS sit three papers in English.

1. Comprehension and Composition (1 hour 10 mins / 50 marks)
Boys answer questions on a prose passage taken from a twentieth-century children's classic, appropriate to their age (50 mins / 35 marks). All boys need to demonstrate a literal understanding of the passage; some boys will demonstrate an understanding of how the author uses language i.e. similes, personification, onomatopoeia, humour.

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 8+, boys should know how to use capital letters, full stops, apostrophes, commas and question marks.

3. Spelling (15 mins / 20 marks)
Boys have to re-write ten sentences correcting any spelling errors. At 8+, boys are expected to know, at least, the 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

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

Boys applying for 8+ (Year 4) day boy and chorister 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 3 programme of the National Curriculum.

NUMBER

Place value

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

Counting

- Boys should be able to count in ones, twos, threes, fours, fives, tens, multiples of 10 and multiples of 100
- Boys should be able to count forwards and backwards in nines
- Boys should be able to count forwards and backwards in elevens

Addition

- Boys should know the number bonds to 10
- Boys should be able to use a variety of mental methods for addition, and be familiar with all vocabulary associated with addition
- Boys should be able to use the column method for written addition, including carrying, for up to 3-digit numbers
- Boys should be able to solve 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 all vocabulary associated with subtraction
- Boys should be able to use the column method for written subtraction, including borrowing, for up to 3-digit numbers
- Boys should understand subtraction as the inverse, or opposite, of addition
- Boys should be able to check their answers by inverse operations
- Boys should be able to solve 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 multiply by 10 and by 100
- Boys should be able to use the partition method for multiplication
- Boys should be able to use a variety of mental methods for multiplication, and be familiar with all vocabulary associated with multiplication
- Boys should be able to use the formal written method of multiplication for a 2-digit number multiplied by a 1-digit number

- Boys should be able to solve word problems that require multiplication
- Boys should know the 2x, 3x, 4x, 5x, 6x 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 understand the link between 'a fraction' of something and 'dividing something' e.g. a quarter of / dividing by 4
- Boys should be able to divide by 10 and by 100
- 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 use multiplication to check answers to division questions
- Boys should be able to use a variety of mental methods for division and be familiar with all vocabulary associated with division
- Boys should be able to use the formal written method of division to divide a 2-digit number by a 1-digit number – 'the one-legged table', including remainders as *rem X*
- Boys should be able to use context to determine a sensible way to round their answers
- Boys should be able to solve 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 be able to identify a fraction and name the parts of a fraction
- Boys should be able to add fractions with the same denominator
- Boys should be able to recognise and generate equivalent fractions
- Boys should be able to simplify a fraction to its lowest terms
- Boys should be able to find simple fractions of a number

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, using formal and informal methods
- Boys should be able to use mental methods to multiply amounts of money by a single digit
- 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 numbers to the nearest 10 or 100

Measurements

- Boys should know the terms *mm*, *cm*, *m* and *km* and be able to convert between 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 measure objects proficiently
- Boys should know the terms *g* and *kg* and be able to convert between them
- Boys should be able to read and mark weighing scales
- Boys should be able to weigh objects proficiently
- Boys should be able to estimate masses of everyday objects
- Boys should know the terms *millilitre* and *litre* and be able to convert between them
- Boys should be able to read and mark scales on measuring jugs
- Boys should be able to measure the capacity of objects proficiently
- Boys should be able to estimate the capacity of everyday objects
- Boys should be able to draw and measure lines accurately (to the nearest half-centimetre)

Time

- Boys should be able to tell the time using an analogue clock
- Boys should understand that time can be given using a 24-hour clock
- Boys should be able to convert between 12-hour and 24-hour clock
- Boys should be able to write times given in words
- Boys should be able to convert times given in hours to minutes
- Boys should be able to convert times given in minutes to hours and minutes
- Boys should be able to add a period of time onto a given time
- Boys should be able to subtract a period of time from a given time
- Boys should be able to read and extract information from a travel timetable
- Boys should be able to solve word problems involving time
- Boys should know the relationship between hours, days, weeks, years, decades, centuries and millennia

Position – co-ordinates

- Boys should be able to find a square on a grid given its (letter, number) co-ordinates and be able to name a given square (only first quadrant)

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 the names of the main four points on a compass

2D shapes

- Boys should be able to define and identify circles and semi-circles
- Boys should be able to define and identify triangles and can use the term *vertex* or *vertices*
- Boys should be able to define and identify quadrilaterals
- Boys should be able to define and identify polygons

3D shapes

- Boys should know the terms *faces*, *edges* and *corners* (*vertices*) and be able to identify them on a 3D shape

- Boys should be able to define and identify prisms
- Boys should be able to define and identify cones, cylinders, spheres and hemi-spheres

Line symmetry

- Boys should be able to identify symmetry in everyday objects
- Boys should be able to draw lines of symmetry on a 2D shape
- Boys should be able to recognize horizontal and vertical lines of symmetry
- Boys should be able to complete partial shapes to create a symmetrical shape, including diagonal mirror lines

DATA HANDLING

Carroll & Venn diagrams

- Boys should be able to sort items using a Carroll diagram
- Boys should be able to create a suitable Carroll diagram to sort a set of items
- Boys should be able to sort items using a Venn diagram
- Boys should be able to create a suitable Venn diagram to sort a set of items

Presenting data

- Boys should be able to read and complete a pictogram
- Boys should be able to read and complete a bar chart
- Boys should understand the term *frequency* and be able to use a tally chart to keep a record of frequency
- Boys should be able to use a tally chart to create a frequency diagram

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