



CHELTENHAM  
LADIES'  
COLLEGE

## BRIEFING PAPER

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FOR ENTRY INTO YEAR 7 (LC1): 2025-2026

AND

EARLY APPLICATION FOR ENTRY INTO YEAR 9 (LC3): 2027-2028

Dear Parents,

The following information is designed to support your daughter in her preparation for sitting the LC1 entrance examinations at Cheltenham Ladies' College this October (candidates applying for places in LC3 in 2027 will sit these assessments in November). 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:

- 1) An online Maths assessment (adaptive Maths and fixed problem solving)
- 2) An adaptive, online verbal reasoning assessment
- 3) An adaptive, online English comprehension assessment and a written English 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 meet all our candidates on their 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, 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 using 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.

[National Curriculum: English programmes of study](#)

[National Curriculum: Mathematics programmes of study](#)

[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, 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 and odd.

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

- basic whole number arithmetic (+, -,  $\times$ ,  $\div$ ) 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

The following are useful general Maths resource websites. [Corbett Maths](#) [IXL Maths](#)

## 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 again this year with regards to our VRQ testing. A link to ATOM's explanation of the Verbal Reasoning test can be found [here](#).

A link to a familiarisation test can be found [here](#).



## READING MATTERS – SUGGESTIONS FOR YEARS 5 AND 6

At CLC we love encouraging all our students to be enthusiastic readers. Whether you enjoy reading to switch off & unwind, or voraciously devour facts, figures and opinions we invariably find that students who read widely have better vocabularies and a better written style than those who do not. Being able to respond to literature of many kinds in creative and inspiring ways is helped enormously by reading a wide range of styles and genres for pleasure.

This list is by no means exclusive and certainly not compulsory, but it does contain some great stories which I hope will encourage you to always have a book you're enjoying by your side! It contains a range of titles which are suitable for independent readers in years 5 and 6 and is grouped by category to help you choose. I hope you'll find some titles here that you can enjoy reading on your own before you come to College - never be afraid to try something new or different!

### **Action or Mystery**

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- The Wolves of Willoughby Chase | Joan Aiken
- A.N.T.I.D.O.T.E. | Malorie Blackman
- Cogheart *series* | Peter Bunzl
- Vi Spy: Licence to Chill | Maz Evans
- The Diamond of Drury Lane | Julia Golding
- The Wind in the Willows | Kenneth Grahame
- Journey to the River Sea | Eva Ibbotson
- The Highland Falcon Thief | M.G. Leonard
- 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**

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- Alice in Wonderland | Lewis Carroll
- The Marvellous Land of Snergs | Veronica Cossanteli
- Daughter of the Sea | Berlie Doherty *best for older readers*
- Fairy Tales for Fearless Girls | Anita Ganeri
- A Bag of Moonshine | Alan Garner
- Blackberry Blue and other Fairy Tales | Jamila Gavin

- Rumaysa; a fairytale | Radiya Hafiza
- The Lion, the Witch and the Wardrobe | C S Lewis
- The Day I fell into a Fairytale | Ben Miller
- Hansel and Greta | Jeanette Winterson, Duckling | Kamila Shamsie
- Cinderella Liberator | Rebecca Solnit, Blueblood | Malorie Blackman
- Who could that be at this Hour? | Lemony Snicket
- The Hobbit | J R R Tolkien

## **Myths & Legends**

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- Over Sea, Under Stone | Susan Cooper *best for older readers*
- Fierce, Fearless and Free | Lari Don
- 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 | retold by Michael Morpurgo *best for older readers*
- Wolf Brother | Michelle Paver
- King Arthur and his Knights of the Round Table | Roger Lancelyn Green
- The Happy Prince and other stories | Oscar Wilde

## **A long time ago...**

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- My Name is Book: An Autobiography | *as told to* John Agard
- Little Women | Louisa May Alcott
- Letters from the Lighthouse | Emma Carroll
- The Umbrella Mouse | Anna Fargher
- Once | Morris Gleitzman
- At the Sign of the Sugared Plum | Mary Hooper
- A Nest of Vipers | Catherine Johnson
- 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 Silver Sword | Ian Serraillier
- The Cay | Theodore Taylor *best for older readers*

## **“Just another ordinary day ...”**

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- Skellig | David Almond
- Coming to England | Floella Benjamin
- The Un-Forgotten Coat | Frank Cottrell Boyce
- The Little Princess | Frances Hodgson Burnett
- How to train your dragon *series* | Cressida Cowell
- Just William | Richmal Crompton
- The Breadwinner | Deborah Ellis
- George’s Secret Key to the Universe | Lucy & Stephen Hawking

- The Iron Man | Ted Hughes
- Oranges in No Man's Land | Elizabeth Laird
- A Story like the Wind | Gill Lewis
- *Make time to reflect on ...* The Boy, the Mole, the Fox and the Horse | Charlie Mackesy
- The Borrowers | Mary Norton
- The Railway Children | E Nesbit
- Puck of Pook's Hill | Rudyard Kipling
- Swallows and Amazons | Arthur Ransome
- Harry Potter and the Philosopher's Stone | J K Rowling
- Charlotte's Web | E B White

## Poetry

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- 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

## Contemporary authors currently enjoyed by students aged 11-14 years (school years 7-9) include:

Elizabeth Acevedo, Patience Agbabi, Renée Ahdieh, Leigh Bardugo, Jennifer Lynn Barnes, Kalynn Bayron, Jasbinder Bilan, Holly Black, Malorie Blackman, Tim Bowler, John Boyne, Sita Brahmachari, Kevin Brooks, Emma Carroll, Kiera Cass, Suzanne Collins, James Dashner, Siobhan Dowd, Abi Elphinstone, Neil Gaiman, Stephanie Garber, Jamila Gavin, Kathleen Glasgow, Candy Gourlay, John Green, Matt Haig, Jenny Han, Frances Hardinge, Michelle Harrison, Lian Hearn, Anthony Horowitz, Holly Jackson, Catherine Johnson, Tanya Landman, Andrew Lane, Caroline Lawrence, Patrice Lawrence, Adeline Yen Mah, Simon Mason, Geraldine McCaughrean, Sophie McKenzie, Karen M McManus, Robert Muchamore, Beverly Naidoo, William Nicolson, Garth Nix, Alice Oseman, R.J. Palacio, Annabel Pitcher, Philip Pullman, Pooja Puri, Bali Rai, Onjali Q Rauf, Rick Riordan, Celia Rees, Philip Reeve, Ransom Riggs, Meg Rosoff, Veronica Roth, Louis Sachar, Kate Saunders, Libby Scott & Rebecca Westcott, Julian Sedgwick, Marcus Sedgwick, Ruta Sepetys, Polly Shulman, Robin Stevens, Lauren St John, Theresa Tomlinson, Eleanor Updale, Elizabeth Wein, Katherine Woodfine, Lucy Worsley, Nicola Yoon, Carlos Ruiz Zafon, Benjamin Zephaniah.

Once you are at CLC, the Library produces lots of reading lists to encourage recreational reading and to support what you are learning in class. All of these books *and more* will be found in Lower College Library! We 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're still short of ideas try websites such as <https://www.booktrust.org.uk> or <https://www.lovereadings4kids.co.uk>

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

*Miss G Shakeshaft*, Lower College Librarian