

## 11+ PAST PAPER PACK

# Rossall School 11+ English

## Complete Past Paper Pack

### CONTENTS

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#### 01 Sample Paper

Rossall School 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

#### 02 Sample Paper

Rossall School 11+ English. Work through this paper first.

Includes Paper Notes: overview, topics, revision tips, common mistakes.

PRACTISE THE REAL THING

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## Year 7 English Entrance Examination Reading Question Paper

### Instructions:

- You have **40 minutes** for this examination
- There are a total of 20 marks available for this paper.

## Paper 1 - Reading

- Read the passage in the 'Reading Booklet' carefully and then answer the questions that follow.
- The number of marks indicates the amount of time that should be spent on each question.

1. In what year is the story set?

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**1 Mark**

2. Which of the following sweets can be found in Mrs Pratchett's shop?  
Tick the box next to the correct answer.

- Cola Bottles
- Nut Clusters
- Sherbert Dip
- Popping Candy

**1 Mark**

3. Which word best describes the children?  
Tick the box next to the correct answer.

- Shy
- Well-mannered
- Mischievous

**1 Mark**

4. Explain what these words mean as they are used in the passage:

(a) **loathsome** (line 10)

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(b) **sullen** (line 20)

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**2 Marks**

5. Look again at **lines 5 – 9** ('Her name was...forks out or you gets out'). Give two words or phrases that the writer uses to describe Mrs Pratchett.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

**2 Marks**

6. Describe **in your own words** the character of Mrs Pratchett.

- Make three distinct points for 3 marks

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**3 Marks**

7. What **language feature** is being used in this quotation from **line 6**: "a mouth as sour as a green gooseberry", and **explain** what it suggests about Mrs Pratchett?

Language Feature:

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Effect:

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**2 Marks**

8. **How** does the writer make this passage interesting for the reader?



# Paper Notes: 11+ English Sample Paper (11+ English Sample Paper)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

## Overview

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This is the **Year 7 English Entrance Examination** reading paper published by **Rossall School** in Fleetwood, Lancashire. It is designed for students applying for **11+ entry** to the independent school and assesses reading comprehension skills through close analysis of a literary extract. The paper is clearly linked to a separate reading booklet containing the passage on which all questions are based.

The examination lasts **40 minutes** and is worth a total of **20 marks**. Questions progress from simple retrieval and multiple-choice tasks to more sophisticated analysis of language features and writer's craft. The passage centres on a character called **Mrs Pratchett** and appears to involve children visiting a sweet shop, with references to lines and quotations suggesting a narrative extract from a classic children's novel.

The paper suits students in Year 6 preparing for independent school entrance examinations, particularly those applying to Rossall or similar schools. The structure and question types are typical of selective school English entrance tests, requiring both literal comprehension and the ability to comment on language, characterisation, and authorial technique.

## How this paper is organised

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The paper comprises **eight questions** of varying length and complexity, with marks ranging from 1 to 8. The first three questions (worth 1 mark each) test basic retrieval and inference through simple answer lines or multiple-choice tick boxes. These include identifying the year, recognising details from the text, and selecting an adjective to describe the children.

Questions 4 to 7 build in difficulty, worth between 2 and 3 marks each. They require vocabulary explanation in context, quotation of descriptive phrases, character analysis in the student's own words, and identification plus analysis of a specific **language feature** (a simile comparing Mrs Pratchett's mouth to a green gooseberry). The layout provides ruled lines proportional to the expected answer length.

The final question (Question 8) is an extended **writer's craft** response worth **8 marks**, asking how the writer makes the passage interesting. Bullet-point prompts guide students to consider description, dialogue, and suspense-building techniques.

Nineteen lines are provided for the answer, indicating an expectation of a structured, multi-paragraph response that demonstrates analytical reading skills.

## Topics covered

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- Retrieval of explicit information from a literary text (identifying specific details such as dates and objects)
- Multiple-choice inference questions testing understanding of character and tone
- Vocabulary in context, explaining the meaning of words such as 'loathsome' and 'sullen' as used in the passage
- Close reading and quotation skills, locating specific descriptive words and phrases within given line references
- Character analysis and interpretation, describing Mrs Pratchett's personality in the student's own words
- Identification of figurative language, specifically simile, and analysis of its effect
- Extended analytical writing on writer's craft, covering description, dialogue, and suspense
- Understanding of narrative voice and how language choices create mood and atmosphere

## How to use this paper for revision

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- Before attempting the questions, read the passage in the reading booklet at least twice: once for overall understanding and once to notice details about character, setting, and tone.
- For vocabulary questions like Question 4, think about the context clues in the surrounding sentences and try substituting your definition back into the text to check it makes sense.
- When asked to find words or phrases that describe a character, look for adjectives, similes, metaphors, and verbs that reveal personality or appearance, not just any mention of the character's name.
- In Question 6, 'in your own words' means you must paraphrase the text rather than copy sentences directly; marks are awarded for rephrasing and interpretation.
- For the extended response in Question 8, plan briefly before writing: jot down one example each of description, dialogue, and a technique (such as simile, short sentences, or suspenseful pacing), then write a paragraph on each.
- Always support analytical points with brief quotations or specific references to line numbers; the question prompts you to discuss 'particular words, phrases and techniques', so examples are essential.
- Check the mark allocation for each question and adjust the detail of your answer accordingly: a 1-mark question needs a single fact, while an 8-mark question requires multiple developed points.

## Common mistakes to avoid

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- Copying whole sentences from the passage when asked to explain 'in your own words'; examiners want to see that you understand the text by rephrasing it, not just transcribing it.
- In Question 3, choosing 'Well-mannered' because the children are in a shop, when the description 'mischievous' is more likely supported by the narrative context and tone.
- Identifying the language feature correctly (simile) but failing to explain its effect or simply restating the quotation rather than analysing what it suggests about the character.
- Writing too little for the 8-mark question; with 19 lines provided and prompts about description, dialogue, and techniques, a single paragraph or a few sentences will not score well.
- Misreading line references and quoting from the wrong part of the passage, which leads to answers that do not match the question focus.
- Spending too long on early 1-mark questions and running out of time for the extended response, which is worth 40 per cent of the total marks.

## Exam technique

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Begin by skimming all eight questions before reading the passage so you know what to look for. Then read the passage slowly and carefully, annotating or underlining details relevant to each question as you go. Tackle Questions 1 to 7 first, as they are quicker to answer and will build your confidence and familiarity with the text.

Allocate your time proportionally: aim to spend roughly 1 minute per mark, so about 12 minutes on the short questions and the remaining 25 to 28 minutes planning, writing, and checking your extended response for Question 8. Leave a few minutes at the end to re-read your answers and ensure you have answered every part of every question.

For Question 8, use the bullet points as a writing frame. Write one paragraph on description (of the shop and Mrs Pratchett), one on dialogue, and one on techniques that create interest or suspense. Use short quotations embedded in your sentences, explain the effect of each example, and link your points back to how the writer engages the reader. Precise textual evidence and clear explanation of its impact will earn you the highest marks.

## What to revise alongside this paper

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Students should revise the full range of **figurative language techniques**, including metaphor, personification, alliteration, and onomatopoeia, as any of these may appear in entrance examination passages. Practise identifying these devices and, more importantly, explaining their effect on the reader or their contribution to meaning and mood.

Work on **character analysis skills** by reading a variety of fiction extracts and noting how writers reveal personality through speech, action, physical description, and the reactions of other characters. Try writing short character sketches in your own words to build confidence in paraphrasing and inference.

Broaden your reading to include classic children's literature and extracts from authors such as Roald Dahl, Charles Dickens, and Jacqueline Wilson, as independent school entrance papers often feature well-known literary texts. Familiarity with different narrative styles and historical settings will make unfamiliar passages easier to understand under exam conditions.

## Key terms

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**Retrieval, Inference, Characterisation, Simile, Language feature, Writer's craft, Descriptive language, Dialogue, Suspense, Tone, Narrative voice, Context clues, Paraphrase, Quotation, Effect**

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## Year 7 English Entrance Examination Writing Paper

### Instructions:

- You have **40 minutes** for this examination (including planning and reading time).
- Answer **one** question only.
- There are a total of 20 marks available for this paper.

## Paper 2 – Writing

- Answer **ONE** question **ONLY**.
- You will be assessed for both content and the accuracy of spelling, punctuation and grammar.

### Option 1

Look at the images below. Write a story that begins ‘It was an unusual gift.’

- Your response could be real or imagined. You may wish to base your response on one of the images.



- Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

**20 Marks**

## OR

### Option 2

Look at the images below. Write a story that begins ‘The festival was crowded that night.’

- Your response could be real or imagined. You may wish to base your response on one of the images.



- Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

**20 Marks**

# Paper Notes: 11+ English Sample Paper (11+ English Sample Paper)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you get the most from this paper.

## Overview

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This is **Rossall School's Year 7 English Entrance Examination Writing Paper**, designed for **11+ candidates** applying for entry to the independent school in Fleetwood. The paper tests creative writing skills through a choice of two narrative prompts, each accompanied by evocative black-and-white photographs to inspire story development.

Candidates have **40 minutes** (including planning time) to complete **one story** from a choice of two opening sentences: 'It was an unusual gift' or 'The festival was crowded that night'. Assessment focuses equally on **content** (narrative structure, characterisation, imagination) and **technical accuracy** (spelling, punctuation, grammar, vocabulary choice). Each option carries **20 marks**.

The paper suits Year 6 pupils preparing for independent school entrance examinations, particularly those applying to Rossall or similar selective schools. The format allows students to demonstrate their storytelling ability whilst working within a structured framework. The visual prompts are optional but offer a useful stimulus for those who prefer concrete starting points for their narratives.

## How this paper is organised

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The paper is clearly divided into **two options**, of which candidates must choose only one. Each option presents a **fixed opening sentence** ('It was an unusual gift' or 'The festival was crowded that night') and two accompanying black-and-white images intended as optional visual stimuli. Students may draw inspiration from the photographs or ignore them entirely in favour of their own ideas.

The rubric specifies that responses can be **real or imagined**, offering flexibility in approach. Timing is tight: **40 minutes** total, which explicitly includes planning and reading time, so candidates must allocate their minutes carefully between planning, drafting and checking.

Marking is explicitly balanced between **content** (narrative coherence, imaginative ideas, structure) and **technical accuracy** (spelling, punctuation, grammar, vocabulary). The paper carries **20 marks** in total, with no further breakdown provided, so examiners will assess both dimensions holistically rather than awarding separate sub-scores.

## Topics covered

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- Narrative writing with a prescribed opening sentence to develop into a full story
- Creative use of visual stimuli to generate story ideas, characters and settings
- Story structure: exposition, rising action, climax and resolution within a 40-minute timeframe
- Characterisation and dialogue in short-form fiction
- Vocabulary range and precision, including descriptive and sensory language
- Spelling accuracy across common and more ambitious vocabulary choices
- Sentence punctuation: full stops, commas, question marks, exclamation marks, inverted commas for speech
- Grammatical accuracy: tense consistency, subject-verb agreement, pronoun reference
- Varied sentence structures to create pace and interest (simple, compound, complex)
- Planning and time management under timed examination conditions

## How to use this paper for revision

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- Practise writing complete stories to a strict 40-minute timer at home, leaving at least five minutes at the end for proofreading.
- Build a bank of strong opening and closing techniques so you can move confidently beyond the given first sentence and wrap up effectively.
- Revise common spelling patterns (silent letters, homophones, double consonants) and learn tricky words you often misspell in timed conditions.
- Plan your story structure in the first five minutes: jot down the key events, one main character, and the resolution before you start writing.
- Read widely in different genres (adventure, mystery, realism) to absorb varied vocabulary and narrative techniques you can adapt under pressure.
- Practise punctuating dialogue correctly, including where to place commas, full stops and new paragraphs when characters speak.
- Learn to vary sentence openers (adverbs, prepositions, subordinate clauses) so your writing doesn't become repetitive and monotonous.

## Common mistakes to avoid

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- Spending too long planning or gazing at the images, leaving insufficient time to write a complete story with a proper ending.
- Starting strongly but running out of ideas halfway through, resulting in a rushed or incomplete conclusion that loses marks for structure.
- Switching tenses mid-narrative (beginning in past tense, drifting into present) because of time pressure or lack of proofreading.
- Overcomplicating the plot with too many characters or subplots, which leads to confusion and prevents a satisfying resolution in 40 minutes.
- Neglecting to punctuate speech correctly, omitting inverted commas or placing punctuation outside the speech marks inconsistently.
- Using repetitive or basic vocabulary (said, went, nice, good) instead of more precise alternatives that demonstrate linguistic range.

## Exam technique

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Start by reading both options carefully and deciding which opening sentence sparks more ideas for you personally. Don't feel obliged to use the images if your own imagination is stronger. Spend the **first five minutes** planning: sketch a simple story arc with a clear beginning, middle and end, plus one or two main characters whose names and traits you note down.

Write steadily for about **30 minutes**, keeping an eye on the clock. Aim for a story of around 400 to 600 words: enough to develop plot and character without rushing, but short enough to finish comfortably. Write in paragraphs, starting a new one when the time, place, speaker or focus shifts. If you get stuck, keep writing through the blockage rather than crossing out and restarting.

Reserve the **final five minutes** for proofreading. Read your work aloud in your head, checking for missing full stops, incorrect spellings, tense slips and unclear pronouns. Add any missing punctuation and correct obvious errors neatly. A polished, complete story will always outscore a longer but careless one.

## What to revise alongside this paper

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Alongside practising timed narrative writing, revise **key punctuation rules** for direct speech, including where commas and full stops sit relative to inverted commas, and when to start a new line for a new speaker. Work through spelling lists for Year 5 and 6 statutory words, plus common homophones (there/their/they're, your/you're, its/it's) that trip up many candidates under pressure.

Read short stories by established children's authors (Roald Dahl, Jacqueline Wilson, Michael Morpurgo) to see how professionals structure a narrative, introduce conflict quickly and resolve it satisfyingly within a short word count. Pay attention to how they vary sentence length and use powerful verbs and precise adjectives.

Revise **grammar fundamentals**: verb tenses (past, present, future), subject-verb agreement, pronoun reference and how to build complex sentences using subordinating conjunctions (although, because, when, if). Practise combining short, choppy sentences into more sophisticated structures that will impress examiners reading hundreds of scripts.

## Key terms

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**Narrative structure, Opening sentence, Characterisation, Dialogue, Vocabulary range, Spelling accuracy, Punctuation, Grammar, Tense consistency, Sentence variety, Paragraph, Planning, Proofreading, Story arc, Descriptive language**

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