

## 11+ PAST PAPER PACK

# Warwick School 11+ English

## Complete Past Paper Pack

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# Warwick School



11+ Entrance Examination

**English: Essay – Section B**

Please write your full name here:

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Before you start read these instructions:

- You have 30 minutes for Section B: Essay
- You should write on the paper provided.
- Write a plan before you start. You can hand in your plan with the finished essay.
- Aim to write at least half a side of A4. Quality is more important than quantity.
- Take care to spell, punctuate and paragraph your work correctly.
- Leave time to check your work at the end.
- **Have you written your full name above?**







# Paper Notes: 11+ English Question Paper (11+ English Past 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 **Section B: Essay** component of **Warwick School's 11+ Entrance Examination** in English. The paper asks candidates to continue a story about characters named Barney and Stig, starting from the prompt 'Barney shrugged and turned to walk away. Just at that moment...' This creative writing task is designed to assess narrative skills, imagination, and the ability to structure a coherent story under timed conditions.

The paper allocates **30 minutes** for completion and is worth **40 marks** in total, with 10 marks specifically reserved for spelling, punctuation, and grammar. This weighting reflects the importance Warwick School places not only on creative ideas and storytelling but also on technical accuracy and presentation. Candidates are instructed to write at least half a side of A4, though the instructions emphasise that quality matters more than quantity.

This paper is particularly well suited to Year 6 pupils preparing for selective independent school entry. The task requires candidates to demonstrate their ability to plan, write in paragraphs, use varied sentence structures, and maintain consistent spelling and punctuation whilst developing an engaging narrative. The requirement to submit a plan alongside the finished essay reveals the school's interest in seeing evidence of structured thinking and organisation.

## How this paper is organised

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The document is a single-section creative writing task within the broader Warwick School 11+ English examination. The front page provides detailed instructions and reminds candidates to write their full name on the paper. These instructions clarify the time limit, the importance of planning, the minimum length expectation, and the need for careful proofreading before submission.

The task itself occupies the second page, where the story prompt is clearly displayed in a boxed section. Below this, the paper provides lined answer space running across multiple pages, allowing candidates ample room to develop their narrative. The instructions note that **10 of the 40 marks** are allocated to spelling, punctuation, and grammar, meaning that **30 marks** assess the story's content, structure, creativity, and narrative coherence.

Candidates are expected to hand in both their plan and their finished essay, suggesting that Warwick School values the ability to organise ideas before writing. The layout is clean and straightforward, with generous line spacing to accommodate handwriting of varying sizes. No word count is specified, only a minimum length guideline, giving stronger writers the freedom to develop more ambitious narratives.

## Topics covered

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- Creative narrative writing with a prescribed opening line and pre-existing characters
- Story continuation requiring inference about prior narrative context and character relationships
- Paragraphing and text organisation for clarity and effect in extended writing
- Spelling accuracy appropriate to Year 6 and 11+ entry level expectations
- Punctuation including sentence-level punctuation and dialogue conventions
- Grammar including correct verb tense consistency, subject-verb agreement, and sentence construction
- Planning skills for timed creative writing under exam conditions
- Narrative devices such as setting, dialogue, action, and resolution within a short story format
- Vocabulary range and appropriate word choice for engaging storytelling

## How to use this paper for revision

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- Practise writing story continuations from given prompts, focusing on matching the tone and style implied by the character names and opening line.
- Spend 3 to 5 minutes planning your story before you start writing. A simple plan with beginning, middle, and end will help you avoid running out of ideas halfway through.
- Revise common spelling patterns for Year 6, particularly homophones (there/their/they're, to/too/two) and words with silent letters or tricky prefixes and suffixes.
- Read your work aloud in your head as you write. This helps you spot missing words, repeated phrases, and sentences that don't make sense.
- Learn to paragraph instinctively by starting a new paragraph when the time, place, speaker, or focus changes in your story.
- Build a bank of interesting adjectives, adverbs, and connectives (however, meanwhile, suddenly) that you can draw on to make your writing more varied.
- Time yourself writing short stories at home. Aim to complete a half-page to full-page story in 25 minutes, leaving 5 minutes for checking.

## Common mistakes to avoid

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- Failing to plan and running out of ideas or time before reaching a satisfying ending. Many candidates write a strong opening but struggle to conclude the story within 30 minutes.
- Ignoring the given prompt and writing a completely different story. The instructions require you to continue the story of Barney and Stig starting with the specified sentence.
- Writing in one long paragraph or failing to paragraph at all. This loses marks on structure and makes the story harder to follow.
- Overlooking basic punctuation such as capital letters at the start of sentences, full stops at the end, and speech marks around dialogue.
- Rushing through without proofreading. Simple spelling mistakes and missing words cost marks that could easily be recovered with 2 to 3 minutes of checking.
- Using repetitive vocabulary or over-relying on simple sentence structures (e.g. 'And then... And then...'). Vary your sentence openings and lengths to keep the reader engaged.

## Exam technique

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Begin by reading the instructions carefully and noting the time limit, mark allocation, and minimum length. Before you write a single sentence of your story, spend 3 to 5 minutes drafting a brief plan. Jot down who Barney and Stig are (even if you have to invent this from the names and opening line), what happens in your story, and how it will end. This plan doesn't need to be elaborate, but it will keep you on track and ensure you reach a proper conclusion.

As you write, keep an eye on the clock. Aim to finish your story by the 25-minute mark, leaving 5 minutes to read through your work and correct errors. Start a new paragraph each time the scene, speaker, or focus shifts. Use the lined space generously but remember that quality trumps quantity; a well-structured, imaginative half-page story will score more highly than a rambling full-page narrative that loses direction.

In your final 5 minutes, check for missing capital letters, full stops, and misspelt words. Read each sentence individually to spot missing words or awkward phrasing. If you notice a mistake, cross it out neatly and write the correction above. Clear, legible handwriting and careful presentation will make a positive impression on the examiner and help secure those 10 marks allocated to spelling, punctuation, and grammar.

## What to revise alongside this paper

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Alongside creative writing, 11+ English examinations often include **reading comprehension** sections that test inference, vocabulary in context, and the ability to analyse authors' language choices. Practising comprehension will sharpen your understanding of how stories are constructed, which in turn improves your own narrative writing. Look at how published authors introduce characters, build tension, and resolve conflicts within short passages.

Grammar and punctuation exercises are essential preparation for securing the 10 marks allocated to technical accuracy. Revise sentence types (simple, compound, complex), common punctuation marks (commas, apostrophes, speech marks), and verb tenses. Many 11+ past papers and practice books include dedicated grammar sections that mirror the technical demands of the essay task.

For further creative writing practice, explore story prompts and picture-based writing tasks. Books such as those published by **Bond** and **GL Assessment** include timed essay tasks with mark schemes that clarify what examiners are looking for. Reading widely, particularly adventure stories, contemporary fiction, and classic children's literature, will expand your vocabulary and expose you to different narrative techniques you can adapt in your own writing.

## Key terms

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**narrative writing, story continuation, planning, paragraphing, spelling, punctuation, grammar, dialogue, sentence structure, proofreading, creative writing, character development, plot structure, narrative voice, timed writing**

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# Warwick School



**WARWICK**  
SCHOOL

11+ Entrance Examination

**English: Comprehension Section – Section A**

Please write your full name here:

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Before you start read these instructions:

- You have 30 minutes for Section A.
- All your answers should be written on this booklet.
- If you get stuck, do not worry. Do not spend lots of time on it, just go onto the next question. You may have time at the end to go back to any question that you have missed out.
- **Have you written your full name above?**



4. Complete the table below. An example has been done for you.

	Quotation	Name the technique	Explain the effect
Example:	'it sounded more like an echo or a parrot'	<i>Simile</i>	<i>This compares Stig's reply to that of a parrot or echo. The image suggests that he is saying the word over and over again, but does not necessarily understand the word's meaning.</i>
a.	'the ashes of a fire were dancing faintly'  (Paragraph 5)		
b.	'a grubby nest perched on his head'  (Paragraph 7)		

[6 Marks]

**Look at paragraphs 5, 6 and 7.**

5. Find 2 quotations to show that Stig is an unusual person and different to Barney. Comment on the writer's choice of words and their effect.

Quotation 1:

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Comment:

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Quotation 2:

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Comment:

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[4 Marks]

**For the rest of the questions, you need to use the whole extract.**

6. You will find some words printed in bold in your extract. What do these words mean?

**Protested:**

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**Flared:**

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**Grunted:**

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**Excavating:**

---

**Munched:**

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[5 Marks]

7. In your own words, how do we know that Barney hadn't enjoyed his dinner that day?

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[1 Mark]

8. How does the writer present the character of Barney?

**Look at the whole text.** To answer this question use the bullet points below. Try to write a different idea for each bullet point and use quotations and explanation throughout your answer.

- Barney's reaction to his rescue
- Barney's behaviour towards Stig
- Barney's feelings about Stig's home.

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# Paper Notes: 11+ English Question Paper (11+ English Past 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 **Warwick School 11+ Entrance Examination** for **English Comprehension, Section A**. It is a genuine past paper published by **Warwick School** to assess candidates applying for Year 7 entry. The paper focuses on reading comprehension and analytical skills through close study of a literary extract from *Stig of the Dump* by Clive King, a classic children's novel.

Candidates have **30 minutes** to complete this section, answering eight questions that progress from simple retrieval to extended character analysis. The paper combines short-answer questions worth one or two marks with longer tasks requiring quotation, explanation, and interpretation, culminating in an **8-mark extended response** on character presentation. The questions test vocabulary knowledge, understanding of literary techniques (simile, metaphor, personification), and the ability to infer meaning from textual evidence.

This paper is designed for pupils in Year 6 preparing for selective grammar or independent school entry. It reflects Warwick School's expectations for incoming students and provides excellent practice for anyone sitting 11+ English exams that include unseen prose comprehension. The emphasis on quotation selection and explanation mirrors the skills required across many selective school entrance tests.

## How this paper is organised

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The paper comprises **eight questions** totalling **30 marks**, to be completed in **30 minutes**. All answers are written directly on the question booklet. Questions 1 to 3 focus on paragraphs 1 to 4 of the extract, whilst questions 4 and 5 examine paragraphs 5 to 7 specifically. Questions 6 to 8 require use of the whole text.

Mark allocation varies from single-mark retrieval tasks (questions 1, 2, and 7) to multi-mark analytical questions. Question 3 is worth 4 marks, question 4 awards 6 marks for identifying and explaining two literary techniques, and question 5 carries 4 marks for quotation and comment. Question 6 tests vocabulary comprehension across five words for 5 marks. The final question, worth 8 marks, is a substantial character analysis task with three bullet-point prompts guiding the response.

The paper provides generous space for extended answers, particularly for questions 3 and 8, signalling the expectation of detailed, well-supported responses. The layout is

clear, with each question numbered and mark allocations printed in bold at the end of each task. Instructions remind candidates not to spend excessive time on difficult questions and to return to missed items if time permits.

## Topics covered

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- Close reading of a fiction extract from *Stig of the Dump*, requiring attention to specific paragraphs and the whole text
- Retrieval of single-word answers, including identifying verbs that convey character traits
- Inference about character emotions and attitudes from textual clues
- Analysis of how writers create atmosphere and suggest character through description, using quotations to support points
- Identification and explanation of literary techniques: simile, personification, and metaphor
- Vocabulary comprehension: defining words in context (protested, flared, grunted, excavating, munched)
- Extended character analysis across three guided bullet points, integrating quotations and explanation
- Understanding narrative voice and how writers present characters through action, dialogue, and setting

## How to use this paper for revision

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- Read the extract twice before attempting any questions: once for overall understanding, then again noting details about character, setting, and language.
- When asked to find a single word or phrase, scan the specified paragraph carefully and check your answer makes sense in context.
- For quotation-based questions, choose short, precise phrases that directly support your point rather than copying whole sentences unnecessarily.
- In explanation tasks, always link the quotation to its effect: say what the words mean and why the writer chose them.
- For literary technique questions, learn the definitions of simile, metaphor, and personification beforehand so you can identify them quickly under timed conditions.
- Allocate time proportionally: spend longer on the 8-mark question than on 1-mark retrieval tasks, aiming for three substantial paragraphs in your final answer.
- Use the bullet points in question 8 to structure your response, dedicating one paragraph to each and ensuring you quote and explain in every paragraph.

## Common mistakes to avoid

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- Choosing quotations that are too long or irrelevant, wasting time copying text that does not directly answer the question.
- Identifying a literary technique correctly but failing to explain its effect, which costs marks in questions 4 and 5.
- Writing about general impressions of the text without anchoring observations to specific quotations, particularly in the extended question.
- Confusing simile and metaphor: remember that similes use 'like' or 'as', whilst metaphors state one thing is another.
- Spending too long on early low-mark questions and running out of time for the 8-mark character analysis, which carries the most weight.
- Paraphrasing the text rather than using your own words when the question explicitly asks for inference or explanation.

## Exam technique

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Begin by reading the extract carefully on the separate sheet, noting character details, unusual descriptions, and any words or phrases that stand out. Then skim the questions to understand what the paper is testing before you start writing. Tackle

questions 1 to 7 efficiently, as they total 22 marks but should take less than 20 minutes, leaving 10 minutes for the 8-mark extended response.

For short-answer questions, answer directly and concisely. If a question asks for a quotation, copy accurately and use quotation marks. When asked to explain, always link the evidence to its effect on the reader or its relevance to character. Underline or highlight key words in the question (such as 'explain why you have chosen them') to ensure you address every part of the task.

In question 8, plan quickly before writing. Jot down one quotation per bullet point, then write a paragraph for each, starting with a clear point, embedding your quotation, and explaining its significance. Aim for three well-developed paragraphs rather than a single block of text. If time runs short, prioritise completing your explanations over adding extra quotations, as analysis earns more marks than mere identification.

## What to revise alongside this paper

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To strengthen your comprehension skills, practise close reading of other classic children's novels, such as *The Iron Man* by Ted Hughes or *Tom's Midnight Garden* by Philippa Pearce. These texts share the same era and narrative style, and familiarising yourself with mid-twentieth-century prose will help you read more fluently under timed conditions.

Revise the core literary techniques tested here: simile, metaphor, and personification. Ensure you can not only define each one but also explain the effect it creates in context. Wider reading on character presentation and how writers use dialogue, action, and setting to reveal personality will support your extended responses.

Beyond this paper, look at other Warwick School 11+ materials or similar independent school comprehension papers to understand the standard expected. Practise writing under timed conditions, particularly extended answers with bullet-point guidance, as this format appears frequently in selective school entrance exams.

## Key terms

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**Simile, Metaphor, Personification, Quotation, Inference, Character analysis, Textual evidence, Narrative voice, Verb, Literary technique, Effect, Atmosphere, Context, Retrieval, Extended response**

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