

7+ PAST PAPER PACK

Westminster Cathedral Choir School 7+ English 2025

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WCCS

7+ Comprehension & Composition

SPECIMEN PAPER

Time allowed: 1 hour

Total marks: 50



Name.....

Current School.....

SECTION A – COMPREHENSION (40 MINS) (35 marks)

The passage below is from *The Hundred and One Dalmatians*. One warm evening, Mr and Mrs Dearly, a newly-married young couple living in London, are invited to dinner by the unusual Cruella de Vil.

Read the passage **CAREFULLY** and then answer the questions.

Cruella de Vil's dinner party took place in a room with black marble walls, on a white marble table. The food was rather unusual.

The soup was dark purple. And what did it taste of? Pepper!

5

The fish was bright green. And what did it taste of? Pepper!

The meat was pale blue. And what did that taste of? Pepper!

10

Everything tasted of pepper, even the ice-cream – which was black.

After dinner, Mr and Mrs Dearly sat panting in the red marble drawing-room, where an enormous fire was now burning. Mr de Vil panted quite a bit, too. Cruella, who was wearing a ruby satin dress with ropes of emeralds, got as close to the fire as she could.

15

‘Make it blaze for me,’ she said, to Mr de Vil.

Mr de Vil made such a blaze that the Dearleys thought that the chimney would catch fire.

20

‘Lovely, lovely,’ said Cruella, clapping her hands with delight. ‘Ah, but the flames never last long enough!’ The minute they died down a little, she shivered and huddled herself in her absolutely simple white mink cloak.

25

Mr and Mrs Dearly left as early as they felt was polite.

‘What a strange name de Vil is,’ said Mr Dearly. ‘If you put the two words together, they make “devil”. Perhaps Cruella’s a lady-devil! Perhaps that is why she likes things so hot!’

30

Mrs Dearly smiled, for she knew he was only joking.

Read the passage again carefully, and then answer the questions that follow in full sentences.

1. What colour are the walls and the table in the room where the dinner party takes place? (lines 1-2) (2 marks)

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.....

2. What are the walls and table made of? (lines 1-2) (2 marks)

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.....

3. What two things are unusual about the ice cream? (line 10) (2 marks)

.....
.....

4. What colour is the drawing-room where the Dearlys and de Vils go after dinner? (line 11) (1 marks)

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.....

5. How do Mr and Mrs Dearly and Mr de Vil behave differently from Cruella in the drawing-room? (lines 12-15) (4 marks)

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6. What do the Dearleys fear will happen in the drawing-room? (lines 19-20) (2 marks)

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.....

7. What you think the sentence ‘Mr and Mrs Dearly left as early as they *felt was polite*’ means? (line 26) (2 marks)

.....
.....

8. What does Mr Dearly find strange about the surname *de Vil*? (lines 29-31) (2 marks)

.....
.....

9. The passage says that Mrs Dearly smiled ‘for she knew [her husband] was *only joking*’. (line 32) Do you think that he was? (3 marks)

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10. Read the whole passage again.

What does it tell you about the sort of person Cruella de Vil is? (Chose words from the passage to explain your views.)

You might consider her home, the food she serves, her clothes, words, behaviour, and how others respond to her. (15 marks)

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SECTION B – COMPOSITION (20 MINS)

Write a story entitled The Strange Visitor

(15 marks)

- Use the picture below to help you.
- Describe what the visitor looks like and how he behaves.
- Write in full sentences, using capital letters and full stops.
- Write in paragraphs.
- Don't write a long story; writing an interesting one – thinking carefully about the words you choose.



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Paper Notes: 7+ English Specimen Paper (7+ English Specimen Paper (2025))

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

Overview

This is **Westminster Cathedral Choir School's 7+ English Specimen Paper**, designed for children applying for entry into **Year 3**. The paper is part of the school's **11-Plus entrance examination process** and gives prospective families a clear sense of what the actual assessment will involve.

The paper divides equally between **comprehension and creative composition**. Candidates must answer questions on an extract from *The Hundred and One Dalmatians* by Dodie Smith, covering both straightforward retrieval and higher-order inference. The **composition section** then asks children to write a short story titled *The Strange Visitor*, guided by an illustration and explicit instructions about sentence structure, punctuation, and word choice.

The paper is intended for **six- or seven-year-old pupils** moving from infant to junior education. It assesses foundational English skills at a level appropriate to the end of Key Stage 1, testing whether children can read carefully, explain their thinking in complete sentences, and produce imaginative writing within a fixed time frame. The **one-hour time allowance** reflects the short attention span and stamina of this age group.

How this paper is organised

The paper carries **50 marks in total**, split across two sections. **Section A (Comprehension)** is allocated **40 minutes and 35 marks**; it comprises ten questions on a single prose passage. Marks per question range from one to fifteen, with the final question awarding the bulk of the comprehension marks and requiring an extended written response supported by textual evidence.

Section B (Composition) accounts for **20 minutes and 15 marks**. Pupils must write a complete narrative, using an illustration as a stimulus. The instructions explicitly direct children to write in full sentences, use capital letters and full stops correctly, organise their work into paragraphs, and focus on quality rather than length. A reminder at the end of the section prompts students to proofread their work.

The paper begins with space for the candidate's name and current school, reinforcing the formal examination context. A blank page appears at the end, ensuring any additional writing or notes do not interfere with marking. The layout is clear and

spacious, with generous dotted lines for written answers, suitable for the handwriting development of seven-year-olds.

Topics covered

- Reading comprehension of classic children's literature (Dodie Smith's *The Hundred and One Dalmatians*) with close textual focus
- Retrieval of explicit information from fiction passages (colours, materials, character actions)
- Inference of character traits and authorial intention using textual evidence
- Understanding and explaining figurative language and implied meaning (e.g. 'left as early as they felt was polite')
- Forming judgements about character motivation and behaviour
- Writing a creative narrative to a given title with descriptive detail
- Using correct sentence punctuation (capital letters, full stops) and paragraph structure
- Developing vocabulary choices for effect in narrative prose
- Proofreading and self-correction within a timed examination

How to use this paper for revision

- Practise reading classic children's fiction aloud at home, discussing unusual words and what characters might be thinking or feeling.
- When answering comprehension questions, always write in full sentences and quote short phrases from the passage to support your points.
- Before starting the composition, spend two or three minutes planning your story structure: beginning, middle, and end.
- Use the illustration to spark ideas, but make sure your story has its own details and does not simply describe the picture.
- In the comprehension section, read each question twice to check exactly what is being asked before you write your answer.
- Time yourself at home to get used to the 40-minute comprehension and 20-minute composition split; use a timer or ask an adult to help.

Common mistakes to avoid

- Giving one-word or incomplete answers to comprehension questions instead of full sentences, which loses marks even if the content is correct.
- Missing the instruction to use evidence from the passage, especially in the longer questions worth more marks.
- Writing a composition that is too long and unfocused rather than a shorter, carefully chosen story with interesting vocabulary.
- Forgetting to organise the composition into paragraphs, which the instructions explicitly require.
- Skipping the proofreading step at the end of Section B, leaving simple spelling or punctuation errors uncorrected.

Exam technique

Begin with **Section A** and read the passage twice before attempting any questions. On the first read, get the general sense of the story; on the second, underline or note key details such as colours, character actions, and unusual descriptions. Answer the shorter questions (worth one to four marks) first to build confidence, then tackle the longer fifteen-mark question at the end, which requires a more detailed response and evidence.

Allocate time carefully in **Section B**. Spend the first three minutes planning your story outline: decide who the strange visitor is, what happens, and how the story ends. Write steadily for about fifteen minutes, then use the final two minutes to read through your work and correct any mistakes in spelling, punctuation, or grammar. Write in clear handwriting and remember to start a new paragraph whenever the focus of the story changes.

If you finish either section early, go back and check your answers. Look for places where you could add more detail to a comprehension answer or improve a word choice in your composition. The mark scheme rewards precision in comprehension and imagination combined with control in composition, so every small improvement counts.

What to revise alongside this paper

Pupils preparing for this paper should practise reading a range of **classic and contemporary children's fiction**, focusing on books by authors such as Roald Dahl, Michael Morpurgo, and Jacqueline Wilson. Understanding how authors build character through dialogue, action, and description will support both comprehension and composition skills. Work on **grammar and punctuation** at Key Stage 1 level is essential:

secure use of capital letters, full stops, question marks, and commas in lists will give confidence in the composition section.

Beyond this specimen paper, families should explore **creative writing exercises** at home: short story prompts, picture-based tasks, and retellings of familiar tales all build the fluency needed to write under timed conditions. Discussing books together and asking open-ended questions (Why do you think the character did that? How would you have felt?) strengthens inference skills, which are critical for the longer comprehension questions.

Children aiming for Westminster Cathedral Choir School should also prepare for the school's wider **entrance assessment**, which may include maths reasoning and an informal interview. Familiarity with the school's musical tradition and the expectations of a choir school environment will help candidates feel comfortable on assessment day.

Key terms

Comprehension, Retrieval, Inference, Evidence, Composition, Narrative, Character, Full sentence, Paragraph, Capital letter, Full stop, Proofreading, Quotation, Description, Vocabulary

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WCCS

7+ Punctuation

SPECIMEN PAPER

Time allowed: 30 mins

Total marks: 30

Name.....

Current School.....

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Paper Notes: 7+ English Specimen Paper (7+ English Specimen Paper (2025))

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

Overview

This is the **7+ Punctuation Specimen Paper** published by **Westminster Cathedral Choir School** in London for entry to **Year 3**. It is designed to assess basic punctuation skills in candidates aged six to seven years old applying for a place at this prestigious choir school.

The paper comprises a single extended task worth **30 marks** and is designed to be completed in **30 minutes**. Candidates are given a continuous unpunctuated passage of instructional prose and must rewrite it correctly, dividing the text into **ten sentences** by adding capital letters and full stops in the appropriate places.

This is a straightforward assessment that focuses exclusively on fundamental sentence demarcation skills. It requires children to recognise where one complete thought ends and another begins, a core literacy skill for early Key Stage 2. The task tests both grammatical knowledge and the ability to apply it systematically under timed conditions.

How this paper is organised

The paper consists of a single task printed on page 2, with the unpunctuated passage presented at the top and multiple ruled lines provided below for the candidate's answer. The passage contains ten distinct instructions about how to begin writing a story, currently run together without any sentence boundaries marked.

Candidates must rewrite this passage in full, inserting **capital letters** at the start of each new sentence and **full stops** at the end. The instructions explicitly state that the final version should contain exactly ten sentences. Pages 1 and 3 provide additional lined space should candidates need it, though most responses will fit comfortably on page 2.

The time limit is **30 minutes** and the total mark allocation is **30 marks**, suggesting that marks are awarded both for correct identification of sentence boundaries and for accurate use of punctuation. There is ample space for children to write neatly, which is appropriate given that handwriting clarity matters at this age.

Topics covered

- Sentence boundary recognition in continuous prose
- Use of capital letters to begin sentences
- Use of full stops to end sentences
- Understanding complete grammatical units (subject-verb structures)
- Identifying main clauses and separating compound instructions
- Sequencing of instructional text and procedural writing
- Careful reading and transcription accuracy
- Neat handwriting and presentation under timed conditions

How to use this paper for revision

- Practise reading aloud unpunctuated passages slowly, listening for natural pauses where sentences would end.
- Look for verbs and their subjects: each new instruction in the passage ('take a clean sheet', 'put your name', 'write the date') often signals a new sentence.
- Count your sentences as you write to ensure you end up with exactly ten, as the question specifies.
- Check each sentence makes sense on its own: can it stand alone with a clear meaning?
- Remember that imperative sentences (commands like 'leave two lines') are complete sentences and need capital letters and full stops just like statements.
- Copy the words accurately: you are not changing the text, only adding punctuation.

Common mistakes to avoid

- Ending up with too many or too few sentences because the candidate splits ideas that belong together or runs separate instructions into one.
- Forgetting to use a capital letter immediately after placing a full stop, especially in the middle of a line.
- Placing full stops in the middle of compound instructions (e.g. splitting 'in the top right-hand corner put your name' into two sentences when it should remain one).
- Copying errors or omitting words when rewriting the passage, which loses marks even if punctuation is correct.
- Poor handwriting or crossing out repeatedly, which makes it hard for the examiner to read the answer clearly.

Exam technique

Begin by reading the entire passage through carefully, perhaps twice, to understand the flow of instructions. Then read it again more slowly, marking lightly in pencil where you think each sentence should end. Count these divisions to check you have ten before you begin writing.

As you rewrite the passage, work steadily and neatly. Write each new sentence on a fresh line if space allows, to keep your work clear. After finishing, read your rewritten version aloud quietly to yourself: does each sentence sound complete? Does it start with a capital and end with a full stop?

Leave a few minutes at the end to count your sentences one more time and check for any copying mistakes. At age seven, taking your time and writing carefully is just as important as speed. If you finish early, use the remaining time to double-check rather than rushing.

What to revise alongside this paper

Once confident with capital letters and full stops, children should move on to other end-of-sentence punctuation such as **question marks** and **exclamation marks**.

Understanding how to use these correctly in different contexts builds on the foundational skill tested in this paper.

Practice in **writing instructions** and **procedural texts** (recipes, how-to guides, directions) will help children recognise the structure of imperative sentences. This genre often appears in early writing assessments and reinforces the idea that commands are complete grammatical units.

Broader sentence-level work should include identifying **subjects and verbs**, recognising **conjunctions** (words like 'and', 'but', 'then') that can link ideas, and distinguishing between sentences that should be separated and clauses that should remain together. These skills prepare children for more complex punctuation tasks involving commas and other marks in Year 4 and beyond.

Key terms

Capital letter, Full stop, Sentence, Sentence boundary, Punctuation, Imperative sentence, Main clause, Complete thought, Instruction, Transcription

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WCCS

7+ Spelling

SPECIMEN PAPER

Time allowed: 15 mins

Total marks: 20

Name.....

Current School.....

SPELLING (15 MINS) (20 marks)

Re-write the following ten sentences, correcting any spelling mistakes you find.

1. The chef acidentally put friut into the soup.

.....

2. His bizness was putting him under a lot of presure.

.....

3. To arive before seven is considered the hight of bad manners.

.....

4. For his eigth birthday, Robert hoped for a surprize present.

.....

5. The anser to this question is not too dificult.

.....

6. It may intrest you to know that oil and water seperate.

.....

7. "I thaught that you were trying to lose some wait," said the doctor.

.....

8. The fly was accidentaly trapped in the centur of the spider's web.

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9. Smoking makes it hard to breath and gives you very smelly breathe.

.....

.....

10. He showed little intrest in the history of the twentieth centery.

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Paper Notes: 7+ English Specimen Paper (7+ English Specimen Paper (2025))

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

Overview

This is a **7+ Spelling specimen paper** published by **Westminster Cathedral Choir School** in London for pupils preparing to sit their entrance examination at age seven (Year 3 entry). The paper forms part of the school's 11-Plus entrance assessment suite and provides families with a clear example of the spelling standards expected of candidates.

The test consists of **ten sentences**, each containing deliberate spelling errors that pupils must identify and correct by rewriting the entire sentence accurately. The errors range from common phonetic mistakes (friut, bizness, thaught) to confusion over homophones (wait/weight, breath/breathe) and tricky vowel patterns (seperate, eighth). The format requires pupils to copy out corrected sentences, testing both recognition and production of accurate spelling.

This specimen paper is designed for families preparing a child for Westminster Cathedral Choir School's entrance process. It gives a realistic snapshot of the spelling level required at age seven and can be used for diagnostic assessment or targeted practice in the months before the exam.

How this paper is organised

The paper is titled **7+ Spelling Specimen Paper** and allocates candidates **15 minutes** to complete the task, with a total of **20 marks** available. There is no breakdown given for individual question marks, suggesting each sentence may carry two marks (one for identifying errors, one for correct rewriting) or that marking is holistic across the ten items.

The format is straightforward: ten numbered sentences are printed, each containing between one and three spelling mistakes. Pupils must rewrite each sentence on the dotted lines provided, correcting all errors they find. The sentences are contextual and grammatically complete, requiring candidates to read for meaning as well as spotting orthographic mistakes.

The paper uses a clean, uncluttered layout with ample space for handwritten responses. Candidates fill in their name and current school at the top, and the rubric is clear and concise, reducing any risk of misunderstanding the task under exam conditions.

Topics covered

- Identification and correction of common phonetic spelling errors (e.g. 'acidentally' for accidentally, 'friut' for fruit, 'bizness' for business)
- Correcting high-frequency words with irregular vowel patterns ('presure' for pressure, 'arive' for arrive, 'hight' for height)
- Distinguishing between homophones and near-homophones ('wait' versus 'weight', 'breath' as noun versus 'breathe' as verb)
- Recognising and correcting tricky consonant doubling and vowel sequences ('eighth' for eighth, 'surprize' for surprise, 'dificult' for difficult)
- Spelling words with silent or unstressed syllables ('accidental' for accidentally, 'intrest' for interest, 'seperate' for separate)
- Correcting subject-specific and contextual vocabulary ('centur' for centre, 'centery' for century, 'taught' for thought)
- Rewriting complete sentences with correct punctuation and capitalisation preserved
- Reading sentences for meaning to identify all spelling errors within a grammatical context

How to use this paper for revision

- Practise spotting common phonetic errors by reading aloud. Words like 'accidentally' and 'business' sound different from their spelling, so sounding them out carefully helps.
- Keep a spelling log of tricky words from practice papers. Words such as 'separate', 'surprise', and 'height' appear frequently in 7+ assessments and are worth memorising.
- Learn homophones in pairs with example sentences: 'I need to breathe fresh air' versus 'Take a deep breath'. Visual memory of usage helps prevent confusion under pressure.
- Use the look, cover, write, check method for words with double letters or silent letters, such as 'accidentally', 'interest', and 'thought'.
- Read widely at home. Exposure to correctly spelled words in books and magazines builds visual memory, making errors easier to spot in exam conditions.
- Time yourself on practice papers. Fifteen minutes for ten sentences means roughly ninety seconds per item, so practise reading quickly but carefully.

Common mistakes to avoid

- Confusing homophones such as 'wait' and 'weight' or 'breath' and 'breathe'. Pupils often spell phonetically without considering grammatical function (noun versus verb).
- Missing one error in a sentence that contains multiple mistakes. Question 8 has 'accidentaly' and 'centur'; candidates under time pressure may correct only the first error they spot.
- Copying the sentence but forgetting to correct all the errors, or introducing new spelling mistakes when rewriting. Accuracy in transcription is as important as identification.
- Overlooking silent letters and unstressed syllables, particularly in longer words such as 'accidentally' (often misspelled 'accidentaly') and 'interest' ('intrest').
- Failing to check punctuation and capitalisation when rewriting. Although the focus is spelling, marks may be lost if sentence boundaries or proper nouns are altered.
- Rushing through familiar-looking words. 'Separate' is frequently misspelled even by strong spellers because the middle vowel is unstressed and easily overlooked.

Exam technique

Read each sentence in full before you start rewriting. This helps you spot all the errors, not just the first one your eye catches. Some sentences contain two or three mistakes, and missing even one will cost marks.

Write neatly and clearly. Your corrected spelling must be legible for the examiner to award marks. If your handwriting is hard to read, slow down slightly rather than rushing. Use the dotted lines to keep letters even and words well spaced.

Leave a few seconds at the end to check your work. Read each rewritten sentence aloud in your head to confirm it makes sense and all the errors have been fixed. If you are unsure about a word, trust your first instinct rather than second-guessing yourself repeatedly.

What to revise alongside this paper

Alongside spelling, candidates should practise **handwriting fluency** and legibility, as neat presentation is essential when rewriting sentences under time pressure. Work on forming letters consistently and spacing words evenly, particularly if fine motor control is still developing at age seven.

Broaden vocabulary and spelling knowledge by reading age-appropriate fiction and non-fiction. Exposure to a wide range of words in context reinforces correct spelling patterns and builds confidence. Books by authors such as Roald Dahl, Dick King-Smith, and Francesca Simon offer rich, accessible language for this age group.

Practise other components of the 7+ English exam, including comprehension, grammar, and creative writing. Westminster Cathedral Choir School's entrance assessment is holistic, and strong spelling supports performance across all written tasks. Familiarity with sentence structure and punctuation will also help when rewriting corrected sentences accurately.

Key terms

Phonetic spelling, Homophones, Silent letters, Unstressed syllables, Consonant doubling, Vowel digraphs, High-frequency words, Irregular spelling patterns, Proofreading, Transcription accuracy, Noun versus verb forms, Common exception words, Spelling rules and conventions

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