

11+ PRACTICE PACK

Bond 10-Min Test

11+ English Complete Practice Pack

CONTENTS

01 Question Booklet

Bond 11+ English. Work through this paper first.

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

02 Answers

Bond 11+ English. Use to mark your work against the official answer key.

Includes Paper Notes: score interpretation, selected worked examples, next steps.

PRACTISE THE REAL THING

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TEST : Spelling

Test time: 0 5 10 minutes



Write each of these words correctly.

- 1 unnecessary _____
- 2 desparate _____
- 3 recomend _____
- 4 apreciate _____
- 5 haras _____
- 6 detemined _____
- 7 bargin _____
- 8 enviroment _____
- 9 interupt _____
- 10 curiocity _____

Add a prefix to each of these to make a new word.

- 11 behave _____
- 12 charge _____
- 13 cycle _____
- 14 mobile _____
- 15 ready _____
- 16 fortune _____

Write four words, two ending in cial and two ending in tial.

- 17-18 _____
- 19-20 _____

Write the plural forms of these words.

- 21 church _____
- 22 waltz _____
- 23 bush _____
- 24 pencil _____
- 25 wife _____

Add ie or ei to each of these to make a word.

- 26 br ___ ___ f 30 f ___ ___ nt
- 27 sl ___ ___ gh 31 s ___ ___ ge
- 28 ___ ___ ghty 32 r ___ ___ gn
- 29 f ___ ___ rce 33 c ___ ___ ling

Each of these words has a missing silent letter. Rewrite each word correctly.

- 34 nockout _____
- 35 colum _____
- 36 miniture _____
- 37 salm _____
- 38 nat _____
- 39 climer _____
- 40 nome _____

Total

Paper Notes: 11+ English Question Booklet (10-Min Test)

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Overview

This is a **Bond 11+ English spelling test** designed for students preparing for the **GL Assessment 11+ entrance exam**. Published by Bond (Oxford University Press), it provides a focused **10-minute practice paper** containing **40 questions** that test a wide range of spelling and word formation skills essential for secondary school entrance examinations.

The paper is divided into six distinct question types: correcting commonly misspelled words, adding appropriate prefixes, generating words with specific suffixes (-cial and -tial), forming plurals, choosing between ie and ei letter combinations, and identifying missing silent letters. Each section targets a different aspect of spelling knowledge, from morphology to orthographic patterns.

This test suits Year 6 students revising for 11+ exams, particularly those sitting GL Assessment papers. The time constraint of ten minutes makes it an excellent tool for developing speed and accuracy under exam conditions. The variety of question types reflects the breadth of spelling knowledge expected at this level.

How this paper is organised

The paper comprises **40 spelling questions** to be completed in **10 minutes**, giving students an average of 15 seconds per question. The layout is clear and straightforward, with each question type presented in a discrete section with its own instruction block.

Questions 1 to 10 require students to correct ten commonly misspelled words. Questions 11 to 16 ask for prefixes to be added to six base words. Questions 17 to 20 test knowledge of **-cial and -tial word endings**, requiring students to generate their own examples. Questions 21 to 25 cover plural formation rules for five words.

Questions 26 to 33 focus on the **ie/ei spelling pattern**, with eight words to complete. The final section, questions 34 to 40, tests recognition of **silent letters** in seven words. A total mark box appears at the bottom of the second page, though individual question marks are not specified on the paper itself.

Topics covered

- Correction of frequently misspelled words including double consonants (unnecessary, recommend), vowel patterns (desperate, appreciate), and syllable structures (environment, interrupt)
- Formation of new words through prefix addition, including negative prefixes (misbehave), reversal prefixes (discharge, immobile), and repetition/degree prefixes (recycle, unfortunately, already)
- Distinction between -cial and -tial word endings, requiring students to generate appropriate examples such as official/special and essential/ential
- Plural formation rules for different word types: adding -es to words ending in -ch, -z, and -sh (churches, waltzes, bushes), standard -s plurals (pencils), and -f to -ves transformations (wives)
- The ie/ei spelling rule and its exceptions, tested through words like brief, sleigh, eighty, fierce, feint, siege, reign, and ceiling
- Recognition and insertion of silent letters in common English words: silent k (knockout), silent n (column), silent a (miniature), silent l (salmon), silent g (gnat, gnome), and silent b (climber)

How to use this paper for revision

- Create a personal spelling log of the ten commonly misspelled words in questions 1 to 10, noting the specific letter patterns that cause difficulty (double letters, vowel combinations, or syllable breaks).
- Learn the most common prefixes systematically: mis-, dis-, re-, un-, im-/in-. Write out five to ten examples of each prefix with different base words to reinforce the patterns.
- For the ie/ei rule, memorise the rhyme 'i before e except after c, or when sounding like a as in neighbour and weigh' and note the exceptions like weird, seize, and species.
- Practise plural rules by category: regular -s, -es after sibilants (s, x, z, ch, sh), -f to -ves changes, and irregular plurals. Group words by their plural pattern rather than alphabetically.
- Make a list of common silent letter words organised by the silent letter (k, g, l, b, n, w). Highlight the silent letter in a different colour to reinforce visual memory.
- Use the 10-minute time limit to simulate exam pressure. Time yourself strictly and identify which question types take longest, then focus extra revision on those areas.
- For the -cial/-tial distinction, remember that -cial usually follows a vowel (social, facial) while -tial often follows a consonant (essential, partial), though exceptions exist.

Common mistakes to avoid

- Forgetting to double the 's' in necessary and similar words, or incorrectly placing the double letter (e.g. writing 'necessary' instead of 'necessary').
- Adding prefixes that create implausible or non-standard words, such as 'unbehave' instead of 'misbehave', because students default to the most familiar prefix.
- Confusing -cial and -tial endings without applying the vowel/consonant rule, or inventing words that do not actually exist in standard English.
- Applying incorrect plural rules, especially adding apostrophes (wife's instead of wives) or forgetting the -f to -ves transformation entirely.
- Over-applying the ie/ei rule without recognising exceptions, particularly after 'c' where the sound does not follow the pattern (e.g. species, ancient).
- Missing silent letters entirely or placing them in the wrong position within the word, such as writing 'gnome' as 'nome' or 'climber' as 'climer' when the silent letter is crucial to correct spelling.

Exam technique

Approach this paper methodically by reading each instruction block carefully before starting each section. The **10-minute time limit** is strict, so avoid spending more than 30 seconds on any single question. If a word does not come immediately, mark it lightly and return at the end rather than losing precious time.

Start with the question types you find easiest to build confidence and secure quick marks. Many students prefer to begin with the prefix section or the plurals, as these often have more predictable patterns than the correction questions. For questions 17 to 20, where you must generate your own words ending in *-cial* and *-tial*, have a mental list of common examples ready (official, special, essential, potential) to save thinking time.

When working through the *ie/ei* questions, say each word aloud in your head to hear whether it follows the standard rule. For silent letter questions, think about word families (column/columnist, salmon/psalter) to help identify the missing letter. In the final minute, quickly scan all your answers to check for obvious errors or omissions rather than attempting to rework difficult questions from scratch.

What to revise alongside this paper

Alongside this spelling test, students should revise **homophones and near-homophones** (their/there/they're, affect/effect), as these frequently appear in GL Assessment papers and test similar attention to detail. Work on word families and etymologies can deepen understanding of why certain spelling patterns exist, making them easier to remember under pressure.

Practise **proofreading skills** by identifying spelling errors in continuous text rather than isolated words, as some 11+ papers present spelling questions in context. This also supports performance in composition tasks where accurate spelling contributes to overall marks. Review common Latin and Greek roots (*spect-*, *port-*, *graph-*) to build familiarity with prefixes and suffixes in longer, more complex vocabulary.

Progress to synonym and antonym exercises that require precise spelling of sophisticated vocabulary. Many grammar and punctuation questions in 11+ English papers also reward strong spelling, so integrate spelling revision with sentence-level work on clauses, tenses, and word classes to build a complete picture of written English at this level.

Key terms

Prefix, Suffix, Silent letter, Plural formation, Double consonant, Vowel digraph, Morphology, Base word, Orthographic pattern, Word ending, ie/ei rule, Consonant cluster, Syllable structure, Common exception words

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Answers

ENGLISH 10 MINUTE TEST 10–11+:

Spelling

- | | |
|------------------------------|--------------|
| 1 unnecessary | 22 waltzes |
| 2 desperate | 23 bushes |
| 3 recommend | 24 pencils |
| 4 appreciate | 25 wives |
| 5 harass | 26 brief |
| 6 determined | 27 sleigh |
| 7 bargain | 28 eighty |
| 8 environment | 29 fierce |
| 9 interrupt | 30 feint |
| 10 curiosity | 31 siege |
| 11 misbehave | 32 reign |
| 12 recharge | 33 ceiling |
| 13 tricycle | 34 knockout |
| 14 automobile | 35 column |
| 15 unready | 36 miniature |
| 16 misfortune | 37 psalm |
| 17–18 special
official | 38 gnat |
| 19–20 partial
substantial | 39 climber |
| 21 churches | 40 gnome |

VERBAL REASONING 10 MINUTE TEST 10–11+:

Similar and Opposites

- | | | |
|----------------------|------------------------|-------------|
| 1 tidy, scruffy | 7 tie | 14 group |
| 2 broad,
narrow | 8 tiny | 15 shred |
| 3 unwell,
healthy | 9 few, many | 16 question |
| 4 pale,
flushed | 10 stupid,
sensible | 17 laugh |
| 5 protect | 11 present,
absent | 18 against |
| 6 piece | 12 far, near | 19 ankle |
| | 13 silence | 20 keep |

NON-VERBAL REASONING 10 MINUTE TEST 10–11+:

Sequences and Codes

- 1 b
- 2 e
- 3 e
- 4 c
- 5 d
- 6 a
- 7 d
- 8 a
- 9 c
- 10 b
- 11 e
- 12 c

MATHS 10 MINUTE TEST 10–11+:

Number

- 1 A
- 2 90 909
- 3 E
- 4 A
- 5 300 or 3 hundreds
- 6 7.006
- 7 $\frac{2}{3}$
- 8 $\frac{4}{5}$
- 9 7.63
- 10 9.00

Answer-Key Notes: 11+ English Answers (10-Min Test)

Compiled by [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk) to help you mark this paper and learn from each answer.

How to use this answer key

This answer key covers four short 10-minute tests: English spelling, Verbal Reasoning (similar and opposites), Non-Verbal Reasoning (sequences and codes), and Maths (number). Mark each test separately to identify subject-specific strengths and weaknesses. The answers are intentionally concise, listing correct spellings, word pairs, or letter choices without explanation.

When marking, **distinguish between careless slips and genuine gaps**. A student who writes 'recomend' instead of 'recommend' may simply need more practice with double consonants, whilst someone who cannot form plurals correctly requires focused teaching. In the Verbal Reasoning section, errors often reveal vocabulary limits rather than logical reasoning problems.

Refer to the worked examples below for spelling rules, word relationships, and number concepts that commonly trip students up. If a particular question type shows repeated errors across tests, treat it as a signal to revisit that topic before moving on.

Score interpretation

Each 10-minute test contains between 10 and 40 questions, so raw scores vary widely by section. For the 40-mark English spelling test, **scores above 32 indicate strong foundational spelling**; students scoring 24–31 have a working grasp but need targeted work on tricky patterns (ie/ei rules, silent letters, plurals). Below 24 suggests systematic spelling weaknesses that require structured phonics or morphology teaching.

The Verbal Reasoning test (20 questions) and Non-Verbal Reasoning test (12 questions) reward vocabulary breadth and pattern recognition respectively. In Verbal Reasoning, 16+ correct shows excellent synonym and antonym knowledge; 12–15 is competent; below 12 indicates limited vocabulary range. For Non-Verbal Reasoning, 10+ out of 12 is very strong; 7–9 is solid; under 7 suggests difficulty with abstract visual sequences.

The Maths number test (10 questions) covers place value, decimals, and negative numbers. Scores of 8–10 show mastery of these key concepts; 5–7 is adequate but reveals some confusion; below 5 means place-value understanding is not yet secure and requires concrete teaching resources before tackling more complex topics.

Worked examples

English Spelling, Q1–10 (commonly misspelled words)

These ten words (unnecessary, desperate, recommend, etc.) appear on every published list of common spelling errors. Markers should note **which letter patterns cause trouble**: double consonants (unnecessary, recommend), vowel combinations (desperate, appreciate), or single/double letters (harass). Students who misspell several of these lack strategies for learning irregular spellings and would benefit from look-cover-write-check routines rather than repeated testing.

Q1 : unnecessary

The word requires **one 'c' and two 's' letters**, a combination that catches many writers because 'necessary' (one 'c', two 's') behaves differently. Both words share the Latin root 'cedere' (to go), but the prefix 'un-' attaches to the full word 'necessary', preserving its spelling. Students often over-apply the 'necessary' pattern or guess at random.

Q5 : harass

This word takes **only one 'r' and two 's' letters**, opposite to what many students expect. The error 'harrass' is extremely common because English words beginning with 'har-' (harbour, harvest) often double the 'r'. The word comes from French 'harasser', which never doubled the 'r', but the double 's' reflects standard English spelling for verb endings.

Q8 : environment

The tricky part is the middle syllable: en-vir-on-ment, not 'enviroment'. Students mishear the word or omit the 'n' before 'ment'. Breaking the word into 'environ' (surroundings) + 'ment' (suffix) helps: **'environ' keeps its 'n' when the suffix attaches**. This is a high-frequency academic word, so accurate spelling matters for written work across subjects.

English Spelling, Q11–16 (prefixes)

This section tests whether students understand that **prefixes attach to root words without changing the root's spelling**. The correct answers (misbehave, recharge, tricycle, automobile, unready, misfortune) all preserve the root word intact. Common errors include 'recharge' becoming 'rechage' or 'tricycle' becoming 'tricile'. Students who struggle here need explicit teaching about prefix boundaries and may benefit from colour-coding prefixes in their writing.

Q13 : tricycle

The prefix 'tri-' means three; the root 'cycle' means wheel or circle. Together they form **'tricycle' with no letter changes**. Some students write 'tricicle', wrongly applying the 'bicycle' pattern. Knowing that 'cycle' derives from Greek 'kyklos' (circle) helps: the 'y' is part of the original Greek spelling and never changes, regardless of prefix.

Q14 : automobile

'Auto-' (self) + 'mobile' (moving) = automobile. Both parts retain their spelling when joined. The common error 'automobeel' suggests the student has heard but not seen the word in print. **The root 'mobile' follows Latin spelling conventions**, keeping the single 'e' and final silent 'e'. This question rewards reading experience as much as phonics knowledge.

English Spelling, Q26–33 (ie/ei rule)

The famous rhyme 'i before e except after c' applies to most of these answers (brief, siege, ceiling) but has notable exceptions (eighty, faint, reign, sleigh). Students who rely on the rhyme alone will stumble. **Successful spellers recognise sound patterns**: 'ei' often follows a long 'a' sound (reign, sleigh, eighty) or appears after 'c' (ceiling). Faint and fierce are irregular and must be learned individually.

Q28 : eighty

The 'eigh' spelling represents the long 'a' sound (/eɪ/), as in 'weigh' and 'neighbour'. **When 'ei' sounds like 'ay', it almost always breaks the 'i before e' rule**. Students who write 'eighthy' have the vowel pattern correct; those who write 'eity' or 'iety' are guessing and need systematic teaching of the 'eigh' pattern across word families.

Q33 : ceiling

Here the 'i before e' rule works as advertised: **'ei' follows 'c'**, producing the long 'e' sound (/i:/. The error 'cieling' is less common than 'recieve' (for 'receive') because students often learn 'ceiling' as a whole word. This question tests whether they can apply the rule consciously rather than relying on visual memory.

English Spelling, Q34–40 (silent letters)

Silent letters (the 'k' in knockout, 'n' in column, 'b' in climber, 'g' in gnome/gnat) are relics of older pronunciations or borrowed spellings. There is no phonetic logic to guide students; **these words must be learned visually and through etymology**. The misspellings given

(nockout, colum, miniture, salm, nat, climer, nome) are all phonetically plausible, which is why students write them. Success here correlates strongly with reading volume.

Q36 : miniature

The correct spelling includes a silent 'a' in the middle syllable: min-i-a-ture, not 'miniture'. The word comes from Italian 'miniatura' (small painting), where the 'a' was pronounced. **English borrowed the Italian spelling but dropped the sound.** Students who read 'miniature' regularly in books (model miniatures, miniature railways) rarely misspell it; those who rely on speech alone consistently omit the 'a'.

Q38 : gnat

The initial 'g' is silent. Words beginning with 'gn-' (gnat, gnome, gnaw, gnu) all derive from Old English or Greek where the 'g' was pronounced as a velar nasal. **Modern English dropped the sound but kept the spelling.** There is no rule to help; students must memorise the 'gn-' family. Those who write 'nat' are spelling phonetically and need explicit teaching of this cluster.

Q40 : gnome

Like 'gnat', this word begins with silent 'g'. The spelling comes from French (via Latin from Greek), where 'gnome' meant 'earth-dweller'. **The 'g' was never pronounced in English but remains in the written form.** Students who write 'nome' need to learn the 'gn-' pattern as a visual unit. Linking gnome, gnat, and gnaw as a family aids memory.

Verbal Reasoning, Q1–8 (similar and opposites)

This section tests vocabulary breadth by asking for synonym and antonym pairs. **Correct answers must match in both word class and intensity:** 'tidy' and 'scruffy' are both adjectives of similar strength; 'broad' and 'narrow' are exact dimensional opposites. Students often offer near-misses ('sick' instead of 'unwell', 'thin' instead of 'narrow') that lose marks. Precision matters more than speed in these questions.

Q3 : unwell, healthy

These are antonyms describing physical condition. 'Unwell' is a neutral, slightly formal term; 'healthy' is its positive opposite. **The pair must be opposites of equal register.** Students who write 'sick, healthy' or 'ill, well' capture the meaning but may lose marks if the mark scheme specifies 'unwell'. In 11+ Verbal Reasoning, matching the exact tone and formality of vocabulary is part of the skill being tested.

Q4 : pale, flushed

'Pale' and 'flushed' both describe skin colour or complexion, making them antonyms within a specific semantic field. **'Flushed' implies redness from heat, exercise, or emotion**, the opposite of 'pale' (lacking colour). Students might suggest 'pale, red' or 'pale, dark', but 'flushed' is more precise and matches the adjective form of 'pale'. This question rewards vocabulary nuance.

Maths Number, Q5–6 (place value)

Questions 5 and 6 test understanding of place value in whole numbers and decimals.

Students must identify the value of a digit, not just its name. The '3' in 12,345 has a value of 300 (three hundreds), not 3. Similarly, in 7.006 the '6' is in the thousandths place. Common errors include writing '3' instead of '300' or '0.06' instead of '7.006', suggesting the student has not fully grasped positional notation.

Q5 : 300 or 3 hundreds

If the question refers to a number like 12,345, the digit 3 sits in the hundreds column, giving it a value of **300, not 3**. Many students write '3' because they confuse 'digit' with 'value'. Understanding place value requires recognising that each position is worth ten times the position to its right. Saying '3 hundreds' aloud reinforces this.

Q6 : 7.006

This answer requires correct placement of the decimal point and zeros. **The number 7.006 means 7 + 0 tenths + 0 hundredths + 6 thousandths.** Students who write '7.06' or '7.6' have not represented the place value accurately. The two zeros are essential placeholders. Errors here indicate that decimal notation is not yet secure and the student would benefit from work with place-value grids.

Next steps

After marking, **group errors by type rather than question number.** If spelling mistakes cluster around double consonants, silent letters, or plurals, focus revision on that pattern using word families and mnemonics. If Verbal Reasoning errors reflect limited vocabulary, daily synonym and antonym practice with a good thesaurus will help. For Maths, place-value errors require hands-on work with Dienes blocks or place-value counters before attempting more written questions.

If the student scores well (above 75 per cent across all four tests), use these materials as a diagnostic baseline and move on to longer, more challenging papers that integrate multiple skills. If scores are mixed, concentrate on the weakest area first: English

spelling underpins written work across the curriculum, so it often deserves priority. Retake the same test after focused practice only if the first attempt revealed careless errors rather than knowledge gaps; otherwise, find parallel practice that targets the specific weak points identified.

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