

11+ PRACTICE PACK

Bond English Test

11+ English Complete Practice Pack

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PRACTISE THE REAL THING

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The King and Queen of Hearts were seated on their throne when they arrived, with a great crowd assembled about them – all sorts of little birds and beasts, as well as the whole pack of cards: the Knave was standing before them, in chains, with a soldier on each side to guard him; and near the King was the White Rabbit, with a trumpet in one hand, and a scroll of parchment in the other. In the very middle of the court was a table, with a large dish of tarts upon it: they looked so good, that it made Alice quite hungry to look at them – “I wish they’d get the trial done,” she thought, “and hand round the refreshments!” But there seemed to be no chance of this, so she began looking at everything about her, to pass away the time. 5

Alice had never been in a court of justice before, but she had read about them in books, and she was quite pleased to find that she knew the name of nearly everything there. “That’s the judge,” she said to herself, “because of his great wig.” 10

The judge, by the way, was the King; and as he wore his crown over the wig (look at the frontispiece if you want to see how he did it), he did not look at all comfortable, and it was certainly not becoming. 15

“And that’s the jury-box,” thought Alice, “and those twelve creatures,” (she was obliged to say “creatures,” you see, because some of them were animals, and some were birds), “I suppose they are the jurors.” She said this last word two or three times over to herself, being rather proud of it: for she thought, and rightly too, that very few little girls of her age knew the meaning of it at all. However, “jurymen” would have done just as well. 20

The twelve jurors were all writing very busily on slates. “What are they doing?” Alice whispered to the Gryphon. “They can’t have anything to put down yet, before the trial’s begun.”

“They’re putting down their names,” the Gryphon whispered in reply, “for fear they should forget them before the end of the trial.” 25

“Stupid things!” Alice began in a loud, indignant voice, but she stopped hastily, for the White Rabbit cried out, “Silence in the court!” and the King put on his spectacles and looked anxiously round, to make out who was talking.

Alice could see, as well as if she were looking over their shoulders, that all the jurors were writing down “Stupid things!” on their slates, and she could even make out that one of them didn’t know how to spell “stupid,” and that he had to ask his neighbour to tell him. “A nice muddle their slates’ll be in before the trial’s over!” thought Alice. 30

One of the jurors had a pencil that squeaked. This of course, Alice could not stand, and she went round the court and got behind him, and very soon found an opportunity of taking it away. She did it so quickly that the poor little juror (it was Bill, the Lizard) could not make out at all what had become of it; so, after hunting all about for it, he was obliged to write with one finger for the rest of the day; and this was of very little use, as it left no mark on the slate. 35

“Herald, read the accusation!” said the King. 40

On this the White Rabbit blew three blasts on the trumpet, and then unrolled the parchment-scroll, and read as follows:

“The Queen of Hearts, she made some tarts, All on a summer day: The Knave of Hearts, he stole those tarts, And took them quite away!”

“Consider your verdict,” the King said to the jury.

45

From *Alice’s Adventures in Wonderland* by Lewis Carroll

Underline the right answers.

1 Who was on trial?

(the Gryphon, the Knave, the White Rabbit)

2 How many times had Alice been in a court of justice before?

(twice, once, never)

3 How many jurors were there?

(a great crowd, three, twelve)

3

Answer these questions.

4 What did Alice do to stop herself thinking about the tarts?

5 Look at the beginning of the excerpt: “with a great crowd assembled about them.” Write another word for “assembled” (lines 1 and 2).

6 Why did Alice use the word “creatures” to describe the jurors?

7–8 Write one word to describe how the crowd might be feeling and explain why.

9–10 How well do you think Alice thought the jurors could do their job? Why?

11–12 Give the meanings of the following words as they are used in the passage:

indignant (line 27): _____

accusation (line 40): _____

13 What crime was being tried in the court? _____

14–15 What is your impression of the King of Hearts? Use one piece of evidence from the passage to support your answer.

12

E 2

Circle the *stressed vowel* in each of these words.

16 fantastic

17 dangerous

18 departure

19 interested

20 definitely

21 miserable

22 referral

23 reference

8

Underline the letters in this passage that should be capitals.

D 1

24–31 “the train will be leaving euston station in five minutes,” the ticket collector said. “have you got your ticket, please?”

caroline searched through her bag and eventually found it tucked in her book, touring england by train.

8

Add one of the following **prefixes** to each of these words.

dis

in

sub

en

32 _____like

33 _____experience

34 _____rich

35 _____merge

36 _____colour

37 _____trap

38 _____capable

39 _____total

E 2

8

Rewrite these statements as questions, changing as few words as possible.

Example Harry fell off the chair.

Did Harry fall off the chair?

40 Mum bought some cherries.

41 Linda slipped on the ice.

42 Dad wants some ice cream.

43 Jessica slept until 8 o'clock.

Write seven **synonyms** for the word nice.

44-50 _____

Underline the correct **homophone**.

51-52 (There, They're) going on the bus (to, too) the swimming pool.

53 They left (there, their) coats on the floor.

54-55 Jake was feeling (board, bored) so he (red, read) a comic.

56-58 The sea was (ruff, rough) and the fishermen weren't (shore, sure) (ware, where, wear) they were.

Write a **definition** for each of these words.

59 monotonous _____

60 hinder _____

61 reluctant _____

62 renovate _____

63 brisk _____



64 wary _____

65 dormant _____

Add these **nouns** to the table.

- 66-73 bunch Diwali envy Australia
- insect crowd coconut curiosity

proper nouns	common nouns	abstract nouns	collective nouns

Write an interesting sentence, including an **adjective** and an **adverb**, using the **noun** and **verb** provided.

74-75 goat chewed _____

76-77 captain slept _____

78-79 elephant splashed _____

Rewrite each of the following, using only two words, one of which should have an apostrophe.

Example basket for a cat cat's basket

80 the hand of the monkey _____

81 the teeth of the lion _____

82 the feathers of the wren _____

83 the tail of the dog _____

84 the neck of the giraffe _____

85 the nose of the anteater _____

86 the eye of the bull _____

87 the legs of the spider _____

8

Circle the words that wouldn't have been used 200 years ago.

E 2

- | | | | |
|-------|---------|-----------|--------------|
| 88–94 | aerosol | rug | mobile phone |
| | wheel | astronaut | television |
| | nylon | rain | aeroplane |
| | water | brother | milkshake |

7

Add a different **conjunction** to each sentence.

D 2

- 95 David stood in a puddle _____ he got out of his car.
- 96 Gina went to her Nan's house _____ she was later than she said she would be.
- 97 The children waited in the park for Alice _____ it started to rain.
- 98 The dog sat by his bowl _____ he was hungry.
- 99 Mira read her book _____ her Mum was talking to her teacher.
- 100 First Damian stroked the goats; _____ he fed the chickens.

6

Now go to the Progress Chart to record your score!

Total 100

Key words

Some special words are used in this sample test paper. You will find them in **bold** each time they appear in the paper. These words are explained here.

abstract noun	a word referring to a concept or idea <i>love</i>
adjective	a word that describes somebody or something
adverb	a word that gives extra meaning to a verb
collective noun	a word referring to a group <i>swarm</i>
conjunction	a word used to link sentences, phrases or words <i>and, but</i>
definition	a meaning of a word
homophone	a word that has the same sound as another but a different meaning or spelling <i>right/write</i>
noun	a word for somebody or something
prefix	a group of letters added to the beginning of a word <i>un, dis</i>
proper noun	the name of a person, place, etc. <i>Ben</i>
synonym	a word with the same or very similar meaning to another word <i>quick – fast</i>
verb	a 'doing' or 'being' word

Paper Notes: 11+ English Question Booklet (English Test)

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 **Bond Fourth Level** sample test for **10 to 11+ years**, designed to prepare students for **11+ entrance exams** in the **GL Assessment** style. It is a comprehensive English assessment containing **100 questions** spread across reading comprehension, grammar, vocabulary, punctuation, and spelling.

The paper opens with a substantial extract from **Lewis Carroll's Alice's Adventures in Wonderland**, the mock trial scene featuring the King and Queen of Hearts. Students answer both multiple-choice and short-answer comprehension questions testing inference, vocabulary in context, and character analysis. The remainder of the paper covers a wide range of technical English skills, including word stress, capitalisation, prefixes, homophones, synonyms, definitions, noun types, sentence construction with adjectives and adverbs, apostrophes, historical vocabulary, and conjunctions.

This paper suits students in Year 5 or early Year 6 preparing for selective school entrance or grammar school tests. The variety of question types mirrors the breadth of the GL Assessment 11+ format, requiring fluency in both literary interpretation and precise grammatical knowledge. The inclusion of a classic literary passage and the structured progression from comprehension to technical exercises make this a realistic and challenging practice tool.

How this paper is organised

The paper is divided into two broad sections. The first section presents a **45-line passage** from Alice's Adventures in Wonderland, followed by **15 comprehension questions** (questions 1 to 15) worth a total of **22 marks**. These include three multiple-choice questions and twelve short-answer or extended-response questions testing retrieval, inference, vocabulary, and evaluative skills.

The remaining **85 questions** (questions 16 to 100) assess discrete English skills across eight sections: identifying stressed vowels in words (8 questions), capitalisation in a passage (8 questions), adding prefixes (8 questions), converting statements to questions (4 questions), writing synonyms for 'nice' (7 questions), selecting correct homophones (8 questions), defining vocabulary (7 questions), classifying nouns (8 questions), constructing sentences with given nouns and verbs (6 questions), forming

possessive phrases with apostrophes (8 questions), identifying anachronistic vocabulary (7 questions), and choosing conjunctions (6 questions).

The total paper is worth **100 marks**, with one mark per question. No time limit is printed, but a typical 11+ English paper of this length would be completed in 45 to 50 minutes under timed conditions.

Topics covered

- Reading comprehension of a Victorian literary extract (Alice in Wonderland) with inference, character evaluation, and evidence-based reasoning
- Vocabulary work: synonyms, definitions of challenging words (indignant, accusation, monotonous, hinder, reluctant, renovate, brisk, wary, dormant), and contextual meaning
- Word stress patterns: identifying the stressed vowel in polysyllabic words such as fantastic, dangerous, departure, interested, definitely, miserable, referral, and reference
- Capitalisation rules for proper nouns (names, places, titles of books) and sentence openings in dialogue
- Prefixes: adding dis-, in-, sub-, and en- to root words to form correctly spelled derivatives (dislike, inexperience, submerge, entrap, discolour, incapable, subtotal, enrich)
- Homophones: distinguishing between there/their/they're, to/too, board/bored, red/read, ruff/rough, shore/sure, ware/where/wear
- Sentence transformation: converting declarative statements into interrogative questions while preserving tense and meaning
- Noun classification: sorting nouns into proper, common, abstract, and collective categories (bunch, Diwali, envy, Australia, insect, crowd, coconut, curiosity)
- Sentence construction: writing sentences that incorporate a given noun and verb alongside an adjective and an adverb
- Possessive apostrophes: rewriting phrases like 'the hand of the monkey' as 'the monkey's hand'
- Historical vocabulary: identifying words that would not have existed 200 years ago (aerosol, mobile phone, astronaut, television, nylon, aeroplane, milkshake)
- Conjunctions: selecting appropriate linking words (when, although, until, because, while, then) to connect clauses logically

How to use this paper for revision

- Read the Alice passage twice before attempting any questions. The first read gives you the story; the second lets you annotate useful details like character names, actions, and vocabulary that might be tested.
- For vocabulary questions (e.g. 'indignant', 'accusation'), use the surrounding sentences to work out meaning. Look at what Alice or the characters are doing or feeling at that moment to guide your definition.
- When identifying stressed vowels (questions 16 to 23), say each word aloud slowly and exaggerate the syllable that feels strongest. The stressed vowel is in that syllable (e.g. fan-TAS-tic stresses the 'a' in the second syllable).
- For capitalisation tasks, remember that proper nouns (Euston, Caroline, England) always need capitals, as do the first word of speech and the first word after a full stop in dialogue.
- When adding prefixes, check the spelling carefully. Some prefixes assimilate (in- becomes im- before some consonants), but this paper uses straightforward combinations: dislike, inexperience, submerge, entrap, discolour, incapable, subtotal, enrich.
- Write down homophones if you are unsure. Seeing 'there' (place), 'their' (possessive), and 'they're' (they are) on paper helps you choose the correct form by meaning.

Common mistakes to avoid

- In question 6, students often write that Alice used 'creatures' because she was confused or didn't like the jurors. The text says she was 'obliged' to use it because 'some were animals, and some were birds', not because of her feelings.
- For vocabulary definitions (questions 11, 12, 59 to 65), students often give synonyms rather than definitions. 'Indignant' means 'angry because something is unfair', not just 'angry'. Make sure your definition captures the specific shade of meaning.
- When converting statements to questions (questions 40 to 43), students sometimes rewrite the entire sentence instead of making minimal changes. 'Mum bought some cherries' becomes 'Did Mum buy some cherries?', changing only one word and the word order, not 'Has Mum bought any cherries?'
- In the homophone section (questions 51 to 58), 'to' and 'too' are frequently confused. 'To' shows direction or is part of an infinitive verb ('to swim'); 'too' means 'also' or 'excessively' ('me too', 'too hot').
- Students often misplace apostrophes in questions 80 to 87. Remember: 'the hand of the monkey' becomes 'the monkey's hand' (apostrophe before the 's'), not 'the monkeys hand' or 'the monkeys' hand'. The monkey is singular, so the apostrophe goes before the 's'.
- For historical vocabulary (questions 88 to 94), students sometimes circle 'rug' or 'rain' thinking they are modern words. Rugs and rain have existed for thousands of years. Focus on technology and synthetic materials: aerosol, mobile phone, astronaut, television, nylon, aeroplane, milkshake.

Exam technique

Start by skimming the entire paper to see how many questions there are and how they are weighted. Spend roughly **20 minutes** on the comprehension passage and questions 1 to 15, then **25 to 30 minutes** on the remaining technical questions. If you are sitting this under timed conditions, aim to finish with five minutes to spare for checking.

For the comprehension section, underline key phrases in the passage that answer specific questions. Question 4 asks what Alice did to stop thinking about the tarts; the answer is in line 9: 'she began looking at everything about her, to pass away the time'. Quote or paraphrase directly. For questions 14 and 15, which ask for your impression supported by evidence, choose one clear detail (e.g. the King looks 'anxiously round' or wears his crown uncomfortably) and explain what it suggests about his character. One well-chosen piece of evidence is better than several vague ones.

In the technical sections, tackle the question types you find easiest first. Many students prefer to complete the multiple-choice or matching tasks (homophones, stressed vowels, capitalisation, prefixes) before attempting the open-ended sentence-writing or synonym tasks. If you are stuck on a definition, move on and return to it at the end. Guess sensibly rather than leaving blanks; there is no negative marking.

What to revise alongside this paper

Students should revise **apostrophes for possession and contraction** beyond singular nouns, including plural possessives (the dogs' bowls) and irregular plurals (the children's toys). Practise **converting questions back into statements** and vice versa to reinforce understanding of auxiliary verbs (do, does, did) and subject-verb inversion.

Broaden your work on **prefixes and suffixes** by learning other common affixes: un-, re-, pre-, -ful, -less, -ment, -ness. Explore how these change word meaning and class (e.g. 'hope' to 'hopeful' to 'hopefully'). For vocabulary, read widely in classic children's literature (Roald Dahl, C.S. Lewis, Philippa Pearce) to meet challenging words in context and develop inference skills.

Move on to more complex comprehension passages with multiple characters, figurative language (metaphor, simile, personification), and narrative viewpoint. Practise answering questions that require you to compare characters, identify themes, or evaluate the writer's language choices. These skills extend the foundation built by papers like this one.

Key terms

Inference, Context clues, Proper noun, Common noun, Abstract noun, Collective noun, Prefix, Homophone, Synonym, Stressed vowel (stress pattern), Possessive apostrophe, Conjunction, Capitalisation, Declarative sentence, Interrogative sentence

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Bond Fourth level papers in English 10–11⁺ years – Answers to sample test

Some questions will be answered in the children's own words. Answers to these questions are given in *italics*. Any answers that seem to be in line with these should be marked correct.

- 1 the Knave
 2 never
 3 twelve
 4 *Alice looked about the courtroom.*
 5 *gathered or collected*
 6 *Alice used the word "creatures" as some jurors were animals and some were birds.*
 7–8 Excited. *The crowd might be feeling excited because a trial is an important event and something exciting might happen.*
 9–10 *Alice was concerned the jurors wouldn't do their job very well as they couldn't even remember their names.*
 11–12 indignant – *angry, annoyed*
 accusation – *charge, allegation*
 13 the theft of the Queen of Hearts's tarts
 14–15 *The King of Hearts doesn't seem to know what he is doing. For example, the King asks the jury to give their decision at the beginning of the trial, when the only thing that has happened is that the White Rabbit has read out the accusation.*
 16 fantastic
 17 dangerous
 18 departure
 19 interested
 20 definitely
 21 miserable
 22 referral
 23 reference
 24–31 "The train will be leaving Euston Station in five minutes," the ticket collector said. "Have you got your ticket, please?"
 Caroline searched through her bag and eventually found it tucked in her book, *Touring England by Train.*
 32 dislike
 33 inexperience
 34 enrich
 35 submerge
 36 discolour
 37 entrap
 38 incapable
 39 subtotal
 40 Did Mum buy some cherries?/Has Mum bought some cherries?
 41 Did Linda slip on the ice?
 42 Does Dad want some ice cream?
 43 Did Jessica sleep until 8 o'clock?
 44–50 *attractive, enjoyable, kind, fine, smart, beautiful, comfortable, delicious, pleasant, good*
 51–52 They're, to
 53 their
 54–55 bored, read
 56–58 rough, sure, where
 59 monotonous – *with no variety, boring*
 60 hinder – *get in the way*
 61 reluctant – *unwilling*
 62 renovate – *restore to a good condition*
 63 brisk – *quick, energetic*
 64 wary – *unsure, suspicious*
 65 dormant – *not active at the moment*
 66–73 **proper nouns:** Diwali, Australia **common nouns:** insect, coconut **abstract nouns:** envy, curiosity
collective nouns: bunch, crowd
 74–75 *The old goat chewed noisily on the trousers that were hanging on the washing line.*
 76–77 *The exhausted captain slept soundly despite the cannon balls landing all around him.*
 78–79 *The young elephant splashed wildly in the river until it was completely wet.*
 80 monkey's hand
 81 lion's teeth
 82 wren's feathers
 83 dog's tail
 84 giraffe's neck
 85 anteater's nose
 86 bull's eye
 87 spider's legs
 88–94 aerosol, mobile phone, astronaut, television, nylon, aeroplane, milkshake
 95 *as, when*
 96 *but*
 97 *until*
 98 *because, as*
 99 *while, as*
 100 *then*

Answer-Key Notes: 11+ English Answers (English 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 lists correct responses for all 100 questions but provides reasoning only for the Alice in Wonderland comprehension section (Q1–15) and occasional italicised explanations elsewhere. When marking, award one mark per question unless the question reference shows a range (e.g. Q7–8 or Q44–50), in which case follow the mark allocation shown in the key. Distinguish between careless slips, where a child clearly knows the rule but has made a transcription error, and genuine gaps in understanding.

If a child's answer differs from the model but captures the same meaning, the key instructs markers to 'mark correct'. This flexibility applies especially to questions 4, 7–8, 9–10 and 14–15, where reasoning matters more than exact wording.

Use the worked examples below to understand what each question tests. If a child struggles with a particular question type (homophones, prefixes, punctuation, vocabulary definitions), group those errors together and revisit that skill area before attempting another practice paper.

Score interpretation

With 100 marks available, a score in the **75–90 range** is typical for children entering Year 7 at selective independent schools. The paper divides roughly into four bands: comprehension and inference (Q1–15, 15 marks), technical accuracy covering spelling, punctuation, grammar and vocabulary (Q16–73, 58 marks), sentence manipulation and rewriting (Q40–43, Q74–79, 9 marks), and word knowledge including conjunctions and etymology (Q88–100, 13 marks).

A child scoring **below 60** should focus on technical foundations (prefixes, homophones, apostrophes, punctuation rules) before tackling inference. A score between 60 and 75 suggests one or two weaker areas, often vocabulary definitions or sentence rewrites. Review those sections in isolation using the worked examples. A score **above 85** indicates readiness for timed conditions and harder material.

The Alice passage (Q1–15) rewards close reading and textual evidence. Children who score well here but lose marks on Q16–73 need targeted grammar practice, not more comprehension.

Worked examples

Reading comprehension: Alice in Wonderland, Q1–15

Questions 1–6 test retrieval; answers sit clearly in the text. Questions 7–8 and 9–10 ask for inference and explanation, which many children attempt in a single sentence rather than two separate statements (emotion + reason, or opinion + evidence). Question 14–15 requires both an impression of character and a quotation; generic statements without textual support score zero. The mark scheme accepts paraphrase for reasoning questions but expects specific detail.

Q6 : Alice used the word 'creatures' as some jurors were animals and some were birds.

The text explicitly states (lines 16–17) that Alice 'was obliged to say "creatures," you see, because some of them were animals, and some were birds'. The question tests whether a child can locate and paraphrase this explanation. A weaker answer might say 'because they were different', which misses the specific detail that justifies Alice's word choice.

Q9–10 : Alice was concerned the jurors wouldn't do their job very well as they couldn't even remember their names.

Alice observes the jurors writing their names 'for fear they should forget them' (line 25–26) and thinks 'Stupid things!' (line 27). The question asks how well Alice thought they could do their job (opinion) and why (evidence). A child who writes only 'She thought they were stupid' misses the reasoning. The mark scheme awards two marks, so **both elements must be present**.

Q14–15 : The King of Hearts doesn't seem to know what he is doing. For example, the King asks the jury to give their decision at the beginning of the trial, when the only thing that has happened is that the White Rabbit has read out the accusation.

This question carries two marks and explicitly asks for evidence ('Use one piece of evidence from the passage'). The King says 'Consider your verdict' (line 45) immediately after the accusation is read, before any witnesses or arguments. A child who writes 'The King is confused' or 'He doesn't know what to do' without quoting or paraphrasing line 45 scores at most one mark. **Impression plus evidence is the pattern for all two-mark inference questions**.

Stressed vowels, Q16–23

Each word has one stressed syllable; the child must circle the vowel in that syllable. Common errors include circling the entire syllable or circling a schwa (unstressed vowel). Say the word aloud: the stressed syllable is louder and clearer. For example, in 'fantastic' the second syllable (TAS) is stressed, so circle the 'a'. In 'reference' the first syllable (REF) is stressed, so circle the first 'e'.

Q20 : definitely (circle the first 'i')

The stress falls on the first syllable: DEF-in-ite-ly. Many children circle the second 'i' because they pronounce the word incorrectly as 'def-IN-ite-ly'. Rehearsing correct pronunciation aloud before circling prevents this mistake. The schwa vowels in syllables two, three and four are all unstressed.

Q22–23 : referral (circle the second 'e'); reference (circle the first 'e')

These are a minimal pair testing whether stress shifts meaning or spelling. In 'referral' the stress is on the second syllable (re-FER-ral), so circle the 'e' in FER. In 'reference' the stress is on the first syllable (REF-er-ence), so circle the first 'e'. Children who circle the same vowel in both words have not listened carefully to where the emphasis falls.

Punctuation and capitalisation, Q24–31

The passage contains direct speech with two speakers, a sentence adverb ('eventually'), and a book title. Eight letters need capitals: the opening 'T' of the first sentence, 'E' in Euston, 'S' in Station, 'H' for the second sentence, 'C' for Caroline, 'T' and 'E' and 'T' in the book title. Children often miss the capital on the sentence that begins after the first speech closes ('Caroline searched...') or fail to capitalise all principal words in the book title.

Q24–31 (as a group) : "The train will be leaving Euston Station in five minutes," the ticket collector said. "Have you got your ticket, please?" Caroline searched through her bag and eventually found it tucked in her book, *Touring England by Train*.

The book title *Touring England by Train* is an italicised or underlined phrase in print; in handwritten work children should underline it or use initial capitals for the main words. The mark scheme awards one mark per correct capital, so missing 'Touring' or 'Train' loses marks. The narrative sentence 'Caroline searched...' begins with a capital even though it follows speech, because the speech has closed with a full stop (implied inside the quotation mark in British style).

Prefixes, Q32–39

Four prefixes are provided (dis, in, sub, en) and the child must choose the correct one for eight root words. All combinations are phonetically and semantically plausible, but only one is standard English. Common mistakes: 'inlike' instead of 'dislike', 'subcolour' instead of 'discolour'. If a child makes more than two errors here, revisit prefix meanings (dis = negation/reversal, in = negation, sub = under/below, en = cause to be) before moving on.

Q33 : inexperience

The prefix **in-** (meaning 'not') pairs with 'experience' to form 'inexperience', the abstract noun for lack of experience. 'Disexperience' is not standard English. When a root begins with a vowel, *in-* is the usual negative prefix; *dis-* typically attaches to verbs (dislike, disarm) rather than nouns formed from verbs.

Q37 : entrap

The prefix **en-** means 'cause to be in' or 'put into'. 'Entrap' means to catch in a trap. 'Subtrap' (under a trap) and 'distrap' are not words. Children who struggle with Q34 (enrich) and Q37 often confuse *en-* with *in-*; practise the distinction by noting that *en-* forms verbs (enrich, entrap, enable) while *in-* typically forms adjectives or abstract nouns (inexperience, incapable).

Sentence transformation and adverbial writing, Q40–43, Q74–79

Questions 40–43 ask children to rewrite statements as questions, changing tense where necessary ('Mum bought' becomes 'Did Mum buy' or 'Has Mum bought', both acceptable). Questions 74–79 ask for sentences that include a given noun, verb, adjective and adverb. The mark scheme shows model answers; markers should credit any sentence that is grammatically correct, includes all four elements, and makes sense. Weak answers often omit the adverb or use an adjective where an adverb is required ('The goat chewed loud' instead of 'loudly').

Q40 : Did Mum buy some cherries? / Has Mum bought some cherries?

The original statement uses past tense ('bought'). To form a question, insert the auxiliary 'Did' and change 'bought' to 'buy', or use present perfect 'Has...bought'. Both are acceptable. A common error is 'Did Mum bought some cherries?', doubling the past marker. The rule: **auxiliary carries the tense; main verb returns to base form.**

Q76-77 : The exhausted captain slept soundly despite the cannon balls landing all around him.

The model answer includes an adjective ('exhausted'), the required verb ('slept'), and an adverb ('soundly'). The prepositional phrase 'despite the cannon balls landing all around him' adds interest. A child who writes 'The captain slept' scores zero for omitting the adjective and adverb. Remind students that **adverbs often end in -ly** and describe how the action is performed.

Homophones and vocabulary, Q51-65

Questions 51-58 test homophones (there/their/they're, to/too, bored/board, read/red, rough/ruff, sure/shore, where/ware/wear). Questions 59-65 ask for definitions of seven words. For homophones, children lose marks by choosing the spelling that matches the sound but not the meaning. For definitions, the mark scheme gives model answers in the form 'word – short definition'; accept any definition that captures the core meaning without requiring textbook phrasing.

Q51-52 : They're, to

'They're' is the contraction of 'they are'; 'their' (possessive) and 'there' (place/existential) are homophones that do not fit. 'To' (preposition of direction) is correct; 'too' means 'also' or 'excessively'. A useful test: expand contractions ('They are going...') and try replacing 'to' with 'in order to' or 'towards'. If the sentence still makes sense, 'to' is correct.

Q59 : monotonous – with no variety, boring

The Greek root *mono-* means 'one' or 'single'; *-tonous* relates to tone. 'Monotonous' describes something that stays on one tone or pattern without change. Children who write 'boring' without explaining **why** it is boring (lack of variety) receive partial credit. A full definition includes both the etymological sense and the effect.

Q62 : renovate – restore to a good condition

From Latin *re-* (again) and *novare* (make new). 'Renovate' means to make new again, or to restore. Children sometimes confuse it with 'decorate'; renovation implies structural or comprehensive repair, not merely cosmetic change. Definitions that mention 'repair', 'restore' or 'improve to original state' are all acceptable.

Next steps

After marking, group errors by type rather than working through the paper sequentially. If a child missed Q32–39 (prefixes), Q51–58 (homophones) and Q59–65 (definitions), those are three separate skill gaps requiring targeted vocabulary work, homophone drills and prefix study respectively. Use a separate exercise book to rework only the question types that caused difficulty. There is little value in repeating questions the child answered correctly.

If the overall score is below 70, wait at least one week before attempting another full practice paper, and spend that week on focused skills practice using the groupings above. If the score is above 85, move to past papers from specific schools under timed conditions, as this general practice paper is now too easy to provide useful diagnostic information. Children scoring 70–85 should complete one or two more general papers before moving to school-specific material, ensuring that technical accuracy (Q16–73) is consistently strong.

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