

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 5-6

## 11+ English Complete Practice Pack

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#### 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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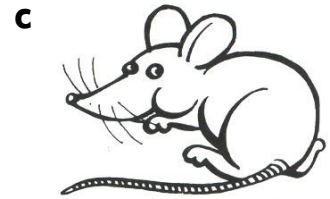
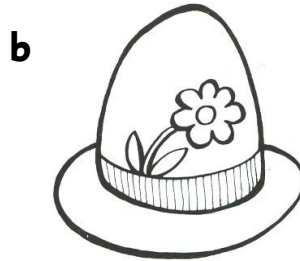
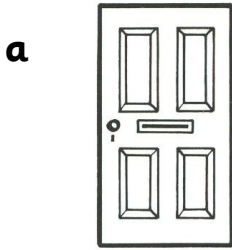
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**Alphabet – small letters**

**5-6**  
years

**1. Say what the pictures show.**

**Write the first letter of each word.**



**Lesson 2**

**Alphabet – capital letters**

**1. Write the first letter of these words.**

**They must be capital letters.**

**a** The place where you live. \_\_\_\_\_

**b** Your teacher's name. \_\_\_\_\_

**c** Your head teacher's name. \_\_\_\_\_

**d** Your surname. \_\_\_\_\_

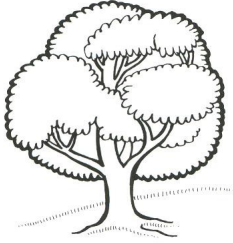
How did I do?				Total
				

**Alphabetical order**

**5-6**  
years

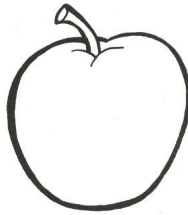
**1. Write the first letter of each word. Then write them in alphabetical order.**

**a**



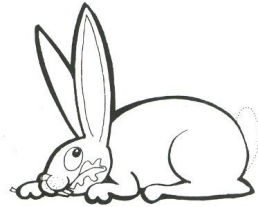
\_\_\_ r e e

**b**



\_\_\_ p p l e

**c**



\_\_\_ a b b i t

**d**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Lesson 4**

**Short a sound**

**1. Draw lines to make short a sound words. Write the words.**

**a**

t  
c a n

\_\_\_\_\_

\_\_\_\_\_

p

\_\_\_\_\_

**b**

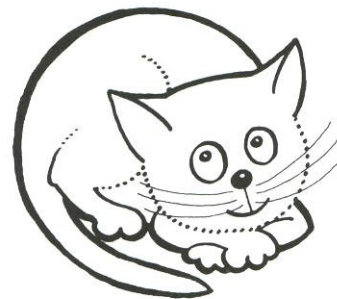
t  
m a n

\_\_\_\_\_

\_\_\_\_\_

p

\_\_\_\_\_



How did I do?



Total

**6**







### Lesson 9

## No Nonsense English

### Rhyming words

5-6 years


1. Sort the rhyming words into groups.

man    bun    can    hen    sun    ran    ten    fun    men

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



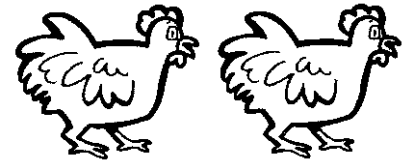
### Lesson 10

### Describing words - numbers

1. Write these muddled up number words correctly.

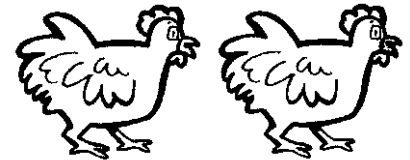
a tehre \_\_\_\_\_

3



b senva \_\_\_\_\_

7



c tow \_\_\_\_\_

2

d neni \_\_\_\_\_

9

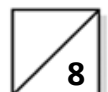
e furo \_\_\_\_\_

4

How did I do?



Total





## Lesson 11

## No Nonsense English

# Capital letters and full stops 1

5-6  
years

1. Write these sentences with a capital letter and full stop.

a i ride my bike

\_\_\_\_\_

b you are my friend

\_\_\_\_\_

c we can swim

\_\_\_\_\_

## Lesson 12

# Sentences




1. Finish these sentences.

a I like \_\_\_\_\_

b We went \_\_\_\_\_

c My favourite toy is \_\_\_\_\_

d On Saturday \_\_\_\_\_

How did I do?				Total 
---------------	---	---	---	--



## Lesson 13

# No Nonsense English

## Capital I

**5-6**  
years

### 1. Write the sentences correctly.

**a** i always keep my bedroom tidy.

\_\_\_\_\_

**b** When i get cold i put my coat on.

\_\_\_\_\_

**c** i love eating ice-cream.

\_\_\_\_\_

## Lesson 14

## Missing words

### 1. Write the missing words.

**a** My favourite food \_\_\_\_\_ roast chicken.

**b** Do you prefer football \_\_\_\_\_ swimming?

**c** We play \_\_\_\_\_ the swings in the park.

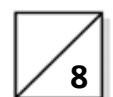
**d** Will you help \_\_\_\_\_ with my homework?

**e** What time is \_\_\_\_\_ now?

How did I do?



Total





## Lesson 15

# No Nonsense English

## Picture dictionary

**5-6**  
years

### 1. Make your own pages of a picture dictionary.

	<b>Ll</b> _____	<b>Mm</b> _____	
--	--------------------	--------------------	--

## Lesson 16

## Traditional poetry

### 1. Write the missing words in the poem.

One-eyed Jack, the pirate \_\_\_\_\_,  
Was a terrible, fearsome ocean \_\_\_\_\_.  
He wore a \_\_\_\_\_  
Upon one \_\_\_\_\_.  
He wore a \_\_\_\_\_ -  
And a dirty \_\_\_\_\_!  
One-eyed Jack, the pirate \_\_\_\_\_ -  
A terrible, fearsome ocean \_\_\_\_\_!

peg  
thief  
look  
chief  
leg  
thief  
hook  
chief

How did I do?				Total 
---------------	--	--	--	-----------



**Lesson 17**

*No Nonsense*  
**English**

Stories with familiar settings

**5-6**  
years

**1. Write about where you've seen a dog and describe what it looked like.**

---

---

---

---

---

**Lesson 18**

Lists and instructions

**1. Write numbers to put these instructions in the right order.**

Rinse your mouth and toothbrush with water. \_\_\_\_\_

Get your toothbrush and toothpaste. \_\_\_\_\_

Brush your teeth. \_\_\_\_\_

Put your toothbrush and toothpaste away. \_\_\_\_\_

Put some toothpaste on your toothbrush. \_\_\_\_\_

How did I do?



Total  
  
2



**Lesson 19**

*No Nonsense*  
**English**

fl, dr and pl

**5-6**  
years

**1. Write the letters to make words.**

**ess      ane      oat      eam      ute      ant**

**a** fl \_\_\_\_\_ fl \_\_\_\_\_

**b** dr \_\_\_\_\_ dr \_\_\_\_\_

**c** pl \_\_\_\_\_ pl \_\_\_\_\_

**Lesson 20**

st, tr and sp

**1. Write the letters to make words.**

**and      ust      eed      oon      eep      eat**


**a** st \_\_\_\_\_ st \_\_\_\_\_

**b** tr \_\_\_\_\_ tr \_\_\_\_\_

**c** sp \_\_\_\_\_ sp \_\_\_\_\_

How did I do?



Total  
 6



**Lesson 21**

*No Nonsense*  
**English**

ck

**5-6**  
years

**1. Find the ck words in the wordsearch.**

b	s	d	u	c	k
a	l	e	s	c	c
s	u	c	k	l	u
u	c	k	d	o	t
t	k	r	e	c	s
b	l	o	c	k	e

- block
- clock
- deck
- duck
- luck
- stuck
- suck

**Lesson 22**

ng

**1. Find the ng words in the wordsearch.**

p	a	s	w	g	a
r	s	t	b	o	u
o	i	r	a	n	g
s	t	i	n	g	n
l	o	n	g	f	i
s	t	g	n	l	r

- bang
- gong
- long
- rang
- ring
- sting
- string

How did I do?



Total





**Lesson 23**

*No Nonsense*  
**English**

ss, ll and ff

**5-6**  
years

**2. Find the ss, ll and ff words in the wordsearch.**

m	h	i	s	s	p
e	f	o	h	t	r
s	h	e	u	u	d
s	n	r	f	f	o
c	l	i	f	f	l
l	d	b	e	l	l

bell  
cliff  
doll  
hiss  
huff  
mess  
stuff

**Lesson 24**

nd, nk and mp

**3. Find the nd, nk and mp words in the wordsearch.**

j	s	t	a	n	d
b	i	w	l	t	b
m	n	a	a	d	l
e	k	e	n	u	i
h	a	n	d	m	n
t	l	i	m	p	k

blink  
dump  
hand  
land  
limp  
sink  
stand

How did I do?



Total

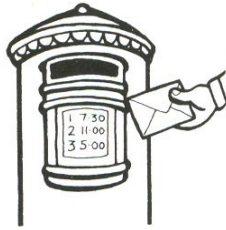


**Describing words - colour**

**5-6**  
years

**1. Copy the best colour word from the box. Colour the pictures.**

**a**



**b**



\_\_\_\_\_ letterbox

\_\_\_\_\_ cabbage

orange
green
yellow
red

**Lesson 26**

**Naming words**

**1. Underline the special naming word in these sentences.**

**a** His name is Jonathan.

**b** Bubbles is a goldfish.

**2. Write the special naming word with a capital letter.**

**a** me      you      jordan      \_\_\_\_\_

**b** emily      he      they      \_\_\_\_\_

**c** we      toby      us      \_\_\_\_\_

**d** alice      them      she      \_\_\_\_\_

How did I do?				Total



## Lesson 27

# No Nonsense English

## Days and months

**5-6**  
years

### 1. Circle the day words.

Wednesday      Bluesday      Friday      Hopday      Monday  
Thursday      Catday      Frogday      Saturday

### 2. Circle the month words.




Remember      October      January      April      Raspberry  
November      February      Teacher      August

## Lesson 28

## More than one – add s

### 1. Make these sentences mean more than one.

- a I saw one bird. I saw six
- b I played with one friend. I played with four
- c I have one cat. I have two
- d I have one sister. I have three
- e I have one teacher. I have two

How did I do?   

Total
7



**Lesson 29**

*No Nonsense*  
**English**

**Capital letters and full stops**  
**2**

**5-6**  
years

**1. Copy the sentences. Add the missing capital letters and full stops.**

**a** she told me her name is sarah

\_\_\_\_\_

**b** the dogs are called spot and patch

\_\_\_\_\_

**c** my best friend is called samir

\_\_\_\_\_

**Lesson 30**

**Capital letters in sentences**

**2. Write these sentences using capital letters when you need to.**

**a** i play football after school on monday.


\_\_\_\_\_

**b** Yesterday i played with gareth.

\_\_\_\_\_

**c** On saturday william and i are going to the cinema.

\_\_\_\_\_

How did I do?				Total
				



## Lesson 31

## No Nonsense English

### Missing full stops

5-6  
years

1. **Someone forgot to use full stops to make sentences! Write the missing full stops.**



- a One day my puppy went missing My friends helped me look for him
- b We walked up the hill to fly my kite It was very windy when we got to the top of the hill
- c I don't like watching the television I like playing outside instead

## Lesson 32

### Reading sentences

1. **Read these groups of sentences. Tick the one that is easier to read and understand.**

- a One day I was walking to school with my Grandma. It was a very cold day. I was wearing a pair of gloves and a scarf.
- b One day I was walking to school with my Grandma it was a very cold day I was wearing a pair of gloves and a scarf

How did I do?				Total <input type="checkbox"/>
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## Lesson 33

# No Nonsense English

## Fairy stories

**5-6**  
years

1. Answer these questions about the story on page 38

a Where did Jack live?

---

b Who did Jack live with?

---

c What was Jack wearing?

---

## Lesson 34

## Action rhymes

1. Read this action poem. Make up your own actions to go with the poem.

Here is a bunny

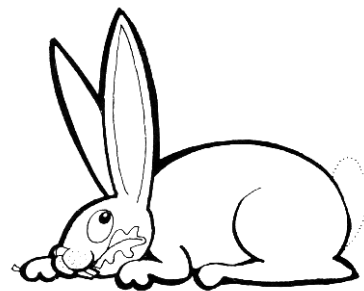
With big ears so funny

And here is his hole in the ground

When a noise he hears


He pricks up his ears

And hops in his hole in the ground.



How did I do?



Total  




## Lesson 35

# No Nonsense English

## Contents page

**5-6**  
years

**1. Look at the contents page of your No Nonsense English book. Answer these questions.**

**a On which page is the handwriting practice? page \_\_\_\_\_**

**b On which pages are 'How am I doing?'?**

page \_\_\_\_\_ , page \_\_\_\_\_ and page \_\_\_\_\_

**c On which page can you 'Try the 6-7 years book'?**

page \_\_\_\_\_

## Lesson 36

## Book covers

**1. Find a book at home. Write the title and author of it and what the book is about.**

Title: \_\_\_\_\_

Author: \_\_\_\_\_

What the book is about: \_\_\_\_\_

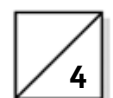
\_\_\_\_\_

\_\_\_\_\_

How did I do?



Total



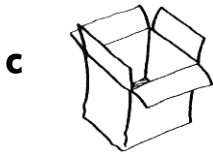
1. Say what is in each picture, then write the missing letters.  
The missing letters are vowels.



b \_ \_ d



b \_ \_ n

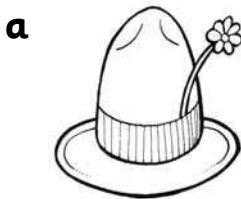


b \_ \_ x



j \_ \_ g

2. Say what is in each picture, then write the missing letters.  
The missing letters are consonants.



\_ \_ a \_ \_



\_ \_ a \_ \_



\_ \_ o \_ \_



\_ \_ u \_ \_

How did I do?



Total



ee

**5-6**  
years**1. Finish each sentence with one of these ee words.**

sheep    teeth    see    week    tree

- a** A \_\_\_\_\_ has a trunk, branches and leaves.
- b** There are seven days in one \_\_\_\_\_.
- c** We clean our \_\_\_\_\_ with a toothbrush.
- d** We use our eyes to \_\_\_\_\_.
- e** We get wool from a \_\_\_\_\_.

ai

**1. Finish each sentence with one of these ai words.**

train    brain    snail    tail    paint

- a** A rabbit has a fluffy \_\_\_\_\_.
- b** You \_\_\_\_\_ a picture using a brush.
- c** A \_\_\_\_\_ lives in a shell.
- d** A \_\_\_\_\_ takes you from one place to another.
- e** I use my \_\_\_\_\_ to answer these questions.

How did I do?

Total  
  
10

**1. Finish each sentence with one of these oo words.**

school    root    broom    rooms    spoon

- a** There are lots of \_\_\_\_\_ in a house.
- b** You eat pudding using a \_\_\_\_\_.
- c** The part of a plant under the ground is the \_\_\_\_\_.
- d** Children go to \_\_\_\_\_ to learn.
- e** A \_\_\_\_\_ can be used to sweep the floor.

**1. Finish each sentence with one of these oa words.**

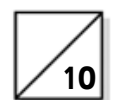
soap    goat    road    boat    coat

- a** Cars drive on the \_\_\_\_\_.
- b** I use \_\_\_\_\_ when I wash my hands.
- c** A \_\_\_\_\_ is an animal.
- d** I wear a \_\_\_\_\_ when it is cold.
- e** A \_\_\_\_\_ floats on the water.

How did I do?



Total





## Lesson 43

# No Nonsense English

## Capital letters - titles

**5-6**  
years

### 1. Copy the sentences. Add the missing capital letters.

**a** miss miles is my new teacher.

\_\_\_\_\_

**b** pc davies is married to mr davies.

\_\_\_\_\_

**c** mrs gasson has a daughter called sally

\_\_\_\_\_

## Lesson 44

## Doing words - ing

### 1. Make these -ing words.

**a** grow + ing = \_\_\_\_\_

**b** wish + ing = \_\_\_\_\_

**c** give + ing = \_\_\_\_\_

**d** say + ing = \_\_\_\_\_

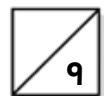
**e** love + ing = \_\_\_\_\_

**f** cook + ing = \_\_\_\_\_

How did I do?



Total





### Lesson 45

## No Nonsense English

### Doing words – ed

5-6 years

#### 1. Make these –ed words.

**a** touch + ed = \_\_\_\_\_

**b** wish + ed = \_\_\_\_\_

**c** hope + ed = \_\_\_\_\_

**d** wave + ed = \_\_\_\_\_

**e** love + ed = \_\_\_\_\_

**f** cook + ed = \_\_\_\_\_

### Lesson 46

### Words within words

#### 1. Find as many little words in these big words as you can without rearranging the letters.

**a** wished


\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**b** missing

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How did I do?



Total  




## Lesson 47

# No Nonsense English

## Word order

5-6  
years

1. Circle the two words in each sentence that have been swapped over.  
Write the sentences correctly.

a There are thirty children my in class.

\_\_\_\_\_

b I to go chess club every Wednesday.

\_\_\_\_\_

c I like would to win a race on sports day.

\_\_\_\_\_

## Lesson 48

## Question marks

1. Finish each sentence with a full stop or a question mark.

a Do you like football \_\_\_\_\_

b I have been on holiday \_\_\_\_\_

c There are three birds in that tree \_\_\_\_\_

d Why are we going there \_\_\_\_\_

e I am very thirsty \_\_\_\_\_

f When are we coming back \_\_\_\_\_

How did I do?				Total 
---------------	---	---	---	--



**Lesson 49**

*No Nonsense*  
**English**

**Answering questions**

**5-6**  
years

**1. Write sentences to answer these questions.**

**a** Where do you live?

\_\_\_\_\_

**b** What is your favourite food?

\_\_\_\_\_

**c** What is your teacher's name?

\_\_\_\_\_

**Lesson 50**

**Sentences revision**

**1. Copy these sentences. Add the capital letters and full stops or question marks.**

**a** i walk past mrs baker's shop on my way to school

\_\_\_\_\_

**b** do you think i look like my dad

\_\_\_\_\_

**c** sophie and gary are helping mr wood

\_\_\_\_\_

How did I do?		_____		_____		_____	Total 
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## Lesson 51

# No Nonsense English

## Poems with a pattern

**5-6**  
years

### 1. Write the words from the poem that rhyme with these words.

There was an Old Man with a beard,  
Who said, "It is just as I feared!--  
Two Owls and a Hen,  
Four Larks and a Wren,  
Have all built their nests in my beard!"      Edward Lear

- a**    cheered    \_\_\_\_\_
- b**    when        \_\_\_\_\_

## Lesson 52

## Poems about cats

### 1. Answer these questions about the cat poems.

- a**    What do the cat's eyes look like in the poem 'Cat in the Dark'?
- \_\_\_\_\_
- b**    What do cats do when they sit in the poem 'Cats Stand'?
- \_\_\_\_\_
- c**    Where do cats lie in the poem 'Cats Stand'?
- \_\_\_\_\_

How did I do?				Total
				



## Lesson 53

# No Nonsense English

## Information books

**5-6**  
years

### 1. Answer these questions about the information on page 60.

**a** What do frogs like to be near?

---

**b** Why are their eyes on top of their head?

---

**c** Why are a frog's back legs very strong?

---

## Lesson 54

## Recount of a school visit

### 1. Answer these questions about the recount on page 61.

**a** On what day was John's school trip?





---

**b** What did he buy?

---

**c** What was made from bushes?

---

How did I do?				Total
				

# Paper Notes: 11+ English Question Booklet (No-Nonsense Ages 5-6)

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 a **Bond No Nonsense English** practice workbook designed for **ages 5-6**, containing **54 structured lessons** that build foundational literacy skills in preparation for **11+ entrance examinations**. The workbook covers essential early-years English topics including phonics, basic grammar, simple punctuation, spelling patterns, and introductory reading comprehension.

Each lesson is short and focused, typically occupying one page, with a mix of hands-on activities such as letter formation, word-building exercises, sentence completion, and simple comprehension questions. The exercises are scaffolded to support progression from recognising individual letters and sounds through to constructing short sentences and understanding simple texts.

This resource is ideal for Year 1 and early Year 2 pupils (or equivalent) who are beginning formal literacy instruction, and it provides a solid foundation for children who will eventually sit 11+ entrance tests. The workbook includes self-assessment prompts ('How did I do?') at intervals, encouraging pupils to reflect on their learning and track their own progress.

## How this paper is organised

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The workbook is organised into **54 numbered lessons**, each targeting a specific skill or concept. Lessons are grouped thematically and progress logically from alphabet recognition (small and capital letters), through phonics (short vowel sounds, consonant blends, digraphs), to grammar (capital letters, full stops, question marks), vocabulary (rhyming words, describing words, naming words), and short reading comprehension tasks (traditional poetry, fairy stories, action rhymes, information texts).

Most lessons feature one or two exercises, often with visual cues (pictures, wordsearches, matching tasks) to support early readers. The workbook does not specify an overall time limit or formal mark allocation, as it is designed for incremental practice rather than timed assessment. However, the cumulative structure means pupils work through the material systematically, building confidence and competence lesson by lesson.

Self-assessment sections appear periodically, inviting pupils to circle a face (sad, neutral, happy) to indicate how they felt about their performance, alongside a 'Total'

box that shows the notional question count for that section. This format encourages metacognition and helps teachers or parents identify areas where additional support may be needed.

## Topics covered

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- Small letter and capital letter recognition, including formation and correct use of capital letters for names, places, and sentence starts
- Alphabetical ordering of words, identifying initial letters and sequencing vocabulary
- Short vowel sounds (a, e, i, o, u) and their application in simple CVC (consonant-vowel-consonant) words
- Consonant blends and digraphs, including fl, dr, pl, st, tr, sp, ck, ng, ss, ll, ff, nd, nk, mp
- Long vowel patterns such as ee, ai, oo, oa, with sentence completion exercises to reinforce spelling and meaning
- Basic punctuation: full stops, capital letters (including capital 'I'), and question marks
- Rhyming words and word families, sorting words by sound patterns
- Describing words (adjectives) for colour and number, with muddled word unscrambling tasks
- Naming words (nouns and proper nouns), including understanding when to use capital letters for names
- Doing words (verbs) and simple suffixes: forming -ing and -ed words from base verbs
- Days of the week and months of the year, recognising and circling correct spellings
- Sentence construction and completion, including word order and missing words
- Reading comprehension of traditional poetry, fairy tales, action rhymes, information texts, and recounts
- Using a picture dictionary, contents page, and book covers to develop early reference skills
- Vowels and consonants identification, spotting missing letters in words
- Words within words: finding smaller words embedded in longer words without rearranging letters

## How to use this paper for revision

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- Work through the lessons in order rather than jumping ahead, as each builds on the previous one and reinforces skills cumulatively.
- Read each question aloud before attempting it, especially if the child is an emerging reader; this helps with comprehension and confidence.
- Use the pictures and visual cues provided in each lesson as talking points to develop oral vocabulary and understanding before writing.
- Practise letter formation on lined paper or a whiteboard alongside the workbook exercises, focusing on correct size and shape for both small and capital letters.
- Keep a list of any words the child finds tricky and revisit them regularly; repetition is key for early readers and spellers.
- Encourage the child to circle the 'How did I do?' face honestly after each section, then discuss what went well and what to practise next.
- Read a wide range of simple texts at home (picture books, rhymes, information books) to reinforce the phonics and comprehension skills introduced in the workbook.

## Common mistakes to avoid

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- Confusing b and d, or p and q; practise letter formation slowly and use mnemonic aids (e.g. 'bat and ball' for b) to fix the shapes in memory.
- Forgetting to use a capital letter at the start of a sentence or for names; highlight these instances when marking and ask the child to correct them.
- Omitting the vowel in CVC words (e.g. writing 'ct' instead of 'cat'); sound out words aloud and emphasise the middle vowel sound clearly.
- Mixing up question marks and full stops; teach that a question asks something and needs a question mark, while a statement just tells and needs a full stop.
- Writing 'i' instead of 'I' when referring to oneself; this is a very common error at this age, so consistent correction and modelling are important.
- Rushing through wordsearch or matching activities without checking answers; encourage pupils to reread their work before moving on.

## Exam technique

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At this level, the focus is on building accurate foundational skills rather than exam technique in the formal sense. However, establishing good habits now will serve pupils well as they progress. Encourage the child to **read each instruction carefully** and look

at any example or picture before starting, as visual cues often provide the context needed to answer correctly.

Teach pupils to **sound out unfamiliar words** slowly and to use finger spacing when writing sentences, so that words do not run together. When self-assessing, ask the child to **check their work** by reading it aloud; this helps catch missing letters, incorrect capitals, or missing punctuation. If a question feels too hard, it is fine to ask an adult for help or to come back to it later after completing easier tasks.

Parents and teachers should use the 'How did I do?' boxes as opportunities for dialogue rather than judgement. Praise effort and progress, identify patterns in errors (e.g. consistently forgetting full stops), and revisit those areas with additional practice. Keep sessions short (one or two lessons per sitting) to maintain engagement and avoid fatigue, and always end on a positive note to build confidence.

## What to revise alongside this paper

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Pupils working through this booklet should also practise **handwriting**, focusing on correct letter formation, size, and sitting letters on the line. Many of the lessons implicitly assume a basic grasp of phonics, so concurrent work on **phonics phases 2 and 3** (Letters and Sounds or equivalent schemes) will reinforce the sound-letter correspondences introduced here.

Reading simple decodable books at home is essential; choose texts that match the phonics patterns covered (CVC words, consonant blends, long vowel digraphs) so that children can apply their learning in context. Alongside decoding, encourage **oral storytelling and discussion** to develop comprehension and vocabulary, which will support the later reading comprehension tasks in the workbook.

Once this workbook is complete, pupils can progress to the **Bond No Nonsense English 6-7 years** book or similar resources that introduce more complex sentence structures, longer texts, and a wider range of punctuation. For children preparing for 11+ exams, this early practice lays the groundwork for the more demanding comprehension, grammar, and writing tasks they will encounter in later years.

## Key terms

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**Vowel, Consonant, Capital letter, Full stop, Question mark, Sentence, Rhyme, Phonics, Digraph, Blend, Noun (naming word), Verb (doing word), Adjective (describing word), Alphabetical order**

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# Bond No Nonsense English 5-6 Years Answers

## Lesson 1

1. **a** d      **b** h      **c** m

## Lesson 2

1. Answers will vary.

## Lesson 3

1. **a** t      **b** a      **c** r  
**d** apple, rabbit, tree

## Lesson 4

1. **a** cat, can, cap      **b** mat, man, map

## Lesson 5

1. **a** bed, beg      **b** web, wet

## Lesson 6

1. **a** bin, big      **b** pit, pip

## Lesson 7

1. **a** dot, dog      **b** lot, log

## Lesson 8

1. **a** cup, cut      **b** rub, rug

## Lesson 9

1. bun, sun, fun  
 man, can, ran  
 hen, ten, men

## Lesson 10

1. **a** three      **b** seven      **c** two      **d** nine  
**e** four

## Lesson 11

1. **a** I ride my bike.      **b** You are my friend.  
**c** We can swim.

## Lesson 12

1. Answers will vary.

## Lesson 13

1. **a** I always keep my bedroom tidy.  
**b** When I get cold I put my coat on.  
**c** I love eating ice-cream.

## Lesson 14

1. **a** is      **b** or      **c** on      **d** me  
**e** it

## Lesson 15

1. Answers will vary.

## Lesson 16

1. One-eyed Jack, the pirate chief,  
 Was a terrible, fearsome ocean thief.  
 He wore a peg  
 Upon one leg.  
 He wore a hook –  
 And a dirty look!  
 One-eyed Jack, the pirate chief -  
 A terrible, fearsome ocean thief.

## Lesson 17

1. Answers will vary.

## Lesson 18

1. 4, 1, 3, 5, 2

## Lesson 19

1. **a** float, flute      **b** dress, dream  
**c** plane, plant

## Lesson 20

1. **a** stand, steep      **b** trust, treat  
**c** speed, spoon

## Lesson 21

1.

b	s	d	u	c	k
a	l	e	s	c	c
s	u	c	k	l	u
u	c	k	d	o	t
t	k	r	e	c	s
b	l	o	c	k	e

**Lesson 22**

1.

p	a	s	w	g	a
r	s	t	b	o	u
o	i	a	n	g	
s	t	i	n	g	n
l	o	n	g	f	i
s	t	g	n	l	r

**Lesson 23**

1.

m	h	i	s	s	p
e	f	o	h	t	r
s	h	e	u	u	d
s	n	r	f	f	o
c	l	i	j	f	l
l	d	b	e	l	l

**Lesson 24**

1.

j	s	t	a	n	d
b	i	w	l	t	b
m	n	a	a	d	l
e	k	e	n	u	i
h	a	n	d	m	n
t	l	i	m	p	k

**Lesson 25**1. **a** red **b** green**Lesson 26**

1. **a** His name is Jonathan **b** Bubbles is a goldfish.  
 2. **a** Jordan **b** Emily **c** Toby **d** Alice

**Lesson 27**

1. Wednesday, Friday, Monday, Thursday and Saturday should be circled.  
 2. October, January, April, November, February and August should be circled.

**Lesson 28**

1. **a** birds **b** friends **c** cats **d** sisters  
**e** teachers

**Lesson 29**

1. **a** She told me her name is Sarah.  
**b** The dogs are called Spot and Patch.  
**c** My best friend is called Samir.

**Lesson 30**

1. **a** I play football after school on Monday.  
**b** Yesterday I played with Gareth.  
**c** On Saturday William and I are going to the cinema.

**Lesson 31**

1. **a** One day my puppy went missing. My friends helped me look for him.  
**b** We walked up the hill to fly my kite. It was very windy when we got to the top of the hill.  
**c** I don't like watching the television. I like playing outside instead.

**Lesson 32**1. **a** ✓**Lesson 33**

1. **a** Jack lived in an old cottage.  
**b** Jack lived with his mother.  
**c** Jack was wearing old trousers and a shirt.

**Lesson 34**

1. Child's own actions.

**Lesson 35**1. **a** 2 **b** 22, 42 and 62 **c** 64**Lesson 36**

1. Answers will vary.

**Lesson 37**1. **a** bed **b** bin **c** box **d** jug**Lesson 38**1. **a** hat **b** man **c** dog **d** sun**Lesson 39**

1. **a** tree **b** week **c** teeth **d** see  
**e** sheep

**Lesson 40**

1. **a** tail      **b** paint      **c** snail      **d** train  
      **e** brain

**Lesson 41**

1. **a** rooms      **b** spoon      **c** root      **d** school  
      **e** broom

**Lesson 42**

1. **a** road      **b** soap      **c** goat      **d** coat  
      **e** boat

**Lesson 43**

1. **a** Miss Miles is my new teacher.  
      **b** PC Davies is married to Mr Davies.  
      **c** Mrs Gasson has a daughter called Sally.

**Lesson 44**

1. **a** growing    **b** wishing      **c** giving      **d** saying  
      **e** loving      **f** cooking

**Lesson 45**

1. **a** touched    **b** wished      **c** hoped      **d** waved  
      **e** loved      **f** cooked

**Lesson 46**

1. **a** wished, wish, is, she, shed, he  
      **b** missing, miss, is, sin, sing, in

**Lesson 47**

1. **a** There are thirty children in my class.  
      **b** I go to chess club every Wednesday.  
      **c** I would like to win a race on sports day.

**Lesson 48**

1. **a** Do you like football?  
      **b** I have been on holiday.  
      **c** There are three birds in that tree.  
      **d** Why are we going there?  
      **e** I am very thirsty.  
      **f** When are we coming back?

**Lesson 49**

1. Answers will vary.

**Lesson 50**

1. **a** I walk past Mrs Baker's shop on my way to school.  
      **b** Do you think I look like my Dad?  
      **c** Sophie and Gary are helping Mr Wood.

**Lesson 51**

1. **a** beard, feared      **b** hen, wren

**Lesson 52**

1. **a** tiny green traffic lights  
      **b** wash their paws  
      **c** on soft warm floors

**Lesson 53**

1. **a** water  
      **b** because they cannot turn their head to look around  
      **c** so they can jump a long way

**Lesson 54**

1. **a** Tuesday  
      **b** a pencil and a rubber  
      **c** the maze



# Handwriting practice

No Nonsense  
**English**

**5-6**  
years

a b c d

e f g h

i j k l

m n o p

q r s t

u v w x

y z

# Answer-Key Notes: 11+ English Answers (No-Nonsense Ages 5-6)

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

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This answer key for Bond No Nonsense English 5-6 Years contains mostly single-word answers, letter identifications, and word-search solutions. Mark each answer objectively, awarding one mark per correct response. Many lessons include "Answers will vary" or "Child's own actions", which means you should judge whether the child has followed the instructions rather than looking for a fixed answer.

Distinguish between **careless slips** (writing 'b' instead of 'd' when the child clearly knows the letter) and **genuine gaps** (not recognising the sound at all). If a child struggles with several questions in a row on the same skill—for example, all the short-vowel questions in Lessons 4 to 8—that signals a topic to revisit.

The worked examples below are minimal because most answers are self-explanatory single letters or words. Use them only when a child asks why a particular answer is correct, or when a pattern of mistakes suggests confusion about a phonics rule or alphabetical order.

## Score interpretation

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Each lesson typically awards between one and nine marks, and the paper contains 54 short lessons. A child working at the expected level for Reception or Year 1 should score at least 75 per cent across the booklet, though parents should remember that this is a **practice resource**, not a high-stakes test.

If your child scores below 60 per cent, focus on the early alphabet and phonics lessons (1 to 10) before moving to the spelling-pattern and sentence lessons later in the book. Children who score 60 to 75 per cent are developing well but may need extra practice on capital letters (Lessons 11, 13, 29) and the long-vowel digraphs (Lessons 39 to 42).

Scores above 85 per cent suggest the child is ready for the next book in the series or for more challenging punctuation and comprehension work. Pay particular attention to the "Answers will vary" lessons (2, 12, 15, 17, 36, 49): if the child's sentences are grammatically correct and make sense, award full marks even if the wording differs from your expectation.

## Worked examples

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### Alphabet and phonics, Lessons 1–10

These lessons test letter recognition (lower case and capital), alphabetical order, and the five short-vowel sounds. Children lose easy marks by confusing visually similar letters (b/d, p/q) or by forgetting that alphabetical order applies to the first letter of each word. Award marks generously if the child self-corrects.

#### Lesson 1a : d

The picture shows a door. The word 'door' begins with the letter **d**. Children sometimes write 'b' because the shapes look similar; remind them that 'd' has the tall stick on the right.

#### Lesson 3d : apple, rabbit, tree

The three words must be written in **alphabetical order** by their first letters: a, r, t. A common mistake is to write them in the order shown in the pictures rather than alphabetically.

### Capital letters and sentences, Lessons 11–13, 29–30

These lessons require a capital letter at the start of a sentence and a full stop at the end, plus capital letters for names of people, days, and months. Children often forget the full stop or use a lower-case 'i' for the pronoun 'I'. Each sentence should be marked as correct only if both the capital letter and the full stop are present.

#### Lesson 11a : I ride my bike.

The sentence must begin with a capital **I** and end with a full stop. The pronoun 'I' is always a capital letter in English, even in the middle of a sentence.

#### Lesson 13b : When I get cold I put my coat on.

Capital **W** at the start, full stop at the end, and capital **I** for the pronoun. If the child writes 'i' in lower case, deduct one mark even if the rest is correct.

### Word searches and consonant blends, Lessons 21–24

Each word search asks the child to find and circle six words containing a particular ending or blend (ck, ng, ss/ll/ff, nd/nk/mp). Award one mark per word found. Children sometimes circle random letters or miss words that run vertically; encourage them to search row by row and then column by column.

**Lesson 21** : (Words: block, clock, deck, duck, luck, stuck, suck)

All six words end in **ck**. The grid shows 'duck' in column 4, row 1 (reading across), and 'suck' in column 2, row 3 (reading across). If your child finds only four words, revisit the grid together and model systematic searching.

### Long-vowel digraphs, Lessons 39–42

Lessons 39 to 42 focus on ee, ai, oo, and oa. Each lesson gives a box of words and asks the child to complete sentences by choosing the correct word. Award one mark per correct word. The most common mistake is choosing a word that fits the meaning but does not match the target digraph—always check that the spelling pattern is correct.

**Lesson 39a** : tree

The sentence reads 'A \_\_\_ has a trunk, branches and leaves.' The word **tree** contains the ee digraph and fits the meaning. 'See' also contains ee but does not make sense in this sentence.

**Lesson 40d** : train

A train 'takes you from one place to another' and contains the **ai** digraph. Children sometimes write 'brain', which also contains ai but does not fit the context.

### Verb endings and word order, Lessons 44–48

Lessons 44 and 45 practise adding -ing and -ed to verbs. The key rule is to drop the final e before adding the suffix (hope → hoped, love → loved). Lesson 46 asks children to find smaller words hidden inside a longer word. Lessons 47 and 48 test word order and punctuation. Mark each transformation or sentence as correct only if the spelling and punctuation are both accurate.

**Lesson 44c** : giving

The base verb is 'give'. Drop the final **e** and add -ing to make 'giving'. If the child writes 'giveing', explain that English does not allow 'ei' in this position.

**Lesson 48a** : Do you like football?

This is a question, so it must end with a **question mark** rather than a full stop. The capital D at the start is also essential.

## Reading comprehension, Lessons 33, 53–54

These lessons include short texts followed by questions. Award one mark per correct answer. Children should quote or paraphrase evidence from the text rather than guessing. If the answer is wrong, ask the child to show you where in the passage they found their answer—this reveals whether they misread the question or misread the text.

**Lesson 33a** : Jack lived in an old cottage.

The text must have stated that Jack's home was an old cottage. Check that the child has copied or paraphrased **accurately**—'Jack lived in a cottage' loses the detail 'old'.

**Lesson 53b** : because they cannot turn their head to look around

The passage explains that frogs have eyes on top of their heads **because they cannot turn their heads**. This is a comprehension question testing whether the child understands cause and effect.

## Next steps

After marking, sit with your child and revisit any lesson where they scored fewer than half marks. For phonics mistakes (short vowels, blends, digraphs), use magnetic letters or flashcards to rebuild the sound-spelling link before attempting similar questions. For punctuation errors, write out two or three sentences together, talking through where the capital letter and full stop belong.

If your child scored well overall, move to the next book in the Bond No Nonsense series or introduce simple comprehension passages with two or three questions. Regular practice—little and often—builds confidence more effectively than long sessions. Celebrate progress in specific skills ('You got all the oo words correct today!') rather than focusing only on the total score, and keep a list of tricky words to revisit each week.

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