

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 6-7

## 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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## Lesson 1

# No Nonsense English

OW

6-7  
years

1. Read the words in the box. Choose a word to finish each sentence.

town      now      frown      down

- a The boy walked \_ \_ \_ \_ the stairs.
- b Some people live in a \_ \_ \_ \_ .
- c There was a \_ \_ \_ \_ \_ on her face.
- d It is time for dinner \_ \_ \_ \_ .

## Lesson 2

ar


1. Read the words in the box. Choose a word to finish each sentence.

jar      far      bark      dark

- a That is too \_ \_ \_ \_ to walk.
- b It is \_ \_ \_ \_ at night.
- c You can buy jam in a \_ \_ \_ \_ .
- d The dog can \_ \_ \_ \_ .

How did I do?



Total  
  
8



**Lesson 3**

*No Nonsense*  
**English**

00

**6-7**  
years

**1. Read the words in the box. Choose a word to finish each sentence.**

hood      look      foot      book

- a** I \_ \_ \_ \_ out of the window.
- b** I am reading my \_ \_ \_ \_ .
- c** My \_ \_ \_ \_ hurts!
- d** I put my \_ \_ \_ \_ up when it rains.

**Lesson 4**

oy and oi

**2. Read the words in the box. Circle the right spelling of each a word and use them to finish the sentences.**

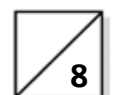
toylet      toys      voyce      joyn  
toilet      tois      voice      join

- a** I like playing with my \_ \_ \_ \_ .
- b** The \_ \_ \_ \_ \_ is in the bathroom.
- c** I use my \_ \_ \_ \_ \_ to speak.
- d** I will \_ \_ \_ \_ the football club.

How did I do?



Total

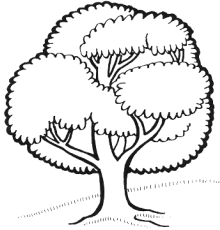


**Vowels and consonants**

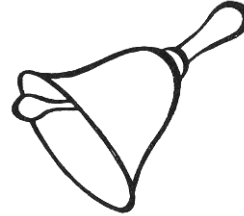
**6-7**  
years

**1. Write the missing vowels to make words.**

**a** tr \_\_\_\_ \_



**b** b \_\_\_\_ ll



**2. Write the missing consonants to make words.**

**a** \_\_\_\_ oo \_\_\_\_



**b** \_\_\_\_ ou \_\_\_\_ e



**Lesson 6**

**Long vowel sounds**

**1. Join the words with the same long vowel sound.**

- |               |       |
|---------------|-------|
| <b>a</b> try  | moan  |
| <b>b</b> real | spoon |
| <b>c</b> blow | need  |
| <b>d</b> chew | pain  |
| <b>e</b> came | high  |

How did I do?



Total



**Lesson 7**

*No Nonsense*  
**English**

air, are, ear and ere

**6-7**  
years

**1. Draw a line between the words that sound the same.**





- |          |       |       |
|----------|-------|-------|
| <b>a</b> | wear  | bear  |
| <b>b</b> | bare  | hear  |
| <b>c</b> | pair  | stair |
| <b>d</b> | stare | where |
| <b>e</b> | here  | pear  |

**Lesson 8**

Plural – add s

**1. Do these sentences make sense? Mark them with a ✓ or a ✗.**

- a** I have two cat. \_\_\_\_\_
- b** I am seven years old. \_\_\_\_\_
- c** My sister is wearing a coats. \_\_\_\_\_
- d** There is a sausage in the pan. \_\_\_\_\_
- e** The chicken laid four eggs. \_\_\_\_\_

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



**Lesson 9**

*No Nonsense*  
**English**

**Doing words - ing**

**6-7**  
years

**1. Circle the correct spelling of these ing words.**

- a** wave - waveing waving
- b** hope - hopeing hoping
- c** ride - rideing riding
- d** give - giveing giving
- e** leave - leaveing leaving

**Lesson 10**

**Doing words - ed**

**1. Write these sentences in the past.**

**a** I walk to the park.



\_\_\_\_\_

**b** We play in the garden.

\_\_\_\_\_

**c** They paint the walls.

\_\_\_\_\_

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total 



**Lesson 11**

*No Nonsense*  
**English**

**Sentences 1**

**6-7**  
years

**1. Make these into sentences.**

- a Where is \_\_\_\_\_
- b There are \_\_\_\_\_
- c How many \_\_\_\_\_
- d They went \_\_\_\_\_

**2. Write a sentence about your favourite food.**

\_\_\_\_\_

**Lesson 12**

**Capital letters**

**1. Write these names correctly using capital letters.**

- a manchester \_\_\_\_\_
- b devon \_\_\_\_\_
- c loch lomond \_\_\_\_\_
- d norwich \_\_\_\_\_
- e snowdon \_\_\_\_\_
- f derry \_\_\_\_\_

How did I do?



Total



**Exclamation marks**

**6-7**  
years

**1. Write what you think the people in the pictures are shouting.**

**a**

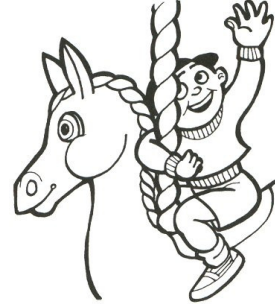



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**b**




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**Lesson 14**

**Linking words**

**1. Read these sentences. Underline the linking words that help you to know what order the sentences should be in.**

**a** Second she went to the bathroom \_\_\_\_\_

**b** Finally she went downstairs for breakfast. \_\_\_\_\_

**c** First Amy got out of bed. \_\_\_\_\_

**d** Then she got dressed. \_\_\_\_\_

**2. Put a number next to each sentence to show what order they should go in.**

How did I do?		_____		_____		_____	Total



### Lesson 15

## No Nonsense English

### Stories with familiar settings

6-7 years

1. Answer these questions about the story on page 18.

a What covered the walls? \_\_\_\_\_ covered the walls.

b What is the name of the boy? The boy is called \_\_\_\_\_.

c Where did he put the vegetables down?

He put the vegetables down on \_\_\_\_\_  
\_\_\_\_\_

### Lesson 16




### Poems with familiar settings

1. Use your own words from question 2 to write your own poem.

**Monday morning**

\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_

and off to school.

How did I do?		_____		_____		_____	Total
							



## Lesson 17

# No Nonsense English

## Instructions

**6-7**  
years

1. Write your own instructions for making a bowl of cereal. You might need to use these words: bowl milk cereal spoon pour

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

## Lesson 18

## Diagrams and labels

1. Draw and label a diagram to show the ingredients you needed to make your bowl of cereal in Lesson 17, above.

How did I do?				Total
				



**Lesson 19**

*No Nonsense*  
**English**

ch

**6-7**  
years

**1. Add ch to complete these words.**

**a** wat\_\_\_\_\_

**b** \_\_\_\_\_ew

**c** dit\_\_\_\_\_

**d** \_\_\_\_\_ange

**e** su\_\_\_\_\_

**f** \_\_\_\_\_eap

**g** ea\_\_\_\_\_

**h** \_\_\_\_\_eek

**i** pat\_\_\_\_\_

**j** \_\_\_\_\_oose

**Lesson 20**

ph

**1. Add ph to complete these words.**

**a** al\_\_\_\_\_abet

**b** ne\_\_\_\_\_ew

**c** tele\_\_\_\_\_one

**d** head\_\_\_\_\_ones

**e** micro\_\_\_\_\_one

**f** ele\_\_\_\_\_ant

**g** dol\_\_\_\_\_in

**h** or\_\_\_\_\_an

**i** \_\_\_\_\_otocopy

**j** \_\_\_\_\_otogra\_\_\_\_\_

How did I do?



Total  
  
20



## Lesson 21

# No Nonsense English

wh

**6-7**  
years

### 1. Add ph to complete these words.

a \_\_\_\_\_ite

b \_\_\_\_\_en

c \_\_\_\_\_isper

d \_\_\_\_\_ere

e \_\_\_\_\_y

f \_\_\_\_\_at

g \_\_\_\_\_eel

h \_\_\_\_\_ile

i \_\_\_\_\_istle

j \_\_\_\_\_ale

## Lesson 22

er

### 1. Choose the right er word to finish each sentence.

**teacher**

**printer**

**cleaner**

**hotter**

**heather**

a It is \_\_\_\_\_ in the summer than the winter.

b A \_\_\_\_\_ teaches people.


c \_\_\_\_\_ is a plant and a girl's name.

d I can print things using a \_\_\_\_\_.

e A \_\_\_\_\_ keeps places clean.

How did I do?



Total  
 15



**Lesson 23**

*No Nonsense*  
**English**

er, ir and ur

**6-7**  
years

**1. Choose the right er, ir or ur word to finish each sentence.**

**nurse                  term                  turn                  thirsty                  tern**

- a** A \_\_\_\_\_ is a bird.
- b** A \_\_\_\_\_ looks after people who are ill.
- c** I go back to school at the beginning of \_\_\_\_\_.
- d** I can \_\_\_\_\_ around to see what is behind me.
- e** If I am \_\_\_\_\_, I have a drink.




**Lesson 24**


or, oor, aw, au and ore

**1. Choose the right or, oor, aw, au or ore word to finish each sentence.**

**yawn                  snores                  sauce                  floor                  fork**

- a** My dad \_\_\_\_\_ in his sleep!
- b** I eat my dinner with a knife and \_\_\_\_\_.
- c** If I am tired, I \_\_\_\_\_.
- d** I love eating ice-cream with strawberry \_\_\_\_\_!
- e** I dropped my teddy bear on the \_\_\_\_\_.

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total 



## Lesson 25

# No Nonsense English

## Compound words

6-7  
years

### 1. Join these words together.

- a** arm + chair = \_\_\_\_\_
- b** bed + time = \_\_\_\_\_
- c** door + mat = \_\_\_\_\_
- d** hand + bag = \_\_\_\_\_
- e** play + ground = \_\_\_\_\_

## Lesson 26

## Syllables 1

### 1. Write whether these words have one, two or three syllables.

- |                          |                           |
|--------------------------|---------------------------|
| <b>a</b> sun _____       | <b>b</b> open _____       |
| <b>c</b> telephone _____ | <b>d</b> happy _____      |
| <b>e</b> eat _____       | <b>f</b> window _____     |
| <b>g</b> computer _____  | <b>h</b> baby _____       |
| <b>i</b> door _____      | <b>j</b> photograph _____ |

How did I do?



Total  
15



**Lesson 27**

*No Nonsense*  
**English**

**Opposites**

**6-7**  
years

**1. Match each word with its opposite.**

- |          |        |       |
|----------|--------|-------|
| <b>a</b> | slow   | open  |
| <b>b</b> | wet    | quiet |
| <b>c</b> | right  | dry   |
| <b>d</b> | closed | left  |
| <b>e</b> | loud   | fast  |

**Lesson 28**

**Doing words – past tense 1**

**1. Match the now doing words with the yesterday doing words.**

- | <b>now</b> | <b>yesterday</b> |         |
|------------|------------------|---------|
| <b>a</b>   | help             | thought |
| <b>b</b>   | swim             | was     |
| <b>c</b>   | have             | helped  |
| <b>d</b>   | think            | swam    |
| <b>e</b>   | am               | had     |

How did I do?   

Total
10



**Lesson 29**

*No Nonsense*  
**English**

**Commas**

**6-7**  
years

**1. Use these lists in sentences of your own.**

**a**    apple            orange            pineapple            grapefruit

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**b**    peas            cabbage            runner beans            broccoli

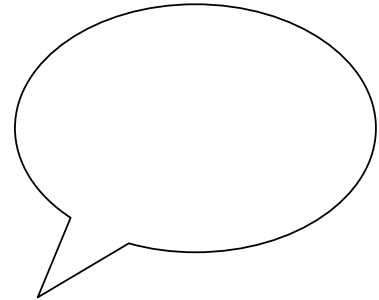
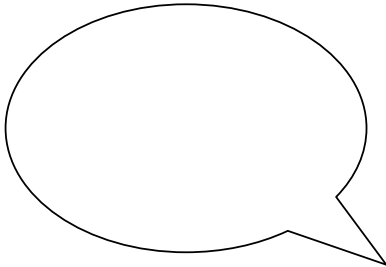
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**Lesson 30**

**Speech bubbles**

**1. What do you think they are saying? Fill in the speech bubbles.**



How did I do?



Total





**Lesson 31**

*No Nonsense*  
**English**

**Speech marks**

**6-7**  
years

**1. Put speech marks around the spoken words.**

- a** Where am I? asked Nathan.
- b** Here it is! called Mrs Hall.
- c** Mum asked, What would you like to drink?
- d** Let's play hide-and-seek, shouted Rachel.
- e** The girl said, Thank you for helping me.

**Lesson 32**

**Does it make sense? 1**

**1. Write these sentences correctly.**

- a** When am you going on holiday?



\_\_\_\_\_

- b** He are my best friend.

\_\_\_\_\_

- c** They is playing on the swings in the park.

\_\_\_\_\_

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



**Lesson 33**

*No Nonsense*  
**English**

**Dictionaries**

**6-7**  
years

**1. Write these words in the order you would find them in a dictionary. Then match each word to its meaning.**

playground

dog

leaf

garage

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

the green part of a tree

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

somewhere to play outside

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

a small animal

**d** \_\_\_\_\_

somewhere to keep a car

**Lesson 34**

**Traditional stories 1**

**1. Answer these questions about the story on page 39.**

**a** Who decided they should have a race?




\_\_\_\_\_

**b** Who ran faster in part 3 of the story?

\_\_\_\_\_

**c** What did hare do when he was sure he would win?

\_\_\_\_\_

How did I do?		_____		_____		_____	Total 
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## Lesson 35

# No Nonsense English

## Traditional stories 2

**6-7**  
years

1. Retell the story as if you were telling it to someone else.

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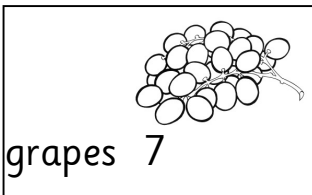
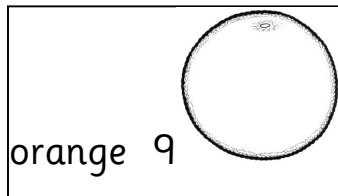
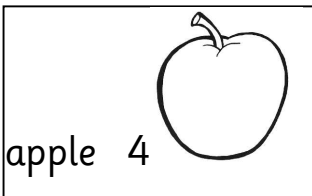
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## Lesson 36

## Indexes

1. Use these things to make an index for a book about fruit.



Index	
	page
_____	_____
_____	_____
_____	_____
_____	_____

How did I do?



Total  
  
2



**Lesson 37**

*No Nonsense*  
**English**

ea

**6-7**  
years

**1. Say these words. Put them in the right columns.**

beach spread seat teacher thread dread please dead

**a** team

**b** bread

---

---

---

---

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**Lesson 38**

**Syllables 2**

**1. Join these syllables to make new words.**

**a** hel day

**b** ba room

**c** or lo

**d** to son

**e** class ange

**f** les by

How did I do?				Total



### Lesson 39

## No Nonsense English

### Word endings - ful

**6-7**  
years

1. Add ful to these words. Read the words you have made.

- a peace \_\_\_\_\_
- b power \_\_\_\_\_
- c tear \_\_\_\_\_
- d pity \_\_\_\_\_
- e fear \_\_\_\_\_

### Lesson 40

### Word endings - ly

1. Read these sentences. Underline the words that tell you how something was done.

- a The sun shone brightly.
- b He laughed loudly at the joke.
- c She sang the song beautifully.
- d He was very badly behaved.
- e She dropped the bag quickly.

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





## Gender words

**6-7**  
years

### 1. Fill in the missing gender words.

	<b>male</b>		<b>female</b>
<b>a</b>	he	→	_____
<b>b</b>	_____	←	her
<b>c</b>	man	→	_____
<b>d</b>	_____	←	girl
<b>e</b>	father	→	_____

## Describing words

### 1. Add describing words to these sentences to make them more interesting.

- a** The \_\_\_\_\_ person told a \_\_\_\_\_ joke.
- b** The lady saw a \_\_\_\_\_, \_\_\_\_\_ cat.
- c** There were four \_\_\_\_\_ ducklings on the pond.
- d** The wood was full of \_\_\_\_\_, \_\_\_\_\_ trees.
- e** The playground is a/an \_\_\_\_\_ place to play.

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



Lesson 45

*No Nonsense*  
**English**

**6-7**  
years

Same spelling, different  
sound

**1. Complete the sentences using these words.**

read      record

- a** I like to \_\_\_\_\_ books.
- b** The band wanted to \_\_\_\_\_ a new song.
- c** She ran very fast and broke the world \_\_\_\_\_.
- d** She \_\_\_\_\_ her poem to the class.

Lesson 46

Spelling irregular words

**1. Look, cover, write and check these words one at a time.**

**look and cover**

**write**

**check**





**a** should

**b** would

c people

d half

e once

How did I do?				Total
				



Lesson 47

*No Nonsense*  
**English**

Statements and questions

**6-7**  
years

**1. Make these telling sentences into asking sentences.**

**a** I listen to pop music.

\_\_\_\_\_

**b** She plays football with her friends.

\_\_\_\_\_

**c** I work hard at school.

\_\_\_\_\_

Lesson 48

**Does it make sense? 2**

**1. Write these sentences correctly.**

**a** I were looking after my baby brother.

\_\_\_\_\_


**b** They was helping their mum.

\_\_\_\_\_

**c** Adam and Abdul was making a tent.

\_\_\_\_\_

How did I do?  \_\_\_\_\_  \_\_\_\_\_  \_\_\_\_\_

Total  




## Lesson 49

# No Nonsense English

## Narration

**6-7**  
years

1. Now narrate something that happens to the boy on page 56 when he goes to school that day.

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## Lesson 50

## Sentences 2

1. Write these sentences correctly.

a i am going to see dr hunt on Tuesday

---

b will i be able to play with james tomorrow

---

c oh no, i've got my hand stuck

---

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



## Lesson 51

# No Nonsense English

## Rhyming poetry

**6-7**  
years

### 1. Find the rhyming words in the poem.

There was an Old Person of Dover,  
Who rushed through a field of blue Clover;  
But some very large bees,  
Stung his nose and his knees,  
So he very soon went back to Dover.                      Edward Lear

**a** over rhymes with \_\_\_\_\_ and \_\_\_\_\_

**b** keys rhymes with \_\_\_\_\_ and \_\_\_\_\_

## Lesson 52

## Humorous poetry

### 1. Finish this poem using the rhyming words.

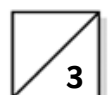
There was an Old Man in a \_\_\_\_\_,  
Who was very bored by a \_\_\_\_\_.  
When they said "Does it \_\_\_\_\_?"  
He said "Yes, it \_\_\_\_\_!"  
It's an incredibly noisy \_\_\_\_\_!"

buzz  
bee  
does  
tree  
bee

How did I do?



Total





**Lesson 53**

*No Nonsense*  
**English**

**Writing about books**

**6-7**  
years

- 1. Choose your favourite book and write about it here. It can be a story book or an information book.**

My favourite book is called \_\_\_\_\_

It was written by \_\_\_\_\_

It is about \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I like it because \_\_\_\_\_

\_\_\_\_\_

**Lesson 54**

**Information books**

- 1. Read this information about owls and answer the questions.**

An owl is a type of bird that has a round head, large eyes, and a short beak.

Owls fly and hunt at night. They catch and eat mice, other small animals, and birds.

Owls can't move their eyes but they can turn their heads nearly all the way around.

**What do owls eat?**

\_\_\_\_\_

How did I do?				Total
				

# Paper Notes: 11+ English Question Booklet (No-Nonsense Ages 6-7)

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 11+ English practice workbook** designed for children **aged 6 to 7**, published by **Bond** in the **No Nonsense English** series. It covers foundational English skills needed for early preparation towards the **11+ entrance exams**, particularly those in the **GL Assessment** style, although it is also suitable for general Year 2 literacy practice.

The workbook contains **54 lessons**, each targeting a specific aspect of early English: phonics patterns (such as ow, ar, oy and oi, ch, ph, wh, er, ea), basic grammar (plurals, verb tenses, capital letters, exclamation marks, speech marks, gender words, synonyms), vocabulary building (compound words, syllables, opposites, word endings like ful and ly), and simple reading comprehension (traditional stories, poems with familiar settings, information texts, instructions). The exercises are short and focused, typically requiring children to complete missing letters, match words, rewrite sentences, or answer straightforward comprehension questions.

This resource is ideal for parents supporting home study or tutors working with children in Year 2 or early Year 3 who are beginning to consolidate core literacy skills. It builds confidence through repetition and variety, and the progression is gentle enough for children working below age-expected levels in English.

## How this paper is organised

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The workbook is organised into **54 discrete lessons**, each spanning one or two pages and focusing on a single English skill or concept. Lessons 1 to 4 introduce phonics patterns (ow, ar, oo, oy and oi), lessons 5 and 6 cover vowels, consonants and long vowel sounds, and lessons 7 onwards address a mix of phonics, grammar, punctuation, vocabulary and comprehension.

Most lessons include one or two short exercises, such as filling in blanks, circling correct spellings, matching words, or writing simple sentences. For example, Lesson 1 asks children to choose from four words (town, now, frown, down) to complete sentences, while Lesson 8 tests plural formation by asking whether sentences make sense. Lessons on traditional stories (34, 35) and poems (16, 51, 52) include brief comprehension questions or creative tasks. The final lessons (45 to 54) cover more

advanced topics like irregular spellings, statements and questions, narration, and writing about books.

Each lesson ends with a self-assessment box featuring three faces (sad, neutral, happy) and a 'Total' score box, encouraging children to reflect on their progress. No formal time limits are given; the format is designed for flexible, incremental practice rather than timed exam conditions.

## Topics covered

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- Phonics patterns: **ow, ar, oo, oy and oi, ch, ph, wh, er, ir, ur, or, oor, aw, au, ore, ea** (with different sounds)
- Vowels and consonants: identifying and writing missing vowels or consonants to complete words; understanding long vowel sounds and their spellings
- Plurals: adding **s** to nouns correctly; spotting sentences that do not make sense due to plural errors
- Verb forms and tenses: adding **ing** to form present continuous (dropping silent e when necessary), adding **ed** for past tense, matching present and past forms of irregular verbs (e.g. swim to swam)
- Sentence construction: turning sentence fragments into complete statements or questions; using capital letters, full stops, exclamation marks and question marks correctly
- Capital letters for proper nouns: writing place names (Manchester, Devon, Loch Lomond, Norwich, Snowdon, Derry) with correct capitalisation
- Speech punctuation: recognising and inserting **speech marks** around spoken words; filling in speech bubbles in illustrations
- Linking words (connectives): understanding the sequence of events using words like First, Second, Then, Finally; ordering sentences logically
- Vocabulary: **compound words** (e.g. armchair, bedtime), **syllables** (counting syllables in one-, two- and three-syllable words), **synonyms** (matching words with similar meanings), **opposites** (antonyms), **gender words** (he/she, man/woman, father/mother)
- Word endings (suffixes): adding **ful** (e.g. peaceful, powerful) and **ly** (e.g. brightly, loudly) to change meaning or form adverbs
- Reading comprehension: answering simple questions about traditional stories (e.g. The Hare and the Tortoise), poems with familiar settings, and information texts (e.g. a passage about owls)
- Creative writing: writing simple poems using rhyming words, narrating events, writing sentences about favourite foods or books, completing speech bubbles
- Dictionaries and indexes: ordering words alphabetically and matching them to definitions; creating an index for a book about fruit
- Commas in lists: using commas to separate items in a list (e.g. apple, orange, pineapple, grapefruit)
- Spelling irregular high-frequency words: using **look, cover, write, check** method for words like should, would, people, half, once

## How to use this paper for revision

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- Work through one or two lessons per day to build steady progress without overwhelming your child; the lessons are short and manageable for this age group.
- When practising phonics patterns (lessons 1 to 4, 19 to 24, 37), say the words aloud together so your child hears the sounds clearly and connects spelling to pronunciation.
- For verb tense exercises (lessons 9, 10, 28, 41), encourage your child to rewrite whole sentences rather than just filling gaps, as this reinforces sentence structure and handwriting.
- Use the self-assessment boxes at the end of each lesson to discuss what your child found easy or difficult, and revisit tricky topics after a few days.
- For comprehension lessons (34, 35, 54), read the passages or poems aloud together first, then let your child attempt the questions independently to build confidence in extracting information.
- Practise irregular spellings (lesson 46) using flashcards or a **look, cover, write, check** routine several times a week, as these words appear frequently in writing tasks.
- Encourage your child to complete the creative writing tasks (lessons 11, 13, 16, 49, 53) in full sentences with correct punctuation, even if the workbook provides only a few lines; this develops stamina and expression.

## Common mistakes to avoid

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- Confusing ow words (town, frown) with oo words (look, foot) because both can appear in simple CVC structures; remind children that ow sounds like the exclamation when hurt.
- Dropping the silent **e** inconsistently when adding ing (e.g. writing waveing instead of waving); practise the rule that silent e is removed before ing.
- Forgetting capital letters for place names (lesson 12); children often lowercase familiar names like manchester or devon because they do not yet recognise them as proper nouns.
- Confusing was and were in past-tense sentences (lessons 32, 48); remind children that I/he/she takes was, while you/we/they takes were.
- Omitting commas in lists (lesson 29), especially before the final item; practise by writing shopping lists or favourite things together, inserting commas aloud.
- Misplacing or forgetting speech marks (lesson 31); children often put marks around the entire sentence rather than just the spoken words, so model examples carefully.

## Exam technique

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Because this is a foundational workbook rather than a timed exam paper, the best approach is **little and often**: aim to complete one or two lessons per sitting, reviewing incorrect answers together before moving on. Children at this age benefit from immediate feedback, so sit beside your child and praise effort as well as accuracy.

For phonics and spelling tasks (lessons 1 to 7, 19 to 27, 37, 39, 40, 46), encourage your child to sound out words aloud before writing; this strengthens phonemic awareness and helps avoid careless errors. For grammar and punctuation exercises (lessons 8, 11, 12, 13, 31, 32, 47, 48, 50), model correct sentences orally first, then ask your child to write them independently. If a lesson includes multiple questions (e.g. lesson 34 on traditional stories), read the passage or poem together before attempting the questions, so comprehension is supported by discussion.

Use the self-assessment boxes to build metacognitive skills: after each lesson, ask your child to circle the face that represents how they felt (confident, unsure, or struggling) and note the 'Total' score. If several lessons in a row score poorly, revisit earlier related lessons to consolidate understanding. The workbook is designed for flexible pacing, so do not rush; mastery at this age is more important than speed. Keep a vocabulary notebook for tricky words encountered in lessons 22, 23, 24, 38, 42, 43, and review these weekly to aid retention.

## What to revise alongside this paper

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Once your child has completed this workbook, consider progressing to **Bond 11+ English 7 to 8 years** or similar materials that introduce more complex sentence structures, longer comprehension passages, and a wider range of punctuation (apostrophes, question tags). Parallel practice in **spelling and vocabulary** is essential at this stage: use age-appropriate spelling lists (Year 2 statutory spellings) and word games to reinforce phonics patterns covered in lessons 1 to 7 and 19 to 27.

For children aiming towards the **11+ exams**, this workbook lays the groundwork for later work on literary devices (simile, metaphor, alliteration), extended writing tasks (stories, letters, reports), and more sophisticated grammar (subordinate clauses, passive voice). Supplement with regular reading of fiction and non-fiction appropriate for Key Stage 1 and lower Key Stage 2, as exposure to varied texts builds comprehension stamina and vocabulary.

If your child struggles with phonics, consider additional phonics workbooks or apps that offer multi-sensory practice (e.g. **Phonics Play, Jolly Phonics**). If grammar and punctuation are weaker areas, look for targeted resources on sentence types, verb tenses and capital letter rules. For children working above age level, introduce **creative**

**writing prompts** that extend the simple narrative and poem tasks in lessons 16, 49, 51 and 52.

## Key terms

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**Vowel, Consonant, Phonics, Syllable, Plural, Verb (doing word), Past tense, Present continuous (ing form), Capital letter, Full stop, Exclamation mark, Question mark, Speech marks, Comma, Sentence, Rhyme, Compound word, Synonym, Opposite (antonym), Suffix (word ending), Proper noun, Comprehension, Narration, Index**

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# Bond No Nonsense English 6-7 Years Answers

## Lesson 1

1. **a** down    **b** town    **c** frown    **d** now

## Lesson 2

1. **a** far    **b** dark    **c** jar    **d** bark

## Lesson 3

1. **a** look    **b** book    **c** foot    **d** hood

## Lesson 4

1. **a** toys    **b** toilet    **c** voice    **d** join

## Lesson 5

1. **a** tree    **b** bell  
2. **a** foot    **b** house

## Lesson 6

1. **a** try, high    **b** real, need    **c** blow, moan  
   **d** chew, spoon    **e** came, pain

## Lesson 7

1. **a** wear, where    **b** bare, bear    **c** pair, pear  
   **d** stare, stair    **e** here, hear

## Lesson 8

1. **a** ×    **b** ✓    **c** ×    **d** ✓  
   **e** ✓

## Lesson 9

1. **a** waving    **b** hoping    **c** riding    **d** giving  
   **e** leaving

## Lesson 10

1. **a** I walked to the park.  
   **b** We played in the garden.  
   **c** They painted the walls.

## Lesson 11

1. Answers will vary.  
2. Answers will vary.

## Lesson 12

1. **a** Manchester    **b** Devon    **c** Loch Lomond  
   **d** Norwich    **e** Snowdon    **f** Derry

## Lesson 13

1. Answers will vary.

## Lesson 14

1. **a** Second she went to the bathroom. 2  
   **b** Finally she went downstairs for breakfast. 4  
   **c** First Amy got out of bed. 1  
   **d** Then she got dressed. 3

## Lesson 15

1. **a** honeysuckle    **b** David    **c** the grass

## Lesson 16

1. Answers will vary.

## Lesson 17

1. Answers will vary.

## Lesson 18

1. Answers will vary.

## Lesson 19

1. **a** watch    **b** chew    **c** ditch    **d** change  
   **e** such    **f** cheap    **g** each    **h** cheek  
   **i** patch    **j** choose

## Lesson 20

1. **a** alphabet    **b** nephew    **c** telephone  
   **d** headphones    **e** microphone    **f** elephant  
   **g** dolphin    **h** orphan    **i** photocopy  
   **j** photograph

## Lesson 21

1. **a** white    **b** when    **c** whisper    **d** where  
   **e** why    **f** what    **g** wheel    **h** while  
   **i** whistle    **j** whale

## Lesson 22

1. **a** hotter    **b** teacher    **c** Heather    **d** printer  
   **e** cleaner

## Lesson 23

1. **a** tern    **b** nurse    **c** term    **d** turn  
   **e** thirsty

**Lesson 24**

1. **a** snores    **b** fork            **c** yawn            **d** sauce  
       **e** floor

**Lesson 25**

1. **a** armchair            **b** bedtime        **c** doormat  
       **d** handbag            **e** playground

**Lesson 26**

1. **a** 1            **b** 2            **c** 3            **d** 2  
       **e** 1            **f** 2            **g** 3            **h** 2  
       **i** 1            **j** 3

**Lesson 27**

1. **a** slow, fast            **b** wet, dry        **c** right, left  
       **d** closed, open        **e** loud, quiet

**Lesson 28**

1. **a** help, helped        **b** swim, swam    **c** have, had  
       **d** think, thought      **e** am, was

**Lesson 29**

1. Answers will vary.

**Lesson 30**

1. Answers will vary.

**Lesson 31**

1. **a** "Where am I?" asked Nathan.  
       **b** "Here it is!" called Mrs Hall.  
       **c** Mum asked, "What would you like to drink?"  
       **d** "Let's play hide-and-see," shouted Rachel.  
       **e** The girl said, "Thank you for helping me."

**Lesson 32**

1. **a** When are you going on holiday?  
       **b** He is my best friend.  
       **c** They are playing on the swings in the park.

**Lesson 33**

1. **a** dog – a small animal  
       **b** garage – somewhere to keep a car  
       **c** leaf – the green part of a tree  
       **d** playground – somewhere to play outside

**Lesson 34**

1. **a** the tortoise  
       **b** the hare  
       **c** he sat down for a little rest

**Lesson 35**

1. Answers will vary.

**Lesson 36**

1. apple            4  
       grapes          7  
       orange          9  
       tomato          11

**Lesson 37**

1. **a** team, beach, seat, teacher, please  
       **b** bread, spread, thread, dread, dead

**Lesson 38**

1. **a** hello            **b** baby            **c** orange  
       **d** today            **e** classroom      **f** lesson

**Lesson 39**

1. **a** peaceful        **b** powerful        **c** tearful  
       **d** pitiful            **e** fearful

**Lesson 40**

1. **a** The sun shone brightly.  
       **b** He laughed loudly at the joke.  
       **c** She sang the song beautifully.  
       **d** He was very badly behaved.  
       **e** She dropped the bag quickly.

**Lesson 41**

1. **a** I listened to my music.  
       **b** We played football with our friends.  
       **c** He thought about his homework.

**Lesson 42**

1. **a** nice, lovely        **b** happy, cheerful  
       **c** cold, chilly        **d** unhappy, miserable  
       **e** hot, scorching

**Lesson 43**

1. **a** he, she            **b** him, her        **c** man, woman  
       **d** boy, girl            **e** father, mother

**Lesson 44**

1. Answers will vary.

**Lesson 45**

1. **a** I like to read books.  
       **b** The band wanted to record a new song.  
       **c** She ran very fast and broke the world record.  
       **d** She read her poem to the class.

**Lesson 46**

1. Check your child's spelling of the words.

**Lesson 47**

1. **a** Do you listen to pop music?  
**b** Does she play football with her friends?  
**c** Do you work hard at school?

**Lesson 48**

1. **a** I was looking after my baby brother.  
**b** They were helping their mum.  
**c** Adam and Abdul were making a tent.

**Lesson 49**

1. Answers will vary.

**Lesson 50**

1. **a** I am going to see Dr Hunt on Tuesday.  
**b** Will I be able to play with James tomorrow?  
**c** Oh no, I've got my hand stuck!

**Lesson 51**

1. **a** Dover, clover    **b** bees, knees

**Lesson 52**

1. There was an Old Man in a tree,  
Who was very bored by a bee.  
When they said "Does it buzz?"  
He said "Yes, it does!  
It's an incredibly noisy bee!"

**Lesson 53**

1. Answers will vary.

**Lesson 54**

1. Owls eat mice, other small animals and birds.



# Handwriting practice

No Nonsense  
**English**

**6-7**  
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# Answer-Key Notes: 11+ English Answers (No-Nonsense Ages 6-7)

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 supports a practice workbook covering early phonics, grammar and sentence writing for children aged 6-7. Most answers are brief — single words, ticks or short phrases — which means that **your role is to check work objectively and then diagnose patterns**. When marking, accept close synonyms for open questions but insist on correct spelling for lessons that explicitly teach phonics.

Distinguish careless slips (a child who writes "hear" instead of "here" but spells both correctly elsewhere) from genuine gaps (a child who cannot identify any digraph). The worked examples below explain the reasoning behind tricky answers, particularly in phonics and sequencing tasks, where children may spot one clue but miss the pattern. Consult these examples when a mistake suggests a misunderstanding rather than a simple error.

The "Answers will vary" entries (Lessons 11, 13, 16, 17, 18, 29, 30, 44, 49, 53) invite creative sentences or personal opinions. Accept any response that meets the grammatical or narrative requirement of the lesson; correctness here is about structure and clarity, not content.

## Score interpretation

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Bond No Nonsense workbooks follow a spiral curriculum: early lessons (1–10) introduce vowel and consonant patterns; mid lessons (11–35) layer on grammar, punctuation and sequencing; later lessons (36–54) consolidate through spelling, synonyms and short composition. A child who scores well on Lessons 1–10 but stumbles after Lesson 20 may need more practice with capital letters, speech marks and tense agreement rather than phonics revision.

Because many lessons award only two to six marks, **track accuracy by section rather than raw total**. Ten correct answers across thirty questions in the phonics block is weaker than thirty correct answers across thirty-five questions in the grammar and sentence block. Look for clusters: if every "wh" question is wrong (Lesson 21) but every "ch" question is right (Lesson 19), the gap is specific and fixable.

A score above 85 per cent across all attempted lessons suggests readiness for Year 3 work. A score below 60 per cent suggests the child would benefit from revisiting Reception or Year 1 phonics schemes (Letters and Sounds Phase 3–5) before tackling

sentence-level tasks. Between 60 and 85 per cent is typical for a rising Year 2 pupil; celebrate progress and target the weakest two or three lessons for focused revision.

## Worked examples

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### Phonics and vowel patterns, Lessons 1–7

**Markers reward children who distinguish vowel sounds by spelling pattern** ("ow" in "down" versus "ow" in "blow"). Easy marks are lost when children guess homophones without checking the sentence context ("bare" versus "bear"). In Lesson 6, all four answer pairs must share the same long-vowel sound; a single mismatch scores zero for that part. In Lesson 7, homophones must be spelled to match meaning, not just pronunciation.

#### **Lesson 3, Q1d** : hood

The question tests the "oo" digraph as in "book" and "foot". Children often write "hud" or "houd" because they hear the short "u" sound in some accents. **The clue is the word family:** "look, book, foot" all use "oo" for that sound, so "hood" follows the same pattern. If your child wrote a different spelling, revisit the "oo" versus "u" distinction with word lists.

#### **Lesson 6, Q1c** : blow, moan

Both words contain the long "o" sound (as in "go"). A common error is pairing "blow" with "moon" because both have "oo", but "moon" has a long "u" sound. **Say each word aloud and listen for the vowel:** "blow" rhymes with "no"; "moan" rhymes with "cone". That shared sound is the link, not the spelling pattern.

#### **Lesson 7, Q1b** : bare, bear

These homophones sound identical but mean different things (bare = naked; bear = animal). The task is to recognise that **spelling must match meaning in context**. If your child wrote "bear, bear" or "bare, bare", they heard the sound but forgot that homophones require different spellings. Practise with sentence pairs: "The bear has bare paws."

### Sequencing and story structure, Lesson 14

Lesson 14 asks children to **number four events in logical order** (getting out of bed, getting dressed, going to the bathroom, going downstairs). The mark scheme awards points only if all four numbers are correct. Children lose marks by ordering events that could be simultaneous (bathroom and getting dressed) in a sequence that contradicts time words

("First", "Then", "Finally"). Read the sentences carefully for those time adverbs; they are the signposts.

**Lesson 14, Q1** : a = 2, b = 4, c = 1, d = 3

"First Amy got out of bed" must be 1 because "First" is explicit. "Finally she went downstairs for breakfast" must be 4 because "Finally" closes the sequence. That leaves bathroom (2) and getting dressed (3). **"Second" and "Then" are the remaining clues:** "Second she went to the bathroom" fixes 2, so "Then she got dressed" must be 3. Any other order contradicts the time words. If your child chose a different sequence, ask them to underline "First", "Second", "Then" and "Finally" and number from there.

### Consonant digraphs, Lessons 19–21

Lessons 19–21 test "ch", "ph" and "wh" digraphs. **Children must recognise that two letters make one sound** and that the sound can appear at the start, middle or end of a word. Easy marks are lost when children confuse "ch" (as in "chew") with "tch" (as in "watch") or when they write "f" instead of "ph". In Lesson 20, every answer contains "ph"; if your child wrote "f" anywhere, revisit the Greek-origin spelling rule.

**Lesson 19, Q1h** : cheek

The clue is the "ch" sound at the beginning and the long "ee" vowel sound. A common error is "cheak" (mixing the "ea" spelling from "cheap"). **The correct spelling is "cheek" (two e's) because it rhymes with "week" and "seek",** which also use "ee". If your child wrote "cheak", they may be overgeneralising the "ea" pattern; practise "ee" words separately.

**Lesson 20, Q1g** : dolphin

The "ph" digraph makes the "f" sound, so "dolphin" is spelled with "ph", not "f". Children often write "dolfin" because that matches the sound they hear. **Explain that "ph" appears in words borrowed from Greek** (dolphin, elephant, phone) and that this spelling is a pattern to learn, not a rule you can hear. If your child used "f", add "dolphin" to a "ph" spelling list.

### Lesson 21, Q1j : whale

"Whale" begins with the "wh" digraph, which in most accents sounds like "w". (In some regional accents, "wh" is pronounced with a slight "h" before the "w".) **The spelling "wh" signals a specific set of question and animal words:** what, when, where, why, whale, whistle. If your child wrote "wale", they spelled the sound but missed the convention. Use the question words ("what", "when") as memory anchors for the "wh" pattern.

## Compound words and syllables, Lessons 25–26

Lesson 25 tests compound words (two words joined: "arm" + "chair" = "armchair"). Lesson 26 asks children to **count syllables by clapping or saying each beat**. Easy marks are lost when children count letters instead of beats ("apple" has five letters but two syllables). In both lessons, accuracy depends on breaking words into parts, not guessing from length.

### Lesson 26, Q1 (grapes) : 7

The question lists four items (apple, grapes, orange, tomato) and asks how many syllables in each. "Grapes" has one syllable (one beat: "grapes"), so it appears under column 1. The number 7 in the answer key indicates that "grapes" is item 7 *in a list of examples given elsewhere in the workbook*, not that "grapes" has seven syllables. (This is a formatting quirk of the answer key.) **The instructional point is to clap the word:** grapes = one clap; apple = two claps (ap-ple); orange = two claps (or-ange); tomato = three claps (to-ma-to). If your child miscounted, practise clapping syllables with their name and the names of family members.

## Opposites, synonyms and word meanings, Lessons 27, 42, 43

**Markers reward precise pairing:** opposite of "slow" is "fast", not "quick" (though both are correct in everyday speech, "fast" is the set answer here). Synonyms must be close in meaning ("happy" and "cheerful" both describe positive feelings). Gender words (Lesson 43) must be exact counterparts ("he" pairs with "she", not "her"). Children lose marks when they offer a word that is related but not equivalent.

### Lesson 42, Q1d : unhappy, miserable

Both words describe a negative emotional state and are near-synonyms. A common error is pairing "unhappy" with "sad". "Sad" is a correct synonym but not listed in the answer key because the task requires matching from a given set. **The lesson tests whether children can identify two words that mean almost the same thing from a constrained list.** If your child wrote a different synonym, check it is negative and closely matches the meaning, then accept it if it is accurate.

### Lesson 43, Q1a : he, she

The arrow indicates male to female. "He" is the male pronoun; "she" is the female pronoun. Children sometimes write "her" because they know "her" is female, but "her" is an object pronoun ("I saw her") whereas "she" is a subject pronoun ("She ran"). **The task requires matching grammatical roles as well as gender.** If your child wrote "he, her", revisit subject versus object pronouns with example sentences.

## Speech marks and sentence punctuation, Lessons 31–32, 47–48

Lessons 31 and 32 introduce direct speech; Lessons 47 and 48 cover question formation and subject-verb agreement. **Markers expect opening and closing speech marks in the correct positions** and a question mark when a sentence is a question. Easy marks are lost when children place the comma or full stop outside the closing speech mark (British convention puts it inside) or when they forget to swap the subject and verb order in a question ("I am going" becomes "Am I going?").

### Lesson 31, Q1a : "Where am I?" asked Nathan.

The sentence is direct speech, so the spoken words must sit inside speech marks. The question mark goes inside the closing speech mark because it belongs to the spoken question. **The reporting clause ("asked Nathan") comes after the speech and is separated by a comma or, in this case, by the question mark doing double duty.** If your child wrote "Where am I? asked Nathan" without speech marks, or "Where am I?" asked Nathan with the full stop after Nathan, revisit the rule: speech marks hug the spoken words, and punctuation for the speech goes inside the marks.

### Lesson 48, Q1a : I was looking after my baby brother.

The original sentence in the workbook was "I were looking after my baby brother." This is incorrect because "I" takes "was", not "were". ("Were" pairs with "you", "we" or "they".) **Children learning subject-verb agreement often overgeneralise "were" after hearing it in other contexts.** The correction is simply to write "was". If your child did not spot the error, practise with a verb chart: I was, you were, he/she was, we were, they were.

## Next steps

**After marking, group mistakes by lesson type.** If phonics questions (Lessons 1–10, 19–21) show repeated errors, prioritise daily phonics practice using flashcards or a phonics app (Phonics Play, Teach Your Monster to Read). If grammar questions (Lessons 31–32, 42–43, 47–48) show confusion, play sentence-building games where

your child rearranges word cards into questions and statements, then adds punctuation. If your child scored below 60 per cent overall, revisit the entire workbook in a fortnight; repetition strengthens memory at this age.

If your child scored above 85 per cent, extend their learning with creative writing tasks: a short diary entry using past tense (Lessons 41, 48), a funny poem with rhyming couplets (Lessons 51–52), or a labelled diagram of an animal with captions (Lesson 54). Confidence at this level predicts success in Year 3 comprehension and composition tasks; keep the momentum by reading widely together and discussing story structure, character feelings and interesting vocabulary. Celebrate progress with specific praise ("You remembered every speech mark today") rather than general praise, so your child knows exactly what they did well.

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