

## 11+ PRACTICE PACK

# Bond No-Nonsense Ages 7-8

## 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**

Long vowel sounds

**7-8**  
years

**1. Underline the long vowel words. Circle the short vowel words.**

tune mat free carp oats mitten bow throat creak itch melt uncle ripple

**2. Write three other words with the same long vowel sound.**

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

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

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

Lesson 2

ing endings

**1. Write out these words with the correct ing endings.**

**a** wriggle \_\_\_\_\_ **b** swim \_\_\_\_\_ **c** fill \_\_\_\_\_ **d** feel \_\_\_\_\_

**e** drive \_\_\_\_\_ **f** hit \_\_\_\_\_ **g** hop \_\_\_\_\_ **h** leave \_\_\_\_\_

**2. Write out these words correctly without the ing endings.**

**a** circling \_\_\_\_\_ **b** warring \_\_\_\_\_ **c** living \_\_\_\_\_ **d** patting \_\_\_\_\_

**e** fretting \_\_\_\_\_ **f** solving \_\_\_\_\_ **g** humming \_\_\_\_\_ **h** laughing \_\_\_\_\_

0	Tough	OK
		Got it!
		20

Total
20



Lesson 3

No Nonsense  
**English**

le endings

**7-8**  
years

**1. Complete these words. Use each ending once.**

ble cle dle fle gle kle ple tle zle

**a** wrin \_ \_ \_ **b** muz \_ \_ \_ **c** han \_ \_ \_ **d** bicy \_ \_ \_ **e** bot \_ \_ \_ **f** bob \_ \_ \_

**g** muf \_ \_ \_ **h** tan \_ \_ \_ **i** top \_ \_ \_

**2. Choose either ible or able to complete these words.**

**a** ed \_ \_ \_ **b** terr \_ \_ \_ **c** imposs \_ \_ \_ **d** believ \_ \_ \_ **e** suit \_ \_ \_

**f** achiev \_ \_ \_ **g** cap \_ \_ \_

Lesson 4

Prefixes 1

**1. Circle the word that matches the given meaning.**

**a** to sell something again: resell presell

**b** to pay beforehand: repay prepay

**c** to get ready in advance: repair prepare

**d** to go before: recede precede

**e** to visit somewhere again: previsit revisit

**f** to warn someone in advance: rewarn prewarn

**g** to take something again: pretake retake

0	Tough	OK
		Got it!
		23

Total  
  
23



## Prefixes 2

**7-8**  
years

### 1. Choose the correct prefix to complete these antonyms.

**un de dis**

**a** \_\_\_ kind    **b** \_\_\_ like    **c** \_\_\_ select    **d** \_\_\_ usual    **e** \_\_\_ comfort    **f** \_\_\_ cooked

**g** \_\_\_ claim    **h** \_\_\_ attractive    **i** \_\_\_ frost    **j** \_\_\_ bend    **k** \_\_\_ place

### 2. Complete these sentences using the antonym of the word in bold.

**a** I am **likely** to go. She is \_\_\_\_\_ to do so.

**b** The magician made the rabbit **appear** then \_\_\_\_\_.

**c** Gandor's **belief** turned to \_\_\_\_\_ when he saw the other wizard.

## Synonyms 1

### 1. Choose a synonym to complete each sentence.

**a** He was a \_\_\_\_\_ man to knock on the castle door. (brave)

**b** It opened with a \_\_\_\_\_ creak. (terrifying)

**c** There on the floor sat a toad as \_\_\_\_\_ as a mouse. (small)

**d** "You are late!" \_\_\_\_\_ the toad angrily. (cried)

**e** "You must \_\_\_\_\_ the stairs to the great hall." (go up)

**f** When he got there he saw a \_\_\_\_\_ iron door. (huge)

**g** He knocked \_\_\_\_\_. (quietly) "Enter," said a \_\_\_\_\_ voice. (weary)

0	Tough	21
	OK	Got it!

Total





Lesson 7

*No Nonsense*  
**English**

**Verbs**

**7-8**  
years

**1. Underline the verbs in the sentences below.**

- a The rain fell steadily and the trees in the garden dripped.
- b Tajvir wanted to leave the house but he had no coat.
- c From where he stood he saw the postman's van in the road.
- d It stopped outside the house. The postman came up the drive with a parcel in his hand.
- e He handed the parcel to Tajvir. In large writing it said: 'For Tajvir. Private and personal'.

Lesson 8

**Similar verbs**

**1. Change the verb in the sentences to make a sentence with a similar meaning and one with a different meaning.**

a Tajvir looked at the postman.

Similar: \_\_\_\_\_

Different: \_\_\_\_\_

b He walked down the hall.

Similar: \_\_\_\_\_

Different: \_\_\_\_\_

0	Tough	7
	OK	Got it!

Total



Lesson 9

*No Nonsense*  
**English**

Past tense

**7-8**  
years

**1. Complete these sentences using the past tense of the verbs.**

- a** The sun \_\_\_\_\_ brightly on the water of the lake. (to shine)
- b** The men \_\_\_\_\_ up to the edge and \_\_\_\_\_. (to ride) (to stop)
- c** They \_\_\_\_\_ hard at the water for a long time. (to stare)
- d** One of them \_\_\_\_\_ a sword from his side. (to take)
- e** He \_\_\_\_\_ it far over the water. It \_\_\_\_\_ into the lake. (to throw) (to splash)
- f** A pale hand \_\_\_\_\_ out of the lake and \_\_\_\_\_ the sword. (to rise) (to grasp)

Lesson 10

Nouns

**1. Circle the proper nouns and underline the common nouns.**

- a** It was a quiet day in the village of Standlake.
- b** The shops on Bond Street (in London) get very crowded during the week before Christmas.
- c** Yesterday, people were sitting on the grass and enjoying the sun in Hyde Park.
- d** Suddenly, there was a mighty bang as John's car backfired!
- e** We watched a film about an enormous ape called King Kong.
- f** I can't go to the football match this weekend as we are going on holiday to Italy.

0	Tough	12
	OK	Got it!

Total
12

**Adjectives 1****7-8**  
years**1. Circle the adjectives. You need to find 8 in question a.**

**a** The house was old. It had leaning walls and a rotten roof. The small, wooden door was tied up with string. Ben peeped through a tiny crack. He could see the dark hallway. There was striped wallpaper on the walls.

**b** He pushed the ancient door. It opened. He stepped inside. It felt cold. There was a strange smell. He could hear the loud buzz of flies. He walked into the front room.

**c** There was a large table, two chairs and a red sofa. He sat down on the nearest chair and looked at the electric clock on the wall. It gave a soft tick.

**d** "Don't move," said a quiet voice behind him. "Put both hands in the air. You have five seconds to leave the house. Or else."

**Sentences****1. Put in the missing full stops.**

Ben walked towards the front door He opened it and stepped outside Then he ran as quickly as he could away from the house The woods seemed to go on forever He thought he could hear footsteps behind him He ran faster and faster Suddenly he tripped on a root and fell heavily

**2. Rewrite these sentences correctly.**

**a** lord and lady james are having lunch at buckingham palace

---

**b** would you like to go to london at the weekend or stay in oxford

---

0	Tough	OK
		Got it!
		7

Total
7



## Question and exclamation marks

**1. Finish these sentences with a question mark, an exclamation mark or a full stop.**

- a** Why aren't you going out into the garden\_\_\_
- b** Help\_\_\_ Help\_\_\_ There's a thief in the shop\_\_\_
- c** The next day she decided to visit her friend Becky\_\_\_
- d** What's the point of going\_\_\_ Will there be anything to see \_\_\_ The show's over\_\_\_
- e** Does anyone want to come to the cinema\_\_\_ It's the new Harry Potter\_\_\_
- f** Wait\_\_\_ Where are you going now\_\_\_

## Speech marks

**Write the speech marks in these sentences.**

- a** We could catch a bus back after the show, Claire said to her Mum.
- b** What do we do, asked Amir, if they come back and find us here?
- c** Get your things together at once! the teacher ordered.
- d** Help, I'm late! Paul shouted to Tim.
- e** I'm going as fast as I can, he panted, but I'm really out of breath.
- f** Why, she asked, do you want to keep that ridiculous hat?

0	Tough	12
	OK	Got it!

Total
12



## How are stories organised?

**1. Read Extract 1 again. Then write True or False after each statement.**

- a** Clare wanted a hamster for a pet most of all. \_\_\_\_\_
- b** Clare's Mum talked to her about pets before school. \_\_\_\_\_
- c** Clare used a library book to help her decide what to buy. \_\_\_\_\_

**2. Now read Extract 4. Write True or False after each statement.**

- a** Patrick had not seen Ciaran for two days. \_\_\_\_\_
- b** Ciaran often disappeared. \_\_\_\_\_
- c** The doors were locked but the windows were not closed. \_\_\_\_\_

## Reading information

**1. Read Extract 2 again. Then write True or False after each statement.**

- a** Bryn was usually on time. \_\_\_\_\_
- b** Football happens twice a week. \_\_\_\_\_
- c** Bryn hates playing the flute. \_\_\_\_\_
- d** Bryn has an aunt called Jane \_\_\_\_\_

**2. Read Extract 3 again. Then write True or False after each statement.**

- a** You need to keep the apple cores. \_\_\_\_\_
- b** You need these kitchen tools: a whisk, a knife and a fork. \_\_\_\_\_
- c** You put the cream on top of the apples. \_\_\_\_\_

0	Tough	OK	Got it!	13
---	-------	----	---------	----

Total
13



Lesson 17

No Nonsense  
**English**

Suffixes: er and est

**7-8**  
years

**1. Add the endings er and est to these words.**

- a** fast \_\_\_\_\_      **b** tame \_\_\_\_\_  
**c** fat \_\_\_\_\_      **d** wise \_\_\_\_\_  
**e** icy \_\_\_\_\_      **f** hot \_\_\_\_\_

**2. Write the correct spelling of these words.**

- a** neatter \_\_\_\_\_      **b** ripeest \_\_\_\_\_      **c** sillyest \_\_\_\_\_      **d** madest \_\_\_\_\_

Lesson 18

Suffixes: y

**1. Change these nouns into adjectives by adding y.**

- a** slime \_\_\_\_\_      **b** sun \_\_\_\_\_      **c** sleep \_\_\_\_\_  
**d** crackle \_\_\_\_\_      **e** spot \_\_\_\_\_      **f** hill \_\_\_\_\_  
**g** mud \_\_\_\_\_      **h** rain \_\_\_\_\_      **i** weep \_\_\_\_\_

**2. Write these adjectives as nouns.**

- a** spooky \_\_\_\_\_      **b** easy \_\_\_\_\_      **c** messy \_\_\_\_\_  
**d** noisy \_\_\_\_\_      **e** streaky \_\_\_\_\_      **f** windy \_\_\_\_\_  
**g** soapy \_\_\_\_\_      **h** tasty \_\_\_\_\_      **i** noseey \_\_\_\_\_

0	Tough	OK	Got it!	28
---	-------	----	---------	----

Total

28
----



Lesson 19

No Nonsense  
**English**

Plural nouns

**7-8**  
years

**1. Write the plurals of these nouns.**

**a** witch \_\_\_\_\_ **b** oboe \_\_\_\_\_ **c** wick \_\_\_\_\_ **d** strawberry \_\_\_\_\_

**e** caddy \_\_\_\_\_ **f** gas \_\_\_\_\_ **g** box \_\_\_\_\_ **h** tomato \_\_\_\_\_

**2. Write the singular of these irregular plural nouns.**

**a** sheep \_\_\_\_\_ **b** women \_\_\_\_\_ **c** deer \_\_\_\_\_ **d** lice \_\_\_\_\_ **e** teeth \_\_\_\_\_

Lesson 20

Silent letters

**1. Underline the silent letters in these words.**

**a** wrestle **b** knife **c** plumber **d** walk **e** gnat **f** yolk **g** why **h** knowledge

**i** half **j** knit **k** palm **l** could **m** gnome **n** rhythm **o** wring

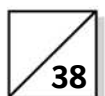
**2. Complete these words using silent letters.**

**a** cou\_\_d **b** \_\_rangle **c** \_\_neel **d** w \_\_ich **e** s\_\_ord

**f** w \_\_ile **g** ca \_\_m **h** com\_\_ **i** ca \_\_ves **j** dou\_\_t

0	Tough	OK
		Got it!
		38

Total





# Compound words

7-8 years

## 1. Join the words and write the compound words they make.

- a hope break \_\_\_\_\_ g sun paper \_\_\_\_\_
- b broad less \_\_\_\_\_ h check book \_\_\_\_\_
- c bread cast \_\_\_\_\_ i lap give \_\_\_\_\_
- d half post \_\_\_\_\_ j note shine \_\_\_\_\_
- e out way \_\_\_\_\_ k for up \_\_\_\_\_
- f lamp bin \_\_\_\_\_ l news top \_\_\_\_\_

# Suffixes: ly, ful, less

## 1. Add the suffixes ful and less to these words.

- |          | ful   | less  |
|----------|-------|-------|
| a hope   | _____ | _____ |
| b fruit  | _____ | _____ |
| c colour | _____ | _____ |
| d mercy  | _____ | _____ |

## 2. Write the new words made when you add ly to these words.

- a free \_\_\_\_\_ b happy \_\_\_\_\_ c silent \_\_\_\_\_ d full \_\_\_\_\_ e oil \_\_\_\_\_

0	Tough	21
OK	Got it!	

Total

21
----



Adjectives 2

7-8 years

1. Write the adjectives in the correct column below.

red minute angry keen vast infinite magenta glum long grey khaki sad

Colour

Size

Mood

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Singular and plural sentences

1. Change these sentences from singular to plural.

a Iqbal doesn't like playing football. He prefers karate and skateboarding.

Iqbal and Ben \_\_\_\_\_

b Claire goes to the shops on Wednesday and plays netball on Friday.

Claire and Jemma \_\_\_\_\_

2. Change these sentences from plural to singular.

a We are going to buy two pets. We will either choose two hamsters or two mice.

I \_\_\_\_\_

b Where are Brad and John? They were going to walk to school with us.

Where is Brad? \_\_\_\_\_

0	Tough	OK	Got it!	16
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Total

16
----



# Collective nouns

7-8 years

**1. Use the correct collective noun to complete each of these sentences.**

pride coven host troop school herd

- a He watched the wildlife programme about the \_\_\_\_\_ of buffalo and \_\_\_\_\_ of lions.
- b A \_\_\_\_\_ of whales could be seen travelling parallel to the ship.
- c The children sang like a \_\_\_\_\_ of angels in the school concert.
- d The \_\_\_\_\_ of monkeys ran down the hillside towards the riverbank.
- e The prince came across a \_\_\_\_\_ of witches as he rode through the haunted forest.

# Essential words

**1. Underline the eight verbs and cross out the seven adjectives.**

The pirates landed on the sandy beach. They could see tall trees and thick jungle. They walked up the narrow path, reached the sunlit clearing and stopped. A brightly-coloured parrot screeched overhead. They drew their shining cutlasses and tiptoed forward.

**2. Underline the five main pieces of information in this passage.**

They moved quietly, trying to make no noise. Nothing stirred. There was no movement or sound. Redbeard signalled to the men, holding his cutlass upright. Through the thick green trees, they could see the fort sitting on the top of the hill where the two waterfalls met. Suddenly a shot rang out, crackling like the sound of thunder through the still air.

0	Tough	OK	25

Total
25



# 1st, 2<sup>nd</sup> and 3<sup>rd</sup> person 1

**7-8**  
years

**1. Write whether these sentences are written in the first, second or third person.**

- a Mum and Dad were not happy! \_\_\_\_\_
- b Where on earth have you been? \_\_\_\_\_
- c We'll do all that we can to help. \_\_\_\_\_

**2. Change these sentences from third to first person.**

a Fred and Tim had to get on their bikes really fast.

\_\_\_\_\_

b Joanne's feet got entangled in her skipping rope.

\_\_\_\_\_

# Commas 1

**1. Put commas in these sentences.**

- a I bought ham cheese fruit water and yoghurt.
- b My old black wellingtons were useless in the deep cold river water.
- c I waited in the dark silent lane for the steady sound of the car.

**2. Write the passage out underneath, putting in commas and the words 'and' or 'or' where they are needed.**

The slow silent car came towards him. He could see the headlights two figures a lumpy parcel on the roof. Was it a box some suitcases a coffin? Whatever it was it was a frightening sight.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

0	Tough	14
	OK	
	Got it!	

Total

14



# Capital letters

**7-8**  
years

**1. Circle the letters that should be capitals.**

- a The french teacher helped jane buy her ticket to paris.
- b the gold medal went to cuba, the silver to germany and the bronze to the american team.
- c I went to the supermarket for bread, but they didn't have any belgian chocolates.
- d ford, renault and vauxhall all entered cars for the race.

**2. Write this four-line poem correctly, putting in all the capital letters.**

sell french silver, buy spanish gold, go to bed early, do what you're told!

---

---

---

---

# Contractions 1

**1 Write the contractions for these words.**

- a they have \_\_\_\_\_
- b they should have \_\_\_\_\_
- c you are \_\_\_\_\_
- d we will not \_\_\_\_\_
- e I shall not \_\_\_\_\_
- f we had not \_\_\_\_\_
- g we have \_\_\_\_\_
- h you would not \_\_\_\_\_
- i you must not \_\_\_\_\_

**2. Complete these sentences with the contractions of the words in brackets.**

- a We \_\_\_\_\_ go, because \_\_\_\_\_ likely to be there. (shall not/ they are)
- b \_\_\_\_\_ be there on time? \_\_\_\_\_ very difficult. (Can you not/ It is not)
- c \_\_\_\_\_ thought it? I \_\_\_\_\_ believe it! (Who would have/ do not)

0	Tough	OK	Got it!	23
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Total





Lesson 31

*No Nonsense*  
**English**

Adventure stories

**7-8**  
years

1. Read the extract again, then write True or False after each statement.

- a It was a rainy day when Harry decided to go for a walk. \_\_\_\_\_
- b The path was covered in twigs. \_\_\_\_\_
- c A small drop of rain fell on Harry's nose. \_\_\_\_\_
- d Harry showed that he was scared by whining. \_\_\_\_\_
- e Dr Gordon held Harry under his umbrella. \_\_\_\_\_
- f Harry's house did not have a garden. \_\_\_\_\_

Lesson 32

Instructions

1. Read the instructions again, then write True or False after each statement.

- a It is important that you make the cylinder yourself. \_\_\_\_\_
- b Shiny card works well inside the tube. \_\_\_\_\_
- c The card must be made into an X shape. \_\_\_\_\_
- d You don't need glue to make a kaleidoscope. \_\_\_\_\_
- e The double layer of grease-proof paper traps the sequins. \_\_\_\_\_

0	Tough	11
	OK	Got it!

Total
11

**Words inside words****7-8**  
years**1. Without rearranging the letters, find as many words inside words as you can.****a** oatmeal \_\_\_\_\_**b** history \_\_\_\_\_**c** marketing \_\_\_\_\_**d** mathematics \_\_\_\_\_**e** fragment \_\_\_\_\_**f** flower \_\_\_\_\_**g** weather \_\_\_\_\_**h** independent \_\_\_\_\_**2. Choose one of these three-letter words to complete the word below:**

out    pin    ark

**a** m \_ \_ \_ h**b** p \_ \_ \_ ing**c** s \_ \_ \_ ning**d** spr \_ \_ \_ s**Syllables****1. Draw a line between the syllables and underline the vowels.****a** t e r r i b l e**b** a r g u m e n t**c** c o n d i t i o n**d** w i t h s t a n d i n g**e** f o o t b a l l e r**f** g a r d e n i n g**2. Write the number of syllables in each word.****a** fortify \_\_\_\_\_**b** superhuman \_\_\_\_\_**c** pyramid \_\_\_\_\_**d** theatre \_\_\_\_\_**e** enormous \_\_\_\_\_**f** station \_\_\_\_\_**g** hospital \_\_\_\_\_**h** necessary \_\_\_\_\_

0	Tough	OK	Got it!	26
---	-------	----	---------	----

Total  

26
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Lesson 35

No Nonsense  
**English**

Prefixes 3

**7-8**  
years

**1. Complete these words using the prefix ex, co or anti.**

- a \_\_\_\_\_freeze                      b \_\_\_\_\_ile                      c \_\_\_\_\_septic  
d \_\_\_\_\_operate                      e \_\_\_\_\_empt                      f \_\_\_\_\_hale

**2. Create antonyms of these words by adding the prefix mis or non.**

- a \_\_\_\_\_take                      b \_\_\_\_\_event                      c \_\_\_\_\_stop  
d \_\_\_\_\_match                      e \_\_\_\_\_carry                      f \_\_\_\_\_slip  
g \_\_\_\_\_deed                      h \_\_\_\_\_count                      i \_\_\_\_\_sense

Lesson 36

Homonyms

**1. Match two different meanings for each of these homonyms.**

- |                                |             |                              |
|--------------------------------|-------------|------------------------------|
| a To bend forward              | <b>lean</b> | to stagger about             |
| b The back of something        | <b>bow</b>  | thin                         |
| c A piece of fishing equipment | <b>pad</b>  | a device for shooting arrows |
| d To tilt to one side          | <b>rear</b> | to walk softly               |
| e A block of paper             | <b>reel</b> | to leap up                   |

**2. Which homonym is pronounced differently depending on its meaning? \_\_\_\_\_**

0	Tough	OK	Got it!	21
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Total

21
----



## Synonyms 2

**7-8**  
years

**1. Write two synonyms for each word.**

- a** enormous \_\_\_\_\_
- b** fast \_\_\_\_\_
- c** difficult \_\_\_\_\_
- d** brainy \_\_\_\_\_
- e** pretty \_\_\_\_\_
- f** hot \_\_\_\_\_
- g** tall \_\_\_\_\_

## Using a dictionary

**1. Write these words in alphabetical order.**

**a** red orange yellow green blue indigo violet

---

**b** breakfast lunch tea supper dinner

---

**c** bleak battle beans bucket body

---

**d** eagle elf egg ewe emu

---

0	Tough	OK
		Got it!
		11

Total

11
----



## Personal pronouns

**1. Circle the personal pronouns in these sentences.**

- a Jean met them near the bridge. It was raining.
- b We couldn't see anything. She must have been waiting inside.
- c You must come and see us. My mum will like to see you too.
- d I saw her place the book under the coat. It was quite hidden.

**2. Complete this sentence, replacing the proper nouns in brackets with the correct pronouns.**

(The dogs) \_\_\_\_\_ chased (the ducks) \_\_\_\_\_ inside (the barn) \_\_\_\_\_. (Kim and I) \_\_\_\_\_ called (the dogs) \_\_\_\_\_ to stop.

## Possessive pronouns

**1. Circle the possessive pronouns in these sentences.**

- a When no one was looking, he put my wallet into his pocket.
- b He left their car keys in our house.
- c The green one is Jamila's. The blue one is theirs. The red one is mine.

**2. Choose a possessive or personal pronoun to complete these sentences.**

- a Sally and Rita arrived late. \_\_\_\_\_ came with \_\_\_\_\_ friend, Yan.
- b When I got to \_\_\_\_\_ car, the cat was sitting on \_\_\_\_\_. \_\_\_\_\_ would not get off.

0	Tough	OK	Got it!	10
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Total

10
----



## Conjunctions

**7-8**  
years

**1. Underline the conjunctions in these sentences.**

**a** We went to the park and played football until it started raining.

**b** It was hot when we arrived but later the weather was miserable.

**c** I went home before the programme had finished.

**2. Join the pair of sentences with a conjunction.**

The bell rang. I got up to see who was at the door.

---

## 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person 2

**1. Rewrite these sentences in the third person.**

**a** I don't know what came over me. I turned off the path that led to my school.

---

**b** At the end of it was a gate. I walked through it and found myself in a garden.

---

**c** There was an apple tree in the far corner. I went over and picked myself an apple.

---

**d** An angry woman started shouting at me. I ran as fast as my legs would carry me.

---

0	Tough	OK
		Got it!
		8

Total

8
---



## Signalling time

**7-8**  
years

**1. The sentences in the story are in the wrong order. Write them out in the correct order to tell the story. (6 marks)**

Inside is a stone box. When you come out of the trees you will see the hut. First you must go to the island. After crossing the beach you must enter the jungle. Then step ashore. Lift it carefully and look inside.

---

---

---

---

---

---

## Contractions 2

**1. Put the missing contractions into these sentences.**

**a** You \_\_\_\_\_ possibly be serious. (can not)

**b** I \_\_\_\_\_ do as \_\_\_\_\_ told. (will not) (I am)

**c** They \_\_\_\_\_ lift the box and it \_\_\_\_\_ possible to open it. (could not) (was not)

**2. Write out the full version of these contracted words.**

**a** shan't \_\_\_\_\_

**b** wouldn't \_\_\_\_\_

**c** I'll \_\_\_\_\_

**d** when's \_\_\_\_\_

0	Tough	OK
		Got it!
		13

Total

13
----



## Punctuating speech

**7-8**  
years

**1. Add the missing punctuation to these questions.**

- a When are you coming again Taj asked.
- b When would you like me to I replied.
- c Could you come tomorrow he suggested.

**2. Add the missing punctuation for these exclamations and statements.**

- a Run shouted the firemen Get out as fast as you can
- b I couldn't see anything but smoke I told them later
- c We can't come tomorrow but we can the day after

## Commas 2

**1. Add commas to show where the pauses should be in these sentences.**

- a When they had finished working they went out into the park.
- b While I was standing there he came up and snatched my bag.
- c As it was theft I set off for the police station.

**2. Add commas where they are needed in these sentences.**

- a Sarah come here at once!
- b If you can't come tomorrow you must let me know.

0	Tough	11
	OK	Got it!

Total
11



## Understanding a story

1. Read the extract again, then write True or False after each statement.

- a The story takes place in summer. \_\_\_\_\_
- b There was only bamboo in the woodland. \_\_\_\_\_
- c Badgers beat their stomachs when they are excited. \_\_\_\_\_
- d The noose held him tightly by the head. \_\_\_\_\_
- e When the badger struggled his fur got tangled. \_\_\_\_\_
- f The traveller's basket was made of straw. \_\_\_\_\_
- g The traveller was on his way home. \_\_\_\_\_

## Formal letters

1. Read the letter again, then write True or False after each statement.

- a The telephone number was 01243 567890. \_\_\_\_\_
- b The wolf had permission to wear the grandmother's clothes. \_\_\_\_\_
- c The first person Mr Meeny would call in was the Woodcutter. \_\_\_\_\_
- d There are two separate problems in the letter. \_\_\_\_\_
- e The three little pigs want shares in the turnip picking business. \_\_\_\_\_
- f The three little pigs want to sue for damages. \_\_\_\_\_
- g The letter explains why they want to sue Mr Wolf. \_\_\_\_\_

0	Tough	OK	Got it!	14
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Total
14

# Paper Notes: 11+ English Question Booklet (No-Nonsense Ages 7-8)

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-Plus English Question Booklet** published by **Bond** and designed for pupils aged **7-8** preparing for **GL Assessment** style entrance exams. The booklet contains **48 structured lessons** covering the core pillars of 11-Plus English: spelling patterns, grammar, vocabulary building, and reading comprehension. Each lesson presents focused exercises testing one or two specific skills, from recognising long vowel sounds and forming plurals to punctuating direct speech and analysing story structure.

The paper is formatted as a workbook rather than a timed exam. Questions are short-answer and cloze-format, requiring pupils to complete words, identify parts of speech, rewrite sentences, or circle correct answers. There are no extended writing tasks; the emphasis is on accurate recall and application of rules. Marks are indicated for each lesson, and the workbook totals **250+ individual questions** across its 48 lessons.

This resource suits pupils in **Year 3 or Year 4** who are beginning their 11-Plus preparation. It is designed to build foundational literacy skills systematically, ensuring pupils master the technical side of English before moving on to more advanced comprehension and creative writing. Teachers, tutors, and parents can use it for daily practice, homework, or targeted revision of weak areas.

## How this paper is organised

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The booklet is organised into **48 discrete lessons**, each occupying one or two pages. Every lesson targets a single English skill (e.g. **Lesson 1: Long vowel sounds**, **Lesson 2: ing endings**, **Lesson 14: Speech marks**). Each lesson contains two or three short exercises, typically worth between **7 and 28 marks** each. The total mark allocation across all lessons exceeds **750 marks**, reflecting the comprehensive nature of the workbook.

Lessons are grouped thematically. The opening lessons (1-20) emphasise spelling and phonics: vowel patterns, suffixes, plurals, silent letters, and compound words. Lessons 21-30 shift to grammar and punctuation: prefixes, contractions, capital letters, and sentence structure. Lessons 31-40 introduce pronouns, conjunctions, and verb tenses in context. The final lessons (41-48) integrate these skills through reading

comprehension exercises based on short extracts (adventure stories, instructions, and formal letters).

There is no fixed time limit; this is a practice workbook, not a timed test. Pupils can complete lessons at their own pace, and the format encourages regular, incremental practice. Each page includes a self-assessment bar at the bottom (Tough / OK / Got it!) and a score box, supporting independent study and reflective learning.

## Topics covered

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- **Spelling patterns and phonics:** long vowel sounds (tune, free, oats); short vowel sounds; -ing endings (double consonants, silent-e rules); -le endings (wrinkle, puzzle, bottle); -er, -est, and -y suffixes; plurals of regular and irregular nouns; silent letters (knife, gnat, rhythm, comb)
- **Prefixes:** re- and pre- (resell, prepay); un-, de-, and dis- (unkind, defrost, dislike); ex-, co-, and anti- (exile, cooperate, antiseptic); mis- and non- (mistake, nonstop)
- **Grammar and parts of speech:** identifying verbs in sentences; choosing similar or different verbs for effect; past tense formation of regular and irregular verbs; distinguishing common and proper nouns; collective nouns (pride, coven, troop); identifying and classifying adjectives (colour, size, mood)
- **Punctuation:** full stops and sentence boundaries; question marks and exclamation marks; speech marks for direct speech (questions, exclamations, interrupted speech); commas in lists; commas to mark clauses and pauses; capital letters for proper nouns, nationalities, and titles
- **Sentence construction:** singular and plural agreement; conjunctions (and, but, until, when, before); signalling time sequence (first, then, after, finally); converting sentences between first, second, and third person; combining simple sentences for variety
- **Vocabulary and word meanings:** synonyms (enormous, fast, difficult); antonyms using prefixes; homonyms (bow, lean, rear, pad, reel); compound words (breakfast, newspaper, lamppost); words inside words (oatmeal → oat, meal, at, etc.); syllable division
- **Contractions:** forming contractions with not, will, have, and am (won't, I'll, they've, I'm); expanding contractions back to full form
- **Pronouns:** personal pronouns (I, you, he, she, it, we, they); possessive pronouns (my, his, their, mine, theirs); using pronouns to avoid repetition
- **Reading comprehension of short fiction and non-fiction extracts:** adventure stories (Harry the dog, the trapped badger); instructions (making a kaleidoscope); formal letters (legal complaint from the three little pigs); identifying key information, inference, and true/false statements
- **Alphabetical order and dictionary skills:** ordering words by first, second, and third letter; using a dictionary to check spellings and meanings; identifying key terms and vocabulary

## How to use this paper for revision

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- Work through **one or two lessons per day** rather than attempting the entire booklet in a single sitting. This spaced practice embeds the rules more effectively and prevents fatigue.
- After completing each lesson, check your answers against a mark scheme or with an adult. **Circle any mistakes and rewrite the correct answer three times** to reinforce the rule.
- For spelling lessons, **practise the pattern aloud** before writing. Say the word, identify the tricky part (e.g. the silent letter in 'knife'), then write it from memory.
- Use the self-assessment bar at the bottom of each page honestly. If you mark a lesson as 'Tough', **revisit it after a week** to check whether your understanding has improved.
- Keep a **vocabulary notebook** alongside this workbook. Write down new words, synonyms, and antonyms from the lessons, and use them in your own sentences.
- For grammar lessons, **read your answers aloud** to check whether they sound natural and correct. Your ear will often catch errors that your eye misses.
- Lessons 31–48 include reading extracts. **Read the passage twice**: once for gist, then again to underline key details before answering the questions.

## Common mistakes to avoid

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- Confusing **-ing spelling rules**: forgetting to double the final consonant in short-vowel words (swimming, hopping) but keeping the single consonant when the vowel is long (hoping, riding). Test by sounding out the vowel.
- Misplacing **speech marks**: putting them outside the punctuation ('Hello', she said. is wrong; 'Hello,' she said. is correct). The comma or full stop belongs inside the closing speech mark.
- Adding **unnecessary commas**: pupils often insert a comma before every 'and', even when it is not needed. Only use commas to separate items in a list or to mark a pause in a complex sentence.
- Forgetting to **capitalise proper nouns**: names of people, places, languages, and nationalities (French, London, Christmas) always begin with a capital letter, even mid-sentence.
- Mixing up **contractions and possessives**: 'it's' means 'it is' or 'it has'; 'its' shows possession. 'They're' means 'they are'; 'their' shows possession. Sound out the full form to check.
- Ignoring the **silent-e rule** when adding suffixes: words like 'hope' drop the -e before -ing (hoping) but keep it before -ful (hopeful). If the suffix begins with a vowel, drop the -e; if it begins with a consonant, keep it.

## Exam technique

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Approach this workbook as **daily practice** rather than a test. Aim to complete two or three lessons per session, working at a steady pace. Read each instruction carefully before you begin; many errors arise from misreading what the question asks (e.g. circling instead of underlining, writing plurals instead of singulars). If a question offers a word bank or example, **use it as your model**; the pattern will guide your answer.

When you finish a lesson, **self-mark immediately** if you have access to an answer key. Mark your score in the box and shade the self-assessment bar honestly. If you score below half marks, revisit the lesson after a few days. For spelling and vocabulary lessons, keep a **separate correction list** and test yourself weekly on words you got wrong. This spaced retrieval strengthens long-term memory.

For reading comprehension lessons (31–48), **annotate the extract** as you read: underline names, circle unfamiliar words, number the events in order. Then tackle the questions. If a statement says 'True or False', find evidence in the text before committing to an answer. Comprehension questions reward careful reading, not

guessing. Finally, review your answers aloud: if a sentence sounds awkward or ungrammatical, revise it before moving on.

## What to revise alongside this paper

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Pupils working through this booklet should also practise **creative writing** to apply the grammar and vocabulary skills in context. Try writing short stories (100–150 words) using the adjectives, verbs, and sentence structures learned in Lessons 6–12 and 23–28. Focus on varying sentence length and using conjunctions to build complex sentences, as required in many 11-Plus writing tasks.

Once comfortable with the spelling patterns in Lessons 1–20, move on to **dictation practice**. Ask an adult to read sentences aloud while you write them down, then check for spelling, punctuation, and capital letter errors. This mirrors the dictation component of some 11-Plus English papers. Additionally, **extend your vocabulary** by reading widely: adventure stories, myths, and instructional texts all appear in the comprehension lessons, and familiarity with these genres will boost confidence.

For pupils aiming at grammar schools with **GL Assessment** or **CEM** style tests, pair this workbook with timed comprehension and cloze exercises. Bond, CGP, and Schofield & Sims all publish suitable materials. Finally, revise **homophones** (there/their/they're, to/too/two, where/were) and **tricky spellings** (necessary, separate, definitely) not covered here, as these frequently appear in 11-Plus spelling sections.

## Key terms

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**Long vowel, Short vowel, Suffix, Prefix, Plural, Singular, Common noun, Proper noun, Collective noun, Adjective, Verb, Pronoun (personal and possessive), Conjunction, Contraction, Synonym, Antonym, Homonym, Silent letter, Syllable, Direct speech, Compound word, Past tense, First person, second person, third person**

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For more free 11+ practice papers, past papers and online practice tests, visit [SATs-Papers.co.uk](https://www.SATs-Papers.co.uk).

# Bond No Nonsense English 7-8 Years

## Answers

### Lesson 1

1. *Underline:* tune, free, carp, oats, bow, throat, creak

*Circle:* mat, mitten, itch, melt, uncle, ripple

2. *Possible answers include:*

**a** tune, brute, lute, fruit, soon

**b** creak, beak, meet, sheep

**c** brain, tame, crane, plain, plane

### Lesson 2

1. **a** wriggling      **b** swimming      **c** filling

**d** feeling      **e** driving      **f** hitting

**g** hopping      **h** leaving

2. **a** circle      **b** war      **c** live

**d** pat      **e** fret      **f** solve

**g** hum      **h** laugh

### Lesson 3

1. **a** wrinkle      **b** muzzle      **c** handle

**d** bicycle      **e** bottle      **f** bobble

**g** muffle      **h** tangle      **i** topple

2. **a** edible      **b** terrible      **c** impossible

**d** believable      **e** suitable      **f** achievable

**g** capable

### Lesson 4

1. **a** resell      **b** prepay      **c** prepare

**d** precede      **e** revisit      **f** prewarn

**g** retake

### Lesson 5

1. **a** unkind      **b** dislike      **c** deselect

**d** unusual      **e** discomfort      **f** uncooked

**g** disclaim      **h** unattractive      **i** defrost

**j** unbend      **k** displace

2. **a** unlikely      **b** disappear      **c** disbelief

### Lesson 6

1. *Possible answers include:*

**a** courageous/bold      **b** frightening/spooky

**c** tiny/little      **d** yelled/shouted/screeched

**e** ascend/climb up      **f** vast/enormous/great

**g** softly / gently      **h** tired / sleepy

### Lesson 7

1. **a** fell, dripped      **b** wanted, leave, had

**c** stood, saw      **d** stopped, came (up)

**e** handed, said

### Lesson 8

1. *Possible answers include:*

**a** gazed/saw; smiled/ran

**b** ran/hurried; looked/crawled

### Lesson 9

1. **a** shone      **b** rode, stopped      **c** stared

**d** took      **e** threw, splashed      **f** rose, grasped

### Lesson 10

1. **a** *Circle:* Standlake; *underline:* day, village

**b** *Circle:* Bond Street, London, Christmas;

*underline:* shops, week

**c** *Circle:* Hyde Park; *underline:* yesterday, people, grass, sun

**d** *Circle:* John's; *underline:* bang, car

**e** *Circle:* King Kong; *underline:* film, ape

**f** *Circle:* Italy; *underline:* football match, weekend, holiday

### Lesson 11

1. **a** old, leaning, rotten, small, wooden, tiny, dark, striped

**b** ancient, cold, strange, loud, front

**c** large, two, red, nearest, electric, soft

**d** quiet, both, five

### Lesson 12

1. Ben walked towards the front door. He opened it and stepped outside. Then he ran as quickly as he could away from the house. The woods seemed to go on forever. He thought he could hear footsteps behind him. He ran faster and faster. Suddenly he tripped on a root and fell heavily.

2. **a** Lord and Lady James are having lunch at Buckingham Palace.

**b** Would you like to go to London at the weekend or stay in Oxford?

### Lesson 13

- a** Why aren't you going out into the garden?  
**b** Help! Help! There's a thief in the shop.  
**c** The next day she decided to visit her friend Becky.  
**d** What's the point of going? Will there be anything to see? The show's over.  
**e** Does anyone want to come to the cinema? It's the new Harry Potter.  
**f** Wait! Where are you going now?

### Lesson 14

- a** "We could catch a bus back after the show," Claire said to her Mum  
**b** "What do we do," asked Amir, "if they come back and find us here?"  
**c** "Get your things at once!" the teacher ordered.  
**d** "Help, I'm late!" Paul shouted to Tim.  
**e** "I'm going as fast as I can," he panted, "but I'm really out of breath."  
**f** "Why," she asked, "do you want to keep that ridiculous hat?"

### Lesson 15

- a** False      **b** False      **c** True
- a** False      **b** False      **c** False

### Lesson 16

- a** False      **b** True      **c** False      **d** False
- a** False      **b** False      **c** False

### Lesson 17

- a** faster/fastest      **b** tamer/tamest  
**c** fatter/fattest      **d** wiser/wisest  
**e** icier/iciest      **f** hotter/hottest
- a** neater      **b** ripest      **c** silliest      **d** maddest

### Lesson 18

- a** slimy      **b** sunny      **c** sleepy      **d** crackly  
**e** spotty      **f** hilly      **g** muddy      **h** rainy      **i** weepy
- a** spook      **b** ease      **c** mess      **d** noise  
**e** streak      **f** wind      **g** soap      **h** taste      **i** nose

### Lesson 19

- a** witches      **b** oboes      **c** wicks      **d** strawberries  
**e** caddies      **f** gasses      **g** boxes      **h** tomatoes
- a** sheep      **b** woman      **c** deer      **d** louse  
**e** tooth

### Lesson 20

- a** wrestle      **b** knife      **c** plumber      **d** walk

- e** gnat      **f** yolk      **g** why      **h** knowledge  
**i** half      **j** knit      **k** palm      **l** could  
**m** gnome      **n** rhythm      **o** wring
- a** could      **b** wrangle      **c** kneel      **d** which  
**e** sword      **f** while      **g** calm      **h** comb  
**i** calves      **j** doubt

### Lesson 21

- a** hopeless      **b** broadcast      **c** breadbin      **d** halfway  
**e** outbreak      **f** lamppost      **g** sunshine      **h** check-up  
**i** laptop      **j** notebook      **k** forgive      **l** newspaper

### Lesson 22

- a** hopeful / hopeless  
**b** fruitful / fruitless  
**c** colourful / colourless  
**d** merciful / merciless
- a** freely      **b** happily      **c** silently      **d** fully  
**e** oily

### Lesson 23

- Colour:* red, magenta, grey, khaki  
*Size:* minute, vast, infinite, long  
*Mood:* angry, keen, glum, sad

### Lesson 24

- a** Iqbal and Ben don't like playing football. They prefer karate and skateboarding.  
**b** Claire and Jemma go to the shops on Wednesday and play netball on Friday.
- a** I am going to buy a pet. I will either choose a hamster or a mouse.  
**b** Where is Brad? He was going to walk to school with me.

### Lesson 25

- a** herd / pride      **b** school      **c** host  
**d** troop      **e** coven

### Lesson 26

- The pirates landed on the ~~sandy~~ beach. They could see ~~tall~~ trees and ~~thick~~ jungle. They walked up the ~~narrow~~ path, reached the ~~sunlit~~ clearing and stopped. A ~~brightly coloured~~ parrot screamed overhead. They drew their ~~shining~~ cutlasses and tiptoed forward.
- They moved quietly, trying to make no noise. Nothing stirred. There was no movement or sound. Redbeard signalled to the men, holding his cutlass upright. Through the thick green trees, they could see the fort sitting on the top of the

hill where the two waterfalls met. Suddenly, a shot rang out, crackling like the sound of thunder through the still air.

### Lesson 27

1. **a** third    **b** second    **c** first  
2. **a** We had to get on our bikes really fast.  
**b** My feet got entangled in my skipping rope.

### Lesson 28

1. **a** I bought ham, cheese, fruit, water and yoghurt.  
**b** My old, black wellingtons were useless in the deep, cold river water.  
**c** I waited in the dark, silent lane for the steady sound of the car.  
2. The slow, silent car came towards him. He could see the headlights, two figures and a lumpy parcel on the roof. Was it a box, some suitcases or a coffin? Whatever it was, it was a frightening sight.

### Lesson 29

1. **a** French, Jane, Paris  
**b** The, Cuba, Germany, American  
**c** Belgian  
**d** Ford, Renault, Vauxhall  
2. Sell French silver,  
Buy Spanish gold,  
Go to bed early,  
Do what you're told!

### Lesson 30

1. **a** they've    **b** they should've    **c** you're  
**d** we won't    **e** I shan't    **f** we hadn't  
**g** we've    **h** you wouldn't    **i** you mustn't  
2. **a** We shan't, they're    **b** Can't you, It's not / It isn't  
**c** Who'd have / Who would've, I don't

### Lesson 31

1. **a** False    **b** False    **c** False    **d** False  
**e** True    **f** False

### Lesson 32

1. **a** False    **b** True    **c** False    **d** False  
**e** True

### Lesson 33

1. **a** oatmeal: oat / at / me / meal  
**b** history: hi / his / is / story / tor / Tory / or  
**c** marketing: ma / mar / mark / market / ark / tin / ting / in

**d** mathematics: ma / mat / at / the / them / thematic / thematics / he / hem / em / ma / mat / at / tic / tics

**e** fragment: rag / me / men / en

**f** flower: flow / low / lower / ow / owe / we

**g** weather: we / eat / at / the / he / her

**h** independent: in / depend / dependent / pen / pendent / en / end / den / dent / en

2. **a** mouth    **b** parking    **c** spinning  
**d** sprouts

### Lesson 34

1. **a** ter / ri / ble    **b** arg / u / ment  
**c** con / di / tion    **d** with / stand / ing  
**e** foot / ball / er    **f** gar / den / ing  
2. **a** 3    **b** 4    **c** 3    **d** 3    **e** 3    **f** 2  
**g** 3    **h** 4

### Lesson 35

1. **a** antifreeze    **b** exile    **c** antiseptic  
**d** co-operate    **e** exempt    **f** exhale  
2. **a** mistake    **b** non-event    **c** non-stop  
**d** mismatch    **e** miscarry    **f** non-slip  
**g** misdeed    **h** miscount    **i** nonsense

### Lesson 36

1. **a** lean: to tilt to one side / thin  
**b** bow: to bend forward / a device for shooting arrows  
**c** pad: a block of paper / to walk softly  
**d** rear: the back of something / to leap up  
**e** reel: a piece of fishing equipment / to stagger about  
2. bow

### Lesson 37

1. Possible answers include any 2 of the following:  
**a.** giant / huge / massive / gigantic  
**b.** quick / rapid / swift / speedy  
**c.** hard / tricky / complicated / complex  
**d.** intelligent / clever / bright / smart  
**e.** attractive / beautiful / cute  
**f.** burning / scorching / warm / sizzling  
**g.** high / large / lofty / big

### Lesson 38

1. **a** blue / green / indigo / orange / red / violet / yellow  
**b** breakfast / dinner / lunch / supper / tea  
**c** battle / beans / bleak / body / bucket  
**d** eagle / egg / elf / emu / ewe

### Lesson 39

1. **a** them, It    **b** We, She    **c** You, us, you  
    **d** I, her, It
2. They, them, it. We, them

### Lesson 40

1. **a** my, his    **b** their, our    **c** theirs, mine
2. **a** They, their (also possible: my / your / his / her)  
    **b** my (also possible: your / his / her / their / our),  
    it. It

### Lesson 41

1. **a** We went to the park and played football until  
    it started raining.  
    **b** It was hot when we arrived but later the  
    weather was miserable.  
    **c** I went home before the programme had  
    finished.
2. The bell rang **so** I got up to see who was at the  
    door.

### Lesson 42

1. *Answers may vary according to the third person  
    forms used. (she / he / they)*  
    **a** She didn't know what came over her. She  
    turned off the path that led to her school.  
    **b** At the end of it was a gate. She walked  
    through it and found herself in a garden.  
    **c** There was an apple tree in the far corner. She  
    went over and picked herself an apple.  
    **d** An angry woman started shouting at her. She  
    ran as fast as her legs would carry her.

### Lesson 43

1. First you must go to the island. Then step ashore.  
    After crossing the beach you must enter the  
    jungle. When you come out of the trees you will  
    see the hut. Inside is a stone box. Lift it carefully  
    and look inside.

### Lesson 44

1. **a** can't    **b** won't / I'm    **c** couldn't/wasn't
2. **a** shall not    **b** would not  
    **c** I will / I shall    **d** when is

### Lesson 45

1. **a** "When are you coming again?" Taj asked.  
    **b** "When would you like me to?" I replied.  
    **c** "Could you come tomorrow?" he suggested.
2. **a** "Run!" shouted the firemen. "Get out as fast  
    as you can!"

**b** "I couldn't see anything but smoke," I told  
them later.

**c** "We can't come tomorrow but we can the day  
after."

### Lesson 46

1. **a** When they had finished working, they went out  
    into the park.  
    **b** While I was standing there, he came up and  
    snatched my bag.  
    **c** As it was theft, I set off for the police station.
2. **a** Sarah, come here at once!  
    **b** If you can't come tomorrow, you must let me  
    know.

### Lesson 47

1. **a** False    **b** False    **c** True    **d** False  
    **e** True    **f** False    **g** True

### Lesson 48

1. **a** False    **b** False    **c** True    **d** True  
    **e** False    **f** True    **g** False



## Handwriting practice

## No Nonsense English

7-8  
years

cat fuss mud seesaws

shop tale glove quick

still class slaps bring

snap regret toffee blowing

meat glad field hives

# Answer-Key Notes: 11+ English Answers (No-Nonsense Ages 7-8)

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 provides correct answers for all 48 lessons. Use it to mark your child's work carefully, awarding one mark per correct answer unless the question specifies otherwise. A tick means fully correct; anything else (including correct meaning but wrong spelling or punctuation) should be marked wrong so you can see where precision needs work.

Differentiate between careless slips and knowledge gaps. If your child writes 'braking' for 'breaking', that is a spelling rule to revise; if they cannot think of any synonym for 'enormous', that is vocabulary breadth. Keep a list of recurring mistakes to guide your next study session.

The worked examples below explain **why** certain answers are correct. Use them when your child is stuck or when an answer surprises you both. They are teaching tools, not a crutch: encourage your child to attempt every question independently before consulting these notes.

## Score interpretation

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Each lesson is short (typically 5–15 marks). A score of 80 per cent or higher on a lesson means your child has grasped that concept and is ready to move on. Between 60 and 80 per cent suggests the idea is partially understood but needs one more round of practice or a different explanation. Below 60 per cent usually means the topic is new or the question style unfamiliar; reteach the concept from scratch before trying similar questions.

Because the 48 lessons are independent, your child does not need to work through them in order. If Lesson 12 (sentences and capital letters) scores poorly, spend extra time on punctuation basics before attempting Lesson 13 (question and exclamation marks). Conversely, if your child sails through the phonics and spelling lessons (1–6, 17–22) with 90 per cent or more, you can skip ahead to grammar and comprehension.

Track progress by re-testing weak lessons after a week. Improvement over time matters more than any single score. If the same mistake (for example, forgetting silent letters or confusing possessive pronouns) appears across several lessons, that is your signal to pause and consolidate before moving forward.

## Worked examples

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### Phonics and spelling patterns (Lessons 1–2, 17–20)

Marks are binary: the spelling is either right or wrong. Children lose easy marks by confusing short and long vowel sounds (Lesson 1), doubling the wrong consonant when adding *ing* (Lesson 2), or guessing at silent letters (Lesson 20). **Precision matters:** 'swimming' with one *m* is incorrect even if the child knows the word. Successful students sound out words carefully and apply the doubling rule (double the final consonant if the vowel before it is short: 'hop' becomes 'hopping', but 'feel' stays 'feeling').

**Lesson 1, Q1** : Underline: tune, free, carp, oats, bow, throat, creak. Circle: mat, mitten, itch, melt, uncle, ripple

Long vowel sounds say the letter name ('u' in 'tune' says 'yoo', 'oa' in 'throat' says 'oh'). Short vowel sounds are clipped ('a' in 'mat', 'i' in 'mitten'). **'Carp' is long** because the 'ar' makes the vowel say 'ah' rather than the short 'a' in 'cat'. If your child circled 'carp', revisit vowel digraphs.

**Lesson 2, Q1b** : swimming

'Swim' ends consonant–vowel–consonant with a short vowel, so **double the final consonant** before adding *ing*. If your child wrote 'swiming', they forgot the rule. Contrast with 'feel' (Lesson 2, Q1d): the vowel is long ('ee'), so you simply add *ing* without doubling.

**Lesson 20, Q1b** : knife

The *k* is silent. English keeps the *k* in words borrowed from Old English ('knife', 'knee', 'knit'). The silent letter is not random; it connects to word history. Children often spell 'nife' by ear; **teach the pattern** (kn– always has a silent *k*) rather than memorising every word individually.

**Lesson 18, Q2d** : noise

Remove the *y* suffix to recover the root noun. 'Noisy' comes from 'noise'. If your child wrote 'nois', remind them that English words rarely end in a single *s* after a vowel digraph; the *e* is needed. This reverse-engineering skill (adjective → noun) helps with spelling families.

## Prefixes and suffixes (Lessons 3–5, 17, 21–22, 35)

Most errors come from adding the affix to the wrong base or forgetting spelling changes. For example, Lesson 3 tests whether the child picks *ible* or *able*; Lesson 22 tests *ful* versus *less*. **Context is king:** 'a capful of water' means 'full of', so the suffix is *ful*. The paper rewards children who understand meaning as well as spelling. Compound words (Lesson 21) are marked wrong if the join is incorrect: 'check-up' needs the hyphen; 'lamppost' is one word with no space.

### Lesson 3, Q2a : edible

When the root is not a standalone word, use *ible*. 'Ed' is not a word, so 'edible' takes *ible*. Contrast 'believable' (Q2d): 'believe' is a word, so add *able*. **Check whether you recognise the root** before choosing the suffix.

### Lesson 4, Q1c : prepare

The prefix *pre* means 'before'. To 'prepare' is to get ready in advance. Children sometimes confuse *re* (again) and *pre* (before). Ask: does the meaning need 'again' or 'beforehand'? Here, 'repair' would be wrong because it means to fix something broken.

### Lesson 5, Q1f : uncooked

The opposite of 'cooked' is 'uncooked', not 'decooked' or 'discooked'. *Un* reverses states; *de* removes or reduces (defrost, deselect). If your child wrote 'dis-', they are over-applying the pattern. **Test with a real sentence:** 'the chicken is uncooked' sounds natural.

### Lesson 35, Q1a : antifreeze

*Anti* means 'against'. Antifreeze works against freezing. *Ex* means 'out' (exhale, exile), *co* means 'together' (co-operate). Knowing Latin roots saves guesswork. If your child wrote 'exfreeze', revisit prefix meanings before moving on.

## Word classes: nouns, verbs, adjectives (Lessons 7, 9–11, 19, 23–26)

Children must identify or use word classes in context. Lesson 7 and Lesson 9 ask for verbs, often in the past tense; Lesson 10 distinguishes proper nouns (capitalised) from common nouns; Lesson 11 circles adjectives. **Marks are lost when children confuse categories:** underlining 'quickly' (an adverb) instead of 'ran' (a verb), or circling 'King Kong' as a common noun instead of a proper noun. Successful students ask, 'What job is this word doing in the sentence?' before marking it.

**Lesson 7, Q1d** : stopped, came

Both are verbs (actions). 'It stopped outside the house. The postman came up the drive.'

**Do not underline 'outside' or 'up'**; those are prepositions, not verbs. If your child underlined too many words, they may be confusing action words with any interesting word. Practise: can you put 'to' in front? 'To stop', 'to come' – yes, they are verbs.

**Lesson 10, Q1e** : Circle: King Kong. Underline: film, ape

'King Kong' is a proper noun (the name of a specific character), so it needs a capital letter and gets circled. 'Film' and 'ape' are common nouns (general things), so they are underlined. If your child circled 'film', remind them that **job titles, common objects, and general animals are not proper nouns**.

**Lesson 25, Q1a** : herd, pride

A group of buffalo is a *herd*; a group of lions is a *pride*. Collective nouns are specific to each animal. If your child wrote 'school' or 'troop', they have confused the categories (school = fish; troop = monkeys). **Learn the common pairs** (herd/cattle, flock/sheep, swarm/bees, pride/lions, murder/crows) rather than guessing.

**Lesson 26, Q1 (cross out adjectives)** : sandy, tall, thick, narrow, sunlit, brightly-coloured, shining

Adjectives describe nouns. 'Sandy beach', 'tall trees', 'thick jungle', 'narrow path', 'sunlit clearing', 'brightly-coloured parrot', 'shining cutlasses'. Each one answers 'what kind?' If your child left 'thick' or crossed out 'pirates', they are muddling adjectives with nouns.

**Ask: does it describe a thing?** If yes, it is an adjective.

## Pronouns (Lessons 39–40, 42)

Lesson 39 tests personal pronouns (I, you, he, she, it, we, they, me, him, her, us, them); Lesson 40 tests possessive pronouns (my, your, his, her, its, our, their, mine, yours, etc.). Children lose marks by circling the wrong words (for example, circling 'was' instead of 'It') or by choosing the wrong case ('them' when the sentence needs 'their'). Lesson 42 converts first person to third person, which requires changing every pronoun and possessive consistently.

**Lesson 39, Q1a** : them, It

'Jean met **them** near the bridge. **It** was raining.' *Them* is a personal pronoun (replaces a plural noun, e.g. the dogs); *It* replaces 'the weather' or is an impersonal subject. Do not circle 'Jean' (a proper noun), 'met' (a verb), or 'was' (a verb). Only circle the pronouns.

**Lesson 40, Q1a** : my, his

'He put **my** wallet into **his** pocket.' Both are possessive pronouns showing ownership. If your child circled 'he' or 'put', they confused personal pronouns (he) with possessive pronouns (his). **Test: replace the pronoun with a name.** 'Sam put Ella's wallet into Sam's pocket' – 'Sam's' is possessive, so 'his' is possessive.

**Lesson 42, Q1a** : She didn't know what came over her. She turned off the path that led to her school.

Convert every first-person pronoun (I, me, my) to third person (she, her, her). **Change 'I didn't' → 'She didn't', 'me' → 'her', 'my' → 'her'**. If your child left any 'I' or 'my', the answer is incomplete. Check consistency: all pronouns must match the same person (she, not he or they) unless the original sentence gives you a reason to switch.

**Punctuation (Lessons 12–14, 28–30, 44–46)**

Full stops, capital letters, commas, speech marks, apostrophes, question marks and exclamation marks are tested. **Marks are strict:** missing one full stop or one speech mark loses the mark. Lesson 13 expects the correct end punctuation (. ? !) for the sentence type. Lesson 14 places speech marks and commas around dialogue. Lesson 28 uses commas in lists and to separate adjectives. Lesson 30 writes contractions (can't, won't, they've) correctly. Children who guess punctuation or skip proofreading will lose easy marks.

**Lesson 12, Q1** : Ben walked towards the front door. He opened it and stepped outside. Then he ran as quickly as he could away from the house. The woods seemed to go on forever. He thought he could hear footsteps behind him. He ran faster and faster. Suddenly he tripped on a root and fell heavily.

**Seven sentences need seven full stops** (one already in place: 'fell heavily.'). Each new sentence starts with a capital letter. If your child wrote only three or four full stops, they are writing run-on sentences. Check: can you pause and take a breath? If yes, that is a sentence boundary.

**Lesson 14, Q1b** : "What do we do," asked Amir, "if they come back and find us here?"

Speech marks surround Amir's words. **The question mark goes inside** the closing speech mark because the question is part of what he said. 'Asked Amir' sits in the middle, so you need a comma after 'do' and another after 'Amir'. If your child forgot the comma after 'do', the punctuation is wrong.

**Lesson 28, Q1a** : I bought ham, cheese, fruit, water and yoghurt.

Commas separate items in a list. **The last item is joined by 'and'** with no comma before it (British convention). If your child wrote 'water, and yoghurt', that is an Americanism and would be marked wrong on some 11+ papers. Stick to the British style: commas between items, 'and' before the last.

**Lesson 30, Q1b** : they should've

'Should have' contracts to **'should've'**, not 'should of'. The apostrophe replaces 'ha' in 'have'. If your child wrote 'shoulda' or 'should of', that is phonetic spelling. Teach: *of* is never part of a verb. You can expand 'should've' back to 'should have' to check.

### Comprehension and reasoning (Lessons 15–16, 31–32, 47–48)

These lessons ask True or False questions about short extracts (stories, recipes, instructions, letters). The answers test careful reading: did the child notice the detail that proves or disproves the statement? **Marks are binary**: True or False, no partial credit. Children lose marks by skimming, by relying on memory instead of re-reading, or by confusing 'not mentioned' with 'false'. Successful students underline the sentence in the extract that answers each question before writing their answer.

**Lesson 15, Q1a** : False

The statement 'Clare wanted a hamster for a pet most of all' is **false** if the extract shows she was deciding between several pets or did not express a preference. Re-read Extract 1: does it say 'most of all' or 'really wanted a hamster'? If not, the answer is False. Children who skim will guess True because hamsters are mentioned.

**Lesson 16, Q1b** : True

Extract 2 says 'Football happens twice a week.' That matches the statement exactly, so **True**. If your child wrote False, they misread 'twice' as 'once' or confused football with another activity (the flute). Train your child to *locate the evidence* before answering.

**Lesson 47, Q1d** : False

'The noose held him tightly by the head' is false if the extract says the noose caught his leg or neck. Check the text: **where was the badger caught?** If it says 'by the leg', the answer is False. Many children will guess based on general knowledge ('nooses go round necks'), but the question tests what *this* story says.

**Lesson 48, Q1f** : True

The formal letter says 'The three little pigs want to sue for damages.' **Sue for damages** means claiming money in court for harm done. If the letter uses that phrase or explains they want compensation, the statement is True. If your child wrote False, they may not know what 'sue' means; add it to the vocabulary list.

**Sentences, clauses and conjunctions (Lessons 13, 24, 27, 41–43, 46)**

These lessons test sentence construction: joining clauses with conjunctions (and, but, until, when, because, so), changing singular to plural (Lesson 24), converting between 1st and 3rd person (Lesson 27, 42), sequencing sentences in logical order (Lesson 43), and using commas to mark clause boundaries (Lesson 46). **Marks depend on accurate grammar:** one mistake (for example, 'they was' or a missing comma) loses the mark. Children who rush will write run-on sentences or forget to change every verb when switching from singular to plural.

**Lesson 24, Q1a** : Iqbal and Ben don't like playing football. They prefer karate and skateboarding.

Change singular 'Iqbal' to plural 'Iqbal and Ben'. **Change 'doesn't' → 'don't', 'He prefers' → 'They prefer'**. Every verb must agree with the new plural subject. If your child wrote 'Iqbal and Ben doesn't', they forgot subject-verb agreement. Practise: he likes → they like; she runs → they run.

**Lesson 41, Q1a** : and, until

'We went to the park **and** played football **until** it started raining.' *And* joins two actions; *until* shows when the first action stopped. Both are conjunctions (joining words). If your child underlined 'to' or 'it', they confused conjunctions with prepositions or pronouns.

**Lesson 43, Q1 (sequencing)** : First you must go to the island. Then step ashore. After crossing the beach you must enter the jungle. When you come out of the trees you will see the hut. Inside is a stone box. Lift it carefully and look inside.

Time connectives ('First', 'Then', 'After', 'When') signal the order. **Start with 'First you must go to the island'** (the journey begins). 'Then step ashore' follows. 'After crossing the beach' comes next, then 'When you come out of the trees', then 'Inside is a stone box', then 'Lift it carefully'. If your child put the hut before the beach, they ignored the logical sequence.

**Lesson 46, Q1b** : While I was standing there, he came up and snatched my bag.

A comma separates the opening clause ('While I was standing there') from the main clause ('he came up...'). **The comma shows the pause** and prevents the reader stumbling. If your child wrote no comma, the sentence runs together. Teach: clauses that start with *while, when, if, because* usually need a comma when they come first.

### **Vocabulary: synonyms, antonyms, homophones, word families (Lessons 6, 8, 33, 36-38)**

Lesson 6 and Lesson 37 ask for synonyms (words with similar meanings); Lesson 5 builds antonyms with prefixes (un-, dis-, de-); Lesson 36 explores homonyms (words that sound alike but have different meanings); Lesson 33 finds words hidden inside longer words; Lesson 38 practises alphabetical order. **Possible answers** means any correct synonym scores the mark. Reject near-misses: 'big' is not a synonym for 'brave', even though both are positive adjectives. Children with weak vocabularies will struggle; keep a word bank and practise daily.

**Lesson 6, Q1d** : yelled / shouted / screeched

All three mean to speak very loudly or sharply. **Any one scores the mark.** 'Said' or 'whispered' would be wrong because they do not mean the same thing. If your child wrote 'talked', they guessed instead of thinking about intensity. Teach: a synonym must fit the same context without changing the meaning.

**Lesson 8, Q1a** : Similar: gazed / saw; Different: smiled / ran

*Similar*: 'gazed' and 'saw' both involve looking, though 'gazed' is more intense. *Different*: 'smiled' or 'ran' change the meaning completely (feeling happy vs. moving fast). If your child put 'stared' in *different*, they are correct if the new sentence means something else, but check that the sentence still makes sense.

**Lesson 36, Q1b** : bow: to bend forward / a device for shooting arrows

**Homonyms** sound the same but mean different things. 'Bow' (rhymes with 'cow') = bend forward or the front of a ship. 'Bow' (rhymes with 'go') = weapon for arrows or a ribbon tied in loops. English spelling does not distinguish them, so context is essential. If your child wrote only one meaning, they missed the point of the question.

**Lesson 33, Q1a (oatmeal)** : oat / at / me / meal

Find shorter words *within* the letters of 'oatmeal' without rearranging. '**Oat**', '**at**', '**me**', '**meal**' all appear in order. 'Meat' or 'male' do not, because you would have to rearrange letters. This skill helps children see word roots (oat + meal) and improves spelling.

## Next steps

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After marking, sit with your child and review every mistake. For spelling or punctuation errors, ask them to write the correct version three times and then use it in a sentence. For comprehension questions, go back to the text together and find the sentence that proves the answer; if they still disagree, discuss why the evidence supports True or False. Keep a 'mistake log' (one page per topic) so you can see patterns over time.

If your child scored below 70 per cent on more than half the lessons, pause and consolidate. Choose three weak areas (for example, silent letters, speech punctuation, pronouns) and spend a week on targeted practice before returning to this booklet. If they scored above 85 per cent across the board, look for Bond 8–9 or move to 11+ comprehension and creative writing practice. Regular, focused practice beats sporadic cramming: fifteen minutes daily will yield better results than one long session at the weekend.

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